

# Mastering Conventions

One

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 focuses on basic grammar skills like capitalization and punctuation, parts of speech, and complete sentences. 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 9. 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:

- Capitalizing the first word in a sentence and ending each sentence with a punctuation mark
- Defining and identifying nouns, pronouns, verbs, adjectives, and adverbs
- Finding and fixing subject/verb agreement errors with the verb “to be”
- Defining and identifying subjects and predicates
- Making sure all sentences contain a subject and a predicate
- Always using the appropriate pronoun case

- Finding and fixing pronoun/antecedent agreement errors
- Using pronouns correctly with compound constructions and comparisons
- Finding and fixing errors with pronoun homophones and reflexive pronouns
- Identifying prepositional phrases and using prepositional phrases to show location and timing in sentences
- Defining and identifying clauses
- Identifying and writing independent and dependent clauses
- Finding and fixing sentence fragments
- Finding and fixing dependent clause sentence fragments
- 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 10–11.



## 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
<b>L.3.1f.</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.3.3a.</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.4.1f.</b>	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.4.1g.</b>	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.4.3a.</b>	No	Yes	Yes	Yes	No	No	No	No
<b>L.4.3b.</b>	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.5.1d.</b>	No	No	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.5.2a.</b>	No	No	Yes	Yes	Yes	Yes	No	No
<b>L.6.1c.</b>	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.6.1d.</b>	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.6.1e.</b>	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.6.2a.</b>	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.6.3a.</b>	No	No	No	Yes	Yes	Yes	Yes	No
<b>L.6.3b.</b>	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.7.1c.</b>	No	No	No	No	Yes	Yes	Yes	Yes
<b>L.7.3a.</b>	No	No	No	No	No	Yes	Yes	Yes
<b>L.8.1d.</b>	No	No	No	No	No	No	Yes	Yes
<b>L.9–10.1a.</b>	No	No	No	No	No	No	Yes	Yes

\* Subsumed by L.7.3a.

\*\* Subsumed by L.9–10.1a.

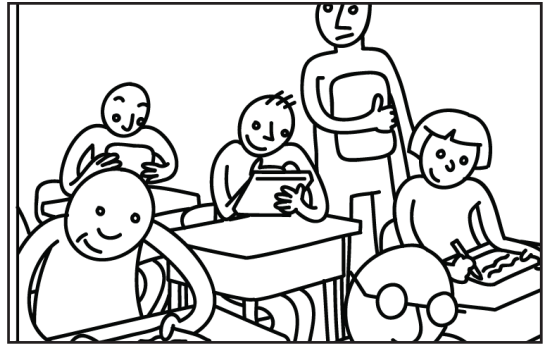
\*\*\* Subsumed by L.11–12.3a

# 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.



## Basic Punctuation and Parts of Speech:

- **Read the sentence/passage I bracketed. Capitalize the first word in each sentence and add end punctuation.**
- **Read the sentence I bracketed. Find the pronoun and circle it. Draw an arrow from the pronoun to its antecedent.**
- **Read this passage and underline all of the forms of the verb “to be” that you can find.**

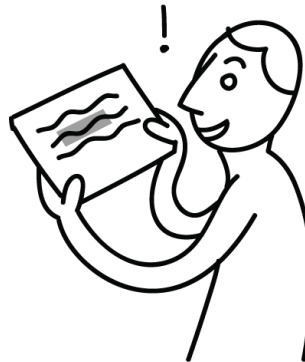
## Complete Sentences:

- **Read the passage I bracketed. I found one sentence fragment. Find the fragment and fix it by adding a predicate that shows what the subject is doing.**
- **This sentence fragment leaves me hanging! Please add more to the fragment so I can understand who is doing what.**

- This sentence fragment is a dependent clause. Please add a comma after this dependent clause, and then add more information to complete the sentence.
- **Subject/Verb Agreement:**
- Read the sentence I bracketed and circle the simple subject. If the subject is singular, write “S” above it. If it is plural, write “P.” Check to make sure the verb agrees with the subject, and correct it if it doesn’t.
- Read the sentence I bracketed, and check to make sure the subject and verb agree. They both have to be plural, or both singular. Correct the sentence, if necessary.
- 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).

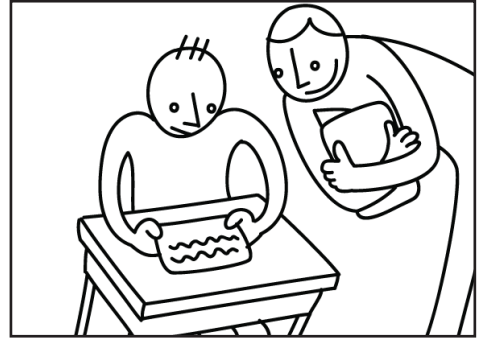
### Sample Written Comments

- 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 identified the simple predicate in this long, complicated sentence.
- 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.
- Underline the main verb (the simple predicate) in this sentence. That's the main action the subject is performing.

# 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:

## Basic Punctuation and Parts of Speech

### IN THIS UNIT

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- **Lesson 1: Capitalizing and Punctuating Sentences**
- **Lesson 2: Capitalizing and Punctuating Sentences**
  - Skill Drill 2A: Finding and Fixing Capitalization Errors
  - Skill Drill 2B: Finding and Fixing End Punctuation Errors
  - Skill Drill 2C: Capitalizing and Punctuating Sentences
  - Skill Drill 2D: Capitalizing and Punctuating Sentences
- **Lesson 3: Defining and Identifying Nouns**
- **Lesson 4: Defining and Identifying Proper Nouns**
  - Skill Drill 4A: Identifying Nouns
  - Skill Drill 4B: Identifying Nouns
  - Skill Drill 4C: Capitalizing Proper Nouns
  - Skill Drill 4D: Capitalizing Proper Nouns
- **Lesson 5: Defining and Identifying Pronouns**
  - Skill Drill 5A: Identifying Pronouns
  - Skill Drill 5B: Identifying Pronouns
- **Lesson 6: Defining and Identifying Verbs**
  - Skill Drill 6A: Identifying Verbs
  - Skill Drill 6B: Identifying Verbs and Verb Tense
- **Lesson 7: Understanding How Verb Tense Shows When Action Occurs**
  - Skill Drill 7A: Showing Time—When Did That Happen?
  - Skill Drill 7B: Showing Sequence—What Happened Next?
  - Skill Drill 7C: Showing States of Being—What Was Going on Then?
  - Skill Drill 7D: Showing Conditions—What If?
- **Lesson 8: Using Modal Helping Verbs to Show More About the Action**
  - Skill Drill 8A: Using Modals to Show Obligation
  - Skill Drill 8B: Using Modals to Show Ability or Permission
  - Skill Drill 8C: Using Modals to Show Likelihood
  - Skill Drill 8D: Using Modals to Show More About the Action
- **Lesson 9: Identifying Forms of the Verb “To Be”**
  - Skill Drill 9A: Recognizing “To Be” in the Past Tense
  - Skill Drill 9B: Choosing Appropriate Forms of “To Be”
- **Lesson 10: Defining and Identifying Adjectives**
  - Skill Drill 10A: Identifying Adjectives
  - Skill Drill 10B: Using Commas Between Adjectives
- **Lesson 11: Defining and Identifying Adverbs**
  - Skill Drill 11A: Replacing Adverbs With Strong Verbs
  - Skill Drill 11B: Identifying and Replacing Adverbs

# LESSON

# 1

## Capitalizing and Punctuating Sentences

### Overview



*The students will become familiar with and practice two rules: every sentence begins with a capitalized word, and every sentence ends with a punctuation mark.*

### CCSS In This Lesson

- Literacy.L.1.2b Use end punctuation.
- Literacy.L.4.2a Use correct capitalization.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Capitalization and End Punctuation** worksheet, provided at the end of this lesson.
- ☐ Prepare to display the **Sample Sentences**.   
 Item you are expected to display and write on.

### IN CLASS


#### Targeted Instruction—Capitalizing and Punctuating Sentences


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



#### SAMPLE SENTENCES

1. the jug of iced tea was so heavy I could barely carry it back to our car
2. i was really thirsty after running across the huge parking lot
3. finally, after waiting an hour, I got to see the doctor
4. did you get to go ice-skating after school
5. watch out for the wet floor

 **Is there anything wrong with these sentences?** (*The first words aren't capitalized. There's no end punctuation!*)

 **That's right. The first words are not capitalized, and there's no punctuation at the end.**

Correct the **Sample Sentences** by capitalizing the first word in each sentence and adding end punctuation. Corrected sentences are provided here for your reference:





### CORRECTED SAMPLE SENTENCES

1. The jug of iced tea was so heavy I could barely carry it back to our car!
2. I was really thirsty after running across the huge parking lot.
3. Finally, after waiting an hour, I got to see the doctor.
4. Did you get to go ice-skating after school?
5. Watch out for the wet floor!

- 💬 All sentences begin with a capitalized word. Why do you think we have that rule? *(So you know where the beginning of the sentence is. It's just the way it's done.)*
- 💬 Yes, it's a visual signal to the reader that a new sentence is beginning.
- 💬 If you look in any book, you'll see that the first word of every sentence is capitalized—there are very few exceptions.
- 💬 Sometimes people don't capitalize the first word in their sentences, or capitalize any words at all. Why do you think that is?

Listen to a variety of responses from students. They may suggest that it's easy to forget to capitalize, or that some writing is very casual and that capitalizing isn't important in that type of writing (when they write a text message, for example).

- 💬 Writing without capitalizing or punctuating is a very casual style of writing. This casual style is okay between friends, but not in the writing you do for school.
- 💬 It's important to notice the difference between writing styles, and be able to change from a casual style of writing to a more formal style of writing for school.
- 💬 Also, it's very confusing when you don't capitalize or punctuate. The reader has to work extra hard to guess where one sentence ends and another begins. Without end punctuation, the reader has to guess at the meaning, too.
- 💬 End punctuation not only shows the reader where the end of the sentence is, but what kind of sentence it is.
- 💬 If it ends with a period, it's a statement.
- 💬 If it ends in a question mark, it's a question.
- 💬 If it ends in an exclamation point, it's an exclamation.
- 💬 Whether you read sentences aloud or read them silently in your head, you can "hear" the difference between these types of sentences.

Write the following short sentences on the board to demonstrate the three ways to punctuate:

Cheating is bad.

Cheating is bad?

Cheating is bad!

Call on a strong reader to read the sentences aloud.

- ☞ You can tell from this example that punctuation is *very* important. If you don't have end punctuation, your reader won't understand the meaning of your sentence or that the sentence has ended.
- ☞ When you make the statement, "cheating is bad," it has a different meaning than asking the question, "cheating is bad?" simply because making a statement is different from asking a question. The attitude of the speaker or narrator is different.
- ☞ What kind of attitude does the speaker have when he or she uses a question mark at the end of this sentence? (*He or she thinks that perhaps cheating is not so bad.*)
- ☞ What kind of attitude does the speaker have when he or she uses an exclamation point at the end of this sentence? (*He or she thinks cheating is really bad.*)
- ☞ Today you will practice searching for and fixing capitalization and end punctuation errors in a paragraph. You'll have to read carefully and slowly in order to figure out where one sentence ends and another begins.
- ☞ It's a good idea to get into the habit of rereading your own writing slowly and carefully like this. You want to make sure you have capitalized and punctuated every sentence.

### Skill Drill—Finding and Fixing Capitalization and End Punctuation Errors

Hand out the **Capitalization and End Punctuation** worksheet. Read the instructions and sample paragraph aloud.

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

- ☞ I see that you found all the capitalization mistakes so far, and fixed them. Awesome, keep going.
- ☞ I like how you are reading each sentence very slowly to make sure you find the end punctuation errors.
- ☞ Remember that reading each sentence carefully will help you to find all of the mistakes.
- ☞ Reread the paragraph. I see two mistakes you missed. I'll be back in a minute to check in with you.

---



**Answer Key:**

*We played a fun game at my cousin Gina's party. The goal was to pass an apple between all the kids without letting it fall to the ground. <sup>T</sup>he problem was that we couldn't use our hands to do that. The first person that started the game had the apple in his shirt pocket and he lay down on the floor and made it roll out of his pocket onto his friend's stomach. <sup>T</sup>he friend just sat there until his friend lifted up his body to roll it into his armpit, but then it rolled on the floor. <sup>S</sup>o the friend was out. The next person started with the apple in his armpit and made it pop out into Gina's armpit. <sup>S</sup>he tried to do the same thing, but her friend Luke didn't hold it tightly enough and it fell. <sup>T</sup>hen it was my turn and I tucked it under my chin. <sup>T</sup>hat's the way to do it. <sup>T</sup>he friend found that out because it worked so well, the apple didn't drop after that. We kept passing it with our chins around and around the circle until we got bored.*

---

**Closing**

Let students know that they did a great job with 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'm happy that everyone got right down to work today.**
-  **I can tell you are slowing down your reading to find errors. That is also a good way to build writing skills, because when you slow down, you notice things like how sentences are structured and how the writer is making an impact.**

Close the lesson by asking students to skim their last several writing responses to search for and fix capitalization and end punctuation errors in their own 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.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Capitalization and End Punctuation

### Instructions

1. Read the paragraph and check for capitalization and end punctuation errors.
2. Correct capitalization errors by crossing out the lowercase letter and writing an uppercase letter above it, as shown in this example:  

T  
~~t~~he last time I played basketball with Carla, I skinned my knee.
3. Correct end punctuation errors by adding a period, question mark, or exclamation point.

We played a fun game at my cousin Gina's party. The goal was to pass an apple between all the kids without letting it fall to the ground. the problem was that we couldn't use our hands to do that. The first person that started the game had the apple in his shirt pocket and he lay down on the floor and made it roll out of his pocket onto his friend's stomach. it just sat there until his friend lifted up his body to roll it into his armpit, but then it rolled on the floor. so the friend was out. The next person started with the apple in his armpit and made it pop out into Gina's armpit. she tried to do the same thing, but her friend Luke didn't hold it tightly enough and it fell. then it was my turn and I tucked it under my chin. that's the way to do it. i found that out because it worked so well, the apple didn't drop after that. We kept passing it with our chins around and around the circle until we got bored.

# Capitalizing and Punctuating Sentences

## Overview

*The students will practice finding and fixing capitalization and end punctuation errors in sentences.*

### CCSS In This Lesson

- **Literacy.L.1.2b** Use end punctuation for sentences.
- **Literacy.L.4.2a** Use correct capitalization.

## BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the following items, provided at the end of this lesson:
  - **Capitalization and End Punctuation worksheet**
  - **Writing Sample**
- ☐ We highly recommend creating a permanent display of the **Basic Rules for Sentences** that you can keep posted during any drills or mini-lessons you do regarding capitalization and end punctuation.

## IN CLASS

### Targeted Instruction—Finding and Fixing Errors in Capitalization and End Punctuation

Post the **Basic Rules for Sentences** and read them aloud.

#### BASIC RULES FOR SENTENCES

1. Every sentence begins with a capitalized word.
2. Every sentence ends with a period, a question mark, or an exclamation point.

- 💬 Sometimes people can get so caught up in writing that they skip capitalization or punctuation by accident. Their ideas are flowing so fast that they don't even notice!
- 💬 But when you don't capitalize or punctuate your sentences, the reader doesn't know where one thought ends and another begins, and it's just too confusing. Instead of focusing on what you've written about and your interesting ideas, the reader has to focus instead on trying to make sense out of your text.

- Let's take a look at a sample of writing with no capitalization and end punctuation in it. You'll see how it can confuse a reader.

Display the **Writing Sample with Errors**. Ask a volunteer to read it aloud.

- Not only does this paragraph sound like one long sentence, it is very hard to tell when one thought ends and another begins.

Display the **Corrected Writing Sample** and distribute the **Writing Sample** so that students can see both versions side by side. Have another volunteer read the corrected version aloud.

Without asking for volunteers, call on 1–3 students to provide feedback on the impact that capitalization and end punctuation make in the **Corrected Writing Sample**.

- It's pretty clear that when we capitalize and punctuate sentences, writing is easier to read and makes more sense.
- We've got some good *showing* here, with strong verbs like "dribbled" and "swish." Now that the paragraph is properly capitalized and punctuated, I notice the strengths of the writing instead of being lost and confused.
- However, if the paragraph was left without end punctuation or capitalization, a reader could get totally lost and miss the meaning entirely. Here's an example.

Write the following sentences on the board:

- Carrots are good too, when you cook them. You ruin vegetables completely.
- These sentences are complete sentences and could be punctuated like this, but the writer's point about how he only likes vegetables when they are not cooked is lost. Confusing, right?
- Don't do this to your readers. Always make sure that when you start with a capital letter and end with a punctuation mark, they are in the correct places.

### Skill Drill—Finding and Fixing Capitalization and End Punctuation Errors

Hand out the **Capitalization and End Punctuation** worksheet. Read the instructions and sample paragraph aloud.

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

- I see that you found all the end punctuation mistakes so far, and fixed them. Awesome, keep going.
- I like how you are reading each sentence very slowly to make sure you find the errors. That's a good strategy.
- Remember that reading each sentence carefully will help you to find all of the mistakes.
- Reread the paragraph. I see two mistakes you missed. I'll be back in a minute to check in with you.

---

**Complete Response:**

*We packed a completely amazing picnic basket! We made three different kinds of sandwiches and packed two cold drinks, lemonade and ice water. The three types of sandwiches were ham and cheese, peanut butter and jelly, and tuna fish. We also packed grapes and kiwi slices and toothpicks to eat them with. Yummy! My mom surprised me by getting a blueberry pie. I couldn't believe that she bought a real blueberry pie from the bakery, just like in cartoons when people have pies at their picnics! When we were all ready to go, we looked outside and saw it was raining. Luckily, my mom is smart and she came up with a great idea. She lay down a tablecloth on the living room floor and we had a picnic in front of the TV. We watched Batman.*

---

Note that the second and third exclamation points in this response are optional, since periods would also be correct. Likewise, a student might decide to use exclamation points at the end of the second to last or last sentence.

## Closing

Let students know that they did a great job with 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.

- 💬 **Good job keeping nice and quiet in here so everyone could focus on finding and fixing mistakes.**
- 💬 **I noticed that a lot of you were reading very carefully and slowly. That's a good way to catch mistakes.**

Close the lesson by asking students to skim their last several writing responses to find and fix capitalization and end punctuation errors in their own writing.

---

## 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.

If you plan to do more drills or mini-lessons on capitalization and end punctuation, keep the **Basic Rules for Sentences** posted.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Writing Sample

### Writing Sample with Errors

watermelon used to be the only fruit i would eat back when i was little i don't like fresh fruit anymore watermelon is mushy and tastes like water so weak tasting it's barely sweet and makes you dribble sticky chin drippings you also have to spit out those gross slippery black seeds i only like fresh vegetables my favorites are salad vegetables like cucumber and lettuce carrots are good too when you cook them you ruin vegetables completely cooked vegetables are very soggy and wet inside your mouth the other day i bit into cooked broccoli it just made broccoli water swish through my whole mouth nasty eat vegetables fresh and uncooked they're much better that way

### Corrected Writing Sample

Watermelon used to be the only fruit I would eat back when I was little. I don't like fresh fruit anymore. Watermelon is mushy and tastes like water. So weak tasting! It's barely sweet and makes you dribble sticky chin drippings. You also have to spit out those gross slippery black seeds. I only like fresh vegetables. My favorites are salad vegetables like cucumber and lettuce. Carrots are good too. When you cook them you ruin vegetables completely. Cooked vegetables are very soggy and wet inside your mouth. The other day I bit into cooked broccoli. It just made broccoli water swish through my whole mouth. Nasty! Eat vegetables fresh and uncooked. They're much better that way!



Name \_\_\_\_\_

Date \_\_\_\_\_

## Capitalization and End Punctuation

### Instructions

1. Read the paragraph and check for capitalization and end punctuation errors.
2. Correct capitalization errors by crossing out the lowercase letter and writing an uppercase letter above it, as shown in this example:  

T  
~~t~~he last time I played basketball with Carla, I skinned my knee.
3. Correct end punctuation errors by adding a period, question mark, or exclamation point.

We packed a completely amazing picnic basket we made three different kinds of sandwiches and packed two cold drinks, lemonade and ice water. the three types of sandwiches were ham and cheese, peanut butter and jelly, and tuna fish we also packed grapes and kiwi slices and toothpicks to eat them with Yummy! My mom surprised me by getting a blueberry pie I couldn't believe that she bought a real blueberry pie from the bakery, just like in cartoons when people have pies at their picnics when we were all ready to go, we looked outside and saw it was raining Luckily, my mom is smart and she came up with a great idea. you know what she did She lay down a tablecloth on the living room floor and we had a picnic in front of the TV. we watched Batman

## Finding and Fixing Capitalization Errors

### Overview

*The students will practice finding and fixing capitalization errors.*

---

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Fixing Capitalization** worksheet, provided at the end of this lesson.
- ☐ Make sure the **Basic Rules for Sentences** are still posted.

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#### IN CLASS

#### Skill Drill—Fixing Capitalization 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.

- 💬 **Could someone remind me what we learned about capitalizing and punctuating sentences?** (*Every sentence begins with a capitalized word and ends with a punctuation mark.*)

Refer to the **Basic Rules for Sentences** and read the rules aloud.

#### BASIC RULES FOR SENTENCES

1. Every sentence begins with a capitalized word.
2. Every sentence ends with a period, a question mark, or an exclamation point.

- 💬 **These are basic rules that are very important to follow. Raise your hand if you can think of a reason why it's important to follow these rules.**

Call on students for their responses. Affirm or correct their answers.

- 💬 **When you don't capitalize or punctuate your sentences properly, the reader doesn't know where one thought ends and another begins; it's just too confusing. Instead of focusing on what you've written about and your interesting ideas, the reader has to focus on trying to make sense out of what you've written.**
- 💬 **That's why it's a good idea to get in the habit of rereading your writing to check for these kinds of mistakes.**
- 💬 **Today you'll practice getting into that habit. You'll read two paragraphs with lots of capitalization mistakes in them, and fix every mistake that you find.**

Hand out the **Fixing Capitalization** worksheet. Read the instructions and paragraphs aloud. Give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 🗣️ I see that you found the first three mistakes and fixed them. Keep going!
- 🗣️ I can tell you're concentrating hard!
- 🗣️ Remember that if you see a punctuation mark ending a sentence, then the very next word should be capitalized.
- 🗣️ You missed only one mistake. Reread the paragraph slowly to see if you can find it. I'll check back with you in a minute.

Without asking for volunteers, call on 1–3 students to share one of their revised sentences from the worksheet by writing it on the board. Ask students to confirm or correct their classmates' responses.

---

**Answer Key:**

When I get ready to go to the pool, my mom has to rub waterproof sunscreen all over my body. <sup>F</sup>irst she works on my legs, and then my back, arms, and shoulders. That's not so bad. The bad part is the face. <sup>I</sup>t's the worst feeling to have sunscreen smeared on your face. The smell is very strong, even though it's a good smell. <sup>T</sup>he strong smell and the wet feeling of fingers spreading it on makes my face tingle in a very bad way. <sup>I</sup>I can barely stand it. <sup>W</sup>hy does it make me feel that way? I don't know, but I wish it didn't. <sup>I</sup>I wiggle and wiggle and my mom gets mad at me. It has to be done, <sup>O</sup>otherwise I burn and turn into a lobster.

---

This answer key includes the missing end punctuation, even though that is not a mandatory part of the worksheet.

## Closing

Close by asking students to assess their confidence in using the skill.

- 🗣️ **Raise your hand if you feel confident about fixing capitalization mistakes.**

Some students may have lingering questions. 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.

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## 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 \_\_\_\_\_

## Fixing Capitalization

### Instructions

1. Read the passage slowly and carefully to find the capitalization mistakes.
2. Correct capitalization mistakes by crossing out the lowercase letter and writing an uppercase letter above it, as shown in this example:  
 ~~it~~ was past noon when we got back from our trip to Portland.
3. Optional: Add end punctuation to any sentences that are missing it.

When I get ready to go to the pool, my mom has to rub waterproof sunscreen all over my body. first she works on my legs, and then my back, arms, and shoulders. That's not so bad. The bad part is the face it's the worst feeling to have sunscreen smeared on your face The smell is very strong, even though it's a good smell. the strong smell and the wet feeling of fingers spreading it on makes my face tingle in a very bad way. i can barely stand it.

why does it make me feel that way I don't know, but I wish it didn't.  
i wiggle and wiggle and my mom gets mad at me. It has to be done.  
otherwise I burn and turn into a lobster.

## Finding and Fixing End Punctuation Errors

### Overview

*The students will practice finding and fixing end punctuation errors.*

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Finding and Fixing End Punctuation** worksheet, provided at the end of this lesson.
- ☐ Make sure the **Basic Rules for Sentences** are still posted.

IN CLASS

### Skill Drill—Fixing End Punctuation 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.

- 💬 **Could someone remind me what we learned about capitalizing and punctuating sentences?** *(Every sentence begins with a capitalized word and ends with a punctuation mark.)*

Refer to the **Basic Rules for Sentences** and read them aloud.

#### BASIC RULES FOR SENTENCES

1. Every sentence begins with a capitalized word.
2. Every sentence ends with a period, a question mark, or an exclamation point.



Skip this brief review of the **Basic Rules for Sentences** if you feel it is unnecessary.

- 💬 **When you don't capitalize or punctuate your sentences, how does that affect your writing?** *(It makes it confusing and the reader focuses on trying to make sense of it, rather than enjoying the writing.)*

- 💬 **Here's a sentence without any end punctuation.**

Write the following sentence on the board:

Jane found out about it

Ask a volunteer to read the sentence aloud.

- 💬 **When we don't put any punctuation at the end of a sentence, we tend to read it as if there is a period at the end.**

Place a period at the end of the sentence.

Jane found out about it.

💬 But what if the writer meant to express shock, amazement, or excitement with this sentence? What punctuation mark should we put at the end? (*An exclamation point.*)

💬 That's right.

Erase the period and replace it with an exclamation point. Read it aloud.

Jane found out about it!

💬 Okay, that had a very different impact, didn't it?

💬 What if the writer meant to ask a question?

Erase the exclamation point and replace it with a question mark.

Jane found out about it?

💬 When you change the punctuation of a sentence, you change its meaning. It's very important to make sure you punctuate each sentence, not just so the reader knows the sentence has ended, but also to express exactly what you mean. Sentences change meaning depending on how you say them. End punctuation shows the reader exactly how something is said.

💬 Today you'll practice filling in missing end punctuation. Keep the intended meaning of the sentence in mind when you add punctuation marks.

Hand out the **Fixing End Punctuation** worksheet. Read the instructions and paragraphs aloud.

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

💬 I see that you found the first three mistakes and fixed them. Keep going!

💬 I can tell you're concentrating hard!

💬 Remember that if you see a capitalized word, that marks the beginning of a sentence. That can be a clue to see where punctuation is missing in the previous sentence.

💬 You missed only one mistake. Reread the paragraph slowly to see if you can find it. I'll check back with you in a minute.

Without asking for volunteers, call on 1–3 students to share one of their revised sentences from the worksheet by writing it on the board. Ask students to confirm or correct their classmates' responses.

---

**Complete Response:**

*On my first day of school the gym teacher went into the supply closet and brought out these things that looked like giant skateboards. Everyone in class screamed the minute they saw them! I actually had to cover my ears! These skateboard things are called scooters. When everyone screamed, Mr. Vasquez just stood there, waiting. When the screams died down, he smiled. Then, one by one, he put the scooters on the floor and called each kid by name. One by one they zoomed off on their bellies down the gym floor. That's how you use them, by lying down on them and scooting with your arms and legs. It's so fun!*


*That was the best gym class ever. I wish we had scooters every day for at least two hours. Can you believe I was so lucky? Having scooters on my first day of school is so lucky!*

---

This response includes the capitalized letters, even though that is not a mandatory part of the worksheet. The use of exclamation points rather than periods depends on the writer's intent, so some students may use fewer exclamation points than shown here.

## Closing

Close by asking students if they have a better understanding of the skills practiced in the drill.

 **Raise your hand if you now have a better understanding of when to use an exclamation point instead of a period or a question mark.**

Some students may have lingering questions. 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.

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## 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 \_\_\_\_\_

## Fixing End Punctuation

### Instructions

1. Read the passage slowly and carefully to find missing end punctuation.
2. Add a period, an exclamation point, or a question mark at the end of each sentence that is missing end punctuation.
3. Optional: Correct any errors in capitalization by crossing out the lowercase letter and writing an uppercase letter above it.

On my first day of school the gym teacher went into the supply closet and brought out these things that looked like giant skateboards Everyone in class screamed the minute they saw them! I actually had to cover my ears These skateboard things are called scooters When everyone screamed, Mr. Vasquez just stood there, waiting. When the screams died down, he smiled Then, one by one, he put the scooters on the floor and called each kid by name one by one they zoomed off on their bellies down the gym floor. that's how you use them, by lying down on them and scooting with your arms and legs It's so fun

That was the best gym class ever. I wish we had scooters every day for at least two hours Can you believe I was so lucky Having scooters on my first day of school is so lucky!



## Capitalizing and Punctuating Sentences

### Overview

*The students will practice finding and fixing capitalization and punctuation errors.*

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Capitalizing and Punctuating Sentences** worksheet, provided at the end of this lesson.
- ☐ Make sure the **Basic Rules for Sentences** are still posted.

IN CLASS


### Skill Drill—Fixing Capitalization and End Punctuation 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.

Refer to the **Basic Rules for Sentences** and read them aloud.

#### BASIC RULES FOR SENTENCES

1. Every sentence begins with a capitalized word.
2. Every sentence ends with a period, a question mark, or an exclamation point.

 **These are the most basic rules for sentences. No matter what, you need to capitalize the first word in a sentence and end the sentence with some kind of punctuation mark.**

 **Raise your hand if you can tell me why it is important to follow these rules.**

Listen to and affirm correct responses, then reinforce the following points:

- Capitalizing the first word tells the reader that the sentence is beginning.
- End punctuation tells the reader that the sentence has ended.
- If sentences have no capitalization or end punctuation, the reader cannot tell where one sentence ends and another begins. That is confusing.
- Capitalizing and punctuating sentences is the norm for any writing other than very casual writing between friends.
- All sentences written in school should be capitalized and punctuated, or they will be marked as wrong.

Skip this brief review of the **Basic Rules for Sentences** if you feel it is unnecessary and instead, summarize the bulleted discussion points before having students turn to their worksheets.

- ☞ It can be hard to find mistakes in capitalization and punctuation in a piece of writing. You have to read very slowly and think about how each sentence is one thought. Each thought has a beginning and an end.
- ☞ Fortunately, when you reread your own writing, you'll remember what you wrote about. It'll be easier for you to figure out the beginning and end of each of your thoughts and where the capitalization and end punctuation should go.
- ☞ Today you'll practice reading slowly and carefully to find these mistakes in a piece of writing.

Hand out the **Capitalizing and Punctuating Sentences** worksheet. Read the instructions and paragraphs aloud.

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

- ☞ I see that you found all of the capitalization errors so far!
- ☞ You've punctuated every sentence correctly so far. Keep going.
- ☞ Remember that reading slowly will help you find mistakes.
- ☞ Reread this sentence. Is this sentence a question, a statement, or an exclamation? Choose the punctuation mark that fits the meaning of the sentence. I'll be back in a minute to check in with you.

Without asking for volunteers, call on 1–3 students to share one of their revised sentences from the worksheet by writing it on the board. Ask students to confirm or correct their classmates' responses.

---

**Answer Key:**

<sup>My</sup> sister Margaret wanted a pet, but my parents didn't want to take care of a cat or a dog. They decided to buy her a fish instead. Margaret put the fish tank that Aunt Patricia gave her on top of her bureau. She took a large piece of art paper and drew on it with crayons, and then painted on top of the crayon squiggles with watercolor paint. The colors were blue, green, and purple. <sup>I</sup>t really did look like the ocean! After she taped the background picture to the tank, she covered the bottom with bright pink sand. <sup>F</sup>inally, she filled the tank with water herself, going back and forth from the bathroom about twenty times with a giant jug.

When the tank was all set, they slowly emptied the plastic bag from the pet store into it. <sup>O</sup>ne little brown fish zoomed around. Margaret called him "Toasty." Why did she call him that silly name? <sup>I</sup> have no idea.

---

## Closing

Close by asking students to affirm the importance of the skill.

- 🗣️ **Raise your hand if you can see how capitalization and end punctuation make everything clearer for the reader.**

Some students may have 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.

---

## 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 \_\_\_\_\_

## Capitalizing and Punctuating Sentences

### Instructions

1. Read the passage slowly and carefully to find errors in capitalization and end punctuation.
2. Correct any errors in capitalization by crossing out the lowercase letter and writing an uppercase letter above it, as shown in this example:  
the last time I visited my cousin Tina, she was three years old.
3. Make sure there is a period, an exclamation point, or a question mark at the end of each sentence.

my sister Margaret wanted a pet, but my parents didn't want to take care of a cat or a dog. They decided to buy her a fish instead Margaret put the fish tank that Aunt Patricia gave her on top of her bureau. She took a large piece of art paper and drew on it with crayons, and then painted on top of the crayon squiggles with watercolor paint. The colors were blue, green, and purple it really did look like the ocean! After she taped the background picture to the tank, she covered the bottom with bright pink sand. finally, she filled the tank with water herself, going back and forth from the bathroom about twenty times with a giant jug

When the tank was all set, they slowly emptied the plastic bag from the pet store into it. one little brown fish zoomed around Margaret called him "Toasty." Why did she call him that silly name i have no idea.

## Capitalizing and Punctuating Sentences

### Overview

*The students will practice finding and fixing capitalization and end punctuation errors.*

---

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Capitalizing and Punctuating Sentences** worksheet, provided at the end of this lesson.
- ☐ Make sure the **Basic Rules for Sentences** are still posted.

---

IN CLASS

### Skill Drill—Fixing Capitalization and End Punctuation 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 are the two basic rules about sentences that we've learned?** (*You always capitalize the first word in a sentence and put punctuation at the end.*)
- 💬 **Why are these rules important for powerful writing?** (*Readers will get confused if they can't tell where a sentence begins and ends.*)
- 💬 **Before you start practicing finding and fixing mistakes in a passage, I want everyone to take a look at a few examples of student writing.**

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

#### EXAMPLE SENTENCES

1. Shawn is allergic to peanut butter I always wondered how people know they are allergic to something.
2. My tomatoes turned out bigger and redder than my brother's tomatoes the county fair is next week.
3. The edge of the rock is jagged, but the top is smooth my brother can skip any rock he finds at the beach.

This activity is helpful preparation for the skill of finding and fixing run-on sentences.

Ask students what they notice about the **Example Sentences**. Students may point out that each sentence begins with a capitalized word and ends in a punctuation mark.

- 💬 **Did you notice that there are two thoughts in each of these sentences, instead of just one?**

Read the first half of the first sentence aloud, pausing after the first independent clause.

🗣️ **"Shawn is allergic to peanut butter."**

Write that independent clause as a sentence (with a period at the end) on the board:

Shawn is allergic to peanut butter.

Read the second half of the first sentence aloud, as if it were its own sentence, and then write it as a sentence on the board:

I always wondered how people know they are allergic to something.

🗣️ **These are two separate thoughts, aren't they? They should be two separate sentences.**

Call on 1–3 volunteers to divide the two remaining sentences into two sentences each. Remind them to capitalize the first word in the new sentences and to add end punctuation. You should have a list of sentences like this:

*My tomatoes turned out bigger and redder than my brother's tomatoes.*

*The county fair is next week.*

*The edge of the rock is jagged, but the top is smooth.*

*My brother can skip any rock he finds at the beach.*

🗣️ **When you're searching for capitalization and punctuation errors, keep in mind the idea that each sentence should express only one thought.**

Hand out the **Capitalizing and Punctuating Sentences** worksheet. Read the instructions and paragraphs aloud.

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

🗣️ **I can tell that what we did in class today has helped everyone find the punctuation mistakes more easily.**

🗣️ **Yes, that's where the punctuation mark should go, you're right.**

🗣️ **Remember that each sentence should express just one thought.**

🗣️ **Right here you put a punctuation mark in the middle of a thought. Reread it slowly and see if that punctuation mark is truly at the end of the sentence, or somewhere in the middle. I'll be back to check in with you in a minute.**

Without asking for volunteers, call on 1–3 students to share one of their revised sentences from the worksheet by writing it on the board. Ask students to confirm or correct their classmates' responses.

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**Complete Response:**


*I had a very bad lunch on the long car ride back from my cousin's house. <sup>W</sup>e stopped at a convenience store and I couldn't find anything that I wanted to eat. I almost got a hot dog from the warming machine they had, but then a man grabbed it. <sup>T</sup>hat was the last hot dog they had! Instead of a hot dog, I got a bag of pretzels and some cheese dip. I also got some bologna slices and some crackers. <sup>C</sup>an you believe that I forgot to get water? I was dying of thirst before we stopped, but I forgot to get water once we got inside the store.*

*My mouth was so salty during the trip. I had to stop eating all of that salty food because it made me thirsty. I finally begged my mom to stop at a mall so that I could go to a water fountain. <sup>T</sup>hank goodness she gave in to my begging! Water never tasted so good!*

---

**Closing**

Close by asking students to assess their confidence in using the skill.

 **Raise your hand if you feel more confident about catching mistakes in capitalization and end punctuation in your own writing.**

Some students may have lingering questions. 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.

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**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 \_\_\_\_\_

## Capitalizing and Punctuating Sentences

### Instructions

1. Read the passage slowly and carefully to find errors in capitalization and end punctuation.
2. Correct any errors in capitalization by crossing out the lowercase letter and writing an uppercase letter above it.
3. Make sure there is a period, an exclamation point, or a question mark at the end of each sentence.

I had a very bad lunch on the long car ride back from my cousin's house we stopped at a convenience store and I couldn't find anything that I wanted to eat I almost got a hot dog from the warming machine they had, but then a man grabbed it that was the last hot dog they had! Instead of a hot dog, I got a bag of pretzels and some cheese dip I also got some bologna slices and some crackers. can you believe that I forgot to get water I was dying of thirst before we stopped, but I forgot to get water once we got inside the store.

My mouth was so salty during the trip. I had to stop eating all of that salty food because it made me thirsty I finally begged my mom to stop at a mall so that I could go to a water fountain thank goodness she gave in to my begging! Water never tasted so good



## Defining and Identifying Nouns

### Overview

*The students will review the definition of a noun and will identify concrete, abstract, and proper nouns in a variety of sentences.*

If you think your students are not ready to address three different types of nouns in one lesson, adjust the lesson to address just one type of noun at a time.

### CCSS In This Lesson

- **Literacy.L.1.1b** Use common, proper, and possessive nouns.
- **Literacy.L.3.1c** Use abstract nouns (e.g., childhood).

### BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Identifying Nouns** worksheet, provided at the end of this 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 **Noun Definitions** so that it can remain posted for any drills or mini-lessons you do regarding nouns.

### IN CLASS

### Targeted Instruction—Identifying Nouns

Post the **Noun Definitions** and read the definition of a noun aloud.

#### NOUN DEFINITIONS

##### Definition of a Noun

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

##### Definition of a Concrete Noun

A concrete noun is something that you can see, touch, taste, smell, or hear.

##### Definition of an Abstract Noun

An abstract noun is an idea or concept—something that you cannot see, touch, taste, smell, or hear.

##### Definition of a Proper Noun

A proper noun is the name or title of a person, place, or thing. It is always capitalized.



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.

- 🗣️ Even though this might seem very basic, today I am going to review with you one of the types of words you find in a sentence: nouns. As you know, every complete sentence has two parts to it—a subject and a predicate.
- 🗣️ In fact, 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. Let's try that now.

With students, brainstorm a list of 8–10 two-word sentences. Begin with a silly example such as, “Beatrice gagged.” Use two different colors for each sentence—one for the noun and one for the verb.

- 🗣️ In these sentences, it's very easy to distinguish between the “someone or something” (the subject, which is a noun) and the “doing something” part of the sentence (the predicate, which is a verb). I also just made it extra easy for you by color-coding the nouns and verbs.
- 🗣️ I notice that most of the nouns in the list we just brainstormed are concrete nouns. Does anyone remember what a concrete noun is, without looking at the definition?

Accept correct responses and then read the definition of a concrete noun from the **Noun Definitions**.

- 🗣️ What are some examples of concrete nouns? Look around this room.

Point to a concrete noun near you, like a chair.

- 🗣️ What's this? (*A chair.*) Yes, that is a concrete noun. I can see it, touch it...I can even smell and taste it, if I wanted to. I know, that's gross. Anyway, who can tell me another example of a concrete noun—something in this room? Raise your hand. (*the blackboard, Tanya, my hand, the air, the window*)
- 🗣️ Good, you got it. Those are all concrete nouns.

Write the following sentence on the board:

Honesty sometimes hurts.

- 🗣️ What's the noun? (*“Honesty” is the noun.*)

Underline the word “Honesty.”

- 🗣️ Can you see, touch, taste, smell, or hear honesty? (*No.*)
- 🗣️ That's right. Most of the time when we think of nouns, we think about objects or physical things—concrete nouns.
  - head
  - St. Louis, Missouri
  - jelly beans
  - Aunt Rosa
  - sneakers

- 💬 That's right. Most of the time when we think of nouns, we think about objects or physical things—concrete nouns. My head. St. Louis, Missouri. Jelly beans. Aunt Rosa. Sneakers. You get the picture.
- 💬 But a noun can be a person, place, thing, or *idea*.
- 💬 You can't touch, taste, smell, see, or hear an idea. That kind of noun is called an abstract noun.

Read aloud the definition of an abstract noun from the **Noun Definitions**.

- 💬 Okay, raise your hand if you can think of an abstract noun.

Accept all correct answers and write them on the board or chart paper.

- 💬 Before we start noun hunting in some sentences, I'll give you a few more tips, or tricks, for identifying nouns.
- 💬 Nouns are often introduced with an article, such as "the" or "an" or "a." *The* cow, *an* apple, *a* concept. If you see one of these articles, there's a good chance that a noun is what follows.

Write the following articles on the board:

the

an

a

- 💬 You can call this the "article test." Try it if you're unsure if a word is a noun, but be aware that sometimes the article test doesn't work because there's an adjective in front of the noun. An adjective is a word that describes a noun. Here's what I mean.

Write the following phrases on the board:

the ripe apple

an enthusiastic dog

a stupid suggestion

- 💬 Keep this in mind when you're looking for nouns.
- 💬 Another way to identify nouns is to look for words that are capitalized in the middle of a sentence. Those are names and titles, and they are called "proper nouns."

Read the definition of a proper noun from the **Noun Definitions**.

Write the following sentence on the board (including the circles):

I think (Paul) went to (Maine).

Write the heading **Proper Nouns** on the board or chart paper and write a few more examples of proper nouns under it. You can use the list provided on the next page.

### Proper Nouns

Jill Patton

New York City

Mr. Hill

Arizona

Grand Central Station

🗨️ Okay! Time to start noun hunting.

### Skill Drill—Identifying Nouns

Hand out the **Identifying Nouns** worksheet.

Give students seven minutes to complete the drill by completing their worksheets.

Circulate around the room using OTSCs to reinforce skills.

- 🗨️ I see that you circled all the proper nouns first. That's a good strategy. Keep searching!
- 🗨️ I like that you've underlined all of the articles because it shows that you're using what I told you about nouns following articles. I can also see that you're looking at the **Noun Definitions**. That will help you locate even more nouns.
- 🗨️ Take another look at that word you circled, "strict." Remember that nouns are people, places, things, and ideas. Adjectives, on the other hand, are descriptive words.
- 🗨️ Right here you circled "I." That type of noun is called a pronoun. It's a placeholder for a noun. "He," "she," "it," "they"—these are all pronouns that refer to, and replace, a specific person, place, thing, or idea. We'll take a closer look at pronouns in another lesson. For now just focus on finding regular nouns.

---

#### Answer Key:

1. I don't like playing games, do you?
2. That box is too big.
3. It's useful to bring a small notebook and pen with you, in case you get bored.
4. Luis had lots of hopes and dreams.
5. The last time Mama drove me to my Aunt Jen's house, I was ten.
6. Did the telephone ring?
7. A beach has many beautiful waves.
8. As the tension mounted, I retreated further into the corner.
9. It's not just that Evan hadn't prepared for the quiz; his brain didn't work correctly.
10. Some parents are so strict.

Sentence from your writing with the nouns circled:

My cat sniffles likes to scratch my shoes.

---

Students may correctly identify pronouns as a type of noun. Reinforce that pronouns are indeed a type of noun, but that the focus of this lesson is on identifying concrete, abstract, and proper nouns, not pronouns.

## Closing

Collect the worksheets. Let students know that they did a great job with 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.

- 💬 **It's great how focused everyone was on finding nouns. I didn't hear anyone talking because you were all focused.**
- 💬 **Some of you finished quickly, and some took a long time, but everyone completed the worksheet. It can be hard to figure out the function of a word in a sentence, so I like that you stuck to it.**

Close the lesson by asking students to open their writing and find and circle one concrete noun, one abstract noun, and one proper noun.

---

## AFTER CLASS

Keep the **Noun Definitions** posted for whatever drills or mini-lessons you do regarding nouns.

Check the worksheets against the Answer Key and see if 80% of the class completed the worksheet successfully. 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

### Instructions

1. Circle the concrete, abstract, and proper nouns in each sentence.
2. Skim your last writing response and find a sentence you like. Copy the sentence into the space provided below, and circle all the nouns.

1. I don't like playing games, do you?
2. That box is too big.
3. It's useful to bring a small notebook and pen with you, in case you get bored.
4. Luis had lots of hopes and dreams.
5. The last time Mama drove me to my Aunt Jen's house, I was ten.
6. Did the telephone ring?
7. A beach has many beautiful waves.
8. As the tension mounted, I retreated further into the corner.
9. It's not just that Evan hadn't prepared for the quiz; his brain didn't work correctly.
10. Some parents are so strict.

Sentence from your writing with the nouns circled:

## Defining and Identifying Proper Nouns

### Overview

*The students will review the definition of a noun and proper noun. They will become familiar with common categories of proper nouns, such as names and titles, and will practice identifying and capitalizing proper nouns.*

#### CCSS In This Lesson

- **Literacy.L.1.1b** Use common, proper, and possessive nouns.
- **Literacy.L.2.2a** Capitalize holidays, product names, and geographic names.

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Identifying and Capitalizing Proper Nouns** worksheet, provided at the end of this lesson.
- ☐ Make sure your students have copies of the **Proper Noun Chart**, provided at the end of this lesson.
- ☐ Make sure the **Noun Definitions** are still posted.
- ☐ Prepare to display the **Sample Sentences**. /

#### IN CLASS

#### Targeted Instruction—Defining and Identifying Proper Nouns

Refer to the **Noun Definitions** and read aloud the **Definition of a Noun** and **Definition of a Proper Noun**.

#### NOUN DEFINITIONS

**Noun:** A noun is a person, place, thing, or idea.

**Concrete Noun:** A concrete noun is something that you can see, touch, taste, smell, or hear.

**Abstract Noun:** An abstract noun is an idea or concept—something that you cannot see, touch, taste, smell, or hear.

**Proper Noun:** A proper noun is the name or title of a person, place, or thing. It is always capitalized.



The lessons in this book can be taught out of sequence; however, if there are multiple lessons on a specific skill such as identifying nouns, all lessons should be taught in sequence before proceeding to the skill drills.

- In the last class, we went on a noun hunt, looking for nouns in sentences. One of the tricks we talked about for finding nouns was looking for words that are capitalized in the middle of a sentence.

Write the following sentence on the board:

Emma's family went to Ireland.

- Which words are the proper nouns? ("Emma" and "Ireland.")

Underline "Emma" and "Ireland."

- It was easy to find them because they're capitalized. Proper nouns are always capitalized.

Post the **Common Noun/Proper Noun Chart** and read it aloud.

Common Noun	Proper Noun
dog	Corky

- "Dog" is a common noun. A proper noun is a name or title. There are lots of dogs in the world, but when you want to specify "Corky," you use his name, and that must be capitalized.
- When you're writing quickly it can be tricky to remember to capitalize proper nouns. Just remember that if someone or something has a name or title to identify it, that name or title needs to be capitalized.
- Let's take a look at some sentences that have no capitalization. I want you to tell me which words should be capitalized.

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

#### SAMPLE SENTENCES

1. at the last sleep over party, my friend's dog, buster, licked my face.
2. my mother has never been outside of the united states.
3. mel lives right down the street from roggie's diner.
4. the family car is a dirty green toyota that smells like pine tree deodorizer.

Call on 1–3 volunteers to identify the words that should be capitalized, and have them cross out the lowercase letter and write the uppercase letter above it.

The corrected sentences are provided here for your reference:

1. <sup>A</sup>t the last sleep over party, my friend's dog, <sup>B</sup>uster, licked my face.
2. <sup>M</sup>y mother has never been outside of the <sup>U</sup>nited <sup>S</sup>tates.
3. <sup>M</sup>el lives right down the street from <sup>R</sup>oggie's <sup>D</sup>iner.
4. <sup>T</sup>he family car is a dirty green <sup>T</sup>oyota that smells like pine tree deodorizer.

- Sometimes names are more than one word, just like you see in these examples—the United States and Roggie's Diner. Each word in a name like this should be capitalized.

The word "diner" may or may not be capitalized—both are correct. Since students do not know if the whole name is "Roggie's Diner" or just "Roggie's," either answer is acceptable.



Post the **Proper Noun Chart** and have students take out their own charts.

Read the first category, “Names” and read aloud the examples in the right-hand column. Call on students to suggest another example, and have students write this additional example in their charts. Continue this same process until one extra proper noun has been added to each list of examples in the chart.

- Now that we’ve become familiar with proper nouns, we’ll practice identifying and capitalizing them.

### Skill Drill—Identifying and Capitalizing Proper Nouns

Hand out the **Identifying and Capitalizing Proper Nouns** worksheet. Read the instructions and paragraph aloud.

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

- I see that you capitalized all the proper nouns so far—excellent.
- I can see you’re reading very slowly and carefully. That’s a good way to find proper nouns.
- Remember that titles are always capitalized.
- Right here you capitalized the word “they.” I’m wondering about that. It’s not the name or title of a specific person, place, or thing. Take a look at the **Proper Noun Chart**. All of the proper nouns in this passage are like the examples in the chart—naming someone or something very specific. I’ll be back to check in with you in a minute.

