Standards Based Grammar

Grade 3

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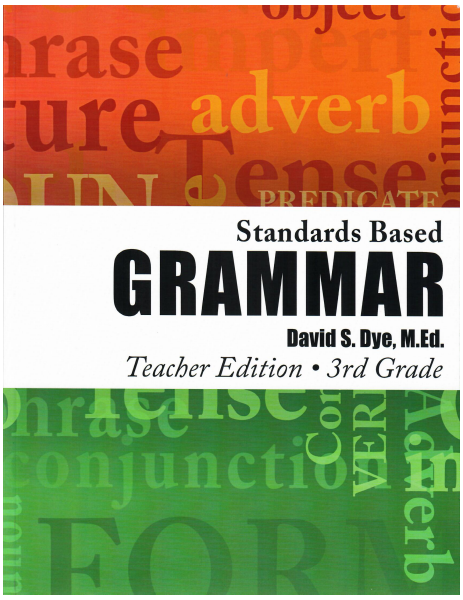

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About This Book

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 for the program:

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 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. 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. Parents need to understand that the goal of this program is true mastery. A student may understand a concept in a general way but still need more practice before using the skill correctly in speaking and writing. Therefore, some parents may be concerned when they see several skills marked "Non-Mastery." It may be helpful to include the student's test grade on the checklist to ease that concern. For example, a C on the test can show that the child is making progress even though several skills still need more practice.

3rd Grade
Grammar Standards
Teacher Checklist

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

3rd Grade
Grammar Standards
Student Checklist

_____
Student Name

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

Unit 1

Parts of Speech: Nouns

Noun Definition and Identification

Possessive Nouns

Plural Noun Rules

Grammar Standards – Unit 1

_____

Student

Parts of Speech

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

Grammar Standards – Unit 1

_____

Student

Parts of Speech

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

Nouns
Definitions
#4

Name: _____

Write the definitions of common and proper nouns. Remember the tricks.

Common Nouns: _____

Proper Nouns: _____

I. Write a common noun for each proper noun below.

1. Alexander - _____
2. Mojave Desert - _____
3. Porky Pig - _____
4. Rose Parade - _____
5. White House - _____
6. Dr. Lee - _____
7. Susie's Deli - _____
8. Frisbee - _____
9. Colonel Sanders - _____
10. Jupiter - _____

II. Write a proper noun for each common noun below.

1. girl - _____
2. cat - _____
3. teacher - _____
6. city - _____
7. movie - _____
8. bike - _____

Thank you for previewing *Standards Based Grammar: Grade 3*.

Extension: Find a picture in a magazine. Make a list of all the proper nouns in the picture. Next, list ten (10) common nouns that you see.

