Centered around Common Core State Standards, Common Core: Grammar Usage is designed to help students improve written and spoken language skills. Practice pages, student charts, graphic organizers, research challenges, discussion starters, games, group activities, and recommended reading lists enable students to practice skills used in writing and speaking effectively. Skills covered include building an effective vocabulary, mastering complex sentence construction, utilizing tenses to clarify sequence, eliminating common usage errors, and harnessing the power of punctuation.
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Introduction: Grammar, Usage, and Vocabulary

Grammar, usage, and vocabulary are the clothing of ideas. Errors, inappropriate expressions, or awkward constructions can discredit the most original thoughts, the most heartfelt feelings, and the most vital messages.

This book is designed to help students master Common Core language skills. Guided practice pages introduce and review important concepts. Most exercise pages include discussion suggestions and challenges for individual or small group exploration. Creative skill-builders including research challenges, graphic organizers, and writing prompts push students to apply new material and to think critically about the ideas presented.

The first section of *Common Core: Grammar Usage* challenges students to build powerful vocabularies. Exercises provide practice with synonyms, antonyms, and homonyms. Moving on to help students develop a more effective prose style, the book encourages budding authors to explore lively verbs, precise nouns, and vivid modifiers.

Next, young wordsmiths hone their understanding of shades of meaning through analogies, connotations, Greek and Latin roots, and affixes. Exercises also cover technical vocabulary used by professionals in various fields, Portmanteau words (motor + hotel = motel), and English words borrowed from other languages.

Grammar practice pages review sentence construction. They invite students to transform contorted passive sentences into livelier, more direct versions. Exercises help young writers combine independent and subordinate clauses.

The last part of the book covers the conventions of Standard English usage. Student pages review misused words, dangling modifiers, parallel construction, subject and verb agreement, pronouns, possessives, and punctuation.

*Common Core: Grammar Usage* is part of Mark Twain Media’s *Common Core* series, which focuses on helping students meet the Common Core State Standards in the English Language Arts. Activities in the series offer many opportunities for written response, and most of the interactive pages include Discussion suggestions and Challenges. These are designed to encourage critical thinking and creative problem solving and to launch personal or group research projects.

For easy use, organizational features in the *Common Core* series include detailed Tables of Contents, Common Core matrix charts, and lists of teacher resources to help busy educators locate relevant materials efficiently. The books also contain student glossaries of technical terms and answer keys for the worksheets.

Titles in the *Common Core* series include *Elements of Literature, Conducting Research Projects, Complex Issues in Text, Types of Text,* and *Grammar Usage.*
### Common Core State Standards Matrix

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<td>41-42</td>
<td>CCRA.L.4, 5, 6</td>
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Resources for Teachers

Books:
- *When Bad Grammar Happens to Good People: How to Avoid Common Errors in English* by Ann Batko
- *CliffsStudySolver™ English Grammar* by Jeff Coghill and Stacy Magedanz
- *Verbal Advantage: Ten Easy Steps to a Powerful Vocabulary* by Charles Harrington Elster
- *Grammar Girl Presents the Ultimate Writing Guide for Students* by Mignon Fogarty
- *The Least You Should Know about Vocabulary Building: Word Roots* by Carol Friend, Laura D. Knight, and Teresa Ferster Glazier
- *A Grammar Book for You and I (Oops, Me): All the Grammar You Need to Succeed in Life* by C. Edward Good
- *Punctuation at Work: Simple Principles for Achieving Clarity and Good Style* by Richard Lauchman
- *The Writer's Digest Grammar Desk Reference* by Gary Lutz and Diane Stevenson
- *The Best Little Grammar Book Ever!: 101 Ways to Impress With Your Writing and Speaking*, Arlene Miller
- *Word Smart, 5th Edition* (Smart Guides) by The Princeton Review
- *English Grammar for the Utterly Confused* by Laurie Rozakis, Ph.D.
- *Errors in English and Ways to Correct Them* by Harry Shaw
- *The Only Grammar Book You’ll Ever Need: A One-Stop Source for Every Writing Assign-ment* by Susan Thurman and Larry Shea
- *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* by Lynne Truss

Websites
- [ASU College of Liberal Arts and Sciences Grammar Practice Sheets](http://english.clas.asu.edu/enged-grammarpractice)
- [Grammar Girl’s Quick and Dirty Tips](http://www.quickanddirtytips.com/grammar-girl)
- [How to Use a Semicolon by The Oatmeal](http://theoatmeal.com/comics/semicolon)
- [National Council of Teachers of English](http://www.ncte.org/)
- [National Writing Project: Improving Writing and Learning in the Nation’s Schools](http://www.nwp.org/cs/public/print/resource_topic/teaching_writing)
- [Purdue OWL (Online Writing Lab)](https://owl.english.purdue.edu/owl/)
- [The University of North Carolina at Chapel Hill: The Writing Center Handouts](http://writingcenter.unc.edu/handouts/)
The Importance of Editing

**Directions:** How many errors can you find? Circle them. Then answer the questions.

If u red this in a email, u mite not have thowt anything wuz rong, but if u fownd it in a book, u wood wunder ubowt it. U wood think the awthur didn’t no what he wuz doing. Even if everything in the tekst iz troo, u probably wood not trust it.

When u rite a paper it iz a gud idia to rite qwiklee. U don’t hav two worry ubowt mistakes. Nobody will c that draft esept you. When yore idias are down on paper, you r ready to prepair your work for otherz.

Using uppropreut vocabulary, cleer punctuation, and korect speling is like waring the rite outfit for an okashion. You wood not ware party close to the beech or hiking close to a weding.

1. Why don’t you notice grammar and usage errors as much in emails as you do in a published article or a report?

2. What kinds of written communications are formal and require careful editing? Why?

3. Why is it a good idea not to worry about errors when writing a first draft?

4. How is informal speech different from formal speech? When would you use each?
Choosing the Right Word

Directions: Choose two synonyms for each word. Write them on the lines. Use a dictionary or thesaurus if necessary.

1. able ___________________________________________ ________________________________________
2. delay ___________________________________________ ________________________________________
3. ask ___________________________________________ ________________________________________
4. remote ___________________________________________ ________________________________________
5. noise ___________________________________________ ________________________________________
6. hurry ___________________________________________ ________________________________________
7. sorry ___________________________________________ ________________________________________
8. end ___________________________________________ ________________________________________
9. learn ___________________________________________ ________________________________________
10. disaster _________________________________________ _______________________________________

Synonyms

- secluded
- uproar
- capable
- catastrophe
- rush
- regretful
- terminate
- penitent
- ascertain
- halt
- accelerate
- clamor
- calamity
- question
- interrogate
- competent
- postpone
- distant
- comprehend
- procrastinate

Discuss: When would it be better to use can’t stand instead of abhor? Why? Give examples of other situations that call for informal vocabulary. Why is it important to know more complex, specific words?

Challenge: Choose one set of synonyms. Write a sentence for each one. How does this word choice affect the meaning of the sentence?

Game: Play Interrogation. Taking turns asking questions, two teams or contestants vie with one another to be the first to guess the word on an index card held by the teacher or a moderator. Sample questions: What is a synonym? What is an antonym? How many syllables does it have? What is its part of speech? (If there are several, the moderator offers one.) The first to guess holds the card. The contestant or team with the most cards at the end of the game wins. Additional synonyms can be found online or in a thesaurus.
Antonyms

Directions: Draw lines to match each word with its opposite. Use a dictionary or thesaurus if necessary.

1. agree  conceit
2. slender  desecrate
3. formal  diffident
4. confident  digress
5. entrance  dilapidated
6. friendship  enmity
7. modesty  dissimilar
8. focus  docile
9. consecrate  casual
10. wild  egress
11. awake  callow
12. similar  drowsy
13. pristine  graceful
14. clumsy  contradict
15. sophisticated  corpulent

Discuss: Why are antonyms better than synonyms for defining some words? Do all words have antonyms? Can you think of one that does not?

