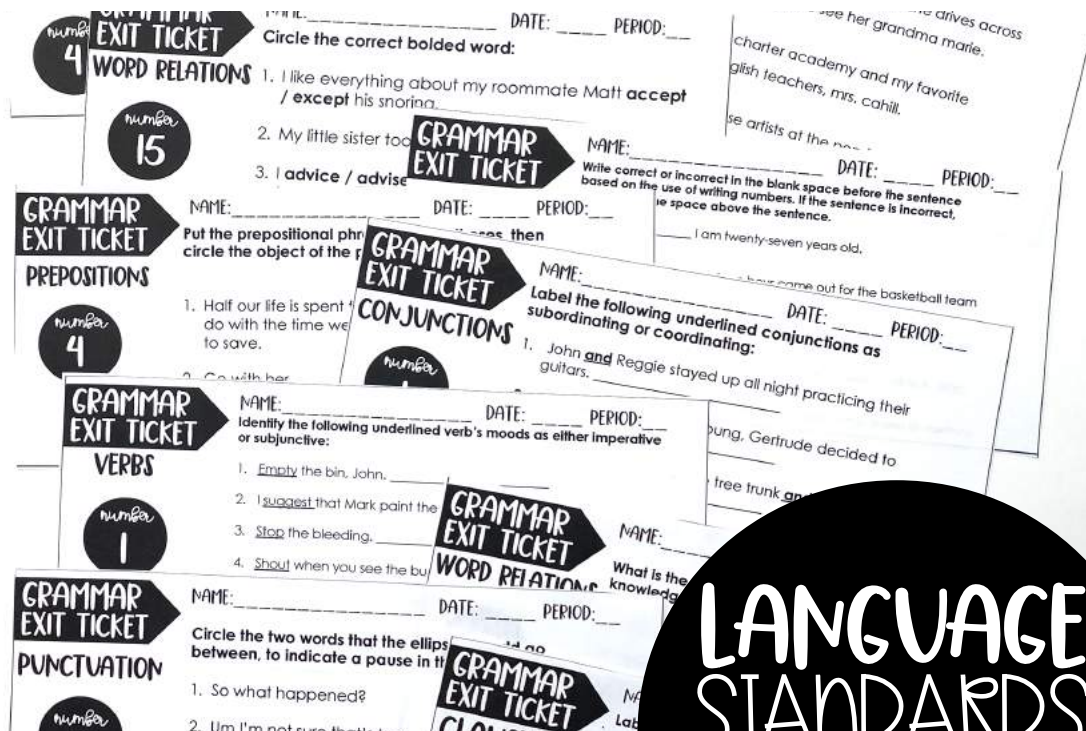
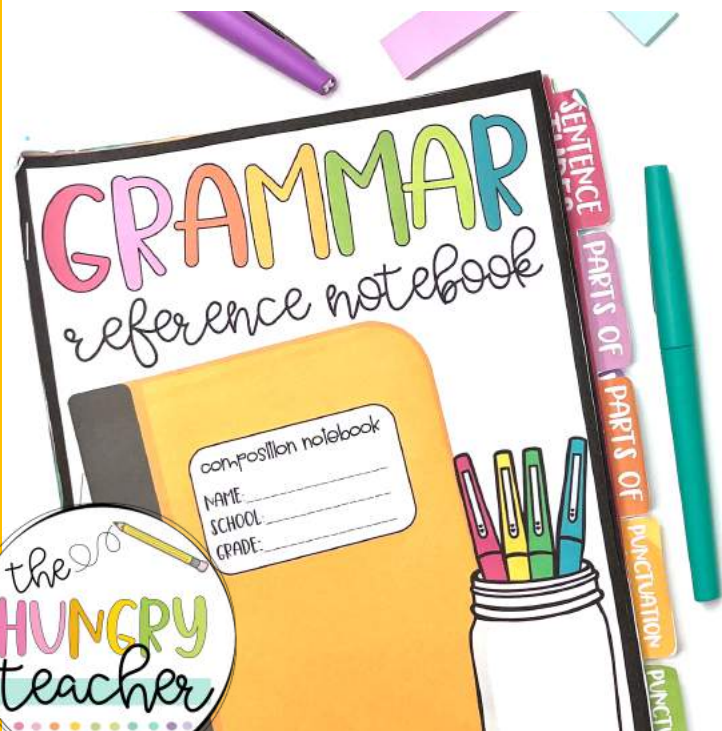


