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DRAFT

GRADES K–8

TEACHER LANGUAGE PACKET

Skill Mini-lessons and Handouts

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GRAMMAR

## Handwriting

### RF.K.1.C: Recognize Features of Print

| Grade K M2 L20 Mini-Lesson: Recognize Features of Print (8 min.) | | |
| --- | --- | --- |
| **RF.K.1.C: RECOGNIZE FEATURES OF PRINT** | | |
| **RF.K.1.C:** Understand that words are separated by spaces in print. | | |
| **Frame Instruction** | | |
| * Our classroom rules help us stay safe. They also make it easier for everyone to learn. Writers follow rules too. These rules make it easier for readers to read their work. * Today we are going to learn what rules to follow when we print or put our ideas on paper. First, we will review the features of print. Next, we will use that learning to answer the focus question for this lesson. | | |
| *Display Language Handout: Recognize Features of Print.* | | |
| Pacing | Say | Do |
| 1 min. | * Letters make up words, and words make up sentences. * When we write words and sentences, we follow certain rules. * First, we write from left to right. * Show me your left hand. Now show me your right hand. | Stand with your back to students and hold up your left hand, and then your right hand, or be prepared to mirror them. |
| 1 min. | * We also write in a straight line. If there is a line for us to write on, we write so all the letters sit on that line. Some letters may have parts that drop below the line. | Point to the g that drops below the line in the sample sentence. |
| * If there is no line, we write so that all the letters look like they are sitting on a line. | Rewrite the sample sentence on the board in a straight line. |
| 1 min. | * Finally, we need to write with a space between words. * Spaghetti spaces go in between out letters. They are small spaces. Meatball spaces go in between out words. They are bigger spaces. * Where do you see spaces in this example sentence? * Notice that there are no spaces in the middle of words. | Point to the spaces as students name them. |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Recognize Features of Print. * What problem do you need to fix in each sentence? | *Distribute Language Handout: Recognize Features of Print. Review directions for the practice items and read each practice sentence aloud.* |

| Grade K M2 L20 Handout: Recognize Features of Print |
| --- |
| | RECOGNIZE FEATURES OF PRINT | | --- | | When we write words and sentences, we follow certain rules.  We write   * from left to right. * in a straight line.   I like reading.   * with a space between words. I like reading. * from top to bottom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | RECOGNIZE FEATURES OF PRINT PRACTICE | | --- | | **Directions:** Rewrite each sentence to follow the features of print.  I  read  to  like  outside.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     1. I s ee astop sign.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

### RF.1.1: Recognize Features of Print

| Grade 1 M1 L3 Mini-Lesson: Recognize Features of Print (8 min.) | | |
| --- | --- | --- |
| **RF.1.1: RECOGNIZE FEATURES OF PRINT** | | |
| **RF.1.1:** Demonstrate understanding of the organization and basic features of print. | | |
| **Frame Instruction** | | |
| * Our classroom rules help us stay safe. They also make it easier for everyone to learn. Writers follow rules too. These rules make it easier for readers to read their work. * Today we are going to learn what rules to follow when we print or put our ideas on paper. First, we will review the features of print. Next, we will use that learning to answer the focus question for this lesson. | | |
| *Display Language Handout: Recognize Features of Print.* | | |
| Pacing | Say | Do |
| 1 min. | * Letters make up words, and words make up sentences. * When we write words and sentences, we follow certain rules. * First, we write from left to right. * Show me your left hand. Now show me your right hand. | Stand with your back to students and hold up your left hand, and then your right hand, or be prepared to mirror them. |
| 1 min. | * We also write in a straight line. If there is a line for us to write on, we write so all the letters sit on that line. Some letters may have parts that drop below the line. | Point to the g that drops below the line in the sample sentence. |
| * If there is no line, we write so that all the letters look like they are sitting on a line. | Rewrite the sample sentence on the board in a straight line. |
| 1 min. | * Finally, we need to write with a space between words. * Spaghetti spaces go in between out letters. They are small spaces. Meatball spaces go in between out words. They are bigger spaces. * Where do you see spaces in this example sentence? * Notice that there are no spaces in the middle of words. | Point to the spaces as students name them. |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Recognize Features of Print. * What problem do you need to fix in each sentence? | *Distribute Language Handout: Recognize Features of Print. Review directions for the practice items and read each practice sentence aloud.* |

| Grade 1 M1 L3 Handout: Recognize Features of Print |
| --- |
| | RECOGNIZE FEATURES OF PRINT | | --- | | When we write words and sentences, we follow certain rules.  We write   * from left to right. * in a straight line.   I like reading.   * with a space between words. I like reading. * from top to bottom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | RECOGNIZE FEATURES OF PRINT PRACTICE | | --- | | **Directions:** Rewrite each sentence to follow the features of print.  I  read  to  like  outside.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     1. I s ee astop sign.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

### L.K.1.A: Print Letters

| Grade K M1 L11 Mini-lesson: Print Letters (7 min.) | | |
| --- | --- | --- |
| L.K.1.A: Print Letters | | |
| L.K.1.A: print many upper- and lowercase letters. | | |
| **Frame Instruction** | | |
| When we print letters, we should write the lines of each letter in a certain order. This helps us make sure the letter is neat, is facing the right direction, and has all the parts it needs. | | |
| *Display and distribute the* [*letter formation guide.*](https://www.lwtears.com/files/Letter%20Formation%20Charts.pdf) | | |
| Pacing | Say | Do |
| 2 min. | * This alphabet has arrows that remind me how to write each letter. * I see that to write capital *F*, I start in the starting corner. I make a big line down and frog jump back to the starting corner. Then, I make a little line across the top. Last, I make a little line across the middle. | Refer to the letter formation guide. Model writing an uppercase F on the slate chalkboard. |
| 1 min. | * Now you help me write capital *D*. Where should I start? What should I do first? What should I do next? | Follow students’ directions to write an uppercase D on the slate chalkboard. |
| **Monitor Progress**  3 min. | * Now you try printing letters. Practice writing at least two different letters. | *Distribute the blank handwriting sheet or your chosen handwriting practice worksheets.* |

| Grade K M1 L20 Mini-lesson: Print Letters (8 min.)Grade K M1 L33 Mini-lesson: Print Letters (8 min.) | | |
| --- | --- | --- |
| L.K.1.A: Print Letters | | |
| L.K.1.A: print many upper- and lowercase letters. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to print uppercase and lowercase letters. | | |
| *Display Language Handout: Print Letters.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | This chart shows the letter of the alphabet. We can write each letter in two ways. We can write a big letter. This is called an uppercase letter. Or we can write a little letter. This is called a lowercase letter. As I touch each letter, say its name aloud. | *Display the alphabet chart on Language Handout: Print Letters. Point to each letter and have students say its name aloud.* |
| 1 min. | Watch as I write the big and little letter *t.* I can look at the chart to help me. Here is the big letter *T.* It has a long line that goes up and down. Then on top, it has a line going from side to side. I wrote the big letter *T.*  Now I will write the little letter *t.* I will look at the chart again to help me. The little letter *t* has a long line that goes up and down like the big letter *T.* But the little letter *t* has a line that goes from side to side that does not start right at the top. | *Model writing the upper- and lowercase version of the letter* t*.* |
| **Monitor Progress**  5 min. | Now it is your turn to write big and little letters. Listen as I read letters aloud. Use the chart to help you write the big and little letter I say on Language Handout: Print Letters. | *Distribute Language Handout: Print Letters and say these letters aloud. Pause after each letter to give students time to write the upper- and lowercase version.*   1. P 2. D 3. Z 4. A 5. G 6. R 7. N 8. S 9. U 10. H |

| Grade K M1 L20 Handout: Print LettersGrade K M1 L33 Handout: Print Letters |
| --- |
| |  | | --- | | PRINT LETTERS | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Uppercase** | **A** | **B** | **C** | **D** | **E** | | **Lowercase** | **a** | **b** | **c** | **d** | **e** | | **Uppercase** | **F** | **G** | **H** | **I** | **J** | | **Lowercase** | **f** | **g** | **h** | **i** | **j** | | **Uppercase** | **K** | **L** | **M** | **N** | **O** | | **Lowercase** | **k** | **l** | **m** | **n** | **o** | | **Uppercase** | **P** | **Q** | **R** | **S** | **T** | | **Lowercase** | **p** | **q** | **r** | **s** | **t** | | **Uppercase** | **U** | **V** | **W** | **X** | **Y** | | **Lowercase** | **u** | **v** | **w** | **x** | **y** | | **Uppercase** | **Z** |  |  |  |  | | **Lowercase** | **z** |  |  |  |  | |  | PRINT LETTERS PRACTICE | | --- | | **Directions:** Listen as I say letters aloud. Write the big (uppercase) and little (lowercase) letters as you hear me say them.   1. Pp 2. Dd 3. Zz 4. Aa 5. Gg 6. Rr 7. Nn 8. Ss 9. Uu 10. Hh | |

### L.1.1.A: Print Letters

| Grade 1 M1 L17 Mini-lesson: Print Letters (10 min.)Grade 1 M2 L17 Mini-lesson: Print Letters (10 min.) | | |
| --- | --- | --- |
| L.1.1.A: Print Letters | | |
| L.1.1.A: print all upper- and lowercase letters. | | |
| **Frame Instruction** | | |
| When we print upper- and lowercase letters, we should write the lines of each letter in a certain order. This helps us make sure the letter is neat, is facing the right direction, and has all the parts it needs. | | |
| 1. *Display and distribute the letter formation guide.* 2. *Draw handwriting lines on the board.* | | |
| Pacing | Say | Do |
| 1 min. | * Remember that every letter has an uppercase and a lowercase form. The uppercase letters are like the adults; they are bigger. The lowercase letters are like the children. They are smaller. * STUDENT POLL: When I point to an uppercase letter, stand up. When I point to a lowercase letter, sit down. | Point to various upper- and lowercase letters displayed in your classroom (e.g., on anchor charts). |
| 1 min. | * This alphabet has arrows that remind me how to write each letter. * I see that to write uppercase *A*, I start at the top and write a line slanting down to the left. Then, I go back to the top and write a line slanting down to the right. Last, I draw a line across the middle. | Refer to the letter formation guide. Model writing uppercase A on the handwriting lines. |
| 1 min. | * I see that to write lowercase *a* I start in the middle. I curve down to the left and go up again. Then, I go back down one more time to the bottom line. | Refer to the letter formation guide. Model writing lowercase a on the handwriting lines. |
| **Monitor Progress**  6 min. | * Now you try printing upper- and lowercase letters. Practice writing at least 10 different upper- and lowercase letters. | *Distribute Language Handout: Print Letters.* |

| Grade 1 M1 L17 Handout: Print LettersGrade 1 M2 L17 Handout: Print Letters |
| --- |
| |  | | --- | | PRINT LETTERS | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Uppercase** | **A** | **B** | **C** | **D** | **E** | | **Lowercase** | **a** | **b** | **c** | **d** | **e** | | **Uppercase** | **F** | **G** | **H** | **I** | **J** | | **Lowercase** | **f** | **g** | **h** | **i** | **j** | | **Uppercase** | **K** | **L** | **M** | **N** | **O** | | **Lowercase** | **k** | **l** | **m** | **n** | **o** | | **Uppercase** | **P** | **Q** | **R** | **S** | **T** | | **Lowercase** | **p** | **q** | **r** | **s** | **t** | | **Uppercase** | **U** | **V** | **W** | **X** | **Y** | | **Lowercase** | **u** | **v** | **w** | **x** | **y** | | **Uppercase** | **Z** |  |  |  |  | | **Lowercase** | **z** |  |  |  |  | |  | PRINT LETTERS PRACTICE | | --- | | **Directions:** Use the space below to print 10 different uppercase and lowercase letters.  Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  Kk  Ll  Mm  Nn  Oo  Pp  Qq  Rr  Ss  Tt  Uu  Vv  Ww  Xx  Yy  Zz | |

| Grade 2 M1 L20 Mini-lesson: Print Letters (12 min.) | | |
| --- | --- | --- |
| L.1.1.A: Print Letters | | |
| **L.1.1.A:** Print all upper- and lowercase letters. | | |
| **Frame Instruction** | | |
| Today we’re going to learn to print letters. | | |
| *Display Language Handout: Print Letters.* | | |
| **Pacing** | **Say** | **Do** |
| 3 min. | * This chart shows the letter of the alphabet. We can write each letter in two ways. We can write a big letter. This is called an uppercase letter. Or we can write a little letter. This is called a lowercase letter. As I touch each letter, say its name aloud. | *Display the alphabet chart on Language Handout: Print Letters. Point to each letter and have students say its name aloud.* |
| 3 min. | * Watch as I write the big and little letter *t.* I can look at the chart to help me. Here is the big letter *T.* It has a long line that goes up and down. Then on top, it has a line going from side to side. I wrote the big letter *T.* * Now I will write the little letter *t.* I will look at the chart again to help me. The little letter *t* has a long line that goes up and down like the big letter *T.* But the little letter *t* has a line that goes from side to side that does not start right at the top. | *Model writing the upper- and lowercase versions of the letter* t*.* |
| **Monitor Progress**  5 min. | * Now it is your turn to write big and little letters. Print the uppercase and lowercase letters for every letter in the alphabet. | *Distribute Language Handout: Print Letters.* |

| Grade 2 M1 L20 Handout: Print Letters |
| --- |
| |  | | --- | | PRINT LETTERS | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Uppercase** | **A** | **B** | **C** | **D** | **E** | | **Lowercase** | **a** | **b** | **c** | **d** | **e** | | **Uppercase** | **F** | **G** | **H** | **I** | **J** | | **Lowercase** | **f** | **g** | **h** | **i** | **j** | | **Uppercase** | **K** | **L** | **M** | **N** | **O** | | **Lowercase** | **k** | **l** | **m** | **n** | **o** | | **Uppercase** | **P** | **Q** | **R** | **S** | **T** | | **Lowercase** | **p** | **q** | **r** | **s** | **t** | | **Uppercase** | **U** | **V** | **W** | **X** | **Y** | | **Lowercase** | **u** | **v** | **w** | **x** | **y** | | **Uppercase** | **Z** |  |  |  |  | | **Lowercase** | **z** |  |  |  |  | |  | PRINT LETTERS PRACTICE | | --- | | **Directions:** Use the space below to print uppercase and lowercase letters.  Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  Kk  Ll  Mm  Nn  Oo  Pp  Qq  Rr  Ss  Tt  Uu  Vv  Ww  Xx  Yy  Zz | |

## Nouns

### L.K.1.C: Form Plural Nouns Orally

| Grade 1 M1 L11 Mini-lesson: Use Nouns and Verbs and Form Plural Nouns Orally (13 min.) | | |
| --- | --- | --- |
| L.K.1.B: Use Nouns and Verbs  L.K.1.C: Form Plural Nouns Orally | | |
| **L.K.1.B:** Use frequently occurring nouns and verbs.  **L.K.1.C:** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | | |
| **Frame Instruction** | | |
| Some of the details you add about characters may be nouns and verbs. Let’s review what nouns and verbs are and practice using them. | | |
| *Display Language Handout: Use Nouns and Verbs and Form Plural Nouns Orally.* | | |
| Pacing | Say | Do |
| 1 min. | * A noun names a person, place, or thing. * For example, *teacher*, *brother*, and *doctor* are nouns that name people. * *School*, *city*, and *park* are nouns that name places. * *Bus*, *cat*, and *pencil* are nouns that name things. | Read aloud the details for nouns. |
| 2 min. | * Remember that if the noun names more than one person, place, or thing, we usually add /s/ or /es/ to the end of the word to make the *plural* form. *Plural* means more than one. * When I pause, say the plural form of the noun:   + One teacher, two \_\_\_\_\_\_\_\_.   + One park, two \_\_\_\_\_\_\_\_.   + One bus, two \_\_\_\_\_\_\_\_\_. | Elicit the plural form of several nouns orally. |
| 2 min. | * Listen as I read the examples of nouns in sentences. With your partner, think of another noun. Say the noun and then make up a sentence with that noun. | Read aloud the example sentences. Then, elicit example sentences from pairs. |
| 1 min. | * A verb names an action. An action is something that you do. * For example, run, play, eat, dance, write, and look are all verbs. | Read aloud the details for verbs. |
| 2 min. | * Listen as I read the examples of verbs in sentences. With your partner, think of another verb. Say the verb, and then make up a sentence with that verb. | Read aloud the example sentences. Then, elicit example sentences from pairs. |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Nouns and Verbs and Form Plural Nouns Orally. | *Distribute Language Handout: Use Nouns and Verbs and Form Plural Nouns Orally. Review directions for the practice items. Elicit sample sentences.* |

| Grade 1 M1 L11 Handout: Use Nouns and Verbs and Form Plural Nouns Orally |
| --- |
| | USE NOUNS AND VERBS AND FORM PLURAL NOUNS ORALLY | | --- | | A **noun** names a person, place, or thing.  **Examples of Nouns**   |  |  |  | | --- | --- | --- | | **person** | **place** | **thing** | | teacher  brother  doctor | school  city  park | bus  cat  pencil |   Example sentences:  My teachers are nice.  I write with a pencil.  A verb names an action.  **Examples of Verbs**   |  |  | | --- | --- | | run  play  eat | dance  write  look |   Example sentences:  She runs fast.  They ate lunch outside. |  | USE NOUNS AND VERBS AND FORM PLURAL NOUNS ORALLY PRACTICE | | --- | | **Directions:** Use each word in a sentence. Circle noun or verb to show the job of the word in the sentence.  1. **book** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **noun** **verb**  2. **read** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **noun** **verb** | |

### L.1.1.B: Recognize Common and Proper Nouns

| Grade 1 M2 L16 Mini-lesson: Capitalize Proper Nouns (12 min.) | | |
| --- | --- | --- |
| L.1.1.B: Recognize Common and Proper Nouns  L.1.2.A: Capitalize Dates and People Names | | |
| **L.1.1.B:** Use common, proper, and possessive nouns.  **L.1.2.A:** Capitalize dates and names of people. | | |
| **Frame Instruction** | | |
| Today, we will learn to recognize proper nouns, and to capitalize dates and names of people. This will help you edit capitalization in focus writing task 1. | | |
| 1. *Display Language Handout: Capitalize Proper Nouns.* 2. *Organize students in pairs to practice using proper nouns and capitalization.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A proper noun is a noun that names a specific person, place, or thing. Proper nouns are always capitalized because they name specific things. Some proper nouns contain two or more words. In this case, all of the important words are capitalized. | * *Read aloud the text above the chart in the Proper Nouns box on Language Handout: Capitalize Proper Nouns.* |
| 2 min. | * *Jane Goodall* is a proper noun because it names a specific person. * *San Diego* is a proper noun because it names a specific city. | * *Display the Examples of Proper Nouns chart on the handout. Point out that the words on the chart all name specific people, places, or things.* |
| 1 min. | * A person’s name always begins with a capital letter. A person’s name is a proper noun. * The names of months and days always begin with a capital letter. The names of months and days are proper nouns. | * *Read aloud the text above the chart in the Capitalization box.* |
| 1 min. | * Some proper nouns include titles, such as *Mr*., *Mrs*., and *Dr*. These titles are part of the proper noun and are also capitalized. | * *Display the Examples of Names and Examples of Dates chart on the handout.* |
| 2 min. | * Now you will think of some proper nouns. * Let’s start with a common noun: country. Now think of a proper noun that names a specific country. Examples include: *Mexico*, *China*, *India*. | * *Have students come up with additional proper nouns and write them on the board. Point out the capital letters that begin each proper noun. Encourage ideas by providing a common noun and asking students to come up with a proper noun related to the common noun.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Capitalize Proper Nouns. | * *Distribute Language Handout: Capitalize Proper Nouns and review directions for the practice items.* |

| Grade 1 M2 L16 Handout: Capitalize Proper Nouns |
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| |  | | --- | | PROPER NOUNS | | A **proper noun** is a noun that names a specific person, place, or thing.  Proper nouns are always **capitalized** because they name specific things.  Some proper nouns contain **two or more words**. In this case, **all** of the important words are capitalized.   |  |  |  | | --- | --- | --- | | **Examples of Proper Nouns** | | | | Jane Goodall | San Diego | Colorado River | | Martin Luther King, Jr. | Maryland | The Shoe Shack | | Katie | United States | Twinkle, Twinkle, Little Star | |  |  | | --- | | CAPITALIZATION | | A **person’s name** always begins with a capital letter. A person’s name is a proper noun.  The **names of months and days** always begin with a capital letter. The names of months and days are proper nouns.   |  |  | | --- | --- | | **Examples of Names** | **Examples of Dates** | | Nasreen | January | | Tomás | March | | Dr. Donovan | October | | Mrs. Maloney | Thursday | | Ruby Bridges | Saturday | |  | PROPER NOUN PRACTICE | | --- | | **Directions:** Underline the proper nouns in each sentence.   1. My cat’s name is Biggie. 2. The Nile River is in Egypt. 3. Friday is the last day of school. 4. Last night we had pizza at Salvo’s. |  | CAPITALIZATION PRACTICE | | --- | | **Directions:** Underline the words in each sentence that should be capitalized.   1. My cousin emilia is coming to visit us in june. 2. My mother was born in puerto rico. 3. Last year, james and miguel moved to california. 4. Every monday, mrs. adams eats a salad for lunch. | |

| Grade 2 M3 L21 Mini-lesson: Recognize Common and Proper Nouns (11 min.)Grade 3 M3 L29 Mini-lesson: Recognize Common and Proper Nouns (11 min.) | | |
| --- | --- | --- |
| L.1.1.B: Recognize Common and Proper Nouns | | |
| **L.1.1.B:** Use common, proper, and possessive nouns. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to recognize common and proper nouns. We will learn the difference between the two, and how to capitalize each correctly. | | |
| *Display Language Handout: Recognize Common and Proper Nouns.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Common nouns name general items, not specific ones. Common nouns are not capitalized. | * *Read aloud the Common Nouns box on Language Handout: Recognize Common and Proper Nouns.* |
| 1 min. | * Proper nouns name a particular person, place or thing. Proper nouns are capitalized. | * *Read aloud the Proper Nouns box on Language Handout: Recognize Common and Proper Nouns.* |
| 3 min. | * When speaking in general terms, a city is a common noun. A particular city, like Orlando, FL, is a proper noun. It must be capitalized. * I will give you two minutes to come up with some proper nouns for each common noun in the chart. After two minutes, I will reveal possible answers. | * *Review the Differentiate Common Nouns from Proper Nouns box with students. Cover the Proper Nouns column except for the first row.* * *After two minutes, reveal the rest of the Proper Nouns column.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Recognize Common and Proper Nouns. | * *Distribute Language Handout: Recognize Common and Proper Nouns and review directions for the practice items.* |

| Grade 2 M3 L21 Handout: Recognize Common and Proper NounsGrade 3 M3 L29 Handout: Recognize Common and Proper Nouns |
| --- |
| |  | | --- | | COMMON NOUNS | | Common nouns name general items, not specific ones. Common nouns are not capitalized.  Examples: boy, teacher, store, park |  |  | | --- | | PROPER NOUNS | | Proper nouns name a particular person, place or thing. Proper nouns are capitalized.  Examples: Bill, Mrs. Smith, Baskin Robbins, Yosemite National Park |  |  | | --- | | DIFFERENTIATE COMMON NOUNS FROM PROPER NOUNS | | |  |  | | --- | --- | | **Common Nouns** | **Proper Nouns** | | city | Orlando | | girl | Samantha | | teacher | Mrs. Jones | | store | Target | | restaurant | Chic-fil-a | | drink | Sprite | | country | Canada | |  | RECOGNIZE COMMON AND PROPER NOUNS PRACTICE | | --- | | **Directions:** Change the underlined common noun into a proper noun and write it next to the sentence with proper capitalization.   1. The girl went for a walk in the afternoon. Kate 2. We ate at the restaurant for dinner. Applebee’s 3. She went to the store to buy her summer outfits. Dillard’s 4. They live in that country. Brazil |  | RECGONIZE COMMON AND PROPER NOUNS PRACTICE | | --- | | **Directions:** Find and capitalize the proper noun in each sentence.   1. My favorite type of orange juice is minute maid orange juice. Minute Maid 2. My teacher, mrs. finkle, gave me an A plus on my book report. Mrs. Finkle | |

### L.1.1.B: Form Possessive Nouns

[See Grade 2 M2 L16 Mini-lesson: Use Possessive Nouns and Apostrophes (11 min.)](#_Grade_2_M2)

| Grade 1 M3 L13 Mini-lesson: Form Possessive Nouns (10 min.) | | |
| --- | --- | --- |
| L.1.1.B: Form Possessive Nouns | | |
| L.1.1.B: Use common, proper, and possessive nouns. | | |
| **Frame Instruction** | | |
| Today, we are going to learn to form possessive nouns. | | |
| 1. *Display Language Handout: Form Possessive Nouns.* 2. *Organize pairs for completing the handout.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A possessive noun is a noun that shows ownership or possession. | * *Read aloud the definition of a possessive noun on Language Handout: Form Possessive Nouns.* |
| 5 min. | * When a noun is singular, it names one person, place, or thing. To form a possessive with a singular noun, you add an apostrophe and an –*s* to the end of the word. * To talk about the eggs that belong to the chicken, you take the singular noun, *chicken*, and add an apostrophe and an –*s* to the end of the word to say *the chicken’s eggs*. * When a noun is plural, it names more than one person, place, or thing and usually ends with an –*s*. To form a possessive with a plural noun, you add an apostrophe after the *s*. * To talk about the saddles that belong to the horses, you take the plural noun, *horses*, which already ends in *–s* and add an apostrophe to the end of the word to say *the horses’ saddles*. * Some plural nouns do not end in –*s.* To form a possessive noun with these plural nouns, you add an apostrophe and an –*s* to the end of the word. * To talk about the toys that belong to the children, you take the plural noun, *children*, and add an apostrophe and an –*s* to the end of the word to say *the children’s toys*. | * *Read aloud the chart on Language Handout: Form Possessive Nouns.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Form Possessive Nouns. | * *Distribute Language Handout: Form Possessive Nouns and review directions for completing the practice items.* |

| Grade 1 M3 L13 Handout: Form Possessive Nouns |
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| |  | | --- | | FORM POSSESSIVE NOUNS | | A possessive noun is a noun that shows ownership or possession.   |  |  |  |  | | --- | --- | --- | --- | | **If a noun is …** | **Example** | **To form a possessive noun …** | **Example** | | Singular | chicken | add an apostrophe and an *–s* to the end of the word | the **chicken’s** eggs | | Plural and ends with *–s* | horses | add an apostrophe after the final *–s* | the **horses’** saddles | | Plural and does not end with *–s* | children | add an apostrophe and an *–s* to the end of the word | the **children’s** toys | |  | FORM POSSESSIVE NOUNS PRACTICE | | --- | | **Directions:** Complete each sentence with a possessive noun. Use the correct possessive form of the noun in parentheses.   1. This \_\_\_\_\_\_\_\_\_\_ fur is light brown. (hamster) hamster’s 2. The \_\_\_\_\_\_\_\_\_\_ backpacks are in their lockers. (students) students’ 3. My \_\_\_\_\_\_\_\_\_\_ families are all very kind. (friends) friends’ 4. The \_\_\_\_\_\_\_\_\_\_ shelves are full of food. (store) store’s 5. The \_\_\_\_\_\_\_\_\_\_ cars were parked outside. (men) men’s | |

### L.2.1.A: Use Collective Nouns

| Grade 2 M2 L15 Mini-lesson: Use Collective Nouns (11 min.)Grade 3 M3 L26 Mini-lesson: Use Collective Nouns (11 min.)Grade 4 M3 L8 Mini-lesson: Use Collective Nouns (11 min.) | | |
| --- | --- | --- |
| L.2.1.A: Use Collective Nouns | | |
| **L.2.1.A:** Use collective nouns (e.g., group). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use collective nouns. | | |
| 1. *Display Language Handout: Use Collective Nouns.* 2. *Organize pairs of students so they may share sentences using the collective nouns.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A noun names a person, place, or thing. Collective nouns are words that are used to name a group of people, animals, or things. | *Read aloud the text at the beginning of the Collective Nouns box on Language Handout: Use Collective Nouns.* |
| 1 min. | * Let’s look at some examples of collective nouns that refer to groups of people, animals, and things. | *Read aloud the examples in the People, Animals, and Things chart on Language Handout: Use Collective Nouns. Have students raise their hands if they’ve heard the collective noun before. Pause periodically and ask volunteers to share where they have heard the collective noun before.* |
| 1 min. | * Collective nouns are used in sentences to refer to the group of people, animals, and things. * Collective nouns almost always need a singular verb in a sentence. * Let’s look at some example sentences that use collective nouns. I will point out the collective noun and the singular verb. | *Cover the last two sentences in the Example Sentences chart. Show the first four sentences. Read each aloud and identify the collective noun and the verb.* |
| 2 min. | * Now let’s look at two more sentences, and you can tell me the collective noun and the singular verb. * I will show you the two sentences and give you two minutes to think. Then you can tell me the collective noun and the verb. | *Reveal the last two sentences in the Example sentences chart. Read each sentence aloud. After two minutes, have volunteers share the collective noun and the singular verb in each of the sentences (*bouquet, smells; stack, is)*.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Collective Nouns. | *Distribute Language Handout: Use Collective Nouns and review directions for the practice items. Have partners share their sentences in the second set of practice items.* |

| Grade 2 M2 L15 Handout: Use Collective NounsGrade 3 M3 L26 Handout: Use Collective NounsGrade 4 M3 L8 Handout: Use Collective Nouns |
| --- |
| |  | | --- | | COLLECTIVE NOUNS | | A noun names a person, place, or thing. Collective nouns are words that are used to name a group of people, animals, or things.   |  |  |  | | --- | --- | --- | | **People** | **Animals** | **Things** | | crowd of people | flock of birds | bouquet of flowers | | team of players | herd of cows | stack of books | | class of students | school of fish | forest of trees | | pair of athletes | pack of dogs | collection of coins | | colony of artists | swarm of hornets | flight of stairs | | choir of singers | pride of lions | bunch of roses | | crew of sailors | litter of puppies | deck of cards |   Collective nouns usually take a singular verb in a sentence.   |  | | --- | | **Example Sentences** | | A **crowd** of people comes for the show. | | A **team** of players sits on the bench. | | A **flock** of birds is flying over the shore. | | A **herd** of cows is mooing. | | Her bouquet of flowers smells lovely. | | That stack of books is due at the library. | |  | COLLECTIVE NOUN PRACTICE | | --- | | **Directions:** Complete the sentence by circling the correct collective noun.   1. A (class, choir) of singers walked onto the stage. choir 2. A (school, pack) of fish swam through the seaweed. school 3. The historian loved his (bunch, collection) of stamps. collection 4. I climbed the last (flight, deck) of stairs. flight   **Directions:** Create a sentence using the collective noun. Share the sentence aloud with your partner.   1. crew of sailors A crew of sailors rowed the boat. 2. litter of kittens The momma cat had a litter of kittens. 3. bunch of grapes I ate a bunch of grapes. | |

### L.2.1.B: Form Irregular Plural Nouns

| Grade 2 M3 L8 Mini-lesson: Form Irregular Plural Nouns (14 min.)Grade 3 M3 L25 Mini-lesson: Form Irregular Plural Nouns (14 min.) | | |
| --- | --- | --- |
| L.2.1.B: Form Irregular Plural Nouns | | |
| **L.2.1.B:** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to form and use common irregular plural nouns. | | |
| *Display Language Handout: Form Irregular Plural Nouns.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A noun is a word that names a person, place, or thing. A noun can be singular and name one person, one place, or one thing. Or nouns can be plural and name more than one person, place, or thing. Most regular plural nouns are formed by adding an *–s* or *–es* to the end of a noun like *books*, *houses*, *cups*, or *dishes*. | * *Read aloud the definition of a plural noun on Language Handout: Form Irregular Plural Nouns.* |
| 3 min. | * Irregular plural nouns are different from regular plural nouns. * The spellings of irregular nouns change to make the singular noun a plural noun. * Writers know how to use and form these common irregular plural nouns by learning the different spellings. * I will show you some examples. | * *Read aloud the definition of irregular plural nouns. Read aloud the first chart. Indicate the spelling change from singular to plural.* |
| 2 min. | * Let’s practice using irregular plural nouns in a sentence: *After walking all day, my feet need a rest.* * Who can use the plural of the noun *man* in a sentence? | * *Call on a volunteer to use the plural of the noun* man *in a sentence.* |
| 2 min. | * Some common irregular plural nouns don’t change from singular to plural. * Let’s look at three examples. | * *Read aloud the second chart. Point out that the spelling of the words does not change.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Form Irregular Plural Nouns. | * *Distribute Language Handout: Form Irregular Plural Nouns and review directions for the practice items.* |

| Grade 2 M3 L8 Handout: Form Irregular Plural NounsGrade 3 M3 L25 Handout: Form Irregular Plural Nouns |
| --- |
| |  | | --- | | PLURAL NOUNS | | A noun is a word that names a person, place, or thing. A noun can be singular and name one person, one place, or one thing. Or nouns can be plural and name more than one person, place, or thing. Most regular plural nouns are formed by adding an *–s* or *–es* to the end of a noun like *books*, *houses*, *cups*, or *dishes*. |  |  | | --- | | IRREGULAR PLURAL NOUNS | | Plural nouns that cannot be formed by adding *–s* or *–es* are called irregular plural nouns. The spelling of the noun must change to become plural.   |  |  | | --- | --- | | **Singular Noun** | **Plural Noun** | | foot | f**ee**t | | man | m**e**n | | woman | wom**e**n | | child | child**ren** | | tooth | t**ee**th | | mouse | m**ice** | | goose | g**ee**se | | person | pe**ople** | | ox | ox**en** |   Some irregular singular nouns do not change at all to become plural, such as *fish*.   |  |  | | --- | --- | | **Singular Noun** | **Plural Noun** | | sheep | sheep | | moose | moose | | deer | deer | |  | COMMON IRREGULAR PLURAL NOUNS PRACTICE | | --- | | **Directions:** Write the plural form of each irregular noun.   1. ox oxen 2. mouse mice 3. deer deer 4. moose moose   **Directions:** Choose the correct plural noun that completes each sentence.   1. Both of my (feet, foots) are sore. feet 2. Some (persons, people) like to run races. people 3. The (sheep, sheeps) are grazing in the field. sheep 4. Let’s ask the (women, womans) to join us. women | |

| Grade 4 M3 L9 Mini-lesson: Form and Use Regular and Irregular Plural Nouns (15 min.) | | |
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| L.2.1.B: FORM Irregular Plural Nouns  L.3.1.B: Use Regular and Irregular Plural Nouns | | |
| **L.2.1.B:** Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).  **L.3.1.B:** Form and use regular and irregular plural nouns. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to form and use regular and irregular plural nouns. | | |
| *Display Language Handout: Use Regular and Irregular Plural Nouns.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Nouns are words that name a person, place, or thing. Singular nouns name one person, place, or thing, such as *teacher*, *school*, or *book*. * Plural nouns name more than one person, place, or thing, such as *teachers*, *schools*, or *books*. Singular and plural nouns can be regular or irregular. | *Read aloud the definition of plural nouns on Language Handout: Use Regular and Irregular Plural Nouns.* |
| 2 min. | * To show that a noun is more than one person, place, or thing, we need to change the ending of the singular noun. * Look at the first three nouns in the chart. Each refers to one thing or place. To refer to more than one thing or place, we need to add *–s* or *–es*. *Goal* requires an *–s*. *Box* requires *–es* because it ends in *x*. *Beach* requires *–es* because it ends in *ch*. | *Read aloud the definition of regular plural nouns. Cover the last two rows in the chart (the nouns* bus *and* wish*). Read aloud the singular noun* goal*. Then point to the plural noun (*goals*) and indicate the letter that is added to make the noun plural. Repeat with the nouns* box *and* beach*.* |
| 1 min. | * I will show you two more nouns that need to change to be made plural. Turn and talk to your partner about what needs to be added for each noun to be plural. * After one minute, I will show you the correct endings. | *Reveal the last two nouns in the chart (*bus *and* wish*). After one minute, show students the Plural Noun* *column and point out what was added to make each plural.* |
| 3 min. | * The spelling of irregular nouns changes to make the singular noun a plural noun. * I will show you some examples. | *Read aloud the definition of irregular plural nouns. Read aloud the nouns in the Singular Noun* *column one by one. Then point to the plural noun in the Plural Noun* *column and indicate the spelling change from singular to plural. Repeat with each singular and plural noun in the chart.* |
| 2 min. | * Let’s practice using the irregular plural noun in a sentence: *In the Fall, the leaves change colors.* * Who can use the plural of the noun *mouse* in a sentence? | *Call on a volunteer to use the plural of the noun* mouse *in a sentence.* |
| **Monitor Progress**  6 min. | * Complete the practice items on Language Handout: Use Regular and Irregular Plural Nouns. | *Distribute Language Handout: Use Regular and Irregular Plural Nouns and review directions for the practice items.* |

| Grade 4 M3 L9 Handout: Form and Use Regular and Irregular Plural Nouns |
| --- |
| |  | | --- | | PLURAL NOUNS | | Nouns are words that name a person, place, or thing. Singular nouns name one person, place, or thing, such as *teacher*, *school*, or *book*. Plural nouns name more than one person, place, or thing, such as *teachers*, *schools*, or *books*. Singular and plural nouns can be regular or irregular. |  |  | | --- | | FORM REGULAR PLURAL NOUNS | | A regular singular noun can be made plural by adding an *–s* or ­*–es*. Singular nouns that end in *s*, *ch*, *sh*, or *x* need *–es* to be made plural.   |  |  | | --- | --- | | **Singular Noun** | **Plural Noun** | | goal | goal**s** | | box | box**es** | | beach | beach**es** | | bus | bus**es** | | wish | wish**es** | |  |  | | --- | | FORM IRREGULAR PLURAL NOUNS | | Irregular nouns are nouns that are not made plural by adding an *–s* or ­*–es.* Singular nouns that end in *f* are made plural by removing the *f* and adding *–ves*. Other irregular singular nouns change their spelling to become plural nouns, such as *child* (singular) and *children* (plural). Some irregular singular nouns do not change at all to become plural, such as *fish* and *deer*.   |  |  | | --- | --- | | **Singular Noun** | **Plural Noun** | | man | m**e**n | | life | li**ves** | | tooth | t**ee**th | | mouse | m**ice** | | leaf | lea**ves** | |  | USE REGULAR PLURAL NOUN PRACTICE | | --- | | **Directions:** Write the singular noun as a plural noun.   1. lake lakes 2. watch watches 3. dish dishes   **Directions:** Write one sentence using the plural of the singular noun *fox*.  \_\_\_\_\_\_\_\_\_I saw six foxes in the woods\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |  | USE IRREGULAR PLURAL NOUN PRACTICE | | --- | | **Directions:** Write the singular noun as a plural noun.   1. wolf wolves 2. knife knives 3. woman women   **Directions:** Write one sentence using the plural of the irregular noun *foot*.  \_\_\_\_\_\_\_\_\_\_My feet hurt in these small shoes.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |

### L.3.1.B: Use Regular and Irregular Plural Nouns

[See Grade 4 M3 L9 Mini-lesson: Form and Use Regular and Irregular Plural Nouns (15 min.)](#_Grade_4_M3)

| Grade 3 M3 L14 Mini-lesson: Use Regular and Irregular Plural Nouns (15 min.)Grade 5 M1 L24 Mini-lesson: Use Regular and Irregular Plural Nouns (15 min.) | | |
| --- | --- | --- |
| L.3.1.B: Use Regular and Irregular Plural Nouns | | |
| **L.3.1.B:** Form and use regular and irregular plural nouns. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to form and use regular and irregular plural nouns. | | |
| *Display Language Handout: Use Regular and Irregular Plural Nouns.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Nouns are words that name a person, place, or thing. Singular nouns name one person, place, or thing, such as *teacher*, *school*, or *book*. * Plural nouns name more than one person, place, or thing, such as *teachers*, *schools*, or *books*. Singular and plural nouns can be regular or irregular. | *Read aloud the definition of plural nouns on Language Handout: Use Regular and Irregular Plural Nouns.* |
| 2 min. | * To show that a noun is more than one person, place, or thing, we need to change the ending of the singular noun. * Look at the first three nouns in the chart. Each refers to one thing or place. To refer to more than one thing or place, we need to add *–s* or *–es*. *Goal* requires an *–s*. *Box* requires *–es* because it ends in *x*. *Beach* requires *–es* because it ends in *ch*. | *Read aloud the definition of regular plural nouns. Cover the last two rows in the chart (the nouns* bus *and* wish*). Read aloud the singular noun* goal*. Then point to the plural noun (*goals*) and indicate the letter that is added to make the noun plural. Repeat with the nouns* box *and* beach*.* |
| 1 min. | * I will show you two more nouns that need to change to be made plural. Turn and talk to your partner about what needs to be added for each noun to be plural. * After one minute, I will show you the correct endings. | *Reveal the last two nouns in the chart (*bus *and* wish*). After one minute, show students the Plural Noun* *column and point out what was added to make each plural.* |
| 3 min. | * The spelling of irregular nouns changes to make the singular noun a plural noun. * I will show you some examples. | *Read aloud the definition of irregular plural nouns. Read aloud the nouns in the Singular Noun* *column one by one. Then point to the plural noun in the Plural Noun* *column and indicate the spelling change from singular to plural. Repeat with each singular and plural noun in the chart.* |
| 2 min. | * Let’s practice using the irregular plural noun in a sentence: *In the Fall, the leaves change colors.* * Who can use the plural of the noun *mouse* in a sentence? | *Call on a volunteer to use the plural of the noun* mouse *in a sentence.* |
| **Monitor Progress**  6 min. | * Complete the practice items on Language Handout: Use Regular and Irregular Plural Nouns. | *Distribute Language Handout: Use Regular and Irregular Plural Nouns and review directions for the practice items.* |

| Grade 3 M3 L14 Handout: Use Regular and Irregular Plural NounsGrade 5 M1 L24 Handout: Use Regular and Irregular Plural Nouns |
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| |  | | --- | | PLURAL NOUNS | | Nouns are words that name a person, place, or thing. Singular nouns name one person, place, or thing, such as *teacher*, *school*, or *book*. Plural nouns name more than one person, place, or thing, such as *teachers*, *schools*, or *books*. Singular and plural nouns can be regular or irregular. |  |  | | --- | | USE REGULAR PLURAL NOUNS | | A regular singular noun can be made plural by adding an *–s* or ­*–es*. Singular nouns that end in *s*, *ch*, *sh*, or *x* need *–es* to be made plural.   |  |  | | --- | --- | | **Singular Noun** | **Plural Noun** | | goal | goal**s** | | box | box**es** | | beach | beach**es** | | bus | bus**es** | | wish | wish**es** | |  |  | | --- | | USE IRREGULAR PLURAL NOUNS | | Irregular nouns are nouns that are not made plural by adding an *–s* or ­*–es.* Singular nouns that end in *f* are made plural by removing the *f* and adding *–ves*. Other irregular singular nouns change their spelling to become plural nouns, such as *child* (singular) and *children* (plural). Some irregular singular nouns do not change at all to become plural, such as *fish* and *deer*.   |  |  | | --- | --- | | **Singular Noun** | **Plural Noun** | | man | m**e**n | | life | li**ves** | | tooth | t**ee**th | | mouse | m**ice** | | leaf | lea**ves** | |  | USE REGULAR PLURAL NOUN PRACTICE | | --- | | **Directions:** Write the singular noun as a plural noun.   1. lake lakes 2. watch watches 3. dish dishes   **Directions:** Write one sentence using the plural of the singular noun *fox*.  \_\_\_\_\_\_\_\_\_I saw six foxes in the woods\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |  | USE IRREGULAR PLURAL NOUN PRACTICE | | --- | | **Directions:** Write the singular noun as a plural noun.   1. wolf wolves 2. knife knives 3. woman women   **Directions:** Write one sentence using the plural of the irregular noun *foot*.  \_\_\_\_\_\_\_\_\_\_My feet hurt in these small shoes.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |

### L.3.1.C: Use Abstract Nouns

| Grade 3 M3 L15 Mini-lesson: Use Abstract Nouns (10 min.)Grade 4 M3 L28 Mini-lesson: Use Abstract Nouns (10 min.)Grade 5 M1 L25 Mini-lesson: Use Abstract Nouns (10 min.) | | |
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| L.3.1.C: Use Abstract Nouns | | |
| **L.3.1.C:** Use abstract nouns (e.g., *childhood*). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use abstract nouns. | | |
| *Display Language Handout: Use Abstract Nouns.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Nouns are words that name people, places, and things. Nouns can be concrete or abstract. Concrete nouns name people, places, and things that can be seen, heard, felt, tasted, or smelled. Abstract nouns name ideas and feelings that cannot be sensed using the five senses. | *Read aloud the definition of concrete and abstract nouns on Language Handout: Use Abstract Nouns.* |
| 2 min. | * Let’s look at some examples of concrete and abstract nouns. * Remember that concrete nouns can be felt using the five senses. A garden, for example, can be seen with the eyes. A basket can be seen and felt. Childhood and happiness cannot be sensed directly with the senses. * A singer can be heard. Peace cannot be heard, seen, touched, tasted, or smelled. * Spaghetti can be seen, touched, and tasted. A flower can be smelled, touched, and seen. A blanket can be touched and seen. Truth, freedom, and fear cannot be heard, seen, touched, tasted, or smelled. | *Read aloud the examples of the concrete nouns and abstract nouns in the chart on Language Handout: Use Abstract Nouns.* |
| 1 min. | * Let’s look at examples of abstract nouns in sentences. | *Cover the last three rows under* Using Abstract Nouns *(nouns* truth, freedom, *and* fear*)*. *Read aloud each abstract noun and the example sentence. Point out the abstract noun in each sentence.* |
| 3 min. | * Writers use abstract nouns in sentences to name ideas and feelings that cannot be sensed using the five senses. * To identify abstract nouns used in sentences, we can ask which nouns cannot be seen, heard, tasted, touched, or smelled. * I will show you three more sentences that use abstract nouns. You will identify the abstract noun used in the sentence. After three minutes, I will show the abstract nouns. | *Reveal the last three sentences but not the* Abstract Noun *column. After three minutes, show students the abstract nouns.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Use Abstract Nouns. | *Distribute Language Handout: Use Abstract Nouns and review directions for the practice items.* |

| Grade 3 M3 L15 Handout: Use Abstract NounsGrade 4 M3 L28 Handout: Use Abstract NounsGrade 5 M1 L25 Handout: Use Abstract Nouns |
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| |  | | --- | | CONCRETE AND ABSTRACT NOUNS | | Nouns are words that name people, places, and things. Nouns can be concrete or abstract. Concrete nouns name people, places, and things that can be seen, heard, felt, tasted, or smelled. Abstract nouns name ideas and feelings that cannot be sensed using the five senses.   |  |  | | --- | --- | | **Concrete Noun** | **Abstract Noun** | | garden | childhood | | basket | happiness | | singer | peace | | spaghetti | truth | | flower | freedom | | blanket | fear | |  | USE ABSTRACT NOUNS | | --- | | Abstract nouns are used in sentences to name ideas and feelings that cannot be sensed by seeing, hearing, touching, tasting, or smelling.   |  |  | | --- | --- | | **Abstract Noun** | **Example** | | childhood | Debbie’s has happy memories from her childhood. | | happiness | People often find ways to improve their happiness. | | peace | Taking deep breaths can help people feel peace. | | truth | The detective is doing research to find the truth. | | freedom | My dog loves the freedom of being off the leash. | | fear | Some travelers feel fear on bumpy airplane rides. | |  | USE ABSTRACT NOUN PRACTICE | | --- | | **Directions:** Identify the abstract noun in each sentence.   1. Firefighters have a lot of courage to run into burning buildings. courage 2. People who work hard often earn their success. success 3. Casey valued her friendship with Robin. friendship   **Directions:** Use the abstract noun in a sentence.   1. childhood My childhood is not over yet. 2. wisdom I think my teachers share a lot of wisdom in class. 3. beauty The flowers show the beauty of the garden. | |

### L.3.2.D: Use Possessives

[See Grade 3 M1 L23 Mini-lesson: Use Apostrophes in Contractions and Possessives (10 min.)](#_Grade_3_M1)

| Grade 5 M2 L15 Mini-lesson: Use Possessives (15 min.) | | |
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| L.3.2.D: Use Possessives | | |
| **L.3.2.D:** Form and use possessives. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to write possessive nouns and pronouns. | | |
| 1. *Display Language Handout: Use Possessives.* 2. *Organize students in pairs to practice writing possessives.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | Possessive words show ownership. There are different words for possessives, depending on whether a word is singular or plural. | *Read aloud the definition of a possessive on Language Handout: Use Possessives.* |
| 3 min. | A possessive shows ownership. Instead of saying “the book that belongs to Kayla,” we can say “Kayla’s book.” To make a singular noun possessive, add an apostrophe and an *s*. | *Review the information on singular possessive nouns in the Possessive Nouns box and cover the rest of the material in the box. Read the examples with students. Point out that even words that end in* s *take ’*s *to make the word possessive.* |
| 2 min. | For most plural nouns, we only add an apostrophe. | *Reveal the rest of the Possessive Nouns box and read the examples with students.* |
| 2 min. | Possessive pronouns are different. Instead of adding an apostrophe and an *s*, we use a different pronoun. So, we do not say *she’s* but instead say *her.* | *Reveal the table of possessive pronouns but keep the information about* its *covered. Read the examples with students.* |
| 1 min. | *Its* means “belonging to it” and does not use an apostrophe. Remember that *it’s* with an apostrophe is a contraction that means *it is*. | *Reveal the rest of the box and read the example using* its *with students.* |
| **Monitor Progress**  5 min. | Complete the practice items on Language Handout: Use Possessives. | *Distribute Language Handout: Use Possessives and review directions for the practice items.* |

| Grade 5 M2 L15 Handout: Use Possessives |
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| |  | | --- | | POSSESSIVES | | Possessive words show ownership.  There are different words for possessives, depending on whether a word is singular or plural. |  |  | | --- | | POSSESSIVE NOUNS | | A singular noun uses an ’*s* to show possessive, even if the word ends in *s*:  the boy’s jacket  Julia’s violin  Marcus’s elbow  Add an apostrophe for plural possessives:  the girls’ softball team  the cats’ toys  the Jones’ dog  Some plural nouns are irregular and do not end in *s*. Use ’*s* in these cases.  the women’s department  the people’s park |  |  | | --- | | POSSESSIVE PROUNOUNS | | Pronouns do not take ’*s* but instead use different pronouns.   |  |  | | --- | --- | | Subject Pronoun | Possessive Pronoun | | I | My | | You | Your | | He/She | His/Her | | We | Our | | They | Their |   my shirt  her sister  our vacation  *It* is a special case. It does not use an apostrophe. (*it’s* is a contraction meaning *it is*.)  its shelf |  | TITLE PRACTICE | | --- | | **Directions:** Write the possessive in each sentence in the correct way.   1. Molly books are due back to the library. Molly’s 2. The school new cafeteria opened this year. school’s 3. The store got a new shipment of women pants. women’s 4. Boy soccer practice is at 4 o’clock. Boys’ |  | TITLE PRACTICE | | --- | | **Directions:** Replace the possessive noun in each sentence with the correct possessive pronoun.   1. Talia’s sneakers have stars on them. Her 2. Katie’s and my bedroom is painted pink. Our | |

## Verbs

### L.1.1.E: Use Past, Present, and Future Tense

| Grade 1 M3 L31 Mini-lesson: Use Past, Present, and Future Tense (13 min.)Grade 2 M1 L6 Mini-lesson: Use Past, Present, and Future Tense (13 min.)Grade 2 M3 L12 Mini-lesson: Use Past, Present, and Future Tense (13 min.) | | |
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| L.1.1.E: Use Past, Present, and Future Tense | | |
| **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). | | |
| **Frame Instruction** | | |
| Today we’re going to learn to use verbs to talk about events that happened before, events that are happening now, and events that will happen. | | |
| 1. *Display Language Handout: Use Past, Present, and Future Tense.* 2. *Organize pairs for practice.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A past verb tells an action that already happened. * Most past verbs add the ending *–d* or *–ed*. Sometimes the spelling changes. * Some past verbs do not follow these rules. You have to memorize these past verbs. | *Read aloud the definition of regular and irregular past verbs.* |
| 2 min. | n/a | *Display the spelling rules and example chart for past verbs. Review each spelling rule and example.* |
| 1 min. | With your partner, write the past tense verbs of *dry* and *trot.* Use the spelling rules to help you. |  |
| 1 min. | n/a | *Read aloud the definition of present verbs.* |
| 2 min. | n/a | *Display the spelling rules and example chart for present verbs. Review each spelling rule and example.* |
| 2 min. | n/a | *Read aloud the definition of future verbs. Display and review the example of how to form the future tense.* |
| **Monitor Progress**  3 min. | Complete the practice items on Language Handout: Use Past, Present, and Future Tense. | *Distribute Language Handout: Use Past, Present, and Future Tense and review directions for the practice items.* |

| Grade 1 M3 L31 Handout: Use Past, Present, and Future TenseGrade 2 M1 L6 Handout: Use Past, Present, and Future TenseGrade 2 M3 L12 Handout: Use Past, Present, and Future Tense |
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| |  | | --- | | USE PAST TENSE | | A past verb tells an action that already happened.  **Regular past verbs:** Most past verbs add the ending *–d* or *–ed*. Sometimes the spelling changes.   |  |  |  |  | | --- | --- | --- | --- | | **Spelling Rule** | | **Example Verb** | **Example Sentence** | | verb ending in *–e* | add *–d* | *move* + *d* = *moved* | We moved last year. | | verb ending in consonant + *y* | change *y* to *i*  add *–ed* | *cry* + *ed* = *cried* | She cried last night. | | many verbs ending in vowel + consonant | double the consonant  add *–ed* | *stop* + *ed* = *stopped* | The bus stopped a few minutes ago. | | all other regular verbs | add *–ed* | *walk* + *ed* = *walked* | Yesterday, I walked home. |   **Irregular past verbs:** Some past verbs do not follow these rules. You have to memorize these past verbs.   |  |  | | --- | --- | | **Present** | **Past** | | sit | sat | | go | went | | tell | told | |  |  | | --- | | USE PRESENT TENSE | | A simple present verb:   * tells a general fact. * tells an action that repeats.  |  |  |  | | --- | --- | --- | | **Subject** | **Present Verb** | **End of Sentence** | | I | read | every day. | | you | read | | he, she, it | reads | | we | read | | they | read |   If *he, she, or it* is the subject, the verb uses the ending *–s* or *–es*.   |  |  |  | | --- | --- | --- | | **Spelling Rule** | | **Examples** | | verb ending in  *–ch*, *–o*, *–s*, *–sh*, *–x*, *–z* | add *–es* | *go* + *es* = *goes*  *wash* + *es* = *washes*  *fix* + *es* = *fixes* | | verb ending in consonant + *y* | change *y* to *i*  add *–es* | *try* + *es* = *tries* | | the verb *have* | change to *has* | *have* -> *has* | | all other verbs | add *–s* | *call* + *s* = *calls*  *want* + *s* = *wants* | |  |  | | --- | | USE FUTURE TENSE | | A future verb tells an action that will happen later.  Add the word *will* after the subject and before the verb.   |  |  |  |  | | --- | --- | --- | --- | | **Subject** | **Will** | **Verb** | **End of Sentence** | | I  you  he, she, it  we  they | will | Play | tomorrow. | |  | USE PAST, PRESENT, AND FUTURE TENSE PRACTICE | | --- | | **Directions:** For each verb below, write the past, present, and future tense for the subject identified.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Subject | Verb | Past | Present | Future | | I | try | tried | try | will try | | You | plop | plopped | plop | will plop | | They | save | saved | save | will save | | |

### L.2.1.D: Form Past Tense of Irregular Verbs

| Grade 2 M3 L26 Mini-lesson: Form Past Tense of Irregular Verbs (13 min.) | | |
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| L.2.1.D: Form Past Tense of Irregular Verbs | | |
| **L.2.1.D:** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to correctly form and use the past tense of common irregular verbs. | | |
| 1. *Display Language Handout: Form Past Tense of Irregular Verbs.* 2. *Ensure students have a partner to turn and talk to when making a sentence for a common irregular verb.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * Remember that verbs are words that tell action. * Remember that present-tense verbs tell an action happening now. Past-tense verbs tell actions that have already happened. | * *Read aloud the definition of irregular verbs on Language Handout: Form Past Tense of Irregular Verbs.* |
| 3 min. | * Writers need to know how to form and use the past tense of common irregular verbs. * This chart lists some common irregular verbs. * You can study the chart and look at as you write. For other common irregular verbs, writers use a dictionary. | * *Read aloud the definition of past tense irregular verbs on Language Handout: Form Past Tense of Irregular Verbs. Cover the last row in the chart (*to write*). Read aloud the rest of chart. Model using two to three irregular past tense verbs in a sentence (e.g.,* Yesterday, I ate dinner at a restaurant. Last week, I made a quilt. The boy ran a race last month*).* |
| 2 min. | * Now I will show you one more common irregular verb and how it is formed in the past tense. * You will have one minute to turn and talk to your partner to make sentences using the verb in the past tense. | * Reveal the last verb in the chart. * After one minute, invite partners to share their sentences with the class. |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Form Past Tense of Irregular Verbs. | * *Distribute Language Handout: Form Past Tense of Irregular Verbs and review directions for the practice items.* |

| Grade 2 M3 L26 Handout: Form Past Tense of Irregular Verbs |
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| |  | | --- | | IRREGULAR VERBS | | Regular verbs form the past tense by adding *–ed*. For example, The girl **fished** in the lake. Irregular verbs do not follow the regular verb pattern to form different tenses, including the past tense. For example, The boy **swam** in the lake. |  |  | | --- | | PAST TENSE IRREGULAR VERBS | | Irregular verbs form the past tense in different ways. Each irregular verb changes in its own way. It is good to know how common irregular verbs form the past tense.   |  |  | | --- | --- | | **Common Irregular Verbs** | **Common Irregular Verbs in Past Tense** | | to begin | began | | to do | did | | to eat | ate | | to fall | fell | | to go | went | | to get | got | | to know | knew | | to make | made | | to leave | left | | to run | ran | | to say | said | | to see | saw | | to sit | sat | | to write | wrote | |  | IRREGULAR VERBS PRACTICE | | --- | | **Directions:** Choose the common irregular past tense verb that correctly completes the sentence.   1. The dolphin (did, doed) many tricks. did 2. Last night, the dancer (goed, went) to her dance class. went 3. “Raise your hand, and I will call on you,” the teacher (sayed, said). said 4. The bird watcher (saw, seed) his favorite bird. saw   **Directions:** Write the past tense form of each verb. Then, with a partner, say one sentence aloud using the verb in the past tense.   1. to sit sat; I sat in my seat on the bus this morning. 2. to tell told; “No!” I told my sister. 3. to hide hid; The boy hid the bone from the dog. | |

### L.4.1.B: Use the Progressive Tense

[See Grade 5 M4 L# Mini-lesson: Use Verbs (18 min.)](#_Grade_5_M3)

| Grade 4 M2 L27 Mini-lesson: Use the Progressive Tense (13 min.)Grade 6 M3 L14 Mini-lesson: Use the Progressive Tense (13 min.) | | |
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| L.4.1.B: Use the Progressive Tense | | |
| **L.4.1.B:** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to form and use progressive verb tenses. | | |
| 1. *Display Language Handout: Use the Progressive Tense.* 2. *Organize students in pairs to practice forming and using the progressive tenses.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Progressive tenses show a continuing action. Each uses a form of “to be” plus the past participle of the verb with an –*ing* ending. | *Read aloud the Progressive Tenses box on Language Handout: Use the Progressive Tense.* |
| 3 min. | * Progressive tenses are used to show continuous action. Present progressive tense shows something that is happening now. Use the present tense of “to be” and add a verb with –*ing*. * Present progressive tense can sometimes be used to show action happening in the near future. For example, “My aunt is arriving at 4 o’clock.” If this is the case, a time is usually given. | *Display the Present Progressive box of the handout. Look over the examples. Remind students that “to be” is an irregular verb, so the way the verb is written depends on the subject of the sentence. Look at the examples and invite volunteers to give a few additional examples.* |
| 2 min. | * Past and future progressive work the same way as present progressive. Use past progressive to describe something that happened continuously in the past. Use the past tense of “to be” and add an –*ing* form of a verb. | *Display the Past and Future Progressive box of the handout but cover the Future Progressive column of the chart. Go over the example sentences. Invite students to come up with a few of their own.* |
| 2 min. | * Future progressive describes something that will happen continuously in the future. Use the future tense of “to be” and add an –*ing* form of a verb. | *Display the Future Progressive box. Point out how the progressive tenses are similar to each other but also different. Review the example sentences and invite students to come up with examples themselves.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use the Progressive Tense. | *Distribute Language Handout: Use the Progressive Tense and review directions for the practice items.* |

| Grade 4 M2 L27 Handout: Use the Progressive Tense  Grade 6 M3 L14 Handout: Use the Progressive Tense |
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| |  | | --- | | PROGRESSIVE TENSES | | Progressive tenses show a continuing action. Each uses a form of “to be” plus the past participle of the verb with an –*ing* ending. |  |  | | --- | | PRESENT PROGRESSIVE | | Form the progressive by using the correct present tense form of “to be” and the –*ing* form of the verb. Use the present progressive to describe something happening now.   |  |  | | --- | --- | | **Verb** | **Present Progressive** | | walk | I am walking. You are walking. He is walking. | | read | We are reading.  They are reading. | |  |  | | --- | | PAST AND FUTURE PROGRESSIVE | | The past and future progressive tenses work in a similar way. Use the correct past or future form of “to be” and the –*ing* form of the verb. Use the past progressive to show something that happened continuously in the past. Use the future progressive to show something that will continuously happen in the future.   |  |  |  | | --- | --- | --- | | **Verb** | **Past Progressive** | **Future Progressive** | | sleep | I was sleeping. You were sleeping. She was sleeping. | I will be sleeping.  You will be sleeping.  She will be sleeping. | | travel | We were traveling.  They were traveling. | We will be traveling.  They will be traveling. | |  | PRESENT PROGRESSIVE PRACTICE | | --- | | **Directions:** Write the verb in parentheses in present progressive tense.   1. I \_\_\_\_\_ a gift for my mother. (buy) am buying 2. Dee \_\_\_\_\_\_ at the mall. (work) is working 3. They \_\_\_\_\_\_ for soccer practice now. (leave) are leaving 4. The plane \_\_\_\_\_\_ in a few minutes. (land) is landing |  | PAST AND FUTURE PROGRESSIVE PRACTICE | | --- | | **Directions:** Write the correct form of the verb in parentheses.   1. I \_\_\_\_\_\_ in the New York City Marathon this fall. (run) (future progressive) will be running 2. Mike \_\_\_\_\_\_ during the lunar eclipse last week. (sleep) (past progressive) was sleeping | |

### L.4.1.C: Use Helping Verbs to Show Permission or Possibility

| Grade 6 M3 L9 Mini-lesson: Use Helping Verbs to Show Permission or Possibility (11 min.) | | |
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| L.4.1.C: Use Helping Verbs to Show Permission or Possibility | | |
| **L.4.1.C:** Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to learn how to use helping verbs to show permission or possibility. | | |
| 1. *Display Language Handout: Use Helping Verbs to Show Permission or Possibility.* 2. *Have students work in pairs to practice using helping verbs.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Helping verbs like *can, could, may, might, must, should, will,* and *would* can show whether someone has permission to do something or whether something is possible. A helping verb changes the meaning of the main verb in a sentence. | * *Read aloud the definition of helping verbs on Language Handout: Use Helping Verbs to Show Permission or Possibility.* |
| 2 min. | * We can use helping verbs to show whether someone has permission or is able to do something. Think about what you say when you ask to do something. *Can I have the chalk? May I go to the cafeteria?* We use *can*, *may*, and *must* with another verb to show when we do or don’t have permission to do something. | * *Review the Helping Verbs that Show Permission box with students.* |
| 2 min. | * We can use *should, would,* and *could* to show if something is possible or if we must do something. Each word has a slightly different meaning. | * *Review the Helping Verbs that Show Possibility box with students.* |
| 2 min. | * We can also use helping verbs like *might* in sentences. Use *might* to explain something you might do, such as *I might go to the movies on Saturday*. What other sentences can you write using *might*? | * *Write a few examples using* might *on the board, such as* We might have a party next month *or* She might buy a new shirt. *Then have students work in pairs to practice using* might *in a sentence.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Helping Verbs to Show Permission or Possibility. | * *Distribute Language Handout: Use Helping Verbs to Show Permission or Possibility and review directions for the practice items.* |

| Grade 6 M3 L9 Handout: Use Helping Verbs to Show Permission or Possibility |
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| |  | | --- | | HELPING VERBS | | Helping verbs like *can, could, may, might, must, should, will,* and *would* can show whether someone has permission to do something or whether something is possible. A helping verb changes the meaning of the main verb in a sentence. |  |  | | --- | | HELPING VERBS THAT SHOW PERMISSION | | Helping verbs that show permission show whether or not someone is able to do something.   |  |  |  | | --- | --- | --- | | **Helping Verb** | **Example that Shows Permission** | **Example that Does Not Show Permission** | | can | We **can play** soccer if it’s sunny. | We **can’t play** soccer if it’s raining. | | may | You **may go** to the park. | You **may not** go to the park. | | must | Sam **must take** out the trash on Tuesday. | Sam **must not** sleep late on Monday. | |  |  | | --- | | HELPING VERBS THAT SHOW POSSIBILITY | | Helping verbs that show possibility tell whether or not something is possible.   |  |  |  | | --- | --- | --- | | **Helping Verb** | **Example that Shows Possibility** | **Example that Shows Something Is Not Possible** | | could | We **could have** pasta for dinner. | We **could not make** sandwiches because we were out of bread. | | should | I **should finish** my homework before dinner. | I **should not forget** to finish my homework. | | would | I **would like** to go to Peru this summer. | I **would not like** to go somewhere cold on vacation. | |  | HELPING VERBS[ PRACTICE | | --- | | **Directions:** Use the correct helping verb in the blank to complete the sentence.Possible answers shown.   1. I \_\_\_\_\_\_ watch a movie if I finish my homework. can 2. I \_\_\_\_\_\_ like a turkey sandwich for lunch. would 3. Tara \_\_\_\_\_\_ be at school by 8 a.m. must 4. We \_\_\_\_\_\_ buy snacks for our road trip. should |  | TITLE PRACTICE | | --- | | **Directions:** Write a sentence using a helping verb and the given verb and phrase. Possible answer shown.   1. ride a bike to school I can ride a bike to school. 2. plant seeds in the garden We should plant seeds in the garden in March. | |

### L.5.1.B: Use the Perfect Tense

| Grade 6 M3 L10 Mini-lesson: Use the Perfect Tense (12 min.) | | |
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| L.5.1.B: Use the Perfect Tense | | |
| **L.5.1.B:** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to form and use the past perfect, present perfect, and future perfect verb tenses correctly. | | |
| 1. *Display Language Handout: Use the Perfect Tense.* 2. *Organize pairs for writing sentences with the future perfect tense.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * In the example of the future perfect, the speaker completes the exercise and then the hour ends. This fits with the definition of the future perfect: two events that happen one after the other. | * *Read aloud the Perfect Verb Tense box on Language Handout: Use the Perfect Tense.* |
| 3 min. | * Look at the past perfect tense column on the chart. As mentioned previously, the past has two actions. What are they in this sentence? The teacher graded the paper, and she also left for the day. Which of these two verbs in the sentence uses the past perfect tense? How do you know? It is *had graded,* and we know because this conjugation uses *had*. We also know because that is the action that occurred before the other action. | * *Review the Past, Present, and Future chart with students. Cover the Future Perfect column.* |
| 2 min. | * Look at the past perfect and present perfect sentences on the chart. With a partner, come up with a future perfect version of these sentences by changing the verb tense and adding an event. After two minutes, I will reveal possible sentences. | * *After two minutes, reveal the Future Perfect column.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use the Perfect Tense. | * *Distribute Language Handout: Use the Perfect Tense and review directions for the practice items.* |

| Grade 6 M3 L10 Handout: Use the Perfect Tense |
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| |  | | --- | | PERFECT VERB TENSE | | The perfect verb tense is used to indicate a completed or “perfected” action or condition. This tense can be used in the past, present, or future form. It uses *have* and the past participle of the verb being conjugated. The past perfect tense has two actions that have occurred. One has happened before the other. The future perfect tense has two actions, both occurring in the future. One will happen after the other. For example, “I will have completed my exercise by the hour’s end.” |  |  | | --- | | PAST, PRESENT, AND FUTURE | | |  |  |  | | --- | --- | --- | | **Past Perfect** | **Present Perfect** | **Future Perfect** | | My teacher had graded my paper by the time she left for the day. | My teacher has graded my paper. | My teacher will have graded my paper by the end of the school day. | | I had had enough of my boss when he walked out of the meeting. | I have had enough of my boss. | I will have had enough of my boss after working for him for three months. | | They had not finished their lunch when the bell rang. | They have not finished their lunch. | They will have not finished their lunch by the end of the school day. | |  | PAST PERFECT AND PRESENT PERFECT VERB TENSE PRACTICE | | --- | | **Directions:** Conjugate each verb in the sentence so that it is written in the past perfect or present perfect tense. Then, indicate which verb tense it is written in.   1. I (complete) \_\_\_\_\_\_\_have completed\_\_\_\_\_\_\_\_ my masters in engineering. present perfect 2. She (try) \_\_\_\_had tried\_\_\_\_ to finish her homework before the afternoon was over. past perfect 3. I (be) \_\_\_\_have been\_\_\_\_\_\_\_\_\_ to Paris before. present perfect 4. He (have) \_\_\_had had\_\_\_\_\_\_\_\_ a cast on his arm by the time the doctor saw him. past perfect |  | FUTURE PERFECT VERB TENSE PRACTICE | | --- | | **Directions:** Write two sentences that contain the future perfect tense.   1. The dog will have had three surgeries by the end of this month. 2. My friend will not have played on the court by the season’s end. | |

| Grade 7 M3 L15 Mini-lesson: Use Verb Tense Correctly (13 min.) | | |
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| L.5.1.B: USE THE PERFECT TENSE  L.5.1.C: USE VERB TENSE TO SHOW TIME, SEQUENCE, STATE AND CONDITION  L.5.1.D: CORRECT SHIFTS IN VERB TENSE | | |
| **L.5.1.B:** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  **L.5.1.C:** Use verb tense to convey various times, sequences, states, and conditions.  **L.5.1.D:** Recognize and correct inappropriate shifts in verb tense. | | |
| **Frame Instruction** | | |
| Today, we’re going to review using verb tenses correctly. We will talk about the perfect tense, correcting shifts in verb tense, and using verb tense to show time, sequence, state and condition. | | |
| 1. *Display Language Handout: Use Verb Tense Correctly.* 2. *Organize pairs for defining stative and dynamic verbs.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * The perfect verb tense is used to indicate a completed or perfected action or condition. It uses “have” and the past participle of the verb being conjugated. The past perfect tense has two actions that have occurred. One has happened before the other. The future perfect tense has two actions, both occurring in the future. One will happen after the other. For example, “I will have completed my lesson plan by the time my principal gets to school.” | * *Read aloud the Use the Perfect Tense box on Language Handout: Use Verb Tense Correctly.* |
| 2 min. | * With your partner, define stative and dynamic verbs. Afterwards, verify your answers are correct by comparing them to the definitions in Language Handout: Use Verb Tenses Correctly. * Dynamic verbs describe actions. Stative verbs express a state, not an action. | * *Give pairs two minutes to define stative and dynamic verbs. Then read the definitions on the handout.* |
| 1 min. | * The progressive tense describes ongoing actions. It talks about something that was, is, or will be happening. It is formed by adding the helping verb “to be” and the suffix *–ing*. * Example: He is walking. He was walking yesterday. * Modal verbs are helping verbs that express conditions. Some common modal verbs are: *should, would, could, might*. * Example: He should be going home now that it is getting late. | * *Read aloud the definition of the progressive tense and modal verbs in Language Handout: Use Verb Tense Correctly.* |
| 3 min. | * Shifts in verb tense can confuse the reader. If you start writing in one tense, you must generally stick to that tense unless there is a valid reason to switch tenses. * You will have two minutes to correct the verb tenses on the chart. After two minutes, I will display the answers. | * *Read the Correct Shifts in Verb Tense box.* * *Display the chart, covering the Correct column. Allow pairs time to correct verb tenses, then display the correct answers.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Verb Tense Correctly. | * *Distribute Language Handout: Use Verb Tense Correctly and review directions for the practice items.* |

| Grade 7 M3 L15 Handout: Use Verb Tense Correctly |
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| |  | | --- | | USE THE PERFECT TENSE | | The perfect verb tense is used to indicate a completed or perfected action or condition. It uses “have” and the past participle of the verb being conjugated. The past perfect tense has two actions that have occurred. One has happened before the other. The future perfect tense has two actions, both occurring in the future. One will happen after the other. For example, “I will have completed my lesson plan by the time my principal gets to school.” |  |  | | --- | | USE VERB TENSE TO SHOW TIME, SEQUENCE, STATE, AND CONDITION | | Dynamic verbs describe actions. Stative verbs express a state, not an action.  The progressive tense describes ongoing actions. It talks about something that was, is, or will be happening. It is formed by adding the helping verb “to be” and the suffix *–ing*.  Example: He is walking. He was walking yesterday.  Modal verbs are helping verbs that express conditions. Some common modal verbs are: *should, would, could, might*.  Example: He should be going home now that it is getting late. |  |  | | --- | | CORRECT SHIFTS IN VERB TENSE | | Shifts in verb tense confuse the reader. If you start writing in one tense, you must generally keep using that tense unless there is a valid reason to switch tenses.   |  |  | | --- | --- | | **Incorrect** | **Correct** | | Paul sneezes, and everyone will laugh.  **present tense future tense** | Paul sneezes, and everyone laughs.  **present tense present tense** | | Sally laughed loudly and will startle everyone around her.  **past tense future tense** | Sally laughed loudly and startled everyone around her.  **past tense past tense** | |  |  | | --- | | PERFECT AND PROGRESSIVE VERB PRACTICE | | **Directions:** Use the perfect or progressive tense in parentheses to complete the sentence. Indicate which tense you used.   1. Are you sure you \_\_will be wearing\_\_ that outfit for prom tonight? (wear) future perfect 2. When I started bussing tables, I \_\_was cleaning\_\_ very quickly to keep up with all the tables. (clean) past perfect 3. She \_\_\_has started\_\_\_ working full time at the firm. (start) present progressive 4. He \_\_had done\_\_\_\_ the dishes before his mom got home. (do) past progressive |  |  | | --- | | SHIFTS IN VERB TENSE PRACTICE | | **Directions:** Circle the verb that matches the tense.   1. Heather drank her soda and (ate, eats, will eat) her dinner quietly. 2. John sits in his chair and (did, does, will do) his homework diligently. | |

