

Mastering Conventions

Two

Amplify.

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What This Book Is All About

The lessons in this book are meant to supplement the instruction in skills such as *focus*, *showing*, and *using evidence* provided in the Amplify lessons. These lessons rely on the same habits and routines as the rest of the Amplify lessons, and concentrate on practicing technical skills. Technical skills include grammar and punctuation, as well as formatting skills, such as indenting paragraphs. This book builds on the skills in *Mastering Conventions I* and focuses on finding and fixing sentence fragments, using gerunds and participles correctly, increasing sentence complexity, ensuring subject/verb agreement, using reflexive and intensive pronouns correctly, punctuating, and code-switching. Some of these are skills that some middle school students may have learned but not mastered in elementary school, which is why you will see that some of the lessons in this book include Common Core State standards for elementary grades. In addition, you will see that some of the skills addressed in this book are considered “language progressive skills”—those which begin in the elementary grades and carry through middle school. These language progressive skills are outlined in the chart on page 8. Practicing and mastering these skills gives students the confidence to express themselves in more sophisticated ways and to use these conventions to benefit their writing. Practicing these skills also helps students meet the standards set forth in the Language strand of the Common Core State Standards (CCSS).

The ultimate goal of these lessons is not just to equip students with the knowledge they require to find and fix errors independently; it is also to give them a real reason to do so. These lessons demonstrate how technical skills contribute to powerful writing, so students are motivated to develop these skills as tools for expression.

While practicing these skills, students should continue their skill-building routines—reading and writing frequently, sharing what they’ve written, and receiving targeted feedback. Teachers should do the same—conducting over-the-shoulder conferences (OTSCs), providing quick feedback, and guiding revision assignments (RAs).

Some Skill Reviews Offered In This Book:

- Finding and fixing sentence fragments
- Using a comma after an introductory clause
- Using strategies for fixing sentences that are dependent clauses
- Defining, finding and fixing run-on sentences
- Reviewing parts of speech—nouns and adjectives
- Writing sentences with gerunds

- Replacing nouns and noun phrases with gerunds
- Identifying and fixing misplaced modifiers (adjectives and adverbs)
- Introducing and using participles to describe
- Defining and identifying compound sentences
- Combining sentences to make a compound sentence
- Defining and recognizing complex sentences
- Building and revising complex sentences
- Keeping verb tense consistent in complex sentences
- Ensuring subject-verb agreement
- Using reflexive and intensive pronouns correctly
- Using commas and apostrophes
- Punctuating and formatting lengthy direct quotes
- Code-switching: understanding models of appropriate language in a given context and the differences between contexts
- Revising by code-switching

Where This Book Fits In

We’ve designed the lessons in this book to be “plugged in” between regular Amplify lessons, as necessary. For a more regular skill review, you may want to teach one technical skills lesson a week. Whichever way you choose to present these lessons, remember that it is important for students to keep reading and writing several times a week, so they have a chance to apply the technical skills they learn. These skills are most valuable to students as tools for improving their own reading and writing.

Lessons can be presented with or without their accompanying drills, but the drills will always help reinforce the skills covered in the lessons.

How to Use This Book

This book is designed so you can quickly and easily:

1. Identify a need (technical-skill weakness)
2. Select and teach the appropriate mini-lesson(s)
3. Follow targeted instruction with:
 - Skill drills that offer multiple opportunities to practice using the skill
 - Revision assignments (RAs) that give students practice with the skill

Each technical skill is covered in one or two mini-lessons, followed by at least two skill drills. Look in the Table of Contents for the skill you want to review. You can present lessons to the entire class or to small groups if you recognize a shared need. To serve individual students in need, assign RAs to provide differentiated instruction on a specific skill. Some suggestions for technical skills RAs are provided on pages 9–10.

Language Progressive Skills

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)									
	3	4	5	6	7	8	9–10	11–12		
L.3.1f.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.3.3a.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.1f.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.1g.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.3a.	No	Yes	Yes	Yes	Yes	No	No	No	No	No
L.4.3b.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.5.1d.	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.5.2a.	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No
L.6.1c.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.6.1d.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.6.1e.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.6.2a.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.6.3a.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
L.6.3b.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.7.1c.	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
L.7.3a.	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
L.8.1d.	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes
L.9–10.1a.	No	No	No	No	No	No	No	No	No	No

* Subsumed by L.7.3a.
 ** Subsumed by L.9–10.1a.
 *** Subsumed by L.11–12.3a

Feedback for Technical Skills

Feedback is an essential part of the Amplify curriculum because nothing helps students write more often and improve their writing skills faster than good feedback. To help you get started, this section gives examples of how to tailor the most effective forms of feedback to the technical skills students learn and practice in this book. On the next few pages you'll see sample RAs, written comments, and OTSCs focused on technical skills.

Sample Revision Assignments

You'll notice that many RAs in this section simply ask students to identify parts of speech or parts of a complete sentence, and not to revise a sentence. Identifying these elements helps students master the basic parts of a sentence, so they can feel confident manipulating these elements in their writing.

Finding and Fixing Fragments and Run-Ons:

- Read the passage I bracketed. Underline the fragments and rewrite them as complete sentences. You can add words or combine sentences.
- Add a comma after each of the introductory clauses in your passage and add one new sentence that contains an introductory clause.
- The passage I bracketed contains a run-on sentence. Identify the run-on. Insert punctuation and linking words to make sentence clear to your reader, or find the main ideas and separate them into one or more sentences.



Increasing Sentence Complexity:

- Read the passage I bracketed. Find the complex sentence that contains a dependent and an independent clause. Circle the dependent marker and then flip the sentence, rewriting it to change the order of the clauses.
- Read the passage that I bracketed. Choose a sentence from the passage and add a phrase that adds more details to modify the subject.

- Choose an entry from your writing and bracket three complex sentences. Revise the complex sentences you've bracketed by placing the dependent clause elsewhere in the sentence.
- I bracketed a section where your verb tense shifts from one tense to another, but the actions you are describing take place in the same time frame. Circle all the verbs in this section and revise to make sure they all express the same time frame.

Ensuring Subject/Verb Agreement:

- Choose three sentences from your entry. Circle the simple subjects and underline the simple predicates. Check to make sure the subjects and verbs agree (both plural, or both singular).
- Skim your writing to find an entry where you made some errors using "to be" verbs, such as "was" when you should use "were." Correct any sentence where the form of the verb does not agree with the subject.
- Pick three indefinite pronouns from "Indefinite Pronouns" that end in -one, -body, or -thing and copy them down. Using each indefinite pronoun as the subject, write three new sentences.

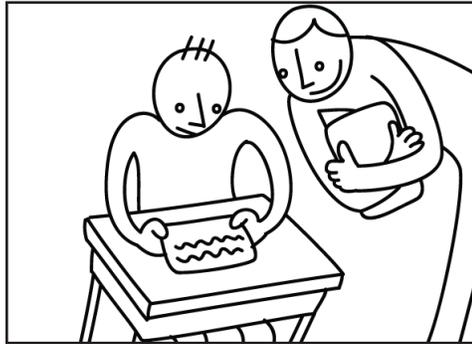


Sample Written Comments

- Your ideas are clear and easy to understand because these are all complete sentences.
- I like how you're experimenting with different sentence structures to make a specific impact on the reader.
- This adjective is original and precise.
- I see you fixed this pronoun/antecedent error. Nice job!
- This is very sophisticated writing. I like how you're varying your sentence structure to make sure you don't begin all your sentences the same way.

Sample Over-the-Shoulder Conference Comments

During technical skills lessons, you should still be providing students with OTSCs, including affirmation comments to tell students what they are doing right, skill-reminder comments to get students using the skills they have learned, and oral RAs to give students clear instructions on revisions they can make right away.



Affirmation Comments:

- It's great that you were able to revise that sentence from informal to formal, writing style.
- You fixed every fragment so far! Keep going!

Skill-Reminder Comments:

- This looks like a fragment. Remember that complete sentences need a subject and a predicate.
- Can you strip the sentence down to its simple subject and simple predicate?

Revision Comments:

- I see three perfectly punctuated sentences and one that has a mistake. Figure out which sentence has a mistake, and fix it.
- Reread this last sentence and ask yourself if it sounds formal or informal. Your goal is to make sure all these sentences sound formal. I'd like you to think about changing some of the vocabulary so that it sounds more formal. I'll be back in a minute to check in with you.

Lesson Timeline

This sample **Lesson Timeline** serves as a model for the *Mastering Conventions* lessons. The preparation may differ slightly, but the diagram illustrates the standard pacing for these lessons.

Lesson Timeline (45 min)

25 MINUTES	Targeted Instruction
15 MINUTES	Skill Drill
5 MINUTES	Closing

Preparing for the Lesson

- Make copies of the **Identifying Nouns** worksheet.
- Create a version of **Noun Definitions** that you can keep displayed on the wall.
- Have on hand two different-colored pieces of chalk, markers, or whatever you use to write on the board or chart paper.

UNIT 1:

Finding and Fixing Fragments and Run-Ons

IN THIS UNIT

- **Lesson 1: Finding and Fixing Sentence Fragments**
- **Lesson 2: Using a Comma After an Introductory Clause**
 - Skill Drill 2A: Finding and Fixing Sentence Fragments
 - Skill Drill 2B: Finding and Fixing Sentence Fragments
 - Skill Drill 2C: Finding and Fixing Sentence Fragments That Are Dependent Clauses
 - Skill Drill 2D: Using a Comma After an Introductory Clause
 - Skill Drill 2E: Finding and Fixing Sentence Fragments That Are Dependent Clauses
 - Skill Drill 2F: Finding and Fixing Sentence Fragments and Comma Errors
- **Lesson 3: Defining, Finding, and Fixing Run-On Sentences**
- **Lesson 4: Defining, Finding, and Fixing Run-On Sentences**
 - Skill Drill 4A: Fixing Run-On Sentences
 - Skill Drill 4B: Fixing Run-On Sentences
 - Skill Drill 4C: Fixing Run-On Sentences
 - Skill Drill 4D: Finding and Fixing Run-On Sentences
 - Skill Drill 4E: Fixing Run-On Sentences
 - Skill Drill 4F: Finding and Fixing Run-On Sentences

LESSON

1

Finding and Fixing Sentence Fragments

Overview

The students will review the definitions of a complete sentence and a sentence fragment. They will then identify and fix sentence fragments.

CCSS In This Lesson

Literacy.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

BEFORE CLASS

Preparing for the Lesson

- Have on hand two different colored pieces of chalk, markers, or whatever you use to write on the board or chart paper.
- We highly recommend creating a permanent display of the **Definition of a Complete Sentence** and the **Definition of a Sentence Fragment** so that they can remain posted during any drills or mini-lessons you do regarding sentence fragments.
- Make copies of the **Finding and Fixing Sentence Fragments** worksheet, provided at the end of this lesson.

IN CLASS

Targeted Instruction—Complete Sentences and Sentence Fragments

Post the **Definition of a Complete Sentence** and read it aloud.



DEFINITION OF A COMPLETE SENTENCE

A complete sentence has a subject, predicate, punctuation, capitalization, and expresses a complete idea.

 **Raise your hand if you know what a subject and predicate is, and can explain them to me.**

Call on 1–3 students to provide the correct definitions of subject and predicate. Correct students if they do not provide accurate answers, then write the sentence below on the board. Use one color for the simple subject, “Jaye,” and another color for the complete predicate, “listened to her favorite song.”

Jaye listened to her favorite song.

If you think it's important, explain to students that there are exceptions to the rule that each sentence must have a subject and predicate, e.g., “Wow!” and “No, thanks.” Despite these exceptions, continue to stress the importance of having a subject and predicate in every sentence. This helps your students avoid writing sentence fragments.

- 🗨️ This is a complete sentence with a subject and a predicate—somebody or something doing something or taking action of some kind.
- 🗨️ Who's doing something? (*Jaye.*)
- 🗨️ What's she doing? (*She's listening to her favorite song.*)
- 🗨️ You can write a complete sentence with just two words in it: a noun and a verb. The noun is the subject part of the sentence and the verb is the predicate part of the sentence. We don't need "to her favorite song" to make this a complete sentence; it could just be, "Jaye listened."

Erase "to her favorite song" and add a period after the word "listened." You will end up with this sentence:

Jaye listened.

- 🗨️ You can think of this as the "core" of the sentence. It's the simple subject "Jaye" (a noun that shows who or what is doing the action) and the simple predicate "listened" (that shows the action the simple subject is doing). That's the main noun and main verb.
- 🗨️ Most sentences are more complex than this because we want to show more about either the subject or the predicate; for example, we may include *what* Jaye listened to. But no matter how many details there are, it's always possible to "strip down" a sentence to its core.

Write the sentence below on the board. Use one color for the complete subject, "Jaye, the best soccer player on the team," and another color for the complete predicate, "listened to her favorite song to psych herself up for the game."

Jaye, the best soccer player on the team, listened to her favorite song to psych herself up for the game.

Read the complete subject aloud, stopping at the comma as if it were a period.

- 🗨️ "Jaye, the best soccer player on the team."
- 🗨️ What part of the sentence is this? (*The subject.*)
- 🗨️ That's right. If we ended the sentence right there, we'd have the subject, all by itself, just hanging there. We'd know who Jaye is, but have no idea what she is doing.

Read the complete predicate aloud.

- 🗨️ "Listened to her favorite song to psych herself up for the game."
- 🗨️ What part of the sentence is this? (*The predicate.*)
- 🗨️ Yes, that's the predicate all by itself. We are left wondering who is listening to her favorite song to psych herself up for the game. I guess we know it's a female person, because we have these pronouns, "her," and "herself," but that's all we know.
- 🗨️ If you only have one part of a complete sentence, it's really confusing—and it's incorrect.

Post the **Definition of a Sentence Fragment** and read it aloud.



DEFINITION OF A SENTENCE FRAGMENT

A sentence fragment is an incomplete sentence because it does not include a subject and/or a predicate, or does not express a complete idea.

- 🗨️ **Complete sentences are the foundation for powerful writing. Complete sentences express a whole idea, with nothing left out.**
- 🗨️ **Incomplete sentences are missing something, which is why they are called fragments. Sentence fragments just give you part of an idea, not a whole idea.**

Write the following sentence fragment on the board:

Before you go.

- 🗨️ **We've got a subject and a predicate here, so it seems like this could be a complete sentence, but it's not. It's a sentence fragment. Why is this a sentence fragment? (*It doesn't express a complete idea. It leaves the reader hanging.*)**
- 🗨️ **That's right. Before you go...what?**
- 🗨️ **This is not a complete sentence; it's just part of one. It is a clause.**
- 🗨️ **Remember that there are two kinds of clauses: a dependent clause and an independent clause. Which kind of clause is this? (*A dependent clause.*)**
- 🗨️ **That's right. This is a dependent clause trying to stand all by itself as a sentence. "Before" is the dependent marker, which is the word that makes this clause dependent. It raises a question in the reader's mind that begs to be answered.**
- 🗨️ **Help me complete this sentence. Before you go, what will you do?**

Call on a few students to help you complete the sentence, as in the example shown here:

Before you go, wave goodbye to your friends.

- 🗨️ **The way to fix a fragment that is a dependent clause is to add a phrase that answers the question left in the reader's mind.**

Skill Drill—Finding and Fixing Sentence Fragments

Hand out the **Finding and Fixing Sentence Fragments** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **Circling the simple subject and underlining the simple predicate are good ways to check to see if the sentence could be complete—or not. Good work.**

- 🗨️ **Excellent! Some of these were tricky, but you found all the fragments.**
- 🗨️ **Remember that some sentence fragments have a subject and a predicate, but they leave you with a question in your mind. You can add a phrase to answer that lingering question and complete the sentence.**
- 🗨️ **Reread this sentence and ask yourself who or what is doing the action. I'll be back in a minute to check and see if you figured out whether this sentence is a fragment or not.**

Answer Key and Complete Response:

I hate cleaning my room. The boredom, the disgusting smells, and the way my mom keeps on peeking in on me every ten seconds or so. The worst part is trying to make my bed because it is jammed against the wall. I have to flop across it and dig my hand between the wall and the bed. Because the bed doesn't fit anywhere else. After fifteen minutes, I usually grab a pillow and punch it. Feels good to release some energy. Until my mom catches me. Did I mention she peeks in every ten seconds? She drives me crazy! Micromanages me all the time.

Revised passage with corrected sentence fragments:

I hate cleaning my room. I hate the boredom, the disgusting smells, and the way my mom keeps on peeking in on me every ten seconds or so. The worst part is trying to make my bed because it is jammed against the wall. I have to flop across it and dig my hand between the wall and the bed. Because the bed doesn't fit anywhere else, I have to do this crazy flopping on the bed. After fifteen minutes, I usually grab a pillow and punch it. It feels good to release some energy, until my mom catches me. Did I mention she peeks in every ten seconds? She drives me crazy! Mom micromanages me all the time, and is totally responsible for my declining mental health.

Call on 1–3 volunteers to share their revisions with the class. Have students who are listening choose the most powerful complete sentence in the revised passage.

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and praise something related to skill development.

- 🗨️ **I am impressed at how creatively this class fixed these sentence fragments. That made your revised paragraphs so much fun to read!**
- 🗨️ **Good work keeping it quiet in here so everyone could concentrate.**

Close the lesson by asking 1–2 students to pick a sentence from their last writing response. Have them share only the subject or only the predicate. Write it on the board, and ask the class to complete the sentence in a wacky or weird way.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of a Complete Sentence** and **Definition of a Sentence Fragment** posted for whatever drills or mini-lessons you do regarding sentence fragments.

LESSON

2

Using a Comma After an Introductory Clause

Overview

The students will review complete sentences that include a dependent and an independent clause. The students will then practice placing commas in sentences that begin with a dependent clause.

CCSS In This Lesson

- **Literacy.L.1.1f** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **Literacy.L.5.2b** Use a comma to separate an introductory element from the rest of the sentence.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the following items, provided at the end of this lesson:
 - **Using a Comma After an Introductory Clause** worksheet
 - **Common Dependent Markers**
- We highly recommend creating permanent displays of the following items so that they can remain posted during any drills or mini-lessons you do regarding introductory clauses:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition and Punctuation of an Introductory Clause**
 - **Common Dependent Markers**

IN CLASS

Targeted Instruction—Fixing Sentence Fragments That are Dependent Clauses

If you think it would be helpful, review the **Definition of a Sentence Fragment** with your students.

DEFINITION OF A SENTENCE FRAGMENT

A sentence fragment is an incomplete sentence because it does not include a subject and/or predicate, or does not express a complete idea.



- The kind of sentence fragment I see most often in student writing is a dependent clause that is trying to stand all by itself as a sentence.

Post the **Definitions of a Dependent Clause and Independent Clause** and read them aloud.

DEFINITIONS OF A DEPENDENT CLAUSE AND INDEPENDENT CLAUSE

Dependent Clause: A dependent clause has a noun and a verb, but depends on another clause to express a complete idea.

Independent Clause: An independent clause has a subject, predicate, and expresses a complete idea.

Remind students that an independent clause is just like a complete sentence, except it's not capitalized or punctuated like one.

- Today, we're going to work on fixing sentence fragments that are dependent clauses by adding independent clauses to them.
- To begin, let's write some sentence starters on the board. These sentence starters are going to be dependent clauses.
- How do you make a dependent clause? Start with a dependent marker.

Display and hand out the **Common Dependent Markers**.

- You're going to pick one of these words and use it to write a dependent clause to begin a sentence. Capitalize the first dependent marker word because that's the beginning of the sentence.

Model what you would like students to do by choosing a word from the **Common Dependent Markers** and writing a dependent clause as a sentence starter on the board, as in this example:

Until my friend arrives

Call on 3–4 students to come up and write dependent clauses on the board or chart paper. When you have 3–4 sentence starters, ask the class to help you complete the sentences by adding a comma, an independent clause, and appropriate end punctuation. Here is an example of what students might come up with:

Until my friend arrives, I will sit tight.

Because my dad cries when he cuts onions, my mom always makes the spaghetti sauce.

Since she was unaware of it, Dana walked around with toilet paper stuck to her shoe.

Choose one of the completed sentences to analyze as a class. First, identify and circle the simple subject and underline the simple predicate, as shown in this example:

Since she was unaware of it, Dana walked around with toilet paper stuck to her shoe.

- Which part of the sentence is the dependent clause? Which part can't stand by itself as a complete sentence? (*Since she was unaware of it.*)

- Which part of the sentence is the independent clause? (*Dana walked around with toilet paper stuck to her shoe.*)
- How do we know that the *main* subject is “Dana” and the main verb is “walked”? There’s a noun and a verb in the first part of the sentence, too.

Listen to a variety of responses from students, and make sure they understand the correct reason.

- The first part of the sentence is just a detail showing more about the subject, “Dana.” Dana is clueless! She hasn’t the foggiest idea there’s toilet paper stuck to her shoe.
- What’s Dana doing? What’s the main action? (*She’s walking around.*)
- That’s right.
- One of the purposes of a dependent clause is to show more about either a subject or a predicate.

Next, analyze the punctuation of the sentence.

- Now, let’s take a close look at the punctuation in these sentences. What do you notice? (*There’s a comma right after the dependent clause.*)
- That’s right. When you begin a sentence with a dependent clause, you need to use a comma to separate it from the rest of the sentence.
- A dependent clause that begins a sentence is called an introductory clause. That’s because the dependent clause *introduces* the main action of the sentence, which is in the second part of the sentence.

Post the **Definition and Punctuation of an Introductory Clause** and read them aloud.



DEFINITION AND PUNCTUATION OF AN INTRODUCTORY CLAUSE

Definition: An introductory clause is a dependent clause that begins a sentence.

Punctuation: Always use a comma after an introductory clause.

- Keeping that rule in mind, let’s practice putting commas where they should be.

Skill Drill—Adding Commas After an Introductory Clause

Hand out the **Using a Comma After an Introductory Clause** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- You put the comma in the right place in every sentence so far!

- 🗨️ **Excellent! I see you're identifying the subject and predicate to see which part is the independent clause.**
- 🗨️ **Remember that the introductory clause introduces the main action of the sentence.**
- 🗨️ **I see you put a comma after the first word. That's just the dependent marker word, "because." What you want to do is put the comma after the whole introductory clause. Reread this sentence and see if you can find the right spot for the comma.**

Without asking for volunteers, call on a few students to share an answer by writing one correctly punctuated sentence on the board. Ask students to confirm or correct their classmates' responses.

Answer Key and Complete Response:

1. *If you do the dishes, I will take out the garbage for the rest of the week.*
2. *Whenever he goes on a trip, Mr. Roberts leaves the key in the usual hiding spot.*
3. *Now that Tarak is class speaker, Jill is spending more time practicing for the regional drama competition.*
4. *After the first softball practice of the season, Irene went home and practiced for two more hours with her dad.*
5. *Wherever the missing cat is, the animal protection league will find it, pick it up, and neuter it.*

Write a sentence that begins with an introductory clause:

Now that my sister has her own room, I feel free to mess mine up!

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and praise something related to skill development.

- 🗨️ **I can see that all of you are feeling more confident about revising and changing your original sentences around to see what works best. That's an important skill.**
- 🗨️ **Commas can sometimes be tricky. Good work getting it right today!**

Close by asking students to skim their writing responses to find a sentence that begins with an introductory clause. Call on 1–3 students who find one to read it aloud.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the following items posted for whatever drills or mini-lessons you do regarding sentence fragments:

- **Definition of a Dependent Clause and Independent Clause**
- **Definition and Punctuation of an Introductory Clause**
- **Common Dependent Markers**

Name _____

Date _____

Using a Comma After an Introductory Clause

Instructions

1. Add a comma after the introductory clause of each sentence.
2. In the space provided, write a new sentence that begins with an introductory clause.

1. If you do the dishes I will take out the garbage for the rest of the week.
2. Whenever he goes on a trip Mr. Roberts leaves the key in the usual hiding spot.
3. Now that Tarak is the class speaker Jill is spending more time practicing for the regional drama competition.
4. After the first softball practice of the season Irene went home and practiced for two more hours with her dad.
5. Wherever the missing cat is the animal protection league will find it, pick it up, and neuter it.

Write a sentence that begins with an introductory clause:

Name _____

Date _____

Common Dependent Markers

After

In order that

Although

Now that

As

Provided that

As if

Since

As long as

So that

As much as

Though

As soon as

Unless

As though

Until

Because

Whatever

Before

When

Even if

Whenever

Even though

Where

If

Wherever

In order to

Whether

While

Finding and Fixing Sentence Fragments

Overview

The students will practice finding and fixing sentence fragments that are missing a subject or a predicate.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Sentence Fragments** worksheet, provided at the end of this lesson.
- Make sure the following items are still posted:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition and Punctuation of an Introductory Clause**
 - **Common Dependent Markers**

IN CLASS

Skill Drill—Finding and Fixing Sentence Fragments

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗣️ **Could someone remind me why it's important to avoid writing sentence fragments?** (*Sentence fragments are confusing because they don't express complete ideas. They leave the reader hanging and needing more information.*)
- 🗣️ **That's right. Sentence fragments are incomplete sentences. The way to fix them is to add what's missing.**
- 🗣️ **What are the two basic parts of a sentence?** (*The subject and the predicate.*)
- 🗣️ **Yes. Think of each sentence as having two parts, a subject and a predicate.**
- 🗣️ **What's a subject?** (*That's someone or something.*)
- 🗣️ **What's a predicate?** (*That's what the subject is doing.*)
- 🗣️ **Today we'll work on fixing sentence fragments that are missing a subject or a predicate.**

Post the **Sample Sentence Fragments #1** and read them aloud.

1. Enrique, my neighbor.
2. Warm-hearted Enrique, my favorite neighbor.
3. Warm-hearted Enrique, my favorite neighbor, who lives in the Benson Apartment complex next door.

Students should already be very familiar with subjects and predicates, and the idea that verbs can express action or a state of being. If you feel students would benefit from a review of this concept, point out that in the sentence, "Damon is nice," Damon, the subject, *is* doing something— he is *being* nice. That is the predicate. "To be" is a verb, even if the action it expresses does not seem very active.

The headings for the **Sample Sentence Fragments (#s 1 and 2)** have been removed from the boxes so that the students can determine for themselves that these are sentence fragments when looking at the display.

- 🗨️ Are all of these sentence fragments? *(Yes.)*
- 🗨️ What's missing, the subject or the predicate? *(The predicate.)*
- 🗨️ Yes, we know who Enrique is, what he's like, and even where he lives; but we don't know what he is doing. That's because there is no predicate.
- 🗨️ If we wrote, "Enrique, my neighbor, is nice," we'd have a complete sentence because "is" is a verb—it's a form of the verb "to be," and Enrique would be doing something—being nice.

If students have any doubts that these are all sentence fragments that are missing the predicate, discuss the fact that in each fragment, "Enrique" is the simple subject and all of the other words are details that show more about Enrique. They do not tell what Enrique is doing or describe any action that Enrique is performing, or even show him "being" something.

Post the **Sample Sentence Fragments #2** and read them aloud.

- 
 1. Decided to go.
 2. Decided to go on a hiking trip with his buddies.
 3. Decided to go on a hiking trip with his buddies, and invited me to go along.

- 🗨️ Are all of these sentence fragments? *(Yes.)*
- 🗨️ What's missing, the subject or the predicate? *(The subject.)*
- 🗨️ That's right. We don't know *who* decided to go on a hiking trip with his buddies, do we?
- 🗨️ If we put these subjects and predicates together, we could make complete sentences. We could mix and match a subject and a predicate.

Have a volunteer choose a subject from the first set of sample fragments and a predicate from the second set of fragments and write the resulting sentence on the board, as in the following example:

Warm-hearted Enrique, my favorite neighbor, decided to go on a hiking trip with his buddies, and invited me to go along.

Hand out the **Finding and Fixing Sentence Fragments** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ Great *showing* in this sentence that you revised! It's complete and I can picture the action.
- 🗨️ Good work identifying all of the fragments so far—keep going!

- Remember that it doesn't matter how long a sentence is, or how many details it has in it. What matters is if it has both a subject and a predicate—someone or something doing something, taking action of some kind—even when that action is just “being.” Sentence fragments can be very long and complicated, and have lots of nouns and verbs in them, and still be fragments.
- Reread this sentence and ask yourself if you can find both a subject and a predicate. I'll be back in a minute to check to see if you figured out whether this sentence is a fragment or not.

Answer Key and Complete Response:

1. *Denali is talented and energetic.*
2. *The sophisticated, impeccably dressed society lady with the white hair and glasses on a chain.* X
3. *Crashing, swerving, weaving, and beeping!* X
4. *Ninety-five individually wrapped popcorn balls, each with a red bow and a personalized message.* X
5. *The last time my sister went out on a date, she changed her outfit at least five times before deciding which one she liked best.*
6. *Both sets of matching pepper shakers with their salt shaker partners.* X
7. *Knew suddenly that it was a bad decision to make.* X
8. *Adults always say goodbye to one another at least five times before they actually leave.*
9. *The rug shop that has big “closing sale” signs on the windows, which have been there for over five years.* X
10. *Discussing the pros and cons of future space travel.* X

Revised sentences:

Cars were crashing, swerving, weaving, and beeping!

Ninety-five individually wrapped popcorn balls, each with a red bow and a personalized message, were tucked into a large box and sent to the children's hospital.

My mother knew suddenly that it was a bad decision to make.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Closing

Close by asking students if they have any lingering questions about the skill.

- Raise your hand if you have a question you want to ask about identifying or fixing sentence fragments.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, make time after class or during OTSCs in the next class period to address specific questions that individual students have raised.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Finding and Fixing Sentence Fragments

Instructions

1. Read each sentence and decide if it is a fragment or not.
2. If a sentence is a fragment, put an X next to it.
3. Choose three of the sentence fragments to revise. In the space provided, revise each sentence fragment, making it into a complete sentence. You can add any words that you want to make the sentence complete.

1. Denali is talented and energetic.
2. The sophisticated, impeccably dressed society lady with the white hair and glasses on a chain.
3. Crashing, swerving, weaving, and beeping!
4. Ninety-five individually wrapped popcorn balls, each with a red bow and a personalized message.
5. The last time my sister went out on a date, she changed her outfit at least five times before deciding which one she liked best.
6. Both sets of matching pepper shakers with their salt shaker partners.
7. Knew suddenly that it was a bad decision to make.
8. Adults always say goodbye to one another at least five times before they actually leave.
9. The rug shop that has big "closing sale" signs on the windows, which have been there for over five years.
10. Discussing the pros and cons of future space travel.

Three revised sentences:

Finding and Fixing Sentence Fragments

Overview

The students will practice finding and fixing sentence fragments that are missing a subject or a predicate, or that have both a subject and predicate, but don't express a complete idea.

BEFORE CLASS

Preparing for the Lesson

- Make sure the following items are still posted:
 - Definitions of a Dependent Clause and Independent Clause
 - Definition and Punctuation of an Introductory Clause
 - Common Dependent Markers
- Make copies of the following items, provided at the end of this lesson:
 - Finding and Fixing Sentence Fragments worksheet
 - Student Writing Sample
- Prepare to display the **Student Writing Sample**. 

 Pen icon indicates that you are expected to write on this displayed item.

IN CLASS

Skill Drill—Finding and Fixing Sentence Fragments

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Can someone tell me why we try to avoid writing sentence fragments?**
(Sentence fragments are confusing to read and they distract readers from what you're trying to express.)
-  **That's right. Sentence fragments are confusing because they're incomplete—there's some part missing and the reader has to try to figure it out. The way to fix a sentence fragment is to add what's missing.**
-  **We think of each complete sentence as having two parts, a subject and a predicate. That's someone or something (the subject) doing something or taking action of some kind (the predicate), even when that action is just "being."**
-  **A complete sentence also expresses a complete idea. A sentence fragment may have a subject and predicate, but still not express a complete idea.**
-  **Today we'll work on fixing different types of sentence fragments. But before we do that, I'll show everyone a writing sample. Hidden in it, you'll find at least two sentence fragments.**

Display and distribute the **Student Writing Sample** and read it aloud.

Give students three minutes to reread the passage silently and search for fragments.

Call on several volunteers to help you to identify the sentence fragments in the passage.

Put an X next to each fragment. Ask if the fragments are missing a subject, a predicate, or have both but still don't express a complete idea.

For your reference, the sentence fragments in this passage are underlined here:

STUDENT WRITING SAMPLE

The other day I learned to make fresh pasta. My aunt came to visit from Connecticut, and she loves cooking, unlike my mom. I was so excited when I saw the shopping bag she brought with her. It was full of everything I knew we didn't have in our cabinets. Flour, sea salt, olive oil, a bunch of herbs, a pasta maker and other things. Aunt Carol dumped everything out on the counter, washed her hands, and made me wash mine. Then we got to work. Mixing, measuring, flattening, rolling, pressing, pinching, cutting for two hours. We had to improvise with the measurements because we don't have measuring spoons in our house. I think I used them as a toy when I was a kid and lost them. Of course, we never replaced them because we never needed to! Because we don't cook.

1. Flour, sea salt, olive oil, a bunch of herbs, a pasta maker and other things. (missing predicate)
2. Mixing, measuring, flattening, rolling, pressing, pinching, cutting for two hours. (missing subject)
3. Because we don't cook. (doesn't express a complete idea; dependent clause)

It can be hard to find sentence fragments that are "hidden" in a paragraph like this. That's what you'll need to do in your own writing, though, so it's a good idea to get some practice reading carefully and slowly to see if you can find them and fix them.

Hand out the **Finding and Fixing Sentence Fragments** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- You found all of the sentence fragments! Now let's see how you revise this paragraph to make sure each sentence has a subject and a predicate.
- That's a great strategy, combining these sentences! Now the sentence has a subject and a predicate.
- I see you're having a tough time finding all the sentence fragments. Sometimes it helps to reread a sentence, slowly. Ask yourself if there is a "somebody or something" (the subject) that is taking action of some kind—doing something, even if it's just "being" (the predicate). Your job is to make sure each sentence has both.

-  Reread this last sentence you revised. See if you can circle the simple subject and underline the simple predicate. Circle the main noun—someone or something—and underline the verb that shows what action that someone or something is performing. Don't forget that "being" is an action even if it may not seem very active. "Is," "are," "was"—these are all forms of the verb "to be." If you can find a subject doing or being something, you have a complete sentence. I'll be back in a minute to check in with you.

Answer Key and Complete Response:

Underlined fragments:

Babysitting on Friday night was a complete disaster. Warning sign number one was the messy living room with breakfast cereal all over the floor. All sorts of brown crunchy bits under my heels. The kids literally jumped into the room from the top of the stair landing. Buck's mouth was covered in purple stains of unknown origin. Sam refused to look me in the eyes. The mom was nervous and tired. Anxious to get away. The instant the door closed, mayhem began. Pushing, shoving, kicking, biting, and whining. They wanted the forbidden candy on top of the fridge. Basically I used my body to barricade the kitchen doorway as they hurled themselves at me to get at the candy. Of course it was past midnight when the Mom arrived home. Gave them the candy. Never babysit them again.

Corrected paragraph:

Babysitting on Friday night was a complete disaster. Warning sign number one was the messy living room with breakfast cereal all over the floor. When I walked in, I noticed all sorts of brown crunchy bits under my heels. The kids literally jumped into the room from the top of the stair landing. Buck's mouth was covered in purple stains of unknown origin. Sam refused to look me in the eyes. The mom was nervous and tired, and looked really anxious to get away. The instant the door closed, mayhem began. The kids spent the whole night pushing, shoving, kicking, biting, and whining. They wanted the forbidden candy on top of the fridge. Basically I used my body to barricade the kitchen doorway as they hurled themselves at me to get at the candy. Of course it was past midnight when the mom arrived home. She gave them the candy. I'll never babysit them again.

Without asking for volunteers, call on a few students to share one corrected sentence fragment with the class. Ask students to confirm or correct their classmates' responses.

Closing

Close by asking students if they have any lingering questions about the skill.

-  **Raise your hand if you have a question you want to ask about finding and fixing sentence fragments in a paragraph.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Student Writing Sample

The other day I learned to make fresh pasta. My aunt came to visit from Connecticut, and she loves cooking, unlike my mom. I was so excited when I saw the shopping bag she brought with her. It was full of everything I knew we didn't have in our cabinets. Flour, sea salt, olive oil, a bunch of herbs, a pasta maker and other things. Aunt Carol dumped everything out on the counter, washed her hands, and made me wash mine. Then we got to work. Mixing, measuring, flattening, rolling, pressing, pinching, cutting for two hours. We had to improvise with the measurements because we don't have measuring spoons in our house. I think I used them as a toy when I was a kid and lost them. Of course, we never replaced them because we never needed to! Because we don't cook.

Finding and Fixing Sentence Fragments That Are Dependent Clauses

Overview

The students will practice finding and fixing sentence fragments that are dependent clauses.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Sentence Fragments That are Dependent Clauses** worksheet, provided at the end of this lesson.
- Make sure the following items are still posted:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition and Punctuation of an Introductory Clause**
 - **Common Dependent Markers**

IN CLASS

Skill Drill—Finding and Fixing Sentence Fragments That Are Dependent Clauses

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗨️ **One of the most common types of sentence fragments people write is a dependent clause that is punctuated like a normal sentence. Here's an example.**

Write the following sentence fragment on the board:

Because I have a headache.

- 🗨️ **Because I have a headache...what?**
- 🗨️ **This kind of sentence fragment is truly confusing because there's a noun and a verb in it, so it looks like it could be a complete sentence. But it doesn't express a complete idea. The reader is left hanging.**
- 🗨️ **Because I have a headache...what? What am I going to do?**

Refer to the **Definitions of a Dependent Clause and Independent Clause** and read aloud the definition of a dependent clause.



DEFINITION OF A DEPENDENT CLAUSE

A dependent clause has a noun and a verb, but depends on another clause to express a complete idea.

 **Which word makes this clause dependent?** (The word “because” makes it dependent. That’s the dependent marker word.)

Call on 1–3 volunteers to provide examples of dependent marker words, and write them on the board, as in the following example:

Unless

Until

Since

Instruct students to take out their copies of the **Common Dependent Markers** to remind themselves of the dependent markers.

Call on a volunteer to help you to complete the sentence you have written on the board.

Your sentence should now look something like this:

Because I have a headache, I am going to take a nap.

Point to the second part of the sentence that the volunteer added.

 **This part of the sentence is an independent clause. It has the subject and predicate in it, and expresses a complete idea.**

Refer to the **Definitions of a Dependent Clause** and **Independent Clause** and read aloud the definition of an independent clause.

DEFINITION OF AN INDEPENDENT CLAUSE

An independent clause has a subject, predicate, and expresses a complete idea.

 **Sounds familiar, doesn’t it? If you added capitalization and end punctuation to an independent clause, it could stand alone as a complete sentence.**

 **An independent clause is sometimes called a main clause.**

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

1. Because I am tired, I will stop running.
2. I will stop running because I am tired.

Ask students what they notice about the sentences. Affirm the following:

- It’s the same information, written two different ways.
- Each sentence has the same subject and predicate.
- Each sentence has the same dependent clause that begins with the dependent marker, “because.”
- Each sentence has the same independent clause.
- One sentence has a comma, and the other doesn’t.

- You can put an independent clause before or after a dependent clause, as you can see from these **Sample Sentences**.

Refer to the **Definition and Punctuation of an Introductory Clause** and read aloud the punctuation rule.



DEFINITION AND PUNCTUATION OF AN INTRODUCTORY CLAUSE

Definition: An introductory clause is a dependent clause that begins a sentence.

Punctuation: Always use a comma after an introductory clause.

- If you begin a sentence with a dependent clause, it's called an introductory clause, and you put a comma after it.
- How do you fix a sentence fragment that is a dependent clause? (*You add an independent clause to it.*)
- That's what we'll practice doing today.

Hand out the **Finding and Fixing Sentence Fragments That are Dependent Clauses** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- I see that you bracketed all the dependent clauses. Great job!
- I like your revision of this sentence because you included a strong verb and didn't forget the comma after the introductory clause.
- Remember that you can check **Common Dependent Markers** when you're looking for dependent clauses.
- Reread this sentence you revised. Does it have an independent clause? See if you can circle the simple subject (who or what is doing something) and underline the simple predicate (what the subject is doing, even if the action is just "being" something). I'll be back in a minute to check in with you.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Answer Key and Complete Response:

1. *[Although Denise was drinking iced tea and lemonade.] (F)*
Although Denise was drinking iced tea and lemonade, she still looked hot and uncomfortable.
 2. *[Because of all the times Patrick said he didn't eat meat.] (F)*
Sarah thought Patrick was a vegetarian because of all the times Patrick said he didn't eat meat.
 3. *[Even though it really doesn't matter.] (F)*
Even though it really doesn't matter, we decided to complain.
 4. *[Where the elegant, gilt-edged dinner plates are found.] (F)*
You can find the good silver in a box in the cabinet where the elegant, gilt-edged dinner plates are found.
 5. *[While Dad went to the hardware store to look for a calking gun,] we lazed around. (C)*
 6. *Cherie decided that she wouldn't try out for the play [because it was too competitive and she couldn't sing.] (C)*
 7. *[Whenever you want it to happen.] (F)*
Whenever you want it to happen, the team will come to the hospital and sign your cast.
 8. *Dawn acted as if she cared about her sister, [but she didn't.] (C)*
 9. *[So that everyone gets a fair chance to play.] (F)*
That rule exists so that everyone gets a fair chance to play.
 10. *[Before breakfast at karate camp,] Mr. Lee had us do twenty pushups. (C)*
Mr. Lee had us do twenty pushups before breakfast at karate camp.
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about finding and fixing sentences fragments that are dependent clauses.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Note that the **Sample Sentences** will be used in a subsequent skill drill lesson.

Name _____

Date _____

Finding and Fixing Sentence Fragments That are Dependent Clauses

Instructions

1. Bracket all dependent clauses. Identify whether each sentence is a complete sentence or a sentence fragment by writing "C" or "F" in the parentheses.
2. In the space provided, revise each sentence fragment so that it is complete.
3. In the space provided, revise one of the complete sentences so that the independent clause comes first, or revise it so that the dependent clause comes first.

Examples:

1. [In order to go swimming.] (F)
In order to go swimming, I had to buy a bathing suit.
2. [Unless Jessie can come,] I don't want to see the movie. (C)
I don't want to see the movie unless Jessie can come.

1. Although Denise was drinking iced tea and lemonade. (_____) _____
2. Because of all the times Patrick said he didn't eat meat. (_____) _____
3. Even though it really doesn't matter. (_____) _____
4. Where the elegant, gilt-edged dinner plates are found. (_____) _____
5. While Dad went to the hardware store to look for a calking gun, we lazed around. (_____) _____
6. Cherie decided that she wouldn't try out for the play because it was too competitive and she couldn't sing. (_____) _____
7. Whenever you want it to happen. (_____) _____
8. Dawn acted as if she cared about her sister, but she didn't. (_____) _____
9. So that everyone gets a fair chance in life. (_____) _____
10. Before breakfast at karate camp, Mr. Lee had us do twenty pushups. (_____) _____

Using a Comma After an Introductory Clause

Overview

The students will practice placing commas after introductory clauses.

BEFORE CLASS

Preparing for the Lesson

- Make sure the following items are still posted:
 - Definitions of a Dependent Clause and Independent Clause
 - Definition and Punctuation of an Introductory Clause
 - Common Dependent Markers
- Make copies of the **Using a Comma After an Introductory Clause** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Using Commas After Introductory Clauses

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Can anyone tell me what an introductory clause is?** (*It's a dependent clause that begins a sentence.*)
-  **Okay, so what's a dependent clause?** (*Part of a sentence that depends on another part to make sense.*)
-  **Can someone give me an example?**

Call on 1–3 volunteers to give an example of a dependent clause. If students need prompting, have them refer to the **Common Dependent Markers** and use one of the dependent markers to write an introductory clause. Write 1–3 examples of dependent clauses on the board as sentence starters (capitalize the first word and do not add end punctuation) as in the following example:

Until my brother admits he is wrong

-  **There are all kinds of ways to introduce or set up the main action in a sentence, and many times writers use introductory clauses to do that. They “introduce” the sentence with a dependent clause.**

Complete the sentence on the board, adding a comma after the introductory clause.

Until my brother admits he is wrong, I will be mad.

- Why did I put a comma there? We learned a rule about punctuating introductory clauses. What is it? (*Always put a comma after the introductory clause.*)

If you feel students would benefit from having this information reinforced, refer to the **Definition and Punctuation of an Introductory Clause** and read it aloud.



DEFINITION AND PUNCTUATION OF AN INTRODUCTORY CLAUSE

Definition: An introductory clause is a dependent clause that begins a sentence.

Punctuation: Always use a comma after an introductory clause.

- What comes after the comma? What kind of clause? (*An independent clause.*)
- That's right. It expresses the main idea of the sentence. It can also be called the main clause.
- Today we'll practice putting commas after introductory clauses, where they should be.
- We'll also practice switching the sequence of clauses in a sentence. When the independent clause comes first, you don't need a comma.

Hand out the **Using a Comma After an Introductory Clause** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- All of those sentences you just worked on are grammatically correct; that's great.
- I agree—this sentence is better with the independent clause first.
- Remember that some of these sentences don't need commas because the dependent clause is at the end of the sentence, not the beginning.
- I see you put a comma after the first word, "unless." That's just the dependent marker word. What you want to do is put the comma after the whole introductory clause. Reread this sentence and see if you can find the right spot to put the comma. The introductory clause has a noun and verb in it, and it introduces the main action of the sentence. I'll be back to check in with you in a minute.

Without asking for volunteers, call on a few students to share an answer by writing one correctly punctuated sentence on the board. Ask students to confirm or correct their classmates' responses.

Answer Key and Complete Response:

1. *Unless I find my keys, we will be locked out of the house.*
2. *Wherever that bird decides to nest, it's going to be disturbed by the ongoing construction.*
3. *Now that I've finished reading all of Shakespeare's history plays, I'm moving on to his tragedies.*
4. *Junior Watkins cycled three miles before plunging into the ice-cold water of the Connecticut River.*
5. *Until the last soldier comes home, we will keep this yellow ribbon on our front door.*
6. *Shania doesn't like most hats because they're too big and slip down her forehead.*
7. *If all the paintbrushes are left out, they will dry up and become stiff.*
8. *In order to earn straight A's, Manuel will have to spend serious time on homework every school night.*
9. *If my mom chaperones the dance to benefit the Japan Relief Fund, I can go.*
10. *Pierre can get a new mobile phone when his brother leaves for college.*

Three revised sentences:

We will be locked out of the house unless I find my keys.

I can go to the dance to benefit the Japan Relief Fund if my mom chaperones.

Before plunging into the ice-cold water of the Connecticut River, Junior Watkins cycled three miles.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗣️ **Raise your hand if you have a question you want to ask about using a comma after an introductory clause.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Using a Comma After an Introductory Clause

Instructions

1. Read each sentence and add a comma if needed.
2. Choose three of the sentences and, using the space provided, revise them by reversing the order of clauses.

You may need to make minor changes in your revised sentences, such as replacing pronouns (he, her, it, they, etc.) in order for the newly-revised sentences to make sense.

Example:

Lisa can become the captain of the tennis team after **her** brother leaves for Germany.

After Lisa's brother leaves for Germany, **she** can become captain of the tennis team.

1. Unless I find my keys we will be locked out of the house.
2. Wherever that bird decides to nest it's going to be disturbed by the ongoing construction.
3. Now that I've finished reading all of Shakespeare's history plays I'm moving on to his tragedies.
4. Junior Watkins cycled three miles before plunging into the ice-cold water of the Connecticut River.
5. Until the last soldier comes home we will keep this yellow ribbon on our front door.
6. Shania doesn't like most hats because they're too big and slip down her forehead.
7. If all the paintbrushes are left out they will dry up and become stiff.
8. In order to earn straight A's Manuel will have to spend serious time on homework every school night.
9. If my mom chaperones the dance to benefit the Japan Relief Fund I can go.
10. Pierre can get a new mobile phone when his brother leaves for college.

Three revised sentences:

Finding and Fixing Sentence Fragments That Are Dependent Clauses

Overview

The students will practice three different ways to fix sentence fragments that are dependent clauses.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Sentence Fragments That Are Dependent Clauses** worksheet.
- Make sure the following items are still posted:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition and Punctuation of an Introductory Clause**
 - **Common Dependent Markers**
- Prepare to display the **Sample Paragraph**. *f*

IN CLASS

Skill Drill—Finding and Fixing Sentence Fragments That Are Dependent Clauses

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Why is it important to avoid writing sentence fragments, and to fix them if we find them in our writing?** *(They can confuse readers. They make readers focus on mistakes rather than on what you're writing about.)*
-  **That's something I want you to think about. You don't want readers to be confused, or to spend time focused on your grammatical mistakes.**
-  **All of you have interesting ideas and a unique perspective to share with the world. When you write in complete sentences, anyone who reads your writing can understand your ideas and learn from your perspective. Writing is a powerful tool for expressing yourself.**

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

1. Because I am tired, I will stop running.
2. I will stop running because I am tired.

🗨 Does everyone remember these sentences? Do you remember what we noticed about them?

Affirm the following with students:

- It's the same information, written two different ways.
 - Each sentence has the same subject and predicate.
 - Each sentence has the same dependent clause that begins with the dependent marker, "because."
 - The dependent clause is, "because I am tired."
 - Each sentence has the same independent clause.
 - The independent clause is, "I will stop running."
 - One sentence has a comma, and the other doesn't.
- 🗨 You can put an independent clause before or after a dependent clause, as you can see from these **Sample Sentences**.
- 🗨 The only thing you have to remember is that when the dependent clause comes first, you need to use a comma to separate it from the rest of the sentence.

Write the following sentence fragments on the board:

Since Trina asked the question.

Because I love peanut butter.

Until Uncle Dino sold his car.

Call on 1–3 volunteers to fix the sentence fragments by adding an independent clause, before or after the dependent clause. Make sure they punctuate the newly-revised sentences correctly. The following is an example of what students might come up with:

Since Trina asked the question, I will provide the answer.

I love peanut butter ice cream because I love peanut butter.

Until Uncle Dino sold his car, he couldn't pay off his debt.

- 🗨 Now we have two ways to fix a sentence fragment that is a dependent clause.
- 🗨 The first way is to add a comma and then write an independent clause.
- 🗨 The second way is to put the independent clause first.
- 🗨 I'm going to show you one more way before we start fixing a whole bunch of sentence fragments in a paragraph.

Post the **Sample Paragraph** and read it aloud.

If you feel it is necessary, refer to the **Definition of a Dependent Clause, Definition of an Independent Clause, and Common Dependent Markers**, and review the concept that dependent markers raise questions in the reader's mind that beg to be answered.



SAMPLE PARAGRAPH

I admire my Aunt Rae. Because she is so smart and professional. She inspires me to work harder in school. Since she is financially independent and successful. Aunt Rae was the first person in her family to go to college, and now she owns her own accounting business. My dream is to be like her. I want to own my own business someday!

- **The third way you can fix sentence fragments that are dependent clauses is to combine them with other complete sentences.**

Have students identify the sentence fragments in the **Sample Paragraph**. Underline them on your display. The fragments are underlined here for your reference.



SAMPLE PARAGRAPH

I admire my Aunt Rae. Because she is so smart and professional. She inspires me to work harder in school. Since she is financially independent and successful. Aunt Rae was the first person in her family to go to college, and now she owns her own accounting business. My dream is to be like her. I want to own my own business someday!

- **What I see here are some ideas that are obviously connected. The reason the writer admires her Aunt Rae is because she is smart and professional.**
- **“I admire my Aunt Rae” is a complete sentence. “Because she is so smart and successful” is a fragment. If we combine the two, we have a longer complete sentence that makes the connection between ideas clear.**
- **I’m going to combine some of these sentences with the fragments to show you what I mean about combining sentences to connect ideas.**

Write the following complete sentences on the board:

I admire my Aunt Rae because she is so smart and professional.

Since she is financially independent and successful, she inspires me to work harder in school.

- **You can do this in your own writing. It’s just one more way of fixing sentence fragments.**

Hand out the **Finding and Fixing Sentence Fragments That Are Dependent Clauses** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- **Yes, those are all the fragments in the passage. Now it’s time for you to fix them!**
- **I like how you combined these sentences to fix the fragment.**
- **Nice revision! Remember that you need a comma if the dependent clause comes first.**

 I see you combined these two sentences, but the ideas in these two sentences are not connected. They are two entirely separate ideas that the writer has, and each is a complete sentence. Reread this paragraph slowly and underline any fragments you find. Then see if you can combine a fragment with a complete sentence. I'll be back in a minute to check in with you.

Without asking for volunteers, call on a few students to share one correctly revised sentence with the class by writing it on the board. Ask students to confirm or correct their classmates' responses.

