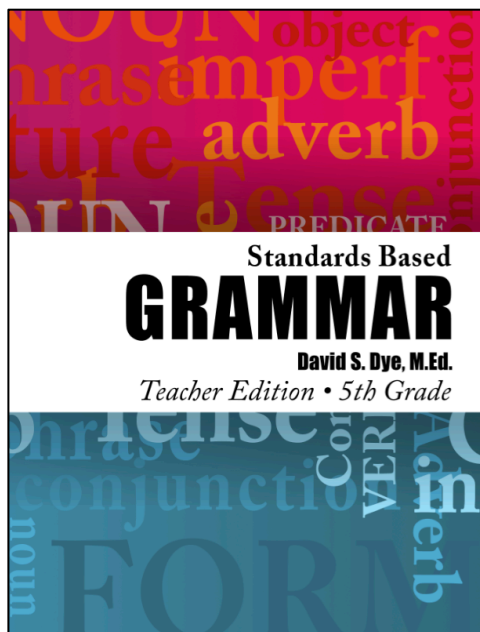


Standards Based Grammar

Grade 5

By David S. Dye M.Ed.



Model Citizen Publications,
Long Beach, CA 90808

**This book is dedicated to my mother, Delores,
who is the hardest working person I've ever known.**

**And to my wife, Joy, who is the most
loving, supportive person I've ever known.**

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About This Book

For 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.

5th Grade
Grammar Standards
Teacher Checklist

	Mastery	Non-Mastery
1. Identify the Parts of a Sentence – Unit 1		
2. Imperatives – Unit 1		
3. Phrases, Clauses, and Sentences – Unit 1		
4. Fragments, Run-ons, Complete Sentences – Unit 1		
5. Subject–Verb Agreement – Unit 1		
6. Complex Sentences – Unit 2		
7. Sentence Combining – Unit 2		
8. Three Types of Sentences – Unit 2		
9. Define the Parts of Speech – Unit 3		
10. Identify the Parts of Speech – Unit 3		
11. Adverb or Preposition? – Unit 3		
12. Pronouns: Subject, Object, and Possessive – Unit 4		
13. Prepositions – Unit 4		
14. Adjective or Adverb: Good / Well Bad / Badly – Unit 4		
15. Misplaced Modifiers – Unit 4		
16. Capitalization: Proper Nouns – Unit 5		
17. Capitalization: Miscellaneous – Unit 5		
18. Comma Rules – Unit 6		
19. Apostrophe: Possessive Nouns – Unit 7		
20. Apostrophe: Contractions – Unit 7		
21. Colons and Semicolons – Unit 7		
22. Common Prefixes – Unit 8		
23. Common Suffixes – Unit 8		
24. Common Homonyms – Unit 8		
25. Synonyms and Antonyms – Unit 9		
26. Often Misused Words – Unit 9		
27. Underline vs. Quotation Marks – Unit 9		

5th Grade
Grammar Standards
Student Checklist

Name

	Mastery	Non-Mastery
1. Identify the Parts of a Sentence – Unit 1		
2. Imperatives – Unit 1		
3. Phrases, Clauses, and Sentences – Unit 1		
4. Fragments, Run-ons, Complete Sentences – Unit 1		
5. Subject–Verb Agreement – Unit 1		
6. Complex Sentences – Unit 2		
7. Sentence Combining – Unit 2		
8. Three Types of Sentences – Unit 2		
9. Define the Parts of Speech – Unit 3		
10. Identify the Parts of Speech – Unit 3		
11. Adverb or Preposition? – Unit 3		
12. Pronouns: Subject, Object, and Possessive – Unit 4		
13. Prepositions – Unit 4		
14. Adjective or Adverb: Good / Well Bad / Badly – Unit 4		
15. Misplaced Modifiers – Unit 4		
16. Capitalization: Proper Nouns – Unit 5		
17. Capitalization: Miscellaneous – Unit 5		
18. Comma Rules – Unit 6		
19. Apostrophe: Possessive Nouns – Unit 7		
20. Apostrophe: Contractions – Unit 7		
21. Colons and Semicolons – Unit 7		
22. Common Prefixes – Unit 8		
23. Common Suffixes – Unit 8		
24. Common Homonyms – Unit 8		
25. Synonyms and Antonyms – Unit 9		
26. Often Misused Words – Unit 9		
27. Underline vs. Quotation Marks – Unit 9		

Unit 2

Complex Sentences

Sentence Combining

Three Types of Sentences

Grammar Standards – Unit 2

Student

	Mastery	Non-Mastery
1. Complex Sentences		
2. Sentence Combining		
3. Three Types of Sentences		

Grammar Standards – Unit 2

Student

	Mastery	Non-Mastery
1. Complex Sentences		
2. Sentence Combining		
3. Three Types of Sentences		

Complex Sentences #1

Name: _____

You've already learned that a clause has a subject and a verb. There are two kinds of clauses:

1. An independent clause
2. A dependent clause

Dependent Clause: A dependent clause has a subject and a verb. However, it has NO complete thought. It needs an independent clause. Therefore, it is dependent on the independent clause.