### L.5.1.C: Use Verb Tense to Show Time, Sequence, State, and Condition

[See Grade 7 M3 L15 Mini-lesson: Use Verb Tense Correctly (13 min.)](#_Grade_7_M3)

| Grade 6 M3 L23 Mini-lesson: Use Verb Tense to Show Time, Sequence, State, and Condition (11 min.) | | |
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| L.5.1.C: Use Verb Tense to Show Time, Sequence, State, and Condition | | |
| **L.5.1.C:** Use verb tense to convey various times, sequences, states, and conditions. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use certain verbs. We will learn the progressive form of a verb, as well as verbs that have conditions and verbs that express a state, as opposed to an action. | | |
| 1. *Display Language Handout: Use Verb Tense to Show Time, Sequence, State, and Condition.* 2. *Organize pairs for correcting incomplete sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * With your partner, come up with a sentence that has a stative verb and one that has a dynamic verb. We will share possible answers in two minutes. | * *Read aloud the Stative and Dynamic Verb box on Language Handout: Use Verb Tense to Show Time, Sequence, State, and Condition.* |
| 2 min. | * With your partner, say the future and future progressive form of these sentences. Remember that the future progressive form uses the helping verb *will be*. After two minutes, I will reveal the answer. | * *Read aloud the definition of the progressive tense in the Past, Present, Future, Progressive box. Review the chart with students. Cover the Future column.* |
| 2 min. | * Different modal verbs have different conditions. Look at the sentence for the modal verb *should*. * With your partner, review the modal verbs and the conditions for each. Come up with a sentence for each verb and condition. In two minutes we will share possible answers. | * *Read aloud the definition of modal verbs in the Conditions box. Review the chart with students. Cover the Sentence column.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Verb Tense to Show Time, Sequence, State, and Condition. | * *Distribute Language Handout: Use Verb Tense to Show Time, Sequence, State, and Condition and review directions for the practice items.* |

| Grade 6 M3 L23 Handout: Use Verb Tense to Show Time, Sequence, State, and Condition |
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| |  | | --- | | STATIVE AND DYNAMIC VERBS | | Stative verbs express a state, not an action. They refer to existence, senses, thoughts, appearance, feeling and emotions. Some examples are: *hear, see, doubt, know, understand, be,* and *believe*. Stative verbs are used in simple tense. They don’t make sense in the progressive form. For example, “I was knowing that person,” does not make sense. The correct way to say it is, “I know that person.”  Dynamic verbs describe actions we take or things that happen. Some examples are: *run, jump, arrive, help, melt, read, sing,* and *travel*. |  |  | | --- | | PAST, PRESENT, FUTURE, PROGRESSIVE | | The progressive tense describes ongoing actions. It talks about something that was, is, or will be happening. It is formed by adding the helping verb *to be* and the suffix *–ing*.   |  |  |  |  | | --- | --- | --- | --- | |  | **Past** | **Present** | **Future** | | **Simple** | He walked yesterday. | He walks past me today. | He will walk past me tomorrow. | | **Progressive** | He was walking yesterday. | He is walking today. | He will be walking tomorrow. | |  |  | | --- | | CONDITIONS | | Modal verbs are helping verbs that express conditions. Some common modal verbs are:   |  |  |  | | --- | --- | --- | | **Modal Verb** | **Condition** | **Sentence** | | should | advice or expectation | He should be going home now since it is getting late. | | would | a certain condition | She would be full, if she had eaten all her dinner. | | could | past ability or request | Could you do me a favor and give me a ride? | | might | possibility | I might be able to lend you ten dollars. | |  | PAST, PRESENT, AND FUTURE PROGRESSIVE PRACTICE | | --- | | **Directions:** Use thepast progressive, present progressive, or future progressive form of the verb in parentheses to complete the sentence.   1. Are you sure you \_\_\_\_\_ that shirt on picture day next week? (wear) will be wearing 2. The girl is writing her name on her paper, and \_\_\_\_\_\_ sure she spells it correctly. (make) is making 3. Yesterday we ran across the street, and \_\_\_\_\_ with the neighbors. (play) were playing 4. When I first got the job, I \_\_\_\_\_ very diligently and efficiently. (work) was working |  | STATIVE AND MODAL VERB PRACTICE | | --- | | **Directions:** Underline the sentence that properly uses the modal or stative verb.   1. I **am promising** I will be good. I **promise** I will be good. Stative verbs don’t use the progressive tense 2. **Can** you speak Italian? **May** you speak Italian? The question indicates an ability not a possibility | |

### L.5.1.D: Correct Shifts in Verb Tense

[See Grade 7 M3 L15 Mini-lesson: Use Verb Tense Correctly (13 min.)](#_Grade_7_M3)

| Grade 6 M3 L24 Mini-lesson: Correct Shifts in Verb Tense (10 min.)Grade 8 M3 L17 Mini-lesson: Correct Shifts in Verb Tense (10 min.) | | |
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| L.5.1.D: Correct Shifts in Verb Tense | | |
| **L.5.1.D:** Recognize and correct inappropriate shifts in verb tense. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use a verb tense throughout our writing, so as not to confuse the reader. We will identify sentences that don’t make sense because they use different verb tenses, and correct them. | | |
| 1. *Display Language Handout: Correct Shifts in Verb Tense.* 2. *Organize pairs for correcting inappropriate shifts in verb tenses.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A verb tense indicates when an action took place. | * *Read aloud the definition of a verb tense in the Verb Tense box on Language Handout: Correct Shifts in Verb Tense and review the chart with students.* |
| 2 min. | * When you use two different tenses in a sentence, you confuse your reader. If you describe events in the present, be sure to use the present tense consistently. * Jean walks in the store in the present, and that is the same time that everyone squirms. They don’t squirm in the past or future. It all happens in the present. | * *Review Inappropriate Shifts in Verb Tense chart with students. Cover the Correct column and then reveal the first sentence in that column.* |
| 2 min. | * I will show you two more sentences. Talk with a partner about how each sentence can make sense. Then, try to correct the problem. After two minutes, I will reveal possible solutions. | * *After two minutes, reveal the last two sentences in the Correct column.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Correct Shifts in Verb Tense. | * *Distribute Language Handout: Correct Shifts in Verb Tense and review directions for the practice items.* |

| Grade 6 M3 L24 Handout: Correct Shifts in Verb TenseGrade 8 M3 L17 Handout: Correct Shifts in Verb Tense |
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| |  | | --- | | VERB TENSE | | A verb tense indicates when an action took place.   |  |  |  | | --- | --- | --- | | **Past** | **Present** | **Future** | | The cat walked to his bowl of milk. | The cat walks to his bowl of milk. | The cat will walk to his bowl of milk. | |  |  | | --- | | INAPPROPRIATE SHIFTS IN VERB TENSE | | Shifts in verb tense confuse the reader. If you start writing in one tense, you must generally keep using that tense unless there is a valid reason to switch tenses.   |  |  | | --- | --- | | **Incorrect** | **Correct** | | When Jean walks into the store, everyone will squirm.  **present tense future tense** | When Jean walks into the store, everyone squirms.  **present tense present tense** | | Jon sang loudly and will scare everyone in the room.  **past tense future tense** | Jon sang loudly and scared everyone in the room.  **past tense past tense** | | Sam skates around the rink, while his dad sat on the bench.  **present** **tense past tense** | Sam skates around the rink, while his dad sits on the bench.  **present** **tense present tense** | |  | VERB TENSE PRACTICE | | --- | | **Directions:** Correct the second verb in each sentence to match the tense of the underlined verb.   1. She laughed so loud her dentures fall out of her mouth! fell 2. I will mop the floor and swept the kitchen. sweep 3. Jennifer sang loudly and will dance all around the ballroom. danced 4. Dan writes a story and drew the pictures. draws |  | VERB TENSE PRACTICE | | --- | | **Directions:** Circle the verb that matches the tense of the other verbs in the sentence.   1. Manny stretched and (drank, drinks, will drink) plenty of water when exercising. 2. The bunny hid in the tree and (watched, watches, will watch) the fox all night. | |

### L.3.1.D: Use Regular and Irregular Verbs

| Grade 3 M2 L15 Mini-lesson: Use Regular and Irregular Verbs (13 min.) | | |
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| L.3.1.D: Use Regular and Irregular Verbs | | |
| **L.3.1.D:** Form and use regular and irregular verbs. | | |
| **Frame Instruction** | | |
| Today, we will learn to form and use regular and irregular verbs. | | |
| 1. *Display Language Handout: Use Regular and Irregular Verbs.* 2. *Organize pairs for making sentences for irregular verbs.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * Verbs are words that tell action. * Present-tense verbs tell an action happening now; past-tense verbs tell actions that have already happened; past participle verbs help tell actions in the past, too. | * *Read aloud the definitions of regular and irregular verbs on Language Handout: Use Regular and Irregular Verbs.* |
| 3 min. | * This chart lists some common irregular verbs. * Writers need to know the past tense and past participle of irregular verbs. You can study the chart and keep it as reference as you write. For other irregular verbs, you can use a dictionary. | * *Cover the last two rows in the Irregular Verbs chart (to speak and to win). Chorally read the rest of chart.* * *Model using two verbs in a sentence (e.g.,* Yesterday, I chose noodles for lunch. I have known how to tie my shoes for a long time*).* |
| 2 min. | * Now I will show you two more irregular verbs and how they are formed in the past and past participle tenses. * You will have 2 minutes to turn and talk to your partner to make sentences using each form of the verbs. | * *Reveal the last two rows of the chart (*to speak *and* to win*).* |
| 1 min. | * What sentences did you create? | * *Invite students to share their sentences for the irregular verbs* to speak *and* to win. |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Regular and Irregular Verbs. | * *Distribute Language Handout: Use Regular and Irregular Verbs and review directions for the practice items.* |

| Grade 3 M2 L15 Handout: Use Regular and Irregular Verbs |
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| |  | | --- | | REGULAR VERBS | | Regular verbs can form the present tense by adding *–s*. For example, Claudia **rests** on the weekends after soccer practice. Regular verbs form the past tense and the past participle by adding *–ed*. For example, Kai **typed** his writing assignments.   |  |  |  |  | | --- | --- | --- | --- | | **Verb** | **Verb in Present Tense** | **Verb in Past Tense** | **Verb in Part Participle (Have + Verb)** | | to rest | rests | rested | rested | | to type | types | typed | typed | |  |  | | --- | | IRREGULAR VERBS | | Irregular verbs do not follow the regular verb pattern to form different tenses. Irregular verbs form the past and past participle tenses in other ways. Each irregular verb changes in its own way.   |  |  |  |  | | --- | --- | --- | --- | | **Verb** | **Verb in Present Tense** | **Verb in Past Tense** | **Verb in Part Participle (Have + Verb)** | | to choose | chooses | chose | chosen | | to do | does | did | done | | to eat | eats | ate | eaten | | to feel | feels | felt | felt | | to go | goes | went | gone | | to know | knows | knew | known | | to make | makes | made | made | | to say | says | said | said | | to see | sees | saw | seen | | to speak | speaks | spoke | spoken | | to win | wins | won | won | |  | REGULAR AND IRREGULAR VERB PRACTICE | | --- | | **Directions:** Circle the verb that correctly completes the sentence.   1. Maya (did, done) her chores quickly yesterday. did 2. Last summer, Ifeoma (went, gone) to visit her aunt. went 3. Dion (plan, planned) the presentation from beginning to end. planned 4. The muffins you (maded, have made) are delicious. have made   **Directions:** Write three sentences using the present (*hides*), past (*hid*), and past participle (*hidden*) tense of the verb *to* *hide*.  \_\_\_\_\_\_\_\_\_\_\_\_The dog hides his treats\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The dog hid his treat from the cat yesterday\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The dogs have hidden all the bones in the backyard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |

| Grade 5 M4 L# Mini-lesson: Use Verbs (18 min.) | | |
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| L.3.1.D: Use Regular and Irregular Verbs  L.3.1.E: Use Simple Verb Tenses  L.4.1.B: Use the Progressive Tense | | |
| **L.3.1.D:** Form and use regular and irregular verbs.  **L.3.1.E:** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  **L.4.1.B:** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | | |
| **Frame Instruction** | | |
| Today, we’re going to review using regular and irregular verbs, the simple verb tense, and the progressive tense. | | |
| *Display Language Handout: Use Verbs.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A verb is a word that tells an action, such as *walk*, *teach*, *talk*, and *play*. The tense of a verb tells when the action happens. Three verb tenses are past tense, present tense, and future tense. | * *Read aloud the definitions of verbs and verb tenses in the Simple Verb Tenses box on Language Handout: Use Verbs.* |
| 2 min. | * Verbs in the present tense usually need a new ending to show that the action is happening right now or is always happening. * Look at the two verbs in the chart. The verb *jump* requires an –*s* at the end to be in present tense when the subject is *he, she,* or *it*. The verb *teach* requires *–es* because it ends in the letters *ch*. | * *Read aloud the definition of the simple present tense.* * *Review the chart of verbs in simple present with students. Indicate how they change to make the present-tense verb. Read aloud the example sentences.* |
| 2 min. | * Verbs in the past tense usually need a new ending to show that the action has already happened. * Look at the first two verbs in the chart. The verbs *walk* and *play* require an *–ed* at the end to be in past tense. Now look at the other two verbs in the chart. The verbs *know* and *teach* change to *knew* and *taught* because they are irregular. | * *Read aloud the definition of the simple past.* * *Review the chart of verbs in simple past with students. Indicate how they change to make the past-tense verb. Read aloud the example sentences.* |
| 2 min. | * Verbs in the future tense need the word *will* to show that the action will happen in the future. * Look at the verbs in the chart. The word *will* has been added to all of them to form the future tense. | * *Read aloud the definition of the simple future.* * *Review the chart of verbs in simple future with students. Indicate how they change to make the future-tense verb. Read aloud the example sentences.* |
| 1 min. | * Progressive tenses show a continuing action. Each uses a form of “to be” plus the past participle of the verb with an –*ing* ending. | * *Read aloud the definition of progressive tenses in the Progressive Tenses box on Language Handout: Use Verb.* |
| 2 min. | * Present progressive tense shows something that is happening now. Use the present tense of “to be” and add a verb with –*ing*. * Present progressive tense can sometimes be used to show action happening in the near future. For example, “My aunt is arriving at 4 o’clock.” If this is the case, a time is usually given. | * *Read aloud the definition of the present progressive tense.* * *Review the chart of verbs in present progressive with students. Indicate how they change in the present progressive tense. Read aloud the example sentences.* |
| 2 min. | * Past and future progressive work the same way as present progressive. Use past progressive to describe something that happened continuously in the past. Use the past tense of “to be” and add an –*ing* form of a verb. * Future progressive describes something that will happen continuously in the future. Use the future tense of “to be” and add an –*ing* form of a verb. | * *Read aloud the definitions of the past and future progressive tenses.* * *Review the chart of verbs in past and future progressive with students. Indicate how they change in the past and future progressive tenses. Read aloud the example sentences.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Verbs. | * *Distribute Language Handout: Use Verbs and review directions for the practice items.* |

| Grade 5 M4 L# Handout: Use Verbs |
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| |  | | --- | | SIMPLE VERB TENSES | | A verb is a word that tells an action, such as *walk*, *teach*, *talk*, and *play*. The tense of a verb tells when the action happens. Three verb tenses are past tense, present tense, and future tense.  A verb in the simple present tense tells that the action is happening now or is always happening. Adding *–s* to most verbs changes them to present tense when *he, she,* or *it* is the subject of the sentence. Verbs that end in *s*, *ss*, *ch*, *sh*, or *x* need *–es* added to be used in the present tense. Plural verbs in present tense do not need an *–s* or an *–es* added to the end.   |  |  |  |  | | --- | --- | --- | --- | | **Subject** | **Verb** | **Verb in Simple Present** | **Example** | | I/You/We/They | jump | jump | I **jump** rope every day. | | He/She/It | jump | jumps | He **jumps** around the park. | | I/You/We/They | teach | teach | We **teach** each other. | | He/She/It | teach | teaches | She **teaches** her brother. |   A verb in the simple past tense tells that the action happened in the past. Most past-tense verbs end in *–ed*. When past-tense verbs already end in *e*, only a –*d* is added. Some verbs do not follow this rule. They are irregular verbs. Irregular verbs form the past and past participle tenses in other ways. Each irregular verb changes in its own way.   |  |  |  | | --- | --- | --- | | **Verb** | **Verb in Simple Past** | **Example** | | walk | walked | Harold **walked** to the bus stop last week. | | play | played | We **played** drums in music class last year. | | know | knew (irregular) | The student **knew** he had to finish his assignment. | | teach | taught (irregular) | Ms. Varis **taught** my art class yesterday. |   A verb in the simple future tense tells that the action will happen in the future. Future-tense verbs are formed when *will* is added to the present-tense verb.   |  |  |  | | --- | --- | --- | | **Verb** | **Verb in Simple Future** | **Example** | | walk | will walk | Harold **will walk** to the bus stop next year. | | teach | will teach | Mr. Gomez **will teach** my younger sister’s art class. | | smile | will smile | My father **will smile** during his favorite movie. | | play | will play | I **will play** piano after I learn to read music. | |  |  | | --- | | PROGRESSIVE TENSES | | Progressive tenses show a continuing action. Each uses a form of “to be” plus the past participle of the verb with an –*ing* ending.  Form the progressive by using the correct present tense form of “to be” and the –*ing* form of the verb. Use the present progressive to describe something happening now.   |  |  | | --- | --- | | **Verb** | **Present Progressive** | | walk | I am walking. You are walking. He is walking. | | read | We are reading.  They are reading. |   The past and future progressive tenses work in a similar way. Use the correct past or future form of “to be” and the –*ing* form of the verb. Use the past progressive to show something that happened continuously in the past. Use the future progressive to show something that will continuously happen in the future.   |  |  |  | | --- | --- | --- | | **Verb** | **Past Progressive** | **Future Progressive** | | sleep | I was sleeping. You were sleeping. She was sleeping. | I will be sleeping.  You will be sleeping.  She will be sleeping. | | travel | We were traveling.  They were traveling. | We will be traveling.  They will be traveling. | |  | VERB PRACTICE | | --- | | **Directions:** Choose the verb that correctly completes the sentence.   1. Sara (eat, ate) her dinner at home tonight. ate 2. The guitarist (plays, play) beautifully. plays 3. I (takes, am taking) a long vacation. am taking 4. We (will build, building) a very strong house. will build 5. I (was reading, readed) a good book last week. was reading 6. Rene (will goes, will be going) to Spain next year. will be going   **Directions:** Write six sentences using the present, past, future, present progressive, past progressive, and future progressive tense of the verb *to* *run*.  Present: \_\_\_\_\_\_\_\_\_\_\_\_The boy runs fast\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Past: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The boy ran fast yesterday\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Future: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The boy will run fast tomorrow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Present Progressive: \_\_\_\_\_\_\_\_\_\_\_\_The boy is running fast\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Past Progressive: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The boy was running fast yesterday\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Future Progressive: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The boy will be running fast tomorrow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |

### L.3.1.E: Use Simple Verb Tenses

[See Grade 5 M4 L# Mini-lesson: Use Verbs (18 min.)](#_Grade_5_M3)

| Grade 3 M2 L24 Mini-lesson: Use Simple Verb Tenses (15 min.)Grade 4 M1 L7 Mini-lesson: Use Simple Verb Tenses (15 min.) | | |
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| **L.3.1.E: USE SIMPLE VERB TENSES** | | |
| **L.3.1.E:** Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. | | |
| **Frame Instruction** | | |
| Today we will learn to form and use verbs in the simple present, past, and future tenses. | | |
| 1. *Display Language Handout: Use Simple Verb Tenses.* 2. *Organize pairs for sharing written sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A verb is a word that tells an action, such as *walk*, *teach*, *talk*, and *play*. The tense of a verb tells when the action happens. Three verb tenses are past tense, present tense, and future tense. | *Read aloud the definition of verb tenses on Language Handout: Use Simple Verb Tenses.* |
| 2 min. | * Verbs in the present tense usually need a new ending to show that the action is happening right now or is always happening. * Look at the first two verbs in the chart. The verb *walk* requires an –*s* at the end to be in present tense. The verb *teach* requires *–es* at the end to be in present tense. The verb *teach* requires *–es* because it ends in the letters *ch*. | *Read aloud the definition of the simple present. Cover the last two rows in the chart (the verbs* pass *and* play*). Read aloud the verbs* walk *and* teach*. Then point to the verbs in present tense (*walks *and* teaches*) and indicate the letters that are added to make the present-tense verb. Read aloud the example sentences.* |
| 1 min. | * Turn and talk: How do you change each verb to the present tense? * After one minute, I will show you the correct changes. | *Reveal the last two verbs in the chart (*pass *and* play*). After one minute, show the students the* Verb in Simple Present *column and read the* Example *sentences.* |
| 2 min. | * Verbs in the past tense usually need a new ending to show that the action has already happened. * Look at the first two verbs in the chart. The verb *walk* requires an *–ed* at the end to be in past tense. The verb *play* alsorequires *–ed* at the end. | *Read aloud the definition of the simple past. Cover the last two rows in the chart (the verbs* smile *and* teach*). Read aloud each verb. Then point to the verbs in past tense and indicate the letters that are added to make the past-tense verb. Read aloud the example sentences.* |
| 2 min. | * Turn and talk: How do you change each verb to the past tense? | *Reveal the last two verbs in the chart (*smile *and* teach*). After one minute, show the students the* Verb in Simple Past *column and read the* Example *sentences.* |
| 2 min. | * Verbs in the future tense need the word *will* to show that the action will happen in the future. * Look at the first two verbs in the chart. The word *will* has been added to both to form the future tense. | *Read aloud the definition of the simple future. Cover the last two rows in the chart (the verbs* smile *and* play*). Read aloud each verb. Then, point to the verbs in future tense and indicate the word* will *that is added to make the future-tense verb. Read aloud the example sentences.* |
| 1 min. | * Turn and talk: How would you form the future tense of these verbs? | *Reveal the last two verbs in the chart (*smile *and* play*). Have partners tell you the verbs in simple future. Have a volunteer read each* Example *sentence.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Simple Verb Tenses. | *Distribute Language Handout: Use Simple Verb Tenses and review directions for the practice items.* |

| Grade 3 M2 L24 Handout: Use Simple Verb TensesGrade 4 M1 L7 Handout: Use Simple Verb Tenses |
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| |  | | --- | | VERB TENSES | | A verb is a word that tells an action, such as *walk*, *teach*, *talk*, and *play*. The tense of a verb tells when the action happens. Three verb tenses are past tense, present tense, and future tense. |  |  | | --- | | SIMPLE PRESENT | | A verb in the simple present tense tells that the action is happening now or is always happening. Adding *–s* to most verbs changes them to present tense. Verbs that end in *s*, *ss*, *ch*, *sh*, or *x* need *–es* added to be used in the present tense. Plural verbs in present tense do not need an *–s* or an *–es* added to the end.   |  |  |  |  | | --- | --- | --- | --- | | **Subject** | **Verb** | **Verb in Simple Present** | **Example** | | I | jump | jump | I **jump** rope every day. | | You | jump | jump | You **jump** higher than he does. | | He/She/It | jump | Jumps | He **jumps** around the park. | | We | jump | jump (plural) | We **jump** over puddles. | | They | jump | Jump | They **jump** together. | | I | teach | teach | I **teach** Sunday school. | | You | teach | teach | You **teach** me good lessons. | | He/She/It | teach | teaches | She **teaches** her brother. | | We | teach | teach | We **teach** each other. | | They | teach | teach | They **teach** the class. |   Notice that the verb ending changes when *he, she,* or *it* is the subject of the sentence. |  |  | | --- | | SIMPLE PAST | | A verb in the simple past tense tells that the action happened in the past. Most past-tense verbs end in *–ed*. When past-tense verbs already end in *e*, only a –*d* is added. Some verbs do not follow this rule. They are irregular verbs.   |  |  |  | | --- | --- | --- | | **Verb** | **Verb in Simple Past** | **Example** | | walk | walked | Harold **walked** to the bus stop last week. | | play | played | We **played** drums in music class last year. | | smile | smiled | The student **smiled** for his school picture. | | teach | taught (irregular) | Ms. Varis **taught** my art class yesterday. | |  |  | | --- | | SIMPLE FUTURE | | A verb in the simple future tense tells that the action will happen in the future. Future-tense verbs are formed when *will* is added to the present-tense verb.   |  |  |  | | --- | --- | --- | | **Verb** | **Verb in Simple Future** | **Example** | | walk | will walk | Harold **will walk** to the bus stop next year. | | teach | will teach | Mr. Gomez **will teach** my younger sister’s art class. | | smile | will smile | My father **will smile** during his favorite movie. | | play | will play | I **will play** piano after I learn to read music. | |  | USE SIMPLE VERB TENSES PRACTICE | | --- | | **Directions:** Write the correct tense of the verb in parentheses to complete the sentence.   1. The sun \_\_\_\_\_\_\_\_\_\_ bright today. (shine) shines 2. The handyman \_\_\_\_\_\_\_\_\_\_ the cabinet in our kitchen yesterday. (fix) fixed 3. Next summer, I \_\_\_\_\_\_\_\_\_\_ for the community swim team. (swim) will swim   **Directions:** Write a sentence using the verb and the tense shown in parentheses.   1. dress (present) Sample response: My sister dresses in her uniform. 2. run (future) Sample response: Rachel will run in a race tomorrow. 3. eat (past) Sample response: Dominique ate my lunch! | |

### L.8.1.A: Identify Verbals

| Grade 8 M4 L# Mini-lesson: Identify Verbals (14 min.) | | |
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| L.8.1.A: Identify Verbals | | |
| **L.8.1.A:** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | | |
| **Frame Instruction** | | |
| Today we’re going to learn how to identify verbals, including gerunds, participles, and infinitives, and explain their functions. | | |
| *Display Language Handout: Identify Verbals.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A verbalis a form of a verb that functions as a different part of speech. There are three types of verbals: gerunds, participles, and infinitives. * A gerundis a verbal that ends in *–ing* and functions as a noun. | * *Read aloud the definition of a verbal and a gerund on Language Handout: Identify Verbals.* |
| 1 min. | * In the first sentence, the gerund *exercising* is the subject of the sentence. In the other two sentences, the gerunds *cooking* and *losing* are the objects of the sentences. | * *Review the Gerund chart with students.* |
| 1 min. | * There are two kinds of participle.The present participle is a verbal that ends in *–ing.* The past participle usually ends in either *–ed* or *–en.* Participles function as adjectives. | * *Read aloud the definition of a participle.* |
| 2 min. | * *Steamed* is the past participle of the present participle *steaming. Fallen* is the past participle of the present participle *falling.* What is the past participle of *planning?* How would you use it in a sentence? After one minute, I will reveal the answer and an example sentence. | * *Review the Participle chart with students, but keep the last row of the Past Participle and Past Participle Used in a Sentence columns covered.* * *After one minute, reveal the last past participle and example sentence.* |
| 1 min. | * An **infinitive** is a verbal that starts with the word *to*. An infinitive can function as an adjective, an adverb, or a noun. | * *Read aloud the definition of an infinitive.* |
| 2 min. | * In the first example, the infinitive *to read* acts as an adjective modifying the noun *book.* In the second example, the infinitive *to hear* acts as an adverb modifying the verb *listened.* What is the function of the infinitive *to succeed* in the last example? After one minute, I will reveal the answer. * The infinitive *to succeed* acts as a noun in this example. It is the subject of the sentence. | * *Review the Infinitive chart with students, but keep the last row of the Function in Example Sentence covered.* * *After one minute, reveal the answer.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Identify Verbals. | * *Distribute Language Handout: Identify Verbals and review directions for the practice items.* |

| Grade 8 M4 L# Handout: Identify Verbals |
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| |  | | --- | | VERBALS | | A **verbal** is a form of a verb that functions as a different part of speech. There are three types of verbals: gerunds, participles, and infinitives.  A **gerund** is a verbal that ends in *–ing* and functions as a noun.   |  |  | | --- | --- | | **Gerund** | **Gerund Used in a Sentence** | | exercising | Exercising is good for you. | | cooking | My father likes cooking. | | losing | Our hockey team hates losing. |   There are two kinds of **participle**.The present participle is a verbal that ends in *–ing.* The past participle usually ends in either *–ed* or *–en.* Participles function as adjectives.   |  |  |  |  | | --- | --- | --- | --- | | **Present Participle** | **Present Participle Used in a Sentence** | **Past Participle** | **Past Participle Used in a Sentence** | | steaming | The steaming pot of dumplings smelled delicious. | steamed | The steamed dumplings tasted delicious. | | falling | Watch out for falling rocks. | fallen | The fallen tree lies on the ground. | | planning | I had some planning time before my speech to figure out what to say. | planned | The planned event has been canceled. |   An **infinitive** is a verbal that starts with the word *to*. An infinitive can function as an adjective, an adverb, or a noun.   |  |  |  | | --- | --- | --- | | **Infinitive** | **Infinitive Used in a Sentence** | **Function in Example Sentence** | | to read | This is my favorite book to read. | adjective | | to hear | To hear, we listened closely to her whispers. | adverb | | to succeed | To succeed was his greatest wish. | noun | |  |  | | --- | | VERBALS PRACTICE | | **Directions:** Underline the verbal in each sentence, and then identify which type of verbal it is and its function in the sentence.   1. Skating is my favorite hobby. gerund, noun 2. The floating log drifted to the shore. present participle, adjective 3. To follow, the students lined up behind their teacher. infinitive, adverb | |

### L.8.1.B: Use Active and Passive Voice

| Grade 8 M2 L17 Mini-lesson: Use Active and Passive Voice (10 min.) | | |
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| L.8.1.B: Use Active and Passive Voice | | |
| **L.8.1.B:** Form and use verbs in the active and passive voice. | | |
| **Frame Instruction** | | |
| Just as our actions can be active or passive, sentences can be written in active or passive voice, too. Today we’re going to learn to learn how to use verbs in the active and passive voices. | | |
| 1. *Display Language Handout: Use Active and Passive Voice.* 2. *Organize pairs for forming active and passive voice sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * In active voice, the subject performs an action identified by the verb. | *Read aloud the Active Voice box on Language Handout: Use Active and Passive Voice.* |
| 1 min. | * In passive voice, the subject is acted on in a way identified by the verb, which is a form of *to be* and a past participle. | *Read aloud the Passive Voice box.* |
| 2 min. | * With your partner, rewrite the sentences to be in the passive voice. In two minutes, I will reveal the answers. | *Review the Comparing Active and Passive Voice box with students. Cover the Passive Voice column. After two minutes, reveal the column.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Active and Passive Voice. | *Distribute Language Handout: Use Active and Passive Voice and review directions for the practice items.* |

| Grade 8 M2 L17 Handout: Use Active and Passive Voice |
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| |  | | --- | | ACTIVE VOICE | | In active voice, the subject performs an action identified by the verb.  Example: The boy rides the bike.  This sentence is in the active voice because the subject, *the boy,* performs the action *rides.* |  |  | | --- | | PASSIVE VOICE | | In passive voice, the subject is acted on in a way identified by the verb, which is a form of *to be* and a past participle.  Example: The bike is ridden by the boy.  This sentence is in the passive voice because the subject, *the bike,* is acted on in a way identified by the verb *is ridden.* |  |  | | --- | | COMPARING ACTIVE AND PASSIVE VOICE | | Sentences can be written in either active voice or passive voice. Active voice is usually the better choice because it is clearer. However, you may want to use passive voice in situations where the subject being acted on is the focus of your writing.   |  |  | | --- | --- | | **Active Voice** | **Passive Voice** | | I ate lunch at noon. | Lunch was eaten by me at noon. | | Everyone will take a test tomorrow. | A test will be taken by everyone tomorrow. | | Susanna is calling Dr. Johnson. | Dr. Johnson is being called by Susanna. | |  | ACTIVE VOICE PRACTICE | | --- | | **Directions:** Rewrite each passive voice sentence in active voice.   1. The woods were explored by the group. The group explored the woods. 2. Spanish is taught by Ms. Montez. Ms. Montez teaches Spanish. |  | PASSIVE VOICE PRACTICE | | --- | | **Directions:** Rewrite each active voice sentence in passive voice.   1. Jesse started a fire. A fire was started by Jesse. 2. I read three books last month. Three books were read by me last month. | |

### L.8.1.C: Use Indicative, Imperative, Conditional, and Subjunctive Mood

| Grade 8 M3 L27 Mini-lesson: Use Indicative, Imperative, Conditional, and Subjunctive Mood (15 min.) | | |
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| L.8.1.C: Use Indicative, Imperative, Conditional, and Subjunctive Mood | | |
| **L.8.1.C:** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use verb moods. | | |
| *Display Language Handout: Use Indicative, Imperative, Conditional, and Subjunctive Mood.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * Indicative mood is used to state something factual, ask a question, or express an opinion as if it were a fact. Most sentences are written in the indicative mood. * Imperative mood shows a command or request. * Conditional mood shows a request or refers to a situation in which something is uncertain; it often uses the auxiliary verb *would* or *should*. * Subjunctive mood expresses a wish or possibility. Most verbs don’t change much in the subjunctive mood, except the verb *to be*. | * Read aloud the definition of each verb mood on Language *Handout: Use Indicative, Imperative, Conditional, and Subjunctive Mood*. |
| 2 min. | * Sentences in indicative mood can be in present, past, or future tense. Most sentences are written in indicative mood. * Can you find any sentences in the books in our classroom that are written in indicative mood? | * *Show the Indicative and Imperative Mood box. Review the examples. Have students look through a classroom book and identify a few sentences written in indicative mood.* |
| 2 min | * Use imperative mood to tell someone to do something or give a command. * Try saying a few sentences in imperative mood. | * *Have students practice using imperative mood by saying a few commands, such as* Write a sentence on the board, *or* Speak louder. |
| 2 min. | * Conditional and subjunctive mood show things that are not definite. * Conditional mood shows something that is uncertain or depends on something else. | * *Show the Conditional and Subjunctive Mood box. Show the example of conditional mood.* |
| 2 min. | * The subjunctive shows a wish or possibility. * The subjunctive may be used in formal language, as in the first example. However, it is more commonly shown with the verb *to be*. * Can you write a few sentences in the subjunctive mod starting with “I wish”? | * *Look at the subjunctive example and explain that the verb tense is made from the third person present singular without the -*s *or ­-*es *ending, regardless of the subject.* * *Use the sentence frame* I wish \_\_\_\_\_\_\_\_ *to work with students to write a few sentences in the subjunctive mood.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Indicative, Imperative, Conditional, and Subjunctive Mood. | * *Distribute Language Handout: Use Indicative, Imperative, Conditional, and Subjunctive Mood and review directions for the practice items.* |

| Grade 8 M3 L27 Handout: Use Indicative, Imperative, Conditional, and Subjunctive Mood |
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| |  | | --- | | VERB MOODS | | **Indicative:** Indicative mood is used to state something factual, ask a question, or express an opinion as if it were a fact. Most sentences are written in the indicative mood.  **Imperative:** The imperative mood shows a command or request.  **Conditional:** The conditional mood shows a request or refers to a situation in which something is uncertain; it often uses the auxiliary verb *would* or *should*.  **Subjunctive:** The subjunctive mood expresses a wish or possibility. Most verbs don’t change much in the subjunctive mood, except the verb *to be*. |  |  | | --- | | INDICATIVE AND IMPERATIVE MOOD | | |  |  | | --- | --- | | **Mood** | **Examples** | | Indicative | He moved here from Spain. | | Is that a whale? | | That meal was delicious. | | Imperative | Go to the store. | |  |  | | --- | | CONDITIONAL AND SUBJUNCTIVE MOOD | | |  |  | | --- | --- | | **Mood** | **Examples** | | Conditional | We could use less gas if we walked more. | | Subjunctive | I wish I could swim in the ocean. | |  |  | | --- | | VERB MOOD PRACTICE | | **Directions:** Identify the mood of each sentence.   1. He wished he could go to California. subjunctive 2. There is ice in the freezer. indicative 3. I would like a glass of milk. conditional 4. Shut the door on your way out. imperative |  |  | | --- | | VERB MOVE PRACTICE | | **Directions:** Write a sentence for the given verb mood. Possible answers shown.   1. indicative Barcelona is a city in Spain. 2. conditional I would like my favorite book to be a movie. | |

### L.8.1.D: Correct Shifts in Verb Voice and Mood

| Grade 8 M3 L30 Mini-lesson: Correct Shifts in Verb Voice and Mood (11 min.) | | |
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| L.8.1.D: Correct Shifts in Verb Voice and Mood | | |
| **L.8.1.D:** Recognize and correct inappropriate shifts in verb voice and mood. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn correct shifts in verb voice and mood. | | |
| *Display Language Handout: Correct Shifts in Verb Voice and Mood.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * A verb mood shows the attitude of the speaker toward what he or she is saying. The four moods are indicative (which shows facts), imperative (which shows commands), conditional (which shows requests or uncertain situations), and subjunctive (which shows wishes). Verb voice puts the emphasis on either the actor or the action. The two kinds of voice are active (emphasis on the actor) and passive (emphasis on the action). * Writers should keep mood and voice consistent in a sentence. Unnecessary shifts may make sentences difficult to understand. | * Read aloud the definition of verb voice and mood on Language *Handout: Correct Shifts in Verb Voice and Mood*. |
| 2 min. | * One common error is switching between indicative and imperative mood in the same sentence. Sentences with more than one verb must use the same mood throughout. * Are there any unnecessary mood shifts in your writing? | * *Show the Mood Shifts box. Review imperative and indicative mood, reminding students that indicative is used to state facts, ask questions, or state opinions as if they were facts. Imperative mood shows a command.* * *Have students look back at a piece of their own writing to see if they spot any unnecessary shifts.* |
| 2 min | * Another common error is shifting between active and passive voice in the same sentence. Sentences with more than one verb must use the same voice throughout. * Are there any unnecessary voice shifts in your writing? | * *Show the Voice Shifts box. Remind students that passive voice emphasizes the action in a sentence and active voice emphasizes the actor. It may be helpful to give students examples of active and passive sentences to review.* * *Have students look pack at a piece of their own writing to see if they spot any unnecessary shifts or can identify places where active or passive voice may be more appropriate than what they used.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Correct Shifts in Verb Voice and Mood. | * *Distribute Language Handout: Correct Shifts in Verb Voice and Mood and review directions for the practice items.* |

| Grade 8 M3 L30 Handout: Correct Shifts in Verb Voice and Mood |
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| |  | | --- | | VERB VOICE AND MOOD | | A verb **mood** shows the attitude of the speaker toward what he or she is saying. The four moods are indicative (which shows facts), imperative (which shows commands), conditional (which shows requests or uncertain situations), and subjunctive (which shows wishes). Verb **voice** puts the emphasis on either the actor or the action. The two kinds of voice are active (emphasis on the actor) and passive (emphasis on the action).  Writers should keep mood and voice consistent in a sentence. Unnecessary shifts may make sentences difficult to understand. |  |  | | --- | | MOOD SHIFTS | | The most common mood shift is between indicative and imperative.   |  |  |  | | --- | --- | --- | | **Error** | **Incorrect** | **Correct** | | Shifting from imperative to indicative | Choose three colors and then you can start painting. | Choose three colors and start painting. | | Shifting from indicative to imperative | You can count to ten and then look for me. | Count to ten and then look for me. | |  |  | | --- | | VOICE SHIFTS | | If a sentence has two verbs, both should be either passive or active.   |  |  |  | | --- | --- | --- | | **Error** | **Incorrect** | **Correct** | | Shifting from active to passive | When I flipped on the light, a popping sound was heard. | When I flipped on the light, I heard a popping sound. | | Shifting from passive to active | Water was spilled after the waiter took our order. | The waiter spilled water after he took our order. | |  |  | | --- | | MOOD AND VOICE SHIFT PRACTICE | | **Directions:** Rewrite each sentence to correct the mood or voice shift.   1. The cat meowed and then a mouse was caught. The cat meowed and caught a mouse. 2. Hand me the wrench and you can help me fix the bookshelf. Hand me the wrench and help me fix the bookshelf. 3. A tornado rolled through town but the buildings were missed. A tornado rolled through town but missed the buildings. 4. Be on time and then you can start painting. Be on time and start painting. |  |  | | --- | | MOOD AND VOICE SHIFT PRACTICE | | **Directions:** Change each sentence to show the given mood. Possible answers shown.   1. A book was stolen from the library. (active) Someone stole a book from the library. 2. You can do an extra-credit assignment. (imperative) Do an extra-credit assignment. | |

## Pronouns

### L.1.1.D: Use Personal, Possessive, and Indefinite Pronouns

| Grade 1 M1 L26 Mini-lesson: Use Personal, Possessive, and Indefinite Pronouns (11 min.)Grade 1 M3 L18 Mini-lesson: Use Personal, Possessive, and Indefinite Pronouns (11 min.)Grade 2 M2 L9 Mini-lesson: Use Personal, Possessive, Indefinite and Reflexive Pronouns (11 min.)Grade 3 M1 L21 Mini-lesson: Use Personal, Possessive, and Indefinite Pronouns (11 min.) | | |
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| L.1.1.D: Use Personal, Possessive, and Indefinite Pronouns | | |
| L.1.1.D: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) | | |
| **Frame Instruction** | | |
| Today, we are going to learn to use pronouns in our writing. | | |
| 1. *Display Language Handout: Use Personal, Possessive, and Indefinite Pronouns.* 2. *Explain that people may choose which pronouns they prefer and their choices should be respected. A person’s pronouns should not be assumed based on appearance.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A pronoun is a word that takes the place of a noun. * A personal pronoun is used to replace the names of people or things that complete actions. A possessive pronoun shows that something belongs to a person, place, or thing. | *Read aloud the definition of personal and possessive pronouns on Language Handout: Use Personal, Possessive, and Indefinite Pronouns.* |
| 3 min. | * This chart shows common personal and possessive pronouns. Let’s look at each one. The picture in the first column helps us understand the noun that each pronoun is used to replace. | *Display the chart of personal and possessive pronouns. Review each row at a time.* |
| 2 min. | * If I were to write a sentence about myself, I would use the pronoun *I.* I might write: I teach great students. * If we wanted to write a sentence about “name of student,” what pronoun would we use? * If we wanted to write about the classroom that belongs to all of us here today, would I use the pronoun *we* or *our*? Yes, *our* is right. This pronoun shows that something belongs to us. | *Ask questions to students and use wait time to collect responses.* |
| 1 min. | * The last type of pronoun we are going to learn about is indefinite pronouns. * I can say “Anyone can have a piece of candy.” *Anyone* does not replace just one person you have in mind. Anyone could be any person. | *Read aloud the definition of personal and possessive pronouns on Language Handout: Use Personal, Possessive, and Indefinite Pronouns.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Use Personal, Possessive, and Indefinite Pronouns. | *Distribute Language Handout: Use Personal, Possessive, and Indefinite Pronouns and review directions for the practice items.* |

| Grade 1 M1 L26 Handout: Use Personal, Possessive, and Indefinite PronounsGrade 1 M3 L18 Handout: Use Personal, Possessive, and Indefinite PronounsGrade 2 M2 L9 Handout: Use Personal, Possessive, Indefinite and Reflexive PronounsGrade 3 M1 L21 Handout: Use Personal, Possessive, and Indefinite Pronouns |
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| |  | | --- | | USE PERSONAL, POSSESSIVE, AND INDEFINITE PRONOUNS | | A pronoun is a word that takes the place of a noun.  A personal pronoun is used to replace the names of people or things that complete actions. A possessive pronoun shows that something belongs to a person, place, or thing.   |  |  |  |  | | --- | --- | --- | --- | | **Noun** | **Common Personal Pronouns** | **Common Possessive Pronouns** | **Example** | | Stickman, Stick Figure, Cartoon, Symbol, Action Game | I, me | my | **I** am here.  That is **my** book. | | Stick, Man, Stickman, Stick Figure | you | your | **You** are my friend.  Tiffany is **your** friend. | |  | he | his | John plays ball. **He** is good.  That is **his** basketball. | |  | she | her | Mary is a writer. **She** writes stories.  “The Mouse” is one of **her** stories. | | Family, Frame, Togetherness, Boy, Comic | we | our | Sam is in my class. **We** like the teacher.  **Our** teacher is very fun. | |  | they, them | their | Sasha and Lola are sisters. **They** fight a lot.  **Their** mother is nice. |   An indefinite pronoun does not refer to any specific person, thing, or amount. Examples of indefinite pronouns are *anyone* and *everything.* |  | USE PERSONAL, POSSESSIVE, AND INDEFINITE PRONOUNS PRACTICE | | --- | | **Directions:** Rewrite each sentence. Use the correct personal pronoun in parentheses.   1. John is at school. (He, his) likes to learn. He 2. (I, Me) am reading a book. I 3. Sara and I walked home. (We, They) walked fast. We 4. (They, them) went to the park. They   **Directions:** Rewrite each sentence. Use the correct personal pronoun in parentheses.   1. (My, Mine) teacher gave me a star. My 2. We drew a picture. (Their/Our) dad was proud. Our 3. Marcus and Jake made a volcano. (Their, They) volcano was huge. Their 4. Is that (you, your) bike? your | |

### L.2.1.C: Use Reflexive Pronouns

| Grade 4 M3 L29 Mini-lesson: Use Reflexive Pronouns (15 min.) | | |
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| L.2.1.C: Use Reflexive Pronouns | | |
| **L.2.1.C:** Use reflexive pronouns (e.g., myself, ourselves). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use reflexive pronouns. | | |
| 1. *Display Language Handout: Use Reflexive Pronouns.* 2. *Organize partners to complete oral exercise on Language Handout: Use Reflexive Pronouns.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Pronouns are words that take the place of nouns. Examples of pronouns are *he, she, him, her, it, they,* and *them*. | * *Read aloud the definition and examples of pronouns on Language Handout: Use Reflexive Pronouns.* |
| 2 min. | * Remember that a personal pronoun is a word like *he* or *I* that refers to a noun and is the subject of a sentence. | * *Read aloud the definition of reflexive pronouns on Language Handout: Use Reflexive Pronouns. Read aloud the pronouns in the first chart and their reflexive pronouns.* |
| 3 min. | * Reflexive pronouns work with personal pronouns and nouns in sentences. They refer back to the subject in the sentence. * Let’s read some example sentences that use reflexive pronouns. * In the first sentence, the reflexive pronoun is *myself,* and it refers back to the personal pronoun *I,* which is the subject of the sentence. | * *Cover the last three rows in the second chart (*it, we, they*). Read aloud the pronoun, reflexive pronoun, and example sentence in each of the other rows. Point out the reflexive pronoun in each sentence.* |
| 3 min. | * To figure out which reflexive pronoun to use, we need to find the personal pronoun. * If the sentence doesn’t have a personal pronoun, we need to figure out which personal pronoun would replace the subject of the sentence. * In this sentence *The cat licks itself*, the subject is *The cat*. This would be replaced by the personal pronoun *it*. So the reflexive pronoun is *itself*. | * *Reveal the fifth row in the chart (the row for* it*). Read the pronoun, the reflexive pronoun, and the example sentence.* |
| 2 min. | * Let’s look at two more examples and identify the subject, the pronoun, and the reflexive pronoun. * In these sentences, talk to your partner about the subject, pronoun, and reflexive pronoun. * Who can identify each in the sentences? | * *Reveal the last two Example Sentences in the chart (*we, they*) but keep the pronoun and reflexive pronouns columns covered. Read the sentences aloud. When students answer, uncover the pronoun and reflexive pronoun columns and go over the answers.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Reflexive Pronouns. | * *Distribute Language Handout: Use Reflexive Pronouns and review directions for the practice items. Have partners take turns completing the second set of practice items and saying the sentences aloud.* |

| Grade 4 M3 L29 Handout: Use Reflexive Pronouns |
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| |  | | --- | | PRONOUNS | | Pronouns are words that take the place of nouns. Examples of pronouns are *he, she, him, her, it, they,* and *them*. |  |  | | --- | | REFLEXIVE PRONOUNS | | Reflexive pronouns are pronouns that end in *–self* (singular) or *–selves* (plural). Each personal pronoun has its own reflexive pronoun.   |  |  | | --- | --- | | **Pronoun** | **Reflexive Pronoun** | | I | myself | | you | yourself | | he | himself | | she | herself | | it | itself | | you | yourself | | we | ourselves | | they | themselves |   In sentences, reflexive pronouns refer back to the personal pronoun or noun that is the subject of the sentence.   |  |  |  | | --- | --- | --- | | **Pronoun** | **Reflexive Pronoun** | **Example Sentence** | | I | myself | I wash my hands by **myself**. | | you | yourself | You should clean **yourself** after the yard work. | | he | himself | He drove **himself** home. | | she | herself | She cut **herself** on the piece of glass. | | it | itself | The cat licks **itself**. | | we | ourselves | We can see the bridge for ourselves when we visit. | | they | themselves | The students can study by themselves. | |  | REFLEXIVE PRONOUNS PRACTICE | | --- | | **Directions:** Write the reflexive pronoun that belongs with the subject.   1. She herself 2. We ourselves 3. You yourself 4. I myself   **Directions:** Choose the correct reflexive pronoun to finish the sentence. Then say the correct sentence out loud to your partner.   1. We can read the directions (herself, ourselves). ourselves 2. My sister washes the dishes by (himself, herself). herself 3. You can call the school (itself, yourself). yourself 4. The bird found (itself, myself) a nest. itself 5. I think best by (myself, themselves). myself | |

### L.4.1.A: Use Relative Pronouns

| Grade 4 M3 L26 Mini-lesson: Use Relative Pronouns (9 min.) | | |
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| L.4.1.A: Use Relative Pronouns | | |
| **L.4.1.A:** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | | |
| **Frame Instruction** | | |
| Today, we are going to learn how to use relative pronouns correctly. | | |
| *Display Language Handout: Use Relative Pronouns.* | | |
| **Pacing** | **Say** | **Do** |
| 3 min. | * What does the word *relative* make you think of? A relative is someone who is related to us or is connected to us in our family. When we talk about a relative pronoun, we are talking about a pronoun that connects parts of a sentence. | * *Write the word* relative *on the board. After discussing the meaning of* relative, *read the definition of relative pronouns from Language Handout: Use Relative Pronouns.* * *Display the relative pronoun example chart. Review each example of a relative pronoun.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Relative Pronouns. | * *Distribute Language Handout: Use Relative Pronouns and review the directions for the practice items.* |

| Grade 4 M3 L26 Handout: Use Relative Pronouns |
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| |  | | --- | | RELATIVE PRONOUNS | | Relative pronouns are used to refer to nouns that were previously mentioned in a sentence. Relative pronouns can be used to connect ideas in a sentence. Usually, the part of the sentence that follows the relative pronoun gives more information about the noun.   |  |  |  | | --- | --- | --- | | **Relative Pronoun** | **Description** | **Example** | | who | relates to people (subject) | John is the boy **who** won the race. | | whom | relates to people (object) | To **whom** did they give the trophy? | | whose | refers to possession | John is the boy **whose** trophy we saw. | | which | relates to animals and objects | John’s trophy, **which** is made of gold, is heavy. | | that | relates to people, animals, and things | This is the trophy **that** John won. | |  |  | | --- | | RELATIVE PRONOUNS PRACTICE | | **Directions:** Read each sentence. Complete the sentence with the correct relative pronoun.   1. This is the book \_\_\_\_\_ I loaned to Marco yesterday.  that 2. But Sabrina is the person \_\_\_\_\_ had the book today. who 3. That book, \_\_\_\_\_ belonged to my dad, is very special to me.  which 4. To \_\_\_\_\_ did Sabrina give the book after she read it? whom 5. I don’t know \_\_\_\_\_ book that is. whose | |

| Grade 5 M1 L29 Mini-lessons: Use Relative Pronouns, Relative Adverbs, and Prepositional Phrases (15 min.) | | |
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| L.4.1.A: Use Relative Pronouns  L.4.1.A: Use Relative Adverbs  L.4.1.E: Use Prepositional Phrases | | |
| **L.4.1.A:** Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).  **L.4.1.E:** Form and use prepositional phrases. | | |
| **Frame Instruction** | | |
| Today, we are going to learn how to use relative pronouns and adverbs and prepositional phrases correctly. First, we will review the rules for using these language elements correctly. Then, you will check your own writing for the correct use of relative pronouns and adverbs and prepositional phrases. | | |
| *Display Language Handout: Use Relative Pronouns and Relative Adverbs and Language Handout: Use Prepositional Phrases.* | | |
| Pacing | Say | Do |
| 2 min. | * What does the word *relative* make you think of? * Right, a relative is someone who is related to us or is connected to us in our family. When we talk about a relative pronoun, we are talking about a pronoun that connects parts of a sentence. | Write the word relative on the board. After discussing the meaning of relative, read the definition of relative pronouns from Language Handout: Use Relative Pronouns and Relative Adverbs. |
| 1 min. | * n/a | Display the relative pronoun example chart. Review each example of a relative pronoun. |
| 2 min. | * Now we will learn about relative pronouns. Think about an invitation to a party. What information is often found on an invitation? * Right, invitations often tell why the party is happening, when it is happening, and where it is happening. The same is true of relative pronouns. | After discussing the question, read the definition of relative adverbs from Language Handout: Use Relative Pronouns and Relative Adverbs. |
| 2 min. | * n/a | Display the relative adverb example chart. Review each example of a relative adverb. |
| 1 min. | * A prepositional phrase: * begins with a preposition * ends with a noun * answers the questions: Which one? How? When? Where? | Read the definition of prepositional phrases and sample prepositions from Language Handout: Use Prepositional Phrases. |
| 2 min. | * The sentences in this chart do not include a lot of information. They leave me wondering more about the man and Marcus. About the man, I wonder where did he run slowly and who is this man who ran slowly. About Marcus, I wonder where he was when he was injured and how he was injured. A prepositional phrase can help answer all these questions. Let’s see how. | Review the sentence chart. Show only the first column of the chart. Then, uncover the chart to show how prepositional phrases can be used to add more information. |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Relative Pronouns and Relative Adverbs and Language Handout: Use Prepositional Phrases. | Distribute Language Handout: Use Relative Pronouns and Relative Adverbs and Language Handout: Use Prepositional Phrases and review the directions for the practice items. |

| Grade 5 M1 L29 Handout: Use Relative Pronouns and Relative Adverbs |
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| |  | | --- | | RELATIVE PRONOUNS | | Relative pronouns are used to refer to nouns that were previously mentioned in a sentence. Relative pronouns can be used to connect ideas in a sentence. Usually, the part of the sentence that follows the relative pronoun gives more information about the noun.   |  |  |  | | --- | --- | --- | | **Relative Pronoun** | **Description** | **Example** | | who | refers to people (subject) | John is the boy **who** won the race. | | whom | refers to people (object) | To **whom** did they give the trophy? | | whose | refers to possession | John is the boy **whose** trophy we saw. | | which | refers to animals and objects | John’s trophy, **which** is made of gold, is heavy. | | that | refers to people, animals, and things | This is the trophy **that** John won. | |  |  | | --- | | RELATIVE ADVERBS | | Relative adverbs provide information about the people, places, or things a sentence is talking about. There are three relative adverbs that can be used in a sentence:   * why * when * where  |  |  |  | | --- | --- | --- | | **Relative Pronoun** | **Description** | **Example** | | why | provides information about the reason that an event happened or will happen | John wondered **why** no one else congratulated him after the race. | | when | helps answer the question of time in a sentence | John didn’t know exactly **when** the awards ceremony would begin. | | where | helps answer the question of location in a sentence | John showed us the hall **where** the awards ceremony would happen. | |  |  | | --- | | RELATIVE PRONOUNS PRACTICE | | **Directions:** Read each sentence. Complete the sentence with the correct relative pronoun.   1. This is the book \_\_\_\_\_ I loaned to Marco yesterday.  that 2. But Sabrina is the person \_\_\_\_\_ I saw with the book today. who 3. That book, \_\_\_\_\_ belonged to my dad, is very special to me.  which 4. To \_\_\_\_\_ did Sabrina give the book after she read it? whom 5. I don’t know \_\_\_\_\_ book that is. whose |  |  | | --- | | RELATIVE ADVERBS PRACTICE | | **Directions:** Read each sentence. Complete the sentence with the correct relative adverb.   1. I drove to the location \_\_\_\_\_ the party will be held.  where 2. I can’t figure out \_\_\_\_\_ they chose that place for the party. why 3. We don’t know \_\_\_\_\_ the party will start, but we will be there.  when | |

| Grade 5 M1 L29 Handout: Use Prepositional Phrases |
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| |  | | --- | | USE PREPOSITIONAL PHRASES | | A prepositional phrase:   * begins with a preposition * ends with a noun * answers the questions: Which one? How? When? Where?  |  |  | | --- | --- | | **Common Prepositions** | | | at | with | | to | without | | in | behind | | on | beside | | under | down | | from | before |   Prepositional phrases can be used to add more details in your sentences.   |  |  |  | | --- | --- | --- | | **Original Sentence** | **Question and Prepositional Phrase** | **Revised Sentence** | | The man ran slowly. | Where did the man run slowly?  behind his son | The man ran slowly behind his son. | | The man ran slowly. | Which man ran slowly?  on the sidewalk | The man on the sidewalk ran slowly. | | Marcus was injured. | How did Marcus get injured?  from his fall | Marcus is injured from his fall. | | Marcus was injured. | When did Marcus get injured?  before school | Marcus was injured before school. | |  |  | | --- | | USE PREPOSITIONAL PHRASES PRACTICE | | **Directions:** Read each sentence. Rewrite the sentence to add a prepositional phrase to answer the question.   1. Kelli cooked breakfast. When?  Kelli cooked breakfast before work. 2. The girl finished the test. Which girl? The girl in the front row finished the test. 3. The woman read a book. Where? The woman at the library read a book. 4. The students traveled to the museum. How? The children traveled to the museum on the bus. | |

### L.4.1.A: Use Relative Adverbs

[See Grade 5 M1 L29 Mini-lessons: Use Relative Pronouns, Relative Adverbs, and Prepositional Phrases (15 min.)](#_Grade_5_M1)

| Grade 4 M3 L25 Mini-lesson: Use Relative Adverbs (10 min.) | | |
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| L.4.1.A: USE RELATIVE ADVERBS | | |
| **L.4.1.A:** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | | |
| **Frame Instruction** | | |
| Today we will learn to use relative adverbs. We will learn what relative adverbs are, examples of relative adverbs, and their purpose. | | |
| 1. *Display Language Handout: Use Relative Adverbs.* 2. *Organize pairs for writing sentences using adverbs.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A relative adverb introduces a relative clause. A relative clause is a group of words that gives more information about the noun in the sentence. * Example: Do you know of a store where I can get that dress? | * Read aloud the definition of an adverb on Language *Handout: Use Relative Adverbs*. |
| 1 min. | * “Where” is the adverb that talks about the noun “store” and introduces the relative clause “I can get that dress.” | * *Explain the example.* |
| 2 min. | * Look at each adverb and the reason to use each one. Work with your partner to write three sentences with each type of adverb. After two minutes, I will reveal possible answers. | * *Display Use of Relative Adverbs Chart, covering up the Sentence column. After two minutes, reveal possible answers.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Relative Adverbs. | * *Distribute Language Handout: Use Relative Adverbs and review directions for the practice items.* |

| Grade 4 M3 L25 Handout: Use Relative Adverbs |
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| |  | | --- | | RELATIVE ADVERBS | | A relative adverb introduces a relative clause. A relative clause is a group of words that gives more information about the noun in the sentence.  Example: Do you know of a store where I can buy that dress?    **noun relative relative clause**  **adverb** |  |  | | --- | | USE OF RELATIVE ADVERBS | | |  |  |  | | --- | --- | --- | | **Relative adverb** | **Use** | **Sentence** | | When | refers to a time expression | Remember to be home when the clock strikes midnight. | | Where | refers to place | We took that picture where the river met the ocean. | | Why | refers to a reason | This is the reason why we don’t run with scissors. | |  |  | | --- | | RELATIVE ADVERBS PRACTICE | | **Directions:** Underline the correct adverb to use in each sentence.   1. This is the train station (where, when, why) Hermione met Harry. 2. Can you tell me the time (where, when, why) the next bus will arrive? 3. The couch (where, when, why) we sat last Saturday is still vacant. 4. Tell your mother the reason (where, when, why) you got in trouble at school today. |  |  | | --- | | RELATIVE ADVERBS PRACTICE | | **Directions:** Finish each sentence by adding a relative adverb and a relative clause to each.   1. My mom likes to know where I am when I’m not home. 2. I remember the day when I got my driver’s license. | |

### L.6.1.A: Use Subjective, Objective, and Possessive Pronouns

| Grade 7 M3 L29 Mini-lesson: Use Pronouns Correctly (15 min.) | | |
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| L.6.1.A: USE SUBJECTIVE, OBJECTIVE, AND POSSESSIVE PRONOUNS  L.6.1.B: USE INTENSIVE PRONOUNS | | |
| **L.6.1.a:** Ensure that pronouns are in the proper case (subjective, objective, possessive).  **L.6.1.b:** Use intensive pronouns (e.g., myself, ourselves). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to correctly use subjective, objective, possessive, and intensive pronouns. | | |
| 1. *Display Language Handout: Use Pronouns Correctly.* 2. *Organize pairs for using pronouns correctly.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * We have already learned about several different types of pronouns: subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns. * It is important to learn to recognize these different types of pronouns and use them correctly. | * *Read aloud the first sentence in the Use Pronouns Correctly box on Language Handout: Use Pronouns Correctly.* |
| 5 min. | * In the example sentence, *I like pizza*, the pronoun *I* is subjective because it is the subject of the sentence and performs the action, *like pizza*. * In the example sentence, *Give me a call later*, the pronoun *me* is objective because it is the object of the sentence. It receives the action, *give*. * In the example sentence, *That is his bike*, the pronoun *his* is possessive because it shows ownership of the bike. * In the example sentence, *I myself prefer chocolate over vanilla*, the pronoun *myself* is intensive because it refers back to the pronoun *I* for emphasis. | * *Review the chart with students, one column at a time.* * *For subjective pronouns, point out that the underlined pronouns in the example sentences are performing the action.* * *For objective pronouns, point out that the underlined pronouns in the example sentences are receiving the action.* * *For possessive pronouns, point out that the underlined pronouns in the example sentences show ownership.* * *For intensive pronouns, point out that the underlined pronouns in the example sentences emphasize nouns or pronouns used earlier in the sentence.* |
| 3 min. | * Look carefully at the examples of each pronoun type. Take turns coming up with example sentences for each type of pronoun. | * *Have students work with a partner to come up with example sentences for each type of pronoun.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Pronouns Correctly. | * *Distribute Language Handout: Use Pronouns Correctly and review directions for the practice items.* |

| Grade 7 M3 L29 Handout: Use Pronouns Correctly |
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| |  | | --- | | USE PRONOUNS CORRECTLY | | Learn to recognize different types of pronouns and use them correctly.   |  |  |  |  | | --- | --- | --- | --- | | **Subjective Pronouns** | **Objective Pronouns** | **Possessive Pronouns** | **Intensive Pronouns** | | A **subjective** pronoun is the **subject** of the sentence.  It performs the action of the verb. | An **objective** pronoun is the **object** of the sentence.  It receives the action of the verb. | **Possessive** pronouns tell you who **owns** something. | **Intensive** pronouns are pronouns that end in *self* or *selves*.  They emphasize another noun or pronoun used earlier in the sentence. | | *I, you, he, she, it,*  *we, you, they* | *me, you, her, him, it,*  *us, you, them* | *hers, his, its, mine,*  *ours, theirs,* *yours* | *myself, yourself, himself, herself, itself,*  *ourselves, yourselves, themselves* | | * I like pizza. * We are moving to a new house. * You are so talented. | * Give me a call later. * Salina will sit with you. * The coach will talk to them after the game. | * That is his bike. * The cat licks its paw. * These cupcakes are ours. | * I myself prefer chocolate over vanilla. * He painted the house himself. * You yourselves agreed to these terms. | |  |  | | --- | | USE PRONOUNS CORRECTLY PRACTICE | | **Directions:** Underline the pronoun and indicate whether it is subjective, objective, possessive, or intensive.   1. The students themselves decided to organize a fundraiser. intensive 2. Meet us at the diner tomorrow morning. objective 3. The red shoes are mine. possessive 4. She is the funniest person in the class. subjective |  |  | | --- | | WRITE SENTENCES USING PRONOUNS CORRECTLY PRACTICE | | **Directions:** Write one sentence using each type of pronoun.   1. Subjective: He wants to plant some oak trees. 2. Objective: The coach was timing her sprints. 3. Possessive: The books on the shelf are yours. 4. Intensive: You yourself left the camera on the wall. | |

### L.6.1.B: Use Intensive Pronouns

[See Grade 7 M3 L29 Mini-lesson: Use Pronouns Correctly (15 min.)](#_Grade_7_M3_2)

| Grade 6 M4 L# Mini-lesson: Use Intensive Pronouns (10 min.) | | |
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| L.6.1.B: Use Intensive Pronouns | | |
| **L.6.1.B:** Use intensive pronouns (e.g., myself, ourselves). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to learn about intensive pronouns. We will learn how they are different from reflexive pronouns and how to differentiate between the two types of pronouns. | | |
| 1. *Display Language Handout: Use Intensive Pronouns.* 2. *Organize pairs for identifying pronouns in sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Intensive pronouns are pronouns that end in *self* or *selves*. They emphasize another noun or pronoun used earlier in the sentence. | * *Read aloud the Intensive Pronouns box on Language Handout: Use Intensive Pronouns.* |
| 1 min. | * Reflexive pronouns refer back to the subject of the sentence and are always the objects of a verb or preposition. | * *Read aloud the Reflexive Pronouns box.* |
| 2 min. | * With your partner, identify the type of pronoun in the sentence, and why you think so. In two minutes, I will reveal the last two columns. | * *Review the Comparing Intensive and Reflexive Pronouns box with students. Cover the Type of Pronoun and Reason columns. After two minutes, reveal the columns.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Intensive Pronouns. | * *Distribute Language Handout: Use Intensive Pronouns and review directions for the practice items.* |

| Grade 6 M4 L# Handout: Use Intensive Pronouns |
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| |  | | --- | | INTENSIVE PRONOUNS | | Intensive pronouns are pronouns that end in *self* or *selves*. They emphasize another noun or pronoun used earlier in the sentence.  Example: I met the teacher herself.  In this sentence, the intensive pronoun “herself” gives emphasis to the noun “teacher.” |  |  | | --- | | REFLEXIVE PRONOUNS | | Reflexive pronouns refer back to the subject of the sentence and are always the objects of a verb or preposition.  Example: John saved some brownies for himself.  In this sentence, the reflexive pronoun “herself” refers to the subject, “John.” It is the object of the preposition “for.” |  |  | | --- | | COMPARING INTENSIVE AND REFLEXIVE PRONOUNS | | If you can replace the pronoun with an object pronoun like *me, her,* or *us* it is a reflexive pronoun. If by doing that, the sentence doesn’t make sense, it is an intensive pronoun.   |  |  |  | | --- | --- | --- | | **Sentence** | **Type of Pronoun** | **Reason** | | I bought the book for myself. | Reflexive | If the pronoun is changed to an object pronoun, the sentence still makes sense. | | I myself like a little dessert after dinner. | Intensive | It emphasizes the subject of the sentence. | | The librarian ordered those books herself. | Intensive | If the pronoun is changed to an object pronoun, the sentence no longer makes sense. | |  | INTENSIVE AND REFLEXIVE PRONOUN PRACTICE | | --- | | **Directions:** Underline the pronoun and indicate whether it is intensive or reflexive.   1. The kids themselves were excited about the field trip. Intensive: if replaced with an object pronoun, the sentence doesn’t make sense. 2. Jane practices Chinese by talking to herself. Reflexive: it refers to the subject, Jane, and is the object of the preposition “to.” 3. Sam burned himself when he was cooking. Reflexive: if replaced with an object pronoun, the sentence still makes sense. 4. Did you discover it yourself? Intensive: it emphasizes the subject of the sentence. |  | WRITING SENTENCES USING INTENSIVE AND REFLEXIVE PRONOUNS PRACTICE | | --- | | **Directions:** Write one sentence using a reflexive pronoun, and another using an intensive pronoun.   1. He was telling himself about the negative consequences of smoking. 2. She herself said it was O.K. to come into the house. | |