Challenge: Choose a pair of antonyms. Write sentences showing the meaning of each word. Combine sentences written by fellow class members to create an illustrated book or an online quiz.
Confusing Homonyms

Directions: Write the correct word in each blank.

1. All of us went to the movies yesterday ________________ Terry.
   
   accept except

2. Turning in that report late will ________________ your grade.
   
   affect effect

3. The old man’s daughter was his sole ________________.
   
   air heir

4. The office is planning to ________________ one projector to each two classrooms.
   
   a lot allot

5. Brittany read her favorite poem ________________ in English class today.
   
   allowed aloud

6. The school will not sell ________________ carbonated drinks.
   
   anymore any more

7. David’s ________________ to Animal Farm impressed our history teacher.
   
   illusion allusion

8. Brian maintains our class ________________ and the school online calendar.
   
   cite site sight

9. Paige, Kara’s most ________________ friend, would never share the secret.
   
   discreet discrete

10. The school is only two blocks ________________ from our house than the store.
    
    farther further

11. Our neighbor tried to ________________ pennies, but his wife took them to the bank.
    
    horde hoard

12. The mountain man left a ________________ of supplies in a cave.
    
    cash cache

Discuss: Is an understanding of homonyms more important for oral or written language? Give reasons for your answer.

Challenge: Write a sentence for each word you did not use.
Confusing Homonyms

**Directions:** Write the better choice on each line.

Tony and Jack’s efforts to (1) ___________ discovery had an

(2) ___________ on the relationships (3) ___________ their

friends. If (4) ___________, the (5) ___________ that they

had succeeded in (6) ___________ deception drove them even

(7) ___________ apart. A (8) ___________ event was

inevitable, but when it happened, it seemed to arise out of thin

(9) ___________.

Jack thought his sister Diane was more (10) ___________ than she really was. When Diane caught (11) ___________ of

(12) ___________ (13) ___________ of academic award

certificates in his desk drawer, she put an end to their (14) ___________.

plans. She met the (15) ___________ conspirators the next morning at

the school (16) ___________ under the (17) ___________ of

comradeship. She (18) ___________ to inform them that they would not

be (19) ___________ to continue with their plan.

They did (20) ___________.

**Discuss:** What were the boys going to do? (There is no right answer.)

**Challenge:** Write a story using the ideas you discussed. Include some homonyms from this page.
More Homonyms

Directions: Circle the word that best fits each meaning.

1. nervous      tense    tents    tear    tier
2. blade pushed by wind      vain    vein    vane    vile
3. nasty      vile    vial    vein    vane
4. portable shelters      tense    tents    tear    tier
5. with wheels      wield    wheeled    versus    waiver
6. blood vessels      vain    vein    vane    tense
7. lyrics      versus    verses    rote    waiver
8. type of contract      tense    tents    waiver    waver
9. against      verses    versus    vial    vile
10. distant past      you’re    yore    your    rote
11. they are      their    there    they’re    theirs
12. conceited      vain    vein    vane    tense
13. layer      tear    tier    vile    vial
14. repetition      wrote    waiver    verses    rote
15. brandish      wield    wheeled    versus    waiver
16. liquid in an eye      tear    tier    vile    vial
17. spiral-shaped      whirled    world    whorled    yore
18. to rethink a decision      tense    tents    waiver    waver
19. glass bottle      vile    vial    vein    vane
20. way of walking      gate    gait    cede    alter
**Synonym, Antonym, and Homonym Scavenger Hunt**

**Directions:** Use this organizer to generate groups of synonyms, antonyms, and homonyms. Choose words from a textbook, novel, play, or poem you are reading. Write the word and identify the synonym, antonym, and homonym for each word.

**Title:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Antonym</th>
<th>Homonym</th>
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<td>15.</td>
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</table>
Beyond Make, Do, and See: Expressive Verbs

Directions: Write a short sentence using each verb. Use a dictionary to check the meanings.

1. accomplish ________________________________

2. challenge ________________________________

3. contradict ________________________________

4. destroy ________________________________

5. exemplify ________________________________

6. engage ________________________________

7. expand ________________________________

8. galvanize ________________________________

9. manipulate ________________________________

10. organize ________________________________

11. observe ________________________________

12. overcome ________________________________

13. permeate ________________________________

14. refute ________________________________

15. resolve ________________________________

16. replicate ________________________________

17. verify ________________________________

18. validate ________________________________

Challenge: Review a selection of your own writing. Circle each am, are, was, is, have, and had. Rewrite each sentence substituting a more expressive verb.
### Precise Nouns

**Directions:** Write a term from the box that describes all of the precise nouns in each set.

<table>
<thead>
<tr>
<th>Food</th>
<th>Doctor</th>
<th>Tree</th>
<th>Boat</th>
<th>Teacher</th>
<th>Shape</th>
<th>Seed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road</td>
<td>Job</td>
<td>Vehicle</td>
<td>Cloth</td>
<td>Storm</td>
<td>Mistake</td>
<td>Building</td>
</tr>
</tbody>
</table>

1. street, lane, highway, freeway, interstate, toll road, thoroughfare, path, byway, side road, boulevard, drive, motorway, thruway, expressway

2. shack, mansion, palace, apartment, high-rise, manor, cottage, cabin, villa, farmhouse, hut, bungalow, lodge, chalet, castle, abode, Cape Cod, Victorian

3. work, occupation, career, profession, employment, trade, business, teller, clerk, CEO, plumber, electrician, grower, engineer, realtor

4. physician, pediatrician, surgeon, psychiatrist, internist, oncologist

5. tutor, instructor, trainer, coach, lecturer, professor, mentor

6. error, blunder, slip-up, oversight, lapse, blooper, inaccuracy, misprint, flaw, boo-boo

7. pine, oak, birch, cottonwood, aspen, evergreen, deciduous, palm, magnolia, eucalyptus

8. acorn, nut, grain, kernel, pit, bean, wheat, oat

9. outline, form, triangle, hexagon, pentagon, silhouette, profile, contour, circle, ring, loop, disk, square, quadrangle

10. car, sedan, coupe, convertible, van, truck, SUV, bus, sports car, semi

11. wool, gabardine, cotton, argyle, acrylic, nylon, calico, muslin, linen, satin, silk, velvet, knit, seersucker, taffeta, canvas, terry cloth, twill, lace, velour

12. speedboat, paddle boat, steamship, ocean liner, schooner, sailboat, whaler, windjammer, gondola, canoe, freighter, ferry, cruiser, catamaran, clipper

13. hurricane, tornado, blizzard, cyclone, squall, tempest, thunderstorm, typhoon, derecho, gale, cloudburst

14. carrots, blueberries, chocolate, mint, lettuce, kale, watermelon, chicken, sardines, pizza, cheddar, yogurt, oatmeal, sourdough, onions

**Discuss:** Share a short selection from a textbook, poem, short story, or novel. Encourage listeners to name any precise nouns they hear.

