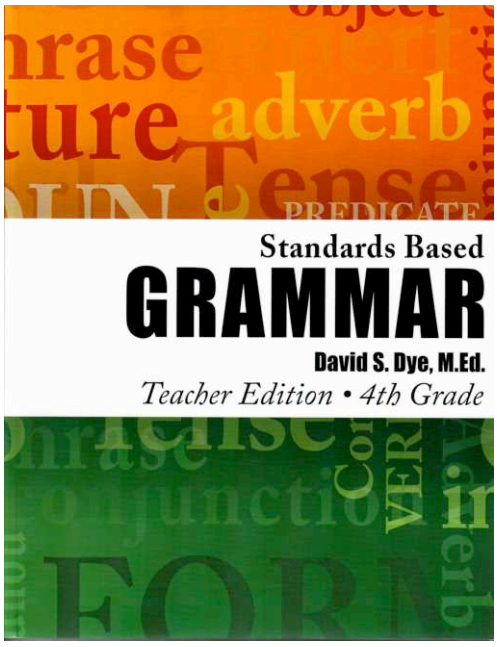
Standards Based Grammar

Grade 4

By David S. Dye, M.Ed.



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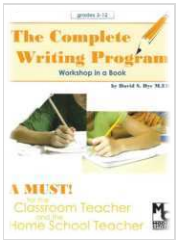

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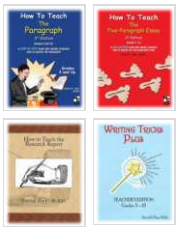

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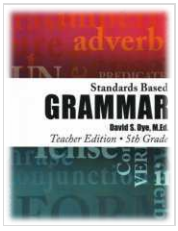

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About This Book

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 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 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. 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.

4th Grade
Grammar Standards
Teacher Checklist

		Mastery	Non-Mastery
	1. Parts of Speech – Unit 1		
	2. Common and Proper Nouns – Unit 1		
	3. Singular, Plural, Collective, and Mass Nouns – Unit 1		
	4. Adjectives: Comparative and Superlative – Unit 1		
	5. Adverbs vs. Prepositions – Unit 1		
	6. Subjects and Predicates – Unit 2		
	7. Simple Sentences – Unit 2		
	8. Compound Sentences – Unit 2		
	9. Fragment and Run-On Sentences – Unit 2		
	10. Title or Topic Sentences – Unit 2		
	11. Possessive Nouns – Unit 3		
	12. Contractions – Unit 3		
	13. Helping Verbs – Unit 3		
	14. Contractions as Helping Verbs – Unit 3		
	15. Comma Rules: Dialogue – Unit 4		
	16. Comma Rules: Compound Sentences – Unit 4		
	17. Comma Rules: Appositives – Unit 4		
	18. Comma Rules: Adjectives – Unit 4		
	19. Comma Rules: Lists – Unit 4		
	20. Comma Rules: Dates – Unit 4		
	21. Sentence Combining: Adjectives – Unit 5		
	22. Sentence Combining: Compound Sentences – Unit 5		
	23. Sentence Combining: Appositives – Unit 5		
	24. Sentence Combining: Lists – Unit 5		
	25. Capitalization – Unit 6		
	26. Prefixes and Suffixes – Unit 7		
	27. Synonyms and Antonyms – Unit 7		
	28. Common Roots – Unit 7		
	29. Abbreviations – Unit 7		
	30. Parentheses – Unit 8		
	31. A vs. An – Unit 8		
	32. Double Negatives – Unit 8		
	33. Underline vs. Quotation Marks – Unit 8		
	34. Exclamation Points – Unit 8		

