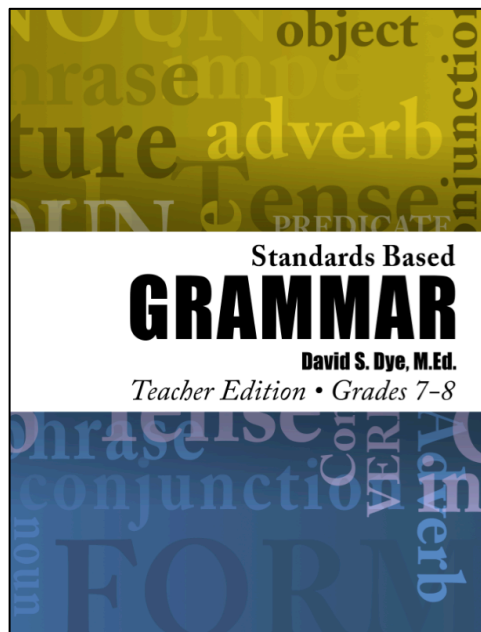


# Standards Based Grammar

Grades 7 - 8

By David S. Dye M.Ed.



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Mesquite, NV 89027

**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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# Table of Contents

<b>Grade Level Standards</b>	<b>1</b>
<b>Assessment Checklists</b>	<b>3</b>
<b>Unit 1</b>	<b>9</b>
1. Unit Mastery Checklist	10
2. Identify the Parts of a Sentence	12
3. Imperatives	17
4. Phrases, Clauses, and Sentences	20
5. Fragments, Run-Ons, Complete Sentences	24
6. Literature Scavenger Hunt	30
7. Test Review	31
8. Unit Test and Answer Key	33
<b>Unit 2</b>	<b>37</b>
1. Unit Mastery Checklist	38
2. Complex Sentences	39
3. Sentence Combining	43
4. Four Types of Sentences / Compound-Complex	48
5. Misplaced Modifiers	53
6. Literature Scavenger Hunt	55
7. Test Review	56
8. Unit Test and Answer Key	58
<b>Unit 3</b>	<b>63</b>
1. Unit Mastery Checklist	64
2. Definition of the Parts of Speech	65
3. Identify the Parts of Speech	71
4. Nouns - Proper vs. Common	73
5. Possessive Nouns	77
6. Nouns - Singular / Plural / Collective / Mass	84
7. Nouns As Adjectives	85
8. Noun Review	86
9. Literature Scavenger Hunt	88
10. Test Reviews	89
11. Unit Test and Answer Key	93

<b>Unit 4</b>	<b>97</b>
1. Unit Mastery Checklist . . . . .	98
2. Verbs - Helping and Main Verbs . . . . .	99
3. Verb Tenses . . . . .	103
4. Pronouns - Subject vs. Object vs. Possessive . . . . .	108
5. Pronouns - Antecedents and Indefinite . . . . .	114
6. Adjectives - Comparatives / Superlatives . . . . .	116
7. Adverbs - Good vs. Well / Bad vs. Badly . . . . .	120
8. Adverbs vs. Prepositions . . . . .	124
9. Captain Preposition . . . . .	126
10. Subject - Verb Agreement . . . . .	127
11. Literature Scavenger Hunt . . . . .	133
12. Test Reviews . . . . .	134
13. Unit Test and Answer Key . . . . .	142
<b>Unit 1 – 4 Assessment</b>	<b>149</b>
<b>Unit 5</b>	<b>163</b>
1. Unit Mastery Checklist . . . . .	164
2. Objects of Verbs and Prepositions . . . . .	166
3. Direct Objects . . . . .	172
4. Transitive and Intransitive Verbs . . . . .	173
5. Indirect Objects . . . . .	176
6. Diagramming Simple Sentences . . . . .	179
7. Literature Scavenger Hunt . . . . .	195
8. Test Reviews . . . . .	196
9. Unit Test and Answer Key . . . . .	201
<b>Unit 6</b>	<b>207</b>
1. Unit Mastery Checklist . . . . .	208
2. Capitalization Rules . . . . .	209
3. Capitalization - Proper Nouns . . . . .	211
4. Comma Rules . . . . .	217
5. Literature Scavenger Hunt . . . . .	235
6. Unit Test and Answer Key . . . . .	236
<b>Unit 7</b>	<b>243</b>
1. Unit Mastery Checklist . . . . .	244
2. Apostrophe - Contractions . . . . .	245
3. Apostrophe - Possessives . . . . .	248
4. Apostrophe - Miscellaneous . . . . .	252
5. Double Negatives . . . . .	254

<b>Unit 7 ( continued )</b>		
6. Abbreviations	. . . . .	257
7. Colons and Semicolons	. . . . .	259
8. Literature Scavenger Hunt	. . . . .	264
9. Test Reviews	. . . . .	265
10. Unit Test and Answer Key	. . . . .	268
<b>Unit 5 – 7 Assessment</b>		<b>273</b>
<b>Unit 8</b>		<b>283</b>
1. Unit Mastery Checklist	. . . . .	284
2. Prefixes	. . . . .	285
3. Suffixes	. . . . .	289
4. Prefix / Suffix Mad Minute	. . . . .	293
5. Common Homonyms	. . . . .	294
6. Synonyms / Antonyms	. . . . .	295
7. Often Misused Words	. . . . .	297
8. Literature Scavenger Hunt	. . . . .	304
9. Test Reviews	. . . . .	305
10. Unit Test and Answer Key	. . . . .	307
<b>Unit 9</b>		<b>311</b>
1. Unit Mastery Checklist	. . . . .	312
2. Hyphens	. . . . .	313
3. Exclamation Points / Underline vs. Quotation Marks	. . . . .	317
4. Parentheses / A vs. An	. . . . .	321
5. Friendly Letter	. . . . .	323
6. Business Letter	. . . . .	326
7. Literature Scavenger Hunt	. . . . .	329
8. Test Reviews	. . . . .	330
9. Unit Test and Answer Key	. . . . .	333
<b>Unit 10</b>		<b>337</b>
1. Unit Mastery Checklist	. . . . .	338
2. Spelling - Plural Rules	. . . . .	339
3. Literature Scavenger Hunt	. . . . .	340
4. Unit Tests	. . . . .	341
<b>Unit 8 – 10 Assessment</b>		<b>345</b>
<b>Answer Key</b>		<b>353</b>

## 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 noun" 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

The first page of this book shows a list of national standards required for grades three through seven. Most states closely follow these national standards. The expectation for grade eight is that the students will master the grammar and punctuation skills from previous years. By grade seven, many students will have mastered several of the standards in this book. Others may only need to review a few of the standards. The benefit of the Home School Edition is that you are not under any pressure to have your students master these skills in one year. You have the freedom to take the time needed to help your students master each skill at your students' pace, not the calendar's.

As a home school teacher, you have several options when teaching this book. You can select and teach the standards that are specific to your child's grade level only. However, because this program is systematic, you may begin with Unit 1 and teach straight through the book. If some standards are too difficult for your students, you are free to return to a unit at another time. The Assessment Checklists will remind you which standards your students have not mastered.

This system is designed to be taught over a two to three year period. Begin any time from grade three or beyond. Obviously, the age and ability of the students will determine the pace of instruction.

### Features:

#### "Standards" Page

This page offers a list of the standards for each grade level. You can see what your students should know, what they need to know, and where they are headed in future grades. Use this to :

1. Identify the skills that your students should have mastered by their current grade.
2. Identify the skills within the units that require mastery at your grade level.
3. Identify the skills they will be learning in the following grade. Make a strong effort to help them gain a strong understanding of these skills. This will make mastery of the skill easier when they enter that grade.

#### Grammar Standards Teacher Checklist / Grade Level 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.
3. The Grade Level Checklist identifies the location of each skill within the Language Arts Framework.

