

# How to Use This Book

*Using Language Well, Book Three*, is designed to be used alongside *Spelling Wisdom, Book Three*. 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 ten minutes or less to complete, plus the time spent to prepare for dictation.

*Using Language Well, Book 3*, assumes that the student already knows these parts of speech

- common noun
- proper noun
- pronoun
- article
- adjective
- adverb
- action verb
- helping verb
- linking verb
- preposition
- interjection
- conjunction

and can parse the italicized words as shown in the sentence below.

PRO PP PRO AV PP PRO/ADJ N ART ADV ADJ N CONJ ART ADV ADJ N  
*Each of us has in his possession an exceedingly good servant or a very bad master*, known  
as Habit.

If your student is not familiar with parts of speech or parsing, start with *Using Language Well, Book 2*.



## 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 81 for details.

# Answer Key

## Lesson 1

1. The student should read the exercise.

2, 3. *ART N PPART N LV ADJ ADJ N PP ADJ N*  
*The habits of the child are, as it were, so many little hammers beating out by slow degrees*  
S P

*ART N PPART N*  
*the character of the man.*

4. 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 78 in this book.

## Lesson 2

1. The student should read the exercise.

*PP PRO/ADJ N CON N LV ADVART N*  
2. Not to excite suspicion *by her look or manner was now an object* worth attaining.

3. Of the (child), by slow (degrees), of the (man).

4. The prepositional phrase has two objects: *look* and *manner*.

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

## Lesson 3

1. The student should read the exercise.

- ADJ N AV ART ADJ N  
2, 3, 4. Many persons have a wrong idea of what constitutes true happiness.  
S P DO

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**Teaching Tip:** The verb *have* can be used as a helping verb or as an action verb. To be a helping verb, it must be paired with another verb, as “I have seen the faithfulness of God.” In the sentence for this exercise, *have* is used alone as an action verb.

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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.

- PRO AV N ADJ N  
2, 3. I admire machinery as much as any man.  
S P DO

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 two 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 81.)

Start with Rubric 3.1 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 3.1 were introduced in Using Language Well, Book Two. The new reminder to focus on is the guideline about using commas to separate items in a series (a concept that was also covered in Book Two). Explain that, from now on, he will be responsible to make sure his written narrations each week adhere 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 3.1; 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 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. (See page 81 for more details.)

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**Teaching Tip:** Keep all his written compositions in a notebook; that will keep them handy

*for future comparison and evaluation. You might want to pencil in the date at the top of each narration.*

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## Lesson 5

1. The student should read the exercise.

2, 3, 4, 5. he baited his hook and threw it into the lake

*PRO AV PRO/ADJ N CON AV PRO PPART N*  
*S P DO P DO*

6. 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, 3, 4. (You) Don't trust that conventional idea.

*(PRO) HV ADV AV PRO/ADJ ADJ N*  
*S P P DO*

3. The contraction *don't* is made up of *do* and *not*, a helping verb and an adverb.
5. When the student is ready, spot-check to set him up for success, then dictate the exercise.

## Lesson 7

1. The student should read the exercise.

2. *Infection* in disease and sorrow.  
*Contagious* as laughter and good humor.

Answers may vary but might contain these ideas: disease and sorrow cause discomfort, can affect many parts of yourself, and can spread to others; laughter and good humor can also spread to others and affect all of you positively.

3. *Fair*: marked by impartiality.  
*Even-handed*: fair, impartial.  
*Noble*: very good, excellent.  
*Adjustment*: the act of bringing to a more satisfactory state.

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*Teaching Tip: This lesson offers an opportunity to review how to use a dictionary. Several of the lessons in this book will provide further opportunities to practice using that resource.*

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4. Answers may vary. One possibility may be that though disease and sorrow spread from person to person in the world, in a satisfactorily-equalizing way, laughter and good humor also spread from person to person.
5. Commas separate consecutive adjectives that modify that same noun or pronoun.

6. 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. The statement is not true in a factual sense. Dreams are like legendary or poetic creatures in that they have their fun on earth during the night and disappear when the sun comes up.
3. Answers may vary.
4. Habits are little hammers. Habits slowly, little by little, shape who a person is becoming.
5. 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. 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 spelling of each word.*

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## Lesson 9

1. The student should read the exercise.  

AV PN CON AV PRO/ADJ N
2. (You) Fear God and keep his commandments  

S P DO P DO
3. Answers may vary but should include the idea that a direct object is a word in the sentence that receives the direct action of an action verb. An easy way to identify it is to say the simple subject and predicate, then ask, "What?"
4. When the student is ready, spot-check to set him up for success, then dictate the exercise.

## Lesson 10

1. The student should read the exercise.
2. Answers may vary but should include the idea that clauses contain verbs. Clauses contain both subjects and their predicates; phrases do not.
3. C: they are both men.  
P: men of different races and colors.  
P: with the same nature.  
C: Both have souls.  
C: both will be held accountable.  
P: for their deeds.  
P: in this life.

