



SIMPLY CHARLOTTE MASON PRESENTS

# *Using Language Well*

SAMPLE

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

by Sonya Shafer

**Book 2**

Teacher Guide & Answer Key



# Confidently teach your student language arts skills through great literature!

Pair *Using Language Well* with *Spelling Wisdom* and you can use the same great literary passages to teach English usage, punctuation, capitalization, grammar, and composition along with spelling!

This *Teacher Guide & Answer Key* will help you

- Quickly confirm what your student learned in the *Student Book* through guided discovery and great literature.
- Keep on track with helpful teaching tips and practical reminders based on Charlotte Mason's methods.
- Encourage your student to improve naturally in composition skills step by step.
- Evaluate your student's narrations with confidence using the included rubrics and detailed instructions.
- Be assured your student is growing in language arts skills with Charlotte's simple yet effective methods!



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## Book 2—Parts of Speech

Nouns • Pronouns • Adjectives • Verbs • Adverbs • Interjections • Articles •  
Conjunctions • Prepositions

All *Using Language Well* books include English, grammar, and writing points.

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**Charlotte Mason**  
.com



# 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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Cover Design: John Shafer

ISBN 978-1-61634-316-3 printed  
ISBN 978-1-61634-317-0 electronic download

Published by  
Simply Charlotte Mason, LLC  
930 New Hope Road #11-892  
Lawrenceville, Georgia 30045  
[simplycharlottesmason.com](http://simplycharlottesmason.com)

Printed by PrintLogic, Inc.  
Monroe, Georgia, USA

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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 65 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 64 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.



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**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 65.)

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.

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**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.

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## Lesson 3

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

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**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.

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

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## Lesson 7

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

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.*

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## 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.

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



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**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.

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## 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.

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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.

## 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 76–78 to help prompt your memory.

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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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## 2.1 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.
<b>Punctuation</b>	I have put an appropriate punctuation mark at the end of each sentence (. ? !). I have used apostrophes correctly in contractions.
<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.

## 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 76 for a teacher refresher course if needed.

		Possible Points	Date	Date	Date	Date	Date
<b>Content: to communicate knowledge</b>							
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					
<b>Mechanics: to communicate clearly</b>							
Capitalization	At the beginning of each sentence.	10					
Punctuation	Appropriate mark at the end of each sentence. <b>Correct use of apostrophes in contractions.</b>	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					
<b>Style: to communicate effectively</b>							
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					



# 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