**Challenge:** Select a piece of your own writing. Circle all of the nouns. Replace any vague, general nouns with more precise or colorful equivalents.
**Word Relationships: Analogies**

**Directions:** Circle the relationship between these sets of words.

1. counterfeit : authentic :: noxious : pleasant
   *synonyms* *antonyms* *clipped* *portmanteau* *onomatopoeia*

2. placid : calm :: knotty : complex
   *synonyms* *antonyms* *clipped* *portmanteau* *onomatopoeia*

3. renown : renowned :: fame : famous
   *synonyms* *antonyms* *clipped* *grammatical* *onomatopoeia*

4. covert : overt :: unlucky : lucky
   *synonyms* *antonyms* *clipped* *grammatical* *onomatopoeia*

5. abhor : adore :: hate : love
   *synonyms* *antonyms* *clipped* *grammatical* *onomatopoeia*

6. cuke : cucumber :: doc : doctor
   *synonyms* *antonyms* *clipped* *portmanteau* *onomatopoeia*

7. fax : facsimile :: memo : memorandum
   *synonyms* *antonyms* *clipped* *portmanteau* *onomatopoeia*

8. email : electronic mail :: cyborg : cybernetic organism
   *synonyms* *antonyms* *clipped* *portmanteau* *onomatopoeia*

9. lion : roar :: bird : tweet
   *synonyms* *antonyms* *clipped* *portmanteau* *onomatopoeia*

10. retract : repeal :: repudiate : shun
    *synonyms* *antonyms* *clipped* *portmanteau* *onomatopoeia*

11. cringe : flinch :: bolster : support
    *synonyms* *antonyms* *clipped* *portmanteau* *onomatopoeia*

12. celebrity : lackluster :: con man : credible
    *synonyms* *antonyms* *member/group* *opposite characteristic*

13. soldier : regiment :: star : constellation
    *synonyms* *antonyms* *member/group* *portmanteau* *characteristic*

14. trout : fish :: poodle : dog
    *synonyms* *antonyms* *member/group* *portmanteau* *characteristic*

15. rubber : pliable :: iron : rigid
    *synonyms* *antonyms* *member/group* *portmanteau* *characteristic*

**Discuss:** *Motel* is a portmanteau word combining *motor* + *hotel*. *Photo* is a clipped word, shortened from *photograph*. Why are words invented? Can you think of others? Can you think of any words that have disappeared over the years? Why did they fade away?
**Shades of Meaning**

**Directions:** Write a word from each set under the connotation that fits it best. Use a dictionary to check the meanings of unfamiliar words.

1. complex          profound       abstruse
2. austere           plain          orderly
3. determined        steadfast      obstinate
4. resignation       acknowledgement acceptance
5. temporary         evanescent     short-lived
6. eliminate         obliterate     end
7. doggedness        resolution     firmness
8. pleasure-seeker   degenerate     epicure
9. flout             contravene     disobey
10. sweet            honeyed        saccharine

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<th>Positive</th>
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<td>Example:</td>
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**Challenge:** Look up the origin and meaning of *malapropism*. Keep a list of malapropisms you encounter.
Greek and Latin Roots

Directions: Use a dictionary or online resource to find a word built upon each root.

1. struct (build) __________________________
2. tract (pull) ____________________________
3. hyper (over) ____________________________
4. flux or flu (flow) _______________________
5. dict (say) ______________________________
6. fract or frag (break) ____________________
7. inter (between) _________________________
8. peri (around) __________________________
9. grad or gress (step) _____________________
10. hydr (water) ___________________________
11. ject (throw or toss) _____________________
12. graph (write) __________________________
13. ambu (walk) ____________________________
14. hab/hib (hold) __________________________
15. imag (likeness) _________________________

Directions: Use the meanings of roots to guess the meanings of these words. Check your guesses with the dictionary.

16. philanthropist: phil (love) + anthro (man) ____________________________
17. philosopher: soph (wisdom) ____________________________
18. bibliophile: biblio (book) ____________________________
19. bibliography: graph (write) ____________________________
20. phonograph: phono (sound) ____________________________
21. phonocardiograph: cardio (heart) ____________________________
22. cardiologist: logy (originally to speak, now to study) ____________________________
23. anthropologist: anthro (man) ____________________________
24. biology: bio (life) ____________________________
25. antibiotic: anti (against) ____________________________

Discuss: What is the relationship between the word sophomore and the meaning of the root soph? What do you think about the wisdom of sophomores?

Challenge: Using online software, generate a crossword puzzle using words based on Greek or Latin roots. Use synonyms, antonyms, or short definitions as clues. Here’s a site to try: http://www.puzzle-maker.com/CW/
**Directions:** Check the meanings of the prefixes, suffixes, and roots in a dictionary. Then circle the correct meaning of each word.

1. **misogynist** (mis + gyn + ist)
   - a. a boy who loves gym
   - b. a person who hates women
   - c. a dessert with berries
2. **amiable** (ami + able)
   - a. able to be a friend
   - b. able to shoot accurately
   - c. able to wander freely
3. **resurgent** (re + surg + ent)
   - a. to perform surgery again
   - b. the second wave in a series
   - c. rising up again
4. **antipathy** (anti + path + y)
   - a. a strong feeling against someone
   - b. a path leading downhill
   - c. an allergy to trails
5. **contraindicate** (contra + in + dic + ate)
   - a. to start a war against a dictator
   - b. part of a dance
   - c. to advise against something
6. **infrasonic** (infra + son + ic)
   - a. sounds below the human hearing range
   - b. loud
   - c. sounds above the human hearing range
7. **intradermal** (intra + derm + al)
   - a. between two teeth
   - b. within skin layers
   - c. to brush teeth well
8. **intramural** (intra + mur + al)
   - a. within school walls
   - b. to look between
   - c. a painting
9. **diurnal** (diu + al)
   - a. a dyed vase
   - b. an Egyptian funerary urn
   - c. active or open in the daytime
10. **solvency** (solv + ency)
    - a. condition of having cash
    - b. a coronation
    - c. an agency that solves problems

**More Practice:** Write five words using some of the following prefixes or suffixes.

**Common Suffixes:** -er, -est, -en, -ness, -ain, -ed, -ist, -y, -less, -ic, -ing, -ion, -ive, -ful, -or, -ion, -able, -ible, -al, -ial, -ment, -ious

**Common Prefixes:** mis-, un-, non-, dis-, re-, sub-, multi-, trans-, ad-, contra-, ex-, infra-, inter-, intra-, semi-

**Discuss:** Which suffixes are most commonly used with adjectives, nouns, or verbs? How can this observation help you understand word meanings?
Directions: Write the word that fits each clue.

1. A Czech word meaning a mechanical device that can be programmed to perform tasks
   __________________________________________

2. A word from Dutch meaning a turbulent or violent situation ___________________________

3. A word from Chinese meaning a tropical storm with high winds _________________________

4. A word from Chinese meaning a thick tomato sauce ______________________________________

5. A word from Africa naming a tropical fruit with a thick yellow peel ______________________

6. A word from Arabic for a popular hot drink ____________________________________________

7. A word from Arabic for the heavy rains of late summer _________________________________

8. A word from Arabic for a number that signifies nothing ________________________________

9. A word from French that means very peculiar __________________________________________

10. A word from French that means a feeling of humiliation after a disappointing event
    __________________________________________

11. A word from French that means a station
    __________________________________________

12. A word from French that means a group of people following a celebrity
    _________________________________________

13. A word from Hindi for a kind of cloth that was popular with settlers in the Old West
    _________________________________________

14. A word from Hindi that means an unfeeling, unstoppable negative force
    _________________________________________

15. An Italian word for a large stringed instrument _________________________________________
Private Languages: Researching Jargon and Slang

Directions: Use online or text references to find the meaning of each political term.
1. bipartisanship
2. bully pulpit
3. campaign
4. caucus
5. coattails
6. lame duck
7. convention
8. dark horse
9. delegate
10. filibuster
11. gerrymander
12. GOP
13. inside the beltway
14. left- or right-wing
15. to lobby
16. photo-op
17. pork barrel
18. pundit
19. slate

Discuss: What are the advantages of a special language? What are the disadvantages? A dialect is a special language for a city, state, or region. Can you think of any examples of words that belong to a regional dialect? Can you name a book or story that uses regional dialect?

Challenge: Create a dictionary of jargon and slang used by one of the following groups:

- your parents as teenagers
- a particular sport
- construction industry
- legal profession
- plumbers or electricians
- your grandparents as teenagers
- broadcasting or the film industry
- fire fighting
- police or military
- architecture
- classmates
- journalism
- medicine
- education
- transportation
Directions: Write a word from one of the lists above in each blank.

