Standards Based Grammar

Grade 6

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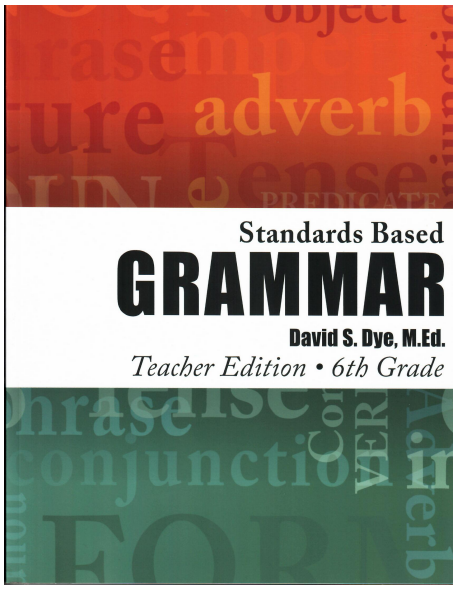

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About This Book

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:

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

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

6th Grade

Grammar 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. Friendly Letters – Unit 7		
	21. Colons and Semicolons – Unit 7		
	22. Business Letters – Unit 7		
	23. Frequently Misspelled Words – 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. Friendly Letters – Unit 7		
	21. Colons and Semicolons – Unit 7		
	22. Business Letters – Unit 7		
	23. Frequently Misspelled Words – Unit 7		

Unit 1

Simple Sentences

Coordinate Conjunctions

Compound Sentences

Grammar Standards – Unit 1

_____

Student

	Mastery	Non-Mastery
1. Simple Sentences		
2. Coordinate Conjunctions		
3. Compound Sentences		

Grammar Standards – Unit 1

_____

Student

	Mastery	Non-Mastery
1. Simple Sentences		
2. Coordinate Conjunctions		
3. Compound Sentences		

Name: _____

Simple Sentences
Subjects and Predicates
#1

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 boat sank.

Subject: **boat** *(what)* Predicate: **sank** *(what the subject **does**)*

1. The small, plastic boat sank slowly into the tub.

Subject: **boat** *(what)* Predicate: **sank** *(what the subject **does**)*

2. The man is tall.

Subject: man *(who)* **Predicate:** is tall *(what the subject **is**)*

2. The man in front of me is tall.

Subject: man *(what)* **Predicate:** is tall *(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.

Example #1 **S** **P**
Mark plays baseball.

Subject: __**Who**__

Predicate: __**Does**__

Example #2 **S** **P**
The ball is flat.

Subject: __**What**__

Predicate: ___**Is**___

1. Dad fixes cars.

Subject: _____

Predicate: _____

2. We are hungry.

Subject: _____

Predicate: _____

3. The music stopped.

Subject: _____

Predicate: _____

4. Libraries lend books.

Subject: _____

Predicate: _____

5. The door slammed.

Subject: _____

Predicate: _____

6. The games are broken.

Subject: _____

Predicate: _____

7. Lions roar.

Subject: _____

Predicate: _____

8. Tina is late.

Subject: _____

Predicate: _____

9. The choir sings.

Subject: _____

Predicate: _____

Name: _____

Simple Sentences
Subjects and Predicates
#3

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. A fish swims.

   Subject: _____

   Predicate: _____

2. The water froze.

   Subject: _____

   Predicate: _____

3. The shirt is dirty.

   Subject: _____

   Predicate: _____

4. Children played.

   Subject: _____

   Predicate: _____

5. The balloon popped.

   Subject: _____

   Predicate: _____

6. The Yankees are champions.

   Subject: _____

   Predicate: _____

Thank you for previewing *Standards Based Grammar: Grade 6*.

Extension:

1. Write three sentences about camping that are ten words or longer. Put an S above the simple subject and P above the simple predicate.
2. Below each sentence, write "Complete Subject" and "Complete Predicate." Next to these labels, write out the complete subject and the complete predicate. See the example below.

Example:

S P
I went camping with my friends in the mountains.

Complete Subject – I

Complete Predicate – went camping with my friends in the mountains.

Name: _____

Coordinate Conjunctions
#5

Part I – These are ideas that you should have learned by now. If you haven't, use this page as a study guide.

1. What do coordinate conjunctions do? _____
2. What are the three main coordinate conjunctions? _____ _____ _____
3. What are the three things that coordinate conjunctions connect?

