

# Study Guide

Language Arts Practice  
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## **Modifiers - C**

Modifiers are adjectives, adverbs, phrases, and clauses that help to further describe the subject or action in a sentence. Modifiers are placed near the subject or action which they are describing.

Failure to place modifiers near words or phrases they are describing results in misplaced modifiers. A misplaced modifier will often result in a sentence suggesting something that was not intended.

Example:

-My sister told me her plans to get married while we were babysitting.

This suggests that the sister will be getting married while babysitting. The correct placement of the modifier would be as follows:

-While we were babysitting, my sister told me her plans to get married.

## **Subject-Verb Agreement - E**

Subject-verb agreement is formed when a subject and verb of a sentence both take the same singular or plural form.

Example of a subject-verb agreement: Kimora surfs on Saturday mornings.

In this sentence, the subject *Kimora* is singular; therefore, the verb *surfs* is also in singular form. In the following example, the subject *Kimora and Selma* is plural; therefore, the verb *surf* is also in plural form.

Example: Kimora and Selma surf on Saturday mornings.

The subject of a sentence tells who or what the sentence is about. The action performed by the subject is the verb. These two sentence components must agree in number with each other. If the subject is singular, the verb must also be singular. If there is a plural subject, the verb must also be plural.

## **Transitions - B**

Transitions are words or phrases that connect one idea to the next idea. First, next, after, and finally are examples of transitions.

## **Quotation Marks - E**

Quotation marks are used to enclose a direct quote, to indicate dialogue, or to punctuate certain literary titles. At this level, students should be able to determine the speaker in a series of quotes.

### Correct Use of Quotation Marks in Dialogue

Incorrect: Bindel said, I like to eat spaghetti.

Correct: Bindel said, "I like to eat spaghetti."

## **Spelling - E**

Spelling is based on the vocabulary commonly used in this grade level.

Help the student develop good spelling habits:

1. The student should keep a log of any words he or she misspells. Writing these words the correct way in a log will help him or her remember the proper spelling in the future.
2. The student should pronounce words carefully. Articulating words correctly will help him or her deduce the spelling of a word.
3. The student should visualize words as he or she writes or pronounces them. Many words are spelled differently from how they sound; visualizing them helps cement odd spellings in the student's memory.
4. The student should proofread everything he or she writes. Everyone misspells a word from time to time, so it is important to always double-check written work.

### **Subject of Sentence - F**

The subject of a sentence tells who or what the sentence is about. The subject performs the action (represented through a verb) in the sentence. In the sentence "John swims in the lake," the subject of the sentence is "John."

### **Concluding Sentence - C**

A concluding sentence should restate the main idea and briefly summarize the paragraph.

### **Sentence: Usage (Editing)**

Double negatives result when a negative word is added to a statement that is already negative. The sentence, "We don't want no ice cream," contains a double negative error.

"We don't want any ice cream," is correct because it only contains one negative.

Redundant information is information that is repeated. For example, "We never get free time in school so since we never have free time Angela doesn't want to come to school anymore," contains redundant information. A better sentence would be, "Because we never have free time, Angela doesn't want to come to school anymore."

Subject-verb disagreement occurs when a subject in a sentence-the person or thing doing the action-does not match the verb in number (both singular or both plural).

For example, "The girls wants to eat her ice cream," has a plural subject and singular verb, making it incorrect.

"The girls want to eat their ice cream," has a plural subject and plural verb, making it correct.

Verb tense indicates the time of the action described in the sentence. Something that has already happened is past tense, "We ran." An event that is happening currently is called present tense, "We run." An event that will happen is referred to as future tense, "We will run."

### **Verbs: Participles**

A participle is a verb form that functions as an adjective.

A present participle is a verb that ends with *-ing* and functions as an adjective.

- Ex. The TREMBLING puppy must be cold. (Which puppy? the *trembling* puppy)

A past participle is a verb that ends with *-ed* and functions as an adjective. A few verbs form irregular participles. (See past tense verbs.)