4th Grade
Grammar Standards
Student Checklist

_____
Name

		Mastery	Non-Mastery
	1. Parts of Speech – Unit 1		
	2. Common and Proper Nouns – Unit 1		
	3. Singular, Plural, Collective, and Mass Nouns – Unit 1		
	4. Adjectives: Comparative and Superlative – Unit 1		
	5. Adverbs vs. Prepositions – Unit 1		
	6. Subjects and Predicates – Unit 2		
	7. Simple Sentences – Unit 2		
	8. Compound Sentences – Unit 2		
	9. Fragment and Run-On Sentences – Unit 2		
	10. Title or Topic Sentences – Unit 2		
	11. Possessive Nouns – Unit 3		
	12. Contractions – Unit 3		
	13. Helping Verbs – Unit 3		
	14. Contractions as Helping Verbs – Unit 3		
	15. Comma Rules: Dialogue – Unit 4		
	16. Comma Rules: Compound Sentences – Unit 4		
	17. Comma Rules: Appositives – Unit 4		
	18. Comma Rules: Adjectives – Unit 4		
	19. Comma Rules: Lists – Unit 4		
	20. Comma Rules: Dates – Unit 4		
	21. Sentence Combining: Adjectives – Unit 5		
	22. Sentence Combining: Compound Sentences – Unit 5		
	23. Sentence Combining: Appositives – Unit 5		
	24. Sentence Combining: Lists – Unit 5		
	25. Capitalization – Unit 6		
	26. Prefixes and Suffixes – Unit 7		
	27. Synonyms and Antonyms – Unit 7		
	28. Common Roots – Unit 7		
	29. Abbreviations – Unit 7		
	30. Parentheses – Unit 8		
	31. A vs. An – Unit 8		
	32. Double Negatives – Unit 8		
	33. Underline vs. Quotation Marks – Unit 8		
	34. Exclamation Points – Unit 8		

Unit 1

Parts of Speech

Nouns

Pronouns

Verbs

Adjectives

Adverbs

Prepositions

Conjunctions

Interjections

Grammar Standards – Unit 1

_____

Student

	Mastery	Non-Mastery
1. Identify the Parts of Speech		
2. Common and Proper Nouns		
3. Singular, Plural, Collective, and Mass Nouns		
4. Adjectives: Comparative and Superlative		
5. Adverbs vs. Prepositions		

Grammar Standards – Unit 1

_____

Student

	Mastery	Non-Mastery
1. Identify the Parts of Speech		
2. Common and Proper Nouns		
3. Singular, Plural, Collective, and Mass Nouns		
4. Adjectives: Comparative and Superlative		
5. Adverbs vs. Prepositions		

Name: _____

Parts of Speech

Exercise #1 - If you haven't learned the parts of speech by now, here's your chance. The next few activities will help you memorize them. If you memorize them well, the rest of the units in this book will be much easier to learn.

Take this **practice test** to see how much you know. Fill in the blanks with the correct words.

1. Noun – A noun names a _____, _____, or _____.

   List three examples: _____, _____, _____

2. Pronoun – A pronoun takes the place of a _____.

   List three examples: _____, _____, _____

3. Verb – A verb shows _____ or states a _____.

4. Adjective – Adjectives describe _____. They answer the questions:

   _____? / _____? / _____?

   Big car **Two** cars **Several** cars

5. Adverb – Adverbs describe _____, _____, and other _____.

Thank you for previewing *Standards Based Grammar: Grade 4.*

For the teacher:

Below are the answers to the pretest. The next section asks the students to draw pictures and memorize sentences that will help them remember the parts of speech. The instructions give the students flexibility to draw the pictures any size they wish. You may want to give them specific guidelines that fit the needs of your classroom. For example, if you would like to use the pictures as bulletin board displays, the students will need to draw larger pictures. Below is a sample format:

Nouns	Pronouns
Picture of a Clown at a Circus, in a Ring	*Picture of a Professional Clown at a Circus in a Ring*
The clown at the circus was in a ring: person, place, or thing.	He performed his routine inside it.

Answers to Exercise #1

Definitions

Noun – A noun names a person, place, or thing. boy, school, ball.

Pronoun – A pronoun takes the place of a noun. he, me, it

Verb – A verb shows action or states a fact. He **hit** the ball. (action)
He **is** tall. (fact)

Adjective – Adjectives describe nouns. They answer the questions:

What kind ?	/	**How many ?**	/	**How much ?**
Big car		**Two** cars		**Several** cars

Adverb – Adverbs describe verbs, adjectives, and other adverbs.
They answer the questions:

How ?	**When ?**	**Where ?**	**To What Extent ?**
ran **slowly**	ran **early**	ran **there**	ran **too** slowly

Preposition – A preposition connects one word in a sentence to another word in the sentence.

Example: She *walked* **into** the *room*. Into connects walked to room.

Conjunction – Conjunctions are connecting words. and, but, or

Interjections – Interjections are words or groups of words that express emotion.
An exclamation point (!) should always follow an interjection.

