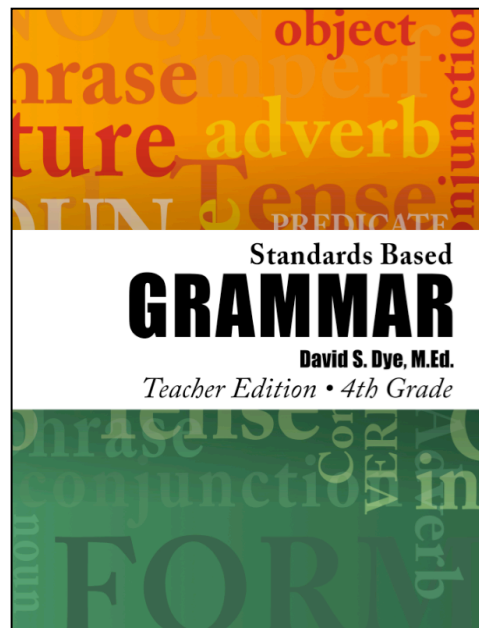


# Standards Based Grammar

## Grade 4

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## About This Book

**F**or years I've been looking for a grammar program that teaches the dozens of basic grammar rules my upper elementary school students need to know. Their lack of basic grammar skills left me with the feeling that they had to be seeing the rules I was teaching for the very first time. The blank stares I received when mentioning words like "possessive nouns" and "subject-verb agreement" had to mean that the teachers from my students' previous grades had never taught them. However, I soon realized when reviewing grammar concepts only months after teaching them, I would receive those same blank stares.

So what's the problem? Obviously I did not teach the concepts correctly, right? Maybe. I can say that many of my students would receive an A on most of my grammar tests. They could identify grammar concepts in worksheets and in Daily Oral Language. Unfortunately, these skills were not being transferred into their written and spoken language.

As a result, I have modified my grammar program every year of my teaching career for fourteen years. I have looked for a comprehensive grammar program that would help all of my students apply and retain the grammar concepts they need in order to speak and write effectively. I've used grammar programs provided by literature companies. I've spent hundreds of dollars on workbooks that teach specific concepts. I've spent hours writing worksheets to help my students master the English language. Despite all of this, I remained frustrated with the lack of progress my students were making in grammar.

What I wanted was a program that would help identify every skill my students should know by the end of the year. Also, I wanted to identify the skills my students should have mastered by the time they arrived in my class. Finally, I wanted to know what skills my students would be required to know in future grades so that I could introduce them to these concepts. It has become painfully clear that grammar is so complex that many students need a systematic program that allows them to master certain skills while preparing them for mastery of other skills. For students to master basic grammar, teachers of many grade levels will need to work together and create a plan.

The purpose of this book is to give teachers the plan they need to achieve the goals listed above. Grammar standards from grades three through eight (from the National Language Arts Framework) have been collected in an attempt to identify the basic skills our students need to master. In addition, extensive research has been done in an effort to identify specific lessons that will help build students' communication skills. As a result, not only does this book meet the national language arts standards for grammar, it goes far beyond.

Another benefit of this book is that it is systematic. It begins with the most basic of concepts and builds as you move through the units. Lower grades, or classes with students who are behind, can spend more time on certain concepts, while the upper grades can move more rapidly to get to the more difficult concepts. Furthermore, teachers can feel confident that the students are mastering the skills at their grade level while preparing them for instruction in the future.

You now have a fantastic system that will help build your students' language skills. With just fifteen to twenty minutes a day, students of all levels will grasp English like they never have before. English language learners, students with learning difficulties, and children who live in homes where English is not modeled correctly will benefit tremendously as they are taught English one step at a time. This program gives them a clear focus for the attainment of basic grammar. This is the ambition and the goal of Standards Based Grammar.