Answer Key and Complete Response:

Answer Key:

My dad is strict about chores. Because he is completely nuts about making sure the house is perfectly clean at all times. One chore I do is I load the dishwasher every morning after breakfast. We're all rushing to eat breakfast before school and work. There can't be a single dish left in the kitchen sink once breakfast is finished. Unless everyone is still eating. It's okay as long as food is still being shoveled into hungry mouths or hot coffee is still being sipped. I'm safe and can relax. If coffee remains in someone's cup. I was psyched when my mom bought a coffee thermos. She's sipping coffee up until the last minute and I could tell my dad she is still drinking it if I wanted to.

Complete Response:

My dad is strict about chores because he is completely nuts about making sure the house is perfectly clean at all times. One chore I do is I load the dishwasher every morning after breakfast. We're all rushing to eat breakfast before school and work. There can't be a single dish left in the kitchen sink once breakfast is finished. Unless everyone is still eating, I have to be up at the sink, rinsing and loading. It's okay as long as food is still being shoveled into hungry mouths or hot coffee is still being sipped. I'm safe and can relax if coffee remains in someone's cup. I was psyched when my mom bought a coffee thermos. She's sipping coffee up until the last minute and I could tell my dad she is still drinking it if I wanted to.

Closing

Close by asking students if they have any lingering questions about the skill.

 **Raise your hand if you have a question you want to ask about these strategies for fixing sentence fragments.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Finding and Fixing Sentence Fragments and Comma Errors

Overview

The students will practice finding and fixing sentence fragments and adding commas after introductory clauses.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Sentence Fragments and Comma Errors** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition and Punctuation of an Introductory Clause**
 - **Common Dependent Markers**

IN CLASS

Skill Drill—Finding and Fixing Sentence Fragments and Comma Errors

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **We've been working on fixing a particular kind of sentence fragment that is very common—a dependent clause that is standing alone, trying very hard to be a complete sentence but failing miserably.**

Write the following sentence fragment on the board:

Because I'm hot.

-  **Why can't you write a dependent clause like "Because I'm hot," and just leave it alone? What makes it a fragment? (*The reader is left hanging. It's not a complete thought, and it's not grammatically correct. There's a noun and a verb, but no subject and predicate.*)**
-  **When you're talking, and even when you're writing dialogue in a story or narrative, you use sentence fragments like this without even thinking. That's one reason why it's so easy to write a sentence fragment like this by accident, without even realizing it. I'll show you what I mean.**

Post the **Sample Dialogue** and read it aloud.



SAMPLE DIALOGUE

"Why are you sweating so much?" asked Duncan.

"Because I'm hot," Jenna replied, rolling her eyes and taking a swig of water from her water bottle.

- 🗨️ In conversation and in dialogue, dependent clauses sound natural because that's how people talk. But when you're writing a writing response or an essay, unless you're writing dialogue, you need to make sure you eliminate this kind of fragment.
- 🗨️ How do you recognize a fragment that is a dependent clause? (*You read it and you need more information. It leaves you hanging. It starts with a dependent marker.*)

Without asking for volunteers, call on 1–3 students to suggest a dependent marker. If students are stuck, refer to the **Common Dependent Markers**. Write 3–4 suggested dependent markers on the board, as in the following example. *Do not* capitalize them.

because

unless

since

- 🗨️ A dependent clause can be found anywhere in a sentence, but if you start a sentence with a dependent clause, what do you have to do to make the sentence complete? (*You need to add a comma and write an independent clause after the comma.*)
- 🗨️ What do you call a dependent clause that begins, or introduces, a sentence? (*An introductory clause.*)
- 🗨️ That's right.

Refer to the **Definition and Punctuation of an Introductory Clause** and read it aloud.



DEFINITION AND PUNCTUATION OF AN INTRODUCTORY CLAUSE

Definition: An introductory clause is a dependent clause that begins a sentence.

Punctuation: Always use a comma after an introductory clause.

Using one of the dependent markers, write a sentence that begins with an introductory clause, as in the example here:

Since several students in this school have gotten A's on the district math exam, we will enter the statewide math competition in the fall.

- 🗨️ An introductory clause "sets the stage" for the main action of the sentence.

- 🗨️ **If you end a sentence with a dependent clause, do you still need a comma? (No.)**

Revise the sentence so that the independent clause comes first.

We will enter the statewide math competition in the fall since several students in this school have gotten A's on the district math exam.

- 🗨️ **In a sentence like this, the independent clause comes first. No need to add a comma.**

- 🗨️ **Which sentence do you think is more powerful or more effective? Raise your hand if you like the version with the dependent clause first.**

- 🗨️ **Raise your hand if you like the version with the independent clause first.**

Call on 1–2 students to explain their votes.

- 🗨️ **Both are grammatically correct, so there is no right answer, but each sentence style has a different impact, doesn't it?**

- 🗨️ **Think about that when you revise the sample paragraph on your worksheet.**

Hand out the **Finding and Fixing Sentence Fragments and Comma Errors** worksheet and read the instructions aloud.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **I see that you've added all the commas that you need to so far. That's great.**

- 🗨️ **I like how you're circling the dependent markers. That's a good strategy for finding dependent clauses.**

- 🗨️ **Remember that after an introductory clause, you need a comma.**

- 🗨️ **Good work completing this sentence, but right here you put a comma after the first word in the sentence, "until." The comma goes after the whole introductory clause, which only *begins* with that dependent marker, "until." The introductory clause has a noun and verb in it. Reread that sentence and put the comma after the clause. I'll check back in with you in a few minutes.**

Without asking for volunteers, call on a few students to share their answers by writing them on the board. Ask students to confirm or correct their classmates' responses.

Answer Key and Complete Response:

Text with errors underlined:

I hadn't gone for a dental checkup in two years. In that time I guess I got four cavities. I had no idea. Because my teeth didn't hurt or anything. It was a horrible surprise. It was the worst kind of surprise in the world. Since I am scared of pain I avoid going to the dentist. My dentist walked in without smiling. Until he found his first cavity. After that he smiled. He poked and scraped and pinched while I gagged and gagged. I hate the taste of dental instruments and rubber gloves mixed with toothpaste! He stuck the disgusting sucking straw thing in my mouth when I complained of spit overflowing. When he told me I had four cavities. I choked. I'd have to go to four more visits to the dentist. My head felt all fuzzy and then the world got dark except for a pinpoint of light. The pinpoint opened up again a second later. I think I almost fainted!

Text with errors corrected:

I hadn't gone for a dental checkup in two years. In that time, I guess I got four cavities. I had no idea because my teeth didn't hurt or anything. It was a horrible surprise. It was the worst kind of surprise in the world. Since I am scared of pain, I avoid going to the dentist. My dentist walked in without smiling. Until he found his first cavity, that is. After that, he smiled. He poked and scraped and pinched while I gagged and gagged. I hate the taste of dental instruments and rubber gloves mixed with toothpaste! He stuck the disgusting sucking straw thing in my mouth when I complained of spit overflowing. When he told me I had four cavities, I choked. I'd have to go to four more visits to the dentist. My head felt all fuzzy and then the world got dark except for a pinpoint of light. The pinpoint opened up again a second later. I think I almost fainted!

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about finding and fixing sentence fragments, or about using commas after an introductory clause.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Defining, Finding, and Fixing Run-On Sentences

Overview

The students will be introduced to the concept of run-on sentences and will practice revising by dividing run-on sentences into individual complete sentences.

CA CCSS In This Lesson

Literacy.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

BEFORE CLASS

Preparing for the Lesson

- Have on hand scissors, tape, markers, sentence strips, and blank pieces of chart paper for groups of 4–5 students.
- For each group of 4–5 students, write one of the **Run-On Sentences** (provided at the end of this lesson) on a sentence strip for the group to cut up.
- We highly recommend creating a permanent display of the **Definition of a Run-On Sentence** and the **Definition of a Complete Sentence** so that they can remain posted during any drills or mini-lessons you do regarding run-on sentences.

IN CLASS

Targeted Instruction—Defining Run-On Sentences

Post the **Definition of a Complete Sentence** and read it aloud.

DEFINITION OF A COMPLETE SENTENCE

A complete sentence has a subject, predicate, punctuation, capitalization, and expresses a complete idea.

-  **Raise your hand if you know what a subject is and can explain it to me.** (*It's someone or something.*)
-  **Raise your hand if you can explain what a predicate is.** (*It's the action the subject is doing.*)



If you think it's important, explain to students that there are exceptions to the rule that each sentence must have a subject and predicate, e.g., "Wow!" and "No, thanks." Despite these exceptions, continue to stress the importance of having a subject and predicate in every sentence. This helps your students avoid writing sentence fragments.

- 🗨️ **Why is it important to write in complete sentences?** (*Readers can understand the whole idea clearly. There is no confusion as to who is doing what in the sentence, because there's a subject and a predicate.*)
- 🗨️ **That's right. Complete sentences can be very short or very long. It all depends on what kind of impact the writer wants to make on a reader. Here are a few examples of complete sentences.**

Post the **Complete Sentences** and read them aloud.

COMPLETE SENTENCES

1. Paulo stomped.
2. Paulo, because he was so irritated and angry, stomped hard on the desert floor with his injured foot, making orange dust fly into the air and causing him to wince in pain and tear up.

Call on a volunteer to quickly count the number of words in the sentences.

- 🗨️ **One of these sentences has two words, the other one has thirty-five.**
- 🗨️ **They are both complete sentences with the same simple subject, "Paulo," and the same simple predicate, "stomped."**
- 🗨️ **What are all the other words in the second sentence doing, by the way? What is their function? Why would a writer want to describe orange dust or tears coming to Paulo's eyes?** (*The writer wants to make a vivid picture in the reader's mind. The writer is showing more about Paulo and what he is doing, so we can understand why he is stomping.*)
- 🗨️ **That's right. This second sentence is a good example of *showing*. We can vividly picture this moment in the desert with Paulo. Each of the words in this very long sentence has a purpose and expands on the subject and predicate. This is one idea, with unique details added to make the reader see and feel it more intensely.**
- 🗨️ **Here's another long sentence.**

Post the **Sample Sentence** and read it aloud.

SAMPLE SENTENCE

Paulo stomped and we had a snack at the police station and we took pictures with the policemen and we had a fun time and it was really fun but the bus ride was boring.

Ask a volunteer to quickly count the words in this sentence.

- 🗨️ **There are thirty-five words in this sentence, just like the second sentence we just looked at. That's where the similarity ends.**
- 🗨️ **What's the difference between this long sentence and that long sentence?**

Allow students a few minutes to come up with some ideas.

Without asking for volunteers, call on 1–3 students to point out the differences.

Summarize and expand upon their ideas.

- 🗨️ This sentence has lots of different moments and ideas in it. “Paulo stomped” is just one moment and idea. “We had a snack at the police station” is another moment and idea.
- 🗨️ There are so many different moments and ideas here, but none of them are described with any kind of *showing* detail. The writer uses the word “and” and “but” to connect all these various moments, but it seems more like a list than anything else—a list of events with no details. I’m wondering what exactly was fun, for example, about what I assume is a visit to a police station.
- 🗨️ Is this piece of writing focused? (No.)
- 🗨️ Is this piece of writing a good example of *showing*? (No.)
- 🗨️ It runs on and on, but for no good reason! The length does nothing to make the sentence better. In fact, it seems to make it worse and more boring.
- 🗨️ When you have a sentence like *this* in your writing, we have a word to describe it. It’s called a run-on sentence.

Post the **Definition of a Run-On Sentence** and read it aloud.

DEFINITION OF A RUN-ON SENTENCE

A run-on sentence includes more than one independent clause and is missing correct punctuation or words to connect the ideas.

- 🗨️ How many independent clauses can we find in the **Sample Sentence**, which is a run-on?

Have students quickly identify all of the independent clauses in the **Sample Sentence**.

Write each independent clause on the board as a complete sentence:

Paulo stomped.

We had a snack at the police station.

We took pictures with the policemen.

We had a fun time.

It was really fun.

The bus ride was so boring.

- 🗨️ One way to fix a run-on sentence is to cut it apart into individual complete sentences, like I just did. I got rid of the “and’s” and the “but” and just punctuated each independent clause as a complete sentence. That’s what we’ll practice today. You will be literally cutting run-on sentences apart.

Skill Drill—Cutting Run-On Sentences Into Shorter Sentences

Divide the class into teams of 4–5 and hand each team a run-on sentence strip, a marker, a pair of scissors, tape, and a piece of chart paper.

Post **What to Do** and read it aloud.



WHAT TO DO

1. Read the run-on sentence to decide as a group how to divide it into shorter complete sentences. Cross out any unnecessary words such as “and” and “but.”
2. Cut the sentence apart and tape the new shorter sentences onto the piece of clean paper. Add any necessary commas.
3. Don't forget to capitalize the first word in each new sentence, and to add end punctuation if you need it.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **You're getting a good start with two new complete sentences already.**
- 🗨️ **I like how you decided to divide this run-on sentence.**
- 🗨️ **Remember that you can cross out any extra words you don't need.**
- 🗨️ **Right here you divided the sentence but kept the word “and.” Does that make sense? You don't have to keep these connecting words when you cut up these sentences. Keep working; I'll be back to check in with this group.**

Without asking for volunteers, call on groups to share their answers. Ask students to confirm or correct their classmates' responses.

Students may divide sentences as they wish, as long as the end result is that each new sentence is complete with a subject, predicate, capitalization, and punctuation.

Complete Response:

Run-On Sentence #5

Harriet was trying to fall asleep. She was having a problem because someone had left on the noisy fan above the stove. The kitchen was right below her bedroom. She could hear the fan buzzing downstairs. She put a pillow over her head to try to block out the sound. She could still hear it vibrating. She got out of bed and went downstairs to shut it off.

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- 🗨️ **Excellent work recognizing the independent clauses you could make into complete sentences.**

 **It was very busy in here, but not loud. You focused on your work, and that's why the groups came up with good new sentences.**

Close the lesson by asking students to hunt for a run-on sentence in their own writing, and to fix any they can find.

AFTER CLASS

Check each skill drill and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of a Run-On Sentence** and the **Definition of a Complete Sentence** posted for whatever drills or mini-lessons you do regarding run-on sentences.

Run-On Sentences

Write one run-on sentence on a sentence strip for each group of 4–5 students. It is okay to give more than one group the same run-on sentence.

Run-On Sentence #1

Danny yawned and stretched as he woke up on Monday morning when he climbed out of bed he went over to look out the window Danny could not believe his eyes because everything had been covered by a thick, beautiful blanket of snow and the cars on the street were big white lumps and the branches on the trees were drooping down under the heavy snow he could hear scraping sounds as people tried to shovel their driveways and he couldn't wait to go outside and play.

Run-On Sentence #2

My dad and I played Frisbee at the park but it was really windy so the Frisbee kept going too high and one time when I tried to catch it I jumped up really far and it went right over my head and I missed it so I had to chase it all the way to the other side of the field and my father was laughing.

Run-On Sentence #3

Yesterday was my birthday we had a lot of good things to eat when my friends came over for a party first we had pepperoni pizza because that's my favorite and the pizza place put extra pepperoni and extra cheese on it so it was very tasty then after pizza we had ice cream cake which is also delicious because it has chocolate and vanilla ice cream with a cookie crust underneath and I ate the biggest piece which made me feel too full.

Run-On Sentence #4

In the story "The Three Little Pigs," each one of the pigs built a different kind of house and the pig who spent the most time and money building a brick house was the most successful even though the wolf was able to blow down the houses made of straw and sticks he could not blow down the house made of bricks because it was too sturdy and it kept the pigs safe.

Run-On Sentence #5

Harriet was trying to fall asleep but she was having a problem because someone had left on the noisy fan above the stove and since the kitchen was right below her bedroom and she could hear the fan buzzing downstairs so she put a pillow over her head to try to block out the sound but she could still hear it vibrating and finally she got out of bed and went downstairs to shut it off.

Defining, Finding, and Fixing Run-On Sentences

Overview

The students will practice revising a run-on sentence by dividing it into multiple complete sentences.

CCSS In This Lesson

Literacy.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

BEFORE CLASS

Preparing for the Lesson

- We highly recommend creating a permanent display of the **Definition of a Run-On Sentence** that can remain posted for any drills or mini-lessons you do regarding run-on sentences.
- Make copies of the **Fixing Run-On Sentences** worksheet, provided at the end of this lesson.
- Prepare to display **Sample Run-On Sentence #2**. *f*

IN CLASS

Targeted Instruction—Reviewing Run-On Sentences

Post the **Definition of a Run-On Sentence** and read it aloud.

DEFINITION OF A RUN-ON SENTENCE

A run-on sentence includes more than one independent clause and is missing correct punctuation or words to connect the ideas.

-  Can someone tell me what's wrong with writing run-on sentences? (*Run-on sentences aren't easy to read. Run-on sentences can be boring or confusing because they ramble on and on with too many ideas that aren't connected.*)
-  That's right. A run-on sentence usually has too many ideas in it, and the ideas are not connected in any meaningful way.
-  There are different kinds of run-on sentences. For now, we are going to focus on the kind that resembles a long list, in which the writer just sticks "and" in between each idea without using proper punctuation.
-  Listen to this: I went to the beach *and* I walked into the water *and* I saw a seagull *and* I lay down on my beach towel *and* I put sunscreen on *and* I relaxed *and* I got up *and* I went to the ice cream stand *and* I bought an ice cream cone *and...and...and...*

- That kind of sentence is tiring to read. You don't want to write sentences like that.
- Today you are going to turn a run-on sentence into several complete sentences.

Post the **Sample Run-On Sentence #1** and read it aloud.

SAMPLE RUN-ON SENTENCE #1

My twin sister always says she is the good twin and I am the bad twin and that's from watching TV shows because they always have a good twin and a bad twin and the bad twin is usually evil or crazy and that is okay with me because being good is sometimes boring and I like to bend the rules a little bit instead of always doing exactly what I am told to do and I'm not really evil or crazy!

Ask volunteers to help you divide the **Sample Run-On Sentence #1** into multiple complete sentences. Write the resulting sentences on the board. Your students may come up with sentences like these:

My twin sister always says she is the good twin and I am the bad twin.

That's from watching TV shows because they always have a good twin and a bad twin.

The bad twin is usually evil or crazy.

That is okay with me because being good is sometimes boring.

I like to bend the rules a little bit instead of always doing exactly what I am told to do.

I'm not really evil or crazy!

Skill Drill—Fixing Run-On Sentences

Hand out the **Fixing Run-On Sentences** worksheet and read the instructions aloud.

Display the **Sample Run-On Sentence #2** and use the strategies in the instructions to correct it.

SAMPLE RUN-ON SENTENCE #2

Lucy was my first pet. She was only a fish we figured out she was male but we still called her Lucy and thought of her as female and she was a red fish and could survive only in fresh water that is not too cold she lived four years and I know that is long for a fish.

Your marks should look something like this:

(Lucy) was my first pet. (She) was only a fish / (We) figured out she was male but we still called her Lucy and thought of her as female / and She was a red fish / and (She) could survive only in fresh water that is not too cold / (She) lived four years / and I know that is long for a fish.

Students may split this run-on sentence into different complete sentences than the ones we model, which is fine as long as each new sentence is complete. Don't worry if this process changes the meaning in the original sentence. Students are practicing identifying independent clauses only. Other lessons and drills will focus on making connections between ideas in a run-on sentence clearer, and on intended meaning.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I like your new complete sentences! You changed some of the verbs into strong verbs. Excellent!
- 🗨️ Yes, those are two separate ideas, and they work as complete sentences all on their own.
- 🗨️ Remember that each new complete sentence must begin with a capitalized word and end in a punctuation mark, and each new complete sentence must have a subject and a predicate.
- 🗨️ Reread this new sentence you wrote. Remember that each new sentence must have a subject and a predicate—someone or something taking action of some kind. If it's missing either part, it's a fragment. You can fix that by adding whatever part is missing. I'll be back in a minute to check in with you.

Without asking for volunteers, call on a few students to share one of the sentences they revised by adding *showing* details (such as strong verbs) to it. Ask listeners to confirm whether or not the sentence is complete, and to tell how the revision changed the impact of the sentence.

Answer Key and Complete Response:

I was home sick for the day on Wednesday. I had a fever and a killer headache, which made me too sick and tired to get out of bed. [My head was being attacked by a hundred metal spikes, so I took some pain medicine ~~and~~ my grandma was moving around for a long time ~~and~~ she was cooking breakfast ~~and~~ she was vacuuming the hallway with the world's loudest vacuum ~~and~~ she was banging on something in the bathroom ~~and~~ she made tea that whistled ~~and~~ then she tapped on windows for ten minutes / and then (she) went outdoors to scrape something near the basement entrance that is right next to my bedroom window.] Each time she made a noise, I felt the spikes driving further in. Finally it all quieted down in my head because the medicine was working. That's when I fell asleep and I slept until my mom came home that night.

My head was being attacked by a hundred metal spikes, so I took some pain medicine. My grandma was moving around for a long time. She was cooking breakfast. She was vacuuming the hallway with the world's loudest vacuum. She was banging on something in the bathroom. She made tea that whistled. She tapped on windows for ten minutes. She went outdoors to scrape something near the basement entrance that is right next to my bedroom window.

Two revised sentences:

Grandma was whipping up breakfast, clanging and banging her way through the kitchen.

She made tea that whistled, "SKEEEEEEEEEEEEEEEEEEE!"

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- I was excited to read your new sentences because you got very creative with them! I saw lots of good examples of *showing*.
- You are definitely developing your ability to see complete sentences that are hidden in a long run-on sentence.

Close by asking students to make another sentence from the worksheet more powerful by adding *showing* details to it.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of a Run-On Sentence** posted for whatever drills or mini-lessons you do regarding run-on sentences.

Name _____

Date _____

Fixing Run-On Sentences

Instructions

1. Read the paragraph, identify the run-on sentence, and [bracket] it.
2. Reread the sentence to decide how you will break it up into multiple complete sentences, using any of these strategies that you find helpful:
 - Cross out words like “and” or “but” that you do not need in the new sentences.
 - Identify the simple subjects and predicates in each independent clause.
 - Make a slash mark / between each independent clause.
3. In the space provided, write a new set of complete sentences.
4. Choose two sentences to make more powerful by adding more *showing* details. Write these revised sentences down.

I was home sick for the day on Wednesday. I had a fever and a killer headache, which made me too sick and tired to get out of bed. My head was being attacked by a hundred metal spikes, so I took some pain medicine and my grandma was moving around for a long time and she was cooking breakfast and she was vacuuming the hallway with the world’s loudest vacuum and she was banging on something in the bathroom and she made tea that whistled and then she tapped on windows for ten minutes and then she went outdoors to scrape something near the basement entrance that is right next to my bedroom window. Each time she made a noise, I felt the spikes driving further in. Finally it all quieted down in my head because the medicine was working. That’s when I fell asleep and I slept until my mom came home that night.

Skill Drill

4A

Fixing Run-On Sentences

Overview

The students will practice fixing run-on sentences by making meaningful connections between ideas.

BEFORE CLASS

Preparing for the Lesson

- Make sure that the **Definition of a Run-On Sentence** is still posted.
- Prepare to display the **Sample Run-On Sentence**. 

IN CLASS

Skill Drill—Fixing Run-On Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Could someone remind me what we've learned about run-on sentences?**
(They have too many ideas in them, and they're hard and tiring to read.)
-  **That's right. Many run-on sentences go on and on, like an endless string of independent clauses with no real connections between them. Sometimes the writer just keeps on writing "and" between each idea. That's the kind of run-on sentence we are going to work on today.**
-  **Listen to this: I listened to my mother *and* I went to the store *and* I hopped on my bike *and* I felt the wind in my face *and...and...and*.**
-  **How do you fix a run-on sentence like this?** *(You cut it into shorter, complete sentences.)*
-  **Yes, that's the easiest thing to do. Just cut it apart into complete sentences. There is another way to fix a run on sentence, though. You can make a better connection between ideas. I'll show you what I mean.**

Post the **Sample Run-On Sentence** and read it aloud.

If you feel students need reminding, refer them to the **Definition of a Run-On Sentence**.

SAMPLE RUN-ON SENTENCE

I am so excited and we are at the concert and we are dancing and singing along with the music.

 I could break this run-on sentence into three shorter, complete sentences.

Write the following sentences under the **Sample Run-On Sentence**:

I am so excited.

We are at the concert.

We are dancing and singing along with the music.

 I could also make a better connection between the ideas.

Write the following revision on the board:

I am so excited because we are at the concert, dancing and singing along with the music.

Underline the word “because.”

 The word “because” connects these independent clauses in a meaningful and precise way. What’s the reason this person is excited? It’s because he or she is at a concert with other people, dancing and singing along with the music.

 Now we can see the reason why the writer wanted to put all these ideas in one sentence to begin with—because they are ideas that are connected in his or her mind. The word “and” didn’t make the connection between these ideas clear, but the word “because” does.

 When you fix a run-on sentence that looks like this one, you can break it apart into multiple complete sentences, or you can make more meaningful connections between the ideas by using a more precise word than “and.” Or you can do both!

Post **What to Do** and read it aloud.

WHAT TO DO

1. Copy down this run-on sentence:
I am so tired and we are playing basketball shooting and passing the ball.
2. First, revise the sentence by breaking it apart into at least two complete sentences.
3. Next, revise it so that it is one complete sentence with meaningful connections between the ideas. Choose a precise word that makes the connections between ideas clearer.
4. Finally, add another sentence that *shows*, rather than *tells*, what the speaker is doing.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

 That’s an exciting sentence you added, with lots of strong verbs to show the action precisely!

- 🗨️ I like the way you made this sentence into three complete sentences.
- 🗨️ Remember that each new complete sentence must have a subject and a predicate.
- 🗨️ Right here you wrote, "Passing the ball." Who or what is passing the ball? The new sentence needs a subject. Add one. I'll be back in a minute to check in with you.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Complete Response:

1. *I am so tired. We are playing basketball. We are shooting and passing the ball.*
 2. *I am so tired because we are playing basketball and shooting and passing the ball.*
 3. *I am so tired because we are playing basketball and shooting and passing the ball. Sweat is exploding out of my pores and I feel all floppy like a wet noodle.*
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about fixing run-on sentences.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Fixing Run-On Sentences

Overview

The students will practice fixing run-on sentences by revising them entirely: adding/deleting words, rearranging clauses, etc.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Reworking Run-On Sentences** worksheet, provided at the end of this lesson.
- Make sure that the **Definition of a Run-On Sentence** is still posted.

IN CLASS

Skill Drill—Fixing Run-On Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Why is it so annoying to read a run-on sentence?** (*Run-on sentences are sometimes long and seem like a list of actions with the word “and” stuck between them. There’s no real connection between the ideas. It’s hard to tell where one idea begins and another ends.*)
-  **How do you fix this kind of run-on sentence?** (*You can cut it into shorter, complete sentences. You can make the connection between ideas clearer and more meaningful.*)
-  **Yes. You can also completely rework a sentence, almost like you’re starting from scratch. You can write what seems like a brand new sentence, using the same ideas. I’ll give you an example.**

Post the **Sample Run-On Sentence #1** and read it aloud.

SAMPLE RUN-ON SENTENCE #1

On Saturday we had to go to the bank and we went to the grocery store and then we went to the hardware store it was boring.

-  **What do you think the writer was trying to express with this sentence? What’s the main point that you think he or she is driving at?**

Call on 1–3 volunteers for their ideas. Listen without making any judgments on students’ ideas. Explain that it’s difficult to tell what the main point is because it’s a run-on sentence and seems like a string of different ideas rather than one complete thought.

- **When I originally read this sentence, my guess was that the point of this run-on sentence is to tell the reader how boring Saturday was.**
- **So, I reworked the sentence to make that point much more clear. I took some words away and rearranged the order of the sentence.**

Post the **Reworked Sentence** and read it aloud.

REWORKED SENTENCE

Saturday was boring because we had to go to the bank, the grocery store, and the hardware store.

Ask students to identify which words were taken away, added, or moved.

- **I might have changed the meaning of the sentence. What if the only boring part of Saturday was the trip to the hardware store? What if the rest of Saturday was pretty exciting? Hmm.**
- **When you reread your own writing to find and fix run-on sentences, it’ll be easy for you to rework them because you’ll already know what your main point is.**
- **Let’s work on a sentence together before you start practicing reworking on your own.**

Post the **Sample Run-On Sentence #2** and read it aloud.

SAMPLE RUN-ON SENTENCE #2

Basketball players have to practice their dribbling they practice their passing too and their shooting from half court offense is so important.

- **What do you think the main point of this sentence is?**

Call on 1–3 volunteers for their opinions. There is no right answer, but this will help students think of a possible main point.

Call on 1–3 additional volunteers to help you to rework the sentence. The following complete sentence is an example of what students might come up with:

Because offense is so important, basketball players have to practice dribbling, passing, and shooting from half court.

Hand out the **Reworking Run-On Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ This sentence is much easier to understand now!
- 🗨️ Now I can see the connections between these ideas.
- 🗨️ Remember that you can put the clauses in a different order to make the sentence more clear or sound better.
- 🗨️ You did a great job cutting this sentence into two complete sentences, and that's one way to fix a run-on sentence. However, the instructions are to rework this sentence, not cut it into shorter complete sentences. Reread the original sentence and see if you can decide what the main point is. Rework the sentence to emphasize that main point. I'll be back in a minute to see what you came up with.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Complete Response:

The steak was tough, so my brother chewed on it a lot.

Because I got purple bubble gum in my hair, I have to cut it all out.

George left his crayon on the stove and it melted, so now it doesn't work.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about fixing run-on sentences.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Reworking Run-On Sentences

Instructions

1. Read each run-on sentence.
2. In the spaces provided, write the reworked sentences, using any of the following strategies:
 - Identify each independent clause.
 - Decide what point you think the writer is trying to make.
 - Cross out any words you don't need.
 - Think about changing the order of clauses and/or adding words to make the meaning clear.

1. My brother chewed the steak he chewed it a lot it was tough.

2. I got purple bubble gum in my hair I have to cut it all out.

3. George's crayon doesn't work it melted he left it on the stove.

Fixing Run-On Sentences

Overview

The students will practice fixing run-on sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the following items, provided at the end of this lesson:
 - **Finding and Fixing Run-On Sentences** worksheet
 - **Sample Paragraph**
- Make sure that the **Definition of a Run-On Sentence** is still posted.
- Prepare to display the **Sample Paragraph**. 

IN CLASS

Skill Drill—Fixing Run-On Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Could someone remind me what we've learned about run-on sentences?** (*Run-on sentences often have too many ideas in them that aren't clearly connected. Readers get confused because they don't know where one idea ends and another begins.*)
-  **That's right. A run-on sentence can go on and on and on. Sometimes it's an endless string of independent clauses with no real connections between them except the word "and." That's the kind of run-on sentence we have been looking at.**
-  **But sometimes there isn't even a connecting word like "and" between the clauses!**
-  **Here are a few examples of different types of run-on sentences.**

Post **Sample Run-On Sentences** and read them aloud.



SAMPLE RUN-ON SENTENCES

1. I really want to find another way to get to school it has to be fast I can't be late.
2. Gino refuses to walk by the convenience store he goes around the block the convenience store is where his cousin works.
3. Sasha followed Mom into the attic and tried on some old dresses and the yellow one was dusty and had holes in it from moth balls and smelled like moth balls that is so disgusting and when Sasha came down and went to the bathroom I smelled it and I held my nose but it was too late and I sneezed all over her arm and she was mad.

- 🗨️ Run-on sentences like the first example aren't that long, but they're confusing because there's more than one independent clause in them.
- 🗨️ Run-on sentences like the second example are more obvious because they're tiring to read. If you're rereading your own writing response and find a long sentence that drones on and on, and is hard to get through, it may be a run-on sentence.
- 🗨️ How do you fix a run-on sentence? *(You can cut it into shorter complete sentences, or you can make the connections between ideas more clear. You can also rework a sentence completely.)*
- 🗨️ Before you can fix a run-on sentence, you have to be able to recognize one when you see one. I'm going to show you a paragraph, and I want everyone to listen and read along as I read it aloud. See if you can identify the run-on sentences in the paragraph.

Display and distribute the **Sample Paragraph**. Read it aloud.

Call on volunteers to identify the three run-on sentences in the **Sample Paragraph**. Underline them on your display.

The run-on sentences are underlined here for your reference:



SAMPLE PARAGRAPH

My cousin Sophia is so lucky her parents (Aunt Gia and Uncle Dave) always have great birthday parties for her it's amazing! She turned twelve last Sunday. Last year she had a bowling party and this year we got to go rock climbing in a rock climbing gym and I never knew you could rock climb inside instead of outside and they even had granola bars and snacks and juice for energy. The climbing gym is inside a huge, ugly warehouse. All over the walls are different colored knobs that you can step on or grab onto. Before you start climbing, they strap you into a harness and tell you the rules. There are ropes with tension built into them that will stop you from falling to the ground if you lose your grip on the wall. The birthday group had six kids in it and two adults the kids kept on beating the adults in all the climbing races! I didn't beat anyone though.

Pick one of the run-on sentences to fix as a class, as in the following example:

My cousin Sophia is so lucky. Her parents (Aunt Gia and Uncle Dave) always have great birthday parties for her. It's amazing!

Hand out the **Finding and Fixing Run-On Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ Great, you've found all the run-on sentences so far.

- 🗨️ I like the way you made this run-on sentence into three complete sentences.
- 🗨️ Remember that each new complete sentence must have a subject and a predicate.
- 🗨️ Reread this last run-on sentence you bracketed. Circle the simple subject and underline the verb that shows what the subject is doing. This is one way you can spot an independent clause that you can write as a complete sentence.
I'll be back to see how you're doing in a minute.

Without asking for volunteers, call on a few students to share one of their revised sentences. Ask students to confirm or correct their classmates' responses.

Answer Key and Complete Response:

Visiting a friend's house can be like visiting a foreign country for the first time. You don't know the rules or customs before you go, so you just fly by the seat of your pants, hoping not to offend anyone. [That's what it was like the first time I slept over at my friend Demetria's house the minute I walked in the door, I could tell that I had already made a terrible mistake.] [Demetria's dad stared at me like I was an alien, focusing for some weird reason on my feet and I just stared at my feet for about ten minutes and I couldn't think of why he was looking at my feet or what to say about it and then Demetria said, "shoes off," which saved me.] Oh! That's what I did wrong! I took them off and realized my sock had a hole in the toe. [Well, they asked for it if they didn't want to see my stinky feet and toe poking out of my sock, they should have let me keep my shoes on.]

Revised sentences:

That's what it was like the first time I slept over at my friend Demetria's house. The minute I walked in the door, I could tell that I had already made a terrible mistake.

Demetria's dad stared at me like I was an alien, focusing for some weird reason on my feet. I just stared at my feet for about ten minutes because I couldn't think of why he was looking at my feet or what to say about it. Finally, Demetria said, "shoes off," which saved me.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about fixing run-on sentences.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Sample Paragraph

My cousin Sophia is so lucky her parents (Aunt Gia and Uncle Dave) always have great birthday parties for her it's amazing! She turned twelve last Sunday. Last year she had a bowling party and this year we got to go rock climbing in a rock climbing gym and I never knew you could rock climb inside instead of outside and they even had granola bars and snacks and juice for energy. The climbing gym is inside a huge, ugly warehouse. All over the walls are different colored knobs that you can step on or grab onto. Before you start climbing, they strap you into a harness and tell you the rules. There are ropes with tension built into them that will stop you from falling to the ground if you lose your grip on the wall. The birthday group had six kids in it and two adults the kids kept on beating the adults in all the climbing races! I didn't beat anyone though.

Name _____

Date _____

Finding and Fixing Run-On Sentences

Instructions

1. Read the paragraph and identify and [bracket] the three run-on sentences.
2. Choose two of the run-on sentences to revise in any way you wish. You can cut them into shorter complete sentences, revise them so that the connection between each idea is clear, or you can rework them completely.
3. Revise and write the two sentences in the space provided.

Visiting a friend's house can be like visiting a foreign country for the first time. You don't know the rules or customs before you go, so you just fly by the seat of your pants, hoping not to offend anyone. That's what it was like the first time I slept over at my friend Demetria's house the minute I walked in the door, I could tell that I had already made a terrible mistake. Demetria's dad stared at me like I was an alien, focusing for some weird reason on my feet and I just stared at my feet for about ten minutes and I couldn't think of why he was looking at my feet or what to say about it and then Demetria said, "shoes off," which saved me. Oh! That's what I did wrong! I took them off and realized my sock had a hole in the toe. Well, they asked for it if they didn't want to see my stinky feet and toe poking out of my sock, they should have let me keep my shoes on.

Finding and Fixing Run-On Sentences

Overview

The students will practice fixing run-on sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing a Run-On Sentence** worksheet, provided at the end of this lesson.
- Make sure that the **Definition of a Run-On Sentence** is still posted.
- Prepare to display **Finding the Run-On Sentence**. *f*

IN CLASS

Skill Drill—Finding and Fixing Run-On Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **We've been working on finding and fixing run-on sentences. Identifying run-on sentences can be hard.**
-  **Let's review the definition of a run-on sentence.**

Refer to the **Definition of a Run-On Sentence** and read it aloud.



DEFINITION OF A RUN-ON SENTENCE

A run-on sentence includes more than one independent clause and is missing correct punctuation or words to connect the ideas.

-  **You can make more than one complete sentence out of a run-on sentence.**
-  **What are the two basic parts of a complete sentence? (*A subject and a predicate.*)**
-  **That's right. That's someone or something—the subject—doing something, or taking action of some kind—that's the predicate.**
-  **One way to identify a run-on sentence, then, is to look for sentences that have many different subjects and predicates in them, not just one subject and one predicate.**
-  **That's what we mean when we say a run-on sentence has “too many ideas.” Each complete sentence is one complete idea. In a run-on sentence you have more than one complete idea jammed together in one sentence.**

Post **Finding the Run-On Sentence** and read it aloud.



FINDING THE RUN-ON SENTENCE

1. Every cold, gray, drizzly March, when the feeble, pathetic sun can't quite break through the clouds and my energy drops to its lowest point in the year, I think I'm going to try out for the school soccer team, but I just can't seem to make myself.
2. Mario lost the election so he went to the clubhouse and he tore down all the posters and then he wrote a note about how the club didn't have good leadership we couldn't believe he did that just because we didn't think he should be president of the Key Club.

Read the first sentence aloud and identify the simple subject and simple predicate. They are identified here for your reference:

1. Every cold, gray, drizzly March, when the feeble, pathetic sun can't quite break through the clouds and my energy drops to its lowest point in the year, I think I'm going to try out for the soccer team, but I just can't seem to make myself.

🗨️ **The simple subject is "I" and the simple predicate is "think." This whole long sentence can be stripped down to that core.**

🗨️ **There are lots of other words in the sentence, but they are there to show more about this subject, "I," or more about what this person is doing—the predicate, which is thinking about trying out for the soccer team.**

Read the second sentence aloud.

Circle the simple subjects and underline the simple predicates in each independent clause in the second sentence.

It will be immediately obvious to students as you circle the second and third set of subjects and predicates in the sentence that this is a run-on sentence because there is more than one simple subject and simple predicate. Continue to circle simple subjects and simple predicates until you are finished with the entire run-on sentence.

The simple subjects and simple predicates are identified here for your reference:

2. (Mario) lost the election so (he) went to the clubhouse and (he) tore down all the posters and then (he) wrote a note about how the club didn't have good leadership (we) couldn't believe he did that just because (we) didn't think he should be president of the Key Club.

🗨️ **Looks like this is a run-on, since we have more than one subject and predicate.**

In the second sentence, cross out connecting words between any independent clauses, and draw slash marks between them, as in the example here:

2. (Mario) lost the election so (he) went to the clubhouse / and (he) tore down all the posters / and then (he) wrote a note about how the club didn't have good leadership / (we) couldn't believe he did that just because (we) didn't think he should be president of the Key Club.

 You would make each of these independent clauses into a complete sentence. All you'd need to do is capitalize the first word and add end punctuation.

Hand out the **Finding and Fixing a Run-On Sentence** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

-  Yes, that's the run-on sentence. You got it!
-  I like how you made the run-on sentence into several complete sentences. That's a good strategy for fixing a run-on sentence.
-  Remember that run-on sentences have more than one subject and predicate in them.
-  I see you're stuck. One strategy to try is to circle all of the subjects—that's who or what is doing something in the sentence. Do that and I'll check in with you in a minute to see if that helped you decide which sentence is the run-on.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Complete Response:

That day the class got stuck at the bus stop after the field trip was very memorable. Kelly and I took pictures with our phones of Mr. Molloy holding a newspaper over his head. That was hilarious. The best field trips can be the ones that go wrong. You never know when something like that will happen!

Closing

Close by asking students if they have any lingering questions about the skill.

 Raise your hand if you have a question you want to ask about finding and fixing run-on sentences.

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Finding and Fixing a Run-On Sentence

Instructions

1. Read the sentences below. Identify which sentence is the run-on sentence.
2. In the space provided, revise the run-on sentence in any way you wish. You can cut it into shorter complete sentences, revise it so that the connection between ideas is clear, or rework the sentence (adding/cutting words and/or changing the order of clauses).

1. That day the class got stuck at the bus stop after the field trip was very memorable Kelly and I took pictures with our phones of Mr. Molloy holding a newspaper over his head that was hilarious the best field trips can be the ones that go wrong you never know when something like that will happen!
2. Although Mrs. Davis is as kind and good-natured as a friendly house cat, her perfume irritates my sensitive nose so much that I do everything I possibly can to avoid her, including walking around the block just to make sure she doesn't see me go past her house.

Fixing Run-On Sentences

Overview

The students will practice using commas and conjunctions to fix run-on sentences.

BEFORE CLASS

Preparing for the Lesson

- We highly recommend creating a permanent display of the **Definition of a Conjunction** and the **Conjunctions** so that they can remain posted during any drills or mini-lessons you do regarding run-on sentences.
- Make copies of the **Fixing Run-On Sentences** worksheet, provided at the end of this lesson.
- Make sure that the **Definition of a Run-On Sentence** is still posted.

IN CLASS

Skill Drill—Fixing Run-On Sentences With a Comma and Conjunction

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **What are run-on sentences, and why do we have to fix them or avoid writing them in the first place?** (*Often they're too long and have too many ideas. They can be tiring and confusing to read, and they don't make connections between ideas clear.*)
-  **What are some ways to fix a run-on sentence?** (*Cut it into shorter complete sentences, choose more precise words that make the connections between ideas clearer, or rework the sentence entirely.*)
-  **Today we'll look at another strategy for fixing a run-on sentence: adding a comma and a conjunction.**

Post the **Definition of a Conjunction** and read it aloud.

DEFINITION OF A CONJUNCTION

A conjunction is a word or phrase that connects words or parts of a sentence.



Post the **Conjunctions** and read them aloud.



CONJUNCTIONS

for	and
nor	but
or	yet
since	

- 🗨️ **Conjunctions link up parts of a sentence. One of the problems with run-on sentences is the lack of clear connections between ideas. One way you can fix that is to add a comma and a conjunction that makes the connection clear.**
- 🗨️ **Let's try this strategy with a run-on sentence.**

Post the **Run-On Sentence** and read it aloud.



RUN-ON SENTENCE

My Uncle Marlon is very cool he drives a red convertible with a license plate that says "SPICY."

- 🗨️ **What makes this sentence about Uncle Marlon a run-on sentence?** *(There are two complete ideas in the sentence. The first idea is that Uncle Marlon is very cool. The second idea is that he drives a red convertible with a license plate that says "SPICY.")*
- 🗨️ **Are these two sentences related in any way?** *(Yes, they're both about Uncle Marlon.)*
- 🗨️ **So we could connect the ideas in this sentence somehow.**
- 🗨️ **Let's try placing a comma and conjunction between those two complete ideas and see what happens.**

Rewrite the sentence using at least three different conjunctions, as in the following examples:

My Uncle Marlon is very cool, and he drives a red convertible with a license plate that says "SPICY."

My Uncle Marlon is very cool, but he drives a red convertible with a license plate that says "SPICY."

My Uncle Marlon is very cool, since he drives a red convertible with a license plate that says "SPICY."

- 🗨️ **Notice that the comma always comes *before* the conjunction.**

Without asking for volunteers, call on 1–3 students to explain how the meaning of the sentence changes with each conjunction.

- 🗨️ **Each of these conjunctions has a precise meaning. You can't just pick any old conjunction to use when you're fixing a run-on sentence this way. You need to use a conjunction that makes the connection between ideas clear to the reader.**

Hand out the **Fixing Run-On Sentences** worksheet and read the instructions aloud.

Students may wonder why "and" is okay to use to fix a run-on sentence, since many of the run-on sentence examples have several "ands" in them. Explain that using the word "and" in a sentence does not automatically make it a run-on. It is only when "and" is used multiple times to string together several unrelated independent clauses that it becomes a problem.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ You put the commas in the right places for each sentence so far.
- 🗨️ That's right—that's where one thought ends and the other begins.
- 🗨️ Remember that the comma goes before the conjunction, not after.
- 🗨️ I see you're stuck on this sentence. Reread it and circle all the subjects and predicates you can find. That will make it easier to see the two complete thoughts that are stuck together in this one run-on sentence. Then all you will have to do is add a comma and a conjunction between them. I'll be back in a minute to check in with you.

Without asking for volunteers, call on a few students to share one of the sentences they revised with the class by writing it on the board. Ask students to confirm or correct their classmates' responses.

Complete Response:

1. *Dave got teased by a kid on the field trip, but he still had a good time.*
 2. *The sun was sizzling hot, and the tops of my feet got sunburned.*
 3. *I'll have mushy, disgusting leftovers for dinner, or maybe I'll just have boring chicken soup.*
 4. *At the museum there was a circle of cool marble sculptures of Greek gods, but some of the fifth graders thought they were pretty boring to look at.*
 5. *She is jiggling her leg and chewing on her pen cap, so she must be really nervous about the middle school play audition.*
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about fixing run-ons using a comma and a conjunction.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of a Conjunction** and the **Conjunctions** posted for whatever drills or mini-lessons you do regarding run-on sentences.

Name _____

Date _____

Fixing Run-On Sentences

Instructions

1. Read each run-on sentence carefully to identify more than one complete thought (independent clause).
2. Keeping the meaning of the sentence in mind, choose a conjunction from the posted **Conjunctions** list to use in each sentence.
3. Fix each run-on sentence by adding a comma and a conjunction between the two complete thoughts. Write the revised sentence in the space provided.

1. Dave got teased by a kid on the field trip he still had a good time.

2. The sun was sizzling hot the tops of my feet got sunburned.

3. I'll have mushy, disgusting leftovers for dinner maybe I'll just have boring chicken soup.

4. At the museum there was a circle of cool marble sculptures of Greek gods some of the fifth graders thought they were pretty boring to look at.

5. She is jigglng her leg and chewing on her pen cap she must be really nervous about the middle school play audition.

Finding and Fixing Run-On Sentences

Overview

The students will practice using various strategies to fix run-on sentences that are hidden in a paragraph.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Fixing Run-On Sentences** worksheet, provided at the end of this lesson.
- Make sure that the **Definition of a Run-On Sentence** is still posted.
- Prepare to display the **Fixing Run-On Sentences** worksheet. *f*

IN CLASS

Skill Drill—Fixing Run-On Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **We've been working on finding and then fixing run-on sentences. Can anyone tell me how you can identify a run-on sentence in a paragraph?**

Listen to a variety of responses from students without making judgments. However, if a student states that a run-on sentence is “long,” and does not qualify that statement, reinforce the idea that plenty of sentences are long, but not all of them are run-on sentences. Many long sentences express only one complete idea (one subject and one predicate). These are not run-on sentences.

-  **Once you've found a run-on sentence, what are some ways to fix it?**

Solicit responses from students and write them on the board. The list of strategies for fixing a run-on sentence should include the following:

- Cut the run-on sentence into shorter complete sentences.
 - Use more specific and precise words (rather than “and”) to connect ideas.
 - Rework the entire sentence (including adding or cutting words and possibly rearranging clauses).
 - Add a comma and conjunction between two complete ideas.
-  **Fixing a run-on sentence is like solving a problem. There are many possible ways you can fix a run-on sentence. Sometimes you need to take some time experimenting with different strategies to see what works best.**

-  Today as a class, we'll work on finding run-on sentences that are hidden in a paragraph. Once we do that, I want you to fix three of them any way you want, using any of the strategies you have learned.

Distribute the **Fixing Run-On Sentences** worksheet. Read aloud the paragraph.

Post **What to Do** and read it aloud.



WHAT TO DO

1. Reread the paragraph carefully.
2. Underline the run-on sentences. There are four run-on sentences in this paragraph.

Give students 3–5 minutes to reread the paragraph and identify the four run-on sentences.

Display the **Fixing Run-On Sentences** worksheet.

Without asking for volunteers, call on 1–3 students to identify the run-on sentences.

Underline them on the display, and tell students to underline the same sentences on their worksheets. You should underline the following sentences:

- She refuses to use the toilet anywhere but at home, and my parents let her get away with this, and she knows she is in control of them, and that's crazy because she is three.
- She is very demanding don't let my parents tell you differently.
- She wants sunglasses that don't pinch she is always complaining of headaches and "nose burn," whatever that is.
- So she's covered in sand and sunscreen has a wet diaper that I am suspicious of she is always interrupting my reading or talking with friends to have me watch her dig holes.

Now give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

-  I see that you divided this sentence into three complete sentences. Good work fixing this run-on!
-  I like how you combined these sentences to fix this run-on here. Now that part of the paragraph makes much more sense and the connection between ideas is clear.
-  Remember that the comma goes before the conjunction, not after it.
-  Right here you cut the run-on sentence into two sentences, but these two sentences don't make complete sense the way you divided them. You're right that "she wants sunglasses" can be a complete sentence, but look at the other sentence you created that starts with, "That don't pinch..." Is that a complete sentence? Does it have a subject and a predicate? Make sure the second sentence is complete and makes sense. I'll be back in a minute to check in with you.

Without asking for volunteers, call on a few students to share one of the sentences they revised. Ask students to confirm or correct their classmates' responses.

Complete Response:

1. *She refuses to use the toilet anywhere but at home, and my parents let her get away with this. She knows she is in control of them. That's crazy because she is three.*
 2. *She is very demanding. Don't let my parents tell you differently.*
 3. *She wants sunglasses that don't pinch, and she is always complaining of headaches and "nose burn," whatever that is.*
-

Closing

Close by asking students if they have any lingering questions about the skill.

-  **Raise your hand if you have a question you want to ask about finding and fixing run-on sentences.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Fixing Run-On Sentences

Instructions

1. Look at the run-on sentences you just underlined. Pick three of them to revise, using any strategy you want.
2. Write the revisions in the spaces provided.

Going to the beach with my little sister Grace is the worst way to spend a Saturday. Grace is three years old and still wears diapers whenever we go out. She refuses to use the toilet anywhere but at home, and my parents let her get away with this, and she knows she is in control of them, and that's crazy because she is three. She is very demanding don't let my parents tell you differently. She wants chilled ice water, she wants sunscreen that you rub on and not spray on, and she wants her special towel—the towel with the red and black balls on it. No other towel will do! She wants sunglasses that don't pinch she is always complaining of headaches and "nose burn," whatever that is. She also insists that we watch her dig a hole. She calls that building a sand castle. I'm sorry, but that's boring. So she's covered in sand and sunscreen has a wet diaper that I am suspicious of she is always interrupting my reading or talking with friends to have me watch her dig holes. Now you can see why I refuse to go to the beach with her ever again.

1. _____

2. _____

3. _____

UNIT 2:

Using Gerunds and Participles Correctly

IN THIS UNIT

- **Lesson 5: Reviewing Nouns and Adjectives**
- **Lesson 6: Reviewing Finding the Simple Subject**
- **Lesson 7: Identifying Gerunds**
 - Skill Drill 7A: Writing Sentences With Gerunds
 - Skill Drill 7B: Identifying Gerunds in Sentences
- **Lesson 8: Finding and Fixing Misplaced Modifiers—Adjectives**
 - Skill Drill 8A: Experimenting With Modifiers—Adverbs
- **Lesson 9: Identifying Participles**
 - Skill Drill 9A: Describing With Participles
 - Skill Drill 9B: Identifying Helping Verbs and Participles in Sentences

LESSON

5

Reviewing Nouns and Adjectives

Overview

The students will review nouns and adjectives to focus their attention on the function of adjectives in a sentence. They will practice identifying nouns and the adjectives that modify them.

CCSS In This Lesson

Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

BEFORE CLASS

Preparing for the Lesson

- We highly recommend creating a permanent display of the **Definition of a Noun** and the **Definition of an Adjective** so they can remain posted for any drills or mini-lessons you do regarding nouns and adjectives.
- Make copies of the **Identifying Nouns and the Adjectives That Modify Them** worksheet, provided at the end of this lesson.
- Prepare to display the **Sample Sentences**. /

IN CLASS

Targeted Instruction—Reviewing Nouns and Adjectives

 Who can remind us what a noun is?

Take a few student suggestions about nouns. Then, post and read aloud the definition.

DEFINITION OF A NOUN

A noun is a person, place, thing, or idea.

 You can find nouns anywhere in a sentence. It's the name of someone or something.

