



SIMPLY CHARLOTTE MASON PRESENTS

Using Language Well

*English, Grammar, and Writing Points
from Spelling Wisdom*

by Sonya Shafer

Book 2

Teacher Guide & Answer Key

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Book 2—Parts of Speech

Nouns • Pronouns • Adjectives • Verbs • Adverbs • Interjections • Articles •
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All *Using Language Well* books include English, grammar, and writing points.

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Using Language Well

Book Two

English, Grammar, and Writing Points
from *Spelling Wisdom, Book Two*

Teacher Guide & Answer Key

by Sonya Shafer

Using Language Well, Book Two, Teacher Guide and Answer Key: English, Grammar, and Writing
Points from *Spelling Wisdom, Book Two*
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How to Use This Book

Using Language Well, Book Two, is designed to be used alongside *Spelling Wisdom, Book Two*. You will need both books.

Spelling Wisdom books and *Using Language Well* teacher books are non-consumable and can be reused. *Using Language Well* student books are consumable; you will need one per student and a notebook for dictation exercises.

We recommend doing two lessons per week. At that pace this book will last two years: Lessons 1–70 in the first year, Lessons 71–140 in the second.

Most lessons take only five or ten minutes to complete, plus the time spent by the student to prepare for dictation.



Writing Points

Sprinkled throughout these lessons you will find helpful Charlotte Mason-style guidance for using written narrations as the basis for growth in composition. A set of rubrics is included. See page 61 for details.

Answer Key

Lesson 1

1. The student should read the exercise.
2. Student answers will vary. Make sure all five words listed are names of things.
3. In a Charlotte Mason approach, the dictation passage is always studied ahead of time. Make sure the student follows all of the preparation steps in his book. When he says he is ready, spot check any words he was working on by asking him how to spell them. Spot checking can be done verbally.

If he seems uncertain, help him study that word by writing it on a small white board and asking him to look at it until he can see the word spelled correctly in his mind's eye. Erase a letter and see if he can spell the word. Erase more letters and ask him to spell the word. Continue erasing bit by bit until he can spell the word with no letters on the white board in front of him.

When you are sure he knows how to spell every word in the exercise, dictate it a phrase at a time, saying each phrase only once. Try to keep the phrases short enough that the assignment doesn't become a feat of memory.

Watch as the student writes the phrases you are dictating. If your student has faithfully worked through the preparation steps, mistakes should be few and far between. If he does begin to spell a word incorrectly, gently slip a small self-stick note or piece of white correction tape over the misspelled word and keep going. When he has finished writing the passage, he should study the word he missed and write it correctly on top of the self-stick note or correction tape.

You can see a video example of how to do a dictation lesson at <http://spellingwisdom.com>. You will also find more helpful tips and explanations on page 60 in this book.

Lesson 2

1. The student should read the exercise.
2. A noun is the name of a thing (person, place, thing, or idea).
3. The student should list five of these nouns from the exercise: *things, words, freedom, justice, honor, duty, mercy, hope*.
4. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: *Charlotte Mason did not teach composition as a separate subject; it was an integrated part of the student's history, science, geography, or Bible lesson in the form of narration. Be sure your student is giving regular oral narrations.*

If your student is fluent in oral narrations from history, geography, science, or Bible

readings, assign him to write one of his narrations each week. You will help him fine tune and correct his compositions using the rubrics in the back of this book. (See page 61.)

Start with Rubric 2.1 for Progressing Writers. Give your student the Student Version (the one without the points columns) and briefly go over the expectations with him. Point out the three goals these guidelines will help him achieve: communicating knowledge, communicating clearly, and communicating effectively. Most of the reminders listed on Rubric 2.1 were introduced in Using Language Well, Book One. The new reminder to focus on is the guideline about correctly using apostrophes in contractions. Explain that from now on he will be responsible to make sure his written narration each week adheres to the guidelines on the current rubric.

Over the next few weeks, use the Teacher Version of the rubric to help you evaluate his written compositions (narrations). Do not show the score to your student; the points are merely to help you track your student's progress over time. For now, hold him responsible only for the items listed on Rubric 2.1; other guidelines will follow in remaining lessons (and throughout all of the Using Language Well books).

Any time you see an instance where the student missed a guideline on the rubric he is responsible for, do not mark it directly; simply write in the margin of his paper the two-letter abbreviation of the section on the rubric that contains the missed guideline. The student should look in that section of his rubric, determine which guideline he violated, and edit his writing to adhere to the missed guideline. This process will encourage him to critique his own work and not depend on you to tell him what to do.

Teaching Tip: Keep all his written compositions in a notebook; that will keep them handy for future comparison and evaluation. At the top of each composition, you may want to make a note of the date it was written.

Lesson 3

1. The student should read the exercise.
2. In the context of the quotation, *assumed* means “taken on or adopted.”

Teaching Tip: This lesson offers an opportunity to introduce a dictionary and demonstrate how to use one. Further opportunities will be included in future lessons.

3. Synonyms may vary, but here are some common ones for the words listed.
strive—attempt, endeavor, try, venture, labor, work
flayed—skinned, peeled
4. One possible paraphrase: It is easy to start a habit, but breaking one can take a lot of hard, painful work.

Teaching Tip: Allow the student time to ponder the sentence. Don't be too hasty to give the explanation yourself.

5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 4

1. The student should read the exercise.
2. You | cannot escape the responsibility of tomorrow by evading it today.

Teaching Tip: Students practice finding the complete subject and predicate first; later, after they have learned about nouns and verbs, they will learn how to find the simple subject and predicate.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 5

1. The student should read the exercise.
2. A noun is the name of a person, place, thing, or idea.

*N**N*
3. *Men* occasionally stumble over the *truth*.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 6

1. The student should read the exercise.
2. *Rough-shod* refers to horseshoes that have the nailheads projecting in order to prevent slipping. *Smooth-shod* would, then, refer to horseshoes that are not specially equipped to prevent slipping.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers an opportunity to practice Internet research. Be sure to closely supervise your student when he is using the Internet.

Lesson 7

1. The student should read the exercise.
2. The repeated nouns are *people* and *time*.

3. Answers may vary. One possibility: Repeating the same words each time helps emphasize the words that do change and, thus, the message of the sentence.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 8

1. The student should read the exercise.
2. soul, adversity
3. *It* refers to the soul.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 9

1. The student should read the exercise.
2. *Roses*: noun.
They: pronoun referring to *roses*.
Window: noun.
Ones: pronoun referring to *roses*.
God: noun.
Reference: noun.
3. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: *Your student's spelling in his written narrations should progress as he learns to purposely look at how words are spelled as he reads. That is the first step in a dictation lesson: read the passage and look for any words you are not sure you know how to spell correctly. So dictation lessons will help your student set up that habit over time. If your student is a prolific reader but a poor speller, he's probably reading too quickly and not looking at the words' spellings.*

Lesson 10

1. The student should read the exercise.
2. calmly / wildly
small / great
down / up
slow / swift
without / within
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: Be prepared to help your student identify unknown words and study the passage as he begins to do dictation lessons. Set up good study habits now and as he progresses through the rest of this book he will need your assistance less and less.

Lesson 11

1. The student should read the exercise.
2. *Mold*: noun.
Man: noun.
He: pronoun referring to *man*.
It: pronoun referring to *habit*.
Habit: noun.
Mirror: noun.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 12

1. The student should read the exercise.
2. Pronouns referring to the young reader: *you, your, yourself*.
3. Pronoun referring to the writer: *my*.
4. Commas should be used to set off a direct address.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 13

1. The student should read the exercise.
2. *To*: a small word often used when expressing direction or action.
Two: the sum of one plus one, or one fewer than three.
Too: also or to a higher degree.
My religious belief teaches me to feel as safe in battle as in bed.

For: with the object or purpose of.
Four: the sum of two plus two, or one fewer than five.
God has fixed the time for my death.

Do: to perform.
Due: owed.
Dew: moisture in small drops on a surface.
I do not concern myself about that, but to be always ready, no matter when it may overtake me.

Teaching Tip: This lesson offers another opportunity to introduce reference skills, such as

using a dictionary, to your student. If you would prefer, in the homonym lessons students may try defining in their own words first and use the dictionary only when they need additional help or to check their work. The definitions given here are not absolute; variations in wording will occur.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 14

1. The student should read the exercise.
2. A noun is the name of a person, place, thing, or idea.
3. *Fellow*: common noun.
Fire: common noun.
Sherlock Holmes: proper noun.
Life: common noun.
Lodgings: common noun.
Baker Street: proper noun.
Mind: common noun.
4. Proper nouns begin with capital letters.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 15

1. The student should read the exercise.
2. *Book*: common noun.
The Pilgrim's Progress: proper noun.
Author: common noun.
John Bunyan: proper noun.
3. City: the name of a city of the student's choice, such as New York.
Country: the name of a country of the student's choice, such as France.
Street: the name of a street of the student's choice, such as First Street.
Author: the name of an author of the student's choice, such as Charles Dickens.
Artist: the name of an artist of the student's choice, such as Mary Cassatt.
4. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: *Introduce Rubric 2.2 to your student and point out the added guideline (highlighted in bold on the Teacher Version) that he will be responsible to implement in his written narrations from now on. Remember, if he is capable, he should be doing one written narration per week.*

Lesson 16

1. The student should read the exercise.
2. *I* stands for the man.
Me stands for the universe.
3. universe,—The comma separates the dialogue tag from the quoted material.
“Sir—The quotation marks show the beginning of the quoted material.
Sir,—The comma sets off a direct address.
exist!”—The exclamation point denotes strong emotion. The quotation marks show the end of the quoted material.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 17

1. The student should read the exercise.
2. Possible common nouns: *critic, man, quarry, beings, cliff, marble*.
A proper noun: *Pietra Santa*.
The common noun that is related to the proper noun: *quarry*.
The pronoun that stands for the critic: *he*.
The pronoun that stands for the strange man: *he*.
Possible common nouns: *critic, man, quarry, beings, cliff, marble*.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 18

1. The student should read the exercise.
2. *Things*: plural
World: singular
We: plural
Our: plural
Feet: plural
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 19

1. The student should read the exercise.
2. *Signs*: plural noun.
They: plural pronoun referring to *figures*.

Solution: singular noun.

