

Grammar Library Skills

The *Simplify Writing® Grammar Library* includes over 100 skill-based units that each focus on one specific grammar topic. Each week-long unit includes a slideshow that can be used to teach the grammar skill, printable student pages for practice and discussion, digital interactive student slides, and a brief assessment to be used at the end of the unit.

A scope and sequence is provided for each grade level. Teachers may choose to follow this sequence to cover all their grade-level language standards. Alternatively, teachers may pick and choose specific grammar units to support the highest priority of grammar needs within the classroom. For example, if students need more support with writing complete sentences, teachers may choose to prioritize this grammar unit first, regardless of whether complete sentences are included in the standards at that grade level.

[Click here to view the Grammar Scope and Sequence.](#)

Included Units:

- ❖ Abstract Nouns
- ❖ Adjectives
- ❖ Adverbs
- ❖ Adverbs vs. Adjectives
- ❖ Capitalization Rules*
- ❖ Collective Nouns
- ❖ Comma Usage
- ❖ Commas in Addresses
- ❖ Commas in Letters
- ❖ Comparatives & Superlatives
- ❖ Complete Sentences*
- ❖ Complex Sentences*
- ❖ Compound Sentences*
- ❖ Compound Words
- ❖ Concise Wording
- ❖ Connotations
- ❖ Context Clues*
- ❖ Contractions
- ❖ Coordinating Conjunctions
- ❖ Correlative Conjunctions
- ❖ Dashes & Ellipses
- ❖ Dialogue Punctuation
- ❖ Expanding Sentences*
- ❖ Figurative Language*
- ❖ Fragments & Run-Ons
- ❖ Homophones
- ❖ Intensive Pronouns
- ❖ Interjections
- ❖ Irregular Past Tense Verbs
- ❖ Irregular Plural Nouns
- ❖ Modal Auxiliaries
- ❖ Modifiers
- ❖ Nonrestrictive Elements
- ❖ Nouns*
- ❖ Ordering Adjectives
- ❖ Parts of Speech
- ❖ Perfect Verb Tense
- ❖ Phrases & Clauses
- ❖ Possessive Nouns*
- ❖ Prefixes
- ❖ Prepositions
- ❖ Prepositional Phrases
- ❖ Progressive Verb Tense
- ❖ Pronouns
- ❖ Pronoun Agreement
- ❖ Pronoun Case
- ❖ Pronoun Clarity
- ❖ Proper Nouns*
- ❖ Punctuation*
- ❖ Quotation Marks
- ❖ Quoting Speech
- ❖ Quoting Text
- ❖ Reference Skills*
- ❖ Reflexive Pronouns
- ❖ Regular & Irregular Plural Nouns
- ❖ Regular & Irregular Verbs
- ❖ Regular Plural Nouns*
- ❖ Relative Pronouns
- ❖ Root Words*
- ❖ Shades of Meaning
- ❖ Subject-Verb Agreement
- ❖ Subordinating Conjunctions
- ❖ Suffixes
- ❖ Tag Questions
- ❖ Titles of Works
- ❖ Types of Sentences*
- ❖ Upper/Lowercase Letters
- ❖ Varieties of English*
- ❖ Varying Sentences
- ❖ Verbals
- ❖ Verbs*
- ❖ Verbs: Active vs. Passive Voice
- ❖ Verb Moods
- ❖ Verb Shifts
- ❖ Verb Tense*
- ❖ Word Relationships*

* Multiple levels of this topic are provided to best meet the needs of all learners.

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Please email us at april@simplifywriting.com with questions or if you would like to receive more information about the *Simplify Writing® Grammar Library*.

Verbs


**Foundational Unit:
best suited for grades K-1**

Verbs

Printable Lesson: In-Depth Grammar 5-Day Lesson

Pacing Guide

This is a suggested pacing guide for a weekly lesson. You may adjust the pacing guide as needed.