6th-8th
GRADE

middle school ELA

EXIT TICKETS

CCSS GRAMMAR AND LANGUAGE STANDARDS 100+ EXIT TICKETS FOR 6TH-8TH GRADE



LANGUAGE
STANDARDS

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MIDDLE SCHOOL LANGUAGE EXIT TICKETS

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6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
6.1b	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).
6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
6.2b	Spell correctly.
6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
6.3b	Maintain consistency in style and tone.
6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).
6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech..
6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6.5a	Interpret figures of speech (e.g., personification) in context.
6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.
7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7.2a	Use a comma to separate coordinate adjectives.
7.2b	Spell correctly.
7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.
7.4a	Use context as a clue to the meaning of a word or phrase.
7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).
7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
7.4d	Verify the preliminary determination of the meaning of a word or phrase.
7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).
7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
8.1b	Form and use verbs in the active and passive voice.
8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
8.1d	Recognize and correct inappropriate shifts in verb voice and mood.
8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
8.2b	Use an ellipsis to indicate an omission.
8.2c	Spell correctly.
8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.
8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).
8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.
8.5b	Use the relationship between particular words to better understand each of the words.
8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).
8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EACH STANDARD COME WITH A COVER PAGE, POSSIBLE ANSWERS FOR EACH EXIT TICKET AND 3-20 EXIT TICKETS PER STANDARD.

SENTENCES ANSWER KEYS

standards
1, 1A, 1B, 1C, 2

#	SKILL	ANSWER KEYS
1	Compound or complex sentences	Label the following sentences as compound or complex: 1. Compound I think I will buy the red car, or I will lease the blue one. 2. Complex The actor was happy he got a part in a movie, although the part was a small one. 3. Compound I am counting my calories, yet I really want dessert.
2	Compound or complex sentences	Label the following sentences as compound or complex: 1. Compound Italy is my favorite country, I plan to spend two weeks there next year. 2. Compound The sky is clear, the stars are twinkling. 3. Complex Because my coffee was too cold, I heated it in the microwave.
3	Simple, Compound, or incomplete	Identify the following sentences as simple, compound, or incomplete: 1. Joe went to the store. Simple 2. She did not cheat on the test, for it was not the right thing to do. Compound 3. I am happy to take your donation; any amount will be greatly appreciated. Compound 4. Because mummy hit me, incomplete 5. Sarah and Jessie are going swimming. Simple 6. She only paints with bold colors; she does not like pastels. Compound 7. The frog jumped and landed in the pond. Simple 8. Since he came to New York, incomplete 9. I think I will buy the red car, or I will lease the blue one. Compound
4	Simple, Compound, or incomplete	Identify the following sentences as simple, compound, complex, and compound-complex. 1. After our trip to the beach, school started back, and I was excited to see my friends. Compound-complex 2. I think I will buy the red car, or I will lease the blue one. Compound 3. I really didn't like the play although the acting was very good. Complex 4. Sarah and Jessie are going swimming. Simple 5. She did not cheat on the test, for it was not the right thing to do. Compound 6. As genes change over time, evolution progresses. Complex 7. We won the game, but my uniform was muddy because it rained the entire time. Compound-Complex
5	Non-restrictive elements	Answers may vary.
6	Non-restrictive elements	Place commas around the nonrestrictive elements in the following sentences: 1. Captain Lawrence Washington, George's half brother, was one of those who fought in the war. 2. So the soldiers set up tents on the Boston Common (a big grassy area in the center of town) and played their drums and bugles. 3. Fort Pitt - which had been Fort Duquesne and, before that, the Indian town of Shannopin - became Pittsburgh.
7	Simple, Compound, Complex	Turn the following complex sentences into compound sentences: 1. We visited the museum before it closed. The museum was about to close, so we visited the museum before it closed. 2. Whenever they eat at this restaurant, they order a hamburger and fries. They like to eat at their favorite restaurant and they always order a hamburger and fries. 3. Although he ate a really big dinner, now he wants to eat cake for dessert. He ate a really big dinner, and now he wants to eat cake for dessert.
8	Non-restrictive elements	Turn the following compound sentences into two simple sentences: 1. He doesn't like to get his teeth cleaned, but he knows that it's necessary. He doesn't like to get his teeth cleaned. He knows it's necessary to get his teeth cleaned. 2. The apples weren't selling very well, so he decided to have a sale. He decided to have a sale on his apples. The apples weren't selling very well. 3. The two women washed the dishes, and then the man dried them. The two women washed the dishes. The man dried the dishes.
9	Simple, Compound, Complex	Compound I think I will buy the red car, or I will lease the blue one. Simple I'm going to purchase the red convertible. Complex The actor was happy he got a part in a movie, although the part was a small one. Compound I am counting my calories, yet I really want dessert.

