

# TEACHING GRAMMAR AND MECHANICS

## GRADE 5



**ASSESSMENT  
AND PRACTICE**



**COMPREHENSIVE  
GRAMMAR AND  
MECHANICS  
PROGRAM**



Aligned to Common Core Standards

# Teaching Grammar and Mechanics Grade 5

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**Boldface denotes Introductory Standard for Fifth Grade Level.**

**\*Denotes Progressive Language Skill.**

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**AUTHOR’S NOTE:** The *Grammar, Mechanics, Spelling, and Vocabulary Grade 5 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 5*  
*Writing Openers Language Application Grade 5*  
*Differentiated Spelling Instruction Grade 5*  
*Common Core Vocabulary Toolkit Grade 5*

# Language Conventions #53

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## Mechanics Lesson

“Today we are studying how to use **hyphens with compound words**. Remember that hyphens are used to join base words to form compound words as in *one-of-a-kind*. Remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

A hyphen is a short dash (-) used to combine words. Use hyphens for compound adjectives. A compound adjective is two or more connected adjectives which answers Which one? How many? or What kind? **Example:** good-looking

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

**Mechanics Practice Answers:** They made a nice-looking couple when they danced in a non-stop dance marathon.

## Grammar and Usage Lesson

“Today we are studying **subordinating conjunctions**. Remember that an independent clause has a noun and a connected verb that tells a complete thought, such as a sentence. A dependent clause has a noun and a connected verb that does not tell a complete thought. A dependent clause and an independent clause form a complex sentence. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

A subordinating conjunction starts a dependent clause and signals how the dependent clause relates to an independent clause. Use this memory trick for the subordinating conjunctions:

**Bud is wise, but hot! AAA WWW**

*before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)* **Example:** I listen to music whenever I can.

“Now read the practice sentence on your worksheet. Then circle or highlight what the dependent clause and [bracket] the subordinating conjunction. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

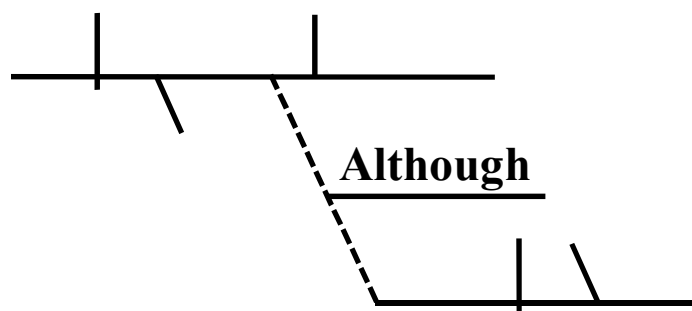
**Grammar and Usage Practice Answers:** [Since] we already knew the artist, she did not introduce herself.

# Language Conventions #53

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Dependent clauses begin with subordinate conjunctions and are placed below the main horizontal line. The dependent clauses connect to the predicate with a dotted and slanted line. Complete this sentence diagram: ‘Although Elena is nice, she did not make friends.’” [Allow time.]



“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 Chief Shingwaukonse of the Ojibway tribe, uses a subordinating conjunction to join two conditional clauses. Let’s read it carefully: ‘I would have been better pleased if you had never made such promises than that you should have made them and not performed them.’ Can anyone identify the subordinating conjunction?”

## Writing Application Lesson

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

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation on your worksheet. ‘Mandy was the best-mannered student in the class.’”

“Apply the grammar and usage lesson to revise this Sentence Dictation on your worksheet, beginning with the subordinating conjuncticon: ‘Mrs. Peters continued to teach despite the fact that the rain pounded loudly on the roof.’”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a √ above correct answers or revisions. Correct errors with editing marks.”



## Language Conventions #53

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### Mechanics

A hyphen is a short dash (-) used to combine words. Use hyphens for compound adjectives. A compound adjective is two or more connected adjectives which answers Which one? How many? or What kind? **Example:** good-looking

**Practice:** Charlie won the read-a-thon by reading non stop for two hours.

### Grammar and Usage

A subordinating conjunction starts a dependent clause and signals how the dependent clause relates to an independent clause. Use this memory trick for the subordinating conjunctions:

**Bud is wise, but hot! AAA WWW**

*before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)*

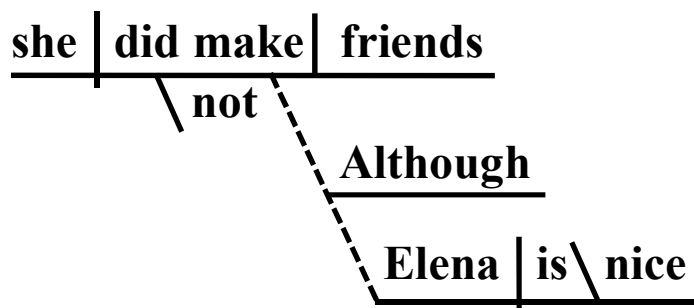
**Example:** I listen to music whenever I can.

