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Comma Usage - Year 3

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COMMA POWER

Four Clear Jobs

1

LISTS

Use commas to separate three or more items.

Example: We packed hats, water and sunscreen.



2

STRONG BEGINNINGS

Use a comma after an opening word, phrase or clause when it helps the reader.

Example: Before the bell rang, we lined up.



3

JOINING IDEAS

Use a comma before *but*, *so* or *and* when two complete ideas are joined and the break helps clarity.

Example: I wanted to play, but it began to rain.



4

EXTRA INFORMATION

Use paired commas around removable detail, or one comma for direct address.

Examples: Our coach, Mr Tran, smiled. / Mia, please pass the ball.



Choose commas by rule and meaning.
Reading aloud is a final check.

COMMA CHECK

Four comma jobs



LISTS

Separate three or more items.

We packed hats, water and sunscreen.



BEGINNING

Add a comma after a strong beginning.

After lunch, we read outside.



JOIN

Join two complete ideas when the break helps clarity.

I was tired, but I finished the race.



EXTRA

Set off removable detail or direct address.

Our dog, Pepper, loves puddles.



CHECK IT

1.

Name the job.

2.

Read for meaning.

3.

Check the punctuation.

COMMA CHECK

Four comma jobs



LISTS

Separate three or more items.

We packed hats, water and sunscreen.



BEGINNING

Add a comma after a strong beginning.

After lunch, we read outside.



JOIN

Join two complete ideas when the break helps clarity.

I was tired, but I finished the race.



EXTRA

Set off removable detail or direct address.

Our dog, Pepper, loves puddles.



CHECK IT

1.

Name the job.

2.

Read for meaning.

3.

Check the punctuation.

COMMA QUEST

Travel through our comma jobs.



1	LIST
2	BEGINNING
3	JOIN
4	EXTRA
5	EXPLAIN A RULE
6	BEGINNING

12	EXTRA
11	FIX A SENTENCE
10	BEGINNING
9	LIST
8	EXTRA
7	JOIN

13	LIST
14	BEGINNING
15	JOIN
16	EXTRA
17	MOVE AHEAD
18	BEGINNING

19	JOIN
20	NAME THE JOB
21	LIST
22	BEGINNING
23	CHOOSE A CARD
24	TURN



CARD PILE

KEY



LIST



BEGINNING



JOIN



EXTRA

COMMA QUEST

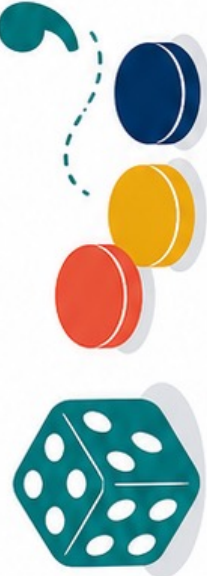
How to Play + Situation Cards

HOW TO PLAY

2-4 players

You need: one die and counters.

1. Roll and move along the board.
2. If you land on a comma-job space, choose a matching card.
3. Read the task and answer aloud.
4. Check the answer. Correct = stay. Try again = move back 1.
5. First player to FINISH wins.



1 LIST

Add commas:
We packed apples and juice.

Answer:
apples, crackers and juice.

2 LIST

Add commas:
I can hop skip and spin.

Answer:
hop, skip and spin

3 LIST

Name the list items:
Red, blue and gold flags waved.

Answer:
red / blue / gold flags

4 BEGINNING

Add a comma:
After lunch we practised.

Answer:
After lunch, we practised

5 BEGINNING

Add a comma:
Before the rain began we packed up.

Answer:
Before the rain began, we packed up.

6 BEGINNING

Add a comma:
However the gate was locked.

Answer:
However, the gate was locked.

7 JOIN

Add punctuation:
I hurried but I missed the bus.

Answer:
I hurried, but I missed the bus.

8 JOIN

Add punctuation:
We were hungry so we made toast.

Answer:
We were hungry, so we made toast.

9 JOIN

Decide: comma or no comma?
We sang and danced.

Answer:
no comma

10 EXTRA

Add paired commas:
My uncle a pilot travels often.

Answer:
My uncle, a pilot, travels often.

11 EXTRA

Add paired commas:
Luca please open the window.

Answer:
Luca, please open the window.

12 EXTRA

Add paired commas:
The koala a sleepy animal rested.

Answer:
The koala, a sleepy animal, rested.



COMMA DETECTIVES

Investigation Mat



Read a sentence card. Add or fix the commas.
Place the card in the evidence zone that matches the comma job.



LIST

separates three or more items



BEGINNING

follows an opening word, phrase or clause



JOIN

links two complete ideas
when the break helps clarity



EXTRA

sets off removable detail
direct address



COMMA DETECTIVES

Sentence Evidence Cards ★

Read each card. Fix the comma if needed, then place it in the matching evidence zone.

A1
We brought hats
sunscreen and water.

B1
After the game we
shared oranges.

C1
I wanted to paint but
the brushes were wet.

D1
My neighbour Mr Chen
grows tomatoes.

A2
The sky was red
white and blue.

B2
Before the lights
dimmed everyone sat down.

C2
We packed our bags
and walked home.

D2
Aria please close
the gate.

A3
Our group planted
peas beans and carrots.

B3
However the hall
was already full.

C3
The path was muddy so
we chose another way.

D3
The wombat a night-time
animal slept all day.



Name: _____

WORKSHEET 1: COMMAS IN LISTS

Use commas to separate three or more items in a list.

PART A — ADD THE COMMAS

Rewrite each sentence with the missing commas.

1. We packed towels sunscreen and hats.

2. The parrot had green yellow and blue feathers.

3. I can skip hop and balance.

4. Our class planted beans peas carrots and corn.

5. Dad bought bread milk eggs and bananas.

6. The storm brought rain and thunder.

PART B — CHOOSE THE CORRECT SENTENCE

Circle the correctly punctuated sentence in each pair.

1A. We saw ducks, swans and pelicans.

1B. We saw, ducks swans, and pelicans.