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Label the following sentences as compound or complex:

1. I think I will buy the red car, or I will lease the blue one.

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Label the following sentences as compound or complex:

1. Italy is my favorite country; I plan to spend two weeks there next year.

2. The sky is clear; the stars are twinkling.

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Identify the following sentences as simple, compound, complex, and compound-complex:

1. After our trip to the beach, school started back, and I was excited to see my friends.

2. I think I will buy the red car, or I will lease the blue one.

3. I really didn't like the play although the acting was very good.

4. Sarah and Jessie are going swimming.

5. She did not cheat on the test, for it was not the right thing to do.

6. As genes change over time, evolution progresses.

7. We won the game, but my uniform was muddy because it rained the entire time.

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Identify the following sentences as simple, compound, or incomplete:

1. Joe went to the store.

2. She did not cheat on the test, for it was not the right thing to do.

3. I am happy to take your donation; any amount will be greatly appreciated.

4. Because mummy hit me, _____

5. Sarah and Jessie are going swimming.

6. She only paints with bold colors; she does not like pastels.

7. The frog jumped and landed in the pond.

8. Since he came to New York, _____

9. I think I will buy the red car, or I will lease the blue one.

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Write two different sentences with a nonrestrictive element:

1. _____

2. _____

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Place commas around the nonrestrictive elements in the following sentences:

1. Captain Lawrence Washington, George's half brother, was one of those who fought in the war.

2. So the soldiers set up tents on the Boston Common, a big grassy area in the center of town, and played their drums and bugles.

3. Fort Pitt, which had been Fort Duquesne and, before that, the Indian town of Shannopin, became Pittsburgh.

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Label the following sentences as simple, compound, or complex:

1. I think I will buy the red car, or I will lease the blue one.

2. I'm going to purchase the red convertible.

3. The actor was happy he got a part in a movie, although the part was a small one.

4. I am counting my calories, yet I really want dessert.

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Label the following sentences as simple, compound, or complex:

1. I think I will buy the red car, or I will lease the blue one.

2. I'm going to purchase the red convertible.

3. The actor was happy he got a part in a movie, although the part was a small one.

4. I am counting my calories, yet I really want dessert.

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Turn the following complex sentences into compound sentences:

1. We visited the museum before it closed. **The museum was about to close, so we visited the museum before it closed.**

2. Whenever they eat at this restaurant, they order a hamburger and fries. **They like to eat at their favorite restaurant and they always order a hamburger and fries.**

3. Although he ate a really big dinner, now he wants to eat cake for dessert. **He ate a really big dinner, and now he wants to eat cake for dessert.**

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Turn the following compound sentences into two simple sentences:

1. He doesn't like to get his teeth cleaned, but he knows that it's necessary. **He doesn't like to get his teeth cleaned. He knows it's necessary to get his teeth cleaned.**