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

1. Christina plunged into the icy cold waters of the blue lake in Maine.
2. Dan stubbed his toe and hopped over to the rickety wooden chair.
3. The towering trees offered cooling shade to the farm workers.
4. Daphne realized that she was the victim of deceit when Simon hid the last slice of delicious pie from her.

Since students need to know the parts of speech for the next set of lessons and drills, this lesson reviews adjectives that modify nouns, so students will be able to recognize them in subsequent lessons.

Ask volunteers to identify the nouns and circle them on the board as shown. If students circle pronouns, they are correct, since pronouns are words that take the place of nouns.

1. Christina plunged into the icy cold waters of the blue lake in Maine.
2. Dan stubbed his toe and hopped over to the rickety wooden chair.
3. The towering trees offered cooling shade to the farm workers.
4. Daphne realized that she was the victim of deceit when Simon hid the last slice of delicious pie from her.

🗨️ That's right. These are all words that identify people, places, things, or ideas.

Then ask students to point out any words that modify or describe the nouns you just circled in the **Sample Sentences**. Draw a wavy line under each adjective as students point them out.

1. Christina plunged into the icy cold waters of the blue lake in Maine.
2. Dan stubbed his toe and hopped over to the rickety wooden chair.
3. The towering trees offered cooling shade to the farm workers.
4. Daphne realized that she was the victim of deceit when Simon hid the last slice of delicious pie from her.

🗨️ What are these words with the wavy lines doing in these sentences? (They are showing more, describing, giving us details about the nouns.)

🗨️ Exactly. Adjectives *show* more about the nouns that they modify or describe. They help you picture who or what is being described.

Post the **Definition of an Adjective** and read it aloud to the class.

DEFINITION OF AN ADJECTIVE

An adjective is a word that describes a noun.



Skill Drill—Writing Sentences with Nouns and Adjectives

Distribute the **Identifying Nouns and the Adjectives That Modify Them** worksheet.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

🗨️ Yes! There are two adjectives that describe “man” in that sentence. Good job on reading carefully.

If students identify as nouns any words that are not nouns, correct them. Remind students of the definition of a noun and reinforce that some nouns, like “deceit,” are abstract and harder to identify as nouns.

- Great! You found all of the nouns in those sentences and the adjectives that describe them.
- Remember that adjectives can be any words that modify or describe nouns.
- You missed an adjective. In the fourth sentence, there is a number that is a modifier. Find it and I'll come back in a few minutes to check your progress.

Without asking for volunteers, ask 1–3 students to share one of their sentences. Confirm that they have identified the nouns and the adjectives that modify them.

Answer Key

1. Candace envied her best friend who had curly hair.
 2. The tall, red-faced man sat on a worn bench and fed the chirping birds.
 3. Theo frightened the neighborhood kids with his creepy mask and fake blood.
 4. The identical twins confused everyone when they wore matching outfits on the first day of school.
 5. The tiny cottage stood at the edge of the dense woods and overlooked the jagged coast.
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- Raise your hand if you learned any new adjectives, or describing words, today. I will write them on the board for you.
- Raise your hand if you have a question about the function of adjectives in a sentence.

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Identifying Nouns and the Adjectives That Modify Them

Instructions

1. Read each sentence below.
2. Circle the nouns. Then, draw an arrow from all the adjectives, or describing words, to the nouns they modify.

Example:

The gooseberry (jam) spilled all over the kitchen (table) and dripped onto the green linoleum (floor).

1. Candace envied her best friend who had curly hair.
2. The tall, red-faced man sat on a worn bench and fed the chirping birds.
3. Theo frightened the neighborhood kids with his creepy mask and fake blood.
4. The identical twins confused everyone when they wore matching outfits on the first day of school.
5. The tiny cottage stood at the edge of the dense woods and overlooked the jagged coast.

LESSON

6

Reviewing Finding the Simple Subject

Overview

The students will review finding the simple subject in sentences to prepare for the subsequent lesson on identifying gerunds.

CCSS In This Lesson

Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

BEFORE CLASS

Preparing for the Lesson

- We highly recommend creating a permanent display of the **Definition of a Simple Subject** so that it can remain posted for any drills or mini-lessons you do regarding simple subjects.
- Make copies of the **Identifying Simple Subjects** worksheet, provided at the end of this lesson.

IN CLASS

Targeted Instruction—Finding the Simple Subject

- 🗨️ As you know, a complete sentence has two parts to it—a subject and a predicate. A complete sentence is someone or something (that’s the subject) doing something (that’s the predicate).

Write the following sentence on the board:

Thunder claps.

- 🗨️ The noun is the subject part of the sentence and the verb is the predicate part of the sentence.
- 🗨️ What’s the “who or what” that is doing something in this sentence? (*Thunder.*)
- 🗨️ What’s the thunder doing? (*The thunder is clapping.*)
- 🗨️ Exactly. “Thunder” is the simple subject—the noun that is doing something in the sentence.
- 🗨️ Today we are going to review finding the simple subject in a bunch of sentences, because practicing finding the simple subject will help you learn more about complex sentences and how they work. The more confident you can feel about writing complex sentences, the easier it will be for you to express your ideas fully without worrying about grammar tripping you up.

Post the **Definition of a Simple Subject** and read it aloud.



DEFINITION OF A SIMPLE SUBJECT

The simple subject of a sentence is who or what is doing the action, or who or what the sentence is about. It is the main noun.

Post the **Sample Sentences** and read them aloud.



SAMPLE SENTENCES

1. Without thinking, Jessica slammed the door on her hand.
2. The bonsai tree, which comes from Japan, requires special care.
3. Diego and Eliza divided the responsibilities between them.
4. As he was riding his bike, Pedro thought of a brilliant plan.

Call on individual students to identify the simple subject in each sentence. Accept correct responses and help students who misidentify the simple subject by asking them, “Who or what is doing the action in this sentence?”

The correct answers are provided here:

1. Without thinking, Jessica slammed the door on her hand.
 2. The bonsai tree, which comes from Japan, requires special care.
 3. Diego and Eliza divided the responsibilities between them.
 4. As he was riding his bike, Pedro thought of a brilliant plan.
-  **Let’s look at the third sentence. Which person is the simple subject? Is it Diego or Eliza? (Maybe both.)**
-  **That’s right. Actually, this is a compound subject, because both Diego and Eliza are doing the action. Tricky, huh? “Compound” means more than one.**

Skill Drill—Identifying Simple Subjects

Hand out the **Identifying Simple Subjects** worksheet.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

-  **Great! You identified all of the simple subjects in those sentences.**
-  **Yes! A pronoun can also be a simple subject since it takes the place of a noun.**
-  **Remember that the simple subject is always a noun, and nouns are people, places, things, and ideas.**
-  **You need to decide which one is the main noun in that sentence. Ask yourself who or what surprised her and I’ll come back in a few minutes to check your progress.**

Without asking for volunteers, call on 1–3 students to share their responses. Confirm that they have correctly identified all of the simple subjects.

Complete Response:

(Daphne) awoke to a loud knock at the front door. (She) rolled out of bed and tripped on the pile of clothing on her floor. Another (knock) surprised her as she made her way down the stairs. When Daphne crossed the living room, the (knocking) stopped. Through sleepy eyes, (she) opened the door. (Nobody) was standing there. Looking down, (she) found a strange package on her doorstep. Since there was no card attached, the (knocker) remained a mystery.

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- 🗨️ **It was great how most of you identified all of the simple subjects in those sentences.**
- 🗨️ **Raise your hand if you have a question you want to ask about identifying simple subjects.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of a Simple Subject** posted for whatever drills or mini-lessons you do regarding simple subjects.

Name _____

Date _____

Identifying Simple Subjects

Instructions

Read the short paragraph and circle the simple subject in each sentence.

Example: As she turned the corner, Daphne spotted the small boat in the distance.

Daphne awoke to a loud knock at the front door. She rolled out of bed and tripped on the pile of clothing on her floor. Another knock surprised her as she made her way down the stairs. When Daphne crossed the living room, the knocking stopped. Through sleepy eyes, she opened the door. Nobody was standing there. Looking down, she found a strange package on her doorstep. Since there was no card attached, the knocker remained a mystery.

LESSON

7

Identifying Gerunds

Overview

The students will become familiar with the definition of a gerund and identify gerunds in their own writing responses.

CCSS In This Lesson

Literacy.L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

BEFORE CLASS

Preparing for the Lesson

- We highly recommend creating a permanent display of the following items so that they can remain posted for any drills or mini-lessons you do regarding gerunds:
 - **Definition of a Gerund**
 - **Definition of a Verbal**
- Prepare to display the **Sample Sentences**. /

IN CLASS

Targeted Instruction—Identifying Gerunds

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

1. Painting is her passion.
2. Michaela loves my grandmother’s cooking.
3. My cousin Dana’s favorite activity is gossiping.
4. Diego got the award for dancing.

Ask students if they see any words that seem similar in the sentences to see if they can pick out the “-ing” words (gerunds). Circle any gerunds they identify. If they don’t pick out all the gerunds, circle them as shown below.

SAMPLE SENTENCES

1. (Painting) is her passion.
2. Michaela loves my grandmother’s (cooking).
3. My cousin Dana’s favorite activity is (gossiping).
4. Diego got the award for (dancing).

- What do you notice that's the same about these words? (They all end in "-ing.")
- That's right. Painting, cooking, gossiping, dancing.
- Do you notice anything else that's similar about these words? (They're all actions. Are they verbs?)
- They're all based on verbs, and they're called "verbals" because of that. This particular type of verbal is called a "gerund."

Post the **Definition of a Verbal** and read it aloud.

DEFINITION OF A VERBAL

A verbal is formed from a verb and acts as a noun, an adjective, or an adverb.

Examples:

Nagging won't make you popular.

To nag is Julio's way to joke.

- Verbals may look like verbs, but they act as something else in the sentence.

Post the **Definition of a Gerund** and read it aloud.

DEFINITION OF A GERUND

A gerund is a verbal that acts as a noun. It has a verb base, plus -ing.

Example: Nagging won't make you popular.

- A noun is a word that names a person, place, thing, or idea. A noun names something.
- A gerund *acts* as a noun. It *names* something, just like a noun does.
- What else does "act as a noun" mean? You can use a gerund as you would any noun. For example, it can be the subject of a sentence, just like a noun.

Write the following sentences on the board:

Running is my favorite sport.

Football is my favorite sport.

Underline "running" and "football."

Running is my favorite sport.

Football is my favorite sport.

- "Running" is a gerund and "football" is a noun. They both name something. "Running" names an action, but you cannot pin this action down to a moment in time. It's just naming the activity of running.

Write the following sentences on the board:

My aunt was running out of milk last week, so I bought her some.

Running down the street, George slipped.

- 🗨️ Okay, so is “running” a gerund in either of these sentences? (*I don't know. I don't think so.*)
- 🗨️ That's right—it's not a gerund in either sentence. The “running” action in these sentences occurred at a specific moment in time. That's one way you can easily tell these “-ing” words are not gerunds.
- 🗨️ With gerunds, there is no connection to a moment in time.

Write the following sentences on the board:

Soup is disgusting.

That movie was boring.

- 🗨️ These are words that end in “-ing,” but they're not verbs. Why not? (*They're adjectives—they're describing words.*)
- 🗨️ Yes. Today you'll be looking through your writing responses for gerunds. Ignore the adjectives that happen to end in “-ing.”

Skill Drill—Identifying Gerunds

Post **What to Do** and read it aloud.



WHAT TO DO

1. Skim your most recent writing response and circle at least one “-ing” word in five different sentences.
2. Write a “G” over any “-ing” word that you think is a gerund.
3. Use one of the gerunds to begin a new sentence, using this sentence starter:
[“-ing” word] is _____.

Example: [Vacuuming] is the most boring chore imaginable.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ Yes! “Reading is all Shania likes to do,” starts with a gerund, “reading.” “Reading” in this sentence is the name of an activity.
- 🗨️ “Hiccapping is annoying and hurts my ribs.” I agree! Good work—“hiccapping” is a gerund.
- 🗨️ Remember that if the action takes place at a specific time, it's not a gerund. Here you can see you were describing a particular moment in the past when your mother was sleeping. So “sleeping” is not a gerund in this sentence.

- 🗨️ Right here you wrote “G” over “cheating” in the sentence “Julie was caught cheating.” Can you place this action at a particular time? (Yes, the moment she was caught.) So it’s not a gerund. Take that word “cheating” and use it in a new sentence so that it’s a gerund. Think of “cheating” as the name of an activity. “Cheating is wrong” is one example of using “cheating” as a gerund. I’ll be back in a minute to see what you wrote.

Without calling on volunteers, ask 1–3 students to share their sentences beginning with gerunds.

Complete Response:

Walking is good exercise for older people with bad knees.

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- 🗨️ You very quickly found examples of gerunds in your own writing. I am impressed.
- 🗨️ It was great how you settled down and no one interrupted anyone else as they were searching for gerunds.

Call on 3–5 students to share an activity they enjoy and write it on the board as a gerund, as in the following examples:

Skiing is fun.

I like texting.

Sleeping is awesome.

Dancing is my favorite thing to do.

Talking with my friends is what I like most.

AFTER CLASS

Check each skill drill response and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of a Gerund** and **Definition of a Verbal** posted for whatever drills or mini-lessons you do regarding gerunds.

Skill Drill

7A

Writing Sentences With Gerunds

Overview

The students will write sentences using gerunds.

BEFORE CLASS

Preparing for the Lesson

- Make sure that the **Definition of a Gerund** and **Definition of a Verbal** are still posted.

IN CLASS

Skill Drill—Writing Sentences With Gerunds

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗣️ **Could someone remind me what a gerund is?** (*It's the name for an activity—running, jumping, typing, dreaming, etc.*)
- 🗣️ **That's right. A gerund is like a noun because it names something, but what it names is an activity, not a person, place, thing, or idea.**
- 🗣️ **Gerunds are built with a verb base and an “-ing” ending. “Run” plus “-ing” equals “running.” “Laugh” plus “-ing” equals “laughing.” Give me some more examples.** (*Snowing, stomping, hugging, reading, thinking.*)
- 🗣️ **That's right, you've got it. Any activity you can think of is named with a gerund.**
- 🗣️ **Today we're going to brainstorm gerunds and then use them in sentences.**

Write the names of the seasons on the board or chart paper as headings for a brainstorming activity.

Winter	Summer	Spring	Fall

- 🗣️ **Okay, so there are certain activities you do that are associated with particular seasons. For example, “skiing” is a winter activity.**

Write “skiing” under the “Winter” heading. Explain that students have three minutes to come up with the names of activities that are associated with each season. Start a timer or call “time,” and start taking suggestions from students. If a student doesn't use a gerund (for example, suggests “run” instead of “running”), remind the student that a gerund is made up of a verb base and an “-ing” ending. Only write gerunds on the chart.

When time is up, post **What to Do** and read it aloud.



WHAT TO DO

Write five or more sentences using gerunds. If you need inspiration, choose a season and write about things you enjoy doing during that season of the year.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you used “smashing” correctly as a gerund. Nice work!
- 🗨️ I like how you used gerunds in different places in your sentences. That shows you know how to use them as you would a noun.
- 🗨️ Remember that a gerund is the name for an activity. It is not connected to any specific point in time.
- 🗨️ Right here you wrote, “Last summer, I was swimming with my friend Lianne.” This is an activity that happened at a specific point in time—last summer. So “swimming” is not a gerund in this sentence. Think of “swimming” as the name of something you do. Write a new sentence using “swimming” as a gerund. Here’s an example: “Swimming in lakes is more fun than swimming in pools.” I’ll be back to see what you come up with on your own.

Without asking for volunteers, call on a few students to share a sentence they have written. Ask students to confirm or correct their classmates’ responses.

Complete Response:

1. *Cuddling with my puppy is something I love doing.*
 2. *The more I learn about sailing, the more I want to try it.*
 3. *My little brother likes smashing bugs with his bare feet—ew!*
 4. *One thing I don’t like about winter is all of the freezing and shivering.*
 5. *Complaining is never pleasant.*
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about gerunds and how to use them in your writing.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Identifying Gerunds in Sentences

Overview

The students will practice identifying and using gerunds in sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Gerund Hunting** worksheet, provided at the end of this lesson.
- Make sure that the **Definition of a Gerund** and **Definition of a Verbal** are still posted.

IN CLASS

Skill Drill—Identifying Gerunds in Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗨️ **Could someone remind me—what's a gerund?** (*The name for an activity—sleeping, eating, drinking, thinking.*)
- 🗨️ **That's right. We use gerunds to name activities. Because they're the name of something, gerunds "act like" nouns in a sentence.**

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

Sleeping is good for you. (gerund)
Exercise is good for you. (noun)
They do not like my whistling. (gerund)
They do not like my cat. (noun)
My aunt's favorite hobby is cooking. (gerund)
My aunt's favorite food is rice. (noun)
We warned him about yelling. (gerund)
We warned him about danger. (noun)

- 🗨️ **You use a gerund in a sentence the same way you use a noun because a noun names a person, place, thing, or idea. A gerund names an activity.**

- 🗨️ Now it's time to go gerund hunting. You're going to look through two paragraphs and circle all the "-ing" words.
- 🗨️ Remember that a gerund isn't tied to a particular point in time. It's the name of an activity. So if you see a sentence like, "I was walking around the block when I accidentally stepped on some dog poop on the pavement," you know that "walking" takes place at a particular time in the past.
- 🗨️ On the other hand, if the sentence is "Walking is dangerous because you can accidentally step on dog poop," then "walking" is just the name of an activity. It is not tied to any particular time in the past, present, or future. It's a gerund.

Hand out the **Gerund Hunting** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you correctly identified all the gerunds so far. Keep going!
- 🗨️ That's right, there are two gerunds in that sentence.
- 🗨️ Remember that a gerund is a name for an activity.
- 🗨️ Right here you identified "buying" as a gerund. Read the sentence again and ask yourself if "buying" is tied to a specific point in time in this sentence. If it is, it's not a gerund. I'll be back to check your work.

Without asking for volunteers, call on a few students to share one of the gerunds they identified. Ask students to confirm or correct their classmates' responses.

Note that the gerund "being" in the second paragraph could cause confusion since it is a form of the verb "to be" used here as a direct object. What does he love? He loves "being."

Answer Key:

Rocco and his mother Angela both enjoy ^G(performing). Angela is a comedian and runs her own talent agency. Rocco is Angela's son, and he has autism. Since Rocco was diagnosed with autism as a toddler, Angela has focused great effort on ^G(fundraising). Every year, she plans and organizes a benefit to raise funds for autism research. ^G(Planning) is extremely stressful for Angela because she is a perfectionist. One year when Angela was ^G(buying) balloons in bulk at a party supply shop, Rocco disappeared. She searched up and down the aisles for him, ^G(calling) his name, but he wouldn't answer. Finally she found him up on a display stand, ^G(pretending) to make announcements in a microphone. "Rocco loves ^G(playing) and ^G(pretending)," says Angela proudly, "but what amazes me is that he loves ^G(being) on stage, too. Very few kids with autism like to be the center of attention or get enjoyment out of the audience ^G(responding)."

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about how to identify a gerund.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet against the Answer Key. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Gerund Hunting

Instructions

1. Read the paragraphs and circle all of the words that end in “-ing.”
2. Identify all of the “-ing” words that are gerunds by writing a “G” over each one.

Example:

My father was (thinking) the other day that he likes (jogging)^G, (hiking)^G, and (biking)^G.

Rocco and his mother Angela both enjoy performing. Angela is a comedian and runs her own talent agency. Rocco is Angela’s son, and he has autism. Since Rocco was diagnosed with autism as a toddler, Angela has focused great effort on fundraising. Every year, she plans and organizes a benefit to raise funds for autism research. Planning is extremely time-consuming for Angela because she is a perfectionist. One year when Angela was buying balloons in bulk at a party supply shop, Rocco disappeared. She searched up and down the aisles for him, calling his name, but he wouldn’t answer. Finally she found him up on a display stand, pretending to make announcements in a microphone.

“Rocco loves playing and pretending,” says Angela proudly, “but what amazes me is that he loves being on stage, too. Very few kids with autism like to be the center of attention or get enjoyment out of the audience responding.”

Finding and Fixing Misplaced Modifiers—Adjectives

Overview

The students will identify misplaced adjectives and revise sentences so that adjectives modify the correct noun.

CCSS In This Lesson

Literacy.L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Misplaced Adjectives** worksheet, provided at the end of this lesson.
- We highly recommend creating a permanent display of the **Order of Adjectives** chart so that it can remain posted for any drills or mini-lessons you do regarding identifying misplaced adjectives.

IN CLASS

Targeted Instruction—Finding and Fixing Misplaced Adjectives

- 🗨️ A modifier is a word, phrase, or clause that describes someone or something. In this lesson, we'll focus on finding and fixing mistakes with adjectives.

Point to a chair in the classroom.

- 🗨️ This chair is...what? Give me a word to describe this chair. (*ugly, comfortable, blue*)
- 🗨️ Great! You gave me adjectives, which are words that describe a noun.
- 🗨️ Adjectives show us *more* about the nouns they modify—they describe what a person, place, thing, or idea is like.
- 🗨️ Sometimes, though, when we're writing, we put adjectives in the wrong place. When modifiers are misplaced, it's not clear what they're describing, or they seem to be describing something we didn't intend.

Write the following sentence on the board:

On her way to school, Cecelia found a blue woman's jacket.

If you have ELLs or other students who may need additional support, make copies of the **Order of Adjectives** chart, found at the end of this lesson, for them to use as a reference.

- 🗣️ **Hmmm. Apparently there are blue women out there who like to leave their jackets around.**
- 🗣️ **What noun should “blue” be describing? (*Jacket.*)**
- 🗣️ **That’s right. Where should we place “blue” so that it’s clear we’re talking about a blue jacket, not a blue woman? (*Right before “jacket.”*)**
- 🗣️ **Yes. “On her way to school, Cecelia found a woman’s blue jacket.” Now the meaning is clear.**

Write the following sentence on the board:

Joe dropped his sandwich in the trash.

- 🗣️ **Okay. Let’s describe or show *more* about Joe. What kind of person is Joe? Give me some words to describe him. I need some good adjectives! Ones you don’t hear all that often. (*clumsy, brutal, finicky*)**

Pick one adjective a student suggests and revise the sentence to describe Joe, as in the following examples:

Clumsy Joe dropped his sandwich into the trash.

Joe, clumsy, dropped his sandwich into the trash.

- 🗣️ **How about the sandwich? How would you describe it? You can make it sound as disgusting or delicious as you want. (*cold, stale, slimy, moldy, mouthwatering*)**

Pick one adjective a student suggests and revise the sentence further, as in the following example:

Clumsy Joe dropped his stale sandwich in the trash.

- 🗣️ **Notice how these great adjectives make the sentence vivid and more interesting to read?**
- 🗣️ **Did you notice how putting the adjective right before or after the noun it modifies makes it clear what it’s describing?**
- 🗣️ **However, as we saw with the blue woman and her jacket, sometimes we make errors in *where* we place the modifiers in a sentence, making the meaning unclear or illogical for the reader.**
- 🗣️ **Let’s take another look at Joe and his sandwich.**

Write the following sentence on the board:

Slimy, in the trash, Joe dropped his sandwich.

- 🗣️ **So who or what is slimy here: Joe, the trash, or the sandwich? (*Not sure.*)**
- 🗣️ **Let’s say it’s the trash. How can we rewrite this sentence so that it is clear what “slimy” is modifying? (*We could put “slimy” right before “trash.”*)**

Write the following sentences on the board:

In the slimy trash, Joe dropped his sandwich.

Joe dropped his sandwich in the slimy trash.

- Now let's say it's the sandwich that is slimy. Where do I put "slimy"? (Right before "sandwich.")

Write the following sentences on the board:

- In the trash, Joe dropped his slimy sandwich.
- Joe dropped his slimy sandwich in the trash.

Write the following sentence on the board:

- Sam ate the hot plate of spaghetti in a hurry.

- Wow, that must have been hard on Sam's teeth to eat a hot plate. What noun is "hot" supposed to describe? (*Spaghetti.*)
- You're right! How can we revise that sentence so that it is clear that "hot" describes the correct noun? (*Sam ate the plate of hot spaghetti in a hurry.*)
- Exactly. Now you see the importance of fixing those misplaced modifiers so that they describe the correct words. You need to place them as closely as possible to the words that they modify.

Skill Drill—Finding and Fixing Misplaced Adjectives

Hand out the **Finding and Fixing Misplaced Adjectives** worksheet.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- Yes! "Spicy" is a misplaced adjective and it should be describing "shrimp."
- Great, you found all of the misplaced adjectives. Keep rewriting those sentences, making sure the adjectives are in the right place.
- Remember, you should place the adjectives as close to the nouns as possible, usually right in front of them, to make the meaning clear to the reader.
- Right here you rewrote that sentence so that "glazed" describes "counter," but "glazed" should be describing the donuts. Rewrite that sentence so it is clear to the reader, and I'll be back in a minute to see how you did.

Without asking for volunteers, call on 1–3 students to share their answers. Ask students to confirm that they have fixed the misplaced adjectives in each sentence.

Complete Response:

- Olivia devoured the (spicy) plate of shrimp.
Olivia devoured the plate of spicy shrimp.
 - Angela prepared a (cold) plate of meat and cheeses.
Angela prepared a plate of cold meat and cheeses.
 - Fernando wondered who owned the (pink) child's bike.
Fernando wondered who owned the child's pink bike.
 - The (torn) man's pants were hanging on the rack.
The man's torn pants were hanging on the rack.
 - Lu Lu grabbed the (glazed) plate of donuts from the counter.
Lu Lu grabbed the plate of glazed donuts from the counter.
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- I'm impressed with how you were able to find and fix the misplaced adjectives in those examples.
- It was great how you settled down so quickly and how no one interrupted anyone else as you were revising your sentences.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Order of Adjectives** chart posted for whatever drills or mini-lessons you do regarding adjectives.

Name _____

Date _____

Finding and Fixing Misplaced Adjectives

Instructions

1. Read each sentence and circle any adjectives that are misplaced.
2. Rewrite each sentence, putting the adjectives in the correct place.

Example

Isabelle discovered a (silver) woman's purse in the attic.

Isabelle discovered a woman's silver purse in the attic.

1. Olivia devoured the spicy plate of shrimp.

2. Angela prepared a cold plate of meat and cheeses.

3. Fernando wondered who owned the pink child's bike.

4. The torn man's pants were hanging on the rack.

5. Lu Lu grabbed the glazed plate of donuts from the counter.

Order of Adjectives Chart

Note: Most native speakers will have mastered this, but if students get stuck on adjective order, or you have English language learners in your group, you can give them a copy of this chart.

Determiner (a, an, the, some),

followed by Opinion (charming, pretty, nice),

followed by Size (big, small, gigantic),

followed by Age or Temperature (young, old, warm, cold),

followed by Shape (round, square,)

followed by Color (green, red, turquoise),

followed by Place where it comes from (Egypt, Ireland, Japan),

followed by the Material that the thing is made from (plastic, wooden, metal).

Experimenting With Modifiers—Adverbs

Overview

The students will experiment with changing the position of the adverb in a sentence and describe how shifting its position changes the meaning of the sentence.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Changing Adverb Position** worksheet, provided at the end of this lesson.
- Make sure the **Order of Adjectives** chart is still posted.

IN CLASS

Skill Drill—Changing Adverb Position to Change Meaning in Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  In a previous lesson, we saw that it is important that adjectives are placed as closely as possible to the words they describe so that the meaning is clear to the reader.
-  Today we are going to look at adverbs as modifiers. They tell us more about verbs, adjectives, or other adverbs. Adverbs add description to a sentence and tell us how, when, where, or why something happened. When we change their position in a sentence, we change the meaning of the sentence.

Write the following sentences on the board:

We slowly drank the water that we were carrying.

We drank the water that we were carrying slowly.

-  In the first sentence, what action is being done slowly? (*Drinking.*)
-  In the second sentence, what action is being done slowly? (*Carrying.*)
-  Do you see how the placement of the adverb changes what it modifies and changes the meaning of the sentence?

Write the following sentences on the board:

Joel begged me not to visit sincerely.

Joel sincerely begged me not to visit.

Joel begged me, sincerely, not to visit.

- 🗣️ What is the adverb in these three sentences? The word that describes *how* an action is done? (*Sincerely.*)
- 🗣️ You're right. Tell me what action is being done sincerely in the first sentence. (*Visiting.*)
- 🗣️ Isn't that odd? (*Yes.*)
- 🗣️ Do you know how to *sincerely* visit someone? I sure don't! I think the writer meant for "sincerely" to modify "begged." That's why "sincerely" needs to be placed close to "begged."
- 🗣️ In the other two sentences, "sincerely" is placed next to "begged." That way it's clear that it's describing that action.
- 🗣️ The position of adverbs can completely change the meaning of a sentence. Let's look at some more examples.

Write the following sentences on the board and ask the students to brainstorm how the position of "only" changes the meaning of the sentence.

Only Murray likes mayonnaise with his fries.

Murray only likes mayonnaise with his fries.

Murray likes mayonnaise only with his fries.

- 🗣️ What do we understand from the first sentence about what Murray likes? (*He is the only one who likes mayonnaise with his fries.*)
- 🗣️ Yes. Written that way, it would seem that out of the whole group, Murray is the only person who likes mayonnaise with his fries.
- 🗣️ How about the second sentence? What does that tell us about what Murray likes? (*That he only likes to eat mayonnaise with his fries—nothing else.*)
- 🗣️ Yes, from this sentence, it would appear that Murray is not a ketchup guy.
- 🗣️ What about the third sentence? What does that tell us about what Murray likes? (*That the only time he likes mayonnaise is when he eats it with his fries.*)
- 🗣️ Well, Murray has peculiar tastes, but yes, that is what the sentence is showing us.
- 🗣️ So, you can see the importance of adverb placement to make your meaning clear to the reader.

Hand out the **Changing Adverb Position** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗣️ Yes! Writing "only" before the verb here means that it is the one way that he gets to school.
- 🗣️ Great, you rewrote all three sentences with the adverbs in another position. Now explain how changing the position changes the meaning.
- 🗣️ Remember, there may be several places that the adverb could logically go in the sentence, but changing the position may completely change the meaning.

-  Right here you rewrote “Georgina baked cookies for her just friends.” You made “just” modify “friends” and used it as an adjective here. Try placing it next to the verb and explaining the meaning. I’ll be back in a minute to see how you did.

Without asking for volunteers, call on 1–3 students to share their sentences. Confirm that they have rewritten each sentence with the adverb in another place and explained how that changed the meaning of the sentence.

Complete Response:

1. Fred only rides his green bike to school.
Fred rides only his green bike to school. (In the first sentence, it’s the one way he gets to school. In the second sentence, he only rides his green bike—no other bikes.)
 2. Georgina just baked cookies for her friends.
Georgina baked just cookies for her friends. (In the first sentence, she baked them just now. In the second sentence, she didn’t bake anything but cookies.)
 3. All of us are not patient.
Not all of us are patient. (In the first sentence, none of us are patient. In the second sentence, some of us are not patient.)
-

We’ve included these sample responses for your convenience, but other correct responses are acceptable. Verify that the sentence is logical and that the student explains how changing the position of the adverb changes the meaning of the sentence.

Closing

Close by asking students if they have any lingering questions about the skill.

-  **Raise your hand if you have a question you want to ask about how changing adverb position changes the meaning of the sentence.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Changing Adverb Position

Instructions

1. Read each sentence and underline the adverb.
2. Rewrite the sentence with the adverb in another position. Underline the adverb.
3. Use the space between the parentheses to explain how changing where the adverb is placed changes the meaning of the sentence.

Example

Judy just lied to her friend about the accident.

Revised Sentence: Judy lied just to her friend about the accident.

(In the first sentence, Judy just lied (recently) about the accident. In the second, Judy's friend is the only person she lied to about the accident.)

1. Fred only rides his green bike to school.

(_____)

2. Georgina just baked cookies for her friends.

(_____)

3. All of us are not patient.

(_____)

Identifying Participles

Overview

The students will become familiar with the definition of a participle and identify participles in their own writing responses.

CCSS In This Lesson

Literacy.L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **What to Do**, provided at the end of this lesson.
- We highly recommend creating a permanent display of the **Definition of a Participle** so that it can remain posted for any drills or mini-lessons you do regarding participles.
- Prepare to display the **Sample Sentences**. /

IN CLASS

Targeted Instruction—Identifying Participles

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

1. The burning house stood out against the sky.
2. The hanging fruit was ready to be picked.
3. Brianna dragged the cracked chair into the corner.
4. Diego shoved his freezing hands into his pockets.

Ask students if they see any words that seem similar in the sentences, and underline the participles as students identify them. Correct answers are provided here for your reference:

1. The burning house stood out against the sky.
2. The hanging fruit was ready to be picked.

3. Brianna dragged the cracked chair into the corner.

4. Diego shoved his freezing hands into his pockets.

🗣️ **What do you notice that's the same about these words?** (*They look like verbs.*)

🗣️ **That's right. They all look like verbs.**

Post the **Definition of a Participle** and read it aloud.



DEFINITION OF A PARTICIPLE

A participle is a verbal that acts as an adjective. It has a verb base, plus an ending (usually “-ing” or “-ed”).

Example: Sylvia had a **nagging** feeling that she went the wrong way.

🗣️ **You've already learned about gerunds. A participle is another type of verbal, which means it has a verb base, but is used as another part of speech.**

🗣️ **A participle looks like a verb, but can act like an adjective.**

🗣️ **“Act like an adjective” means that you can use a participle as you would an adjective, to describe or modify nouns.**

Write the following phrases on the board:

the walking stick

the boiling water

the chopped wood

Underline “walking,” “boiling,” and “chopped.”

🗣️ **The underlined words are participles. They are describing these nouns.**

🗣️ **What does “walking” describe?** (*The stick. It's a walking stick.*)

Draw an arrow from “walking” to “stick.”

🗣️ **“Walking” describes or modifies “stick.” “Walking” is a participle that describes what kind of stick it is. It's not a regular stick. It's a *walking* stick.**

🗣️ **What does “boiling” modify?** (*Water.*)

Draw an arrow from “boiling” to “water.”

🗣️ **“Boiling” describes or modifies “water.” What kind of water is it?** (*Boiling water.*)

🗣️ **And how would we describe this wood?** (*Chopped wood.*) **Yes, “chopped” describes or modifies “wood.”**

Draw an arrow from “chopped” to “wood.”

Write the following sentences on the board:

The frightening film gave Sheila nightmares.

The frightened dog started to bark.

Underline “frightening” and “frightened.”

- 🗨️ What does “frightening” modify or describe? What’s being described as frightening? (*The film.*)

Draw an arrow from “frightening” to “film.”

Call on a volunteer to identify the noun that “frightened” modifies, and draw an arrow from “frightened” to “dog.”

- 🗨️ “Frightening” is a present participle and “frightened” is a past participle. The verb base is “to frighten,” but they have different endings, “-ing” and “-ed.”

- 🗨️ Let’s take a look at one more sentence.

Write the following sentence on the board:

The house was old, but it had running water.

- 🗨️ Okay, so is “running” a participle? (*I think so because it looks like a verb, but running seems to be describing the water.*)
- 🗨️ You’re right. “Running” is acting like an adjective because it describes the water.

Skill Drill—Identifying Participles That Act as Adjectives

Hand out **What to Do** and read it aloud.



WHAT TO DO

1. Skim your most recent writing response and circle at least three participles that are used as adjectives.
2. Draw an arrow from each circled participle to the noun it describes. Remember, participles end in “-ing” or “-ed.”
3. Use one of the participles you circled to write a new sentence, using this sentence starter: The [participle] _____.

Example: The (smiling) lady is my aunt.

Note: If you can’t find any participles used as adjectives in your most recent writing response, write four new sentences using participles as adjectives. Circle the participle in each sentence and draw an arrow from the participle to the noun it describes.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ Yes! “The boring show put me to sleep,” contains a participle, “boring.” “Boring” is used as an adjective to describe “show.”
- 🗨️ “The disappointed girl walked out when Greg did not show up.” Yes, you circled the right word: “disappointed” is a participle acting as an adjective.
- 🗨️ Remember that the participles you’re looking for end in “-ing” or “-ed” and describe a noun.

- Right here you circled “ate” in the sentence “Julie ate some clam chowder.” Since “ate” does not describe a noun, it’s not what you’re looking for. Remember you’re looking for words that end in “-ing” or “-ed” and that describe a noun. I see a participle that is describing a noun in this paragraph. I’ll be back in a minute to see if you found it and circled it.

Without calling on volunteers, ask 1–3 students to share their sentences. Confirm that they have correctly identified participles that are acting as adjectives from their writing or have written original sentences that contain participles that act as adjectives.

Complete Response:

The *frightened* cat jumped into my lap.

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- You very quickly found examples of participles in your own writing. I am impressed.
- It was great how you settled down and no one interrupted anyone else as they were searching for participles.

Call on 3–5 students to share participles that can be used to describe things in the city. Students should suggest both a noun and a participle. You may hear participles like this:

sprawling sidewalks

condemned buildings

winding streets

AFTER CLASS

Check each skill drill and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of a Participle** posted for whatever drills or mini-lessons you do regarding participles.

Name _____

Date _____

What to Do

1. Skim your most recent writing response and circle at least three participles that are used as adjectives.
2. Draw an arrow from each circled participle to the noun it describes. Remember, participles end in “-ing” or “-ed.”
3. Use one of the participles you circled to write a new sentence, using this sentence starter: The [participle] _____.

Example: The smiling lady is my aunt.



Note: If you can't find any participles used as adjectives in your most recent writing response, write four new sentences using participles as adjectives. Circle the participle in each sentence and draw an arrow from the participle to the noun it describes.

Skill Drill

9A

Describing With Participles

Overview

The students will write sentences using participles as modifiers.

BEFORE CLASS

Preparing for the Lesson

- Make sure that the **Definition of a Participle** is still posted.

IN CLASS

Skill Drill—Describing With Participles

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗣️ **Could someone remind me what a participle is?** (*It's a verbal and can act as an adjective—running water, sinking ship, blooming rose, etc.*)
- 🗣️ **Right. It can also be part of a multi-part verb—but today we'll focus on participles without helping verbs that describe or modify nouns, just like adjectives do.**
- 🗣️ **Participles are built with a verb base and often an “-ing” or “-ed” ending. “Jump” plus “-ing” equals “jumping.” “Laugh” plus “-ing” equals “laughing.” Give me some more examples.** (*sweeping, confused, jogging, smiling, bored*)
- 🗣️ **Today we'll brainstorm participles that act as adjectives and then use them in sentences.**

Write the headings **Sun**, **Moon**, **Stars**, and **Planets** on the board or chart paper for brainstorming lists of participles.

- 🗣️ **Okay, so there are certain words that describe these things that we see in the sky. Let's think of some “-ing” and “-ed” words that can be used to modify or describe them.**

Write **shining** under the heading “Stars” to start them off. Explain that students have three minutes to come up with more examples of participles to describe each item. Start a timer or call “time,” and start taking suggestions from students. If a student doesn't use a participle (for example, suggests “twinkle” instead of “twinkling”), remind the student that a participle is made of a verb base and an “-ing” or “-ed” ending. Only write participles on the chart.

While many participles are built with an “-ed” or “-ing” ending, this is not always the case. The past participles of irregular verbs vary considerably. For the purpose of this lesson, we recommend addressing that point only if students ask specific questions about participles of irregular verbs.

Your chart may look like this:

Sun	Moon	Stars	Planets
shining	beaming	twinkling	moving
sweltering	shimmering	sparkling	ringed
blazing	glistening	shooting	orbiting

Post **What to Do** and read it aloud.

WHAT TO DO

Write at least five sentences using participles that act as adjectives. If you need an idea of what to write about, try describing something funny that happened to you and your friends. You do not need to write your sentences in paragraph form.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you used “giggling” correctly as a participle. Nice work!
- 🗨️ I like how you used participles in different places in your sentences. That shows you know how to use them as you would an adjective.
- 🗨️ Remember that a participle looks like a verb but can act as an adjective. The most common endings for participles are “-ed” and “-ing.”
- 🗨️ Right here you wrote, “Joking is something I do all the time.” “Joking” does end in “-ing,” but it is a gerund here, acting as a noun. Write a new sentence using “joking” as a participle, acting as an adjective—describing something. Here’s an example: “His joking personality made him very popular with his friends.” I’ll be back to see what you come up with on your own.

Without asking for volunteers, call on a few students to share a sentence they have written. Ask students to confirm or correct their classmates’ responses.

Complete Response:

1. *The confusing assignment made everyone in class get a bad grade.*
2. *A worried student ran down the hall so she wouldn’t be late for class.*
3. *The smashed pumpkins lined the street after Halloween.*
4. *My aunt has a calendar of covered bridges in New England.*
5. *The pouring rain made them cancel our football game.*

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ Raise your hand if you have a question you want to ask about participles and how you can use them to describe a noun.

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Identifying Helping Verbs and Participles in Sentences

Overview

The students will practice identifying and using participles that are part of multi-part verbs in sentences.

BEFORE CLASS

Preparing for the Lesson

- Make sure that the **Definition of a Participle** is still posted.
- Make copies of the **Help Add the Helping Verbs** worksheet, provided at the end of this lesson.
- Prepare to display the **Sample Sentences**. *f*

IN CLASS

Skill Drill—Identifying Participles in Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Could someone remind me what a participle is?** (*It's a verbal and can act as an adjective—running water, sinking ship.*)
-  **That's right. A participle all by itself is like an adjective because it describes something.**
-  **A participle can also be paired with a helping verb to show when someone or something does an action. In a way this kind of participle is like an adjective, too, because it describes what a noun—a person, place, or thing—did or is doing.**

Write the following sentence on the board:

Sheila is singing.

Circle the helping verb, “is.”

-  **The “helping verb” is circled. A helping verb helps by telling the other verb's tense. In this case, “is” shows us that Sheila is currently singing—this is an action that is taking place in the present. We often use a form of the verb “to be” as a helping verb.**

Write the following sentence on the board:

Marta was running so fast that she couldn't catch her breath.

- 🗣️ Okay, so what's the participle in this sentence? (*Running.*)
- 🗣️ Does it have a helping verb before it? (*Yes, "was."*)
- 🗣️ In this sentence, the participle is part of a multi-part verb, a verb that has more than one word. "Was" helps establish that the action of running happened in the past.
- 🗣️ "Was running" still acts sort of like an adjective. It shows more about Marta. It describes Marta because it describes what Marta was doing.

Write the following sentence on the board:

Last week, Jamie _____ running for the bus when it started raining.

- 🗣️ What word should we add to show when Jamie was running? (*Was.*)
- 🗣️ How did you figure that out? (*"Last week" tells us that the action happened in the past.*)
- 🗣️ The word "was" helps show when the action of running took place. "Was" is a helping verb in this sentence.

Write **was** in the blank.

- 🗣️ Who or what was running? (*Jamie was running.*)

Underline "was running" and draw an arrow from "was running" to "Jamie."

Write the following sentence on the board:

When Joe arrived, we _____ finishing dinner.

- 🗣️ What word should go in the blank? (*The word "were."*)
- 🗣️ Yes. "Were" helps show when we were finishing dinner. When was it happening? "When Joe arrived." The helping verb helps us to see when the action is taking place.

Write **had** in the blank.

- 🗣️ Who or what was finishing eating dinner? (*We.*)

Underline "were finishing" and draw an arrow from "were finishing" to "we."

Write the following sentences on the board:

Michelle's hands are freezing.

Michelle's freezing hands fumbled with the doorknob.

- 🗣️ What word is the participle in both of these sentences? (*Freezing.*)
- 🗣️ Does "freezing" describe or modify "hands" in both sentences? (*Yes.*)
- 🗣️ The helping verb "are" in the first example is a form of the verb "to be." That word, plus the participle "freezing," is working as an adjective too, isn't it?

- Can you think of any more examples? Let's say Michelle's hands aren't freezing. They're trembling.

Write the following sentences on the board:

Michelle's trembling hands unlock the door.

Michelle's hands are trembling.

- What's the function of the participle in the first sentence? (*It describes Michelle's hands.*)
- How about in the second sentence? (*Same thing—describing Michelle's hands.*)
- We use participles to describe, sometimes all by themselves without a helping verb, and sometimes with a helping verb.
- Participles are verbals that can help describe or show more about someone or something by showing action.
- Let's practice identifying participles with and without helping verbs.

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

- Stacy's voice is squeaking.
- Stacy's squeaking voice couldn't be understood over the phone.
- Mateo's habits are annoying his mother.
- Mateo's annoying habits irritate his mother.

Ask students to identify the participles, the helping verbs, and what is being described. Accept correct responses. Underline each correctly identified participle (and the helping verb if there is one) and draw an arrow from it to what it describes. Correct answers are provided here for your reference:

- Stacy's voice is squeaking.
- Stacy's squeaking voice couldn't be understood over the phone.
- Mateo's habits are annoying his mother.
- Mateo's annoying habits irritate his mother.

- Now let's practice writing with participles.

Hand out the **Help Add the Helping Verbs** worksheet and read aloud the instructions.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- I see that you correctly identified all the participles so far. Keep going!
- Good job identifying the participles in these sentences, but don't forget to draw an arrow to show what words they describe.

- ☞ Make sure that your helping verbs are in the correct tense (present or past) so that the reader understands *when* the action takes place in the sentence.
- ☞ That's right, "puzzling" is a participle in that sentence. You need to write a new sentence with that participle now, with a helping verb that shows when the action takes place.

Without asking for volunteers, call on a few students to share one of the new sentences they wrote. Ask students to confirm or correct their classmates' responses.

Answer Key and Complete Response:

1. Alex's shaking hand can't grip the glass.
Alex's hand is shaking from the cold.
 2. The puzzling message confused all of us.
The message was puzzling and we couldn't figure it out.
 3. My terrified dog would not leave my side.
My dog was terrified and wouldn't come upstairs.
 4. The depressing news was shared with everyone.
The news was depressing and put everyone in a bad mood.
 5. The fascinating book made Sheila want to visit New Zealand.
The book was fascinating and made Sheila interested in visiting New Zealand.
 6. The exhausting trip lasted three days.
The trip was exhausting and lasted three days.
 7. The falling leaves collected in a pile at the base of the tree.
The leaves were falling near my feet.
 8. The amusing story entertained everyone.
The story was amusing and everyone laughed.
-

Closing

Close by asking students if they have any lingering questions about the skill.

- ☞ **Raise your hand if you have a question you want to ask about how to use participles.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet against the Answer Key. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Help Add the Helping Verbs

Instructions

1. Read the sentences and underline all of the participles (words ending in “-ed” and “-ing”).
2. In each sentence, draw an arrow from the participle to the word it describes.
3. Under each sentence, write a new sentence using the participle and a helping verb. (Remember that a helping verb tells us *when* the action is taking place in the sentence.)

Example:

The withering flowers are on the table.

The flowers are withering on the windowsill.

1. Alex’s shaking hand can’t grip the glass.

2. The puzzling message confused all of us.

3. My terrified dog would not leave my side.

4. The depressing news was shared with everyone.

5. The fascinating book made Sheila want to visit New Zealand.

6. The exhausting trip lasted three days.

7. The falling leaves collected in a pile at the base of the tree.

8. The amusing story entertained everyone.

UNIT 3:

Increasing Sentence Complexity

IN THIS UNIT

- **Lesson 10: Defining and Identifying Compound Sentences**
- **Lesson 11: Defining and Identifying Compound Sentences**
 - Skill Drill 11A: Combining Sentences to Make a Compound Sentence
 - Skill Drill 11B: Combining Sentences to Make a Compound Sentence
 - Skill Drill 11C: Making Run-On Sentences Into Compound Sentences
 - Skill Drill 11D: Using a Semicolon to Punctuate a Compound Sentence
- **Lesson 12: Defining and Recognizing Complex Sentences**
- **Lesson 13: Defining and Recognizing Complex Sentences**
 - Skill Drill 13A: Revising by Combining Sentences
 - Skill Drill 13B: Revising Complex Sentences
 - Skill Drill 13C: Revising by Combining Sentences
 - Skill Drill 13D: Experimenting With Complex Sentence Structure
- **Lesson 14: Keeping Verb Tense Consistent in Complex Sentences**
 - Skill Drill 14A: Keeping Verb Tense Consistent in a Paragraph
 - Skill Drill 14B: Keeping Verb Tense Consistent in Your Writing

Defining and Identifying Compound Sentences

Overview

The students will review independent clauses and practice identifying compound sentences.

CCSS In This Lesson

Literacy.L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Identifying Compound Sentences** worksheet, provided at the end of this lesson.
- We highly recommend creating permanent displays of the **Definition of a Compound Sentence** and the **Coordinating Conjunctions** so that they can remain posted for any drills or mini-lessons you do regarding compound sentences.
- Prepare to display **Compound Sentences**. *f*

IN CLASS

Targeted Instruction—Defining a Compound Sentence

 **Raise your hand if you can tell me what an independent clause is.** (*It has a subject and a predicate in it and expresses a complete idea. It could be a complete sentence if it had proper capitalization and punctuation.*)

 **Yes, an independent clause has a subject and predicate, just like a complete sentence. It also expresses a complete idea, just like a complete sentence.**

Post the **Definitions of a Dependent Clause and Independent Clause** and read the definition of an independent clause aloud.

DEFINITIONS OF A DEPENDENT CLAUSE AND INDEPENDENT CLAUSE

Dependent Clause: A dependent clause has a noun and a verb, but depends on another clause to express a complete idea.

Independent Clause: An independent clause has a subject, predicate, and expresses a complete idea.

Write the following compound sentence on the board (with the independent clauses bracketed):

[My parakeet, Petie, learned to sit on my shoulder], and [he never flew away again].

Call on volunteers to identify the simple subject and simple predicate in each bracketed section. Circle the simple subjects and underline the simple predicates.

[My parakeet, Petie, learned to sit on my shoulder], and [he] never flew away again].

Read each independent clause as if it were punctuated as a complete sentence.

 **Are these complete ideas that make sense all on their own?**

Students should affirm that each independent clause is a complete idea. If they don't seem certain, write each independent clause as a complete sentence on the board (capitalize the first word and add end punctuation).

My parakeet, Petie, learned to sit on my shoulder.

He never flew away again.

 **When you can write a clause as a sentence, and it makes complete sense all on its own, it's definitely an independent clause. So this sentence has two independent clauses in it.**

Post the **Definition of a Compound Sentence** and read it aloud.

DEFINITION OF A COMPOUND SENTENCE

A compound sentence links two or more independent clauses with a conjunction or punctuation mark to show the connection between them.

 **If you can find more than one independent clause in a grammatically correct sentence, it's called a compound sentence. As you know, a run-on sentence can have many independent clauses in it, but it is not grammatically correct. That's because it lacks the necessary conjunction and/or punctuation to connect those clauses.**

 **Today we'll focus on compound sentences with a coordinating conjunction and a comma—that's the most common type of compound sentence.**

 **Is the sentence I wrote on the board a compound sentence? (Yes.)**

 **Why? (It has two independent clauses and a conjunction connecting them.)**

 **Knowing the structure of different types of sentences is important because varying sentence structure makes writing more interesting to read. If you wrote the same kind of sentence all of the time, your reader would quickly become bored. Mixing it up makes it more exciting and has a more powerful impact.**

Post the **Compound Sentences** and read them aloud.

COMPOUND SENTENCES

1. I like to try new foods, but I won't eat anything too greasy.
2. Frida Kahlo was an extraordinary painter, and she is a legend.
3. You could call ahead to order your pizza, or you could show up and wait your turn in line.

Call on volunteers to come up and bracket the independent clauses in each compound sentence. Answers are provided here for your reference:

1. [I like to try new foods], but [I won't eat anything too greasy].
2. [Frida Kahlo was an extraordinary painter], and [she is a legend].
3. [You could call ahead to order your pizza], or [you could show up and wait your turn in line].

 **What do you notice about the way the independent clauses are joined?**
(They're joined with a comma and a short word. They're joined with "and," "but," and "or.")

Circle the word "but" in the first example.

 **The word "but" is a coordinating conjunction. Most compound sentences are joined with coordinating conjunctions.**

Circle "and" and "or" in the remaining two sentences.

 **These are also coordinating conjunctions.**

Post the **Coordinating Conjunctions** and read them aloud.



COORDINATING CONJUNCTIONS

"FANBOYS"

For

And

Nor

But

Or

Yet

So

-  **The acronym "FANBOYS" is a good way to remember these common coordinating conjunctions.**
-  **Today you'll be on the lookout for commas followed by coordinating conjunctions because you'll practice identifying compound sentences.**

Skill Drill—Identifying Compound Sentences

Hand out the **Identifying Compound Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

Some compound sentences do not have a comma before the coordinating conjunction. Students may encounter this type of compound sentence in their reading. Acknowledge that while a comma isn't always necessary, using a comma before a coordinating conjunction is never an error. The following compound sentences are both considered correct:

Julie swept the floor and Mom washed the dishes.

Julie swept the floor, and Mom washed the dishes.

