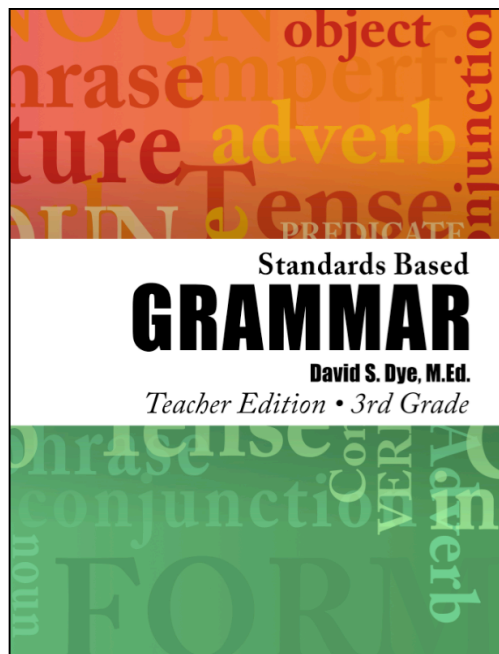


Standards Based Grammar

Grade 3

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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.

3rd Grade
Grammar Standards
Teacher Checklist

	Mastery	Non-Mastery
1. Parts of Speech: Noun Definitions and ID – Unit 1		
2. Parts of Speech: Possessive Nouns – Unit 1		
3. Parts of Speech: Plural Noun Spelling Rules – Unit 1		
4. Capitalization – Unit 2		
5. Parts of Speech: Pronouns – Unit 3		
6. Parts of Speech: Verbs – Unit 3 (Past, Present, and Future)		
7. Parts of Speech: Adjectives – Unit 3		
8. Parts of Speech: Contractions – Unit 3		
9. Comma Rules: Dates – Unit 4		
10. Comma Rules: City, State / Addresses – Unit 4		
11. Comma Rules: Lists – Unit 4		
12. Comma Rules: Adjectives – Unit 4		
13. Comma Rules: Letters – Unit 4		
14. Four (4) Types of Sentences – Unit 5		
15. Subjects and Predicates – Unit 5		
16. Finding Subjects and Predicates – Unit 5		
17. Phrases – Unit 6		
18. Fragment and Run-On Sentences – Unit 6		
19. Title or Topic Sentence? – Unit 6		
20. Subject-Verb Agreement – Unit 6		
21. Homonyms – Unit 7		
22. Compound Words – Unit 7		
23. A vs. An – Unit 7		
24. Friendly Letters – Unit 8		
25. Using Prefixes and Suffixes to Determine Meaning – Unit 9 un, re, pre, bi, mis, dis er est ful		
26. Using Suffixes – Unit 9 er est ful		

3rd Grade
Grammar Standards
Student Checklist

Student Name

	Mastery	Non-Mastery
1. Parts of Speech: Noun Definitions and ID – Unit 1		
2. Parts of Speech: Possessive Nouns – Unit 1		
3. Parts of Speech: Plural Noun Spelling Rules – Unit 1		
4. Capitalization – Unit 2		
5. Parts of Speech: Pronouns – Unit 3		
6. Parts of Speech: Verbs – Unit 3 (Past, Present, and Future)		
7. Parts of Speech: Adjectives – Unit 3		
8. Parts of Speech: Contractions – Unit 3		
9. Comma Rules: Dates – Unit 4		
10. Comma Rules: City, State / Addresses – Unit 4		
11. Comma Rules: Lists – Unit 4		
12. Comma Rules: Adjectives – Unit 4		
13. Comma Rules: Letters – Unit 4		
14. Four (4) Types of Sentences – Unit 5		
15. Subjects and Predicates – Unit 5		
16. Finding Subjects and Predicates – Unit 5		
17. Phrases – Unit 6		
18. Fragment and Run-On Sentences – Unit 6		
19. Title or Topic Sentence? – Unit 6		
20. Subject-Verb Agreement – Unit 6		
21. Homonyms – Unit 7		
22. Compound Words – Unit 7		
23. A vs. An – Unit 7		
24. Friendly Letters – Unit 8		
25. Using Prefixes and Suffixes to Determine Meaning – Unit 9 un, re, pre, bi, mis, dis er est ful		
26. Using Suffixes – Unit 9 er est ful		

