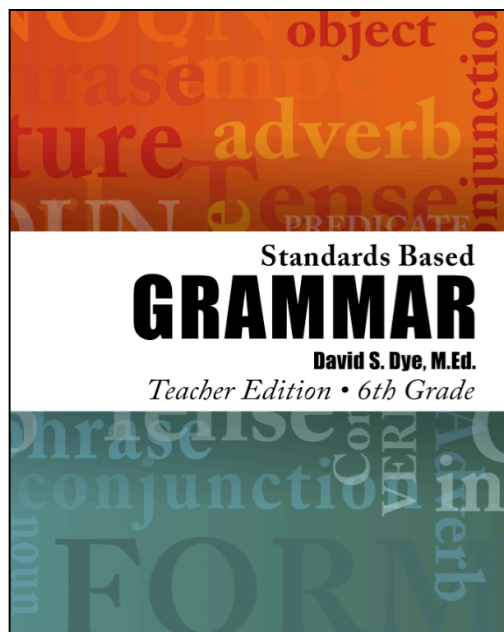


Standards Based Grammar

Grade 6

By David S. Dye M.Ed.



Model Citizen Enterprises,
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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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 again.

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 creating 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 in this book. If this is your primary grammar program, 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. Make sure students complete every journal extension. This helps students practice each grammar skill within the context of actual writing situations.
- C. Do test review worksheets and Literature Scavenger Hunts to prepare for each test.
- D. Give the unit assessments. Correcting these can be time consuming. Many teachers correct these as a class.
- E. Decide what you consider “Mastery”. Record “Mastery” or “Non-Master” on the Parent Checklist for each student.
- F. Transfer information from Parent Checklists to the students’ Student Checklist. Your students can now take home their test and Parent Checklist.
- G. 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 each standard after it has been taught. This is especially helpful if you do not teach the chapters in order or if you are using this book as a supplement. By doing this you are assured to cover every standard required for your grade level.
2. After each assessment you can keep a list of how many students have mastery and non-mastery of each standard. This will give you an idea of which standards need greater attention throughout the year. Additionally, this will provide wonderful feedback for future teachers. By making copies of this worksheet at the end of the year for future teachers, they will be well aware of the standards that give their new students problems.

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.

Features (Continued)

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. 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.

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.

Features (Continued)

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 the students find most of the skills on each worksheet, credit should be given.

6th GradeGrammar Standards
Teacher Checklist

	Mastery	Non-Mastery
1. Simple Sentences – Unit 1		
2. Coordinate Conjunctions – Unit 1		
3. Compound Sentences – Unit 1		
4. Understanding Clauses – Unit 2		
5. Subordinate Conjunctions – Unit 2		
6. Complex Sentences – Unit 2		
7. Compound-Complex Sentences – Unit 2		
8. Types of Sentences – Unit 2		
9. Capitalization – Unit 3		
10. Comma Rules – Unit 3		
11. Sentence Combining – Unit 3		
12. Objects of Verbs and Prepositions – Unit 4		
13. Direct Objects – Unit 4		
14. Transitive and Intransitive Verbs – Unit 4		
15. Indirect Objects – Unit 4		
16. Perfect Tense Verbs – Unit 5		
17. Subject-Verb Agreement – Unit 5		
18. Indefinite Pronouns – Unit 5		
19. Diagramming Sentences – Unit 6		
20. Colons and Semicolons – Unit 7		
21. Business Letters – Unit 7		
22. Frequently Misspelled Words – Unit 7		
23. Friendly Letters – Unit 7		