Examples: Wow! You're cool! Oh my goodness! I lost!

Exercise #2 – Memory Tricks for the Parts of Speech

Thank you for previewing *Standards Based Grammar: Grade 4*.

Adjective – An adjective describes a noun. Adjectives answer the questions:

What kind ? / How much ? / How many ?

Memorize: " *The <u>three big</u> adjectives cost how much? <u>Several</u> dollars ! "*

The word "three" represents How Many? "Big" represents What Kind? and "Several" represents How Much?

Draw someone selling adjectives. In the picture, have someone who looks surprised about the cost of the adjectives.

Adverb – Adverbs describe verbs, adjectives, and other adverbs.
They answer the questions: How ? When ? Where ? To What Extent ?

Memorize this chant: *"Mr. Adverb:*

How will he go?
When will he go?
Where will he go?
<u>Angrily,</u> I told <u>too</u> many people <u>today,</u> " I don't know! "

How, When, and Where help remind you that adverbs answer these questions. "Too" is in the sentence to help remind you that "To what extent" is also answered by adverbs. Finally, "Today" answers the question "When?"

Draw someone becoming angry because three people are asking him the questions: How? When? and Where?

Name: _____

Noun and Pronoun Practice #1

Part I - Nouns

Directions: Write "Person," "Place," or "Thing" next to each noun below.

1. teacher – _____
2. Arizona – _____
3. Mr. Jones – _____
4. quarter – _____
5. thought – _____
6. hair – _____
7. lawyer – _____
14. school – _____
15. bank – _____
16. president – _____
17. love – _____
18. park – _____
19. writer – _____
20. church – _____

Thank you for previewing *Standards Based Grammar: Grade 4*.

Verb, Adjective, Adverb Practice #1

Name: _____

Part I – Verbs

Directions: Underline the verb in each sentence. Write "Action" if the verb shows action. Write "Fact" if the verb states a fact.

1. She is tall. _____
2. He ate the pie. _____
3. Tom dropped the glass. _____
4. He was tired. _____
5. Kim sang a song. _____
6. The car drove quickly. _____
7. We are champions. _____
8. Ray asked a question. _____
9. They ran in the race. _____
10. We were late. _____

Part II – Adjectives

Directions: Underline the adjective(s) in each sentence. Above the adjective(s), write the question that it answers: *What kind? How much? How many?*

1. Look at the big house.
2. We bought three tickets.
6. Sara had two dollars.
7. There are some dolphins at the water park.

Thank you for previewing *Standards Based Grammar: Grade 4*.

Name: _____

Prepositions, Conjunctions, Interjections
Practice
#2

Part I – Prepositions

Directions: Underline the preposition in each sentence. Draw an arrow to the two words that are connected by the preposition.

Example: We walked into the room.

1. The ball bounced against the wall.
2. He saved a bag of pennies.
3. Amy sang a song about love.
4. We went to the park.
5. The drummer played for an hour.
6. John painted a picture for his mom.
7. He grabbed a pencil from the desk.
8. A dog barked throughout the night.
9. Tommy gave the letter to the teacher.
10. I came to the party without a present.

Part II – Conjunctions and Interjections

Directions: Place an appropriate interjection before each sentence. Write a conjunction on the line within the sentence. (Suggestions: and, but, or, so)

1. **Yay!** We won, **and** we are champs!

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Name: _____

Identify the Parts of Speech
Practice #2

Directions: Write the part of speech of each word below. If the word can be more than one part of speech, list both.

1. study – _____
2. his – _____
3. flower – _____
4. horse – _____
5. amazingly – _____
14. many – _____
15. light – _____
16. outside – _____
17. funny – _____
18. summer – _____

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Name: _____

Common and Proper Nouns
#4

Directions: In the story below, circle all the common nouns. Cross out all the proper nouns and rewrite them with the correct punctuation below.

In the old west there's a story about a boy named the licorice kid. He may have been only ten years old, but he was the roughest, toughest, meanest hombre to walk the small desert towns of new mexico. Nobody knows where he came from, but many people say he just appeared one day out of a dusty wind coming down from texas. Riding on his trusty steed, buttercup, the licorice kid roams the vast fields of albuquerque rescuing strangers in need.

