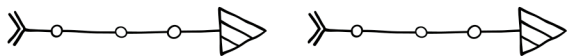


Hey there!



NATIONAL BOARD CERTIFIED TEACHER. I ALSO MENTOR TEACHERS WORKING TOWARDS NATIONAL BOARD CERTIFICATION. AN ENGLISH INSTRUCTOR WITH OVER 25 YEARS OF CLASSROOM EXPERIENCE (MORE THAN 18 IN THE AP CLASSROOM) . MY FOCI HAVE CONCENTRATED ON LEVELS 9- 12. AP LANGUAGE & COMPOSITION. ENRICHED 10. GRAMMAR & USAGE. AMERICAN LITERATURE I & II. ENGLISH 10. ENGLISH 9. HUMANITIES. BRITISH LITERATURE. & 21ST CENTURY ENGLISH. & ENGLISH 12. I HAVE ALSO TAUGHT UNDERGRADUATE AND GRADUATE- LEVEL CURRICULUM & INSTRUCTION COURSES AS WELL AS ACT PREPARATORY COURSES AT UNIVERSITY OF WI- Eau Claire. I'VE TAUGHT AT THE UNIVERSITY. COLLEGE. & COMMUNITY COLLEGE- - AND ... ONLINE!

PLEASE GET IN TOUCH IF YOU'RE INTERESTED IN HEARING ABOUT MY CONSULTING EXPERIENCES AND SERVICES IN SKILLS- BASED CURRICULUM. INSTRUCTION. AND ASSESSMENT.



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Thanks for downloading "Grammar & Usage What does it matter? Writing moves!" This resource is great early in the year as an entry point. When we learn more about the parts of speech and syntactic variation, it's important to make writing connections so students begin making their own new writing moves! This resource helps teachers and students begin keeping a record of their learning and interesting uses of language and grammatical and syntactic effects! Let's keep helping students look at what they already know and what they want to know or might improve! Here's to putting learning in the hands of students! Yes! Please breathe and enjoy!



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GRAMMAR & USAGE

name _____

hour _____

WHAT DOES IT MATTER?

WRITING MOVES!

Writers use different **parts of speech** and **varying syntax [differing structures within sentences]** to **create different effects** in their work (i.e., to make their writing more *fluid*, *interesting*, *clear*, and *the like*).

DIRECTIONS: Over the semester, let's keep track of the ways that we writers use the very same grammatical concepts that we discuss in class with "the pros." Let's see what these things are good for!

TOPIC

USE



EXAMPLES

Pronoun

To replace unnecessary or repetitive words

~~Mr. Mahis, Mr. Hertz, and Ms. Nelson~~ made homemade pizzas.

They made homemade pizzas for "Magnolia weekend."

name

hour

TOPIC

USE



EXAMPLES



GRAMMAR & USAGE

name _____

hour _____

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TOPIC USE & EXAMPLES

Pronoun

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~~Mr. Mahis, Mr. Hertz, and Ms. Nelson~~ made homemade pizzas.

They made homemade pizzas for "Magnolia weekend."

Adjective

Add interest to otherwise lackluster sentences

"The lawn is green and clean and quiet."
(Alvarez)

Add contrast

"Hot soup on a cold day, cold soup on a hot day, and the smell of soup simmering in the kitchen are fundamental, undoubtedly even atavistic, pleasures and solaces that give a special kind of satisfaction" (Child).

Add emphasis to important thoughts

"A few minutes later he slumped from his chair, dead" (Allen).

Set a tone or a mood

"Looming, ubiquitous are the dangers of prodigality, of valuing changed just for its own sake [...]" (Lillard)

Control a reader's attention

"Diligent, well-meaning, oppressed, loyal, affectionate, and patriotic, this prince is not yet corrupted by her questionable powers" (Dobson).

Add precision, detail and description

"Everything in here was black including the floor and ceiling—identical, unmarked, handle-less black doors were set at intervals around the black walls [...]" (Rowling).