**Practice:** Since we already knew the artist, she did not introduce herself.

## Language Conventions #53

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### Sentence Diagram Answers



### Mentor Text

“I would have been better pleased if you had never made such promises than that you should have made them and not performed them.”

Chief Shingwaukonse (1790–1854)

### Writing Application Lesson

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### Mechanics Dictation

Mandy was the best-mannered student in the class.

### Grammar and Usage Dictation

Despite the fact that the rain pounded loudly on the roof, Mrs. Peters continued to teach.



## Language Conventions Worksheet #53

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### Mechanics

A hyphen is a short dash (-) used to combine words. Use hyphens for compound adjectives. A compound adjective is two or more connected adjectives which answers Which one? How many? or What kind? **Example:** good-looking

**Practice:** They made a nice-looking couple when they danced in a non stop dance marathon.

### Grammar and Usage

A subordinating conjunction starts a dependent clause and signals how the dependent clause relates to an independent clause. Use this memory trick for the subordinating conjunctions:

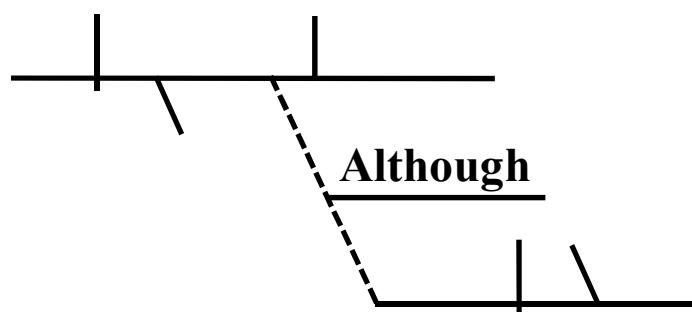
**Bud is wise, but hot! AAA WWW**

*before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)* **Example:** I listen to music whenever I can.

**Practice:** Since we already knew the artist, she did not introduce herself.

### Sentence Diagram

Dependent clauses begin with subordinate conjunctions and are placed below the main horizontal line. The dependent clauses connect to the predicate with a dotted and slanted line. Complete this sentence diagram: “Although Elena is nice, she did not make friends.”



### 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 #9

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### FOCUS Subordinating Conjunctions

A **subordinating conjunction** begins a dependent clause.

### CONNECT TO WRITING

A **subordinating conjunction** begins a dependent clause. A dependent clause is a noun and connected verb that does not tell a complete thought. It *depends* upon connecting to a complete thought to form a sentence.

**Example:** Although my friends had already seen it, they saw the show a second time.

This memory trick will help you remember the common subordinating conjunctions:

**Bud is wise, but hot! AAA WWW**

**Bud:** Before, unless, despite (in spite of); **is:** in order that, since;

**wise:** while, if, since, even though (if); **but:** because, until, that; **hot:** how, once, than!

**AAA:** After; Although (though); As (As if, As long as, As much as, As soon as, As though)

**WWW:** Whether; When (Whenever); Where (Wherever)

### PRACTICE

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

\_\_\_\_\_ Salma went to bed, she set her alarm to wake up early. The next day was going to be an important one for Salma \_\_\_\_\_ she was meeting with the principal to receive a special citizenship award. She woke up \_\_\_\_\_ she heard the alarm and crept downstairs to make her breakfast. \_\_\_\_\_ she was up early, her father had already eaten his breakfast and had left for work. \_\_\_\_\_ her father knew that Salma would be short on time that morning, he packed a lunch for his daughter and put it on the table \_\_\_\_\_ she would be sure to see it. \_\_\_\_\_ her father's help, Salma did leave the house a bit late.

### WRITE

Write your own sentence beginning with a subordinating conjunction.

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# Grammar, Usage, and Mechanics Worksheet #50

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## **FOCUS** Capitalization of People / Characters

Capitalize the names of people or characters.

## **CONNECT TO WRITING**

A named person or character is a proper noun and must be capitalized. Initials, abbreviations, titles, nicknames, and proper adjectives that are attached to the named person are also capitalized. Adjectives answer Which one? How many? or What Kind? However, don't capitalize articles (*a*, *an*, or *the*) in the middle of names.

**Examples:** E.B. White was a great poet.  
Rev. Dr. Martin Luther King, Jr. helped lead the Civil Rights Movement.  
I've read some of the work by Justice Oliver Wendall Holmes.  
Mrs. *Janet Nelson* is a kind woman.  
George Herman "Babe" Ruth was the homerun king of baseball.  
The magician, Miraculous Merlin, would have admired Peter the Great.  
I know that Mother loved to watch Donald Duck cartoons.

## **PRACTICE**

Capitalize any proper nouns in the following sentences.