- 🗨️ I see that you found four of the compound sentences so far. Keep working.
- 🗨️ I like how you are bracketing independent clauses. That's a good strategy for figuring out which sentences are compound sentences.
- 🗨️ Remember that an independent clause has a subject and a predicate in it.
- 🗨️ You seem stuck on these last three sentences. Try testing out this sentence by writing down each part of it as a complete sentence. If it has a subject and predicate and makes sense all by itself, it's an independent clause. If you have two independent clauses in a sentence, it's a compound sentence. I'll be back to check in with you in a minute.

Without asking for volunteers, call on a few students to share their answers by identifying the compound sentences on the worksheet. Ask students to confirm or correct their classmates' responses.

Answer Key:

1. *Without my lucky bracelet charm dangling on my wrist, I feel a little anxious.*
 2. *Denali told me she was going to meet me at the basketball game, but she never showed up.* ✓
 3. *That's not the whole truth, yet I feel better having told you how I feel, and I think the problem is solved.* ✓
 4. *Because of the rain, soccer practice was canceled for the third time in a row.*
 5. *Chip decided he wanted to go to the roller coaster park with his friend Luke, so he turned down my invitation to go to the beach.* ✓
 6. *I like to eat popsicles and I like to eat Italian ice.* ✓
 7. *The flood in our basement ruined all of our photographs, so we need to try to get them restored.* ✓
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- 🗨️ It was good to see so many people raising their hands today.
- 🗨️ You're getting better and better at identifying parts of a sentence and seeing how these parts work together. That awareness is going to make you all better writers.

Close the lesson by asking students to skim a recent writing response to find and bracket at least one compound sentence. If they cannot find one, have them write a new one using one of the "FANBOYS" conjunctions.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the following items posted for whatever drills or mini-lessons you do regarding compound sentences:

- **Definition of a Compound Sentence**
- **Coordinating Conjunctions**

Name _____

Date _____

Identifying Compound Sentences

Instructions

1. Read each sentence to determine whether or not it is a compound sentence. Remember that a compound sentence has more than one independent clause in it.
2. Put a check mark next to each compound sentence.

Note: There are five compound sentences.

1. Without my lucky bracelet charm dangling on my wrist, I feel a little anxious.
2. Denali told me she was going to meet me at the basketball game, but she never showed up.
3. That's not the whole truth, yet I feel better having told you how I feel, and I think the problem is solved.
4. Because of the rain, soccer practice was cancelled for the third time in a row.
5. Chip decided he wanted to go to the roller coaster park with his friend Luke, so he turned down my invitation to go to the beach.
6. I like to eat popsicles and I like to eat Italian ice.
7. The flood in our basement ruined all of our photographs, so we need to try to get them restored.

Defining and Identifying Compound Sentences

Overview

The students will review run-on sentences, compound sentences, and coordinating conjunctions. They will practice combining independent clauses to create compound sentences.

CCSS In This Lesson

- **Literacy.L.7.1a** Explain the function of phrases and clauses in general and their function in specific sentences.
- **Literacy.L.7.1b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Creating Compound Sentences** worksheet, provided at the end of this lesson.
- Make sure the following items are still posted:
 - **Coordinating Conjunctions**
 - **Definition of a Compound Sentence**

IN CLASS

Targeted Instruction—Creating Compound Sentences

- 🗣️ In the last class, we looked at some compound sentences. Compound sentences contain more than one independent clause. There's another type of sentence that we know of that has more than one independent clause in it. What kind of sentence is that? (*A run-on sentence.*)
- 🗣️ That's right.

Post the **Definition of a Run-On Sentence** and read it aloud.



DEFINITION OF A RUN-ON SENTENCE

A run-on sentence includes more than one independent clause and is missing correct punctuation or words to connect the ideas.

- 🗣️ Compound sentences are not run-on sentences because they have the correct punctuation and/or words to connect the ideas in them.

- As you become more familiar with compound sentences and know how to create them, you can fix run-on sentences by making them into compound sentences.
- Run-on sentences can be confusing to read because you can't see how the ideas are connected. They are also grammatically incorrect.
- Compound sentences, on the other hand, are not only grammatically correct, they are more effective and powerful because they show the reader a clear connection between ideas.

Post the **Run-On Sentences** and ask students to read them silently.

RUN-ON SENTENCES

1. People say I'm tall for my age I need to stand on tiptoes to see over crowds.
2. He thinks the test will be easy he should study tonight anyway.
3. Trina is shifting in her seat and jiggling her leg she must be really nervous.

Call on a volunteer to read aloud the first run-on sentence and identify the independent clauses in it. (*People say I'm tall for my age. I need to stand on tiptoes to see over crowds.*)

- One way to make this run-on sentence into a compound sentence is to add a comma and a short coordinating conjunction. Let's take a look at the list of **Coordinating Conjunctions** that I introduced you to in the last class.

Refer to the list of **Coordinating Conjunctions**.

COORDINATING CONJUNCTIONS

"FANBOYS"

For
And
Nor
But
Or
Yet
So

Call on a volunteer to choose a coordinating conjunction from the list that works well to connect the ideas in the first run-on sentence, and write the resulting compound sentence on the board, punctuating it with a comma, as in the following example:

People say I'm tall for my age, **yet** I need to stand on tiptoes to see over crowds.

- Don't forget to add a comma just before the coordinating conjunction.

Without asking for volunteers, call on two students to come up and make the remaining run-on sentences into compound sentences, using a comma and a coordinating conjunction, as in the following examples:

He thinks the test will be easy, but he should study tonight anyway.

Trina is shifting in her seat and jiggling her leg, so she must be really nervous.

Circle the comma and coordinating conjunction in the students' sentences after they have written them on the board.

- ☞ Sometimes people use the conjunction “and” when a different word would be more precise. “And” is an easy one to remember, but it’s not always the best one to use.

Write the following run-on sentence on the board:

Michaela loved playing charades she had a passion for acting.

- ☞ You could write “Michaela loved playing charades, and she had a passion for acting,” but that doesn’t really show the connection between these two ideas. It seems like these are two unrelated facts. Fact one: Michaela loved playing charades. Fact two: She had a passion for acting.

Write the following sentence on the board:

Michaela loved playing charades, for she had a passion for acting.

- ☞ Now the connection is clear. The reason why Michaela loved playing charades is because she had a passion for acting. When the second independent clause is the reason for the first, you use the conjunction “for.”
- ☞ All of these coordinating conjunctions have a specific function and meaning. You need to choose the one that links the ideas in the most precise way.

Some students may point out that using “for” in this way is formal or “archaic.” Explain that it is true that “for” is not used in this way very often these days, but that it’s important to know *how* to use it despite that.

Skill Drill—Creating Compound Sentences

Hand out the **Creating Compound Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- ☞ I see that you punctuated all of the compound sentences correctly so far. Keep going!
- ☞ I see that you bracketed the independent clauses. That’s a good strategy for figuring out where the conjunction goes.
- ☞ Remember that an independent clause has a subject and a verb, and could be a complete sentence all on its own if it had proper capitalization and punctuation.
- ☞ Right here you made the run-on into two sentences. That’s grammatically correct, but I want you to figure out how to join these sentences into a compound sentence. Pick a coordinating conjunction that works to connect these ideas. I’ll be back in a minute to check in with you.

Without asking for volunteers, call on a few students to share their answers by writing one of the compound sentences on the board. Ask students to confirm or correct their classmates’ responses.

Complete Response:

1. *Dana grabbed nasty leftover meatloaf from the fridge for lunch, so she must have been too starving to care.*
 2. *Javier never gets less than a B+ on any test, yet his parents tell him to study harder.*
 3. *Steel-toed boots are a necessity for construction work, so my father has three pairs of steel-toed boots.*
 4. *Students who complete the exam early get to talk quietly, and they get hall passes to go to the library.*
 5. *You can go to the local beach, or you can go to the town swimming pool.*
 6. *Pierre called Jacinda a shrimp, so Charmaine told him good things come in small packages.*
 7. *Some small breed dogs get nervous and hyper when they see other dogs, and they start yipping, whining, and jumping.*
 8. *No one feels it's fair, but we all have to put up with it.*
 9. *I searched frantically for my sunglasses in my bedroom, and my mother searched a lot less frantically in the kitchen and found them behind the sink.*
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- 🗨️ **It's nice that everyone focused on completing the worksheet, and there were no interruptions.**
- 🗨️ **I've noticed that everyone is getting better at identifying independent clauses. The better you are at taking sentences apart and understanding how they work, the more you can experiment with your sentence structure and strengthen the quality of your writing.**

Close the lesson by asking students to skim a previous writing response to identify an independent clause, underline it, and put a star next to it. Explain that the clause does *not* have to be within a compound sentence.

Call on 1-3 volunteers to share the independent clause they have chosen by reading it aloud.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Creating Compound Sentences

Instructions

1. Read each run-on sentence and identify the independent clauses.
2. Look at the list of **Coordinating Conjunctions** and choose one that appropriately connects the ideas in the sentence.
3. Rewrite the sentence as a compound sentence, using a comma and coordinating conjunction.

Example:

Philip got very arrogant about his singing everyone kept complimenting him.

Philip got very arrogant about his singing, for everyone kept complimenting him.

1. Dana grabbed nasty leftover meatloaf from the fridge for lunch she must have been too starving to care.

2. Javier never gets less than a B+ on any test his parents tell him to study harder.

3. Steel-toed boots are a necessity for construction work my father has three pairs of steel-toed boots.

4. Students who complete the exam early get to talk quietly they get hall passes to go to the library.

5. You can go to the local beach you can go to the town swimming pool.

6. Pierre called Jacinda a shrimp Charmaine told him good things come in small packages.

7. Some small breed dogs get nervous and hyper when they see other dogs they start yipping, whining, and jumping.

8. No one feels it's fair we all have to put up with it.

9. I searched frantically for my sunglasses in my bedroom my mother searched a lot less frantically in the kitchen and found them behind the sink.

Combining Sentences to Make a Compound Sentence

Overview

The students will practice combining sentences with appropriate coordinating conjunctions and punctuation in order to connect related ideas.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Combining Sentences** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - **Coordinating Conjunctions**
 - **Definition of a Compound Sentence**

IN CLASS

Skill Drill—Combining Sentences With Coordinating Conjunctions

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗣️ **Could someone remind me what we've learned about compound sentences?**
(They have two or more independent clauses in them.)
- 🗣️ **Why would you want to write a compound sentence?**

Listen to and accept a variety of responses from students and affirm the following points:

- Compound sentences make connections between ideas.
- Compound sentences are an option for adding more sentence variety to writing.
- You can fix a run-on sentence by making it into a compound sentence.
- 🗣️ **How do you punctuate a compound sentence?** *(One way is to add a comma and a coordinating conjunction.)*
- 🗣️ **That's right. You can connect two independent clauses—two complete ideas—using a comma and a coordinating conjunction.**

Have students refer to the **Coordinating Conjunctions** list posted on the wall.



COORDINATING CONJUNCTIONS

"FANBOYS"

For

And

Nor

But

Or

Yet

So

- 🗨 The acronym "FANBOYS" is a good way to remember these conjunctions.
- 🗨 Feel free to refer to this list when you are working on creating compound sentences.

Post the **Sentence Starters** and read them aloud.



SENTENCE STARTERS

1. Misha is scared to go rock climbing, **but** _____.
2. My cousin is flying in from Wisconsin, **so** _____.
3. The waistband is too tight, **and** _____.
4. We donated over a hundred cans of soup to the homeless shelter, **yet** _____.
5. I am not allergic to wheat, **nor** _____.
6. Gina did not like to swim, **for** _____.
7. You can take out the garbage now, **or** _____.

Call on volunteers to complete the sentences by adding an independent clause, as in the following examples. Give students the choice of completing the sentence verbally (on the spot) or writing the independent clause before sharing it with the class.

Your students may come up with sentences like the following:

1. Misha is scared to go rock climbing, but she is willing to try it.
2. My cousin is flying in from Wisconsin, so I won't be able to go to Rico's party.
3. The waistband is too tight, and the pant legs are too long.
4. We donated over a hundred cans of soup to the homeless shelter, yet they still need more.
5. I am not allergic to wheat, nor am I allergic to eggs.
6. Gina did not like to swim, for she wasn't good at it.
7. You can take out the garbage now, or you can take it out later.

Students may notice that the conjunction “nor” requires a change in the order of words in the second independent clause. Confirm that this is the case, and write additional examples on the board, like the following:

We didn’t want to go to the picnic, nor *did we* appreciate having to pose for pictures.

Soccer isn’t just a girl’s sport, nor *is it* lightweight!

I don’t play chess, nor *do I* play any other board game.

- 🗨️ When you use “nor” in a compound sentence, the noun and verb switch places in the second independent clause.
- 🗨️ Keep the noun-verb switch in mind if you write a compound sentence using “nor.”
- 🗨️ These days, people hardly ever use “nor” without “neither.” You tend to hear or read “neither this nor that” in sentences. “Nor,” all by itself, is a little old fashioned. But it’s good to know how to use it just in case you ever want to—maybe to make your sentence sound more formal.
- 🗨️ All of these coordinating conjunctions have different meanings and purposes. Some are similar, though; for example, you can generally use either “yet” or “but” in a compound sentence, interchangeably. They’re both used to contrast ideas:
 - We donated over a hundred cans of soup to the homeless shelter, *yet* they still need more.
 - We donated over a hundred cans of soup to the homeless shelter, *but* they still need more.
- 🗨️ Now let’s practice picking the right coordinating conjunction to connect ideas. Don’t forget to put a comma right before the coordinating conjunction.

Hand out the **Combining Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you’ve combined these sentences correctly so far. Keep working!
- 🗨️ I like how you revised this sentence using the word “nor.” You wrote the second part of that compound sentence correctly.
- 🗨️ Remember that each conjunction has a purpose: connecting the ideas in the sentences.
- 🗨️ You forgot to punctuate this compound sentence. Add the comma where it belongs. I’ll be back in a minute to check to see if you put it in the right place.

Without asking for volunteers, call on a few students to read aloud one of the compound sentences they created from the sentence pairs. Ask students to confirm or correct their classmates’ responses.

When you read the example sentences aloud, be sure to verbally emphasize the noun-verb switch in the second part of the sentence.

Complete Response:

1. *It's my dream to become a hip-hop dancer, **so** I watch videos online and sweat buckets trying to copy the moves.*
 2. *No one that Rashida hangs out with knows that she can speak Russian, **but** I know because we go to the same church and I heard her talking in Russian to her parents.*
 3. *Mr. Smith's history class could go on a field trip to Boston, **or** they could go to New York.*
 4. *My mother says she does not like martial arts movies, **yet** she loves taking martial arts classes and will get her black belt in karate next year.*
 5. *Mr. Benjamin isn't as strict as he seems, **nor** is he as tough as everyone expects him to be before they take his class.*
 6. *Lila's first impression of Heather wasn't very good, **but** she changed her mind once she got to know her better.*
 7. *The dogs greeted each other with friendly barks, **and** they sniffed each other and wagged their tails.*
-

Closing

Close by asking students if they have any lingering questions about the skill.

-  **Raise your hand if you feel confident choosing the right conjunctions to connect ideas in a compound sentence.**
-  **Raise your hand if you're still unsure.**

If students do have questions and you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Combining Sentences

Instructions

1. Read each sentence pair to see how the two ideas might be connected.
2. Combine the two sentences with a comma and coordinating conjunction, as in the following example:

Sentence pairs: Juanita ignored me when I told her to close the window shades. The sun blasted her eyelids open at 5:00 this morning.

Combined sentences: Juanita ignored me when I told her to close the window shades, so the sun blasted her eyelids open at 5:00 this morning.

1. It's my dream to become a hip-hop dancer. I watch videos online and sweat buckets trying to copy the moves.

2. No one that Rashida hangs out with knows that she can speak Russian. I know because we go to the same church and I heard her talking in Russian to her parents.

3. Mr. Smith's history class could go on a field trip to Boston. They could go to New York.

4. My mother says she does not like martial arts movies. She loves taking martial arts classes and will get her black belt in karate next year.

5. Mr. Benjamin isn't as strict as he seems. He isn't as tough as everyone expects him to be before they take his class.

6. Lila's first impression of Heather wasn't very good. She changed her mind once she got to know her better.

7. The dogs greeted each other with friendly barks. They sniffed each other and wagged their tails.

Combining Sentences to Make a Compound Sentence

Overview

The students will practice combining sentences with appropriate coordinating conjunctions and punctuation in order to connect related ideas.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Combining Sentences** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - **Coordinating Conjunctions**
 - **Definition of a Compound Sentence**

IN CLASS

Skill Drill—Combining Sentences to Create Compound Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Someone tell me the difference between a compound sentence that has more than one independent clause in it, and a run-on sentence that has more than one independent clause in it.** *(A compound sentence has connections between ideas and punctuation.)*
-  **That's right. A run-on sentence doesn't have clear connections between ideas and isn't punctuated properly. A compound sentence makes the connections between ideas clear, and has the proper punctuation.**
-  **How is a compound sentence punctuated?** *(One way to punctuate it is with a comma between the two independent clauses, and a coordinating conjunction like "and" or "but.")*
-  **You can fix a run-on sentence by making it into a compound sentence.**
-  **What are some other reasons why it's a good idea to include compound sentences in your writing?** *(To increase sentence variety and make connections between ideas more clear.)*
-  **Yes. If every sentence is structured the same way, it makes your writing less interesting to read. Compound sentences help you to mix it up a bit.**

- It's also important to make sure your readers can see how your ideas are connected. Compound sentences connect ideas in a meaningful way.
- Today you'll read a paragraph that has no compound sentences in it—just a bunch of regular complete sentences. You get to choose which sentences you think should be combined into a compound sentence to connect the ideas. All of you may have different sentences that you want to combine, and that's okay. There is no "right" answer here. See what changes you think make the paragraph better and stronger.
- There's also one run-on sentence that I'd like you to fix by making it into a compound sentence.

Hand out the **Combining Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- I see that you combined these sentences using "nor" and remembered to change the order of words in the second independent clause.
- I like your choices for combining sentences. I think you improved this passage.
- Remember that you can always refer to the **Coordinating Conjunctions** list on the wall or keep the acronym "FANBOYS" in mind.
- You missed the run-on sentence. Reread the passage and see if you can find a sentence with two independent clauses in it with incorrect punctuation. I'll be back in a few minutes to see if you found it and fixed it by making it into a compound sentence.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Answer Key and Complete Response:

The adults in my family complain all the time. My Aunt Jean says she wishes that men would still open doors for women. My mother complains about the same thing. [My dad says he thinks today's music sounds like obnoxious noise being shoved into his unwilling ears,^{so} I tell him to turn off the radio.] Grandma Louise complains about aches and pains the most. She seems to have aches and pains on every area of her body. [She could go to the doctor,^{or} She could take pain medication.] She doesn't go to the doctor. She doesn't take pain medication. She just complains.

The last time I went to a restaurant with a bunch of adults they all had something to complain about on the menu,^{and} the complaints were overwhelming. Aunt Jean wanted mashed potatoes with butter. She wanted the butter on top of the potatoes, not mixed in. My dad insisted on a specific kind of hot sauce that the restaurant didn't have. My mother thought the soup was too salty. I pitied the waiter. [My chicken was too dry,^{but} I didn't complain about it.]

In this Complete Response, the student has chosen three sentence pairs to combine. There are other choices a student could possibly make, but the directions are to choose at least three out of all the possible combinations. When reviewing student work, check to ensure each student has successfully combined at least three pairs of sentences.

Closing

Close by asking students to skim their most recent writing response and to underline a powerful and well-written complete sentence.

 **In the next lesson on compound sentences, we might be using some of these outstanding sentences you just underlined.**

Ask students if they have questions about combining sentences to create compound sentences. If you are able to supply a quick answer to any questions students have about the skill, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Combining Sentences

Instructions

1. Read the passage below. Pick at least three sentence pairs and bracket each pair.
2. Combine each sentence pair into one compound sentence as shown in this example:
You can take out the trash after dinner. You can do it later.
You can take out the trash after dinner, ^{or} you can do it later.
3. Find and underline the run-on sentence and make it into a compound sentence.
4. Reread the original passage and the passage with your revisions. Put a star next to the version you like better.

Adults in my family complain all the time. My Aunt Jean says she wishes that men would still open doors for women. My mother complains about the same thing. My dad says he thinks today's music sounds like obnoxious noise being shoved into his unwilling ears. I tell him to turn off the radio. Grandma Louise complains about aches and pains the most. She seems to have aches and pains on every area of her body. She could go to the doctor. She could take pain medication. She doesn't go to the doctor. She doesn't take pain medication. She just complains.

The last time I went to a restaurant with a bunch of adults they all had something to complain about on the menu the complaints were overwhelming. Aunt Jean wanted mashed potatoes with butter. She wanted the butter on top of the potatoes, not mixed in. My dad insisted on a specific kind of hot sauce that the restaurant didn't have. My mother thought the soup was too salty. I pitied the waiter. My chicken was too dry. I didn't complain about it.

Making Run-On Sentences Into Compound Sentences

Overview

The students will practice fixing run-on sentences by making them into compound sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Fixing Run-On Sentences** worksheet, provided at the end of this lesson.
- If students did not do so already in the previous class period, ask them to skim their most recent writing response and to underline a powerful and well-written complete sentence.
- Make sure that the following items are still posted:
 - **Coordinating Conjunctions**
 - **Definition of a Compound Sentence**

IN CLASS

Skill Drill—Making Run-On Sentences Into Compound Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **How are run-on sentences and compound sentences similar?** *(They both have more than one independent clause in them.)*
-  **What's an independent clause?** *(A subject and predicate. A complete idea. A part of a sentence that could stand on its own and still make sense.)*
-  **How are they different?** *(Compound sentences connect the ideas correctly. Run-on sentences don't have clear connections between ideas.)*

Have students refer to the **Coordinating Conjunctions** list that is posted on the wall.



COORDINATING CONJUNCTIONS

"FANBOYS"

For

And

Nor

But

Or

Yet

So

- Let's try an experiment to see how these conjunctions can change the meaning of a sentence.

Call on 1–3 volunteers to share the well-written and powerful complete sentence from their writing that they selected and underlined in class. Write three of these as sentence starters on the board (capitalize the first word and do not add end punctuation), as in the following examples:

I sloshed through the nasty slush and shivered bravely

"BAM-OOF!" the soccer ball bounced obnoxiously off Jana's head

Luis drizzled a caramel lattice across the fluffy whipped cream topping

Ask the class to quickly vote on which sentence they'd like to work on as a class. Choose one of the coordinating conjunctions from the list. Add a comma and the coordinating conjunction to the sentence that students voted on.

"BAM-OOF!" the soccer ball bounced obnoxiously off Jana's head, but

Call on volunteers to complete the compound sentence by adding an independent clause and end punctuation.

"BAM-OOF!" the soccer ball bounced obnoxiously off Jana's head, but she smiled and kept playing.

Read the complete compound sentence aloud and ask students to affirm whether or not the second part of the sentence is an independent clause.

- Does the second part of the sentence have a subject and predicate—someone or something taking action of some kind? (Yes, "she" is the subject and "smiled and kept playing" is the predicate.)
- Now we'll start the experiment. Let's try all of these coordinating conjunctions in place of this one to see what happens to the sentence.

Erase or cross out the conjunction and replace it with a different coordinating conjunction. Each time you add a new coordinating conjunction, ask students how the new conjunction does or does not change the meaning of the sentence. They will notice that some conjunctions can't be used at all, while others require a different sentence ending.

- When you fix a run-on sentence by adding a comma and coordinating conjunction between independent clauses, you can't just stick any old conjunction in there. You have to consider how you want the ideas in the independent clauses to be connected.

Hand out the **Fixing Run-On Sentences** worksheet and read the instructions aloud. Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- You fixed these first two fragments correctly. Keep going!
- I like your choice of a conjunction for this sentence—it makes the sentence funny!
- Remember that if a conjunction doesn't make sense in the sentence, you can't use it.
- Right here you used a conjunction that doesn't make sense, but you did punctuate it correctly with a comma. Reread the sentence and choose a different conjunction—one that connects the ideas in these two independent clauses in a way that makes sense. I'll be back in a minute to check in with you.

Without asking for volunteers, call on a few students to share one of their answers. Ask students to confirm or correct their classmates' responses.

Answer Key and Complete Response:

- I like to visit my friends in a town that is thirty minutes away I am lucky my mother drives me there several times a week. ✓*
*I like to visit my friends in a town that is thirty minutes away, **so** I am lucky my mother drives me there several times a week.*
 - Tina likes to load her burritos with pickled jalapeno peppers, grilled onions, and weird green salsa that has an intense flavor.*
 - My head ached I kept staring at the computer screen, trying to figure out the extra credit math problem. ✓*
*My head ached, **but** I kept staring at the computer screen, trying to figure out the extra credit math problem.*
 - Beads of sweat dripped down my ribcage as I forced the shovel against the stubborn tree root.*
 - The salad bar at my summer camp was excellent contrary to popular opinion, the tomatoes were not mushy. ✓*
*The salad bar at my summer camp was excellent, **and** contrary to popular opinion, the tomatoes were not mushy.*
 - My cousins arrive the day after vacation we should clean out the guest room. ✓*
*My cousins arrive the day after vacation, **so** we should clean out the guest room.*
 - The best after school program combines basketball with homework help there's always a waiting list. ✓*
*The best after school program combines basketball with homework help, **so** there's always a waiting list.*
 - You can take the stairs if the elevator is slow you can wait there and twiddle your thumbs. ✓*
*You can take the stairs if the elevator is slow, **or** you can wait there and twiddle your thumbs.*
-

Closing

Close by asking students if they have any lingering questions about the skill.

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

- 🗨️ **Raise your hand if you feel more confident about picking the correct conjunction to fix a run-on sentence.**

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Fixing Run-On Sentences

Instructions

1. Read each sentence and identify the ones that are run-on sentences. Put a check mark next to the run-on sentences (there are six of them).
2. Choose a coordinating conjunction that works to connect the ideas in each run-on sentence. If you need help choosing, use the list of **Coordinating Conjunctions**.
3. Rewrite the run-on sentence as a compound sentence in the space provided, using a comma and your chosen coordinating conjunction.

Example:

Run-on sentence: I think the game will be hard I should learn the rules.

Compound sentence: I think the game will be hard, so I should learn the rules.

1. I like to visit my friends in a town that is thirty minutes away I am lucky my mother drives me there several times a week.

2. Tina likes to load her burritos with pickled jalapeno peppers, grilled onions, and weird green salsa that has an intense flavor.

3. My head ached I kept staring at the computer screen, trying to figure out the extra credit math problem.

4. Beads of sweat dripped down my ribcage as I forced the shovel against the stubborn tree root.

5. The salad bar at my summer camp was excellent contrary to popular opinion, the tomatoes were not mushy.

6. My cousins arrive the day after vacation we should clean out the guest room.

7. The best after school program combines basketball with homework help there's always a waiting list.

8. You can take the stairs if the elevator is slow you can wait there and twiddle your thumbs.

Using a Semicolon to Punctuate a Compound Sentence

Overview

The students will become familiar with using a semicolon to join independent clauses in a compound sentence.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Combining Sentences** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - **Coordinating Conjunctions**
 - **Definition of a Compound Sentence**

IN CLASS

Skill Drill—Punctuating Compound Sentences With a Semicolon

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Raise your hand if you can tell me what a compound sentence is.** *(It's a sentence with more than one independent clause in it. The independent clauses are connected with a coordinating conjunction or a punctuation mark that makes the connection between ideas clear.)*
-  **Could someone explain one way you can connect two independent clauses in a compound sentence?** *(You can use a comma and a coordinating conjunction.)*
-  **Yes, that's right. You can also join independent clauses in another way that I'll show you today. But first, give some reasons why you'd want to include compound sentences in your writing.** *(To make your writing more interesting and to connect ideas.)*
-  **You got it. Now let's take a look at one new way you can join independent clauses in a compound sentence.**

Post **Using a Semicolon to Punctuate a Compound Sentence** and read it aloud.

USING A SEMICOLON TO PUNCTUATE A COMPOUND SENTENCE

Insert a semicolon between the two independent clauses.

Example: The test will be hard; I should study for it.

- You can use a semicolon instead of a comma and coordinating conjunction, and it still works and makes sense.
- The semicolon takes the place of the comma and coordinating conjunction. It does not specify the relationship between the two clauses, however, so it's important that the relationship between the clauses is clear. You can't just stick two random sentences with no relationship together with a semicolon.

Write the following compound sentence on the board:

I hate when people serve ice cream for dessert; Lana is my sister.

- Is there a connection or relationship between these two independent clauses? (*No.*)
- You are right. I just slapped them together with a semicolon.

Write the following compound sentence on the board:

I hate when people serve ice cream for dessert; I am lactose intolerant.

- What's the relationship between these two independent clauses? (*The person hates when people serve him or her ice cream because he or she is lactose intolerant.*)
- That's pretty clear, even though we have no conjunction in the sentence.
- Remember that when you use a semicolon in a compound sentence without a conjunction to show the relationship, the relationship should be obvious and clear already. You can't join any two random sentences together. That just doesn't make sense.
- Some compound sentences work better when they are joined with a comma and a conjunction than they do when joined with just a semicolon. Even though both are correct ways of combining two independent clauses, one way may work better for your purposes as a writer.

Write the following sentences on the board:

I don't like basketball; I like football.

I don't like basketball, but I like football.

- Both of these compound sentences are joined correctly. However, each one has a slightly different impact.

Call on 1–3 volunteers to describe the subtle difference in impact. Responses will vary.

- To me, the second sentence makes the writer seem a little defensive—like he has to defend the fact that he doesn't like basketball. You know—"I don't like basketball, *but* I like football, so don't judge me!"

Hand out the **Combining Sentences** worksheet and read the instructions aloud.

Before students begin the worksheet, explain that you do not want them to join every compound sentence with a semicolon without thinking about it. You want them to join independent clauses in a thoughtful way that makes the connection between clauses clear.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you used the semicolon correctly. I'm glad you took the risk of trying that!
- 🗨️ I like this new sentence with the semicolon. It makes perfect sense to me because the relationship between these two clauses is clear.
- 🗨️ If you can remember the acronym "FANBOYS," you can remember all of the coordinating conjunctions.
- 🗨️ You forgot one small detail when you combined these sentences. I won't tell you what you forgot, but I'll give you a minute to see if you can figure out what's missing.

Without asking for volunteers, call on a few students to share one of their answers by writing it on the board. Ask students to confirm or correct their classmates' responses.

Complete Response:

1. *Kevin's answers were always correct; he was the best student in class.*
2. *Every time I ate fried clams I got sick to my stomach, **yet** I kept trying them.*
3. *Ellie was the toughest and most aggressive field hockey player I've ever watched compete, **and** she was one of the friendliest girls in my class.*
4. *The grizzly bear sidled up alongside the tent, **but** he didn't try to come in.*
5. *We could stay inside the bus station where it was warm and dry, **or** we could brave the wet, whipping wind and try to make it home before dinner.*
6. *Mario kept an ice pack on his cheek; his mouth still throbbed from having a molar yanked out.*
7. *She loved jumping into the ice-cold ocean waves, **and** she loved lying in the hot sand until the shivers died down.*

Additional sentence: *My braces hurt me; I can't wait to get them off.*

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about punctuating compound sentences with a semicolon.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Combining Sentences

Instructions

1. Read each sentence pair to decide how the ideas should be connected. You can combine the sentences by using one of the following methods:
 - a) a comma and a coordinating conjunction
 - b) a semicolon
2. In the space provided, write the new compound sentence you have created.
3. At the end of the worksheet, write one additional compound sentence, using a semicolon to join two independent clauses.

1. Kevin's answers were always correct. He was the best student in class.

2. Every time I ate fried clams I got sick to my stomach. I kept trying them.

3. Ellie was the toughest and most aggressive field hockey player I've ever watched compete. She was one of the friendliest girls in my class.

4. The grizzly bear sidled up alongside the tent. He didn't try to come in.

5. We could stay inside the bus station where it was warm and dry. We could brave the wet, whipping wind and try to make it home before dinner.

6. Mario kept an ice pack on his cheek. His mouth still throbbed from having a molar yanked out.

7. She loved jumping into the ice-cold ocean waves. She loved lying in the hot sand until the shivers died down.

Write one sentence using a semicolon:

LESSON

12

Defining and Recognizing Complex Sentences

Overview

The students will become familiar with the definition of a complex sentence, practice writing complex sentences, and identify complex sentences in a paragraph.

CCSS In This Lesson

- **Literacy.L.7.1a** Explain the function of phrases and clauses in general and their function in specific sentences.
- **Literacy.L.7.1b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Complex Sentences** worksheet, provided at the end of this lesson.
- If you haven't already, make copies of the **Common Dependent Markers** (page 26).
- We highly recommend creating a permanent display of the following items so that they can remain posted for any drills or mini-lessons you do regarding complex sentences:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition of a Compound Sentence**
 - **Common Dependent Markers**
 - **Definition of a Complex Sentence**

IN CLASS

Targeted Instruction—Defining a Complex Sentence

- 🗣️ Today we're going to talk about two types of sentences, simple and compound, and then I'll introduce you to another type of sentence, the complex sentence.
- 🗣️ All of these sentence types have different grammatical structures.
- 🗣️ The reason we're doing this is because increasing the variety of sentence types in your writing is one way to "amp up" the power of your writing and make it interesting to read. It's like an artist adding colors to his palette or an athlete practicing new strategies for winning a game.
- 🗣️ We're adding to your repertoire of possible sentence types today, so the next time you put pen to paper or sit at a keyboard, you'll have an even greater capacity for expressing your ideas clearly and powerfully in writing.
- 🗣️ First, let's begin with a quick introduction of some definitions. For many of you, this will be review.

Post the **Definitions of a Dependent Clause and Independent Clause** and read them aloud.



DEFINITIONS OF A DEPENDENT CLAUSE AND INDEPENDENT CLAUSE

Dependent Clause: A dependent clause has a noun and a verb, but depends on another clause to express a complete idea.

Independent Clause: An independent clause has a subject, predicate, and expresses a complete idea.

Remind students that an independent clause is just like a complete sentence, except it's not capitalized or punctuated like one.

- 🗣️ **A simple sentence is just an independent clause with capitalization and end punctuation. It has a subject, a predicate, and expresses a complete idea.**
- 🗣️ **Can someone give me an example of a simple sentence?**

Write the first correct example of a simple sentence that you hear on the board, as in the following example:

Joe went to the store.

Have students identify the simple subject (main noun) and simple predicate (main verb) in the sentence. Circle the simple subject and underline the simple predicate.

Joe went to the store.

Post the **Definition of a Compound Sentence** and read it aloud.



DEFINITION OF A COMPOUND SENTENCE

A compound sentence links two or more independent clauses with a conjunction or punctuation mark to show the connection between them.

- 🗣️ **How can we make this simple sentence I just wrote on the board into a compound sentence?** *(Add another independent clause to it.)*
- 🗣️ **That's right. Compound sentences have more than one independent clause in them.**

Call on a volunteer to add another independent clause to the sentence, as in the following example:

Joe went to the store, but he forgot to buy milk.

Have students identify the simple subject (main noun) and simple predicate (main verb) in the second independent clause in the sentence. Circle the simple subject and underline the simple predicate.

Joe went to the store, but he forgot to buy milk.

- Now we've reviewed two different types of sentences: a simple sentence and a compound sentence. Any questions on how to write these types of sentences?

Answer any questions students may have, then post the **Definition of a Complex Sentence** and read it aloud.



DEFINITION OF A COMPLEX SENTENCE

A complex sentence has one independent clause and at least one dependent clause in it.

- The key to recognizing complex sentences is being able to pick out the independent and dependent clauses in them. Let's practice that.

Write the following sentences on the board:

Mia jammed Diego's hat onto her head.

Spaghetti slithered off of my fork.

Tiny dogs are the cutest dogs.

Ask students to confirm that these are complete sentences with a subject and a predicate, and then circle the simple subject and underline the simple predicate in each sentence.

Mia jammed Diego's hat onto her head.

Spaghetti slithered off of my fork.

Tiny dogs are the cutest dogs.

Call students' attention to the first sentence on the board: "Mia jammed Diego's hat onto her head."

- I'm going to add to this sentence.

Revise the original sentence so that you have the following sentence on the board:

Before she asked his permission, Mia jammed Diego's hat onto her head.

Call students' attention to the part you added, "Before she asked his permission." Read aloud that part of the sentence.

- Can this part of the sentence stand all by itself as a sentence, or does it depend on the other part of the sentence to make sense? (*It depends on the other part to make sense.*)
- What kind of clause is it, then? (*A dependent clause.*)
- Now we have a sentence with an independent clause and at least one dependent clause in it. That's a complex sentence.
- You can find a dependent clause in several different places in a complex sentence. At the beginning, in the middle, or at the end.

- 🗨️ **When it's at the beginning, it's called an introductory clause and there's always a comma placed after it.**

Write the following sentences under the first complex sentence example on the board:

Mia, before she asked his permission, jammed Diego's hat onto her head.

Mia jammed Diego's hat onto her head before she asked his permission.

- 🗨️ **Take a look at this second sentence, with the dependent clause smack dab in the middle. What do you notice about the punctuation? (*It's surrounded by commas.*)**
- 🗨️ **That's right. When a dependent clause is in the middle of a sentence, you put a comma on either side of it.**
- 🗨️ **What's the impact of putting the dependent clause there?**

Call on 1–3 students to respond. You will hear a variety of responses.

- 🗨️ **I think it shows the reader that the writer disapproves of Mia—it emphasizes the fact that she didn't have permission. It's similar in impact to the first sentence.**
- 🗨️ **So how about this last sentence—what do you notice about how it's punctuated? (*There's no comma.*)**
- 🗨️ **You don't need one when you end the sentence with a dependent clause.**
- 🗨️ **What's the impact of putting the dependent clause last in this sentence like this?**

Call on 1–3 students to respond. You will hear a variety of responses from students.

- 🗨️ **I think this last sentence structure puts more of the emphasis on the action—jamming. It's closer to the front of the sentence, so there's more emphasis on it.**
- 🗨️ **You can write your complex sentences in any one of these ways, depending on the impact you want to have on the reader.**
- 🗨️ **These are three different sentence patterns you can use to create a complex sentence. I'd like you to try creating some right now. You'll also read a paragraph to see if you can identify the complex sentences in it.**

Skill Drill—Writing and Identifying Complex Sentences

Hand out the **Complex Sentences** worksheet (and **Common Dependent Markers** if students do not have copies already) and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **Oh, that sentence you wrote made me laugh, and it's perfectly punctuated! Excellent!**
- 🗨️ **I like how you took a risk and put the dependent clause in the middle. Taking academic risks is going to strengthen your writing skills.**

- Remember that you don't need a comma when the dependent clause is at the end of the sentence.
- Right here you started the sentence with a dependent clause, but you forgot a few things about how to write a sentence like this correctly. Reread that sentence and check carefully to see what you forgot. Remember that you can look at the examples on the board for guidance. I'll be back in a minute to check in with you.

Without asking for volunteers, call on a few students to share 1–2 of their complex sentences with the class. Ask students to confirm or correct their classmates' responses.

Complete Response:

- Before you encouraged me, I wouldn't have been brave enough to try out for the basketball team.*
- Paul, until he leaves, will sit on the edge of the sofa and look tragic.*
- It's always a drag whenever Tasha forgets to call.*

It started out as a typical day. I woke up drowsy and cranky. [My stepfather, because he got up first, had eaten the last frozen breakfast sandwich.] We had no milk for cereal even though my mother had just bought some two days ago. My little brother Pablo sneaked up on me and put an ice cube down the back of my shirt. Until that moment, I was handling the morning well. I grabbed two ice cubes and ran after him and then I bumped my knee on the coffee table in the living room. It was tragic. I had to use the ice cubes on my knee while Pablo laughed.

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- I like how willing you've been today to take academic risks by structuring your complex sentences in all sorts of different ways. You are building your writing skills.**

Close the lesson by asking students to skim their most recent writing response in search of a complex sentence. Call on 1–3 volunteers to share the sentence they identified.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the following items posted for whatever drills or mini-lessons you do regarding complex sentences:

- **Definitions of a Dependent and Independent Clause**
- **Definition of a Compound Sentence**
- **Definition of a Complex Sentence**
- **Common Dependent Markers**

Name _____

Date _____

Complex Sentences

Instructions

1. Using the three dependent clauses as a starting point, create three complex sentences by adding an independent clause and appropriate capitalization and punctuation. You can place the dependent clause at the beginning, middle, or end of the sentence.

Example:

Until you supported me, I wouldn't have been able to compete in the marathon.

2. Read the sample paragraph below and bracket at least one complex sentence that you can find. Underline the dependent clause in it. Refer to the posted **Common Dependent Markers** if you have trouble identifying dependent clauses.

Dependent clauses:

before you encouraged me

until he leaves

whenever Tasha forgets to call

1. _____

2. _____

3. _____

Sample Paragraph:

It started out as a typical day. I woke up drowsy and cranky. My stepfather, because he got up first, had eaten the last frozen breakfast sandwich. We had no milk for cereal even though my mother had just bought some two days ago. My little brother Pablo sneaked up on me and put an ice cube down the back of my shirt. Until that moment, I was handling the morning well. I grabbed two ice cubes and ran after him and then I bumped my knee on the coffee table in the living room. It was tragic. I had to use the ice cubes on my knee while Pablo laughed.

Defining and Recognizing Complex Sentences

Overview

The students will practice writing complex sentences and identifying the dependent clauses in them.

CCSS In This Lesson

- **Literacy.L.7.1a** Explain the function of phrases and clauses in general and their function in specific sentences.
- **Literacy.L.7.1b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Creating Complex Sentences** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition of a Complex Sentence**
 - **Definition of a Compound Sentence**
 - **Common Dependent Markers**

IN CLASS

Targeted Instruction—Writing Complex Sentences

- 🗨️ Today we're going to practice writing complex sentences. I've already noticed complex sentences in your writing. We naturally write complex sentences without even knowing that they are complex sentences. What we are going to practice today will help you feel confident knowing that you're writing them correctly, without punctuation or grammar errors that might distract a reader.
- 🗨️ When you vary your sentence structure and write different kinds of sentences, you make your writing more interesting to read.

Refer students to the posted **Definitions of a Dependent Clause and Independent Clause** and read the definitions aloud.



DEFINITIONS OF A DEPENDENT CLAUSE AND INDEPENDENT CLAUSE

Dependent Clause: A dependent clause has a noun and a verb, but depends on another clause to express a complete idea.

Independent Clause: An independent clause has a subject, predicate, and expresses a complete idea.

 **Who can give me an example of a dependent clause? Here's a hint—start with a dependent marker.**

Refer students to the posted **Common Dependent Markers**. Call on 1–3 volunteers to give examples of dependent clauses, and write these on the board, as in the following examples:

until Pedro gives up

without her glasses

unless the sun comes out

 **Now that we have some dependent clauses, we can add independent clauses to them to create complex sentences.**

 **How you can recognize an independent clause in a sentence?** (*It can stand on its own as if it were a complete sentence. It is a whole idea. It has a subject and a predicate. It makes sense all by itself and doesn't depend on another part of the sentence to make sense.*)

Refer students to the posted **Definition of a Complex Sentence** and read it aloud.



DEFINITION OF A COMPLEX SENTENCE

A complex sentence has one independent clause and at least one dependent clause in it.

 **I also want to remind you that all sentences begin with a capitalized word and end with a punctuation mark.**

Call on 1–3 volunteers to come to the board to create new complex sentences, using the dependent clauses as a starting point, as in the following examples:

Until Pedro gives up, we'll keep playing chess.

Mia is blind as a bat without her glasses.

Unless the sun comes out, I'll be depressed.

Choose one of the sentences to revise by putting the dependent clause in the middle of the sentence, as in the following:

Mia, unless she wears her glasses, is blind as a bat.

Remind students that when a dependent clause is in the middle of a sentence, it is set off with commas.

Choose one of the other sentences to revise by putting the dependent clause at the beginning or end of the sentence. If the dependent clause is at the end of the original sentence, revise by placing it at the beginning. If it's at the beginning, revise by placing it at the end. Review the comma rules for each sentence that you revise.

We'll keep playing chess until Pedro gives up.

- 🗨️ **When a dependent clause introduces a sentence, you put a comma after the dependent clause.**
- 🗨️ **When a dependent clause is at the end of a sentence, you don't need a comma.**

Skill Drill—Writing Complex Sentences

Hand out the **Creating Complex Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **All of these sentences are punctuated correctly. Nice work.**
- 🗨️ **I like how you revised this sentence with the dependent clause in the middle. Do you notice how it puts an emphasis on the subject of the sentence, Jamila?**
- 🗨️ **Remember that you need a comma when the dependent clause introduces the sentence.**
- 🗨️ **Right here you added another independent clause to the original independent clause. So we have more than one independent clause here, connected with a conjunction. What kind of sentence is it? (*A compound sentence.*) Great work writing a compound sentence that is punctuated correctly. Today we're working on complex sentences, though. You need to add a dependent clause to the original independent clause. I'll be back in a minute to check that you've done that.**

Without asking for volunteers, call on a few students to share 1–2 of their complex sentences with the class. Ask students to confirm or correct their classmates' responses.

Complete Response:

1. *Because I don't have a favorite color, I decorated my room with rainbows.*
 2. *Jamila, once she is relaxed, tells great stories about growing up in Bermuda.*
 3. *Whenever my aunt leaves, my mother gets all misty-eyed.*
 4. *We won't turn on the AC until the temperature reaches eighty degrees.*
 5. *Before I even tasted it, I knew the pizza would be delicious.*
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

 **You did a great job keeping track of where the commas go. Impressive!**

Close the lesson by asking students to skim their most recent writing response in search of a complex sentence. Call on 1–3 volunteers to share the sentence they identified.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Creating Complex Sentences

Instructions

1. Read the sentences (some are sentence fragments) and choose five to turn into complex sentences.
2. Write each revised sentence in the space provided. Be sure to capitalize the first word and add proper punctuation.
For a complete sentence (an independent clause), add a dependent clause to the beginning, middle, or end of the sentence.
For a sentence fragment (a dependent clause), add an independent clause to complete the sentence. The original dependent clause can be placed at the beginning, middle, or end of the sentence.
3. Underline the dependent clause in each sentence. Refer to the posted **Common Dependent Markers** if you have trouble identifying dependent clauses.

1. I decorated my room with rainbows.

2. Once she is relaxed.

3. They used to call him "Junebug."

4. My mother gets all misty-eyed.

5. Even though she went to the store.

6. Until the temperature reaches eighty degrees.

7. I knew the pizza would be delicious.

Revising by Combining Sentences

Overview

The students will practice revising a paragraph by combining sentences to create complete complex and compound sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Combining Sentences** worksheet, provided at the end of this lesson.
- Prepare to display the **Writing Sample Revision**. *f*
- Make sure that the following items are still posted:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition of a Complex Sentence**
 - **Definition of a Compound Sentence**
 - **Common Dependent Markers**

IN CLASS

Skill Drill—Revising by Combining Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Could someone remind me—what's a simple sentence?** *(An independent clause.)*
-  **That's right. How about a compound sentence?** *(Two or more independent clauses, joined with a conjunction and/or a semicolon.)*
-  **Okay, how about complex sentences?** *(They have an independent clause and at least one dependent clause.)*
-  **Why is it important to be able to write all these different types of sentences?** *(It's boring if all the sentences are structured the same way.)*
-  **That's true. If all your sentences sound alike, it gets very monotonous, or repetitive, to read. Let me show you an example.**

Display the **Writing Sample** and read it aloud, emphasizing its monotony.

WRITING SAMPLE

It was Sunday. I was hungry. My grandparents served ham. It smelled so good. I like to eat family dinners on Sundays. I like to eat with my grandparents. I am a picky eater. I like ham and other meat. I don't like vegetables. I get stuffed every Sunday.

- ☞ Sometimes students write like this because they're afraid that if they write more complex sentences, they'll make a grammatical mistake. That's one of the reasons why we're practicing writing complex sentences today—to give everyone the confidence to write a variety of sentence types—without worrying too much about grammatical mistakes.
- ☞ All these sentences are short and structured the same way. Here's a revision. After I read it aloud, I want you to compare it to the original and tell me what I've done with these sentences to try to improve this piece of writing.

Display the **Writing Sample Revision** and read it aloud.

WRITING SAMPLE REVISION

It was Sunday, and I was hungry. My grandparents served ham. It smelled so good. I like to eat with my grandparents, so I like Sunday meals, but I am a picky eater. Although I like ham and other meat, I don't like vegetables. Despite being fairly picky, I get stuffed every Sunday.

Discuss the revision with students and be sure to reinforce the following points:

- Sentences with related ideas can be combined to connect those ideas more clearly and effectively.
- The choice of conjunction is very important because it clarifies the connection between ideas.
- Writing “flows” better when the ideas are connected.
- Writing is more interesting when sentences are not structured in exactly the same way.

Call on 1–3 volunteers to identify at least one compound sentence and at least one complex sentence in the **Writing Sample Revision**.

Compound Sentences in the Writing Sample Revision:

It was Sunday, and I was hungry.

I like to eat with my grandparents, so I like Sunday meals, but I am a picky eater.

Complex Sentences in the Writing Sample Revision:

Although I like ham and other meat, I don't like vegetables.

While I am fairly picky, I still get stuffed every Sunday.

Underline the dependent clauses in the complex sentences. Identify and circle the dependent markers.

Although I like ham and other meat, I don't like vegetables.

While I am fairly picky, I still get stuffed every Sunday.

Hand out the **Combining Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **That’s a great way to combine these two sentences! It makes the connection between these ideas clear.**
- 🗨️ **I like how you paid attention to correct punctuation and remembered to put a comma there.**
- 🗨️ **Remember that when you begin a sentence with a dependent clause, you need to add a comma right after the dependent clause.**
- 🗨️ **Right here you added a lot of extra commas to a sentence. Take a minute to quietly read that sentence aloud, pausing whenever you come to a comma. That’s one way you can test out a sentence to see if your commas are placed correctly—if it doesn’t sound right, you might need to correct the punctuation. Remember that you can look in your resource book to remind yourself of the different ways you can punctuate a complex sentence. I’ll be back in a minute to see if you’ve taken out some of the extra commas I see.**

Without asking for volunteers, call on a few students to read aloud the complex sentence they identified in the revised paragraph. Ask the other students to confirm that this sentence is complex.

The effectiveness of the revised paragraphs may vary widely within a class. When reading student responses, assess whether students combined at least two sentences in a way that made the relationship between the ideas clear.

Complete Response:

My cousin Thomas is like a big brother to me. He is three years older than I, and he lives next door with my aunt. She works two jobs, so he comes over for dinner every night during the week. After dinner, he helps me with my homework. I don’t like math, but he is good at math, and he likes it. When he was my age, he got an A in math. He had the same teacher I have, so he knows math strategies. He helps me a lot in other ways, too. Sometimes I have problems, and he talks to me about them. I am thankful for his advice.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you feel more confident about combining sentences to make your writing less repetitive and more interesting to read.**

If there are questions and you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check the worksheet against the complete response. Note whether or not 80% of the class has provided a complete, correct response by combining at least two sentences in the paragraph in an effective and grammatically correct way, and making the relationship between the ideas in the original sentences clear. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Combining Sentences

Instructions

1. Read the sample paragraph below. Think about how the ideas in each sentence could be connected or related.
2. Revise the paragraph by combining sentences. Try to make the paragraph less repetitive and more interesting to read. You can add or delete words and rearrange clauses to make new grammatically correct sentences.
3. Make sure your revised paragraph has at least one complex sentence. Underline the dependent clause in that sentence.

My cousin Thomas is like a big brother to me. He is three years older than me. He lives next door. He lives with my aunt. She works two jobs. He comes over for dinner. He comes over every night during the week. He helps me with my homework after dinner. I don't like math. He is good at math. He likes it. He got an A in math when he was my age. He had the same teacher I have. He knows math strategies. He helps me a lot. He helps me in other ways too. I have problems sometimes. He talks to me about them. I am thankful for his advice.

Revising Complex Sentences

Overview

The students will practice revising complex sentences in order to reinforce punctuation rules.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Complex Sentences** worksheet, provided at the end of this lesson.
- Prepare to display **Three Complex Sentences**. *f*
- Make sure the following items are posted where the students can see them:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition of a Complex Sentence**
 - **Common Dependent Markers**

IN CLASS

Skill Drill—Building Complex Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  **Someone tell me one or two good reasons why we've been practicing writing complex sentences.** *(To help make our writing more interesting to read and less repetitive or monotonous.)*
-  **That's right. Also, the more types of sentences you feel confident writing, the greater your ability to express your ideas. Instead of sticking to just one type of sentence, you can switch it up and see what kind of impact a different sentence structure makes on a reader.**

Display **Three Complex Sentences**. Read them aloud.

THREE COMPLEX SENTENCES

1. When he didn't wear his lucky orange hat, Jimmy felt uncomfortable and nervous.
2. Jimmy, when he didn't wear his lucky orange hat, felt uncomfortable and nervous.
3. Jimmy felt uncomfortable and nervous when he didn't wear his lucky orange hat.