1. The Roman ____________________________ surrounded the Mediterranean Sea.
2. Lords, vassals, and fiefs were part of ____________________________ during the Middle Ages.
3. About 20,000 settlers came to the Massachusetts Bay ____________________________ in the 1630s.
4. Western ____________________________ began in a valley between the Tigris and Euphrates rivers.
5. Animals with backbones are called ____________________________.
6. Rocks that cool from superheated magma are ____________________________.
7. A pluralistic society includes many ____________________________ groups.
8. Plains, valleys, foothills, and mesas are examples of ____________________________.
9. Fresh water, air, oil, and minerals are examples of natural ____________________________.
10. Earth’s ____________________________ includes several layers including the troposphere and the stratosphere.
11. Human ____________________________ involves inhaling and exhaling.
12. When two species depend on one another it is called ____________________________.
13. The three branches of our government are the legislative, the judicial, and the ____________________________.
14. Our ____________________________ is the Milky Way.
15. Railroads, airlines and highways are parts of our ____________________________ system.

Discuss: Why is it important to know and use precise technical vocabulary?

Challenge: Create a personal science or social studies dictionary. Keep track of new words as you encounter them.
Portmanteau Words

Directions: On the line, write the portmanteau word that matches each origin.

1. (breath + analyzer) ____________________________
2. (camera + recorder) ____________________________
3. (cinema + complex) ____________________________
4. (day’s + eye) ____________________________
5. (flutter + hurry) ____________________________
6. (fourteen + night) ____________________________
7. (gleam + shimmer) ____________________________
8. (God + be [with] + ye) ____________________________
9. (haggle + tussle) ____________________________
10. (international + network) ____________________________
11. (motor + hotel) ____________________________
12. (outside + patient) ____________________________
13. (pain + sting) ____________________________
14. (picture + element) ____________________________
15. (melt + weld) ____________________________
16. (scribble + sprawl) ____________________________
17. (sea + landscape) ____________________________
18. (situation + comedy) ____________________________
19. (smoke + fog) ____________________________
20. (goo + slop) ____________________________
21. (emotion + icon) ____________________________
22. (breakfast + lunch) ____________________________

Discuss: Why were these words invented? Can you think of something that needs to be named?

Challenge: Write a paragraph using as many of these words as possible. It will probably be silly. Share your creations with the group.

Class Book: Create an illustrated dictionary of invented words. For example, you might generate a term for someone who borrows things or someone who is always late.
Directions: Revise these sentence fragments to make complete sentences.

1. The ancient trees seeming to touch the drifting white clouds in the blue summer sky.

2. After the confused and terrified puppy dashed across the busy street.

3. Seven baby sparrows fluttering around the bird feeder after the rain stopped.

4. The table, groaning under its burden of potato salad, sliced roast beef, corn on the cob, barbecued chicken wings, and watermelon.

5. The circus tiger pacing in his ornate cage.

6. Before the race, the runners warming up in the park.

7. Between the library and the grocery store.

8. Filling with water during rainstorms, the battlefield trenches during World War I.

9. Because water expands when it freezes.

10. Whenever a wolf howled in the nearby forest.

11. Beyond the wheat field at the edge of town.

12. Under a bridge spanning the muddy river.

Discuss: What is the difference between a fragment and a sentence?

Challenge: Expand one of the revised sentences into a paragraph or a story.
**Compound Sentences**

**Directions:** Underline the independent clauses. Circle the coordinating conjunctions.

1. Aquarius is a water carrier, and ancient Egyptians associated the Nile’s annual floods with his constellation.
2. Some people wanted George Washington to remain in power, but he declined.
3. The price of a product depends on the supply, but it is also contingent upon the demand.
4. An animal may become extinct, or it may adapt to changes in the environment.
5. Thousands of Puritans left England, and they formed colonies in America.
6. The Sons of Liberty boarded ships, and they dumped chests of tea into the harbor.
7. The League of Nations first met in 1920, and it dissolved in 1946.
8. Plateaus are relatively flat, but mountains have steep or sloping sides.
9. Literacy enables citizens to read about issues, and it encourages them to share opinions.
10. Our nation’s government has three branches, and each branch has different responsibilities.
11. The Union Pacific Railroad built track westward from Council Bluffs, and the Central Pacific built track eastward from Sacramento.
12. France sold the Louisiana Territory to the United States, and the treaty was signed on April 30, 1803.

Write a compound sentence for each coordinating conjunction.

**and:**

________________________________________________________________________

________________________________________________________________________

**but:**

________________________________________________________________________

________________________________________________________________________

**or:**

________________________________________________________________________

________________________________________________________________________
Complex Sentences

Directions: Underline each dependent clause. Circle each subordinating conjunction.

1. At the Geysers in California, 15 geothermal power plants produce clean electricity.
2. Karli will come when she finishes her homework.
3. Mr. Carlson is the only one on our block who does not have a dog.
4. The virus, which is new to our area, has caused many illnesses.
5. Nobody knows why Andrew is so late.
6. Mia, who is the most talented artist in our class, is designing the poster.
7. The room where the committee meets is on the second floor.
8. The girl who introduced us was my best friend.

Directions: Use the subordinating conjunction to add a dependent clause to each simple sentence, creating a complex sentence

9. Although: Ethan made the team.

10. Because: Lauren couldn’t go on the trip.

11. Until: Jonathan had to wait.


Discuss: What is a subordinate? Why are conjunctions like after, how, although, if, unless, until, because, since, and while called subordinating conjunctions?

Challenge: Find a simple sentence, a compound sentence, and a complex sentence in a story or textbook. What is the advantage of each type of sentence?
Sentence Variety

Directions: Rewrite each sentence by changing the order of the dependent and independent clauses. You might have to substitute names for pronouns.

Example:
1. After Terry spent a summer working at the city aquarium, she decided she wanted to study marine biology.
   Terry decided she wanted to study marine biology after she spent a summer working at the city aquarium

2. When sedimentary or igneous rocks are exposed to heat and pressure, they change into metamorphic rocks.

3. Home mechanics pollute rivers when they dump used oil on the ground because it washes into storm drains.

4. Tim recorded the level of water in his backyard rain gauge after the storm ended.

5. The pupils of Jake’s eyes contracted when he stepped out into the bright sunlight.

6. Mike and his friends camped in the backyard in order to see the Perseid meteor shower,

Discuss: What is sentence variety? Why is it important? How can spotting independent clauses help you create more interesting sentences?

Challenge: Change the order of clauses in a sentence from a text or story. Which version is better? Why?
Compound Complex Sentences

Directions: Rearrange the clauses in each sentence, creating two additional versions.

1. After the dam broke, water rushed down the valley, and the torrent washed towns away.
   a. ____________________________________________
   b. ____________________________________________

2. Once the telegraph made sending messages to the West Coast easy, the Pony Express was no longer necessary, and it went out of business.
   a. ____________________________________________
   b. ____________________________________________

3. Because the praying mantis was so well camouflaged, the grasshopper did not see it, and the predator secured its meal.
   a. ____________________________________________
   b. ____________________________________________

4. After the fault's initial movement, seismic waves spread out like waves in a pond, and the ground shook.
   a. ____________________________________________
   b. ____________________________________________

5. Now that the wildfires are under control, the roads have reopened, and the town is almost back to normal.
   a. ____________________________________________
   b. ____________________________________________
Directions: These sentences don’t make sense. Revise them. The first one is done for you.

1. After getting up late, the car wouldn’t start. (This says the car got up late.)
   Sample revisions: After getting up late, Vicky couldn’t start her car. or Vicky couldn’t start her car after she got up late. or Vicky’s car wouldn’t start after she got up late.

2. Before taking attendance, fire alarm bells started ringing.

3. While getting ready for school, the phone rang.

4. Looking at the calendar, the science project would never be finished on time.

5. While crossing the street, a great idea dawned.

6. Once settled into the seat, pastures and fields flashed by the passenger car’s window.

7. After swinging into the saddle, the horse immediately broke into a gallop.

8. Before printing out the report, the dog raced by and knocked the laptop on the floor.

Discuss: Each of these examples is ridiculous. Explain why.