Name: _____

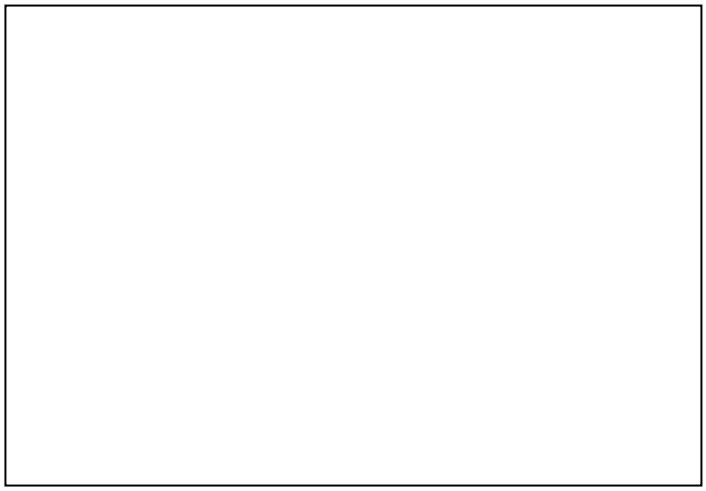
Nouns
Definitions
#5

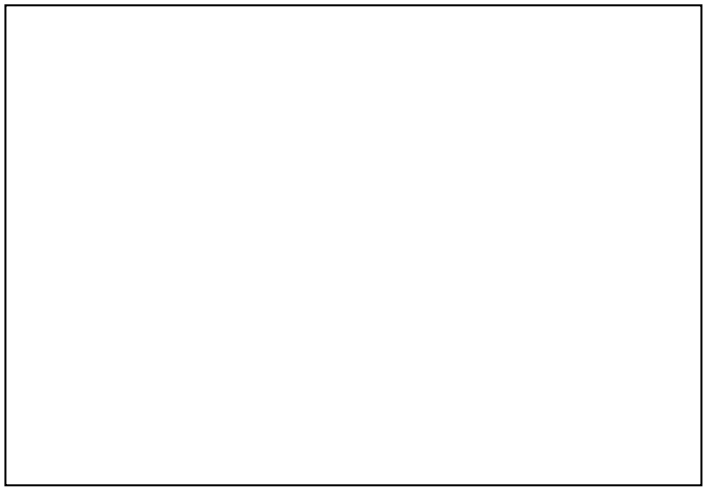
Singular and Plural Nouns

Singular Nouns name just one person, place, or thing.

Examples: girl, boy, dog, cat

The Trick: Draw a picture of one clown standing on first base. She just hit a single.





Plural Nouns name more than one person, place, or thing.

Examples: girls, boys, dogs, cats

The Trick: Plural sounds like squirrel. Draw a picture of a baseball field with a squirrel on each base. Remember that there are many squirrels on bases. They are the "plural squirrels".

Directions: Write "singular" or "plural" next to each noun.

1. clown - _____
2. squirrels - _____
3. rings - _____
4. toy - _____
5. people - _____
6. person - _____
7. car - _____
8. beds - _____
9. child - _____
10. children - _____
11. waiters - _____
12. ticket - _____

Name: _____

Nouns
Definitions
#6

I. Write the definitions for the nouns below. Remember the tricks.

Singular Nouns: _____

Plural Nouns: _____

II. Write "singular" or "plural" next to each noun.

1. trumpet - _____
2. tacos - _____
1. baseball - _____
2. bird - _____
3. flies - _____
4. oxen - _____
5. house - _____
6. ships - _____
7. pilot - _____
10. train - _____
11. flowers - _____
12. geese - _____
13. bottle - _____
14. mask - _____
15. players - _____
16. cars - _____
17. dream - _____
18. mice - _____
19. dresses - _____
20. shoe - _____

Thank you for previewing
Standards Based Grammar: Grade 3.

Name: _____

Nouns
Possessive Nouns
#1

Possessive Nouns

When a noun owns, or possesses, another item, it is called a possessive noun.

Examples: John owns a book = John's book The toys own a box = toys' box

Notice the apostrophe ('s) on John's book and the (s') on toys' box.

The apostrophe (') helps the noun show ownership.

Singular Nouns: Add ('s) to make the possessive. Rewrite the entire phrase below.

1. John **'s** book

   John's book

2. plane____ wing

   _____

4. door____ handle

   _____

5. Tom____ friend

   _____

Thank you for previewing *Standards Based Grammar: Grade 3*.

Name: _____

Nouns
Possessive Nouns
#6

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

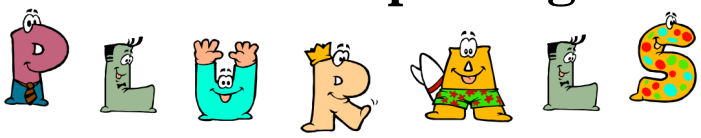
Examples: pigs' trough farmer's tractor

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

Thank you for previewing *Standards Based Grammar: Grade 3*.

Noun Spelling

Name: _____



Rule

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

country - countries	mystery - mysteries	spy - spies	cry - cries
hobby - hobbies	beauty - beauties	lady - ladies	try - tries
melody - melodies	injury - injuries	sky - skies	copy - copies
berry - berries	supply - supplies	fly - flies	

Rule

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

chimney - chimneys turkey - turkeys valley - valleys

birthday - birthdays cowboy - cowboys

Rule

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

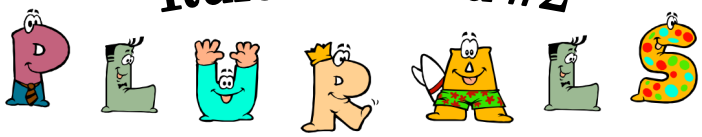
half - halves	thief - thieves	loaf - loaves	life - lives
wolf - wolves	leaf - leaves	self - selves	knife - knives
calf - calves	wife - wives	elf - elves	shelf - shelves

Thank you for previewing

Standards Based Grammar: Grade 3.