- Ex. The EXHAUSTED kitten fell asleep quickly. (Which kitten? the *exhausted* kitten)

### **Noun or Pronoun: Function**

A noun is a person, place, thing, or idea. A pronoun is a word that takes the place of a noun.

Here is an example of how a noun and a pronoun can be used.

- Ex. JOHN walked down the street. (*John* is a noun.)

- Ex. HE walked down the street. (*He* is a pronoun taking the place of a noun.)

Nouns and pronouns can function several ways in a sentence.

1) A pronoun can function as a noun.

- Ex. ALL the rooms needed to be cleaned.

(*All* is an indefinite pronoun.)

2) A noun can function as an adverb.

- Ex. We are coming HOME late tomorrow.

(*Home* is a noun, but here it is being used to describe the verb *coming*, so it is an adverb.)

3) A pronoun can function as an adjective.

- Ex. I thought HER essay was the best.

(*Her* is usually a pronoun, but here it describes the *essay*, so it is an adjective.)

4) A noun can function as an adjective.

- Ex. The STREET sign was difficult to read.

(*Street* is a noun, but here it is used to describe the noun *sign*, so it is an adjective.)

### **Sentence: Usage - B**

A sentence should use the appropriate language in order for it to be clear and coherent.

A **redundancy** is a needless or excess use of words. Sentences that contain redundancies may be repetitive in one or more of the following ways:

An *acronym* error occurs when part of the acronym itself is repeated in a sentence or phrase.

Ex: I need to stop by the ATM machine.

(The word "machine" is part of the acronym for ATM, which stands for "Automated Teller Machine.")

A *qualifier* error occurs when words that do not need clarification are expanded upon.

Ex: I am inviting some, but not all, of my friends to the party.

(The word "some" actually means "not all." In this sentence, saying "some" is explanation enough.)

A *modifier* error occurs when meaning is added to words that already have meaning.

Ex: My favorite actor is making a cameo appearance on tomorrow's morning news channel.

(The definition of the word "cameo" is a "brief appearance." By adding the word "appearance" to the sentence, the definition is repeated.)

A *repetition* is considered a redundancy when the repeated phrase is unnecessary.

Ex: You will then need to pick and choose your partners for the project.

("Pick" and "choose" mean the same thing. There is no need for both.)

A *superficial* states what is already known.

Ex: It goes without saying that I will always be your friend.  
(If it "goes without saying," why is it being said?)

A *verbosity* or *verb phrase* adds no meaning to the sentence.

Ex: You should not come to the game at all.  
(Adding "at all" to the end of the sentence is unnecessary since the sentence would still make sense without it.)

Ex: Open up this door!  
(Just saying "open" would be sufficient here.)

Some examples of words that are **commonly confused** are illustrated below. These words are often mistaken for each other because their pronunciations are similar or because they have approximately the same meaning. The student's teacher may have a longer list that the student can study. It is best for the student to memorize these examples, so he or she does not confuse them in the future.

Examples: *accept/except, to/too, amuse/bemuse, confidant/confident, allusion/illusion, implicit/explicit, moral/morale, stationary/stationery, waive/wave*

### **Commas: Intervening Words/Phrases**

A comma is a punctuation mark used to set apart ideas or segments of meaning, dates, addresses, and parts of a letter. At this level, a comma is used with intervening elements and appositives.

An intervening element is a phrase or clause that comes between the subject and the predicate of a sentence.

An appositive follows a noun, pronoun, or phrases in clauses that they describe. Appositives are different from intervening elements because an appositive *describes* the noun, pronoun, or phrase in a sentence, while an intervening element adds further detail to a sentence.

Both intervening elements and appositives are separated from the rest of the sentence by using commas.

