

Mastering Conventions

Three

Amplify.

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What This Book Is All About

The lessons in this book are meant to supplement the instruction in skills such as *focus*, *showing*, and *using evidence* provided in the Amplify lessons. These lessons rely on the same habits and routines as the rest of the Amplify lessons, and concentrate on practicing technical skills. Technical skills include grammar and punctuation, as well as formatting skills, such as indenting paragraphs. This book builds on the skills in *Mastering Conventions 2* and focuses on finding and fixing misplaced modifiers; using verbals correctly; understanding verb tenses, voices, and moods; punctuating correctly, and using formal and informal writing styles (code-switching). Some of these are skills that some middle school students may have learned but not mastered in elementary school, which is why you will see that some of the lessons in this book include Common Core State standards for elementary grades. In addition, you will see that some of the skills addressed in this book are considered “language progressive skills”—those which begin in the elementary grades and carry through middle school. These language progressive skills are outlined in the chart on page 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:

- Finding and fixing misplaced and dangling modifiers
- Practicing writing participial phrases to show more about the subjects of sentences
- Using infinitives as nouns, adjectives, and adverbs in sentences
- Reviewing and changing verb tenses in sentences
- Using verb tense to show times, sequences, states, and conditions
- Changing verb voice and mood for a different impact
- Reviewing the use of punctuation with adjectives, possessives, contractions, and common errors

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

* Subsumed by L.7.3a.

** Subsumed by L.9–10.1a.

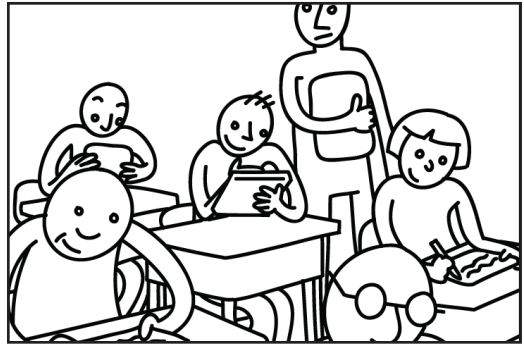
*** Subsumed by L.11–12.3a

Feedback for Technical Skills

Feedback is an essential part of Amplify 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

The RAs in this section provide students with an opportunity to practice the skills they've learned and apply them in their own writing. They direct the student's attention to a specific sentence or passage and ask the student to revise errors, manipulate parts of the sentence, or revise to either show more or to give a different effect in their writing.



Identifying and Fixing Dangling Modifiers:

- Read the sentence/passage I bracketed. Rewrite the sentence with the adjectives in the right place.
- Read the sentence/passage I bracketed. Revise them so that the underlined adverb modifies a different word.
- Read this passage and add a participial phrase to each sentence to show more about the subject. Remember to add commas as necessary.

Using Verbals Correctly:

- Read the sentence I bracketed. Revise it so that it starts with a gerund—an “ing” word used as a noun.
- Replace the nouns I’ve bracketed in that passage with infinitives. You may want

to add, delete, or change words so that your sentences make sense.

- Read the sentence I bracketed. Underline the main action and add an infinitive that describes why the action was done.

Understanding Verb Tenses, Voices, and Moods:

- Read the passage I bracketed. Rewrite the sentences in a different verb tense and remember to keep the tense consistent.
- Read the passage I bracketed. Underline the verbs in the passive voice and rewrite them in the active voice. Make sure that the subject is clear in each one.
- Find the two sentences in that passage that are commands. Rewrite them in the indicative so that they state a fact or ask a question.

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:

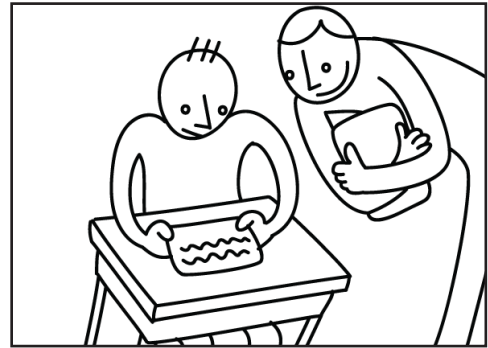
- It's great that you added some clue words about time to that sentence to make the time of the action clear to the reader.
- You kept the verb tense consistent in each sentence. Keep going!

Skill-Reminder Comments:

- Remember that infinitives used as nouns tell us what the sentence is about and often answer the question "what?"
- Remember to read carefully and think about what verb tense is intended, rather than just going through and changing each verb to the same tense. Your sentences need to make sense.

Revision Comments:

- I see three perfectly punctuated sentences and one that has a mistake. Figure out which sentence has a mistake, and fix it.
- Reread this last sentence and ask yourself if it sounds formal or informal. Your goal is to make sure all these sentences sound formal.



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:

Identifying and Fixing Dangling Modifiers

IN THIS UNIT

- **Lesson 1: Reviewing Subjects and Predicates**
- **Lesson 2: Reviewing Parts of Speech—Nouns and Adjectives**
- **Lesson 3: Reviewing Misplaced Modifiers—Adjectives**
 - Skill Drill 3A: Reviewing Modifiers—Changing Adverb Positions
- **Lesson 4: Showing With Participial Phrases**
 - Skill Drill 4A: Adding Participial Phrases to Sentences
 - Skill Drill 4B: Finding and Fixing Dangling Modifiers
 - Skill Drill 4C: Finding and Fixing Non-Participial Dangling Modifiers
 - Skill Drill 4D: Correcting Misplaced Adjective Clauses

LESSON

1

Reviewing Subjects and Predicates

Overview

The students will review identifying subjects and predicates in a variety of sentences.

CCSS In This Lesson

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

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Practice Adding Details to the Subject and Predicate** worksheet, provided at the end of this lesson.

IN CLASS

Targeted Instruction—Identifying Subjects and Predicates

Write the following sentence on the board, using a different color for each word.

Kangaroos chortle.

- 💬 **Is this a complete sentence?** (*Yes, it seems to be.*)
- 💬 **How do you know?** (*It has an action and something doing that action.*)
- 💬 **That's right! All you need are two words to make a complete sentence, a subject and a predicate.**

Ask students to give more details about the subject. Write the new sentence on the board. The following is an example. Use one color for “The satisfied kangaroos” and another color for “chortled.”

The satisfied kangaroos chortled.

- 💬 **So now we've dressed up that sentence a bit. Who is doing the action?** (*It's still “kangaroos.”*)
- 💬 **Yes! “Kangaroos” is the simple subject. What is the action that the kangaroos are doing?** (*It's still “chortled.”*)
- 💬 **That's right! The simple subject is almost always one word, a noun, and answers who or what did the action in a sentence.**
- 💬 **Now we've added words that give us more detail about who or what the subject is, and the subject becomes “The satisfied kangaroos.” “The” and “satisfied” give us more information about which kangaroos we are talking about in the sentence.**

Now ask students to give more detail about the predicate. Write the new sentence on the board. The following is an example. Use one color for “The satisfied kangaroos” and another color for “chortled as they grazed on their food.”

The satisfied kangaroos chortled as they grazed on their food.

- 💬 So what’s the predicate in this sentence? (*Chortled as they grazed on their food.*)
- 💬 Exactly! It’s the verb “chortled” and all those other details that tell us more about the chortling. Now that’s an interesting sound.
- 💬 Think of it like starting with two bricks, the simple subject and simple predicate. You can add vivid details to make either part of a sentence—the subject or the predicate—more attention-grabbing and fun to read.
- 💬 You can show more about the simple subject, in this case, the kangaroos, or the predicate, what the kangaroos are doing. These words, “as they grazed for food,” show us *when* the kangaroos were chortling.

Write the following sentence on the board, using different colors for each word:

Max sneezed.

- 💬 Who or what is doing the action in this sentence? (*Max.*)
- 💬 What did Max do? (*Sneezed.*)
- 💬 You’re right! So “Max” is the simple subject and “sneezed” is the simple predicate.

Ask students to give more details about the subject. Write the new sentence on the board. The following is an example. Use one color for “Max, a moody man” and another color for “sneezed.”

Max, a moody man, sneezed.

- 💬 So what’s the complete subject here in this sentence—not just Max, but all the words describing him? (*Max, a moody man.*)
- 💬 That’s right! Max is doing the action, but “a moody man” gives us more details about him, so that is part of the subject.

Now ask students to give more details about the predicate, then write the new sentence on the board. The following is an example. Use one color for “Max, a moody man” and another color for “sneezed into his armpit.”

Max, a moody man, sneezed into the crook of his elbow.

- 💬 So what’s the complete predicate here—not just “sneezed” but the words that give us more details about that action? (*Sneezed into the crook of his elbow.*)
- 💬 You’re right! It’s the verb “sneezed” and all those other details that tell us about the sneezing. It’s a bit gross that he sneezed into the crook of his elbow, but at least he’s keeping his germs to himself.
- 💬 I think you’re catching on, but let’s try one more example.

Write the following sentence on the board, using different colors for each word:

Natasha cringed.

- 💬 Who or what is doing the action in this sentence? (*Natasha.*)
- 💬 What did Natasha do? (*Cringed.*)
- 💬 You're right! So "Natasha" is the simple subject, the one doing the action, and "cringed" is the simple predicate, the action that Natasha did.

Ask students to give more details about the subject. Write the new sentence on the board. The following is an example. Use one color for "Natasha, the smiling girl with the twinkling eyes" and another color for "cringed."

Natasha, the smiling girl with the twinkling eyes, cringed.

- 💬 So what's the subject here in this sentence? (*Natasha, the smiling girl with the twinkling eyes.*)
- 💬 That's right! Natasha is doing the action, but "the smiling girl with the twinkling eyes" gives us more details about her, so that is part of the subject.

Now ask students to give more details about the predicate, and then write the new sentence on the board. The following is an example. Use one color for "Natasha, the smiling girl with the twinkling eyes" and another color for "cringed at the sight of her parents arriving at the dance."

Natasha, the smiling girl with the twinkling eyes, cringed at the sight of her parents arriving at the dance.

- 💬 So what's the predicate here? (*Cringed at the sight of her parents arriving at the dance.*)
- 💬 You're right! It's the verb "cringed" and all those other details that tell us about the cringing. I guess that Natasha really didn't want her parents to come to the dance.
- 💬 Besides the fact that all of these sentences have a subject and a predicate, what other similarity do you notice when we added in all those details? (*You added commas.*)
- 💬 That's right! In order to have a complete sentence, you need a subject and a predicate, but you also need to remember to add punctuation and capitalization.
- 💬 This is an "extra credit" question. What do you notice about this phrase that is set off with commas: "the smiling girl with the twinkling eyes."

Pause for student responses.

- 💬 This phrase describes Natasha. The commas and placement of the phrase, right next to Natasha, help you see that when you read.

Skill Drill—Practice Adding Details to the Subject and Predicate

Hand out the **Practice Adding Details to the Subject and Predicate** worksheet and read the instructions aloud.

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

- 🗣️ I see that you correctly circled the subjects and underlined the predicates in all of those revised sentences.
- 🗣️ I like all of the great details you added to those two-word sentences.
- 🗣️ Remember that no matter how many details you add, the subject is always the who or what that is doing something and the predicate is the action.
- 🗣️ Right here you underlined “who loved being the center of attention,” but that is not part of the predicate. That is a detail about Tobey, the subject. Try again to identify the complete predicate, the verb that shows the main action in the sentence, and words that describe more about it. I’ll be back again in a moment to see how you did.

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

Complete Response:

1. Tobey, who loved being the center of attention, danced in front of all his friends.
 2. Impulsive Leslie, who didn’t mind the freezing water, swam across the lake.
 3. Patty, the newest team member, grimaced when she saw the practice schedule.
 4. Javier, who was always cautious, paused before making a decision.
 5. Samantha, never one to make fun of others, snickered at the sight of Jimmy’s fall.
-

Closing

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

- 🗣️ I like how you added all those vivid details about the subject and predicate in those sentences.
- 🗣️ Raise your hand if you have any questions about adding details to subjects and predicates.

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 _____

Practice Adding Details to the Subject and Predicate

Instructions

1. Read each two-word sentence and add details about the subject and predicate.
2. Circle each subject and underline each predicate as shown.

Example: Frankie complained.

Frankie, who was usually so easygoing, complained about the amount of homework.

1. Tobey danced.

2. Leslie swam.

3. Patty grimaced.

4. Javier paused.

5. Samantha snickered.

Reviewing Parts of Speech—Nouns and Adjectives

Overview



The students will review nouns and adjectives and identify one-word and whole-phrase modifiers in sentences.

CCSS In This Lesson

- **Literacy.L.2.1.e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **Literacy.L.3.1.a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.



BEFORE CLASS

Preparing for the Lesson

- ☐ Prepare to display the **Sample Sentences**. 
-  Item you are expected to display and write on.

IN CLASS

Targeted Instruction—Identifying Words that Modify or Describe Nouns

-  Who can remind us what a noun is? (*A person, place, thing, or idea.*)
-  That's right! Nouns name a person, place, thing, or idea in a sentence.

Ask students for some nouns and write them on the board as shown.

snowflake

dream


milkshake

Now ask students to add words to describe or modify the nouns. Write them in brackets before the nouns and encourage students to suggest ideas for making complete sentences, as shown.

The [glistening, melting, white, falling] snowflake drifted to the ground.

The [scary, frightening, terrifying, vivid, happy] dream kept me up all night.

The [delicious, creamy, frothy, strawberry, chocolate] milkshake was the best I ever tasted.

-  Those are great modifiers. What do we call a word that describes or modifies a noun? (*An adjective.*)

- ☞ 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.

Post **Sample Sentences 1** and read them aloud.



SAMPLE SENTENCES 1

1. The book sat on the shelf.
2. The program showed life in a village.
3. The waves crashed upon the sands of the beach.

- ☞ Do you see any descriptive words in these sentences? (*No.*)
- ☞ Here are the same sentences, but with adjectives used to describe the nouns. Tell me what you think the impact is.

Post **Sample Sentences 2** and read them aloud.



SAMPLE SENTENCES 2

1. The worn, leather book sat on the sagging shelf.
2. The tedious program showed everyday life in a small, rural village.
3. Angry waves crashed upon the soft sands of the narrow beach.

Ask students to identify the adjectives that describe or modify the nouns in each of these sentences. Circle them for the class. The correct answers are provided here for your reference.

1. The worn, leather book sat on the sagging shelf.
2. The tedious program showed everyday life in a small, rural village.
3. Angry waves crashed upon the soft sands of the narrow beach.

- ☞ **What's the impact?** (*The sentences have more detail. I have a better picture of what these things are really like. The adjectives added some interest to sentences that I thought were pretty boring before.*)

As you can see, you can use more than one adjective to describe a noun. You can also use entire phrases to describe nouns. Let me show you some examples.

Post **Sample Sentences 3** and read them aloud. Point out the modifiers that have been added.



SAMPLE SENTENCES 3

1. The worn, leather book, covered in dust, sat on the sagging shelf.
2. The tedious program, which lasted for hours, showed everyday life in a small, rural village.
3. Angry waves, spitting and churning, crashed upon the soft sands of the narrow beach.

- 💬 So now we have added more details that describe or modify the nouns in those sentences.
- 💬 Are they one-word adjectives like we added before to “snowflake,” “dream,” and “milkshake”? *(No, they are multiple words.)*
- 💬 Do they all look like adjectives? *(No, some even look like verbs.)*
- 💬 That’s right! But what kind of word does each of these groups of words describe? *(Nouns.)*

Ask for one or two volunteers to point out which nouns the modifiers describe in those three sentences. Draw an arrow to the noun from the modifiers as shown. The correct answers are provided here for your reference.

1. The worn, leather book, covered in dust, sat on the sagging shelf.
2. The tedious program, which lasted for hours, showed everyday life in a small, rural village.
3. Angry waves, spitting and churning, crashed upon the soft sands of the narrow beach.

- 💬 What do you notice about the punctuation in these sentences? *(They all have lots of commas.)*
- 💬 What do the commas set off from the rest of the sentence? *(The modifying phrase—the words that describe the noun.)*
- 💬 Whether you use a one-word adjective or a group of words to describe or modify a noun, you provide more vivid details about the words you are describing.
- 💬 Why do you think it might be important to put the modifier close to the noun it modifies? *(To show that it’s modifying that noun and not another noun in the sentence.)*

Skill Drill—Identifying Modifiers

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

WHAT TO DO

1. Bracket the first five sentences of your last writing response.
2. Circle all the adjectives and modifiers you can find.
3. Choose one sentence to revise by adding an extra modifier to it.
4. Add the modifier, making sure that you put it close to the noun it modifies.

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

- 💬 I see that you added great description to that last sentence. I can imagine what it felt like to slide down that long, muddy hill.

- 🗨️ I like how you revised that sentence by adding “vile” and “repulsive” to show how much you were disgusted by what happened. It brings the sentence alive for the reader.
- 🗨️ Remember that when you use a word like “screaming” to describe “headache,” it may look like a verb, but it is acting as an adjective to describe “headache,” so you need to circle that word as well.
- 🗨️ In this sentence, you added an extra modifier and now you have several descriptive words to show us more about the trip you took. However, you need to add commas to those. Add them in and I will come back in a moment to see how you did.

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

Complete Response: Student responses will vary. Complete responses are those with circled adjectives and modifying phrases, as well as a revised sentence that includes a modifying phrase of some kind.

Closing

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

- 🗨️ I like how most of you added modifiers to vividly describe the nouns in your sentences. I saw great descriptive words like “melancholic,” “robust,” “shrewd,” and “absurd,” which made those sentences pop.
- 🗨️ I can see that some of you struggled to identify all of the modifiers, or describing words, but everyone tried his or her best. Remember, if you identify the nouns first, it is easier to see which words are describing 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.

Reviewing Misplaced Modifiers— Adjectives

Overview

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

CCSS In This Lesson

- **Literacy.L.2.1.e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **Literacy.L.7.1.c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Finding and Fixing Misplaced Adjective** worksheet, provided at the end of this lesson.

Note: Most native speakers will not encounter problems with adjective order, but if you have English language learners in your group, you can give them a copy of the **Order of Adjectives** chart provided at the end of this lesson.

IN CLASS

Targeted Instruction—Finding and Fixing Misplaced Adjectives

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

Point to a chair in the classroom.

- 💬 This chair is...what? Give me an adjective to describe this chair. (*broken, brown, scratched*)
- 💬 Great. You gave me an adjective, which is a word that describes a noun.
- 💬 Adjectives *show us more* about the nouns they modify—they show us what the person or thing is like.
- 💬 Sometimes, though, when we're writing, we put an adjective in the wrong place by accident. When modifiers are misplaced, it's not clear what they're describing, or they seem to be describing something we didn't intend.

Write the following sentence on the board.

While on vacation, Roberto found a pair of green boys' sneakers.

- 💬 Hmmm, apparently there are green boys walking around out there who like to leave their sneakers around.
- 💬 What noun should "green" be describing? (*Sneakers.*)
- 💬 That's right. Where should we place "green" so that it's clear that it's a pair of green sneakers, not a green boy? (*Right before sneakers?*)
- 💬 Yes. While on vacation, Roberto found a pair of boys' green sneakers. Now the meaning is clear.

Write the following sentence on the board.

Amelia tossed her jeans in the hamper.

- 💬 Okay. Let's describe or *show more* about Amelia. What kind of person is Amelia? Give me some words to describe her. I need some good adjectives! Ones you don't hear all that often. (*messy, clumsy, angry, tidy*)

Pick one adjective a student suggested and revise the sentence to describe Amelia, as in the following examples.

Messy Amelia tossed her jeans in the hamper.

Amelia, messy, tossed her jeans in the hamper.

- 💬 How about the hamper? How would you describe it? (*moldy, bulging, empty, dingy*)

Pick one adjective students suggest and revise the sentence further, as in the following example.

Messy Amelia tossed her jeans in the bulging hamper.

- 💬 Did you notice how putting the adjective right before or after the noun it modifies makes it clear what it's describing?
- 💬 However, as we saw with the green boy and his sneakers, sometimes we make errors in where we place the modifiers in a sentence, making the meaning unclear or illogical for the reader.
- 💬 Let's take another look at Amelia and her jeans.

Write the following sentence on the board.

Amelia tossed her jeans in the moldy hamper.

- 💬 Now let's say it's the jeans that are moldy. Where do I put "moldy"? (*Right before "jeans."*)

Write the revised sentence on the board.

Amelia tossed her moldy jeans in the hamper.

Write the following sentence on the board.

Marisol gulped down the fruity bowl of cereal.

- 💬 Wow, I'm not sure that bowls can taste fruity. What noun is "fruity" supposed to describe? (*Cereal.*)
- 💬 You're right. How can we revise that sentence so that it is clear that "fruity" describes the correct noun? (*Marisol gulped down the bowl of fruity cereal.*)
- 💬 Exactly. Now you see the importance of fixing those misplaced modifiers so that they describe the correct words.

Skill Drill—Identifying and Fixing Misplaced Adjectives

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

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

- 💬 Yes! You need to change that to "child's red shovel" since the child himself is not red.
- 💬 Great, you found all the misplaced modifiers. Keep rewriting those sentences with the adjectives in the right place.
- 💬 Remember that you should place the adjectives as close as possible to the words they are describing to make the meaning clear to the reader.
- 💬 Right here you rewrote the sentence so that "smelly" seems to describe the locker. Make it describe the socks and I'll be back in a minute to see how you did.

Without calling on volunteers, ask 1–3 students to share their sentences. Confirm that they have fixed the misplaced adjectives in each sentence.

Answer Key:

1. *Alejandro moved tons of snow with the red child's shovel.*
Alejandro moved tons of snow with the child's red shovel.
 2. *My dog devoured a delicious handful of treats.*
My dog devoured a handful of delicious treats.
 3. *The torn woman's coat hung over the chair.*
The woman's torn coat hung over the chair.
 4. *Tamara removed the spicy dish of chicken from the oven.*
Tamara removed the spicy chicken dish from the oven.
 5. *Martin removed the smelly men's socks from his locker.*
Martin removed the men's smelly socks from his locker.
-

Closing

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

- I'm impressed at how most of you were able to find the misplaced adjectives in those examples.
- It was great how you settled down and no one interrupted anyone else as they were revising their sentences.

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 _____

Identifying and Fixing Misplaced Adjectives

Instructions

1. Read each sentence, circling any adjectives that are misplaced.
2. Rewrite the sentences with the adjectives in the correct place.

Example:

Rachel spotted a broken child's toy on the shelf.

Rachel spotted a child's broken toy on the shelf.

1. Alejandro moved tons of snow with the red child's shovel.

2. My dog devoured a delicious handful of treats.

3. The torn woman's coat hung over the chair.

4. Tamara removed the spicy dish of chicken from the oven.

5. Martin removed the smelly men's socks from his locker.

Order of Adjectives Chart

Determiner (a, an, the, some),

followed by Opinion (charming, pretty, nice),

followed by Size (big, small, gigantic),

followed by Temperature (warm, cold),

followed by Age (young, old),

followed by Shape (round, square),

followed by Color (green, red, turquoise),

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

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

Reviewing Modifiers—Changing Adverb Position

Overview

The students will experiment with changing adverb position to change the meaning of sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Changing Adverb Position to Change Meaning** worksheet provided at the end of this skill drill.

IN CLASS

Skill Drill—Changing Adverb Position to Change Meaning in Sentences

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

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

Write the following sentence on the board.

We reluctantly left the beach when the sun started setting.

- 💬 What are “we” doing in this sentence? (*Leaving the beach.*)
- 💬 That’s right. And *how* did “we” leave the beach? (*Reluctantly.*)
- 💬 Yes. “Reluctantly” is an adverb that shows how we left the beach.
- 💬 Where is the adverb in the sentence? (*Right next to the verb “left.”*)
- 💬 Exactly. The position of adverbs can also completely change the meaning of a sentence. Let’s look at an example.

Write the following sentences on the board and ask the students to explain how the different position of “only” changes the meaning of each sentence.

Only Keira styles her hair in a green and blue Mohawk.

Keira only styles her hair in a green and blue Mohawk.

Keira styles only her hair in a green and blue Mohawk.

- 💬 In the first sentence, what does Keira do that no one else does? (*She is the only one who styles her hair in a green and blue Mohawk.*)
- 💬 Yes, written that way, it would seem that out of the whole group or the whole class, Keira is the only one who styles her hair that way.
- 💬 How about in the second sentence? What does that tell us about how Keira styles her hair? (*That she only styles her hair like that and in no other way.*)
- 💬 Yes, from this sentence, it would appear that Keira is very attached to that hairstyle.
- 💬 What about the third sentence? What does that tell us about how Keira styles her hair? (*That she only styles her own hair that way and she doesn't style anyone else's hair in a Mohawk like hers. Or maybe it means her hair is the only part of her that gets styled in a green and blue Mohawk.*)
- 💬 You can see that where you place an adverb changes what it modifies—and that changes the meaning of the sentence.
- 💬 So you can see the importance of adverb placement to make your meaning clear to the reader.

Hand out copies of the **Changing Adverb Position** worksheet.

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

- 💬 Yes! Writing “only” here shows that he is the only person drinking milk with his breakfast.
- 💬 Great, you rewrote all three sentences with the adverbs in another position. Now explain how changing the position changes the meaning.
- 💬 Remember that there may be several places that the adverb could logically go in the sentence, but changing the position may completely change the meaning.
- 💬 Right here you rewrote, “José only drinks milk with his breakfast.” When you explained how it changed the meaning you wrote, “Jose is the only one who drinks milk.” Think about the meaning again in that one and I’ll be back in a minute to see how you did.


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

Complete Response:

Note: Students' answers will vary. This complete response shows just one possibility out of many.

1. José only drinks milk with his breakfast.
Only José drinks milk with his breakfast. (José is the only person who drinks milk with his breakfast.)
 2. Greta just dumped her trash in the bin.
*Greta dumped just her trash in the bin. (Greta dumped just her trash and nobody else's.
Greta dumped just trash, and not anything else, in the bin.)*
 3. I nearly screamed when I ripped my new pants.
I screamed when I nearly ripped my new pants. (I almost ripped my new pants.)
-

Closing

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

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

AFTER CLASS

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

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

Name _____

Date _____

Changing Adverb Position

Instructions

1. Revise each sentence so that the underlined adverb modifies a different word.
2. Explain how changing the adverb position changes the meaning of the sentence.

Example:

Judy just lied to her friend about the accident.

Judy lied just to her friend about the accident.

(Judy only lied to her friend and nobody else.)

1. José only drinks milk with his breakfast.

(_____)

2. Greta just dumped her trash in the bin.

(_____)

3. I nearly screamed when I ripped my new pants.

(_____)

Showing With Participial Phrases

Overview

The students will practice writing participial phrases to show more about the subjects of sentences.

CCSS In This Lesson

- **Literacy.L.7.1.c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **Literacy.L.8.1.a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Writing Participial Phrases** worksheet, provided at the end of this lesson.
- ☐ We highly recommend creating a permanent display of **Definition of a Participial Phrase** so that it can remain posted for any drills or mini-lessons you do regarding writing participial phrases.

IN CLASS

Targeted Instruction—Identifying Participial Phrases

Post the **Sample Sentences**.

SAMPLE SENTENCES

1. The gum, stuck in my hair, made me shriek.
2. Biking along the narrow path, Steve ended up in a ditch.
3. Distracted by her text messages, Jasmine tumbled down the stairs.
4. My dog, terrified by the storm, hid under the bed.

- 💬 What do you notice about the groups of underlined words in each of these sentences? (*They have participles in them.*)
- 💬 Yes. A participle is a word that looks like a verb, but can act like an adjective.
- 💬 Here's an example of a participle: The distracted girl tumbled. The participle in this sentence is "distracted," and it describes the girl.

- But these sample sentences have *groups* of words, or phrases, in them, and each phrase has a participle in it. We call them participial phrases. These entire phrases describe, or show more, about the nouns they refer to.
- Who or what does “stuck in my hair” describe? (*Gum.*)
- Who or what does “biking along the narrow path” describe? (*Steve.*)
- How about “terrified by the storm”? (*The dog.*)
- Do you notice anything else that’s similar about the phrases I underlined? Take a close look at the punctuation. (*The phrases are separated by commas.*)
- That’s true. The phrases are separated by commas so that the ideas are clear to the reader.
- Participles often end in -ed or -ing, but not always.

Post the **Definition of a Participial Phrase** and read it aloud.



DEFINITION OF A PARTICIPIAL PHRASE

A participial phrase is a group of words that begins with a participle and acts as an adjective.

- Participial phrases can come at the beginning, middle, or near the end of a sentence. And as we just discussed, they are usually separated from the main clause of the sentence by a comma or commas.
- Participial phrases *show* more about someone or something in a sentence by showing action.
- Participial phrases describe nouns, just as adjectives do.
- In this lesson, we’ll look at how you can use a participial phrase to show more about, or describe, the subject of a sentence.
- Remember that the subject of the sentence is who or what is doing the action, or who or what the sentence is about.

Write the following sentences on the board:

Thinking he was alone in the house, Gerard sang at the top of his lungs.

Gerard, thinking he was alone in the house, sang at the top of his lungs.

Gerard sang at the top of his lungs, thinking he was alone in the house.

- What is the subject of all these sentences—the “who or what” doing the action? (*Gerard.*)
- That’s right!

Underline “thinking he was alone in the house” in each of the following sentences:

Thinking he was alone in the house, Gerard sang at the top of his lungs.

Gerard, thinking he was alone in the house, sang at the top of his lungs.

Gerard sang at the top of his lungs, thinking he was alone in the house.

- 💬 This participial phrase, “thinking he was alone in the house,” modifies or describes what person? (*Gerard.*)
- 💬 The participial phrase, or modifier, “thinking he was alone in the house,” shows us more about Gerard.
- 💬 Modifiers are words, phrases, or clauses that describe other words.
- 💬 You could take out that modifier and the sentence would still make sense and be complete: Gerard sang at the top of his lungs.
- 💬 But “thinking he was alone in the house” *shows* us something important about Gerard. It shows his action—thinking—and that helps us picture Gerard.
- 💬 Can you come up with similar examples that could show more about Gerard? **Make something up. Be creative.** (*Feeling happy that his work was done, Gerard sang at the top of his lungs. Wondering where everyone had gone, Gerard sang at the top of his lungs. Wanting to practice his solo, Gerard sang at the top of his lungs. Thinking his voice sounded fantastic, Gerard sang at the top of his lungs.*)
- 💬 Yes! Those are great examples of how participial phrases can be used to show us more about the subject by showing us the subject’s action.
- 💬 Let’s look at one more example before we practice some sentences.

Write the following sentences on the board:

Hector bumped into Maria.

Hector, sliding on the ice, bumped into Maria.

Sliding on the ice, Hector bumped into Maria.

Hector bumped into Maria, sliding on the ice.

- 💬 Wait a second...who was sliding on the ice?
- 💬 In this last example, you don’t know who is sliding on the ice, Maria or Hector.

Cross out the last sentence.

- 💬 To avoid this kind of problem, writers usually keep the participial phrase close to the subject to make it clear who or what is being described.

Skill Drill—Writing Participial Phrases

Hand out the **Writing Participial Phrases** worksheet.

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

- 💬 Yes! “Tessa” is the subject in this sentence. Now think of a phrase to describe or show more about the cat.
- 💬 Good work! “Running to the subway” is a participial phrase, and it shows us more about Mickey. “Running” is the participle and the participial phrase modifies or describes the subject, Mickey.

- Remember that when you add participial phrases to show more about a noun, you need to add a comma to separate the main clause from the participial clause. So the comma would go right after the noun (subject) in that sentence.
- Here you wrote: "Marta had too many cookies and began to feel sick." You haven't written a participial phrase to describe the subject, Marta. What's Marta doing that *shows* she's started to feel sick? (*She's burping and looking green, maybe?*)
- Yes! Add that: "Marta, burping and looking green, wanted to vomit." Great *showing* and not telling there. Write that and I'll come back to read it.

Complete Response:

1. Tessa groaned when the alarm went off.
Knowing she had to get up, Tessa groaned when the alarm went off.
 2. Marta wanted to vomit.
Marta, nibbling on too many cookies, wanted to vomit.
 3. Mickey dropped his wallet down the drain.
Rushing to school, Mickey dropped his wallet down the drain.
 4. Mabel practiced her jump shots.
Mabel, wanting to be ready for Tuesday's game, practiced her jump shots.
 5. My friends laughed at me.
My friends, seeing me struggle to stay up on the skateboard, laughed at me.
-

Without asking for volunteers, call on 1–3 students to share their answers. Ask students to confirm or correct their classmates' responses.

Closing

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

- I'm impressed with how most of you identified the subjects in those sentences and added participial phrases to describe them.
- It was great how you settled down and no one interrupted anyone else as they were writing their participial phrases.

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 Participial Phrase** posted for whatever drills or mini-lessons you do regarding sentences with participial phrases.

Name _____

Date _____

Writing Participial Phrases

Instructions

1. Read each sentence to identify the subject (who or what is doing the action). Circle the subject.
2. In the space provided, revise the sentence by adding a participial phrase to show more about the subject. You can be as creative as you want.
3. Don't forget to separate the participial phrase from the rest of the sentence with a comma or commas.

Example: Julia smeared huge globs of jelly on her bagel.

Julia, knowing nobody was watching, smeared huge globs of jelly on her bagel.

1. Tessa groaned when the alarm went off.

2. Marta wanted to vomit.

3. Mickey dropped his wallet down the drain.

4. Mabel practiced her jump shots.

5. My friends laughed at me.

Adding Participial Phrases to Sentences

Overview

The students will practice adding participial phrases to show more about nouns in sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure that the **Definition of a Participial Phrase** is still posted.
- ☐ Make copies of the **Adding Participial Phrases** worksheet, provided at the end of this skill drill.

