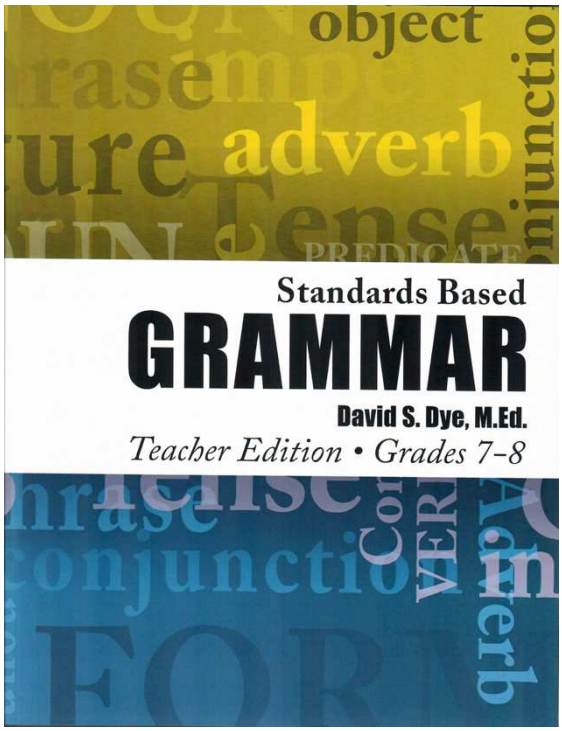
Standards Based Grammar

Grades 7 - 8

By David S. Dye, M.Ed.



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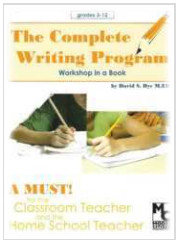
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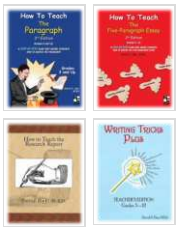
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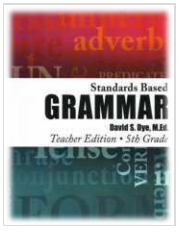
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About This Book

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.

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 writing 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

The first page of this book shows a list of national standards required for every grade level. Most states closely follow these national standards. Concentrate on helping your students master the skills required for your grade level, then work at mastering the other skills. You can do this by staying aware of which standards in each unit are specific to your grade level. Stress these the most. Continue to teach the other concepts as well because you are introducing your students to the concepts they will be required to learn in the future. (This will make you very popular with the teachers who teach the grades ahead of you.)

Each unit has a test and a way for you to track which skills your students have mastered. Again, unless you are teaching sixth or seventh grade, don't worry if your students are not mastering every single skill. Every feature of this book is designed to help you achieve mastery of the skills at each grade level.

Features

"Standards" Page

This page offers a list of the standards expected of each grade level. You can see what your students should know, what they need to know, and where they are headed in future grades. Use this to:

1. Identify the skills that your students should have mastered by their current grade.
2. Identify the skills within the units that require mastery at your grade level.
3. Identify the skills they will be learning in the following grade. Make a strong effort to help them gain a strong understanding of these skills. This will make mastery of the skill easier when they enter that grade.

Grammar Standards Teacher Checklist / Grade Level Checklist

1. The Teacher Checklist allows the teacher to check off the standards that are required for their grade level, as well as the grade levels below and above them.
2. Color in the boxes when the subjects have been taught. This will help you make sure no skills have been left out.
3. The Grade Level Checklist identifies the location of each skill within the Language Arts Framework.

Yearly Checklist / Grade Level Checklist

1. Use this page to keep track of the skills mastered by each student. Have this page for each student stored in a folder. As you complete each unit, mark the results from their tests on the page.
2. You can use classroom volunteers or aides to help struggling students improve in the areas they have yet to master.

Features (Continued)

Student Worksheets

1. Many concepts are taught on one worksheet. The worksheets that follow allow practice in order to achieve mastery. However, it is crucial that you prepare ahead of time to deliver appropriate instruction of each concept.
2. The lessons on the worksheets are meant to be a springboard for your discussions about the grammar concepts. Most lessons can be reviewed quickly and taught with little preparation. For example:

   Unit 1 has a lesson on Subjects and Predicates. While the definitions and examples are listed on the worksheets, it would be helpful if the teacher prepared other examples ahead of time to show the class. Your examples, along with the lessons on the worksheets, should give the students a clear understanding of each concept.
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.

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.
3. There are three assessments throughout the book to evaluate the students' retention of the material. It may be helpful to identify the standards for your grade level on these assessments. If several of your students struggle, you may need to re-teach some sections.

Unit 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.
3. In many cases, "Non-Mastery" may be checked for many or all of the skills taught. It is important that the parents understand that the goal of this program is to achieve mastery. While students may have a general understanding of a concept, mastery means a complete understanding and the ability to use the skill in the context of speaking and writing. Therefore, many parents might panic when they see so many skills marked "Non-Mastery." It may be helpful to put the students' grade on the checklist to help ease the parents' anxiety. The parents will know that their child may not have mastered many concepts, but a C on the test will help them understand that their child is making progress.

Standards

Third Grade

	Unit
Reading	
Vocabulary and Concept Development	
1.4 Synonyms, Antonyms, and Homonyms	(Unit 8)
1.8 Prefixes and Suffixes	(Unit 8)
Writing	
Writing Applications	
2.3 Write Personal and Formal Letters	(Unit 9)
Written Language Conventions	
Sentence Structure	
1.1 Use Complete Sentences	(Unit 1)
Grammar	
1.2 Parts of Speech / Compound Words / Articles	(Units 3, 4, 9)
1.3 Past, Present, and Future Verbs	(Unit 4)
1.4 Subject – Verb Agreement	(Unit 4)
Punctuation	
1.5 Punctuate Dates, City - State, Underline Titles of Books	(Unit 6 , 9)
1.6 Commas in Dates, Locations Addresses, Items in a List Capitalization and Spelling	(Unit 6)
1.7 Capitalize Proper Nouns	(Unit 6)
1.8 Plural Noun Rules	(Unit 10)
1.8 Contractions / Common Homonyms	(Unit 7, 8)

Fourth Grade

	Unit
Reading - Word Analysis	
Vocabulary Development	
1.2 … Synonyms, Antonyms …	(Unit 8)
1.4 Common Roots and Affixes	(Unit 8)
Written Language Conventions	
Sentence Structure	
1.1 Simple and Compound Sentences	(Unit 1, 2)
1.2 Sentence Combining Using Appositives, Participle Phrases, Adjectives, Adverbs, and Prepositional Phrases.	(Unit 2, 6)
Grammar	
1.3 Regular and Irregular Verbs, Adverbs, Prepositions and Coordinate Conjunctions	(Unit 3, 4)
Punctuation	
1.4 Parentheses, Commas in Quotations, Possessives, Contractions	(Unit 9, 5, 7)
1.5 Underlining and Quotation Marks	(Unit 9)
Capitalization	
1.6 Capitalize Newspapers, Magazines, Works of Art, Musical Compositions, Organizations, First Word in a	(Unit 6)
Spelling	
1.7 Prefixes and Suffixes	(Unit 8)