He earned his nickname one dry, hot day when the town bully, pokemon pete, returned from ballet camp. Pokemon pete immediately rounded up all the kids in the neighborhood and started forcing them to do ballet moves between the rolling tumbleweeds at sunflower park. Suddenly, there was the crack of a whip. It was the licorice kid, and he didn't look happy.

Pokemon pete, his braces gleaming in the blazing sun, squinted at the kid daring him to make his move. The kid squinted back and ripped a bite off his long red licorice whip. As

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Name: _____

Nouns
Singular / Plural / Collective / Mass Nouns
#1

Singular Nouns – Name one person, place, or thing.	girl,	school, pencil
Plural Nouns – Name two or more people, places or things.	girls,	schools, pencils
Collective Nouns – Name a group of similar objects.	team,	army, jury
Mass Nouns – Mass (uncountable) nouns are spelled the same whether they are singular or plural.	bread,	paper, snow

Part I - Write "Singular," "Plural," "Collective," or "Mass" on the lines to the right of the word.

1. toys - **Plural**
2. shoes - _____
3. bike - _____
4. paper - _____
5. flock - _____
6. spider - _____
7. sugar - _____
8. water - _____
9. houses - _____
10. fish - _____
11. bat - _____
12. league - _____
13. juice - _____
14. herd - _____
15. players - _____
16. judge - _____

Thank you for previewing *Standards Based Grammar: Grade 4*.

Name: _____

Adjectives #2
Comparatives and Superlatives

I. Directions: Fill in the blank with the correct form of each word. *Words break the general rules.

Adjective / Adverb	Comparative	Superlative
1. good	better	best
2. new		
3. intelligent		
4. patient		
5. *grouchy		
6. cheap		
7. patriotic		
8. *dumpy		
9. smart		
10. *lanky		

What do you notice about all the adjectives that end in Y ? _____

_____

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Extension: Write five (5) sentences about your school using comparatives and five (5) sentences using superlatives.

Adverbs or Prepositions?
#1

Many prepositions can also be used as adverbs. How can you tell the difference?

Prepositions: They connect one word in a sentence to another word in a sentence. Therefore, a preposition is ALWAYS used in a phrase.

in the house before the game after the bell

Adverbs: They answer the questions where, when, how, and to what extent. They are NOT used in a phrase. They answer a question for another word in the sentence.

We walked in.	*Where did we walk?*	**in**
He did this before.	*When was this done?*	**before**

Directions: On the line to the left, tell whether the underlined word is an adverb or a preposition. If it is an adverb, write the question it answers. If it is a preposition, write the phrase.

Adverb	**Where**	1. Everyone heard the noise and looked up.
Preposition	**up the street**	2. We walked up the street.
_____	_____	3. They traveled over the mountains.

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Extension: Write each word below in two different sentences. In one sentence use the word as an adverb. In the other, use the word as a preposition.

Example: Sam walked in the house. (Preposition)

We waited until everyone was in. (Adverb)

down over in inside around below behind off

Unit 2

Subjects and Predicates

Simple Sentences

Compound Sentences

Fragment and Run-On Sentences

Titles vs. Topic Sentences

Grammar Standards – Unit 2

_____

Student

	Mastery	Non-Mastery
1. Subjects and Predicates		
2. Simple Sentences		
3. Compound Sentences		
4. Fragment and Run-On Sentences		
5. Title vs. Topic Sentences		

Grammar Standards – Unit 2

_____

Student

	Mastery	Non-Mastery
1. Subjects and Predicates		
2. Simple Sentences		
3. Compound Sentences		
4. Fragment and Run-On Sentences		
5. Title vs. Topic Sentences		

Subjects and Predicates

For the Teacher:

For many fourth graders, thinking about subjects and predicates is a new way of looking at sentences. Before doing any of these worksheets, the teacher needs to go over the definitions of subjects (the who or what of the sentence) and predicates (what the subject is or does). Once they understand the definitions, the worksheets will give them examples of subjects and predicates in action. By finding subjects and predicates within simple sentences, the students will be ready to write more complex sentences without the fear of creating run-ons.

Introduce the Idea:

Part I – The Subject

1. Write a short sentence on the board or on sentence strips.
2. Ask the students to find the subject of the sentence.
3. Add adjectives and prepositional phrases to the sentence. Ask the students if the subject has changed.
4. Put phrases in front of the sentence. Ask the students if the subject is the same.
5. Review the definition of a subject:
    a. Have the students say "subject" five times.
    b. Chant "Who or what the sentence is about."