Challenge: Write a sentence with a dangling modifier. Combine your example with others from your class to create an online quiz.
Parallel Construction

**Directions:** In each series, circle the word or phrase that is not an object of the verb. Rewrite the sentence using a different verb for each item in the series.

*Example:* I am baking cupcakes, a pie, and washing the dishes.
*Revised:* I am baking cupcakes, making a pie, and washing the dishes.

1. Yesterday I bought shoes, a video game, and met my friend at the mall.

2. We ate sandwiches, apples, and shot a few baskets in the park.

3. Victor drank a bottle of water, a glass of lemonade, and ate a bag of chips.

4. Sara and Emily finished the math problems, the history questions, and took a break to watch a movie on cable.

5. Jason earned money for mowing lawns, collecting aluminum cans, and he washed three cars.

6. The winds destroyed our tree, our fence, and kept us awake all night.

7. The computer kept track of our appointments, our assignments, and made writing reports easier.

8. People were buying batteries, bottled water, canned foods, and looking at generators.

9. I am going to call Jacob, Brittany, Tyler, and grab a quick lunch.

10. Marcus is collecting igneous rocks, sedimentary rocks, and looking for metamorphic rocks.

**Discuss:** What is the difference between a run-on sentence and a sentence that does not use parallel construction correctly? Why is it a good idea to avoid both?

**Challenge:** Compile a list of active verbs to use when revising sentences.
Directions: Circle the correct verb form.

1. Both the dog and the cat (like / likes) the spot near the heater.
2. Either the road on the left or the one on the right (lead / leads) to Midland City.
3. Many boys (enjoy / enjoys) football or baseball.
4. Women (hold / holds) an increasing number of jobs in professions such as medicine and law.
5. History (teach / teaches) that even the greatest empires rise and fall.
6. One of the most prominent branches of government (is / are) the Executive Branch.
7. Both supply and demand (is / are) important for the determination of prices.
8. Airlines (is / are) an important part of our transportation system.
9. The Internet (become / becomes) more influential every day.
10. Terry’s blog (reach / reaches) hundreds of people per week.
11. Neither a lizard nor a rabbit (has / have) wings.
12. The evening news (is / are) on television at 6 P.M.
13. Macaroni and cheese (taste / tastes) delicious on a cold winter night.
14. “The Jumblies” (is / are) a famous nonsense verse by Edward Lear.
15. Either Jeremy or his two sisters (is / are) coming to the party on Saturday.
16. Everybody (expect / expects) our team to win tonight.
17. People (know / knows) that the rumor isn’t true.
18. Few (understand / understands) that difficult equation.
19. Neither (make / makes) sense to me.
20. Several (arrive / arrives) late every morning.

Discuss: Why is it hard to choose the correct verb forms for some of these sentences?
Challenge: Change the subject of each sentence to make the unselected verb form correct.

Example: 12. Many shows are on television at 6 P.M.
Active and Passive Constructions

Directions: Change each passive sentence to an active construction.

Example: Passive: The swimming trophy was won by Leon.
Active: Leon won the swimming trophy.

1. The road was built by two crews in a single night.

2. The streets were flooded by muddy waters flowing over the top of the dam.

3. The Tigers were beaten by the Lions in overtime.

4. Fort Sumter was fired upon by South Carolina, a Confederate state, in April 1861.

5. Sedimentary rocks are formed by the accumulation of sand, silt, or gravel in layers.

6. The signal fire was spotted by rescuers.

7. The boys were saved by the supplies they had carried with them.

8. Those newsletters were stapled and folded by Annemarie and Chloe.

9. All the food was eaten by your dogs.

10. The best questions were asked by the students in this room.

11. The drought was broken by torrential monsoonal rains.

12. The rabbit was chased by a hungry fox.

Discuss: Modern writers prefer active constructions. Why?
**Tricky Pronouns**

**Directions:** Underline any incorrect or unclear pronouns. Rewrite the sentences.

*Example: Incorrect:* Jason saw Kelly and I at the fair.
*Correct:* Jason saw Kelly and me and the fair.

*(Think: He saw Kelly, and he saw me.)*

1. My uncle gave the book to her and I.
2. Him and me went to the mountains with my dad.
3. To who am I speaking?
4. Whose coming to the party on Friday night?
5. Him and her said you would help us with the report.
6. The house on the hill had a stone chimney until it fell down.
7. Anna was a little taller than Emily, but she had longer arms.
8. David could throw the ball harder than Isaiah, but he was more accurate.
9. Bad grades irritate my parents, and I avoid them if I can.
10. When Mom drove me to school, it stalled.
11. Sarah arrived at campus this morning, and it was open.
12. The bear who turned over the garbage can last night may return.
Possessives

Directions: Write the correct possessive form on each line.

1. The __________________________ baggage was too heavy, and he had to pay an extra fee.
   mans  mans’  man’s

2. The __________________________ bedroom smelled of fresh paint.
   childrens  childrens’  children’s

3. The squirrel almost lost __________________________ stash of seeds and nuts.
   its  it’s  its’

4. The boys lost __________________________ last chance to capture the championship.
   they’re  they’re’  their

5. Thieves stole all of the __________________________ saddles during the night.
   horses  horse’s  horses’

6. Those binders, textbooks, and pencils are __________________________.
   ours  our’s  ours’

7. The woman claimed that the car was __________________________.
   hers  her’s  hers’

8. __________________________ backpack is getting wet in the rain.
   Someones  Someone’s  Someones’

9. Our __________________________ screens all failed at once.
   laptops  laptop’s  laptops’

10. Both __________________________ bicycles were broken.
    brothers  brother’s  brothers’

Discuss: Why doesn’t the possessive pronoun its contain an apostrophe? Some people think it should. Do you agree with them? Why or why not?

Challenge: Find five different possessives in a text or story. Are they singular or plural? Are they nouns or pronouns?
Describe a familiar place on the school campus. Include sensory details and similes. Classmates should be able to recognize the locale.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Describe how to do something. Use lively verbs.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Adjectives describe people, places, or things. They include color words, size words, temperature words, and more. List 10 adjectives.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Adverbs describe how, when, or where actions are done. Many adverbs end with -ly. Example: slowly. Write 10 adverbs.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Discuss:** In a story or textbook, find a paragraph that describes a person, place, thing, or event. Share your selection with the group. Point out words, phrases, and details that make the item or the action clear.
**Common Usage Errors**

**Directions:** Rewrite the sentences to correct the errors.

1. Neither Logan nor Hunter were able to hit the ball in yesterday’s big game.
   
2. First, Mom won’t let me come and b. I don’t even like Jenna and last I don’t have transportation.
   
3. Not only did he forget my birthday, he lost my house keys.
   
4. On the one hand, Rachel has been my best friend since kindergarten, but I cannot ignore the way she treated me last night.
   
5. As much that he wants to go on the trip, he will have to stay home.
   
6. The reason Kyle won the race was because he practiced.
   
7. Either follow the directions or else find another committee.
   
8. Either look up the battle on the Internet or maybe try to find an article about it in the encyclopedia.
   
9. I can’t climb the fence or unlock the gate, neither.
   
10. He didn’t study for the math exam, but also he arrived ten minutes late for class.
Directions: Write the correct choice on the line.