IN CLASS

Skill Drill—Showing More about Nouns with Participial Phrases

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

- 💬 **Could someone remind me what a participial phrase is?** (*A participial phrase is a group of words with a participle in it.*)
- 💬 **That's right. And what does it do?** (*It acts like an adjective to describe a noun. It shows more about a noun by showing its action.*)
- 💬 **Yes, a participial phrase shows more about a noun.**

Write the following sentence on the board:

We gave the winner standing on the podium the medal.

- 💬 **"Standing on the podium" is the participial phrase. It describes who or what?** (*The winner.*)
- 💬 **That's right! It shows more about the winner by showing the winner's action, correct? Notice that we don't need a comma here, because adding a comma wouldn't clarify the meaning of the sentence or make it easier to read.**

Write the following sentence on the board:

Martina sent a package wrapped in shiny paper.

- 💬 **"Wrapped in shiny paper" is the participial phrase in this sentence. What noun is it describing?** (*"Package."*)
- 💬 **That's right! "Wrapped in shiny paper" is acting as an adjective here, showing us more about "package." This sentence is like the one above. It doesn't need a comma.**

Write the following sentence on the board. Ask students to suggest participial phrases to show more about “gate.”

Muriel pushed the rusted gate...

...leading to the garden.

...opening onto the street.

...falling off its hinges.

...wrecked from years of neglect.

💬 Yes, those are all good suggestions for participial phrases that show more about the noun “gate.”

Hand out the **Adding Participial Phrases** worksheet and read the instructions aloud.

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

💬 Yes! “Jumping on the trampoline” is a participial phrase and it describes “sister” in this sentence.

💬 Good work! “Chasing each other in the yard” is a participial phrase and it shows us more about the dogs. “Chasing” is the participle and the participial phrase modifies or describes the dogs by showing their action.

💬 Remember that participial phrases show more about a noun and can come at different places in a sentence.

💬 Here you wrote: “Edgar noticed the mouse on the wall.” You haven’t written a participial phrase to describe the mouse. How can we show more about the mouse by describing his action? What could he be doing? (*Climbing or creeping, maybe?*) Yes! Add that: Edgar noticed the mouse “climbing up” the wall. Great showing and not telling there. Write that and I’ll come back to read it.

Complete Response:

1. Jamie noticed his sister (jumping down the stairs.)
 2. Do you know the student (being questioned?)
 3. Tabitha followed a recipe (consisting of sugar, eggs, and flour.)
 4. I tossed the ball to the dogs (chasing each other in the yard.)
 5. Edgar noticed the mouse (climbing up the wall.)
-

Closing

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

💬 Raise your hand if you have a question you want to ask about adding participial phrases to show more about nouns in a sentence.

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

AFTER CLASS

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

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

Keep the **Definition of a Participial Phrase** posted for whatever drills or mini-lessons you do regarding sentences with participial phrases.

Name _____

Date _____

Adding Participial Phrases

Instructions

1. Read each sentence and add a participial phrase to show more about or describe the underlined noun. Be as creative as you want.
2. Circle the participial phrases you add to each sentence.

Example:

José stared at the colorful poster hanging on the store wall.

1. Jamie noticed his sister _____.
2. Do you know the student _____?
3. Tabitha followed a recipe _____.
4. I tossed the Frisbee to the dogs _____.
5. Edgar noticed the mouse _____.

Finding and Fixing Dangling Modifiers

Overview

The students will identify and fix dangling modifiers.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure that the **Definition of a Participial Phrase** is still posted.
- ☐ Make copies of the **Finding and Fixing Dangling Modifiers** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Dangling Modifiers and How to Correct Them

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.

- 💬 Sometimes when we write using participial phrases, we accidentally make it so the reader doesn't know who or what we're describing.
- 💬 That's because sometimes the subject, the "who or what," is far away from the modifier that's meant to describe it.
- 💬 Sometimes we confuse the reader by not naming who or what the modifier is describing. Without the subject being named, the reader has no idea what to attach the modifier to.
- 💬 Let me show you some examples.

Write the following sentence on the board:

Sitting on the porch, the weather was changing.

- 💬 Who or what is sitting on the porch? (*Nobody? The weather?*)
- 💬 You might think it is "the weather" because it is the only noun near the participial phrase, "sitting on the porch." Normally the modifier is right next to the noun it modifies, so no wonder we're confused.
- 💬 Obviously, weather can't sit on a porch, but a person can.

Write the following sentence on the board:

Sitting on the porch, I noticed the weather was changing.

- Now we know who's sitting on the porch. We know the modifier, "sitting on the porch" is showing us more about the person referring to him- or herself as "I."

Write the following sentence on the board:

Playing video games, the volume of the television was blasting.

- What is the subject in this sentence?** (*Looks like "volume" is the subject. It's the one doing something in the sentence.*)
- That's right. So what's the participial phrase?** (*"Playing video games."*)
- That's correct. Now, did anyone find anything funny about this sentence?** (*Yes. This sentence makes it hard to tell who is playing video games since the "volume" can't be doing it.*)
- You're right! Can someone suggest a way to fix the sentence so that it makes sense?** (*"Playing video games, we realized the volume of the television was blasting."*)
- Yes, that's right.**

Write the revised sentence on the board.

Playing video games, we realized the volume of the television was blasting.

- I just put the participial phrase right next to the word it's modifying, so it's clear what it refers to. In other words, I put the video games right next to the people playing them! Now the volume of the television isn't playing games by itself.**
- When you write a participial phrase and it's not clear what it's modifying, that's called a dangling modifier. Your job today will be to find and fix this common grammar error.**

Hand out the **Finding and Fixing Dangling Modifiers** worksheet and read the instructions aloud.

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

- I see that you correctly identified all the dangling modifiers so far. Keep going!**
- That's right! There are three dangling modifiers in that paragraph.**
- Remember that one way to catch this error is to look for the participial phrase first and underline it. Then read the sentence and see if you can identify who or what it describes.**
- Right here you identified the participial phrase, "seeing the fruit on the landing below," but you haven't fixed the sentence so that it clearly shows who or what is doing the "seeing." Fix that by adding a subject. I'll be back in a minute to check on you.**

Since there are many possibilities for rewriting these sentences, a sample correct response will not be provided. The answer key shows participial phrases underlined.


Without asking for volunteers, call on a few students to share one of the dangling modifiers they identified and to explain how they fixed it. Ask students to confirm or correct their classmates' responses.

Answer Key:

Grunting as they climbed the stairs, the apples and pears rolled down two floors. Molly sighed and Marcus laughed as they climbed to the fifth floor to their grandmother's apartment. Seeing the fruit on the landing below, they noticed that the grocery bag had a large rip. Molly and Marcus ran down to retrieve the apples and oranges. Arriving at her door, they thought the apartment looked empty. They went inside and found Granny Smith making them a snack in the kitchen. Covered with cheese, she could not believe that they ate the whole pizza.

Closing

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

 **Raise your hand if you have a question you want to ask about how to identify a dangling modifier and how to fix it.**

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

AFTER CLASS

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

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

Name _____

Date _____

Finding and Fixing Dangling Modifiers

Instructions

1. Read the paragraph below and underline all of the dangling modifiers.
2. Rewrite the sentences that the dangling modifiers appear in on the lines provided below.

Example:

Running for the train, my backpack fell on the platform.

Running for the train, I dropped my backpack on the platform.

Grunting as they climbed the stairs, the apples and pears rolled down two floors. Molly sighed and Marcus laughed as they climbed to the fifth floor to their grandmother's apartment. Seeing the fruit on the landing below, the grocery bag had a large rip. Molly and Marcus ran down to retrieve the apples and oranges. Arriving at her door, the apartment looked empty. They went inside and found Granny Smith making them a snack in the kitchen. Covered with cheese, she could not believe that they ate the whole pizza.

Finding and Fixing Non-Participial Dangling Modifiers

Overview

The students will identify and fix non-participial dangling modifiers.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Finding and Fixing Non-Participial Dangling Modifiers** worksheet, provided at the end of this lesson.
- ☐ Make sure that the **Definition of a Participial Phrase** is still posted.

IN CLASS

Skill Drill—Dangling Modifiers and How to Correct Them

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 skill drill, we learned that sometimes when we write using participial phrases, we accidentally make it so the reader doesn't know who or what we're describing.
- 💬 Sometimes the subject is too far away from the modifier or we confuse the reader by not naming who or what the modifier is describing.
- 💬 A dangling modifier is a word, phrase, or clause that is not clearly related to the word it is describing or modifying.

Write the following sentence on the board:

Enjoying our milkshakes, two cats ran past our table.

- 💬 Is there anything wrong with this sentence? (*It seems like the cats are enjoying the milkshakes, but cats don't drink milkshakes.*)
- 💬 That's right! So how should we fix that sentence?

Ask for two or three volunteers to offer possible revisions. Write them on the board for the class.

While we were enjoying our milkshakes, two cats ran past our table.

While Frank and I were enjoying our milkshakes, two cats ran past our table.

Great! Now we can clearly see who is drinking the milkshakes—and it's not the cats!

"While enjoying our milkshakes" is no longer dangling.

Write the following sentence on the board:

Running late for dinner, the fried chicken dropped on the floor.

Who is running late for dinner? Is it the fried chicken that has bad manners? How should we rewrite the sentence so that the doer of the action is clear? (*Running late for dinner, Amelia dropped the fried chicken on the floor.*)

You're right. Now it is clear that "Amelia" was running late and not the fried chicken.

Write the following sentence on the board:

With a sigh of disappointment, the bike was returned to its owner.

Is there something wrong with this sentence? (*Yes, it seems like the bike is disappointed.*)

That's right! Bikes don't have feelings. So how should we fix it so that the meaning is clear?

Ask two or three students for suggestions. Write them on the board for the class.

With a sigh of disappointment, Jeremy returned the bike to its owner.

With a sigh of disappointment, my sister returned the bike to its owner.

Yes! Those are good suggestions. The person who is doing the action should always be clear to the reader.

Write the following sentence on the board:

To clean the disastrous mess, the vacuum ran across the floor.

Hmm, that's a talented vacuum if it can run across the floor. How would you fix that sentence so it is logical? (*To clean the disastrous mess, Harry ran the vacuum across the floor.*)

Yes! That makes sense. Remember to ask yourself who is doing the action in a sentence and if it's not clear, you need to add a subject that is doing the action.

Complete Response:

1. *To write a convincing argument, references must be cited.*
To write a convincing argument, you need to cite your references.
 2. *To clean the dog, soap and water filled the tub.*
To clean the dog, Chris filled the tub with soap and water.
 3. *Upon entering the creepy basement, my hair stood on end.*
My hair stood on end as soon as I entered the creepy basement.
 4. *By decorating the kitchen, the party was ready to begin.*
By decorating the kitchen, we were ready to begin the party.
-

Hand out the **Finding and Fixing Non-Participial Dangling Modifiers** worksheet and read the instructions aloud.

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

- **Yes! I see that you made it clear who is entering the basement in this sentence. Now it's logical.**
- **Great! You added the "doer" for all of those sentences to make the meaning clear to the reader.**
- **Remember that you can ask yourself who or what is doing the action, and if it isn't clear, write it in.**
- **Right here you wrote, "To clean the dog, the tub was filled with soap and water." But who is filling the tub? Add that in and I'll be back in a minute to see what you wrote.**

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

Closing

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

- **Raise your hand if you have a question you want to ask about how to identify a dangling modifier and how to fix it.**

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

AFTER CLASS

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

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

Name _____

Date _____

Finding and Fixing Non-Participial Dangling Modifiers

Instructions

1. Read each sentence slowly and carefully.
2. Revise each sentence, adding a subject who is doing the action to make the meaning clear to the reader.

Example:

After sleeping all day, it was dark and the football matches were over.

After sleeping all day, Mike realized that it was dark and the football matches were over.

1. To write a convincing argument, references must be cited.

2. To clean the dog, soap and water filled the tub.

3. Upon entering the creepy basement, my hair stood on end.

4. By decorating the kitchen, the party was ready to begin.

Correcting Misplaced Adjective Clauses

Overview

The students will practice revising sentences with misplaced adjective clauses.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Correcting Misplaced Adjective Clauses** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Correcting Misplaced Adjectives

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

- 💬 **Who remembers what a modifier does in a sentence?** (*It adds more description.*)
- 💬 **That's right!** In a previous lesson we saw that if the modifier is misplaced, the sentence is awkward or illogical and the meaning is not clear to the reader.
- 💬 **We are going to look at some more examples of misplaced adjectives and see how to fix them.**

Write the following sentence on the board:

The sneakers that you bought are cheaper at the mall.

- 💬 **In this sentence the modifier, "that you bought," is more than one word. What noun does it describe?** (*Sneakers.*)
- 💬 **Yes. "That you bought" is used to describe "sneakers." It follows the noun it is describing.**

Write the following sentence on the board:

The jelly donuts came from my favorite bakery that I bought.

- 💬 **What are the two nouns in this sentence?** (*Donuts and bakery.*)
- 💬 **That's right!** The modifier, "that I bought," follows "bakery." But there's a little problem in that sentence. Did you buy your favorite bakery, or did you buy the jelly donuts? (*The jelly donuts.*)
- 💬 **True. So how would you revise that sentence so the phrase "that I bought" is correctly describing "donuts"?** (*The jelly donuts that I bought came from my favorite bakery.*)

- Exactly! You need to move the modifier next to the noun, in this case right after the noun.
- When you have an adjective that is a one-word modifier, where do you write it? Is it before or after the noun? (*Before the noun.*)
- That's right! Adjectives usually come before the noun. However, when you have a modifier that is an adjective clause, it comes after the noun. You can tell if it is an adjective clause because it will start with a pronoun like "who," "that," "which," "whose," or "whom."

Write the following sentences on the board and call on two or three students to offer suggestions to correct the misplaced adjective clauses:

The story was about strange diseases that we discussed.

The author signed my copy who wrote the book.

I picked out a kitten for my nephew that has black fur.

Write student-suggested sentences on the board for the class. We have included some example responses below. Circle the adjective clauses and draw an arrow to the nouns that they are modifying.

The story that we discussed was about strange diseases.

The author who wrote the book signed my copy.

I picked out a kitten that has black fur for my nephew.

- Great suggestions for revising those sentences!
- Now you see how important it is to place your modifiers close to the nouns they are describing to make the meaning clear to the reader. You wouldn't want people to think that your nephew has black fur.

Hand out the **Correcting Misplaced Adjective Clauses** worksheet and read the instructions aloud.

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

- Yes! "Who lives in New York" is a misplaced adjective clause and you are right, it should be describing "friend," not "goldfish."
- Great! You found all of the misplaced adjective clauses. Keep rewriting those sentences with the adjective clauses in the right place.
- Remember that you should place the adjective clauses right after the nouns they are describing to make the meaning clear to the reader.
- Right here you wrote, "I put my aunt's hat on my head." However, you need to show that the hat is yours and that your aunt made it. Rewrite that so it is clear to the reader and I'll be back in a minute to see how you did.

Without asking for volunteers, call on 1–3 students to share their answers. Ask students to confirm or correct their classmates’ responses.

Answer Key

1. *My best friend gave me a goldfish who lives in New York.*
My best friend, who lives in New York, gave me a goldfish.
 2. *I put the hat on my head that my aunt made me.*
I put the hat that my aunt made me on my head.
 3. *Sidney taped a poster to her wall that showed her favorite band.*
Sidney taped a poster that showed her favorite band to her wall.
 4. *This pie is for your party, which I made myself.*
This pie, which I made myself, is for your party.
-

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 misplaced adjective clauses in a sentence.

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

AFTER CLASS

Check each skill drill response 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 _____

Correcting Misplaced Adjective Clauses

Instructions

1. Read each sentence and circle the misplaced adjective clause.
2. Rewrite the sentence with the adjective clause in the correct place. Remember that adjective clauses begin with "who," "whom," "whose," "which," and "that."

Example: Jodie mailed a letter to her friend that had cartoon stamps.
Jodie mailed a letter that had cartoon stamps to her friend.

1. My best friend gave me a goldfish who lives in New York.

2. I put the hat on my head that my aunt made me.

3. Sidney taped a poster to her wall that showed her favorite band.

4. This pie is for your party, which I made myself.

UNIT 2:

Using Verbals Correctly

IN THIS UNIT

- **Lesson 5: Reviewing Gerunds and How They Act Like Nouns**
- **Lesson 6: Introducing Infinitives**
 - Skill Drill 6A: Using Infinitives as Nouns in a Sentence
- **Lesson 7: Identifying Infinitives Used as Adjectives in a Sentence**
 - Skill Drill 7A: Writing Sentences With Infinitives Used as Adjectives
- **Lesson 8: Identifying Infinitives That Describe Actions in a Sentence**
 - Skill Drill 8A: Identifying Infinitives That Describe Actions
 - Skill Drill 8B: Understanding How Infinitives Function
 - Skill Drill 8C: Finding and Fixing Split Infinitives

Reviewing Gerunds and How They Act Like Nouns

Overview


The students will review gerunds and identify gerunds in their own writing responses.

CCSS In This Lesson

- **Literacy.L.7.1.a** Explain the function of phrases and clauses in general and their function in specific sentences.
- **Literacy.L.8.1.a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

BEFORE CLASS

Preparing for the Lesson

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

IN CLASS

Targeted Instruction—Reviewing Gerunds

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

SAMPLE SENTENCES

1. Painting is her passion.
2. Cooking isn't my mother's favorite thing to do.
3. My friend Jamal says he hates gossiping .
4. Grasping ideas quickly makes learning new skills a lot easier.

Ask students if they see any words that seem similar in the sentences. If they don't pick out all the “-ing” words, circle them, as shown below.



SAMPLE SENTENCES

1. Painting is her passion.
2. Cooking isn't my mother's favorite thing to do.
3. My friend Jamal says he hates gossiping.
4. Grasping ideas quickly makes learning new skills a lot easier.

- 💬 What do you notice that's the same about these words? (*They all end in "-ing."*)
- 💬 That's right. *Painting, cooking, gossiping, grasping, learning.*
- 💬 Can anyone remember what this type of word is called? It starts with a "g." (*A gerund?*)
- 💬 Thanks, yes.
- 💬 Let's review the definition.

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

DEFINITION OF A GERUND

A gerund is a verbal that acts like a noun.

It has a verb base, plus "-ing."

Example: **Nagging** won't make you popular.

- 💬 A noun is a word that names a person, place, thing, or idea.
- 💬 A gerund is a word that names an activity.
- 💬 If you recall, a gerund can also act like a noun. What does "acting like a noun" mean? You can use a gerund as you would any noun. For example, it can be the subject of a sentence, just like a noun.

Write the following sentences on the board:

Walking is my favorite exercise.

Volleyball is my favorite sport.

Underline "walking" and "volleyball."

Walking is my favorite exercise.

Volleyball is my favorite sport.

- 💬 "Walking" is a gerund, and "volleyball" is a noun. They both name something.
- 💬 "Walking" names an action but you can't pin this action down to a moment in time. Walking is just the name of an activity.

Write the following sentences on the board:

My grandma was running out of coffee last week, so I bought her some.

Running down the street, Anya slipped.

- 💬 Okay, so is "running" a gerund in either of these sentences? (*I don't know. I don't think so.*)

If you feel students need to review how to identify the subject of a sentence (who or what is doing the main action in a sentence), do it quickly before continuing with the instruction.

- That's right—it's not a gerund in either sentence. The "running" action in these sentences occurred at a specific moment in time. That's one way you can easily tell these "-ing" words are not gerunds.
- With gerunds, there is no connection to a moment in time. They just name a particular kind of activity.

Write the following sentences on the board:

Pizza is disgusting.

That video was boring.

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

Skill Drill—Identifying Gerunds

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



WHAT TO DO

- Skim your most recent writing response and circle at least one "-ing" word in five different sentences.
- Write a "G" over any "-ing" word that you think is a gerund.
- Use one of the "-ing" words you circled to begin a new sentence, using this sentence starter:

["-ing" word] is _____.

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

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

- Yes! "Burping out loud is a disgusting habit," starts with a gerund, "burping." "Burping" in this sentence is the name of an activity.
- "Laughing is fun, even if it hurts my stomach." I agree! Good work, "laughing" is a gerund.
- Remember that if the action takes place at a specific time, it's not a gerund. Here you can see you were describing a particular moment in the past when your dad was driving. So "driving" is not a gerund in this sentence.
- Right here you wrote "G" over "eating" in the sentence "Julie was eating her lunch." Can you place this action at a particular time? *(Yes, she was eating at lunchtime.)* So it's not a gerund. Take that word, "eating," and use it in a new sentence so that it's a gerund. Think of "eating" as the name of an activity. "Eating is all I feel like doing after soccer practice" is one example of using "eating" as a gerund. You think of another example. I'll be back in a minute to see what you wrote.

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

Complete Response:

Swimming is good exercise for older people with bad knees.

Closing

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

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

Write the following example revision on the board:

To read about the history of the slave trade is fascinating.

Reading about the history of the slave trade is fascinating.

Write the following sentence on the board and ask a volunteer to change the sentence in a similar way.

To listen with respectful attention is important.

_____ with respectful attention is important.

If the student does not suggest “listening,” fill in the gerund yourself.

- 🗣️ **Isn't it interesting that we can do that—change these words and still have the same meaning in the sentence?**
- 🗣️ **Which of these sentences sounds more formal to you? The ones that start with “to” or the ones that start with a gerund? (*The ones that start with “to.”*)**
- 🗣️ **Thinking about how small changes like this make a difference in the impact on a reader, and make you a more powerful writer.**

In this closing activity, students do not have to know that they are replacing an infinitive with a gerund. This activity is designed to bridge learning to the following lesson on infinitives.

AFTER CLASS

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

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

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

Introducing Infinitives

Overview


The students will become familiar with infinitives and one of the functions they can serve in a sentence: acting as a noun.

CCSS In This Lesson

- **Literacy.L.7.1.a** Explain the function of phrases and clauses in general and their function in specific sentences.
- **Literacy.L.8.1.a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ We highly recommend creating a permanent display of the **Definition of an Infinitive** so that it can remain posted for any drills or mini-lessons you do regarding infinitives.
- ☐ Make copies of the **Writing Sentences With Infinitives That Act Like Nouns** worksheet, provided at the end of this lesson.
- ☐ Prepare to display the **Sample Sentences**. 

IN CLASS

Targeted Instruction—Identifying Infinitives

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

SAMPLE SENTENCES

1. Everyone in gym class was trying to squat.
2. Carlos tried to stuff two hamburgers into his mouth at the same time.
3. To trick his sister into doing his laundry was Trent's ultimate goal.
4. Chris gulped his milk down and tried to take mine.

Ask students if they see any phrases in the sentences that are similar to each other. Underline the infinitives, as shown below, whether or not your students can pick them out.

SAMPLE SENTENCES

1. Everyone in gym class was trying to squat.
2. Carlos tried to stuff two hamburgers into his mouth at the same time.
3. To trick his sister into doing his laundry was Trent's ultimate goal.
4. Chris gulped his milk down and tried to take mine.

💬 What do you notice about the underlined words? (They all start with "to" before a verb.)

💬 Yes! These are called "infinitives." Can you give me more examples of infinitives? To...? ("to peek," "to rip," "to slide," "to wave")

Post the **Definition of an Infinitive** and read it aloud.

DEFINITION OF AN INFINITIVE

An infinitive is a verbal made of the word "to," plus the simplest form of a verb, the stem.

Examples:

To jump was risky since the ground was far below.

We don't need **to fight**.

💬 Think of the stem of a verb like you would the stem of a plant. It is the most basic part, without the roots, leaves, or flowers.

💬 So how do you quickly pick out an infinitive in a sentence? (You look for "to" plus a verb stem.)

💬 That's right.

💬 Infinitives take on different "roles" depending on what function they have. What do I mean by "roles"? (When you play a role, you're acting.)

💬 Correct. Infinitives are verbals and they can act as nouns, adjectives, or adverbs. They can play that role or have that function in a sentence. We will look at some examples of each of these later, but today we will focus on infinitives that act as nouns. When you start seeing some examples, I think you'll see what I mean by "acting like a noun."

Write the following sentence on the board:

To wait seemed silly when there were several empty tables.

💬 Okay, so is "to wait" an infinitive? (I think so because it looks like a verb stem and it has the word "to.")

💬 You're right.

Underline "to wait" in the sentence:

To wait seemed silly when there were several empty tables.

💬 What's the subject of this sentence? Who or what is it about? (It's about waiting. "To wait" is the subject.)

- Yes! That's your clue that it's acting like a noun here. Usually the subject of a sentence is a noun. But it can be an infinitive.
- Let's look at and practice writing some sentences with infinitives used as nouns.

Write the following sentence on the board:

To succeed requires practice.

- What is it that requires practice? (*To succeed? Is "to succeed" the subject?*)
- Yes, here "to succeed" is what the sentence is about and it's the subject of the sentence. It's acting like a noun. You could replace this infinitive with a noun. What's something that requires practice? (*Success.*)

Cross out "to succeed" in the sentence and replace it with "success":

Success requires practice.

- See? The noun "success" can take this spot in the sentence.
- How else can an infinitive act like a noun? Nouns aren't always the subject of a sentence.

Write the following sentence on the board:

Everyone wanted pie.

- So, "pie" is what kind of word? (*It's a noun.*)

Cross out "pie" and replace it with the infinitive "to eat":

Everyone wanted to eat.

- What did I just do? (*You replaced a noun with an infinitive.*)
- That's right. Do you see how "to eat" takes on the "role" of a noun in this sentence?

Skill Drill—Writing Sentences With Infinitives That Act Like Nouns

Hand out the **Writing Sentences With Infinitives That Act Like Nouns** worksheet and read the instructions aloud.

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

- Yes! "To travel is Imelda's passion" contains an infinitive, "to travel." "To travel" is used as a noun and it is the subject of this sentence.
- You replaced books with "to read" here. "To read" is an infinitive used as a noun and it is the subject of this sentence. Nice job.
- Remember that infinitives have two parts: the word "to" and a verb stem.

- Great! You replaced almost all of the nouns with infinitives in these sentences. In this last sentence you replaced the noun with a different kind of verbal, a gerund (swimming). What's good is that you remember what a gerund is and how to use it. But this lesson is about infinitives! Change this to an infinitive, and I'll come back in a few minutes to check your progress.

Without calling on volunteers, ask 1–3 students to share one of their sentences. Confirm that they have used an infinitive correctly as a noun.

Complete Response:

1. *The [beach] is José's favorite part of summer.*
To swim is José's favorite part of summer.
 2. *Imelda's passion is [food].*
Imelda's passion is to cook.
 3. *[Books] are Mike's favorite hobby.*
To read is Mike's favorite hobby.
 4. *She wanted a [vacation] in France.*
She wanted to travel in France.
 5. *Robert offered some [money].*
Robert offered to pay.
 6. *A [nap] is what Drew wanted more than anything after a tough day.*
To sleep is what Drew wanted more than anything after a tough day.
-

Closing

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

- You very quickly wrote sentences with infinitives used as nouns. I am impressed because I know it was a challenge for many of you.
- It was great how you settled down and no one interrupted anyone else as they were searching for infinitives.

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 an Infinitive** posted for whatever drills or mini-lessons you do regarding infinitives.

Name _____

Date _____

Writing Sentences With Infinitives That Act Like Nouns

Instructions

Rewrite each sentence, replacing the noun in brackets with an infinitive. Then underline the infinitive, as in the following example:

Note: You may have to get rid of, or change the order of, some words so that the sentence makes sense.

Example: Everyone wanted [music].

Everyone wanted to sing.

1. The [beach] is José's favorite part of summer.

2. Imelda's passion is [food].

3. [Books] are Mike's favorite hobby.

4. She wanted a [vacation] in France.

5. Robert offered some [money].

6. A [nap] is what Drew wanted more than anything after a tough day.

Using Infinitives as Nouns in a Sentence

Overview

The students will practice using infinitives as nouns in sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Using Infinitives as Nouns** worksheet, provided at the end of this lesson.
- ☐ Make sure that the **Definition of an Infinitive** is still posted.

IN CLASS

Skill Drill—Writing Sentences With Infinitives Used as 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.

- 💬 **Can someone remind me what an infinitive is?** (*It has the word "to" and a verb stem. Examples are "to sink," "to swim," "to rise," "to fall," etc.*)
- 💬 **Right. We saw in the last lesson that infinitives can take on different roles and replace other words in a sentence. An infinitive can act as a noun, an adjective, or an adverb.**
- 💬 **Let's look at how using an infinitive as a noun can change the impact on the reader.**

Write these two sentences on the board:

Singing was the only thing he wanted to do.

To sing was his sole desire.

Ask a student to read the two sentences aloud.

- 💬 **Which one of these sentences do you think is more formal and "grand"?** (*The second one seems more formal and more powerful. It leaves a strong impression.*)

Write this sentence on the board and read it aloud to the students:

To be or not to be, that...

Ask students if they can complete the sentence. If they don't know the quote, finish it yourself:

To be or not to be, that is the question.

☞ Sometimes using an infinitive as a noun can produce a more memorable sentence.

☞ Today we'll be writing sentences with infinitives that are used as nouns.

Write the following sentences on the board:

To drift down the river is relaxing.

When it's hot outside, we like to camp along the river.

Call on volunteers to identify the infinitives. Underline them:

To drift down the river is relaxing.

When it's hot outside, we like to camp along the river.

☞ What is it that is relaxing to do? (*To drift.*)

☞ What is it that you like to do when it's hot outside? (*To camp.*)

☞ What question do these infinitives answer in these sentences? (*They answer the question "what?"*)

☞ Yes, the first one comes at the beginning of the sentence and the second one comes later in the sentence, but they are both acting as nouns and they both answer the question "what?"

Hand out the **Using Infinitives as Nouns** worksheet.

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

☞ Yes! "To fly to the moon was my dream as a kid" contains an infinitive used as a noun. "To fly" in this sentence is used as a noun and tells the reader what you dreamed of when you were a kid.

☞ Great! You used the infinitives as nouns correctly in all of your revised sentences.

☞ Remember that infinitives used as nouns tell us what the sentence is about and often answer the question "what?"

☞ You wrote, "To smash the window to get in," but this is a sentence fragment. Finish the thought by making sure that you have a subject and a predicate and correct punctuation. Here's a hint—use all of the words in the original sentence in your revision. I'll come by in a few minutes to see how you did.

Without calling on volunteers, ask 1–3 students to share their sentences. Confirm that they have used the infinitives as nouns in each sentence.

Complete Response:

1. To fly to the moon was my dream as a kid.
My dream as a kid was to fly to the moon.
 2. To smash the window was the only way to get in the house.
The only way to get in the house was to smash the window.
 3. To scream at the top of her lungs was all she wanted to do.
All she wanted to do was to scream at the top of her lungs.
-

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 infinitives as nouns.**

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

AFTER CLASS

Check each worksheet 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 Infinitives as Nouns

Instructions

1. Rewrite the sentences using the infinitives in a different place.
2. Underline the infinitives in each of the sentences.

Example:

To ride the elevator to the top floor was always fun until that day.
Until that day, it was always fun to ride the elevator to the top floor.

1. To fly to the moon was my dream as a kid.

2. To smash the window was the only way to get in the house.

3. To scream at the top of her lungs was all she wanted to do.

Identifying Infinitives Used as Adjectives in a Sentence

Overview

The students will become familiar with the way infinitives can function as adjectives in a sentence by using infinitives in sentences.

CCSS In This Lesson

- **Literacy.L.7.1.a** Explain the function of phrases and clauses in general and their function in specific sentences.
- **Literacy.L.8.1.a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure that the **Definition of an Infinitive** is still posted.
- ☐ Make copies of the Identifying Infinitives and the **Nouns They Modify** worksheet, provided at the end of this lesson.

IN CLASS

Targeted Instruction—Using Infinitives Acting as Adjectives

- 🗣️ **Who can tell me the definition of an infinitive?** (*It's made up of the word "to," plus the simplest form of a verb. They can act as nouns, adjectives, or adverbs.*)
- 🗣️ **That's right. Today we are going to look at one of the ways that infinitives function in a sentence. Infinitives can take many roles, and one of them is to act just like an adjective.**
- 🗣️ **Learning about how infinitives act like adjectives does two things. One, it gives us another tool for describing, or *showing* more, in our writing. Two, it helps us see how we can change our sentences so they impact the reader the way we want them to.**
- 🗣️ **Remember that adjectives are words that describe nouns, so infinitives used as adjectives will describe...what?** (*Nouns.*)
- 🗣️ **That's right. Speaking of describing things, how would you describe the floor in our classroom?** (*sticky, green, old, dirty*)
- 🗣️ **Yes, those are all adjectives, which are words that describe nouns.**

- Infinitives can act just like adjectives, and describe nouns. Here are some examples.

Write the following sentence on the board:

Whenever I go hiking, I always bring water to drink in case I feel thirsty.

- “Water” is the noun that is being described here.

Underline the infinitive “to drink” and draw an arrow from it to the noun “water,” as shown here:

Whenever I go hiking, I always bring water to drink in case I feel thirsty.

- “To drink” is describing the water.
- “To drink” is a type of water, a kind of water. It’s not just any water, it’s the water *to drink*.
- Just like this floor is the sticky floor, this water is the water to drink.

Write the following sentence on the board:

Marlin had homework to do.

- What kind of homework did Marlin have? (*He had homework “to do.”*)
- Okay, so what’s the infinitive in this sentence doing? Is it describing something? (*Yes, the homework Marlin had.*)
- That’s right. “To do” describes the type of homework Marlin had. I know it seems like a stretch, but the infinitive really is describing what kind of homework he has. It’s the kind you actually have to do.

Write the following sentence on the board:

Marlin had homework to ignore.

- Okay, so now it’s the kind of homework he can ignore. Maybe it’s not due until next year or something.
- Can anyone think of other infinitives we can use in place of “to ignore” that could describe “homework”?