## About *Using Language Well, Book 3*

*Using Language Well, Book Three*, takes the rich literary and contextual approach to learning English grammar and analyzing sentences.

The lessons center around great literature—classic books, Scripture, poetry, famous quotations, historical references (provided in *Spelling Wisdom, Book Three*)—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 the parts of a sentence and how those parts relate to each other. This contextual approach of observing and discovering for himself is much more interesting than just being given definitions and lists to memorize. A simplified marking system is used so the student can focus more on the sentence itself rather than on trying to remember which specific diagram is required for each part.

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

The lessons require only about ten or fifteen minutes twice a week and advance incrementally while also reviewing previous points. The short lessons make it easy for the student to give full attention, and the small—but constant—touches in English grammar and sentence analysis 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 the 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.
5. You can see a video example of how to do a dictation lesson at <http://spellingwisdom.com>.

As the exercises get gradually longer, assign the entire passage to be studied—your student should be prepared to write any of it correctly—but choose only a portion to actually dictate. For students in 7th and 8th grades, a reasonable expectation is to dictate up to one paragraph.

## How to Study a Word

You may want to work with inexperienced or uncertain students to teach them how to study an unfamiliar word, using some or all of the ideas outlined below. Students more accustomed to using the prepared dictation method 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.
- 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.

# Comma Guidelines

Throughout the lessons in *Using Language Well, Book 3*, your student will be prompted to notice and add several comma guidelines to the Comma Guidelines list in the back of his student book. The eight guidelines in **boldface** below are the ones he will be adding. They should be in his own words but contain the ideas recorded here.

Use commas

- to separate items in a series
- to separate the day and year in a date
- at the end of the salutation of an informal letter
- to set off a direct address
- **to set off a parenthetical phrase**
- **to separate consecutive adjectives that modify the same noun or pronoun**
- **to separate independent clauses joined by a coordinating conjunction**
- **to set off an interjected word or expression**
- **to set off an introductory phrase or dependent clause that sets the stage for the independent clause**
- **to set off a nonessential word, phrase, or clause that doesn't restrict the sentence's meaning**
- **to add clarity if needed**
- **to set off an appositive**

Using commas in dialogue

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?"





# Writing Points Rubrics for *Using Language Well, Book 3*

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 own writing accordingly. This process will encourage him to critique his own work and not depend on you to tell him what to do.

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*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.*

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### 3.1 Rubric for Progressing Writers

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

### 3.1 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.

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

# A Complete List

## of Grammar and English Points Presented in *Using Language Well, Book 3*

### Sentence Analysis

- Adjective clauses
- Adverb clauses
- Appositives
- Clauses
  - Dependent
  - Independent
- Composition: descriptive
- Compound direct objects
- Compound objects of prepositions
- Compound predicates
- Compound subjects
- Conjunctions
  - Coordinating
  - Subordinating
- Direct objects
- Gerunds
- Indirect objects
- Infinitives
- Lay v. Lie
- Metaphors
- Modifiers
- Noun clauses
- Objects of prepositions
- Parenthetical phrases
- Participles
- Personification
- Predicate adjectives
- Predicate nominatives
- Prepositional phrases as modifiers
- Restrictive and nonrestrictive phrases and clauses
- Sentence types
  - Complex
  - Compound

Compound-Complex

Simple

- Similes
- Subject and predicate verb
- Subject complements
- Subject/verb agreement in number

## Capitalization and Punctuation

- Use a comma and coordinating conjunction or a semicolon to join closely-related independent clauses
- Use a comma to separate consecutive adjectives that modify the same noun or pronoun
- Use a comma to set off an introductory or interjected word or expression
- Use a comma to set off an introductory phrase or dependent clause that sets the stage for the independent clause
- Use a comma to set off a nonessential word, phrase, or clause that doesn't restrict the meaning of the sentence
- Use a comma to set off an appositive
- Use a comma to add clarity if needed

## Poetry Analysis

- End rhymes
- Eye rhymes
- Foot
- Iambic meter
- Iambs
- Lines
- Rhyme schemes
- Sonnet
- Stanzas
- Tetrameter
- Tone
- Trimeter

## Reinforced Points from *Using Language Well, Book 2*

- Adjectives
- Adverbs
- Alphabetizing: simple and complex
- Antonyms, synonyms, homonyms
- Articles
- Basic capitalization and punctuation
- Complete subject and predicate

- Composition: narrative and expository
- Conjunctions
- Contractions
- Dash used to indicate an abrupt interruption or further explanation
- Dialogue punctuation and capitalization
- Dictation
- Dictionary skills
- Identifying paragraphs
- Interjections
- Nouns: common and proper
- Possessives: singular and plural
- Prefixes
- Prepositional phrases
- Prepositions
- Pronouns
- Spelling
- Subject and predicate: simple and compound
- Subject as *you (understood)*
- Suffixes
- Verb tense
- Verbs: action, helping, linking