### L.6.1.C: Correct Shifts in Pronoun Number and Person

| Grade 7 M3 L29 Mini-lesson: Correct Shifts in Pronoun Number and Person and Correct Vague Pronouns (13 min.) | | |
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| L.6.1.C: Correct Shifts in Pronoun Number and Person  L.6.1.D: Correct Vague Pronouns | | |
| **L.6.1.C:** Recognize and correct inappropriate shifts in pronoun number and person.  **L.6.1.D:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.) | | |
| **Frame Instruction** | | |
| * Today, we are going to learn how to correct shifts in pronoun number and person and correct vague pronouns. | | |
| *Display Language Handout: Correct Shifts in Pronoun Number and Person and Correct Vague Pronouns.* | | |
| Pacing | Say | Do |
| 1 min. | * A pronoun, like *he, their, anyone,* or *it*, is a word that refers to an antecedent. An antecedent is the word that a pronoun refers to or replaces. * The antecedent should be clear, so readers understand the author’s meaning. * A pronoun and its antecedent usually agree in number, which means they must both be either singular or plural. | Call on a student to read the examples. |
| 1 min. | * If the gender of a character or person is known, then a gender-specific pronoun can be used, such as her or him. * If the gender is unknown, then a gender-neutral pronoun should be assigned, such as their or they. In these cases, a singular antecedent can be matched with a plural pronoun. | Call on a student to read the examples. |
| 1 min. | * Sometimes, pronouns are vague, which means the antecedent is unclear. | Call on a student to read the clear and unclear examples. |
| 1 min. | * Pronouns must stay consistent in person (first-person, second-person, or third-person). | Call on a student to read the correct and incorrect examples. |
| **Monitor Progress**  8 min. | * Complete the practice items on Language Handout: Correct Shifts in Pronoun Number and Person and Correct Vague Pronouns. | *Review directions for the practice items. After about five minutes, call on students to share answers.* |

| Grade 8 M1 L13 Mini-lesson: Correct Shifts in Pronoun Number and Person and Correct Vague Pronouns (13 min.) | | |
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| L.6.1.C: Correct Shifts in Pronoun Number and Person  L.6.1.D: Correct Vague Pronouns | | |
| **L.6.1.C:** Recognize and correct inappropriate shifts in pronoun number and person.  **L.6.1.D:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.) | | |
| **Frame Instruction** | | |
| * Today, we are going to use annotating as a strategy to help us identify areas to edit for focus writing task 1. * First, we will review pronouns, then we will apply that learning to our narratives. | | |
| *Display Language Handout: Correct Shifts in Pronoun Number and Person and Correct Vague Pronouns.* | | |
| Pacing | Say | Do |
| 1 min. | * A pronoun, like *he, their, anyone,* or *it*, is a word that refers to an antecedent. An antecedent is the word that a pronoun refers to or replaces. * The antecedent should be clear, so readers understand the author’s meaning. * A pronoun and its antecedent usually agree in number, which means they must both be either singular or plural. | Call on a student to read the examples. |
| 1 min. | * If the gender of a character or person is known, then a gender-specific pronoun can be used, such as her or him. * If the gender is unknown, then a gender-neutral pronoun should be assigned, such as their or they. In these cases, a singular antecedent can be matched with a plural pronoun. | Call on a student to read the examples. |
| 1 min. | * Sometimes, pronouns are vague, which means the antecedent is unclear. | Call on a student to read the clear and unclear examples. |
| 1 min. | * Pronouns must stay consistent in person (first-person, second-person, or third-person). | Call on a student to read the correct and incorrect examples. |
| **Monitor Progress**  8 min. | * Complete the practice items on Language Handout: Correct Shifts in Pronoun Number and Person and Correct Vague Pronouns. | *Review directions for the practice items. After about five minutes, call on students to share answers.* |

| Grade 7 M3 L29 Handout: Correct Shifts in Pronoun Number and Person and Correct Vague PronounsGrade 8 M1 L13 Handout: Correct Shifts in Pronoun Number and Person and Correct Vague Pronouns |
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| |  | | --- | | CORRECT SHIFTS IN PRONOUN NUMBER AND PERSON AND CORRECT VAGUE PRONOUNS | | |  |  |  | | --- | --- | --- | | **Term** | **Definition** | **Example** | | pronoun | a word that refers to an antecedent | John asked ***his*** sister for advice. | | antecedent | the word that a pronoun refers to or replaces | ***John*** asked his sister for advice. |  * A pronoun and its antecedent must agree in number, which means they must both be either singular or plural. Examples: * *Joshua* brought *his* baseball glove.   + *Joshua* is the antecedent and *his* is the pronoun.   + *Joshua* and *his* are both singular. * The *boys* brought *their* baseball gloves.   + *Boys* is the antecedent and *their* is the pronoun.   + *Boys* and *their* are both plural. * If the gender of a character or person is known, then a gender-specific pronoun can be used (her, him). * Dr. Luna listens carefully to each of her patients. (Dr. Luna is a woman and uses female pronouns.) * If the gender is unknown, then a gender-neutral pronoun should be assigned (their, they). * Someone left their bag in the gym. * Sometimes, pronouns are vague, which means the antecedent is unclear. * Unclear: Lillian went to help Jenna, which made her happy.   + Her is a vague pronoun because it is unclear whether it refers to Jenna or Lillian. * Clear: Lillian was very happy to help Jenna. * Pronouns must stay consistent in person (first-person, second-person, or third-person). * Incorrect: As ***we*** passed the carnival, ***you*** could hear the loud music playing. * Correct: As ***we*** passed the carnival, ***we*** could hear the loud music playing. |  | CORRECT SHIFTS IN PRONOUN NUMBER AND PERSON AND CORRECT VAGUE PRONOUNS PRACTICE | | --- | | **Directions:** Select the correct pronoun.   1. If anyone disagrees, (he, she, they) should let us know. they 2. Everyone should make (her, his, their) own decisions. their 3. When he walked into the room, (he, you, I) could see everyone’s surprise. he 4. She wanted to make Valentine’s Day cards for her friends, but she didn’t have time to make (it, them). them   **Directions:** Read each sentence below. Explain why the antecedent is unclear, then revise the sentence. You may add or remove words as needed. You may choose to revise by removing the pronoun.   1. The teacher collected the tests from the students and then put them on her desk.    * Why is the antecedent unclear? It is unclear whether she put the students or the tests on her desk.    * Revise the sentence: The teacher put the tests on her desk after she collected them from the students. 2. She took the food out of the bag and then put it in the pantry.    * Why is the antecedent unclear? It is unclear whether she put the bag or the food in the pantry.    * Revise the sentence: After unpacking the food, she put it in the pantry. | |

### L.6.1.D: Correct Vague Pronouns

[See Grade 7 M3 L29 Mini-lesson: Correct Shifts in Pronoun Number and Person and Correct Vague Pronouns (13 min.)](#_Grade_7_M3_3)

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| Grade 6 M1 L27 Skill-lesson: Correct Vague Pronouns (13 min.) | | |
| **L.6.1.D: CORRECT VAGUE PRONOUNS** | | |
| **L.6.1.D:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | |
| **Frame Instruction** | | |
| * Did you find anything confusing in the story I told? It was hard to tell when I was talking about my friend, her mom, or her puppy, wasn't it? I could use "she" to refer to all three of them, and sometimes I didn't make it clear if "she" meant the dog or the owner! I made a mistake in how I used pronouns. * Today, we are going to look closely at how we use pronouns in sentences when we write to make sure we aren't confusing our readers. Then you will check your narratives for any confusing pronouns and other things you might want to revise before you publish your narratives. | | |
| 1. *Reveal the sentences on Language Handout: Pronouns and Antecedents as you discuss them.* 2. *Organize pairs to work together.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Raise your hand if you can tell me what a pronoun is or give me an example of a pronoun. | * *Call on one or more volunteers to answer.* * *If no one can answer, remind them that a pronoun takes the place of a noun. Commonly used subject pronouns include:* I, you, he, she, it, we, *and* they. |
| 3 min. | * The antecedent is the word the pronoun is replacing. | * *Display and read aloud the first sentence on Language Handout: Pronouns and Antecedents.* |
| * In this sentence, the word "his" is a pronoun. Its antecedent is "Bud." | * *Point to the words* his *and* Bud *as you mention them.* |
| * Sometimes we accidentally write a sentence or sentences that have vague or unclear pronoun antecedents. | * *Display and read aloud the second sentence on Language Handout: Pronouns and Antecedents.* |
| * In this sentence, what does "it" refer to? | * *Listen for the two possible antecedents (photo, suitcase).* |
| * To fix it, we would need to rewrite the sentence. Here are some different ways to fix the sentence. * One way to fix the sentence is to replace the unclear pronoun with the correct noun. The first two sentences show that. * The other way is to totally rephrase the sentence to eliminate the unclear pronoun. The last two sentences show that. | * *Display Possible Fixes for Sentence #2. Read aloud each sentence as you discuss it.* |
| 3 min. | * Work with a partner to identify why sentence three could be confusing. Then try to correct it. After a minute or two, I will reveal possible answers. | * *Reveal the third sentence. After two minutes, show students the possible fixes.* |
| 1 min. | * So far we have focused on words that you probably recognize as pronouns. Remember that other words like *which, who,* and *that* can be pronouns, depending on how they are used. * Look at this sentence. What's wrong with it? | * *Display Sentence 4.* *Listen to student answers. Point out what is wrong with the sentence (fingers don't sparkle). Then display the possible fixes for Sentence 4 and discuss them.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Vague Pronoun Antecedents. In a few minutes, I will reveal possible answers. | * *Distribute Language Handout: Vague Pronoun Antecedents and review directions for the practice items.* * *After 3 minutes, display the sample answers for Language Handout: Vague Pronoun Antecedents.* |

| Grade 6 M1 L27 Handout: Correct Vague Pronouns |
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| **Directions:** Revise each sentence to fix any vague pronoun antecedents. Every sentence has at least one vague pronoun antecedent. Some might have more than one!   1. Bud told Miss Thomas that his mom died young and she was sad.   *Bud told Miss Thomas that his mom died young, and Miss Thomas was sad.*  *Miss Thomas was sad when Bud told her his mom died young.*   1. Bugs was Bud's friend, but they got separated when he couldn't get on the train in time.   *Bugs was Bud's friend, but they got separated when Bud couldn't get on the train in time.*  *Bugs was Bud's friend, but when Bud couldn't get on the train in time they got separated.*   1. Bud and Todd Amos fought because he put a pencil up his nose.   *Bud and Todd Amos fought because Todd put a pencil up Bud's nose.*  *After Todd Amos put a pencil up Bud's nose, the two boys fought.*   1. Bud asked Miss Thomas about the little girl who had lived in his room because he was scared of her.   *Bud asked Miss Thomas about the little girl who had lived in his room because he was scared of the little girl's ghost.*  *Bud was scared about the ghost of the little girl who lived in his room, so he asked Miss Thomas about her.* |

## Adjectives and Adverbs

### L.1.1.F: Use Adjectives

| Grade 1 M2 L27 Mini-lesson: Use Adjectives (11 min.)Grade 1 M3 L21 Mini-lesson: Use Adjectives (11 min.)Grade 2 M3 L1 Mini-lesson: Use Adjectives (11 min.) | | |
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| L.1.1.F: Use Adjectives | | |
| **L.1.1.F:** Use frequently occurring adjectives. | | |
| **Frame Instruction** | | |
| * We used many different words to describe our state bird. These words are adjectives. * Today, we will learn to revise our writing to use adjectives. First, we will review what adjectives are and practice with some examples. Then, we will use that learning to revise our informative books. | | |
| 1. *Display Language Handout: Use Adjectives.* 2. *Organize pairs for writing sentences with adjectives.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * An adjective is a word that describes a noun. It tells us information such as what color it is, how many there are, or how it feels. While adjectives are not necessary to form a complete sentence, they make your writing more interesting and informative. | *Read aloud the definition of an adjective from the Adjectives box on Language Handout: Use Adjectives.* |
| 1 min. | * The adjective in this sentence is *red*. Without the adjective, the sentence is still be complete. It has a noun (*Snow White*) and a verb (*held*). * This adjective gives the reader more information about the apple. It tells what color it is. The reader can now imagine the event in more detail. | *Review the Types of Adjectives box with students. Hide the Used in a Sentence column, except for the first row.* |
| 2 min. | * Talk with a partner and say a sentence for each of the other types of adjectives. After 2 minutes, I will reveal possible answers. | *After 2 minutes, reveal the rest of the Used in a Sentence column.* |
| 1 min. | * Adjectives can compare the object they describe to other objects. | *Review the Adjectives That Compare box with students.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Adjectives. | *Distribute Language Handout: Use Adjectives and review directions for the practice items.* |

| Grade 1 M2 L27 Handout: Use AdjectivesGrade 1 M3 L21 Handout: Use AdjectivesGrade 2 M3 L1 Handout: Use Adjectives |
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| |  | | --- | | ADJECTIVES | | An adjective is a word that describes a noun. It tells us information such as what color it is, how many there are, or how it feels. While adjectives are not necessary to form a complete sentence, they make your writing more interesting and informative to the reader. |  |  | | --- | | TYPES OF ADJECTIVES | | Adjectives can give us information about the following topics:   |  |  |  | | --- | --- | --- | | **Information** | **Adjective** | **Used in a Sentence** | | color | red, orange, yellow | Snow White held the red apple in her hand. | | how it looks | pretty, dirty, distinguished, elegant | Her elegant dress was the envy of everyone at the party. | | how it sounds | loud, quiet, silent | Everyone at the train station was worried when they heard the loud bang. | | how it feels | spiky, rough, smooth | The smooth rock fell through my fingers when I grabbed it. | | how many | three, one thousand, a million | The three pigs went out for a walk. | | size | gigantic, small, minuscule, enormous | The enormous giant followed Jack down the beanstalk. | |  |  | | --- | | ADJECTIVES THAT COMPARE | | Adjectives can compare the object they describe to other objects.   |  |  |  |  | | --- | --- | --- | --- | | **Adjective** | **More: compares two nouns** | **Most: compares three or more nouns** | **Sentence** | | fast | faster | fastest | The fastest boy won the race. | | long | longer | longest | The longer shoe lace was harder to tie. | | tall | taller | tallest | The tallest person ever was Robert Wadlow. | | cold | colder | coldest | The two children fought over who would have the colder ice cream. | |  | USE ADJECTIVES PRACTICE | | --- | | **Directions:** Write an adjective to describe the noun in each sentence. Indicate what type of adjective it is.   1. The \_\_scaly\_\_\_\_\_ snake slithered through the desert in search for water. how it feels 2. The \_\_\_stormy\_\_\_\_ weather was quite dangerous on our beach trip. how it looks 3. The children lived in a \_\_\_huge\_\_\_\_ mansion. size 4. Lisa is an author who writes \_\_scary\_\_\_\_\_\_ books. how it feels |  | IDENTIFY THE ADJECTIVE PRACTICE | | --- | | **Directions:** Underline the adjective in each sentence.   1. Sam went into the dark house. 2. This was the hottest summer on record. | |

### L.1.1.H: Use Determiners

| Grade 1 M3 L8 Mini-lesson: Use Determiners (10 min.)Grade 2 M3 L18 Mini-lesson: Use Determiners (10 min.) | | |
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| L.1.1.H: USE DETERMINERS | | |
| **L.1.1.H:** Use determiners (e.g., articles, demonstratives). | | |
| **Frame Instruction** | | |
| Today we will learn what determiners are. We will look at types of determiners and identify them in sentences. | | |
| 1. *Display Language Handout: Use Determiners.* 2. *Organize pairs for writing sentences with determiners.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Determiners are words preceding a noun that clarify what the noun refers to. Determiners can determine quantity and possession among other things. | * *Read aloud the Determiners box on Language Handout: Use Determiners.* |
| 3 min. | * With your partner, say a sentence for each row in the chart. After two minutes, I will reveal possible answers. | * *Display the chart in the Types of Determiners box. Cover the Used in a Sentence column.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Determiners. | * *Distribute Language Handout: Use Determiners and review directions for the practice items.* |

| Grade 1 M3 L8 Handout: Use DeterminersGrade 2 M3 L18 Handout: Use Determiners |
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| |  | | --- | | DETERMINERS | | Determiners are words preceding a noun that clarify what the noun refers to. Determiners can determine quantity and possession among other things. |  |  | | --- | | TYPES OF DETERMINERS | | “The” indicates a specific thing, whereas “an” or “a” indicate a general object. Use “an” for a noun beginning with a vowel, and “a” for one beginning with a consonant.   |  |  |  | | --- | --- | --- | | **Determiner type** | **Examples** | **Used in a Sentence** | | Articles | the, a, an | I ate an apple. | | Demonstratives | this, that, these, those | This jacket is comfortable. | | Possessive Determiners | my, your, his, her, its, our, their | I rode your bike to school. | | Quantifiers and Numbers | a few, a little, much, many, one, ten, thirty | There were ten chickens outside my house! | | Distributives | all, both, half, each, every | We ate half of the pizza! | |  |  | | --- | | DETERMINERS PRACTICE | | **Directions:** Circle the correct determiner to complete each sentence.   1. Jane borrowed (a, those) jacket from Nancy. 2. I needed (a, an) envelope for my letter. 3. Dustin won (the, these) chess championship. 4. My mother and I went to (the, their) beach. |  |  | | --- | | DETERMINERS PRACTICE | | **Directions:** Underline the determiner in each sentence.   1. Jon ate three hot dogs. 2. I saw a couple of dogs running down the street. | |

### L.2.1.E: Use Adjectives and Adverbs Correctly

| Grade 2 M3 L20 Mini-lesson: Use Adjectives and Adverbs Correctly (15 min.)Grade 3 M2 L10 Mini-lesson: Use Adjectives and Adverbs Correctly (15 min.) | | |
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| L.2.1.E: Use Adjectives and Adverbs Correctly | | |
| **L.2.1.E:** Use adjectives and adverbs, and choose between them depending on what is to be modified. | | |
| **Frame Instruction** | | |
| Today, we will learn to use adjectives and adverbs correctly. | | |
| *Display Language Handout: Use Adjectives and Adverbs Correctly.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * An adjective describes a noun. A noun is a person, place, or thing. An adjective tells appearance, color, shape, or size. | *Read aloud the definition of adjectives and nouns on Language Handout: Use Adjectives and Adverbs Correctly.* |
| 2 min. | * Let’s look at some examples of adjectives and what they tell about a noun. * What is another adjective that tells about a noun’s appearance, color, shape, or size? | *Read aloud the adjectives and what the adjectives tell about a noun. Elicit from students more examples of adjectives.* |
| 2 min. | * The adjective in the sentence is *furry*. It describes the noun *kitten* by telling its appearance. * The adjective in the sentence is *red*. It describes the noun *flag* by telling its color. * The adjective in the sentence is *round*. It describes the noun *ball* by telling its shape. * The adjective in the sentence is *tall*. It describes the noun *man* by telling his size. * Writers use adjectives when they want to describe a noun. | *Read aloud example sentences in the Adjectives box and point to the underlined noun and the bolded adjective in each sentence.* |
| 1 min. | * An adverb describes a verb. A verb is an action word. An adverb describes how, when, and where an action happens. | *Read aloud the definition of adverbs and verbs.* |
| 2 min. | * Let’s look at some examples of adverbs and what they tell about a verb. * What is another adverb that tells when, how, or where about action verbs? | *Read aloud the adverbs and what the adverbs tell about a verb. Elicit from students more examples of adverbs.* |
| 2 min. | * The adverb in the sentence is *carefully*. It tells how the kitten is doing the action of licking. It describes the verb *licked*. * The adverb in the sentence is *always*. It tells when the flag waved. It describes the verb *waved*. * The adverb in the sentence is *outside*. It tells where the ball bounced. It describes the verb *bounced*. * Writers use adverbs when they want to describe a verb. | *Read aloud example sentences in the adverbs box and point to the underlined verb and the bolded adverb in each sentence.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Adjectives and Adverbs Correctly. | *Distribute Language Handout: Use Adjectives and Adverbs Correctly and review directions for the practice items.* |

| Grade 2 M3 L20 Handout: Use Adjectives and Adverbs CorrectlyGrade 3 M2 L10 Handout: Use Adjectives and Adverbs Correctly |
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| |  | | --- | | ADJECTIVES | | An adjective describes a noun. A noun is a person, place, or thing. An adjective tells appearance, color, shape, or size.   |  |  |  | | --- | --- | --- | | **Adjectives** | **What They Tell About a Noun** | **Example Sentence** | | shiny, rough, furry | appearance | The **furry** kitten licked my hand. | | red, blue, orange | color | The **red** flag waved in the wind. | | round, square, flat | shape | The **round** ball bounced. | | tall, big, little | size | A **tall** man plays basketball. | |  |  | | --- | | ADVERBS | | An adverb describes a verb. A verb is an action word. An adverb describes how, when, and where an action happens.   |  |  |  | | --- | --- | --- | | **Adverbs** | **What They Tell About a Verb** | **Example Sentence** | | carefully, quickly, slowly | how | The furry kitten **carefully** licked my hand. | | always, early, today | when | The red flag **always** waved in the wind. | | everywhere, inside, outside | where | The round ball bounced **outside**. | |  | ADJECTIVE AND ADVERB PRACTICE | | --- | | **Directions:** Identify each underlined word as an adjective or an adverb.   1. Water flowed inside the pipes. adverb 2. The yellow dog ate a bone. adjective 3. A little snake quietly slithered. adjective, adverb   **Directions:** Read each sentence. Decide if an adjective or an adverb is needed. Choose the correct word to complete the sentence. Underline the word it describes.   1. She was a (slow, slowly) talker. adjective, slow, talker 2. He (always, tasty) gobbled his lunch. adverb, always, gobbled 3. The (smally, small) shoes fit (perfectly, perfect). adjective, small, shoes; adverb, perfectly, fit | |

| Grade 4 M4 L# Mini-lesson: Use Comparative and Superlative Adjectives and Adverbs (14 min.) | | |
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| L.2.1.E: Use Adjectives and Adverbs Correctly  L.3.1.G: Use Comparative and Superlative Modifiers | | |
| **L.2.1.E:** Use adjectives and adverbs, and choose between them depending on what is to be modified.  **L.3.1.G:** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use comparative and superlative adjectives and adverbs correctly in sentences. | | |
| *Display Language Handout: Use Comparative and Superlative Adjectives and Adverbs.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Adjectives and adverbs are modifiers. They describe different types of words. * Comparative and superlative modifiers are words that show comparison. | * *Read aloud the definitions for adjectives on Language Handout: Use Comparative and Superlative Adjectives and Adverbs.* |
| 2 min. | * In the first example, the adjective *old* has the comparative form *older* and the superlative form *oldest*. * The comparative adjective *older* compares your book to my book. * The superlative adjective *oldest* compares his books to all the books I’ve ever seen. | * *Review the adjective chart with students. Point out the two nouns each adjective is comparing. Then point out the three or more nouns each superlative adjective is comparing.* |
| 1 min. | * Adverbs describe verbs. * Comparative and superlative adverbs compare how subjects do an action. | * *Read aloud the definitions for adverbs on Language Handout: Use Comparative and Superlative Adjectives and Adverbs.* |
| 2 min. | * In the first example, the adverb *hard* has the comparative form *harder* and the superlative form *hardest*. * The comparative adverb *harder* compares how they work to how we work. * The superlative adverb *hardest* compares how you work to how everyone else works. * Many adverbs end in *–ly*. When adverbs end in *–ly*, writers usually use the words *more* and *most* to show comparison. | * *Review the adverb chart with students. Point out what each adverb is comparing. Point out the words* more *and* most*, and what each adverb is comparing.* |
| 1 min. | * Some adjectives and adverbs have irregular comparative and superlative forms. Practice and memorize these forms. | * *Read aloud the description of irregular adjectives and adverbs and the charts that follow.* |
| 2 min. | * To use comparative and superlative adjectives and adverbs, first determine what is being modified in the sentence—a noun or a verb. If a noun is being modified, then you need to use an adjective. If a verb is being modified, then you need to use an adverb. * To determine if you need a comparative or superlative adjective or adverb, count the number of nouns being compared. If it’s two, then the adjective or adverb is comparative. If it’s more than two, then the adjective or adverb is superlative. | * *Show only the first sentence of Use Comparative and Superlative Adjectives and Adverbs Practice. Model completing the first sentence by identifying that the word in parentheses is an adverb. Then model choosing the comparative or superlative (the comparative* better *completes the sentence because the verb is comparing how I feel now with how I felt earlier).* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Comparative and Superlative Adjectives and Adverbs. | * *Distribute Language Handout: Use Comparative and Superlative Adjectives and Adverbs and review directions for the practice items.* |

| Grade 4 M4 L# Handout: Use Comparative and Superlative Adjectives and Adverbs |
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| |  | | --- | | USE COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS | | An **adjective** describes a noun.  A **comparative adjective** compares two different nouns. Adding *–er* to an adjective or adding the word *more* compares two nouns.  A **superlative adjective** compares three or more nouns. Adding *–est* to an adjective or adding the word *most* compares three or more nouns.   |  |  |  | | --- | --- | --- | | **Adjective** | **Comparative Adjective** | **Superlative Adjective** | | This is an old book. | Your book is older than my book. | His book is the oldest book I have ever seen. | | That is a sweet cake. | The chocolate cake is sweeter than the strawberry cake. | The fudge cake is the sweetest cake of all. | | I have an incredible story. | Her story is more incredible than mine. | Yours is the most incredible story I have ever heard. |   An **adverb** describes a verb.  A **comparative adverb** compares how two subjects do an action. Adding *–er* to most adverbs or adding the word *more* compares how two subjects do an action.  A **superlative adverb** compares how three or more subjects do an action. Adding *–est* to most adverbs or adding the word *most* makes a superlative adverb.   |  |  |  | | --- | --- | --- | | **Adverb** | **Comparative Adverb** | **Superlative Adverb** | | We work hard. | They work harder than we work. | You work the hardest of all. | | I arrived late. | You arrived later than I arrived. | They were the latest ones to arrive. | | I talked quietly with my partner. | He talked more quietly than I did. | You talked the most quietly of anyone. |   Some adjectives and adverbs have irregular comparative and superlative forms.   |  |  |  | | --- | --- | --- | | **Adjective** | **Comparative Adjective** | **Superlative Adjective** | | This is a good sandwich. | I had a better sandwich yesterday. | You make the best sandwich I have ever had. | | We had a bad time at the park. | We had a worse time at the movies. | We had the worst time at the mall. |  |  |  |  | | --- | --- | --- | | **Adverb** | **Comparative Adverb** | **Superlative Adverb** | | The team played well today. | The team played better today than yesterday | Tomorrow the team will play best. | | I sang badly at the concert. | He sang worse than me. | She sang the worst of all. | |  |  | | --- | | USE COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS PRACTICE | | **Directions:** Read the adjective or adverb in parentheses. Then complete the sentence by writing the correct comparative or superlative form of the adjective or adverb on the line.   1. (well) I am feeling ­­\_\_\_\_\_\_\_\_\_\_ now than I was feeling earlier. better 2. (tall) Grace is the \_\_\_\_\_\_\_\_\_\_ girl in our class. tallest 3. (high) Keenan can jump \_\_\_\_\_\_\_\_\_\_ than James. higher 4. (serious) My little brother is the \_\_\_\_\_\_\_\_\_\_ kid that I know. most serious 5. (gentle) Please put away the dishes \_\_\_\_\_\_\_\_\_\_ than she did. more gently | |

### L.3.1.G: Use Comparative and Superlative Modifiers

[See Grade 4 M4 L# Mini-lesson: Use Comparative and Superlative Adjectives and Adverbs (14 min.)](#_Grade_4_M4)

| Grade 5 M2 L6 Mini-lesson: Use Comparative and Superlative Modifiers (16 min.) | | |
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| L.3.1.G: Use Comparative and Superlative Modifiers | | |
| **L.3.1.G:** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to form and use adjectives and adverbs that compare. Then we will learn to choose between them in sentences. | | |
| *Display Language Handout: Use Comparative and Superlative Modifiers.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * An adjective describes a noun. A comparative adjective compares two different nouns. Adding *–er* to an adjective compares two nouns. A superlative adjective compares three or more nouns. Adding *–est* to an adjective compares three or more nouns. | *Read aloud the definition of comparative and superlative adjectives on Language Handout: Use Comparative and Superlative Modifiers.* |
| 2 min. | * In the first example sentence, the comparative adjective *newer* compares one jacket to another jacket, a winter jacket. The adjective *newer* describes one jacket as it compares to the winter jacket. * In the first superlative example sentence, the superlative adjective *newest* compares the girl’s shoes with other parts of her outfit. | *Review the adjective charts with students. Point out the two nouns each adjective is comparing. Then point out the three or more nouns each superlative adjective is comparing.* |
| 1 min. | * An adverb describes a verb. A comparative adverb compares how two subjects do an action. Adding *–er* to most adverbs compares how two subjects do an action. A superlative adverb compares how three or more subjects do an action. Adding *–est* to most adverbs makes a superlative adverb. | *Read aloud the definition of comparative and superlative adverbs.* |
| 2 min. | * In the first example sentence, the comparative adverb *louder* compares how the saxophone player plays and how the flutes play. * In the first superlative example sentence, the superlative adverb *loudest* compares how the horns sound compared to the rest of the band. | *Review the first two adverb charts with students. Point out what each adverb is comparing.* |
| 2 min. | * Many adverbs end in *–ly*. When adverbs end in *–ly*, writers use the words *more* and *most* to show comparison. | *Review the other two adverb charts with students. Point out the words* more *and* most*, and what each adverb is comparing.* |
| 3 min. | * To use comparative and superlative adjectives and adverbs, first determine what is being modified in the sentence—a noun or a verb. If a noun is being modified, then you need to use an adjective. If a verb is being modified, then you need to use an adverb. * To determine if you need a comparative or superlative adjective or adverb, count the number of nouns being compared. If it’s two, then the adjective or adverb is comparative. If it’s more than two, then the adjective or adverb is superlative. | *Show only the first sentence of the Comparative and Superlative Adjectives and Adverbs Practice. Model completing the first sentence by determining if an adjective or adverb is needed (an adverb is needed because the word modifies the verb). Then model choosing the comparative or superlative (the comparative* more quickly *completes the sentence because the verb is comparing two groups).* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Comparative and Superlative Modifiers. | *Distribute Language Handout: Use Comparative and Superlative Modifiers and review directions for the practice items.* |

| Grade 5 M2 L6 Handout: Use Comparative and Superlative Modifiers |
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| |  | | --- | | COMPARATIVE AND SUPERLATIVE ADJECTIVES | | An adjective describes a noun. A comparative adjective compares two different nouns. Adding *–er* to an adjective compares two nouns. A superlative adjective compares three or more nouns. Adding *–est* to an adjective compares three or more nouns.   |  |  |  | | --- | --- | --- | | **Adjective** | **Comparative** | **Example** | | new | newer | This jacket is newer than my winter jacket. | | high | higher | The trail on the left climbs higher than the trail on the right. | | short | shorter | My aunt is shorter than my mother. |      |  |  |  | | --- | --- | --- | | **Adjective** | **Superlative** | **Example** | | new | newest | Her shoes are the newest part of the outfit. | | high | highest | This mountain is the highest in the state. | | short | shortest | My sister is the shortest woman in our family. | |  |  | | --- | | COMPARATIVE AND SUPERLATIVE ADVERBS | | An adverb describes a verb. A comparative adverb compares how two subjects do an action. Adding *–er* to most adverbs compares how two subjects do an action. A superlative adverb compares how three or more subjects do an action. Adding *–est* to most adverbs makes a superlative adverb.   |  |  |  | | --- | --- | --- | | **Adverb** | **Comparative** | **Example** | | loud | louder | The saxophone player played louder than the flutes. | | bright | brighter | This flashlight shines brighter than that lamp. | | fast | faster | He runs faster than the other athletes. |  |  |  |  | | --- | --- | --- | | **Adverb** | **Superlative** | **Example** | | loud | loudest | The horns sounded loudest in the marching band. | | bright | brightest | Our campfire burns brightest. | | fast | fastest | Of all the team members, she jogs the fastest. |   When adverbs end in *–ly*, the word *more* is used to make the comparative adverb; the word *most* is used to make the superlative adverb.   |  |  |  | | --- | --- | --- | | **Adverb** | **Comparative** | **Example** | | quickly | more quickly | The cat ran more quickly than the mouse. | | bravely | more bravely | The knight fought more bravely than the squire. | | calmly | more calmly | The teacher listened more calmly than the parents. |  |  |  |  | | --- | --- | --- | | **Adverb** | **Superlative** | **Example** | | quickly | most quickly | The young fox ran most quickly of all the foxes. | | bravely | most bravely | The winner of the debate team spoke most bravely of all the speakers. | | calmly | most calmly | Of all the judges, she listened most calmly. | |  | COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS PRACTICE | | --- | | **Directions:** Determine if the sentence needs an adjective or an adverb. Then choose the correct comparative or superlative adjective or adverb.   1. We must run (more quickly, quick) than the opponents to win the race. adverb, more quickly 2. Of all the nurses in the clinic, Fran speaks (more softly, most softly). adverb, most softly 3. The sun is (warmer, warmest) in the summer than in the winter. adjective, warmer 4. My grandmother is the (older, oldest) person in our family. adjective, oldest | |

### L.4.1.D: Place Adjectives Correctly in Sentences

| Grade 4 M4 L# Mini-lesson: Place Adjectives Correctly in Sentences (13 min.) | | |
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| L.4.1.D: **Place Adjectives Correctly in Sentences** | | |
| **L.4.1.D:** Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to put adjectives in sentences. | | |
| *Display Language Handout: Place Adjectives Correctly in Sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Adjectives describe people, places, things, and ideas. We usually put them before the noun they are describing. If there is more than one adjective in a sentence, we use this order: * Number * Size * Shape * Color * Proper adjective | * Read aloud the definition of an adjective on Language *Handout: Place Adjectives Correctly in Sentences*. |
| 2 min. | * Adjectives in a sentence are always written in the same order. They are written before the noun. * Who can write a sentence using three adjectives? | * *Show the first set of examples. Point out how the adjectives follow the same order shown at the top of the page. Have a volunteer come to the board to write a sentence that uses three adjectives, such as round, three, and red. (*Kyle bought three round red apples.*)* |
| 2 min. | * These are more examples showing adjectives in the correct order. * What other adjectives could describe a tee-shirt? What order should the adjectives go in the sentence? | * *Show the second set of examples. Point out that the adjectives in these sentences follow the same order. Practice with students by having them come up with other adjectives that could describe a tee-shirt and putting them in the right order according to the list at the top.* |
| 2 min. | * An adjective that describes a quality or an opinion goes after number but before size. Say Julie bought a dress. If the dress was pretty and blue, we would write that Julie bought a pretty blue dress. * What other adjectives describe a quality or an opinion? What order should they go in? | * *Elicit from students a few examples of adjectives that describe quality or an opinion, such as* nice, pretty, ugly, soft, warm, *etc. Have students practice using those adjectives with one other adjective, such as a number or color. Make sure students are putting the adjectives in the correct order.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Place Adjectives Correctly in Sentences. | * *Distribute Language Handout: Place Adjectives Correctly in Sentences and review directions for the practice items.* |

| Grade 4 M4 L# Handout: Place Adjectives Correctly in Sentences |
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| |  | | --- | | ADJECTIVES IN SENTENCES | | Adjectives describe people, places, things, and ideas. We usually put them before the noun they are describing. If there is more than one adjective in a sentence, we use this order:   1. Number 2. Size 3. Shape 4. Color 5. Proper adjective |  |  | | --- | | ADJECTIVES IN SENTENCES: EXAMPLE 1 | | |  |  | | --- | --- | | **Kinds of adjectives** | **Examples** | | number and size | Kyle bought three large apples. | | shape and color | Kyle bought round red apples. | | shape and proper adjective | Kyle bought round McIntosh apples. | | size and color | Kyle bought large round apples. | |  |  | | --- | | ADJECTIVES IN SENTENCES: EXAMPLE 2 | | |  |  | | --- | --- | | **Kinds of adjectives** | **Examples** | | number and size | Mara bought seven small tee-shirts. | | size and proper adjective | Mara bought a small Red Sox tee-shirt | | number and color | Mara bought four red tee-shirts. | | number, size, and color | Mara bought four small red tee-shirts. | |  |  | | --- | | ADJECTIVES PRACTICE | | **Directions:** Rewrite each sentence to place the adjectives in the correct order.   1. Ellis picked up a round small baseball. Ellis picked up a small round baseball. 2. Kelly had red two handbags. Kelly had two red handbags. 3. Amar bought a green long skateboard. Amar bought a long green skateboard. 4. Stephanie made an Italian large meal. Stephanie made a large Italian meal. |  |  | | --- | | ADJECTIVES PRACTICE | | **Directions:** Complete the sentences using the kinds of adjectives given in parentheses in the proper order.   1. Layla bought \_\_\_\_\_\_\_\_\_\_ dresses. (number, color) two green 2. Steve bought a \_\_\_\_\_\_\_\_\_\_ shirt at the baseball game. (proper noun, color) blue Yankees | |

## Prepositions

### L.K.1.E: Use Common Prepositions

| Grade K M3 L11 Mini-lesson: Use Common Prepositions (15 min.) | | |
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| L.K.1.E: USE COMMON PREPOSITIONS | | |
| **L.k.1.e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to correctly use common prepositions in our writing. | | |
| 1. *Display Language Handout: Use Common Prepositions.* 2. *Organize pairs for using prepositions correctly.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A preposition is a word that connects other words in a sentence. * Prepositions can answer questions such as *where*, *when*, and *who*? | * *Read aloud the first two sentences in the Use Common Prepositions box on Language Handout: Use Common Prepositions.* |
| 5 min. | * This chart shows common prepositions. Let’s look at each one. | * *Display the chart of common prepositions. Review each row at a time.* |
| 3 min. | * Prepositions make sentences more interesting because they give more information. * I can say “I walk.” By adding a preposition, I can give more information, such as “I walk to the store.” Or “I walk with my friends.” Or “I walk by myself.” * What other ways can we add information to this sentence, using common prepositions? | * *Ask students to come up with new endings for the sentence starter “I walk” using common prepositions from the chart. Prompt and correct as needed.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Common Prepositions. | * *Distribute Language Handout: Use Common Prepositions and review directions for the practice items.* |

| Grade K M3 L11 Handout: Use Common Prepositions |
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| |  | | --- | | USE COMMON PREPOSITIONS | | A preposition is a word that connects other words in a sentence.  Prepositions can answer questions such as *where*, *when*, and *who*?   |  |  |  | | --- | --- | --- | | **Common Prepositions** | **Examples** | **What does the preposition describe?** | | to | The dog walks **to** the tree. | Where does the dog walk?  To the tree | | from | The dog ran away **from** me. | Where does the dog run?  Away from me | | in | The dog is **in** the yard. | Where is the dog?  In the yard | | out | The dog is **out** of the car. | Where is the dog?  Out of the car | | on | The dog is **on** the chair. | Where is the dog?  On the chair | | off | The dog is **off** the leash. | Where is the dog?  Off the leash | | by | The dog is **by** the bush. | Where is the dog?  By the bush | | for | The dog is looking **for** food. | What is the dog looking for?  Food | | of | The dog is afraid **of** cats. | What is the dog afraid of?  Cats | | with | The dog is **with** the kids. | Who is the dog with?  The kids | |  |  | | --- | | USE COMMON PREPOSITIONS PRACTICE | | **Directions:** Use a preposition from the chart to complete each sentence.   1. Halloween Black Cat, Cat In Box, Black Cat   The cats are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The cats are in the box.   1. Cheese, Rat, Mouse, Mice, Food, Cheesy, Cat And Rat   The mouse is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The mouse is on the cheese. | |

### L.1.1.I: Use Common Prepositions

| Grade 1 M3 L12 Mini-lesson: Use Common Prepositions (10 min.) | | |
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| L.1.1.I: USE COMMON PREPOSITIONS | | |
| **L.1.1.I:** Use frequently occurring prepositions (e.g., during, beyond, toward). | | |
| **Frame Instruction** | | |
| Today we will learn about prepositions and their role in sentences. We will learn about some common prepositions and place them in sentences. | | |
| 1. *Display Language Handout: Use Common Prepositions.* 2. *Organize pairs for writing sentences with prepositions.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A preposition connects one part of a sentence to another. It usually tells where something or someone is. * A preposition’s main function is to determine time, place, or direction. | * *Read aloud the Preposition box on Language Handout: Use Common Prepositions.* * *Read aloud the text above the chart in the Types of Prepositions box.* |
| 3 min. | * With your partner, say a sentence for each type of preposition. After two minutes, I will reveal possible answers. | * *Display the chart, but cover the Used in a Sentence column.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Common Prepositions. | * *Distribute Language Handout: Use Common Prepositions and review directions for the practice items.* |

| Grade 1 M3 L12 Handout: Use Common Prepositions |
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| |  | | --- | | PREPOSITION | | A preposition connects one part of a sentence to another. It usually tells where something or someone is. |  |  | | --- | | TYPES OF PREPOSITIONS | | Prepositions’ main purpose is to determine time, place, or direction.   |  |  |  | | --- | --- | --- | | **Type of preposition** | **Examples** | **Used in a Sentence** | | Preposition of time | since, ago, during, before | I lived there a decade ago. | | Preposition of place | beyond, under, below, in, on | The mall goes beyond that intersection. | | Preposition of direction | towards, into, out of, from | The man moved towards the bread isle. | | Other prepositions | of (belonging to), by (in the name of), about (estimation of quantity or on the subject of), for (purpose), with (in the presence or use of) | I ran about ten miles.  I read a book by Mark Twain. | |  |  | | --- | | PREPOSITION PRACTICE | | **Directions:** Circle the correct preposition to complete each sentence. Indicate what type of preposition it is.   1. You can see the sunset (beside, beyond) the hill. preposition of space 2. The man spoke out of turn (during, beside) the teacher’s lecture. preposition of time 3. The train was going (towards, inside) downtown. preposition of direction 4. My family made a turkey (for, in) Thanksgiving dinner. indicating purpose |  |  | | --- | | PREPOSITION PRACTICE | | **Directions:** Choose the correct preposition to complete each sentence.   1. She put a new picture frame \_\_beside\_\_\_\_ the turquoise vase. (beside, down) 2. Dad put two dollars \_\_in\_\_\_ my piggy bank. (in, for) | |

### L.4.1.E: Use Prepositional Phrases

[See Grade 5 M1 L29 Mini-lessons: Use Relative Pronouns, Relative Adverbs, and Prepositional Phrases (15 min.)](#_Grade_5_M1)

| Grade 4 M1 L31 Mini-lesson: Use Prepositional Phrases (12 min.)Grade 4 M2 L13 Mini-lesson: Use Prepositional Phrases (12 min.) | | |
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| **L.4.1.E: use PREPOSITIONAL PHRASES** | | |
| **L.4.1.E:** Form and use prepositional phrases. | | |
| **Frame Instruction** | | |
| * When we talked about the ball, we used words called prepositions. Prepositions tell more about how, where, or when something is, or where something is in relation to another thing. We said the ball was next to my face. *Next to* is a preposition. * Today we’re going to learn to identify and fix prepositional phrases. | | |
| *Display and distribute copies of Handout: Use Prepositional Phrases.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * Let’s look at some more examples of prepositions. * A preposition is the first word in a prepositional phrase. * A prepositional phrase always has a noun, and sometimes there are describing words between the preposition and noun. | *Review the example prepositional phrases under the list of prepositions.* |
| 1 min. | * Let’s think of other prepositional phrases. | *Invite students to name other prepositional phrases. If students cannot generate any from the list, look at Jack's January 24 poem on pp. 25–27 to identify more prepositional phrases in context.* |
| 3 min. | * Choosing the right preposition can be tricky sometimes. Let’s look at these examples of confusing prepositions. * We are going to school: *to* means moving toward or at the school. We’re not there yet. * We are in school and learning. *In school* means that you are inside the school building and doing the work of school. * We had a visitor at school. *At* means that the visitor came to the place where school was. You could use *in school*, but that would mean the visitor was learning with your class. | *Read each preposition and the corresponding sentence. Discuss how each preposition changes the meaning of the noun.* |
| 2 min. | * Let's look at this next two examples together. How would you describe the differences in these meanings? | *Invite students to turn and talk about the preposition choices. Circulate and facilitate discussion around confusing prepositions.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Handout: Use Prepositional Phrases. | *Review directions for the practice items.* |

| Grade 4 M1 L31 Handout: Use Prepositional PhrasesGrade 4 M2 L13 Handout: Use Prepositional Phrases |
| --- |
| |  | | --- | | USE PREPOSITIONAL PHRASES | | A prepositional phrase is made of a preposition, or a word that describes direction, and an object of the direction. Prepositional phrases tell about where an object is in relation to another object. If I am behind the desk, the prepositional phrase *behind the desk* tells where I am in relation to the desk.   |  |  |  | | --- | --- | --- | | **WHERE:** | **WHEN:** | **HOW:** | | across  at  on  behind  around  under  above  inside  between  below  beyond  beside  toward  to | by  at  before  after  until  since | by  off  without  for  like  with |   at the movies at 10 a.m. by train  under a blanket since Thursday without a rest |  |  | | --- | | CONFUSING PREPOSITIONS | | |  |  | | --- | --- | | **Confusing prepositions** | **How to use them** | | to school, at school, in school | We are going to school.  We are in school and learning.  We had a visitor at school. | | at first, in the beginning, at the end | At first, I was worried.  In the beginning, Jack didn’t like poetry.  At the end of the book, I cried. | | of the book, in the book, about the book | At the end of the book, I cried.  There are three characters in the book.  I told my friend about the book. | |  | USE PREPOSITIONAL PHRASES PRACTICE | | --- | | **Directions:** Underline the prepositional phrase(s).   1. I was home by noon on Saturday. by noon on Saturday 2. I made a cake in the kitchen. In the kitchen 3. At the restaurant, I ordered apple pie with ice cream. At the restaurant, with ice cream   **Directions:** Write the correct preposition to replace the incorrect one indicated.   1. In practice, I worked on my free throws. *In* should be *at* 2. My mom walked at the farm stand. *at* should be *to* 3. I am going camping on two weeks. *on* should be *in* 4. The dog ran from two minutes. *from* should be *for* 5. After dinner, we went into bed. *into* should be *to* | |

## Sentences

### RF.1.1.A: Identify Sentence Features

[See L.K.2.A: Grade 1 M1 L30 Mini-lesson: Identify Sentence Features and Capitalize Sentences and the Pronoun](#_L.K.2.A:_Capitalize_Sentences) *[I](#_L.K.2.A:_Capitalize_Sentences)*

[See L.K.2.B: Grade 1 M1 L15 Mini-lesson: Identify Sentence Features and Recognize End Marks](#_L.K.2.B:_Recognize_End)

### L.K.1.B: Use Nouns and Verbs

[See Grade 2 M1 L22 Mini-lesson: Write Simple and Compound Sentences (12 min.)](#_Grade_2_M1)

| Grade 1 M1 L11 Mini-lesson: Use Nouns and Verbs and Form Plural Nouns Orally (13 min.) | | |
| --- | --- | --- |
| L.K.1.B: Use Nouns and Verbs  L.K.1.C: Form Plural Nouns Orally | | |
| **L.K.1.B:** Use frequently occurring nouns and verbs.  **L.K.1.C:** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | | |
| **Frame Instruction** | | |
| Some of the details you add about characters may be nouns and verbs. Let’s review what nouns and verbs are and practice using them. | | |
| *Display* *Language Handout: Use Nouns and Verbs and Form Plural Nouns Orally.* | | |
| Pacing | Say | Do |
| 1 min. | * A noun names a person, place, or thing. * For example, *teacher*, *brother*, and *doctor* are nouns that name people. * *School*, *city*, and *park* are nouns that name places. * *Bus*, *cat*, and *pencil* are nouns that name things. | Read aloud the details for nouns. |
| 2 min. | * Remember that if the noun names more than one person, place, or thing, we usually add /s/ or /es/ to the end of the word to make the *plural* form. *Plural* means “more than one.” * When I pause, say the plural form of the noun:   + One teacher, two \_\_\_\_\_\_\_\_.   + One bus, two \_\_\_\_\_\_\_\_\_.   + One park, two \_\_\_\_\_\_\_\_. | Elicit the plural form of several nouns orally. |
| 2 min. | * Listen as I read the examples of nouns in sentences. With your partner, think of another noun. Say the noun and then make up a sentence with that noun. | Read aloud the example sentences. Then, elicit example sentences from pairs. |
| 1 min. | * A verb names an action. * For example, run, play, eat, dance, write, and look are all verbs. | Read aloud the details for verbs. |
| 2 min. | * Listen as I read the examples of verbs in sentences. With your partner, think of another verb. Say the verb, and then make up a sentence with that verb. | Read aloud the example sentences. Then, elicit example sentences from pairs. |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Nouns and Verbs and Form Plural Nouns Orally. | *Distribute Language Handout: Use Nouns and Verbs and Form Plural Nouns Orally. Review directions for the practice items. Elicit sample sentences.* |

| Grade 1 M1 L11 Handout: Use Nouns and Verbs and Form Plural Nouns Orally |
| --- |
| | USE NOUNS AND VERBS AND FORM PLURAL NOUNS ORALLY | | --- | | A **noun** names a person, place, or thing.  **Examples of Nouns**   |  |  |  | | --- | --- | --- | | **person** | **place** | **thing** | | teacher  brother  doctor | school  city  park | bus  cat  pencil |   Example sentences:  My teachers are nice.  I write with a pencil.  A verb names an action.  **Examples of Verbs**   |  |  | | --- | --- | | run  play  eat | dance  write  look |   Example sentences:  She runs fast.  They ate lunch outside. |  | USE NOUNS AND VERBS AND FORM PLURAL NOUNS ORALLY PRACTICE | | --- | | **Directions:** Use each word in a sentence. Circle noun or verb to show the job of the word in the sentence.  1. **book** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **noun** **verb**  2. **read** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **noun** **verb** | |

| Grade 1 M2 L12 Mini-lesson: Use Nouns and Verbs and Form Plural Nouns Orally (12 min.) | | |
| --- | --- | --- |
| L.K.1.B: Use Nouns and Verbs  L.K.1.C: Form Plural Nouns Orally | | |
| **L.K.1.B:** Use frequently occurring nouns and verbs.  **L.K.1.C:** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | | |
| **Frame Instruction** | | |
| Some of the details you add about characters may be nouns and verbs. Let’s review what nouns and verbs are and practice using them. | | |
| *Display Language Handout: Use Nouns and Verbs and Form Plural Nouns Orally.* | | |
| Pacing | Say | Do |
| 1 min. | * A noun names a person, place, or thing. * *Teacher*, *brother*, and *doctor* are nouns that name people. * *School*, *city*, and *park* are nouns that name places. * *Bus*, *cat*, and *pencil* are nouns that name things. | Read aloud the details for nouns. |
| 2 min. | * If the noun names more than one person, place, or thing, we usually add /s/ or /es/ to the end of the word to make the *plural* form. *Plural* means “more than one.” * When I pause, say the plural form of the noun:   + One teacher, two \_\_\_\_\_\_\_\_.   + One bus, two \_\_\_\_\_\_\_\_\_.   + One park, two \_\_\_\_\_\_\_\_. | Elicit the plural form of several nouns orally. |
| 2 min. | * I will read examples of nouns in sentences. With your partner, think of another noun and make up a sentence with that noun. | Read aloud the example sentences. Then, elicit example sentences from pairs. |
| 1 min. | * A verb names an action. * Run, play, eat, dance, write, and look are verbs. | Read aloud the details for verbs. |
| 2 min. | * I will read examples of verbs in sentences. With your partner, think of another verb and then make up a sentence with that verb. | Read aloud the example sentences. Then, elicit example sentences from pairs. |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Nouns and Verbs and Form Plural Nouns Orally. | *Distribute Language Handout: Use Nouns and Verbs and Form Plural Nouns Orally and review directions.* |

| Grade 1 M2 L12 Handout: Use Nouns and Verbs and Form Plural Nouns Orally |
| --- |
| | USE NOUNS AND VERBS AND FORM PLURAL NOUNS ORALLY | | --- | | A **noun** names a person, place, or thing.  **Examples of Nouns**   |  |  |  | | --- | --- | --- | | **person** | **place** | **thing** | | teacher  brother  doctor | school  city  park | bus  cat  pencil |   Example sentences:  My teachers are nice.  I write with a pencil.  A verb names an action.  **Examples of Verbs**   |  |  | | --- | --- | | run  play  eat | dance  write  look |   Example sentences:  She runs fast.  They ate lunch outside. |  | USE NOUNS AND VERBS AND FORM PLURAL NOUNS ORALLY PRACTICE | | --- | | **Directions:** Use each word in a sentence. Circle noun or verb to show the job of the word in the sentence.  1. **bird** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **noun** **verb**  2. **see** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **noun** **verb** | |

### L.K.1.D: Use Question Words

| Grade K M1 L5 Mini-lesson: Use Question Words (6 min.)Grade 1 M3 L15 Mini-lesson: Use Question Words (6 min.) | | |
| --- | --- | --- |
| L.K.1.D: Use Question Words | | |
| **L.K.1.D:** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | | |
| **Frame Instruction** | | |
| Today, we are going to learn to use question words correctly so you can ask questions about the writing prompt. | | |
| 1. *Display Language Handout: Use Question Words.* 2. *Display chart paper and record students’ questions as indicated.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * You ask questions every day. Imagine a new student joins our class. What questions might you ask them? | *Record students’ questions on chart paper.* |
| 1 min. | * You asked a lot of good questions. Question words help us get the information we need. * Question words are words like *when, why,* and *where.* There are other question words, too. | *Circle the question words in the displayed questions as you say them.* |
| 2 min. | * This chart shows the different question words. We use question words for different reasons. * *Who* is a question word we use to ask about a person or people. We might ask who a person is. * *What* is a question word we use when we want information about a thing. We might want to know someone’s name or what is behind a door. * *When* is a question word we use to ask about time. We might ask when lunch is or when something starts. * *Where* is a question word that asks about a place. We might wonder where our dog is or where someone went. * *Why* is a question word that asks for a reason. We might want to know why leaves are green or why grass is green. * The last question word is *how*. *How* asks what someone is like or what steps are needed to do something. You might wonder how old someone is. | *Refer to the question word chart on Language Handout: Use Question Words. Point to each question as you review its purpose.* |
| **Monitor Progress**  2 min. | * Now we will write question words. Listen as I read the question words on Language Handout: Use Question Words. Then, listen as I read each sentence. Each sentence is missing a question word. Write the question word to complete each sentence. More than one word might work. | *Distribute Language Handout: Use Question Words and review directions for the practice items.* |

| Grade K M1 L5 Handout: Use Question WordsGrade 1 M3 L15 Handout: Use Question Words |
| --- |
| |  | | --- | | USE QUESTION WORDS | | |  |  |  | | --- | --- | --- | | **Who?**  Female, Girl, Head, Silhouette, Woman  **Who** is that person? | **What?**  Door, Open, Doorway, Entrance, Opening Door, Open Door  **What** is behind the door? | **When?**  Clock, Alarm Clock, Question Mark, Question, Time  **When** does it start? | | **Where?**  Question Mark, Policy, Problems, Continents, Globe  **Where** did he go? | **Why?**  Question, Problem, Think, Thinking, Reflect  **Why** is grass green? | **How?**  Cake, Chocolate, Birthday Cake, Party, Fancy Cake  **How** old are you? | |  | USE QUESTION WORDS PRACTICE | | --- | | **Directions:** Listen as I read the question words. Then, listen as I read each sentence. Each sentence is missing a question word. Write the question word to complete each sentence. More than one word might work.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **who** | **what** | **when** | **where** | **why** | **how** |  1. \_\_\_\_\_\_\_\_ are you going? Where/When/Why/How 2. \_\_\_\_\_\_\_\_ will you be here? When 3. \_\_\_\_\_\_\_\_ is in the bed? Who/What 4. \_\_\_\_\_\_\_\_ are you sad? Why? | |

### L.K.1.F: Write Simple Sentences

| Grade K M2 L17 Mini-lesson: Write Simple Sentences (10 min.)Grade K M2 L32 Mini-lesson: Write Simple Sentences (10 min.)Grade 1 M1 L14 Mini-lesson: Write Simple Sentences (10 min.) | | |
| --- | --- | --- |
| L.K.1.F: Write Simple Sentences | | |
| **L.K.1.F:** Produce and expand complete sentences in shared language activities. | | |
| **Frame Instruction** | | |
| When you add time words, it is important to make sure you add them to complete sentences. They cannot stand on their own. | | |
| *Display Language Handout: Write Simple Sentences.* | | |
| Pacing | Say | Do |
| 1 min. | * A complete sentence tells a complete thought or idea. It tells *who* or *what* the sentence is about. It also tells what that person or thing did, or what they are like. | Point to each column heading on the chart. |
| 1 min. | * In the first example, the *who* is I. What did I do? I danced. * In the second example, the *what* is the bird. What did it do? It made a nest. * In the third example, the *who* is my friends. What are they like? They are happy. | Point to each example as you describe it. |
| 1 min. | * If a group of words is missing one of these parts, it is an incomplete sentence. * What information is missing in each incomplete sentence? How can we make them complete sentences? | Read aloud the examples of incomplete sentences. Reveal the “What is missing?” column and elicit complete sentences. |
| 1 min. | * We can add details to complete sentences to make them longer and give more information. | Read aloud the examples of expanding sentences. |
| 1 min. | * Time words are details that help tell when. We often add them to the beginning of a sentence. For example, I might say, “Then I danced” if it happened in the middle of my story. | Write the example “Then I danced.” on the board. |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Write Simple Sentences. * How can we fix each incomplete sentence so it is complete? * How can we add a time word to one of the complete sentences? | *Distribute Language Handout: Write Simple Sentences. Review directions for the practice items.* |

| Grade K M2 L17 Handout: Write Simple SentencesGrade K M2 L32 Handout: Write Simple SentencesGrade 1 M1 L14 Handout: Write Simple Sentences |
| --- |
| | WRITE SIMPLE SENTENCES | | --- | | A complete sentence tells a complete thought.   |  |  | | --- | --- | | **Who or What?** | **What did they do?**  **What are they like?** | | I  The bird  My friends | danced.  made a nest.  are happy. |     An incomplete sentence is missing one or more parts of a complete sentence.   |  |  | | --- | --- | | **Incomplete Sentence** ✖ | **What is missing?** | | Saw a black cat. | Who or what did that? | | The students in our class. | What did they do? or  What are they like? |   You can add words and phrases to a complete sentence to give more information.   |  |  | | --- | --- | |  | I danced. | | Who | I danced with my sister. | | What | I danced to my favorite song. | | Where | I danced in my bedroom. | | When | I danced this morning. | | Why | I danced because I was so happy. | |  | WRITE SIMPLE SENTENCES PRACTICE | | --- | | **Directions:** Put a check next to each complete sentence. Put an X next to each incomplete sentence.   |  |  | | --- | --- | | ✔ or ✖ | **Example** | |  | 1. Jumped in the air. | |  | 2. We walked to the library. | |  | 3. At school last year. | |  | 4. She fell. | |  | 5. The little boy next door. | | |

| Grade 1 M2 L5 Mini-lesson: Write Simple Sentences (12 min.) | | |
| --- | --- | --- |
| L.K.1.F: WRITE SIMPLE SENTENCES | | |
| **Frame Instruction** | | |
| When you draft, you should write in complete sentences. Today, we will review how to write complete simple sentences. | | |
| *Display Language Handout: Write Simple Sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | A complete sentence:   * has words that tell who or what the sentence is about. This is called a subject. * has verbs or an action word and other words to tell what is happening in the sentence. This is called a predicate. * tells a complete thought. | *Read aloud the definition of a complete sentence on Language Handout: Write Simple Sentences.* |
| 2 min. | Let’s review how to produce, or create, sentences.  The three words *Rita, likes,* and *juice* come together to make the complete sentence *Rita likes juice.*   * *Rita* tells who the sentence is about. It is the subject. * *Likes juice* tells what is happening. It is the predicate. | *Hide the second chart under WRITE SIMPLE SENTENCES. Read aloud the three words in the first chart. Then, read aloud the sentence with the three words.* |
| 2 min. | Let’s make a sentence using these three words. | *Reveal the first column only of the second chart. Read aloud the three words. Have students put the words in order to produce a sentence.* |
| 3 min. | With your partner, write two complete sentences to tell about an item in our classroom. Share your sentences with the class. | *Invite volunteers to share their sentences.* |
| **Monitor Progress**  3 min. | Complete the practice items on Language Handout: Write Simple Sentences. | *Distribute Language Handout: Write Simple Sentences and review directions for the practice items.* |

| Grade 1 M2 L5 Handout: Write Simple Sentences |
| --- |
| |  | | --- | | WRITE SIMPLE SENTENCES | | A complete sentence:   * has words that tell who or what the sentence is about. This is called a subject. * has verbs or an action word and other words to tell what is happening in the sentence. This is called a predicate. * tells a complete thought.   Writers use words to put together a subject and a predicate to make sentences.   |  |  | | --- | --- | | **Words** | **Sentence** | | Rita | Rita likes juice. | | Likes | | Juice |  |  |  | | --- | --- | | **Words** | **Sentence** | | Billie and Gene | Billie and Gene eat cake. | | cake | | eat | |  | WRITE SIMPLE SENTENCES PRACTICE | | --- | | **Directions:** Make a sentence using the words provided.   1. Liza; ball; threw; the Liza threw the ball. 2. clapped; hands; her; Suzannah Suzannah clapped her hands. | |

| Grade 2 M1 L7 Skill Mini-lesson: Write Simple Sentences (12 min.) | | |
| --- | --- | --- |
| L.K.1.F: Write Simple Sentences | | |
| **L.K.1.F:** Produce and expand complete sentences in shared language activities. | | |
| **Frame Instruction** | | |
| Today we’re going to learn to produce, or create, sentences as well expand sentences and rearrange sentences. | | |
| *Display Language Handout: Write Simple Sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | A complete sentence:   * has words that tell who or what the sentence is about. This is called a subject. * has verbs or an action word and other words to tell what’s happening in the sentence. This is called a predicate. * tells a complete thought. | *Read aloud the definition of a complete sentence on Language Handout: Write Simple Sentences.* |
| 2 min. | Let’s first review how to produce, or create, sentences. Then we’ll learn to expand them and rearrange them.  The three words *Rita, likes,* and *juice* come together to make the complete sentence *Rita likes juice.* | *Cover the second table under WRITE SIMLE SENTENCES Read aloud the three words. Then read aloud the sentence with the three words.* |
| 2 min. | Let’s produce a sentence using these three words. | *Reveal the three words in the second chart. Read aloud the three words. Have students put the words in order to produce a sentence.* |
| 3 min | With your partner, write two simple sentences to tell about an item in our classroom. Share your sentences with the class. | *Invite volunteers to share their sentences.* |
| **Monitor Progress**  3 min. | Complete the practice items on Language Handout: Write Simple Sentences. | *Distribute Language Handout: Write Simple Sentences and review directions for the practice items.* |

| Grade 2 M1 L7 Handout: Write Simple Sentences |
| --- |
| |  | | --- | | WRITE SIMPLE SENTENCES | | A complete sentence:   * has words that tell who or what the sentence is about. This is called a subject. * has verbs or an action word and other words to tell what’s happening in the sentence. This is called a predicate. * tells a complete thought.   Producing sentences means making sentences. Writers use words to put together a subject and a predicate to make sentences.   |  |  | | --- | --- | | **Words** | **Sentence** | | Rita | Rita likes juice. | | Likes | | Juice |  |  |  | | --- | --- | | **Words** | **Sentence** | | Billie and Gene | Billie and Gene eat cake. | | cake | | eat | |  | WRITE SIMPLE SENTENCES PRACTICE | | --- | | **Directions:** Produce a sentence using the words provided.   1. Liza; ball; threw; the Liza threw the ball. 2. clapped; hands; her; Suzannah Suzannah clapped her hands. | |

### L.1.1.C: Ensure Subject-Verb Agreement

| Grade 1 M2 L28 Mini-lesson Ensure Subject-Verb Agreement (10 min.) | | |
| --- | --- | --- |
| L.1.1.C: Ensure Subject-Verb Agreement | | |
| **L.1.1.C:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | | |
| **Frame Instruction** | | |
| * Just like animals and their noses, certain words in a sentence need to match. * Today, we will learn to learn how to make sure that a noun, or subject, and verb match. First, we will review the rules, and then we will use that learning to edit our drafts. | | |
| *Display Language Handout: Ensure Subject-Verb Agreement.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * The noun is the person, place, or thing. In this sentence above, the noun is dog. * The verb is a word that describes an action. What the dog does in the sentence is the action, or the verb. * In a sentence, nouns and verbs must match. If the noun of a sentence is singular (one), the verb must also be singular. If the noun of a sentence is plural (more than one), the verb must also be plural. | *Read aloud the definition of nouns and verbs and the rule for ensuring noun-verb match on Language Handout: Ensure Subject-Verb Agreement.* |
| 2 min. | * When we write at school, we make sure nouns and verbs match. The word *dog* is singular. It is one dog. A singular noun needs a singular verb. In our example, the verb *jumps* matches *dog.* We could say the dog jumps. * The noun *dogs* is plural. There is more than one dog. A plural noun matches a plural verb. We remove the *s* to form a plural verb. The correct verb is *jump.* The dogs jump. | *Display the noun-verb chart from Language Handout: Ensure Subject-Verb Agreement.* |
| 2 min. | * With a partner, write two sentences using the singular and plural form of the noun *cat.* Share your sentences if I call on you. | n/a |
| 4 min. | * Complete the practice items on Language Handout: Ensure Subject-Verb Agreement. | *Review directions for the practice items.* |

| Grade 2 M3 L9 Mini-lesson Ensure Subject-Verb Agreement (10 min.)Grade 3 M1 L7 Mini-lesson Ensure Subject-Verb Agreement (10 min.) | | |
| --- | --- | --- |
| L.1.1.C: Ensure Subject-Verb Agreement | | |
| **L.1.1.C:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | | |
| **Frame Instruction** | | |
| Today, we will learn to learn how to ensure a noun, or subject, and verb match. First, we will review the rules, and then we will apply that learning to our topic sentences. | | |
| *Display Language Handout: Ensure Subject-Verb Agreement.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * The noun is the person, place, or thing. In this sentence above, the noun is dog. * The verb is a word that describes an action. What the dog does in the sentence is the action, or the verb. * In a sentence, nouns and verbs must match. If the noun of a sentence is singular (one), the verb must also be singular. If the noun of a sentence is plural (more than one), the verb must also be plural. | *Read aloud the definition of nouns and verbs and the rule for ensuring noun-verb match on Language Handout: Ensure Subject-Verb Agreement.* |
| 2 min. | * In our writing, it is important to make sure nouns and verbs match. The word *dog* is singular. It is one dog. A singular noun needs a singular verb. In our example, the verb *jumps* matches *dog.* We could say the dog jumps. * The noun *dogs* is plural. There is more than one dog. A plural noun matches a plural verb. Our rule says that we remove the *s* to form a plural verb. The correct verb is *jump.* The dogs jump. | *Display the noun-verb chart from Language Handout: Ensure Subject-Verb Agreement.* |
| 2 min. | * With a partner, write two sentences using the singular and plural form of the noun *cat.* Share your sentences if I call on you. | n/a |
| 4 min. | * Complete the practice items on Language Handout: Ensure Subject-Verb Agreement. | *Review directions for the practice items.* |

| Grade 1 M2 L28 Handout: Ensure Subject-Verb AgreementGrade 2 M3 L9 Handout: Ensure Subject-Verb AgreementGrade 3 M1 L7 Handout: Ensure Subject-Verb Agreement |
| --- |
| |  | | --- | | ENSURE SUBJECT-VERB AGREEMENT | | The noun, or subject, and verb in a sentence must match.  The dog jumps.  The noun is the person, place, or thing. In this sentence above, the noun is dog.  The verb is a word that describes an action. What the dog does in the sentence is the action, or the verb.  In a sentence, nouns and verbs must match. If the noun of a sentence is singular (one), the verb must also be singular. If the noun of a sentence is plural (more than one), the verb must also be plural.  Plural nouns are formed by adding an s. Plural verbs are usually formed by removing an s.   |  |  | | --- | --- | | **Noun** | **Verb** | | dog (singular) | jumps (singular) | | dogs (plural) | jump (plural) | | student (singular) | reads (singular) | | students (plural) | read (plural) | | artist (singular) | paints (singular) | | artists (plural) | paint (plural) | |  |  | | --- | | ENSURE SUBJECT-VERB AGREEMENT PRACTICE | | **Directions:** Read each sentence. Do the noun and verb match? If so, write “correct.” If not, rewrite the sentence to ensure noun-verb match.   1. Emma shoot the ball in the hoop. Emma shoots the ball in the hoop. 2. The dogs chases the cats around the yard. The dogs chase the cats around the yard. 3. We runs two miles every day. We run two miles every day. 4. Bryan paints a picture in his room. correct | |

### L.1.1.G: Use Conjunctions

| Grade 2 M2 L12 Mini-lesson: Use Conjunctions (11 min.) | | |
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| L.1.1.G: USE CONJUNCTIONS | | |
| **L.1.1.G:** Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). | | |
| **Frame Instruction** | | |
| * Just like we need roads, highways, and railroads to connect our cities, writers need ways to connect their ideas. One way to connect ideas is with special words called conjunctions. * Today, we will review examples of conjunctions and when to use them. Then, we will use that learning to revise focus writing task 1. | | |
| *Display Language Handout: Use Conjunctions.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * What does it mean to link or connect something? When you link or connect something, you join two parts together. There is a special kind of linking word that helps us join ideas together. It’s called a conjunction. * A conjunction connects words, phrases, and sentences. | *Read aloud the definition of a conjunction on Language Handout: Use Conjunctions.* |
| 2 min. | n/a | *Review the conjunction chart. Reveal one row at a time and read the conjunction, the way it connects ideas, and the examples.* |
| 2 min. | * I’ve written two ideas on the board—I was sick, and I went to bed early. How can we connect these ideas using the word *because*? * We can say “I went to bed early because I was sick.” * The word *so* can also show cause and effect. We say the cause first and then the effect. How can we join the two ideas using *so*? * We can say “I was sick, so I went to bed early.” | *Write “I was sick” and “I went to bed early” on the board. Elicit student examples for sentences using* because *and* so*.* |
| 2 min. | * The word *but* is used to show how ideas are different. Think about something you like and something you don’t like. Use the sentence frame to come up with a sentence using *but*. | *Write this sentence frame on the board: I like \_\_\_\_ I do not like \_\_\_\_\_\_. Give students time to think of sentences. Then, have students share their answers.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Use Conjunctions. | *Distribute Language Handout: Use Conjunctions and review directions for the practice items.* |

| Grade 3 M1 L11 Mini-lesson: Use Conjunctions (11 min.) | | |
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| L.1.1.G: Use Conjunctions | | |
| **L.1.1.G:** Use frequently occurring conjunctions (e.g., and but, or, so, because). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use conjunctions. | | |
| *Display Language Handout: Use Conjunctions.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * What does it mean to link or connect something? Yes, when you link or connect something, you join two parts together. There is a special kind of linking word that helps us join ideas together. It’s called a conjunction. * A conjunction connects words, phrases, and sentences. | *Read aloud the definition of a conjunction on Language Handout: Use Conjunctions.* |
| 2 min. |  | *Review the conjunction chart. Reveal one row at a time and read the conjunction, the way it connects ideas, and the examples.* |
| 2 min. | * I’ve written two ideas on the board—I was sick, and I went to bed early. How can we connect these ideas using the word *because*? * Right. We can say “I went to bed early because I was sick.” * The word *so* can show cause and effect, but we switch around the order. We say the cause first and then the effect. How can we join the two ideas using *so*? * Great. We can say “I was sick, so I went to bed early.” | *Write “I was sick” and “I went to bed early” on the board.* |
| 2 min. | * The word *but* is used to show how ideas are different. Think about something you like and something you don’t like. Use the sentence frame to write a sentence using but. | *Write this sentence frame on the board: I like \_\_\_\_ I do not like \_\_\_\_\_\_. Give students time to write. Then, have students share their answers.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Use Conjunctions. | *Distribute Language Handout: Use Conjunctions and review directions for the practice items.* |

| Grade 2 M2 L12 Handout: Use ConjunctionsGrade 3 M1 L11 Handout: Use Conjunctions |
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| |  | | --- | | USE CONJUNCTIONS | | A conjunction connects words, phrases, and sentences.   |  |  |  | | --- | --- | --- | | **Conjunction** | **How Are the Ideas Connected?** | **Examples** | | and | same; together | I have a book and a pencil.  My dad cooks, and I help him. | | but | different | It is cold but sunny.  Nora likes dogs, but I do not. | | or | choice | Do you want water or juice?  They will come here, or we will go there. | | so | idea 1 causes idea 2 | Ali was hungry, so he ate lunch. | | because | idea 2 causes idea 1 | Ali ate lunch because he was hungry. | |  | USE CONJUNCTIONS PRACTICE | | --- | | **Directions:** Listen as I read each sentence. Then write the conjunction that best fits the sentence.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | and | because | but | or | so |  1. I will choose either chocolate \_\_\_\_ strawberry. or 2. The leaves are green \_\_\_\_\_\_ thin. and 3. I won the race \_\_\_\_\_\_\_ I tried hard. because 4. There is rain \_\_\_\_\_ there is no thunder. but 5. I am tired \_\_\_\_\_ I will go to bed. so | |