Solicit suggestions from students and write them on the board. For example, students may suggest:

Marlin had homework to burn.

...to destroy.
...to feed to his dog.
...to worry about.
...to discuss with his parents.

- Thanks. Those are some interesting ways to describe homework.

Write the following sentences on the board:

Nan found some purple clay to mold.

Patrick decided which cartoons to draw.

Tamara chose two funky chairs to paint.

Ask students to pick out the infinitives in these sentences. As students identify the infinitives, underline them, as shown here:

Nan found some purple clay to mold.

Patrick decided which cartoons to draw.

Tamara chose two funky chairs to paint.

🗨️ Okay, so what do those three sentences have in common? *(They all have infinitives that are acting as adjectives.)*

🗨️ Exactly! What are the nouns that they are describing?

Call on three students to indicate which nouns the infinitives are describing and draw arrows to show this, as shown here:

Nan found some purple clay to mold.

Patrick decided which cartoons to draw.

Tamara chose two funky chairs to paint.

🗨️ You've got it! Now you know how to use infinitives as adjectives to describe nouns in sentences.

Skill Drill—Identifying Infinitives and the Nouns They Modify

Hand out the **Identifying Infinitives and the Nouns They Modify** 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 identified “to board” correctly as an infinitive acting as an adjective. Nice work!

🗨️ I like how you wrote the question, “What kind of way?” on your paper to show yourself that “to design” is acting as an adjective in this sentence.

🗨️ Remember that an infinitive has the word “to” in front of it and a verb stem with no ending on it.

- Right here you drew an arrow to “portfolio.” Is that really the noun that “to design” is describing here? If you get stuck, look for the noun right after the verb and see if that is a better choice. I will be back in a moment to see how you did.

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

Answer Key:

1. Sylvia wants a bowl of fruit to sketch.
 2. Martina showed me the best way to design my portfolio.
 3. The one to follow is the person holding the microphone.
 4. José searched for a mountain bike to ride.
 5. The right train to board is the one on the next track.
 6. Sean has the ability to ski and to surf.
-

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 you settled down and no one interrupted anyone else as they were searching for infinitives.
- I was impressed with how almost everyone found the nouns that the infinitives modify in those sentences.

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 _____


Identifying Infinitives and the Nouns They Modify

Instructions

In each sentence, underline the infinitive and draw an arrow to the noun it modifies.

Example:

Martin scooped up some snow to throw.



1. Sylvia wants a bowl of fruit to sketch.
2. Martina showed me the best way to design my portfolio.
3. The one to follow is the person holding the microphone.
4. José searched for a mountain bike to ride.
5. The right train to board is the one on the next track.
6. Sean has the ability to ski and to surf.

Writing Sentences With Infinitives Used as Adjectives

Overview

The students will practice writing sentences with infinitives used as adjectives.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure that the **Definition of an Infinitive** is still posted.
- ☐ Make copies of the **Writing Sentences With Infinitives Used as Adjectives** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Writing Sentences With Infinitives Used as Adjectives

Write the following sentence on the board:

It was a thoughtless thing to say.

💬 What is the infinitive in this sentence? (“to say”)

💬 Yes. Raise your hand if you think “to say” describes “thing.”

If any student looks unsure, explain how “to say” describes “thing.”

💬 What kind of thing was it? It was a thing...to say.

Hand out the **Writing Sentences with Infinitives Used as Adjectives** 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 used the infinitive “to follow” correctly as an infinitive acting as an adjective. Nice work!

💬 I like how you added a funny, descriptive sentence to end the paragraph.

💬 Remember that an infinitive has the word “to” in front of it and a verb stem with no ending on it.

💬 Right here you used an infinitive, but it doesn’t make sense when I read it. Reread your sentence and think of an infinitive to use that does make sense. I’ll be back in a minute to see what you’ve written.

 **Give it another try and I will be back in a few moments to see how you did.**

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

Complete Response:

My friend Jill and I went on a hike up Jagged Mountain. The sign showed that the left path was the one to follow. Jill stumbled along the way because she had too many bags to carry. To amuse ourselves on the way up, we came up with a few stories to tell. We also invited our friend Phil to join us. He brought some music to play. He also carried some tasty snacks to munch.

Final sentence: We never made it to the top, but we made it a day to remember.

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 infinitives used as 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 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 Infinitives Used as Adjectives

Instructions

1. Fill in the blanks in the paragraph with infinitives used as adjectives. Your sentences can be humorous, but they should make sense.
2. Add a final sentence in the space provided and make sure that it has an infinitive acting as an adjective.
3. Underline the infinitive in the final sentence you added.

My friend Jill and I went on a hike up Jagged Mountain. The sign showed that the left path was the one _____. Jill stumbled along the way because she had too many bags _____. To amuse ourselves on the way up, we came up with a few stories _____. We also invited our friend Phil _____ us. He brought some music _____. He also carried some tasty snacks _____.

Final sentence: _____

Identifying Infinitives That Describe Actions in a Sentence

Overview

The students will identify infinitives and the verbs they modify.

CCSS In This Lesson

- **Literacy.L.7.1.a** Explain the function of phrases and clauses in general and their function in specific sentences.
- **Literacy.L.8.1.a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure that the **Definition of an Infinitive** is still posted.
- ☐ Make copies of the **Identifying Infinitives That Describe Actions** worksheet, provided at the end of this lesson.
- ☐ 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 infinitives.

IN CLASS

Targeted Instruction—Recognizing Infinitives That Describe Actions in a Sentence

- 💬 We have looked at infinitives acting as nouns and adjectives, and today we are going to talk about infinitives that describe actions, or act as adverbs.

Write the following sentence on the board:

Michelle skated gracefully over the frozen pond.

- 💬 What is the verb, or the action word, here? What did Michelle do? (*She skated.*)
- 💬 That's right. How did Michelle skate? (*Gracefully.*)
- 💬 Exactly. "Gracefully" describes the action in this sentence. It's an adverb.
- 💬 Let's review the definition of an adverb.

Post the **Definition of an Adverb** and read it aloud.



DEFINITION OF AN ADVERB

An adverb is a word that describes a verb, an adjective, or another adverb.

- 🗣️ An adverb answers the question *how, when, where, or how often* someone or something is doing something.
- 🗣️ When infinitives act as adverbs, they answer the question “Why?”

Write the following sentence on the board:

The server came to take our lunch order.

- 🗣️ Why did the server come? (*To take our order.*)
- 🗣️ What is the infinitive here? (*“to take”*)
- 🗣️ Right, “to take” describes the action “came” and answers the question “Why?” in this sentence. Why did the server come? He came to take our order.

Write the following sentence on the board:

Murray dropped to the floor to avoid the smoke in the air.

- 🗣️ Why did Murray drop to the floor? (*To avoid the smoke in the air.*)
- 🗣️ What is the infinitive here? (*“to the floor”*?)
- 🗣️ No, that is a different kind of phrase, a **prepositional phrase**.
- 🗣️ What is the main action in this sentence? (*Dropped.*)
- 🗣️ Who dropped to the floor? (*Murray.*)
- 🗣️ Right. Why did Murray drop to the floor? (*To avoid the smoke.*)
- 🗣️ So, what question does the infinitive answer here? (*Why?*)
- 🗣️ You’re right. Let’s try one more.

Write this sentence on the board:

Todd added popcorn to his slimy ham and cheese sandwich to improve the taste.

- 🗣️ What is the main action here? (*Added.*)
- 🗣️ Yes. Why did Todd add popcorn to his slimy ham and cheese sandwich? (*To improve the taste.*)
- 🗣️ Exactly! Just as we saw in the earlier example—“The server came to take our lunch order”—the infinitive describes the action by answering the question “Why?”

Skill Drill—Identifying Infinitives That Describe Actions

Hand out the **Identifying Infinitives That Describe Actions** worksheet and read the instructions aloud.

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

- 💬 Yes! “To steady” is the infinitive. It is describing the verb “grabbed” in this sentence.
- 💬 I see that you wrote the question “Why?” under the main verb in each sentence to figure out what word it is describing. That’s a good strategy.
- 💬 Remember that infinitives acting as adverbs usually describe verbs (actions) and answer the question “Why?”
- 💬 Great! You found all of the main actions (verbs) in the sentences, but you need to look again at the words you chose as infinitives that describe them. The word “climb” is not a verb form in this sentence; it’s a noun. Try again, and I’ll come back in a few minutes to see how you did.

Without asking for volunteers, call on 1–3 students to share one of their sentences. Confirm that they have correctly identified the verbs and the infinitives in the sentence.

Answer Key:

1. Meg grabbed the rope (to steady) herself on the steep climb.
 2. Andrew checked the door three times (to ensure) it was locked.
 3. I stuck out my tongue at Frank (to show) my disapproval.
 4. Jim and Allison competed (to get) the same spot on the debate team.
 5. Vincent messed up his hair (to resemble) his favorite movie star.
 6. He strummed a few notes on his guitar (to capture) the sound.
-

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 many of you asked yourself “Why?” to figure out the infinitive that describes why the action is being done in those sentences.
- 💬 Raise your hand if you have any questions about how infinitives describe actions in a sentence. If we have time, I’ll write the answer for the whole class on the board.

AFTER CLASS

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

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

Keep the **Definition of an Adverb** posted for whatever drills or mini-lessons you do regarding infinitives.

Name _____

Date _____

Identifying Infinitives That Describe Actions

Instructions

1. Underline the main action (verb) in each sentence.
2. Ask yourself *why* the subject is doing the action.
3. Circle the infinitive that describes *why* the action is being done.

Example:

She slurped the soda in a hurry to finish it before boarding the plane.

1. Meg grabbed the rope to steady herself on the steep climb.
2. Andrew checked the door three times to ensure it was locked.
3. I stuck out my tongue at Frank to show my disapproval.
4. Jim and Allison competed to get the same spot on the debate team.
5. Vincent messed up his hair to resemble his favorite movie star.
6. He strummed a few notes on his guitar to capture the sound.

Identifying Infinitives That Describe Actions

Overview

The students will practice using infinitives as adverbs to describe the main action in sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Using Infinitives That Describe Actions** worksheet, provided at the end of this skill drill.
- ☐ Make sure that the following items are still posted:
 - Definition of an Infinitive
 - Definition of an Adverb

IN CLASS

Skill Drill—Using Infinitives That Describe Actions

- 💬 We saw in the last lesson that infinitives can describe actions by answering the question “Why?”

Write the following sentence on the board, making sure infinitive is underlined.

Li Ping smashed the jar to remove the last pickle.

- 💬 Who or what is doing something in this sentence? (*Li Ping.*)
- 💬 That’s right. Li Ping is the subject of the sentence.
- 💬 What’s the main action in the sentence? What’s Li Ping doing? (*Smashing the jar.*)
- 💬 Why does Li Ping smash the jar? (*To remove the last pickle.*)
- 💬 So “to remove” is the infinitive that describes the action, “smashing,” by answering the question “Why?”
- 💬 Let’s do this one more time.

Write the following sentence on the board:

Tobey grabbed my arm to prevent me from sliding down the slippery stairs.

- 💬 Who or what is the subject of the sentence? (*Tobey.*)
- 💬 What’s he doing? What’s the main action in this sentence? (*He grabbed your arm.*)
- 💬 Why? (*To prevent you from sliding.*)

💬 What's the infinitive that answers the question "Why?" (*To prevent.*)

💬 Correct.

Underline the infinitive "to prevent."

💬 Great! Now that you've seen a few examples, I think that you are ready to try this out in some sentences on your own.

💬 You'll read some sentences and identify the main action that the subject of the sentence is doing. Then, you'll ask "Why?" about that action, and write an infinitive that describes why.

Hand out the **Using Infinitives That Describe Actions** worksheet and read the instructions aloud.

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

💬 Yes! "To help" is a good infinitive to choose because it describes why Marly ran.

💬 I see that you underlined the main verb in each sentence so far. Great, now you can ask "Why?" and write an infinitive.

💬 Remember that infinitives acting as adverbs usually describe verbs (actions) by answering the question "Why?"

💬 I see you're stuck. First, ask yourself who or what the sentence is about—Who is doing the main action? (*We.*) What did "we" do? (*All jumped up.*) Okay—now why did we all jump up? Think of a reason why and that'll lead you to writing an infinitive that makes sense. I'll be back in a minute to see what you wrote.

Without asking for volunteers, call on 1–3 students to share one of their sentences and tell which verb the infinitive modifies. Confirm that they have identified the correct verb.

Complete Response:

1. Everyone rushed [to leave] after class.
 2. Frank hid in his room [to escape] his punishment.
 3. Marly ran [to help] when she saw what had happened.
 4. Tobey gave the signal to his coach [to remind] him of the time.
 5. We all jumped up [to speak] at the same time.
 6. Our friends joined us on Friday [to celebrate] my birthday.
-

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 infinitives that describe actions.

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

AFTER CLASS

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

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

Name _____

Date _____

Using Infinitives That Describe Actions

Instructions

1. Underline the main action (verb) in each sentence.
2. In the [brackets], write an infinitive that makes sense because it describes why the action was done.

Example:

My friend called [to apologize].

1. Everyone rushed [] after class.
2. Frank hid in his room [] his punishment.
3. Marly ran [] when she saw what had happened.
4. Tobey gave the signal to his coach [] him of the time.
5. We all jumped up [] at the same time.
6. Our friends joined us on Friday [] my birthday.

Understanding How Infinitives Function

Overview

The students will read sentences with infinitives in them and explain how the infinitives function within each sentence.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure that the following items are still posted:
 - Definition of an Infinitive
 - Definition of an Adverb
- ☐ Make copies of the **Describing the Function of Infinitives in Sentences** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Identifying Infinitives and Their Function in Sentences

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

- 💬 We've been talking about infinitives, and how they can act in different grammatical roles in a sentence. Who can name one role an infinitive can play? (*Infinitives can act like a noun.*)
- 💬 What other roles can infinitives can play in sentences? (*They can also act like adjectives and adverbs.*)
- 💬 Yes. Now, why is it important to know that? Well, infinitives are yet another tool you can use to express yourself powerfully in writing. You can use them to make exactly the kind of impact you want on a reader. For example, when you begin a sentence with an infinitive, it often makes the whole sentence sound very formal and grand.
- 💬 Knowing what grammatical roles infinitives play teaches us more about grammar in sentences in general. The more you know about grammar, the more confident you can become experimenting with different ways of writing sentences, without worrying about messing something up.
- 💬 Let's review how infinitives can act as nouns, adjectives, and adverbs in sentences.

Write the following sentence on the board:

Amy likes food.

- ☞ “Food” is a noun in this sentence. Can you replace it with an infinitive that makes sense? (*to eat, to snack, to chow down*)
- ☞ That’s right. Those infinitives are acting as nouns and answer the question of *what* Amy likes to do.
- ☞ Now let’s review how infinitives can describe, or *show* more, about a noun, just like an adjective does.

Write this sentence on the board:

Manuel showed me the coolest cleats to buy for soccer.

- ☞ What noun does “to buy” show more about, or describe? (*Cleats.*)
- ☞ Right. They’re the kind of cleats *to buy*. What other kind of cleats could they be? Give me an infinitive other than “to buy” that could describe these cleats. (*to wear, to purchase, to choose*)
- ☞ Great. We have one more group of infinitives to review—the ones that act as adverbs in a sentence.

Write this sentence starter on the board:

Murray jumped on his surfboard to...

- ☞ Why did Murray jump on his surfboard? Finish the sentence. To...? (*Surf!*)
- ☞ Right! That works. Now let’s brainstorm a few more infinitives to complete the sentence.

Solicit student responses and write them on the board, underlining the infinitive supplied by the student. For example, students may suggest:

Murray jumped on his surfboard to ride the waves.

Murray jumped on his surfboard to escape the shark.

Murray jumped on his surfboard to avoid his girlfriend.

- ☞ Well, Murray certainly seems to be trying to get somewhere!
- ☞ So, all of these infinitives tell us *why* Murray jumped on his surfboard. That’s what infinitives acting as adverbs do—they answer the question “Why?”
- ☞ Now that we’ve reviewed all these different grammatical functions an infinitive might have, we can take a look at a few sentences with infinitives in them to see if we can figure out what role they are playing in the sentence.

Write the following sentence on the board, making sure the infinitive is underlined:

Nelson put on his hood to avoid being seen.

- ☞ Why did Nelson put on his hood? (*To avoid being seen.*)
- ☞ So is the infinitive answering the question “Why?” (*Yes.*)
- ☞ And what kind of word is “put”? (*It’s a verb.*)

- Right. And “to avoid” describes the action by answering the question “Why?”
- So what is the role of the infinitive here? (*It’s an adverb.*)

Write the following sentence on the board, making sure the infinitive is underlined:

No matter how many times I remind her, Melanie forgets to call.

- What did Melanie forget to do? (*To call.*)
- A “who or what” is what part of speech? (*A noun.*)
- So the infinitive is acting like a noun.

Write the following sentence on the board, making sure the infinitive is underlined:

Simon’s plan to raid the fridge was foiled by his mother.

- What kind of plan did Simon have? (*A plan to raid.*)
- That’s right. “To raid” describes Simon’s plan and shows us more about it.
- Since it’s describing Simon’s plan, what grammatical role is “to raid” playing in this sentence? (*It’s acting as an adjective, describing a noun.*)

Hand out the **Describing the Function of Infinitives in Sentences** worksheet and read the instructions aloud.

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

- Yes! “To hide” answers the question, “Why did Maggie shove everything in the closet?”
- Yes, “to annoy” describes “ways,” and is acting like an adjective.
- Remember that you can test out if an infinitive is being used as a noun by replacing it with a noun. If you can replace an infinitive with a noun and it still makes sense, then it’s acting as a noun in that sentence.
- You underlined the infinitive “to announce” and wrote that it’s acting as an adjective. However, I can’t see what noun it’s describing. Reread this sentence and see if it might be acting in another way, perhaps to answer the question “Why?” about an action. I’ll be back in a minute to check in with you.

Without asking for volunteers, call on 1–3 students to share their sentences. Confirm that they have correctly indicated the role of the infinitives in each sentence.

Answer Key:

- Maggie shoved everything in the closet to hide the mess.
It answers the question “Why?” Why did Maggie shove everything in the closet? So it’s acting as an adverb.
 - Liam was always thinking of ways to annoy his little sister.
It is describing “ways.” So it’s an adjective.
 - The bell on the wall rang to announce the end of class.
It answers the question “Why?” Why did the bell ring? So it’s an adverb.
 - To survive was Tim’s only thought as he clung to the overturned boat.
“To survive” is the subject of the sentence. It’s “who or what” the sentence is about. What was Tim’s only thought? “To survive.” So it’s acting like a noun here.
-

There is a correct and incorrect answer for each sentence, but the explanation can be worded in any way as long as the student understands what kind of infinitive it is and what its role is in the sentence.

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.

- 💬 **Many of you used the strategy of asking “Why?” to figure out the role of the infinitives in a few of these sentences. That strategy worked well and helped you figure out when it was being used as an adverb.**
- 💬 **Raise your hand if you still have a question about figuring out how infinitives act, or function, in a sentence.**

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

AFTER CLASS

Check each worksheet 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 _____

Describing the Function of Infinitives in Sentences

Instructions

In the space provided below each sentence, tell whether the underlined infinitive is acting like a noun, or an adjective, or answering the question “Why?” and so is acting like an adverb.

Example:

The driver of the car beeped the horn to signal that we should get on the sidewalk.

It answers the question “Why?” Why did the driver beep the horn? It is acting like an adverb.

1. Maggie shoved everything in the closet to hide the mess.

2. Liam was always thinking of ways to annoy his little sister.

3. The bell on the wall rang to announce the end of class.

4. To survive was Tim’s only thought as he clung to the overturned boat.

Finding and Fixing Split Infinitives

Overview

The students will practice finding and fixing split infinitives.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure that the following items are still posted:
 - **Definition of an Infinitive**
 - **Definition of an Adverb**
- ☐ Make copies of the **Making Choices About Split Infinitives** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Finding and Fixing Split Infinitives in Sentences

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

- 💬 We saw in previous lessons that infinitives can take on different roles and replace other words in a sentence.
- 💬 Infinitives are always made up of the word “to” and the most basic form of a verb.
- 💬 Sometimes people put other words between the “to” and the verb.

Write the following phrase on the board, making sure “to” and “dance” are underlined:

To daringly dance across the room was Kara’s dream.

- 💬 “To dance” is the infinitive in the sentence, and the writer stuck the word “daringly” in between, “splitting” the infinitive apart. How could we rewrite this so the infinitive stays together?

Call on a volunteer to revise the sentence:

To dance daringly across the room was Kara’s dream.

- 💬 Is this any better?

Do a quick thumbs-up or thumbs-down poll to see which version students prefer. Call on two students with different preferences to explain why they think one version is more powerful than the other.

- 💬 It’s so interesting that we have such different opinions. Not splitting the infinitive is usually thought of as more grammatically correct. But sometimes, stylistically, splitting an infinitive seems to make the sentence have a more powerful impact.

There is no right or wrong answer to this question regarding the effectiveness of the original sentence and the revised version. Split infinitives are no longer considered an automatic error if they make a sentence more effective or more powerful. In this lesson, students become familiar with split infinitives and carefully consider their impact to decide whether or not a sentence with a split infinitive in it should be revised.

- However, there are reasons why you might not want to “split” an infinitive. In class today, we’ll go over those reasons, then you’ll practice revising some sentences to put the split infinitives back together.
- First, if you split the “to” from the verb and add words in between, it can weaken the impact of the verb.

Write the following sentences on the board:

We should try to whenever possible sterilize a cut.

We should try to sterilize a cut whenever possible.

- In the first sentence, what did the writer do to the infinitive? (*Split it by adding “whenever possible” in between “to” and “sterilize.”*)
- Which one seems like a stronger statement about the need to sterilize? (*The second one.*)
- That’s right. In the first sentence, splitting the infinitive with “whenever possible” takes away from the strength of the verb “to sterilize,” which means to eliminate or destroy bacteria.
- One more reason you might want to fix a split infinitive is because a split infinitive can accidentally change the meaning of the sentence or make your writing less clear and more awkward-sounding.

Write the following sentences on the board:

The vocal coach asked Tabitha to loudly sing.

The vocal coach asked Tabitha loudly to sing.

The vocal coach asked Tabitha to sing loudly.

- What’s the infinitive in all three of these sentences? (*To sing.*)
- Which one is the one with the split infinitive? (*The first one.*)
- What word is between the “to” and the verb? (*Loudly.*)
- That’s right. In that sentence, the writer used the word “loudly” to describe what action? (*Tabitha singing.*)
- In the second sentence, what action does “loudly” seem to be describing? (*“Asking”—it’s like the coach is asking loudly.*)
- That may not be what the writer intended—we’re not sure. But since “loudly” is closest to “asked” we assume that “loudly” is describing the way the coach asked, and not the way Tabitha was singing.
- If the intention is to show it’s Tabitha’s singing that is being described, which sentence of the three makes that most clear to the reader? (*The third one.*)
- You’re right. So by keeping the “to” and the verb together, the meaning is clearer to the reader.

Hand out the **Making Choices About Split Infinitives** 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 identified “to quickly change” as a split infinitive and decided that the revised sentence is a better choice. That definitely makes your sentence clear for the reader and the verb is stronger without the adverb splitting the infinitive.
- 🗣️ I like how you rewrote the sentence here for yourself with the adverb in different places before you decided which one was the best. That’s a good strategy if you are not sure whether to use a split infinitive or not.
- 🗣️ Remember that an infinitive has the word “to” in front of it and a verb stem with no ending on it.
- 🗣️ Right here you underlined the sentence without the split infinitive. Remember that a split infinitive has a word or two between the “to” and the verb. Try again and I’ll be back in a minute to see how you did.

Without asking for volunteers, call on a few students to share which version of the sentences they preferred. Ask students to confirm or correct their classmates’ responses.


Complete Response:

1. My mother told me to quickly change my clothes before dinner.
My mother told me to change my clothes quickly before dinner. ★
 2. Joel wanted to hastily gobble up all the tasty pancakes. ★
Joel hastily wanted to gobble up all the tasty pancakes.
 3. Amanda stated that she agreed to go along happily with what we decided. ★
Amanda stated that she agreed to happily go along with what we decided.
 4. We had to thoroughly scrub our dog after he got sprayed by a skunk.
We had to scrub our dog thoroughly after he got sprayed by a skunk. ★
 5. Ms. Fernandez asked me to erase the board completely.
Ms. Fernandez asked me to completely erase the board. ★
 6. Sharon’s attempt to gracefully sneak out the door ended in failure.
Sharon’s attempt to sneak out the door gracefully ended in failure. ★
-

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 of finding the split infinitives in those sentences.

 It's great that you were able to communicate your preferences for which sentences were better examples of powerful writing, the ones with the split infinitives or the revised ones.

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 _____

Making Choices About Split Infinitives

Instructions

1. Read each pair of sentences.
2. Underline the sentence with the split infinitive.
3. Draw a star next to the sentence that you like the best.

1. My mother told me to quickly change my clothes before dinner.
My mother told me to change my clothes before dinner quickly.
2. Joel wanted to hastily gobble up all the tasty pancakes.
Joel hastily wanted to gobble up all the tasty pancakes.
3. Amanda stated that she agreed to go along happily with what we decided.
Amanda stated that she agreed to happily go along with what we decided.
4. We had to thoroughly scrub our dog after he got sprayed by a skunk.
We had to scrub our dog thoroughly after he got sprayed by a skunk.
5. Ms. Fernandez asked me to erase the board completely.
Ms. Fernandez asked me to completely erase the board.
6. Sharon's attempt to gracefully sneak out the door ended in failure.
Sharon's attempt to sneak out the door gracefully ended in failure.

UNIT 3:

Understanding Verb Tenses, Voices, and Moods

IN THIS UNIT

- **Lesson 9: Identifying Different Verb Tenses—Past, Present, And Future**
 - Skill Drill 9A: Choosing Correct Verb Tenses—Irregular Verbs
 - Skill Drill 9B: Choosing Correct Verb Tenses—Regular Verbs
 - Skill Drill 9C: Changing Verb Tenses
- **Lesson 10: Reviewing How Verb Tense Shows When Action Occurs**
 - Skill Drill 10A: Reviewing Showing Time—When Did That Happen?
 - Skill Drill 10B: Reviewing Showing Sequence—What Happened Next?
 - Skill Drill 10C: Reviewing Showing States of Being—What Was Going On Then?
 - Skill Drill 10D: Reviewing Showing Conditions—What If?
- **Lesson 11: Finding and Fixing Verb Tense Inconsistencies**
 - Skill Drill 11A: Finding and Fixing Verb Tense Inconsistencies
 - Skill Drill 11B: Finding and Fixing Verb Tense Inconsistencies in a Paragraph
 - Skill Drill 11C: Finding and Fixing Verb Tense Inconsistencies in a Multi-Paragraph Piece
- **Lesson 12: Changing Verb Voice for a Different Impact**
 - Skill Drill 12A: Changing Verb Voice From Active to Passive
 - Skill Drill 12B: Changing Verb Voice From Passive to Active
 - Skill Drill 12C: Keeping Verb Voice Consistent Within a Sentence
- **Lesson 13: Changing Verb Moods for a Different Impact**
 - Skill Drill 13A: Changing Verb Moods—Imperative and Indicative
 - Skill Drill 13B: Changing Verb Moods—Indicative and Subjunctive
 - Skill Drill 13C: Changing Verb Moods—Subjunctive to Imperative
 - Skill Drill 13D: Keeping Verb Moods Consistent

Identifying Different Verb Tenses—Past, Present, and Future

Overview

The students will practice identifying the correct verb tense to use in a sentence.

CCSS In This Lesson

- **Literacy.L.1.1.e** Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- **Literacy.L.2.1.b** Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the following items, provided at the end of this lesson:
 - **Choosing the Correct Verb Tense worksheet**
 - **Verb Charts**
 - Top 50 Irregular Verbs chart
 - Forms of “To Be” chart
 - Regular Verbs chart
- ☐ Recreate a version of the **Regular Verbs** chart to write on and keep posted for any drills or mini-lessons you do regarding verb tenses.
- ☐ 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 verb tenses:
 - **Definition of a Verb**
 - **Top 50 Irregular Verbs chart**
 - **Forms of “To Be”**

IN CLASS

Targeted Instruction—Identifying Verb Tenses

- 🗣️ Today we are going to talk about verbs and verb tenses. Who remembers what a verb is?

Listen to a few responses, then 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.



- When you write about actions taking place in the past, the present, or the future, you need to use different verb tenses.
- When I say “verb tense,” I’m referring to different forms of a verb that indicate when in time the action takes place.
- In the English language we have regular verbs that follow a pattern to show whether the action happened in the past, present, or future. We also have irregular verbs that don’t follow a pattern. These verbs you just have to memorize to know the correct forms.

Write the following sentence on the board:

The boy plays with the ball.

- Let’s look at this sentence. It contains a regular verb. What is the verb? (*Plays.*)
- When does this sentence take place? How do you know? (*In the present because the verb is in the present tense.*)

Write **present** next to the sentence on the board.

- You probably have had enough experience with the verb “to play” to know this form means the action is happening in the present.
- What if we want to write that this action happened a few hours ago or yesterday? How would we change the sentence? (*The boy played with the ball.*)

Write the following on the board:

Past: The boy played with the ball.

- And how about if the action will happen in the future? (*The boy will play with the ball.*)

Write the following on the board:

Future: The boy will play with the ball.

- Excellent. All regular verbs follow this pattern. Let’s look at a chart that shows this.

Display and hand out the **Regular Verbs** chart and read it aloud. Ask students to suggest a few more regular verbs to add to the chart. Add those verbs at the bottom.

REGULAR VERBS		
Past	Present	Future
looked	look(s)	will look
moved	move(s)	will move
talked	talk(s)	will talk
played	play(s)	will play

Students may be tempted to say, “The boy is going to play with the ball.” Explain that this is another correct way to convey the same meaning, but for today you are focusing on “will + verb.”

- Notice that in the present tense sometimes we need to add an “S” to the end of the verb, as in “He plays with the ball.” When else would we need to add the “S”? (*When using the present tense with “she” and “it,” you also need the “S.”*)

The **Top 50 Irregular Verbs** chart contains verbs in the past participle form. This column has been included as a reference for students because many of these verbs have an irregular form in this tense.

- When I say, "I play with the ball," notice I do not need the "S." Can you think of other examples when you don't need to add the "S?" (When using the present tense with "I," "you," "we," and "they," you don't need the "S.")
- Now let's talk about irregular verbs. As I mentioned, irregular verbs don't follow any pattern. The bad news is there are a lot of irregular verbs in the English language. The good news is only a handful are used very often, and most of them you probably already know.

Display and hand out the **Top 50 Irregular Verbs** chart. Explain that these 50 verbs make up about 87% of irregular verb occurrence in the English language.

- The verbs on this chart are listed in the order of how often they appear in English.
- This list also contains a "past participle" column. When you add the words "have" or "had" in front of these words, you need to use this form of the verb.
- Let's look at an example together with the verb "take."

Write the following sentences on the board:

I take the bus to school. (present)

I took the bus to school. (past)

I have taken the bus to school. (past participle)

I will take the bus to school. (future)

- Finally, there is one special irregular verb that we use quite often—the verb "to be."

Display and hand out the **Forms of "To Be"** chart and read it 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

- Because this is another irregular verb, you also have to memorize the correct usage.
- Today you will have the chance to practice choosing the correct tense or form of a verb via a worksheet. Use the charts to help you.

Skill Drill—Choosing the Correct Verb Tense

Hand out the **Choosing the Correct Verb Tense** 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 changed “see” into “saw” to be in the past tense in this sentence: “Janet saw the bird had eaten all the seed she put out.” Great work.
- 🗣️ You noticed that you had to change “walk” into the future tense “will walk,” because the sentence says “tomorrow.” That’s great.
- 🗣️ Remember to change the tense of the verb to past, present, or future depending on the situation described in the sentence. Check the other verbs in the sentence to help you decide what time the action is taking place.
- 🗣️ You wrote “past tense” here. That’s right—the verb should be in the past tense. Can you change the verb “run” into the past tense form? Look at your irregular verb chart for help if you are stuck.

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. Janet (saw) / sees / will see the bird had eaten all the seed she put out.
 2. The boys walked / walk / (will walk) to the store to get the milk if we need it tomorrow.
 3. She plans to follow in her brother’s footsteps and attended / (attend) / (will attend) the state university.
 4. He (wrote) / writes / will write the funniest writing response last week.
 5. Before I could grab it, Brian (took) / takes / will take the last apple.
 6. The girls played / (play) / (will play) hopscotch while I eat a snack.
 7. I was / (am) / will be tired, so I am yawning.
 8. Dad said he (knew) / knows / will know the answer, but the buzzer had already buzzed.
 9. Tara (was) / is / will be the first person to bring in her homework completed yesterday.
 10. The dog (ran) / runs / will run across the street to greet me yesterday afternoon.
-

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 know the worksheet challenged some of you, but I was glad to see you all participating by completing your worksheets today.
- 🗣️ Great work today choosing the correct verb tenses to complete the sentences.

Close the lesson by having a few students think of and share a sentence using an irregular verb. Have the rest of the class give a thumbs-up or down if they think the student used the verb tense correctly.