Fifth Grade

	Unit
Reading – Word Analysis	
Vocabulary Development	
1.3 Synonyms, Antonyms, and Homonyms	(Unit 8)
1.4 Prefixes and Suffixes	(Unit 8)
Writing Writing Applications	
2.4 Write Persuasive Letters (or Compositions)	(Unite 9)
Sentence Structure	
1.1 Prepositional Phrases, Appositives, Independent Clauses, Dependent Clauses, Transitions, and Conjunctions	(Unit 1, 2, 6)
Grammar	
1.2 Often Misused Words, Pronouns, and Modifiers	(Unit 2, 4, 8)
Punctuation	
1.3 Colons in Lists and to Separate Hours from Minutes	(Unit 7)
1.3 Quotation Marks around Quotations and Poems	(Unit 9)
Capitalization and Spelling	
1.4 Capitalization	(Unit 6)
1.5 Suffixes, Prefixes, Contractions	(Unit 7, 8)

Sixth Grade

Writing	Unit
Organization and Focus	
1.1 Personal Letter or Letter to the Editor	(Unit 9)
Written Language Conventions	
Sentence Structure	
1.1 Simple, Compound, and Compound–Complex Sentences	(Unit 1, 2, 6)
1.1 Coordination and Subordination of Ideas in Sentences	(Unit 2, 5)
Grammar	
1.2 Indefinite Pronouns	(Unit 4)
1.2 Perfect Tenses	(Unit 4)
1.2 Subject-Verb Agreement with Compound Subjects	(Unit 5)
Punctuation	
1.3 Colon in Business Letters and Semicolons To Connect Independent Clauses	(Unit 7, 9)
1.3 Commas in Compound Sentences	(Unit 6)
Capitalization	
1.4 Capitalization	(Unit 6)
Spelling	
1.5 Frequently Misspelled Words	(Unit 8)

Seventh Grade

	Unit
Written Language Conventions	
Sentence Structure	
1.1 Properly Placed Modifiers	(Unit 2)
Grammar	
1.2 Use of Infinitives and Participles	(Unit 5)
1.2 Identify Antecedents	(Unit 4)
1.3 Identify the Parts of Speech	(Unit 2, 3, 4)
1.3 Identity a variety of Sentence Structures	(Unit 2)
1.4 Mechanics of Writing	(Unit 6, 7, 9)
Punctuation	
1.5 Use of Hyphens, Dashes, Brackets, Semicolons, and Parentheses	(Unit 7, 9)
Capitalization	
1.6 Capitalization	(Unit 6)
Spelling	
1.7 Prefixes and Suffixes	(Unit 8)

Eighth and Ninth Grade

By the eighth grade, California standards expect mastery of sentence structures, grammar and punctuation skills, capitalization rules and spelling conventions. By the ninth grade, a deeper understanding of grammar should be achieved in all the areas listed from third through seventh grade. Additional concepts that should be mastered are gerunds, ellipses, parallelism, and juxtaposition.

Grammar Standards
Teacher Checklist

	1. Identify the Parts of a Sentence - Unit 1		28. Capitalization - Proper Nouns - Unit 6
	2. Imperatives - Unit 1		29. Capitalization - Miscellaneous - Unit 6
	3. Phrases, Clauses, and Sentences - Unit 1		30. Comma Rules - Unit 6
	4. Fragments, Run-Ons, Complete Sentences - Unit 1		31. Apostrophe - Contractions - Unit 7
	5. Complex Sentences - Unit 2		32. Apostrophe - Possessives - Unit 7
	6. Sentence Combining - Unit 2		33. Apostrophe - Miscellaneous - Unit 7
	7. Four Types of Sentences / Compound-Complex - Unit 2		34. Double Negatives - Unit 7
	8. Misplaced Modifiers - Unit 2		35. Abbreviations - Unit 7
	9. Definition of the Parts of Speech - Unit 3		36. Colons and Semicolons - Unit 7
	10. Identify the Parts of Speech - Unit 3		37. Identify Prefixes and Suffixes - Unit 8
	11. Nouns - Proper vs. Common - Unit 3		38. Common Prefixes - Unit 8
	12. Possessive Nouns - Unit 3		39. Common Suffixes - Unit 8
	13. Nouns - Singular / Plural / Collective / Mass - Unit 3		40. Synonyms / Antonyms - Unit 8
	14. Noun As Adjectives - Unit 3		41. Common Homonyms - Unit 8
	15. Verbs - Helping and Main Verbs - Unit 4		42. Often Misused Words - Unit 8
	16. Verb Tenses - Unit 4		43. Hyphens - Unit 9
	17. Pronouns - Subject vs. Object vs. Possessive - Unit 4		44. Exclamation Points - Unit 9
	18. Pronouns - Antecedents and Indefinite - Unit 4		45. Underline vs. Quotation Marks - Unit 9
	19. Adjectives - Comparatives / Superlatives - Unit 4		46. Parentheses - Unit 9
	20. Adverbs - Good vs. Well / Bad vs. Badly - Unit 4		47. A vs. An - Unit 9
	21. Adverbs vs. Prepositions - Unit 4		48. Friendly Letter - Unit 9
	22. Subject - Verb Agreement - Unit 4		49. Business Letter - Unit 9
	23. Objects of Verbs and Prepositions - Unit 5		50. Spelling - Plural Rules - Unit 10
	24. Direct Objects - Unit 5		
	25. Direct and Indirect Objects - Unit 5		
	26. Transitive and Intransitive Verbs - Unit 5		
	27. Diagramming Simple Sentences - Unit 5		

