

Wagner Middle School Grammar and Word-Study Curriculum Packet

February 2010

Based on 2010-2011 Common Core Standards and Self-Created Materials

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- Dialogue Format
- Apostrophes

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Objective: To integrate grammar and spelling on a regular (daily? Bi-daily?) basis into our curriculum; to encourage students to use words/grammar purposefully and “play” with words/grammar

<u>What Students Need to Know</u> <i>(according to the Common Core Standards, should be [re]taught every year)</i>
• homophones (see accompanying list)
• subject-verb agreement (gender, plural, etc.)
• pronoun-antecedent agreement (Jane likes cookies. Her favorite one is...; <i>Jane</i> is the antecedent)
• complete sentences
• recognize/correct fragments
• recognize/correct run-ons
• recognize/correct verb tense
• punctuation (separating in a series)
• recognize/correct vague pronouns (where antecedent isn't clear)
• Use punctuation (commas, parentheses, dashes) to set off parenthetical elements
• choose words and phrases to convey ideas precisely (strong diction vs. good, bad, said?)
• choose punctuation for effect
• Recognize variations from Standard English in their own and others' writing and speaking
• Vary sentence patterns/structure for meaning, reader/listener interest, and style

Strategies/Ideas For How They Might Get There
<ul style="list-style-type: none"> • Latin/Greek roots (audio, audible, audience; anti; pro; in/un/a;) to help them decipher the meaning of unknown words
<ul style="list-style-type: none"> • Practice writing stories in writer’s notebook with these words
<ul style="list-style-type: none"> • Have students come up with quizzes for these words that they then share with a partner (could be multiple choice or fill-in-the-blank)
<ul style="list-style-type: none"> • Part of weekly (or bi-weekly) word study, add a pair of homophones; have them check their writer’s notebooks for errors of that particular homophone (can circle all of them first, then check to see which ones are right or not)
<ul style="list-style-type: none"> • Have students cut out sentences (either their own, or probably better, pre-arranged); have them rearrange the words/punctuation to keep similar meanings with various emphasis; or rearrange the punctuation and a few words to create completely different meanings (ala <i>Eats, Shoots & Leaves</i>)
<ul style="list-style-type: none"> • PowerPoints at beginning of weekly word study lesson showing vocabulary examples (pictures and sentences—in various contexts)
<ul style="list-style-type: none"> • Quizzes weekly or bi-weekly, with practice quizzes before on SmartBoard (studies show a test itself actually helps students learn something better than flash cards and other forms of studying); have student correct each other for efficiency purposes; let students retake quizzes until they earn 100% (idea: department splits up 100 words or so; each person is in charge of those words—creating the PowerPoints, the practice quiz, the quiz and a few retake quizzes)
<ul style="list-style-type: none"> • Have student correct their writer’s notebook depending on the grammar work
<ul style="list-style-type: none"> • Have students apply the words in their writer’s notebooks that week and future weeks (could have them star the words so you can easily see them for some kind of extra point for quiz/gold card/etc.)
<ul style="list-style-type: none"> • For Word-Study, have charts for “Middle School Words” and “SAT Words” for students who find the former too easy and want a challenge. Let them watch a PowerPoint on a separate computer.
<ul style="list-style-type: none"> • Daily D.O.L. (or 2-4 days a week, possibly with a quiz at end of week; first 5 minutes of class)
<ul style="list-style-type: none"> • At end of every unit, have a “Grammar Week” to review the concepts they talked about; students can give each other quizzes they write (could be part of their writer’s notebook writing)
<ul style="list-style-type: none"> • Using grammar spreadsheet to assess student writing in Writer’s Notebook and published pieces; form small groups based on needs and add to D.O.L.
<ul style="list-style-type: none"> • Create PowerPoints to visually explain grammatical terms (using animation)
<ul style="list-style-type: none"> • Give students “Cheat Sheets” to put in their Writer’s Notebook to supplement charts

Random Ideas Page

Additional:

- Have teachers install “Words Their Way” Application on computers (has a number of assessments and word study tools)
- Have teachers attend PowerPoint workshop(s) so they can learn basic → advanced animation

To Do:

- Create multiple Choice Pre-assessment for grammar to inform grammar study throughout year and form small groups (50 questions)
- Create more kinesthetic activities for students (word sorting, etc.)