2. The apples weren't selling very well, so he decided to have a sale. **He decided to have a sale on his apples. The apples weren't selling very well.**

3. The two women washed the dishes, and then the man dried them. **The two women washed the dishes. The man dried the dishes.**

GRAMMAR EXIT TICKET SENTENCES

NAME: _____ DATE: _____ PERIOD: _____

Label the following sentences as simple, compound, or complex:

1. I think I will buy the red car, or I will lease the blue one.

2. I'm going to purchase the red convertible.

3. The actor was happy he got a part in a movie, although the part was a small one.

4. I am counting my calories, yet I really want dessert.

EACH STANDARD COME WITH A COVER PAGE, POSSIBLE ANSWERS FOR EACH EXIT TICKET AND 3-20 EXIT TICKETS PER STANDARD.

FIGURATIVE LANGUAGE EXIT TICKETS ANSWER KEYS

#	SKILL	ANSWER KEYS
6	Figurative	What is the literal meaning of the following metaphors?

FIGURATIVE LANGUAGE ANSWER KEYS

#	SKILL	ANSWER KEYS
1	Figurative Language: Hyperbole	<p>What is the literal meaning of the following hyperboles:</p> <ol style="list-style-type: none"> 1. I had a ton of chores to do. <i>They had a lot of chores to do.</i> If I can't get a Smartphone, I will die. <i>She/he really wants a Smartphone.</i> Our new house cost a bazillion dollars. <i>Their new house was very expensive.</i>
2	Figurative Language: Personification	<p>What is the definition of personification? Giving human qualities to non-human things.</p> <p>What is the literal meaning of the following personifications:</p> <ol style="list-style-type: none"> 1. Rita heard the last piece of pie calling her name. <i>Rita really wanted to eat the last piece of cake because it looked so good.</i> 2. My alarm clock yells at me every morning. <i>The alarm clock is really loud in the mornings.</i> 3. The avalanche devoured anything standing in its way. <i>The avalanche was moving really fast and destroying everything in its path.</i>
3	Figurative Language: Irony	<p>What is ironic about the following sentences?</p> <ol style="list-style-type: none"> 1. The Titanic was promoted as being 100% unsinkable. <i>The titanic was promoted as being unsinkable, but it sank very quickly when it hit an iceberg.</i> 2. "Father of Traffic Safety" William Eno invented the stop sign, crosswalk, traffic circle, one-way street, and taxi stand—but never learned how to drive. <i>It's ironic that the man who invented many things to keep drivers safe never actually learned to drive and use the things he invented.</i> 3. Al Capone's older brother was a federal Prohibition agent. <i>Al Capone was one of the biggest bootleggers of all time. He was constantly using his power to make and sell alcohol illegally.</i> 4. Before 1972, the largest purchaser of kale in America was Pizza Hut. <i>They used it as a garnish around their salad bars. Pizza Hut used one of the healthiest vegetables to garnish their unhealthy food.</i>
4	Figurative Language: Similes	<p>What is the literal meaning of the following similes?</p> <ol style="list-style-type: none"> 1. They fought like cats and dogs. <i>They fight a lot and all the time.</i> 2. They wore jeans, which made me stand out like a sore thumb. <i>She was wearing something different than everyone else so it made her outfit really noticeable.</i> 3. Watching the show was like watching grass grow. <i>The show was boring/slow.</i>
5	Figurative Language: Metaphors	<p>What is the literal meaning of the following metaphors?</p> <ol style="list-style-type: none"> 1. She is fishing in troubled waters. <i>She is doing something that could get her in trouble.</i> 2. He was heartbroken when they broke up, because she was light of his life. <i>She was really important to him.</i> 3. His children were the apple of his eye. <i>He loved his children a lot.</i>

standards
2, 5A, 5B, 5C

10 DIFFERENT GRAMMAR AND LANGUAGE CATEGORIES WITH 3-20 EXIT TICKETS. THE CONCEPTS AND TICKET NUMBERS ARE LABELED ON THE TICKETS

Diagram illustrating 10 different Grammar and Language categories, each with 3-20 Exit Tickets. The categories and ticket numbers are labeled on the tickets.