Without asking for volunteers, call on 1–3 students to share one of the proper nouns they identified. Ask students to confirm or correct their classmates’ responses.

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#### Answer Key:

I have a favorite chair at the <sup>N</sup>ewton <sup>S</sup>chool, where I go every <sup>T</sup>hursday for play practice. It’s bright blue and has orange and red stripes on it, with yellow dots on the legs. The students at the school paint the chairs before they graduate. It reminds me of the time we went to visit some family in <sup>M</sup>exico. At my favorite restaurant there, <sup>J</sup>ose’s, all of the chairs are painted in bright colors. Whenever I sit in my favorite chair during play practice, I remember <sup>M</sup>rs. <sup>D</sup>íaz, the host at <sup>J</sup>ose’s. He was the one who explained to me how painted chairs are traditional in <sup>M</sup>exico. He always gave me an extra soda for free. I loved that visit and I wish we lived in <sup>T</sup>xtapa.

---

## Closing

Let students know that they did a great job with 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 liked seeing so many of you raising your hands today! Taking academic and social risks is part of **The Writer's Mindset**.
- I also noticed that everyone got straight to work. It's great when no one is distracting anyone else.

Close by asking students to skim a recent writing response and circle all of the proper nouns they can find. If time allows, call on 1–3 students to share these proper nouns with the class.

---

## 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 \_\_\_\_\_

## Proper Noun Chart

Proper Noun Categories	Examples
Names	Kelly, Jeremy, Kelly Gilbride, Jeremy Loris, Fluffy, New York City Ballet
Personal and Professional Titles	Dr. Gilbride, Mr. Loris
Titles	<i>Anne of Green Gables, Toy Story, Sports Illustrated</i>
Countries	United States, Brazil
States	Massachusetts, Illinois
Towns/Cities	Newton, Chicago
Street Names	Main Street, Welch Avenue
Months	September, June
Days of the Week	Monday, Saturday

Name \_\_\_\_\_

Date \_\_\_\_\_

## Identifying and Capitalizing Proper Nouns

### Instructions

1. Read the paragraph and circle all of the proper nouns that you can find.
2. If a proper noun is not capitalized, fix it by crossing out the lowercase letter and writing an uppercase letter above it, as in this example:

My house is on <sup>D</sup>~~d~~illard <sup>S</sup>~~s~~treet.

I have a favorite chair at the newton school, where I go every thursday for play practice. It's bright blue and has orange and red stripes on it, with yellow dots on the legs. The students at the school paint the chairs before they graduate. It reminds me of the time we went to visit some family in Mexico. At my favorite restaurant there, Jose's, all of the chairs are painted in bright colors. Whenever I sit in my favorite chair during play practice, I remember mr. diaz, the host at Jose's. He was the one who explained to me how painted chairs are traditional in Mexico. He always gave me an extra soda for free. I loved that visit and I wish we lived in ixtapa.

## Identifying Nouns

### Overview

*The students will practice identifying nouns.*

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BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure **Noun Definitions** are still posted.

---

IN CLASS

### Skill Drill—Identifying Nouns

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 nouns are?** (*A noun is a person, place, thing, or idea. Nouns can be concrete or abstract. We need nouns to make a complete sentence.*)
- 💬 **That's right. Nouns are necessary because they name specific people, places, things, and ideas.**
- 💬 **We've learned a few strategies, or "tricks," for identifying nouns. Do you remember what they are?**

Accept all correct responses and write them on the board.

- 💬 **That's right. If a word is capitalized in mid-sentence, it's a proper noun: "Aunt Rosa," "Nevada," "Burlington, Vermont." Then there's the "article trick." If you see an article such as, "the," "a," or "an" in front of a word, that word is usually a noun. *The* man, *an* apple, *a* garbage can, etc.**

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

#### WHAT TO DO

1. Quickly reread your last writing response. Pick your favorite paragraph and bracket it.
2. Circle all of the nouns that you can find in that paragraph.
3. Do not circle pronouns like "she," "it," "I," or "him." Only underline the concrete, abstract, and proper nouns.

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

If you notice that a student has misidentified another part of speech as a noun, be sure to explain what type of word it is and why it is not a noun. For example, if a student underlines the word "red," state that "red" is an adjective. However, focus most of your time on pointing out correct identifications.

- 🗣️ I see that you picked a great part of your writing response that is full of nouns: "caterpillar," "grub," "dirt," "Cha-Cha," "enthusiasm." I love your entries about Cha-Cha. What a fun dog he is.
- 🗣️ You underlined a lot of abstract nouns, which can be harder to find! Good job—"inspiration," "idea," and "vanity." Excellent.
- 🗣️ Remember the article trick. Usually the word that follows an article like "the" or "a" is a noun. Reread this sentence, and see if you can use the article trick to find a noun.
- 🗣️ Reread this sentence. See if you can find an abstract noun here. Abstract nouns name things that you cannot see, hear, taste, touch or smell—usually abstract nouns name ideas.

Ask a few students who have identified nouns correctly in a sentence to copy their sentence onto the board. Ask the class to verify that these students have correctly identified the nouns.

---

**Complete Response:**

*I hated eating the chicken after I saw it killed. That was the last time I ever ate meat. That was the year I turned nine. Luckily my parents don't mind buying me soy sausages and stuff. The only time we ever have problems is ordering food in restaurants. Usually I try getting a salad and they always pile meat on top. Come on. It's a salad. Why use meat?*

---

## 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 nouns in a sentence. Was anyone really confused or stuck?**

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 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.

## Identifying Nouns

### Overview

*The students will play a game to reinforce their knowledge of the different types of nouns.*

---

BEFORE CLASS

### Preparing for the Lesson

- ☐ To save time, divide the class into teams of no more than four ahead of time.
- ☐ Cover or take down the **Noun Definitions**.

---

IN CLASS

### Skill Drill—Identifying Nouns

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 nouns are?** (*A noun is a person, place, thing, or idea. Nouns can be concrete or abstract. We need nouns to make a complete sentence.*)
- 💬 **That's right.** Today we're going to play a game to see how much you know about nouns. It's based on the TV game show *Jeopardy*. If you don't know that game show, that's fine. The basic idea is that I give you an answer, and you give me a question. For example, if I say "red," you have to ask me, "What is a color?"
- 💬 **However, this game is all about nouns, and you need to keep that in mind.** Here's an example of the kind of response I'll be looking for.

Write the following on the board:

Answer: Skillet

- 💬 **You might ask the question, "What is a type of pan for cooking?"** But the topic is nouns. So, all of your answers should give us information about the type of noun that word is.
- 💬 **I want you think about what kind of noun "skillet" is.** Is a "skillet" a person, place, or thing? (*A thing.*)
- 💬 **That's right, so the correct response would be, "What is a noun that names a thing?"**

Write the correct response on the board beneath the answer, as shown here:


Answer: Skillet

Question: What is a noun that names a thing?

 **What if the answer was “Mr. Lopez”?**

Write the following on the board:

Answer: Mr. Lopez

 **What type of noun is Mr. Lopez?** (*A proper noun.*)

Write the correct response on the board beneath the answer, as shown here:

Answer: Mr. Lopez

Question: What is a proper noun?

Divide the class into teams of no more than four.

Post the **Game Rules** and read them aloud.



### **GAME RULES**

1. Once an answer is given, your team has 30 seconds to confer and agree on a response that is in the form of a question. Choose one person from your team to give the response. Your team earns three points for a correct response.
2. If the response is incorrect, someone on another team can try to respond, and a correct response earns that team two points.
3. If the response is still incorrect, the teacher supplies the correct response, and no team gets points.

Before beginning the game, make sure that students understand the rules, and call on a volunteer to keep track of the points that each team earns, writing them on the board after each correct response is given.

Read *only the answers* from the list below, and call on each team for a response, alternating to a different team after each response.

If students respond with questions that are not focused on nouns, remind students that every response they give must include something about the type of noun in the answer.

### **Noun Game Answers and Questions**

1. Answer: A tree

Correct Questions: *What is a noun that names a thing?*  
*What is a concrete noun?*

2. Answer: Massachusetts

Correct Questions: *What is a noun that names a place?*  
*What is a proper noun?*

3. Answer: Hope

Correct Questions: *What is a noun that names an abstract idea?*  
*What is an abstract noun?*



4. Answer: A necklace

Correct Questions: *What is a noun that names a thing?*  
*What is a concrete noun?*

5. Answer: Mrs. Henderson

Correct Questions: *What is a proper noun?*  
*What is a noun that names a specific person?*

6. Answer: A noun that names something that you *cannot* see, hear, touch, taste, or smell.

Correct Questions: *What is an abstract noun?*  
*What is a noun that names a concept or idea?*  
*What is an abstract noun, such as “envy”?*

7. Answer: The bedroom

Correct Questions: *What is a noun that names a place?*  
*What is a noun that follows an article?*  
*What is a concrete noun?*

8. Answer: A noun that names something you can see, hear, touch, taste, or smell.

Correct Question: *What is a concrete noun?*  
*What is a concrete noun, such as “a table”?*

9. Answer: Truth

Correct Questions: *What is an abstract noun?*  
*What is a noun that names something you can’t see, touch, taste, smell, or see?*  
*What is a noun that names a concept or idea?*

10. Answer: Ear

Correct Questions: *What is a concrete noun?*  
*What is a noun that names something you can see, hear, touch, taste, or smell?*

11. Answer: The University of Pennsylvania

Correct Questions: *What is a proper noun?*  
*What is a noun that names a place?*

12. Answer: Air

Correct Questions: *What is a concrete noun?*  
*What is a noun that names a thing?*  
*What is a noun that names something you can see, touch, taste, smell, or see?*

Have the student who volunteered to tally the points add them up and announce the winning team.

## **Closing**

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

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## **AFTER CLASS**

Provide revision assignments for struggling students. Revision assignments (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.

## Capitalizing Proper Nouns

### Overview

*The students will practice identifying and capitalizing proper nouns.*

---

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the Identifying and Capitalizing Proper Nouns worksheet, provided at the end of this lesson.
- ☐ Make sure your students have copies of the Proper Noun Chart, provided at the end of Lesson 4.
- ☐ Make sure the Noun Definitions are still posted.

---

### IN CLASS

#### Skill Drill—Capitalizing Proper Nouns

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 identifying different types of nouns in sentences. Can someone tell me what type of noun should always be capitalized? (*Proper nouns.*)
- 💬 Raise your hand if you can tell me a reason why it's important to capitalize proper nouns.

Students may suggest a variety of reasons, including the following:

- It's more formal and traditional.
- It shows that the noun is a name or title.
- It's a standard rule that everyone follows, so if a name or title is not capitalized, it looks odd and sticks out.

Acknowledge all responses, and reinforce the idea that capitalizing proper nouns is standard and correct for all writing done in school.

- 💬 When you're writing quickly it can be tricky to remember to capitalize proper nouns. Let's take a look at some sentences that have no capitalization. I want you to tell me which words should be capitalized.

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



#### **SAMPLE SENTENCES**

1. we walked down charles street and looked into the shop windows.
2. my cousin monique has never been camping in vermont.
3. tia goes to school at the arlington charter school.
4. the brooklyn bridge is famous all over the world.

Call on 1–3 volunteers to identify the words that should be capitalized, and have them come up and cross out the lowercase letter and write the uppercase letter above it.

The corrected sentences are provided here for your reference:

1. <sup>W</sup>~~w~~e walked down <sup>C</sup>~~c~~harles <sup>S</sup>~~s~~treet and looked into the shop windows.
2. <sup>M</sup>~~m~~y cousin <sup>M</sup>~~m~~onique has never been camping in <sup>V</sup>~~v~~ermont.
3. <sup>T</sup>~~t~~ia goes to school at the <sup>A</sup>~~a~~rlington <sup>S</sup>~~s~~chool.
4. <sup>T</sup>~~t~~he <sup>B</sup>~~b~~rooklyn <sup>B</sup>~~b~~ridge is famous all over the world.

Discuss the third sentence with students. Explain that in this sentence “school” is a common noun, whereas “Arlington Charter School” is a name identifying a specific school, and is a proper noun. Write the following sentence on the board to further reinforce the difference between a common noun and a proper noun.

The Brooklyn Bridge is one of the most famous bridges in the world.

🗨️ Words like “street” or “bridge” or “school” are not capitalized unless they are names of a specific street, bridge, or school.

To refresh their memories, have students look at the **Proper Noun Chart**.

- 🗨️ This chart can help remind you of different categories of proper nouns you might use when you’re writing.
- 🗨️ It’s a good idea to get in the habit of rereading your writing to make sure you have capitalized the proper nouns.
- 🗨️ Today you’ll practice finding and fixing proper noun capitalization mistakes in a writing sample, so that you can feel confident about finding and fixing the same mistakes in your own writing.

Hand out the **Identifying and Capitalizing Proper Nouns** worksheet. Read the instructions and sample passage aloud.

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

- 🗨️ I see that you capitalized all the proper nouns so far—excellent.
- 🗨️ I can see you’re reading very slowly and carefully. That’s a good way to find proper nouns.

- Remember that the names of businesses are always capitalized.
- Right here you capitalized the word “our.” I’m wondering about that. It’s not a name or title. Take a look at the **Proper Noun Chart**. All of the proper nouns in this passage are like the examples in the chart—naming someone or something very specific. I’ll be back to check in with you in a minute.

Without asking for volunteers, call on 1–3 students to share one of the proper nouns they identified. Ask students to confirm or correct their classmates’ responses.

---

**Answer Key:**

The best field trip I ever had was a canoe trip in <sup>N</sup>ew <sup>H</sup>ampshire. <sup>M</sup>rs. <sup>H</sup>armon rented canoes from a rental shop called <sup>M</sup>uddy <sup>R</sup>iver <sup>C</sup>anoes, which has huge beat-up canoes that can carry loads of kids. We all put on our bright orange life vests and listened to a long safety lecture at <sup>G</sup>reat <sup>B</sup>ear <sup>C</sup>abin before we started off.

The <sup>S</sup>aco <sup>R</sup>iver was flowing gently and the sun glimmered off the water. Even though lots of kids didn’t want to go on the trip, once we were in the canoe and got going they started to like it. My friend <sup>D</sup>iego said it was more fun than riding in his brother’s <sup>F</sup>ord truck. The canoes just glided so smoothly, even though all of us were new at it and kept hitting each other’s paddles.

---

## Closing

Close by asking students to assess how confident they are using the skill.

- Raise your hand if you feel confident finding and fixing these kinds of mistakes.

Some students may have lingering questions. 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.

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## 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 \_\_\_\_\_

## Identifying and Capitalizing Proper Nouns

### Instructions

1. Read the passage and circle all of the proper nouns that you can find.
2. If a proper noun is not capitalized, fix it by crossing out the lowercase letter and writing an uppercase letter above it, as in this example:  
My teacher's first name is <sup>A</sup>~~a~~nne.

The best field trip I ever had was a canoe trip in new hampshire. ms. harmon rented canoes from a rental shop called muddy river canoes, which has huge beat-up canoes that can carry loads of kids. We all put on our bright orange life vests and listened to a long safety lecture at great bear cabin before we started off.

The saco river was flowing gently and the sun glimmered off the water. Even though lots of kids didn't want to go on the trip, once we were in the canoe and got going they started to like it. My friend diego said it was more fun than riding in his brother's ford truck. The canoes just glided so smoothly, even though all of us were new at it and kept hitting each other's paddles.

## Capitalizing Proper Nouns

### Overview

*The students will practice identifying and capitalizing proper nouns.*

---

#### BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Identifying and Capitalizing Proper Nouns** worksheet, provided at the end of this lesson.
- ☐ Make sure your students have copies of the **Proper Noun Chart**, provided at the end of Lesson 4.
- ☐ Make sure the **Noun Definitions** are still posted.

---

#### IN CLASS

### Skill Drill—Capitalizing Proper Nouns

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.

- 💬 If you see a capitalized word in the middle of a sentence, what kind of noun do you think it might be? (*A proper noun.*)
- 💬 Proper nouns are always capitalized, so there's a good chance that any word you see capitalized in the middle of a sentence is going to be a proper noun. In the last drill, we discussed various reasons why we capitalize proper nouns. Raise your hand if you can tell me one of those reasons.

Listen to students' responses and reinforce the following points:

- It's more formal and traditional, not like casual writing between friends (texting, email, etc.).
- Proper nouns are capitalized to show that they are names or titles of people, places, or things.
- Capitalizing proper nouns is a standard rule that everyone follows, so if a name or title is not capitalized, it looks odd and sticks out.
- Capitalizing proper nouns is correct practice for all writing done in school. Not capitalizing proper nouns is incorrect and will be viewed as wrong—and marked as wrong on tests and graded papers.
- Like any other technical error, not capitalizing proper nouns distracts the reader from appreciating the writing.

To refresh their memories, have students look at their **Proper Noun Chart**.

- ☞ This chart is a good reminder of the proper nouns we use in our writing all of the time.

Without asking for volunteers, call on 1–3 students to skim their last writing response and identify a proper noun in that entry and share it with the class. Affirm or correct students' choices.

Hand out the **Identifying and Capitalizing Proper Nouns** worksheet. Read the instructions and sample passage aloud.

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

- ☞ I see that you capitalized almost all the proper nouns so far. Reread this sentence slowly to find the one you missed.
- ☞ I can see you're reading very slowly and carefully. That's a good way to find proper nouns.
- ☞ Remember that the titles of books are always capitalized.
- ☞ Right here you capitalized the word "classes." I'm wondering about that. It's not a name or title of someone or something unique. Take a look at the **Proper Noun Chart**. All of the proper nouns in this passage are like the examples in the chart—naming someone or something very specific. I'll be back to check in with you in a minute.

Without asking for volunteers, call on 1–3 students to share one of the proper nouns they identified. Ask listeners to confirm or correct their classmates' responses.

---

**Answer Key:**

My sister <sup>J</sup>Jenna goes to the <sup>J</sup>John <sup>L</sup>Luke <sup>S</sup>Simms library, right next to the high school. She takes art classes there on <sup>T</sup>tuesday night, but on the other days, she reads in the brand new teen lounge they built. It's so amazing there! They have huge beanbag chairs, fluffy rugs, tons of books (of course) and computer stations with apple computers. <sup>A</sup>The last time she went, she checked out a book called *creating comics* by <sup>S</sup>Isa <sup>W</sup>wilson that is <sup>L</sup>about <sup>W</sup>drawing and writing your own comic series. I am dying to read that book, but right now she is hogging it. Maybe she doesn't trust me not to lose it. In february I'm going <sup>F</sup>to start making my own comic, no matter what.

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## Closing

Close by asking students to assess how confident they are using the skill.

- ☞ Raise your hand if you think you can find and capitalize the proper nouns in your own writing.

Some students may have lingering questions. 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 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 \_\_\_\_\_

## Identifying and Capitalizing Proper Nouns

### Instructions

1. Read the passage and circle all of the proper nouns that you can find.
2. If a proper noun is not capitalized, fix it by crossing out the lowercase letter and writing an uppercase letter above it, as in this example:

My favorite beach is ~~s~~<sup>S</sup>anta ~~m~~<sup>M</sup>onica ~~b~~<sup>B</sup>each.

My sister jenna goes to the john luke simms library, right next to the high school. She takes art classes there on tuesday night, but on the other days, she reads in the brand new teen lounge they built. It's so amazing there! They have huge beanbag chairs, fluffy rugs, tons of books (of course), and computer stations with apple computers. The last time she went, she checked out a book called *creating comics* by lisa wilson that is about drawing and writing your own comic series. I am dying to read that book, but right now she is hogging it. Maybe she doesn't trust me not to lose it. In february I'm going to start making my own comic, no matter what.

## Defining and Identifying Pronouns

### Overview

*The students will learn the definition of a pronoun and replace nouns with pronouns in a variety of sentences.*

#### CCSS In This Lesson

- **Literacy.L.3.1f** Ensure subject-verb and pronoun-antecedent agreement.
- **Literacy.L.6.1c** Recognize and correct inappropriate shifts in pronoun number and person.
- **Literacy.L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ We highly recommend creating a permanent display 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—Identifying Pronouns

- Someone remind me. What's a noun? (*A noun is a person, place, thing, or idea.*)
- Right. Nouns are important because they name things. You're almost always writing about *someone* or *something*, right? So you need a noun for the sentence to make sense.

Write the following sentence on the board:

Leon walked to the car.

- I'm going to replace the noun "Leon" with a pronoun.

Erase the word "Leon" and replace it with "He."

He walked to the car.

- Let's try this again. We'll replace the noun phrase, "the car."

Erase the words, "the car," and replace them with the word, "it."

He walked to it.

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

If necessary, supply a definition of “noun phrase.” A noun phrase is a phrase that includes a noun and any associated modifiers (words that describe the noun). In the example here, “his car” is a noun phrase headed by the noun “car” with the modifier “his” describing whose car it is.

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.

- You can see how pronouns work. They replace nouns, or noun phrases.
- If you couldn't use pronouns, sentences would take forever to write and it would be a pain—boring, really—to read them. Pronouns usually make sentences shorter, clearer, and much easier to read. Instead of writing the same noun over and over again, and making long, complicated sentences, you can use pronouns to express what you want to say much more efficiently.
- Sometimes, though, using pronouns causes confusion. If you read, “He walked to it,” without knowing about Leon and the car, 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:

Leon walked to the car, feeling happy that he actually remembered where he had parked it.

Circle the word “he” the first time it appears in the sentence.

- Who does “he” refer to? Who is “he”? (*Leon.*)

Circle the word “Leon,” and then draw an arrow from the word “he” to the word “Leon.”

- “Leon” is what's called the antecedent. The antecedent tells you who or what the pronoun is replacing. If we didn't ever mention Leon's name, we'd wonder who “he” refers to, and it would be confusing.
- Pronouns and antecedents have to match in terms of being plural or singular. You can't have a singular antecedent and a plural pronoun. They both have to be plural, or both singular.

Write the following sentences on the board:

Trey and Dan decided they wanted to go home.

Trey decided he wanted to go home.

Circle “they” and draw an arrow back to “Trey and Dan.” Circle “he” and draw an arrow back to “Trey,” as shown here:

Trey and Dan decided they wanted to go home.

Trey decided he wanted to go home.

These match up perfectly. Trey and Dan are two people, so we use the plural pronoun “they,” showing it’s more than one person.

When we’re writing just about Trey, we use the singular pronoun “he.”

Write the following sentence on the board:

Trey and Dan decided he wanted to go home.

All of a sudden it gets confusing. Who’s “he”? Trey or Dan? Someone else?

Write the following sentence on the board:

Trey decided they wanted to go home.

Who’s “they”? Some random group of people that Trey does the decision making for?

When you replace a noun with a pronoun, make sure the pronoun agrees with its antecedent. Otherwise you’ll confuse the reader.

Write the following sentence on the board:

Jose stopped tutoring Miguel because he was tired.

Who was tired? Jose or Miguel?

There are two people discussed in this sentence, and it is not clear who the pronoun “he” refers to.

Write the following sentence on the board:

Because Miguel was tired, Jose stopped tutoring him.

Who was tired? Miguel.

Rearranging this sentence makes it clear that the pronoun “him” must refer to Miguel because Jose cannot be tutoring himself.

It is confusing when a pronoun could refer to more than one noun. In your writing, make sure that who the pronoun is referring to is clear.

## Skill Drill—Replacing Nouns with Pronouns

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



### WHAT TO DO

1. Skim your last writing response. Find and underline:
  - A sentence with a noun naming a person
  - A sentence with a noun naming a place
  - A sentence with a noun naming a thing
  - A sentence with a noun naming an idea
  - A sentence that has a pronoun in it
2. On a new page, write two sentences that include at least one of the nouns you found in your entry.
3. Rewrite each sentence by replacing one of the nouns with a pronoun.

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

- 💬 **"They" replaces "my friends, Jay and Denise." Good, that works perfectly.**
- 💬 **I like how you made this sentence shorter and easier to read by replacing "Josh" with "him."**
- 💬 **Remember that the pronoun and antecedent have to match. "The student went to their locker." "Their" is plural, and "the student" is singular. You're writing about one student, so you need to choose "his" or "her."**
- 💬 **Right here you wrote, "They're hands are dirty." Even though it sounds the same as "their," "they're" means "they are." All you need to do is cross out "they're" and replace it with the pronoun "their."**

Ask a few students to share their work and let everyone know if a response is correct or incorrect.

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#### Complete Response:

1. *Tammy walked over to the counter and slammed her book down on it.*  
*She walked over to the counter and slammed her book down on it.*
  2. *I gave my popsicle to Dmitri.*  
*I gave my popsicle to him.*
- 

## Closing

Let students know that they did a great job with 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.

- 💬 **Everyone got down to work very quickly. That's great because we had time to hear a few of your sentences out loud.**

- 🗣️ I noticed that some of you corrected your own pronoun-antecedent agreement mistakes before I even got to you. Good work.

Call on two volunteers to come up to the board.

- 🗣️ Okay. This is a contest. I want both of you to write a super long, complicated sentence without using any pronouns at all. Not one. Any time you refer to something, you have to use a regular noun or a proper noun. No “it,” “they,” “her,” “his,” etc. allowed.
- 🗣️ The class will vote on who writes the worst, longest, most complicated, repetitive sentence. Go!

Give the students a minute to write the sentence and then vote on the winner.

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#### 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.

Leave the **Definition of a Pronoun** and the **Definition of a Pronoun Antecedent** posted for any additional lessons or drills on pronouns.

## Skill Drill

# 5A

## Identifying Pronouns

### Overview

*The students will review the definition of a pronoun and identify pronouns and antecedents in sentences from their own writing.*

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### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Pronoun** and the **Definition of a Pronoun Antecedent** are still posted.

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### IN CLASS

#### Skill Drill—Identifying Pronouns and Their Antecedents

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 remind me what we use pronouns for? Why do we need them?**  
(We use pronouns to replace nouns. It makes writing less repetitive.)
- 💬 **That's right. We use pronouns to replace nouns. Once we've named someone or something, we can use pronouns to take the place of that someone or something that we already named.**

Write the following sentence on the board:

Sara ran away because Sara was upset.

- 💬 **What pronoun should replace the second "Sara" in this sentence? (She.)**

Erase the second "Sara" and replace it with "she."

Sara ran away because she was upset.

Circle the pronoun "she."

- 💬 **Can someone tell me what the pronoun antecedent is in the sentence?**  
**What's the noun that's being replaced? (Sara.)**
- 💬 **That's right.**

Draw an arrow from the pronoun "she" to its antecedent "Sara."

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





### WHAT TO DO

1. Skim your last writing response. Bracket your favorite part (at least five sentences).
2. Circle any pronouns you find.
3. Choose one sentence and draw an arrow from the pronoun to its antecedent, even if the antecedent is not in the same sentence.

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

- 🗣️ I see that you had to go all the way back to the beginning of the paragraph to find the antecedent. Good work finding it.
- 🗣️ You changed your pronoun to match the antecedent! I'm impressed.
- 🗣️ Remember that the antecedent is the noun that your pronoun is "standing in" for. Reread this sentence. "He" is standing in for which person? Ricardo or Nelson? When I read this paragraph, I thought it was about what Nelson was doing.
- 🗣️ I can see you're having a hard time finding the antecedent for this pronoun, "their." Reread the sentence to see if you can identify who "they" are.

Ask a few students to share their work and let everyone know if a response is correct or incorrect.

---

#### Complete Response:

[Lisa and Shawn went to their cabin before dinner, so we had time to set up the joke. I got the cayenne pepper and toasted the marshmallow, and Jackie got the graham crackers and chocolate ready. By the time they got back we had one EXTRA HOT s'more waiting. Ha ha ha! Wow, Shawn cried like a baby!]

---

### Closing

Close by asking students if they have any lingering questions about pronouns and antecedents.

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.

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### 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.

## Skill Drill

# 5B

## Identifying Pronouns

### Overview

*The students will review the definition of a pronoun and replace nouns with pronouns in a sentence.*

---

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Pronoun** and the **Definition of a Pronoun Antecedent** are still posted.

---

### IN CLASS

#### Skill Drill—Replacing Nouns with 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.

- 💬 **Can someone remind me what we use pronouns for? Why do we need them?**  
(We use pronouns to replace nouns. It makes writing less repetitive.)
- 💬 **That's right. We use pronouns to refer to and replace nouns. Pronouns "stand in" for nouns so that we don't have to keep writing the same noun over and over again.**

Write the following sentence on the board:

Maya thought she was alone.

Circle the word "she."

- 💬 **"She" is the pronoun. Who does "she" refer to? (Maya.)**
- 💬 **That's right. "Maya" is the pronoun antecedent.**

Draw an arrow from the word "she" to the word "Maya."

- 💬 **Let's say I wanted to replace "Maya" with a pronoun. What pronoun would I use? (She.)**

Erase "Maya" and replace it with "she."

She thought she was alone.

- 💬 **How do we know which pronoun to use to replace Maya's name? Why don't we use "he" or "they"?**

Accept a range of responses from students. Reinforce that pronouns need to agree with their antecedents in gender (masculine or feminine) and number (plural or singular).

🗨️ Maya is singular and feminine, so we use “she” to refer to Maya.

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



### WHAT TO DO

1. Skim your writing and find a response that you like. Bracket your favorite part (at least five sentences).
2. Circle the nouns in each sentence, including the pronouns.
3. Copy one sentence from the passage onto another page, and replace at least one of the nouns in that sentence with a correct pronoun.

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

🗨️ Great—I see you used “his” because the antecedent is “my brother.”

🗨️ “They went to their rooms.” That’s right, the pronoun and antecedent are both plural.

🗨️ Remember that sometimes the antecedent can be hard to find. Reread the whole sentence and tell me which noun you think “it” is replacing.

🗨️ I see you’re having a hard time figuring out which pronoun to use. Reread your sentence and see if you can figure out if the antecedent is singular (meaning just one person or thing) or plural (more than one person or thing). I’ll be back in a minute to check.

Ask a few students to share their work and let everyone know if a response is correct or incorrect.

#### Complete Response:

*(I) didn't know what to do with all the leftover chocolate cream pie. (It) was too big for (me) to eat all by (myself), but (I) was too mad at (my) brother (Luis) to share (it) with (him). So (what) did (I) do? (I) got a sandwich bag, and stuffed the (pie) inside, put (it) in (my) backpack and took (it) to school with (me). (Chocolate cream pie) squished out all over (my) math homework.*

**I4**  
*Chocolate cream pie squished out all over my math homework.*

### 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 pronouns and antecedents.

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.

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## 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.

## Defining and Identifying Verbs

### Overview

*The students will review the definition of a verb and verb tense, identify verbs in sentences, and practice changing verb tense.*

### CCSS In This Lesson

Literacy.L.3.1e Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Identifying Verbs** worksheet, provided at the end of this lesson
- ☐ Have on hand two different colors 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 Verb** so that it can remain posted for any drills or mini-lessons you do regarding verbs.

### IN CLASS

#### Targeted Instruction—Identifying Verbs

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

#### DEFINITION OF A VERB

A verb is a word that expresses action or helps to express a state of being.

- Even though this might seem very basic, today I am going to review one of the types of words you find in a sentence: verbs. As you know, every complete sentence has two parts to it, a subject and a predicate.
- In fact, 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. Let's try that now.

With students, brainstorm a list of 8–10 two-word sentences. Begin with a silly example such as, “Harry upchucked,” and then write the following list of nouns in one color as sentence starters:

Tanya	It
Dan	You
Snow	We
Feathers	

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.

Have students suggest verbs to complete the two-word sentences. Use a different color to record those verbs.

- 💬 In these sentences, it's very easy to distinguish between the "someone or something" (a noun, which is the subject) and the "doing something" part of the sentence (a verb, which is the predicate). I also just made it extra easy for you by color-coding the nouns and the verbs.
- 💬 All of these verbs express action. They show what the noun in the sentence is doing.

To ensure that students can identify verbs in a variety of simple and complex sentences, ask students to open their writing to the last response they wrote. Tell students to pick out a sentence at random. Call on several students to tell you the verb(s) in the sentence. Accept all correct responses, and ask students to correct any mistakes made by their classmates.

If students fail to recognize the verb "to be" in a sentence, remind them that verbs can also help express a state of being.

Write the following sentence on the board:

Henry was shy.

Underline the word "was."

- 💬 Verbs show what the noun is doing. In this case, "Henry" is the noun, and what he is doing is being shy.
- 💬 Actually, Henry *was* shy.
- 💬 "Was" is the past tense form of the verb, "to be." "To be" is a verb that helps express a state of being. In this case, the state of being shy. At some point in the past, Henry *was* shy.
- 💬 Verbs change form, depending on whether the action occurs in the past, present, or future. These are called "verb tenses."

Recreate this chart on the board or chart paper:

Verb	Past	Present/Ongoing	Future
To walk	Was walking/Walked	Is walking/Walks/Walk	Will walk

Pick three verbs from the class-generated list of two-word sentences and ask students to help you write these verbs in the past, present, and future tense. Add these to the chart.

### Skill Drill—Identifying Verbs

Hand out the **Identifying Verbs** worksheet.

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

While it is important for students to recognize that "to be" is a verb, do not spend too much instructional time on "to be" in this lesson. There are separate lessons on the verb "to be" in this book.

- 🗣️ I see that you got every verb in this sentence.
- 🗣️ Yes, “is” is the present tense form of the verb “to be.”
- 🗣️ Remember that some verbs help express a state of being.
- 🗣️ Read this sentence again. I see one more verb. See if you can find it.

---

**Answer Key:**

1. Your hair is too long.
  2. He just stared at her for a while, his face as blank as the empty sky.
  3. Please go get me the scissors.
  4. Genoa kicked the can one last time for good measure.
  5. His sister came over in the afternoon.
  6. Don't forget to hang up your wet towel!
  7. Whenever I visit my uncle, he gives me some money.
  8. You could never understand what I am going through.
  9. I smeared peanut butter on my apple slice and then sprinkled coconut and raisins on top.
  10. Whenever she touched the side of the tent, water leaked in.
  11. Julia snatched my keys and ran to the convenience store to get mom.
- 

## Closing

Collect the worksheets. Let students know that they did a great job with 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.

- 🗣️ It's great how focused everyone was on finding verbs.
- 🗣️ I noticed a lot of people underlined “helping” verbs. That's good, because often it's harder to tell that these are verbs.

Close the lesson by asking students to open their writing to find a sentence with verbs in the past tense. Call on 1–3 students to share the sentence they picked with the class, and then read it again, changing the tense to the present tense.

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## AFTER CLASS

Keep the **Definition of a Verb** posted for whatever drills or mini-lessons you do regarding verbs.

Check the worksheets against the Answer Key and see if 80% of the class completed the worksheet successfully. 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.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Identifying Verbs

### Instructions

1. In each sentence, underline the verbs.
2. Skim your last writing response and find a sentence you like. Copy the sentence into the space provided below, and underline all the verbs.

1. Your hair is too long.
2. He just stared at her for a while, his face as blank as the empty sky.
3. Please go get me the scissors.
4. Genoa kicked the can one last time for good measure.
5. His sister came over in the afternoon.
6. Don't forget to hang up your wet towel!
7. Whenever I visit my uncle, he gives me some money.
8. You could never understand what I am going through.
9. I smeared peanut butter on my apple slice and then sprinkled coconut and raisins on top.
10. Whenever she touched the side of the tent, water leaked in.

Sentence from your writing response with the verbs underlined:



## Identifying Verbs

### Overview

*The students will practice identifying verbs.*

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Verb** is still posted.

### IN CLASS

#### Skill Drill—Identifying Verbs

Introduce the skill drill by reminding students what they know about verbs, and take a minute to clarify why they are important for powerful writing.

- 💬 **Could someone remind me what verbs are?** (*Verbs are action words. Verbs show what someone or something is doing.*)
- 💬 **That's right. Verbs are action words. Verbs make writing exciting to read. Without verbs, we'd just have these droning, boring lists of objects and things and people, just sitting there doing nothing at all. Blah.**
- 💬 **Verbs show the reader *action*—what's happening, or what happened, or what will happen in the future. Verbs are also necessary to make a complete sentence.**

Write the following sentence fragments on the board and read them aloud:

George, the man with the cat.

The next time.

Your face and my face.

- 💬 **What's wrong with these sentences?** (*No verbs. It's confusing. You don't know what's happening.*)
- 💬 **That's right. Without a verb, you're left wondering what is going on. What's going on with "your face and my face"? Are they just floating in space? What are they *doing*?**
- 💬 **Actually, that would make a complete sentence: "Your face and my face are floating in space."**

Write that sentence on the board:

Your face and my face are floating in space.

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

Underline the words “are” and “floating.”

- 🗣️ Is this action happening in the past, present, or future? (*Present.*)
- 🗣️ How do you know this? (*The verb is in the present tense.*)

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



### WHAT TO DO

1. Quickly reread your last writing response. Pick your favorite paragraph and bracket it.
2. Underline all of the verbs that you can find in that paragraph.

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

If you notice that a student has misidentified another part of speech as a verb, be sure to explain what type of word it is and why it is not a verb. However, you should focus mainly on pointing out correct identifications.

- 🗣️ I see that you picked a great part of your writing response that is full of strong verbs: “yanked,” “snorted,” and “choked.” I love when you write about your sister, even though she irritates you so much. You always describe the action so vividly, I feel like I am right there in the room!
- 🗣️ You underlined a lot of verbs that help express a state of being, which can be harder to find! Good job—“is,” “are,” “going,” “has.” Excellent.
- 🗣️ Remember that some verbs help to express a state of being. The most common verb that does this is the verb “to be.” Reread this sentence, and see if you can find the past tense of the verb “to be” in it.
- 🗣️ Reread this sentence. I can see some verbs you missed the first time around. Remember that action can be very peaceful and not seem active, but still be action. For example, “thinking” is an action. I’ll be back in a minute to see if you found more verbs.

### Complete Response:

*[When I saw what my Mom had decided on for my room, I nearly puked. The walls were going to be tan. The bedspread was some flowery thing that looks like my grandmother’s curtains. She had one whole side of my room dedicated to these brown shelves that looked like someone had just nailed random boards into the wall. It totally, totally looked gross and I hated it. I am not eleven years old. I am thirteen. Please.]*

### 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 verbs in a sentence. Was anyone really confused or stuck?

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.

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#### 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.

## Identifying Verbs and Verb Tense

### Overview

*The students will play a game to identify verbs and to change the verb tense.*

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#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Verb** is still posted.

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#### IN CLASS

#### Skill Drill—Verb Charades

Introduce the skill drill by reminding students what they know about verbs, and take a minute to clarify why they are important for powerful writing.

- 🗣️ **Could someone remind me what verbs are?** (*Verbs are action words. Verbs show what someone or something is doing.*)
- 🗣️ **That's right. Verbs are action words. When you use verbs, particularly strong verbs, you can make the action come alive in the reader's mind.**
- 🗣️ **Today we'll play a game. I'm going to ask for volunteers who love to act to come up in the front of the class and do some acting, but without talking. Sort of like the game Charades. The rest of the class will guess what the actors are doing and write it down in complete sentences.**
- 🗣️ **I want you to use the most precise verbs you can think of to describe the kind of action you see. Choose a verb that *shows* the action. For example, if someone came up in front of the class and twirled around three times, I don't want you to write, "She acted weird." I want you to use verbs like, "twirling," "spinning," or "rotating"—words that show the action precisely.**

Call on or select 3–4 volunteers who you know would enjoy acting goofy and getting laughs from other students. Tell the volunteers that each of them will have ten seconds to perform; you will let them know when their time is up.

Whisper one of the following acting assignments into each volunteer's ear:

1. Pretend you are using a hammer to hit a nail into a board as hard as you can. You're really frustrated because the nail won't go in.
2. Pretend you are at a concert, listening to the music, and dancing along to it in the audience. You absolutely *love* the song the band is playing.

3. Pretend you are forced to attend the world's most boring lecture. In fact, it's so boring that you eventually fall asleep. You can't help yourself.
4. Act like a baby or a toddler, discovering the world for the first time.

After each actor performs, pause and give students time to write 1–2 sentences describing the action.

When all four volunteers have finished, thank them and lead a round of applause.

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



#### WHAT TO DO

1. Reread the sentences you just wrote. Pick your favorite sentence and underline all of the verbs.
2. If you wrote your sentence in the past tense, rewrite it in the present or future tense.
3. If you wrote your sentence in the present tense, rewrite it in the past or future tense.

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

- 🗣️ I see that you used “is going to” to put the verb “tiptoe” into the future tense. That’s correct.
- 🗣️ Fantastic strong verbs here: “jiggled,” “shimmied,” and “grooved.” That’s exactly what Heidi did.
- 🗣️ Remember that you have to change all of the verbs into the future tense. If all of the action is going to occur in the future, then all of the verbs should change.
- 🗣️ I see that you’re changing this sentence to the present tense. Reread it to make sure that every verb is in the present tense. I’ll be back in a minute to check to see if you caught every verb.

---

#### Complete Response:

1. *Iris crawled on the floor and said, “ga ga.”*
  2. *Iris is going to crawl on the floor and say, “ga ga.”*
- 

### 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 changing verb tense in a sentence. Was anyone really confused or stuck?

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.

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#### 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.

## Understanding How Verb Tense Shows When Action Occurs

### Overview

*The students will build awareness of verb tense by practicing recognizing the words that show when action is occurring, including action verbs, helping verbs, and “clue words” such as “yesterday” and “next year.”*

#### CCSS In This Lesson

- **Literacy.L.5.1c** Use verb tense to convey various times, sequences, states, and conditions.
- **Literacy.W.6.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

---

 IN CLASS

### Targeted Instruction—How Verb Tense Shows When Action Happens

Write the following sentence on the board:

Julie sings like a hyena.

- 💬 **When did Julie sing like a hyena? In the past, present, or future?** (*Now, in the present—and always. She always sings like a hyena. It’s just a fact about her—whenever she sings, she sings like a hyena.*)
- 💬 **How do you know that? What word in this sentence shows when she is singing like a hyena?** (*The word “sings.”*)
- 💬 **That’s right. That’s the action word, the verb. The verb shows us when the action takes place. How does it show that?** (*Maybe the way it’s written? The end of it?*)
- 💬 **Good thinking. Yes. Let’s look at some more sentences.**

Write the following sentence on the board:

Julie is singing like a hyena.

- 💬 **Okay. Now when is the singing taking place?** (*She is singing right now, at this minute.*)
- 💬 **Does she always sing like a hyena? We don’t know that, do we? We just know she’s singing like a hyena right at this moment.**
- 💬 **How do we know that?** (*It says she “is singing.” That means it’s happening right now.*)
- 💬 **That’s right. Both the “is” and the “-ing” ending show us that this action is happening right now in the present.**

Write the following sentence on the board:

Nancy dragged her little sister to piano practice.

- 💬 Who can tell me when the action in this sentence takes place? Does it take place in the past, present, or future? (*In the past.*)
- 💬 How do you know that? (*It says “dragged.”*)
- 💬 Can you point out the part of the verb that shows you it’s in the past? (*The “-ed” on the end.*)
- 💬 You’re right. Hopefully everyone is starting to see that one way we get our sense of when action takes place is from the verb and how it’s written. Sometimes the end of the verb changes.

Sometimes there’s a helping verb that’s added. A helping verb tells us more about the main verb, adding details about the time when an action takes place.

Write the following sentence on the board:

Martin was learning new guitar chords.

- 💬 What two words tell you when the action is taking place? (*was learning*)
- 💬 That’s right. Is the verb in the past, present, or future tense? (*The past tense.*)
- 💬 Yes, and we know that tense is the form of the verb that tells us when or at what time the action is taking place. So when is the action taking place in this sentence? (*Sometime in the past, but over a period of time in the past.*)
- 💬 Do we know if Martin ever finished learning? (*No, we don’t. He could still be learning.*)
- 💬 How do you know that? (*It says, “was learning,” not “learned.”*)
- 💬 Yes. When you have the helping verb “was” or “were” before the main verb, it tells the reader that the action happened in the past, but may still be continuing.

Write the following sentence on the board:

Tamara is leaving for Vermont tomorrow.

- 💬 When is Tamara leaving? In the past, present, or future? (*In the future.*)
- 💬 Are you sure? What if we took away the word “tomorrow”?

Cross out or cover “tomorrow.”

- 💬 “Tamara is leaving for Vermont.” Taking away “tomorrow” changes things, doesn’t it? Now when is she leaving? (*Right now.*)
- 💬 All right. So it’s not just the helping verb and the verb ending that show us when an action takes place. There are also certain words or phrases that clue us in to let us know when something is happening. Words and phrases like “tomorrow” or “last year” also show us when action is happening.
- 💬 Who can think of a few other words that tell us when action is happening? (*yesterday, last week, soon, recently, today, tonight, Friday*)



- So now we know that as readers, we pay attention to the helping verb, the verb ending, and other time-related words or phrases that show when an action takes place. We do this without even thinking about it.
- Let's look at one more sentence and see which words in that sentence tell us when the action is happening.

Write the following sentence on the board:

Tamara will leave soon.

- When is Tamara leaving? Is she leaving in the past, present, or future? (*In the future.*)
- That's right. How do you know that? Name the clues. (*The sentence has the helping verb "will" before "leave," and the word "soon."*)
- Exactly. The helping verb "will" and the clue word "soon" tell us that Tamara hasn't left yet, but that she is leaving in the future...when? (*Soon.*)

## Skill Drill—Identifying Verb Tense in Sentences

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

### WHAT TO DO

- Skim your most recent writing response. Find and [bracket] a passage (3–4 sentences) that you think creates a vivid picture.
- Underline all of the verbs in the passage and write "past," "present," or "future" above each verb to show when that particular action is taking place. Sometimes a long sentence contains verbs in different tenses. That's okay. Identify the tense of each verb.
- Circle the helping verbs, verb endings, or "clue words" that help you decide when the action is taking place.

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



- Yes! "She freaked out last night" is in the past tense.
- Great! I see that you circled "-ed" and "yesterday" to show that this action happened in the past.
- Remember to read slowly so that you can "catch" all the clues and circle them, such as phrases like "next Monday."
- You're right that this action takes place in the past, but I don't see anything underlined or circled. Please underline and/or circle the word or words that show you this action is taking place in the past, and I'll come back to check in with you.

Without calling on volunteers, ask 1–3 students to share their answers, telling what they underlined or circled, and what tense the verbs are in. Confirm that they have marked all of the words that helped them decide when the action takes place.

A complete response is one in which the student has bracketed a passage of 3–4 sentences, underlined the verbs, indicated the verb tenses, and circled any helping verbs, verb endings, or clue words that helped him or her decide when the action is taking place.

## 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 everyone settled down and underlined all the verbs in the passages you selected in your writing responses and identified the verb tenses to show when the actions are taking place in those sentences.**
-  **I was impressed that most of you remembered to circle the helping verbs, verb endings, and “clue” words to help you decide when the action was taking place.**

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## 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.

## Showing Time—When Did That Happen?

### Overview

*The students will practice changing verb tense to show the time that an action takes place.*

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BEFORE CLASS

### Materials to Prepare

- ☐ Make copies of the **Changing Verb Tense to Show Time** worksheet, provided at the end of this skill drill.

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IN CLASS

### Skill Drill—Showing Time: When Did That Happen?

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 last lesson, we looked at sentences and identified the words that show when the action is taking place. Verbs change form or tense to show when an action takes place—in the past, present, or future.**
- 💬 **Who remembers what other things, besides the verb form, can show the time an action takes place?** *(The helping verb, the verb ending, and time-related words or phrases like “yesterday” or “next week” all give clues about when the action is happening.)*
- 💬 **That’s right! Those are the clues that let us know when the action is taking place.**
- 💬 **Let’s practice that a bit with some sentences.**

Write this sentence on the board:

Sarah is slurping her noodle soup.

- 💬 **What if this happened last week? How would we write that sentence?** *(Sarah was slurping her noodle soup. Sarah slurped her noodle soup last week.)*
- 💬 **That’s right. If it happened last week then it is the past tense.**

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



#### **SAMPLE SENTENCES**

1. The smell of dead fish was gross. (right now)
2. Wilma is following her brother to college. (last month)
3. He is chasing the bus down the street. (in an hour)

Call on individuals to go to the board and rewrite each sentence in a different tense, using the words in parentheses to guide them.

You may see revised sentences like these:

1. The smell of dead fish is gross.
2. Wilma followed her brother to college.
3. He will be chasing the bus down the street.

Hand out the **Changing Verb Tense to Show Time** worksheet and read aloud the instructions.

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

- 🗣️ Yes! “Tomorrow” shows that the action will take place in the future.
- 🗣️ I see that you remembered to circle the helping verb. Great!
- 🗣️ Remember that the clue words that show time can also come before the verb.
- 🗣️ In this sentence you changed the verb to the future tense, but you didn’t circle the clue words that help show the new tense. Circle those words and I’ll come back in a minute to see how you did.

Without calling on volunteers, ask 1–3 students to share one of their sentences. Confirm that they have changed the tense of all the verbs, identified the tense, and circled the clue words that show the new tense.

---

#### **Complete Response:**

1. Mavis *slid* in the mud in her back yard.  
Mavis (is sliding) in the mud in her back yard. (present tense)
  2. Ginger *left* for a trip around the world.  
Ginger (will leave) for a trip around the world this weekend. (future tense)
  3. Thunder *clapped* during the ferocious storm this morning.  
Thunder (claps) during ferocious storms. (present tense)
  4. Max *recently broke* the tire on his new bike.  
Max (will break) the tire on his new bike. (future tense)
  5. Justine and I *were hoping* for snow yesterday.  
Justine and I hope it (will snow tomorrow). (future tense)
-

## 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 some of you got really creative with your new clue words when you changed the verb tenses in those sentences.**
- **Raise your hand if you have any questions about how verb tense shows time in a sentence. If we have time, I'll write the answer for the whole class on the board.**

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## 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 \_\_\_\_\_

## Changing Verb Tense to Show Time

### Instructions

1. Read each sentence.
2. In the space provided, rewrite the sentence so that the action takes place at a different time. You will need to change the verb tense and also any “clue words” that help show when the action occurs.
3. Circle all of the words in your new sentence that show when the action is taking place, including the verbs and helping verbs.
4. In parentheses, tell what tense the new sentence is in.

### Example:

Jill gives me a ride to karate every week.