Day 1	Day 2	Day 3
<p>Introduce the grammar topic and model it with students by making an anchor chart together, using page 2 as a guide.</p> <p>Work on page 3 as a class (print or recreate on anchor chart paper).</p>	<p>Review the grammar concept and complete page 4 with students using a guided approach.</p> <p>Students can work in partners or with teacher assistance, depending on their needs.</p>	<p>Review the grammar concept and have the students complete pages 5-6.</p> <p>The students can work alone or with their peers, but their work should be reviewed throughout to ensure concept mastery.</p>
Day 4	Day 5	Creative Credit
<p>Review the grammar concept and have the students complete page 7 or 8 (two options provided) and page 9.</p> <p>If you have extra time today, allow students to share their work from page 9.</p>	<p>Review the grammar concept using page 10 and reteach any lagging skills, as needed.</p> <p>Assign the assessment to assess student mastery.</p>	

Verbs

words that show action



run



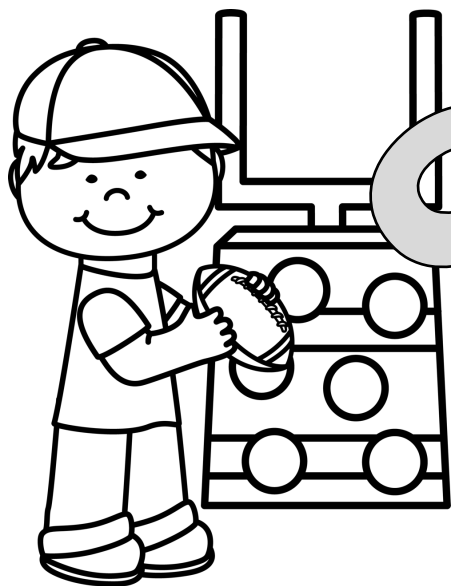
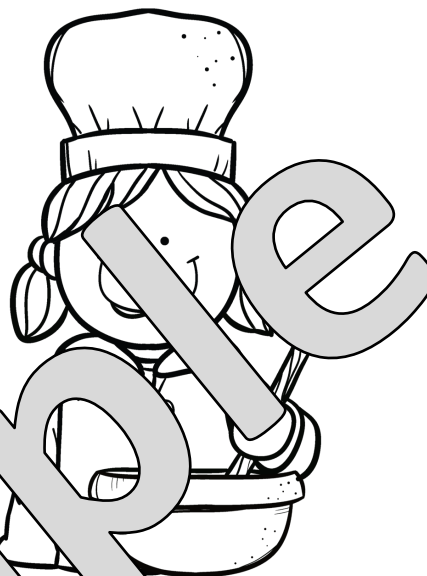
wave



jump

sample

What verbs can you think of that match each picture?



Name: _____



Verbs

Verb	Not a Verb

Sample

bed

pig

run

hot

dig

see

tap

dog

Name: _____

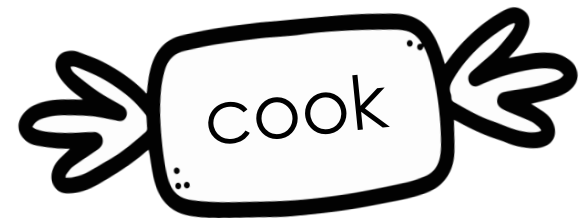
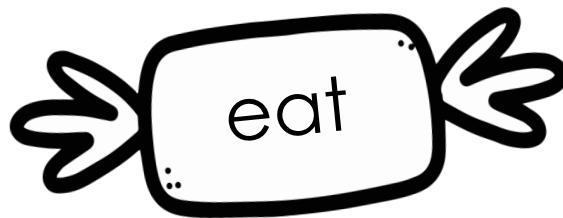
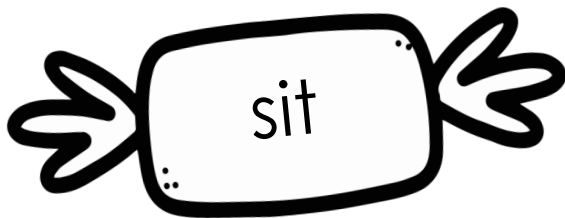
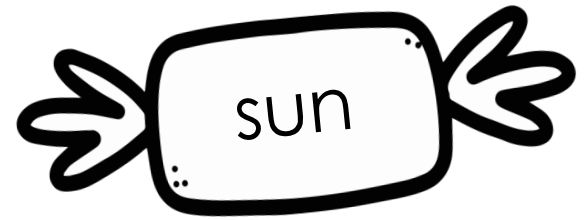
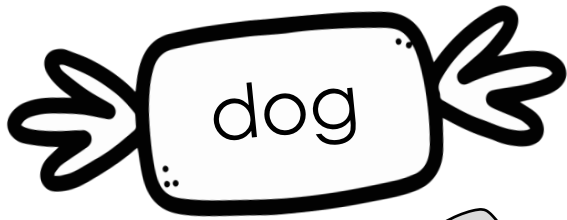
Verbs

