

TEACHING GRAMMAR AND MECHANICS

GRADE 4



**ASSESSMENT
AND PRACTICE**



**COMPREHENSIVE
GRAMMAR AND
MECHANICS
PROGRAM**



Aligned to Common Core Standards

Teaching Grammar and Mechanics Grade 4

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Boldface denotes Introductory Standard for Fourth Grade Level.

***Denotes Progressive Language Skill.**

Teaching Grammar and Mechanics Grade 4

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Boldface denotes Introductory Standard for Fourth Grade Level.

***Denotes Progressive Language Skill.**

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AUTHOR’S NOTE: The *Grammar, Mechanics, Spelling, and Vocabulary Grade 4 COMPREHENSIVE PROGRAM BUNDLE* includes four full-year instructional programs designed to help students master the grade level and review Language Strand Standards with assessment-based direct and individualized instruction:

Teaching Grammar and Mechanics Grade 4
Writing Openers Language Application Grade 4
Differentiated Spelling Instruction Grade 4
Common Core Vocabulary Toolkit Grade 4

Language Conventions #39

Mechanics Lesson

“Today we are studying capitalization of independent clauses. Remember that an independent clause is a sentence. The independent clause connects with phrases, dependent clauses, or other independent clauses to form other types of complete sentence. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Capitalize the first letter of an independent clause when it begins a sentence.

Example: Darla asked me to visit.

Don’t capitalize an independent clause following a dependent clause. **Example:** Although Ralph is tired, he will help you.

Don’t capitalize an independent clause following another independent clause. **Example:** The firefighter rescued the dog from the fire, and she also saved our two cats.

“Now read the Practice sentence on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Mechanics Practice Answers: Unless I’m wrong, school will be out in five minutes, and then we can go home.

Grammar and Usage Lesson

“Today we are studying the **past progressive verb tense**. Remember that *verb tense* is the form of the verb that tells whether it is past, present, or future. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “ing” to match singular nouns and pronouns and *were* + the base form of the verb + “ing” to match plural nouns and pronouns. **Examples:** I *was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

“Now read the Practice sentence on your worksheet. Then change the verb to the past progressive verb tense. ‘Can anyone identify the past progressive verb tense? [Highlight the verb tense on the display].’”

Grammar and Usage Practice Answers: Linda was swimming by herself.

Language Conventions #39

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Verbs are placed to the right of subjects after the main vertical line. Change the verbs in these sentences into the past progressive tense on the sentence diagrams: “We hoped. He wishes.”” [Allow time.]

We | _____ He | _____

“Compare your diagram to that on the display. Use a different color pen or pencil to place a √ above each correctly placed answer and change any errors.”

Mentor Text Lesson

“This mentor text, written by the British author Neil Gaiman, uses the past progressive verb tense to make it seem as if the characters, ideas, and printed words in a book are actually alive. Let’s read it carefully: ‘They were waiting for me in the books and in stories, after all, hiding inside the twenty six characters and a handful of punctuation marks.’ Let’s describe the action of the past progressive verb tense in this sentence.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a the past progressive verb tense on the Writing Application section of your worksheet. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘The document was titled “If Sue is left off the team, she will be upset but she will get over it.””

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘She and Ferdinand was learning how to play hop scotch.”

“Now compare your sentences to those on the display. Place a √ if the sentence is correct. Correct errors with editing marks.”

Language Conventions #39

Mechanics

Capitalize the first letter of an independent clause when it begins a sentence.

Example: Darla asked me to visit.

Don't capitalize an independent clause following a dependent clause. **Example:** Although Ralph is tired, he will help you.

Don't capitalize an independent clause following another independent clause. **Example:** The firefighter rescued the dog from the fire, and she also saved our two cats.

Practice: Unless I'm wrong, school will be out in five minutes, and then we can go home.

Grammar and Usage

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “__ing” to match singular nouns and pronouns and *were* + the base form of the verb + “__ing” to match plural nouns and pronouns.

Examples: I *was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

Practice: Linda *was swim* by herself.

Language Conventions #39

Sentence Diagram Answers

We | were hoping

He | was wishing

Mentor Text

“They were waiting for me in the books and in stories, after all, hiding inside the twenty six characters and a handful of punctuation marks.”

Neil Gaiman (1960—)

Writing Application Lesson

Mechanics Dictation

If Sue is left off the team, she will be upset but she will get over it.

