

TEACHING GRAMMAR, USAGE, & MECHANICS



GRADE 8



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Grade 8

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

Congratulations on your purchase of ***Teaching Grammar, Usage, and Mechanics Grade 8***.
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Teaching the Language Strand Grade 8 © 2014 Pennington Publishing.

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Teaching Grammar, Usage, and Mechanics Grade 8 is a full-year, grade-level program with plenty of remedial practice to help your students *catch up* while they *keep up* with grade-level standards. The resources feature 56, twice-per-week, 25-minute lessons to help you teach both mechanics (punctuation, capitalization, quotations, etc.) and grammar and usage skills and concepts.

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

Directions

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

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

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



Program Resources: Printable PDFs and Google App Links

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

- Teacher's guide (PDF) of the 64 lessons, 14 biweekly unit tests, and standards alignment document.
- 56 guided practice lessons and answers (PDF)
- 16 biweekly unit tests and answers (Google forms)
 - [Lessons 1-4](#)
 - [Lessons 5-8](#)
 - [Lessons 9-12](#)
 - [Lessons 13-16](#)
 - [Lessons 17-20](#)
 - [Lessons 21-24](#)
 - [Lessons 25-28](#)
 - [Lessons 29-32](#)
 - [Lessons 33-36](#)
 - [Lessons 37-40](#)
 - [Lessons 41-44](#)
 - [Lessons 45-48](#)
 - [Lessons 49-52](#)
 - [Lessons 53-56](#)
- Diagnostic Grammar, Usage, and Mechanics Assessment (PDF)
- Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix (PDF)
- [Diagnostic Grammar, Usage, and Mechanics Assessment](#) (Google forms)
- [Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix](#) (Google sheets)
- [Grammar, Usage, and Mechanics Final Exam](#) (Google forms)
- [Grammar, Usage, and Mechanics Final Exam Mastery Matrix](#) (Google sheets)
- [56 student lessons with digital activities](#) (Google slides)
 - [Lessons 1-4](#)
 - [Lessons 5-8](#)
 - [Lessons 9-12](#)
 - [Lessons 13-16](#)
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 - [Lessons 33-36](#)
 - [Lessons 37-40](#)
 - [Lessons 41-44](#)
 - [Lessons 45-48](#)
 - [Lessons 49-52](#)
 - [Lessons 53-56](#)
- 77 Grammar, Usage, and Mechanics worksheets for independent practice (PDF)
- [77 Grammar, Usage, and Mechanics slides for independent practice](#) (Google slides)

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

[Google Slides](#)

[Google Forms](#)

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

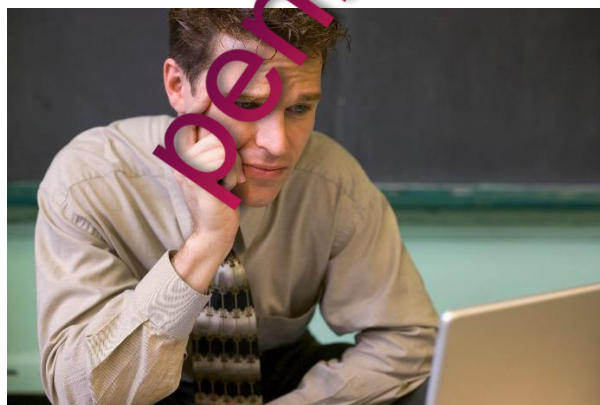
TOP SECRET
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WITH OTHER AGENTS



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Teacher's Guide

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



Language Conventions Lessons

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

How to Teach the Language Conventions Lessons

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



How to Diagram Sentences

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

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

Instructional Objectives

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

Preparation and Materials

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

Procedures

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

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



Sentence Diagramming Lesson #1

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

Mark

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

Mark

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

Mark

 gives

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

Mark

 gives

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

Mark

 gives

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

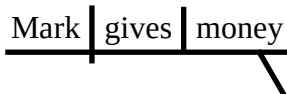


Sentence Diagramming Lesson #2

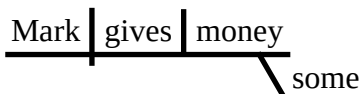
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

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

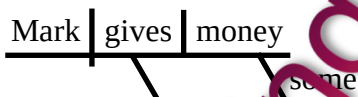
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



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



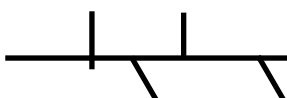
3. “Now draw a slanted line down from the horizontal line below the predicate ‘gives.’”



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



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



Sentence Diagramming Teacher Tips

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

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

On the Horizontal Baseline

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

Expanding the Baseline

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

Below the Baseline

–Modifiers

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

–Prepositional Phrases

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

(Below the Baseline)

–Compound Sentences

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

–Subordinate (Dependent) Clauses

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

–Participles and Participial Phrases

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

–Relative Clauses

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

Above the Baseline

–Gerunds and Gerund Phrases

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

–Interjections

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



(Above the Baseline)

–Noun Clauses

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

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

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

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

Training Modules

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

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

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

Module 2: Language Conventions Lessons

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

Module 6: Remedial Grammar, Usage, and Mechanics Instruction

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



Language Conventions Lessons

- 1 Proper Nouns and Common Nouns and Periods in Latin Expressions
- 2 Personal Pronouns and Periods in Names, Abbreviations, and Acronyms
- 3 Subject (Nominative) Case Pronouns and Periods in Indirect Questions and Intentional Fragments
- 4 Object Case Pronouns and Periods in Decimal Outlines
- 5 Possessive Case Pronouns and **Semicolons with Conjunctions**
- 6 Adjectives and Apostrophes for Singular Possessive Nouns
- 7 Verbs *Subject-Verb Agreement and Apostrophes for Plural Possessive Nouns
- 8 Adverbs and Apostrophes for Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects
- 9 Coordinating Conjunctions and Apostrophes in Contractions
- 10 Correlative Conjunctions and Commas for Geographical Places
- 11 Subordinating Conjunctions and Commas for Dates
- 12 Prepositions and Commas for Letters
- 13 Subjects and Predicates and Commas in Addresses
- 14 Direct and Indirect Objects and Commas for Names
- 15 Phrases and Clauses and Commas between Adjectives
- 16 *Complete Sentences, Fragments, and Run-ons and Commas for Tag Questions
- 17 Simple, Compound, Complex, and Compound-Complex Sentences and Commas for Direct Speech
- 18 Types of Sentences and Commas in a Series
- 19 *Noun Phrases and Commas after Introductory Words and Phrases
- 20 *Noun Clauses and after Introductory Clauses
- 21 **Gerunds** and Commas and Quotation Marks with Speaker Tags
- 22 **Gerund Phrases** and Commas before Conjunctions in Compound Sentences
- 23 Reflexive, Intensive, and Reciprocal Pronouns and Commas in Complex Sentences
- 24 Indefinite Pronouns and Commas with Parenthetical Expressions
- 25 *Pronoun Antecedents and Commas with Coordinate Adjectives
- 26 *Pronoun Number and Person Shifts and Commas with Hierarchical Adjectives

Boldface denotes Introductory Standard for Eighth Grade Level.

***Denotes Progressive Language Skill.**



Language Conventions Lessons

- 27 Demonstrative Pronouns and *Vague Pronoun References and **Commas with Appositives**
- 28 Nonrestrictive *Adjective Clauses and Relative Pronouns and Punctuation in Restrictive Clauses
- 29 Restrictive *Adjective Clauses and Relative Pronouns and Punctuation with Relative Pronouns
- 30 Predicate Adjectives and *Adjectival Phrases and Dialogue and Direct Quotations
- 31 **Past Participles** and Punctuation of Direct Quotations
- 32 **Past Participial Phrases** and **Ellipses**
- 33 **Present Participles** and Quotations within Quotations
- 34 **Present Participial Phrases** and **Punctuation of Non-standard Usage Quotations**
- 35 Comparative Modifiers and In-text Citations and Indirect Quotations
- 36 Superlative Modifiers and MLA Works Cited Page
- 37 *Misplaced Modifiers and Italics and Underlining: Book, Website, Newspaper, and Magazine Titles
- 38 *Dangling Modifiers and Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles
- 39 ***Squinting Modifiers** and Quotation Marks: Song, Poem, and Book Titles
- 40 *Verb Phrases and Quotation Marks: Newspaper, Magazine, and Blog Article Titles
- 41 *Shifts in Verb Tense and Quotation Marks: Short Story and Document Titles
- 42 Progressive Verb Forms and Capitalization of Named People, Places, Things, and Products
- 43 Perfect Verb Forms and Capitalization of Titles
- 44 **Infinitives** and Capitalization of Holidays and Dates
- 45 **Indicative Mood** and Capitalization Special Events and Historical Periods
- 46 **Imperative Mood** and Capitalization Organizations and Businesses
- 47 **Interrogative Mood** and Capitalization of Languages and People Groups
- 48 **Conditional Mood** and Question Marks
- 49 **Subjunctive Mood** and Exclamation Points
- 50 **Verb Voice and Mood Shifts** and Colons to Introduce Long Direct Quotations
- 51 Subordinating Conjunctions and ***Adverbial Clauses** and Parentheses

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Language Conventions Lessons

- 52 **Relative Adverbs and *Adverbial Clauses** and Dashes
- 53 Adverb Order and Brackets
- 54 *Non-standard English Deletions and Hyphens
- 55 *Non-standard English Additions and Slashes
- 56 *Non-standard English Substitutions and Numbers

Boldface denotes Introductory Standard for Eighth Grade Level.

***Denotes Progressive Language Skill.**



Language Conventions Lesson #1

Mechanics Lesson

“Today we are studying how to use **periods in commonly-used Latin expressions**. Remember that 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.”

Latin abbreviations are set off from the rest of the sentence by commas or parentheses.

- etc. (*et cetera*), which means *and so on*. **Example:** He likes them all: cake, cookies, etc.
- et al. (*et alii*), which means *and others*. **Example:** The six researchers (Jones, et al.)
- e.g. (*exempli gratia*), which means *for example*. **Example:** Move ice cream, e.g., vanilla (e.g., vanilla)
- i.e. (*id est*), which means *that is*. When using the i.e., *think in other words* to explain or define, not to signal examples. **Example:** He is goofy i.e. silly (i.e., silly).

“Now read the guided practice sentence on your lesson. Then highlight what is right and revise what is wrong according to mechanics 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].”

Mechanics Guided Practice Answers: I eat lots of green vegetables, e.g., kale, beans, and peas. I also exercise, drink plenty of water, etc.

Grammar and Usage Lesson

“Today we are studying **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, Mrs. Chang, P.S., Stratford-upon-Avon

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. **Examples:** liberty, human, capital, desk. Some common nouns are *collective nouns* and refer to a group of people, animals, or things. **Examples:** class, group

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

Grammar and Usage Guided Practice Answers: At the Pike Auditorium, our school was honored for its service with the Pan-Lee Award.

Language Conventions Lesson #1

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Proper nouns and 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: “Obama” and “soldiers.”’” [Allow time.]

President | **visited** |

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

Mentor Text Lesson

“This mentor text, written by Dr. Seuss (Theodor Seuss Geisel), uses both proper and common noun placement to emphasize his message. Let’s read it carefully: ‘Maybe Christmas, the Grinch thought, doesn’t come from a store.’ 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 both proper and 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 on your lesson with proper Latin abbreviations: ‘Our Congress, that is the Senate and the House of Representatives, makes laws, declares war, *et cetera*.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘Most Americans know that President Washington never lived in the White House because the capital was in New York.’”

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

Language Conventions Lesson #1

Mechanics

Latin abbreviations are set off from the rest of the sentence by commas or parentheses.

- etc. (*et cetera*), which means *and so on*.
Example: He likes them all: cake, cookies, etc.
- et al. (*et alii*), which means *and others*.
Example: The six researchers (Jones, et al.)
- e.g. (*exempli gratia*), which means *for example*.
Example: I love ice cream, e.g., vanilla (e.g., vanilla)
- i.e. (*id est*), which means *that is*. When using the i.e., think *in other words* to explain or define, not to signal examples.
Example: He is goofy, i.e., silly (i.e., silly).

Guided Practice: I eat lots of green vegetables, i.e., kale, beans, and peas. I also exercise, drink plenty of water, etc.

Language Conventions Lesson #1

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

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.

Examples: liberty, human, capital, desk. Some common nouns are *collective nouns* and refer to a group of people, animals, or things.

Examples: class, group

Guided Practice: At the Pike auditorium, our school was honored for its service with the Pan-Lee award.



Language Conventions Lesson #1

Sentence Diagram Answers

President Obama | visited | soldiers

Mentor Text

“Maybe Christmas, the Grinch thought, doesn’t come from a store.”

Dr. Seuss (1904–1991)

Writing Application Lesson

Mechanics Dictation

Our Congress, i.e., the Senate and the House of Representatives, makes laws, declares war, etc.

or

Our Congress (i.e., the Senate and the House of Representatives) makes laws, declares war, etc.

Grammar and Usage Dictation

Most Americans know that President Washington never lived in the White House because the capital was in New York.

Language Conventions Lesson #2

Mechanics Lesson

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

Place periods following shortened words. Pronounce these abbreviations as words, not as letters.

Examples: Mr., Mrs., Ms., Gr. Britain

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, USC, 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, POTUS, radar

“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: Tim B. Lee spoke about UNICEF on CBS News.

Grammar and Usage Lesson

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

A personal pronoun is a word used in place of a noun.

- The *first person* personal pronouns are different in the singular and plural forms.
Examples: Singular–I, me Plural–we, us
- The *second person* personal pronouns are the same in the singular and plural forms.
Example: you
- The *third person* personal pronouns are different in the singular and plural forms.
Examples: Singular–he, him, she, her, it Plural–they, them

“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 want to know if you would like to see it with him or me.

Language Conventions Lesson #2

Sentence Diagram Lesson and Corrections

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



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

Mentor Text Lesson

“This mentor text, written by Gloria Steinem (a women’s rights advocate), uses personal pronouns to avoid repetitious nouns. Let’s read it carefully. ‘From pacifist to terrorist, each person condemns violence and then adds one cherished case in which it may be justified.’ 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 personal pronoun reference 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: ‘General Sam F. Perkins, Jr. works for the North Atlantic Treaty Organization, better known as NATO.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising the nouns with personal pronouns: ‘Linda gave a pencil to the woman.’”

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



Language Conventions Lesson #2

Mechanics

Place periods following shortened words. Pronounce these abbreviations as words, not as letters.

Examples: Mr., Mrs., Ms., Gr. Britain

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, USC, 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: NASA, POTUS, radar

Guided Practice: Tim B Lee spoke about UNICEF on CBS News.

Grammar and Usage

A personal pronoun is a word used in place of a noun.

- The *first person* personal pronouns are different in the singular and plural forms.

Examples: Singular—I, me Plural—we, us

- The *second person* personal pronouns are the same in the singular and plural forms. **Example:** you

- The *third person* personal pronouns are different in the singular and plural forms.

Examples: Singular—he, him, she, her, it Plural—they, them

Guided Practice: I want to know if you would like to see it with I or he.



Language Conventions Lesson #2

Sentence Diagram Answers

We | love | them

Mentor Text

“From pacifist to terrorist, each person condemns violence and then adds one cherished case in which it may be justified.”

Gloria Steinem (1934–)

Writing Application Lesson

Mechanics Dictation

General Sam F. Perkins, Jr works for the North Atlantic Treaty Organization, better known as N.A.T.O.

Grammar and Usage Dictation

She gave it to her.



Language Conventions Lesson #3

Mechanics Lesson

“Today we are studying how to use **periods to end indirect questions and intentional fragments**. Remember that periods are used to end declarative statements and imperative commands. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

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

Example: Everyone asks if you are new.

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: I said, “John asked if you were leaving. “Yes,” he replied.

Grammar and Usage Lesson

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

Writers use pronouns to take the place of nouns. One type of pronoun is called a *subject case pronoun* because it acts as the subject of a sentence. The subject is the “do-er” of the sentence. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence. **Example:** The winner was me. Rephrase: I was the winner.

Use singular (*I, you, he, she, it, who*) or plural (*we, you, they, who*) subject case pronouns:

- As the subject of a sentence. **Example:** *They* listen to me.
- *I* as the last subject in compound subjects. **Example:** Paul, Melissa, and *I* play together.
- After *than* or *as* (the rest of the thought is suggested). **Example:** He is older than *I* (am).
- After a “to be” verb: (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as a *predicate nominative*. **Examples:** It was *she*, not *I*.
- *Who* (not *whom*). Check whether *who* is correct by substituting *he* in place of *who*. Rephrase if necessary. **Example:** *Who* is the boss? Rephrase: *He* is the boss.

“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 want to know if they would like to see that movie. Who wants to go?

Language Conventions Lesson #3

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Personal pronouns can serve as subjects or objects. Add these words to the sentence diagram: “children” and “she.”’ [Allow time.]

| likes |

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

Mentor Text Lesson

“This mentor text, written by Jack London (author of *The Call of the Wild*) uses subject (nominative) case pronouns to keep dialogue personal and realistic. Let’s read it carefully: ‘You have to promise not to touch the dear things for the rest of the trip or I won’t go.’ 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 personal pronoun reference 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: ‘Interesting. Everywhere I go people ask if I’m planning on having more parties.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising the nouns with subject case pronouns: ‘You told John the story.’”

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

Language Conventions Lesson #3

Mechanics

Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences 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: I said, “John asked if you were leaving?”
“Yes,” he replied.

Language Conventions Lesson #3

Grammar and Usage

Writers use pronouns to 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. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence.

Example: The winner was me. Rephrase: I was the winner.

Use singular (*I, you, he, she, it, who*) or plural (*we, you, they, who*) subject case pronouns:

- As the subject of a sentence. **Example:** *They* listen to me.
- *I* as the last subject in compound subjects.
Example: Paul, Melissa, and *I* play together.
- After *than* or *as* (the rest of the thought is suggested).
Example: He is older than *I* (am).
- After a “to be” verb. (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as a *predicate nominative*. **Examples:** It was *she*, not *I*.
- *Who* (not *whom*). Check whether *who* is correct by substituting *he* in place of *who*. Rephrase, if necessary.
Example: *Who* is the boss? Rephrase: *He* is the boss.

Guided Practice: I want to know if them would like to see that movie. Whom wants to go?

Language Conventions Lesson #3

Sentence Diagram Answers

She | likes | children

Mentor Text

“You have to promise not to touch the dear things for the rest of the trip or I won’t go.”

Jack London (1876–1916)

Writing Application Lesson

Mechanics Dictation

Interesting. Everywhere I go people ask if I’m planning on having more parties.

Grammar and Usage Dictation

He told it to John.



Language Conventions Lesson #4

Mechanics Lesson

“Today we are studying how to use **periods in decimal outlines** to indicate levels of ideas. Remember that periods also follow the symbols such as ‘I,’ ‘A,’ ‘1,’ and ‘a’ in alpha-numeric outlines. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Decimal Outlines use numbers to organize information. The first letter of the word, group of words, or sentence that follows each symbol is capitalized.

- Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.
- The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a “1.” The second major detail would end in a “2,” etc.
- The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a “1.” The second minor detail would end in a “2,” etc. **Examples:** 1.0, 1.1, 1.1.1, 1.1.2; 1.2, 1.2.1, 1.2.2

“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 sixth main idea would be listed as 6.0. The sixth main idea, fourth major detail, second minor detail would be listed as 6.4.2.

Grammar and Usage Lesson

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

One type of pronoun is called an *object case pronoun* because it receives the action of the verb.

Use singular (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*) object case pronouns:

- As a direct or indirect object. **Examples:** I like *it*. She gave *him* a gift.
- As objects of prepositions. **Example:** It’s not for *her*.
- *Me* and *us* must in compound objects. **Example:** Text Kyla and *me*.
- *Whom* (not *who*). Check whether *whom* is correct by substituting *him* in place of *whom*. Rephrase, if necessary. **Example:** *Whom* did Joan love? Rephrase: Did Joan love *him*?

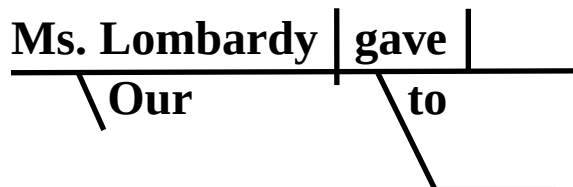
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I sure would like him to help us. Who helped you, and whom did you help?

Language Conventions Lesson #4

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. Add these words to the sentence diagram: “it” and “them.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by J. R. R. Tolkien (author of *The Lord of the Rings*), uses both subject and object case pronouns in some clever word play. Let’s read it carefully: ‘I don’t know half of you half as well as I should like; and I like less than half of you half as well as you deserve.’ 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 object case pronouns on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics lesson to take decimal outline notes on the following: ‘Fruit, Citrus, Lemons followed by Vegetables, Yellow, Squash.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with appropriate object case pronouns. ‘The principal sent us a note, but to who was it addressed?’”

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

Language Conventions Lesson #4

Mechanics

Decimal Outlines use numbers to organize information. The first letter of the word, group of words, or sentence that follows each symbol is capitalized.

- Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.
- The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a “1.” The second major detail would end in a “2,” etc.
- The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a “1.” The second minor detail would end in a “2,” etc.

Examples: 1.0, 1.1, 1.1.1, 1.1.2; 1.2, 1.2.1, 1.2.2

Guided Practice: The sixth main idea would be listed as 6.0. The sixth main idea, fourth major detail, second minor detail would be listed as 6.2.4.

Language Conventions Lesson #4

Grammar and Usage

One type of pronoun is called an *object case pronoun* because it receives the action of the verb.

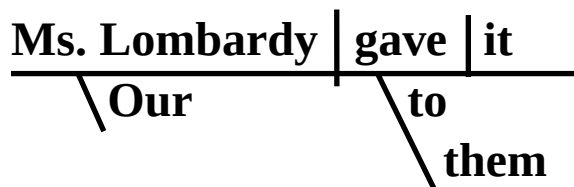
Use singular (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*) object case pronouns:

- As a direct or indirect object.
Examples: I like *it*. She gave *him* a gift.
- As objects of prepositions.
Example: It's not for *her*.
- *Me* and *us* last in compound objects.
Example: Text Kyla and *me*.
- *Whom* (not *who*). Check whether *whom* is correct by substituting *him* in place of *whom*. Rephrase, if necessary.
Example: *Whom* did Joan love? Rephrase: Did Joan love *him*?

Guided Practice: I sure would like he to help us. Who helped you, and who did you help?

Language Conventions Lesson #4

Sentence Diagram Answers



Mentor Text

“I don't know half of you half as well as I should like; and I like less than half of you half as well as you deserve.”

J. R. R. Tolkien (1892–1973)

Writing Application Lesson

Mechanics Dictation

1. Fruit

1.1 Citrus

1.1.2. Lemons

2. Vegetables

2.1 Yellow

2.1.2. Squash

Grammar and Usage Dictation

The principal sent us a note, but to whom was it addressed?

Language Conventions Lesson #5

Mechanics Lesson

“Today we are studying how to use **semicolons**. Remember that a semicolon (;) is used to join closely related independent clauses instead of using a comma-conjunction. Also, a semicolon connects two sentences joined by a coordinating conjunction when one or more commas appear in the first sentence. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

A semicolon (;) can be used to join a string of long phrases. **Examples:** John introduced me to his cousin from Orange County; his high school girl friend; and his childhood friend.

A semicolon (;) can be used to join a string of phrases with commas within the phrases. **Examples:** Ohio, Iowa, and Illinois in the Midwest; Idaho, Oregon, and California in the West; and Tennessee and Alabama in the South all have long rivers.

“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: Anna studied hard for her exam; Bob didn’t study at all. Anna passed; Bob didn’t.

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. Never use the possessive pronouns with the ‘self’ or ‘selves’ as the second syllable, such as *hissself* or *theirselves*. 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 connected verb must match the noun, not the pronoun. **Example:** Our house seems small.

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

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

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

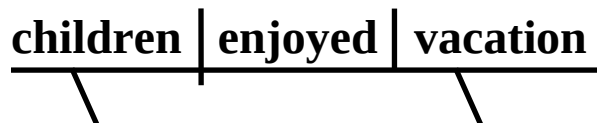
Grammar and Usage Guided Practice Answers: My basket was filled with sunflowers; her basket was filled with his roses; theirs were filled with daisies.

Language Conventions Lesson #5

Sentence Diagram Lesson and Corrections

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

children | enjoyed | vacation



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

Mentor Text Lesson

“This mentor text, written by Friedrich Nietzsche (an influential German philosopher), uses the possessive pronoun to stress ownership. Let’s read it carefully: ‘We are always in our own company.’ 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: ‘The boy in his sweatshirt; the girl in her jacket; and their grandfather in his coat were all prepared for the cold weather.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with appropriate possessive pronouns: ‘We must have eaten a dozen tacos. Himself ate his tacos with salsa. Our had none.’”

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

Language Conventions Lesson #5

Mechanics

Use the semicolon between two sentences joined by a coordinating conjunction when one or more commas appear in the first sentence.

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

Examples: John introduced me to his cousin from Orange County; his high school girl friend; and his childhood friend.

A semicolon (;) can be used to join a string of phrases with commas within the phrases.

Examples: Ohio, Iowa, and Illinois in the Midwest; Idaho, Oregon, and California in the West; and Tennessee and Alabama in the South all have long rivers.

Guided Practice: Anna studied hard for her exam, Bob didn't study at all. Anna passed; Bob didn't.



Language Conventions Lesson #5

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 connected verb must match the noun, not the pronoun.

Example: Our house seems small.

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

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

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

Guided Practice: Mine basket was filled with sunflowers; her basket was filled with his roses; theirs were filled with daisies.



Language Conventions Lesson #5

Sentence Diagram Answers

children | enjoyed | vacation
 \ Our \ their

Mentor Text

“We are always in our own company.”

Friedrich Nietzsche (1844–1900)

Writing Application Lesson

Mechanics Dictation

The boy in his sweatshirt; the girl in her jacket; and their grandfather in his coat were all prepared for the cold weather.

Grammar and Usage Dictation

We must have eaten a dozen tacos. He ate his tacos with salsa. Ours had none.

Language Conventions Lesson #6

Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessive nouns. Remember that a possessive shows ownership and that a noun is a person, place, thing, or idea. Usually, the singular possessive noun is placed before another noun to modify that noun, but sometimes the noun is only implied (suggested). 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.

Example: Tim’s wallet

For nouns ending in s, it is not necessary to add on another s after the apostrophe.

Example: Charles’ hat

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: Chris’ (or Chris’s) coat was black and so was Mike’s.

Grammar and Usage Lesson

“Today we are studying **adjectives**. Remember that the three articles: *a*, *an*, and *the* are the most common adjectives and are placed before common nouns. 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)

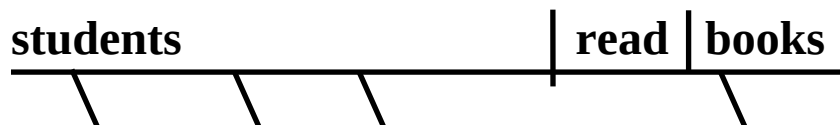
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The four friendly students drove this car to the beautiful park.

Language Conventions Lesson #6

Sentence Diagram Lesson and Corrections

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



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

Mentor Text Lesson

“This mentor text, written by H. L. Mencken (an American journalist and author), uses adjective order effectively to make his point. Let’s read it carefully. ‘There is always a well-known solution to every human problem—neat, plausible, and wrong.’ 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 at least two different kinds 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 Correction

“Apply the mechanics lesson to write these sentences correctly: ‘Bess’ (or Bess’s) job was challenging, but Lily’s job was boring.”

“Apply the grammar and usage lesson to write this sentence correctly: ‘She read a book interesting to our English-language arts class.’”

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

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. **Example:** Tim's wallet

For nouns ending in s, it is not necessary to add on another s after the apostrophe. **Example:** Charles' hat

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: Chriss' coat was black and so was Mike's.

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: The four friendly students drove this car to the park beautiful.

Language Conventions Lesson #6

Sentence Diagram Answers

students | read | books
 \ Those \ five \ smart \ many

Mentor Text

“There is always a well-known solution to every human problem—neat, plausible, and wrong.”

H. L. Mencken (1880–1956)

Writing Application Lesson

Mechanics Dictation

Bess’ (or Bess’s) job was challenging, but Lily’s job was boring.

Grammar and Usage Dictation

She read an interesting book to our English-language arts class.

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, 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 Perez’ cars are parked at the Juarezes.

“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 girls’ shoes’ colors match their dresses for the Gomez’ wedding at the Jones.

Grammar and Usage Lesson

“Today we are studying **verbs**. Remember that verbs must match the nouns or pronouns upon which they act. 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 describes a state of being. The verb can be *transitive* (with an object) or *intransitive* (without an object) **Transitive Verb Examples:** He ate some, He knows it **Intransitive verb Examples:** He ran, He thinks, He will be

Singular verbs usually end in s and match singular nouns and third person singular subject case pronouns (*he, she, it* and *who*). **Examples:** Sam walks and he whistles.

Plural verbs don’t end in s and match plural nouns and the third person plural subject case pronouns (*we, you, they*, and *who*). **Examples:** Families laugh and they cry together.

The first person *I* and second person *you* pronouns do *not* match verbs ending in s. **Examples:** I run, you smile

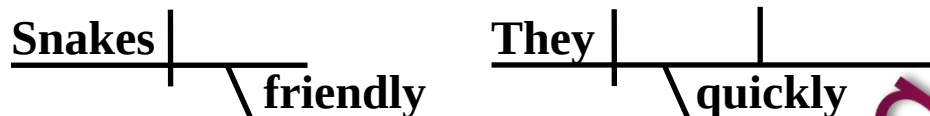
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Sam walks and whistles. You laugh, but I cry. They smile, but she frowns.

Language Conventions Lesson #7

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 diagrams: “strike,” “look,” and “victims.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Jules Verne (a French science fiction author), uses strong action verbs to build suspense. Let’s read it carefully: ‘Suddenly the storm hit. It came from all corners of the cavern at once, howling, shrieking, and raging. 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 both 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: ‘Both birds’ nests were filled with their babies’ constant cries for more and more food.’”

“Apply the grammar and usage lesson to write this sentence dictation: ‘Gilbert dropped his phone. He needs to be more careful. Now label **T** for the *transitive* and **I** for the *intransitive* verb.’”

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

Language Conventions Lesson #7

Mechanics

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

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

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, 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 Perez’ cars are parked at the Juarezes.

Guided Practice: The girls’ shoe’s colors match their dresses for the Gomez’ wedding at the Jone’s.



Language Conventions Lesson #7

Grammar and Usage

A verb shows a physical or mental action or it describes a state of being. The verb can be *transitive* (with an object) or *intransitive* (without an object)

Transitive Verb Examples: He ate some, He knows it

Intransitive Verb Examples: He ran, He thinks, He will be

Singular verbs usually end in s and match singular nouns and third person singular subject case pronouns (*he, she, it* and *who*).

Examples: Sam walks and he whistles.

Plural verbs don't end in s and match plural nouns and the third person plural subject case pronouns (*we, you, they*, and *who*).

Examples: Families laugh and they cry together.

The first person *I* and second person *you* pronouns do *not* match verbs ending in in s.

Examples: I run, you smile

Guided Practice: Sam walks and whistle. You laugh, but I cries. They smile, but she frown.



Language Conventions Lesson #7

Sentence Diagram Answers

Snakes | look \ friendly They | strike | victims \ quickly

Mentor Text

“Suddenly the storm hit. It came from all corners of the cavern at once, howling, shrieking, and raging.”

Jules Verne (1828–1905)

Writing Application Lesson

Mechanics Dictation

Both birds’ nests were filled with their babies’ constant cries for more and more food.

Grammar and Usage Dictation

Gilbert dropped his phone. He needs to be more careful.

Language Conventions Lesson #8

Mechanics Lesson

“Today we are studying how to use **apostrophes** with compound nouns and noun phrases. Remember that compound nouns are made up of two or more words describing one noun and are frequently hyphenated. 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. 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 saw my father-in-law’s new golf clubs and my two sister-in-laws’ new golf bags at Tom and Sherry’s house. Tom’s and Sherry’s hobbies were cooking and needlepoint.

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:** carefully, later, there, less

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.

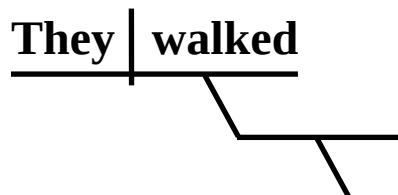
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I drove very quickly, but got there late.

Language Conventions Lesson #8

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adverbs are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “almost” and “silently.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Cicero (a famous Roman orator), skillfully places adverbs before and after the words they modify. Let’s read it carefully. ‘No one can speak well, unless he thoroughly understands his subject.’ 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: ‘When we last visited my mother-in-law’s, we took her to Joe and Bonnie’s restaurant. Joe’s and Bonnie’s jobs were quite different.’”

“Apply the grammar and usage lesson to write this sentence dictation, placing adverbs appropriately: ‘In her office she cautiously opened the package that afternoon.’”

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

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 saw my father-in-laws' new golf clubs and my two sister-in-law's new golf bags at Tom and Sherry's house. Tom's and Sherrys hobbies were cooking and needlepoint.

Grammar and Usage

An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When?

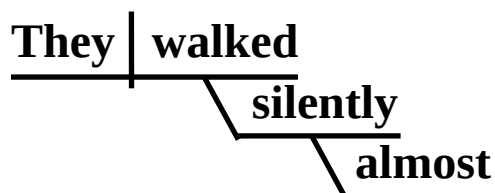
Examples: carefully, later, there, less

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.

Guided Practice: I drove quickly, but got very late there.

Language Conventions Lesson #8

Sentence Diagram Answers



Mentor Text

“No one can speak well, unless he thoroughly understands his subject.”

Cicero (106 B.C.–43 B.C.)

Writing Application Lesson

Mechanics Dictation

When we last visited my mother-in-law’s, we took her to Joe and Bonnie’s restaurant. Joe’s and Bonnie’s jobs were quite different.

Grammar and Usage Dictation

She cautiously opened the package in her office that afternoon.

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: They could’ve asked, but they’ll find out that the show began at nine o’clock when they arrive in the middle of the “‘Twas the Night before Christmas” poem.

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-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.

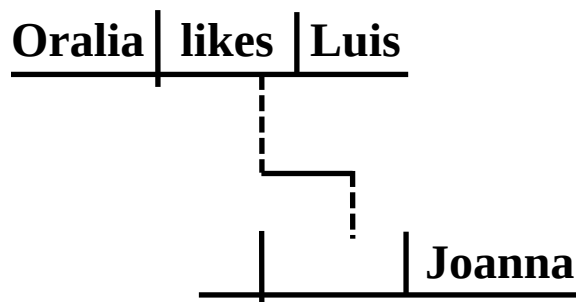
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Iris and Mike like chocolate or vanilla, but (yet) they prefer strawberry.

Language Conventions Lesson #9

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 these words to the sentence diagram: “he,” “loves,” and “but.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Kahlil Gibran (a Lebanese artist, poet, and writer), uses coordinating conjunctions to emphasize relationships. Let’s read it carefully: ‘I have learnt silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet strange, I am ungrateful to these teachers.’ 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: ‘Yes, ‘twas the season to be jolly, but they should’ve known that drinking and driving do not go together.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with an appropriate coordinating conjunction: ‘The boy likes you, he does not like her at all.’”

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

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: They could’ve asked, but they’ll find out that the show began at nine o’clock when they arrive in the middle of the “’Twas the Night before Christmas” poem.

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.

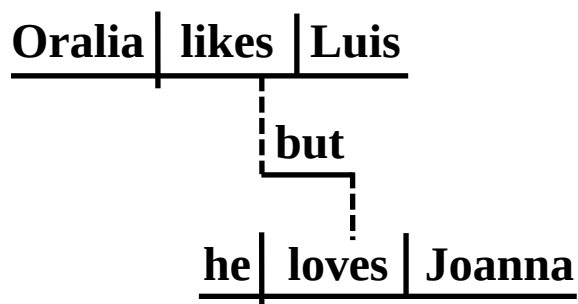
Example: I walk, and then I run.

Guided Practice: Iris and Mike like chocolate or vanilla, so they prefer strawberry.



Language Conventions Lesson #9

Sentence Diagram Answers



Mentor Text

“I have learnt silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet strange, I am ungrateful to these teachers.”

Kahlil Gibran (1883–1931)

Writing Application Lesson

Mechanics Dictation

Yes, ‘twas the season to be jolly, but they should’ve known that drinking and driving do not go together.

Grammar and Usage Dictation

The boy likes you, but (and, yet) he does not like her at all.

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 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: Wendy with her long blonde hair and Sue with her beautiful eyes gave love-struck Rafael and his cousin, Miguel, plenty to think about.

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.

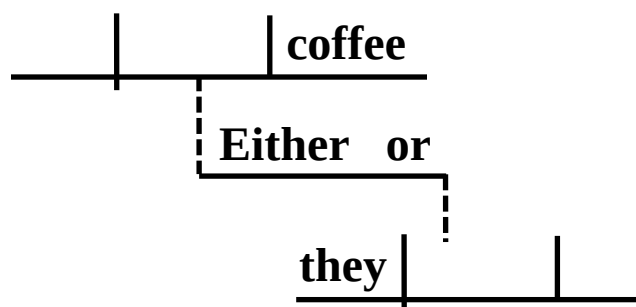
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Whether he stays or he leaves does not matter much.

Language Conventions Lesson #10

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Correlative conjunctions are placed to the right of a dotted vertical line that connects the predicates of a compound sentence. Complete the sentence diagram: ‘Either they drink coffee, or they drink tea.’”
[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Groucho Marx (oldest of the Marx Brothers comedy team), uses correlative conjunctions to contrast two different thoughts for comedic effect. Let’s read it carefully: ‘Either this man is dead or my watch has stopped.’ 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 rules to write this sentence dictation correctly on your lesson: ‘Nashville and Memphis, Tennessee are homes to many country music stars.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with correlative conjunctions: ‘Either the first one, nor the second one was helpful.’”

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

Language Conventions Lesson #10

Mechanics

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

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

Also, don't use a comma to separate 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: Wendy with her long blonde hair, and Sue with her beautiful eyes gave love struck Rafael and his cousin, Miguel, plenty to think about.

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

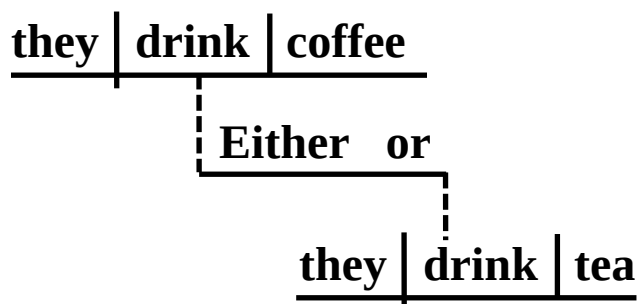
If used within the same phrase or clause, don't use a comma to separate the correlative conjunctions. A comma is placed before the second of the paired conjunctions, if that conjunction begins a different independent clause.

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

Guided Practice: Whether he stays nor he leaves does not matter much.

Language Conventions Lesson #10

Sentence Diagram Answers



Mentor Text

“Either this man is dead or my watch has stopped.”

Groucho Marx (1890–1977)

Writing Application Lesson

Mechanics Dictation

Nashville and Memphis, Tennessee are homes to many country music stars.

Grammar and Usage Dictation

Neither the first one, nor the second one was helpful.

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. Also remember that when a date has two or more numerical parts, use a comma to separate those parts. 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: She earned her degree on Wednesday, May 3, 2012 after years of study.

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 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 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! AA 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.

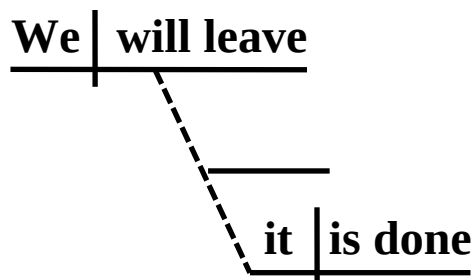
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Even though the song ended, she kept singing.

Language Conventions Lesson #11

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 these words to the sentence diagram: “leave,” “will,” and “when.”’” [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 a general subordinating conjunction to contrast with a specific independent clause. Let’s read it carefully: ‘Whenever people agree with me, I always feel I must be wrong.’ 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 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: ‘On May 14 she booked the wedding date for June 8, 2013.’”

“Apply the grammar and usage lesson to write this sentence dictation, placing the subordinating conjunction at the beginning of the sentence: ‘The parents stopped to discuss the situation before they did anything.’”

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

Language Conventions Lesson #11

Mechanics

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

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: She earned her degree on Wednesday May 3 2012 after years of study.

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)

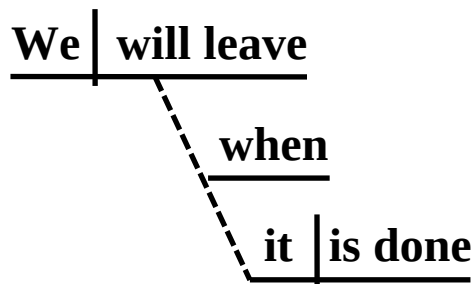
Examples. Unless I'm wrong, the show is on tonight. The show is on tonight unless I'm wrong.

Guided Practice: Even though the song ended, yet she kept singing.



Language Conventions Lesson #11

Sentence Diagram Answers



Mentor Text

“Whenever people agree with me, I always feel I must be wrong.”

Oscar Wilde (1854–1900)

Writing Application Lesson

Mechanics Dictation

On May 14 she booked the wedding date for June 8, 2013.

Grammar and Usage Dictation

Before they did anything, the parents stopped to discuss the situation.

Language Conventions Lesson #12

Mechanics Lesson

“Today we are studying how to use **commas** in friendly and business 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 “Dear Ken,”.

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 some relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks “What?” or “Whom?” and the object provides the answer. **Examples:** 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. Avoid stringing together too many prepositional phrases and ending a sentence with a preposition. **Examples:** Under the table, by the chair, to the couch the dog walked into.”

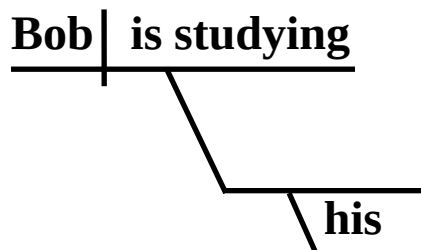
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The rabbit in the story ran through the fence and under the garden.

Language Conventions Lesson #12

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: “Bob is studying in his bedroom.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Homer (the author of the *Iliad* and the *Odyssey*), builds the sentence upon prepositional phrases. Let’s read it carefully: ‘It is not unseemly for a man to die fighting in defense of his country.’ 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 lesson to write this business letter greeting and closing correctly: ‘To Whom It May Concern: and Sincerely, Your Teacher.’”

“Apply the grammar and usage lesson to write this sentence dictation, placing the prepositional phrase at the beginning of the sentence: ‘The kitten hid underneath the couch.’”

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

Language Conventions Lesson #12

Mechanics

Place a comma after the greeting 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 “Dear Ken,”.

Language Conventions Lesson #12

Grammar and Usage

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

Examples: 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. Avoid stringing together too many prepositional phrases and ending a sentence with a preposition.

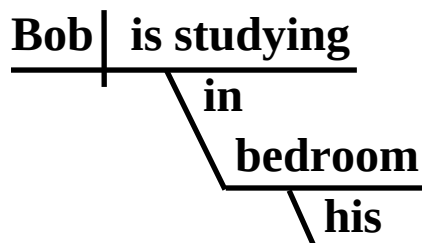
Examples: Under the table, by the chair, to the couch the dog walked into.

Guided Practice: The rabbit in the story ran through the fence and under the garden.



Language Conventions Lesson #12

Sentence Diagram Answers



Mentor Text

“It is not unseemly for a man to die fighting in defense of his country.”

Homer (800 B.C. ?)

Writing Application Lesson

Mechanics Dictation

To Whom It May Concern: and Sincerely, Your Teacher.

Grammar and Usage Dictation

Underneath the couch the kitten hid.

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) of the address 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 five-digit or five-digit-four-digit, and country (if other than that of the addressee). 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: She lived at 223 Oak Lane, Oldtown, New York 10001, but moved to Alberta, Canada.

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 is 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 acts or is acted upon. The complete subject includes additional words which describe the simple subject. The compound subject has 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. It shows a physical or mental action or describes a state of being. The simple predicate is the main verb that acts upon the subject. The complete predicate includes additional words which modify the predicate. The compound predicate has two or more verbs. **Examples:** danced, had danced skillfully, danced and sang

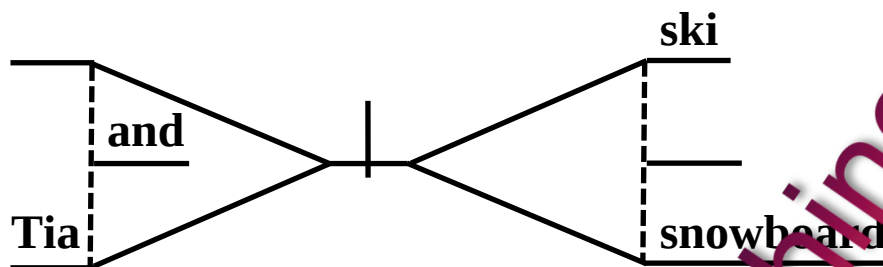
“Now read the guided practice sentence on your lesson. Then highlight the subjects and bracket the predicates. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Subjects are underlined. Predicates are bracketed. Simple: She and Joe [left]. The group [had] already [gone]. I [had tried], but [couldn’t] [leave]. Complete: She and Joe [left]. The group [had already gone]. I [had tried], but [couldn’t] [leave].

Language Conventions Lesson #13

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. Add these words to the sentence diagram: “and,” “snowboard,” and “Bill.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by J. K. Rowling (author of the *Harry Potter* series), uses common nouns in her compound subject. Let’s read it carefully: ‘Indifference and neglect often do much more damage than outright dislike.’ 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 noun and a compound predicate on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My favorite restaurant is Clyde’s, which is located at 707 7th Street, NW, Washington, DC 20001.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising the complete subject into a simple subject and the complete compound predicate into a simple predicate: ‘Even when they whisper, angry young boys always fume like madmen and fuss until they get their way.’”

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

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: She lived at 223 Oak Lane Oldtown, New York 10001 but moved to Alberta Canada.

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 acts or is acted upon. The complete subject includes additional words which describe the simple subject. The compound subject has 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. It shows a physical or mental action or describes a state of being. The simple predicate is the main verb that acts upon the subject. The complete predicate includes additional words which modify the predicate. The compound predicate has two or more verbs.

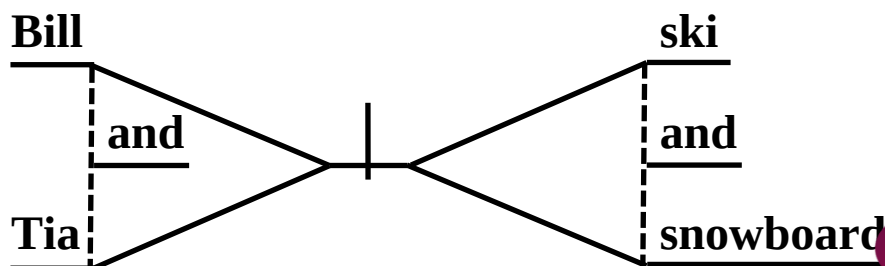
Examples: danced, had danced skillfully, danced and sang

Guided Practice: She and Joe left. The group had already gone. I had tried, but couldn't leave.



Language Conventions Lesson #13

Sentence Diagram Answers



Mentor Text

“Indifference and neglect often do much more damage than outright dislike.”

J. K. Rowling (1965–)

Writing Application Lesson

Mechanics Dictation

My favorite restaurant is Clyde’s, which is located at 707 7th Street, NW, Washington, DC 20001.

Grammar and Usage Dictation

Even when they whisper, the boys fume and fuss.

Language Conventions Lesson #14

Mechanics Lesson

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

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

Examples: Maureen Solom, D.D.S, 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, are here.

“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: John Lo, Jr. and Sam Ming, III, met Professor Val Ky, Ph.D., to discuss their proposal.

Grammar and Usage Lesson

“Today we are studying **direct** and **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.”

A direct object tells whom or what receives the action of the verb. **Examples:** I saw it. I saw her.

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.

An indirect object answers To whom? For whom? To what? or For what? 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.

“Now read the guided practice sentence on your lesson. Then underline the direct objects and bracket ([]) the indirect objects.”

