

# Grammar 5 & 6



## About This Product

These two “new” grammar programs are based on Activity Sheets that we used to sell with our old Language Arts program. In 2007ish, we completely re-did Language Arts due to a number of complaints about our old program: there wasn’t enough instruction, too much grammar, the topics covered were too random, etc. So we reworked things to refocus our LA instruction on writing rather than grammar... and then, wouldn’t ya know? We received comments that some customers missed the old way we practiced Grammar. So I started with the old Activity Sheets from LA 5 and 6 to resurrect the old grammar, and reworked them to address some of those old complaints.

Grammar 5 and Grammar 6 are two different levels of grammar instruction and Activity Sheets. Both products consist of two books each:

1. Answer Guide and Resources
2. Activity Sheets

We did not tie these products to any Core or LA program (or schedule) specifically, but customers should be aware that we used passages found in Core 5 Readers in the Grammar 5 program, and passages found in the Core 6 Readers in the Grammar 6 program. In most cases, if you start the Grammar program at the same time as the Core, the passages on the Activity Sheets should be from assignments read previously, and therefore they shouldn’t spoil the plot of the Reader. I did include a warning in the Introduction to Grammar 6 Answer Guide & Resources for the one place there was a chance for “plot spoilage,” just to warn parents of its existence.

Check out the Wiki to:

- ♦ Find out more information about what changed to create Grammar 5 and 6.
- ♦ Read the Grammar 5 Introduction.
- ♦ Read the Grammar 6 Introduction.
- ♦ See the Back Cover Copy for each book.
- ♦ See the PDF Samples we posted online.

## Suggested Use (Based on customer questions Judy received) ...

➤ *Is Grammar 5 a pre-requisite for Grammar 6? If not, how would you determine that a student is ready for Grammar 6?*

Yes, Grammar 5 is a pre-requisite for Grammar 6. To clarify, here’s how I would recommend customers use our grammar products: A child’s progression should be tied more to “what have you completed?” rather than to a specific Core or age level of student. When you learn to play a musical instrument, it’s more important that you learn basic skills first, and then move on to more complex skills—no matter how old you are. Grammar instruction works the same way. I’m confident a grammar “newbie” in High School would learn a lot from Grammar Ace, for example.

1. Start with Grammar Ace - It’s a good introduction to the different “pieces” of grammar.
2. Move on to Winston Grammar - Basic Level OR Grammar 5.

*Learning grammar is like learning to play a musical instrument.*

If you’d like to have a structured Grammar piece as a part of your program for more years in a row, start with Winston and then move on to Grammar 5 the next year. (Some may prefer the structure of one of these programs over another, and I think at this point, it’s okay to choose between them. However, I’d recommend that if they’d like to do Grammar 6, they should be sure to do Grammar 5 first.)

**Note:** I think Grammar 5 has more in-depth, “we do the work for you” instruction than Winston Grammar.

### 3. Grammar 5

If someone has completed at least Winston Grammar - Basic (and feels their child knocked it out of the park), they could do Grammar 6 next, but caution them that we will hit the ground running both in the type of skills we cover and how many we cover at a time. Grammar 6 assumes you've completed Grammar 5 and therefore does not spend much time at all on nouns, verbs, adjectives, etc. The structure of the Activity Sheets between Grammar 5/6 and Winston is quite different as well, and we don't allow as much time to "get used" to the system in Grammar 6 either. It will probably "feel" really hard compared to Winston Grammar - Basic. I don't think I would recommend this option very often, if at all.

### 4. Grammar 6

### 5. Winston Grammar - Advanced

✎ *How would you determine that a student is ready for Grammar 5 (as opposed to Grammar Ace)?*

I would recommend parents review the Skills Matrices we posted online in the Grammar 5 and 6 Samples. Those tables show not only which skills we cover and when, but HOW we address them in a particular Lesson. (Did we spend time on it as part of a daily FYI instruction, or is the instruction more concise in the beginning of a question about it? Or, do we consider it review throughout this guide?) Also, it is important to note that the list of skills for each sheet carries down the column (vertically) over the span of a couple of pages, so don't simply look at the first page and think that's all there is to it.

✎ *Grammar 6 states "designed for students who have completed Grammar 5 and are ready to strengthen their writing skills." How would you explain "ready to strengthen their writing skills"?*

Essentially, we're just saying we're going to go further into grammar, and learn more skills than Grammar 5. But to dive a little deeper into this topic...

## How These Programs Strengthen Writing Skills

I think I'll describe this by explaining how I've seen this play out in my own writing after I spent several months working on these two programs. **Grammar 5 and Grammar 6 are strictly "grammar" programs. They do not contain additional writing assignments.** In much the same way some think you learn "math" in "math class", these programs teach the structure and the rules of our language, and the "why" words fit together the way they do in different kinds of writing. You could say this is the logical-mathematical approach to understanding our language (and starting to pick apart writing).

So let's say you're now done with "math class" and you've gone to the grocery store. You can use the skills you learned in math class to help you know which is a better deal: "2 for \$5" or "buy one get one 50% off." On more than one occasion, I've been writing something for my current project and said "hey, don't start that sentence with 'It was ...' because that's a cleft sentence and is usually passive. How can I rephrase that to make it stronger?" Better grammatical structures seem to come to mind more easily because I spent so much time picking apart the language and learning how to identify them. Once kids have been through these programs, Mom or Dad can start to raise their expectations for what their children can do when they edit and revise their writing assignments in other parts of our curriculum, and they can push them to say, "hey, can you use an appositive to make this sentence more interesting?" When parents apply what their kids are learning in these programs to other writing assignments, they'll find they can have a much deeper level of conversation with their children about how to improve their writing, and I imagine they will start to see it play out naturally in time.

Hope that helps! ~ Amber