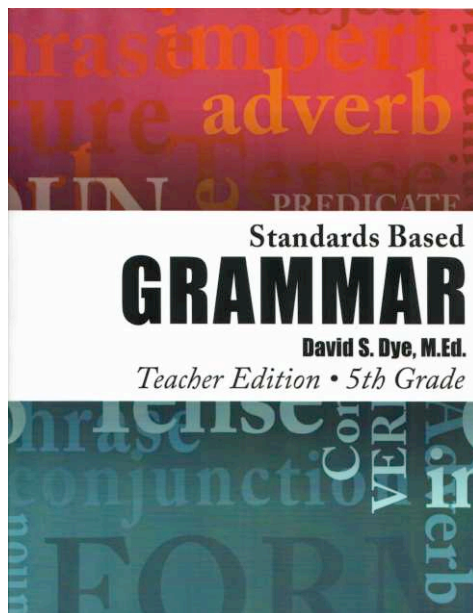


Standards Based Grammar

Grade 5

By David S. Dye, M.Ed.



Model Citizen Publications



THE FULL CATALOG

Thank you for your purchase.
Here's the rest of the program.

The book you just bought is one part of a step-by-step writing and grammar system I wrote in my own classroom and tested with my own students. After years of refinement, all of these books work together in a complete, highly efficient writing program — same approach, same plain language, same practical steps you can teach tomorrow morning, whether you teach thirty students or three.

— David S. Dye, M.Ed.



WATCH ON
YOUTUBE

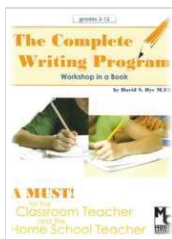
SEE IT WORK

From the Paragraph to the Essay to the Research Report

Check out the video demonstration that shows how all the pieces of writing come together — beginning with **One Simple Trick**.

THE COMPLETE SYSTEM — THREE PARTS

1



THE WRITING PROGRAM

The Complete Writing Program

Teach the five aspects of great writing at any grade level — the writing process, descriptive writing, vocabulary development, sentence variety, and overall style. Letter writing and report writing are covered as well. Includes the peer assessment component, so students evaluate each other's writing, and you stop taking home every paper. Follow it as a full year plan or drop it into what you already use.

Grades 3 and up · eBook & softcover · Also available in bundles

2



THE SKILL BOOKS — THEY BUILD ON EACH OTHER

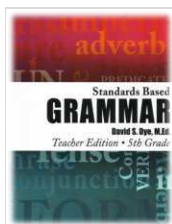
How To Teach the Paragraph — Teach your students the **One Simple Trick** that helps them master the paragraph. Grades 3+.

How To Teach the Five-Paragraph Essay — Expand the One Simple Trick into a full essay in a single lesson, then add strong introductions, conclusions, and transitions. Grades 4–12.

How To Teach the Research Report — Students who know the One Simple Trick master the report quickly. This book teaches it too, so it works either way. Grades 5–12.

Writing Tricks Plus — Teach students a dozen ways to improve sentence structure and make their writing worth reading. Grades 3–12. Student consumables \$14 — minimum order of 3.

3



THE GRAMMAR PROGRAM

Standards Based Grammar

A grade-specific program that meets every grammar standard for your grade level. Over a hundred short, ready-to-teach lessons introduce each skill, then journal assignments force students to prove they've acquired each skill. Parent checklists show families where their child stands; teacher checklists track mastery across the class.

Teacher editions for grades 3, 4, 5, and 6 · Grades 7 & 8 edition · Homeschool edition · **Student consumables \$14 — minimum order of 3**

Look inside the whole program.

Every current title is on the website with **sample pages you can download** and read before you buy, plus video demonstrations for several of the programs. Every book is sold on its own or in a **bundle** that costs less than buying the parts separately. New subscribers also get my "Better Ways of Using 'Said'" worksheet and free worksheets every month.