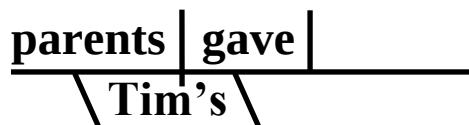
Grammar and Usage Guided Practice Answers:

Direct Objects: gift card Indirect Objects: brother him

Language Conventions Lesson #14

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. Indirect objects are placed below the predicates they modify. Add these objects to the sentence diagram: “him” and “money.”’” [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 parallel direct objects to build toward her key point. Let’s read it carefully: ‘Great minds discuss ideas; Average minds discuss events; Small minds discuss people.’ 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 both a direct and 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: ‘Bob Jr. left Bob Lane, Sr. to visit Mark Pose III and Carla Ming, M.D.’”

“Apply the grammar and usage lesson to write this sentence dictation, placing the direct object at the beginning of the sentence: ‘Mitch presented his brothers a beautiful plaque.’”

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

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: Maureen Solom, D.D.S., 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, are here.

Guided Practice: John Lo, Jr. and Sam Ming III met Professor, Val Ky, Ph.D. to discuss their proposal.



Language Conventions Lesson #14

Grammar and Usage

A direct object tells whom or what receives the action of the verb.

Examples: I saw it. I saw her.

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.

An indirect object answers To whom? For whom? To what? or For what? 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: Lana gave him a gift. She sent her brother a card.



Language Conventions Lesson #14

Sentence Diagram Answers

parents | gave | money
 \ Tim's \ him

Mentor Text

“Great minds discuss ideas; Average minds discuss events;
Small minds discuss people.”

Eleanor Roosevelt (1884–1962)

Writing Application Lesson

Mechanics Dictation

Bob Jr. left Bob Lane Sr. to visit Mark Rose III and Carla Ming,
M.D.

Grammar and Usage Dictation

A beautiful plaque Mitch presented his brothers.

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 visited her in Detroit, Michigan, before I traveled to Ontario, Canada, last fall.

Grammar and Usage Lesson

“Today we are studying **phrases** and **clauses**. Remember that phrases and clauses form parts of a sentence. 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, although not everyone has a sweet tooth.

“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 bridge

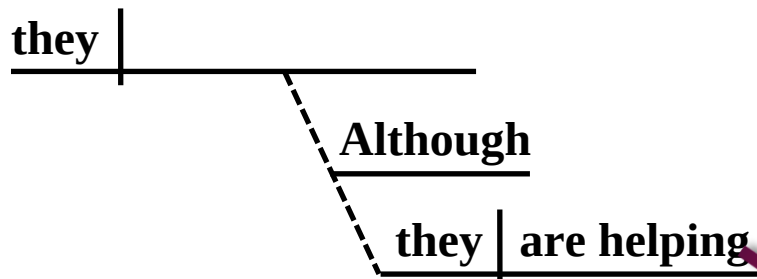
Independent Clause: [the cars zoomed quickly]

Dependent Clause: though they did not exceed the speed limit.

Language Conventions Lesson #15

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Dependent clauses are placed below the main horizontal line and connect with a dotted and slanted line to the predicates they modify. Complete the sentence diagram: “Although they are helping, they will have to wait.”’”
[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Johann Wyss (author of *The Swiss Family Robinson*), uses the dependent clause and prepositional phrase to build excitement. Let’s read it carefully: ‘Our hearts were pounding as we crept nearer the market where Flora was trapped.’ 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 prepositional phrase and a dependent clause on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘They traveled to Nashville, Tennessee, to see the home of country music.’”

“Apply the grammar and usage lesson to write this sentence dictation, placing the dependent clause at the beginning of the sentence and the prepositional phrase at the end of the sentence: ‘Over the course of her lifetime, she witnessed many cultural changes, even though she remained the same.’”

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

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 visited her in Detroit, Michigan before I traveled to Ontario Canada last fall.

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.

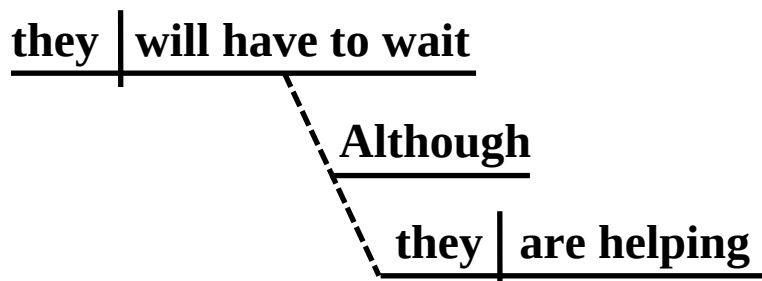
Examples: Most people enjoy desserts, although not everyone has a sweet tooth.

Guided Practice: On the bridge the cars zoomed quickly, though they did not exceed the speed limit.



Language Conventions Lesson #15

Sentence Diagram Answers



Mentor Text

“Our hearts were pounding as we crept nearer the thicket where Flora was trapped.”

Johann Wyss (1781–1830)

Writing Application Lesson

Mechanics Dictation

They traveled to Nashville, Tennessee, to see the home of country music.

Grammar and Usage Dictation

Even though she remained the same, she witnessed many cultural changes over the course of her lifetime.



Language Conventions Lesson #16

Mechanics Lesson

“Today we are studying how to use **commas** before tag questions. Remember that a declarative sentence makes a statement. 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 would be willing to try some, wouldn’t you?

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. **Example:** Karen enjoys chocolate.

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). To fix a sentence fragment, combine the dependent clause with an independent clause to form a complex sentence.

Example: If I asked for help.

A run-on connects independent clauses without expressing a complete thought. When the run-on connects the independent clauses with a comma, it is called a *comma splice*. To fix a run-on, join the independent clauses with a comma-conjunction or semicolon or add a dependent clause to form a compound-complex sentence. **Example:** I asked for help, I really needed it.

“Now read the guided practice sentence on your lesson and revise to form one complete sentence.”

Grammar and Usage Practice Answers Options:

Because of the snow, the road was dangerous and had many patches of black ice.

The road was dangerous and had many patches of black ice because of the snow.

The road was dangerous because of the snow and had many patches of black ice.

Language Conventions Lesson #16

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the sentence diagram with the complete sentence found in this song lyric: “Because of it. He never gave me a chance, he didn’t even try. I should have stopped him.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Jane Austen (the author of *Pride and Prejudice*), uses a complex sentence to express her controversial idea. Let’s read it carefully: ‘I do not want people to be agreeable, as it saves me the trouble of liking them.’ Note that ‘As it saves me the trouble of liking them’ would be a fragment and ‘I do not want people to be agreeable, it saves me the trouble of liking them’ would be a run-on. 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 fragment, run-on, and then a complete sentence on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The weather is rainy, isn’t it?’”

“Apply the grammar and usage lesson to write the two sentences in this Sentence Dictation, revising to form one complete sentence: ‘She wore a skimpy bikini, he wore colorful board shorts. Although the party was formal.’”

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

Language Conventions Lesson #16

Mechanics

A tag question is a brief question added to a declarative 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 would be willing to try some wouldn't you?

Language Conventions Lesson #16

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.

Example: Karen enjoys chocolate.

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). To fix a sentence fragment, combine the dependent clause with an independent clause to form a complex sentence.

Example: If I asked for help.

A run-on connects independent clauses without expressing a complete thought. When the run-on connects the independent clauses with a comma, it is called a *comma splice*. To fix a run-on, join the independent clauses with a comma-conjunction or semicolon or add a dependent clause to form a compound-complex sentence.

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

Guided Practice: Because of the snow. The road was dangerous it had many patches of black ice.

Language Conventions Lesson #16

Sentence Diagram Answers

I | should have stopped | him

Mentor Text

“I do not want people to be agreeable, as it saves me the trouble of liking them.”

Jane Austen (1775–1817)

Writing Application Lesson

Mechanics Dictation

The weather is rainy, isn't it?

Grammar and Usage Dictation

Although the party was formal, she wore a skimpy bikini, and he wore colorful board shorts.



Language Conventions Lesson #17

Mechanics Lesson

“Today we are studying how to use **commas** with 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 mechanics 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. Place commas before and after nouns of direct speech used in the middle of sentences. Place commas before nouns of direct speech used at the end of sentences. **Examples:** “Barbara, please listen to me,” I said.” “Can’t you wait, Sandy? I asked.” “Don’t cry, Chelsea, you will get your 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: Perry, take a look when you can. It’s all there, friend, but you have to search a bit.

Grammar and Usage Lesson

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

English has four basic types of sentence structures:

1. A simple sentence has one independent clause and no dependent clause.

Example: I enjoy baseball.

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

Example: I enjoy baseball, but it is boring sometimes. I enjoy baseball; it is boring sometimes.

3. A complex sentence has an independent clause and at least one dependent clause.

Example: Although I enjoy baseball, it is boring sometimes.

4. A compound-complex sentence has two or more independent clauses, and a dependent clause.

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

Guided Practice: Joan finished all her homework and she ate her dinner before she left for work.

“Now read the guided practice sentence on your lesson: First, underline a simple sentence. Second, bracket ([]) a compound sentence. Third, highlight a complex sentence. Fourth, place parentheses around a compound-complex sentence.”

Grammar and Usage Guided Practice Answers:

Simple Sentence: Joan finished all her homework She ate her dinner

Compound Sentence: [Joan finished all her homework and she ate her dinner.]

Complex Sentence: She ate her dinner before she left for work.

Compound-complex Sentence: (Joan finished all her homework and she ate her dinner before she left for work.)

Language Conventions Lesson #17

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the sentence diagram with the independent clause found in this complex sentence: “That seems selfish although I understand why she did it.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Lincoln (the 16th President of the United States and author of *The Gettysburg Address*), begins with an independent clause, follows with a dependent clause, and ends with another independent clause—an interesting compound-complex sentence. Let’s read it carefully: ‘Nearly all men can stand adversity, but if you want to test a man’s character, give him power.’ 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 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 rules to write this sentence dictation correctly on your lesson: ‘Listen to me, Jim. It’s not that hard, dude, to do what’s right.’”

“Apply the grammar and usage lesson to write this sentence dictation, combining these sentences into one compound-complex sentence, beginning with a dependent (subordinate) clause: ‘I like grape juice. I love orange juice. I drink orange juice.’”

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

Language Conventions Lesson #17

Mechanics

When we talk to a person in our speech or writing, that person is a *noun of direct speech*. Place a comma after nouns of direct speech used at the beginning of a sentence. Place commas before and after nouns of direct speech used in the middle of sentences. Place commas before nouns of direct speech used at the end of sentences. **Examples:** “Barbara, please listen to me,” I said.” “Can’t you wait, Sandy? I asked.” “Don’t cry, Chelsea, you will get your share,” the teacher said.

Guided Practice: Perry, take a look when you can. It’s all there, friend but you have to search a bit

Grammar and Usage

English has four basic types of sentence structures:

1. A simple sentence has one independent clause and no dependent clause. **Example:** I enjoy baseball.
2. A compound sentence has two or more independent clauses, but no dependent clauses. **Example:** I enjoy baseball, but it is boring sometimes. I enjoy baseball; it is boring sometimes.
3. A complex sentence has an independent clause and at least one dependent clause. **Example:** Although I enjoy baseball, it is boring sometimes.
4. A compound-complex sentence has two or more independent clauses, and a dependent clause. **Example:** I like him and he likes me, even if we don’t see each other very much.

Guided Practice: Joan finished all her homework and she ate her dinner before she left for work.



Language Conventions Lesson #17

Sentence Diagram Answers

That | seems | selfish

Mentor Text

“Nearly all men can stand adversity, but if you want to test a man's character, give him power.”

Abraham Lincoln (1809–1865)

Writing Application Lesson

Mechanics Dictation

Listen to me, Jim. It's not that hard, dude, to do what's right.

Grammar and Usage Dictation

Even though (Although) I drink orange juice, I like grape juice and (but) I love cranberry juice.

Language Conventions Lesson #18

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. Newspapers, magazines, and documents omit the comma before the coordinating conjunction that joins the last item in the list.

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

“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: While watching the baseball game, I finished off a bag of popcorn, a bag of salted peanuts, and a diet soda before the end of the first inning.

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!

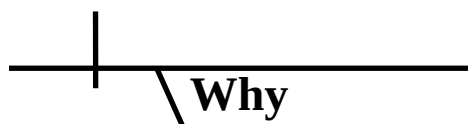
“Now read the guided practice sentence on your lesson. Then label each type of sentence in the parentheses and revise the punctuation. [Allow time.] ‘Can anyone identify a type of sentence? Revise the punctuation? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: What is it? (interrogative) I don’t know. (declarative) I just can’t believe it! (exclamatory) Get rid of it, please. (imperative)

Language Conventions Lesson #18

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Interrogative pronouns, such as *who*, *what*, *where*, *when*, *why*, and *how* are placed below the predicate in sentence diagrams. Remember that sentence diagrams do not include punctuation. Complete the sentence diagram: “Why are you leaving?”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Kenneth Grahame (the author of *The Wind in the Willows*), uses different types of sentences for variety. Let’s read how he puts them together: “‘Ratty, is that really you?’” came a weak voice from inside a hollow in the tree. “I’ve been so frightened!” 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 paragraph with the four types of sentences. [Allow a brief time for composition.] Does anyone have an exceptional paragraph 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: ‘A glass of water, a piece of bread, and you are all I need.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising these four types of sentences in this order: declarative, interrogative, imperative, exclamatory. ‘What is it? Something smells funny. I can’t stand it anymore! Take it out to the trash.’”

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

Language Conventions Lesson #18

Mechanics

Use commas after each item in lists, except the last one.

Newspapers, magazines, and documents omit the comma before the coordinating conjunction that joins the last item in the list.

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

Guided Practice: While watching the baseball game, I finished off a bag of popcorn, a bag of salted peanuts and a diet soda, before the end of the first inning.

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 it. I don't know. I just can't believe it. Get rid of it, please.



Language Conventions Lesson #18

Sentence Diagram Answers

you | are leaving
 \ Why

Mentor Text

“Ratty, is that really you?” came a weak voice from inside a hollow in the tree. “I’ve been so frightened!”

Kenneth Grahame (1859–1932)

Writing Application Lesson

Mechanics Dictation

A glass of water, a piece of bread, and you are all I need.

Grammar and Usage Dictation

Something smells funny. What is it? Take it out to the trash. I can’t stand it anymore!



Language Conventions Lesson #19

Mechanics Lesson

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

Use commas after introductory words which receive special emphasis. **Example:** Happily, I was wrong. Use comma after introductory words that modify other words in the main clause or to avoid confusion. **Example:** Smart and funny, the girl was quite popular.

Place a comma after introductory prepositional phrases with more than four words and after each phrase in a prepositional phrase string. **Examples:** Under the broken garden fence, I escaped. Over the rocks, across the stream, I hiked.

“Now read the guided practice 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 early afternoon they went to the movies. However, they forgot to bring their money.

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.

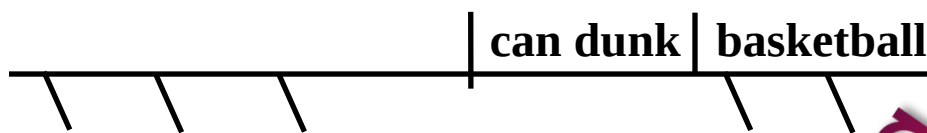
“Now read the guided practice sentence on your lesson and highlight the noun phrases. [Allow time.] ‘Can anyone identify a noun phrase? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The tiny green men in their aluminum spacecraft traveled the star-filled galaxy searching for perfect peace.

Language Conventions Lesson #19

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the sentence diagram: “All our starting players can dunk the regulation basketball.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Alexandre Dumas (the author of *The Three Musketeers*), uses noun phrases to avoid using excessive verbs and relative clauses. Let’s read it carefully: ‘After she wrote the letter, she handed it to Constance along with a bag containing one thousand pistoles.’” 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 proper 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 lesson to write these sentences correctly: ‘In Rome, Italy I found it. Under all of the broken stone and dirt, there was Caesar’s treasure chest.’”

“Apply the grammar and usage lesson to write this sentence dictation, placing the noun phrase at the beginning of the sentence: ‘Under cross-examination, the nervous and evasive witness began to crack.’”

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

Language Conventions Lesson #19

Mechanics

Use commas after introductory words which receive special emphasis.

Example: Happily, I was wrong. Use commas after introductory words that modify other words in the main clause or to avoid confusion.

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

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

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

Guided Practice: In the early afternoon, they went to the movies. However, they forgot to bring their money.

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 tiny green men in their aluminum spacecraft traveled the star-filled galaxy searching for perfect peace.

Language Conventions Lesson #19

Sentence Diagram Answers

players | can dunk | basketball
All | our | starting | the | regulation

Mentor Text

“After she wrote the letter, she handed it to Constance along with a bag containing one thousand pistoles.”

Alexandre Dumas (1802–1870)

Writing Application Lesson

Mechanics Dictation

In Rome, Italy I found it. Under all of the broken stone and dirt, there was Caesar’s treasure chest.

Grammar and Usage Dictation

The nervous and evasive witness began to crack under cross-examination.

Language Conventions Lesson #20

Mechanics Lesson

“Today we are studying how to use **commas** with introductory 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.”

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: Whenever those two get together, something crazy always happens. If I didn’t know better, I would think that they planned out all of their misadventures.

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.

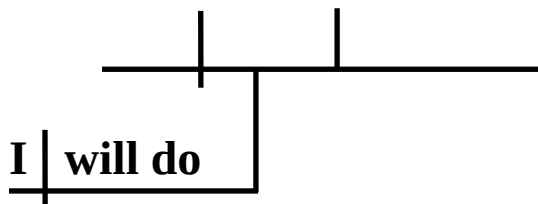
“Now read the guided practice sentence on your lesson and highlight the noun clauses. [Allow time.] ‘Can anyone identify a noun clause? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I was willing to provide whatever you asked to whomever you wished.

Language Conventions Lesson #20

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. Add this noun clause to the sentence diagram: “whatever you want.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Will Rogers (the folksy American humorist), uses a specific noun clause to contrast with a general statement for humorous effect. Let’s read it carefully: ‘Well, all I know is what I read in the papers.’ 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 these sentences correctly: ‘Whatever she asks, you will give. Even if she wants something immediately, you stop what you are doing and help.’”

“Apply the grammar and usage lesson to write this sentence dictation, placing the noun clause at the beginning of the sentence: ‘He was willing to move wherever her job would lead.’”

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

Language Conventions Lesson #20

Mechanics

Use commas after introductory clauses.

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

Guided Practice: Whenever those two get together something crazy always happens. If I didn't know better, I would think that they planned out all of their misadventures.

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.

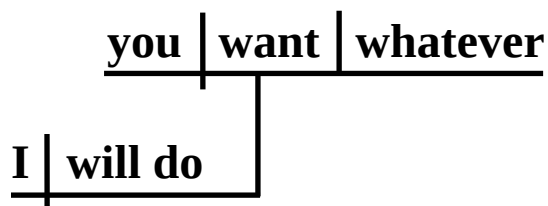
Example: Whatever you wish, I will do.

Guided Practice: I was willing to provide whatever you asked to whomever you wished.



Language Conventions Lesson #20

Sentence Diagram Answers



Mentor Text

“Well, all I know is what I read in the papers.”

Will Rogers (1879–1935)

Writing Application Lesson

Mechanics Dictation

Whatever she asks, you will give. Even if she wants something immediately, you stop what you are doing and help.

Grammar and Usage Dictation

Wherever her job would lead, he was willing to move.

Language Conventions Lesson #21

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 that we begin a new paragraph whenever we change the speaker in a dialogue. Now let’s read the mechanics lesson, highlight the key points of the text, and study the example.”

In dialogue sentences, place commas:

- After a beginning speaker tag to the left of the quotation marks. **Example:** I said, “Let’s go!”
- 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:** “We must go,” I pleaded.

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

Mechanics Guided Practice Answers:

She said, “Call me at home.”
“If I do call,” he explained, “it will be late.”
“Then just text me,” she replied.

Grammar and Usage Lesson

“Today we are studying **gerunds**. Remember that a noun is an idea, person, place, or thing. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.

A gerund is an “__ing verb” that is used as a noun. **Examples:** Skiing is fun. I enjoy dancing.

A possessive pronoun can connect to a gerund. **Example:** His cooking is not the best. A singular possessive noun can connect to a gerund. **Example:** Joe’s cooking is not the best.

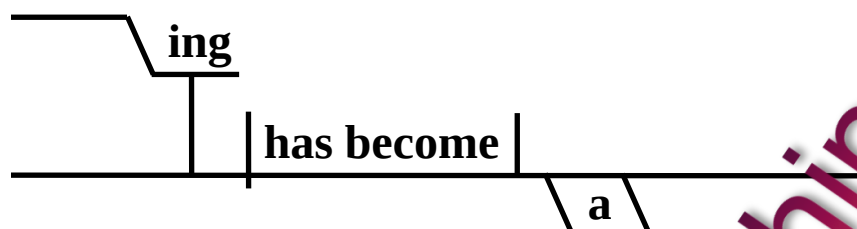
“Now read the guided practice sentence on your lesson and highlight the gerunds. [Allow time.] ‘Can anyone identify a gerund? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Texting has become a necessary skill. Jane’s writing is simply illegible, but her typing is letter perfect.

Language Conventions Lesson #21

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘The “_ing” endings of gerunds are placed under the base forms of the verb. The gerund is placed above the main horizontal line and connects to the subject or object place. Complete the sentence diagram: “Driving has become a necessary skill.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by John Grogan (the journalist and author), uses a gerund connected to a present participle. Let’s read it carefully: ‘Gardening was becoming a serious hobby for me, and the better I got at it, the more I wanted to grow.’ 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 gerund used as the subject of the sentence on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics lesson to write these sentences correctly:

‘He asked, “Can I visit later?”

‘If I let you,” she said, “you can’t stay too late.’

‘That works for me,’ he responded.”

“Apply the grammar and usage lesson to write this sentence dictation, beginning with a possessive pronoun followed by a gerund: ‘He smoked and this led to lung cancer.’”

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

Language Conventions Lesson #21

Mechanics

In dialogue sentences, place commas:

- After a beginning speaker tag to the left of the quotation marks.
Example: I said, “Let’s go!”
- 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: “We must go,” I pleaded.

Guided Practice: She said, “Call me at home.”
“If I do call he explained”, “it will be late.”
“Then just text me” she replied

Grammar and Usage

A gerund is an “_____ing verb” that is used as a noun.

Examples: Skiing is fun. I enjoy dancing.

A possessive pronoun can connect to a gerund.

Example: His cooking is not the best. A singular possessive noun can connect to a gerund.

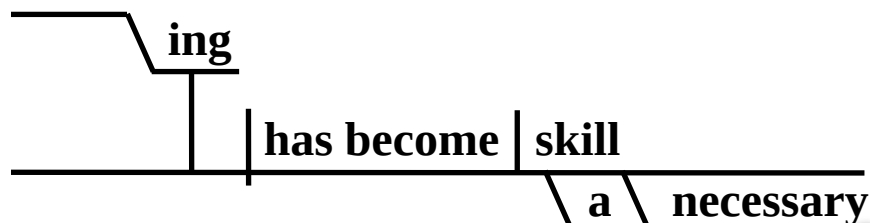
Example: Joe’s cooking is not the best.

Guided Practice: Texting has become a necessary skill. Jane’s writing is simply illegible, but her typing is letter perfect.

Language Conventions Lesson #21

Sentence Diagram Answers

Drive



Mentor Text

“Gardening was becoming a serious hobby for me, and the better I got at it, the more I wanted to grow.”

John Grogan (1957–)

Writing Application Lesson

Mechanics Dictation

He asked, “Can I visit later?”

“If I let you,” she said, “you can’t stay too late.”

“That works for me,” he responded.

Grammar and Usage Dictation

His smoking led to lung cancer.



Language Conventions Lesson #22

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: The fans were ready for a victory, but the team was not. I don’t know how long the fans will continue to support the team, yet the owners continue to pay higher player salaries.

Grammar and Usage Lesson

“Today we are studying **gerund phrases**. Remember, a gerund is an ‘____ing’ verb that is used as a noun. 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 gerund phrase is a noun phrase with a gerund serving as the noun. A possessive pronoun can be placed before a gerund phrase. **Example:** His playing golf a lot... A singular possessive noun can connect to a gerund phrase. **Example:** That terrific singing of Martha’s...

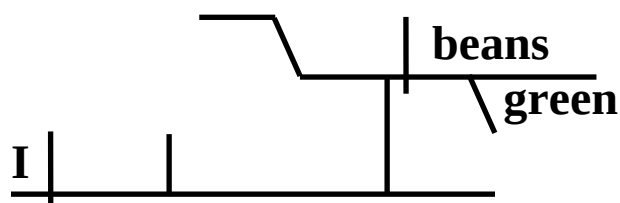
“Now read the guided practice sentence on your lesson and highlight the gerund phrases. [Allow time.] ‘Can anyone identify a gerund phrase? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Talking with her friends makes Leticia happy. Leticia’s wonderful cooking makes her friends happy.

Language Conventions Lesson #22

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘The “_ing” endings of gerunds are placed under the base forms of the verb. Gerund phrases are placed above the main horizontal line and connect to the subject or object. Complete the sentence diagram: “I hate eating green beans.”’” [Allow time.]



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

“This mentor text, written by Herman Melville (the author of *Moby Dick*), uses gerund phrases to create excitement. Let’s read it carefully: ‘Not by his calm, lazy spouting was he seen, but rather by his wondrous breaching—the tossing of his entire body out of the water and high into the air. This breaching was *Moby Dick*’s act of defiance!’ 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 gerund phrase on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I enjoyed the movie, but I thought that the music was weak.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising this sentence with “whistling” at the beginning of a gerund phrase that serves as the subject of the sentence: ‘When John gets in a good mood, he whistles a tune.’”

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

Language Conventions Lesson #22

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: The fans were ready for a victory but the team was not. I don't know how long the fans will continue to support the team, yet the owners continue to pay higher player salaries.

Grammar and Usage

A gerund phrase is a noun phrase with a gerund serving as the noun. A possessive pronoun can be placed before a gerund phrase.

Example: His playing golf a lot... A singular possessive noun can connect to a gerund phrase.

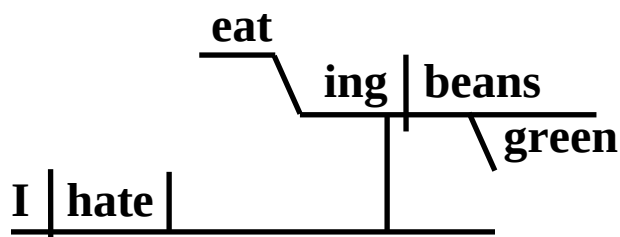
Example: That terrific singing of Martha's...

Guided Practice: Talking with her friends makes Leticia happy. Leticia's wonderful cooking makes her friends happy.



Language Conventions Lesson #22

Sentence Diagram Answers



Mentor Text

“Not by his calm, lazy spouting was he seen, but rather by his wondrous breaching—the tossing of his entire body out of the water and high into the air. This breaching was Moby Dick’s act of defiance!”

Herman Melville (1819–1891)

Writing Application Lesson

Mechanics Dictation

I enjoyed the movie, but I thought that the music was weak.

Grammar and Usage Dictation

Whistling a tune gets John in a good mood.

Language Conventions Lesson #23

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. 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 blow my nose.

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

Mechanics Guided Practice Answers: Unless you remind me, I just won’t remember. I don’t mean to forget, but I do, and your whining doesn’t help despite the fact that you continue to do so.

Grammar and Usage Lesson

“Today we are studying **reflexive, intensive, and reciprocal 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. 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. These are the reflexive pronouns: *myself, ourselves, yourself, yourselves, himself (not hisself), herself, itself, and themselves*.

Intensive pronouns are used to emphasize subject or object case nouns or pronouns. 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. These pronouns take the same form as reflexive pronouns. **Examples:** you yourself, he himself

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: Pete hurt himself during the game. I myself sat out with an injury. The teams play hard against each other, but they enjoy playing one another.

Language Conventions Lesson #23

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: “great,” “feel,” and “herself.”” [Allow time.]

Myra | hurt | _____

I (myself) | _____

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

Mentor Text Lesson

“This mentor text, written by William Shakespeare (the famous poet and playwright), uses reflexive pronouns in creative ways. Let’s read it carefully: ‘And since you know you cannot see yourself, so well as by reflection, I, your glass, will modestly discover to yourself, that of yourself which you yet know not of.’” 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 or two with a reflexive, intensive, and reciprocal pronoun on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘After she left the concert, things just got out of control.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with the correct pronoun forms: ‘They asked themselves if they could have done something to prevent the accident. You yourself had the same questions. They definitely hurt each another.’”

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

Language Conventions Lesson #23

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 blow my nose.

Guided Practice: Unless you remind me I just won't remember. I don't mean to forget, but I do and your whining doesn't help despite the fact that you continue to do so.

Language Conventions Lesson #23

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. 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. These are the reflexive pronouns: *myself, ourselves, yourself, yourselves, himself (not hisself), herself, itself, and themselves.*

Intensive pronouns are used to emphasize subject or object case nouns or pronouns. 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. These pronouns take the same form as reflexive pronouns.

Examples: you yourself, he himself

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: Pete hurt himself during the game. I sat out with an injury, myself. The teams play hard against each other, but they enjoy playing one another.

Language Conventions Lesson #23

Sentence Diagram Answers

Myra | hurt | herself I (myself) | feel | great

Mentor Text

“And since you know you cannot see yourself,
so well as by reflection, I, your glass,
will modestly discover to yourself,
that of yourself which you yet know not of.”

William Shakespeare (1564–1616)

Writing Application Lesson

Mechanics Dictation

After she left the concert, things just got out of control.

Grammar and Usage Dictation

They asked themselves if they could have done something to prevent the accident. You yourself had the same questions. They definitely hurt each other.



Language Conventions Lesson #24

Mechanics Lesson

“Today we are studying how to use **commas** to set off parenthetical or contrasting information. Remember that parenthetical information adds non-essential information to comments on the preceding noun, while contrasting information provides opposing or different ideas than the preceding noun. Now let’s read the mechanics lesson, mark the key points of the text, and write down the examples on your lesson.”

Place commas following parenthetical words that provide transitions or contrasts at the beginning of a sentence. **Examples:** Additionally, the students cleared the classroom. However, they did not vacuum the carpet. Place commas before and after parenthetical expressions used in the middle of a sentence or before a parenthetical expression used at the end of a sentence.

Example: The dinosaurs, we think, died out due to climate change.

“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 Golden Gate Bridge, which spans the entrance to the San Francisco Bay, is painted year-round. Some argue that it looks orange, not gold.

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. **Examples:** Anybody is welcome. Everyone works hard.

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

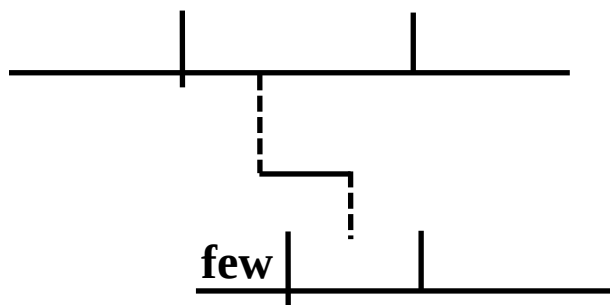
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Everybody is ready; many support their cause. Any of this candy is tasty, and all of these deserts are good.

Language Conventions Lesson #24

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. Complete the sentence diagram: “Anyone can be successful, but few become kind.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Benjamin Franklin (one of our nation’s founders), uses indefinite pronouns to generalize his thought. 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 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 lesson to write these sentences correctly: ‘That last piece of pie is yours, not mine. The vanilla ice cream, which is in the freezer, goes perfectly with the pie.’”

“Apply the grammar and usage lesson to revise this Sentence Dictation: ‘Both seems available, but few want to choose more than one.’”

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



Language Conventions Lesson #24

Mechanics

Place commas following parenthetical words that provide transitions or contrasts at the beginning of a sentence.

Examples: Additionally, the students cleaned the classroom. However, they did not vacuum the carpet. Place commas before and after parenthetical expressions used in the middle of a sentence or before a parenthetical expression used at the end of a sentence.

Example: The dinosaurs, we think, died out due to climate change.

Guided Practice: The Golden Gate Bridge, which spans the entrance to the San Francisco Bay is painted year-round. Some argue that it looks orange, not gold.

Grammar and Usage

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

Examples: Anybody is welcome. Everyone works hard.

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

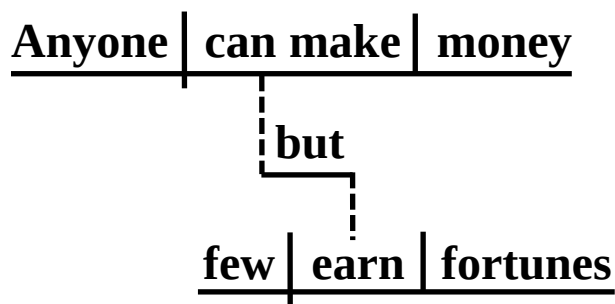
Indefinite pronouns that express quantity or measurement may be singular or plural depending upon the surrounding word clues.

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

Guided Practice: Everybody are ready; many supports their cause. Any of this candy are tasty, and all of this desserts are good.

Language Conventions Lesson #24

Sentence Diagram Answers



Mentor Text

“All would live long, but none would be old.”

Benjamin Franklin (1706–1790)

Writing Application Lesson

Mechanics Dictation

That last piece of pie is yours, not mine. The vanilla ice cream, which is in the freezer, goes perfectly with the pie.

Grammar and Usage Dictation

Both seem available, but few want to choose more than one.

Language Conventions Lesson #25

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 whether 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: James hopes it will be a sunny, bright, and warm day after today’s cold March wind.

Grammar and Usage Lesson

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

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

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

To avoid pronoun antecedent problems:

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

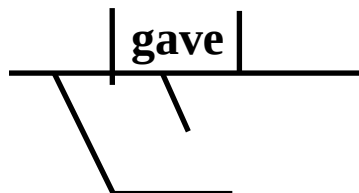
“Now read the guided practice sentence on your lesson. Then revise the pronoun antecedent problem according to grammar and usage lesson. [Allow time.] ‘What is confusing in the sentence? Can anyone share a revision? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: If the children don’t eat the ice cream bars, put the ice cream (bars) back in the freezer. Put the ice cream bars back in the freezer if the children don’t eat them.

Language Conventions Lesson #25

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise the pronoun antecedent problem and Complete the sentence diagram by using a proper noun to refer to the object of the prepositional phrase: “One of them gave him mine.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Benjamin Disraeli (the Nineteen Century British Prime Minister), uses pronoun antecedents and clever pronoun placement. Let’s read it carefully: ‘Cleanliness and order are not matters of instinct; they are matters of education, and like most great things, you must cultivate a taste for them.’”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘After that dinner of steak, baked potato, beans, and salad, I couldn’t eat the dessert.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising the pronoun antecedent problem: ‘The police officers have taken off their uniforms, and they are thrown into the laundry.’”

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



Language Conventions Lesson #25

Mechanics

To determine whether 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: James hopes it will be a sunny, bright and warm day after today's cold, March wind.

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: If the children don't eat the ice cream bars, put them back in the freezer.

Language Conventions Lesson #25

Sentence Diagram Answers

One | gave | mine
 / \
 of (any proper noun)
 / \
 them

Mentor Text

“Cleanliness and order are not matters of instinct; they are matters of education, and like most great things, you must cultivate a taste for them.”

Benjamin Disraeli (1804–1881)

Writing Application Lesson

Mechanics Dictation

After that dinner of steak, baked potato, beans, and salad, I couldn't eat the dessert.

Grammar and Usage Dictation

The police officers have taken off their uniforms, and the uniforms are thrown into the laundry.

Language Conventions Lesson #26

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. Then highlight what is right and revise what is wrong according to mechanics rule. [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 wore a navy blue top to match the coat of her tall, dark, and handsome husband.

Grammar and Usage Lesson

“Today we are studying **pronoun number and person shifts**. Remember that a pronoun takes the place of a noun. 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 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: People should help themselves. Each doctor should send his or her nurses to the conference. We were hungry, but decided not to stop because the restaurants in that town would give us food poisoning. When people get mad, they say things they don’t mean.

Language Conventions Lesson #26

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Personal pronouns serve as subjects or objects. Complete the sentence diagram: “They should tell him their problems.”’ Complete the sentence diagram: ‘They should tell him their problems.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Fyodor Dostoyevsky (a Russian novelist and essayist), uses a pronoun number shift to change a plural into a singular idea. Let’s read it carefully: ‘But we in our green youth have to settle the eternal questions first of all. That’s what we care about.’ 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 clear pronoun number and person references 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 cheapest possible alternative to solar power may be fuel cells.’”

“Apply the grammar and usage lesson to revise this Sentence Dictation to avoid pronoun number and person shifts: ‘A person should know their limit, but you’ve got to have some measure of self-control.’”

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

Language Conventions Lesson #26

Mechanics

Hierarchical adjectives build on each other and don't equally modify the noun, so don't place commas between them. If the phrase makes no sense when placing the word *and* between the adjectives or reversing their order, the adjectives are hierarchical and don't require commas.

Example: A delicious hot thick-crust sausage pizza

Guided Practice: She wore a navy, blue top to match the coat of her tall, dark, and handsome husband

Grammar and Usage

Personal pronouns must be in the same number and person as their antecedents. If the number or person shifts within a sentence, revise to match. **Examples:** Julie has ~~their~~ her own style. Julie has ~~your~~ 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 and delete the pronouns. **Example:** The student ate ~~their~~ lunch. Avoid using the confusing his(m)/her or his(m) and/or her pronoun references.

Guided Practice: Everyone should help ourselves. Each doctor should send his or her nurses to the conference. We were hungry, but decided not to stop because the restaurants in that town would give you food poisoning. When people get mad, we say things you don't mean.

Language Conventions Lesson #26

Sentence Diagram Answers

They | should tell | problems
 \ him \ their

Mentor Text

“But we in our green youth have to settle the eternal questions first of all. That’s what we care about.”

Fyodor Dostoyevsky (1821–1881)

Writing Application Lesson

Mechanics Dictation

The cheapest possible alternative to solar power may be fuel cells.

Grammar and Usage Dictation

People should know their limits, but they’ve got to have some measure of self-control.



Language Conventions Lesson #27

Mechanics Lesson

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

An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it. If the appositive is non-essential to the meaning of the sentence, commas or parentheses are used to signal and separate this identification or explanation.

Examples: An actress, Marta, knew how to project. Jane (the girl with red hair) acted childishly. If the appositive is essential to the meaning of the sentence, no punctuation is used.

Example: The U.S. president Ronald Reagan was known as “The Great Communicator.”

“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 store sold me the bike that I did not want. My brother, Joe, took it back.

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.”

Four types of vague pronoun references have pronouns which do *not* clearly identify their antecedents:

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. More than one antecedent could match the pronoun. Revise by repeating the noun.

Examples: ~~Dishes were on the tables, but we didn’t need them.~~ Dishes were on the tables, but we didn’t need the dishes.

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

Example: I called Jesse’s office. Jesse at his office, but no one answered.

4. The pronoun has no antecedent. Revise by adding the antecedent. **Example:** Although Ms. Abreu was extremely rich, she didn’t share any of it.

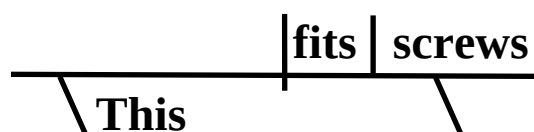
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Please get your homework out of your backpack and pass the homework forward.

Language Conventions Lesson #27

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence diagram by adding a noun or pronoun: “This fits those screws.”’” [Allow time.]



Sentence Diagram Answers: “Now compare your answers to the sentence diagram on the display].” Use a different color pen or pencil to place a check mark ✓ above each correctly placed answer and revise any of your mistakes. Ask questions if you don’t understand.”

Mentor Text Lesson

“This mentor text, written by Samuel Goldwyn (a motion picture producer and studio executive), uses a vague pronoun reference for comedic effect. Let’s read it carefully: ‘Anyone who goes to a psychiatrist ought to have his head examined.’ 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: ‘The school, the one with the brick facing, is being renovated.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with proper demonstrative pronouns. ‘That one here is nicer than this one over there or those.’”

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

Language Conventions Lesson #27

Mechanics

An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it. If the appositive is non-essential to the meaning of the sentence, commas or parentheses are used to signal and separate this identification or explanation.

Examples: An actress, Marta, knew how to project. Jane (the girl with red hair) acted childishly. If the appositive is essential to the meaning of the sentence, no punctuation is used.

Example: The U.S. president Ronald Reagan was known as “The Great Communicator.”

Guided Practice: The store sold me the bike, that I did not want. My brother Joe, took it back.

Language Conventions Lesson #27

Grammar and Usage

Four types of vague pronoun references have pronouns which do *not* clearly identify their antecedents:

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. More than one antecedent could match the pronoun. Revise by repeating the noun.

Examples: ~~Dishes were on the tables, but we didn't need them.~~
Dishes were on the tables, but we didn't need the dishes.

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

Example: I called ~~Jesse's office~~ Jesse at his office, but no one answered.

4. The pronoun has no antecedent. Revise by adding the antecedent.

Example: Although Ms. Abreu was ~~extremely rich~~ had lots of money, she didn't share any of it.

Guided Practice: Please get out your backpack and your homework and pass it forward.

Language Conventions Lesson #27

Sentence Diagram Answers

screwdriver | fits | screws
 \ This \ those

Mentor Text

“Anyone who goes to a psychiatrist ought to have his head examined.”

Samuel Goldwyn (1882–1974)

Writing Application Lesson

Mechanics Dictation

The school, the one with the brick facing, is being renovated.

Grammar and Usage Dictation

This one here is nicer than that one over there.



Language Conventions Lesson #28

Mechanics Lesson

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

The relative pronouns *who*, *whom*, *whose*, and *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: That woman, who left the stage, who ran up the aisle, and whose flair for publicity always made me smile, was a great actress.

Grammar and Usage Lesson

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

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.

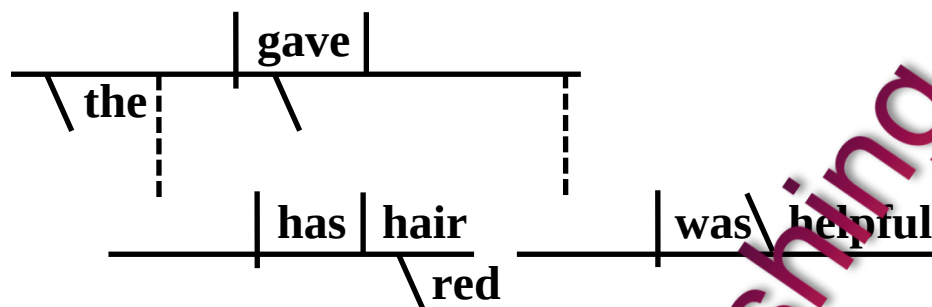
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: That man, who is funny, told a joke about our town.

Language Conventions Lesson #28

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Relative clauses are connected to subjects and objects by vertical dotted lines. Complete the sentence diagram: “The woman who has red hair gave him money, which was helpful.”’ [Allow time.]”



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

Mentor Text Lesson

“This mentor text, written by Nathaniel Hawthorne (the author of *The Scarlet Letter*), uses a nonrestrictive relative clause for contrast. Let’s read it carefully: ‘Roger Chillingworth made his advent to the town... What could he, whose sphere was in great cities, be seeking in the wilderness?’ 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: ‘Her boss, whom I learned to like, is coming to the dinner party.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with the appropriate relative pronoun: ‘Her friend that went to college just got married.’”

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

Language Conventions Lesson #28

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: That woman who left the stage, who ran up the aisle and whose flair for publicity always made me smile was a great actress.

Grammar and Usage

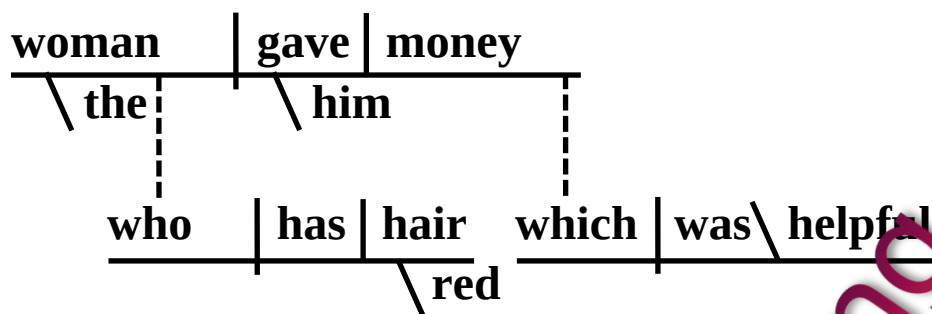
Nonrestrictive relative clauses serve as adjectives to modify the preceding noun or pronoun, but they do *not* limit, restrict, or define the meaning of that noun or pronoun. The clause could be removed without changing the basic meaning of the sentence. The relative pronouns *who*, *whom*, *whose*, 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: That man, which is funny, told a joke about our town.

Language Conventions Lesson #28

Sentence Diagram Answers



Mentor Text

“Roger Chillingworth made his advent to the town... What could he, whose sphere was in great cities, be seeking in the wilderness?”

Nathaniel Hawthorne (1804–1864)

Writing Application Lesson

Mechanics Dictation

Her boss, whom I learned to like, is coming to the dinner party.

Grammar and Usage Dictation

Her friend, who went to college, just got married.

Language Conventions Lesson #29

Mechanics Lesson

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

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

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

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

Mechanics Guided Practice Answers: The store sold me the bike *that* I did not want. My brother Joe *who* helps me with these decisions took it back.

Grammar and Usage Lesson

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

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 lent the book *that* I needed for class.

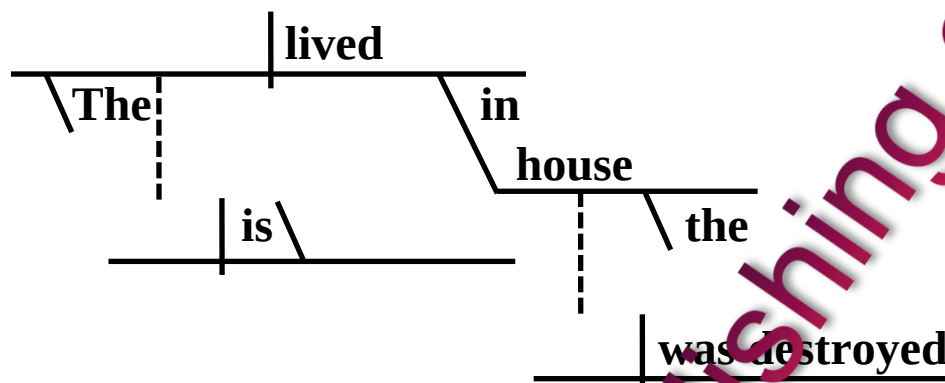
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The Smiths live in the house *that* is haunted, not the one *that* is vacant.

Language Conventions Lesson #29

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Relative clauses are connected to subjects and objects by vertical dotted lines. Complete the sentence diagram: “The gentleman who is homeless lived in the house that was destroyed.”’ [Allow time.]”



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

Mentor Text Lesson

“This mentor text, written by Aristotle (the Greek philosopher and scientist), uses a restrictive relative clause to define the subject. Let’s read it carefully: ‘A flatterer is a friend who is your inferior, or pretends to be so.’ 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: ‘The woman, whose purse was large, was always ready to shop.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with proper nouns: ‘The man, which did not speak English couldn’t address the class.’”

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

Language Conventions Lesson #29

Mechanics

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

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

Guided Practice: The store sold me the bike, *that* I did not want. My brother Joe *who* helps me with these decisions took it back.

Grammar and Usage

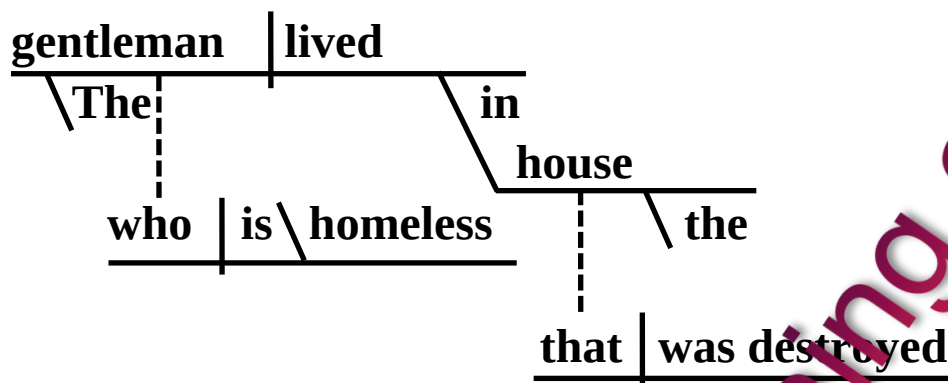
Restrictive relative clauses serve as adjectives following a noun to limit, restrict, or define the meaning of that noun. The clause could *not* be removed without affecting the basic meaning of the sentence. A restrictive relative clause begins with the relative pronouns *who*, *whom*, *whose*, and *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 Smiths live in the house *which* is haunted, not the one *that* is vacant.

