Grammar and Mechanics Worksheets

The Grammar and Mechanics Worksheets are designed to help students learn previous grade-level Grammar and Mechanics Standards, content, skills, and rules. Each worksheet includes concise definitions of the content, skill, or rule with examples, a writing application, a practice section, and a brief formative assessment. The language of instruction in these worksheets complement those found in the Teaching Grammar and Mechanics Interactive Notebooks lessons. Grade 4 includes worksheets #1–63; Grade 5 includes worksheets #1–72; Grade 6 includes worksheets #1–75; Grade 7 includes worksheets #1–75; and Grade 8 includes worksheets #1–77.

Preparation

1. Administer both the Diagnostic Mechanics Assessment and the Diagnostic Grammar and Usage Assessment, correct, and chart the content, skills, or rules that your students have not yet mastered on the recording matrices. Record a slash “/” for un-mastered skills, and leave the box blank for mastered skills.

2. Count and total the slashes “/” for each of the 77 Grammar and Mechanics components to determine how many of each Grammar and Mechanics Worksheet you will need to copy. Group the worksheets in separate file folders for students to access. Also copy some sets of the Grammar and Mechanics Worksheet Answers and place these and the Spelling Pattern Worksheet Answers in three-ring binders labeled “Answer Booklets.”

3. Display one of the Grammar and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Students first read the FOCUS and CONNECT TO WRITING sections and then complete the PRACTICE section. Tell them not to complete the WRITE section (the formative assessment) until they have self-corrected the PRACTICE section in a colored pencil or pen, so that they can learn from their mistakes before completing the last section. The formative assessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, skill, or rule.
**Grammar and Mechanics Worksheets Directions**

1. Tell students to begin with the lower numbered worksheets on the recording matrices and to complete only those worksheets indicated by slashes “/". Tell them that they have already mastered those language convention components left blanks without slashes.

2. When a student has completed all sections of the Grammar and Mechanics Worksheet, except for the ending WRITE section (the formative assessment), the student uses the “Grammar and Mechanics Worksheet Answers” binder to self-correct and self-edit in a colored pencil or pen. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that they will often learn from their mistakes, especially when they identify and correct them.

3. Next, the student completes the WRITE section and comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.

4. If the student has self-corrected and self-edited the PRACTICE section and "passed" the WRITE formative assessment, change the slash “/" into an “X” for mastery on the appropriate box on the matrix and record an A on the student’s worksheet. Convert the A to points if you use a point system for grading.

5. If the student did not master the content, skill, or rule on the formative assessment, re-teach during the mini-conference. Then direct the student to re-do the formative assessments and return for re-correction.

**Helpful Hints**

- Mastery criteria on the WRITE formative assessment are decided by the teacher. If the student has followed directions and correctly applied the rule, skill, or concept, the student has certainly mastered the Grammar and Mechanics Worksheet. Make sure to ignore irrelevant errors, such as spelling mistakes, in determining mastery; however, do mark and point these out to the student.

- Remember that a student can miss items within the PRACTICE section and still master the content, skill, or rule if the student has self-corrected and self-edited and the criteria have been met on the formative assessment.

- Limit the length of your mini-conference line to three students. Waiting students can sign up for their places in line on the board and then work on their next worksheet until their turn arrives to conference.

- Post the recording matrices on the wall with data listed by student names or student identification numbers. Allow students to use pencil to change the slash “/" into an “X” for mastery on the appropriate box on the matrix.

- Set an expectation as to how many Grammar and Mechanics Worksheets and Spelling Pattern Worksheets must be completed per week.
**Grammar and Mechanics Worksheets**

### Parts of Speech
- #1 Proper Nouns
- #2 Common Nouns
- #3 Pronouns
- #4 Adjectives
- #5 Verbs
- #6 Adverbs
- #7 Prepositional Phrases
- #8 Coordinating Conjunctions
- #9 Subordinating Conjunctions
- #10 Correlative Conjunctions

### Sentence Structure
- #11 Simple and Complete Subjects
- #12 Compound Subjects
- #13 Simple and Complete Predicates
- #14 Compound Predicates
- #15 Simple Sentences / Types of Sentences
- #16 Compound Sentences
- #17 Complex Sentences
- #18 Compound-Complex Sentences
- #19 Fragments
- #20 Run-Ons

### Pronouns
- #21 Subject Case Pronouns
- #22 Object Case Pronouns
- #23 Intensive and Reflexive Pronouns
- #24 Pronoun-Antecedents
- #25 Who, Whose, Whom, That, Which
- #26 Indefinite People Pronouns
- #27 Indefinite Size or Amount Pronouns

### Modifiers
- #28 Past Participles
- #29 Present Participles
- #30 Dangling / Misplaced Modifiers
- #31 Short Comparative Modifiers
- #32 Short Superlative Modifiers
- #33 Long and “_ly” Comparative Modifiers
- #34 Long and “_ly” Superlative Modifiers
Grammar and Mechanics Worksheets