AFTER CLASS

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

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

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

- **Definition of a Verb**
- **Regular Verbs chart**
- **Top 50 Irregular Verbs chart**
- **Forms of “To Be”**

Name _____

Date _____

Verb Charts

Top 50 Irregular Verbs

Past	Past Participle	Present	Future (will + verb)
said	said	say(s)	will say
made	made	make(s)	will make
went	gone	go(s)	will go
took	taken	take(s)	will take
came	come	come(s)	will come
saw	seen	see(s)	will see
knew	known	know(s)	will know
got	got/gotten	get(s)	will get
gave	given	give(s)	will give
found	found	find(s)	will find
thought	thought	think(s)	will think
told	told	tell(s)	will tell
became	become	become(s)	will become
showed	shown	show(s)	will show
left	left	leave(s)	will leave
felt	felt	feel(s)	will feel
put	put	put(s)	will put
brought	brought	bring(s)	will bring
began	begun	begin(s)	will begin
kept	kept	keep(s)	will keep
held	held	hold(s)	will hold
wrote	written	write(s)	will write
stood	stood	stand(s)	will stand
heard	heard	hear(s)	will hear
let	let	let(s)	will let

Verb Charts (continued)

Past	Past Participle	Present	Future (will + verb)
meant	meant	mean(s)	will mean
set	set	set(s)	will set
met	met	meet(s)	will meet
ran	run	run(s)	will run
paid	paid	pay(s)	will pay
sat	sat	sit(s)	will sit
spoke	spoken	speak(s)	will speak
lay	lain	lie(s)	will lie
led	led	lead(s)	will lead
read	read	read(s)	will read
grew	grown	grow(s)	will grow
lost	lost	lose(s)	will lose
fell	fallen	fall(s)	will fall
sent	sent	send(s)	will send
built	built	build(s)	will build
understood	understood	understand(s)	will understand
drew	drawn	draw(s)	will draw
broke	broken	break(s)	will break
spent	spent	spend(s)	will spend
cut	cut	cut(s)	will cut
rose	risen	rise(s)	will rise
drove	driven	drive(s)	will drive
bought	bought	buy(s)	will buy
wore	worn	wear(s)	will wear
chose	chosen	choose(s)	will choose

Verb Charts (continued)

Regular Verbs

Past	Present	Future
looked	look(s)	will look
moved	move(s)	will move
talked	talk(s)	will talk
played	play(s)	will play

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

Name _____

Date _____

Choosing the Correct Verb Tense

Instructions

Read each sentence and circle all correct tenses of the verb.

1. Janet **saw** / **sees** / **will see** the bird had eaten all the seed she put out.
2. The boys **walked** / **walk** / **will walk** to the store to get the milk if we need it tomorrow.
3. She plans to follow in her brother's footsteps and **attended** / **attend** / **will attend** the state university.
4. He **wrote** / **writes** / **will write** the funniest writing response last week.
5. Before I could grab it, Brian **took** / **takes** / **will take** the last apple.
6. The girls **played** / **play** / **will play** hopscotch while I eat a snack.
7. I **was** / **am** / **will be** tired, so I am yawning.
8. Dad said he **knew** / **knows** / **will know** the answer, but the buzzer had already buzzed.
9. Tara **was** / **is** / **will be** the first person to bring in her homework completed yesterday.
10. The dog **ran** / **runs** / **will run** across the street to greet me yesterday afternoon.

Choosing Correct Verb Tenses—Irregular Verbs

Overview

The students will practice choosing correct irregular verb tenses in sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Choosing Verb Tenses—Irregular Verbs** worksheet, provided at the end of this lesson.
- ☐ Make sure the following items are still posted:
 - Definition of a Verb
 - Regular Verbs chart
 - Top 50 Irregular Verbs chart
 - Forms of “To Be”

IN CLASS

Skill Drill—Choosing Irregular Verb Tenses

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 how we show an action has happened in the past, is happening in the present, or will happen in the future?** (*Change the tense of the verb in the sentence.*)
- 💬 **What makes a verb regular or irregular?** (*Regular verbs follow a pattern when you change their tenses. Irregular verbs do not follow a pattern.*)
- 💬 **Why is writing in the correct tense important for powerful writing?** (*It’s confusing when the verb isn’t in the right tense because it is difficult to tell when the action is happening.*)
- 💬 **Today we are going to focus specifically on irregular verbs.**

Refer to the **Forms of “To Be”** and **Top 50 Irregular Verbs** charts.

- 💬 **When you are working today, I want you to use these charts only if you need them. If you are comfortable without them, then you don’t have to use them. However, you should check your work before handing it in to me, and the charts are a good way for you to make sure you are correct.**

Hand out the **Choosing Verb Tenses—Irregular Verbs** 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 filled in the chart quickly and accurately. That's great.
- 🗣️ I am impressed that all of your sentences have the verbs in the correct tenses.
- 🗣️ Remember these are irregular verbs so they don't follow the regular verb pattern. Check your chart if you are not sure of the correct form of the verb.
- 🗣️ Right here you wrote "Sheila draws the picture for the cover of last year's yearbook." What form is "draws?" (Present tense.) Is Sheila drawing the picture right now? (No, she did it last year.) Okay. So it sounds like you need the past tense of "draw." If you are not sure about what that is, check your chart. Otherwise, go ahead and fill in the correct answer now.

Answer Key:

Past	Present	Future
ran	run(s)	will run
held	hold(s)	will hold
went	go(es)	will go
gave	give(s)	will give

1. Sheila (draw) drew the picture for the cover of last year's yearbook.
 2. Make sure not to (speak) _____ until you are told to do so.
 3. The movie had (begin) begun before I could get my popcorn.
 4. In three years, I (to be) will be a black belt in karate.
 5. After hard work, my friend (become) became a black belt.
 6. It took me three clues, but then I (know) knew the answer to the riddle.
 7. It may have seemed like she was angry, but I don't think she (mean) meant what she said.
 8. It doesn't matter to me if you win, as long as you have (give) given your best effort.
-

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 choosing the correct verb tense form for irregular verbs.**

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 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 Verb Tenses—Irregular Verbs

Fill in the missing words in the chart.

Past	Present	Future
		will run
held		will hold
	go(es)	
gave		

Complete the following sentences with the correct verb tense of the verb in parentheses.

1. Sheila (draw) _____ the picture for the cover of last year's yearbook.
2. Make sure not to (speak) _____ until you are told to do so.
3. The movie had (begin) _____ before I could get my popcorn.
4. In three years, I (to be) _____ a black belt in karate.
5. After hard work, my friend (become) _____ a black belt.
6. It took me three clues, but then I (know) _____ the answer to the riddle.
7. It may have seemed like she was angry, but I don't think she (mean) _____ what she said.
8. It doesn't matter to me if you win as long as you have (give) _____ your best effort.

Choosing Correct Verb Tenses—Regular Verbs

Overview

The students will practice choosing regular verb tenses in sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Choosing Verb Tenses—Regular Verbs** worksheet, provided at the end of this lesson.
- ☐ Make sure the following items are still posted:
 - **Definition of a Verb**
 - **Regular Verbs** chart
 - **Top 50 Irregular Verbs** chart
 - **Forms of “To Be”**

IN CLASS

Skill Drill—Choosing Regular Verb Tenses

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 types of words show action? (Verbs.)**
- 💬 **Could someone remind me how we show an action has happened in the past, is happening in the present, or will happen in the future? (We change the tense of the verb in the sentence.)**
- 💬 **What makes a verb regular? (Regular verbs follow a pattern when you change their tenses.)**
- 💬 **Why is writing in the correct tense important for powerful writing? (It’s confusing when the verb isn’t in the right tense because it is hard to tell when the action is happening. It is also hard for a reader to switch back and forth between tenses in his or her head.)**
- 💬 **Sometimes writers get into the bad habit of switching tenses within a sentence, or just make a mistake and switch tenses without thinking. This can also make your writing difficult to follow, because the reader has no idea when the action took place. It’s not just confusing; it’s irritating to read about something and then have to stop and figure out when it happened.**
- 💬 **Today we are going to focus specifically on making sure we have the correct tense for regular verbs.**

Refer to the **Regular Verbs** chart.

- Regular verbs follow a pattern. What is the pattern to show an action happened in the past? (*Add “-ed.”*)
- Generally speaking, that is true. In some cases, there might be a spelling change. For example, a “Y” needs to be changed to “I” in the past tense of “study.”

Add “study” to the posted **Regular Verbs** chart to show students how to make the spelling change.

- What is the pattern to show an action happens in the present? (*The verb alone for “I,” “you,” “we,” and “they,” and the verb plus “S” for “he,” “she,” and “it.”*)
- What is the pattern to show an action will happen in the future? (*“will” plus the verb.*)
- Most of the fiction you read is written in the past tense because normally when a person is telling a story it is about something that has already happened. Present tense is used to create a sense of immediacy or excitement to show the action is happening while you read about it.
- Non-fiction writing can also be written in the past tense if it is about something that has already happened. Present tense can be used in factual or informative non-fiction writing.
- Future tense is only used to write about things that will happen in the future.

Hand out **Choosing Verb Tenses—Regular Verbs** 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 filled in the chart quickly and accurately. That’s great.
- I am impressed that you noticed any of the tenses could work in the first example.
- Remember these are regular verbs, so they follow the regular verb pattern. Check your chart if you are not sure of the correct form of the verb.
- Right here you copied from your writing, “I am looking forward to starting basketball.” Is this in the past tense? (*No.*) Instead of looking for another sentence that is in the past tense, I’d like you to rewrite this sentence as if it happened in the past. I’ll check back with you in a moment.

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

You may find your students might need a longer review of the charts and a few sample sentences. Modify the instruction to best suit your students’ needs.

Complete Response:

Past	Present	Future
played	play(s)	will play
studied	study(ies)	will study
talked	talk(s)	will talk
kicked	kick(s)	will kick

1. The kangaroo (jumped) / (jumps) / (will jump) across the grass plain.
2. Coach always (yelled) / yells / will yell for us to hustle during practice last year.
3. I wonder if Justin danced / dances / (will dance) with Kristen at the wedding tomorrow.
4. Make sure you listened / (listen) / will listen to my instructions carefully before you begin.
5. The dog was so excited to see us that he (wagged) / wags / will wag his tail for ten minutes straight.

Copy two sentences from a recent writing response that include at least one regular verb in the past tense:

1. Coach (yelled) at me to swim my hardest.
 2. My legs (ached) the whole next day.
-

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 regular verbs.**

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

AFTER CLASS

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

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

Name _____

Date _____

Choosing Verb Tenses—Regular Verbs

Fill in the missing words in the chart.

Past	Present	Future
played		
	study	
		will talk
kicked		

Circle the correct tense of the verb in the sentences below. There may be more than one correct way to complete each sentence.

1. The kangaroo **jumped** / **jumps** / **will jump** across the grass plain.
2. Coach always **yelled** / **yells** / **will yell** for us to hustle during practice last year.
3. I wonder if Justin **danced** / **dances** / **will dance** with Kristen at the wedding tomorrow.
4. Make sure you **listened** / **listen** / **will listen** to my instructions carefully before you begin.
5. The dog was so excited to see us that he **wagged** / **wags** / **will wag** his tail for ten minutes straight.

Copy two sentences from a recent writing response that include at least one regular verb in the past tense. Circle the verbs.

1. _____

2. _____

Changing Verb Tenses

Overview

The students will practice changing verb tenses in a recent writing response.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure the following items are still posted:
- **Definition of a Verb**
 - **Regular Verbs** chart
 - **Top 50 Irregular Verbs** chart
 - **Forms of “To Be”**

IN CLASS

Revision Assignment—Changing Verb Tenses

Introduce the revision assignment 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 how we show an action has happened in the past, is happening in the present, or will happen in the future?** (*We change the tense of the verb in the sentence.*)
- 💬 **What makes a verb regular or irregular?** (*Regular verbs follow a pattern when you change their tenses. Irregular verbs do not follow a pattern.*)
- 💬 **Why is writing in the correct tense important for powerful writing?** (*It’s confusing when the verb isn’t in the right tense because the reader won’t know exactly when the action is happening or happened. Even worse, the switching back and forth between tenses can be irritating and a turn off for your reader.*)
- 💬 **Today we are going to focus on changing verb tenses in our own writing. I think this will be a fun exercise for you.**

Post the **Revision Assignment—Changing Verb Tenses** and read it aloud.



REVISION ASSIGNMENT—CHANGING VERB TENSES

1. Reread a recent writing response and decide what tense you wrote in: past, present, or future.
2. Rewrite four sentences from that entry in a different verb tense. Remember to keep verb tense consistent.

Give students seven minutes to complete the revision assignment. Circulate around the room using OTSCs to reinforce skills. While you circulate, make a note of the RAs that you see being completed successfully.

- 🗣️ **I like how you chose to write about this moment at soccer practice as if it is happening right now. You changed “kicked” to “kicks” in this sentence. Great work.**
- 🗣️ **I am impressed that you have correctly changed all of the verbs you used from the past to the present tense.**
- 🗣️ **Remember this is an irregular verb, so it doesn’t follow the regular verb pattern. Check your chart if you are not sure of the correct form of the verb “say.”**
- 🗣️ **Right here you wrote “Sam looks at me funny.” What tense is “looks”? (Present.) Yes, but it seems like you decided to change the rest of your sentences to future tense. Please change all the verbs in this sentence to the future tense so the entire sentence is written in the future tense.**

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

Closing

Close by asking students if they have any lingering questions.

- 🗣️ **Raise your hand if you have any lingering question about different verb tenses for regular or irregular verbs.**

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 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 or revision assignment to provide students with more practice.

Reviewing How Verb Tense Shows When Action Occurs

Overview

The students will review how verb tense shows when action happens.

CCSS In This Lesson

Literacy.L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.

BEFORE CLASS

Preparing for the Lesson

- ☐ Prepare to display **What To Do**.

IN CLASS

Targeted Instruction—Reviewing How Verb Tense Shows When Action Occurs

- Today we'll be reviewing verb tense. It's important to use verb tense correctly in your writing because the tense of a verb shows the reader when an action takes place.
- Okay, let's work with one sentence to remind ourselves how verb tense works.

Write the following sentence on the board:

Marjorie mashes her peas with her potatoes.

- When did Marjorie mash her peas with her potatoes? In the past, present, or future? (*Now, in the present—and always. She always mashes them. It's just a fact about her—she's always mashing her peas and potatoes.*)
- How do you know that? What word in this sentence shows when she is mashing her peas and potatoes? (*The word "mashes."*)
- 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:

Marjorie is mashing her peas with her potatoes.

This lesson is a review of verb tense. For introductory lessons on verb tense, see Lessons 6 through 9 in Mastering Conventions 1.

- ☞ Okay. When is the mashing taking place? (*She is mashing right now, at this minute.*)
- ☞ From this sentence alone, can we tell if Marjorie always mashes her peas with her potatoes? (*No, we can't. We just know she's doing it now.*)
- ☞ How do we know that she's mashing them right now—what words show us that? (*It says she "is mashing." 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.
- ☞ I used these examples to show you that even the smallest changes in the verb tense change the reader's understanding of when action happens. These examples are both in the present tense, but one shows an action that happens repeatedly, or always happens, and one just shows that an action is taking place in the present moment.
- ☞ Now I want you to turn to your partner and take this same sentence and put it in past tense and future tense. You have two minutes.

Give students 2–3 minutes to change the verb tense in the example sentence to the past and future tense. Call on 1–2 volunteers to share the newly revised sentences with the class. Write these on the board.

Past tense: Marjorie mashed her peas with her potatoes.

Future tense: Marjorie will mash her peas with her potatoes.

- ☞ Now let's look at some other ways we could use verb tense to show precisely when the action of mashing takes place.

Post the **Sentence Examples**.

Marjorie is going to mash her peas with her potatoes.

Marjorie was mashing her peas with her potatoes.

Marjorie had mashed her peas with her potatoes.

Call on 1–3 volunteers to pick one of the **Sentence Examples** and explain when the mashing occurs.

Ask students to explain precisely when they think the action is happening in the sentence examples. Be sure to point out the verb endings as well as any helping verbs that give students clues to when the action happens.

When you have finished with the three **Sentence Examples**, write the following sentences on the board:

Marjorie mashed her peas with her potatoes yesterday.

Marjorie will mash her peas with her potatoes tonight.

- ☞ Look at these sentences. Besides the verbs, are there any clue words that tell us more about when the action takes place? (*"Yesterday" and "tonight."*)

- 💬 Who can think of a few other words that could tell us when some kind of action is happening? (*Last week, soon, recently, today, Saturday.*)
- 💬 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.

Skill Drill—Identifying Verb Tense in Sentences

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

WHAT TO DO

1. Skim your most recent writing response. Find and [bracket] 3–4 sentences that you think create a vivid picture in the reader’s mind.
2. Underline all the verbs in the sentences 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.
3. 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! “The ice cream dripped down my sleeve” is in the past tense.
- 💬 Great! I see that you circled –ed and “last week” 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 year.”
- 💬 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 asking for volunteers, call on 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 the words that helped them decide when the action is taking 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.**

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.

Reviewing Showing Time—When Did That Happen?

Overview

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

BEFORE CLASS

Preparing for the Lesson

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

IN CLASS

Skill Drill—Reviewing 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.

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

SAMPLE SENTENCES

1. The tide was rising steadily.
2. Juanita is doodling in her notebook
3. Ling was catching a flight to Shanghai.

Call on individuals to go to the board and rewrite each sentence in a different tense.

You may see revised sentences like these:

1. The tide is rising steadily.
2. Juanita was doodling in her notebook.
3. Ling will be catching a flight to Shanghai.

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

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

- 🗣️ Yes! “Later” shows that the action will take place in the future.
- 🗣️ Great! I see that you remembered to circle the helping verb.
- 🗣️ Remember that the clue words that show time can also come before the verb.
- 🗣️ In this sentence you changed the verb “smashed” to the future tense, “will smash,” 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 asking for volunteers, call on 1–3 students to share one of the sentences they changed. Ask them to verbally share the “before” and “after” and identify the new tense of the verb. Confirm that students have changed the tense of all the verbs, identified the tense, and circled any clue words that help show the new tense.

Complete Response:

1. Candace *is trying desperately to get her friend’s attention. (change to past)*
Candace (tried) desperately to get her friend’s attention (yesterday).
 2. Tyler *will drag us to see his favorite movie this weekend. (change to present)*
Tyler (is dragging) us to see his favorite movie (right now).
 3. The heat wave *continued for days. (change to future)*
The heat wave (will continue) until (next week).
 4. Kelly *always dunks her donut into her hot chocolate. (change to past)*
Kelly (dunked) her donut into her hot chocolate (last night).
 5. The nasty pile of garbage *will reek. (change to present)*
The nasty pile of garbage (reeks).
-

Closing

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

- 🗣️ Raise your hand if you have a question you want to ask about how verb tense shows time in a sentence.

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

AFTER CLASS

Check each worksheet. 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 in the time frame in parentheses. You will need to change the verb tense and you may need to change or add clue words that help show when the action occurs.
3. Circle all the words in your new sentence that show when the action is taking place, including the verbs, helping verbs, and clue words.

Example:

Jill gives me a ride to karate every week. (change to past tense)

Jill gave me a ride to karate last week.

1. Candace is trying desperately to get her friend's attention. (change to past)

2. Tyler will drag us to see his favorite movie this weekend. (change to present)

3. The heat wave continued for days. (change to future)

4. Kelly always dunks her donut into her hot chocolate. (change to past)

5. The nasty pile of garbage will reek. (change to present)

Reviewing Showing Sequence—What Happened Next?

Overview

The students will review using different verb tenses to show a sequence of events.

IN CLASS

Skill Drill—Reviewing Showing Sequence: What Happened Next?

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 tense shows us when actions are happening in a sentence. Sometimes you want to show actions in a specific time sequence. Verb tense helps to clarify the sequence of events: what happened first, next, etc.**

Write the following sentence on the board:

Felipe drank water and will play basketball.

- 💬 **What are the two actions in this sentence?** (*Drinking water and playing basketball.*)
- 💬 **Which one already happened?** (*Drinking water.*)
- 💬 **Which one will happen in the future?** (*Playing basketball.*)
- 💬 **Tell me which words show you that sequence in time.** (*“drank” and “will play”*)
- 💬 **In this sentence example, the verbs alone show the sequence in time.**

Write the following sentence on the board:

Before we hiked, we stretched our muscles.

- 💬 **When are the two actions happening in this sentence? In the past, present, or future?** (*Both are happening in the past.*)
- 💬 **How do you know?** (*The –ed endings on the verbs.*)
- 💬 **That's true. What happened first? Did we hike or did we stretch our muscles?** (*We stretched our muscles first.*)
- 💬 **You're right. It says “before,” so we know when it happened. “Before” isn't a verb, it's a clue word that shows sequence. Since both verbs are in the past tense, you need a word like “before” if you're going to show the sequence of actions.**
- 💬 **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.**

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



WHAT TO DO

1. Describe a moment when you were planning or organizing 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.
2. 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 and confirm that students have written at least five sentences that show a sequence of events.

- Yes! You wrote five sentences about a moment when you were planning your family vacation with your mother, and you used verb tense to show the sequence of time.
- Great! You identified the clue words “first,” “then,” “next,” and “afterward” that show the sequence in time and the progression of steps you used in building the model airplane.
- Remember that a word like “while” helps 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 asking for volunteers, call on 1–3 students to share one of the sentences they wrote.


As they share verbally, write the sentences on the board. If they have not underlined the main verbs, helping verbs, and any other clue words in the sentences that show the sequence of events, do this on the board with help from the class.

Complete Response:

My mother surprised me with a trip across Canada for my birthday. We planned to drive there during the summer vacation. A few weeks before we left, I started to plan all the details with great care. First I highlighted all the places we wanted to visit on a map, and then I researched them on the Internet. Later, when we got on the road, I realized that I had forgotten to pack any warm clothing. Maybe I didn’t plan things so carefully after all.

Closing

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

 **Raise your hand if you have any questions about how verb tense can help show 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, take down the names of the students who have questions and make time after class or during OTSCs in the next class period to address them.

AFTER CLASS

Check the 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

10c

Reviewing Showing States of Being— What Was Going On Then?

Overview

The students will review using different verb tenses to show a state of being in the past, present, or future.

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 the Verb “To Be”** are still posted.

IN CLASS

Skill Drill—Reviewing Showing States of Being: What Was Going On Then?

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.

Part 1: Past, Present, Future

- As we saw in the 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.

To prepare for class, read this lesson and decide whether or not you can skip the instruction on the simple past, present, and future in Part 1. In Part 2, the students use their intuitive sense of grammar and tense to tackle trickier sentences and express precisely when actions occur.

SAMPLE SENTENCES

Nelson is afraid of big, hairy spiders.
Nelson was afraid of big, hairy spiders.
Nelson will be afraid of big, hairy spiders.

- In these sentences, we see that Nelson being afraid of big hairy spiders is a *state of being* that he experiences at different times.
- If we write, “Nelson *is* afraid of big, hairy spiders,” when is he afraid of the spiders? (*Right now? I think maybe he’s afraid of big, hairy spiders right at this moment. I think he’s always afraid of the big, hairy spiders.*)

- 💬 Yes. And if we write, “Nelson *was* afraid of big, hairy spiders,” when was he afraid of the spiders? (*In the past. But maybe he isn’t afraid of them anymore.*)
- 💬 You’re right. And if “Nelson *will be* afraid of big, hairy spiders,” when is the action of being afraid taking place? (*Not now, but in the future.*)
- 💬 Exactly. Maybe he just hasn’t met any big, hairy spiders yet, but it seems like whoever is saying this about Nelson is sure he’ll be afraid of them if he encounters them in the future.
- 💬 So what does verb tense tell the reader about Nelson’s state of being afraid? (*When it happens.*)

Part 2: Trickier Verb Tenses

Write the following sentence on the board:

Rhonda is suspicious.

- 💬 **When is Rhonda suspicious?** (*Right now, in the present. And always—it doesn’t say she stopped being suspicious. We think she’s always suspicious.*)
- 💬 Yes. And how would we rewrite that sentence to show that Rhonda was suspicious for a short period of time a long time ago, but isn’t anymore? (*Rhonda was suspicious once.*)
- 💬 Good suggestion. But let’s try to rewrite this sentence about Rhonda without any clue words like “once.”

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

Rhonda had been suspicious.

- 💬 Do you see how this expresses that Rhonda was suspicious at one point, and then stopped being suspicious?
- 💬 Let’s keep coming up with ways to show exactly when Rhonda is suspicious.

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

- 💬 **What if Rhonda is currently doing something that shows she’s a suspicious person?** (*Rhonda is being suspicious.*)

Write the following sentence on the board:

Rhonda is being suspicious.

- 💬 **What if Rhonda will be suspicious next week?** (*Rhonda will be suspicious.*)

Write the following sentence on the board:

Rhonda will be suspicious.

- 💬 **Great! Can you think of another way to write that?** (*Rhonda is going to be suspicious.*)

Write the following sentence on the board:

Rhonda is going to be suspicious.

🗣️ How about if there was never a time in the past when Rhonda wasn't suspicious?

Write the following sentences on the board:

Rhonda has always been suspicious.

Rhonda was always suspicious.

🗣️ 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 and read the instructions aloud.

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

🗣️ Yes! You rewrote all those sentences so that we can see exactly when the actions are taking place.

🗣️ Great! You added some clue words about time to make the time of the action clear.

🗣️ 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 asking for volunteers, call on 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. Tyrell is lazy about cleaning his room. (Write a sentence showing that Tyrell was lazy about cleaning his room in the past and continues to be lazy about it.)
Tyrell has been lazy about cleaning his room.
 2. Mr. Ponte is my Spanish teacher. (Write a sentence showing that Mr. Ponte isn't my Spanish teacher anymore.)
Mr. Ponte used to be my Spanish teacher.
 3. The rules are on the board. (Write a sentence showing that there has never been a time when the rules weren't on the board.)
The rules have always been on the board.
 4. Sharon is the smartest character on that TV show. (Write a sentence showing that Sharon was the smartest character on that TV show in the past and continues to be the smartest character to this day.)
Sharon has always been the smartest character on that TV show.
 5. Simon is furious because someone stole his bike. (Write a sentence showing that this happened in the past.)
Simon was furious because someone stole his bike.
-

Closing

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

 **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, 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 _____

Changing Verb Tense to Show States of Being

Instructions

1. Rewrite the sentences to show exactly when the action is taking place, according to the direction in parentheses.
2. Underline the revised form of the verb “to be” in your revised sentences.

Example:

She is convinced by the evidence. (Write a sentence showing that there has never been a time when she wasn't convinced by the evidence.)

She has always been convinced by the evidence.

1. Tyrell is lazy about cleaning his room. (Write a sentence showing that Tyrell was lazy about cleaning his room in the past and continues to be lazy about it.)

2. Mr. Ponte is my Spanish teacher. (Write a sentence showing that Mr. Ponte isn't my Spanish teacher any more.)

3. The rules are on the board. (Write a sentence showing that there has never been a time when the rules weren't on the board.)

4. Sharon is the smartest character on that TV show. (Write a sentence showing that Sharon was the smartest character on that TV show in the past and continues to be the smartest character to this day.)

5. Simon is furious because someone stole his bike. (Write a sentence showing that this happened in the past.)

Reviewing Showing Conditions—What If?

Overview

The students will review using verb tense to show conditions.

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

IN CLASS

Skill Drill—Reviewing 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 and in what order they happen. 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 you spend all your money, you end up broke.

- What happens in the condition or circumstance that you spend all your money? (*You end up broke.*)
- Is that something we know will definitely happen? (*Yes.*)

Display or recreate the following T-Chart and ask students to copy it down:

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 eat too much candy, you get sick.

- What happens if you eat too much candy? (*You get sick.*)
- 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.*)

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

If (Condition)	Then (Consequence or Result)
If you eat too much candy	you get sick.

- Now imagine that you've only eaten a bit of candy. You're smart enough to know that you should stop eating after a few pieces, but it's just too tempting and delicious. Let's revise that sentence to show that you aren't sick yet, but it is likely that you will be if you keep eating all that candy.

Write the following sentence on the board:

If you eat too much candy, you will get sick.

- 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 forget about good nutrition, eat a whole bag of candy bars, and find yourself with a huge stomachache. Let's fill that in on the chart together.

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

If (Condition)	Then (Consequence or Result)
If you eat too much candy	you get sick.
If you eat too much candy	you will get sick.

- 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 ate too much candy, you would get sick.

💬 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* ate too much candy, I *think* you would get sick.

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

If (Condition)	Then (Consequence or Result)
If you eat too much candy	you get sick.
If you eat too much candy	you will get sick.
If you ate too much candy	you would get sick.

Rewrite the sentence on the board, adding the following words in brackets:

If you [ever] ate too much candy [at any point], [I think] you would get sick [at that point].

💬 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 eat way too much candy, and did get sick.

Write the following sentence on the board:

If you hadn't eaten too much candy, you wouldn't have gotten so sick.

💬 Here you're saying that *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 sick. You're just saying what you think might have happened if he or she hadn't eaten all of that candy.

💬 Let's fill this in on the T-Chart together.

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

The finished T-Chart should look like this:

If (Condition)	Then (Consequence or Result)
If you eat too much candy	you get sick.
If you eat too much candy	you will get sick.
If you ate too much candy	you would get sick.
If you hadn't eaten too much candy	you wouldn't have gotten so sick.

💬 Remember, when you write your sentences, add 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.

Hand out the **What If This Happened?** 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 creative responses for all those sentence starters in a tense that makes sense.
- 🗣 Great! You remembered that if the condition, or "if" part of the sentence, has the word "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 Joel hadn't skipped practice, the coach will be angry." But you need to show what would have happened if Joel *hadn't* skipped practice. Try that one again and I will come back in a moment to see how you did.

Without asking for volunteers, call on 1–3 students to share their answers. Confirm that they have completed the "what if" sentences using the correct verb tense.

Complete Response:

1. *If Marisol hadn't worn such tight shoes, she wouldn't have gotten blisters.*
 2. *If you hadn't thrown away the receipt, I could have returned the shoes that don't fit.*
 3. *If Mateo isn't careful with the paint, it will get all over the floor.*
 4. *If Joel hadn't skipped practice, the coach wouldn't be angry.*
 5. *If you look out the window, you can see that it's raining.*
-

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

Closing

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

- 🗣 **Raise your hand if you have any questions about how 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, 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 _____

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 José continues to tease Carmen, _____.

If José continues to tease Carmen, she will ignore him.

1. If Marisol hadn't worn such tight shoes, _____
_____.

2. If you hadn't thrown away the receipt, _____
_____.

3. If Mateo isn't careful with the paint, _____
_____.

4. If Joel hadn't skipped practice, _____
_____.

5. If you look out the window, _____
_____.

Finding and Fixing Verb Tense Inconsistencies

Overview

The students will practice identifying and fixing verb tense inconsistencies in sentences.

CCSS In This Lesson

Literacy.L.5.1.d Recognize and correct inappropriate shifts in verb tense.

BEFORE CLASS

Preparing for the Lesson

- ☐ Prepare to display the **Sample Sentences**.
- ☐ Make copies of the **Finding and Fixing Verb Tense Inconsistencies** worksheet, provided at the end of this lesson.
- ☐ Make copies of the following items, provided at the end of Lesson 9:
 - **Top 50 Irregular Verbs** chart
 - **Regular Verbs** chart

If you have not done so already, we highly recommend creating a permanent display of these charts, so they can remain posted for any drills or mini-lessons you do about verb tenses.

IN CLASS

Targeted Instruction—Finding and Fixing Verb Tense Inconsistencies

- Let's look at a sentence together and focus on the verbs in the sentence.

Write the following on the board:

During class, Jess raised her hand, jumped out of her seat, and drops her pencil.

- What are the verbs in the sentence? ("Raised," "jumped," and "drops.")
- Great. Let's review verb tenses for a moment, and then we'll come back to these verbs.

If you did Lesson 9, display and have students refer to their copies of the **Regular Verbs** chart and the **Top 50 Irregular Verbs** chart.

If you did not do Lesson 9, display and hand out the **Regular Verbs** chart and the **Top 50 Irregular Verbs** chart.

This lesson and subsequent drills focus on verbs in the simple past, present, and future tenses. If students practice finding and fixing verb tense inconsistencies, they should be able to apply this skill to any verb tense error they make, no matter what tense the sentence is written in—including the perfect and progressive tenses.

- ☞ Notice we have three verb tenses listed on the charts: past, present, and future. Generally speaking, you write in the tense that makes the most sense, and you keep the verb tense consistent. For example, if you were writing a paragraph about something that happened in the past, you'd use the past tense for all the verbs in that paragraph—that is, as long as you were still describing something that happened in the past. If you start describing something mid-paragraph that *will* happen, of course you need to change the verb tense to reflect that.
- ☞ Let's go back to our sample sentence. What tense is the verb "raised"? (*Past.*)
- ☞ What tense is the verb "jumped"? (*Past.*)
- ☞ Correct. And what tense is the verb "drops"? (*Present.*)
- ☞ This sentence contains a common error that writers make. It contains a verb with a different tense that sticks out because all the other verbs are the same tense—and it seems like the writer intended to put this action in the past, too.
- ☞ What tense are most of the verbs in? (*Past.*)
- ☞ Yes. And, the beginning of the sentence shows us a specific time period: "during class." So, "drops" jumps out as the error because it seems odd and inconsistent. Since most of the verbs are in the past tense, we can assume that the writer meant to write about something that happened in the past, "during class," but got careless and made a mistake with this one verb.
- ☞ Let's fix this sentence so that all the verbs are written in the past tense and the verb tense is consistent. How can we do that? (*We could change "drops" to "dropped," or we could change all the other verbs, so they are in the present tense, too.*)
- ☞ It's true, we could change all these verbs to the present tense. But, since most of the verbs in this sentence are in the past, let's go with what we think the writer intended.

Revise the sentence on the board so that "drops" is changed to "dropped":

During class, Jess raised her hand, jumped out of her seat, and dropped her pencil.

- ☞ If you make this kind of mistake in your own writing, it will be easy to decide how to make the verb tense consistent because you'll already know when the action happened and what tense you meant to use to describe it. You won't have to guess what the writer intended.
- ☞ Sometimes you'll want to write a sentence with two different verb tenses in it. Let me show you what I mean.

Write the following on the board:

When the pizza gets here, everyone will be happy.