Example: After Tyler called his friend. . . . Subject = Tyler Verb = Called

Independent Clause: An independent clause has a subject, verb, and a complete thought. It is a sentence.

Example: He met him at the park.

Simple Sentence: A simple sentence only has a subject and a complete predicate.

Examples: *The dog barked.* / *The big, hairy dog with sharp teeth barked at the mailman.*

Complex Sentence: A dependent clause needs an independent clause. When you put the two together, you have a complex sentence.

Examples: When the mailman arrived, the dog barked.
Dependent clause Independent Clause

Subordinate Conjunctions: Subordinate conjunctions connect a dependent clause with an independent clause. Here are some examples:

after although because before if once unless until whenever while

Directions: Write "Dependent Clause" under the dependent clause and "Independent Clause" under the independent clause. Circle the subordinate conjunction.

1. The mailman wouldn't deliver our mail after my dog bit him in the leg.
Independent Clause Dependent Clause
2. Sarah could have done better on the assignment, although she did receive an A.
3. Because she didn't say, "Mother may I?" she had to start over.
4. Before my mom would let me spend the night, she had to talk to Jamie's mom.
5. If you study for the test, you will do much better.
6. Once the play started, we were not allowed to talk.
7. We won't be able to play unless the rain stops by noon.
8. Rex practiced his guitar until he could play the song perfectly.
9. Whenever I think about my third grade teacher, I have a warm feeling inside.
10. We played games while the adults sat and talked.

Complex Sentences #3

Name: _____

Directions: Use the dependent clause in parentheses to turn the simple sentences below into complex sentences.

1. Dependent Clause: (as the students entered the room)

The teacher passed out their homework.

2. Dependent Clauses: (while Jennifer painted a picture)

Amy cut out stars

3. Dependent Clause: (whenever I get in trouble)

I have to sit in time-out.

4. Dependent Clauses: (if we all work together)

We can finish in an hour.

5. Dependent Clauses: (so he won't get sick)

He takes his vitamins every day.

Extension: Write three (3) simple sentences. Next, turn them into complex sentences by adding dependent clauses. Use the subordinate conjunctions below for ideas.

after as because before if once since so unless
when whenever wherever whether while

Name: _____

Complex Sentences #5

Directions: Write a dependent clause that turns the simple sentence into a complex sentence.

1. While we sang at the concert , parents recorded the show with their video cameras.
2. _____ , I froze like a statue.
3. _____ , the officer walked into the room and asked,
“Who’s in charge here?”
4. Patsy put her face in her hands and started crying _____ .
5. We bought a huge tub of popcorn _____ .
6. _____ , the boys began chucking snowballs everywhere.

Blank on Sample

Extension: Think of a task that can be explained easily. For example, you can explain how to make a peanut butter and jelly sandwich.

Write a one paragraph explanation of how to do that task. Use at least three (3) complex sentences. Use the subordinate conjunctions below for ideas.

after as because before if once since so unless
when whenever wherever whether while

Sentence Combining #1

Being able to combine sentences can help you write more smoothly. Many times you can say things in one sentence better than you can say them in two. These worksheets will help you practice sentence combining. Pay close attention to the new sentences created so you can start making longer, smoother sentences.

Sentence Combining Tricks

1. Sharing Important Words 2. Making Phrases 3. Join Sentences

Sometimes you can eliminate needless sentences by taking key words from other sentences and putting them into one sentence. Look at the samples below:

Two Sentences: *The milk spoiled. It was two weeks old.*

Combined Sentence: *The two week old milk spoiled.*

Several Sentences: *The water was cold. The water was dirty. The water was polluted.*

Combined Sentence: *The water was cold, dirty, and polluted.*

Directions: On a separate sheet of paper, rewrite the following sentences into one smooth sentence. You will need to share important words to combine these sentences. Remember, there may be many ways to combine each of these sentences.