[CreateBetterWriters.com/catalog](https://createbetterwriters.com/catalog)



SCAN FOR
THE CATALOG

SCHOOLS &
DISTRICTS

Purchase orders and tax-exempt orders welcome. Student consumables start at a minimum of three — order three for a small group or a full set for the class. **One price at any quantity:** no volume discount, because the price is already set for classroom budgets. Quotes for grade-level and district-wide adoptions. Email contact@createbetterwriters.com with your grade levels and student counts, and I'll send a quote and a W-9 within 5 business days, often sooner.

Table of Contents

Assessment Checklists	1
Unit 1	3
1. Unit Mastery Checklist	4
2. Identify the Parts of a Sentence	6
3. Imperatives	11
4. Phrases, Clauses, and Sentences	14
5. Fragments, Run-Ons, Complete Sentences	18
6. Subject-Verb Agreement	24
7. Literature Scavenger Hunt	30
8. Test Review	31
9. Unit Test and Answer Key	33
Unit 2	37
1. Unit Mastery Checklist	38
2. Complex Sentences	39
3. Sentence Combining	44
4. Three Types of Sentences	49
5. Literature Scavenger Hunt	54
6. Unit Test and Answer Key	55
Unit 3	59
1. Unit Mastery Checklist	60
2. Definition of the Parts of Speech	61
3. Nouns and Pronouns	63
4. Verbs and Adverbs	66
5. Adjectives	72
6. Prepositions – Conjunctions – Interjections	75
7. Parts of Speech Practice	81
8. Adverb or Preposition?	82
9. Test Reviews	84
10. Literature Scavenger Hunt	85
11. Unit Test and Answer Key	86
Unit 4	91
1. Unit Mastery Checklist	92
2. Pronouns - Subject vs. Object vs. Possessive	93
3. Prepositions	99
4. Adjective or Adverb: Good / Well Bad / Badly	105
5. Misplaced Modifiers	109
6. Literature Scavenger Hunt	111
7. Test Reviews	112
8. Unit Test and Answer Key	114

Unit 5	119
1. Unit Mastery Checklist	120
2. Capitalization Rules – Do’s and Don’ts	121
3. Capitalization Proper Nouns	123
4. Unit Test and Answer Key	129
Unit 6	133
1. Unit Mastery Checklist	134
2. Comma Rules: City, State / Day, Year	135
3. Comma Rules: Friendly Letters	137
4. Comma Rules: Direct Address / Introductory Word	138
5. Comma Rules: Review Rules #1 - #6	140
6. Comma Rules: Words – Phrases in a List / Avoid Confusion	142
7. Comma Rules: Interrupter / Appositives	144
8. Comma Rules: Adjectives / Quotations	146
9. Comma Rules: Compound Sentence	148
10. Comma Rules: Review Rules #7 - #13	149
11. Comma Rules: Review Rules #1 - #13	151
12. Literature Scavenger Hunt	153
13. Unit Test and Answer Key	154
Unit 7	159
1. Unit Mastery Checklist	160
2. Apostrophe - Possessives	161
3. Apostrophe - Contractions	168
4. Colons and Semicolons	172
5. Unit Test and Answer Key	178
Unit 8	181
1. Unit Mastery Checklist	182
2. Prefixes	183
3. Suffixes	188
4. Prefix / Suffix Mad Minute	190
5. Common Homonyms	195
6. Literature Scavenger Hunt	196
7. Unit Test and Answer Key	197
Unit 9	201
1. Unit Mastery Checklist	202
2. Synonyms / Antonyms	203
3. Often Misused Words	206
4. Underline vs. Quotation Marks	213
5. Test Review	217
6. Unit Test and Answer Key	218
Answer Key	221

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:

- A. Review each worksheet prior to the lesson. Focus on getting the students to understand the vocabulary. Begin each lesson by reviewing 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-Mastery” 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

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 students who 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. Concepts are taught on the first worksheet of each standard. 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 springboard 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. 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.