- ☞ What are the verbs in this sentence? (*"Gets" and "will be."*)
- ☞ In what tense is "gets"? (*Present.*)

- 💬 In what tense is “will be”? (*Future.*)
- 💬 There is a word that indicates the timing of the arrival of the pizza in this sentence. What is that word? (*“When.”*)
- 💬 Correct. The word “when” tells us that the pizza *will* get here in the future, so the second verb “will be” is written in the future tense. It makes sense, and there’s nothing confusing about this sentence. We know that at some point, the pizza will arrive, and everyone will be happy.
- 💬 If you’re checking your own writing for verb tense consistency, don’t do it without thinking. Don’t just change all the verbs so they are the same tense, regardless of the meaning of the sentence. As we just saw, sometimes the verb tense *has to be* inconsistent because of the timing of the actions and the meaning of the sentence.
- 💬 You need to pay close attention to what it is you want to express and not just follow the “rule” that each verb must be in the same tense.
- 💬 Let’s look at some more sentences together. Pay close attention to the verb tense to see if there are any errors.

Post the **Sample Sentences**.

SAMPLE SENTENCES

1. After it spotted its prey, the frog stuck out its tongue and grabs the dragonfly.
2. I brought my guitar and play a song for everyone after they begged me to.
3. After you eat your lunch, you will eat dessert.
4. The truck beeped loudly and goes into reverse to pick up the trash.
5. She went to the movies, drank soda, and eats popcorn.


Read aloud each of the sample sentences. Without asking for volunteers, call on students to identify the verbs in each sentence. Underline the verbs.

- 💬 What are the tenses of the verbs in sentence 1? (*Past, past, and present.*)
- 💬 Is there a verb that sticks out as being the wrong tense to you? (*The verb “grabs.” Why is it wrong? (Because it’s in the present tense, while the other verbs in the sentence are in the past tense.)*)
- 💬 Since the majority of the verbs in this sentence are in the past tense, we can assume that this writer made an error in writing “grabs” in the present tense. What is the past tense of this verb? (*Grabbed.*)
- 💬 Excellent. I’m going to write “grabbed” above where I originally underlined “grabs.” This is now the correct form of the verb.

Ask the same questions and continue to follow this discussion for the rest of the sample sentences.

Answer Key:





1. After it spotted its prey, the frog stuck out its tongue and grabbed the dragonfly.
 2. I brought my guitar and played a song for everyone after they begged me to.
 3. After you eat your lunch, you will eat dessert.*
 4. The truck beeped loudly and went into reverse to pick up the trash.
 5. She went to the movies, drank soda, and ate popcorn.
- * This sentence is correct because the time word "after" indicates that eating lunch happens first and eating dessert will happen in the future.
-

 In your skill drill today, you will have the opportunity to check for verb tense consistency, as well as to fix any errors you find.

Skill Drill—Finding and Fixing Verb Tense Inconsistencies

Hand out the **Finding and Fixing Verb Tense Inconsistencies** worksheet.

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

-  You noticed the other verbs were written in the past tense, so you changed "waters" to "watered." Good decision.
-  I'm glad you noticed that the other verbs in sentence 5 are written in the present tense. It makes sense for you to change "refilled" to "refill."
-  Remember to fix the verb that you underlined as an error.
-  Right here, you wrote that this sentence is correct. Let me read it aloud to you to see if you can spot the error. "After the crocodile retreated, the elephant reaches its trunk into the lake for more water and quenched its thirst." Do you hear the error? (No.) Okay. Let's look at the tenses of the verbs. What tense are "retreated" and "quenched"? (Past.) That's right. That means the third verb "reaches" also needs to be changed to the past tense. Do that and I'll be back to check on you.

Answer Key:

1. Mrs. Carter dropped off her mail in the mailbox, waved to Edna, and ~~waters~~ ^{watered} her plants this morning.
 2. After the crocodile retreated, the elephant ~~reaches~~ ^{reached} its trunk into the lake for more water and quenched its thirst.
 3. If I see you take the keys after I tell you not to, I ~~was~~ ^{will be} mad at you.
 4. During the assembly, everyone laughed when he stood up and ~~drops~~ ^{dropped} his book loudly.
 5. If you plan on drinking more, you should rinse out the water pitcher before you ~~refilled~~ ^{refill} it.
 6. I grabbed my book bag, drank my juice, and ran to catch the bus.
-

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.

- 💬 **Great work finding and fixing the errors on the worksheet both as a class and then independently.**
- 💬 **I could tell you were engaged and trying your best on the worksheet. Some of you had questions for me as you worked. That's great. I'm glad you want to be successful and aren't afraid to ask questions when you need to.**

Close the lesson by asking if students have any lingering questions about verb tense consistency. Invite other students to respond to any questions if they think they know the answers, or answer the questions yourself.

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 more drills or mini-lessons regarding verb tense consistency, keep the following items posted:

- **Regular Verbs** chart
- **Top 50 Irregular Verbs** chart

Name _____

Date _____

Finding and Fixing Verb Tense Inconsistencies

Instructions

1. Read each sentence. If the sentence is written correctly, leave it as is.
2. If there is an error in the verb tense consistency, cross out the verb and write the correct form of the verb above it.

1. Mrs. Carter dropped off her mail in the mailbox, waved to Edna, and waters her plants this morning.
2. After the crocodile retreated, the elephant reaches its trunk into the lake for more water and quenched its thirst.
3. If I see you take the keys after I tell you not to, I was mad at you.
4. During the assembly, everyone laughed when he stood up and drops his book loudly.
5. If you plan on drinking more, you should rinse out the water pitcher before you refilled it.
6. I grabbed my book bag, drank my juice, and ran to catch the bus.

Skill Drill

11A

Finding and Fixing Verb Tense Inconsistencies

Overview

The students will practice finding and fixing verb tense inconsistencies in sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Finding and Fixing Verb Tense Inconsistencies** worksheet, provided at the end of this lesson.
- ☐ Provide each student with a sticky note to flag a writing response.
- ☐ Make sure the following items are still posted:
 - **Regular Verbs** chart
 - **Top 50 Irregular Verbs** chart

IN CLASS

Skill Drill—Finding and Fixing Verb Tense Inconsistencies

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 verb tense consistency in sentences?** *(You need to make sure that there aren't any verbs accidentally written in the wrong tense. Mistakes like that can distract readers and confuse them. They won't know when the action is taking place, and it just sounds wrong, funny, and all mixed up.)*
- 💬 **Why is verb tense consistency important for powerful writing?** *(If you change the tense of your verbs unnecessarily, your reader may have no idea when an action or event has happened or is happening. It can also be annoying and a turnoff to your reader to read a piece with tenses switching all over the place.)*

Hand out the **Finding and Fixing Verb Tense Inconsistencies** worksheet, and read the instructions aloud.

Hand out sticky notes.

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

- 💬 **I see that you noticed this error: "Drinks" should be "drank" in the first sentence because the other two verbs are written in the past tense. Good job.**

- 🗣️ I like that you fixed this sentence in your writing from “We was talking and Sarah laughs so hard she blew milk out her nose,” to “We were talking and Sarah laughed so hard she blew milk out her nose.”
- 🗣️ Remember to underline *and* fix the verb tense errors in your writing.
- 🗣️ Right here, you marked sentence 3 as correct. In what tense are most of the verbs in this sentence? (*Past.*) Which one is different from the rest? (*This one is in the present tense—“swim.”*) Change that verb so its tense matches the other verbs, and I’ll check back with you in a moment.

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

Answer Key:

1. *The kangaroo hopped across the grass, bent down, and drank water from the bucket at the zoo. (past)*
2. *When my aunt arrives, everyone will surprise her.*
3. *It is customary to remove your shoes and eat while kneeling on the floor in some traditional Japanese homes. (present)*

Writing responses will vary because students can revise in various ways to make the verb tense consistent.

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 verb tense consistency in sentences.**

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

AFTER CLASS

Check each 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. Look through students’ writing responses to find errors they have identified, and write a check mark next to those that have been successfully corrected.

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 verb tense consistency, keep the following items posted:

- **Regular Verbs** chart
- **Top 50 Irregular Verbs** chart

Name _____

Date _____

Finding and Fixing Verb Tense Inconsistencies

Instructions

1. Read each sentence. If the sentence is written correctly, leave it as is.
2. If there is an error in the verb tense consistency, rewrite the sentence correctly in the space provided.
3. In parentheses, write the new tense—past, present, or future—that you used to rewrite the sentence.

1. The kangaroo hopped across the grass, bent down, and drinks water from the bucket at the zoo.

_____ ()

2. When my aunt arrives, everyone will surprise her.

_____ ()

3. It is customary to remove your shoes and ate while kneeling on the floor in some traditional Japanese homes.

_____ ()

Go back to a recent writing response and find and fix any verb tense inconsistencies in it. Fix the sentences, and then place a sticky note on the entry.

Finding and Fixing Verb Tense Inconsistencies in a Paragraph

Overview

The students will practice finding and fixing verb tense inconsistencies within a paragraph.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Finding and Fixing Verb Tense Inconsistencies in a Paragraph** worksheet, provided at the end of this lesson.
- ☐ Have sticky notes on hand for students to flag a paragraph in a writing response that they will check for errors.
- ☐ Make sure the following items are still posted:
 - **Regular Verbs** chart
 - **Top 50 Irregular Verbs** chart

IN CLASS

Skill Drill—Finding and Fixing Verb Tense Inconsistencies 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.

- 💬 **Today, we're going to continue working on verb tense consistency, but this time in a paragraph.**
- 💬 **Could someone tell me what I mean by "verb tense consistency"? (Making sure the verbs you are using in your writing are in the tense they should be in.)**
- 💬 **Verb tense establishes the time of the action in your sentences. If you want to write about something happening in the past, you write in the past tense. The same is true for present and future tenses. Today, you're going to focus on finding errors—places where the writer made a mistake within a paragraph.**
- 💬 **Why is verb tense consistency important for powerful writing? (If you change the tense of your verbs unnecessarily, your reader may have no idea when an action or event takes place. It can confuse your reader if you switch your verb tense halfway through a paragraph without meaning to.)**

Hand out the **Finding and Fixing Verb Tense Inconsistencies in a Paragraph** 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 underlined “rises” and changed it to “rose.” I’m glad you noticed this error—“rises” is *not* in the past tense.
- 🗣️ I like that you noticed all the errors in this paragraph. I’m glad you went back and changed all the verbs to the past tense.
- 🗣️ Remember to underline the errors, *and* write the correct form of the verb on the line provided.
- 🗣️ What tense is most of the paragraph written in? (*Past.*) Yes, so that means if a verb is not written in the past tense, it is most likely an error. Reread the paragraph and underline the errors you find.

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

Answer Key:

It was just after 5:30 AM when the sun rises out of the eastern sky. The coyotes yips and howled. They must have caught something. I flashed back to the night my cat got out through the wiring on the gate. I wondered if the coyotes will scare him that night, too. The sun is so intense that I placed my hand over my eyes, like a salute. An eagle sailed over me as if he were signaling the start of the day. I reach behind me to close the door and sighed. I did not want to go for a run.

rose, yipped, were scaring, was, reached

Writing responses will vary. Confirm that students have fixed any verb tense consistency errors. If there aren’t any errors, make sure that they have bracketed a sentence and changed all the verbs in that sentence to a different tense.

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 verb tense consistency in a paragraph.**

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

AFTER CLASS

Check each worksheet 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.

If you plan to do more drills or mini-lessons regarding verb tense consistency, keep the following items posted:

- **Regular Verbs** chart
- **Top 50 Irregular Verbs** chart

Name _____

Date _____

Finding and Fixing Verb Tense Inconsistencies in a Paragraph

Instructions

1. Read the paragraph. Underline all verb tense errors.
2. Rewrite the incorrect verbs correctly in the space provided.

It was just after 5:30 AM when the sun rises out of the eastern sky. The coyotes yips and howled. They must have caught something. I flashed back to the night my cat got out through the wiring on the gate. I wondered if the coyotes will scare him that night, too. The sun is so intense that I placed my hand over my eyes, like a salute. An eagle sailed over me as if he were signaling the start of the day. I reach behind me to close the door and sighed. I did not want to go for a run.

Go back to a recent writing response and fix any verb inconsistencies you find in one paragraph.

Place a sticky note on the entry and bracket the paragraph in which you changed the verb tenses.

If there aren't any errors in the paragraph, practice the skill by bracketing a sentence and changing all the verbs in that sentence to a different tense. For example, change all the verbs from the past tense to the future tense.

Finding and Fixing Verb Tense Inconsistencies in a Multi-Paragraph Piece

Overview

The students will practice finding and fixing verb tense inconsistencies in a recent writing response or essay.

BEFORE CLASS

Preparing for the Lesson

- ☐ Have on hand sticky notes for students to flag a writing response. They will check the entry for errors.
- ☐ Make sure the following items are still posted:
 - Regular Verbs chart
 - Top 50 Irregular Verbs chart

IN CLASS

Skill Drill—Finding and Fixing Verb Tense Inconsistencies in a Multi-Paragraph Piece

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

- 💬 **Today we're going to continue working on verb tense consistency, but this time in a multi-paragraph piece, such as a writing response or essay.**
- 💬 **Could someone tell me what I mean by "verb tense consistency"? (Making sure the verbs you are using in your writing are consistent with the time frame you've established and there aren't any accidental shifts to another tense.)**
- 💬 **Why is verb tense consistency important for powerful writing? (If you change the tense of your verbs unnecessarily, your reader may have no idea when an action or event has happened or is happening. Your reader might stop reading if there are too many errors.)**

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



WHAT TO DO

1. Reread your writing response or essay.
2. Figure out when the action takes place in each sentence of your entry or essay.
3. Find and fix any verb tense inconsistencies in your entry or essay by crossing them out and writing the correct verb above them. If there aren't any errors, practice the skill by changing the verbs to a different tense in five sentences of your writing response or essay. For example, if all the verbs are in the present tense, change them to the future tense.
4. Flag the entry or essay with a sticky note.

Students may revise either a recent writing response or a past essay for this drill.

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

- 🗣️ I see that you circled “walk” and changed it to “walked.” That is the correct way to change this present tense verb to the past tense.
- 🗣️ I like that you noticed the errors you made with verb tense. I’m glad you went back to change all the verbs in that sentence to the past tense.
- 🗣️ Remember to read carefully and think about what verb tense is intended, rather than just going through and changing each verb to the same tense. Your sentences need to make sense.
- 🗣️ Most of your writing response is written in the past tense. Did you notice any errors? (No.) As I read over your shoulder right now, I do see an error. Please reread and make sure you use the past tense consistently.

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 verb tense consistency in a multi-paragraph writing response or essay.

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.

LESSON

12

Changing Verb Voice for a Different Impact

Overview


The students will identify the difference between the active and passive voices and practice changing verb voice for a different impact.

CCSS In This Lesson

- **Literacy.L.8.1.b** Form and use verbs in the active and passive voice.
- **Literacy.L.8.1.d** Recognize and correct inappropriate shifts in verb voice and mood.
- **Literacy.L.8.3.a** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Verb Voice** worksheet, provided at the end of this lesson.
- ☐ Prepare to display **Example Sentences 1**. 
- ☐ We highly recommend creating a permanent display of **Passive Voice Verb Forms** so that it can remain posted for any drills or mini-lessons you do regarding verb voice.

IN CLASS

Targeted Instruction—Defining Active and Passive Voice

Post the **Example Sentences 1** and read them aloud.



EXAMPLE SENTENCES 1

Active: The girl dropped her tray at lunch.

Passive: The tray at lunch was dropped by the girl.

- 💬 These sentences say the same thing, but give the information in two different ways. They use two different verb voices.
- 💬 What's the main verb in this sentence? (*Dropped.*)
- 💬 Take a moment to look at the verbs in these two sentences. They both have "dropped," but do you notice that one sentence contains "was" in front of "dropped"? (*Yes.*)
- 💬 Which one? (*The passive voice has "was" in front of "dropped."*)
- 💬 Great—you just noticed a key component of the active and passive verb voices. Active voice is shorter and more direct, because we don't need to wait to see who is doing the action. You can see right away who or what is doing the action.
- 💬 In the active sentence, the "doer" of the action comes first, so we know who or what is doing something, and then the verb shows the action.
- 💬 I'm going to write an "S" over *girl*, a "V" over *dropped*, and an "O" over *tray*: Subject-Verb-Object. That is the pattern of an active voice sentence. Subject first—"the girl"—did something—"dropped"—to something else—"the tray."
- 💬 Where is the "doer" in the passive voice sentence? (*At the end.*)
- 💬 Yes, let's look at the subject, verb and object here.
- 💬 What do you notice about how those key elements of the sentence—the subject, verb, and object—are presented in the passive voice? (*Well it's a bit confusing because the subject isn't doing the action here.*)
- 💬 Yes, the tray is now the first thing you read about, then the action of dropping, and finally the "doer" or "girl." Who or what is doing the action is now sort of lagging behind at the end of the sentence. It's no longer the subject. We have to wait till we get there to see who's doing the action.
- 💬 One clue that it's the passive voice is the word "by." But even if you don't see the word "by" in the sentence, if you can add it and the sentence still makes sense, then you see that something was done to the subject "tray" *by someone*, in this case, the "girl."
- 💬 What kind of impact does that have, and why do you think it's called the passive voice?

Accept a variety of responses from students.

- 💬 The passive voice is considered "weaker" compared to the active voice. It's grammatically correct, but it definitely slows down your reading and gives less "force" to the subject, which is now less important in the sentence.

Post **Passive Voice Verb Forms** and read it aloud.



PASSIVE VOICE VERB FORMS

The passive voice verb is formed with the verb “to be,” plus another verb written in the past participle form.

Past participles of regular verbs (such as “dropped” in the examples below) can have various endings, but they usually end in *-ed*, *-en*, or *-t*.

The verb “to be” can be written in the past, present, or future tense, as shown in the examples below, but to create the passive voice, those forms of “to be” are always paired with the past participle form of the other verb.

Examples of passive voice using the verb “drop”:

is dropped	was dropped
is being dropped	was being dropped
had been dropped	is going to be dropped
will be dropped	can be dropped
should be dropped	

- The passive voice is useful under certain circumstances; for example, when I do not want to place emphasis on the subject.

Write on the board:

A pencil was taken off my desk.

- In this circumstance, I might not know who took the pencil; or I know who took the pencil, but I don’t want to embarrass him or her. This is when the passive voice is useful.
- You will also see the passive voice used—or maybe you have used it yourself—when writing up a laboratory report in a science class. In that instance, you also do not want the emphasis on the subject, but rather on the process that was followed and what happened.

Write on the board:

The hypothesis was proven by the data and observations.

- Today we are going to practice identifying whether sentences are written in the active or passive voice. We will also practice changing sentences from one verb voice to another.

Post the **Example Sentences 2**.

EXAMPLE SENTENCES 2

The show was watched by millions of viewers.

The lion pounced on the gazelle.

Ask a student to read the first sentence aloud.

- 💬 **Is this sentence written in the active or passive voice? How do you know?**
(Passive, because it says “was watched” and it has “by millions of viewers,” and that’s the “doer,” which in this case is acting upon or doing something to the subject “show.”)
- 💬 **It is passive. How can we write this sentence using the active voice?** *(Millions of viewers watched the show.)*
- 💬 **For the most part, writing in the active voice is preferred because the reader knows right up front who or what is doing the action—it’s more direct and logical, and easier for most readers to understand right away. The passive voice is preferred if the person, place, or thing doing the action in the sentence is not really important, or if the writer wants to de-emphasize the action-taker.**
- 💬 **Let’s look at the second sentence.**

Ask a student to read the second sentence aloud.

- 💬 **Is this sentence written in active or passive voice, and how do you know?**
(It’s active. The “doer” of the action comes first. It follows the subject-verb-object pattern. It does not use a form of the verb “to be,” but just one verb—“pounced.”)
- 💬 **It is active. How can we write this sentence in the passive voice?** *(The gazelle was pounced on by the lion.)*

Skill Drill—Identifying Active or Passive Verb Voice

Hand out the **Verb Voice** worksheet and read aloud the instructions.

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

- 💬 **You have correctly identified all the sentences as active or passive.**
- 💬 **I like how you changed this sentence from the passive voice to the active voice by changing the word order and making the subject the “doer” of the action.**
- 💬 **Remember, the passive voice has a form of the verb “to be,” followed by another verb written in the past tense.**
- 💬 **You have correctly identified the sentence as passive, and you are right—there is no subject. You can add a subject to write the sentence in the active voice.**



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

Answer Key:

- | | |
|---|---------|
| 1. <i>The ducks paddled across the pond.</i> | Active |
| 2. <i>Maria grabbed the backpack.</i> | Active |
| 3. <i>The glass was placed on the table by the nurse.</i> | Passive |
| 4. <i>The ball was dropped by the tall player.</i> | Passive |
| 5. <i>The castle was invaded.</i> | Passive |
| 6. <i>The bus stopped to pick up the children.</i> | Active |
| <i>The nurse placed the glass on the table.</i> | |
| <i>The knights invaded the castle.</i> | |
| <i>The children were picked up by the bus.</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.

-  **Many of you were able to correctly identify the passive and active voice on the worksheet.**
-  **I'm glad that you all made an attempt to rewrite the sentences on the worksheet even if they challenged you a bit.**

As a closing activity, ask one student to share an active voice sentence. Ask another student to change the sentence to the passive voice. Write both sentences on the board and label them as active or passive.

AFTER CLASS

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

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

Keep the **Passive Voice Verb Forms** posted for whatever drills or mini-lessons you do regarding verb voice.

Name _____

Date _____

Verb Voice

Instructions

1. Identify the verb voice in each of the sentences below as “active” or “passive.”
2. Choose three sentences in which to change the verb voice from active to passive or from passive to active. Write the new sentences in the space provided below. In some cases, you may need to add a subject for the new sentences to make sense.

1. The ducks paddled across the pond. _____

2. Maria grabbed the backpack. _____

3. The glass was placed on the table by the nurse. _____

4. The ball was dropped by the tall player. _____

5. The castle was invaded. _____

6. The bus picked up the children. _____

Skill Drill

12A

Changing Verb Voice From Active to Passive

Overview

The students will practice changing verb voice from active to passive in given examples.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Changing Verb Voice From Active to Passive** worksheet, provided at the end of this lesson.
- ☐ Make sure that the **Passive Voice Verb Forms** is still posted.

IN CLASS

Skill Drill—Changing Verb Voice

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 active and passive verb voices?** *(Active voice is direct and often shorter. Passive voice is less direct. The subject is de-emphasized and sometimes not included at all.)*
- 💬 **Why is knowing the difference between active and passive voices important for powerful writing?** *(It's important to know when to be direct and use the active voice. The active voice is used when you want to be direct—it's usually the best choice. The passive voice is useful when you want to de-emphasize the subject.)*
- 💬 **Passive voice can be used when the subject is not as important as the action. For example, I might want to point out, "A mistake has been made," but I may not want to point out the person responsible for making the mistake. In this case, passive voice is appropriate.**
- 💬 **How do you form the passive verb voice?** *(You use a form of "to be," plus another verb in the past tense. The "doer" of the action follows the verb or sometimes it's left out of the sentence.)*
- 💬 **Today we are going to practice changing the verb voice from active to passive. When we manipulate sentences and compare the impact this kind of change has on the reader, it helps us become better writers. It also gives us a chance to practice identifying subjects, verbs, and objects, which helps us become more aware of the different parts of a sentence and how they relate to one another.**

Hand out the **Changing Verb Voice From Active to Passive** worksheet and read the instructions aloud.

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

- 🗨️ You correctly rewrote all the sentences in the passive voice. Good work.
- 🗨️ You correctly changed the order of the words in the sentence to show that the “doer” of the action comes after the verb or gets left out.
- 🗨️ Remember, in order to change the verb voice from active to passive, the verb needs to be a “double verb”: a form of “to be,” plus the verb.
- 🗨️ A good strategy is to find the “doer” of the action in the “active” sentence, and rewrite the sentence so it comes last, after the verb.

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

Complete Response:

The mailman was barked at by the dog.
After the argument, the stairs were stomped on by Jen.
The joke was laughed at by Marcus.
The chains and locks were escaped by the magician.
The opportunity to fly a plane was jumped at by him.

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 the verb voice from active to passive.**

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

AFTER CLASS

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

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

Name _____

Date _____

Changing Verb Voice From Active to Passive

Instructions

1. Rewrite each sentence in the passive voice. If necessary for clarity, add a subject to the sentence.
2. Place a check mark next to the version of each sentence that you like better.

The dog barked at the mailman.

Jen stomped up the stairs after the argument.

Marcus laughed at the joke.

The magician escaped from the chains and locks.

He jumped at the opportunity to fly a plane.

Changing Verb Voice From Passive to Active

Overview

The students will practice changing verb voice from passive to active in given examples.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Changing Verb Voice From Passive to Active** worksheet, provided at the end of this lesson.
- ☐ Make sure that the **Passive Voice Verb Forms** is still posted.

IN CLASS

Skill Drill—Changing Verb Voice

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 active and passive verb voices?** (*Active voice is direct and often shorter. It's clear, and the subject of the sentence comes first. Passive voice is less direct. The "doer" of the action is de-emphasized because it comes at the end of the sentence, and in some cases, it's not included at all.*)
- 💬 **Why is knowing the difference between active and passive voice important for powerful writing?** (*The active voice is used when you want to be direct—it's usually the best choice. The passive voice is useful when you want to de-emphasize the subject, or when the subject isn't important in the sentence.*)
- 💬 **That's right. You might not even want to name the "doer"—for example when you write a sentence like "an error was made," that avoids naming who made the error.**
- 💬 **Today we are going to practice changing the verb voice from passive to active. This is useful because most of the time you want your sentences in the active verb voice. Writing in the active voice makes your ideas direct and clear to your reader. They always know right up front who or what is doing the action—they don't have to wait to find out.**

Hand out the **Changing Verb Voice From Passive to Active** worksheet and read the instructions aloud.

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

- You correctly rewrote all the sentences in the active voice and added a subject when it was necessary. Good work.
- You correctly changed the order of the words in the sentence so the “doer” of the action came first.
- Remember, in order to change the verb voice from passive to active, the “doer” of the sentence needs to come first and the object needs to come last.
- You may need to add a subject for some of the sentences to make sense in the active form. Make sure all your sentences have a subject. I’ll check back with you to see if you are on the right track.

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

Complete Response:

The first-graders planted the school garden.
The tornado tore down the tree.
Mom spilled the milk.
Dad left the dirty pan in the sink.
The rainy weather ruined the 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 changing the verb voice from passive to active.**

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

AFTER CLASS

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

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

Name _____

Date _____

Changing Verb Voice From Passive to Active

Instructions

1. Rewrite each of the sentences below in the active voice in the space provided. If necessary for clarity, add a subject to the sentence.
2. Place a check mark next to the version of each sentence that you like better.

The school garden was planted by the first-graders.

The tree was torn down by the tornado.

The milk was spilled.

The dirty pan was left in the sink.

The game was ruined by the rainy weather.

Keeping Verb Voice Consistent Within a Sentence

Overview

The students will practice revising sentences with inappropriate verb voice shifts in order to make verb voice consistent.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Verb Voice Consistency** worksheet, provided at the end of this lesson.
- ☐ Make sure that the **Passive Voice Verb Forms** is still posted.

IN CLASS

Skill Drill—Keeping Verb Voice Consistent Within 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.

- 💬 **Could someone remind me what we learned about active and passive verb voices?** (*Active voice is direct and often shorter. When using passive voice, the emphasis isn't on the subject doing the action, so the subject is de-emphasized.*)
- 💬 **Why is knowing the difference between active and passive voices important for powerful writing?** (*It's important to know the different impact of each verb voice, so you can choose the verb voice that makes the kind of impact you want to have.*)
- 💬 **One thing we haven't discussed yet is the importance of keeping verb voice consistent within a sentence. If the first part of a sentence is written in the passive voice, you should keep that consistent in the second part of the sentence. And if the first part is active, you want the second part to be active too.**
- 💬 **Today we are going to practice making sure the verb voice is consistent within sentences.**
- 💬 **Remember, it's okay to use a different verb voice within a paragraph or essay, depending on the impact you want to have, but within a sentence, you want to have verb voice consistency. Otherwise the sentence can be confusing to read or will just sound awkward.**

- Let's look at some sentences with verb voice inconsistencies so you can see what I'm talking about.

Write the following on the board:

Inconsistent: Beautiful flowers were seen as she entered the garden.

- Notice that the verb in the first half of the sentence is in a different verb voice than the second verb. Is "were seen" passive or active? (*Passive.*)
- That's right. When we use the passive voice and the active voice in the same sentence, it's not always clear to the reader who is doing the action. Is "she" the one seeing the flowers? (*We're not sure who is seeing the flowers.*)

Bracket "were seen."

- And is "entered" passive or active? (*Active.*)

Bracket "entered."

Ask students if they can suggest how to write the sentence with both verbs in passive voice and then with both verbs in active voice. Write the following on the board:

Consistent: Beautiful flowers were seen as the garden was entered.

Consistent: She saw beautiful flowers as she entered the garden.

Hand out **Verb Voice Consistency** worksheet and read the instructions aloud.

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

- Great work changing the sentences into both active and passive verb voices.
- You changed the order of the words in the second part of this long sentence to make it active like the first part. Good work.
- Remember, to make the verb voice passive, you need "double verbs" for both verbs: a form of "to be," plus the verb.
- You want verb voice to be consistent—read this sentence and tell me if you see one part of it that is written in the passive verb voice. Look for the word "was." Now change it so it's active like the other part of the sentence. I'll be back in a minute to check in with you.

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

Complete Response:

- The beaker dropped and Ben spilled the liquid.*
The beaker was dropped and the liquid was spilled.
 - Sarah brought the cake and made lemonade.*
Cake was brought by Sarah and lemonade was made.
 - I opened the mail and John received a birthday card.*
The mail was opened and a birthday card was received by John.
-

Closing

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

- 🗨️ **Raise your hand if you have a question you want to ask about keeping verb voice consistent within a sentence.**

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

AFTER CLASS

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

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

Name _____

Date _____

Verb Voice Consistency

Instructions

The sentences below have verb voice inconsistencies. Rewrite the sentences in two ways in the space provided: active voice and passive voice.

1. The beaker was dropped and Ben spilled the liquid.

Active: _____

Passive: _____

2. Sarah brought the cake and lemonade was made.

Active: _____

Passive: _____

3. The mail was opened and John received a birthday card.

Active: _____

Passive: _____

LESSON

13

Changing Verb Moods for a Different Impact

Overview

The students will become familiar with using the indicative, subjunctive, and imperative verb moods, and will practice changing verb mood to make their writing more precise and expressive.

CCSS In This Lesson

- **Literacy.L.8.1.c** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- **Literacy.L.8.1.d** Recognize and correct inappropriate shifts in verb voice and mood.
- **Literacy.L.8.3.a** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Practice Writing in Subjunctive Mood** worksheet, provided at the end of this lesson.
- ☐ Prepare for students to work in pairs.
- ☐ We highly recommend creating a permanent display of the following definitions so that they can remain posted for any drills or mini-lessons you do regarding verb mood:
 - **Definition of the Mood of a Verb**
 - **Definition of the Indicative Mood**
 - **Definition of the Imperative Mood**
 - **Definition of the Subjunctive Mood**

IN CLASS

Targeted Instruction—Identifying and Changing Verb Mood

- 💬 Today we're going to look at how to write different forms of verbs to express ideas in sentences.
- 💬 First of all, who can remind us what a verb is? (*It's a word that shows action in a sentence.*)

Write the following sentence on the board:

Mildred caught the hula hoop.

- 💬 This sentence is stating a fact about Mildred. What did she do? (*She caught the hula hoop.*)
- 💬 That's right. What if you wanted to tell Mildred to do that action? How would you write that? (*Catch the hula hoop.*)

Write the revised sentence on the board, as in the following:

Catch the hula hoop.

- 💬 Without even knowing it, you just changed the *mood* of the verb.

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

DEFINITION OF THE MOOD OF A VERB

The mood of a verb expresses the writer's attitude about the action in the sentence. For example, the writer may express uncertainty, give a command, or state a fact.

Example:

If Federico **were** more confident, he **would dance** on television.

Write the following sentence on the board:

Nathalie's hair is straight.

- 💬 This sentence states a fact about Nathalie's hair. What does it tell us about her hair? (*It's straight.*)
- 💬 Okay. Let's come up with some new sentences that state a different fact about Nathalie's hair.

Without asking for volunteers, call on two or three students and write their suggestions on the board. Your list should look something like this:

Nathalie's hair is curly.

Nathalie's hair is frizzy.

Nathalie's hair is a little bit wavy.

Nathalie's hair is short and spiky.

- 💬 Great. Sentences like these—that express a fact or describe something happening—are in the indicative mood.

Post the **Definition of the Indicative Mood** and read it aloud.



DEFINITION OF THE INDICATIVE MOOD

The indicative mood expresses something factual, describes something happening, or asks a question.

Examples:

Federico **danced** under the bright lights.

Did Federico **dance** under the bright lights?

Write the following sentences on the board and read them aloud:

Fernando erases the board.

Jillian rides the bus.

- 🗨️ These sentences also state a fact or describe something. Now tell me how we would revise these two sentences to give commands or orders.

Write student suggestions on the board as follows. Your sentences should look something like this:

Erase the board.

Ride the bus!

- 🗨️ Yes. Now these are commands. What did we leave out of these sentences? Here's a hint: there's no "who or what" named here. (*The subject.*)
- 🗨️ That's right. When you write a sentence as a command, you use the imperative mood, and the subject is often left out because it's understood.
- 🗨️ You could say, "Hey, you, yeah, you there, erase the board!" Or, "You—ride the bus!" But we don't normally write or say "you" when we give a command. It's not necessary. If Fernando is at the board and I say, "Erase the board," he knows I'm telling him to do the action, so I don't need to use his name.