   _____ _____ _____

4. What does "compound" mean? _____
5. What is a compound subject? _____
6. What is a compound predicate? _____

Part II

Directions: In the sentences below, circle the coordinate conjunction. Underline the words being connected. Put an S above the simple subject and a P above the simple predicate. Write "W-W", "Ph-Ph", or "S-S" behind each sentence.

*Note: If a sentence has a compound subject or predicate, you will need to put more than one S or P.

1. Mom and Dad told my brother and me to clean our rooms. _____
2. We were tired, but there was more work to do. _____
3. The test required that we walk, sprint, or run the mile in ten minutes. _____
4. Our dog and cat play well together. _____
5. My team was losing, but the game wasn't over yet. _____
6. Donny and Marie sang, danced, and acted together. _____
7. You can pull the weeds or use weed spray to get rid of them. _____
8. We wrote a card for Grandma, and Mom sent flowers. _____

Extension: Write three (3) sentences about school containing a compound subject.

Next, write three (3) sentences containing a compound predicate.

Name: _____

Compound Sentences
#1

Compound: One item made from two or more parts.

Compound Sentences: Two simple sentences can be joined by a coordinate conjunction to form one compound sentence. Be sure to put a comma in front of the conjunction.

Example:

S **P** **S** **P**

We went to the beach**,** <u>but</u> we couldn't stay long.

Directions: Use a coordinate conjunction (and, but, or) to turn the two simple sentences into a compound sentence.

1. Jose pitched a great game. We won by six points.

   _____

2. You need to wash the dog tonight. I'll pay your brother to do it.

   _____

   _____

3. It was an exciting game. I couldn't see it.

   _____

4. I brought a pen and paper. The movie star signed an autograph.

   _____

   _____

Thank you for previewing *Standards Based Grammar: Grade 6*.

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. Coordinate Conjunctions

Find one sentence that uses a coordinate conjunction to connect words-to-words. Find one sentence that uses a coordinate conjunction to connect phrases-to-phrases. Find one sentence that uses a coordinate conjunction to connect sentences-to-sentences. Write them on the lines below:

1. Words-To-Words: _____

_____

_____

Thank you for previewing *Standards Based Grammar: Grade 6*.

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		

Name: _____

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.

Name: _____

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.

Thank you for previewing *Standards Based Grammar: Grade 6*.

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 the independent clauses.
3. Write an independent clause that will finish the thought of all the dependent clauses.

Name: _____

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 unless
until when wherever whether while

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

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

Thank you for previewing *Standards Based Grammar: Grade 6*.

Name: _____

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.

Thank you for previewing *Standards Based Grammar: Grade 6*.

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 whenever whether while

Name: _____

Complex Sentences
#1

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

1. An <u>independent clause</u> = 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.

* Note: When beginning a sentence with a dependent clause, place a comma before the independent clause.

Example: While the children were swimming, Dad made hot dogs.

Directions: Use the dependent clause in parentheses to turn the simple sentences below into complex sentences. Place each clause at the beginning of the sentence followed by a comma.

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.

_____

_____

Thank you for previewing *Standards Based Grammar: Grade 6*.

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.
5. _____ the train arrived an hour late.

Thank you for previewing *Standards Based Grammar: Grade 6*.

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

Name:_____

Compound-Complex Sentences
#2

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

1. __**While my mom baked the cake,**__ she whistled a song, and I hummed along.
2. We went to the store _____, and my dad bought me a bike _____.
3. The cat will drink the milk _____, or it will drink the milk _____.
4. _____ the cars will warm up their engines, and they will race off the starting line _____.

Thank you for previewing *Standards Based Grammar: Grade 6*.

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

after as because before if once since so unless

when whenever wherever whether while

Name: _____

Unit 2 - Test Review

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

1. When the work is finished, we're going to go out for pizza.

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

2. We were hungry, but dinner wasn't ready yet.

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

3. The puppy jumps into my lap and licks my face whenever he wants to play.

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

4. The birds were playing in our pool.

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

5. Ken mowed the lawn, and Jeff washed the car.

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

Thank you for previewing *Standards Based Grammar: Grade 6*.

Name: _____

Literature Scavenger Hunt

I. Understanding Clauses

Find three (3) dependent clauses and three (3) independent clauses. Write them below:

Dependent Clauses

1. _____
2. _____
3. _____

Independent Clauses

1. _____
2. _____
3. _____

II. Subordinate Conjunctions

How many subordinate conjunctions can you find in one chapter? Go through a chapter of any book. List as many subordinate conjunctions as you can find.