Grammar Standards
Yearly Checklist

		Mastery	Non-Mastery
	1. Identify the Parts of a Sentence - Unit 1		
	2. Imperatives - Unit 1		
	3. Phrases, Clauses, and Sentences - Unit 1		
	4. Fragments, Run-Ons, Complete Sentences - Unit 1		
	5. Complex Sentences - Unit 2		
	6. Sentence Combining - Unit 2		
	7. Four Types of Sentences / Compound-Complex- Unit 2		
	8. Misplaced Modifiers - Unit 2		
	9. Definition of the Parts of Speech - Unit 3		
	10. Identify the Parts of Speech - Unit 3		
	11. Nouns - Proper vs. Common - Unit 3		
	12. Possessive Nouns - Unit 3		
	13. Nouns - Singular / Plural / Collective / Mass - Unit 3		
	14. Nouns As Adjectives - Unit 3		
	15. Verbs - Helping and Main Verbs - Unit 4		
	16. Verb Tenses - Unit 4		
	17. Pronouns - Subject vs. Object vs. Possessive - Unit 4		
	18. Pronouns - Antecedents and Indefinite - Unit 4		
	19. Adjectives - Comparatives / Superlatives - Unit 4		
	20. Adverbs - Good vs. Well / Bad vs. Badly - Unit 4		
	21. Adverbs vs. Prepositions - Unit 4		
	22. Subject - Verb Agreement - Unit 4		
	23. Objects of Verbs and Prepositions - Unit 5		
	24. Direct Objects - Unit 5		
	25. Direct and Indirect Objects - Unit 5		
	26. Transitive and Intransitive Verbs - Unit 5		
	27. Diagramming Simple Sentences - Unit 5		
	28. Capitalization - Proper Nouns - Unit 6		
	29. Capitalization - Miscellaneous - Unit 6		
	30. Comma Rules - Unit 6		
	31. Apostrophe - Contractions - Unit 7		
	32. Apostrophe - Possessives - Unit 7		

	Mastery	Non-Mastery
33. Apostrophe - Miscellaneous - Unit 7		
34. Double Negatives - Unit 7		
35. Abbreviations - Unit 7		
36. Colons and Semicolons - Unit 7		
37. Identify Prefixes and Suffixes - Unit 8		
38. Common Prefixes - Unit 8		
39. Common Suffixes - Unit 8		
40. Synonyms / Antonyms - Unit 8		
41. Common Homonyms - Unit 8		
42. Often Misused Words - Unit 8		
43. Hyphens - Unit 9		
44. Exclamation Points - Unit 9		
45. Underline vs. Quotation Marks - Unit 9		
46. Parentheses - Unit 9		
47. A vs. An - Unit 9		
48. Friendly Letter - Unit 9		
49. Business Letter - Unit 9		
50. Spelling - Plural Rules - Unit 10		

Grammar Standards
Grade Level Checklist

		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
	1. Identify the Parts of a Sentence - Unit 1	X	X	X	X	
	2. Imperatives - Unit 1	X	X	X	X	
	3. Phrases, Clauses, and Sentences - Unit 1	X	X	X	X	
	4. Fragments, Run-Ons, Complete Sentences - Unit 1	X	X	X	X	
	5. Complex Sentences - Unit 2			X	X	
	6. Sentence Combining - Unit 2		X	X	X	X
	7. Four Types of Sentences / Compound-Complex - Unit 2		X	X	X	X
	8. Misplaced Modifiers - Unit 2					X
	9. Definition of the Parts of Speech - Unit 3	X	X	X		
	10. Identify the Parts of Speech - Unit 3		X	X		X
	11. Nouns - Proper vs. Common - Unit 3	X		X	X	X
	12. Possessive Nouns - Unit 3		X			
	13. Nouns - Singular / Plural / Collective / Mass - Unit 3		X	X		X
	14. Nouns As Adjectives - Unit 3		X	X		X
	15. Verbs - Helping and Main Verbs - Unit 4		X	X		X
	16. Verb Tenses - Unit 4	X	X	X	X	
	17. Pronouns - Subject vs. Object vs. Possessive - Unit 4			X		
	18. Pronouns - Antecedents and Indefinite - Unit 4				X	X
	19. Adjectives - Comparatives / Superlatives - Unit 4		X	X		
	20. Adverbs - Good vs. Well / Bad vs. Badly - Unit 4		X	X		
	21. Adverbs vs. Prepositions - Unit 4		X	X		
	22. Subject - Verb Agreement - Unit 4	X		X	X	
	23. Objects of Verbs and Prepositions - Unit 5		X			
	24. Direct Objects - Unit 5					X
	25. Direct and Indirect Objects - Unit 5					X
	26. Transitive and Intransitive Verbs - Unit 5					X
	27. Diagramming Simple Sentences - Unit 5		X	X		X
	28. Capitalization - Proper Nouns - Unit 6	X		X	X	X
	29. Capitalization - Miscellaneous- Unit 6		X	X	X	X
	30. Comma Rules- Unit 6	X	X	X	X	X
	31. Apostrophe - Contractions - Unit 7		X			X
	32. Apostrophe - Possessives - Unit 7		X			X

		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
	33. Apostrophe - Miscellaneous - Unit 7					X
	34. Double Negatives - Unit 7					X
	35. Abbreviations - Unit 7					X
	36. Colons and Semicolons - Unit 7			X	X	X
	37. Identify Prefixes and Suffixes - Unit 8		X	X		X
	38. Common Prefixes - Unit 8		X	X		
	39. Common Suffixes - Unit 8		X	X		
	40. Synonyms / Antonyms - Unit 8		X	X		
	41. Common Homonyms - Unit 8	X		X		
	42. Often Misused Words - Unit 8			X	X	
	43. Hyphens - Unit 9					X
	44. Exclamation Points - Unit 9					X
	45. Underline vs. Quotation Marks - Unit 9		X			
	46. Parentheses - Unit 9		X			X
	47. A vs. An - Unit 9					X
	48. Friendly Letter - Unit 9	X				
	49. Business Letter - Unit 9				X	
	50. Spelling - Plural Rules - Unit 10	X				

Unit 1

Identify the Parts of a Sentence

Imperatives

Phrases, Clauses, and Sentences

Fragments, Run-Ons, Complete Sentences

Grammar Standards - Unit 1

_____

Student

	Mastery	Non-Mastery
1. Identify the Parts of a Sentence		
2. Imperatives		
3. Phrases, Clauses, and Sentences		
4. Fragments, Run-Ons, Complete Sentences		

Grammar Standards - Unit 1

_____

Student

	Mastery	Non-Mastery
1. Identify the Parts of a Sentence		
2. Imperatives		
3. Phrases, Clauses, and Sentences		
4. Fragments, Run-Ons, Complete Sentences		

Name: _____

Unit 1 and Unit 2
Vocabulary

Below is a list of vocabulary words you will find in Units 1 and 2. Write the definitions of the words as you learn them. Also, put examples of the words as a quick reference.

1. **Subject** - _____
   Example - _____
2. **Predicate** - _____
   Example - _____
3. **Complete Subject** - _____
   Example - _____
4. **Complete Predicate** - _____
   Example - _____
5. **Phrase** - _____
   Example - _____
6. **Clause** - _____
   Example - _____
7. **Sentence** - _____
   Example - _____
8. **Dependent Clause** - _____
   Example - _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Parts of a Sentence
#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 dog barked.