1. Connor is much ______________ than Tyler.
   more taller  taller  tallest

2. Vanessa is the __________ of the two actors, and I hope the director chooses her.
   more better  better  best

3. Five contestants tried out, but only the __________ runner took part in the race.
   more better  better  best

4. Of all the foods you could have chosen, that cream puff seems __________ healthful.
   much less  less  the least

5. Dad always insisted upon driving a little __________ before stopping at a motel.
   far  farther  further

6. Elija calculated the __________ of games they needed to win to make the playoffs.
   number  amount  numbers

7. Amanda entered ______________________________ painting in the town’s show.
   the most unique  the least unique  a unique

8. Christopher’s score was ______________________________.
   the most perfect  perfect  more perfect than Sam’s

9. Zoe gave Michelle the ______________ compliment when she followed her example.
   ultimate  penultimate  most malicious

10. The Confederacy’s resources were ______________________________.
    not infinite  more infinite than the Union’s  less infinite than they had hoped
**Usage Practice**

**Directions:** Rewrite each colloquial sentence to make it clearer and formally correct.

1. That chili is plenty hot, so be careful.

2. I will never agree to that argument.

3. Giraffes differ with antelopes in many ways.

4. William agreed to the rest of the team about their need for more practice.

5. Paige, where are you at?

6. Stephanie had dozens of questions as to the nature of the assignment.

7. The charity walk collected thousands of dollars plus it helped the health of participants.

8. We will reschedule the festival in the event that it rains.

9. Owing to the fact that I was sick last week, I will be turning my report in late.

10. Procrastination is where you put something off until the last minute.

11. Because speed is important, news media sometimes issues inaccurate reports.

12. Julia and Connor are alumnis of West River High.

**Discussion:** We all use sentences like these in conversation. People usually understand what we mean, but these constructions are not formally correct. How does the tone of a sentence affect its meaning? When would this matter?

**Challenge:** Collect as many colloquial phrases as possible this week. Look up their origins in a reference book or online. Some of them are common in certain parts of the country. Variations such as these are called regional dialects. Can you think of any phrases that make you think of New York, Chicago, or Dallas? Try the Dialect Map of U.S. on the Internet.
Commonly Misused Words

Directions: Circle the word that belongs in each blank.

1. Savannah refused to _____________ defeat.
   except accept expect

2. Thomas wouldn’t accept _____________ from anyone.
   advice advise advised

3. His teacher advised Anthony to take another _____________ with his report, since his current approach wasn’t working.
   tacked tack tact

4. Your conclusions don’t _____________ with the evidence you have presented.
   jive jibe jib

5. A _____________ road led through aspen groves to a mountain lake.
   tortured torturous tortuous

6. Her father’s _____________ invention changed the world overnight.
   ingenuous ingenious engendered

7. _____________ conditions can vary from year to year.
   Climatic Climactic Climacteric

8. Trinity could _____________ come with us, but she needed to help her mom.
   have of had

9. Did the thief in the movie _____________ capture?
   elude elucidate allude

10. A number of _____________ musicians attended a dinner at the White House.
    imminent eminent immense

11. Matt sat _____________ Ben on the bus this morning.
    beside besides between

12. One bad test had no _____________ effects on Justin’s final grade in the class.
    averse adverse advertise

13. A(n) _____________ report was issued each January and each July.
    annual biennial biannual

Discuss: Which of these words have you confused in the past? Share a trick for remembering its correct usage.

Challenge: Look up the source of the word malapropism. Collect examples.
Commas

**Directions:** Add commas where needed.

1. Rick trusted only one friend **his dog**.
2. I wondered **could I** really earn enough money to pay for the trip.
3. “Don’t ever forget that” said Tony.
4. “I won’t cross that river” said Nicole “unless I have to.”
5. After spilling from the caldera of an erupting volcano molten lava pours down the side of the cone in a glowing river.
6. The Puritans **after arriving at Plymouth** gave thanks for a successful journey.
7. Henry Ford **while still a child** was fascinated by machines.
8. Alexa loves books about frogs lizards and snakes.
9. Caleb spent his summer swimming hiking biking and playing basketball.
10. I don’t want to go to the moon **jump out of an airplane or climb Mt. Everest.**
11. “I heard that” said Brianna “but I’ll pretend I didn’t.”
12. “I will plan the bike route call two people and pack lunches” said Lisa “but the rest is up to you.”
13. The playoffs **will begin on May 22 2016.**
14. Amelia Earhart **while trying to fly around the world disappeared without a trace.**
15. Mom promised to buy paper pencils and folders.

**Discuss:** Read one of these sentences aloud. How do commas help you understand the meaning of the sentence?

**Challenge:** Write a sentence that includes a series, a quotation, and a date. Expand your sentence into a blog post.
Commas

Directions: In each sentence, circle the comma that does not belong.

1. A stooped, weary, haggard old, man watched us from the porch.
2. The still, clear, icy waters of the lake reflected the cloudless, sky.
3. Ethan’s, success was due to practice, not to luck.
4. Instead, of Ryan, Jenna was standing at the door.
5. Joseph, however, will not arrive until next, Saturday.
6. You will, I, believe, make your dreams come true.
7. Sam, who is the president of our club, will write, a letter to the principal.
8. The girl who is in charge of our committee will send each, of us a copy of the notes.
9. Abraham Lincoln, the sixteenth President of the United, States, was assassinated.
10. Aaron, will, you please stand?
11. Daniel Pierson, M.D., will speak to us on Thursday, evening.
12. Sofia, will be moving to Los Angeles, California, on September 28, 2015.
13. Tyler told Matt he would meet him at the park, but Matt didn’t hear him, so he didn’t show, up.
14. Because Tim, the president, of our science club, recommended the book, I bought it.
15. Mark, my older brother, will be going on a trip to Washington, with his class.

Discuss: How can extra commas be confusing? Give an example.
Directions: Rewrite each sentence to include the proper punctuation for each title or quotation, and fix any letters that should be capitalized.

1. we studied Robert Frost’s poem stopping by Woods on a Snowy evening in English class.

2. I read “The origins of the civil war” in The American Adventure last night.

3. My favorite short story is The Most Dangerous Game by Richard Connell.

4. Evan loves mythology and epic poems, especially The Iliad and The Odyssey.

5. The film Where the Wild Things Are was based on a picture book by Maurice Sendak.

6. The film Holes was based on a young adult novel by Louis Sachar.

7. The Nina, The Pinta, and The Santa Maria sailed from Spain in August 1492.

8. Garrison Keillor’s radio program The Writer’s Almanac features poetry selections.

9. Amanda said, Mr. Reed just announced, Your papers are due on Monday. Can you believe that?

10. I Want to hold your hand was a famous song by The Beatles.

Discuss: Why are the titles of stories and books punctuated differently? Would it be better or worse if all titles were punctuated the same way? Give reasons for your answer.

Challenge: List your favorite short story, poem, book chapter, magazine article, movie, play, and novel along with the author of each. Use the correct punctuation.
Directions: Write the letters for uses of each punctuation mark in the appropriate column.

<table>
<thead>
<tr>
<th>Comma</th>
<th>Semicolon</th>
<th>Colon</th>
<th>Parentheses</th>
</tr>
</thead>
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<td>a.</td>
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<td>o.</td>
<td>p.</td>
</tr>
</tbody>
</table>

Uses
a. between series items containing no other punctuation
b. between independent clauses not joined by a conjunction
c. after an introductory word or when addressing someone directly
d. between the name of a city and a state
e. to begin a list
f. to separate hours from minutes and minutes from seconds
g. to set off a nonrestrictive word or phrase in the middle of a sentence
h. after an introductory clause
i. to enclose the number designating a test question
j. to set off the subtitle of a book
k. between items in a series if some of them contain commas or other punctuation
l. to set off an s after a word that could be either singular or plural
m. to show the order of operations in mathematical equations
n. to set off additional information or to set off a short definition
o. to set off an independent clause that adds information
p. to introduce a character’s dialogue in a play script

Discuss: There is more than one way to separate two independent clauses. What are these methods? What is the best use of each?

Challenge: Write a sentence using each of these punctuation marks. Examine a selection of your own writing. Circle all of the punctuation marks. Correct any problems you discover.
Are Usage, Grammar, and Vocabulary Important?

Directions: Write an opinion essay about correct usage. Then provide facts, quotations, and examples to support your idea. End your piece with a concluding statement that summarizes your argument. Add a title when you finish.

Discuss: Share your essay with the class. After hearing your classmates’ opinions, point out any ideas or examples you enjoyed.