#### 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. Each standard begins with an instruction worksheet. The following worksheets allow practice in order to achieve mastery. It would be helpful for you to prepare ahead of time to deliver appropriate instruction of each concept. A few additional examples of each concept would do a world of good.
2. The lessons on the worksheets are meant to be a springboard for your discussions about the grammar concepts. Most lessons can be reviewed quickly and taught with little preparation. For example:

Unit 1 has a lesson on Subjects and Predicates. While the definitions and examples are listed on the worksheets, it would be helpful if the teacher prepared other examples ahead of time to show the class. Your examples, along with the lessons on the worksheets should give the students a clear understanding of each concept.
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. This program allows you to systematically identify when to teach a concept and when more help is required. It may be necessary for the teacher to skip certain pages and return to them when the students are older and developmentally more prepared to handle them.

### **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 most units, 90% would be needed for mastery of a standard. For the difficult units, it is recommended that the grading scale be relaxed.
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.

## Unit Checklists

1. This is a way for you to keep track of the progress of your child. After each test, check off the skills that have been mastered and the skills that have not been mastered.
2. This gives you the opportunity to practice these skills with their child at a later date. Use them as a reminder to point out the grammar or punctuation skill while teaching other subjects. Additionally, it will help you decide when more worksheets may be needed for a particular skill.
3. In many cases, “Non-Mastery” may be checked for many or all of the skills taught. It is important to remember 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. This should be the goal of every standard. Passing the tests is great, but the ability to use the skill within their speaking and writing is the true test of mastery.

# Standards

## Third Grade

### Reading

#### Vocabulary and Concept Development

- 1.4 Synonyms, Antonyms, and Homonyms (Unit 8)
- 1.8 Prefixes and Suffixes (Unit 8)

### Writing

#### Writing Applications

- 2.3 Write Personal and Formal Letters (Unit 9)

### Written Language Conventions

#### Sentence Structure

- 1.1 Use Complete Sentences (Unit 1)

#### Grammar

- 1.2 Parts of Speech / Compound Words / Articles (Units 3, 4, 9)
- 1.3 Past, Present, and Future Verbs (Unit 4)
- 1.4 Subject – Verb Agreement (Unit 4)

#### Punctuation

- 1.5 Punctuate Dates, City - State, Underline Titles of Books (Unit 6, 9)
- 1.6 Commas in Dates, Locations Addresses, Items in a List Capitalization and Spelling (Unit 6)
- 1.7 Capitalize Proper Nouns (Unit 6)
- 1.8 Plural Noun Rules (Unit 10)
- 1.8 Contractions / Common Homonyms (Unit 7, 8)

### Reading – Word Analysis

#### Vocabulary Development

- 1.3 Synonyms, Antonyms, and Homonyms (Unit 8)
- 1.4 Prefixes and Suffixes (Unit 8)

### Writing Writing Applications

- 2.4 Write Persuasive Letters (or Compositions) (Unit 9)

#### Sentence Structure

- 1.1 Prepositional Phrases, Appositives, Independent Clauses, Dependent Clauses, Transitions, and Conjunctions (Unit 1, 2, 6)

## Unit

## Fourth Grade

### Reading - Word Analysis

#### Vocabulary Development

- 1.2 ... Synonyms, Antonyms ... (Unit 8)
- 1.4 Common Roots and Affixes (Unit 8)

### Written Language Conventions

#### Sentence Structure

- 1.1 Simple and Compound Sentences (Unit 1, 2)
- 1.2 Sentence Combining Using Appositives, Participle Phrases, Adjectives, Adverbs, and Prepositional Phrases. (Unit 2, 6)

#### Grammar

- 1.3 Regular and Irregular Verbs, Adverbs, Prepositions and Coordinate Conjunctions (Unit 3, 4)

#### Punctuation

- 1.4 Parentheses, Commas in Quotations, Possessives, Contractions (Unit 9, 5, 7)
- 1.5 Underlining and Quotation Marks (Unit 9)

#### Capitalization

- 1.6 Capitalize Newspapers, Magazines, Works of Art, Musical Compositions, Organizations, First Word in a

#### Spelling

- 1.7 Prefixes and Suffixes (Unit 8)

## Unit

## Unit Fifth Grade

### Grammar

- 1.2 Often Misused Words, Pronouns, and Modifiers (Unit 2, 4, 8)

### Punctuation

- 1.3 Colons in Lists and to Separate Hours from Minutes (Unit 7)
- 1.3 Quotation Marks around Quotations and Poems (Unit 9)

### Capitalization and Spelling

- 1.4 Capitalization (Unit 6)
- 1.5 Suffixes, Prefixes, Contractions (Unit 7, 8)

## Unit

## Sixth Grade

### Writing

#### Organization and Focus

- 1.1 Personal Letter or Letter to the Editor (Unit 9)

#### Written Language Conventions

##### Sentence Structure

- 1.1 Simple, Compound, and Compound-Complex Sentences (Unit 1, 2, 6)
- 1.1 Coordination and Subordination of Ideas in Sentences (Unit 2, 5)

##### Grammar

- 1.2 Indefinite Pronouns (Unit 4)
- 1.2 Perfect Tenses (Unit 4)
- 1.2 Subject-Verb Agreement with Compound Subjects (Unit 5)

##### Punctuation

- 1.3 Colon in Business Letters and Semicolons To Connect Independent Clauses (Unit 7, 9)
- 1.3 Commas in Compound Sentences (Unit 6)

##### Capitalization

- 1.4 Capitalization (Unit 6)

##### Spelling

- 1.5 Frequently Misspelled Words (Unit 8)

## Unit

## Seventh Grade

### Written Language Conventions

#### Sentence Structure

- 1.1 Properly Placed Modifiers (Unit 2)

#### Grammar

- 1.2 Use of Infinitives and Participles (Unit 5)
- 1.2 Identify Antecedents (Unit 4)
- 1.3 Identify the Parts of Speech (Unit 2, 3, 4)
- 1.3 Identify a variety of Sentence Structures (Unit 2)
- 1.4 Mechanics of Writing (Unit 6, 7, 9)

#### Punctuation

- 1.5 Use of Hyphens, Dashes, Brackets, Semicolons, and Parentheses (Unit 7, 9)

#### Capitalization

- 1.6 Capitalization (Unit 6)

#### Spelling

- 1.7 Prefixes and Suffixes (Unit 8)

## Unit

## Eighth and Ninth Grade

By the eighth grade, California standards expects mastery of sentence structures, grammar and punctuation skills, capitalization rules and spelling conventions. By the ninth grade, a deeper understanding of grammar should be achieved in all the areas listed from third through seventh grade. Additional concepts that should be mastered are gerunds, ellipses, parallelism, and juxtaposition.

## Grammar Standards Teacher Checklist

1. Identify the Parts of a Sentence - Unit 1	28. Capitalization - Proper Nouns - Unit 6
2. Imperatives - Unit 1	29. Capitalization - Miscellaneous- Unit 6
3. Phrases, Clauses, and Sentences - Unit 1	30. Comma Rules- Unit 6
4. Fragments, Run-Ons, Complete Sentences Unit 1	31. Apostrophe - Contractions - Unit 7
5. Complex Sentences - Unit 2	32. Apostrophe - Possessives - Unit 7
6. Sentence Combining - Unit 2	33. Apostrophe - Miscellaneous - Unit 7
7. Four Types of Sentences/Compound- Complex - Unit 2	34. Double Negatives - Unit 7
8. Misplaced Modifiers - Unit 2	35. Abbreviations - Unit 7
9. Definition of the Parts of Speech - Unit 3	36. Colons and Semicolons - Unit 7
10. Identify the Parts of Speech - Unit 3	37. Identify Prefixes and Suffixes - Unit 8
11. Nouns - Proper vs. Common - Unit 3	38. Common Prefixes - Unit 8
12. Possessive Nouns - Unit 3	39. Common Suffixes - Unit 8
13. Nouns - Singular / Plural / Collective / Mass - Unit 3	40. Synonyms / Antonyms - Unit 8
14. Noun As Adjectives - Unit 3	41. Common Homonyms - Unit 8
15. Verbs - Helping and Main Verbs - Unit 4	42. Often Misused Words - Unit 8
16. Verb Tenses - Unit 4	43. Hyphens - Unit 9
17. Pronouns - Subject vs. Object vs. Possessive - Unit 4	44. Exclamation Points - Unit 9
18. Pronouns - Antecedents and Indefinite - Unit 4	45. Underline vs. Quotation Marks - Unit 9
19. Adjectives - Comparatives / Superlatives - Unit 4	46. Parentheses - Unit 9
20. Adverbs - Good vs. Well / Bad vs. Badly - Unit 4	47. A vs. An - Unit 9
21. Adverbs vs. Prepositions - Unit 4	48. Friendly Letter - Unit 9
22. Subject - Verb Agreement - Unit 4	49. Business Letter - Unit 9
23. Objects of Verbs and Prepositions - Unit 5	50. Spelling - Plural Rules - Unit 10
24. Direct Objects - Unit 5	
25. Direct and Indirect Objects - Unit 5	
26. Transitive and Intransitive Verbs - Unit 5	
27. Diagramming Simple Sentences - Unit 5	

