

Grades 3-6



Tier
2

Intervention

Writing & Grammar Teacher's Edition



Grades 3-6

**Tier
2 Intervention**

Writing & Grammar Teacher's Edition



**Mc
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Using Writing and Grammar Intervention

Purpose and Use

Reading Wonders provides a set of strategic intervention materials, one set for each of the key technical skill domains of beginning reading (phonics and decoding, oral reading fluency, vocabulary, and reading comprehension skills) plus writing and grammar. Each set of materials contains over ninety 15-minute lessons. These lessons

- focus on students in Grade 3 through Grade 6 who need reteaching and practice in one or more of the technical skill domains (e.g. writing and grammar);
- provide explicit, sequential, and systematic needs-based instruction of standards taught in the target grade or previous grade;
- connect to the basic program and key instructional routines there;
- are designed for efficient and effective use in tutorial or small-group instructional settings;
- can be administered by a teacher or teacher’s aide but are also great for after-school programs and one-on-one tutoring sessions;
- contain a periodic progress-monitoring review for determining attainment of skills taught after approximately every ten lessons.

Contents and Resources

Writing and Grammar Intervention organizes instruction and practice on two-page spreads for ease of use. A short, 15-minute lesson provides targeted instruction in a discrete skill. A Practice Reproducible provides targeted practice for that skill. Lessons are grouped into two sections:

- Grammar
- Writing

The image shows a two-page spread from a grammar intervention manual. The left page is titled 'LESSON 1 Writing and Grammar' and 'GRAMMAR Common and Proper Nouns'. It includes a 'TEACH/MODEL' section with definitions for common nouns (people, places, or things) and proper nouns (specific person, place, or thing). A table lists examples for People (girl, boy), Things (month, school), and Places (town). Below the table is a 'PRACTICE/APPLY' section with a 'Practice Reproducible' and an 'Answer Key'.

	Common Nouns	Proper Nouns
People	girl	
	boy	
Things	month	
	school	
Places	town	

The right page is titled 'Practice Reproducible' and contains the same title 'Common and Proper Nouns'. It asks students to 'Write each proper noun correctly' and lists: 1. sarah, 2. monday, 3. cox school, 4. congress. It then asks students to 'Read each sentence and underline each proper noun' and provides five sentences for practice. Finally, it asks students to 'Write a sentence that names three people you sit near in class' and 'Write a sentence that names three places you like to visit'.

Sample Grammar Lesson

Assessment

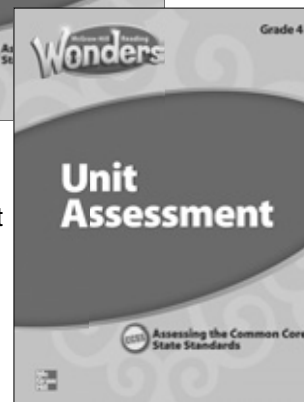
Placement To place students in the *Writing and Grammar Intervention* scope and sequence, use the results of student performance on writing and grammar assignments, as well as results of weekly and unit assessments.

Each section focuses on a small set of grammar or writing skills. You can place students in the following ways:

- You can teach a discrete lesson or a discrete group of lessons as a prescription for specific skills that students have not yet mastered.
- You can provide sequential and systematic instruction over a longer period of time, perhaps as a regular part of additional instruction that you might be providing a group of struggling readers.



Weekly and Unit Assessment



Progress Monitoring To determine students' mastery of skills taught, use the progress-monitoring review provided at the end of each section. These reviews appear after about every ten lessons. Use the results to determine which students are ready to move on and which need to repeat the sequence of lessons.

Writing Rubric	
Personal Narrative	
Score 4	<p>Genre The writer uses the first person to tell about a single event and explains why the event was important. Dialogue and description help readers imagine what it was like to experience that event. The introduction is interesting and there is a sense of closure.</p> <p>Organization and Focus Events are told in time order, using order words. The writer includes only details that tell more about the important event.</p> <p>Sentence Fluency The writer uses both long and short sentences as well as different kinds of sentences.</p> <p>Conventions There are not many mistakes in grammar, spelling, or punctuation.</p>
Score 3	<p>Genre The writer uses the first person to tell about a single event but may not explain why the event was important. The writer uses some dialogue and description to develop the narrative. There is an interesting lead and sense of closure.</p> <p>Organization and Focus One or two events may be out of order. Order words may be missing. There may be some extra details.</p> <p>Sentence Fluency Some of the sentences are short and choppy. The writer could vary sentences more.</p> <p>Conventions There are some mistakes but none make the writing hard to understand.</p>
Score 2	<p>Genre The writer uses the first person, but does not tell about a single event. There are few descriptions of people, places, or things. Very little dialogue is used to expand the narrative. The introduction may not capture the reader's attention.</p> <p>Organization and Focus Many events are out of order. There are no sentence words. There are many extra details that do not tell more about the topic.</p> <p>Sentence Fluency Many of the sentences are short and choppy.</p> <p>Conventions There are many mistakes. Some make the writing hard to understand.</p>
Score 1	<p>Genre The topic is not clear. The writer does not use the first person point of view. There are no details or dialogue. The narrative lacks an interesting lead and sense of closure.</p> <p>Organization and Focus There is no clear order. Most details are unrelated to the topic.</p> <p>Sentence Fluency All the sentences are short and choppy.</p> <p>Conventions Mistakes make the writing hard to understand.</p>