6th Grade
Grammar Standards
Student Checklist

Name

	Mastery	Non-Mastery
1. Simple Sentences – Unit 1		
2. Coordinate Conjunctions – Unit 1		
3. Compound Sentences – Unit 1		
4. Understanding Clauses – Unit 2		
5. Subordinate Conjunctions – Unit 2		
6. Complex Sentences – Unit 2		
7. Compound-Complex Sentences – Unit 2		
8. Types of Sentences – Unit 2		
9. Capitalization – Unit 3		
10. Comma Rules – Unit 3		
11. Sentence Combining – Unit 3		
12. Objects of Verbs and Prepositions – Unit 4		
13. Direct Objects – Unit 4		
14. Transitive and Intransitive Verbs – Unit 4		
15. Indirect Objects – Unit 4		
16. Perfect Tense Verbs – Unit 5		
17. Subject-Verb Agreement – Unit 5		
18. Indefinite Pronouns – Unit 5		
19. Diagramming Sentences – Unit 6		
20. Colons and Semicolons – Unit 7		
21. Business Letters – Unit 7		
22. Frequently Misspelled Words – Unit 7		
23. Friendly Letters – Unit 7		

Unit 2

Understanding Clauses

Subordinate Conjunctions

Complex Sentences

Compound-Complex Sentences

Types of Sentences

Grammar Standards – Unit 2

Student

	Mastery	Non-Mastery
1. Understanding Clauses		
2. Subordinate Conjunctions		
3. Complex Sentences		
4. Compound-Complex Sentences		
5. Types of Sentences		

Grammar Standards – Unit 2

Student

	Mastery	Non-Mastery
1. Understanding Clauses		
2. Subordinate Conjunctions		
3. Complex Sentences		
4. Compound-Complex Sentences		
5. Types of Sentences		

Understanding Clauses #1

Understanding Clauses and Sentences

A **clause** has a subject and a predicate. **S P**

Example: While we ate our dinner...

The **predicate** may or may not complete the thought of the sentence.

A **sentence** has a subject and a predicate that completes the thought of the sentence.

2 Types of Clauses

Independent Clause: This is a clause that doesn't need anything to complete its thought. Therefore, an independent clause is a sentence.

Dependent Clause: A dependent clause has a subject and a verb, but it has NO COMPLETE THOUGHT. Therefore, it is dependent on an independent clause for its complete thought.

S V

Complete Thought?

Example. Whenever we go to the movies ... we buy popcorn.

Dependent Clause

Independent Clause

Directions: Below are clauses. Write "IC" if the clause is an independent clause. Write "DC" if the clause is a dependent clause.

- _____ 1. While we watch television.
- _____ 2. A dog ate my homework.
- _____ 3. Pizza tastes good.
- _____ 4. Whenever Dad paints the house.
- _____ 5. If we put our money together.
- _____ 6. We can order a pizza.
- _____ 7. After we finish our homework.
- _____ 8. He fell down.
- _____ 9. The ball fell off the table.
- _____ 10. As the policeman directed traffic.
- _____ 11. The plant needs water.
- _____ 12. Unless you make a Valentine's card for everyone.

Understanding Clauses #2

1. What is an independent clause? _____

2. What is a dependent clause? _____

Directions: Below are clauses. Write “IC” if the clause is an independent clause. Write “DC” if the clause is a dependent clause.

- _____ 1. We need some more napkins.
- _____ 2. Once the kids start eating.
- _____ 3. A group from Japan toured the school.
- _____ 4. Unless we hurry up.
- _____ 5. When the movie is over.
- _____ 6. Flowers smell wonderful.
- _____ 7. If my friends come to my party.
- _____ 8. The girls are in the pool.
- _____ 9. Wait for me.
- _____ 10. Since we all got good grades.
- _____ 11. Whenever Mom makes chocolate chip cookies.
- _____ 12. Last night it rained hard for several hours.

Extension: Do the following for each clause above:

1. Write S above the subject, V above the verb, and CT above the complete thought (if it is there).
2. Write “sentence” next to all of the independent clauses.
3. Write an independent clause that will finish the thought of all the dependent clauses.

Subordinate Conjunctions #1

Conjunctions are connecting words.

A **Subordinate Conjunction** connects an independent clause
with a dependent clause.

