

# Teaching Grammar and Mechanics

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## Grammar Sequence of Instruction

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## Mechanics Sequence of Instruction

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# TGM Grammar Assessment

**Directions:** Place the letter of the word from this sentence that best matches the part of speech. A strange man saw her run quickly down the road to the Red River and then dive in.

- \_\_\_ 1. common noun A. strange B. man C. her D. the E. Red River
- \_\_\_ 2. proper noun A. man B. her C. road D. to E. Red River
- \_\_\_ 3. pronoun A. man B. her C. the D. and E. in
- \_\_\_ 4. adjective A. strange B. saw C. quickly D. then E. in
- \_\_\_ 5. verb A. saw B. quickly C. down D. to E. then
- \_\_\_ 6. adverb A. run B. quickly C. down D. road E. to
- \_\_\_ 7. preposition A. run B. road C. the D. to E. and
- \_\_\_ 8. conjunction A. strange B. quickly C. down D. to E. and

**Directions:** Place the letter that best matches in the space to the left of the number.

- \_\_\_ 9. Identify the simple subject in this sentence: She watched the movie three times.  
A. She B. watched C. movie D. three E. times
- \_\_\_ 10. Identify the compound subject in this sentence: The train and ship arrived at noon.  
A. The train B. ship C. train, ship D. The train and ship E. noon
- \_\_\_ 11. Identify the simple predicate in this sentence: The clown was smiling at the children.  
A. was B. was smiling C. The clown was smiling D. smiling E. children
- \_\_\_ 12. Identify the compound predicate in this sentence: Mariel sat down and crossed her legs.  
A. sat down B. crossed her legs C. sat down and crossed D. sat, and E. sat, crossed

**Directions:** Place the letter that identifies the sentence type in the space to the left of the number.

- \_\_\_ 13. Mr. Nelson looked at the photograph. This is a \_\_\_\_\_ sentence.  
A. simple B. compound C. complex D. compound-complex
- \_\_\_ 14. She failed the test twice, but she passed it the third time. This is a \_\_\_\_\_ sentence.  
A. simple B. compound C. complex D. compound-complex
- \_\_\_ 15. Although dated, *Tom Sawyer* is fun and it has a good lesson. This is a \_\_\_\_\_ sentence.  
A. simple B. compound C. complex D. compound-complex
- \_\_\_ 16. Carla went to the store after she watched the television show. This is a \_\_\_\_\_ sentence.  
A. simple B. compound C. complex D. compound-complex

**Directions:** Place the letter that best identifies the problem in the space to the left of the number.

- \_\_\_ 17. While we waited for the jet to land. This is a \_\_\_\_\_.  
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence
- \_\_\_ 18. Jeremy and Emily walking. This is a \_\_\_\_\_.  
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence
- \_\_\_ 19. That was a great movie, I really enjoyed the ending. This is a \_\_\_\_\_.  
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence
- \_\_\_ 20. Mark plays football he is captain of the team. This is a \_\_\_\_\_.  
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence

**Directions:** Place the letter that best matches in the space to the left of the number.

- \_\_\_ 21. The students who got into trouble are \_\_\_\_\_.  
A. them      B. me and she      C. I and he      D. they      E. those
- \_\_\_ 22. The teacher yelled at two students, Rachel and \_\_\_\_\_.  
A. I      B. me      C. it      D. he      E. us
- \_\_\_ 23. He stirred the sauce, and then let John taste \_\_\_\_\_.  
A. them      B. this      C. it      D. these      E. that
- \_\_\_ 24. That movie \_\_\_\_\_ we watched was entertaining.  
A. this      B. those      C. it      D. which      E. that
- \_\_\_ 25. She should \_\_\_\_\_ whenever she has her picture taken.  
A. smile      B. have smiling      C. have had smiled      D. smiled      E. have smiled
- \_\_\_ 26. Ismelda \_\_\_\_\_ three miles to her school today.  
A. had been walking      B. has walking      C. is walking      D. will walked      E. walk
- \_\_\_ 27. John and Jean \_\_\_\_\_ their father on his lunch hour.  
A. visits      B. been visiting      C. were visited      D. have been visited      E. visited
- \_\_\_ 28. Both Annie and Debra \_\_\_\_\_ their opponents.  
A. has defeated      B. have defeated      C. had been defeated      D. defeats      E. had defeating
- \_\_\_ 29. Compared to her happy sister, she is \_\_\_\_\_.  
A. happier      B. most happy      C. happiest      D. more happier      E. most happiest
- \_\_\_ 30. Of all the happy people, he was \_\_\_\_\_.  
A. happier      B. most happy      C. happiest      D. more happier      E. most happiest
- \_\_\_ 31. This can be dangerous; please be \_\_\_\_\_ than the last time.  
A. most careful      B. more carefuller      C. carefulest      D. more careful      E. carefuller
- \_\_\_ 32. He is the \_\_\_\_\_ of any firefighters when facing dangerous situations.  
A. most careful      B. more carefuller      C. carefulest      D. more careful      E. carefuller
- \_\_\_ 33. Please \_\_\_\_\_ as much as possible.  
A. will have been studied      B. will study      C. study      D. are studied      E. studied
- \_\_\_ 34. Yesterday, she must \_\_\_\_\_ more than he did.  
A. will have been studying      B. had studied      C. study      D. were studied      E. have studied
- \_\_\_ 35. After she planned for two hours, she then \_\_\_\_\_ even harder.  
A. studied      B. will study      C. study      D. had studied      E. have studied
- \_\_\_ 36. I \_\_\_\_\_ for two hours when she called.  
A. will have been studying      B. will study      C. study      D. had studied      E. studied
- \_\_\_ 37. We \_\_\_\_\_ more later this afternoon.  
A. will have been studying      B. will study      C. study      D. are studied      E. have studied
- \_\_\_ 38. By the time the clock strikes three, we \_\_\_\_\_ for four long hours.  
A. will have been studying      B. will study      C. study      D. are studied      E. have studied
- \_\_\_ 39. If he \_\_\_\_\_, he might have a better chance at passing the test.  
A. will have been studying      B. will be studying      C. study      D. are studied  
E. were studying
- \_\_\_ 40. The chapter notes \_\_\_\_\_ by the whole class.  
A. will have been studying      B. will study      C. have studied      D. are studied