Verb Tenses and Forms
#35 Linking and Helping Verbs
#36 Modals
#37 Past Tense Verbs
#38 Past Progressive Verbs
#39 Past Perfect Verbs
#40 Present Tense Verbs
#41 Present Progressive Verbs
#42 Present Perfect Verbs
#43 Future Tense Verbs
#44 Future Progressive Verbs
#45 Future Perfect Verbs

Commas
#46 Commas with Speaker Tags
#47 Commas with Appositives
#48 Commas within Series
#49 Commas with Introductions
#50 Commas with Geography
#51 Commas with Nouns of Direct Speech
#52 Commas with Conjunctions
#53 Commas in Letters
#54 Commas with Coordinate Adjectives

Capitalization
#55 Capitalization of People / Characters
#56 Capitalization of Places
#57 Capitalization of Things
#58 Capitalization of Holidays and Dates
#59 Capitalization of Organizations and Businesses
#60 Capitalization of Language and People Groups
#61 Capitalization of Events and Historical Periods

Quotation Marks / Underlining (Italics)
#62 Movie and Television Show Titles
#63 Book / Magazine / Newspaper / Website Titles
#64 Song / Poem Titles
#65 Play / Work of Art Titles
#66 Book Chapter Titles
#67 Article Titles
#68 Short Story / Document Titles
#69 Direct Quotations

Additional Punctuation
#70 Apostrophes (Contractions)
#71 Semicolons
#72 Parentheses / Dashes
#73 Apostrophes (Singular Possessives)
#74 Apostrophes (Plural Possessives)
#75 Colons
#76 Periods with Abbreviations / Initials / Acronyms
#77 Exclamation Points
Grammar and Mechanics Worksheet #1

FOCUS   Proper Nouns

A **proper noun** is the name of a person, place, or thing. It can be acted upon and is capitalized.

CONNECT TO WRITING

Whenever possible, use specific proper nouns rather than common nouns. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Capitalize all words that make up proper nouns, except articles (*a*, *an*, and *the*), prepositions, such as *of*, *to*, and *from*, and conjunctions, such as *and*, *or*, and *but*.

**Examples:**
- Josh was honored
- at *U.S. Memorial Auditorium*
- with the *Smith-Lee Award*.

PRACTICE

Circle or highlight the proper nouns in the following story.

John Francis left his home in Beatrice, Nebraska in 1941, shortly before the start of World War II. Traveling first by bus to Chicago, he then boarded the *Southwestern Chief* to ride to Los Angeles. At Grand Central Station, John met his sister, Jane, and immediately began looking for part-time work and an apartment. He found employment at Blix Hardware on Western Avenue and a room to rent in nearby South Hollywood.

When war was declared, John enlisted in the army and was stationed at Fort Ord. He played trumpet in the Army Band and was promoted to the rank of Staff Sergeant. The United States was fortunate to have so many young men, like John, serving their country.

After the war in 1945, John enrolled in the University of Southern California, paying his tuition with money from the G.I. Bill. Graduating Cum Laude with degrees in Business and Social Science, he continued to play trumpet in clubs all over Southern California. Upon marrying Janice Jones, he took a job at California Federal Savings and Loan and was promoted to Senior Vice-President. He and his wife raised two children, Mark and Robin.

WRITE

Compose your own sentence with person, place, and thing proper nouns.

______________________________________________________________________________
______________________________________________________________________________
Grammar and Mechanics Worksheet #2

FOCUS  Common Nouns

A common noun is an idea, person, place, or thing.

CONNECT TO WRITING

Whenever possible, use specific common nouns rather than general common nouns. A common noun can be a single word, a group of words, or a hyphenated word and is capitalized only at the start of a sentence.

Examples:  It takes self-control for a teenager to drive to school in a sports car.  idea  person  place  thing

PRACTICE

Sort the following common nouns as an idea, person, place, or thing in the correct columns:

mountain, friendship, teacher, neighborhood, food, self-image, freedom, toy, fire-fighter, cousin, rock, country, lamp stand, football stadium, police officer, self-confidence, grandfather clock, family room, brother-in-law, world peace

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WRITE

Compose four sentences, using a common noun from each category. Use none of the common nouns listed on this worksheet. Be as specific as possible.

idea __________________________________________________________________________
person ________________________________________________________________________
place _________________________________________________________________________
thing _________________________________________________________________________
Grammar and Mechanics Worksheet #3

FOCUS Pronouns

A pronoun is a word used in place of a proper noun or common noun.

Examples:  Ted is ready. He is never late.
The game has already started. Ted will watch it at home.