Examples of a comma used with intervening elements:

- The dogs, as well as the rabbits and cats, made my house feel like a barn.
- Lightning, as well as thunder, really frightens me.
- My brother, along with my twin sister, decided to throw me a surprise party.
- Christophe, whose middle name is Pierre, is moving to Ohio with his family.

Examples of a comma used with an appositive:

- Barkley, my neighbor's pet poodle, really earns his name.
- Manitoba, a province of Canada, has a population of over one million residents.
- My uncle, Yoturi Ishu, won a hot dog eating contest.

### **Clauses**

A clause is a group of words that contains a subject and a verb. Clauses are divided into two categories: independent and dependent.

An independent clause, also known as a main or principal clause, is found in all sentences. It can stand alone as a complete sentence.

A subordinate clause, also known as a dependent clause, cannot stand alone even though it contains a subject and a verb. It does not express a complete thought. It supports the idea given in the main (independent) clause.

An adjective clause follows the noun or pronoun that it modifies, and is often introduced by a relative pronoun. Relative pronouns include: *who*, *whom*, *whose*, *which*, and *that*.

Some examples of independent clauses are:

- The cat licked her paws.
- The dog was sick.
- The dog was sick, and the cat licked her paws.

Here are some examples of subordinate clauses:

- because he ate the grass
- after she played with yarn
- if I don't complete my homework

A subordinate clause sometimes begins with a subordinate conjunction. Some examples of subordinate conjunctions include: *although*, *as*, *so*, *as long as*, *as though*, *while*, *in order that*, *provided that*, *though*, *whereas*, *as if*, *because*, *since*, *whether*, *so that*, *whose*, *unless*, *that*, *when*, *after*, *if*, *before*, and *until*.

Additionally, when a subordinate clause begins a sentence, it must be followed by a comma. For example:

- As long as you love me, I will be happy.
- Provided that you didn't cheat, you will pass this test.

Here are some examples of adjective clauses:

- The tree that stands in Central Park gives shade to the lawn below it.
- Deinde is the boy Michelle likes.

In the above sentence, the relative pronoun *that* is implied. "Deinde is the boy that Michelle likes." Occasionally, the relative pronoun can be removed from adjective clauses.

### **Practice:**

Have the student make flash cards which contain examples of self-created subordinate and independent clauses. The student should regularly be quizzed so he or she can learn to recognize the difference between the two. The student can also create more helpful "flash cards" with sample subordinate conjunctions and use these to combine subordinate clauses with independent clauses to create sentences. The student can also create flash cards with sample relative pronouns to create a sentence with an adjective clause.

For example:

- Flash Card 1 - Unless I finish eating dinner. (Subordinate Clause)
- Flash Card 2 - I will not go to the movies. (Independent Clause)
- Flash Card 3 - Unless (Subordinate Conjunction)

After seeing these three types of cards together and learning to correctly identify each, the student will be able to combine them to make a sentence. The student will also understand how both clauses and conjunctions work to create complex sentences (consisting of one main clause and at least one subordinate clause): "I will not go to the movies unless I finish eating dinner."

### **Sentence: Complex**

A complex sentence consists of one independent clause and at least one subordinate clause. A complex sentence may also include phrases.

Here are some definitions and examples of the parts that make up a complex sentence.

- A clause contains both a subject and predicate.

1) An independent (main) clause can stand alone as a sentence, which means it expresses a complete thought.

- Ex. She ran.

- Ex. Tony laughs.

2) A subordinate (dependent) clause cannot stand alone as a sentence. It supports an idea in an independent clause and must be joined to an independent clause to form a complete sentence. It is introduced by a subordinating conjunction: *although, because, since, when, while, before, after, until, once, unless*, etc.

- Ex. until I got tired

- Ex. although I like cookies

- A phrase is a group of related words that does NOT contain both a verb and its subject.

- Ex. under the table

- Ex. blowing across the field

Here are some examples of complex sentences.