Jill (gave) me a ride to karate (last week.) (past tense)

1. Mavis slid in the mud in her back yard.

\_\_\_\_\_ ( )

2. Ginger left for a trip around the world.

\_\_\_\_\_ ( )

3. Thunder clapped during the ferocious storm this morning.

\_\_\_\_\_ ( )

4. Max recently broke the tire on his new bike.

\_\_\_\_\_ ( )

5. Justine and I were hoping for snow yesterday.

\_\_\_\_\_ ( )

## Showing Sequence—What Happened Next?

### Overview

*The students will practice using different verb tenses to show the sequence of events.*

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 IN CLASS

### Skill Drill—Using Verb Tense to Show Sequence in a Sentence

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 learned in the last lesson that verb tense shows us when an action is happening in a sentence.**
- 💬 **Who remembers what the clues are that tell us if an action is happening in the past, present, or future?** (*Helping verbs, verb endings, and time words like “yesterday” and “soon.”*)
- 💬 **That’s right. Today we are going to talk about how verb tense can show us what happened in a specific sequence in time. Becoming familiar with the way verbs do that can help you write sentences that clearly show your reader what happened, and when.**

Write the following sentence on the board:

Jake is cooking and I am watching television.

- 💬 **Are these two actions happening at the same time?** (*Yes.*)
- 💬 **How do you know?** (*The actions are both happening now, in the present.*)
- 💬 **How do you know?** (*It says, “is cooking,” and “am watching.”*)
- 💬 **Yes. Those both show that the action is happening right now, at the same time. You could also add the clue word “while” to show that. “Jake is cooking while I am watching television.”**

Write the following sentence on the board:

Sophia is baking cupcakes and then Ava will frost them.

- 💬 **What are the two actions in this sentence?** (*Baking and frosting.*)
- 💬 **Which one is happening right now?** (*Baking.*)
- 💬 **Which one will happen in the future?** (*Frosting.*)
- 💬 **Tell me which words show you that sequence in time.** (*“Is baking,” “then,” and “will frost.”*)

- What's the "clue word" that transitions us to the next action in this time sequence? (*Then.*)

Write the following sentence on the board:

Before we danced, Mia played some music.

- When are the two actions happening in this sentence? In the past, present, or future? (*Both in the past.*)
- How do you know? (*The "-ed" endings on the verbs.*)
- That's true. What happened first? Did Mia play music or did everyone dance? (*Mia played some music first.*)
- You're right. It's says "before," so we know when that happened.
- Just as we can get clues about whether an action takes place in the past, present, or future, certain "clue words" and phrases can also tell us what happened first or what happened next.

Write the following sentence on the board:

Chloe slammed the door and then she went flying up the stairs.

- When did the two actions take place in this sentence? (*In the past.*)
- Yes. So what happened first? (*She slammed the door first.*)
- What "clue words" tell you that? (*"And then."*)
- Exactly. Words like "before" and phrases like "and then" show us the order of actions.
- You can use those kinds of words and phrases to show a sequence in time.

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



#### WHAT TO DO

- Describe a moment when you were making or building something. Use verb tense to show the sequence of events. Be sure to write at least five sentences that show a sequence of events in one moment, and include what happened first, next, after, etc.
- Underline the main verbs, helping verbs, and any other words that give your reader "clues" about when the action is happening.

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

- Yes! You wrote five sentences about a moment when you were making enchiladas with your aunt, and you used verb tense to show the sequence of time.
- Great! You used the clue words "first," "then," "next," and "afterwards" to help show the progression of steps you used in building that model airplane you wrote about.



- Remember that words like “while” help to show that two actions are happening at the same time in a sentence.
- You did a great job on those sentences, but you didn’t underline any of the words that give your reader “clues” about when the action is happening. Underline those now and I’ll come back in a few minutes to see how you did.

Without calling on volunteers, ask 1–3 students to share their answers. Confirm that they have written at least five sentences that show a sequence of events and that they have underlined the main verbs, helping verbs, and any other “clue” words in the sentences that show the sequence of events.

---

**Complete Response:**

*My aunt Lucy and I spent the afternoon making a dress for my sister’s sweet sixteen party. First, we looked at her measurements. Then, we chose the pattern and cut the material, which was red velvet and very soft. Next, Lucy pinned the pattern into place. I helped her with the stitching and we did it all by hand. Finally, Lucy added the final touches, including the zipper and a bright sash made of satin for the waist.*

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## 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 were able to use verb tense and clue words in those sentences to show the sequence of how you made or built something.
- Raise your hand if you have any questions about how verb tense shows us the sequence of events.

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

---

## AFTER CLASS

Check the 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.

## Showing States of Being—What Was Going on Then?

### Overview

*The students will practice using different verb tenses to show a state of being or existence in a sentence.*

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Changing Verb Tense to Show States of Being** worksheet, provided at the end of this lesson.
- ☐ Make sure that the **Forms of “To Be”** chart is still posted so that students can refer to it during class if necessary.

#### IN CLASS

#### Skill Drill—Using Verb Tense to Show States of Being

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.


- 💬 As we saw in a previous lesson, every action in a sentence has a place in time.
- 💬 Verbs that show states of being show that something “is” at a certain point in time. The most common verb to show states of being is...“is.”

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

#### SAMPLE SENTENCES

Tamara is afraid of the dark.  
 Tamara was afraid of the dark.  
 Tamara will be afraid of the dark.


- 💬 In these sentences, we see that Tamara being afraid of the dark is a *state of being* that she has experienced at different times.
- 💬 If we write, “Tamara is afraid of the dark,” when is she afraid of the dark? *(Right now? I think maybe she’s afraid of the dark right at this moment. I think she’s always afraid of the dark.)*
- 💬 Yes. And if we write, “Tamara was afraid of the dark,” when was she afraid of the dark? *(In the past.)*


 You're right. And if "Tamara *will be* afraid of the dark," when will she be afraid of the dark? (*Not now, but in the future.*)


 Exactly. So the verb tense tells the reader when Tamara is afraid of the dark.

Write the following sentence on the board:

Kevin is devious.


 When is Kevin devious? (*Right now, in the present. And always—it doesn't say he stopped being devious. We think he's always devious.*)

 Yes. And how would we rewrite that sentence to show that Kevin was devious for a short period of time a long time ago, but isn't anymore? (*Kevin was devious once.*)

 Good answer. But let's try to rewrite this sentence about Kevin without any clue words like "once."


Call on volunteers until you get the following response, and write it on the board:

Kevin had been devious.

 Do you see how this expresses that Kevin was devious at one point, and then stopped being devious?


 Let's keep coming up with ways to show exactly when Kevin is devious.

Continue to write student responses on the board as you ask the following questions:

 What if Kevin is currently doing something that shows he's a devious person? (*Kevin is being devious.*)


Write the following sentence on the board:

Kevin is being devious.

 What if Kevin will be devious next week? (*Kevin will be devious.*)


Write the following sentence on the board:

Kevin will be devious.

 Great—can you think of another way to write that? (*Kevin is going to be devious.*)

Write the following sentence on the board:


Kevin is going to be devious.

 How about if there was never a time in the past when Kevin wasn't devious?

Write the following sentences on the board:

Kevin has always been devious.

Kevin was always devious.

 See, you already know a lot about how verb tense shows a state of being. Without really thinking about it, you change the verb form and add helping verbs to show exactly when someone was "being."

Hand out the **Changing Verb Tense to Show States of Being** worksheet.

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

- 🗣️ **Yes! You rewrote all of those sentences so that we can see exactly when the actions are taking place.**
- 🗣️ **Great! You added some time words in there to make the time of the action very precise.**
- 🗣️ **Remember that there are a few ways to show that something happened in the past. Ask yourself if the action is still happening or if it is finished.**
- 🗣️ **You rewrote all of the sentences in the correct verb tense, but you didn't add time words to show the place in time more precisely. Try again and I'll come back in a few minutes to see how you did.**

Without calling on volunteers, ask 1–3 students to share their answers. Confirm that they have correctly changed the verb tenses and underlined the verbs in each revised sentence.

---

**Complete Response:**

1. *Alicia is at the mall. (How do we show that Alicia will be at the mall at some point in the future?)*  
*Alicia will be at the mall in an hour.*
  2. *Jeremy is my best friend. (How do we show that Jeremy was my friend at some point, but not anymore?)*  
*Jeremy was my best friend in second grade.*
  3. *The posters are on the wall of the gym. (How do we show that there has never been a time when the posters weren't on the wall?)*  
*The posters have always been on the wall of the gym.*
  4. *Mateo is the funniest boy in our class. (How do we show that Mateo is doing something that makes him the funniest boy in class right now?)*  
*Mateo is being the funniest boy in our class because he is eating everyone's candy.*
  5. *The phone is ringing off the hook. (How do we show that the phone started ringing a while ago and continues to ring?)*  
*The phone has been ringing off the hook for the past thirty minutes.*
- 

## 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 changed all of the verb tenses correctly to show what happened when, even when the time period was a little tricky, like a state of being that ended some time in the distant past. You showed the time precisely, and that will make your writing more powerful.**
- 🗣️ **Raise your hand if you have any questions about some of the tricky verb tense changes we made today.**

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

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#### 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 \_\_\_\_\_

## Changing Verb Tense to Show Time

### Instructions

1. Rewrite the sentences to show exactly when the action is taking place. Make sure to add words that show time to your revised sentences, using the hints in parentheses.
2. Underline the verb in your revised sentences.

### Example:

Jasmine is here at camp. (How we do show that Jasmine was here at camp for a period of time, a long time ago?)

Jasmine had been here at camp, but that was five years ago.

1. Alicia is at the mall. (How do we show that Alicia will be at the mall at some point in the future?)  
\_\_\_\_\_
2. Jeremy is my best friend. (How do we show that Jeremy was my best friend at some point, but not anymore?)  
\_\_\_\_\_
3. The posters are on the wall of the gym. (How do we show that there has never been a time when the posters weren't on the wall?)  
\_\_\_\_\_
4. Mateo is the funniest boy in our class. (How do we show that Mateo is doing something that makes him the funniest boy in class right now?)  
\_\_\_\_\_
5. The phone is ringing off the hook. (How do we show that the phone started ringing a while ago and continues to ring?)  
\_\_\_\_\_

## Showing Conditions—What If?


### Overview

The students will practice using verb tense to show conditions.

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BEFORE CLASS

### Preparing for the Lesson




- ☐ Prepare to display the If/Then T-Chart. 
- ☐ Make copies of the **What If This Happened?** worksheet, provided at the end of this lesson.

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IN CLASS




### Skill Drill—Using Verb Tense to Show Conditions

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.

-  Verb tenses can show when actions happen, in what order they happen, and they can also show a state of being.
-  Today we will look at how verb tense can show what might happen under certain circumstances or conditions.
-  I'll show you what I mean.

Write the following sentence on the board and read it aloud, strongly emphasizing the word “if”:

*If it rains, you get wet.*

-  What happens in the condition or circumstance that it rains? (*You get wet.*)
-  Is that something we know will definitely happen? (*Yes.*)
-  When are both of the actions, “raining” and “getting,” taking place? (*Now.*)

Display or recreate the following T-Chart and ask students to copy it onto a piece of paper:

If (Condition)	Then (Consequence or Result)

Tell students that the next few sentences are going to be similar to the one you just looked at, and that you will fill in the T-Chart together as you go through them.

Write the following sentence on the board:

If you stay in the sun too long, you get sunburned.

- 💬 **What happens if you stay in the sun too long?** (*You get sunburned.*)
- 💬 **Is that stated as a fact or just as something that might be true?** (*It's stated as a fact, as something that's always true.*)
- 💬 **Yes. Even if you wear sunscreen, if you stay out too long in the sun, you get sunburned. Let's fill that in on the chart together.**

Fill in the “If” part and the “Then” part in the first row for the students. See the next page for an example of how to fill it in.

- 💬 **Now imagine that you've only been out in the sun for a few minutes. You are smart enough to know that you should find some shade in a little while, but your friend is already starting to worry about you getting sunburned. Let's revise that sentence to show that you haven't been sunburned yet, but it is likely that you will be if you remain in the sun.**

Write the following sentence on the board:

If you stay in the sun too long, you will get sunburned.

- 💬 **How is this sentence different from the one we just saw? What is the difference in what the writer is trying to say?** (*The first one shows that if you do x, then y always happens. In the second one it seems pretty likely that if you do x, y will happen in the future.*)
- 💬 **That's right. When the situation hasn't happened yet, but it's likely that it could happen, that part is in the future. You could fall asleep on the beach, lose track of time, and wake up with a terrible sunburn. Let's fill that in on the chart together.**

Fill in the “If” part and the “Then” part in the second row for the students.

- 💬 **Now let's think about how we explain what we think *might* happen if something occurs.**

Write the following sentence on the board:

If you stayed in the sun for weeks, you would turn into a raisin.

- 💬 **To set up what's called a “hypothetical” example like this, you use verb tense to show what you imagine *might* be the consequence of someone doing something at some future point.**
- 💬 **If you ever stayed in the sun for weeks, I *think* you would turn into a raisin.**

Fill in the “If” part and the “Then” part in the third row for the students. Rewrite the sentence on the board, adding the following words in brackets:

If you [ever] stayed in the sun for weeks [at any point in the future], [I think] you would turn into a raisin [at that point in the future].



- Now let's look at another hypothetical example. This is when something has already happened, and a consequence has already occurred. Let's say somebody actually did stay in the sun for weeks, and did turn into a raisin.

Write the following sentence on the board:

If you hadn't stayed in the sun for weeks, you wouldn't have turned into a raisin.

- Here you're saying *in my opinion*, if you hadn't done this unwise thing, then this terrible consequence wouldn't have occurred.
- This whole thing is imaginary, of course. The deed has been done. The person has already become a raisin. You're just saying what you think might have happened if he hadn't.
- Let's fill this in on the chart together.

Fill in the "If" part and the "Then" part in the last row for the students.

The finished T-Chart should look like this:


If (Condition)	Then (Consequence or Result)
If you stay in the sun too long	you get sunburned.
If you stay in the sun too long	you will get sunburned.
If you stayed in the sun for weeks	you would turn into a raisin.
If you hadn't stayed in the sun for weeks	you wouldn't have turned into a raisin.

- Remember, when you write your sentences, use a comma to separate the part with the *if* action (the condition) from the part with the *then* action (the consequence).
- The key thing in sentences like these is to make sure both halves of the sentence make logical sense together.
- The only way to check on something like "logical sense" is to read the sentence slowly and carefully while thinking about what it is you're trying to express.
- This takes practice, but don't worry. The more sentences you write like this, the easier it will be to make sure both halves of the sentence "match" and make sense with one another.

Hand out the **What If This Happened?** worksheet and read aloud the instructions.

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

- Yes! You wrote creative responses for all of those sentence starters in a tense that makes sense.
- Great! You remembered that if the "condition" or "if" part of the sentence has "hadn't," the "then" part needs "wouldn't have" to show the consequence.
- Remember that you need to use a comma to separate the "condition" part of the sentence from the "consequence" part.

 You completed that sentence by writing, “If Rosie hadn’t yelled at her best friend, she will cry.” But you need to show what would have happened if Rosie hadn’t yelled at her. Try that one again and I will come back in a moment to see how you did.

Without calling on volunteers, ask 1–3 students to share their answers. Confirm that they have completed the “what if” sentences using the correct verb tense.

Student answers will vary. Verify that students have used the correct verb tense in their sentences by checking that the sentences make logical sense.


---

**Complete Response:**

1. *If Mario gives his lunch to Sabrina, he will be hungry all afternoon.*
  2. *If Dennis had made it home on time, he wouldn’t have missed his favorite TV show.*
  3. *If Theo swipes the last cookie from the plate, his sister will yell at him.*
  4. *If Rosie hadn’t yelled at her best friend, they would have gone to the movies together.*
  5. *If you mix yellow and blue together, the paint turns green.*
- 

## 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 have any questions about how to use “if” and “then” clauses to show condition in sentences.**

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

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## 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 \_\_\_\_\_

## What If This Happened?

### Instructions

1. Using the sentence starters with the “if” part (the condition) already provided, add the “then” part (the consequence).
2. Make sure you use a verb tense that makes sense with the first half of the sentence. Refer back to your T-Chart for help if necessary.

### Example:

If Simon burps in class, \_\_\_\_\_.

If Simon burps in class, people will laugh.

1. If Mario gives his lunch to Sabrina, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. If Dennis had made it home on time, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. If Theo swipes the last cookie from the plate, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. If Rosie hadn't yelled at her best friend, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. If you mix yellow and blue together, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# LESSON

# 8

## Using Modal Helping Verbs to Show More About the Action

### Overview

*The students will practice using modals to show likelihood, ability, permission, and obligation.*

### CCSS In This Lesson

- **Literacy.L.4.1c** Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- **Literacy.L.5.1d** Recognize and correct inappropriate shifts in verb tense.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Using Modals** worksheet, provided at the end of this lesson.
- ☐ Prepare to display the **Sample Sentences**.
- ☐ We highly recommend creating a permanent display of the **Modal Verb Chart: Likelihood, Ability, Permission, and Obligation** so that it can remain posted for any drills or mini-lessons you do regarding modal verbs.

### IN CLASS

While we don't expect students to memorize a definition of "modal," we do expect that they should feel comfortable using them in their writing to express likelihood, ability, permission, and obligation, as well as to correctly determine how they function in sentences.

#### Targeted Instruction—Using Modals to Show Likelihood, Ability, Permission, and Obligation

- 🗣️ **Who can remind us what verbs are?** (*Verbs are action words. They show what someone or something is doing in a sentence.*)
- 🗣️ **That's right. Every sentence needs a verb and sometimes those verbs need "helpers" to express meaning. We've already discussed how helping verbs can show when action occurs. Now we'll talk about helping verbs called "modals" that can show more about the action in a sentence.**

Post the **Sample Sentences**, underline the helping verbs as shown, and read them aloud.

#### SAMPLE SENTENCES

1. Diego must save money.
2. Diego should save money.
3. Diego will save money.
4. Diego can save money.
5. Diego may save money.
6. Diego ought to save money.

- ☞ All of these sentences involve Diego saving money. They all have the same subject, “Diego,” and the same main verb, “save.”
- ☞ But what do these words I underlined do? How do they affect the meaning of each sentence?
- ☞ Let’s quickly compare “Diego must save money” with “Diego can save money.” What’s the difference? (*One shows he needs to save money, the other one shows he has the ability to save money.*)
- ☞ Okay, let’s compare two more. How about “Diego will save money” and “Diego may save money.” What’s the difference? (*One shows he’s definitely going to, while the other one just says he may do it—it’s possible.*)
- ☞ These words I underlined are called modals. A modal is a helping verb that adds meaning to the main verb and helps give more information about it.
- ☞ You use these every day without even thinking about it.
- ☞ I used to ask my mother, “Can I have a cookie?” and she’d say, “Yes, you *can*, but you *may* not.”
- ☞ What she meant was that while it was certainly possible for me to have a cookie—I physically *could* have one—I wasn’t *allowed* or *permitted* to have one.

Post the **Modal Verb Chart: Likelihood, Ability, Permission, and Obligation** and read it aloud, pointing out the possible tenses and functions of each modal.

Modal Verb Chart: Likelihood, Ability, Permission, and Obligation		
Modals that show “likelihood” (the action is <i>likely</i> to happen):		
<b>Will</b>		
Past	Present	Future
will have	will	would
Modals that show “ability” (the action <i>can</i> or <i>could</i> happen):		
<b>Can</b>		
Past	Present	Future
could have	can	could
Modals that show “permission” (the action that you are allowed to do):		
<b>May</b>		
Past	Present	Future
may have	may	might
Modals that show “obligation” (the action that you need to do)		
<b>Should</b>		
Past	Present	Future
should have	should, must, ought to	N/A

Write the following sentence on the board and read it aloud:

Samira may go to New York.

- 🗣 In this sentence, which word shows that Samira has *permission* to go to New York? (*May.*)
- 🗣 Yes. “May” could mean that she is allowed to go. Could this sentence also mean that it’s *possible* that Samira will go to New York? (*Yes.*)
- 🗣 Interesting, isn’t it? “May” also might mean that it’s possible for her to go—she *may* go. It’s *within the realm of possibility*. She *may* go, or she *may not*.
- 🗣 Now let’s take that sentence and show that it’s possible that Samira has possibly gone *now*.

Write the following sentence on the board:

Samira may have gone to New York.

- 🗣 How could we rewrite that to show that it’s possible that Samira has possibly gone at some time *in the past*? (*Samira might have gone to New York.*)
- 🗣 That’s right. She might have gone last week or last month. It is in the realm of possibility that she did that action.
- 🗣 How about if we want to show that she hasn’t gone yet, but it’s possible that she *will* go to New York at some point in the future? (*Samira might go to New York.*)
- 🗣 Exactly. She *might* go to New York next week or next year.

Ask students to suggest a few “if” clauses that could be added to that last sentence, explaining that the “if” part shows the reason she might go. Write student examples on the board, underlining all the verbs as shown.

Samira might go to New York if she hits the jackpot.

Samira might have gone to New York if she had hit the jackpot.

- 🗣 Those are good examples and they make sense. In the first sentence, do we know that Samira will go to New York? (*No, but it’s possible if she hits the jackpot and gets the money.*)
- 🗣 Yes. If she hits the jackpot it’s possible that she will go to New York at some future date. How about in the second sentence? Has Samira gone to New York? (*No.*)
- 🗣 That’s right. In that sentence we are looking back into the past, explaining why Samira didn’t go. What’s the reason for her not going? (*She didn’t hit the jackpot.*)
- 🗣 True. Which words show that this action could possibly have happened in the past? (*“might have gone” and “had hit.”*)

Write this sentence on the board:

Samira may go to New York.

- 🗣 Let’s replace “may go” with modals to show that Samira is obligated to go to New York. It is something she *must* do, or something she should have done in the past.

Ask students to replace “may” with modals that show obligation. Write the student suggestions, underlining the verbs as shown.

Samira must go to New York.

Samira ought to have gone to New York.

Samira should go to New York.

🗨 Okay, so these modals “must,” “ought to,” and “should,” all show something that Samira is obligated to do or should have done.

🗨 Now let’s replace “may” with a form of “can” to show ability. It’s something she could have done, can do right now in the present, or could do in the future.

Write the student suggestions, underlining the verbs as shown.

Samira can go to New York.

Samira could have gone to New York.

Samira could go to New York.

🗨 All right. Those all show that Samira has the ability to do an action.

🗨 Now let’s add “if” clauses to those three sentences to show the circumstances or conditions under which Samira is able to go. Make sure the reasons make sense and the time the actions are happening match.

Write student suggestions on the board, underlining the verbs as shown.

Samira can go to New York *if she finishes* all her work.

Samira could have gone to New York *if she had saved* enough money.

Samira could go to New York *if she catches* the train on time.

🗨 Yes. Those “if” clauses show us under what conditions Samira is able to go to New York. They all make sense, so you used the right verb tenses.

Write the following sentence on the board, underlining the helping verbs and main verb as shown:

Samira will go to New York.

🗨 Someone thinks it’s likely that Samira will go to New York.

🗨 Since it hasn’t happened yet, we don’t know for sure.

Write the following sentence on the board:

Samira will go to New York *if* her mother allows her to go.

🗨 Okay. Now we’ve set up a condition under which it’s likely she’ll go to New York. Will she go? Yes, it’s likely, *if* her mother allows her to go. At some point in the future, it’s likely Samira will go, as long her mother allows her to.

- Let's change the verb tense in the first part of the sentence and see what happens.

Call on a student to change the verb tense of the first part of the sentence, using the modal chart as a reference.

Samira would have gone to New York...

- Samira would have gone to New York if...what? (*If her mother had allowed her to go.*)
- Yes! If her mother *had allowed* her to go.

Write the following sentence on the board:

Samira would have gone to New York if her mother had allowed her to go.

- So, it's likely that Samira would have gone to New York if her mother had allowed her to go.

Write the following sentence on the board:

Samira will have gone to New York if her mother allowed her to go.

- This is a tough one. What does it mean?

Allow students to struggle for a few minutes with figuring out this sentence before explaining it to them.

- "Samira will have gone" means she will have already gone, at some point in the future. That action will be finished at some point—if what?
- If her mother has already allowed her to go.
- The *likelihood* of Samira going to New York depends on her mother allowing her to go.
- Using forms of the modals "would have," "would," and "will have" expresses that we think the action is *likely*. It shows *likelihood*.
- When you want to show you think an action is likely, you use these modals.

### Skill Drill—Using Modals to Show Likelihood, Ability, Permission, and Obligation

Hand out the **Using Modals** worksheet and read the instructions aloud.

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

- Yes. This sentence with "might triumph" works really well to show what is possible in the future.
- You're right. You can add "must," "should," or "ought to" in that one to show what Frank and Gerard need to do.
- Remember that these types of helping verbs can be used to show different functions, such as likelihood, ability, permission, and obligation.



Here you wrote “I can make it to the store and back in five minutes,” but the instruction said to use “could” in the past. Revise that sentence using the past tense form and I’ll be back in a moment to see how you did.

Student responses will vary. Verify that they have used a modal that makes sense in the context and bracketed the modal in each one.

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**Complete Response:**

1. You [ought to] call your grandmother for her birthday.
  2. Isabelle [could have] won if she hadn’t cheated.
  3. Tobey [would have] eaten the whole pizza if he had been hungrier.
  4. My father said I [may] stay out later with my cousins.
  5. Sentence with “if” clause:  
I [would have] helped you if I knew you were struggling.
- 

## 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 everyone wrote sentences using helping verbs correctly to show more about the action. Now you know how to use these “helpers” to show things like likelihood, ability, permission, and obligation (stuff you must do).

Raise your hand if you have any more questions about using helping verbs like this to show more about the action 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, make specific time after class or during OTSCs in the next class period to address specific questions that individual students have raised.

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## 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 Modals

### Instructions

1. Write a sentence for each of the four examples.
2. Bracket the modal helping verb in each one.
3. Add an "if" clause to one of your completed sentences.

1. Write a sentence using the words "ought to" to describe something you should do.

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2. Write a sentence using the word "could" to show what someone was able to do in the past.

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3. Write a sentence using the word "would" to show something you're likely to do.

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4. Write a sentence using the word "may" to show something that you have permission, or are allowed, to do.

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5. Sentence with "if" clause:

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## Using Modals to Show Obligation

### Overview

*The students will practice using helping verbs in sentences to show obligation.*

---

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure that the **Modal Verb Chart: Likelihood, Ability, Permission, and Obligation** is still posted.

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IN CLASS

### Skill Drill— Using Modals to Show Obligation

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.

- 💬 In the previous class we looked at all sorts of modals—the helping verbs that express likelihood, ability, permission, and obligation.
- 💬 We saw how these words can help show what could have or would have happened if a certain condition was met—or what might happen under the right circumstances.
- 💬 In this drill we will focus on using modals to show someone should have or must do something.

Write the following sentence frames on the board and read them aloud:

Sammy \_\_\_\_\_ get a haircut tomorrow.

Sammy \_\_\_\_\_ a haircut yesterday.

- 💬 Without using “needs to,” I want you to fill in these blanks.

Call on volunteers for different ways that they can use modal helping verbs to complete the sentences on the board. Remind them to look at the modals chart if they need help and to be as creative as they wish.

Fill in the blanks with help from students, and write the new sentences on the board. You might see something like this:

Sammy must get a haircut tomorrow.

Sammy should get a haircut tomorrow.

Sammy ought to get a haircut tomorrow.

Sammy should have gotten a haircut yesterday.

Sammy ought to have gotten a haircut yesterday.

- Modals add context or meaning to the main verb and give us more information about it.

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



#### WHAT TO DO

1. Quickly skim your writing, choose a response, and bracket five sentences.
2. Underline the helping verb and the main verb in each one.
3. Revise the sentences by adding a modal helping verb to each of the main verbs to show obligation.

#### Example:

Ernie tied his sneakers.

Ernie should have tied his sneakers.

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

- Yes, adding “must” shows that Kyle needs to wake up earlier.
- Your mother “ought to have” paid you your allowance. That’s written correctly and it’s interesting how it changes the meaning of the sentence. Now it shows she didn’t do something that she really should have done.
- Remember that you need to add a helping verb before the main verb to show what needs to be done.
- Here you wrote “should go,” which shows necessity or obligation, but the original sentence is in the past tense: “Rob went to the baseball game.” Revise this so that the tense is consistent with the original—past tense—and I’ll be back to check in with you.

Student answers will vary. Verify that students have added a modal helping verb to each main verb that expresses obligation.

#### 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 everyone settled down and revised those sentences from their writing.

- 🗣️ **Raise your hand if you have any more questions about helping verbs that show that the main verb is an action that the subject *needs* to do or should have done.**

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

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#### AFTER CLASS

Check each 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.

## Using Modals to Show Ability or Permission

### Overview

*The students will practice using helping verbs in sentences to show ability or permission.*

---

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the **Modal Verb Chart: Likelihood, Ability, Permission, and Obligation** is still posted.

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#### IN CLASS

#### Skill Drill—Using Modals to Show Ability or Permission

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 saw in a previous lesson that certain helping verbs called modals add context or meaning to the action in a sentence.
- 💬 In this drill we will focus on using them to show ability or permission to do something.

Write the following sentence on the board and read it aloud:

Veronica \_\_\_\_\_ paint houses as her summer job.

- 💬 What modal could be put here to show that she's able to paint houses? (*Can.*)
- 💬 That's right. Veronica *can* paint houses.
- 💬 What could we put there to show that she has permission to paint houses as her summer job? (*Veronica may paint houses as her summer job.*)
- 💬 Yes, that shows she's allowed to, or has permission to, paint houses.

Call on volunteers for a few different ways that they can use helping verbs to revise the sentence to show that Veronica is able to, or is allowed to, paint houses. Have students give you suggestions for revising the sentence so that it's in the past tense, or refers to future actions.

Remind them to look at the **Modal Verb Chart: Likelihood, Ability, Permission, and Obligation** if they need help and to be as creative as they wish.

Write student suggestions on the board, underlining the helping and main verbs as shown:

Veronica could have painted houses as her summer job. (She had the ability to.)

Veronica can paint houses as her summer job. (She has the ability to.)

Veronica may paint houses as her summer job. (She has permission to.)

Veronica might paint houses as her summer job. (She has permission to.)

Veronica could paint houses as her summer job. (She has the ability to.)

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



#### WHAT TO DO

1. Quickly skim your writing, choose a response, and bracket five sentences.
2. Underline the main verb in each sentence.
3. Revise two of the sentences using a modal helping verb to show the subject has the *ability* to do this action.

#### Example:

Tammy plays the flute.

Tammy can play the flute.

Revise the other three sentences using a modal helping verb to show the subject has *permission* to do this action.

#### Example:

Tammy may play the flute.

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

- Yes! You used “could have” correctly to show that Javier had the ability to grow a mustache.
- You’re right! Here the verb tenses need to match for it to make sense. You used a modal in the past tense to show ability (“Madeleine *could have won* the karate match...”), and you used an “if” clause to show how (“...if she had practiced more.”) Good observation.
- Remember that when you use an “if” clause to show that someone has the ability to do something, the verb tenses need to match. If you are writing about the past, both verbs need to be in the past: “She could have passed if she hadn’t given up.”
- Right here you wrote, “Tyler will start grilling at noon.” In this sentence, “will” tells us about the time of the action, but does it show that he is *able* to grill at noon? Revise to make that clear, using a modal from the modal chart.

Student answers will vary. Verify that students have added a helping verb to each main verb that expresses ability or permission and that verb tense is consistent with the original.

## 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 everyone settled down and revised those sentences from their writing, showing how the subject *was able* or *was permitted* to do something.
- Raise your hand if you have any more questions about modals that show the subject *has the ability* or *permission* to do something.

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

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## AFTER CLASS

Check each 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.



## Using Modals to Show Likelihood

### Overview

*The students will practice using helping verbs in sentences to show likelihood.*

---

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Using Modals to Show Likelihood** worksheet, provided at the end of this lesson.
- ☐ Make sure that the **Modal Verb Chart: Likelihood, Ability, Permission, and Obligation** is still posted.

---

IN CLASS

### Skill Drill—Using Helping Verbs to Show Likelihood

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 saw in a previous lesson that certain helping verbs add context or meaning to the action in a sentence.**
- 💬 **In this drill we will focus on using them to show likelihood.**

Write the following sentence on the board and read it aloud:

Marcus will set a record on the basketball court.

- 💬 **Do we know for sure that Marcus will do it? (No.)**
- 💬 **Why not? (It hasn't happened yet.)**

Write the following sentence on the board:

Marcus would have set a record on the basketball court if he hadn't fallen.

- 💬 **Did Marcus set a record in the past? (No.)**
- 💬 **How do you know? (The words "if he hadn't fallen" and the words "would have.")**

Write this sentence on the board, underlining the helping verbs and main verb as shown:

Marcus will have set a record on the basketball court.

- 💬 **Did Marcus set a record yet? (I don't think so.)**
- 💬 **That's right. When statements are made about future actions, we can only hazard a guess.**

- ☞ However, using the modal “will have” expresses that we think the action is *likely*. It shows *likelihood*, or *how likely something is to happen*.
- ☞ When you want to show you’re very certain something would have happened in the past or will happen in the future, depending on the circumstances, you use this modal.
- ☞ Usually we express likelihood about things in the future that depend on certain conditions being met. That’s why you see lots of clauses that set up those conditions in sentences with this modal helping verb.
- ☞ Remember our “if” clauses from before? Let’s add a couple of “if” clauses to set up the conditions that make it *likely* that Marcus will set a record.

Ask students to suggest “if” clauses and add them to the sentences.

Marcus will set a record on the basketball court *if* he plays his best game.

Marcus will have set a record on the basketball court *if* he scores another point.

Marcus would have set a record *if* time hadn’t run out on the clock.

Hand out the **Using Modals to Show Likelihood** worksheet.

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

- ☞ Yes! You correctly underlined forms of “will” and “would” in all of those sentences to show how likely something is to happen in those sentences.
- ☞ You’re right! The “if” clause can come in the first part or the second part of the sentence.
- ☞ Remember that when you use an “if” clause to show why something was likely, the verb tenses need to match so the sentence makes sense.
- ☞ Right here you wrote, “Tobey will have arrived at the right place if he saw the sign.” Try revising the “if” clause to match the main clause so it makes sense. I’ll be back in a moment to see how you did.

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#### Answer Key

1. Mindy (would have/will have/will) shopped for bargains *if* she had known about the sale.
  2. Had Will been paying attention, he (will have, will, would have) known that bus was leaving an hour earlier than scheduled.
  3. If she sings, Gloria’s voice (will, will have, would have) break.
  4. If he hadn’t been so hungry, Julio (will, will have, would have) waited to find a healthier option.
- 

## 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 everyone chose the right forms of “will” and “would” in those sentences.

💬 I can see from the sentences that you wrote that you understand that the verb tenses need to match for the sentence to make sense.

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

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#### 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 Modals to Show Likelihood

### Instructions

1. Underline the correct form of the modal verb to complete these sentences.
2. Write one sentence of your own showing the likelihood of an action under certain conditions.  
Hint: You can use an "if" clause to set up that condition.

### Example:

If she had gotten wet, she would have dried herself off with a towel.

1. If she had known about the sale, Mindy (would have/will have/will) shopped for bargains.
2. Had Will been paying attention, he (will have, will, would have) known that bus was leaving an hour earlier than scheduled.
3. If she sings, Gloria's voice (will, will have, would have) break.
4. If he hadn't been so hungry, Julio (will, will have, would have) waited to find a healthier option.

5. \_\_\_\_\_  
\_\_\_\_\_

## Using Modals to Show More About the Action

### Overview

*The students will practice using modals in a variety of sentences.*

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BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Could've, Should've, Would've** worksheet, provided at the end of this drill.
- ☐ Make sure that the **Modal Verb Chart: Likelihood, Ability, Permission, and Obligation** is still posted.

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IN CLASS

### Skill Drill—Using Modals to Show More About the Action

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 saw in previous lessons and drills that certain helping verbs called modals show actions are likely to happen, able to happen, permitted to happen, or obligated to happen.

Write the following sentence on the board, underlining the main verb, and read it aloud:

Elvira will mop the floor because she spilled her milkshake.

- 💬 Right now this sentence shows something Elvira is likely to do. Let's add different helping verbs to replace the word "will," and show that Elvira absolutely *needs* to do it. Otherwise her mom won't be too happy about the mess!

Call on volunteers for three different ways to use helping verbs to revise the sentence to show that Elvira *needs* to mop the floor. Remind them to look at the modal chart if they need help and to add more details if they wish.

Write student suggestions on the board, underlining the helping and main verbs as shown:

Elvira must mop the floor because she spilled her milkshake.

Elvira should mop the floor because she spilled her milkshake.

Elvira ought to mop the floor because she spilled her milkshake.

- 💬 Now let's take the sentence and put it in the past tense to see what happens.

Write the sentences on the board in the past tense:

Elvira must have mopped the floor because she spilled her milkshake.

Elvira should have mopped the floor because she spilled her milkshake.

Elvira ought to have mopped the floor because she spilled her milkshake.

Ask students if they notice a significant difference in meaning between the sentence examples on the board. They should recognize that “Elvira must have mopped the floor because she spilled her milkshake” has a different meaning than the other two sentences.

- 💬 In the first sentence, someone thinks *it’s likely* that Elvira mopped the floor for a specific reason. They’re wondering why Elvira mopped the floor and then they’re guessing that it must have been because she spilled her milkshake. “Must have” actually shows likelihood.
- 💬 In the other two sentences, someone thinks she should have mopped the floor. She obviously didn’t mop the floor! They don’t approve of Elvira just leaving the milkshake there on the floor, all messy and wet, and probably starting to smell.

Hand out copies of the **Could’ve, Should’ve, Would’ve** worksheet, and read the instructions aloud.

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

- 💬 Yes! You wrote great sentences with modal verbs to scold your friend for going downtown by herself.
- 💬 You’re right! “Larry could have made a different decision” uses a modal to show that it was possible for Larry to make a different decision than the one he chose.
- 💬 Remember that there are a few different ways that you can show what your brother needs to do in these sentences. Try using different modal verbs to do that.
- 💬 Right here you added verbs that scold Lorenzo for what he did, but you need to add some “if” clauses to show how he could have done things differently and what the outcome would have been. Try again and I’ll be back in a moment to see how you did.

Student answers will vary. Verify that students have used modals correctly and that verb tense is consistent in each sentence.

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#### Complete Response

*I can’t believe that you forgot your grandmother’s birthday. You should have sent her a card, or at the very least, you could have called her on the phone. You ought to have written down the date if you have trouble remembering things. You ought to do something special for her as an apology. She will probably feel hurt, but that’s understandable. You must do better next year. Your granny would never forget your birthday!*

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## 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.

 **Today we looked at many ways that helping verbs can show likelihood, ability, permission, and obligation. Raise your hand if you have any more questions about using these types of helping verbs in sentences.**

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

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## 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: \_\_\_\_\_

# Could've, Should've, Would've

**Instructions**

Someone has done something he or she really shouldn't have done—something you'd never do in a million years. Your job is to scold that person. You have to tell that person what you would have done differently in the same circumstances. Not only should you tell this person what he or she should have done—you ought to offer some advice.

Write 5–7 sentences to tell this person what he or she *should* do or *could* do in the future to avoid making the same mistake.

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## Identifying Forms of the Verb “To Be”

### Overview

*The students will review the definitions of a verb and verb tense, and will practice identifying forms of the irregular verb “to be.”*

#### CCSS In This Lesson

- **Literacy.L.3.1d** Form and use regular and irregular verbs.
- **Literacy.L.5.1d** Recognize and correct inappropriate shifts in verb tense.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Identifying Forms of “To Be”** worksheet, provided at the end of this lesson.
- ☐ We highly recommend creating a permanent display of the **Definition of a Verb** and the **Forms of “To Be”** so that they can remain posted for any drills or mini-lessons you do regarding forms of the verb “to be.”

### IN CLASS

#### Targeted Instruction—Irrregular Verbs and Verb Tense

- Someone remind me—what’s a verb? (A verb is an action word. It shows what someone or something is doing.)
- That’s right. Verbs show action; they show what’s happening or help express a state of being. You need verbs to make a complete sentence. Sentences without verbs don’t make sense.

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

#### DEFINITION OF A VERB

A verb is a word that expresses action or helps to express a state of being.

- Unlike nouns, verbs change form. For example, verbs change form depending on when the action is taking place.
- They can also change depending on whether or not the subject (whoever or whatever is doing the action) is singular or plural.
- Singular means one, plural means more than one.

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

- Just for fun, I'm going to make up an imaginary verb right now: "to squizzle." Someone give me an idea about what that verb might mean.

Call on 1–3 students to suggest a definition for "to squizzle." Pick one and write it on the board. For example, a student may suggest this definition:

*To squizzle is to smell your own armpit.*

- Okay, now that we've decided what that verb means, I want someone to finish my sentences for me using that verb.
- Yesterday, I... (*squizzled.*). Or, yesterday, I was squizzling.
- Today, I... (*am squizzling.*) Or, today, I squizzle.
- Tomorrow, I... (*will squizzle.*) Or, tomorrow, I am going to squizzle.
- Without thinking too hard about it, we automatically change verbs so that we can tell when the action takes place. It's pretty easy with most regular verbs.
- Some verbs are irregular, though. Take, for example, the verb "to think." Normally you'd just add the ending "ed" to a verb in the past tense, but the past tense of "think" is not "thinked," is it? What is it? (*Thought.*)
- Right. I thought about it yesterday. What about the verb, "to break"? Yesterday it... (*Broke.*)
- Those are two irregular verbs, and there are many others. Today, we'll look at one of the most irregular verbs in the English language: the verb "to be." "To be" is important because we use it all the time to express a state of being. It would be very hard to write if we couldn't use the verb "to be." Because it's so commonplace, you need to know how to use it correctly.
- "To be" has so many forms and is used in so many different ways that it can be hard to recognize it in sentences.
- Here are some examples. First, "Tia is mad."

Write the heading, **To Be** on the board and write **is** underneath, as shown here:

To Be
is

- Tia was mad.

Add the word **was** underneath "is."

- Tia and her brother were mad.
- How many people were mad? (*Two.*)
- That's right, so we need the plural (past tense) form of "to be," which is... (*Were.*)

Add **were** to the list.

Go over as many examples as you think appropriate to begin to familiarize students with the verb "to be." You will be displaying a chart of the forms later in this lesson, so you don't have to go over every form now.

- Let's see if you can find "to be" in a few different sentences.

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

### SAMPLE SENTENCES

1. We were in the backyard after school.
2. You didn't know where I was.
3. They were laughing.
4. You are nice.
5. Ayaka is my best friend.
6. I will be awake the next time you call.
7. They will be going to Alabama.
8. It doesn't matter who they are.

Call on students to identify the verb "to be" in each sentence and underline it. Ask them to also identify the verb tense (past, present, or future).

Post the **Forms of "To Be"** and read them aloud.

### 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

- Often we use contractions. "I am" becomes "I'm," "you are" becomes "you're." What does "he is" become? (*He's.*)
- She is? (*She's.*)
- We are? (*We're.*)
- You got it.
- 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 or not the subject (whoever or whatever is "being") is singular or plural.

Write the word **cow** on the board.

- "Cow" is singular. One cow was chewing grass.
- How do I make it plural—many cows? (*Add "s" and adjust the verb: The cows were chewing grass.*)

If students ask, define the subject as "who or what is doing the action or who or what the sentence is about."

- When you use the verb “to be,” you have to be careful to make sure that the subject and verb agree in number. If the subject is singular, use the singular form of the verb. If the subject is plural, use the plural form.

Write the following sentence on the board:

We was walking.

- 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.

### Skill Drill—Identifying the Verb “To Be”

Hand out the **Identifying Forms of “To Be”** worksheet.

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

- I see that you recognized that “I’m” means “I am.” Good work.
- Yes, “were” is the past tense form of the verb “to be.”
- Remember that sometimes “to be” helps another verb; it’s used to help express another action.
- Read this sentence again. I see another “to be” that you didn’t catch the first time. See if you can find it.

---

#### Answer Key:

- I went into the kitchen and was so disappointed at what I saw.
- Dara is really unique, with her wild dreads and her black combat boots.
- We got to the gate, but it was too late, the tickets were already sold out.
- My sister was waiting for me at the bus stop, but I didn’t know that, so I was really mad.
- My mother thinks that I’m “cute” when I’m mad—grrr!
- The cinnamon doughnuts were delicious, but the apple cider was gross.
- Whenever I visit my uncle, I try to be on my best behavior.
- You could never understand what I am going through.
- He is so annoying when he spits on the sidewalk.
- Whenever Gino makes a joke, we are expected to laugh.

From the student’s writing: Lamar brags and brags about his braces because he thinks he is so cool.

---

### Closing

Collect the worksheets. Let students know that they did a great job with 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.

- 💬 It's great how everyone got to work right away.
- 💬 I noticed that some of the "to be" sentences you picked from your writing responses were excellent examples of *showing*. I can see this class making a lot of progress with this skill. You're using the verb "to be" to help another verb show a state of being. For example, "Jen *was* aching with disappointment."

Close the lesson by asking students to open their writing to find a sentence with "to be" in the past tense. Call on 1–3 students to share the sentence they picked, and then have them read it again, changing the tense to the present or future.

---

#### AFTER CLASS

Keep the **Forms of "To Be"** and the **Definition of a Verb** posted for whatever drills or mini-lessons you do that are related to forms of the verb "to be."

Check the worksheets against the Answer Key and see if 80% of the class completed the worksheet successfully. 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 with a specific technical skill, assign them RAs that target the skill.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Identifying Forms of “To Be”

### Instructions

1. In each sentence, find and underline forms of the verb “to be.”
2. Skim your last writing response and find a sentence that you like with the verb “to be” in it. Copy the sentence into the blank space provided and underline the verb “to be.”

1. I went into the kitchen and was so disappointed at what I saw.
2. Dara is really unique, with her wild dreads and her black combat boots.
3. We got to the gate, but it was too late, the tickets were already sold out.
4. My sister was waiting for me at the bus stop, but I didn’t know that, so I was really mad.
5. My mother thinks that I’m “cute” when I’m mad—*grrr!*
6. The cinnamon doughnuts were delicious, but the apple cider was gross.
7. Whenever I visit my uncle, I try to be on my best behavior.
8. You could never understand what I am going through.
9. He is so annoying when he spits on the sidewalk.
10. Whenever Gino makes a joke, we are expected to laugh.

Sentence from your writing response with the form of the verb “to be” underlined:

## Recognizing “To Be” in the Past Tense

### Overview

*The students will practice changing sentences containing the verb “to be” into the past tense.*

---

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Verb** and the **Forms of “To Be”** are still posted.

---

IN CLASS

### Skill Drill—Changing Verb Tense

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 verbs are?** (*Verbs are action words. Verbs show what someone or something is doing.*)
- 💬 **That’s right. Some verbs also help express a state of *being*. The verb “to be” is, obviously, one of those verbs! It’s a tricky verb, though, because it’s irregular, and it has so many different forms.**
- 💬 **When you use the wrong form of the verb “to be,” it sounds really strange. Listen to these:**
  - I are happy.
  - They am nice.
  - We isn’t going to the game.
- 💬 **Do you see what I mean?**
- 💬 **For some reason, the past tense of the verb “to be” seems to give people the most trouble, so we’ll focus on that today.**

Refer to the **Forms of “To Be”** and quickly review the past tense of “to be.” Point out that the form “was” is only used *when the subject is singular*. Remind students that the subject is “who or what is doing the action or who or what the sentence is about.”

Past	
Singular	Plural
I was	we were
you were	you (all) were
he/she/it was	they (all) were

Ask students to open their writing and skim their last response to find a sentence in the *present* or *future* tense with the verb “to be” in it. Give students 1–3 minutes to find a sentence, and then call on five students to read aloud the “to be” sentences they’ve chosen. Write these sentences on the board.

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



#### WHAT TO DO

1. Rewrite the sentences on the board, changing all of the verbs into the past tense.
2. Write two more “to be” sentences in the past tense about something that happened yesterday.

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

- 💬 **Both of your new “to be” sentences are correct!**
- 💬 **I noticed you read your sentences aloud. That’s a good strategy for checking to see if you’ve got the right form of the verb “to be” or not.**
- 💬 **Remember that you need to change all of the verbs into the past tense, not just “to be.”**
- 💬 **The subject of a sentence is who or what is doing the action or who or what the sentence is about. If the subject is a lot of people or things, it’s plural. If the subject is one person or one thing, it’s singular. Figure out whether the subject is singular or plural, and then change the verb so that it’s the correct form. I’ll be back in a minute to check.**

---

#### Complete Response:

Two additional sentences:

1. *Paco was totally insane.*
  2. *They were best 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 changing “to be” into the past tense. Was anyone really confused or stuck?**

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.



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.

## Choosing Appropriate Forms of “To Be”

### Overview

*The students will practice choosing the correct form of the verb “to be.”*

---

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Skill Drill B: Forms of “To Be”** worksheet.
- ☐ Make sure that the **Forms of “To Be”** and the **Definition of a Verb** are still posted.

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#### IN CLASS

#### Skill Drill—Choosing Appropriate Forms of “To Be”

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 verbs are?** (*Verbs are action words. Verbs show what someone or something is doing.*)
- 💬 **That’s right. Verbs make writing exciting to read. Without verbs, we’d just have these lists of people, places, and things. Nothing would be happening.**
- 💬 **The verb “to be” is important because it helps express a state of being. It’s often used as a “helping” verb to show another action. “To be” can be tricky because there are so many different forms of it, and you have to make sure to use the correct form.**

Write the following sentences on the board and read them aloud:

I is hungry.

Yesterday, we was talking too loud.

Next week, you am angry.

- 💬 **Do these sentences sound right to you?** (*No.*)
- 💬 **Sentences that have “to be” in the wrong form often sound weird.**

Call on 1–3 strong students to help you fix the sentences. Read the corrected sentences aloud:

I am hungry.

Yesterday, we were talking too loud.

Next week, you will be angry.

- One of the best ways to catch mistakes with forms of the verb “to be” is to read aloud. If a sentence sounds wrong, it probably is wrong. You can always look at the **Forms of “To Be”** to double check the correct form if you are in doubt.

Hand out the **Skill Drill B: Forms of “To Be”** worksheet.

- You have two options. You can read the sentences aloud, very quietly, or you can read the sentences *silently* and see how they “sound” in your head.