## Grammar Standards Yearly 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. Complex Sentences - Unit 2		
6. Sentence Combining - Unit 2		
7. Four Types of Sentences/Compound-Complex- Unit 2		
8. Misplaced Modifiers - Unit 2		
9. Definition of the Parts of Speech - Unit 3		
10. Identify the Parts of Speech - Unit 3		
11. Nouns - Proper vs. Common - Unit 3		
12. Possessive Nouns - Unit 3		
13. Nouns - Singular / Plural / Collective / Mass - Unit 3		
14. Noun As Adjectives - Unit 3		
15. Verbs - Helping and Main Verbs - Unit 4		
16. Verb Tenses - Unit 4		
17. Pronouns - Subject vs. Object vs. Possessive - Unit 4		
18. Pronouns - Antecedents and Indefinite - Unit 4		
19. Adjectives - Comparatives / Superlatives - Unit 4		
20. Adverbs - Good vs. Well / Bad vs. Badly - Unit 4		
21. Adverbs vs. Prepositions - Unit 4		
22. Subject - Verb Agreement - Unit 4		
23. Objects of Verbs and Prepositions - Unit 5		
24. Direct Objects - Unit 5		
25. Direct and Indirect Objects - Unit 5		
26. Transitive and Intransitive Verbs - Unit 5		
27. Diagramming Simple Sentences - Unit 5		
28. Capitalization - Proper Nouns - Unit 6		
29. Capitalization - Miscellaneous- Unit 6		
30. Comma Rules- Unit 6		
31. Apostrophe - Contractions - Unit 7		
32. Apostrophe - Possessives - Unit 7		

	Mastery	Non-Mastery
33. Apostrophe - Miscellaneous - Unit 7		
34. Double Negatives - Unit 7		
35. Abbreviations - Unit 7		
36. Colons and Semicolons - Unit 7		
37. Identify Prefixes and Suffixes - Unit 8		
38. Common Prefixes - Unit 8		
39. Common Suffixes - Unit 8		
40. Synonyms / Antonyms - Unit 8		
41. Common Homonyms - Unit 8		
42. Often Misused Words - Unit 8		
43. Hyphens - Unit 9		
44. Exclamation Points - Unit 9		
45. Underline vs. Quotation Marks - Unit 9		
46. Parentheses - Unit 9		
47. A vs. An - Unit 9		
48. Friendly Letter - Unit 9		
49. Business Letter - Unit 9		
50. Spelling - Plural Rules - Unit 10		

## Grammar Standards Grade Level Checklist

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1. Identify the Parts of a Sentence - Unit 1	X	X	X	X	
2. Imperatives - Unit 1	X	X	X	X	
3. Phrases, Clauses, and Sentences - Unit 1	X	X	X	X	
4. Fragments, Run-Ons, Complete Sentences - Unit 1	X	X	X	X	
5. Complex Sentences - Unit 2			X	X	
6. Sentence Combining - Unit 2		X	X	X	X
7. Four Types of Sentences/Compound-Complex Unit 2		X	X	X	X
8. Misplaced Modifiers - Unit 2					X
9. Definition of the Parts of Speech - Unit 3	X	X	X		
10. Identify the Parts of Speech - Unit 3		X	X		X
11. Nouns - Proper vs. Common - Unit 3	X		X	X	X
12. Possessive Nouns - Unit 3		X			
13. Nouns - Singular / Plural / Collective / Mass - Unit 3		X	X		X
14. Noun As Adjectives - Unit 3		X	X		X
15. Verbs - Helping and Main Verbs - Unit 4		X	X		X
16. Verb Tenses - Unit 4	X	X	X	X	
17. Pronouns - Subject vs Object vs Possessive - Unit 4			X		
18. Pronouns - Antecedents and Indefinite - Unit 4				X	X
19. Adjectives - Comparatives / Superlatives - Unit 4		X	X		
20. Adverbs - Good vs. Well / Bad vs. Badly - Unit 4		X	X		
21. Adverbs vs. Prepositions - Unit 4		X	X		
22. Subject - Verb Agreement - Unit 4	X		X	X	
23. Objects of Verbs and Prepositions - Unit 5		X			
24. Direct Objects - Unit 5					X
25. Direct and Indirect Objects - Unit 5					X
26. Transitive and Intransitive Verbs - Unit 5					X
27. Diagramming Simple Sentences - Unit 5		X	X		X
28. Capitalization - Proper Nouns - Unit 6	X		X	X	X
29. Capitalization - Miscellaneous- Unit 6		X	X	X	X
30. Comma Rules- Unit 6	X	X	X	X	X
31. Apostrophe - Contractions - Unit 7		X			X



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
32. Apostrophe - Possessives - Unit 7		X			X
33. Apostrophe - Miscellaneous - Unit 7					X
34. Double Negatives - Unit 7					X
35. Abbreviations - Unit 7					X
36. Colons and Semicolons - Unit 7			X	X	X
37. Identify Prefixes and Suffixes - Unit 8		X	X		X
38. Common Prefixes - Unit 8		X	X		
39. Common Suffixes - Unit 8		X	X		
40. Synonyms / Antonyms - Unit 8		X	X		
41. Common Homonyms - Unit 8	X		X		
42. Often Misused Words - Unit 8			X	X	
43. Hyphens - Unit 9					X
44. Exclamation Points - Unit 9					X
45. Underline vs. Quotation Marks - Unit 9		X			
46. Parentheses - Unit 9		X			X
47. A vs. An - Unit 9					X
48. Friendly Letter - Unit 9	X				
49. Business Letter - Unit 9				X	
50. Spelling - Plural Rules - Unit 10	X				

# Unit 1

Identify the Parts of a Sentence

Imperatives

Phrases, Clauses, and Sentences

Fragments, Run-Ons, Complete Sentences

Grammar Standards - Unit 1

---

Student

	Mastery	Non-Mastery
1. Identify the Parts of a Sentence		
2. Imperatives		
3. Phrases, Clauses, and Sentences		
4. Fragments, Run-Ons, Complete Sentences		

Grammar Standards - Unit 1

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Student

	Mastery	Non-Mastery
1. Identify the Parts of a Sentence		
2. Imperatives		
3. Phrases, Clauses, and Sentences		
4. Fragments, Run-Ons, Complete Sentences		

## Unit 1 and Unit 2 Vocabulary

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

Below is a list of vocabulary words you will find in Units 1 and 2. Write the definitions of the words as you learn them. Also, put examples of the words as a quick reference.