- **Although I like cookies**, *I don't want to eat them for dinner.* (**subordinate clause** + *independent clause*)

- *I ran* **until I got tired.** (*independent clause* + **subordinate clause**)

- *I ran down the street* **until I got tired.** (*independent clause including a phrase* + **subordinate clause**)

- *Mary rode her bicycle to school* **because she was late.** (*independent clause including a phrase* + **subordinate clause**)

### **Practice:**

In order to help the student understand how to form and identify complex sentences, have the student complete the following sentence-building exercise. Starting with the provided independent clause, have the student add a subordinating conjunction. This addition changes the clause from independent to subordinating. Then, have the student create and add a new independent clause.

- Ex. I ate. (independent clause) -> *After* I ate. (subordinate clause) -> *After* I ate, *I watched TV.* (complex sentence)

1. They sleep.

2. John talked.

3. We are not going to the movies.

4. Jenn and Louis have arrived.

5. I thought about doing homework.

## **Sentence (Edit/Revise)**

Some common errors at this grade level include the following:

A fragment is an incomplete sentence. "Eats too much." The meaning is unclear.

A run-on sentence is two sentences that are punctuated as one. "My best friend Jill loves candy, I don't like candy though." The comma between the two sentences should be replaced with a period or a semicolon.

A parallel structure error occurs when two sentences or two sentence parts joined together by a coordinating conjunction, (like, and, or, but) do not have the same grammatical structure. "He is silly and acts like a child." The correct way to write this would be, "He is silly and childish," where both "silly" and "childish" are adjectives.

A double negative occurs when two negative words, like "never" and "no," are used in the same sentence. "I didn't never make no mistake." This sentence may be corrected in either of the following ways: "I didn't ever make a mistake," "I never made any mistake," or "I made no mistakes, ever." Note that each corrected sentence contains only one negative word.

An error in word choice or diction occurs because certain words, though they sound the same, in fact have very different meanings. Some examples are: than/then, stationary/stationery, affect/effect, principal/principle. Have the student look up the definitions to these words so they may be able to recognize the differences in word choice.

### **Practice:**

For help with this skill, students should use a variety of incorrectly written sentences and identify the errors within them. Once these errors are identified, the student should revise the sentence so it is written correctly.

Flash cards may be helpful, with the student's corrections on one side, and the incorrect sentences on the other. This way, students will be able to consistently monitor their progress.

Here are some examples of sentences that need revision.

### **Fragments**

Incorrect: Because everything looks better with proper lighting.

Correct: We always keep a supply of light bulbs, because everything looks better with proper lighting.

### **Run-ons**

Incorrect: The dog was barking loudly outside for at least four hours, then I couldn't hear it anymore.

Correct: The dog was barking loudly outside for at least four hours; then I couldn't hear it anymore.

### **Parallel Structure**

Incorrect: My mother's hobbies include knitting, she likes to garden, and she's a great cook.

Correct: My mother's hobbies include knitting, gardening, and cooking.

### **Double Negatives**

Incorrect: She can't hardly wait for the party to start.

Correct: She can hardly wait for the party to start.

## Word Choice / Diction

Incorrect: I much prefer swimming in the ocean rather than swimming in a lake.

Correct: I much prefer swimming in the ocean rather than swimming in a lake.

## Punctuation (Proper Usage)

At this level, commas are used to separate ideas, to set off special elements, and to set off quotations.

A colon is used to introduce lists of items, after the greeting of a business letter, and to separate hours and minutes in time expressions.

A semicolon is used to join two related sentences, each with balanced meaning.

It may be helpful to explain the use of commas, colons, and semicolons to the student. Review these definitions and their applications by rewriting sentences from his or her favorite books or the school textbook without the correct punctuation. Work with the student and help him or her rewrite the sentences by inserting commas, colons, and semicolons as needed. Using the following examples is a good start.

Commas:

Incorrect: Kari is bringing candles baskets napkins and plastic plates to the park.