Arrangement: singular noun.

3. (Optional) Math challenge solution: (from *Amusements in Mathematics*) “There is a very large number of different ways in which arithmetical signs may be placed between the nine digits, arranged in numerical order, so as to give an expression equal to 100. In fact, unless the reader investigated the matter very closely, he might not suspect that so many ways are possible. It was for this reason that I added the condition that not only must the fewest possible signs be used, but also the fewest possible strokes. In this way we limit the problem to a single solution, and arrive at the simplest and therefore (in this case) the best result.

“There is, in fact, very little principle in the thing, and there is no certain way of demonstrating that we have got the best possible solution. All I can say is that the arrangement I shall give as the best is the best I have up to the present succeeded in discovering. I will give the reader a few interesting specimens, the first being the solution usually published, and the last the best solution that I know.

	Signs	Strokes
$1 + 2 + 3 + 4 + 5 + 6 + 7 + (8 \times 9) = 100$	9	18
$(1 \times 2) - 3 - 4 - 5 + (6 \times 7) + (8 \times 9) = 100$	12	20
$1 + (2 \times 3) + (4 \times 5) - 6 + 7 + (8 \times 9) = 100$	11	21
$(1 + 2 - 3 - 4)(5 - 6 - 7 - 8 - 9) = 100$	9	12
$1 + (2 \times 3) + 4 + 5 + 67 + 8 + 9 = 100$	8	16
$(1 \times 2) + 34 + 56 + 7 - 8 + 9 = 100$	7	13
$12 + 3 - 4 + 5 + 67 + 8 + 9 = 100$	6	11
$123 - 4 - 5 - 6 - 7 + 8 - 9 = 100$	6	7
$123 + 4 - 5 + 67 - 8 - 9 = 100$	4	6
$123 + 45 - 67 + 8 - 9 = 100$	4	6
$123 - 45 - 67 + 89 = 100$	3	4

“It will be noticed that in the above I have counted the bracket as one sign and two strokes. The last solution is singularly simple, and I do not think it will ever be beaten.”

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 20


1. The student should read the exercise.
2. The student should list five of these nouns: *sparrows, birds, flock, care, spring, autumn, migrants*.
3. Sparrows | are such gregarious birds.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: Make sure your student is not taking shortcuts in his preparation for dictation. If he is faithfully completing all the preparation steps, mistakes should be few and far between.

Lesson 21

1. The student should read the exercise.
2. May, Mr. Samuel Pickwick
3. Burst like another sun from his slumbers.
Threw open his chamber window.
Looked out upon the world beneath.
4. When the student is ready, spot check to set him up for success then dictate the exercise.



 **Writing Point:** *If your student is having a hard time writing a good narration from his history, geography, science, or Bible reading, one place to check might be your narration question. There is a big difference between a direct question on the content and a true narration question. A direct question on the content can usually be answered with one or two words or a short phrase directly from the passage. (“Who won the race: the tortoise or the hare?” or “What is a drone bee’s job?”) Such a short answer is not easily expanded into a written narration. A true narration question, however, presents a topic and invites the student to tell what he knows and thinks about it. (“Tell the story of the tortoise and the hare. Why did the race end the way it did?” or “Explain how a bee hive works.”)*

Lesson 22

1. The student should read the exercise.

$$PRO \quad PN \qquad V \quad PRO$$

2. Through *it*, God will *spread His Word*.

$$N \qquad V$$

A spring of *truth* shall *flow* from it.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 23

1. The student should read the exercise.

$$AV \quad PRO \quad AV$$

2. Then *put* on *your* hat and *come*.

$$AV \qquad \qquad \qquad N \qquad \qquad \qquad N$$

I *observe* that there is a good deal of German *music* on the *program*.

PRO AV

I want to introspect.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 24

1. The student should read the exercise.

PRO AV

2. Though blind, *I enlighten*.

PRO AV

I sing without voice.

PRO AV PRO

Some love me too fondly.

PRO

AV

I sometimes live ages.

3. Riddle answer: a book.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 25

1. The student should read the exercise.

LV

N

PN

2. It *was* the beginning of a *day* in *June*.

N LV

The *streets were* nearly free from passengers.

N

N

LV

The *houses and shops were* closed.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 26

1. The student should read the exercise.
2. *My*: Abraham Lincoln, singular.
She: lady, singular.
Who: sons, plural.
Them: sons, plural.
3. In a business letter, the salutation should be followed by a colon.
4. In a personal letter, the salutation should be followed by a comma.

Teaching Tip: *That punctuation was covered in Using Language Well, Book 1.*

5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 27

1. The student should read the exercise.

N PN

2. There is a certain *village* in *Japan*.

N LV

The *sun* is nearer to the inhabitants every noon.

3. (Optional) Math puzzle solution: (from *Amusements in Mathematics*) "When the sun is in the horizon of any place (whether in Japan or elsewhere), he is the length of half the earth's diameter more distant from that place than in his meridian at noon. As the earth's semi-diameter is nearly 4,000 miles, the sun must be considerably more than 3,000 miles nearer at noon than at his rising, there being no valley even the hundredth part of 1,000 miles deep."
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 28

1. The student should read the exercise.

PN AV PRO N AV PRO N

2. *Holmes* slowly *reopened* *his eyes* and *looked* impatiently at *his* gigantic *client*.
3. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Occasionally do a brainstorming session with your student and see how many synonyms he can list for the nouns in a Spelling Wisdom exercise or a passage from another book he is reading. Those sessions will cultivate a habit of searching his mental storehouse for a precise word to help him communicate clearly and most effectively.

Lesson 29

1. The student should read the exercise.

LV

2. Heaven above *was* blue.

LV

Earth beneath *was* green.

AV

The river *glistened* like a path of diamonds in the sun.

AV

The birds *poured* forth their songs from the shady trees.

AV

The lark *soared* high above the waving corn.

AV

The deep buzz of insects *filled* the air.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 30

1. The student should read the exercise.
2. *You*: those who are reviled and persecuted.
My: Jesus.
Your: those who are reviled and persecuted.
They: men who are reviling and persecuting.
Which: prophets.
3. The apostrophe denotes possession; i.e., for the sake of righteousness.
4. When a word ends in *s*, the possessive *s* after the apostrophe is optional.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 31

1. The student should read the exercise.

———PN——— LV

2. *Sherlock Holmes* *looked* deeply chagrined.

PRO AV

AV

PRO

A few yards off *he stopped* under a lamppost and *laughed* in the hearty, noiseless fashion *which*

LV

PRO

was peculiar to *him*.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 32

1. The student should read the exercise.
2. *Wait*: to delay action for a time.
Weight: the heaviness of a thing.
Pain: suffering or discomfort.
Pane: a single sheet of glass in a window or door.

But were we burdened with like weight of pain,
As much or more we should ourselves complain.

In all these matters the true workman will wait for the Master's beck, glance, or signal before a step is taken.

Threw: propelled something through the air with force.

Through: moving in one side and out of the other.

He drew a sovereign from his pocket and threw it down upon the slab, turning away with the air of a man whose disgust is too deep for words.

Led: guided forward by the hand.

Lead: a heavy metal.

That ditch is it into which the blind have led the blind in all ages and have both there miserably perished.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary. It is up to you whether you want to use a printed dictionary or one on your computer. The printed dictionary will give your student practice in alphabetizing; the software or online dictionary will give your student practice in computer skills.

Lesson 33

1. The student should read the exercise.
2. Everyone
3. Plural
4. God, British
5. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Introduce Rubric 2.3 to your student and point out the added guideline (highlighted in bold on the Teacher Version) that he will be responsible to implement in his written narrations from now on.

Lesson 34

1. The student should read the exercise.
2. The semicolons are separating complete thoughts that are closely related; they are used instead of periods.

3. Linking verbs.
4. The student should list five of these common nouns: *wind, shadow, shade, night, noise, city, worlds, masonry, spire, roof, shapes, sky, distance, clocks.*
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 35

1. The student should read the exercise.
2. Jan.—The period is at the end of an abbreviation.
5,—The comma separates the month date from the year.
Dear Sir:—The colon follows a salutation in a business letter.
“signature with a sentiment”—The quotation marks set off quoted material.
mislaid.—The period denotes the end of a statement sentence.
man;—The semicolon separates two complete thoughts that are closely related.
than I,—The comma helps clarify.

Teaching Tip: Students will learn about dependent clauses in Using Language Well, Book 3. The “helping to clarify” explanation is sufficient for now.

names.—The period denotes the end of a statement sentence.

Very respectfully,—A comma follows a complimentary closing line before the signature in a letter.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 36

1. The student should read the exercise.
2. The verb *brought* is used twice: once in *I brought this with me* and once in *the artist had brought out the full effect.*
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 37

1. The student should read the exercise.
2. The third item in the series already contains commas (*the elegance, variety, and beauty of their decorations*), so something different is needed to separate the items.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 38

1. The student should read the exercise.

2. "Waters that *sparkled* so green" denotes the past.
 "The moon *looks* downward" denotes the present.
 "Billow *meets* billow" denotes the present.
 "The storm *shall* not *wake* thee" denotes the future.
3. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Now that your student has seen examples of business letters, you could assign a written narration to be in that format. You might ask him to write a business letter from one character in a history book to another character, outlining a suggested course of action or explaining what happened.

Lesson 39

1. The student should read the exercise.
2. Action verbs are words that assert action.
 A linking verb is a verb that links the subject to a description of what it is being (rather than doing).
 A helping verb is a verb that is added to another verb to help it convey a more accurate sense of time.