Language Conventions Lesson #29

Sentence Diagram Answers



Mentor Text

“A flatterer is a friend who is your inferior, or pretends to be so.”

Aristotle (384 B.C. –322 B.C.)

Writing Application Lesson

Mechanics Dictation

The woman, whose purse was large, was always ready to shop.

Grammar and Usage Dictation

The man who did not speak English couldn't address the class.

Language Conventions Lesson #30

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: I argued, “Nothing has changed,” and then I explained, “when you look at the results.”

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 predicate adjectives serve as objects, they often include modifiers to form adjectival phrases. An adjectival phrase consists of more than one adjective and a connected noun or pronoun that acts as a single part of speech. **Example:** He is an energetic young man.

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

Grammar and Usage Guided Practice Answers: [Few questions] challenged them; most were easy.

Language Conventions Lesson #30

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 the sentence diagram: “The long skinny dog was extremely quick.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Ralph Waldo Emerson (the Nineteenth Century author and essayist), uses a predicate adjective to define his subject. 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 a predicate adjective as part of an adjectival 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: “All you need is love,” sang John Lennon, “but a little money is nice as well.”

“Apply the grammar and usage lesson to write this sentence dictation, revising with appropriate adjectives: ‘Martha is pretty, and she seems nicely. But Adele is shockingly beautiful and the most caring person I have ever met.’”

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

Language Conventions Lesson #30

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: I argued, “Nothing has changed,” and then I explained, “When you look at the results.”

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 predicate adjectives serve as objects, they often include modifiers to form adjectival phrases. An adjectival phrase consists of more than one adjective and a connected noun or pronoun that acts as a single part of speech. **Example:** He is an energetic young man.

Guided Practice: Few questions challenged them; most were easy.

Language Conventions Lesson #30

Sentence Diagram Answers

dog | was | quick
The long skinny | extremely

Mentor Text

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

Ralph Waldo Emerson (1803–1882)

Writing Application Lesson

Mechanics Dictation

“All you need is love,” sang John Lennon, “but a little money is nice as well.”

Grammar and Usage Dictation

Martha is pretty, and she seems nice. But Adele is shockingly beautiful and the most caring person I have ever met.



Language Conventions Lesson #31

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.”

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: Martha wondered, “Am I invited?” “Did she need to ask?” “That is wild!”

Grammar and Usage Lesson

“Today we are studying **past participles**. Remember that a verb can mentally or physically act or serve as a state of being. Linking verbs include the “to be” verbs: *is, am, are, was, were, be, being, been* and the helping verbs: *has, had, have*. Also remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

When used as a verb form, a regular past participle consists of a linking or helping verb, which determines the verb tense, + the base form of a verb + and “ed” ending. The past participle indicates a completed action. **Example:** The band was formed... However, many past participles end in “d,” “t,” or “en.” **Examples:** burst, built, given

A past participle can also function as an adjective to indicate a condition with or without a linking or helping verb. **Example:** Interested, the boy paid close attention.

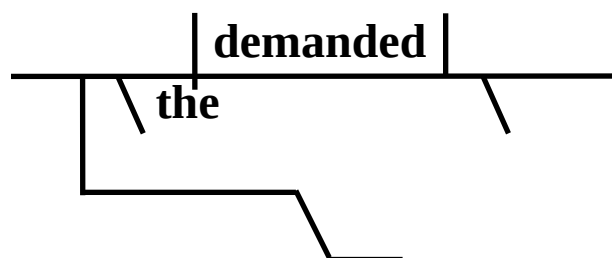
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Frightened, the shaken child had sat down and was given a cup of hot chocolate.

Language Conventions Lesson #31

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Participles are placed below the nouns that they modify. Participial endings are placed under the base forms of verbs. Complete the sentence diagram: “Frustrated, the boys demanded their snack.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Muriel Rukeyser (an American poet and political activist), uses past participles to create parallelism. Let’s read it carefully: ‘However confused the scene of our life appears, however torn we may be who now do face that scene, it can be faced, and we can go on to be whole.’ 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 past participle on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics lesson to write this sentence dictation correctly: “‘How weird!’ he sighed. “Did they ask why we should give them another chance?””

“Apply the grammar and usage lesson to write this sentence dictation, revising with a past participle: ‘Danny was startled and called 911.’”

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

Language Conventions Lesson #31

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: Martha wondered, “Am I invited?” “Did she need to ask?” “That is wild!”

Grammar and Usage

When used as a verb form, a regular past participle consists of a linking or helping verb, which determines the verb tense, + the base form of a verb + and “__ed” ending. The past participle indicates a completed action.

Example: The band was formed... However, many past participles end in “__d,” “__t,” or “__en.”

Examples: burst, built, given

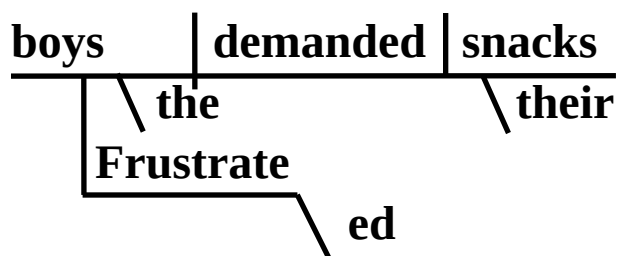
A past participle can also function as an adjective to indicate a condition with or without a linking or helping verb.

Example: Interested, the boy paid close attention.

Guided Practice: Frightened, the shook child had sat down and was gave a cup of hot chocolate.

Language Conventions Lesson #31

Sentence Diagram Answers



Mentor Text

“However confused the scene of our life appears, however torn we may be who now do face that scene, it can be faced, and we can go on to be whole.”

Muriel Rukeyser (1913–1980)

Writing Application Lesson

Mechanics Dictation

“How weird!” he sighed. “Did they ask why we should give them another chance?”

Grammar and Usage Dictation

Startled, Danny called 911.

Language Conventions Lesson #32

Mechanics Lesson

“Today we are studying how to use **ellipses**. Remember that a direct quotation includes the spoken or written words, exactly as they were said or written. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

An ellipsis is punctuated as three periods (...) and is used in direct quotations to delete unnecessary parts of the quotation. The ellipsis is also used as a “thinking pause” in stories. When ending a sentence, don’t add on the additional period. **Example:** I gave some thought to this idea... but I never did anything.

“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 Pledge of Allegiance states that the United States is “one nation under God...” That story about the flag made me wonder... and do we still respect what the flag represents?

Grammar and Usage Lesson

“Today we are studying **past participial phrases**. Remember that the linking or helping verb indicates past, present, or future tense. Linking verbs include the “to be” verbs: *is, am, are, was, were, be, being, been* and the helping verbs: *has, had, have*. Also remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

When used as a verb form, a regular past participial phrase consists of a linking or helping verb + the base form of a verb + and “ed” ending + related words to indicate a completed action.

Examples: The house was carefully designed... The architect had carefully designed the home. However, many past participles end in “d,” “t,” or “en.” **Examples:** heard, spent, taken

A past participial phrase can also function as an adjective to indicate a condition with or without a linking or helping verb. **Example:** Developed by the team, the new idea...

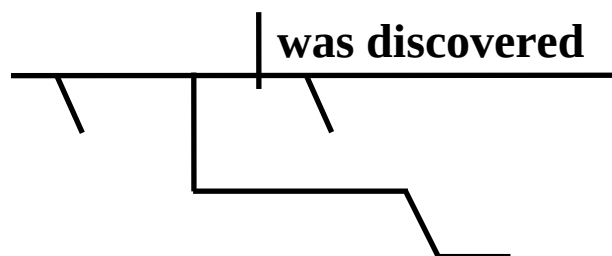
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Hidden in the grass, yet exposed by her red hat, the girl was found quickly by her mom.

Language Conventions Lesson #32

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Participial endings are placed under the base forms of verbs. Sentence diagrams don’t apply spelling rules, but the modifiers below the horizontal line do follow the word order of the sentence. Complete the sentence diagram: ‘Her mistaken identity soon was discovered.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Janet Tiessen (a Canadian musician), uses past participial phrases as adjectives and verbs. Let’s read it carefully: ‘Finally, tired and spent with nothing more to add or fix, it seemed to me its success or failure was out of our hands.’ 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 past participial phrase serving as an 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: ‘The man came slowly out of the room... placing his coat on the rack... and then he sat down on the couch.’”

“Apply the grammar and usage lesson to write this sentence dictation, beginning with a past participial phrase: ‘Hanna was offered the chance and she proved worthy.’”

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

Language Conventions Lesson #32

Mechanics

An ellipsis is punctuated as three periods (...) and is used in direct quotations to delete unnecessary parts of the quotation. The ellipsis is also used as a “thinking pause” in stories. When ending a sentence, don’t add on the additional period.

Example: I gave some thought to this idea... but I never did anything.

Guided Practice: The Pledge of Allegiance states that the United States is “one nation... under God...”. That story about the flag made me wonder... and do we still respect what the flag represents?

Grammar and Usage

When used as a verb form, a regular past participial phrase consists of a linking or helping verb + the base form of a verb + and “__ed” ending + related words to indicate a completed action.

Examples: The house was carefully designed... The architect had carefully designed the home. However, many past participles end in “__d,” “__t,” or “__en.”

Examples: heard, spent, taken

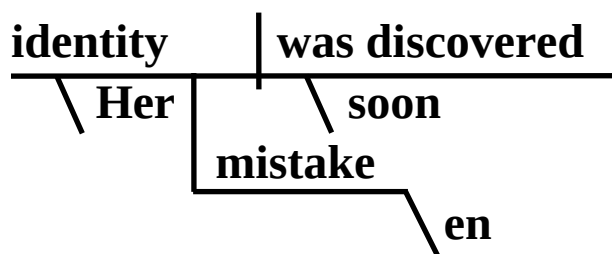
A past participial phrase can also function as an adjective to indicate a condition with or without a linking or helping verb.

Example: Developed by the team, the new idea...

Guided Practice: Hidden in the grass, yet exposed by her red hat, the girl was found quickly by her mom.

Language Conventions Lesson #32

Sentence Diagram Answers



Mentor Text

“Finally, tired and spent with nothing more to add or fix, it seemed to me its success or failure was out of our hands.”

Janet Tiessen (1951–)

Writing Application Lesson

Mechanics Dictation

The man came slowly out of the room... placing his coat on the rack... and then he sat down on the couch.

Grammar and Usage Dictation

Offered the chance, Hanna proved worthy.



Language Conventions Lesson #33

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 examples.”

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, “Do you agree with Beth’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: “Jefferson meant everyone when he said that ‘all men are created equal,’” I said.

Grammar and Usage Lesson

“Today we are studying **present participles**. Remember that the linking include the “to be” verbs: *is, am, are, was, were, be, being, been*. Also remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A present participle adds an “-ing” onto the base form of a verb to indicate a continuous action or condition. A present participle is preceded by a linking verb when used as a verb form. The linking verbs indicate past, present, or future tense. **Examples:** *was watching, is watching, or will be watching*. A present participle can also function as an adjective with or without a linking verb. **Example:** Walking, the boy caught up with his friend.

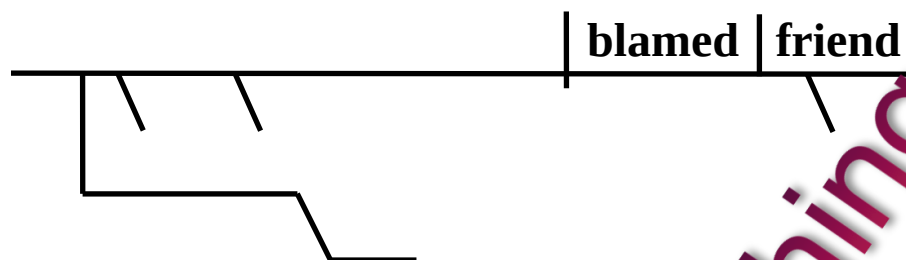
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].”

Grammar and Usage Guided Practice Answers: Running, the girl was trying to catch up when she fell.

Language Conventions Lesson #33

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Participial endings are placed under the base forms of verbs. Complete the sentence diagram: “Tripping, the embarrassed girl blamed her friend.”” [Allow time.]



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

“This mentor text, written by Aesop (the famous author of fables), uses present participles as a verb and as adjectives. Let’s read it carefully: ‘As he was wandering about there came upon a Lion lying down moaning and groaning.’ 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 present participle on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Correction

“Apply the mechanics lesson to write this sentence correctly: “In his Preamble to the United States Constitution, Madison wanted change ‘in order to form a more perfect union,’ I argued.””

“Apply the grammar and usage lesson to write this sentence dictation, revising with appropriate present participles: ‘Tripping, the boy is thinking and wondered.’”

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

Language Conventions Lesson #33

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, “Do you agree with Beth’s statement that ‘the case is closed?’”

Guided Practice: “Jefferson meant everyone when he said that ‘all men are created equal,’ I said.

Grammar and Usage

A present participle adds an “_ing” onto the base form of a verb to indicate a continuous action or condition. A present participle is preceded by a linking verb when used as a verb form. The linking verbs indicate past, present, or future tense.

Examples: *was watching, is watching, or will be watching.* A present participle can also function as an adjective with or without a linking verb.

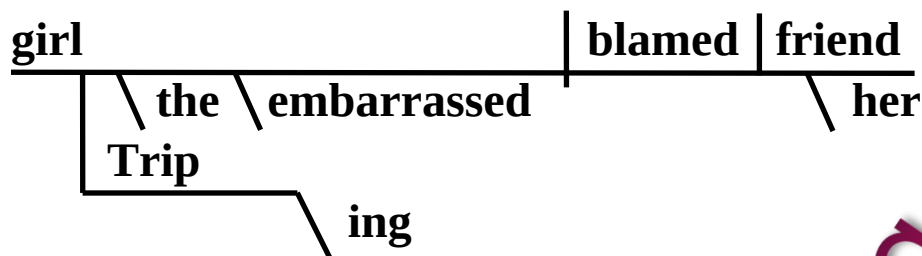
Example: Walking, the boy caught up with his friend.

Guided Practice: Running, the girl was tried to catch up when she fell.



Language Conventions Lesson #33

Sentence Diagram Answers



Mentor Text

“As he was wandering about there came upon a Lion lying down moaning and groaning.”

Aesop (620 B.C. –560 B.C.)

Writing Application Lesson

Mechanics Dictation

“In his Preamble to the United States Constitution, Madison wanted change ‘in order to form a more perfect union,’” the author argued.

Grammar and Usage Dictation

Pausing, the boy is thinking and wondering.

Language Conventions Lesson #34

Mechanics Lesson

“Today we are studying how to punctuate **direct quotations** which include incorrect or **non-standard spelling, word usage, mechanics, and grammar**. Remember that direct quotations must include the exact language used by the author or source, even the mistakes. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Direct quotations which include incorrect or non-standard spelling, word usage, mechanics, and grammar must include the bracketed *sic* [sic] after any spelling or grammar mistakes.

Examples: “It seemed silly [sic], but that’s how she orientated [sic] her thinking. Sad! [sic] She been feeling [sic] that way for a long time.”

“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: “It’s simply a mistake [sic] to suggest that, [sic] the politician couldn’t of [sic] known that the landowner have [sic] bribed the official,” the woman said.

Grammar and Usage Lesson

“Today we are studying **present participial phrases**. Remember that present participles indicate a continuous action or condition and can serve as verb forms or adjectives. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A present participial phrase adds an “-ing” onto the base form of a verb to indicate a continuous action or condition. A present participial phrase is preceded by a linking verb when used as a verb form and added on related words to form the phrase. The linking verbs: *is, am, are, was, were, be, being, been* indicate past, present, or future tense. **Example:** Melinda was running on the beach. A present participial phrase can also function as an adjective with or without a linking verb. **Example:** Running on the beach, Melinda found a beached whale.

“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: Swimming like a fish, the three-year-old enjoyed the water. Observing her progress, her parents were quite proud.

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Language Conventions Lesson #34

Mechanics

Direct quotations which include incorrect or non-standard spelling, word usage, mechanics, and grammar must include the bracketed *sic* [sic] after any spelling or grammar mistakes.

Examples: “It seemed sily [sic], but that’s how she orientated [sic] her thinking. Sad! [sic] She been feeling [sic] that way for a long time.”

Guided Practice: “It’s simply a mistake to suggest that, the politician couldn’t of [sic] known that the landowner have [sic] bribed the official,” the woman said.

Grammar and Usage

A present participial phrase adds an “__ing” onto the base form of a verb to indicate a continuous action or condition. A present participial phrase is preceded by a linking verb when used as a verb form and adds on related words to form the phrase. The linking verbs: *is, am, are, was, were, be, being, been* indicate past, present, or future tense.

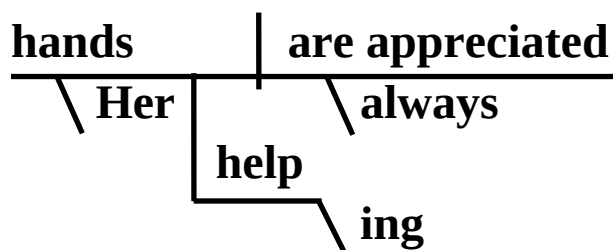
Example: Melinda was running on the beach. A present participial phrase can also function as an adjective with or without a linking verb.

Example: Running on the beach, Melinda found a beached whale.

Guided Practice: Swimming like a fish, the three-year-old enjoyed the water. Observed her progress, her parents were quite proud.

Language Conventions Lesson #34

Sentence Diagram Answers



Mentor Text

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

Sir Francis Bacon (1561–1626)

Writing Application Lesson

Mechanics Dictation

The Senator said, “The man have [sic] many plans, but he wouldn’t of [sic] expected what actually took place.”

Grammar and Usage Dictation

Walking to town, the friends will be hoping to find some sales at the department store.

Language Conventions Lesson #35

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.”

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 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: “Most children get cavities” (Nen 8). The dentist said that was not correct (Nguyen 4).

Grammar and Usage Lesson

“Today we are studying **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

Use *more* or *less* for adverb comparative modifiers ending in “_ly.” **Example:** less carefully.

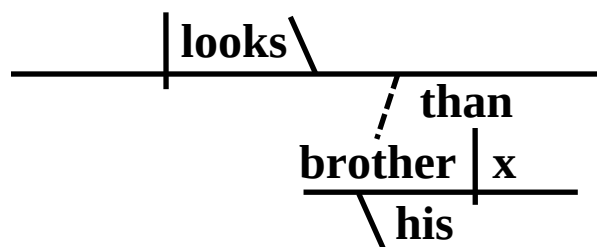
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Marna is happier than Frank. Frank was kinder than Keith.

Language Conventions Lesson #35

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Comparative modifiers are placed to the right of 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, slanted line. The unstated verb is marked as an “X” to the right of the vertical line. Complete the sentence diagram: “Rafael looks shorter 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 Martin Luther King Jr. (the civil rights leader and minister), uses a comparative modifier to contrast love and evil. Let’s read it carefully: ‘I believe that unarmed truth and unconditional love will have the final word in reality. That is why right, temporarily defeated, is stronger than evil triumphant.’ 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 two-syllable comparative modifier and a three-syllable comparative modifier on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write the direct quotation and citation for this Sentence Dictation on your lesson. Here’s the direct quotation: ‘William listened carefully.’ Here’s the citation information: ‘The author’s name is Cindy Parker and the information for the direct quotation is on page 22 in his article.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with an appropriate comparative modifier: ‘That ending was most surprising than I had thought.’”

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

Language Conventions Lesson #35

Mechanics

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 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: "Most children get cavities (Nen 8)." The dentist said that was not correct (Nguyen 4).

Language Conventions Lesson #35

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

Always use *more* or *less* for adverb comparative modifiers ending in “_ly.”

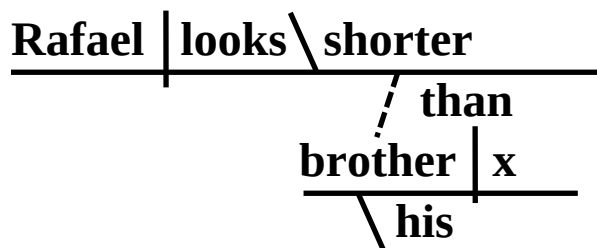
Example: less carefully.

Guided Practice: Marna is more happier than Frank. Frank was kinder than Keith.



Language Conventions Lesson #35

Sentence Diagram Answers



Mentor Text

“I believe that unarmed truth and unconditional love will have the final word in reality. That is why right, temporarily defeated, is stronger than evil triumphant.”

Martin Luther King Jr. (1929–1968)

Writing Application Lesson

Mechanics Dictation

The author stated, “William listened carefully” (Parker 22).

Grammar and Usage Dictation

That ending was more surprising than I had thought.



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 and format most commonly used in English classes to tell *where* and *from whom* you used quotations and information for 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. **Examples:** (Double-spaced with hanging .5 inch indents)

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: Kim, Gerry. “Eat for Fun.” Azusa: Lee Publishing, 2014. Print.

Grammar and Usage Lesson

“Today we are studying **superlative modifiers**. Remember that a modifier is an adjective or adverb that limits the meaning of a word or words. A comparative modifier compares two things, using the suffix ‘_er’ for a one-syllable modifier, *more (less)* or ‘_er’ for a two-syllable modifier, and *more* or *less* for a three-syllable (or longer) adjective modifiers and all adverbs ending in ‘_ly.’ Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

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

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

Use *most* or *least* for adverb superlative modifiers ending in “_ly.” **Example:** least carefully.

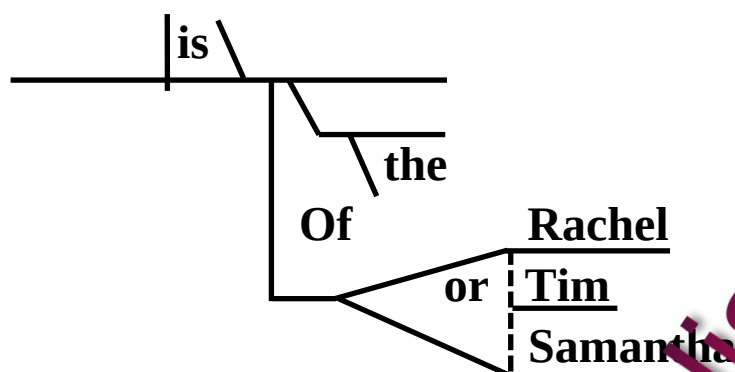
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Of the three speakers, Sue spoke most confidently. She was the best speaker by far.

Language Conventions Lesson #36

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 and is connected with a dotted, slanted line. Complete the sentence diagram: “Of Rachel, Tim, or Samantha, Rachel is the most talented.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Charles Darwin (the author of *Origin of the Species*), uses a superlative modifiers to contrast species. Let’s read it carefully: “It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.” [Ask a few students to share and then write an exemplary sentence on the display].”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘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 to write this sentence dictation, revising with an appropriate superlative modifier: ‘Of all the engineers, Rob seemed to be the less creative.’”

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

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. **Examples:** (Double-spaced with hanging .5 inch indents)

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: Kim, Cery. "Eat for Fun". Azusa: Lee Publishing, 2014. Print.



Language Conventions Lesson #36

Grammar and Usage

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

Example: meanest

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

Example: most interesting

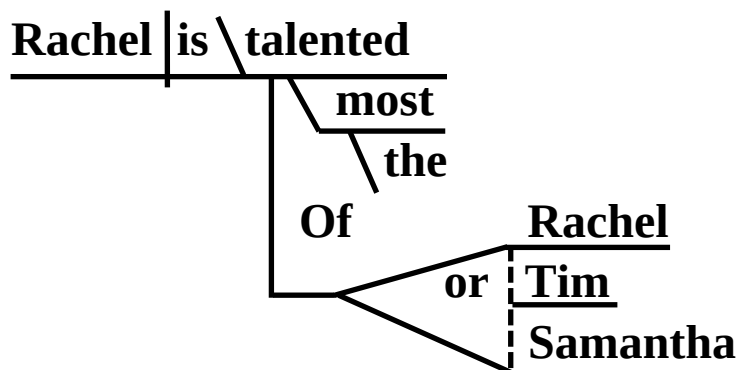
Use *most* or *least* for adverb superlative modifiers ending in “_ly.”

Example: least carefully.

Guided Practice: Of the three speakers, Sue spoke most confidently. She was the better speaker by far.

Language Conventions Lesson #36

Sentence Diagram Answers



Mentor Text

“It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.”

Charles Darwin (1809–1882)

Writing Application Lesson

Mechanics Dictation

Pennington, Mark. Teaching the Language Strand. El Dorado Hills: Pennington Publishing, 2013. Print.

Grammar and Usage Dictation

Of all the engineers, Rob seemed to be the least creative.

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 the book, titled Islands in Paradise. The article appeared in both Sports Illustrated and The New York Times.

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.

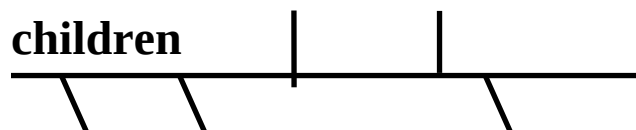
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: She always cooked dinner on Tuesdays. The rest of us did the dishes.

Language Conventions Lesson #37

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. Complete the sentence diagram: “Our own children loved their presents.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by George Bernard Shaw (the British author and humorist), uses an adjectival phrase to modify ‘countries’ for humorous effect. Let’s read it carefully: ‘England and America are two countries separated by a common language.’ 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 modifying adverbial 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 Hunger Games is a popular series and is reviewed in Books in Review.’”

“Apply the grammar and usage lesson to write this sentence dictation, placing the modifier correctly: ‘I drank some water, but I didn’t eat meat, vegetables, or fruit. I only ate bread.’”

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

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 the book, titled Islands in Paradise. The article appeared in both Sports Illustrated and The New York Times.

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: She cooked dinner always on Tuesdays. The rest of us did the dishes.



Language Conventions Lesson #37

Sentence Diagram Answers

children | loved | presents
 \ Our \ own \ their

Mentor Text

“England and America are two countries separated by a common language.”

George Bernard Shaw (1856–1950)

Writing Application Lesson

Mechanics Dictation

The Hunger Games is a popular series and is reviewed in Books in Review.

Grammar and Usage Dictation

I drank some water, but I didn't eat meat, vegetables, or fruit. I ate only bread.



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 wonderful musical, Oklahoma, had the painting Oklahoma Skies as a stage prop in the first scene. The television show, MASH, was based upon the movie titled MASH.

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 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).

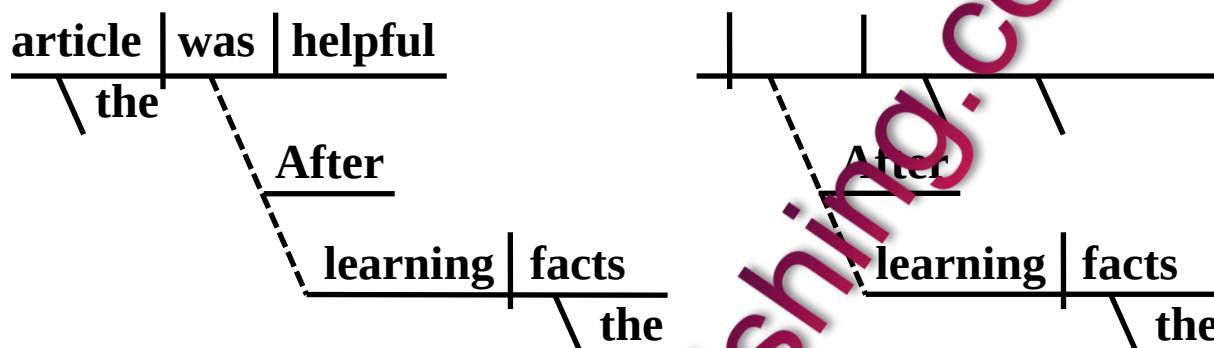
“Now read the guided practice sentence on your lesson and highlight the dangling modifier. Then revise that part of the sentence to eliminate the dangling modifier [Allow time.] ‘Can anyone identify the dangling modifier? [Mark the sentence on the display]. Can anyone share a revision?’”

Grammar and Usage Guided Practice: Possible Answer: To eat a juicy burger, you need a napkin.

Language Conventions Lesson #38

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 the dangling modifier found in the left in the sentence diagram on the right.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Oprah Winfrey (the television host), carefully avoids using dangling modifiers in this sentence. Let’s read it carefully: ‘We are each responsible for our own life - no other person is or even can be.’ 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 modifying 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: ‘In his play, Leonardo, Johnson describes the painting of Starry Night.’”

“Apply the grammar and usage lesson to revise this Sentence Dictation, eliminating the dangling modifier: ‘My dog I left chained to the fence.’”

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

Language Conventions Lesson #38

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 wonderful musical, Oklahoma, had the painting Oklahoma Skies as a stage prop in the first scene. The television show, MASH, was based upon the movie titled MASH.

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.

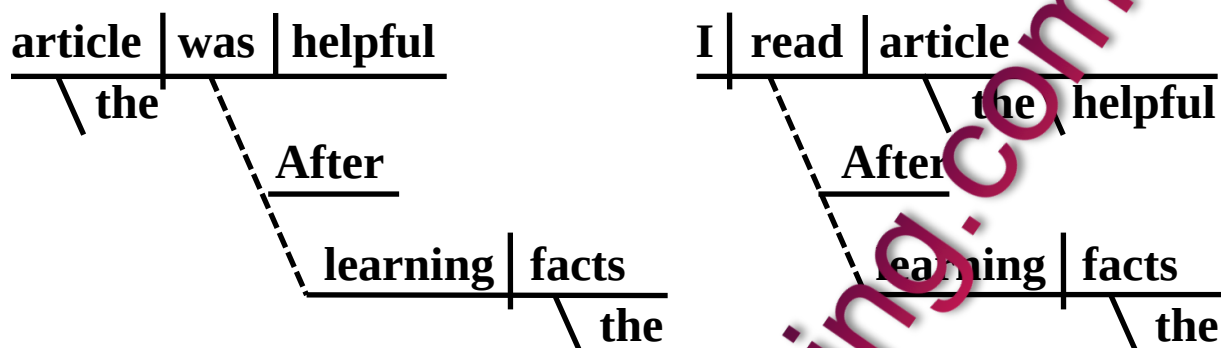
Example: Fired from your job, your car became your home. (Your car was not fired; *you* were).

Guided Practice: To eat a juicy burger, a napkin is needed.



Language Conventions Lesson #38

Sentence Diagram Answers



Mentor Text

“We are each responsible for our own life - no other person is or even can be.”

Oprah Winfrey (1954–)

Writing Application Lesson

Mechanics Dictation

In his play, Leonardo, Johnson describes the painting of Starry Night.

Grammar and Usage Dictation

I left my dog chained to the fence.

Language Conventions Lesson #39

Mechanics Lesson

“Today we are studying how to punctuate **song, poem, and book chapter titles**. Remember that we underline or italicize the titles of books. Also 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 best chapters in the book are titled “The Final Act” and “Last Chance.” Paul Simon’s song, “America,” was not influenced by the short poem “I Hear America.”

Grammar and Usage Lesson

“Today we are studying **squinting 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 squinting modifier is a word or phrase placed between two words so that it could be misunderstood to describe either word. Revise by placing the modifier before or after the word, phrase, or clause that it modifies. **Example:** Walking up hills quickly strengthens your legs. “Quickly” could modify “hills” or “strengthens.”

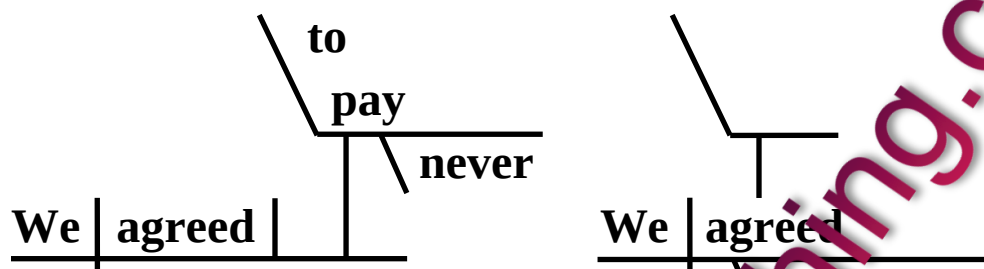
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I said you have to ask me before noon today.

Language Conventions Lesson #39

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Modifiers are placed under the parts of speech that they modify. Revise the squinting modifier in the Sentence Diagram to the left: “We agreed never to pay.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Francois de La Rochefoucauld (the French author), uses contrasting modifiers to make a humorous point. Let’s read it carefully: ‘Why is it that our memory is good enough to retain the least triviality that happens to us, and yet not good enough to recollect how often we have told it to the same person?’ 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 contrasting modifiers on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Her best chapter title in the book was “Last Call,” because it included the poem titled “Goodnight.”’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with proper adverb placement: ‘Students who fail to study often fail their classes.’”

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

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 best chapters in the book are titled “The Final Act” and Last Chance. Paul Simon’s song, America, was not influenced by the short poem “I Hear America.”

Grammar and Usage

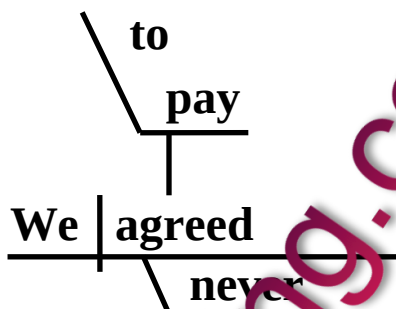
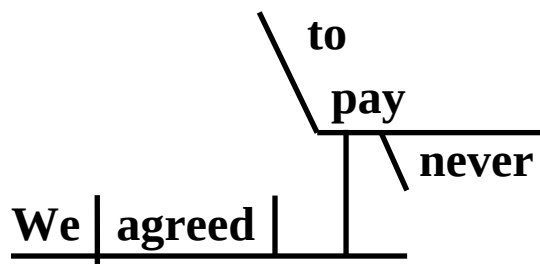
A squinting modifier is a word or phrase placed between two words so that it could be misunderstood to describe either word. Revise by placing the modifier before or after the word, phrase, or clause that it modifies.

Example: Walking up hills quickly strengthens your legs. “Quickly” could modify “hills” or “strengthens.”

Guided Practice: I said today before noon you have to ask me.

Language Conventions Lesson #39

Sentence Diagram Answers



Mentor Text

“Why is it that our memory is good enough to retain the least triviality that happens to us, and yet not good enough to recollect how often we have told it to the same person?”

Francois de La Rochefoucauld (1613–1680)

Writing Application Lesson

Mechanics Dictation

Her best chapter title in the book was “Last Call.”

Grammar and Usage Dictation

Often, students who fail to study fail their classes.



Language Conventions Lesson #40

Mechanics Lesson

“Today we are studying how to punctuate **newspaper, magazine, and blog article titles**. Remember that we underline or italicize the titles of newspapers, magazines, and website titles. Also 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: Did you read the article “Why We Continue” in New Yorker Magazine or the article “Only in America” on his blog?

Grammar and Usage Lesson

“Today we are studying **verb phrases**. Remember that a verb can mentally or physically act or serve as a state of being. A phrase is a group of related words without a noun and connected verb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A verb phrase consists of the main verb with a linking verb, helping verb, adverb, and/or prepositional phrase. **Examples:** The candidate was defeated after she had been serving for only two years. She quickly demanded a re-count of the votes, and the Election Commission voted on her request.

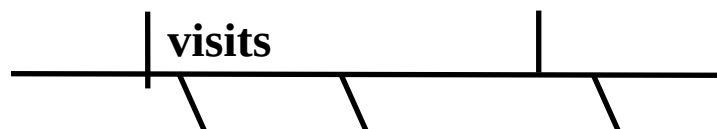
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to identify the verb phrases. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: They will actually be helping out more than they think. I had already bought pizza to feed them after their work.

Language Conventions Lesson #40

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Modifiers are placed under the verbs. Complete the sentence diagram: “Terry most always visits her mother.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Leo Tolstoy (the Russian author of *War and Peace*), uses a variety of verb phrases in this sentence. Let’s read it carefully ‘When visiting the palace he was respectful without humility, and careful to avoid all intimacy with people whom he at heart did not care for.’ 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 variety of verb forms, including 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 short article titled “Freedom Isn’t Free” appears in the latest issue of Atlantic Monthly.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with a properly worded verb phrase. ‘He had already, although he knew better, been looking for him.’”

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

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: Did you read the article Why We Continue in New Yorker Magazine or the article “Only in America” on his blog?

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: They will actually be helping out more than they think. I had already bought pizza to feed them after their work.



Language Conventions Lesson #40

Sentence Diagram Answers

Terry | visits | mother
 \ most \ always \ her

Mentor Text

“When visiting the palace he was respectful without humility, and careful to avoid all intimacy with people whom he at heart did not care for.”

Leo Tolstoy (1828–1910)

Writing Application Lesson

Mechanics Dictation

The short article titled “Freedom Isn’t Free” appears in the latest issue of Atlantic Monthly.

Grammar and Usage Dictation Answer Options

Although he knew better, he had already been looking for him. He had already been looking for his friend, although he knew better.



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't be picked up from a table*. A document is a written record that provides official information or evidence.

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

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

Mechanics Guided Practice Answers: His short story, “He Never Lies,” may have been based on the secret government document known as “The Pentagon Papers.”

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.

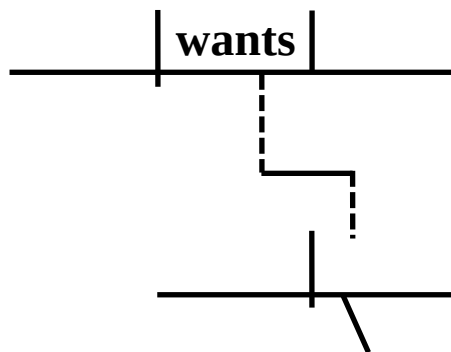
“Now read the guided practice sentence on your lesson. Then label each verb tense in the parentheses. [Allow time.] ‘Can anyone identify the first verb tense? the second? the third? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: *Star Wars* premiered (past tense) in 1977, but this classic movie is (present tense) a film that will continue to be (future tense) popular for years.

Language Conventions Lesson #41

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into the present tense to fix the verb tense shift. Complete the sentence diagram: “Laura wants it, but I did not.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by John Milton (the British poet and author of *Paradise Lost*), uses vivid verbs to describe the creation of man and the world. Let’s read it carefully: ‘Exalted from so base original, With heavenly spoils, our spoils, What he decreed He effected: Man he made, and for him built Magnificent this World, and Earth his seat.’ 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 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 rules to write this sentence dictation correctly on your lesson: ‘Of all his short stories, “Annie Benbow” is my favorite.’”

“Apply the grammar and usage lesson to revise this Sentence Dictation into both past tense and future tense: ‘One match starts a forest fire.’”

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

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: His short story, *He Never Lies*, may have been based on the secret government document known as “The Pentagon Papers.”

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.

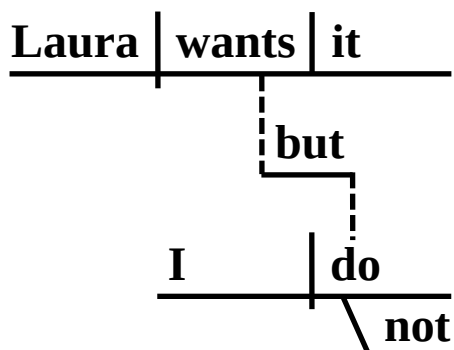
Examples: Mykah jumped (past), Mykah jumps (present), Mykah will jump (future).

Generally keep the same verb tense within sentences unless a shift is necessary.

Guided Practice: Identify the verb tenses in the spaces provided. *Star Wars* premiered (_____) in 1977, but this classic movie is (_____) a film that will continue to be (_____) popular for years.

Language Conventions Lesson #41

Sentence Diagram Answers



Mentor Text

“Exalted from so base original, With heavenly spoils, our spoils.
What he decreed He effected: Man he made, and for him built
Magnificent this World, and Earth his seat.”

John Milton (1608–1674)

Writing Application Lesson

Mechanics Dictation

Of all his short stories, “Annie Benbow” is my favorite.

Grammar and Usage Dictation

One match started a forest fire.

One match will start a forest fire.

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, but not the articles, conjunctions, and prepositions in the middle of any names. **Example:** Bo the 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: I visited Walt Disney and Mickey Mouse at Disneyland® in Anaheim, California.



Language Conventions Lesson #42

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 sentence on your lesson. Then label progressive verb tenses in the parentheses and revise the punctuation. [Allow time.] ‘Can anyone identify the first verb tense? the second verb tense? the third verb tense? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I was thinking (past progressive) about it, but now I am wondering (present progressive) if you will be calling (future progressive) later to explain.

Language Conventions Lesson #42

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into the progressive verb tenses to Complete the sentence diagrams: “Jim walked.”’” [Allow time.]

Past Progressive

Present Progressive

Future Progressive



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

Mentor Text Lesson

“This mentor text, written by Stephenie Meyer (the author of the *Twilight* series), makes extensive use of the past progressive verb tense. Let’s read it carefully: ‘I was thinking about how disjointedly time seemed to flow, passing in a blur at times, with single images standing out more clearly than others. And then, at other times, every second was significant, etched in my mind.’ 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 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 correctly on your lesson: ‘My cousin says, Casper the Friendly Ghost was filmed at Paramount Studios in Hollywood, California.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising to the present progressive verb tense: ‘A cowboy always keeps an eye out for wolves.’”

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

Language Conventions Lesson #42

Mechanics

Capitalize people's and characters' names, but not the articles, conjunctions, and prepositions in the middle of any names.

Example: Bo the 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: I visited Walt Disney and Mickey Mouse at Disneyland® in Anaheim, California.

Language Conventions Lesson #42

Grammar and Usage

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “__ing” and *were* + the base form of the verb + “__ing.”

Examples: *I was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “__ing,” *is* + the base form of the verb + “__ing” and *are* + the base form of the verb + “__ing.”

Examples: *I am walking* to school each day. Sara and Rosalyn *are talking* about the new girl at school.

The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses *will be* + the base form of the verb + “__ing.”

Examples: *We will be going* on the field trip tomorrow. Patrick and I *will be spending* lots of time together.

Guided Practice: I was thinking about it, but now I am wondering if you will be calling later to explain.

Language Conventions Lesson #42

Sentence Diagram Answers

Past Progressive

Present Progressive

Future Progressive

Jim | was walking

Jim | is walking

Jim | will be walking

Mentor Text

“I was thinking about how disjointedly time seemed to flow, passing in a blur at times, with single images standing out more clearly than others. And then, at other times, every second was significant, etched in my mind.”

Stephenie Meyer (1973–)

Writing Application Lesson

Mechanics Dictation

My cousin says, Casper the Friendly Ghost was filmed at Paramount Studios in Hollywood, California.

Grammar and Usage Dictation

A cowboy is always keeping an eye out for wolves.



Language Conventions Lesson #43

Mechanics Lesson

“Today we are studying **capitalization** rules. 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 articles, conjunctions, and prepositions in the middle of named things and products.

Examples: Tommy the Robot, Tilt a Whirl

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

Mechanics Guided Practice Answers: The President of the United States and the First Lady watched *Gone with The Wind*.

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* is the form of the verb that indicates time. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The perfect verb tense 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 “__ed,” “__d,” “__t,” or “__en” for regular verbs).

- The past perfect refers to something that happened before another action or a specific time in the past. The past perfect is formed with *had* + the past participle. **Example:** had waited ‘til dawn.
- The present perfect refers to something that happened at an unnamed time before the present. The present perfect verb is formed with *has* or *have* + the past participle. **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 sentence on your lesson. Then label each perfect verb tense in the parentheses. [Allow time.] ‘Can anyone identify the first perfect verb tense? the second perfect verb tense? the third perfect verb tense? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: They had started (past perfect) the process and I have continued (present perfect). We will have completed (future perfect) it next year, if it goes as planned.

Language Conventions Lesson #43

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into the progressive verb tenses to Complete the sentence diagrams: “Jim will walk.””’ [Allow time.]

Past Perfect



Present Perfect



Future Perfect



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

Mentor Text Lesson

“This mentor text, written by W. Somerset Maugham (the British author), uses the present perfect verb tense in this sentence. Let’s read it carefully: ‘When you have loved as she has loved, you grow old beautifully.’ 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 past, present, or future perfect 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: ‘I ate a dozen Oreo® cookies on the Bay Bridge.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising both verb forms to the past perfect tense: ‘The U.S. Senator worked late in her office until her Chief of Staff told her to go home.’”

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

Language Conventions Lesson #43

Mechanics

Capitalize named things and products. Don't capitalize articles, conjunctions, and prepositions in the middle of named things and products.

Examples: Tommy the Robot, Tilt a Whirl

Guided Practice: The President Of the United States and the First Lady watched *Gone with The Wind*.

Language Conventions Lesson #43

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 “__ed,” “__d,” “__t,” 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: They had started the process. I have continued the work. We will have completed it next year, if it goes as planned.

Language Conventions Lesson #43

Sentence Diagram Answers

Past Perfect

Jim | had walked

Present Perfect

Jim | has walked

Future Perfect

Jim | will have walked

Mentor Text

“When you have loved as she has loved, you grow old beautifully.”

W. Somerset Maugham (1874–1965)

Writing Application Lesson

Mechanics Dictation

I ate a dozen Oreo® cookies on the Bay Bridge.

Grammar and Usage Dictation

The U.S. Senator had worked late in her office until her Chief of Staff had told her to go home.



Language Conventions Lesson #44

Mechanics Lesson

“Today we are studying **capitalization** rules. 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: Last Easter on March 24, 2002 my dad gave up smoking.

Grammar and Usage Lesson

“Today we are studying **infinitive verb forms**. Remember that a verb can mentally or physically act or serve as a state of being. An infinitive is a verb form that can serve as a noun, adjective, or adverb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The infinitive uses “to” + the base form of a verb.

- The present infinitive uses “to” + the base form of a verb. **Example:** To watch...
- The past participle infinitive uses “to be” + the past participle. **Example:** To be watched...
- The present perfect infinitive uses “to have” + the past participle. **Example:** To have watched...
- The past perfect participle uses “to have been” + the past participle. **Example:** To have been watched...
- The continuous infinitive uses “to be” + the present participle. **Example:** To be watching...
- The perfect continuous infinitive uses “to have been” + the present participle. **Example:** To have been watching...

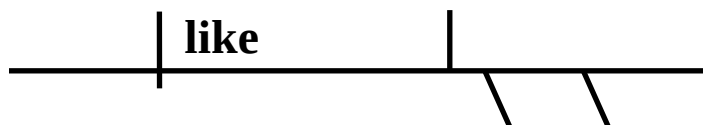
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: To have watched the show first would have been a good idea, but to discuss its content is still important.

Language Conventions Lesson #44

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘When connected to verbs, infinitives are placed to the right of the subject after the main vertical line. Complete the sentence diagram: “I like to write my own letters.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by George Carlin (the American comedian), uses infinitive phrases to define a comedian’s duty. Let’s read it carefully: ‘I think it’s the duty of the comedian to find out where the line is drawn and to cross it deliberately. 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 past or present perfect infinitive 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 Shakespearian Society celebrated the Ides of March every March 15.’”

Grammar and Usage Dictation

“Revise this sentence with a continuous infinitive verb form: ‘Relaxing is the best form of work.’”

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



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: Last easter on March 24, 2002 my dad gave up smoking.

Grammar and Usage

The infinitive uses "to" + the base form of a verb.

- The present infinitive uses "to" + the base form of a verb.

Example: To watch...

- The past participle infinitive uses "to be" + the past participle. **Example:** To be watched...

- The present perfect infinitive uses "to have" + the past participle. **Example:** To have watched...

- The past perfect participle uses "to have been" + the past participle. **Example:** To have been watched...

- The continuous infinitive uses "to be" + the present participle. **Example:** To be watching...