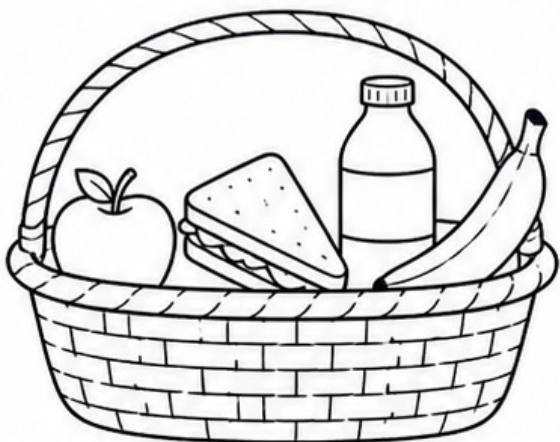
2A. Mia packed pencils, paper and glue.

2B. Mia packed pencils paper, and glue.

3A. The dog ran, jumped and rolled.

3B. The dog, ran jumped, and rolled.

PART C — WRITE YOUR OWN



Write one sentence that lists the four picnic items.

Name: **ANSWERS**

WORKSHEET 1: COMMAS IN LISTS

Use commas to separate three or more items in a list.

PART A — ADD THE COMMAS

Rewrite each sentence with the missing commas.

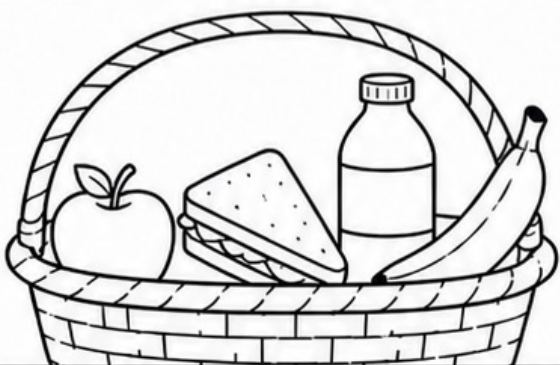
1. We packed towels sunscreen and hats.
We packed towels, sunscreen and hats.
2. The parrot had green yellow and blue feathers.
The parrot had green, yellow and blue feathers.
3. I can skip hop and balance.
I can skip, hop and balance.
4. Our class planted beans peas carrots and corn.
Our class planted beans, peas, carrots and corn.
5. Dad bought bread milk eggs and bananas.
Dad bought bread, milk, eggs and bananas.
6. The storm brought rain and thunder.
The storm brought wind, rain and thunder.

PART B — CHOOSE THE CORRECT SENTENCE

Circle the correctly punctuated sentence in each pair.

- | | |
|--|--|
| 1A. We saw ducks, swans and pelicans. | 1B. We saw, ducks swans, and pelicans. |
| 2A. Mia packed pencils, paper and glue. | 2B. Mia packed pencils paper, and glue. |
| 3A. The dog ran, jumped and rolled. | 3B. The dog, ran jumped, and rolled. |

PART C — WRITE YOUR OWN



Write one sentence that lists the four picnic items.

The basket holds an apple, a sandwich, a drink bottle and a banana.

Name: _____

WORKSHEET 2: STRONG SENTENCE BEGINNINGS

An opening word, phrase or clause may need a comma before the main message.

PART A — ADD THE COMMA

Add the missing comma to each sentence.

1. After lunch we read outside.
2. Before the bell rang our class lined up.
3. However the library was closed.
4. Early on Saturday we visited the market.
5. When the rain stopped the birds began to sing.
6. In the distance a train sounded its horn.
7. Without warning the puppy leapt into the puddle.
8. At the end of the lesson we packed our books.

PART B — FIND THE TWO PARTS

Underline the strong beginning. Box the main message.

1. Before sunrise, the fishermen launched their boat.
2. After we finished the puzzle, we checked every piece.
3. Meanwhile, the rest of the team warmed up.
4. On the highest branch, a kookaburra watched us.

PART C — BUILD A SENTENCE

Choose one beginning and write a complete sentence.

After school

Before the gate opened

Without warning

Name: **ANSWERS**

WORKSHEET 2: STRONG SENTENCE BEGINNINGS

An opening word, phrase or clause may need a comma before the main message.

PART A — ADD THE COMMA

Add the missing comma to each sentence.

1. After lunch, we read outside.
2. Before the bell rang, our class lined up.
3. However, the library was closed.
4. Early on Saturday, we visited the market.
5. When the rain stopped, the birds began to sing.
6. In the distance, a train sounded its horn.
7. Without warning, the puppy leapt into the puddle.
8. At the end of the lesson, we packed our books.

PART B — FIND THE TWO PARTS

Underline the strong beginning. Box the main message.

1. Before sunrise, the fishermen launched their boat.
2. After we finished the puzzle, we checked every piece.
3. Meanwhile, the rest of the team warmed up.
4. On the highest branch, a kookaburra watched us.

PART C — BUILD A SENTENCE

Choose one beginning and write a complete sentence.

After school

Before the gate opened

Without warning

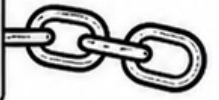
After school, I practised skipping with my friend.

Name: _____

WORKSHEET 3: JOIN THE IDEAS



A comma can come before *but*, *so* or *and* when two complete ideas are joined and the break helps clarity.



PART A — MATCH THE COMPLETE IDEAS

Draw lines to match each first idea with the best second idea.



A. The path was muddy

1. and we displayed it on the shelf.

B. I wanted to keep reading

2. but the lights went out

C. The team practised hard

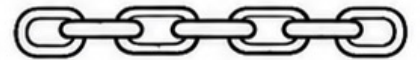
3. so we wore out our shoes.

D. We finished the model

4. and they improved each week.

PART B — CHOOSE AND PUNCTUATE

Choose *and*, *so* or *but* to join the two ideas in the sentence with correct punctuation.



1. I was tired. I filled my bottle. _____
2. The wind was strong. Our kite stayed up. _____
3. We checked the map. We found the trail. _____
4. The cake looked ready. The middle was still soft. _____
5. Sam practised daily. His spelling improved. _____
6. I opened the window. Fresh air filled the room. _____

PART C — YOUR TURN

Write one sentence that joins two complete ideas. Use *but*, *so* or *and*.



Name: ANSWERS

WORKSHEET 3: JOIN THE IDEAS

A comma can come before **but**, **so** or **and** when two complete ideas are joined and the break helps clarity.



PART A — MATCH THE COMPLETE IDEAS

Draw lines to match each first idea with the best second idea.

A. The path was muddy

1. and we displayed it on the shelf.

B. I wanted to keep reading

2. but the lights went out

C. The team practised hard

3. so we wore our umbrellas.

D. We finished the model

4. and they improved each week.