### L.1.1.J: Recognize the Four Sentence Types

| Grade 1 M2 L8 Mini-lesson: Recognize the Four Sentence Types (11 min.)Grade 1 M3 L30 Mini-lesson: Recognize the Four Sentence Types (11 min.) | | |
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| L.1.1.J: RECOGNIZE THE FOUR SENTENCE TYPES | | |
| **Frame Instruction** | | |
| * Jacques Cousteau tried many ways of exploring the ocean. Writing is like that, too. Writers try different ways of writing their ideas as they draft. * Today, we will learn to draft using different sentence types. First, we will review the different sentence types. Then, we will use our learning as we write a topic sentence for focus writing task 1. | | |
| 1. *Display Language Handout: Recognize the Four Sentence Types.* 2. *Organize pairs.* | | |
| Pacing | Say | Do |
| 2 min. | * There are four main types of sentences. Each type of sentence has a different job. * A statement tells an idea. It ends with a period. Listen to the examples. With your partner, think of another example of a statement. | Read about statements on Language Handout: Recognize the Four Sentence Types. Elicit more examples of statements. |
| 2 min. | * A question asks. It ends with a question mark. * Listen to the examples. With your partner, think of another example of a question. | Read about questions and elicit more examples. |
| 2 min. | * A command tells someone to do something. It ends with a period or an exclamation mark. * Listen to the examples. With your partner, think of another example of a command. | Read about commands and elicit more examples. |
| 2 min. | * An exclamation shows strong feeling. It ends with an exclamation mark. * Listen to the examples. With your partner, think of another example of an exclamation. | Read about exclamations and elicit more examples. |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Recognize the Four Sentence Types independently. | *Distribute Language Handout: Recognize the Four Sentence Types and review directions for practice items.* |

| Grade 1 M2 L8 Handout: Recognize the Four Sentence TypesGrade 1 M3 L30 Handout: Recognize the Four Sentence Types |
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| |  | | --- | | TYPES OF SENTENCES | | There are four main types of sentences. Each type of sentence has a different job.   |  |  |  |  | | --- | --- | --- | --- | | **Type of Sentence** | **Job** | **Ending Mark** | **Examples** | | Statement | tells an idea | . | They like music.  She walked to school. | | Question | asks | ? | Do you like cats?  Where is the party? | | Command | tells someone to do something | ! or . | Wait for me!  Be quiet, please. | | Exclamation | shows strong feeling | ! | Our team won!  You scared me! | |  | SENTENCE TYPE PRACTICE | | --- | | **Directions:** Name the type of sentence for each example.   1. What is your favorite animal? question 2. I love swimming! exclamation 3. The ocean has many fish. Statement 4. Put your trash in the trash can. command | |

| Grade 2 M1 L23 Mini-lesson: Recognize the Four Sentence Types (11 min.) | | |
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| L.1.1.J: Recognize the Four Sentence Types | | |
| **L.1.1.J:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | | |
| **Frame Instruction** | | |
| * Just like chameleons and people can change the way they look, writers change, or revise, their writing to make it better. * Today we’re going to learn to revise our work using different sentence types. First, we will review the different sentence types. Then we will apply that learning to our informative paragraphs. | | |
| 1. *Display Language Handout: Recognize the Four Sentence Types* 2. *Organize pairs to generate examples of different sentence types.* | | |
| Pacing | Say | Do |
| 2 min. | * There are four main types of sentences. Each type of sentence has a different job. * A statement tells an idea. It ends with a period.   Listen to the examples. With your partner, think of another example of a statement. | Read the details about statements on Language Handout: Recognize the Four Sentence Types. Elicit more examples of statements. |
| 2 min. | * A question asks. It ends with a question mark. * Listen to the examples. With your partner, think of another example of a question. | Read the details about questions and elicit more examples. |
| 2 min. | * A command tells someone to do something. It ends with a period or an exclamation mark. * Listen to the examples. With your partner, think of another example of a command. | Read the details about commands and elicit more examples. |
| 2 min. | * An exclamation shows strong feeling. It ends with an exclamation mark. * Listen to the examples. With your partner, think of another example of an exclamation. | Read the details about exclamations and elicit more examples. |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Recognize the Four Sentence Types. | *Distribute Language Handout: Recognize the Four Sentence Types and review directions for practice items.* |

| Grade 2 M1 L23 Handout: Recognize the Four Sentence Types |
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| |  | | --- | | TYPES OF SENTENCES | | There are four main types of sentences. Each type of sentence has a different job.   |  |  |  |  | | --- | --- | --- | --- | | **Type of Sentence** | **Job** | **Ending Mark** | **Examples** | | Statement | tells an idea | . | They like music.  She walked to school. | | Question | asks | ? | Do you like cats?  Where is the party? | | Command | tells someone to do something | ! or . | Wait for me!  Be quiet, please. | | Exclamation | shows strong feeling | ! | Our team won!  You scared me! | |  | SENTENCE TYPE PRACTICE | | --- | | **Directions:** Name the type of sentence for each example.   1. What color is the chameleon now? Question 2. In fall, it gets darker earlier. statement 3. The leaves are so beautiful! exclamation 4. Please put on your coat. command | |

| Grade 3 M1 L25 Mini-lesson: Recognize the Four Sentence Types (10 min.) | | |
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| L.1.1.J: Recognize the Four Sentence Types | | |
| **L.1.1.J:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to recognize the four sentence types. | | |
| *Display Language Handout: Recognize the Four Sentence Types and distribute index cards.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * There are four main types of sentences. Each type of sentence has a different job. * A statement tells an idea. It ends with a period. * A question asks a question. It ends with a question mark. * A command tells someone to do something. It ends with an exclamation mark or a period. * An exclamation shows a strong feeling. It ends with an exclamation mark. | *Display the four sentence types on Language Handout: Recognize the Four Sentence Types and review the job and ending mark for each sentence.* |
| 4 min. | * On your index card, write the name of each of the four sentence types on each one. * I’ve written four sentences on the board. I will show you each sentence one at a time. Listen as I read it aloud. Hold up the card to identify its type. * When I call on you, tell me why you chose the type you chose. | *Write the following sentences on the board and cover them up:*   * *I am here. (statement)* * *Do not go in there. (command)* * *Why are you here? (question)* * *Wow, that’s big! (exclamation)* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Recognize the Four Sentence Types. | *Distribute Language Handout: Recognize the Four Sentence Types and review directions for the practice items.* |

| Grade 3 M1 L25 Handout: Recognize the Four Sentence Types |
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| |  | | --- | | TYPES OF SENTENCES | | There are four main types of sentences. Each type of sentence has a different job.   |  |  |  |  | | --- | --- | --- | --- | | **Type of Sentence** | **Job** | **Ending Mark** | **Examples** | | Statement | tells an idea | . | They like music.  She walked to school. | | Question | asks | ? | Do you like cats?  Where is the party? | | Command | tells someone to do something | ! or . | Wait for me!  Be quiet, please. | | Exclamation | shows strong feeling | ! | Our team won!  You scared me! | |  | SENTENCE TYPE PRACTICE | | --- | | **Directions:** Name the type of sentence for each example.   1. Yay, we’re going to the zoo! exclamation 2. I’ll go to the store tomorrow. statement 3. What are you doing? question 4. Do not go in there. command | |

### L.1.1.J: Write Simple and Compound Sentences

| Grade 2 M1 L22 Mini-lesson: Write Simple and Compound Sentences (12 min.) | | |
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| l.k.1.b: Use Nouns and Verbs  L.1.1.J: Write Simple and Compound Sentences | | |
| **L.K.1.B:** Use frequently occurring nouns and verbs.  **L.1.1.J:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | | |
| **Frame Instruction** | | |
| Today we’re going to learn to write simple and compound sentences and add details to make sentences longer. | | |
| *Display Language Handout: Write Simple and Compound Sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | A simple sentence tells one idea. A compound sentence connects two or more simple sentences with words like *and, so,* and *but* | *Read the definition of simple and compound sentences on Language Handout: Write Simple and Compound Sentences and display and review the examples.* |
| 2 min. | Write a simple sentence about the size of a tree. Now write a simple sentence about the size of a flower. How might we combine these ideas into a compound sentence? | *Invite volunteers to share their simple and compound sentence ideas.* |
| 3 min. | It is important to include details in your writing to help your readers understand your message. You can add details by adding words to explain who, what, when, where, and why. | *Review the examples of how to expand sentences on Language Handout: Write Simple and Compound Sentences.* |
| **Monitor Progress**  4 min. | Complete the practice items on Language Handout: Write Simple and Compound Sentences. | *Distribute Language Handout: Write Simple and Compound Sentences and review directions for the practice items.* |

| Grade 2 M1 L22 Handout: Write Simple and Compound Sentences |
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| |  | | --- | | WRITE SIMPLE AND COMPOUND SENTENCES | | Sentences may also be simple or compound.   |  |  | | --- | --- | | **Simple Sentence** | **Compound Sentence** | | tells one idea | We played soccer.  He went home. | | connects two or more simple sentences with words like *and, so, but* | We played soccer, but he went home.  It rained, so I stayed inside. |   To make sentences longer, add words and phrases about who, what, where, when, and why.   |  |  | | --- | --- | |  | I danced. | | Who | I danced with my sister. | | What | I danced to my favorite song. | | Where | I danced in my bedroom. | | When | I danced this morning. | | Why | I danced because I was so happy. | |  | WRITE SIMPLE AND COMPOUND SENTENCES PRACTICE | | --- | | **Directions:** Write two simple sentences. Then use a linking word to combine the two simple sentences into a compound sentence.   1. Simple: I am short. 2. Simple: My brother is tall. 3. Compound: I am short, but my brother is tall.   **Directions:** Make each sentence longer by adding who, what, where, when, or why details.   1. I fell. I fell at school yesterday. 2. Marco ran. Marco ran because he needed exercise. 3. My grandmother planted. My grandmother planted yellow roses. | |

### L.2.1.F: Write and Revise Simple and Compound Sentences

| Grade 2 M2 L28 Mini-lesson Write and Revise Simple and Compound Sentences (12 min.) | | |
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| **L.2.1.F: WRITE AND REVISE SIMPLE AND COMPOUND SENTENCES** | | |
| **L.2.1.F:** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | | |
| **Frame Instruction** | | |
| * We just revised a sentence to tell more about what we learned in Module 2. Writers often choose to revise sentences to add more details or change the order of ideas. * Today, we will learn to produce, or create, sentences as well expand sentences and rearrange sentences. We will use this learning to revise sentences in focus writing task 2. | | |
| *Display Language Handout: Write and Revise Simple and Compound Sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | A complete sentence:   * has words that tell who or what the sentence is about. This is called a subject. * has verbs or an action word and other words to tell what’s happening in the sentence. This is called a predicate. * tells a complete thought. | *Read aloud the definition of a complete sentence on Language Handout: Write and Revise Simple and Compound Sentences.* |
| 1 min. | * Let’s first review how to produce, or create, sentences. Then, we’ll learn to expand them and rearrange them. * The three words *Rita*, *likes*,and *juice* come together to make the complete sentence *Rita likes juice.* | *Cover the second row in the chart under Produce Sentences. Read aloud the three words. Then, read aloud the sentence with the three words.* |
| 1 min. | * Let’s produce a sentence using these three words. | *Reveal and read aloud the three words in the second row. Have students put the words in order to produce a sentence.* |
| 2 min. | * Writers also add words to sentences to make them more interesting. Adding words expands sentences. * In the first sentence, the writer expanded the sentence by adding the word *healthy*. That word adds more detail. * In the second sentence, the writer expanded the sentence by adding the action words *and drank juice*. This tells more about what Billie and Gene did. | *Cover the last row in the chart under Expand Sentences. Read aloud the first two sentences. Point out the words that help expand the sentence by adding more details and adding more action words.* |
| 1 min. | * Let’s expand a sentence by adding details. | *Reveal and read aloud the sentence in the last row of the chart. Have students add to the last sentence to expand the sentence. Reveal the expanded sentences and point out how the sentence was expanded.* |
| 2 min. | * Writers sometimes need to rearrange sentences to make the most sense in their writing. * In the first sentence, the subject comes at the end of the sentence, but the writer can rearrange it to put the subject *Rita* back at the beginning of the sentence. * In the second sentence, the subjects come at the end of the sentence, but the writer can rearrange the sentence so that the subjects *Billie and Gene* belong at the beginning of the sentence. * All of these sentences are correct. Writers can choose how to arrange the sentences. | *Cover the last row in the chart under Rearrange Sentences. Read aloud the first two sentences. Point out the ways that the sentence was rearranged.* |
| 1 min. | * Now, it’s your turn to rearrange a sentence. * I’ll show you the sentence, and you will have thirty seconds to think about how to rearrange it. | *Reveal the last sentence. Read aloud the sentence. Give students thirty seconds to think about how to rearrange the sentence. After one minute, invite students to share their ideas. Then, reveal the rearranged sentence in the chart.* |
| **Monitor Progress**  2 min. | * Complete the practice items on Language Handout: Write and Revise Simple and Compound Sentences | *Distribute Language Handout: Write and Revise Simple and Compound Sentences and review directions for the practice items.* |

| Grade 3 M1 L15 Mini-lesson Write and Revise Simple and Compound Sentences (13 min.) | | |
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| **L.2.1.F: WRITE AND REVISE SIMPLE AND COMPOUND SENTENCES** | | |
| **L.2.1.F:** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to produce, or create, sentences as well expand sentences and rearrange sentences. | | |
| *Display Language Handout: Write and Revise Simple and Compound Sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | A complete sentence:   * has words that tell who or what the sentence is about. This is called a subject. * has verbs or an action word and other words to tell what’s happening in the sentence. This is called a predicate. * tells a complete thought | *Read aloud the definition of a complete sentence on Language Handout: Write and Revise Simple and Compound Sentences.* |
| 2 min. | * Let’s first review how to produce, or create, sentences. Then we’ll learn to expand them and rearrange them. * The three words *Rita, likes,* and *juice* come together to make the complete sentence *Rita likes juice.* | *Cover the second row in the chart under Produce Sentences. Read aloud the three words. Then read aloud the sentence with the three words.* |
| 1 min. | * Let’s produce a sentence using these three words. | *Reveal the three words in the second row. Read aloud the three words. Have students put the words in order to produce a sentence.* |
| 2 min. | * Writers also add words to sentences to make them more interesting. Adding words expands sentences. * In the first sentence, the writer expanded the sentence by adding the word *healthy*. That word adds more detail. * In the second sentence, the writer expanded the sentence by adding the action words *and drank juice*. This tells more about what Billie and Gene did. | *Cover the last row in the chart under Expand Sentences. Read aloud the first two sentences. Point out the words that help expand the sentence by adding more details and adding more action words.* |
| 1 min. | * Let’s expand a sentence by adding details. | *Reveal the Sentence in the last row of the chart. Read aloud the last sentence. Have students add to the last sentence to expand the sentence. Reveal the expanded sentences and point out how the sentence was expanded.* |
| 2 min. | * Writers sometimes need to rearrange sentences to make the most sense in their writing. * In the first sentence, the subject comes at the end of the sentence, but the writer can rearrange to put the subject *Rita* back at the beginning of the sentence. * In the second sentence, the subjects come at the end of the sentence, but the writer can rearrange the sentence so that the subjects *Billie and Gene* belong at the beginning of the sentences. * All of these sentences are correct. Writers can choose to arrange the sentences. | *Cover the last row in the chart under Rearrange Sentences. Read aloud the first two sentences. Point out the ways that the sentence was rearranged.* |
| 1 min. | * Now, it’s your turn to rearrange a sentence. * I’ll show you the sentence, and you have one minute to think about how to rearrange it. | *Reveal the last sentence. Read aloud the sentence. Give students one minute to think about how to rearrange the sentence. After one minute, invite students to share their ideas. Then reveal the rearranged sentence in the chart.* |
| **Monitor Progress**  2 min. | * Complete the practice items on Language Handout: Write and Revise Simple and Compound Sentences | *Distribute Language Handout: Write and Revise Simple and Compound Sentences and review directions for the practice items.* |

| Grade 2 M2 L28 Handout: Write and Revise Simple and Compound SentencesGrade 3 M1 L15 Handout: Write and Revise Simple and Compound Sentences |
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| |  | | --- | | COMPLETE SENTENCES | | A complete sentence:   * has words that tell who or what the sentence is about. This is called a subject. * has verbs or an action word and other words to tell what’s happening in the sentence. This is called a predicate. * tells a complete thought. |  |  | | --- | | PRODUCE SENTENCES | | Producing sentences means making sentences. Writers use words to put together a subject and a predicate to make sentences.   |  |  | | --- | --- | | **Words** | **Sentence** | | Rita | Rita likes juice. | | likes | | juice |  |  |  | | --- | --- | | **Words** | **Sentence** | | Billie and Gene | Billie and Gene eat cake. | | cake | | eat | |  |  | | --- | | EXPAND SENTENCES | | Expanding sentences means making sentences longer and more interesting. Writers expand sentences by adding details. They can replace general words with specific words. They can add more action words.   |  |  | | --- | --- | | **Sentence** | **Expanded Sentence(s)** | | Rita likes juice. | Rita likes healthy juice. | | Billie and Gene eat cake. | Billie and Gene eat cake and drink juice. | | The phone rang. | The phone rang loudly.  The phone rang in my ear.  The phone rang, and I answered. | |  |  | | --- | | REARRANGE SENTENCES | | Rearranging sentences means changing the order of the subject and the predicate.   |  |  | | --- | --- | | **Sentence** | **Rearranged Sentence** | | The juice was liked by Rita. | Rita liked the juice. | | The cake was enjoyed by Billie and Gene. | Billie and Gene enjoyed the cake. | | The phone was answered by me. | I answered the phone. | |  | WRITE AND REVISE SIMPLE AND COMPOUND SENTENCES PRACTICE | | --- | | **Directions:** Produce a sentence using the words provided.   1. Liza; ball; threw; the Liza threw the ball. 2. clapped; hands; her; Suzannah Suzannah clapped her hands.   **Directions:** Expand each sentence by adding some of your own words.   1. The puppy played catch. Sample responses: The happy puppy played catch. The puppy played catch outside. The puppy ran and played catch. 2. The doctor and the nurse worked together. Sample responses: The doctor and the nurse worked together at the hospital. The kind doctor and the nice nurse worked together. The doctor and the nurse happily worked together.   **Directions:** Rearrange each sentence.   1. The movie was watched by the students. The students watched the movie. 2. The nightlight was turned on by the father. The father turned on the nightlight. | |

| Grade 4 M1 L9 Mini-lesson: Write and Revise Simple and Compound Sentences (13 min.) | | |
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| **L.2.1.F: Write and Revise Simple and Compound Sentences** | | |
| **L.2.1.F:** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | | |
| **Frame Instruction** | | |
| * You have each expanded your knowledge about many topics in the past few years. When you expand your knowledge, you learn more details and begin to understand the complexity of a topic. In writing, you can deepen the reader’s understanding of your story by expanding sentences. * Today, we will focus on producing simple and compound sentences and using strategies to expand sentences. * First, we will learn three ways to expand sentences, then we will apply that learning to our informative essays. | | |
| *Display and distribute Language Handout: Produce and Expand Sentences.* | | |
| Pacing | Say | Do |
| 1 min. | A simple sentence has a subject, verb, and expresses a complete thought. A compound sentence is made up of two simple sentences joined by a conjunction or a semicolon. | Read aloud the definition of simple and compound sentences and the examples. |
| 1 min. | One way to expand sentences is by combining two simple sentences. | Call on a student to read aloud the example. |
| 1 min. | Combine the two sentences, then raise your hand to share. | Have students revise the second example. Call on students to share. |
| 1 min. | One way to expand on an idea is by using the conjunctions *because, but,* or *so*. | Call on a student to read aloud the example. |
| 1 min. | Revise the sentence, then raise your hand to share. | Have students revise the second example. Call on students to share. |
| 1 min. | Appositives can help you add more details. An appositive is a noun or a noun phrase that describes the noun right before it. | Call on students to read aloud the examples. |
| 2 min | Revise the sentence, then raise your hand to share. | Call on students to share. |
| **Monitor Progress**  4 min. | Complete the practice items on Language Handout: Produce and Expand Sentences. | *Review directions for the practice items in part 1 and part 2.* |

| Grade 4 M1 L9 Handout: Write and Revise Simple and Compound Sentences |
| --- |
| | WRITE AND REVISE SIMPLE AND COMPOUND SENTENCES | | --- | | A simple sentence has a subject, verb, and expresses a complete thought.  **Example:** Mark waited for his mom.  A compound sentence is made up of two simple sentences joined by a conjunction or a semicolon.  **Examples:**   * Mark waited for his mom, and she arrived on time. * Mark waited for his mom; she arrived on time.   There are many strategies you can use to expand sentences.   * Combine two simple sentences into a compound sentence.  |  |  | | --- | --- | | **Original sentence** | **Expanded sentence** | | The Quakers helped Harriet Tubman. Harriet Tubman made it to the North. | The Quakers helped Harriet Tubman, and Harriet Tubman made it to the North. | | Harriet Tubman bravely led enslaved people north. Some enslaved people were afraid to go North. | Harriet Tubman bravely led enslaved people north, but some enslaved people were afraid to go North. |  * Add *because, but*, or *so* to the end of a sentence.  |  |  | | --- | --- | | **Original sentence** | **Expanded sentence** | | Astronauts face challenges in space. | Astronauts face challenges in space because they travel with people who speak different languages. | | Astronauts have trouble adjusting to life on Earth. | Astronauts have trouble adjusting to life on Earth, but they figure out how to survive. |  * Use an appositive to add more details about an important noun in the sentence.   + An appositive is a noun or a noun phrase that describes the noun right before it. * Charley, my three-year-old cousin, is coming over today. * When I was at the store I saw Mrs. Reeves, my fifth-grade teacher. * I hope that the twins, Ricky and Milo, win their basketball game.  |  |  | | --- | --- | | **Original sentence** | **Expanded sentence** | | My mother is a great runner. | My mother, who played basketball in college, is a great runner. | | Harriet Tubman is sometimes called Moses. | Harriet Tubman, leader of the Underground Railroad, is sometimes called Moses. | |  | WRITE AND REVISE SIMPLE AND COMPOUND SENTENCES PRACTICE | | --- | | **Directions:** Write a simple sentence and a compound sentence.   1. My best friend is very loyal. 2. James likes vegetables, but I like fruit.   **Directions:** Expand both sentences below using one expansion strategy. If needed, you may make minor changes to the original sentence.   1. Harriet Tubman is a hero. Harriet Tubman is a hero because she led many enslaved people to freedom. 2. I saw the boy at the store. I saw the boy, who is in my class at school, at the store. | |

### L.3.1.A: Recognize Parts of Speech: Verbs and Adverbs

| Grade 3 M2 L22 Mini-lesson: Recognize Parts of Speech: Verbs and Adverbs (9 min.) | | |
| --- | --- | --- |
| L.3.1.A: RECOGNIZE PARTS OF SPEECH: VERBS AND ADVERBS | | |
| **L.3.1.A:** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | |
| **Frame Instruction** | | |
| * The words we use have different jobs. Some words name people, places, or things. Other words tell how people, places, and things move. Other words tell what people, places, and things look like. A word’s job is also called its part of speech. * Today, we are going to learn to identify parts of speech, such as verbs and adverbs. | | |
| *Display and distribute Language Handout: Recognize Parts of Speech: Verbs and Adverbs.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * Verbs are actions that happen in a sentence. * Adverbs describe verbs, adjectives, or other adverbs. They tell how, when, or where something happens. | * *Read aloud the descriptions of verbs and adverbs on Language Handout: Recognize Parts of Speech: Verbs and Adverbs.* |
| 1 min. | * Let’s practice identifying the verbs and adverbs in a sentence. * The adverbs are *happily* and *after.* The verbs are *plays* and *finishes. Happily* tells *how* Ben *plays. After* tells *when* Ben *plays* (*after* he *finishes* his lunch). | * *Work with students to identify the verbs and adverbs in the example sentence.* |
| 2 min. | * Sometimes, writers use the wrong part of speech in their writing. Many adverbs are formed by adding *–ly* to the end of an adjective. In this example, the word *nice* is an adjective, but it describes how Stella danced. *Danced* is a verb, so it needs the adverb *nicely*. * Sometimes, writers might skip a word. In this sentence, the verb is missing. We can add the verb *held* or *did* before *a handstand* to fix the problem. | * *Reveal each sentence as you discuss it.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Recognize Parts of Speech: Verbs and Adverbs. | * *Review directions for the practice items.* |

| Grade 3 M2 L22 Handout: Recognize Parts of Speech: Verbs and Adverbs |
| --- |
| |  | | --- | | VERBS AND ADVERBS | | * Verbs are actions that happen in a sentence. * Adverbs describe verbs, adjectives, or other adverbs. They tell how, when, or where something happens.   adverb verb adverb verb  Ben happily plays with his friends after he finishes his lunch. |  |  | | --- | | INCORRECT VERBS AND ADVERBS | | |  |  | | --- | --- | | **Example** | **Revised** | | Stella danced nice at her performance. | Stella danced nicely at her performance. | | Deshawn a handstand for a minute. | Deshawn held a handstand for a minute. | |  | VERBS AND ADVERBS PRACTICE | | --- | | **Directions:** Identify the part of speech of the underlined word in each sentence.   1. Sarah and her sister swing on the playground. verb 2. Ben read a book about cooking, and he learned to make pasta. verb 3. The man cheered excitedly at the concert. adverb 4. She sang the song beautifully. adverb   **Directions:** Circle the word that is incorrectly used in each sentence. Name the part of speech that the word should be.   1. The boy walked slow home from school. *slow*, should be an adverb (slowly) 2. The girl food her dinner. *food*, should be a verb (ate) | |

| Grade 5 M2 L19 Mini-lesson: Recognize Parts of Speech: Verbs and Adverbs (9 min.) | | |
| --- | --- | --- |
| L.3.1.A: RECOGNIZE PARTS OF SPEECH: VERBS AND ADVERBS | | |
| **L.3.1.A:** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | |
| **Frame Instruction** | | |
| * The words we use have different jobs. Some words name people, places, or things. Other words tell how people, places, and things move. Other words tell what people, places, and things look like. When we talked about the object, you used many different words with many different jobs. A word’s job is also called its part of speech. * Today we’re going to learn to identify parts of speech, such as verbs and adverbs. | | |
| *Display and distribute copies of Language Handout: Recognize Parts of Speech: Verbs and Adverbs.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * Verbs are actions that happen in a sentence. * Adverbs describe verbs, adjectives, or other adverbs. They tell how, when, or where something happens. | * *Read aloud the descriptions of verbs and adverbs on Language Handout: Recognize Parts of Speech.* |
| 1 min. | * Let’s practice identifying the verbs and adverbs in a sentence. | * *Work with students to identify the verbs and adverbs in the example sentence. Note what word verb and adverb describes and how they are related.* |
| 2 min. | * Sometimes writers use the wrong part of speech in their writing. For example, writers may use an adjective when they need to use an adverb. Many adverbs are formed by adding *–ly* to the end of an adjective. In this example, the word *nice* is an adjective, but it describes how Stella danced. It should be the adverb *nicely*. * Sometimes writers might skip a word. In this sentence, the verb is missing. We can add the verb *held* or *did* before *a handstand* to fix the problem. | * *Reveal each sentence as you discuss it.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Recognize Parts of Speech: Verbs and Adverbs. | * *Distribute Language Handout: Recognize Parts of Speech: Verbs and Adverbs and review directions for the practice items.* |

| Grade 5 M2 L19 Handout: Recognize Parts of Speech: Verbs and Adverbs |
| --- |
| |  | | --- | | VERBS AND ADVERBS | | * Verbs are actions that happen in a sentence. * Adverbs describe verbs, adjectives, or other adverbs. They tell how, when, or where something happens.   adverb verb adverb verb  Jack happily writes interesting poems after he meets his favorite writer. |  |  | | --- | | INCORRECT VERBS AND ADVERBS | | |  |  | | --- | --- | | **Example** | **Revised** | | Stella danced nice at her performance. | Stella danced nicely at her performance. | | Deshawn a handstand for a minute. | Deshawn held a handstand for a minute. | |  | VERBS AND ADVERBS PRACTICE | | --- | | **Directions:** Identify the part of speech of the underlined word in each sentence.   1. Sarah and her sister swing on the playground. verb 2. Ben read a book about cooking and he learned to make pasta. verb 3. The man cheered excitedly at the concert. adverb 4. She sang the song beautifully. adverb   **Directions:** Circle the word that is incorrectly used in each sentence. Name the part of speech that the word should be.   1. The boy walked happy home from school. *happy*, should be an adverb (happily) 2. The girl food her dinner. *food*, should be a verb (ate) | |

| Grade 4 M1 L30 Mini-lesson: Recognize Parts of Speech (10 min.) | | |
| --- | --- | --- |
| L.3.1.A: Recognize Parts of Speech: Verbs and Adverbs  L.3.1.A: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives | | |
| **L.3.1.A:** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | |
| **Frame Instruction** | | |
| * The words we use have different jobs. Some words name people, places, or things. Other words tell how people, places, and things move. Other words tell what people, places, and things look like. When we talked about the object, you used many different words with many different jobs. A word’s job is also called its part of speech. * Today we’re going to learn to identify parts of speech, such as nouns, pronouns, verbs, adjectives, and adverbs. | | |
| *Display and distribute copies of Language Handout: Recognize Parts of Speech.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * Nouns are words that name people, places, and things. * Pronouns are short words that can replace nouns. * Verbs are actions that happen in a sentence. * Adjectives describe nouns. * Adverbs describe verbs, adjectives, or other adverbs. They tell how, when, or where something happens. | *Read aloud the descriptions of the parts of speech on Language Handout: Recognize Parts of Speech. Point out examples of each part of speech in the example sentence.* |
| 1 min. | * Let’s practice identifying the parts of speech of different words in a sentence. | *Work with students to identify the parts of speech in the example sentence. Note what word each part of speech describes and how they are related.* |
| 3 min. | * Sometimes writers use the wrong part of speech in their writing. For example, writers may use an adjective when they need to use an adverb. Many adverbs are formed by adding *–ly* to the end of an adjective. In this example, the word *nice* is an adjective, but it describes how Stella danced. It should be the adverb *nicely*. * Sometimes writers might skip a word. In this sentence, the verb is missing. We can add the verb *held* or *did* before *a handstand* to fix the problem. | *Reveal each sentence as you discuss it.* |
| * Let's look at this third example together. What word doesn't seem right? What would you change it to? | The word *paint* doesn't seem right. It is a verb.  We need to change it to an adjective by adding *–ed* so it is *painted*. |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Recognize Parts of Speech. | *Distribute Language Handout: Recognize Parts of Speech and review directions for the practice items.* |

| Grade 4 M1 L30 Handout: Recognize Parts of Speech |
| --- |
| |  | | --- | | PARTS OF SPEECH | | * Nouns are words that name people, places, and things. * Pronouns are short words that can replace nouns. * Verbs are actions that happen in a sentence. * Adjectives describe nouns. * Adverbs describe verbs, adjectives, or other adverbs. They tell how, when, or where something happens.   noun adverb verb adjective noun adverb verb adjective noun  Jack happily writes interesting poems after he meets his favorite writer.  pronoun adjective |  |  | | --- | | INCORRECT PARTS OF SPEECH | | |  |  | | --- | --- | | **Example** | **Revised** | | Stella danced nice at her performance. | Stella danced nicely at her performance. | | Deshawn a handstand for a minute. | Deshawn held a handstand for a minute. | | The mural included lots of paint pictures. | The mural included lots of painted pictures | |  | PARTS OF SPEECH PRACTICE | | --- | | **Directions:** Identify the part of speech of the underlined word in each sentence.   1. Sarah and her sister swing on the playground. noun 2. Ben read a book about cooking and he learned to make pasta. pronoun 3. The bird flew out of its nest. verb 4. Our teacher laughed cheerfully at the play. adverb 5. That is a beautiful jacket. adjective   **Directions:** Circle the word that is incorrectly used in each sentence. Name the part of speech that the word should be.   1. The cars zoomed dangerous down the street. *dangerous*, should be an adverb (dangerously) 2. The man a walk toward the hospital. *a walk*, should be a verb (walked) 3. A goodness heart is special. *goodness*, should be an adjective (good) | |

### L.3.1.A: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives

[See Grade 4 M1 L30 Mini-lesson: Recognize Parts of Speech (10 min.)](#_Grade_4_M1)

| Grade 3 M3 L19 Mini-lesson: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives (15 min.) | | |
| --- | --- | --- |
| L.3.1.A: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives | | |
| **L.3.1.A:** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to identify the functions of nouns, pronouns, and adjectives. | | |
| 1. *Display Language Handout: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives.* 2. *Organize pairs for explaining the function of the parts of speech after completing practice items on Language Handout: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Three parts of speech are nouns, pronouns, and adjectives. Each has a specific function. | * *Read aloud the first sentence in* Nouns, Pronouns, and Adjectives *on Language Handout: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives.* |
| 3 min. | * Each part of speech has a job in general and in sentences. * First, let’s go over the general jobs of nouns, pronouns, and adjectives. | * *Review the chart with students under* Nouns, Pronouns, and Adjectives. |
| 3 min. | * Each part of speech also has a specific job in sentences. * Now let’s look at what jobs nouns, pronouns, and adjectives have in one sentence. * The nouns in the sentence are *dancer* and *shoes*. They tell who and what is doing the action. * The pronoun in the sentence is *she*. It takes the place of the noun *dancer*. * The adjective in the sentence is *sparkling*. It describes the noun *shoes* by telling its appearance. | * *Review the chart with students under* Nouns, Pronouns, and Adjectives, in Sentences. *Point out the bolded parts of speech and the underlined parts of speech in the example sentence as you explain the function of each.* |
| **Monitor Progress**  7 min. | * Complete the practice items on Language Handout: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives. | * *Distribute Language Handout: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives, and review directions for the practice items. Have students individually complete* Nouns, Pronouns, and Adjectives Practice*. Have partners complete* Nouns, Pronouns, and Adjectives Sentence Practice*. Have them orally explain the function of each part of speech in the sentence.* |

| Grade 3 M3 L19 Handout: Recognize Parts of Speech: Nouns, Pronouns, and Adjectives |
| --- |
| |  | | --- | | NOUNS, PRONOUNS, AND ADJECTIVES | | Three parts of speech are nouns, pronouns, and adjectives. Each has a specific function.   |  |  |  | | --- | --- | --- | | **Part of Speech** | **Function** | **Examples** | | Noun | Names a person, place, or thing | actor, gym, cup | | Pronoun | Takes the place of one or more nouns | he/him, she/her, they, them, we, us, it | | Adjective | Describes a noun | tall, smart, large, red | |  |  | | --- | | NOUNS, PRONOUNS, AND ADJECTIVES IN SENTENCES | | Nouns, pronouns, and adjectives also have specific functions in sentences.   |  |  |  | | --- | --- | --- | | **Part of Speech** | **Function** | **Example** | | Noun | Names a person, place, or thing (tells who or what is doing or receiving an action and tells where the action is happening) | After the **dancer** twirled, she rapidly tapped her sparkling tap **shoes**. | | Pronoun | Takes the place of one or more nouns | After the dancer twirled, **she** rapidly tapped her sparkling tap shoes. | | Adjective | Describes a noun (tells appearance, color, shape, size, or purpose) | After the dancer twirled, she rapidly tapped her **sparkling** tap shoes. | |  | NOUNS, PRONOUNS, AND ADJECTIVES PRACTICE | | --- | | **Directions:** Match the part of speech with its function.   |  |  | | --- | --- | | 1. Noun C | A. Takes the place of a noun | | 2. Pronoun A | B. Tells color, shape, size, or purpose | | 3. Adjective B | C. Tells who or what is doing an action; tells where the action is happening | |  | NOUNS, PRONOUNS, AND ADJECTIVES SENTENCE PRACTICE | | --- | | **Directions:** Identify the nouns (3), pronoun, and adjective in the following sentence.  The actor stepped slowly into the bright spotlight on the stage, and then he sang.   1. nouns (3): actor, stage, spotlight 2. pronoun: he 3. adjective: bright | |

### L.3.1.F: Ensure Subject-Verb and Pronoun-Antecedent Agreement

TEACHER NOTE  
Explain that people may choose which pronouns they prefer and their choices should be respected. A person’s pronouns should not be assumed based on appearance.

| Grade 4 M2 L16 Mini-lesson: Ensure Subject-Verb and Pronoun-Antecedent Agreement (12 min.)Grade 5 M1 L16 Mini-lesson: Ensure Subject-Verb and Pronoun-Antecedent Agreement (12 min.)Grade 7 M3 L25 Mini-lesson: Ensure Subject-Verb and Pronoun-Antecedent Agreement (12 min.) | | |
| --- | --- | --- |
| L.3.1.F: Ensure subject-verb and pronoun-antecedent agreement. | | |
| **L.3.1.F:** Ensure subject-verb and pronoun-antecedent agreement. | | |
| **Frame Instruction** | | |
| * Josh takes his time writing the letter to his brother because he wants the words to be effective and for JB to forgive him. Good writers also take some time to get their writing ready to publish. They spend time finding the right words to say and editing their work so it has as few mistakes as possible. * Today, we’re going to learn to learn how to ensure subject-verb and pronoun-antecedent agreement in our writing. First, we will review the rules for ensuring subject-verb and pronoun-antecedent agreement. Then we will apply that learning to ensure agreement in our opinion essay. | | |
| 1. *Display Language Handout: Ensure Subject-Verb and Pronoun-Antecedent Agreement.* 2. *Organize pairs to write sentences with correct subject-verb and pronoun-antecedent agreement.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A complete sentence usually has a subject and a verb. * The subject is the person, place, or thing that does something in a sentence. In this sentence above, the subject is dog. * The verb is a word that describes an action or state of being. What the dog does in the sentence is the action, or the verb. * In a sentence, subjects and verbs must agree. If the subject of a sentence is singular, the verb must also be singular. If the subject of a sentence is plural, the verb must also be plural. | *Read aloud the definition of subjects and verbs and the rule for ensuring subject-verb agreement on Language Handout: Ensure Subject-Verb and Pronoun-Antecedent Agreement.* |
| 2 min. | * In our writing, it is important to make sure subjects and verbs agree with one another. The word *dog* is singular. It is one dog. A singular subject takes on a singular verb. In our example, the verb *jumps* agrees with *dog.* We could say the dog jumps. * The subject *dogs* is plural. There is more than one dog. A plural subject takes on a plural verb. Our rule says that we remove the *s* to form a plural verb. The correct verb is *jump.* The dogs jump. | *Display the subject-verb chart from Language Handout: Ensure Subject-Verb and Pronoun-Antecedent Agreement.* |
| 2 min. | * With a partner, write two sentences using the singular and plural form of the subject *cat.* Share your sentences if I call on you. | n/a |
| 1 min. | * Like subjects and verbs, pronouns and nouns (antecedents) must agree. | *Read aloud the definition of pronouns and antecedents and the rules for ensuring pronoun-antecedent agreement on Language Handout: Ensure Subject-Verb and Pronoun-Antecedent Agreement.* |
| 2 min. | * Help me decide which pronoun to use to replace each antecedent in blue. I will read each sentence and ask volunteers to suggest a pronoun that might replace the antecedent. | *Display the sentence with antecedent and sentence with pronoun chart. Cover the right column and reveal each row of the column as you review each sentence.* |
| **Monitor Progress**  3 min | * Complete the practice items on Language Handout: Ensure Subject-Verb and Pronoun-Antecedent Agreement. | *Distribute Language Handout: Ensure Subject-Verb and Pronoun-Antecedent Agreement and review directions for the practice items.* |

| Grade 4 M2 L16 Handout: Ensure Subject-Verb and Pronoun-Antecedent AgreementGrade 5 M1 L16 Handout: Ensure Subject-Verb and Pronoun-Antecedent AgreementGrade 7 M3 L25 Handout: Ensure Subject-Verb and Pronoun-Antecedent Agreement |
| --- |
| |  | | --- | | ENSURE SUBJECT-VERB AGREEMENT | | A complete sentence usually has a subject and a verb.  The dog jumps.  The subject is the person, place, or thing that does something in a sentence. In this sentence above, the subject is dog.  The verb is a word that describes an action or state of being. What the dog does in the sentence is the action, or the verb.  In a sentence, subjects and verbs must agree. If the subject of a sentence is singular, the verb must also be singular. If the subject of a sentence is plural, the verb must also be plural.  Plural subjects are formed by adding an s. Plural verbs are usually formed by removing an s.   |  |  | | --- | --- | | **Subject** | **Verb** | | dog (singular) | jumps (singular( | | dogs (plural) | jump (plural) | | student (singular) | reads (singular) | | students (plural) | read (plural) | | basketball player (singular) | dribbles (singular) | | basketball players (plural) | dribble (plural) | |  | ENSURE PRONOUN-ANTECEDENT AGREEMENT | | --- | | A pronoun is a word that takes the place of a noun (person, place, or thing).  Jamal went to science camp. He dissected a frog there.  In the first sentence above, Jamal is a noun. The sentence that follows is still about Jamal, but the sentence does not mention Jamal’s name. Instead, the pronoun *he* takes the place of the noun *Jamal*.  In the sentences above, the noun *Jamal* is also known as the antecedent. An antecedent is the noun to which the pronoun refers.  Pronouns and antecedents must agree in gender (feminine, masculine, neutral) and in number (singular, plural).   |  |  | | --- | --- | | **Singular Personal Pronouns** | | | **Subject Pronouns** | **Object Pronouns** | | I | me | | you | you | | he (masculine) | him (masculine) | | she (feminine) | her (feminine) | | it (neutral) | it (neutral) | | **Plural Personal Pronouns** | | | **Subject Pronouns** | **Subject Pronouns** | | we | us | | you | you | | they | them |   If the noun is the subject of a sentence, you would use a subject pronoun to replace it. If the noun is not the subject, you would typically use an object pronoun.   |  |  | | --- | --- | | **Sentence with Antecedent** | **Sentence with Pronoun** | | Serena won the tennis match. | She played hard. | | James gave Bruno the dog a treat. | James gave him kibble. | | My sisters are great artists. | They love to paint and draw. | | Mr. Taylor assigned me and Ariana a project. | He told us to build a volcano. | | The mouse is in the corner. | It ate a piece of cheese. | |  |  | | --- | | ENSURE SENTENCE-VERB AGREEMENT PRACTICE | | **Directions:** Read each sentence. Do the subject and verb agree? If so, write correct. If not, rewrite the sentence to ensure subject-verb agreement.   1. Marcus shoot the ball in the hoop.  Marcus shoots the ball in the hoop. 2. The dogs chases the cats around the yard. The dogs chase the cats around the yard. 3. I runs two miles every day. I run two miles every day. 4. The students walk quietly down the hall. correct |  |  | | --- | | ENSURE PRONOUN-ANTECEDENT PRACTICE | | **Directions:** Complete the sentence with the correct pronoun.   1. I gave the CD to Jose. I had burned a copy for \_\_\_\_\_.  him 2. Katrina won the contest. \_\_\_\_\_ was very excited. She 3. The dog jumped over each hurdle. \_\_\_\_\_ was the best dog in show.  It 4. Carly and Fred went to the park. \_\_\_\_\_ played soccer for hours. They | |

### L.3.1.H: Use Coordinating and Subordinating Conjunctions

| Grade 3 M4 L# Mini-lesson: Use Coordinating and Subordinating Conjunctions (13 min.) | | |
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| L.3.1.H: **Use Coordinating and Subordinating Conjunctions** | | |
| **L.3.1.H:** Use coordinating and subordinating conjunctions | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use coordinating and subordinating conjunctions. | | |
| *Display Language Handout: Use Coordinating and Subordinating Conjunctions.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Coordinating conjunctions connect words, phrases, and clauses. * Subordinating conjunctions connect dependent clauses to independent clauses. | * Read aloud the definitions of coordinating and subordinating conjunctions on Language *Handout: Use Coordinating and Subordinating Conjunctions*. |
| 2 min. | * You’ve probably seen coordinating conjunctions. They are words like *and, but,* and *or* that connect words, phrases, and clauses in a sentence. A clause usually has a subject and predicate. * What sentences can you come up with using coordinating conjunctions? | * *Show the Coordinating Conjunctions box.* * *Have students read the examples and then come up with a few sentences using coordinating conjunctions on their own.* |
| 3 min | * Subordinating conjunctions connect dependent and independent clauses. They may show cause and effect or they may show a relationship involving time or place. * An independent clause is something like, *I can’t wait to get home.* A dependent clause is something like, *Because I want to take my dog for a walk.* This can’t stand alone because it does not express a complete thought. But if the two clauses were combined, the sentence would be *I can’t wait to get home because I want to take my dog for a walk.* In this case, *because* is the subordinating conjunction that connects the two clauses. * Let’s come up with an example of an independent clause, a dependent clause, and a sentence that uses a subordinating conjunction to connect them. | * *Show the Subordinating Conjunctions box.* * *Have students read the examples and then have them work in a group to come up with an example of an independent clause, a dependent clause, and a sentence that uses a subordinating conjunction to connect them.* |
| 2 min. | * You can remember the coordinating conjunctions by using the acronym FANBOYS: *for, and, nor, but, or, yet, so*. * Subordinating conjunctions are any word that connects a dependent to an independent clause, and include words like: *after, although, because, before, if, once, than, until, whenever, where, wherever, whether*. * Can you find coordinating and subordinating conjunctions in your own writing or in the books in our classroom? | * *Have students look at a page of their own writing or from a textbook and have them identify any coordinating conjunctions they find.* * *Have students identify any subordinating conjunctions they find on the same page.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Coordinating and Subordinating Conjunctions. | * *Distribute Language Handout: Use Coordinating and Subordinating Conjunctions and review directions for the practice items.* |

| Grade 3 M4 L# Handout: Use Coordinating and Subordinating Conjunctions |
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| |  | | --- | | COORDINATING AND SUBORDINATING CONJUNCTIONS | | **Coordinating** **conjunctions** connect words, phrases, and clauses. They include: *for, and, nor, but, or, yet, so*.  **Subordinating conjunctions** connect dependent clauses to independent clauses. They can show cause and effect (example: *because*) or time or place (*once, while, when, whenever, where, wherever, before, after*). |  |  | | --- | | COORDINATING CONJUNCTIONS | | Coordinating conjunctions connect words, phrases, and clauses in a sentence.   |  |  | | --- | --- | | **Connection** | **Example** | | words | Beth brought chips **and** punch to the party. | | phrases | My dog loves walks **but** hates baths. | | clauses | Shelly forgot her umbrella, **so** I let her share mine. | |  |  | | --- | | SUBORDINATING CONJUNCTIONS | | An independent clause can stand alone as a sentence. A dependent clause cannot stand alone. We can use subordinating conjunctions to connect dependent clauses to independent clauses.   |  |  | | --- | --- | | **Purpose** | **Examples** | | show cause and effect | Robin was excited **because** she raised enough money for the field trip.  **Even though** the bus came late, the class had a great time on the trip. | | show time and place | **Once** the class raised enough money, they decorated the gym for a party.  **After** school, Shelby will go shopping with her mom. | |  |  | | --- | | COORDINATING CONJUNCTION PRACTICE | | **Directions:** Fill in the blank with a coordinating conjunction. Possible answers shown.   1. You can make this soup with rice \_\_\_\_\_ noodles. or 2. I have a dog \_\_\_\_\_ a cat. and 3. I was hungry, \_\_\_\_\_ I ate an extra apple. so 4. Tony doesn’t like math, \_\_\_\_\_ does he do well in the class. nor |  |  | | --- | | SUBORDINATING CONJUNCTION PRACTICE | | **Directions:** Use a subordinating conjunction to combine sentences. Possible answers shown.   1. Molly visits. We have a good time. Whenever Molly visits, we have a good time. 2. I was late for soccer practice. The bus was behind schedule. I was late for soccer practice because the bus was behind schedule. | |

### L.3.1.I: Identify Clauses in Sentences

| Grade 3 M4 L# Mini-lesson: Identify Clauses in Sentences (12 min.) | | |
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| L.3.1.I: Identify Clauses in Sentences | | |
| **L.3.1.I:** Produce simple, compound, and complex sentences. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to identify clauses in compound and complex sentences. | | |
| *Display Language Handout: Identify Clauses in Sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Clauses are an important part of a sentence. They contain a subject and a verb. Some clauses can stand on their own as complete sentences. An independent clause can stand alone and may be a simple sentence. More than one clause makes up a compound or a complex sentence. | * Read aloud the definition of clauses on Language *Handout: Identify Clauses in Sentences*. |
| 2 min. | * Every clause has a subject and a verb or predicate. An independent clause can stand alone as a simple sentence. Two independent clauses or two simple sentences can be combined to form a compound sentence. * A compound sentence is made of two simple sentences, joined with a coordinating conjunction. * Can you identify the independent clauses in each of the compound sentences on the board? | * *Show the Simple and Compound sentences box.* * *Write a few compound sentences on the board, such as* My dog loves walks, and my cat loves to sleep. *Have student identify the independent clauses in each compound sentence.* |
| 2 min | * A complex sentence is made of an independent clause and a dependent clause. A dependent clause is not a complete thought and does not make sense on its own. However, an independent clause connected to a dependent clause with a conjunction does show a complete thought. * Two independent clauses or two simple sentences can be combined to make a complex sentence if a subordinating conjunction connects the two clauses. * Can you find compound and complex sentences in the books in our classroom? What are the clauses in these sentences? | * *Show the Complex Sentences box.* * *Have students find a few compound and complex sentences in a textbook and have them identify the clauses in each sentence.* |
| 2 min. | * You can combine sentences to make compound or complex sentences. Use a compound sentence if you are combining two independent clauses. Use a complex sentence if you are showing a relationship, such as cause and effect or time and place. * Let’s write a few simple sentences. Then we will combine them to make either compound or complex sentences. | * *Work with students to write a few simple sentences and then practice combining them to make either compound or complex sentences.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Identify Clauses in Sentences. | * *Distribute Language Handout: Identify Clauses in Sentences and review directions for the practice items.* |

| Grade 3 M4 L# Handout: Identify Clauses in Sentences |
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| |  | | --- | | CLAUSES | | Clauses are an important part of a sentence. They contain a subject and a verb. Some clauses can stand on their own as complete sentences. An independent clause can stand alone and may be a simple sentence. More than one clause makes up a compound or a complex sentence. |  |  | | --- | | SIMPLE AND COMPOUND SENTENCES | | Simple sentences have one subject and one predicate. Compound sentences combine two simple sentences. The clauses are underlined in the examples below.   |  |  | | --- | --- | | **Sentence Type** | **Example** | | simple | Bailey drank orange juice.  Sam ate a quick snack. | | compound | Bailey drank orange juice, and Sam ate a quick snack. | |  |  | | --- | | COMPLEX SENTENCES | | A complex sentence has an independent clause, which can stand alone, and one or more dependent clauses, which cannot stay alone. The dependent clause is bolded, and the independent clause is underlined.   |  |  | | --- | --- | | **Sentence Type** | **Examples** | | simple | My dinner was cold.  I heated my dinner in the microwave. | | complex | **Because my dinner was cold**, I heated it up in the microwave. | |  |  | | --- | | IDENTIFY CLAUSES PRACTICE | | **Directions:** Underline the clauses in each sentence.   1. I took the dog for a walk, and Ben fed the cat. 2. After we finished dinner, we watched TV. 3. I should buy a new coat because it will be winter soon. 4. Kate finished her homework, and Dad mowed the lawn. |  |  | | --- | | COMPOUND AND COMPLEX SENTENCE PRACTICE | | **Directions:** Combine the simple sentences into a compound or complex sentence. Possible answers shown.   1. I rushed to get ready. I forgot my homework. Because I rushed to get ready, I forgot my homework. 2. The actor was happy. He got the lead part in a movie. The actor was happy because he got the lead part in a movie. | |

### L.3.1.I: Write Simple, Compound, and Complex Sentences

| Grade 5 M1 L28 Mini-lesson: Write Simple, Compound, and Complex Sentences (10 min.) | | |
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| L.3.1.I: Write Simple, Compound, and Complex Sentences | | |
| **L.3.1.I:** Produce simple, compound, and complex sentences. | | |
| **Frame Instruction** | | |
| * You may have noticed when you read aloud that the sentence was missing the word *to.* Sometimes, when you read silently, your brain fills in missing words and they don’t jump out at you. When you read aloud, you have to listen and it may be easier to hear errors in writing. Today, you will read your work aloud to listen for lack of variety in your sentences and will learn how to add different sentence types in your writing. * First, you will learn how to identify and write simple, compound, and complex sentences, then you will apply this to focus writing task 2. | | |
| 1. *Display Language Handout: Write Simple, Compound, and Complex Sentences.* 2. *Organize students into pairs for sharing practice sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A simple sentence: * has one subject, or who or what the sentence is about * has one predicate, the verb or action of the subject * tells a complete thought | *Read aloud the definition of a simple sentence on Language Handout: Write Simple, Compound, and Complex Sentences.* |
| 1 min. | * In addition to simple sentences, writers can use compound and complex sentences. * All sentences tell a complete thought, but they can provide more information using independent or dependent clauses, commas, and conjunctions. * A compound sentence: * joins two simple sentences using a comma (,) and a conjunction and, or, or but * tells a complete thought * A complex sentence: * has one simple sentence, or independent clause * has one or more dependent clause with coordinating conjunctions like *after, although, as, because, when, since,* or *while* and a comma (,) * joins the independent clause and the dependent clause * tells a complete thought | *Read aloud the definitions of a compound sentence and a complex sentence.* |
| 1 min. | * In this complex sentence, the independent clause is *Kyle called his friend*. This has one subject and predicate and tells a complete thought. * The dependent clause is *Since they hadn’t talked in a long time*. This cannot stand on its own, and it has the coordinating conjunction *Since* and a comma at the end. * The complex sentence is formed when the dependent clause and independent clause are put together. | *Read the example under Complex Sentence.* |
| 1 min. | * Let’s look at more examples. * What needs to be added to *Amanda ran the race* to make a compound sentence? * What needs to be added to *Amanda ran the race* to make a complex sentence? | *Cover the Compound and Complex columns in the chart under Simple, Compound, and Complex Sentences. Show only the Simple column. Elicit answers from volunteers.* |
| 1 min. | * These sentences were made compound by adding a conjunction, a comma, and another independent clause. * These sentences were made complex by adding a coordinating conjunction, the dependent clause, and a comma. | *Reveal the example sentences under Compound and Complex.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Write Simple, Compound, and Complex Sentences. | *Distribute Language Handout: Write Simple, Compound, and Complex Sentences and review directions for the practice items. Have pairs share their sentences from the second practice set.* |

| Grade 5 M1 L28 Handout: Write Simple, Compound, and Complex Sentences |
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| |  | | --- | | SIMPLE SENTENCES | | A simple sentence:   * has one subject, or who or what the sentence is about * has one predicate, the verb or action of the subject * tells a complete thought |  |  | | --- | | COMPOUND SENTENCES | | A compound sentence:   * joins two simple sentences using a comma (,) and a conjunction *and*, *or*,or *but* * tells a complete thought |  |  | | --- | | COMPLEX SENTENCES | | A complex sentence:   * has one simple sentence, or independent clause * has one or more dependent clause with coordinating conjunctions like *after, although, as, because, when, since,* or *while* and a comma (,) * joins the independent clause and the dependent clause * tells a complete thought  |  |  |  | | --- | --- | --- | | **Independent Clause** | **Dependent Clause** | **Complex Sentence** | | Kyle called his friend. | Since they hadn’t talked in a long time | **Since** they hadn’t talked in a long time**,** Kyle called his friend. | |  |  | | --- | | WRITE SIMPLE, COMPOUND, AND COMPLEX SENTENCES | | |  |  |  | | --- | --- | --- | | **Simple** | **Compound** | **Complex** | | Amanda ran the race. | Amanda ran the race**, and** her family cheered on the sidelines. | **While** Amanda ran the race**,** her family cheered on the sidelines. | | Mrs. Mack drank her tea. | Mrs. Mack drank her tea**, but** Mr. Mack drank coffee. | **Although** Mrs. Mack drank her tea**,** Mr. Mack drank coffee. | | I will go to the market. | I will go to the market**, or** I will go to the movies. | **After** I go to the market**,** I will go to the movies. | |  | WRITE SIMPLE, COMPOUND, AND COMPLEX SENTENCE PRACTICE | | --- | | **Directions:** Identify the sentence as simple, compound, or complex.   1. Some artists use paints, but other artists use clay. compound 2. The designer cut the fabric. simple 3. When the counselor saw her campers, she hugged them. complex   **Directions:** Write a sentence following the sentence type and the conjunction, as necessary.   1. Simple: The bird chirped. 2. Compound using *and*: The bird chirped, and the bees buzzed. 3. Complex using *because*: Because the bird chirped, the other bird responded. | |

### L.4.1.F: Correct Sentence Fragments and Run-On Sentences

| Grade 4 M1 L14 Mini-lesson: Correct Sentence Fragments and Run-On Sentences (12 min.)Grade 5 M1 L15 Mini-lesson: Correct Sentence Fragments and Run-On Sentences (12 min.)Grade 6 M1 L21 Mini-lesson: Correct Sentence Fragments and Run-On Sentences (12 min.)Grade 8 M1 L8 Mini-lesson: Correct Sentence Fragments and Run-On Sentences (12 min.) | | |
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| L.4.1.F: Correct Sentence Fragments and Run-On Sentences | | |
| **L.4.1.F:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to review our work to identify sentence fragments and run on sentences. First, we will review the differences between complete and incomplete sentences. Then, we will apply that learning to our opinion essays. | | |
| 1. *Display and distribute Language Handout: Correct Sentence Fragments and Run-On Sentences.* 2. *Organize pairs to correct sentence fragments.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | A complete sentence:   * has a subject, or who or what the sentence is about * has a predicate, the verb or action of the subject * tells a complete thought   A sentence fragment is an incomplete sentence. It is missing one or more of the parts that make a complete sentence. | *Read aloud the definition of a complete sentence and the headline for sentence fragments on Language Handout: Correct Sentence Fragments and Run-On Sentences.* |
| 2 min. | In our writing, sometimes sentence fragments are disguised as complete sentences. They are punctuated and capitalized like a sentence, but are missing key elements.  Look at the first sentence fragment in the chart. What is it missing? It is missing a subject. It does not tell me who ran two miles. By adding a subject, *Monica*, we can make the sentence complete. | *Review the chart with students. Cover the What It Is Missing and Complete Sentence columns and reveal the first sentence fragment and each column in that row as indicated.* |
| 2 min. | I will show you two more sentence fragments. Talk with a partner about what each sentence is missing. Then, try to correct the problem. | *Reveal the last two sentence fragments. After one minute, show students the answers.* |
| 1 min. | A run-on sentence is when two complete sentences are put together in one sentence without separating them correctly. | *Read the definition of a run-on sentence on Language Handout: Correct Sentence Fragments and Run-On Sentences.* |
| 1 min. | There are three main ways to correct a run-on sentence. You can add a semicolon between the two complete thoughts. You can use a conjunction, such as because, and, or so to connect the ideas. You can also separate the two thoughts into two sentences by separating them with a period. | *Review the chart with the sample run-on sentence and the possible ways to correct it.* |
| **Monitor Progress**  4 min. | Complete the practice items on Language Handout: Correct Sentence Fragments and Run-On Sentences. | *Distribute Language Handout: Correct Sentence Fragments and Run-On Sentences and review directions for the practice items.* |

| Grade 4 M1 L14 Handout: Correct Sentence Fragments and Run-On SentencesGrade 5 M1 L15 Handout: Correct Sentence Fragments and Run-On SentencesGrade 6 M1 L21 Handout: Correct Sentence Fragments and Run-On SentencesGrade 8 M1 L8 Handout: Correct Sentence Fragments and Run-On Sentences |
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| |  | | --- | | COMPLETE SENTENCES | | A complete sentence:   * has a subject, or who or what the sentence is about * has a predicate, the verb or action of the subject * tells a complete thought |  |  | | --- | | SENTENCE FRAGMENTS | | A sentence fragment is an incomplete sentence. It is missing one or more of the parts that make a complete sentence.     |  |  |  | | --- | --- | --- | | **Fragment** | **What It Is Missing** | **Complete Sentence** | | Ran two miles. | a subject (Who ran two miles?) | Monica ran two miles. | | Jacob and Raul. | a predicate (What did Jacob and Raul do?) | Jacob and Raul finished the project. | | After the bell rings. | a complete thought (What happens after the bell rings?) | After the bell rings, I will go home. | |  |  | | --- | | RUN-ON SENTENCES | | A run-on sentence is when two complete sentences are put together in one sentence without separating them correctly.     |  |  |  | | --- | --- | --- | | **Run-On Sentence** | **Ways to Correct the Run-On** | **Example** | | My favorite book is *Holes,*the main character has many adventures. | Add a semicolon between the two complete thoughts. | My favorite book is *Holes***;**the main character has many adventures. | | Connect the two complete thoughts with a conjunction. | My favorite book is *Holes* **because**the main character has many adventures. | | Separate the two complete thoughts into two sentences. | My favorite book is *Holes*.The main character has many adventures. | |  | SENTENCE FRAGMENTS PRACTICE | | --- | | **Directions:** Determine if the sentence is a fragment or a complete sentence. If the sentence is a fragment, fix it so that it becomes a complete sentence. There may be several correct answers.   1. Because Marco ate too many chips. fragment; Because Marco ate too many chips, he got a stomachache. 2. Alana is my best friend. complete sentence 3. Kicked the ball. fragment; Caroline kicked the ball. 4. Jacob and Miguel in the garden. fragment; Jacob and Miguel worked in the garden. |  | RUN-ON SENTENCE PRACTICE | | --- | | **Directions:** The sentences below are run-on sentences. Try to correct each sentence.   1. I like to play basketball I am really good at shooting layups. I like to play basketball; I am really good at shooting layups. 2. When I get older I want to be a doctor I like science. When I get older, I want to be a doctor. I like science. | |

### L.5.1.A: Identify Conjunctions, Prepositions, and Interjections

| Grade 5 M3 L25 Mini-lesson: Identify Conjunctions, Prepositions, and Interjections (11 min.)Grade 6 M2 L6 Mini-lesson: Identify Conjunctions, Prepositions, and Interjections (11 min.) | | |
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| L.5.1.A: Identify Conjunctions, Prepositions, and Interjections | | |
| **L.5.1.A:** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn the function of conjunctions, prepositions, and interjections. We will learn what they are and how they’re used in sentences. | | |
| 1. *Display Language Handout: Identify Conjunctions, Prepositions, and Interjections.* 2. *Organize pairs for developing sentences with prepositions.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * The first two sentences can be joined with a conjunction. Which one would best fit in each sentence? Look at the conjunctions given as examples. Which one best combines the two sentences? * *So* is the best conjunction to use in the first sentence because it is a causal relationship. The backyard is hot, so we need fans outside. | *Read aloud the definition of a conjunction in the Conjunction box on Language Handout: Identify Conjunctions, Prepositions, and Interjections. Review the chart.* |
| 3 min. | * The preposition *into* in the first sentence in the chart refers to direction. The boy runs into the forest. * With your partner, come up with a sentence or prepositional phrase that indicates location, time, space, and distance. As you think of sentences, think of what each of these items means and how you can convey that with a preposition. After two minutes I will reveal possible sentences. | *Read aloud the definition of a preposition in the Preposition box. Review the chart. Cover the Used in a Sentence column. Reveal the first sentence in that column. After two minutes reveal the rest of the column.* |
| 1 min. | * An interjection is a word used to convey strong emotion and is not grammatically linked to any other part of the sentence. It can convey emotions such as excitement, disgust, joy, or enthusiasm. Examples include: *Wow! Oops! Boo! Woah! Yikes!* | *Read aloud the Interjection box.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Identify Conjunctions, Prepositions, and Interjections. | *Distribute Language Handout: Identify Conjunctions, Prepositions, and Interjections and review directions for the practice items.* |

| Grade 5 M3 L25 Handout: Identify Conjunctions, Prepositions, and InterjectionsGrade 6 M2 L6 Handout: Identify Conjunctions, Prepositions, and Interjections |
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| |  | | --- | | CONJUNCTION | | A conjunction is a word that connects two words, phrases, or clauses. Examples are: *and, but, for, nor, or, yet,* and *so*.   |  |  | | --- | --- | | **Sentences** | **Sentences with a Conjunction** | | The backyard is hot. We need fans outside. | The backyard is hot, so we need fans outside. | | Lou went to the party. He had fun. | Lou went to the party and had fun. | |  |  | | --- | | PREPOSITION | | A preposition connects a noun or pronoun to another part of the sentence. A preposition along with its object form a prepositional phrase.   |  |  |  | | --- | --- | --- | | **Some Types of Prepositions Indicate:** | **Example** | **Used in a Sentence:** | | direction | toward, into, to | The boy ran into the forest. | | time | at, on, in, since | The baby has been up since before sunrise. | | location | under, above, beneath, behind, inside | He comes from Guatemala. | | space | in front, behind, inside, outside | The line leader goes in front of all the other students. | |  |  | | --- | | INTERJECTION | | An interjection is a word used to convey strong emotion and is not grammatically linked to any other part of the sentence. It can convey emotions such as excitement, disgust, joy, or enthusiasm. Examples include: *Wow! Oops! Boo! Woah! Yikes!* |  | PREPOSITION AND INTERJECTION PRACTICE | | --- | | **Directions:** Underline the preposition, and write what it indicates (i.e. time, location, space, direction).Add an appropriate interjection to reflect the emotion of the speaker.   1. \_Ouch \_! The snake that was under the table bit me! The preposition indicates location. 2. \_\_\_Oops\_\_\_! I did not know the water was on the table! The preposition indicates location. 3. \_\_\_Hurry\_\_\_! We were supposed to be there at 3:00 o’clock! The preposition indicates time. 4. \_\_Bravo\_\_\_\_! You did an awesome job backing into the garage! The preposition indicates direction. |  | CONJUNCTION PRACTICE | | --- | | **Directions:** Combine the two sentences by using a conjunction.   1. He was a fan of the Backstreet Boys. He was not a fan of N’Sync. He was a fan of the Backstreet Boys but not of N’Sync. 2. We need the picnic basket. We will use it to store our food. We need the picnic basket for storing our food. | |

| Grade 7 M4 L# Mini-lesson: Use Conjunctions, Prepositions, and Interjections (12 min.) | | |
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| L.5.1.A: Identify Conjunctions, Prepositions, and Interjections  L.5.1.E: Use Correlative Conjunctions | | |
| **L.5.1.A:** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  **L.5.1.E:** Use correlative conjunctions (e.g., either/or, neither/nor). | | |
| **Frame Instruction** | | |
| Today, we’re going to review the function of conjunctions, prepositions, and interjections. We will review what they are and how they’re used in sentences. | | |
| 1. *Display Language Handout: Use Conjunctions, Prepositions, and Interjections.* 2. *Organize pairs for developing sentences with prepositions.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * The first two sentences can be joined with a conjunction. Which one would best fit in each sentence? Look at the conjunctions given as examples. Which one best combines the two sentences? *So* is the best conjunction to use in the first sentence because it is a causal relationship. We need fans outside because the backyard is hot. | * *Read aloud the definition of a conjunction in the Conjunction box on Language Handout: Identify Conjunctions, Prepositions, and Interjections. Review the chart.* |
| 1 min. | * Correlative conjunctions are conjunctions used in pairs. They must be used together in order for the sentence to make sense. | * *Read aloud the definition of a correlative conjunction. Review the chart.* |
| 3 min. | * The preposition *into* in the first sentence in the chart refers to direction. The boy runs in the direction of the forest. * With your partner, come up with a sentence or prepositional phrase that indicates location, time, space, and distance. As you think of sentences, think of what each of these items means and how you can convey that with a preposition. After two minutes I will reveal possible sentences. | * *Read aloud the definition of a preposition in the Preposition box. Review the chart. Cover the Used in a Sentence column. Reveal the first sentence in that column. After two minutes reveal the rest of the column.* |
| 1 min. | * An interjection is a word used to convey strong emotion and is not grammatically linked to any other part of the sentence. It can convey emotions such as excitement, disgust, joy, or enthusiasm. Examples include: *Wow! Oops! Boo! Woah! Yikes!* | * *Read aloud the Interjection box.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Conjunctions, Prepositions, and Interjections. | * *Distribute Language Handout: Use Conjunctions, Prepositions, and Interjections and review directions for the practice items.* |

| Grade 7 M4 L# Handout: Use Conjunctions, Prepositions, and Interjections |
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| |  | | --- | | CONJUNCTION | | A conjunction is a word that connects two words, phrases, or clauses. Examples are: *and, but, for, nor, or, yet,* and *so*.   |  |  | | --- | --- | | **Sentences** | **Sentences with a Conjunction** | | The backyard is hot. We need fans outside. | The backyard is hot, so we need fans outside. | | Lou went to the party. He had fun. | Lou went to the party and had fun. |   Correlative conjunctions are conjunctions used in pairs. They must be used together in order for the sentence to make sense.   |  |  | | --- | --- | | **Correlative Conjunctions** | **Sentence Examples** | | either/or | I was either going to wait for you to get in the car or let you walk home. | | both/and | She wants both applesauce and crackers. | | as/as | I was as hungry as a horse! | | neither/nor | I was neither going to explain myself nor take the blame. | | no sooner/than | I’d no sooner lie to you than hurt an innocent ant. | | not/but | We are not going for a ride in our car but taking a taxi, instead. | |  |  | | --- | | PREPOSITION | | A preposition connects a noun or pronoun to another part of the sentence. A preposition along with its object form a prepositional phrase.   |  |  |  | | --- | --- | --- | | **Some Types of Prepositions Indicate:** | **Example** | **Used in a Sentence:** | | Direction | toward, into, to | The boy ran into the forest. | | Time | at, on, in, since | The baby has been up since before sunrise. | | Location | under, above, beneath, behind, inside | He comes from Guatemala. | | Space | in front, behind, inside, outside | The line leader goes in front of all the other students. | |  |  | | --- | | INTERJECTION | | An interjection is a word used to convey strong emotion and is not grammatically linked to any other part of the sentence. It can convey emotions such as excitement, disgust, joy, or enthusiasm. Examples include: *Wow! Oops! Boo! Woah! Yikes!* |  | CONJUNCTION PRACTICE | | --- | | **Directions:** Combine the two sentences by using a conjunction.   1. She liked the tuna. She did not like the salmon. She liked the tuna but not the salmon. 2. They had to make a fire. They gathered sticks. They had to make a fire, so they gathered sticks.   **Directions:** Write two sentences below using two different pairs of correlative conjunctions.   1. I not only finished my Spanish homework but also my English paper. 2. I think I will have both the fish and the chicken. |  | PREPOSITION AND INTERJECTION PRACTICE | | --- | | **Directions:** Underline the preposition, and write what it indicates (i.e. time, location, space, direction).Add an appropriate interjection to reflect the emotion of the speaker.   1. \_Wow \_! I haven’t seen such a great movie in years! The preposition indicates time. 2. \_\_\_Yikes\_\_\_! I did not know there was a snake under the bush! The preposition indicates location. 3. \_\_\_Whoa\_\_\_! Stop before we hit the car in front of us! The preposition indicates space. 4. \_\_Hey\_\_\_\_! Look up here! The preposition indicates direction. | |