Name: _____

Rules #1 and #2



Rule #1

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

Examples: fly = flies copy = copies

Directions: Rewrite the singular nouns as plurals.

1. try - _____
2. hobby - _____
3. spy - _____
4. country - _____
5. mystery - _____
6. beauty - _____
7. cry - _____
8. lady - _____

Rule #2

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

Examples: turkey = turkeys valley = valleys

1. chimney - _____
2. birthday - _____
5. key - _____
6. toy - _____

Thank you for previewing *Standards Based Grammar: Grade 3.*

Name: _____

Rules #3 and #4

Rule # 3

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

Examples: half = halves knife = knives

Directions: Rewrite the singular nouns as plurals.

1. wolf - _____
2. wife - _____
3. *belief - _____
4. thief - _____
5. self - _____
6. calf - _____
7. *chief - _____
8. life - _____
9. elf - _____
10. shelf - _____

Thank you for previewing *Standards Based Grammar: Grade 3.*

Name: _____

Rules #3 and #4 Part 2

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

Rule #3 - _____

Example #1 _____ Example #2 _____

Rule #4 - _____

Example #1 _____ Example #2 _____

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

Rule #		**Rule #**	
__**3**__	1. leaf - ___**leaves**___	_____	11. rodeo - _____
_____	2. hero - _____	_____	12. thief - _____
_____	3. wolf - _____	_____	13. solo - _____
_____	4. patio - _____	_____	14. tornado - _____
_____	5. buffalo - _____	_____	15. loaf - _____

Thank you for previewing *Standards Based Grammar: Grade 3*.

Name: _____

Rules #5 and #6

Rule

Some words form their plurals in unusual ways.

ox - oxen	foot - feet	tooth - teeth	mouse - mice
child - children	woman - women	goose - geese	deer - deer
sheep - sheep	man - men		

Rule

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

tax - taxes	branch - branches	glass - glasses	fox - foxes
church - churches	guess - guesses	waltz - waltzes	buzz - buzzes
punch - punches	flash - flashes	hunch - hunches	crutch - crutches
patch - patches	lunch - lunches	bunch - bunches	touch – touches

Directions: Rewrite the singular nouns as plurals.

1. goose - _____
2. church - _____
3. branch - _____
4. deer - _____
8. sheep - _____
9. lunch - _____
10. child - _____
11. tooth - _____

Thank you for previewing *Standards Based Grammar: Grade 3*.

Name: _____

Rules #5 and #6
Part 2

I. Write Rules #5 and #6 below and give two (2) examples:

Rule #5 - _____

Example #1 _____ Example #2 _____

Rule #6 - _____

Example #1 _____ Example #2 _____

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

Rule #		**Rule #**	
__**5**__	1. sheep - ___**sheep**___	_____	11. tooth - _____
_____	2. patch - _____	_____	12. deer - _____
_____	3. man - _____	_____	13. church - _____
_____	4. flash - _____	_____	14. woman - _____

Thank you for previewing *Standards Based Grammar: Grade 3*.

Noun Review
#1

Name: _____

I. Write the definitions of the following nouns:

Common Noun: _____

Proper Noun: _____

Singular Noun: _____

Plural Noun: _____

Possessive Noun: _____

II. Put an "x" below each word that fits the noun on the left.

	Singular	Plural	Common	Proper	Possessive
1. doctor's	X		X		X
2. Jeff					
3. cows					
4. New York's					

Thank you for previewing *Standards Based Grammar: Grade 3*.