1. **Subject** - \_\_\_\_\_  
Example - \_\_\_\_\_
2. **Predicate** - \_\_\_\_\_  
Example - \_\_\_\_\_
3. **Complete Subject** - \_\_\_\_\_  
Example - \_\_\_\_\_
4. **Complete Predicate** - \_\_\_\_\_  
Example - \_\_\_\_\_
5. **Phrase** - \_\_\_\_\_  
Example - \_\_\_\_\_
6. **Clause** - \_\_\_\_\_  
Example - \_\_\_\_\_
7. **Sentence** - \_\_\_\_\_  
Example - \_\_\_\_\_
8. **Dependent Clause** - \_\_\_\_\_  
Example - \_\_\_\_\_
9. **Independent Clause** - \_\_\_\_\_  
Example - \_\_\_\_\_
10. **Fragment Sentence** - \_\_\_\_\_  
Example - \_\_\_\_\_
11. **Run-On Sentence** - \_\_\_\_\_  
Example - \_\_\_\_\_
12. **Imperatives** - \_\_\_\_\_  
Example - \_\_\_\_\_
13. **Subordinate Conjunction** - \_\_\_\_\_  
Example - \_\_\_\_\_
14. **Coordinate Conjunction** - \_\_\_\_\_  
Example - \_\_\_\_\_

# Parts of a Sentence #1

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

A sentence has two basic parts: 1. A subject 2. What the subject is or does. (Predicate)

**Subject:** The Who or What of the sentence.

**Predicate:** What the subject Is or Does.

Examples:

1. The dog barked.

**Subject:** dog **Predicate:** barked  
(*who*) (*what the subject **does***)

1. The big, angry dog barked ferociously at the mailman entering the yard.

**Subject:** dog **Predicate:** barked  
(*who*) (*what the subject **does***)

2. The ball is flat.

**Subject:** ball **Predicate:** is flat  
(*what*) (*what the subject **is***)

2. The ball used in the game last night is flat.

**Subject:** ball **Predicate:** is flat  
(*what*) (*what the subject **is***)

---

## Exercise #1 – Subjects and Predicates

Subjects are the who or what of the sentence. Predicates tell what the subject is or what the subject does.

In the sentences below, put an **S** above the subject and a **P** above the predicate. For the subject, write Who or What on the line. For the predicate, write Does or Is.

**S P**

Example #1 Mark plays baseball.

Subject: Who

Predicate: Does

**S P**

Example #2 The ball is flat.

Subject: What

Predicate: Is

1. Mom bakes cookies.

**Subject:** \_\_\_\_\_

**Predicate:** \_\_\_\_\_

2. They were late.

**Subject:** \_\_\_\_\_

**Predicate:** \_\_\_\_\_

3. The game broke.

**Subject:** \_\_\_\_\_

**Predicate:** \_\_\_\_\_

4. Books tell stories.

**Subject:** \_\_\_\_\_

**Predicate:** \_\_\_\_\_

5. The car raced.

**Subject:** \_\_\_\_\_

**Predicate:** \_\_\_\_\_

6. Cells are tiny.

**Subject:** \_\_\_\_\_

**Predicate:** \_\_\_\_\_

7. Rabbits hop.

**Subject:** \_\_\_\_\_

**Predicate:** \_\_\_\_\_

8. A sequoia is huge.

**Subject:** \_\_\_\_\_

**Predicate:** \_\_\_\_\_

9. John surfs.

**Subject:** \_\_\_\_\_

**Predicate:** \_\_\_\_\_

**Extension:** Write ten sentences, like the ones above, that are shorter than five words. Put an **S** above the subject and a **P** above the predicate.

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

**Parts of a Sentence**  
**Finding the Subject**  
**#1**

What is the subject of the sentence below?

*At the park, hundreds of people watched the fireworks.*

Sometimes finding the subject is tricky. Is the subject *park*? *People*? *Fireworks*?

**The Trick:**

An easy way to find the subject of the sentence is to cross out the prepositional phrases. By crossing out the prepositional phrases, the subject and verb are much easier to locate.

Let's try the trick on the sentence above.

~~At the park,~~ hundreds of ~~people~~ watched the fireworks.

**Simple Subject:**

*hundreds*

**Simple Predicate:**

*watched*

**Complete Subject:**

*hundreds of people*

**Complete Predicate:**

*watched the fireworks at the park.*

**Directions:** 1. Cross out all of the prepositional phrases. 2. Put an **S** above the simple subject and a **P** above the simple predicate. 3. Underline the complete subject once and the complete predicate twice. Remember, the complete predicate can be split in the sentence.

**S            P**

Example: ~~During the storm,~~ a powerful tugboat ~~came to rescue the struggling ship.~~

1. During the night a large brown bear entered the camp.
2. After dinner several of us wanted to watch a movie.
3. The book on the shelf with the torn cover was there for days.
4. On January first the people on the dance committee will enjoy their party.
5. With the game on the line, Rick made a shot from the foul line.
6. Dozens of gymnasts waited for the score from the judges.
7. For many years no one wanted to try the long jump.
8. Squirrels in the trees played with each other for hours.
9. During math class our teacher asked me to work with Johnny.
10. In less than a year I have collected a dozen stickers for my collection.



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

**Parts of a Sentence**  
**Phrases, Clauses, and Sentences**  
**#2**

Exercise #1 - Write "Phrase," "Clause," or "Sentence" next to each group of words.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. AT THE STORE - _____           | 11. CLEANING THE ROOM - _____        |
| 2. BECAUSE I WAS LATE - _____     | 12. THE TEACHER READ A STORY - _____ |
| 3. EVERYONE SANG A SONG - _____   | 13. ONCE THE MOVIE STARTS - _____    |
| 4. UNLESS HE GETS ALL A'S - _____ | 14. ACROSS THE YARD - _____          |
| 5. PLAYING THE PIANO - _____      | 15. AS WE DROVE TO ARIZONA - _____   |

**Blank on Sample**

**Exercise #2** – Fill in the blanks below with a phrase or a clause that completes the sentence. Use the word suggested in parentheses.

**Example:** There was an argument on the playground because nobody would listen to each other.  
( clause - because )

1. \_\_\_\_\_ several students had to serve detention \_\_\_\_\_.  
( phrase – after ) ( clause – until )
2. \_\_\_\_\_, the teacher put the questions \_\_\_\_\_.  
( clause – while ) ( phrase – on )
3. \_\_\_\_\_, there wasn't enough money \_\_\_\_\_.  
( clause – although ) ( phrase – for )

**Blank on Sample**

**Extension:** Write fifteen phrases using any of the prepositions below.

**Blank on Sample**



## Fragment and Run-On Sentences #6

**Directions:** Cross out any prepositional phrases. Put an **S** above the subject and a **V** above the verb. On the line, write **F** if the sentence is a fragment, write **S** if it is a sentence, and write **RO** if it is a run-on.

- |  |        |   |        |
|--|--------|---|--------|
|  | S    V | V | S    V |
|--|--------|---|--------|
1.   RO   We walked ~~to the park~~ and played ~~on the swings~~ and we went home.
  2. \_\_\_\_\_ The Lakers beat the Trailblazers they beat the Kings and they beat the Nets.
  3. \_\_\_\_\_ Across the field and between the trees.
  4. \_\_\_\_\_ At the end of the game, Robert made a great shot to win the game.
  5. \_\_\_\_\_ Climbing up the tree to get the kite.
  6. \_\_\_\_\_ Kim is great on the rings and she's good on the beam, but she can't flip well.
  7. \_\_\_\_\_ With several of my best friends.
  8. \_\_\_\_\_ Bill brought the treats, Tina decorated the room, and Tony provided the music.
  9. \_\_\_\_\_ Before everyone arrives.
  10. \_\_\_\_\_ While Mary made the cookies, Kim baked a cake.
  11. \_\_\_\_\_ Jim came in first and Julie came in second and Tim came in third.
  12. \_\_\_\_\_ Walking across the yard.
  13. \_\_\_\_\_ The ball rolled behind the bush and under the car.
  14. \_\_\_\_\_ Our class took a field trip to the zoo we saw many strange animals.
  15. \_\_\_\_\_ With a mighty roar.