_____

_____

_____

_____

Thank you for previewing *Standards Based Grammar: Grade 6*.

Unit 3

Capitalization

Comma Rules

Sentence Combining

Grammar Standards – Unit 3

_____

Student

	Mastery	Non-Mastery
1. Capitalization		
2. Comma Rules		
3. Sentence Combining		

Grammar Standards – Unit 3

_____

Student

	Mastery	Non-Mastery
1. Capitalization		
2. Comma Rules		
3. Sentence Combining		

Capitalization
Instructions for the Teacher

Overview:

This unit is designed to allow students to practice the capitalization rules that are confusing to them. They will take a pretest and complete practice assignments that fit their trouble areas. Then they will complete a final project that allows them to demonstrate their knowledge of capitalization rules within the context of writing.

Step #1 - Pretest

Give the pretest. Use the answer key to correct it.

Step #2 – Complete the Checklist

The checklist tells which questions correspond to each capitalization rule. If the students answer all the questions correctly, they have mastered that capitalization rule.

Step #3 – Review Capitalization Rules

Use the list of Do's and Don'ts to review the capitalization rules with the class. Have the class use the list to correct their tests. Make them write each incorrect answer and explain the rule that applies.

Step #4 – Complete Worksheets

Students complete the worksheets at their own pace. Students must get a perfect score on one worksheet before moving on to another. One way to make this easier for the teacher is to put several students in charge of correcting the worksheets. Correctors can be rotated each day to avoid overworking any student. The teacher will then be free to do mini-lessons with students who need it.

Step #5 – Posttest

When the worksheets are completed, the students can take the posttest. If all of the rules have been mastered, the student moves on to the final project. If all of the rules have not been mastered, the student reviews the test. They can redo a few worksheets or complete supplemental materials. This process continues until all rules are mastered.
*Note: The answers on the posttest follow the same pattern as the pretest. Therefore, the capitalization rules on the checklist match both the pretest and the posttest.

Step #6 – Final Project

The purpose of the final project is for the student to practice the capitalization rules in the context of writing. It is recommended that the students receive a week to practice the worksheets. At a time designated by the teacher, all students who have not completed the worksheets need to take the posttest. The checklist can be given to the parents, tutors, instructional aides, etc… to provide more practice if needed.

Name: _____

Capitalization Checklist

Directions: Below is a record of the capitalization rules that you passed. If you did not answer all questions correctly for each capitalization rule, you will do the review worksheets. When finished, you will take the posttest. You will redo the worksheets and the posttest until you pass all capitalization rules.

Do Capitalize	Pass	Needs Work
1. Titles: First, Last, Important Words *Questions: #1 , #5 , #10*		
2. Calendar Items: Days / Months / Holidays *Questions: #2 , #6 , #11 , #16*		
3. Poetry: First Letter of Each Line *Questions: #19*		
4. Mom, Dad, Family Names, Career Titles *Questions: #4 , #12 , #14*		
5. Languages *Questions: #7 , #15 , #25*		
6. Religions *Questions: #9 , #17*		
7. Letters: First Word of Greeting and Closing *Questions: #40*		
8. Names of Businesses and Institutions *Questions: #20 , #21 , #26 , #30 , #33*		
9. Directions: Geographical Locations *Questions: #23 , #38*		
10. Proper Nouns: Miscellaneous *Questions: #24 , #27 , #36*		
Don't Capitalize		
1. Seasons *Questions: #3 , #13*		
2. School Subjects *Questions: #8 , #18 , #28*		
3. Diseases *Questions: #22 , #29 , #32*		
4. Directions: Traveling *Questions: #31 , #35*		
5. Company-Yes, Products-No *Questions: #34 , #37 , #39*		

Name: _____

Capitalization
Pretest

Directions: Rewrite each word or words with the proper capitalization.