If you feel your students would benefit from the review, have them reread the **Definitions of a Dependent Clause and Independent Clause**, the **Definition of a Complex Sentence**, and the **Common Dependent Markers**.

Call on three students to go to the board and identify the dependent clauses and underline them. The dependent clauses in these sentences are underlined for your reference below:

1. When he didn't wear his lucky orange hat, Jimmy felt uncomfortable and nervous.
2. Jimmy, when he didn't wear his lucky orange hat, felt uncomfortable and nervous.
3. Jimmy felt uncomfortable and nervous when he didn't wear his lucky orange hat.

Review the punctuation rules for each sentence.

- 🗨️ **Where do you put the comma when you introduce a sentence with a dependent clause?** (*Right after the dependent clause.*)
- 🗨️ **Why would you want to start the sentence this way: "When he didn't wear his lucky orange hat"?** (*The emphasis is on the fact that Jimmy doesn't have his lucky hat.*)
- 🗨️ **Where do you put the comma when the dependent clause is in the middle?** (*Surround it with commas.*)
- 🗨️ **Why would you want to put the dependent clause in the middle like this?** (*Maybe so you know right away who the sentence is about—Jimmy.*)
- 🗨️ **Okay, and if the dependent clause is at the end, do we need commas?** (*No.*)
- 🗨️ **Why would you have it way at the end like this?** (*This puts more emphasis on Jimmy and his feeling, not on the lucky hat.*)
- 🗨️ **Raise your hand if you prefer the way sentence 1 is written and can explain why.**

Pause to call on a volunteer and listen to his or her explanation. Do the same with the other two options.

- 🗨️ **Raise your hand if you prefer the way sentence 2 is written and can explain why.**
- 🗨️ **Raise your hand if you prefer the way sentence 3 is written and can explain why.**

Hand out the **Complex Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **Yes, that sentence is correctly punctuated.**
- 🗨️ **This is a powerful sentence here with a strong verb, and it's punctuated correctly as well.**
- 🗨️ **Remember that a complex sentence has one independent clause and at least one dependent clause in it.**
- 🗨️ **This complex sentence is missing something. Reread the sentence and try to figure out what's missing. I'll be back in a minute to see if you fixed the problem.**

Without asking for volunteers, call on a few students to share the additional complex sentence they've written on the bottom of the worksheet. Ask students to confirm whether or not the sentence is complex.

Complete Response:

1. After the sun drops below the horizon, my cat starts going crazy.
My cat starts going crazy after the sun drops below the horizon.
 2. Even though it's just a cheap plastic trophy, the award means a lot to Dana.
The award means a lot to Dana even though it's just a cheap plastic trophy.
 3. I don't mind sleeping in the rustic log cabin as long as it's clean.
As long as it's clean, I don't mind sleeping in the rustic log cabin.
 4. Maya, until she realized the satin lining was shredding, loved her jacket.
Until she realized the satin lining was shredding, Maya loved her jacket.
 5. Unless you share your last slice of anchovy pizza with him, he will keep staring at you with that crazy look.
He will keep staring at you with that crazy look unless you share your last slice of anchovy pizza with him.
 6. Unless they turn on the air conditioning, we are all going to melt.
We are all going to melt unless they turn on the air conditioning.
 7. Because there was nothing else to do, Diego picked up trash on the sidewalk.
Diego, because there was nothing else to do, picked up trash on the sidewalk.
Additional complex sentence: When my sister moved out, I felt lonely.
-

Closing

Close by asking students if they feel confident about the skill.

- 🗨️ **Raise your hand if you have a good grasp of how to punctuate complex sentences.**

AFTER CLASS

Check each worksheet against the complete response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Complex Sentences

Instructions

1. Read each complex sentence and underline the dependent clause.
2. In the space provided, revise the sentence so that the dependent clause is in a different place in the sentence. Add punctuation, if needed.
3. Write one additional complex sentence that begins with a dependent clause.

1. After the sun drops below the horizon, my cat starts going crazy.

2. Even though it's just a cheap plastic trophy, the award means a lot to Dana.

3. I don't mind sleeping in the rustic log cabin as long as it's clean.

4. Maya, until she realized the satin lining was shredding, loved her jacket.

5. Unless you share your last slice of anchovy pizza with him, he will keep staring at you with that crazy look.

6. Unless they turn on the air conditioning, we are all going to melt.

7. Because there was nothing else to do, Diego picked up trash on the sidewalk.

Additional complex sentence:

Revising by Combining Sentences

Overview

The students will practice revising a paragraph by combining sentences to create complete complex and compound sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Combining Sentences** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition of a Complex Sentence**
 - **Definition of a Compound Sentence**
 - **Common Dependent Markers**

IN CLASS

Skill Drill—Revising by Combining Sentences

Display the **Writing Sample** and read it aloud. Use the sample as a way to review what students learned in a previous lesson or mini-lesson on increasing sentence complexity and variety.

WRITING SAMPLE

The banks of the river are steep. We climbed up the riverbank on our hands and knees. We looked for trash that campers left behind. I found plastic bags. I found napkins. I found a half-full soda can. I found cigarette butts. I found a bandage with blood on it. I saw an empty shampoo bottle. Jen picked up a bar of soap with dirt on it. I saw a frying pan with food in it. I saw flies buzzing around the food. I thought that was disgusting. Mason saw wet toilet paper. He removed it with a shovel. We put the trash into garbage bags. We left the campsite clean.

-  **Are all of these sentences grammatically correct?** (*Yes.*)
-  **So there's nothing wrong with each *individual* sentence then, is there?** (*No.*)
-  **What about the *overall* impact of the piece—what are some strengths and weaknesses in this writing?**

Call on 1–3 volunteers to explain ways the writing is weak or strong. Reinforce that despite some interesting details in the writing, the sentences are needlessly repetitive and the sentence style does not vary enough.

- 🗨️ **Can someone tell me why it's sometimes a good idea to combine sentences when you're revising?** *(You can make writing more interesting to read and make stronger and clearer connections between ideas in the sentences.)*
- 🗨️ **That's right. When all your sentences are structured the same way, particularly if they are all short, simple sentences, it can make the writing sound very monotonous, boring, and repetitive. Some say this kind of writing sounds "choppy" and doesn't "flow."**
- 🗨️ **Writing may be very strong in other ways, but it still may not flow.**
- 🗨️ **Let's try revising part of this **Writing Sample** to make it flow a little better. Raise your hand if you have a suggestion for combining some of the sentences.**

Call on 1–3 volunteers and write the revisions they suggest on the board, as in the following examples:

The banks of the river are steep, so we climbed up the riverbank on our hands and knees.

Mason saw wet toilet paper, and he removed it with a shovel.

- 🗨️ **What do you think? If we put these revisions in the paragraph, would it improve the piece? Reread it silently and make a judgment.**

Call on 1–2 students to respond. Reinforce that there is no “correct” answer when revising for a different impact. Revising is an experiment, and it's up to the student to decide whether or not the revision is successful.

- 🗨️ **Today we'll practice combining sentences to see if we can make the ideas more connected and make the overall piece flow better.**

Hand out the **Combining Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **I see that you reversed the order of clauses in this sentence so that it has a different structure. Good strategy.**
- 🗨️ **I like this sentence now that you've added the dependent clause, "without a doubt." It's a stronger statement.**
- 🗨️ **Remember that you can add a dependent clause to one of the sentences to make it a complex sentence.**
- 🗨️ **This part of the complex sentence can stand on its own, without depending on another part to make sense. Reread the sentence and underline the dependent clause. I'll be back in a minute to check in with you.**

Without asking for volunteers, call on a few students to share a complex sentence with the class. Ask listeners to confirm that it is complex.

Complete Response:

I just went to the mall with my mother because we were picking out clothes for school. My mother has no taste in clothes, and she doesn't think clothes are important. She thinks clothes are just what human beings cover their bodies with, but I know that clothes are more than that. She doesn't realize that people look at clothes and make judgments about them. Based on clothes, they decide what a person is like. Although I love shopping with her, it was a mistake to go to the mall with my mother. She wanted me to buy ugly jeans and ugly shoes. She pointed at chunky brown shoes with thick black laces and said, "These are nice."

The effectiveness of the revised paragraphs may vary widely within a class. When reading student responses, assess whether students combined at least two sentences in way that made the relationship between the ideas clear; and make sure they underlined the dependent clause in one complex sentence.

Closing

- 🗨️ **Raise your hand if you have a question you want to ask about revising by combining sentences.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check the worksheet against the complete response. Note whether or not 80% of the class has combined at least two sentences in the passage so that the relationship between the ideas is clear, and that they underlined the dependent clause in one complex sentence. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Combining Sentences

Instructions

1. Read the sample paragraph below. Think about how the ideas in each sentence could be connected or related.
2. Revise the paragraph by combining sentences. Try to make the paragraph less repetitive and more interesting to read. You can add or delete words and rearrange clauses to make new grammatically correct sentences. You can add a dependent clause to any complete sentence to make it a complex sentence.
3. Make sure your revised paragraph has at least one complex sentence in it. Underline the dependent clause in that sentence.

I just went to the mall with my mother. We were picking out clothes for school. My mother has no taste in clothes. She doesn't think clothes are important. She thinks clothes are just what human beings cover their bodies with. I know that clothes are more than that. She doesn't realize that people look at clothes. They make judgments about them. They decide what a person is like based on clothes. It was a mistake to go to the mall with my mother. She wanted me to buy ugly jeans. She wanted me to get ugly shoes. She pointed at chunky brown shoes with thick black laces and said, "These are nice."

Experimenting With Complex Sentence Structure

Overview

The students will practice changing the structure of complex sentences for a different impact.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Complex Sentences** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - **Definitions of a Dependent Clause and Independent Clause**
 - **Definition of a Complex Sentence**
 - **Definition of a Compound Sentence**
 - **Common Dependent Markers**

IN CLASS

Skill Drill—Experimenting With Sentence Structure

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 💬 **What's a complex sentence?** *(A sentence with an independent clause and at least one dependent clause in it.)*
- 💬 **That's right. You can put the dependent clause at the beginning, middle, or end of the sentence. There are punctuation rules for this. Can someone remind me of them?**

Review the following punctuation rules for complex sentences:

- When the sentence begins with a dependent clause, a comma is placed after the dependent clause.
 - If the dependent clause is placed in the middle of a sentence, it is set off with commas (before and after the dependent clause).
 - No comma is needed when the dependent clause is placed at the end of a sentence.
- 💬 **When you change the way any sentence is structured, you change its impact.**

Write the following complex sentence on the board:

Diane, because she was so shy, didn't like to stand up in front of the class.

Call on a volunteer to identify the dependent clause. Underline it.

Diane, because she was so shy, didn't like to stand up in front of the class.

Call on a different volunteer to verbally revise the sentence by placing the dependent clause at the beginning of the sentence. Write this revision on the board beneath the original sentence, and underline the dependent clause.

Because she was so shy, Diane didn't like to stand up in front of the class.

Revise the sentence again so that one example of each complex sentence structure is now on the board. Underline the dependent clause.

Diane didn't like to stand up in front of the class because she was so shy.

Call on 1–3 volunteers to pick a “favorite” out of the three sentences and to compare and contrast the impact of each sentence. There will be a range of responses and no response is incorrect. The following exchange is an example of the type of discussion you may have with students.

- ☞ **Which sentence is your favorite?** (*I like the one that starts with “Because she was so shy.”*)
- ☞ **That’s interesting! Why is that your favorite?** (*I like knowing the reason why she didn't like to stand up in front of the class.*)
- ☞ **It definitely puts more emphasis on the reason why Diane doesn't like standing up in front of the class—because the reason comes first.**
- ☞ **How about you, which structure do you like best?** (*I like the one with “because she was so shy” in the middle.*)
- ☞ **How come?** (*You know right away who it is, Diane, and you get straight to the reason why she doesn't like standing up in front of the class—I think it makes you feel more sympathy for Diane. I feel shy sometimes, so I can sympathize. Also, it's an unusual sentence structure that you don't see often, and I think it sounds cool to have that dependent clause interrupt the flow of the sentence like that.*)
- ☞ **Did any of you prefer it with the dependent clause at the end of the sentence? If so, raise your hand and tell me why.** (*I thought about this as a story about Diane. I want to know what she likes and dislikes and get to know her as a character.*)
- ☞ **Experimenting like this shows how different the impact can be, depending on the sentence structure. You need to think about what kind of impact you want to have on a reader.**

Hand out the **Complex Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- ☞ **I like this version better, too. It puts more emphasis on Krystal.**

- 🗨️ I like the way you're double-checking your punctuation. I see you added a comma here and then erased it because you realized you didn't need one.
- 🗨️ Remember that when you put a dependent clause in the middle of a sentence, you need to surround it with commas, one on either side of the clause.
- 🗨️ Reread these three sentences to see if you're missing any punctuation that should be there. I'll be back in a minute to make sure all of these are punctuated correctly.

Without asking for volunteers, call on a few students to share one complex sentence and identify the dependent clause in that sentence. Ask students to confirm or correct their classmates' responses.

Complete Response:

[Since I left in a hurry, I left my red jacket by the municipal swimming pool.] I got home and searched through my backpack and it wasn't there. That was my favorite red jacket! I couldn't believe that I had been so careless, and neither could my mother. Until you see her "mad face," you won't know what anger looks like. She was furious at me, and I don't blame her. I had just spent a half-hour wrestling that jacket from my little sister, Krystal.

If Krystal finds out, I am going to be in even more trouble. [Krystal, because she always gets her way, tends to make a big fuss over things like this.] She pouts and rants whenever she can. Why does she do that? The end result is usually my parents giving in and giving her whatever she wants. Unless she is already in trouble, they move heaven and earth to please her. I'm going to call all of my friends as soon as I get home. Maybe one of them found my jacket at the pool. [Until I find out, I'm going to be nervous.]

1. *Since I left in a hurry, I left my red jacket by the municipal swimming pool.*
 2. *Because she always gets her way, Krystal tends to make a big fuss over things like this.* ✨
 3. *I'm going to be nervous until I find out.*
-

Closing

Before collecting the worksheets, close the lesson by calling on 1–3 volunteers to share their favorite revised sentence (which they identified with a star) and to explain why they chose it as their favorite.

AFTER CLASS

Check each worksheet against the complete response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Complex Sentences

Instructions

1. Read the passage below and bracket three complex sentences.
2. In the space provided, revise the complex sentences you've bracketed by placing the dependent clause elsewhere in the sentence.
3. Silently reread the passage with your revisions in it.
4. Put a star next to your favorite revision and be prepared to explain why.

Since I left in a hurry, I left my red jacket by the municipal swimming pool. I got home and searched through my backpack and it wasn't there. That was my favorite red jacket! I couldn't believe that I had been so careless, and neither could my mother. Until you see her "mad face," you won't know what anger looks like. She was furious at me, and I don't blame her. I had just spent a half-hour wrestling that jacket from my little sister, Krystal.

If Krystal finds out, I am going to be in even more trouble. Krystal, because she always gets her way, tends to make a big fuss over things like this. She pouts and rants whenever she can. Why does she do that? The end result is usually my parents giving in and giving her whatever she wants. Unless she is already in trouble, they move heaven and Earth to please her. I'm going to call all of my friends as soon as I get home. Maybe one of them found my jacket at the pool. Until I find out, I'm going to be nervous.

1. _____

2. _____

3. _____

Keeping Verb Tense Consistent in Complex Sentences

Overview

The students will practice keeping verb tense consistent in complex sentences.

CCSS In This Lesson

Literacy.L.5.1d Recognize and correct inappropriate shifts in verb tense.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Keeping Verb Tense Consistent** worksheet, provided at the end of this lesson.

IN CLASS

Targeted Instruction—Keeping Verb Tense Consistent in Complex Sentences

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

1. Alone at home, Mei is peeking in the attic at her birthday gift.
2. Alone at home, Mei peeked in the attic at her birthday gift.
3. Alone at home, Mei will peek in the attic at her birthday gift.

-  In sentence 1, when is the action happening (*Now.*)
-  How do you know that? (*The word "is" and the -ing ending on the word "peeking."*)
-  That's right. In sentence 2, when is the action happening? (*It already happened, so it's in the past.*)
-  That's right. What about the action in the last sentence? (*It'll happen in the future.*)
-  How do you know? (*The word "will" is used.*)
-  Exactly. "Will" is a helping verb. That means it helps show us that peeking is going to happen at some point in the future.
-  Is it easy to tell when the action takes place in these sentences? (*Yes.*)

- When you're writing longer sentences with a few different actions, it's easy to forget to show exactly *when* each action takes place in the sentence. Let's look at an example.

Write the following sentence on the board:

When Spike sneaks up on Jovanny, he makes her squeal, and then she scowls.

- When do all these actions—"sneaks up," "makes," and "scowls"—take place? *(It seems like these actions keep happening over and over, and each time it's always the same. Spike sneaks up on Jovanny, she squeals and then scowls.)*
- Yes. How do you know that? *(The "s" endings on the verbs.)*
- In this case, "when" means "whenever."
- How could we revise this sentence to show that the actions happened in the past but are no longer happening? It's a one-time event.

Call on a volunteer to suggest revisions, and write the sentence on the board.

When Spike snuck up on Jovanny, he made her squeal, and then she scowled.

- So, let's check. When do the actions "snuck up," "made," and "scowled" happen? *(They already happened, so it's all in the past.)*
- You're right. What if we want to show that Spike will do these actions in the future?

Call on a volunteer to suggest revisions, and write the sentence on the board.

When Spike sneaks up on Jovanny, he will make her squeal, and then she will scowl.

- So, let's check. Are "sneaks up," "will make," and "will scowl" all happening in the future? *(“Will make” and “will scowl” are happening in the future, but I’m not sure about “sneaks.”)*
- Yes. That's a good example of where things can get tricky. How do you know the actions "make" and "scowl" are in the future? *(The word “will” is used.)*
- That's right. The action "sneaks up" seems like it could be happening now, but what is the clue word that it hasn't happened yet? *(“When.”)*
- Here "when" refers to some point in time in the future.
- Exactly. When you're writing, you should consider *when* each action takes place, and use the verb tense that works to show exactly when the action takes place. Most often, you'll write the whole sentence in the same tense, but not always. There's no hard and fast rule to follow. It just needs to be clear *when* something happened.
- Read slowly to test each verb in the sentence. Make sure that the verb tense is consistent for actions that occur at the same time, for example, all actions in the past, or all in the future.
- Readers should be able to see the relationship between actions and when they happen, so they can easily follow your ideas.

- Remember that each choice you make needs to be deliberate. You're in control of verb tense and showing when actions occur. Reread your long sentences to make sure the verb tense makes sense. When writing a long sentence, it can be easy to forget the time frame you meant to express!
- Let's look at a couple more complicated examples.

Write the following sentence on the board:

After Mario spilled the whole can of paint on the floor, Miley grabbed some towels, Tyler ran to get a mop, and then Sydney cleaned the rest with ammonia.

- Does this make sense? When did all this happen? (*In the past.*)
- So, what are the different actions taking place in this sentence? (*It looks like "spilled," "grabbed," "ran," and "cleaned."*)

Underline the verbs.

After Mario spilled the whole can of paint on the floor, Miley grabbed some towels, Tyler ran to get a mop, and then Sydney cleaned the rest with ammonia.

- All right. So, how do you know that the actions already happened? Test each one and point out any clues that helped you figure it out. (*The -ed in "spilled," the -ed in "grabbed," and the -ed in "cleaned." I think "ran" is also in the past.*)
- Exactly. Are there any other words in the sentence that are clues that indicate the time these actions are taking place? (*I think "after" helps us know that these actions are in the past, and "then" shows us that something happened after those other things happened.*)
- That's right. The verb tense and clue words establish a clear time frame for the actions in the sentence. They also show a sequence of actions that happened in the past.

Write the following sentence on the board:

If only I could have guessed that Isabella would dump her milkshake on me, I would have jumped out of the way, but I didn't, and now it's too late.

- So, let's take this sentence bit by bit, and action by action.
- "If only I could have guessed..." When is the action of guessing happening: in the past, present, or future? (*Looks like it's something that was going to happen in the past but didn't.*)
- Right. Remember that "could" shows us possibility, or what possibly could have happened in the past.
- How about "would dump"? When is this action taking place? (*In the past.*)
- Did Isabella dump her milkshake on someone, or was that just something that might have happened? (*Yes. It's something that actually did happen in the past.*)
- Yes. This is something that was done in the past.
- How about the next part, "would have jumped"? (*That's like the first part. It shows an action someone might have taken in the past.*)

- 🗨️ **What do you think about the word “didn’t”? What didn’t happen?** *(The person didn’t jump out of the way. That’s something the person didn’t do in the past.)*
- 🗨️ **Exactly. Now, for the last part, look at the word “it’s.” When is it too late?** *(It’s too late to jump out of the way right now. This is in the present. It’s too late right now because Isabella already spilled her milkshake.)*
- 🗨️ **Okay. Now, let’s look at the sentence as a whole. Are all of the actions happening at the same time?** *(No. Some things didn’t even happen. It’s mostly in the past, but the “it’s too late” part is in the present.)*
- 🗨️ **Yes. I think you are on to something. Some things didn’t happen in the past. Some things did. The word “if” shows possibility, and in this case, it shows something that might have happened if the circumstances were different. If the person knew that a milkshake was going to be spilled on him or her, then this person would have jumped out the way. There is a logical relationship between the events and actions that happen in this sentence.**
- 🗨️ **So, when we talk about the time frame in sentences, we don’t look only at the tense or the time the actions take place, we also look at the other words around them that help us understand exactly when an action is happening and in what order it’s happening.**
- 🗨️ **When you’re looking over something you’ve written, reread it carefully and slowly to make sure that the tense is consistent and it makes logical sense.**
- 🗨️ **Let’s look at a sentence that has some issues and fix it.**

Write the following sentence on the board:

Yesterday, as the rain starts pelting down, Max will hurry down the hill.

- 🗨️ **So, let’s test the verbs here. Do you understand what the writer intends or means to tell us?** *(No, not at all. It’s very confusing.)*
- 🗨️ **All right. Is there any word that gives you a hint of when the actions should be taking place?** *(“Yesterday.”)*
- 🗨️ **That’s right. “Yesterday” gives you a time frame of when the actions take place.**
- 🗨️ **Now, let’s revise that sentence to show what happened to Max yesterday.**
Yesterday, as the rain started pelting down, Max hurried down the hill.
- 🗨️ **All right. Now, let’s change “yesterday” to “today” and revise that sentence.**
Today, as the rain starts pelting down, Max will be hurrying down the hill.
- 🗨️ **OK. “Today” makes us think of the present—but does this sentence express something that’s happening in the present?** *(No. It’s really about a time in the future.)*
- 🗨️ **Let’s revise it again. This time, let’s show that the rain pelted down already today.**

Write the following sentence on the board:

Today, as the rain started to pelt down, Max hurried down the hill, but then he slipped and fell into a puddle.

- 🗨️ **When did these actions happen?** *(In the past. Earlier today.)*

- 🗨 Remember that reading slowly and looking at each part of a sentence will help you make sure your ideas are logical and understandable to your reader. The time of each action should be clear, and if actions take place at the same time, they should be in the same tense.
- 🗨 One trick you can use is reading the whole sentence aloud, quietly, to see whether or not all the verbs are in the correct tense.

Skill Drill—Keeping Verb Tense Consistent

Hand out the **Keeping Verb Tense Consistent** worksheet and read aloud the instructions.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨 You're right. Not all of the verbs have “-ed” on the end when the action is happening in the past.
- 🗨 Great. You rewrote all of those sentences so the time that the actions are happening is consistent.
- 🗨 Remember that the time of the actions needs to be consistent. This means you should make choices in your writing that make the time of the actions clear. Verify that the actions are logical.
- 🗨 Right here you rewrote this sentence so that everything is taking place in the past, except for the first action, the “looking.” But the “looking” has to happen before anything else or it doesn't make sense. Try revising this sentence again, and I'll be back in a minute to see how you did.

Without asking for volunteers, call on 1–3 students to share their revised sentences. Confirm that they have made the verb tense consistent and added the correct verb endings or helping verbs.

Complete Response:

Student answers will vary, depending on the time frame the students choose to revise their sentences. You will need to verify that the verb tense is consistent in each sentence. Sample revisions are provided here for your convenience.

1. *Miguel irons his pants, will button his shirt, and shined his shoes.
Miguel ironed his pants, buttoned his shirt, and shined his shoes.*
 2. *I will blow bubbles, made goofy faces, and entertain my little cousins.
I will blow bubbles, make goofy faces, and entertain my little cousins.*
 3. *Although the sky will be pretty dark, we stay on the beach and continued to play volleyball.
Although the sky was pretty dark, we stayed on the beach and continued to play volleyball.*
 4. *If only Jackson looks down before he will slide down the banister, then he wouldn't have crashed into Alejandra.
If only Jackson had looked down before he slid down the banister, then he wouldn't have crashed into Alejandra.*
 5. *When Lucas got angry, he rolls his eyes, stamped his foot, and will ignore everyone.
When Lucas gets angry, he rolls his eyes, stamps his foot, and ignores everyone.*
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- **I'm impressed at how almost all of you were able to revise those sentences so that the time the actions are taking place is consistent.**
- **I know that some of those sentences were complicated, but I saw a lot of you reading aloud the whole sentence to test the verbs before you revised the sentence.**

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Keeping Verb Tense Consistent

Instructions

Read each sentence and revise them so that the time of the actions is consistent.

You can decide if you want to make the actions happen in the past, present, or future. To make the time frame or context clear, you can also add any time words, such as “when,” “now,” “tomorrow,” etc.

Example:

Inconsistent: When Tyrell pulls the prank, he blamed Tiffany, and she will be livid.

Consistent:

When Tyrell pulled the prank, he blamed Tiffany, and she was livid. (“When” means the moment in the past when Tyrell pulled the prank.)

When Tyrell pulls a prank, he blames Tiffany, and she is livid. (“When” means “whenever.”)

When Tyrell pulls a prank, he will blame Tiffany, and she will be livid. (“When” means at some point in the future.)

1. Miguel irons his pants, will button his shirt, and shined his shoes.

2. I will blow bubbles, made goofy faces, and entertain my little cousins.

3. Although the sky will be pretty dark, we stay on the beach and continued to play volleyball.

4. If only Jackson looks down before he will slide down the banister, then he wouldn't have crashed into Alejandra.

5. When Lucas got angry, he rolls his eyes, stamped his foot, and will ignore everyone.

Keeping Verb Tense Consistent in a Paragraph

Overview

The students will practice revising sentences in a paragraph to keep verb tenses consistent.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Inconsistent Verbs in a Paragraph** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Keeping Verb Tense Consistent in a Paragraph

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  In a previous lesson, we learned that it's important to keep verb tense consistent, so the reader can follow your ideas, understand when actions are taking place, and see the connection between these events in relation to time.

Post the **Sample Paragraph** and read it aloud.

SAMPLE PARAGRAPH

Although Mei Lin insisted that she liked science fiction better than any other genre, she often wrote creepy stories about haunted houses. Her stories usually included particulars about the paranormal, and Mei adored scaring her friends with her tales of local homes in the neighborhood. She added as much gore as possible, and she wasn't afraid to use the names of people her friends knew, which further contributed to the eerie details of her ghoulish tales.

-  When does the action happen? (*In the past.*)
-  How do you know that? (*The -ed verb endings for words like "insisted," "liked," etc.*)
-  That's right. The writer is telling a story in the past, so the actions are told in the past tense.

- 🗨️ Are there any verbs that are not in the past? (No. They are all in the past.)
- 🗨️ Exactly. In this story, the details are clear to the reader because there is not a confusing shift between tenses or time. There is one basic time frame, the past, and it is easy to follow the writer's ideas.
- 🗨️ Remember that when there is no change in the time of the action, you should keep the verbs in the same tense.

Hand out the **Finding and Fixing Inconsistent Verbs in a Paragraph** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ Yes! You're right. "A few years ago" shows us the writer is describing something that happened in the past.
- 🗨️ Great. You found all of the confusing and incorrect shifts in verb tense in this paragraph.
- 🗨️ Remember that all the actions need to be in the same time frame if this is what you, the writer, intend or mean to say.
- 🗨️ Right here you circled the verb "will remain," which is future tense. You need to choose the verb that takes place in the past, so that it follows along with the rest of the actions in this paragraph. I'll be back in a moment to see how you did.

Without asking for volunteers, call on 1–3 students to share their sentences. Confirm that they have circled all the correct verb forms in the paragraph.

Answer Key

A few years ago, when Maya and Devon (are/were) in the same class at school, they liked hanging out together. They (were/are) both crazy about music and whenever they (are/were) together, it was all they talked about. Last summer, when school (ends/ended) for the year, they formed a band with two other friends. Keith, the drummer, (composed/composes) all the music, while Kitty wrote most of the lyrics. The band continued that way for some time, and they (seemed/will seem) happy. But one day, Keith decided that he (wants/wanted) to join a different band, which (will caused/caused) some bad feelings within the group. The band members went their separate ways, but Maya and Devon (remained) will remain) friends.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ Raise your hand if you have a question you want to ask about keeping verb tense consistent in a sentence.

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Finding and Fixing Inconsistent Verbs in a Paragraph

Instructions

1. Read the paragraph carefully.
2. Circle the correct form of the verb in each sentence. Make sure that you keep the verb tense consistent in the paragraph.

Example: While Kitty waited for Michael, she (strummed/will strum) her ukulele, and then she munched on some pretzels.

A few years ago, when Maya and Devon (are/were) in the same class at school, they liked hanging out together. They (were/are) both crazy about music and whenever they (are/were) together, it was all they talked about. Last summer, when school (ends/ended) for the year, they formed a band with two other friends. Keith, the drummer, (composed/composes) all the music, while Kitty wrote most of the lyrics. The band continued that way for some time, and they (seemed/will seem) happy. But one day, Keith decided that he (wants/wanted) to join a different band, which (will caused/caused) some bad feelings within the group. The band members went their separate ways, but Maya and Devon (remained/will remain) friends.

Keeping Verb Tense Consistent in Your Writing

Overview

The students will practice keeping verb tense consistent in their writing.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Inconsistent Verbs in a Paragraph** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Keeping Verb Tense Consistent in Your Writing

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

-  In a previous lesson, we learned that it's important to keep verb tense consistent, so the reader can follow your ideas, understand when actions are taking place, and see the connection between these events in relation to time.
-  When you are writing longer sentences with a few different actions, it's easy to forget when the actions are taking place, from the beginning to the end. The same is true when you are writing a paragraph.

Post the **Sample Paragraph** and read it aloud.

SAMPLE PARAGRAPH

Five years ago, before she moved to America, Hong Wei lived in a small village in southwest China. She grew up along the banks of the Li River, surrounded by rice fields and lush, green hills. When she came to live in New York, she was in a concrete jungle, surrounded by tall buildings. She missed the savory fish dishes and the spicy noodles of home. She longed to be surrounded by her friends and the beautiful scenery that was familiar to her. But Hong Wei soon made new friends, discovered that she had a taste for pizza, and found a park where she could walk with her dog. She still missed home sometimes, but eventually she learned to adapt.

-  When are the actions happening in this paragraph? In the past, present, or future? (*In the past.*)
-  How do you know that? (*The -ed verb endings on words like "moved," "missed," etc.*)

- 🗨️ Are there any other clues that show us when the actions are taking place?
(*Five years ago.*)
- 🗨️ Does the writer make confusing shifts in the timing of these actions? (*No.*)
- 🗨️ That's right. Remember that when you write a paragraph, you don't need to write all of the verbs in the same tense, but you need to be sure that, if you do make a shift or change in tense, there is a good reason for it.

Post **What to Do** and read it aloud.



WHAT TO DO

Write a paragraph of at least five sentences. You can choose to write about A) a time you had to change or adapt to a difficult situation, or B) a trip you would like to take to any country of your choice. Make sure to keep the verb tense consistent, and don't change it unless you have a good reason.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ Yes! You're right. Since your story takes place in the time frame of last year, it makes sense to write all the verbs in the past tense.
- 🗨️ Great! You also added in those clue words "someday" and "next year," which show when the actions are taking place to help your reader understand the relationship between events.
- 🗨️ Remember that you should only change the verb tense if you have a good reason. Otherwise, it makes it confusing for the reader to follow the actions.
- 🗨️ In this sentence you wrote, "Last week Spike drops me off, and I ran into the house." Think about when he is dropping you off and when you run into the house. Is it happening now, or did it already happen? Try writing that sentence again and I'll be back to see how you did.

Without asking for volunteers, call on 1–3 students to share their sentences. Confirm that they kept their verb tenses consistent.

Complete Response:

Many people would like to visit places like France and Italy, but someday I would like to visit Antarctica. It will take a long time to travel there and I know that it will cost a lot of money, but it would be a dream come true. I will get to see the glaciers, the penguins, and the polar bears. Maybe I will bring my older sister and we can take photos of each other. We will definitely need to bring warm clothing since it is so cold and windy there.

Student responses will vary, but verify that they kept the verb tense consistent throughout the paragraph. This sample is provided for your convenience.

Closing

Close by asking students if they have any lingering questions about the skill.

- **Raise your hand if you have a question you want to ask about keeping verb tense consistent.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

UNIT 4:

Ensuring Subject/Verb Agreement

IN THIS UNIT

- **Lesson 15: Introducing Subject/Verb Agreement**
- **Lesson 16: Subject/Verb Agreement With Indefinite Pronouns**
 - Skill Drill 16A: Subject/Verb Agreement With Indefinite Pronouns
 - Skill Drill 16B: Subject/Verb Agreement With Indefinite Pronouns
 - Skill Drill 16C: Subject/Verb Agreement With Indefinite Pronouns
 - Skill Drill 16D: Correcting Subject/Verb Agreement Errors
 - Skill Drill 16E: Subject/Verb Agreement With the Verb “To Be”
 - Skill Drill 16F: Correcting Subject/Verb Agreement Errors

LESSON 15

Subject/Verb Agreement

Overview

The students will practice distinguishing between singular and plural subjects and choosing verbs that agree.

CCSS In This Lesson

Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Subject/Verb Agreement** worksheet, provided at the end of this lesson.
- We highly recommend creating permanent displays of the following items so that they can remain posted for any drills or mini-lessons you do regarding subject/verb agreement:
 - **Definition of a Simple Subject**
 - **Definition of a Simple Predicate**
 - **Subject/Verb Agreement**
 - **Forms of “To Be”**

IN CLASS

Targeted Instruction—Subject/Verb Agreement

Post the **Definition of a Simple Subject** and read it aloud.



DEFINITION OF A SIMPLE SUBJECT

The simple subject of a sentence is who or what is doing the action, or who or what the sentence is about. It is the main noun.

- 🗣️ Sometimes the simple subject is at the beginning of the sentence. Often, it's the first word in a sentence.
- 🗣️ Take the nursery rhyme, “Mary had a little lamb.” What's the subject of that sentence? (*Mary.*)
- 🗣️ What's the main verb in that sentence? What did Mary do? She *had* a little lamb.
- 🗣️ “To have” is a verb, even though it doesn't seem very active. Having something is an action.

Write the following sentence on the board:

Mary had a little lamb.

Circle the word “Mary” and underline the word “had.”

Post the **Definition of a Simple Predicate** and read it aloud.



DEFINITION OF A SIMPLE PREDICATE

The simple predicate is the main verb. It tells what action the subject is doing.

- 🗨️ The simple predicate is the main verb. It’s the verb that answers the question, “What is the subject doing?”
- 🗨️ We could put lots of words between “Mary” and “had,” and it still wouldn’t change the fact that these are the simple subject and simple predicate.

Write the following sentence on the board:

Mary, who was known for her shocking blue hair, nose ring, and tattoos, had a little lamb.

Circle the word “Mary” and underline the word “had.”

- 🗨️ All of these words in between the words “Mary” and “had” describe Mary in more detail. They don’t change the fact that the main action is still Mary having a little lamb.
- 🗨️ Sometimes when the subject and predicate are far apart, as these are, writers can make mistakes with subject/verb agreement.
- 🗨️ Raise your hand if you can tell me what subject/verb agreement is.

Call on 1–3 students, listen to their responses, and then post **Subject/Verb Agreement** and read it aloud. It’s fine if the student responses come in the form of examples rather than a definition.



SUBJECT/VERB AGREEMENT

A singular subject agrees with a singular verb.

Example: Mary has a little lamb. She brings it to school.

A plural subject agrees with a plural verb.

Examples: Eliza and Louise have a little lamb. They bring it to school.

- 🗨️ “Agrees with” simply means “goes with, matches, or fits”—normally we don’t even have to think about what verb form to use; it just sounds right. When you use the wrong verb form—one that doesn’t agree—it sounds wrong.
- 🗨️ In speech, it’s not unusual for people to make grammatical errors—particularly in casual or informal conversations—and many listeners don’t even notice. In writing, however, it’s essential to get the grammar correct.
- 🗨️ For example, unless you’re writing dialogue, it would be incorrect to write, “Mary *have* a little lamb,” or “Mary and Louise *has* a little lamb.”

- ☞ Mary is singular—one person, that’s a singular subject. Mary and Louise are two people—that’s a plural subject.
- ☞ When the subject and verb are close together, most people automatically write the correct form of the verb. But when they’re far apart, it’s easier to get mixed up.
- ☞ That’s why it’s very useful to be able to strip a sentence down to its core—the simple subject and simple predicate. Let’s try that.

Write the following sentence on the board:

Ms. Davidson, one of my favorite soccer coaches, were mad at the team.

- ☞ Who or what is this sentence about? (*Ms. Davidson.*)
- ☞ That’s the simple subject, the main noun.

Write **Ms. Davidson** on the board, separate from the original sentence.

- ☞ What’s she doing? (*She’s being mad.*)
- ☞ That’s right. Even though “being” doesn’t seem very active, that’s nevertheless what the subject is doing. *She’s being mad.*
- ☞ What form of the verb “to be” is in this sentence? (*Were.*)
- ☞ That’s right. Let’s look at forms of “to be.” It’s an irregular verb, and it has lots of different forms.

Post **Forms of “To Be”** and ask students to review it.

FORMS OF “TO BE”					
Past		Present		Future	
Singular	Plural	Singular	Plural	Singular	Plural
I was	we were	I am	we are	I will be	we will be
you were	you (all) were	you are	you (all) are	you will be	you (all) will be
he/she/it was	they (all) were	he/she/it is	they (all) are	he/she/it will be	they (all) will be

- ☞ “Were” is the simple predicate, the main verb.

Write **were** after “Ms. Davidson.”

- ☞ Ms. Davidson were.
- ☞ So we have, “Ms. Davidson were mad.”
- ☞ That doesn’t sound right, does it? When you isolate the subject and verb—strip the sentence down to its basic parts—it’s much easier to tell if something is wrong.
- ☞ How should I correct it?

Call on 1–3 students and have the class confirm that their responses are correct. Erase “were” and replace it with “was.” Read the sentence aloud.

Ms. Davidson, one of my favorite soccer coaches, was mad at the team.

- 🗨️ When you check your own sentences for subject/verb agreement, try stripping down the sentence and reading the subject and verb together aloud to see if they sound right.
- 🗨️ You can sometimes hear the mismatch when a subject and verb do not agree.

Skill Drill—Checking for Subject/Verb Agreement

Hand out the **Subject/Verb Agreement** worksheet.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ Yes! “Think” is the simple predicate.
- 🗨️ This sentence is a tough one. I can see you erased the circle around this word. You’re right, that’s not the simple subject. “We” is the simple subject. Now that you know that, what are “we” doing in this sentence? That will be the simple predicate—the main verb that should sound right with “we.”
- 🗨️ Remember that the verb “to be” is an irregular verb that has many forms. Take a look at the **Forms of “To Be”** if you need a reminder of the correct form to go with the subject “they” in the past tense.
- 🗨️ Here you underlined “unzipped.” Is that the action that this sentence is about—the action of unzipping? Reread the sentence and ask yourself what action the sentence is about. I’ll be back in a minute to check to see if you found the simple predicate.

Answer Key:

1. (We) the members of the all-city soccer team, think you, the members of the tri-county soccer team, are sore losers and deserve no trophy.
 2. No matter what Mom says, your (friends) are not allowed in my room.
 3. (Chandra) who is not, after all, related to my cousin Paulo, think highly of you. (thinks)
 4. The (cows) drifts across the two-lane highway, munching and mooing. (drift)
 5. (Mel), who just had her wee little twin babies, Derek and Dirk, three weeks ago, are doing fine now. (is)
 6. (Erin and Hans) the seventh graders with the most musical talent, has the opportunity to join the award-winning regional performance troupe, “The Singing Strings.” (have)
 7. (Holmes Beach) has many beautiful waves and rocks, sparkling in the sunshine.
 8. The (group) listened, as the tension mounted, for clues to the mysterious accident that had occurred after midnight.
 9. (Everyone), even the teenagers playing in the mud and painting one another’s faces, know it is time to leave when it starts hailing. (knows)
 10. Some (parents) especially those who have big families and households to manage and control, is very strict. (are)
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- 🗨️ I am impressed with how some of you tackled really complicated sentences and still found the simple predicate.
- 🗨️ I noticed that everyone got right down to work on the skill drill, and no one talked, so we could all concentrate.

Close the lesson by writing a two-word sentence on the board, circling the subject and underlining the predicate. Ask students to add funny details to describe the subject and the predicate in each sentence, as in the example here:

Sabina thinks.

Sabina, who dances like a chicken with its head cut off most of the time, thinks people should stand around her in a circle, chanting, "Go Sabina! Go Sabina! Go Sabina!"

Affirm that no matter how many other words there are describing the subject or the predicate, you can still strip a sentence down to the simple subject and predicate, and see more clearly whether or not the subject and verb agree.

AFTER CLASS

Check each worksheet against the Complete Response and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the following items posted for whatever drills or mini-lessons you do regarding subject/verb agreement:

- **Definition of a Simple Subject**
- **Definition of a Simple Predicate**
- **Subject/Verb Agreement**
- **Forms of "To Be"**

Name _____

Date _____

Subject/Verb Agreement

Instructions

1. Circle the simple subject and underline the simple predicate in each sentence.
2. Check to see if the subject and verb agree in each sentence. If they do not agree, write the correct form of the verb in parentheses at the end of the sentence.

1. We, the members of the all-city soccer team, think you, the members of the tri-county soccer team, are sore losers and deserve no trophy.
2. No matter what Mom says, your friends are not allowed in my room.
3. Chandra, who is not, after all, related to my cousin Paulo, think highly of you.
4. The cows drifts across the two-lane highway, munching and mooing.
5. Mel, who just had her wee little twin babies, Derek and Dirk, three weeks ago, are doing fine now.
6. Erin and Hans, the seventh graders with the most musical talent, has the opportunity to join the award-winning regional performance troupe, "The Singing Strings."
7. Holmes Beach has many beautiful waves and rocks, sparkling in the sunshine.
8. The group listened, as the tension mounted, for clues to the mysterious accident that had occurred after midnight.
9. Everyone, even the teenagers playing in the mud and painting one another's faces, know it is time to leave when it starts hailing.
10. Some parents, especially those who have big families and households to manage and control, is very strict.

Subject/Verb Agreement With Indefinite Pronouns

Overview

The students will practice strategies for determining whether an indefinite pronoun is singular or plural in order to match the subject with the correct verb form.

CCSS In This Lesson

Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

BEFORE CLASS

Preparing for the Lesson

- We highly recommend creating a permanent display of the following items so that they can remain posted for any drills or mini-lessons you do regarding subject/verb agreement with indefinite pronouns:
 - Definition of Indefinite Pronouns
 - Singular Indefinite Pronouns
 - Plural Indefinite Pronouns
 - Singular or Plural Indefinite Pronouns
- Prepare to display **Sample Sentences 1**.
- Make sure that the following items are still posted:
 - Definition of a Simple Subject
 - Definition of a Simple Predicate
 - Subject/Verb Agreement
 - Forms of “To Be”

IN CLASS

Targeted Instruction—Identifying Singular and Plural Subjects

- 🗣️ What does the word “singular” mean? (*Just one.*)
- 🗣️ What about “plural”? (*More than one.*)
- 🗣️ So a singular subject means one person, or one thing, a who or a what, that performs an action of some kind in a sentence.
- 🗣️ A plural subject means more than one person or thing that performs an action.
- 🗣️ In order to make sure you choose the correct verb to agree with the subject, you need to be able to tell whether the subject is singular or plural.

Post the **Sample Sentences 1** and read them aloud.



SAMPLE SENTENCES 1

He was happy to play in the basketball tournament.
 They go to the canyon every day at dawn to watch the sunrise.
 It stays on the floor until Maria picks it up.

Ask students to identify the simple subject of each sentence and circle it.

(He) was happy to play in the basketball tournament.
 (They) go to the canyon every day at dawn to watch the sunrise.
 (It) stays on the floor until Maria picks it up.

🗣️ **“He,” “they” and, “it” are all pronouns. Can someone remind me what a pronoun is?**

Call on 1–3 students and listen to their responses, then quickly review the idea that some pronouns are singular and some are plural.

- 🗣️ **A singular pronoun takes the place of a singular noun, and a plural pronoun takes the place of a plural noun.**
- 🗣️ **Whether a subject is a noun or a pronoun, you need to make sure the verb and the subject agree in number.**
- 🗣️ **Some pronouns can be confusing because it’s hard to tell whether they are singular or plural. If one of these types of pronouns is the subject of a sentence, it is more difficult to choose the right verb form.**

Post the **Sample Sentences 2** and read them aloud.



SAMPLE SENTENCES 2

1. Everyone who wanted porridge for breakfast raised his bowl in the air.
2. Anyone who wants to ride with me to the away game will have to wear some deodorant.
3. Something is wrong today.
4. Everybody knows what to do in an emergency: evacuate the building.

Circle the indefinite pronouns in each sentence (“everyone,” “anyone,” “something,” and “everybody”).

🗣️ **These pronouns are called indefinite pronouns. Can anyone guess why?**

Listen to a variety of responses.

Post the **Definition of an Indefinite Pronoun** and the **Singular Indefinite Pronouns** near each other. Read the **Definition of an Indefinite Pronoun** aloud first.



DEFINITION OF AN INDEFINITE PRONOUN

An indefinite pronoun refers to one or more nouns without specifying which one(s).

- There are a lot of indefinite pronouns, both singular and plural, but today we'll focus just on singular indefinite pronouns.

Refer to **Singular Indefinite Pronouns** and read it aloud.

SINGULAR INDEFINITE PRONOUNS

Indefinite Pronouns that end in -one, -body, or -thing:

anyone	no one
anybody	nobody
anything	nothing
everyone	someone
everybody	somebody
everything	something

Other singular indefinite pronouns:

each	much
either/neither	one
little	other

- Refer to "Indefinite Pronouns that end in -one, -body, or -thing."
- We'll focus on this group of words in today's lesson. All of them are singular and would agree with a singular verb, but some of these seem plural, and that can be confusing.

Write the following sentence on the board and read it aloud:

Everyone is happy.

- When you write, "Everyone is happy," you automatically picture a big *group* of people, so you might think it's plural. Unfortunately, in English, "everyone" is considered singular, maybe because "everyone" refers to each "one" in the group.
- This can be hard to remember, so you might want to try breaking the word "everyone" into two words in your mind: "every" and "one."

Write on the board **every one** with plenty of space in between the words.

- Is the word "one" singular or plural? (*Singular.*)
- Right. That can help you to remember that "everyone" is singular.
- How about this word?

Write **everybody** on the board.

- How can I break "everybody" into two words? (*"Every" and "body."*)
- That's right. Is "body" singular or plural? (*Singular.*)

💬 Yes! So do you think “everybody” is singular or plural? (*Singular.*)

💬 One more. How about “everything?”

Write **everything** on the board.

💬 That’s “every” and “thing,” right? (*Yes.*)

💬 Is “thing” singular? (*Yes.*)

💬 Breaking up the word can remind you that this indefinite pronoun is singular, even though “everything” makes you picture...everything! It seems plural, but it’s not.

💬 The same goes for these other indefinite pronouns that end in **-one**, **-body**, and **-thing**.

Write the following sentence on the board and read it aloud:

Everybody are happy.

💬 To me, this just does not sound right. “Everybody is happy” sounds right.

💬 If you strip down the sentence to its core—the subject and verb—read them aloud together, and it sounds wrong, that is one strategy to use to make sure you have subject/verb agreement.

💬 What we did today—breaking apart these words that end in **-one**, **-body**, and **-thing**—is another strategy to use. When you read one of these indefinite pronouns now, you’ll recognize the endings and remember that they’re all singular.

💬 Is “are” the singular or plural form of the verb “to be”? (*Plural.*)

💬 Yes. They “are.” We “are.” Cows “are.” Plural subjects use the plural form of the verb “to be.”

💬 What’s a singular form of the verb “to be”? (*Is. Am.*)

💬 Yes. He “is.” She “is.” I “am.” Mr. McDaniel “is.” Everything “is.” Anybody “is.”

💬 So, we need to correct the sentence.

Cross out “are” and replace it with “is.”

Ask students to help you make the sentence more interesting by adding details to the subject and/or the predicate in the sentence, as in the following example:

Everybody, from the next-door neighbor to the guy who mows our lawn, is happy that we decided to reshingle the house.

💬 What’s the subject? (*Everybody.*)

💬 What’s the verb? (*Is.*)

💬 And is there agreement between the subject and verb? (*Yes.*)

💬 That’s right, because even though “everybody” refers to a group of people, and therefore seems like it’s plural, it’s not. The indefinite pronoun itself is singular, so the verb has to be singular too.

Refer back to the list of “Indefinite Pronouns that end in –one, –body, or –thing.” Point out that all of these words have singular endings, and this can be a clue to help them remember that all of these words need singular verb forms to go with them.

Skill Drill—Subject/Verb Agreement

Post **What to Do** and read it aloud.



WHAT TO DO

1. Pick three indefinite pronouns from **Indefinite Pronouns that end in –one, –body, or –thing** and copy them down.
2. Using each indefinite pronoun as the subject, write three new sentences.
3. Circle the simple subject and underline the simple predicate.
4. Make sure the subject (indefinite pronoun) and the verb agree.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I like this sentence. You used lots of strong verbs and made sure the subject and verb agree. Excellent work!
- 🗨️ Good job! Even though there are lots of words between the subject and verb, you still made sure they agree.
- 🗨️ Remember that stripping down the sentence to its core—simple subject, simple predicate—and reading those two words aloud together, can help you to be certain that the subject and verb agree.
- 🗨️ Right here you wrote, “Everybody in sixth grade wear unzipped hoodies and high tops.” You underlined “unzipped,” but “unzipped” describes the hoodies. Reread the sentence and see if you can find the verb that shows what “everybody” is doing. I’ll be back in a minute to see if you found it.

Complete Response:

1. (Everybody) who thinks Valentine’s Day isn’t silly should have his head examined.
 2. (Nobody) enjoys listening to people who brag.
 3. (Somebody) told me that you like chocolate chip ice cream.
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- 🗨️ All of you focused so hard on writing these sentences that I didn’t hear anyone talking.

 I noticed that for some of you, it's getting easier to find the simple predicate. That's great because then you can check it quickly and make sure the verb agrees with the subject.

Close the lesson by asking students to open their writing and circle the simple predicate of a sentence. Call on 1–3 students to read the sentence aloud and tell whether the verb agrees with the subject.

AFTER CLASS

Check each skill drill response and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the following items posted for whatever drills or mini-lessons you do regarding subject/verb agreement with indefinite pronouns:

- **Definition of Indefinite Pronouns**
- **Singular Indefinite Pronouns**
- **Plural Indefinite Pronouns**
- **Singular or Plural Indefinite Pronouns**

Subject/Verb Agreement With Indefinite Pronouns

Overview

The students will complete sentences with singular indefinite pronouns as the subjects, and practice matching the subjects with the correct verb forms.

BEFORE CLASS

Preparing for the Lesson

- Make sure that the following items are still posted:
 - Definition of a Simple Subject
 - Definition of a Simple Predicate
 - Subject/Verb Agreement
 - Forms of “To Be”
 - Definition of Indefinite Pronouns
 - Singular Indefinite Pronouns
 - Plural Indefinite Pronouns
 - Singular or Plural Indefinite Pronouns

IN CLASS

Skill Drill—Subject/Verb Agreement

Introduce the skill drill by reminding students what they know about the skill, and take a minute to clarify why it’s important for powerful writing.

- 🗣️ **Could someone remind me what “subject/verb agreement” means?** (*The subject and the verb have to agree with each other in number. Singular subjects need singular verb forms, and plural subjects need plural verb forms.*)
- 🗣️ **That’s right.** In writing, if the subject and the verb don’t agree, it sounds wrong and awkward. Grammar problems like this can distract readers and make them focus on your mistakes rather than what you’re writing about.
- 🗣️ **When you eliminate grammar mistakes, the reader can focus on your writing and not get mixed up or distracted.** You have a much more powerful impact that way.