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

5th Grade
Grammar Standards
Teacher Checklist

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

5th Grade
Grammar Standards
Student Checklist

Name

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

Unit 1

Identify the Parts of a Sentence

Imperatives

Phrases, Clauses, and Sentences

Fragments, Run-ons, and Complete Sentences

Subject-Verb Agreement

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, and Complete Sentences		
5. Subject-Verb Agreement		

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, and Complete Sentences		
5. Subject-Verb Agreement		

Name: _____

Unit 1 and Unit 2 Vocabulary

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 - _____

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Name: _____

Parts of a Sentence #2

Exercise #1 – Subjects and Predicates

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.

1. Dad builds cars.

Subject: _____

Predicate: _____

2. We are happy.

Subject: _____

Predicate: _____

3. The ball bounced.

Subject: _____

Predicate: _____

4. The sky is beautiful.

Subject: _____

Predicate: _____

5. Birds chirp.

Subject: _____

Predicate: _____

6. The clock is incorrect.

Subject: _____

Predicate: _____

Simple Subject – The simple subject is the subject alone.

The red ball bounced across the street. **Simple Subject** = ball

Complete Subject – The complete subject includes all the words that modify the subject.

The red ball bounced across the street. **Complete Subject** = The red ball

Simple Predicate – The simple predicate is the verb alone, without the words that complete the thought.

The red ball bounced across the street. **Simple Predicate** = bounced

Complete Predicate – The complete predicate is the verb with the words that complete the thought.

The red ball bounced across the street. **Complete Predicate** = bounced across the street

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Name: _____

Parts of a Sentence Imperatives

What is the subject of the sentence below?

Go to the store for a gallon of milk.

Try the trick from worksheets #1 and #2. Cross out all the prepositional phrases. The simple subject and simple predicate should be much easier to find.

~~Go to the store for a gallon of milk.~~

I. What is left? “Go”

Imperatives:

An imperative is a sentence that issues a command. **The subject is “you.”**

Example:

Wait for me. Subject = (You) Verb = Wait

(You) Wait for me.

Directions: 1. Cross out all of the prepositional phrases. 2. Put an S above the simple subject and a P above the simple predicate. If the sentence is an imperative, write (You) in front of the sentence and write “imperative” below.

Example: **S** **P**
(You) 1. Wait ~~at the park~~ for me.
Imperative

1. Catch a fish at the lake for me.

7. Mom sewed a patch on my uniform.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Extension: Write five imperative sentences. Use prepositional phrases. When finished, write “(you)” in front of the sentence and put a P above the simple predicate.

[illegible]

Name: _____

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

Exercise #1 - Write "Phrase", "Clause", or "Sentence" next to each word.

- | | |
|--|--------------------------------------|
| 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 - _____ |
| 6. HENRY GAVE HELEN FLOWERS - _____ | 16. THE CANDLE BURNED OUT - _____ |
| 7. BEFORE WE GO CAMPING - _____ | 17. CUTTING THE GRASS - _____ |
| 8. WE WILL WIN - _____ | 18. I LIKE CANDY - _____ |
| 9. OVER THE TREES - _____ | 19. UNTIL LUNCH - _____ |
| 10. SO THEY WILL NOT NEED HELP - _____ | 20. WHEREVER I GO - _____ |

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

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

about above across after against along among around at before behind below
beneath beside between beyond by down during for from in inside into
near of off on onto out outside over past through to with within without

Name: _____

Fragment and Run-On Sentences #3

Exercise #1: What are these fragment sentences missing? Write “Subject” if the subject is missing. Write “Complete Thought” if the complete thought is missing.