Categories and Ticket Numbers:

- GRAMMAR EXIT TICKET SENTENCES (Ticket 1)
- GRAMMAR EXIT TICKET FIGURATIVE LANGUAGE (Ticket 1)
- GRAMMAR EXIT TICKET PUNCTUATION (Ticket 1)
- GRAMMAR EXIT TICKET NOUNS AND PRONOUNS (Ticket 1)
- GRAMMAR EXIT TICKET CONJUNCTIONS (Ticket 1)
- GRAMMAR EXIT TICKET VERBS (Ticket 1)
- GRAMMAR EXIT TICKET WORD RELATIONS (Ticket 1)
- GRAMMAR EXIT TICKET ADJECTIVES (Ticket 1)
- GRAMMAR EXIT TICKET SPELLING (Ticket 1)
- GRAMMAR EXIT TICKET PREPOSITIONS (Ticket 4)

Sample Ticket Content:

GRAMMAR EXIT TICKET SENTENCES (Ticket 1)

NAME: _____ DATE: _____ PERIOD: _____

Label the following sentences as compound or complex:

I think I will take the blue one.

The actor was in the movie, although the part was small.

I am counting on the dessert.

GRAMMAR EXIT TICKET FIGURATIVE LANGUAGE (Ticket 1)

NAME: _____ DATE: _____ PERIOD: _____

What is the literal meaning of the following hyperboles:

I had a ton of chores to do.

If I can't get a Smartphone, I will die.

Our new house cost a billion dollars.

GRAMMAR EXIT TICKET PUNCTUATION (Ticket 1)

NAME: _____ DATE: _____ PERIOD: _____

Place a colon or semicolon in the blank spaces:

1. Italy is my favorite country there next year.

2. Remember two can keep secrets.

3. Mom wants the chores them done properly.

4. The world is a stage.

5. You need new brakes stop in time.

GRAMMAR EXIT TICKET NOUNS AND PRONOUNS (Ticket 1)

NAME: _____ DATE: _____ PERIOD: _____

Circle the pronouns in the following sentences:

1. He was glad for one thing that had given them an understanding that it was off, he would stop.

2. I never had a brain until I borrowed his for a while, and I was a truth.

GRAMMAR EXIT TICKET CONJUNCTIONS (Ticket 1)

NAME: _____ DATE: _____ PERIOD: _____

Label the following underlined conjunctions as subordinating or coordinating:

1. John and Reggie stayed up all night practicing their guitars.

2. Because the night was young, Gertrude decided to take a walk.

3. The squirrel scurried up the tree trunk and onto a low branch.

4. I can go shopping after I finish studying for my exam.

GRAMMAR EXIT TICKET VERBS (Ticket 1)

NAME: _____ DATE: _____ PERIOD: _____

Identify the following verbs:

1. Finally the bin, John.

2. I suggest that Mark.

3. Stop the bleeding.

4. Shout when you see.

5. I propose that Mark.

6. If I were there, I would.

GRAMMAR EXIT TICKET WORD RELATIONS (Ticket 1)

NAME: _____ DATE: _____ PERIOD: _____

What is the meaning of the following words based on knowledge of the affix "re-":

1. Reabsorption

2. Recreate

3. Readjust

GRAMMAR EXIT TICKET ADJECTIVES (Ticket 1)

NAME: _____ DATE: _____ PERIOD: _____

Fill out the following table of superlative and comparative adjectives:

ADJECTIVE	COMPARATIVE
Tall	
Fat	
Big	
Happy	
Tangled	
Tired	

GRAMMAR EXIT TICKET SPELLING (Ticket 1)

NAME: _____ DATE: _____ PERIOD: _____

Write correct or incorrect in the blank space before the sentence based on the use of writing numbers. If the sentence is incorrect, correct it in the space above the sentence.