List of Common Homophones

- **blue/blew**
- no/know
- **here/hear**
- **to/too/two**
- hi/high
- **new/knew**
- sea/see
- **there/they're/their**
- **bear/bare**
- by/buy/bye
- deer/dear
- for/four/fore (before?)
- lead/led
- meat/meet
- plain/plain
- road/rode
- sail/sale
- **stare/stair**
- **hole/whole**
- wear/where
- flower/flour
- right/write
- **your/you're**
- **its/it's**
- not/knot
- son/sun
- hey/hay
- made/maid
- male/mail
- pail/pale
- pair/pear (/pare)
- peek/peak
- so/sew/sow
- aid/aide
- shone/shown
- root/route
- add/ad
- **break/brake**
- cent/sent/scent
- flee/flea
- heard/herd
- night/knight
- steel/steal
- **tail/tale**
- thrown/throne
- waist/waste
- week/weak
- die/dye
- fair/fare
- way/weigh
- wait/weight
- **threw/through**
- course/coarse
- serial/cereal
- days/daze
- dew/do/due
- horse/hoarse
- in/inn
- lone/loan
- ring/wring
- straight/strait
- pole/poll
- **past/passed**
- rain/reign/rein
- role/roll
- sole/soul
- soar/sore
- steak/stake
- some/sum
- tow/toe
- vein/vain
- **medal/metal/meddle**
- forth/fourth
- been/bin
- **board/bored**
- marry/merry
- piece/peace
- ant/aunt
- mist/missed
- **died/dyed**
- rap/wrap
- wave/waive
- sell/cell
- guessed/guest
- feet/feat
- hymn/him
- fined/find
- tide/tied
- paws/pause
- chord/cord
- mall/maul

Words in bold are more common (in my students)

LIST OF COMMONLY MISSPELLED, MIDDLE SCHOOL, AND SAT WORDS

<u>COMMONLY- MISSPELLED WORDS</u>	<u>MIDDLE SCHOOL WORD STUDY LIST</u> (FROM SPELLING BEE LIST)	
A lot	Abominable	Restaurant
Acceptable	Acknowledge	Sabotage
Again	Adorned	Silhouette
Apology	Affection	Speculate
Beautiful	Bombastic	Supremacy
Because	Camouflage	Tempestuous
Beginning	Cashier	Vicious
Believe	Conscious	Writhe
Business	Convivial	
College	Curmudgeon	
Definite (Definitely)	Delicacy	
Different	Desolate	
Embarrass	Despicable	
Especially	Discipline	
Exercise	Distinguishable	
Everything	Elocution	
Favorite	Essence	
Finally	Establishment	
Friend	Feral	
Intelligence	Foreign	
Library	Fortification	
Lose v. Loose	Gauge	
Neighbor	Government	
People	Impromptu	
Piece	Legislature	
Principal vs. Principle	Loquacious	
Receive	Magnificent	
Sandwich	Mischief	
Through	Misinterpret	
Twelfth	Multitude	
Until	Nauseous	
Usually	Nonnegotiable	
Weather vs. Whether	Notorious	
Weird	Omission	
	Onus	
	Peripheral	
	Privilege	
	Propaganda	
	Rambunctious	
	Relevant	

SAT WORD STUDY LIST
(FROM 1000 WORD SAT
LIST – WORDS I FELT
MIDDLE SCHOOLERS COULD
USE IN WRITING IF TAUGHT)

Abrasive
Adamant
Adversity
Arbitrary
Bigot
Blatant
Chastise
Concise
Counterfeit
Credible
Cryptic
Deliberate
Enhance
Erratic
Exasperated
Flustered
Hinder
Hypocritical
Illuminate
Incarceration
Incessant
Inevitable
Instigator
Ironic
Lethargic
Ludicrous
Kindle
Noxious
Obscure
Ominous
Perseverance
Pivotal
Plagiarism
Presumptuous
Resignation
Scrutinize
Serene
Skeptical
Supersede
Susceptible

Tangent
Tangible
Tedium
Trivial
Tyranny
Uncouth
Wary

Full 1000 SAT
Word List:
<http://img.sparknotes.com/content/testprep/pdf/sat.vocab.pdf>

D.O.L. (Daily Oral Language)

“Yes Amy. Because you broke your leg you can’t play Soccer today,” Amys’ mom explained. **(5)**

Joel whose five years older than me just came back from Paris France. **(4— technically 5, but it’s a tough one)**