Example: JOHN - **John** BOY- **boy**

1. STAR WARS (Title) - _____
2. TUESDAY - _____
3. SUMMER - _____
4. UNCLE BOB - _____
5. THE BEST IN THE WEST (Title) - _____
6. MONTH - _____
7. FRENCH - _____
8. MATH - _____
9. CHRISTIANITY - _____
10. PLEDGE OF ALLEGIANCE - _____
20. HIGH SCHOOL - _____
21. RED CROSS - _____
22. POLIO - _____
23. MIDDLE EAST - _____
24. COLORADO RIVER - _____
25. GERMAN - _____
26. MC DONALD'S - _____
27. CHESS - _____
28. HISTORY - _____
29. INFLUENZA - _____
30. CERRITOS COLLEGE - _____
31. WEST - _____

Thank you for previewing *Standards Based Grammar: Grade 6*.

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"
   The **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,
   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 **M**om the money. = Give Kim the money.
   Give **G**randpa the money. = Give Bob the money.
   Give **A**unt **C**arol the money.

Thank you for previewing
Standards Based Grammar: Grade 6.

Capitalization Rules

Don't Capitalize:

1) Seasons

   Examples: summer, winter, spring, autumn, fall

2) School subjects unless they are course titles or the names of 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 6*.

Name: _____

Capitalization
#2

I. Proper Nouns

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

Examples: JOHN - __John__ BOY - __boy__

1. SPANISH – _____
2. ITALIAN TILE – _____
3. TUESDAY – _____
4. SOUTHERN ALPS – _____
5. EAST – _____
6. THURSDAY – _____
7. PLANTERS' PEANUTS – _____
8. JUDAISM – _____
9. GEOMETRY 101 – _____
10. FALL – _____
11. MATH – _____
12. GEOGRAPHY – _____
13. SOUTH KOREA – _____
14. HINDUISM – _____
15. KELL POND – _____
16. MUMPS – _____

Thank you for previewing *Standards Based Grammar: Grade 6*.

Extension: Use your list of "Do's and Don'ts" of capitalization to make a quiz. Put twenty words on a sheet of paper and capitalize every letter of every word. Be sure to make an answer key. Be prepared to trade papers with a classmate.

Name: _____

Capitalization
#5

Thank you for previewing
Standards Based Grammar: Grade 6.

II. Miscellaneous Capitalization

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

Example:

The salvation army is a christian organization that helped give medicine to children with chicken pox.

S A C ⇧ NO ⇧

1. The christian religion believes that god has angels who help do his* work. *His refers to God.
2. Amy received $10 from aunt may and uncle ray to celebrate her graduation from leal school.
3. The mariners play baseball in seattle where you can also find the space needle, a giant tower.
4. The bible, the torah, and the koran are holy books from christianity, judaism, and islam.
5. while you slept in your bed,

   dad kissed your forehead,

   "i love you," he said.
6. Kelly wrote the poem "while you slept in your bed" for father's day last june.

Name: _____

Comma Rules
Instructions for the Teacher

Overview:

This unit is designed to allow students to practice only the comma rules that are confusing to them. They will take a pretest and complete practice assignments that fit their trouble areas. Then they will complete a final project that allows them to demonstrate their knowledge of comma rules within the context of writing.

Step #1 - Pretest

Give the pretest. Use the answer key to correct it.

Step #2 – Complete the Checklist

The checklist tells which questions correspond to each comma rule. If the students answer all the questions correctly, they have mastered that comma rule.

Step #3 – Comma Rules Worksheets

1. Correct the test as a class. Have the students write the sentences that they missed three times.
2. Students only need to do the worksheets for the comma rules that they missed.
3. Students work at their own pace. They can only move on to the next worksheet when they have done the previous worksheet perfectly. Assign several students to be "correctors" each day. This will free you up to do mini-lessons.

Step #4 – Take the Posttest

When the students have completed all of their worksheets, they take the posttest. If they pass all of the rules, they can work on their project. They need to redo worksheets for any rule that they miss. Repeat this process until all rules are mastered.

Step #5 - Project

The purpose of the final project is for the student to practice the comma rules in the context of writing. It is recommended that the students receive a week to practice the worksheets. At a time designated by the teacher, all students who have not completed the worksheets need to take the posttest. The checklist can be given to the parents, tutors, instructional aides, etc… to provide more practice if needed.

Name: _____

Comma Rules
Checklist

Directions: Below is a record of the comma rules that you passed. If you did not answer all questions correctly for each comma rule, you will do the review worksheets. When finished, you will take the posttest. You will redo the worksheets and the posttest until you pass all comma rules.