### L.5.1.E: Use Correlative Conjunctions

[See Grade 7 M4 L# Mini-lesson: Use Conjunctions, Prepositions, and Interjections (12 min.)](#_Grade_7_M4)

| Grade 6 M3 L28 Mini-lesson: Use Correlative Conjunctions (11 min.) | | |
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| L.5.1.E: Use Correlative Conjunctions | | |
| **L.5.1.E:** Use correlative conjunctions (e.g., either/or, neither/nor). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use conjunctions that go together so that our sentences make sense. These conjunctions are called correlative conjunctions. | | |
| 1. *Display Language Handout: Use Correlative Conjunctions.* 2. *Students will need a paper and pencil and will be working individually.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Correlative conjunctions are conjunctions used in pairs. They must be used together in order for the sentence to make sense. | * *Read aloud the Correlative Conjunctions box on Language Handout: Use Correlative Conjunctions.* |
| 3 min. | * I will show you the first sentence for the correlative conjunction *either/or*. Now take a look at the following correlative conjunctions and write sample sentences for 3 of them. * After two minutes, I will reveal possible sentences. | * *Review the Common Types of Correlative Conjunctions box with students. Cover the Sentence Examples column and reveal the first sentence, and then the remaining sentences as indicated.* |
| 2 min. | * The second chart shows less common forms of correlative conjunctions. While not as common, using these can improve the quality of your writing if used appropriately. | * *Briefly review the Uncommon Types of Correlative Conjunctions box with students.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Correlative Conjunctions. | * *Distribute Language Handout: Use Correlative Conjunctions and review directions for the practice items.* |

| Grade 6 M3 L28 Handout: Use Correlative Conjunctions |
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| |  | | --- | | CORRELATIVE CONJUNCTIONS | | Correlative conjunctions are conjunctions used in pairs. They must be used together in order for the sentence to make sense. |  |  | | --- | | COMMON TYPES OF CORRELATIVE CONJUNCTIONS | | Common types of correlative conjunctions:   |  |  | | --- | --- | | **Correlative Conjunctions** | **Sentence Examples** | | either/or | I was either going to wait for you to get in the car or let you walk home. | | both/and | She wants both applesauce and crackers. | | whether/or | He didn’t know whether he would fail the class or earn extra credit and pass it. | | neither/nor | I was neither going to explain myself nor take the blame. | | not only/but also | When writing, Jane considers not only her topic but also her audience. | | not/but | We are not going for a ride in our car but taking a taxi, instead. | |  |  | | --- | | UNCOMMON TYPES OF CORRELATIVE CONJUNCTIONS | | Uncommon types of correlative conjunctions:   |  |  | | --- | --- | | **Correlative Conjunctions** | **Sentence Examples** | | as/as | I was as hungry as a horse! | | such/that | Such was the intensity of her anger that her screams could be heard from the bottom floor! | | scarcely/when | He had scarcely gotten in the door when the alarm began to ring. | | as many/as | As many people were at the concert as there are hairs on my head! | | no sooner/than | I’d no sooner lie to you than hurt an innocent ant. | | rather/than | He would rather play defense than sit on the bench. | |  | CORRELATIVE CONJUNCTION PRACTICE | | --- | | **Directions:** Use the charts above to put the most logical correlative conjunctions in the blanks.   1. \_\_\_ guilty \_\_\_\_ the man was, he never let on. As, as 2. I \_\_\_\_ want change \_\_\_\_ do I want to continue with the way things are. neither, nor 3. They are \_\_\_\_\_ going for a ride \_\_\_\_\_ they are walking. either, or 4. You have to tell them \_\_\_\_\_\_ you will be back next year \_\_\_\_ you’re taking a job elsewhere. whether, or |  | CORRELATIVE CONJUNCTION WRITING PRACTICE | | --- | | **Directions:** Write two sentences below using two different pairs of correlative conjunctions.   1. I not only finished my Spanish homework but also my English paper. 2. I think I will have both the fish and the chicken. | |

### L.7.1.A: Distinguish Between Phrases and Clauses

| Grade 7 M4 L# Mini-lesson: Distinguish Between Phrases and Clauses (11 min.) | | |
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| L.7.1.A: Distinguish Between Phrases and Clauses | | |
| **L.7.1.A:** Explain the function of phrases and clauses in general and their function in specific sentences. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to learn how to distinguish between phrases and clauses. | | |
| 1. *Display Language Handout: Distinguish Between Phrases and Clauses.* 2. *Organize pairs for identifying phrases and clauses.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A phrase is a group of words that express a concept. It may include nouns and verbals, but it does not include a subject performing an action identified by a verb. | * *Read aloud the definition of a phrase from the Phrases box on Language Handout: Distinguish Between Phrases and Clauses.* |
| 1 min. | * Each of these groups of words is a phrase. They all include nouns (*paper, desk, beams*), and two of them include verbs (*writing, built*), but none of them have a noun performing an action. | * *Review the chart in the Phrases box.* |
| 1 min. | * A clause is a group of words that has a subject performing an action identified by a verb. If a clause could be a complete sentence, it is an independent clause. If it could not be a complete sentence, it is a dependent clause. Dependent clauses start with subordinating conjunctions. | * *Read aloud the definition of a clause from the Clauses box on Language Handout: Distinguish Between Phrases and Clauses.* |
| 1 min. | * The first example is an independent clause. It has a noun (*I*) performing an action identified by a verb (*jogged*), and it could be a complete sentence. * The second example is a dependent clause. It has a noun (*band*) performing an action identified by a verb (*played*), but it could not be a complete sentence because it starts with a subordinating conjunction (*while*). | * *Review the chart in the Clauses box, but keep the last row covered.* |
| 1 min. | * With your partner, discuss whether this example is an independent clause or a dependent clause. In one minute, I will reveal the answer. | * *Reveal the last row of the Examples column, but keep the type of clause covered. After one minute, reveal the answer.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Distinguish Between Phrases and Clauses. | * *Distribute Language Handout: Distinguish Between Phrases and Clauses and review directions for the practice items.* |

| Grade 7 M4 L# Handout: Distinguish Between Phrases and Clauses |
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| |  | | --- | | PHRASES | | A phrase is a group of words that express a concept. It may include nouns and verbals, but it does not include a subject performing an action identified by a verb.   |  | | --- | | **Examples** | | writing a paper | | under the desk | | built with wooden beams | |  |  | | --- | | CLAUSES | | A clause is a group of words that has a subject performing an action identified by a verb. If a clause could be a complete sentence, it is an independent clause. If it could not be a complete sentence, it is a dependent clause. Dependent clauses start with subordinating conjunctions.   |  |  | | --- | --- | | **Examples** | **Type of Clause** | | I jogged this morning | independent clause | | while the band played | dependent clause | | the house stood on a hill | independent clause | |  | PHRASES AND CLAUSES PRACTICE | | --- | | **Directions:** Identify each group of words as a phrase, an independent clause, or a dependent clause.   1. marching down the street phrase 2. dogs sleep twelve hours a day independent clause 3. inside the car phrase 4. before you leave the house dependent clause | |

### L.7.1.B: Use a Variety of Sentence Types to Clarify Ideas

| Grade 7 M2 L15 Mini-lesson: Use a Variety of Sentence Types to Clarify Ideas (13 min.) | | |
| --- | --- | --- |
| L.7.1.B: **Use a Variety of Sentence Types to Clarify Ideas** | | |
| L.7.1.B: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | | |
| **Frame Instruction** | | |
| Today, we are going to learn about different sentence types and how using them will make your writing more interesting. | | |
| 1. *Display Language Handout: Use a Variety of Sentence Types to Clarify Ideas.* 2. *Organize pairs for practicing using a variety of sentence types.* | | |
| **Pacing** | **Say** | **Do** |
| 3 min. | * Varying sentence types and lengths makes writing interesting for readers. * Short, simple sentences feel fast. * Long, complex sentences take more time to read and create a slower feeling. * Using the same sentence type throughout a whole paragraph will bore readers and make your writing weak. Let’s look at some examples. | * *Display Language Handout: Use a Variety of Sentence Types to Clarify Ideas and read through the section Using Different Sentence Types in Writing. Walk through the examples with students.* |
| 2 min. | * There are four types of sentences: simple, compound, complex, and compound-complex. Let’s look at examples of each type. | * *Read through the Sentence Type Examples.* |
| 2 min. | * Take a couple minutes on your own to read these sentences and identify the sentence type. | * *Distribute Language Handout: Use a Variety of Sentence Types to Clarify Ideas and have students complete the first exercise in the section Sentence Type Practice.* |
| **Monitor Progress**  5 min. | * With your partner, write your own simple, compound, complex, and compound-complex sentences. | * *Direct students to complete the second half of the Sentence Type Practice section on Language Handout: Use a Variety of Sentence Types to Clarify Ideas.* * *Call on volunteers to share their answers.* |

| Grade 7 M2 L15 Handout: Use a Variety of Sentence Types to Clarify Ideas |
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| |  | | --- | | USING DIFFERENT SENTENCE TYPES IN WRITING | | Varying sentence types and lengths makes writing interesting for readers. Short, simple sentences feel fast. Long, complex sentences take more time to read and create a slower feeling. Using the same sentence type throughout a whole paragraph will bore readers and make your writing weak. Look at the following paragraph, which uses the same sentence type throughout:  My favorite breakfast is oatmeal. It is warm. It is delicious. I eat it every morning. I think everyone should eat oatmeal. It is healthy for you.  Now look at the following version of the paragraph, which varies the sentence types:  My favorite breakfast is oatmeal because it is warm and delicious. I eat it every morning. Because oatmeal is healthy for you, I think everyone should eat it.  This second example shows better writing because the different sentence types make the paragraph interesting. Mastering sentence types will help you become a better writer. |  |  | | --- | | SENTENCE TYPE EXAMPLES | | Simple sentences have one clause. They consist of one subject and one predicate.   |  | | --- | | **Example** | | The music is soft. |   In this sentence, *music* is the subject, and *is soft* is the predicate.  Compound sentences have more than one independent clause that are connected with a conjunction, comma, or semicolon.   |  | | --- | | **Example** | | The music is soft, and it is pleasant. |   This sentence has two clauses: *The music is soft* and *it is pleasant*. They are connected with a comma and the word *and*.  Complex sentences have subordinate clauses. Subordinate clauses begin with a conjunction.   |  | | --- | | **Example** | | The music is pleasant because it sounds happy. |   This sentence has an independent clause: *The music is pleasant*. It also has a subordinate clause: *because it sounds happy.*  Compound-complex sentences have at least two independent clauses and at least one dependent clause.   |  | | --- | | **Example** | | The music is pleasant because it sounds happy, so audience members will buy the album once they go home. |   This sentence has two independent clauses: *the music is pleasant* and *audience members will buy the album.* It also has two dependent clauses: *because it sounds happy* and *once they go home*. |  | SENTENCE TYPE PRACTICE | | --- | | **Directions:** Identify the type of each sentence.   1. We told stories. Simple 2. We told stories because we had nothing else to do, so the night passed quickly. Compound-complex 3. We told stories because we had nothing else to do. Complex 4. We told stories, and we sang songs. Compound   **Directions:** Write each type of sentence.   1. Complex: Sample response: I saw the movie with my friend even though I didn’t want to. 2. Simple: Sample response: I eat strawberries. 3. Compound-complex: Sample response: I left my phone charger at home, so I had to charge my phone as soon as I got back. 4. Compound: Sample response: I will cook, or I will take out the trash. | |

### L.7.1.C: Use Phrases and Clauses in Sentences

| Grade 8 M3 L17 Mini-lesson: Use Phrases and Clauses in Sentences (11 min.) | | |
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| L.7.1.C: USE PHRASES AND CLAUSES IN SENTENCES | | |
| L.7.1.C: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | |
| **Frame Instruction** | | |
| Today, we are going to learn about modifiers in sentences. | | |
| 1. *Display Language Handout: Use Phrases and Clauses in Sentences.* 2. *Organize pairs for practicing identifying and correcting modifier errors.* | | |
| **Pacing** | **Say** | **Do** |
| 3 min. | * A modifier is a word, phrase, or clause that describes another part of the sentence. Modifiers provide more details about nouns and verbs that give readers a clear picture of what is happening. | * *Display Language Handout: Use Phrases and Clauses in Sentences.* * *Walk through each type of modifier error with students. Pause to answer any questions.* |
| 2 min. | * Read each sentence, and determine the type of modifier error. Is it a misplaced modifier or a dangling modifier? | * *Distribute Language Handout: Use Phrases and Clauses in Sentences* |
| **Monitor Progress**  5 min. | * With your partner, rewrite the sentences from the first exercise to correct the modifier errors. | * *Have pairs complete the second exercise on the handout. If time allows, have students share their revised sentences.* |

| Grade 8 M3 L17 Handout: Use Phrases and Clauses in Sentences |
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| |  | | --- | | MODIFIERS | | What is a modifier?  A modifier is a word, phrase, or clause that describes another part of the sentence. Modifiers provide more details about nouns and verbs that give readers a clear picture of what is happening.   |  | | --- | | **Example** | | The thick, brown cloak kept him warm. |   The words *thick* and *brown* modify *cloak*. They describe what the cloak looks like.  What is a misplaced modifier?  Modifiers should be placed as closely as possible to the words they are describing. A misplaced modifier is when a modifier appears too far away from what it describes. Misplaced modifiers often create a different meaning in the sentence.   |  | | --- | | **Example** | | The dancer leapt past the tree in a yellow suit. |   In this sentence, *in a yellow suit* is supposed to modify *dancer*, but because it is place at the end of the sentence, it sounds like the tree is wearing a yellow suit. To correct this, move *in a* *yellow suit* closer to *dancer.* The sentence now reads, “The dancer in a yellow suit leapt past the tree.”  What is a dangling modifier?  A dangling modifier is when a modifier in a sentence has nothing to modify. This makes the meaning of the sentence unclear.   |  | | --- | | **Example** | | After traveling all day, a large dinner was needed. |   This sentence has a dangling modifier because it does not say who needed the large dinner. The correct sentence should say, “After traveling all day, we needed a larger dinner.” |  | USE PHRASES AND CLAUSES IN SENTENCES PRACTICE | | --- | | **Directions:** Read each sentence, and determine the type of modifier error.   1. Walking through the park, a breeze blew past. Dangling modifier. 2. The neighbors walked their kids to the pool wearing swimsuits. Misplaced modifier. 3. Opening the window, a wasp flew inside. Dangling modifier. 4. The fluffy dog trotted next to her humans on a leash. Misplaced modifier. 5. I ran to my friend’s house in a sweater. Misplaced modifier. 6. Riding my bike, the street was bumpy. Dangling modifier.   **Directions:** Correct the modifier error in each sentence from the exercise above.   1. Sample response: A breeze blew past us as we walked through the park. 2. Sample response: The neighbors wearing swimsuits walked their kids to the pool. 3. Sample response: A wasp flew inside after we opened the window. 4. Sample response: The fluffy dog on a leash trotted next to her humans. 5. Sample response: I ran in a sweater to my friend’s house. 6. Sample response: Riding my bike, I noticed the street was bumpy. | |

## Frequently Confused Words

### L.4.1.G: Recognize Frequently Confused Words

| Grade 5 M3 L12 Mini-lesson: Recognize Frequently Confused Words (10 min.)Grade 6 M1 L23 Mini-lesson: Recognize Frequently Confused Words (10 min.)Grade 7 M2 L31 Mini-lesson: Recognize Frequently Confused Words (10 min.) | | |
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| **L.4.1.G: Recognize FREQUENTLY CONFUSED WORDS** | | |
| **L.4.1.G:** Correctly use frequently confused words (e.g., *to, too, two; there, their*).\* | | |
| **Frame Instruction** | | |
| Today, we are going to learn frequently confused words and how to choose the correct form of the word in our own writing. | | |
| *Display Language Handout: Recognize Frequently Confused Words.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * When we write, sometimes we use the wrong word. This can be especially tricky because there are some words that sound alike, but are spelled differently. Let's take a minute to review some of those words. It’s important to recognize these commonly confused words and understand in which context to use each spelling. | *n/a* |
| 2 min. | * Here is a list of commonly confused words. Look at the first set: *to/too/two*. Can someone explain to me what the difference is between "to" spelled "t-o" and "two" spelled "t-w-o"? When would you use one, and when would you use the other? * What about the third choice, "too" spelled "t-o-o"? When would you use that one? | *Display the word list on Language Handout: Recognize Frequently Confused Words. Review the words. Look for students to answer the questions as follows:*   * "To" would be used as a preposition: "give a gift to someone." * "Two" means the number 2: "I ate two apples at lunch." * "Too" means "also": "I want to come, too." |
| 3 min. | THINK-PAIR-SHARE:   * Choose a set of words. Explain which word is used in which context. * Figure it out on your own, then check your answer with a partner. * When you both agree, raise your hand to share with the class. | *Have volunteers share with the class.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Recognize Frequently Confused Words. | *Distribute Language Handout: Recognize Frequently Confused Words and review the directions for the practice items.* |

| Grade 5 M3 L12 Handout: Recognize Frequently Confused WordsGrade 6 M1 L23 Handout: Recognize Frequently Confused WordsGrade 7 M2 L31 Handout: Recognize Frequently Confused Words |
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| |  | | --- | | RECOGNIZE FREQUENTLY CONFUSED WORDS | | |  |  |  | | --- | --- | --- | | To  Too  Two  Pair  Pear  There  Their  Feat  Feet  Steel  Steal  Days  Daze  Pail  Pale | Flour  Flower  Male  Mail  Stair  Stare  Maid  Made  Hole  Whole  Right  Write  Road  Rode  Threw  Through | Cent  Sent  Scent  Clothes  Close  Brake  Break  Wear  Where  Cite  Site  Sight  Bored  Board | |  |  | | --- | | RECOGNIZE FREQUENTLY CONFUSED WORDS PRACTICE | | **Directions:** Read each sentence. Complete the sentence with correct word in parentheses.   1. There are \_\_\_\_\_ (to/too/two) many fish in that aquarium.   too 2. Please don’t give \_\_\_\_\_ (there/their) tickets away. their 3. The pitcher \_\_\_\_\_ (threw/through) the ball \_\_\_\_ (threw/through) the window.  threw; through 4. I \_\_\_\_\_ (made/maid) the \_\_\_\_ (made/maid) clean up my mess. made; maid 5. I don’t think you should visit that internet \_\_\_\_\_ (cite/sight/site) anymore. site | |

MECHANICS

## Capitalization

### L.K.2.A: Capitalize Sentences and the Pronoun *I*

| Grade K M3 L12 Mini-lesson: Identify Sentence Features and Capitalize Sentences and the Pronoun *I* (9 min.)Grade 1 M1 L30 Mini-lesson: Identify Sentence Features and Capitalize Sentences and the Pronoun *I* (9 min.)Grade 2 M1 L10 Mini-lesson: Identify Sentence Features and Capitalize Sentences and the Pronoun I (9 min.) | | |
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| RF.1.1.A: IDENTIFY SENTENCE FEATURES  L.K.2.A: Capitalize Sentences and the Pronoun I | | |
| **RF.1.1.A:** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  **L.K.2.A:** Capitalize the first word in a sentence and the pronoun *I.* | | |
| **Frame Instruction** | | |
| * When we give gifts to people we care about, we want those gifts to be beautiful, helpful, or fun. We would not want to give something that is broken. Good writers treat their writing like a special gift. They edit their writing to fix any problems before they give it to their readers during publishing. * Today, we are going to learn to edit our work to use capital, or uppercase, letters correctly. First, we will review when to use capital letters. Then, we will apply that learning to our journal entries. | | |
| *Display Language Handout: Identify Sentence Features and Capitalize Sentences and the Pronoun I.* | | |
| Pacing | Say | Do |
| 1 min. | * We need to use capital letters at certain places in our writing. * We capitalize the first letter in a sentence. Capitalize means to make a letter uppercase. | Read aloud the examples and point to the capital letter at the beginning of each sentence. |
| 1 min. | * What is another example of a complete sentence? * What is the first letter in this sentence? Is it uppercase or lowercase right now? * It is lowercase, so I need to capitalize it. | Write another example sentence on the board in all lowercase letters. Then, capitalize the first letter. |
| 1 min. | * We also capitalize the word I. The word *I* is always a capital letter, even when it is in the middle of a sentence. | Read aloud the second set of examples. Point to the word I in each sentence. |
| 1 min. | * What is another example of a sentence that uses the word I? * Which letter(s) should we capitalize in this sentence? | Write another example sentence on the board in all lowercase letters. Then, capitalize the first letter and the word I. |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Identify Sentence Features and Capitalize Sentences and the Pronoun *I*. | *Distribute Language Handout: Identify Sentence Features and Capitalize Sentences and the Pronoun I and review directions for the practice items.* |

| Grade K M3 L12 Handout: Identify Sentence Features and Capitalize Sentences and the Pronoun *I*Grade 1 M1 L30 Handout: Identify Sentence Features and Capitalize Sentences and the Pronoun *I*Grade 2 M1 L10 Handout: Identify Sentence Features and Capitalize Sentences and the Pronoun *I* |
| --- |
| |  | | --- | | IDENTIFY SENTENCE FEATURES AND CAPITALIZE SENTENCES AND THE PRONOUN *I* | |  |  | IDENTIFY SENTENCE FEATURES AND CAPITALIZE SENTENCES AND THE PRONOUN *I* PRACTICE | | --- | | **Directions:** Circle letters that should be capitalized. Rewrite each sentence with correct capital letters.  1. i see a cat.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. may i go outside?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

### L.1.2.A: Capitalize Dates and People Names

[See Grade 1 M2 L16 Mini-lesson: Capitalize Proper Nouns (14 min.)](#_Grade_1_M2)

| Grade 1 M3 L22 Mini-lesson: Capitalize Dates and People Names (12 min.)Grade 3 M3 L20 Mini-lesson: Capitalize Dates and People Names (12 min.) | | |
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| L.1.2.A: CAPITALIZE DATES AND PEOPLE NAMES | | |
| **L.1.2.A:** Capitalize dates and names of people. | | |
| **Frame Instruction** | | |
| Today we are going to learn to capitalize dates and people’s names in our writing, especially for our letter writing. | | |
| *Display Language Handout: Capitalize Dates and People Names.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * We need to use capital letters at certain places in our writing. * When we write letters, we capitalize the date and people’s names. * We capitalize the first letter in the days of the week. We also capitalize the first letter in the months of the year. | * *As necessary, remind students that capitalizing means to make letters upper case.* * *Read aloud the days of the week on Language Handout: Capitalize Dates and People Names and point to the capital letter.* * *Read aloud the months of the year and point to the capital letter.* |
| 1 min. | * Which letters in these examples are capitalized? (The *T* in *Tuesday* is capitalized. The *F* in *February* is capitalized. The *F* in *Friday* is capitalized. The *O* in *October* is capitalized.) * Why are these letters capitalized? (Because they are days and months in dates.) | * *Read aloud the first example of a date with capital letters in the day and month. Point out the capital letters* M *in* Monday *and* J *in* January*.* * *Have students identify the capital letters in the days and months in the next two examples.* |
| 1 min. | * We also capitalize people’s names. * For example, my last name is capitalized. | * *Write your name on the board.* * *Use your name as an example of a last name that is capitalized. Point out the uppercase first letter in your last name.* |
| 2 min. | * Your first and last names are capitalized too. * Turn and talk to a partner about which letter(s) in your first name is/are capitalized. | * *Have partners turn and talk about which letter or letters in their first name is/are capitalized.* |
| 1 min. | * When we write letters, we capitalize the names of people in the letter and the person we are writing to. | * *Read aloud the examples of first and last names that are capitalized. Point out the letters that are capitalized.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Capitalize Dates and People Names. | * *Distribute Language Handout: Capitalize Dates and People Names and review directions for the practice items.* |

| Grade 1 M3 L22 Handout: Capitalize Dates and People NamesGrade 3 M3 L20 Handout: Capitalize Dates and People Names |
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| |  | | --- | | CAPITALIZE DATES | | Dates tell the day, month, and year. For example: Sunday, June 16, 2019. The days and months in a date start with capital letter.   |  |  |  | | --- | --- | --- | | **Days** | **Months** | **Dates** | | **S**unday, **M**onday, **T**uesday, **W**ednesday, **T**hursday, **F**riday, **S**aturday | **J**anuary, **F**ebruary, **M**arch, **A**pril, **M**ay, **J**une, **J**uly, **A**ugust, **S**eptember, **O**ctober, **N**ovember, **D**ecember | **M**onday, **J**anuary 7  Tuesday, February 19 Friday, October 25 | |  |  | | --- | | CAPITALIZE PEOPLE NAMES | | People’s first and last names start with a capital letter.   |  |  | | --- | --- | | **First Names** | **Last Names** | | William | Jones | | Tina | Perkins | | Luciana | Mason | | Aaron | Puerta | |  |  | | --- | | CAPITALIZE DATES AND PEOPLE NAMES PRACTICE | | **Directions:** Rewrite each sentence with correct capital letters.  1. On thursday, cal and micala went to the zoo. On Thursday, Cal and Micala went to the zoo.  2. The letter is dated august 1, 2019. The letter is dates August 1, 2019.  3. My friend alma bennett lives next door. My friend Alma Bennett lives next door.  **Directions:** Write today’s day, month, and year using capital letters.  Sample Response: Monday, June 17, 2019  **Directions:** Write your first and last name using capital letters.  Sample Response: Belinda Campo | |

### L.2.2.A: Capitalize Holidays and Product and Place Names

| Grade 3 M3 L9 Mini-lesson: Capitalize Holidays and Product and Place Names (13 min.) | | |
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| L.2.2.A: **CAPITALIZE HOLIDAYS AND PRODUCT AND PLACE NAMES** | | |
| L.2.2.A: Capitalize holidays, product names, and geographic names. | | |
| **Frame Instruction** | | |
| Today, we are going to learn about capitalizing places, things, and holidays. | | |
| 1. *Display Language Handout: Capitalize Holidays and Product and Place Names.* 2. *Organize pairs for practicing capitalizing holidays, products, and places.* | | |
| **Pacing** | **Say** | **Do** |
| 6 min. | * We capitalize words to talk about specific people, places, things, and events. | * *Read through the Capitalize Holidays, Capitalize Products, and Capitalize Places boxes on Language Handout: Capitalize Holidays and Product and Place Names, pausing to allow students to ask questions. You may wish to ask volunteers to read the example words in the charts.* |
| 2 min. | * Who can tell me other holidays, products, or places we should capitalize? | * *Call on students to provide more examples of words that should be capitalized. You may wish to write the list on the board or another display.* |
| 2 min | * Read each sentence and look at the underlined word. Circle “yes” if it should be capitalized. Circle “no” if it should not. | * *Distribute Language Handout: Capitalize Holidays and Product and Place Names.* * *Have students complete the first practice exercise.* |
| **Monitor Progress**  2 min. | * With your partner, read each sentence and write the word that should be capitalized. | * *Have students complete the second practice exercise.* |

| Grade 3 M3 L9 Handout: Capitalize Holidays and Product and Place Names |
| --- |
| |  | | --- | | CAPITALIZE HOLIDAYS | | Holidays are special times of year. Because they are not like any other day, they get their own names. Those names must be capitalized. General words to talk about days are not capitalized because they do not mention a specific day. Let’s look at these examples.   |  |  | | --- | --- | | **Not Capitalized** | **Capitalized** | | today | Christmas Day | | tomorrow | Ramadan | | yesterday | Yom Kippur |   These holidays are all capitalized because they name specific times of the year. The word *today* could describe any day, but only Christmas Day is December 25th. Ramadan doesn’t have the same date every year, but it is still a specific season with its own name. Yom Kippur is a special day that usually happens in the fall. |  |  | | --- | | CAPITALIZE PRODUCTS | | Many things you use every day are made by companies that give names to those products. You might use a pen or pencil to write, but the company that made it may have given it a special name. You must capitalize those names.   |  |  | | --- | --- | | **Not Capitalized** | **Capitalized** | | pencil | Johnson Pencil | | tablet | Swift Pad | | oatmeal | Pat’s Oats |   If you talk about a pencil, you could be talking about any pencil made by anyone. Therefore, you do not need to capitalize the word *pencil*. However, if you talk about a Johnson Pencil, you are describing a specific type of pencil that a specific company makes. Therefore, you must capitalize *Johnson Pencil*. You take the same approach when talking about a tablet versus a Swift Pad, or oatmeal versus Pat’s Oats. |  |  | | --- | | CAPITALIZE PLACES | | Any place with its own special name also gets capitalized. Let’s look at these examples.   |  |  | | --- | --- | | **Not Capitalized** | **Capitalized** | | park | Central Park | | city | London | | street | Light Street |   If you take a walk in a park, it could be any park anywhere in the world, so *park* is not capitalized. However, if you take a walk in Central Park, you are walking in a specific park that has its own name. This means you must capitalize *Central Park*. London is a specific city, so you must capitalize it in writing. Similarly, Light Street is the name of a specific street, so it gets capitalized as well. |  | CAPITALIZATION PRACTICE | | --- | | **Directions:** Read each sentence and look at the underlined word. Circle “yes” if it should be capitalized. Circle “no” if it should not.   1. I love yogurt. (yes/no) 2. He bought a new game for his PlayBox. (yes/no) 3. He needs some Milk. (yes/no) 4. We are going to my aunt’s house on thanksgiving. (yes/no) 5. The next town has a gas station. (yes/no) 6. The store is in Parkville. (yes/no)   **Directions:** The following sentences do not capitalize a word correctly. Write the correct capitalization next to it.   1. My mother is from kenya. Kenya 2. My teacher bought us quickbounce balls for our science class. Quickbounce, QuickBounce 3. Their favorite holiday is halloween. Halloween 4. She drew a picture in her Notebook. notebook 5. We brought Salad to the party. salad 6. You should drink more Water. water | |

### L.3.2.A: Capitalize Titles

[See Grade 5 M2 L31 Mini-lesson: Use Correct Capitalization (13 min.)](#_Grade_5_M2)

| Grade 3 M2 L7 Mini-lesson: Capitalize Titles (15 min.)Grade 4 M3 L6 Mini-lesson: Capitalize Titles (15 min.) | | |
| --- | --- | --- |
| L.3.2.A: Capitalize Titles | | |
| **L.3.2.A:** Capitalize appropriate words in titles. | | |
| **Frame Instruction** | | |
| Today, we will learn to correctly capitalize letters in titles. We will learn when to use a capital letter and when to use a lowercase letter. | | |
| 1. *Display Language Handout: Capitalize Titles.* 2. *Organize pairs to correctly find and identify which words in titles should be capitalized.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * To correctly write a title:   + Always capitalize the first word.   + Capitalize all important words in the title.   + Capitalize all proper nouns, like names of people and places. * Examples: *James and the Giant Peach, Where the Red Fern Grows, Charlie and the Chocolate Factory* | * *Read aloud the list of requirements for capitalization in titles and the examples on Language Handout: Capitalize Titles.* |
| 2 min. | * When we write the title of a book or article, we capitalize the first letter of the title, all proper nouns, and all other important words. | * *Review the Important Words chart with students and encourage them to come up with more examples of each type of word.* |
| 2 min. | * We do not need to capitalize every word in a title. Some words, like articles and conjunctions, are not capitalized. | * *Review the Words That Do Not Need a Capital Letter chart.* |
| 4 min. | * Some short words do need to be capitalized, so be careful when identifying the type of word that needs to be capitalized. Words like *is* and *she* do need to be capitalized. * Which words are capitalized in the books in our classroom? Which words are not capitalized? | * *Have students look at books in the classroom and identify which words are capitalized and which are not.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Capitalize Titles. | * *Distribute Language Handout: Capitalize Titles and review directions for the practice items.* |

| Grade 3 M2 L7 Handout: Capitalize TitlesGrade 4 M3 L6 Handout: Capitalize Titles |
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| |  | | --- | | RULES FOR CAPITALIZATION IN TITLES | | To correctly write a title:  • Always capitalize the first word.  • Capitalize all important words in the title.  • Capitalize all proper nouns.  • Examples: *James and the Giant Peach, Where the Red Fern Grows, Charlie and the Chocolate Factory* |  |  | | --- | | IMPORTANT WORDS | | |  |  | | --- | --- | | **Type of Word** | **Examples** | | adjectives | small, large, great, green, amazing | | adverbs | quickly, smoothly, angrily, very, really | | nouns | house, computer, book, cat, town | | pronouns | he, she, they, we, I, you | | verbs | is, give, run, write, show | |  |  | | --- | | WORDS THAT DO NOT NEED A CAPITAL LETTER | | |  |  | | --- | --- | | **Type of Word** | **Examples** | | articles | a, an, the | | coordinating conjunctions | and, but, or, for, nor, yet, so | | prepositions | in, at, by, from, on | |  | CAPITALIZATION PRACTICE | | --- | | **Directions:** Determine whether the titles are written correctly. If the title is incorrect, rewrite it to show the correct capital letters.   1. A day in the life of kids A Day in the Life of Kids 2. The Cricket In Times Square The Cricket in Times Square 3. Sadako and the thousand Paper cranes Sadako and the Thousand Paper Cranes 4. The Boy Who Became a Pirate correct |  | CAPITALIZATION PRACTICE | | --- | | **Directions:** Rewrite the titles using the correct capital letters.   1. the language of friendship The Language of Friendship 2. my mother is a kangaroo My Mother Is a Kangaroo | |

### L.4.2.A: Use Correct Capitalization

| Grade 4 M3 L15 Mini-lesson: Use Correct Capitalization (11 min.) | | |
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| L.4.2.A: Use Correct Capitalization | | |
| **L.4.2.A:** Use correct capitalization. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to capitalize the correct words in sentences. We will learn the difference between a proper noun and a common noun, and which of those we capitalize. | | |
| 1. *Display Language Handout: Use Correct Capitalization.* 2. *Organize pairs for correcting capitalization in sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A proper noun is a specific name for a particular person, place or thing. Proper nouns are capitalized. Examples include *Jane, Mrs. Smith, Baskin Robbins, Yosemite National Park.* * Common nouns are nouns that name general items, not specific ones. Common nouns are not capitalized. Examples include *the boy, grandmother, couch, the park.* | * *Read aloud the Common and Proper Nouns box on Language Handout: Use Correct Capitalization.* |
| 2 min. | * With your partner, pick an item from each row and write a sentence about it. Include correct capitalization. After two minutes, I will show you possible answers. | * *Review the Capitalization of Names box with students. Cover the Sentence column. Reveal possible answers after 2 minutes.* |
| 2 min. | * You must capitalize names of places and events. | * *Briefly review the Capitalization of Places and Events box with students.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Correct Capitalization*.* | * *Distribute Language Handout: Use Correct Capitalization and review directions for the practice items.* |

| Grade 6 M3 L15 Handout: Use Correct Capitalization |
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| |  | | --- | | COMMON AND PROPER NOUNS | | Proper noun: a specific name for a particular person, place or thing. Proper nouns are capitalized. Examples: *Jane, Mrs. Smith, Baskin Robbins, Yosemite National Park*  Common noun: nouns that name general items, not specific ones. Common nouns are not capitalized. Examples: *the boy, grandmother, couch, the park* |  |  | | --- | | CAPITALIZATION OF NAMES | | Capitalize names of people and pets, and titles:   |  |  |  |  | | --- | --- | --- | --- | | **Capitalize…** | **Example** | **Non-examples (common nouns)** | **Sentence** | | names of people and pets, including initials | J.K. Rowling, Scruffy the dog, James Madison | the author, the dog | Moby Dick was written by Herman Melville. | | titles when used as part of a name | President Lincoln, Dr. Smith, Mrs. Jones | the teacher, the doctor | President Lincoln abolished slavery. | | name of a family member if used as a proper noun | Daddy, Aunt Pat | my daddy, my aunt | Daddy said I could ride the roller coaster. | |  |  | | --- | | CAPITALIZATION OF PLACES AND EVENTS | | |  |  |  | | --- | --- | --- | | **Capitalize** | **Example** | **Sentence** | | names of months, days of the week and holidays | St. Patrick’s Day, Tuesday, February | The most popular holiday in this city is St. Valentine’s Day. | | names of historical events, periods, and documents | Middle Ages, World War II, Magna Carta | The American Civil War was fought between the Union and the Confederacy. | | languages, nationalities, and proper adjectives | Italian, Venezuelan, Mexican food | My favorite food is Italian food. | | names of places: cities, states, countries, and continents | Rome, Spain, Antarctica | I live in St. Louis, Missouri. | |  | CAPITALIZATION PRACTICE | | --- | | **Directions:** Correct the sentence so that it has appropriate capitalization.   1. This summer we want to attend the fourth of july parade. Fourth of July; It is a holiday. 2. Sam and I met our principal, mrs. sally johnson, yesterday. Sam, Mrs. Sally Johnson; names of people 3. Eric likes chinese food. Chinese food; It is a proper adjective. 4. My cousin lives in omaha, nebraska. Omaha, Nebraska; It is a city and state. |  | CAPITALIZATION PRACTICE | | --- | | **Directions:** Circle the word capitalized correctly in the sentence.   1. I go to school at (Regan Elementary, Regan elementary). It is the name of a place 2. The (San Antonio Zoo, San Antonio zoo) is closed on Fridays. It is the name of a place | |

| Grade 5 M2 L28 Mini-lesson: Use Correct Capitalization (13 min.) | | |
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| L.3.2.A: CAPITALIZE TITLES  L.4.2.A: USE CORRECT CAPITALIZATION | | |
| **L.3.2.A:** Capitalize appropriate words in titles.  **L.4.2.A:** Use correct capitalization. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use correct capitalization. | | |
| 1. *Display Language Handout: Use Correct Capitalization.* 2. *Organize pairs for using correct capitalization.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A proper noun is a specific name for a particular person, place or thing. Proper nouns are capitalized. Examples include *Jane, Mrs. Smith, Baskin Robbins, Yosemite National Park.* * Common nouns are nouns that name general items, not specific ones. Common nouns are not capitalized. Examples include *the boy, grandmother, couch, the park.* | * *Read aloud the Common and Proper Nouns box on Language Handout: Use Correct Capitalization.* |
| 2 min. | * With your partner, pick an item from each row and write a sentence about it. Include correct capitalization. After two minutes, I will show you possible answers. | * *Review the Capitalization of Names box with students. Cover the Sentence column. Reveal possible answers after 2 minutes.* |
| 2 min. | * You must capitalize names of places and events. | * *Briefly review the Capitalization of Places and Events box with students.* |
| 2 min. | * Books, movies, songs, and magazines all have titles. There are special rules for using correct capitalization when writing titles. | * *Read aloud the Capitalization in Titles box.* * *Point out the capital letters in the list of example titles.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Correct Capitalization*.* | * *Distribute Language Handout: Use Correct Capitalization and review directions for the practice items.* |

| Grade 5 M2 L28 Handout: Use Correct Capitalization |
| --- |
| |  | | --- | | COMMON AND PROPER NOUNS | | Proper noun: a specific name for a particular person, place or thing. Proper nouns are capitalized. Examples: *Jane, Mrs. Smith, Baskin Robbins, Yosemite National Park*  Common noun: nouns that name general items, not specific ones. Common nouns are not capitalized. Examples: *the boy, grandmother, couch, the park* |  |  | | --- | | CAPITALIZATION OF NAMES | | Capitalize names of people and pets, and titles:   |  |  |  |  | | --- | --- | --- | --- | | **Capitalize…** | **Example** | **Non-examples (common nouns)** | **Sentence** | | names of people and pets, including initials | J.K. Rowling, Scruffy the dog, James Madison | the author, the dog | *Moby Dick* was written by Herman Melville. | | titles when used as part of a name | President Lincoln, Dr. Smith, Mrs. Jones | the teacher, the doctor | President Lincoln abolished slavery. | | name of a family member if used as a proper noun | Daddy, Aunt Pat | my daddy, my aunt | Daddy said I could ride the roller coaster. | |  |  | | --- | | CAPITALIZATION OF PLACES AND EVENTS | | |  |  |  | | --- | --- | --- | | **Capitalize** | **Example** | **Sentence** | | names of months, days of the week and holidays | St. Patrick’s Day, Tuesday, February | The most popular holiday in this city is St. Valentine’s Day. | | names of historical events, periods, and documents | Middle Ages, World War II, Magna Carta | The American Civil War was fought between the Union and the Confederacy. | | languages, nationalities, and proper adjectives | Italian, Venezuelan, Mexican food | My favorite food is Italian food. | | names of places: cities, states, countries, and continents | Rome, Spain, Antarctica | I live in St. Louis, Missouri. | |  |  | | --- | | CAPITALIZATION IN TITLES | | Follow these rules for using correct capitalization in titles:   * Always use a capital letter for the first and last word of a title. * Do not capitalize short and minor words, such as:   + the   + of   + a   + an   + or   + but   + in   + on   + to   Examples of correct capitalization in titles:   * *The Velveteen Rabbit* * *Anne of Green Gables* * *The Wind in the Willows* * “Hickory, Dickory, Dock” |  | CAPITALIZATION PRACTICE | | --- | | **Directions:** Correct the sentence so that it has appropriate capitalization.   1. This summer we want to attend the fourth of july parade. Fourth of July; It is a holiday. 2. Sam and I met our principal, mrs. sally johnson, yesterday. Sam, Mrs. Sally Johnson; names of people 3. Eric likes chinese food. Chinese food; It is a proper adjective. 4. My cousin lives in omaha, nebraska. Omaha, Nebraska; It is a city and state. |  | CAPITALIZATION PRACTICE | | --- | | **Directions:** Circle the word capitalized correctly in the sentence.   1. I go to school at (Regan Elementary, Regan elementary). It is the name of a place 2. The (San Antonio Zoo, San Antonio zoo) is closed on Fridays. It is the name of a place |  |  | | --- | | CAPITALIZATION OF TITLES PRACTICE | | **Directions:** Correct the sentence so that it uses correct capitalization for the titles.   1. This year our class is reading *the wonderful wizard of oz* by L. Frank Baum. *The Wonderful Wizard of Oz* 2. My sister reads a magazine called *guitar galaxy*. *Guitar Galaxy* 3. I’m watching a cartoon called “goldilocks and the three bears.” Goldilocks and the Three Bears 4. Let’s sing “head, shoulders, knees, and toes.” Head, Shoulders, Knees, and Toes | |

## Commas

### L.1.2.C: Use Commas in Dates and Series

| Grade 1 M1 L29 Mini-lesson: Use Commas in Dates and Series (10 min.) | | |
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| L.1.2.C: Use Commas in Dates AND SERIES | | |
| L.1.2.C: Use commas in dates and to separate single words in a series. | | |
| **Frame Instruction** | | |
| Today, we are going to learn to use commas in dates and to separate single words in a sentence. | | |
| *Display Language Handout: Use Commas in Dates and Series.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | Commas are important when writing dates. You should use a comma to:   * separate the date from the year * separate the day from the month | *Read aloud the definition of a comma rules when writing dates on Language Handout: Use Commas in Dates and Series.* |
| 2 min. | * The first two sentences follow our rules for using commas in dates. In the first sentence, there is a comma that separates the date July 4 from the year 2017. * The second sentence has two commas—one separates the day of the week *Sunday* from the month, and the other one separates the date June 23 from the year 2019. * Let’s look at the third sentence. What could we do to correct this date? Yes, if we added a comma after the number 30 to separate the date from the year, we could correct this sentence. | *Display the examples and non-example of using commas correctly when writing dates.* |
| 1 min. | * Commas are also important when writing a sentence with a list of three or more items. They can help separate the items so readers can clearly understand the list. | *Read aloud the definition of a comma rules when writing sentences with more than three items on Language Handout: Use Commas in Dates and Series.* |
| 2 min. | * The first two sentences follow our rules for using commas to separate items of three or more. In the first sentence, there is a comma that separates the three items—cookies, cake, and pizza. * Let’s look at the second sentence. What are the three items that we use commas to separate? That’s right. Jerry, Meg, and Kareem are all separated by commas. * Let’s look at the third sentence. What could we do to correct this sentence? Yes, if we added a comma after the items *hamburgers, fries, and milkshakes*, we could correct this sentence. | *Display the examples and non-example of using commas correctly when writing sentences with more than three items.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Use Commas in Dates and Series. | *Distribute Language Handout: Use Commas in Dates and Series and review directions for the practice items.* |

| Grade 1 M1 L29 Handout: Use Commas in Dates and Series |
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| |  | | --- | | USE COMMAS IN DATES | | Commas are important when writing dates.  You should use a comma to:   * separate the date from the year * separate the day from the month  |  |  | | --- | --- | |  | The party was on July 4, 2017. | |  | The graduation was on Sunday, June 23, 2019. | |  | We went on December 30 2018. |   Commas are also important when writing a sentence with a list of three or more items. They can help separate the items so readers can clearly understand the list.   |  |  | | --- | --- | |  | I ate cookies, cake, and pizza. | |  | Jerry, Meg, and Kareem came to the park. | |  | The restaurant served hamburgers fries milkshakes and pie. | |   ]   | USE COMMAS IN DATES PRACTICE | | --- | | **Directions:** Read each sentence. Rewrite the sentence to use commas correctly in dates and to separate items in a list.   1. We are going to a water park on Saturday May 9 2020. We are going to a water park on Saturday, May 9, 2020. 2. I picked a rabbit sheep goat and pig to pet at the farm. I picked a rabbit, sheep, goat, and pig to pet at the farm. 3. School will open on Monday August 25. School will open on Monday, August 25. 4. Mrs. Thomas gave us crayons markers and paper. Mrs. Thomas gave us crayons, markers, and paper. 5. I will be there on September 5 2019. I will be there on September 5, 2019. | |

### L.2.2.B: Use Commas in Letters

| Grade 2 M3 L10: Mini-lesson: Use Commas in Letters (10 min.)Grade 3 M3 L27: Mini-lesson: Use Commas in Letters (10 min.) | | |
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| L.2.2.B: Use Commas in Letters | | |
| **L.2.2.B:** Use commas in greetings and closings of letters. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use commas in greetings and closings of letters. | | |
| 1. *Display Language Handout: Use Commas in Letters.* 2. *Organize pairs for adding commas to a letter.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A comma is a punctuation mark indicating a pause between parts of a sentence. | * *Read aloud the definition of a comma on Language Handout: Use Commas in Letters.* |
| 1 min. | * Date: The part of a letter showing the date is also known as a heading. * Greeting: The greeting usually starts with “Dear” and the recipient’s name and a comma. * Body: After the greeting, there is a blank line. The body follows, which is the main text of the letter. * Closing: A line is skipped between the body and the closing of a letter. The closing usually starts with “Sincerely” or “Love” followed by the author’s name on the following line. | * *Read aloud the parts of a letter.* |
| 2 min. | * Talk with your partner about where to put the commas in this friendly letter. You will have two minutes, then I will show you the answers. | * *Review the chart with students. Cover the Friendly Letter With Commas column. After two minutes, reveal the answer.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Commas in Letters. | * *Distribute Language Handout: Use Commas in Letters and review directions for the practice items.* |

| Grade 2 M3 L10 Handout: Use Commas in LettersGrade 3 M3 L27 Handout: Use Commas in Letters |
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| |  | | --- | | COMMA | | A comma is a punctuation mark indicating a pause between parts of a sentence. |  |  | | --- | | PARTS OF A LETTER | | Date: The part of a letter showing the date is also known as a heading.  Greeting: The greeting usually starts with “Dear” and the recipient’s name and a comma.  Body: After the greeting, there is a blank line. The body follows, which is the main text of the letter.  Closing: A line is skipped between the body and the closing of a letter. The closing usually starts with “Sincerely” or “Love” followed by the author’s name on the following line. |  |  | | --- | | USE COMMAS IN LETTERS | | Commas are included in dates, after the greeting, and after the closing (before the author’s name) of a letter.   |  |  | | --- | --- | | **Friendly Letter Without Commas** | **Friendly Letter With Commas** | | Saturday August 2 2019  Dear John  I had a great time visiting Omaha. Thank you so much for hosting us. I hope you’ll come visit us soon so we can return the favor!  Sincerely  Frank | Saturday, August 2, 2019  Dear John,  I had a great time visiting Omaha. Thank you so much for hosting us. I hope you’ll come visit us soon so we can return the favor!  Sincerely,  Frank | |  | TITLE PRACTICE | | --- | | **Directions:** Add commas to the date, greeting, or closing of the letter.   1. Monday January 9 2017 Monday, January 9, 2017 2. Esteemed colleague Esteemed colleage, 3. Love Love,   Lisa Lisa   1. Dear Jill Dear Jill, |  | TITLE PRACTICE | | --- | | **Directions:** Write a greeting and a closing. Include commas in the correct places.   1. Dear Sally, 2. Love,   Sam | |

### L.3.2.B: Use Commas in Addresses

| Grade 3 M3 L28 Mini-lesson: Use Commas in Addresses (13 min.) | | |
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| L.3.2.B: Use Commas in Addresses | | |
| **L.3.2.B:** Use commas in addresses. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use commas correctly in addresses. | | |
| 1. *Display Language Handout: Use Commas in Addresses.* 2. *Have students work independently to correctly place commas in addresses.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * An address includes the name of the person or business on the first line. It includes the number and name of the street or PO box on the second line. It includes the city or tow, state, and ZIP code on the third line. Place a comma after the name of the city or town. * If writing an address on one line, add a comma between each line. | * *Read aloud the rules for formatting an address on Handout: Commas in Addresses.* |
| 2 min. | * When we write an address, we put a comma between the city or town and the state or country. We can either write an address with 3 or 4 lines, like we would write it on an envelope, or in one line. | * *Review the rules for formatting addresses and the first set of examples. Write the address of your school on the board as if you were writing it on an envelope and emphasize where the commas should be placed.* |
| 2 min. | * We can also write addresses in sentences. If we write an address in one line, we put a comma between the street address and the town and the town and the state or country. | * *Review the examples that show addresses in line with text. Point out that the state or country in the examples has commas on both sides when it is in the middle of a sentence.* |
| 3 min. | * Now try writing your own address as you would write it on an envelope. Then write it in a sentence starting with “I live at \_\_\_\_\_\_\_\_\_.” | * *Have students practice placing commas correctly by writing their own address as they would on an envelope. Then have them complete the sentence frame, “I live at \_\_\_\_\_\_\_\_\_.”* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Commas in Addresses. | * *Distribute Language Handout: Use Commas in Addresses and review directions for the practice items.* |

| Grade 3 M3 L28 Handout: Use Commas in Addresses |
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| |  | | --- | | ADDRESSES | | An address includes:   * First line: the name of the person or business * Second line: the number and name of the street or PO box * Third line: the city or town, state, and ZIP code. Place a comma after the name of the city or town.   If writing an address on one line, add a comma between each line. |  |  | | --- | | EXAMPLES OF COMMAS IN ADDRESSES | | Example of an address on an envelope:  Jane Smith  123 Oak Street  Springfield, NJ 06999  Example of address in one line:  Jane Smith, 123 Oak Street, Springfield, NJ 06999 |  |  | | --- | | OTHER EXAMPLES | | When writing an address in a sentence, use commas between each part of the address.  Jane Smith lives at 123 Oak Street, Springfield, NJ 06999.  Commas always separate towns and states or countries:  Samantha moved from Minneapolis, Minnesota, to San Francisco, California.  Priya is from Mumbai, India.  Jamal visited Tokyo, Japan, with his brother. |  | COMMAS IN ADDRESSES PRACTICE | | --- | | **Directions:** Rewrite each sentence to include commas in the correct places.   1. City Comics is located at 545 Cherry Lane New York NY 10013. City Comics is located at 545 Cherry Lane, New York, NY 10013. 2. Bella wants to move to Des Moines Iowa to be closer to her family. Bella wants to move to Des Moines, Iowa, to be closer to her family. 3. Tricia moved here from Plano Texas. Tricia moved here from Plano, Texas. 4. Fred grew up in Munich Germany. Fred grew up in Munich, Germany. |  | COMMAS IN ADDRESSES PRACTICE | | --- | | **Directions:** Use the information to write an address as you would on an envelope.   1. Marisol Sanchez lives at 4268 San Juan Avenue in San Antonio, Texas. Her ZIP code is 78202.  Marisol Sanchez 4268 San Juan Ave.   San Antonio, TX 78202   1. Wrigley Field is located at 1060 West Addison Street in Chicago, Illinois 60613. Wrigley Field 1060 West Addison St. Chicago, IL 60613 | |

### L.4.2.C: Use Commas in Compound Sentences

| Grade 4 M3 L23: Mini-lesson: Use Commas in Compound Sentences (12 min.)Grade 5 M1 L14: Mini-lesson: Use Commas in Compound Sentences (12 min.)Grade 6 M1 L25: Mini-lesson: Use Commas in Compound Sentences (12 min.) | | |
| --- | --- | --- |
| L.4.2.C: Use Commas in Compound Sentences | | |
| **L.4.2.C:**Use a comma before a coordinating conjunction in a compound sentence. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to learn how to format titles correctly in our writing. First, we will review how to set titles apart in writing. Then we will apply that learning to our opinion essays. | | |
| 1. *Display Language Handout: Use Coordinating Conjunctions.* 2. *Organize pairs to use the formula to combine two independent clauses.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | A conjunction is a word that links other words, phrases, or clauses together. Conjunctions are important to writing. They allow writers to include a variety of sentences in their work instead of several short, choppy sentences.  Coordinating conjunctions can help writers join two independent clauses with related ideas to form a compound sentence. | *Read aloud the definition of conjunctions and coordinating conjunctions on Language Handout: Use Coordinating Conjunctions. Review the FANBOYS acronym and the uses of each coordinating conjunction.* |
| 2 min. | In our writing, it’s important to include a variety of sentences. It would be boring if all our sentences were the same length or began the same way. Conjunctions allow us to combine sentences to make our writing more interesting.  Coordinating conjunctions are a special kind of conjunction that we use to create compound sentences. Let’s review the equation that shows how to join to independent clauses with a coordinating conjunction. | *Review the equation for using a comma and coordinating conjunction to combine independent clauses.* |
| 4 min. | With a partner, use the equation to form a compound sentence with a coordinating conjunction. Then, share your sentence with the class if I call on you. | n/a |
| **Monitor Progress**  5 min | Complete the practice items on Language Handout: Use Coordinating Conjunctions. | *Distribute Language Handout: Use Commas in Compound Sentences and review directions for the practice items.* |

| Grade 4 M3 L23 Handout: Use Commas in Compound SentencesGrade 5 M1 L14 Handout: Use Commas in Compound SentencesGrade 6 M1 L25 Handout: Use Commas in Compound Sentences |
| --- |
| |  | | --- | | USE COMMAS IN COMPOUND SENTENCES | | A conjunction is a word that links other words, phrases, or clauses together. Conjunctions are important to writing. They allow writers to include a variety of sentences in their work instead of several short, choppy sentences.  Coordinating conjunctions can help writers join two independent clauses with related ideas to form a compound sentence. There are seven coordinating conjunctions. The acronym ***FANBOYS***can help you remember each one.   |  |  | | --- | --- | | **Conjunction** | **When to Use** | | **F**or | to introduce a cause-and-effect relationship | | **A**nd | to list two or more things or to join two equal statements | | **N**or | when paired with not, nor tells what something is NOT | | **B**ut | to show difference or to introduce something unexpected | | **O**r | to show options or choices | | **Y**et | to show contrast; *yet* is stronger than *but* | | **S**o | to show the effect in a cause-and-effect relationship |   Coordinating conjunctions can help writers join two independent clauses with related ideas to form a compound sentence. An independent clause tells a complete thought—it has both a subject and a predicate. A compound sentence is formed by using a comma and coordinating conjunction to join the two independent clauses.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Independent Clause** | **+** | **Comma** | **Coordinating Conjunction** | **+** | **Independent Clause** | **=** | **Compound Sentence** | | I love snakes. | + | , | but | + | I can’t stand mice. | = | I love snakes, but I can’t stand mice. | | I forgot to do my homework. | + | , | so | + | I got a bad grade. | = | I forgot to do my homework, so I got a bad grade. | | We can go to the zoo. | + | , | or | + | We can go back home. | = | We can go to the zoo, or we can go back home. | |      |  | | --- | | USE COMMAS IN COMPOUND SENTENCES PRACTICE | | **Directions:** Connect the following pair of sentences with the coordinating conjunction in parentheses.   1. The cab was late. We didn’t get to the movies on time. (so)  The cab was late, so we didn’t get to the movies on time. 2. She did not tell his secret. It was the wrong thing to do. (for) She did not tell his secret, for it was the wrong thing to do. 3. We left on time. We beat the traffic. (and)  We left on time, and we beat the traffic. 4. I have not been to France. I have not been to Spain. (nor) I have not been to France, nor have I been to Spain. | |

### L.5.2.B: Use Commas for Introductory Elements

[See Grade 7 M2 L17 Mini-lesson: Use Commas in Sentences (13 min.)](#_Grade_7_M2_1)

| Grade 5 M2 L11 Mini-lesson: Use Commas for Introductory Elements (11 min.) | | |
| --- | --- | --- |
| L.5.2.B: Use Commas for Introductory Elements | | |
| **L.5.2.B:** Use a comma to separate an introductory element from the rest of the sentence. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to put commas in between introductory elements and main clauses of sentences. We will learn what an introductory element is and how to add a main clause to it. | | |
| 1. *Display Language Handout: Use Commas for Introductory Elements.* 2. *Organize pairs for identifying introductory elements and main clauses.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A main clause is a complete sentence. It has a subject (or who or what the sentence is about), has a predicate (the verb or action of the subject), and it tells a complete thought. * An introductory element gets the reader ready for the main clause. It adds information, or describes something in the main clause. | * *Read aloud the Main Clause box and the definition of an introductory element from the Introductory Element box on Language Handout: Use Commas for Introductory Elements.* |
| 2 min. | * In our writing, sometimes we need to add commas to a sentence. Sentences that have an introductory element need a comma after it. * Look at the first sentence in the chart. This is a complete sentence. It has a subject (*I*) and a verb (*realized*). The introductory element adds information to the sentence. What was I doing when I realized who committed the murder? I was leaning eagerly out of my chair. * The second sentence is a complete thought as well. *Snow White* is the subject, and the verb is *cleaned*. The introductory element adds information about what was happening while Snow White was cleaning. | * *Review the chart in the Introductory Element box with students. Cover last three rows.* |
| 3 min. | * I will show you three more sentences. Talk with a partner about what could be the introductory element in each sentence. After two minutes, I will reveal one possible introductory element for each sentence. | * *Reveal the last three rows of the Main Clause column. After two minutes, show students the possible introductory elements.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Commas for Introductory Elements. | * *Distribute Language Handout: Use Commas for Introductory Elements and review directions for the practice items.* |

| Grade 5 M2 L11 Handout: Use Commas for Introductory Elements |
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| |  | | --- | | MAIN CLAUSE | | A main clause is a complete sentence. It:   * has a subject, or who or what the sentence is about * has a predicate, the verb or action of the subject * tells a complete thought |  |  | | --- | | INTRODUCTORY ELEMENT | | An introductory element gets the reader ready for the main clause. It adds information, or describes something in the main clause.   |  |  | | --- | --- | | **Introductory Element** | **Main Clause** | | Leaning eagerly out of my chair, | I suddenly realized who had committed the murder in the scary movie. | | While the dwarfs were at the mines, | Snow White cleaned the house. | | To prevent getting eaten by the T-Rex, | the helpless bunny ran as fast as he could. | | Choking on his last bite of food, | John ran his car through the red light and into the traffic pole. | | Meanwhile, | the best students are the ones that get the good grades. | |  | DIFFERENTIATING BETWEEN A MAIN CLAUSE AND AN INTRODUCTORY ELEMENT | | --- | | **Directions:** Determine if the sentence is a complete sentence or an introductory element. If it is an introductory element, add a comma, and write a main clause. If it is a complete sentence, add a period.   1. On the hilltop at sunset, the team gathers to celebrate their big win. 2. You can see the bats flying out of the bridge to feast. complete sentence 3. The girl quickly realized she wouldn’t be welcomed at the company outing. complete sentence 4. Although he was the only capable one, the flustered man was not allowed in the company building. |  | PLACING A COMMA IN THE CORRECT PLACE | | --- | | **Directions:** Place the comma in between the introductory element and the main clause.   1. Realizing I was the only one in a bathing suit I quickly darted out the door and out of the formal party. Realizing I was the only one in a bathing suit, I quickly darted out the door and out of the formal party. 2. In the meantime no one spoke to the outcast. In the meantime, no one spoke to the outcast. | |

| Grade 6 M2 L10 Mini-lesson: Use Commas Correctly (14 min.) | | |
| --- | --- | --- |
| L.5.2.B: USE COMMAS FOR INTRODUCTORY ELEMENTS  L.5.2.C: USE COMMAS TO SET OFF WORDS WITHIN SENTENCES | | |
| **L.5.2.B:** Use a comma to separate an introductory element from the rest of the sentence.  **L.5.2.C:** Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). | | |
| **Frame Instruction** | | |
| * Using binders or bins to organize papers or pencils can help you keep like objects together. Punctuation is one way writers organize or group words in their writing. For example, commas can help separate items in a list from each other. * Today, we will learn to use commas for introductory elements and to set off words within sentences. | | |
| 1. *Display Language Handout: Use Commas Correctly.* 2. *Organize pairs for using commas correctly.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * We have already learned that commas are put in places to indicate a pause. Sentences with an introductory element need a comma after that introductory element. | * *Read aloud the Use Commas for Introductory Elements box on Language Handout: Use Commas Correctly.* |
| 4 min. | * Identify the main clause and then identify which part of a sentence is the introductory element. * Look at the first example sentence. The main clause is: *you should go to bed early*. This part of the sentence contains the subject (*you*) and verb (*should* *go*). The introductory element adds information to the main clause. Why should you go to bed early? You should go to bed early if you want to wake up early. * Now find the main clause and introductory element in the other examples. * Notice the comma in each sentence between the introductory element and the main clause. The introductory elements are not complete sentences on their own. | * *Review the first example in the Use Commas for Introductory Elements box with students.* |
| 2 min. | * Let’s look at other examples of how to use commas correctly. | * *Read aloud the Use Commas to Set Off Words Within Sentences box on Language Handout: Use Commas Correctly.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Commas Correctly. | * *Distribute Language Handout: Use Commas Correctly and review directions for the practice items.* |

| Grade 6 M2 L10 Handout: Use Commas Correctly |
| --- |
| |  | | --- | | USE COMMAS FOR INTRODUCTORY ELEMENTS | | An introductory element adds information, or describes something in the main clause.  Use a comma to separate, or set off, the introductory element from the main clause in a sentence.  Examples:   * If you want to wake up early, you should go to bed early. * Because our team won the game, we are going to the championships. * To do well on the test, you must read the chapter. * Meanwhile, my parents waited in the parking lot. |  |  | | --- | | USE COMMAS TO SET OFF WORDS WITHIN SENTENCES | | Use commas to set off the following types of words within sentences:   * *yes* and *no* * tag questions * direct address   Examples:   * Yes, I can meet you at the park. * It’s broken, isn’t it? * That is an excellent idea, Gabriel. |  |  | | --- | | USE COMMAS FOR INTRODUCTORY ELEMENTS PRACTICE | | **Directions:** Place the comma in between the introductory element and the main clause.   1. After the movie we can go out for pizza. After the movie, we can go out for pizza. 2. Even though I don’t want to I will help clean up this mess. Even though I don’t want to, I will help clean up this mess. 3. However the doctor’s office is closed on Saturdays. However, the doctor’s office is closed on Saturdays. 4. Swimming quickly the ducks crossed the pond. Swimming quickly, the ducks crossed the pond. |  |  | | --- | | USE COMMAS TO SET OFF WORDS WITHIN SENTENCES PRACTICE | | **Directions:** Place a comma in the correct part of the sentence.   1. No I’m not going to be at the party. No, I’m not going to be at the party. 2. You have played this game before haven’t you? You have played this game before, haven’t you? 3. Sandeep do you know what time it is? Sandeep, do you know what time it is? 4. Yes you can bring a snack on the train. Yes, you can bring a snack on the train. | |

### L.5.2.C: Use Commas to Set Off Words Within Sentences

[See Grade 6 M2 L10 Mini-lesson: Use Commas Correctly (14 min.)](#_Grade_6_M2_2)

[See Grade 7 M2 L17 Mini-lesson: Use Commas in Sentences (13 min.)](#_Grade_7_M2_1)

| Grade 5 M2 L31 Mini-lesson: Use Commas to Set Off Words Within Sentences (10 min.) | | |
| --- | --- | --- |
| L.5.2.C: Use Commas to Set Off Words Within Sentences | | |
| **L.5.2.C:** Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). | | |
| **Frame Instruction** | | |
| * Many of you said that adding a comma after *Joe* to show that the statement was directed at him would help the sentence make more sense. Commas have many uses. * Today, we’re going to learn to place commas after the words *yes* and *no*, to separate a question from the rest of the sentence, and to indicate you are addressing someone directly. | | |
| 1. *Display Language Handout: Use Commas to Set Off Words Within Sentences.* 2. *Organize pairs for adding commas to the correct place in the sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A comma is a punctuation mark that indicates a pause between parts of a sentence. It is used after the words *yes* and *no.* | * *Read aloud the definition of a comma in the Set Off the Words Yes and No box on Language Handout: Use Commas to Set Off Words Within Sentences.* |
| 2 min. | * In our writing, commas are put in places to indicate a pause. Commas are put after the words *yes* and *no* in sentences. | * *Review the chart from the Set Off the Words Yes and No box with students.* |
| 2 min. | * I will show you two more instances where commas belong in the sentence. Talk with a partner about where the commas go, and correct the sentence. After two minutes, I will reveal the correct answer. | * *Show students the Set Off a Tag Question from the Rest of the Sentence and Indicating Direct Address boxes, read the caption above each chart, and cover the Sentence with Correct Punctuation columns in each chart. After two minutes, show students the answers.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Commas to Set Off Words Within Sentences. | * *Distribute Language Handout: Use Commas to Set Off Words Within Sentences and review directions for the practice items.* |

| Grade 5 M2 L31 Handout: Use Commas to Set Off Words Within Sentences |
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| |  | | --- | | SET OFF THE WORDS YES AND NO | | A comma is a punctuation mark that indicates a pause between parts of a sentence.  It is used after the words *yes* and *no*:   |  |  | | --- | --- | | **Sentence** | **Sentence with Correct Punctuation** | | Yes please. | Yes, please. | | No thank you. | No, thank you. | |  |  | | --- | | SET OFF A TAG QUESTION FROM THE REST OF THE SENTENCE | | Commas are used as a pause between a question and the rest of the sentence, such as:   |  |  | | --- | --- | | **Sentence** | **Sentence with Correct Punctuation** | | You’re lying aren’t you? | You’re lying, aren’t you? | | She’s hungry isn’t she? | She’s hungry, isn’t she? | |  |  | | --- | | INDICATING DIRECT ADDRESS | | Commas are used to address someone directly.   |  |  | | --- | --- | | **Sentence** | **Sentence with Correct Punctuation** | | Are you telling the truth Annie? | Are you telling the truth, Annie? | | That is correct Tim. | That is correct, Tim. | |  | COMMAS TO SET OFF YES, NO, AND QUESTIONS PRACTICE | | --- | | **Directions:** Place a comma in the correct part of the sentence.   1. We should take the test don’t you think? We should take the test, don’t you think? 2. I was so nervous about the test wasn’t I? I was so nervous about the test, wasn’t I? 3. Yes I’d like a cherry in my soda. Yes, I’d like a cherry in my soda. 4. No I don’t think lying is a good idea. No, I don’t think lying is a good idea. |  | COMMAS TO INDICATE DIRECT ADDRESS PRACTICE | | --- | | **Directions:** Place a comma in the correct part of the sentence.   1. Why is she with you Robert? Why is she with you, Robert? 2. Emily you are being quite loud. Emily, you are being quite loud. | |