## Using This Book

Below is a list of the special features of this book. If you are using this as your classes' grammar program exclusively, here is the basic procedure for the program:

- A. Review each worksheet prior to the lesson. Focus on getting the students to understand the vocabulary. Begin each lesson by review the vocabulary from the previous lesson.
- B. Do test review worksheets and Literature Scavenger Hunts to prepare for each test.
- C. Give the unit assessments. Correcting these can be time consuming. Many teacher correct these as a class.
- D. Decide what you consider "Mastery". Record "Mastery" or "Non-Master" on the Parent Checklist for each student.
- E. Transfer information from Parent Checklists to the students' Student Checklist. Your students can now take home their test and Parent Checklist.
- F. Optional: Check off each skill taught on the Teacher Checklist. This will help you keep track of topics covered.

### Features:

#### Grammar Standards Teacher Checklist

1. The Teacher Checklist allows the teacher to check off the standards that are required for their grade level, as well as the grade levels below and above them.
2. Color in the boxes when the subjects have been taught. This will help you make sure no skills have been left out.

#### Yearly Checklist / Grade Level Checklist

1. Use this page to keep track of the skills mastered by each student. Have this page for each student stored in a folder. As you complete each unit, mark the results from their tests on the page.
2. You can use classroom volunteers or aides to help struggling students improve in the areas they have yet to master.

## **Features ( Continued )**

### **Student Worksheets**

1. Many concepts are taught on one worksheet. The worksheets that follow allow practice in order to achieve mastery. However, it is crucial that you prepare ahead of time to deliver appropriate instruction of each concept.
2. The lessons on the worksheets are meant to be a spring board for your discussions about the grammar concepts. Most lessons can be reviewed quickly and taught with little preparation.
3. It is important that students have a chance to practice at home. Many worksheets have enough practice activities for the students to complete half at school and half as homework.
4. More worksheets may be required to achieve your goal of mastery. However, at least this program allows you to systematically identify when to teach a concept and when more help is required.
5. If more practice worksheets are needed, many teachers use the worksheets from their district's language arts program. Organize these worksheets based on where they are found in Standards Based Grammar.

### **Extensions**

1. Many worksheets have “extensions” at the bottom. These are journal activities that help reinforce the concepts within the context of writing. This is an excellent way to help solidify the grammatical skills in the minds of the students.
2. In most cases, there is an extension on every other worksheet. Use the extension during your students' journal time, give it as homework, or complete it during class as an additional grammar activity.

### **Tests and Assessments**

1. Every skill in each unit is assessed. Use the tests to keep track of student progress.
2. You can use whatever scale you feel is appropriate to grade the tests. For the difficult units, it is recommended that the standard grading scale be relaxed. One suggestion is to make the highest score an A, while the other students' grades are lowered from there.
3. There are three assessments throughout the book to evaluate the students' retention of the material. It may be helpful to identify the standards for your grade level on these assessments. If several of your students struggle, you may need to re-teach some sections.

## **Parent Checklists**

1. This is a way for you to keep the parents involved in the progress of their child. After each test, check off the skills that have been mastered and the skills that have not been mastered. Send it home with the students.
2. This gives the parents the opportunity to practice these skills at home with their child. It may be helpful to direct the parents to a local teacher supply store where workbooks are available. Also, you can prepare packets of materials to send home for further practice.
3. In many cases, “Non-Mastery” may be checked for many or all of the skills taught. It is important that the parents understand that the goal of this program is to achieve mastery. While students may have a general understanding of a concept, mastery means a complete understanding and the ability to use the skill in the context of speaking and writing. Therefore, many parents might panic when they see so many skills marked “Non-Mastery.” It may be helpful to put the students’ grade on the checklist to help ease the parents’ anxiety. The parents will know that their child may not have mastered many concepts, but a C on the test will help them understand that their child is making progress.

## **Literature Scavenger Hunts**

Train your students to review grammar even when you are not studying grammar. By doing the Literature Scavenger Hunts, students learn to find grammar and punctuation skills within professional writing.