# TGM Mechanics Assessment

**Directions:** Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

1. a friend named john said I am glad I dont need any help on my homework

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2. that new student paula is from south africa she told me she had never seen the star wars movie in that country

**Note: Don't place a comma or a period after "africa."**

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3. she saw pictures of the costumes robots and ship models in the newsweek article the one that featured space camp **Note: Don't place a comma or colon after "article."**

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4. yes you should listen to that song called the one monsters howl sometime before halloween

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5. bring both girls best dresses to atlanta georgia to see the play titled fiddler on the roof

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6. joe please read these chapters knots and cooking to prepare for the boy scouts meeting tonight

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7. mr wong put on his glasses and then he read the magazine article titled my dog spoke english

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8. dear mary

what a complete surprise no one had read the short story titled yankees and rebels  
about the civil war

yours truly

amy

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# TGM Grammar Mastery Matrix

**Directions:** Record any un-mastered grammar skills with a / in the appropriate column for each student.

Assessment Categories →	Pronouns				Subject-Verb Agreement				Comparative Modifiers				Verb Tense/Mood/Voice							
TGM Worksheet #'s →	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Teacher _____	Subject (Nominative) Case	Object Case	Pronoun-Antecedents	Pronoun Pests	Pronoun-Base Form Verb Agreement	Pronoun-Present Participle Agreement	Pronoun-Past Tense Verb Agreement	Pronoun-Past Participle Agreement	Short Comparative Modifiers	Short Superlative Modifiers	Long Comparative and ly Modifiers	Long Superlative and ly Modifiers	Present Tense Verbs	Present Perfect Tense Verbs	Past Tense Verbs	Past Perfect Tense Verbs	Future Tense Verbs	Future Perfect Verbs	Mood	Voice
Class _____																				
Student Names																				
Totals →																				

**Grammar Worksheet #1**      **Common Nouns**    Name \_\_\_\_\_

**Definition:** A **common noun** is an idea, person, place, or thing. It can be acted upon and is capitalized only at the start of a sentence. A common noun can be a single word, a group of words, or a hyphenated word.

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

**Writing Hints**

Whenever possible, use specific common nouns rather than general common nouns.

**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

IDEA	PERSON	PLACE	THING
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Application**

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 \_\_\_\_\_

# TGM Sentence Lifting

Sentence Lifting is a whole class instructional activity that takes about 15 minutes to complete. This activity will help introduce or reinforce grade-level mechanics, spelling, and grammar standards. Sentence Lifting uses both error analysis and sentence models to teach these skills. The mechanics and grammar skills complement those found on the TGM Worksheets.

## Simple and Quick Preparation

1. Make overhead transparencies of the Sentence Lifting page and the Sentence Models and Dictations page for each lesson. Of course, you can use an opaque projector, LCD, or SMART Board™ instead of the overhead.
2. Find an exemplary student sentence for each lesson from any current writing assignment and add it to the Student Sentence Model section of the Sentence Models and Dictations page. For example, if you plan to teach Sentence Lifting #7 tomorrow, look for a good student example of that grammar lesson's focus: *compound-complex sentences*.
3. Copy, run-off, and distribute the Sentence Lifting Worksheets (copy follows). After the first worksheet, older students can certainly use their own binder paper to replicate these worksheets.
4. Pre-read the Teaching Tips and Answers page before you teach. Each tips section has the following: scripted directions, basic and advanced rules or skills, and the answers. Decide whether to teach just the basic rules and skills or also the advanced rules and skills.