Example "A" for the students:

1. The dog barked.
2. Subject = dog
3. The big, ugly dog barked at the mailman. The subject is still "dog."
4. In the front yard the big, ugly dog barked at the mailman. The subject is still "dog."
5. "Dog" is always the "who" or "what" of the sentence.

Example "B" for the students:

1. The dress is pretty.
2. Subject = dress
3. The dress in the window is pretty. The subject is still "dress".
4. The pink flowery dress in the window is pretty. The subject is still "dress."
5. "Dress" is always the "what" of the sentence.

Part II – The Predicate

Repeat steps #1- #5 again. This time focus on the predicate. Now that the students know the subject, they can figure out what the subject is or does.

1. Write a short sentence on the board or on sentence strips.
2. Ask the students to find the predicate of the sentence.
3. Add adjectives and prepositional phrases to the sentence. Ask the students if the predicate has changed.
4. Put phrases in front of the sentence. Ask the students if the predicate is the same.
5. Review the definition of a predicate:
    a. Have the students say "predicate" five times.
    b. Chant "What the subject is or does."

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Name: _____

Simple Sentences
Finding the Subject

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."

I. Find the Subject

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

_____ 1. Mr. Gomez is my teacher.

_____ 2. The water spilled out of the cup.

_____ 3. My mom bought hotdogs for everybody.

_____ 4. After school, the teacher gave us a pencil.

_____ 5. During recess, leaves blew across the yard.

Thank you for previewing *Standards Based Grammar: Grade 4*.

Name: _____

Simple Sentences
Finding Subjects and Predicates
#2

The Predicate in Two Parts

Sentence: The students went inside after recess.

What is the predicate? "went inside after recess."

What if we move "after recess" to the beginning? Is it still part of the predicate?

YES!!!

After recess the students went inside.

The predicate is now in two parts. Watch for these in the worksheet below.

I. Finding the Subject and Predicate

Directions: Circle the subject. Underline the complete predicate.

Example: When I dropped it, the ball rolled down the hill.

1. After lunch, the class goes to the library.
2. The water is warm in the summer.

Thank you for previewing *Standards Based Grammar: Grade 4*.

Extension: Below is a list of subjects. Add a predicate to each subject by explaining what the subject IS. Use "is, are, was, or were."

Example: The building is tall.

1. The building
2. The workers
3. The stars
4. The lights
5. The cat
6. The cars

Name: _____

Simple Sentences
Finding Subjects and Predicates
#3

Remember:

Every morning the animals drink from the river.

Predicate **Subject** **Predicate**

I. Finding the Subject and Predicate

Directions: Circle the subject. Underline the complete predicate.

Example: The ball rolled down the hill.

1. Before the game the coach helped the players practice.
2. Because of the rain the grass was wet.
3. The cheerleaders waved their pom-poms in the air.
4. In the stands the band was ready to play.
5. The crowd was excited about the game.

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Name: _____

Simple Sentences
#2

Directions: Put an **S** above the subject, **V** above the verb, and **CT** above the key word that finishes the complete thought.

Examples:

S V CT
A. The dog chased the cat.

S V CT
B. The big brown dog chased the cat across the yard.

1. The fish swam under the boat.
2. The giant fish with my hook in its mouth swam under the boat.
3. Several cats fought behind our house.
4. Several big, dirty cats fought behind our house in the alley.

Thank you for previewing
Standards Based Grammar: Grade 4.

Extension: Write a paragraph about a trip to the zoo. When finished, circle all the subjects, and underline all the verbs.

Name: _____

Compound Sentences #3

Compound Sentence Rules:

1. It must have <u>and, but, or</u> as its conjunction.
2. Both sides of the conjunction must be a complete sentence. (It must have a subject, verb, and complete thought.)

Part I – Compound or NOT Compound Sentences?

Use the rules above to decide if the sentences below are compound sentences or NOT compound sentences.

1. Write **S** above the subject on both sides. Hint: If one side does not have a subject, then it is NOT a compound sentence.
2. Put **V** above the verb on both sides and **Conj.** above the conjunction.
3. If the sentence IS a compound sentence, mark "yes." If not, then mark "no."