Unit 1

Parts of Speech: Nouns

Noun Definition and Identification

Possessive Nouns

Plural Noun Rules

Grammar Standards – Unit 1

Student

Parts of Speech

	Mastery	Non-Mastery
1. Noun Definitions and Identification		
2. Possessive Nouns		
3. Plural Noun Spelling Rules		

Grammar Standards – Unit 1

Student

Parts of Speech

	Mastery	Non-Mastery
1. Noun Definitions and Identification		
2. Possessive Nouns		
3. Plural Noun Spelling Rules		

- Note:
15 Samples from Unit 1 (41 Pages Total)

****Note:**

The last page, from Unit 2, shows a sample of a journal extension. Unit 1 has a lot of writing embedded in the unit. Therefore, there are no journal extensions. The goal of this program is to have the students use the grammar and punctuation rules in the context of their writing. The last sample about Capitalization shows how students will apply what they've learned within the context of writing.

Name: _____

Nouns
Possessive Nouns
#5

Write the definition of a possessive noun:

I. Change each phrase below into possessives.

1. The purse of the lady - _____
2. The wool of the sheep - _____
3. Computers of the lab - _____
4. Ideas of several girls - _____
5. Crust of the bread - _____
6. The game of the students - _____
7. The puppy of the brothers - _____
8. The rider of the horse - _____

II. Tell what each noun below owns. Be sure to add the ('s) or (').

- | | |
|----------------------|-------------------|
| 1. pencil - _____ | 6. team - _____ |
| 2. frogs - _____ | 7. fish - _____ |
| 3. countries - _____ | 8. men - _____ |
| 4. song - _____ | 9. bikes - _____ |
| 5. folders - _____ | 10. house - _____ |

III. Write any two (2) possessives from above in a sentence.

1. _____

2. _____

Name: _____

Nouns
Possessive Nouns
#6

I. Make a list of twelve (12) items that someone or something might own on a farm. Be creative.

Examples: pigs' trough farmer's tractor

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

II. Write a story about an exciting day on the farm. Use at least six (6) possessives from your list above.

Name: _____

Nouns
Possessive Nouns
#7

I. Select a picture from a magazine or a poster with a lot of action.
Write eight (8) possessives using the picture for ideas.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

II. Write a story about the picture. Use the words from your list above.

Name: _____

Noun Spelling



Rule

If a word ends in “y”, preceded by a consonant, change the “y” to “i” and add “es”.

country - countries
hobby - hobbies
melody - melodies
berry - berries

mystery - mysteries
beauty - beauties
injury - injuries
supply - supplies

spy - spies
lady - ladies
sky - skies
fly - flies

cry - cries
try - tries
copy - copies

Rule

If a word ends in “y”, preceded by a vowel, just add “s” to make the word plural.

chimney - chimneys
cowboy - cowboys

turkey - turkeys

valley - valleys

birthday - birthdays

Rule

If a word ends in “f” or “fe”, the “f” or “fe” is usually changed to “v” and “es” is added to make the word plural. Chief and belief are two exceptions.

half - halves
wolf - wolves
calf - calves

thief - thieves
leaf - leaves
wife - wives

loaf - loaves
self - selves
elf - elves

life - lives
knife - knives
shelf - shelves

Rule

If a word ends in “o”, just “s” is added to make the word plural.

piano - pianos
banjo - banjos

photo - photos
patio - patios

solo - solos
igloo - igloos

rodeo - rodeos

* Sometimes exceptions are made plural by adding “es”

potato - potatoes
hero - heroes

tomato - tomatoes

buffalo - buffaloes

tornado - tornadoes

Rule

Some words form their plurals in unusual ways.

ox - oxen
child - children
sheep - sheep

foot - feet
woman - women
man - men

tooth - teeth
goose - geese

mouse - mice
deer - deer

Rule

If a word ends in “ss”, “x”, “z”, “sh”, or “ch” the suffix “es” is usually added to make the word plural.

tax - taxes
church - churches
punch - punches
patch - patches

branch - branches
guess - guesses
flash - flashes
lunch - lunches

glass - glasses
waltz - waltzes
hunch - hunches
bunch - bunches

fox - foxes
buzz - buzzes
crutch - crutches
touch - touches

Name: _____

Rules #1 and #2



Rule

If a word ends in “y”, preceded by a consonant, change the “y” to “i” and add “es”.