1. After the quarterback threw the ball. Complete Thought
2. Riding the bike all the way home. _____
3. While everyone gathered around the flag. _____
4. The monkey and the snake. _____
5. Whistling all the way home with a smile on her face. _____
6. Walked across the street to talk to the neighbor. _____

Exercise #2: Explain why each sentence is a run-on sentence. Write “List of Sentences”, “Too Many And’s”, or “Too Many Conjunctions”

1. Mike plays baseball, and Kenny plays soccer, but I play basketball.
Too Many Conjunctions
2. Terry went to the movies, he bought some popcorn, and he enjoyed the show.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Extension: On a separate sheet of paper, re-write all the fragment sentences in Exercise #1 so that they are complete sentences.

Name: _____

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.

1. RO S V V S V
We walked to ~~the park~~ and played on ~~the swings~~ and we went home.
2. _____ The Lakers beat the Trail Blazers 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.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

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.

Subject-Verb Agreement #3

Name: _____

I. Write the subject-verb agreement rule: _____

II. Write "Singular" if the verb is singular. Write "Plural" if the verb is plural.

_____ Plural	1. fly	_____	4. staples	_____	7. cooks
_____	2. types	_____	5. sleeps	_____	8. graduate
_____	3. smells	_____	6. dives	_____	9. waits

III. Put "S" above the subject and "V" above the verb. Write "Singular" if the subject and verb are singular. Write "Plural" if the subject and verb are plural.

_____	1. The Salvation Army receives many donations during the holidays.
_____	2. Ants build their homes in the dirt.
_____	3. Dozens of cars race around the track at terrific speeds.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Name: _____

Literature Scavenger Hunt Unit 1

I. Simple Subjects and Predicates

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 - _____

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Unit 1 Test Review

Parts of Sentences

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. In the blink of an eye the ball flew past the batter.

Simple Subject: _____ Simple Predicate _____

2. Before the concert, a funny comedian told some jokes.

Simple Subject: _____ Simple Predicate _____

3. Stop at the store for some milk.

Simple Subject: _____ Simple Predicate _____

4. Dozens of donuts fell to the floor.

Simple Subject: _____ Simple Predicate _____

5. With an eraser on his head the boy raced around the tables.

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. Our science test had questions about the planets.

- _____ 2. Brush your hair before taking the picture.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Unit 2

Complex Sentences

Sentence Combining

Three Types of Sentences

Grammar Standards – Unit 2

Student

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

Grammar Standards – Unit 2

Student

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

Complex Sentences

#1

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

1. An independent clause
2. A dependent clause

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

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

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

Example: He met him at the park.

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

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

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

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

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

after although because before if once unless until whenever while

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

1. The mailman wouldn't deliver our mail after my dog bit him in the leg.
Independent Clause Dependent Clause
2. Sarah could have done better on the assignment although she did receive an A.

Thank you for
 previewing
*Standards Based
 Grammar: Grade 5.*

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 **Independent Clause** (after) my dog bit him in the leg. **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.
4. My dog waited at the door for us until we got home.
5. Although none of us wanted to leave, we had to be home before midnight.
6. If Charlie doesn't stop teasing that dog, the dog is going to bite him.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

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

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 have just used a phrase in 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.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Sentence Combining #5

Sentence Combining Tricks

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

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

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

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Three Types of Sentences #1

Let's review three types of sentences:

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

Examples: *The dog barked.* OR

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

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

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

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

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

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

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

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

1. Everyone enjoyed listening to the band at the concert.

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

2. We arrived at the game, and the usher showed us to our seats.

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

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Unit 2 Test
Types of Sentences

I. Complex Sentences

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

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

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

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

4. The children played in the snow **while the parents made a fire in the cabin**.

5. **Because you studied for this test**, I’m sure you will do well.

II. Sentence Combining

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

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

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Unit 5

Capitalization: Proper Nouns

Capitalization: Miscellaneous

Grammar Standards – Unit 5

Student

	Mastery	Non-Mastery
1. Capitalization: Proper Nouns		
2. Capitalization: Miscellaneous		

Grammar Standards – Unit 5

Student

	Mastery	Non-Mastery
1. Capitalization: Proper Nouns		
2. Capitalization: Miscellaneous		

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.