Post the **Definition of the Imperative Mood** and read it aloud.



DEFINITION OF THE IMPERATIVE MOOD

The imperative mood expresses a command or gives an order.

Example:

Dance with me.

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

I wish my dog were purple. (but he's not)

- 🗨️ What's the mood in this sentence? Is it expressing a command or stating a fact about my dog? (*No. It's a wish.*)
- 🗨️ You're right. The sentence expresses something contrary to fact—a wish. I wish that my dog were purple. Wouldn't that be cool! But he isn't. He's brown.

Post the **Definition of the Subjunctive Mood** and read it aloud.



DEFINITION OF THE SUBJUNCTIVE MOOD

The subjunctive mood expresses uncertainty, a wish, regret, or something contrary to fact.

Example:

If Federico **were** more confident, he would dance on television.

- So the subjunctive mood expresses something that's uncertain, or a wish, a regret, or something that's contrary to fact. Let's look another sentence in the subjunctive.

Write the following sentence on the board:

Nathalie wishes her hair were curly. (but it's not)

- We can test out sentences to see if we are expressing something in the subjunctive by adding "but it's not."
- Let's look at the form of the verb "to be." You can see that I wrote, "were," instead of "was." When you use the subjunctive, "was" becomes "were."
- When you use the "were" form like that, it shows that something is contrary to reality. Something you *wish* were real or true, but it's not.

Write the following sentences on the board:

Stefan wishes that he was better at karate.

If I was shorter, I'd be a gymnast.

Call on students to come up to the board and apply the "but it's not" test to the sentences to see if they are written in the subjunctive mood. Be sure to explain that they can change the pronoun if need be (but ~~he's~~ not; but *I'm* not). Once they determine that the sentences are written in the subjunctive, have them cross out "was" and replace it with "were" in both sentences. Your finished sentences should look like this:

Stefan wishes that he ~~was~~ better at karate. (but he's not)

If I ~~was~~ shorter, I'd be a gymnast. (but I'm not)

Write the following sentences on the board, underline "uses" and "use" as shown, and read the sentences aloud:

Nathalie uses conditioner every day.

The hairstylist suggested that Nathalie use conditioner every day. (but right now she doesn't)

- The first sentence is your regular old indicative mood, stating a fact. Nathalie uses conditioner every day.
- In the second sentence, her hairdresser suggested that she use it every day, but right now she doesn't. The use of the subjunctive mood here tells us that Nathalie doesn't currently use conditioner every day.

What do you notice about the verb “use” in these sentences? (*The first one has an “s” on it.*)

That’s right. In sentences like these that express something contrary to fact, the form of the verb changes.

Write the following sentence on the board, underline the verb as shown, and read the sentence aloud:

If Dina were class president, she would give out free pizza.

Is Dina, in fact, class president? (*No, she isn’t.*)

This is written in the subjunctive mood to show something contrary to fact—something wished for or imagined.

Have students get into their assigned pairs.

Post the **Sentence Starters**.

I’d like you to work with a partner to brainstorm three more sentences that express something contrary to fact—something you might wish for or imagine. You can use these sentence starters to help.

SENTENCE STARTERS

Tino wishes he were _____, so he could _____.

If I were _____, I would _____.

If it were _____, then it would _____.

Give students 3–4 minutes to write their sentences. Then, without asking for volunteers, call on one or two students to share their sentences. You can add the “but it’s not” as shown to help reinforce the “contrary to fact” concept.

Possible Student Responses:

Tino wishes he were taller so he could reach the top shelf. (but he’s not)

If I were fluent in Portuguese, I would move to Brazil. (but I’m not)

If it were colder, then it would be better for ice-skating. (but it’s not)

Yes, these are good examples. We use the subjunctive to express an idea that is contrary to fact.

Skill Drill—Practice Writing in Subjunctive Mood

Hand out the **Practice Writing in Subjunctive Mood** worksheet.

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

Yes! All your sentences show that something is contrary to fact or expresses a wish.

- 💬 You're right. When you write in the subjunctive, you need to change the "was" to "were."
- 💬 Remember, you can use the "but it's not" test to decide if a sentence is expressing something contrary to fact and needs the subjunctive.
- 💬 In this sentence, you wrote, "If I was taller, I could reach the top cabinet in the kitchen." This is one of those "but I'm not" sentences, and you need to change "was" to "were." Change that, and I'll be back in a moment to see how you did.

Without calling on volunteers, ask 1–3 students to share one of their sentences. Confirm that they have written sentences that express a wish or something contrary to fact and that they've used "were."

Complete Response:

1. *I wish I were faster, so I could win the bike race.*
 2. *If you were friendlier, we would invite you to our house.*
 3. *If it were sunny, she would go to the beach with her friends.*
 4. *If you were honest, you might tell me you don't like my new shoes.*
 5. *Diego wishes that he were able to draw cartoon characters.*
-

Answers will vary. Confirm that students have written sentences in the subjunctive mood, expressing a wish or something contrary to fact. Verify that students have used "were" rather than "was" to write in the subjunctive.

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 many of you were able to write sentences in the subjunctive mood to express an idea that is contrary to fact.
- 💬 I know that some of you struggled today, but we will practice some more with using the subjunctive.

AFTER CLASS

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

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

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

- **Definition of the Mood of a Verb**
- **Definition of the Indicative Mood**
- **Definition of the Imperative Mood**
- **Definition of the Subjunctive Mood**

Name _____

Date _____

Practice Writing in Subjunctive Mood

Instructions

1. Complete the sentence starters to write sentences in the subjunctive mood, expressing a wish or something contrary to fact.
2. Use the verb “to be” and remember to change “was” to “were” to write in the subjunctive.

Example: If I _____, I could _____.

If I were older, I could get my driver's license.

1. I wish _____, so I could _____.
2. If you _____, we would _____.
3. If it _____, she would _____.
4. If you _____, you might _____.
5. Diego wishes that _____.

Changing Verb Mood—Imperative and Indicative

Overview

The students will practice changing verb mood between the imperative and indicative in a variety of sentences.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure that the following items are still posted:
 - Definition of the Mood of a Verb
 - Definition of the Indicative Mood
 - Definition of the Imperative Mood
 - Definition of the Subjunctive Mood

IN CLASS

Skill Drill—Changing Verb Mood: Indicative and Imperative

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.

- 💬 A writer can express a *command*, a *wish*, or *something that's contrary to fact* by changing the mood of a verb.
- 💬 Let's look at the difference between writing in the indicative and writing in the imperative.

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

SAMPLE SENTENCES

1. Don't drink from the milk container.
2. Everyone is happier when Malcolm minds his own business.
3. Lend me your sneakers.
4. Why do Trey and Marta keep texting each other?
5. Spike, come over here.

- We're going to look at the verb moods in the sample sentences, and then we're going to create a chart to change them. What two moods or attitudes do we see in these sentences? *(They state a fact, ask a question, or give a command.)*
- That's right. So now draw a big T-Chart on your piece of paper and write "Indicative—States a Fact" as the header on the left, and "Imperative—Expresses a Command" as the header on the right.

If necessary, draw a T-Chart on the board to model what students should draw for their own use.

Tell your students to take the five sentences and write them under the correct category. Give them three or four minutes to do this.

The charts should look something like this. Verify that they have written their sentences under the correct category.

Indicative—States a Fact	Imperative—Expresses a Command
Everyone is happier when Malcolm minds his own business.	Don't drink from the milk container.
Why do Trey and Marta keep texting each other?	Lend me your sneakers.
	Spike, come over here.

- All right, so now that you've identified which sentences state a fact or ask a question and which ones give a command. Now, we'll practice changing the mood of those sentences.
- Take a few minutes and fill in the rest of the chart so that you've changed the mood of each sentence. Now, you should have five sentences under each heading.

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

- I see you've finished filling in the chart correctly with five sentences that state facts and five that give a command.
- Yes. You're right that you don't need to include the person's name when writing a command.
- Remember, when you change the mood from stating a fact or asking a question to giving a command, you need to write it like you're talking to someone directly, telling him or her what to do.
- Right here, you wrote: "I wish you wouldn't drink from the milk container." But this doesn't state a fact. It's written in the subjunctive mood, which is the mood that expresses something contrary to fact, like a wish. Try writing it to express something that is true, or a fact. I'll be back in a moment to see how you did.

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

Complete Response:

Indicative—States a Fact	Imperative—Expresses a Command
It's gross when you drink from the milk container.	Don't drink from the milk container.
Everyone is happier when Malcolm minds his own business.	Mind your own business.
It's kind of you to lend me your sneakers.	Lend me your sneakers.
Why do Trey and Marta keep texting each other?	Quit texting each other.
Spike needs to come over here and join the group.	Spike, come over here.

Student responses will vary. Verify that each student has correctly written five indicative sentences and five imperative sentences in the chart.

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 indicative or imperative verb moods.**

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.

Changing Verb Mood—Indicative and Subjunctive

Overview

The students will practice changing verb mood from the indicative to the subjunctive in a variety of sentences in order to gain confidence in writing in the subjunctive.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Writing in the Subjunctive** worksheet, provided at the end of this lesson.
- ☐ Prepare to display **Three Verb Moods**.
- ☐ Make sure that the following items are still posted:
 - **Definition of the Mood of a Verb**
 - **Definition of the Indicative Mood**
 - **Definition of the Imperative Mood**
 - **Definition of the Subjunctive Mood**

IN CLASS

Skill Drill—Changing Verb Mood: Indicative and Subjunctive

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.

- 💬 **The more comfortable you become with using different verb moods like the subjunctive, the better. You can be very precise in what you want to express so that your readers don't get confused about what you mean.**

Post **Three Verb Moods**, and read it aloud.

THREE VERB MOODS

Be nice!	Imperative Mood
He was nice.	Indicative Mood
I wish he ^{were} was nice.	Subjunctive Mood
I wish he ^{were} was nice. (but he's not)	

Write the following sentence on the board.

Miquel isn't very nice to people.

💬 **What mood is this sentence written in—indicative or subjunctive?** (*Indicative.*)

💬 **How do you know?** (*It's just stating a fact about Miquel.*)

Call on students until you get a correct answer, and then explain that the sentence is written in the indicative mood. Review the **Definition of the Indicative Mood** if you feel it's helpful.

Write the following sentence on the board.

If Miquel were nicer to people, he would have more friends. (but he isn't)

💬 **What mood is this written in?**

Call on students until you get a correct answer, and then explain that the sentence is written in the subjunctive mood because it expresses something contrary to fact. Have students use the “but it's not” test or review the **Definition of the Subjunctive Mood** if you feel it's helpful.

💬 **Now let's look at the difference between the indicative and the subjunctive moods.**

Write the following sentences on the board, underlining “listening” and “listen.”

Natasha is listening to her favorite song.

Katarina suggested that Natasha listen to her favorite song. (but she isn't)

💬 **Which sentence is written in the subjunctive mood?**

Listen to student responses and then explain how the writer implies that Natasha is not already listening to her favorite song.

Draw attention to the fact that the verb is conjugated differently in the subjunctive sentence.

Hand out **Writing in the Subjunctive** and read the instructions aloud.

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

💬 **I see you wrote two different possibilities for that sentence. That's great practice.**

💬 **I like that you underlined the verbs to show that you paid attention to the verb forms when you changed the mood.**

💬 **Remember, you can use the “but it's not/but it isn't” test to decide if a sentence is expressing something contrary to fact and needs the subjunctive.**

💬 **Right here, you're expressing a wish or desire, but you need to change the verb from “was” to “were” when you write in the subjunctive. Change that, and I'll be back to read what you've written.**

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



If a student writes a grammatically correct sentence in response to a prompt, but does not use the intended mood, do not mark his or her answer incorrect. It's possible to respond without using the intended mood.

Complete Response:

1. *I wish* _____. (*but it's not*)
I wish my house were rainbow striped.
 2. *My best friend wishes* _____. (*but it's not*)
My best friend wishes her room were bigger.
 3. *I suggest* _____. (*but he/she doesn't*)
I suggest that Jake share his cookies with everyone.
 4. *I suggest* _____. (*but he/she never does*)
I suggest that Melanie dress in more festive colors for holiday parties.
 5. *I wish* _____. (*but it isn't*)
I wish summer were longer.
-

Closing

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

-  **Raise your hand if you used the “but it's not/but it isn't” trick to determine if a sentence is expressing something contrary to fact.**
-  **Raise your hand if you have a question you want to ask about using the subjunctive mood and when you need to change “was” to “were.”**

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 _____

Writing in the Subjunctive

Instructions

Complete the sentence using the subjunctive.

Example: Complete the sentence using the subjunctive to express a wish Mei Ling has.

Mei Ling wishes _____. (but it's not)

Mei Ling wishes it were easier to juggle. (but it's not)

1. Complete the sentence using the subjunctive to express a wish you have.

I wish _____. (but it's not)

2. Complete the sentence using the subjunctive to express a wish your best friend has.

My best friend wishes _____. (but it's not)

3. Complete the sentence using the subjunctive to suggest that someone do something he or she is not already doing.

I suggest _____. (but he/she doesn't)

4. Complete the sentence using the subjunctive to suggest that someone do something he or she never does.

I suggest _____. (but he/she never does)

5. Complete the sentence using the subjunctive to express a wish you have about something.

I wish _____. (but it isn't)

Skill Drill

13c

Changing Verb Mood—Subjunctive to Imperative

Overview

The students will practice changing verb mood from the subjunctive to the imperative in a variety of sentences in order to express a command.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Changing Verb Mood: Subjunctive to Imperative** worksheet, provided at the end of this lesson.
- ☐ Make sure the following items are still posted:
 - Definition of the Mood of a Verb
 - Definition of the Indicative Mood
 - Definition of the Imperative Mood
 - Definition of the Subjunctive Mood
 - Three Verb Moods

IN CLASS

Skill Drill—Changing Verb Mood: Subjunctive to Imperative

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 **Three Verb Moods** to remind students what they have learned.

THREE VERB MOODS

Be nice!	Imperative Mood
He was nice.	Indicative Mood
I wish he ^{were} was nice.	Subjunctive Mood
I wish he ^{were} was nice. (but he's not)	

- 💬 What do you use the indicative mood for? (To state facts.)
- 💬 How about the imperative mood? (To give a command.)
- 💬 What about the subjunctive mood? (To express something you wish, or something that is contrary to fact—something that isn't real.)

Write the following sentence on the board:

I suggested that Tobey take the day off.

- 💬 **What mood is this sentence?** (*It's the subjunctive.*)
- 💬 **That's right. So, do we know for certain that Tobey has taken the day off?** (*No.*)
- 💬 **Right. It's a suggestion. But what if we wanted to make the suggestion a command and tell Tobey he *must* take the day off—how would we write that?**

Call on one or two volunteers. Write student suggestions on the board, and read them aloud for the class. Your list should look something like this:

Take the day off!

Tobey, take the day off.

Stay home today.

- 💬 **Exactly. You've given Tobey a command or told him what to do.**
- 💬 **Let's try another example.**

Write the following sentence on the board:

Stop playing that video game.

- 💬 **What's the mood in this sentence? Is it stating a fact, making a suggestion, or giving a command?** (*It's imperative. It's giving a command.*)
- 💬 **That's right. It's definitely giving a command or telling you what to do.**
- 💬 **How would we revise it so it makes a suggestion or expresses a wish or desire?**

Call on two or three volunteers, and write their suggestions on the board. Your list should look something like this:

I wish that you would stop playing that video game.

If I were you, I'd stop playing that video game.

His mother insisted that he stop playing the video game.

- 💬 **All right. I think you've got the right idea. Remember that when you use the subjunctive and you see the verb "was," you change "was" to "were."**

Hand out **Changing Verb Mood: Subjunctive to Imperative** and read the instructions aloud.

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

- 💬 **Yes. I see you used the correct verb mood in all of those sentences.**
- 💬 **I like how you remembered to change "was" to "were."**
- 💬 **Remember, when you change the mood from giving an order to expressing a wish or making a suggestion, the verb form might change, too.**

- 🗣️ **Right here, you wrote “I like creepy stories.” This is in the indicative mood—it just states a fact. Rewrite it so that you’re expressing a wish or desire. Hint: Use the verb “wish” in your sentence. I’ll be back in a moment to check on you.**

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

Make sure students write in the imperative mood to show that the new sentence is a command.

Complete Response:

1. *I suggest you don’t eat that rotten pear.*
Don’t eat that rotten pear.
 2. *I wish it were illegal to spit.*
Stop spitting!
 3. *It would be wise if you were to leave room for dessert.*
Stop eating and leave room for dessert.
 4. *I wish you were nicer and wouldn’t gossip, Tabitha.*
Quit gossiping about everyone!
 5. *Jada suggested that Lily wear the green and blue dress.*
Wear the green and blue dress tonight.
 6. *I wish you were here sitting next to me.*
Come over here and sit with me.
-

Closing

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

- 🗣️ **It’s great that most of you were able to change those sentences to express a command.**
- 🗣️ **Raise your hand if you have a question you want to ask about the imperative or subjunctive verb moods.**

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 _____

Changing Verb Mood: Subjunctive to Imperative

Instructions

1. Read the sentences below.
2. Change the verb mood in each sentence to make it a command.

Example: If I were you, I wouldn't chew with my mouth open.
Stop chewing with your mouth open!

1. I suggest you don't eat that rotten pear.

2. I wish it were illegal to spit.

3. It would be wise if you were to leave room for dessert.

4. I wish you were nicer and wouldn't gossip, Tabitha.

5. Jada suggested that Lily wear the green and blue dress.

6. I wish you were here sitting next to me.

Skill Drill

13D

Keeping Verb Moods Consistent

Overview

The students will practice keeping verb moods consistent in their writing.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Keeping Verb Mood Consistent** worksheet, provided at the end of this lesson.
- ☐ Make sure the following items are still posted:
 - Definition of the Mood of a Verb
 - Definition of the Indicative Mood
 - Definition of the Imperative Mood
 - Definition of the Subjunctive Mood
 - Three Verb Moods

IN CLASS

Skill Drill—Keeping Verb Mood Consistent

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

- 💬 Today we're going to focus on staying in the same verb mood in our writing, so we don't confuse our readers.

Write the following sentence on the board, underlining the verbs as shown.


Crack two eggs and add them to the mix.

- 💬 What's the mood in this sentence? Is it expressing a wish, giving a command, stating a fact, or asking a question? (*It's telling you what to do, so it's a command.*)
- 💬 That's right. Now let's change this sentence slightly, and let's see what happens.

Write the following sentence on the board, underlining the verbs as shown:


Crack two eggs and then you should add them to the mix.

- 💬 What's the mood in this sentence? Is it expressing a wish, giving a command, stating a fact, or asking a question? (*It seems to give a command in the first part, but I'm not sure about the second part.*)
- 💬 Yes, that's what happens when you don't use the same mood in your writing. The reader can still understand the meaning, but it makes what you are trying to say less clear and concise.

 **What's one way to fix this sentence?**


Ask a volunteer to come up to the board and fix the sentence.


Make sure the student takes out “then you should.”

 **That works. Let's look at another example.**

Write the following sentence on the board:


Count to 10 and if you still feel upset, if I were you I would go running.


 **What happens in this sentence? Is it the same mood throughout the sentence?** *(I don't think so, but it's not clear.)*

 **Can someone come up and revise it to make the mood clear and precise?**

Ask a volunteer to come up to the board and revise the sentence. The revised sentence should look like this:


Count to 10 and if you still feel upset, go running.


 **Okay. Is this a better sentence now? Is it clear?** *(Yes. Now, it's giving two commands, and it's easy to understand.)*


 **You're right. Let's try one more example.**

Write the following sentences on the board, underlining the verbs as shown.

The kung fu instructor insisted that she try a front kick and lifts her hands over her head.


 **What happens in this sentence? Is it the same mood throughout the sentence?** *(I'm not sure, but it seems like the teacher is making a request.)*

 **Yes, it's like a request, but it's stronger than that. It's really a requirement. But, it's still the subjunctive here.**

 **Can someone come up to the board and help me revise the sentence so it's consistent with the mood of “try”?**

Ask a volunteer to come up and revise the sentence. The revised sentence should look like this:

The kung fu instructor insisted that she try a front kick and lift her hands over her head.

 **You've got it. You need to keep the verb mood, and therefore the verb form, the same for clear and precise writing. Changing a verb mood in the middle of a sentence is like changing your mood from happy to sad in the blink of an eye—it confuses your reader.**

Hand out **Keeping Verb Mood Consistent** and read the instructions aloud.

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

 **I see you made the verb mood consistent in all the sentences.**

- ☞ Yes. You're right. You can choose to make the third one a suggestion or a command, and it will still make sense.
- ☞ Remember that when the verb mood expresses something contrary to fact, like a wish, desire, or suggestion, you have to change the verb form.
- ☞ Right here, you wrote: "You should chop, you should dice, and you should sauté all the vegetables." Try using just the action verbs and making it a command. This way, your meaning will be clear to the reader. I'll be back in a moment to see how you did.

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

Verify that students have maintained verb mood consistency in each sentence and that the verb forms are correct in each one.

Complete Response:

1. *Remember to chop, dice and you should sauté all the vegetables.*
Remember to chop, dice, and sauté all the vegetables.
2. *Rachel suggested that he calls his friend.*
Rachel suggested that he call his friend.
3. *Stop yelling at me and then you might want to calm down a bit.*
Stop yelling at me and calm down.
4. *She wishes she were able to speak Chinese and reads Spanish.*
She wishes she were able to speak Chinese and read Spanish.
5. *Please make me some toast and then I asked her to pass me the jelly.*
Please make me some toast and pass the jelly.

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 verb mood consistency.**

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 _____

Keeping Verb Mood Consistent

Instructions

1. Read each sentence.
2. Rewrite each sentence so the mood is consistent.

Example: He suggested that she be more assertive but stays polite.

He suggested that she be more assertive but stay polite.

1. Remember to chop, dice and you should sauté all the vegetables.

2. Rachel suggested that he calls his friend.

3. Stop yelling at me and then you might want to calm down a bit.

4. She wishes she were able to speak Chinese and reads Spanish.

5. Please make me some toast and then I asked her to pass me the jelly.

UNIT 4:

Punctuation

IN THIS UNIT

- **Lesson 14: Reviewing, Finding, and Fixing Comma Errors With Adjectives**
 - Skill Drill 14A: Reviewing Punctuating Sentences With Multiple Adjectives
 - Skill Drill 14B: Reviewing Using Commas in Sentences to Separate a List of Items
- **Lesson 15: Reviewing Using Apostrophes Correctly**
 - Skill Drill 15A: Using Apostrophes in Contractions—Fixing Errors
 - Skill Drill 15B: Using Apostrophes to Show Possession
 - Skill Drill 15C: Using Apostrophes to Show Possession—Finding and Fixing Errors
 - Skill Drill 15D: Using Apostrophes to Show Possession
- **Lesson 16: Punctuating and Formatting Block Quotes**
 - Skill Drill 16A: Punctuating and Formatting Block Quotes

Reviewing, Finding, and Fixing Comma Errors With Adjectives

Overview

The students will review finding and fixing comma errors with adjectives in sentences.

CCSS In This Lesson

- **Literacy.L.5.2.a** Use punctuation to separate items in a series.
- **Literacy.L.7.2.a** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Finding and Fixing Comma Errors** worksheet, provided at the end of this lesson.
- ☐ We highly recommend creating a permanent display of the **Rule for Commas Between Adjectives** so that it can remain posted for any drills or mini-lessons you do regarding comma errors.

IN CLASS

Targeted Instruction—Reviewing, Finding, and Fixing Comma Errors

- 💬 In a previous lesson, we learned that when you have two adjectives in a row, sometimes you need to put a comma between them, and sometimes you don't. Today we'll review how that works and practice fixing comma errors.

Write the following sentence on the board:

Jia Li touched the rough, faded fabric of her jeans.

Underline “rough” and “faded” with wavy lines and point out the comma between them.

- 💬 What are “rough” and “faded” describing? (*The fabric.*)
- 💬 Remember, the way you figure out when to use a comma between two adjectives in a row is to follow this rule: If you can switch the order of the adjectives, or put an “and” or “but” between them, 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.

SAMPLE SENTENCES

1. Samantha dazzled everyone with her colorful, lifelike painting.
2. The stench of the green, moldy cheese invaded the air.
3. The sinking ship disappeared from view under the choppy, frigid waters.

💬 In these sentences, can you write “and” or “but” between the adjectives and still have a sentence that makes sense? Let’s test it out verbally and see.

Read the sentences aloud, placing an “and” between adjectives:

- 💬 Samantha dazzled everyone with her colorful *and* lifelike painting.
- 💬 The stench of the green *and* moldy cheese invaded the air.
- 💬 The sinking ship disappeared from view under the choppy *and* frigid waters.

Ask students to affirm that the sentences still make sense.

- 💬 Since you can put “and” between each of the adjectives, and the sentence still makes sense, the comma is necessary.
- 💬 There’s one other “test” for whether you should use a comma. If you can change the order of the adjectives without changing the meaning of the sentence, the commas are necessary.

Read the sentences aloud again, this time only switching the order of adjectives:

- 💬 Samantha dazzled everyone with her *lifelike, colorful* painting.
- 💬 The stench of the *moldy, green* cheese invaded the air.
- 💬 The sinking ship disappeared under the *frigid, choppy* waters.

Ask students to affirm that the meaning of the sentences is unchanged.

- 💬 Here’s an example of a sentence where you shouldn’t use a comma between the two adjectives.

Write the following sentence on the board.

The four gigantic raccoons chased each other through the woods.

Call on students to “test” the sentence using the strategies you have just demonstrated: reading aloud with “and” between adjectives and flipping the order of adjectives.

Possible Student Responses:

The four and gigantic raccoons chased each other through the woods.

The four but gigantic raccoons chased each other through the woods.

The gigantic four raccoons chased each other through the woods.

After each student has read aloud, pause to have the class affirm that since the sentence “failed” the test, there is no comma needed between the adjectives “four” and “gigantic.”

- 💬 If you can’t add “and” or “but” in between, or switch the order of the adjectives, then you should *not* put a comma between the adjectives.

Skill Drill—Finding and Fixing Comma Errors

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

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

- 💬 Yes! You’re right. You can add “and” and “but” between those adjectives, so you need the two commas.
- 💬 Great, you added all of the commas where they belong.
- 💬 Remember that if you can’t switch the order of the adjectives without ruining the sentence, you don’t need commas.
- 💬 Right here, you added a comma between “two” and “gigantic,” but if you cannot add “but” or “and” between the adjectives or switch their order in the sentence, you don’t need a comma. Finish the rest and I’ll be back in a moment to see how you did.

Without asking for volunteers, call on 1–3 students to share their sentences. Confirm that they have correctly used commas in all of the sentences.

Complete Response:

1. *The long, green, leafy branches were covered with creepy, crawling, red bugs.*
 2. *Daria’s long, painted nails scraped along the dusty chalkboard.*
 3. *The blaring, continuous ring of her cell phone annoyed everyone on the train.*
 4. *Two gigantic spiders crept along the wall.*
 5. *We stayed home and baked three huge batches of cookies since it was a dreary, gray afternoon.*
-

Closing

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

- 💬 I'm impressed at how most of you were able to find the comma errors in those sentences.
- 💬 It was great how many of you remembered to "test" out the sentences by writing "and" or "but" or switching the order of the adjectives to decide if you should add commas.

AFTER CLASS

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

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

Keep the **Rule for Commas Between Adjectives** posted for whatever drills or mini-lessons you do regarding comma errors.

Name _____

Date _____

Finding and Fixing Comma Errors

Instructions

1. Read each sentence and underline the adjectives.
2. Add commas between adjectives wherever they are necessary. If you don't think a comma is necessary, don't put one in.
3. Circle the commas you add to the sentences.

Examples:

The smell of the warm fruity pies filled the kitchen.

The two frosted windows prevented us from seeing inside the basement.

1. The long green leafy branches were covered with creepy crawling red bugs.

2. Daria's long painted nails scraped along the dusty chalkboard.

3. The blaring continuous ring of her cell phone annoyed everyone on the train.

4. Two gigantic spiders crept along the wall.

5. We stayed home and baked three huge batches of cookies since it was a dreary gray afternoon.

Reviewing Punctuating Sentences With Multiple Adjectives

Overview

The students will practice writing and punctuating sentences with multiple adjectives.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure that the **Rule for Commas Between Adjectives** is still posted.

IN CLASS

Skill Drill—Practice Writing and Punctuating Sentences With Multiple Adjectives

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

- 💬 **We've been reviewing how you can figure out when you need to put a comma between two adjectives. Sometimes you need to, and sometimes you don't.**
- 💬 **Why is it important to put commas where they belong in a sentence?** (*If you put them in the wrong place, it's distracting to the readers. Sometimes it can also change the meaning of a sentence and make it sound really strange when someone reads it.*)

Write the following sentence on the board:

We sampled different types of delicious, spicy noodles.

- 💬 **Can we add "and" or "but" between the adjectives "delicious" and "spicy"? Try it. Read it aloud with "and" or "but" between "delicious" and "spicy."** (*"We sampled different types of delicious and spicy noodles." Yes.*)
- 💬 **What about our other trick, having the adjectives trade places? Someone try that.** (*"We sampled different types of spicy, delicious noodles." Yes.*)
- 💬 **So, we need a comma, right?** (*Yes.*)

Write the following sentence on the board:

The noodles were in blue ceramic bowls.

Call on volunteers to use the strategies they've learned to "test" the sentence.

- ☞ Can we add “and” or “but”? Try it. Read it aloud with “and” or “but” between “blue” and “ceramic.” (*“The noodles were in blue and ceramic bowls.” No.*)
- ☞ What about our other trick—having the adjectives trade places? Someone try that. Read it aloud and change the order of “blue” and “ceramic.” (*“The noodles were in ceramic blue bowls.” No.*)
- ☞ Exactly. So, you *don’t* need a comma in that sentence. It can stay just as it is.

Skill Drill—Using Commas With Multiple Adjectives

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



WHAT TO DO

1. Skim your last writing response and bracket four sentences that have adjectives in them. Remember that adjectives are words that describe nouns.
2. Add another adjective to each sentence so that you have at least two in a row that describe the same thing, and underline the new adjectives that you added.
3. Read the revised sentence with two adjectives in a row and decide if there should be a comma between them or not. If you add a comma, circle it. If you don’t need a comma, don’t add one.

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

- ☞ Yes! You need a comma between “foggy” and “gray” in that sentence.
- ☞ Great! You have at least two adjectives in the sentences you added and you added commas where necessary.
- ☞ Remember, you need to add commas if you can write “and” or “but” between the adjectives or if you can switch the order of the adjectives and it means the same thing.
- ☞ Right here, you wrote: “José dragged the metal, garbage can up the hill.” But the sentence doesn’t make sense if you switch the order of “metal” and “garbage,” and it’s too awkward to add “and” or “but” here. Get rid of the comma and I’ll be back in a minute to check the rest of your work.

Student responses will vary. Verify that students have written at least two adjectives in a row in each of the sentences they’ve bracketed and added commas where needed.

Without asking for volunteers, call on 1–3 students to share their sentences by writing them on the board. Confirm that they have at least two adjectives in a row in their sentence, that they have added commas where necessary, and that they have circled any commas they added.

Closing

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

- 🗣️ **Raise your hand if you have a question you want to ask about using commas with multiple adjectives in a sentence.**

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

AFTER CLASS

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

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

Reviewing Using Commas in Sentences to Separate a List of Items

Overview

The students will practice using commas in sentences to separate a list of items.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Using Commas to Separate Items in a List** worksheet, provided at the end of this lesson.
- ☐ Prepare to display the **Sample Sentences**. /

IN CLASS

Skill Drill—Practice Using Commas to Separate a List of Items

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

- 💬 In a previous lesson, we reviewed strategies you can use to test when it is necessary to put a comma between two adjectives in a sentence, and when you should not put a comma between them.
- 💬 Today we'll continue to review commas, but this time we'll focus on using commas to separate items or actions in a list.
- 💬 When you write a sentence with a list of items in it, you need a comma between each of the items in the list.

Write the following sentences on the board, and ask a student to read them aloud:

My aunt made us eggs and bacon and pancakes and waffles and fruit salad for breakfast.

My aunt made us eggs, bacon, pancakes, waffles, and fruit salad for breakfast.

- 💬 What are the commas doing in the second sentence? Why are they useful? *(They're taking the place of most of those "ands.")*
- 💬 Exactly. The commas show that this is a list of items—we don't need to write "and" between each item.

Write the following sentence on the board:

Jodie likes painting and drawing and sculpting and sketching.

- 💬 **How would you revise this sentence so there aren't so many "ands" in it? Where do the commas belong?** (*Jodie likes painting, drawing, sculpting, and sketching.*)

Write the revised sentence on the board:

Jodie likes painting, drawing, sculpting, and sketching.

- 💬 **Yes. We've replaced most of those "ands" with commas, but we've kept the last "and."**
- 💬 **Why do you think we kept the "and" before "sketching"?**

Call on volunteers for their ideas, then reinforce the following:

- 💬 **The last "and" closes off and ends the list. It indicates to the reader that it's the final item.**

Write the following sentence on the board:

Trey went to the movies and returned some books to the library and finished his homework and ate some pizza and played video games.

- 💬 **This is a list of actions. What are the verbs in this sentence?** (*"Went," "returned," "finished," "ate," and "played."*)
- 💬 **How would you revise this sentence to eliminate so many of these "ands" and list these actions?** (*Add commas. "Trey went to the movies, returned some books to the library, finished his homework, ate some pizza, and played video games."*)

Write the revised sentence on the board:

Trey went to the movies, returned some books to the library, finished his homework, ate some pizza, and played video games.