Correct: Kari is bringing candles, baskets, napkins, and plastic plates to the park.

Colons:

Incorrect: The time is 216.

Correct: The time is 2:16.

Semicolons:

Incorrect: The field trip to the park should be fun we are all going to bring a game to play.

Correct: The field trip to the park should be fun; we are all going to bring a game to play.

## Pronoun Antecedent - D

A pronoun is word that is used in place of a noun. The most commonly known pronouns are personal pronouns such as *I, me, we, us, he, she, it, him, her, they, and them*.

A pronoun antecedent is the noun to which a pronoun refers. A pronoun antecedent may be included within the same sentence or in the following sentence. These antecedents are also known as word referents.

In the following examples, the pronoun antecedents are underlined and the pronouns which refer to them are in bold print.

Example: Sasha took two suitcases with **her** to California.

Example: As the passengers exited the plane, **they** thanked the pilot.

## Practice:

In order to help the student understand pronoun antecedents, have him or her complete the following exercise by reading the sentences. Then have the student write the pronoun antecedent for the underlined pronoun in the second sentence.

- Ex. I carried four books home from school. I carried them in my backpack.

Four books is the pronoun antecedent.

1. My mom and I started an exercising program. We will workout three times a week.
2. I will eat many fruits and vegetables. They will provide me with vitamins.
3. Exercise is good for the body. It will help to strengthen muscles.
4. Some people exercise in fitness centers. They often bring their own towels with them.
5. Nutrition should also be a part of an exercise program. It will help the body get important nutrients.

## Phonetics - C

Phonetics includes vowel and consonant sounds. Words that are spelled phonetically can be sounded out. For example, the student can sound out the word brick and it will be spelled correctly. The letter combination "br" makes a certain sound, as well as the letter combination, "ck." The vowel "i", in this case, makes a short sound. When the student combines the sounds of the letters, he or she can spell out the word brick.

To help the student practice phonetic spelling, begin with lower level vocabulary. Encourage the student to think about the way letters "blend." For example, the letters st, sh, ch, th, and wh. Practice sounding out words such as: shipping, stand, chatter, think, and which. The student should sound out the letters or letter blends to spell the words correctly.

Once the student becomes familiar with this concept, have him or her practice with more advanced letter groupings.

For example:

Words that end with a silent e and have a long vowel sound: amaze, emote, and smite

Words containing "tch": patch, ditch, and itch

Words containing "igh": light, night, and frighten

Words containing "dge": judge, edge, and nudge

You can get a copy of spelling words from the student's teacher. You and the student can pick out which words can be sounded out and practice phonetic spelling.

## Structural Units - C

Structural units are word parts. Examples of structural units are inflectional endings ("-ed" in the word "worked"), affixes ("pre-" in the word "prepare"), and compound words ("blueprint").

It may be helpful to develop new words by adding inflectional endings or affixes. For example, with the base word "want," the words "wanted" and "unwanted" are created. You can also help the student develop compound words.

## **Proofreading (Spelling) - B**

Proofreading involves applying an understanding of spelling rules to review written works. The student must be able to identify the incorrect word in a given passage.

An interesting way to improve proofreading skills for punctuation and capitalization is to develop sentences with punctuation and capitalization errors. Help the student correct the sentences. The following is an example:

No Punctuation or Capitalization: i bought eggs bacon and juice  
Punctuation and Capitalization: I bought eggs, bacon, and juice.

Or, have him or her write a simple paragraph on a topic of interest. Then, review the paragraph with him or her to find punctuation errors. Many professional editors read lines of text from right to left. This way, their eyes don't mistakenly skip errors. It is very important to discuss proofreading strategies and capitalization and punctuation rules with the student as you review the paragraph together.

## **Semicolons - B**

A semicolon is used to join two complete sentences that are closely related in meaning. A semicolon often takes the place of a conjunction (and, but, yet, so, for, though, or, etc.). A semicolon is not used when any of these conjunctions are used to join two sentences.