Examples: fly = flies copy = copies

Directions: Rewrite the singular nouns as plurals.

- try - _____
- hobby - _____
- spy - _____
- country - _____
- mystery - _____
- beauty - _____
- cry - _____
- lady - _____

If a word ends in “y”, preceded by a vowel, just add “s” to make the word plural.

Rule

Examples: turkey = turkeys valley = valleys

- chimney - _____
- birthday - _____
- cowboy - _____
- donkey - _____
- key - _____
- toy - _____
- monkey - _____
- bay - _____

Directions: Write four (4) sentences using one plural word from each list.

Example: It took three tries for Santa to climb down the chimneys.

- _____
- _____
- _____
- _____

Name: _____

Rules #1 and #2 Part 2

I. Write rules #1 and #2 below and give two (2) examples:

Rule #1 - _____

Example #1 _____ Example #2 _____

Rule #2 - _____

Example #1 _____ Example #2 _____

II. Rewrite the singular nouns as plurals. Write the number of the rule next to each word.

Rule #

Rule #

 1 1. melody - melodies

_____ 11. birthday- _____

_____ 2. cowboy - _____

_____ 12. injury - _____

_____ 3. sky - _____

_____ 13. monkey- _____

_____ 4. copy - _____

_____ 14. berry - _____

_____ 5. chimney - _____

_____ 15. supply - _____

_____ 6. donkey - _____

_____ 16. bay - _____

Blank on Sample

Directions: Write four (4) sentences using one plural word from rules #1 and #2.

Example: It took three tries for Santa to climb down the chimneys.

1. _____

2. _____

3. _____

4. _____

Name: _____

Rules #1 and #2 Part 3

I. Write the **plural** forms of the words below in a sentence.

1. (hobby / birthday) _____

2. (fly / berry) _____

3. (mystery / turkey) _____

4. (lady / chimney) _____

5. (supply / valley) _____

II. Write the **plural** forms of the words below three times.

1. country - _____
2. injury - _____
3. cowboy - _____
4. spy - _____
5. bay - _____
6. copy - _____
7. beauty - _____
8. melody - _____

Name: _____

Rules #1 and #2 Quiz

1. hobby - _____

12. country - _____

2. turkey - _____

13. mystery - _____

3. berry - _____

14. melody - _____

4. fly - _____

15. supply - _____

5. birthday - _____

16. shelf - _____

Blank on Sample

Rules #3 and #4



Rule # 3 If a word ends in “f” or “fe”, the “f” or “fe” is usually changed to “v” and “es” is added to make the word plural. Chief and belief are two exceptions.

Examples: half = halves knife = knives

Directions: Rewrite the singular nouns as plurals.

- | | |
|------------------|-------------------|
| 1. wolf - _____ | 7. calf - _____ |
| 2. wife - _____ | 8. loaf - _____ |
| 3. leaf - _____ | 9. life - _____ |
| 4. thief - _____ | 10. elf - _____ |
| 5. self - _____ | 11. shelf - _____ |

If a word ends in “o”, just “s” is added to make the word plural.

* Sometimes exceptions are made plural by adding “es”:

potato / tomato / buffalo / tornado / hero

Rule # 4 

- | | |
|--------------------|--------------------|
| 1. banjo - _____ | 6. buffalo - _____ |
| 2. potato - _____ | 7. tomato - _____ |
| 3. igloo - _____ | 8. solo - _____ |
| 4. rodeo - _____ | 9. hero - _____ |
| 5. tornado - _____ | 10. patio - _____ |

Directions: Write four (4) sentences using one plural word from each list.

Example: Three wolves chased the buffaloes.

1. _____
2. _____
3. _____
4. _____

Name: _____

Rules #3 and #4 Part 2

I. Write rules #3 and #4 below and give two (2) examples:

Rule #3 - _____

Example #1 _____ Example #2 _____

Rule #4 - _____

Example #1 _____ Example #2 _____

II. Rewrite the singular nouns as plurals. Write the number of the rule next to each word.

Rule #

Rule #

3 1. leaf - leaves

_____ 11. rodeo - _____

_____ 2. hero - _____

_____ 12. thief - _____

_____ 3. wolf - _____

_____ 13. solo - _____

_____ 4. patio - _____

_____ 14. tornado - _____

_____ 5. buffalo - _____

_____ 15. loaf - _____

Blank on Sample

Directions: Write four (4) sentences using one plural word from rules #3 and #4.