Subject: dog Predicate: barked
(who) *(what the subject **does**)*

1. The big, angry dog barked ferociously at the mailman entering the yard.

Subject: dog Predicate: barked
(who) *(what the subject **does**)*

2. The ball is flat.

Subject: ball **Predicate:** is flat
(what) *(what the subject **is**)*

2. The ball used in the game last night is flat.

Subject: ball **Predicate:** is flat
(what) *(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. Mom bakes cookies.

Subject: _____

Predicate: _____

2. They were late.

Subject: _____

Predicate: _____

3. The game broke.

Subject: _____

Predicate: _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Parts of a Sentence
#2

Simple Subject – The simple subject is the subject alone.

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

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

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

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

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

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

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

Exercise #2 – Put an S above the simple subject and a P above the simple predicate. On the lines, write "Complete Subject" if the phrase is a complete subject. Write "Complete Predicate" if the phrase is a complete predicate.

S P

1. My dad builds awesome race cars.

My dad - **complete subject**

Builds awesome race cars - **complete predicate**

2. The red rubber ball bounced quickly away.

The red rubber ball - _____

Bounced quickly away - _____

3. The Montana sky is beautiful in the morning.

Is beautiful in the morning - _____

The Montana sky - _____

4. Little, baby birds chirped for their mother.

Little, baby birds - _____

Chirped for their mother - _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Parts of a Sentence
Imperatives

What is the subject of the sentence below?

Go to the store for a gallon of milk.

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

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

What is left? "Go"

Imperatives:

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

Example:

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

(You) Wait for me.

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

Example: **S** **P**

(You) 1. Wait ~~at the park~~ ~~for me.~~

Imperative

1. Catch a fish at the lake for me.
2. Buy a present for your sister at the mall.
3. Study for the test next week.
7. Mom sewed a patch on my uniform.
8. After school, walk your sister home.
9. Select a prize from the prize box.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

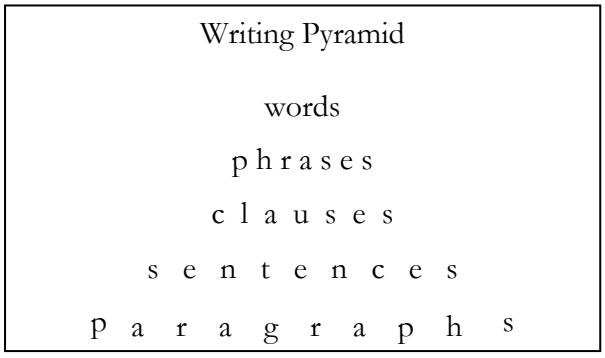
Name: _____

Parts of a Sentence
Phrases, Clauses, and Sentences
#1

When you were younger, you started learning your **Letters**. Next, you learned to put letters into **Words.** Soon you were putting words into **Phrases**, phrases into **Clauses**, and clauses into **Sentences**. When you mastered the sentence, you began writing **Paragraphs**. Eventually, you learned to put paragraphs into **Essays**.

Think of writing as a pyramid. Words are the building blocks of writing. Words are put into phrases and clauses which are put into sentences. In order to write good sentences, it is helpful to understand the differences between them.

So here is a phrase, clause, and a sentence:



Phrase – A group of related words.

Examples: in the cage *(prepositional phrase)* to buy a car *(infinitive phrase)*
riding the bike *(participial or gerund phrase)*

Clause – A group of words with a subject and verb. It may not have a complete thought.

Example: When mom comes home from work *Subject* = mom *Verb* = comes
Complete Thought = None

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Parts of a Sentence
Phrases, Clauses, and Sentences
#4

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

1. MY SHOES DON'T FIT - _____
2. AFTER THE BELL - _____
3. AS THE SUN WENT DOWN - _____
4. PAINTING A SIGN - _____
5. INSIDE THE CAR - _____
6. UNTIL THE RACE STARTS - _____
7. ON SUNDAY - _____
8. WHENEVER I EAT CANDY - _____
9. ONCE THE GYMNAST FELL - _____
10. BEHIND THE TREE - _____
11. RYAN WON - _____
12. WE TALKED FOR HOURS - _____
13. DRESSING THE DOLL - _____
14. HE ATE MY CAKE - _____
15. WE WILL GO TO DISNEYLAND - _____
16. BECAUSE THE POWER WENT OUT -_____
17. SHE WON THE RACE - _____
18. SO HE CAN BUY A PRESENT - _____
19. WE CAME IN FIRST PLACE - _____
20. THROUGHOUT THE WORLD - _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

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

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

Name: _____

Fragment and Run-On Sentences
#3

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

1. After the quarterback threw the ball. ____**Complete Thought**____
2. Rides his bike all the way home. _____
3. While everyone gathered around the flag. _____
4. The monkey and the snake. _____
5. Whistles all the way home with a smile on her face. _____
6. Walked across the street to talk to the neighbor. _____
7. Because all the students turned in their homework. _____
8. Stands in line waiting for the doors to open. _____

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

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

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Literature Scavenger Hunt
Unit 1

I. Simple Subjects and Predicates

Find three sentences that are five (5) words or less. Copy the sentences below. Write the simple subject and the simple predicate below the sentence.

1. _____

   Simple Subject - _____ Simple Predicate - _____

2. _____

   Simple Subject - _____ Simple Predicate - _____

3. _____

   Simple Subject - _____ Simple Predicate - _____

II. Complete Subjects and Predicates

Find any two sentences. Copy the complete subject below on the line marked "Complete Subject." Copy the complete predicate on the line marked "Complete Predicate."

1. Complete Subject - _____

   Complete Predicate - _____

2. Complete Subject - _____

   Complete Predicate - _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Unit 1
Test Review

I. Parts of a Sentence

Directions: 1. Cross out all of the prepositional phrases. 2. Put an S above the simple subject and a P above the simple predicate. 3. Underline the complete subject once and the complete predicate twice. Remember, the complete predicate can be split in the sentence.

Example: ~~During the storm,~~ a powerful tugboat came to rescue the struggling ship.
S P

1. For many years the fourth grade has taken a field trip to a mission.
2. After the game, dozens of fans waited for autographs from the players.
3. Throughout the forest, deer sensed the presence of the hunters.
4. Read a book during your vacation for your own benefit.
5. For the first time in my life I was able to stay home alone without being afraid.
6. In the morning we awoke to find gifts for everyone all around the house.
7. Go to the park for an hour with your sister.
8. For the rest of the day, I had more fun than any other day of my life.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

III. Fragment and Run-On Sentences

Directions: Cross out any prepositional phrases. Put an S above the subject and a V above the verb. On the line, write F if the sentence is a fragment, write Sent. if it is a sentence, and write RO if it is a run-on.