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

- You picked the correct sentence each time so far. Keep going!
- When you changed your sentence to the future tense, you remembered to change all the verbs in the sentence, not just the verb “to be.” That’s great!
- Remember that you can look at the **Forms of “To Be”** if you’re unsure. Sometimes sentences sound right, even though they have the wrong form of the verb “to be” in them.
- Reread this sentence that you changed into the past tense. The subject is who or what is doing the action or who or what the sentence is about. If the subject is plural, the verb form has to be plural. I’ll be back in a minute to see if you’ve used the correct verb form.

---

**Answer Key:**

- We were all standing against the wall at the party. (past)*
- I still think you deserve better than that—you are a good person. (present)*
- The campers were crowded into the main cabin, and it started to smell. (past)*
- Everyone was fooling around, so we got a detention. (past)*
- I knocked on the door, but Denali and Jordan weren’t home. (past)*
- All the kids were trying hard. (past)*
- You are sweating buckets, my friend. (present)*
- My cousin Rakheim thinks he is famous because he got on one commercial for Leather Shack. (present)*
- Jamil walked over to Tina, who was minding her own business, grabbed her by the shoulders, and laughed in her face. (past)*
- No matter how loud we were, it still wasn’t right to punish the whole class. (past)*

Sentence from the writing response:

*Shawn teases me because he thinks I am too nice. (present tense)*

*Shawn teased me because he thought I was too nice.*

---

## Closing

Collect the worksheets. 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 the verb “to be.” Was anyone really confused or stuck?

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.

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#### AFTER CLASS

Check the worksheets against the Answer Key and see if 80% of the class completed the worksheet successfully. 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 with a specific technical skill, assign them RAs that target the skill.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Skill Drill B: Forms of “To Be”

### Instructions

1. Read every sentence pair and put a check mark next to the sentence with the correct form of the verb “to be.” Identify the verb tense of the sentence: past, present, or future.
2. Skim your last writing response and pick one sentence with the verb “to be” in it. Copy the sentence into the space provided. Identify the verb tense: past, present, or future.
3. Write the sentence again, changing it to a different verb tense.

1. We was all standing against the wall at the party.  
We were all standing against the wall at the party.
2. I still think you deserve better than that—you are a good person.  
I still think you deserve better than that—you is a good person.
3. The campers was crowded into the main cabin, and it started to smell.  
The campers were crowded into the main cabin, and it started to smell.
4. Everyone was fooling around, so we got a detention.  
Everyone were fooling around, so we got a detention.
5. I knocked on the door, but Denali and Jordan weren’t home.  
I knocked on the door, but Denali and Jordan isn’t home.
6. All the kids was trying hard.  
All the kids were trying hard.
7. You is sweating buckets, my friend.  
You are sweating buckets, my friend.
8. My cousin Rakheim thinks he is famous because he got on one commercial for Leather Shack.  
My cousin Rakheim thinks he be famous because he got on one commercial for Leather Shack.
9. Jamil walked over to Tina, who was minding her own business, grabbed her by the shoulders, and laughed in her face.  
Jamil walked over to Tina, who be minding her own business, grabbed her by the shoulders, and laughed in her face.
10. No matter how loud we was, it still wasn’t right to punish the whole class.  
No matter how loud we were, it still wasn’t right to punish the whole class.

Sentence from your writing response, written in two verb tenses:

# LESSON 10

## Defining and Identifying Adjectives

### Overview

*The students will review the definition of an adjective and practice using adjectives to describe objects.*

### CCSS In This Lesson

- **Literacy.L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **Literacy.L.5.2a** Use punctuation to separate items in a series.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Optional: Put students into groups of 3–4 ahead of time.
- ☐ Make copies of the **Identifying Adjectives** worksheet, provided at the end of this lesson.
- ☐ We highly recommend creating a permanent display of the **Definition of an Adjective** so that it can remain posted for any drills or mini-lessons you do regarding adjectives.

### IN CLASS

#### Targeted Instruction—Identifying Adjectives

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

#### DEFINITION OF AN ADJECTIVE

An adjective is a word that describes a noun.



- 💬 An adjective describes or *modifies* a noun, which is a person, place, thing, or idea.
- 💬 The way I think of it, is that each adjective *belongs* to a noun—the noun it is describing.
- 💬 In any sentence that includes an adjective, you'll find the noun it modifies.

Write the following sentence on the board:

The creepy clown walked down the boardwalk.

- 💬 “Creepy” is the adjective. What person, place, thing, or idea is “creepy” describing? Is it a creepy boardwalk? (*No, it's a creepy clown.*)
- 💬 That's right. The adjective “creepy” modifies the noun, “clown.”

🗨️ Nouns are necessary because they name people, places, things, and ideas. Today we're going to talk about using precise, unique adjectives to describe them.

🗨️ There are nouns right in this room. Desk. Toenails. Intelligence. Give me some more examples.

Call on 2–3 students to supply you with several nouns, and write these on the board, as shown in the example below. Be sure to ask them to provide you with both concrete and abstract nouns—things they can see, touch, taste, smell, or hear, and things that they *cannot* see, touch, taste, smell, or hear.

*blackboard*

*chalk*

*ideas*

*teacher*

*joy*

*classroom*

*air*

If students use adjectives when they suggest nouns, identify them and write them down.

🗨️ Okay, so here we have a list of people, places, things, and ideas. We could use some very boring adjectives to describe them—adjectives that we use all the time. Let's try some of those out. How about "big blackboard." That's very vague. We have no idea how big it really is; we just have a general idea. What are some other boring, run-of-the mill adjectives we could use to describe or modify these nouns?

Call on students to provide boring adjectives. If the adjective they suggest is not boring enough, do not write it down. Your list may look like this:

*big blackboard*

*white chalk*

*boring ideas*

*mean teacher*

*clean classroom*

*fresh air*

🗨️ Good. We have some of the most boring, overused adjectives possible here. Wait, I have to yawn. Okay, now that we're all falling asleep at our desks, I don't think I need to explain why it's important to choose your adjectives carefully. Sometimes a boring adjective is just what you need. Chalk is plain old white, after all. It's not chartreuse or fuchsia.

🗨️ What you want to avoid is picking the obvious, run-of-the mill adjective just because you're used to hearing it or reading it. Unless you want your reader to take a good long nap, you need to describe people, places, things, and ideas using adjectives that give the reader a much clearer and more vivid picture of what you're describing.

🗨️ Just as we can replace regular verbs with strong verbs that show the action precisely, we can replace regular adjectives with unique adjectives that describe the person, place, thing, or idea more precisely. Let's try that right now.

Divide the class into groups of 3–4. Point to 3–5 various objects in the room, and ask groups to spend one minute on each object brainstorming unique, precise adjectives to describe the object. When time is up, ask students to confer with their groups to pick the most unique adjective from the list they brainstormed, and to write it on the board.

## Skill Drill—Identifying Adjectives

Hand out the **Identifying Adjectives** worksheet.

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

- 🗣️ I like how you replaced “big” with “vast.” That’s much more descriptive.
- 🗣️ You picked out every adjective in the sentence. Excellent.
- 🗣️ Take another look at that word you underlined, “for.” Adjectives are words that describe nouns. Does that word describe a noun?
- 🗣️ Right here you replaced “small” with “very small.” I want you to think of an adjective to replace that phrase “very small.” If you can’t think of any word that means “very small,” you can quietly ask a friend for help. I’ll be back to see what you came up with.

---

### Complete Response:

1. We stood at the edge of the canyon at dusk, looking down into the big pit.  
We stood at the edge of the canyon at dusk, looking down into the vast pit.
  2. I saw an amazing sunset with red and orange stripes in it.  
I saw an eye-popping sunset with crimson and tangerine stripes in it.
  3. Genoa is a cute little puppy.  
Genoa is a fluffy, miniscule puppy.
  4. I was happy to see my nice aunt and uncle again.  
I was thrilled to see my kind-hearted aunt and uncle again.
  5. The ballroom looked pretty and had colorful decorations.  
The ballroom looked festive and had rainbow-bright decorations.
  6. The beaches in this part of Florida have many beautiful waves.  
The beaches in this part of Florida have numerous majestic waves.
  7. Mr. Salvatore is such a strict teacher, and his class is so boring.  
Mr. Salvatore is such an ineffective teacher, and his class is so repetitive.
  8. My vacation was so relaxing.  
My vacation was healing.
  9. The adventure park is so much fun because there are so many cool rides.  
The adventure park is so fantastic because there are over 20 heart-pumping, thrilling rides.
  10. I looked in the mirror when my new haircut was done, and it looked great!  
I looked in the mirror when my punk haircut was done, and it looked shocking!
-



## Closing

Collect the worksheets. Let students know that they did a great job with 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.

- It's great how focused everyone was on finding adjectives and replacing them with better ones. I didn't hear anyone talking because you were all focused.
- I read some great adjectives that you all used: "murky," "distorted," and "fried" come to mind as some of the best ones.

Close the lesson by asking students to open their writing and find and underline with a wavy line as many adjectives as they can in their last writing response.

---

## AFTER CLASS

Keep the **Definition of an Adjective** posted for any subsequent drills or mini-lessons you do on adjectives.

Check the worksheets against the Complete Response and see if 80% of the class completed the worksheet successfully. 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 Adjectives

### Instructions

1. Underline each adjective in the sentences with a wavy line and draw an arrow to the noun that it modifies.
2. Rewrite each sentence, replacing any boring adjectives with unique, precise adjectives. Add any other words you need to make the sentence more interesting to read.

1. We stood at the edge of the canyon at dusk, looking down into the big pit.

\_\_\_\_\_

2. I saw an amazing sunset with red and orange stripes in it.

\_\_\_\_\_

3. Genoa is a cute little puppy.

\_\_\_\_\_

4. I was happy to see my nice aunt and uncle again.

\_\_\_\_\_

5. The ballroom looked pretty and had colorful decorations.

\_\_\_\_\_

6. The beaches in this part of Florida have many beautiful waves.

\_\_\_\_\_

7. Mr. Salvatore is such a strict teacher, and his class is so boring.

\_\_\_\_\_

8. My vacation was so relaxing.

\_\_\_\_\_

9. The adventure park is so much fun because there are so many cool rides.

\_\_\_\_\_

10. I looked in the mirror when my haircut was done, and it looked great!

\_\_\_\_\_

## Identifying Adjectives


### Overview

*The students will brainstorm adjectives using the five senses, and will practice identifying adjectives from a writing response.*

---

BEFORE CLASS

### Preparing for the Lesson




- ☐ Make sure that the **Definition of an Adjective** is still posted.
- ☐ Prepare to display The Five Senses chart. 

---

IN CLASS

### Skill Drill—Adjectives


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 adjectives are?** (*Adjectives are describing words. Adjectives describe nouns.*)
-  **That's right. Adjectives are there to show more about, or modify, a noun—to describe it very precisely so that the reader has a clear, vivid image of exactly what the person, place, thing, or idea is really like.**
-  **Adjectives are useful for *showing*, but remember that there are other powerful strategies for *showing* that may be more effective, such as using strong verbs.**

Write the following sentences on the board:

The air conditioner was awkward and heavy.

My arms strained and my back burned under the weight of the air conditioner.

-  **In the first sentence, the writer used adjectives to describe the air conditioner. In the second sentence, the writer used strong verbs to show what it was like to carry it. Which sentence gives you a more vivid sense of just how awkward and heavy the air conditioner was?** (*The second sentence.*)

Write the following sentence on the board:

My exhausted arms strained and my back burned under the heavy, awkward weight of the air conditioner.

-  **Writers can use adjectives *and* strong verbs for *showing*. You don't have to pick one or the other.**

Post **The Five Senses** chart and read each column heading aloud.

### The Five Senses

Noun	See	Hear	Taste	Touch/Texture	Smell
Granny Smith apple					

Today we're going to brainstorm some adjectives that are linked to your five senses. For example, if you bit into a Granny Smith apple, what adjective would you use to describe the taste? (*tart, delicious, yummy*)

What about the texture? What does it feel like to bite a Granny Smith apple? (*juicy, gritty, crunchy*)

Add the adjectives that students suggest to the chart, in the appropriate columns. Encourage students to try to think of adjectives for each column.

Once you have at least one adjective in each column, call on students to suggest different things or objects in the classroom to describe (other than a Granny Smith apple). Add these nouns to the chart and fill in the columns using adjectives that are linked to the five senses.

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

#### WHAT TO DO



1. Quickly reread your last writing response. Pick your favorite paragraph and bracket it.
2. Draw a wavy line under all of the adjectives and draw an arrow to the nouns they modify.
3. Choose two sentences where you could replace the adjective(s).
4. Revise and rewrite the two sentences.

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

If you notice that a student has misidentified a word as an adjective, be sure to explain what type of word it is and why it is not an adjective. For example, if a student underlines the word “terribly,” state that “terribly” is an adverb, which is a word that describes other parts of speech (mainly verbs), but not nouns. However, spend most of your time pointing out correct identifications rather than mistakes.

I see that you picked a great part of your writing response that is full of adjectives: “mucky,” “gooey,” and “disgusting.” Cleaning horse manure off your boots was so gross, wasn’t it?

- 🗣️ You underlined every single adjective, even “many,” which is sometimes easy to miss. It does describe a noun, so it is an adjective. Good job.
- 🗣️ Remember that you can use more than one adjective to describe something. You don’t have to limit it to just one!
- 🗣️ Reread this passage you bracketed. See if you can find at least one more adjective. I’ll be back to check in a minute.

---

#### Complete Response:

Paragraph: *[When we drove to the ranch I could smell this disgusting odor that burned the insides of my nostrils. It was so gross that I wondered if I could stand actually getting out of the car. When I did, I got this nasty whiff of rotten eggs mixed with vomit. I dived right back into the car and rolled up the windows. My dad laughed at me.]*

Revised/Rewritten sentences: *It was so nauseating that I wondered if I could stand actually getting out of the car. When I did, I got this funky whiff of spoiled eggs mixed with vomit.*

---

### 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 adjectives. Was anyone really confused or stuck?**

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 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.

# Skill Drill

# 10<sub>B</sub>

## Using Commas Between Adjectives

### Overview

*The students will practice placing commas between two adjectives in a variety of sentences.*

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#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the **Definition of an Adjective** is still posted.

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#### IN CLASS

#### Skill Drill—Adjectives

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 we use adjectives for?** (*To describe or modify nouns.*)
- 💬 **We use adjectives to describe things, people, places, and ideas, to show exactly what these things look like, taste like, feel like, etc. We try to use precise, unique adjectives because these create a much clearer and more vivid picture in the reader's mind than ordinary, run-of-the-mill type adjectives, such as "big" or "cute."**
- 💬 **Sometimes writers need to use more than one adjective to describe something accurately. For example, the skin of a kiwi fruit is green and fuzzy. You can't just use the adjective "green" or just "fuzzy" because neither one of those adjectives alone is enough to describe the skin of a kiwi fruit.**

Write the following sentence on the board:

I rubbed my fingers across the green, fuzzy skin of the kiwi fruit and wondered how on earth my mother managed to swallow it without gagging.

Underline with wavy lines the adjectives "green" and "fuzzy," and point to the comma between them. Ask your students what noun is being modified. (*Kiwi.*) Call on students to try to explain why they think the comma might be there.

- 💬 **When you put two adjectives in a row, sometimes you have to put a comma between them. Unless you use commas correctly, your reader is going to get confused, so it's important to use them the right away.**

- 🗨 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, then you need to put a comma in.

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 a comma between them.

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

#### **SAMPLES SENTENCES**

1. I live in an old, run-down house.
2. The tall, handsome prince kissed the frog and made her hop away.
3. I rubbed my fingers across the green, fuzzy skin of the kiwi fruit and wondered how on earth my mother managed to swallow it without gagging.

- 🗨 In all of these sentences, “and” or “but” can be placed between the adjectives and the sentence still makes sense:

- “I live in an old *and* run-down house.”
- “The tall *but* handsome prince kissed the frog and made her hop away.”
- “I rubbed my fingers across the green *and* fuzzy skin of the kiwi fruit.”

- 🗨 The adjectives can also be switched without ruining the sentence:

- “I live in a run-down, old house.”
- “The handsome, tall prince kissed the frog and made her hop away.”
- “I rubbed my fingers across the fuzzy, green skin of the kiwi fruit.”

- 🗨 Here’s an example of where you *shouldn’t* put a comma between the adjectives because the order of adjectives is important for the sentence to make sense.

Write the following sentence on the board:

Two tiny kittens curled up in the corner.

- 🗨 “Two *and* tiny kittens curled up in the corner.” That doesn’t make sense. Neither does “Two *but* tiny kittens curled up in the corner.”
- 🗨 “Tiny two kittens curled up in the corner.” Nope.
- 🗨 If you can’t add “and” or “but” in between, or switch the order of adjectives, then you should *not* put a comma between the adjectives.

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



### WHAT TO DO

1. Copy down these sentences:
  - She walked through the wet broken-down doorway.
  - An old rusty car chugged down the street.
  - That lanky dirty mutt stole my sandwich!
  - I got a glimpse of the shiny golden trophy sitting on the shelf.
  - Ms. Caruthers threw her knobby old cane at Bob again.
2. Underline the adjectives with a wavy line and draw arrows to the nouns they modify or describe.
3. If any of the sentences requires a comma between two adjectives, add the comma.
4. Write 1–2 more sentences (using a comma between two adjectives) to describe a person, place, thing, or idea.

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

#### Complete Response:

1. She walked through the wet, broken-down doorway.
  2. An old, rusty car chugged down the street.
  3. "That lanky, dirty mutt stole my turkey sandwich!"
  4. I got a glimpse of the shiny, golden trophy sitting on the shelf.
  5. Ms. Caruthers threw her knobby, old cane at Bob again.
- Sentence: My gym bag is moist, grimy, and stinky. It carries wrinkled, dirty socks in it.

### Closing

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

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.



## Defining and Identifying Adverbs

### Overview

*The students will review the definitions of verb and adverb, and will identify adverbs in a variety of sentences.*

#### CCSS In This Lesson

- **Literacy.L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **Literacy.L.3.3.a** Choose words and phrases for effect.

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Identifying Adverbs** worksheet, provided at the end of this lesson.
- ☐ Have on hand two different colors of chalk or markers, depending on what kind of board/paper you use.
- ☐ We highly recommend creating a permanent display of the **Definition of an Adverb** so that it can remain posted for any drills or mini-lessons you do regarding adverbs.

#### IN CLASS

#### Targeted Instruction—Identifying Adverbs

💬 **Someone remind me: what's a verb?** (*An action word?*)

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

#### DEFINITION OF A VERB

A verb is a word that expresses action or helps to express a state of being.

💬 **Every complete sentence has two parts to it: a subject and a predicate. You can write a complete sentence with just two words in it: a noun and a verb. For example, "Janet ran."**

Write the following sentence on the board, using a different color for each word:

Janet ran.

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.

- 🗣️ In this sentence, the subject is “Janet,” and the predicate is “ran.” Without the verb, you’d just have Janet not doing anything. Without “Janet,” you’d just have “ran,” and you’d be wondering *who* was doing the running.
- 🗣️ “Janet ran” is a pretty boring sentence, even if it is complete. If you wanted to describe exactly *how* Janet ran, what would you add to this sentence?

Call on students to make suggestions. Students may suggest replacing “ran” with a stronger verb, such as “galloped” or “fled.” Affirm that this is a great strategy for *showing*. Write the newer, stronger versions of the sentence on the board, using the same colors that you used to distinguish the subject and predicate in the original sentence, “Janet ran.” Your list may look something like this:

*Janet fled.*

*Janet galloped.*

*Janet flew.*

As soon as a student suggests an adverb such as, “quickly,” revise the sentence using the adverb and read it aloud. It would look something like this:

*Janet ran quickly.*

- 🗣️ “Quickly” is an adverb. Like an adjective, an adverb is a describing word.
- 🗣️ Almost always, the best way to revise a sentence with a boring verb is to replace it with a more precise verb.
- 🗣️ Sometimes, though, that won’t work and you need to use an adverb. That’s what we’re going to talk about today.

Post the **Definition of an Adverb** and read it aloud.



#### **DEFINITION OF AN ADVERB**

A word that describes a verb, an adjective, or another adverb.

- 🗣️ Adverbs describe anything but nouns. You need to use adverbs to answer questions in the reader’s mind about how something is done or precisely what something is like. Lots of times, adverbs end in “ly,” but not always.
- 🗣️ Adverbs *modify* verbs, adjectives, or other adverbs.
- 🗣️ Let’s take an action, like jumping.

Jump up and down rapidly for the class to see.

- 🗣️ *How* did I do that? How did I jump? Quickly? Slowly? Lazily? Swiftly? Rapidly?
- 🗣️ Those are all adverbs that modify or describe the verb “to jump.”

Write the following verb/adverb pair on the board:

jumped quickly

- 🗣️ What’s the adverb? (*Quickly.*)
- 🗣️ What word is the adverb modifying? (*Jumped.*)

- What part of speech is “jumped”? (*A verb.*)
- Let’s use an adverb to modify an adjective. My grandmother is 97 years old. I’d describe her as very old. Incredibly! Extremely!

Write the following adverb/adjective pair on the board:

incredibly old

- Which word is the adverb? (*Incredibly.*)
- “Incredibly” modifies the adjective “old,” showing just how old I think my grandmother is. And look, it ends in “ly.”
- Lots of times, we use adverbs to show degree—or how much. When I say the lecture on golf techniques was boring, you get a very vague idea of how boring it was.
- So vague you wouldn’t know how to rate it on a boring meter. Is it a 1 or is it a 10, in degree of boringness?
- If I say the lecture was *excruciatingly* boring, that’s much more specific and powerful. How boring was it, exactly? *Excruciatingly* boring. That’s a 10 on the boring meter.
- Okay. What adverb would I use if I thought the lecture was only a 2 on the boring meter—not that boring? What adverb could I use? (*slightly, mildly*)
- What about a 6 on the boring meter? We’re getting a bit more boring now, so what adverb works? (*quite, definitely*)
- Adverbs help us be precise instead of vague.

Point to objects and students in the room. Ask rhetorical questions that must be answered using an adverb, as in the examples below. As students suggest adverbs, write them on the board.

- That scarf is red. How red? That scarf is *incredibly* red.
- What’s the adverb? (*Incredibly.*) What word is it modifying or describing? (*Red.*) What part of speech is “red”? (*An adjective.*)
- Does “incredibly” sound like a 9 or a 10 on the scale of redness? What adverb would be just a 2 on the redness scale? How about a 6?
- Juan is jiggling his leg. How is he jiggling it? He is jiggling it *restlessly*.
- What’s the adverb? (*Restlessly.*) What word is it modifying or describing? (*Jiggling.*) What part of speech is “jiggling”? (*A verb.*)
- If Juan slowed down his jiggling, so you could barely see him jiggling, what adverb would you use? (*gently, lazily*)
- If he sped up the jiggling, what adverbs would you use to describe the jiggling? (*frantically, nervously*)
- What’s the verb that each of these adverbs is modifying? (*Jiggling.*)

To ensure that students can identify adverbs in a variety of simple and complex sentences, ask students to open their writing to the last response they wrote. Tell them to skim the response, looking for adverbs. Call on several students to tell you all the adverbs they found, the words they're modifying, and the part of speech of the words that they're modifying (verb, adjective, or adverb). Accept all correct responses.

### Skill Drill—Identifying Adverbs






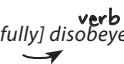


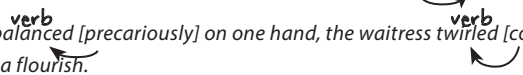

Hand out the **Identifying Adverbs** worksheet.

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

- 🗣 I see that you got every adverb in this sentence. Nice job!
- 🗣 That's correct. "Carefully" is the adverb.
- 🗣 Remember that a lot of adverbs have the ending "ly."
- 🗣 This word you underlined, "soft," describes a noun. That means it's an adjective, not an adverb. Reread the sentence to see if you can find a word that describes something other than a noun. I'll be back in a minute to check.

---

#### Answer Key:

1. [Selfishly], I ate the bag of chocolate cookies all by myself.  

2. As soft as his pillow was, mine was [infinitely] softer.  

3. Please go get me the [extremely] sharp scissors—I need to trim these bangs of mine.  

4. She was [powerfully] drawn to it, like a moth to a flame.  

5. His sister walked [carefully] around the edges of the garden, taking care not to step on the tender green shoots.  

6. Henry [willfully] disobeyed his mother, frustrating her.  

7. I [gently] lowered the baby into the crib.  

8. As much as Shonda loved surprises, she hated it if we [deliberately] kept something from her.  

9. With the tray balanced [precariously] on one hand, the waitress twirled [confidently], stopping at our table with a flourish.  

10. Donna told me she wasn't mad, but I watched her stomp [angrily] away from the breakfast table.  


Additional sentence with an adverb in it:

Carlos [frantically] waved away the flies.  


---

## Closing

Collect the worksheets. Let students know that they did a great job with 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.

- 💬 This room was so quiet while everyone was bracketing adverbs—excellent job.
- 💬 Good work with your new sentences. Very powerful writing!

Close the lesson by asking students to open their writing to find a sentence with an adverb in it. Call on 1–3 students to share the sentence, and then ask the class to identify the adverb.

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## AFTER CLASS

Keep the **Definition of an Adverb** posted for any subsequent drills or mini-lessons you do on adverbs.

Check each worksheet against the Answer Key and note whether or not 80% of the class has completed it successfully. 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 Adverbs

### Instructions

1. In every sentence, bracket each adverb, draw an arrow to the word it modifies, and identify the part of speech of the word it modifies by writing it above the word (a verb, adjective, or adverb).
2. In the space provided, write a new sentence with an adverb in it, and repeat the instructions above.

1. Selfishly, I ate the bag of chocolate cookies all by myself.
2. As soft as his pillow was, mine was infinitely softer.
3. Please go get me the extremely sharp scissors—I need to trim these bangs of mine.
4. She was powerfully drawn to it, like a moth to a flame.
5. His sister walked carefully around the edges of the garden, taking care not to step on the tender green shoots.
6. Henry willfully disobeyed his mother, frustrating her.
7. I gently lowered the baby into the crib.
8. As much as Shonda loved surprises, she hated it if we deliberately kept something from her.
9. With the tray balanced precariously on one hand, the waitress twirled confidently, stopping at our table with a flourish.
10. Donna told me she wasn't mad, but I watched her stomp angrily away from the breakfast table.

Sentence with an adverb in it:

## Replacing Adverbs With Strong Verbs

### Overview

*The students will practice revising by replacing adverbial phrases with strong verbs.*

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure that the **Definition of an Adverb** is still posted.

IN CLASS

### Skill Drill—Replacing Adverbs with Strong Verbs

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.

- 💬 **What do we use adverbs for?** *(To answer questions in the reader's mind. To show more.)*
- 💬 That's right. Adverbs can help the reader understand things like precisely how disgusting the school lunch macaroni and cheese is. That macaroni and cheese is *thoroughly, completely, utterly* disgusting.

Write **thoroughly, completely, and utterly** on the board.

- 💬 See? Without these adverbs, you'd be wondering just how disgusting I think the macaroni and cheese tastes. Now you know that I think on the scale of disgustingness, from 1–10, it deserves a 10.
- 💬 Even though adverbs can be great for *showing*, writers sometimes use them in a very imprecise way.
- 💬 For example, if you were writing about watching a movie, you could write, "I really liked the movie."

Write the following sentence on the board:

I really liked the movie.

- 💬 **What's the adverb?** *(Really.)*
- 💬 **What word is it modifying?** *(Liked.)*
- 💬 **What part of speech is "liked"?** *(A verb.)*

- ☞ That's right. Does this adverb give you a *precise* idea of how much I liked the movie? Are you clear, on a scale of 1–10? (*No.*)
- ☞ How about if I replace “really liked” with “adored”? That's a good strong verb.

Write the following sentence on the board:

I adored the movie.

- ☞ Replacing “really liked” with the strong verb “adored” made this sentence much more specific and much more powerful.
- ☞ With a show of hands, which do you like better: “I really liked the movie,” or “I adored the movie”?

Regardless of how students respond, reinforce that finding a strong, precise verb is almost always a better strategy for powerful writing.

Write the following sentence on the board:

She walked angrily.

Call on two volunteers to act out the sentence in two different ways. Ask the class to watch carefully to notice what students do.

- ☞ What's the adverb in that sentence? (*Angrily.*)
- ☞ People can show emotions in very different ways. They both “walked angrily,” but they did it differently. It's your job as a writer to be as specific as possible, so that the reader has a clear and vivid picture of the action in mind. When she “walked angrily,” did she *jut* out her elbows and stomp? Did she *clench* her fists and *growl*? Let's replace this sentence with a better one describing the action much more precisely than, “She walked angrily.”

Call on 1–3 students to describe what each volunteer did. Push students to describe actions using strong verbs, as in the following examples:

*stomped*

*marched*

*growled*

*yelled*

*punched*

Write the following sentence on the board:

He moved happily.

Call on two volunteers to act out the sentence, in two different ways. Ask students to watch carefully.



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



### WHAT TO DO

1. Copy down either “She walked angrily” or “He moved happily.”
2. Revise the sentence, replacing “walked angrily” or “moved happily” with strong verbs to show how someone might show those emotions through his or her actions. You can add extra words if you want to.
3. Skim your last writing response to find an adverb describing an action (a verb). Bracket the adverb and underline the verb. Rewrite the sentence, replacing the adverb/verb pair with a stronger, more precise verb.

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

- 💬 She “stomped into the room, her arms pumping.” Good job with those strong verbs, “stomped” and “pumping.”
- 💬 I like how you have him “whistling a happy tune.” Good job!
- 💬 Remember that you’re looking for an adverb that describes an action. That means you should look for an adverb that describes a verb, not an adverb that describes an adjective.
- 💬 It looks like you’re having a hard time finding adverbs. I see one in this last paragraph. Reread it and look for a word that describes exactly how you painted the attic wall. I’ll be back in a minute to see if you found that adverb.

---

#### Complete Response:

“She walked angrily” revised: *She rushed into the room, screaming at the top of her lungs, her arms jerking.*

Revised sentence from writing response:

*“No, you come over here,” I told Tanya [jokingly].*

*“No, you come over here,” I teased Tanya.*

---

### 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 adverbs and strong verbs. Was anyone really confused or stuck?**

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 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.

## Identifying and Replacing Adverbs

### Overview

*The students will find and replace adverbs with strong verbs in a variety of sentences.*

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BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure that the **Definition of an Adverb** is still posted.

---

IN CLASS

### Skill Drill—Replacing Adverbs with Strong Verbs

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.

- 💬 **What do we use adverbs for?** (*Adverbs describe how things are done. They answer questions in the reader's mind and make writing more precise.*)
- 💬 **Yes, you can use adverbs to be more precise and give the reader a much more accurate picture of what something is like, or how a particular action was performed.**

Start writing a word on the board, in extreme slow motion, so slowly that students feel impatient.

- 💬 **How am I writing now?** *Extremely slowly. Annoyingly slowly. Incredibly slowly.* Those are all pairs of adverbs. These are examples of adverbs describing or modifying another adverb.
- 💬 **As useful as adverbs are, sometimes writers use them in a lazy way.**
- 💬 **I'm very tired. How tired am I?** *Very. Hmm.* It helps us see on the tired scale that it's maybe an 8 or a 9, but it's not too descriptive.

Act out feeling extremely tired and fatigued. Rub your eyes, yawn, let your body and eyelids droop.

Ask students to tell you what you are doing—to describe the action precisely, using strong verbs. Write several of these strong verbs on the board.

- 💬 **Very often, it's more effective to use strong verbs that create a vivid picture of the action rather than use an adverb.**

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



### WHAT TO DO

1. Copy down these sentences:
  - The brown car moved extremely fast through the parking lot.
  - The classroom door opened quickly as soon as the final bell rang.
  - Weileen moved down the hallway quietly to avoid a huge clump of aggressive high school students.
2. Cross out the adverbs in each sentence.
3. Rewrite each sentence, using strong verbs to replace the adverbs and the words they modify, in order to show the action more precisely.
4. When you replace a verb with a strong verb, you can add more words to the sentence if you want to, to make the new strong verb fit into the sentence better.

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

- 💬 “Careened” is a great strong verb. I can picture that car careening through the parking lot.
- 💬 Fantastic strong verbs here: “rushed,” “tiptoed,” and “scrambled.”
- 💬 Remember that adverbs describe all other words besides nouns. If you find a word that is describing a noun, it’s an adjective, not an adverb.
- 💬 I see that you’re having a hard time finding all the verbs. Remember that verbs are actions words—so what’s the action in this third sentence here? I’ll be back in a minute to see if you found and underlined that last verb.

---

#### Complete Response:

1. The brown car moved *extremely* fast through the parking lot.  
*The brown car zoomed through the parking lot.*
  2. The classroom door opened *quickly* as soon as the final bell rang.  
*The classroom door flew open as soon as the final bell rang.*
  3. Weileen moved down the hallway *quietly* to avoid a huge clump of aggressive high school students.  
*Weileen crept warily down the hallway to avoid a huge clump of aggressive high school students.*
- 

### 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 adverbs or strong verbs.**

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.

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.



# UNIT 2:

## Complete Sentences

### IN THIS UNIT

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- **Lesson 12: Identifying the Simple Subject of a Sentence**
- **Lesson 13: Identifying the Simple Subject of a Sentence**
  - Skill Drill 13A: Identifying Simple Subjects
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# LESSON

# 12

## Identifying the Simple Subject of a Sentence

### Overview

*The students will review the definitions of subject and predicate and will identify the simple subject in a variety of sentences.*

### 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.
- **Literacy.L.3.1i** Produce simple, compound, and complex sentences.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Identifying the Simple Subject** worksheet, provided at the end of this 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 Simple Subject** so that they can remain posted for any drills or mini-lessons you do regarding simple subjects.

### IN CLASS

#### Targeted Instruction—Identifying the Simple Subject

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.

- 🗣️ Today we're going to look at the parts of a complete sentence. As you know, a complete sentence usually has two parts to it—a subject and a predicate.
- 🗣️ In fact, 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. Let's try that now. I'll start with a noun, and you give me a verb.

Use one color to write the following nouns on the board:

Ben

Ice

Dogs



Solicit one verb for each noun from students. Use a different color for the verbs. Add a period at the end of each sentence.

Ben sneezed.

Ice melted.

Dogs barked.

💬 **Someone tell me why I just added periods at the end of each sentence.** (*You added a period because that's the end of the sentence.*)

💬 **Why did I capitalize these nouns?** (*That's the beginning of the sentence.*)

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

### DEFINITION OF A COMPLETE SENTENCE

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

💬 **In these sentences on the board, it's very easy to distinguish between the "someone or something" (the subject, which is a noun) and the "doing something" part of the sentence (the verb, which is the predicate).**

💬 **Of course, sentences usually have more than two words in them. They can be a lot more complicated.**

Ask students to help you describe the subject of one of the sentences (Ben, ice, or dogs).

Revise the sentence, as in the example here:

Ben, who has the world's worst cold, sneezed.

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.

💬 **The simple subject is almost always one word, a noun. It's the word that answers the question, "who or what does the action?" Who sneezed? (Ben.)**

Circle the word, "Ben."

Revise the sentence again, this time adding detail to the predicate, as in the example here:

Ben, who has the world's worst cold, sneezed loudly into a tissue.

💬 **This sentence has lots of nouns now, right? "Ben," "world," "cold," and "tissue."**

💬 **So how do we know which of the many nouns is the "main" noun or the simple subject? You have to ask, "Who or what is doing the action?" What's the answer in this case? (Ben.)**

💬 **Right. No matter how much detail we add and no matter how long the sentence becomes, the main idea is still, "Ben sneezed."**

- 💬 “Ben” is the simple subject because this sentence is about Ben, and Ben is the one doing the action.

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



#### **SAMPLE SENTENCES**

1. Kings command armies that don't listen to them.
2. Cookies smell so good when they are baking.
3. Vapor swirls all around the corners of the room.
4. Without thinking, Jonah put on his baseball cap.
5. Malia, her hair streaming behind her, ran to catch the bus.

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. Kings command armies that don't listen to them.
2. Cookies smell so good when they are baking.
3. Vapor swirls all around the corners of the room.
4. Without thinking, Jonah put on his baseball cap.
5. Malia, her hair streaming behind her, ran to catch the bus.

#### **Skill Drill—Identifying the Simple Subject**

Hand out the **Identifying the Simple Subject** and give students seven minutes to complete the worksheet. Circulate around the room using OTSCs to reinforce skills.

- 💬 I see that you circled all of the nouns. That's a good strategy. When you do that, it's easier to see which of those nouns is the simple subject.
- 💬 This sentence is a tough one. You found the simple subject, even though it was halfway through the sentence. Good work.
- 💬 Remember that the simple subject is always a noun, and nouns are people, places, things, and ideas.
- 💬 Right here you underlined “shoes.” “Shoes” is a noun, but are the shoes doing the action in this sentence? Is this sentence about these shoes doing something? Reread the sentence. I'll be back in a minute to check to see if you found the simple subject.

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**Answer Key:**

1. Shane wishes he could fill my shoes.
  2. Cereal is my favorite food.
  3. Allison decided to cut her hair really short.
  4. I don't like dogs, but the rest of my family is crazy about them.
  5. Math is Juanita's favorite subject in school because there is only one right answer.
  6. Did the doorbell ring?
  7. Football players love to pour cold liquids over their heads after big games.
  8. Tokyo is very crowded.
  9. Despite all of our fights, Lisa has been my best friend since we were in fourth grade together!
  10. Without a doubt, some parents are very strict.
- 

## Closing

Collect the worksheets. Let students know that they did a great job with 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.

- 🗨️ **You all focused on finding the simple subject, and I didn't hear anyone talking, which is great because you could concentrate.**
- 🗨️ **Some of you finished quickly, and some took a longer time, but everyone completed the worksheet.**

Close the lesson by asking students to open their writing and circle the simple subject of a sentence. Call on 1–3 students to read the sentence aloud and identify the simple subject.

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## AFTER CLASS

Keep the **Definition of a Complete Sentence** and the **Definition of a Simple Subject** posted for whatever drills or mini-lessons you do on identifying the simple subject of a sentence.

Check each worksheet against the Answer Key and note whether or not 80% of the class has completed it successfully. 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 the Simple Subject

### Instructions

Circle the simple subject in each sentence.

1. Shane wishes he could fill my shoes.
2. Cereal is my favorite food.
3. My friend Allison decided to cut her hair really short.
4. I don't like dogs, but the rest of my family is crazy about them.
5. Math is Juanita's favorite subject in school because there is only one right answer.
6. Did the doorbell ring?
7. Football players love to pour cold liquids over their heads after big games.
8. Tokyo is very crowded.
9. Despite all of our fights, Lisa has been my best friend since we were in fourth grade together!
10. Without a doubt, some parents are very strict.

## Identifying the Simple Subject of a Sentence

### Overview

*The students will review subjects and predicates and will identify the simple subject in a variety of sentences.*

### 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.
- **Literacy.L.3.1i** Produce simple, compound, and complex sentences.

### BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure the following items are still posted:
- Definition of a Complete Sentence
  - Definition of a Simple Subject

### IN CLASS

### Targeted Instruction—Identifying the Simple Subject

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

#### DEFINITION OF A COMPLETE SENTENCE

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

- Complete sentences are the foundation of good writing, and every complete sentence has two parts: a subject and a predicate. Basically, that means *someone or something*—that's the subject—is *doing something*—that's the predicate.
- You can add details to both parts of the sentence, but no matter how many details are added, who or what is doing the action (who or what the sentence is about) is the same—that's the simple subject.

Refer to 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.

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.

- 💬 Very often, the simple subject is at the beginning of the sentence. A lot of times, it's the first word in a sentence.
- 💬 It's important to be able to identify both parts of a sentence—the subject and the predicate—so that you can make sure each sentence you write is complete. When sentences are incomplete, they're called sentence fragments, and they are very confusing to read.
- 💬 Another good reason to know the different parts of a sentence is so you can place more emphasis or importance on either part. You can add details to the subject or predicate, or change where they are in the sentence, to make it have the impact you want.
- 💬 Here's an example of what I mean.

Write the following sentence on the board:

My cousin Monique is nice.

- 💬 What's the simple subject? Who is this sentence about? (*Monique.*)
- 💬 Now that we know the simple subject, let's see if we can identify the predicate, which is what Monique is doing. What's Monique doing? It may seem like she's not doing anything, but I see a verb here, "is." My cousin Monique is nice. That's the singular, present tense form of the verb "to be."
- 💬 Remember that some verbs don't seem like verbs because they don't strike us as very active, but verbs can express a state of being. Monique is doing something; she is being nice. That's the predicate part of the sentence—"is nice."
- 💬 So this is a complete sentence. We have a subject and a predicate. Now that we can clearly see the sentence has two parts, we can revise it to emphasize one part or the other, to make a specific impact on the reader.

Write the following sentence on the board and read it aloud:

My rich, intelligent, sophisticated cousin Monique, who laughs like a hyena and has teeth whiter than a TV game show host, is nice.

- 💬 What did I just do in this revision? What's the impact on the reader?

Listen to a couple of responses. Discuss the fact that all of the emphasis is now on Monique, the subject.

Write the following sentence on the board and read it aloud:

My cousin Monique exudes positive energy and warms people's hearts wherever she goes.

- 💬 What did I just do in this revision? What's the impact on the reader?

Listen to a couple of responses. Discuss the fact that all of the emphasis is now on the predicate, "being nice." Explain that "being nice" is not specific enough and the predicate needed to change to show more about "being nice."

💬 We can do this with any sentence: take one part and emphasize it to create a different impact—a specific impact that we choose to make. It’s easier to do this when you can quickly identify both parts of a sentence.

💬 Today we’ll practice finding the simple subject so that it’s easier for us to identify both parts of a sentence.

Post the **Sample Sentences #1** and read them aloud.

#### **SAMPLE SENTENCES #1**

1. Victoria hiccupped nine times and then burst into giggles.
2. Snakes are so scary!
3. Honesty is the best policy, except when it’s not.

💬 In these sentences, the simple subject is at the beginning of the sentence, which is exactly where you would expect to find it.

Post the **Sample Sentences #1** and read them aloud.

#### **SAMPLE SENTENCES #2**

1. Without you, I am lonely and sad.
2. Your head is the size of a watermelon.
3. These awful quizzes make me nervous.

💬 Sometimes the simple subject is harder to find just because it’s not the first word, or it’s not at the beginning of the sentence.

💬 When you’re looking for the simple subject, ask yourself, “Who or what is doing something?”

💬 If that doesn’t work, ask yourself, “Who or what is the sentence about?”

Call on students to identify the simple subjects in **Sample Sentences #2**, and as they do this, circle them. If students struggle with finding the simple subject, talk them through the process of identifying the simple subject: ask them, “Who or what is doing something?” and “Who or what is the sentence about?”

Correct answers are provided here for your reference:

1. Without you, I am lonely and sad.
2. Your head is the size of a watermelon.
3. These awful quizzes make me nervous.

## Skill Drill—Identifying the Simple Subject

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



### WHAT TO DO

1. Skim your last writing response and bracket the part that you think is the most interesting or exciting. Make sure you bracket at least five sentences.
2. Circle the simple subject in as many sentences as you can.

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

- 💬 Yes! You found a simple subject that was hidden in the middle of a sentence.
- 💬 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—"Datoro" is.
- 💬 Remember that the simple subject can be a pronoun.
- 💬 Right here you circled "beautiful," which is an adjective that describes a noun. *Who* or *what* is beautiful? The subject is always a "who" or a "what" that is doing something in the sentence. Give this sentence another good look. I'll be back in a minute to check back with you.

## Closing

Let students know that they did a great job with 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 some of you tackled really complicated sentences and still found the simple subject.
- 💬 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 1–3 two-word sentences on the board, circling the subject. Ask students to add funny details to describe the subject in each sentence, as in the example here.

Jerome rocked.

Wild-haired Jerome, known as the craziest, freakiest member of the pop trio, "Exploding Shorts," rocked.

Affirm that no matter how many other words there are describing the subject, the simple subject is still "who or what" is doing the action.



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 Simple Subjects

### Overview

*The students will build sentences that begin with a simple subject, starting with a list of nouns.*

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#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Complete Sentence** and the **Definition of a Simple Subject** are still posted.

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#### IN CLASS

#### Skill Drill—Simple Subjects

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 why it's important to write in complete sentences?** (*So you don't confuse the reader or leave out any information.*)
- 💬 **That's right. Complete sentences are the foundation for good writing. Think of each 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).**
- 💬 **If you have just a subject or just a predicate, the sentence usually doesn't make sense or express a complete idea.**

Write the following sentence fragment on the board:

Went to Ohio.

- 💬 **Huh? Went to Ohio? *Who* went to Ohio? There's no "who or what" here, so I have no clue who went to Ohio, and it's confusing. We call this a sentence fragment because it's only one part of a sentence. The subject is missing.**

Write the following sentence fragment on the board:

John, my uncle.

- 💬 **John, my uncle...what? Did what? What's John doing? We don't know. The predicate, the "doing something" part of the sentence, is missing.**

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.

Combine the sentence fragments by writing the following sentence on the board:

John, my uncle, went to Ohio.

🗨️ Now we have both parts, and a complete sentence. We know “who or what” is doing something, and we know what that “who or what” did.

🗨️ Today we’re going to build sentences, starting with a noun.

Write the following nouns on the board, in list form:

Kings

Bertie

Vapor

🗨️ Three random nouns. Now I’ll add a verb to each one.

Write the following verbs after each noun:

Kings command

Bertie sweeps

Vapor swirls

🗨️ Who or what is doing the action in each of these? (*kings, Bertie, vapor*)

🗨️ Those are the simple subjects.

🗨️ Now I’ll add more words to make these sentences more interesting and fun to read.

Add your own descriptive words, or add the words we have provided here:

Kings command armies that don’t listen to them.

Bertie sweeps cupcake crumbs off the dirty linoleum floor.

Vapor swirls all around the corners of the room.

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



#### WHAT TO DO

1. Quickly reread your last writing response and find five nouns.
2. On a new page, list these five nouns. If you want to, you can add “the” or “a” before the noun.
3. Add a strong verb after each noun (avoid using the verb “to be”). A strong verb shows the action precisely.
4. Add more words to make the sentence interesting and fun to read.
5. Identify the simple subject in each sentence by writing “SS” above it.

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

- 💬 This sentence is great. When you use strong verbs like “clutched,” I can really picture the action. “Cameron clutched her gym bag.” I can see that in my head.
- 💬 “Gorgonzola stinks to high heaven.” It sure does. Great sentence with that strong verb “stinks.”
- 💬 Remember that strong verbs show exactly what the action is. Picture exactly what Alma was doing when she “moved.” Then use a verb that shows the reader that specific action.
- 💬 Step three is to add a strong verb that shows the action precisely. I don’t see a verb here after the noun. Add one, and I’ll be back to check in a minute.

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**Complete Response:**

**SS**  
*Tacos drip salsa and ooze cheese right onto my lap.*

**SS**  
*Heather bosses me around all time and I don’t like it.*

**SS**  
*We slammed our book bags on the table.*

**SS**  
*Bugs swarmed into my rickety old tent, even though I burned citronella candles outside it.*

**SS**  
*The machete sliced through the coconut, releasing sweet white liquid.*

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## 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 the simple subject of a sentence.**

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.

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## 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 for struggling students. Revision assignments (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.

## Identifying Simple Subjects

### Overview

*The students will practice identifying the simple subject in a variety of sentences.*

### BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Complete Sentence** and the **Definition of a Simple Subject** are still posted.

### IN CLASS

### Targeted Instruction—Identifying Simple Subjects

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 are the two parts of a complete sentence?** *(The subject and the predicate.)*
- 💬 **That's right. What does that mean? What's a subject?** *(Who or what is doing something in a sentence.)*
- 💬 **What's a predicate?** *(The action. What the subject is doing.)*
- 💬 **Complete sentences are the foundation for good writing. It's simple, really. Each sentence has two parts, a subject and a predicate. *Someone or something* (that's the subject) *doing something* (that's the predicate).**
- 💬 **If we're missing either part, the reader gets confused. If you have both parts, you have a complete idea, and the reader understands what you're writing.**

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.

Write the following sentence on the board:

Paul kicked.

- 💬 **Is this a complete sentence?** *(Yes, it has a subject and a predicate.)*
- 💬 **It's a short sentence, and there's not much detail. We wonder what Paul is kicking, or if he is kicking anything at all. Maybe he's just kicking into space. But yes, this is a complete sentence because we have a subject, "Paul," and a predicate, "kicked."**
- 💬 **I'd like your help to make this sentence a lot more interesting and fun to read. In fact, I'd like you to make it funny. I don't know how you'll do it, but please try your best. I don't want to read boring sentences like, "Paul kicked."**

Call on students to raise their hands to add details to the sentence. They can describe the subject, “Paul,” or they can add details to the predicate, “kicked.” Encourage students to use strong verbs, unique adjectives, or whatever strategies they want to make the sentence more fun to read.

The following is an example of what students might come up with:

*Paul, who is an awesome soccer player with bright red hair, buck teeth, and feet like a gorilla, kicked the soccer ball so hard it exploded into a million pieces, one hundred feet in the air, like an awesome soccer bomb.*

- 💬 No matter how many details we add, or how complicated the sentence is, we still have someone or something, Paul, doing an action, kicking.
- 💬 Now we’ve got all sorts of nouns, verbs, adjectives, etc. Tons of words. But only one simple subject, and that is Paul.
- 💬 Once we know the simple subject, we can identify the predicate more easily. When we can see both parts of a sentence, we can revise either or both parts to make our sentences more powerful and have a specific impact on the reader.
- 💬 Also, once we know the simple subject, we can make sure that the verb we use to show the action agrees with the subject.
- 💬 In other words, we can avoid writing sentences like these.

Write the following sentence on the board:

Mr. Paulson, the best of all my teachers, were hungry.

- 💬 Who or what is this sentence about? (*Mr. Paulson.*)

Write **Mr. Paulson** on the board.

- 💬 Mr. Paulson is the simple subject, and what is Mr. Paulson doing? (*He’s being hungry.*)

Write **were** after “Mr. Paulson.”

- 💬 Mr. Paulson were. Mr. Paulson *were* hungry. That’s not right, is it? When you can isolate the subject and verb like this—stripping the sentence down to its basic parts—it’s easy to see when something is wrong.

Erase “were” and replace it with **was**.