Refer to the **Singular Indefinite Pronouns** and point out the pronouns listed under the heading “Other singular indefinite pronouns.”

- 🗨️ These are singular indefinite pronouns. Pronouns take the place of nouns. When a pronoun is the subject of a sentence, you have to figure out whether it's singular or plural in order to choose the right verb form to agree with it.
- 🗨️ Let's practice building sentences using these singular indefinite pronouns as the subject of the sentence.

Call on a student volunteer to copy three of the pronouns from the ones listed under "Other singular indefinite pronouns" onto the board, capitalizing them so that these words become sentence starters. If the student chooses "other," have him or her write "the" in front of "other" so that it works more easily as the subject of a sentence.

Before calling on students to start building sentences, briefly discuss the meaning of each pronoun with students. Explain that some are obviously singular (such as the pronoun "one"), but others will have to be memorized as singular (such as "much" and "little") because they aren't so obvious.

- 🗨️ What does "each" mean? (*Each person or thing is seen individually.*)
- 🗨️ What about "either"? (*Either one person or thing, or the other.*)
- 🗨️ Neither? (*Not one person or one thing, nor the other.*)
- 🗨️ Little? (*A small amount of something.*)
- 🗨️ How about "much"? (*A lot of something.*)
- 🗨️ "One" is pretty obviously singular. (*"One" means one person or thing.*)
- 🗨️ What does "other" mean? (*A different person or thing.*)

Call on students to complete the sentences on the board. Tell them to underline the verb.

If students have difficulty, help them by offering your own examples. If they make any mistakes with subject/verb agreement, correct them.

The following sentences demonstrate correct subject/verb agreement:

- Each has a spot at the lunch table.
- Either is a good choice.
- Neither satisfies my mother because she has such high standards.
- Little happens on my block.
- Much has changed over time.
- One endures pain if necessary, to become a better athlete.
- The other one is short.

Skill Drill—Subject/Verb Agreement

Post **What to Do** and read it aloud.



WHAT TO DO

1. Pick three of the indefinite pronouns listed on the board and then copy them down.
2. Using each indefinite pronoun as the subject, write three new sentences.
3. Circle the simple subject and underline the simple predicate.
4. Make sure the subject (indefinite pronoun) and the verb agree.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ All of your sentences are correct so far!
- 🗨️ Yes, that's the simple predicate. Good work!
- 🗨️ Remember that the verb "to be" can be tricky. You can look at **Forms of "To Be"** to check to make sure you have used the correct verb form.
- 🗨️ I can see you are stuck. Remember that you can add words that make it clear what the pronoun is referring to. Neither of what? I'll be back in a minute to see if you've completed the sentence.

Complete Response:

1. Neither of my best friends likes pizza as much as I do.
 2. Much that is served in the school cafeteria tastes like cardboard.
 3. One needs air to breathe.
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about singular indefinite pronouns and subject/verb agreement.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Subject/Verb Agreement With Indefinite Pronouns

Overview

The students will complete sentences with plural indefinite pronouns as the subject and practice matching the subject with the correct verb form.

BEFORE CLASS

Preparing for the Lesson

- Make sure that the following items are still posted:
 - Definition of a Simple Subject
 - Definition of a Simple Predicate
 - Subject/Verb Agreement
 - Forms of “To Be”
 - Definition of Indefinite Pronouns
 - Singular Indefinite Pronouns
 - Plural Indefinite Pronouns
 - Singular or Plural Indefinite Pronouns

IN CLASS

Skill Drill—Subject/Verb Agreement

Introduce the skill drill by reminding students what they know about the skill, and take a minute to clarify why it’s important for powerful writing.

-  **Can someone remind me why it’s important to avoid having subject/verb agreement mistakes in your writing?** *(If the subject and verb don’t agree, it sounds wrong and awkward. Readers can get distracted or confused by mistakes.)*
-  **That’s right. You want readers to focus on your ideas and not on your mistakes.**

Post **Plural Indefinite Pronouns** and read it aloud.

PLURAL INDEFINITE PRONOUNS

both
fewer
many
others
several
they

- Pronouns refer to and “stand in for” nouns. When a pronoun is the subject of a sentence, you have to figure out whether it’s singular or plural in order to choose the right verb form to agree with it. Most of these are clearly plural. Raise your hand if you see a pronoun or two up here that doesn’t seem plural, even though it is.

Call on students to identify any indefinite pronouns that are not clearly plural. Students will likely select “fewer.” If they choose one of the other pronouns, discuss the meaning of the pronoun with the class to clarify that it is plural.

- “Fewer” means “a smaller number of things or people as distinguished from a larger number of things or people.” It is more than one, though, so it’s not singular.
- Let’s practice building sentences using these plural indefinite pronouns as the subject of the sentence. That will help us get familiar with these pronouns so that we can remember that they’re plural and need plural verbs to agree with them.

Call on a volunteer to copy three of the plural indefinite pronouns onto the board, capitalizing them so that these words become sentence starters.

Before calling on students to start building sentences, briefly discuss the meaning of each pronoun with students.

- What does “both” mean? *(Two people or things.)*
- What about “fewer”? We just covered this one. *(A smaller number of things or people as opposed to a larger number of things or people.)*
- “Many”? *(A large number of things or people.)*
- “Others”? *(Being the ones remaining of two or more things.)*
- How about “several”? *(More than two but fewer than many.)*
- “They”? *(A group of more than one person or things.)*

Call on students to complete the sentences on the board. Tell them to underline the verb.

If students have difficulty, help them by offering your own examples. If they make any mistakes with subject/verb agreement, correct them.

The following sentences demonstrate correct subject/verb agreement:

Both are excellent reasons for becoming vegetarian.

Fewer compete at the tri-county track meet each year that goes by.

Many dislike trying new foods.

Others have problems with speaking in front of class, but I don’t.

Several come from the neighborhood I live in.

They say smoking is bad for you.

Skill Drill—Subject/Verb Agreement

Post **What to Do** and read it aloud.



WHAT TO DO

1. Pick three of the indefinite pronouns listed on the board and then copy them down.
2. Using each indefinite pronoun as the subject, write three new sentences.
3. Circle the simple subject and underline the simple predicate.
4. Make sure the subject (indefinite pronoun) and the verb agree.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- **Good job! That sentence shows subject/verb agreement.**
- **I noticed that you corrected your own error and underlined the main verb. Good work!**
- **Remember that we sometimes use “to be” differently when we’re just having a casual conversation. You can look at **Forms of “To Be”** to double-check your own work here.**
- **The subject of the sentence is plural, so the verb form also has to be plural. Reread this sentence and choose a plural verb form. I’ll be back in a minute to make sure you’ve done that.**

Complete Response:

1. They appreciate my personality much more than my family does.
 2. Several wait around after school in the library.
 3. Others do much better at sports than I do.
-

Closing

Close by asking students if they have any lingering questions about the skill.

- **Raise your hand if you have a question you want to ask about plural indefinite pronouns and subject/verb agreement.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Subject/Verb Agreement With Indefinite Pronouns

Overview

The students will practice strategies for determining whether an indefinite pronoun is singular or plural in order to match the subject with the correct verb form.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Subject/Verb Agreement** worksheet.
- Make sure that the following items are still posted:
 - **Definition of a Simple Subject**
 - **Definition of a Simple Predicate**
 - **Subject/Verb Agreement**
 - **Forms of “To Be”**
 - **Definition of Indefinite Pronouns**
 - **Singular Indefinite Pronouns**
 - **Plural Indefinite Pronouns**
 - **Singular or Plural Indefinite Pronouns**

IN CLASS

Skill Drill—Subject/Verb Agreement

Introduce the skill drill by reminding students what they know about the skill, and take a minute to clarify why it’s important for powerful writing.

-  **Raise your hand if you can explain what subject/verb agreement is and why it’s important to powerful writing.** (*Subjects and verbs need to agree. Singular subjects need singular verbs, and plural subjects need plural verbs. If they don’t agree, it sounds wrong and it’s incorrect.*)
-  **That’s right. Also, we want readers to focus on what we’re writing about, not on grammar mistakes.**

Post **Singular or Plural Indefinite Pronouns** and read it aloud.



SINGULAR OR PLURAL INDEFINITE PRONOUNS

all
any
more
most
none
some

- When the subject of a sentence is one of these indefinite pronouns that can be singular or plural, you have to pay very close attention to the meaning of the pronoun in the sentence. You have to figure out whether that pronoun refers to one person or thing, or more than one person or thing.

Write the following sentences on the board:

None of us are immigrants.

None of the test is easy.

- These sentences begin with the same indefinite pronoun, “none,” but they have different verb forms, “are” and “is.”
- Let’s see if you can tell me why they are both correct sentences.

Ask students to examine the sentences to explain why they make sense.

- “None of us” refers to a number of people, “us,” so the verb form is plural.
- “None of the test” refers to a single “test,” so the verb form is singular.
- What if the same sentence started with “None of these tests”? How would we complete that sentence? (*None of these tests are easy.*)
- That’s right. “Tests” is plural, so the verb form should be plural.
- It’s tricky, but not impossible, to figure these out. Sometimes you have to slow down and reread a sentence once or twice.

Write the following indefinite pronouns on the board:

Some

More

- We’re going to build some sentences using these indefinite pronouns, but first we’ll decide what “some” and “more” refer to. Pronouns refer to nouns, so let’s say “some” refers to some people.

Add the word “people” to the sentence starter “some” and bracket it, as shown below.

Some [people]

Call on a volunteer to complete the sentence.

Some [people] hate pepperoni pizza.

- 🗣️ Is the pronoun “some” singular or plural? (*Plural.*)
- 🗣️ Yes. In this case, “some” really means “some people.” That’s more than one person, so it’s plural.
- 🗣️ So the verb form needs to be plural.
- 🗣️ Let’s build a sentence with the word “more” as the subject.

Add the words “of my apple” to the sentence starter “more” and bracket them, as shown below.

More [of my apple]

Call on a volunteer to complete the sentence.

More [of my apple] is rotten than fresh.

- 🗣️ Is “more” singular or plural in this sentence? (*Singular.*)
- 🗣️ So we need a singular verb to agree with it.
- 🗣️ When you check your own writing for subject/verb agreement, remember that you can mentally add words like I did inside the brackets here on the board, and “test out” whether the pronoun is plural or singular. In a sentence such as “Some like pepperoni pizza,” you can mentally add “people” or “students” or whatever to clarify in your own mind what “some” refers to.
- 🗣️ Sometimes sentences already have words that give you an idea of whether the subject is plural or singular. Slow down your reading and look for these words that can clue you in.

Hand out the **Subject/Verb Agreement** worksheet.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗣️ You’ve chosen the correct verb forms so far. Keep going!
- 🗣️ This was a tough one, but you chose the right verb to agree with the subject. Good work!
- 🗣️ Remember that reading a sentence slowly can sometimes be a good strategy for determining the meaning of the pronoun in a sentence.
- 🗣️ Reread this sentence and tell me whether the subject is plural or singular. Then check to make sure that you’ve chosen the verb form that agrees.

Answer Key:

1. More (drink/drinks) hot herbal tea with lemon and honey than with sugar.
 2. All of those tall, strong girls (play/plays) basketball on the varsity team.
 3. Because the sun beat down on our foreheads mercilessly, some (feel/ feels) weak and nauseated.
 4. Some brave seventh-grade students (eat/eats) lunch with the ninth graders.
 5. Most (stand/stands) over six feet tall, barefoot.
 6. None of the towel (is/are) dry yet.
 7. Can you believe that most (walk/walks) six miles to school every day?
 8. Any of the students who worked on the annual blood drive (deserve/deserves) recognition.
 9. Most of the casserole (is/are) eaten.
 10. All of you (take/takes) lots of pictures at birthday parties.
-

Closing

Close by asking students if they have any lingering questions about the skill.

- **Raise your hand if you have a question you want to ask about determining whether a subject is singular or plural, or about subject/verb agreement.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, make time after class or during OTSCs in the next class period to address specific questions that individual students have raised.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Subject/Verb Agreement

Instructions

1. Read each sentence carefully.
2. Underline the correct verb form that agrees with the subject.

1. More (drink/drinks) hot herbal tea with lemon and honey than with sugar.
2. All of those tall, strong girls (play/plays) basketball on the varsity team.
3. Because the sun beat down on our foreheads mercilessly, some (feel/feels) weak and nauseated.
4. Some brave seventh-grade students (eat/eats) lunch with the ninth graders.
5. Most (stand/stands) over six feet tall, barefoot.
6. None of the hand towel (is/are) dry yet.
7. Can you believe that most (walk/walks) six miles to school every day?
8. Any of the students who worked on the annual blood drive (deserve/deserves) recognition.
9. Most of the casserole (is/are) eaten.
10. All of you (take/takes) lots of pictures at birthday parties.

Skill Drill

16D

Correcting Subject/Verb Agreement Errors

Overview

The students will practice identifying and correcting subject/verb agreement errors in a variety of sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Sample Paragraph** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - Definition of a Simple Subject
 - Definition of a Simple Predicate
 - Subject/Verb Agreement
 - Forms of “To Be”
 - Definition of Indefinite Pronouns
 - Singular Indefinite Pronouns
 - Plural Indefinite Pronouns
 - Singular or Plural Indefinite Pronouns

IN CLASS

Targeted Instruction—Correcting Subject/Verb Agreement Errors

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it’s important for powerful writing.

- 🗣️ **What does it mean when I say that a subject and verb must agree in number with each other?** (*The subject and the verb have to match—singular with singular, and plural with plural.*)
- 🗣️ **That’s right. If the subject and verb don’t agree, it doesn’t sound right. It’s also distracting to readers and makes them focus on your mistakes rather than your writing.**
- 🗣️ **Today we’ll practice finding and correcting errors in subject/verb agreement.**

Post the **Sample Sentences** and read them aloud.



SAMPLE SENTENCES

1. All of the kids in my class has that video game.
2. Few people know the ghost story about this school's basement.
3. Each of my teammates contribute to the team.

- 🗨️ Two of the sentences have subject/verb agreement errors.
- 🗨️ In order to find them and correct them, we need to see whether the subject is plural or singular. That means we have to identify the subject. One way we can do that is to ask what the main action is, and then identify who or what is doing that action.
- 🗨️ What's the main action in each of these sentences? What are the verbs?

Call on a few students to identify the verbs in each sentence, and underline them. For your reference, the verbs are underlined here:

1. All of the kids in my class has that video game.
2. Few people know the ghost story about this school's basement.
3. Each of my teammates contribute to the team.

- 🗨️ Now that we know the action, who or what is performing the action? Is it one person or thing, or more than one person or thing?

Discuss each of the subjects with students to help them to identify them as singular or plural. Allow students to refer to all of the items posted on the wall relating to indefinite pronouns.

- 🗨️ "All of the kids in my class." Is that a plural or singular subject? (*Plural.*)
- 🗨️ Yes, that's more than one person, so it's plural.
- 🗨️ "Few people." That's more than one person, isn't it? (*Yes, so it's plural.*)
- 🗨️ What about "each of my teammates"? Singular or plural? This is really tough, because teammates has an "s" on the end, and "each of my teammates" means every person on the team, so both of those things make it seem plural.
- 🗨️ However, if you take a look at the list of **Singular Indefinite Pronouns**, you'll notice that "each" is always singular. It's one of those indefinite pronouns that you'll have to memorize to remember whether it's singular or plural.
- 🗨️ The way I remember is to think of that word, "each," as singling out individuals, and it really means "each one." In this sentence, each individual teammate contributes. There may be many teammates who contribute, but using the word "each" singles people out.

Guide a few students to make the following corrections to the verbs in the **Sample Sentences**. The second sentence does not need to be corrected.

1. All of the kids in my class have that video game.
2. Few people know the ghost story about this school's basement.
3. Each of my teammates contributes to the team.

- ☞ Another thing to bear in mind when you are checking for subject/verb agreement is that some nouns seem like they could be plural when they are singular. Sometimes groups of people are referred to with a singular noun. In fact, “group” is itself one of those nouns.
- ☞ The group votes. The club decides. The team wins. Even though you picture a group of people when you see nouns like these, they are singular nouns and they agree with singular verb forms. Watch for them!

Hand out the **Sample Paragraph** worksheet.

Post **What to Do** and read it aloud.



WHAT TO DO

1. Read the **Sample Paragraph** aloud to yourself, slowly and quietly. If you find any subject/verb agreement errors, cross out the incorrect verb and write the correct form of the verb above it.
2. If you are uncertain about a particular sentence, try the following strategies:
 - Identify the simple subject and simple predicate in each sentence, stripping down the sentence to its core. Read the subject and verb together in your mind without the other words. See if the noun and verb sound right and agree.
 - If the subject is an indefinite pronoun, read the sentence slowly to see if you can determine whether it is singular or plural. Remember that you can refer to the **Singular Indefinite Pronouns** and **Plural Indefinite Pronouns** to help you.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- ☞ Good work correcting the verb! You’re right; it’s “waits,” not “wait.”
- ☞ “Dancers” is plural, so the verb should be “flood.” You’re right!
- ☞ Remember that you can check the **Singular Indefinite Pronouns** and **Plural Indefinite Pronouns** if you’re unsure whether a pronoun is singular or plural.
- ☞ I can see you’re really stuck on this sentence. Try circling the simple subject— *who or what* is doing the action. Figure out if the subject is singular or plural, and then see if the verb agrees. I’ll be back in a minute to check back in with you.

Complete Response:

The whole audience ^{waits} wait in suspense for the girl to enter from stage left. She sweeps onto the stage wearing a long red evening dress that sparkles and glitters as she glides along. Lights flash and music ^{begins} begin to fill the air. The floor ^{vibrates} vibrate with a drumbeat, a pause, and then another drumbeat. As the girl sways, dancers ^{flood} floods onto the stage, their purple leotards shining against the lime green backdrop. All who watch ^{see} sees that something dramatic is about to happen. Everyone knows that this is the moment when... SLAM! The chandelier ^{falls} fall.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about indefinite pronouns or subject/verb agreement.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, make time after class or during OTSCs in the next class period to address specific questions that students have raised.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Sample Paragraph

Instructions

1. Read the **Sample Paragraph** aloud to yourself, slowly and quietly. If you find any subject/verb agreement errors, cross out the incorrect verb and write the correct form of the verb above it.
2. If you are uncertain about a particular sentence, try the following strategies:
 - Identify the simple subject and simple predicate in each sentence, stripping down the sentence to its core. Read the subject and verb together in your mind without the other words. See if the noun and verb sound right and agree.
 - If the subject is an indefinite pronoun, read the sentence slowly to see if you can determine whether it is singular or plural. Remember that you can refer to the **Singular Indefinite Pronouns** and **Plural Indefinite Pronouns** to help you.

The whole audience wait in suspense for the girl to enter from stage left. She sweeps onto the stage wearing a long red evening dress that sparkles and glitters as she glides along. Lights flash and music begin to fill the air. The floor vibrate with a drumbeat, a pause, and then another drumbeat. As the girl sways, dancers floods onto the stage, their purple leotards shining against the lime green backdrop. All who watch can sees that something dramatic is about to happen. Everyone knows that this is the moment when...SLAM! The chandelier fall.

Subject/Verb Agreement With the Verb “To Be”

Overview

The students will practice choosing the correct form of the verb “to be” to agree with the subject in a variety of sentences.

BEFORE CLASS

Preparing for the Lesson

- Makes copies of the **Subject/Verb Agreement with “To Be”** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - Definition of a Simple Subject
 - Definition of a Simple Predicate
 - Subject/Verb Agreement
 - Forms of “To Be”
 - Definition of Indefinite Pronouns
 - Singular Indefinite Pronouns
 - Plural Indefinite Pronouns
 - Singular or Plural Indefinite Pronouns

IN CLASS

Skill Drill—Subject/Verb Agreement

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it’s important for powerful writing.

-  **Could someone give me a quick explanation of subject/verb agreement?**
(The subject and the verb have to agree with each other in number. Singular subjects need to be matched with singular verb forms, and plural subjects need to be matched with plural verb forms.)
-  **That’s right. If the subject and verb don’t agree, it sounds wrong and awkward. Grammar errors can distract readers and make them focus on your mistakes rather than your writing.**
-  **Today we’ll practice choosing the correct verb form to agree with the subject, and we’ll focus on the verb “to be,” which can be particularly tricky.**

Refer to the **Forms of “To Be.”**



FORMS OF "TO BE"

Past		Present		Future	
Singular	Plural	Singular	Plural	Singular	Plural
I was	we were	I am	we are	I will be	we will be
you were	you (all) were	you are	you (all) are	you will be	you (all) will be
he/she/it was	they (all) were	he/she/it is	they (all) are	he/she/it will be	they (all) will be

- As you can see on this chart, the form of "to be" that you use changes depending on the time the action occurs and whether the subject (whoever or whatever is "being") is singular or plural.

Write **Dog** on the board.

- "Dog" is singular.

Use the word in a complete sentence by writing the following sentence:

The dog was huge.

- How do I make this plural—many dogs? (Add "s" and adjust the verb: *The dogs were huge.*)

Write the following sentence on the board:

We was hot.

- When does the action take place? (*In the past.*)
- How do you know? (*Because "was" is the past tense of "to be."*)
- Is the subject "we" singular or plural? (*Plural.*)
- Is this sentence correct? (*No.*)

Call on a volunteer to correct the sentence using the **Forms of "To Be"** as a reference if needed.

We were hot.

Write the following sentence on the board:

We, the bedraggled survivors of the annual staff-student flag football game, was hot, sweaty, and worn out.

Ask students to identify the simple subject and simple predicate in the sentence. Circle the simple subject and underline the simple predicate.

We, the bedraggled survivors of the annual staff-student flag football game, was hot, sweaty, and worn out.

- Now let's put the simple subject and the simple predicate together: "we was." Is that right? (*No. It should say "were," not "was."*)

- ☞ That's right. Sometimes, when there are lots of words between the subject and verb, it's easier to make mistakes with subject/verb agreement.
- ☞ If you remember that each sentence can be stripped down to a core simple sentence, with just the subject and verb, you can double-check for subject/verb agreement errors by reading the subject and verb together to see if they sound right.

Refer to **Singular Indefinite Pronouns** and **Plural Indefinite Pronouns**.

- ☞ Sometimes it's not easy to tell if the subject is singular or plural. When the subject is an indefinite pronoun that could be either, depending on the sentence, you have to pay very close attention to the meaning of the pronoun being used—whether that pronoun really means one person or thing, or more than one person or thing.
- ☞ Write the following sentences on the board:
Some of my shoes are dirty.
Some of the ground is dry.
- ☞ Both of these sentences are correct, and they both start with "some," but they use different verb forms.
- ☞ "Some of my shoes." Is that subject singular or plural? (*Plural.*)
- ☞ That's right. "Some of my shoes" refers to more than one of my shoes, so the verb form is plural.
- ☞ So how about "some of the ground"? Singular or plural? (*Singular.*)
- ☞ Yes. "The ground" is singular, so the verb form is singular.
- ☞ It's tricky, but not impossible, to figure these out. You do have to slow down sometimes and reread a sentence once or twice.

Hand out the **Subject/Verb Agreement with "To Be"** worksheet.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- ☞ You've found and corrected all the subject/verb agreement errors so far. Excellent!
- ☞ Yes, "everybody" refers to a group of people, but if you break it up into two words, "every" and "body," is it singular or plural? (*Singular.*) That's right, it's singular. So you need a singular verb tense: "was," not "were."
- ☞ Remember that stripping down a sentence to its core—the main noun and main verb—is a good strategy for checking subject/verb agreement.
- ☞ Reread this sentence and identify the subject—that's who or what is doing the action. You can look at the **Forms of "To Be"** if you need a reminder about what verb form to use when the subject is plural. I'll be back in a minute to see if you picked the right one.

Answer Key:

1. *Juanita, despite having a big personality, is only four feet tall.* ✓
 2. *The problem with those two Miller boys were obvious—they could shoot baskets like nobody's business.* **WAS**
 3. *Romeo and Juliet are my favorite Shakespeare play.* **is**
 4. *Even though they're opposites of one another, Tanya and Marisol are my best friends.* ✓
 5. *Neither of his sisters were at the dance.* **WAS**
 6. *Most of the documentary was very interesting, except for the long part showing weather in different regions of the country.* ✓
 7. *As it turns out, they was very sneaky and successfully kept up the charade.* **were**
 8. *Ricardo and Dave, who happen to be talented actors, was on the stage, while Denise worked on typing up stage directions.* **were**
 9. *All New England residents is aware of the joys of sledding down steep, icy hills.* **are**
 10. *Anyone is welcome to join the community service club, even if he has never volunteered before.* ✓
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗣️ **Raise your hand if you have a question you want to ask about subject/verb agreement.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, make time after class or during OTSCs in the next class period to address specific questions that individual students have raised.

AFTER CLASS

Check each worksheet against the Answer Key and note whether or not 80% of the class has provided complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Subject/Verb Agreement with “To Be”

Instructions

1. Read each sentence carefully.
2. If there are no subject/verb agreement errors, put a check mark next to the sentence.
3. If the verb does not agree with the subject, write the correct form of the verb at the end of the sentence.

1. Juanita, despite having a big personality, is only four feet tall.
2. The problem with those two Miller boys were obvious—they could shoot baskets like nobody’s business.
3. *Romeo and Juliet* are my favorite Shakespeare play.
4. Even though they’re opposites of one another, Tanya and Marisol are my best friends.
5. Neither of his sisters were coming to the dance.
6. Most of the documentary was very interesting, except for the long part showing weather in different regions of the country.
7. As it turns out, they was very sneaky and successfully kept up the charade.
8. Ricardo and Dave, who happen to be talented artists, was whipping together a backdrop, while Denise worked on typing up stage directions.
9. All New England residents is aware of the joys of sledding down steep, icy hills.
10. Anyone is welcome to join the community service club, even if he has never volunteered before.

Correcting Subject/Verb Agreement Errors

Overview

The students will practice correcting subject/verb agreement errors in a variety of sentences.

BEFORE CLASS

Preparing for the Lesson

- Makes copies of the **Subject/Verb Agreement** worksheet, provided at the end of this lesson.
- Make sure that the following items are still posted:
 - Definition of a Simple Subject
 - Definition of a Simple Predicate
 - Subject/Verb Agreement
 - Forms of “To Be”
 - Definition of Indefinite Pronouns
 - Singular Indefinite Pronouns
 - Plural Indefinite Pronouns
 - Singular or Plural Indefinite Pronouns

IN CLASS

Skill Drill—Subject/Verb Agreement

Introduce the skill drill by reminding students what they know about the skill, and take a minute to clarify why it’s important for powerful writing.

-  **Why is it important to get rid of subject/verb agreement errors?** *(It makes the reader focus on mistakes instead of your writing. Grammar errors make sentences sound wrong and awkward.)*
-  **That’s right.** When the subject and verb don’t agree, it sounds wrong, and it’s distracting and confusing to a reader who is trying to focus on your ideas. The last thing you want to do is make a reader have to work hard to get your ideas straight.
-  **There are all sorts of reasons why we might make subject/verb agreement mistakes.**

- 🗣️ Sometimes we're writing long sentences with a lot of words between the subject and the verb, and it's almost like we forget what the subject was by the time we get to the end of the sentence!
- 🗣️ Sometimes we use the wrong verb form because we're used to saying it that way, and we need to remind ourselves that written English is sometimes different from casual conversation.
- 🗣️ Sometimes we're just not sure if the subject is plural or singular.
- 🗣️ What are some of the strategies you can use to check for subject/verb agreement?

Call on 1–3 students and listen to their responses. Write correct responses on the board, as in the following examples:

Read the sentence slowly to see if it sounds right.

Strip the sentence down to its core—the simple subject and simple predicate—and read this two-word sentence aloud to see if they agree.

Check the **Forms of “To Be”** chart.

Check the examples of indefinite pronouns.

If the subject is an indefinite pronoun that ends in *-one*, *-body*, or *-thing*, remember that it's singular.

If the indefinite pronoun could be singular or plural, read it twice to see if you can figure out whether the subject is singular or plural in that sentence.

- 🗣️ You can use any of these strategies when you correct subject/verb errors today.

Hand out the **Subject/Verb Agreement** worksheet.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗣️ You've found and corrected all of the subject/verb agreement errors so far, so keep going!
- 🗣️ Great that you caught the error in this sentence—it's easy to miss “to be” subject/verb agreement mistakes.
- 🗣️ Remember that the simple subject is *who* or *what* is doing something in the sentence, and *who* or *what* the sentence is about.
- 🗣️ Reread this sentence carefully and see if you can tell whether “all” means one thing or more than one thing.

Complete Response:

1. *Eduardo knocks into the kitchen counter and slams his notebook down.* ✓
 2. *Juliet and my mother runs down the street yelling for Tito, but my poor little doggy never comes back.* ~~run~~
 3. *During Rob's second period class, students acts out and he has to give them detention.* ~~act~~
 4. *All of my mismatched and holey socks are stuffed into a box under my bed.* ✓
 5. *Gloria, who stacked all of the cans for recycling next to the kitchen sink last summer, are my sister's best friend.* ~~is~~
 6. *The school chorus sing a holiday medley while parents in the audience force their eyelids open and check their cell phones.* ~~sings~~
 7. *We was playing guitar in my basement until my mom started yelling at us to be quiet because she was trying to go to sleep.* ~~were~~
 8. *Either Jose or one of his brothers walk me to school every day.* ~~walks~~
 9. *Rachael, our next-door neighbor, loves to talk and talk and talk, but she is not a gossip.* ✓
 10. *No one, not even professional athletes who exercise every day, are able to build muscle without experiencing some soreness along the way.* ~~is~~
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about subject/verb agreement.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, make time after class or during OTSCs in the next class period to address specific questions that individual students have raised.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Subject/Verb Agreement

Instructions

1. Read each sentence carefully.
2. If there are no subject/verb agreement errors, put a check mark next to the sentence.
3. If the verb does not agree with the subject, write the correct form of the verb at the end of the sentence.

1. Eduardo knocks into the kitchen counter and slams his notebook down.
2. Juliet and my mother runs down the street yelling for Tito, but my poor little doggy never comes back.
3. During Rob's second period class, students acts out and he has to give them detention.
4. All of my mismatched and holey socks are stuffed into a box under my bed.
5. Gloria, who stacked all of the cans for recycling next to the kitchen sink last summer, are my sister's best friend.
6. The school chorus sing a holiday medley while parents in the audience force their eyelids open and check their cell phones.
7. We was playing guitar in my basement until my mom started yelling at us to be quiet because she was trying to go to sleep.
8. Either Jose or one of his brothers walk me to school every day.
9. Rachael, our next-door neighbor, loves to talk and talk and talk, but she is not a gossip.
10. No one, not even professional athletes who exercise every day, are able to build muscle without experiencing some soreness along the way.

UNIT 5:

Using Reflexive and Intensive Pronouns Correctly

IN THIS UNIT

- **Lesson 17: Reviewing Pronouns**
- **Lesson 18: Reviewing Reflexive Pronouns**
 - Skill Drill 18A: Finding and Fixing Reflexive Pronoun Errors
- **Lesson 19: Introducing Intensive Pronouns**
 - Skill Drill 19A: Finding and Fixing Intensive Pronoun Errors
 - Skill Drill 19B: Writing Sentences With Intensive Pronouns
 - Skill Drill 19C: Writing With Intensive Pronouns

Reviewing Pronouns

Overview

The students will review the use of pronouns, practice replacing nouns with pronouns, and identify pronoun antecedents in a variety of sentences.

CCSS In This Lesson

- **Literacy.L.6.1a** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- **Literacy.L.6.1c** Recognize and correct inappropriate shifts in pronoun number and person.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Replacing Nouns With Pronouns and Identifying Antecedents** worksheet, provided at the end of this lesson.
- We highly recommend creating permanent displays of the **Definition of a Pronoun** and the **Definition of a Pronoun Antecedent** so that they can remain posted for any drills or mini-lessons you do regarding pronouns.

IN CLASS

Targeted Instruction—Reviewing Pronouns

 **Someone remind me—what’s a noun?** (*A noun is a person, place, thing, or idea.*)

 **That’s right.**

Write the following sentence on the board:

Murray climbed out of his bedroom window.

 **I’m going to replace the noun “Murray” with a pronoun.**

Erase the word “Murray” and replace it with “He.” Your sentence should look like this:

He climbed out of his bedroom window.

 **Let’s try this again. We’ll replace the noun phrase “his bedroom window.”**

Erase the words “his bedroom window” and replace them with the word “it.” Your sentence should look like this:

He climbed out of it.

Post the **Definition of a Pronoun** and read it aloud.



DEFINITION OF A PRONOUN

A pronoun is a word that replaces a noun (or noun phrase) in a sentence.

- 🗨️ This is how pronouns work. They replace nouns or noun phrases.
- 🗨️ Pronouns make it much easier to write sentences. If you had to keep using the same noun over and over to refer to something, your writing would get very repetitive and irritating to read. It would take forever to write and to read even one sentence, because you'd have to keep using the same noun or proper noun each time you referred to it.

Write the following sentences on the board.

Janice bought new sneakers and the sneakers were green and she really liked her new sneakers.

Janice bought new sneakers that were green and she really liked them.

- 🗨️ Which one is easier to read and write? (*The second one.*)
- 🗨️ Why? (*You didn't keep repeating "sneakers."*)
- 🗨️ That's right. Sometimes, though, using pronouns can cause confusion. If you read our first sentence, "He climbed out of it," without knowing about Murray and his bedroom window, you'd wonder, who's "he" and what is "it"?

Next to or under the **Definition of a Pronoun**, post the **Definition of a Pronoun Antecedent** and read it aloud.



DEFINITION OF A PRONOUN ANTECEDENT

A pronoun antecedent is the noun or noun phrase that a pronoun refers to.

Write the following sentence on the board, then circle the first appearance of the word "he." Your sentence should look like this:

Murray climbed out of his bedroom window, feeling relieved when he didn't run into his mother as he slid down the tree to the ground.

- 🗨️ Who does "he" refer to? Who is "he"? (*Murray.*)

Circle the word "Murray" and then draw an arrow from the word "he" to the word "Murray."

- 🗨️ Just to remind you, the word "Murray" is what's called the antecedent. "Ante" means "before." The antecedent comes before the pronoun and is the "who or what" the pronoun is replacing. If we never mentioned Murray's name, we'd wonder who "he" is and it would be confusing for the reader.
- 🗨️ Pronouns can appear anywhere before the antecedent—in the same sentence, in a different sentence, or even in a different paragraph. A writer could name a character at the beginning of a short story, and then never mention his proper name again, but just use "he" and "his."
- 🗨️ However, pronouns have to match their antecedents in number. You can't have a singular antecedent and a plural pronoun, or a plural antecedent and a singular pronoun. They both have to be singular, or they both have to be plural.

Write the following sentences on the board:

Murray and Stan decided they wanted to take the train up to Harlem.

Stan decided he wanted to take the train up to Harlem.

Circle “they” and draw an arrow back to “Murray and Stan.” Circle “he” and draw an arrow back to “Stan,” as shown here:

Murray and Stan decided **they** wanted to take the train up to Harlem.

Stan decided **he** wanted to take the train up to Harlem.

- See how these pronouns match the nouns they refer to? Murray and Stan are two people, so we used the pronoun “they,” showing it’s more than one person.
- When we’re writing just about Stan, we use the singular pronoun “he.”
- Now let’s practice replacing some nouns with pronouns.

Write the following sentence on the board and circle the word “Bethany.”

Bethany lent Stan her favorite hoodie.

- What pronoun should we replace “Bethany” with in this sentence? (“She.”)
- That’s right. You can replace “Bethany” with “she” in this sentence. “Bethany” and “she” are both singular.

Write the revised sentence on the board and circle the word “she,” as shown.

She lent Stan her favorite hoodie.

- What pronoun would we replace “Stan” with in that sentence? (“Him.”)

Write the revised sentence on the board and circle the word “him,” as shown.

She lent **him** her favorite hoodie.

- That’s right. Bethany lent *him* her favorite hoodie. We replaced “Stan” with “him.” “Stan” is singular and so is “him.”

Write the following sentence on the board:

Stan lent Bethany his favorite hoodie.

- What pronoun would you replace “Bethany” with in this sentence? (“Her.”)

Write the revised sentence on the board as shown:

Stan lent her his favorite hoodie.

- You’re right. I guess Stan must like Bethany if he lent her his favorite hoodie.
- Now let’s replace the noun phrase “his favorite hoodie” with a pronoun. What’s one word that can replace the whole noun phrase? (“It.”)

Write the revised sentence on the board, as shown:

Stan lent her it.

Yes. What is the benefit of using pronouns in a sentence like that? (*It makes it shorter and easier to write.*)

That's right, especially when you're writing a paragraph. It means you don't have to keep repeating the same words over again.

Write the following sentence on the board:

Bethany gave Murray and Stan a lift to the train station.

What would we use to replace "Murray and Stan" here? (*"Them."*)

Write the revised sentence on the board as shown:

Bethany gave them a lift to the train station.

Yes. You've got it. "Them" replaces "Murray and Stan" here. Murray and Stan are two people and "them" is plural, so they match.

Write the following example on the board:

Murray invited Bethany to his karaoke party, and she accepted.

What noun antecedent does "his" refer to in this sentence? (*"Murray."*)

Right. And what noun antecedent does "she" refer to? (*"Bethany."*)

Yes. Now, if we flip that sentence and Murray and Bethany change places, how would we rewrite it? Don't forget to flip the pronouns as well. (*Bethany invited Murray to her karaoke party, and he accepted.*)

Ask for a volunteer to come up and write the "flipped" sentence on the board:

Bethany invited Murray to her karaoke party, and he accepted.

Exactly. Let's look at a sentence example where people often get confused about the pronoun and antecedent.

Write the following sentence on the board:

Each of the boys devoured their cheeseburgers.

Is "each" talking about one boy or more than one? (*Just one boy.*)

That's right. "Each" is actually singular, so it needs a singular pronoun to match. "Each" means "each one," or "each individual boy."

Write the following revised sentence on the board:

Each of the boys devoured his cheeseburger.

Now revise that sentence on the board to this one:

Each of the students devoured his or her cheeseburger.

We just determined that "each" is singular and means "each one." In this second sentence, we don't know whether the students are female, male, or a mix of males and females.

Since we don't know, we can't write "Each of the students devoured his cheeseburger" or "Each of the students devoured her cheeseburger"—we have to write "his or her."

- It seems clunky and awkward, which is why some people choose to write “their” instead. But “his or her” is actually correct.

Skill Drill—Using Pronouns and Identifying Antecedents

Hand out the **Replacing Nouns With Pronouns and Identifying Antecedents** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- Yes! You replaced all the nouns with the correct pronouns in those sentences.
- You are right. It’s important to read sentences carefully when there are multiple pronouns. “He” refers to “Tony” and not José in that sentence.
- Remember, when you replace a noun with a pronoun, they need to match—singular with singular and plural with plural.
- Right here you have a singular pronoun antecedent, “the gym,” and a plural pronoun, “their.” That’s a problem. Singular antecedents need singular pronouns. Try again and I’ll be back in a minute to see how you did.

Without calling on volunteers, ask 1–3 students to share their sentences. Confirm that they have correctly replaced the nouns with pronouns and identified the pronoun antecedents in those sentences.

Complete Response

- Fernando* picked up his dirty socks and dumped *them* in the laundry.
He picked up his dirty socks and dumped *them* in the laundry.
 - My computer crashed and *Agatha* offered to fix *it*.
My computer crashed and she offered to fix *it*.
 - José tossed his phone to *Miranda* and she called Tony, but *he* wasn’t home.
José tossed his phone to her and she called Tony, but he wasn’t home.
 - Each of the girls has their own unique personality.
Each of the girls has her own unique personality.
 - The gym is about to celebrate their grand opening.
The gym is about to celebrate its grand opening.
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- It was great how most of you replaced the nouns with the correct pronouns in those sentences.
- I know it was challenging for some of you to figure out which nouns those pronouns were referring to, but you found most of them.

AFTER CLASS

Check each skill drill and note whether 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of a Pronoun** and the **Definition of a Pronoun Antecedent** posted for whatever drills or mini-lessons you do regarding pronouns.

Name _____

Date _____

Replacing Nouns With Pronouns and Identifying Antecedents

Instructions

Read the first three sentences and rewrite them, replacing all of the circled nouns with pronouns. If a pronoun is circled, draw an arrow from the pronoun to its antecedent (the noun it refers to) on your rewritten sentence.

The last two sentences contain errors of pronoun/antecedent agreement. Revise them so that the nouns and pronouns match and make sense.

Example:

(Harry) gave Leila the milk and (she) drank (it).
He gave Leila the milk and she drank it.

1. (Fernando) picked up his dirty socks and dumped (them) in the laundry.

2. My computer crashed and (Agatha) offered to fix (it).

3. José tossed his phone to (Miranda) and she called Tony, but (he) wasn't home.

4. Each of the girls has their own unique personality.

5. The gym is about to celebrate their grand opening.

Reviewing Reflexive Pronouns

Overview

The students will review the definition of a pronoun, review reflexive pronouns, and practice using them correctly in sentences.

CCSS In This Lesson

- Literacy.L.2.1c Use reflexive pronouns (e.g., *myself, ourselves*).
- Literacy.L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Using Reflexive Pronouns** worksheet, provided at the end of this lesson.
- We highly recommend creating a permanent display and making copies of the following items (provided at the end of this lesson) so that they can remain posted for any drills or mini-lessons you do regarding reflexive pronouns:
 - **Definition of a Pronoun**
 - **Reflexive Pronouns**
 - **Personal Pronouns** chart
 - **Using Reflexive Pronouns** chart

IN CLASS

Targeted Instruction—Understanding Reflexive Pronouns

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

The baker hurt himself pulling a hot pan out of the oven. He had burns on his arms.

- 🗨️ In these two sentences, three different words replace the simple subject. What is the simple subject that these sentences are about? (*The baker.*)

Post the **Definition of a Pronoun** and read it aloud.

DEFINITION OF A PRONOUN

A pronoun is a word that replaces a noun (or noun phrase) in a sentence.

Intensive pronouns and reflexive pronouns are the same words: *myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves*. When you introduce reflexive pronouns in this lesson, you do not need to explain the difference between intensive and reflexive pronouns. Students only need to be able to use the words correctly in their writing.

- ☞ The three words that replace “baker” in these sentences are three different types of pronouns. What pronouns replace “baker”? (*himself, he, his*)
- ☞ Today we are going to focus on this first type of pronoun—pronouns like “himself.”
- ☞ This is a special type of pronoun sometimes known as a reflexive pronoun.
- ☞ Let’s take a look at these pronouns now.

Display and hand out copies of **Reflexive Pronouns** and read them aloud.

☰

REFLEXIVE PRONOUNS

myself	itself
yourself	ourselves
himself	yourselves
herself	themselves

Common mistakes/pronouns that don’t exist:

hisself
theirselves
theyselves

- ☞ Personal pronouns are pronouns that refer to a specific person, group, or thing.

Display and hand out copies of the **Personal Pronouns** chart and read them aloud.

☰

PERSONAL PRONOUNS

1st Person	2nd Person	3rd Person	
me	you	he	their
my	your	him	theirs
mine	yours	his	it
we		she	its
us		her	who
our		hers	whom
ours		they	whose
		them	

- ☞ Notice that the reflexive pronouns are personal pronouns with the addition of “-self” or “-selves.” For example, “itself” is “it” plus “-self.” What personal pronoun is in the word “yourselves”? (*Your.*)
- ☞ That’s right! “Yourselves” is “your” plus “-selves.”

Display and hand out copies of the **Using Reflexive Pronouns** chart and read it aloud.



USING REFLEXIVE PRONOUNS

Reflexive pronouns indicate that the subject of the sentence also receives the action of the verb.

Think: Reflexive “reflects back” to the subject.

Examples:

1. **I blamed myself for the mess.** (Who was blamed? I was blamed. The reflexive pronoun shows I blamed myself. The subject both performs and receives the action in the sentence.)
2. **She rewarded herself with a chocolate bar.** (Who rewarded her? The reflexive pronoun shows she did. The subject both performs and receives the action in the sentence.)
3. **We convinced ourselves that the mirage was real.** (Who was convinced? We were convinced. The reflexive pronoun shows we convinced ourselves. The subject both performs and receives the action in the sentence.)

- One common error that writers make is using reflexive pronouns as a way of sounding more educated or elevated. You may have heard or seen this or even made this mistake in your own writing before.

Write the following on the board:

Incorrect: Desmond and myself walked to the park to shoot some hoops.

- Sometimes writers or even speakers feel as if “myself” sounds more educated or better than just saying “I” or “me.” In actuality, this is wrong because you can only use a reflexive pronoun if the sentence already includes the noun it “reflects.”
- This needs to be replaced with a personal pronoun. The way to know whether to use “I” or “me” is simple.
- “Me” *cannot* be the subject of a sentence; that’s just a rule. You can’t say, “Me walked to the park to shoot some hoops.” You say, “I walked to the park to shoot some hoops.”
- In this sentence, to help you see that, drop the first simple subject, “Desmond,” entirely. You are left with, “myself walked to the park to shoot some hoops.” Now you have to decide whether you should replace “myself” with “I” or “me.” Try it: “I walked to the park to shoot some hoops” or “Me walked to the park to shoot some hoops.” Since “me” *cannot* be the subject, you can’t say “Me walked to the park to shoot some hoops.” “I” is the correct choice.
- What should the writer say here? (*Desmond and I walked to the park to shoot some hoops.*)

Write the following on the board:

Correct: Desmond and I walked to the park to shoot some hoops.

- Here is another example.

Write the following on the board:

Incorrect: Dinner will be prepared by myself.

- Should I replace this unnecessary “myself” with “me” or “I”? Let’s see. “Dinner will be prepared by I.” “I” cannot be an object—it is *not* an object pronoun. What should it be? (*Me.*)

Write the following on the board:

Correct: Dinner will be prepared by me.

Skill Drill—Identifying Reflexive Pronouns

Hand out the **Using Reflexive Pronouns** worksheet.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- I see that you corrected the use of “hissel.” You are right to do that. “Hissel” is not a word.
- You have correctly circled all of the reflexive pronouns. Nice job!
- Remember to correct any errors you see. If “myself” is not necessary, you should correct it.
- Right here you circled “theirselves.” Look back at our list of reflexive pronouns. Do you see “theirselves” listed there? (*The list says “theirselves” is not a word.*) Can you replace “theirselves” with another word? (*Themselves.*) Great!

Answer Key:

- I pitched the tent all by myself. ☺
 - You should give yourself credit for all your hard work. ☺
 - Fernando cursed hissel for missing the ball.
Fernando cursed himself for missing the ball.
 - Erik and Letitia painted the room all by theirselves.
Erik and Letitia painted the room all by themselves.
 - Melanie, Frank, and I helped ourselves to the leftover snacks in the fridge. ☺
 - Jaclyn and myself despise raking the yard. ☺
Jaclyn and I despise raking the yard.
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- You did a great job learning and applying a lot of information about different types of pronouns today.

 **Even though some of you may have had a bit of difficulty or it took you a little longer than others, you all completed the worksheet today.**

Close the lesson by having a few students think of and share one original sentence using a reflexive pronoun.

AFTER CLASS

Check each worksheet and note whether 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

If you plan to do more drills or mini-lessons regarding reflexive pronouns, keep the following items posted:

- **Definition of a Pronoun**
- **Reflexive Pronouns**
- **Personal Pronouns** chart
- **Using Reflexive Pronouns** chart

Name _____

Date _____

Using Reflexive Pronouns

Instructions

In each sentence, circle the reflexive pronoun. If a sentence has a reflexive pronoun that has been used incorrectly, rewrite the sentence correctly in the space provided. If the sentence is correct, write a "C" in the space provided.

1. I pitched the tent all by myself.

2. You should give yourself credit for all your hard work.

3. Fernando cursed hisself for missing the ball.

4. Erik and Letitia painted the room all by themselves.

5. Melanie, Frank, and I helped ourselves to the leftover snacks in the fridge.

6. Jaclyn and myself despise raking the yard.

Name _____

Date _____

Reflexive Pronouns

myself

yourself

himself

herself

itself

ourselves

yourselves

themselves

Common mistakes/words that don't exist:

hissel

theirselves

theyselves

Name _____

Date _____

Personal Pronouns

1st Person	2nd Person	3rd Person	
me	you	he	their
my	your	him	theirs
mine	yours	his	it
we		she	its
us		her	who
our		hers	whom
ours		they	whose
		them	

Name _____

Date _____

Using Reflexive Pronouns

Reflexive pronouns indicate that the sentence subject also receives the action of the verb.

Think: Reflexive “reflects back” to the subject.

Examples:

1. **I blamed myself for the mess.** (Who was blamed? I was blamed. The reflexive pronoun shows I blamed myself. The subject both performs and receives the action in the sentence.)
2. **She rewarded herself with a chocolate bar.** (Who rewarded her? The reflexive pronoun shows she did. The subject both performs and receives the action in the sentence.)
3. **We convinced ourselves that the mirage was real.** (Who was convinced? We were convinced. The reflexive pronoun shows we convinced ourselves. The subject both performs and receives the action in the sentence.)

Finding and Fixing Reflexive Pronoun Errors

Overview

The students will practice identifying and correcting mistakes in the use of reflexive pronouns in their writing.

BEFORE CLASS

Preparing for the Lesson

- Make sure the following items are still posted:
 - Definition of a Pronoun
 - Reflexive Pronouns
 - Personal Pronouns chart
 - Using Reflexive Pronouns chart

IN CLASS

Skill Drill—Finding and Fixing Reflexive Pronoun Errors

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for careful and effective writing.

Have students refer to **Reflexive Pronouns** and the **Using Reflexive Pronouns** chart to help them answer the following questions:

- 🗣️ **Could someone remind me what we learned about reflexive pronouns?** (*They are personal pronouns with “-self” or “-selves” added to them.*)
- 🗣️ **When can we use them?** (*To reflect the action back to the subject.*)
- 🗣️ **Why is it important to use reflexive pronouns correctly for careful and effective writing?** (*It's confusing if they are used incorrectly. When you use them to sound sophisticated or fancy, you actually don't sound more sophisticated because you have used the words in the wrong way and made a grammatical mistake.*)

Post **What to Do** and read it aloud.



WHAT TO DO

1. Turn to a recent writing response. Reread the entry to find and fix any errors you have made with reflexive pronouns.
2. If you can't find any errors, write 3–5 sentences that contain reflexive pronouns in them.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you corrected “theyselves” to read “themselves.” That is correct because “theyselves” is not a word.
- 🗨️ I am glad you noticed that “myself” should be changed to “I” in this sentence: “Mathilda and I skated all around the perimeter of the rink.”
- 🗨️ Remember that you shouldn’t add in an unnecessary reflexive pronoun like “myself” when you can use “me.” “The sweater was sewn by me.” Don’t write, “The sweater was sewn by myself.”
- 🗨️ Right here you wrote “Carol and myself spent a great day at the beach.” But “myself” needs to reflect a noun already in the sentence. You need to use “I.” Rewrite the sentence to make that correction.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates’ responses.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about reflexive pronouns.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Introducing Intensive Pronouns

Overview

The students will identify and practice using intensive pronouns in sentences.

CCSS In This Lesson

- **Literacy.L.6.1b** Use intensive pronouns (e.g., *myself, ourselves*).
- **Literacy.L.6.1c** Recognize and correct inappropriate shifts in pronoun number and person.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Adding Intensive Pronouns to Sentences** worksheet, provided at the end of this lesson.
- Prepare to display the **Sample Sentences 1 and 2**. 
- We highly recommend creating a permanent display of **Reflexive Pronouns** and **Personal Pronouns**, so that they can remain posted for any drills or mini-lessons you do regarding pronouns.

IN CLASS

Targeted Instruction—Introducing Intensive Pronouns

Post **Sample Sentences 1** and read it aloud.

This lesson assumes that students are already familiar with reflexive pronouns. You should review Lesson 18 with students before beginning the intensive pronoun lesson.

SAMPLE SENTENCES 1

1. The king himself led the army.
2. Elisa cleaned the whole house herself.
3. The students themselves decided to volunteer at the homeless shelter.
4. I decided to organize the party myself.

-  **Do you notice any similar kinds of words in these sentences?** (*Yes, each one has a word with “-self” or “-selves” in it.*)
-  **That’s right. They are pronouns with “-self” or “-selves” attached to them.**
-  **Now let’s look at what happens if we take those “-self” words out of the sentences.**

Cross out the intensive pronoun in each sentence, as shown, and call on one or two students to read the sentences aloud.

1. The king **himself** led the army.
2. Elisa cleaned the whole house **herself**.
3. The students **themselves** decided to volunteer at the homeless shelter.
4. I decided to organize the party **myself**.

🗨️ **When we cross out the word with “-self” in each of these sentences, does it change the meaning? (No, I don’t think so.)**

Post Sample Sentences 2.

SAMPLE SENTENCES 2

1. The king himself led the army.
2. Elisa cleaned the whole house herself.
3. The students themselves decided to volunteer at the homeless shelter.
4. I decided to organize the party myself.