1. The high school band gave a concert. It lasted for an hour.
2. Mom bought me a shirt. Next, she bought me some shoes. Then she bought me pants.
3. I received a letter from my friend Ashley. It was three pages long.
4. We waited for Paul. We waited for Peter. We waited for Mary.
5. Gina made a cake for her dad's birthday. The cake was chocolate with sprinkles.
6. We found a puppy wandering the streets. It was small with black spots.
7. This week in class I wrote a poem. Also, I wrote a song. Then, I wrote a story.
8. My cat can climb a tree. She can also climb a fence. She can climb anything else she wants.
9. He was upset about his toy. It was broken.
10. When you draw a clown, be sure to give it a funny nose. Also, give it a big mouth. Then give it wide eyes.

Sentence Combining #3

Sentence Combining Tricks

1. Sharing Important Words 2. Making Phrases 3. Join Sentences
Compound Sentences:

When there are two sentences that share a similar thought, you can combine them into a compound sentence. A comma is placed at the end of the first sentence and a coordinate conjunction is used to connect the two sentences.

Two Sentences: *We are having a party. All of my friends are invited.*

Compound Sentence: *We are having a party, and all of my friends are invited.*

Complex Sentence:

Sometimes two sentences can share a complete thought. You have already learned that complex sentences have a dependent clause and an independent clause. In some cases, you can take a clause from one sentence and make it the dependent clause in another sentence.

Two Sentences: *Dad is going to take us to get pizza. We're going after he drives Mom to the airport.*

Complex Sentence: *After Dad drives Mom to the airport, he's going to take us to get pizza.*

Directions: On a separate sheet of paper, rewrite the following sentences into one smooth sentence. You will need to make compound or complex sentences. Remember, there may be many ways to combine each of these sentences.

1. We wanted to see the movie. It was sold out.
2. Tony won an award. He was the fastest runner in the school.
3. Ashley won an award. She received it last Wednesday.
4. The choir practiced for a half an hour. They practiced before going on stage.
5. Mom did her grocery shopping. At the same time, we played video games.
6. Tomorrow we might go to the beach. We might also go to the park.
7. Our football captain rings the victory bell. He rings it whenever we win a game.
8. The bell rang. Everyone raced out of the classrooms.
9. We moved to the front row. We had to move so we could see better.
10. I had a hamburger for dinner. I had ice-cream for dessert.
11. I got a radio for my birthday. I wanted a bike.
12. I had to go back to my house. I forgot my lunch.

Name: _____

Sentence Combining #5

Sentence Combining Tricks

1. Sharing Important Words
2. Making Phrases
3. Join Sentences

Directions: On a separate sheet of paper, rewrite the following sentences into one smooth sentence. There may be many ways to combine each of these sentences.

1. We had pizza for dinner. It was pepperoni.
2. Shirley is the captain of our cheer team. She created several new cheers for us.
3. We had to search for our lost ball. It rolled into the bushes.
4. We made chocolate cake for the class. It melted in the car.
5. Mikea won a new bicycle. She sold more cookies than anyone.
6. The barber washed my hair. Then he cut it. Finally, he styled it.
7. Peanut was eaten by Slim. Peanut was my mouse and Slim is my snake.

Blank on Sample

Three Types of Sentences #1

Let's review three types of sentences:

1. **Simple Sentence:** A sentence with only a subject and a predicate.

Examples: *The dog barked.* OR

The big, mean dog barked ferociously at the cat in the tree.

2. **Compound Sentence:** A sentence with two independent clauses joined by a coordinate conjunction.

Example: *The dog barked, and the cat ran away.*

3. **Complex Sentence:** A sentence with an independent clause and a dependent clause.

Example: *When the dog barked, the cat ran away.*

Directions: The sentences below are simple, complex, or compound sentences. Read the sentence then circle the letter below that describes the sentence.

Example: *Whenever I'm sick, my mom makes chicken soup.*

A. simple sentence B. compound sentence C. complex sentence

1. Everyone enjoyed listening to the band at the concert.
A. Simple Sentence B. Complex Sentence C. Compound Sentence
2. We arrived at the game, and the usher showed us to our seats.
A. Simple Sentence B. Complex Sentence C. Compound Sentence
3. Unless we raise more money, we can't go on the field trip.
A. Simple Sentence B. Complex Sentence C. Compound Sentence
4. The bell rang, and the boxers came out fighting.
A. Simple Sentence B. Complex Sentence C. Compound Sentence
5. When the singer walked into the room, the girls went crazy.
A. Simple Sentence B. Complex Sentence C. Compound Sentence
6. On Sunday Dad mowed the tall green grass in the front yard.
A. Simple Sentence B. Complex Sentence C. Compound Sentence

Name: _____

Three Types of Sentences #3

I. Directions: The sentences below are simple, complex, or compound sentences. Read the sentence then circle the letter below that describes the sentence.