- 💬 “Mr. Paulson was hungry.” That’s better.
- 💬 The verb agrees with the subject now. That’s the correct form of the verb “to be”—when you have a singular subject and the action happened in the past.
- 💬 When you can quickly and easily identify the simple subject, you can also easily check to make sure the verb you use is in the correct form.
- 💬 We’ll take a closer look at subject/verb agreement in later lessons. For now, we’ll focus on finding the simple subject. That’s step one!

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



### WHAT TO DO

1. Skim your last few writing responses and bracket an exciting part. Make sure you bracket at least five sentences.
2. Circle the simple subject in each sentence.
3. On a new page, copy the simple subjects into a list.
4. Turn each of these simple subjects into sentences using a strong verb (if you can, avoid using the verb “to be”).
5. Circle the simple subject in each sentence.

💬 When you write a new sentence, you do *not* have to begin the sentence with the subject. You can add any other words, or extra details that you would like, to either the subject or predicate part of the sentence.

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

💬 Great strong verbs: “smoked,” “guzzled,” and “clanks.”

💬 That’s a great description of Mariah’s hair! I could picture it perfectly: frozen curlicues!

💬 Remember that strong verbs show exactly what the action is. How did Ramon “walk,” exactly?

💬 Step four is to add a strong verb that shows the action precisely. I can’t see a verb here. I’m wondering what Luisa is doing. I’ll be back in a minute to see what you added.

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#### Complete Response:

Heather guzzled down five huge sodas as big as my head.

No matter what I do, my mother still pries into my social life.

Charles dunked his head into the bucket full of ice and practically froze his face off.

The kitchen aides were clustered in the corner like a clump of noisy chickens.

Ramon shot through the crowd.

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### 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 the simple subject of a sentence.

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.

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#### 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 for struggling students. Revision assignments (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.



## Identifying Simple Subjects

### Overview

*The students will use strong verbs to write complete sentences, and will identify the simple subject in each sentence they write.*

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Complete Sentence** and the **Definition of a Simple Subject** are still posted.

IN CLASS

### Skill Drill—Simple Subjects

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.

- 💬 **A complete sentence has two parts, a subject and a predicate. *Someone or something* (that's the subject) *doing something* (that's the predicate). We'll be talking about that soon. If you're missing either part, it's confusing to a reader.**
- 💬 **Complete sentences express complete ideas and give readers all the information they need to understand.**
- 💬 **Not all complete sentences are equal, however. A sentence can be complete and grammatically correct, but still not be powerful. We've talked a lot in this class about using strong verbs. Can someone remind me what a strong verb is? (*A strong verb is a verb that shows the action precisely.*)**
- 💬 **Is "walked" a strong verb? (*No.*)**
- 💬 **Why not? (*It's vague. You can't picture exactly how someone walked somewhere; you just get a general idea.*)**
- 💬 **Good. You're right. "Walk" is a weak verb because it's not very specific or precise. When I read the verb "walk," I don't have a vivid picture in my head, just a general idea.**
- 💬 **Is "loped" a strong verb? (*Yes.*)**
- 💬 **Explain to me why "loped" is a strong verb. (*I can see in my head how someone moves when they lope.*)**

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.

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



### WHAT TO DO

1. Skim your last few writing responses and find five strong verbs.
2. List the five strong verbs onto a new page.
3. Write five new sentences using these strong verbs.
4. Circle the simple subject in each sentence.

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

- Great strong verbs: “yanked,” “split,” and “chomped.”
- I like how you used two strong verbs in this sentence.
- Remember that the simple subject is who or what is doing the main action. Who is “swinging”?
- I think your strong verb is excellent: “squishing.” Now who or what is squishing? That’s the simple subject of the sentence. I’ll be back in a minute to see if you circled it.

---

#### Complete Response:

*“Ouch!” screamed (Jack).*

*When she’s not hungry, my (sister) starts squishing mashed potatoes around her plate.*

*Our cat (Millie) hurled all over the carpet.*

*(Mario) barged through the doors with a huge grin on his face.*

*(Rabbits) popped up and down the lawn like it was mini-golf 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 the simple subject of a sentence.

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.

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### 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 for struggling students. Revision assignments

(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.

## Identifying Simple Subjects

### Overview

*The students will practice identifying the simple subject in a variety of sentences.*

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#### BEFORE CLASS

##### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Complete Sentence** and the **Definition of a Simple Subject** are still posted.
- ☐ Prepare to display the **Sample Sentences**. */*

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#### IN CLASS

##### Skill Drill—Identifying Simple Subjects

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.

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.

- 💬 **Could someone remind me—what are the two parts of a complete sentence?**  
(*The subject and the predicate.*)
- 💬 **That's right. A complete sentence is *someone or something* (that's the subject) *doing something* (that's the predicate). We'll be doing some practice with predicates pretty soon. If either the subject or predicate is missing, it isn't a complete sentence. It's just one part, so the reader is left with unanswered questions and gets confused.**
- 💬 **Looking at any complete sentence, you should be able to strip it down to its basic parts. Stripping it down helps when you want to target one part or the other to emphasize, or when you want to change the sentence structure to make a specific impact on the reader.**
- 💬 **It also helps you figure out if there are any problems, such as a mismatch between the subject and the verb form. You can check to make sure the subject and verb agree once you are able to pick out the simple subject.**
- 💬 **Today, we'll focus on step one of identifying the parts of a sentence, which is finding the simple subject.**

- Some sentences are pretty complicated and have lots of details in them. Some are structured so that the parts of the sentence aren't where you expect them to be; for example, the subject is in the middle of sentence instead of at the beginning. However, no matter how many details are in the sentence, and no matter how it's structured, you can always find the simple subject by asking yourself the following questions:
- What is the main action that is taking place in the sentence?
  - Who or what is doing that action?

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

### SAMPLE SENTENCES

1. Without my hand sanitizer, I get really nervous.
2. No matter what, Nathan will support the Red Sox.
3. Even though she's normally a chicken, Danita decided to jump in the river feet first.
4. Despite my pain, I can't forgive you right now.

Ask students what the sentences have in common, and listen to a couple of responses. Students may notice the following:

*They have a similar sentence pattern.*

*They all use a comma after an introductory phrase.*

*They all have the subject in the middle of the sentence instead of at the beginning.*

- None of these sentences has a simple subject at the beginning of the sentence. Let's see if we can find the simple subject, even though it's not at the beginning.

Talk students through each sentence, asking the following questions and calling on students to answer them:

- What's the main action taking place in the sentence? What's the verb that shows that action?
- Who or what is doing the action?

Underline the verbs showing the action and circle the simple subjects in each sentence as students identify them. The correct answers are provided here for your reference:

1. Without my hand sanitizer, I get really nervous.
  2. No matter what, Nathan will support the Red Sox.
  3. Even though she's normally a chicken, Danita decided to jump in the river feet first.
  4. Despite my pain, I can't forgive you right now.
- When the subject of the sentence isn't at the beginning, ask yourself what the main action is—what's happening in the sentence?

- ☞ Whoever or whatever is performing that action is the simple subject of the sentence.
- ☞ If you are still having a hard time finding the simple subject, ask yourself one more question: *who or what* is the sentence about?
- ☞ Today we'll practice finding the simple subject in different types of sentences. Sometimes the simple subject will be at the beginning of the sentence, and sometimes not.

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



### WHAT TO DO

1. Copy down these sentences:
  - The old bat broke with a loud “crack” when it hit the baseball.
  - Spiders, which are scary, should never be kept as pets.
  - Whenever Shari talks about her dad, she smiles.
  - Jayson, who is my friend, already claimed the top bunk.
  - Instead of walking, we biked to the store.
  - Amina chose candy canes, not chocolate bark.
2. Circle the simple subject in each sentence.

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

- ☞ So far you've correctly circled the simple subjects. Keep going!
- ☞ Good job with finding the simple subject in this sentence; you're right, the sentence is about spiders, so “spiders” is the simple subject.
- ☞ Remember that the simple subject is who or what is doing the main action in the sentence.
- ☞ Reread this sentence and ask yourself, “Who or what is the sentence about?” I'll be back in a minute to see if you circled the simple subject.

### Complete Response:

1. The old bat broke with a loud “crack” when it hit the baseball.
2. Spiders, which are scary, should never be kept as pets.
3. Whenever she talks about her dad, Shari smiles.
4. Jayson, who is my friend, claimed the top bunk.
5. Instead of walking, we biked to the store.
6. Amina chose candy canes, not chocolate bark.

## 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 the simple subject of a sentence.**

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.

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## 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 for struggling students. Revision assignments (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.

## LESSON

# 14

## Identifying the Simple Predicate of a Sentence

### Overview


*The students will review the parts of a complete sentence (subject and predicate) and will identify the simple predicate in a variety of sentences.*

### 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.
- **Literacy.L.3.1i** Produce simple, compound, and complex sentences.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Identifying the Simple Predicate** worksheet, provided at the end of this 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 Simple Predicate** so that they can remain posted for any drills or mini-lessons you do regarding simple predicates.
- ☐ Prepare to display the **Sample Sentences**. 

### IN CLASS

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.

#### Targeted Instruction—Identifying the Simple Predicate

- 🗣️ Today we're going to look at the parts of a complete sentence. As you know, a complete sentence has two parts to it—a subject and a predicate.
- 🗣️ In fact, 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. Let's try that now. I'll start with a noun, and you give me a verb.

Use one color to write the following nouns on the board:

Gina

Rain

Happiness



Add the verb, “laughed” after “Gina” and then solicit one verb for the remaining nouns from students. Use a different color for the verbs. Add a period once each sentence is completed. Examples are provided here:

Gina laughed.

Rain splattered.

Happiness swells.

💬 **Someone tell me why I just added periods at the end of each sentence.**  
(Because that's the end of the sentence.)

💬 **Why did I capitalize these nouns?** (That's the beginning of the sentence.)

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

#### DEFINITION OF A COMPLETE SENTENCE

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

💬 **In these sentences on the board, it's very easy to distinguish between the “someone or something” (the subject, which is a noun) and the “doing something” part of the sentence (the verb, which is the predicate).**

💬 **Of course, sentences usually have more than two words in them. They can be a lot more complicated.**

💬 **I'm going to add some *showing* details to this simple sentence about Gina.**

Write the following revision on the board:

Gina laughed so hard her stomach cramped and tears slid down her face.

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 word that answers the question, “what is the subject doing?” What's Gina doing?** (*Laughing.*)

Underline the word, “laughed.”

💬 **There are other verbs in the sentence, and they're good strong verbs, too: “cramped” and “slid.” Gina's stomach cramped and tears slid down her cheeks. These verbs are definitely actions the subject is doing. So how do we know these verbs aren't the main verb?**

Listen to a variety of responses, and be sure to confirm and/or provide a clear explanation of the correct reason.

💬 **These verbs, “cramped” and “slid,” are verbs that describe *how* Gina laughed. The main action, which these verbs describe in more detail, is laughing.**

💬 **No matter how much detail we add to the predicate, and no matter how long the sentence becomes, the main verb is still “laughed.”**

💬 What if I changed “laughed” to “was laughing”?

Erase or cross out “laughed” and replace it with “was laughing.”

Gina was laughing so hard her stomach cramped and tears slid down her face.

💬 Now we changed the verb form to show that Gina *was laughing* over a period of time. Laughing is still the main action Gina is doing.

💬 When you’re looking for the simple predicate, remember that sometimes the main verb changes form and includes a helping verb, like “was.” That helping verb is also part of the simple predicate.

💬 The same would true if we added detail to show more about the subject.

Write the following revision on the board:

Gina, shining with happiness, laughed.

💬 “Shining with happiness” is a detail that shows how Gina looked when she laughed. Laughing is still the main action. “Laughed” is still the main verb.

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

#### **SAMPLE SENTENCES**

1. Eva and Devin sat on the battered old sofa.
2. The coin, shimmering in the light, displaced the water in the glass beaker.
3. The explorer scaled the rocky face of the mountain.
4. Karen bought six pairs of socks and one pair of lace-up boots.
5. Without warning, Paulo chucked a rotten apple at my head.

Call on individual students to identify the simple predicate in each sentence, and underline it. Accept correct responses and help students who misidentify the simple predicate by asking them, “What is the main action in this sentence? What is the subject doing?”

The correct answers are provided here for your reference:

1. Eva and Devin sat on the battered old sofa.
2. The coin, shimmering in the light, displaced the water in the glass beaker.
3. The explorer scaled the rocky face of the mountain.
4. Karen bought six pairs of socks and one pair of lace-up boots.
5. Without warning, Paulo chucked a rotten apple at my head.

#### **Skill Drill—Identifying the Simple Predicate**

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

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

💬 I see that you underlined all of the verbs. That’s a good strategy. When you do that, it’s easier to see which of those verbs is the simple predicate.

- 💬 This sentence is a tough one. You found the simple predicate, even though it was halfway through the sentence. Good work.
- 💬 Remember that the simple predicate is always a verb, and verbs tell what the subject is doing.
- 💬 Right here you underlined the word, “hopeless.” That word describes a noun, so it is an adjective. Verbs are action words. Reread the sentence and see if you can find the verb that tells what the subject is doing. I’ll be back in a minute to see if you found the simple predicate.

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**Answer Key:**

1. Pilar was scrambling into the car with her friends.
  2. The judge decided to award custody to the baby’s grandmother.
  3. I am allergic to cats, dogs, dust, and pollen.
  4. In the dust under the old barn cellar, snakes slithered.
  5. Somebody fix this nagging problem with the broken gate.
  6. New York City bustles with activity.
  7. Soccer players flood into Jake’s Restaurant every Friday after the game.
  8. Marisol dislikes having to wait for her sister to finish eating before she leaves the table.
  9. My mom scolds me about not doing the dishes.
  10. Uncle Larry just quit smoking—good for him!
- 

## Closing

Collect the worksheets. Let students know that they did a great job with 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.

- 💬 You all focused on finding the simple predicate, and I didn’t hear anyone talking, which is great because you could concentrate.
- 💬 Some of you finished quickly, and some took a longer time, but everyone completed the worksheet.

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 identify the simple predicate.

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## AFTER CLASS

Check the worksheets 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.

If you plan to do more drills or mini-lessons on simple predicates, keep the **Definition of a Complete Sentence** and **Definition of a Simple Predicate** posted.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Identifying the Simple Predicate

### Instructions

Underline the simple predicate in each sentence.

1. Pilar was scrambling into the car with her friends.
2. The judge decided to award custody to the baby's grandmother.
3. I am allergic to cats, dogs, dust, and pollen.
4. In the dust under the old barn cellar, snakes slithered.
5. Somebody fix this nagging problem with the broken gate.
6. New York City bustles with activity.
7. Soccer players flood into Jake's Restaurant every Friday after the game.
8. Marisol dislikes having to wait for her sister to finish eating before she leaves the table.
9. My mom scolds me about not doing the dishes.
10. Uncle Larry just quit smoking—good for him!

## Identifying the Simple Predicate of a Sentence

### Overview

*The students will review the parts of a complete sentence (subject and predicate) and identify the simple predicate in a variety of sentences.*

#### 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.
- **Literacy.L.3.1i** Produce simple, compound, and complex sentences.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure the **Definition of a Complete Sentence** and the **Definition of a Simple Predicate** are still posted.
- ☐ Prepare to display the **Sample Sentences**.

### IN CLASS

#### Targeted Instruction—Identifying the Simple Predicate

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

#### DEFINITION OF A COMPLETE SENTENCE

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



- Someone remind me—why is it important to write in complete sentences?  
(So the reader is not confused.)

Write the following sentence fragments on the board:

Walked to the basement.

Flew to Puerto Rico in two hours.

My Aunt Maria.

- Who or what walked to the basement? Who or what flew to Puerto Rico?  
What's my Aunt Maria 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.

Call on students to supply a new subject or new predicate to each sentence, as in these examples:

Mr. Riley walked to the basement.

The plane flew to Puerto Rico in two hours.

My Aunt Maria took me to a fancy restaurant for my birthday.

- Now we have complete sentences and complete ideas. If we wanted to, we could change the way each of these sentences is written, or add details to each part. As long as we have a subject and a predicate, it will make sense and be clear to the reader.

Refer to 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.

- What does that mean, the “main verb”?
- Some sentences have lots of verbs in them. How do we know which one is the main one?

Accept a variety of answers from students, and then write the following sentence on the board:

Charles speaks.

- Is this a complete sentence? (Yes, it has a subject, “Charles,” and a predicate, “speaks.”)
- Very few sentences are only two words long, but yes, this is a complete sentence. It has a “who or a what” (the subject, Charles) doing something (speaking).

Write the following sentence on the board:

Charles, my loud and eccentric next-door neighbor, speaks with a Southern accent.

- “Charles speaks” is still the *core* of this sentence—the simple subject and simple predicate. All the other words in this sentence either describe the simple subject, “Charles,” or describe and elaborate on the simple predicate, “speaks.”
- If you want to find the simple predicate in a sentence, ask yourself what the subject is doing. What *main action* is the subject performing?
- Remember that if the sentence was, “Charles was speaking,” Charles would be the subject and “was speaking” would be the simple predicate, which includes the helping verb, “was.”

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

### SAMPLE SENTENCES

1. Janice stashed her extra pens in the glove compartment of her car.
2. Those kids with chocolate ice cream on their faces just biked to the beach.
3. Geese fly south every winter.
4. Ballet is my favorite dance class.
5. Nabhi picked on me when we were in sixth grade.
6. I have very long, dark hair and blue eyes, just like my grandmother did when she was little.

💬 Sometimes the simple predicate is hard to find because there's more than one verb in the sentence.

💬 Sometimes it's hard to find because the verb isn't a physical action, but instead shows a state of being—verbs like "is" or "are," or even verbs like "have" don't seem very active, but they are verbs.

Invite students to help you to identify the simple predicates in the **Sample Sentences**, and underline them. As you do this, talk through your thought process. Correct answers are provided here for your reference:

1. Janice stashed her extra pens in the glove compartment of her car.
2. Those kids with chocolate ice cream on their faces just biked to the beach.
3. Geese fly south every winter.
4. Ballet is my favorite dance class.
5. Nabhi picked on me when we were in sixth grade.
6. I have very long, dark hair and blue eyes, just like my grandmother did when she was little.

### Skill Drill—Identifying the Simple Predicate

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

#### WHAT TO DO

1. Skim your last writing response and bracket the part that you think is the most interesting or exciting. Make sure you bracket at least five sentences.
2. Underline the simple predicate in as many sentences as you can.

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

💬 That's right. In that sentence, "are" is the simple predicate.

- 💬 This sentence is a tough one. I can see you erased the line under this word. That's good, because "could" is not the simple predicate; "go" is.
- 💬 Remember that the simple predicate is always a verb. "Quickly" seems active, so no wonder you thought it was a verb. But it is an adverb, which is a word that describes a verb. In this sentence, "quickly" describes how fast Eric ran. Eric is the subject, and what is he doing? Find the verb that shows what he's doing—that's the simple predicate.
- 💬 Right here you underlined "will be," but not "crying." These words, "will be," are helping verbs that show that an action will take place at some point in the future. Reread the sentence and underline the verb that shows that action, because that's the main verb. I'll be back in a minute to check.

## Closing

Let students know that they did a great job with 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 some of you tackled sentences with lots of verbs in them, 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 (using one noun and one verb) and underlining the predicate. Ask students to add interesting, unique details to elaborate on the predicate, as in the example here:

Marcia flipped.

Marcia flipped upside down on the rollercoaster, screaming, "WHOA!!!" at the top of her lungs as her hat flew off her head and her cheeks turned bright red.

Affirm that no matter how many other words there are describing or elaborating on the simple predicate, the simple predicate is still the verb that shows the main action the subject is performing.

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## 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.



## Identifying Simple Predicates

### Overview

*The students will practice writing different types of sentences and will identify the simple predicate in these sentences.*

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Complete Sentence** and the **Definition of a Simple Predicate** are still posted.
- ☐ Prepare to display the **Sample Sentences**. //

### IN CLASS

#### Skill Drill—Identifying the Simple Predicate

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 why it's important to write in complete sentences?** *(So you don't confuse the reader or leave out any information.)*
- 💬 **That's right. Each complete sentence has two parts. What are they?** *(A subject and a predicate.)*
- 💬 **Why do you think it's a good idea to be able to identify both parts of a complete sentence?** *(So you don't write sentence fragments that confuse the reader. So you can still figure out the simple subject and predicate in a long sentence.)*
- 💬 **That's right. Complete sentences are the foundation and basis for powerful writing. Writing has to be clear and understandable so that your ideas get across to the reader.**
- 💬 **Another reason is that once we're familiar with both parts of a sentence, we can feel comfortable experimenting with writing different types of sentences.**
- 💬 **For example, I might want to write about Miguel dropping his backpack.**

Write the following sentence on the board:

Miguel dropped his backpack on the floor.

- 💬 **Is this a complete sentence? Do we have a "who or what" doing something?** *(Yes, Miguel.)*
- 💬 **What's Miguel doing?** *(He's dropping his backpack on the floor.)*
- 💬 **So we have a complete sentence with a subject and a predicate.**

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.

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



### SAMPLE SENTENCES

1. Without giving it a second thought, Miguel dropped his backpack on the floor.
2. Miguel, the tall boy with the nose ring who really annoys me in Algebra class, dropped his backpack on the floor.
3. Miguel suddenly dropped his backpack on the floor—smack!

☞ All of these sentences have a subject and a predicate. In fact, they have the same simple subject and the same simple predicate.

☞ What's the simple subject? (*Miguel.*)

☞ What's the simple predicate? (*Dropped.*)

Circle the word “Miguel” and underline the word “dropped” in each sentence, as shown here:

1. Without giving it a second thought, (Miguel) dropped his backpack on the floor.
2. (Miguel), the tall boy with the nose ring who really annoys me in Algebra class, dropped his backpack on the floor.
3. (Miguel) suddenly dropped his backpack on the floor—smack!

☞ Even though they have the same simple subject and same simple predicate, they're very different, aren't they? Each of these sentences has a different emphasis and a different impact on the reader.

☞ Which of these three sentences places the most emphasis on the subject, “Miguel”? (*The second sentence.*)

☞ Which sentence shows Miguel being careless with his backpack? (*The first sentence.*)

☞ Raise your hand if you get a feeling from the third sentence that Miguel is angry, impatient, or wants to make some noise.

☞ This is one reason why it's so important for us to practice identifying subjects and predicates. Once you can do this well, you'll be able to experiment with powerful sentences and use correct grammar and punctuation while you're at it.

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



### WHAT TO DO

1. Quickly reread your last writing response. Find a sentence that you like with a strong verb in it.
2. Copy the sentence onto a new page.
3. Rewrite the sentence two different ways, using the same simple subject and the same simple predicate. You can add any extra words that you want to, change word order, or add new punctuation.
4. Underline the simple predicate in each sentence.

If students ask why “annoys” is not the simple predicate in the second sentence, explain that this verb simply describes and identifies the subject, Miguel, and is not the verb that shows the main action Miguel is performing.

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

- 💬 In this sentence, you're focusing on how scruffy and adorable that puppy is. Good job changing the original sentence so it has a different impact.
- 💬 Yes, "gurgled" is the simple predicate. I like how in this sentence you used some other strong verbs too: "tingled" and "stung."
- 💬 Remember that the simple predicate is always a verb that shows what the subject is doing.
- 💬 This is a great idea to change it into a line of dialogue. I see you added quotation marks. I'd like you to change the sentence within those quotation marks, though. You can add more details to the subject part of the sentence, or the predicate part. I'll be back in a minute to check.

---

**Complete Response:**

Original Sentence: Mariposa pushed my hand away.

*Mariposa, who used to be nice to me, pushed my hand away just as I was about to help myself to some chocolate.*

*Without warning, and with heroic speed, Mariposa pushed my hand away just as the window came crashing down.*

---

## 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 the simple predicate of a sentence.**

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.

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## 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 for struggling students. Revision assignments (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.

# Skill Drill

# 15<sub>B</sub>

## Identifying Simple Predicates

### Overview

*The students will practice identifying the simple predicate in a variety of sentences.*

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Complete Sentence** and the **Definition of a Simple Predicate** are still posted.

#### IN CLASS

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.

#### Targeted Instruction—Finding Simple Predicates

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 are the two parts of every complete sentence?** (*The subject and the predicate.*)
- 💬 **That's right. What does that mean? What's a subject?** (*Who or what is doing something in a sentence.*)
- 💬 **What's a predicate?** (*The action. What the subject is doing.*)
- 💬 **Complete sentences are the foundation for good writing. It's always *someone or something* (that's the subject) *doing something* (that's the predicate).**
- 💬 **If we're missing either part, the reader gets confused. If you have both parts, you have a complete idea, and the reader understands what you're writing.**

Write the following sentence on the board:

The clown juggled.

- 💬 **Is this a complete sentence?** (*Yes, it has a subject and a predicate.*)
- 💬 **That's right. The problem is, there's not much detail. I'm wondering what the clown is juggling. Sometimes clowns juggle those things that look like bowling pins, sometimes they juggle balls—sometimes it's even flaming torches. I'm also wondering what this clown looks like. We don't even know if this is a male or female clown!**
- 💬 **I'd like your help to add more details to this sentence, to make it a lot more interesting and fun to read.**

- 💬 This is one reason we're practicing this skill; the more we practice, the more you'll be able to write more sophisticated sentences without getting tripped up by grammar and punctuation.

Call on students to raise their hands to add details to the sentence. They can describe the clown in more detail, or they can describe the juggling in more detail. Encourage students to use strong verbs, unique adjectives, or whatever strategies they want to make the sentence more fun to read. The following is an example of what students might come up with:

*The six-foot-tall circus clown with rainbow-colored dreadlocks juggled eight balls, two baby highchairs, and a flaming torch while playing "God Bless America" on his harmonica.*

- 💬 No matter how many details we add, or how complicated the sentence is, we still have the clown juggling. That's the main verb, and that's the simple predicate.

Refer to 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.

- 💬 Wait a minute—the clown is also playing the harmonica. "Playing" is a verb, and the clown is doing that, too. How do we know that's not the main verb? *(The sentence is mainly about the clown juggling. Playing the harmonica is just something he's doing while he's juggling.)*
- 💬 That's right. Just as you can identify the simple subject by asking who or what the sentence is about, you can identify the simple predicate by asking what action the sentence is about.
- 💬 Knowing how to identify the parts of a sentence can help you feel more confident playing around with sentences, like we did with the clown sentence today. As long as you have a subject and a predicate, you have a complete sentence, and you can write it any way you like to make an impact on the reader.

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

#### WHAT TO DO

1. Skim your last few writing responses for an exciting part with lots of strong verbs, and bracket it. Make sure you bracket at least three sentences.
2. Circle the simple subject and underline the simple predicate in each sentence. The simple subject is always a noun. The simple predicate is always a verb.
3. Using these nouns and verbs, write three entirely new sentences. Add interesting details to each sentence to elaborate on and describe the action in the sentence (the predicate).
4. Don't forget to capitalize the first word in each sentence and end it with a punctuation mark.

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

- 🗣️ Great strong verb here: “Gretchen *clutched* her hot chocolate tightly, holding it close to her body for warmth.”
- 🗣️ “The bicycle *rammed* hard into the curb.” Ouch. “Rammed” is a great strong verb; I can see the action.
- 🗣️ Remember that every complete sentence ends with a period, question mark, or exclamation point.
- 🗣️ Here you underlined “suddenly.” “Suddenly” sounds like a verb because it seems active, but it’s actually an adverb that describes the action. What is Chandra doing so “suddenly”? Underline that verb and I’ll be back in a minute to check.

---

**Complete Response:**

- (Mike) slammed his baseball mitt to the ground, causing dust to fly everywhere.
  - (Ducks) drilled through the marshes, making waves and quacking nonstop.
  - (Shock) pulsed into my head and almost made me pass out.
- 

## 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 the simple predicate of a sentence.**

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.

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## 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 for struggling students. Revision assignments (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.


## Identifying Simple Predicates

### Overview

*The students will practice identifying the simple predicate in a variety of sentences.*

### BEFORE CLASS



#### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Complete Sentence** and the **Definition of a Simple Predicate** are still posted.
- ☐ Prepare to display the **Sample Sentences**. 

### IN CLASS

#### Targeted Instruction—Identifying Simple Predicates


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's a simple predicate?** (*The verb that shows what the subject is doing.*)
-  **That's right. The simple predicate shows the main action the subject is doing.**

Refer to 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.

-  **Sometimes what the subject is doing doesn't seem very active or like an action at all. Let me show you what I mean.**


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

#### SAMPLE SENTENCES





1. Carlos, who everyone knew had his bike stolen and trashed, was sad.
2. Uncle Rick, whose hair was always whipping in the wind, had a new hat.
3. Maya, the girl who screamed at Pablo after they broke up, is single again.

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.

Call on individual students to identify the simple subject in each of the sentences: “Carlos,” “Uncle Rick,” and “Maya.” If they have trouble identifying the simple subject of each sentence, ask the following question to help them determine the simple subject:

 **Who or what is the sentence about?**

Once students have identified the simple subjects, circle them, and ask them the following questions:


-  **What’s Carlos doing?** (*He’s not really doing anything, he’s just being sad.*)
-  **What’s Uncle Rick doing?** (*He’s not doing anything. He just has a new hat.*)
-  **What’s Maya doing?** (*Nothing, she’s just being single.*)
-  **Even though “was,” “is,” and “had” don’t seem very active, and don’t seem much like verbs, they are verbs. Verbs don’t just show action; they also help express a state of being. Like Maya being single.**

Underline “was,” “had,” and “is.”

 **These verbs show what the subject is doing. They are the simple predicates.**

Bracket the complete subject in each sentence, as shown here:

- [Carlos, who everyone knew had his bike stolen and trashed,] was sad.
- [Uncle Rick, whose hair was always whipping in the wind,] had a new hat.
- [Maya, the girl who screamed at Pablo after they broke up,] is single again.

 **What do you notice that’s similar in these sentences?**






Listen to a couple of responses. Students may notice the following:

*The simple subject and simple predicate are far apart in each sentence.*

*Each sentence is structured the same way and begins with a simple subject.*

*Each sentence has two commas, with information about the simple subject between those two commas.*

Point out these features, and explain why the verbs in the middle of the sentence are not the main verbs—not the simple predicate.

-  **All of the words that I bracketed describe or expand on the simple subject of the sentence. And actually, those verbs (“whipping,” “screamed,” “stolen,” “trashed”) happen to show much more action.**
-  **In the first sentence, the words, “who everyone knew had his bike stolen and trashed,” describe who Carlos is—the guy who had his bike stolen and trashed.**
-  **In the second sentence, the words, “whose hair was always whipping in the wind,” describe something about Uncle Rick.**
-  **In the third sentence, what do the words, “the girl who screamed at Pablo after they broke up,” do in this sentence? What are they there for?** (*To identify Maya, and show which girl she is.*)
-  **These words in the middle of these sentences don’t show us what the simple subject is actually doing; they just show us more about Carlos, Uncle Rick, and Maya.**



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



### WHAT TO DO

1. Copy these sentences onto a new page:
  - The horse, his flanks wet and shivering from the cold, trotted into the arena.
  - Julia, my mother's friend, drives my sister Carrie and me to baseball practice sometimes.
  - Love, without action, is just a word.
  - Children, especially those between the ages of three and six, are annoying.
  - My dog Cha Cha, who used to be really peppy and full of energy after school, naps every afternoon now.
2. Underline the simple predicate in each sentence.
3. On a new page, write two new sentences using this sentence pattern, with the simple subject and simple predicate far apart.
4. Underline the simple predicate in the two sentences.

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

- 🗣️ You underlined all of the simple predicates in these sentences—excellent.
- 🗣️ That's right, "is" is the simple predicate. "Phys Ed, with all the jumping and shooting and running, *is* my favorite class."
- 🗣️ Remember that you can ask yourself, "What action is this sentence about?" That helps you to locate the simple predicate.
- 🗣️ Here you underlined "shivering." "Shivering" is a verb, but it's not the main verb in the sentence. Reread the sentence and ask yourself which action the sentence is about—what's the main action that the horse is doing? I'll be back in a minute to check if you underlined the simple predicate.

---

#### Complete Response:

Sample sentences:


1. *The horse, his flanks wet and shivering from the cold, trotted into the arena.*
2. *Julia, my mother's friend, drives my sister Carrie and me to baseball practice sometimes.*
3. *Love, without action, is just a word.*
4. *Children, especially those between the ages of three and six, are annoying.*
5. *My dog Cha Cha, who used to be really peppy and full of energy after school, naps every afternoon now.*

Two extra sentences:

1. *Sean, the big guy with the camera, is my sister's boyfriend.*
  2. *Pillows, especially the soft ones filled with goose feathers, remind me of my grandmother's house.*
-

## 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 the simple predicate of a sentence.**

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.

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### 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 for struggling students. Revision assignments (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.

## Using Strong Verbs and Identifying Simple Predicates

### Overview

*The students will practice revising sentences with strong verbs, and will then identify the simple predicates in each sentence.*

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BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure that the **Definition of a Complete Sentence** and the **Definition of a Simple Predicate** are still posted.

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IN CLASS

### Targeted Instruction—Simple Predicates

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's a verb?** (*A verb is an action word.*)
- 💬 **That's right. Complete sentences generally have a subject and a predicate—a noun and a verb. Someone or something (that's the noun) doing something (that's the verb).**
- 💬 **We talk a lot about verbs in this class, especially strong verbs. What's a strong verb?** (*A verb that describes the action really precisely and vividly.*)
- 💬 **When you use strong verbs, you create a vivid and precise picture of the action in a reader's mind.**
- 💬 **Watch me.**

Stagger, tiptoe, or dance a few feet in either direction from where you are standing. Make sure you exaggerate your movements.

- 💬 **What did I just do?**


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.

Call on a few individual students to describe what you did using strong verbs. If they choose a weak verb such as “moved” or “walked,” correct them. Write any strong verbs you hear on the board, as in the examples here:

*staggered*

*lurched*

*wobbled*

 **Today you’re going to help me rewrite some sentences using strong verbs. I’ll put five sentences on the board that need some work.**


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




#### **SAMPLE SENTENCES**

1. Manish and Rocco walked upstairs.
2. When I stand up in front of people, I am very shy.
3. The bicycles were new.
4. I like ice cream more than my sister does.
5. James moved his coat.


Call on students to help you rewrite the sentences using strong verbs and other details that students might want to add. Push students to imagine specific actions for each of the verbs in the original sentences, and encourage them to add any additional details to the sentences that they think might make the new, stronger verbs fit the sentence better.

 **You can just change the verb into a stronger verb, or you can add other words or details that you think would make the sentence even more exciting and fun to read.**

 **The more specific and precise your details are, the better.**

 **If you want to change around the order of words in the sentence, you can do that, too.**

Once students have completely transformed the sentences so that they contain strong verbs and precise details, reread them aloud.

 **These new sentences are much more powerful and interesting to read. Some of them have gotten more complicated. However, each sentence still has a simple subject and a simple predicate.**

Refer to 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.

- Let's see if we can tell which verb is the simple predicate in these newly revised sentences.

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

### WHAT TO DO

1. Copy the revised sentences onto a new page.
2. Identify and underline the simple predicate in each sentence.
3. Skim your last writing response and bracket one of your favorite parts (at least three sentences).
4. Underline the simple predicate in each sentence, and if it is a strong verb, write "SV" over the verb. If it's not a strong verb, see if you can replace it with a strong verb.

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

- You underlined all of the simple predicates in all of these sentences so far! Keep going!
- You're right, "shucked" is the main verb, which is the simple predicate. All the other verbs here describe the subject and not what he is doing at the moment.
- Remember that you can ask yourself, "What action is this sentence about?" That can help you to locate the simple predicate.
- Here you underlined "dripping," which describes what the ice cream cone is doing, but the ice cream cone is not the subject of the sentence. Reread the sentence to see if you can identify who or what the sentence is about, and then look for the verb that shows what that subject is doing. I'll be back in a minute to check if you underlined the simple predicate.

#### Complete Response:

SV

[No one but me knows about my painting. My parents aren't that thrilled with me loving art. No matter what, though, I am going to keep doing it.]

This Complete Response covers only steps three and four, using sample (not actual) text.

### 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 the simple predicate of a sentence.

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 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 for struggling students. Revision assignments (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.

# UNIT 3:

## Pronoun Use

### IN THIS UNIT

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- **Lesson 16: Using Pronoun Case Correctly and Consistently**
  - Skill Drill 16A: Using Appropriate Pronoun Case in a Sentence
  - Skill Drill 16B: Using Pronouns With “Than” and “As” Comparisons
  - Skill Drill 16C: Keeping Pronoun Case Consistent in a Paragraph
  - Skill Drill 16D: Using Pronoun Case Consistently in Your Writing
- **Lesson 17: Distinguishing Between “Your” and “You’re”**
  - Skill Drill 17A: Distinguishing Between “Your” and “You’re”
  - Skill Drill 17B: Distinguishing Between “Your” and “You’re”
- **Lesson 18: Distinguishing Between “Their” and “They’re”**
  - Skill Drill 18A: Distinguishing Between “Their” and “They’re”
  - Skill Drill 18B: Distinguishing Between “Their” and “They’re”
- **Lesson 19: Distinguishing Between “Its” and “It’s”**
  - Skill Drill 19A: Distinguishing Between “Its” and “It’s”
  - Skill Drill 19B: Distinguishing Between “Its” and “It’s”
- **Lesson 20: Introducing Reflexive Pronouns**
  - Skill Drill 20A: Finding and Fixing Reflexive Pronoun Errors
  - Skill Drill 20B: Finding and Fixing Reflexive Pronoun Errors
  - Skill Drill 20C: Writing With Reflexive Pronouns
  - Skill Drill 20D: Writing With Reflexive Pronouns

# LESSON

# 16

## Using Pronoun Case Correctly and Consistently

### Overview

*The students will review pronoun use and identify and fix pronoun case errors 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.
- **Literacy.L.6.1d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

### BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Identifying and Fixing Pronoun Case Errors** worksheet, provided at the end of this lesson.

### IN CLASS

### Targeted Instruction—Using Pronouns Clearly and Correctly

- 🗣️ **Who can remind us what a pronoun is?** (*Words like “he,” “she,” and “it.” They are words that replace nouns in sentences.*)
- 🗣️ **That’s right. Just for review, let’s look at one long sentence and see how we can replace nouns with pronouns to make it easier to read.**

Write the following sentence on the board:

Scott and Taliah dragged their heavy bags home on the bus, and Scott and Taliah cooked a huge dinner, and then Scott and Taliah ate the huge dinner.

- 🗣️ **Hmm, that’s an awfully long sentence. Let’s see if we can shorten it a bit and make it easier to read.**
- 🗣️ **First, let’s look at who we are talking about in the sentence. Who is doing the action?** (*Scott and Taliah.*)
- 🗣️ **That’s right. Let’s keep the first “Scott and Taliah” so that the reader knows who we are talking about. What pronoun would you use to replace “Scott and Taliah” the other two times these names appear in this sentence?** (*They.*)



Cross out the second and third “Scott and Taliah” in the sentence and replace with “they.”

Scott and Taliah dragged their heavy bags home on the bus, and they cooked a huge dinner, and then they ate the huge dinner.

💬 Yes. That’s better. If we couldn’t use pronouns, it would take forever to write a sentence and it would be annoying to read it.

💬 I think you can shorten that sentence a bit more. What other words get repeated? (*Huge dinner.*)

💬 That’s right. “Huge dinner” shows us what they cooked and what they ate. What pronoun could we replace the second “huge dinner” with to make the sentence shorter and more readable? (*It.*)

Cross out the second “the huge dinner” and replace it with “it.”

Scott and Taliah dragged their heavy bags home on the bus, and they cooked a huge dinner, and then they ate it.

💬 All right. That’s definitely easier to write and simpler for the reader.

💬 Even though we’ve replaced some of those nouns with pronouns, is the meaning still clear? (*Yes.*)

Write the following sentence on the board:

Haley dropped her cell phone, and the cell phone didn’t work anymore, and Haley was upset because Haley had to buy a new cell phone.

💬 What name do you see repeated in this sentence? (*Haley.*)

Cross out the second and third “Haley,” replacing them with “she,” and circle them as shown.

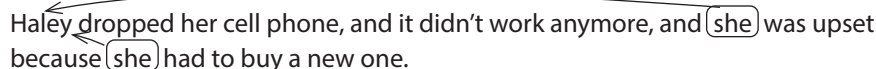
Haley dropped her cell phone, and it didn’t work anymore, and (she) was upset because (she) had to buy a new one.

💬 How does that sentence look now? (*It seems better to me.*)

💬 Yes. Who does “she” refer to in that sentence? (*Haley.*)

Draw an arrow from “she” to “Haley”:

Haley dropped her cell phone, and it didn’t work anymore, and (she) was upset because (she) had to buy a new one.



💬 “Haley” is what we call the antecedent. The antecedent tells you *who* or *what* the pronoun is replacing.

💬 Pronouns and antecedents need to match in terms of being singular or plural.

Write the following sentence (with “cell phone” circled) on the board:

Haley dropped her (cell phone), and it didn’t work anymore, and she was upset because she had to buy a new one.

Without asking for volunteers, call on one or two students to identify the two pronouns that replace “cell phone” in this sentence, and draw arrows from these pronouns to the antecedent “cell phone.”

Haley dropped her cell phone, and **it** didn't work anymore, and she was upset because she had to buy a new **one**.

- That's right. "It" and "one" are the pronouns that replace "cell phone" in that sentence.
- When you replace a noun with a pronoun in a sentence, you need to be sure that you use the correct type of pronoun. Let's look at some common errors students make when they are using pronouns.

Write the following sentence on the board:

Tim and Mario dripped paint all over the floor.

- Sometimes you have more than one person doing an action in a sentence. We call this a compound subject because the verb has more than one subject. In this sentence, "Tim and Mario" is the compound subject. "Compound" means "more than one."
- I'm going to share a great secret "trick" you can use to fix errors that many people make and don't catch with sentences like that.

Cross out "and Mario":

~~Tim and Mario~~ dripped paint all over the floor.

- So if I cross out "and Mario" in this sentence and ask you to replace "Tim" with a pronoun, what pronoun would you use? (*He.*)
- How do you know? (*Well, we wouldn't say "him" dripped paint.*)
- Exactly. So "Tim and Mario" would become "He and Mario."

Write the following sentence on the board:

Jackie pulled a prank on Leo and I.

- How about the "I" in this sentence? Sometimes when people want a sentence to sound better or more educated, they use "I" by mistake.
- Let's try the trick we used above and take out "Leo" to see if "I" works here.

Write the following sentence on the board:

Jackie pulled a prank on I.

- Does that sentence look right? (*No. We would say "me."*)
- You're right. "Jackie pulled a prank on me." So the whole sentence would be "Jackie pulled a prank on Leo and me."

Write the following sentence on the board:

Jackie pulled a prank on Leo and me.

Write the following sentence on the board:

Jackie is funnier than Franco.

- Who is funnier? (*Jackie.*)
- Now let's replace "Franco" with a pronoun. Would we use "he" or "him"? Let's write it both ways and see.

Write the following sentences on the board:

Jackie is funnier than he.

Jackie is funnier than him.

- Many people think that the second sentence is correct and sounds better, but actually the first one is the grammatically correct one.
- I'll share another "trick" with you. If you want to be sure which one is correct, add the verb "is" in parentheses at the end of each sentence and read the sentences aloud.

Write the following sentences on the board:

Jackie is funnier than he (is).

Jackie is funnier than him (is).

- Now that we added the verb "is," does the second one still seem better? (No. It doesn't sound right to say "him is." We wouldn't say that.)
- You're right. Let's look at another example.

Write the following sentences on the board:

Between you and I, the movie wasn't that great.

Between you and me, the movie wasn't that great.

- Which of these two sentences do you think is the correct one? Let's vote by a show of hands.

Have students vote by a show of hands.

- Yes, it seems that many of you believe that the first one is correct. That's a very common error that people of all ages make. But actually, the second one is the correct one.
- When you have two pronouns that come after the word "between," remember that you can't use "I" because "I" is a pronoun you use when a person is the one *doing* something. For example: "I think that the movie wasn't so great."
- In the displayed sentences, a person isn't doing the action, and the subject of each sentence is "the movie." In this case, "me" would be the correct pronoun to use in the sentence.

## Skill Drill—Identifying and Fixing Pronoun Case Errors

Hand out the **Identifying and Fixing Pronoun Case Errors** worksheet.

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

- Great. You found all of the pronoun errors in these sentences.

- ☞ You're right. There are two ways to revise that sentence, with either "his" or "her."
- ☞ Remember that pronouns must agree with the nouns they refer to in the sentence. So if the noun is singular, use a singular pronoun. If the noun is plural, use a plural pronoun.
- ☞ You seem stuck on this one. Remember that if you take out the other name, it is easier to tell if the pronoun is correct or not. Try that and I'll be back in a minute to see how you're doing.

---

**Answer Key:**

1. Myra and (me) decided to paint our nails with glitter.  
Myra and I decided to paint our nails with glitter.
  2. (Her) and Max texted each other all afternoon.  
She and Max texted each other all afternoon.
  3. Simon gave Linda and (I) some of his birthday cake.  
Simon gave Linda and me some of his birthday cake.
  4. (Me) and Joe came in first place in the relay.  
Joe and I came in first place in the relay.
  5. Danny is much sillier than (me).  
Danny is much sillier than I.
- 

## 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 correctly identified the pronoun errors in those sentences.
- ☞ Raise your hand if you have any more questions about pronoun case errors or the "tricks" I showed you to fix them. If we have time I will write the answer on the board for everyone.

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, make specific 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 \_\_\_\_\_

## Identifying and Fixing Pronoun Case Errors

### Instructions

1. Read each sentence carefully, circling the pronoun errors. Remember the “tricks” you used to fix the examples in class.
2. Rewrite each sentence using the correct pronoun.

1. Myra and me decided to paint our nails with glitter.

---

---

2. Her and Max texted each other all afternoon.

---

---

3. Simon gave Linda and I some of his birthday cake.

---

---

4. Me and Joe came in first place in the relay.

---

---

5. Danny is much sillier than me.

---

---

# Skill Drill

# 16A

## Using Appropriate Pronoun Case in a Sentence

### Overview

*The students will practice finding and fixing pronoun errors in sentences with compound constructions.*

---

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Identifying and Fixing Pronoun Case Errors** worksheet, provided at the end of this skill drill.

---

#### IN CLASS

#### Skill Drill—Identifying Pronoun Case 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.

- 💬 In a previous lesson, we reviewed pronouns and saw some common errors writers make with them that can confuse a reader.
- 💬 Today we will look at pronouns that are part of a compound construction. Compound means “more than one.”
- 💬 Who can remind me what a compound subject is? (*A subject with more than one noun or pronoun in it.*)
- 💬 Yes. Remember that they're handy if you want to show that more than one person is doing something in a sentence.
- 💬 Here are some examples.

Write the following sentence on the board:

Mitch and I raced to the beach.

- 💬 Remember that the subject of the sentence is “who or what” is doing the action. In this case, two people are doing the action. It's a compound subject: “Mitch and I.”
- 💬 Let's take away Mitch for a minute.

Cross out “Mitch and,” or cover it with your hand.

~~Mitch and~~ I raced to the beach.

- 💬 "I raced to the beach." Does that make sense? *(Yes.)*
- 💬 Does it sound the way it should? Nothing weird about it? *(No. It seems fine.)*
- 💬 Okay, let's look at another sentence.

Write the following sentence on the board:

Mitch and me raced to the beach.

- 💬 Okay, so this probably doesn't seem too weird. You still have two people, Mitch and someone else, who raced to the beach. But watch this.

Cross out "Mitch and," or cover it with your hand.

~~Mitch and~~ me raced to the beach.

- 💬 "Me raced to the beach." How does that sound now? *(Not so good.)*
- 💬 It sounds really weird, doesn't it?

Write the following sentences on the board:

Jamie gave cupcakes to Sue and me.

Jamie gave cupcakes to Sue and I.

- 💬 In both examples, let's take away "Sue and" and see what happens.

Cross out "Sue and," or cover it with your hand.

Jamie gave cupcakes to ~~Sue and~~ me.

Jamie gave cupcakes to ~~Sue and~~ I.

- 💬 "Jamie gave cupcakes to I." Does that make sense? *(No, it sounds wrong.)*
- 💬 It does sound strange, doesn't it?
- 💬 Let's try another one.

Write the following sentence on the board:

Despite the cold weather, her and Kayla jogged around the outside track.

Cross out "and Kayla," or cover it with your hand.

Despite the cold weather, her ~~and Kayla~~ jogged around the outside track.

- 💬 How does that one sound? *(Not so good.)*
- 💬 How should we fix it? *(Replace "her" with "she.")*
- 💬 That's right. Remember the "cross out the noun" trick if you get stuck.

Hand out the **Identifying and Fixing Pronoun Case Errors** worksheet and read aloud the instructions.

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

- ☞ Yes! You are right. If you cross out “Max and,” you can see that “I” is the correct choice.
- ☞ Great! I see that you identified all of the correct pronouns in those sentences.
- ☞ Remember that if you get stuck, cross out the other noun to see if it sounds correct or not.
- ☞ You seem stuck on this one. It’s the coach that’s doing the action, “telling.” If you cross out “coach” and look at it again, you will see the correct answer. I’ll come back to check in with you.

Without calling on volunteers, ask 1–3 students to share their answers, telling which sentence they identified as the correct one.

---

**Answer Key:**

1. Max and me told April some crazy rumors.  
Max and I told April some crazy rumors. ✗
  2. Her and Sue signed up for the dance-off.  
She and Sue signed up for the dance-off. ✗
  3. Him and Dennis went skateboarding in the square.  
He and Dennis went skateboarding in the square. ✗
  4. Her and the coach signaled to the team to run more laps.  
She and the coach signaled to the team to run more laps. ✗
  5. Harold and I are going to look for his bike. ✗  
Harold and me are going to look for his bike.
- 

## 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 used the “cross out” or “cover it with your hand” trick to figure out the correct pronouns.
- ☞ Raise your hand if you have any more questions about pronoun case errors with compound constructions, and if we have time I will write the answer on the board for everyone.

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, make specific 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 \_\_\_\_\_

## Identifying and Fixing Pronoun Case Errors

### Instructions

1. Read each sentence pair and circle the compound subjects. Remember that “compound” means “more than one.”
2. Using the “tricks” you learned in class, decide which sentence is correct and draw a star next to it. If you get stuck, cross out the other name and see how that sounds.

### Example:

~~Hillary~~ and me volunteered at the shelter every Saturday.