HV LV

3. Till Durer's time, however, there *had been* little painting that could be regarded as art.

LV

AV

He *was* above all things patriotic and dearly *loved* his home.

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 40

1. The student should read the exercise.

AV

AV

LV

2. He *lowered* the window and *looked* out at the rising sun. There *was* a ridge of ploughed land

HV HV AV

HV AV

with a plough upon it where it *had been left* last night when the horses *were unyoked*.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 41

1. The student should read the exercise.

AV

2. "Oh, he has his faults too," *said* Mr. Wilson.

—HV— AV
He *ought to be improving* his mind.

LV
That *is* his main fault.

- Both *he's* and *There's* are contractions signifying *he is* and *There is*.
- When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 42

- The student should read the exercise.

PRO LV N HV
2. *These are* the times that try men's souls. The summer *soldier* and the sunshine patriot *will*, in
AV N PRO PRO AV AV N
this crisis, *shrink* from the *service* of *their* country; but *he* that *stands* it now *deserves* the *love* and
thanks of man and woman.

- The apostrophe in *men's* denotes possession; something belonging to men.
- When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 43

- The student should read the exercise.
- Lincoln,—The comma separates the city and country.

England,—A comma comes after the country name too if the sentence continues after that word.

Little bits of time, of knowledge, and of opportunities—The commas are separating items in a series.

- There *is* a window of stained glass—linking verb, present.
Which *was made* by an apprentice—helping verb and action verb, past.
We *may do* work for God—helping verb and action verb, future.
- When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 44

- The student should read the exercise.
- The contraction *You'd* is made of *you would*.
- The main verb is *expect*; as, *you would expect*.

4. Specific answers may vary but should convey the ideas that follow:
 - Think of each contraction as its two separate words.
 - Sometimes verb phrases can be interrupted by other words.
5. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Make sure your student is continuing to narrate orally several times each week. Oral narration gives him practice in the mental process of composition and, as an added bonus, prepares him for public speaking.

Lesson 45

1. The student should read the exercise.
2. bright blaze
ruddy gleams
bluish light of the torches
3. strange procession
dozen drummers
principal person
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 46

1. The student should read the exercise.
2. high behavior
3. In the poem, *pulse* refers to legumes like chickpeas, lentils, and beans.
4. The possessive word is the pronoun *its*.
5. *Its* is possessive of *it*.
It's is a contraction, meaning *it is*.
6. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary.

Lesson 47

1. The student should read the exercise.
2. *It* is the business of *little* minds to shrink; but he whose *heart* is *firm* and whose conscience

AV PRO N HV AV
approves his conduct will pursue his principles unto death.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 48

1. The student should read the exercise.

LV

2. A gram *is* a way to measure volume, or mass.

HV AV AV
Vitamins *are* often *measured* in milligrams. *Look* at the label of any vitamin bottle in your

AV HV AV
house and *see* how many milligrams you *can find*.

3. vitamin bottle
4. *We're* is a contraction of *we are*.
Won't is a contraction of *will not*.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 49

1. The student should read the exercise.
2. *Were playing*: helping verb with action verb.
Added: action verb.
Liked: action verb.
Were: linking verb.
3. Mary, Heather, Darlene.
4. three sisters
letter tiles
good sports
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 50

1. The student should read the exercise.
2. In a script the actor is listed, then the lines that he is to speak.
3. Answers may vary. It seems that Cousin is reprimanding Grim for his tempestuous reactions when things are not exactly to his liking.

4. uncooked potato
burnt mutton-chop
dinner table
5. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: You might challenge your student to write a narration as a script every once in a while. He will have seen longer script examples from any Shakespeare plays he has read.

Lesson 51

1. The student should read the exercise.
2. treacherous nun
neglected wound
weeping outlaws
feeble hands
greenwood tree
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 52

1. The student should read the exercise.
2. *Nest* (verb): to fit an object inside a larger one.
Nest (noun): the home of a bird.

N

when the bluebird comes And builds its *nest*

Steer (noun): a type of cattle.

Steer (verb): to take a certain direction.

V

And away to the south the robins *steer*

Mean (verb): to indicate or signify.

Mean (adjective): unpleasant or unkind.

V

What does it *mean* when days are short

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary.

Lesson 53

1. The student should read the exercise.
2. the garage
the house
the table
a chair
the fan
a berry
a bowl
a spoon
3. Past tense.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 54

1. The student should read the exercise.
ART N AV ART ADJ N PRO/ADJ N HV AV
2. *The actress sat in the waiting room; her head had begun to ache.*
3. “Quoted material,” dialogue tag.
4. The apostrophe replaces missing letters in the contraction *couldn't*. *Couldn't* is comprised of *could not*.
The apostrophe denotes possession in *producer's*. The instructions belong to the producer.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 55

1. The student should read the exercise.
2. little question
a stationmaster
correct answer
the other
3. America, London, Liverpool.
4. (Optional) Mathematical puzzle solution: (from *Amusements in Mathematics*) “One train was running just twice as fast as the other.”
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 56

1. The student should read the exercise.
2. *Water's* is singular possessive. The apostrophe separates the word from the possessive *s*; the word *water* is singular.

*PRO/ADJ ADJ N**PRO/ADJ N LV*
3. *Our favorite amusement* during *that winter* was tobogganing.
4. Both pronouns in the sentence, *our* and *that*, are acting as adjectives to tell which *amusement* and which *winter*.
5. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: When reading history, geography, science, or Bible and requiring a narration, make sure your student is using his own words. He may include some poignant terminology or catchy phrasing from the author, but his compositions should be mainly in his own words. You do not want to give him practice in plagiarism.

Lesson 57

1. The student should read the exercise.
2. *His*, singular.
Shepherd possesses *dogs*.
3. *Its*, singular.
Wolf possesses *pelt*.
4. *Its* is a singular possessive pronoun meaning something belongs to *it*.
It's is a contraction meaning *it is*.
5. *Whose* and *sheep's*.
Whose is singular because its antecedent is singular: *the sheep*.
6. *Whose* is a possessive pronoun meaning something belongs to its antecedent (the noun it stands for).
Who's is a contraction meaning *who is*.
7. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 58

1. The student should read the exercise.

2. The *history* of my life *will say* to *the* world what *it says* to *me*: There *is a loving God, who directs*

all things for the best.

3. The colon in the final sentence introduces an explanation or elaboration.

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 59

1. The student should read the exercise.

2. Atlantic

December

England

Mayflower

New England

November

Pilgrims

Plymouth

September

Smith, Captain John

3. A compound number should have a hyphen between its words; as, *sixty-three*.

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 60

1. The student should read the exercise.

2. *There*: a pronoun signifying place or location.

Their: a plural possessive pronoun meaning *they* possess something.

They're: a contraction meaning *they are*.

Their heads never raising;

There is joy in the mountains;

Fare: to cope, manage, or survive.

Fair: according to the rules.

And now doth fare ill

Bear: to carry a burden (or *bear*: a great furry animal).

Bare: with no covering.

On the top of the bare hill;

3. *Anon* means soon or shortly.

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary. You may want to point out how the entries are specified by part of speech.

Lesson 61

1. The student should read the exercise.
2. Possible action verbs: *using, contain, gives.*
3. Possible linking verbs: *is, being, have.*
4. Possible helping verb phrases: *can form, may be done, will be seen, can find.*
5. Possible pronouns and antecedents: *here / problem, that / sums, this / (formation), it / sum, which / 16, that / solution, which / solution.*
6. Possible articles with nouns: *the digits, the nought, the product, the same, the sum, the solution, the problem.*
7. Possible adjectives modifying nouns: *entertaining problem, nine digits, multiplication sums, same product, many ways, lowest sum, possible sum, common product.*
8. (Optional) Math challenge solutions: (from *Amusements in Mathematics*) “The solution that gives the smallest possible sum of digits in the common product is $23 \times 174 = 58 \times 69 = 4,002$, and the solution that gives the largest possible sum of digits, $9 \times 654 = 18 \times 327 = 5,886$. In the first case the digits sum to 6 and in the second case to 27. There is no way of obtaining the solution but by actual trial.”
9. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 62

1. The student should read the exercise.
2. red-winged blackbirds
oozy pastures
boggy woods
short-billed wren (or little short-billed wren)
long-billed cousin
3. A compound adjective should have a hyphen between its words.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 63

1. The student should read the exercise.

2. *They*: tinsmiths, plural (N).
He: Tin Woodman, singular (PN).
His: Tin Woodman, singular (PN).
Him: Tin Woodman, singular (PN).
3. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Check your student's progress in spelling. Compare the spelling scores on a few recently written narrations with the scores you recorded when you introduced Rubric 2.1.

Lesson 64

1. The student should read the exercise.
2. Answers may vary. Here are some common synonyms and antonyms.

Adjective	Synonym	Antonym
Good family	fine, strong, upstanding, nice	bad, inferior, worthless, wicked
Little band	small, sparse, teeny	large, big, huge, substantial
Hot temper	fiery, unrestrained, vehement	mild, gentle, calm
3. Past tense.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson would be a good opportunity to introduce a thesaurus and help your student discover how it is different from a dictionary.

Lesson 65

1. The student should read the exercise.
2. The quotation marks are denoting specific words or terms.
3. The colon signifies an explanation or elaboration.
4. The hyphen joins the compound adjective's words in order to avoid confusion.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 66

1. The student should read the exercise.

PRO AV

N

2. Later *he* saw that each *weed*

LV ART ADJ

Was a singular knife.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 67

1. The student should read the exercise.
2. *Their* is a plural possessive pronoun.
3. Uncle Henry and Aunt Em
4. There
5. *Their* means that they possess something.
There means a certain place or location.
6. led
7. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary.