A-3 B-2 C-4 D-1

PART B — CHOOSE AND PUNCTUATE

Choose **so**, **but** or **and** to join the two ideas in the sentence with correct punctuation.

1. I was thirsty. I filled my bottle. so — I was thirsty, so I filled my bottle.
2. The wind was strong. Our kite stayed up. but — The wind was strong, but our kite stayed up.
3. We checked the map. We found the trail. and — We checked the map, and we found the trail.
4. The cake looked ready. The middle was still soft. but — The cake looked ready, but the middle was still soft.
5. Sam practised daily. His spelling improved. so — Sam practised daily, so his spelling improved.
6. I opened the window. Fresh air filled the room. and — I opened the window, and fresh air filled the room.

PART C — YOUR TURN

Write one sentence that joins two complete ideas. Use **but**, **so** or **and**.



The rain began, so we moved the picnic inside.

Name: _____

WORKSHEET 4: EXTRA INFORMATION

“ ”

Paired commas can wrap around removable detail.

A comma can also separate a person's name when we speak directly to them.



PART A — WRAP THE EXTRA DETAIL

[, ,]

Add paired commas around the removable detail.

1. Our librarian Ms Patel recommends adventure stories.
2. The blue whale the largest animal on Earth lives in the ocean.
3. My cousin who lives in Darwin is visiting us.
4. The old bridge built from stone crosses the creek.
5. Pepper our playful dog chased a leaf.

PART B — SPEAKING TO SOMEONE

Add the direct address comma.



1. Mum please carry the books.
2. Can you help me Zara?
3. Thank you Coach for the extra practice.
4. Mum may I invite Eli?

PART C — HOW DO COMMAS HELP?

“ ”

- A. “My brother who loves puzzles solved it first.”
- B. “My brother, who loves puzzles, solved it first.”

What information do the commas wrap around? How does that help the reader?

Name: **ANSWERS**

WORKSHEET 4: EXTRA INFORMATION

“ ”

Paired commas can wrap around removable detail.

A comma can also separate a person's name when we speak directly to them.



PART A — WRAP THE EXTRA DETAIL

[, ,]

Add paired commas around the removable detail.

1. Our librarian, Ms Patel, recommends adventure stories.
2. The blue whale, the largest animal on Earth, lives in the ocean.
3. My cousin, who lives in Darwin, is visiting us.
4. The old bridge, built from stone, crosses the creek.
5. Pepper, our playful dog, chased a leaf.

PART B — SPEAKING TO SOMEONE

Add the direct-address comma.



1. Now, please carry the books.
2. Can you help me, Zara?
3. Thank you, Coach, for the extra practice.
4. Mum, may I invite Eli?

PART C — HOW DO COMMAS HELP?

“ ”

- A. “My brother who loves puzzles solved it first.”
- B. “My brother, who loves puzzles, solved it first.”

What information do the commas wrap around? How does that help the reader?

The commas wrap around ‘who loves puzzles’. They show that it is extra detail, so the main message ‘My brother solved it first’ stays clear.

Name: _____



WORKSHEET 5: COMMA DETECTIVE EDITING

Page 1 — Sentence Clues



JOB CODE: L = list B = beginning J = join E = extra/direct address

Each sentence has a missing, extra or misplaced comma. Rewrite it correctly, then add the job code.

1. We packed pencils paper and glue.

JOB: _____

2. After the bell rang we began reading.

JOB: _____

3. I wanted to play but the field was wet.

JOB: _____

4. My uncle a marine biologist loves reefs.

JOB: _____

5. Isobel passed the scissors.

JOB: _____

6. The puppy ran, and jumped over the log.

JOB: _____

7. Before, lunch we finished our posters.

JOB: _____

8. The team practised daily so their passing improved.

JOB: _____

9. The bag held boots, socks and, a jacket.

JOB: _____

10. Our principal Ms Young, welcomed the visitors.

JOB: _____

Name: _____ **ANSWERS**



WORKSHEET 5: COMMA DETECTIVE EDITING

Page 1 — Sentence Clues



JOB CODE: L = list B = beginning J = join E = extra/direct address

Each sentence has a missing, extra or misplaced comma. Rewrite it correctly, then add the job code.

1. We packed pencils paper and glue.

JOB: **L**

We packed pencils, paper and glue.

2. After the bell rang we began reading.

JOB: **B**

After the bell rang, we began reading.

3. I wanted to play but the field was wet.

JOB: **J**

I wanted to play, but the field was wet.

4. My uncle a marine biologist studies reefs.

JOB: **E**

My uncle, a marine biologist, studies reefs.

5. Ismael please pass the scissors.

JOB: **E**

Ismael, please pass the scissors.

6. The puppy ran, and jumped over the log.

JOB: **J**

The puppy ran and jumped over the log.

7. Before, lunch we finished our posters.

JOB: **B**

Before lunch, we finished our posters.

8. The team practised daily so their passing improved.

JOB: **J**

The team practised daily, so their passing improved.

9. The bag held boots, socks and, a jacket.

JOB: **L**

The bag held boots, socks and a jacket.

10. Our principal Ms Young, welcomed the visitors.

JOB: **E**

Our principal, Ms Young, welcomed the visitors.





TING

This paragraph has 13 missing commas. Rewrite it correctly in the evidence lines.

Early on Saturday our class met at the school garden. We carried gloves, trowels and seedlings. Our teacher Ms Patel showed us the new beds. I wanted to plant tomatoes but Luca chose beans. Before we began we checked the soil. The ground was dry. Everyone worked carefully. Mia please hold this tray, called our teacher. After an hour we had planted lettuce, carrots and herbs. The garden our newest class project looked bright and tidy. We watered every row. We washed the tools and walked back inside.



CORRECTED PARAGRAPH

Name three comma jobs you used:

1. _____ 2. _____ 3. _____



Name: **ANSWERS**

WORKSHEET 5: COMMA DETECTIVE EDITING

Page 2 – The School Garden Case



This paragraph has 13 missing commas. Rewrite it correctly in the evidence lines.

EVIDENCE

Early on Saturday our class met at the school garden. We carried gloves
trowels and seedlings. Our teacher Ms Patel showed us the new beds. I
wanted to plant tomatoes but Luca chose beans. Before we began we
checked the soil. The ground was dry. Everyone worked carefully. Mia
please hold this tray, called our teacher. After an hour we had planted
lettuce carrots and herbs. The garden our newest class project, looked
bright and tidy. We watered every row. We washed the tools and walked
back inside.