Color each word with the right color.

noun



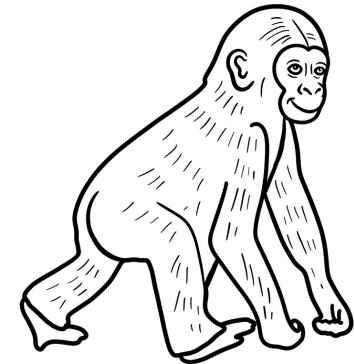
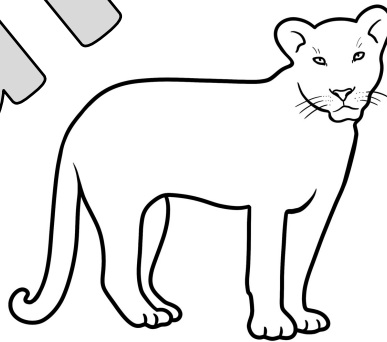
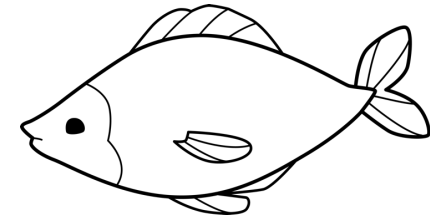
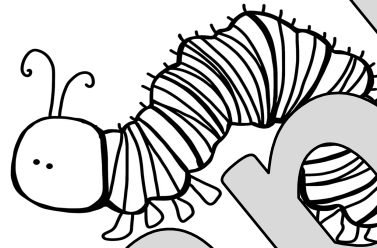
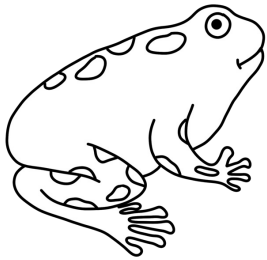
verb



Name: _____

Verbs

Write a verb to tell what each animal can do.



Name: _____

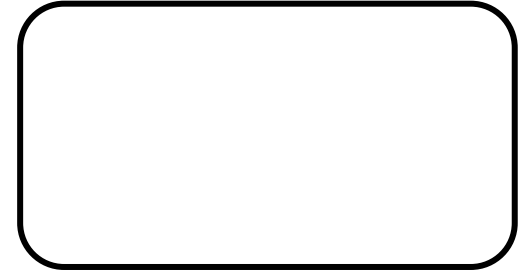
Verbs

Circle the verbs. Draw a picture of each sentence.

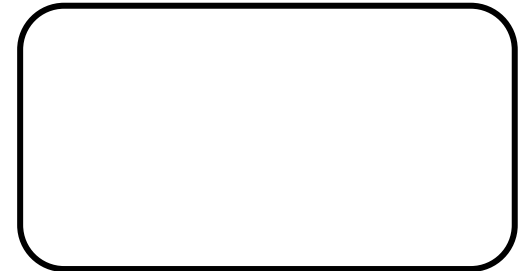
1. Sam drops the egg.




2. Tom washes his dog.



3. I clap my hands.



4. He kicks the ball.

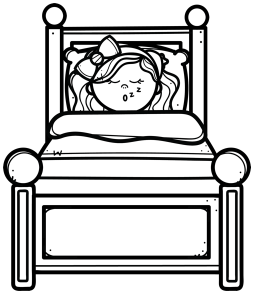


Name: _____

Verb

Write a sentence that uses each verb.

sleep



play



Sample

Assessment

Sample

Name: _____

Verbs Assessment

1 Circle the verb.

sit

hat

2 Circle the verb.

green

look

3 Circle the verb in the sentence.

Ann reads a book.