**Extension:** On a separate sheet of paper, fix all the run-on sentences on this page. Rewrite the run-on sentences so they are two (2) correct sentences.

# Literature Scavenger Hunt

## Unit 1

### I. Simple Subjects and Predicates

Use a literature book to find three sentences that are five (5) words or less. Copy the sentences below. Write the simple subject and the simple predicate below the sentence.

1. \_\_\_\_\_  
Simple Subject - \_\_\_\_\_ Simple Predicate - \_\_\_\_\_
2. \_\_\_\_\_  
Simple Subject - \_\_\_\_\_ Simple Predicate - \_\_\_\_\_
3. \_\_\_\_\_  
Simple Subject - \_\_\_\_\_ Simple Predicate - \_\_\_\_\_

### II. Complete Subjects and Predicates

Find any two sentences. Copy the complete subject below on the line marked "Complete Subject." Copy the complete predicate on the line marked "Complete Predicate."

1. Complete Subject - \_\_\_\_\_  
Complete Predicate - \_\_\_\_\_
2. Complete Subject - \_\_\_\_\_  
Complete Predicate - \_\_\_\_\_

### III. Finding the Subject

Copy two sentences that are ten (10) words or longer. Cross out any prepositional phrases. Put an **S** above the simple subject and **P** above the simple predicate.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

### IV. Phrases and Clauses

Find three (3) phrases and three (3) clauses.

Phrases:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

Clauses:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

**Unit 1**  
**Test Review**

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

**I. Parts of a Sentence**

**Directions:** 1. Cross out all of the prepositional phrases. 2. Put an **S** above the simple subject and a **P** above the simple predicate. 3. Underline the complete subject once and the complete predicate twice. Remember, the complete predicate can be split in the sentence.

S      P

Example: ~~During the storm,~~ a powerful tugboat ~~came to rescue the struggling ship.~~

1. For many years, the fourth-grade students have taken a field trip to a mission.
2. After the game, dozens of fans waited for autographs from the players.
3. Throughout the forest, deer sensed the presence of the hunters.

**Blank on Sample**

What is the subject of sentences #4 and #7? \_\_\_\_\_

This kind of sentence is called an \_\_\_\_\_.

**II. Phrases, Clauses, and Sentences**

Exercise #1 - Write "Phrase," "Clause," or "Sentence" next to each group of words.

- |                                     |                             |
|-------------------------------------|-----------------------------|
| 1. MY SHIRT IS ON BACKWARDS - _____ | 7. UP THE LADDER - _____    |
| 2. JANE LOST - _____                | 8. WHILE WE TALKED - _____  |
| 3. RIDING BIKES - _____             | 9. THROUGH THE PARK - _____ |

**Blank on Sample**

### III. Fragment and Run-On Sentences

**Directions:** Cross out any prepositional phrases. Put an **S** above the subject and a **V** above the verb. On the line, write **F** if the sentence is a fragment, write **S** if it is a sentence, and write **RO** if it is a run-on.

1.    RO   

S	V	V	S	V
---	---	---	---	---

 We walked ~~to the park~~ and played ~~on the swings~~ and we went home.
  
2. \_\_\_\_\_ Our team played the Cubs then we played the Reds then we played the Mets.
  
3. \_\_\_\_\_ After the game but before the party.

**Blank on Sample**

# Unit 1

## Test

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

### I. Parts of a Sentence

**Directions:** Cross out the prepositional phrases. Write the simple subject and simple predicate on the lines below the sentence. Watch out for imperatives.

1. During the game, a light rain fell on the field.

Simple Subject: \_\_\_\_\_ Simple Predicate \_\_\_\_\_

2. Hundreds of stars shined in the sky.

Simple Subject: \_\_\_\_\_ Simple Predicate \_\_\_\_\_

### Blank on Sample

### II. Imperatives

**Directions:** Write the subject of the sentence on the line to the left. If the sentence is an imperative, write "you" on the line.

- \_\_\_\_\_ 1. Go to the store for a dozen eggs.

- \_\_\_\_\_ 2. My reading teacher gave us an assignment to do a book report.

### Blank on Sample

### III. Phrases, Clauses, and Sentences

**Directions:** Write “Phrase,” “Clause,” or “Sentence” next to each group of words.

1. HER HAIR LOOKS FUNNY - \_\_\_\_\_
2. PLAYING CHECKERS - \_\_\_\_\_
3. KIM SMILED - \_\_\_\_\_

**Blank on Sample**

### IV. Fragment and Run-On Sentences

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

1. \_\_\_\_\_ The bike rolled down the hill then it rolled across the grass and it hit the wall.
2. \_\_\_\_\_ All the money in the world.

**Blank on Sample**

# Unit 1

## Test Key

### I. Parts of a Sentence

Directions: Underline the complete subject once and the complete predicate twice. Write the simple subject and simple predicates on the lines below the sentence. Watch out for imperatives.

1. During the game, a light rain fell onto the field.

Simple Subject: rain Simple Predicate fell

2. Hundreds of stars shined in the sky.

Simple Subject: hundreds Simple Predicate shined

### Blank on Sample

### II. Imperatives

Directions: Write the subject of the sentence on the line to the left. If the sentence is an imperative, write "you" on the line.

You 1. Go to the store for a dozen eggs.

teacher 2. My reading teacher gave us an assignment to do a book report.

### Blank on Sample

### III. Phrases, Clauses, and Sentences

Directions: Write "Phrase," "Clause," or "Sentence" next to each word.

1. HER HAIR LOOKS FUNNY - Sentence 7. DOWN THE STAIRS - Phrase

2. PLAYING CHECKERS - Phrase 8. UNTIL THE GAME IS OVER - Clause

### Blank on Sample

#### IV. Fragment and Run-On Sentences

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

1. RO The bike rolled down the hill then it rolled across the grass and it hit the wall.
2. F All the money in the world.

**Blank on Sample**



# Unit 2

Complex Sentences

Sentence Combining

Four Types of Sentences /  
Compound-Complex Sentences

Misplaced Modifiers

Grammar Standards - Unit 2

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Student

	Mastery	Non-Mastery
1. Complex Sentences		
2. Sentence Combining		
3. Four Types of Sentences / Compound-Complex Sentences		
4. Misplaced Modifiers		

Grammar Standards - Unit 2

---

Student

	Mastery	Non-Mastery
1. Complex Sentences		
2. Sentence Combining		
3. Four Types of Sentences / Compound-Complex Sentences		
4. Misplaced Modifiers		

# Complex Sentences #1

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

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

1. Dependent clause
2. Independent 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.      Subject = He    Verb = met

**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.

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

## Complex Sentences #2

**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. Because we were all so tired, we decided to go home early.
  
3. Unless we do all of our homework, we won't be able to play.

### Blank on Sample

**Extension:** Use each subordinate conjunction below in a complex sentence. Skip lines. When finished, write “Independent Clause” under the independent clauses and “Dependent Clause” below the dependent clauses.

after   because   before   if   once   unless  
when   wherever   whether   while

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

## Sentence Combining #1

Being able to combine sentences can help you write more smoothly. Many times you can say something in one sentence better than you can say it 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.

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

## Sentence Combining #2

### Sentence Combining Tricks

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

**Appositives:** Sometimes we use an entire sentence describing something, when we could state that information as a phrase within another sentence.

Example:

Two Sentences: *Mr. Jones is my coach. He taught me how to bunt a baseball.*

Combined Sentence with Appositive:

*Mr. Jones, my coach, taught me how to bunt a baseball.*

**Phrases:** Sometimes we can take a phrase from another sentence and use it to combine two sentences.

Several Sentences: *Henry went to get some paper. He went down the hall.*

Combined Sentence: *Henry went down the hall to get some paper.*

**Directions:** On a separate sheet of paper, rewrite the following sentences into one smooth sentence. You will need to take phrases from one sentence and add them to the other sentence. Remember, there may be many ways to combine each of these sentences.