Challenge: Write another short essay defending the opposite opinion. Note: Either of these pieces can be humorous.
Word and Phrase Lists for Exercises and Games

Commonly Confused Words

ingenious, ingenuous  climactic, climatic  uninterested, disinterested
jibe, jive  elude, allude  explicit, implicit
tack, tact  immanent, eminent  leave, let
lay, lie  allusion, illusion, delusion  like, as
tortuous, torturous  incredible, incredulous  quote, quotation
effect, affect  epitaph, epithet  take, bring
advise, advice  flaunt, flout  imply, infer
amoral, immoral  morale, moral  can, may, might
adverse, averse  proceed, precede  bad, badly
besides, beside  respectful, respective  who, whom, which, that
biennial, biannual  simple, simplistic  quiet, quit, quite
personal, personnel  principle, principal  statue, stature, statute
their, they’re, there  tasteful, tasty  stationary, stationery
then, than  raise, raze, rise  luxuriant, luxurious
emigrate, immigrate  farther, raze  fewer, less

Commonly Misused Words and Phrases (Possible alternatives are in parentheses)

hopefully (Let’s hope)  have got to (must)
as regards to (as regards)  irregardless (regardless)
anyways (anyway)  would of, could of (would have, could have)
be sure and (be sure to)  lousy (dirty, inferior)
disremember (forget)  the reason was because (the reason was that)
use to (used to)  use to could (used to be able to)

Coordinating Conjunctions: and, but, for, or, neither, nor, either, yet

Subordinating Conjunctions: after, because, until, before, when, now that, in order that, once, than, where, whenever, so that, although, if, since, because, as, while, unless

Conjunctive Adverbs: also, besides, furthermore, however, still, then, nevertheless, likewise

Prepositions: under, below, around, through, between, beneath, into, to, past, against, upon, by, toward, during, before, until, after, throughout, concerning, of, like, except, about

Pronouns

Personal: I, me, my, mine, we, us, our, ours, you, yours, he, him, his, she, her, hers, it, its, they, them, their, theirs
Demonstrative: this, that, these, those
Reflexive (intensifying another word in the sentence): myself, himself, herself, yourself, yourselves, themselves
Indefinite: one, someone, anyone, everyone, no one, everybody, anything, anybody, something, nobody, nothing, both, few, several, some, any, none, all, most
**Glossary of Technical Terms**

**adjective**: a word describing (modifying) a noun. Adjectives answer the question, “What kind is it?” Color, size, shape, and age words are adjectives. Words describing qualities, origins, and materials are also adjectives. Many adjectives have comparative and superlative forms. *Example*: Jack was tall, but Pete was taller, and Mark was the tallest in our class.

**adverb**: a word describing (modifying) a verb. Adverbs tell when, where, or how an action is done. Many, but not all, adverbs end with the affix -ly. *Example*: A car cruised slowly down the river road.

**affix**: a meaningful part usually added to the beginning or end of a word; prefixes, suffixes, comparatives, superlatives, tense forms, and plural endings are examples of affixes.

**agreement**: a match between the number, case, gender, or person of two words, such as a noun and pronoun, in a sentence.

**analogy**: a comparison between two situations or things that are alike in a relevant way.

**appositive**: a noun or noun phrase renaming the noun that comes just before it. *Example*: Odysseus, often called Ulysses, was a legendary Greek king.

**brackets**: a pair of punctuation marks [ ] used to set apart operations in mathematical equations and to enclose added information in text if that information includes words or phrases in parentheses. *Example*: Samuel Clemens [famous as Mark Twain (his pen name)] was a popular lecturer as well as a novelist.

**case**: the subjective, objective, or possessive form of a noun or pronoun. *Example*: he, him, his.

**clause**: a group of words in a sentence. Dependent clauses modify or describe independent clauses. Independent clauses can stand alone.

**clarity**: a goal of writing or speaking style. When written or spoken language achieves clarity, it connects with its audience. Effective word choice, sentence structure, and punctuation all contribute to the clarity of text.

**dangling participle**: an introductory word or phrase that does not relate to the subject of the sentence. *Example*: Walking down Main Street, a model train whistled.

**description**: an explanation including details about a person, place, thing, action, or event, a narrative, report, or account.

**dependent clause**: a subordinate clause. A clause that cannot stand alone but rather modifies or adds information to the independent clause in a sentence. *Example*: When the door opened, my friend was standing there, soaking wet.

**direct address**: Addressing someone using their name or title is called direct address. In a sentence, the person’s name or title is set off by a comma or a set of commas. *Example*: Gavin, where have you been?

**error**: mistake; a word form or sentence structure that makes written or spoken language unclear or difficult to understand.

**gender**: (in grammar) masculine, feminine, or neuter. *Example*: he, she, or it.

**homonym**: a word that sounds the same as another word, but has a different meaning and is sometimes spelled differently. *Example*: know/no.
inappropriate: not right for the situation; out of place; unsuitable. *Example:* The use of the term LOL is inappropriate in a formal essay or letter.

**independent clause:** a sentence section that could stand alone

**jargon:** special words and phrases used by a particular profession or group

**modifier:** a word or phrase that changes or modifies the meaning of another word. Adjectives and adverbs are modifiers. Prepositional phrases explaining *when* or *where* are also modifiers.

**noun:** a word representing a person, place, or thing. Most nouns can be singular or plural.

**parallel construction:** items in a series relating to the same verb are part of a parallel construction. *Example:* The shelter cared for dogs, cats, and rabbits. The verb phrase *cared for* could be used with each item.

**parentheses:** A set of curved punctuation marks ( ) used to set off definitions, dates, and other additional information within a sentence. Parentheses also enclose comments that are slightly off-topic in letters, diaries, and other informal writing. *Example:* Emily Dickinson (1830–1886) wrote many famous poems, including “Because I Could Not Stop for Death.”

**portmanteau word:** two words put together to make a new word. *Example:* motor + hotel = motel

**precise:** exact; not vague

**predicate:** The part of a sentence or clause that contains the verb and any words or phrases that modify it. *Example:* My sister *went to the store.*

**present:** now; currently happening

**punctuation:** symbols, such as periods, commas, and question marks, that organize writing and clarify the meanings of sentences

**quotation marks:** a pair of punctuation marks (“ ”) used to set off the exact words spoken or written by another. Single quotation marks (‘ ’) set off a quotation within a quotation.

**roots:** forms of Greek and Latin words surviving in English vocabulary. *Example:* altus meant *high* or *deep* in Latin. English words based on that root include *altitude* and *altimeter.*

**sentence fragment:** not a whole sentence; a phrase or dependent clause

**sentence variety:** the combination of different sentence lengths and structures to make prose more interesting to read or to hear

**shades of meaning:** slight differences between the meanings of synonyms, especially connotations

**subject:** The noun, noun phrase, or pronoun that performs the action in a sentence. *Example:* A little brown dog followed us home.

**technical term:** word or phrase used by a specialized field or profession

**tense:** a verb form expressing past, present, future, progressive (ongoing), or perfect (completed) time. *Example:* took, take, takes, will take, is taking, has taken

**usage:** the preferred way to use words or phrases in writing or speech

**verb:** a word expressing action or a state of being. Verbs often have different forms (tenses) to express past, present, and future times.
Common Core: Grammar Usage

Answers are given for those activities with definite answers.

Page 2:

- If u red this in a email u might not have enough thing, anything wuz wrong, but if u found it in a book u woud wunder why u thought sithur didn't know what he wuz doing. Even if everything in the tekst probablu woud not trust it.

- When u write a paper it's a quid pro quo quick fix. Don't worry about mistakes. Nobody will c that draft except you. When your ideas are down on paper, you're ready to prepare your work for others.

- Using uppropreut vocabulary, clear punctuation, and korect speling is like wearing the right outfit for an okasho. You woud not wear party close to the beach or hiking close to a wedding.