- The perfect continuous infinitive uses "to have been" + the present participle.

Example: To have been watching...

Guided Practice: To have watching the show first would have been a good idea, but to discuss its content is still important.

Language Conventions Lesson #45

Mechanics Lesson

“Today we are studying **capitalization** rules. 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, Age of Enlightenment

“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 favorite period is the Middle Ages, but I also enjoyed studying the Summer of Love in our unit on The Sixties.

Grammar and Usage Lesson

“Today we are studying the **indicative mood**. Remember that *mood* indicates the writer’s attitude. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The indicative (declarative) mood is used to share facts and evidence. A fact is something said or done. Evidence can include statistics, numerical data, and other proofs. Other words within the sentence or related sentences need to be consistent with that mood.

The indicative mood maintains an objective point of view and does not express opinion, ask questions, or make demands. Doubts, guesses, wishes, regrets, predictions, or conditions using *could* or *would* are not part of the indicative mood. **Example:** Two eye-witnesses testified that the defendant entered the restaurant at noon.

“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].’”

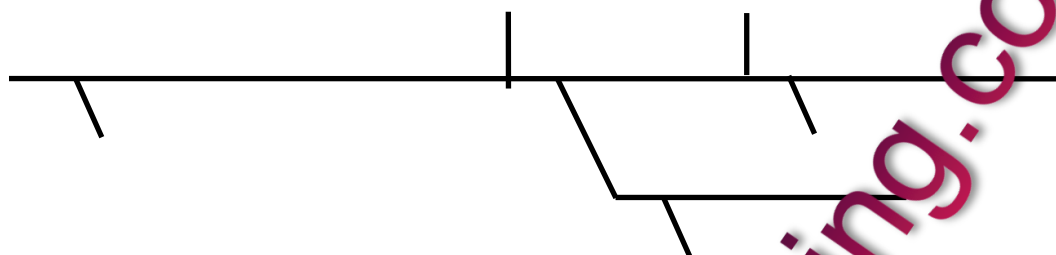
Grammar and Usage Guided Practice Answers: Because the highly popular President said, “We have the resources and the economic data shows that the 12% growth targets have been met, so the evidence supports the project.”



Language Conventions Lesson #45

Sentence Diagram Lesson and Corrections

Complete the sentence diagram: “Our Chief Executive Officer presented the report to the stockholders.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Lao-tzu (the founder of Taoism), uses the indicative mood to share a fact. Let’s read it carefully: ‘A journey of a thousand miles begins with a single step.’ 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 the indicative mood 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 Age of Reason was a period of great literature and scientific invention.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising to the indicative mood: ‘The lazy reporter quoted the mayor as whining, “The city is on the verge of bankruptcy.”’”

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

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, Age of Enlightenment

Guided Practice: My favorite period is the Middle Ages, but I also enjoyed studying the Summer of love in our unit on The sixties.

Grammar and Usage

The indicative (declarative) mood is used to share facts and evidence. A fact is something said or done. Evidence can include statistics, numerical data, and other proofs. Other words within the sentence or related sentences need to be consistent with that mood.

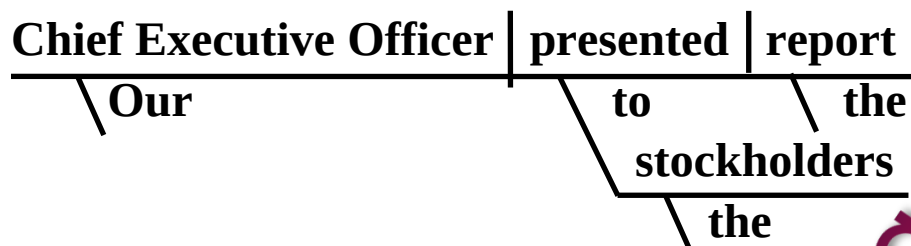
The indicative mood maintains an objective point of view and does not express opinion, ask questions, or make demands. Doubts, guesses, wishes, regrets, predictions, or conditions using *could* or *would* are not part of the indicative mood.

Example: Two eye-witnesses testified that the defendant entered the restaurant at noon.

Guided Practice: Because the highly popular President said, "We have the resources and the economic data shows that the 12% growth targets have been met, so the evidence supports the project."

Language Conventions Lesson #45

Sentence Diagram Answers



Mentor Text

“A journey of a thousand miles begins with a single step.”

Lao-tzu (604 B.C. –531 B.C.)

Writing Application Lesson

Mechanics Dictation

The Age of Reason was a period of great literature and scientific invention.

Grammar and Usage Dictation

The reporter quoted the mayor as saying (stating), “The city is on the verge of bankruptcy.”



Language Conventions Lesson #46

Mechanics Lesson

“Today we are studying **capitalization** rules. 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 school Parent Teacher Association and McDonald’s® helped sponsor the community event.

Grammar and Usage Lesson

“Today we are studying the **imperative mood**. Remember that *mood* indicates the writer’s attitude. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The imperative mood expresses commands, requests, invitations, or prohibitions. Other words within the sentence or related sentences need to be consistent with that mood. Often, the subject is implied (suggested, but not stated). **Examples:** Don’t ever do that again. I wish you would listen more to my advice. Would you come to my birthday party? We can’t play basketball anymore on the blacktop.

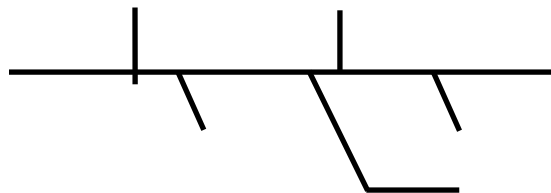
“Now read the guided practice sentence on your lesson and highlight the words and phrases which indicate the imperative mood. [Allow time.] ‘Can anyone identify a word or phrase which indicates the imperative mood? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: You must accept the terms and conditions to receive this one-time offer. Don’t even think about ignoring this important opportunity.

Language Conventions Lesson #46

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Imperatives frequently use implied (suggested) subjects, which are placed in the subject position within parentheses. Complete the sentence diagram: “Do not lend any money to her.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Horace (the Roman poet), uses the imperative mood in this sentence. Let’s read it carefully: ‘He who has begun has half done. Dare to be wise; begin!’ 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 the imperative mood 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 could eat a Whopper® a day at my local Burger King®.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising to the imperative mood: ‘Could you please take out the trash after you finish your video game?’”

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



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 school Parent Teacher association and McDonald's® helped sponsor the community event.

Grammar and Usage

The imperative mood expresses commands, requests, invitations, or prohibitions. Other words within the sentence or related sentences need to be consistent with that mood. Often, the subject is implied (suggested, but not stated).

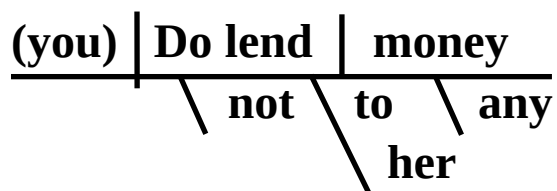
Examples: Don't ever do that again. I wish you would listen more to my advice. Would you come to my birthday party? We can't play basketball anymore on the blacktop.

Guided Practice: You must accept the terms and conditions to receive this one time offer. Don't even think about ignoring this important opportunity.



Language Conventions Lesson #46

Sentence Diagram Answers



Mentor Text

“He who has begun has half done. Dare to be wise; begin!”

Horace (65 B.C. –8 B.C.)

Writing Application Lesson

Mechanics Dictation

I could eat a Whopper® a day at my local Burger King®.

Grammar and Usage Dictation

Please take out the trash after you finish your video game.



Language Conventions Lesson #47

Mechanics Lesson

“Today we are studying **capitalization** rules. 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: He spoke Castilian Spanish to the Indians but they did not understand him.

Grammar and Usage Lesson

“Today we are studying the **interrogative mood**. Remember that *mood* indicates the writer’s attitude. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The interrogative mood expresses questions. In interrogative sentences, the verb usually is placed before the subject or between the linking or helping verb and its connected verb. Other words within the sentence or related sentences need to be consistent with that mood.

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

“Now read the guided practice sentence on your lesson and highlight the words which indicate the interrogative mood. [Allow time.] ‘Can anyone identify a word which indicates the interrogative mood? [Mark the sentence on the display].’”

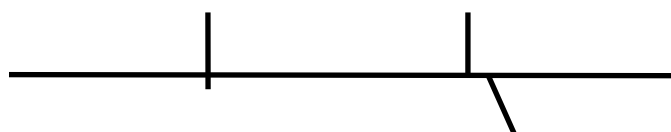
Grammar and Usage Guided Practice Answers: If I ask him why he won’t be able to attend, I wonder if he might tell me. What do you think?



Language Conventions Lesson #47

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Place relative (interrogative) pronouns below the objects that they modify in sentence diagrams. Complete the sentence diagram: “Whose notes were you using?”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Stephen Crane (the author of *The Red Badge of Courage*), uses the interrogative mood in these sentences. Let’s read it carefully: ‘After they had walked together for some time the tattered man mustered sufficient courage to speak. “Was pretty good fight, wa’nt 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 in the interrogative mood 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 Iranians spoke Farsi and the Iraqis spoke Arabic.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising to the interrogative mood: ‘I wonder if he did commit the crime.’”

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

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: He spoke castilian Spanish to the indians but they did not understand him.

Grammar and Usage

The interrogative mood expresses questions. In interrogative sentences, the verb usually is placed before the subject or between the linking or helping verb and its connected verb. Other words within the sentence or related sentences need to be consistent with that mood.

Only five pronouns are interrogative pronouns: *who*, *whom*, *whose*, *what*, and *which*. Use *what* to refer to a general thing and *which* to refer to a specific thing.

Examples: *What* do you want? *Which* do you prefer?

Guided Practice: If I ask him why he won't be able to attend, I wonder if he might tell me. What do you think?



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.”

Use question marks for all direct questions. Place a question mark inside (to the left of) ending quotation marks (?) when the writer is quoting a question that was asked. **Example:** He asked, “Are you going, too?”

Place a question mark outside (to the right of) ending quotation marks (”) when you, the writer, ask a question about a quotation made in the form of a statement or a command.

Example: Why did he say, “That’s not funny”?

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

Mechanics Guided Practice Answers: The writer did ask the movie star, “Are women treated fairly in the motion picture business?” However, did the star really say, “Women have never been treated fairly”?

Grammar and Usage Lesson

“Today we are studying the **conditional mood**. Remember that *mood* indicates the writer’s attitude. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The conditional mood is used to discuss something that can only take place if certain conditions are met. Other words within the sentence or related sentences need to be consistent with that mood.

Conditional sentences can use *if* or the modal helping verbs *could* or *would*. **Example:** I could have helped you if you had asked me to do so.

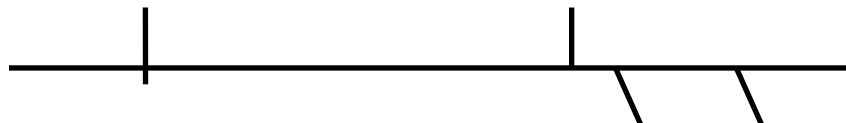
“Now read the guided practice sentence on your lesson and highlight the words and phrases which indicate the conditional mood. [Allow time.] ‘Can anyone identify a word or phrase which indicates the conditional mood? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I would have to check my schedule to see if I could visit later.

Language Conventions Lesson #48

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Place the entire conditional verb forms to the right of the main vertical line in sentence diagrams. Complete the sentence diagram: “She should have to pay her fair share.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Miguel de Cervantes (the Spanish author of Don Quixote), uses the conditional mood in these sentences. Let’s read it carefully: ‘If that point had not been thrown in,’ said Don Quixote, ‘he would not deserve... to have a row in the galleys, but rather should be the general and give orders there.’ 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 the conditional mood on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘What is their reason, and why are they so upset?’”

“Apply the grammar and usage lesson to write this sentence dictation, revising to the conditional mood: ‘She knows what she is talking about, so she can explain what is going on.’”

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

Language Conventions Lesson #48

Mechanics

Use question marks for all direct questions. Place a question mark inside (to the left of) ending quotation marks (‘ ’) when the writer is 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: The writer did ask the movie star, “Are women treated fairly in the motion picture business”? However, did the star really say, “Women have never been treated fairly”?

Grammar and Usage

The conditional mood is used to discuss something that can only take place if certain conditions are met. Other words within the sentence or related sentences need to be consistent with that mood.

Conditional sentences can use *if* or the modal helping verbs *could* or *would*.

Example: I could have helped you if you had asked me to do so.

Guided Practice: I would have to check my schedule to see if I could visit later.



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! The decision shocked me!” I screamed. I have never been so angry.

Grammar and Usage Lesson

“Today we are studying the **subjunctive mood**. Remember that *mood* indicates the writer’s attitude. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The subjunctive mood is used to express a prediction, doubt, regret, guess, or a wish. Other words within the sentence or related sentences need to be consistent with that mood.

Often, the subjunctive mood is expressed in adverbial clauses. When the subjunctive mood uses the “to be” verb, use *were*, no matter what the tense or subject happens to be. **Example:** If I were a happier person...

“Now read the guided practice sentence on your lesson and highlight the words and phrases which indicate the subjunctive mood. [Allow time.] ‘Can anyone identify a word or phrase which indicates the subjunctive mood? [Mark the sentence on the display].”

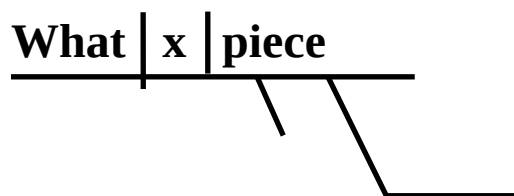
Grammar and Usage Guided Practice Answers: If she were a better student, she probably would get higher grades.



Language Conventions Lesson #49

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Exclamatory sentences are diagrammed just like declarative sentences. However, an intentional exclamatory fragment has an implied (suggested) subject or predicate. An ‘x’ is placed in the subject or predicate position. Complete the sentence diagram: “What a piece of work!”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Sheldon Harnick and Jerry Bock (the composers of the score for *Fiddler on the Roof*), uses the subjunctive mood. Let’s read it carefully: ‘If I were a rich man. Yubby dibby dibby dibby dibby dibby dum. All day long I’d biddy biddy bum. If I were a wealthy man.’ 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 the subjunctive mood on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Oh my gosh! I can’t believe you actually said that!’”

“Apply the grammar and usage lesson to write this sentence dictation, revising to the subjunctive mood: ‘I would like to be more confident, so I can apply for my dream job.’”

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

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. The decision shocked me!” I screamed. I have never been so angry.

Grammar and Usage

The subjunctive mood is used to express a prediction, doubt, regret, guess, or a wish. Other words within the sentence or related sentences need to be consistent with that mood.

Often, the subjunctive mood is expressed in adverbial clauses. When the subjunctive mood uses the “to be” verb, use *were*, no matter what the tense or subject happens to be.

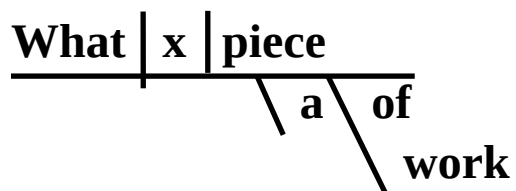
Example: If I were a happier person...

Guided Practice: If she were a better student, she probably would get higher grades.



Language Conventions Lesson #49

Sentence Diagram Answers



Mentor Text

“If I were a rich man. Yubby dibby dibby dibby dibby dibby dum. All day long I'd biddy biddy bum. If I were a wealthy man.”

Sheldon Harnick (1924–) and Jerry Bock (1928–2010)

Writing Application Lesson

Mechanics Dictation

Oh my gosh! I can't believe you actually said that!

Grammar and Usage Dictation

I wish I were more confident, so I could apply for my dream job.



Language Conventions Lesson #50

Mechanics Lesson

“Today we are studying how to use **colons**. Colons are placed after nouns or pronouns to introduce lists, to follow business letter salutations (openings), and to connect related independent clauses. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Colons serve as ending punctuation, so the following letter is capitalized.

- Colons are used to show relationships within titles. **Example:** “The Great Adventure: Landing on the Moon”
- Colons are used to show relationships within numbers. **Example:** He ran the two miles in 14:25:34.
- Colons are used to show relationships within ratios. **Example:** The girls out-number boys 3:1.
- Colons are used at the end of speaker tags to introduce long quotations. If a quotation consists of more than four lines, begin a new paragraph after the introductory speaker tag that ends in the colon. Indent each line of the quotation to form a *block quotation*.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone show 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 found this sale: At 5:35 p.m. on May 23, you purchased *The Longest Day: June 6*.

Grammar and Usage Lesson

“Today we are studying verb voice and mood shifts. 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.”

The voice of a verb refers to the relationship between the subject and the action of the sentence: The active voice is used when the subject performs the action. **Example:** Mai *uses* the notes. The passive voice is used when the subject receives the action. **Example:** The notes *are used* by Mai. Don’t shift from the active to the passive verb voice. **Example:** He excelled in his studies and was given a scholarship. **Revision:** He excelled in his studies and earned a scholarship.

Also, don’t shift the mood within sentences and paragraphs. **Example:** Mike cheerfully served as a pallbearer at the funeral.

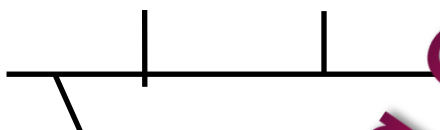
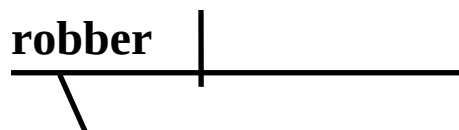
“Now read the guided practice sentence on your lesson and revise the sentences to maintain a consistent active verb voice and mood. [Allow time.] ‘Can anyone identify a sentence revision? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: You said it, but I had said it before. If you hit me, I will definitely hit you again, so you shouldn’t do it.

Language Conventions Lesson #50

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete these two sentence diagrams: “The robber was caught.” “The police caught him.”’” [Allow time.]



Sentence Diagram Answers: “Now compare your answers to the sentence diagrams on the display].” Use a different color pen or pencil to place a check mark ✓ above each correctly placed answer 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 Henry David Thoreau (the author of *Walden*), uses both active and passive voice to counsel young people not to listen to the advice of their seniors. Let’s read it carefully: ‘Here is life, an experiment to a great extent untried by me; but it does not avail me that they have tried 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 both active and passive voice 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: ‘At 10:30 a.m. the ratio of boys to girls was still 3:1 at the park. I brought these items: jeans, shirts, and tennis shoes.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising the passive to active voice: ‘She was asked by me if her father was shown the engagement ring she was given by me.’”

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

Language Conventions Lesson #50

Mechanics

Colons serve as ending punctuation, so the following letter is capitalized.

- Colons are used to show relationships within titles.
Example: “The Great Adventure: Landing on the Moon”
- Colons are used to show relationships within numbers.
Example: He ran the marathon in 4:25:34.
- Colons are used to show relationships within ratios.
Example: The girls out-number boys 3:1.
- Colons are used at the end of speaker tags to introduce long quotations. If a quotation consists of more than four lines, begin a new paragraph after the introductory speaker tag that ends in the colon. Indent each line of the quotation to form a *block quotation*.

Guided Practice: We found this sale: At 5:35 p.m. on May 23, you purchased *The Longest Day*. June 6.



Language Conventions Lesson #50

Grammar and Usage

The voice of a verb refers to the relationship between the subject and the action of the sentence: The active voice is used when the subject performs the action.

Example: Mai *uses* the notes. The passive voice is used when the subject receives the action.

Example: The notes *are used* by Mai. Don't shift from the active to the passive verb voice.

Example: He excelled in his studies and was given a scholarship. Revision: He excelled in his studies and earned a scholarship.

Also, don't shift the mood within sentences and paragraphs.

Example: Mike cheerfully served as a pallbearer at the funeral.

Guided Practice: You said it, but it had been said before by me. If you hit me, I will definitely hit you again, so it shouldn't be done by you.



Language Conventions Lesson #50

Sentence Diagram Answers

robber | was caught | police | caught | him
 \ The \ The

Mentor Text

“Here is life, an experiment to a great extent untried by me; but it does not avail me that they have tried it.”

Henry David Thoreau (1817–1862)

Writing Application Lesson

Mechanics Dictation

At 10:30 a.m. the ratio of boys to girls was still 2:1 at the park. I brought these items: jeans, shirts, and tennis shoes.

Grammar and Usage Dictation

I asked her if she showed her father the engagement ring I gave her.



Language Conventions Lesson #51

Mechanics Lesson

“Today we are studying how to use **parentheses** to set off parenthetical information. Remember that parenthetical information adds non-essential information to comment on the preceding noun. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Parentheses can be used in a variety of ways:

- As an aside. **Example:** John responded (quickly).
- As an appositive. **Example:** Sue (the girl in red)
- With numbers to clarify 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.
- As a separate sentence to comment on a preceding sentence. Place the period, question mark, or exclamation point inside the closing parenthesis. **Example:** I wasn’t hungry. (I had already eaten lunch.)

“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 gave me some delicious carne asada (beef steak). (He really didn’t have to do it.)



Language Conventions Lesson #51

Grammar and Usage Lesson

“Today we are studying **subordinating conjunctions** and **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.

Examples: Unless you practice, you will never succeed. He should try even though he will lose. Use the following memory trick to prompt your use of these dependent (subordinate) clauses:

Bud is wise, but hot! AAA WWW

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

Guided Practice: Unless you ask, I won’t help. As soon as you know please text me.

“Now read the guided practice sentence on your lesson and highlight the subordinating conjunctions and adverbial clauses. [Allow time.] ‘Can anyone identify the subordinating conjunctions? the adverbial clauses? [Mark the sentence on the display].’”

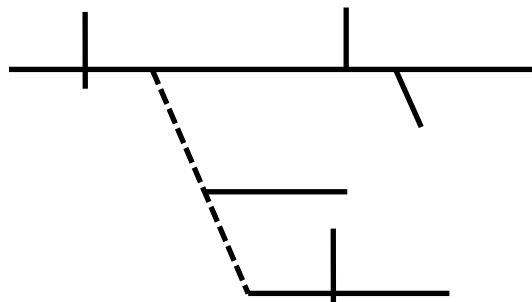
Grammar and Usage Guided Practice Answers: [Unless] you ask, I won’t help. [As soon as] you know, please text me.



Language Conventions Lesson #51

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: “He is finishing the project while we wait.”’” [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 an adverbial clause to “set up” his ‘punch line.’ Let’s read it carefully: ‘Whenever people agree with me, I always feel I must be wrong.’ 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 rules to write this sentence dictation correctly on your lesson: ‘The cooks prepared our favorite Mexican foods (tacos and enchiladas).’”

“Apply the grammar and usage lesson to combine these two Sentence Dictation sentences, beginning with the subordinating conjunction *although*: ‘Lee slept on the couch. He preferred a bed.’”

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

Language Conventions Lesson #51

Mechanics

Parentheses can be used in a variety of ways:

- As an aside.
Example: John responded (quickly).
- As an appositive.
Example: Sue (the girl in red)
- With numbers to clarify 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
- As a separate sentence to comment on a preceding sentence. Place the period, question mark, or exclamation point inside the closing parenthesis.
Example: I wasn't hungry. (I had already eaten lunch.)

Guided Practice: He gave me some delicious carne asada (beef steak). (He really didn't have to do it).

Language Conventions Lesson #51

Grammar and Usage

An adverbial clause is a dependent clause that begins with a subordinating conjunction.

Examples: Unless you practice, you will never succeed. He should try even though he will lose.

Use the following memory trick to prompt your use of these dependent (subordinate) clauses:

Bud is wise, but hot! AAA WWW

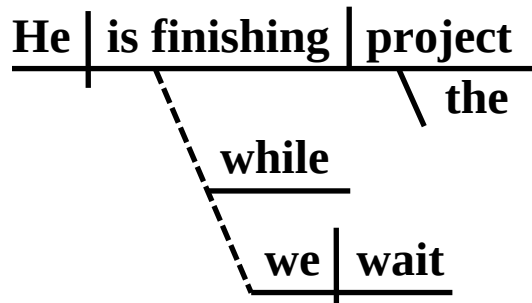
Before, unless, despite (in spite of), in order that, so, while, if,
since, even though (if),
because, until, that, how, once, than,
After, Although (though), As (as if, as long as, as though),
Whether, When (whenever), Where (wherever)

Guided Practice: Unless you ask, I won't help. As soon as you know please text me



Language Conventions Lesson #51

Sentence Diagram Answers



Mentor Text

“Whenever people agree with me, I always feel I must be wrong.”

Oscar Wilde (1854–1900)

Writing Application Lesson

Mechanics Dictation

The cooks prepared our favorite Mexican foods (tacos and enchiladas).

Grammar and Usage Dictation Answer Options

Lee slept on the couch although he preferred a bed.

Although Lee (he) preferred a bed, he (Lee) slept on the couch.



Language Conventions Lesson #52

Mechanics Lesson

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

Three sizes of dashes have different purposes. The hyphen (-) is used for a compound word or for a close connection between words. The en dash (–) is used to show a range of values between dates, times, and numbers. The em dash (—) is used to show a pause in thought.

Examples: At the well-attended festival from July 6–9, a crowd of 80–90 protesters will occupy the park. At least—I think they will.

“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 well-matched teams played from June 24–June 28. Wait—maybe it was in July.

Grammar and Usage Lesson

“Today we are studying **relative adverbs**. Remember that 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.”

These relative adverbs are used as transition words at the beginning of a sentence or following a semicolon: *however, also, furthermore, otherwise, then, besides, similarly, therefore, consequently, moreover, still, thus, finally, nevertheless, supposedly, on the other hand*. Place commas after relative adverbs, not before. **Examples:** Therefore, he lied. He lied; therefore, he was punished.

The *when, where, and why* relative adverbs are used to begin certain adverbial clauses. These relative adverbs replace the formal preposition + *which* grammar construction. **Examples:** Why you lied and how you did it, I will never know.

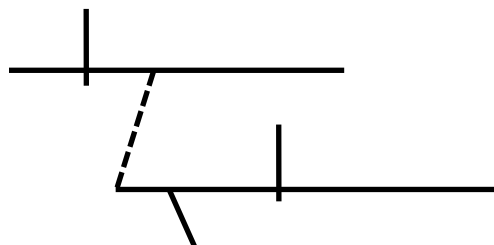
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: That’s the restaurant where we had our first argument. It was late that night when we arrived. However, you could not tell me the reason why you wanted to meet.

Language Conventions Lesson #52

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Relative adverbs are placed on slanted dotted lines below the verbs they modify. Complete the sentence diagram: “He understood why his sister had to lie.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Alexander Hamilton (one of our nation’s founders), uses relative adverbs in this formal argument for the adoption of the proposed Constitution. Let’s read it carefully: ‘It will, therefore, be of use to begin by examining the advantages of that Union... This shall accordingly constitute the subject of my next address.’ 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 relative adverb used as a transition word 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: ‘On 8–21–2013 we got dressed from 11:00–11:30 a.m. and then attended the James-Mason wedding.’”

“Apply the grammar and usage lesson to write this sentence dictation with relative adverbs: ‘We always celebrate the day on which we were married in the church at which I first proposed.’”

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

Language Conventions Lesson #52

Mechanics

Three sizes of dashes have different purposes. The hyphen (-) is used for a compound word or for a close connection between words. The en dash (–) is used to show a range of values between dates, times, and numbers. The em dash (—) is used to show a pause in thought. **Examples:** At the well-attended festival from July 6–9, a crowd of 80–90 protesters will occupy the park. At least—I think they will.

Guided Practice: The well-matched teams played from June 24–June 28. Wait—maybe it was in July.

Grammar and Usage

These relative adverbs are used as transition words at the beginning of a sentence or following a semicolon: *however, also, furthermore, otherwise, then, besides, similarly, therefore, consequently, moreover, still, thus, finally, nevertheless, supposedly, on the other hand*. Place commas after relative adverbs, not before. **Examples:** Therefore, he lied. He lied; therefore, he was punished.

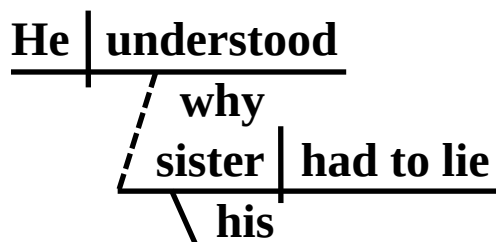
The *when, where, and why* relative adverbs are used to begin certain adverbial clauses. These relative adverbs replace the formal preposition + *which* grammar construction.

Examples: Why you lied and how you did it, I will never know.

Guided Practice: That's the restaurant in which we had our first argument. It was late that night on which we arrived. However you could not tell me the reason for which you wanted to meet.

Language Conventions Lesson #52

Sentence Diagram Answers



Mentor Text

“It will, therefore, be of use to begin by examining the advantages of that Union... This shall accordingly constitute the subject of my next address.”

Alexander Hamilton (1757–1804)

Writing Application Lesson

Mechanics Dictation

On 8–21–2013 we got dressed from 11:00–11:30 a.m. and then attended the James-Mason wedding.

Grammar and Usage Dictation

We always celebrate the day when we were married in the church where I first proposed.

Language Conventions Lesson #53

Mechanics Lesson

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

Use brackets to provide missing or explanatory information within direct quotations.

Example: 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: “Students need to read the Dress Rules [page 22] to understand it [the dress code],” the principal said.

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 sings more enthusiastically on the stage each night.

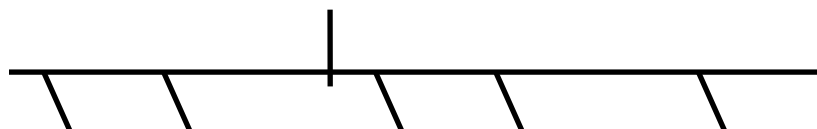
“Now read the guided practice sentence on your lesson and revise the order of the adverbs and adverbial phrases according to the rules of adverb order. [Allow time.] ‘Can anyone identify an adverbial phrase? Can anyone identify the proper adverb order? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The family walks around the block after every Thanksgiving Dinner. It should be exactly where I described, somewhere over there.

Language Conventions Lesson #53

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Multiple adverbs are placed under the verb they modify in proper adverb order. Revise and Complete the sentence diagram: ‘The track star runs quickly now less.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Rudyard Kipling (the British poet and author about colonial India), uses adverb order to describe inventors. Let’s read it carefully: ‘They talk loudly, especially about ‘conspiracies of monopolists’; they beat upon the table with their fists; and they secrete fragments of their inventions about their persons. 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 series of adverbs placed in proper order in the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘You know [James pauses], I often wonder, “Why do things always have to be so difficult?’”

“Apply the grammar and usage lesson to write this sentence dictation, revising with proper adverb order: ‘The high diver dives daringly and deep into the pool at the shallow end.’”

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



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: Students need to read the Dress Rules [page 22] to understand it [the dress code, the principal said].

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 sings more enthusiastically on the stage each night.

Guided Practice: The family walks after every Thanksgiving Dinner around the block. It should be exactly where I described, somewhere over there.

Language Conventions Lesson #53

Sentence Diagram Answers

star | runs
\\ The \\ track | \\ less \\ quickly \\ now

Mentor Text

“They talk loudly, especially about ‘conspiracies of monopolists’; they beat upon the table with their fists; and they secrete fragments of their inventions about their persons.”

Rudyard Kipling (1865–1936)

Writing Application Lesson

Mechanics Dictation

You know [James pauses], I often wonder, “Why do things always have to be so difficult?”

Grammar and Usage Dictation

The high diver dives deep and daringly into the shallow end of the pool.



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

Use hyphens for compound adverbs that don’t end in “_ly,” when used before nouns. A compound adverb is 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 long-awaited decision was well known, but its short-sighted recommendations were dangerous.

Grammar and Usage Lesson

“Today we are studying **Non-standard English Deletions**. Remember that a verb shows a physical or mental action or it describes a state of being. Conversational English often differs from Standard English. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

When writing in Standard English, don’t drop verbs or parts of verbs. **Examples:** She ~~nice~~ (is nice), but I ~~been~~ (had been) nice to her first. Where ~~you~~ (are you) at? ~~Who~~ Who is she?

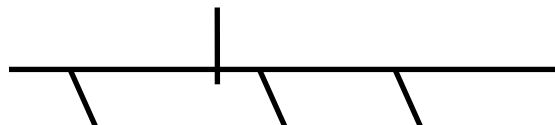
“Now read the guided practice sentence on your lesson and highlight what is wrong according to the Non-standard English grammar and/or usage and revise into Standard English. [Allow time.] ‘Can anyone identify the Non-standard English? Can anyone share their Standard English revision? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Where are you? I told you it needs to be fixed before you leave.

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: “That child running fast 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 parts of the verb form to emphasize the action. Let’s read it carefully: ‘Now ever since my birth, I’ve been cursed since I’m born to wild in case I never get to holla at my unborn child.’ Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and change 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: ‘His much-anticipated announcement was well-received by his fans.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising into Standard English: ‘You crazy. She my sister. Where you at?’”

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

Language Conventions Lesson #54

Mechanics

Use hyphens for compound adverbs that don't end in “_ly,” when used before nouns. A compound adverb is 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 long awaited decision was well known, but its short-sighted recommendations were dangerous.

Grammar and Usage

When writing in Standard English, don't drop verbs or parts of verbs.

Examples: She ~~nice~~ (is nice), but I ~~been~~ (had been) nice to her first. Where ~~you~~ (are you) at? ~~Who~~ Who is she?

Guided Practice: Where you at? I told you it needs fixed before you leave.



Language Conventions Lesson #54

Sentence Diagram Answers

child | is running
 \ That \ fast \ today

Mentor Text

“Now ever since my birth, I’ve been cursed since I’m born to wild in case I never get to holla at my unborn child.”

Tupac Shakur (1971–1996)

Writing Application Lesson

Mechanics Dictation

His much-anticipated announcement was well-received by his fans.

Grammar and Usage Dictation

“You are crazy. She is my sister. Where are you at?”



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: Is his/her appointment on 6/3/12 with or w/o the family attorney?

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* preposition when unnecessary.

Example: Get off ~~of~~ my couch. Don’t hate ~~on~~ me. I’m just doing my job.

When writing in Standard English, do not use double negatives. **Example:** Don’t use ~~no~~ notes on the test.

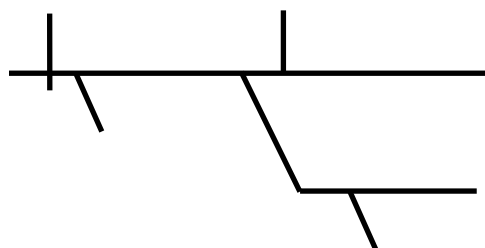
“Now read the guided practice sentence on your lesson and highlight what is wrong according to the Non-standard English grammar and/or usage and revise into Standard English. [Allow time.] ‘Can anyone identify the Non-standard English? Can anyone share their Standard English revision? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Suddenly, she got off her chair and started a speech. She always did push her ideas on me.

Language Conventions Lesson #55

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 never do nothing for that teacher.”’”
[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Eminem (the rap and hip hop artist), uses multiple negatives to add emphasis to his points. Let’s read it carefully: ‘We don’t gotta trade our shoes, and you ain’t gotta walk no thousand miles’ Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and change 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, using slashes when appropriate: ‘On May 23, 1955, either my grandfather or grandmother was born.’”

Grammar and Usage Dictation

“Revise this sentence with proper nouns: ‘Don’t be giving me no problems or I won’t be helping you no more.’”

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

Language Conventions Lesson #55

Mechanics

In informal writing, use a slash to separate dates, abbreviate, 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: Is his her appointment on 6/3/12 with or w/o the family/attorney?

Grammar and Usage

Avoid using non-standard use additions. Don't add the *of* or *on* preposition when unnecessary. **Example:** Get off ~~of~~ my couch. Don't hate ~~on~~ me. I'm just doing my job.

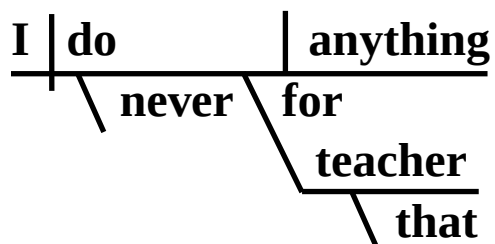
When writing in Standard English, do *not* use double negatives. **Example:** Don't use ~~no~~ notes on the test.

Guided Practice: All of a sudden, she got off of her chair and started the makings of a speech. She always did push on me her ideas.



Language Conventions Lesson #55

Sentence Diagram Answers



Mentor Text

“We don't gotta trade our shoes, and you ain't gotta walk no thousand miles.”

Eminem (1972–)

Writing Application Lesson

Mechanics Dictation

On 5/23/55 either my grandfather/grandmother was born.

Grammar and Usage Dictation

Don't give me any problems or I won't help be helping you anymore.



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 #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.

“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: “Four ace is a great poker hand. I got 2 of those hands in each of the last 3 games.”

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, are, or is* 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 *am, are, or 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). **Revisions:** He is so funny; He is being so funny.

Also, use the proper form of the “to be” verb to match its subject. **Example:** He were so funny. **Revision:** He was so funny.

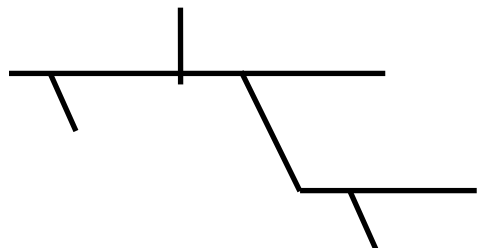
“Now read the guided practice sentence on your lesson and highlight what is wrong according to the Non-standard English grammar and/or usage and revise into Standard English. [Allow time.] ‘Can anyone identify the Non-standard English? Can anyone share their Standard English revision? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: They are (have been) given enough food, but they are still hungry.

Language Conventions Lesson #56

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: “This girl be asking for my help.”’”
[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Mark White (the bass player of The Spin Doctors), uses the present progressive *be*, then present participle *asking* to add stress to his imperative sentence. Let’s read it carefully: ‘Don’t be asking me no dumb questions, man,’ bassist Mark White told Vox interviewer Max Bell. ‘I wouldn’t know anything except that we’re exploiting the kids. I’m just a useless, talentless, no-good musician.’ Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and change 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: ‘They asked for seats twenty-two and twenty-three.’”

“Apply the grammar and usage lesson to write this sentence dictation, revising into Standard English: ‘Bobby and her be trying to work things out.’”

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

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: “Four aces is a great poker hand. I got two of those hands in each of the last 3 games.”

Grammar and Usage

Don't substitute *be* for *am*, *are*, or *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).

Revisions: He *is* so funny; He *is* being so funny.

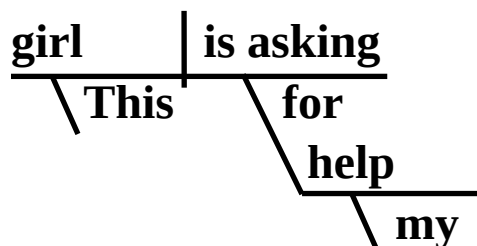
Also, use the proper form of the “to be” verb to match its subject.

Example: He *were* so funny. Revision: He *was* so funny.

Guided Practice: They *be* given enough food, but they still *be* hungry.

Language Conventions Lesson #56

Sentence Diagram Answers



Mentor Text

"Don't be asking me no dumb questions, man," bassist Mark White told Vox interviewer Max Bell. "I wouldn't know anything except that we're exploiting the kids. I'm just a useless, talentless, no-good musician."

Mark White (1961–)

Writing Application Lesson

Mechanics Dictation

They asked for seats twenty-two and twenty-three.

Grammar and Usage Dictation

Bobby and her are trying to work things out.

Grammar, Usage, and Mechanics Unit Tests Directions

The biweekly Grammar, Usage, and Mechanics Unit Test is designed to assess student mastery of the content, skills, or rules after teaching four language conventions lessons. For example, if the teacher completes lessons 1 and 2 on Tuesday and Thursday for the first week and lessons 3 and 4 on Tuesday and Thursday for the second week, students will be prepared to take the unit test the following day (on Friday).

Administrative Options

The Grammar, Usage, and Mechanics Unit Test has been designed to take only 15–20 minutes for most students to complete. More time teaching and less time testing! Teachers may elect to give the unit tests every four weeks by combining two of each test to assess mastery of eight lessons.

Test Structure and Grading

Each Grammar, Usage, and Mechanics Unit Test has eight matching questions: two from each mechanics and two from each grammar and usage lesson. Students are required to define terms and identify examples. The sentence application section also has eight test problems: two from each mechanics and two from each grammar and usage lesson. Students are required to apply their understanding of the mechanics and grammar content, skills, or rules in the writing context through original sentence applications or revisions. Test answers for each matching section are provided at the end of the unit tests.

Test Review Options

Pretest

Teachers may choose to review key grammar, usage, and mechanics content, skills, and rules the day before the unit test.

Posttest

Teachers may choose to review the matching section answers of the test and/or re-teach any deficiencies. Or teachers may elect to rely upon the individualized assessment-based instruction of the Grammar, Usage, Mechanics Worksheets to fill in any gaps.

As the writers of the Common Core State Standards note regarding the Language Strand Standards, much of the acquisition of the grammar and mechanics Standards is recursive in nature and requires cyclical instruction as is provided throughout the *Teaching Grammar, Usage, and Mechanics* program.



Grammar and Mechanics Test: Lessons 1-4

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|---|
| ___ 1. e.g. | A. Asian-American, peace |
| ___ 2. Noun | B. For example |
| ___ 3. Abbreviation; acronym | C. Used in place of a noun |
| ___ 4. Personal pronoun | D. I wonder who left the jar open. |
| ___ 5. Indirect question | E. U.N., SWAT |
| ___ 6. Subject (nominative) case pronoun | AB. Organizes with numbers and letters |
| ___ 7. Decimal outlines | AC. Act upon a verb or identify or refer to a subject |
| ___ 8. Object case pronoun | AD. Receives the action of the verb |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including *i.e.* and *etc.* _____

10. Write a sentence including a common noun idea and a hyphenated proper noun. _____

11. Write a sentence including an abbreviation and an acronym. _____

12. Write a sentence including both singular and plural personal pronouns. _____

13. Write an indirect question. Then answer with an intentional fragment. _____

14. Write a sentence including a subject (nominative) case pronoun. _____

15. List a main idea, major detail, and two minor details in decimal outline form. _____

16. Write a sentence using the object case pronoun *whom*. _____



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. Shows ownership |
| ____ 2. Possessive pronoun | B. I took the girls' presents to the Hernandez' party. |
| ____ 3. Singular possessive noun | C. What Degree-How-Where-When |
| ____ 4. Adjectives | D. Which one? How many? What kind? |
| ____ 5. Plural possessive nouns | E. Bob's running |
| ____ 6. Verbs | AB. Joins a string of phrases |
| ____ 7. Compound object possessives | AC. Transitive and intransitive |
| ____ 8. Adverbial phrase order | AD. I value Caesar's and Kate's different talents. |

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 both a possessive pronoun with and without a noun. _____

11. Write a sentence with a singular possessive noun which modifies a gerund. _____

12. Write a sentence with two different adjectives in proper order. _____

13. Write a sentence with a plural possessive noun. _____

14. Write a sentence with both a transitive and an intransitive verb. _____

15. Write a sentence with compound objects possessing the same item. _____

16. Write a sentence with two different adverbial phrases in proper order. _____



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. Asks “What?” or “Whom?” of the object |
| ____ 2. Coordinating conjunctions | B. After the last date unless at the end of a sentence. |
| ____ 3. Don’t use a comma | C. Colon |
| ____ 4. Correlative conjunctions | D. to separate parts of a compound predicate |
| ____ 5. Use a comma | E. Introduces an adverbial clause |
| ____ 6. Subordinating conjunction | AB. would’ve, o’clock, she’d |
| ____ 7. To Whom It May Concern | AC. FANBOYS |
| ____ 8. Prepositions | AD. Paired conjunctions |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including contractions of *would* and *have*. _____
10. Write a sentence including a coordinating conjunction to join two phrases. _____
11. Revise this sentence: Tim, and Rob moved to, and settled in Atlanta. _____
12. Write a sentence including correlative conjunctions in separate clauses. _____
13. Revise this sentence: On May 1, I graduated, and then I began my job the next Monday, May 27, 2013. _____
14. Write a sentence beginning with a subordinating conjunction. _____
15. Write a greeting and a closing for both a friendly and a business letter. _____
16. Write a sentence beginning with a prepositional phrase. _____



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. Saskatchewan, Canada |
| ____ 2. Compound predicate | B. You'll visit him, won't you? |
| ____ 3. Use commas | C. before and after any educational degrees. |
| ____ 4. Direct and indirect object | D. Two or more verbs doing the work of the "do-er" |
| ____ 5. Geographical reference | E. Receive the action of the verb |
| ____ 6. Phrase | AB. Dependent clause on its own |
| ____ 7. Tag question | AC. Without a noun and connected verb. |
| ____ 8. Fragment | AD. before zip codes. |

Sentence Application Directions: Answer in complete sentences.

9. Revise this sentence: Mail the package to 126 Main Street Folsom California 95630.

10. Write a sentence with a compound subject. _____

11. Write a sentence in which you mention a family title and an educational degree. _____

12. Write a sentence with both a direct and indirect object. _____

13. Write a sentence including your city, state, and country. _____

14. Write a sentence with a phrase connected to an independent clause. _____

15. Write a sentence with a tag question. _____

16. Revise this fragment: Because I gave him candy. _____



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. Ending noun of direct speech | A. An unexpected surprise |
| ____ 2. Complex sentence | B. “Please stop talking, Luis and Ariana.” |
| ____ 3. Commas in lists | C. “How can that be my fault?” |
| ____ 4. Interrogative | D. I’ll leave whenever you do. |
| ____ 5. Emphasized introductory words | E. One independent and one dependent clause |
| ____ 6. Noun phrase | AB. If you go, I will go. |
| ____ 7. Introductory clause | AC. However, he did bring me the shovel. |
| ____ 8. Noun clause | AD. “I bought oranges, apples, and bananas.” |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence with an ending noun of direct speech. _____

10. Write a sentence including a complex sentence. _____

11. Write a sentence listing three items found in a teacher’s desk. _____

12. Write an exclamatory sentence. Respond with an imperative sentence. _____

13. Write an introductory prepositional phrase of more than four words. _____

14. Write a sentence ending in a noun phrase. _____

15. Write a sentence beginning with an introductory clause. _____

16. Write a sentence ending with a noun clause. _____



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. Speaker tag commas | A. Does not refer to a specific noun |
| ____ 2. Gerund | B. Although, he says, if we believe him, he's done. |
| ____ 3. Comma-coordinating conjunction | C. Joins independent clauses |
| ____ 4. Gerund phrase | D. I can't help unless you ask me. |
| ____ 5. Ending dependent clause | E. He said, "No," but continues, "not right now." |
| ____ 6. Reflexive pronoun | AB. Running the marathon exhausted her. |
| ____ 7. Commas with parenthetical words | AC. An "ing" verb that is used as a noun |
| ____ 8. Indefinite pronoun | AD. Ends in "self" or "selves" |

Sentence Application Directions: Answer in complete sentences.