Unit 2

Capitalization

Proper Nouns

Geographical Names

Historical Periods

Holidays

Special Events

Grammar Standards – Unit 2

_____

Student

Capitalization

	Mastery	Non-Mastery
1. Proper and Common Nouns		
2. Geographical Names		
3. Historical Periods		
4. Holidays		
5. Special Events		

Grammar Standards – Unit 2

_____

Student

Capitalization

	Mastery	Non-Mastery
1. Proper and Common Nouns		
2. Geographical Names		
3. Historical Periods		
4. Holidays		
5. Special Events		

Name: _____

Capitalization
Common and Proper Nouns
#2

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

Proper / Common Noun		Rewrite Word	Person, Place, or Thing
_____	1. HOME	_____	_____
_____	2. PACIFIC OCEAN	_____	_____
_____	3. DR. DREW	_____	_____
_____	4. PIZZA	_____	_____

Thank you for previewing
Standards Based Grammar: Grade 3.

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

Example: Yesterday, Donna went to Downey.

Unit 3

Pronouns

Verbs: Past, Present, and Future

Adjectives

Contractions

Grammar Standards – Unit 3

_____

Student

Parts of Speech

	Mastery	Non-Mastery
1. Pronouns		
2. Verbs: Past, Present, and Future		
3. Adjectives		
4. Contractions		

Grammar Standards – Unit 3

_____

Student

Parts of Speech

	Mastery	Non-Mastery
1. Pronouns		
2. Verbs: Past, Present, and Future		
3. Adjectives		
4. Contractions		

Name: _____

Parts of Speech - Ch. 3 Study Sheet

Directions: Use this sheet to practice the parts of speech in this chapter. Fill it out as you study each part of speech.

Pronouns

Pronouns take the place of a _____.

Study Picture

Examples: John = __**he**__ or _____

people = _____ or __**them**__

Tina's = _____

Verbs

The three kinds of verbs are:

1. _____

   Examples: _____

2. _____

   Examples: _____

Study Picture

Thank you for previewing *Standards Based Grammar: Grade 3*.

Name: _____

Pronouns
#2

Subject Pronouns						
I	you	he	she	we	they	it
Object Pronouns						
me	you	him	her	us	them	it
Possessive Pronouns						
my	mine	your(s)	his	her(s)	our(s)	their(s)	its

Directions: Write all of the pronouns that can replace the nouns below. If you see (Your name: _____), write your name on the line.

1. Mr. Saito - _____
2. Rachel and Molly - _____
3. Candice - _____
4. our class - _____
5. (Your name: _____) - _____

Thank you for previewing *Standards Based Grammar: Grade 3*.

Name: _____

Pronouns
#6

I. Directions: Circle all of the pronouns in the story below. Can you find all 31?

The children had a great time at camp. First, they got off the bus and found their cabin. It was very nice. Then, the counselor said, "I want you to put your clothes on hangers then put them in the closet." He then gave them a ticket to get lunch. Later, the teacher took her students on a nature walk. When they returned, the staff showed them how to make crafts. One student asked the head counselor, " Can we take them home with us?" He said that we could take them home and

Thank you for previewing
Standards Based Grammar: Grade 3.

Extension: Write a story about someone playing a game. Use the five (5) pronouns below. When finished, circle your pronouns and draw an arrow to the antecedent. If each pronoun does not have a written antecedent, you need to fix your story so that it does have an antecedent.

He **their** **my** **her** **our**

Name: _____

Verbs
#3

Verbs are action words. We can use them to talk about action that has taken place in the past, action that is taking place now, or action that will be taking place in the future. As a result, verbs have a past, present and future **tense**.

Past Tense	Present Tense	Future Tense
talked	talk	will talk
ran	run	will run

I. Write the past, present, and future tense for the words below.

	Past Tense	Present Tense	Future Tense
1. talk -	_____	_____	_____
2. walked -	_____	_____	_____
3. know -	_____	_____	_____
4. will look -	_____	_____	_____
5. spoke -	_____	_____	_____
6. arrive -	_____	_____	_____

Thank you for previewing
Standards Based Grammar: Grade 3.

Name: _____

Verbs
#8

I. In the sentences below, underline the verb or verb phrase. Write "Helping" if there is a helping verb in the sentence. Write "To Be" if the to-be verb is the main verb. Write "Action" if it is an action verb.