Comma Rules	Pass	Needs Work
Rule #1 Compound Sentence *Questions: #1, #5, #10*		
Rule #2 Introductory Clause *Questions: #2, #6, #11*		
Rule #3 Introductory Word / Phrase *Questions: #3, #7, #12*		
Rule #4 Direct Address *Questions: #21, #26, #31*		
Rule #5 Adjectives *Questions: #4, #9, #14*		
Rule #6 Quotations *Questions: #8 , #16, #20*		
Rule #7 Interrupter *Questions: #13, #18, #25*		
Rule #8 Appositives *Questions: #22, #28, #35*		
Rule #9 Words in a List or Phrases in a List *Questions: #15, #19, #24*		
Rule #10 Avoid Confusion *Questions: #17, #30, #33*		
Rule #11 <u>City, State</u> or <u>City, Country</u> *Questions: #23, #29, #36*		
Rule #12 Day, Year / Month, Year *Questions: #27, #32, #34*		

Name: _____

Comma Rules
Pretest

Directions: Place commas where they are needed in the sentences below. Make your commas dark and clear.

1. We wanted to go to the movies but my mom couldn't take us until tomorrow.
2. When the general enters the room the soldiers will stand at attention.
3. Wait the doctor will be back in a minute.
4. The crowd watched the big powerful wrestler jump into the ring.
5. Our school is putting on a play and everyone wants to be in it.
6. Unless they practice harder they will never win the championship.
7. Of course students who study will do well on the test.
8. " My mom is the best cook in the world " said Charlie.
9. The students took turns petting the bunny's soft fluffy coat.
10. We can meet at the mall or we can drive there together.

Thank you for previewing *Standards Based Grammar: Grade 6*.

Name: _____

Comma Rules
Compound Sentence / Introductory Clause
#1

Rule #1 – Compound Sentence

When two complete sentences are joined by the conjunctions *or*, *and*, or *but*, use a comma before the conjunction.

Example:

Mom went to get the food**,** <u>and</u> Dad went to get the video.

Rule #2 – Introductory Clause

When beginning a complex sentence with the dependent clause, put a comma before the independent clause.

Example:

<u>While Melissa passed out the homework</u>**,** Mr. Renaker explained our vocabulary words.

Dependent Clause **Independent Clause**

Directions: Place commas where they are needed.

1. Do you want us to help**,** or would you like to do it yourself?
2. Whenever my favorite song is played I dance like a wild maniac.
3. We wanted to play video games but my brother broke the television.
4. If Ken does all of his homework he gets to come over this weekend.

Thank you for previewing *Standards Based Grammar: Grade 6*.

Name: _____

Comma Rules
Introductory Word-Phrase / Direct Address
#2

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

1. Give the letter to Mom Jim.
2. Wait you can go to the bathroom during recess.
3. Peanut you're the best hamster in the world.
4. First if you want a new bike Michael you must learn to take better care of your stuff.
5. Team if we win today we'll be in first place.
6. As a matter of fact I did eat the last piece of cake.
7. Finally the person with the most points will win the trophy.
8. Yes you do look funny in that hat.

Thank you for previewing *Standards Based Grammar: Grade 6*.

Extension: Write five (5) direct address sentences about having fun with friends.

Name: _____

Comma Rules
Interrupter / Appositives
#2

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

1. That's my sister, the one in the pink dress, singing in the choir.
Appositives
2. You on the other hand need to speak louder so we can all hear.

3. Vanessa the most improved student in the class scored a 98 on her math test.

4. Those students the girls in the back row have been talking all day.

5. Bears however will take care of their young for a couple of years.

6. Cyndi is moving to New Jersey the Garden State.

Thank you for previewing *Standards Based Grammar: Grade 6*.

Extension: Write six (6) sentences describing a game. Explain the game using three interrupters and three appositives.

Name: _____

Comma Rules
Words-Phrases in a List / Avoid Confusion
#1

Rule #9 – 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 #10 – 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 sprang a leak.
4. We sang songs played games and ate ice cream at the party.

Thank you for previewing *Standards Based Grammar: Grade 6*.

Unit 4

Objects of Verbs and Prepositions

Direct Objects

Transitive and Intransitive Verbs

Direct and Indirect Objects

Grammar Standards – Unit 4

_____

Student

	Mastery	Non-Mastery
1. Objects of Verbs and Prepositions		
2. Direct Objects		
3. Transitive and Intransitive Verbs		
4. Indirect Objects		

Grammar Standards – Unit 4

_____

Student

	Mastery	Non-Mastery
1. Objects of Verbs and Prepositions		
2. Direct Objects		
3. Transitive and Intransitive Verbs		
4. Direct and Indirect Objects		

Name: _____

Objects of Verbs and Prepositions
Overview

In this chapter you will be learning about **objects** and their job in a sentence.