9. Write a dialogue sentence with a ending speaker tag. _____

10. Write a sentence beginning with a gerund. _____

11. Write a long compound sentence. _____

12. Write a sentence ending in a gerund phrase. _____

13. Write a sentence with a dependent clause in the middle. _____

14. Write a sentence with reflexive pronoun. _____

15. Write a sentence including a parenthetical expression set off by commas. _____

16. Write a sentence with singular and plural indefinite pronouns. _____



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. Coordinate adjectives | A. who, whom, whose, and which, but <i>not</i> that |
| ____ 2. Pronoun antecedent problem | B. Pronoun refers to a possessive antecedent |
| ____ 3. Hierarchical adjectives | C. She was a short, pretty girl in a red dress. |
| ____ 4. Gender-specific pronouns | D. I wore a dark blue sweater. |
| ____ 5. Appositive | E. Get the hammer, which is on the workbench. |
| ____ 6. Vague pronoun references | AB. Do not clearly identify antecedents |
| ____ 7. Nonrestrictive relative clause pronouns | AC. The woman, whom I know, will assist. |
| ____ 8. Nonrestrictive relative clause | AD. he, him, his, himself, she, her, hers, herself |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence with a series of coordinate adjectives. _____

10. Revise this sentence: The glasses of milk were left in its place. _____

11. Write a sentence with a series of hierarchical adjectives. _____

12. Revise this sentence: A man must learn when to speak and when to listen. _____

13. Write a sentence including a restrictive clause describing a person. _____

14. Revise these sentences: Those bunches are terrific. I have the roses in my hands.

15. Write a sentence using the relative pronoun *which*. _____

16. Write a sentence with a nonrestrictive relative clause. _____



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. Restrictive clause relative pronouns | A. Place outside closing quotation marks |
| ____ 2. Restrictive relative clause | B. ... |
| ____ 3. Divided quotation | C. Follows a linking verb |
| ____ 4. Predicate adjective | D. A completed action verb form or an adjective |
| ____ 5. A question asked about a quotation | E. Limits, restricts, or defines a noun's meaning |
| ____ 6. Past participle | AB. Don't capitalize the second section. |
| ____ 7. Ellipsis | AC. Who, whom, whose, that |
| ____ 8. Past participial phrase | AD. He had not yet heard. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including a restrictive relative clause beginning with *whose*. _____

10. Write a sentence including a restrictive relative clause beginning with *that*. _____

11. Write a sentence with a divided quotation. _____

12. Write a sentence with a predicate adjective. _____

13. Write a sentence asking a question about a direct quotation. _____

14. Write a sentence beginning with a past participle which serves as an adjective. _____

15. Write a direct quotation including an ellipsis. _____

16. Begin a sentence with a past participial phrase which functions as an adjective. _____



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. Quotation within a quotation | A. “_er,” more or less |
| ____ 2. Present participle | B. A continuous action or condition |
| ____ 3. Non-standard quoted language | C. Dad said that we must finish our chores. |
| ____ 4. Present participial phrase | D. Racing down the track, the car zoomed. |
| ____ 5. Indirect quotation | E. “_est,” most, or least |
| ____ 6. Modifier comparing two things | AB. Double-spaced with .5 inch hanging indents |
| ____ 7. MLA Works Cited page | AC. [sic] |
| ____ 8. Superlative modifier | AD. She said, “Let’s sing ‘Happy Birthday.’” |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence with a quoted title within a direct quotation. _____
10. Write a sentence with a present participle which functions as an adjective. _____
11. Write a direct quotation with a spelling error. _____
12. Write a sentence including a present participial phrase with a linking verb. _____
13. Write a sentence with an indirect quotation. _____
14. Write a sentence including a modifier to compare two desserts. _____
15. List the information needed to write a full citation for a book on a Works Cited page. _____
16. Write a sentence with a superlative modifier. _____



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. Books, newspapers, magazines | A. had been arriving early |
| ____ 2. Misplaced modifier | B. A confusing word or phrase between words |
| ____ 3. <i>Mona Lisa</i> | C. Underlined or italicized |
| ____ 4. Dangling modifier | D. To run a 10K, good shoes help a woman's feet. |
| ____ 5. "My Country 'Tis of Thee" | E. I ate one scoop just of the ice cream. |
| ____ 6. Squinting modifier | AB. Song |
| ____ 7. I read "Boy Bands" in <i>Tiger Beat</i> | AC. Work of art |
| ____ 8. Verb phrase | AD. Magazine article |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including the title of a website. _____

10. Revise this sentence: I sell often chocolates to that old lady nice. _____

11. Write a sentence including the title of a television show. _____

12. Revise this sentence: Having seen Mt. Everest, Mt. Fuji was not as impressive. _____

13. Write a sentence including the title of a poem. _____

14. Revise this sentence: We decided at our first meeting to stop taking notes. _____

15. Write a sentence including the title of a Blog article. _____

16. Write a sentence with a verb phrase. _____



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. Quotation marks | A. She celebrates National Peas And Carrots Day. |
| ____ 2. Verb tense | B. An object that can't be picked up from a table. |
| ____ 3. Articles | C. "a," "an," "the" |
| ____ 4. Progressive verb tense | D. "to" + the base form of a verb |
| ____ 5. Preposition capitalization error | E. "have" + "___d," "___ed," or "___en" |
| ____ 6. Perfect verb tense | AB. I read "Playing Through the Course" twice. |
| ____ 7. Conjunction capitalization error | AC. Past, present, and future |
| ____ 8. Infinitive | AD. An ongoing action |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including the title of a document. _____

10. Write a sentence that changes verb tense. _____

11. Revise this sentence: The Prince of Monaco visited the President of The United States.

12. Revise this sentence into the future progressive tense: We tried to watch the show. _____

13. Revise this sentence: I met the Lieutenant Governor Of New York. _____

14. Write a sentence including the present perfect verb tense. _____

15. Write a sentence including a holiday. _____

16. Write a sentence with continuous infinitive. _____



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. She was in a girl Scouts sailing troop. |
| ___ 2. The indicative (declarative) mood | B. Did I really say, “I won’t go”? |
| ___ 3. Organization capitalization error | C. Many in South Africa speak zulu and Afrikaans. |
| ___ 4. Imperative mood | D. shares facts and evidence. |
| ___ 5. Language capitalization error | E. Usually places the verb before the subject |
| ___ 6. Interrogative mood | AB. could, would |
| ___ 7. Direct quotation question | AC. Do you have tickets to the State fair? |
| ___ 8. Conditional mood | AD. I would never have listened to that man. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including an historical period. _____

10. Revise this sentence into the indicative (declarative) mood: I think that June 21 may be the longest day of the year in the Northern Hemisphere. _____

11. Write a sentence including the name of a business. _____

12. Write a sentence in the imperative mood to inform a friend about a party. _____

13. Write a sentence including a people group and dialect. _____

14. Revise this sentence into the interrogative mood: Come to the dance with me. _____

15. Ask a question about a statement that your teacher made in class. _____

16. Write a sentence in the conditional mood. _____

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. A prediction, doubt, regret, guess, or wish |
| ____ 2. Subjunctive mood | B. Finally, he took the stand; however, he lied. |
| ____ 3. Colon | C. Introduces long quotations |
| ____ 4. Voice of a verb | D. Used to identify, explain, or comment upon |
| ____ 5. Parentheses | E. Begins with a subordinating conjunction |
| ____ 6. Adverbial clause | AB. Active and passive |
| ____ 7. Dash | AC. Shows a range of values |
| ____ 8. Relative adverb | AD. Shows surprise or strong emotion |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including an interjection. _____

10. Write a sentence in the subjunctive mood to express a wish. _____

11. Write a sentence in which you include your best time in the mile run. _____

12. Revise this sentence into active voice: The television show was watched by me. _____

13. Write a sentence with parentheses to comment on the preceding sentence. _____

14. Write a sentence ending with an adverbial clause. _____

15. Write a sentence with a dash. _____
16. Write a sentence beginning with a relative adverb and with a relative adverb following a semicolon. _____

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. Adverb order | B. What Degree-How-Where-When |
| ____ 3. Compound adverb | C. Provides missing or explanatory information |
| ____ 4. They be waiting a long time. | D. I wish you would get off of my seat. |
| ____ 5. Slash | E. Revise with the progressive verb tense. |
| ____ 6. Non-standard use additions | AB. The most-watched movie of the year |
| ____ 7. Spell one but not the other | AC. Separates dates, abbreviates, or means <i>or</i> |
| ____ 8. A <i>be</i> for <i>is</i> substitution | AD. My mom be shopping all the time for us. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including a bracket. _____

10. Revise this sentence with proper adverb order: In the afternoons here mostly she walked. _____

11. Write a sentence with a compound adverb. _____

12. Revise this sentence: He and she be so sad. _____

13. Write a sentence with a slash. _____

14. Revise these sentences: Why are you hating on me? Get off of my case. _____

15. Write a sentence including two numbers: one below and one above ten. _____

16. Revise these sentences: She be so rude. She be treating everybody so mean. _____



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. B
3. C
4. E
5. A
6. AC
7. B
8. AB

Lessons 17–20

1. B
2. E
3. AD
4. C
5. AC
6. A
7. AB
8. D

Lessons 21–24

1. E
2. AC
3. C
4. AB
5. D
6. AD
7. B
8. A

Lessons 25–28

1. C
2. B
3. D
4. AD
5. E
6. AB
7. A
8. AC

Lessons 29–32

1. AC
2. E
3. AB
4. C
5. A
6. D
7. B
8. AD

Lessons 33–36

1. AD
2. B
3. AC
4. D
5. C
6. A
7. AB
8. E

Lessons 37–40

1. C
2. E
3. AC
4. D
5. AB
6. B
7. AD
8. A

Lessons 41–44

1. B
2. AC
3. C
4. AD
5. AB
6. E
7. A
8. D

Lessons 45–48

1. AC
2. D
3. A
4. AD
5. C
6. E
7. B
8. AB



Grammar and Mechanics Unit Test Answers

Lessons 49–52

1. AD
2. A
3. C
4. AB
5. D
6. E
7. AC
8. B

Lessons 53–56

1. C
2. B
3. AB
4. E
5. AC
6. D
7. A
8. AD



Common Core State Standards Alignment Grade 8

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.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

Common Core State Standards Alignment Grade 8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Lesson

Review Standards: Conventions of Standard English:

[CCSS.ELA-LITERACY.L.8.1.A](#)

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

LC/SW 21, 22, 31–39, 44

GUM 26

[CCSS.ELA-LITERACY.L.8.1.B](#)

Form and use verbs in the active and passive voice.

LC/SW 50

GUM 40

[CCSS.ELA-LITERACY.L.8.1.C](#)

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

LC/SW 45–50

GUM 39

[CCSS.ELA-LITERACY.L.8.1.D](#)

Recognize and correct inappropriate shifts in verb voice and mood.*

LC/SW 45–50

[CCSS.ELA-LITERACY.L.8.2.A](#)

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

LC/SW 10–32, 52

GUM 41–48, 66

LC/SW 32, 52

[CCSS.ELA-LITERACY.L.8.2.B](#)

Use an ellipsis to indicate an omission.

[CCSS.ELA-LITERACY.L.8.3.A](#)

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

LC/SW 45–51

GUM 40

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills



Student Lessons

- ✓ **Print Version**
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Language Conventions Lesson #1

Mechanics

Latin abbreviations are set off from the rest of the sentence by commas or parentheses.

- etc. (*et cetera*), which means *and so on*.
Example: He likes them all: cake, cookies, etc.
- et al. (*et alii*), which means *and others*.
Example: The six researchers (Jones, et al.)
- e.g. (*exempli gratia*), which means *for example*.
Example: I love ice cream, e.g., vanilla (e.g., vanilla)
- i.e. (*id est*), which means *that is*. When using the i.e., think *in other words* to explain or define, not to signal examples.
Example: He is goofy, i.e., silly (i.e., silly).

Guided Practice: I eat lots of green vegetables, i.e., kale, beans, and peas. I also exercise, drink plenty of water, etc.

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. Straford-upon-Avon

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.

Examples: liberty, human, capital, desk.

Some common nouns are *collective nouns* and refer to a group of people, animals, or things.

Examples: class, group

Guided Practice: At the Pike auditorium, our school was honored for its service with the Pan-Lee award.



Language Conventions Lesson #1

Sentence Diagram

Proper nouns and 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: “Obama” and “soldiers.”

President | visited | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #2

Mechanics

Place periods following shortened words. Pronounce these abbreviations as words, not as letters.

Examples: Mr., Mrs., Ms., Gr. Britain

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, USC, 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, POTUS, radar

Guided Practice: Tim B Lee spoke about UNICEF on CBS News.

Grammar and Usage

A personal pronoun is a word used in place of a noun.

- The *first person* personal pronouns are different in the singular and plural forms.
Examples: Singular—I, me Plural—we, us
- The *second person* personal pronouns are the same in the singular and plural forms.
Example: you
- The *third person* personal pronouns are different in the singular and plural forms.
Examples: Singular—he, him, she, her, it Plural—they, them

Guided Practice: I want to know if you would like to see it with I or he.



Language Conventions Lesson #2

Sentence Diagram

Personal pronouns can serve as subjects or objects. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Add these words to the sentence diagram: “we” and “them.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #3

Mechanics

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

Example: Everyone asks if you are new.

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: I said, “John asked if you were leaving?” “Yes,” he replied.

Grammar and Usage

Writers use pronouns to 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. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence.

Example: The winner was me. Rephrase: I was the winner.

Use singular (*I, you, he, she, it, who*) or plural (*we, you, they, who*) subject case pronouns:

- As the subject of a sentence.
Example: *They* listen to me.
- *I* as the last subject in compound subjects.
Example: Paul, Melissa, and *I* play together.
- After *than* or *as* (the rest of the thought is suggested).
Example: He is older than *I* (am).
- After a “to be” verb (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as a *predicate nominative*.
Examples: It was *she*, not *I*.
- *Who* (not *whom*). Check whether *who* is correct by substituting *he* in place of *who*. Rephrase if necessary.
Example: *Who* is the boss? Rephrase: *He* is the boss.

Guided Practice: I want to know if them would like to see that movie. Whom wants to go?



Language Conventions Lesson #3

Sentence Diagram

Personal pronouns can serve as subjects or objects. Add these words to the sentence diagram: “children” and “she.”

| likes |

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #4

Mechanics

Decimal Outlines use numbers to organize information. The first letter of the word, group of words, or sentence that follows each symbol is capitalized.

- Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.
- The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a “1.” The second major detail would end in a “2,” etc.
- The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a “1.” The second minor detail would end in a “2,” etc.

Examples: 1.0, 1.1, 1.1.1, 1.1.2; 1.2, 1.2.1, 1.2.2

Guided Practice: The sixth main idea would be listed as 6.0. The sixth main idea, fourth major detail, second minor detail would be listed as 6.2.4.

Grammar and Usage

One type of pronoun is called an *object case pronoun* because it receives the action of the verb.

Use singular (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*) object case pronouns:

- As a direct or indirect object.
Examples: I like *it*. She gave *him* a gift.
- As objects of prepositions.
Example: It's not for *her*.
- *Me* and *us* last in compound objects.
Example: Text Kyla and *me*.
- *Whom* (not *who*). Check whether *whom* is correct by substituting *him* in place of *whom*. Rephrase, if necessary.
Example: *Whom* did Joan love? Rephrase: Did Joan love *him*?

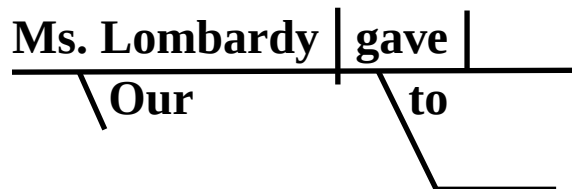
Guided Practice: I sure would like *he* to help *us*. Who helped *you*, and who did *you* help?



Language Conventions Lesson #4

Sentence Diagram

Object case pronouns are placed to the right of the predicate in sentence diagrams. Add these words to the sentence diagram: “it” and “them.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #5

Mechanics

Use the semicolon between two sentences joined by a coordinating conjunction when one or more commas appear in the first sentence.

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

Examples: John introduced me to his cousin from Orange County; his high school girl friend; and his childhood friend.

A semicolon (;) can be used to join a string of phrases with commas within the phrases.

Examples: Ohio, Iowa, and Illinois in the Midwest; Idaho, Oregon, and California in the West; and Tennessee and Alabama in the South all have long rivers.

Guided Practice: Anna studied hard for her exam, Bob didn't study at all. Anna passed; Bob didn't.

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 connected verb must match the noun, not the pronoun.

Example: Our house seems small.

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

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

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

Guided Practice: Mine basket was filled with sunflowers; her basket was filled with his roses; theirs were filled with daisies.



Language Conventions Lesson #5

Sentence Diagram

Possessive pronouns are placed below the nouns they modify in sentence diagrams. Add these words to the sentence diagram: “our” and “their.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #6

Mechanics

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

Example: Tim's wallet

For nouns ending in s, it is not necessary to add on another s after the apostrophe.

Example: Charles' hat

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: Chriss' coat was black, and so was Mike's.

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)

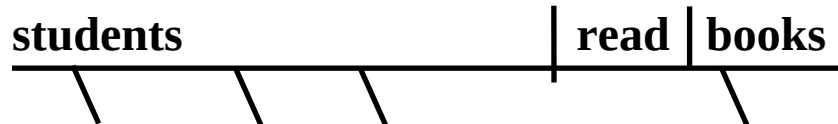
Guided Practice: The four friendly students drove this car to the park beautiful.



Language Conventions Lesson #6

Sentence Diagram

Adjectives are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “many,” “five,” “those,” and “smart.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #7

Mechanics

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

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

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, 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 Perez’ cars are parked at the Juarezes.

Guided Practice: The girls’ shoe’s colors match their dresses for the Gomez’ wedding at the Jone’s.

Grammar and Usage

A verb shows a physical or mental action or it describes a state of being. The verb can be *transitive* (with an object) or *intransitive* (without an object)

Transitive Verb Examples: He ate some. He knows it

Intransitive Verb Examples: He ran. He thinks. He will be

Singular verbs usually end in s and match singular nouns and third person singular subject case pronouns (*he, she, it* and *who*).

Examples: Sam walks and he whistles.

Plural verbs don’t end in s and match plural nouns and the third person plural subject case pronouns (*we, you, they* and *who*).

Examples: Families laugh and they cry together.

The first person *I* and second person *you* pronouns do *not* match verbs ending in s.

Examples: I run, you smile

Guided Practice: Sam walks and whistle. You laugh, but I cries. They smile, but she frown.

Language Conventions Lesson #7

Sentence Diagram

Verbs are placed to the right of the main vertical line in sentence diagrams. Add these words to the sentence diagrams: “strike,” “look,” and “victims.”

Snakes |
friendly

They |
quickly

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #8

Mechanics

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 saw my father-in-laws' new golf clubs and my two sister-in-law's new golf bags at Tom and Sherry's house. Tom's and Sherry's hobbies were cooking and needlepoint.

Grammar and Usage

An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When?

Examples: carefully, later, there, less

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.

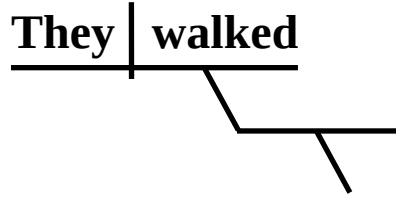
Examples: Slowly, the man climbed the stairs. The man slowly climbed the stairs.

Guided Practice: I drove quickly, but got very late there.

Language Conventions Lesson #8

Sentence Diagram

Adverbs are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “almost” and “silently.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #9

Mechanics

These words 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: They could’ve asked, but they’ll find out that the show began at nine o’clock when they arrive in the middle of the “Twas the Night before Christmas” poem.

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.

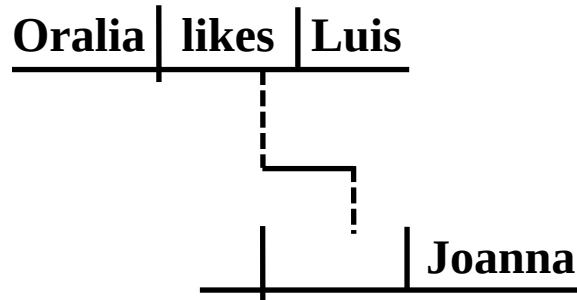
Example: I walk about two miles, and then I run about a mile every day.

Guided Practice: Iris and Mike like chocolate or vanilla, so they prefer strawberry.

Language Conventions Lesson #9

Sentence Diagram

Coordinating conjunctions are placed on a dotted vertical line connecting parts of speech in sentence diagrams. Add these words to the sentence diagram: “he,” “loves,” and “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.

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 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: Wendy with her long blonde hair, and Sue with her beautiful eyes gave love-struck Rafael and his cousin, Miguel, plenty to think about.

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.

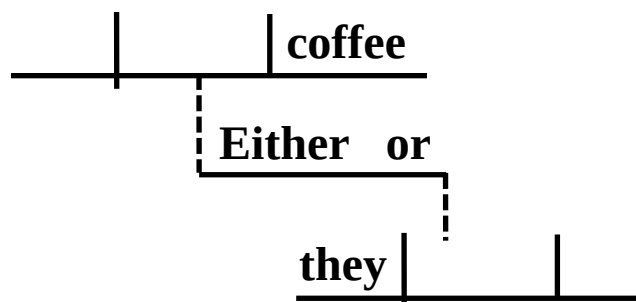
Examples: Either chocolate or vanilla is fine. Both girls like chocolate, and they also like vanilla.

Guided Practice: Whether he stays or he leaves does not matter much.

Language Conventions Lesson #10

Sentence Diagram

Correlative conjunctions are placed to the right of a dotted vertical line that connects the predicates of a compound sentence. Complete the sentence diagram: “Either they drink coffee, or they drink tea.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #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: She earned her degree on Wednesday May 3 2012 after years of study.

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), 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: Even though the song ended, yet she kept singing.



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 “Dear Ken,”.

Grammar and Usage

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

Examples: 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.

Avoid stringing together too many prepositional phrases and ending a sentence with a preposition.

Examples: Under the table, by the chair, to the couch the dog walked into.

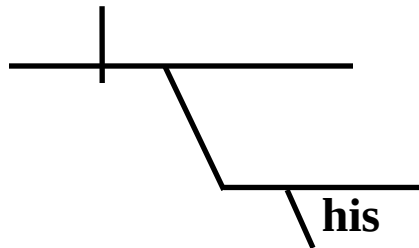
Guided Practice: The rabbit in the story ran through the fence and under the garden.



Language Conventions Lesson #12

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: “Bob is studying in his bedroom.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #13

Mechanics

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: She lived at 223 Oak Lane Oldtown, New York 10001 but moved to Alberta Canada.

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 acts or is acted upon. The complete subject includes additional words which describe the simple subject. The compound subject has 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. It shows a physical or mental action or describes a state of being. The simple predicate is the main verb that acts upon the subject. The complete predicate includes additional words which modify the predicate. The compound predicate has two or more verbs.

Examples: danced, had danced skillfully, danced and sang

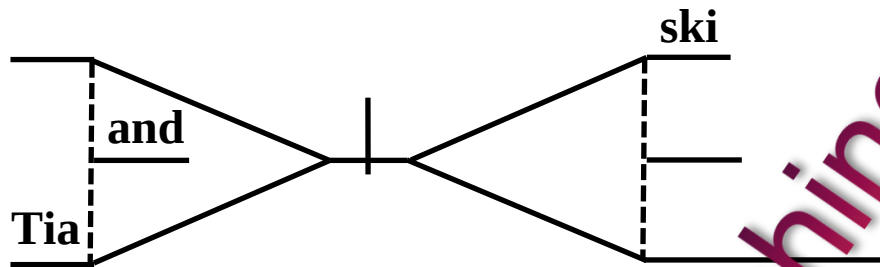
Guided Practice: She and Joe left. The group had already gone. I had tried, but couldn't leave.



Language Conventions Lesson #13

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. Add these words to the sentence diagram: “and,” “snowboard,” and “Bill.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #14

Mechanics

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, are here.

Guided Practice: John Lo, Jr. and Sam Ming III met Professor Val Ky, Ph.D. to discuss their proposal.

Grammar and Usage

A direct object tells whom or what receives the action of the verb.

Examples: I saw it. I saw her.

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.

An indirect object answers To whom? For whom? To what? or For what? 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.

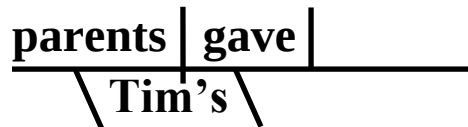
Examples: I gave him a gift. We gave it a home.

Guided Practice: Lena gave him a gift. She sent her brother a card.

Language Conventions Lesson #14

Sentence Diagram

Direct objects are placed after the second vertical line. Indirect objects are placed below the predicates they modify. Add these objects to the sentence diagram: “him” and “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.



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 visited her in Detroit, Michigan before I traveled to Ontario Canada last fall.

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.

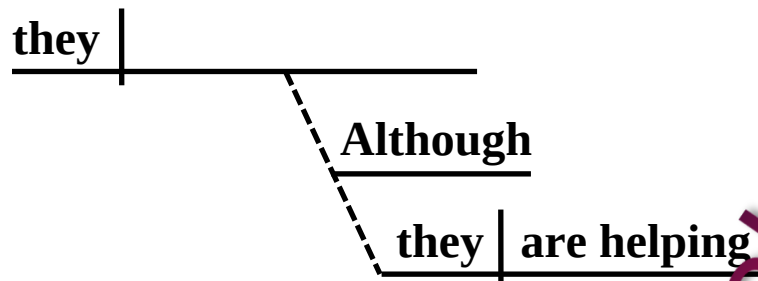
Examples: Most people enjoy desserts, although not everyone has a sweet tooth.

Guided Practice: On the bridge the cars zoomed quickly, though they did not exceed the speed limit.

Language Conventions Lesson #15

Sentence Diagram

Dependent clauses are placed below the main horizontal line and connect with a dotted and slanted line to the predicates they modify. Complete the sentence diagram: “Although they are helping, they will have to wait.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #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 would be willing to try some wouldn't you?

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.

Example: Karen enjoys chocolate.

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). To fix a sentence fragment, combine the dependent clause with an independent clause to form a complex sentence.

Example: If I asked for help.

A run-on connects independent clauses without expressing a complete thought. When the run-on connects the independent clauses with a comma, it is called a *comma splice*. To fix a run-on, join the independent clauses with a comma-conjunction or semicolon or add a dependent clause to form a compound-complex sentence.

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

Guided Practice: Because of the snow. The road was dangerous it had many patches of black ice.

Language Conventions Lesson #16

Sentence Diagram

Complete the sentence diagram with the complete sentence found in this song lyric: "Because of it. He never gave me a chance, he didn't even try. I should have stopped him."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #17

Mechanics

When we talk to a person in our speech or writing, that person is a *noun of direct speech*. Place a comma after nouns of direct speech used at the beginning of a sentence. Place commas before and after nouns of direct speech used in the middle of sentences. Place commas before nouns of direct speech used at the end of sentences. **Examples:** “Barbara, please listen to me,” I said.” “Can’t you wait, Sandy? I asked.” “Don’t cry, Chelsea, you will get your share,” the teacher said.

Guided Practice: Perry, take a look when you can. It’s all there, friend but you have to search a bit.

Grammar and Usage

English has four basic types of sentence structures:

1. A simple sentence has one independent clause and no dependent clause.

Example: I enjoy baseball.

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

Example: I enjoy baseball, but it is boring sometimes. I enjoy baseball; it is boring sometimes.

3. A complex sentence has an independent clause and at least one dependent clause.

Example: Although I enjoy baseball, it is boring sometimes.

4. A compound-complex sentence has two or more independent clauses, and a dependent clause.

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

Guided Practice: Joan finished all her homework and she ate her dinner before she left for work.



Language Conventions Lesson #17

Sentence Diagram

Complete the sentence diagram with the independent clause found in this complex sentence:
“That seems selfish although I understand why she did it.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #18

Mechanics

Use commas after each item in lists, except the last one. Newspapers, magazines, and documents omit the comma before the coordinating conjunction that joins the last item in the list.

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

Guided Practice: While watching the baseball game, I finished off a bag of popcorn, a bag of salted peanuts and a diet soda, before the end of the first inning.

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.

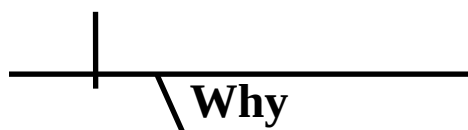
Example: I am shocked!

Guided Practice: What is it. I don't know. I just can't believe it. Get rid of it, please.

Language Conventions Lesson #18

Sentence Diagram

Interrogative pronouns, such as *who*, *what*, *where*, *when*, *why*, and *how* are placed below the predicate in sentence diagrams. Remember that sentence diagrams do not include punctuation. Complete the sentence diagram: “Why are you leaving?”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #19

Mechanics

Use commas after introductory words which receive special emphasis.

Example: Happily, I was wrong. Use commas after introductory words that modify other words in the main clause or to avoid confusion.

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

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

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

Guided Practice: In the early afternoon, they went to the movies. However, they forgot to bring their money.

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.

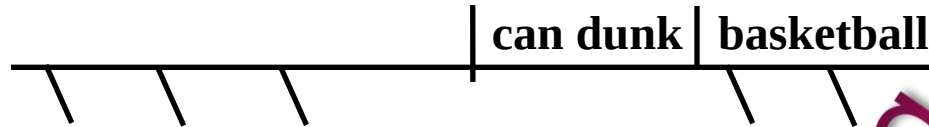
Guided Practice: The tiny green men in their aluminum spacecraft traveled the star-filled galaxy searching for perfect peace.



Language Conventions Lesson #19

Sentence Diagram

Complete the sentence diagram: “All our starting players can dunk the regulation basketball.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #20

Mechanics

Use commas after introductory clauses.

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

Guided Practice: Whenever those two get together something crazy always happens. If I didn't know better, I would think that they planned out all of their misadventures.

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.

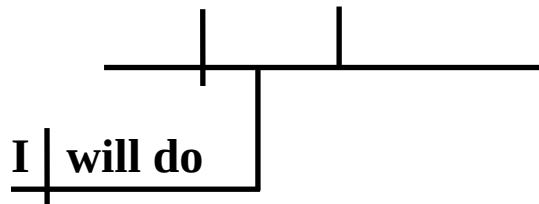
Example: Whatever you wish, I will do.

Guided Practice: I was willing to provide whatever you asked to whomever you wished.

Language Conventions Lesson #20

Sentence Diagram

Noun clauses are placed above the main horizontal line and the verb connects to the predicate of the independent clause. Add this noun clause to the sentence diagram: “whatever 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.



Language Conventions Lesson #21

Mechanics

In dialogue sentences, place commas:

- After a beginning speaker tag to the left of the quotation marks.
Example: I said, “Let’s go!”
- 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: “We must go,” I pleaded.

Guided Practice: She said, “Call me at home.”
“If I do call he explained”, “it will be late.”
“Then just text me” she replied.

Grammar and Usage

A gerund is an “__ing verb” that is used as a noun. **Examples:** Skiing is fun. I enjoy dancing.
A possessive pronoun can connect to a gerund. **Example:** His cooking is not the best. A singular possessive noun can connect to a gerund. **Example:** Joe’s cooking is not the best.

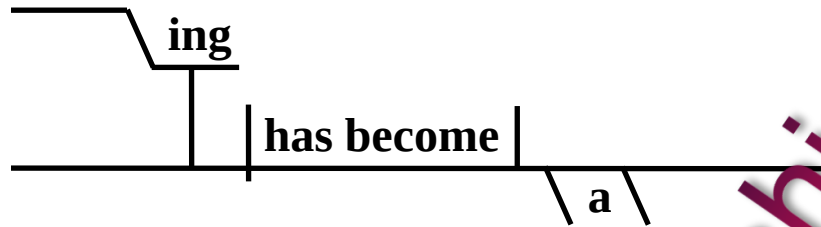
Guided Practice: Texting has become a necessary skill. Jane’s writing is simply illegible, but her typing is letter perfect.



Language Conventions Lesson #21

Sentence Diagram

The “_ing” endings of gerunds are placed under the base forms of the verb. The gerund is placed above the main horizontal line and connects to the subject or object place. Complete the sentence diagram: “Driving has become a necessary skill.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #22

Mechanics

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: The fans were ready for a victory but the team was not. I don't know how long the fans will continue to support the team, yet the owners continue to pay higher player salaries.

Grammar and Usage

A gerund phrase is a noun phrase with a gerund serving as the noun. A possessive pronoun can be placed before a gerund phrase. **Example:** His playing golf a lot... A singular possessive noun can connect to a gerund phrase. **Example:** That terrific singing of Martha's...

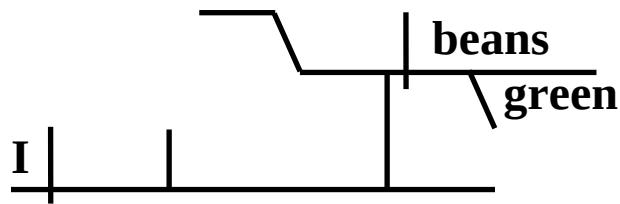
Guided Practice: Talking with her friends makes Leticia happy. Leticia's wonderful cooking makes her friends happy.



Language Conventions Lesson #22

Sentence Diagram

The “_ing” endings of gerunds are placed under the base forms of the verb. Gerund phrases are placed above the main horizontal line and connect to the subject or object. Complete the sentence diagram: “I hate eating green beans.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #23

Mechanics

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 blow my nose.

Guided Practice: Unless you remind me I just won't remember. I don't mean to forget, but I do and your whining doesn't help my memory despite the fact that you continue to do so.

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. 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. These are the reflexive pronouns:

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

Intensive pronouns are used to emphasize subject or object case nouns or pronouns. 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. These pronouns take the same form as reflexive pronouns.

Examples: you yourself, he himself

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: Pete hurt himself during the game. I sat out with an injury, myself. The teams play hard against each other, but they enjoy playing one another.



Language Conventions Lesson #23

Sentence Diagram

Intensive pronouns are placed within parentheses following the subjects or objects. Add these words to the sentence diagram: “great,” “feel,” and “herself.”

Myra | hurt | _____

I (myself) | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #24

Mechanics

Place commas following parenthetical words that provide transitions or contrasts at the beginning of a sentence.

Examples: Additionally, the students cleaned the classroom. However, they did not vacuum the carpet. Place commas before and after parenthetical expressions used in the middle of a sentence or before a parenthetical expression used at the end of a sentence.

Example: The dinosaurs, we think, died out due to climate change.

Guided Practice: The Golden Gate Bridge, which spans the entrance to the San Francisco Bay is painted year-round. Some argue that it looks orange, not gold.

Grammar and Usage

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

Examples: Anybody is welcome. Everyone works hard.

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

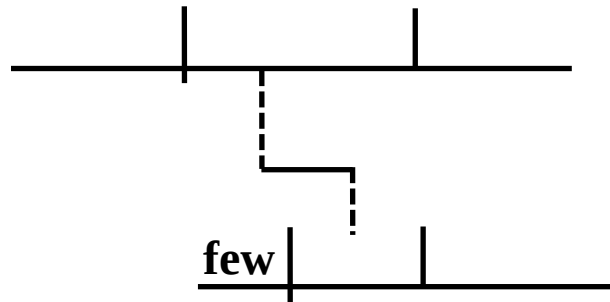
Guided Practice: Everybody are ready; many supports their cause. Any of this candy are tasty, and all of this desserts are good.



Language Conventions Lesson #24

Sentence Diagram

Indefinite pronouns can serve as subjects and objects in sentences. Complete the sentence diagram: “Anyone can make money, but few earn fortunes.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #25

Mechanics

To determine whether 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: James hopes it will be a sunny, bright and warm day after today's cold, March wind.

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.

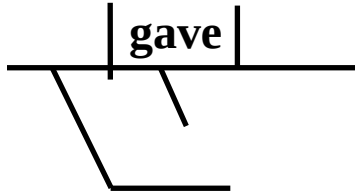
Guided Practice: If the children don't eat the ice cream bars, put them back in the freezer.



Language Conventions Lesson #25

Sentence Diagram

Revise the pronoun antecedent problem and Complete the sentence diagram by using a proper noun to refer to the object of the prepositional phrase: “One of them gave him nine.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #26

Mechanics

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: She wore a navy, blue top to match the coat of her tall, dark, and handsome husband.

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.

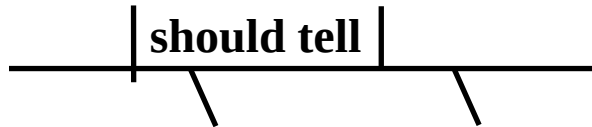
Example: Julie has ~~your~~ her own style.

Guided Practice: Everyone should help ourselves. Each doctor should send his or her nurses to the conference. We were hungry, but decided not to stop because the restaurants in that town would give you food poisoning. When people get mad, we say things you don't mean.

Language Conventions Lesson #26

Sentence Diagram

Personal pronouns serve as subjects or objects. Complete the sentence diagram: “They should tell him their problems.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #27

Mechanics

An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it. If the appositive is non-essential to the meaning of the sentence, commas or parentheses are used to signal and separate this identification or explanation.

Examples: An actress, Marta, knew how to project. Jane (the girl with red hair) acted childishly. If the appositive is essential to the meaning of the sentence, no punctuation is used.

Example: The U.S. president Ronald Reagan was known as “The Great Communicator.”

Guided Practice: The store sold me the bike, that I did not want. My brother Joe, took it back.

Grammar and Usage

Four types of vague pronoun references have pronouns which do *not* clearly identify their antecedents:

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. More than one antecedent could match the pronoun. Revise by repeating the noun.

Examples: ~~Dishes were on the tables, but we didn't need them.~~ Dishes were on the tables, but we didn't need the dishes.

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

Example: I called ~~Jesse's office~~ Jesse at his office, but no one answered.

4. The pronoun has no antecedent. Revise by adding the antecedent.

Example: Although Ms. Alred was extremely rich ~~she~~ had lots of money, she didn't share any of it.

Guided Practice: Please get out your backpack and your homework and pass it forward.



Language Conventions Lesson #27

Sentence Diagram

Revise this sentence diagram by adding a noun or pronoun: “This fits those screws.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #28

Mechanics

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: Fred the one with the red backpack, was acting stranger than my friend Ralph.

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.

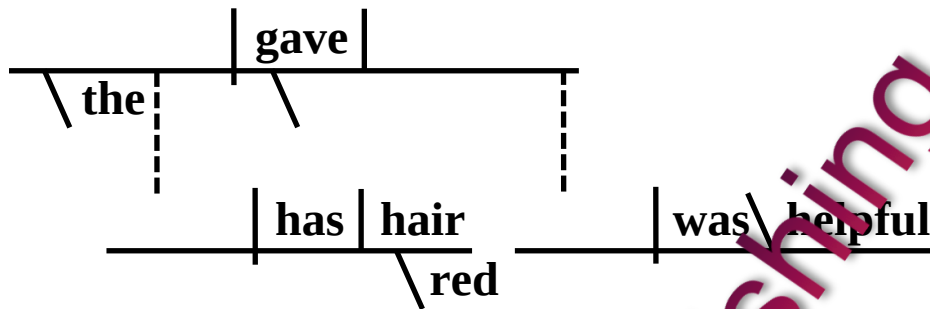
Example: The man, whose watch is gold, asked me for help.

Guided Practice: That man, which is funny, told a joke about our town.

Language Conventions Lesson #28

Sentence Diagram

Relative clauses are connected to subjects and objects by vertical dotted lines. Complete the sentence diagram: “The woman who has red hair gave him money, which was helpful.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

Language Conventions Lesson #29

Mechanics

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

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

Guided Practice: The store sold me the bike, *that* I did not want. My brother Joe *who* helps me with these decisions took it back.

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.

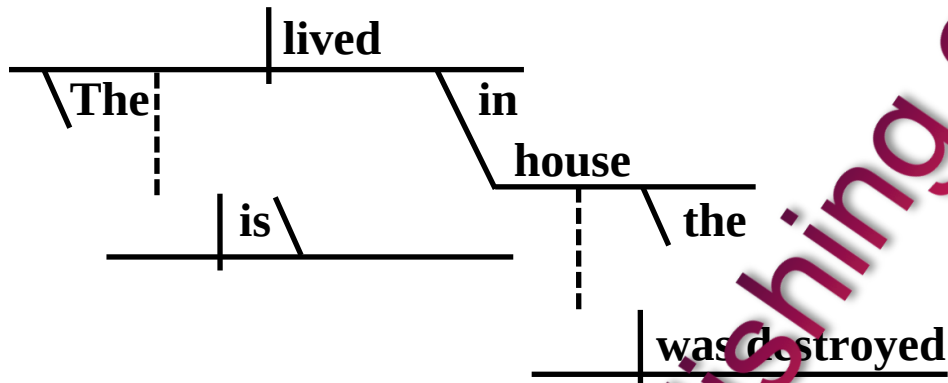
Guided Practice: The Smiths live in the house *which* is haunted, not the one *that* is vacant.



Language Conventions Lesson #29

Sentence Diagram

Relative clauses are connected to subjects and objects by vertical dotted lines. Complete the sentence diagram: “The gentleman who is homeless lived in the house that was destroyed.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

Language Conventions Lesson #30

Mechanics

When using 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: I argued, "Nothing has changed," and then I explained, "When you look at the results."

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 predicate adjectives serve as subjects, they often include modifiers to form adjectival phrases. An adjectival phrase consists of more than one adjective and a connected noun or pronoun that acts as a single part of speech.

Example: He is an energetic young man.

Guided Practice: Few questions challenged them; most were easy.

Language Conventions Lesson #30

Sentence Diagram

Predicate adjectives are placed in the object position after the second vertical line. Complete the sentence diagram: “The long skinny dog was extremely quick.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #31

Mechanics

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: Martha wondered, "Am I invited?" "Did she need to sit?" "That is wild!"

Grammar and Usage

When used as a verb form, a regular past participle consists of a linking or helping verb, which determines the verb tense, + the base form of a verb + and "ed" ending. The past participle indicates a completed action.

Example: The band was formed... However, many past participles end in "d," "t," or "en."

Examples: burst, built, given

A past participle can also function as an adjective to indicate a condition with or without a linking or helping verb.

Example: Interested, the boy paid close attention.

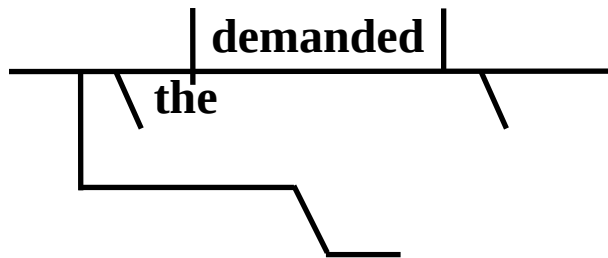
Guided Practice: Frightened, the snook child had sat down and was gave a cup of hot chocolate.



Language Conventions Lesson #31

Sentence Diagram

Participles are placed below the nouns that they modify. Participial endings are placed under the base forms of verbs. Complete the sentence diagram: “Frustrated, the boys demanded their snacks.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #32

Mechanics

An ellipsis is punctuated as three periods (...) and is used in direct quotations to delete unnecessary parts of the quotation. The ellipsis is also used as a “thinking pause” in stories. When ending a sentence, don’t add on the additional period.

Example: I gave some thought to this idea... but I never did anything.

Guided Practice: The Pledge of Allegiance states that the United States is “one nation... under God...”. That story about the flag made me wonder... and do we still respect what the flag represents?

Grammar and Usage

When used as a verb form, a regular past participial phrase consists of a linking or helping verb + the base form of a verb + and “__ed” ending + related words to indicate a completed action.

Examples: The house was carefully designed... The architect had carefully designed the home. However, many past participles end in “__d,” “__t,” or “__en.”

Examples: heard, spent, taken

A past participial phrase can also function as an adjective to indicate a condition with or without a linking or helping verb.

Example: Developed by the team, the new idea...

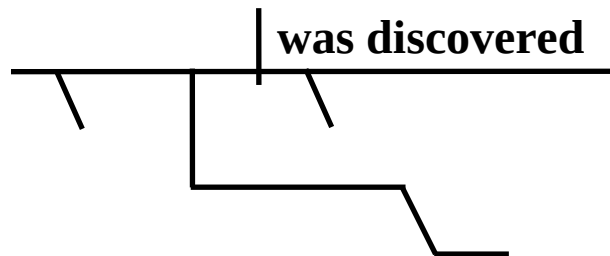
Guided Practice: Hided in the grass, yet exposed by her red hat, the girl was found quickly by her mom.



Language Conventions Lesson #32

Sentence Diagram

Participial endings are placed under the base forms of verbs. Sentence diagrams don't apply spelling rules, but the modifiers below the horizontal line do follow the word order of the sentence. Complete the sentence diagram: "Her mistaken identity soon was discovered."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #33

Mechanics

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, “Do you agree with Beth’s statement that ‘the case is closed?’”

Guided Practice: “Jefferson meant everyone when he said that ‘all men are created equal,’ I said.

Grammar and Usage

A present participle adds an “_ing” onto the base form of a verb to indicate a continuous action or condition. A present participle is preceded by a linking verb when used as a verb form. The linking verbs indicate past, present, or future tense.

Examples: *was* watching, *is* watching, or *will be* watching. A present participle can also function as an adjective with or without a linking verb.

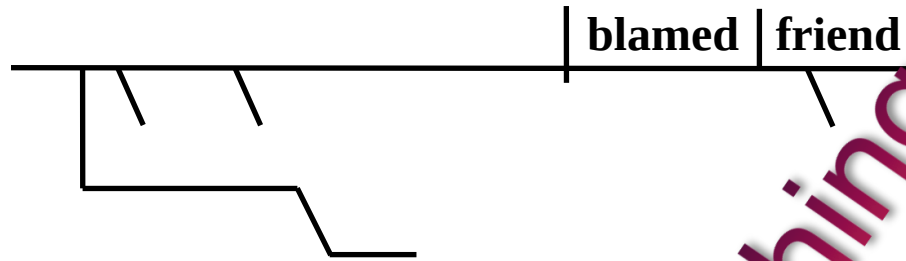
Example: Walking, the boy caught up with his friend.

Guided Practice: Running, the girl was tired to catch up when she fell.

Language Conventions Lesson #33

Sentence Diagram

Participial endings are placed under the base forms of verbs. Complete the sentence diagram:
“Tripping, the embarrassed girl blamed her 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.



Language Conventions Lesson #34

Mechanics

Direct quotations which include incorrect or non-standard spelling, word usage, mechanics, and grammar must include the bracketed *sic* [sic] after any spelling or grammar mistakes.

Examples: “It seemed sily [sic], but that’s how she orientated [sic] her thinking. Sad! [sic] She been feeling [sic] that way for a long time.”

Guided Practice: “It’s simply a mistake to suggest that, the politician couldn’t of [sic] known that the landowner have [sic] bribed the official,” the woman said.

Grammar and Usage

A present participial phrase adds an “__ing” onto the base form of a verb to indicate a continuous action or condition. A present participial phrase is preceded by a linking verb when used as a verb form and adds on related words to form the phrase. The linking verbs: *is, am, are, was, were, be, being, been* indicate past, present, or future tense.

Example: Melinda was running on the beach. A present participial phrase can also function as an adjective with or without a linking verb.

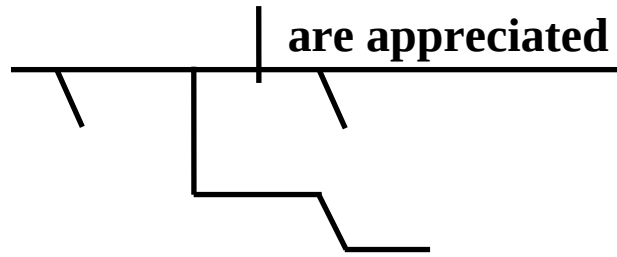
Example: Running on the beach, Melinda found a beached whale.

Guided Practice: Swimming like a fish, the three-year-old enjoyed the water. Observed her progress, her parents were quite proud.

Language Conventions Lesson #34

Sentence Diagram

Participial endings are placed under the base forms of verbs. Complete the sentence diagram:
“Her helping hands are always appreciated.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #35

Mechanics

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 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: "Most children get cavities (Nen 8)." The dentist said that was not correct (Nguyen 4).

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

Use *more* or *less* for adverb comparative modifiers ending in "-ly."

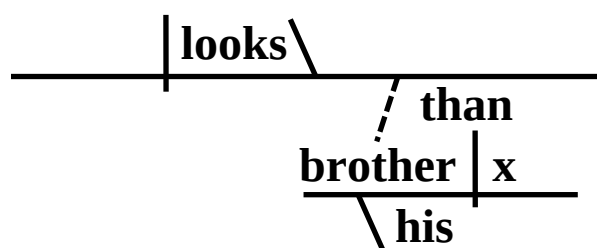
Example: less carefully.

Guided Practice: Marna is more happier than Frank. Frank was kinder than Keith.

Language Conventions Lesson #35

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, slanted line. The unstated verb is marked as an “X” to the right of the main vertical line. Complete the sentence diagram: “Rafael looks shorter 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.



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. **Examples:** (Double-spaced with hanging .5 inch indents)

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: Kim, Gerry. "*Eat for Fun*". Azusa: Lee Publishing, 2014. Print

Grammar and Usage

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

Example: meanest

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

Example: most interesting

Use *most* or *least* for adverb superlative modifiers ending in “_ly.”

Example: least carefully.