Lesson 68

1. The student should read the exercise.
2. Present tense.
3. The proper noun is doing the job of an adjective, modifying *Yellowthroat*.
4. bird's indifference
5. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Compare a narration your student has written recently with one he wrote around Lesson 3. Do you see any progress in his growth as a writer?

Lesson 69

1. The student should read the exercise.
2. The little girl *had* already *stretched* out *her* feet to warm *them* too; but the *small flame* went out,
the *stove* *vanished*; she *had* only the remains of *the burnt-out match* in her hand.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 70

1. The student should read the exercise.

PRO AV ADJ PRO/ADJ N AV ART N

2. So *he* returned his *straitened* means to *his* pocket and gave up *the* idea of trying to buy the boys.
3. *Straitened* means poor or stricken with poverty.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary.

Lesson 71

1. The student should read the exercise.
2. A pronoun is a word that takes the place of a noun.

PRO

PRO

3. In summer *he* wears a coat of brown, but in winter *he* wears a coat of white, the white of the

PRO PRO

PRO PRO

(PRO)

pure driven snow. So *you* see, *he* is a turncoat, but in *his* case *it* doesn't mean *anything* bad

at all.

4. *He* is third person.
You is second person.
His is third person.
It is third person.
(Anything) is not a personal pronoun.)
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 72

1. The student should read the exercise.
2. The pronoun *you* is used most.
3. your
4. Second person.

5. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Now that your student has had experience writing one narration per week, increase that number to two assigned written narrations per week.

Lesson 73

1. The student should read the exercise.
2. First person: *my, I, me*.
3. Third person: *they, it, their*.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 74

1. The student should read the exercise.
2. One day, when a huge trout rolled half *PRO* *PRO* *his* length out of water behind *my* fly, small fry lost all *PRO*
PRO *PRO* *PRO* *PRO*
their interest and *I* promised *myself* the joy of feeling *my* rod bend and tingle beneath the rush
(PRO) *PRO*
of *that* big trout if *it* took all summer.
3. First person: *my, I, myself*.
Second person: (none)
Third person: *his, their, it*.
(*That* is not a personal pronoun.)
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 75

1. The student should read the exercise.
2. At last, at last, *he* *PRO AV* *PRO* *ART* *ADJ* *saw* the water mount up near *him*; and after casting in *a* few *more* pebbles, he
N *PRO/ADJ*
was able to quench his *thirst* and save *his* life.
3. Third person.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 76

1. The student should read the exercise.


2. We hold these truths to be *self-evident*: that all men are created *equal*, that *they are* endowed by *their Creator* with certain *unalienable* rights, that among these *are* life, liberty and *the* pursuit of *happiness*.

3. Some synonyms for *self-evident*: obvious, clear, apparent
Some synonyms for *equal*: equivalent, even, alike
Some synonyms for *unalienable*: built-in, implicit, essential, integrated
4. We, first person
they, third person
their, third person
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 77

1. The student should read the exercise.
2. rapidly
3. *Worked* is an action verb.
4. gleefully
5. When the student is ready, spot check to set him up for success then dictate the exercise.



 **Writing Point:** Introduce Rubric 2.4 to your student and point out the added guideline (highlighted in bold on the Teacher Version) that he will be responsible to implement in his written narrations from now on. (Proper capitalization in dialogue will be added to the list of requirements in the next rubric; for now, focus on the punctuation.) Remember, if the student is capable, he should be doing two written narrations per week.

Lesson 78

1. The student should read the exercise.
2. An adverb is a word that modifies the meaning of a verb.

AV ADV

3. The boy *ran around*.

AV ADV ADV

He *edged nearer* and *nearer* toward the pansy.

AV ADV

He *hopped away* with the treasure.

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 79

1. The student should read the exercise.

PRO ART N AV

2. We careless folk *the deed forgot*;

ADV

Till one day, *idly* walking,

AV ADJ N

We *marked* upon the *self-same spot*

ART N

A *crowd* of veterans talking.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 80

1. The student should read the exercise.

2. How? and Where?

HV ADV AV

3. He *had just composed* it himself.

AV

ADV

HV AV ADV AV

When the ducks *stood* on their heads *suddenly*, as ducks will, he *would dive down* and *tickle*

their necks.

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 81

1. The student should read the exercise.

2. *Forty-eight* is a compound adjective and a two-word number.

3. *One-pound* is a compound adjective.
4. one-yard
5. (Optional) Mathematical puzzle solution: (from *Amusements in Mathematics*) "The grocer was delayed half a minute and the draper eight minutes and a half (seventeen times as long as the grocer), making together nine minutes. Now, the grocer took twenty-four minutes to weigh out the sugar, and, with the half-minute delay, spent 24 min. 30 sec. over the task; but the draper had only to make *forty-seven* cuts to divide the roll of cloth, containing forty-eight yards, into yard pieces! This took him 15 min. 40 sec., and when we add the eight minutes and a half delay we get 24 min. 10 sec., from which it is clear that the draper won the race by twenty seconds. The majority of solvers make forty-eight cuts to divide the roll into forty-eight pieces!"
6. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 82

1. The student should read the exercise.
2. How? and Where? and When?
3. very badly
very soon
quite happy
4. Each of those adverbs modifies an adjective or adverb (*badly* and *soon* are adverbs; *happy* is an adjective).
5. An adverb can modify a verb, an adjective, or another adverb.
6. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 83

1. The student should read the exercise.
2. After so much open air and excitement, the Toad *AV ADV ADV* *slept very soundly*.
AV ADV ADV
So the Mole and Rat *turned* to, *quietly* and *manfully*.

3. Past tense.
4. Third person.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 84

1. The student should read the exercise.

PRO ART ADJ N LV

2. *She* realized that *a child's mind* is like a shallow brook which *ripples* and *dances merrily* over

AV AV ADV

PRO/ADJ

AV ADV

ADV

ADV

the stony course of *its* education and *reflects here* a flower, *there* a bush, *yonder* a fleecy cloud.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 85

1. The student should read the exercise.
2. The final sentence lists three things the streams are doing. Each item in the list is set apart from the others by commas; as, first item, second item, and third item.

LV

HV AV ADV

3. This *is* what the streams *are doing everywhere*.

4. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: When narrating from his history, science, geography, or Bible readings, each student will develop his or her own style that demonstrates glimpses into individual personalities. Encourage such originality; your student is on the path to finding his own writing “voice.”

Lesson 86

1. The student should read the exercise.
2. *Former* means the first person or thing of the two mentioned.
3. *Latter* means the second person or thing of the two mentioned.
4. And the mountain called the squirrel “Little Prig.”
5. Answers will vary. One possible moral: Don’t despise someone who is different from you.
6. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary.

Lesson 87

1. The student should read the exercise.
2. First person pronouns: *my, me, I*.
Second person pronoun: *you*.
Third person pronoun: *his, he*.
3. Personal letter; it has a comma after the salutation rather than a colon.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 88

1. The student should read the exercise.
2. “Ah!—The quotation marks denote the beginning of quoted material. The exclamation point signifies strong emotion.

Uncle,”—The comma sets off a direct address and separates the quoted material from the dialogue tag that follows it. The quotation marks denote the end of quoted material.

exclaimed,—The comma separates the dialogue tag from the rest of the sentence of quoted material that follows.

“you—The quotation marks denote the beginning of quoted material.

twenty-first—The hyphen joins the two words of a number, which is also a compound adjective.

birthday!”—The exclamation point signifies strong emotion. The quotation marks denote the end of the quoted material.
3. Exercise 38: *Oh!*

Exercise 56: *What joy!* and *What exhilarating madness!*

Exercise 69: *Oh!* and *Rischt!*

Teaching Tip: *Interjections sometimes convey sounds.*

4. (Optional) Mathematical riddle solution: (from *Amusements in Mathematics*) “The ages were as follows: Billie, 3½ years; Gertrude, 1¾ years; Henrietta, 5¼ years; Charlie, 10½ years; and Janet, 21 years.”
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 89

1. The student should read the exercise.

2. *It was called* the cotton gin, and *it* did the work *so quickly* that almost overnight *the cotton*
industry of the *South* was changed.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 90

1. The student should read the exercise.
2. Present tense.
3. Third person.
4. full-grown
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 91

1. The student should read the exercise.
2. I *do not know* how this *really* happened, yet *the fact* remains that one *fine* day this piece of wood
found *itself* in the shop of *an* old carpenter.
3. The second dash indicates an elaboration or extended explanation.
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 92

1. The student should read the exercise.
2. *Our*: first person.
We: first person.
Her: third person.
She: third person.
He: third person.
His: third person.
Us: first person.
I: first person.
3. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: For extra challenge, you might want to assign your student to

write a narration in first person, posing as a particular character in the book that he is reading.

Lesson 93

1. The student should read the exercise.
2. Adverb phrase: *at five o'clock*.
3. It is modifying the verb *signed*.
4. Adjective phrase: *with Germany*.
5. It is modifying the noun *war*.
6. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: *As the dictation exercises get gradually longer and more difficult, feel free to dictate only a portion of each. Your student is still responsible to study the entire passage and be prepared to write any portion of it correctly, but you may save on frustration and writer's cramp by selecting only a portion for him to actually write.*

An alternate idea (if your student is learning to type) would be to allow your student to type the dictation exercise in full. Turn off any spell-check options and select a large font size to allow you to watch his progress over his shoulder. As students become proficient at typing, they can usually reproduce the entire dictation passage in a shorter amount of time and without hand fatigue.