1. Francisco is my neighbor. We walk to school together every day.
2. Kyle threw the ball. It went into the bushes.
3. Tim scored twenty points in our game last week. Tim is our captain.

**Blank on Sample**

# Compound-Complex Sentences

## Four Types of Sentences

### #1

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

Review:

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.*

### Compound-Complex Sentences

A compound-complex sentence is exactly what its name states. It is a compound sentence. Additionally, one or both of the independent clauses will have a dependent clause. This makes the sentence complex as well.

Example:

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

**Add the dependent clause:** “ when he saw the cat ”

The dog barked when he saw the cat, and the cat ran away.

**Add the dependent clause:** “ until she was safe ”

The dog barked when he saw the cat, and the cat ran away until she was safe.

**Directions:** Turn the compound sentences below into compound-complex sentences by adding the dependent clauses in parentheses.

Example:    Dependent Clauses: ( Until I feel better ) ( Whenever I'm sick )

My mom makes chicken soup, and my dad reads to me.

*Whenever I'm sick my mom makes chicken soup, and my dad reads to me until I feel better.*

1. Dependent Clause: ( as soon as we arrived )

We went to the game, but it started to rain.

---

---

2. Dependent Clauses: ( while the parents made punch ) ( once the party started )

The music was loud, and everyone danced.

---

---

3. Dependent Clauses: ( when the students took their seats )

The class started, and the teacher began to teach.

---

---

**Blank on Sample**



## Compound-Complex Sentences #3

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

**Directions:** Write a dependent clause that turns the compound sentence into a compound-complex sentence.

1. I go to the golf course \_\_\_\_\_, and I help carry the bags \_\_\_\_\_.
2. My cat jumps on my bed \_\_\_\_\_, and she licks my ear \_\_\_\_\_.
3. We wanted our picture taken \_\_\_\_\_, but our batteries were dead.

**Blank on Sample**

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

## Misplaced Modifiers #1

**Do you notice anything funny about this sentence?**

*Running down the street, I watched my dog.*

According to this sentence, who is running down the street? Was I running down the street or was the dog? The phrase “Running down the street” is intended to describe ( modify ) the word dog. However, because of where it is placed in the sentence, the reader is unsure about who is being described.

The sentence needs to be rewritten:

*I watched my dog as he ran down the street.*

**Directions:** On a separate sheet of paper, rewrite the following sentences so that they are not confusing.

1. Singing in the shower, I heard my dad.
2. My teacher is a tall, skinny man with a mustache weighing only one hundred and fifty pounds.
3. Walking to school, the sky looked like it was going to rain.
4. When throwing a fit, Mom puts my baby sister in time-out.
5. The bird we saw suddenly flew away.
6. Our dog has a pink tongue and a long tail who barks a lot.
7. Flying the kite, the trees got in the way.
8. When he sucks his thumb, my dad knows it's time to put my baby brother to bed.
9. The ice cream she made quickly melted in the sun.
10. Riding my bike, the police car passed by me.
11. When they need to be punished, the teachers make the students stay after school.
12. Ordering the food, the waiter asked if I wanted fries.

## Unit 2 Test Review

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

### I. Complex Sentences

**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. The coach wouldn't let me play because I was late for practice.
3. Cindy braided my hair while Tammy painted my nails.

### Blank on Sample

### II. Four Types of Sentences

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

1. We went to the park, but no one was there to meet us.  
A. Simple      B. Complex      C. Compound      D. Compound-complex
2. The cold, sad puppy was left out in the rain.  
A. Simple      B. Complex      C. Compound      D. Compound-complex

### Blank on Sample

### III. 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 car looked nice. It was shiny and new.

---

2. I walked my dog. We went down to the park.

---

**Blank on Sample**

### IV. Misplaced Modifiers

**Directions:** Rewrite the following sentences so that they are not confusing.

1. Swimming in the pool, the towels were provided for the hotel guests.

---

2. The ball my dad hit powerfully went over the fence.

---

**Blank on Sample**

# Unit 3

Definition of the Parts of Speech

Identify the Parts of Speech

Nouns - Proper vs. Common

Possessive Nouns

Nouns - Singular / Plural /  
Collective / Mass

Nouns As Adjectives

Grammar Standards - Unit 3

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Student

	Mastery	Non-Mastery
1. Definition of the Parts of Speech		
2. Identify the Parts of Speech		
3. Nouns - Proper vs. Common		
4. Possessive Nouns		
5. Nouns - Singular / Plural / Collective / Mass		
6. Nouns As Adjectives		

Grammar Standards - Unit 3

---

Student

	Mastery	Non-Mastery
1. Definition of the Parts of Speech		
2. Identify the Parts of Speech		
3. Nouns - Proper vs. Common		
4. Possessive Nouns		
5. Nouns - Singular / Plural / Collective / Mass		
6. Nouns As Adjectives		

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

## Parts of Speech

**Exercise #1** - If you haven't learned the parts of speech by now, here's your chance. The next few activities will help you memorize them. If you memorize them well, the rest of the units in this book will be much easier to learn.

Take this **practice test** to see how much you know. Fill in the blanks with the correct words.

1. **Noun** – A noun names a \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

List three examples: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. **Pronoun** – A pronoun takes the place of a \_\_\_\_\_.

List three examples: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. **Verb** – A verb shows \_\_\_\_\_ or states a \_\_\_\_\_.

4. **Adjective** – Adjectives describe \_\_\_\_\_. They answer the questions:

\_\_\_\_\_? / \_\_\_\_\_? / \_\_\_\_\_?

**Big** car

**Two** cars

**Several** cars

**Blank on Sample**

### Exercise #4 – Pronoun

**Directions:** Write a pronoun that can take the place of the nouns below.

1. John – \_\_\_\_\_
2. book – \_\_\_\_\_
3. Jim's – \_\_\_\_\_
4. Pizza Barn – \_\_\_\_\_
5. Carry and I – \_\_\_\_\_
6. Tom and Jerry – \_\_\_\_\_
7. Todd – \_\_\_\_\_
8. Beth's – \_\_\_\_\_
9. car – \_\_\_\_\_
10. Sally – \_\_\_\_\_

### Exercise #5 – Verbs

**Directions:** Look at the verbs in each sentence. Write "Action" if the verb shows action. Write "Fact" if the verb states a fact.

1. She is tall. \_\_\_\_\_
2. He ate the pie. \_\_\_\_\_
3. Tom dropped the glass. \_\_\_\_\_
4. He was tired. \_\_\_\_\_
5. Kim sang a song. \_\_\_\_\_
6. The car drove quickly. \_\_\_\_\_
7. We are champions. \_\_\_\_\_
8. Ray asked a question. \_\_\_\_\_
9. They ran in the race. \_\_\_\_\_
10. We were late. \_\_\_\_\_

### Exercise #6 – Adjectives

**Directions:** Underline the adjective(s) in each sentence. Above the adjective(s), write the question that it answers: *What kind? How much? How many?*

1. Look at the big house.
2. We bought three tickets.
3. Several people were at the show.
4. The soft bed felt good.
5. A few students were late.
6. Sara had two dollars.
7. There are some dolphins at the water park.
8. We had to wait for the red light.
9. The men worked for many hours.
10. Watch out for the sharp rocks.

### Exercise # 7 – Adverbs

**Directions:** Underline the adverb in each sentence. Above the adverb, write the question that it answers: *How? When? Where? To What Extent?*

1. She walked slowly into the room.
2. Tomorrow, we play the Giants.
3. We searched everywhere for him.
4. The test is very hard.
5. The worker was too lazy.
6. He went inside.
7. I've been tired lately.
8. The baby cried loudly.
9. She always wins.
10. We waited patiently for him.



### Exercise #13 – Practice Writing the Parts of Speech

Below are several sentence patterns. On a separate sheet of paper, write three sentences that follow each pattern. Write the parts of speech above the words in your sentence. If you need to add words to make your sentence work, you may do so.

A) Interjection! *The* Adjective, Adjective Noun Adverb Verb Possessive Pronoun Noun.