Example: The wives took many photos of the children.

1. _____

2. _____

3. _____

4. _____

Name: _____

Rules #3 and #4 Part 3

I. Write the **plural** forms of the words below in a sentence.

1. (thief / piano) _____

2. (elf / igloo) _____

3. (knife / potato) _____

4. (shelf / photo) _____

5. (hero / tornado) _____

II. Write the **plural** forms of the words below three times.

1. half - _____

2. banjo - _____

3. wolf - _____

4. tomato - _____

5. patio - _____

6. wife - _____

7. solo - _____

8. rodeo - _____

Name: _____

Unit 1 Nouns Test

I. **Noun Definitions:** Put an “x” below each word that fits the noun on the left.

	Singular	Plural	Common	Proper	Possessive
1. book's	_____	_____	_____	_____	_____
2. Amy	_____	_____	_____	_____	_____
3. armies	_____	_____	_____	_____	_____
4. Utah's	_____	_____	_____	_____	_____
5. toy	_____	_____	_____	_____	_____

Blank on Sample

II. **Possessive Nouns:** Change each phrase below into possessives.

1. bone of the dog - _____
2. laughter of the students - _____
3. bottle of the baby - _____
4. laces of the shoes - _____
5. ideas of the women - _____
6. owner of the toy - _____

III. Plural Noun Spelling Rules:

Directions: Change these singular nouns into plural nouns.

1. hobby - _____

13. country - _____

2. half - _____

14. sheep - _____

3. turkey - _____

15. mystery - _____

4. wife - _____

16. berry - _____

5. fly - _____

17. knife - _____

6. birthday - _____

18. banjo - _____

Blank on Sample

Unit 1
Nouns Test
Answer Key

Name: _____

I. **Noun Definitions:** Put an "x" below each word that fits the noun on the left.

	Singular	Plural	Common	Proper	Possessive
1. book's	<u> X </u>	_____	<u> X </u>	_____	<u> X </u>
2. Amy	<u> X </u>	_____	_____	<u> X </u>	_____
3. armies	_____	<u> X </u>	<u> X </u>	_____	_____
4. Utah's	<u> X </u>	_____	_____	<u> X </u>	<u> X </u>
5. toy	<u> X </u>	_____	<u> X </u>	_____	_____

Blank on Sample

II. **Possessive Nouns:** Change each phrase below into possessives.

- bone of the dog - **dog's bone**
- laughter of the students - **students' laughter**
- bottle of the baby - **baby's bottle**
- laces of the shoes - **shoes' laces**
- ideas of the women - **women's ideas**
- owner of the toy - **toy's owner**

III. Plural Noun Spelling Rules:

Directions: Change these singular nouns into plural nouns.

1. hobby - hobbies

13. country - countries

2. half - halves

14. sheep - sheep

3. turkey - turkeys

15. mystery - mysteries

4. wife - wives

16. berry - berries

5. fly - flies

17. knife - knives

Blank on Sample

Name: _____

Capitalization
Common and Proper Nouns
#2

Directions: Write “Proper” or “Common” on the left line. Next, rewrite the word. Capitalize the first letter if it is a proper noun. Finally, write “Person”, “Place”, or “Thing” on the next line.

Proper / Common Noun		Rewrite Word	Person, Place, or Thing
_____	1. HOME	_____	_____
_____	2. PACIFIC OCEAN	_____	_____
_____	3. DR. DREW	_____	_____
_____	4. PIZZA	_____	_____
_____	5. BANK	_____	_____
_____	6. CIRCUS	_____	_____
_____	7. OLYMPICS	_____	_____
_____	8. PRINCIPAL	_____	_____
_____	9. MARS	_____	_____
_____	10. PENCIL	_____	_____
_____	11. MEXICO	_____	_____
_____	12. CLOCK	_____	_____

Extension: Where did your friends go? Write five (5) sentences about people you know. Tell the exact place where they went.

Example: Yesterday, Betty went to Boston.