CORRECTED PARAGRAPH

— Early on Saturday, our class met at the school garden. We carried —
— gloves, trowels and seedlings. Our teacher, Ms Patel, showed us the —
— new beds. I wanted to plant tomatoes, but Luca chose beans. Before —
— we began, we checked the soil. The ground was dry. Everyone worked —
— carefully. Mia, please hold this tray, called our teacher. After an hour, —
— we had planted lettuce, carrots and herbs. The garden, our newest —
— class project, looked bright and tidy. We watered every row. We —
— washed the tools and walked back inside. —

Name three comma jobs you used:

1. **list**
2. **beginning**
3. **extra/direct address**

Name: _____

WORKSHEET 6: PLAN, WRITE AND CHECK

Page 1 — Plan a Busy Day



Plan a six-sentence paragraph called *A Busy Day*. Your paragraph will use all four comma jobs.

1. LIST

What three or more things happened?

Model fragment: "We packed hats, snacks and water ..."

2. STRONG BEGINNING

How will the sentence begin?

Model fragment: "Before breakfast, ..."

3. JOIN TWO IDEAS

What two complete ideas will you join?

Model fragment: "..., but ..."

4. EXTRA INFORMATION

What removable detail or direct address will you add?

Model fragment: "My cousin, Leo, ..."

Keep each idea short. You will turn this plan into a paragraph on Page 2.

Name: _____



WORKSHEET 6: PLAN, WRITE AND CHECK

Page 2 — Write a Busy Day



Use your Page 1 plan to write a six-sentence paragraph.
Use at least three different comma jobs.

A BUSY DAY

PREVIEW



EDITING CHECKLIST

- ☐ I used commas in a list.
- ☐ I used a comma after a strong beginning.
- ☐ I joined two complete ideas clearly.
- ☐ I used extra information or direct address.
- ☐ Every sentence begins with a capital letter.
- ☐ Every sentence ends with punctuation.
- ☐ My writing is neat and easy to read.

Which comma choice helped your reader most? Why?



COMMA CHALLENGE ASSESSMENT

Page 1 — Punctuation Skills



Name: _____ Date: _____

SCORE: ____ / 20

PART A — MULTIPLE CHOICE (4 marks)

Circle the correctly punctuated sentence.

1. **A** We packed hats, water and sunscreen.
B We packed, hats water and sunscreen.
C We packed hats water, and sunscreen.
2. **A** Before lunch we practised.
B Before, lunch we practised.
C Before lunch, we practised.
3. **A** I was tired but, I finished.
B I was tired, but I finished.
C I, was tired but I finished.
4. **A** Mia please, pass the ball.
B Mia please pass, the ball.
C Mia, please pass the ball.

PART B — EDIT THE SENTENCES (12 marks, 2 marks each)

Rewrite each sentence with correct commas.

1. We saw parrot, pecked and wagging.

2. As the term ended the sun appeared.

3. The mountain was steep so we rested halfway.

4. Our coach Mr Tran checked the equipment.

5. Luca please collect the markers.

6. The cat slept, and stretched on the mat.

PART C — NAME THE JOB (4 marks)

Write **LIST**, **BEGINNING**, **JOIN** or **EXTRA**.

1. We packed books, pencils and rulers. _____
2. Before the gate opened, we formed a line. _____
3. I hurried, but the bus had left. _____
4. Our dog, Pepper, loves puddles. _____



TOTAL: 20 marks



COMMA CHALLENGE ASSESSMENT

Page 1 — Punctuation Skills



Name: ANSWERS Date: _____

SCORE: 20 / 20

PART A — MULTIPLE CHOICE (4 marks)

Circle the correctly punctuated sentence.

- ☒ A We packed hats, water and sunscreen.
☐ B We packed, hats water and sunscreen.
☐ C We packed hats water, and sunscreen.
- ☐ A Before lunch we practised.
☐ B Before, lunch we practised.
☒ C Before lunch, we practised.
- ☐ A I was tired but, I finished.
☒ B I was tired, but I finished.
☐ C I, was tired but I finished.
- ☐ A Mia please, pass the ball.
☐ B Mia please pass, the ball.
☒ C Mia, please pass the ball.

PART B — EDIT THE SENTENCES (12 marks, 2 marks each)

Rewrite each sentence with correct commas.

- We saw parrot, cockatoo and magpies.
We saw parrot, cockatoo and magpies.
- After the storm ended the sun appeared.
After the storm ended, the sun appeared.
- The path was steep so we rested halfway.
The path was steep, so we rested halfway.
- Our coach Mr Tran checked the equipment.
Our coach, Mr Tran, checked the equipment.
- Luca please collect the markers.
Luca, please collect the markers.
- The cat slept, and stretched on the mat.
The cat slept and stretched on the mat.

PART C — NAME THE JOB (4 marks)

Write **LIST**, **BEGINNING**, **JOIN** or **EXTRA**.

- We packed books, pencils and rulers.
- Before the gate opened, we formed a line.
- I hurried, but the bus had left.
- Our dog, Pepper, loves puddles.

LIST
BEGINNING
JOIN
EXTRA



TOTAL: 20 marks



COMMA CHALLENGE ASSESSMENT

Page 2 — School Club Newsletter



Name: _____

Date: _____

Our school newsletter needs an announcement for a new lunchtime club. Write a clear announcement that helps students understand what the club offers, when it meets and what to bring.



Write 7–9 sentences. Use at least three different comma jobs. Underline every comma you use and label its job in the margin:

LIST, BEGINNING, JOIN or EXTRA.

CLUB NAME	ACTIVITIES	WHEN + WHERE	WHAT TO BRING
_____	_____	_____	_____
_____	_____	_____	_____

NEWSLETTER ANNOUNCEMENT

COMMA JOB	
	1
☐	2
	3
☐	4
	5
☐	6
	7
☐	8
	9
☐	10
	11
☐	12
	13
☐	14
	15
☐	16

SELF-CHECK

☐ 7–9 sentences ☐ at least 3 comma jobs ☐ every comma underlined ☐ clear details for readers

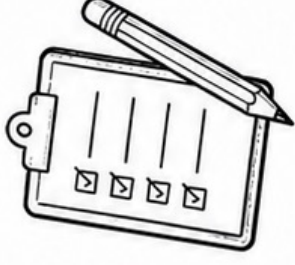


This writing is scored with the Comma Usage Rubric.