*Wow! The big , hairy monster suddenly attacked my house.*

B) Prepositional Phrase *a* Adjective, Adjective Noun Verb Noun Prepositional Phrase.

*In the dark a strange, creepy sound sent shivers down my spine.*

C) Pronoun Adverb Verb *that* *a* Adjective Noun Verb Adverb Prepositional Phrase.

*We quickly realized that a raging bull was charging angrily across the field.*

D) Interjection! *The* Noun Prepositional Phrase Adverb Verb *the* Adjective, Adjective Noun

*Yikes! The people in the crosswalk narrowly escaped the crazy, reckless driver.*

### Exercise #14 – Finding the Parts of Speech in Literature

Skim a literature book to find five words for each part of speech. You only need to find three conjunctions and interjections. Write the parts of speech on the lines below.

Nouns	Pronouns	Verbs	Adjectives
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
Adverbs	Prepositions	Conjunctions	Interjections
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____		
5. _____	5. _____		

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

## Common and Proper Nouns #1

**Common Nouns:** A common noun names any person, place or thing. Common nouns are not capitalized.

*Person: girl*

*Place: park*

*Thing: apple*

**Proper Nouns:** A proper noun names a specific person, place, or thing. Proper nouns are capitalized.

*Person: Sally*

*Place: Bloomfield Park*

*Thing: Hope Diamond*

**Warning:** Some words can be confusing. For example, “apple” is the specific name of a fruit, but is it a proper noun? Because there are many apples in the world, “apple” is not a proper noun. If we gave the apple a name—Bob, for example—Bob would be the specific name of the apple. Thus, Bob would be capitalized.

**The Trick:** Because common nouns name any person, place, or thing, you can usually put “a” or “the” in front of a common noun. Therefore, if you want to know whether a noun is common or proper noun, try putting “a” or “the” in front of it. If you can, it is probably a common noun. If you can’t, it is probably a proper noun.

I. **Directions:** Write “Proper” or “Common” on the line.

\_\_\_\_\_ 1. DOG

\_\_\_\_\_ 11. RACE

\_\_\_\_\_ 2. MT. WILSON

\_\_\_\_\_ 12. PACIFIC OCEAN

\_\_\_\_\_ 3. STREET

\_\_\_\_\_ 13. DR. DREW

\_\_\_\_\_ 4. BEAVER

\_\_\_\_\_ 14. PIZZA

### Blank on Sample

**Extension:** Write the words above with the correct punctuation. Capitalize the proper nouns and leave the common nouns in lower case. Next, if the word is a common noun, write a proper noun that matches it. If the word is a proper noun, write a common noun that matches it.

Examples: dog - Rover      Mt. Wilson - mountain

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

## Possessive Noun Rules Apostrophe

Definition: A possessive noun shows ownership by using an apostrophe.

### Rule #1 Singular Nouns – add 's

#### Singular Noun

#### Possessive

dog      dog + 's

the dog's dish

The dog owns the dish.

man      man + 's

a man's car

A man owns the car.

### Rule #2 Plural Nouns – add '

#### Plural Nouns

#### Possessive

boys      boys + '

the boys' team

Several boys own the team.

owners      owners + '

the owners' meeting

Several owners own the meeting.

**Rules #1 and #2** are the basic rules to follow. However, sometimes tricky situations arise and these rules no longer work. Below are a couple more rules to follow.

### Rule #3

## Blank on Sample



# Units 1-4 Assessment

Identify the Parts of a Sentence

Imperatives

Phrases, Clauses, and Sentences

Fragments, Run-Ons, Complete Sentences

Complex Sentences

Sentence Combining

Four Types of Sentences /  
Compound-Complex Sentences

Misplaced Modifiers

Definition of the Parts of Speech

Identify the Parts of Speech

Nouns - Proper vs. Common

Possessive Nouns

Nouns - Singular / Plural /  
Collective / Mass

Nouns As Adjectives

Verbs - Helping and Main Verbs

Verb Tenses

Pronouns - Subject vs. Object vs.  
Possessives

Pronouns - Antecedents and  
Indefinite Pronouns

Adjectives - Comparatives /  
Superlatives

Adverbs vs. Prepositions

Adverbs - Good vs. Well /  
Bad vs. Badly

Subject - Verb Agreement

## Unit 1-4 Assessment

### I. Parts of a Sentence

**Directions:** Cross out the prepositional phrases. Write the simple subject and simple predicates on the lines below the sentence.

1. During the night, a heavy rain fell throughout the city.

Simple Subject: \_\_\_\_\_ Simple Predicate \_\_\_\_\_

2. Dozens of ants marched across the floor.

Simple Subject: \_\_\_\_\_ Simple Predicate \_\_\_\_\_

3. With a hammer in his hand, the construction worker ordered his crew to get to work.

Simple Subject: \_\_\_\_\_ Simple Predicate \_\_\_\_\_

### II. Imperatives

**Directions:** Write the subject of the sentence on the line to the left. If the sentence is an imperative, write "you" on the line.

- \_\_\_\_\_ 1. Wait for your mom to come home.

- \_\_\_\_\_ 2. Our coach showed us how to do back flips.

- \_\_\_\_\_ 3. While the swimmers dried off, the lifeguard put his gear away.

- \_\_\_\_\_ 4. When you finish your work, clean up your mess.

### III. Phrases, Clauses, and Sentences

**Directions:** Write "Phrase," "Clause," or "Sentence," next to each group of words.

1. SHE LEARNED A SONG - \_\_\_\_\_ 4. OVER THE RAINBOW - \_\_\_\_\_

2. RUNNING RACES - \_\_\_\_\_ 5. WHILE THE MEN WORKED - \_\_\_\_\_

3. BECAUSE HE WAS SICK - \_\_\_\_\_ 6. TIM LAUGHED - \_\_\_\_\_

### IV. Fragment and Run-On Sentences

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

1. \_\_\_\_\_ The ball hit the wall then it flew into the neighbor's yard and it went into their pool.

2. \_\_\_\_\_ Waiting for the rain to stop.

3. \_\_\_\_\_ The car stopped.

4. \_\_\_\_\_ While everyone stood around and looked at the painting.

## V. 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.

**Blank on Sample**

## VI. Sentence Combining

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

**Blank on Sample**

## VII. Four Types of Sentences

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

**Blank on Sample**

## VIII. Misplaced Modifiers

**Directions:** Rewrite the following sentences so that they are not confusing.

**Blank on Sample**

## IX. Identify the Parts of Speech

**Directions:** Identify the parts of speech for each word below. Write the part of speech on the line next to the word.

Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, Interjection

1. dance - \_\_\_\_\_      7. excitement - \_\_\_\_\_      13. with - \_\_\_\_\_  
2. tree - \_\_\_\_\_      8. are - \_\_\_\_\_      14. Ouch! - \_\_\_\_\_

## Blank on Sample

## X. Nouns - Proper vs. Common

**Directions:** State whether each noun is common or proper.

1. OAKLAND - \_\_\_\_\_      3. STAR - \_\_\_\_\_      5. PRESIDENT - \_\_\_\_\_  
2. CITY - \_\_\_\_\_      4. KELLY - \_\_\_\_\_      6. WASHINGTON - \_\_\_\_\_

## XI. Possessive Nouns

**Directions:** Re-write each phrase as a possessive. Watch for singular or plural.

Example: a bone belonging to a dog - \_\_\_\_\_ dog's bone \_\_\_\_\_

1. a desk belonging to a teacher - \_\_\_\_\_  
2. a car belonging to Mr. Perez - \_\_\_\_\_

## Blank on Sample



## **XII. Nouns – Singular / Plural / Collective / Mass**

**Directions:** On the lines to the right of the word, write “singular,” “plural,” “collective,” or “mass.”

**Blank on Sample**

## **XIII. Nouns As Adjectives**

**Directions:** If the underlined word is used as a noun, write “noun” on the line. If the underlined word is used as an adjective, write “adjective.”