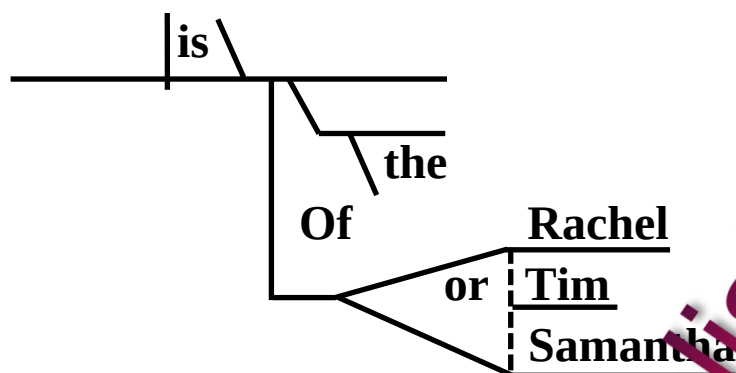
Guided Practice: Of the three speakers, Sue spoke most confidently. She was the better speaker by far.



Language Conventions Lesson #36

Sentence Diagram

Superlative modifiers are placed to the right of the predicate after a backward slanted line in sentence diagrams. Complete the sentence diagram: “Of Rachel, Tim, or Samantha, Rachel is the most talented.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

Language Conventions Lesson #37

Mechanics

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 the book, titled Islands in Paradise. The article appeared in both Sports Illustrated and *The New York Times*.

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.

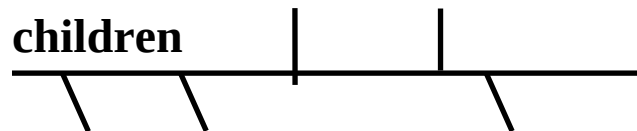
Examples: I drank only water; I only drank water. In these sentences only is the modifier. These sentences have two different meanings. The first means that I drank nothing but water. The second means that all I did with the water was to drink it.

Guided Practice: She cooked dinner always on Tuesdays. The rest of us did the dishes.

Language Conventions Lesson #37

Sentence Diagram

Modifiers are placed under the parts of speech that they modify. Complete the sentence diagram:
“Our own children loved their presents.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #38

Mechanics

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 wonderful musical, Oklahoma, had the painting Oklahoma Skies as a stage prop in the first scene. The television show, MASH, was based upon the movie titled MASH.

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.

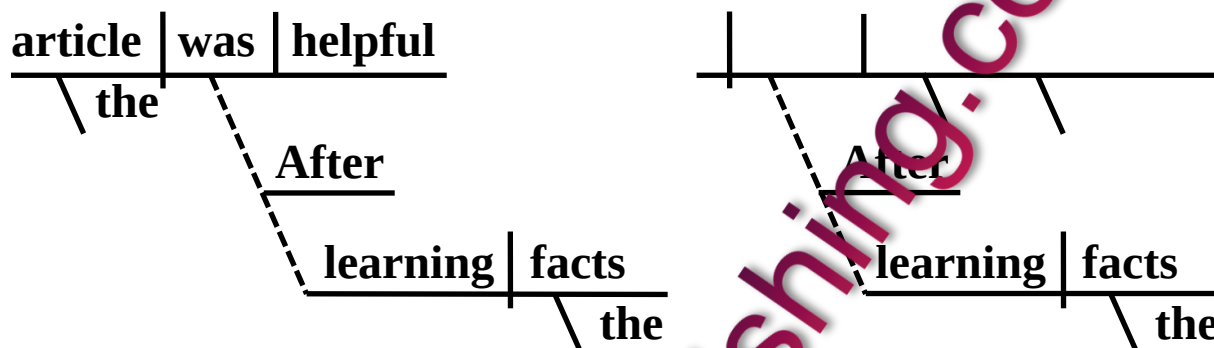
Example: Fired from your job, your car became your home. (Your car was not fired; *you* were).

Guided Practice: To eat a juicy burger, a napkin is needed.

Language Conventions Lesson #38

Sentence Diagram

Modifiers are placed under the parts of speech that they modify. Revise the dangling modifier found in the left in the sentence diagram on the right:



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

Language Conventions Lesson #39

Mechanics

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 best chapters in the book are titled “The Final Act” and Last Chance. Paul Simon’s song, America, was not influenced by the short poem “I Hear America.”

Grammar and Usage

A squinting modifier is a word or phrase placed between two words so that it could be misunderstood to describe either word. Revise by placing the modifier before or after the word, phrase, or clause that it modifies.

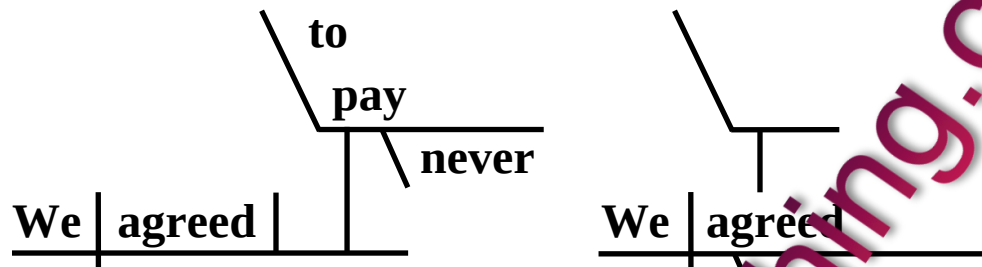
Example: Walking up hills quickly strengthens your legs. “Quickly” could modify “hills” or “strengthens.”

Guided Practice: I said today before noon you have to ask me.

Language Conventions Lesson #39

Sentence Diagram

Modifiers are placed under the parts of speech that they modify. Revise the squinting modifier in the Sentence Diagram to the left: “We agreed never to pay.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #40

Mechanics

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: Did you read the article Why We Continue in New Yorker Magazine or the article “Only in America” on his blog?

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.

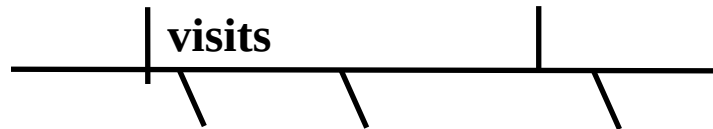
Guided Practice: They will actually be helping out more than they think. I had already bought pizza to feed them after their work.



Language Conventions Lesson #40

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Modifiers are placed under the verbs. Complete the sentence diagram: “Terry most always visits her mother.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #41

Mechanics

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: His short story, *He Never Lies*, may have been based on the secret government document known as “The Pentagon Papers.”

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.

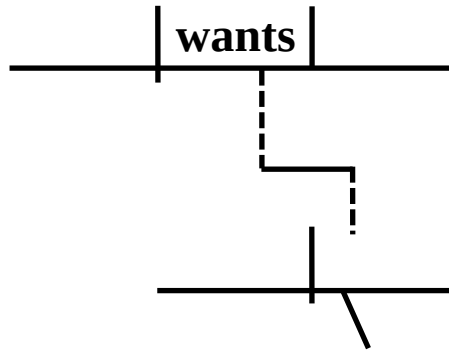
Star Wars premiered (_____) in 1977, but this classic movie

is (_____) a film that will continue to be (_____) popular for years.

Language Conventions Lesson #41

Sentence Diagram

Revise this sentence into the present tense to fix the verb tense shift. Complete the sentence diagram: “Laura wants it, but I did not.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #42

Mechanics

Capitalize people's and characters' names, but not the articles, conjunctions, and prepositions in the middle of any names.

Example: Bo the 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: I visited Walt disney and Mickey mouse at disneyland® in anaheim, California.

Grammar and Usage

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “ing” and *were* + the base form of the verb + “ing.”

Examples: I *was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “ing,” *is* + the base form of the verb + “ing” and *are* + the base form of the verb + “ing.”

Examples: I *am walking* to school each day. Sara and Rosalyn *are talking* about the new girl at school.

The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses *will be* + the base form of the verb + “ing.”

Examples: We *will be going* on the field trip tomorrow. Patrick and I *will be spending* lots of time together.

Guided Practice: I was thinking about it, but now I am wondering if you will be calling later to explain.

Language Conventions Lesson #42

Sentence Diagram

Revise into the progressive verb tenses to Complete the sentence diagrams: “Jim walked.”

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.



Language Conventions Lesson #43

Mechanics

Capitalize named things and products. Don't capitalize articles, conjunctions, and prepositions in the middle of named things and products.

Examples: Tommy the Robot, Tilt a Whirl

Guided Practice: The President Of the United States and the First Lady watched *Gone with The Wind*.

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 "__ed," "__d," "__t," or "__en" for regular verbs).

- The past perfect refers to something that happened before another action or a specific time in the past. The past perfect is formed with *had* + the past participle.
Example: had waited 'til dawn
- The present perfect refers to something that happened at an unnamed time before the present. The present perfect verb is formed with *has* or *have* + the past participle.
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: They had started the process. I have continued the work. We will have completed it next year if it goes as planned.



Language Conventions Lesson #43

Sentence Diagram

Revise this sentence into the progressive verb tenses to Complete the sentence diagrams: "Jim will walk."

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.



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: Last easter on March 24, 2002 my dad gave up smoking.

Grammar and Usage

The infinitive uses "to" + the base form of a verb.

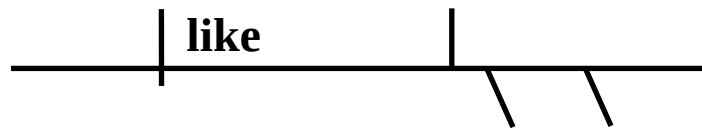
- The present infinitive uses "to" + the base form of a verb.
Example: To watch...
- The past participle infinitive uses "to be" + the past participle.
Example: To be watched...
- The present perfect infinitive uses "to have" + the past participle.
Example: To have watched...
- The past perfect participle uses "to have been" + the past participle.
Example: To have been watched...
- The continuous infinitive uses "to be" + the present participle.
Example: To be watching...
- The perfect continuous infinitive uses "to have been" + the present participle.
Example: To have been watching...

Guided Practice: To have watching the show first would have been a good idea, but to discuss its content is still important.

Language Conventions Lesson #44

Sentence Diagram

When connected to verbs, infinitives are placed to the right of the subject after the main vertical line. Complete the sentence diagram: "I like to write my own letters."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #45

Mechanics

Capitalize the 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, Age of Enlightenment

Guided Practice: My favorite period of history is the Middle Ages, but I also enjoyed studying the Summer of love in our unit on The sixties.

Grammar and Usage

The indicative (declarative) mood is used to share facts and evidence. A fact is something said or done. Evidence can include statistics, numerical data, and other proofs. Other words within the sentence or related sentences need to be consistent with that mood.

The indicative mood maintains an objective point of view and does not express opinion, ask questions, or make demands. Doubts, guesses, wishes, regrets, predictions, or conditions using *could* or *would* are not part of the indicative mood.

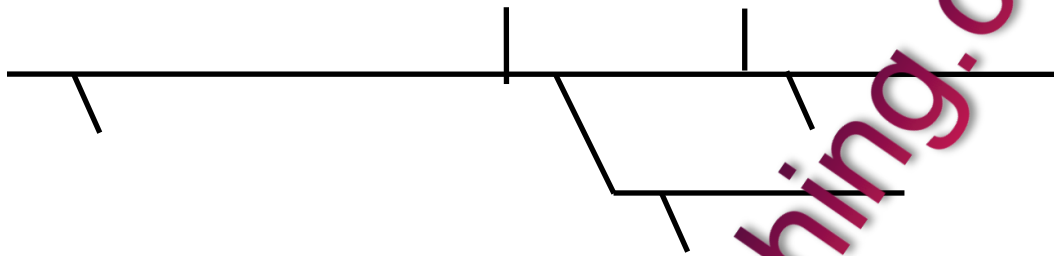
Example: Two eye-witnesses testified that the defendant entered the restaurant at noon.

Guided Practice: Because the highly popular President said, "We have the resources and the economic data shows that the 12% growth targets have been met, so the evidence supports the project."

Language Conventions Lesson #45

Sentence Diagram

Complete the sentence diagram: “Our Chief Executive Officer presented the report to the stockholders.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #46

Mechanics

Capitalize the names of 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 school Parent Teacher association and McDonald's® helped sponsor the community event.

Grammar and Usage

The imperative mood expresses commands, requests, invitations, or prohibitions. Other words within the sentence or related sentences need to be consistent with that mood. Often, the subject is implied (suggested, but not stated).

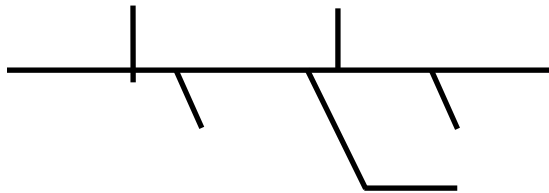
Examples: Don't ever do that again. I wish you would listen more to my advice. Would you come to my birthday party? We can't play basketball anymore on the blacktop.

Guided Practice: You must accept the terms and conditions to receive this one-time offer. Don't even think about ignoring this important opportunity.

Language Conventions Lesson #46

Sentence Diagram

Imperatives frequently use implied (suggested) subjects, which are placed in the subject position within parentheses. Complete the sentence diagram: “Do not lend any money to 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.



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: He spoke castilian Spanish to the indians but they did not understand him.

Grammar and Usage

The interrogative mood expresses questions. In interrogative sentences, the verb usually is placed before the subject or between the linking or helping verb and its connected verb. Other words within the sentence or related sentences need to be consistent with that mood.

Only five pronouns are interrogative pronouns: *who*, *whom*, *whose*, *what*, and *which*. Use *what* to refer to a general thing and *which* to refer to a specific thing.

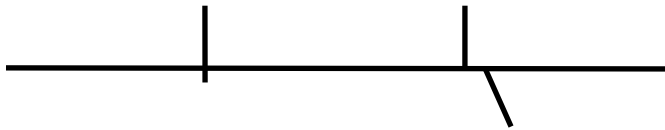
Examples: *What* do you want? *Which* do you prefer?

Guided Practice: If I ask him why he won't be able to attend, I wonder if he might tell me. What do you think?

Language Conventions Lesson #47

Sentence Diagram

Place relative (interrogative) pronouns below the objects that they modify in sentence diagrams. Complete the sentence diagram: “Whose notes were you using?”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #48

Mechanics

Use question marks for all direct questions. Place a question mark inside (to the left of) ending quotation marks (") when the writer is 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: The writer did ask the movie star, "Are women treated fairly in the motion picture business"? However, did the star really say, "Women have never been treated fairly"?

Grammar and Usage

The conditional mood is used to discuss something that can only take place if certain conditions are met. Other words within the sentence or related sentences need to be consistent with that mood.

Conditional sentences can use *if* or the modal helping verbs *could* or *would*.

Example: I could have helped you if you had asked me to do so.

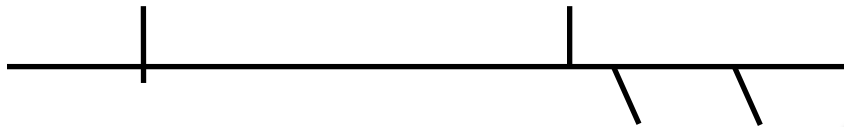
Guided Practice: I would have to check my schedule to see if I could visit later.



Language Conventions Lesson #48

Sentence Diagram

Place the entire conditional verb forms to the right of the main vertical line in sentence diagrams. Complete the sentence diagram: “She should have to pay her fair share.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #49

Mechanics

Use 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. The decision shocked me!” I screamed. I have never been so angry.

Grammar and Usage

The subjunctive mood is used to express a prediction, doubt, regret, guess, or a wish. Other words within the sentence or related sentences need to be consistent with that mood. Other words within the sentence or related sentences need to be consistent with that mood.

Often, the subjunctive mood is expressed in adverbial clauses. When the subjunctive mood uses the “to be” verb, use *were*, no matter what the tense or subject happens to be.

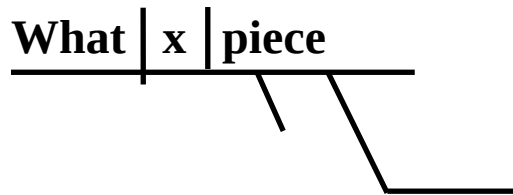
Example: If I were a happier person...

Guided Practice: If she were a better student, she probably would get higher grades.

Language Conventions Lesson #49

Sentence Diagram

Exclamatory sentences are diagrammed just like declarative sentences. However, an intentional exclamatory fragment has an implied (suggested) subject or predicate. An 'x' is placed in the subject or predicate position. Complete the sentence diagram: "What a piece of work!"



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #50

Mechanics

Colons serve as ending punctuation, so the following letter is capitalized.

- Colons are used to show relationships within titles.
Example: “The Great Adventure: Landing on the Moon”
- Colons are used to show relationships within numbers.
Example: He ran the marathon in 4:25:34.
- Colons are used to show relationships within ratios.
Example: The girls out-number boys 3:1.
- Colons are used at the end of speaker tags to introduce long quotations. If a quotation consists of more than four lines, begin a new paragraph after the introductory speaker tag that ends in the colon. Indent each line of the quotation to form a *block quotation*.

Guided Practice: We found this sale: At 5:35 p.m. on May 23, you purchased *The Longest Day*. June 6.

Grammar and Usage

The voice of a verb refers to the relationship between the subject and the action of the sentence: The active voice is used when the subject performs the action.

Example: Mai *uses* the notes. The passive voice is used when the subject receives the action.

Example: The notes *are used* by Mai. Don’t shift from the active to the passive verb voice.

Example: He excelled in his studies and was given a scholarship.

Revision: He excelled in his studies and earned a scholarship.

Also, don’t shift the mood within sentences and paragraphs.

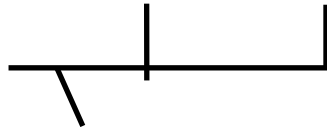
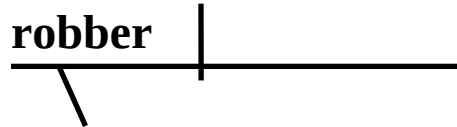
Example: Mike cheerfully served as a pallbearer at the funeral.

Guided Practice: You said it, but it had been said before by me. If you hit me, I will definitely hit you again, so it shouldn’t be done by you.

Language Conventions Lesson #50

Sentence Diagram

Complete these two sentence diagrams: “The robber was caught.” “The police caught him.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #51

Mechanics

Parentheses can be used in a variety of ways:

- As an aside.
Example: John responded (quickly).
- As an appositive.
Example: Sue (the girl in red)
- With numbers to clarify 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.
- As a separate sentence to comment on a preceding sentence. Place the period, question mark, or exclamation point inside the closing parentheses.
Example: (I had eaten lunch.)

Guided Practice: He gave me some delicious carne asada (beef steak). (He really didn't have to do it).

Grammar and Usage

An adverbial clause is a dependent clause that begins with a subordinating conjunction.

Examples: Unless you practice, you will never succeed. He should try even though he will lose. Use the following memory trick to prompt your use of these dependent (subordinate) clauses:

Bud is wise, but hot! AAA W VW

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

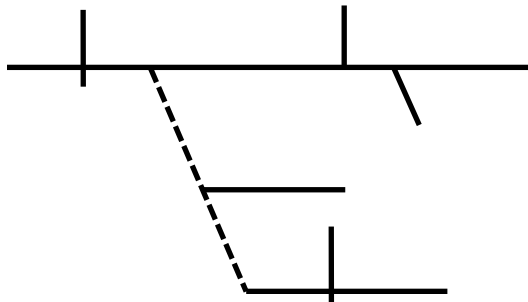
Guided Practice: Unless you ask, I won't help. As soon as you know please text me.



Language Conventions Lesson #51

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: “He is finishing the project while we wait.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #52

Mechanics

Three sizes of dashes have different purposes. The hyphen (-) is used for a compound word or for a close connection between words. The en dash (–) is used to show a range of values between dates, times, and numbers. The em dash (—) is used to show a pause in thought.

Examples: At the well-attended festival from July 6–9, a crowd of 80–90 protesters will occupy the park. At least—I think they will.

Guided Practice: The well-matched teams played from June 24–June 28. Wait—maybe it was in July.

Grammar and Usage

These relative adverbs are transition words at the beginning of a sentence or follow a semicolon:

however, also, furthermore, otherwise, then, besides, similarly, therefore, consequently, moreover, still, thus, finally, nevertheless, supposedly, on the other hand.

Place commas after relative adverbs, not before.

Examples: Therefore, he lied. He lied; therefore, he was punished.

The *when, where, and why* relative adverbs replace the formal preposition + *which* grammatical construction.

Examples: Why you lied and how you did it, I will never know.

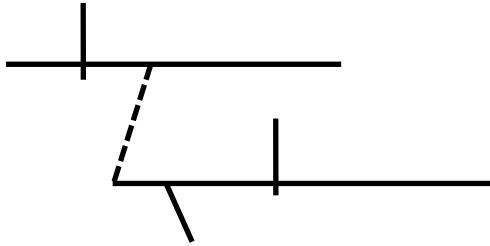
Guided Practice: That's the restaurant in which we had our first argument. It was late that night on which we arrived. However you could not tell me the reason for which you wanted to meet.



Language Conventions Lesson #52

Sentence Diagram

Relative adverbs are placed on slanted dotted lines below the verbs they modify. Complete the sentence diagram: “He understood why his sister had to lie.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #53

Mechanics

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: Students need to read the Dress Rules [page 22] to understand it [the dress code, the principal said].

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 sings more enthusiastically on the stage each night.

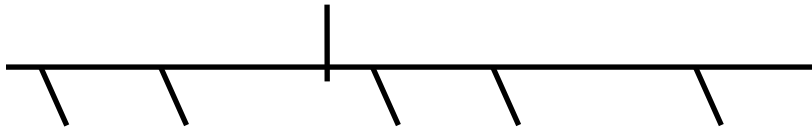
Guided Practice: The family walks after every Thanksgiving Dinner around the block. It should be exactly where I described, somewhere over there.



Language Conventions Lesson #53

Sentence Diagram

Multiple adverbs are placed under the verb they modify in proper adverb order. Revise and Complete the sentence diagram: “The track star runs quickly now less.”



Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #54

Mechanics

Use hyphens for compound adverbs that don't end in “_ly,” when used before nouns. A compound adverb is 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 long awaited decision was well known, but its short-sighted recommendations were dangerous.

Grammar and Usage

When writing in Standard English, don't drop verbs or parts of verbs.

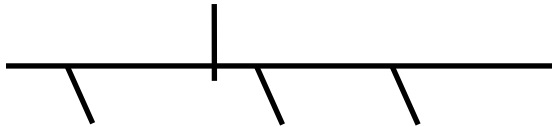
Examples: She ~~nee~~ (is nice), but I ~~been~~ (had been) nice to her first. Where ~~you~~ (are you) at?
~~Who~~ Who is she?

Guided Practice: Where you at? I told you it needs fixed before you leave.

Language Conventions Lesson #54

Sentence Diagram

Revise this sentence in Standard English and Complete the sentence diagram: "That child running fast today."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #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: Is his/her appointment on 6/3/12 with or w/o the family/attorney?

Grammar and Usage

Avoid using non-standard use additions. Don't add the *of* or *on* preposition when unnecessary.

Example: Get off ~~of~~ my couch. Don't hate ~~on~~ me. I'm just doing my job.

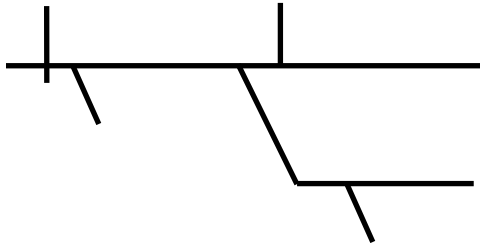
When writing in Standard English, do *not* use double negatives.

Example: Don't use ~~no~~ notes on the test.

Guided Practice: All of a sudden, she got off ~~of~~ her chair and started the makings of a speech. She always did push ~~on~~ me her ideas.

Sentence Diagram

Revise this sentence in Standard English and Complete the sentence diagram: "I never do nothing for 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.



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: “Four aces is a great poker hand. I got two of those hands in each of the last 3 games.”

Grammar and Usage

Don’t substitute *be* for *am*, *are*, or *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).

Revisions: He is so funny; He is being so funny.

Also, use the proper form of the “to be” verb to match its subject.

Example: He were so funny. **Revision:** He was so funny.

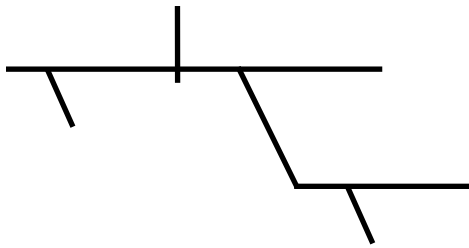
Guided Practice: They be given enough food, but they still be hungry.



Language Conventions Lesson #56

Sentence Diagram

Revise this sentence in Standard English and Complete the sentence diagram: “This girl be asking for my help.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



- ✓ **Diagnostic Grammar, Usage, and Mechanics Assessments with Answers (Print and Google Forms Versions)**
- ✓ **Mastery Matrix**
- ✓ **Corresponding Independent Practice Remedial Worksheets (Print and Google Slides Versions)**

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Diagnostic Grammar, Usage, and Mechanics Assessments and Final Exam

The purpose of these assessments is to determine which of the previous grade-level grammar, usage, and mechanics CCSS L.1,2,3 standards have and have not been mastered.

Assessment Formats and Preparation

Choose the assessment format which best suits your needs. Each assessment includes 45 grammar and usage test items and 32 mechanics test items.

1. The Google forms format consists of one [Diagnostic Grammar, Usage, and Mechanics Assessment](#). All test items are multiple-choice.
2. The printable PDF format consists of two tests: the Diagnostic Grammar and Usage Assessment (multiple-choice) and the Diagnostic Mechanics Assessment (sentence re-writes).

Administration

Say—“These test items will help me learn which concepts and skills have and have not yet been mastered. If unsure of the answer, please don’t guess. Read each set of directions before reading the test items.”

The assessments are given “whole class” and are untimed. Most students finish in 30–45 minutes.

Correction

The Google forms format auto-corrects the Diagnostic Grammar, Usage, and Mechanics Assessment. Or grade the paper copies of the Diagnostic Grammar and Usage Assessment and the Diagnostic Mechanics Assessment (answers follow), marking errors.

Recording the Data

Upload the tests to the [Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix](#) Google sheets. Or if using the printable PDF, write the names of your students in alphabetical order on the recording matrix. Record the grammar and usage deficits for each student on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix. Mark a / for each error in the student’s row on the matrix. Grade-level CCSS Standards are listed on the matrix.

Final Exam

Administer the [Grammar, Usage, and Mechanics Final Exam](#) Google forms and upload to the [Grammar, Usage, and Mechanics Final Exam Mastery Matrix](#) Google sheets.



Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

Although they apologized, either Kim or Tom was always arriving late for their team practices and league games.

- ___1. The proper nouns in the sentence are ____ and ____.
A. practices, games B. always, late C. Kim, Tom
D. they, their E. Tom, games
- ___2. The common nouns in the sentence are ____ and ____.
A. team, practices B. practices, games C. Kim, Tom
D. they, their E. Kim, games
- ___3. The pronouns in the sentence are ____ and ____.
A. they, their B. Kim, Tom C. team, league
D. apologized, arriving E. always, late
- ___4. The adjectives in the sentence are ____ and ____.
A. apologized, arriving B. either, or C. practices, games
D. always, late E. team, league
- ___5. The verbs in the sentence are ____ and ____.
A. arriving, practices B. always, late C. apologized, was arriving
D. practices, games E. apologized, practices
- ___6. The adverbs in the sentence are ____ and ____.
A. Although, always B. always, late C. team, league
D. arriving, practices E. either, late
- ___7. The preposition in the sentence is ____.
A. for B. and C. or
D. either E. their
- ___8. The coordinating conjunction in the sentence is ____.
A. late B. or C. either
D. for E. and
- ___9. The subordinating conjunction in the sentence is ____.
A. either B. for C. Although
D. or E. and
- ___10. The correlative conjunctions in the sentence ____ and ____.
A. Although, either B. either, for C. or, for
D. either, or E. for, and



Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

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Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___21. The students who got into trouble are _____.
A. them B. those C. I and he
D. they E. me and she
- ___22. The teacher yelled at two students, Rachel and _____.
A. I B. me C. it
D. he E. us
- ___23. They _____ had never sailed a boat by _____.
A. themselves; them B. themselves; themselves C. themselves; theirself
D. them; theirself E. theirselves; theirselves
- ___24. He stirred the sauce, and then let John taste _____.
A. them B. this C. it
D. these E. that
- ___25. That movie _____ we watched was entertaining.
A. who B. whose C. it
D. which E. that
- ___26. _____ who wants to try out for the team can do so, but not _____ is chosen.
A. Anyone; everybody B. Everyone; both C. Someone; one
D. Everyone; others E. Others; neither
- ___27. _____ of the candy is on the counter, though _____ is free.
A. Some; fewer B. Plenty; little C. Many; nothing
D. All; none E. A large amount; few
- ___28. She should _____ for her school pictures.
A. have smiled B. is smiling C. had smiled
D. smiled E. has smiled
- ___29. Jamie _____ three miles around the track for the fundraiser.
A. walk B. has walk C. is walking
D. walking E. had walking
- ___30. The cat played with its stuffed mouse, and _____ went outside to chase birds.
A. it B. then it C. then they
D. it then E. then the cat
- ___31. Compared to her happy sister, she is _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest
- ___32. Of all the happy people, he was _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest
- ___33. Compared to last time, this work is definitely _____.
A. most difficult B. more difficulter C. difficultest
D. more difficult E. difficulter

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___34. He is the _____ student in his class.
A. most intelligent B. more intelligent C. intelligentest
D. more intelligent E. intelligenster
- ___35. Dennis _____ ready and he _____ prepared well.
A. seem; has B. seems; have C. seems; has
D. seems; was E. seem; is
- ___36. She _____ passed the test, but she didn't study.
A. did have B. could have C. should of
D. did might E. would of
- ___37. She _____ hard for the test last night.
A. studied B. did studied C. study
D. had studying E. have studied
- ___38. She _____ hard for the test last night when she fell asleep.
A. studied B. was studied C. was studying
D. studying E. have studied
- ___39. She _____ for two hours when I called.
A. will have been studying B. will study C. study
D. had studied E. studied
- ___40. She always _____ hard for tests.
A. study B. will studied C. studies
D. are studied E. will be studied
- ___41. Today she _____ hard for the test.
A. will have been studying B. had studied C. study
D. is studied E. is studying
- ___42. This whole morning she _____ hard for the test.
A. will have studied B. has studied C. had studied
D. is studied E. have studying
- ___43. We _____ more later this afternoon.
A. will have been studying B. will study C. study
D. are studied E. have studied
- ___44. She _____ for the test the whole night.
A. will have studying B. will be studying C. have studied
D. are studied E. have studying
- ___45. By the time the clock strikes three, we _____ for four long hours.
A. have studied B. will study C. study
D. are studied E. will have studied



Diagnostic Grammar and Usage Assessment Answers

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

- | | | |
|-------|-------|-------|
| 1. C | 16. C | 31. A |
| 2. B | 17. B | 32. C |
| 3. A | 18. E | 33. D |
| 4. E | 19. D | 34. A |
| 5. C | 20. C | 35. C |
| 6. B | 21. D | 36. B |
| 7. A | 22. B | 37. A |
| 8. E | 23. B | 38. C |
| 9. C | 24. C | 39. D |
| 10. D | 25. D | 40. C |
| 11. A | 26. A | 41. E |
| 12. E | 27. D | 42. B |
| 13. E | 28. A | 43. E |
| 14. C | 29. C | 44. B |
| 15. A | 30. E | 45. E |



Diagnostic Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

1. a friend named john said I am glad I dont need any help on my homework

2. that new student paula is from south africa she told me she had never seen the star wars movie in that country **Note: Don't place a comma or a period after "africa."**

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

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

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



Diagnostic Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

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

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

8. dear mary

what a complete surprise no one had read the short story titled yankees and rebels
about the civil war the whole messy story was sad depressing and true

yours truly

amy



Diagnostic Mechanics Assessment Answers

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the TLS Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

- 55 46 69 (needs both) 70
1. a friend named **J**ohn said, "I am glad I don't need any help on my homework"
- 47 (needs both) 56 (needs both) 71 62
2. that new student, paula, is from **S**outh **A**frica; she told me she had never seen the star wars movie in that country
- 48 (needs both) 63
3. she saw pictures of the costumes, robots, and ship models in the newsweek article
- 72 (needs both) 57 (needs both)
- (the one that featured **S**pace **C**amp)
- 49 64 (needs both) 73 58
4. yes, you should listen to that song called "the one monster's howl" before **H**alloween
- 74 50 65
5. bring both girls' best dresses to atlanta, georgia to see the play titled fiddler on the roof
- 51 75 66 (needs both sets) 59 (needs both)
6. joe, please read these chapters: "knets" 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

Categories:		Pronouns					Modifiers					Verb Tenses and Forms											
Worksheet #s		24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Teacher		Pronoun-Antecedents CCSS 4	Who, Whose, Whom, That, Which	Indefinite People Pronouns	Indefinite Size or Amount Pronouns	Past Participles	Present Participles	Dangling / Misplaced Modifiers	Short Comparative Modifiers	Short Superlative Modifiers	Long Comparative Modifiers	Long Superlative Modifiers	Linking and Helping Verbs	Modals	Past Tense Verbs	Past Progressive Verbs	Past Perfect Verbs CCSS 5	Present Tense Verbs	Present Progressive Verbs	Present Perfect Verbs CCSS 5	Future Tense Verbs	Future Progressive Verbs	Future Perfect Verbs CCSS 5
Class																							
Student Names																							

Commas													Capitalization			
47	48	49	50	51	52	53	54	55	56	57	58	59	60	61		
Appositives CCSS 5	Series CCSS 4	Introductions CCSS 4	Geography	Nouns of Direct Address	Conjunctions	Letters	Coordinate Adjectives CCSS 7	People / Characters	Places	Things	Holidays/Dates	Organizations / Businesses	Languages / People Groups	Events / Historical		

Commas													Capitalization		
47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	
Appositives CCSS 5	Series CCSS 4	Introductions CCSS 4	Geography	Nouns of Direct Address	Conjunctions	Letters	Coordinate Adjectives CCSS 7	People / Characters	Places	Things	Holidays/Dates	Organizations / Businesses	Languages / People Groups	Events / Historical	

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NOTES

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Grammar, Usage, and Mechanics Worksheets

The Grammar, Usage, and Mechanics Worksheets are designed for independent practice of the Language Conventions Standards found in the Common Core Language Strand L.1, L.2, and the Language Progressive Skills Standards. Each worksheet includes concise definitions of the rule, skill, or concept with examples, a writing application, a practice section, and a brief formative assessment. Grammar, usage, and mechanics definitions, rules, and skills complement those found in the Language Conventions lessons.

Preparation

Display one of the Grammar, Usage, and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** and **CONNECT TO WRITING** sections and then complete the **PRACTICE** section. Tell them *not* to complete the **WRITE** section (the formative assessment) until they have self-corrected and revised the **PRACTICE** section, so that they can learn from their mistakes before completing the last section. The formative assessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.

Step by Step Directions

1. When a student has completed all sections of the Grammar, Usage, and Mechanics Worksheet, except for the ending **WRITE** section (the formative assessment), the student uses the “Grammar, Usage, and Mechanics Worksheet Answers” to self-correct and revise. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that they will often learn from their mistakes, especially when they identify and correct them.
2. Next, the student completes the **WRITE** section and shares the worksheet with you or comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.
3. If the student did not master the rule, skill, or concept on the formative assessment, re-teach during the mini-conference.



Grammar, Usage, and Mechanics Worksheets

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Grammar, Usage, and Mechanics Worksheets

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Grammar, Usage, and Mechanics Worksheet #1

FOCUS Proper Nouns

A **proper noun** is the name of a person, place, or thing. It can be acted upon and is capitalized.

CONNECT TO WRITING

Whenever possible, use specific proper nouns rather than common nouns. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Capitalize all words that make up proper nouns, except articles (*a*, *an*, and *the*), prepositions, such as *of*, *to*, and *from*, and conjunctions, such as *and*, *or*, and *but*.

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

PRACTICE

Highlight the proper nouns in the following story.

John Francis left his home in Beatrice, Nebraska in 1941, shortly before the start of World War II. Traveling first by bus to Chicago, he then boarded the *Southwestern Chief* to ride to Los Angeles. At Grand Central Station, John met his sister, Jane, and immediately began looking for part-time work and an apartment. He found employment at Blix Hardware on Western Avenue and a room to rent in nearby South Hollywood.

When war was declared, John enlisted in the army and was stationed at Fort Ord. He played trumpet in the Army Band and was promoted to the rank of Staff Sergeant. The United States was fortunate to have so many young men, like John, serving their country.

After the war in 1945, John enrolled in the University of Southern California, paying his tuition with money from the G.I. Bill. Graduating Cum Laude with degrees in Business and Social Science, he continued to play trumpet in clubs all over Southern California. Upon marrying Janice Jones, he took a job at California Federal Savings and Loan and was promoted to Senior Vice-President. He and his wife raised two children, Mark and Robin.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #2

FOCUS Common Nouns

A **common noun** is an idea, person, place, or thing.

CONNECT TO WRITING

Whenever possible, use specific common nouns rather than general common nouns. A common noun can be a single word, a group of words, or a hyphenated word and is capitalized only at the start of a sentence.

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

PRACTICE

Sort the following common nouns as an idea, person, place, or thing in the correct columns:

mountain, friendship, teacher, neighborhood, food, self-image, freedom, toy, fire-fighter, cousin, rock, country, lamp stand, football stadium, police officer, self-confidence, grandfather clock, family room, brother-in-law, world peace

IDEA	PERSON	PLACE	THING
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WRITE

Compose four sentences, using a common noun from each category. Use none of the common nouns listed on this worksheet. Be as specific as possible.

idea _____

person _____

place _____

thing _____



Grammar, Usage, and Mechanics Worksheet #3

FOCUS Pronouns

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

Examples: *Ted* is ready. *He* is never late.

The *game* has already started. Ted will watch *it* at home.

CONNECT TO WRITING

Pronouns are used to avoid repeating the same noun over and over again. Pronouns are used in the *first person*, *second person*, or *third person* points of view. Avoid *first* and *second person* pronouns in essays designed to inform or convince your reader.

The *first person* pronoun stands for the one speaking.

Examples: Singular I, me, my, mine, myself
Plural we, us, our, ours, ourselves

The *second person* pronoun stands for the person to whom one is speaking.

Examples: Singular you, your, yours, yourself
Plural you, your, yours, yourselves

The *third person* pronoun stands for the one spoken about.

Examples: Singular he, she, it, him, her, its, his, hers, himself, herself, itself
Plural they, them, their, theirs, themselves

PRACTICE

Highlight the pronouns in this phone conversation.

“Hello,” said Susan.

“Is this the owner of the car for sale?” the caller asks.

“It, is I,” replies Susan. “Who is calling?”

“The one paying you full price for your car. My name is Marcy. What’s yours?”

“Susan,” she says. “But let me get my husband. Actually, he is selling his car, not mine.

“Suit yourself, says Marcy. Put him on the phone.”

WRITE

Finish the rest of this phone conversation, using at least two different pronouns.



Grammar, Usage, and Mechanics Worksheet #4

FOCUS Adjectives

An **adjective** modifies a proper noun, a common noun, or a pronoun and answers *Which one?* *How many?* or *What kind?*

CONNECT TO WRITING

Adjectives usually are placed before nouns and pronouns. Whenever possible, use specific, rather than general adjectives. For example, adjectives such as *interesting*, *nice*, and *exciting* are general adjectives.

Examples:	Type of Adjective	Too General	Specific
	Which One?	<i>That</i> park	<i>That city</i> park
	How Many?	had <i>some</i> playgrounds	had <i>two</i> playgrounds
	What Kind?	<i>swimming</i> pools	<i>huge swimming</i> pools.

PRACTICE

Sort the following *italicized* adjectives into the correct columns:

twenty-story building, *most* sports, *juicier* hamburgers, *these* games, *that* bright color, a *dozen* flowers, the *muddy* Missouri River, *few* announcements, *this* idea, *those* desserts, *navel* orange, *thousands* of islands, *spicy* pizza, *certain* groups, *loud* rap music

Which One?	How Many?	What Kind?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WRITE

Compose three sentences, using an adjective from each category. Use none of the adjectives listed on this worksheet. Be as specific as possible.

Which One? _____

How Many? _____

What Kind? _____



Grammar, Usage, and Mechanics Worksheet #5

FOCUS Verbs

A **verb** completes three types of actions:

- A verb can mentally act. **Examples:** think, like, wonder, know
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence. These are known as *state of being* verbs.

Examples: is, am, are, was, were, be, being, been, appear, become, feel, grow, keep, look, remain, seem, smell, sound, stay, taste

CONNECT TO WRITING

A verb can be singular or plural and must match the noun or pronoun it acts upon or modifies. Singular nouns often match verbs ending in s. Plural nouns often use verbs that don't end in s.

Examples: Amanda walks. They walk.

Some verbs add a helping verb in front of the verb. Helping verbs include the “to be” verbs: *is, am, are, was, were, be, being, been*; the “to do” verbs: *do, does, did*; the “to have” verbs: *has, have, had*; and the modals: *can, could, may, might, must, shall, should, will, and would*.

Examples: Tim was thinking. He did not need her help, but she had offered, and he might need assistance later.

PRACTICE

Identify each type of verb action in the parentheses following each verb (mental, physical, state of being). Then underline each of the helping verbs.

I know () that he had run ()

a full mile before, but he might be () too tired right now. He

did walk () a mile yesterday.

WRITE

Compose three of your own sentences with the three types of verb actions. Include at least one singular and plural verb plus at least one helping verb.



Grammar, Usage, and Mechanics Worksheet #6

FOCUS Adverbs

An **adverb** describes a verb, an adjective, or an adverb and answers What degree? How? Where? or When? The adverb may be found before or after the word that it modifies.

Examples: Trey walked *more* What degree?
carefully How?
late at night When?
there at the docks. Where?

CONNECT TO WRITING

As a matter of good writing style, place shorter adverbial phrases in front of longer ones.

Example: The family walks *around the block after every Thanksgiving Dinner*.

Explanation: The shorter adverbial phrase *around the block* is properly placed before the longer *after every Thanksgiving Dinner*.

As a matter of good writing style, place specific adverbs before general ones.

Example: It should be *exactly where* I said, *next* to her, or *somewhere over there*.

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

PRACTICE

Sort these adverbs into the following categories: often, everywhere, slowly, one o'clock, mostly, carefully, nearby, later, here, less, easily, mainly

What Degree	How	Where	When

WRITE

Compose four sentences with adverbs from each category. Use none of the adverbs listed on this worksheet.

What Degree _____

How _____

Where _____

When _____



Grammar, Usage, and Mechanics Worksheet #7

FOCUS Prepositional Phrases

A **preposition** is a word that shows some relationship to an object (a proper noun, a common noun, or a pronoun). The preposition is always part of a phrase. A phrase is a group of related words without a noun and connected verb. The preposition asks “What?” and the object follows with the answer. A preposition tells *when*, *where*, or *how* something happens.

Examples:

When it happens:	Our teacher reviewed <i>before</i> the test.	<i>before</i> what?	...the test
Where it happens:	<i>Under</i> the bed the cat hid.	<i>Under</i> what?	...the bed
How it happens:	We travelled <i>by</i> bus.	<i>by</i> what?	...bus

CONNECT TO WRITING

We often end spoken sentences with a preposition, but avoid this in your writing.

Example: Spoken sentence—“Who will you go *to*?” Written sentence—“*To whom* will you go?”

Here is a list of commonly-used prepositions. Memorizing this list will help you notice prepositions in your reading and use them in your writing.

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

PRACTICE

Highlight the prepositional phrases in “The Pledge of Allegiance.”

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands: one nation under God, indivisible, with liberty and justice for all.” These words are spoken in schools throughout America each day. The right hand is placed over the heart and eyes are focused on the flag. Children stand to say the pledge and give respect to our country.

WRITE

Compose your own sentence or two with three different prepositional phrases.



Grammar, Usage, and Mechanics Worksheet #8

FOCUS Coordinating Conjunctions

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

CONNECT TO WRITING

A **coordinating conjunction** connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common two or three-letter coordinating conjunctions.

Example: Two desserts are fine, *but* three are better.

PRACTICE

Read the following short story and fill in the blanks with the correct coordinating conjunctions.

Liz _____ Pam both wanted to see the new scary movie, _____ they were afraid. The friends did not want to go alone, _____ did they want to go with their parents. The girls decided to get more friends to go, _____ they bought a dozen tickets _____ treated ten of their friends to a free movie. Liz planned on buying popcorn, _____ not drinks for her friends. Pam did not have much money, _____ she decided to buy candy for all of her friends.

The movie was scary, _____ it was fun to see it with lots of friends. Both Liz _____ Pam say that their friends will have to pay their own way the next time. They would like to always treat their friends but they can't, _____ it would just be too expensive.

WRITE

Compose your own sentence or two using two or more coordinating conjunctions.



Grammar, Usage, and Mechanics Worksheet #9

FOCUS Subordinating Conjunctions

A **subordinating conjunction** begins a dependent clause.

CONNECT TO WRITING

A **subordinating conjunction** begins a dependent clause. A dependent clause is a noun and connected verb that does not express a complete thought. It *depends* upon connecting to a complete thought to form a sentence.

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

This memory trick will help you remember the common subordinating conjunctions:

Bud is wise, but hot! AAA WWW

Bud: Before, unless, despite (in spite of); **is:** in order that, since,

wise: while, if, since, even though (if); **but:** because, until, that; **hot:** how, once, than!

AAA: After; Although (though); As (As if, As long as, As much as, As soon as, As though)

WWW: Whether; When (Whenever); Where (Wherever)

PRACTICE

Read the following short story and fill in the blanks with the correct subordinating conjunctions.

_____ Salma went to bed, she set her alarm to wake up early. The next day was going to be an important one for Salma. _____ she was meeting with the principal to receive a special citizenship award. She woke up _____ she heard the alarm and crept downstairs to make her breakfast. _____ she was up early, her dad had already eaten his breakfast and had left for work. _____ her dad knew that Salma would be short on time that morning, he packed a lunch for his daughter and put it on the table. _____ she would be sure to see it. _____ her father's help, Salma did leave the house a bit late.

WRITE

Compose your own sentence beginning with a subordinating conjunction.



Grammar, Usage, and Mechanics Worksheet #10

FOCUS Correlative Conjunctions

Correlative conjunctions join words, phrases, or clauses together.

CONNECT TO WRITING

Correlative conjunctions are pairs of conjunctions used in the same sentence that indicate a certain relationship. Common correlative conjunctions include the following:

both...and either...or whether...or neither...nor

Example: *Either* we work together, *or* we will fail together.

PRACTICE

Read the following short story and fill in the blanks with the correct correlative conjunctions.

Both Taylor _____ I love to play basketball. After school we are _____ playing one-on-one out on the playground _____ talking about our next league game. It's great to be on the same team as my best friend, even though our team has only won one game this season. Our coach always tells us, "It is not _____ you win _____ lose that matters; it's how you play the game." _____ Taylor _____ I are the best players on our team, but we are getting better with each game. _____ Taylor and I plan to practice a lot over the summer. Hopefully, we will be on the same team again next year.

WRITE

Compose your own sentence or two with two pairs of correlative conjunctions.



Grammar, Usage, and Mechanics Worksheet #11

FOCUS Simple and Complete Subjects

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

CONNECT TO WRITING

The simple subject tells whom or what the sentence is about. When additional words help name or describe the simple subject, this is known as a **complete subject**.

Examples: *A nurse* assisted the patient.

The police officer helped prevent the accident.

Simple Subject

Complete Subject

The simple subject is usually found at the start of a declarative sentence. To find the simple subject of the sentence, look for the main verb and the common noun, proper noun, or pronoun that the verb acts upon. The simple subject is never part of a prepositional phrase.

PRACTICE

Highlight the simple subjects found in the story below.

Vacationing in Mexico, an experienced traveler will visit three famous cities. Tasco, known as the “Silver City” because of its rich silver mines, welcomes thousands of tourists each summer to see its timeless architecture. The cathedral impresses visitors from around the world. A second city, Guadalajara, shows off its rich colonial heritage. Having one of the most beautiful town squares, this city gives any traveler a complete history of Mexico. If given the opportunity, no one should hesitate to visit the capital. Mexico City has many sites of archeological importance, including pyramids of the Aztec Empire. A trip to Mexico connects the traveler with his or her historical roots.

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

WRITE

Compose a sentence with a simple subject and then one with a complete subject.



Grammar, Usage, and Mechanics Worksheet #12

FOCUS Compound Subjects

The **compound subject** has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words “and,” “or,” or “nor” connect them. The compound subject is the “do-er” of the sentence. It tells whom or what the sentence is about.

Examples: The *girl* and her *mother* walked to the store.

 Running quickly down the slope were *Suzanne, Becky, and Carson*.