COMMA USAGE RUBRIC



Student: _____ Date: _____ Task: _____

Circle or highlight one level in each row. Use evidence from Assessment pages 1 and 2.

	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
LIST COMMAS	Rarely places list commas correctly.	Places some list commas with support.	Usually separates three or more items.	Accurately punctuates varied lists.	Applies list commas flexibly and explains choices.
SENTENCE BEGINNINGS	Rarely marks sentence beginnings.	Adds some correct commas with support.	Usually punctuates near opening parts.	Accurately handles varied beginnings.	Explains and edits nuanced beginning choices.
JOINING IDEAS	Does not yet recognise complete ideas.	Sometimes joins ideas with support.	Usually joins complete ideas.	Joins complete ideas accurately for clarity.	Explains when a comma helps or is unnecessary.
EXTRA INFORMATION / DIRECT ADDRESS	Does not yet mark extra detail or names.	Adds some commas with support.	Usually marks extra detail and direct address.	Uses paired and direct-address commas accurately.	Controls complex extra information and explains choices.
EDITING AND APPLICATION	Needs support to find comma choices.	Finds some errors and applies one job.	Edits mixed sentences and applies three jobs.	Edits accurately and writes with varied punctuation.	Justifies precise choices in independent writing.

Overall feedback: _____

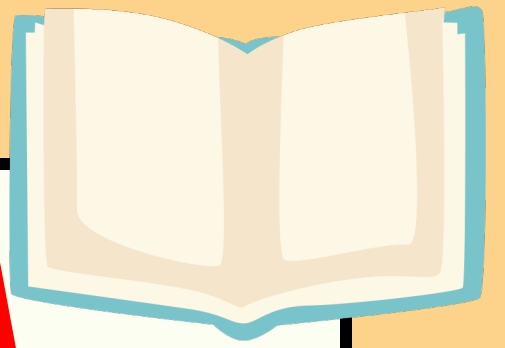
Next step: _____

PREVIEW

Command Usage



Learning Goal



WE ARE LEARNING TO

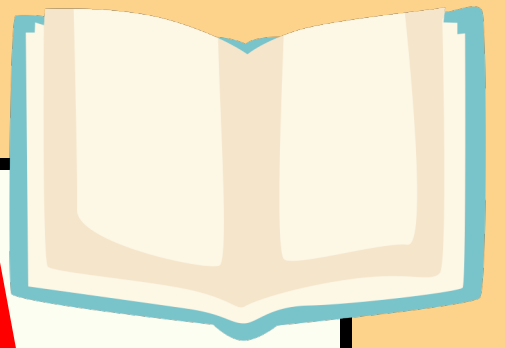
choose commas by rule and meaning to our writing.

SUCCESS LOOKS LIKE

- I can use commas in lists.
- I can punctuate long sentences.
- I can complete ideas clearly.
- I can mark extra information or direct address.



Commas Have Jobs



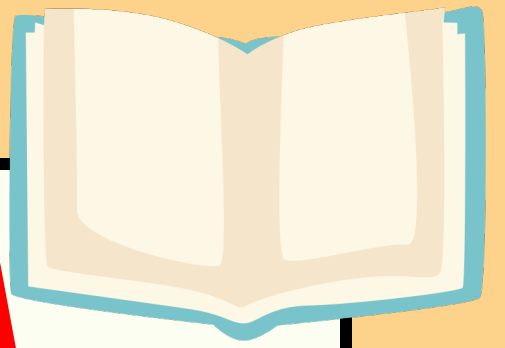
Commas are not breath marks. Start with a job comma must do.

1. Separate list items
2. Mark a strong beginning.
3. Let commas let ideas when clarity needs a break.

Wrap end a information mark direct address.

Use commas as a final check.





Job 1: Lists

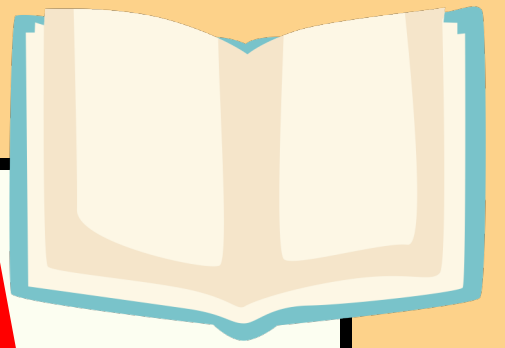
Use commas to separate three or more items.

We packed hats, water, and sunscreen.

The commas separate the items. In the usual style, do not add a comma before the final item unless the list is long and needs it.

CHECK: Can you name the items?





Try It: Lists

Add the missing commas.

1. Our team wore red blue and gold shorts.
2. I can hop skip and balance.

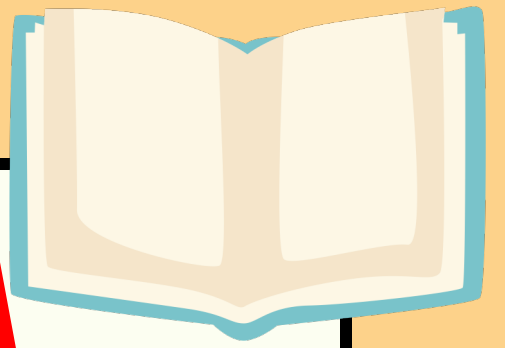
TURN AND TALK

Where do the commas go? What list items do they separate?

Answers: red, blue and gold / hop, skip and balance



Job 2: Strong Beginnings



An opening word, phrase or clause that sets the time, place or condition.

Before the bell rang, we lined up.

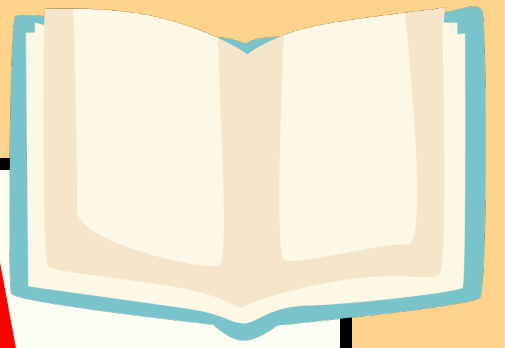
However, the door was locked.

At the same time, we were throwing.

The comma separates the opening part from the main message.



Try It: Strong Beginnings



Which version is clearer?