**Blank on Sample**

## **XIV. Verbs - Helping and Main Verbs**

**Directions:** For each sentence, write the verb or verb phrase. If there are helping verbs, circle them in your answer.

**Blank on Sample**

## **XV. Verb Tenses**

**Directions:** Write the tenses of the verbs or verb phrases below.

**Blank on Sample**

## XVI. Pronouns - Subject vs. Object vs. Possessives

**Directions:** Circle the correct pronoun. On the line on the left, explain whether it is a subject, an object or a possessive.

Example:

\_\_\_\_\_ **Subject** \_\_\_\_\_ During the movie, ( us, we ) ate popcorn.

**Subject, Object or Possessive?**

- \_\_\_\_\_ 1. She gave the award to ( I , me ).
- \_\_\_\_\_ 2. During the movie, ( they , them ) went to get some popcorn.
- \_\_\_\_\_ 3. Terry saw that ( it , its ) tire was flat.
- \_\_\_\_\_ 4. ( Who , Whom ) left the light on?

## XVII. Pronouns – Antecedents and Indefinites

**Directions:** Underline the pronouns. Write the antecedents and indefinite pronouns on the lines below the sentence.

**Blank on Sample**

## XVIII. Adjectives - Comparatives / Superlatives

**Directions:** Rewrite the adjectives below as comparative and superlative.

**Blank on Sample**

## XIX. Adverbs - Good vs. Well / Bad vs. Badly

**Directions:** Circle the correct answer.

**Blank on Sample**

## XX. Adverbs vs. Prepositions

**Directions:** Look at the underlined word. Write “Adverb” or “Preposition” on the line to the left.

\_\_\_\_\_ 1. up the tree

\_\_\_\_\_ 2. He looked up.

\_\_\_\_\_ 3. They walked in.

\_\_\_\_\_ 4. in the house

## XXI. Subject - Verb Agreement

**Directions:** Circle the mistake in each sentence. Next, write the correct verb on the line to the left.

**Blank on Sample**

# Unit 6

Capitalization - Proper Nouns

Capitalization – Miscellaneous

Comma Rules

Grammar Standards - Unit 6

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Student

	Mastery	Non-Mastery
1. Capitalization - Proper Nouns		
2. Capitalization - Miscellaneous		
3. Comma Rules		

Grammar Standards - Unit 6

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Student

	Mastery	Non-Mastery
1. Capitalization - Proper Nouns		
2. Capitalization - Miscellaneous		
3. Comma Rules		

# Capitalization Rules

Some of the rules for capitalization can be a little tricky.  
Here is a list of some of the do's and don'ts of capitalization.

## Do Capitalize:

- 1) First, Last, and Important Words in a Title.

Examples:        “**S**inging in the **R**ain”  
                      **T**he **W**ritings of the **S**enators from the **T**wentieth **C**entury

*Warning:* 1. Capitalize all verbs.        2. Capitalize prepositions of five letters or more.

Example:    **T**raitors **A**re **W**ithin **T**hese **W**alls

- 2) Days of the Week, Months, Holidays, and Special Days

Examples:        **M**onday, **A**pril, **M**emorial **D**ay, **M**ay **D**ay, **N**ew **Y**ear's **E**ve

- 3) The first letter of the first word in most lines of poetry.

Examples:        **T**he sun sank over the tropical horizon,  
                      **S**ignaling to everyone that the end was near.

**Blank on Sample**

# Capitalization Rules

## Don't Capitalize:

1) Seasons

Examples: summer, winter, spring, autumn, fall

2) School subjects unless they are titles or have languages.

Examples: math / **M**ath 101, science / **E**nglish, history / **A**merican history

**Blank on Sample**

# Capitalization #1

## I. Proper Nouns

**Directions:** Rewrite the words below. Be sure to capitalize words when needed.

Examples:         JOHN -     John            BOY -     boy

- |   |  |
|---|--|
| 1. WEDNESDAY - _____<br>2. SOCIAL STUDIES - _____<br>3. ITALIAN - _____ | 11. WEST - _____<br>12. SATURDAY - _____<br>13. MATH - _____ |
|---|--|

## Blank on Sample

## II. Miscellaneous Capitalization

**Directions:** Circle the words that should be capitalized. Write the capital letter below the circle.

Example:

The Salvation Arrmy is a Christian organization that helped give medicine to children with chicken pox.  
↑ NO ↑

1. The arbor day parade will have ford vans decorated with palm branches.
2. We were only allowed to speak spanish in spanish 201 taught by mrs. jones.
3. I saved a poem written by dad on thursday. It read:

roses are red,  
 violets are blue.  
 you worked hard,  
 and I'm proud of you.

## Blank on Sample



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

## Comma Rules #1 and #2

### Rule #1 - City, State or City, Country

Examples: Bellflower, California      Paris, France      New York, New York

1432 East Street, Lakewood, California

Are you going to Orlando, Florida, this summer?

### Rule #2 - Day, Year or Month, Year

Examples: January 1, 2013      Tuesday, October 31

Was February 29, 2012, a leap year?

**Directions:** Place commas where they are needed. Next, write the name of the rule below each item.

1. Philadelphia Pennsylvania

\_\_\_\_\_ City, State \_\_\_\_\_

2. December 25 2015

\_\_\_\_\_ Day, Year \_\_\_\_\_

3. London England

\_\_\_\_\_

4. January 1 2000

\_\_\_\_\_

5. Boston Massachusetts

\_\_\_\_\_

6. Thursday July 4 1776

\_\_\_\_\_

## Blank on Sample

13. George Washington defeated the British in Yorktown, Virginia, in less than a month.  
**City, State**

14. He was born on August 3 2011 while his grandparents anxiously waited.

## Blank on Sample

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

**Comma Rules**  
**Review of Rules #1 - #6**

**Rule #1 – City, State or City, Country**

**Rule #2 – Day, Year or Month, Year**

**Rule #3 – Comma after the greeting**

**Rule #4 – Comma after the closing**

**Rule #5 – Direct Address**

**Rule # 6 – Introductory Word / Phrase**

I. **Directions:** Place commas where they are needed. Next, write the name of the rule below each sentence.

1. Hannah you are the best singer in the show.
2. Many of our country's best ships are located in San Diego California.
3. Oh I thought you were talking to me.
4. On Monday September 5 Eddie will start his first day of school.

**Blank on Sample**

## Comma Rules #7 and #8

### Rule #7 – Words in a List or Phrases in a List

Use commas to separate words or phrases in a list.

Example:

I want pizza, ice cream, cake, and soda for my party.      **Words in a List**

The cat went up the tree, across the branch, and onto the roof.      **Phrases in a List**

---

### Rule #8 – **Avoid Confusion**

Use a comma to help avoid confusion.

**Example:** While sewing the coat was ripped.

**To avoid confusion:** While sewing, the coat was ripped.

---

**Directions:** Place commas where they are needed. Next, write the name of the rule below each sentence.

1. We need some wood, nails, and a hammer to make our tree house.  
**Words in a List**
2. For my birthday I received a CD bike radio and cash.
3. While rowing the boat sprung a leak.
4. We sang songs played games and ate ice cream at the party.
5. While playing the game pieces fell off the board.

**Blank on Sample**

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

## **Comma Rules Review of Rules #1 - #13**

**I. Directions:** Place commas where they are needed. Next, write the name of the rule or rules below each sentence.

1. Jim and Kyle my two best friends are helping me build my go-cart.
2. “ Let’s go see a movie ” said Jane.
3. We wanted to play video games but my brother broke the television.
4. We sang songs played games and ate ice cream at the party.
5. On Monday August 1 we will go to Phoenix Arizona for my brother’s wedding.
6. Dear Louis

Be sure to bring your bathing suit to my house next week.

Sincerely

Suzi

7. After eating the cat ate the crumbs off the floor.
8. “ Under the tree ” said Sally “ there are two presents for you. ”

### **Blank on Sample**