CONNECT TO WRITING

Pronouns are used to avoid repeating the same noun over and over again. Pronouns are used in the first person, second person, or third person points of view. Avoid first and second person pronouns in essays designed to inform or convince your reader.

The first person pronoun stands for the one speaking.

Examples:  Singular I, me, my, mine, myself
Plural we, us, our, ours, ourselves

The second person pronoun stands for the person to whom one is speaking.

Examples:  Singular you, your, yours, yourself
Plural you, your, yours, yourselves

The third person pronoun stands for the one spoken about.

Examples:  Singular he, she, it, him, her, its, his, hers, himself, herself, itself
Plural they, them, their, theirs, themselves

PRACTICE

Underline the pronouns in this phone conversation.

“Hello,” said Susan.
“Is this the owner of the car for sale?” the caller asks.
“It, is I,” replies Susan. “Who is calling?”
“The one paying you full price for your car. My name is Marcy. What’s yours?”
“Susan,” she says. “But let me get my husband. Actually, he is selling his car, not mine.
“Suit yourself, says Marcy. Put him on the phone.”

WRITE

Finish the rest of this phone conversation, using at least two different pronouns.

______________________________________________________________________________
FOCUS    Adjectives

An adjective modifies a proper noun, a common noun, or a pronoun and answers Which one? How many? or What kind?

CONNECT TO WRITING

Adjectives usually are placed before nouns and pronouns. Whenever possible, use specific, rather than general adjectives. For example, adjectives such as interesting, nice, and exciting are general adjectives.

Examples:  Type of Adjective    Too General    Specific
Which One?    That park
How Many?    had some playgrounds
What Kind?    swimming pools.

    That city park
    had two playgrounds
    huge swimming pools.

PRACTICE

Sort the following italicized adjectives into the correct columns:

twenty-story building, most sports, juicier hamburgers, these games, that bright color, a dozen flowers, the muddy Missouri River, few announcements, this idea, those desserts, navel orange, thousands of islands, spicy pizza, certain groups, loud rap music

Which One?   How Many?   What Kind?

______________________ ____________________ ______________________

______________________ ____________________ ______________________

______________________ ____________________ ______________________

______________________ ____________________ ______________________

______________________ ____________________ ______________________

______________________ ____________________ ______________________

WRITE

Compose three sentences, using an adjective from each category. Use none of the adjectives listed on this worksheet. Be as specific as possible.

Which One? ____________________________

How Many? ____________________________

What Kind? ____________________________
Grammar and Mechanics Worksheet #5

FOCUS    Verbs

A verb completes three types of actions:

- A verb can mentally act. **Examples**: think, like, wonder, know
- A verb can physically act. **Examples**: run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence. These are known as *state of being* verbs.
  **Examples**: is, am, are, was, were, be, being, been, appear, become, feel, grow, keep, look, remain, seem, smell, sound, seem, stay, taste

CONNECT TO WRITING

A verb can be singular or plural and must match the noun or pronoun it acts upon or modifies. Singular nouns often match verbs ending in *s*. Plural nouns often use verbs that don’t end in *s*.

**Examples**: Amanda walks. They walk.

Some verbs add a helping verb in front of the verb. Helping verbs include the “to be” verbs: *is, am, are, was, were, be, being, been*; the “to do” verbs: *do, does, did*; the “to have” verbs: *has, have, had*; and the modals: *can, could, may, might, must, shall, should, will, and would*.

**Examples**: Tim was thinking. He did not need her help, but she had offered, and he might need assistance later.

PRACTICE

Identify each type of verb action in the parentheses following each verb (mental, physical, state of being). Then underline each of the helping verbs.

I know (________________________) that he had run (________________________) a full mile before, but he might be (________________________) too tired right now. He did walk (________________________) a mile yesterday.

WRITE

Compose three of your own sentences with the three types of verb actions. Include at least one singular and plural verb plus at least one helping verb.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Grammar and Mechanics Worksheet #6

FOCUS   Adverbs

An adverb describes a verb, an adjective, or an adverb and answers What degree? How? Where? or When? The adverb may be found before or after the word that it modifies.

Examples: Trey walked more What degree?
carefully How?
late at night When?
there at the docks. Where?

CONNECT TO WRITING

As a matter of good writing style, place shorter adverbial phrases in front of longer ones.

Example: The family walks around the block after every Thanksgiving Dinner.

Explanation: The shorter adverbial phrase around the block is properly placed before the longer after every Thanksgiving Dinner.

As a matter of good writing style, place specific adverbs before general ones.

Example: It should be exactly where I said, next to her, or somewhere over there.

Explanation: The more specific adverbs exactly where and next are properly placed before the more general somewhere over there.

PRACTICE

Sort these adverbs into the following categories: often, everywhere, slowly, one o’clock, mostly, carefully, nearby, later, here, less, easily, mainly

What Degree                  How                      Where                      When

__________________________________________________________

__________________________________________________________

__________________________________________________________

WRITE

Compose four sentences with adverbs from each category. Use none of the adverbs listed on this worksheet.