A. After the rain stopped, the birds began to sing.

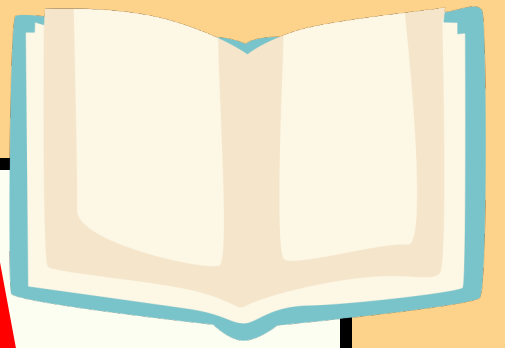
B. After the rain stopped, the birds began to sing.

The main message is “the birds began to sing”.

The main message is “the birds began to sing”.

Choose the version that is clearer.





Job 3: Joining Ideas

A complete idea can stand as its own sentence.

I wanted to play. The field was wet.

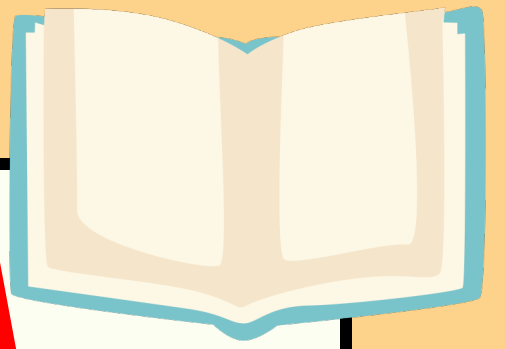
Join them:

I wanted to play, but the field was wet.

Use a comma to connect two complete ideas. When both sides are complete ideas and the

relationship is clear.





Try It: Joining Ideas

Decide: comma or no comma?

1. We packed our bags and walked home.

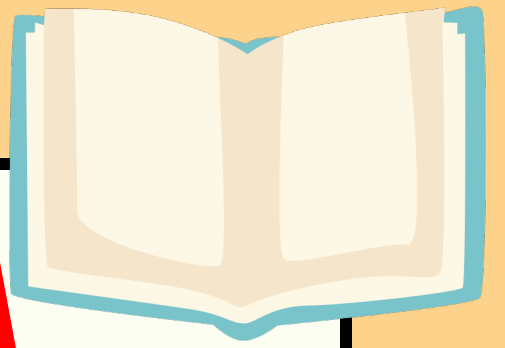
2. We packed our bags, and the bus arrived.

Sentence 1 has one subject doing two actions—no comma.

Sentence 2 joins two complete ideas—the comma helps.



Job 4: Extra Information



PAIRED COMMAS

Wrap removable detail

Our coach, Mr. Smith, smiled.

DIPLOMAS

Separate the person being spoken to:

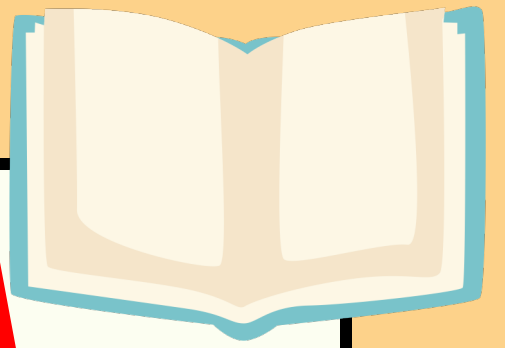
I can pass the ball.

Can you help me, Zara?

Test the detail: remove it. Does the main message still work?



Comma Detective



Edit each sentence and name the job.

1. We packed pencils paper and glue.

2. Before lunch we finished our post.

3. I was tired but finished the race.

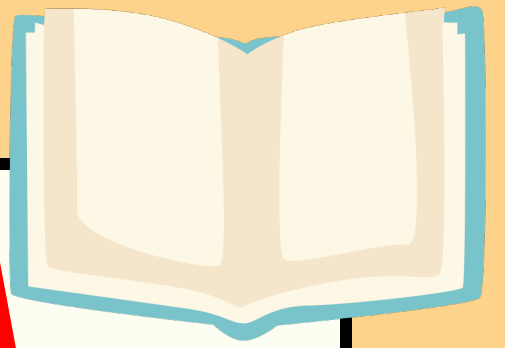
4. My dog played and chased a leaf.

Answers: pencils, paper, and glue (LIST); Before lunch, ... (BEGINNING); tired, but ... (JOIN);

My, our, and our dog, ... (EXTRA).



Apply and Check



Plan a six-sentence paragraph about A Busy Day.

Use at least three components of a job:

- a list
- a sentence beginning with "I"
- joined complete ideas
- a question or direct address

Check

Name the job. Read for meaning. Check the punctuation.



PREVIEW

Well Done!

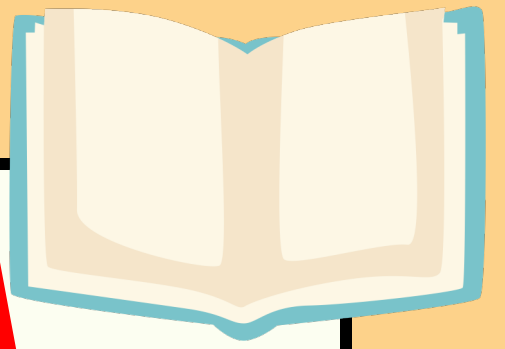


Common Usage Quiz

PREVIEW



Question 1 – Multiple Choice



Which sentence uses list commas correctly?

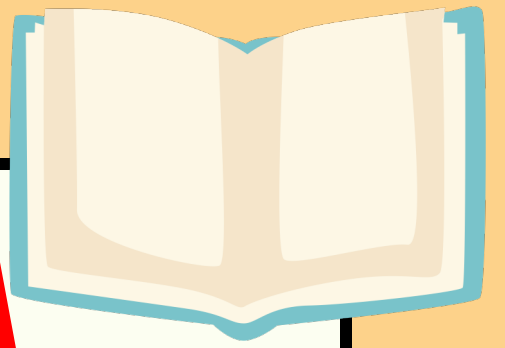
- A. We packed hats, water, and sunscreen.
- B. We packed hats, water and sunscreen.
- C. We packed hats, water, and sunscreen.
- D. We, packed hats, water, and sunscreen.