S V V S V

1. __**RO**__ We walked to the park and played on the swings and we went home.
2. _____ Our team played the Cubs then we played the Reds then we played the Mets.
3. _____ After the game but before the party.
4. _____ While everyone sang the song, Mom brought the cake into the living room.
5. _____ Jumping on the couch and acting like monkeys.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Unit 2

Complex Sentences

Sentence Combining

Four Types of Sentences /
Compound-Complex Sentences

Misplaced Modifiers

Grammar Standards - Unit 2

_____

Student

	Mastery	Non-Mastery
1. Complex Sentences		
2. Sentence Combining		
3. Four Types of Sentences / Compound-Complex Sentences		
4. Misplaced Modifiers		

Grammar Standards - Unit 2

_____

Student

	Mastery	Non-Mastery
1. Complex Sentences		
2. Sentence Combining		
3. Four Types of Sentences / Compound-Complex Sentences		
4. Misplaced Modifiers		

Complex Sentences
#1

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

1. An independent clause 2. A dependent clause

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

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

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

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

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

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

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

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

after although because before if once unless until whenever while

---

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

1. The mailman wouldn't deliver our mail (after) my dog bit him in the leg.
   Independent Clause Dependent Clause
2. Sarah could have done better on the assignment although she did receive an A.
3. Because she didn't say, "Mother may I?" she had to start over.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Complex Sentences
#2

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

1. The mailman wouldn't deliver our mail after my dog bit him in the leg.
   Independent Clause **Dependent Clause**
2. Because we were all so tired, we decided to go home early.
3. Unless we do all of our homework, we won't be able to play.
4. My dog waited at the door for us until we got home.
5. Although none of us wanted to leave, we had to be home before midnight.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Extension: Use each subordinate conjunction below in a complex sentence. Skip lines. When finished, write "Independent Clause" under the independent clauses and "Dependent Clause" below the dependent clauses.

after because before if once unless
when wherever whether while

Name: _____

Sentence Combining
#2

Sentence Combining Tricks

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

Appositives: Sometimes we use an entire sentence describing something, when we could have just used a phrase in another sentence. Example:

Two Sentences: *Mr. Jones is my coach. He taught me how to bunt a baseball.*

Combined Sentence with Appositive: *Mr. Jones, my coach, taught me how to bunt a baseball.*

Phrases: Sometimes we can take a phrase from another sentence and use it to combine two sentences.

Several Sentences: *Henry went to get some paper. He went down the hall.*

Combined Sentence: *Henry went down the hall to get some paper.*

Directions: On a separate sheet of paper, rewrite the following sentences into one smooth sentence. You will need to take phrases from one sentence and add them to the other sentence. Remember, there may be many ways to combine each of these sentences.

1. Francisco is my neighbor. We walk to school together every day.
2. Kyle threw the ball. It went into the bushes.
3. Tim scored twenty points in our game last week. Tim is our captain.
4. The students enjoyed signing each other's yearbooks. They signed them under the tree.
5. The Battling Butterflies won the championship. They are my sister's softball team.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

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: Grades 7 & 8.

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: _____

Compound-Complex Sentences

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

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Extension: Write two (2) simple sentences, two (2) complex sentences, two (2) compound sentences, and two (2) compound-complex sentences about things that happen during the holidays. Below are some subordinate conjunctions to help.

after as because before if once since so unless

when whenever wherever whether while

Name: _____

Unit 2
Test Review

I. Complex Sentences

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

1. The mailman wouldn't deliver our mail (after) my dog bit him in the leg.
   Independent Clause **Dependent Clause**
2. The coach wouldn't let me play because I was late for practice.
3. Cindy braided my hair while Tammy painted my nails.
4. Before we can go back in the pool, we need to help clean up from lunch.
5. If we ask very politely, she might let us use her markers.
6. Whenever I ask about her bucked teeth, she punches me in the arm.
7. The birds scrambled for the bread after we tossed it onto the grass.
8. Our teacher wouldn't let us go to recess until our work was finished.
9. Unless you like cold food, you better hurry up and eat.
10. Because she looked so tired, we went home and let her sleep.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Unit 3

Definition of the Parts of Speech

Identify the Parts of Speech

Nouns - Proper vs. Common

Possessive Nouns

Nouns - Singular / Plural /
Collective / Mass

Nouns As Adjectives

Grammar Standards - Unit 3

_____

Student

	Mastery	Non-Mastery
1. Definition of the Parts of Speech		
2. Identify the Parts of Speech		
3. Nouns - Proper vs. Common		
4. Possessive Nouns		
5. Nouns - Singular / Plural / Collective / Mass		
6. Nouns As Adjectives		

Grammar Standards - Unit 3

_____

Student

	Mastery	Non-Mastery
1. Definition of the Parts of Speech		
2. Identify the Parts of Speech		
3. Nouns - Proper vs. Common		
4. Possessive Nouns		
5. Nouns - Singular / Plural / Collective / Mass		
6. Nouns As Adjectives		

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 _____.
   They answer the questions:

   _____? _____? _____? _____?

   ran **slowly** ran **early** ran **there** ran **too** slowly

Thank you for previewing
Standards Based
Grammar: Grades 7 & 8.

Exercise #6 – 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.
3. Several people were at the show.
4. The soft bed felt good.
5. A few students were late.
6. Sara had two dollars.
7. There are some dolphins at the water park.
8. We had to wait for the red light.
9. The men worked for many hours.
10. Watch out for the sharp rocks.

Exercise # 7 – Adverbs

Directions: Underline the adverb in each sentence. Above the adverb, write the question that it answers: *How ? When ? Where ? To What Extent ?*

1. She walked slowly into the room.
2. Tomorrow, we play the Giants.
3. We searched everywhere for him.
6. He went inside.
7. I've been tired lately.
8. The baby cried loudly.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Exercise #11 – Identify the Part of Speech

Part I – If given a word, could you identify the part of speech? Here's your chance to try. Write the part of speech of each word below. If the word can be more than one part of speech, list both.

Examples: green - ___**adjective**___ play __**verb, noun**__

1. run – _____
2. her – _____
3. giant – _____
4. small – _____
5. carefully – _____
6. Wow! – _____
7. and – _____
8. with – _____
9. their – _____
10. there – _____
11. several – _____
12. up – _____
13. thought – _____
14. it – _____
15. Ouch! – _____
16. jump – _____
17. school – _____
18. inside – _____
19. or – _____
20. wonderfully –_____
21. handsome – _____
22. very – _____
23. four – _____
24. my – _____
25. but – _____
26. Rats! – _____
27. fly – _____
28. boy – _____
29. pretty – _____
30. so – _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

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: Grades 7 & 8.

Name: _____

Apostrophe
Possessive Nouns #2

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Part II – Rules #1 through #4

Directions: Rewrite the phrases below using possessives. Add ***'s*** or just ***'*** as needed.