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

CONNECT TO WRITING

The compound subject is usually found at the start of a declarative sentence. To find the compound subject of the sentence, first identify any prepositional phrase. The compound subject is not part of a prepositional phrase.

PRACTICE

Highlight the complete compound subjects in the article below.

In terms of difficulty, running 28 miles is quite an accomplishment, and the marathon always fills the stadium or arena with an eager audience. Track fans and casual spectators enjoy the competition of this oldest Olympic event. Basketball and ice-hockey also get high television ratings. The “Dream Team,” composed of the best National Basketball Association players, or the United States hockey team, composed of professional hockey all-stars, always entertains the Olympic audience. These two popular events, as well as the track-and-field contests, highlight the Winter or Summer Olympics for most sports fans.

WRITE

Compose your own sentence with a compound subject.

In the sentence above, identify the complete compound subject.



Grammar, Usage, and Mechanics Worksheet #13

FOCUS Simple and Complete Predicates

The **simple predicate** is the verb that acts upon the subject of the sentence. It does the work of the “do-er” of the sentence. When additional words help describe the simple predicate, this is known as a **complete predicate**. The complete predicate consists of the rest of the sentence other than the subject.

Examples: Michael *hurt* his hand. Simple Predicate
She *had become* a young lady.
They *should have listened* to me.
An angry man *tried to run me off the road*. Complete Predicate

CONNECT TO WRITING

To find the simple predicate, first identify the subject and ask “What?” The answer to this question should be the predicate. The simple predicate usually follows the subject in a sentence. However, it can be placed before the subject in a question (*Was it your mother’s purse?*). The subject can also be suggested, but not stated in the sentence (*Look out!*). Often, the suggested subject is *you*.

PRACTICE

Highlight the simple subjects and [bracket] the simple predicates found in the story below.

Ice cream always has pleased young and old alike as a favorite summertime dessert. One ice cream that pleases many is Neapolitan. This treat has chocolate, strawberry, and vanilla all in one. Rocky Road delights children of all ages with small bits of marshmallows and nuts in a rich chocolate ice cream. For some, the nuts or marshmallows may cause an allergic reaction. A creamy double scoop on a sugar waffle cone tastes great. Eating too much ice cream can be an addictive behavior.

WRITE

Compose a sentence with a simple predicate and then one with a complete predicate. Underline the subjects and bracket the simple and complete predicates.



Grammar, Usage, and Mechanics Worksheet #14

FOCUS Compound Predicates

The **compound predicate** has two or more connected verbs that act upon the same subject of the sentence. These verbs do the work of the “do-er” of the sentence.

Examples: Michael *fell* and *hurt* his hand. She *had become* and still *remained* a young lady.

CONNECT TO WRITING

To find the compound predicate, first identify the subject and ask “What?” The answer to this question should be the predicate. A connecting word such as “and,” “or,” or “but” is usually placed between the verbs. When additional words help describe the compound predicate, this is known as a **complete compound predicate**.

Use compound predicates to make your writing more concise (brief), clear, and readable.

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

PRACTICE

Use two colors to highlight the simple subjects and the compound predicates in the story below.

Of all the books by Mark Twain, two works stand out and are remembered as his best. Twain’s description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs. After reading this book, one will learn and will understand what the phrase “Mark Twain” means. A second novel, *Huckleberry Finn*, teaches and preaches about how badly people can treat each other. Huck Finn, struggles with and triumphs over the evils of slavery.

Re-write the following sentences into one sentence with a compound predicate:

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

WRITE

Compose your own sentence with a compound predicate.



Grammar, Usage, and Mechanics Worksheet #15

FOCUS Simple Sentences / Types of Sentences

A **simple sentence** has one independent clause, but no dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Examples: Jim left class (independent clause) before he finished the project (dependent clause).

CONNECT TO WRITING

Complete sentences can be identified by their purposes.

A **declarative** sentence makes a statement and has a period as ending punctuation.

Example: Joanna went shopping at the mall.

An **interrogative** sentence asks a question and has a question mark as ending punctuation.

Example: Would you mind cooking your own dinner tonight?

An **imperative** sentence gives a command or makes a request and has a period as ending punctuation. Frequently, the *you* is implied (suggested, but not stated).

Examples: Don't tell me what to do (command). Mother sing a song for us (request).

An **exclamatory** sentence expresses surprise or strong emotions and has an exclamation point as ending punctuation.

Example: I can't believe you said that!

Remember: A complete sentence—

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

PRACTICE

Identify the following simple sentences as declarative, interrogative, imperative, or exclamatory in the space provided. The ending punctuation has been omitted.

1. Look at me when I talk to you _____
2. That answer really shocked me _____
3. Why should I have to wait _____
4. Tom asked me a question _____

WRITE

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



Grammar, Usage, and Mechanics Worksheet #16

FOCUS Compound Sentences

A **compound sentence** has two or more independent clauses but no dependent clauses. An independent clause has a noun connected to a verb that tells a complete thought. A dependent clause has a noun connected to a verb that does not tell a complete thought.

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

CONNECT TO WRITING

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

Compound sentences must have a clear relationship between the independent clauses. Having a variety of sentence lengths is a mark of good writing. Avoid placing two compound sentences next to each other in the same paragraph.

PRACTICE

Use the coordinating conjunctions (FANBOYS) to join the following independent clauses in the spaces provided. The ending punctuation has been omitted.

1. I enjoy watching old television shows the new ones are better

2. Do you want vanilla do you want strawberry

Use a semicolon to join the following independent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

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

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

WRITE

Write your own compound sentence.



Grammar, Usage, and Mechanics Worksheet #17

FOCUS Complex Sentences

A **complex sentence** has an independent clause and at least one dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Ty finished his work (independent clause) + before he ate lunch (dependent clause) = Ty finished his work before he ate lunch. (complex sentence)

CONNECT TO WRITING

Complex sentences can help explain the relationship between complicated ideas. If starting a sentence with one of these dependent clauses, follow the clause with a comma:

Adjectival Clauses modify nouns or pronouns. These pronouns begin many adjectival clauses: *who*, *whose*, *on (for, of) whom* to refer to people; *that* refers to people or things; and *which* refers only to things.

Example: John, whose work is well-known, won the prize.

Adverbial Clauses modify a verb or another adverb. Subordinating conjunctions begin adverbial clauses. This memory trick will help you remember the common subordinating conjunctions:

Bud is wise, but hot! AAA WWW

Bud: Before, unless, despite (in spite of); **is:** in order that, since;

wise: while, if, since, even though (if); **but:** because, until, that; **hot:** how, once, than!

AAA: After; Although (though); As (As if, As long as, As much as, As soon as, As though)

WWW: Whether; When (Whenever); Where (Wherever)

Example: As long as she can wait, they will wait.

PRACTICE

Re-write the following simple sentences into complex sentences in the spaces below.

1. he will be able to go outside to play the boy practices his trombone as soon as

2. whose tonight we celebrate a special young lady, achievement is special

WRITE

Write your own complex sentence.

Grammar, Usage, and Mechanics Worksheet #18

FOCUS Compound-Complex Sentences

A **compound-complex sentence** has two or more independent clauses and at least one dependent (subordinate) clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Before he ate his lunch (dependent clause) +
Ty completed all his chores (independent clause) +
and he read the newspaper (independent clause) =
Before he ate his lunch, Ty completed all his chores and he read the newspaper.

CONNECT TO WRITING

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

PRACTICE

Rearrange the following independent clauses and dependent clauses into compound-complex sentences in the spaces below. You may need to switch around the order, add, or delete words.

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

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

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

WRITE

Compose your own compound-complex sentence.



FOCUS Fixing Fragments

CONNECT TO WRITING

- Connect the fragment to the sentence before or after the fragment.
Example: On the icy roads. The cars skidded.
On the icy roads the cars skidded.
- 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

Grammar, Usage, and Mechanics Worksheet #20

FOCUS Fixing Run-Ons

A **sentence run-on** has two independent clauses connected together as if they were one sentence. An independent clause has a noun connected to a verb that tells a complete thought.

CONNECT TO WRITING

To change sentence run-ons into complete sentences, try the following:

- Separate the run-on into two or more sentences.
Example: Luis told his brother he told his sister, too. Run-On
Luis told his brother. He told his sister, too. Complete
- Add a semicolon between the clauses.
Example: Mary let him have it, she knew what she was doing. Run-On
Mary let him have it; she knew what she was doing. Complete
- Add a comma and then a conjunction after the first sentence.
Example: I like her, she doesn't like me. Run-On
I like her, but she doesn't like me. Complete
- Add a subordinating conjunction to one of the clauses.
Example: Max was injured, he was still the best. Run-On
Even though Max was injured, he was still the best. Complete
- Change the second clause to a phrase starting with an “_ing” word.
Example: They went to school, they looked for him. Run-On
They went to school, looking for him. Complete

PRACTICE

Revise the following sentence run-ons into complete sentences.

Separate the run-on into two or more sentences:

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

Use a comma and then a coordinating conjunction after the first sentence or a semicolon:

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

Change the second clause to a phrase starting with an “_ing” word:

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

WRITE

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

Grammar, Usage, and Mechanics Worksheet #21

FOCUS Subject Case Pronouns

Pronouns are in the **subject case** when they are used as the sentence subject or when they identify or refer to the subject. These are the subject case pronouns:

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

CONNECT TO WRITING

Pronouns take the subject case in three grammatical forms:

- If the pronoun is the sentence subject. The sentence subject is the “do-er” of the sentence.
Example: *She* and *I* attended the concert.
- If the pronoun is a predicate nominative. A predicate nominative follows a “to be” verb (*is, am, are, was, were, be, being, been*) and identifies or refers to the subject.
Example: The students who got into trouble are *they*.
- If the pronoun is part of an appositive, such as after *than* or *as*. An appositive is a noun or pronoun placed next to another noun or pronoun to identify or explain it.
Example: Marty is smarter than *I*.

To test whether the pronoun is in the subject case, try these tricks:

- Rephrase to check if the pronoun sounds right.
Example: The last one to arrive was *he*. Rephrase—*He* was the last one to arrive.
- Drop other nouns or pronouns in a compound subject or object to check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are placed last in compound subjects or objects.
Example: John and *I* play video games. Drop and check—*I* play video games.

PRACTICE

Fill in the blanks to identify the subject case pronouns: S for a sentence subject, PN for a predicate nominative, or an A for an appositive.

The women in the clown costumes must be she ____ and her mother. We ____ didn't recognize them at first, but I ____ asked, “Who were they ____?” Sue and he ____ arrived at the party earlier than I ____, but no one came as early as she ____.

WRITE

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

Grammar, Usage, and Mechanics Worksheet #22

FOCUS Object Case Pronouns

Pronouns are in the **object case** when they are used as direct objects, indirect objects of verbs, and as objects of prepositions. These are the object case pronouns:

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

CONNECT TO WRITING

Pronouns take the object case in three grammatical forms:

- If the pronoun is the direct object. The direct object receives the action of the verb.
Example: The challenge excited *him*.
- If the pronoun is an indirect object of a verb. The indirect object is placed between a verb and its direct object. It tells to what, to whom, for what, or for whom.
Example: Robert gave *him* a king-size candy bar.
- If the pronoun is an object of a preposition. A preposition shows some relationship or position between a proper noun, a common noun, or a pronoun and its object. The preposition asks “What?” and the object provides the answer.
Example: The fly buzzed around *her* and past *them* by *me*.
- If the pronoun connects to an infinitive. An infinitive has a *to* + the base form of a verb.
Example: I want *him* to give the speech.

To test whether the pronoun is in the object case, try these tricks:

- Rephrase to check if the pronoun sounds right.
Example: Joe smiled at all of *them*. Rephrase—At all of *them* Joe smiled.
- Drop other nouns or pronouns when there is a compound subject and check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are placed last in compound subjects or objects.
Example: She gave Kathy and *me* a gift. Drop and check—She gave *me* a gift.

PRACTICE

Identify which grammatical form the objective case pronouns take in the following sentences. Fill in the blanks with a DO for a direct object, an IO for an indirect object, an OP for an object of the preposition, or an I for a pronoun connected to an infinitive.

He told them ____ after him _____. He wanted him ____ to tell us ____, but when he came to see me ____, I said he should tell him ____ the news before me _____. He gave it ____ some thought.

WRITE

Compose your own sentence with two types of object case pronouns.



Grammar, Usage, and Mechanics Worksheet #23

FOCUS Intensive and Reflexive Pronouns

Pronouns ending in “self” or “selves” are called **intensive** or **reflexive pronouns**. These are the intensive and reflexive pronouns: *myself, ourselves, yourself, yourselves, himself (not hisself), herself, itself, and themselves*.

CONNECT TO WRITING

Intensive pronouns end in “self” (singular) or “selves” (plural) and are used to emphasize other nouns or pronouns in the sentence. Removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas.

Examples: I myself thought that they themselves would have been more honest.

Reflexive pronouns also end in “self” or “selves,” but are necessary to the meaning of the sentence and usually follow verbs or prepositions.

Examples: Lynn gave herself a compliment and took an extra piece of pie for herself.

PRACTICE

Write IP to identify intensive pronouns and RP to identify reflexive pronouns in the spaces provided.

I told them myself ____ because Patty would not tell them herself _____. Patty never thought of anyone but herself _____. When Patty first asked me herself _____, I said, “You should tell them what you did before they find out themselves _____.” Patty never apologized herself _____ for what she did.

WRITE

Compose your own sentence or two with an intensive pronoun and a reflexive pronoun.



Grammar, Usage, and Mechanics Worksheet #24

FOCUS Pronoun–Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noun, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecedent** confusion.

CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and a plural pronoun matches a plural antecedent.
Example: When Bob asked for help, they did help.
Problem—Who is *they*? Fix—When Bob asked his teachers for help, they did help.
- Make sure that the pronoun does *not* refer to the object in a prepositional phrase.
Example: In Twain’s *The Celebrated Frog of Calaveras County*, he uses political humor.
Problem—Who, or what, is *he*? Fix—In Twain’s *The Celebrated Frog of Calaveras County*, the author uses political humor.
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* clearly refer to specific nouns or pronouns.
Example: He made an egg, put the dog food in a bowl, and put this on his toast to eat.
Problem—What is *this*? Fix—He made an egg and put it on his toast to eat. Then he put the dog food in its bowl.

PRACTICE

Write the capital letter in the space provided that best describes these pronoun–antecedent errors: PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the preposition as its antecedent; and T for an unclear *this*, *that*, *these*, or *those* antecedent.

- ____ 1. She ate a cookie and took an apple, and I want it back.
- ____ 2. Around Yolanda and her she always acts strangely.
- ____ 3. There are lots of ribbons and bows. Do we need all of those?
- ____ 4. If they leave sooner than Don, he should phone his parents.
- ____ 5. The girls tried on hats and new shoes and asked the boys if they liked these.

WRITE

Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

Grammar, Usage, and Mechanics Worksheet #25

FOCUS Who, Whose, Whom, That, Which

When to use **who**, **whose**, **whom**, **what**, and **which** can be tricky in a sentence.

CONNECT TO WRITING

Is it *who*, *whose*, or *whom*?

The pronoun *who* is a subject case pronoun. The pronoun *who* refers to a “do-er” in the sentence.

Example: *Who* is the best teacher?

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

The pronoun *whose* is a possessive case pronoun. The pronoun *whose* shows ownership and refers to a noun or pronoun before it.

Example: The teacher, *whose* classroom is at the back of the school, always locks her door.

The pronoun *whom* is an object case pronoun. It receives the action of a “do-er” in the sentence.

Examples: *Whom* did Joan love?

I like *whom* you gave the award. To *whom* does this letter concern?

Trick–Try substituting *him* for *whom* and rephrase, if necessary. If it sounds right, use *whom*.

Is it *that* or *which*?

The pronoun *that* can refer to people or things; the pronoun *which* can only refer to things.

Use the pronoun *that* when the clause is needed to understand the rest of the sentence.

Example: The movie *that* we watched was entertaining.

Use the pronoun *which* in clauses that provide additional, but not necessary information.

Example: That dog, *which* is friendly, was easy to train.

PRACTICE

Fill in the blanks with the following pronouns: *who*, *whose*, *whom*, *that*, or *which*

1. Joni Eareckson Tata, _____ is both an artist and singer, can’t use her hands nor legs.
2. Bobby and James, _____ family lives next door to me, are twins.
3. Josh showed her some pants _____ she purchased at the store.
4. “Blowin’ in the Wind,” _____ is a protest song, has been recorded frequently.
5. _____ and his sister meet at the party?

WRITE

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

Grammar, Usage, and Mechanics Worksheet #26

FOCUS Indefinite People Pronouns

An **indefinite people pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite people pronoun does not identify a specific person.

- Some indefinite people pronouns take singular verbs.
Examples: *anybody, anyone, everybody, everyone, nobody, no one, one, someone, and somebody.*
- Other indefinite people pronouns take plural verbs.
Examples: *both* and *others*
- Some indefinite people pronouns may be singular or plural depending upon the surrounding word clues.
Examples: *either* and *neither*

PRACTICE

Write the correct verb forms to match the indefinite people pronouns in the spaces provided.

1. Each watch her own television show. _____
2. Everyone except James and Pete help me on the work project. _____
3. Both of them is ready for a vacation. _____
4. After they go to the movies, several goes out for dessert. _____
5. Neither give us much hope that our team will win the league this year. _____
6. I know others wants to be involved in this decision. _____

WRITE

Write your own sentence with indefinite singular and indefinite plural people pronouns.



Grammar, Usage, and Mechanics Worksheet #27

FOCUS Indefinite Size or Amount Pronouns

An **indefinite amount or measurement pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite amount or measurement pronoun does not identify a specific place or thing.

- Some indefinite amount or measurement pronouns take singular verbs.
Examples: *a great deal, a large amount, a lot, nothing, little, less, much, enough, every, and each*
- Other indefinite amount or measurement pronouns take plural verbs.
Examples: *a large number, few, fewer, many, several, lots, and plenty*
- Some indefinite amount or measurement pronouns may be singular or plural depending upon the surrounding word clues.
Examples: *all, any, half, more, most, none, other, and some*

PRACTICE

Write the correct verb forms to match the indefinite size or amount pronouns in the spaces provided.

1. Few of the actors remembers their lines. _____
2. A great deal are known about television actors. _____
3. Fewer vegetables is better than many. _____
4. Some of candies tastes like they are stale. _____

WRITE

Write your own sentence with indefinite singular and indefinite plural size or amount pronouns.



Grammar, Usage, and Mechanics Worksheet #28

FOCUS Past Participles

A **past participle** is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A past participle uses a helping verb (be— *is, am, are, was, were*), or (have— *has, have, had*) + a “__ed,” “__d,” “__t,” or “__en” added onto the base form of a verb to describe an action that happened in the past before another action. To avoid confusion, don’t put too many words between a past participle and the word or words it modifies. The helping verb shows past, present, or future actions.

Examples: I *was defeated* by a stronger opponent. I *have defeated* my opponent.

When used as an adjective, the past participle describes a condition in the past.

Example: *Depressed*, the child needed someone to listen to him.

Many of the common past participle forms are irregular and don’t use the “__ed,” “__d,” “__t,” or “__en” ending.

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

PRACTICE

Highlight the helping verbs and past participles in the sentences below.

1. He has carefully listed his reasons for the purchase.
2. Paid a large amount for her services, the woman was happy to help.
3. Built by Native Americans, the caves were interesting.
4. They have never tried to sell any of their artwork.

WRITE

Write a sentence with a past participle acting as a verb and another sentence with a past participle acting as an adjective.



Grammar, Usage, and Mechanics Worksheet #29

FOCUS Present Participles

A **present participle** is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A present participle adds an “__ing” onto the base form of a verb. To avoid confusion, don’t put too many words between a present participle and the word or words it modifies.

When used as a verb, the present participle shows a continuous action and begins with a linking verb. Linking verbs include the “to be” verbs: *is, am, are, was, were, be, being, been*. The linking verb shows past, present, or future actions.

Examples: She *was* watching the show.
She *is* watching the show.
She *will be* watching the show.

When used as an adjective, the present participle shows a continuous condition, but does not usually begin with a linking verb.

Example: Walking, the boy caught up with his friend.

PRACTICE

Highlight the linking verbs and present participles in the sentences below.

1. Waiting for the train, the young man paced impatiently.
2. He was expecting the train to arrive on time.
3. After calling his parents, the boy decided to cancel the ticket and come home.
4. He will be mostly, but not always travelling by jet from now on.

WRITE

Compose a sentence with a present participle serving as a verb and another sentence with a present participle serving as an adjective.



Grammar, Usage, and Mechanics Worksheet #30

FOCUS Dangling / Misplaced Modifiers

A **dangling modifier** or a **misplaced modifier** does not clearly modify what the writer intends to modify.

CONNECT TO WRITING

A dangling modifier is an adjective or adverb that does not have a clear connection to the word, phrase, or clause to which it refers. A dangling modifier usually takes the form of a present participle (“__ing”), a past participle (“__d,” “__t,” “__ed,” “__en”) or an infinitive (*to* + the base form of a verb). To eliminate the dangling modifier, place the “do-er” of the sentence as the subject of the independent clause or combine the phrase and independent clause.

Example: Removed from her desk, Paula put the backpack on the floor. (Her backpack was removed from the desk; not *Paula*.)

A misplaced modifier does not modify what the writer intends because of where it is placed in the sentence. To eliminate misplaced modifiers, place them close to the words that they modify.

Examples: I only ate the fresh vegetables. In this sentence only is the modifier. (The writer does not mean that the *only* thing she does with fresh vegetables is to eat them.)

PRACTICE

Re-write the two example sentences above by revising the dangling or misplaced modifiers.

WRITE

Re-write these sentences by revising the dangling or misplaced modifiers.

After reading the comic book, the movie was not nearly as exciting as I had hoped.

Debra almost spent \$100 for that new pair of shoes. In fact, she spent exactly \$99.99.



Grammar, Usage, and Mechanics Worksheet #31

FOCUS Short Comparative Modifiers

A **short comparative modifier** uses “__er” for a one-syllable modifier to compare two things.

Example: big–bigger

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

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

Some two-syllable comparative modifiers use “__er” and some use *more (less)*. If adding “__er” sounds strange, use *more (less)* instead.

These comparative modifiers are irregular.

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

PRACTICE

Write the correct comparative modifiers in the spaces provided.

1. Earth is close to the sun than is Mars. _____
2. Sammy works more hard than my club member. _____
3. He dresses in his uniform most often than the members of his troop. _____
4. Of my brother and my sister, my brother acts worser. _____
5. She is sadder than I, but she is happiest than my brother. _____

WRITE

Write your own sentence with a one-syllable “__er” comparative modifier and a second sentence with a two-syllable *more* comparative modifier. Don’t use any modifiers from this worksheet.



Grammar, Usage, and Mechanics Worksheet #32

FOCUS Short Superlative Modifiers

A **short superlative modifier** uses “__est” for a one-syllable modifier to compare three or more things.

Example: big–biggest

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

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

Use “__est” for a one-syllable modifier to compare three or more things.

Some two-syllable superlative modifiers use “__est” and some use *most (least)*. If adding “__est” sounds strange, use *most (least)* instead.

Examples: easy–easiest or gracious–*most* or *least* gracious

Avoid the common mistake of using superlative adjectives to compare only two things.

Example: Problem–Of the two basketball players, James is the *most* improved.

Solution–Of the two basketball players, James is the *more* improved

These superlative modifiers are irregular.

Single Modifier	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst (not worstest)
much/many	more	most

PRACTICE

Write the correct superlative modifier in the spaces provided.

1. The quicker sprinter of the three was Carl Lewis. _____
2. Comparing the red and green apples, the red ones are the most desired. _____
3. He chose the bigger piece of the whole cherry pie. _____
4. Among Reba, Jim, and Antoinette, Reba is the better student. _____

WRITE

Write your own sentence with an “__est” modifier. Use no modifiers found on this worksheet.



Grammar, Usage, and Mechanics Worksheet #33

FOCUS Long and “__ly” Comparative Modifiers

Both **long** and “__ly” **comparative modifiers** use *more* (*less*) for a three-syllable or longer modifier to compare two things.

Example: delicious—*more* or *less* delicious

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

Example: I ate the *delicious* cake. The word *delicious* is a modifier making *cake* more specific.

Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?

Example: intelligent—The *intelligent* man was *more intelligent* than his father.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in “__ly.”

Example: angrily—She argued *angrily*—even *more angrily* than her mother.

PRACTICE

Write the correct comparative modifiers in the spaces provided.

1. Geometry seems *difficult* than algebra. _____
2. Tina did an *outstanding* job than she had predicted. _____
3. Saying which one was the *most incredible* of the two was hard. _____
4. That behavior is *most ridiculous* than ever. _____
5. Of the two girls not here, the *first* one is *least suspiciously* absent. _____
6. The detective *most suspected* the man, rather than the woman. _____
7. She acted *least nervously* than the other athlete. _____

WRITE

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



Grammar, Usage, and Mechanics Worksheet #34

FOCUS Long and “__ly” Superlative Modifiers

Both **long** and “__ly” **superlative modifiers** use *most* (*least*) for a three-syllable or longer modifier to compare three or more things.

Example: wonderful—*most* or *least* wonderful

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

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

Some long superlative modifiers are adjectives. Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?

Example: intelligent—Of the many *intelligent* men in the group, he was the *most intelligent*.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in “__ly.”

Example: angrily—Of the three arguing *angrily*, she argued *most angrily*.

PRACTICE

Write the correct comparative modifiers in the spaces provided.

If the sentence is correctly written, leave as is.

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

WRITE

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



Grammar, Usage, and Mechanics Worksheet #35

FOCUS Linking and Helping Verbs

A **linking verb** is a mental action or state of being. A **helping verb** shows time, number, or modifies the meaning of a verb.

CONNECT TO WRITING

A linking verb renames or describes the subject of the sentence with another word or words. Each “to be” verb can be a linking verb: *is, am, are, was, were, be, being, been*

Examples: Mrs. Patterson was here. My friends are so nice.

Verbs that use the five senses: *look, sound, smell, feel, taste* and others: *appear, seem, become, grow, turn, prove, remain* can also be used as linking verbs.

Examples: Charlie feels awful. The children became tired.

Helping verbs are placed before the base form of the verb and any verb endings. More than one helping verb can be used in a sentence. Sometimes a word such as *not* separates the helping verb from the base form of the verb. A helping verb can also be placed before a linking verb to modify its meaning. English has 23 helping verbs:

is, am, are, was, were, be, being, been, has, have, had, do, does, did, will, shall, should, would, can, could, may, might, must

PRACTICE

Write LV to identify linking verbs and HV to identify helping verbs in the spaces provided.

Lydia was ____ sure that she saw both friends at the mall. Her friends had ____ told her that they were ____ going to the library but that did ____ not turn ____ out to be ____ true.

Good friends would not have ____ lied to her. Why they felt ____ like they had ____ to lie would ____ be ____ anyone's guess. It seems ____ like Lydia should ____ find new friends.

WRITE

Write a sentence with both linking and helping verbs.



Grammar, Usage, and Mechanics Worksheet #36

FOCUS Modals

Modals are helping verbs that describe different conditional states of a verb.

CONNECT TO WRITING

Modals show these conditions for their verbs: need, advice, ability, expectation, requirement, permission, or possibility. Modals are placed before verbs to form verb phrases. English regularly uses eight modals: *can*, *could*, *may*, *might*, *must*, *should*, *will*, and *would*; two are rarely used: *ought to* and *shall*.

Examples: Dennis *can* eat a lot of pie. (ability) Shelly *might* become a doctor. (possibility)
Toby *could* use some exercise. (need)

Never use the word *of* after a modal.

Example: Use “must have,” not “must of.”

PRACTICE

In the spaces provided following each sentence, list which of these conditions best matches the modals: need, advice, ability, expectation, requirement, permission, or possibility

1. Yes, you may go to the restroom. _____
2. I could have tried harder on my science project. _____
3. If we decide to go, we must leave by three o'clock. _____
4. We would have to use more glue to make it stick. _____
5. You definitely should have written a thank-you card. _____
6. Melvin can help you if you want. _____
7. Students must learn to use modals properly. _____

WRITE

Write a sentence or two, using two modal helping verbs to describe two different conditions.



Grammar, Usage, and Mechanics Worksheet #37

FOCUS Past Tense Verbs

The **past verb tense** is a physical or mental action or a state of being that took place at a specific time. For the past verb tense, add an “_ed” onto the base form of regular verbs.

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

CONNECT TO WRITING

Usually use the past verb tense when the words *before* or *after* appear in a sentence.

Example: She *attended* St. John’s Academy *after* third grade.

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

Example: work–did work

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

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past tense.

1. Penny helps at the senior center after school.

2. Cowboys rope and brand their cattle.

3. That radio station will play all of my favorite songs.

4. Tamesia touches her left cheek every time she raises her hand in class.

WRITE

Compose your own sentence with two past tense verbs.



Grammar, Usage, and Mechanics Worksheet #38

FOCUS Past Progressive Verbs

The **past progressive verb tense** is used to show an ongoing action in the past.

CONNECT TO WRITING

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “*ing*” to match singular nouns and pronouns and *were* + the base form of the verb + “*ing*” to match plural nouns and pronouns.

Examples: She *was hoping* I would change my mind. Prudence and Leanne *were cooking* brownies when their friend, Marci, knocked on the door.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past progressive tense.

1. Larry enjoyed the beautiful sunsets at the beach.

2. They expect a lot of money for their used car.

3. Her friends slept in the living room when the fire alarm sounded.

4. Rosie will go to the movies.

WRITE

Compose your own sentence with the past progressive verb tense.



Grammar, Usage, and Mechanics Worksheet #39

FOCUS Past Perfect Verbs

The **past perfect verb tense** is a physical or mental action or a state of being that happened before another action or a specific time in the past.

CONNECT TO WRITING

The past perfect verb tense is formed with *had* + the past participle (a verb ending in “__ed,” “__d,” “__t,” or “__en” for regular verbs).

Examples:

I had promised her that I would visit before I learned about the accident.
She had already found her watch when I started looking for it.
Timothy had built another fort by the time I came out to help.
They had given me another chance when they saw how hard I tried.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past perfect tense.

1. The class was already started when the student walked in tardy.

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

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

4. By the time I arrived, Louis had already begun painting the back of the house.

WRITE

Compose your own sentence with the past perfect verb tense.



Grammar, Usage, and Mechanics Worksheet #40

FOCUS Present Tense Verbs

The **present tense verb** is a physical or mental action or a state of being happening or existing now.

Examples: Matthew walks slowly around the block. Singular Subject
Oralia and Rosa walk slowly around the block. Plural Subject

CONNECT TO WRITING

The present verb tense can describe a physical or mental action that happens over and over again

Example: He *plays* the game like it is a matter of life or death.

The present verb tense is used to discuss literature, art, movies, theater, and music—even if the content is set in the past

Example: Thomas Jefferson *states* that “all men are created equal.”

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present tense.

1. We tried to find the best deals on the Internet.

2. He should have listened to what his parents have to say.

3. Carl Sandberg said, “Fog creeps in on little cat feet, and then slowly moves on.”

4. I always wanted my own personal size pizza.

WRITE

Write a sentence to discuss a movie with two or more present tense verbs.



Grammar, Usage, and Mechanics Worksheet #41

FOCUS Present Progressive Verbs

The **present progressive verb tense** is used to show an ongoing action in the present.

CONNECT TO WRITING

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “ ing,” *is* + the base form of the verb + “ ing” to match singular nouns and pronouns and *are* + the base form of the verb + “ ing” to match plural nouns and pronouns.

Examples: *I am swimming* every morning this summer. Our teachers *are starting* a new reading program at school.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present progressive tense.

1. Phoebe listened to the teacher as she works.

2. I run down the street to the end of the block when I see my friend.

3. Nina and Berta give money to help those in need during the holiday season.

4. Our teammates practice a lot for the first game of our season.

WRITE

Write your own sentence with the present progressive verb tense.



Grammar, Usage, and Mechanics Worksheet #42

FOCUS Present Perfect Verbs

The **present perfect verb tense** is a physical or mental action or a state of being happening or existing before the present. The present perfect is formed with *has* or *have* + the past participle (a verb ending in “_ed,” “_d,” “_t,” or “_en” for regular verbs).

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

CONNECT TO WRITING

The present perfect verb tense has the following uses:

- To describe an action that took place at some unidentified time in the past that relates to the present
Example: The students *have studied* hard for today’s test.
- To describe an action that began in the past but continues to the present
Example: The teachers *have taught* these standards for five years.
- To describe the length of time an action has been in progress up to the present time
This verb form is known as the present perfect progressive tense. It is formed with *has* or *have been* and the *_ing* form of the verb.
Example: The students *have been writing* for over an hour.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present perfect tense.

1. Esmerelda developed a fantastic web site.

2. The ladies have been reuniting in the same place to continue their friendship once every year.

3. The storm was threatening to strike since last night.

WRITE

Compose your own sentence with the present perfect verb tense.



Grammar, Usage, and Mechanics Worksheet #43

FOCUS Future Tense Verbs

The **future verb tense** is an action or state of being that will take place in the future. To form the future verb tense, use *will* + the base form of the verb.

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

CONNECT TO WRITING

Some teachers still require students to use *shall* + the base form of the verb to form the future tense for the first person singular *I* and plural *we*.

Examples: *I shall visit* you tomorrow. *We shall enjoy* each other's company.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the future tense.

1. I leave school at two o'clock for a dentist appointment.

2. I talked to my friends, but they just won't listen.

3. You had been asking for the movie star's autograph.

4. Computer games grow more and more important to kids.

5. We had been hoping that the vacation can continue.

WRITE

Write your own sentence with two or more future tense verbs.



Grammar, Usage, and Mechanics Worksheet #44

FOCUS Future Progressive Verbs

The **future progressive verb tense** is used to show an ongoing action in the future.

CONNECT TO WRITING

The future progressive verb tense shows an ongoing action that will be completed over a period of time.

Example: Dante *will be watching* the playoff game tonight.

The future progressive verb tense can also show a repeated action that will *not* be completed. The future progressive uses *will be* + the base form of the verb + “*ing*” to match both singular and plural nouns and pronouns.

Example: They *will be trying* some new ideas in the classroom.

PRACTICE

Change the verbs in the following sentences to the future progressive verb tense in the spaces provided.

1. We will run the mile in P.E. today.

2. I thought of you as you celebrate your birthday.

3. Danya and Darla have watched the movie tonight.

4. They had been volunteering every weekend at the shelter.

WRITE

Write your own sentence with the future progressive verb tense.



Grammar, Usage, and Mechanics Worksheet #45

FOCUS Future Perfect Verbs

The **future perfect verb tense** refers to a physical or mental action or a state of being that will be completed before a specific time in the future. The future perfect is formed with a helping verb such as the modals: *can, could, may, might, must, shall, should, will*, and *would* + *has* or *have* + with *had* + the past participle (a verb ending in “*_ed*,” “*_d*,” “*_t*,” or “*_en*” for regular verbs).

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

CONNECT TO WRITING

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

PRACTICE

Write the future perfect tense of each verb in these sentences in the spaces provided.

–A physical or mental action or a state of being that will be completed before a specific time in the future

1. We ride bikes until our legs begin to ache. _____
2. We had seen three busses pass our house in ten more minutes. _____
3. You will tell three stories to the class by the end of this year. _____

–The length of time an action will be in progress up to a specific time in the future

4. They are sleeping for ten hours by this noon. _____
5. Mom gave twenty dollars every month for twenty years by this summer. _____
6. Not one animal will perform by the time we get to the circus. _____

WRITE

Compose your own sentence with the future perfect verb tense.



Grammar, Usage, and Mechanics Worksheet #46

FOCUS Commas with Speaker Tags

Speaker tags are the words used to identify the speaker in dialogue and describe exactly how the speaker communicates that dialogue.

Example: Tom (the speaker) shouted (how communicated), “Watch out!”

CONNECT TO WRITING

In dialogue sentences, place commas 1. After a beginning speaker tag to the left of the quotation marks 2. Before and after a middle speaker tag to the left of both quotation marks 3. Before an ending speaker tag to the left of the quotation marks

Examples:

Beginning	She said, “Leave home at once.”	Note capitalization of the sentence quotation in the middle of the sentence.
Middle	“Leave home,” she said, “at once.”	Note placement of the quotation marks outside of the punctuation.
End	“Leave home at once,” she said.	Note how speaker tag placement changes the meaning of the sentence.

Use a variety of speaker tags such as *said*, *replied*, *shouted*, and *explained* in dialogue to show the speaker’s exact meaning and tone of voice. Avoid over-using *said*.

When writing dialogue, begin a new paragraph each time you change speakers. Don’t start a new paragraph to continue dialogue by the same speaker.

PRACTICE

Re-write the following quotation sentences with proper punctuation in the spaces provided:

1. She said I usually do chores after school _____
2. They left town I said in a shiny new car _____
3. I can’t believe it he exclaimed _____

WRITE

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



Grammar, Usage, and Mechanics Worksheet #47

FOCUS Commas with Appositives

Use commas to set apart appositives and appositive phrases that are not necessary to understand the sentence. Don't use commas when the appositive or appositive phrase is essential.

CONNECT TO WRITING

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

Examples: The man, the one with the hat, ordered dessert. My friend, Sam, left early.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

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

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

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

4. Jim the butler served their last meal.

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

5. _____ our two friends left the concert early.

6. The wonderful teacher _____ shared the slides with her students.

7. The author has just completed his latest book _____.

8. That song _____ lasts six minutes.

Ms. So "The Swan" The End Kim and Tom

WRITE

Compose your own sentence with an appositive word and an appositive phrase.



Grammar, Usage, and Mechanics Worksheet #48

FOCUS Commas within Series

Use commas after each item, phrase, or clause in a series (except the last). A series is a list.

CONNECT TO WRITING

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

Examples: John, Jan, and Jose arrived early.
If crazy Mary, unpredictable Bobby, or silly Joe were up to something, I would know about it. The crowd hushed, the lights dimmed, and the fireworks began.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Jane Mike and Ray pulled the car off to the side.

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

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

4. Joan counted one two three four five

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

5. _____ are my favorite colors.

6. They ordered _____ for breakfast.

7. Mr. Burt called on one of the following students: _____.

Jaime Marta or Frank blue green and yellow eggs bacon and wheat toast

WRITE

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



Grammar, Usage, and Mechanics Worksheet #49

FOCUS Commas with Introductions

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

CONNECT TO WRITING

Introductory Words

Commas are not needed after an introductory word in short sentences unless it is emphasized.

Examples: Now go home. However, they were wrong.

Introductory Phrases

Don't use a comma after short introductory prepositional phrases of four words or less.

Example: Under the table the dog hid.

Use a comma after long introductory prepositional phrases of five words or more.

Example: Behind the dining room cabinet, he found the missing watch.

Use a comma following an introductory participial phrase which modifies a noun or pronoun following the phrase.

Example: Disguised as an old man, the burglar gained entry into the warehouse.

Introductory Clauses

Use comma following an introductory dependent clause. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Even though the temperatures rose, the snow continued to fall.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

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

2. Around the block she rode the bicycle.

3. Next ask about the directions to the factory.

4. Interested they called the player to check his availability.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #50

FOCUS Commas with Geography

Use commas between geographical place names.

CONNECT TO WRITING

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

Examples: It all happened May 3, 1999 in Tampa, Florida.

On April 13th of 2000, the wind was blown out of his sails upon arriving in Virginia Beach, Virginia.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Lawton Nevada is my hometown.

2. Olympia Washington is a beautiful capital.

3. Bogota Colombia seems like a fascinating city.

4. I live at 3442 Spring Street in Irvine South Carolina.

5. Amador City California has post office boxes for its residents.

6. St. Petersburg Russia used to be the capital of that country.

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

WRITE

Compose your own sentence with geographical places and commas between them. Use none of the geographical place names on this worksheet.



Grammar, Usage, and Mechanics Worksheet #51

FOCUS Commas with Nouns of Direct Speech

Use commas before or after nouns of direct speech.

CONNECT TO WRITING

Nouns of direct speech refer to special persons who are spoken to in a sentence. They can be placed at the start of the sentence, in the middle of the sentence, or at the end of the sentence.

Examples:

Sentence Beginning Kristen, leave some for your sister.

Sentence Middle If you do that, James and Myra, you will be playing with fire.

Commas come before and after the noun or nouns of direct speech.

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

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

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

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

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

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

5. I just don't know Bobby.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #52

FOCUS Commas with Conjunctions

Use commas before conjunctions to join two clauses.

CONNECT TO WRITING

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

Examples: I liked everything about her, and she also liked me. I liked her and she liked me.

A comma is placed before the second of paired **correlative conjunctions**, if the conjunction begins an independent clause. Don't use a comma to separate correlative conjunctions if they are used within the same phrase or clause. Correlative conjunctions include the following:

both...and either...or whether...or neither...nor

Example: Either she should ask for help, or she should read the directions again.

A comma is placed after the adverbial clause, which begins with a subordinating conjunction, if the clause does not end the sentence. This memory trick may help you remember the common subordinating conjunctions: **Bud is wise, but hot. AAA WWW**

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

Example: As much as I liked her company, she eventually became tiresome.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Neither he wanted to face the problem nor did she want to deal with that challenge.
2. In order that all people would have the same chance they decided to draw numbers.
3. Raymond sent a message to his cousin but the message was returned unopened.

WRITE

Compose three of your own sentences: a compound sentence with a coordinating conjunction; a sentence with a pair of correlative conjunctions; and a sentence with a subordinating conjunction.



Grammar, Usage, and Mechanics Worksheet #53

FOCUS Commas in Letters

Use commas after greetings in personal letters and closings in personal and business letters.

CONNECT TO WRITING

In a personal letter or note, place a comma following the greeting.

Example: Dear Tracy,

Also place a comma following the closing.

Examples: Yours truly, Love,

In a business letter or memo, place a colon following the greeting.

Example: To Whom It May Concern:

Place a comma following the closing.

Examples: Sincerely, Thank you for your consideration,

PRACTICE

Re-write these sentences with correct punctuation.

Dear Ralph

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

Yours truly

Mark

To Whom It May Concern

Please cancel my order and refund
my credit card on file.

Sincerely

Jaime Sanchez

WRITE

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



Grammar, Usage, and Mechanics Worksheet #54

FOCUS Commas with Coordinate Adjectives

Use commas between coordinate adjectives.

CONNECT TO WRITING

Coordinate adjectives work equally to modify a noun. Unlike hierarchical adjectives, which build upon each other with different levels or degrees to modify the same noun, coordinate adjectives must be separated with commas.

To determine if adjectives are coordinate adjectives, try placing the word *and* between the adjectives. Second, try reversing them. If, the phrases sound fine both ways, the adjectives are coordinate adjectives and require commas between each.

Example: A tall, scary man

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Around the corner she ran into a large angry dog.

2. If I didn't know better, I would guess that the tired old woman was not going to leave her house.

3. The funny green character said, "I'm crazy silly and full of energy."

4. Unless I'm mistaken, the usual cloudy gray morning will change to afternoon sun and wind.

5. The book is creative surprising delightful and completely entertaining.

WRITE

Compose your own sentence with three coordinate adjectives.



Grammar, Usage, and Mechanics Worksheet #55

FOCUS Capitalization of People / Characters

Capitalize the names of people or characters.

CONNECT TO WRITING

A named person or character is a proper noun and must be capitalized. Initials, abbreviations, titles, nicknames, and proper adjectives that are attached to the named person are also capitalized. Adjectives answer Which one? How many? or What Kind? However, don't capitalize articles (*a*, *an*, or *the*) in the middle of names.

Examples: E.B. White was a great poet.
Rev. Dr. Martin Luther King, Jr. helped lead the Civil Rights Movement.
I've read some of the work by Justice Oliver Wendell Holmes.
Mrs. *Janet Nelson* is a kind woman.
George Herman "Babe" Ruth was the home run king of baseball.
The magician, Miraculous Merlin, would have admired Peter the Great.
I know that Mother loved to watch Donald Duck cartoons.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. She told Uncle Charles that I went to see Mrs. L. Thoms. _____
2. Will Mrs. James come to visit Aunt Robin and "bubba" Peterson? _____
3. The army's captain Schneider reviewed the rules with P.F.C. Johns. _____
4. Roy told my dad that sis and I would get together at Mom's work. _____
5. Officer Bob Benton issued a speed citation to mom and her brother. _____

WRITE

Write your own sentence with an adjective that is attached to a named person and another sentence with a named character.



Grammar, Usage, and Mechanics Worksheet #56

FOCUS Capitalization of Places

Capitalize named places.

CONNECT TO WRITING

A named place is a proper noun and must be capitalized. The complete name of a geographical location is capitalized, including proper adjectives that are attached to the named place.

Adjectives answer Which one? How many? or What Kind? However, don't capitalize the compass directions unless they are part of a place name.

Examples: The state of North Dakota is west of Minnesota.
Ryan headed north to Los Angeles to see the Holocaust Museum.
The Sierra Nevada Mountains are in Nevada and California.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. I love to go see Broadway plays in New York city. _____
2. Some beautiful scenery is found in Douglas county in Nevada. _____
3. The girls said they lived at 123 Oak avenue in Paris, North Carolina. _____
4. In southern Mississippi they still grow cotton. _____
5. The borough of long island has millions of people. _____
6. The Spanish often vacation at Santiago lake in Portugal. _____
7. They travelled out west to see the Grand canyon. _____

WRITE

Write your own sentence with two named places that have a relationship to each other.



Grammar, Usage, and Mechanics Worksheet #57

FOCUS Capitalization of Things

Capitalize named things.

CONNECT TO WRITING

A named thing is a proper noun and must be capitalized, including proper adjectives that are attached to the named thing. Adjectives answer Which one? How many? or What Kind? Words like *building, church, club, company, corporation, hall, hotel, middle school, motel, theater, university* are capitalized when part of the title of a special thing. Don't capitalize articles (*a, an, or the*) in the middle of named things.

Examples: The *Liberty Bell* is well-worth seeing.
The *Greatest Show on Earth* is a circus.
The *University of Southern California* is one of the finest universities.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. I hear that the Alex theater has been completely remodeled. _____
2. Bill Gates helped invent the windows Operating System. _____
3. Ryan once climbed the stairs to the top of the sears tower. _____
4. Have you vacationed in Yosemite National park? _____
5. Mr. Newton was appointed sponsor of the french club. _____
6. I attended first Presbyterian church for three years. _____
7. Did you kiss the Blarney stone when you went to Ireland? _____
8. Kenny walked across the Golden Gate bridge. _____

WRITE

Write your own sentence with an adjective as part of a title of a special thing.



Grammar, Usage, and Mechanics Worksheet #58

FOCUS Capitalization of Holidays and Dates

Capitalize names of holidays and names of dates.

CONNECT TO WRITING

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

Examples: Last Easter on March 27, 2005 my dad gave up smoking. Unfortunately, this fall he began the habit once again.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. On the first thanksgiving, Pilgrims and Native Americans had a feast. _____
2. I'm sure that February 19th is Presidents day this year. _____
3. Will we have cherry pie at the 4th of july party? _____
4. The Rose parade is the granddaddy of all New Year's Day parades. _____
5. She knows that Martin Luther king, jr Holiday is a vacation day. _____
6. If thursday will not work for you, how about Wednesday? _____
7. I got married on flag day, which is on June 14th. _____
8. The Chinese say that this is the Year of the dog. _____
9. The feast of Unleavened Bread is a Jewish holiday. _____
10. Does Santa really come down the chimney on Christmas eve? _____

WRITE

Compose your own sentence with a holiday name not listed on this worksheet. Include the day of the week and month of the holiday.



Grammar, Usage, and Mechanics Worksheet #59

FOCUS Capitalization of Organizations and Businesses

Capitalize the names of organizations and businesses.

CONNECT TO WRITING

An organization is any group of people established for a special purpose. A business is the name of a company that provides products or services and also employment for its employees. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named things.

Examples: The school P.T.A. and McDonald's helped sponsor the community event.
Campfire Girls of America is a great organization.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. I know that Microsoft corporation is a profitable business. _____
2. Watching the Sacramento kings win was exciting. _____
3. She was a member of the daughters of the American Revolution. _____
4. I heard that general Motors is headquartered in Detroit. _____
5. Does the Atlas Window company donate money? _____
6. In the boy scouts of America, I learned outdoor skills. _____
7. The Boys and Girls clubs of America serve youth. _____
8. The organization, big Brothers, helps many. _____
9. The teachers belong to the national Educational Association. _____
10. The Los Angeles dodgers draws millions of fans. _____

WRITE

Write your own sentence in which you mention both an organization and a business not listed on this worksheet.