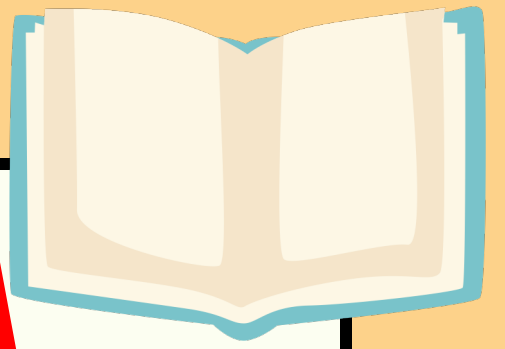
Answer 1

B. We packed hats, water and sunscreen.

The commas separate the three list items: hats, water and sunscreen.



Question 2 – True or False

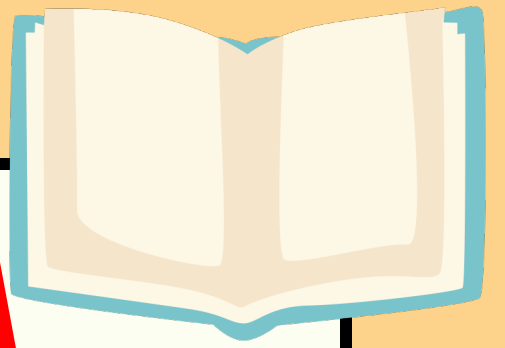


TRUE OR FALSE

A comma belongs anywhere a reader takes a breath



Answer 2

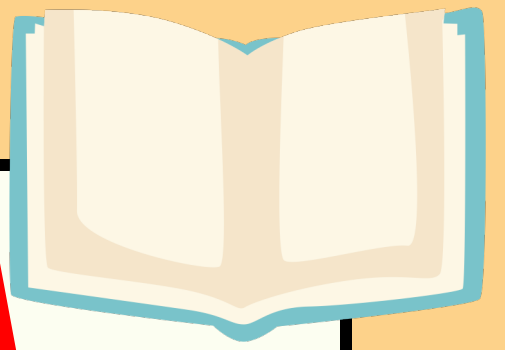


FALSE

Start with the comma rule and the meaning of the comma. Reading aloud is only a final check.



Question 3 – Short Answer

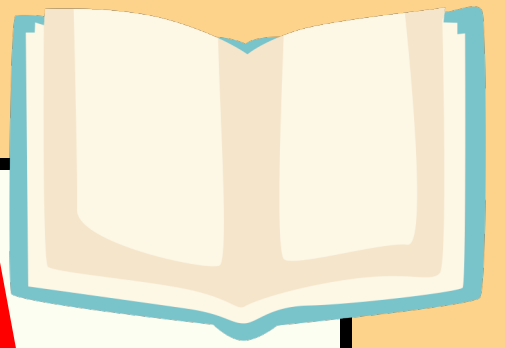


Add the missing commas.

We need paper pencils, paint, and brushes.

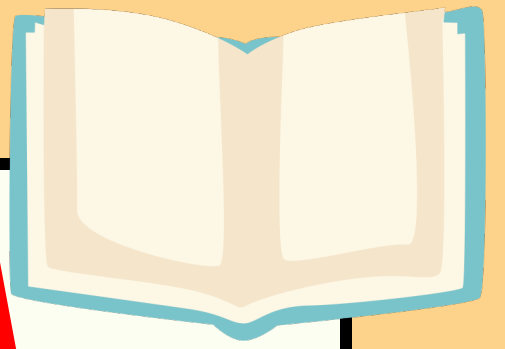


Answer 3



We need paper, pencils, paint and brushes.
Three commas are needed to separate the four list items.





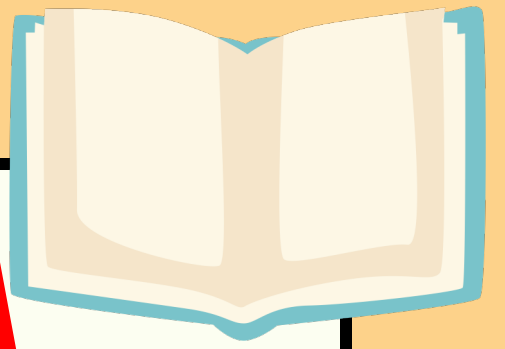
Question 4 – Multiple Choice

Which sentence is punctuated correctly?

- A. Before the sun rose we packed the car.
- B. Before, the sun rose we packed the car.
- C. Before the sun rose we packed the car.
- D. Before the sun rose we packed the car.



Answer 4

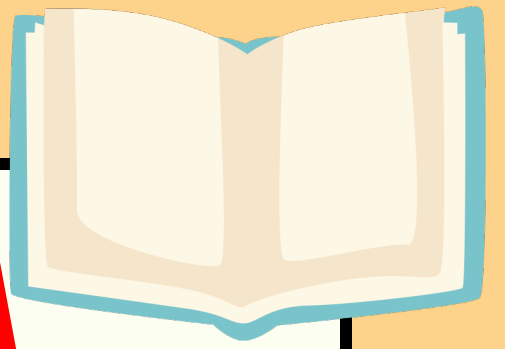


C. Before the sun rose, we packed the car.

The comma separates the sentence beginning from the main message.



Question 5 – True or False



TRUE OR FALSE

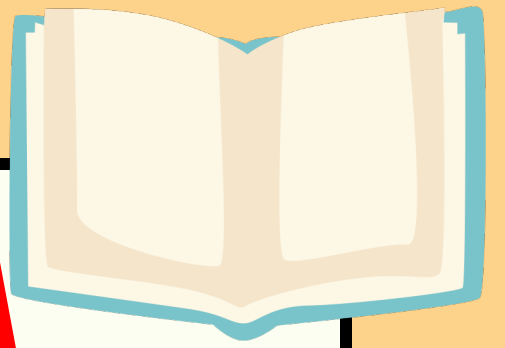
In the sentence “However, the library was closed,” the comma after However is correct.



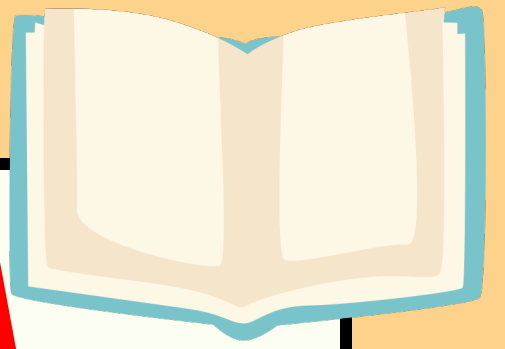
Answer 5

TRUE

However is an opening word here, so the comma marks the end of the strong beginning.