What is an object?

An **object** receives action from verbs.

or

An **object** can be connected to a preposition.

Examples:

Object of the Verb: painted the house

What was painted? house

"House" receives the action from the verb "painted".

Object of the Preposition: The cat is in the house

A preposition is a connecting word.

Where is the cat? "In" connects cat to its object, "house".

I. Below are verbs. Give each verb an object. Draw an arrow from the verb to its object.

1. wash - wash the car
2. clean - _____
3. drink - _____
4. follow - _____
5. hide - _____
6. write - _____
7. watch - _____
8. sing - _____

II. Below are prepositions. Give each preposition an object. Draw an arrow from the preposition to its object.

1. up - up the tree
2. over - _____
3. above - _____
4. with - _____
5. toward - _____
6. into - _____
7. by - _____
8. down - _____

Name: _____

Objects of Verbs and Prepositions
#5

Directions: 1. Underline all of the verbs and prepositions that have objects.

2. Circle the objects. 3. If it is the object of the verb, write "verb".

If it is the object of the preposition, write "Preposition".

The number in ( ) tells you how many objects are in the sentence.

1. My sister walked the dog to the park and played games with her. (4)

_____

2. The class made a beautiful card for the sick girl. (2)

_____

3. Mrs. Chin read a story about Chinese New Year after lunch. (3)

_____

4. Wait for me, and I'll share my candy with you. (3)

_____

5. Take this note to your parents, and bring it back signed. (3)

_____

6. Will Santa give me presents if I hit my brother? (2)

_____

7. He knows the children who do good things for others. (3)

_____

8. Fluffy chased his tail for ten minutes. (2)

_____

9. After the game, everyone shook hands and gave high-fives to the other team. (4)

_____

10. The boys play basketball every day for two hours. (2)

_____

Extension: Write each preposition below in a sentence. Be sure each preposition has an object. Underline the preposition and draw an arrow to its object.

Prepositions: inside about during after within

Name: _____

Direct Objects #2
Transitive or Intransitive Verbs

Transitive or Intransitive Verbs?

You have already learned that direct objects receive action from the verb. Verbs that give action are called *transitive verbs*. What if a verb has no direct object? Some verbs do not need direct objects. These verbs are called *intransitive verbs*.

Transitive Verbs: Send action and need a direct object to complete their meaning.

D.O.
Carol <u>bought</u> a flower. The word flower completes the meaning of what Carol bought.

Intransitive Verbs: Do not need direct objects to complete their meaning.

Carol <u>is jogging</u>.
Carol <u>sings</u>.

* "is jogging" and "sings" do NOT need an object to complete their meaning.

Directions: Underline all the verbs in each sentence. Write "trans" if the verb is transitive or "intrans" if the verb is intransitive. If the verb is transitive, draw an arrow to the direct object and write DO above.

Intrans **Trans** **D.O.**

1. She <u>whistles</u> while she <u>washes</u> the car.
2. Alice walked her dog and gave it a bath.
3. Students protested, but the administrators would not build a new football field.
4. We walked to the theater after Mom parked the car.

Thank you for previewing *Standards Based Grammar: Grade 6*.

Name: _____

Indirect Objects
#2

Directions: In the following sentences, draw an arrow from the verb to the direct object. Write DO above the direct objects and IO above the indirect objects.

IO DO

1. The salesperson showed her the bracelet with the diamonds.
2. The groom wrote his bride a song for their wedding.
3. The city sent the team money for new uniforms.
4. Kobe passed Paul the ball who gave the Lakers two points with a slam dunk.
5. The mother read her little girl a bedtime story.
6. Lou Gehrig hit a sick boy a home run to cheer him up.
7. I gave my cousin the flu when I gave her my soda.
8. At the carnival, the teenager won his girlfriend a stuffed animal.
9. Darren bought Michael some cotton candy at the game.
10. The waitress brought me a soda when she should have brought me a lemonade.

Thank you for previewing *Standards Based Grammar: Grade 6*.

Name: _____

Objects of Verbs and Prepositions
Test Review #1

Directions: 1. Underline all of the verbs and prepositions that have objects.