Action Verbs

Add vivid, interesting pictures

"Time is racing toward us till the Huns arrive. Heed my every order and you might survive" (*Mulan*).

TOPIC

USE



EXAMPLES

Auxiliary/Helping Verbs

Express subtle changes in time or mood (intentions, conditions that affect actions, emphasis)

"I would have gone to the game, but I had to work."

"I could go to the game, but I don't want to."

"I do want to go to the game, but I can't."

Prepositional phrases

Concisely express details of location, proximity direction, time, or condition

"The hills across the valley of the Ebro were long and white" (Hemmingway).

...

...

...

Adverbs

Describe how, when, why, or where things happen

(Steven King warns not to overuse them!)

"The accused man, Kabuo Miyamoto, sat proudly upright with a rigid grace" (Guterson).

"Your lawn is totally, completely, and profligately covered with dandelions" (King).

Conjunctions Coordinating

Combine sentences, words, or phrases of equal importance. Create flow, emphasis, or rhythm.

With ruffs and cuffs and fardingales and things;" (Shakespeare)

TOPIC

USE



EXAMPLES

Correlative conjunctions

Show comparisons between ideas

"Either the soup or the salad will be served with dinner" (Nelson).

...

Subordinating conjunctions

Show relationships between main ideas and less important ideas

"If somebody in one of his classes spoke to him, he answered stiffly, tersely" (Guterson).

...

Conjunctive adverbs

Transition between key ideas, give a piece direction, clarify ideas.

"Roy didn't have all the ingredients for the recipe; consequently, he prepared a shopping list" (Nelson).

...



Interjections

Create more realistic dialogue or voice, create humor, or establish character

"Jeepers, mister! You're really strong!" (Hercules)
"Wow-ee, Harry Potter!" (A Very Potter Musical)

GRAMMAR & USAGE

name _____

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TOPIC

USE & EXAMPLES

Handwriting practice area consisting of 20 horizontal dotted lines.

Diagramming Sentences: Practice, PowerPoints, Keys, & Quizzes



+ BONUS ARTICLE: STUDENT PERSPECTIVE: THE RELEVANCE OF SENTENCE DIAGRAMMING

HTTPS://WWW.COOPERATIVECLASSROOM.COM

KNOWING & UNDERSTANDING PHRASES

It's like a sushi bar! ... These things are rare! ... And they're just waiting for your spin! How do you want your ingredients to function? Use them properly!

The following handout should help you understand how different phrases are used grammatically AND syntactically. Remember, we must consider both form and function as we look at language and how it is used. Just to use a simple example, we might consider the noun "table." As a noun, "table" means a furniture object on which we might place dinner items such as plates, silverware, and glasses. However, if we change that form to a verb, as in "Table the topic," we're looking at something completely different. "Table" in this case means to "shelve," "stop," or "save until later."

the better you'll be at selecting just the right structure(s) to perfectly highlight your language for the best outcome!

Icon key for sentence diagramming: eyes icon for 'looks like', scissors icon for 'acts like', question mark icon for 'what questions do I ask?'.

Table with 2 columns: Abbreviation (APPOS, ADV, OB-P, SUB) and Function (Appositive Subject, Adverb, Object of Preposition, Subject).



Parts of Speech Study Sheet: A comprehensive reference sheet for grammar terms like nouns, prepositions, adjectives, verbs, and conjunctions, including key words and examples.



Critical Thinking Directions: Choose the letter that best answers the question. Questions refer to the boxed sentence that precedes them.

Name: _____ Date: _____ Section: _____

- 1. If energy costs continue to skyrocket the price of all food will rise significantly because production costs and transportation costs will be high.
2. Should energy costs continue to skyrocket be followed by a comma?
3. Is this a compound sentence?
4. The subject of this sentence is
5. The main clause verb in this sentence is
6. of the foods is a(n)
7. however should be preceded by a
8. The structure of this sentence is
9. This sentence contains two dependent clauses. The dependent markers for those clauses are
10. however functions as a