1. I can't find this year.

2. Four math quiz.

3. His last.

4. The first.

GRAMMAR EXIT TICKET PREPOSITIONS (Ticket 4)

NAME: _____ DATE: _____ PERIOD: _____

Put the prepositional phrase in parentheses, then circle the object of the preposition:

1. Half our life is spent trying to find something to do with the time we have rushed through life trying to save.

2. Go with her.

3. Sit near them.

4. You want me to talk to whom?

10 DIFFERENT GRAMMAR AND LANGUAGE CATEGORIES WITH 3-20 EXIT TICKETS. THE CONCEPTS AND TICKET NUMBERS ARE LABELED ON THE TICKETS

GRAMMAR EXIT TICKET

NAME: _____ DATE: _____ PERIOD: _____

Identify the following underlined verb's moods as either imperative or subjunctive:

VERBS

number 1

1. Empty the bin, John. _____
2. I suggest that Mark paint the fence. _____
3. Stop the bleeding. _____
4. Shout when you see the bull. _____
5. I propose that Mark be made to paint the fence. _____
6. If I were there, I would paint the fence. _____

GRAMMAR EXIT TICKET

NAME: _____ DATE: _____ PERIOD: _____

Identify the following underlined verb's moods as either imperative or subjunctive:

VERBS

number 1

1. Empty the bin, John. _____
2. I suggest that Mark paint the fence. _____
3. Stop the bleeding. _____
4. Shout when you see the bull. _____
5. I propose that Mark be made to paint the fence. _____
6. If I were there, I would paint the fence. _____

GRAMMAR EXIT TICKET

NAME: _____ DATE: _____ PERIOD: _____

Identify the following underlined verb's moods as either imperative or subjunctive:

VERBS

number 1

1. Empty the bin, John. _____
2. I suggest that Mark paint the fence. _____
3. Stop the bleeding. _____
4. Shout when you see the bull. _____
5. I propose that Mark be made to paint the fence. _____
6. If I were there, I would paint the fence. _____

GRAMMAR EXIT TICKET

NAME: _____ DATE: _____ PERIOD: _____

Fill out the following table of superlative and comparative adjectives:

ADJECTIVES

number 1

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Tall		
Fat		
Big		
Happy		
Tangled		
Tilted		

GRAMMAR EXIT TICKET

NAME: _____ DATE: _____ PERIOD: _____

Fill out the following table of superlative and comparative adjectives:

ADJECTIVES

number 1

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Tall		
Fat		
Big		
Happy		
Tangled		
Tilted		

GRAMMAR EXIT TICKET

NAME: _____ DATE: _____ PERIOD: _____

Fill out the following table of superlative and comparative adjectives:

ADJECTIVES

number 1

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Tall		
Fat		
Big		
Happy		
Tangled		
Tilted		

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EXIT TICKET RL.1 NAME: _____ DATE: _____ PERIOD: _____ **number 8**

What are three inferences you can make based on the following photograph?

1. _____

2. _____

EXIT TICKET RL.1 NAME: _____ DATE: _____ PERIOD: _____ **number 1**

Underline 2-3 sentences in the following paragraph that would best provide evidence for the following statement:

Isabel is the type of friend you can count on.

Maddie and Justine were sitting by themselves at their lunch table for the third time. Justine had told everyone not to sit with these two. Usually, Isabel would be the one to pick her. The v. Alexia's table and; label she had a rash, b. Justine.

EXIT TICKET RL.2 NAME: _____ DATE: _____ PERIOD: _____ **number 2**

Underline 2-3 sentences in the following paragraph that would best provide evidence for the given literary theme.

Literary theme: Listen to your gut.

Ben and Chris were outside the school with the keys to the school. Ben had taken them from the lock.

EXIT TICKET RL.3 NAME: _____ DATE: _____ PERIOD: _____ **number 3**

Label each part of the plot diagram with scenes from a novel or short story you've read in class.

30 FREE TICKETS

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