~~Hillary~~ and I volunteered at the shelter every Saturday. ★

1. Max and me told April some crazy rumors.

Max and I told April some crazy rumors.

2. Her and Sue signed up for the dance-off.

She and Sue signed up for the dance-off.

3. Him and Dennis went skateboarding in the square.

He and Dennis went skateboarding in the square.

4. Her and the coach signaled to the team to run more laps.

She and the coach signaled to the team to run more laps.

5. Harold and I are going to look for his bike.

Harold and me are going to look for his bike.

# Skill Drill

# 16B

## Using Pronouns With “Than” and “As” Comparisons

### Overview

*The students will practice using pronouns correctly with “than” and “as” comparisons.*

---

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Writing Sentences With “Than” and “As” Comparisons** worksheet, provided at the end of this skill drill.

---

#### IN CLASS

#### Skill Drill—Using Pronouns With “Than” and “As” Comparisons

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.

- 💬 **It’s important to use correct pronouns in a sentence so that your reader knows what nouns you are replacing. Your reader needs to be clear about who or what pronoun is doing the thing you are writing about.**

Write the following sentence on the board:

Joel is louder than Larry.

- 💬 **Who is the louder person in this sentence? (Joel.)**
- 💬 **That’s right. What if we replace “Larry” with a pronoun? Would we write “he” or “him”? Let’s try it both ways to see.**

Write the following sentences on the board:

Joel is louder than him.

Joel is louder than he.

- 💬 **Lots of people think the first sentence sounds right and makes more sense. But believe it or not, the second sentence is the grammatically correct one.**
- 💬 **Try this trick. Add “is” in parentheses after “him” and “he.” Read both sentences aloud and you can hear which is the correct one. If you use that trick, you are less likely to make a mistake.**

Write the following sentences on the board:

Joel is louder than him (is).

Joel is louder than he (is).

Now, after listening to these with “is” after them, which sentence seems more correct? *(The second one.)*

Why do you say that? *(“Him is” just seems really wrong and weird sounding. You never say “him is” anything.)*

Okay, we’re off to a good start. Let’s try the same thing with a few more sentences. We’ll add the verb to make the comparison complete, then see if the pronoun still works.

Write the following sentence on the board:

Rhonda is not as fast as Kelly.

If we replace “Kelly” with a pronoun, would we write “she” or “her”? If you’re not sure, let’s try the “add the verb” trick again.

Add “is” to the end of the sentence.

Rhonda is not as fast as Kelly is.

Now, would you replace “Kelly” with the pronoun “her” or “she”? *(She.)*

You’re right. If we were to write that out with all the missing words, we would write “Rhonda is not as fast as she is,” and we would understand that the “she” is “Kelly.” We wouldn’t write “Rhonda is not as fast as her is.”

Write the following sentence on the board:

Rhonda doesn’t spread as many rumors as Joel and Larry.

In this sentence, Rhonda is being compared with two people, so we need to use a plural pronoun to show that there is more than one person.

Add “do” to the end of the sentence.

Rhonda doesn’t spread as many rumors as Joel and Larry do.

If we replace “Joel and Larry,” would we use the pronoun “they” or “them”? *(They.)*

Exactly. If you still have doubts, just remember that we wouldn’t say, “Rhonda doesn’t spread as many rumors as them do.”


Hand out the **Writing Sentences With “Than” and “As” Comparisons** worksheet and read aloud the instructions to the class.

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

Yes! “He is as goofy as they” is correct.

Great! I see that you used correct pronouns in all of your sentences.

Remember that if you get stuck, use the “tricks” I showed you to decide which pronoun is correct.

 I see that you used “him” in this sentence. Try adding “was” after “him” and see if that helps. I’ll come back to check in with you in a minute.

Without calling on volunteers, ask 1–3 students to share their answers, telling what pronouns they added to their sentences.

Student answers will vary, so just verify that they have used the correct pronoun in each sentence.

---

**Complete Response:**

1. *He is as goofy as she.*
  2. *José is funnier than I.*
  3. *Cecelia watches as much TV as he.*
  4. *Ramon laughed as much as they.*
  5. *We can’t eat as much as Mateo and he.*
  6. *Stan is not as annoying as she.*
- 

## 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 have any more questions about using pronouns with “than” and “as” comparisons.**

If you are able to supply a quick answer, do so on the board for the benefit of the entire class. Otherwise, make specific 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 \_\_\_\_\_

## Writing Sentences With “Than” and “As” Comparisons

### Instructions

1. Add a pronoun to each sentence so that it makes sense.
2. If you get stuck, try using the “tricks” you practiced in class.

1. He is as goofy as \_\_\_\_\_.
2. José is funnier than \_\_\_\_\_.
3. Cecelia watches as much TV as \_\_\_\_\_.
4. Ramon laughed as much as \_\_\_\_\_.
5. We can’t eat as much as Mateo and \_\_\_\_\_.
6. Stan is not as annoying as \_\_\_\_\_.

# Skill Drill

# 16c

## Keeping Pronoun Case Consistent in a Paragraph

### Overview

*The students will practice using pronouns correctly with “than” and “as” comparisons.*

---

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Using Pronoun Case Consistently in a Paragraph** worksheet, provided at the end of this skill drill.

---

#### IN CLASS

#### Skill Drill—Keeping Pronoun Case 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.

- 💬 **When we are writing, it is important that our pronouns are in the correct case so that the reader knows who is *doing* or *receiving* an action in sentences and throughout a paragraph.**

Write the following sentence on the board:

Sometimes when her and a friend go camping, it gets so cold that they need to build a fire.

- 💬 **In a previous lesson, we saw that when we have a compound subject, with two or more people doing something, the case of the pronouns needs to match.**

Cross out “and a friend” in the sample sentence.

Sometimes when her ~~and a friend~~ go camping, it gets so cold that they need to build a fire.

- 💬 **If you cross out “and a friend” in that sentence, is “her” correct? (No, we don't say “her go.”)**
- 💬 **That's right. So how should we fix that sentence? (Change “her” to “she.”)**
- 💬 **Yes. You know how to fix those errors in sentences, and today we are going to practice doing the same thing in a paragraph.**

Hand out the **Using Pronoun Case Consistently in a Paragraph** worksheet and read aloud the instructions.

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

- 💬 Yes! You used the right strategy there and crossed out “and Lucy” to see if the pronoun sounds correct.
- 💬 Great! I see that you circled all of the correct pronouns in the paragraph.
- 💬 Remember that when you are comparing two things you can add the verb “is” after the pronoun to see if it is correct.
- 💬 I see that you are having trouble deciding on the pronoun since there are two of them. It works the same way as it does when it is a noun and a pronoun. Cross it out and see if the other pronoun sounds right in front of the verb. I’ll be back in a moment to see how you did.

Without calling on volunteers, ask 1–3 students to share their answers, telling what pronouns they circled in their sentences.

---

**Answer Key:**

*Maya and Lucy have been best friends since kindergarten. Her/(She) and Lucy go camping with them/(their) classmates every year in the spring. Todd and Maya always bring the food, but Todd is better than (she)/her at remembering what everyone likes. Lucy and them/(they) bring some warm clothing, but last year it got so cold that Antonio had to build a fire. (He)/Him and Todd argued over how safe it was next to the tents. Lucy insisted that them/(they) should build the fire away from the tents, but then her/(she) and (they)/them started arguing as well. Maya decided that next year, to avoid problems, her/(she) will plan it all in advance.*

---

## 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 remembered to use the strategies we learned in the last couple of skill drills to decide which pronouns to use.
- 💬 Raise your hand if you have any more questions about catching pronoun errors 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, make specific 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 \_\_\_\_\_

## Using Pronoun Case Consistently in a Paragraph

### Instructions

Read the paragraph and circle the correct pronouns.

**Example:** Maya is taller than she/her.

Maya and Lucy have been best friends since kindergarten. Her/She and Lucy go camping with them/their classmates every year in the spring. Todd and Maya always bring the food, but Todd is better than she/her at remembering what everyone likes. Lucy and them/they bring some warm clothing, but last year it got so cold that Antonio had to build a fire. He/Him and Todd argued over how safe it was next to the tents. Lucy insisted that them/they should build the fire away from the tents, but then her/she and they/them started arguing as well. Maya decided that next year, to avoid problems, her/she will plan it all in advance.



## Using Pronoun Case Consistently in Your Writing

### Overview

*The students will practice keeping pronoun case consistent in their own writing.*

IN CLASS

### Skill Drill—Using Pronouns Consistently 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.

- It's important to fix pronoun errors so that you don't make awkward sounding mistakes or confuse the reader. The fewer errors you have, the more a reader can focus on your ideas rather than your mistakes.

Post **Sample Paragraph #1** and read it aloud.

#### SAMPLE PARAGRAPH #1

Yasmine and me jumped off the bus at Houston Street. Her and I ran all the way to the theater because we were late and the movie was about to start. She always has more money than me because she works on the weekends at the mall. So she treated me for the movie and we split a bag of popcorn between her and I.

Post **Sample Paragraph #2** and point out the circled pronouns. Call on students to offer suggestions for fixing any pronoun errors they see.

#### SAMPLE PARAGRAPH #2

Yasmine and (me) jumped off the bus at Houston Street. (Her) and I ran all the way to the theater because we were late and the movie was about to start. She always has more money than (me) because she works on the weekends at the mall. So she treated me for the movie and we split a bag of popcorn between her and (I).

- 💬 **"Yasmine and me jumped off the bus at Houston Street." Is that correct?** (No.)
- 💬 **How do you know?** (I used a trick. If you cross out "Yasmine and" and just read it as "me jumped," you can tell it's wrong.)
- 💬 **Good strategy. I'm glad you're remembering these tricks I've been teaching you.**
- 💬 **How about "Her and I" in the second sentence?** (Change "Her" to "She." It's the same reason. If you cross out "I," you have "her ran" and we wouldn't say that.)
- 💬 **You've got it. How about "She has more money than me" in the third line?** (It's wrong because when you do the "add the verb" trick and add "have," you can see that you should say "I" and not "me.")
- 💬 **Yes. How about that last one with "between her and I"?** (Like we saw in that sentence before, "her and I" aren't doing the action in this sentence and they come after the word "between." So you need to write "me.")
- 💬 **Absolutely. It looks right, but it's wrong. You always need to say "between you and me."**
- 💬 **Well, I think you are ready to look at some sentences in your writing.**

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



#### WHAT TO DO

1. Skim your last writing response. Bracket your favorite part (at least five sentences).
2. Circle any pronouns you find and correct any pronoun case errors.
3. If you don't find any errors, write a note for each circled pronoun, telling how you decided that it was the correct answer. For example:  
 I used the "cross out the noun" trick.  
 I used the "add the verb" trick.

Since students are using their own paragraphs, answers will vary. You will need to verify that they have used the correct pronoun case in each of their sentences, or if there were no errors, verify that students identified what strategy they used to decide why they were correct.

#### Complete Response:

(Her) and Brianna headed to the mall.

She and Brianna headed to the mall.

Jordan passed the pizza box to Kaitlyn and me. (I used the "cross out the noun" trick to see that "me" is correct.)

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

- 💬 **Yes! You are right. You need to write "Jake and I," not "Jake and me" in that one.**
- 💬 **Great! I see that you had no mistakes in your writing response so you wrote why each one was correct.**
- 💬 **Remember that if you get stuck, you should use the strategies we learned in class, crossing out the noun or adding the verb to "test" your answers.**

- 🗨️ **I see that you are having trouble with that last sentence. Cross out “Terence” and then look at it again. We wouldn’t say “He played with I.” Fix that one and I’ll be back in a moment to see how you did.**

Without calling on volunteers, ask 1–3 students to share their sentences from their writing, pointing out the pronouns they used. Ask them to say what strategy or “trick” they used to fix their errors or explain the strategy they used to decide their sentences were correct.

## **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 the pronoun errors in your own writing, or were able to show what trick you used to show your sentences were correct.**
- 🗨️ **Raise your hand if you have any more questions about using pronouns consistently 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, make specific time after class or during OTSCs in the next class period to address specific questions that individual students have raised.

---

## **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.

# LESSON 17

## Distinguishing Between “Your” and “You’re”

### Overview

*The students will review the definition of a pronoun, articulate the differences between “your” and “you’re,” and use “your” and “you’re” correctly in sentences.*

### CCSS In This Lesson

**Literacy.L.4.1g** Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).

---

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Choosing “Your” or “You’re”** worksheet, provided at the end of this lesson.
- ☐ We highly recommend creating permanent displays of the following items that you can keep posted during any drills or mini-lessons you do regarding the use of “your” and “you’re”:
  - **Definition of a Pronoun**
  - **Definition of a Possessive Pronoun**
  - **Definition of a Contraction**
- ☐ Have on hand two 3” x 5” index cards for each student.

---

### IN CLASS

#### Targeted Instruction—Describing the Differences Between “Your” and “You’re”

Write the following words on the board (where you can keep them written for the remainder of the class) and read them aloud:

your

you’re

- 🗣️ **Although these two words sound the same, they are spelled differently and have a different meaning. Does anyone know the difference in meaning? Don’t worry if you don’t yet; we’ll be talking about it today.**

Accept a few responses. Do not worry about whether the students are correct for now.

- 🗣️ **Can someone use “your” in a sentence? (*I like your shoes.*)**

- 💬 How about “you’re”? (*You’re a good friend.*)
- 💬 What is the difference in meaning between these two words? (*One means “you are” and one means something that belongs to you.*)
- 💬 Writers often write “your” when they mean “you’re,” or vice versa. It’s a common mistake because they sound alike. Today you are going to learn the difference and practice distinguishing between the two, so you can write with confidence and not confuse your reader.
- 💬 First, let’s review what a pronoun is. You may or may not remember the definition of a pronoun, and that’s okay. Let’s look at it now.

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.

Write the following sentence on the board:

Mark, does this pencil belong to you?

- 💬 In this sentence, what is the pronoun? (*You.*)
- 💬 And what noun does “you” replace? (*Mark.*)
- 💬 Excellent. Today, you are going to extend your knowledge of pronouns by beginning to talk about the use of possessive pronouns as well as contractions, which are commonly confused for pronouns.

Post the **Definition of a Possessive Pronoun** and read it aloud.

### DEFINITION OF A POSSESSIVE PRONOUN

A possessive pronoun is a word that replaces a noun and shows ownership.

- 💬 Let’s look at another sentence to see an example of a possessive pronoun.

Write the following sentence on the board:

Mark, is this your pencil?

- 💬 Which word takes the place of “Mark” here and shows the pencil belongs to him? (*Your.*)
- 💬 Right. “Your” is an example of a possessive pronoun. It shows ownership to the pronoun “you.”

Write the heading **Possessive Pronouns** on chart paper that you can save and keep posted.

- 💬 What are some other possessive pronouns? (*mine, yours, our, ours, his, her, hers, its, theirs*)

As students name them, add the correct ones to the possessive pronouns list. Keep this list posted throughout any work you do regarding the use of “your” and “you’re.”

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



### DEFINITION OF A CONTRACTION

A shortened version of one or more words with an apostrophe to stand in for the missing letters.

Refer to the “your” and “you’re” you have written on the board.

💬 The second word I’ve written here with an apostrophe...

Point to the apostrophe.

💬 ...is actually a contraction. It means “you are.”

💬 What letter or letters does the apostrophe take the place of in “you’re”? (The letter “A.”)

💬 When I read the two words aloud, “your” and “you’re” sound the same. In writing, you need to be careful to make sure you are using the correct word to mean what you want it to mean.

Write the following sentence on the board:

You’re going to be late, if you don’t hurry.

💬 What two words does “You’re” stand for? (You are.)

💬 To help keep “your”...

Point to “your” on the board.

💬 ...and “you’re”...

Point to “you’re” on the board.

💬 ...separate, it is helpful to check if you can replace it with “you are” in the sentence. If you can’t, then “your”...

Point to “your.”

💬 ...is probably the word you mean to use.

💬 Let’s look at a couple of examples together.

Post the **Example Sentences**.



### EXAMPLE SENTENCES

1. You seem to have left [your/you’re] bag at home.
2. I am wondering why [your/you’re] so upset about what happened at lunch.
3. I’m having difficulty reading [your/you’re] handwriting here.
4. [Your/You’re] going to fall if you keep tipping [your/you’re] chair like that!

Hand out two index cards to each student. Have students write “your” in large print on one card and “you’re” in large print on the other.

Read aloud the first sentence.

Ask students to raise the “your” card if they think the correct choice is “your” and their “you’re” card if they think the correct choice is “you’re.”

Ask a student with the correct answer raised to explain why it is correct.

Repeat for each of the remaining sentences.

Collect the index cards to use for a subsequent skill drill game.

### Skill Drill—Choosing “Your” or “You’re”

Hand out the **Choosing “Your” or “You’re”** worksheet.

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

- 🗣️ You’re on a roll in circling the correct choice. Keep up the good work!
- 🗣️ You have used the word “your” correctly in this sentence: “Your homework is due tomorrow.” I can tell you understand that “your” is the possessive form of “you.”
- 🗣️ Take another look at this sentence. Can you substitute “you are” in and have it still make sense? Try that test to help you make the correct choice.
- 🗣️ You wrote, “Your house smells wonderful when you’re mom cooks dinner.” I’m glad you were thinking about challenging yourself by using both “your” and “you’re” in one sentence. I’d like you to reread it to yourself and make sure you’ve used both “your” and “you’re” correctly. If you’re stuck, try substituting “you are” where you wrote “you’re” and see if it is still a logical choice.

---

#### Answer Key and Complete Response:

1. Oops! [Your]/You’re] shirt is on backwards.
  2. I have to tell you, [your/you’re] one of the best singers I have ever heard!
  3. Is [your]/you’re] grandmother coming to the recital?
  4. I know [your/you’re] going to enjoy the movie.
  5. [Your/You’re] right to think [your/you’re] a strong writer.
  6. Right when you arrived, [your]/you’re] friend called to say she would be late.
  7. [Your]/you’re] painting of the seashells makes me wish I was on the beach.
  8. What was it you said [your]/you’re] name was again?
  9. Write a sentence using “your”:  
I found your jacket on the bus.
  10. Write a sentence using “you’re”:  
I can’t believe you’re wearing the same shirt as me!
- 

### 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 great how you all participated in choosing “your” or “you’re” when I read

the sentences aloud. I'm glad you were willing to take a risk by holding up your cards to make your choice.

- Some of you finished quickly, and some took a long time, but everyone completed the worksheet. It can be hard to think of a new sentence independently.

Close the lesson by having students read one of their original sentences to a classmate. Then have the classmate say whether they think the writer used “your” or “you’re” correctly.

---

## AFTER CLASS

If you plan to do more drills or mini-lessons on distinguishing between “your” and “you’re,” keep the following items posted:

- **Definition of a Pronoun**
- **Definition of a Possessive Pronoun**
- **Definition of a Contraction**
- “Possessive Pronouns” list

If you plan to do Skill Drill 11A, hold onto the 3” x 5” index cards labeled “your” and “you’re.”

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.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Choosing “Your” or “You’re”

### Instructions

1. For each sentence, circle the correct word: “your” or “you’re”
2. In the spaces provided for 9 and 10, write two sentences using the correct forms of “your” and “you’re.”

1. Oops! [Your/You’re] shirt is on backwards.
2. I have to tell you, [your/you’re] one of the best singers I have ever heard!
3. Is [your/you’re] grandmother coming to the recital?
4. I know [your/you’re] going to enjoy the movie.
5. [Your/You’re] right to think [your/you’re] a strong writer.
6. Right when you arrived, [your/you’re] friend called to say she would be late.
7. [Your/you’re] painting of the seashells makes me wish I was on the beach.
8. What was it you said [your/you’re] name was again?
9. Write a sentence using “your”:

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---

10. Write a sentence using “you’re”:

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# Skill Drill

# 17A

## Distinguishing Between “Your” and “You’re”

### Overview

*The students will play a game to reinforce their knowledge of the differences between “your” and “you’re.”*

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#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Have on hand the 3” x 5” index cards labeled “your” and “you’re” from Lesson 11 and a blank sheet of paper for each student.
- ☐ Make sure the following items are still posted:
  - Definition of a Pronoun
  - Definition of a Possessive Pronoun
  - Definition of a Contraction
  - “Possessive Pronouns” list

---

#### IN CLASS

#### Skill Drill—Choosing “Your” or “You’re”

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 of the word that essentially means “belonging to you”? (Your.)**

💬 **Could someone remind me of the word that means “you are”? (You’re.)**

Write the following words on the board (where you can keep them written for the remainder of the class) and read them aloud:

your

you’re

💬 **That’s right. We’ve learned about the differences in meaning of these two words. What are the differences? (“Your” shows possession, as in “your book.” “You’re” is a contraction meaning “you are.”)**

Point to “your” on the board.


💬 **Can someone say a sentence using this “your”? (Your dog needs a bath.)**


Write the student's response on the board, as long as it's correct.

Point to "you're" on the board.

 **Can someone say a sentence using this "you're"?** (*You're not going anywhere.*)

Write the student's response on the board, as long as it's correct.

 **Using the correct word "your" or "you're" helps you to be understood. You want people to understand you and not to confuse them.**

 **Today you will be playing a game to practice using "your" and "you're" in sentences and to practice making the right choice of words.**


Have students get into groups of 3–4. Pass out the paper and the 3" x 5" index cards, giving each student one "your" card and one "you're" card.


Post the **Game Instructions** and read them aloud.


#### GAME INSTRUCTIONS


1. Allow five minutes for each student "player" to write four sentences on his or her piece of paper using "your" or "you're." Make sure they have at least one "your" and one "you're" sentence.
2. One player reads aloud a sentence without showing what he or she wrote.
3. The other players throw down the answer card they think is correct. The first player to throw down the correct card gets a point. If you get the point, make a hash mark on your paper. Each player is playing for his or her own individual points.
4. Take turns, having all players read all four of their sentences. The player with the most points wins!

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

 **John just read, "You're going to lose this game!" and Natalie scored a point for correctly identifying the word choice as "you're." Nice work to both of you. I'm not sure who is going to win.**

 **Wow, not one wrong card was thrown down after Sarah read, "I wish I could go over to your house after school." Great work, everyone!**

 **Remember the "you are" trick. If the sentence doesn't make sense substituting "you are" for "you're," then you probably mean "y-o-u-r."**

 **Michael, can you reread your sentence again? I'd like one of you to explain why "your" is the correct choice to me. (*"I'd love to have your dog as a pet." The person he's talking to—it's her dog. "Your" shows possession of the dog.*) Great explanation.**

Ask a few students to share a sentence. Ask the class to hold up a "your" or "you're" card to show the correct answer. Have one student with a correct answer explain why the word is the correct choice for the given 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 using “your” or “you’re.” Was anyone really confused or stuck?**

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 piece of paper where students have written sentences 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.

# Skill Drill

# 17<sub>B</sub>

## Distinguishing Between “Your” and “You’re”

### Overview

*The students will practice choosing “your” or “you’re” to reinforce their knowledge of the differences in meaning between these two words.*

---

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Choosing “Your” or “You’re”** worksheet, provided at the end of this lesson.
- ☐ Make sure the following items are still posted:
  - **Definition of a Pronoun**
  - **Definition of a Possessive Pronoun**
  - **Definition of a Contraction**
  - **“Possessive Pronouns” list**

---

IN CLASS







### Skill Drill—Choosing “Your” or “You’re”

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.

Write the following words on the board (where you can keep them written for the remainder of the class):

your

you’re

-  **Let’s review the meanings of “your” and “you’re.”**
-  **What does this “your” mean?** (*Belonging to you.*)
-  **Great. And can someone think of a sentence using this “your” and share it with us?** (*I have your keys in my bag.*)
-  **And how about “you’re”? What does it mean?** (*You are.*)
-  **Can someone think of a sentence using this “you’re” and share it with us?** (*One day you’re going to thank me for this.*)
-  **Great examples. We’ve learned about the differences in meaning of these two words. Today you have to opportunity to practice choosing the right word so as not to confuse the reader.**

Hand out the **Choosing “Your” or “You’re”** worksheet.

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

- 🗨️ You are not stumped at all by “your” or “you’re.” Keep up the good work!
- 🗨️ You have used the word “your” correctly in this sentence: “Today, you will be able to put on your snowsuit and head over to your local ski and snowboard mountain for a free lesson.” I can tell you understand that “your” is the possessive form of “you.”
- 🗨️ Take another look at this sentence. Can you fit in “you are” and have it still make sense? Try that test to help you make the correct choice.
- 🗨️ You wrote, “You’re a great friend to have because your always willing to share you’re lunch.” I’m glad you were thinking about challenging yourself by using both “your” and “you’re” in one sentence. I’d like you to reread it to yourself and make sure you’ve used both “your” and “you’re” correctly. If you’re stuck, try substituting “you are” where you wrote “you’re” and see if it is still a logical choice.

---

**Answer Key and Complete Response:**

*Have you ever wanted to learn how to snowboard? Well, [your/you’re] in luck! Today, you will be able to put on [your/you’re] snowsuit and head over to [your/you’re] local ski and snowboard mountain for a free lesson. As a student [your/you’re] entitled to one free lesson every season! Time to abandon [your/you’re] fears and try something new to make [your/you’re] family and friends proud. And just so you can prove [your/you’re] not afraid, a free photographer will take [your/you’re] picture as [your/you’re] shushing, spinning, or flipping down the mountain!*

1. Write a sentence using “your”:  
*Your shirt is a beautiful color.*
  2. Write a sentence using “you’re”:  
*You’re my best friend.*
- 

## 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 “your” or “you’re.” Was anyone really confused or stuck?

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 \_\_\_\_\_

## Choosing “Your” or “You’re”

### Instructions

1. In the paragraph, circle the correct word in each set of brackets: “your” or “you’re”
2. In the spaces provided, write two sentences using “your” and “you’re” correctly.

Have you ever wanted to learn how to snowboard? Well, [your/you’re] in luck! Today, you will be able to put on [your, you’re] snowsuit and head over to [your/you’re] local ski and snowboard mountain for a free lesson. As a student [your/you’re] entitled to one free lesson every season! Time to abandon [your/you’re] fears and try something new to make [your/you’re] family and friends proud. And just so you can prove [your/you’re] not afraid, a free photographer will take [your/you’re] picture as [your/you’re] shushing, spinning, or flipping down the mountain!

1. Write a sentence using “your”:

---

---

2. Write a sentence using “you’re”:

---

---



## Distinguishing Between “Their” and “They’re”

### Overview

*The students will review the definition of a pronoun, articulate the differences between “their” and “they’re,” and use “their” and “they’re” correctly in sentences.*

#### CCSS In This Lesson

Literacy.L.4.1g Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Choosing “Their” or “They’re”** worksheet, provided at the end of this lesson.
- ☐ We highly recommend creating permanent displays of the following items that you can keep posted during any drills or mini-lessons you do regarding the use of “their” and “they’re”:
  - Definition of a Pronoun
  - Definition of a Possessive Pronoun
  - Definition of a Contraction
- ☐ Have on hand two 3” x 5” index cards for each student.


### IN CLASS

#### Targeted Instruction—Describing the Differences Between “Their” and “They’re”

Write the following words on the board (where you can keep them written for the remainder of the class) and read them aloud:

their

they’re

-  These two words sound the same, but they’re spelled differently and they have different meanings. Does anyone know what the first “their” I have written means? Can anyone use it in a sentence?

Take a few responses. Do not worry about whether the students are correct for now. Point to the word “they’re” on the board.

- How about “they’re”? Can someone explain what this means or use it in a sentence?

Take a few responses.

- What is the difference in meaning between these two words? (“Their” means “belonging to them” and “they’re” means “they are.”)
- Writers often make the mistake of writing “they’re” when they mean “their” and “their” when they mean “they’re.” Today you’re going to practice distinguishing between them so you don’t make that mistake.
- First, let’s review what a pronoun is. You may or may not remember the definition of a pronoun and that’s okay. Let’s look at it now.

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.

Write the following sentences on the board:

Was it Luke and Will? Are they responsible for this mess?

- What is the pronoun in the second sentence? (“They.”)
- And what noun or noun phrase does “they” replace? (“Luke and Will.”)
- Excellent. Today we are going to extend our knowledge of pronouns by beginning to talk about the use of possessive pronouns.

Post the **Definition of a Possessive Pronoun** and read it aloud.

#### DEFINITION OF A POSSESSIVE PRONOUN

A possessive pronoun is a word that replaces a noun and shows ownership.

- Let’s look at another sentence to see an example of a possessive pronoun.

Write the following sentence on the board:

This is their mess.

- Which word takes the place of “Luke and Will” here and shows the mess belongs to them? (“Their.”)
- “Their” is an example of a possessive pronoun. It shows ownership to the pronoun “they.”

Write the heading **Possessive Pronouns** on a surface (such as chart paper) that you can save and keep posted.

- What are some other possessive pronouns? (*mine, your, yours, our, ours, his, her, hers, its, theirs*)

As students name them, add the correct ones to the “Possessive Pronouns” list. Keep this list posted throughout any work you do regarding the use of “their” and “they’re.”

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



#### **DEFINITION OF A CONTRACTION**

A shortened version of one or more words with an apostrophe to stand in for the missing letters.

The second word I’ve written here with an apostrophe...

Point to “they’re” on the board.

...is actually a contraction. It means “they are.”

What letter or letters does the apostrophe replace in “they’re”? (The letter “A.”)

When I read the two words aloud, “their” and “they’re” sound the same.

In writing, you need to be careful to make sure you are using the correct word. Otherwise, your reader may be confused by your meaning, and stumble while he or she is reading.

Write the following sentence on the board:

They’re coming to practice right after they finish studying.

What two words does “They’re” replace? (They are.)

To help distinguish “their”...

Point to “their” on the board.

...from “they’re”...

Point to “they’re” on the board.

...it is helpful to see if you can replace the word with “they are ” in the sentence. If you can’t, then “their”...

Point to “their” on the board.

...is probably the word you mean to use.

Write the following on the board:

their = belonging to them

they’re = they are

Let’s look at a couple of examples together.

Post the **Example Sentences**.



### EXAMPLE SENTENCES

1. Kate and Shauna were looking for [their/they're] shoes.
2. I wonder why [their/they're] so late for the party.
3. She was whispering to keep [their/they're] secret from the rest of us.
4. [Their/They're] planning on working on the new project right after [their/they're] other one is finished.

Hand out two index cards to each student. Have students write “their” in large print on one card and “they’re” in large print on the other.

Read aloud the first sentence.

Ask students to raise the “their” card if they think the correct choice is “their” and the “they’re” card if they think the correct choice is “they’re.”

Ask a student with the correct answer to explain why it is correct.

Repeat for each of the remaining sentences.

Collect the index cards to use for a subsequent skill drill game.

### Skill Drill—Choosing “Their” or “They’re”

Hand out the **Choosing “Their” or “They’re”** worksheet.

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

- 🗣️ You have chosen the correct word “they’re,” meaning “they are.” Great work.
- 🗣️ You have used the word “their” correctly in this sentence: “Their aunt is coming to visit tomorrow.” I can tell you understand that “their” is the possessive form of “they.”
- 🗣️ Take another look at this sentence. Can you use “they are” and still have it make sense? Try that test to help you make the correct choice.
- 🗣️ You wrote, “Their going to be at Mary’s house after they’re homework is finished.” I’m glad you were thinking about challenging yourself by using both “their” and “they’re” in one sentence. I’d like you to reread your sentence to yourself and make sure you’ve used both “their” and “they’re” correctly. If you’re stuck, try substituting “they are” where you wrote “they’re” and see if it is still a logical choice.

---

**Answer Key and Complete Response:**

1. *[Their/(They're)] coming to the birthday party.*
  2. *Is this [(their)/they're] house or is it the one across the street?*
  3. *She is wondering if [(their)/they're] parents are going to be at the open house tonight.*
  4. *I know [Their/(they're)] going to enjoy reading this book.*
  5. *[Their/(They're)] asking permission to use [(their)/they're] own pencils on the test.*
  6. *Right before the performance, [(their)/they're] costumes arrived.*
  7. *(Their)/they're] task is to create an invention to help people.*
  8. *Can you remind me why [their/(they're)] recommended so highly?*
  9. *Write a sentence using "their":*  
*I believe this is their first time visiting California.*
  10. *Write a sentence using "they're":*  
*They're both going to be at the wedding.*
- 

## 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 great that you all participated in choosing "their" or "they're" when I read the sentences aloud. I'm glad you were willing to take a risk by raising the appropriate card to make your choice.**
- 💬 **Everyone completed the worksheet. I'm glad you were able to show you understand the difference in meaning between "their" and "they're."**

Close the lesson by having students read one of their original sentences to a classmate. Then have the classmate say whether he or she thinks the writer used "their" or "they're" correctly.

---

## AFTER CLASS

If you plan to do more drills or mini-lessons on distinguishing between "their" and "they're," keep the following items posted:

- **Definition of a Pronoun**
- **Definition of a Possessive Pronoun**
- **Definition of a Contraction**
- "Possessive Pronouns" list

If you plan to do Skill Drill 12A, hold onto the 3" x 5" index cards labeled "their" and "they're."

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 \_\_\_\_\_

## Choosing “Their” or “They’re”

### Instructions

1. For each sentence, circle the correct word choice: “their” or “they’re.”
2. In the space provided for 9 and 10, write two sentences using the correct forms of “their” and “they’re.”

1. [Their/They’re] coming to the birthday party.
2. Is this [their/they’re] house or is it the one across the street?
3. She is wondering if [their/they’re] parents are going to be at the open house tonight.
4. I know [Their/they’re] going to enjoy reading this book.
5. [Their/They’re] asking permission to use [their/they’re] own pencils on the test.
6. Right before the performance, [their/they’re] costumes arrived.
7. [Their/they’re] task is to create an invention to help people.
8. Can you remind me why [their/they’re] recommended so highly?
9. Write a sentence using “their”:

---

---

10. Write a sentence using “they’re”:

---

---

## Distinguishing Between “Their” and “They’re”

### Overview

*The students will play a game that will reinforce their knowledge of the differences between “their” and “they’re.”*

---

#### BEFORE CLASS

### Preparing for the Lesson



- ☐ Have on hand the 3" x 5" index cards labeled “their” and “they’re” from Lesson 18 and a blank sheet of paper for each student.
- ☐ Prepare to put students into groups of 3–4.
- ☐ If helpful, make copies of the **Game Instructions** (provided at the end of this lesson) for each group of 3–4 students.
- ☐ Make sure the following items are still posted:
  - **Definition of a Pronoun**
  - **Definition of a Possessive Pronoun**
  - **Definition of a Contraction**
  - “Possessives Pronouns” list

---

#### IN CLASS

### Skill Drill—Choosing “Their” or “They’re”


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 how to write the word meaning “belonging to them”? (*Their*.)**
-  **Could someone remind me how to write the word meaning “they are”? (*They’re*.)**

Write the following words on the board (where you can keep them written for the remainder of the class) and read them aloud:

their

they’re

-  **That’s right. We’ve learned about the differences in meaning of these two words. What are the differences? (“*Their*” shows possession, as in “*their house*.” “*They’re*” is a contraction meaning “*they are*.”)**

💬 Can someone think of and share a sentence using “their”?

Point to “their” on the board.

Write a student’s response on the board.

💬 Can someone think of and share a sentence using “they’re”?

Point to “they’re” on the board.

Write a student’s response on the board.

💬 Lots of writers make the mistake of using the wrong word because these words sound alike. Once you have practiced telling the difference, you can catch this kind of mistake in your own writing and fix it.

💬 Today you will be playing a game to practice using the correct form of “their” and “they’re” in sentences.

Have students get into groups of 3–4. Give each student a piece of paper and two index cards.

Display the **Game Instructions** and hand out a copy to each group. Read aloud the instructions.



#### GAME INSTRUCTIONS

1. If you haven’t already, write “their” on one index card and “they’re” on the other index card.
2. Each player takes five minutes to write four sentences on his or her piece of paper. Each sentence should contain either “their” or “they’re.” Make sure to have at least one “their” sentence and one “they’re” sentence.
3. One player reads aloud a sentence without showing what he or she wrote.
4. The other players throw down the answer card they think is correct. The first player to throw down the correct card gets a point. If you get the point, make a hash mark on your paper. Each player is playing for his or her own individual points.
5. Take turns, having all players read all four of their sentences. The player with the most points wins!


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

💬 John just read, “They’re the best tacos in the whole world,” and Natalie scored a point for correctly identifying the word as “they’re.” Nice work to both of you.

💬 Wow—not one wrong card was thrown down after Sarah read, “I wish I could go over to their house after school.” Great work everyone! Who got the point?

💬 Remember the “they are” trick. If the sentence doesn’t make sense when you substitute “they are” for “they’re,” then you probably mean “t-h-e-i-r.”





-  **Michael, can you reread your sentence? I'd like one of you to explain why "their" is the correct choice.** (*"I'd love to have their dog as a pet." The people he's talking to—it's their dog. "Their" shows possession of the dog.*) **Great explanation.**

Ask a few students to share a sentence with the whole class. Ask the class to hold up a "their" or "they're" card to show the correct answer. Have one student with a correct answer explain why the word is the correct choice for the given sentence.

## Closing

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

-  **Raise your hand if you feel confident about using "their" and "they're" in your writing.**
-  **Raise your hand if you are still a bit uncertain about when to use "their" or "they're."**

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.

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## AFTER CLASS

Check each paper where students have written sentences 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 \_\_\_\_\_

## Game Instructions

1. If you haven't already, write "their" on one index card and "they're" on the other index card.
2. Each player takes five minutes to write four sentences on his or her piece of paper. Each sentence should contain either "their" or "they're." Make sure to have at least one "their" sentence and one "they're" sentence.
3. One player reads aloud a sentence without showing what he or she wrote.
4. The other players throw down the answer card they think is correct. The first player to throw down the correct card gets a point. If you get the point, make a hash mark on your paper. Each player is playing for his or her own individual points.
5. Take turns, having all players read all four of their sentences. The player with the most points wins!

## Distinguishing Between “Their” and “They’re”

### Overview

*The students will practice choosing “their” or “they’re” to reinforce their knowledge of the differences in meaning between these two words.*

---

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Choosing “Their” or “They’re”** worksheet, provided at the end of this lesson.
- ☐ Make sure the following items are still posted:
  - **Definition of a Pronoun**
  - **Definition of a Possessive Pronoun**
  - **Definition of a Contraction**
  - **“Possessive Pronouns” list**

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IN CLASS






### Skill Drill—Choosing “Their” or “They’re”

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.

Write the following words on the board (where you can keep them written for the remainder of the class) and read them aloud:

their

they’re

-  **Let’s review the different meanings of “their” and “they’re.”**
-  **What does “their” mean?** (*Belonging to them.*)
-  **Great—and can someone think of a sentence using “their” and share it with us?**  
(*I think this is their cat because the collar has their name on it.*)
-  **And how about “they’re”—what does it mean?** (*They are.*)
-  **Can someone think of a sentence using “they’re” and share it with us?** (*I’m pretty sure they’re coming to school today.*)

- Great examples. You've learned the different meanings of these two words. Today we are going to practice choosing the right word so as not to confuse the reader.

Hand out the **Choosing "Their" or "They're"** worksheet.

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

- I can tell you know that "their" means "belongs to them" and "they're" means "they are" because you have circled the correct answer in all of these sentences.
- You have used the words "their" and "they're" correctly in this sentence: "Monica bought several types of vegetable seeds and they're going to get some strawberry plants from their neighbor." I can tell you understand that "their" is the possessive form of "they" and that "they're" is a contraction meaning "they are."
- Take another look at this sentence that you wrote: "This is they're house?" If you use "they are," does the sentence still make sense? If not, you have chosen the wrong word.
- You wrote, "I'm glad they brought they're own tent to camp in." I'd like you to read it again to yourself and make sure you've used "they're" correctly. What does "they're" mean? (*They are.*) Try substituting "they are" for "they're" in your sentence and see if it still makes sense to you.

---

#### Answer Key and Complete Response:

Monica and her father have always wanted to plant a garden together. [~~Their~~/They're] going to start to work on [~~their~~/they're] garden as soon as the frost date, May 15, passes. Monica bought several types of vegetable seeds and [~~their~~/they're] going to get some strawberry plants from [~~their~~/they're] neighbor. The neighbor says that first, [~~their~~/they're] going to have to add some top soil to the spot where [~~their~~/they're] strawberry bed will be, because the soil that is there is mostly clay, and new seeds and plants won't grow well. Monica's father suggested they get some from [~~their~~/they're] local plant nursery. Both Monica and her father admit that [~~their~~/they're] going to need to read up on the subject because they have so little experience, but they know that trial and error is the best way to make sure [~~their~~/they're] garden is a success.

- Write a sentence using "their":  
*Their house is up for sale.*
  - Write a sentence using "they're":  
*They're the nicest people I have ever met.*
- 

## 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, make time after class or during OTSCs in the next class period to address specific questions that individual students have raised.

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 \_\_\_\_\_

## Choosing “Their” or “They’re”

### Instructions

1. In the paragraph, circle the correct word in each set of brackets: “their” or “they’re”
2. In the spaces provided, write two sentences using “their” and “they’re” correctly.

Monica and her father have always wanted to plant a garden together. [Their/They’re] going to start to work on [their/they’re] garden as soon as the frost date, May 15, passes. Monica bought several types of vegetable seeds and [their/they’re] going to get some strawberry plants from [their/they’re] neighbor. The neighbor says that first, [their/they’re] going to have to add some top soil to the spot where [their/they’re] strawberry bed will be, because the soil that is there is mostly clay and new seeds and plants won’t grow well. Monica’s father suggested they get some from [their/they’re] local plant nursery. Both Monica and her father admit that [their/they’re] going to need to read up on the subject because they have so little experience, but they know that trial and error is the best way to make sure [their/they’re] garden is a success.

1. Write a sentence using “their”: \_\_\_\_\_  
\_\_\_\_\_

2. Write a sentence using “they’re”: \_\_\_\_\_  
\_\_\_\_\_

## Distinguishing Between “Its” and “It’s”

### Overview

*The students will review the definition of a pronoun, articulate the differences between “its” and “it’s,” and use “its” and “it’s” correctly in sentences.*

#### CCSS In This Lesson

Literacy.L.4.1g Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Choosing “Its” or “It’s”** worksheet, provided at the end of this lesson.
- ☐ We highly recommend creating permanent displays of the following items that you can keep posted during any drills or mini-lessons you do regarding the use of “its” and “it’s”:
  - Definition of a Pronoun
  - Definition of a Possessive Pronoun
  - Definition of a Contraction
- ☐ Have on hand two 3” x 5” index cards for each student.

### IN CLASS

#### Targeted Instruction—Describing the Differences Between “Its” and “It’s”

Write the following words on the board (where you can keep them written for the remainder of the class) and read them aloud:

its

it’s

- 🗣️ **Although these two words sound the same, they are spelled differently and have different meanings. Does anyone know the difference in meaning? Don’t worry if you don’t yet; we’ll be talking about it today.**

Ask for a couple of volunteers to share a sentence using “its” and “it’s.” Write those sentences (correct or not) on the board. Explain that you will check back later to make sure they have used “its” and “it’s” correctly.

- 🗣️ **The word “it” is an example of a pronoun. Let’s review what a pronoun is. This will help you better understand the difference between “its” and “it’s.”**

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.

Write the following sentence on the board:

The squirrel was eating acorns as it watched the dogs.

- 💬 What is the pronoun in the sentence? (*"It."*)
- 💬 And what noun does "it" replace? (*"Squirrel."*)
- 💬 Excellent. Today, you are going to extend your knowledge of pronouns by beginning to talk about the use of possessive pronouns as well as contractions, which are commonly confused for pronouns.

Post the **Definition of a Possessive Pronoun** and read it aloud.



#### **DEFINITION OF A POSSESSIVE PRONOUN**

A possessive pronoun is a word that replaces a noun and shows ownership.

- 💬 Let's look at another sentence to see an example of a possessive pronoun.

Write the following sentence on the board:

The squirrel ate its acorns as it watched the dogs.

- 💬 Which word takes the place of "squirrel" here and shows the acorns belong to the squirrel? (*"Its."*)
- 💬 Right. The word "its" is a possessive pronoun. It shows ownership to the pronoun "it."

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



#### **DEFINITION OF A CONTRACTION**

A shortened version of one or more words with an apostrophe to stand in for the missing letters.

Refer to the "its" and "it's" that you have written on the board.

- 💬 The second word I've written here with an apostrophe...

Point out the apostrophe.

- 💬 ...is actually a contraction. It means "it is."
- 💬 When I read the two words aloud—"its" and "it's"—they sound the same.
- 💬 What letter does the apostrophe replace in the contraction "it's"? (*The letter "I."*)
- 💬 In writing, you need to be careful to make sure you are using the correct word so that your meaning is clear.



Write the following sentences on the board:

Look at the elephant. It's painting a picture!

💬 What two words does "it's" stand for? (*"It is."*)

💬 To help keep "its"...

Point to "its" on the board.

💬 ...and "it's"...

Point to "it's" on the board.

💬 ...separate, it is helpful to consider if you can replace it with "it is" in the sentence. If you can't, then "its"...

Point to "its."

💬 ...is probably the word you mean to use.

Write the following on the board:

its = belonging to it

it's = it is

💬 Another way to test if you are using the correct word is to insert another possessive pronoun, such as "her" or "his." If the sentence still makes sense, then you want the possessive "i-t-s" without an apostrophe.

Point to "its" on the board.

Write the following sentence on the board:

The squirrel ate its acorns.

💬 I can replace "its" with "his" or "her" on the board, and the sentence still makes sense, so I know "its" is the correct choice.

💬 Let's look at a few examples together.

Post the **Example Sentences**.

#### EXAMPLE SENTENCES

1. The dog was scratching [its/it's] ears.
2. I wonder why [its/it's] flying through the sky like that.
3. Finally [its/it's] Friday!
4. [Its/It's] an amazing sight to see an ant carry a huge cracker in [its/it's] jaw.

Hand out two index cards to each student. Have students write "its" in large print on one card and "it's" in large print on the other.

Read aloud the first sentence.

Ask students to raise the "its" card if they think the correct choice is "its" and the "it's" card if they think the correct choice is "it's."

Ask a student with the correct answer raised to explain why it is correct.

Repeat for each of the remaining sentences.

Refer back to the sentences students suggested at the beginning of the class period. Again, ask students to raise their cards and have a student with the correct answer explain why it is correct.

Collect the index cards to use for a subsequent skill drill game.

### Skill Drill—Choosing “Its” or “It’s”

Hand out the **Choosing “Its” or “It’s”** worksheet.

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

- 🗨 You are on a roll in circling the correct choice. I can tell you know “its” shows possession and “it’s” means “it is.” Keep up the good work!
- 🗨 You have used the word “it’s” correctly in this sentence: “It’s the best surprise to see you here on my birthday!” I can tell you understand that “it’s” is a contraction. What two words are put together to make the new word “it’s”? (*It is.*) Right!
- 🗨 Take another look at this sentence. Can you fit in “it is” and have it still make sense? Try that test to help you make the correct choice.
- 🗨 You wrote, “Its so exciting to know that vacation is coming soon.” What happens if you replace “its” with another possessive pronoun, like “her”? (*Her so exciting to know that vacation is coming soon.*) Does the sentence still make sense? (*No.*) How about, “It is exciting to know that vacation is coming soon.” Does that make sense? (*Yes.*) Remember, when you see the apostrophe, that’s your reminder that a letter is being replaced; “it’s” means “it is.”

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#### Answer Key and Complete Response:

1. [*Its/It's*] the best surprise to see you here on my birthday!
  2. Is this [*its/it's*] bowl or do you have another one for this fish?
  3. It looks like [*its/it's*] going to rain soon.
  4. [*Its/It's*] shocking to see John's hair cut so short!
  5. [*Its/It's*] a pleasure to finally meet you.
  6. Right after the ceremony, [*its/it's*] customary to congratulate the couple on their wedding day.
  7. The dodo bird is known for [*its/it's*] inability to fly.
  8. The book has a red bird on [*its/it's*] cover.
  9. Write a sentence using “its”:  
*The cat ate all its food.*
  10. Write a sentence using “it’s”:  
*It's so great to know it's Friday!*
-

## 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 great how you all participated in choosing "its" or "it's" when I read the Example Sentences aloud. I'm glad you were willing to take a risk by holding up your cards to make your choice.**
- 🗨️ **Some of you finished quickly, and some took a long time, but everyone completed the worksheet. It can be hard to think of a new sentence all on your own to show you understand the meanings of the words "its" and "it's."**

Close the lesson by having students read one of their original sentences from the bottom of the worksheet to a classmate. Then have the classmate say whether he or she thinks the writer used "its" or "it's" correctly.

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## AFTER CLASS

If you plan to do more drills or mini-lessons on distinguishing between "its" and "it's," keep the following items posted:

- **Definition of a Pronoun**
- **Definition of a Possessive Pronoun**
- **Definition of a Contraction**

If you plan to do Skill Drill 11A, hold on to the 3" x 5" index cards labeled "its" and "it's."

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 \_\_\_\_\_

## Choosing “Its” or “It’s”

### Instructions

1. For each sentence, circle the correct word: “its” or “it’s.”
2. In the spaces provided for 9 and 10, write two sentences using the correct forms of “its” and “it’s.”

1. [Its/It’s] the best surprise to see you here on my birthday!
2. Is this [its/it’s] bowl or do you have another one for this fish?
3. It looks like [its/it’s] going to rain soon.
4. [Its/It’s] shocking to see John’s hair cut so short!
5. [Its/It’s] a pleasure to finally meet you.
6. Right after the ceremony, [its/it’s] customary to congratulate the couple on their wedding day.
7. The dodo bird is known for [its/it’s] inability to fly.
8. The book has a red bird on [its/it’s] cover.
9. Write a sentence using “its”:

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10. Write a sentence using “it’s”:

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## Distinguishing Between “Its” and “It’s”

### Overview

*The students will play a game to reinforce their knowledge of the differences between “its” and “it’s.”*

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BEFORE CLASS

### Preparing for the Lesson



- ☐ Have on hand the two 3" x 5" index cards labeled “its” and “it’s” from Lesson 19 and a blank sheet of paper for each student.
- ☐ Prepare to put students into groups of 3–4.
- ☐ If helpful, make copies of the **Game Instructions** (provided at the end of this lesson) for each group.
- ☐ Make sure the following items are still posted:
  - Definition of a Pronoun
  - Definition of a Possessive Pronoun
  - Definition of a Contraction

---

IN CLASS

### Skill Drill—Choosing “Its” or “It’s”



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 us of the word that means “belonging to it”? (*Its.*)
-  Can someone remind us of the word that means “it is”? (*It’s.*)

Write the following words on the board (where you can keep them written for the remainder of the class) and read them aloud:

its

it’s

-  That’s right. We’ve learned about the differences in meaning of these two words. What are the differences? (*“Its” shows possession, as in “its wing.” “It’s” is a contraction meaning “it is.”*)
-  Can someone think of and share a sentence using “its”?