Yes __X__ No _____ S V Conj. S V
The snow was falling, and we were comfortable in the cabin.

Yes _____ No _____ 1. The movie starts in ten minutes but it takes twenty minutes to get there.

Yes _____ No _____ 2. Everyone should tell the truth or no one will believe us again.

Yes _____ No _____ 3. Our club raised five hundred dollars and went on a field trip.

Yes _____ No _____ 4. She wanted to save her allowance but she buys too many dolls.

Yes _____ No _____ 5. Dad bought a computer so we can go on-line.

Yes _____ No _____ 6. He had to go to the library and search on the Internet.

Thank you for previewing
Standards Based Grammar: Grade 4.

Name: _____

Fragment and Run-On Sentences #2

Part I – Fragment Sentences

Directions: Write "Subject" if the subject is missing. Write "Verb" if the verb is missing. Write "Complete Thought" if the complete thought is missing.

1. Asking for permission to sharpen a pencil. _____
2. A happy fourth grade memory. _____
3. Because the work was done two weeks ago. _____
4. The Black Stallion rides again. _____
5. Riding horses at the stable. _____
6. While the people outside sang Christmas songs. _____
7. Life in a crowded apartment. _____
8. Celebrating my cousin's birthday. _____

Part II – Run-On Sentences

Directions: Explain why each sentence is a run-on sentence. Write "List of Sentences," "Too Many Ands," or "Too Many Conjunctions."

1. The water spilled out of the tub it made a big mess Mom cleaned it up.

   _____

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Extension: Rewrite any four (4) run-on sentences from Part II above. Put periods and capitalize words where needed.

Name: _____

Sentences
Literature Scavenger Hunt

Directions: Use any literature book to find samples of what you have studied in this unit.

I. Simple Sentences

Find three sentences that are less than eight (8) words. Write the sentences on the lines below. Next, write the subject, verb, and the word that best completes the thought of the sentence.

1. _____

   Subject _____ Verb _____ Complete Thought _____

2. _____

   Subject _____ Verb _____ Complete Thought _____

3. _____

   Subject _____ Verb _____ Complete Thought _____

II. Compound Sentences

Find two compound sentences. Write them on the lines below.

1. _____

   _____

Thank you for previewing *Standards Based Grammar: Grade 4*.

Unit 3

Possessive Nouns

Contractions

Helping Verbs

Contractions as Helping Verbs

Grammar Standards – Unit 3

_____

Student

	Mastery	Non-Mastery
1. Possessive Nouns		
2. Contractions		
3. Helping Verbs		
4. Contractions as Helping Verbs		

Grammar Standards – Unit 3

_____

Student

	Mastery	Non-Mastery
1. Possessive Nouns		
2. Contractions		
3. Helping Verbs		
4. Contractions as Helping Verbs		

Possessive Noun Rules
Apostrophe

Definition: A possessive noun shows ownership by using an apostrophe.

Rule #1 Singular Nouns – add ***'s***

Singular Noun		Possessive	
dog	dog + ***'s***	the dog's dish	The dog owns the dish.
man	man + ***'s***	a man's car	A man owns the car.

Rule #2 Plural Nouns – add **'**

Plural Nouns		Possessive	
boys	boys + **'**	the boys' team	Several boys own the team.
owners	owners + **'**	the owners' meeting	Several owners own the meeting.

Rules #1 and #2 are the basic rules to follow. However, sometimes tricky situations arise and these rules no longer work. Below are a couple more rules to follow.

Rule #3

*Singular Nouns that end in **s** or **z***

Compound nouns:

Thank you for previewing *Standards Based Grammar: Grade 4*.

Name: _____

Apostrophe
Possessive Nouns #1

Part I – Rules #1 and #2

Directions: Add apostrophes (’) where needed. Next draw an arrow from the possessive noun to what is owned. Finally, below the line, write “singular” or “plural” depending on the noun.

Example: the toys button → the toy**’s** button
Singular

1. a dolls house
2. two cars garage
3. the familys vacation
4. a singers song
5. both of my hands gloves
6. many ducks pond
7. my dads car
8. Kimberlys performance
9. several waves sound
10. the partys music
11. a doctors office
12. The stories author

Part II – Rules #3 and #4

Directions: Rewrite the phrases below using possessives. Add (’s) or just (’) as needed.