## 15 Minute Interactive Instruction

1. Display the Mechanics section on the first Sentence Lifting page. Read the scripted directions (See Teaching Tips and Answers page) out loud. Per the directions, students will write the mechanics rule or skill that is displayed onto that section of their Sentence Lifting Worksheets (and any of the advanced skills that you choose to add).
2. Now, display the Practice section that follows the mechanics rule or skill, and read it out loud exactly as is written (including mistakes). Ask your students to share what is accurate and what needs revision, according to the rule or skill, while you make editing marks and revisions on the display. **Note:** Coach your students to always apply the rule or skill to their corrections or revisions. Spend *no more than three minutes* on the mechanics section.
3. Follow the same procedures on the spelling and grammar sections.
4. Display the Sentence Models and Dictations page and read the Literary Sentence Model and Student Sentence Model sentences out loud. Take a minute or two to emphasize what is exceptional, in terms of the grammatical lesson focus, for both sentences.
5. Turn off the projector and read aloud the three dictations found on the Sentence Models and Dictations page. Tell your students to reference their rules or skills as they write down the sentences on the dictations section of their Sentence Lifting Worksheets. **Note:** The grammar dictation requires the students to revise the sentence, per the instructions.
6. When finished, turn on the projector and display the dictations, one at a time. Help the students proofread their sentences, marking and correcting any errors with a colored pen or pencil. **Note:** Teachers have two grading options: 1. Assign participation points for completing the activity 2. Assign points for each rule or skill application in the dictation sentences and have students self-grade. Student can then “earn back” points for proper error correction.



Sentence Lifting Worksheet # \_\_\_\_ Name \_\_\_\_\_

**Mechanics Rule or Skill** \_\_\_\_\_

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**Mechanics Dictation** \_\_\_\_\_

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**Spelling Rule or Skill** \_\_\_\_\_

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**Spelling Dictation** \_\_\_\_\_

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**Grammar Rule or Skill** \_\_\_\_\_

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**Grammar Dictation** \_\_\_\_\_

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## **Mechanics**

In dialog sentences, place commas 1. after a beginning speaker tag 2. before the ending quotation marks and after the speaker tag if it is in the middle 3. before the ending quotation marks if the speaker tag is at the end.

## **Practice**

She said, “Call me at home.”

“If I do call” he explained “, it will be late.”

“Then, just text me” she replied.

## **Spelling**

Usually spell i before e, but spell e before i after c.

## **Practice**

My friend recieved her gift.

## **Grammar**

The subject acts as the “do-er” of the sentence. A simple subject is a noun or pronoun. A complete subject includes any words that describe it.

## **Practice**

After lunch, \_\_\_\_\_ gave us the vocabulary list.

## Literary Sentence Model

“All would live long, but none would be old.”

Benjamin Franklin (1706 - 1790)

## Student Sentence Model

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## Mechanics Dictation

She explained, “It wasn’t hard to do.” “I know,” he said.

## Spelling Dictation

I truly believe that you deceived me.

## Grammar Dictation

Place the simple subject at the start of this declarative sentence: Along the road, she ran with me.

She ran along the road with me.

# TGM Teaching Tips and Answers #1

## Mechanics

“Today, we are studying how to use commas with speaker tags. Speaker tags are used in dialog to tell who and how a person talks. For example in the sentence: “No,” she said... she said is the speaker tag. Please write down this rule: ‘In dialog sentences, place commas 1. after a beginning speaker tag 2. before the ending quotation marks and after the speaker tag if it is in the middle 3. before the ending quotation marks if the speaker tag is at the end.’”

**Advanced:** Question marks and exclamation points can also separate speaker tags from dialog.

**Answer:** She said, “Call me at home.” “If I do call,” he explained, “it will be late.” “Then, just text me,” she replied.

## Spelling

“Now, we will learn a useful spelling rule using the *i* and *e* spelling combination. ‘Usually spell *i* before *e*, but spell *e* before *i* after *c*.’”

**Advanced:** The rule only applies to the *i* and *e* spelling combination within one syllable, so the rule does not apply to words such as *sci-ence*. The rule also doesn't apply to plurals of words ending in "cy." Examples: *delicacies*, *frequencies*, *vacancies*

**Answer:** My friend received her gift.

## Grammar

“Next, we will discuss sentence subjects. Please write this down: ‘The subject acts as the “do-er” of the sentence. A **simple subject** is a noun or pronoun. A **complete subject** includes any words that describe it.’”

**Advanced:** To find the subject of the sentence, first identify any prepositional phrases and eliminate the nouns and pronouns found in these phrases from consideration. Sometimes, subjects are found in other places in a declarative sentence, other than at the beginning.

A **declarative sentence**—

1. tells a complete thought.
2. states both a subject and a predicate.
3. has the voice drop down at the end of a statement.

Make declarative sentences more complex, add variety, or change the focus of the sentence by placing the simple subject after an introductory word, a **phrase** (a group of related words acting as a single part of speech) or a **clause** (a group of related words having a subject and predicate).

**Answer Examples:** After lunch, (Ms. Rose the teacher she) gave us the vocabulary list.