Simply have your students use any reading book to find samples of the grammar concepts that you have been studying. The worksheet will guide them. At times, some grammar skills are difficult to find, even for the best of students. Typically, if student find most of the skills on each worksheet, credit should be given.



4<sup>th</sup> Grade  
Grammar Standards  
Teacher Checklist

	Mastery	Non-Mastery
1. Parts of Speech – Unit 1		
2. Common and Proper Nouns – Unit 1		
3. Singular, Plural, Collective, and Mass Nouns – Unit 1		
4. Adjectives: Comparative and Superlative		
5. Adverbs vs. Prepositions		
6. Subjects and Predicates – Unit 2		
7. Simple Sentences – Unit 2		
8. Compound Sentences – Unit 2		
9. Fragment and Run-On Sentences – Unit 2		
10. Title vs. Topic Sentences – Unit 2		
11. Possessive Nouns – Unit 3		
12. Contractions – Unit 3		
13. Helping Verbs – Unit 3		
14. Contractions as Helping Verbs – Unit 3		
15. Comma Rules: Dialogue – Unit 4		
16. Comma Rules: Compound Sentences – Unit 4		
17. Comma Rules: Appositives – Unit 4		
18. Comma Rules: Adjectives – Unit 4		
19. Comma Rules: Lists – Unit 4		
20. Comma Rules: Dates – Unit 4		
21. Sentence Combining: Adjectives – Unit 5		
22. Sentence Combining: Compound Sentences – Unit 5		
23. Sentence Combining: Appositives – Unit 5		
24. Sentence Combining: Lists – Unit 5		
25. Capitalization – Unit 6		
26. Prefixes and Suffixes – Unit 7		
27. Synonyms and Antonyms – Unit 7		
28. Common Roots – Unit 7		
29. Abbreviations – Unit 7		
30. Parentheses – Unit 8		
31. A vs. An – Unit 8		
32. Double Negatives – Unit 8		
33. Underline vs. Quotation Marks – Unit 8		
34. Exclamation Marks – Unit 8		

4<sup>th</sup> Grade  
Grammar Standards  
Student Checklist

\_\_\_\_\_  
Name

	Mastery	Non-Mastery
1. Parts of Speech – Unit 1		
2. Common and Proper Nouns – Unit 1		
3. Singular, Plural, Collective, and Mass Nouns – Unit 1		
4. Adjectives: Comparative and Superlative		
5. Adverbs vs. Prepositions		
6. Subjects and Predicates – Unit 2		
7. Simple Sentences – Unit 2		
8. Compound Sentences – Unit 2		
9. Fragment and Run-On Sentences – Unit 2		
10. Title vs. Topic Sentences – Unit 2		
11. Possessive Nouns – Unit 3		
12. Contractions – Unit 3		
13. Helping Verbs – Unit 3		
14. Contractions as Helping Verbs – Unit 3		
15. Comma Rules: Dialogue – Unit 4		
16. Comma Rules: Compound Sentences – Unit 4		
17. Comma Rules: Appositives – Unit 4		
18. Comma Rules: Adjectives – Unit 4		
19. Comma Rules: Lists – Unit 4		
20. Comma Rules: Dates – Unit 4		
21. Sentence Combining: Adjectives – Unit 5		
22. Sentence Combining: Compound Sentences – Unit 5		
23. Sentence Combining: Appositives – Unit 5		
24. Sentence Combining: Lists – Unit 5		
25. Capitalization – Unit 6		
26. Prefixes and Suffixes – Unit 7		
27. Synonyms and Antonyms – Unit 7		
28. Common Roots – Unit 7		
29. Abbreviations – Unit 7		
30. Parentheses – Unit 8		
31. A vs. An – Unit 8		
32. Double Negatives – Unit 8		
33. Underline vs. Quotation Marks – Unit 8		
34. Exclamation Marks – Unit 8		