4 Circle the verb in the sentence.

The cat can run.

Circle the verb that matches the picture.

5

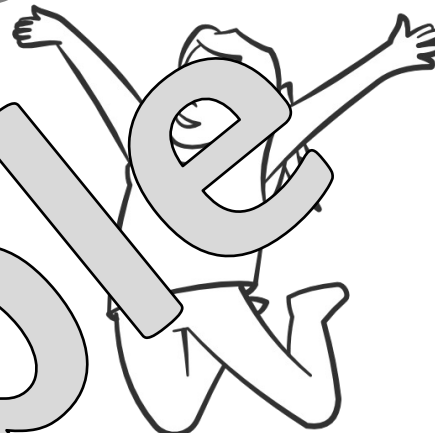


mom

hug

boy

6

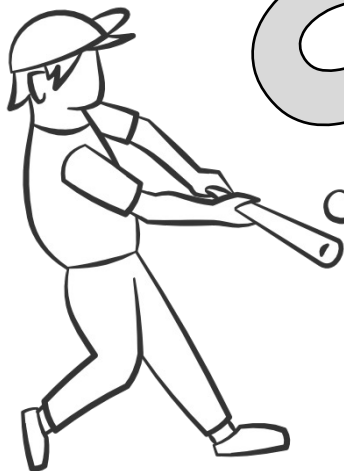


jump

girl

leg

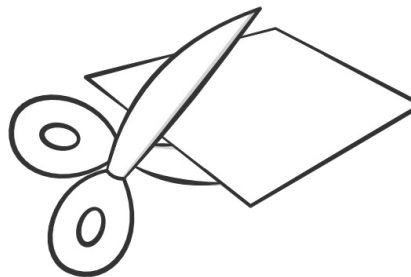
7



ball

hit

8



paper

scissors

cut

Verb Tense
Basic Unit:
best suited for grades 2-3

Verb Tenses

Printable Lesson: In-Depth Grammar 5-Day Lesson

Pacing Guide

This is a suggested pacing guide for a weekly lesson. You may adjust the pacing guide as needed.

Day 1	Day 2	Day 3
<p>Review the grammar rule and model it for students using the included slideshow file. Work on printable pages 2-3 together.</p>	<p>Review the grammar concept and complete page 4 with students using a guided approach.</p> <p>The students can work alone, in pairs, or with teacher support depending on their needs.</p>	<p>Review the grammar concept and have the students complete pages 5-6.</p> <p>The students can work alone or with their peers, but their work should be reviewed throughout to ensure concept mastery.</p>
Day 4	Day 5	What's Next?
<p>Review the grammar concept and have the students complete page 7.</p> <p>If you have extra time today, allow students to share their work from page 7.</p>	<p>Review the grammar concept and reteach any lagging skills, as needed.</p> <p>Assign the assessment to assess student mastery.</p>	<ul style="list-style-type: none">• Teach a new grammar skill.• Reteach the current grammar skill.• Pull small groups to reteach the grammar skill to students who did not master the concept.

Name: _____

Date: _____

Verb Tenses

The tense of a verb tells you when something happened.

What other verbs can you think of? Add them to the lists.

Past	Present	Future
<p>already occurred</p> <p><i>Hint: usually ends in -ed</i></p>	<p>occurring now</p> <p><i>Hint: sometimes the verb ends in -ing, sometimes ends in -ing</i></p>	<p>will occur later</p> <p><i>Hint: usually follows the word "will"</i></p>
<p>jumped clapped laughed</p> <div data-bbox="73 1177 682 1328"></div> <div data-bbox="73 1367 682 1518"></div>	<p>jumping clapping laughing</p> <div data-bbox="735 1177 1344 1328"></div> <div data-bbox="735 1367 1344 1518"></div>	<p>will jump will clap will laugh</p> <div data-bbox="1407 1177 2016 1328"></div> <div data-bbox="1407 1367 2016 1518"></div>

Name: _____

Date: _____

Verb Tenses

Directions: Circle the past tense verbs in red. Circle the present tense verbs in green. Circle the future tense verbs in blue.

twirled will swim helped was singing will sing
painting talking will arrive visiting stomped

Directions: Underline the verbs in the sentences below.