1. A bike belonging to Bess - **Bess’s bike**
2. The ship of Cortez - _____
6. The room of Ross - _____
7. The room of the governess - _____

Thank you for previewing
Standards Based Grammar: Grade 4.

Name: _____

Apostrophe
Contractions #2

Directions: Fill in the blanks with the correct words.

1. have not _____
2. Kim will _____
3. were not _____
4. Joy and Carrie are Joy and Carrie're
5. _____ hadn't
6. _____ Bill and Jeff'll
7. Mom is _____
8. they are _____
9. we will _____
10. will not _____
11. _____ I'm
12. _____ you're
13. _____ can't
14. I had _____
15. there is _____
16. would not _____
17. _____ won't
18. _____ Tom'll
19. _____ it's
20. _____ Kay and Susan're

Thank you for previewing
Standards Based Grammar: Grade 4.

Extension: Write the following contractions in a sentence.

1. They'll 2. Mom'll 3. won't 4. Dad's 5. wouldn't

Name: _____

Helping Verbs #2

Helping Verbs: Helping verbs help the main verb give a more accurate meaning.

Verb Phrase: The helping verb(s) joins the main verb to make a verb phrase.

Examples:

Helping Verb(s)	+	Main Verb	=	Verb Phrase
are		swimming		are swimming
will be		going		will be going
may have been		talking		may have been talking

Directions: In each sentence below, put an **S** above the subject, **HV** above the helping verb(s), and **V** above the main verb. Next, write the helping verb, main verb, and the verb phrase on the lines.

	Helping Verb (s)	Main Verb	Verb Phrase
S HV V			
1. Sammy has eaten the pie.	**has**	**eaten**	**has eaten**
2. We are visiting the Grand Canyon.			
3. He has gone to the store.			
4. Bailey will be taking the test on Friday.			
5. Susan must have been checking her purse.			

Thank you for previewing
Standards Based Grammar: Grade 4.

Name: _____

Contractions as Helping Verbs #2

"Not" is not a verb. It is an adverb. If a helping verb ends in " n't " only the front of the contraction is part of the verb phrase. Leave "not" out of the verb phrase.

		Helping Verb	Main Verb	Verb Phrase
Examples:	can't jump	can	jump	can jump
	hasn't started	has	started	has started
	weren't ready	were	ready	were ready

Directions: In the sentences below, the helping verbs are hidden inside the contractions. Write the helping verb, main verb, and the verb phrase on the lines. Be careful, some contractions will not have a helping verb.

	Helping Verb	Main Verb	Verb Phrase
1. We won't drink this without sugar.	**will**	**drink**	**will drink**
2. He's drawing a picture for the yearbook.	_____	_____	_____
3. Tammy can't finish the assignment.	_____	_____	_____

Thank you for previewing *Standards Based Grammar: Grade 4*.

Extension: Write five (5) sentences using contractions as helping verbs. Write the verb phrase next to your sentence.

Example: She can't swim very well. Verb Phrase = can swim

Name: _____

Unit 3
Test Review

I. Possessive Nouns

Directions: Rewrite the phrases below using possessives.

Example: A ring for Julie - __Julie's ring__

1. A bag for Tim - _____
2. A guitar for Eddie - _____
3. A boat for many sailors - _____
4. A dog for the family - _____
5. Leaves on two trees - _____
6. A room for two girls - _____
7. Engines for many cars - _____
8. A party for a team - _____
9. Money for many bankers - _____
10. A blanket for a baby - _____

II. Contractions

Directions: Write the correct contraction on the line. Be sure to punctuate it correctly.

1. she will - _____
2. they are - _____
6. will not - _____
7. he would - _____

Thank you for previewing *Standards Based Grammar: Grade 4*.

Unit 4

Comma Rules: Quotation Marks

Comma Rules: Compound Sentences

Comma Rules: Appositives

Comma Rules: Adjectives

Comma Rules: Lists

Comma Rules: Dates

Grammar Standards – Unit 4

_____

Student

	Mastery	Non-Mastery
1. Comma Rules: Quotation Marks		
2. Comma Rules: Compound Sentences		
3. Comma Rules: Appositives		
4. Comma Rules: Adjectives		
5. Comma Rules: Lists		
6. Comma Rules: Dates		

Grammar Standards – Unit 4

_____

Student

	Mastery	Non-Mastery
1. Comma Rules: Quotation Marks		
2. Comma Rules: Compound Sentences		
3. Comma Rules: Appositives		
4. Comma Rules: Adjectives		
5. Comma Rules: Lists		
6. Comma Rules: Dates		

Name: _____

Comma Rules
Dialogue #1

Dialogue: When a writer uses the exact words that are spoken by someone, a **comma** (,) is used to separate the spoken words from the person who said it.

Also, an **opening quotation mark (“)** is placed before the first word that was spoken, and a **closing quotation mark (”)** is placed after the last word that was spoken.

Quotation in the front: “ We’re learning to use dialogue, ” said Kathy.

Opening Quotation Mark

Comma (Inside)

Closing Quotation Mark

Capitalize the First Word of the Dialogue

Quotation in the back: Kathy said, “ We’re learning to use dialogue. ”

Comma (Outside)

Opening Quotation Mark

Period (Inside)

Closing Quotation Mark

Directions: Put quotation marks and commas where they are needed. Capitalize any words that need to be capitalized.

1. They went to ride the horses said Amy.

   Amy said they went to ride the horses.

2. You’re my best friend said David.

   David said you’re my best friend.

Thank you for previewing *Standards Based Grammar: Grade 4*.

Extension: Copy the six (6) sentences in #1, #2, and #3 on a separate sheet of paper with the correct punctuation.

Name: _____

Comma Rules
Appositives #2

Part I - Put commas where they are needed.

1. Hernan Cortes a Spanish conquistador defeated the Aztecs in Mexico
2. Balboa crossed Panama a small isthmus and saw the Pacific Ocean.
3. La Salle sailed down the Mississippi River a river that flows into the Gulf of Mexico.
4. Did Ponce de Leon find the Fountain of Youth water that makes you live forever?
5. Ferdinand Magellan the first to sail around the world died in the Philippines.
6. Cabrillo another Spanish explorer discovered San Diego Bay.
7. Drake known as The Dragon robbed Spanish ships for England.
8. Hunters came to California to catch otter an animal with a valuable pelt.

Thank you for previewing
Standards Based Grammar: Grade 4.

Name: _____

Comma Rules
Adjectives #2

Part I – Put commas where they are needed.

1. The doctor helped the worried anxious patient.
2. Mom put a soft giant panda with a cute silk bow on my bed.
3. We ran a long tiring race during recess.
4. Some people think I'm a weird brainy nerd, but I'm really just a nice friendly kid.
5. The show ended with a fun lively song about friendship.
6. Happy positive people live happier healthier lives.
7. Ivan raced through the dark shadowy forest.
8. It's nice to sit under a cool shady tree and drink cold sweet lemonade.

Thank you for previewing
Standards Based Grammar: Grade 4.

Name: _____

Comma Rules
Lists #2

Part I – Put commas where they are needed.

1. The gardener needs to mow the lawn edge the driveway and sweep the sidewalk.
2. Mail carriers will work through wind rain snow or sleet.
3. The photographer put us in order told us to smile and took our picture.
4. For breakfast the restaurant served steak eggs and ham.
5. Halley's favorite hobbies are camping hiking biking and swimming.
6. The balloon floated into the air over the fence and into a tree.
7. My chores are walking the dog taking out the trash and making my bed.
8. Be sure to pack a sweater your toothbrush and a flashlight for camp.

Thank you for previewing
Standards Based Grammar: Grade 4.

Name: _____

Comma Rules Review #1
Dialogue / Compound Sentence / Appositives / Adjectives / Lists / Dates

Directions: Put commas where needed. Next, write the name of the comma rule below the commas. Note: There may be more than one comma rule per sentence.

1. Tommy painted the pictures, and Amy wrote the story.
   Compound Sentence
2. Mrs. Guernsey my fourth grade teacher will take us to a mission this year.
3. " Watch out for that big angry dog " yelled the lady.
4. Catherine a beautiful actress likes to brush her long silky hair.
5. My sister invited Amy Melinda and Kathy to her party on Saturday May 12.
6. School will start again on Monday September 7 so be ready.
7. The party started at seven o'clock but the hard pouring rain made us late.
8. The coach said The game starts at ten o'clock so be on time.

Thank you for previewing
Standards Based Grammar: Grade 4.