Lesson 94

1. The student should read the exercise.
2. The first phrase modifies *make*; it tells where they make.
3. *Make* is a verb.
4. The phrase is doing the work of an adverb.
5. The second phrase modifies *airplanes*; it tells which airplanes.
6. *Airplanes* is a noun.
7. The phrase is doing the work of an adjective.
8. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 95

1. The student should read the exercise.

2. *In swift flight:* adverb modifying *stop*.
For an indefinite time: adverb modifying *hold*.
Of a minnow: adjective modifying *movements*.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 96

1. The student should read the exercise.
2. Adams
3. The apostrophe comes after the *s*.
4. When the word already ends in *s*, an additional *s* after the apostrophe to show possession is optional.
5. The farm belonging to Uncle Will.
The funeral belonging to Grandpa Adams.
The fiddle belonging to Grandma Adams.
6. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 97

1. The student should read the exercise.
2. Yes!
3. The double quotation marks denote the beginning of quoted material. The single quotation mark belongs to a quoted term or word inside that quoted material.
4. Dialogue tag, "Quoted material."
"Quoted sentence," dialogue tag. "Quoted sentence."
"Quoted sentence begins," dialogue tag, "rest of quoted sentence."
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 98

1. The student should read the exercise.
2. *By the rude bridge:* adverb modifying *stood*.
Round the world: adverb modifying *heard*.
On this green bank: adverb modifying *set*.
By this soft stream: adverb modifying *set*.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 99

1. The student should read the exercise.
2. Over the back: noun.
Of a crocodile: noun.
On a dry bank: noun.
In the sun: noun.
3. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Check your student's progress in spelling. Compare the spelling scores on a few recently written narrations with the scores you recorded when you introduced Rubric 2.3.

Lesson 100

1. The student should read the exercise.
2. A preposition is a word that introduces a modifying phrase and shows the relation between the principal word of the phrase and some other word in the sentence.

PP ART N PP ADJ N PP N
3. A minstrel who found favor *with a king* might remain *for some time at court*.
4. In a prepositional phrase, the principal word will usually be a noun.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 101

1. The student should read the exercise.

PP N N N PP
2. The number *of grubs, worms, flies, caterpillars*, and even cocoons that go to satisfy the hunger *of*

ART N PP ART N

a family of orioles *in a day* might indicate, if it could be computed, the great value these birds

PP PRO/ADJ N

are about our homes, aside from the good cheer they bring.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 102

1. The student should read the exercise.

2. The question and exclamation are part of the quotation and inherent in the quoted material's meaning.
3. The quoted material is not a question or exclamation in itself; the entire sentence is a question (or an exclamation) with a quoted term as part of it.
4. Periods should always be placed inside the quotation marks.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 103

1. The student should read the exercise.

2. After a week or two, when the *weather* was warmer, *the youngest colt* and *his* mother *were*

allowed outside in a small field behind the stable.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 104

1. The student should read the exercise.

2. *Twelve men* connected with a large firm *in the city of London* *sit down* to luncheon together

every day *in the same room.*

3. (Optional) Mathematics challenge solution: (from *Amusements in Mathematics*) "The men may be grouped as follows, where each line represents a day and each column a table:—

AB	CD	EF	GH	IJ	KL
AE	DL	GK	FI	CB	HJ
AG	LJ	FH	KC	DE	IB
AF	JB	KI	HD	LG	CE
AK	BE	HC	IL	JF	DG
AH	EG	ID	CJ	BK	LF
AI	GF	CL	DB	EH	JK
AC	FK	DJ	LE	GI	BH
AD	KH	LB	JG	FC	EI
AL	HI	JE	BF	KD	GC
AJ	IC	BG	EK	HL	FD

Note that in every column (except in the case of the A's) all the letters descend cyclically in the same order, B, E, G, F, up to J, which is followed by B."

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 105

1. The student should read the exercise.
2. Present tense.
3. Second person.
4. Bubble over with suppressed excitement and the deer yonder, stepping daintily down the bank to your canoe in the water grasses, will stamp and snort and bound away without ever knowing what startled him.
5. A kickshaw is a trinket.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary.

6. When the student is ready, spot check to set him up for success then dictate the exercise.



***Writing Point:** Introduce Rubric 2.5 to your student and point out the added guideline (highlighted in bold on the Teacher Version) that he will be responsible to implement in his written narrations from now on. (Review Lesson 97 if he needs a reminder of how dialogue should be punctuated and capitalized.)*

Lesson 106

1. The student should read the exercise.
2. Conjunction: *and*
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 107

1. The student should read the exercise.
ART N LVADJ CONART N HV AV PPART N
2. The water is clear, and the soil has settled to the bottom.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 108

1. The student should read the exercise.
2. *Need:* to require something.
Knead: to work dough with the hands.
To: indicating direction or something affected.

Too: also or extremely.

Two: the sum of one plus one.

Every kind of pan and every spoon used to stir food was made with a very long handle so that the cook need not stoop nor get too close to the fire.

Would: past tense of *will*.

Wood: the material found in a tree trunk or branch.

Their: possessive of *they*.

There: indicates location.

They're: contraction of *they are*.

Meats: the flesh of animals.

Meets: to come into the presence of.

They would either boil or roast their meats and would mix all the vegetables together for boiling.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary.

Lesson 109

1. The student should read the exercise.

N CON N AV ADJ N CONADJ N AV PP PRO

2. Husband and wife used one trencher, and two children ate from one.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 110

1. The student should read the exercise.
2. In titles, capitalize the first word and all of the main words, not articles or conjunctions.
3. In titles, capitalize the first word and all of the main words, not articles, conjunctions, or short prepositions. (To be precise, not prepositions of fewer than five letters.)
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 111

1. The student should read the exercise.

PRO AV ADJ ADV CON PRO PPART N

2. With *this* he *glues* the *little* twigs *together* and fastens *them* to the bricks.
3. bracket-like

4. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: If your student shows a desire to write fiction, you can add creative narration once a week or so. Simply invent a story and stop at an exciting point; challenge your student to finish the story however he desires. A great resource for this type of creative narration is *Story Starters* by Karen Andreola.

Lesson 112

1. The student should read the exercise.

PP ART ADJ N CON AV PP PRO PP
2. *In the living room* she had to sweep the floor *and rub* wax *over it* and dust the furniture *with*
ART ADJ N
a clean rag.

3. A harrow is a piece of farm equipment. It has a heavy frame with teeth, and it is dragged over plowed land to break up any clods of dirt or to remove weeds.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary. Make sure your student gives the noun definition of harrow. Since the word is preceded by an article (the harrow in the exercise itself and a harrow in the question in the student lesson) it refers to a noun, not a verb, in this context.

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 113

1. The student should read the exercise.
2. The periods are at the end of the abbreviations; the commas separate the items in the series. Those items are in quotation marks, and commas and periods should always be inside quotation marks.
3. *Two-word* is a compound adjective.
Twenty-one and *twenty-nine* are two-word numbers.
4. The quotation marks denote a specific term.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 114

1. The student should read the exercise.

- ADJ N AV*
2. Silly gardener! summer goes,
- CON PP ADJ N*
And winter comes with pinching toes,
- ART ADJ ADJ*
When in the garden bare and brown
- PRO HV AV ADV*
You must lay your barrow down.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 115

1. The student should read the exercise.
2. Commerce with England and the West Indies | went forward by leaps and bounds.
3. Simple subject: *Commerce*
Simple predicate: *went*
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 116

1. The student should read the exercise.
2. Simple subject: *screech*
Simple predicate: *issued*
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 117

1. The student should read the exercise.
2. Simple subject: *heart*
Simple predicate: *jumped*
3. In context of the passage, *browse* means vegetation, such as twigs.
4. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Occasionally do a brainstorming session with your student and see how many synonyms he can list for the verbs in a Spelling Wisdom exercise or a passage from another book he is reading. These sessions will cultivate a habit of searching his mental storehouse for a precise word to help him communicate clearly and most effectively.

Lesson 118

1. The student should read the exercise.
2. The month should be capitalized. There should be a comma between the date of the month and the year, and another comma after the year if the sentence continues.
3. American
Boston
British Empire
Continental Army
Declaration of Independence
First Continental Congress
Jefferson, Thomas
July
Lexington
May
October
Philadelphia
Second Continental Congress
September
Stamp Act
Washington, George
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 119

1. The student should read the exercise.
2. Go . . . to find books and articles.
3. The author is addressing you, the reader.
4. The student should list at least four of these sentences from the exercise with a subject of *you* (*understood*):
 - Commence by choosing a topic on which you think you can find material easily.
 - Search the Internet for relevant and documented information.
 - Make an outline from the facts you have gathered.
 - Put together the facts that belong in one unit.
 - Write each paragraph as you planned it in your outline.
 - See that all the words are properly spelled.
 - Look in a dictionary if you are not sure.
 - Give your essay an oral reading before handing it in.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 120

1. The student should read the exercise.
2. Simple subject: *countrymen*
Simple predicate: *met*
3. (Optional) Mathematical riddle solution: (from *Amusements in Mathematics*) “Jakes must have taken 7 animals to market, Hodge must have taken 11, and Durrant must have taken 21. There were thus 39 animals altogether.”
4. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: Remember, as the dictation exercises increase in length, you may want to assign the student to study the entire exercise and be prepared to write any of it, but you select just a portion to actually dictate in order to save time and writing effort.

Lesson 121

1. The student should read the exercise.
2. Simple subject: *we*
Simple predicate: *stand*
Simple subject: *life*
Simple predicate: *was*
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 122

1. The student should read the exercise.
ART ADJ N ADV ADV HV LV ART ADJ CON
2. *The English sparrow*, or finch, as he is *more properly* called, *may be a troublesome* visitor, *but* we
CON ADV PP PRO/ADJ ADJ N
invited him to come, *and* he is *not* to blame for some *of his disagreeable ways*.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 123

1. The student should read the exercise.
2. The colon indicates an expanded explanation to follow.
3. The semicolons separate items in a series that already contain commas within one or more items.