🗨️ **Who is leading the army? (The king.)**

🗨️ **Yes. If you take out “himself” in this sentence, is it still the king who is leading the army? (Yes.)**

🗨️ **Who cleaned the house? (Elisa.)**

🗨️ **That’s right. If we take “herself” out of that sentence, is it still clear that Elisa is cleaning the house? (Yes.)**

🗨️ **You’re right. These kinds of pronouns are called *intensives* because they add emphasis, or *intensify*, a noun or pronoun. It’s like highlighting something in a book. But we’ve seen that if you leave out the intensives, the meaning doesn’t change.**

🗨️ **You can also think of it like this: We use intensives to bring attention to the fact that the person doing the action did it *himself*, with his own hands—no other person did it.**

Write the following sentences on the board:

Anita choreographed the moves for the dance herself.

Anita herself choreographed the moves for the dance.

Circle “herself” in both sentences.

🗨️ **What do you notice about “herself” in these two sentences? (It’s in different spots.)**

🗨️ **Exactly. Intensive pronouns can either come right after the noun or pronoun they refer to, or they can come at the very end of the sentence.**

🗨️ **Who choreographed the moves for the dance? (Anita.)**

🗨️ **Yes. The word “herself” makes it clear that it was Anita, and nobody else, who choreographed the moves.**

Write the following sentences on the board, circling the pronouns as shown:

The students themselves helped the community create a garden.

The students helped the community create a garden themselves.

Ask students to raise their hands to vote on the following question:

- ☞ Which of these sentences shows that the *students* are doing the action of helping to create the garden?
- ☞ It looks like most of the class thinks it's the first one. That's right. Who seems to be creating the garden in the second sentence? (*The community.*)
- ☞ Exactly. Sometimes you will see a sentence in which you need to write the intensive pronoun right after the noun or pronoun it refers to, or the meaning will be vague and confuse the reader.
- ☞ By the way, there are some forms of the “-self” pronouns that students often use, but they are always incorrect. These include *hissself, ourself, themself, theirself, and theirselves*.
- ☞ Remember that these don't exist in standard written English. Even if you use them when you're talking, you would never write these words in your writing responses.

Skill Drill—Adding Intensive Pronouns to a Sentence

Hand out the **Adding Intensive Pronouns to Sentences** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- ☞ Great. I see that you revised all those sentences and correctly added emphasis with intensive pronouns.
- ☞ I like how you tried using the intensive pronouns in different places in your sentences.
- ☞ Remember that intensive pronouns are used just for emphasis, so if you take out the intensive pronoun, the sentence should still make sense. Using an intensive pronoun shows that a person did an action himself, with his own hands—that nobody else did it.
- ☞ Right here you used “theirselves” to refer to the boys. That form is not correct. Replace it with the correct pronoun, and I'll be back in a moment to see how you are doing.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Answer Key:

1. (Hector) devoured all the popcorn.
Hector himself devoured all the popcorn.
or
Hector devoured all the popcorn himself.
 2. The (boys) decorated the stage for the show.
The boys themselves decorated the stage for the show.
or
The boys decorated the stage for the show themselves.
 3. (Gita) came up with the brilliant idea for the story.
Gita herself came up with the brilliant idea for the story.
or
Gita came up with the brilliant idea for the story herself.
 4. (We) planned all the details for the picnic.
We ourselves planned all the details for the picnic.
or
We planned all the details for the picnic ourselves.
 5. (I) will call and invite everyone for dinner.
I myself will call and invite everyone for dinner.
or
I will call and invite everyone for dinner myself.
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- 🗨️ **It was great how almost all of you revised those sentences correctly using intensive pronouns.**
- 🗨️ **Some people confused reflexive pronouns with intensive pronouns, but many of you were able to complete the skill drill by using the sample sentences as a model.**

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep **Reflexive Pronouns** and the **Personal Pronouns** chart posted for whatever drills or mini-lessons you do regarding intensive pronouns.

Name _____

Date _____

Adding Intensive Pronouns to Sentences

Instructions

1. Read the following sentences.
2. Rewrite each sentence, adding an intensive pronoun that refers to the circled noun or pronoun.

Example: (Ting) dealt the cards.

Ting herself dealt the cards.

or

Ting dealt the cards herself.

1. (Hector) devoured all the popcorn.

2. The (boys) decorated the stage for the show.

3. (Gita) came up with the brilliant idea for the story.

4. (We) planned all the details for the picnic.

5. (I) will call and invite everyone for dinner.

Finding and Fixing Intensive Pronoun Errors

Overview

The students will find and fix intensive pronoun errors in sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Intensive Pronoun Errors** worksheet, provided at the end of this lesson.
- Make sure that **Reflexive Pronouns** and the **Personal Pronouns** chart are still posted.

IN CLASS

Skill Drill—Finding and Fixing Intensive Pronoun Errors in Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for careful and effective writing.

- 🗣️ **Could someone remind me what we learned about intensive pronouns?** *(They add emphasis to a noun or pronoun to show who is doing something.)*
- 🗣️ **Yes. Why do you think intensive pronouns are important for clear writing?** *(They highlight or underline the fact that the person doing the action is doing it with his or her own hands—that nobody else is doing the action.)*
- 🗣️ **That's right. If you take out the intensives, does it change the meaning of the sentence?** *(No, the meaning stays the same.)*
- 🗣️ **Exactly. Let's look at an example before you do the activity.**

Write the following sentence on the board:

Joel washed the dusty car.

- 🗣️ **Who is washing the car?** *(Joel.)*
- 🗣️ **That's right. How can we emphasize that Joel is the one doing the washing?** *(Add "himself" to the sentence.)*
- 🗣️ **You're right. What are two ways we can add "himself" to that sentence?** *(After "Joel" or at the end of the sentence.)*
- 🗣️ **Yes. Let's look at those two possibilities.**

Write the following sentences on the board:

Joel himself washed the dusty car.

Joel washed the dusty car himself.

- 🗨️ **Do those both make sense?** (Yes.)
- 🗨️ **What does adding “himself” do to that sentence?** (It emphasizes that Joel and no other person is washing the car.)
- 🗨️ **Remember that forms like “hisself” or “theirselves” are incorrect and you shouldn’t use them.**

Hand out the **Finding and Fixing Intensive Pronoun Errors** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **Great. I see that you found all the errors in those sentences and revised them with the correct forms of the intensive pronouns.**
- 🗨️ **I like that you circled the pronouns and read all the sentences aloud to yourself to decide if the forms were correct. That’s a good strategy.**
- 🗨️ **Remember that most of the time, you should add the intensive pronoun right after the noun or pronoun it refers to in the sentence.**
- 🗨️ **Right here you drew a star next to this sentence with “theirselves” in it. That form is never correct.**

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates’ responses.

Answer Key:

1. *Ashok himself built the sandcastle on the beach.* ★
 2. *Danielle and Simon fixed the bike theirselves.*
Danielle and Simon fixed the bike themselves.
or
Danielle and Simon themselves fixed the bike.
 3. *We ourself pitched the tents on the camping trip.*
We ourselves pitched the tents on the camping trip.
or
We pitched the tents on the camping trip ourselves.
 4. *The mouse itself ate the cheese in the trap.* ★
 5. *I myself am sick of so much homework.* ★
 6. *They theirsself will row the boats to the island.*
They themselves will row the boats to the island.
or
They will row the boats to the island themselves.
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about intensive pronoun use.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Finding and Fixing Intensive Pronoun Errors

Instructions

1. Read the following sentences.
2. Mark correct sentences with a star. Revise incorrect sentences by using the correct form of the intensive pronoun. Remember, there may be two places in the sentence where you can write the intensive pronoun.

Example: Eduardo carried the heavy suitcase hisself.

Eduardo carried the heavy suitcase himself.

or

Eduardo himself carried the heavy suitcase.

1. Ashok himself built the sandcastle on the beach.

2. Danielle and Simon fixed the bike themselves.

3. We ourself pitched the tents on the camping trip.

4. The mouse itself ate the cheese in the trap.

5. I myself am sick of so much homework.

6. They theirself will row the boats to the island.

Writing Sentences With Intensive Pronouns

Overview

The students will practice writing sentences with intensive pronouns.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Writing Sentences With Intensive Pronouns** worksheet, provided at the end of this lesson.
- Make sure that **Reflexive Pronouns** and the **Personal Pronouns** chart are still posted.

IN CLASS

Skill Drill—Writing Intensive Pronouns Correctly in Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for careful and effective writing.

-  **Could someone remind me what we learned about intensive pronouns?** *(They add emphasis to nouns and pronouns, and if you remove them, the meaning of the sentence doesn't change.)*
-  **That's right. Why are they important for clear writing?** *(They highlight or add emphasis to the person or thing doing the action, showing that person did something with his or her own hands.)*
-  **Where do we add an intensive pronoun in a sentence?** *(After the noun or pronoun it refers to or at the end of the sentence.)*

Write the following sentence on the board as shown:

I **myself** didn't know how long the test would take (myself).

-  **What happens if we cross out "myself" and add it to the end of that sentence? Does it sound right there?** *(No, it sounds funny. It makes it seem like the writer means to say, "I didn't know how long the test would take me." But that's not what the writer means.)*

Write the following sentence on the board:

We **ourselves** cleaned Markita's house when she broke her leg (ourselves).

- ☞ How about in that sentence? What if we cross out “ourselves” and add it to the end of that sentence? Does it sound right there? (*No, that one sounds funny, too.*)
- ☞ You’re right. If you look at that sentence, can you tell if we cleaned the house ourselves, or if we broke her leg ourselves? (*You can’t tell. It’s confusing.*)
- ☞ Exactly. It changes the meaning completely, and poor Markita seems to have enough problems. Sometimes adding the intensive, or “-self,” pronoun to the end of the sentence makes it awkward or makes the meaning vague, so you should place it closer to the subject it is intensifying.

Hand out the **Writing Sentences With Intensive Pronouns** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- ☞ I see that you correctly identified where all the pronouns belong in those sentences, and you chose the correct forms. Good work.
- ☞ I like how you used the “cross out the pronoun” trick to choose where to write the pronoun. That’s a good strategy.
- ☞ Remember that intensive pronouns are simply for emphasis, and they almost always go right after the noun or pronoun you want to emphasize, or sometimes they can go at the end of the sentence.
- ☞ Right here you wrote, “Sophie herself,” but “I” is the subject and the one doing the main action here. “I” is convincing Sophie. “Sophie herself” is not doing the convincing. Try that one again and I’ll be back in a moment to see how you did.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates’ responses.

Answer Key:

1. *Sophie and I decided that we \wedge would take a trip to the mountains \wedge . [ourselves]*
 2. *She \wedge did not know where the path led. [herself]*
 3. *The ranger \wedge warned us about the impending storm \wedge . [himself]*
 4. *The hikers \wedge urged us to turn around. [themselves]*
 5. *I \wedge got scared and convinced Sophie that we should go home. [myself]*
-

Closing

Close by asking students if they have any lingering questions about the skill.

- ☞ **Raise your hand if you have a question you want to ask about intensive pronouns or how to use them in sentences.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Writing Sentences With Intensive Pronouns

Instructions

1. Read the following sentences.
2. Find a place in each sentence where it makes sense to add an intensive pronoun. Draw a caret (“^”) in that spot, and then write the correct form of the pronoun in brackets at the end of the sentence. In some sentences, you can add a caret in two places.

Example: My brother ^ is going to break the swimming record ^ . [himself]

1. Sophie and I decided that we would take a trip to the mountains.
2. She did not know where the path led.
3. The ranger warned us about the impending storm.
4. The hikers urged us to turn around.
5. I got scared and convinced Sophie that we should go home.

Writing With Intensive Pronouns

Overview

The students will practice writing sentences correctly with intensive pronouns.

BEFORE CLASS

Preparing for the Lesson

- Make sure **Reflexive Pronouns** and the **Personal Pronouns** chart are still posted.

IN CLASS

Skill Drill—Writing Intensive Pronouns

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗣️ **Could someone remind me what we learned about intensive pronouns and why they are important for powerful writing?** *(They add emphasis or intensify the noun or pronoun doing the action in a sentence.)*
- 🗣️ **That's right. Do you need them in the sentence? Would the meaning change if we got rid of them?** *(No, the meaning wouldn't change, but the emphasis would, and so would the impact on the reader. They highlight the fact that only that particular person is doing the action.)*
- 🗣️ **You're right. Remember that the forms of the intensive pronouns are the same as reflexive pronouns—they're personal pronouns plus "-self" or "-selves."**
- 🗣️ **If you remove the reflexive pronouns from the sentence, the meaning will change, but if you remove the intensive pronoun, the meaning stays the same.**
- 🗣️ **Let's take a look at an example of that.**

Write the following sentences on the board, crossing out the pronouns as shown:

Fernando cursed ~~himself~~ for missing the shot.

He ~~himself~~ missed the shot.

- 🗣️ **In the first sentence, if we cross out "himself," do we know who Fernando is cursing here?** *(No. We wouldn't know who he was blaming for missing the shot.)*
- 🗣️ **That's right. Here the pronoun "himself" is reflexive and we need it in the sentence or the meaning would not be the same.**

- 🗣️ **What about in the second sentence? Do we need “himself” to understand the meaning?** (*No. Even if you take it out, we know that Fernando, or “he,” missed the shot.*)
- 🗣️ **Exactly. In the second sentence, “himself” merely adds emphasis. Taking it out doesn’t change the meaning.**

Write the following sentences on the board and read them aloud:

Sarah put away all the groceries herself.

Sarah bought herself a new scarf.

- 🗣️ **Let’s see what happens when we take out “herself.”**

Now cross out the pronouns as shown and read the sentences aloud without the pronouns.

Sarah put away all the groceries herself.

Sarah bought herself a new scarf.

- 🗣️ **If we take out “herself” in the first sentence, does the meaning change?** (*No.*)
- 🗣️ **That’s right. The “herself” in that sentence only adds emphasis. So, if we take it away, do we still know that Sarah was the one who put the groceries away?** (*Yes.*)
- 🗣️ **How about in the second sentence? If we take away “herself,” does that change the meaning?** (*Yes, because then we don’t know who Sarah bought the scarf for—we only know that she bought a scarf.*)

Post **What to Do** and read it aloud.



WHAT TO DO

1. Skim through your last few writing responses. Bracket a section of at least five sentences.
2. Revise each of the sentences by adding intensive pronouns for emphasis, and then circle the intensive pronouns.

Example: Juanita and I made the tacos.

Juanita and I made the tacos ourselves.

You may need to make a few changes to your sentences or add a few words to make the meaning clear to the reader.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗣️ **I see that you used intensive pronouns correctly in all your sentences. That’s great.**
- 🗣️ **I like that you experimented with writing the intensive pronouns in both possible places in your sentences.**
- 🗣️ **Remember that in some sentences, you need to write the intensive pronoun right after the noun or pronoun it refers to, or the meaning will be vague and the sentence will be awkward.**

- Right here you wrote, “Abby gave herself a dreadful haircut,” but if you take out “herself” in this sentence, the meaning changes and the sentence doesn’t make sense because we don’t know who Abby gave the dreadful haircut to. So “herself” is not an intensive pronoun here. Try again and show that nobody else but Abby gave the haircut to someone else, and I’ll be back in a moment to check on you.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates’ responses.

Since student responses will vary, you will need to read their writing responses to verify that they have used intensive pronouns correctly in at least five sentences, and that they have circled those pronouns.

Closing

Close by asking students if they have any lingering questions about the skill.

- Raise your hand if you have a question you want to ask about intensive pronouns or how they play a different role from reflexive pronouns in sentences.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

UNIT 6:

Punctuation

IN THIS UNIT

- **Lesson 20: Finding and Fixing Comma Errors With Adjectives**
 - Skill Drill 20A: Punctuating Sentences With Multiple Adjectives
 - Skill Drill 20B: Adding Commas in Sentences to Separate a List of Items
- **Lesson 21: Use Punctuation to Set Off Nonrestrictive Elements**
- **Lesson 22: Using Apostrophes Correctly**
 - Skill Drill 22A: Apostrophes in Contractions—Finding and Fixing Errors
 - Skill Drill 22B: Using Apostrophes to Show Possession
 - Skill Drill 22C: Using Apostrophes to Show Possession—Finding and Fixing Errors
 - Skill Drill 22D: Using Apostrophes to Show Possession—Writing Sentences That Show Possession
- **Lesson 23: Punctuating and Formatting Direct Quotes**
 - Skill Drill 23A: Finding and Fixing Formatting and Punctuation Errors in Direct Quotes

LESSON 20

Finding and Fixing Comma Errors With Adjectives

Overview

The students will find and fix comma errors in sentences with adjectives.

CCSS In This Lesson

Literacy.L.7.2a Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Comma Errors** worksheet, provided at the end of this lesson.
- Prepare to display the **Rule for Commas Between Adjectives**.
- We highly recommend creating a permanent display of the **Rule for Commas Between Adjectives** so that it can remain posted for any drills or mini-lessons you do about fixing comma errors with adjectives.

IN CLASS

Targeted Instruction—Finding and Fixing Comma Errors

-  Sometimes we use more than one adjective when we are describing a noun. When you have two adjectives in a row, sometimes you need to put a comma between them and sometimes you don't.

Write the following sentence on the board:

Jolene touched the smooth, crimson material of her new skirt.

Underline “smooth” and “crimson” with wavy lines and point out the comma between them. Ask your students what “smooth” and “crimson” are describing. (*The material.*)

-  The way you figure out when to use a comma between two adjectives in a row is to remember this rule: If you can switch the order of adjectives, or put an “and” or “but” between them, you need to insert a comma.

Post the **Rule for Commas Between Adjectives** and read it aloud.

RULE FOR COMMAS BETWEEN ADJECTIVES

If you can switch the order of the adjectives, or put an “and” or “but” between them, then you need to put in a comma.

Post the **Sample Sentences** and read them aloud.



SAMPLE SENTENCES

1. The moldy, gray walls of the basement were crumbling.
2. The long, rocky, dangerous road led to a beautiful, secluded beach.
3. The breathless, red-faced students came in from playing kickball on the cold, muddy playground.

 In these sentences, can you write “and” or “but” between the adjectives and still have a sentence that makes sense? Let’s see.

Read the sentences aloud, placing an “and” between adjectives.

-  “The moldy *and* gray walls of the basement were crumbling.”
-  “The long *and* rocky *and* dangerous road led to a beautiful *and* secluded beach.”
-  “The breathless *and* red-faced students came in from playing kickball on the cold *and* muddy playground.”
-  Since you can put “and” between each of the adjectives and it still makes sense, the comma is necessary.
-  There’s one other test you can use to see if you should add the commas. If you can change the order of the adjectives without changing the meaning of the sentence, the commas are necessary.

Read the sentences aloud, switching the order of the adjectives.

-  “The gray, moldy walls of the basement were crumbling.”
-  “The dangerous, rocky, long road led to a secluded, beautiful beach.”
-  “The red-faced, breathless students came in from playing kickball on the muddy, cold playground.”
-  Here’s an example of a sentence where you shouldn’t use a comma between the two adjectives.

Write the following sentence on the board:

The three large boxes toppled onto the floor.

Call on students to “test” the sentence using the strategies you have just demonstrated, reading aloud with “and” and “but” between adjectives and flipping the order of adjectives.

-  “The three *and* large boxes toppled onto the floor.” That doesn’t make sense. Neither does “The three *but* large boxes toppled onto the floor.”
-  “The *large* three boxes toppled onto the floor.” No, that doesn’t work either.
-  If you can’t add “and” or “but” in between, or switch the order of the adjectives, then you should *not* insert a comma between the adjectives.

Skill Drill— Finding and Fixing Comma Errors

Hand out the **Finding and Fixing Comma Errors** worksheet and read aloud the instructions.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- **Yes! You're right. You can add "and" and "but" between those adjectives, so you need the two commas.**
- **Great! You added all the commas where they belong.**
- **Remember that if you can't switch the order of the adjectives without changing the meaning of the sentence, you don't need commas.**
- **Right here, you added a comma between "three" and "tall," but if you can't add "but" or "and" between the adjectives or switch their order in the sentence, you don't need a comma. Finish the rest, and I'll be back in a moment to see how you did.**

Without asking for volunteers, call on 1–3 students to share their sentences. Ask students to confirm that they have correctly used commas in all the sentences.

Answer Key

1. *Ostriches are the tallest, heaviest, fastest birds on Earth.*
 2. *The white chalk dust covered the board. (no commas)*
 3. *The colorful, life-sized photos adorned the stark, white walls of the museum.*
 4. *Three tall women stood in the front of the room. (no commas)*
 5. *It was a cold, windy day in March.*
 6. *Dave wore a bright red shirt to the barbecue. (no commas)*
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- **I'm impressed with how most of you were able to find the comma errors in those sentences.**
- **It was great how many of you remembered to ask yourself if you could write "and" or "but" or switch the order of the adjectives to decide if you should add commas.**

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Rule for Commas Between Adjectives** posted for whatever drills or mini-lessons you do about fixing comma errors with adjectives.

Name _____

Date _____

Finding and Fixing Comma Errors

Instructions

1. Read each sentence and add commas between adjectives wherever they are necessary. If you don't think a comma is necessary, write "no comma" to the right of the sentence.
2. Circle the commas that you add to the sentences.
3. Remember, if you can add "and" or "but" or change the order of the adjectives and not change the meaning of the sentence, then you need to insert a comma between the adjectives.

Example: The lush_oleafy plants lined the windowsill.

1. Ostriches are the tallest heaviest and fastest birds on Earth.
2. The white chalk dust covered the board.
3. The colorful life-sized photos adorned the stark, white walls of the museum.
4. Three tall women stood in the front of the room.
5. It was a cold windy day in March.
6. Dave wore a bright red shirt to the barbecue.

Punctuating Sentences With Multiple Adjectives

Overview

The students will practice writing and punctuating sentences with multiple adjectives.

BEFORE CLASS

Preparing for the Lesson

- Make sure that the **Rule for Commas Between Adjectives** is still posted.
- Make copies of the **Practice Writing and Punctuating Sentences with Multiple Adjectives** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Practice Writing and Punctuating Sentences with Multiple Adjectives

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗨️ **Commas help your reader understand what you've written, while comma mistakes can confuse your reader, distract him or her from your ideas, or change your meaning.**
- 🗨️ **We're working on strategies that will help us decide where to place commas to make sure our meaning is clear. We also want to eliminate the mistakes that could take attention away from whatever it is we want to express.**

Write the following sentence on the board:

Tabitha passed the hot garlicky breadsticks around the table.

- 🗨️ **Can we add "and" or "but" between the adjectives "hot" and "garlicky"? Try it. Read it aloud with "and" or "but" between "hot" and "garlicky." (*Tabitha passed the hot and garlicky breadsticks around the table. Tabitha passed the hot but garlicky breadsticks around the table.*)**
- 🗨️ **What about our other trick, having the adjectives trade places? Someone try that. (*Tabitha passed the garlicky hot breadsticks around the table.*)**
- 🗨️ **So, we need a comma, correct? (Yes.)**

Tabitha passed the hot, garlicky breadsticks around the table.

- 🗨️ **Let's change that sentence to the following:**

Tabitha passed the spicy grilled shrimp around the table.

- 🗣️ Can we switch the order of the adjectives “spicy” and “grilled”? (Yes.)
- 🗣️ Can we put “and” or “but” between “spicy” and “grilled”? (Yes.)
- 🗣️ You’re right! So, we should add a comma between the two adjectives.

Tabitha passed the spicy, grilled shrimp around the table.

Write the following sentence on the board:

Tabitha passed the white dessert plates around the table.

Call on volunteers to use the strategies they’ve learned to “test” this sentence.

- 🗣️ Can we add “and” or “but” between “white” and “dessert”? (No.)
- 🗣️ Can we switch the order of “white” and “dessert”? (No.)
- 🗣️ Exactly! So, you *don’t* need a comma in that sentence. It can stay just as it is.

Skill Drill—Practice Writing and Punctuating Sentences with Multiple Adjectives

Hand out copies of the **Practice Writing and Punctuating Sentences with Multiple Adjectives** worksheet and read the instructions.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗣️ Yes! You need a comma between “hairy” and “green” in that sentence.
- 🗣️ Great! You have at least two adjectives in the sentences you added, and you inserted commas where necessary.
- 🗣️ Remember that you need to add commas if you can write “and” or “but” between the adjectives or if you can switch the order of the adjectives without changing the meaning of the sentence.
- 🗣️ Right here you wrote, “I didn’t find a single, red pen to write with in the desk.” But the sentence doesn’t make sense if you switch the order of “single” and “red,” and it is too awkward to add “and” or “but” here. Either get rid of the comma or rewrite the sentence. I’ll be back in a minute to see what you decided.

Without calling on volunteers, ask 1–3 students to share their sentences. Confirm that they have at least two adjectives per sentence, they have added commas where necessary, and circled the commas or written “no comma” next to their sentences.

Complete Response:

1. Jasmine tossed the chopped, green vegetables into the wok.
 2. The tall glass building faced the park. (no comma)
 3. Nassim shaped the dark, sticky, red clay into an elephant.
 4. I have a big, gray, shaggy dog named Ralphie.
 5. It was the end of a hot, humid, uncomfortable week.
-

Check that students have added commas where necessary. Student responses will vary for 4–5, but verify that they have written at least two adjectives in each sentence and added commas where needed.

Closing

Close by asking students if they have any lingering questions about the skill.

- **Raise your hand if you have a question you want to ask about adding commas with multiple adjectives in a sentence.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Practice Writing and Punctuating Sentences with Multiple Adjectives

Instructions

1. Read each sentence.
2. Add commas where they are needed and circle them.
3. If a comma is not needed, write "no comma" to the right of the sentence.
4. Write two more sentences in the spaces provided. Each sentence should have two adjectives in a row that are describing one noun. Be sure to add commas between the adjectives, if necessary, and circle them.

Example: Felipe flipped through the stained, tattered pages of the book.

1. Jasmine tossed the chopped green vegetables into the wok.
2. The tall glass building faced the park.
3. Nassim shaped the dark sticky red clay into an elephant.
4. _____
5. _____

Adding Commas in Sentences to Separate a List of Items

Overview

The students will practice writing and punctuating sentences with multiple adjectives.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Adding Commas to Separate Items in a List** worksheet, provided at the end of this lesson.
- Prepare to display the **Sample Sentences**. /

IN CLASS

Skill Drill—Practice Using Commas to Separate a List of Items

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 💬 **In the previous lesson, we learned that sometimes it's necessary to use a comma to separate multiple adjectives in a sentence.**
- 💬 **When you write a sentence with a list of items, you need a comma between each of the items in the list.**

Write the following sentences on the board:

We cooked empanadas and chili and nachos and tacos and burritos and fajitas for dinner.

We cooked empanadas, chili, nachos, tacos, burritos, and fajitas for dinner.

- 💬 **What are the commas doing in the second sentence?** (*Taking the place of all those "ands."*)
- 💬 **Exactly! The commas show that this is a list of items, without needing to write the word "and" between each item.**

Write the following sentence on the board:

Willis likes basketball and football and baseball and hockey.

- 💬 **How would you revise this sentence so there aren't so many "ands" in it? Where do the commas belong?** (*Willis likes basketball, football, baseball, and hockey.*)

Write the revised sentence on the board:

Willis likes basketball, football, baseball, and hockey.

 **Yes! We've replaced all those "ands" with commas, but we've kept the last one.**

 **Why do you think we kept the "and" before "hockey"?**

Call on volunteers for their ideas and then reinforce the following:

 **The last "and" closes off and ends the list. It indicates to the reader that it's the final item.**

Write the following sentence on the board:

I went scuba diving and snorkeling and body surfing on my vacation.

 **How would I revise this sentence using commas? (*I went scuba diving, snorkeling, and body surfing on my vacation.*)**

 **That's right! Those commas replace all the "ands," except the final one that ends the list.**

Write the revised sentence on the board:

I went scuba diving, snorkeling, and body surfing on my vacation.

Write the following sentence on the board:

I went to the doctor's office and I dropped off clothes at the dry cleaner's and took my dog for a walk and went to a friend's house today.

 **This is a list of actions. What are the verbs in this sentence? (*"Went," "dropped," "took," and "went."*)**

 **How would I revise this sentence to eliminate all the "ands" and list these actions? (*Add commas. I went to the doctor's office, dropped off clothes at the dry cleaner's, took my dog for a walk, and went to a friend's house today.*)**

 **That's right!**

Write the revised sentence on the board:

I went to the doctor's office, dropped off clothes at the dry cleaner's, took my dog for a walk, and went to a friend's house today.

 **When you create a list in a sentence, you need to use a comma to separate each item or action that you're listing.**

Post the **Sample Sentences** and read them aloud.



SAMPLE SENTENCES

1. Dan needed scissors paper and glue for his project.
2. The balloon popped shriveled and fell to the floor.
3. Tamara washed dried and ironed all the shirts.
4. She didn't finish the dishes make the beds or vacuum the carpet.

Ask students where the commas belong in these sentences. Write them in and circle them for the class.

The correct answers are provided here for your reference.

1. Dan needed scissors, paper, and glue for his project.
2. The balloon popped, shriveled, and fell to the floor.
3. Tamara washed, dried, and ironed all the shirts.
4. She didn't finish the dishes, make the beds, or vacuum the carpet.

 In sentences with three or more items in a series and the joining word “and” or “or,” we use a comma before the “and” and the “or” for clarity.

Hand out copies of the **Adding Commas to Separate Items in a List** worksheet.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

-  Yes! You wrote a list of three or more items in each sentence and added the commas.
-  It's great you remembered that a list of different actions in a sentence also needs commas.
-  Remember that last “and” closes off and ends the list. It indicates to the reader that it's the final item.
-  Right here, you wrote, “My friend Gina and I went shopping and we got pizza and we went to the movies.” Try taking out the second “and” in this sentence and adding commas after “shopping” and “pizza.” I'll be back in a minute to check.

Without calling on volunteers, ask 1–3 students to share their sentences. Confirm that they have included at least three items in each sentence and included commas where necessary.

Complete Response:

1. *My mother sent me to the store to buy a loaf of bread, a carton of milk, and some butter.*
 2. *I always take out the trash, dry the dishes, and fold the laundry each week.*
 3. *I like swimming, jogging, and playing video games.*
 4. *My sister and I want to travel to Maine, Vermont, and New Hampshire this summer.*
-

Student responses will vary, but sentences should all include at least three items and commas between every listed item or action.

Closing

Close by asking students if they have any lingering questions about the skill.

-  Raise your hand if you have a question you want to ask about using commas to separate items in a list.

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Adding Commas to Separate Items in a List

Instructions

1. Write a response to each prompt.
2. Include at least three items or actions in each sentence and place the commas where they belong.
3. Circle each comma you add.

Example: Write a sentence including three or more items you find on a beach.

I collected shells, rocks, and sea glass on the sandy beach.

1. Write a sentence describing three or more items you need to buy at the supermarket.

2. Write a sentence listing three or more chores you usually do at home.

3. Write a sentence listing three or more things you enjoy doing (actions).

4. Write a sentence listing three or more places you would like to visit on vacation.

LESSON 21

Use Punctuation to Set Off Nonrestrictive Elements

Overview

The students will become familiar with using commas, parentheses, and dashes to set off nonrestrictive elements.

CCSS In This Lesson

- **Literacy.L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the Finding and Fixing Punctuation Errors worksheet, provided at the end of this lesson.
- Prepare to display the Sample Sentences. [pen icon]

IN CLASS

Targeted Instruction—Use Punctuation to Set Off Nonrestrictive Elements

- A nonrestrictive element is a word, group of words, or a clause that is added to a sentence to give more information, but it could be removed from the sentence without changing the meaning.

Write the following sentence on the board:

My brother, who is smart and athletic, was elected student body president at our school.

- Which information in this sentence do you think is extra and can be removed without changing the meaning?
- “Who is smart and athletic” is the extra information, the nonrestrictive element. It can be removed from the sentence without changing the meaning.
- In this sentence, commas are used at the beginning and end of the nonrestrictive element. The commas indicate that the information in between is additional and not necessary.

Write the following sentence on the board:

My brother was elected student body president at our school.

- You see here that the information about the brother’s characteristics was removed from the sentence without changing its meaning.

Write the following sentence on the board:

This information which I’ve covered several times will be on the exam tomorrow.

- Which information can be removed without changing its meaning? (which I’ve covered several times)
- Is this sentence correct? (No. The punctuation that sets off the nonrestrictive element is missing.)
- That’s right. We need to add punctuation to show that specific information in the sentence is extra.

Add commas at the beginning and end of the restrictive element.

This information, which I’ve covered several times, will be on the exam tomorrow.

- In addition to commas, parentheses and dashes are other punctuations that can be used to set off restrictive elements in a sentence.

Write the following sentences on the board:

This information (which I’ve covered several times) will be on the exam tomorrow.

This information—which I’ve covered several times—will be on the exam tomorrow.

- All three punctuations—commas, parentheses, and dashes—set off nonrestrictive elements. However, they are slightly different in usage. Let’s take a look at the same sentences using the three different punctuations.

Have the following sentences—labeled neutral, strong, and weak—on the board for students to see:

1. This information, **which I’ve covered several times**, will be on the exam tomorrow. (neutral)
2. This information—**which I’ve covered several times**—will be on the exam tomorrow. (strong)
3. This information (**which I’ve covered several times**) will be on the exam tomorrow. (weak)

- In sentence 1, readers will view the information with indifference. The extra information about how the teacher covered the information several times neither emphasizes nor de-emphasizes the significance of the information that will be on the exam.

- In sentence 2, readers will view the information with emphasis. By using dashes, the author puts the emphasis on the fact that the teacher covered the information that will be on the exam several times. Therefore implying that the students should know the information by now.

- In sentence 3, readers will view the information as insignificant. By using parentheses, the author puts the emphasis on the main clause alone. The only important information he wants to convey is that *this information will be on the exam tomorrow*—the fact that *the teacher covered this information several times* is irrelevant to the discussion.

Skill Drill—Finding and Fixing Punctuation Errors

Hand out the Finding and Fixing Punctuation Errors worksheet and read aloud the instructions.

Give students 7 minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- **Yes! You're right. Commas/dashes/parentheses would be the best punctuation to use for this sentence.**
- **Great, you added all of the punctuation marks where they belong.**
- **Remember that the punctuations need to be consistent in each sentence. You can't mix punctuation. For example, you need to use a comma at the the beginning and the end of the nonrestrictive element—not a comma at the beginning and a dash at the end.**

Without asking for volunteers, call on 1–3 students to share their sentences. Ask students to confirm that they have correctly used the punctuation in all the sentences.

Answer Key:

1. *Those cookies on the table—which Susan baked—are for you. (emphasis on the nonrestrictive element)*
 2. *My younger brother, who lives in Brazil, is coming to visit me in two weeks! (neutral)*
 3. *Luca (the oldest child in our family) was named after his grandfather. (emphasis on the main clause)*
 4. *The San Francisco earthquake—that killed 63 people and injured close to 4,000 people—happened in 1989. (emphasis on the nonrestrictive element)*
 5. *I live in Queens, NY, which is only about 20 minutes from Manhattan. (neutral)*
 6. *Your research paper (which will be your final grade for the year) is due next week. (emphasis on the main clause)*
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- **I'm impressed with how most of you were able to distinguish the punctuation usage with nonrestrictive elements.**

Name _____

Date _____

Identifying Sentence Fragments

Instructions

Read each sentence and add punctuations (commas, parentheses, or dashes) to set off the nonrestrictive elements. Read the information in the parentheses to figure out which punctuation would be best to use.

1. Those cookies on the table which Susan baked are for you. (emphasis on the nonrestrictive element)
2. My younger brother who lives in Brazil is coming to visit me in two weeks! (neutral)
3. Luca the oldest child in our family was named after his grandfather. (emphasis on the main clause)
4. The San Francisco earthquake that killed 63 people and injured close to 4000 people happened in 1989. (emphasis on the nonrestrictive element)
5. I live in Queens, NY which is only about 20 minutes from Manhattan. (neutral)
6. Your research paper which will be your final grade for the year is due next week. (emphasis on the main clause)

LESSON

22

Using Apostrophes Correctly

Overview

The students will become familiar with the correct use of apostrophes in contractions and possessives and practice using them in a variety of sentences.

CCSS In This Lesson

- **Literacy.L.2.2c** Use an apostrophe to form contractions and frequently occurring possessives.
- **Literacy.L.3.2d** Form and use possessives.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Using Apostrophes Correctly in Sentences** worksheet, provided at the end of this lesson.
- Prepare to display the **Sample Sentences**. /

IN CLASS

Targeted Instruction—Using Apostrophes Correctly

- 🗣 **Sometimes when we are speaking or writing, we take some shortcuts.**

Write the following sentence on the board. Underline “couldn’t” as shown.

Wilma couldn’t yank the plug out of the wall.

- 🗣 **What two words do you see in this word? (“Could” and “not.” Could not.)**

Write **could not** on the board.

- 🗣 **So, when you look at that word “couldn’t,” can you figure out what letter the apostrophe is standing in for? (The letter “o” is missing from the word “not.” So, the apostrophe is standing in for it.)**

- 🗣 **That’s right. We often write shortened version of words, called “contractions,” and the apostrophes show us where there are missing letters.**

Post the **Sample Sentences**. Underline the contractions as shown, and read them aloud.



SAMPLE SENTENCES

1. Fabio couldn't stand the taste of butter.
2. Why don't you like rap music?
3. You're great at solving puzzle games.
4. I'll cook dinner, but you've got to clean up after.

Call on several different students to identify the missing letters in these contractions. If they have trouble, write out the whole phrase on the board, so students can see more clearly which letters are being replaced with apostrophes.

couldn't = could not

don't = do not

you're = you are

I'll = I will

you've = you have

Circle the apostrophes in the sample sentences as students point out which letters they are replacing.

What are the missing letters of the contracted words in these sentences?

("O" in the first two, "a" in the third, and "wi" and "ha" in the last two.)

That's right. In each of these sentences, the apostrophe is "standing in for" at least one letter.

Write the following sentence on the board.

Raphael is not interested in soccer.

Which two words can we make into a contraction in this sentence? (*"Is not."*)

That's right. How do you spell that contraction? (*Isn't.*)

Write the word "isn't" on the board *without the apostrophe in it*, as shown below:

isnt

What letter is missing from "is not?" (*"O" is missing.*)

Where does "O" go in the word "not?" (*Between the "n" and the "t."*)

So, where should the apostrophe go? (*Between the "n" and the "t."*)

Yes.

Add the apostrophe to "isn't."

isn't

So, if you're wondering where the apostrophe should go when you write a contraction like "isn't" or "wouldn't" or "can't," what trick should you use?

(Figure out where there's a missing letter or letters and put the apostrophe there.)

That's right.

Write the following sentence on the board:

She will try her best, but Mariana does not know if she can come with us.

- 🗨️ **Where can we use a contraction in this sentence? Is there more than one possibility?** (Yes, there's more than one possibility. "She will" can become "she'll" and "does not" can become "doesn't.")

Write the revised sentence on the board with contractions, *but no apostrophes*.

Shell try her best, but Mariana doesnt know if she can come with us.

Ask volunteers to tell you where the apostrophes should go. Then, add them.

She'll try her best, but Mariana doesn't know if she can come with us.

- 🗨️ **I think you've got it.**
- 🗨️ **Why do you think we use contractions so much?** (It's shorter and easier to say or write words in this way.)
- 🗨️ **Now, let's look at something that can be confusing to many people.**

Write the following sentences on the board:

The dog chased its tail around in a circle.

The dog chased it's tail around in a circle.

- 🗨️ **Look at these two sentences.**
- 🗨️ **Often, we add apostrophes where they don't belong. Raise your hand if you can tell me which sentence is correct.**

Call on volunteers to choose the correct option and explain why it is correct. Reinforce correct responses by explaining that "it's" always means "it is."

- 🗨️ **When you write "it's," what you really mean is "it is."**
- 🗨️ **"It's" with an apostrophe *only* means "it is." It is never possessive. It's just a contraction.**
- 🗨️ **Let's see what the incorrect sentence sounds like when we make "it's" into "it is."**
- 🗨️ **"The dog chased *it is* tail around in a circle."**
- 🗨️ **Now, we can see and hear clearly that this is incorrect. People get confused because they forget that "it's" with an apostrophe always and only means "it is."**
- 🗨️ **That brings us to another common error with apostrophes.**

Write the following sentences on the board:

Whose dog was barking all night long?

Who's dog was barking all night long?

- 🗨️ **Look at these two sentences.**
- 🗨️ **Which one is correct, "Whose" or "who's"?** (It should be "Whose," not "who's.")
- 🗨️ **Yes. Here, we use "whose" to ask who the dog belongs to. We are using it as a possessive. When you use "who's," what you really mean is "who is."**

- It's the same as "it's" with an apostrophe, which only means "it is." "Who's" with an apostrophe only means, "who is." If you understand that the apostrophe stands in for a missing letter in a contraction, it becomes hard to make this very common mistake.

Skill Drill—Using Apostrophes in Contractions

Hand out **Using Apostrophes Correctly in Sentences**, and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- Yes. You're right. The apostrophe often marks a missing vowel in a word.
- Great. You revised all those sentences and placed the apostrophes in the correct places.
- Remember that the apostrophe is there to stand in for one or more letters in a word. So, if you're confused about where it goes, ask yourself what letter or letters it's replacing, and put it there.
- Right here, you wrote the correct contraction, but you didn't put in the apostrophe. Add it in, and I'll be back to check your work in a moment.

Call on 3–5 students to share their sentences. Verify that they have correctly revised their sentences using contractions with the apostrophes in the right place.

Answer Key

- Janine does not like to sleep with the light on.
Janine doesn't like to sleep with the light on.
 - Jackson and Candace have not decided if they agree with the new rules.
Jackson and Candace haven't decided if they agree with the new rules.
 - Muriel loves eating peanut butter with almost everything, but she will never try it with marshmallow.
Muriel loves eating peanut butter with almost everything, but she'll never try it with marshmallow.
 - I would not do that if I were you, because we will be late.
I wouldn't do that if I were you, because we'll be late.
 - The lion chased its prey into the gully. ✨
The lion chased it's prey into the gully.
 - I'm not sure whose story we should believe. ✨
I'm not sure who's story we should believe.
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- I noticed that most of you put the apostrophes in the right places.
- Raise your hand if you have a question you want to ask about where to put apostrophes in contractions.

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response against the Answer Key and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Using Apostrophes Correctly in Sentences

Instructions

1. Read the first four sentences, and rewrite them to make the underlined words a contraction.
2. Remember to add the apostrophes.
3. In the last two sentences, draw a star next to the correct one.

Example: Stuart claims that he is sick of cauliflower.
Stuart claims that he's sick of cauliflower.

1. Janine does not like to sleep with the light on.

2. Jackson and Candace have not decided if they agree with the new rules.

3. Muriel loves eating peanut butter with almost everything, but she will never try it with marshmallow.

4. I would not do that if I were you, because we will be late.

5. The lion chased its prey into the gulley.
The lion chased it's prey into the gulley.
6. I'm not sure whose story we should believe.
I'm not sure who's story we should believe.

Skill Drill

22A

Apostrophes in Contractions—Finding and Fixing Errors

Overview

The students will identify and fix errors in contractions.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Apostrophe Errors** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Finding and Fixing Apostrophe Errors in Contractions

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗣️ **Could someone remind me what the apostrophe shows in a contraction?**
(It shows that there's at least one letter missing, and the apostrophe "stands in" for it.)
- 🗣️ **That's right. Today, we're going to look at common errors that some students make with apostrophes.**

Write the following sentences on the board, and circle "It's" and "Its" as shown:

It's unfair that James has to do all the laundry.

Its unfair that James has to do all the laundry.

- 🗣️ **Which one do you think is correct?** *(I think it's the first one.)*
- 🗣️ **You can know for sure. Turn "it's" back into "it is." Then, say the sentence aloud. "It is unfair that James has to do all the laundry."**
- 🗣️ **"It's" with an apostrophe only means what?** *(It is.)*

Write the following sentences on the board, and circle "Whose" and "Who's" as shown:

Whose smelly sneakers are in the locker?

Who's smelly sneakers are in the locker?

- 🗣️ **So, is the one with the apostrophe correct, or the one without?** *(I think the one without.)*
- 🗣️ **Yes. What letters are missing in "who's"?** *(The "i.")*

- Exactly. Would you say, “Who is smelly sneakers are in the locker?” (No.)
- Alright. I think you’re starting to see when to use the apostrophe, but let’s try one more.

Write the following sentences on the board, and circle “there’s” and “theirs” as shown:

The hamster that likes potato chips is there’s.

The hamster that likes potato chips is theirs.

- So, raise your hand and vote for the first or second sentence.
- Yes. The second one is correct. This word often confuses students in their writing. What is “there’s” short for? (*There is.*)
- Okay. Would we say, “The hamster that likes potato chips is there is”? (No.)
- You’ve got it. Remember that contractions will always have an apostrophe to indicate the missing letters. Possessive pronouns don’t need apostrophes—theirs, his, hers, ours—none of these require apostrophes.

Write the following sentence on the board:

Its a waste of paper to print all your email.

- So, in this one, are we trying to show that “its” belongs to someone or something, or do we want to say, “It is”? (*It is.*)
- Where does the apostrophe go? (*Between the “t” and the “s.”*)
- Alright. I think you’re ready to practice these on your own.

Hand out the **Finding and Fixing Apostrophe Errors** worksheet, and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- I see that you wrote out the missing letters in those words to see if they should be contractions that need apostrophes. That’s a good strategy.
- Great. You found all the mistakes with apostrophes and contractions.
- Remember, if you use a contraction, a shortened form of a word or words, you need to use an apostrophe to indicate the missing letters.
- Right here, you wrote that the first sentence is correct. But, try that trick we learned earlier and replace “whose” with “who is.” Does the sentence make sense? Try again, and I’ll be back to see what you wrote.

Without asking for volunteers, call on a few students to share a sentence they have written. Ask students to confirm or correct their classmates’ responses.

Answer Key

1. **(Whose)** coming snowboarding with us this weekend?
Who's coming snowboarding with us this weekend?
 2. Don't you think **(its)** time to leave for the movies?
Don't you think it's time to leave for the movies?
 3. Andrea thinks there's a chance it will snow later.
correct
 4. **(Theirs)** no chance we will win this match.
There's no chance we will win this match.
 5. Nan wants to know who's going to be on her team for dodge ball.
correct
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗣️ **Raise your hand if you have a question you want to ask about finding and fixing errors with apostrophes.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response against the Answer Key. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Finding and Fixing Apostrophe Errors

Instructions

1. Read each sentence. Circle any mistakes you find.
2. Rewrite the sentences so that they are correct. Add in apostrophes where they belong, if needed.

Note: If the contraction and apostrophe are correct, write “correct” on the line below the sentence.

Example: Jacinta thinks its way too cold to go swimming.

Jacinta thinks it’s way too cold to go swimming.

Hint: If you’re not sure, replace “its” or “it’s” with “it is,” and if it makes sense, this is the correct sentence.

1. Whose coming snowboarding with us this weekend?

2. Don’t you think its time to leave for the movies?

3. Andrea thinks there’s a chance it will snow later.

4. Theirs no chance we will win this match.

5. Nan wants to know who’s going to be on her team for dodge ball.

Skill Drill

22B

Using Apostrophes to Show Possession

Overview

The students will practice using apostrophes with possessive nouns in a variety of sentences.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Practice Using Apostrophes to Show Possession** worksheet, provided at the end of this lesson.
- Prepare to display the **Sample Sentences**. *f*

IN CLASS

Skill Drill—Using Apostrophes to Show Possession

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for more powerful writing.

-  We saw in a prior lesson that we need to use an apostrophe in contractions because it “stands in for” a missing letter or letters.
-  Today, we’re going to look at how to use apostrophes to show possession.
-  What do I mean by possession? What does this word mean? (*When you possess something, you own it. It means that something belongs to you.*)

Point to an item in the classroom that belongs to a student.

-  Whose jacket is this? (*It's Pedro's.*)

Write the following sentence on the board:

This is Pedro's jacket.

Post the **Sample Sentences** and read them aloud.

SAMPLE SENTENCES

1. Claudia grabbed Martin's phone without asking him.
2. The table's legs were wobbly, and the dish fell to the floor.
3. Mexico's border touches four of our states.
4. The book's pages were stuck together.
5. Before making a decision, we listened to three peoples' opinions.

Call on two or three students to point out the possessives in the **Sample Sentences** and circle them as shown.

SAMPLE SENTENCES

1. Claudia grabbed **(Martin's)** phone without asking him.
2. The **(table's)** legs were wobbly, and the dish fell to the floor.
3. **(Mexico's)** border touches four of our states.
4. The **(book's)** pages were stuck together.
5. Before making a decision, we listened to three peoples' **(opinions)**.

- 🗨️ **That's right. Who owns the phone?** (*Martin.*)
- 🗨️ **Whose legs are they?** (*The table's.*)
- 🗨️ **That's right. How do we know who owns or possesses these things?** (*The apostrophe shows us.*)

Write the following sentences on the board:

I typed Willis's number into my phone.

I typed Willis number into my phone.

- 🗨️ **Who does the number belong to?** (*Willis.*)
- 🗨️ **You're right. So, do we need the apostrophe?** (*Yes.*)
- 🗨️ **That's right. It may seem confusing because the name Willis already ends in "s," but if it is possessive, you need the apostrophe. Then, it's your choice whether to add an extra "s" after the apostrophe or not. Both are acceptable.**

Write both of these sentences on the board for students to see:

I typed Willis's number into my phone.

I typed Willis' number into my phone.

Write the following sentence on the board:

Marcus number was missing from my phone.

- 🗨️ **So, what do we do now? Do we need to add anything to show whose number it is?** (*Yes, add an apostrophe, or add an apostrophe and an "s."*)
- 🗨️ **That's right. Even though Marcus already ends in "s," you need to add an apostrophe to show the number belongs to him. You can add an extra "s" or not. It's up to you.**

Hand out the **Practice Using Apostrophes to Show Possession** worksheet, and read the instructions aloud.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **I see that you correctly identified all the missing apostrophes so far. Keep going!**
- 🗨️ **Yes, you're right. Douglas ends in "s," and you can write an apostrophe or an apostrophe with an extra "s" to show that the mask belongs to him.**
- 🗨️ **Make sure that you add an apostrophe or an apostrophe and another "s" to names that end in "s."**
- 🗨️ **Remember that all nouns, not just names, need an apostrophe to show ownership or possession. Read through those sentences again and I'll be back in a moment to check on you.**

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Answer Key

1. The sweat^{'s} sleeve was torn and started to unravel.
 2. Dougl^{'s} or Dougl^{'s} mask for Halloween scared all his friends.
 3. The cat^{'s} claws left a mark on the wall.
 4. Janet thought Charle^{'s} or Charle^{'s} attitude was very rude.
 5. Kare^{'s} voice was louder than her sister Tina's.
 6. The women^{'s} shrieks were so loud that they hurt my dog^{'s} ears.
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about using apostrophes with possessive nouns.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet against the Answer Key. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Practice Using Apostrophes to Show Possession

Instructions

1. Read each sentence.
2. Add any missing apostrophes, and then circle them.

Note: There may be more than one apostrophe in each sentence.

Example: The cameras lens captured the raindrops on the spiders web.
The camera's lens captured the raindrops on the spider's web.

1. The sweaters sleeve was torn and started to unravel.
2. Douglas mask for Halloween scared all his friends.
3. The cats claws left a mark on the wall.
4. Janet thought Charles attitude was very rude.
5. Karens voice was louder than her sister Tinas.
6. The womens shrieks were so loud that they hurt my dogs ears.

Skill Drill

22c

Using Apostrophes to Show Possession—Finding and Fixing Errors

Overview

The students will find and fix errors with apostrophes and possessive nouns and pronouns.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Apostrophe Errors** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Finding and Fixing Apostrophe Errors in Sentences

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

 **Could someone tell me why it's important to put apostrophes in the right place?**

Accept a variety of responses and then reinforce the following:

- Apostrophe mistakes distract readers—instead of focusing on your ideas, they focus on your mistakes.
- A reader could get confused or mixed up and not know whether the “s” means it's possessive or plural.

 **Today, we're going to look at common errors that some students make with apostrophes.**

Write the following sentences on the board and circle “It's” and “its” as shown:

(It's) a shame that the game got rained out.

The frayed pages of the book showed **(its)** age.

 **So, when do we know when to use the “apostrophe s” or not? Remember the “it is” trick? Does “it is” work with the first sentence? (Yes. That sentence makes sense.)**

 **You're right. How about “its” in the second sentence? Do we add the apostrophe? (No, because “it is” doesn't make sense in that sentence. “The frayed pages of the book showed it is age” does not make sense.)**

 **Exactly. In the second sentence, “its” is showing possession.**

Write the following sentence on the board:

Tammy left her laptop on the desk in her room.