For example:

Incorrect: The field trip to the park should be fun we are all going to bring a game to play.

Correct: The field trip to the park should be fun; we are all going to bring a game to play.

Note that when two complete sentences are joined with a semicolon, the first word in the second sentence is not capitalized.

Incorrect: My brother is tall; He has grown six inches in the last two months.

Correct: My brother is tall; he has grown six inches in the last two months.

Semicolons are also used in a series with three or more items when commas are used within the items listed.

-On our last vacation, we traveled to Halifax, Nova Scotia; Bar Harbor, Maine; and Boston, Massachusetts.

## **Practice:**

It may be helpful to explain the use of semicolons to the student. To review this definition and practice applying this punctuation mark, try this activity:

Have the student rewrite sentences from a favorite book or school textbook to better comprehend this skill. Work with the student to rewrite the sentences by inserting semicolons as needed. Find some examples of sentences from these books for the student to use for practice. Below are some examples to get you started.

1. I am excited for the movie tonight I have never been to a show on opening night before.
2. Make sure you pack your lunch for tomorrow you don't want to have to pay to eat in the cafeteria.
3. The teacher assumed that the students had all done their homework she continued speaking even though several

students looked confused.

4. I can't wait for the field trip I have never been to a water park before.
5. Don't forget your permission slip the teacher won't let you on the bus without one.
6. Important cities in American history include Philadelphia, Pennsylvania, New York, New York and Lexington, Massachusetts.

### **Organizing Information - F**

Organizing information applies to taking notes and outlining information. Developing the correct outline format is essential to mastering this skill.

Outlines present information in categories. Within each outline category, subcategories further classify information. Consider the following example of an outline about colors:

Outline Topic: Colors

#### I. Primary Colors

- A. Blue
- B. Green
- C. Red

#### II. Pastel Colors

- A. Pink
- B. Lavender
- C. Yellow

The topic is divided into two main categories (primary and pastel) which are then further divided into subcategories.

Many people use outlines to organize information in preparation for writing. Also, outlines are used to determine how different types of information relate to one another. It may be useful to help the student develop an outline for his or her interests. Before beginning to write a paper, he or she should try to organize ideas in an outline.

### **Letter Writing (Business Format) - C**

Business letter writing involves using appropriate style, tone, ideas, and format.

The student may like to write a business letter to a company that either provided excellent or unsatisfactory service. Help him or her develop the content, style and format of the letter. The student's language arts book(s) may contain sample business letters. If not, a local library branch will have books containing correct business letter format.

### **Graphic (Forms) - C**

A form is usually a printed sheet with blank spaces. Forms are completed by filling in the blank spaces with your personal information. You fill out forms when applying for things such as a job or a driver's license or registering for something, such as a class. Forms are also completed when visiting a doctor's office or the hospital. Filling out forms correctly is a skill used often in daily life.

A fun method for improving this skill is to help the student complete an actual form. Begin by listing with the student all the possible reasons for filling out a form. See the above paragraph for some suggestions.

Next, choose one of your listed reasons for filling out a form, and take a field trip with the student to pick up the form. For example, if you listed a job application, go to the nearest convenience store and ask for a job application. Take the form home with you and have the student practice filling in the information on the form.

Discuss with the student the importance of filling out a form neatly and with the accurate information. Ask the student questions such as, what would happen if you filled in the wrong phone number on the form? What if you forgot to list your age? Show him or her the benefits of being able to complete a form successfully.

### **Graphic (Public Information) - D**

Public information refers to a public form or announcement. Understanding advertisements, garage sales signs, posters, and other types of public information is an important life skill.

A creative way to improve the student's understanding of forms and announcements is to develop a written announcement for a fictitious event, such as a masquerade party. Once the student understands how an announcement is produced, he or she may have an easier time interpreting the information on other forms and announcements. It may be worthwhile to explain the importance of forms and announcements to the student. Forms and announcements are often used to give information on events, such as a concert or game. This may spark an interest in the student.