Point to “its” written on the board.


Write a student’s response on the board.

 **Can someone think of and share a sentence using “it’s”?**

Point to “it’s” written on the board.

Write a student’s response on the board.

 **Using the correct word eliminates any confusion your reader could have about what you mean or intend.**

 **Today you will be playing a game to practice using the correct form of “its” and “it’s” in sentences.**

Have students get into groups of 3–4. Give each student two index cards and a blank piece of paper.


Display the **Game Instructions** and hand out a copy to each group. Read aloud the instructions.





#### **GAME INSTRUCTIONS**


1. If you haven’t already, write “its” on one index card and “it’s” on the other index card.
2. Each player takes five minutes to write four sentences on his or her piece of paper. Each sentence should contain either “its” or “it’s.” Make sure to have at least one “its” sentence and one “it’s” sentence.
3. One player reads aloud a sentence without showing what he or she wrote.
4. The other players throw down the answer card they think is correct. The first player to throw down the correct card gets a point. If you get the point, make a hash mark on your paper. Each player is playing for his or her own individual points.
5. Take turns, having all players read all four of their sentences. The player with the most points wins!

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

 **Justin just read, “It’s my turn,” and Tara scored a point for correctly identifying the word choice as “it’s.” Nice work to both of you.**

 **Everyone threw down the right card after Sarah read, “The cat licked its paw.” Great work, everyone! Who did it first?**


 **Remember the “it is” trick. If the sentence doesn’t make sense substituting “it is” for “it’s,” then you probably mean “i-t-s” without the apostrophe.**

 **Michael, can you reread this sentence? I’d like one of you to explain why “its” is the correct choice to me. (“The penguin tossed its fish in the air before eating it.” The fish belongs to the penguin. “Its” shows possession of the fish.) Great explanation.**

Ask a few students to share a sentence. Ask the class to hold up an “its” or “it’s” card to show the correct answer. Have one student with a correct answer explain why the word is the correct choice for the given 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 using “its” or “it’s.” Was anyone especially confused or stuck?**

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 piece of paper where students have written sentences 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 \_\_\_\_\_

## Game Instructions

1. If you haven't already, write "its" on one index card and "it's" on the other index card.
2. Each player takes five minutes to write four sentences on his or her piece of paper. Each sentence should contain either "its" or "it's." Make sure to have at least one "its" sentence and one "it's" sentence.
3. One player reads aloud a sentence without showing what he or she wrote.
4. The other players throw down the answer card they think is correct. The first player to throw down the correct card gets a point. If you get the point, make a hash mark on your paper. Each player is playing for his or her own individual points.
5. Take turns, having all players read all four of their sentences. The player with the most points wins!



## Distinguishing Between “Its” and “It’s”

### Overview

*The students will practice choosing “its” or “it’s” to reinforce their knowledge of the differences in meaning between these two words.*

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Choosing “Its” or “It’s”** worksheet, provided at the end of this lesson.
- ☐ Make sure the following items are still posted:
  - Definition of a Pronoun
  - Definition of a Possessive Pronoun
  - Definition of a Contraction

IN CLASS

### Skill Drill—Choosing “Its” or “It’s”

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.

Write the following words on the board (where you can keep them written for the remainder of the class) and read them aloud:

its

it’s

- 💬 Let’s review the meanings of “its” and “it’s.”
- 💬 What does “its” mean? (*Belonging to it.*)
- 💬 Great. And can someone think of a sentence using “its” and share it with us? (*The book has a car on its cover.*)
- 💬 And what does “it’s” mean? (*It is.*)
- 💬 Can someone think of a sentence using “it’s” and share it with us? (*It’s one of my favorite things to wake up to a snow day.*)
- 💬 Great examples. We’ve learned about the differences in meaning of these two words. Today we have an opportunity to practice choosing the right word.
- 💬 Why is it important to use “its” and “it’s” correctly in your writing? (*To make sure we don’t confuse the reader. To say what we mean.*)

- Yes, that's what's important here—that you use the words correctly to eliminate any possibility of confusing your reader.

Hand out the **Choosing “Its” or “It’s”** worksheet.

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

- You are not stumped at all by “its” or “it’s.” Keep up the good work!
- You have used the words “its” correctly in this sentence: “It’s going to be a long day if my baby sister keeps crying.” I can tell you understand that “it’s” is a contraction meaning “it is.”
- Take another look at this sentence. Can you replace “its” with “his” and have it still make sense? Try that test to help you make the correct choice.
- You wrote, “The horse swishes it’s tail to get rid of the flies.” I’d like you to reread it to yourself and make sure you’ve used “it’s” correctly. If you’re stuck, try substituting “it is” where you wrote “it’s” and see if it is still a logical choice.

---

**Answer Key and Complete Response:**

*When the watermelons are ripe, I know [its/it’s] summer. I feel like the bees are watching me enjoy my first slice. One buzzes around [its/it’s] hive that my dad keeps saying he has to take care of, but then heads over to where I’m sitting. [Its/It’s] so delicious that I just let the juices run all over my hands. [Its/It’s] seeds sometimes stick to my hands, and the bee is swimming in the sweet juice, too. [Its/it’s] legs look like they are sticking together. I laugh a little bit and wonder if [its/it’s] laughing at me and my sticky hands, too.*

- Write a sentence using “its”:  
*The bee had a bit of pollen on its legs.*
  - Write a sentence using “it’s”:  
*It’s one of my favorite times of the year to see the fireworks.*
- 

## 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 “its” or “it’s.” Was anyone especially confused or stuck?**

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.

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## 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 \_\_\_\_\_

## Choosing “Its” or “It’s”

### Instructions

1. In the paragraph, circle the correct word in each set of brackets: “its” or “it’s.”
2. In the spaces provided, write two sentences using “its” and “it’s” correctly.

When the watermelons are ripe, I know [its/it’s] summer. I feel like the bees are watching me enjoy my first slice. One buzzes around [its/it’s] hive that my dad keeps saying he has to take care of, but then heads over to where I’m sitting. [Its/It’s] so delicious that I just let the juices run all over my hands. [Its/It’s] seeds sometimes stick to my hands, and the bee is swimming in the sweet juice, too. [Its/it’s] legs look like they are sticking together. I laugh a little bit and wonder if [its/it’s] laughing at me and my sticky hands, too.

1. Write a sentence using “its”: \_\_\_\_\_

\_\_\_\_\_

2. Write a sentence using “it’s”: \_\_\_\_\_

\_\_\_\_\_

# LESSON 20

## Introducing Reflexive Pronouns

### Overview

*The students will review the definition of a pronoun, be introduced to reflexive pronouns, identify reflexive pronouns in sentences, and practice using them correctly in sentences.*

### CCSS In This Lesson

**Literacy.L.2.1c** Use reflexive pronouns (e.g., *myself, ourselves*).

### 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:
  - **Reflexive Pronouns**
  - **Personal Pronouns** chart
  - **Uses Reflexive Pronouns**
  - **Definition of a Pronoun**


### IN CLASS

### Targeted Instruction—Understanding Reflexive Pronouns

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

#### SAMPLE SENTENCES

The cat hurt himself jumping from the treetop. He had scratches on his legs.

-  In these sentences there are actually three different words all replacing the simple subject. What is the simple subject that these sentences are about? (*The cat.*)

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 and reflexive pronouns are the same words: *myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves*. Students are introduced to reflexive pronouns in this lesson and are not expected to know the differences between intensive and reflexive pronouns—only to use the words correctly in their writing.

- ☞ The three words that replace “cat” in these sentences are three different types of pronouns. What pronouns replace “cat”? (*himself, he, his*)
- ☞ Today we are going to focus on this first type of pronoun, “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 the **Reflexive Pronouns** and read them aloud.

**REFLEXIVE PRONOUNS**

myself	itself
yourself	ourselves
himself	yourselves
herself	themselves

**Common mistakes/pronouns that don’t exist:**

hissself  
theiirselves  
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

Keep these charts posted throughout any work you do on pronouns.

- ☞ 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 **Using Reflexive Pronouns** 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 paid **myself** for doing all the laundry. (Who was paid? I was paid. The reflexive pronoun shows *I* paid myself. The subject both performs and receives the action in the sentence.)
2. She did it to **herself**! (Who did it to her? The reflexive pronoun shows *she* did it. The subject both performs and receives the action in the sentence.)
3. We tricked **ourselves** into thinking the ghosts were real in the haunted house. (Who was tricked? We were tricked. The reflexive pronoun shows *we* tricked 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 maybe have heard or seen this or even made this mistake in your own writing before.

Write the following on the board:

Incorrect: John and myself went to the store.

- 💬 Sometimes writers or even speakers feel like “myself” sounds more educated or better than just saying “I” or “me.” In actuality, this is wrong.
- 💬 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 went to the store.” You say, “I went to the store.”
- 💬 In this sentence, to help you see that, drop the first simple subject, “John,” entirely. You are left with, “myself went to the store.” Now you have to decide whether you should replace “myself” with “I” or “me.” Try it: “I went to the store” or “Me went to the store.” Since “me” *cannot* be the subject, you can’t say “Me went to the store.” “I” is the correct choice.
- 💬 What should the writer say here? (*John and I went to the store.*)

Write the following on the board:

Correct: John and I went to the store.

- 💬 Here is another example.

Write the following on the board:

Incorrect: The decision will be made by myself.

- 💬 Should I replace this unnecessary “myself” with “me” or “I”? Let’s see. “The decision was made 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: The decision will be made 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:

1. I cleaned the house all by myself.  
C
  2. You should give yourself a pat on the back.  
C
  3. The cat hurt hissel jumping from the treetop.  
The cat hurt himself jumping from the treetop.
  4. John and Tania ate the whole cake all by theirselves.  
John and Tania ate the whole cake all by themselves.
  5. Carlos, Tara, and I deceived ourselves by thinking we could pass the test without studying.  
C
  6. Mom and myself love going to the movies.  
Mom and I love going to the movies.
- 

### 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 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.

If you plan to do more drills or mini-lessons regarding reflexive pronouns, keep the following items posted:

- **Reflexive Pronouns**
- **Personal Pronouns chart**
- **Using Reflexive Pronouns**
- **Definition of a Pronoun**

Name \_\_\_\_\_

Date \_\_\_\_\_

## Using Reflexive Pronouns

### Instructions

In each sentence, circle the reflexive pronouns. 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 cleaned the house all by myself.  
\_\_\_\_\_
2. You should give yourself a pat on the back.  
\_\_\_\_\_
3. The cat hurt hisself jumping from the treetop.  
\_\_\_\_\_
4. John and Tania ate the whole cake all by themselves.  
\_\_\_\_\_
5. Carlos, Tara, and I deceived ourselves by thinking we could pass the test without studying.  
\_\_\_\_\_
6. Mom and myself love going to the movies.  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Reflexive Pronouns

myself	itself
yourself	ourselves
himself	yourselves
herself	themselves

Common mistakes/words that don't exist:

**hisself**

**theirselves**

**theyselves**

Name \_\_\_\_\_

Date \_\_\_\_\_

## Personal Pronouns

1st Person	2nd Person	3rd Person
me	you	he
my	your	him
mine	yours	his
we		she
us		her
our		hers
ours		they
		them
		their
		theirs
		it
		its
		who
		whom
		whose

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 paid **myself** for doing all the laundry. (Who was paid? I was paid. The reflexive pronoun shows *I* paid myself. The subject both performs and receives the action in the sentence.)
2. She did it to **herself**! (Who did it to her? The reflexive pronoun shows *she* did it. The subject both performs and receives the action in the sentence.)
3. We tricked **ourselves** into thinking the ghosts were real in the haunted house. (Who was tricked? We were tricked. The reflexive pronoun shows *we* tricked ourselves. The subject both performs and receives the action in the sentence.)

# Skill Drill

# 20A

## Finding and Fixing Reflexive Pronoun Errors

### Overview

*The students will practice identifying and correcting mistakes in the use of reflexive pronouns.*

---

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure the following items are still posted:
  - **Reflexive Pronouns**
  - **Personal Pronouns** chart
  - **Using Reflexive Pronouns**
  - **Definition of a Pronoun**
- ☐ Make copies of the **Finding and Fixing Reflexive Pronoun Errors** worksheet, provided at the end of this lesson.

---

#### 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 powerful writing.

Have students refer to **Reflexive Pronouns** and **Using Reflexive Pronouns** 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 using reflexive pronouns correctly important for powerful 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.*)

Hand out the **Finding and Fixing Reflexive Pronoun 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 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:  
“Christine and I ran all the way to the other side of the field.”
- 🗣️ Remember to correct the errors you notice, not circle them. Circle the reflexive pronouns.
- 🗣️ Right here you wrote a “C” indicating that the fourth sentence is correct. Can you replace “myself” with “me” or “I” and have the sentence still make sense? (Yes, you can use “me.”) Great—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.

---

**Answer Key:**

1. Christine and myself ran all the way to the other side of the field.  
Christine and I ran all the way to the other side of the field.
  2. Did you draw that all by yourself?  
C
  3. Eric told me hissself that he broke the chair.  
Eric told me himself that he broke the chair.
  4. Any problems will be fixed by myself.  
Any problems will be fixed by me.
  5. We wondered if we would get the whole table to ourselves or if others would be joining us.  
C
  6. Max and Tim built the whole fort theyselves.  
Max and Tim built the whole fort 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 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 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 Reflexive Pronoun Errors

### 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. Christine and myself ran all the way to the other side of the field.  
\_\_\_\_\_
2. Did you draw that all by yourself?  
\_\_\_\_\_
3. Eric told me hisself that he broke the chair.  
\_\_\_\_\_
4. Any problems will be fixed by myself.  
\_\_\_\_\_
5. We wondered if we would get the whole table to ourselves or if others would be joining us.  
\_\_\_\_\_
6. Max and Tim built the whole fort theyselves.  
\_\_\_\_\_



## Finding and Fixing Reflexive Pronoun Errors

### Overview

*The students will practice identifying and correcting mistakes in the use of reflexive pronouns.*

BEFORE CLASS

### Preparing for the Lesson

- ☐ Make sure the following items are still posted:
  - Reflexive Pronouns
  - Personal Pronouns chart
  - Using Reflexive Pronouns
  - Definition of a Pronoun
- ☐ Make copies of the **Finding and Fixing Reflexive Pronoun Errors** worksheet, provided at the end of this lesson.

IN CLASS

### Skill Drill—Finding and Fixing 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.

Have students refer to **Reflexive Pronouns** and **Using Reflexive Pronouns** to help them answer the following questions:

- 💬 **Could someone remind me what pronouns like “myself” and “yourself” are called?** *(They are called reflexive pronouns.)*
- 💬 **When can we use them?** *(To show the subject both performs and receives the action in the sentence.)*
- 💬 **Can someone give me an example of a misuse of a reflexive pronoun?**

Responses will vary, but should include a use of “hissel,” “theyselves,” or “theirselves,” or a misuse of “myself” when “me” or “I” should be used instead.

- 💬 **I want you to focus on using these words correctly the first time *and* noticing if you have made these mistakes. If you have, you should be able to go back and fix them.**
- 💬 **Why is using reflexive pronouns correctly important for powerful writing?** *(It's confusing if they are used incorrectly. When you use them incorrectly to sound more educated, you actually don't because you have used the words in the wrong way.)*

Hand out the **Finding and Fixing Reflexive Pronoun 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 corrected “hisself” to read “himself.” That is correct because “hisself” is not a word.
- 🗣️ I am glad you noticed that “myself” should be changed to “me” in this sentence: “Can you bring the paper over to Maura or me?”
- 🗣️ Remember to correct the errors you notice in the space provided. Circle the reflexive pronouns.
- 🗣️ Right here you wrote a “C” indicating that the third sentence is correct. Is “theirselves” a word? (No—oh, I have to fix that!) Great—rewrite the sentence to make that correction.

---

**Answer Key:**

1. The boy finished planting the seeds by himself.  
C
  2. Walk yourself down to the office and ask for some more paper, please.  
C
  3. The girls went to the mall by theirselves to buy new sandals.  
The girls went to the mall by themselves to buy new sandals.
  4. I will take responsibility for that myself.  
C
  5. Can you bring the paper over to Maura or myself?  
Can you bring the paper over to Maura or me?
  6. Can you believe he wrote that story hisself?  
Can you believe he wrote that story himself?
- 

## 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 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 \_\_\_\_\_

## Finding and Fixing Reflexive Pronoun Errors

### Instructions

In each sentence, circle the reflexive pronouns. 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. The boy finished planting the seeds by himself.  
\_\_\_\_\_
2. Walk yourself down to the office and ask for some more paper, please.  
\_\_\_\_\_
3. The girls went to the mall by themselves to buy new sandals.  
\_\_\_\_\_
4. I will take responsibility for that myself.  
\_\_\_\_\_
5. Can you bring the paper over to Maura or myself?  
\_\_\_\_\_
6. Can you believe he wrote that story hisself?  
\_\_\_\_\_

# Skill Drill

# 20c

## Writing With Reflexive Pronouns

### Overview

*The students will practice using reflexive pronouns correctly in their writing.*

#### BEFORE CLASS

#### Preparing for the Lesson




- ☐ Make sure the following items are still posted:
  - Reflexive Pronouns
  - Personal Pronouns chart
  - Using Reflexive Pronouns
  - Definition of a Pronoun

#### IN CLASS

#### Skill Drill—Writing with Reflexive 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.

Have students refer to **Reflexive Pronouns** and **Using Reflexive Pronouns** 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 show that the subject both performs and receives the action in the sentence.*)
-  **Why is it important to use reflexive pronouns correctly?** (*It's confusing if they are used incorrectly. When you use them incorrectly to sound more educated, you actually don't because you have used the words in the wrong way.*)

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. Write three sentences. Use a different reflexive pronoun in each sentence.

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

- 🗣️ I see that you used “himself” correctly in this sentence: “Trey walked to school by himself.”
- 🗣️ I like that you used “myself” correctly here: “I blamed myself for that.”
- 🗣️ Remember to use three different reflexive pronouns, not the same one three times.
- 🗣️ Right here you wrote “themselves.” Do you see the error you have made? (*I should write “themselves.”*) Good catch!

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

---

**Complete Response:**

1. *I bought the milk myself.*
  2. *You should be proud of yourself for finishing so quickly and accurately!*
  3. *Did she paint this herself?*
- 

## 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 writing with 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 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.

# Skill Drill

# 20D

## Writing With Reflexive Pronouns

### Overview

*The students will practice using reflexive pronouns correctly in their writing.*

---

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure the following items are still posted:
  - **Reflexive Pronouns**
  - **Personal Pronouns** chart
  - **Using Reflexive Pronouns**
  - **Definition of a Pronoun**

---

#### IN CLASS

#### Skill Drill—Writing with Reflexive 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.

Have students refer to **Reflexive Pronouns** and **Using Reflexive Pronouns** to help them answer the following questions:

- 💬 **Could someone remind me what pronouns like “myself” and “yourself” are called?** (*They are called reflexive pronouns.*)
- 💬 **When can we use them?** (*To show that the subject both performs and receives the action in the sentence.*)
- 💬 **I want you to focus on making sure you use these words correctly in your writing and, if you haven't, that you are able to find these errors and fix them.**
- 💬 **Can you give me an example of a misuse of a reflexive pronoun with a word that does not exist?**

Responses will vary, but should include a use of “hissself,” “theirselves,” or “theyselves.”

- 💬 **Can you state a misuse of “myself” when “me” or “I” should be used instead?**

Responses will vary.

- 💬 **Why is it important to use reflexive pronouns correctly?** (*It's confusing if they are used incorrectly. When you use them incorrectly to sound smarter, you actually don't because you have used the words in the wrong way.*)

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



### WHAT TO DO

1. Write a short dialogue between you and a friend at a celebration. Use at least four reflexive pronouns, but try to use more.
2. Make sure to use the pronouns correctly and that your dialogue makes sense.
3. After you write the dialogue, circle the reflexive pronouns.

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

- 🗣️ I see that you used “yourself” correctly in this sentence: “Did you make the cake by yourself?”
- 🗣️ I like that you used “myself” correctly here: “Can you believe I trained for the race by myself?”
- 🗣️ Remember to use at least four reflexive pronouns. You only have two here.
- 🗣️ Right here you wrote “hisself.” Look up at our list. Is that a word? (I should write “himself.”) Good catch. Go ahead and fix that error.

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

---

#### Complete Response:

“Did you make that cake all by yourself?” I asked Sara.

“All by myself!” She smiled.

“Wow! The decorations look just like the real superheroes that Tim and Justin love. They will be so excited. They will want to eat it themselves,” I said.

“Don’t worry!” said Sara. “I’ll make sure we get to eat a good amount ourselves too.”

---

### 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 writing with any reflexive pronouns in particular.**

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:

## Sentence Fragments

### IN THIS UNIT

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- **Lesson 21: Reviewing Complete Sentences**
- **Lesson 22: Identifying and Fixing Sentence Fragments That Are Prepositional Phrases**
  - Skill Drill 22A: Showing Location With Prepositional Phrases
- **Lesson 23: Defining and Identifying Clauses**
  - Skill Drill 23A: Writing Complete Sentences With Dependent and Independent Clauses
  - Skill Drill 23B: Writing Complete Sentences With Dependent and Independent Clauses
  - Skill Drill 23C: Identifying Sentence Fragments That Are Dependent Clauses
  - Skill Drill 23D: Revising Complete Sentences
- **Lesson 24: Finding and Fixing Sentence Fragments**
  - Skill Drill 24A: Finding and Fixing Sentence Fragments
  - Skill Drill 24B: Finding and Fixing Sentence Fragments

# LESSON 21

## Reviewing Complete Sentences

### Overview

*The students will review the parts of a complete sentence in order to identify fragments that are prepositional phrases.*

### CCSS In This Lesson

- **Literacy.L.3.3a** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **Literacy.L.4.1e** Form and use prepositional phrases.

### BEFORE CLASS

### Preparing for the Lesson

- ☐ Make copies of the **Practice Writing Complete Sentences** 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 complete sentences:
  - **Definition of a Complete Sentence**
  - **Definition of a Sentence Fragment**

### IN CLASS

### Targeted Instruction—Reviewing Complete Sentences

Write the following sentence on the board and read it aloud:

Tessa weeps.

- 💬 **Is that a complete sentence? Is there a “someone or something” doing something?** (*Yes. Tessa.*)
- 💬 **That’s the subject.**
- 💬 **What’s she doing?** (*Weeping.*)
- 💬 **That’s the predicate.**
- 💬 **What if I put my hand over “Tessa”? Do we still have a complete sentence? What’s missing?** (*We don’t know who “weeps.”*)
- 💬 **Now if I put my hand over “weeps,” do we have a complete sentence?** (*No, it’s just someone’s name. She’s not doing anything.*)
- 💬 **Exactly. A complete sentence has two parts to it: A subject (who or what is doing something) and a predicate (the action that subject is doing).**

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



#### **DEFINITION OF A COMPLETE SENTENCE**

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

- 💬 If one part is missing, you don't have a complete idea or a complete sentence. You have a fragment—just a piece of a complete sentence. A piece of an idea.

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.

- 💬 Let's look back at "Tessa weeps."
- 💬 Does "weeps" even make sense all by itself? (No.)
- 💬 Does just the name "Tessa" mean anything? Is that a complete idea, "Tessa"? (No.)
- 💬 It's important to write in complete sentences so your whole idea or thought is expressed, not just half a thought. Do we want to have to guess who or what is weeping? (No.)
- 💬 When we're talking in real life, we don't always use complete sentences. Here's an example. I'm going to ask you a question: Where is my foot? (on the floor, at the end of your leg, in this classroom)

Write all of the prepositional phrases that students suggest on the board. Don't capitalize them or add any punctuation. Here is an example:

on the floor

at the end of your leg

in this classroom

- 💬 Do those details you gave me about the location of my foot express a complete idea? (No.)
- 💬 Why not? (There's no subject or predicate. There's no "someone or something" that is doing something.)
- 💬 That's right. Those are not complete sentences. Even if we capitalized the first word and put a punctuation mark at the end, they still wouldn't be complete sentences. They're just part of a sentence.

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



### SAMPLE SENTENCES

1. Jessie flinched.
2. Frost lingered.
3. Millie sampled the savory snacks.
4. The rope snapped.

Call on students to help you identify the simple subjects and simple predicates (main noun and main verb) in the sample sentences.

Now show the **Sample Sentences** again with the correct answers.



### SAMPLE SENTENCES

1. Jessie flinched.
2. Frost lingered.
3. Millie sampled the savory snacks.
4. The rope snapped.



Most sentences have more detail than these because we want to show more about either the subject or the predicate; for example, we may want to describe the rope in the sentence, “The rope snapped.” Maybe it snapped because it was frayed. How could we add that information—that the rope was frayed?

Accept a variety of responses. Revise the sentence by adding information to describe the rope as “frayed.” Push students to come up with different ways to write the sentence. You should come up with a set of complete sentences similar to this one:

*The frayed rope snapped.*

*The rope, which was frayed, snapped.*

*The rope, because it was frayed, snapped.*

*Because the rope was frayed, it snapped.*

*The rope snapped because it was frayed.*

*The rope snapped; it was frayed.*

If students do not come up with all of these variations, elicit 2–3 of them by reading aloud the first three or four words in the sentence list above, and pausing for volunteers to complete them. Then write the rest of them on the board.

For example:



The rope, because it...? (...was frayed, snapped.)

- 💬 The reason we just played around with this sentence was to show you that we can add details to a complete sentence in a variety of ways. When you know your sentence is complete—it has a “who or what” doing something or taking action—you can play with it all you want. You can change the order of the parts or add details to each part. As long as you have a subject and a predicate, your sentence is complete.

Refer to the details the students offered about the location of your foot.

on the floor

at the end of your leg

in this classroom

- 💬 Just for fun, let’s try adding these details, that aren’t complete sentences, to a few of the complete sentences we have here.

Take a few suggestions for adding these location details to the **Sample Sentences**. The end result should be sentences like these:

Jessie flinched on the floor.

Millie sampled the savory snacks at the end of your leg.

- 💬 Let’s keep working with this Millie sentence.

Call on students and write suggestions on the board, underlining the prepositional phrases.

- 💬 Okay, so Millie sampled the savory snacks. Where are the snacks located? Make something up and we’ll add it.

Millie sampled the savory snacks on the table.

Millie sampled the savory snacks on the plate.

- 💬 Where is Millie located or positioned? Let’s say she’s at the party.

Millie sampled the savory snacks at the party.

- 💬 Could we put that phrase, “at the party,” closer to Millie, since it’s Millie we’re locating?

Millie, at the party, sampled the savory snacks.

At the party, Millie sampled the savory snacks.

- 💬 How did Millie enjoy the snacks?

Millie sampled the savory snacks with excessive enthusiasm.

Millie sampled the savory snacks with little interest.

- 💬 Those are good suggestions to add interesting detail to the sentence. What about if we erased “Millie” and we were left with the predicate “sampled the savory snacks on the table.” (*We wouldn’t know who or what was sampling the snacks on the table.*)

- ☞ **That's right. Why is that important?** (*It's not a complete sentence and it's really confusing.*)
- ☞ **Let's see if you can take some pieces of a sentence—sentence fragments—and make them into complete sentences.**
- ☞ **Each of these fragments needs a “who or what” (a subject) and an action (a predicate) to make it complete.**

Hand out the **Practice Writing Complete 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, you correctly added a subject and a predicate to make all of those complete sentences.**
- ☞ **You're right. Those fragments all tell the reader details about where something is taking place.**
- ☞ **Remember that a complete sentence requires capitalization and punctuation as well as a subject and a predicate.**
- ☞ **Here you added a predicate to the fragment, but there is no subject to show who is doing the action. Add a subject to that sentence, and I'll be back in a minute to see how you did.**

Student responses will vary. Make sure that all student responses include a subject and a predicate, punctuation and capitalization, and express a complete idea.

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**Complete Response:**

1. *Toni left her purple hula hoop under the porch.*
  2. *Perry attempted to pull the last pickle out of the jar.*
  3. *My dog Skippy drank from the water bowl beside the car.*
- 

## 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 everyone was able to make those fragments into complete sentences.**
- ☞ **Raise your hand if you have any more questions about the difference between complete sentences and 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 specific time after class or during OTSCs in the next class period to address specific questions that individual students have raised.

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 the **Definition of a Sentence Fragment** posted for whatever drills or mini-lessons you do regarding complete sentences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Practice Writing Complete Sentences

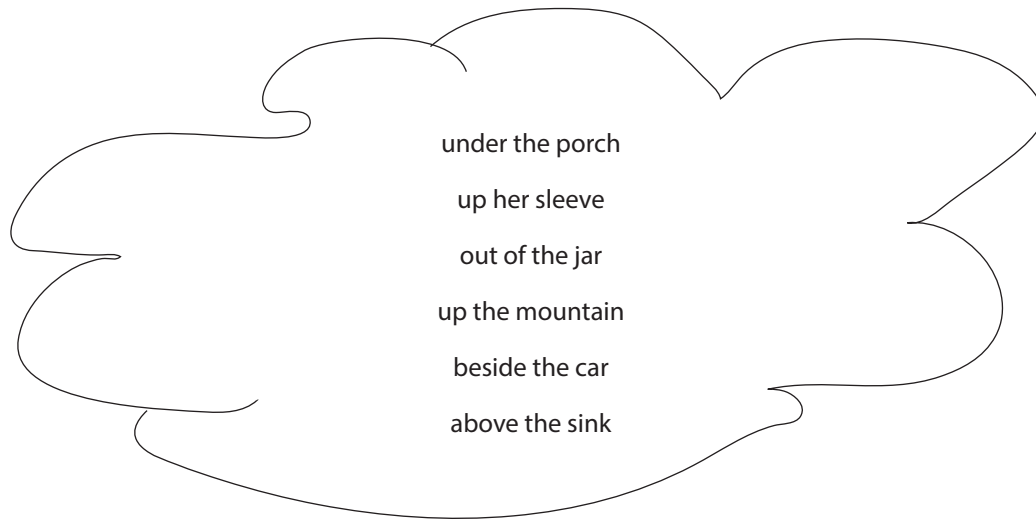
### Instructions

The groups of words in the cloud are all sentence fragments. Choose three and use them to write complete sentences.

### Example:

**Sentence fragment:** on the stove

**Complete sentence:** Marta left a pot boiling on the stove.



1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



## Identifying and Fixing Sentence Fragments That Are Prepositional Phrases

### Overview

*The students will identify and fix sentence fragments that are prepositional phrases.*

#### CCSS In This Lesson

- **Literacy.L.3.3a** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **Literacy.L.4.1e** Form and use prepositional phrases.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Fixing Sentence Fragments That are Prepositional Phrases** 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 prepositional phrases:
  - Definition of a Preposition
  - Definition of a Prepositional Phrase

### IN CLASS

#### Targeted Instruction—Identifying and Fixing Sentence Fragments That Are Prepositional Phrases

- 💬 We saw in a previous lesson that you can have a sentence with just two words, a subject and a predicate. However, we often add details to a sentence to make it more vivid and interesting for the reader.

Write the following sentence on the board, including the brackets as shown, and read it aloud:

Hugo stuffed his sneakers [into the backpack] and shoved it [in his locker].

- 💬 Look at the words in brackets. What do they add to the sentence? (*They add more details.*)
- 💬 That's right. What kind of details do they add? What do they tell us more about? (*They show us the place where Hugo "stuffed his sneakers" and where he "shoved" his bag.*)
- 💬 Yes. Those details show us the location or position of something.

- 💬 If I put my hand over the rest of the sentence and you only saw “into the backpack,” would that be a complete sentence? *(No, because we don’t have an action and we don’t know who is doing the action.)*
- 💬 Exactly. When you are speaking, you often give responses that are fragments like that and not complete sentences. When you are writing, you need to express the whole thought.

Write the following sentence on the board:

We heard the alarm.

- 💬 Is that a complete sentence? Does it have a subject and a predicate? *(Yes.)*
- 💬 There’s nothing wrong with that sentence, but wouldn’t you like to know more about the alarm? What kinds of details can we add? *(Maybe where it was heard.)*
- 💬 Okay. So where was the alarm heard? Where would you normally hear an alarm? *(At school, during a fire drill.)*

Rewrite the original sentence with the student suggestion added, as shown:

We heard the alarm at school.

- 💬 Where else would you normally hear an alarm? *(In the kitchen, if someone’s cooking and it gets smoky.)*

Rewrite the original sentence with the student suggestion added, as shown:

We heard the alarm in the kitchen.

- 💬 Where else would you hear an alarm? *(On my dresser, where it rings every morning.)*

Rewrite the original sentence with the student suggestion added, as shown:

I heard the alarm on my dresser.

You should now have three new sentences written on the board.

- 💬 All right. What are those “where” details doing in those sentences? What do they show us? *(They show where the alarm was heard. They show more about the action.)*
- 💬 How about if we want to add some details about when the alarm was heard? *(at noon, in the morning, at night)*
- 💬 Okay. Let’s add details about *when* the alarm was heard to those three sentences.

Rewrite the three sentences on the board, this time with student-suggested “when” details.

Underline the prepositional phrases, as shown in this example:

We heard the alarm at school in the morning.

We heard the alarm in the kitchen at night.

I heard the alarm on my dresser at dawn.

- 💬 All right. What are those “when” details *doing* in those sentences? What do they show us? *(They show when the alarm was heard. They show more about the action.)*
- 💬 That’s right. Those details show us *when* or *where* an action is happening. They show us more about the predicate.

💬 What do these details do to these sentences? What impact do they have?

*(Now we know more about where the alarm was, and when it went off, and can picture a "scene" in our minds.)*

💬 That's right. When you add details like "in the street," "at the store," "with the keys," "at the time," "near the clock," or "in my head," you show *where something is located, where it came from, or when or at what moment something is happening* in a sentence.

Write the following on the board and make sure the prepositions are underlined:

in the street

at the store

with the keys

at the time

near the clock

in my head

💬 Those underlined words are prepositions and they show *position*, or location, in time and space.

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

#### DEFINITION OF A PREPOSITION

A preposition is a word that links nouns and pronouns to other words in a sentence to show location, time, or the way you do something. A preposition always goes with a noun or pronoun.

**Example:** We arrived **at** the house **at** noon and climbed **up** the stairs **to** the attic.

💬 The phrases that you are looking at are prepositional phrases and their "job" is to show more about where, when, or how an action is happening.

Post the **Definition of a Prepositional Phrase** and read it aloud.

#### DEFINITION OF A PREPOSITIONAL PHRASE

A prepositional phrase is a group of words that starts with a preposition and contains a noun or pronoun and can also include describing words. It acts as an adjective or adverb in a sentence and answers the question how, when, where, or which one?

**Example:** Chloe learned her lines **for the Spring play, by heart, in a hurry, despite her nasty cold.**

Write this sentence on the board:

She received an urgent call.

Give more details about who or where the call was from. (*from her cousin, from home*)

Right. Those details tell us from whom “she” received the call.

Write this sentence on the board:

They started grilling the burgers.

Give more details about when or where they started grilling the burgers. (*at sunset, at noon, in the yard*)

Great. So let’s revise those sentences with your suggestions.

Write the revised sentences on the board, like these examples:

They started grilling the burgers at sunset.

They started grilling the burgers at noon.

They started grilling the burgers in the yard.

So what do those details we added tell us about the action “grilling”? (*When or where it happened.*)

Exactly. What if we want to add more details to “they”? Where were “they” when they started grilling? (*on the roof deck, next to the pool*)

Write the revised sentences on the board, like these examples:

On the roof deck, they started grilling the burgers at sunset.

Next to the pool, they started grilling the burgers at noon.

Great. Now you’ve added much more vivid detail and shown more about the subject and predicate in that sentence.

Write the following phrase on the board and read it aloud:

Bianca skipped stones along the river’s edge.

Cross out “Bianca skipped stones.”

~~Bianca skipped stones~~ along the river’s edge.

Is “along the river’s edge” a complete sentence? (*No. We don’t know who is doing what along the river’s edge. All we know is a location.*)

Call on a few volunteers to suggest a subject and a predicate to make “along the river’s edge” a complete sentence, as in these examples. Write their responses on the board for the class:

Theo cast his fishing rod along the river’s edge.

Jasmine looked for sea glass along the river’s edge.

They explored the area along the river’s edge.

- 💬 Those are great suggestions for turning that prepositional phrase into a complete sentence.
- 💬 Each of your examples has a subject and a predicate as well as the location, “along the river’s edge.”
- 💬 Most of the time, we can’t use sentence fragments in our writing. There are exceptions—dialogue for example—but for the most part, you need to express a complete thought in each sentence so you don’t confuse the reader.

Hand out copies of the **Fixing Sentence Fragments That are Prepositional Phrases** worksheet and read the instructions aloud.

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

- 💬 Yes, you made all of those prepositional phrases into complete sentences.
- 💬 You’re right. You can add more than one prepositional phrase to a sentence to give it more vivid detail.
- 💬 Remember that you need a subject and a predicate to make those into complete sentences.
- 💬 Here you added a noun, “thoughts,” that could be used as a subject, but there is no predicate, or action. What are the thoughts in your head *doing*? Add a predicate and I’ll be back in a minute to see how you did.

Student answers will vary, so these sample responses are provided for your convenience. Verify that students have added a subject and a predicate to each one.

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**Complete Response:**

1. *Gerry walked to the beach to meet his friends.*
  2. *The smelly cat hid on the roof.*
  3. *We paddled the canoe against the tide.*
  4. *We raced to the beach after the storm.*
  5. *I had strange thoughts in my head.*
- 

## 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 everyone settled down and got to work on fixing those sentence fragments and making them into complete sentences.
- 💬 Raise your hand if you have any more questions about prepositional phrases or how to fix 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 specific time after class or during OTSCs in the next class period to address specific questions that individual students have raised.

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#### 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 Preposition** and the **Definition of a Prepositional Phrase** posted for whatever drills or mini-lessons you do regarding complete sentences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Fixing Sentence Fragments That are Prepositional Phrases

### Instructions

1. Each example below is a sentence fragment that is a prepositional phrase.
2. Add a subject and a predicate to each prepositional phrase to turn it into a complete sentence.

### Example:

**Prepositional phrase:** against the wall

**Complete sentence:** Harriet threw the tennis ball against the wall.

1. to the beach

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---

2. on the roof

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---

3. against the tide

---

---

4. after the storm

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---

5. in my head

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# Skill Drill

# 22A

## Showing Location With Prepositional Phrases

### Overview

*The students will practice using prepositional phrases to show location in a sentence.*

#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure the follow items are still posted:
  - Definition of a Preposition
  - Definition of a Prepositional Phrase

#### IN CLASS

#### Skill Drill—Using Prepositional Phrases to Show Location

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 reviewed complete sentences and we saw that we can have a complete sentence with just two words, a subject and a predicate.
- 💬 However, by adding *where* and *when* details that show more about the subject and predicate, you can write much more interesting sentences that show more about where things are located—in time or in a physical space. This helps create a clearer picture in the reader's mind of the "scene" you are describing.

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

#### SAMPLE SENTENCES

1. Harry dumped his sweaty socks.
2. Nadine got off the bus.
3. Charlotte left the puppy.
4. There was nothing but dust.

- 💬 Are each of these complete sentences? (*Yes.*)
- 💬 How do you know? (*They all have a subject and predicate.*)



- 💬 Yes. Each of these sentences has a subject and a predicate, so they are complete sentences. However, they lack specific details.
- 💬 That's what's so cool about knowing how to use these details in your sentences. You give the reader a vivid image of what you are writing about when you show more about the subject and the predicate.
- 💬 Let's add more details to those sentences about where the actions are happening. I want you to *show* more about the actions so that I can have a clear image in my head.
- 💬 Right now the sweaty socks could be dumped anywhere. They could be dumped on my head! Who knows? They could be dumped into the laundry machine. Phew, that would be better...

Call on 2–3 volunteers to offer suggestions of how to add details to the **Sample Sentences** to show more about where the actions are taking place. Write them on the board for the class, underlining the propositional phrases as shown in these examples:

Harry dumped his sweaty socks under the bed.

Harry dumped his sweaty socks in his locker.

Nadine got off the bus at her stop.

Nadine got off the bus in front of her house.

Charlotte left the puppy in his crate.

Charlotte left the puppy near the fence.

There was nothing but dust under the couch.

There was nothing but dust inside the jar.

- 💬 Those are great suggestions of details to add that show *where* the action is happening.
- 💬 I think you're ready to try some sentences on your own.

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



### WHAT TO DO

1. Skim your last writing response. Pick three sentences and add a prepositional phrase to each one that shows more details about where the action is taking place. Underline the prepositional phrase that you added to each sentence.
2. Explain what the phrases you added show in the three sentences.

#### Example:

Milton skipped stones.

Milton skipped stones on the river.

"On the river" shows more about where Milton skipped the stones.

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

- Yes! You added prepositional phrases to show location in all of your sentences.
- Great! You added some nice details to show more about where the actions are happening.
- Remember that you need a subject and a predicate to make a complete sentence. Prepositional phrases give us more details in a sentence, but they can't stand on their own.
- You added prepositional phrases to all of the sentences, except in this one here where you just added the word "now." That does tell us when something is happening, but it's an adverb. Try adding a prepositional phrase like you did in the others and I'll be back in a moment to see how you did.

Without calling on volunteers, ask 1–3 students to share their answers. Confirm that they have added prepositional phrases to show location in all of the sentences.

Student answers will vary, but you need to verify that students have added prepositional phrases to their sentences and that each sentence contains a subject and a predicate.

### 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 revised those sentences to show more about the actions happening.
- Raise your hand if you have any more questions about showing location with prepositional phrases.

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

Check each student's 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.

# LESSON

# 23

## Defining and Identifying Clauses

### Overview

*The students will review the definition of a complete sentence and will identify dependent and independent clauses in a variety of complex sentences.*

### CCSS In This Lesson

- **Literacy.L.2.1f** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- **Literacy.L.3.3a** 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

- ☐ We highly recommend creating a permanent display of the **Definition of a Dependent Clause** and **Definition of an Independent Clause** so that they can remain posted for any drills or mini-lessons you do regarding complete sentences, dependent and independent clauses, and sentence fragments.
- ☐ If you did Lesson 21, make sure the following are still posted:
  - **Definition of a Complete Sentence**
  - **Definition of a Sentence Fragment**

### IN CLASS

### Targeted Instruction—Identifying Clauses in a Complete Sentence

- 💬 We've been looking closely at complete sentences, which are the foundation of powerful writing. Writing in complete sentences assures that every idea you want to express is complete, and you don't leave the reader confused or hanging.
- 💬 Sometimes we write just one part of a sentence by accident. Can anyone remember what that kind of mistake is called? (*A sentence fragment.*)
- 💬 Yes. We'll learn more about a different type of sentence fragment in the next few lessons.
- 💬 Today we're going to look at groups of words called "clauses." That's just a fancy technical term for "part of a sentence."

- Once you're familiar with these parts, you can play around with them and structure the sentence differently to make an impact on the reader.

Refer to 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.

- Everyone should be familiar with this definition. Does anyone in this class need a reminder of what a subject or predicate is? Raise your hand if you know what both of those terms mean and can explain them to me.

Call on a couple of students to provide the definitions of subject and predicate. Correct students if they do not provide accurate answers.

- Each complete sentence can be divided into two parts, the subject part and the predicate part. *The someone or something (that's the subject) doing something (that's the predicate).*

Post **Experimenting with Sentence Structure** and read it aloud.

### EXPERIMENTING WITH SENTENCE STRUCTURE

1. Kiki yawned, even though she wasn't tired.
2. Even though she wasn't tired, Kiki yawned.
3. Kiki, even though she wasn't tired, yawned.

- This is an example of a writer experimenting with sentence structure. Each of these sentences is complete and has a subject and predicate.

Ask a few students to identify the simple subjects and simple predicates in each sentence. Circle the simple subject and underline the simple predicate in each one. Correct answers are provided here for your reference:

1. (Kiki) yawned, even though she wasn't tired.
2. Even though she wasn't tired, (Kiki) yawned.
3. (Kiki), even though she wasn't tired, yawned.

Point out that the sentences are structured differently, but have the same "core" simple subject and simple predicate: "Kiki" and "yawned."

- In the first sentence, the simple subject and predicate are at the beginning of the sentence.
- In the second sentence, they're at the end.
- In the third, the simple subject and simple predicate are far apart—"Kiki" is at the beginning and "yawned" is at the end.
- Each of these sentences contains the same words, but they read differently and have a different impact.

Unless it will be a distraction, 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 third sentence seems awkward to me. “Kiki, even though she wasn’t tired, yawned.” When I read that sentence aloud, I feel like it stops and starts too much, and doesn’t sound natural. Also, I wonder why there’s so much emphasis on Kiki yawning when she wasn’t tired. Is that a crime or something? It’s grammatically correct, but if I were the writer, I think I’d pick one of the other ways to write this sentence.
- 💬 It’s a good idea to experiment and play around with sentence structure so you can decide which way you want it to sound and what you want to emphasize.
- 💬 Each of these sentences is made of different parts. You can switch them around in the sentence and experiment to see what structure makes the impact you want. As long as you have a subject and a predicate, you can experiment like this and it will still make sense and be a complete sentence.
- 💬 Now that we’ve manipulated this sentence a few different ways, let’s break it down and take a closer look at some of its parts.

Write the following sentence fragment on the board:

Even though she wasn’t tired.

- 💬 Does this make sense all by itself? Could this be a complete sentence?

Listen to a few responses. Students may think this is a complete sentence because it has a subject and verb in it. Make sure they understand why this is not the case.

- 💬 The reason this isn’t a complete sentence, even though it has a noun and verb in it, is because it does not express a complete thought.

Refer to and reread the **Definition of a Complete Sentence**.

- 💬 In order for a sentence to be complete, it must express a complete idea. Not just part of an idea—a *complete* idea.
- 💬 “Even though she wasn’t tired.” What? You need to more information for this to make sense. What information do you need? What do you as the reader need to know? You need to know what she did, even though she wasn’t tired.
- 💬 Even though she wasn’t tired...*she did what*? We need a “someone or something”—she, whoever *she* is, doing something, taking action of some kind. In other words, we need a subject and a predicate.

Ask students to help you complete the sentence with a *new* subject and predicate (not “Kiki yawned”), as in the following example:

Even though she wasn’t tired, Lisa lay down on the sofa.

- 💬 Who or what is the new subject of the sentence? (*Lisa*.)
- 💬 What’s the subject doing? (*She’s lying down on the sofa*.)
- 💬 That’s better. When sentences are complete, they make sense and express complete ideas. They don’t leave the reader hanging or confused, wanting or needing more information.
- 💬 Let’s work on building some more complete sentences.

Post the **Sentence Starters** and read them aloud.

### SENTENCE STARTERS

1. Because I had no choice, \_\_\_\_\_.
2. If he goes to Math Club, \_\_\_\_\_.
3. While my favorite song was playing, \_\_\_\_\_.

These are dependent clauses. As I said before, “clause” is just a fancy name for “part of a sentence.” Notice that each of these clauses has a noun and a verb, but doesn’t express a complete idea. A dependent clause is a part of a sentence that *depends on* another part to make sense and to make it a complete, grammatically correct sentence.

Post the **Definition of a Dependent Clause** and read it aloud.

### DEFINITION OF A DEPENDENT CLAUSE

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

In order to complete a sentence that starts with a dependent clause, you need to add the information the clause needs to make sense.

Complete the first sentence in the **Sentence Starters** by adding an independent clause, as in the example below. Circle the simple subject and underline the simple predicate.

1. Because I had no choice, I woke up at the crack of dawn.

Ask students to help you to complete the rest of the sentences, as in the following examples:

2. If he goes to Math Club, he skips play practice.
3. While my favorite song was playing, Tanisha danced like a fool.

Write the independent (main) clauses on the board, away from the sentences:

I woke up at the crack of dawn

he skips play practice

Tanisha danced like a fool

This part of the sentence is also a clause. It has a subject and predicate, and expresses a complete idea. If we capitalized the first words, and added punctuation to the ends, these could be complete sentences, couldn’t they?

Dependent clauses are called “dependent” because they depend on the other part of the sentence to make sense.

This kind of clause is called an *independent* clause, because it can stand all by itself and still make sense.

Post the **Definition of an Independent Clause** and read it aloud.



### 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 would be a complete sentence.
- 🗣️ An independent clause is sometimes called a main clause. That's because it expresses the main idea in the sentence.

### Skill Drill—Identifying Clauses in Complete Sentences

Hand out the **Identifying Clauses** worksheet.

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

- 🗣️ That's a good strategy, identifying the simple subject first!
- 🗣️ I see you've picked out all of the dependent clauses so far. Good work.
- 🗣️ Remember that you can find the simple subject by asking who or what the sentence is about.
- 🗣️ Reread this sentence and ask yourself if this part of the sentence expresses a complete idea, or whether you still have lingering questions. I'll be back in a minute to check to see if you figured out whether this is the dependent clause or the independent clause.

Comma use is not the focus of this lesson, and there is no explicit instruction on it. Unless students have had direct instruction on commas in these types of sentences, you can ignore the errors for now. In the Skill Drills that follow this lesson, comma use is explicitly addressed.

#### Answer Key:

1. [Until Diego stops bothering me,] I will have to avoid him.
2. My uncle will be relieved [if my aunt decides to fly on that special transport aircraft next June.]
3. [Unless you cover them with ketchup,] cheese fritters taste disgusting.
4. [Because she was cold,] Minnie shivered in the breeze.
5. [Instead of eating a snack,] Julia drank three glasses of lemonade.

Rewritten sentence: Julia, instead of eating a snack, drank three glasses of lemonade.

### Closing

Collect the worksheets. Let students know that they did a great job with 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 didn't hear anyone talking, so it's clear that all of you focused on your work.
- 🗣️ Some of you finished quickly, and some took a long time, but everyone completed the worksheet independently and without interrupting others.



Close the lesson by asking students to open their writing to see if they can find a sentence with a dependent clause in it. Call on 1–2 students to read the sentence aloud and identify the dependent clause. As students read, have their classmates correct the information when necessary.

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## 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.

If you plan to do any drills or mini-lessons regarding identifying complete sentences, dependent and independent clauses, and sentence fragments, keep the **Definition of a Dependent Clause** and **Definition of an Independent Clause** posted.

If wall space is a concern, and you are confident that students have internalized these definitions, use your judgment to decide whether to keep these items posted, or put them aside for future use.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Identifying Clauses

### Instructions

1. Circle the simple subject and underline the simple predicate in each sentence.
2. Bracket the dependent clause in each sentence.
3. In the space provided, rewrite one of the sentences so that it begins with the simple subject.

1. Until Diego stops bothering me, I will have to avoid him.
2. My uncle will be relieved if my aunt decides to fly on that special transport aircraft next June.
3. Unless you cover them with ketchup, cheese fritters taste disgusting.
4. Because she was cold, Minnie shivered in the breeze.
5. Instead of eating a snack, Julia drank three glasses of lemonade.

Rewritten sentence that begins with the simple subject:

## Writing Complete Sentences With Dependent and Independent Clauses

### Overview

*The students will practice writing complete sentences that begin with a dependent clause.*

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Prepare to permanently display the **Common Dependent Markers**, provided at the end of this lesson.
- ☐ Make sure that the following items are still posted:
  - Definition of a Complete Sentence
  - Definition of a Dependent Clause
  - Definition of an Independent Clause
  - Definition of a Sentence Fragment

We recommend recreating the **Common Dependent Markers** as a large display and keeping it posted permanently. This will save you effort in displaying a photocopy in every drill or lesson where you need it.

### IN CLASS

#### Targeted Instruction—Writing Complete Sentences That Begin With Dependent Clauses

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—why is it important to write in complete sentences?** (*Complete sentences express complete ideas. Incomplete sentences are confusing and leave the reader hanging.*)
- 💬 **Yes, complete sentences are the foundation for powerful writing because they express ideas fully and completely, instead of leaving the reader confused or wanting more information.**
- 💬 **We've been practicing identifying subjects and predicates so we can make sure each sentence is complete, and so we can experiment with writing different types of sentences that make the impact that we want without having to worry about getting tripped up on the grammar.**

- We've also looked at two types of clauses—dependent clauses and independent clauses. Remember, “clause” is just a word meaning “part of a sentence.”
- What's the difference between a dependent clause and an independent clause?

Listen to a couple of responses, and then turn students' attention to the posted definitions of these terms.

- A dependent clause cannot stand by itself and still make sense. It leaves the reader hanging and needing more information.
- A dependent clause all by itself is a sentence fragment.

If you think students need the reminder, refer to the **Definition of a Sentence Fragment**.



#### **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.

- One common kind of sentence fragment is a dependent clause trying to stand all by itself as a sentence. Today, we'll work on fixing this kind of sentence fragment by adding an independent clause to it.
- To help you learn how to do that, let's look at some sentences that have a few things in common.

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



#### **SAMPLE SENTENCES**

1. Unless I have my trusty lime-green water gun, we won't win the final battle at the neighborhood block party in August.
2. If you come close to me, I'll back away.
3. Because it's winter, our classroom is freezing and we can almost see our breath.

Ask a few students to point out what makes each of these sentences similar. Listen to a couple of responses. Students may notice the following features:

- Each sentence begins with a dependent clause.
- Each sentence has a comma in it.
- The subject of the sentence is not at the beginning of the sentence, but closer to the middle.

Refer to and read aloud the **Definition of a Dependent Clause**.



#### **DEFINITION OF A DEPENDENT CLAUSE**

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

- Each of these sentences begins with a dependent clause. When you begin a sentence with a dependent clause, you must use a comma after the dependent clause to separate it from the rest of the sentence.

Write the following sentence fragments on the board:

Unless I have my trusty lime-green water gun.

If you come close to me.

Because it's winter.

- Unless I have my trusty lime-green water gun...what? What will happen?
- If you come close to me...what? What will I do?
- Because it's winter...what?
- See how the reader is left hanging and needing more information?

Cross out the first word in each dependent clause ("unless," "if," and "because") and capitalize the new first word in the sentence, as shown here:

~~U~~nless I have my trusty lime-green water gun.

~~I~~f You come close to me.

~~B~~ecause It's winter.

- With these words crossed out, do we still have fragments, or is what's left a complete sentence? (*It's a complete sentence.*)
- "I have my trusty lime-green water gun." Yes, that's someone or something doing something—a subject and a predicate.
- "You come close to me." Yes, we have someone or something doing something—you coming close to me.
- "It's winter." That's a *short* complete sentence, but it's definitely a complete sentence.
- So what's going on here?
- Notice that "unless," "if," and "because" are the words that make these dependent clauses dependent. Unless...what? If...what? Because...what? These words create questions in the reader's mind that beg to be answered.
- They're called "dependent markers."

Display the **Common Dependent Markers** and have students read them silently for a brief moment.

This is the first time students are introduced to the concept of dependent markers. Otherwise known as subordinating conjunctions, dependent markers are words that create dependent clauses.

Call on 1–3 students to make up a sentence on the spot, beginning with one of the common dependent markers on the list. Accept only correct answers, and write the sentences on the board, circling the simple subject and underlining the simple predicate, as shown in this example:

Although I hate canned ravioli, I love mac and cheese.

- ☞ Which part of the sentence is the dependent clause? Which part can't stand by itself as a complete sentence? (*Although I hate canned ravioli.*)
- ☞ Which part of the sentence is the independent, or main clause? (*I love mac and cheese.*)
- ☞ How do we know that the *main* subject is "I" and the main verb is "love"? There's a noun and a verb in the first part of the sentence, too.

Listen to a couple of responses, and make sure they understand the correct reason.

- ☞ The first part of the sentence is just a detail showing more about the subject, "I."
- ☞ The main action that the subject is performing at the moment is the action of loving mac and cheese. In other words, this person, "I," just happens to be a canned ravioli hater, but what he or she is *doing now*, is loving mac and cheese.
- ☞ The purpose of the dependent clause is to show more about either a subject or a predicate.
- ☞ For that reason, you *will not* find the main subject and verb in a dependent clause.
- ☞ So when you are faced with a sentence with both an independent and a dependent clause, which part of the sentence should you *always* examine to find the subject and predicate? (*Independent clause.*) That's right!

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



#### WHAT TO DO

1. Using one of the **Common Dependent Markers** as a sentence starter, write three sentences that begin with a dependent clause.
2. Separate the dependent clause from the rest of the sentence with a comma.
3. Choose one of your dependent clauses to use as a sentence starter, and copy it onto another line. Add a comma and complete the sentence using a different independent (main) clause than the one you wrote originally.

- ☞ Remember that these sentences do not have to be true. As long as you have complete sentences that begin with a dependent clause, you can write anything you want!

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

- 🗣️ I like how you used strong verbs in your sentences: “glimmered,” “spanked,” and “tackled.” These sentences are grammatically correct *and* they’re entertaining to read. Good work.
- 🗣️ That’s right, the comma goes right after the dependent clause.
- 🗣️ Remember that you need to use a comma to separate the dependent clause from the rest of the sentence.
- 🗣️ Read this sentence aloud quietly. See if you can tell where the comma should go. I’ll be back in a minute to check on you.

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**Complete Response:**

*Since Malia loves shopping, she was psyched when the new mall opened.*

*Because my mother hates it, I always wear my glow-in-the-dark crocodile hat to church.*

*Though my heart is made of fluff, my body is as strong and indestructible as a giant metal robot’s body!*

*Since Malia loves shopping, she always wears sneakers so her feet won’t hurt.*

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## 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 dependent clauses or dependent markers.**

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.

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## 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 for struggling students. Revision assignments (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.

If you plan to do any drills or mini-lessons regarding identifying complete sentences, dependent and independent clauses, and sentence fragments, keep the **Common Dependent Markers** posted.

## 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



## Writing Complete Sentences With Dependent and Independent Clauses

### Overview

*The students will practice writing complete sentences that have dependent and independent clauses. They will experiment with changing the order of clauses, eliminating or adding a comma as needed.*

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure that the following items are still posted:
  - Definition of a Complete Sentence
  - Definition of a Dependent Clause
  - Definition of an Independent Clause
  - Common Dependent Markers
  - Definition of a Sentence Fragment

If wall space is a concern, and you are confident that students have internalized these definitions, use your judgment to decide whether to keep these items posted, or put them aside for future use.

### IN CLASS

#### Targeted Instruction—Writing Complete Sentences With Dependent and Independent Clauses

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's a dependent clause?** (*A dependent clause is part of a sentence that doesn't make sense by itself.*)

Refer to and read aloud the **Definition of a Dependent Clause**.

#### DEFINITION OF A DEPENDENT CLAUSE

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

Refer to the **Common Dependent Markers**.

- 💬 These dependent markers are words that create dependent clauses.
- 💬 Let's take an ordinary sentence and make it into a dependent clause.
- 💬 "The quick brown fox jumps over the lazy dog."

Choose 3–4 common dependent markers and quickly try them out at the beginning of the sentence.

- 💬 *If the quick brown fox jumps over the lazy dog...what? What happens then?*
- 💬 *As soon as the quick brown fox jumps over the lazy dog...then what?*
- 💬 *Unless the quick brown fox jumps over the lazy dog...what?*
- 💬 Dependent clauses can go anywhere in a sentence—at the beginning, middle, or end.
- 💬 If you start with a dependent clause, you'll need to use a comma to separate it from the rest of the sentence.

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

#### **SAMPLE SENTENCES**

1. Unless you call the box office before Friday, they will give your ticket to someone else.
2. Whenever Rita walks by, I smile.
3. In order to conserve water, toilets are flushed only twice a day.

- 💬 **Why would a writer want to start a sentence with a dependent clause?**

Listen to a couple of responses. Make sure that you allow students to come up with their own reasons for using a dependent clause to introduce a sentence before summarizing their ideas. Students may suggest the following:

*You want to explain something before you get into it.*

*You need to include information about time before getting into what happened.*

*You need to describe a circumstance or condition first.*

- 💬 **Yes, these are all good reasons for wanting to start a sentence with a dependent clause. When you need the reader to understand something important first, before describing what's happening, or will happen, you introduce the sentence with a dependent clause.**
- 💬 **Sometimes writers choose to put the dependent clause at the end of the sentence.**

Revise the **Sample Sentences** so that the dependent clauses come *after* the independent clauses.

1. They will give your ticket to someone else unless you call the box office before Friday.
  2. I smile whenever Rita walks by.
  3. Toilets are flushed only twice a day in order to conserve water.
- 💬 **This is the same information, but these sentences have a different sound and a different impact when they are written this way.**

Ask students to identify the dependent and independent clauses in these sentences.

- When a dependent clause comes *after* an independent clause, you *do not* need to use a comma between the clauses.

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

### WHAT TO DO

1. Using one of the **Common Dependent Markers** to begin the sentences, write three complete sentences that begin with a dependent clause.
2. Separate the dependent clause from the rest of the sentence with a comma.
3. Bracket the independent clause in each sentence.
4. Write one more complete sentence by taking one of the sentences you just wrote and revising it by placing the independent clause at the beginning of the sentence. Make any changes you need to make the sentence clear.

- Remember that these sentences do not have to be true. As long as you have complete sentences that begin with a dependent clause, you can write anything you want. Have fun with it, and when you write the last sentence, add any words you need to make it complete and clear.

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


- Yes, that's exactly where the comma needs to go.
- Good thing you remembered to replace that pronoun with the antecedent.
- Remember that you need to use a comma to separate the dependent clause from the rest of the sentence.
- I see you put a comma right after the dependent marker, "Because." The comma belongs at the *end* of the dependent clause. Reread this sentence and see if you can identify the whole dependent clause. Put a comma between that part of the sentence and the rest of the sentence. I'll be back in a minute to check.

#### Complete Response:

1. *Until you admit that I won the last game fair and square, [I refuse to play.]*
  2. *As soon as I get new jeans, [I'm going to throw these old holey ones away.]*
  3. *In order to get a good grade in art class, [you need to draw at least five times messier than normal.]*
- Revised sentence: *You need to draw at least five times messier than normal in order to get a good grade in art class.*

### 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 dependent or independent clauses.**

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.

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#### 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 for struggling students. Revision assignments (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.

## Identifying Sentence Fragments That Are Dependent Clauses

### Overview

*The students will practice identifying different types of sentence fragments, including fragments that are dependent clauses.*

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Identifying Sentence Fragments** worksheet, provided at the end of this lesson.
- ☐ Make sure that the following items are still posted:
  - **Definition of a Complete Sentence**
  - **Definition of a Dependent Clause**
  - **Common Dependent Markers**
  - **Definition of an Independent Clause**
  - **Definition of a Sentence Fragment**

If wall space is a concern, and you are confident that students have internalized these definitions, use your judgment to decide whether to keep these items posted, or put them aside for future use.

### IN CLASS

#### Targeted Instruction—Identifying Different Types of Sentence Fragments

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—why is it important to make sure you write complete sentences and avoid writing sentence fragments?** (*Sentence fragments are confusing to read and leave out information. Complete sentences are clear and make sense.*)
- 💬 **Complete sentences are the foundation for powerful writing because they express ideas fully so that the reader can understand them. You know who or what is doing something, and you know what's going on—what the action is.**
- 💬 **Sentence fragments, on the other hand, might tell you who or what is doing something, but not tell you the action. Or they might have the action, but you don't know who or what is doing that action.**

Write the following on the board:

Mary, my sister. (subject)

Went to the spring fair. (predicate)

If you think it's necessary, 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.

- Every sentence needs a subject and predicate to be complete. You can fix each of these fragments by adding the other part.

Write the following sentence on the board:

Mary, my sister, went to the spring fair. (subject + predicate)

- The most common type of sentence fragment is missing both a subject and a predicate. It's a dependent clause.

Refer to the **Definition of a Dependent Clause** and read it aloud.



#### DEFINITION OF A DEPENDENT CLAUSE

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

- Dependent clauses begin with dependent markers.

Refer to the **Common Dependent Markers**.

Ask students to pick 2–3 dependent markers from the list and create sentence fragments with them, as in the following examples:

As you get dressed.

In order to catch the ball.

Whatever you decide.

- These fragments can seem like sentences because they have a noun and a verb in them. But they aren't complete ideas. They leave you hanging.

- "Whatever you decide..." what? What's going to happen?

- Let's complete these sentences.

Add a comma to the end of each sentence fragment, and call on a few students to help you finish the sentences. Point out that the rest of the sentence, after the comma, is an independent clause with a subject and a predicate. Circle the simple subject and underline the simple predicate in each new complete sentence.

As you get dressed, (I) will make coffee.

In order to catch the ball, (you) have to run a lot faster and keep your head up.

Whatever you decide, (Ben) will support you.

#### Skill Drill—Identifying Sentence Fragments

Hand out the **Identifying Sentence Fragments** worksheet.

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

- 💬 That's a good strategy, circling all the dependent markers. That will help in case the fragment is a dependent clause all by itself!
- 💬 I see you've picked out all of the sentence fragments so far. Good work.
- 💬 Remember that every complete sentence needs to have a subject and a predicate—someone or something that is taking an action of some kind.
- 💬 Reread this sentence and ask yourself if this sentence expresses a complete idea, or whether you still have lingering questions about what's going on. I'll be back in a minute to check and see if you figured out whether this sentence is complete or not.

---

**Answer Key:**

1. *George, my dad's cousin. (fragment, missing predicate)*
2. *Unless he says. (fragment, missing subject and predicate)*
3. *Until I find a replacement for Tim, Mei is playing goalie. (complete)*
4. *Because Moyenda decided to go off on her own, I was stuck doing the dishes. (complete)*
5. *A tall, splendid blade of grass. (fragment, missing predicate)*
6. *Walked, marched, and spit in on the sidewalk every few feet. (fragment, missing subject)*
7. *Since we had no more eggs. (fragment, missing subject and predicate)*
8. *If he stays hidden, his cousin won't be able to find him. (complete)*
9. *Denny, because he was the youngest, had figured out certain devious ways of getting out of trouble. (complete)*
10. *Now that I'm finished with school. (fragment, missing subject and predicate)*

**Rewritten sentences:**

1. *Now that I'm finished with school, I can sleep late every morning like a lazy pig.*
  2. *Since we had no more eggs, I tried to use my mom's vegan egg substitute for the recipe, with disastrous results.*
  3. *Unless he says not to, I will jump out of an airplane.*
- 

## 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 complete sentences, sentence fragments, or dependent clauses.**

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.

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## 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 for struggling students. Revision assignments (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.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Identifying Sentence Fragments

### Instructions

1. Identify whether each sentence is a complete sentence or a sentence fragment. Write “complete” or “fragment” in parentheses at the end of each sentence.
2. If the sentence is a fragment, identify and write down whether the sentence is missing a subject, a predicate, or both.
3. In the space provided, copy three of the sentence fragments, and complete them by adding the rest of the sentence. Don’t forget to capitalize the first word in the sentence and add correct punctuation.

1. George, my dad’s cousin.
2. Unless he says.
3. Until I find a replacement for Tim, Mei is playing goalie.
4. Because Moyenda decided to go off on her own, I was stuck doing the dishes.
5. A tall, splendid blade of grass.
6. Walked, marched, and spit in on the sidewalk every few feet.
7. Since we had no more eggs.
8. If he stays hidden, his cousin won’t be able to find him.
9. Denny, because he was the youngest, had figured out certain devious ways of getting out of trouble.
10. Now that I’m finished with school.

Three completed sentence fragments:

# Skill Drill

# 23D

## Revising Complete Sentences

### Overview

*The students will practice revising complete sentences by replacing and/or adding details to the subject or the predicate, or by restructuring the sentence.*

---

#### BEFORE CLASS

If wall space is a concern, and you are confident that students have internalized these definitions, use your judgment to decide whether to keep these items posted, or put them aside for future use.

#### Preparing for the Lesson

- ☐ Make copies of the **What to Do**, provided at the end of this lesson.
- ☐ Make sure that the following items are still posted:
  - **Definition of a Complete Sentence**
  - **Definition of a Dependent Clause**
  - **Common Dependent Markers**
  - **Definition of an Independent Clause**
  - **Definition of a Sentence Fragment**

---

#### IN CLASS

#### Targeted Instruction—Revising Complete Sentences

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.

- 💬 **Someone tell me why it's a good idea to be able to identify the different parts of a sentence.** *(So you can make sure you write in complete sentences, and your ideas are clear to the reader. You can change sentences around or work on different parts of the sentence without worrying about messing up the grammar.)*
- 💬 **When you know both parts of a complete sentence, the subject and the predicate, you can change either part and not worry about getting caught up in the grammar. You can add interesting details to emphasize whichever part you want to emphasize.**
- 💬 **You can also add information to make your meaning more clear.**
- 💬 **Today we're going to play around with sentences—experiment with them—to see how what we do changes the impact.**

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



### SAMPLE SENTENCES

1. We won't win the basketball game.
2. Unless we try our hardest, we won't win the basketball game.
3. We, the mightiest class of sick, deranged nut cases ever to hit South Orange middle school, won't win the annual "Dunk-the-Principal" basketball game unless we try our hardest.
4. Unless we literally launch our bodies at our opponents, screeching "YAAAAAAHHHHHHHH!" at the top of our lungs, sweating, dodging, and shooting the ball from mid-court if we have to, we won't win the basketball game.

Guide students to point out the following features in each sentence:

- The simple subject and simple predicate (main noun and main verb)
- The dependent markers and dependent clauses
- The independent clauses
- The details that they liked, including adjectives, strong verbs, and dialogue

💬 **These are all complete sentences about the same topic, the basketball game, but each one has a different impact on the reader.**

💬 **Which sentence puts most emphasis on the subject, the middle school students? (The third sentence.)**

💬 **Which sentence puts most emphasis on the predicate, what will happen at the basketball game? (The fourth sentence.)**

💬 **Which one do you think is most powerful?**

Call on a couple of students to respond. There is no right answer. Students should be encouraged to explain why they think the sentence they chose was the most powerful.

💬 **As long as I have a subject and a predicate, I know my sentence is complete and I don't have to worry. I can do anything to a sentence as long as I have those two basic parts.**

💬 **Let's see how that looks.**

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

💬 **Remember that these sentences do not have to be true. You can make them silly or outrageous if you want to. Right now we're just playing around to see what happens when we make changes, not focusing on telling a true story.**

💬 **As long as you have a subject and a predicate in each sentence, you can write anything you want!**

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

💬 **Adding this dependent clause at the beginning made this sentence hilarious! "Unless my sister Daria bows down and calls me her Queen, I won't share my delicious homemade fudge brownies with her."**

If you think it's necessary, 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.

- 🗣️ You're right—"trashes" is the simple predicate in the sentence.
- 🗣️ Remember that you need to use a comma to separate the dependent clause from the rest of the sentence.
- 🗣️ Reread this sentence and identify the simple subject and simple predicate. That's the main noun and main verb. The noun is who or what the sentence is about (the subject) and the verb is what that subject is doing. I'll be back in a minute to check that you found both.

---

**Complete Response:**

Original sentence: Johannes clamped his mouth shut.

Revised sentences:

1. *Johannes clamped his mouth shut so hard his lips turned white and his jaw started vibrating.*
  2. *As the class erupted into loud, inappropriate applause, Johannes clamped his mouth shut and stuck his hands into his armpits, growling in disapproval.*
- 

## Closing

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

- 🗣️ **Was anyone confused about what we did today with our sentences?**

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 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 for struggling students. Revision assignments (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.

Name \_\_\_\_\_

Date \_\_\_\_\_



## What to Do

1. Skim your last writing response and pick a sentence that you think is interesting or powerful.
2. Copy the sentence onto a separate page.
3. Identify the simple subject in the sentence and circle it.
4. Identify the simple predicate in the sentence and underline it.
5. Without changing the simple subject or simple predicate, revise the sentence two different ways. You can revise it any way that you want. Here are some ideas to try:
  - Add details to either the subject or predicate. Show more about the subject (who or what is doing the action) or the predicate (the action), using strong verbs or dialogue.
  - Add a dependent clause.
  - Change the structure of the sentence so that the subject or predicate is in a different place.
  - Change the structure of the sentence so that the dependent clause is in a different place.

# LESSON

# 24

## 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.3.1i** Produce simple, compound, and complex sentences.
- **Literacy.L.3.3a** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make copies of the **Finding and Fixing Sentence Fragments** worksheet, provided at the end of this 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 for any drills or mini-lessons you do regarding sentence fragments.

### 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.

- 🗣️ **Does anyone in this class need a reminder of what a subject or predicate is? Raise your hand if you know what both of those terms mean, and can explain them to me.**

Call on students to provide the 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 subject, “Hiro,” and another color for the predicate, “charged up the hill.”

Hiro charged up the hill.

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.

- Every complete sentence has two parts to it—a subject and a predicate.
- In fact, 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 "up the hill" to make this a complete sentence; it could just be, "Hiro charged."

Erase "up the hill" and add a period after the word "charged." You will end up with this sentence:

Hiro charged.

- You can think of this as the "core" of the sentence. It's the simple subject, "Hiro" (a noun that shows who or what is doing the action) and the simple predicate, "charged" (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 *where* Hiro charged. 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, "Hiro, the strongest warrior of all," and another color for the complete predicate, "charged up the hill with a look of determination on his face."

Hiro, the strongest warrior of all, charged up the hill with a look of determination on his face.

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

- "Hiro, the strongest warrior of all." If we ended the sentence right there, we'd have the subject, all by itself, just hanging there. We'd know who Hiro is, but we'd have no idea what he is doing.

Read the complete predicate aloud.

- "Charged up the hill with a look of determination on his face." That's the predicate all by itself. We are left wondering who is doing the charging. *Who* charged up the hill with a look of determination on his face? I guess we know it's a male person, because we have this pronoun, "his," but that's all we know.
- If you only have one part of a complete sentence, it's really confusing—and it's incorrect.
- What if all we had was "up the hill"?

Write on the board:

Up the hill.

- We don't have the subject, "Hiro," or the predicate, "charged." What do we have here? (*A prepositional phrase.*)
- Yes. This is a phrase that tells where someone or something is. It's not a complete sentence. It's missing a subject and a predicate.

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 have parts missing, which is why they are called fragments. Sentence fragments just give you part of an idea, not a whole idea.
- 💬 That's why we focus on writing complete sentences in this class—so every idea that you have is completely expressed—the whole thing! It's a lot less confusing that way.
- 💬 There are three types of sentence fragments. A fragment can be missing a subject, a predicate, or missing both a subject and a predicate. Here's an example of a fragment that is missing a subject and a predicate.

Write the following sentence fragment on the board:

Until he leaves.

- 💬 We've got a noun and a verb here. So why is this a sentence fragment? *(It doesn't express a complete idea. It leaves the reader hanging.)*
- 💬 That's right. Until he leaves...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. "Until" 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. Until he leaves, *who* will be doing *what*?

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

*Until he leaves, we won't be able to jump in the pool.*

- 💬 The subject and predicate for this complete sentence aren't in the dependent clause; they're in the part we just added, the independent clause. To fix a fragment that is really a dependent clause, you need to add a subject and a predicate.
- 💬 What if all we had here was "in the pool"? That's a prepositional phrase. What do I need to add to make it a complete sentence? *(The same thing—a subject and a predicate.)*



## Skill Drill—Finding and Fixing Sentence Fragments

Hand out the **Finding and Fixing Sentence Fragments** worksheet.

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

- 🗣️ That's a good strategy, circling the simple subject and underlining the simple predicate. When you have both, you know the sentence is complete and not a fragment.
- 🗣️ I see you've identified all of the sentence fragments so far. Good job!
- 🗣️ Remember that some sentence fragments have a noun and a verb, but they still leave you hanging because they don't express a complete idea.
- 🗣️ 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.

---

### Complete Response:

Identified sentence fragments:

*I loved making tribal masks in art class. Chose the colors red and black for my mask. The plaster was slippery at first. Because the plaster was still wet. At the end of the day, my red and black mask stood out from the others on the wall. Red and black diamonds and circles. Pia, who always brags about her artistic ability, chewed on her lip piercing. That shows me she loved it! Was completely blown away.*

Revised passage with corrected sentence fragments:

*I loved making tribal masks in art class. I chose the colors red and black for my mask. The plaster was slippery at first. Because the plaster was still wet, my hands got sticky. At the end of the day, my red and black mask stood out from the others on the wall. The red and black diamonds and circles looked really cool. Pia, who always brags about her artistic ability, chewed on her lip piercing. That shows me she loved it! She was completely blown away.*

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## Closing

Collect the worksheets. Let students know that they did a great job with 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 quickly you were able to find all of the sentence fragments in this passage.
- 🗣️ Very interesting revisions! I liked reading the different ways you chose to complete these sentences.

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

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#### 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.

If you plan to do more drills or mini-lessons on sentence fragments, keep the **Definition of a Complete Sentence** and **Definition of a Sentence Fragment** posted.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Finding and Fixing Sentence Fragments

- Instructions**
  1. Read the passage below, find the sentence fragments, and underline them.
  2. In the space provided, rewrite the passage, making sure that you correct each sentence fragment. You can add any words that you want and/or combine sentences to make the sentence fragments complete.

I loved making tribal masks in art class. Chose the colors red and black for my mask. The plaster was slippery at first. Because the plaster was still wet. At the end of the day, my red and black mask stood out from the others on the wall. Red and black diamonds and circles. Pia, who always brags about her artistic ability, chewed on her lip piercing. That shows me she loved it! Was completely blown away.

# Skill Drill

# 24A

## Finding and Fixing Sentence Fragments

### Overview

*The students will practice finding and fixing sentence fragments that are missing either 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 that the **Definition of a Complete Sentence** and **Definition of a Sentence Fragment** are still posted.

#### IN CLASS

#### Skill Drill—Finding and Fixing Sentence Fragments

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.

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.

- 💬 **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. Think of each 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).**
- 💬 **Today we'll work on fixing sentence fragments that are missing a subject or a predicate.**

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

#### SAMPLE SENTENCE FRAGMENTS #1

1. Johanna, my cousin.
2. Mean-spirited Johanna, my so-called "charming" cousin.
3. Mean-spirited Johanna, my so-called "charming" cousin, who works at the local deli.

- 🗣️ Are all of these sentence fragments? (*Yes.*)
- 🗣️ What's missing, the subject or the predicate? (*The predicate.*)
- 🗣️ Yes, we know who Johanna is, what she's like, and even where she works—at the local deli; but we don't know what she is doing. That's because there is no predicate.

If students have any doubts that these are all sentence fragments that are missing the predicate, discuss the fact that “Johanna” is the simple subject, and all of the words in all three sentence fragments are details that show more about Johanna. They do not tell what Johanna is doing or describe any action that Johanna is performing.

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

#### **SAMPLE SENTENCE FRAGMENTS #2**

1. Decided to go.
2. Decided to go to the concert with her best friend Denise.
3. Decided to go to the concert with her best friend Denise, even though I begged her for the extra ticket.

- 🗣️ 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 to the concert, do we?

Hand out the **Finding and Fixing Sentence Fragments** worksheet.

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

- 🗣️ Great *showing* in this sentence that you revised! It's complete, and I can really 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. 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.

---

**Complete Response:**

1. *Dino is nice, athletic, and smart.*
2. *The talented and dynamic public speaker.*
3. *Walking, marching, pounding on tables, yelling, and stomping!*
4. *Twenty-three black and white cows, each with a silver cowbell around its neck.*
5. *The last time my brother borrowed my baseball bat and glove, I wasn't able to find either of them for two weeks.*
6. *Both sets of identical twin baby girls, wearing matching hair ribbons and booties.*
7. *Knew without a doubt that the end was coming, finally, and dreaded seeing it happen.*
8. *Teenagers always have to defend themselves against false accusations.*
9. *The painting that has a branch of bittersweet draped sweetly over the top of it.*
10. *Computing the probability of rain in any particular season.*

**Revised sentences:**

*The talented and dynamic public speaker impressed everyone.*

*Kids were walking, marching, pounding on tables, yelling and stomping!*

*My science teacher was busy computing the probability of rain in any particular season.*

---

**Closing**

Collect the worksheets. 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 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 for struggling students. Revision assignments (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.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Finding and Fixing Sentence Fragments

### Instructions

1. Read the sentences below, find the sentence fragments, and underline them.
2. 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. Dino is nice, athletic, and smart.
2. The talented and dynamic public speaker.
3. Walking, marching, pounding on tables, yelling, and stomping!
4. Twenty-three black and white cows, each with a silver cowbell around its neck.
5. The last time my brother borrowed my baseball bat and glove, I wasn't able to find either of them for two weeks.
6. Both sets of identical twin baby girls, wearing matching hair ribbons and booties.
7. Knew without a doubt that the end was coming, finally, and dreaded seeing it happen.
8. Teenagers always have to defend themselves against false accusations.
9. The painting that has a branch of bittersweet draped sweetly over the top of it.
10. Computing the probability of rain in any particular season.

Three revised sentences:

# Skill Drill

# 24B

## Finding and Fixing Sentence Fragments

### 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** worksheet, provided at the end of this lesson.
- ☐ Make sure that the **Definition of a Complete Sentence** and the **Definition of a Sentence Fragment** are still posted.
- ☐ If it is not displayed already, prepare to display the **Common Dependent Markers**, provided in Skill Drill 23A.

#### IN CLASS

#### Skill Drill—Finding and Fixing Sentence Fragments

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 why it's important to write in complete sentences?** (*So you don't confuse the reader or leave out any information.*)
- 💬 **That's right. Complete sentences are the foundation for good writing. Think of each 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).**

Refer to the **Definition of a Complete Sentence** and **Definition of a Sentence Fragment**.

- 💬 **A sentence fragment is an incomplete sentence. The way to fix a sentence fragment is to add what is missing to make the sentence complete. To fix a fragment, you add a subject, a predicate, or both.**
- 💬 **Today we'll practice finding and fixing fragments that are missing both the subject and the predicate. That kind of sentence fragment is usually a dependent clause that is trying to stand all by itself as a sentence.**

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.



Post and read aloud the **Definition of a Dependent Clause**.




#### **DEFINITION OF A DEPENDENT CLAUSE**

A dependent clause has a subject and a predicate but depends on another clause to express a complete idea.

 **How do we recognize a dependent clause?**

Listen to a few responses, and then display or refer to the **Common Dependent Markers**.

 **These dependent markers are what make a clause dependent. They create a lingering question in the reader's mind that demands to be answered. To fix a sentence fragment that is a dependent clause, you need to answer that question.**

Ask students to pick a dependent marker from the list and quickly create a dependent clause using that word, as in the example below. Capitalize the first word in the clause and add a comma.

*Though I love bacon,*





Ask students to complete the sentence by adding an independent clause (subject and predicate), as in this example:

*Though I love bacon, I hate the idea of eating meat.*

Point out that the independent clause has a subject and predicate in it.

Hand out the **Finding and Fixing Sentence Fragments: Dependent Clauses** worksheet.

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

-  **That's a great way to complete the sentence! I like how you used a strong verb, "throttled."**
-  **I see you've identified all of the sentence fragments so far. That's tough with these dependent clauses. Good work.**
-  **Remember that if you can identify a subject and predicate, and the sentence expresses a complete idea, it is a complete sentence.**
-  **Reread this sentence and ask yourself if you have any lingering questions. I'll be back in a minute to check and see if you figured out whether this sentence is a fragment or not.**

---

**Complete Response:**

1. *When he spoke to his mom, it was all settled.*
2. *Instead of waking me up at 9:00AM.*
3. *Unless he finds his old pair of sunglasses, Mario will have to wear those ugly orange shades.*
4. *If you find an old, beat-up baseball mitt with the initials "J.T." on it.*
5. *Because I said it was a problem.*
6. *Until he walked through the door, I'd never seen a man so tall.*
7. *Now that Melissa knows Zoe's secret, the whole school is going to find out.*
8. *Since the famous blizzard of '78, when the schools in Boston were shut down for two weeks.*
9. *Since they were so delicious, we asked the waiter for more French fries.*
10. *Until the substitute teacher, what's-his-name, made Steve take his wool hat off.*

**Revised sentences:**

*Donna woke me up at 10:30AM, instead of waking me up at 9:00AM.*

*If you find an old, beat-up baseball mitt with the initials "J.T." on it, please give it to Justin.*

*Because I said it was a problem, my mother decided not to throw my cousin's 14th birthday party at our house.*

---

## Closing

Collect the worksheets. Close by asking students to quickly skim their last writing response to find a sentence with a dependent clause in it, and to raise their hands once they have found one. Ask students to fix any dependent clauses that are fragments by completing the sentence with an independent clause.

Ask 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 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 for struggling students. Revision assignments (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.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Finding and Fixing Sentence Fragments: Dependent Clauses

### Instructions

1. Read the sentences below, find the sentence fragments, and underline them.
2. In the space provided, revise three of the sentence fragments, making them into complete sentences. You can add any words that you want to make the sentences complete.

1. When he spoke to his mom, it was all settled.
2. Instead of waking me up at 9:00AM.
3. Unless he finds his old pair of sunglasses, Mario will have to wear those ugly orange shades.
4. If you find an old, beat-up baseball mitt with the initials "J.T" on it.
5. Because I said it was a problem.
6. Until he walked through the door, I'd never seen a man so tall.
7. Now that Melissa knows Zoe's secret, the whole school is going to find out.
8. Since the famous blizzard of '78, when the schools in Boston were shut down for four days.
9. Since they were so delicious, we asked the waiter for more French fries.
10. Until the substitute teacher, what's-his-name, made Steve take his wool hat off.

Three revised sentences:



# UNIT 5:

## Formal and Informal Writing Styles

### IN THIS UNIT

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- **Lesson 25: Formal and Informal Writing Styles—Code-Switching**
- **Lesson 26: Formal and Informal Writing Styles—Code-Switching**
  - Skill Drill 26A: Code-Switching—Vocabulary
  - Skill Drill 26B: Code-Switching—Conventions
  - Skill Drill 26C: Code-Switching—Vocabulary and Conventions
  - Skill Drill 26D: Revising by Code-Switching

# LESSON 25

## Formal and Informal Writing Styles— Code-Switching

### Overview

*The students will become familiar with the linguistic concept of 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

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.

- 💬 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 having some hot chocolate and talking with your friends. Would you say you use a formal or informal style of speech? (*Informal.*)
- 💬 Okay, so 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?

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 (what words you use) may change.
- Grammar (the way you talk) may change.
- The topic of conversation (what you say) 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 changing the language (or style of language) that you use, depending on the situation.

🗨️ **Raise your hand if you've ever read a story that included a proclamation by a king, or some other royal announcement, like, "I hereby pronounce that this land shall henceforth belong to me..."**

🗨️ **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*)

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	LMAO	LOL
GR8	PLZ	pwned
iz	L8R	CU
u (instead of you)	me (instead of I)	JK

You may want to clarify to students that you don't want to hear any profanity in their examples.

Ask students to explain the meaning and use of each word or phrase on the list.

- 💬 This is something I'd have to work on learning if I wanted to do it the right way and not make mistakes.
- 💬 If I spelled "pwned" with an "O" instead of a "P," you'd have to correct me.
- 💬 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 with a sticky note.

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 4–6 lines of dialogue from the text.
3. In the right column, rewrite this dialogue 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.

There is no complete response. As long as students have attempted to translate each line of dialogue into text message language, they have completed the drill successfully.

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 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 really 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.**

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## AFTER CLASS

Keep the **Definition of Code-Switching** posted for whatever drills or mini-lessons you do regarding code-switching.

Check each skill drill 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.

# LESSON 26

## 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:
  - **Expectations for Formal Written English**
  - **Forms of “To Be”**
- ☐ 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. we was only goofing but nia was straight up tripping  
We were only playing around, but Nia was really acting crazy!
2. LOL cuz that was the best part  
I laughed out loud because that was the best part.
3. Didn't mean to do it!  
She didn't mean to do it!
4. mom gave us hot chocolate at dunkin' donuts  
Mom gave us hot chocolate at Dunkin' Donuts.
5. They was chill...just chatting  
They were calm and just chatting.

- 💬 **Someone remind me—what's code-switching?** (*When you change how you talk or write depending on the situation and/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:

She didn't intend to perform that action!

- 💬 **Which of the examples did I just rewrite?** (*Number 3. "Didn't mean to do it!"*)
- 💬 **That's right. The first thing I did was make the sentence complete by adding a subject, "She." Then I replaced "mean to" with "intend to." I replaced "do it" with "perform that action." I made the sentence longer and used different words to make it sound more formal.**
- 💬 **We could make this example *even more formal*. Does anyone want 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:

*With the highest and most complete degree of certainty, we hereby declare that Queen Sophia Seraphina Anastasia Luxemburg the sixteenth did not have even the barest hint of an intention in Her Highness' mind to carry out the aforementioned action of which you speak!*

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 very different: The words are longer and less commonly used.
- The impact on a reader is very different.
- 💬 **Obviously, there is no need for this level of formality in the writing that 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: "We was" was changed to "We were." We were only playing around.)
- 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 "we." "We" is a plural subject, so "we" needs the plural form of the verb "to be."

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 texting abbreviations like “BRB” aren’t formal.
- 💬 Reread this last sentence and ask yourself if it sounds formal or informal.  
Your goal is to make sure all of 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. *Danita and Jackson were in the middle of the hallway, not budging.*
2. *Marcus said that he would be right back!*
3. *I teased Lynn because she hates dogs.*
4. *I think it’s funny that she wanted to go back home.*
5. *It’s not as if they were going to let us go first.*
6. *“See you later,” she said.*

**Additional revision:** *I think it’s hilarious that she wanted to return to her home.*

---

Student responses will vary widely. Ensure that each sentence has been revised and that students 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 very 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 skim a recent writing response to underline and put a star next to the most formal-sounding sentence they can find.

---

## AFTER CLASS

Keep the **Expectations for Formal Written English** and **Forms of “To Be”** posted for whatever drills or mini-lessons you do regarding code-switching.

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 \_\_\_\_\_

## 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/or 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. Danita and Jackson was in the middle of the hallway not budging.

\_\_\_\_\_

2. marcus said he would BRB!

\_\_\_\_\_

3. i teased lynn cuz she hates dogs

\_\_\_\_\_

4. lol she wanted to go back home.

\_\_\_\_\_

5. It's not like they was going to let us go first.

\_\_\_\_\_

6. c u L8R she said

\_\_\_\_\_

Additional revision:

\_\_\_\_\_

## Code-Switching—Vocabulary

### Overview

*The students will practice changing 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.
- ☐ Make sure the following items are still posted:
  - **Definition of Code-Switching**
  - **Expectations for Formal Written English**
  - **Forms of “To Be”**
- ☐ Prepare for students to work in pairs or groups of 3–4.

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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 it 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 the formal-sounding sentence they chose aloud. Ask the class to listen carefully and to select the most formal-sounding word they hear and write it down.

Ask several students which word they picked. Determine which word most students in class thought was the most formal-sounding one. Write this word on the board and discuss it, as in the following example:

**Okay, so we chose “evidently.” That sounds pretty formal to most of us. What does “evidently” mean?**

Write on the board any synonyms you hear. You might get a list like the following:

*Clearly*

*Obviously*

*Without a doubt*

*Doubtless*

*Everyone can see it's true*

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. All I want to see is 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 expressing the same meaning. You can swap out nouns or verbs or even change something like this.**



Write the following words on the board:

Don't

Do not

- 🗣️ Which of these sounds more formal? (*Do not.*)
- 🗣️ Even small things like changing “don’t” to “do not” can 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 much to the original meaning as possible.

Hand out the **Code-Switching: Vocabulary** worksheet and read the instructions aloud. Ensure each student is paired with a partner or is part of a small group of 3–4 students.

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

- 🗣️ I see that you’re taking real risks with revising these sentences so that they sound different.
- 🗣️ I like how you revised this sentence so completely—it really does sound totally different and a lot more formal than the original sentence.
- 🗣️ Remember that 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 stumped. Reread the sentence and tell me what you think it means. (*Daniel realized he couldn’t get a better grade on the test.*) 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 on the worksheet. Ask students to confirm or correct their classmates’ responses.

---

**Complete Response:**

1. *Emilia and her very best friend started dancing to the music.*
  2. *I was excited and could not stop moving around in a nervous manner.*
  3. *Jarrod said, “I’ll be right back,” but then he suddenly left.*
  4. *Daniel found out that he couldn’t raise his test score.*
  5. *Mrs. Diaz decided not to tell her sister she was sorry.*
  6. *Mom tried to raise her kids to be nice and think about other people’s feelings.*
- 

## 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 partner or 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. There is no right or wrong way to revise a sentence, but you should change at least two words in each sentence.

**Change the vocabulary (word choice) in the following three sentences to make them sound more formal.**

1. Emilia and her BFF started jamming to the music.

\_\_\_\_\_

2. I was jazzed up and couldn't stop buzzing.

\_\_\_\_\_

3. Jarrod said "BRB," but then he took off.

\_\_\_\_\_

**Change the vocabulary (word choice) in the following three sentences to make them sound less formal.**

4. Daniel discovered that he was unable to raise his test score.

\_\_\_\_\_

5. Mrs. Diaz determined that she would not extend an apology to her sister.

\_\_\_\_\_

6. Mother endeavored to raise her children to be kind and considerate toward others.

\_\_\_\_\_

# Skill Drill

# 26B

## Code-Switching—Conventions

### Overview

*The students will practice changing conventions (capitalization and punctuation) 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 that the following items are still posted:
  - Definition of Code-Switching
  - Expectations for Formal Written English
  - Forms of “To Be”

---

#### 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 “LOL.”

Write the following sample text message on the board:

c u after lunch

- 💬 That’s what you expect when you’re reading or writing a text message.
- 💬 In school, however, we are expected to write in complete sentences—and that includes following the standard conventions of capitalization and punctuation.

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.

- 💬 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 "Mr. Meyers" or "Bond 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:

rick says he's not going...we'll wait anyway...c u there

- 💬 Does this style of punctuation look familiar? Raise your hand if you think this is a common way to punctuate an email 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—these three little dots in a row between the "sentences." This is totally expected in casual writing, but not 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 that 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 "and." That shows me how these ideas are connected.
- 💬 Remember that the pronoun "I" is always capitalized.

- 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 Response:**

The other day my dad decided it was time for me to start making my own instant oatmeal. I never made my own breakfast before, and now he wants me to do it every school day morning. First thing, it's hard to find the flavor I like, you never know if there will be a packet. Second, I do not know where the measuring cup is. Third, I might burn myself. He would feel bad then.

Dad has so much experience cooking. I have none. One time, I melted a plate in the microwave... That's not a joke! You see my problem? I guess I'll just try cooking it and see what happens.

---

As long as each sentence is complete and has proper end punctuation, the response is considered complete.

## 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 for a school context.

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.

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## 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. Read the paragraph carefully. 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.  
D don't go in the kitchen, brandi, cuz the floor is wet
  - Capitalize all proper nouns (names, titles, etc.).  
Don't go in the kitchen, B brandi, cuz the floor is wet
  - Add a period, question mark, or exclamation point to the end of every sentence.  
Don't go in the kitchen, Brandi, cuz the floor is wet,
  - Change any nonstandard spelling—for example, change “c u” to “see you.”  
Don't go in the kitchen, Brandi, <sup>because</sup> cuz the floor is wet.

the other day my dad decided it was time for me to start making my own instant oatmeal ... i never made my own breakfast before ... now he wants me to do it every school day morning ... first thing, it's hard to find the flavor i like, you never know if there will be a packet ... second, i do not know where the measuring cup is ... third, i might burn myself... he would feel bad then

Dad has so much experience cooking ... i have none ... one time i melted a plate in the microwave . ... that's not a joke! u see my problem ... I guess i'll just try cooking it and see what happens

# Skill Drill

# 26c

## 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.*

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#### 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**
  - **Expectations for Formal Written English**
  - **Forms of “To Be”**

---

#### 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, and 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 who 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** 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 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 words and change 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.

#### Complete Response:

1. *Juan and Nico had a fight.*
2. *They are all acting crazy.*
3. *i didn't mean to hurt you donna said.*
4. *"See you later," said Kira.*
5. *My mom said shape up and stop fooling.*

As with other lessons in this series on code-switching, there is no right or wrong way to revise the sentences on the worksheet. 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.

## 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 a different context or audience.**

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.

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### 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 for a sentence or a short passage that is written too informally for the classroom. Bracket that sentence or passage.

Students will complete the following revision assignment in the next class period:

If there are no instances of informal writing in an individual 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 bracketed part of your entry. 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. In the space provided, change each sentence by rewriting it so that it fits a different situation [in brackets].

You may change vocabulary, grammar, spelling, or conventions to suit the new context.

### Example:

Sarah misunderstood the situation and became flustered. (*formal*)

[Note to a friend.] Sarah got confused and freaked out. (*informal*)

1. Juan and Nico had a disagreement.

[Note to a friend.] \_\_\_\_\_

2. they wuz all crazy

[School context: writing response.] \_\_\_\_\_

3. Donna said, "I didn't intend to cause harm."

[Text message to a friend.] \_\_\_\_\_

4. c u later said kira

[School context: writing response.] \_\_\_\_\_

5. My mother told me to behave myself.

[Note to a sibling or cousin.] \_\_\_\_\_

# Skill Drill

# 26D

## Revising by Code-Switching

### Overview

*The students will review their writing responses and complete a revision assignment by code-switching.*

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#### BEFORE CLASS

#### Preparing for the Lesson

- ☐ Make sure the following items are still posted:
  - Definition of Code-Switching
  - Expectations for Formal Written English
  - Forms of “To Be”

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#### 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 an advantage in writing?**

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 on a reader 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 bracketed part of your entry. 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 that 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, 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. I want you to change at least one word in this sentence. I'll be back in a minute to see your revision.

Call on a few volunteers to share one example of code-switching by reading a sentence aloud and pointing out the changes they made. Ask students to confirm whether or not their classmates' changes made the sentence 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

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- Tracking Progress and Grading
- Rubric for Student Skills: *Mastering Conventions 1*
- 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 1*

	<b>4</b> <b>Exceeds Expectations</b>	<b>3</b> <b>Proficient</b>	<b>2</b> <b>Developing Proficiency</b>	<b>1</b> <b>No Progress Toward Proficiency</b>
<b>Complete Sentences</b>	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.

## **Abstract Noun**

An abstract noun is an idea or concept—something that you cannot see, touch, taste, smell, or hear. (Lessons 3, 4)

## **Adjective**

An adjective is a word that describes a noun. (Lesson 10)

## **Adverb**

An adverb is a word that describes a verb, an adjective, or another adverb. (Lesson 11)

## **Code-Switching**

Code-switching is changing the language (or style of language) that you use, depending on the situation. (Lessons 25 & 26)

## **Complete Sentence**

A complete sentence has a subject, predicate, capitalization, punctuation, and expresses a complete idea. (Lessons 12, 13, 14, 15, 21, 23, & 24)

## **Concrete Noun**

A concrete noun is something that you can see, touch, taste, smell, or hear. (Lessons 3 & 4)

## **Contraction**

A shortened version of one or more words with an apostrophe to stand in for the missing letters. (Lessons 17, 18, & 19)

**Noun**

A noun is a person, place, thing, or idea. (Lessons 3 & 4)

**Possessive Pronoun**

A possessive pronoun is a word that replaces a noun and shows ownership. (Lessons 17, 18, & 19)

**Preposition**

A preposition is a word that links nouns and pronouns to other words in a sentence to show location, time, or the way you do something. A preposition always goes with a noun or pronoun. (Lesson 22)

**Prepositional Phrase**

A prepositional phrase is a group of words that starts with a preposition and contains a noun or pronoun and can also include describing words. It acts as an adjective or adverb in a sentence and answers the question how, when, where, or which one? (Lesson 22)

**Pronoun**

A pronoun is a word that replaces a noun (or a noun phrase) in a sentence. (Lessons 5, 17, 18, 19, & 20)

**Pronoun Antecedent**

A pronoun antecedent is the noun or noun phrase that a pronoun refers to. (Lesson 5)

**Proper Noun**

A proper noun is the name or title of a person, place, or thing. It is always capitalized. (Lessons 3 & 4)

**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 21, 23, & 24)

**Simple Predicate**

The simple predicate is the main verb. It tells what action the subject is doing. (Lessons 14 & 15)

**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 12 & 13)

**Verb**

A verb is a word that expresses action or helps to express a state of being. (Lessons 6 & 9)