### L.7.2.A: Use Commas with Coordinate Adjectives

[See Grade 8 M2 L18 Mini-lesson: Use Commas (13 min.)](#_Grade_8_M2)

| Grade 7 M1 L12 Mini-lesson: Use Commas with Coordinate Adjectives (12 min.) | | |
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| L.7.2.A: Use Commas with Coordinate Adjectives | | |
| **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). | | |
| **Frame Instruction** | | |
| You just described yourself with three adjectives. Today, we will learn how to use a comma to separate coordinate adjectives in your writing, then we will apply that learning to our narratives. | | |
| *Display and distribute Language Handout: Use Commas with Coordinate Adjectives.* | | |
| Pacing | Say | Do |
| 1 min. | * Adjectives are words that describe nouns, such as *bright* to describe *child: She is a bright child*. * Coordinate adjectives are two or more adjectives that separately describe one noun. For example, *She is a bright, fearless child*. | *Review the definition of* adjective *on Handout: Use Commas with Coordinate Adjectives. Then, read aloud the definition of coordinate adjectives.* |
| 3 min. | * We can identify coordinate adjectives and their need to be separated by a comma if we can re-order the adjectives and keep the meaning of the sentence and the description of the noun. * In the sentence, “Graduation took place on a dry, cold evening” the adjectives *dry* and *cold* both describe the noun *evening*. We can switch the order and say, “Graduation took place on a cold, dry evening” and the sentence still makes sense. * We can also identify coordinate adjectives and their need to be separated by a comma if we can use the word *and* between the adjectives and the meaning stays the same. * In the sentence “She read to us from a dusty, delicate book” the adjectives *dusty* and *delicate* both describe the noun *book*. We can add the word *and* between the adjectives, and the sentence still makes sense: “She read to us from a dusty and delicate book.” * Who can tell us about the third example and why we know it is a coordinate adjective separated by a comma? | *Review the two examples of coordinate adjectives separated by commas. Have a volunteer explain how the third example is an example of coordinate adjectives separated by a comma.* |
| 3 min. | * If adjectives are not coordinate adjectives, a comma is not used to separate them. * The sentence “He completed his prom look with a new blue tie” does not contain coordinate adjectives and does not need a comma because the adjectives *new* and *blue* cannot be reversed. The order of the adjectives must stay the same so that the sentence makes sense. * The sentence “The pianist’s three young daughters came to the concert with her” does not contain coordinate adjectives. The adjectives *three* and *young* cannot be reversed and cannot have the word *and* between them and still make sense. * Who can tell me about the third example and why it does not contain coordinate adjectives? | *Review the two examples that do not require a comma and are not coordinate adjectives. Have a volunteer explain how the third example does not contain coordinate adjectives.* |
| **Monitor Progress**  5 min. | Complete the practice items on Language Handout: Use Commas with Coordinate Adjectives. | *Distribute Handout: Use Commas with Coordinate Adjectives and review directions for the practice items.* |

| Grade 7 M1 L12 Handout: Use Commas with Coordinate Adjectives |
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| |  | | --- | | COORDINATE ADJECTIVES | | Adjectives are words that describe nouns, such as *bright* to describe *child: She is a bright child*. Coordinate adjectives are two or more adjectives that separately describe one noun. For example, *She is a bright, fearless child*. |  |  | | --- | | SEPARATING COORDINATE ADJECTIVES | | Coordinate adjectives need to be separated by a comma.   |  | | --- | | **Examples** | | Graduation took place on a **dry, cold** evening. | | She read to us from a **dusty, delicate** book. | | The horse trampled over the **muddy, wet** path. |   If adjectives are not coordinate, a comma is not used to separate them.   |  | | --- | | **Examples** | | He completed his prom look with a **new blue** tie. | | The pianist’s **three young** daughters came to the concert with her. | | We harvested the **fresh green** vegetables from the garden. | |  | SEPARATING COORDINATE ADJECTIVES PRACTICE | | --- | | **Directions:** Determine whether each sentence contains coordinate adjectives. If so, add a comma to separate the coordinate adjectives.   1. I have borrowed two art history books from the library. [no coordinate adjectives, no comma] 2. My dog finally came home on a dry hot windy day. [dry, hot, windy day] 3. It was a delightful educational trip to the museum. [delightful, educational trip]   **Directions:** Write a sentence using commas to separate coordinate adjectives that describe the noun provided.   1. meal Sample response: The delicious, affordable meal prepared me for the rest of the day at the conference. 2. play Sample response: Last night’s thought-provoking, hilarious play left me laughing all day today. 3. politician Sample response: I witnessed the poised, bold politician deliver his speech in front of the capitol building. | |

## Punctuation

### L.K.2.B: Recognize End Marks

[See Grade 2 M1 L25 Mini-lesson: Use End Marks (11 min.)](#_Grade_2_M1_1)

| Grade K M2 L21 Mini-lesson: Recognize End Marks (8 min.)Grade K M3 L32 Mini-lesson: Recognize End Marks (8 min.) | | |
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| L.K.2.B: Recognize end marks | | |
| **L.K.2.B:** Recognize and name end punctuation. | | |
| **Frame Instruction** | | |
| * Today we’re going to learn the different types of end punctuation. | | |
| 1. *Display Language Handout: Recognize End Marks.* 2. *Organize pairs for generating examples.* | | |
| Pacing | Say | Do |
| 1 min. | * End punctuation comes at the end of a sentence. It helps to show what the meaning and job of that sentence is. | n/a |
| 1 min. | * A period comes at the end of a sentence that tells. This could be a statement, which tells information, or a command, which tells someone to do something. | Read the details about periods on Language Handout: Recognize End Marks. |
| 1 min. | * A question mark comes at the end of a question, or a sentence that asks. | Read the details about question marks on Language Handout: Recognize End Marks. |
| 1 min. | * An exclamation mark comes at the end of a sentence that shows strong feeling. This could be an exclamation or a command. | Read the details about exclamation marks on Language Handout: Recognize End Marks. |
| **Monitor Progress**  3 min. | * With your partner, think of an example of a sentence that would end in a period, an example of a sentence that would end in a question mark, and an example of a sentence that would end in an exclamation mark. | *Have students write their sample sentences. Call on volunteers to explain their thinking.* |

| Grade K M2 L21 Handout: Recognize End MarksGrade K M3 L32 Handout: Recognize End Marks |
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| |  | | --- | | END PUNCTUATION | | End punctuation comes at the end of a sentence.   |  |  |  |  | | --- | --- | --- | --- | | **Name** | **Mark** | **Use** | **Examples** | | period | . | tells | We are at home.  Close the door, please. | | question mark | ? | asks | Do you have a sister?  What is your name? | | exclamation mark | ! | shows strong feeling | Be careful!  It is my birthday today! | | |

| Grade 1 M1 L15 Mini-lesson: Identify Sentence Features and Recognize End Marks (11 min.) | | |
| --- | --- | --- |
| RF.1.1.A: IDENTIFY SENTENCE FEATURES  L.K.2.B: RECOGNIZE END MARKS | | |
| **RF.1.1.A:** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  **L.K.2.B:** Recognize and name end punctuation. | | |
| **Frame Instruction** | | |
| * Every day, we do things like brush our teeth and pack our schoolbag to get ready for school. Good writers do things to get ready, too. They need to get their writing ready to publish. Writers spend time editing their work so that it has as few mistakes as possible. * Today, we will edit our work to use end punctuation correctly. First, we will review different types of end punctuation. Then, we will edit punctuation in our stories. | | |
| 1. *Display Language Handout:* Identify Sentence Features and *Recognize End Marks.* 2. *Organize pairs for generating examples.* | | |
| Pacing | Say | Do |
| 1 min. | * End punctuation comes at the end of a sentence. It helps show what the meaning and job of that sentence are. | n/a |
| 2 min. | * A period comes at the end of a sentence that tells. This could be a sentence that tells information or tells someone to do something. * With your partner, think of another example of a sentence that would end in a period. | Read details about periods on Language Handout: Identify Sentence Features and Recognize End Marks. Elicit more examples of sentences that end in a period. |
| 2 min. | * A question mark comes at the end of a sentence that asks a question. * With your partner, think of another example of a sentence that would end in a question mark. | Read details about question marks on Language Handout: Identify Sentence Features and Recognize End Marks. Elicit more examples of sentences that end in a question mark. |
| 2 min. | * An exclamation mark comes at the end of a sentence that shows strong feelings, like surprise or anger. * With your partner, think of another example of a sentence that would end in an exclamation mark. | Read details about exclamation marks on Language Handout: Identify Sentence Features and Recognize End Marks. Elicit more examples of sentences that end in an exclamation mark. |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Reference: End Punctuation. | *Distribute Language Handout: Identify Sentence Features and Recognize End Marks and review directions for the practice items.* |

| Grade 1 M1 L15 Handout: Identify Sentence Features and Recognize End Marks |
| --- |
| |  | | --- | | END PUNCTUATION | | End punctuation comes at the end of a sentence.   |  |  |  |  | | --- | --- | --- | --- | | **Name** | **Mark** | **Use** | **Examples** | | period | . | tells | We are at home.  Close the door, please. | | question mark | ? | asks | Do you have a sister?  What is your name? | | exclamation mark | ! | shows strong feeling | Be careful!  It’s my birthday today! | |  | END PUNCTUATION PRACTICE | | --- | | **Directions:** Add the correct end punctuation to each sentence.   1. Did you meet the new student\_\_\_\_ ? 2. She tells such exciting stories\_\_\_\_ ! 3. I went to the library\_\_\_ . 4. Where is your notebook\_\_\_\_ ? | |

### L.1.2.B: Use End Marks

| Grade 1 M2 L14 Mini-lesson: Recognize and Use End Marks (11 min.) | | |
| --- | --- | --- |
| L.K.2.B: Recognize end marks  L.1.2.B: Use end marks | | |
| **L.K.2.B:** Recognize and name end punctuation.  **L.1.2.B:** Use end punctuation for sentences. | | |
| **Frame Instruction** | | |
| * Just like scientists and builders keep working to make their projects better, good writers keep working to make their writing better. They edit their work so that it has as few mistakes as possible. * Today, we will edit our work to use end punctuation correctly. First, we will review different types of end punctuation. Then, we will edit our informative sentences. | | |
| 1. *Display Language Handout: Recognize and Use End Marks.* 2. *Organize pairs for generating examples.* | | |
| Pacing | Say | Do |
| 1 min. | * End punctuation comes at the end of a sentence. It helps show what the meaning and job of that sentence are. | n/a |
| 2 min. | * A period comes at the end of a sentence that tells. This could be a statement, which tells information, or a command, which tells someone to do something. * With your partner, think of another example of a sentence that would end in a period. | Read the details about periods on Language Handout: Recognize and Use End Marks. Elicit more examples of sentences that would end in a period. |
| 2 min. | * A question mark comes at the end of a question, or a sentence that asks. * With your partner, think of another example of a sentence that would end in a question mark. | Read the details about question marks on Language Handout: Recognize and Use End Marks. Elicit more examples of sentences that would end in a question mark. |
| 2 min. | * An exclamation mark comes at the end of a sentence that shows strong feeling. This could be an exclamation or a command. * With your partner, think of another example of a sentence that would end in an exclamation mark. | Read the details about exclamation marks on Language Handout: Recognize and Use End Marks. Elicit more examples of sentences that would end in an exclamation mark. |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Recognize and Use End Marks. | *Distribute Language Handout: Recognize and Use End Marks and review directions for the practice items.* |

| Grade 1 M2 L14 Handout: Recognize and Use End Marks |
| --- |
| |  | | --- | | RECOGNIZE AND USE END MARKS | | End punctuation comes at the end of a sentence.   |  |  |  |  | | --- | --- | --- | --- | | **Name** | **Mark** | **Use** | **Examples** | | period | . | tells | We are at home.  Close the door, please. | | question mark | ? | asks | Do you have a sister?  What is your name? | | exclamation mark | ! | shows strong feeling | Be careful!  It’s my birthday today! | |  | RECOGNIZE AND USE END MARKS PRACTICE | | --- | | **Directions:** Add the correct end punctuation to each sentence.   1. The fish is small and orange\_\_\_\_ . 2. Do you like to go outside\_\_\_ ? 3. It’s so much fun to swim\_\_\_\_ ! 4. Don’t forget your shoes\_\_\_\_ . or ! | |

| Grade 2 M1 L25 Mini-lesson: Recognize and Use End Marks (11 min.) | | |
| --- | --- | --- |
| L.K.2.B: Recognize end marks  L.1.2.B: Use end marks | | |
| **L.K.2.B:** Recognize and name end punctuation.  **L.1.2.B:** Use end punctuation for sentences. | | |
| **Frame Instruction** | | |
| * The Little Yellow Leaf takes some extra time to get ready to leave the tree. Good writers also take some time to get their writing ready to publish. They spend time editing their work so that it has as few mistakes as possible. * Today we’re going to learn to edit our work to use end punctuation correctly. First, we will review the different types of end punctuation. Then we will apply that learning to our informative paragraphs. | | |
| 1. *Display Language Handout: Recognize and Use End Marks.* 2. *Organize pairs for generating examples.* | | |
| Pacing | Say | Do |
| 1 min. | * End punctuation comes at the end of a sentence. It helps to show what the meaning and job of that sentence is. | n/a |
| 2 min. | * A period comes at the end of a sentence that tells. This could be a statement, which tells information, or a command, which tells someone to do something. * With your partner, think of another example of a sentence that would end in a period. | Read the details about periods on Language Handout: Recognize and Use End Marks. Elicit more examples of sentences that would end in a period. |
| 2 min. | * A question mark comes at the end of a question, or a sentence that asks. * With your partner, think of another example of a sentence that would end in a question mark. | Read the details about question marks on Language Handout: Recognize and Use End Marks. Elicit more examples of sentences that would end in a question mark. |
| 2 min. | * An exclamation mark comes at the end of a sentence that shows strong feeling. This could be an exclamation or a command. * With your partner, think of another example of a sentence that would end in an exclamation mark. | Read the details about exclamation marks on Language Handout: Recognize and Use End Marks. Elicit more examples of sentences that would end in an exclamation mark. |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Recognize and Use End Marks. | *Distribute Language Handout: Recognize and Use End Marks and review directions for the practice items.* |

| Grade 2 M1 L25 Handout: Recognize and Use End Marks |
| --- |
| |  | | --- | | RECOGNIZE AND USE END MARKS | | End punctuation comes at the end of a sentence.   |  |  |  |  | | --- | --- | --- | --- | | **Name** | **Mark** | **Use** | **Examples** | | period | . | tells | We are at home.  Close the door, please. | | question mark | ? | asks | Do you have a sister?  What is your name? | | exclamation mark | ! | shows strong feeling | Be careful!  It’s my birthday today! | |  | RECOGNIZE AND USE END MARKS PRACTICE | | --- | | **Directions:** Add the correct end punctuation to each sentence.   1. The pumpkins are big and orange\_\_\_\_ . 2. It’s so much fun to play in the leaves\_\_\_\_ ! 3. Do you think it will snow soon\_\_\_ ? 4. Don’t stay up too late\_\_\_\_ . or ! | |

### L.2.2.C: Use Apostrophes in Contractions and Possessives

| Grade 2 M2 L16 Mini-lesson: Use Possessive Nouns and Apostrophes (11 min.) | | |
| --- | --- | --- |
| L.1.1.B: Form Possessive Nouns  L.2.2.C: Use Apostrophes in Contractions and Possessives | | |
| L.1.1.B: Use common, proper, and possessive nouns.  L.2.2.C: Use an apostrophe to form contractions and frequently occurring possessives. | | |
| **Frame Instruction** | | |
| * We might write our name on a folder or a piece of clothing to show that it belongs to us. In a similar way, writers can use a special mark to show that something belongs to someone. This mark is called an apostrophe. * Today, we will learn to write words with apostrophes. First we will review how to use apostrophes in two ways: in possessive nouns and in contractions. Then, we will use that learning to edit focus writing task 1. | | |
| 1. *Display Language Handout: Use Possessive Nouns and Apostrophes.* 2. *Organize pairs for completing the handout.* | | |
| **Pacing** | **Say** | **Do** |
| 3 min. | * Apostrophes are important punctuation marks. They help us form contractions. A contraction is a shortened form of a word. In a contraction, the apostrophe takes the place of missing letters. * You probably use contractions all the time. Words like *don’t*, *can’t*,and *he’s* are really more than one word, or a long word that has a few letters removed. Let’s look at these three examples. * *Wouldn’t* is a shortened form of *would not.* To form *wouldn’t*,we remove the *o* in *not.* Push the two words together, and replace the *o* in *not* with an apostrophe. * Now, look at the words *should not* and *she will.* Which letters are removed? What do we replace those letters with? | * *Read aloud the definition of a contraction on Language Handout: Use Possessive Nouns and Apostrophes and review the three examples.* * *Review the chart with the examples of other contractions. In several examples, point out the letters that have been removed and replaced with contractions.* |
| 2 min. | * Apostrophes also help us form a special word called a possessive. * A possessive is a word that shows something belongs to someone or something. * When a noun is singular, it names one person, place, or thing. To form a possessive with a singular noun, you add an apostrophe and an –*s* to the end of the word. * When a noun is plural, it names more than one person, place, or thing and usually ends with an –*s*. To form a possessive with a plural noun, you add an apostrophe after the *s*. | * *Read aloud the definition of a possessive on Language Handout: Use Possessive Nouns and Apostrophes and the rules for forming possessives.* |
| 2 min. | * With your partner, work together to complete the first table of practice items on Language Handout: Use Possessive Nouns and Apostrophes. | * *Distribute Language Handout: Use Possessive Nouns and Apostrophes and review directions for completing the first table of practice items.* |
| **Monitor Progress**  3 min. | * Complete the second table of practice items on Language Handout: Use Possessive Nouns and Apostrophes. | * *Read the instructions for completing the second table of practice items.* |

| Grade 2 M2 L16 Handout: Use Possessive Nouns and Apostrophes |
| --- |
| |  | | --- | | USING POSSESSIVE NOUNS AND APOSTROPHES | | A contraction is a shortened form of a word.  An apostrophe is used to form contractions. In a contraction, the apostrophe takes the place of missing letters.  possessives   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | not | | is | | are | | will | | have | | | are not | aren’t | he is | he’s | they are | they’re | I will | I’ll | I have | I’ve | | could not | couldn’t | she is | she’s | we are | we’re | he will | he’ll | they have | they’ve | | did not | didn’t | that is | that’s | you are | you’re | she will | she’ll | we have | we’ve | | does not | doesn’t | there is | there’s |  |  | they will | they’ll | you have | you’ve | | has not | hasn’t | what is | what’s |  |  | we will | we’ll |  |  | | would not | wouldn’t | where is | where’s |  |  | you will | you’ll |  |  |   A possessive is a word that shows something belongs to someone or something. An apostrophe is also used to form possessives.  When a noun is singular, it names one person, place, or thing. To form a possessive with a singular noun, you add an apostrophe and an –s to the end of the word.  the tail belongs to the dog the dog’s tail  the cover of the book the book’s cover  When a noun is plural, it names more than one person, place, or thing and usually ends with an –s. To form a possessive with a plural noun, you add an apostrophe after the s.  the tails belong to the dogs the dogs’ tails  the covers of the books the books’ covers |  | USE POSSESSIVE NOUNS AND APOSTROPHES PRACTICE | | --- | | **Directions:** Read each phrase and match it with the correct possessive phrase.   |  |  | | --- | --- | | **Original Phrase** | **Possessive Phrase** | | the cover of the book | the boo’ks cover | |  | the books’ cover | |  | the book’s cover | | the lid of the box | the bo’xs lid | |  | the box’s lid | |  | the boxs’ lid | | the wing of the bird | the bird’s wing | |  | the birds’ wing | |  | the bir’ds wing |   **Directions:** Read each sentence. Match the underlined words with the correct contraction.   |  |  | | --- | --- | | **Sentence** | **Contraction** | | We will not finish the book today. | that’s | | You have completed the puzzle. | didn’t | | That is her crayon. | won’t | | They did not go to the park. | you’ve | | |

| Grade 2 M3 L29 Mini-lesson: Use Apostrophes in Contractions and Possessives (11 min.) | | |
| --- | --- | --- |
| L.2.2.C: Use Apostrophes in Contractions and Possessives | | |
| L.2.2.C: Use an apostrophe to form contractions and frequently occurring possessives. | | |
| **Frame Instruction** | | |
| Today, we will learn to write words with apostrophes. We will review how to use apostrophes in two ways: in possessive nouns and in contractions. | | |
| 1. *Display Language Handout: Use Apostrophes in Contractions and Possessives.* 2. *Organize pairs for completing the handout.* | | |
| **Pacing** | **Say** | **Do** |
| 3 min. | * Apostrophes are important punctuation marks. They help us form contractions. A contraction is a shortened form of a word. In a contraction, the apostrophe takes the place of missing letters. * You probably use contractions all the time. Words like *don’t*, *can’t*,and *he’s* are really more than one word, or a long word that has a few letters removed. Let’s look at these three examples. * *Wouldn’t* is a shortened form of *would not.* To form *wouldn’t*,we remove the *o* in *not.* Push the two words together, and replace the *o* in *not* with an apostrophe. * Now, look at the words *should not* and *she will.* Which letters are removed? What do we replace those letters with? | * *Read aloud the definition of a contraction on Language Handout: Use Apostrophes in Contractions and Possessives and review the three examples.* * *Review the chart with the examples of other contractions. In several examples, point out the letters that have been removed and replaced with contractions.* |
| 2 min. | * Apostrophes also help us form a special word called a possessive. * A possessive is a word that shows something belongs to someone or something. * When a noun is singular, it names one person, place, or thing. To form a possessive with a singular noun, you add an apostrophe and an –*s* to the end of the word. * When a noun is plural, it names more than one person, place, or thing and usually ends with an –*s*. To form a possessive with a plural noun, you add an apostrophe after the *s*. | * *Read aloud the definition of a possessive on Language Handout: Use Apostrophes in Contractions and Possessives and the rules for forming possessives.* |
| 2 min. | * With your partner, work together to complete the first table of practice items on Language Handout: Use Possessive Nouns and Apostrophes. | * *Distribute Language Handout: Use Apostrophes in Contractions and Possessives and review directions for completing the first table of practice items.* |
| **Monitor Progress**  3 min. | * Complete the second table of practice items on Language Handout: Use Apostrophes in Contractions and Possessives. | * *Read the instructions for completing the second table of practice items.* |

| Grade 2 M3 L29 Handout: Use Apostrophes in Contractions and Possessives |
| --- |
| |  | | --- | | USE APOSTROPHES IN CONTRACTIONS AND POSSESSIVES | | A contraction is a shortened form of a word.  An apostrophe is used to form contractions. In a contraction, the apostrophe takes the place of missing letters.  possessives   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | not | | is | | are | | will | | have | | | are not | aren’t | he is | he’s | they are | they’re | I will | I’ll | I have | I’ve | | could not | couldn’t | she is | she’s | we are | we’re | he will | he’ll | they have | they’ve | | did not | didn’t | that is | that’s | you are | you’re | she will | she’ll | we have | we’ve | | does not | doesn’t | there is | there’s |  |  | they will | they’ll | you have | you’ve | | has not | hasn’t | what is | what’s |  |  | we will | we’ll |  |  | | would not | wouldn’t | where is | where’s |  |  | you will | you’ll |  |  |   A possessive is a word that shows something belongs to someone or something. An apostrophe is also used to form possessives.  When a noun is singular, it names one person, place, or thing. To form a possessive with a singular noun, you add an apostrophe and an –s to the end of the word.  the tail belongs to the dog the dog’s tail  the cover of the book the book’s cover  When a noun is plural, it names more than one person, place, or thing and usually ends with an –s. To form a possessive with a plural noun, you add an apostrophe after the s.  the tails belong to the dogs the dogs’ tails  the covers of the books the books’ covers |  | USE APOSTROPHES IN CONTRACTIONS AND POSSESSIVES PRACTICE | | --- | | **Directions:** Read each phrase and match it with the correct possessive phrase.   |  |  | | --- | --- | | **Original Phrase** | **Possessive Phrase** | | the cover of the book | the boo’ks cover | |  | the books’ cover | |  | the book’s cover | | the lid of the box | the bo’xs lid | |  | the box’s lid | |  | the boxs’ lid | | the wing of the bird | the bird’s wing | |  | the birds’ wing | |  | the bir’ds wing |   **Directions:** Read each sentence. Match the underlined words with the correct contraction.   |  |  | | --- | --- | | **Sentence** | **Contraction** | | We will not finish the book today. | that’s | | You have completed the puzzle. | didn’t | | That is her crayon. | won’t | | They did not go to the park. | you’ve | | |

| Grade 3 M1 L23 Mini-lesson: Use Apostrophes in Contractions and Possessives (10 min.) | | |
| --- | --- | --- |
| L.2.2.C: Use Apostrophes in Contractions and Possessives  L.3.2.D: Use Possessives | | |
| **L.2.2.C:** Use an apostrophe to form contractions and frequently occurring possessives.  L.3.2.D: Form and use possessives. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use an apostrophe to form contractions and possessives. | | |
| 1. *Display Language Handout: Use Apostrophes in Contractions and Possessives.* 2. *Organize pairs to form sentences using possessives.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * A contraction is a shortened form of a word. An apostrophe is used to form contractions. In a contraction, the apostrophe takes the place of missing letters. * When we speak, you probably use contractions all the time. Did you know that words like *don’t, can’t, and he’s* are really more than one word or a long word that has a few letters kicked out? Let’s look at these three examples. * *Don’t* is a shortened form of *do not.* To form *don’t,* we remove the *o* in *not,* push the two words together, and replace *o* with an apostrophe. * Now look at the words *cannot* and *he is.* Which letters are kicked out? What do we replace those letters with? | *Read aloud the definition of a contraction on Language Handout: Use Apostrophes in Contractions and Possessives and review the three examples.* |
| 1 min. | * n/a | *Review the chart with the examples of other contractions. In several examples, point out the letters that have been kicked out and replaced with contractions.* |
| 1 min. | * Apostrophes are important punctuation marks. They help us form contractions. They also help us form a special word called a possessive. | *Read aloud the definition of a possessive on Language Handout: Use Apostrophes in Contractions and Possessives and the rules for forming possessives.* |
| 2 min. | * With your partner, work together to write sentences using possessives. Write a sentence about something that belongs to your partner. | *Give students time to write. Have volunteers share examples as time allows.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Use Apostrophes in Contractions and Possessives. | *Distribute Language Handout: Use Apostrophes in Contractions and Possessives and review directions for the practice items.* |

| Grade 3 M1 L23 Handout: Use Apostrophes in Contractions and Possessives |
| --- |
| |  | | --- | | USE APOSTROPHES IN CONTRACTIONS AND POSSESSIVES | | A contraction is a shortened form of a word.  An apostrophe is used to form contractions. In a contraction, the apostrophe takes the place of missing letters.     |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | not | | is | | are | | will | | have | | | are not | aren’t | he is | he’s | they are | they’re | I will | I’ll | I have | I’ve | | could not | couldn’t | she is | she’s | we are | we’re | he will | he’ll | they have | they’ve | | did not | didn’t | that is | that’s | you are | you’re | she will | she’ll | we have | we’ve | | does not | doesn’t | there is | there’s |  |  | they will | they’ll | you have | you’ve | | has not | hasn’t | what is | what’s |  |  | we will | we’ll |  |  | | would not | wouldn’t | where is | where’s |  |  | you will | you’ll |  |  |   A possessive is a word that shows something belongs to someone or something. An apostrophe is also used to form possessives.  When a noun is singular, it names one person, place, or thing. To form a possessive with a singular noun, you add an –s to the end of the word.  the tail belongs to the dog the dog’s tail  the cover of the book the book’s cover  When a noun is plural, it names more than one person, place, or thing and usually ends with an –s. To form a possessive with a plural noun, you add an apostrophe after the s.  the tails belong to the dogs the dogs’ tails  the covers of the books the books’ covers |  | USE APOSTROPHES IN CONTRACTIONS AND POSSESSIVES PRACTICE | | --- | | **Directions:** Read each sentence. Replace the underlined word or words with a contraction.   1. Please do not close the door. Please don’t close the door. 2. You are going to be late. You’re going to be late. 3. We will see you tomorrow. We’ll see you tomorrow. 4. They have been there before. They’ve been there before. 5. She is on her way. She’s on her way.   **Directions:** Read each sentence. Replace the underlined word or words with a possessive.   1. The house that belongs to John is nearby. John’s house is nearby. 2. I gave him the book that belongs to Kate. I gave him Kate’s book. 3. The yarn that belongs to the cats is long. The cats’ yarn is long. 4. The mice that belong to the boys are shy. The boys’ mice are shy. 5. When will we see the baby that belongs to Megan? When will we see Megan’s baby? | |

### L.3.2.C: Punctuate Dialogue

| Grade 3 M3 L12 Mini-lesson: Punctuate Dialogue (15 min.)Grade 5 M3 L15 Mini-lesson: Punctuate Dialogue (15 min.) | | |
| --- | --- | --- |
| L.3.2.C: Punctuate Dialogue | | |
| **L.3.2.C:** Use commas and quotation marks in dialogue. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use punctuation in dialogue. | | |
| 1. *Display Language Handout: Punctuate Dialogue.* 2. *Organize pairs for practicing punctuating dialogue.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Dialogue is what a character says in a story. Dialogue is often set off by quotation marks and includes the name of the person who said the words. | * *Read aloud the definition of dialogue on Language Handout: Punctuate Dialogue.* |
| 3 min. | * Dialogue uses some special punctuation. * We put quotation marks around the words the characters actually say. * Now try writing your own example of dialogue. | * *Review the examples of quotations in the Quotation Marks box. Point out how the quotation marks go around the dialogue. Have students take turns writing examples on their own, making sure to show the quotation marks on either side of the line of dialogue.* |
| 3 min. | * To show who says which words, we add “said” and the character’s name. We put a comma at the end of the words the character says to separate the dialogue from the person who said it. * We place the comma inside the quotation marks, not outside. * Who can help me write another example? | * *Review the examples in the Commas box and point out where the comma is placed. Ask a volunteer to help you write an additional example.* |
| 3 min. | * We can also take something someone said and write it as dialogue. If I tell you that Jane said she wanted to go to the park after school, how could we write it as dialogue? | * *Work with volunteers to write the sentence as dialogue:*   + *“I want to go to the park after school,” said Jane.* * *As you write, stop to show where you are putting punctuation.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Punctuate Dialogue. | * *Distribute Language Handout: Punctuate Dialogue and review directions for the practice items.* |

| Grade 3 M3 L12 Handout: Punctuate DialogueGrade 5 M3 L15 Handout: Punctuate Dialogue |
| --- |
| |  | | --- | | DIALOGUE | | Dialogue is what a character says in a story.  Dialogue is often set off by quotation marks and includes the name of the person who said the words. |  |  | | --- | | QUOTATION MARKS | | Set off the words a character says using quotation marks.  **“**Let’s go to the park.**”**  **“**Sure! I’ll grab my baseball mitt.**”** |  |  | | --- | | COMMAS | | When you write dialogue, show who said the words. Use a comma to separate the words from the person who said them. The comma goes inside the quotation marks.  “Let’s go to the park**,**” said Sara.  “Sure! I’ll grab my baseball mitt**,**” said Marco. |  | DIALOGUE PUNCTUATION PRACTICE | | --- | | **Directions:** Rewrite each sentence with the correct punctuation.   1. It might rain today said Jack. “It might rain today,” said Jack. 2. We’re having sandwiches for lunch said Maria. “We’re having sandwiches for lunch today,” said Maria. 3. I’ll go get milk from the store said Mom. “I’ll go get milk from the store,” said Mom. 4. I finished reading the book said Sahil. “I finished reading the book,” said Sahil. |  | DIALOGUE PUNCTUATION PRACTICE | | --- | | **Directions:** Use the information to write a line of dialogue with the correct punctuation. Possible answers shown.   1. Marcus said the basketball team won yesterday. “The basketball team won yesterday,” said Marcus. 2. Coach said the next game would be in Springfield. “The next game will be in Springfield,” said Coach. | |

### L.4.2.B: Punctuate Direct Speech and Quotations

| Grade 4 M1 L12 Mini-lesson: Punctuate Direct Speech and Quotations (11 min.)Grade 5 M2 L29 Mini-lesson: Punctuate Direct Speech and Quotations (11 min.) | | |
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| L.4.2.B: Punctuate Direct Speech and Quotations | | |
| **Frame Instruction** | | |
| * Quotation marks are used to set off words that people say in a text. Daddy Ben’s words were in quotation marks to show that those were words he spoke aloud. * Today, we’re going to learn to use commas and quotation marks to mark direct speech and quotations from a text. | | |
| 1. *Display Language Handout: Punctuate Direct Speech and Quotations.* 2. *Organize pairs to quote the text for their focus writing task.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | n/a | *Read aloud the quotation mark rules on Language Handout: Punctuate Direct Speech and Quotations.* |
| 3 min. | With your partner, find a quote from the text that you are planning to use in your focus writing task. Write a sentence that includes the text. Be sure to follow the quotation mark rules. | *Give pairs time to write sentences that quote text for their focus writing task.* |
| 2 min. | Share your sentences with another pair. Review the sentence against the quotation mark rules. Give feedback as necessary. | *Have pairs swap sentences with another pair and give feedback.* |
| **Monitor Progress**  3 min. | Complete the practice items on Language Handout: Punctuate Direct Speech and Quotations. | *Distribute Language Handout: Punctuate Direct Speech and Quotations and review directions for the practice items.* |

| Grade 4 M1 L12 Handout: Punctuate Direct Speech and QuotationsGrade 5 M2 L29 Handout: Punctuate Direct Speech and Quotations |
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| |  | | --- | | PUNCTUATE DIRECT SPEECH AND QUOTATIONS | | |  |  | | --- | --- | | **Rule** | **Example** | | Quotation marks go around all spoken words or words quoted directly from a text. | **“**We are going to the park.**”** | | In dialogue, the first word of the quote is capitalized. | “**T**he library closes soon.” | | If quoting from a text, the first word is capitalized if it is a proper noun or the first word in the sentence. | “**I**n Philadelphia, Harriet found a room to rent.”  The author said “**h**e was the secretary of the American Anti-Slavery Society.” | | End marks at the end of the quote go inside the quotation marks. | “Will you go with me**?**”  “Yes, I will go**.**” | | A comma is used to separate spoken words from the dialogue tag, unless the quotation ends in an ! or ? | “You can go with him**,**” my mom said.  “Hooray!” I yelled. | |  | PUNCTUATE DIRECT SPEECH AND QUOTATIONS PRACTICE | | --- | | **Directions:** Use the Quotation Mark Rules to correctly punctuate the sentences below. The direct speech or quoted text is in bold.   1. My grandpa said **please get me my glasses**. My grandpa said, “Please get me my glasses.” 2. Harriet Tubman did not get lost because **the North Star pointed the way**. Harriet Tubman did not get lost because “the North Star pointed the way.” 3. **I will get your glasses** I replied. “I will get your glasses,” I replied. 4. **James and I can’t wait to go the party!** I told my friend. “James and I can’t wait to go to the party!” I told my friend. | |

| Grade 6 M2 L4 Mini-lesson: Punctuate Quotations and Titles of Works (9 min.) | | |
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| L.4.2.B: Punctuate Direct Speech and Quotations L.5.2.D: Punctuate Titles of Works | | |
| **L.4.2.B:** Use commas and quotation marks to mark direct speech and quotations from a text. **L.5.2.D:** Use underlining, quotation marks, or italics to indicate titles of works. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use punctuation in quotations and titles. | | |
| *Display Language Handout: Punctuate Quotations and Titles of Works* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | When writing a paper or report, it is important to use punctuation correctly when referring to other works. | Read aloud the Quotation Marks box on Language *Handout: Punctuate Quotations and Titles of Works*. |
| 2 min. | If you are writing a report or paper, you may want to use text directly from a source. If you are not using your own words, use quotation marks to show which text is taken from the source. Use commas to separate text in the same sentence from the quoted text. Make sure you place the other quotation marks in the right place. | *Review the examples from the Punctuate Quotations box with students.* |
| 1 min. | You may want to reference the title of a source in your report. Shorter sources like newspaper articles are set off from the text using quotation marks. Longer works like books are underlined or italicized. | *Review the examples from the Punctuate Titles of Works box with students.* |
| **Monitor Progress**  4 min. | Complete the practice items on Language Handout: Punctuate Quotations and Titles of Works. | *Distribute Language Handout: Punctuate Quotations and Titles of Works and review directions for the practice items.* |

| Grade 6 M2 L4 Handout: Punctuate Quotations and Titles of Works |
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| |  | | --- | | QUOTATION MARKS | | When writing a paper or report, it is important to use punctuation correctly when referring to other works:   * Use quotation marks to set off a direct (word-for-word) quotation. * Use a comma to separate a quote from text. * Place commas and periods inside the quotation marks. * Place question marks and exclamation points inside the quotation marks if they are part of the quote. * Use quotation marks around titles of short works, such as articles, poems, short stories, songs, and TV episodes. * Use underline or italics for titles of longer works, such as books, magazines, newspapers, plays, movies, and TV shows. |  |  | | --- | | PUNCTUATE QUOTATIONS | | |  |  | | --- | --- | | **Rule** | **Examples** | | Use quotation marks for a direct quotation. | **“**Building a new skyscraper requires a lot of hard work.**”**  According to Director Grayson, **“**The project will take eight years to complete.**”** | | Use a comma to separate a quote from text. | The director said**,** “Hundreds of tons of steel are coming from Pennsylvania.”  “The architect is one of the best in the business**,**” said the director. | | Places commas and periods inside quotation marks. | “The building will have eight elevators**,**” said the architect.  Grayson said, “The building will have thirty-four floors**.**” | | Place question marks and exclamation points inside the quotation marks if they are part of the quote. Put them outside if not. | “We are so excited for the new building to open!” said Mrs. Lewis.  Do you agree with Mrs. Lewis that, “this community needs a new office building”? | |  |  | | --- | | PUNCTUATE TITLES OF WORKS | | |  |  | | --- | --- | | **Rule** | **Examples** | | Use quotation marks around shorter works. | Newspaper article: “New Skyscraper Planned for Fourth Avenue” | | Italicize or underline longer works. | Book title: *The History of Skyscrapers* | |  |  | | --- | | PUNCTUATION PRACTICE | | **Directions:** Rewrite each sentence with the correct punctuation.   1. According to the orchestra director The new symphony is stunning. According to the orchestra director, “The new symphony is stunning.” 2. In The New Sound, published in the New York Times, Mr. Swanson said The composer is a genius. In “The New Sound,” published in the New York Times, Mr. Swanson said, “The composer is a genius.” 3. I can’t wait to see the new symphony! said Susan Rogers. “I can’t wait to see the new symphony!” said Susan Rogers. 4. According to the article, The new show is based on Gulliver’s Travels by Jonathan Swift. According to the article, “The new show is based on *Gulliver’s Travels* by Jonathan Swift.” 5. “The boat sank quickly”, said Mr. Jones. “The boat sank quickly,” said Mr. Jones. 6. According the article *Boat Sinks in Pine Lake*, “Thankfully, no one was injured”. According to the article “Boat Sinks in Pine Lake,” “Thankfully, no one was injured.” | |

### L.5.2.A: Punctuate Items in a Series

| Grade 5 M2 L26 Mini-lesson: Punctuate Items in a Series (12 min.) | | |
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| L.5.2.A: Punctuate Items in a Series | | |
| **L.5.2.A:** Use punctuation to separate items in a series. | | |
| **Frame Instruction** | | |
| * Many of you said that I could use commas to separate the items in the sentence I read. When you write items in a list, it is important to use commas to separate the items so the sentence makes sense to readers. * Today, we’re going to learn to separate three or more words or phrases in a series. | | |
| 1. *Display Language Handout: Punctuate Items in a Series.* 2. *Organize pairs for correcting punctuation in sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A series is three or more items. Items in a series must be separated by a comma and have a conjunction before the last item or clause. | * *Read aloud the Items in a Series box on Language Handout: Punctuate Items in a Series.* |
| 2 min. | * In our writing, we may not know where to place commas. * Look at the first sentence in the chart. What is it missing? It is missing commas to separate the items in a series. By adding commas, the reader can pause between each item. | * *Review the chart in the Series of Single Words box with students. Cover the What Is Missing and Correct Listing of Items in a Series columns. Reveal the first row of those columns as indicated.* |
| 1 min. | * Look at the second sentence with items in a series. Talk with your partner about what this sentence is missing. I will give you one minute to correct the sentence. | * *After a minute, show students the answer.* |
| 3 min. | * Items in a series can also be phrases or clauses. In the next chart, talk with your partner about what this sentence is missing. I will give you three minutes to correct the two sentences. | * *Display the chart in the Series of Phrases or Clauses box. Cover the What is Missing and Correct Listing of Items in a Series columns. Reveal the two columns as indicated.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Punctuate Items in a Series. | * *Distribute Language Handout: Punctuate Items in a Series and review directions for the practice items.* |

| Grade 6 M3 L32 Mini-lesson: Punctuate Items in a Series (12 min.) | | |
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| L.5.2.A: Punctuate Items in a Series | | |
| **L.5.2.A:** Use punctuation to separate items in a series. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to separate three or more words or phrases in a series. | | |
| 1. *Display Language Handout: Punctuate Items in a Series.* 2. *Organize pairs for correcting punctuation in sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A series is three or more items. Items in a series must be separated by a comma and have a conjunction before the last item or clause. | * *Read aloud the Items in a Series box on Language Handout: Punctuate Items in a Series.* |
| 2 min. | * In our writing, we may not know where to place commas. * Look at the first sentence in the chart. What is it missing? It is missing commas to separate the items in a series. By adding commas, the reader can pause between each item. | * *Review the chart in the Series of Single Words box with students. Cover the What Is Missing and Correct Listing of Items in a Series columns. Reveal the first row of those columns as indicated.* |
| 1 min. | * Look at the second sentence with items in a series. Talk with your partner about what this sentence is missing. I will give you one minute to correct the sentence. | * *After a minute, show students the answer.* |
| 3 min. | * Items in a series can also be phrases or clauses. In the next chart, talk with your partner about what this sentence is missing. I will give you three minutes to correct the two sentences. | * *Display the chart in the Series of Phrases or Clauses box. Cover the What is Missing and Correct Listing of Items in a Series columns. Reveal the two columns as indicated.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Punctuate Items in a Series. | * *Distribute Language Handout: Punctuate Items in a Series and review directions for the practice items.* |

| Grade 5 M2 L26 Handout: Punctuate Items in a SeriesGrade 6 M3 L32 Handout: Punctuate Items in a Series |
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| |  | | --- | | ITEMS IN A SERIES | | A series is three or more items. Items in a series must be:   * separated by a comma * have a conjunction before the last item or clause |  |  | | --- | | SERIES OF SINGLE WORDS | | A series of three or more single words:   |  |  |  | | --- | --- | --- | | **Incorrect Listing of Items in a Series** | **What It Is Missing** | **Correct Listing of Items in a Series** | | Monica ran jumped and sprinted at the track meet. | commas between each item | Monica ran, jumped, and sprinted at the track meet. | | When she heard the thunder, Zoe wasn’t sure whether to get the flashlight, blanket, candles. | a conjunction | When she heard the thunder, Zoe wasn’t sure whether to get the flashlight, blanket, or candles. | |  |  | | --- | | SERIES OF PHRASES OR CLAUSES | | A series of three or more phrases/clauses:   |  |  |  | | --- | --- | --- | | **Incorrect Listing of Items in a Series** | **What It Is Missing** | **Correct Listing of Items in a Series** | | The boy didn’t offer to drive the car open the door or carry the groceries in the house. | commas between each item | The boy didn’t offer to drive the car, open the door, or carry the groceries in the house. | | I was sure I’d locked the car door, taken my keys, walked into the house. | a conjunction | I was sure I’d locked the car door, taken my keys, and walked into the house. | |  | ITEMS IN A SERIES PRACTICE | | --- | | **Directions:** Determine if and where the sentence needs commas.   1. Julie liked to run jump and play at the school gym with all the other third graders. …run, jump, and play… 2. The fairies gathered cups of sugar jars of flour and dozens of eggs for Aurora’s 16th birthday cake. …cups of sugar, jars of flour, and dozens of eggs… 3. The boy read the question raised his hand and asked for help while taking the test. …read the question, raised his hand, and asked for help… 4. Frank ran kicked and screamed for his mom to come pick him up from daycare. …ran, kicked, and screamed… |  | ITEMS IN A SERIES PRACTICE | | --- | | **Directions:** Complete the sentences by adding a final item and correct punctuation.   1. The jovial girls were always dancing around the playground waving their hands and The jovial girls were always dancing around the playground, waving their hands, and singing a merry tune at recess. 2. The quirky professor always wore a large overcoat funny glasses and The quirky professor always wore a large overcoat, funny glasses, and a cheesy grin on his face. | |

| Grade 7 M2 L17 Mini-lesson: Use Commas in Sentences (13 min.) | | |
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| L.5.2.A: Punctuate Items in a Series  L.5.2.B: Use Commas for Introductory Elements  L.5.2.C: Use Commas to Set Off Words Within Sentences  L.6.2.A: Punctuate Nonrestrictive Elements in Sentences | | |
| **L.5.2.A:** Use punctuation to separate items in a series.  **L.5.2.B:** Use a comma to separate an introductory element from the rest of the sentence.  **L.5.2.C:** Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).  **L.6.2.A:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn how to use commas to separate items in a series, separate introductory elements, set off words within sentences, and set off nonrestrictive elements in sentences. | | |
| 1. *Display Language Handout: Use Commas in Sentences.* 2. *Organize pairs for practicing comma use.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * In our writing, we may not know where to place commas. * Look at the first sentence in the chart. What is it missing? It is missing commas to separate the items in a series. By adding commas, the reader can pause between each item. | * *Read aloud the text above the chart in the Items in a Series box in Language Handout: Use Commas in Sentences. Review the first row of the chart with students, keeping the second row covered.* |
| 1 min. | * Look at the second sentence with items in a series. Talk with your partner about what this sentence is missing. I will give you one minute to correct the sentence. | * *Reveal the incorrect sentence in the second row of the chart, keeping the correct version covered. After one minute, reveal the correct version.* |
| 1 min. | * Look at the first sentence in the chart. This is a complete sentence. It has a subject (*I*) and a verb (*realized*). The introductory element adds information to the sentence. What was I doing when I realized who committed the murder? I was leaning eagerly out of my chair. * The second sentence is a complete thought as well. *Snow White* is the subject, and the verb is *cleaned*. The introductory element adds information about what was happening while Snow White was cleaning. | * *Read aloud the text above the chart in the Introductory Elements box. Review the first two rows of the chart with students, keeping the third row covered.* |
| 1 min. | * I will show you one more sentence. Talk with a partner about what could be the introductory element. After one minute, I will reveal a possible introductory element. | * *Reveal the main clause in the third row of the chart, keeping the introductory element covered. After one minute, reveal the introductory element.* |
| 1 min. | * In our writing, commas are put in places to indicate a pause. Commas are put after the words *yes* and *no* in sentences. Commas are also used to set off tag questions. They are also used to indicate direct address. | * *Read aloud the text above the chart in the Setting Off Words box. Review the chart with students.* |
| 1 min. | * We also use commas to set off nonrestrictive, or unnecessary, elements in sentences. In the first sentence, the information that the eggs came from a local farm is not necessary, so it is set off by commas. In the second sentence, the information that Tiffany had gone to the beach with her friend is unnecessary. | * *Read aloud the text above the chart in the Setting Off Nonrestrictive Elements box. Review the first two rows of the chart with students, keeping the third row covered.* |
| 1 min. | * I will show you one more sentence. Talk with a partner about what could be the nonrestrictive element. After one minute, I will reveal the correct answer. | * *Reveal the incorrectly written sentence in the third row of the chart, keeping the nonrestrictive element and correctly written sentence covered. After one minute, reveal the nonrestrictive element and correctly written sentence.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Commas in Sentences. | * *Distribute Language Handout: Use Commas in Sentences and review directions for the practice items.* |

| Grade 7 M2 L17 Handout: Use Commas in Sentences |
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| |  | | --- | | ITEMS IN A SERIES | | A series is 3 or more items. Items in a series must be:   * separated by a comma * have a conjunction before the last item or clause  |  |  | | --- | --- | | **Incorrect Listing of Items in a Series** | **Correct Listing of Items in a Series** | | Monica ran jumped and sprinted at the track meet. | Monica ran, jumped, and sprinted at the track meet. | | The boy didn’t offer to drive the car open the door or carry the groceries in the house. | The boy didn’t offer to drive the car, open the door, or carry the groceries in the house. | |  |  | | --- | | INTRODUCTORY ELEMENTS | | An introductory element gets the reader ready for the main clause. It adds information, or describes something in the main clause. Introductory elements must be set off with a comma.   |  |  | | --- | --- | | **Introductory Element** | **Main Clause** | | Leaning eagerly out of my chair, | I suddenly realized who had committed the murder in the scary movie. | | While the dwarfs were at the mines, | Snow White cleaned the house. | | Meanwhile, | the best students are the ones that get the good grades. | |  |  | | --- | | SETTING OFF WORDS | | Commas are used to set off certain words within sentences, including the following:   * the words *yes* and *no* * tag questions * direct address  |  |  | | --- | --- | | **Active Voice** | **Comma Use** | | Yes, please. | Setting off the word *yes* | | She’s hungry, isn’t she? | Setting off a tag question | | That is correct, Tim. | Setting off a direct address | |  |  | | --- | | SETTING OFF NONRESTRICTIVE ELEMENTS | | Commas are used to set off nonrestrictive elements in a sentence. Nonrestrictive elements are parts of a sentence that add information but are not necessary for the meaning of the sentence.   |  |  |  | | --- | --- | --- | | **Incorrect Use of Nonrestrictive Element** | **Nonrestrictive Element** | **Correct Use of Nonrestrictive Element** | | The eggs I had for breakfast which came from a local farm were delicious. | which came from a local farm | The eggs I had for breakfast, which came from a local farm, were delicious. | | Tiffany’s friend with whom she had gone to the beach gave her a new hat for her birthday. | with whom she had gone to the beach | Tiffany’s friend, with whom she had gone to the beach, gave her a new hat for her birthday. | | Hydrogen the most common element in the universe is first on the periodic table. | the most common element in the universe | Hydrogen, the most common element in the universe, is first on the periodic table. | |  | COMMA USE PRACTICE | | --- | | **Directions:** Insert commas in the correct places in each sentence.   1. We need to set the forks, knives, and spoons in their proper places. 2. Although I haven’t known her long, I trust Mae completely. 3. No, the office is not open on holidays. 4. The book, which was written in 1961, is one of my favorites. | |

| Grade 8 M2 L18 Mini-lesson: Use Commas (13 min.) | | |
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| L.5.2.A: Punctuate Items in a Series  L.7.2.A: Use Commas with Coordinate Adjectives | | |
| L.5.2.A: Use punctuation to separate items in a series.  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). | | |
| **Frame Instruction** | | |
| Today, we are going to learn about using commas to separate coordinate adjectives and items in a series. We will also learn when you do not need a comma to separate items. | | |
| 1. *Display Language Handout: Use Commas* 2. *Organize pairs for using commas to separate coordinate adjectives and items in a series.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * Adjectives are words that describe nouns, such as *bright* to describe *child: She is a bright child*. * Coordinate adjectives are two or more adjectives that separately describe one noun. For example, *She is a bright, fearless child*. | * *Review the definition of* adjective *on Language Handout: Use Commas. Then, read aloud the definition of coordinate adjectives.* |
| 1 min. | * Use a comma to separate coordinate adjectives. * You should also use commas to list three or more things in a sentence. A conjunction always goes before the last item listed. For example, *They bought spinach, bananas, and yogurt at the store*. | * *Review the descriptions of when to use commas on Language Handout: Use Commas.* |
| 2 min. | * In the sentence, “Graduation took place on a dry, cold evening” the adjectives *dry* and *cold* both describe the noun *evening*. We can switch the order and say, “Graduation took place on a cold, dry evening” and the sentence still makes sense. * In the sentence “She read to us from a dusty, delicate book” the adjectives *dusty* and *delicate* both describe the noun *book*. We can add the word *and* between the adjectives, and the sentence still makes sense: “She read to us from a dusty and delicate book.” | * *Review the two examples of coordinate adjectives separated by commas.* |
| 2 min. | * Items in a series of three or more can be words or phrases. Each item should be separated by a comma. * If a sentence only lists two items, then no comma is needed. | * *Review the two examples of items in a series.* |
| **Monitor Progress**  5 min. | * Now, complete the practice items with your partner. In the first part, write a sentence using commas to separate coordinate adjectives that describe the noun provided. In the second part, add commas as appropriate to each sentence. | * *Distribute Language Handout: Use Commas. Allow students time to write, and call on volunteers to share answers.* |

| Grade 8 M2 L16 Handout: Use Commas |
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| |  | | --- | | COORDINATE ADJECTIVES AND ITEMS IN A SERIES | | Adjectives are words that describe nouns, such as *bright* to describe *child: She is a bright child*. Coordinate adjectives are two or more adjectives that separately describe one noun. For example, *She is a bright, fearless child*. Use a comma to separate coordinate adjectives.  You should also use commas to list three or more things in a sentence. A conjunction always goes before the last item listed. For example, *They bought spinach, bananas, and yogurt at the store*. |  |  | | --- | | SEPARATING COORDINATE ADJECTIVES AND ITEMS IN A SERIES | | Coordinate adjectives need to be separated by a comma.   |  | | --- | | **Examples** | | Graduation took place on a **dry, cold** evening. | | She read to us from a **dusty, delicate** book. |   If adjectives are not coordinate, a comma is not used to separate them.   |  | | --- | | **Examples** | | He completed his prom look with a **new blue** tie. | | The pianist’s **three young** daughters came to the concert with her. | | We harvested the **fresh green** vegetables from the garden. |   Items in a series of three or more can be words or phrases. Each item should be separated by a comma.   |  | | --- | | **Examples** | | Ruby’s favorite colors are **red, white, black, and yellow**. | | At the restaurant, Blake could order **fish with asparagus, chicken with broccoli, or steak with potatoes.** |   If a sentence only lists two items, then no comma is needed.   |  | | --- | | **Examples** | | Cindy put **milk and honey** in her tea. | | Natalie could either **watch TV or go to bed**. | |  | USING COMMAS PRACTICE | | --- | | **Directions:** Write a sentence using commas to separate coordinate adjectives that describe the noun provided.   1. horse Sample response: The strong, majestic horse galloped through the field. 2. drum Sample response: The huge, towering drum took six people to carry. 3. coat Sample response: I wrapped my worn, stained coat around my shoulders.   **Directions:** Add commas as appropriate to each sentence.   1. I will spend my summer going to the gym, traveling, and shopping. 2. My teacher said we could read an extra chapter or write an essay. 3. Guests at the hotel can swim in the pool, enjoy the breakfast buffet, and play tennis on the courts. | |

### L.5.2.D: Punctuate Titles of Works

[See Grade 6 M2 L4 Mini-lesson: Punctuate Quotations and Titles of Works (9 min.)](#_Grade_6_M2)

| Grade 5 M1 L7 Mini-lesson: Punctuate Titles of Works (7 min.)Grade 7 M2 L25 Mini-lesson: Punctuate Titles of Works (7 min.) | | |
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| L.5.2.D: Punctuate Titles of Works | | |
| **L.5.2.D:**Use underlining, quotation marks, or italics to indicate titles of works. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to learn how to format titles correctly in our writing. First, we will review how to set titles apart in writing. Then we will apply that learning to our opinion essays. | | |
| 1. *Display Language Handout: Punctuate Titles of Works.* 2. *Organize pairs to format titles correctly.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | A title is the specific name of a book, poem, song, movie, television show, or other written or visual work. When you include a title in your writing, it is important that you use formatting to set the title apart from the other words in the sentence. | *Read aloud the definition of a title on Language Handout: Punctuate Titles of Works.* |
| 2 min. | In our writing, sometimes we have to mention the title of a book, poem, or article when we collect evidence or summarize a text. It’s important to format titles correctly so that readers know you are referring to a published work.  There are special formatting rules depending on the type of work you are writing about. Let’s review these special formatting rules.  A title is the specific name of a book, poem, song, movie, television show, or other written or visual work. When you include a title in your writing, it is important that you use formatting to set the title apart from the other words in the sentence. | *Review the formatting rules and examples on the chart on Language Handout: Punctuate Titles of Works.* |
| **Monitor Progress**  4 min | Complete the practice items on Language Handout: Punctuate Titles of Works. | *Distribute Language Handout: Punctuate Titles of Works and review directions for the practice items.* |

| Grade 5 M1 L7 Handout: Punctuate Titles of WorksGrade 7 M2 L25 Handout: Punctuate Titles of Works |
| --- |
| |  | | --- | | PUNCTUATE TITLES OF WORKS | | A title is the specific name of a book, poem, song, movie, television show, or other written or visual work. When you include a title in your writing, it is important that you use formatting to set the title apart from the other words in the sentence.   |  |  |  | | --- | --- | --- | | **Title** | **Format** | **Example** | | book | italicize or underline | In *The Crossover,* Josh and JB have a fight. | | poem | quotation marks | My favorite poem is “Building a Bridge of Bananas.” | | song | quotation marks | My little sister likes to sing “London Bridge is Falling Down.” | | movie | italicize or underline | I can’t wait for *The Lion King* to come out. | | television show | italicize or underline | I’ve watched Sesame Streetforever. | | play | italicize | The cast of *Our Town* is excellent. | | article | quotation marks | I read about the devastation in North Carolina in the article “Hurricane Florence Strikes.” | |      |  | | --- | | PUNCTUATE TITLES OF WORKS PRACTICE | | **Directions:** Write a sentence about each of the titles below. The type of work is indicated in parentheses. Format the title correctly based on the type of work it is.  The Cat in the Hat (book)  I love to read *The Cat in the Hat.*  Mending Wall (poem) “Mending Wall” is a poem by Robert Frost.  Jordan Scores Winning Goal (article)  Yesterday, I read the article “Jordan Scores Winning Goal” in the newspaper.  Heroes (TV show) I used to watch Heroes every week. | |

### L.6.2.A: Punctuate Nonrestrictive Elements in Sentences

[See Grade 7 M2 L17 Mini-lesson: Use Commas in Sentences (13 min.)](#_Grade_7_M2_1)

| Grade 6 M2 L13 Mini-lesson: Punctuate Nonrestrictive Elements in Sentences (9 min.) | | |
| --- | --- | --- |
| L.6.2.A: Punctuate Nonrestrictive Elements in Sentences | | |
| **L.6.2.A:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | |
| **Frame Instruction** | | |
| Today, we will learn what a nonrestrictive element is and how to punctuate it properly. | | |
| 1. *Distribute Language Handout: Punctuate Nonrestrictive Elements in Sentences.* 2. *Display Language Handout: Punctuate Nonrestrictive Elements in Sentences.* 3. *Organize pairs for identifying nonrestrictive elements and punctuating sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Nonrestrictive elements (also known as parenthetical elements or nonessential elements) are not necessary to the sentence. A nonrestrictive element is a word, phrase, or clause that adds extra information. These elements may begin with “wh” words. * Commas, parentheses, or dashes are generally used at the beginning and the end of nonrestrictive element. | * *Read aloud the Nonrestrictive/Parenthetical Elements box on Language Handout: Punctuate Nonrestrictive Elements in Sentences.* |
| 1 min. | * Commas are the most common form of punctuation for a nonrestrictive clause. If the nonrestrictive element is at the beginning or end of the sentence, only one comma is needed to set it off. * Dashes are a more potent form of punctuation. They put strong emphasis on the nonrestrictive element. Like commas, only one dash is needed to set off a restrictive element if it is at the beginning or end of the sentence. * Parentheses are also used to separate nonrestrictive elements from a sentence. However, parentheses are the opposite of dashes. They put less emphasis on the nonrestrictive element than the rest of the sentence. Unlike commas and dashes, parentheses must be used in pairs even if the nonrestrictive element is at the beginning or end of the sentence. | * *Read aloud the Types of Punctuation for Nonrestrictive Elements box.* |
| 1 min. | * We know that “the first person to spell a word in the spelling bee” is the nonrestrictive element because if we remove it from the sentence, the sentence is still complete. * The emphasis that you’d like the nonrestrictive element to have determines what type of punctuation you’d use. | * *Review the Punctuating Nonrestrictive Elements chart with students. Cover the last two rows.* |
| 2 min. | * With a partner, identify the nonrestrictive elements in the two sentences. Then, punctuate the sentence correctly. Take into account what emphasis you’d like to give the nonrestrictive element. | * *Reveal the last two sentences in the Sentence column.* * *Reveal answers, noting that student answers might be different depending on emphasis.* |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Punctuate Nonrestrictive Elements in Sentences. | * *Distribute Language Handout: Punctuate Nonrestrictive Elements in Sentences and review directions for the practice items.* |

| Grade 8 M2 L24 Mini-lesson: Punctuate Nonrestrictive Elements in Sentences (11 min.) | | |
| --- | --- | --- |
| L.6.2.A: Punctuate Nonrestrictive Elements in Sentences | | |
| **L.6.2.A:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to punctuate nonrestrictive elements. We will learn what a nonrestrictive element is and how to punctuate it properly. | | |
| 1. *Display Language Handout: Punctuate Nonrestrictive Elements in Sentences.* 2. *Organize pairs for identifying nonrestrictive elements and punctuating sentences.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Nonrestrictive elements (also known as parenthetical elements or nonessential elements) are not necessary to the sentence. A nonrestrictive element is a word, phrase, or clause that adds extra information. These elements may begin with “wh” words. * Commas, parentheses, or dashes are generally used at the beginning and the end of nonrestrictive element. | *Read aloud the Nonrestrictive/Parenthetical Elements box on Language Handout: Punctuate Nonrestrictive Elements in Sentences.* |
| 1 min. | * Commas are the most common form of punctuation for a nonrestrictive clause. If the nonrestrictive element is at the beginning or end of the sentence, only one comma is needed to set it off. * Dashes are a more potent form of punctuation. They put strong emphasis on the nonrestrictive element. Like commas, only one dash is needed to set off a restrictive element if it is at the beginning or end of the sentence. * Parentheses are also used to separate nonrestrictive elements from a sentence. However, parentheses are the opposite of dashes. They put less emphasis on the nonrestrictive element than the rest of the sentence. Unlike commas and dashes, parentheses must be used in pairs even if the nonrestrictive element is at the beginning or end of the sentence. | *Read aloud the Types of Punctuation for Nonrestrictive Elements box.* |
| 1 min. | * We know that “the first person to spell a word in the spelling bee” is the nonrestrictive element because if we remove it from the sentence, the sentence is still complete. * The emphasis that you’d like the nonrestrictive element to have will determine what type of punctuation you’d use. | *Review the Punctuating Nonrestrictive Elements chart with students. Cover the last two rows.* |
| 2 min. | * With a partner, identify the nonrestrictive elements in the two sentences. Then, punctuate the sentence correctly. Take into account what emphasis you’d like to give the nonrestrictive element. In two minutes, I will show you possible answers. | *Reveal the last two sentences in the Sentence column. After two minutes, show students the nonrestrictive elements and the correctly punctuated sentences.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Punctuate Nonrestrictive Elements in Sentences. | *Distribute Language Handout: Punctuate Nonrestrictive Elements in Sentences and review directions for the practice items.* |

| Grade 6 M2 L13 Handout: Punctuate Nonrestrictive Elements in SentencesGrade 8 M2 L24 Handout: Punctuate Nonrestrictive Elements in Sentences |
| --- |
| |  | | --- | | NONRESTRICTIVE/PARENTHETICAL ELEMENTS | | Nonrestrictive elements (also known as parenthetical elements or nonessential elements) are not necessary to the sentence. A nonrestrictive element is a word, phrase, or clause that adds extra information. These elements may begin with “wh” words.  Commas, parentheses, or dashes are generally used at the beginning and the end of nonrestrictive element. |  |  | | --- | | TYPES OF PUNCTUATION FOR NONRESTRICTIVE ELEMENTS | | Commas are the most common form of punctuation for a nonrestrictive clause. If the nonrestrictive element is at the beginning or end of the sentence, only one comma is needed to set it off.  Dashes are a more potent form of punctuation. They put strong emphasis on the nonrestrictive element. Like commas, only one dash is needed to set off a restrictive element if it is at the beginning or end of the sentence.  Parentheses are also used to separate nonrestrictive elements from a sentence. However, parentheses are the opposite of dashes. They put less emphasis on the nonrestrictive element than the rest of the sentence. Unlike commas and dashes, parentheses must be used in pairs even if the nonrestrictive element is at the beginning or end of the sentence. |  |  | | --- | | PUNCTUATING NONRESTRICTIVE ELEMENTS | | |  |  |  | | --- | --- | --- | | **Sentence** | **Nonrestrictive Element** | **Sentence with Correct Punctuation** | | Shannon the first person to spell a word in the spelling bee spelled 5 words correctly. | the first person to spell a word in the spelling bee | Shannon, the first person to spell a word in the spelling bee, spelled 5 words correctly. | | Greg is an amazing baseball player a five-time All Star. | a five-time All Star | Greg is an amazing baseball player—a five-time All Star. | | The snowman made mostly from snow took 5 hours to build. | made mostly from snow | The snowman (made mostly from snow) took 5 hours to build. | |  | PUNCTUATE NONRESTRICTIVE ELEMENTS IN SENTENCES | | --- | | **Directions:** Read each sentence, and add the indicated punctuation in the correct places.   1. Christmas, which occurs in the month of December, is my favorite holiday. (comma) 2. Mrs. Reed—who is one of my favorite teachers—plans some amazing STEM lessons. (dash) 3. Our school, whose mascot is a jaguar, was built 60 years ago. (comma) 4. The slice of cake (which probably has 500 calories) was so decadent! (parentheses) |  | PUNCTUATE NONRESTRICTIVE ELEMENTS IN SENTENCES | | --- | | **Directions:** Write a sentence with each of the following nonrestrictive elements using correct punctuation.   1. which weighs a ton Michelangelo’s *David,* which weighs a ton, is the epitome of human beauty. 2. when he was a baby Jack played with his teddy for hours—when he was a baby. | |

### L.8.2.A: Use Punctuation for a Pause or Break

| Grade 8 M1 L 27 Mini-lesson: Use Punctuation for a Pause or Break (15 min.) | | |
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| L.8.2.A: Use Punctuation for a Pause or Break | | |
| **L.8.2.A:** Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | | |
| **Frame Instruction** | | |
| * Quietly talking to ourselves can help us process and figure things out. Reading aloud your writing can help you hear how it sounds and notice errors. Today, we are going to read our work aloud to edit punctuation in focus writing task 2. * First, we will review punctuation, then we will apply that learning to our narratives. | | |
| *Display Language Handout: Use Punctuation for a Pause or Break.* | | |
| Pacing | Say | Do |
| 1 min. | * Commas, ellipses, and dashes can all be used to indicate a pause or a break. Commas are used often and in many different places in a sentence. They indicate a pause when before and/or after presenting non-essential information. | Call on a student to read aloud the example from Language Handout: *Use Punctuation for a Pause or Break*. |
| 2 min. | * Write a sentence with a comma used to indicate a pause, then raise your hand to share. | Elicit responses. |
| 1 min. | * A dash is a horizontal line and it is used to show in a break in a sentence. Dashes can be used to emphasize the material after the dash or to provide more details about the word before the dash. | Call on a student to read aloud the examples on the language handout. |
| 2 min. | * Write a sentence with a dash, then raise your hand to share. | Elicit responses. |
| 1 min. | * An ellipsis, which is three dots, can show an unfinished thought or a trail off into silence. | Call on a student to read aloud the example on the language handout. |
| 2 min. | * Write a sentence with an ellipsis, then raise your hand to share. | Elicit responses. |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Punctuation for a Pause or Break. | *Review directions for the practice items. After about three minutes, call on students to share answers.* |

| Grade 8 M1 L27 Mini-lesson: Use Punctuation for a Pause or Break |
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| |  | | --- | | USE PUNCTUATION FOR A PAUSE OR BREAK | | Commas, ellipses, and dashes can all be used to indicate a pause or a break.   |  |  |  |  | | --- | --- | --- | --- | | **Punctuation mark** | **Notes** | **Example** | **Your example** | | Comma | Commas have many uses. One use is to indicate a pause. | * Full of excitement, the boy climbed into his seat on the rollercoaster. | He took a deep breath, closed his eyes, and the rollercoaster began. | | Dash | Dashes emphasize the material after the dash. | * Sarah finally knew what she had to do—tell her mom the truth. | Hannah and George—the twins in seventh grade—are my cousins. | | Dashes provide more details about the word before the dash. | * Her parents—disappointed, but relieved—were glad she told them. | | Dashes indicate an interruption. | * Mom said, “Sarah, I told you to—” * “Ask for help when I need it. I know, Mom. I should have,” said Sarah. | | Ellipsis | An ellipsis, which is three dots, can show an unfinished thought or a trail off into silence. | * He had been up all night thinking about his decision. He wasn't sure what to do… * Suddenly, everything was quiet… | Then, they were all alone… | |  | USE PUNCTUATION FOR A PAUSE OR BREAK PRACTICE | | --- | | **Directions:** Read each sentence, then edit it to add the correct punctuation marks. There may be more than one correct answer.   1. Joni, Rhianna’s new friend, immediately volunteered when the teacher asked for help. OR Joni—Rhianna’s new friend—immediately volunteered when the teacher asked for help. 2. All three of the dogs—Spot, Lucky, and Chance—were covered in mud. 3. The team won the game, but Connor broke his arm. 4. “I guess… well… I don’t know what I think about that.” OR “I guess, well, I don’t know what I think about that.” 5. They search high and low for the key, and they still couldn’t find it. Then, the magician appeared… | |

### L.8.2.B: Use an Ellipsis for Omission

| Grade 8 M3 L10 Mini-lesson: Use an Ellipsis for Omission (13 min.) | | |
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| L.8.2.B: USE AN ELLIPSIS FOR OMISSION | | |
| **L.8.2.B:** Use an ellipsis to indicate an omission. | | |
| **Frame Instruction** | | |
| Today we are going to learn about how to use an ellipsis in our writing to indicate an omission. | | |
| 1. *Display Language Handout: Use an Ellipsis for Omission.* 2. *Organize pairs for using ellipses to indicate omissions.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * An ellipsis has several uses. Today we are going to focus on using ellipses to show omissions. | * *Read aloud the rules for using ellipses to show omissions on Language Handout: Use an Ellipsis for Omission.* |
| 2 min. | * When quoting someone in your writing, you may want to use a shortened version of the quote. | * Call on a student to read aloud the first original quote on the language handout. Then read the shortened version of the quote and explanation. |
| 2 min. | * Use ellipses at the beginning, middle, or end of a quote to show omissions. You can use more than one ellipsis per quote. | * Call on a student to read aloud the second original quote on the language handout. Then read the shortened version of the quote and explanation. |
| 2 min. | * Be careful when using ellipses for omission that you do not change the meaning of the original quote. | * Call on a student to read aloud the third original quote on the language handout. Then read the shortened version of the quote and explanation. |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use an Ellipsis for Omission. | * *Distribute Language Handout: Use an Ellipsis for Omission and review directions for the practice items. After about three minutes, call on students to share answers.* |

| Grade 8 M3 L10 Handout: Use an Ellipsis for Omission |
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| |  | | --- | | USE ELLIPSES TO SHOW OMISSIONS | | An ellipsis, which is three dots, can be used to show an omission. An omission is a place where you leave out words.  If you are quoting someone, but need to shorten the quote, you can use an ellipsis to show where you have omitted some words.  Ellipses can be used to omit single words, full sentences, or even multiple paragraphs.  Do not omit words that change the meaning of a quotation.   |  |  |  | | --- | --- | --- | | **Original quote** | **Shortened quote using an ellipsis** | **Explanation** | | “It had been a long time, many lonely years, since I had felt the joy that I felt that day.” | “It had been a long time … since I had felt the joy that I felt that day.” | In the shortened version of the quote, the words “many lonely years” have been omitted. The ellipsis shows that words are missing from the original quote. However, the meaning of the original quote and the shortened quote are the same. | | “When first I took up my abode in the woods, that is, began to spend my nights as well as days there, which, by accident, was on Independence Day, or the Fourth of July, 1845, my house was not finished for winter, but was merely a defence against the rain, without plastering or chimney, the walls being of rough, weather-stained boards, with wide chinks, which made it cool at night.”   * Henry David Thoreau, *Walden* | “When first I took up my abode in the woods … my house was not finished for winter, but was merely a defence against the rain ...”  Henry David Thoreau, *Walden* | Use an ellipsis to show where words have been omitted (“that is, began to spend my nights as well as days there, which, by accident, was on Independence Day, or the Fourth of July, 1845,”)  Use an ellipsis to show words that are omitted at the end of a sentence (“without plastering or chimney, the walls being of rough, weather-stained boards, with wide chinks, which made it cool at night”). | | “Today in America, a teacher spent extra time with a student who needed it, and did her part to lift America’s graduation rate to its highest level in more than three decades.  An entrepreneur flipped on the lights in her tech startup, and did her part to add to the more than eight million new jobs our businesses have created over the past four years.  An autoworker fine-tuned some of the best, most fuel-efficient cars in the world, and did his part to help America wean itself off foreign oil.”   * Barack Obama, January 28, 2014: 2014 State of the Union Address | “Today in America, a teacher spent extra time with a student who needed it … and did his part to help America wean itself off foreign oil.” | This is an incorrect use of ellipses because the shortened quote does not have the same meaning as the original quote. The first part of the quote describes a teacher. The second part of the quote describes an autoworker. The teacher’s work was not related to the use of foreign oil, so this shortened quote does not reflect the original speaker’s ideas. | |  |  | | --- | | USE ELLIPSES TO SHOW OMISSIONS PRACTICE | | **Directions:** Read the following excerpt from John F. Kennedy’s Address at Rice University on the Nation’s Space Effort (1962). Select three shortened quotes from the speech. Use ellipses to show omissions in each quote.    We meet at a college noted for knowledge, in a city noted for progress, in a State noted for strength, and we stand in need of all three, for we meet in an hour of change and challenge, in a decade of hope and fear, in an age of both knowledge and ignorance. The greater our knowledge increases, the greater our ignorance unfolds.  Despite the striking fact that most of the scientists that the world has ever known are alive and working today, despite the fact that this Nation's own scientific manpower is doubling every 12 years in a rate of growth more than three times that of our population as a whole, despite that, the vast stretches of the unknown and the unanswered and the unfinished still far outstrip our collective comprehension.  No man can fully grasp how far and how fast we have come, but condense, if you will, the 50,000 years of man¹s recorded history in a time span of but a half a century. Stated in these terms, we know very little about the first 40 years, except at the end of them advanced man had learned to use the skins of animals to cover them. Then about 10 years ago, under this standard, man emerged from his caves to construct other kinds of shelter. Only five years ago man learned to write and use a cart with wheels. Christianity began less than two years ago. The printing press came this year, and then less than two months ago, during this whole 50-year span of human history, the steam engine provided a new source of power.  Newton explored the meaning of gravity. Last month electric lights and telephones and automobiles and airplanes became available. Only last week did we develop penicillin and television and nuclear power, and now if America¹s new spacecraft succeeds in reaching Venus, we will have literally reached the stars before midnight tonight.  This is a breathtaking pace, and such a pace cannot help but create new ills as it dispels old, new ignorance, new problems, new dangers. Surely the opening vistas of space promise high costs and hardships, as well as high reward.   1. “We meet at a college noted for knowledge … in an age of both knowledge and ignorance.” 2. “Despite the striking fact that most of the scientists that the world has ever known are alive and working today … the vast stretches of the unknown and the unanswered and the unfinished still far outstrip our collective comprehension.” 3. “This is a breathtaking pace ... Surely the opening vistas of space promise high costs and hardships, as well as high reward.” | |