- 💬 **That's right. Remember, when you create a list in a sentence, you need to use a comma to separate each item or action that you're listing, except for the final item. As for the final comma before "and," it's up to you to use it or not.**

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

SAMPLE SENTENCES

1. She added ice juice and fruit to the glass.
2. Tobey ran jumped and fell on the court.
3. We gave them a cake cards and gifts for their anniversary.
4. My father whipped up chicken potatoes and carrots for us.

We've included the use of the serial or final comma in our lessons, but if students do not add the final comma before "and" with a series of items, you should not mark the example as wrong.

Call on students to suggest where the commas belong in these sentences. Write them in and circle them for the class.

The correct answers are provided here for your reference. You should also point out to students that the final comma in a list of items is not necessary, but it's not wrong if they add it.

1. She added ice_○ juice_○ and fruit to the glass.
2. Tobey ran_○ jumped_○ and fell on the court.
3. We gave them a cake_○ cards_○ and gifts for their anniversary.
4. My father whipped up chicken_○ potatoes_○ and carrots for us.

Hand out copies of the **Using Commas to Separate Items in a List** worksheet, and read the instructions aloud.

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

- ☞ **Yes! You wrote a list of three or more items in each sentence and added the commas after each item.**
- ☞ **It's great you remembered that a list of different actions in a sentence also needs commas to separate them.**
- ☞ **Remember, that the last "and" closes off and ends the list. It indicates to the reader that it's the final item.**
- ☞ **Right here, you wrote: "At school, I figure out equations and practice Chinese, conduct biology experiments, and create history timelines." It's better to be consistent and take out all the "ands" except the final one. I'll be back in a minute to check your work.**

Without asking for volunteers, call on 1–3 students to share their sentences. Confirm that they have included at least three items or actions in each sentence and included commas where necessary.

Student responses will vary. Confirm that students' sentences all include at least three items or actions and that they have used commas where necessary. Note that the serial or final comma is not necessary, and student responses that omit the final comma will not be marked as wrong.

Complete Response:

1. *When I go to the gym, I lift weights, ride a bike, and swim in the pool.*
 2. *On the weekends, I like to sleep in late, watch TV, go for ice cream with my friends, and shoot hoops with my brother.*
 3. *When I'm at school, I practice my Spanish, figure out math problems, eat in the cafeteria, and chat with my friends.*
 4. *My favorite foods are lasagna, clam chowder, garlic bread, and mashed potatoes.*
-

Closing

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

- ☞ **Raise your hand if you have a question you want to ask about using commas to separate items or actions in a list.**

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

AFTER CLASS

Check each 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 _____

Using Commas to Separate Items in a List

Instructions

1. Write a sentence in response to each prompt below.
2. Include at least three items or actions in each sentence, and place commas where they belong.
3. Circle each comma you add.

Example:

Write a sentence including three or more items you would make for a school bake sale.

My sister and I baked brownies_○ cookies_○ lemon squares_○ and cupcakes for the bake sale .

1. Write a sentence describing three or more things you might do at a gym.

2. Write a sentence listing three or more activities you like to do during the weekend. (actions)

3. Write a sentence listing three or more things you might do at school.

4. Write a sentence listing three or more foods you like to eat.

LESSON 15

Use Punctuation to Indicate a Pause or Break

Overview

The students will become familiar with using commas, ellipses, and dashes to indicate a pause or break.

CCSS In This Lesson

Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.


BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the Finding and Fixing Punctuation Errors worksheet, provided at the end of this lesson.
- ☐ Prepare to display the **Sample Sentences**. /

IN CLASS

Targeted Instruction—Use Punctuation to Indicate a Pause or Break

-  Sometimes in your writing, you will want to show a pause or a break. The pause may be in the middle of a sentence or at the end of it. You can use commas, dashes, or ellipses when you want the reader to stop briefly, or pause before continuing.

Punctuations	When to Use	Examples
Commas	<ul style="list-style-type: none">To set off nonrestrictive (nonessential) elements	<ul style="list-style-type: none">Some sports, such as golf and bowling, are more fun to play than watch.
Dashes	<ul style="list-style-type: none">To set off nonrestrictive elements by adding emphasisTo indicate a sudden interruption	<ul style="list-style-type: none">My grandmother—who is 70 years old—is training for the marathon.My parents are taking me to—you'll never guess—Hawaii!
Ellipses	<ul style="list-style-type: none">To express hesitation or suspenseTo indicate an omission	<ul style="list-style-type: none">She opened the door...and saw...a cat!After school I went to the park...and then went home.

- Now let's look at all three punctuation marks more closely.
- Commas can be used to add extra information that isn't really necessary.

Write the following sentence on the board:

Some sports, such as golf and bowling, are more fun to play than watch.

- Which information is extra? (*such as golf and bowling*)
- That's right. Without the extra information, the sentence will read "Some sports are more fun to play than watch." It still makes perfect sense and conveys the main idea.
- We surround the extra information with commas to indicate the slight pause on both sides of it.
- Next, let's take a look at dashes. Like commas, dashes can be used to add extra information. But unlike commas, dashes are used to put emphasis to the extra information.

Write the following sentence on the board:

My grandmother—who is 70 years old—is training for the marathon.

- Which information is extra? (*who is 70 years old*)
- That's right. Without the extra information, the sentence still makes sense. However, we want to emphasize the grandmother's age because it's pretty amazing that someone that age is going to run the marathon.
- You can use dashes to surround a phrase that's been inserted into a sentence in a way that interrupts it.

Write the following sentence on the board:

My parents are taking me to—you'll never guess—Hawaii!

- The phrase "you'll never guess" represents a dramatic interruption. It needs dashes to set it off from the rest of the sentence.
- There's one more punctuation mark that you can use to indicate a pause in a sentence...the ellipsis. Ellipses can be used to express hesitation or suspense.

Write the following sentence on the board:

She opened the door...and saw...a cat!

- These ellipses are used to build suspense.
- You can also use an ellipsis to show an omission, or leaving out, of a word or words in a sentence. Ellipses can be used to shorten the sentence without changing the main point of the sentence.

Write the following sentences on the board:

After school I went to the park, saw friends, played basketball, and then went home.

- You can shorten the sentence by replacing a few words with an ellipsis.

Write the following sentences on the board:

After school I went to the park...and then went home.

- 🗣️ The words “saw friends, played basketball” was replaced with an ellipsis to shorten the sentence. The ellipsis does not change the main point of the sentence, which is “After school, I went to the park before going home.”

Skill Drill—Finding and Fixing Punctuation Errors

Hand out the Finding and Fixing Punctuation Errors worksheet and read aloud the instructions.

Give students 7 minutes to complete the drill. Circulate around the room using OTSCs to reinforce skills.

- 🗣️ Yes! You’re right. Commas/dashes/ellipses would be the best punctuation to use for this sentence.
- 🗣️ Great, you added all of the punctuation marks where they belong.
- 🗣️ Remember that the punctuation needs to be consistent in each sentence. You can’t mix punctuation. For example, you need to use a comma at the beginning and the end of the nonrestrictive element—not a comma at the beginning and a dash at the end.

Without asking for volunteers, call on 1–3 students to share their sentences. Ask students to confirm that they have correctly used punctuation in all the sentences.

Answer Key:

1. *My neighbors, who live across the street from me, have 5 dogs!*
 2. *We went to the city...~~shopped ate lunch~~ and arrived home after midnight.*
 3. *Let’s get something to eat, maybe pizza or burgers, after school.*
 4. *You are the friend—the only friend—who offered to help me.*
 5. *I have some bad news...I broke your favorite vase.*
 6. *This bike—that I bought over ten years ago—is still in great condition.*
 7. *I was wondering...do you think I can borrow some money?*
-

Closing

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

- 🗣️ I’m impressed with how most of you were able to use appropriate punctuation in those sentences.
- 🗣️ It was great how many of you remembered the subtle differences of each of the punctuation marks that indicate a pause or break.

Name _____

Date _____

Finding and Fixing Punctuation Errors

Instructions

Rewrite the sentences below using the best punctuation (commas, dashes, or ellipses) to indicate a pause or break.

1. My neighbors who live across the street from me have 5 dogs!

2. We went to the city shopped ate lunch and arrived home after midnight.

3. Let's get something to eat maybe pizza or burgers after school.

4. You are the friend the only friend who offered to help me.

5. I have some bad news I broke your favorite vase.

6. This bike that I bought over ten years ago is still in great condition.

7. I was wondering do you think I can borrow some money?

Reviewing Using Apostrophes Correctly

Overview

The students will review the correct use of apostrophes in contractions and possessives and practice using them in a variety of sentences.

CCSS In This Lesson

Literacy.L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Using Apostrophes Correctly** worksheet, provided at the end of this lesson.
- ☐ Prepare to display the **Sample Sentences**. /

IN CLASS

Targeted Instruction—Using Apostrophes Correctly

- 💬 Today we're going to review using apostrophes correctly.
- 💬 Sometimes when we are speaking or writing, we take some shortcuts.

Write the following sentence on the board, underlining "couldn't" as shown:

She couldn't stand the sight of him after he offended her.

- 💬 What does "couldn't" mean? It's really two words. ("Could" and "not." Could not.)
- 💬 Yes. You can use an apostrophe to shorten statements that include "not."

Write **could not** on the board.

- 💬 So when you look at that word "couldn't," can you figure out what letter the apostrophe is standing in for? (The letter "o" is missing from the word "not." So the apostrophe is standing in for it.)
- 💬 That's right. We often write shortened, contracted versions of words, called "contractions," and the apostrophes show us where there are missing letters.

Post the **Sample Sentences** and read them aloud, pointing out the underlined contractions.



SAMPLE SENTENCES

1. Don't you like to try new things?
2. You're getting on my nerves.
3. She's always finding great bargains at the mall.
4. I'll help you with your project, but you've got to do most of the work yourself.

Call on several different students to identify the missing letters in these contractions. If they have trouble, write out the whole phrase on the board so that students can see more clearly which letters are being replaced with apostrophes.

Don't = Do not


You're = You are


She's = She is

I'll = I will

You've = You have

Circle the apostrophes in the sample sentences as students point out which letters they are replacing.

 **What are the missing letters of the contracted words in these sentences?**
(*"o" in "not," "a" in "are," "i" in "is," "wi" in "will," and "ha" in "have."*)

 **That's right. In each of these sentences, the apostrophe is standing in for at least one letter.**

Write the following sentence on the board:


It has been proven that smoking causes lung cancer.

 **Which two words can we make into a contraction in this sentence?** (*"It" and "has" can become "It's."*)

 **That's right. How do you spell that?** (*It's.*)

Write the word "it's" on the board, without the apostrophe in it, as shown here:

its

 **Where does the apostrophe go? What letters are missing from "it has"?** (*"ha" is missing.*)

 **So where should the apostrophe go?** (*Between the "t" and the "s."*)

 **Yes. Let's take "is not" and write it as a contraction.**

Write the following on the board and ask students where the apostrophe should go. Add the apostrophe to “isn’t.”

isn’t

- 💬 So if you’re wondering where the apostrophe should go when you write a contraction like “isn’t” or “wouldn’t” or “can’t,” what trick should you use? *(Figure out where there’s a missing letter or letters and put the apostrophe there.)*
- 💬 That’s right.

Write the following sentence on the board:

Trudy is not interested in karate, but she will try one class with her friends.

- 💬 Where can we use a contraction in this sentence? Is there more than one possibility? *(“Is not” can become “isn’t,” and “she will” can become “she’ll.”)*

Write on the board the revised sentence with contractions but no apostrophes.

Trudy isnt interested in karate, but shell try one class with her friends.

Ask volunteers to tell you where the apostrophes should go. Add them.

Trudy isn’t interested in karate, but she’ll try one class with her friends.

- 💬 Why do you think we use contractions so much? *(It’s shorter and easier to say or write words that way. It’s the way we talk in real life.)*
- 💬 Now let’s look at something that can be confusing to many people.

Write the following sentences on the board:

It’s too bad its wing broke.

Its too bad it’s wing broke.

- 💬 Look at those two sentences.
- 💬 Often we add apostrophes where they don’t belong. Raise your hand if you can tell me which sentence is correct.

Call on volunteers to choose the correct option and explain why the first one is correct.

Reinforce correct responses by explaining that “it’s” always means “it is.”

- 💬 Remember that when you write “it’s” with an apostrophe, what you really mean is “it is.”
- 💬 “It’s” with an apostrophe *only* means “it is.” It is never possessive. It’s just a contraction.
- 💬 Let’s see what the incorrect sentence sounds like when we make “it’s” into “it is.”
- 💬 “It is too bad it is wing broke.”
- 💬 Now we can see and hear clearly that this second “it is” is incorrect. People get confused because they forget that “it’s” with an apostrophe always and only means “it is.”
- 💬 That brings us to another common error with apostrophes I want to remind you of.

Write the following sentences on the board:

Whose sneakers smell funky?

Who's sneakers smell funky?

- 💬 Look at those two sentences.
- 💬 What's going on here? Which one is correct? (*"Whose," not "who's."*)
- 💬 Yes. Here we use "whose" to ask whom the sneakers belong to. We are using it as a possessive. When you use "who's" with an apostrophe, what you really mean is "who is."
- 💬 Just as "it's" with an apostrophe only ever means "it is," "who's" with an apostrophe only ever means "who is."
- 💬 If you understand that the apostrophe stands in for a missing letter in a contraction, it becomes hard to make this very common mistake.
- 💬 It's a fun skill to have when you can look at signs in stores or read sentences online and know right away when someone has made a mistake. Believe it or not, lots of adults make apostrophe mistakes. Now all of you in class will know how to correct them.

Skill Drill—Using Apostrophes Correctly

Hand out the **Using Apostrophes Correctly** worksheet and read the instructions aloud.

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

- 💬 Yes! You're right. The apostrophe often marks a missing vowel in a word.
- 💬 Great! You revised all those sentences with the apostrophes in the correct places.
- 💬 Remember that the apostrophe is there to stand in for one or more missing letters in a word. So if you're confused about where it goes, ask yourself what letter or letters it's replacing, and put it there.
- 💬 Right here you wrote the correct contraction, but you didn't put in the apostrophe. Add it and I'll be back to check your work in a moment.

Without asking for volunteers, call on 3–5 students to share their sentences. Ask them to write them on the board and circle the punctuation. Verify that they have correctly revised their sentences using contractions with the apostrophes in the right places.

Answer Key:

1. Jarrod does not realize that he is often rude to people.
Jarroed doesn't realize that he's often rude to people.
 2. Renee and Simon have not agreed to be on my team.
Renee and Simon haven't agreed to be on my team.
 3. Tabitha did not talk to anyone at lunch since she was not in a good mood.
Tabitha didn't talk to anyone at lunch since she wasn't in a good mood.
 4. I would not press that button, or else we will be stuck in the elevator.
I wouldn't press that button, or else we'll be stuck in the elevator.
 5. Let us leave for the game now, so we will be able to sit together.
Let's leave for the game now, so we'll be able to sit together.
-

Closing

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

- 🗨️ I noticed that most of you put the apostrophes in the right places.
- 🗨️ Raise your hand if you have a question you want to ask about where to put apostrophes in contractions.

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 _____

Using Apostrophes Correctly

Instructions

1. Read each sentence and rewrite it to make the underlined words a contraction.
2. Remember to add the apostrophes.
3. In the last sentence, there are no underlined words. Choose the two places where you could make contractions, and revise the sentence by making them.

Example: Jeremy is shrieking because he is afraid of spiders.

Jeremy is shrieking because he's afraid of spiders.

1. Jarrod does not realize that he is often rude to people.

2. Renee and Simon have not agreed to be on my team.

3. Tabitha did not talk to anyone at lunch since she was not in a good mood.

4. I would not press that button, or else we will be stuck in the elevator.

5. Let us leave for the game now, so we will be able to sit together.

Using Apostrophes in Contractions— Fixing Errors

Overview

The students will review identifying and fixing errors in apostrophe use with contractions.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Fixing Apostrophe Errors** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Identifying and Fixing Apostrophe Errors in Contractions

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

- 💬 **Could someone remind me what the apostrophe shows in a contraction?**
(It shows that there's at least one letter missing, and the apostrophe stands in for it.)
- 💬 **That's right. Today we are going to look at some common errors that some students make with apostrophes and practice finding and fixing them.**

Write the following sentences on the board and circle "it's" and "its" as shown:

It's time that Lucy finished her volcano project.

Its time that Lucy finished her volcano project.

- 💬 **Which one do you think is correct?** *(I think it's the first one.)*
- 💬 **You can know for sure. Make "it's" back into "it is." Then say the sentence aloud. "It is time that Lucy finished her volcano project." That makes sense, right?** *(Yes.)*
- 💬 **"It's" with an apostrophe always means what?** *(It is.)*

Write the following sentences on the board and circle "Whose" and "Who's" as shown:

Whose skates are on the floor?

Who's skates are on the floor?

- 💬 **So, is the one with the apostrophe correct, or the one without?** *(I think the one without.)*

- 💬 Yes. What letter is missing in “who’s” with the apostrophe? (*The “i.”*)
- 💬 Exactly. Would you say, “*Who is* skates are on the floor?” (*No.*)
- 💬 Let’s try one more.

Write the following sentences on the board and circle “there’s” and “theirs” as shown:

The window with the broken glass is there’s.

The window with the broken glass is theirs.

- 💬 Raise your hand if you think it’s the first one. Who thinks it’s the second one?
- 💬 The second one is correct. This is a word that often trips students up in their writing. What is “there’s” with an apostrophe short for? (*There is.*)
- 💬 Okay. Would we say, “The window with the broken glass is *there is*”? (*No.*)
- 💬 You’ve got it. Remember that contractions will always have an apostrophe to mark the missing letters. Possessive pronouns don’t need apostrophes—theirs, his, hers, ours, its—none of these require apostrophes.

Write the following sentence on the board:

Its a foggy day and we can’t see the boats in the harbor.

- 💬 Do we want to say, “It is a foggy day”? (*Yes.*)
- 💬 So we need the apostrophe. Where does the apostrophe go? (*Between the “t” and the “s” in “Its.”*)
- 💬 All right. Time to practice these on your own.

Hand out the **Fixing Apostrophe Errors** worksheet and read the instructions aloud.

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

- 💬 I see that you wrote out the missing letters in those words to see if they should be contractions that need apostrophes. That’s a good strategy.
- 💬 Great! You corrected all the mistakes with apostrophes and contractions.
- 💬 Remember that if you use a contraction—a shortened form of a word or words—you need to use an apostrophe to mark the missing letters.
- 💬 Right here you wrote that the first sentence is correct. But try that trick we learned earlier and replace “who’s” with “who is.” Does the sentence make sense? Try again and I’ll be back to see what you wrote.


Without asking for volunteers, call on a few students to share the sentences they have written by writing them on the board. Ask students to confirm or correct their classmates’ responses.

Answer Key:

1. Who's turn is it to walk the dog?
Whose turn is it to walk the dog?
 2. Don't you know its rude to stare at people?
Don't you know it's rude to stare at people?
 3. Do you know whose coming to dinner?
Do you know who's coming to dinner?
 4. Its a shame you have to leave before dessert.
It's a shame you have to leave before dessert.
 5. Megan wondered whose car was parked in her spot. ★
-

Closing

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

 **Raise your hand if you have a question you want to ask about fixing apostrophe errors.**

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

AFTER CLASS

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

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

Name _____

Date _____

Fixing Apostrophe Errors

Instructions

1. Look at the underlined words.
2. Rewrite the sentences so that they are correct, adding or taking out apostrophes as needed.
3. If the sentence is correct, mark it with a star.

Example: José gave his pet iguana it's dinner.

José gave his pet iguana its dinner.

1. Who's turn is it to walk the dog?

2. Don't you know its rude to stare at people?

3. Do you know whose coming to dinner?

4. Its a shame you have to leave before dessert.

5. Megan wondered whose car was parked in her spot.


Using Apostrophes to Show Possession

Overview

The students will practice using apostrophes to show possession in a variety of sentences.

BEFORE CLASS




Preparing for the Lesson

- ☐ Make copies of the **Practice Using Apostrophes to Show Possession** worksheet, provided at the end of this lesson.
- ☐ Prepare to display **Sample Sentences**. 

IN CLASS

Skill Drill—Using Apostrophes to Show Possession

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

-  We've been reviewing apostrophe use in contractions to stand in for a missing letter or letters. Apostrophes can sometimes be confusing, so it's a good idea to review what they're used for so you can avoid making mistakes with them.
-  Today we're going to look at how you use apostrophes to show possession.
-  What do I mean by "possession"? What does that word mean? (*When you possess something, you own it. It means that something belongs to you.*)

Point to an item in the classroom that belongs to a student.

-  Whose desk is that? (*It's DeShawn's.*)

Write a sentence on the board that shows the item belongs to the student, as in the following example:

This is DeShawn's desk.

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

SAMPLE SENTENCES

1. Tahlia's hair was standing on end.
2. The cat's claws dug into my sweater.
3. Marty's sandwich reeked from sitting in the sun.
4. After the storm, they inspected the damage to the residents' homes.

Call on two or three students to point out the possessives in the **Sample Sentences** and circle them as shown.



SAMPLE SENTENCES

1. Tahlia's hair was standing on end.
2. The cat's claws dug into my sweater.
3. Marty's sandwich reeked from sitting in the sun.
4. After the storm, they inspected the damage to the residents' homes.

🗣️ That's right. Whose hair is it? (*Tahlia's.*)

🗣️ Whose claws are they? (*The cat's.*)

🗣️ That's right. How do we know who owns or possesses those things? (*The apostrophe shows us.*)

Write the following sentences on the board:

I borrowed Ross's T-shirt with the superheroes on it.

I borrowed Ross' T-shirt with the superheroes on it.

🗣️ Look carefully. These are both correct.

🗣️ Whom does the T-shirt belong to? (*Ross.*)

🗣️ You're right. So do we need the apostrophe? (*Yes.*)

🗣️ The name "Ross" already ends in "s," but if it is possessive, you need the apostrophe to show that. You can write "Ross'" or "Ross's" with another "s" at the end—both are correct.

Write the following sentence on the board:

Alanis name was written in graffiti all over the wall.

🗣️ So what do we do now? Do we need to add anything to show whose name it is? (*Add an apostrophe...or add an apostrophe AND an "s."*)

🗣️ That's right. Even though Alanis already ends in "s," you need an apostrophe to show she's the one whose name it is. You can add an extra "s" or not; it's up to you.

Add an apostrophe to the sentence to show possession.

Alanis' name was written in graffiti all over the wall.

Hand out the **Practice Using Apostrophes to Show Possession** worksheet and read the instructions aloud.

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

- 🗣️ I see that you correctly identified all the missing apostrophes so far. Keep going!
- 🗣️ Yes, you are right. Venus ends in “s,” and you can write an apostrophe or an apostrophe with an extra “s” to show that the mask belongs to her.
- 🗣️ Make sure that you add an apostrophe or an apostrophe and another “s” to names that end in “s.”
- 🗣️ Remember that all nouns, not just names, need an apostrophe to show ownership or possession. Read through those sentences again, add the apostrophes, and I’ll be back in a moment to check on you.

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

Answer Key:

1. The film’s special effects were mesmerizing.
 2. Phil’s baseball cap had the image of an eagle on it.
 3. The city’s sports teams all wear red uniforms.
 4. Venus’s (Venus’) loud voice sometimes gets on her boss’s (boss’) nerves.
 5. My brother’s house is painted pink and green.
-

Closing

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

- 🗣️ **Raise your hand if you have a question you want to ask about using apostrophes with possessive nouns.**

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

AFTER CLASS

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

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

Name _____

Date _____

Practice Using Apostrophes to Show Possession

Instructions

1. Read each sentence.
2. Add any missing apostrophes and circle them.

Note: There may be more than one in each sentence.

Example: My costumes material was scratchy and Iris was too.
My costume's material was scratchy and Iris's (Iris's) was too.

1. The films special effects were mesmerizing.
2. Phils baseball cap had the image of an eagle on it.
3. The citys sports teams all wear red uniforms.
4. Venus loud voice sometimes gets on her boss nerves.
5. My brothers house is painted pink and green.

Using Apostrophes to Show Possession—Finding and Fixing Errors

Overview

The students will find and fix errors with apostrophes and possessive nouns and pronouns.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the **Finding and Fixing Apostrophe Errors** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Finding and Fixing Apostrophe Errors in Sentences

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

- 💬 **Could someone tell me why it's important to put apostrophes in the right place?**

Accept a variety of responses and then reinforce the following:

- Apostrophe mistakes distract readers—instead of focusing on your ideas, they focus on your mistakes.
- A reader could get confused or mixed up and not know whether the “s” means it's possessive or plural.

Write the following sentences on the board and circle “it's” and “its” as shown:

(It's) too bad we can't agree on anything.

The best part of the song was (its) funky drum beat.

Cold call on 1–3 students to confirm whether or not the sentences are correct, with no apostrophe errors in them.

If they do not confirm that they are both correct, review strategies for finding and fixing apostrophe errors with them.

- 💬 **So when do we know when to use the apostrophe “s” or not? Remember the “it is” trick? Does “it is” work with the first sentence? (Yes. That makes sense.)**
- 💬 **You're right. How about “its” in the second sentence? Do we add the apostrophe? (No, because “it is” doesn't make sense in that one. “The best part of the song was it is funky drum beat” does not make sense.)**

Exactly. In the second sentence “its” is a pronoun.

Write the following sentence on the board:

Drew hung his backpack on the hook in his closet.

What word shows the backpack belongs to Drew? (*His.*)

“His” shows possession, but it doesn’t have an apostrophe. That’s because possessive pronouns like “its,” “his,” “hers,” “yours,” “ours” already show ownership. They don’t need apostrophes.

Write the following sentence on the board and circle “whose” as shown:

Carrie didn’t know whose number popped up on her phone.

Should “whose” be written “who apostrophe s” or can it stay just as it is? (*It can stay like it is.*)

Write the following sentence on the board:

That backpack is your’s.

Does the apostrophe belong in this example? (*No. “Yours” is already possessive without the apostrophe.*)

Yes. “His,” “hers,” “its,” “yours,” “ours”—those possessive pronouns don’t need apostrophes. They are already possessive.

All right. Now let’s see how you do practicing some more of those on your own.

Hand out the **Finding and Fixing Apostrophe Errors** worksheet and read the instructions aloud.

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

I see that you correctly identified all the apostrophe errors so far. Keep going!

Good job identifying the pronouns where the apostrophes don’t belong, but don’t forget to add the ones that are missing.

Remember that when you add the apostrophe to make “it’s,” it is short for “it is,” and you use “its” without the apostrophe when it shows possession. Does “it is leg” make sense? If not, get rid of the apostrophe.

I see you’ve added an apostrophe somewhere on your worksheet, but an apostrophe is not necessary with a possessive pronoun. Try to find that spot and fix it, and I’ll be back in a moment to check your work.


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

Answer Key:

1. The papers were all on the desk, but ^{yours} ~~your's~~ was nowhere to be seen.
 2. Mr. Jones's chewy brownies are the best I've ever tasted. ☆
 3. The house on the left is ^{theirs} ~~there's~~.
 4. Tell me if ours is the tastiest cupcake you've ever tried. ☆
 5. Frankie wanted to know if the empty cans were ^{theirs} ~~there's~~.
 6. ^{Yours} ~~Your's~~ is the only opinion I care about.
-

Closing

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

-  **Raise your hand if you have a question you want to ask about finding and fixing apostrophe errors.**

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

AFTER CLASS

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

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

Name _____

Date _____

Finding and Fixing Apostrophe Errors

Instructions

1. Read each sentence and decide if the apostrophe should be there or not.
2. Cross out the error and write the correct response above it.
3. If the sentence is correct, draw a star next to it.

Example: Jillian didn't notice that ^{there's} ~~their~~ no change left in the meter.

4. Remember that possessive pronouns like yours, his, hers, ours, and theirs are already possessive and don't need an apostrophe to show that.

1. The papers were all on the desk, but your's was nowhere to be seen.
2. Mr. Jones's chewy brownies are the best I've ever tasted.
3. The house on the left is there's.
4. Tell me if ours is the tastiest cupcake you've ever tried.
5. Frankie wanted to know if the empty cans were there's.
6. Your's is the only opinion I care about.

Using Apostrophes to Show Possession

Overview

The students will practice writing sentences with apostrophes to show possession.

IN CLASS

Skill Drill—Practice Writing Sentences Showing Possession

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

- 🗣️ **Possessive pronouns already show ownership, so they don't need the apostrophe.**

Write the following sentences on the board:

The striped shirt is her's.

The striped shirt is hers.

- 🗣️ **Which sentence is correct? The one with the apostrophe or the one without?**
(The one without.)
- 🗣️ **Yes. How do you know?** *(Hers is already possessive so you don't need the apostrophe. We don't say, "The striped shirt is her is.")*

Write the following sentences on the board:

The mirror's glass had cracked and it's surface was cloudy.

The mirror's glass had cracked and its surface was cloudy.

- 🗣️ **Which of these two sentences is correct?** *(The second one.)*
- 🗣️ **How do you know?** *(If I say "and it is surface was cloudy," it doesn't make sense.)*
- 🗣️ **Great. I think you are ready to practice these in your own writing.**

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



WHAT TO DO

1. Skim your last writing response and bracket your favorite part. Make sure that it is at least five sentences.
2. Circle and correct any mistakes you made with apostrophes. If you don't find any mistakes, write three new sentences that show someone or something owning something.

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

- 🗣️ I see that you corrected that sentence to “its” instead of “it’s.” You must have asked yourself if “it is” made sense, since you need to show the cage belongs to the hamster.
- 🗣️ That’s a good sentence example you added with “hers” and “my” in it.
- 🗣️ Remember that possessive pronouns don’t need an apostrophe.
- 🗣️ I see that you didn’t add an apostrophe to the name Julius. When a name ends in “s,” you need to add an apostrophe or an apostrophe with an “s” after the name. Add that and I’ll be back in a minute to see how you did with the rest of those sentences.

Student answers will vary. We have included a few sample answers for your convenience. Be sure that each student has corrected any apostrophe mistakes or added three new sentences demonstrating correct apostrophe use.

Complete Response

My bike’s tires were flat and there wasn’t anyone who could lend me a pump. I asked Marta if I could borrow hers, but she didn’t seem to know where it was. It’s a shame that my cousins are still away on vacation because now I can’t borrow theirs either.

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

Closing

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

- 🗣️ **Raise your hand if you have a question you want to ask about using apostrophes to show possession.**

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

AFTER CLASS

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

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

Punctuating and Formatting Block Quotes

Overview

The students will practice punctuating and formatting lengthy direct quotes (“block quotes”) from a text.

CCSS In This Lesson

- **Literacy.L.4.2.b** Use commas and quotation marks to mark direct speech and quotations from a text.
- **Literacy.L.5.2.d** Use underlining, quotation marks, or italics to indicate titles of works.
- **Literacy.L.8.2.a** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make copies of the following items, provided at the end of this lesson:
 - **Finding and Fixing Errors in Block Quotes** worksheet
 - **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article**
- ☐ We highly recommend creating a permanent display of the **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article** and the **Guidelines for Writing a Block Quote** so that they can remain posted for any drills or mini-lessons you do regarding punctuating and formatting block quotes.

Textual excerpts for this lesson are taken from Oscar Wilde’s *The Picture of Dorian Gray*.

IN CLASS

Targeted Instruction—Practice Punctuating and Formatting Block Quotes

Begin the lesson by posting **Writing Samples 1 and 2** for students to read.



Note: Students should understand the necessity of citing direct quotes to avoid plagiarism and to show respect for the author's work. We include this lesson so that students have basic guidelines for formatting and punctuating longer quotes. They are expected to check the guidelines provided in the lesson whenever they include a block quote in their writing.

WRITING SAMPLES 1 AND 2

Writing Sample 1

What he sees is so horrifying that he tries to avoid seeing it at all. He “crushed with dank hands his burning lids as though he would have robbed the very brain of sight and driven the eyeballs back into their cave” (130).

Writing Sample 2

At this point in the story, the author compares the imagination to a living thing that is writhing in terror and pain.

He knew what was waiting for him there; saw it indeed, and, shuddering, crushed with dank hands his burning lids as though he would have robbed the very brain of sight and driven the eyeballs back into their cave. It was useless. The brain had its own food on which it battered, and the imagination, made grotesque by terror, twisted and distorted as a living thing by pain, danced like some foul puppet on a stand, and grinned through moving masks. Then, suddenly, time stopped for him. (130)

🗨️ **Look at both of these sample texts. They are taken from Oscar Wilde’s *The Picture of Dorian Gray*.**

🗨️ **They both have a direct quote in them. Tell me what differences you see.**

Responses will vary. Listen actively and then draw students’ attention to these facts:

- One is much longer than the other.
- One has quotation marks, one doesn’t.
- One is in one paragraph and one is in two paragraphs.

🗨️ **Why do you think we format these direct quotes differently?**

Responses will vary. Listen actively and then reinforce the following points:

- It’s easier to read a longer quote when it is separated and indented, or spaced away from the margin, as it is in Sample 2.
- You don’t have to use quotation marks, because indenting and adding a page number at the end tell the reader that it’s a direct quote.
- This is called a “block quote.”

🗨️ **What are some reasons that a writer might use a block quote in a piece of writing?**

Responses will vary. Listen actively and then reinforce the following points:

- Sometimes you can’t make the claim you want to make about a book or character without quoting more than four lines from the text.
- When you quote poetry, you often need to quote several lines so that the reader understands the context for your ideas.

🗨️ **Yes. Those are good points.**

🗨️ **But whenever you use any quote, make sure all of it is relevant to the claim you are making in your writing. Think carefully, and select only the part or parts of the text that support your claim.**

- 💬 In other words, if all you need is a couple of word or phrases or sentences to make your point, that's all you need to quote.

Post **Writing Sample 3**.

Give students a minute to read it.

WRITING SAMPLE 3

The author compares the imagination to a living thing that is writhing in terror and pain: "The brain had its own food on which it battered, and the imagination, made grotesque by terror, twisted and distorted as a living thing by pain, danced like some foul puppet on a stand, and grinned through moving masks" (130).

Ask students to vote by show of hands whether **Writing Sample 2** or **Writing Sample 3** is more effective.

Encourage students to notice that **Writing Sample 3** focuses the reader on the part of the longer quote that is most relevant to the writer's idea about this passage from the book.

- 💬 Now that we've seen some reasons why we format short and long quotes differently, let's look at guidelines that you can refer to when you're using quotes in your writing.

Post and/or hand out the **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article**. Read it aloud to the class, or have them read it silently.

Answer any questions students might have about the general guidelines for direct quotes before posting the **Guidelines for Writing a Block Quote**.

GUIDELINES FOR WRITING A BLOCK QUOTE

Book or article: More than 4 lines

Poem: More than 3 lines

1. Introduce your quote.
2. Do not use quotation marks.
3. Begin the quoted text on a new line, and indent each line of the quote on the left.
4. Always follow the same format as the original text.
5. Add the citation in parentheses immediately following the quoted text.

Example:

The author shows this when he writes:

He knew what was waiting for him there; saw it indeed, and, shuddering, crushed with dank hands his burning lids as though he would have robbed the very brain of sight and driven the eyeballs back into their cave. It was useless. The brain had its own food on which it battered, and the imagination, made grotesque by terror, twisted and distorted as a living thing by pain, danced like some foul puppet on a stand, and grinned through moving masks. Then, suddenly, time stopped for him. (130)

- 💬 Let's look at this block quote. Why do you think we call it that? *(It looks like a block.)*
- 💬 Right. Every line is indented to make it look like a block. How do you indent a quote? *(You move it over.)*
- 💬 That's right. Indenting is like spacing. It means starting the sentence away from the margin.
- 💬 How about the punctuation? Where does the period go? *(At the end of the quote, before the parentheses with the page number inside.)*
- 💬 Exactly. You indent or move the whole quote over one inch from the left of the page, and the punctuation goes at the end of the quote, before the page number.
- 💬 And as we've already learned, we don't need quotation marks for block quotes because the indent and page number show that it's a quote.
- 💬 Remember that you should refer to the guidelines whenever you use a direct quote in your writing, whether it's a short quote or a longer block quote. Check quickly to make sure you are formatting them correctly.

Now let's look at one more example.

Post **Block Quote 1 and 2.**



BLOCK QUOTE 1 AND 2

Block Quote 1

What he sees is so horrifying that his perception of time changes:

The suspense became unbearable. Time seemed to him to be crawling with feet of lead, while he by monstrous winds was being swept towards the jagged edge of some black cleft of precipice. He knew what was waiting for him there; saw it indeed, and, shuddering, crushed with dank hands his burning lids as though he would have robbed the very brain of sight and driven the eyeballs back into their cave. It was useless. The brain had its own food on which it battened, and the imagination, made grotesque by terror, twisted and distorted as a living thing by pain, danced like some foul puppet on a stand, and grinned through moving masks. Then, suddenly, time stopped for him. (130)

Block Quote 2

What he sees is so horrifying that his perception of time changes:

The suspense became unbearable. Time seemed to him to be crawling with feet of lead, while he by monstrous winds was being swept towards the jagged edge of some black cleft of precipice... and the imagination, made grotesque by terror, twisted and distorted as a living thing by pain, danced like some foul puppet on a stand, and grinned through moving masks. Then, suddenly, time stopped for him. (130)

- 💬 So what are some differences you see? *(You cut some words out and you added those three dots.)*
- 💬 That's right. Sometimes you want to use a long quote, but maybe you don't want to include all the details in it.
- 💬 For example, the writer wanted to quote some details showing what time means to this character, but he didn't need some of the sentences in the middle of the passage to support his claim, so he left them out.
- 💬 The three dots, called an ellipsis, shows readers that there are missing words or sentences in the middle of a quote.
- 💬 You use ellipses if you don't want the reader to read anything that isn't directly related to the claim you're making.
- 💬 But you must include ellipses to show that words are missing from the original text. Otherwise, what might readers think about the writing? *(They might think the author wrote it that way, and that would be disrespectful to the author's work.)*

Skill Drill—Practicing Formatting and Punctuating Block Quotes

Hand out copies of the **Finding and Fixing Errors in Block Quotes #1** worksheet and read the instructions aloud.

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

- 💬 Great! I see that you found all the formatting and punctuating errors in the quotes.
- 💬 Good! You remembered that a quote longer than four lines needs to be indented.
- 💬 Remember that the citation with the page number comes after the end punctuation in block quotes.
- 💬 Refer to the guidelines. I'll be back to see if you fixed the error I see.

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses, verifying that they have correctly formatted and punctuated the quotes.

Complete Response:

1. In this passage, the author uses precise details to create a vivid picture of the moment in the reader's mind:

Then he remembered the lamp. It was a rather curious one of Moorish workmanship, made of dull silver inlaid with arabesques of burnished steel, and studded with coarse turquoises. Perhaps it might be missed by his servant, and questions would be asked. He hesitated for a moment, then he turned back and took it from the table. He could not help seeing the dead thing. How still it was! How horribly white the long hands looked! It was like a dreadful wax image (125).

Indent one inch and move the period before the page number.

2. In this passage, the author uses precise details to create a vivid picture of the moment in the reader's mind:

"Then he remembered the lamp. It was a rather curious one of Moorish workmanship, made of dull silver inlaid with arabesques of burnished steel, and studded with coarse turquoises. Perhaps it might be missed by his servant, and questions would be asked. He hesitated for a moment, then he turned back and took it from the table. He could not help seeing the dead thing. How still it was! How horribly white the long hands looked! It was like a dreadful wax image." (125)

Get rid of the quotation marks.

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 a question you want to ask about formatting and punctuating block quotes.

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

AFTER CLASS

Check each worksheet 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.

Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article

1. Use quotation marks to show where the quote begins and ends.
2. Add the page number in parentheses after the closing quotation mark.
3. If your entire piece of writing includes quotes from more than one source, include the author's last name before the page number.
4. Use a comma or colon between a speaker tag and your direct quote.
5. If only part of a sentence consists of a quote, do not include the period inside the quotation marks. The period will go at the end of the sentence, after the citation.
6. If the quote ends with a period and is not part of a longer sentence, include the period inside the quotation marks.
7. If the quote ends with a question mark or exclamation point, include it inside the quotation marks.
8. If your sentence ends with the quote, add the end punctuation of your sentence after the parentheses.
9. If you interrupt a direct quote with your own writing:
 - Place a comma inside the first closing quotation mark.
 - Place a comma before the second part of the quote.
 - Add the citation after the second part of the quote.
10. If the quote includes dialogue or another quote, use single quotation marks around the dialogue or quote.

Examples:

Speaker Tag

Twain shows this when he says:
I can tell Sawyer is angry because he says,

Using quotation marks with normal text

Twain shows this when he says: "The truth was, that a superstition of his had failed, here, which he and all his comrades had always looked upon as infallible" (50).

Using quotation marks with dialogue

Tom shows how quick-witted he is when he says, "I dare you to step over that, and I'll lick you till you can't stand up. Anybody that'll take a dare will steal sheep" (10).

Citing a source with the author's last name

I know they are scared because the text says: "The two boys flew on and on, toward the village, speechless with horror" (Twain 57).

Citing a quote that ends with a question mark or exclamation point

Twain shows how scared Tom is when he writes: "I can't—I can't do it, Huck!" (59).

Interrupting a quote with your own words

"While Tom was eating his supper, and stealing sugar as opportunity offered," writes Twain, "Aunt Polly asked him questions that were full of guile, and very deep—for she wanted to trap him into damaging revelations" (7).

Name _____

Date _____

Finding and Fixing Errors in Block Quotes #1

Instructions

1. Read the writing samples below.
2. Find the errors and write what you would do to correct them on the line below each passage.

1. In this passage, the author uses precise details to create a vivid picture of the moment in the reader's mind:

Then he remembered the lamp. It was a rather curious one of Moorish workmanship, made of dull silver inlaid with arabesques of burnished steel, and studded with coarse turquoises. Perhaps it might be missed by his servant, and questions would be asked. He hesitated for a moment, then he turned back and took it from the table. He could not help seeing the dead thing. How still it was! How horribly white the long hands looked! It was like a dreadful wax image (125).

2. In this passage, the author uses precise details to create a vivid picture of the moment in the reader's mind:

"Then he remembered the lamp. It was a rather curious one of Moorish workmanship, made of dull silver inlaid with arabesques of burnished steel, and studded with coarse turquoises. Perhaps it might be missed by his servant, and questions would be asked. He hesitated for a moment, then he turned back and took it from the table. He could not help seeing the dead thing. How still it was! How horribly white the long hands looked! It was like a dreadful wax image." (125)

Punctuating and Formatting

Overview

The students will practice formatting block quotes in their writing.

BEFORE CLASS

Preparing for the Lesson

- ☐ Make sure the **Guidelines for Citing and Punctuating Direct Quotes From a Book or an Article** and the **Guidelines for Writing a Block Quote** are still posted.
- ☐ Make copies of the **Finding and Fixing Errors in Block Quotes #2** worksheet, provided at the end of this lesson.

IN CLASS

Skill Drill—Formatting Block Quotes

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

💬 **Why is it important that we format direct quotes on the page correctly?**
(So that it is easier for the reader to see that you are using someone else's words and where those words come from.)

💬 **That's right. What did we learn about formatting block quotes?**

Spend a moment or two taking student answers. Reinforce the following:

- If a direct quote is over four lines, indent it one inch.
- Don't use quotation marks.
- The page number comes after the end punctuation.

💬 **You're right! Remember that it is usually better to use a shorter quote—four lines or fewer—in your writing.**

💬 **Why is that?** *(Because you should be selective about what you quote and make sure the reader doesn't have to read anything that isn't relevant or related to your ideas about the book.)*

💬 **What can we do if the quote is very long and we want to leave out the part that isn't relevant?** *(We can take out the part we don't want and use three dots to show that part of the quoted text is left out.)*

💬 **That's right. You can add the three dots, called an ellipses, to show that there are some words or lines left out.**

- Remember that when you use a longer quote, you need to indent an inch from the left for the whole block of text. Don't use quotation marks with the quote. Finally, put the page number in parentheses after the end punctuation.

Hand out copies of the **Finding and Fixing Errors in Block Quotes #2** worksheet and read the instructions aloud.

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

- Great! I see that you found and fixed the errors in the quote.
- I like how you made a chart for yourself in the margin to remind yourself of the difference between formatting and punctuating short quotes and longer block quotes.
- Remember that when you use block quotes, or quotes with more than four lines, you don't use quotation marks.
- I see that you fixed all but one mistake. When using a block quote, the end punctuation comes *before* the page citation. Change that and I'll be back in a moment to check on you.

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

Complete Response:

To describe Dorian's feelings of hatred and rage, the author writes: "Dorian Gray glanced at the picture, and suddenly an uncontrollable feeling came over him, as though it had been suggested to him by the image on the canvas, whispered into his ear by those grinning lips. The mad passion of a hunted animal stirred within him, and he loathed the man who was seated at the table, more than in his whole life he had ever loathed anything. He glanced wildly around. Something glimmered on the top of the painted chest that faced him. His eye fell on it. He knew what it was. It was a knife that he had brought up, some days before, to cut a piece of cord, and had forgotten to take away with him" (124).
indent this quote one inch
no quotation marks

Closing

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

- Raise your hand if you have a question you want to ask about formatting and punctuating block quotes.

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

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

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

Name _____

Date _____

Finding and Fixing Errors in Block Quotes #2

Instructions

Read the sample paragraph and circle any mistakes you see in punctuating and formatting the quote. Above the mistakes, write what you would do to make the format or punctuation correct.

If you get stuck, refer to the **Guidelines for Writing a Block Quote**.

To describe Dorian's feelings of hatred and rage, the author writes: "Dorian Gray glanced at the picture, and suddenly an uncontrollable feeling came over him, as though it had been suggested to him by the image on the canvas, whispered into his ear by those grinning lips. The mad passion of a hunted animal stirred within him, and he loathed the man who was seated at the table, more than in his whole life he had ever loathed anything. He glanced wildly around. Something glimmered on the top of the painted chest that faced him. His eye fell on it. He knew what it was. It was a knife that he had brought up, some days before, to cut a piece of cord, and had forgotten to take away with him" (124).

UNIT 5:

Formal and Informal Writing Styles—Code-Switching

IN THIS UNIT

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LESSON

18

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.4.3.c** 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.6.1.e** 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

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.

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 will be familiar with the characters. You may also make copies of a passage that contains formal dialogue.
 - Sticky notes.
- ☐ We highly recommend creating a permanent display of the **Definition of Code-Switching** so that it can remain posted for any drills or mini-lessons you do regarding code-switching.

IN CLASS

Targeted Instruction—Understanding Code-Switching

- 💬 Today we're going to talk about how we change the style of language we use in different situations with different people.
- 💬 For example, let's say you're chatting online with a friend. Would you say you use a formal or informal style of speech? (*Informal.*)
- 💬 What if you're having a conversation with your teacher or another adult, such as a boss? 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 (which words you use) may change.
- Grammar (the way you talk) may change.
- The topic of conversation (what you talk about) may change.

💬 **Just as you change things about the way you talk depending on the situation you're in and the person you are talking to, you also change your language when you're writing, depending on the situation you're in and the intended audience and purpose for your writing.**

💬 **The term we use for that is "code-switching."**

Post the **Definition of Code-Switching** and read it aloud.

DEFINITION OF CODE-SWITCHING

Code-switching is shifting the language (or style of language) that you use, depending on the situation.

- 💬 **Raise your hand if you've ever read a historical text that included language like "If one considers his presence here as ephemeral, it follows that the thinking man would ponder the substantive nature of his existence..."**
- 💬 **What did you notice about that kind of writing?** (*It was hard to read and it sounded old-fashioned. It seemed very fancy. Some of the words were difficult.*)
- 💬 **So, how would you compare that style of writing to, say, a quick text message you might send to a friend?** (*That's a very different style of writing—it seems like it's the opposite!*)
- 💬 **They 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. Different levels of formality are expected in different situations, and it helps to become conscious of what we do to meet those expectations.

- 💬 **In other words, in some situations it's perfectly okay to write a sentence that has no capitalization or punctuation and to deliberately misspell words or abbreviate them! Give me some examples of when this is a normal way to write.** (*texting, chatting online, notes to friends, email, personal diaries*)

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:

ppl (people)

ROFL (rolling on the floor laughing)

TMI (too much information)

You may want to clarify to students that you don't want to hear any profanity in their examples.

4eva (forever)
cuz ('cause or because)
TTYL (talk to you later)
iz (is)
wsup (what's up)
SOS (someone over shoulder)
u (you)
me (I)
wuz (was)

Ask students to explain the meaning and use of each word or phrase on the list.

- 💬 This kind of writing is something I'd have to work hard to learn, if I want to do it the right way.
- 💬 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 six lines of dialogue and tag the page(s) with a sticky note.

Once students have finished tagging dialogue, post **What to Do** and read it aloud.



WHAT TO DO

1. Draw a line down the center of a piece of paper to create two columns.
2. In the left column, copy 6–8 lines of dialogue from the text.
3. In the right column, code-switch the dialogue by rewriting it as if the characters were texting one another.
4. If you break any of the rules you have learned in class when you are code-switching the dialogue, write the rule at the bottom of the paper. For example, if you don't capitalize when you are texting, write "capitalization" at the bottom of the paper.

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 that you write text dialogue without quotation marks.
- 💬 Remember, you need to keep the same information but change the language.

- 🗣️ **It looks like you're stuck. Try to imagine that you're one of the characters and you're texting the other character. That might help you come up with the right words.**

Without asking for volunteers, call on a few students to share their answers. Ask students to confirm or correct their classmates' responses by noting whether the translation of the dialogue is accurately text-message-like or whether it is still too formal.

Closing

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

- 🗣️ **It was incredibly fun to hear the results of your code-switching revisions today. Everyone worked hard on this activity.**

Create connections among students by doing a closing poll like the following:

- 🗣️ **Raise your hand if you laughed today when you heard someone else's text dialogue.**
- 🗣️ **Raise your hand if you learned any new words or phrases today.**
- 🗣️ **Raise your hand if you could identify at least two rules you had to break to change the dialogue into a text message conversation.**
- 🗣️ **Raise your hand if you thought this activity was hard to do.**
- 🗣️ **Raise your hand if you thought it was pretty easy.**

There is no representative complete response in this lesson owing to the nature of the skill drill. As long as students have attempted to translate each line of dialogue into text message language and add in the grammar rule that they used, they have completed the drill successfully.

AFTER CLASS

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

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

Keep the **Definition of Code-Switching** posted for whatever drills or mini-lessons you do regarding code-switching.

LESSON 19

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.4.3.c** 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.6.1.e** 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. yo dude that's tmi
Hey there. You don't need to share all those personal details with me.
2. my bff and me r 4eva online
My best friend and I are always online.
3. im gonna bounce ttyl
I'm leaving, so talk to you later.
4. me and sharon said sorry but jasmine wuz not havin it
Sharon and I apologized, but Jasmine didn't accept it.
5. wsup with that car sittin there dontcha think it's kinda sketchy

- 💬 **Someone remind me—what's code-switching?** (*When you change how you talk or write depending on the situation or audience.*)
- 💬 **These sentences are written two ways—informally and formally.**
- 💬 **There's a whole range between very formal and very informal, so these sentences could have been rewritten even more formally.**

Write the following sentence on the board:

What's going on with that car being parked there? Don't you think that's a little suspicious?

- 💬 **Which of the examples is this?** (*Number 5.*)
- 💬 **That's right. What changes were made to the formal sentence?**

Call on students to point out what changes were made.

- 💬 **We could make this example *even more formal*. Who wants to give it a try?**

Call on 1–3 volunteers to make the sentence sound as formal and fancy as possible. Encourage students to be over-the-top creative in order to change the sentence. The result might be something like this:

It confounds me that the vehicle is situated in that location. Does a bit of suspicion arise in you as well?

Ask students what they notice about the revision. Students will have a variety of responses. Reinforce the following:

- The sentence is longer.
- The sentence is more complex.
- The vocabulary is different. The words are longer and less commonly used.
- The impact on a reader is different.
- 💬 **When you go from spoken English to written English, pay close attention to standard spellings. For example, "dontcha" needs to change to "don't you?"**

- Obviously, there is no need for this level of formality in the writing you do for school. However, you do need to make sure that your writing is appropriate for the context of school.
- Today you'll practice doing what we just did—code-switching from informal to formal writing. Your goal is to have a medium level of formality—not too formal, and not too informal—the kind of language we use in school.

Draw students' attention to the **Code-Switching Sentences** again.

- Let's take a look at what was changed in sentence 2 here.

Rewrite the following sentence on the board:

My best friend and I are always online.

- What is the verb form used to revise that sentence? (*"r" is changed to "are."*)
- That's right. Who can 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.*)

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

- The subject and verb should agree when you're code-switching sentences from informal to formal writing. But that's not the only thing you need to keep in mind.
- Let's look at sentence 4 again.

Write the revised sentence 4 on the board:

Sharon and I apologized, but Jasmine didn't accept it.

- What's changed in the first part of that sentence? (*The subject, "me and Sharon," was changed to "Sharon and I."*)
- That's right. If you're not sure if you should use "I" or "me," you can try the "cross out" trick. Let's do it now and cross out "Sharon and." We'll write that sentence with both "I" and "me" to see which one is correct.

Write the sentence on the board twice, once with “Sharon and me” and once with “Sharon and I.” Cross out “Sharon and” in each sentence and underline the pronouns, as shown.

~~Sharon and~~ me apologized, but Jasmine didn’t accept it.

~~Sharon and~~ I apologized, but Jasmine didn’t accept it.

💬 Now which one do you think is correct? (*Sharon and I.*)

💬 How do you know it’s right? (*You wouldn’t say “Me apologized.”*)

💬 You’re right. We call those subjects “compound subjects.” It’s important to pay attention to those kinds of subjects, because more than one person or thing is doing the action.

💬 Here is a list of expectations for formal writing.

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, and 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.

💬 You should consider these five issues 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 abbreviations like “ttyl” aren’t formal.

💬 Reread this last sentence and ask yourself if it sounds formal or informal. Your goal is to make sure all these sentences sound formal. I’d like you to think about changing some of the vocabulary so that it sounds more formal. I’ll be back in a minute to check in with you.

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

Student responses will vary widely. To assess a complete, correct response, ensure that students have changed some element in each sentence (vocabulary, grammar, punctuation, etc.) to change its level of formality.

Complete Response:


1. *ain't got no respect for others*
People don't have any respect for others.
2. *that's messed up that he wuz talkin trash about u*
It's not okay that he was saying mean things about you.
3. *You wanna sit with her just cuz she fine*
You only want to sit with her because she's pretty.
4. *cul8r at the mall 4 lunch*
I'll see you later at the mall for lunch.
5. *the dude is trippin if he thinks i'll pay that much*
That guy is crazy if he thinks I'll pay that much.

Additional revision:

It's tragic that people have such a lack of respect for their fellow citizens.

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 how aware you are of subtle things that make a sentence more or less formal.**

Close the lesson by having students skim a recent writing response and underline and put a star next to the most formal-sounding sentence they can find.

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 **Expectations for Formal Written English** and **Forms of “To Be”** posted for whatever drills or mini-lessons you do regarding code-switching.

Name _____

Date _____

Code-Switching

Instructions

1. Read each sentence slowly and carefully so that you understand its meaning.
2. Code-switch the sentences, rewriting them in the spaces provided. Change the vocabulary, grammar, and punctuation to make the writing more formal. Make your formality medium-level.
3. Pick one sentence to code-switch one more time by making it even more formal. Write the sentence in the space provided at the bottom of the worksheet.

Note: There is one sentence fragment. You will need to add a clause to that sentence so that it is complete.

1. ain't got no respect for others

2. that's messed up that he wuz talkin trash about u

3. you wanna sit with her just cuz she fine

4. cul8r at the mall 4 lunch

5. the dude is trippin if he thinks i'll pay that much

Additional revision:

Skill Drill

19A

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.

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 use in school. I call it medium because there are even more formal types of writing than the writing done in school.**
- 💬 **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 school.**

Direct students’ attention to the **Expectations for Formal Written English**. Read them aloud.



EXPECTATIONS FOR FORMAL WRITTEN ENGLISH

1. Each sentence is complete. A complete sentence has a subject, predicate, capitalization, and 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.

You can refer to this whenever you need to remind yourself about basic expectations for writing for school.

Give students three minutes to skim a writing response to select the most formal-sounding sentence they can find. Ask them to underline that sentence.

Call on 1–3 volunteers to read aloud the formal-sounding sentence they chose. 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 thought was the most formal-sounding. Write this word on the board and discuss it, as in the following example:

Okay, so we chose “nevertheless.” That sounds pretty formal to most of us. What does “nevertheless” mean? (*but, although, even so, still*)

Write any synonyms you hear on the board. You might get a list like the following:

but

although

even so

still

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 which is most informal.

Today you’re going to practice code-switching again, and I want you to think about how you can change the level of formality in a sentence by changing the words you use.

There is no right or wrong way to do this. I simply want you to experiment with using different words to make a different impact on the reader. 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:

could’ve

could have

- ☞ Which of these sounds more formal? (*Could have.*)
- ☞ Even small things, like changing “could’ve” to “could have,” make a sentence sound more or less formal.
- ☞ It’s okay if you feel the words you pick change the meaning of the sentence a little—sometimes that happens when you change vocabulary. But try to stick as close to the original meaning as possible.

Have students get into their assigned pairs or groups. Hand out the **Code-Switching: Vocabulary** 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 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, you should try to change at least two words in each sentence. I see you’ve changed this noun already. Why not change this verb?
- ☞ I can see you’re stuck. Reread the sentence and tell me what you think it means. (*We need to hurry or else we’re going to be extremely late.*) 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.

This complete response shows one possible way to code-switch by changing vocabulary. There is no right or wrong way to revise the sentences on the worksheet. To check for complete responses, make sure each student has changed at least two words in each sentence.


Complete Response:

1. *That’s messed up that you gotta go to summer school.*
That’s not fair that you need to go to summer school.
 2. *Don’t be all stuck up or she ain’t gonna give u the time of day.*
If you continue to be so arrogant, she won’t pay any attention to you.
 3. *Time to jet or we’re gonna be mad late.*
We need to hurry, or else we’re going to be extremely late.
 4. *Contrary to what you may believe, you are not the center of the universe.*
Stop thinkin that it’s all about you.
 5. *His logic is a bit faulty on the issue of financial compensation for that job.*
He’s trippin if he thinks we gonna pay him so much.
 6. *My mother did not appreciate my lack of courtesy.*
My mom was so mad she was seein stars becuz I was kinda rude.
-

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 below. Discuss the meaning of these sentences with your partner or group. Decide which words you want to change to make the sentence sound either more or less formal.
2. Once you have determined the meaning of each sentence, work independently to revise the sentences. 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. That's messed up that you gotta go to summer school.

2. Don't be all stuck up or she ain't gonna give u the time of day.

3. Time to jet or we're gonna be mad late.

Change the vocabulary (word choice) in the following three sentences to make them sound less formal.

4. Contrary to what you may believe, you are not the center of the universe.

5. His logic is a bit faulty on the issue of financial compensation for that job.

6. My mother did not appreciate my lack of courtesy.

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 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.*)
- 💬 The things we tend to change when we are writing in more casual situations—like sending a text to a friend—are the conventions of capitalizing and punctuating. A typical text does not include capitalized words or much punctuation. It can also include nonstandard spelling and abbreviations such as “plz.”

Write the following sample text message on the board:

lol brb

That’s what you expect when you’re reading or writing a text.

- 💬 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**. Read them aloud.

- 🗣️ 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. Wong" or "Hampshire 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, you generally don't use much punctuation.

Write the following sample text on the board:

u ok ... c u soon ...

- 🗣️ Does this style of writing and punctuation look familiar? Raise your hand if you think this is a common way to punctuate an IM or text.
- 🗣️ 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 expected in casual writing, but not in writing for school.
- 🗣️ Today you will take a sample paragraph written in a very casual style and change it so that it's appropriate for a school context.

Hand out the **Code-Switching: Conventions** worksheet and read the instructions aloud.

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

- 🗣️ I see you added the correct punctuation mark at the end of every sentence. That's a good start!
- 🗣️ I like how you linked these two sentences with a comma and the word "but." That shows me how these ideas are connected.
- 🗣️ Remember, you need to use standard spelling in writing for school. You can't leave out the "g" in "ing" forms of verbs, even if you don't always pronounce it when you are speaking.
- 🗣️ Right here you capitalized the first word in the sentence. Good work. I want you to read the whole sentence again, though, to see if anything else needs to be done to 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:

You're crazy, but I hear you. Your parents grounded you, and your crush likes some stuck-up girl. You are just not dealing with it well. Cheer up because it could be worse. I'm sorry you are so sad. Are you okay? You tell Tabitha to back off! You were so right not to tell her a thing. People are so nosy. Well, I've got to run before my parents start yelling. I'll call you later, because I'm here for you. I guess it's enough said for now.

Complete responses will vary because the sentences can be correctly punctuated in a variety of ways. For example, students may want to combine sentences with a comma and a conjunction. 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.

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.
Don't give me attitude, felipe, cuz you're makin me mad
 - Capitalize all proper nouns (names, titles, etc.).
Don't give me attitude, Felipe, cuz you're makin me mad
 - Add a period, question mark, or exclamation point to the end of every sentence.
Don't give me attitude, Felipe, cuz you're makin me mad.
 - Change any nonstandard spelling—for example, change "cuz" to "because" and "makin" to "making."
Don't give me attitude, Felipe, ^{because} cuz you're makin^g me mad.

you r crazy...but I hear u ...your parents grounded u ...n your crush
likes some stuck up girl... u r just not dealin wit it well...cheer up cuz it
could be worse...im sorry u r so sad... r u ok...u tell Tabitha to back off...
...u were so right not to tell her a thing...people r so nosy...well ive gotta
run before my parents start yellin... gonna call u lata bcuz im here for u... i
guess its enuf said for now...

Code-Switching—Vocabulary and Conventions

Overview

The students will practice revising sentences so that they sound either more or less formal, changing vocabulary and conventions to suit the intended audience.

BEFORE CLASS


Preparing for the Lesson

- ☐ Make copies of the **Code-Switching: Vocabulary and Conventions** worksheet, provided at the end of this lesson.
- ☐ Make sure the following items are still posted:
 - **Definition of Code-Switching**
 - **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, so it sticks out and sounds wrong.
- Formal writing is not expected in casual contexts, so it sticks out and sounds wrong.
- If you use the wrong language style, sometimes it leads to misunderstanding.
- Knowing how to code-switch can help you develop your ability to write for different types of audiences.
- Experimenting with word choice (vocabulary) and evaluating the impact of revision makes you a stronger writer.

- 💬 We all talk in different ways depending on whom we're talking to and what the situation is. We change the words we use and the way we say words, and we sometimes even change what we're talking about. There are certain things we'll tell our sisters or brothers, for example, that we won't tell our parents, and vice versa.
- 💬 It's the same with writing. The key is being aware that you need to adapt your language style so that it's appropriate for the context and audience.

Direct students' attention to the **Expectations for Formal Written English**. Read them aloud.



EXPECTATIONS FOR FORMAL WRITTEN ENGLISH

1. Each sentence is complete. A complete sentence has a subject, predicate, capitalization, and 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.

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, 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 the new 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 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. *Hey, do you wanna come to the mall with me on Saturday?*
2. *The severity of the tsunami caused widespread devastation.*
3. *gerald is a wicked liar and im not havin it*
4. *She and I have been friends for a really long time.*
5. *Hey, I hope you weren't mad at how I dissed you before.*

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 different contexts. 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.

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, tell students to skim a recent writing response for a sentence or a short passage that is written too informally for the classroom. Students should bracket that sentence or passage to use for the next skill drill.

Students will complete the following revision assignment in the next class period:



REVISION ASSIGNMENT—CODE-SWITCHING

Look at the passage you bracketed in your writing response. 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 the situation enclosed in brackets.

You may change vocabulary, grammar, spelling, or conventions to suit the new context.

Example:

Do u wanna catch a movie with me 2nite (*informal*)

[School context: writing response.] Would you like to go see a movie with me tonight? (*formal*)

1. Please accompany me to the shopping center on Saturday evening.
[Note to a friend.]

2. that tsunami wuz so bad and caused mad damage everywhere
[School context: writing an essay.]

3. Geraldo exaggerated every detail of the event and we found it challenging to believe him.
[Text message to a friend.]

4. me and her wuz friends since 4eva.
[School context: writing response.]

5. I sincerely hope that you were not offended by the careless remarks I made recently regarding your perplexing situation.
[Note to a sibling or cousin.]

Revising by Code-Switching

Overview

The students will review their writing responses and complete a revision assignment by code-switching.

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”

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 ensures that writing will be 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, and 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.

Post the **Revision Assignment—Code-Switching** and read it aloud.



REVISION ASSIGNMENT—CODE-SWITCHING

Look at the passage you bracketed in your writing response. Revise it so that it sounds more formal and appropriate for a school context.

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

- 🗣️ **I see you capitalized all the proper nouns. Excellent start.**
- 🗣️ **I like the way you revised this sentence so that it's complete and punctuated correctly. Now I understand where this thought begins and ends.**
- 🗣️ **Remember, you can change the vocabulary and add words too.**
- 🗣️ **Right here you capitalized the first word in the sentence. I 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 one of their sentences aloud and pointing out the changes they made. Ask students whether 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

- Tracking Progress and Grading
- Rubric for Student Skills: *Mastering Conventions 3*
- 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 3*

	4 Exceeds Expectations	3 Proficient	2 Developing Proficiency	1 No Progress Toward Proficiency
Complete Sentences	Almost all sentences are complete and punctuated correctly.	Most sentences are complete and punctuated correctly. Errors might distract the reader but do not impede the reader's ability to understand the writing.	Most sentences are complete. Errors impede the reader's ability to understand the writing.	There are many fragments and/or run-ons that make the reader unable to understand the writing.

Glossary of Definitions

A list of terms, their definitions, and the lessons in which they are defined and used .

Adverb

An adverb is a word that describes a verb, an adjective, or another adverb. (Lesson 8)

Code-Switching

Code-switching is changing the language (or style of language) that you use, depending on the situation. (Lessons 17, 18)

Gerund

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

Example: **Nagging** won’t make you popular. (Lesson 5)

Imperative Mood

The imperative mood expresses a command or gives an order.

Example: **Dance** with me.

(Lesson 13)

Indicative Mood

The indicative mood expresses something factual, describes something happening, or asks a question.

Examples:

Federico **danced** under the bright lights.

Did Federico **dance** under the bright lights?

(Lesson 13)

Infinitive

An infinitive is a verbal made of the word “to,” plus the simplest form of a verb, the stem.

Examples:

To jump was risky since the ground was far below.

We don’t need **to fight**.

(Lessons 6, 7, 8)

Mood of a Verb

The mood of a verb expresses the writer’s attitude about the action in the sentence. For example, the writer may express uncertainty, give a command, or state a fact.

Example:

If Federico were more confident, he **would dance** on television.

(Lesson 13)

Participial Phrase

A participial phrase is a group of words that begins with a participle and acts as an adjective. (Lesson 4)

Subjunctive Mood

The subjunctive mood expresses uncertainty, a wish, regret, or something contrary to fact.

Example:

If Federico **were** more confident, he would dance on television.

(Lesson 13)

Verb

A verb is a word that expresses action or helps to express a state of being. (Lesson 9)