Grammar and Usage Dictation

She and Ferdinand were learning how to play hop scotch.

Language Conventions Worksheet #39

Mechanics

Capitalize the first letter of an independent clause when it begins a sentence.

Example: Darla asked me to visit.

Don't capitalize an independent clause following a dependent clause. **Example:** Although Ralph is tired, he will help you.

Don't capitalize an independent clause following another independent clause. **Example:** The firefighter rescued the dog from the fire, and she also saved our two cats.

Practice: Unless I'm wrong, school will be out in five minutes, and Then we can go home.

Grammar and Usage

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “__ing” to match singular nouns and pronouns and *were* + the base form of the verb + “__ing” to match plural nouns and pronouns. Examples: I *was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

Practice: Linda was swim by herself.

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Change the verbs in these sentences into the past progressive tense on the sentence diagrams: “We hoped. He wishes.”

We | _____

He | _____

Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___ 20. Mark plays football he is captain of the team. This is a _____.
A. simple sentence B. run-on sentence C. complex sentence
D. compound sentence D. sentence fragment
- ___ 21. Identify the best way to fix this sentence problem: That was a great movie, I really enjoyed the popcorn.
A. That was a great movie I really enjoyed the popcorn.
B. A great movie that was, I really enjoyed the popcorn.
C. That was a great movie, and I really enjoyed the popcorn.
D. That was a great movie, because I really enjoyed the popcorn.
E. I really enjoyed the popcorn, that was a great movie.
- ___ 22. The students who got into trouble are _____.
A. them B. those C. I and he
D. they E. me and she
- ___ 23. The teacher yelled at two students, Rachel and _____.
A. I B. me C. it
D. he E. us
- ___ 24. He stirred the sauce, and then let John taste _____.
A. them B. this C. it
D. these E. that
- ___ 25. That movie _____ we watched was entertaining.
A. who B. whose C. it
D. which E. that
- ___ 26. _____ who wants to try out for the team can do so, but not _____ is chosen.
A. Anyone; everybody B. Everyone; both C. Someone; one
D. Everyone; others E. Others; neither
- ___ 27. _____ of the candy is on the counter, though _____ is free.
A. Some; fewer B. Plenty; little C. Many; nothing
D. All; none E. A large amount; few
- ___ 28. She should _____ for her school pictures.
A. have smiled B. is smiling C. had smiled
D. smiled E. has smiled
- ___ 29. Jamie _____ three miles around the track for the fundraiser.
A. walk B. has walk C. is walking
D. walking E. had walking
- ___ 30. Compared to her happy sister, she is _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest
- ___ 31. Of all the happy people, he was _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

1. a friend named **John** said, “I am glad I don’t need any help on my homework”

2. she saw pictures in the newsweek article (the one that featured **Space Camp**)

3. bring both girls' costume dresses to atlanta, georgia in time for Halloween

4. joe, please read the chapters on “knots” and “cooking” to prepare for the **Boy Scouts** meeting tonight

5. mr. wong is from South Africa, but he spoke perfect English

6. dear mary,

what a complete surprise! our teacher's short story titled "yankees and

rebels” was a huge success

yours truly,

amy

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Grammar, Usage, 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 person
 at *U.S. Memorial Auditorium* place
 with the *Smith-Lee Award*. thing

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 joined 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 entered the University of Southern California, paying for his college 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

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

Grammar, Usage, and Mechanics Worksheet #45

FOCUS Commas with Nouns of Direct Speech

Use commas before or after nouns of direct speech.

CONNECT TO WRITING

Nouns of direct speech refer to special persons who are spoken to in a sentence. They can be placed at the start of the sentence, in the middle of the sentence, or at the end of the sentence.

Examples:

Sentence Beginning Kristen, leave some for your sister.

Sentence Middle If you do that, James and Myra, you will be playing with fire.
Commas come before and after the noun or nouns of direct speech.

Sentence End Don't ever listen to him, brother.

PRACTICE

Place commas in the appropriate places for nouns of direct speech.

1. Listen to me Barbara and then make up your own mind.
2. That's a dangerous thought you've shared Bud.
3. Look Jane it's going to be hard at first.
4. Sitting by the sofa, she said, "Henry get over here."
5. I just don't know Bobby.
6. Tawny watch where you're going.
7. If you notice Peter and Kris none of that will be on the test.
8. Look Paul and see here Julie you both have missed the main point.