What Degree _____________________________________________

How _____________________________________________________

Where ____________________________________________________

When _____________________________________________________
Grammar and Mechanics Worksheet #7

FOCUS Prepositional Phrases

A **preposition** is a word that shows some relationship to an object (a proper noun, a common noun, or a pronoun). The preposition is always part of a phrase. A phrase is a group of related words without a noun and connected verb. The preposition asks “What?” and the object follows with the answer. A preposition tells *when, where, or how* something happens.

**Examples:**
- When it happens: Our teacher leaned **against** the wall.  
  **against** what? …the wall
- Where it happens: Under the bed the cat hid.  
  **Under** what? …the bed
- How it happens: We travelled **by** bus.  
  **by** what? …bus

**CONNECT TO WRITING**

We often end spoken sentences with a preposition, but avoid this in your writing.  
**Example:** Spoken sentence—“Who will you go **to**?” Written sentence—“To **whom** will you go?”

Here is a list of commonly-used prepositions. Memorizing this list will help you notice prepositions in your reading and use them in your writing.

*aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without*

**PRACTICE**

Underline the prepositions, and [bracket] their objects. Then draw an arrow from each preposition to its object.

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands: one nation under God, indivisible, with liberty and justice for all.” These words are spoken in schools throughout America each day. The right hand is placed over the heart and eyes are focused on the flag. Children stand to say the pledge and give respect to our country.

**WRITE**

Compose your own sentence or two with three different prepositional phrases.
Grammar and Mechanics Worksheet #8

FOCUS  Coordinating Conjunctions

A conjunction joins words, phrases, or clauses together.

CONNECT TO WRITING

A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common two or three-letter coordinating conjunctions. Example: Two desserts are fine, but three are better.

PRACTICE

Read the following short story and fill in the blanks with the correct coordinating conjunctions.

Liz ____________ Pam both wanted to see the new scary movie, ____________ they were afraid. The friends did not want to go alone, ____________ did they want to go with their parents. The girls decided to get more friends to go, ____________ they bought a dozen tickets ____________ treated ten of their friends to a free movie. Liz planned on buying popcorn, ____________ not drinks for her friends. Pam did not have much money, ____________ she decided to buy candy for all of her friends.

The movie was scary, ____________ it was fun to see it with lots of friends. Both Liz ____________ Pam say that their friends will have to pay their own way the next time.

They would like to always treat their friends but they can’t, ____________ it would just be too expensive.

WRITE

Compose your own sentence or two using two or more coordinating conjunctions.

______________________________________________________________________________
______________________________________________________________________________
Grammar and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #1 Practice Answers

John Francis, Beatrice, Nebraska, World War II, Chicago, Southwestern Chief, Los Angeles, Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollywood, John, Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern California, G.I. Bill, Cum Laude, Business, Social Science, Southern California, Janice Jones, California Federal Savings and Loan, Senior Vice-President, Mark, Robin

Grammar, Usage, and Mechanics Worksheet #2 Practice Answers

idea: friendship, self-image, freedom, self-confidence, world peace
person: teacher, fire-fighter, cousin, police officer, brother-in-law
place: mountain, neighborhood, country, football stadium, family room
thing: food, toy, rock, lamp stand, grandfather clock

Grammar, Usage, and Mechanics Worksheet #3 Practice Answers

“Hello,” said Susan.
“Is this the owner of the car for sale?” the caller asks.
“It is I,” replies Susan. “Who is calling?”
“The one paying you full price for your car. My name is Marcy. What’s yours?”
“Susan,” she says. “But let me get my husband. Actually, he is selling his car, not mine.
“Suit yourself, says Marcy. Put him on the phone.”

Grammar, Usage, and Mechanics Worksheet #4 Practice Answers

Which One? these, that, this, those, certain
How Many? twenty-story, most, dozen, few, thousands
What Kind? juicier, muddy, navel, spicy, loud

Grammar, Usage, and Mechanics Worksheet #5 Practice Answers

I know (mental) that he had run (physical) a full mile before, but he might be (state of being) too tired right now. He did walk (physical) a mile yesterday.

Grammar, Usage, and Mechanics Worksheet #6 Practice Answers

What Degree: mostly, less, mainly
How: slowly, carefully, easily
Where: everywhere, nearby, here
When: often, one o’clock, later
Grammar and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #7 Practice Answers

to [flag], of [United States], of [America], to [republic], for [which], under [God],
with [liberty], for [all], in [schools], throughout [America], over [heart], on [flag], to [country]

Grammar, Usage, and Mechanics Worksheet #8 Practice Answers

and, but, yet, so, and, but, yet, but (yet), and, for