1. The children went trick-or-treating, and the grandparents passed out candy.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

2. As the movie started, everyone got comfortable in their seats.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

3. A small white poodle did a bunch of tricks in front of our house.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

4. We couldn't play outside until we cleaned our rooms.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

5. The lady walked into the room, handed the man a note, and left quietly.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

6. The movie started, but it was so soft that we couldn't hear it.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

II. Directions: For each topic below, write a simple sentence. Next, use the same sentence to write a complex sentence by adding a dependent clause. Finally, use the same sentence to write a complex sentence by adding a coordinate conjunction and another sentence.

1. Summer Vacation

Simple Sentence: _____

Complex Sentence: _____

Compound Sentence: _____

2. Holidays

Simple Sentence: _____

Complex Sentence: _____

Compound Sentence: _____

3. Exercise

Simple Sentence: _____

Complex Sentence: _____

Compound Sentence: _____

Blank on Sample

Extension: Write two (2) simple sentences, two (2) complex sentences, two (2) compound sentences about things that happen during the holidays. Below are some subordinate conjunctions to help.

after as because before if once since so unless

when whenever wherever whether while

Literature Scavenger Hunt
Units 1 and 2

I. Simple and Complete Subjects and Predicates

Use any literature book to find examples of the items below:

A. Copy any sentence that is ten (10) words or longer.

1. The simple subject of the sentence is _____
2. The predicate is _____
3. Complete Subject: _____
4. Complete Predicate _____

II. Phrases and Clauses

A. Find three phrases:

1. _____
2. _____
3. _____

B. Find three dependent clauses:

1. _____
2. _____
3. _____

C. Find three subordinate conjunctions:

1. _____
2. _____
3. _____

III. Types of Sentences

A. Find a compound sentence. Copy it below:

B. Find a complex sentence. Copy it below:

C. Find an imperative. Copy it below:

Unit 2 Test Types of Sentences

Name: _____

I. Complex Sentences

Directions: Write "Independent Clause" if the clause in **bold type** is an independent clause. Write "Dependent Clause" if the clause in **bold type** is a dependent clause.

1. **After the plane landed**, the pilot asked the people to stay in their seats.

2. If we stay very quiet, **the puppy might let us pet him**.

3. **Janet always shares her lunch** whenever there is someone who needs food.

Blank on Sample

II. Sentence Combining

Directions: Rewrite the following sentences into one smooth sentence. Remember, there may be many ways to combine each of these sentences.

1. The flower smelled good. It was a pretty flower.

2. Dan wrote a report for Mr. Jones. It was about mummies.

3. Dad was angry. He did not yell.

Blank on Sample

III. Three Types of Sentences

Directions: The sentences below are simple, complex, or compound sentences.

Read the sentence then circle the letter below that describes the sentence.

1. The little boy picked up the ball, kicked it, and ran across the field to get it back.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

2. While Mom baked a birthday cake, we decorated the house for the party.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

Blank on Sample

Unit 2 Test - Answer Key

Types of Sentences

I. Complex Sentences

Directions: Write "Independent Clause" if the clause in **bold type** is an independent clause. Write "Dependent Clause" if the clause in **bold type** is a dependent clause.

1. **After the plane landed**, the pilot asked the people to stay in their seats.

Dependent Clause

2. If we stay very quiet, **the puppy might let us pet him**.

Independent Clause

3. **Janet always shares her lunch** whenever there is someone who needs food.

Independent Clause

Blank on Sample

II. Sentence Combining

Directions: Rewrite the following sentences into one smooth sentence. Remember, there may be many ways to combine each of these sentences.

1. The flower smelled good. It was a pretty flower.

The pretty flower smelled good.

2. Dan wrote a report for Mr. Jones. It was about mummies.

Dan wrote a report about mummies for Mr. Jones.

3. Dad was angry. He did not yell.

Dad was angry, but he did not yell.

Blank on Sample

III. Three Types of Sentences

Directions: The sentences below are simple, complex, or compound sentences.

Read the sentence then circle the letter below that describes the sentence.

1. The little boy picked up the ball, kicked it, and ran across the field to get it back.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

2. While Mom baked a birthday cake, we decorated the house for the party.

A. Simple Sentence B. Complex Sentence C. Compound Sentence

Blank on Sample