# Unit 2

Simple Sentences

Subjects and Predicates

Fragment and Run-On Sentences

Compound Sentences

Titles vs. Topic Sentences

Grammar Standards – Unit 2

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Student

	Mastery	Non-Mastery
1. Subjects and Predicates		
2. Simple Sentences		
3. Fragment and Run-On Sentences		
4. Compound Sentences		
5. Title vs. Topic Sentences		

Grammar Standards – Unit 2

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Student

	Mastery	Non-Mastery
1. Subjects and Predicates		
2. Simple Sentences		
3. Fragment and Run-On Sentences		
4. Compound Sentences		
5. Title vs. Topic Sentences		

Name: \_\_\_\_\_

## Simple Sentences #3

Directions: In the sentences below, put an “S” above the subject, “V” above the verb, and “CT” above the complete thought. Next, rewrite the sentence by adding an adjective, adverb, and a prepositional phrase.

\* Use the adjectives and adverbs at the bottom, or make up your own.

Example:           s       v       ct

A) The girls wear dresses.

B) Confidently, the pretty girls wear dresses to the party.

1. Dog chase cats.

---

2. The horse threw the rider.

---

3. A tiger chased a zebra.

---

4. A cat snuck up on the mouse.

---

5. The monkeys picked fleas out of each others' fur.

---

6. Some penguins jumped into the water.

---

7. The baby gorilla hugs his mother.

---

8. Hundreds of birds chirped.

---

Adjectives: hungry, crazy, frightened, angry, tiny, loving, annoying, funny

Adverbs: rapidly, loudly, quickly, suddenly, quietly, adorable, gently, playfully

## Simple Sentences #4

Directions: In the sentences below, put an “S” above the subject, “V” above the verb, and “CT” above the complete thought. Next, rewrite the sentence by adding an adjective, adverb, and a prepositional phrase.

Example:            S        V        CT

A) The girls wear dresses.

B) Confidently, the pretty girls wear dresses to the party.

1. Some firemen saved a lady.

\_\_\_\_\_

2. The baby looked at the toy.

\_\_\_\_\_

3. A feather fell to the ground.

\_\_\_\_\_

4. Many people shouted at the umpire.

\_\_\_\_\_

5. My mom picked up glass.

\_\_\_\_\_

6. The bird flew away.

\_\_\_\_\_

7. A ballerina danced.

\_\_\_\_\_

8. A receiver scored the winning touchdown.

\_\_\_\_\_

Adjectives: determined, exciting, new, pretty, white, sharp, bad, scared

Adverbs: bravely, softly, curiously, angrily, swiftly, beautifully, cautiously, dramatically

Extension: 1. Write five (5) short simple sentences of your own. 2. Rewrite them by adding an adjective, adverb, and a prepositional phrase.

# Compound Sentences #1

Name: \_\_\_\_\_

**Compound Sentence:** Two simple sentences joined by a coordinating conjunction.

## Coordinating Conjunctions

and but or

He was happy. He started to whistle.

He was happy, and he started to whistle.

I was tired. The music kept me awake.

I was tired, but the music kept me awake.

You can go now. You can stay with me.

You can go now, or you can stay with me.

Explain what happens when two simple sentences form a compound sentence:

1. What took the place of the period at the end of the first sentence? \_\_\_\_\_
2. What happens to the first word of the second sentence? \_\_\_\_\_
3. Do the two sentences have similar thoughts that fit each other? \_\_\_\_\_

## NOT Compound Sentences

- A. He was happy so he started to whistle.
- B. He was tired but couldn't fall asleep.
- C. You can go now or stay with me.

Explain why these are NOT compound sentences:

1. Does sentence A have a coordinating conjunction? \_\_\_\_\_  
Answer: "So" is a subordinating conjunction. This makes it a complex sentence, NOT a compound sentence. Therefore, no comma is needed. Only **and, but, or** make compound sentences.
2. In sentences B and C, what is missing after the conjunctions "but" and "or"? \_\_\_\_\_  
Answer: Since a compound sentence has two complete sentences joined together, both sides of the conjunction must be complete sentences. What is the second half of these sentences missing?  
Both are missing a subject.