4. The period marks the end of the declarative sentence.
5. A comma is placed after the introductory word of each item in the series: *first, second, and third*.
6. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: *Don't feel pressured to set a certain length that every written narration must attain. The length of a narration usually depends on the length and content of the reading. A narration on a paragraph will most likely be shorter than a narration on a full chapter. The main thing is to determine whether your student grasped the material and communicated it clearly. Focus on content more than on length. Remember that good writing is often succinct.*

Lesson 124

1. The student should read the exercise.
2. *Blue*: a color.
Blew: moved air.
Dye: a chemical that colors material.
Die: to cease to live.

Her mother had woven the material, and the blue dye had come from Boston.

3. Mary Baines
4. Mary Baines' new cap and coat.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: *This lesson offers another opportunity to practice using a dictionary.*

Lesson 125

1. The student should read the exercise.
2. pickles:—The colon indicates further explanation or examples.
 sweet pickles,—A comma is placed after an item in a series.
 sour pickles,—A comma is placed after an item in a series.
 watermelon pickles,—A comma is placed after an item in a series.
 fruits.—The period denotes the end of a statement sentence.
 recipe,—The comma separates the dialogue tag from the quoted material.
 “Not—The quotation marks denote the beginning of quoted material.
 time.—The period denotes the end of a statement sentence.
 H. R.—The periods are after initials.
 (Grandfather)—The parentheses enclose a side thought not necessary to the sentence.

doesn't—The apostrophe replaces missing letters in the contraction.
it.”—The period denotes the end of a statement sentence. The quotation marks denote the end of the quoted material.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 126

1. The student should read the exercise.
2. A hyphenated adjective: *two-foot*.
A series divided by commas: *a small horse, rust brown in color, lively, and full of spirit*.
A singular possessive proper noun: *Buttons'*.
A singular possessive common noun: *owner's*.
An interjection: *Poor Buttons!*
Three different conjunctions: *and, because, but*.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 127

1. The student should read the exercise.
2. Exercise 127 is one long sentence.
3. *Conscience*: a sense of right and wrong.
Conscious: aware of what is happening around you.
4. Answers will vary. One possible answer: A person's sense of right and wrong would be related to how he chose to worship God.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary.

Lesson 128

1. The student should read the exercise.
2. No bird *of finer color or presence sojourns* with *us* the year round than *the blue jay*.
PPADJ N CON N AV PRO ARTADJN
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 129

1. The student should read the exercise.

2. enlargement / miniature
dim / bright
failure / success
civilian / military
tarnished / clean or shining
elderly / young
insincere / frank
3. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Occasionally take one sentence from the student's reading and play together with rearranging the words to see what kind of effect each arrangement has on its ability to communicate clearly.

Lesson 130

1. The student should read the exercise.
2. Time of ten weeks: ten weeks' time
Tomb of it: its tomb
Mummies of kings: kings' mummies
Mummies of animals: animals' mummies
Mummies of people: people's mummies
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 131

1. The student should read the exercise.
2. *CON LV ADJ PPARTADJN CON AV CON CON*
But he *was suspicious of the big object*, or perhaps he *smelled* the man too *and* was afraid, *for* after
PRO ADV
much dodging in and out *he* disappeared *altogether*.
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 132

1. The student should read the exercise.
2. Simple subject: *colors*
Simple predicate: *are*
Simple subject: *tapestries*
Simple predicate: *served*
3. Compound subject: *floors and walls*

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 133

1. The student should read the exercise.
2. A common noun is a name of a person, place, thing, or idea of no one or nothing in particular, just general. Possible common nouns: *lowlands, provinces, sparrow, fence-rail, ear, passerby, song, north, bird, shyness, south, scrub, grass, noise, ground, yards, underbrush, sight, weeds, fence-rails, situations, pasture, cup, apology, nest, wisps, cavity, eggs, blotches, shapes, tints.*

A proper noun is the name of a particular person, place, thing, or idea. Possible proper noun: *Nova Scotia.*

A pronoun is a word that replaces a noun. Possible pronouns: *this, one, that, it, who, you, its.*

An action verb is a word that asserts action. Possible action verbs: *has, perched, singing, hear, loses, makes, depending, conceal, tread, startles, rising, drop, scuds, select, laid, receive, covered.*

A linking verb is a word that links the subject with a description of it. Possible linking verb: *is.*

A helping verb is a word that helps the action verb or linking verb convey a more accurate sense of time. Possible helping verbs: *might, may, are.*

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 134

1. The student should read the exercise.
2. *I:* William Joseph Long, the author; singular.
They: deer; plural.
Their: deer; plural.
Your: deer; singular.
He: leader; singular.
One: author or other person; singular.

3. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: *As you near the end of this book, check your student's progress in spelling. Compare the spelling scores on a few recently written narrations with the scores you recorded when you introduced Rubric 2.4 or even Rubric 2.1.*

Lesson 135

1. The student should read the exercise.

2. *Our*: belonging to us.

Hour: sixty minutes.

God save our gracious Queen!

Reign: rule.

Rein: part of a bridle.

Rain: drops of water falling from clouds.

Long to reign over us,

Pour: to cause to spill out upon.

Poor: impoverished.

Pore: an opening.

On her be pleased to pour;

See: to look with the eyes.

Sea: a large body of water.

Lord make the nations see,

One: a single unit.

Won: to have achieved victory.

And form one family,

3. When the student is ready, spot check to set him up for success then dictate the exercise.

Teaching Tip: This lesson offers another opportunity to practice using a dictionary.

Lesson 136

1. The student should read the exercise.

HV ADV AV

PP PRO/ADJ ADJ N

2. We *would not feel* comfortable if a big barbarian came *into our quiet home*, broke the door

PRO/ADJ

PP ART N

CON

N

down, whacked *his* war-club *on the furniture*, and whooped his battle yell.

3. The commas are separating items in a series.

4. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 137

1. The student should read the exercise.

2. An adjective is a word that describes or modifies a noun or pronoun. Possible adjectives: *next, beautiful, nine hundred, full, no, antique, quarter-past, right, very, Cunard.*

An article refers to the modifying words *a, an, or the*. Possible articles: *the, a.*

An adverb is a word that modifies a verb, adjective, or another adverb. Possible adverbs: *rapidly, already, more, proudly, ever, not, fully.*

A conjunction connects words or phrases. Possible conjunctions: *and, but.*

3. Past tense.
4. Third person.
5. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 138

1. The student should read the exercise.
2. Eight prepositions:

The Mole had been working very hard all the morning, spring-cleaning his little home—first

PP *PP* *PP* *PP*
with brooms, then *with* dusters, then *on* ladders and steps and chairs, *with* a brush and a pail

PP *PP* *PP* *PP*
of whitewash—till he had dust *in* his throat and eyes, and splashes *of* whitewash all *over* his

black fur, and an aching back and weary arms.

3. Three interjections: *Bother! O blow! pop!*
4. When the student is ready, spot check to set him up for success then dictate the exercise.



Writing Point: Compare a narration your student has written recently with one he wrote around Lesson 77, when you were making the transition to requiring two narrations per week. Do you see any progress in his growth as a writer?

Lesson 139

1. The student should read the exercise.
2. Simple subject: *mice*
Compound predicate: *set and arrived*
3. When the student is ready, spot check to set him up for success then dictate the exercise.

Lesson 140

1. The student should read the exercise.

2. *ADV* When we got pretty high where the *N LV ADJ PRO AV* *air was cool*, we came closer together again *CON* *and* formed

<i>ART</i>	<i>ADJ</i>	<i>PRO/ADJ</i>	<i>PP</i>	<i>PRO</i>
a	great fleecy white	cloud that cast its	shadow over	everything.

3. When the student is ready, spot check to set him up for success then dictate the exercise.

***Teaching Tip:** In Using Language Well, Book 3, your student will dig deeper into English grammar, analyzing how the words and phrases in a sentence relate to each other. He will cover direct objects and indirect objects, predicate adjectives and predicate nominatives, gerunds, participles, infinitives, and more. He will also learn more spelling through dictation and continue to progress in his writing skills.*

About *Using Language Well, Book 2*

Using Language Well, Book Two, takes a rich literary and contextual approach to learning English grammar.

The lessons center around great literature—classic books, Scripture, poetry, famous quotations, historical references (provided in *Spelling Wisdom, Book Two*)—which feeds the student’s mind with great ideas and cultivates his taste for excellent writing.

The student is guided to look closely at the literary passages and incorporate his own observations for identifying parts of speech. This contextual approach of discovering the parts of speech for himself is much more interesting than just being given definitions and lists to memorize.

The emphasis is on seeing correct models of capitalization and punctuation, as well as correct and interesting word usage, in the literary samples. Finding and identifying parts of speech in the well-structured, sometimes complex, sentences of literature help him gain confidence and sets before him consistently excellent examples of composition.

The lessons require only five or ten minutes twice a week. Each lesson focuses on discovering or reviewing just one or two English or Grammar Points. The short lessons make it easy for the student to give full attention, and the small-but-constant touches in English mechanics and parts of speech result in long-term retention.

Spelling is taught with the same great literature passages, using the method of prepared dictation. Such an approach to spelling in context keeps the student’s interest level high and sets up a lifelong habit of looking at how words are spelled as he reads. (See more about dictation on the next page.)

The student is encouraged to progress in composition at his own pace. Composition is taught through written narration. These narrations are not separate language arts assignments but are an expected response to the student’s history, geography, Bible, or science readings from good literary books on those topics. *Using Language Well* helps you gently fine tune his narrations according to what he has learned in the lessons.