## Spelling

### L.K.2.C: Write Letters for Sounds

| Grade K M1 L8 Mini-lesson: Write Letters for Sounds (8 min.)Grade K M1 L9 Mini-lesson: Write Letters for Sounds (8 min.)Grade K M1 L17 Mini-lesson: Write Letters for Sounds (8 min.)Grade K M1 L32 Mini-lesson: Write Letters for Sounds (8 min.)Grade 1 M1 L8 Mini-lesson: Write Letters for Sounds (8 min.) | | |
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| L.K.2.C: Write Letters for Sounds | | |
| **L.K.2.C:** Write a letter or letters for most consonant and short-vowel sounds (phonemes). | | |
| **Frame Instruction** | | |
| * The people and objects around us make different sounds. Children laugh. Buses go *vroom*. Birds go *tweet*. The letters of the alphabet make different sounds, too. Writers need to know their letters and sounds to be able to write down what they hear. * Today, we are going to write letters to draft a story. First, we will review how to write letters for consonant and vowel sounds. Then, we will use that learning to draft focus writing task 1. | | |
| *Display the sound/spelling cards for your phonics program.* | | |
| Pacing | Say | Do |
| 3 min. | * The words we write are made up of sounds. We can write each sound with a letter or letters. * \_\_\_\_ makes the \_\_\_\_ sound. Say the sound with me. * (E.g., Lamb has the /ă/ sound. Say the sound with me.) * We can write this sound with the letter(s) \_\_\_\_\_.   (E.g., We can write /ă/ with the letter a.) | Say each picture, sound, and letter name (while using an accompanying gesture). Elicit the sound and gesture. Focus on consonant and short-vowel sounds. |
| 1 min. | * We can use these sound/spelling cards to help us write. For example, I want to write the /d/ sound. Let me find the picture that goes with /d/. Dinosaur has the /d/ sound. That means I should write d for the /d/ sound. | Point to the dinosaur picture and the letter d. Write d on the board. |
| 1 min. | * Now I want to write the /ĭ/ sound. What picture goes with /ĭ/? * Pig has the /ĭ/ sound. That means I write i for the /ĭ/ sound. | Elicit the picture for /ĭ/ (pig). |
| **Monitor Progress**  3 min. | * What letter should I write for the /s/ sound? Write it on your whiteboard. * What letter should I write for the /ĕ/ sound? Write it on your whiteboard. | *Distribute whiteboards. Have students write a letter or letters for each sound. Call on volunteers to explain their thinking.* |

| Grade K M1 L10 Mini-lesson: Write Letters for Sounds (8 min.)Grade K M2 L6 Mini-lesson: Write Letters for Sounds (8 min.) | | |
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| L.K.2.C: Write Letters for Sounds | | |
| **L.K.2.C:** Write a letter or letters for most consonant and short-vowel sounds (phonemes). | | |
| **Frame Instruction** | | |
| Let’s review how to use the sound/spelling cards to find the letter or letters that match each sound. | | |
| *Display the sound/spelling cards for your phonics program.* | | |
| Pacing | Say | Do |
| 3 min. | * Remember that we can write each sound in a word with a letter or letters. * \_\_\_\_ has the \_\_\_\_ sound. Say the sound with me. (e.g., Lamb has the /ă/ sound. Say the sound with me.) * We can write this sound with the letter(s) \_\_\_\_\_.   (e.g., We can write /ă/ with the letter a.) | Say each picture, sound, and letter name (while using an accompanying gesture). Elicit the sound and gesture. Focus on consonant and short-vowel sounds. |
| 1 min. | * We can use these sound/spelling cards to help us write. For example, I want to revise my label for grandmom. The last sound in the word is /m/. * Let me find the picture that goes with /m/. Monkey has the /m/ sound. That means I should write m for the /m/ sound. | Point to the monkey picture and the letter m. Write m after g on your draft. |
| **Monitor Progress**  3 min. | * What letter should you write for the /t/ sound? Write it on your whiteboard. * What letters should you write for the /sh/ sound? Write them on your whiteboard. | *Distribute whiteboards. Have students write a letter or letters for each sound. Call on volunteers to explain their thinking.* |

### L.K.2.D: Spell by Sound (Sound It Out)

| Grade K M2 L10 Mini-lesson: Spell by Sound (Sound It Out) (8 min.)Grade 1 M1 L9 Mini-lesson: Spell by Sound (Sound It Out) (8 min.) | | |
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| L.K.2.D: Spell by Sound (Sound It Out) | | |
| **L.K.2.D:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | |
| **Frame Instruction** | | |
| * When we stretch things, like a rubber band or our arms, we make them longer. We can stretch words, too. I can stretch the word *see* to ssssseeeeee. *Stretch the rubber band as you stretch* see. Stretching a word helps writers hear its sounds so they can spell the word in a way that makes sense. * Today, we are going to spell words as we draft a story. First, we will review how to spell words by listening to their sounds. Then, we will use that learning to write labels for an illustration in focus writing task 1. | | |
| *Display the sound/spelling cards for your phonics program.* | | |
| Pacing | Say | Do |
| * 1. min. | * Most words are made up of more than one sound. To hear the sounds clearly, we can say the word aloud slowly, stretching it out like a rubber band. * I can stretch *ran* to rrrrrraaaaaaaaaaaaannnnnn. I hear three sounds: */r/, /ă/, /n/.* | Stretch the rubber band as you say the example word. |
| 1 min. | * Now I will use the sound/spelling cards to find the letter or letters for each sound: * Robot makes the /r/ sound, so I will write r. * Lamb makes the /*ă/* sound, so I will write a. * Nest makes the /n/ sound, so I will write n. * Notice that I write the letters in order from left to right. | Model finding each sound on the sound/spelling cards. Write the letters in a row to spell the example word. |
| 1 min. | * Now I want to write shop. Let’s stretch it together: /sh/ /ŏ/ /p/. * What sounds do you hear? | Elicit the sounds in the example word. |
| 1 min. | * Let’s find these sounds together: * What makes the /sh/ sound? I will write *sh*. * What makes the /ŏ/ sound? I will write *o*. * What makes the /p/ sound? I will write *p*. | Elicit the picture for each sound. Identify the corresponding letter(s) and write the letters in a row to spell the word. |
| **Monitor Progress**  3 min. | * Now let’s spell *mug*. Let me hear you stretch it. * Now spell *mug* on your whiteboard. Use the sound/spelling cards to help you. | *Distribute whiteboards. Have students spell the word on their whiteboards. Call on a volunteer to explain his or her thinking.* |

### L.1.2.D: Recognize Spelling Patterns

| Grade 1 M1 L16 Mini-lesson: Recognize Spelling Patterns (9 min.)Grade 2 M1 L11 Mini-lesson: Recognize Spelling Patterns (9 min.) | | |
| --- | --- | --- |
| L.1.2.D: Recognize Spelling Patterns | | |
| L.1.2.D: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | | |
| **Frame Instruction** | | |
| You can use different tools to help you check spelling as you read aloud. Two of these tools are the sound/spelling cards and the sight word wall. | | |
| 1. *Refer students to the sound/spelling cards for your phonics program and the sight word wall.* 2. *Distribute Language Handout: Recognize Spelling Patterns* | | |
| Pacing | Say | Do |
| 1 min. | * As you read aloud each word in your story, think about whether it sounds like it has a spelling pattern you know. * In *Mole* I hear the long O sound. I know long O has certain spelling patterns. | Read aloud the second sentence In *Language Handout: Recognize Spelling Patterns* |
| 1 min. | * Next, look for that sound or spelling pattern on the sound/spelling cards. * When I look at the card for long O, I see a few different spelling patterns. If I am not sure which one to choose, I can try writing the word different ways to see which one looks right: *Mol, Mole, Mowl, Moal*. I think *Mole* is the right spelling. * *Mole* is a long vowel word with a silent *e* at the end, like *late* in my first sentence. | Write different spellings for Mole on the board. |
| 1 min. | * Some words we use a lot do not follow the spelling patterns we have learned. We can check the spelling of these words on the sight word wall. * The word *was* is one of these common words. *Was* sounds like it should be spelled *wuz,* but if I check the sight word wall, I see it is spelled *w-a-s*. | Point to was on the sight word wall. |
| **Monitor Progress**  5 min. | * Read aloud the rest of the sentences in my draft. Circle words that are spelled wrong and fix the spelling. Use the sound/spelling cards and the sight word wall to help you. | *Distribute the Language Handout: Recognize Spelling Patterns. Have students edit spelling in the draft.* |

| Grade 1 M1 L16 Handout: Recognize Spelling PatternsGrade 2 M1 L11 Handout: Recognize Spelling Patterns |
| --- |
| **Before editing:** Lat one nit I went for a walk in the forest. I saw Mol. He wuz with his friend Owl. They wer hungry. Then I helped them look for food. We fond nuts and berries. Finally we all at together in Mole’s tunnel. |

| Grade 1 M2 L15 Mini-lesson: Recognize Spelling Patterns (6 min.) | | |
| --- | --- | --- |
| L.1.2.D: Recognize Spelling Patterns | | |
| L.1.2.D: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | | |
| **Frame Instruction** | | |
| You can use different tools to help you check spelling as you read from the end to the beginning. Two of these tools are the sound/spelling cards and the sight word wall. | | |
| 1. *Refer students to the sound/spelling cards for your phonics program and the sight word wall.* 2. *Distribute Language Handout: Recognize Spelling Patterns.* | | |
| Pacing | Say | Do |
| 1 min. | * As you read each word in your draft, think about whether it has a spelling pattern you know. * In *water* I hear the /er/ sound like in *bird*. I know /er/ has certain spelling patterns. | Read aloud the last sentence In *Language Handout: Recognize Spelling Patterns.* |
| 2 min. | * Next, look for that sound or spelling pattern on the sound/spelling cards. * When I look at the card for /er/, I see a few different spelling patterns. If I am not sure which one to choose, I can try writing the word different ways to see which one looks right: *water, watir, watur*. I think *water* is the right spelling. * The last syllable in *water* follows the same spelling pattern as *her* and *teacher*. | Write different spellings for water on the board. |
| 1 min. | * Some words we use a lot do not follow the spelling patterns we have learned. We can check the spelling of these words on the sight word wall. * The word *some* is one of these common words. *I hear /s/ /ŭ/ /m/* but if I check the sight word wall, I see it is spelled *s-o-m-e*. | Point to some on the sight word wall. |
| 1 min. | * Words that are on the sight word wall should always be spelled correctly in your writing. As you read your writing to yourself, be sure to use the word wall and alphabet cards to help you spell words correctly. |  |

| Grade 1 M2 L15 Handout: Recognize Spelling Patterns |
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| | RECOGNIZE SPELLING PATTERNS PRACTICE | | --- | | **Directions:** Circle words that are spelled wrong and fix the spelling. Use the sound/spelling cards and the sight word wall to help you.  slowly hide from some water  Sea horses swim slowle. They stay still and change color to hid frum big fish. Their tails can grab sum plants in the watr. | |

### L.1.2.E: Sound Out New Words

| Grade 1 M1 L28 Mini-lesson: Sound Out New Words (8 min.) | | |
| --- | --- | --- |
| **L.K.2.C: WRITE LETTERS FOR SOUNDS**  **L.K.2.D: SPELL BY SOUND (SOUND IT OUT)**  L.1.2.E: Sound Out New Words | | |
| **L.K.2.C:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).  **L.K.2.D:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  l.1.2.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | | |
| **Frame Instruction** | | |
| * When we stretch things, like a rubber band or our arms, we make them longer. We can stretch words, too. I can stretch the word *see* to ssssseeeeee. *Stretch the rubber band as you stretch* see. Stretching a word helps writers hear its sounds so they can spell the word in a way that makes sense. * Today, we are going to spell words as we draft a story. First, we will review how to spell words by listening to their sounds. Then, we will use that learning to write labels for an illustration in focus writing task 1. | | |
| *Display the sound/spelling cards for your phonics program.* | | |
| Pacing | Say | Do |
| 1 min. | * Most words are made up of more than one sound. To hear the sounds clearly, we can say the word aloud slowly, stretching it out like a rubber band. * I can stretch *band* to /b/, /ă/, /n/, /d/. I hear four sounds. | Stretch the rubber band as you say the example word. |
| 1 min. | * Now I will use the sound/spelling cards to find the letter or letters for each sound: * Boy makes the */*b/ sound, so I will write b. * Lamb makes the */ă/* sound, so I will write a. * Nest makes the /n/ sound, so I will write n. * Day makes the */d/* sound,so I will write *d.* * Notice that I write the letters in order from left to right. | Model finding each sound on the sound/spelling cards. Write the letters in a row to spell the example word. |
| 1 min. | * Now I want to write stop. Let’s stretch it together: /st/ / *ŏ/ /p/*. * What sounds do you hear? | Elicit the sounds in the example word. |
| 1 min. | * Let’s find these sounds together: * What makes the /st/ sound? I will write *st*. * What makes the /ŏ/ sound? I will write *o*. * What makes the /p/ sound? I will write *p*. | Elicit the picture for each sound. Identify the corresponding letter(s) and write the letters in a row to spell the word. |
| **Monitor Progress**  3 min. | * Now let’s spell *sad* and *glad*. Let me hear you stretch it. * Spell *sad* and *glad* on your whiteboard. Use the sound/spelling cards to help you. | *Distribute whiteboards. Have students spell the word on their whiteboards. Call on a volunteer to explain his or her thinking.* |

| Grade 1 M2 L24 Mini-lesson: Sound Out New Words (8 min.) | | |
| --- | --- | --- |
| **L.K.2.C: WRITE LETTERS FOR SOUNDS**  **L.K.2.D: SPELL BY SOUND (SOUND IT OUT)**  L.1.2.E: Sound Out New Words | | |
| **L.K.2.C:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).  **L.K.2.D:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  l.1.2.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | | |
| **Frame Instruction** | | |
| When you freewrite, you should not pause to look up how a word is spelled. Instead, you can spell the word by sounding it out so that you can keep writing more ideas for your draft. | | |
| *Display the sound/spelling cards for your phonics program.* | | |
| Pacing | Say | Do |
| 1 min. | * Most words are made up of more than one sound. To hear the sounds clearly, we can say the word aloud slowly, stretching it out like a rubber band. * I can stretch *band* to /b/, /ă/, /n/, /d/. I hear four sounds. | Stretch the rubber band as you say the example word. |
| 1 min. | * Now I will use the sound/spelling cards to find the letter or letters for each sound: * Ball has the */*b/ sound, so I will write b. * Lamb has the */ă/* sound, so I will write a. * Nest has the /n/ sound, so I will write n. * Dinosaur has the */d/* sound,so I will write *d.* * Notice that I write the letters in order from left to right. | Model finding each sound on the sound/spelling cards. Write the letters in a row to spell the example word. |
| 1 min. | * Now I want to write long. Let’s stretch it together: /l/ / *ŏ/ /ng/*. * What sounds do you hear? | Elicit the sounds in the example word. |
| 1 min. | * Let’s find these sounds together: * What makes the /l/ sound? I will write *l*. * What makes the /ŏ/ sound? I will write *o*. * What makes the /ng/ sound? I will write *ng*. | Elicit the picture for each sound. Identify the corresponding letter(s) and write the letters in a row to spell the word. |
| **Monitor Progress**  3 min. | * Now let’s spell *big* and *step*. Let me hear you stretch each word. * Spell *big* and *step* on your whiteboard. Use the sound/spelling cards to help you. | *Distribute whiteboards. Have students spell the words on their whiteboards. Call on volunteers to explain their thinking.* |

| Grade 2 M1 L5 Mini-lesson: Sound Out New Words (11 min.) | | |
| --- | --- | --- |
| **L.K.2.C: WRITE LETTERS FOR SOUNDS**  **L.K.2.D: SPELL BY SOUND (SOUND IT OUT)**  L.1.2.E: Sound Out New Words | | |
| **L.K.2.C:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).  **L.K.2.D:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  **L.1.2.E:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | | |
| **Frame Instruction** | | |
| * When we stretch things, like a rubber band or our arms, we make them longer. We can stretch words, too. I can stretch the word *see* to ssssseeeeee. *Stretch the rubber band as you stretch* see. Stretching a word helps writers hear its sounds so they can spell the word in a way that makes sense. * Today, we are going to spell words as we draft a story. First, we will review how to spell words by listening to their sounds. Then, we will use that learning to write labels for an illustration in focus writing task 1. | | |
| *Display the sound/spelling cards for your phonics program.* | | |
| Pacing | Say | Do |
| 1 min. | * Most words are made up of more than one sound. To hear the sounds clearly, we can say the word aloud slowly, stretching it out like a rubber band. * I can stretch *ran* to /r/, /ă/, /n/. I hear three sounds. | Stretch the rubber band as you say the example word. |
| 1 min. | * Now I will use the sound/spelling cards to find the letter or letters for each sound: * Robot makes the /r/ sound, so I will write r. * Lamb makes the /ă/ sound, so I will write a. * Nest makes the /n/ sound, so I will write n. * Notice that I write the letters in order from left to right. | Model finding each sound on the sound/spelling cards. Write the letters in a row to spell the example word. |
| 1 min. | * Now I want to write shop. Let’s stretch it together: /sh/ /ŏ/ /p/. * What sounds do you hear? | Elicit the sounds in the example word. |
| 2 min. | * Let’s find these sounds together: * What makes the /sh/ sound? I will write *sh*. * What makes the /ŏ/ sound? I will write *o*. * What makes the /p/ sound? I will write *p*. | Elicit the picture for each sound. Identify the corresponding letter(s) and write the letters in a row to spell the word. |
| 2 min. | * You can stretch sounds for words that may be new to you. To spell a new word, say the word aloud. Then, stretch the word. Find or write the sounds of the letters you hear. * Let’s try it. | Have students spell an unfamiliar word. Choose a word that is relevant to the texts they are reading or the focus writing task. Guide students to stretch the word and write the letters they hear. |
| **Monitor Progress**  3 min. | * Now let’s spell *thunder*. Let me hear you stretch it. * Now spell *thunder* on your whiteboard. Use the sound/spelling cards to help you. | *Distribute whiteboards. Have students spell the word on their whiteboards. Call on a volunteer to explain his or her thinking.* |

### L.2.2.D: Use Spelling Patterns to Write New Words

| Grade 2 M1 L19 Mini-lesson: Use Spelling Patterns to Write New Words (10 min.) | | |
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| L.2.2.D: Use Spelling Patterns to Write New Words | | |
| **L.2.2.D:** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). | | |
| **Frame Instruction** | | |
| * When we stretch things, like a rubber band or our arms, we make them longer. We can stretch words, too. I can stretch the word *see* to *ssssseeeeee*. *Stretch the rubber band as you stretch* see. Stretching a word helps writers hear its sounds so they can spell the word in a way that makes sense. * Today we’re going to spell words as we draft a story. First, we will review how to spell words by listening to their sounds and using spelling patterns we know to help us spell. Then we will use that learning to draft focus writing task 2. | | |
| *Display the sound/spelling cards for your phonics program.* | | |
| Pacing | Say | Do |
| 1 min. | * Most words are made up of more than one sound. To hear the sounds clearly, we can say the word aloud slowly, stretching it out like a rubber band. * I can stretch *cage* to *cccaaaajjjj*. I hear three sounds: /k/, /ā/, /j/. | Stretch the rubber band as you say the example word. |
| 1 min. | * Now I’ll use the sound/spelling cards to find the letter or letters for each sound: * Kangaroo makes the /k/ sound, so I’ll write k. * Ape makes the / *ā /* sound, so I’ll write a. * Jar makes the /j/ sound, so I’ll write j. * Notice that I write the letters in order from left to right. | Model finding each sound on the sound/spelling cards. Write the letters in a row to spell the example word. |
| 1 min. | * I’ve written kaj. Even though these are the letters that show the sounds in the word, my spelling does not look correct. Sometimes I can use what I know about spelling patterns to help spell words. I’ve seen the word cage before. I know it starts with a c not a k. I think the letter a is correct. But I know that sometimes the letter g makes a /j/ sound. Finally, I know that when a vowel makes the long sound followed by a consonant, the word usually ends in e. I will spell cage c-a-g-e. This looks right. | Elicit the sounds in the example word. |
| 3 min. | * Now use what we learned about the word *cage* to spell the word *badge.* Who can tell me how to spell this word? * Most of you spelled *badge* *b-a-g-e*. You used what you learned about the word *cage* to spell the word. You’re close, but the word *badge* has a silent *d.* * Sometimes, words in English do not follow expected patterns. But you can use what you know to spell words. If you listen to the sounds and use what you know, you will get close to the right spelling. | Elicit the picture for each sound. Identify the corresponding letter and write the letters in a row to spell the word. |
| **Monitor Progress**  3 min. | * Now let’s spell *boy* and *boil*. Let me hear you stretch the words. * Now spell *boy* and *boil* on your whiteboard. Use the sound/spelling cards and what you know to help you. | *Distribute whiteboards. Have students spell the word on their whiteboards. Call on a volunteer to explain their thinking.* |

### L.2.2.E: Check Spelling with Reference Materials

| Grade 2 M1 L26 Mini-lesson: Check Spelling with Reference Materials (10 min.)Grade 2 M3 L13 Mini-lesson: Check Spelling with Reference Materials (10 min.) | | |
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| L.2.2.E: Check Spelling with Reference Materials | | |
| **L.2.2.E:** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | |
| **Frame Instruction** | | |
| Today we’re going to learn to use a dictionary to help us spell words correctly in our writing. | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * What do you do if you are writing and you don’t know how to spell a word? | *Guide students to mention that dictionaries or asking someone for help are good strategies.* |
| 1 min. | * Right, you can ask someone for help, but you can also use a dictionary. Can someone tell me what a dictionary is? * Today we are going to focus on how to use a dictionary to check the spelling of a word. | *Display a dictionary.* |
| 1 min. | * For example, I use the word *sounds* in my draft more than once. What if I'm not sure how to spell it? I can check the spelling in the dictionary. * The dictionary lists words in alphabetical order. Can someone remind me what alphabetical order means? | *Listen for students to note that alphabetical order means in the order of the alphabet—*a*,* b*,* c*,* d*, and so on.* |
| 2 min. | * Now, there are a lot of words that start with *s*. What is the next sound you hear in *sounds*? * That's right! So I look for words that start with *s*-*o*. | *Walk students through the other steps necessary to find the word* dangerous *in the particular dictionary you have.* |
| **Monitor Progress**  4 min. | * THINK-PAIR-SHARE: I also use the word geese in my draft. Can you help me find how to spell geese? * First, try to think how to spell the word. Maybe write down how you think it is spelled on a piece of paper. At least see if you can figure out the first few letters. * Then compare what you think with your partner's idea. Work together to find the word in the dictionary to check your spelling. Raise your hand when you find the right spelling. | Distribute dictionaries to pairs of students. Listen to students finding the word in the dictionary. Identify any common areas of confusion to review with the class. Once the majority of students have found the word, share the correct spelling with the class. |

| Grade 2 M2 L29 Mini-lesson: Check Spelling with Reference Materials (9 min.) | | |
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| L.2.2.E: Check Spelling with Reference Materials | | |
| **L.2.2.E:** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | |
| **Frame Instruction** | | |
| Today, we will learn to use an online dictionary to help us spell words correctly in our writing. | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * What do you do if you are writing and you don’t know how to spell a word? | *Guide students to mention that dictionaries or asking someone for help are good strategies.* |
| 1 min. | * You can ask someone for help, but you can also use a dictionary. A dictionary lists words and their definitions. * Today, we will focus on how to use an online dictionary to check the spelling of a word. | *Display the online dictionary.* |
| 1 min. | * For example, let’s say I use the word *railrode* in my draft. What if I'm not sure how to spell it? I can check the spelling in the dictionary. * First, I’ll find the search bar. This is where I will type the word I want to check. * I need to type my best guess at how the word is spelled. I’ll type r-a-i-l-r-o-d-e. | *Write your example word on the board. Type the word in the search bar.* |
| 1 min. | * If I spelled the word wrong, the dictionary will give me a list of possible words to choose from. If I need to, I can look at the meanings to see which word matches the word I want to spell. * I see that *railroad* is the word I’m looking for. Now, I’ll fix the spelling in my writing to match the spelling in the dictionary. * If I spell the word correctly when I search, the dictionary will usually take me straight to that word’s entry. | *Model selecting the correct word from the list of options. Fix the spelling of the word on the board.* |
| **Monitor Progress**  4 min. | * THINK-PAIR-SHARE: Let’s say I use the word dangerous in my draft. Can you help me find how to spell dangerous? * First, try to think how to spell the word. Maybe write down how you think it is spelled on a piece of paper. See if you can figure out the first few letters. * Then, compare what you think with your partner's idea. Work together to find the word in the online dictionary to check your spelling. Raise your hand when you find the right spelling. | Listen to students finding the word in the online dictionary. Identify any common areas of confusion to review with the class. Once the majority of students have found the word, share the correct spelling with the class. |

### L.3.2.E: Recognize Spelling Conventions for Common Words

| Grade 3 M1 L31 Mini-lesson: Recognize Spelling Conventions for Common Words (13 min.) | | |
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| L.3.2.E: Recognize Spelling Conventions for Common Words  L.3.2.F: Use Spelling Patterns and Word Knowledge to Spell New Words | | |
| **L.3.2.E:** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  **L.3.2.F:** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use patterns to spell words. | | |
| 1. *Display Language Handout: Recognize Spelling Conventions for Common Words.* 2. *Organize students in pairs to correctly spell words.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * We can use many tools to help us spell. * Word families are groups of words that have the same pattern. They use the same groups of letters and have a similar sound. * Position-based spelling is a series of rules we can use to spell words, such as “i before e except after c.” * Syllables can be used to break words down into smaller parts. * We can use other word parts such as the parts of compound words, prefixes, suffixes, and endings to help spell words. | *Read aloud the definition of the different spelling patterns on Language Handout: Recognize Spelling Conventions for Common Words.* |
| 1 min. | * Many words put letters together in the same way to make the same sounds. We call words with similar patterns word families. * We can use what we know about vowel sounds to correctly spell words and find spelling patterns. | *Display the Word Families box on the handout. Point out that the words in each column are spelled similarly and have the same combination of letters to make that sound. For each vowel sound, have students suggest a few words that have a similar vowel sound. Then have volunteers spell those words.* |
| 2 min. | * For longer words, we can break the words into word parts. If we can spell each part of the word correctly, we can spell the whole word correctly. * A word part that is one beat is called a syllable. Every syllable has one vowel sound. Syllables may start with a consonant and end with a vowel or a consonant. We can use what we know about syllable patterns to spell words. | *Display the Syllable Patterns box on the handout but keep the compound words row covered. Review the different syllable patterns with students. Have students clap with you as you say each syllable of the word. If time, review a few multisyllabic words (understood, combination, independence) and work with students to break these into syllables in order to spell them correctly. Write the correctly spelled words on the board.* |
| 1 min. | * Compound words are made of more than one word. We can break up a compound word into each word to help spell the words correctly. | *Have students come up with a few additional compound words and work with them to break the words down to the original words to spell those words correctly. Some examples include: classroom, sunshine, baseball* |
| 1 min. | * Other word parts include prefixes, suffixes, and word endings. * There are other rules we can use to spell. Some letters can have more than one sound. *C* and *g* can sound different depending on if they are followed by an *e, i,* or *y*. *Q* is always followed by a *u*. | *Discuss any other spelling rules students may know. Show different words with* c *and* g *to show how they may be spelled differently: cart, ice, gray, giant. Show* q *words like queen or quiet. Have students suggest words that follow other rules or patterns they know* |
| **Monitor Progress**  4 min. | * As I say each word aloud, spell it on your whiteboard. Use spelling patterns to help you. | *Use the list of words you compiled, read each word aloud, and give students time to spell each word.* |

| Grade 3 M1 L31 Handout: Recognize Spelling Conventions for Common Words |
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| |  | | --- | | SPELLING PATTERNS AND GENERALIZATIONS | | We can use many tools to help us spell.  **Word families** are groups of words that have the same pattern. They use the same groups of letters and have a similar sound.  **Position-based spelling** is a series of rules we can use to spell words, such as “*i* before *e* except after *c*.”  **Syllables** can be used to break words down into smaller parts.  We can use other **word parts** such as the parts of compound words, prefixes, suffixes, and endings to help spell words. |  |  | | --- | | WORD FAMILIES | | Word families can help us spell similar words. Here are a few examples:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **at** (short *a*) | **en** (short *e*) | **in** (short *i*) | **ock** (short *o*) | **ug** (short *u*) | | at  bat  brat  cat  chat  flat  hat  mat  pat  rat  sat  that | amen  den  glen  hen  men  open  pen  then  ten  when | in  bin  chin  fin  grin  pin  shin  skin  spin  thin  tin  win | block  clock  dock  flock  jock  knock  lock  mock  o’clock  rock  shock  sock | bug  dug  hug  jug  lug  mug  plug  pug  rug  shrug  snug  tug | |  |  | | --- | | SYLLABLE PATTERNS | | Breaking words into smaller parts can help us spell. These are a few ways to break words apart.   |  |  | | --- | --- | | **Rule** | **Examples** | | closed syllable (vowel-consonant/consonant-vowel) | rotten: rot + ten; practice: prac + tice | | closed syllable (vowel-consonant/vowel) | river: riv + er; robin: rob + in | | open syllable (vowel/consonant-vowel) | paper: pa + per; zebra: ze + bra | | *r*-controlled vowels | market: mar + ket; organ: or + gan | | words ending with –*le* | rattle: rat + tle; snuggle: snug + gle | | compound words | sunset: sun + set; bookcase: book + case | | |

| Grade 3 M2 L12 Mini-lesson: Recognize Spelling Conventions for Common Words (12 min.) | | |
| --- | --- | --- |
| L.3.2.E: Recognize Spelling Conventions for Common Words  L.3.2.E: Add Suffixes to Base Words | | |
| **L.3.2.E:** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). | | |
| **Frame Instruction** | | |
| Today, we will learn to add suffixes to words and spell words correctly. | | |
| 1. *Display Language Handout: Recognize Spelling Conventions for Common Words.* 2. *Organize students in pairs to practice correctly spelling words with suffixes.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * We can use many tools to help us spell. * Word families are groups of words that have the same pattern. They use the same groups of letters and have a similar sound. * We can use other word parts such as the parts of compound words, prefixes, suffixes, and endings to help spell words. | * *Read aloud the Spelling Conventions box on Language Handout: Recognize Spelling Conventions for Common Words.* |
| 2 min. | * Many words put letters together in the same way to make the same sounds. We call words with similar patterns “word families.” * We can use what we know about vowel sounds to correctly spell words and find spelling patterns. | * *Display the Word Families box on the handout. Point out that the words in each column are spelled similarly and have the same combination of letters to make that sound. For each vowel sound, have students suggest a few words that have a similar vowel sound. Then, have volunteers spell those words.* |
| 2 min. | * We might add a suffix to change a word’s tense, to make the word plural, or to change a word to another part of speech. * Some base words take a suffix without needing to be spelled differently. * What can you tell about each word? Did adding the suffix change the word into a different part of speech, or did it change the verb tense? | *Read aloud the Suffixes box on the handout.*   * *Review the Suffixes without Spelling Changes box with students.* |
| 2 min. | * Some base words need to be spelled differently when adding a suffix. Often, the last letter needs to be either dropped or doubled. Some require changing *y* to *ie.* Do you notice any patterns in the chart? * What can you tell about each word? Did adding the suffix change the word into a different part of speech, or did it change the verb tense? | * *Review the Suffixes with Spelling Changes box and chart.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Recognize Spelling Conventions for Common Words. | * *Distribute Language Handout: Recognize Spelling Conventions for Common Words and review directions for the practice items.* |

| Grade 3 M2 L12 Handout: Recognize Spelling Conventions for Common Words |
| --- |
| |  | | --- | | SPELLING CONVENTIONS | | We can use many tools to help us spell.  **Word families** are groups of words that have the same pattern. They use the same groups of letters and have a similar sound.  We can use other **word parts** such as the parts of compound words, prefixes, suffixes, and endings to help spell words. |  |  | | --- | | WORD FAMILIES | | Word families can help us spell similar words. Here are a few examples:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **at** (short *a*) | **en** (short *e*) | **in** (short *i*) | **ock** (short *o*) | **ug** (short *u*) | | at  bat  brat  cat  chat  flat  hat  mat  pat  rat  sat  that | amen  children  den  gentlemen  glen  hen  men  open  pen  then  ten  when | in  bin  chin  fin  grin  pin  shin  skin  spin  thin  tin  win | block  clock  dock  flock  jock  knock  lock  mock  o’clock  rock  shock  sock | bug  dug  hug  jug  lug  mug  plug  pug  rug  shrug  snug  tug | |  |  | | --- | | SUFFIXES | | A suffix is a word ending that may change the meaning of a word. |  |  | | --- | | SUFFIXES WITHOUT SPELLING CHANGES | | Sometimes, a suffix can be added without changing the spelling of the base word.   |  |  |  |  | | --- | --- | --- | --- | | **Base Word** | **Suffix** | **Suffix Meaning** | **Base Word with Suffix** | | prevent | –able | able to be or do | preventable | | kind | –ness | state of being | kindness | | call | –ed | past tense | called | | see | –ing | action | seeing | | humor | –ous | full of | humorous | |  |  | | --- | | SUFFIXES WITH SPELLING CHANGES | | Sometimes, the spelling of the base word must change. Often letters are dropped, or the last consonant must be doubled.   |  |  |  |  | | --- | --- | --- | --- | | **Base Word** | **Suffix** | **Suffix Meaning** | **Base Word with Suffix** | | skip | –able | able to be or do | skippable | | happy | –ness | state of being | happiness | | try | –ed | past tense | tried | | rip | –ing | action | ripping | | wonder | –ous | full of | wondrous | |  | SUFFIX PRACTICE | | --- | | **Directions:** Rewrite the word with the given suffix.   1. run + –*ing*  running 2. ill + –*ness*  illness 3. cry + –*s* cries 4. read + –*able* readable |  | SUFFIX PRACTICE | | --- | | **Directions:** Use a suffix to write the underlined verb in the given verb tense.   1. Jason smile at the puppy. (present tense) smiles 2. Sara lie about forgetting her mom’s birthday. (past tense) lied | |

| Grade 3 M3 L32 Mini-lesson: Recognize Spelling Conventions for Common Words (10 min.) | | |
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| L.3.2.E: Recognize Spelling Conventions for Common Words | | |
| **L.3.2.E:** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn spell words correctly. | | |
| *Display Language Handout: Recognize Spelling Conventions for Common Words.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * We can use many tools to help us spell. * Word families are groups of words that have the same pattern. They use the same groups of letters and have a similar sound. * Position-based spelling is a series of rules we can use to spell words, such as “*i* before *e* except after *c*.” * Syllables can be used to break words down into smaller parts. * We can use other word parts such as the parts of compound words, prefixes, suffixes, and endings to help spell words. | *Read aloud the Spelling Conventions box on Language Handout: Recognize Spelling Conventions for Common Words.* |
| 2 min. | * Many words put letters together in the same way to make the same sounds. We call words with similar patterns word families. * We can use what we know about vowel sounds to correctly spell words and find spelling patterns. | *Display the Word Families box on the handout. Point out that the words in each column are spelled similarly and have the same combination of letters to make that sound. For each vowel sound, have students suggest a few words that have a similar vowel sound, and record their suggestions for later.* |
| 2 min. | * For longer words, we can break the words into word parts. If we can spell each part of the word correctly, we can spell the whole word correctly. * A word part that is one beat is called a syllable. Every syllable has one vowel sound. Syllables may start with a consonant and end with a vowel or a consonant. We can use what we know about syllable patterns to spell words. | *Display the Syllable Patterns box on the handout but keep the compound words row covered. Review the different syllable patterns with students. Have students clap with you as you say each syllable of the word. If time, review a few multisyllabic words (understood, combination, independence) and work with students to break these into syllables in order to spell them correctly. Write the correctly spelled words on the board.* |
| **Monitor Progress**  4 min. | * As I say each word aloud, spell it on your whiteboard. Use spelling patterns to help you. | *Use the list of words you compiled, read each word aloud, and give students time to spell each word.* |

| Grade 3 M3 L32 Handout: Recognize Spelling Conventions for Common Words |
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| |  | | --- | | SPELLING CONVENTIONS | | We can use many tools to help us spell.  **Word families** are groups of words that have the same pattern. They use the same groups of letters and have a similar sound.  **Position-based spelling** is a series of rules we can use to spell words, such as “*i* before *e* except after *c*.”  **Syllables** can be used to break words down into smaller parts.  We can use other **word parts** such as the parts of compound words, prefixes, suffixes, and endings to help spell words. |  |  | | --- | | WORD FAMILIES | | Word families can help us spell similar words. Here are a few examples:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **at** (short *a*) | **en** (short *e*) | **in** (short *i*) | **ock** (short *o*) | **ug** (short *u*) | | at  bat  brat  cat  chat  flat  hat  mat  pat  rat  sat  that | amen  children  den  gentlemen  glen  hen  men  open  pen  then  ten  when | in  bin  chin  fin  grin  pin  shin  skin  spin  thin  tin  win | block  clock  dock  flock  jock  knock  lock  mock  o’clock  rock  shock  sock | bug  dug  hug  jug  lug  mug  plug  pug  rug  shrug  snug  tug | |  |  | | --- | | SYLLABLE PATTERNS | | Breaking words into smaller parts can help us spell. These are a few ways to break words apart.   |  |  | | --- | --- | | **Rule** | **Examples** | | closed syllable (vowel-consonant/consonant-vowel)  The first vowel is usually short. | rotten: rot + ten; practice: prac + tice | | closed syllable (vowel-consonant/vowel)  The first vowel is usually short. | river: riv + er; robin: rob + in | | open syllable (vowel/consonant-vowel)  The first vowel is usually long. | paper: pa + per; zebra: ze + bra | | *r*-controlled vowels | market: mar + ket; organ: or + gan | | words ending with –*le* | rattle: rat + tle; snuggle: snug + gle | | compound words | sunset: sun + set; bookcase: book + case | | |

### L.3.2.E: Add Suffixes to Base Words

[See Grade 3 M2 L12 Mini-lesson: Recognize Spelling Conventions for Common Words (16 min.)](#_Grade_3_M2_1)

| Grade 3 M3 L8 Mini-lesson: Add Suffixes to Base Words (11 min.) | | |
| --- | --- | --- |
| L.3.2.E: Add Suffixes to Base Words | | |
| **L.3.2.E:** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to add suffixes to words. | | |
| 1. *Display Language Handout: Add Suffixes to Base Words.* 2. *Organize students in pairs to practice correctly spelling words with suffixes.* | | |
| **Pacing** | **Say** | **Do** |
| 3 min. | * We might add a suffix to change a word’s tense, to make the word plural, or to change a word to another part of speech. * Some base words take a suffix without needing to be spelled differently. * What can you tell about each word? Did adding the suffix change the word into a different part of speech, or did it change the verb tense? | * *Read aloud the Suffixes box on Language Handout: Add Suffixes to Base Words.* * *Review the Suffixes without Spelling Changes box with students.* |
| 3 min. | * Some base words need to be spelled differently when adding a suffix. Often the last letter needs to be either dropped or doubled. Some require changing *y* to *ie.* Do you notice any patterns in the chart? * What can you tell about each word? Did adding the suffix change the word into a different part of speech, or did it change the verb tense? | * *Review the Suffixes with Spelling Changes box and chart.* |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Add Suffixes to Base Words. | * *Distribute Language Handout: Add Suffixes to Base Words and review directions for the practice items.* |

| Grade 3 M3 L8 Handout: Add Suffixes to Base Words |
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| |  | | --- | | SUFFIXES | | A suffix is a word ending that may change the meaning of a word. |  |  | | --- | | SUFFIXES WITHOUT SPELLING CHANGES | | Sometimes a suffix can be added without changing the spelling of the base word.   |  |  |  |  | | --- | --- | --- | --- | | **Base Word** | **Suffix** | **Suffix Meaning** | **Base Word with Suffix** | | prevent | –able | able to be or do | preventable | | kind | –ness | state of being | kindness | | call | –ed | past tense | called | | see | –ing | action | seeing | | humor | –ous | full of | humorous | |  |  | | --- | | SUFFIXES WITH SPELLING CHANGES | | Sometimes the spelling of the base word must change. Often letters are dropped, or the last consonant must be doubled.   |  |  |  |  | | --- | --- | --- | --- | | **Base Word** | **Suffix** | **Suffix Meaning** | **Base Word with Suffix** | | skip | –able | able to be or do | skippable | | happy | –ness | state of being | happiness | | try | –ed | past tense | tried | | rip | –ing | action | ripping | | wonder | –ous | full of | wondrous | |  | SUFFIX PRACTICE | | --- | | **Directions:** Rewrite the word with the given suffix.   1. run + –*ing*  running 2. ill + –*ness*  illness 3. cry + –*s* cries 4. read + –*able* readable |  | SUFFIX PRACTICE | | --- | | **Directions:** Use a suffix to write the underlined verb in the given verb tense.   1. Jason smile at the puppy. (present tense) smiles 2. Sara lie about forgetting her mom’s birthday. (past tense) lied | |

### L.3.2.F: Use Spelling Patterns and Word Knowledge to Spell New Words

[See Grade 3 M1 L31 Mini-lesson: Recognize Spelling Conventions for Common Words (13 min.)](#_Grade_3_M1_1)

| Grade 3 M2 L14 Mini-lesson: Use Spelling Patterns and Word Knowledge to Spell New Words (10 min.)Grade 3 M3 L11 Mini-lesson: Use Spelling Patterns and Word Knowledge to Spell New Words (10 min.) | | |
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| L.3.2.F: Use Spelling Patterns and Word Knowledge to Spell New Words | | |
| **L.3.2.F:** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | | |
| **Frame Instruction** | | |
| Today, we are going to learn to use patterns to spell words. | | |
| 1. *Display Language Handout: Use Spelling Patterns and Word Knowledge to Spell New Words.* 2. *Organize students in pairs to correctly spell words.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * We can use many tools to help us spell. * Position-based spelling is a series of rules we can use to spell words, such as “*i* before *e* except after *c*.” * Syllables can be used to break words down into smaller parts. | * *Read aloud the Spelling Patterns and Generalizations box on Language Handout: Use Spelling Patterns and Word Knowledge to Spell New Words.* |
| 2 min. | * For longer words, we can break the words into word parts. If we can spell each part of the word correctly, we can spell the whole word correctly. * A word part that is one beat is called a syllable. Every syllable has one vowel sound. Syllables may start with a consonant and end with a vowel or a consonant. We can use what we know about syllable patterns to spell words. | * *Display the Syllable Patterns box on the handout but keep the compound words row covered. Review the different syllable patterns with students. Have students clap with you as you say each syllable of the word. If time, review a few multisyllabic words (understood, combination, independence) and work with students to break these into syllables to spell them correctly. Write the correctly spelled words on the board.* |
| 2 min. | * Compound words are made of more than one word. We can break up a compound word into each word to help spell the words correctly. | * *Display the compound words row. Have students come up with a few additional compound words and work with them to break the words down to the original words to spell those words correctly. Some examples include:* classroom, sunshine, *and* baseball. |
| **Monitor Progress**  4 min. | * Complete the practice items on Language Handout: Use Spelling Patterns and Word Knowledge to Spell New Words. | * *Distribute Language Handout: Use Spelling Patterns and Word Knowledge to Spell New Words and review directions for the practice items.* |

| Grade 3 M2 L14 Handout: Use Spelling Patterns and Word Knowledge to Spell WordsGrade 3 M3 L11 Handout: Use Spelling Patterns and Word Knowledge to Spell Words |
| --- |
| |  | | --- | | SPELLING PATTERNS AND GENERALIZATIONS | | We can use many tools to help us spell.  **Position-based spelling** is a series of rules we can use to spell words, such as “*i* before *e* except after *c*.”  **Syllables** can be used to break words down into smaller parts. |  |  | | --- | | SYLLABLE PATTERNS | | Breaking words into smaller parts can help us spell. These are a few ways to break words apart.   |  |  | | --- | --- | | **Rule** | **Examples** | | closed syllable (vowel-consonant/consonant-vowel)  The first vowel is usually short. | rotten: rot + ten; practice: prac + tice | | closed syllable (vowel-consonant/vowel)  The first vowel is usually short. | river: riv + er; robin: rob + in | | open syllable (vowel/consonant-vowel)  The first vowel is usually long. | paper: pa + per; zebra: ze + bra | | *r*-controlled vowels | market: mar + ket; organ: or + gan | | words ending with –*le* | rattle: rat + tle; snuggle: snug + gle | | compound words | sunset: sun + set; bookcase: book + case | |  | SPELLING PRACTICE | | --- | | **Directions:** Use the clues to find the word for the blank. Then spell the word correctly.   1. The school is \_\_\_\_\_ of my house. (short *e*) west 2. Mrs. Lopez \_\_\_\_\_ my test and found three mistakes. (short *e*) checked 3. What are we having for \_\_\_\_\_ today? (short *u*) lunch 4. Be careful not to \_\_\_\_ on the ice! (short *i*) slip |  | SPELLING PRACTICE | | --- | | **Directions:** Unscramble the word in parentheses in each sentence.   1. Jamal bought a new (etonkobo) and three new pens. notebook 2. (Tiwnre) is my favorite season. Winter | |

### L.3.2.G: Use Reference Materials to Correct Spelling

| Grade 3 M1 L14 Mini-lesson: Use Reference Materials to Correct Spelling (10 min.)Grade 3 M2 L28 Mini-lesson: Use Reference Materials to Correct Spelling (10 min.)Grade 3 M3 L16 Mini-lesson: Use Reference Materials to Correct Spelling (10 min.) | | |
| --- | --- | --- |
| L.3.2.G: Use Reference Materials to Correct Spelling | | |
| **L.3.2.G:** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | |
| **Frame Instruction** | | |
| Today we’re going to learn to use a dictionary to help us spell words correctly in our writing. | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * What do you do if you are writing and you don’t know how to spell a word? | *Guide students to mention that dictionaries or asking someone for help are good strategies.* |
| 1 min. | * Right, you can ask someone for help, but you can also use a dictionary. Can someone tell me what a dictionary is? * Today we are going to focus on how to use a dictionary to check the spelling of a word. | *Display a dictionary.* |
| 1 min. | * For example, let’s thin about the word *dangerous*. What if I am not sure how to spell it? I can check the dictionary. * The dictionary lists words in alphabetical order. What is alphabetical order? | *Listen for students to note that alphabetical order means in the order of the alphabet—*a*,* b*,* c*,* d*, and so on.* |
| 2 min. | * Because *dangerous* starts with D, I turn to the part of the dictionary that starts with D. * There are many words that start with D. What is the next sound you hear in “dangerous”? * I will look for words that start with D-A. * Now I will skim until I find the word. | *Walk students through the other steps necessary to find the word* dangerous *in the particular dictionary you have.* |
| **Monitor Progress**  4 min. | THINK-PAIR-SHARE: Now let’s try another word. How do you spell the word *terrible*? Let’s check it.   * Try to think how to spell the word. You might write down how you think it is spelled on a piece of paper. At least see if you can figure out the first few letters. * Then, compare what you think with your partner's idea. Work together to find the word in the dictionary to check your spelling. Raise your hand when you find the right spelling. | Distribute dictionaries to pairs of students. Listen to students finding the word in the dictionary. Identify any common areas of confusion to review with the class. Once the majority of students have found the word, share the correct spelling with the class. |

### L.4.2.D: Spell Correctly

### L.5.2.E: Spell Correctly

| Grade 5 M1 L31 Mini-lesson: Spell Correctly (10 min.) | | |
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| L.5.2.E: Spell Correctly | | |
| **L.5.2.E:** Spell grade-appropriate words correctly, consulting references as needed. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn strategies for how to correct misspelled words in our writing. | | |
| 1. *Display Language Handout: Spell Correctly.* 2. *Make spelling resources, such as online dictionaries, print dictionaries, or word walls, readily available for students.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | n/a | *Read aloud the first two paragraphs on Language Handout: Spell Correctly.* |
| 2 min. | Do you know any other spelling rules other than “*i* before *e* except after *c*”? What do you do when you want to spell a word correctly? | *Have students share language rules they know. Record ideas on the board. Then, have volunteers share strategies they use to spell correctly in their own writing.* |
| 1 min. | n/a | *Read aloud the strategies for spelling words correctly.* |
| **Monitor Progress**  5 min | Complete the practice items on Language Handout: Spell Correctly. Be sure to use at least one of the strategies we reviewed for ensuring words are spelled correctly. | *Distribute Language Handout: Spell Correctly and review directions for the practice items.* |

| Grade 5 M1 L31 Handout: Spell Correctly |
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| |  | | --- | | SPELL CORRECTLY | | English is one of the most difficult languages to learn. That’s because there are a lot of rules to follow. You may have heard the saying “*i* before *e* but not after *c*.” That rule tells you that when a word includes the vowel pair *ie,* the letter *i* comes before the *e,* unless the vowel pair is after the letter *c.*  So when we go to spell the words *believe, friend,* or *relief,* we know the *i* comes before the *e.* In words like *receive* or *deceive,* the *e* comes before the *i.* But what about these words: *neighbor, weigh,* or *reign*?The rule doesn’t work. How can writers be sure to spell words correctly when there are so many rules to keep track of?  To spell correctly, you can:   * **Sound words out.** When you first learned to read, you learned to sound out words. If you know the word you want to spell, say it aloud. Listen for the sounds in the word and try to write the letter for each sound you hear. * **Rely on spell-check.** When you type an essay or story, most word processors have a spell check built in. As you type, if you misspell a word, the system might underline the misspelled word in red or another color. Sometimes, if you run a spell check, the word processor will suggest the correct spelling of the word. * **Use resources in the classroom.** Your teacher may have word walls or other spelling resources around the classroom. Use any resources your teacher provides to help you spell correctly. * **Use a dictionary.** Your teacher may have a paper dictionary in the classroom. There are also several online dictionaries, such as Wordsmyth ([www.wordsmyth.net](http://www.wordsmyth.net)) and Merriam-Webster ([www.m-w.com](http://www.m-w.com)). If you know what word you want to spell, you can look it up in the dictionary. If you don’t know how to spell a word but type a word that is close to what you want to spell, the online dictionary may be able to find it for you. * **Ask someone for help.** If all else fails, ask a teacher, adult at home, or classmate for help. Sometimes, they might be able to tell you how to spell a tricky word. |  |  | | --- | | SPELL CORRECTLY PRACTICE | | **Directions:** Each word below is misspelled. Use one of the strategies you learned to correct the spelling.   1. greif  grief 2. ekwality equality 3. athleets athletes 4. caracter character   **Directions:** Each sentence below has a misspelled word. Circle the misspelled word and write the correctly spelled word after the sentence.   1. Rube Foster started an African American baseball leegue.  league 2. Babe Didrikson was a fenomenal sportsperson. phenomenal 3. Its hard to compete at a high level in sports. It’s 4. Rube Foster helped improved the lifes of many baseball players. lifes | |

### L.6.2.B: Spell Correctly

### L.7.2.B: Spell Correctly

### L.8.2.C: Spell Correctly

KNOWLEDGE OF LANGUAGE

## Expression and Effect

### L.3.3.A: Choose Words and Phrases for Effect

[See Grade 7 M3 L28 Mini-lesson: Choose Words, Phrases, and Punctuation for Effect (19 min.)](#_Grade_7_M3_1)

[See Grade 8 M1 Mini-lesson: Choose Words, Phrases, and Punctuation for Effect](#_G8_M1_Mini-lesson:)

| Grade 5 M3 L26 Mini-lesson: Choose Words and Phrases for Effect (16 min.) | | |
| --- | --- | --- |
| L.3.3.A: Choose Words and Phrases for Effect | | |
| **L.3.3.A:** Choose words and phrases for effect. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to best choose words and phrases to create a desired effect. | | |
| *Display Language Handout: Choose Words and Phrases for Effect.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * When writers write, they carefully choose words to include in their sentences. Writers want to choose the words with the right meaning. They also want to choose words with the right effect. | * *Read aloud the text above the chart in the Word Choice box on Language Handout: Choose Words and Phrases for Effect.* |
| 2 min. | * For example, these sentences have the same meaning: they both tell where Ms. Adler lives. But the word choice creates two different effects. * The verb “lives,” the adjective “big,” the noun “house,” and the phrase “at the end of the street” creates an informative or neutral effect in the first sentence. The words help give information. * In the second sentence, the verb “occupies,” the adjective “dark,” the noun “mansion,” and the phrase “at the end of the lonely, empty street” makes the sentence more specific and creates a scary effect. * When writers choose words and phrases for effect, they make sure to keep the original meaning of their sentences. They choose words and phrases to change the effect, not the meaning. | * *Read aloud each sentence in the Word Choice chart and its effects.* |
| 3 min. | * Writers can choose words and phrases in a few different ways. * The Example Sentence tells readers a little bit about people dancing. * Let’s look at the ways that writers choose words and phrases for their desired effects while keeping the meaning. * In the first Revised Example Sentence, the writer replaced generic words and phrases with more specific words and phrases to make the sentence more interesting. The word “people” was replaced with “dancers”; the word “feet” was replaced with “heels”; “to the music” was replaced with “in rhythm with the beat.” These changes also make the sentence easier for readers to visualize. | * *Read aloud the text above the chart in the Choosing Words and Phrases for Effect box on Language Handout: Choose Words and Phrases for Effect.* * *Read aloud the Example Sentence in the chart. Then read aloud the first Way to Choose Words and Phrases for Effect and the Revised Example Sentence.* |
| 1 min. | * In the second Revised Example Sentence, the writer used the vivid, specific action verb “tapped” to replace “moved.” | * *Read aloud the second Way to Choose Words and Phrases for Effect and the Revised Example Sentence.* |
| 3 min. | * For this Revised Example Sentence, I will ask you to identify what words and phrases the writer chose and why. * Turn and talk to your partner for one minute to identify the words and phrases the writer chose and why. | * *Read aloud the third Way to Choose Words and Phrases for Effect and the Revised Example Sentence. Have partners talk for one minute. Then ask volunteers to share their response.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Choose Words and Phrases for Effect. | * *Distribute Language Handout: Choose Words and Phrases for Effect and review directions for the practice items.* |

| Grade 5 M3 L26 Handout: Choose Words and Phrases for Effect |
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| |  | | --- | | WORD CHOICE | | When writers write, they carefully choose words to include in their sentences. Writers want to choose the words with the right meaning. They also want to choose words with the right effect.   |  |  | | --- | --- | | **Sentence** | **Effect** | | Ms. Adler lives in the big house at the end of the street. | Informative, neutral | | Ms. Adler occupies the dark mansion at the end of the lonely, empty street. | More specific, scary | |  |  | | --- | | CHOOSING WORDS AND PHRASES FOR EFFECT | | Writers can choose words and phrases in a few different ways.   |  |  |  | | --- | --- | --- | | **Example Sentence** | **Ways to Choose Words and Phrases for Effect** | **Revised Example Sentence** | | The dancers moved their feet to the music. | Pick specific words and phrases; avoid generic words and phrases. | The dancers moved their heels in rhythm with the beat. | | Use vivid, specific action verbs. | The salsa dancers tapped their heels in rhythm with the beat. | | Use vivid, strong adjectives. | The salsa dancers tapped their heels in rhythm with the lively beat. | |  | CHOOSING WORDS AND PHRASES FOR EFFECT PRACTICE | | --- | | **Directions:** Choose the best word or phrase to replace the underlined word or phrase. Pick the choice that is correct, makes each sentence more specific and more interesting, and keeps the same meaning.   1. The fisherman took the fish from the line. (removed, unhooked, threw) 2. The man with the goggles and flippers jumped into the water. (person, diver, man wearing the equipment) 3. Everyone ate a lot of popcorn at the movie. (handfuls, a little, some) 4. My book bag is heavy. (was, weighs, feels) | |

### L.4.3.A: Use Words and Phrases to Clarify Ideas

| Grade 5 M2 L10 Mini-lesson: Use Words and Phrases to Clarify Ideas (10 min.) | | |
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| L.4.3.A: Use Words and Phrases to Clarify Ideas | | |
| **L.4.3.A:** Choose words and phrases to convey ideas precisely. | | |
| **Frame Instruction** | | |
| * When someone describes how old a baby is, they are precise, using months or even days. That's because a baby hasn't been alive very long. Babies change a lot in the first year of life. There's a big difference between a 3-month-old and a 6-month-old—much more of a difference than between someone who is 10 years and 3 months old compared to someone who is 10 years and 6 months old. * Today, we’re going to learn to choose words and phrases to clarify ideas. | | |
| 1. *Display Language Handout: Use Words and Phrases to Clarify Ideas.* 2. *Organize students in pairs to practice forming and using the progressive tenses.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | Precise means “exact” or “stated in a clear way and with details.” Using precise words will help you express your ideas clearly and help writers picture character, setting, and event details you include in your writing. | *Read aloud the definition of* precise *and how to check for precise language in writing on Handout: Use Words and Phrases to Clarify Ideas.* |
| 3 min. | n/a | *Display the general vs. precise language chart. Display each row one at a time and then have volunteers share how the more precise language helps them understand what is being described.* |
| 2 min. | I wrote this sentence: “The dress is blue.” How might I be able to revise this sentence to use more precise language to describe the dress? Talk with a partner, and revise the sentence to use more precise language. | n/a |
| **Monitor Progress**  3 min. | Complete the practice items on Handout: Use Words and Phrases to Clarify Ideas. | *Distribute Handout: Use Words and Phrases to Clarify Ideas, and review directions for the practice items.* |

| Grade 4 M3 L30 Mini-lesson: Use Words and Phrases to Clarify Ideas (10 min.)Grade 6 M1 L13 Mini-lesson: Use Words and Phrases to Clarify Ideas (10 min.) | | |
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| L.4.3.A: Use Words and Phrases to Clarify Ideas | | |
| **L.4.3.A:** Choose words and phrases to convey ideas precisely. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to choose words and phrases to clarify ideas. | | |
| 1. *Display Language Handout: Use Words and Phrases to Clarify Ideas.* 2. *Organize students in pairs to practice forming and using the progressive tenses. .* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | Precise means “exact” or “stated in a clear way and with details.” Using precise words will help you express your ideas clearly and help writers picture character, setting, and event details you include in your writing. | *Read aloud the definition of* precise *and how to check for precise language in writing on Handout: Use Words and Phrases to Clarify Ideas.* |
| 3 min. | n/a | *Display the general vs. precise language chart. Display each row one at a time and then have volunteers share how the more precise language helps them understand what is being described.* |
| 2 min. | I wrote this sentence: The dress is blue. How might I be able to revise this sentence to use more precise language to describe the dress? Talk with a partner, and revise the sentence to use more precise language. | n/a |
| **Monitor Progress**  3 min. | Complete the practice items on Handout: Use Words and Phrases to Clarify Ideas. | *Distribute Handout: Use Words and Phrases to Clarify Ideas, and review directions for the practice items.* |

| Grade 4 M3 L30 Handout: Use Words and Phrases to Clarify IdeasGrade 5 M2 L10 Handout: Use Words and Phrases to Clarify IdeasGrade 6 M1 L13 Handout: Use Words and Phrases to Clarify Ideas |
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| |  | | --- | | USE WORDS AND PHRASES TO CLARIFY IDEAS | | Precise means “exact” or “stated in a clear way and with details.” Using precise words will help you express your ideas clearly and help writers picture character, setting, and event details you include in your writing.  To improve your word choice, you can ask yourself these questions:   * Did I use strong action verbs? * Did I use words that describe the five senses? * Did I try any new words in my writng?  |  |  | | --- | --- | | **General Word** | **Precise Word** | | I am **sad** that my puppy ran away. | I am **devastated** that my puppy ran away. | | The rock I found is **nice**. | The rock I found is **glittering and sparkling**. | | The drawing is **interesting**. | The drawing is **bright and detailed**. | | The girl’s tiara was **pretty**. | The girl’s tiara **glimmered in the light**. | | My **cat** is shy. | My **Persian cat** is shy. | |  | PRACTICE | | --- | | **Directions:** Read each sentence. Rewrite the sentence to replace the general word with a more precise word or phrase.   1. My dad says it’s **bad** to ride a bike without a helmet. My dad says it’s dangerous to ride a bike without a helmet. 2. The wind was **strong** that day. The wind was howling and carrying debris around that day. 3. The **dog** is **nice**. The bulldog is friendly. 4. Tom was **happy** when he won the award. Tom was ecstatic when he won the award. | |

### L.4.3.B: Choose Punctuation for Effect

| Grade 5 M3 L31 Mini-lesson: Choose Punctuation for Effect (12 min.) | | |
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| L.4.3.B: Choose Punctuation for Effect | | |
| **L.4.3.B:** Choose punctuation for effect. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to choose the best punctuation to create a desired effect. | | |
| *Display Language Handout: Choose Punctuation for Effect.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * End punctuation marks are marks that belong at the end of a sentence. | *Read aloud the definition of end punctuation and the three types on Language Handout: Choose Punctuation for Effect.* |
| 1 min. | * A comma, semicolon, or dash cannot end a sentence. | *Read aloud each punctuation and its effect.* |
| 2 min. | * The example sentences can help show how the end punctuation can create a desired effect. * I will read the sentences first, emphasizing how the punctuation creates an effect. Then, we will read the sentences together. | *Read aloud the example sentences in the chart, emphasizing the effect in your voice as you read aloud.* |
| 2 min. | * Did you hear how the punctuation helped create the desired effect in each sentence? * Let’s read aloud the sentences together. * Remember that a period ends a sentence but does not express a question, anger, excitement, or yelling. A question mark expresses a question. An exclamation point expresses anger, excitement, surprise, or yelling. | *Choral read each example sentence with students.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Choose Punctuation for Effect. | *Distribute Language Handout: Choose Punctuation for Effect.* |

| Grade 5 M3 L31 Handout: Choose Punctuation for Effect |
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| |  | | --- | | END PUNCTUATION | | End punctuation marks are marks that belong at the end of a sentence. There are three types of punctuation that belong at the end of a sentence:   * period (.) * question mark (?) * exclamation point (!) |  |  | | --- | | CHOOSE PUNCTUATION FOR EFFECT | | Writers can choose end punctuation to achieve a desired effect for the sentence.   |  |  |  | | --- | --- | --- | | **Punctuation** | **Effect** | **Example** | | period (.) | It tells readers that the sentence has ended. It does not mean a question is being asked. It does not mean the speaker is excited, angry, or yelling. | We stayed inside today because of the cold weather**.** | | question mark (?) | It tells readers that a question is being asked. | Did you stay inside today because of the cold weather**?** | | exclamation point (!) | It tells readers that a speaker is excited, angry, or yelling. It means that the sentence expresses excitement or anger. | We had to stay inside today because of the cold weather**!** | | parentheses | Parentheses indicate material that provides extra detail, but that could be left out of the sentence. | Several students (Juan, Milo, Renata, and Sarah) attend the field trip. | | commas | Commas insert a pause in a sentence. | The boy, full of excitement, climbed into his seat on the rollercoaster. | | dashes | Dashes emphasize the material after the dash. | Sarah finally knew what she had to do—tell her mom the truth. | | Dashes are also used to provide more details about the word before the dash. | Her parents—disappointed, but relieved—were glad she told them | | Dashes indicate an interruption. | Mom said, “Sarah, I told you to—”  “Ask for help when I need it. I know, Mom. I should have,” said Sarah. | |  | CHOOSE PUNCTUATION FOR EFFECT PRACTICE | | --- | | **Directions:** Punctuate each sentence correctly.   1. Does your brother want pizza or pasta for dinner ? 2. The flowers bloom on the windowsill . 3. There’s a shark near the boat ! 4. Who will be partners for the activity ?   **Directions:** Write a sentence for each end punctuation. End the sentence using that punctuation for the desired effect.   1. period: Sample response: I like my friend’s pet fish. 2. exclamation point: Sample response: My friend’s fish is lost! 3. question mark: Sample response: Where could the fish be? | |

| Grade 6 M2 L26 Mini-lesson: Revise Sentences for Effect, Meaning, Interest, and Style (11 min.) | | |
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| L.4.3.B: Choose Punctuation for Effect L.5.3.A: Revise Sentences for Meaning, Interest, and Style | | |
| **L.4.3.B:** Choose punctuation for effect. **L.5.3.A:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to revise sentences for effect, interest, and meaning. | | |
| *Display Language Handout: Revise Sentences for Effect, Meaning, Interest, and Style.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * When we revise sentences, we change words and punctuation to change the effect a sentence has on a reader, clarify meaning, make the sentence more interesting, or make the style similar to the rest of the sentence in a paragraph or essay. | * Read aloud the Revision box on Language *Handout: Revise Sentences for Effect, Meaning, Interest, and Style*. |
| 2 min. | * We can use punctuation to change the way a sentence affects the reader. One way is to separate information in a sentence, or to add information that is interesting but does not change the meaning of a sentence. * When separating text, a dash puts more emphasis on the separated text than a comma does. Parentheses are used to separate text that is not important to the meaning of the sentence. * We can show excitement by adding interjections to a sentence or paragraph. An interjection is a brief expression of excitement, such as *Wow!* Or *Yay!* | * *Show the Use Punctuation for Effect box. Point out that students can use different kinds of punctuation for different effects. Review each kind of punctuation, and read the examples with students.* |
| 2 min. | * When we revise, we may expand, combine, or reduce sentences. When we expand a sentence, we add details to paint a clearer picture for the reader. When we combine, we cut wordiness or repetitiveness. When we reduce, we cut extra words or move words around to make the sentence more concise. | * *Show the Revise Sentences box, and review the examples.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Revise Sentences for Effect, Meaning, Interest, and Style. | * *Distribute Language Handout: Revise Sentences for Effect, Meaning, Interest, and Style and review directions for the practice items.* |

| Grade 6 M2 L26 Handout: Revise Sentences for Effect, Meaning, Interest, and Style |
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| |  | | --- | | REVISION | | When we revise sentences, we change words and punctuation in order to change the effect a sentence has on a reader, clarify meaning, make the sentence more interesting, or make the style similar to the rest of the sentence in a paragraph or essay. |  |  | | --- | | USE PUNCTUATION FOR EFFECT | | |  |  |  | | --- | --- | --- | | **Punctuation Mark** | **Effect** | **Example** | | parentheses ( ) | Use around part of a sentence that is added to give more information but not important to the meaning of the sentence. | My dog (a black lab) is very friendly. | | dash — | Use to add emphasis or separate text in your sentence. | My dog loves to go outside—especially to the park. | | comma | Use to separate an interjection from the rest of a sentence. | Yes, I’d love to go to the dog park. | | exclamation point | Use to show a strong emotion. | Great! I’ll meet you at the park at 3. | |  |  | | --- | | REVISE SENTENCES | | |  |  |  | | --- | --- | --- | | **Revision** | **Effect** | **Example** | | expand | Expand a sentence to add information to make your meaning clearer. | Original: The dog ran across the park.  Revised: The big dog ran across the park toward us. | | combine | Put two or more sentences together for effect or to be more concise. | Original: The dogs barked loudly. The dogs chased each other around the park.  Revised: The dogs barked loudly and chased each other around the park. | | reduce | Shorten sentences for effect or to reduce wordiness. | Original: My dog, whose name is Chuck, likes to run and also likes to play catch.  Revised: My dog, Chuck, likes to run and play catch. | |  |  | | --- | | SENTENCE REVISION PRACTICE | | **Directions:** Revise each sentence based on the revision note.  Possible answers shown.   1. A leopard runs fast. (Use punctuation to add information about leopards.) A leopard, a large wild cat, runs fast. 2. The apple pie smelled really good and tasted delicious. (Reduce wordiness.) The apple pie smelled and tasted great. 3. I couldn’t sleep well. The neighbor’s dog barked all night. (Combine sentences.) I couldn’t sleep well because the neighbor’s dog barked all night. 4. I saw a snake in my yard. (Expand to add details.) I saw a small green snake slithering through the grass in my yard. |  |  | | --- | | SENTENCE REVISION PRACTICE | | **Directions:** Revise each sentence to expand or reduce for clarity and style. Possible answers shown.   1. The dog barked. The children ran away. When the big dog barked loudly, the frightened children ran away. 2. We played during the rain storm and jumped in a lot of puddles and then I got really sick and had to miss school. After we jumped in puddles during a rain storm, I got sick and had to miss school. | |

| Grade 7 M3 L28 Mini-lesson: Choose Words, Phrases, and Punctuation for Effect (19 min.)Grade 8 M1 Mini-lesson: Choose Words, Phrases, and Punctuation for Effect (19 min.) | | |
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| L.3.3.A: Choose Words and Phrases for Effect  L.4.3.B: Choose Punctuation for Effect | | |
| **L.3.3.A:** Choose words and phrases for effect.  **L.4.3.B:** Choose punctuation for effect. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to best choose words and phrases to create a desired effect and choose the best punctuation to create a desired effect. | | |
| *Display Handout: Choose Words, Phrases, and Punctuation for Effect.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * When writers write, they carefully choose words to include in their sentences. Writers want to choose the words with the right meaning. They also want to choose words with the right effect. | *Read aloud the meaning of a word choice on Handout: Choose Words, Phrases, and Punctuation for Effect.* |
| 1 min. | * For example, these sentences have the same meaning: they both tell where Ms. Adler lives. But the word choice creates two different effects. * The verb *lives*, the adjective *big*, the noun *house*, and the phrase “at the end of the street” create an informative or neutral effect in the first sentence. The words help give information. * In the second sentence, the verb *occupies*, the adjective *dark*, the noun *mansion*, and the phrase “at the end of the lonely, empty street” makes the sentence more specific and creates a scary effect. * When writers choose words and phrases for effect, they make sure to keep the original meaning of their sentences. They choose words and phrases to change the effect, not the meaning. | *Read aloud each sentence and its effects.* |
| 2 min. | * The example sentence tells readers a little bit about people dancing. * Let’s look at the ways that writers choose words and phrases for their desired effects while keeping the meaning. * In the first revised example sentence, the writer replaced generic words and phrases with more specific words and phrases to make the sentence more interesting. The word *people* was replaced with *dancers*; the word *feet* was replaced with *heels*; “to the music” was replaced with “in rhythm with the beat.” These changes also make the sentence easier for readers to visualize. | *Read aloud the example sentence in the chart. Then, read aloud the first way to choose words and phrases for effect and the revised example sentence.* |
| 1 min. | * In the second revised example sentence, the writer used the vivid, specific action verb *tapped* to replace *moved*. | *Read aloud the second way to choose words and phrases for effect and the revised example sentence.* |
| 2 min. | * For this revised example sentence, I will ask you to identify what words and phrases the writer chose and why. * Turn and talk to your partner for one minute to identify the words and phrases the writer chose and why. | *Read aloud the third way to choose words and phrases for effect and the revised example sentence. Have partners talk for one minute. Then, ask volunteers to share their response.* |
| 1 min. | * End punctuation marks are marks that belong at the end of a sentence. | *Read aloud the definition of end punctuation and the three types on Handout: Choose Words, Phrases, and Punctuation for Effect.* |
| 1 min. | * A comma, semicolon, or dash cannot end a sentence. | *Read aloud each punctuation and its effect.* |
| 2 min. | * The example sentences can help show how the end punctuation can create a desired effect. * I will read the sentences first, emphasizing how the punctuation creates an effect. Then, we will read the sentences together. | *Read aloud the example sentences in the chart, emphasizing the effect in your voice as you read aloud.* |
| 2 min. | * Did you hear how the punctuation helped create the desired effect in each sentence? * Let’s read aloud the sentences together. * Remember that a period ends a sentence but does not express a question, anger, excitement, or yelling. A question mark expresses a question. An exclamation point expresses anger, excitement, surprise, or yelling. | *Choral read each example sentence with students.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Handout: Choose Words, Phrases, and Punctuation for Effect. | *Distribute Handout: Choose Words, Phrases, and Punctuation for Effect.* |

| Grade 7 M3 L28 Handout: Choose Words, Phrases, and Punctuation for EffectGrade 8 M1 Handout: Choose Words, Phrases, and Punctuation for Effect |
| --- |
| |  | | --- | | WORD CHOICE | | When writers write, they carefully choose words to include in their sentences. Writers want to choose the words with the right meaning. They also want to choose words with the right effect.   |  |  | | --- | --- | | **Sentence** | **Effect** | | Ms. Adler lives in the big house at the end of the street. | Informative, neutral | | Ms. Adler occupies the dark mansion at the end of the lonely, empty street. | More specific, scary | |  |  | | --- | | USE WORDS AND PHRASES TO CLARIFY IDEAS | | Writers can choose words and phrases in a few different ways.   |  |  |  | | --- | --- | --- | | **Example Sentence** | **Ways to Choose Words and Phrases for Effect** | **Revised Example Sentence** | | The dancers moved their feet to the music. | Pick specific words and phrases; avoid generic words and phrases. | The dancers moved their heels in rhythm with the beat. | | Use vivid, specific action verbs. | The salsa dancers tapped their heels in rhythm with the beat. | | Use vivid, strong adjectives. | The salsa dancers tapped their heels in rhythm with the lively beat. | |  | USE WORDS AND PHRASES TO CLARIFY IDEAS PRACTICE | | --- | | **Directions:** Choose the word or phrase to replace the underlined word or phrase. Pick the choice that is correct, makes each sentence more specific and more interesting, and keeps the same meaning.   1. The fisherman took the fish off the line. (removed, unhooked, threw) 2. The man with the goggles and flippers jumped into the water. (person, diver, man wearing the equipment) 3. Everyone ate a lot of popcorn at the movie. (handfuls, a little, some) 4. My book bag is heavy. (was, weighs, feels) |  |  | | --- | | END PUNCTUATION | | End punctuation marks are marks that belong at the end of a sentence. There are three types of punctuation that belong at the end of a sentence:   * period (.) * question mark (?) * exclamation point (!) |  |  | | --- | | CHOOSE PUNCTUATION FOR EFFECT | | Writers can choose end punctuation to achieve a desired effect for the sentence.   |  |  |  | | --- | --- | --- | | **Punctuation** | **Effect** | **Example** | | period (.) | It tells readers that the sentence has ended. It does not mean a question is being asked. It does not mean the speaker is excited, angry, or yelling. | We stayed inside today because of the cold weather**.** | | question mark (?) | It tells readers that a question is being asked. | Did you stay inside today because of the cold weather**?** | | exclamation point (!) | It tells readers that a speaker is excited, angry, or yelling. It means that the sentence expresses excitement or anger. | We had to stay inside today because of the cold weather**!** | | parentheses | Parentheses indicate material that provides extra detail, but that could be left out of the sentence. | Several students (Juan, Milo, Renata, and Sarah) attend the field trip. | | commas | Commas insert a pause in a sentence. | The boy, full of excitement, climbed into his seat on the rollercoaster. | | dashes | Dashes emphasize the material after the dash. | Sarah finally knew what she had to do—tell her mom the truth. | | Dashes are also used to provide more details about the word before the dash. | Her parents—disappointed, but relieved—were glad she told them | | Dashes indicate an interruption. | Mom said, “Sarah, I told you to—”  “Ask for help when I need it. I know, Mom. I should have,” said Sarah. | |  | CHOOSE PUNCTUATION FOR EFFECT PRACTICE | | --- | | **Directions:** Punctuate each sentence correctly.   1. Does your brother want pizza or pasta for dinner ? 2. The flowers bloom on the windowsill . 3. There’s a shark near the boat ! 4. Who will be partners for the activity ?   **Directions:** Write a sentence for each end punctuation. End the sentence using that punctuation for the desired effect.   1. period: Sample response: I like my friend’s pet fish. 2. exclamation point: Sample response: My friend’s fish is lost! 3. question mark: Sample response: Where could the fish be? | |