___**Action**___ 1. Mom made a cake for my birthday.
_____ 2. Jill is sad about Jack's broken crown.
_____ 3. The children were complaining about the food.
_____ 4. We drove all the way to Florida.
_____ 5. I am making a dress for my sister.
_____ 6. The boys wrestled in the back yard for an hour.
_____ 7. Mr. Starr is the driver of the bus.
_____ 8. Mom is shopping with my aunt.

Thank you for previewing
Standards Based Grammar: Grade 3.

Adjectives
#7

Name: _____

Thank you for previewing *Standards Based Grammar: Grade 3*.

II. Fill in the blanks with the proper comparative or superlative.

(strong) 1. Superman is the _____ person in the world.

(old) 2. My brother is _____ than my friend.

(messy) 3. Her room is _____ than his room.

(exciting) 4. This is the _____ story I've ever read.

(cheap) 5. A used car is _____ than a new car.

(dangerous) 6. The crocodile is the _____ animal in the river.

(cool) 7. It will be _____ if you sit in the shade.

(intelligent) 8. Patricia is the _____ person at our school.

Extension: Write a story about a fun day at a carnival. Use the adjectives below in your story.

sweet **fast** **sour** **crunchy** **loud**

Unit 4

Comma Rules

Dates

City, State

Lists

Adjectives

Letters

Grammar Standards – Unit 4

_____

Student

Comma Rules

	Mastery	Non-Mastery
1. Dates		
2. City, State / Addresses		
3. Lists		
4. Adjectives		
5. Letters		

Grammar Standards – Unit 4

_____

Student

Comma Rules

	Mastery	Non-Mastery
1. Dates		
2. City, State / Addresses		
3. Lists		
4. Adjectives		
5. Letters		

Name: _____

Comma Rules
Dates
#1

What day were you born? If you say, "I was born on the 11th," you have left out an important piece of information - the month! Therefore, when you tell what day something happens, you need to include the month.

Rule #1: Day, Year - January 1, 2028 June 30, 1775

* Do not put a comma after the month if no day is used. January 2028 June 1775

Directions: Place commas where they are needed. Next, rewrite the day and year on the line below. * Watch out for months without a day.

A. March 3 2028
March 3, 2028

B. October 2007
October 2007

C. December 25 2000
_____

D. January 1 2010
_____

E. April 8 1841
_____

F. May 2015
_____

G. November 25 2022
_____

H. February 2012
_____

I. October 31 2027
_____

Thank you for previewing
Standards Based Grammar: Grade 3.

Name: _____

Comma Rules
Lists
#1

Rule #4: Lists

Use **commas (,)** to separate three or more items in a list. Do not put a comma after the last item in the list.

Examples:

Mom bought me some pencils, crayons, paper, and glue for school.

Alyssa gave a Valentine's Day card to Shawn, Ryan, and Tim.

Directions: Put **commas (,)** after items in a list. Use a crayon to highlight the list.

1. We learned about the moon stars and planets in science.
2. There are scissors crayons and pencils on your table.
3. It seems like we read write and study all day.
4. Amy Sally and Melissa are best friends.
5. Mom told me to wash rinse and dry the dishes.

Thank you for previewing
Standards Based Grammar: Grade 3.

Name: _____

Adjectives
#1

Rule #5: Adjectives

When you put more than one adjective in front of a noun, you need to put **commas (,)** to separate the list of adjectives.

Examples:

1. There was a soft, cute, furry puppy in the window of the store.
2. I love to eat smooth, creamy peanut butter.

Look at Example #2. What is the difference between putting a comma in "Items in a List" and "Adjectives"?

Answer: There need to be three (3) items in a list before you can use commas. However, you need to place a comma even if there are only two adjectives before a noun. Also, there is no "and."

Directions: Put **commas (,)** between the adjectives. Use a crayon to highlight the adjectives and the words they describe.

1. There were many bright colorful lights around the tree.
2. The strong brave workers saved the girl from the burning building.
3. We walked into the room and saw short busy elves making toys.

Thank you for previewing *Standards Based Grammar: Grade 3*.