Directions: In the sentences below, put a comma where it belongs. Next, insert a conjunction that best completes the compound sentence.

1. I like math \_\_\_\_\_ I like science.
2. School was over \_\_\_\_\_ I still had homework to do.
3. My mom will make sandwiches \_\_\_\_\_ your mom will make lemonade.
4. You can clean your room now \_\_\_\_\_ you can clean it later.
5. He was going to slam dunk the ball \_\_\_\_\_ he couldn't reach the basket.

## Compound Sentences #2

### Compound Sentence Rules:

1. They must have and, but, or as their conjunction.
2. Both sides of the conjunction must be a complete sentences. (They must have a subject, verb, and complete thought.)

### Part I – Compound or NOT Compound Sentences?

Use the rules above to decide if the sentences below are compound sentences or NOT compound sentences.

1. Put “S” above the subject on both sides. Hint: If one side does not have a subject, then it is NOT a compound sentence.
2. Put “V” above the verb on both sides and “Conj.” above the conjunction.
3. If the sentence IS a compound sentence, mark “yes”. If not, then mark “no”.

- |                           | S | V | Conj. | S | V |  |
|---------------------------|---|---|-------|---|---|--|
| Yes <u>  X  </u> No _____ |   |   |       |   |   | The snow was falling, and we were comfortable in the cabin.              |
| Yes _____ No _____        |   |   |       |   |   | 1. We are friends but we haven't spoken in three weeks.                  |
| Yes _____ No _____        |   |   |       |   |   | 2. They worked for three hours so they could play next week.             |
| Yes _____ No _____        |   |   |       |   |   | 3. We got in trouble for fighting and were given a time out.             |
| Yes _____ No _____        |   |   |       |   |   | 4. My parents can bring us or your friends can come to our house.        |
| Yes _____ No _____        |   |   |       |   |   | 5. The boy wanted to go to the park and play at the arcade.              |
| Yes _____ No _____        |   |   |       |   |   | 6. My mom called the teacher and they talked for hours.                  |
| Yes _____ No _____        |   |   |       |   |   | 7. Our team warmed up while our coach prepared the field.                |
| Yes _____ No _____        |   |   |       |   |   | 8. Today we need to clean the house but tomorrow we can go to the beach. |
| Yes _____ No _____        |   |   |       |   |   | 9. You had better do your homework or the test will be too hard.         |
| Yes _____ No _____        |   |   |       |   |   | 10. I get into trouble whenever I whine.                                 |
| Yes _____ No _____        |   |   |       |   |   | 11. Karla wanted to hike with us but she's afraid of snakes.             |
| Yes _____ No _____        |   |   |       |   |   | 12. Elmer told a joke and we laughed for a long time.                    |

### Part II – Commas in Compound Sentences

Put commas in the compound sentences above.

**Extension:** Write six compound sentences. Use “and”, “but”, and “or” twice. Don't forget the comma.



## Compound Sentences #4

Name: \_\_\_\_\_

Directions: Write a simple sentence that turns the sentence below into a compound sentence. Be sure to use “and”, “but”, and “or”. Change the punctuation of the sentences when necessary.

Examples:

Jennifer is going to bring her records, *but I will bring the stereo.*\_\_\_\_\_

\_\_\_\_\_ *We can watch television, or* \_\_\_\_\_ ~~W~~<sup>W</sup>e can bake cookies.

1. The skateboarders are ready to skate. \_\_\_\_\_
2. \_\_\_\_\_ I put the sandwiches in the bag.
3. Cynthia can choose to play the clarinet. \_\_\_\_\_
4. \_\_\_\_\_ We had to go home early.
5. Her brother played the piano. \_\_\_\_\_
6. \_\_\_\_\_ They can go tomorrow.
7. Bill wanted to buy some candy. \_\_\_\_\_
8. \_\_\_\_\_ He lost her phone number.
9. We drove for hours. \_\_\_\_\_
10. \_\_\_\_\_ You can save your money for our vacation.
11. Our class will make masks today. \_\_\_\_\_
12. \_\_\_\_\_ Sally is doing a mission report.