1. Tomorrow, we will visit the museum.
2. The flowers bloomed yesterday.
3. Get your crayons and begin coloring your picture now.
4. Last year we played a game during field day.

Name: _____

Date: _____

Verb Tenses

Directions: Cut out each word listed below, and glue it in the correct place on the chart.

Past	Present	Future

Sample

saved

smiling

will dance

talked

walking

played

colored

looking

will study

will buy

jumping

will count

Name: _____

Date: _____

Verb Tenses

Directions: Underline the verb in each sentence. Then, write the verb tense (past, present, or future) in the grey box.

1. My mom drove to the store yesterday
for ice cream.



2. Ben and Matt are playing baseball in
the park.



3. Tomorrow, I will study for upcoming
science quiz.



4. Mary walked to school this morning in
five minutes.



Name: _____

Date: _____

Verb Tenses

Directions: Look around you and find an example of a verb tense. Draw a picture of what you found in the space below. Label your drawing in the grey rectangle below.

A Verb Tense That I Found

Sample



Name: _____

Date: _____

Verb Tenses

Directions: Write four sentences that include verb tenses. Circle the verb tenses in your sentences.

Application: Quick Write

Sentence 1

Sentence 2

Sentence 3

Sentence 4

Assessment

Sample

Name: _____

Date: _____

Verb Tenses Assessment

1

A verb is

- A) a word of a person, place or thing.
- B) an action word that tells you when something happened.
- C) a describing word.

2

Which verb is written in the present tense?

- A) running
- B) jump
- C) hop

3

Which verb is written in the past tense?

- A) spill
- B) laughed
- C) trip

4

Which verb is written in the future tense?

- A) buy
- B) skip
- C) will work

5

Select which verb tense the sentence below is written in.

Mike and Matt are skipping across the playground.

- A) past tense B) present tense C) future tense

6

Choose the verb tense that could complete the sentence below.

_____ a new television at the store yesterday.

- A) buy
- B) purchased
- C) will purchase

7

Choose the verb tense that could complete the sentence below.

Noah is _____ his bedroom right now.

- A) cleaned
- B) cleaning
- C) will clean

Verb Tense
Intermediate Unit:
best suited for grades 4-5

Verb Tense

Printable Lesson In-Depth Grammar

**5-Day
Lesson**

Pacing Guide

This is a suggested pacing guide for a weekly lesson. You may adjust the pacing guide as needed.

Day 1	Day 2	Day 3
<p>Review the grammar rule and model it for students using the included slideshow file. Work on printable pages 2-3 together.</p>	<p>Review the grammar concept and complete page 4 with students using a guided approach.</p> <p>The students can work alone, in partners, or with teacher direction depending on their needs.</p>	<p>Review the grammar concept and have the students complete pages 6-7.</p> <p>The students can work alone or with their peers, but their work should be reviewed throughout to ensure concept mastery.</p>
Day 4	Day 5	What's Next?
<p>Review the grammar concept and have the students complete page 8.</p> <p>If you have extra time today, allow students to share their work from page 8.</p>	<p>Review the grammar concept and reteach any lagging skills as needed.</p> <p>Assign the assessment to assess student mastery.</p>	<ul style="list-style-type: none">• Teach a new grammar skill• Reteach the current grammar skill• Pull small groups to reteach the grammar skill to students who did not master the concept

Name: _____

Date: _____

Verb Tense

Rules: Verbs come in three tenses: past, present, and future. The past is used to describe things that have already happened (e.g., *earlier in the day, yesterday, last week, three years ago*). The present tense is used to describe things that are happening right now, or things that are continuous. The future tense describes things that have yet to happen (e.g., *later, tomorrow, next week, next year, three years from now*).

	Past	Present	Future
	add -ed	add -s if the subject is he, she, or it	add will before the verb
Examples:			

Some verbs have an irregular tense. When in doubt, look it up or ask for help!