Name: _____

Comma Rules
Mixed Review
#1

Rule #1: Day, Year **Rule #4: Lists** **Rule #6: Greeting**

Rule #2: City, State **Rule #5: Adjectives** **Rule #7: Closing**

Rule #3: Address

I. Place commas where they are needed. Write the name of the rule below each comma.

1. There was a wild**,** exciting party on January 1**,** 2004.
   Adjectives **Day, Year**
2. San Francisco California is famous for earthquakes hills houses and bridges.
3. Dear Porky

   In April 2022 meet me outside your house with a bottle of ketchup.

   Your friend

   B.B. Wolf

Thank you for previewing *Standards Based Grammar: Grade 3*.

Unit 5

Four Types of Sentences

Subjects and Predicates

Finding Subjects and Predicates

Grammar Standards – Unit 5

_____

Student

	Mastery	Non-Mastery
1. Four Types of Sentences		
2. Subjects and Predicates		
3. Finding Subjects and Predicates		

Grammar Standards – Unit 5

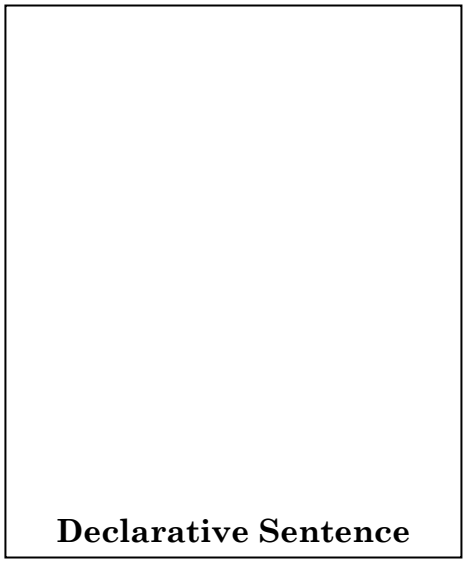
_____

Student

	Mastery	Non-Mastery
1. Four Types of Sentences		
2. Subjects and Predicates		
3. Finding Subjects and Predicates		

Name: _____

Four Types of Sentences #1



1. **Declarative Sentence**: This type of sentence states a fact. It ends with a period. (**.**)

Examples:

The movie starts at eight o'clock**.**

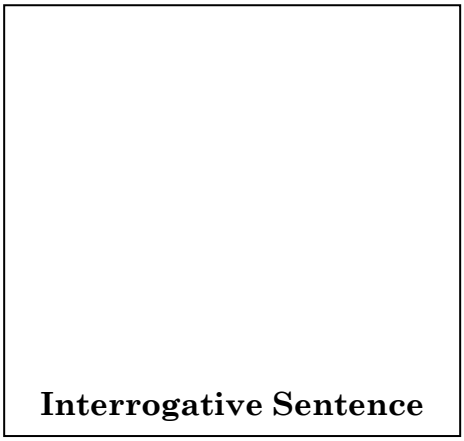
Once upon a time there were three bears**.**

The Trick: Think of a Southern belle. A Southern belle is a very proper young woman. Draw a picture of her saying, " I declare! I am making a declarative sentence."

2. **Interrogative Sentence:** This type of sentence asks a question. It ends with a question mark. (**?**)

Examples:

Where are you going **?**
Who is the best player on the team**?**



Thank you for previewing *Standards Based Grammar: Grade 3.*

Name: _____

Four Types of Sentences #2

What is a declarative sentence? _____

What is an interrogative sentence? _____

I. If the sentence is declarative, write "Declarative". If the sentence is interrogative, write "Interrogative". Put a period or question mark at the end.