**Extension:** Select any compound sentence from the worksheet above. Use it as a topic sentence in a paragraph. Add one more compound sentence within the paragraph.

Name: \_\_\_\_\_

## **Compound Sentences #6**

Directions: Rewrite the two simple sentences into a compound sentence.

1. The airplane is ready to fly. The pilot isn't ready to leave.

---

---

2. America won the gold medal. Canada won the silver medal.

---

---

3. Next summer we might go to Florida. We might go to Arizona instead.

---

---

4. We can travel by car. We can go by train.

---

---

5. Everyone decorated their house for Christmas. The lights were very shiny.

---

---

6. I was lost. A policeman helped me get home.

---

---

7. I'll learn your secret now. I will learn it tomorrow.

---

---

8. Go to the end of the block. Mail this letter.

---

---

## Fragment Sentences

There are three parts of a sentence:

1. Subject
2. Verb
3. Complete Thought

**Fragment Sentences** are missing either a subject, verb or a complete thought.

1. Missing Subject – Riding our bikes.      *Who is riding the bikes?*
2. Missing Verb – The boy in the house.      *What did the boy do?*
3. Missing Complete Thought – When everyone finishes their work.  
*What will happen when everyone finishes their work?*

**Directions:** If the sentence below is a fragment sentence, circle what is missing.  
Complete the sentence by adding the missing information. If it is a complete sentence, write “sentence” on the line.

1. Without any money for the games.      Subject      Verb      Complete Thought

We arrived without any money for the games.

2. Playing with the dogs.      Subject      Verb      Complete Thought

3. Enrique likes to play soccer.      Subject      Verb      Complete Thought

4. People in the water.      Subject      Verb      Complete Thought

5. Climbing the ladder to the roof.      Subject      Verb      Complete Thought

**Blank on Sample**

## Run-On Sentences

**Run-On Sentences** have more than one complete thought. Here are some general rules to follow to avoid writing run-on sentences:

1. Don't make a list of sentences.

Example: She went to the store, then she bought a dress, and she went home.

2. Don't use "and" more than one time in a sentence.

Example: She went to Kim's house **and** to the mall **and** then went home.

3. Don't use more than one conjunction. This makes too many conjunctions: "and", "but", "or", or "so".

Example: Dad went to the game, **and** Mom went to the store, **but** I stayed home.

**Directions:** Explain why each sentence is a run-on sentence. Write "List of Sentences", "Too Many And's", or "Too Many Conjunctions".

1. Mike plays baseball, and Kenny plays soccer, but I play basketball.

\_\_\_\_\_ **Too Many Conjunctions** \_\_\_\_\_

2. I bought the presents, Mom wrapped it, and Yvette took it over to Grandma's house.

\_\_\_\_\_

3. Jesse walked through the door and I took his picture and everyone yelled surprise.

\_\_\_\_\_

4. We had a picnic planned but it rained so we stayed inside.

\_\_\_\_\_

5. Mrs. Ford directed the play and Mrs. Bryan played the piano and Mrs. Bradley made the costumes.

\_\_\_\_\_

**Blank on Sample**

Name: \_\_\_\_\_

## **Fragment and Run-On Sentences #1**

### **Part I – Fragment Sentences**

Directions: What are these fragment sentences missing? Write “Subject” if the subject is missing. Write “Verb” if the verb is missing. Write “Complete Thought” if the complete thought is missing.

1. While the girls were playing jump rope. \_\_\_\_\_
2. Singing all the way to camp. \_\_\_\_\_
3. Because someone was pounding on the door. \_\_\_\_\_
4. The most exciting game of the year. \_\_\_\_\_

### **Blank on Sample**

### **Part II – Run-On Sentences**

Directions: Explain why each sentence is a run-on sentence. Write “List of Sentences”, “Too Many And’s”, or “Too Many Conjunctions”.