### L.7.3.A: Express Ideas Precisely and Concisely

| Grade 7 M3 L15 Mini-lesson: Express Ideas Precisely and Concisely (16 min.)Grade 8 M2 L28 Mini-lesson: Express Ideas Precisely and Concisely (16 min.) | | |
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| L.7.3.A: Express Ideas Precisely and Concisely | | |
| **L.7.3.A:** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to express ideas precisely and concisely, without using too many words or the same words over and over. | | |
| *Display Language Handout: Express Ideas Precisely and Concisely.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * It is important for writers to express their ideas precisely and concisely. Expressing ideas precisely means expressing ideas exactly. Expressing ideas concisely means expressing ideas with as few words as possible. Writers can express their ideas precisely and concisely by eliminating wordiness and redundancy. * Wordiness happens when writers use too many words to express an idea when fewer words will express the idea. | * *Read aloud the Expressing Ideas Precisely and Concisely box on Language Handout: Express Ideas Precisely and Concisely. Then read aloud the definition of wordiness from the Wordiness box on Handout: Express Ideas Precisely and Concisely.* |
| 2 min. | * In this sentence, the writer has used too many words to express the idea about a president and his famous speech. * We can eliminate and rearrange words to maintain the style and tone as well as express the ideas precisely and concisely. | * *Read aloud the first sentence in the Wordy Sentences column. Point out the extra words. Then read aloud the revised version of the sentence.* |
| 2 min. | * Let’s look at another wordy sentence and its revision. * How was the sentence revised to help the writer express ideas precisely and concisely? | * *Read aloud the second sentence in the Wordy Sentences column. Then read aloud the corrected version of the sentence.* |
| 1 min. | * Redundancy happens when writers repeat the same ideas in an ineffective way. | * *Read aloud the definition of redundancy in the Redundancy box on Language Handout: Express Ideas Precisely and Concisely. Cover the second sentence in the Revised Sentence column.* |
| 2 min. | * In this sentence, the writer has used redundant phrases like *plan ahead, unexpected interruption, still maintain,* and *apologetically sorry* to express the point that they apologize for an interruption. Thus, the sentence is redundant. * We can eliminate the redundant words and phrases to eliminate redundancy and express the ideas precisely and concisely. The sentence can also be rephrased. | * *Read aloud the first sentence in the Redundant Sentences column. Then read aloud the corrected version of the sentence.* |
| 2 min. | * Let’s look at another redundant sentence. * What is the writer trying to say in this sentence? * What redundant words, phrases, or ideas could be eliminated to help the writer express the ideas precisely and concisely? | * *Read aloud the second sentence in the Redundant Sentences column but keep the revised sentence covered. Once students have discussed how the sentence could be revised, reveal the revised sentence.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Express Ideas Precisely and Concisely. | * *Distribute Language Handout: Express Ideas Precisely and Concisely and review directions for the practice items.* |

| Grade 7 M3 L15 Handout: Express Ideas Precisely and ConciselyGrade 8 M2 L28 Handout: Express Ideas Precisely and Concisely |
| --- |
| |  | | --- | | EXPRESSING IDEAS PRECISELY AND CONCISELY | | It is important for writers to express their ideas precisely and concisely. Expressing ideas precisely means expressing ideas exactly. Expressing ideas concisely means expressing ideas with as few words as possible. Writers can express their ideas precisely and concisely by eliminating wordiness and redundancy. |  |  | | --- | | WORDINESS | | Wordiness happens when writers use too many words to express an idea when fewer words will express the idea.   |  |  | | --- | --- | | **Wordy Sentence** | **Revised Sentence** | | It was the great Abe Lincoln who was a famous president who wrote and delivered an epic speech called The Gettysburg Address. | The famous President Abe Lincoln delivered The Gettysburg Address. | | All of the students who are in this class are invited by me to my graduation celebration in my backyard on Saturday, one of the days of this weekend. | I invite everyone in the class to my graduation celebration on Saturday. | |  |  | | --- | | REDUNDANCY | | Redundancy happens when writers repeat the same ideas in an ineffective way.   |  |  | | --- | --- | | **Redundant Sentence** | **Revised Sentence** | | We tried to plan ahead for this unexpected interruption and we still maintain that we are apologetically sorry. | Our plan was interrupted, and we apologize. | | Each and every time the band members arrived at a time later than expected, the teacher repeated again the rules of the class. | Every time the band members were late, the teacher repeated the class rules. | |  | EXPRESSING IDEAS PRECISELY AND CONCISELY PRACTICE | | --- | | **Directions:** Rewrite each sentence to express ideas precisely and concisely. Eliminate wordiness and redundancy.   1. In her own personal opinion, it was wrong to introduce people without first and foremost providing a brief summary of how they met. In her opinion, it was wrong to introduce people without first summarizing how they met. 2. A few inches of rain on the field before the game will cause the players to slip around and maybe fall down. Inches of rain on the field will cause the players to slip and fall. 3. Please let me cook you a lunch time meal of lemon chicken flavored with lemon. Please let me cook you lemon chicken for lunch. | |

### L.8.3.A: Use Verb Voice and Mood for Effect

| Grade 8 M2 L25 Mini-lesson: Use Verb Voice and Mood for Effect (14 min.) | | |
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| L.8.3.A: Use Verb Voice and Mood for Effect | | |
| **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). | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to use verb voices and moods to create an effect. | | |
| *Display Language Handout: Use Verb Voice and Mood for Effect.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * A verb in active voice shows the subject of a sentence doing the verb’s action. A verb in the passive voice shows the verb’s action happening to the subject, or something being acted upon rather than acting. * The conditional mood shows a request or refers to a situation in which something is uncertain; it often uses the auxiliary verb *would* or *should*. The subjunctive mood expresses a wish or possibility. Most verbs don’t change much in the subjunctive mood, except the verb *to be*. | Read aloud the definitions of voice and mood on Language *Handout: Use Verb Voice and Mood for Effect*. |
| 2 min. | * Most sentences with an action verb use active voice, which shows the subject of the sentence doing something. * We may use passive voice to emphasize the action over the actor. | *Show the Use Verb Voice for Effect box. Review active and passive voice with students and have them read the examples.* |
| 2 min. | * Conditional and subjunctive mood show things that are not definite. * Conditional mood shows something that is uncertain or depends on something else. | *Show the Use Verb Mood for Effect box. Show the examples of conditional mood.* |
| 2 min. | * The subjunctive shows a wish or possibility. * The subjunctive may be used in formal language, as in the first example. However, it is more commonly shown with the verb *to be*. | *Show the examples of conjunctive mood.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Use Verb Voice and Mood for Effect. | *Distribute Language Handout: Use Verb Voice and Mood for Effect and review directions for the practice items.* |

| Grade 8 M2 L25 Handout: Use Verb Voice and Mood for Effect |
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| |  | | --- | | VERB VOICE AND MOOD | | **Voice:** A verb in active voice shows the subject of a sentence doing the verb’s action. A verb in the passive voice shows the verb’s action happening to the subject, or something being acted upon rather than acting.  **Mood:** The conditional mood shows a request or refers to a situation in which something is uncertain; it often uses the auxiliary verb *would* or *should*. The subjunctive mood expresses a wish or possibility. Most verbs don’t change much in the subjunctive mood, except the verb *to be*. |  |  | | --- | | USE VERB VOICE FOR EFFECT | | Changing the word order in a sentence can change its meaning. Using active voice emphasizes the actor. Using passive voice emphasizes the action.   |  |  | | --- | --- | | **Active** | **Passive** | | Lydia mailed the letter. | The letter was mailed by Lydia. | | Poll workers counted the ballots. | The ballots were counted. | | The sprinter broke the world record on Saturday. | The world record was broken on Saturday. | | The rock star sang a fan-favorite song at the concert. | A fan-favorite song was sung at the concert. | |  |  | | --- | | USE VERB MOOD FOR EFFECT | | Conditional mood shows a request or something uncertain. Subjunctive mood shows a wish or possibility.   |  |  | | --- | --- | | **Mood** | **Examples** | | Conditional | I **would like** a turkey sandwich.  If he’d finished his homework sooner, he **would have watched** the movie.  We **would visit** New York if we had time. | | Subjunctive | It was requested that he **bring** snacks to the party.  If I **were** taller, I could reach the top shelf.  He wished he **were** going on the field trip. | |  |  | | --- | | CHANGE VERB VOICE OR MOOD PRACTICE | | **Directions:** Rewrite each sentence to change the verb to the given voice or mood.  Possible answers shown.   1. The orchestra played a new symphony. (change to passive) A new symphony was played by the orchestra. 2. A glass of water was spilled on the table. (change to active) The waiter spilled a glass of water on the table. 3. I like milk shakes. (conditional) I would like a milkshake. 4. He likes action movies. (subjunctive) He wished he were going to see more action movies. |  |  | | --- | | CHANGE VERB VOICE OR MOVE PRACTICE | | **Directions:** Use the words to write a sentence that uses the given voice or mood. Possible answers shown.   1. book made movie (passive) The book was made into a movie. 2. book be as good as movie (subjunctive) I wish the book were as good as the movie. | |

### L.6.1.E: Use Strategies to Improve Expression in Speaking and Writing

| Grade 7 M2 L31 Mini-lesson: Use Strategies to Improve Expression in Speaking and Writing (12 min.)Grade 8 M2 L18 Mini-lesson: Use Strategies to Improve Expression in Speaking and Writing (12 min.) | | |
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| L.6.1.E: Use Strategies to Improve Expression in Speaking and Writing | | |
| 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. | | |
| **Frame Instruction** | | |
| Today, we are going to learn about speaking and writing in conventional English. We will go over when to use conventional English and how to revise your writing and speaking to use it. | | |
| 1. *Display Language Handout: Use Strategies to Improve Expression in Speaking and Writing.* 2. *Organize pairs for practicing speaking and writing in conventional English* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * Conventional English is used when you are speaking or writing to your teacher or another authority figure, or a broad audience to whom you are giving a presentation. * Informal English is used when you are talking to your friends or family members, or writing fiction in the voice of someone who speaks informally. * Using conventional English is like putting on your nicest clothes. Using informal English is like putting on loose, comfortable clothes. | * *Display Language Handout: Use Strategies to Improve Expression in Speaking and Writing and read the description of conventional English.* |
| 2 min. | * Let’s go over some examples of informal English and tips you can use to change it to conventional English. | * *Read the section Tips for Changing Informal English to Conventional English from Language Handout: Use Strategies to Improve Expression in Speaking and Writing and walk through the examples.* |
| 2 min. | * With your partner, complete the first three practice exercises on the handout. Identify changes that could make the informal sentences use conventional English. | * *Distribute Language Handout: Use Strategies to Improve Expression in Speaking and Writing.* |
| **Monitor Progress**  5 min. | * Write three sentences using conventional English. | * *Read the directions for the second half of the practice exercises on Language Handout: Use Strategies to Improve Expression in Speaking and Writing.* * *Give students time to write, and call on volunteers to share answers.* |

| Grade 7 M2 L31 Handout: Use Strategies to Improve Expression in Speaking and WritingGrade 8 M2 L16 Handout: Use Strategies to Improve Expression in Speaking and Writing |
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| |  | | --- | | CONVENTIONAL ENGLISH | | Conventional English is used when you are speaking or writing to your teacher or another authority figure, or a broad audience to whom you are giving a presentation. Informal English is used when you are talking to your friends or family members, or writing fiction in the voice of someone who speaks informally. Using conventional English is like putting on your nicest clothes. Using informal English is like putting on loose, comfortable clothes. |  |  | | --- | | TIPS FOR CHANGING INFORMAL ENGLISH TO CONVENTIONAL ENGLISH | | Eliminate contractions.   |  | | --- | | **Example** | | Informal: The results of the experiment **don’t** mean it **didn’t** work. | | Conventional: The results of the experiment **do not** mean it **failed**. |   Eliminate slang.   |  | | --- | | **Example** | | Informal: The experiment was **super-duper** difficult. | | Conventional: The experiment was **extremely** difficult. |   Eliminate figures of speech that your audience might not understand.   |  | | --- | | **Example** | | Informal: The experiment attempted to **kill two birds with one stone.** | | Conventional: The experiment attempted to **solve two problems at once.** |   Use complete sentences.   |  | | --- | | **Example** | | Informal: Experiment worked. Learned a lot. | | Conventional: The experiment worked, and we learned a lot. | |  | SPEAKING AND WRITING IN CONVENTIAL ENGLISH PRACTICE | | --- | | **Directions:** Read each sentence and identify one way to change the informal English to conventional English.   1. The archeology team should’ve stayed on the site longer. Sample response: Change the contraction to “should have.” 2. There were too many cooks in the kitchen, so the team could not complete the project. Sample response: Change the saying “there were too many cooks in the kitchen” to “too many people gave differing directions.” 3. Most members of the team were good buddies with the laboratory researchers. Sample response: Change “good buddies” to “close colleagues.”   **Directions:** Write three sentences that use conventional English.   1. Sample response: The report concluded that fried foods are not healthier than fresh foods. 2. Sample response: The website manager analyzed the data from all users. 3. Sample response: Shakespeare’s plays are the most famous in all of English literature. | |

## Language Uses and Conventions

### L.2.3.A: Distinguish Between Formal and Informal English

| Grade 2 M4 L# Mini-lesson: Distinguish Between Formal and Informal English (12 min.) | | |
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| L.2.3.A: Distinguish Between Formal and Informal English | | |
| **L.2.3.A:** Compare formal and informal uses of English | | |
| **Frame Instruction** | | |
| Today we are going to learn the differences between formal and informal English. | | |
| 1. *Display Language Handout: Distinguish Between Formal and Informal English.* 2. *Organize pairs for practicing distinguishing between formal and informal English.* | | |
| **Pacing** | **Say** | **Do** |
| 2 min. | * FormalEnglish is the language you use in your writing for school, or when you talk to your teacher. When you use formal language, you use correct grammar, you usually do not use contractions, you do not use slang. * Informal English is the language you use when you talk to your friends. When you use informal language, you may not always follow all grammar rules, you might use contractions, and you might use slang words. | * *Read the descriptions of formal and informal English on Language Handout: Distinguish Between Formal and Informal English.* |
| 2 min. | * Formal English means using correct grammar. Informal English may not always mean using correct grammar. * Formal English usually does not include contractions. Informal English often includes contractions. * Formal English does not include slang. Slang is common in informal English. | * *Review the charts showing the differences between formal English and Informal English with students.* |
| 2 min. | * Read each situation and decide if you should use formal or informal English. | * *Distribute Language Handout: Distinguish Between Formal and Informal English.* * *Have students complete the first exercise independently.* |
| **Monitor Progress**  5 min. | * With your partner, complete the remaining exercises on the handout. | * *Have pairs complete the second exercise.* * *If time allows, call on volunteers to share their answers.* |

| Grade 2 M4 L# Handout: Distinguish Between Formal and Informal English |
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| |  | | --- | | FORMAL AND INFORMAL ENGLISH | | **Formal** English is the language you use in your writing for school, or when you talk to your teacher. When you use formal language, you use correct grammar, you usually do not use contractions, you do not use slang.  **Informal** English is the language you use when you talk to your friends. When you use informal language, you may not always follow all grammar rules, you might use contractions, and you might use slang words.  Differences between formal and informal English include:  Grammar:   |  | | --- | | **Example** | | Formal: The test was hard, but I passed. | | Informal: Hard test. Passed it. |   Contractions:   |  | | --- | | **Example** | | Formal: Jessie did not pass the test. | | Informal: Jessie didn’t pass the test. |   Slang:   |  | | --- | | **Example** | | Informal: The test was very hard. | | Conventional: The test was super-duper hard. | |  |  | | --- | | FORMAL AND INFORMAL ENGLISH PRACTICE | | **Directions:** Choose whether you should use formal English or informal English in each of these situations.   1. talking to your teacher formal 2. talking on the phone to your friend informal 3. taking a test formal   **Directions:** Change each example of informal English to formal English.   |  |  | | --- | --- | | **Informal** | **Formal** | | Can’t talk now. | I cannot talk now. | | I’m gonna finish this book. | I am going to finish this book. | | Catch ya later, dude. | I will see you later. | | |

| Grade 4 M4 L# Mini-lesson: Recognize When to Use Formal English (14 min.) | | |
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| L.2.3.A: Distinguish Between Formal and Informal English  L.4.3.C: RECOGNIZE WHEN TO USE FORMAL ENGLISH | | |
| L.2.3.A: Compare formal and informal uses of English  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). | | |
| **Frame Instruction** | | |
| Today, we are going to learn about when to use formal English. We will also compare formal English to informal English. | | |
| 1. *Display Language Handout: Recognize When to Use Formal English.* 2. *Organize pairs for practicing uses of formal and informal English.* | | |
| **Pacing** | **Say** | **Do** |
| 5 min. | * There are many ways to speak English. In some situations, we want to use formal English because we don’t know the person we’re talking to or we want to make a good impression. In other situations, we feel comfortable with who we’re talking to, so we use informal English. Formal and informal English are both valid ways to communicate, but you want to make sure you’re using the right English at the right time. | * *Read each section about formal and informal English on Language Handout: Recognize When to Use Formal English aloud. After each section, ask a couple of volunteers to think of other situations to use formal and informal English.* |
| 2 min. | * Read each scenario below and decide if you should use formal or informal speech. | * *Distribute Language Handout: Recognize When to Use Formal English.* * *Have students complete the first exercise independently.* |
| **Monitor Progress**  6 min. | * With your partner, complete the remaining exercise on the handout. | * *Have pairs complete the second exercise.* * *If time allows, call on volunteers to share their answers.* |

| Grade 4 M4 L# Handout: Recognize When to Use Formal English |
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| |  | | --- | | FORMAL AND INFORMAL ENGLISH | | There are many ways to speak English. In some situations, we want to use formal English because we don’t know the person we’re talking to or we want to make a good impression. In other situations, we feel comfortable with who we’re talking to, so we use informal English. Formal and informal English are both valid ways to communicate, but you want to make sure you’re using the right English at the right time.  **Formal English**  Formal English follows all of the spelling, grammar, and punctuation rules. It does not use many contractions and never uses slang. Use formal English to address someone who has authority over you, such as a parent or a teacher. You should also use formal English when you want as many people as possible to understand what you say or write.  **Informal English**  Just as there are many situations where you should use formal English, there are many other situations where you want to use informal English. When you’re talking to a friend or classmate who you know very well, it’s okay to use slang or abbreviations. When you use informal English, it’s like you’re relaxed. You can use language that only your friends would understand because you’re not presenting anything to a big audience and you’re not talking to an authority figure. Informal English can help you communicate faster, especially if you’re typing a message. |  | RECOGNIZE WHEN TO USE FORMAL ENGLISH PRACTICE | | --- | | **Directions:** Read each scenario below and decide if you should use formal or informal speech.   1. talking to the school nurse formal 2. sending a message to your sister informal 3. doing a homework assignment formal   **Directions:** Change each informal phrase to a formal phrase.   |  |  | | --- | --- | | **Informal** | **Formal** | | What’s up? | How are you doing? | | Went to a movie. | I went to a movie. | | I wasn’t impressed. | I was not impressed. | | |

### L.3.3.B: Compare Conventions of Spoken and Written English

| Grade 3 M4 L# Mini-lesson: Compare Conventions of Spoken and Written English (11 min.) | | |
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| L.3.3.B: Compare Conventions of Spoken and Written English | | |
| L.3.3.B: Recognize and observe differences between the conventions of spoken and written standard English. | | |
| **Frame Instruction** | | |
| Today, we are going to learn the differences between spoken English and written English. | | |
| 1. *Display Language Handout: Compare Conventions of Spoken and Written English.* 2. *Organize pairs for practicing uses of spoken and written English.* | | |
| **Pacing** | **Say** | **Do** |
| 5 min. | * There are a few differences between the way we speak English and the way we write English. When we speak English, especially with friends and family, we often use informal language. When we write, we usually use formal language. | * *Read each section of about spoken and written English on Language Handout: Compare Conventions of Spoken and Written English aloud. After each section, ask a couple of volunteers to think of other situations to use spoken and written English.* |
| 2 min. | * Read each sentence below and decide if it is more likely spoken English or written English. | * *Distribute Language Handout: Compare Conventions of Spoken and Written English.* * *Have students complete the first exercise independently.* |
| **Monitor Progress**  3 min. | * With your partner, complete the remaining exercise on the handout. | * *Have pairs complete the second exercise.* * *If time allows, call on volunteers to share their answers.* |

| Grade 3 M4 L# Handout: Compare Conventions of Spoken and Written English |
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| |  | | --- | | SPOKEN AND WRITTEN ENGLISH | | There are a few differences between the way we speak English and the way we write English. When we speak English, especially with friends and family, we often use informal language. When we write, we usually use formal language.  **Spoken English**  Spoken English is often informal. When you’re talking to a friend or classmate who you know very well, it’s okay to use slang or abbreviations. When you use informal English, it’s like you’re relaxed. You can use language that only your friends would understand because you’re not presenting anything to a big audience and you’re not talking to an authority figure.  **Written English**  Written English is usually formal. Formal English follows all of the spelling, grammar, and punctuation rules. It does not use many contractions and never uses slang. Use formal English when you are writing for a school assignment, or when you are writing a letter to someone who has authority over you, such as a parent or a teacher. You should use formal English when you are writing something you want lots of people to understand. |  | SPOKEN AND WRITTEN ENGLISH PRACTICE | | --- | | **Directions:** Read each sentence below and decide if it is more likely spoken English or written English.   1. Thank you for accepting me to a new school. written 2. Yo, what’s up? spoken 3. This book was written in 1932. written 4. I’ll catch up with you later. spoken   **Directions:** Change each spoken sentence to a written sentence.   |  |  | | --- | --- | | **Informal** | **Formal** | | I can’t wait to go to the movie. | I look forward to going to the movie. | | You aren’t gonna come with me? | Are you not planning to come with me? | | Didn’t like it. | I did not enjoy it. | | Hey, how’s it goin’? | Hello, how are you? | | |

| Grade 4 M4 L# Mini-lesson: Using Spoken, Written, and Formal English (12 min.) | | |
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| L.3.3.B: Compare Conventions of Spoken and Written English  L.4.3.C: RECOGNIZE WHEN TO USE FORMAL ENGLISH | | |
| L.3.3.B: Recognize and observe differences between the conventions of spoken and written standard English.  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). | | |
| **Frame Instruction** | | |
| Today, we are going to learn about the differences between spoken and written English, and when to use formal English. | | |
| 1. *Display Language Handout: Using Spoken, Written, and Formal English.* 2. *Organize pairs for practicing uses of formal and informal English.* | | |
| **Pacing** | **Say** | **Do** |
| 5 min. | * There are a few differences between the way we speak English and the way we write English. When we speak English, especially with friends and family, we often use informal language. When we write English, we often want to use formal English because we don’t know the person we’re talking to or we want to make a good impression. Formal and informal English are both valid ways to communicate, but you want to make sure you’re using the right English at the right time. | * *Read each section of Language Handout: Using Spoken, Written, and Formal English about formal and informal English aloud. After each section, ask a couple of volunteers to think of other situations to use formal and informal English.* |
| 2 min. | * Read each sentence below and decide if it is more likely spoken English or written English, and if it is formal English or informal English. | * *Distribute Language Handout: Using Spoken, Written, and Formal English.* * *Have students complete the first exercise independently.* |
| **Monitor Progress**  4 min. | * With your partner, complete the remaining exercise on the handout. | * *Have pairs complete the second exercise.* * *If time allows, call on volunteers to share their answers.* |

| Grade 4 M4 L# Handout: Using Spoken, Written, and Formal English |
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| |  | | --- | | SPOKEN, WRITTEN, FORMAL, AND INFORMAL ENGLISH | | There are a few differences between the way we speak English and the way we write English. When we speak English, especially with friends and family, we often use informal language. When we write English, we often want to use formal English because we don’t know the person we’re talking to or we want to make a good impression. Formal and informal English are both valid ways to communicate, but you want to make sure you’re using the right English at the right time.  **Formal English**  Written English is usually formal. Formal English follows all of the spelling, grammar, and punctuation rules. It does not use many contractions and never uses slang. Use formal English to address someone who has authority over you, such as a parent or a teacher. You should also use formal English when you want as many people as possible to understand what you say or write.  **Informal English**  Spoken English is often informal. Just as there are many situations where you should use formal English, there are many other situations where you want to use informal English. When you’re talking to a friend or classmate who you know very well, it’s okay to use slang or abbreviations. When you use informal English, it’s like you’re relaxed. You can use language that only your friends would understand because you’re not presenting anything to a big audience and you’re not talking to an authority figure. Informal English can help you communicate faster, especially if you’re typing a message. |  | SPOKEN, WRITTEN, FORMAL, AND INFORMAL ENGLISH PRACTICE | | --- | | **Directions:** Read each sentence below and decide if it is more likely spoken English or written English, and if it is formal English or informal English.   1. I am a new student in this class. written, formal 2. What’s your problem? spoken, informal 3. Her birthday is August 6. written, formal 4. Got ‘em all right. spoken, informal   **Directions:** Change each informal sentence to a formal sentence.   |  |  | | --- | --- | | **Informal** | **Formal** | | You’re gettin’ on my nerves. | You are annoying me. | | That’s totally not right. | That is completely incorrect. | | Not feelin’ good. | I do not feel well. | | Havin’ fun? | Are you having fun? | | |

### L.4.3.C: Recognize When to Use Formal English

[See Grade 4 M4 L# Mini-lesson: Recognize When to Use Formal English (14 min.)](#_Grade_4_M4_1)

[See Grade 4 M4 L# Mini-lesson: Using Spoken, Written, and Formal English (12 min.)](#_Grade_4_M4_2)

| Grade 4 M4 L# Mini-lesson: Recognize When to Use Formal English (14 min.) | | |
| --- | --- | --- |
| L.4.3.C: RECOGNIZE WHEN TO USE FORMAL ENGLISH | | |
| 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). | | |
| **Frame Instruction** | | |
| Today, we are going to learn about when to use formal English. We will also compare formal English to informal English. | | |
| 1. *Display Language Handout: Recognize When to Use Formal English.* 2. *Organize pairs for practicing uses of formal and informal English.* | | |
| **Pacing** | **Say** | **Do** |
| 5 min. | * There are many ways to speak English. In some situations, we want to use formal English because we don’t know the person we’re talking to or we want to make a good impression. In other situations, we feel comfortable with who we’re talking to, so we use informal English. Formal and informal English are both valid ways to communicate, but you want to make sure you’re using the right English at the right time. | * *Display Language Handout: Recognize When to Use Formal English.* * *Read each section about formal and informal English aloud. After each section, ask a couple of volunteers to think of other situations to use formal and informal English.* |
| 2 min. | * Read each scenario below and decide if you should use formal or informal speech. | * *Distribute Language Handout: Recognize When to Use Formal English.* * *Have students complete the first exercise independently.* |
| **Monitor Progress**  6 min. | * With your partner, complete the remaining exercises on the handout. | * *Have pairs complete the second, third, and fourth exercises.* * *If time allows, call on volunteers to share their answers.* |

| Grade 4 M4 L# Handout: Recognize When to Use Formal English |
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| |  | | --- | | FORMAL AND INFORMAL ENGLISH | | There are many ways to speak English. In some situations, we want to use formal English because we don’t know the person we’re talking to or we want to make a good impression. In other situations, we feel comfortable with who we’re talking to, so we use informal English. Formal and informal English are both valid ways to communicate, but you want to make sure you’re using the right English at the right time.  **Formal English**  Formal English follows all of the spelling, grammar, and punctuation rules. It does not use many contractions and never uses slang. Use formal English to address someone who has authority over you, such as a parent or a teacher. You should also use formal English when you want as many people as possible to understand what you say or write.  **Informal English**  Just as there are many situations where you should use formal English, there are many other situations where you want to use informal English. When you’re talking to a friend or classmate who you know very well, it’s okay to use slang or abbreviations. When you use informal English, it’s like you’re relaxed. You can use language that only your friends would understand because you’re not presenting anything to a big audience and you’re not talking to an authority figure. Informal English can help you communicate faster, especially if you’re typing a message. |  | RECOGNIZE WHEN TO USE FORMAL ENGLISH PRACTICE | | --- | | **Directions:** Read each scenario below and decide if you should use formal or informal speech.   1. talking to the school principal formal 2. sending a message to your friend informal 3. writing a book report formal 4. giving a speech formal   **Directions:** Write a sentence using formal or informal language for each situation in the previous exercise.   1. Sample response: Principal Holt, I will accept the job as hall monitor. 2. Sample response: ‘Sup, my dude? Wanna chill later? 3. Sample response: The most exciting part of the book is when the main character finds the treasure. 4. Sample response: As class president, I promise to meet with the teacher every week to talk about how we can make class better.   **Directions:** Change each informal phrase to a formal phrase.   |  |  | | --- | --- | | **Informal** | **Formal** | | Bugging someone | Bothering someone | | You’re a meanie. | You are rude. | | Y’all wanna go to the mall? | Do you all want to go to the mall? | | Yo Pauline, | Dear Pauline, |   **Directions:** Change each formal sentence to an informal sentence.   |  |  | | --- | --- | | **Formal** | **Informal** | | You are my best friend. | You’re my bestie. | | I dislike fried foods. | Fried foods are yucky. | | We always support each other. | We’ve always got each other’s backs. | | Yes, I am finished with my homework. | Yeah, I’m done with my homework. | | |

### L.5.3.B: Compare and Contrast Varieties of English in Literature

| Grade 5 M3 L27 Mini-lesson: Compare and Contrast Varieties of English in Literature (11 min.) | | |
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| L.5.3.B: **COMPARE AND CONTRAST VARIETIES OF ENGLISH IN LITERATURE** | | |
| L.5.3.B: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | | |
| **Frame Instruction** | | |
| Today, we are going to learn about different varieties of English in literature. We will identify, compare, and contrast these varieties. | | |
| 1. *Display Language Handout: Compare and Contrast Varieties of English in Literature.* 2. *Organize pairs for comparing and contrasting varieties of English.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * Everyone has their own way of speaking. Some situations require a different type of speaking. For example, you might speak one way to the school principal, and another way to a close friend. | * *Read aloud the first two sentences on Language Handout: Compare and Contrast Varieties of English in Literature.* |
| 2 min. | * The first example statement is formal because it follows typical rules for spelling, grammar, and punctuation. It sounds very official and polite, and it does not use any contractions or slang. * The second example statement is informal because it uses contractions and slang and does not follow typical spelling and grammar rules. | * *Read aloud the definitions of register, formal language, and informal language and the chart of formal and informal language on Language Handout: Compare and Contrast Varieties of English in Literature.* |
| 2 min. | * These examples are written in different dialects. They do not follow typical English rules for spelling, grammar, and punctuation. Each statement is written to reflect the way that a particular group of speakers may sound. | * *Read aloud the definition of dialect and the dialect chart on Language Handout: Compare and Contrast Varieties of English in Literature.* |
| **Monitor Progress**  5 min. | * Complete the practice item on Language Handout: Compare and Contrast Varieties of English in Literature. | * *Distribute Language Handout: Compare and Contrast Varieties of English in Literature and review directions for the practice items.* * *If time permits, have students share their responses.* |

| Grade 5 M3 L27 Handout: Compare and Contrast Varieties of English in Literature |
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| |  | | --- | | COMPARE AND CONTRAST VARIETIES OF ENGLISH IN LITERATURE | | Writers use many varieties of English to make their writing more interesting and life-like. Different varieties of English are one way that writers develop characters and tone in their work.  **Register** is a variety of language that is used for a specific purpose or setting. Register includes formal and informal language.   * **Formal language** follows the typical rules for spelling and grammar. Formal language is typically used in professional situations, or for people who do not know each other well. * **Informal language** uses slang, contractions, and more casual words, spellings, and construction. Informal language is often used when speaking to friends or family.  |  |  | | --- | --- | | **Formal Language** | **Informal Language** | | * We regret to inform you that your application has been denied. | * Hate to break it to ya, but u din’t get the job. | | * Did you happen to notice that vehicle? | * Yo, did you peep that ride? | | * Hello, how are you today? | * ‘Sup, how you doin’? |   **Dialect** is a variety of language that is specific to a group of speakers who may be from the same region or share the same culture.   |  |  | | --- | --- | | **Dialect** | **Source** | | * Der's nobody lookin' or a-spyin',   Nobody but de owl an' de moon. | * James Weldon Johnson, “Nobody’s Lookin’ but de Owl and de Moon” | | * “I reck’n I knows sense when I sees it; en dey ain’ no sense in sich doin’s as dat. De ’spute warn’t ’bout a half a chile, de ’spute was ’bout a whole chile; en de man dat think he kin settle a ’spute ’bout a whole chile wid a half a chile doan’ know enough to come in out’n de rain.“ | * Mark Twain, *The Adventures of Huckleberry Finn* | | * “You can't do better nor keep quiet, dear boy. You ain't looked slowly forward to this as I have; you wosn't prepared for this as I wos. But didn't you never think it might be me?” | * Charles Dickens, *Great Expectations* |   When writing, think about how your characters will speak. Will they use formal or informal language? Do you want a character’s language to reflect a particular accent or way of speaking? Use dialect and register to make your characters’ dialogue realistic and relevant to their situations. |  | COMPARE AND CONTRAST VARIETIES OF ENGLISH IN LITERATURE PRACTICE | | --- | | **Directions:** Write a short dialogue of 3–4 lines between a teacher and a new student. The teacher should speak in formal language. The new student should speak with informal language. Use at least one example of dialect in the dialogue.  Teacher: Welcome to our school. We are so glad to have you here.  New student: Thankya kindly. I’m glad to meet y’all.  Teacher: Do you need a copy of the book we are reading today?  New student: Reckon I do. | |

## Style and Tone

### L.5.3.A: Revise Sentences for Meaning, Interest, and Style

[See Grade 6 M2 L26 Mini-lesson: Revise Sentences for Effect, Meaning, Interest, and Style (11 min.)](#_Grade_6_M2_3)

| Grade 5 M3 L14 Mini-lesson: Revise Sentences for Meaning, Interest, and Style (15 min.)Grade 7 M1 L11 Mini-lesson: Revise Sentences for Meaning, Interest, and Style (15 min.) | | |
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| L.5.3.A: Revise Sentences for Meaning, Interest, and Style | | |
| **L.5.3.A:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | |
| **Frame Instruction** | | |
| * You have each expanded your knowledge about many topics in the past few years. When you expand your knowledge, you learn more details and begin to understand the complexity of a topic. In writing, you can deepen the reader’s understanding of your story by expanding sentences. * Today, we will focus on revising sentences to clarify and expand ideas. * First, we will learn three ways to expand sentences, then we will apply that learning to our narratives. | | |
| *Display and distribute Language Handout: Sentence Expansion.* | | |
| Pacing | Say | Do |
| 1 min. | One way to expand on an idea is by using the conjunctions *because, but,* or *so*. | Call on a student to read aloud the example. |
| 1 min. | Revise the sentence, then raise your hand to share. | Call on students to share. |
| 1 min. | Another way to expand on an idea is to add a subordinating conjunction and clause at the beginning of the sentence. | Call on students read aloud the list of conjunctions and example. |
| 1 min. | Revise the sentence, then raise your hand to share. | Call on students to share. |
| 1 min. | Appositives can help you add more details. An appositive is a noun or a noun phrase that describes the noun right before it. | Call on students to read aloud the examples. |
| 2 min | Revise the sentence, then raise your hand to share. | Call on students to share. |
| **Monitor Progress**  7 min. | Complete the practice items on Language Handout: Revise Sentences for Meaning, Interest, and Style. | *Review directions for the practice items in part 1 and part 2. After four minutes, call on students to share.* |

| Grade 5 M3 L14 Handout: Revise Sentences for Meaning, Interest, and StyleGrade 7 M1 L11 Handout: Revise Sentences for Meaning, Interest, and Style |
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| **Directions:** Use the strategies to elaborate and expand sentences based on “The Pardoner’s Tale.” If you need more details from the text, refer to the pages in parentheses.   |  | | --- | | SENTENCE EXPANSION STRATEGIES | | **Strategy #1:** Add *because, but*, or *so* to the end of a sentence.   |  |  | | --- | --- | | **Original sentence** | **Expanded sentence** | | Grab heard that his friend died. | Grab heard that his friend died because he caught the Black Death. | | Cut, Dip, and Grab were looking for Death. (p. 62) | Cut, Dip, and Grab were looking for Death so they could kill him. |   **Strategy #2:** Use a subordinating conjunction at the beginning of a sentence.   |  | | --- | | **Subordinating Conjunctions** | | Before  After  If  When  Even though  Although  Since  While  Unless  Whenever |  |  |  | | --- | --- | | **Original sentence** | **Expanded sentence** | | Grab heard that his friend died because he caught the Black Death. | While at the Tabard Inn, Grab heard that his friend died because he caught the Black Death. | | They met a man who told them “you might die today!” (p. 63) | While Cut, Dip, and Grab were looking for Death, they met a man who told them “you might die today!” |   **Strategy #3:** Use an appositive to add more details about an important noun in the sentence.  An appositive is a noun or a noun phrase that describes the noun right before it.     * Charley, my three-year-old cousin, is coming over today. * When I was at the store I saw Mrs. Reeves, my fifth-grade teacher. * I hope that the twins, Ricky and Milo, win their basketball game.  |  |  | | --- | --- | | **Original sentence** | **Expanded sentence** | | While at the Tabard Inn, Grab heard that his friend died because he caught the Black Death. | While at the Tabard Inn, Grab heard that his friend, Old Harry, died because he caught the Black Death. | | Dip was sent into town. (p. 64) | Dip, the youngest one, was sent into town. | | |

### L.6.3.A: Vary Sentence Patterns for Interest and Style

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| Grade 6 M1 L12 Mini-lesson: Vary Sentence Patterns for Interest and Style (12 min.) | | |
| L.6.3.A: Vary Sentence Patterns for Interest and Style | | |
| **L.6.3.A:** Vary sentence patterns for meaning, reader/listener interest, and style. | | |
| **Frame Instruction** | | |
| * That example sounded funny. People don't talk that way and books aren't written that way, except maybe books for people who are just learning how to read. It sounds funny because every sentence is the same length and has words in the same order. * Today, we’re going to review our own writing to study how we use sentences. We will review how to vary or change sentence patterns in our narrative drafts. | | |
| 1. *Display Language Handout: Sentence Types and Sentence Patterns.* 2. *Organize pairs for improving sentence variety.* 3. *The examples in this lesson are from* Bud Not Buddy. | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | There are three types of sentences you might use: simple, compound, and complex. | *Read aloud the three types of sentences on Language Handout: Sentence Types and Sentence Patterns.* |
| 3 min. | When we write, we make sure not to use the same type of sentences every single time. | *Read the first example paragraph.* |
| If we find a paragraph like that in our writing, then we should revise it. We can take ideas from two sentences and combine them to make a new sentence, or we can take a long sentence and break it up into shorter sentences. |  |
| Look at this paragraph with your partner. Pick two or more sentences out of this paragraph and work with your partner to revise them. After two minutes, I will show possible changes. | *n/a* |
| Notice that these variations still leave some shorter or simple sentences. The idea is not to make every sentence long or every sentence complex. We want variety. | *After two minutes, show students possible variations.* |
| 3 min. | Now look at this next example paragraph. Work with your partner to revise this paragraph. See how much you can revise in two minutes. Then I will reveal some possible changes. | *Reveal the second example paragraph.*  *After two minutes, show students the possible variations.* |
| 1 min | n/a | *Read "When Should You Change the Sentence Patterns in Your Writing?"* |
| **Monitor Progress**  3 min. | Revise Example Paragraph 3 so that it has more variety in its sentence patterns. | *Distribute Language Handout: Sentence Types and Sentence Patterns.* |

| Grade 6 M1 L12 Handout: Vary Sentence Patterns for Interest and Style |
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| **Directions:** There are three main types of sentences you might use. Read the table below for the differences between them.   |  |  | | --- | --- | | **Type** | **Example** | | Simple | Bud was angry at Todd Amos. | | Compound | Bud was angry at Todd, but he didn't tell Mrs. Amos. | | Complex | When Mrs. Amos found them fighting, she blamed Bud for beating up her son. |   **EXAMPLE PARAGRAPH 1**  Bud tells a story about his friend Bugs. Bugs had a roach crawl inside his ear. The grown-ups tried to take it out. They just pulled its legs off. Bugs had to go to the emergency room. The doctors got the roach out. Bugs said the roach yelled in his ear about its legs. That is why people call him Bugs now.  **POSSIBLE VARIATIONS**  Bud tells a story about his friend Bugs. Bugs had a roach crawl inside his ear, and the grown-ups tried to take it out. They just pulled its legs off, so Bugs had to go to the emergency room. The doctors got the roach out, but Bugs said the roach yelled in his ear about its legs. That is why people call him Bugs now.  Bud tells a story about his friend Bugs, who had a roach crawl inside his ear. The grown-ups tried to take it out, but they just pulled its legs off. Bugs had to go to the emergency room. When the doctors got the roach out, Bugs said the roach yelled in his ear about his legs. That is why people call him Bugs now.  EXAMPLE PARAGRAPH 2  The Amoses lock Bud in a shed. Bud is locked in for hours. Bud sees something by the ceiling. Bud thinks it is a vampire bat. Bud attacks it. It turns out to be a hornets' nest. Hornets sting Bud all over. Bud breaks a window and escapes.  **POSSIBLE VARIATIONS**  The Amoses lock Bud in a shed. Bud is locked in for hours before he sees something by the ceiling. He thinks it is a vampire bat, so he attacks it. It turns out to be a hornets' nests. Hornets sting Bud all over, but he breaks a window and escapes.  The Amoses lock Bud in a shed for hours. When Bud sees something by the ceiling, he thinks it is a vampire bat. He attacks it. It turns out to be a hornets' nest and hornets sting Bud all over. Bud breaks a window and escapes.  **When should you change the sentence patterns in your writing?**   * If you have used a lot of the same type of sentence * If all your sentences start in the same way * If you want to draw attention to a particular idea   **EXAMPLE PARAGRAPH 3**  Bud runs away from the Amoses. He checks his suitcase to make sure everything is there. He counts the rocks in the old bag. Bud makes sure they didn't hurt his mother's picture. He looks at everything in the suitcase. It is all okay. The Amoses didn't damage anything or take anything. Bud feels relieved. |

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| Grade 6 M2 L9 Mini-lesson: Vary Sentence Patterns for Interest and Style (12 min.) | | |
| L.6.3.A: Vary Sentence Patterns for Interest and Style | | |
| **L.6.3.A:** Vary sentence patterns for meaning, reader/listener interest, and style. | | |
| **Frame Instruction** | | |
| * For new immigrants, living in a community with other people from the same country or part of the world can be really helpful. There are other people who might have similar traditions, cook similar foods, wear similar clothes, or speak the same language. Also, many of these communities develop strong resources for helping new arrivals with getting settled. Everyone has times when they can benefit from a little help from someone else. * First we will work on sentence patterns. Then we will work in partners to get a little help. * Today, we will review our own writing to study how we use sentences. We will review how to vary or change sentence patterns in our narrative drafts. | | |
| 1. *Display Language Handout: Vary Sentence Patterns for Interest and Style.* 2. *Organize pairs for improving sentence variety.* 3. *The examples in this lesson include facts about immigration and citizenship*. | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | There are three types of sentences: simple, compound, and complex. | *Read aloud the three types of sentences on Language Handout: Vary Sentence Patterns for Interest and Style.* |
| 3 min. | When we write, we make sure not to use the same type of sentences every time. | *Read the first example paragraph.* |
| If we find a paragraph like that in our writing, then we should revise it. We can take ideas from two sentences and combine them to make a new sentence, or we can take a long sentence and break it up into shorter sentences. |  |
| Look at this paragraph with your partner. Pick two or more sentences and work with your partner to revise them. After two minutes, I will show possible changes. | *n/a* |
| Notice that these variations still leave some shorter or simple sentences. The idea is not to make every sentence long or every sentence complex. We want variety. | *After two minutes, show students possible variations.* |
| 3 min. | Now look at this next example paragraph. Work with your partner to revise this paragraph. See how much you can revise in two minutes. Then I will reveal some possible changes. | *Reveal the second example paragraph.*  *After two minutes, show students the possible variations.* |
| 1 min | n/a | *Read "When Should You Change the Sentence Patterns in Your Writing?"* |
| **Monitor Progress**  3 min. | Revise Example Paragraph 3 so that it has more variety in its sentence patterns. | *Distribute Language Handout: Vary Sentence Patterns for Interest and Style.* |

| Grade 6 M2 L9 Handout: Vary Sentence Patterns for Interest and Style |
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| **Directions:** There are three main types of sentences you might use. Read the table below for the differences between them.   |  |  | | --- | --- | | TYPE | EXAMPLE | | Simple | Many immigrants came to the United States. | | Compound | It was a long journey, but they felt it was worth it. | | Complex | When they arrived in America, they sometimes found that people didn't want them to stay in the United States. |   **EXAMPLE PARAGRAPH 1**  There are many ways to become a U.S. citizen. You are a citizen if one or both of your parents are U.S. citizens and at least one lived in the U.S. for multiple years before your birth. You can become a legal permanent resident if someone who is a close relative is also a U.S. citizen. That person has to sponsor you. You can also become a legal permanent resident if your employer helps you or if you are a refugee. Legal permanent residents can go through a different process to become citizens.  **POSSIBLE VARIATIONS**  There are many ways to become a U.S. citizen. If one or both of your parents are U.S. citizens, you have an advantage. As long as one of your parents has lived in the U.S. for multiple years before your birth, you are a citizen. If not, you can become a legal permanent resident. A close relative or employer has to sponsor you to become a permanent resident, unless you are a refugee. Legal permanent residents have a different process to become citizens.  There are many ways to become a U.S. citizen, but it's easier if one or both of your parents is a U.S. citizen. As long as your citizen parent lived in the U.S. for multiple years before your birth, you are a citizen. People who do not have U.S. citizen parents take a different path. If that is your situation, you must become a legal permanent resident first. You need a sponsor, usually a close relative or an employer, unless you are a refugee. Legal permanent residents go through a separate process to become citizens.  **EXAMPLE PARAGRAPH 2**  A legal permanent resident can become a citizen if you are over age 18 and have lived in the U.S. for five years. You have to live in the state where you are applying for at least three months. You have to show that you behave well and don't break the law. You have to pass a test about American laws and government. You have to do a lot of paperwork. You have to make a promise to be loyal to the Constitution and the United States. Congratulations! You are now a citizen.  **POSSIBLE VARIATIONS**  If you are a legal permanent resident over age 18, you might be able to become a citizen. You need to have lived in the U.S. for five years, and you must have lived in your current state for at least three months. In addition to following the laws and staying out of legal trouble, you also have to pass a test about American laws and government and complete a lot of paperwork. Once you make a promise to be loyal to the Constitution and the United States, you are a citizen! Congratulations!  A legal permanent resident follows a specific process to become a citizen. If you are an adult over age 18 and have lived in the U.S. for five years, you are eligible. You need to have lived in your current state for at least three months, and you need to prove that you behave well and don't break the law. You must do a lot of paperwork. After you take a test about American laws and government, you are asked to promise to be loyal to the Constitution and the United States. Once you've done that, congratulations! You are now a citizen.  **When should you change the sentence patterns in your writing?**   * If you have used a lot of the same type of sentence * If all your sentences start in the same way * If you want to draw attention to a particular idea   **EXAMPLE PARAGRAPH 3**  American citizens have certain rights. They also have certain responsibilities. They can vote in elections. They can serve on juries. Some jobs with the government can only go to U.S. citizens. Citizens have to pay taxes. Sometimes they have to serve in the military. They have to obey laws. |

| Grade 7 M1 L21 Mini-lesson: Vary Sentence Patterns for Interest and Style (15 min.)Grade 8 M1 L12 Mini-lesson: Vary Sentence Patterns for Interest and Style (15 min.) | | |
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| L.6.3.A: Vary Sentence Patterns for Interest and Style | | |
| **L.6.3.A:** Vary sentence patterns for meaning, reader/listener interest, and style. | | |
| **Frame Instruction** | | |
| * Our bodies need and crave different kinds of food. Variety is important for our diets and for our writing. Good writers use a variety of sentence structures to engage readers, provide meaning, and develop a style. * Today, we’re going to learn to vary sentence patterns. First, we will review the different types of sentences. Then, we will apply that learning to our narratives. | | |
| *Display Language Handout: Vary Sentence Patterns for Interest and Style.* | | |
| Pacing | Say | Do |
| 1 min. | * To vary sentence patterns, we have to understand the different ways sentences are structured, or organized. A phrase is a group of words without a subject and a verb. A clause is a group of words that contains a subject and a verb. * There are two types of clauses: independent and dependent clauses. An independent clause is a complete sentence and can stand on its own. A dependent clause is not a complete sentence and cannot stand on its own. | Call on students to read the examples of phrase, clause, independent clause, and dependent clause. |
| 3 min. | * There are four types of sentences: simple, compound, complex, and compound-complex. A simple sentence is an independent clause that contains a subject and a verb. * A compound sentence contains two independent clauses and is joined by a coordinating conjunction, such as and, but, or or. You can use this sentence pattern to combine ideas together. * Think of another example of a compound sentence and raise your hand to share. | Call on students to read the examples, then elicit examples from students. |
| 3 min. | * A complex sentence contains an independent clause and one or more dependent clauses and is joined by a subordinating conjunction. Use this sentence pattern to highlight a relationship between ideas, such as cause/effect, compare/contrast, or sequence of events. * Subordinating conjunctions are words that join a dependent clause to an independent clause. * Think of another example of a compound sentence and raise your hand to share. | Call on a student to read the example, then elicit examples from students. |
| 3 min. | * A compound-complex sentence contains two or more independent clauses and one or more dependent clauses. * Think of another example of a compound sentence and raise your hand to share. | Call on a student to read the example, then elicit examples from students. |
| **Monitor Progress**  3 min. | * Complete the practice items on Language Handout: Vary Sentence Patterns for Interest and Style. | *Review directions for the practice items.* |

| Grade 7 M1 L21 Handout: Vary Sentence Patterns for Interest and StyleGrade 8 M1 L12 Handout: Vary Sentence Patterns for Interest and Style |
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| |  | | --- | | VARY SENTENCE PATTERNS FOR INTEREST AND STYLE | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Term** | **Notes** | **Example** | | | | Phrase | A group of words without both a subject and verb. | * dark and stormy * running down the street | | | | Clause | A group of words that contains a subject and verb. | *See examples for independent and dependent clauses.* | | | | Independent clause | A clause that is a complete sentence and can stand on its own. | He was looking for excitement today. | | | | Dependent clause | A clause that cannot stand on its own as a complete thought. | although he wanted excitement today | | | | Simple sentence | An independent clause that contains a subject and a verb. | But, now he was scared. | | | | Compound sentence | A sentence that contains two independent clauses and is joined by a coordinating conjunction, such as *and, but,* or *or*. Use this sentence pattern to combine ideas together. | He was looking for excitement today, but now he was scared. | | | | Complex sentence | A sentence that contains an independent clause and one or more dependent clauses and is joined by a subordinating conjunction. Use this sentence pattern to highlight a relationship between ideas, such as cause/effect, compare/contrast, or sequence of events. | Although he wanted excitement today, now he was scared. | | | | Compound- complex sentence | A sentence that contains two or more independent clauses and one or more dependent clauses. | Although he wanted excitement today, now he was scared and he realized he had made the wrong choice. | | | | Subordinating conjunction | A word that joins a dependent clause to an independent clause. | after  although  as though  because  before  even if  even though | if  wherever  in order that  whether  once  since  so | than  that unless  until  when  where  while  why | |  | VARY SENTENCE PATTERNS FOR INTEREST AND STYLE PRACTICE | | --- | | **Directions:** Revise each of the following practice sentences in two ways. Use compound or complex sentence constructions to vary the sentence patterns.  Birds could not find any food in the frozen ground. They constantly visited our feeder.  Sample revision 1: Birds could not find any food in the frozen ground, so they constantly visited our feeder.  Sample revision 2: Because birds could not find any food in the frozen ground, they constantly visited our feeder.  The temperature was going to drop that afternoon. Will did not take his scarf and hat with him.  Sample revision 1: The temperature was going to drop that afternoon, but Will did not take his scarf and hat with him.  Sample revision 2: Although the temperature was going to drop that afternoon, Will did not take his scarf and hat with him. | |

### L.6.3.B: Maintain Consistent Style and Tone

| Grade 6 M2 L27 Mini-lesson: Maintain Consistent Style and Tone (13 min.) | | |
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| L.6.3.B: Maintain Consistent Style and Tone | | |
| **L.6.3.B:** Maintain consistency in style and tone. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to maintain a consistent style and tone when writing. | | |
| *Display Language Handout: Maintain Consistent Style and Tone.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | * A writer’s style is the writer’s voice. A writer’s style is determined by word choice, sentence structure, and vocabulary. A writer’s style usually fits the audience and purpose of the writing assignment. A style could be formal or informal, for example, depending on the audience and purpose for the assignment. * Formal style includes complete sentences and does not include contractions, slang, or figures of speech the audience might not understand. | *Read aloud the definition of* style *on Language Handout: Maintain Consistent Style and Tone.* |
| 1 min. | * Tone refers to the writer’s attitude toward the topic. A tone is usually described using words that express emotions, such as humorous, serious, harsh, or upbeat. Tone can also fit the audience and purpose of a writing assignment. For example, a serious tone would fit a formal research paper for an audience of politicians; a humorous tone might fit a narrative story for children. * Writers often include adjectives and adverbs to help show tone. For example, describing the sun as *bright* might help show an upbeat tone; describing it as *blinding* might show a more harsh tone. Punctuation can also help show tone. Exclamation points can show an excited tone. | *Read aloud the definition of* tone *on Language Handout: Maintain Consistent Style and Tone.* |
| 1 min. | * Let’s read and listen to this example sentence. * How would you describe the style of the sentence? Formal? Informal? * The slang word *raddest* shows an informal style. * How would you describe the tone of the sentence? * The exclamation point and the adjective *raddest* show an opinionated and excited tone. * If the writer wanted to maintain a consistent style and tone for the rest of the writing about William Shakespeare, the writer would have to maintain this informal style and opinionated and excited tone. | *Write the following sentence on the board and read the sentence aloud:* William Shakespeare was the raddest poet of all time! *Call on volunteers to tell you the style and the tone.* |
| 3 min. | * It is important for writers to maintain a consistent style when writing. Without a consistent style, writers may confuse readers. * Let’s read a sample passage and revise it to maintain a consistent style and tone. * First, we need to identify a style and tone. This passage should have a formal style and a tone of admiration and respect. * To maintain a consistent formal style and admirable, respectful tone, we can change the slang phrase *most* *favoritest* to the conventional word *favorite* so the vocabulary fits the rest of the passage. * We can cut the sentence “I’ve ridden a bus a few times, too” because the contraction does not support the style, and the sentence may be confusing to readers. * The pronoun *it* in the sentence “Her actions led to a bus boycott that helped it go all the way to the Supreme Court…” is unclear. We can replace that with a noun that makes sense and fits the style and tone. * The last sentence should not end in a question mark. It should end in a period or an exclamation point to show a formal style and respectful tone. | *Cover the revised example passage under Maintaining a Consistent Style and Tone. Read aloud the example passage. Review the ways to maintain a consistent style and tone and apply them to the example passage.* |
| 1 min. | * Let’s look at the revised example passage. * With these revisions, it now maintains a consistent formal style and a tone of admiration and respect. | *Uncover the revised example passage. Have a volunteer read aloud the revised passage. Point out that the revisions were made to ensure the passage maintained a consistent style and tone.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Maintain Consistent Style and Tone. | *Distribute Language Handout: Maintain Consistent Style and Tone and review directions for the practice items. If time allows, have students review a piece of their own writing and make one revision to ensure consistent style and tone.* |

| Grade 6 M2 L27 Handout: Maintain Consistent Style and Tone |
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| |  | | --- | | STYLE | | A writer’s style is the writer’s voice. A writer’s style is determined by word choice, sentence structure, and vocabulary. A writer’s style usually fits the audience and purpose of the writing assignment. A style could be formal or informal, for example, depending on the audience and purpose for the assignment. Formal style includes complete sentences and does not include contractions, slang, or figures of speech the audience might not understand. |  |  | | --- | | TONE | | Tone refers to the writer’s attitude toward the topic. A tone is usually described using words that express emotions, such as humorous, serious, harsh, or upbeat. Tone can also fit the audience and purpose of a writing assignment. For example, a serious tone would fit a formal research paper for an audience of politicians; a humorous tone might fit a narrative story for children. Writers often include adjectives and adverbs to help show tone. For example, describing the sun as *bright* might help show an upbeat tone; describing it as *blinding* might show a more harsh tone. Punctuation can also help show tone. Exclamation points can show an excited tone. |  |  | | --- | | MAINTAIN CONSISTENT STYLE AND TONE | | When writing and revising, there are a few different ways to maintain a consistent style and tone.   |  |  |  | | --- | --- | --- | | **Example Passage** | **Ways to Maintain a Consistent Style and Tone** | **Revised Example Passage** | | One of my most favoritest women in history is Rosa Parks. In 1955, Parks bravely refused to give up her seat on a bus for a white male rider. I’ve ridden a bus a few times, too. African Americans suffered grave discrimination and fought hard for basic civil rights. Rosa Parks fearlessly participated in the movement by protesting bus segregation. Her actions led to a bus boycott that helped it go all the way to the Supreme Court, which ruled bus segregation unconstitutional. We should all honor Rosa Parks? | Identify the style and tone. | One of my favorite women in history is Rosa Parks. In 1955, Parks bravely refused to give up her seat on a bus for a white male rider. African Americans suffered grave discrimination and fought hard for basic civil rights. Rosa Parks fearlessly participated in the movement by protesting bus segregation. Her actions led to a bus boycott that helped a case go all the way to the Supreme Court, which ruled bus segregation unconstitutional. We should all honor Rosa Parks! | | Cut or revise words, phrases, or sentences that do not match the style and/or tone. | | Avoid or revise vocabulary that does not match the style and/or desired tone. | | Revise punctuation to ensure the desired style and tone. | |  | MAINTAIN CONSISTENT STYLE AND TONE PRACTICE | | --- | | **Directions:** Revise the following paragraph to maintain a consistent formal style and curious tone.  On my way to my first day of school in my new neighborhood I passed an old vacant lot that had come outta nowhere. The lot was a disaster. There were trash all over the place and it stunk. The rest of the block seemed better. I wondered what had happened. On that very morning, I decided I would investigate the vacant lot and get to the bottom of it. I wanted to understand what in the world had gone on there and help to make a difference.  On my way to my first day of school in my new neighborhood, I passed an old vacant lot I had never seen before. The lot was very messy. There was garbage all over the place, and it smelled. The rest of the block was cleaner. I wondered what had happened. That morning, I decided I would investigate the vacant lot. I wanted to understand what had happened and help to make a difference. | |

| Grade 7 M1 L20 Mini-lesson: Maintain Consistent Style and Tone (15 min.)Grade 8 M3 L8 Mini-lesson: Maintain Consistent Style and Tone (15 min.) | | |
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| L.6.3.B: Maintain Consistent Style and Tone | | |
| **L.6.3.B:** Maintain consistency in style and tone. | | |
| **Frame Instruction** | | |
| Today, we’re going to learn to maintain a consistent style and tone when writing. | | |
| *Display Language Handout: Maintain Consistent Style and Tone.* | | |
| **Pacing** | **Say** | **Do** |
| 1 min. | A writer’s style is the writer’s voice. A writer’s style is determined by word choice, sentence structure, and vocabulary. A writer’s style usually fits the audience and purpose of the writing assignment. A style could be formal or informal, for example, depending on the audience and purpose for the assignment. | *Read aloud the definition of* style *on Language Handout: Maintain Consistent Style and Tone.* |
| 1 min. | Tone refers to the writer’s attitude toward the subject that the writer writes about. A tone is usually described using words that express emotions, such as humorous, serious, harsh, or upbeat. Tone can also fit the audience and purpose of a writing assignment. For example, a serious tone would fit a formal research paper for an audience of politicians; a humorous tone might fit a narrative story for children. | *Read aloud the definition of* tone *on Language Handout: Maintain Consistent Style and Tone.* |
| 2 min. | * Let’s read and listen to this example sentence. * How would you describe the style of the sentence? Formal? Informal? * How would you describe the tone of the sentence? * If the writer wanted to maintain a consistent style and tone for the rest of the writing about William Shakespeare, the writer would have to maintain this informal style and opinionated and excited tone. | *Write the following sentence on the board, and read the sentence aloud:* William Shakespeare was the raddest poet of all time! *Call on volunteers to tell you the style and the tone.* |
| 4 min. | * It is important for writers to maintain a consistent style when writing. Without a consistent style, writers may confuse readers. * Let’s read a sample passage, which does not maintain a consistent style and tone, and review the ways that writers can revise their writing to maintain a consistent style and tone. * First, we need to identify a style and tone. This passage should have a formal style and a tone of admiration and respect. * To maintain a consistent formal style and admirable, respectful tone, we can change the word *favoritest* to *favorite* so that the vocabulary fits the rest of the passage. * We can cut the sentence “I’ve ridden a bus a few times, too” because this does not support the style or tone and may be confusing to readers. * The pronoun *it* in the sentence “Her actions led to a bus boycott that helped it go all the way to the Supreme Court …” is unclear. We can replace that with a noun that makes sense and fits the style and tone. * The last sentence should not end in a question mark. It should end in a period or an exclamation point to show a formal style and respectful tone. | *Cover the revised example passage under Maintaining a Consistent Style and Tone. Read aloud the example passage. Review the ways to maintain a consistent style and tone and apply them to the example passage.* |
| 2 min. | * Let’s look at the revised example passage. * With these revisions, it now maintains a consistent formal style and a tone of admiration and respect. | *Uncover the revised example passage. Have a volunteer read aloud the revised passage. Point out the revisions that were made to ensure the passage maintained a consistent style and tone.* |
| **Monitor Progress**  5 min. | * Complete the practice items on Language Handout: Maintain Consistent Style and Tone. | *Distribute Language Handout: Maintain Consistent Style and Tone and review directions for the practice items. If time allows, have students review a piece of their own writing and make one revision to ensure consistent style and tone.* |

| Grade 8 M3 L8 Handout: Maintain Consistent Style and Tone |
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| |  | | --- | | STYLE | | A writer’s style is the writer’s voice. A writer’s style is determined by word choice, sentence structure, and vocabulary. A writer’s style usually fits the audience and purpose of the writing assignment. A style could be formal or informal, for example, depending on the audience and purpose for the assignment. |  |  | | --- | | TONE | | Tone refers to the writer’s attitude toward the subject that the writer writes about. A tone is usually described using words that express emotions, such as humorous, serious, harsh, or upbeat. Tone can also fit the audience and purpose of a writing assignment. For example, a serious tone would fit a formal research paper for an audience of politicians; a humorous tone might fit a narrative story for children. |  |  | | --- | | MAINTAIN CONSISTENT STYLE AND TONE | | When writing and revising, there are a few different ways to maintain a consistent style and tone.   |  |  |  | | --- | --- | --- | | **Example Passage** | **Ways to Maintain a Consistent Style and Tone** | **Revised Example Passage** | | One of my most favoritest women in history is Rosa Parks. In 1955, Parks bravely refused to give up her seat on a bus for a white male rider. I’ve ridden a bus a few times, too. African Americans suffered grave discrimination and fought hard for basic civil rights. Rosa Parks fearlessly participated in the movement by protesting bus segregation. Her actions led to a bus boycott that helped it go all the way to the Supreme Court, which ruled bus segregation unconstitutional. We should all honor Rosa Parks? | Identify the style and tone. | One of my most favorite women in history is Rosa Parks. In 1955, Parks bravely refused to give up her seat on a bus for a white male rider. African Americans suffered grave discrimination and fought hard for basic civil rights. Rosa Parks fearlessly participated in the movement by protesting bus segregation. Her actions led to a bus boycott that helped a case go all the way to the Supreme Court, which ruled bus segregation unconstitutional. We should all honor Rosa Parks! | | Cut or revise words, phrases, or sentences that do not match the style and/or tone. | | Avoid or revise vocabulary that does not match the style and/or desired tone. | | Revise punctuation to ensure the desired style and tone. | |  | MAINTAIN CONSISTENT STYLE AND TONE PRACTICE | | --- | | **Directions:** Revise the following paragraph to maintain a consistent formal style and curious tone.  On my way to my first day of school in my new neighborhood I passed an old vacant lot that had come outta nowhere. The lot was a disaster. There were trash all over the place and it stunk. The rest of the block seemed better. I wondered what had happened. On that very morning, I decided I would investigate the vacant lot and get to the bottom of it. I wanted to understand what in the world had gone on there and help to make a difference.  On my way to my first day of school in my new neighborhood, I passed an old vacant lot I had never seen before. The lot was a disaster. There was garbage all over the place, and it smelled, too. The rest of the block was cleaner. I wondered what had happened. On that very morning, I decided I would investigate the vacant lot. I wanted to understand what had transpired and help to make a difference. | |