- 🗨️ **What word shows ownership or belonging in this sentence?** (*Her.*)
- 🗨️ **That's right. What belongs to "her"?** (*The laptop and the room.*)
- 🗨️ **Yes. What do you notice about this possessive word? Remember that a possessive word shows ownership or that something belongs to someone.** (*There's no apostrophe.*)
- 🗨️ **That's true. Possessive pronouns already show ownership. They don't need apostrophes because they are already possessive.**

Write the following sentence on the board, and circle "whose" as shown.

She didn't know whose name to call.

- 🗨️ **How about this sentence? Do we need an apostrophe?** (*No, we already know that "name" belongs to "whose."*)
- 🗨️ **Exactly. If you aren't sure, ask yourself if "who's" (short for "who is") makes sense.**
- 🗨️ **Let's say it aloud. She didn't know *who is* name to call. Does this make sense?** (*No, it doesn't.*)
- 🗨️ **Okay. Let's try another one just like this.**

Write the following sentence on the board, and circle the possessives as shown:

My pet turtle escaped at the same time that her iguana got out of its cage.

- 🗨️ **Look at the circled words. Do they need apostrophes?** (*No.*)
- 🗨️ **How do you know?** (*It's like the sentence we just did. They are already possessive, so they don't need apostrophes.*)
- 🗨️ **That's right. You would never write "My's," and we know that "her" already shows who owns the "iguana." How about "its"? What trick do we know that will help us decide if we should use an apostrophe here?** (*Write out "of it is cage," and it doesn't make sense, so no apostrophe is needed.*)
- 🗨️ **Alright. Now, let's see how you do with practicing some more of these on your own.**

Hand out the **Finding and Fixing Apostrophe Errors** worksheet, and read the instructions aloud.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **I see that you correctly identified all the apostrophe errors so far. Keep going!**
- 🗨️ **Good job at identifying the pronouns that don't need apostrophes, but don't forget to add in the apostrophes that are missing. In some sentences, there may be more than one. In the last sentence, you found "tree's," but there is one more in that sentence.**

- 🗨 Remember that when you add the apostrophe to “it’s,” this means it is short for “it is,” and when you use “its” without the apostrophe, it shows possession. Does “it is leg” make sense? If not, you should get rid of the apostrophe.
- 🗨 In the second sentence, you added an apostrophe to “James,” but you also need to add an “s” when the name ends in “s.” Add that in, and I’ll be back in a moment to check your work.

Without asking for volunteers, call on a few students to share their responses. Ask students to confirm or correct their classmates’ responses.

Answer Key

1. *The dog hobbled over to me even though it’s leg was injured.*
 2. *The coach told James’s mother that he skipped practice.*
 3. *Who’s ^{whose} sweatshirt is this?*
 4. *Candace invited her cousins and friends to her’s party.*
 5. *Owen was sure that this project was better than last year’s.*
 6. *The tree’s leaves fell to the ground, and it’s branches were bare.*
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨 **Raise your hand if you have a question you want to ask about using apostrophes.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet against the Answer Key. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Finding and Fixing Apostrophe Errors

Instructions

1. Read each sentence and decide if the apostrophe should be there or not.
2. Cross out the error and write the correct response above it.

Example: I didn't see ^{his}his coat on the hook.

1. The dog hobbled over to me even though it's leg was injured.
2. The coach told James mother that he skipped practice.
3. Who's sweatshirt is this?
4. Candace invited her cousins and friends to her's party.
5. Owen was sure that this project was better than last years.
6. The trees leaves fell to the ground, and it's branches were bare.

Skill Drill

22D

Using Apostrophes to Show Possession—Writing Sentences That Show Possession

Overview

The students will practice writing sentences that use apostrophes to show possession.

IN CLASS

Skill Drill—Practice Writing Sentences That Show Possession

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗣️ **Could someone remind me when we don't need an apostrophe to show possession?** (*When we use possessive pronouns like his, hers, our, theirs, and yours.*)
- 🗣️ **That's right. Possessive pronouns already show ownership, so they don't need the apostrophe.**

Write the following sentences on the board:

The yellow umbrella is her's.

The yellow umbrella is hers.

- 🗣️ **Which sentence is correct? The one with the apostrophe or the one without?** (*The one without.*)
- 🗣️ **Yes. How do you know?** (*Hers is already possessive, so you don't need the apostrophe. We don't say, "The yellow umbrella is her is."*)

Write the following sentences on the board:

The photos edges were curled, and it's color had faded.

The photo's edges were curled, and its color had faded.

- 🗣️ **Which of these sentences uses the apostrophe correctly?** (*The second one.*)
- 🗣️ **How do you know?** (*If I say, "and it is color had faded," it doesn't make sense.*)
- 🗣️ **Great. I think you're ready to practice these in your own writing.**

Post **What to Do** and read it aloud.



WHAT TO DO

1. Skim your last writing response and bracket your favorite part. Make sure that it's at least five sentences.
2. Circle and correct any mistakes you made with apostrophes. If you don't find any mistakes, write three new sentences that show someone or something owning something.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you corrected that sentence to “its” instead of “it’s.” You must have asked yourself if “it is” made sense, since you need to show the cage belongs to the hamster.
- 🗨️ That’s a good sentence example you added with “her” and “my” in it.
- 🗨️ Remember that possessive pronouns don’t need an apostrophe.
- 🗨️ I see that you didn’t add an apostrophe to the name “Phyllis.” When a name ends in “s,” you need to add an apostrophe or an apostrophe “s” after the name. Add that in, and I’ll be back around in a minute to see how you did with the rest of those sentences.

Complete Response:

My friend Julia’s hamster often escapes from its cage. It hides under her bed and sometimes pulls the covers to the floor, but we can hear its squeak. It’s funny how the hamster seems to like playing games with us.

Student answers will vary, but be sure that each student has corrected any mistakes using apostrophes in their sentences or added three new sentences if there are none.

Without asking for volunteers, call on a few students to share one of the new sentences they wrote. Ask students to confirm or correct their classmates’ responses.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about where apostrophes should go.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each skill drill response. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Punctuating and Formatting Direct Quotes

Overview

The students will practice punctuating and formatting direct quotes used as evidence to support a claim or argument.

CCSS In This Lesson

- **Literacy.L.4.2b** Use commas and quotation marks to mark direct speech and quotations from a text.
- **Literacy.L.5.2d** Use underlining, quotation marks, or italics to indicate titles of works.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the following items, provided at the end of this lesson:
 - **Practice Punctuating and Formatting Direct Quotes** worksheet
 - **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article**
- We highly recommend creating a permanent display of **Definition of a Direct Quote** and **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article** so that they can remain posted for any drills or mini-lessons you do regarding punctuating and formatting direct quotes.

IN CLASS

Targeted Instruction—Punctuating and Formatting Direct Quotes

- 🗨️ **Who can remind us what a direct quote is again?** (*The author's exact words.*)
- 🗨️ **That right. Why do we use direct quotes in our writing?** (*To show that the author's words are not our own. We need to give credit to the actual writer.*)

Post the **Definition of a Direct Quote** and read it aloud.

DEFINITION OF A DIRECT QUOTE

A direct quote is an exact copy of a portion of text from a book, article, or other piece of writing.

- 🗨️ **People refer to lots of different style guides to find out how to format direct quotes in their writing. Students may use the Modern Language Association, or MLA, style guide. Many writers use the *Chicago Manual of Style*.**

All text excerpts that appear in this lesson are taken from Edgar Allan Poe's "The Cask of Amontillado," a text in the public domain.

- For classroom writing, we have adapted a short list of rules from the MLA style guide, and we'll keep the list posted on the wall for you to check whenever you need a reminder.
- Remember that whenever you quote directly from a text, you should check this guide to make sure you have correctly quoted and cited the author.

Post and hand out the **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article**. Refer to them during the lesson.

- Now I'll show you what a direct quote looks like in a piece of writing.

Post **Writing About "The Cask of Amontillado"** and read it aloud.



WRITING ABOUT "THE CASK OF AMONTILLADO"

The narrator describes a place no one would ever want to go into: "At the most remote end of the crypt there appeared another less spacious. Its walls had been lined with human remains, piled to the vault overhead, in the fashion of the great catacombs of Paris" (4).

- Which part of this is a direct quote? ("At the most remote end of the crypt there appeared another less spacious. Its walls had been lined with human remains, piled to the vault overhead, in the fashion of the great catacombs of Paris" (4).)
- How do you know that? (There are quotation marks and a page number.)
- Right. When you add a direct quote to your writing, the quotation marks show where the author's words begin and end.
- Why do you think it is important to put quotation marks around the author's words? (To show that those are someone else's words, not your own words.)
- What about this number here—what's that for? (To show the page where you can find the quote.)
- Exactly. Hopefully, whoever wrote about "The Cask of Amontillado" will have already identified the author's name and the title of the book. The page number would then show the exact location of the direct quote in that book by that author.
- Let's look at this direct quote again. What do you notice about the end punctuation for the sentence that begins, "Its walls had been lined with human remains"? (There is no end punctuation for that sentence! It's missing.)
- I can see why you think that. Actually, it's at the end here, after the citation.

Point to the period after the citation.

- You're already using quotation marks when you use a direct quote. So what happens when there's dialogue in a direct quote? Normally dialogue is in quotation marks, too. (It says in the rules that you use single quotation marks around the dialogue in a direct quote.)
- Yes. That way you make it clear in the direct quote what's dialogue and what's not.

Now let's practice punctuating and formatting some quotes. If you get stuck, refer back to the **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article**.

Skill Drill—Finding and Fixing Errors in Formatting and Punctuating Direct Quotes

Hand out copies of the **Practice Formatting and Punctuating Direct Quotes** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you found and fixed all the errors in punctuating and formatting quotes in those sentences. Good work!
- 🗨️ I like that you remembered that we use single quotation marks for quoted dialogue. That's great!
- 🗨️ Remember that a period comes *after* the page number. If your quote ends with a question mark or an exclamation point, it goes *inside* the quotation marks.
- 🗨️ Right here you added quotation marks after the page number, but the quotation marks should surround only the author's words. Fix that and I'll come back in a moment to see how you did.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Answer Key:

1. *The description of the crypt gives the reader a hint of what's coming in the story. "Three sides of this interior crypt were still ornamented in this manner. From the fourth the bones had been thrown down, and lay promiscuously upon the earth, forming at one point a mound of some size".* (4)
(Show that this comes from page 4.)
 2. *The narrator acts like he cares about whether or not Fortunato will stumble in the dark, and even tells him to be careful: "I took from their sconces two flambeaux, and giving one to Fortunato, bowed him through several suites of rooms to the archway that led into the vaults. I passed down a long and winding staircase, requesting him to be cautious as he followed."* (2)
 3. *When the narrator says to Fortunato, "Be it so" (3), and puts a trowel under his cloak, the reader has no idea how he plans to use it. (No Errors)*
 4. *In order to pretend he cares about Fortunato, the narrator explains there's nitre in the catacombs and acts concerned that it might make Fortunato's cough worse: "Nitre, I replied. How long have you had that cough?"* (2)
-

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- I saw you checking the rules carefully today to make sure you were quoting and citing correctly. I expect you to do that whenever you use the author's words in your own writing.
- Raise your hand if you have any further questions about formatting and punctuating direct quotes in your writing.

AFTER CLASS

Check each worksheet against the Answer Key and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of a Direct Quote** and the **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article** posted for whatever drills or mini-lessons you do regarding this skill.

Name _____

Date _____

Practice Punctuating and Formatting Direct Quotes

Instructions

1. Read the following samples of student writing. They include direct quotes from Edgar Allan Poe's "The Cask of Amontillado."
2. Cross out any errors you find and handwrite the corrections above the errors.
3. If there no errors, write "no errors."
4. If you need help, refer to the **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article**.

1. The description of the crypt gives the reader a hint of what's coming in the story. "Three sides of this interior crypt were still ornamented in this manner. From the fourth the bones had been thrown down, and lay promiscuously upon the earth, forming at one point a mound of some size".
(Show that this comes from page 4.)
2. The narrator acts like he cares about whether or not Fortunato will stumble in the dark, and even tells him to be careful: "I took from their sconces two flambeaux, and giving one to Fortunato, bowed him through several suites of rooms to the archway that led into the vaults. I passed down a long and winding staircase, requesting him to be cautious as he followed." (2)
3. When the narrator says to Fortunato, "Be it so" (3), and puts a trowel under his cloak, the reader has no idea how he plans to use it.
4. In order to pretend he cares about Fortunato, the narrator explains there's nitre in the catacombs and acts concerned that it might make Fortunato's cough worse: "Nitre, I replied. How long have you had that cough?" (2)

Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article

1. Use quotation marks to show where the quote begins and ends.
2. Add the page number in parentheses after the closing quotation mark.
3. If your entire piece of writing includes quotes from more than one source, include the author's last name before the page number.
4. Use a comma or colon between a speaker tag and your direct quote.
5. If only part of a sentence consists of a quote, do not include the period inside the quotation marks. The period will go at the end of the sentence, after the citation.
6. If the quote ends with a period and is not part of a longer sentence, include the period inside the quotation marks.
7. If the quote ends with a question mark or exclamation point, include it inside the quotation marks.
8. If your sentence ends with the quote, add the end punctuation of your sentence after the parentheses.
9. If the quote includes dialogue or another quote, use single quotation marks around the dialogue or quote.

Examples:

Speaker Tag

Twain shows this when he says:
I can tell Sawyer is angry because he says,

Using quotation marks with normal text

Twain shows this when he says: "The truth was, that a superstition of his had failed, here, which he and all his comrades had always looked upon as infallible" (50).

Using quotation marks with dialogue

Tom shows how quick-witted he is when he says, "I dare you to step over that, and I'll lick you till you can't stand up. Anybody that'll take a dare will steal sheep" (10).

Citing a source with the author's last name

I know they are scared because the text says: "The two boys flew on and on, toward the village, speechless with horror" (Twain 57).

Citing a quote that ends with a question mark or exclamation point

Twain shows how scared Tom is when he writes: "I can't—I can't do it, Huck!" (59).

Finding and Fixing Formatting and Punctuation Errors in Direct Quotes

Overview

The students will practice finding and fixing formatting and punctuation errors using direct quotes.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Finding and Fixing Formatting and Punctuating Errors in Direct Quotes** worksheet, provided at the end of this lesson.
- Make sure that the **Definition of a Direct Quote** and **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article** are still posted.

IN CLASS

Skill Drill—Finding and Fixing Formatting and Punctuating Errors in Direct Quotes

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it's important for powerful writing.

- 🗨️ Today we'll spend a few minutes finding and fixing formatting and punctuation errors in direct quotes so you get used to doing it correctly in your own writing.
- 🗨️ Remember that if you are unsure of how to format a direct quote, you can look at the **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article**.

Hand out the **Finding and Fixing Formatting and Punctuating Errors in Direct Quotes** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you found and fixed all the errors so far. Keep going!
- 🗨️ You found an error that lots of people have missed. That shows you're reading carefully.
- 🗨️ Remember that if your quote ends with a question mark or an exclamation point, it goes inside the quotation marks.

-  **Right here you added quotation marks before the text, but you forgot the ones at the end. Change that and keep going. I'll come back to you to see how you're doing.**

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses.

Answer Key:

1. *The air was so heavy in the crypt. The author shows this when he writes, "We passed through a range of low arches, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame" (3).*
 2. *The precise details the author includes make the narrator's story seem true. For example, the narrator describes the "interval between two of the colossal supports of the roof" and the "circumscribing walls of solid granite" (4). These specifics give the reader the idea that "The Cask of Amontillado" is a true story. (4)*
 3. *The narrator is cold and calculating as he describes how he seals Fortunato within the wall. "It was now midnight, and my task was drawing to a close. I had completed the eighth, the ninth, and the tenth tier. I had finished a portion of the last and the eleventh; there remained but a single stone to be fitted and plastered in" (5).*
 4. *The narrator fills Fortunato's head with compliments when he calls him "rich, respected, admired, beloved" (2). (No errors)*
-

Closing

Close by asking students if they have any lingering questions about the skill.

-  **Raise your hand if you have a question you want to ask about formatting and punctuating direct quotes.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet against the Answer Key. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Finding and Fixing Formatting and Punctuating Errors in Direct Quotes

Instructions

1. Read each sample of student writing. Each one includes a direct quote from “The Cask of Amontillado” by Edgar Allan Poe.
2. Cross out any errors you find and handwrite the corrections above the errors.
3. If there are no errors, write “no errors.”
4. If you need help, refer to the **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article**.

1. The air was so heavy in the crypt. The author shows this when he writes, We passed through a range of low arches, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame”. (3)
2. The precise details the author includes make the narrator’s story seem true. For example, the narrator describes the “interval between two of the colossal supports of the roof” and the “circumscribing walls of solid granite. These specifics give the reader the idea that “The Cask of Amontillado” is a true story. (4)
3. The narrator is cold and calculating as he describes how he seals Fortunato within the wall. “It was now midnight, and my task was drawing to a close. I had completed the eighth, the ninth, and the tenth tier. I had finished a portion of the last and the eleventh; there remained but a single stone to be fitted and plastered in” (5).
4. The narrator fills Fortunato’s head with compliments when he calls him “rich, respected, admired, beloved” (2).

UNIT 7:

Formal and Informal Writing Styles: Code-Switching

IN THIS UNIT

- **Lesson 24: Formal and Informal Writing Styles—Code-Switching**
- **Lesson 25: Formal and Informal Writing Styles—Code-Switching**
 - Skill Drill 25A: Code-Switching—Vocabulary
 - Skill Drill 25B: Code-Switching—Conventions
 - Skill Drill 25C: Code-Switching—Vocabulary and Conventions
 - Skill Drill 25D: Revising by Code-Switching

LESSON 24

Formal and Informal Writing Styles— Code-Switching

Overview

The students will become familiar with code-switching and will begin to practice code-switching by changing formal writing into informal writing.

CCSS In This Lesson

- **Literacy.L.4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **Literacy.L.6.1e** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

BEFORE CLASS

Preparing for the Lesson

- Provide students with the following:
 - A text that contains substantial dialogue, preferably somewhat formal. If possible, use a book that students are reading or have read in class, so they are familiar with the characters.
 - Sticky notes.
- We highly recommend creating a permanent display of the **Definition of Code-Switching** so that it can remain posted for any drills or mini-lessons you do regarding code-switching.

IN CLASS

Targeted Instruction—Understanding Code-Switching

- 🗣️ Today we're going to talk about how we change the style of language we use in different situations with different people.
- 🗣️ For example, let's say you're chatting with your cousins. Would you say you use a formal or informal style of speech? (*Informal.*)
- 🗣️ Okay, now let's say you're having a conversation with your teacher or some other adult, such as a policeman or the minister of your church. What kind of speech would you use then, formal or informal? (*Formal.*)
- 🗣️ What kinds of things would you change about your speech?

This lesson is inspired by lessons described in *Engaging Grammar: Practical Advice for Real Classrooms* by Amy Benjamin with Tom Oliva, © 2007, National Council of Teachers of English.

Call on volunteers to describe what changes they would make when they switch from informal to formal speech styles and vice versa. Reinforce the following ideas:

- Vocabulary (which words you use) may change.
 - Grammar (the way you talk) may change.
 - The topic of conversation (what you talk about) may change.
- 💬 **Just as you change things about the way you talk depending on the situation you're in and the person you are talking to, you also change your language when you're writing, depending on the situation you're in and the intended audience and purpose for your writing.**
- 💬 **The term we use for that is "code-switching."**

Post the **Definition of Code-Switching** and read it aloud.

DEFINITION OF CODE-SWITCHING

Code-switching is shifting the language (or style of language) that you use, depending on the situation.

- 💬 **Raise your hand if you've ever read a book or text that included an official proclamation by an official in government or a judge, like, "I hereby decree that this day shall henceforth be considered a national holiday in commemoration of..."**
- 💬 **What did you notice about the writing?** (*It was hard to read and old-fashioned sounding. It seemed very fancy.*)
- 💬 **So, how would you compare that style of writing to, say, a quick note you might write to a friend?** (*That's a very different style of writing—it seems like it's the opposite!*)
- 💬 **Those are two extremes. One is very formal and the other is very informal.**
- 💬 **We change the way we write to suit the situation and expectations. There are different levels of formality that are expected in different situations, and it helps to become conscious of what we do to fit those expectations.**
- 💬 **In other words, in some situations it's perfectly okay to write a sentence that has no capitalization or punctuation, and to misspell words deliberately or to abbreviate them! Give me some examples of when this is the normal way to write.** (*texting, instant messaging, notes to friends, email, personal diaries, quotations, poetry*)

Ask students for examples of text message acronyms, deliberately misspelled words, or phrases that they might use when they're texting or instant-messaging friends. Write these on the board.

The following is a list of examples students might come up with:

- BRB (be right back)
- ROFL (rolling on the floor laughing)

You may want to clarify to students that you don't want to hear any profanity in their examples.

LOL (laughing out loud)
4eva (forever)
cuz (instead of 'cause or because)
BFF (best friend forever)
iz (instead of is)
UOK (you okay?)
IDK (I don't know)
u (instead of you)
me (instead of I)
JK (just kidding)

Ask students to explain the meaning and use of each word or phrase on the list.

- 🗨️ **This is something I'd have to work hard to learn if I wanted to do it the right way and not make mistakes.**
- 🗨️ **It's all about what's expected or normal for the situation and context.**

Skill Drill—Code-Switching (Formal to Informal)

Hand out sticky notes and copies of the text you are using for this lesson. Have students search for at least four lines of dialogue and tag the page(s) with a sticky note.

Once students have finished tagging dialogue, post **What to Do** and read it aloud.



WHAT TO DO

1. Draw a line down the center of a page to create two columns.
2. In the left column, copy 5–7 lines of dialogue from the text.
3. In the right column, code-switch the dialogue by rewriting it as if the characters were text messaging one another.
4. If you notice you need to break any of the rules we have learned in class to code-switch the dialogue, write these rules at the bottom of the page. For example, if you don't capitalize when you are texting, write "capitalization" at the bottom of the page.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **You didn't capitalize or punctuate any of these text message sentences, which is the norm.**
- 🗨️ **I see you write text message dialogue without quotation marks.**
- 🗨️ **Remember that you need to keep the same information, but change the language.**

- 🗣️ **It looks like you're stuck. Try to imagine that you're one of the characters and you're texting the other character. That might help you come up with the right words.**

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses by noting whether the translation of the dialogue is accurately text-like or is still too formal.

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

- 🗣️ **It was incredibly fun to hear the results of your code-switching revisions today. I thought everyone worked hard on this activity.**

Create connections among students by doing a closing poll like the following:

- 🗣️ **Raise your hand if you laughed today when you heard someone else's text dialogue.**
- 🗣️ **Raise your hand if you learned any new words or phrases today.**
- 🗣️ **Raise your hand if you could identify at least two rules you needed to break to change the dialogue into a text-message conversation.**
- 🗣️ **Raise your hand if you thought this activity was hard to do.**
- 🗣️ **Raise your hand if you thought it was pretty easy.**

There is no representative Complete Response in this lesson because of the nature of the skill drill. As long as students have attempted to translate each line of dialogue into text-message language, they have completed the drill successfully.

AFTER CLASS

Check each skill drill response and note whether or not 80% of the class has provided a complete, correct response by translating each line of dialogue into text message-style language. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Definition of Code-Switching** posted for whatever drills or mini-lessons you do regarding code-switching.

LESSON

25

Formal and Informal Writing Styles— Code-Switching

Overview

The students will practice code-switching from informal to formal English. In the process, they will identify rules to keep in mind when writing in the classroom.

CCSS In This Lesson

- **Literacy.L.4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **Literacy.L.6.1e** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Code-Switching** worksheet, provided at the end of this lesson.
- We highly recommend creating a permanent display of the following items so that they can remain posted for any drills or mini-lessons you do regarding code-switching:
 - **Forms of "To Be"**
 - **Expectations for Formal Written English**
- Make sure the **Definition of Code-Switching** is still posted.

IN CLASS

Targeted Instruction—Code-Switching (Informal to Formal)

Post the **Code-Switching Sentences** and have students read them silently.



CODE-SWITCHING SENTENCES

1. u iz straight up exaggeratin things.
You are totally exaggerating everything.
2. Props cuz that pizza was da bomb.
I have to give you due respect because that pizza you made was the best.
3. that kids mad cool and we r down with him chillin with us.
That person is very cool and we are happy he is hanging out with us.
4. they was gettin outta hand and we told them to chill
Because they were acting crazy, we told them to calm down and relax.
5. whateva! pay up cuz you made mad money bro
I don't care about your excuses! You should pay me back because you've made quite a bit of money, so you can afford it, my friend.

- 🗨️ **Someone remind me—what’s code-switching?** (*When you change how you talk or write depending on the situation or audience.*)
- 🗨️ **These sentences are written two ways—informally and formally.**
- 🗨️ **There’s a whole range between very formal and very informal, so these sentences could have been rewritten *even more* formally.**

Write the following sentence on the board:

I don’t care about your excuses! You should pay me back because you’ve made quite a bit of money, so you can afford it, my friend.

- 🗨️ **Which of the examples did I just rewrite?** (*Number 5.*)
- 🗨️ **What changes were made?**

Call on students to point out how the sentence was changed.

- 🗨️ **We could make this example *even more formal*. Who wants to give it a try?**

Call on 1–3 volunteers to make the sentence sound as formal and fancy as possible. Encourage students to be over the top and creative in order to change the sentence. The result might be something like this:

I do not accept the excuses that you have provided! The fact that you have earned such a large sum requires that you reimburse me, my friend.

Ask students what they notice about the revision. Students will have a variety of responses. Reinforce the following:

- The sentence is longer.
- The sentence is more complex.
- The vocabulary is different. The words are longer and less commonly used.
- The impact on a reader is different.
- 🗨️ **Obviously, there is no need for this level of formality in the writing you do for school. However, you do need to make sure that your writing is appropriate for the context of school.**
- 🗨️ **Today you’ll practice doing what we just did—code-switching from informal to formal writing. Your goal is to have a medium level of formality—not too formal, and not too informal.**

Draw students’ attention to the **Code-Switching Sentences** again.

- 🗨️ **Let’s take a look at what was changed in the first sentence here.**
- 🗨️ **What’s one thing that was changed?** (*The verb: “iz” was changed to “are.” You are totally exaggerating everything.*)
- 🗨️ **That’s right.**
- 🗨️ **Can someone remind me what subject/verb agreement is?** (*The subject and verb need to agree. If the subject is plural, the verb needs to be plural. If the subject is singular, the verb needs to be singular.*)

- 🗨️ In this sentence, the subject is “you.” “You” agrees with “are,” whether “you” is one person or a group of people.

Display the **Forms of “To Be.”**

☰

FORMS OF “TO BE”

Past		Present		Future	
Singular	Plural	Singular	Plural	Singular	Plural
I was	we were	I am	we are	I will be	we will be
you were	you (all) were	you are	you (all) are	you will be	you (all) will be
he/she/it was	they (all) were	he/she/it is	they (all) are	he/she/it will be	they (all) will be

- 🗨️ Subject/verb agreement is just one thing you need to keep in mind when you’re code-switching from informal to formal writing. It’s expected that your sentences will have subject/verb agreement.
- 🗨️ Here is a list of expectations.

Post the **Expectations for Formal Written English** and read them aloud.

☰

EXPECTATIONS FOR FORMAL WRITTEN ENGLISH

1. Each sentence is complete. A complete sentence has a subject, predicate, capitalization, punctuation, and expresses a complete thought.
2. Vocabulary (word choice) suits the situation and audience.
3. Proper nouns are capitalized.
4. Standard spelling is used.
5. The subject and verb agree.

- 🗨️ These are just the basics to consider when you’re code-switching from informal writing to formal writing.

Skill Drill—Code-Switching (Informal to Formal)

Hand out the **Code-Switching** worksheet and read the instructions aloud.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I like how you used a different verb here to make it more formal-sounding.
- 🗨️ Good—now the subject and verb agree.
- 🗨️ Remember that in texts abbreviations like “4eva” aren’t formal.

-  **Reread this last sentence and ask yourself if it sounds formal or informal. Your goal is to make sure all these sentences sound formal. I'd like you to think about changing some of the vocabulary so that it sounds more formal. I'll be back in a minute to check in with you.**

Without asking for volunteers, call on a few students to share one of the sentences they code-switched. Ask students to confirm or correct their classmates' responses.

Complete Response:

1. *Marlon iz chillin at home*
Marlon is relaxing at home.
 2. *Trey told Ivy and Nila they was actin sketchy*
Trey told Ivy and Nila that their behavior was questionable.
 3. *we wuz jus checkin out all her bling*
We were only looking at all of her jewelry.
 4. *4eva up in my grill*
That person is always getting involved in my business.
 5. *hit me up and we'll go get our grub on*
Ask me sometime and we'll go out to eat.
- Additional revision:** *Contact me directly and we'll dine at a restaurant.*
-

Student responses will vary widely. To assess a complete, correct response, ensure that each sentence has been revised and that the student has changed some element in each sentence (vocabulary, grammar, punctuation, etc.) to change its level of formality.

Closing

Give students positive feedback about something specific that occurred in class. For example, point out a way students met a particular expectation for classroom routines and/or praise something related to skill development.

-  **I noticed many of you did some sophisticated code-switching. It shows just how aware you are of subtle things that make a sentence seem more or less formal.**

Close the lesson by having students underline 4–5 sentences in a recent writing response and put a star next to the most formal-sounding sentence.

AFTER CLASS

Check each worksheet and note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Keep the **Forms of “To Be”** and **Expectations for Formal Written English** posted for whatever drills or mini-lessons you do regarding code-switching.

Name _____

Date _____

Code-Switching

Instructions

1. Read each sentence slowly and carefully so that you understand its meaning.
2. Code-switch the sentences by rewriting them in the spaces provided. Change the vocabulary, grammar, and punctuation to make the writing more formal. Make your formality medium-level.
3. Pick one sentence to code-switch one more time by making it sound even more formal. Write this sentence in the space provided at the bottom of the worksheet.

Note: There is one sentence fragment. You will need to add an independent clause to that sentence so that it is complete.

1. Marlon iz chillin at home

2. Trey told Ivy and Nila they was actin sketchy

3. we wuz jus checkin out all her bling

4. 4eva up in my grill

5. hit me up and we'll go get our grub on

Additional revision:

Code-Switching—Vocabulary

Overview

The students will practice code-switching vocabulary to make sentences sound more or less formal.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Code-Switching: Vocabulary** worksheet, provided at the end of this lesson.
- Prepare for students to work in pairs or in groups of 3–4.
- Make sure the following items are still posted:
 - **Definition of Code-Switching**
 - **Forms of “To Be”**
 - **Expectations for Formal Written English**

IN CLASS

Skill Drill—Code-Switching: Vocabulary

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it’s important for powerful writing.

- 🗣️ **Could someone remind me what we learned about code-switching?**
(It’s changing the language you use depending on the audience or situation.)
- 🗣️ **What sorts of things do you change when you code-switch?** *(Vocabulary, grammar, and punctuation. Sometimes you change what you say, too.)*
- 🗣️ **That’s right. Basically, we change what we say or write according to what’s expected or normal for the situation.**
- 🗣️ **Today you’ll practice changing vocabulary so that it suits the medium level of formality we have in school. I call it medium just because there are even more formal types of writing than the writing done in school.**
- 🗣️ **However, there is a distinct difference between the types of words or phrases you might use when you’re texting a friend and the type of writing expected in a school context.**

Direct students’ attention to the **Expectations for Formal Written English** and read them aloud.



EXPECTATIONS FOR FORMAL WRITTEN ENGLISH

1. Each sentence is complete. A complete sentence has a subject, predicate, capitalization, punctuation, and expresses a complete thought.
2. Vocabulary (word choice) suits the situation and audience.
3. Proper nouns are capitalized.
4. Standard spelling is used.
5. The subject and verb agree.

Feel free to refer to this whenever you need to remind yourself about basic expectations for writing for school.

If students have not already underlined a sentence, give them three minutes to skim a writing response to select the most formal-sounding sentence they can find.

Call on 1–3 volunteers to read aloud the formal-sounding sentence they chose. Ask the class to listen carefully and to write down the most formal-sounding word they hear.

Ask several students which word they picked. Determine which word most students thought was the most formal-sounding. Write this word on the board and discuss it, as in the following example:

Okay, so we chose “furthermore.” That sounds pretty formal to most of us. What does “furthermore” mean? (*additionally, besides, as well, likewise, also*)

Write on the board any synonyms or correct paraphrases you hear. You might get a list like the following:

additionally

besides

as well as

likewise

also

Ask students to judge which words or phrases written on the board are the most and least formal. Vote on which word or phrase is most formal and most informal.

Today you’re going to practice code-switching again, and I want you to think about how you can change the level of formality in a sentence by changing the words you use.

There is no right or wrong way to do this. I just want to see you experimenting with using different words to make a different impact on the reader. I want you to try to change at least two words in each sentence while making sure it expresses the same meaning. You can swap out nouns or verbs or even change something like this.

Write the following words on the board:

can't

cannot

- 🗨️ Which of these sounds more formal? (*Cannot.*)
- 🗨️ Even small things like changing “can’t” to “cannot” make a sentence sound more or less formal.
- 🗨️ It’s okay if you feel the words you pick change the meaning of the sentence a little—sometimes that happens when you change vocabulary. But try to stick as close to the original meaning as possible.

Hand out the **Code-Switching: Vocabulary** worksheet and read the instructions aloud. Have students get into their assigned groups.

Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see you’re taking real risks with revising these sentences so that they sound different.
- 🗨️ I like how you revised this sentence so completely—it does sound totally different and a lot more formal than the original sentence.
- 🗨️ Remember, you should try to change at least two words in each sentence. I see you’ve changed this noun already. Why not change this verb?
- 🗨️ I can see you’re stuck. Reread the sentence and tell me what you think it means. (*Nobody noticed that I tried to clean up the basement.*) Good. Believe it or not, you just code-switched when you told me what the sentence means. Write down the words you just said.

Without asking for volunteers, call on a few students to share one of the sentences they revised. Ask students to confirm or correct their classmates’ responses.

Complete Response:

1. *Julio bounced before we finished chowin down.*
Julio left before we finished eating.
 2. *I told my BF to keep it on the DL that I made him cupcakes.*
I told my boyfriend to hide the cupcakes I made him.
 3. *He said they was so delish it was off the hook*
He said that they were unbelievably delicious.
 4. *Alexandra announced that she would attempt a culinary feat.*
Alexandra said that she would try to cook something.
 5. *My efforts in organizing the basement went unrecognized.*
Nobody noticed that I cleaned up the basement.
 6. *As I proclaimed her proficiency as a linguist, she became flustered.*
When I praised her talent for languages, she became embarrassed.
-

There is no right or wrong way to revise these sentences. To check for complete responses, make sure each student has changed at least two words in each sentence.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you feel confident about your ability to code-switch.**
- 🗨️ **Raise your hand if you have a question you want to ask about code-switching.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet. Note whether or not 80% of the class has provided a complete, correct response by changing at least two words in each sentence. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Code-Switching: Vocabulary

Instructions

1. Read each sentence. Discuss the meaning of these sentences with your group. Once you have determined the meaning of each sentence, work independently to revise the sentences.
2. Decide which words you want to change to make the sentence sound either more or less formal.
3. Change at least two words in each sentence. But remember: There is no right or wrong way to revise these sentences.

Change the vocabulary (word choice) in the following three sentences to make them sound *more* formal.

1. Julio bounced before we finished chowin down.

2. I told my BF to keep it on the DL that I made him cupcakes.

3. He said they was so delish it was off the hook

Change the vocabulary (word choice) in the following three sentences to make them sound *less* formal.

4. Alexandra announced that she would attempt a culinary feat.

5. My efforts in organizing the basement went unrecognized.

6. As I proclaimed her proficiency as a linguist, she became flustered.

Skill Drill

25_B

Code-Switching—Conventions

Overview

The students will practice changing conventions (capitalization, punctuation, and spelling) to make sentences more or less formal.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Code-Switching: Conventions** worksheet, provided at the end of this lesson.
- Make sure the following items are still posted:
 - **Definition of Code-Switching**
 - **Forms of “To Be”**
 - **Expectations for Formal Written English**

IN CLASS

Skill Drill—Code-Switching: Conventions

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it’s important for powerful writing.

- 💬 **We’ve been practicing code-switching in our writing. What does code-switching mean?** (*Changing your language so that it fits the situation.*)
- 💬 **One thing we tend to change when we are writing in more casual situations—like sending a text to a friend—is the convention of capitalizing and punctuating. A typical text message does not include capitalized words or much punctuation. It can also include nonstandard spelling and abbreviations such as “plz.”**

Write the following sample text message on the board:

wuteva

- 💬 **That’s what you expect when you’re reading or writing a text message.**
- 💬 **In school, however, we are expected to follow the standard conventions of capitalization and punctuation.**

Direct students’ attention to the **Expectations for Formal Written English**. Read them aloud.



EXPECTATIONS FOR FORMAL WRITTEN ENGLISH

1. Each sentence is complete. A complete sentence has a subject, predicate, capitalization, punctuation, and expresses a complete thought.
2. Vocabulary (word choice) suits the situation and audience.
3. Proper nouns are capitalized.
4. Standard spelling is used.
5. The subject and verb agree.

- Besides the first word in each sentence, what other words do you normally capitalize when you're writing in a more formal context? (*names, proper nouns*)
- That's right. Proper nouns like "Ms. Fernandez" or "Franklin Street."
- If I asked you to check your writing to make sure you've followed standard conventions for capitalization and punctuation, you'd need to make sure you capitalized all of the proper nouns—not just the first word in every sentence.
- What about punctuation? How do you end each complete sentence when you're writing for school? (*With a period, a question mark, or an exclamation point.*)
- When you're writing a text message, you generally don't use much punctuation.

Write the following sample text message on the board:

im runnin out...wait 4 me...brb

- Does this style of writing and punctuation look familiar? Raise your hand if you think this is a common way to punctuate an instant message or text message.
- The writer creates a break in these short sentences but doesn't use a period, question mark, or exclamation point. Instead, he or she uses ellipses between the "sentences." Three little dots in a row is called an ellipsis. This is expected in casual writing, but generally not in writing for school.
- Today you will take a sample paragraph written in a very casual style and change it so that it's appropriate for a school context.

Hand out the **Code-Switching: Conventions** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- I see you added the correct punctuation mark at the end of every sentence. That's a good start!
- I like how you linked these two sentences with a comma and the word "but." That shows me how these ideas are connected.
- Remember that when you write, you can't leave out the "g" in "ing" forms of verbs, even if you don't always pronounce it when you're speaking.

 **Right here you capitalized the first word in the sentence. Good work. I want you to reread the whole sentence again, though, to see if anything else needs to be done to code-switch this sentence so that it's appropriate for a school context.**

Without asking for volunteers, call on 1–3 students to share one sentence they changed by writing it on the board. Ask students to confirm or correct their classmates' responses.

Complete responses will vary because the sentences can be correctly punctuated in many different ways. For example, students may combine sentences with a comma and a conjunction. As long as each sentence is complete and has proper capitalization and end punctuation, the response is considered complete.

Complete Response:

last week we got togetha...we decided to put on a fashion show...but we were worried...cuz we didn't have any space to practice...not everyone agreed on what we should be wearin

Tamesha loves gettin dressed up...Rhonda likes to keep it more casual... but that's the way she iz...i just want to show off all my shoes...we can't seem to get a theme goin'...cuz we all like to have our own way... but ... they are my BFFs...so we'll have fun gettin it togetha...

Last week we got together. We decided to put on a fashion show, but we were worried because we didn't have any space to practice. Not everyone agreed on what we should be wearing.

Tamesha loves getting dressed up. Rhonda likes to keep it more casual, but that's the way she is. I just want to show off all my shoes. We can't seem to get a theme going because we all like to have our own way. But they are my best friends, so we'll have fun getting it together.

Closing

Close by asking students if they have any lingering questions about the skill.

 **Raise your hand if you have a question you want to ask about punctuation, capitalization, or spelling from this lesson.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

You can also provide revision assignments (RAs) for struggling students. RAs are an excellent opportunity for differentiated instruction. If there are individual students who require more practice in a specific technical skill, assign them RAs that target the skill, rather than using the RA provided in the curriculum for that week of lessons.

Name _____

Date _____

Code-Switching: Conventions

Instructions

1. Carefully read the paragraph. Pay close attention to parts of the paragraph that are written in a casual style.
2. Make the following changes so that the paragraph is written for a school context:
 - Capitalize the first word in every sentence.
Don't leave your bike in the hallway, andre, becuz you're blockin the way
 - Capitalize all proper nouns (names, titles, etc.).
Don't leave your bike in the hallway, Andre, becuz you're blockin the way
 - Add a period, question mark, or exclamation point to the end of every sentence.
Don't leave your bike in the hallway, Andre, becuz you're blockin the way.
 - Change any nonstandard spelling to standard spelling—for example, change "becuz" to "because" and "blockin" to "blocking."
Don't leave your bike in the hallway, Andre, because you're blocking the way.

last week we got togetha...we decided to put on a fashion show...but we were worried...cuz we didn't have any space to practice...not everyone agreed on what we should be wearin

Tamesha loves gettin dressed up...Rhonda likes to keep it more casual... but that's the way she iz...i just want to show off all my shoes... we can't seem to get a theme goin'...cuz we all like to have our own way... but ... they are my BFFs...so we'll have fun gettin it togetha...

Skill Drill

25c

Code-Switching—Vocabulary and Conventions

Overview

The students will practice revising sentences so that they sound more or less formal, changing vocabulary and conventions to suit the intended audience.

BEFORE CLASS

Preparing for the Lesson

- Make copies of the **Code-Switching: Vocabulary and Conventions** worksheet, provided at the end of this lesson.
- Make sure the following items are still posted:
 - **Definition of Code-Switching**
 - **Forms of “To Be”**
 - **Expectations for Formal Written English**

IN CLASS

Skill Drill—Code-Switching: Vocabulary and Conventions

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it’s important for powerful writing.

- 🗣️ **Why is it important to be able to code-switch in your writing in order to fit the situation or audience?**

Students will have a variety of responses. Listen actively and reinforce the following points:

- Casual writing is not expected in more formal contexts, so it sticks out and sounds wrong.
- Formal writing is not expected in casual contexts, so it sticks out and sounds wrong.
- If you use the wrong language style, sometimes it leads to misunderstanding.
- Knowing how to code-switch can help you develop your ability to write for different types of audiences.
- Experimenting with word choice (vocabulary) and evaluating the impact of revision makes you a stronger writer.

- We all talk in different ways depending on whom we're talking to and what the situation is. We change the words we use and the way we say those words, and we sometimes even change what we're talking about—there are certain things we'll tell our sisters or brothers, for example, that we won't tell our parents, and vice versa.
- It's the same with writing. The key is being aware that you need to adapt your language style so that it's appropriate for the context and audience.

Direct students' attention to the **Expectations for Formal Written English**. Read them aloud.

EXPECTATIONS FOR FORMAL WRITTEN ENGLISH

1. Each sentence is complete. A complete sentence has a subject, predicate, capitalization, punctuation, and expresses a complete thought.
2. Vocabulary (word choice) suits the context and audience.
3. Proper nouns are capitalized.
4. Standard spelling is used.
5. The subject and verb agree.

- These are helpful to keep in mind when writing in a school context.

Hand out the **Code-Switching: Vocabulary and Conventions** worksheet and read the instructions aloud.

Give students seven minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- This is definitely more appropriate for the school environment now.
- I like how you changed this sentence in two ways: The words are different, and the punctuation is different. Great code-switching.
- Remember that you can change the words and the sentence style, too. It's up to you. Just make sure your new sentence fits the new environment or situation and audience.
- You seem stuck on this last sentence. Reread it one more time and think of a replacement for that verb that would make it sound a little more formal. I'll be back in a minute to check in with you to see what you've come up with.

Without asking for volunteers, call on a few students to share one of their answers. Ask students to confirm or correct their classmates' responses.

As with other lessons in this series on code-switching, there is no right or wrong way to revise these sentences. The point of these lessons is to make students aware that they must alter the way they write for various audiences and in different contexts. When reviewing worksheets, check to see that students have made at least one change in each sentence.

Complete Response:

1. *Juan and Nico had a disagreement.*
Juan and Nico had a fight.
 2. *she wuz up in my grill and I wuz mad.*
She was in my personal space and it made me very angry.
 3. *Tyrone was upset because he felt that Isaac insulted him.*
Tyrone said it was messed up the way Isaac dissed him.
 4. *I said idk whatcha wanna do but brb*
I said, "I don't know what you want to do, but I'll be right back."
 5. *Marly mentioned that she would be thrilled to invite us to spend time with her.*
Marly said she wanted us to come over and chill with her.
-

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question about code-switching for different contexts or audiences.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each worksheet. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

If you plan to give students the final skill drill in this series of lessons, skim each student's most recent writing response and bracket a sentence or a short passage that is written too informally for the classroom.

Students will complete the following revision assignment in the next class period:

If there are no instances of informal writing in a student's writing response, bracket a sentence for the student to code-switch so that it's less formal.

**REVISION ASSIGNMENT—CODE-SWITCHING**

Look at the entry I have bracketed in your writing. Revise it so that it sounds more formal and appropriate for a school context.

Name _____

Date _____

Code-Switching: Vocabulary and Conventions

Instructions

1. Read the sentences.
2. Change each sentence by rewriting it so that it fits the different situation [in brackets].
You may change vocabulary, grammar, spelling, and conventions to suit the new context.

Example:

Jacob dissed Irene after she talked trash about him.

[School context: writing response] Jacob ignored Irene after she spread rumors about him.

1. Juan and Nico had a disagreement.

[Note to a friend] _____

2. she wuz up in my grill and I wuz mad.

[School context: Filling out an incident report at school] _____

3. Tyrone was upset because he felt that Isaac insulted him.

[Text message to a friend] _____

4. I said idk whatcha wanna do but brb

[School context: writing response] _____

5. Marly mentioned that she would be thrilled to invite us to spend time with her.

[Note to a sibling or cousin] _____

Skill Drill

25D

Revising by Code-Switching

Overview

The students will complete a revision assignment by code-switching a sentence in a recent writing response.

BEFORE CLASS

Preparing for the Lesson

- Make sure the following items are still posted:
 - Definition of Code-Switching
 - Forms of “To Be”
 - Expectations for Formal Written English

IN CLASS

Skill Drill—Revision Assignment: Code-Switching

Introduce the skill drill by reminding students what they learned about the skill in a previous lesson or mini-lesson, and clarify why it’s important for powerful writing.

- 🗣️ **Could someone remind me what we learned about code-switching?** (*It’s what you do to change your language so it suits the situation or audience.*)
- 🗣️ **Why is being able to code-switch when you write an advantage?**

Student responses will vary. Listen actively, and then reinforce the following points:

- Code-switching allows the writer to have a greater impact by tailoring the writing to the situation and audience.
- Code-switching is important for ensuring that writing is clearly understood.
- Experimenting with revising to change the impact builds writing skills.

Quickly review the **Expectations for Formal Written English** by reading them aloud.

EXPECTATIONS FOR FORMAL WRITTEN ENGLISH

1. Each sentence is complete. A complete sentence has a subject, predicate, capitalization, punctuation, and expresses a complete thought.
2. Vocabulary (word choice) suits the context and audience.
3. Proper nouns are capitalized.
4. Standard spelling is used.
5. The subject and verb agree.

Post the **Revision Assignment—Code-Switching** and read it aloud.



REVISION ASSIGNMENT—CODE-SWITCHING

Look at the entry I have bracketed in your writing. Revise it so that it sounds more formal and appropriate for a school context.

Give students seven minutes to complete the revision assignment. Circulate around the room using OTSCs to reinforce skills.

- 🗨️ **I see you capitalized all the proper nouns. Excellent start.**
- 🗨️ **I like the way you revised this sentence so that it's complete and punctuated correctly. Now I also understand where this thought begins and ends.**
- 🗨️ **Remember that you can change the vocabulary and add words, too.**
- 🗨️ **Right here you capitalized the first word in the sentence. I can see other ways you could change this sentence so it's more formal-sounding. Change at least one other word in this sentence. I'll be back in a minute to see your revision.**

Call on a few volunteers to share an example of code-switching by reading a sentence aloud and pointing out the changes they made. Ask students to confirm whether their classmates' changes made the sentences sound more formal.

Closing

Close by asking students if they have any lingering questions about the skill.

- 🗨️ **Raise your hand if you have a question you want to ask about code-switching.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, take down the names of students who have questions, and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check each revision assignment. Note whether or not 80% of the class has provided a complete, correct response. If not, consider repeating a mini-lesson on the skill in the following class period, followed by another skill drill to provide students with more practice.

Essential Teacher Resources

IN THIS SECTION

- Tracking Progress and Grading
- Rubric for Student Skills: *Mastering Conventions 2*
- Glossary of Definitions

Tracking Progress and Grading

To maximize progress with the skills in this book, provide students with regular, targeted feedback on the skills you are teaching in the form of written comments, OTSCs, and revision assignments in response to their writing prompts.

Use the rubric on the following page to assess whether students have transferred the skills from these lessons to their writing prompts. These lessons target many distinct topics; however, the goal for these lessons is for students to gain more control over their sentence structures and abilities to control the clarity and emphasis of a sentence. For this reason, tracking this control in your students' writing will assess the intended impact of these lessons.

Continue to encourage students to experiment with complexity. As students attempt to use more complex structures in a piece of writing to show the relationship between ideas and convey more complex thoughts, they begin to manipulate words, phrases, and clauses in their sentences. This can initially lead to errors in correctness, but eventually proficiency in complexity and correctness will converge.

Measuring growth in taught skills requires regular assessment over a period of time. To truly understand the impact of these lessons, assess your students' writing at least every two weeks. Such frequency will allow you to determine which instructional strategies are or are not working with particular students and adjust accordingly.

Rubric for Student Skills: *Mastering Conventions 2*

	4 Exceeds Expectations	3 Proficient	2 Developing Proficiency	1 No Progress Toward Proficiency
Complete Sentences	Almost all sentences are complete and punctuated correctly.	Most sentences are complete and punctuated correctly. Errors might distract the reader but do not impede the reader's ability to understand the writing.	Most sentences are complete. Errors impede the reader's ability to understand the writing.	There are many fragments and/or run-ons that make the reader unable to understand the writing.

Glossary of Definitions

A list of terms, their definitions, and the lessons in which they are defined and used.

Adjective

An adjective is a word that describes a noun. (Lesson 5)

Code-Switching

Code-switching is changing the language (or style of language) that you use, depending on the situation . (Lessons 23, 24)

Complete Sentence

A complete sentence has a subject, predicate, capitalization, punctuation, and expresses a complete idea . (Lessons 1, 3)

Complex Sentence

A complex sentence has one independent clause and at least one dependent clause in it. (Lessons 12, 13)

Compound Sentence

A compound sentence links two or more independent clauses with a conjunction or punctuation mark to show the connection between them. (Lessons 10, 11, 12, 13)

Conjunction

A conjunction is a word or phrase that connects words or parts of a sentence. (Lesson 4)

Dependent Clause

A dependent clause has a noun and a verb, but depends on another clause to express a complete idea . (Lessons 2, 10, 12, 13)

Direct Quote

A direct quote is an exact copy of a portion of text from a book, article, or other piece of writing. (Lesson 22)

Gerund

A gerund is a verbal that acts as a noun. It has a verb base, plus -ing. Example: **Nagging** won't make you popular. (Lesson 7)

Indefinite Pronoun

An indefinite pronoun refers to one or more nouns without specifying which one(s). (Lesson 16)

Independent Clause

An independent clause has a subject, predicate, and expresses a complete idea . (Lessons 2, 10, 12, 13)

Introductory Clause

An introductory clause is a dependent clause that begins a sentence. (Lesson 2)

Noun

A noun is a person, place, thing, or idea . (Lesson 5)

Participle

A participle is a verbal that acts as an adjective. It has a verb base, plus an ending (usually “-ing” or “-ed”). Example: Sylvia had a **nagging** feeling that she went the wrong way. (Lesson 9)

Pronoun

A pronoun is a word that replaces a noun (or a noun phrase) in a sentence. (Lessons 17, 18)

Pronoun Antecedent

A pronoun antecedent is the noun or noun phrase that a pronoun refers to. (Lesson 17)

Run-On Sentence

A run-on sentence includes more than one independent clause and is missing correct punctuation or words to connect the ideas. (Lessons 3, 4, 11)

Sentence Fragment

A sentence fragment is an incomplete sentence because it does not include a subject and/ or a predicate, or does not express a complete idea. (Lessons 1, 2)

Simple Predicate

The simple predicate is the main verb. It tells what action the subject is doing. (Lessons 15, 16)

Simple Subject

The simple subject of a sentence is who or what is doing the action, or who or what the sentence is about. It is the main noun. (Lessons 6, 15, 16)

Verbal

A verbal is formed from a verb and acts as a noun, an adjective, or an adverb. Examples: **Nagging** won't make you popular. **To nag** is Julio's way to joke. (Lesson 7)