1. We painted the sets and made the costumes but the play was canceled.  
\_\_\_\_\_
2. It was my birthday so my family came over and we went to a restaurant.  
\_\_\_\_\_
3. A mother bird left its nest it found a worm and she fed it to her baby.  
\_\_\_\_\_
4. Jose went to Mexico and he visited with his grandparents and returned a week later.  
\_\_\_\_\_
5. The wind blew really hard and the rain poured down but we were cozy in our cabin.  
\_\_\_\_\_

### **Blank on Sample**

Extension: Rewrite any four (4) fragment sentences from Part I above.

## **Fragment and Run-On Sentences #2**

### **Part I – Fragment Sentences**

Directions: What are these fragment sentences missing? Write “Subject” if the subject is missing. Write “Verb” if the verb is missing. Write “Complete Thought” if the complete thought is missing.

1. Asking for permission to sharpen a pencil. \_\_\_\_\_
2. A happy fourth grade memory. \_\_\_\_\_
3. Because the work was done two weeks ago. \_\_\_\_\_
4. The Black Stallion rides again. \_\_\_\_\_

### **Blank on Sample**

### **Part II – Run-On Sentences**

Directions: Explain why each sentence is a run-on sentence. Write “List of Sentences”, “Too Many And’s”, or “Too Many Conjunctions”.

1. The water spilled out of the tub it made a big mess Mom cleaned it up.  
\_\_\_\_\_
2. The bees buzzed around the bush and the kids tried to catch some but they gave up.  
\_\_\_\_\_
3. The girls did each others’ hair and they talked for hours and they went to sleep.  
\_\_\_\_\_
4. The dog chased the cat it stopped it scratched him on the nose.  
\_\_\_\_\_
5. The girl put a ribbon in her hair and she put on some make up but the party wasn’t for three hours.  
\_\_\_\_\_

### **Blank on Sample**

Extension: Rewrite any four (4) run-on sentences from Part II above.

Name: \_\_\_\_\_

### **Fragment and Run-On Sentences #4**

**Directions:** On the line, write “F” if the sentence is a fragment, “S” if it is a sentence, and “RO” if it is a run-on sentence.

- \_\_\_\_\_ 1. Whimpy loves hamburgers with ketchup and mustard.
- \_\_\_\_\_ 2. The case of the missing purse.
- \_\_\_\_\_ 3. Olivia wants to play tetherball and Betty wants to jump rope but the playground was all wet.
- \_\_\_\_\_ 4. Mom puts spinach leaves in my salad.
- \_\_\_\_\_ 5. The detectives arrived people were questioned the mystery was solved.
- \_\_\_\_\_ 6. Cabrillo was the first European to discover San Diego Bay.
- \_\_\_\_\_ 7. Taking piano lessons for three years.
- \_\_\_\_\_ 8. We drove to the beach and set up our blankets and went into the water.

### **Blank on Sample**

**Extension:** On a separate sheet of paper, fix all the run-on sentences on this page.

Rewrite the run-on sentences so they are complete sentences.

## Unit 2 - Sentences Test

### I. Subjects and Predicates

What is a subject? \_\_\_\_\_

What is a predicate? \_\_\_\_\_

Directions: Circle the subject. Underline the complete predicate.

Example: A fly buzzed around my ear.

1. A snake rested on a rock in the warm sun.
2. The cheerleaders waved their pom-poms in the air.
3. During the song the girls danced across the stage.
4. When the sun sets, we will roast marshmallows over the fire.
5. While the players warmed up, the referees talked to the coaches.

### I. Simple Sentences

Directions: Write the subject and the verb of each sentence on the lines below.

Example: The giant fish with my hook in its mouth swam under the boat.