Everybody brought 3 things with them to the forest of awesome; food water and gummy bears. **(5.5)**

Those dishonest Greek Gods kept going back and fourth between their wives and their girlfriends. **(3)**

He through the ball at Michaels window. **(2)**

Peace’s of glass fell to the ground. **(2)**

There was tons of snow on the ground, me and my mom went sledding. **(3)**

“Who’s going with you on thanksgiving.” I asked. “I’m going by myself,” she responded. **(4)**

The clouds pored its water on to the World. **(4)**

“Get away from their,” she screamed. Your going to get wet!” **(4)**

“Your just saying that cause your older,” George shouted. **(5)**

“I didnt want to eat there wierd pet. I ate your pet,” grumbeled the monster **(5)**

I was furious when I had seen his hair. He didn’t cut it good. **(3)**

“I hate the entrails of sheeps” the mesopotamian screamed. **(4)**

A group of clowns are outside my house. Its really scary.

“Get up stairs and do your home work!” my mom screemed. “and I don’t want to see you come down untill your finished.”

Jasons’ grandmother bought a apple some pears and a box of potatos. **(4)**

The group of boys are mean but I’m to scared to say anything. **(3)**

Grammar/Word-Study

Then I screamed at him,
“Don’t touch my stuff! You’ll brake it!”
“No I won’t!” **(3)**

There’s 6 pigs in the back of mom’s car. **(3)**

“This feild is wierd!!!!!!” I screamed grabbing dad’s sleeve. **(5)**

The boys’ lied down on there beds because, they were so tired **(5)**

Week’s past like seconds because he was so happy about his new job. *(2 & find better synonym for “happy”)*

“Come over hear,” my italian grandfather beckoned from up stairs. **(4)**

“Take off that yankees hat. I’m a L.A. fan!” She yelled. **(4)**

“Igor get off that right now” I whispered. “You don’t want dr. Evil to find us!” **(4)**

By the time Jason got home, Rachel ate already. **(2)**

“I hate to loose” Jonas screamed after the game trying to catch his breathe. **(4)**

“It dont make no difference since my mom wont let me go with you.” **(3.5)**

“Its cold out there, I want to go home!” she exclaimed **(3)**

The affect of the volcanos on the rambunctous population was abominible. **(4)**

“I definately need my sweater, it’s freezing out there!” He hollered. **(3)**

“I have less freinds than you do, but mines are forein and have cool accents” **(5)**

“The theifs were camouflaged but unfortunately they hid from eachother.” **(4.5)**

I had the hiccups but I stopped them by holding my breathe drinking water and counting to 5. **(5)**

For example it’s better then a ice cream desert. Another example is, that it makes me hyper. **(5)**

He said “I’d love to but, I need to do my homework, can we do it later?” **(3.5)**

“I need to go to the store, I need green beans grapes and pears.” she explained. **(3)**

One reason, I don’t like evil characters is, that they are really really mean. **(3)**

Grammar/Word-Study

According to my friend who said "Bears are evil," a brown bear will eat a dinosaur, I think she's lying. **(3)**

I already ate by the time I got to the Pet Store. **(2)**

I was excited to see The Lightning Thief. I was wondering how everyone else will feel about it. **(3)**

The visious lord Voldemort tried to catch the train to the goverment office but it already past the station. **(6)**

"Don't do this to you." Bellatrix consoled her sister who was crying. "Voldemort already rised from the dead!" **(4)**

I now acnowledge that Joey's resturant is better then mcdonalds. **(4)**

George and me checked the gas guage, we were out of fuel! **(3)**

Comma Quiz
(10 errors)

Name _____

Another reason I love dinosaur action figures is, that they're fun to play with, for example I own a collection of, at least a hundred dinosaur action figures. According to my mom I'd play with them all day if I could, she always says "Jason, you'd move to the toy store if they let you!" Another example, is that big scary dinosaurs like the tyrannosaurus stegosaurus and brontosaurus are my favorites.

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Comma Quiz 2
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Kirby is a wonderful playful dog.
For example he is always, affectionate.
Whenever I come home, he is there.
Another example, is he always runs to me
when I scream "Come here!" According to
my brother he's the best animal ever, he's
so playful. Finally he juggles whenever
he's bored. I think, that's really cool. He's
an amazing hilarious pet.