Grammar, Usage, and Mechanics Worksheet #60

FOCUS Capitalization of Languages and People Groups

Capitalize the names of languages and people groups.

CONNECT TO WRITING

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

Examples: The English and Spanish are separated by the Bay of Biscay.

People groups and languages include those belonging to a certain country or region and those belonging to a certain ethnic group.

Examples: The Egyptians met with a group of Native-Americans.
That terrific Chinese restaurant specialized in Cantonese cooking, even though the employees all spoke Mandarin.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. Many asians live in urban areas of the United States. _____
2. The african-American women attended church. _____
3. Many brazilians have never seen the Amazon River. _____
4. I think that she speaks portuguese. _____
5. The Afrikaner language is based on dutch and English. _____
6. The Swedish language has similarities to the german language. _____
7. Many swiss speak three or four languages. _____
8. When french is spoken well, it is a very romantic language. _____
9. Can Matt speak and write japanese? _____

WRITE

Compose your own sentence, naming a language and people group not listed on this worksheet.



Grammar, Usage, and Mechanics Worksheet #61

FOCUS Capitalization of Events and Historical Periods

Capitalize named events and historical periods.

CONNECT TO WRITING

An event can be a show, a program, a fair, a concert, a fundraiser, a natural disaster, a natural display, a game, or something similar. An historical period refers to the name given to a certain period of time. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named events and historical periods.

Examples: My favorite period of history has to be the Middle Ages.
Each year we celebrate the American Revolution with a fireworks display.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. The **recreational vehicle show** will take place _____
at the fairgrounds this weekend.
2. Many say that the wounds of the Civil war have never healed. _____
3. The Amador County fair draws thousands of families each year. _____
4. My favorite period of history has to be the renaissance. _____
5. If the Palm Springs Desert classic is a golf tournament. _____
6. President Monroe's era of Good Feelings was in the early 1800s. _____
7. I have heard that the Folsom rodeo is world-famous. _____
8. The end of world war II in 1945 created different alliances. _____

WRITE

Write your own sentence with named event.

Write your own sentence with an historical period.



Grammar, Usage, and Mechanics Worksheet #62

FOCUS Punctuation of Movie and Television Shows

Underline or italicize movie and television shows.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Although television shows are underlined or italicized, specific episodes of the shows are placed in quotation marks.

Example: The television show, MASH, was based upon the movie titled MASH.

PRACTICE

For the movie and television titles which are *not* properly punctuated, write UI if they should be *underlined* or *italicized* and QM if they should be in *quotation marks* in the spaces provided.

1. My favorite episode from Little House on the Prairie is when Laura befriends the Indians. ____
2. Jaws III was not as good as the original Jaws. ____
3. Clint Eastwood's Hang 'Em High is a perfect example of a "Spaghetti Western." ____
4. The Bonanza episode with the pancake-eating contest was titled The Flapjack Contest. ____
5. The repeats of Everybody Loves Raymond now twice nightly on the local station. ____
6. How many years did Modern Family run in prime time? ____
7. I'm pretty sure that The Late Show will be renewed for another year. ____
8. The episode of I Love Lucy titled Lucy Goes to the Hospital was highly rated. ____

WRITE

Compose your own sentence in which you mention both a movie and television show. Do not use any of the movies or television shows mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #63

FOCUS Punctuation of Book / Magazine / Newspaper / Website Titles

Underline or italicize book, magazine, newspaper, and website titles.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Sometimes the word *magazine* is part of the magazine's name. Names of journals, newsletters, and newspapers are all underlined.

Examples: I read about the book, titled Islands in Paradise, in Newsweek magazine.
The author wrote an article about The New England Journal of Medicine in the *Los Angeles Times* and on his website, *Medical News in Review*.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. The new book by J.K. Rowling was reviewed in Weekly Reader magazine. _____
2. Was *The Adventures of Tom Sawyer* a best seller? _____
3. My children look forward to receiving their copies of *Highlights* every month. _____
4. Some parents in this class have a subscription to "The Wall Street Journal." _____
5. The New York Times crossword is one of most challenging crosswords. _____
6. If you read the Newsela magazine regularly, you will notice the change in its format. _____
7. Are children still reading *Roll of Thunder, Hear My Cry*? _____
8. I looked everywhere, but could not find that quote in the "The Last Dance." _____
9. Tolkien's classic, The Fellowship of the Ring won an Academy Award. _____

WRITE

Write your own sentence in which you mention both a book and magazine title. Do not use any of the books or magazines mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #64

FOCUS Punctuation of Song / Poem Titles

Use quotation marks before and after song and poem titles.

CONNECT TO WRITING

Place quotation marks before and after the titles of songs and poems.

Examples: Billie Eilish won Best Song for “Bad Guy” in 2020. She claims that the poet Richard Blanco’s “My Father in English” inspired her writing.

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

Examples: I think that Paul Simon’s song, “America,” was influenced by the poem “Leaves of Grass.”

Homer’s long poem, The Iliad, is one that everyone should read.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. My great-grandfather wrote “In the Shade of the Old Apple Tree” for his wife. _____
2. I know I have heard “Dance” of the “Sugarplum Fairies” before. _____
3. Beyoncé once recorded a cover-version of “America the Beautiful.” _____
4. “Joyce Kilmer’s Trees” still delights and inspires young poets. _____
5. Did Elvis record “Heartbreak Hotel” when he was signed with “Sun Records?” _____
6. Madonna hasn’t had a good song since “True Colors” went platinum. _____
7. The scariest poem I know is Edgar Allan Poe’s The “Raven.” _____
8. Lewis Carroll wrote “Jabberwocky” to play with the sounds of the English language. _____

WRITE

Compose your own sentence in which you mention both a song and poem title. Do not use any of the songs or poems mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #65

FOCUS Punctuation of Play / Work of Art Titles

Underline or italicize plays and works of art titles.

CONNECT TO WRITING

Title of plays, musicals, operas, sculptures, photographs, paintings, and other works of art are underlined when written and italicized when typed.

Examples: The wonderful play, Oklahoma, had the painting Oklahoma Skies in the first scene.
I recently read the play, Romeo and Juliet, and I just found the artist Jo Mar's painting titled Two Children on the Internet.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. William Shakespeare wrote many comedies, including, The Tempest, Twelfth Night, A Midsummer-Night's Dream, and As You Like It. _____
2. He also wrote tragedies, including the famous Julius Caesar. _____
3. Tennessee William's play, The Death of a Salesman, is still widely read. _____
4. "Of Michelangelo's sculptures, The Pieta stands out as his best," claimed Bunny. _____
5. His David was sculpted from lesser quality marble. _____
6. Have you ever seen a photograph of Whistler's Mother? _____
7. "The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse photography," said Melvin. _____
8. Did his Breakfast of Champions sell at the art exhibit? _____

WRITE

Compose your own sentence in which you mention both a play and work of art title. Do not use any of the plays or works of art mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #66

FOCUS Punctuation of Book Chapter Titles

Use quotation marks before and after book chapter titles.

CONNECT TO WRITING

Remember that books titles are underlined when written and italicized when typed, but book chapters have quotation marks before and after the chapter titles.

Examples: The best chapter in the book was titled "The Final Act."
The book, Black Beauty, is an American classic—especially the chapter titled "An Old War Horse."

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Rudyard Kipling's "Captains Courageous" tells the tale of a bored and lonely son a of a _____
millionaire who is rescued on the high seas by a small fishing boat.
2. The most exciting chapter has to the first one, "Boy Overboard." _____
3. The chapter titled A Changed Toad ends Kenneth Grahame's *The Wind in the Willows*. _____
4. "One for All and All for One" is the battle cry of the three French musketeers in _____
Alexandre Dumas's classic, "The Three Musketeers."
5. In the chapter titled "Three Duels," three exciting sword fights are described in detail. _____
6. *The Merry Adventures of Robin Hood*, by Howard Pyle, tells the tales of Robin Hood, _____
Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and Friar Tuck. _____
7. These characters are introduced in the chapter, "*Robin Hood Meets Little John*." _____

WRITE

Compose your own sentence with a book name and chapter title. Do not use any of the books or book chapters mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #67

FOCUS Punctuation of Article Titles

Use quotation marks before and after magazine, newspaper, or Internet article titles.

CONNECT TO WRITING

Remember that magazine, newspaper, and website titles are underlined when written and italicized when typed, but articles have quotation marks before and after the article titles.

Examples: Did you read the article, “Why We Continue,” in The New Yorker?
I read her *Education Weekly* blog most every week. The recent article titled “Children in Crisis” was well-researched.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. My wife read “Why Getting Hitched Is Healthy” in last month’s Ladies Home Journal. _____
2. I loved reading “Humor in Uniform” every month in Reader’s Digest. _____
3. This month’s issue of California Educator 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.



Grammar, Usage, and Mechanics Worksheet #68

FOCUS Punctuation of Short Story / Document Titles

Use quotation marks before and after short story, document, and report titles.

CONNECT TO WRITING

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

Examples: I think that his short story, “He Never Lies,” may have been based on the secret government document known as “The Pentagon Papers.”
The short story, “Flowers,” is one of the best. I read about it in the report titled “Best Short Stories of 2004.”

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as “The Great Carbuncle,” “The Gray Champion,” “The Wedding Kneel,” and “The May-Pole of Merry Mount.” _____
2. Richard Adams has a wonderful collection of his favorite animal stories including his own “The Rabbit’s Ghost Story.” _____
3. James Herriot’s short story *Monty the Bull* tells the entertaining story of a bull that gets the best of a veterinarian. _____
4. Doris Summers finished her “Lake Tahoe Water Conditions” report last week. _____
5. The school board prepared a document titled “State of the District” and printed 200 copies. _____

WRITE

Compose your own sentence with a short story title or a document title. Do not use any of the short stories or documents mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #69

FOCUS Punctuation of Direct Quotations

Use quotation marks before and after direct quotations.

CONNECT TO WRITING

A direct quotation includes the spoken or written words exactly as they appear in speech or text.

- Place double quotation marks around speech or text that belong to someone else. If the speaker changes, begin a new paragraph. Always place quotation marks outside periods.
- Use single quotation marks for a quotation inside a quotation. Put a question mark, exclamation point, semicolon, or colon that belongs to your writing, not the quote, outside the closing quotation marks.

Example: He said, "I agree with Lincoln. However, was our nation really 'dedicated to the proposition that all men are created equal'?"

- Do not use quotation marks for indirect quotations. An indirect quotation summarizes what someone has said.

Example: He said that she had never seen Thomas before.

- When a quoted sentence is interrupted by comments, and is then continued in the same sentence, begin the rest of the quotation with a lower case letter.

Example: "When," asked Mavis, "will you finish your lunch?"

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

- "I'm anxious to leave, commented Zerla." _____
- "What just took place? asked Robert." _____
- "What a terrific ending to that story!" exclaimed Anthony. _____
- "Did you hear the speaker say," things will never be the same asked Billy? _____
- "I know," replied Max, "but do you really want to make a big deal out of this?" _____

WRITE

Write your own sentence with a quotation within a quotation.



Grammar, Usage, and Mechanics Worksheet #70

FOCUS Apostrophes (Contractions)

A **contraction** is a shortened form of one or two words (one of which is usually a verb). In a contraction, the apostrophe takes the place of the missing letter or letters.

CONNECT TO WRITING+

Contractions may be used in informal writing; however, avoid using contractions in formal essay writing. These are the most common contractions:

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

Examples: They could've asked, but they've always wondered if they'll find out anyway.
They should've known that they didn't have a chance.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

- For all of their talk, they've rarely come to see who's playing at the club. _____
- They havent shown up in weeks, and so they can really comment on what they dont know. _____
- I will say they're in for a treat when they do come. There's a band that isn't half-bad. _____
- They didn't hold back during their set Friday night and they wont tonight. _____

Change each of the underlined words to contractions in the parentheses which follow.

1. It is () a shame that they never listen to their parents.
2. You are () sure that you have () never seen them?
3. Where is () she going? They are () not exactly saying.
4. She is () happy that they had () left directions.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #71

FOCUS Semicolons

Use **semicolons** to join phrases and clauses without conjunctions.

CONNECT TO WRITING

Semicolons can be used instead of commas to combine phrases or dependent clauses that have commas in very long sentences. The best way to think about a **semicolon** is that it **substitutes** for a **comma-conjunction**. Make sure that the semicolon connects phrases or clauses that have some relationship. For example, *He went to town; she ran a barbershop* has no relationship between the clauses.

Examples: Anna showed up late; Louise didn't at all.

His disguise was picture-perfect; no one could recognize him.

Semicolons are placed to the left of (inside) ending quotation marks.

Example: Three poems amaze me: the crazy "Bloom;" the mournful "Left;" and "No."

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Samuel went shopping; then he went out to dinner. _____
2. The album includes these songs: the heart-throbbing rhythm and blues "Sawmill"; the surprisingly speedy, yet soulful "Ol' Dog Blues," and "Mama's Return." _____
3. I was taught Spanish at home; by a tutor that's how I learned the language. _____
4. The Revolutionary War was fought against the British; the War of 1812 was also fought against them. _____
5. Many died in the Civil War, it was a horrible tragedy. _____
6. Ellen did not prepare at all; she appeared not to care what would happen as a result. _____
7. Through many long days of looking; after many attempts and failures; despite many questions left unanswered, they finally decided to buy a home of their own. _____

WRITE

Compose your own sentence with a semicolon.



Grammar, Usage, and Mechanics Worksheet #72

FOCUS Parentheses / Dashes

Use **parentheses or dashes** before and after words or ideas to explain or define the words or ideas. A dash (–) is longer than a hyphen (-).

CONNECT TO WRITING

Information within a set of parentheses or dashes gives explanation or definition, but is not needed to understand the sentence. The information within the parentheses or dashes can be a word or a phrase.

Examples: Explanation The colors (green and blue) seemed perfect.
 Definition The protocol—rules to be followed—was to save such tricks only for a real dog fight.

If the added information is a complete thought, it should be written as a sentence with the period inside of an ending parenthesis.

Example: Sentence Their plan was incomplete (They really did not think it through.)

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Jackie Smith 1845-1910 worked in the women's rights movement. You should read _____
some of her descriptive letters the ones to Charlene.
2. That new Bed and Breakfast (it was once a barn) is a popular rental with visitors. _____
3. The Nile River—the longest river in the world flows 4,000 miles in Africa. _____
4. The daisy *Chrysanthemum leucanthemum* can make a beautiful spring bouquet. _____
5. Thomas Jefferson (author of the Declaration of Independence) seemed confused: _____
he spoke out against the evils of slavery, but he himself owned slaves.
6. As you turn right, you will notice a yellow house—the one with a picket fence—and _____
and its remarkable front porch.

WRITE

Write your own sentence with parentheses.



Grammar, Usage, and Mechanics Worksheet #73

FOCUS Apostrophes (Singular Possessives)

Use **apostrophes** for **singular possessives**.

CONNECT TO WRITING

For a singular possessive noun (a noun showing ownership), place an apostrophe at the end of the noun and add an s.

- If the noun ends in an s and the s has a z sound, you may choose to make it a possessive by adding an apostrophe, then an s, or simply end with an apostrophe.
Example: Charles's friend or Charles' friend
- Do not use an apostrophe before the s in a simple plural noun.
- Do not use an apostrophe with a possessive pronoun (*yours, his, hers, ours, yours, its, theirs*)

Examples: Joe's skill is amazing, and so is Chris's (or Miles' (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 Londons own Twickingdelfittish _____

There once was a rose's bright bloom _____

Whose fragrance invaded Mom's room _____

Natures petal's will fall, and at the end of it all, _____

Lifes' beauty swept out by a broom. _____

WRITE

Write two sentences with two singular possessives.



Grammar, Usage, and Mechanics Worksheet #74

FOCUS Apostrophes (Plural Possessives)

Use **apostrophes** for **plural possessives**.

CONNECT TO WRITING

For most plural possessive nouns (a noun showing ownership), place the **comma** after the **s**.

Example: boys' cups

Some plural possessives place the apostrophe before the **s**, if the plural is spelled differently than the singular.

Examples:	Singular	Singular Possessive	Plural	Plural Possessive
	woman	woman's	women	women's
	child	child's	children	children's

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Will the Firemens' Ball be held on the same weekend as last year? _____
2. The Smith's house is perfect for our graduation party. _____
3. Will the puppie's food change over the next month? _____
4. I think that the women's group meets every other Tuesday at the clubhouse. _____
5. The Children's Crusade was led by Nicholas in response to a dream. _____
6. Let's watch the girls' basketball game before we go miniature golfing. _____
7. Have the boys' asked to borrow their parents cars for the night? _____
8. The county restaurants' plans to offer left-over food to the homeless were ambitious. _____
9. There is no doubt that worker's rights to health have not been fulfilled. _____
10. That Thompsons' front yard needs some major clean-up if you ask me. _____

WRITE

Compose your own sentence with a plural possessive.



Grammar, Usage, and Mechanics Worksheet #75

FOCUS Colons

Use **colons** to show a relationship between numbers. Also use a colon to show a relationship of ideas within titles or between sentences. Colons are also used at the end of an independent clause to introduce information to explain the clause. An independent clause has a noun connected to a verb that tells a complete thought.

CONNECT TO WRITING

Colons have the following uses:

- Relationship between Numbers
Examples: Time (8:02 P.M.), Ratio (3:1), Chapter-Verse (Genesis 32:1-13)
- Relationship between Ideas
Example: *Teaching: The Lost Art*
- Explanation of the Independent Clause (Don't place colons after verbs.)
 - List **Example:** Order this food: bananas, potato chips, and hamburgers.
 - Quotation **Example:** The teacher offered this advice: Work smarter, not harder.
 - Explanation **Example:** She did a wonderful thing: She let him do what he wanted.
 - Rule **Example:** This is the most important rule: Keep your hands to yourself.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. I need the following items: toothpaste, a toothbrush, a comb, and soap. _____
2. The magician performed a trick: It was more of a miracle. _____
3. The philosopher Santayana commented upon the value of history, Those who fail to learn from history: are doomed to repeat it. _____
4. I play these works: "Aria and Fugue," "Suite in D Major," and "The 3rd Symphony." _____
5. Only one fact remains true: things never happen as planned. _____
6. She knew the Golden Rule; Do unto others as you would have them do unto you. _____
7. The principal's rules were posted: Be Kind, Share with Others, Don't Touch. _____

WRITE

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



Grammar, Usage, and Mechanics Worksheet #76

FOCUS Periods with Abbreviations / Initials / Acronyms

Use **periods** for abbreviations, initials, and acronyms.

CONNECT TO WRITING

Periods have a variety of uses other than ending sentences.

- Use periods in abbreviations. Avoid using abbreviations in formal essay writing.
Examples: The U.S. Constitution, 300 B.C.
- Use periods for initials, names, and titles
Example: Mr. R.J. Jenkins, Jr.
- Use periods in most acronyms. Acronyms are words formed from the first letters or groups of letters of words. Acronyms are pronounced as words. It is becoming common practice to drop periods in well-known acronyms.
Examples: Do you know your Z.I.P. code? ZIP code

PRACTICE

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

1. The abbreviation for time Before Christ is written as _____.
2. The time after noon is called Post Meridian and is written as _____.
3. Additional information at a letter's end is called a postscript and is written as _____.
4. The National Aeronautics and Space Administration is an acronym known as _____.
5. _____ divers use a self-contained underwater breathing apparatus.
6. When Ms. Bean married Mr. Jones, she took on his last name and became _____ Jones.
7. The abbreviation for *exempli gratia* is _____, which means *for example*.
8. The abbreviation for *et cetera* is _____, which means *and so forth*.
9. Five and one-half written as a decimal would be _____.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #77

FOCUS Exclamation Points

Use exclamation points to show strong emotion or surprise.

CONNECT TO WRITING

Exclamation points should be used sparingly, especially in formal essay writing. Use specific nouns and vivid verbs to build emotion or surprise. Only use one exclamation point. They may be placed at the end of exclamatory sentences or after words, phrases, or clauses.

Examples: Exclamatory Sentence The decision really shocked me!
Word / Phrase / Clause Wow! How amazing! I should only know!

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Run some. Don't walk! _____
2. She helps a lot! What a treasure! _____
3. He is very talented. Such amazing creativity! _____
4. How shocked he was! I guess he didn't know. _____
5. What excitement! If you don't like that, you don't like N.B.A. basketball! _____
6. Did he do it? I can't believe it!!! _____
7. How surprising! When did Tom find out? _____
8. And no one knew about it? How crazy! _____
9. Stop in the name of the law. You have the right to remain silent! _____
10. How awful! No one has the right to act that way. _____
11. He came out of retirement to play one more year! Imagine that. _____

WRITE

Compose your own sentence with an exclamation point.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #1 Practice Answers

John Francis, Beatrice, Nebraska, World War II, Chicago, *Southwestern Chief*, Los Angeles, Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollywood, John, Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern California, G.I. Bill, Cum Laude, Business, Social Science, Southern California, Janice Jones, California Federal Savings and Loan, Senior Vice-President, Mark, Robin

Grammar, Usage, and Mechanics Worksheet #2 Practice Answers

idea: friendship, self-image, freedom, self-confidence, world peace
person: teacher, fire-fighter, cousin, police officer, brother-in-law
place: mountain, neighborhood, country, football stadium, family room
thing: food, toy, rock, lamp stand, grandfather clock

Grammar, Usage, and Mechanics Worksheet #3 Practice Answers

“Hello,” said Susan.
“Is this the owner of the car for sale?” the caller asks.
“It, is I,” replies Susan. “Who is calling?”
“The one paying you full price for your car. My name is Marcy. What’s yours?”
“Susan,” she says. “But let me get my husband. Actually, he is selling his car, not mine.
“Suit yourself, says Marcy. Put him on the phone.”

Grammar, Usage, and Mechanics Worksheet #4 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #5 Practice Answers

I know (mental) that he had run (physical) a full mile before, but he might be (state of being) too tired right now. He did walk (physical) a mile yesterday.

Grammar, Usage, and Mechanics Worksheet #6 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #7 Practice Answers

to [flag], of [United States], of [America], to [republic], for [which], under [God],
with [liberty], for [all], in [schools], throughout [America], over [heart], on [flag], to [country]

Grammar, Usage, and Mechanics Worksheet #8 Practice Answers

and, but, yet, so, and, but, yet, but (yet), and, for

Grammar, Usage, and Mechanics Worksheet #9 Practice Answers

Before, because (since, as), when, Although (Even though), Since (Because), where, Despite (In spite of)

Grammar, Usage, and Mechanics Worksheet #10 Practice Answers

and, either, or, whether, or, Neither, nor, Both

Grammar, Usage, and Mechanics Worksheet #11 Practice Answers

traveler, Tasco, cathedral, Guadalajara, city, one Mexico City, trip, an experienced traveler

Grammar, Usage, and Mechanics Worksheet #12 Practice Answers

running 28 miles + the marathon, Track fans + casual spectators, Basketball + ice-hockey, The “Dream Team” + the United States hockey team, These two popular events + the track-and-field contests

Grammar, Usage, and Mechanics Worksheet #13 Practice Answers

Ice cream + [has pleased], ice cream + [is], treat + [has], Rocky Road + [delights],
nuts + marshmallows + [may cause], double-scoop + [tastes], Eating ice cream + [can be]

Grammar, Usage, and Mechanics Worksheet #14 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #15 Practice Answers

1. imperative 2. exclamatory 3. interrogative 4. declarative



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #16 Practice Answers

1. I enjoy watching old television shows, but (yet) the new ones are better.
2. Do you want vanilla, or (and) do you want strawberry?
3. No one really wants to go; they just feel like they must attend.
4. This route takes too long; there must be another way.

Grammar, Usage, and Mechanics Worksheet #17 Practice Answers

1. As soon as the boy practices his trombone, he will be able to go outside to play.
2. Tonight we celebrate a special young lady, whose achievement is special.

Grammar, Usage, and Mechanics Worksheet #18 Practice Answers

After the sun set, the campers roasted marshmallows, and John then told a campfire story. Since the captain had a beard, he knew the sailor, and the sailor did not recognize him. Although he knew better, he could not teach her, because she just would not listen.

Grammar, Usage, and Mechanics Worksheet #19 Practice Answers

Options: Running down the hill, I saw her. I saw her running down the hill.
Finally, (any subject then predicate) the reason he left.
The playground seems to be covered with ice.

Grammar, Usage, and Mechanics Worksheet #20 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #21 Practice Answers

The women in the clown costumes must be she PN and her mother. We S didn't recognize them at first, but at least I S asked, "Who were they PN?" Sue and he S arrived at the party earlier than I A, but no one came as early as she A.

Grammar, Usage, and Mechanics Worksheet #22 Practice Answers

He told them DO after him OP. He wanted him DO to tell us I, but when he came to see me I, I said he should tell him IO the news before me OP. He gave it IO some thought.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #23 Practice Answers

I told them myself IP because Patty would not tell them herself IP. Patty never thought of anyone but herself RP. When Patty first asked me herself IP, I said, “You should tell them what you did before they find out themselves RP.” Patty never apologized herself IP for what she did.

Grammar, Usage, and Mechanics Worksheet #24 Practice Answers

1. PN 2. OP 3. T 4. PN 5. T

Grammar, Usage, and Mechanics Worksheet #25 Practice Answers

1. who 2. whose 3. that 4. which 5. Whom

Grammar, Usage, and Mechanics Worksheet #26 Practice Answers

1. Each watches her own television show. 2. Everyone except James and Pete helps me on the work project. 3. Both of them are ready for a vacation. 4. After they go to the movies, several go out for dessert. 5. Neither gives us much hope that our team will win the league this year. 6. I know others want to be involved in this decision.

Grammar, Usage, and Mechanics Worksheet #27 Practice Answers

1. Few of the actors remember their lines. 2. A great deal is known about television actors. 3. Fewer vegetables are better than many. 4. Some of candies taste like they are stale.

Grammar, Usage, and Mechanics Worksheet #28 Practice Answers

1. He has carefully listed his reasons for the purchase. 2. Paid a large amount for her services, the woman was happy to help. 3. Built by Native Americans, the caves were interesting. 4. They have never tried to sell any of their artwork.

Grammar, Usage, and Mechanics Worksheet #29 Practice Answers

1. Waiting for the train, the young man paced impatiently. 2. He was expecting the train to arrive on time. 3. After calling his parents, the boy decided to cancel the ticket and come home. 4. Mostly, but not always, he will be travelling by jet from now on.

Grammar, Usage, and Mechanics Worksheet #30 Practice Answers

1. Paula removed the backpack from her desk. She placed the backpack on the floor. (From her desk Paula removed the backpack and placed it on the floor.) 2. I ate only the fresh vegetables.

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #31 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #32 Practice Answers

1. quickest 2. more 3. biggest 4. best

Grammar, Usage, and Mechanics Worksheet #33 Practice Answers

1. more (less) difficult 2. more outstanding 3. more (less) incredible
4. more ridiculous 5. more (less) suspiciously 6. more (less) suspected 7. more (less) nervously

Grammar, Usage, and Mechanics Worksheet #34 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #35 Practice Answers

was LV; had HV told; were HV going; did HV not turn LV; to be LV; would HV not have HV lied; felt LV; had HV; would HV be LV; seems LV; should HV find

Grammar, Usage, and Mechanics Worksheet #36 Practice Answers

1. permission 2. possibility 3. requirement 4. need 5. expectation 6. ability
7. advice

Grammar, Usage, and Mechanics Worksheet #37 Practice Answers

1. Penny helped at the senior center after school. 2. Cowboys roped and branded their cattle.
3. That radio station played all of my favorite songs. 4. Tamesia touched her left cheek every time she raised her hand in class.

Grammar, Usage, and Mechanics Worksheet #38 Practice Answers

1. Larry was enjoying the beautiful sunsets at the beach. 2. They were expecting a lot of money for their used car. 3. Her friends were sleeping in the living room when the fire alarm sounded.
4. Rosie was going to the movies.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #39 Practice Answers

1. The class had already started when the student walked in tardy.
2. I had known by Tuesday that last weekend's game would be canceled.
3. They had shared their feelings about riding skateboards without helmets.
4. By the time I had arrived, Louis had already begun painting the back of the house.

Grammar, Usage, and Mechanics Worksheet #40 Practice Answers

1. We try to find the best deals on the Internet.
2. He should listen to what his parents have to say.
3. Carl Sandberg says, "Fog creeps in on little cat feet, and then slowly moves on."
4. I always want my own personal size pizza.

Grammar, Usage, and Mechanics Worksheet #41 Practice Answers

1. Phoebe is listening to the teacher as she works.
2. I am running down the street to the end of the block when I see my friend.
3. Nina and Berta are giving money to help those in need during the holiday season.
4. Our teammates are practicing a lot for the first game of our season.

Grammar, Usage, and Mechanics Worksheet #42 Practice Answers

1. Esmerelda has developed a fantastic web site.
2. The ladies have reunited in the same place to continue their friendship once every year.
3. *The storm has threatened to strike since last night.*

Grammar, Usage, and Mechanics Worksheet #43 Practice Answers

1. I will leave school at two o'clock for a dentist appointment.
2. I will talk to my friends, but they just won't listen.
3. You will ask for the movie star's autograph.
4. Computer games will grow more and more important to kids.
5. We will hope that the vacation can continue.

Grammar, Usage, and Mechanics Worksheet #44 Practice Answers

1. We will be running the mile in P.E. today.
2. I will be thinking of you as you celebrate your birthday.
3. Danya and Darla will be watching the movie tonight.
4. They will be volunteering every weekend at the shelter.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #45 Practice Answers

1. will have ridden
2. will have seen
3. will have told
4. will have slept
5. will have given
6. will have performed

Grammar, Usage, and Mechanics Worksheet #46 Practice Answers

1. She said, "I usually do chores after school."
2. "They left town," I said, "in a shiny new car."
3. "I can't believe it!" he exclaimed.

Grammar, Usage, and Mechanics Worksheet #47 Practice Answers

1. Joe and Mandy, our debate leaders, thought we had a good chance.
2. Johnny Mingo, the Australian cowboy, rode his horse off into the sunset.
3. Searching for answers, Louis Pasteur, the famous scientist, carried on.
4. Jim, the butler, served their last meal.
5. Kim and Tom, our two friends, left the concert early.
6. The wonderful teacher, Ms. So, shared the slides with her students.
7. The author has just completed his latest book, The End.
8. That song, "The Swan," lasts six minutes.

Grammar, Usage, and Mechanics Worksheet #48 Practice Answers

1. Jane, Mike, and Ray pulled the car off to the side.
2. Along the road an old car, two broomsticks, and a funny green-eyed monster stood guard.
3. Take a hike, smell the flowers, and enjoy life for the rest of the afternoon.
4. Joan counted one, two, three, four, five.
5. Blue, green, and yellow are my favorite colors.
6. They ordered eggs, bacon, and wheat toast for breakfast.
7. Mr. Burt called on one of the following students: Jaime, Marta, or Frank.

Grammar, Usage, and Mechanics Worksheet #49 Practice Answers

1. Whenever the girls called, he went outside to see what they wanted.
2. Around the block, she rode the bicycle.
3. Next, ask about the directions to the factory.
4. Interested, they called the player to check his availability.

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #50 Practice Answers

1. Lawton, Nevada is my hometown.
2. Olympia, Washington is a beautiful capital.
3. Bogota, Colombia seems like a fascinating city.
4. I live at 3442 Spring Street in Irvine, South Carolina.
5. Amador City, California has post office boxes for its residents.
6. St. Petersburg, Russia used to be the capital of that country.
7. When did Juneau, Alaska reach a population of 10,000?

Slides Only:

4. Glendale, Texas is a nice place to visit, but I wouldn't want to live there.
6. I wrote a letter addressed to: Mo Lawson 34 North Main St., Columbus Ohio.

Grammar, Usage, and Mechanics Worksheet #51 Practice Answers

1. Listen to me, Barbara, and then make up your own mind.
2. That's a dangerous thought you've shared, Bud.
3. Look, Jane, it's going to be hard at first.
4. Sitting by the sofa, she said, "Henry, get over here."
5. I just don't know, Bobby.

Slides Only:

6. Tawny, watch where you're going.
7. If you notice, Peter and Kris, none of that will be on the test.
8. Look, Paul, and see here, Julie, you both have missed the main point.

Grammar, Usage, and Mechanics Worksheet #52 Practice Answers

1. Neither he wanted to face the problem, nor did she want to deal with that challenge.
2. In order that all people would have the same chance, they decided to draw numbers.
3. Raymond sent a message to his cousin, but the message was returned unopened.

Grammar, Usage, and Mechanics Worksheet #53 Practice Answers

Left Letter—Dear Ralph ... Yours truly

Right Letter—To Whom It May Concern: ...Sincerely,

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #54 Practice Answers

1. Around the corner she ran into a large, angry dog.
2. If I didn't know better, I would guess that the tired, old woman was not going to leave her house.
3. The funny green character said, "I'm crazy, silly, and full of energy."
4. Unless I'm mistaken, the usual cloudy, gray morning will change to afternoon sun and wind.
5. The book is creative, surprising, delightful, and completely entertaining.

Google Slides:

6. The girls are cheerful, helpful, and careful to mind their manners.
7. I left the yucky blue and white board in the stinky dirty garage. (No commas required.)

Grammar, Usage, and Mechanics Worksheet #55 Practice Answers

1. She told Uncle Charles that I went to see **Dr. S. L. Thomas**.

Google Slide: **She** told **Uncle Charles** that I went to see **Dr. S. L. Thompson**.

2. Will Mrs. James come to visit Aunt Robin and "**Bubba**" Peterson?

Google Slide: Will **Mrs. James** come to visit **Aunt Robin** and "**Bubba**" Peterson?

3. The army's **Captain** Schneider reviewed the rules with P.F.C. Johns.

Google Slide: The army's **Captain Schneider** reviewed the rules with **P.F.C. Johns**.

4. Roy told my dad that **Sis** and I would get together at **Mom's** work.

Google Slide: **Roy** told my dad that **Sis** and I would get together at **Mom's** work.

5. Officer Bob Benton issued a speed citation to **Mom** and her brother.

Google Slide: **Officer Bob Benton** issued a speed citation to **Mom** and her brother.

Grammar, Usage, and Mechanics Worksheet #56 Practice Answers

1. I love to go see Broadway plays in New York **City**.
2. Some beautiful scenery is found in Douglas **County** in Nevada.
3. The girls said they lived at 123 Oak **Avenue** in Paris, North Carolina.
4. In **Southern** Mississippi, they still grow cotton.
5. The borough of **Long Island** has millions of people.

6. The Spanish often vacation at Santiago **Lake** in Portugal.

Google Slide: The Spanish own the **Canary Islands** off the coast of **Portugal**.

7. They travelled out west to see the Grand **Canyon**.

Google Slide: I have heard that there is an **American** naval base on **Diego Garcia** in the **Indian Ocean**.

Google Slides:

8. Her house is located at 342 **Twenty-Seventh Street**.

9. For years, voters in the **Deep South** solidly supported the **Democratic Party**.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #57 Practice Answers

1. I hear that the Alex **Theater** has been completely remodeled.
2. Bill Gates helped invent the **Windows** Operating System.
3. Ryan once climbed the stairs to the top of the **Sears Tower**.
4. Have you vacationed in Yosemite National **Park**?
5. Mr. Newton was appointed sponsor of the **French Club**.
6. I attended first Presbyterian **Church** for three years.
7. Did you kiss the Blarney **Stone** when you went to Ireland?
8. Kenny walked across the Golden Gate **Bridge**.

Grammar, Usage, and Mechanics Worksheet #58 Practice Answers

1. On the first **Thanksgiving**, Pilgrims and Native Americans had a feast.
Google Slide: On the first **Thanksgiving Day**, Pilgrims and Native Americans shared a feast.
2. I'm sure that February 19th is Presidents **Day** this year.
3. Will we have cherry pie at the 4th of **July** party?
4. The Rose **Parade** is the granddaddy of all New Year's Day parades.
5. She knows that Martin Luther **King, Jr.** holiday is celebrated only in the United States.
6. If **Thursday** will not work for you, how about Wednesday?
7. I got married on **Flag Day**, which is on June 14th.
8. The Chinese say that this is the Year of the **Dog**.
9. The **Feast** of Unleavened Bread is a Jewish holiday.
10. Does Santa really come down the chimney on Christmas **Eve**?



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #59 Practice Answers

1. I know that Microsoft **Corporation** is a profitable business.
Google Slide: I know that **Microsoft Corporation** is one of the most successful businesses in the world.
2. Watching the Sacramento **Kings** win was exciting.
Google Slide: Watching the **Sacramento Kings** win the game was exciting.
3. She was a member of the **Daughters** of the American Revolution.
Google Slide: Members of the **Daughters of the American Revolution** do important historical research.
4. I heard that General **Motors** is headquartered in Detroit.
Google Slide: I heard that **General Motors Corporation** makes more money in a year than most countries.
5. Does the Atlas Window **Company** donate money?
Google Slide: Does the **Atlas Window Company** donate money to the community?
6. In the **Boy Scouts** of America, I learned outdoor skills.
Google Slide: In the **Boy Scouts of America**, young men learn outdoor skills.
7. The Boys and Girls **Clubs** of America serve youth.
Google Slide: In urban areas, the **Boys and Girls Club of America** serve youth after school.
8. The organization, **Big Brothers**, helps many.
Google Slide: The organization, **Big Brothers and Big Sisters**, is well-worth your support.
9. The teachers belong to the **National Educational Association**.
Google Slide: The teachers belong to the **National Educational Association**.
10. The Los Angeles **Dodgers** draws millions of fans.
Google Slide: As one of the best baseball teams, the **Los Angeles Dodgers**, draws millions.

Grammar, Usage, and Mechanics Worksheet #60 Practice Answers

1. Many **Asians** live in urban areas of the United States.
2. The **African-American** women attended church.
3. Many **Brazilians** have never seen the Amazon River.
4. I think that she speaks **Portuguese**.
5. The Afrikaner language is based on **Dutch** and English.
6. The Swedish language has similarities to the **German** language.
7. Many **Swiss** speak three or four languages.
8. When **French** is spoken well, it is a very romantic language.
9. Can Matt speak and write **Japanese**?



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #61 Practice Answers

1. The **Recreational Vehicle Show** will take place at the fairgrounds this weekend.
2. Many say that the wounds of the Civil **War** have never healed.
3. The Amador County **Fair** draws thousands of families each year.
4. My favorite period of history has to be the **Renaissance**.
5. If the Palm Springs Desert **Classic** is a golf tournament.
6. President Monroe's **Era** of Good Feelings was in the early 1800s.
7. I have heard that the Folsom **Rodeo** is world-famous.
8. The end of **World War II** in 1945 created different alliances.

Grammar, Usage, and Mechanics Worksheet #62 Practice Answers

1. My favorite episode from "Little House on the Prairie" is when Laura befriends the Indians. **QM**
2. Jaws III was not as good as the original Jaws. **UI**
3. Clint Eastwood's Hang 'Em High is a perfect example of a "Spaghetti Western." **UI**
4. The Bonanza episode with the pancake-eating contest was titled "The Flapjack Contest." **QM**
5. The repeats of Everybody Loves Raymond now run twice nightly on the local station. **UI**
6. How many years did Modern Family run in prime time? **UI**
7. I'm pretty sure that The Late Show will be renewed for another year. **UI**
8. The episode of I Love Lucy titled "Lucy Goes to the Hospital" was highly rated. **QM**

Grammar, Usage, and Mechanics Worksheet #63 Practice Answers

1. The new book by J.K. Rowling was reviewed in Weekly Reader Magazine. **W**
2. Was *The Adventures of Tom Sawyer* a best seller? **C**
3. My children look forward to receiving their copies of *Highlights* every month. **C**
4. Some parents in this class have a subscription to The Wall Street Journal. **W**
5. The New York Times crossword is one of the most challenging crosswords. **C**
6. If you read the Newsela magazine regularly, you will notice the change in its format. **W**
7. Are children still reading *Roll of Thunder, Hear My Cry*? **C**
8. I looked everywhere, but could not find that quote in the The Last Dance. **W**
9. Tolkien's classic, The Fellowship of the Ring, won an Academy Award. **W**

Grammar, Usage, and Mechanics Worksheet #64 Practice Answers

1. My great-grandfather wrote "In the Shade of the Old Apple Tree" for his wife. **C**
2. I know I have heard "Dance of the Sugarplum Fairies" before. **W**
3. Beyoncé once recorded a cover-version of "America the Beautiful." **C**
4. Joyce Kilmer's "Trees" still delights and inspires young poets. **W**
5. Did Elvis record "Heartbreak Hotel" when he was signed with Sun Records? **C**
6. Madonna hasn't had a good song since "True Colors" went platinum. **C**
7. The scariest poem I know is Edgar Allan Poe's "The Raven." **W**
8. Lewis Carroll wrote "Jabberwocky" to play with the sounds of the English language. **W**

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #65 Practice Answers

1. William Shakespeare wrote many comedies, including: The Tempest, Twelfth Night, A Midsummer-Night's Dream, and As You Like It. **W**
2. He also wrote tragedies, including the famous *Julius Caesar*. **W**
3. Tennessee Williams's play, The Death of a Salesman, is still widely read. **W**
4. "Of Michelangelo's sculptures, *The Pieta* stands out as his best," claimed Bunty. **W**
5. His David was sculpted from lesser quality marble. **C**
6. Have you ever seen a photograph of *Whistler's Mother*? **C**
7. "The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse photography," said Melvin. **W**
8. Did his *Breakfast of Champions* sell at the art exhibit? **W**

Grammar, Usage, and Mechanics Worksheet #66 Practice Answers

1. Rudyard Kipling's *Captains Courageous* tells the tale of a bored and lonely son of a millionaire who is rescued on the high seas by a small fishing boat. **W**
2. The most exciting chapter has to be the first one, "Boy Overboard." **C**
3. The chapter titled "A Changed Toad" ends Kenneth Grahame's *The Wind in the Willows*. **W**
4. "One for All and All for One" is the battle cry of the three French musketeers in Alexandre Dumas's classic, *The Three Musketeers*. **W**
5. In the chapter titled "Three Duels," three exciting sword fights are described in detail. **C**
6. *The Merry Adventures of Robin Hood*, by Howard Pyle, tells the tales of Robin Hood, Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and Friar Tuck. **C**
7. These characters are introduced in the chapter, "Robin Hood Meets Little John." **W**

Grammar, Usage, and Mechanics Worksheet #67 Practice Answers

1. My wife read "Why Getting Fished Is Healthy" in last month's *Ladies Home Journal*. **W**
2. I love reading "Humor in Uniform" every month in Reader's Digest. **C**
3. This month's issue of California Educator features an article titled "Tuning up the Idea." **W**
4. Last week's *Time* had an article about Lady Gaga titled "Gaga on Top of the World." **C**
5. In the latest edition of *Science*, I read an article titled *Underneath the World*. **C**
6. Her blog had a fascinating article titled "A Dime a Dozen." **C**
7. Putnam's research article was featured in the *Wall Street Journal*. **W**
8. On her most recent podcast, "Three Blind Mice," Miley talks about three friends. **C**

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #68 Practice Answers

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as “The Great C Carbuncle,” “The Gray Champion,” “The Wedding Knell,” and “The May-Pole of Merry Mount.”
2. Richard Adams has a wonderful collection of his favorite animal stories including his C own “The Rabbit’s Ghost Story.”
3. James Herriot’s short story, “Monty the Bull,” tells the entertaining story of a bull that gets W the best of a veterinarian.
4. Doris Summers finished her “Lake Tahoe Water Conditions” report last week. W
5. The school board prepared a document titled “State of the District” and printed 200 copies. C

Grammar, Usage, and Mechanics Worksheet #69 Practice Answers

1. “I’m anxious to leave,” commented Zelda. W
2. “What just took place?” asked Robert. W
3. “What a terrific ending to that story!” exclaimed Anthony. C
4. “Did you hear the speaker say, ‘things will never be the same?’” asked Billy. W
5. “I know,” replied Max, “but do you really want to make a big deal out of this?” C

Grammar, Usage, and Mechanics Worksheet #70 Practice Answers

For all of their talk, they’ve rarely come to see who’s playing at the club. C
They haven’t shown up in weeks, and so they can’t really comment on what they don’t know. W
I will say they’re in for a treat when they do come. There’s a band that isn’t half-bad. C
They didn’t hold back during their set Friday night and they won’t tonight. W

1. It is (It’s) a shame that they never listen to their parents.
2. You are (You’re) sure that you have (you’ve) never seen them?
3. Where is (Where’s) she going? They are not (They’re) not exactly saying.
4. She is (she’s) happy that they had (they’d) left directions.

Grammar, Usage, and Mechanics Worksheet #71 Practice Answers

1. Samuel went shopping; then he went out to dinner. C
2. The album includes these songs: the heart-throbbing rhythm and blues “Sawmill;” the W surprisingly speedy, yet soulful “Ol’ Dog Blues;” and “Mama’s Return.”
3. I was taught Spanish at home by a tutor; that’s how I learned the language. W
4. The Revolutionary War was fought against the British; the War of 1812 was also fought C against them.
5. Many died in the Civil War; it was a horrible tragedy. W
6. Ellen did not prepare at all; she appeared not to care what would happen as a result. C
7. Through many long days of looking; after many attempts and failures; despite many C questions left unanswered, they finally decided to buy a home of their own.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #72 Practice Answers

1. Jackie Smith (1845–1910) worked in the women’s rights movement. You should read **W** some of her descriptive letters (the ones to Charlene).
2. That new Bed and Breakfast (it was once a barn) is a popular rental with visitors. **C**
3. The Nile River—the longest river in the world—flows 4,000 miles through Africa. **W**
4. The daisy (*Chrysanthemum leucanthemum*) can make a beautiful spring bouquet. **C**
5. Thomas Jefferson (author of the Declaration of Independence) seemed confused: **C** he spoke out against the evils of slavery, but he himself owned slaves.
6. As you turn right, you will notice a yellow house—the one with a picket fence—and **C** its remarkable front porch.

Grammar, Usage, and Mechanics Worksheet #73 Practice Answers

There once was a child’s horse named Skittish, **C**

Its upbringing definitely British. **C**

The poor horse’s tail was once yanked by some male **W**
from London’s own Twickingdelfittish. **W**

There once was a rose’s bright bloom **C**

Whose fragrance invaded Mom’s room **C**

Nature’s petals will fall, and at the end of it all, **W**

Life’s beauty swept out by a broom. **W**

Grammar, Usage, and Mechanics Worksheet #74 Practice Answers

1. Will the Firemen’s Ball be held on the same weekend as last year? **W**
2. The Smiths’ house is perfect for our graduation party. **W**
3. Will the puppies’ food change over the next month? **W**
4. I think that the women’s group meets every other Tuesday at the clubhouse. **C**
5. The Children’s Crusade was led by Nicholas in response to a dream. **C**
6. Let’s watch the girls’ basketball game before we go miniature golfing. **C**
7. Have the boys asked to borrow their parents’ cars for the night? **W**
8. The county restaurant’s plans to offer left-over food to the homeless were ambitious. **C**
9. There is no doubt that workers’ rights to health have not been fulfilled. **W**
10. That Thompsons’ front yard needs some major clean-up if you ask me. **C**

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #75 Practice Answers

1. I need the following items: toothpaste, a toothbrush, a comb, and soap. **C**
2. The magician performed a trick: It was more of a miracle. **C**
3. The philosopher Santayana commented upon the value of history: Those who fail **W** to learn from history are doomed to repeat it.
4. I play these works: "Aria and Fugue," "Suite in D Major," and "The 3rd Symphony." **C**
5. Only one fact remains true: Things never happen as planned. **W**
6. She knew the Golden Rule: Do unto others as you would have them do unto you. **W**
7. The principal's rules were posted: Be Kind, Share with Others, Don't Touch. **C**

Grammar, Usage, and Mechanics Worksheet #76 Practice Answers

1. B.C.
2. p.m.
3. P.S.
4. N.A.S.A.
5. S.C.U.B.A.
6. Mrs.
7. e.g.
8. etc.
9. 5.5

Grammar, Usage, and Mechanics Worksheet #77 Practice Answers

1. Run! Don't walk. **W**
2. She helps a lot. What a treasure! **W**
3. He is very talented. Such amazing creativity! **C**
4. How shocked he was! I guess he didn't know. **C**
5. What excitement! If you don't like that, you don't like N.B.A. basketball! **C**
6. Did he do it? I can't believe it! **W**
7. How surprising! When did Tom find out? **C**
8. And no one knew about it. How crazy! **C**
9. Stop in the name of the law! You have the right to remain silent. **W**
10. How awful! No one has the right to act that way. **C**
11. He came out of retirement to play one more year. Imagine that! **W**