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

Examples: "Singing in the Rain"

The Writings of the Senators from the Twentieth Century

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

Example: Traitors Are Within These Walls

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

Examples: Monday, April, Memorial Day, May Day, New Year's Eve

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

Examples: The sun sank over the tropical horizon,
Signaling to everyone that the end was near.

- 4) Mom, Dad, and other titles that can be replaced with the person's name.

Examples: Give Mom the money. = Give Kim the money.

Give Grandpa the money. = Give Bob the money.

Give Aunt Carol the money.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

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

3) Diseases

Examples: chicken pox, polio, cancer, yellow fever

Warning: Some diseases are named after people. Be sure to capitalize the name only.

Examples: **A**lzheimer's disease, **C**rohn's disease

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Name: _____

Capitalization #1

I. Proper Nouns

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

Examples: JOHN - John

BOY - boy

1. WEDNESDAY – _____

11. WEST – _____

2. SOCIAL STUDIES – _____

12. SATURDAY – _____

3. ITALIAN – _____

13. MATH – _____

4. BUDDHISM – _____

14. CHINESE FOOD – _____

5. BIOLOGY 101 – _____

15. CHRISTIANITY – _____

6. SUMMER – _____

16. MIDWEST – _____

7. COLLEGE PARK – _____

17. LEVI PANTS – _____

8. NORTHERN IRELAND – _____

18. WINTER – _____

9. HEALTH – _____

19. TURNER SCHOOL – _____

10. MEASLES – _____

20. SCIENCE 101 – _____

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Capitalization #4

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

II. Miscellaneous Capitalization

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

Example:

The salvation armey is a christian organization that helped give medicine to children with chicken pox. NO

1. In september, washington elementary school will begin just after labor day.
2. In health we learned that you need your vaccination against smallpox to go to middle school.
3. My report for english class titled “girl without a family” was from island of the blue dolphins.
4. Columbus actually discovered the west indies although he thought he had reached india.
5. We watched grandpa receive his award from the multiple sclerosis society.
6. Next winter Karen will go skiing in lake tahoe at the heavenly ski resort.

Extension: Write ten (10) sentences. Make sure each rule from the Capitalization Rules worksheet is demonstrated in your sentences. Also, include words from the “Don’t Capitalize” list.

Example: Some Christians had a service at Mayfair Park on Easter. Rules #2, #6, and #8

Unit 6

Comma Rules

Grammar Standards – Unit 6

Student

	Mastery	Non-Mastery
1. Comma Rules		

Grammar Standards – Unit 6

Student

	Mastery	Non-Mastery
1. Comma Rules		

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, 2003 Tuesday, October 31

Is February 29th, 2004, 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 2005

_____ Day, Year

3. London England

4. January 1 2000

5. Boston Massachusetts

6. Thursday July 4 1776

7. Madrid Spain

8. San Francisco California

9. October 12 1492

10. Sunday December 7 1941

11. Williamsburg Virginia

12. Tokyo Japan

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

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Name: _____

Comma Rules #5 and #6

Rule #5 – Direct Address

Use a comma, or commas, to set apart the person being addressed.

Examples: John, there are tacos in the refrigerator for you.

There are tacos, John, in the refrigerator for you.

There are tacos in the refrigerator for you, John.

Rule #6 – Introductory Word / Phrase

Use a comma to set apart an introductory word or phrase from the rest of the sentence.

Examples: Yes, you may go to the dance after school.

Of course, go directly to your grandma's house when it's over.

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

1. Yes, I'm mad at you for chewing up my shoe, Rover.

Introductory Word

Direct Address

2. Sorry I won't be able to meet you after school today Kim.

3. Of course we are going to take pictures before she leaves.

4. I haven't seen you Suzie in such a long time.

5. Hello you don't know me, but I'm your long, lost cousin.

6. Mrs. Carter I need to go to the bathroom.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

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.
5. Dear Barney

I am your #1 fan. By the way I have all of your videos.