How to Do Dictation

1. Help your student look through the exercise and identify any words that you or he thinks needs his attention in order to spell them confidently.
2. Instruct the student to study the identified words—one at a time—until he is sure he can spell every word in the exercise. This study period may take anywhere from a few minutes to several days, depending on the length of the exercise and the needs of the student. Set aside a little time each day for brief but consistent study of the exercise as needed. (See below for suggestions on how to study a word.)
3. When the student is confident that he can spell every word in the exercise, spot check him verbally to make sure. You want to set him up for success! When you are sure he can spell every word in the exercise, dictate the passage to him one phrase at a time, saying the phrase only once. Pause after each phrase is spoken to allow him time to write it. Keep a careful eye on his efforts. If a word is misspelled, quickly cover it with a small self-stick note so its false spelling won't be engraved in the student's mind.
4. After the dictation is complete, the student should study any words that he misspelled and, when he is ready, write the words correctly on the self-stick notes.

You can see a video example of how to do a dictation lesson at <http://spellingwisdom.com>.

How to Study a Word

You may want to work with younger or uncertain students to teach them how to study an unfamiliar word, as outlined below. Older students, or students more accustomed to using the method below, may study independently.

- Copy the word carefully, making sure it is spelled correctly.
- Look at the word until you can close your eyes and see it spelled correctly in your mind.
- Practice writing the word from memory only if the teacher is nearby to immediately erase any misspellings.

Along with Charlotte's method of visualizing the word, we might add one or two study techniques for students who like to use their other senses in the learning process.

- Say the letters aloud in order while looking at the word.
- "Write" the word with your first finger on a sheet of paper or other smooth surface, being careful to look at the word and spell it correctly.
- Fingerspell the word.
- Construct the word with magnetic letters or letter tiles.

Writing Points Rubrics for *Using Language Well, Book 2*

The following rubrics are designed to guide your student in improving his composition skills through his written narrations, one point at a time.

This Teacher Guide will outline when to introduce each rubric in sequence. Give your student a copy of the Student Version (the one without the points columns) and briefly go over the added expectation. (The Teacher Version has each new expectation highlighted in **boldface text**.) Explain that from now on he will be responsible to implement that guideline in his written narrations.

Use the Teacher Version of the rubrics to help you evaluate his written compositions (narrations). Do not show the scores to your student; the awarded points are merely to help you track your student's progress over time. Hold him responsible only for the items listed on the rubric in hand; more guidelines will follow, one at a time, in subsequent rubrics (throughout all of the *Using Language Well* books).

Whenever you find an instance that the student missed a guideline in his written narration, do not mark it directly; simply write in the margin the two-letter abbreviation of the section on the rubric that contains the missed guideline. For example, if the student did not capitalize the first letter of a sentence, write "MC" in the margin near the line the non-capitalized sentence is on. Show the paper to your student and explain that the "MC" stands for *Mechanics: Capitalization*. He needs to look in that section of his rubric, determine which guideline he violated, and edit his writing to adhere to the missed guideline. If he narrates some events out of sequence, write "SL" in the margin near that place in his composition, indicating the *Style: Logical* section of the rubric; if he leaves out a key point, write "CT" to refer to the *Content: Thorough* section. In each instance, simply place your two-letter marker near the part to which it pertains and direct your student to the section of the rubric that contains the missed guideline. Let him refer to his list of reminders, determine what needs to be changed, and edit his writing accordingly himself. This process will encourage him to critique his own work and not depend on you to tell him what to do.

Perhaps it has been a while since you reviewed some of the grammar or mechanics guidelines highlighted on the rubrics in this book. You will find a Teacher Refresher Course on pages 72–74 to help prompt your memory.

***Teaching Tip:** Though the lessons in this Teacher Guide will suggest when to introduce each new guideline and rubric, do not move on until your student has demonstrated consistent improvement on the current guideline. It is more important for your student to make progress at his own pace than to keep up with the suggestions in this book. Your goal is for him to grow as a writer, not to become overwhelmed and give up. Introduce each new rubric as he is ready and disregard the pace set in these plans if needed.*

2.1 Rubric for Progressing Writers

Content: to communicate knowledge	
Thorough	I have included the key points.
Accurate	The facts I have stated are correct and demonstrate that I have read and understand the material.
Original	I have used primarily my own words. I have included my personal connections and ideas on the topic.
Mechanics: to communicate clearly	
Capitalization	I have capitalized the first letter of each sentence.
Punctuation	I have put an appropriate punctuation mark at the end of each sentence (. ? !). I have used apostrophes correctly in contractions.
Spelling	I have spelled the words correctly.
Grammar & Form	My sentence breaks make it easy to follow my line of thought.
Style: to communicate effectively	
Assignment	I have written in narrative or expository style, as assigned.
Logical	My narrative relates the story's events in the correct sequence. My exposition explains how something works in logical steps.
Cohesive	I have focused on the topic and not wandered away from it. I have not inserted unneeded filler words or phrases.

2.1 Rubric for Progressing Writers, Teacher Version

- Record your student's scores here so you can track his progress and know when he is ready to move on to the next rubric.
- Write the date in a scoring column and the matching date at the top of your student's paper for an easy reference tag.
- Start with 10 points in each category. Subtract 1 point for each infraction. Stop at 0.
- Store the dated narrations in a notebook for future reference.
- See page 72 for a teacher refresher course if needed.

		Possible Points	Date	Date	Date	Date	Date
Content: to communicate knowledge							
Thorough	Key points are included.	10					
Accurate	Facts are correct. Demonstrates that the student has read and understands the material.	10					
Original	Student uses primarily his own words.	10					
Mechanics: to communicate clearly							
Capitalization	At the beginning of each sentence.	10					
Punctuation	Appropriate mark at the end of each sentence. Correct use of apostrophes in contractions.	10					
Spelling	Subtract 1 point for each misspelled word. Stop at 0 points awarded.	10					
Grammar & Form	Sentence breaks make it easy to follow the line of thought.	10					
Style: to communicate effectively							
Assignment	Written in narrative or expository style as assigned.	10					
Logical	Narrative relates the story events in the correct sequence. Expository gives the explanation in workable/logical steps.	10					
Cohesive	Focused on the topic. Does not wander. Does not insert unneeded filler.	10					
TOTAL Awarded Points		100					

2.2 Rubric for Progressing Writers

Content: to communicate knowledge	
Thorough	I have included the key points.
Accurate	The facts I have stated are correct and demonstrate that I have read and understand the material.
Original	I have used primarily my own words. I have included my personal connections and ideas on the topic.
Mechanics: to communicate clearly	
Capitalization	I have capitalized the first letter of each sentence.
Punctuation	I have put an appropriate punctuation mark at the end of each sentence (. ? !). I have used apostrophes correctly in contractions and in possessives.
Spelling	I have spelled the words correctly.
Grammar & Form	My sentence breaks make it easy to follow my line of thought.
Style: to communicate effectively	
Assignment	I have written in narrative or expository style, as assigned.
Logical	My narrative relates the story's events in the correct sequence. My exposition explains how something works in logical steps.
Cohesive	I have focused on the topic and not wandered away from it. I have not inserted unneeded filler words or phrases.

2.2 Rubric for Progressing Writers, Teacher Version

(See page 73 for a teacher refresher course if needed.)

		Possible Points	Date	Date	Date	Date	Date	Date
Content: to communicate knowledge								
Thorough	Key points are included.	10						
Accurate	Facts are correct. Demonstrates that the student has read and understands the material.	10						
Original	Student uses primarily his own words.	10						
Mechanics: to communicate clearly								
Capitalization	At the beginning of each sentence.	10						
Punctuation	Appropriate mark at the end of each sentence. Correct use of apostrophes in possessives and contractions.	10						
Spelling	Subtract 1 point for each misspelled word. Stop at 0 points awarded.	10						
Grammar & Form	Sentence breaks make it easy to follow the line of thought.	10						
Style: to communicate effectively								
Assignment	Written in narrative or expository style as assigned.	10						
Logical	Narrative relates the story events in the correct sequence. Expository gives the explanation in workable/logical steps.	10						
Cohesive	Focused on the topic. Does not wander. Does not insert unneeded filler.	10						
TOTAL Awarded Points		100						

2.3 Rubric for Progressing Writers

Content: to communicate knowledge	
Thorough	I have included the key points.
Accurate	The facts I have stated are correct and demonstrate that I have read and understand the material.
Original	I have used primarily my own words. I have included my personal connections and ideas on the topic.
Mechanics: to communicate clearly	
Capitalization	I have capitalized the first letter of each sentence and of proper names.
Punctuation	I have put an appropriate punctuation mark at the end of each sentence (. ? !). I have used apostrophes correctly in contractions and in possessives.
Spelling	I have spelled the words correctly.
Grammar & Form	My sentence breaks make it easy to follow my line of thought.
Style: to communicate effectively	
Assignment	I have written in narrative or expository style, as assigned.
Logical	My narrative relates the story's events in the correct sequence. My exposition explains how something works in logical steps.
Cohesive	I have focused on the topic and not wandered away from it. I have not inserted unneeded filler words or phrases.

2.3 Rubric for Progressing Writers, Teacher Version

(See page 73 for a teacher refresher course if needed.)

		Possible Points	Date	Date	Date	Date	Date	Date
Content: to communicate knowledge								
Thorough	Key points are included.	10						
Accurate	Facts are correct. Demonstrates that the student has read and understands the material.	10						
Original	Student uses primarily his own words.	10						
Mechanics: to communicate clearly								
Capitalization	At the beginning of each sentence and for proper names.	10						
Punctuation	Appropriate mark at the end of each sentence. Correct use of apostrophes in possessives and contractions.	10						
Spelling	Subtract 1 point for each misspelled word. Stop at 0 points awarded.	10						
Grammar & Form	Sentence breaks make it easy to follow the line of thought.	10						
Style: to communicate effectively								
Assignment	Written in narrative or expository style as assigned.	10						
Logical	Narrative relates the story events in the correct sequence. Expository gives the explanation in workable/logical steps.	10						
Cohesive	Focused on the topic. Does not wander. Does not insert unneeded filler.	10						
TOTAL Awarded Points		100						

2.4 Rubric for Progressing Writers

Content: to communicate knowledge	
Thorough	I have included the key points.
Accurate	The facts I have stated are correct and demonstrate that I have read and understand the material.
Original	I have used primarily my own words. I have included my personal connections and ideas on the topic.
Mechanics: to communicate clearly	
Capitalization	I have capitalized the first letter of each sentence and of proper names.
Punctuation	I have put an appropriate punctuation mark at the end of each sentence (. ? !). I have used apostrophes correctly in contractions and in possessives. I have used correct dialogue punctuation.
Spelling	I have spelled the words correctly.
Grammar & Form	My sentence breaks make it easy to follow my line of thought.
Style: to communicate effectively	
Assignment	I have written in narrative or expository style, as assigned.
Logical	My narrative relates the story's events in the correct sequence. My exposition explains how something works in logical steps.
Cohesive	I have focused on the topic and not wandered away from it. I have not inserted unneeded filler words or phrases.