	Past	Present	Future
	slept		
	ate		
	went		
	ran		
	got		

Name: _____

Date: _____

Verb Tense

Robby was having a rough day. First, he slept in past his alarm and missed the bus. Then, when he arrived at school, he realized that his shoes did not match! The final straw was when his teacher gave a surprise math test. At the end of the day, he was ready to go home and hide under his covers.

Discuss: What do the verbs in this passage tell you about when it takes place?

When Robby gets home, his tough day starts to get much better. After the bus dropped him off, he notices his older brother's car in the driveway. Nathan is home from college for the weekend! Also, Robby's dad told the boys that they had tickets to an NBA game tonight. Robby can't wait to enjoy the game with his dad and brother.

Discuss: What is incorrect about this passage?

When you arrived at the basketball game, there will be a few things to do before the game starts. When you get there, you gave your ticket to the arena employee. Next, you found your seat. An usher can help you if you get lost. You purchased snacks from the concession stand at anytime. The announcer said the names of the players on each team, they ran onto the court, and the game begins!

Discuss: What is incorrect about this passage?

Name: _____

Date: _____

Verb Tense

There are 4 verb tense mistakes in this passage. Underline each mistake with a different color, then explain them in the chart below.

Ricardo walks to the store yesterday and buy a candy bar with the allowance that he earned last week. When he opened the door, the cashier greets him and asked him if he needed help with anything. Ricardo will kindly declined and purchased the candy bar. He enjoyed eating the candy bar on his walk home.

Color	Explanation
	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>

Sample

Name: _____

Date: _____

Verb Tense

Cut out the sentences below the line and glue them into the correct columns below.

Correct Verb Tense	Incorrect Verb Tense

Sample

Cut out the pieces below.

We played video games last night during the slumber party.

Nick walks to school everyday during the week.

I will ran to the store to grab a gallon of milk!

I will finish my project tomorrow.

Tommy calls you next week to set up a time to meet at the park.

Susie dances around the house to the music her brother was playing.

We ate popcorn at the movie theatre.

Joe begin his homework as soon as he got home from school today.

Name: _____

Date: _____

Verb Tense

Multiple Choice Quiz

Choose the sentence below that uses proper verb tense.

- A) The alarm clock woke me up this morning to start getting ready for school. I made breakfast before I left the house.
- B) The alarm clock wakes me up this morning to start get ready for school. I made breakfast before I left the house.
- C) The alarm clock woke me up this morning to start getting ready for school. I made breakfast before I leave the house.
- D) The alarm clock woked me up this morning to start getting ready for school. I made breakfast before I left the house.

Answer:

Choose the sentence below that uses proper verb tense.

- A) Frank is practices for his band recital. He is going to played the clarinet in front of a large audience and does not want to make any mistakes.
- B) Frank is practiced for his band recital. He is going to play the clarinet in front of a large audience and does not want to make any mistakes.
- C) Frank is practice for his band recital. He is going to play the clarinet in front of a large audience and does not want to made any mistakes.
- D) Frank is practicing for his band recital. He is going to play the clarinet in front of a large audience and does not want to make any mistakes.

Answer:

Choose the sentence below that uses proper verb tense.

- A) Sandy will cooking dinner for us tonight. She is going to made shrimp and steak, and she is going to bake a cake!
- B) Sandy will cook dinner for us tonight. She is going to make shrimp and steak, and she is going to baked a cake!
- C) Sandy will cook dinner for us tonight. She is going to make shrimp and steak, and she is going to bake a cake!
- D) Sandy will cooked dinner for us tonight. She is going to make shrimp and steak, and she is going to baked a cake!

Answer:

Assessment

Sample

Name: _____

Date: _____

Verb Tense Assessment

Choose the sentence below that uses proper verb tense.

- 1
- A) Maria and Ben are going to go for a walking with their dog, Luke, this afternoon. They will walked by the river and looking at the birds swimming in the water.
 - B) Maria and Ben are going to go for a walk with their dog, Luke, this afternoon. They will walked by the river and looks at the birds swam in the water.
 - C) Maria and Ben are going to go for a walk with their dog, Luke, this afternoon. They will walk by the river and looked at the birds swimming in the water.
 - D) Maria and Ben are going to go for a walk with their dog, Luke, this afternoon. They will walk by the river and look at the birds swimming in the water.

Choose the sentence below that uses proper verb tense.

- 2
- A) Henry buys a new video game last week. He uses the birthday money he received from his Aunt Maureen to purchase the game.
 - B) Henry bought a new video game last week. He used the birthday money he received from his Aunt Maureen to purchase the game.
 - C) Henry bought a new video game last week. He using the birthday money he receiving from his Aunt Maureen to purchased the game.
 - D) Henry buy a new video game last week. He uses the birthday money he received from his Aunt Maureen to purchase the game.

Choose the sentence below that uses proper verb tense.

- 3
- A) Joe is so exciting to goes to the beach today. He wants to played in the ocean and build a sandcastle!
 - B) Joe is so excited to goes to the beach today. He wants to playing in the ocean and build a sandcastle!
 - C) Joe is so excited to go to the beach today. He wants to play in the ocean and build a sandcastle!
 - D) Joe is so excited to go to the beach today. He wants to plays in the ocean and built a sandcastle!

Name: _____

Date: _____

Verb Tense Assessment

Choose the sentence below that uses proper verb tense.

4

- A) Louis and Olivia played with their toys this morning. They cleaned up their toys before reading books, and going for a walk outside.
- B) Louis and Olivia playing with their toys this morning. They will clean up their toys before reading books, and going for a walk outside.
- C) Louis and Olivia plays with their toys this morning. They cleaned up their toys before reads books, and going for a walk outside.
- D) Louis and Olivia play with their toys this morning. They cleaned up their toys before read books, and go for a walk outside.

Choose the sentence below that uses proper verb tense.

5

- A) Can you looking out of the window to see what the weather is like? I am going to wear a long sleeve shirt, but I want to check that it is not warm out before I get dressed.
- B) Can you look out of the window to see what the weather is like? I am going to wear a long sleeve shirt, but I want to check that it is not warm out before I get dressed.
- C) Can you look out of the window to sees what the weather is like? I am going to wear a long sleeve shirt, but I want to checked that it is not warm out before I get dressing.
- D) Can you looked out of the window to see what the weather is like? I am going to wear a long sleeve shirt, but I want to checking that it is not warm out before I get dressed.

Verbals
Advanced Unit:
best suited for grades 6-8

Printable Lesson: In-Depth Grammar

Verbals

Pacing Guide

This is a suggested pacing guide for a weekly lesson.
You may adjust the pacing guide as needed.

Day 1	Review the grammar rule and model it for students using the included slideshow file. Work on printable pages 2-3 together.
Day 2	Review the grammar concept and complete pages 4-5 with students using a guided approach. The students can work alone, in partners, or with teacher instruction depending on their needs.
Day 3	Review the grammar concept and have the students complete pages 6-7. The students can work alone or with their peers, but their work should be reviewed throughout to ensure concept mastery.
Day 4	Review the grammar concept and have the students complete page 8. If you have extra time today, allow students to share their work from page 8.
Day 5	Review the grammar concept and reteach any lagging skills as needed. Assign the assessment to assess student mastery.
What's Next?	<ul style="list-style-type: none">• Teach a new grammar skill• Reteach the current grammar skill• Pull small groups to reteach the grammar skill to students who did not master the concept

Name: _____

Date: _____

Verbals

A **verbal** is a verb form that acts as another part of speech. It expresses action or a state of being, but functions as a noun, adjective, or adverb.

There are 3 main types of verbals: **gerunds**, **participles**, and **infinitives**. Underline the verbal in each example below.

Gerund:

a verb form that ends in -ing and acts as a noun

Swimming all day is hard work.

I love running in the backyard.

Participle:

a verb form that typically ends in -ing, -ed, -en and acts as an adjective

The boiling water spilled all over the stove.

Laying under the tree was the forgotten book.

Infinitive:

a verb form that works with the word "to" and acts as an adjective, adverb, or noun

Lisa used a telescope to see the stars.

I am so glad to hear your opinion.

Name: _____

Date: _____

Verbals

Determine what type of verbal is used in each sentence.