2. Circle the objects. 3. If it is the object of the verb, write "verb".

If it is the object of the preposition, write "Preposition".

The number in ( ) tells you how many objects are in the sentence.

1. Johnny pushed the car across the floor. (2)

   verb **preposition**

2. The girl left her umbrella in the class. (2)

   _____

3. The student beside me tapped his pencil for twenty minutes. (3)

   _____

4. Erika sang a song from *Beauty and the Beast* at the concert. (3)

   _____

Thank you for previewing *Standards Based Grammar: Grade 6*.

Unit 6

Diagramming Sentences

Grammar Standards – Unit 6

_____

Student

Diagramming Sentences

	Mastery	Non-Mastery
1. Subject and Predicate		
2. Modifiers		
3. Direct and Indirect Objects		

Grammar Standards – Unit 6

_____

Student

Diagramming Sentences

	Mastery	Non-Mastery
1. Subject and Predicate		
2. Modifiers		
3. Direct and Indirect Objects		

Diagramming Sentences
Vocabulary

Directions: Use this worksheet to keep track of the many definitions you will learn during this unit. It can serve as a helpful review.

Diagramming Example

1. Subject - _____

2. Predicate - _____

3. Object - _____

4. Direct Object - _____

5. Indirect Object - _____

6. Prepositional Phrase - _____

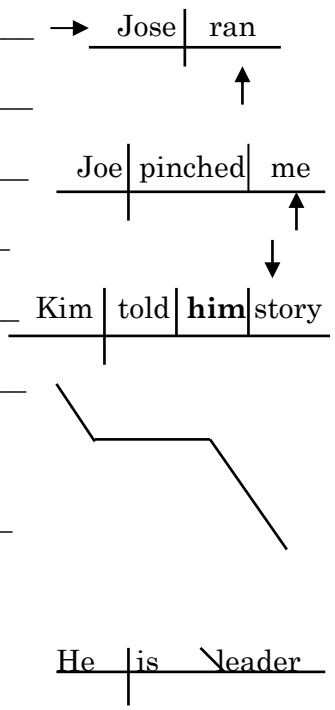
_____

7. Linking Verb - _____

_____

8. Predicate Nominative (Predicate Noun) - _____

_____



Thank you for previewing *Standards Based Grammar: Grade 6*.

Name: _____

Diagramming Sentences

What Is Sentence Diagramming?

If you like putting puzzles together, you should like diagramming sentences. Diagramming is just a way of taking sentences apart and showing how the pieces of the sentence fit together to form a complete thought. Follow the steps below to learn the basics of diagramming sentences.

Step 1 – Sentence diagramming begins by underlining the subject and the predicate (verb + what the subject is or does). Make a vertical line to separate the subject from the predicate.

Example: Jaime sings. Jaime | sings.

Exercise A: Draw a line between the subject and the predicate in the following sentences.

1. Kyle ran.
2. Sarah smiles.
3. Amy laughs.
4. We played.
5. She will sleep.
6. Surfers surf.
7. They talked.
8. It rolls.
9. He played.

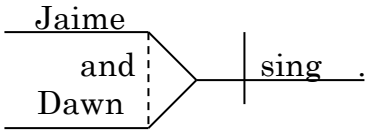
Exercise B: Rewrite the sentences above. Underline the subject and the predicate. Put a vertical line between the subject and the predicate.

1. Kyle | ran
2.
3.
4.
5.
6.
7.
8.
9.

Extension: Write five of your own two-word sentences. Diagram them exactly the way you did the sentences from above.

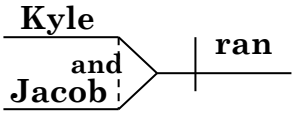
Step 2 – What if there is more than one subject? This is called a *compound subject*. To the left of the vertical line, just put the compound subjects on top of each other and connect them with the word "and."

Example: Jaime and Dawn sing.



Exercise C: Diagram the sentences below. Use the example above to help. Make sure the compound subjects are on top of each other.

1. Kyle and Jacob ran.



2. Amy and I laugh.
4. Kim and Alice played.
5. Sarah and I smile.
7. Bill and Ted talked.
8. He and she will sleep.

Thank you for previewing *Standards Based Grammar: Grade 6*.

Extension – Write five of your own two, three, or four word sentences.

Diagram them exactly the way we did the sentences from above.