Sincerely

Brian

6. Well the only tickets available are for Saturday April 3 for the afternoon show.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Name: _____

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.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Name: _____

Comma Rules
Review of Rules #7 - #13

Rule #7 – Words / Phrases in a List

Rule #8 – Avoid Confusion

Rule #9 – Interrupter

Rule #10 – Appositives

Rule #11 – Adjectives

Rule #12 – Quotations

Rule #13 – Compound Sentence

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

1. Mr. Ly, the PTA president, talked about our reading, writing, and math scores.
Appositives **Words in a List**
2. While driving the car suddenly started to make strange squeaky sounds.
3. Our school however has some of the best students in the state.
4. Either you can wash the dishes or you can sweep the floor.
5. “ We’re going sailing tomorrow ” said Mary.
6. “ We sold \$50 worth of sour cherry licorice ” she said “ for our field trip. ”

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

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. ”

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Unit 8

Common Prefixes

Common Suffixes

Common Homonyms

Grammar Standards – Unit 8

Student

	Mastery	Non-Mastery
1. Common Prefixes		
2. Common Suffixes		
3. Common Homophones		

Grammar Standards – Unit 8

Student

	Mastery	Non-Mastery
1. Common Prefixes		
2. Common Suffixes		
3. Common Homophones		

Prefixes #1

Main Idea: Prefixes change the **meaning** of a word.

A prefix is added to a **base word** to change its meaning.

Example:

“**pre**” means before. **pre** + test = pretest (before a test)

- I. Directions: Use a dictionary to look up four (4) words with the prefixes listed below. Write the **base word** on the line. Next, write the **base word** with the prefix together. Finally, write the definition of the word.

Note: When looking up the word, if there is no **base word**, it is not a prefix.

1. sub – under or below

Base Word	Definition
sub - <u>atomic</u> = <u>subatomic</u> : <u>relating to the inner part of the atom</u>	
sub - _____ = _____ : _____	
sub - _____ = _____ : _____	
sub - _____ = _____ : _____	

2. dis – expel; opposite

Base Word	Definition
dis - _____ = _____ : _____	

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Name: _____

Suffixes

Main Idea: A suffix changes the **part of speech** of a word.

Examples:

wash = verb washable = adjective / dark = adjective darkness = noun

Suffixes

- | | |
|--|--|
| 1. y – full of (adjective) | 6. ous – full of (adjective) |
| 2. ism – characteristic of (noun) | 7. ia – name of a place or disease (noun) |
| 3. ist – person who does (noun) | 8. ize – to cause to become (verb) |
| 4. ible – able to (adjective) | 9. ive – having the characteristics of (adjective) |
| 5. tion – the act of (nouns) | |
| 10. ant – person or thing that does or is (noun) | |

Directions: Add a suffix to the words below. Next to each word, write the new part of speech. Some words can have more than one suffix.

* Note: You may have to change the spelling when adding a suffix.

1. interrupt - **interruption = noun**
2. fame - _____
3. stick - _____
4. art - _____

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*

Prefixes and Suffixes #1

1. The prefix *sub-* means “under or below”. Which of the four sentences below uses the prefix *sub* the same way as the sentence below:

The submarine stayed under the water for many hours.

- A. The subject of the lesson was the American Revolution.
- B. To sublimate means that an object goes from a gas to a solid without becoming a liquid.
- C. There was a soft, subtle noise coming from the computer.
- D. There is a subway that travels from the airport to the ball park.

2. The prefix *bi-* means “two”. Which of the four sentences below uses the prefix *bi* the same way as the sentence below:

There is a bicoastal car race that goes from Florida to California.

- A. Many people like to pay their bills biweekly rather than once a month.
- B. In biology we learned how the body fights germs.
- C. John used a binder to help him keep his homework organized.
- D. The Sioux Indians hunted bison on the prairies.

Thank you for
previewing
*Standards Based
Grammar: Grade 5.*