### **Graphic (Chart/Bar Graph )**

Bar Graphs are used to show relationships between data. For example, a bar graph may compare the number of points scored by each player on a basketball team.

Charts are visual representations of information. For example, a chart may show best-selling books.

It may be beneficial to examine charts and bar graphs from newspapers to improve the student's understanding of this skill. Help him or her interpret the data found in the charts and bar graphs you find.

Have the student create original bar graphs using interesting facts such as the popularity of best-selling books. Collect data from book stores, newspapers, and friends. Create a bar graph to display the popularity of the books and share the completed bar graph with friends and family members.

To learn about charts, have the student chart his or her schedule for the week. List the times of day down the left side of a sheet of paper. List the days of the week across the top of the paper. Have the student fill in his or her activities for the week, such as school, sports, and chores.

### **Graphic (Maps) - G**

Map reading is the ability to identify specific locations on a given map. The student must be able to find places, as well as move from one location on the map to another.

An interesting method for improving the student's ability to read maps is to utilize an actual map and plan a trip. This may spark the student's interest and therefore make learning more exciting. Help the student move from one location to another. What highways should he or she take? How long will it take to complete the trip if driving 4 hours a day? What about 8 hours a day?

### **Verbs: Present Perfect Tense**

The present perfect tense of a verb implies that an action started in the past and will not continue beyond the present time.

For example:

-She *has dated* him for twelve years.

-Deinde and Andre *have finished* their homework. (Deinde and Andre finished at the present time)

Present perfect tense verbs are formed by using a main verb in the past tense form, preceded by either *have* or *has*.

Example: We **have wanted** to see this movie since it first premiered.

Example: The actor **has starred** in several other movies this year.

### **Practice:**

Using sentences found in any age-appropriate text, the student should locate ten or more sentences that include verbs or verb phrases (verbs and any additional helping verbs) of any tense. Then, the student should copy these sentences into his or her own notebook. After the sentences have been written, the student should identify the verbs and/or verb phrases in each sentence by underlining them. Next, the student should convert any verbs and/or verb phrases into present perfect tense verbs. If the rewritten sentences are already in the present perfect tense, the student should indicate this at the end of the sentence.

Example:

Chelsea and her band recorded their first demo CD. -> Chelsea and her band have recorded their first demo CD.

Chelsea will be singing as the lead vocalist on many of the songs. -> Chelsea has sung as the lead vocalist on many of the songs.

The band has signed a contract with a major music recording company. -> This is already a present perfect verb tense.

### **Interjection**

An interjection is a word or group of words used to express feelings. For example, in "Oh, now I see him," the interjection is "Oh." Or, in "Wow! We won the election," "Wow" is the interjection.

It may be helpful to use the list of common interjections below to develop a series of sentences and have the student identify the interjections. Or, provide the student with an interjection, and have him or her verbalize a sentence using the preposition.

Wow

Oh  
Ow  
Yikes  
Hey

Also, have the student identify the interjection in sentences:

Sentence: Hey! I really need your attention.

Interjection: Hey

### Verbs: Gerunds - B

A gerund is a word that is formed from the present participle form of a verb (the form ending with *-ing*) but acts as a noun in a sentence.

Here are some examples of gerunds.

- Ex. **COMPETING** was hard work.
- Ex. **WINNING** felt great!
- Ex. **DANCING** is my favorite activity.

A gerund phrase consists of a gerund and its modifiers. Like a gerund, a gerund phrase functions as a noun.

- Ex. **COMPETING FOR THE NUMBER ONE SPOT** was hard work.
- Ex. **WINNING AT CHESS** felt great!
- Ex. **DANCING THE NIGHT AWAY** is my favorite activity.