_____ 1. The male emperor penguin sits on the egg____

_____ 2. How long does it take for the egg to hatch____

_____ 3. The egg rests on the penguin's toes for sixty-five days____

_____ 4. The mother leaves to feed in the ocean____

_____ 5. Will the mother penguin return____

_____ 6. Suzie asked, "When will the father penguin eat____"

_____ 7. Many penguins bunch together to stay warm____

_____ 8. Warm penguins on the inside let the outside penguins come to the center____

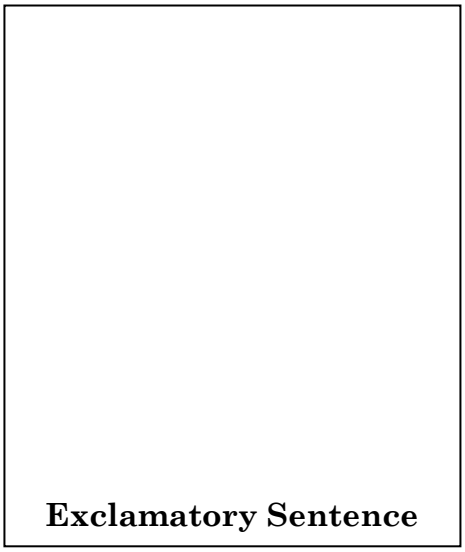
_____ 9. Can the emperor penguin fly____

_____ 10. These penguins can't fly, but they are great swimmers ____

Thank you for previewing *Standards Based Grammar: Grade 3*.

Name: _____

Four Types of Sentences #3



Exclamatory Sentence

1. **Exclamatory Sentence**: This type of sentence states strong feeling or emotion. It ends with an exclamation point. (**!**)

Examples:

Hurry! The movie starts in ten minutes **!**

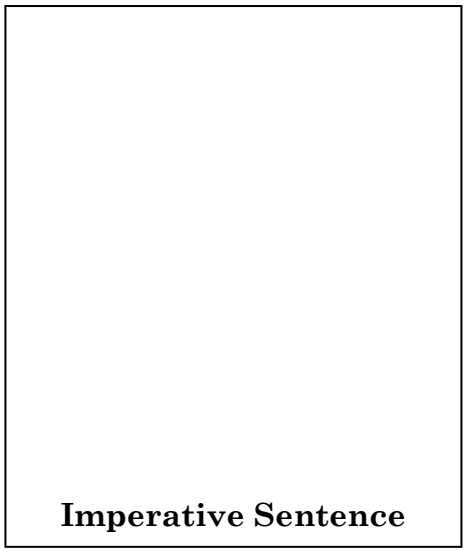
Watch out for that car **!**

The Trick: Draw a picture of someone kicking the winning goal at a soccer game. Write: "We're champions !" exclaimed Jose.

2. **Imperative Sentence:** This type of sentence gives a command or makes a request. It ends with a period. (**.**)

Examples:

Wait for me**.**
Please put that on the table**.**



Imperative Sentence

Thank you for previewing

Standards Based Grammar: Grade 3.

Name: _____

Four Types of Sentences #4

What is an exclamatory sentence? _____

What is an imperative sentence? _____

I. If the sentence is exclamatory, write "Exclamatory." If the sentence is imperative, write "Imperative." Put a period or exclamation point at the end.

_____ 1. The crowd shouted, "We're not going to take it anymore____"

_____ 2. Make your bed before you go to school____

_____ 3. We just won a million dollars____

_____ 4. Stop bothering your brother____

_____ 5. Wait for me outside your school____

_____ 6. I need a doctor in here, now____

Thank you for previewing *Standards Based Grammar: Grade 3*.

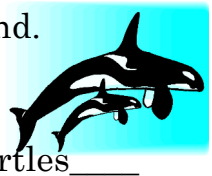
Name: _____

Four Types of Sentences #5

What is an interrogative sentence? _____

What is an imperative sentence? _____

I. Write Declarative, Interrogative, Exclamatory, or Imperative next to each sentence. Put a period, exclamation point, or question mark at the end.



_____ 1. Don't killer whales hunt together in packs____

_____ 2. Killer whales will eat walruses, seals, and sea turtles____

_____ 3. "I see a killer whale____" shouted the ship's captain.

_____ 4. Listen to the sound the whale makes____

_____ 5. Jenny yelled excitedly, "The whale just caught a fish____"

_____ 6. How do killer whales trap and eat land animals____

_____ 7. Killer whales use their tails to splash animals into the water____

_____ 8. "Killer whales are cool____" shouted Tommy.

_____ 9. Look at the white spot around the whale's eye____

_____ 10. These whales swallow their food whole without chewing____

Thank you for previewing *Standards Based Grammar: Grade 3*.