WRITE

Write your own three-sentence dialogue with nouns of direct speech placed at the beginning, middle, and end.

Grammar, Usage, and Mechanics Test: Lessons 37–40

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|---|
| ___ 1. Capitalized people groups | A. Your friends are talking too much. |
| ___ 2. Singular subject-verb agreement | B. Things were happening so fast. |
| ___ 3. Direct quotations | C. Many Eskimos live in Alaska. |
| ___ 4. Plural subject-verb agreement | D. They listen well and learn the song. |
| ___ 5. Independent clauses | E. He tries his best although Jane does better. |
| ___ 6. Past progressive verb tense | AB. Don't capitalized after dependent clauses. |
| ___ 7. Capitalized special events | AC. "Diamonds are forever," said the salesperson. |
| ___ 8. Present progressive verb tense | AD. Our family walked in the March for Life. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence including a people group. _____

10. Re-write this sentence without including "Sue": Sue and Joey visit me when they come here.

11. Write a sentence including a direct quotation. _____

12. Re-write this sentence by adding "Bob": Ty eats a lot for his age, but he is a growing boy.

13. Combine these independent clauses into one sentence: Luis is playing kickball. Wendy is climbing the play structure. _____

14. Change this sentence into the past progressive verb tense: I go to the movies. _____

15. Write a sentence including a special event. _____

16. Change this sentence into the present progressive verb tense: She and Lucy will listen to you.

Common Core State Standards Alignment Grade 4

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Lesson

Review Standards: Conventions of Standard English:

[CCSS.ELA-LITERACY.L.3.1.A](#)

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

LC/SW 1, 2, 4,
14–19, 21–24,
42–46

[CCSS.ELA-LITERACY.L.3.1.B](#)

Form and use regular and irregular plural nouns.

GUM 1–4, 6
LC/SW 3, 13,
17

[CCSS.ELA-LITERACY.L.3.1.C](#)

Use abstract nouns (e.g., *childhood*).

GUM 10

[CCSS.ELA-LITERACY.L.3.1.D](#)

Form and use regular and irregular verbs.

LC/SW 2

[CCSS.ELA-LITERACY.L.3.1.E](#)

Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

GUM 2

LC/SW 33, 34

GUM 42

LC/SW 5,
29–32, 35, 36

GUM

[CCSS.ELA-LITERACY.L.3.1.F](#)

Ensure subject-verb and pronoun-antecedent agreement.*

LC/SW 37, 38

GUM 24, 26,
27

[CCSS.ELA-LITERACY.L.3.1.G](#)

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

LC/SW 26–28,
42–45

GUM 30–33

[CCSS.ELA-LITERACY.L.3.1.H](#)

Use coordinating and subordinating conjunctions.

LC/SW 48–51

GUM 8, 9

[CCSS.ELA-LITERACY.L.3.1.I](#)

Produce simple, compound, and complex sentences.

LC/SW 6–9,

47, 51

GUM 15–17

LC/SW 27–37,

40, 41

GUM 48–53

[CCSS.ELA-LITERACY.L.3.2.A](#)

Capitalize appropriate words in titles.

LC/SW 17

GUM 47

[CCSS.ELA-LITERACY.L.3.2.B](#)

Use commas in addresses.

LC/SW 20–25

GUM 43, 45,
57

[CCSS.ELA-LITERACY.L.3.2.C](#)

Use commas and quotation marks in dialogue.

LC/SW 16–19

GUM 60, 61

[CCSS.ELA-LITERACY.L.3.2.D](#)

Form and use possessives.

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills

Common Core State Standards Alignment Grade 4

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Grade Level Standards: Conventions of Standard English:	
CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	LC/SW 55 GUM 25
CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (<i>I was walking; I am walking; I will be walking</i>) verb tenses.	LC/SW 39,40,41 GUM 37, 39, 41
CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	LC/SW 36 GUM 35
CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	LC/SW 21–24 GUM 4
CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	LC/SW 52–54 GUM 7
CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	LC/SW 9–11 GUM 15–21
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	LC/SW 27–41 GUM 48–53
CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	LC/SW 20–24 GUM 41, 46, 57
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	LC/SW 52 GUM 16, 46
CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.*	LC/SW 1–56 GUM 43–63

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills