Upper Elementary (9-12) Language Arts 1

Templates for Teachers

The following are templates of review sheets for teachers. These templates have been designed so that teachers may create their own, unique review sheets for student practice. This provides the teacher with the opportunity to ensure that every student, regardless of her/his pace of development, is encouraged to succeed.

The NAMC Upper Elementary Language Arts 1 manual and support CD provide sample review sheets for teachers to gain an understanding of how these can be used in the classroom.

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Review sheet for parts of speech

Student name: _____   Date: _____

Identifying Parts of Speech in a Sentence

1. Cover the right-hand column before you start.
2. Beside each of the words under the left-hand sentences below, write the part of speech.
3. Uncover the right-hand column to check your answers.

Sentence	Part of Speech (noun, pronoun, adjective, article, verb, adverb, conjunction, preposition, interjection)
Example: The cat ate food from the bowl. cat = ate = from =	cat = noun ate = verb from = preposition

Review sheet for concrete and abstract nouns

Student name: _____   Date: _____

Identifying Concrete and Abstract Nouns
1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see one noun from the sentence. Identify the noun as concrete or abstract.
3. Uncover the right-hand column to check your answers.

Sentence	Noun (concrete or abstract) Tip: Think of the five senses!
Example: Sarita ate six blueberry pancakes. pancakes =	pancakes = concrete

Review sheet for collective nouns

| Student name: _____ | Date: _____ |

Identifying Collective Nouns

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, identify the collective noun.
3. Uncover the right-hand column to check your answers.

Sentence	Collective Noun Tip: Think of a group!
Example: Rachel's family is waiting for the store to open. collective noun =	collective noun = family

Review sheet for countable and non-countable nouns

Student name: _____   Date: _____

Identifying Countable and Non-countable Nouns

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see one noun from the sentence. Identify the noun as countable or non-countable.
3. Uncover the right-hand column to check your answers.

Sentence	Noun (countable or non-countable or both)
Example: Dan's wagon turned the corner. wagon =	wagon = countable

Review sheet for nouns acting as different parts of speech

Student name: _____   Date: _____

Identifying Nouns Acting As Different Parts of Speech in a Sentence

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see one, two, or three nouns from the sentence. Identify what part of speech the noun is acting as in the sentence.
3. Uncover the right-hand column to check your answers.

Sentence	Noun acting as: subject, direct object, indirect object, adjective, or possessive adjective
Example: The kitten chased Maria's ball of wool across the room. Maria's = ball =	Maria's = possessive adjective ball = direct object

Review sheet for appositives

Student name: _____   Date: _____

Identifying Appositives

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see an appositive (word or phrase that modifies the noun or pronoun that precedes it by renaming it). Identify the appositive as non-restrictive (adds information about the noun it modifies and is not essential for identifying the noun or for understanding the sentence) or restrictive (adds essential information about the noun it modifies).
3. Uncover the right-hand column to check your answers.

Sentence	Appositive: non-restrictive or restrictive Tip: Non-restrictive appositives are always accompanied by some kind of punctuation, while restrictive appositives are not.
Example: Seattle, a US city, has several interesting museums. A US city =	A US city = non-restrictive appositive

Review sheet for person, number, gender, and case of personal pronouns

Student name: _____	Date: _____

Personal Pronouns: Identifying Person, Number, Gender, and Case

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, write the person, number, gender, and case of the personal pronoun indicated.
3. Uncover the right-hand column to check your answers.

Sentence	Person, Number, Gender, and Case of the Circled Pronoun Person: first, second, or third Number: singular or plural Gender: feminine, masculine, or neuter Case: subjective, objective, or possessive
Example: They knew what color to use on the ceiling. They =	They = third person, plural, neuter, subjective

Review sheet for types of pronouns

Student name: _____   Date: _____

Identifying a Personal Pronoun As Reflexive, Intensive, or Reciprocal

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a pronoun. Identify the type of pronoun as personal (refer to a person or thing in a sentence, which can be singular or plural), reflexive (used as objects to refer back to the subject, provided that the subject and the object both refer to the same person or thing), reciprocal (refer back to a plural subject when there is a mutual interaction between or among the parts of the subject), relative (introduce relative clauses that act as adjectives or nouns in a sentence and add information about a preceding noun or pronoun), interrogative (introduce a direct question or a clause that asks an indirect question), demonstrative (point something out), or indefinite (refer to unspecified persons or things).
3. Uncover the right-hand column to check your answers.

Sentence	**Pronoun** (personal, reflexive, reciprocal, relative, interrogative, demonstrative, indefinite) Remember: Pronouns take the place of nouns.
Example: If you want the sink cleaned properly, you might have to do it himself/yourself. yourself =	yourself = reflexive

Review sheet for pronoun antecedent

Student name: _____   Date: _____

Identifying a Personal Pronoun's Antecedent

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, write the antecedent for the pronoun indicated.
3. Uncover the right-hand column to check your answers.

Sentence	Antecedent for the Pronoun Tip: Read carefully!
Example: Trina's classmates said that they will wait for her. antecedent for her =	Trina = antecedent for her

Review sheet for pronoun case to use where there are two or more subjects or objects in a sentence

Student name: _____   Date: _____

Choosing Pronoun Case Where There Are
Two or More Subjects or Objects in a Sentence

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, write which form is correct for the sentence. Indicate whether or not it is the subjective form of the pronoun or the objective form of the pronoun.
3. Uncover the right-hand column to check your answers.

Sentence	Pronoun (subjective or objective) Tip: Remove the noun.
Example: Tracy and me/I did the chores in two hours. I =	I = subjective

Review sheet for "its" and "it's"

Student name: _____   Date: _____

Knowing When to Use "Its" and "It's"

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, write which form is correct for the sentence: its or it's.
3. Uncover the right-hand column to check your answers.

Sentence	Pronoun it's = it is its = belonging to it
Example: Its/It's a sunny day today.	It's = it is

Review sheet for definite and indefinite articles

Student name: _____   Date: _____

Choosing Definite and Indefinite Articles

1. Cover the right-hand column before you start.
2. In each of the left-hand sentences below, fill in the blanks with definite or indefinite articles.
3. Uncover the right-hand column to check your answers.

Sentence	Article a, an = indefinite the = definite Tip: Watch out for vowels and consonants when using indefinite articles.
Example: I was surprised to see a [underlined] cat I had never seen before on the [underlined] front porch. The [underlined] cat was gray.	a cat = indefinite the front porch = definite The cat = definite

Review sheet for identifying adjectives

Student name: _____   Date: _____

Identifying Different Kinds of Adjectives

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, write four characteristics of the adjective or adjectives indicated: (1) the noun or pronoun it modifies; (2) whether it is descriptive, proper, or limiting; (3) if limiting, what kind; (4) level of intensity.
3. Uncover the right-hand column to check your answers.

Sentence	The Underlined Adjective
	1. modifies a noun or pronoun 2. is one of these main kinds: descriptive, limiting 3. if limiting, is an article or one of six other kinds of limiting adjectives (demonstrative, indefinite, interrogative, numerical, possessive, or relative) 4. shows a level of intensity (positive, comparative or superlative)
Example: To cheer herself up, Lee sang the happiest songs she could remember. happiest =	happiest = modifies noun "songs," descriptive, superlative

Review sheet for choosing adjectives

Student name: _____   Date: _____

Choosing the Kind of Adjective Needed in the Sentence

1. Cover the right-hand column before you start.
2. In each of the left-hand sentences below, fill in the blank with the form of adjective that the sentence requires. Information about what kind of adjective to use will appear in parentheses at the end of the sentence. Sometimes the adjective will be selected for you. Other times, you choose the adjective. Under the sentence, identify the noun modified by the adjective.
3. Uncover the right-hand column to check your answers.

Sentence	Kinds of Adjectives
	1. main kinds: descriptive, limiting 2. if limiting, articles or six other kinds (demonstrative, indefinite, interrogative, numerical, possessive, or relative) 3. level of intensity (positive, comparative or superlative) Tip: Draw a line from the adjective to the word it modifies.
Example: That dog's bark is the <u>loudest</u> of all the barks I have ever heard. (descriptive, superlative of "loud")	loudest = descriptive, superlative, modifies the noun "bark"

Review sheet for identifying conjunctions

Student name: _____   Date: _____

Identifying Types of Conjunctions

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, identify the type of conjunction indicated: coordinating, correlative, or subordinating.
3. Uncover the right-hand column to check your answers.

Sentence	Type of Conjunction (coordinating, correlative, or subordinating)
Example: They were tired and hungry, yet they were happy to be there. yet =	yet = coordinating (showing contrast)

Review sheet for prepositional phrases

Student name: _____ Date: _____

Identifying Prepositional Phrases

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a prepositional phrase. Identify the prepositional phrase as an adjective or adverb phrase and name the noun or verb it modifies.
3. Uncover the right-hand column to check your answers.

Sentence	Prepositional Phrase: adverb or adjective **Tip:** A prepositional adjective phrase modifies a noun. A prepositional adverb phrase modifies a verb.
Example: Sharon poured the horse's water into the pail. into the pail =	into the pail = prepositional adverb phrase modifying the verb "poured"

Review sheet for identifying types of verbs

Student name: _____   Date: _____

Identifying Types of Verbs

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a verb. Look carefully at how the verb works in the sentence, then identify the verb as one of these types: verb showing physical action, verb with internal energy (showing activity in the mind), or linking verb (linking the subject with the predicate and showing the subject's state of being).
3. Uncover the right-hand column to check your answers.

Sentence	Type of Verb (verb showing physical action, verb with internal energy, or linking verb)
Example: The room became stuffy. became =	became = linking verb

Student name: _____   Date: _____

Identifying Tenses of Verbs

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a verb. Look carefully at how the verb works in the sentence, then identify the verb as one of these tenses: present (action that is occurring now or occurring on a regular basis), past (action that has already occurred), or future (action that has not yet occurred).
3. Uncover the right-hand column to check your answers.

Sentence	**Tense** (present, past, future)
Example: They laughed at the lamb's antics. laughed =	laughed = past tense

Review sheet for identifying mood

Student name: _____   Date: _____

Identifying Verb Moods

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a verb. Look carefully at how the verb works in the sentence, then identify the verb as one of these moods: indicative (expresses a factual statement or asks a question about fact), imperative (expresses an order or direct request), or subjunctive (expresses an unreal situation, speculation about something, a recommendation or demand, or an indirect request and wish).
3. Uncover the right-hand column to check your answers.

Sentence	**Mood** (indicative, imperative, subjunctive)
Example: "Make a circle," he said, "then make a square." Make =	Make = imperative mood

Review sheet for identifying voice of verbs

Student name: _____   Date: _____

Identifying Verb Voice

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a verb. Look carefully at how the verb works in the sentence, then identify the verb as one of these voices: active (the subject is performing the action of the verb) or passive (the subject is receiving the action of the verb).
3. Uncover the right-hand column to check your answers.

Sentence	**Voice** (active, passive)
Example: The document was signed by six world leaders. was signed =	was signed = passive voice

Review sheet for identifying regular and irregular verbs

Student name: _____   Date: _____

Identifying Regular and Irregular Verbs

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a verb. Look carefully at how the verb works in the sentence, then identify the verb as one of these: regular (forms its past tense by adding –ed or –d to the present form) or irregular (forms its past tense not by adding –ed or –d to the present form, but by changing into another form and sometimes even by staying the same).
3. Uncover the right-hand column to check your answers.

Sentence	**Verb** (regular, irregular) Tip: Determine the present tense of the action verb, then see how it changes to form the past tense.
Example: We found the puck frozen into the ice. found =	found = irregular verb

Review sheet for identifying transitive and intransitive verbs

Student name: _____   Date: _____

Identifying Transitive and Intransitive Verbs

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a verb. Look carefully at how the verb works in the sentence, then identify the verb as either transitive (requires a direct object to complete its meaning) or intransitive (does not require a direct object to complete its meaning).
3. Uncover the right-hand column to check your answers.

Sentence	**Verb** (transitive, intransitive) Tip: Many verbs can be either transitive or intransitive, depending on how they are used in a sentence.
Example: The toddlers built a huge tower out of blocks. built =	built = transitive verb

Review sheet for identifying linking verbs

Student name: _____   Date: _____

Identifying Linking Verbs

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a verb. Look carefully at how the verb works in the sentence, then identify the verb as linking (links the subject with the predicate and show a subject's state of being) or non-linking (does not link the subject with the predicate and does not show a subject's state of being).
3. Uncover the right-hand column to check your answers.

Sentence	**Verb** (linking, not linking) Tip: Mentally substitute "is" or "was" for the verb in question. If "is" or "was" makes sense, the verb is a linking one.
Example: My new shirt feels scratchy against my skin. feels =	feels = linking verb

Review sheet for identifying complements

Student name: _____   Date: _____

Identifying Complements

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a verb complement (a word or words that follow the verb and rename or describe the subject). Look carefully at how it works in the sentence, then identify the complement as either a predicate nominative (a noun or pronoun complement that follows the forms of the verb "to be" and renames the subject) or a predicate adjective (an adjective complement that follows a linking verb involving sensing, existing, or becoming).
3. Uncover the right-hand column to check your answers.

Sentence	Type of Complement (predicate nominative or predicate adjective)
Example: This year, Tony is president of the debating club. president =	president = predicate nominative

Review sheet for auxiliary verbs

Student name: _____   Date: _____

Identifying Auxiliary Verbs

1. Cover the right-hand column before you start.
2. In each of the left-hand sentences below, you will see a verb phrase containing a main verb and an auxiliary verb (word or words that combine with the main verb to help provide information about tense, mood, and voice). Look carefully at how the verb phrase works in each sentence, then identify the auxiliary verb in the verb phrase.
3. Uncover the right-hand column to check your answers.