1. informal, fast writing
2. reports, tests, applications, business letters, essays. Make your ideas clear and respect your reader.
3. worrying about mistakes can limit your creativity.
4. Informal: friends, peers Format: letters to adults, reports, essays, applications, stories

Page 3:

1. able, capable, competent
2. delay, postpone, procrastinate
3. ask, question, interrogate
4. remote, distant, secluded
5. noise, uproar, clamor
6. hurry, rush, accelerate
7. sorry, regretful, penitent
8. end, halt, terminate
9. learn, comprehend, ascertain
10. disaster, calamity, catastrophe

Page 4:

1. agree/contradict
2. slender/corpulent
3. formal/casual
4. confident/diffident
5. entrance/egress
6. friendship/enmity
7. modesty/conceit
8. focus/digress
9. consecrate/desecrate
10. wild/docile
11. awake/drowsy
12. similar/dissimilar
13. pristine/dilapidated
14. clumsy/ graceful
15. sophisticated/callow

Page 5:

1. except
2. affect
3. heir
4. allot
5. aloud
6. any more
7. allusion
8. site
9. discreet
10. farther
11. hoard
12. cache

Page 6:

1. elude
2. effect
3. among
4. anything
5. illusion
6. their
7. further
8. climactic
9. air
10. discreet
11. sight
12. their
13. cache
14. ingenious
15. two
16. gate
17. guise
18. proceeded
19. allowed
20. not

Page 7:

1. tense
2. vane
3. vile
4. tents
5. wheeled
6. veins
7. verses
8. waiver
9. versus
10. yore
11. they're
12. vain
13. tier
14. rote
15. wield
16. tear
17. whorled
18. waver
19. vial
20. gait

Page 10:

1. road
2. building
3. job
4. doctor
5. teacher
6. mistake
7. tree
8. seed
9. shape
10. vehicle
11. cloth
12. boat
13. storm
14. food

Page 11:

1. antonyms
2. synonyms
3. grammatical
4. antonyms
5. antonyms
6. clipped
7. clipped
8. portmanteau
9. onomatopoeia
10. synonyms
11. synonyms
12. opposite characteristic
13. member/group
14. member/group
15. characteristic

Page 12:

Positive: profound, orderly, steadfast, acceptance, evanescent, eliminate, resolution, epicure, contravene, honeyed
Neutral: complex, plain, determined, acknowledgement, short-lived, end, firmness, pleasure-seeker, disobey, sweet
Negative: abstruse, austere, obstinate, resignation, temporary, obliterate, doggedness, degenerate, flout, saccharine (accept any other answers with good explanations)

Page 13:

16. lover of people
17. lover of wisdom
18. book lover
19. written list of books
20. player of sounds
21. records heart sounds
22. heart doctor
23. scientist who studies groups of people
24. study of living things
25. fights infections (bacteria)

Page 14:

1. b
2. a
3. c
4. a
5. c
6. a
7. b
8. a
9. c
10. a

Page 15:

1. robot
2. maelstrom
3. typhoon
4. ketchup
5. banana
6. coffee
7. monsoon
8. zero
9. bizarre
10. chargin
11. depot
12. entourage
13. calico
14. juggernaut
15. cello

Page 17:

1. empire
2. feudalism
3. Colony
4. civilization
5. vertebrates
6. igneous
7. ethnic
8. landforms
9. resources
10. atmosphere
11. respiration
12. mutualism
13. executive
14. galaxy
15. transportation

Page 18:

1. breathalyzer
2. camcorder
3. Cineplex
4. daisy
5. flurry
6. fortnight
7. glimmer
8. goodbye
9. hassle
10. internet
11. motel
12. outpatient
13. pang
14. pixel
15. meld
16. scrawl
17. seascape
18. sitcom
19. smog
20. gloop
21. emoticon
22. brunch

Page 20:

Each sentence is made up of two independent clauses and should all be underlined. The following conjunctions should be circled:

1. and
2. but
3. but
4. or
5. and
6. and
7. and
8. but
9. and
10. and
11. and
12. and
Page 21: 1. At the Geysers in California 2. when she finishes her homework
3. who does not have a dog 4. which is new to our area 5. why Andrew is so late
6. who is the most talented artist in our class 7. where the committee meets 8. who introduced us
Page 25: 1. met my friend at the mall 2. shot a few baskets in the park 3. ate a bag of chips
4. took a break to watch a movie on cable 5. he washed three cars 6. kept us awake all night
7. made writing reports easier 8. looking at generators 9. grab a quick lunch
10. looking for metamorphic rocks
Page 26: 1. like 2. leads 3. enjoy 4. hold 5. teaches 6. is 7. are 8. are
9. becomes 10. reaches 11. has 12. is 13. tastes 14. is 15. are 16. expects
17. know 18. understand 19. makes 20. arrive
Page 28: 1. I (me) 2. Him and me (He and I) 3. who (whom)
4. Whose (Who’s) 5. Him and her (He and she) 6. it (the chimney) 7. she (Emily) 8. he (Isaiah)
9. them (bad grades) 10. it (the car) 11. it (the campus) 12. who (that)
Page 29: 1. man’s 2. children’s 3. its 4. their 5. horses’
6. ours 7. hers 8. Someone’s 9. laptops’ 10. brothers’
Page 32: 1. taller 2. better 3. best 4. the least 5. farther
6. number 7. a unique 8. perfect 9. ultimate 10. not infinite
8. have 9. elude 10. eminent 11. beside 12. adverse 13. biannual
Page 35: 1. Rick trusted only one friend, his dog. 2. I wondered, could I really earn enough money to pay for the trip.
3. “Don’t ever forget that,” said Tony. 4. “I won’t cross that river,” said Nicole, “unless I have to.”
5. After spilling from the caldera of an erupting volcano, molten lava pours down the side of the cone in a glowing river.
6. The Puritans, after arriving at Plymouth, gave thanks for a successful journey.
7. Henry Ford, while still a child, was fascinated by machines.
8. Alexa loves books about frogs, lizards, and snakes.
9. Caleb spent his summer swimming, hiking, biking, and playing basketball.
10. I don’t want to go to the moon, jump out of an airplane, or climb Mt. Everest.
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2. The still, clear, icy waters of the lake reflected the cloudless sky.
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4. Instead of Ryan, Jenna was standing at the door.
5. Joseph, however, will not arrive until next Saturday.
6. You will believe, make your dreams come true.
7. Sam, who is the president of our club, will write a letter to the principal.
8. The girl who is in charge of our committee will send each of us a copy of the notes.
9. Abraham Lincoln, the sixteenth President of the United States, was assassinated.
10. Aaron, will you please stand?
11. Daniel Pierson, M.D., will speak to us on Thursday evening.
12. Sofia will be moving to Los Angeles, California, on September 28, 2015.
13. Tyler told Matt he would meet him at the park, but Matt didn’t hear him, so he didn’t show up.
14. Because Tim, the president of our science club, recommended the book, I bought it.
15. Mark, my older brother, will be going on a trip to Washington, D.C. with his class.
Page 37: (Students may underline titles instead of italicizing.)
1. We studied Robert Frost’s poem “Stopping by Woods on a Snowy Evening” in English class.
4. Evan loves mythology and epic poems, especially The Iliad and The Odyssey.
5. The film Where the Wild Things Are was based on a picture book by Maurice Sendak.
6. The film Holes was based on a young adult novel by Louis Sachar.
7. The Níña, the Pinta, and the Santa Maria sailed from Spain in August, 1492.
8. Garrison Keillor’s radio program The Writer’s Almanac features poetry selections.
9. Amanda said, “Mr. Reed just announced, ‘Your papers are due on Monday.’ Can you believe that?”
10. “I Want to Hold Your Hand” was a famous song by The Beatles.
Page 38: Comma: a, c, d, g, h Semicolon: b, k Colon: e, f, j, o, p Parentheses: i, l, m, n

Common Core: Grammar Usage Answer Keys

Page 44
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