Note: Not all words that end with *-ing* are gerunds. Many *-ing* words are verbs that describe an action. In the following example, *singing* is not used as a gerund. Instead it is used as a verb.

- Ex. I am **SINGING** at school next week.

### Practice:

To help the student understand the difference between gerunds and other verbs, have the student choose gerunds to complete each of the following sentences.

1. \_\_\_\_\_ is good exercise.
2. \_\_\_\_\_ would be a fun idea.
3. \_\_\_\_\_ sounds like a good hobby.
4. \_\_\_\_\_ seems to be something you would be good at.
5. \_\_\_\_\_ becomes more difficult the older you get.

### Predicate of Sentence - F

Every sentence can be divided into two parts, a subject and a predicate. The subject represents who or what the sentence is about. The predicate represents what happened or what was done. In the sentence, "Betsy ran to school," "Betsy" is the subject and "ran to school" is the predicate.

It may be beneficial to have the student locate predicates him or her to tell you who or what is involved in a given

sentence. This will lead to subject identification. Next, ask what happens to or with the subject. The portion of a sentence that describes what happens to or with the subject is the predicate. For example:

Sentence: The runner crossed the finish line.  
Subject: runner  
Predicate: crossed the finish line

Or, the student may enjoy acting out a sentence. For instance, have the student act out "The student walked across the room." After he or she has walked across the room, have the student identify himself or herself as the subject and "walked across the room" as the predicate.

### **Topic Sentence - E**

The topic sentence of a paragraph contains the main idea and attracts the reader's interest. A concluding sentence restates or summarizes the main idea of the passage.

Understanding how to write effective topic sentences will help the student identify topic sentences in reading materials. The student can practice writing effective topic sentences using common strategies such as including surprising facts, questions, or commands to gain a reader's attention.

Beginning a paragraph with an unusual or surprising fact will entice a reader. For example, if the paragraph is about school cafeteria food, the topic sentence can start with a fact about the food: "Two out of three students polled state they prefer not to eat a school lunch." Such a surprising fact will catch the reader's interest and prompt them to read on.

Using the question method, the paragraph could begin, "How many students like our cafeteria food?" The reader's first thought may be to wonder, "How many?" and he or she will read on.

Finally, using a command to begin a paragraph is a dramatic method: "Stay away from cafeteria food!" The reader's logical response to such a command would be "Why?"

After practicing these topic sentence strategies in his or her own writing, the student will become a captivating writer and more proficient at identifying topic sentences in reading materials.

Similarly, students need to understand how to develop an appropriate concluding sentence for a paragraph. Have the student pick a favorite hobby or activity. Ask him or her to write a 4-6 sentence paragraph explaining the reasons they enjoy this hobby or activity. Next, have the student write a concluding sentence for this paragraph. It may help the student to start the concluding sentence with one of the following phrases:

These are some of the reasons why I like...  
In conclusion, this is why I enjoy...  
As you can see, \_\_\_\_\_ is fun for many reasons.

### **Sentence Sequence - G**

A coherent paragraph contains precise and related information presented in a reasonable order. Sentence

sequencing consists of arranging several sentences from one paragraph into logical order.

A method for improving this skill is to develop a series of sentences and help the student arrange the sentences in the correct order. Remind the student to look for clues in each sentence, such as the word "first" or "next." For example:

Sentence 1: After lunch we went to the movies.

Sentence 2: We began our day by going to Jerry's for lunch.

Sentence 3: We ate Jerry's famous burgers.

The correct sentence sequence is 2, 3, 1.

### **Library Skills - C**

The student needs to develop library skills such as identifying periodical listings. A periodical listing is a list of articles that have appeared in periodical publications, such as magazines, newspapers, and journals.

A creative method for improving the student's understanding of library skills is to visit the library. Assign him or her a topic of interest, such as "Women in Congress." Help the student use the periodical listings to find recent articles on that topic. Discuss the issues presented in the article with the student. Questions can often be answered by referring to additional articles.