Sentence	Auxiliary Verb
Example: Kumar has gone to the park. auxiliary verb =	auxiliary verb = has

Student name: _____   Date: _____

Identifying the Infinitive

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see an infinitive. Look carefully at how the infinitive works in the sentence, then identify the infinitive as either present (names or shows something happening at the same time as or after the time expressed by the main verb) or perfect (names or shows something happening before the time expressed by the main verb).
3. Uncover the right-hand column to check your answers.

Sentence	An Infinitive (Present or Perfect) or a Prepositional Phrase
Example: Zane wished to follow his friend outside. to follow =	to follow = present infinitive

Student name: _____   Date: _____

Describing the Role of the Infinitive in a Sentence

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see an infinitive (to" followed by a form of the action verb and acting as a noun, adjective, or adverb in a sentence). Look carefully at the infinitive, then describe the role the infinitive plays in the sentence: (1) Is it acting as a noun, adjective, or adverb? (2) If acting a noun, is it acting as a subject or an object? If acting as an adjective or adverb, what word is it modifying?
3. Uncover the right-hand column to check your answers.

Sentence	The Infinitive (acting as a noun, adjective, or adverb)
Example: The ponies want to eat hay. to eat =	"to eat" = acting as a noun and as the direct object of the verb "want" ("to eat hay" makes up the entire object of the sentence)

Review sheet for conjugating verbs

Student name: _____   Date: _____

Conjugating Verbs

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, you will see a verb. Conjugate the verb, first stating what type of verb it is (verb showing physical action, verb with internal energy, or linking verb), then what person, number, tense, mood, and voice it expresses in the sentence. If you can add one piece of information related to the verb indicated, please do so.
3. Uncover the right-hand column to check your answers.

Sentence	Verb (type, person, number, tense, mood, and voice)
Example: He and his dog were constant companions. were =	were = linking verb, third person plural, past tense, indicative mood, active voice Example of extra information: The word "companions" is a predicate nominative complement renaming the subject after a linking verb.

Review sheet for identifying adverbs

Student name: _____   Date: _____

Identifying Adverbs

1. Cover the right-hand column before you start.
2 Under each of the left-hand sentences below, you will see an adverb. Look carefully at how the adverb works in the sentence, then identify the adverb as descriptive (express the way something is done and often shows level of intensity), conjunctive (modifies the sentences to which it is attached or creates logical connections in meaning between independent clauses), or relative (introduces relative clauses that indicate when or where).
3. Uncover the right-hand column to check your answers.

Sentence	Adverb (descriptive, conjunctive, or relative)
Example: The baby looked at the ceiling fan curiously. curiously =	curiously = descriptive adverb

Review sheet for identifying simple, compound, complex, and compound-complex sentences

Student name: _____   Date: _____

Identifying Simple, Compound,
Complex, and Compound-Complex Sentences

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, identify the sentence as simple (one independent clause and no dependent clauses), compound (at least two independent clauses connected by a semi-colon, a conjunctive adverb, or a coordinating conjunction), complex (one independent clause and at least one dependent clause), or compound-complex (two or more independent clauses and at least one dependent clause).
3. Uncover the right-hand column to check your answers.

Sentence	Kind (simple, compound, complex, or compound-complex)
Example: He left his umbrella at school yesterday.	simple sentence

Review sheet for identifying dependent clauses in complex and compound-complex sentences

Student name: _____   Date: _____

Identifying Dependent Clauses in Complex and Compound-Complex Sentences

1. Cover the right-hand column before you start.
2. Under each of the left-hand sentences below, identify the dependent clause indicated as an adjective clause (usually follows the noun or pronoun it modifies and is introduced by a relative pronoun: which, that, who, whom), a noun clause (can appear as a subject, an appositive, or an object and are most often introduced by these subordinating conjunctions: if, that, what, whatever, whether), or an adverb clause (usually appears just before or after the independent clause and adds information about time, place, purpose, cause, comparison, condition, concession, or result). Then explain the role of the clause in the sentence (for example, say what noun an adjective clause modifies).
3. Uncover the right-hand column to check your answers.

Sentence	Type of Dependent Clause (adjective, noun, or adverb)
Example: He picked the tomatoes, which had turned bright red. which had turned bright red =	which had turned bright red = adjective clause modifying the noun "tomatoes"