Question 6 – Multiple Choice



Which sentence joins two complete ideas correctly?

A. The path was muddy, but we continued.

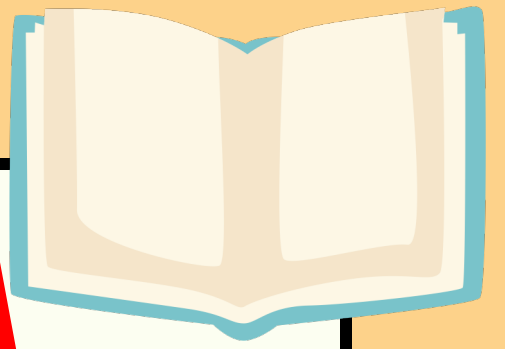
B. The path was muddy, but we continued.

C. The path was muddy, but we continued.

The path was muddy, but we continued.



Answer 6

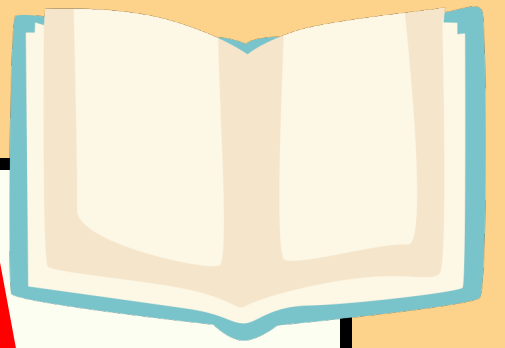


B. The path was muddy, but we continued.

Both sides are completely identical. The comma before but makes the join clear.



Question 7 – Short Answer

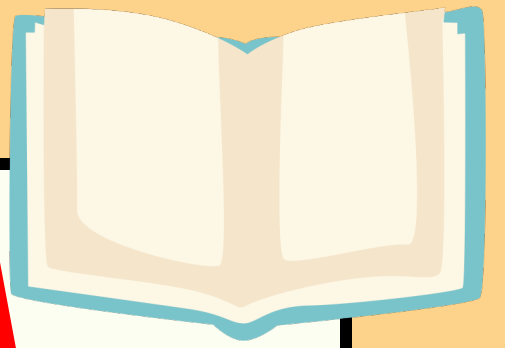


Add the missing paired commas.

Our guide a local artist showed us the mural.



Answer 7



Our guide, a local artist, showed us the museum.
The commas wrap around the removable extra information.



Question 8 – Multiple Choice



Which sentence uses direct address correctly?

A. Ava please, close the gate.

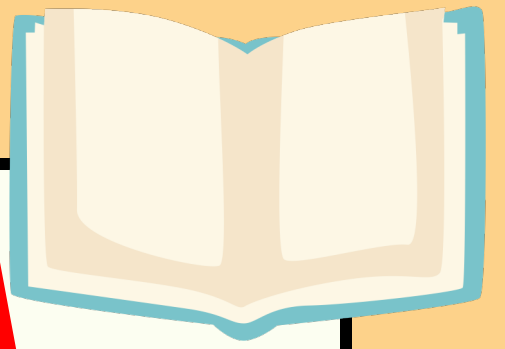
B. Ava, please close the gate.

C. Ava please close the gate.

D. Ava please close the gate.



Answer 8

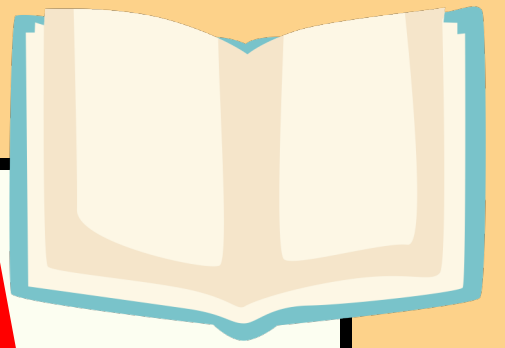


B. Ava, please close the gate.

The comma separates Ava's name because the speaker is talking directly to her.



Question 9 – True or False

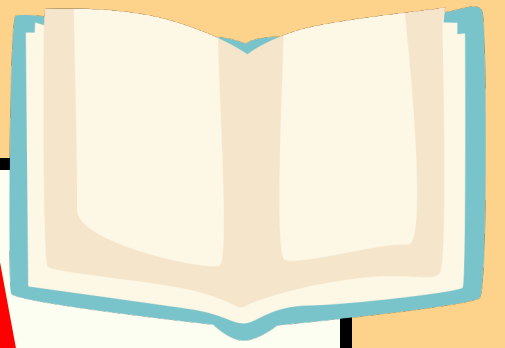


TRUE OR FALSE

Every sentence that contains a command needs a comma before it.



Answer 9

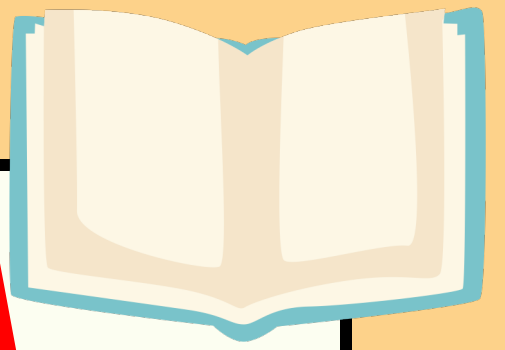


FALSE

“We sang and danced” has one subject doing two actions, so it does not need a comma.



Question 10 – Short Answer

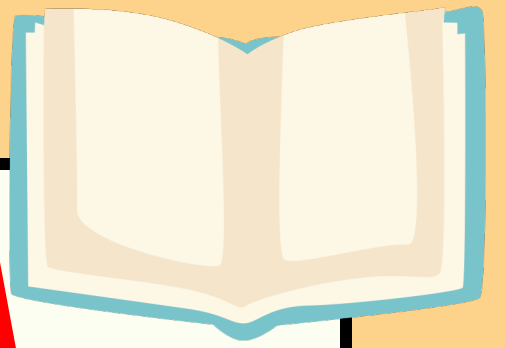


Add every missing comma.

After school we packed books pencils and rulers.



Answer 10



After school, we packed books, pencils and rulers.
One comma marks the start of the beginning. Two commas separate the list items.



PREVIEW

Well Done!