2.4 Rubric for Progressing Writers, Teacher Version

(See page 74 for a teacher refresher course if needed.)

		Possible Points	Date	Date	Date	Date	Date
Content: to communicate knowledge							
Thorough	Key points are included.	10					
Accurate	Facts are correct. Demonstrates that the student has read and understands the material.	10					
Original	Student uses primarily his own words.	10					
Mechanics: to communicate clearly							
Capitalization	At the beginning of each sentence and for proper names.	10					
Punctuation	Appropriate mark at the end of each sentence. Correct use of apostrophes in possessives and contractions. Correct dialogue punctuation.	10					
Spelling	Subtract 1 point for each misspelled word. Stop at 0 points awarded.	10					
Grammar & Form	Sentence breaks make it easy to follow the line of thought.	10					
Style: to communicate effectively							
Assignment	Written in narrative or expository style as assigned.	10					
Logical	Narrative relates the story events in the correct sequence. Expository gives the explanation in workable/logical steps.	10					
Cohesive	Focused on the topic. Does not wander. Does not insert unneeded filler.	10					
TOTAL Awarded Points		100					

2.5 Rubric for Progressing Writers

Content: to communicate knowledge	
Thorough	I have included the key points.
Accurate	The facts I have stated are correct and demonstrate that I have read and understand the material.
Original	I have used primarily my own words. I have included my personal connections and ideas on the topic.
Mechanics: to communicate clearly	
Capitalization	I have capitalized the first letter of each sentence and of proper names. I have used correct dialogue capitalization.
Punctuation	I have put an appropriate punctuation mark at the end of each sentence (. ? !). I have used apostrophes correctly in contractions and in possessives. I have used correct dialogue punctuation.
Spelling	I have spelled the words correctly.
Grammar & Form	My sentence breaks make it easy to follow my line of thought.
Style: to communicate effectively	
Assignment	I have written in narrative or expository style, as assigned.
Logical	My narrative relates the story's events in the correct sequence. My exposition explains how something works in logical steps.
Cohesive	I have focused on the topic and not wandered away from it. I have not inserted unneeded filler words or phrases.

2.5 Rubric for Progressing Writers, Teacher Version

(See page 74 for a teacher refresher course if needed.)

		Possible Points	Date	Date	Date	Date	Date	Date
Content: to communicate knowledge								
Thorough	Key points are included.	10						
Accurate	Facts are correct. Demonstrates that the student has read and understands the material.	10						
Original	Student uses primarily his own words.	10						
Mechanics: to communicate clearly								
Capitalization	At the beginning of each sentence and for proper names. Correct capitalization in dialogues.	10						
Punctuation	Appropriate mark at the end of each sentence. Correct use of apostrophes in possessives and contractions. Correct dialogue punctuation.	10						
Spelling	Subtract 1 point for each misspelled word. Stop at 0 points awarded.	10						
Grammar & Form	Sentence breaks make it easy to follow the line of thought.	10						
Style: to communicate effectively								
Assignment	Written in narrative or expository style as assigned.	10						
Logical	Narrative relates the story events in the correct sequence. Expository gives the explanation in workable/logical steps.	10						
Cohesive	Focused on the topic. Does not wander. Does not insert unneeded filler.	10						
TOTAL Awarded Points		100						

Teacher Refresher Course

Apostrophes in Contractions (Rubric 2.1)

A contraction is a combination of two words that have been squeezed into one. An apostrophe is inserted to take the place of omitted letters.

Make sure the apostrophe is in the correct place and that the contraction fits where it is placed in the sentence. An easy way to do this is to read the sentence aloud and substitute the two words that the contraction stands for. If the sentence makes sense with those two words in the same location as the contraction, it is a correct usage. For example, in the sentence, “It’s much more interesting to learn grammar through literature,” you can substitute *it is* for the contraction *it’s* and the sentence will still make sense: “It is much more interesting to learn grammar through literature.”

Common Contractions

- *didn’t* (*did not*)
- *doesn’t* (*does not*)
- *couldn’t* (*could not*)
- *wouldn’t* (*would not*)
- *shouldn’t* (*should not*)
- *wasn’t* (*was not*)
- *weren’t* (*were not*)
- *isn’t* (*is not*)
- *hasn’t* (*has not*)
- *haven’t* (*have not*)
- *I’m* (*I am*)
- *he’s* (*he is* or *he has*)
- *she’s* (*she is* or *she has*)
- *that’s* (*that is* or *that has*)
- *there’s* (*there is* or *there has*)
- *who’s* (*who is* or *who has*) Note: Don’t confuse this contraction with the possessive word *whose*.
- *it’s* (*it is* or *it has*) Note: Don’t confuse this contraction with the possessive word *its*, which has no apostrophe.
- *you’re* (*you are*) Note: Don’t confuse this contraction with the possessive word *your*.
- *they’re* (*they are*) Note: Don’t confuse this contraction with the word *there*, which indicates location, or the possessive word *their*.
- *we’re* (*we are*)

Apostrophes in Possessives (Rubric 2.2)

The most common way to show possession is to add 's to the end of a noun.

If the noun already ends in s, a single apostrophe can be added without another s after it.

The word that appears before the apostrophe indicates who or what possesses.

Examples: If Mary Adams possesses a hat, we write *Mary Adams' hat*.

If Mary Adam possesses a hat, we write *Mary Adam's hat*.

If a nursery is provided for all the babies, we write *babies' nursery*.

If the nursery is for one baby, we write *baby's nursery*.

If a group of boys has a club, we write *boys' club*.

If one boy has a club, we write *boy's club*.

These pronouns do not need an apostrophe to show possession: *my, mine, his, her, hers, its, our, their, theirs, your, yours, whose*.

Capitalizing Proper Nouns (Rubric 2.3)

A proper noun names a specific person, place, or thing; a common noun refers to one of a general class of persons, places, or things; for example, *Main Street* vs. *a street*. Specific names should be capitalized.

Capitalize

- Days of the week
 - Names or words that refer to God
 - Months of the year
 - Names of holidays
 - Names of places
 - Names of persons
- Example: *your uncle* vs. *Uncle Joe*; *my mom says* vs. *Mom says*
- Initials
 - Names of special events, historical events
 - Names of special organizations, businesses, institutions, government bodies
 - Names of nationalities, races, religions
 - Names of brands of business products
 - Names of ships, airplanes, monuments, awards

Do Not Capitalize

- Compass directions
- Seasons of the year

Dialogue Punctuation and Capitalization (Rubrics 2.4 and 2.5)

If the dialogue tag is after the quoted material: "Quoted material," dialogue tag.

If the dialogue tag is before the quoted material: Dialogue tag, "Quoted material."

If the dialogue tag splits one sentence into parts: "Quoted," dialogue tag, "material."

If the dialogue tag is between two sentences: "Quoted material," dialogue tag. "Quoted material."

If the quoted material is a question in itself:

"Quoted material?" dialogue tag.

Dialogue tag, "Quoted material?"

"Quoted first part of," dialogue tag, "material?"

"Quoted material," dialogue tag. "More quoted material?"

A Complete List

of Grammar and English Points Presented in *Using Language Well, Book 2*

- Adjectives
 - Simple adjectives
 - Compound adjectives
 - Nouns as adjectives
- Adverbs
- Alphabetizing: persons by last name, first name
- Articles
- Business letter format
- Conjunctions
- Interjections
- Nouns
 - Common nouns
 - Proper nouns
 - Singular and plural nouns
- Prepositions
- Prepositional phrases
- Pronouns
 - First, Second, Third Person pronouns
 - Singular and plural pronouns
 - Antecedents
 - Pronoun and antecedent agreement in number
- Script format
- Subject and predicate
 - Simple subject and predicate
 - Compound subject
 - Compound predicate
 - Subject as *you* (*understood*)
- Verbs
 - Action verbs
 - Helping verbs
 - Linking verbs
 - Past, present, future verb tenses

Capitalization and Punctuation

- Capitalize the first word and all important words in titles (not articles, not conjunctions or prepositions of fewer than five letters)

- If the word already ends in *s* you may use only an apostrophe to show possession without adding another *s* after it
- Use a colon after the salutation in a business letter
- Use a comma to separate the city and state or city and country
- Use a comma after the closing in a letter
- Placement of commas inside quotation marks
- Use a dash to indicate an abrupt interruption or further explanation
- Use an ellipsis to indicate omitted words
- Placement of exclamation points inside and outside quotation marks
- Use a hyphen to connect the words of a compound number or compound adjective
- Use parentheses to enclose explanatory or nonessential material
- Placement of periods inside quotation marks
- Placement of question marks inside and outside quotation marks
- Use semicolons to separate items in a series when one or more of the items already use a comma

Reinforced Points from *Using Language Well, Book 1*

- Alphabetizing: simple and complex
- Antonyms, synonyms, homonyms
- Basic capitalization and punctuation
- Complete subject and predicate
- Composition: narrative and expository
- Contractions
- Dictation
- Dictionary skills
- Identifying paragraphs
- Possessives: singular and plural
- Spelling