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Run-On Quiz

Name _____

Directions: Revise this paragraph by adding/taking out words, commas, semi-colons, periods, and other punctuation.

When I was young I liked to go to the park and I would play all the time but sometimes my mom wouldn't want me to stay after dark but I still did but only sometimes and one time I wasn't listening to her and a car drove by and two people were staring at me and I got scared because my mom wasn't around so I screamed for help but no one could hear me and I started crying.

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Dialogue Format Quiz

“How are you? he asked. “I’m great!” Kristen exclaimed.

“where are you going”? He asked.

“Just to the supermarket.” she explained

“That’s cool,”

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“How are you doing” Joel asked.
“I’m okay.” Jane said “How are you?” “I hate
October”! he shouted.
“why?” she asked.
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Dialogue Format Quiz 3

“I want to move to England.” Joel said
“Why” Jane asked. “Because I love the accents”! he exclaimed.
“that’s weird,”

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Dialogue Format Quiz 4

“I hate the rain” Joel screamed. “You’re always so negative.” Jane replied.

Be quiet”! Joel screamed back.

“I’m sorry,”

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Be quiet”! Joel screamed back.

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Dialogue Format Quiz 5

“What are you up to,” Joel asked.
“it’s none of your business”! Jane
screamed. “You’re quite moody today.” Joel
responded
“You’re right. I am,”

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Dialogue Format Quiz 6

“How are you today”? Joel asked. “Much better” Amy exclaimed.

“I’m glad to hear that.” Jake responded

“Thank you,”

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Apostrophe Quiz

Name _____

1. I have five _____ of candy.

- a) pieces b) piece's c) pieces'

2. I saw some _____ in the haunted house.

- a) ghosts b) ghost's c) ghosts'

3. _____ my car.

- a) That's b) That's

4. I _____ eaten today.

- a) haven't b) havent c) have'nt

5. I went to _____ apartment.

- a) Franks b) Franks' c) Frank's

6. The dog chased _____ tail.

- a) its b) it's

7. _____ going to be a long day.

- a) its b) it's

8. The _____ are very ripe.

- a) apples b) apples' c) apple's

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Apostrophe Cheat Sheet

Apostrophes are usually used for:

- **Contractions:**
 - I **don't** like sushi.
 - I **haven't** eaten yet.
 - **That's** a great costume!

- **Possession:**
 - **Michael's** car is red.
 - The **girl's** hair is yellow.
 - I hate my **dog's** breath.

Words ending in "s"

- The 3 **bears'** house...
- My 2 **sisters'** room...

Its vs. It's

- **ITS** = POSSESSION
- **IT'S** = IT IS

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Dialogue Format Cheat Sheet

- Every time a person starts or switches speaking, start a new paragraph and *indent*.

My cat was sleeping on the table when I came in.

“Hey Kitty!” I called.

“Shut up!” my cat responded.

- Punctuation *almost always* goes inside of the quote.

“How are you two?” I asked.

“I’m good,” Paloma replied.

“Me too!” Shirley rang in.

- Periods usually turn to commas at the end of quote (if followed by something like “he said”).

“Hello,” Alice greeted.

“Hey,” Greg replied.

“How are you?” she asked.

“I’m good.”

- If someone’s exclaiming something (even quietly) or asking something, there needs to be the appropriate punctuation mark.

“Where are you going?” he asked.

“Give it to me!” she screamed.

“How can you do this?!” I demanded.

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- If someone’s exclaiming something (even quietly) or asking something, there needs to be the appropriate punctuation mark.

“Where are you going?” he asked.

“Give it to me!” she screamed.

“How can you do this?!” I demanded.

Dialogue Format Cheat Sheet

- Every time a person starts or switches speaking, start a new paragraph and *indent*.

My cat was sleeping on the table when I came in.

“Hey Kitty!” I called.

“Shut up!” my cat responded.

- Punctuation *almost always* goes inside of the quote.

“How are you two?” I asked.

“I’m good,” Paloma replied.

“Me too!” Shirley rang in.

- Periods usually turn to commas at the end of quote (if followed by something like “he said”).

“Hello,” Alice greeted.

“Hey,” Greg replied.

“How are you?” she asked.

“I’m good.”

- If someone’s exclaiming something (even quietly) or asking something, there needs to be the appropriate punctuation mark.

“Where are you going?” he asked.

“Give it to me!” she screamed.

“How can you do this?!” I demanded.