1. The black ink from the printer - _____
2. A retirement party for Mr. Bozz - _____
3. The underground home of the ants - _____
4. A difficult job of the stewardess - _____
5. The governors of Kansas and Nebraska - _____
6. The beautiful formation of the flock of geese - _____
7. The bookcase for my thesaurus - _____
8. The room of my mom and dad - _____
9. Some shoppers from the mall - _____
10. Presents for Thomas and Albert - _____
11. Some tasty donuts for my students - _____
12. The soft music from the band - _____

Name: _____

Nouns as Adjectives

Nouns can be used as adjectives. When a noun is used to describe another noun, it serves as an adjective in the sentence.

Examples:

Christmas card / Sony radio / strawberry ice cream

Directions: Underline all the nouns used as adjectives. Draw an arrow to the word it describes.

1. No one could tell who had done it because I wore my poker face.
2. I've had my Nike shoes for over a year now.
3. The New York lawmakers passed a law against speaking on phones while driving.
4. We will go to Grandma's house for Christmas dinner.
5. A fellow student copied my homework for me.
6. We went to the pizza place after the game.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Unit 3
Test Review #1

Part I - Parts of Speech

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

1. dog - _____
2. climb - _____
3. up - _____
4. bug - _____
5. blue - _____
6. weakly - _____
7. him - _____
8. Hurray! - _____
9. several - _____
10. play - _____
11. slimy - _____
12. shop - _____
13. with - _____
14. they - _____
15. shiny - _____
16. Ouch! - _____
17. shirt - _____
18. us - _____

Part II – Proper vs. Common Nouns

Directions: Write "Proper" or "Common" on the line. Rewrite the word with the proper punctuation below the word.

_____ 1. ENGLAND
_____ 2. MOUNTAIN
_____ 3. SOCCER
_____ 4. MARYLAND
_____ 6. WEBSTER'S DICTIONARY
_____ 7. ACTOR
_____ 8. JULY
_____ 9. MRS. LEE

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Subject-Verb Agreement #1

What is wrong with these sentences?

Joe and Bob is tall. The team are winning.

Subject – Verb Agreement:

The subject and verb of a sentence must agree. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

Subject	Verb	Correct
Joe and Bob = Plural	is = Singular	Joe and Bob <u>are</u> tall.
team = Singular	are = Plural	The team <u>is</u> winning.

If the subject and verb ever disagree, the subject always wins the disagreement.

The Trick - Memorize the rule:

" If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural. "

Remember - Present tense verbs:

Singular Verbs - Add s or es to the verb. Examples: He sing**s** He march**es**

Plural Verbs - **<u>No</u>** s or es Examples: They sing They march

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

__**Singular**__ 1. sits	_____ 6. pitch	_____ 11. protect
_____ 2. watch	_____ 7. writes	_____ 12. earns
_____ 3. read	_____ 8. thinks	_____ 13. love
_____ 4. receives	_____ 9. buzzes	_____ 14. catch
_____ 5. buys	_____ 10. scratch	_____ 15. crawls

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

_____ 1. Julie sits alone and reads every day.

_____ 2. The students are selling candy for camp.

_____ 3. Alfonso and Alex hit three home runs today.

_____ 4. He asks her to the dance all the time.

_____ 5. Mary Lou and Nancy get high scores on the balance beam all the time.

_____ 6. Mrs. Bowden's class wins the contest every month.

Name: _____

Good vs. Well / Bad vs. Badly
Test Review

What is the trick for remembering good vs. well? _____

_____

What is the trick for remembering bad vs. badly? _____

_____

I. Directions: Fill in the blank with good or well. Draw an arrow to the word it describes.

1. You should always try to do _____ on your tests.
2. If you do a _____ job, you will be rewarded.
3. She is a _____ painter who paints _____ .
4. The soloist sings _____ .
5. Your behavior at the assembly needs to be _____ .

II. Directions: Fill in the blank with bad or badly. Draw an arrow to the word it describes.

1. She did _____ at the competition.
2. It was a _____ ship that sailed _____ .
3. With one sniff we all knew it was _____ cheese.
4. It was a _____ printer that worked _____ .
5. They played _____ .

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Units 1 – 4 Assessment

Identify the Parts of a Sentence

Phrases, Clauses, and Sentences

Complex Sentences

Four Types of Sentences / Compound-Complex Sentences

Definition of the Parts of Speech

Nouns - Proper vs. Common

Nouns - Singular / Plural / Collective / Mass

Verbs - Helping and Main Verbs

Pronouns - Subject vs. Object vs. Possessives

Adjectives - Comparatives / Superlatives

Adverbs - Good vs. Well / Bad vs. Badly

Imperatives

Fragments, Run-Ons, Complete Sentences

Sentence Combining

Misplaced Modifiers

Identify the Parts of Speech

Possessive Nouns

Nouns As Adjectives

Verb Tenses

Pronouns - Antecedents and Indefinite Pronouns

Adverbs vs. Prepositions

Subject - Verb Agreement

Name: _____

Units 1 – 4
Assessment

I. Parts of a Sentence

Directions: Cross out the prepositional phrases. Write the simple subject and simple predicates on the lines below the sentence.

1. During the night, a heavy rain fell throughout the city.

   Simple Subject: _____ Simple Predicate _____

2. Dozens of ants marched across the floor.

   Simple Subject: _____ Simple Predicate _____

3. With a hammer in his hand, the construction worker ordered his crew to get to work.

   Simple Subject: _____ Simple Predicate _____

II. Imperatives

Directions: Write the subject of the sentence on the line to the left. If the sentence is an imperative, write "you" on the line.

_____ 1. Wait for your mom to come home.

_____ 2. Our coach showed us how to do back flips.

_____ 3. While the swimmers dried off, the lifeguard put his gear away.

_____ 4. When you finish your work, clean up your mess.

III. Phrases, Clauses, and Sentences

Directions: Write "Phrase", "Clause", or "Sentence" next to each word.

1. SHE LEARNED A SONG - _____
2. RUNNING RACES - _____
4. OVER THE RAINBOW - _____
5. WHILE THE MEN WORKED - _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

XIX. Adverbs - Good vs. Well / Bad vs. Badly

Directions: Circle the correct answer.

1. Tim did (good , well) on his test.
2. However, he did a (bad , badly) job on his art project.
3. Because he was sick, he played (bad , badly).
4. She plays the piano (good , well).

XX. Adverbs vs. Prepositions

Directions: Look at the underlined word. Write "Adverb" or "Preposition" on the line to the left.

_____ 1. up the tree
_____ 2. He looked up.
_____ 3. They walked in.
_____ 4. in the house

XXI. Subject - Verb Agreement

Directions: Circle the mistake in each sentence. Next, write the correct verb on the line to the left.

Example: ____**play**_____ The dog and cat plays together.