Subject fish      Verb swam

1. The busy teacher waits for you at her desk.  
Subject \_\_\_\_\_      Verb \_\_\_\_\_
2. A big, hungry bear broke into our cabin.  
Subject \_\_\_\_\_      Verb \_\_\_\_\_
3. After the game we ate pizza.  
Subject \_\_\_\_\_      Verb \_\_\_\_\_
4. Before lunch the waitress made flowers for the tables.  
Subject \_\_\_\_\_      Verb \_\_\_\_\_
5. The students in the corner practiced for the oral presentation.  
Subject \_\_\_\_\_      Verb \_\_\_\_\_



### III. Compound Sentences

Directions: If the sentence is NOT a compound sentence, mark “no”. If it is a compound sentence, then mark “yes” and add a comma where it is needed.

Yes   X   No             The snow was falling, and we were comfortable in the cabin.

Yes        No             1. She had money but the games were broken.

Yes        No             2. Tim likes math but doesn’t like art.

Yes        No             3. The lights went out and the movie started.

Yes        No             4. We went fishing and Gina caught the biggest fish.

### Blank on Sample

### IV. Fragment and Run-On Sentences

Directions: On the line, write “F” if the sentence is a fragment, “S” if it is a sentence, and “RO” if it is a run-on sentence.

       1. The happiest place on earth.

       2. The dancers wore beautiful costumes.

       3. Our plane took off and we looked out the window and we enjoyed the view.

       4. During the night a bird built a nest in our tree.

### Blank on Sample

### I. Title vs. Topic Sentences

Directions: For each statement below, write “title” if it is a title. Write “sentence” if it is a sentence.

                   1. Best friends forever.

                   2. Bees make honey.

                   3. Acting like wild monkeys.

### Blank on Sample

## Unit 2 - Sentences Test Answer Key

### I. Subjects and Predicates

What is a subject? The who or what of the sentence

What is a predicate? What the subject is or does

Directions: Circle the subject. Underline the complete predicate.

Example: A fly buzzed around my ear.

1. A snake rested on a rock in the warm sun.
2. The cheerleaders waved their pom-poms in the air.
3. During the song the girls danced across the stage.
4. When the sun sets, we will roast marshmallows over the fire.
5. While the players warmed up, the referees talked to the coaches.

### II. Simple Sentences

Directions: Write the subject and the verb of each sentence on the lines below.

Example: The giant fish with my hook in its mouth swam under the boat.

Subject fish    Verb swam

1. The busy teacher waits for you at her desk.  
Subject teacher    Verb waits
2. A big, hungry bear broke into our cabin.  
Subject bear    Verb broke
3. After the game we ate pizza.  
Subject we    Verb ate
4. Before lunch the waitress made flowers for the tables.  
Subject waitress    Verb made
5. The students in the corner practiced for the oral presentation.  
Subject students    Verb practiced

### III. Compound Sentences

Directions: If the sentence is NOT a compound sentence, mark “no”. If it is a compound sentence, then mark “yes” and add a comma where it is needed.

- Yes   X   No        1. She had money, but the games were broken.  
Yes        No   X   2. Tim likes math but doesn't like art.  
Yes   X   No        3. The lights went out, and the movie started.  
Yes   X   No        4. We went fishing, and Gina caught the biggest fish.  
Yes        No   X   5. We can travel by bus or take the train.

### Blank on Sample

### IV. Fragment and Run-On Sentences

Directions: On the line, write “F” if the sentence is a fragment, “S” if it is a sentence, and “RO” if it is a run-on sentence.

- F   1. The happiest place on earth.  
  S   2. The dancers wore beautiful costumes.  
 RO  3. Our plane took off and we looked out the window and we enjoyed the view.  
  S   4. During the night a bird built a nest in our tree.  
  F   5. Shopping at the mall for a pair of shoes.

### Blank on Sample

### II. Title vs. Topic Sentences

Directions: For each statement below, write “title” if it is a title. Write “sentence” if it is a sentence.

- Title   1. Best friends forever.  
 Sentence  2. Bees make honey.  
  Title   3. Acting like wild monkeys.

### Blank on Sample