1. Her last attempt to complete the project ended in failure. gerund participle infinitive

2. The sound of breaking glass interrupted the silence. gerund participle infinitive

3. Jack detests lying more than anything else. gerund participle infinitive

4. The busted window let in the smoggy, polluted air. gerund participle infinitive

5. To win, you'll need to score more points than the opposing team. gerund participle infinitive

6. Dancing has always helped Lila feel better. gerund participle infinitive

7. There is an unwritten rule that you should take off your shoes first. gerund participle infinitive

8. Nick agreed to write the speech for me. gerund participle infinitive

Name: _____

Date: _____

Verbals

Use the chart to find two examples of each type of verbal below and color each type with a different color. Then, explain how each verbal functions in the sentence.

Fishing can be a relaxing and fulfilling hobby, if you take the time to learn how to do it right. First, you'll need some basic supplies: a spinning reel and rod, along with fishing line and something to use as bait. In many areas, you'll also need a fishing license as well. The next step is to practice casting your line out into the water. In order to cast, simply bring your rod up while holding the reel, and release the line sail out in the water. Reeling it back in takes care and patience. Before you know it, you'll have a hooked fish in no time!

	Color	Example
Gerund		<hr/> <hr/> <hr/> <hr/>
Participle		<hr/> <hr/> <hr/> <hr/>
Infinitive		<hr/> <hr/> <hr/> <hr/>

Sample

Name: _____

Date: _____

Verbals

Cut out the sentences below and glue them into the correct columns.

verbal used as a noun	verbal used as an adjective	verbal used as an adverb

Sample

Cut out the pieces below.

The frowning teacher watched in dismay.

One of her favorite activities is hiking.

Her running shoes were quite expensive.

I left the door open to let in the cool breeze.

Public speaking is Jill's biggest fear.

I hate waiting for the bus after school.

The fallen leaves spread over the entire yard.

He set up a mirror to see what was hiding behind him.

The lion crept behind the bushes to catch a gazelle.

Name: _____

Date: _____

Verbals

Multiple Choice Quiz

How does the underlined verbal function in the sentence?

I was so excited to find a translated version of the old book.

- A) as a noun
- B) as a verb
- C) as an adjective
- D) as an adverb

Answer:

How does the underlined verbal function in the sentence?

He knelt down to pick up the money he had dropped.

- A) as a noun
- B) as a verb
- C) as an adjective
- D) as an adverb

Answer:

How does the underlined verbal function in the sentence?

Jumping out of an airplane can be exhilarating.

- A) as a noun
- B) as a verb
- C) as an adjective
- D) as an adverb

Answer:

Which answer choice presents the gerund used in the sentence below?

Eating a healthy breakfast is important to stay healthy and help your body feel energetic and alert.

- A) eating
- B) to stay
- C) help
- D) feel

Answer:

Name: _____

Date: _____

Verbals

Application: Quick Write

Write a sentence for each verbal below. Underline the verbals you used in each sentence.

- 1) Gerund: used as a noun
- 2) Participle: used as an adjective
- 3) Infinitive: used as a noun, adjective, or verb

Sample

Assessment

Sample

Name: _____

Date: _____

Verbals Assessment

1

Which statement about verbals is FALSE?

- A) Verbals can act as a noun, adjective, or adverb.
- B) Verbals may end in -ing or -ed.
- C) Verbals function as the main verb in a sentence.
- D) Verbals can be used with the word "to".

2

Identify the gerund in the sentence below.

I especially enjoy visiting the Grand Canyon in the wintertime.

- A) especially
- B) enjoy
- C) visiting
- D) wintertime

3

Identify the participle in the sentence below.

The frozen icicles began to drip down and melt as the sun emerged.

- A) frozen
- B) to drip
- C) melt
- D) emerged

4

Identify the infinitive in the sentence below.

I hope to create a new way to improve our school.

- A) hope
- B) to create
- C) new way
- D) improve

5

How does the underlined verbal function in the sentence?

The falling rain chilled my skin, making goosebumps appear.

- A) as a noun
- B) as a verb
- C) as an adjective
- D) as an adverb