1. she told uncle charles that I went to see dr. s. l. thompson.
2. Will mrs. james come to visit aunt robin and "bubba" peterson?
3. The army's captain schneider reviewed the rules with p.f.c. johnson.
4. roy told dad that sis and i would get together at mom's work.
5. officer bob benton issued a speed citation to louis and his brother.

## **WRITE**

Write your own sentence with an adjective that is attached to a named person and another sentence with a named character.

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## Grammar and Mechanics Test: Lessons 53–56

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

- |  |  |
|--|--|
| ___ 1. Hyphens and compound adjectives | A. He won six hundred thousand dollars.              |
| ___ 2. Subordinating conjunctions      | B. Bud is wise, but hot! AAA WWW                     |
| ___ 3. Hyphens used to combine words   | C. She was a well-behaved little girl.               |
| ___ 4. Relative pronouns               | D. <i>where, when, and why</i>                       |
| ___ 5. Slashes                         | E. <i>who, whom, that, or which</i>                  |
| ___ 6. Relative adverbs                | AB. Two-thirds of the children bring their lunch.    |
| ___ 7. Numbers                         | AC. Separate dates, abbreviate, or to mean <i>or</i> |
| ___ 8. Interjections                   | AD. An unnecessary, but interesting interruption     |

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

9. Write a sentence using a compound adjective. \_\_\_\_\_  
\_\_\_\_\_
10. Write a sentence beginning with a subordinating conjunction. \_\_\_\_\_  
\_\_\_\_\_
11. Write a sentence including a relative pronoun. \_\_\_\_\_  
\_\_\_\_\_
12. Write a sentence including a slash. \_\_\_\_\_  
\_\_\_\_\_
13. Write a sentence including a hyphenated word. \_\_\_\_\_  
\_\_\_\_\_
14. Write a sentence using a relative adverb. \_\_\_\_\_  
\_\_\_\_\_
15. Write a sentence in which you spell out a large, round number. \_\_\_\_\_  
\_\_\_\_\_
16. Write a sentence including an interjection. \_\_\_\_\_  
\_\_\_\_\_



## Common Core State Standards Alignment Grade 5

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
<b>Review Standards: Conventions of Standard English:</b>	
<a href="#">CCSS.ELA-LITERACY.L.4.1.A</a> Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	LC/SW 55 GUM 25
<a href="#">CCSS.ELA-LITERACY.L.4.1.B</a> 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
<a href="#">CCSS.ELA-LITERACY.L.4.1.C</a> Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	LC/SW 36 GUM 35
<a href="#">CCSS.ELA-LITERACY.L.4.1.D</a> 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
<a href="#">CCSS.ELA-LITERACY.L.4.1.E</a> Form and use prepositional phrases.	LC/SW 52–54 GUM 7
<a href="#">CCSS.ELA-LITERACY.L.4.1.F</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	LC/SW 9–11 GUM 15–21
<a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization.	LC/SW 27–41 GUM 48–53
<a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text.	LC/SW 20–24 GUM 41, 46, 57
<a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.	LC/SW 52 GUM 16, 46
<a href="#">CCSS.ELA-LITERACY.L.4.3.B</a> 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

## Common Core State Standards Alignment Grade 5

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
<b>Grade Level Standards: Conventions of Standard English:</b>	
<a href="#">CCSS.ELA-LITERACY.L.5.1.A</a> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	LC/SW 49–51, 53, 56 GUM 7, 8, 15, 39, 47
<a href="#">CCSS.ELA-LITERACY.L.5.1.B</a> Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.	LC/SW 44–46 GUM 34, 36, 38
<a href="#">CCSS.ELA-LITERACY.L.5.1.C</a> Use verb tense to convey various times, sequences, states, and conditions.	LC/SW 30–35 GUM 33–40
<a href="#">CCSS.ELA-LITERACY.L.5.1.D</a> Recognize and correct inappropriate shifts in verb tense.*	LC/SW 35 GUM 33–40
<a href="#">CCSS.ELA-LITERACY.L.5.1.E</a> Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).	LC/SW 50
<a href="#">CCSS.ELA-LITERACY.L.5.2.A</a> Use punctuation to separate items in a series.*	LC/SW 10–15, 20, 49 GUM 43, 45, 48, 66
<a href="#">CCSS.ELA-LITERACY.L.5.2.B</a> Use a comma to separate an introductory element from the rest of the sentence.	LC/SW 21, 22, 24, 25 GUM 44, 46
<a href="#">CCSS.ELA-LITERACY.L.5.2.C</a> Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).	LC/SW 23 GUM 46
<a href="#">CCSS.ELA-LITERACY.L.5.2.D</a> Use underlining, quotation marks, or italics to indicate titles of works.	LC/SW 30–36 GUM 58–64

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

\*Language Progressive Skills