_____ 1. Derek and Roger runs very quickly.
_____ 2. Jane write well.
_____ 3. They is going to the mall.
_____ 4. Their team win every game it plays.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Unit 5

Objects of Verbs and Prepositions

Direct Objects

Direct vs. Indirect Objects

Transitive and Intransitive Verbs

Diagramming Simple Sentences

Grammar Standards - Unit 5

_____

Student

	Mastery	Non-Mastery
1. Objects of Verbs and Prepositions		
2. Direct Objects		
3. Direct vs. Indirect Objects		
4. Transitive and Intransitive Verbs		
5. Diagramming Simple Sentences		

Grammar Standards - Unit 5

_____

Student

	Mastery	Non-Mastery
1. Objects of Verbs and Prepositions		
2. Direct Objects		
3. Direct vs. Indirect Objects		
4. Transitive and Intransitive Verbs		
5. Diagramming Simple Sentences		

Unit 5
Vocabulary

Use this worksheet to collect the definitions of vocabulary words in this unit.

Example

1. object - _____ in the house

2. direct object - _____ sang a song

3. transitive verbs - _____ sang a song

4. intransitive verbs - _____ She went shopping.

5. indirect objects - _____ bought me a cake

6. diagramming - _____ She | sang

7. compound subject - _____ Sue and Kim sang.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Objects of Verbs and Prepositions
#1

Directions: Circle all of the objects in each sentence. Below each object, if it is the object of the preposition write "preposition". If it is the object of the verb, write "verb". Use the underlined word to help you find the objects.

1. Johnny pushed the car across the floor.

   verb **preposition**

2. The girl left her umbrella in the class.

   _____

3. The baker made five dozen cookies in one hour.

   _____

4. During the assembly, everyone met the astronaut and saw a moon rock.

   _____

5. Kathy bought donuts for the class.

   _____

6. After the game, we got in the car and drove to the party.

   _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

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 bought a flower. The word flower completes the meaning of what Carol bought.

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

Carol is jogging. * "is jogging" and "sings" do NOT need
Carol sings. 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 whistles while she washes 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: Grades 7 & 8.

Name: _____

Direct Objects #4
Transitive or Intransitive Verbs

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.

1. I dusted while Martha made the beds.
2. The sun is shining in the big blue sky.
3. As the fire burned, the reporter told the story.
4. The water is gushing into the street and destroying the cars.
5. Some animals catch and maul their prey before they eat them.
6. The lifeguard took our picture while we played in the sand.
7. We are going to the mall so we can buy a gift for the party.
8. If you ask me, they don't deserve a gift.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

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.

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: Grades 7 & 8.

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.

1. Subject - _____
2. Predicate - _____
3. Object - _____
4. Direct Object - _____
5. Indirect Object - _____
6. Prepositional Phrase - _____

_____

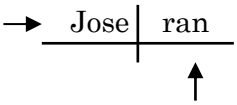
7. Linking Verb - _____

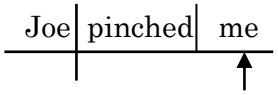
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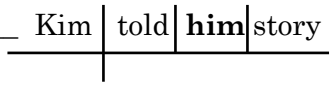
8. Predicate Nominative (Predicate Noun) - _____

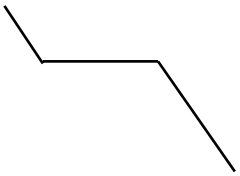
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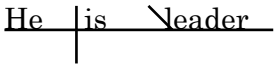
Diagramming Example











Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

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.

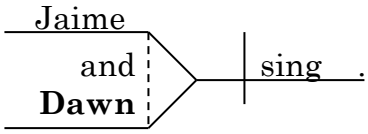
Exercise B: Rewrite the sentences above. Underline the subject and the predicate. Put a vertical line between the subject and the predicate.

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.

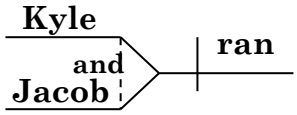
Step 2 – What if there is more than one subject? This is called a *compound subject*. To the left of the vertical line, just put the compound subjects on top of each other and connect them with the word "and."

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: Grades 7 & 8.

Extension – Write five of your own two, three, or four word sentences.
Diagram them exactly the way we did the sentences from above.

Unit 6

Capitalization - Proper Nouns

Capitalization – Miscellaneous

Comma Rules

Grammar Standards - Unit 6

_____

Student

	Mastery	Non-Mastery
1. Capitalization - Proper Nouns		
2. Capitalization - Miscellaneous		
3. Comma Rules		

Grammar Standards - Unit 6

_____

Student

	Mastery	Non-Mastery
1. Capitalization - Proper Nouns		
2. Capitalization - Miscellaneous		
3. Comma Rules		

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.

5) Languages

   Examples: **E**nglish, **J**apanese, **G**erman, **S**panish, **T**agalog

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Capitalization Rules

Don't Capitalize:

1) Seasons

   Examples: summer, winter, spring, autumn, fall

2) School subjects unless they are course titles or have 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: Grades 7 & 8.

Name _____

Capitalization
#1

I. Proper Nouns

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

Examples: JOHN - __John__ BOY - __boy__

1. WEDNESDAY – _____
2. SOCIAL STUDIES – _____
3. ITALIAN – _____
4. BUDDHISM – _____
5. BIOLOGY 101 – _____
6. SUMMER – _____
7. COLLEGE PARK – _____
8. NORTHERN IRELAND – _____
9. HEALTH – _____
10. MEASLES – _____
11. WEST – _____
12. SATURDAY – _____
13. MATH – _____
14. CHINESE FOOD – _____
15. CHRISTIANITY – _____
16. MIDWEST – _____
17. LEVI PANTS – _____
18. WINTER – _____
19. TURNER SCHOOL – _____
20. SCIENCE 101 – _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Capitalization
#2

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

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. "If you lived in germany, it might help to learn to speak french and italian as well," said dad.
2. On memorial day, the students who take american history will join mr. simm's civics 101 class.
3. Next friday I will recite the poem "ode to summer" and my mom will sing "this is love" at the woodruff elementary school talent show.
4. dear lisa,

   I hope you enjoy camp sunburn. We missed you at the fourth of july party. Be sure to pet one of their special black cats with the white stripes. Also, mom says she misses you.

   your sister,
   alice

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: _____

Comma Rules
#1 and #2

Rule #1 - City, State or City, Country

Examples: Bellflower, California Paris, France New York, New York

1432 East Street, Lakewood, California

Are you going to Orlando, Florida, this summer?

Rule #2 - Day, Year or Month, Year

Examples: January 1, 2003 April 1, 2005 Tuesday, October 31

Is February 29th, 2004, a leap year?

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

1. Philadelphia Pennsylvania
   City, State
2. December 25 2005
   Day, Year
3. London England
   _____
4. January 1 2000
   _____
5. Boston Massachusetts
   _____
6. Thursday July 4 1776
   _____
7. Madrid Spain
   _____
8. San Francisco California
   _____
9. October 12 1492
   _____
10. Sunday December 7 1941
    _____
11. Williamsburg Virginia
    _____
12. Tokyo Japan
    _____

13. George Washington defeated the British in Yorktown, Virginia, after a month of fighting.
    City, State
14. He was born on August 3rd 2001 while his grandparents anxiously waited.
15. Cortez started his conquest of the Aztecs in Veracruz Mexico.
16. We're going to have a party on Saturday June 13th for my birthday.
17. The Olympics in Salt Lake City Utah were the best ever.
18. My new address will be 555 Oak Drive Oakland California.
19. On Monday August 1st we will go to Phoenix Arizona for my brother's wedding.
20. In Toronto Canada there will be a baseball game on Tuesday April 2nd.

Name: _____

Comma Rules

Rule #5 – Direct Address **Rule #6 – Introductory Word / Phrase**

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.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

II. Directions: Write 10 sentences about a family vacation. Use Direct Address five times and Introductory Word / Phrase five times. Use a separate sheet of paper if needed.

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Comma Rules
Review of Rules #1 and #6

Rule #1 – City, State or City, Country

Rule #2 – Day, Year or Month, Year

Rule #3 – Comma after the greeting

Rule #4 – Comma after the closing

Rule #5 – Direct Address

Rule # 6 – Introductory Word / Phrase

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

1. Hannah you are the best singer in the show.
2. Many of our country's best ships are located in San Diego California.
3. Oh I thought you were talking to me.
4. On Monday September 5 Eddie will start his first day of school.
5. Dear Barney

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

   Sincerely

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

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Comma Rules

Rule #7 – Words in a List or Phrases in a List **Rule #8 – Avoid Confusion**

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

1. The ball bounced against the garage, hit the window, and rolled across the lawn.
   Phrases in a List
2. Our football team had a punt pass and kick contest.
3. While packing her suitcase fell on the floor.
4. The bird flew up down and around.
5. We came home watched television and went to bed.
6. My favorite colors in the rainbow are red violet and yellow.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

II. Directions: On a separate sheet of paper, write six sentences about camping. Write three sentences using Words in a List and three sentences using Phrases in a List.

Name: _____

Comma Rules
#9 and #10

Rule #9 - Interrupter

Use a comma to set apart a word or phrase that interrupts a sentence.

Examples:

My mom, however, thinks that we should walk to school together.

Whenever I get a chance, which isn't very often, I like to go fishing.

Rule #10 - Appositives

Like an interrupter, use a comma to set apart a word or phrase that explains the noun before or after it.

Examples:

Mr. Johnson, my coach, is having a party for us after the season.

My sister's friend, Derek, will meet us at the beach.

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

1. If we work later, although nobody wants to, we can take the day off on Friday.
   Interrupter
2. We will visit Chicago the windy city before we reach South Bend.
3. These stamps for example come all the way from France.
4. Today's special roast beef and fries will be served until 1:00.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Comma Rules
Review of Rules #7 - #13

Rule #7 – Words / Phrases in a List

Rule #8 – Avoid Confusion

Rule #9 – Interrupter

Rule #10 – Appositives

Rule #11 – Adjectives

Rule #12 – Quotations

Rule #13 – Compound Sentence

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

1. Mr. Drew, the PTA president, is concerned about our school's reading, writing, and math scores.
   Appositives **Words in a List**
2. While driving the car suddenly started to make strange squeaky sounds.
3. Our school however has some of the best students in the state.
4. Either you can wash the dishes or you can sweep the floor.
5. " We're going sailing tomorrow " said Mary.
6. " We sold $50 worth of sour cherry licorice " she said " for our field trip. "
7. The dog jumped on the couch looked out the window and barked at the mailman.
8. While working the computers shut down.

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Comma Rules
Review of Rules #1 - #13

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

1. Jim and Kyle my two best friends are helping me build my go-cart.

2. " Let's go see a movie " said Jane.

3. We wanted to play video games but my brother broke the television.

4. We sang songs played games and ate ice-cream at the party.

5. On Monday August 1 we will go to Phoenix Arizona for my brother's wedding.

6. Dear Louis

   Be sure to bring your bathing suit to my house next week.

   Sincerely

   Suzi

7. After eating the cat ate the crumbs off the floor.

8. " Under the tree " said Sally " there are two presents for you. "

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Unit 10

Spelling Plural Rules:

Add S

Drop the Y, add ies

Drop the f, add ves

Words ending in O

Unusual Plurals

Add es

Grammar Standards - Unit 10

_____

Student

Spelling - Plural Rules - Test 10	Mastery	Non-Mastery
1. Add S		
2. Drop the Y, add ies		
3. Drop the f, add ves		
4. Words ending in O		
5. Unusual Plurals		
6. Add es		

Grammar Standards - Unit 10

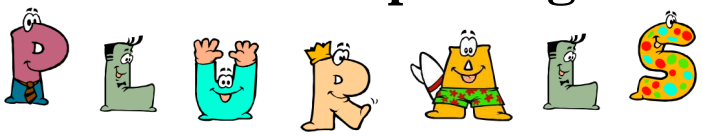
_____

Student

Spelling - Plural Rules - Test 10	Mastery	Non-Mastery
1. Add S		
2. Drop the Y, add ies		
3. Drop the f, add ves		
4. Words ending in O		
5. Unusual Plurals		
6. Add es		

Noun Spelling

Name: _____



Rule # 1

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

country - countries
hobby - hobbies
melody - melodies
berry - berries

mystery - mysteries
beauty - beauties
injury - injuries
supply - supplies

spy - spies
lady - ladies
sky - skies
fly - flies

cry - cries
try - tries
copy - copies

Rule # 2

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 # 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.

half - halves
wolf - wolves
calf - calves

thief - thieves
leaf - leaves
wife - wives

loaf - loaves
self - selves
elf - elves

life - lives
knife - knives
shelf - shelves

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Noun Plurals
Rules #1 and #2

Write the **plural** form for each word below.

1. hobby - _____
2. turkey - _____
3. berry - _____
4. fly - _____
5. birthday - _____
12. country - _____
13. mystery - _____
14. melody - _____
15. supply - _____
16. donkey - _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.

Name: _____

Noun Plurals
Rules #5 and #6

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: Grades 7 & 8.

Name: _____

Unit 10 Test
Rules #1, #2, and #3

1. hobby - _____
2. half - _____
3. turkey - _____
4. wife - _____
5. fly - _____
6. birthday - _____
17. country - _____
18. self - _____
19. mystery - _____
20. berry - _____
21. knife - _____
22. life - _____

Thank you for previewing
Standards Based Grammar: Grades 7 & 8.