	Subordinate Conjunction	
Example: The teacher passed out the pencils...		as the students raised their hands.
Independent Clause		Dependent Clause

Some subordinate conjunctions are:

after	although	as	because	before	if
once	since	so	than	that	though
until	when	wherever	whether	while	

Directions: Use the list of subordinate conjunctions from the box to unscramble the words below.

- | | | |
|--------------------|----------------------|-------------------|
| 1. icnes - _____ | 7. litun - _____ | 13. ratfe - _____ |
| 2. sa - _____ | 8. esnlsu - _____ | 14. hliw - _____ |
| 3. hhteerw - _____ | 9. weerrhv - _____ | 15. tnah - _____ |
| 4. noec - _____ | 10. abcesu - _____ | 16. os - _____ |
| 5. ewnh - _____ | 11. haglothu - _____ | 17. fi - _____ |
| 6. eeobfr - _____ | 12. guohht - _____ | 18. ttah - _____ |

Directions: Place a subordinate conjunction on the lines below. Write “Dependent Clause” below the dependent clause. Write “Independent Clause” below the independent clause.

1. The judge announced the winners while we all held our breath.
Independent Clause
Dependent Clause
2. _____ the bus was late the students missed the assembly.
3. The backyard looks beautiful _____ Mom planted flowers.
4. _____ the ride ended the passengers got off the rollercoaster.
5. The cake tasted so good _____ nobody wanted to share.

Subordinate Conjunctions #2

Part I – For one minute, study the list of subordinate conjunctions from the extension at the bottom of the page. Without looking, write as many subordinate conjunctions as you can remember.

Part II – Place a subordinate conjunction on the lines below. Write “Dependent Clause” below the dependent clause. Write “Independent Clause” below the independent clause.

1. The judge announced the winners _____ we all held our breath.
2. _____ the bus was late, the students missed the assembly.
3. Mom took us to the zoo _____ we got good grades.
4. _____ I eat a sandwich, I put lots of pickles on it.
5. The American won the gold medal _____ she practiced harder than everyone.
6. _____ you like it or not, I am the champion.
7. A nurse took his temperature _____ the doctor performed the exam.
8. _____ our team scores more goals, we are going to lose.
9. Some riders lifted their hands _____ the train went down the hill.
10. _____ the rocket takes off, the scientist has last minute problems to solve.

Extension: Below is a list of subordinate conjunctions. Select any ten and write them in clauses. Skip lines and be prepared to trade them with a neighbor. Someone else will finish these sentences.

after although as because before if once since so
 than that though unless until when wherever whether while

Complex Sentences #1

A **complex sentence** is a sentence that has a dependent clause and an independent clause.

1. An independent clause = I learned about complex sentences...
2. A dependent clause. = ... while listening to the teacher.

Complex Sentence: I learned about complex sentences while listening to the teacher.

* Remember: A dependent clause begins with a subordinate conjunction.
Therefore, if you use a subordinate conjunction, you're writing a complex sentence.

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

1. Dependent Clause: (as the shoppers entered the store)

The workers prepared for a busy day.

2. Dependent Clauses: (while Alex cleaned the windows)

It started to rain.

3. Dependent Clause: (before it starts to rain)

We need to finish the game.

4. Dependent Clauses: (after the coach handed out trophies)

The team captain gave a speech.

5. Dependent Clauses: (Because my brother received good grades)

He won a scholarship.

Name: _____

Complex Sentences #3

Write the definition of a complex sentence: _____

Directions: Write a dependent clause that turns the simple sentence into a complex sentence. Use the subordinate conjunctions in the extension below for ideas.

1. He hired a manager _____
2. _____ we studied desert animals.
3. Our school raised money for the homeless _____
4. _____ the phone rings.

Blank on Sample

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

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

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

Compound-Complex Sentences #1

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. 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) (which was in room 304)
The class started, and the teacher began to teach.

4. Dependent Clause: (if the weather is bad)
We'll go camping, or we might stay in a hotel.

5. Dependent Clauses: (because he had to go to a meeting) (when class started)
The students were ready, but the teacher was late.

Blank on Sample