Name: _____

Subjects
#1

Subject: The who or what of the sentence.

To find the subject of any sentence, ask yourself, "What is the who or what of the sentence?"

Example: **The bird flew away.**

Who or what is this sentence about? Bird

When the cat came around, the bird flew away.

Is the subject cat or bird? Remember, this sentence is still about the bird. It is about what the bird did when the cat came around. Therefore, the subject is still "bird".

Thank you for previewing
Standards Based Grammar: Grade 3.

II. Find the Subject

Directions: Write the subject of each sentence on the line.

_____ 1. Mrs. Garcia is my teacher.

_____ 2. The pencil belongs to Mrs. Garcia.

_____ 3. The ice is melting in the sun.

_____ 4. A girl needs ice for her drink.

_____ 5. Our tree loses most of its leaves in December.

_____ 6. A bird fell out of the tree.

Name: _____

Predicates
#3

Directions: Circle the simple predicate in each sentence. Underline the complete predicate. Write "Is" on the line if the predicate explains what the subject is. Write "Does" if the predicate explains what the subject does.

Example: __**Does**__ Amy dropped the penny into the fountain.

Is or Does? **(Be sure to ask, "What did the subject do?)**

_____ 1. Emily rode the pony all morning.

_____ 2. She is an expert rider.

_____ 3. Our old car broke down.

_____ 4. We are happy about walking to school.

_____ 5. The big brown truck drove down the street.

_____ 6. The parents are happy with their children.

Thank you for previewing
Standards Based Grammar: Grade 3.

Name: _____

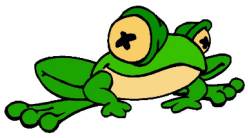
Finding Subjects and Predicates #3

I. Finding the Subject and Predicate

Directions: Circle the simple subject. Underline the complete predicate.

Example: The ball (What) rolled down the hill (Does).

1. The frog jumped into the water.



2. The fish is in the pond.

3. Some big, hairy spiders live under that rock.

4. I am tired of washing the dog.

5. A fly buzzed around my ear.

6. A cow was in the field.

Thank you for previewing *Standards Based Grammar: Grade 3*.

Unit 9

Prefixes and Suffixes

Grammar Standards – Unit 9

_____

Student

	Mastery	Non-Mastery
1. Prefixes		
2. Suffixes		

Grammar Standards – Unit 9

_____

Student

	Mastery	Non-Mastery
1. Prefixes		
2. Suffixes		

Name: _____

Prefixes
#1

Main Idea: A prefix changes the **meaning** of a word.
A prefix is a syllable added to a base word to change its meaning.
Example: "**un**" means not. **un** + happy = not happy

I. Below are prefixes and their definitions. Add the prefix to the base word. Next, use the prefix to guess the definition of the new word. Use a dictionary to check your answers.

	Base Word	New Word	New Definition
1. **re = again**			
	write -	**rewrite** -	**to write again**
	paint -	_____ -	_____
	take -	_____ -	_____
2. **un = not**			
	fair -	_____ -	_____
	able -	_____ -	_____
	selfish -	_____ -	_____
3. **pre = before**			
	test -	_____ -	_____
	school -	_____ -	_____
	pay -	_____ -	_____

Extension: Select one word from each prefix above. Write each one in a sentence. Underline the prefix.

Name: _____

Suffixes
#2

Main Idea: A suffix changes the _____ ____ _____ of a word.

-ful	-able	-ous	-y	-ible	-tion	-ive	-est

I. Add the suffixes from the box to the words in parentheses to complete the following sentences:

1. After dinner, the table was _____. (mess)
2. The _____ students were bothering the teacher. (talk)
3. We all thought that the movie was very _____. (enjoy)
4. She was a little _____ about singing on stage. (nerve)
5. My straight A's proves I'm the _____ in the class. (smart)

Thank you for previewing
Standards Based Grammar: Grade 3.

Extension: Select any five (5) words from the box above. Write them in sentences. Underline the suffix in each sentence.