Sample Writing Rubric

- In Section 1–Section 5, a review supports progress monitoring. Each review measures mastery of the discrete skills taught in that section.
- In Section 6–Section 11, a writing rubric supports progress monitoring. Each rubric is designed to be used with the independent writing that students do in that section.

Instructional Routines

Highly explicit and narrow in focus, each section of *Writing and Grammar Intervention* builds slowly from foundational skills, following a scope and sequence that is consistent with the *Reading Wonders* core program. Lessons use routines for explicit instruction and teacher modeling, as well as guided and independent practice, that are also consistent with the core program.

Instructional Modifications

Most struggling readers will also struggle with writing and grammar in the core program. These students need more time and practice to master foundational skills. The lessons in *Writing and Grammar Intervention* are ideal for these students.

- English learners may require more time and instruction. Grammar lessons in Section 1–Section 5 provide additional support for these students. These students will also benefit from the targeted writing instruction and scaffolded practice in Section 6–Section 11.
- Speakers of African American Vernacular English (AAVE) may also need extra support with the rules of standard English. Grammar lessons in Section 1–Section 5 provide additional support for AAVE speakers.

Research and Guiding Principles

Linguistic Differences Some of your students may be speakers of African American Vernacular English (AAVE). AAVE is a language system with well-formed rules for sounds, grammar, and meanings. Research has shown that teaching these students to switch back and forth between AAVE and the rules of standard English can immediately benefit their reading and writing development. Section 1 teaches this kind of “code switching,” using contrastive analysis exercises that identify systematic differences between standard and nonstandard English while still respecting students’ home language.

Grammar Formal grammar instruction is more effective the more closely it can be connected with students’ authentic efforts to communicate their thoughts and ideas. In Section 1–Section 5, grammar principles are often introduced orally, and practice for each lesson applies the skill to a short, open-ended writing activity. Lessons progress in difficulty very slowly, initially using only singular nouns and present-tense verbs. Spiral review is integrated into many lessons, supporting the mastery of important grammar skills such as using subject-verb agreement, forming complete sentences, and applying correct capitalization and punctuation.

Writing Young writers need explicit instruction in the stages of the writing process—in particular, prewriting, drafting, and revising. Research indicates that students also benefit from lessons in writing strategies that can be used at each stage of the writing process, such as organization and sentence combining. Students also write more effectively when they can discuss their work at each stage of the process. Conversations about prewriting, drafting, and revising deepen young writers’ understanding of audience and purpose. In Section 6–Section 11, Genre Features lessons use multiple models to introduce the criteria for each genre and clarify academic language. Writing Strategies lessons target genre-related skills such as using time order, adding details, and writing topic sentences. Writing Applications lessons use partner activities, sentence frames, and highly structured graphic organizers to scaffold students’ independent writing.

Skills Correlations

This chart will help you identify practice pages for skills taught in this book.

Skill	Pages where skill is taught	*
A Good Paragraph	110–111	C
A Good Topic	240–241	
A Strong Conclusion	236–237	
A Strong Opening	138–139, 234–235	
Abstract and Concrete Nouns	4–5	
Action Verbs	36–37	
Adjectives	60–61, 64–67	
Adjectives that Compare	66–67	
Adverbs	72–75	
Appositives	16–17	
Articles	62–63	
Beginning, Middle, and End	192–193	C
Character Development	178–179	C
Commands and Exclamations	94–95	
Common and Proper Nouns	2–3	
Comparing with Adverbs	74–75	
Comparing with <i>Good</i> and <i>Bad</i>	70–71	
Comparing with <i>More</i> and <i>Most</i>	68–69	
Complex Sentences	98–99	
Compound Sentences	96–97	
Contractions	58–59	F, PWS
Conventions	2–83	
Create Dialogue	194–195	C

* Practice for these skills can also be found in the Teacher’s Edition for:

- C* = Comprehension Intervention
- F* = Fluency Intervention
- PWS* = Phonics/Word Study Intervention
- V* = Vocabulary Intervention
- WG* = Writing & Grammar Intervention

Skills Correlations (continued)

Skill	Pages where skill is taught	*
Demonstrative Adjectives	64–65	
Denotation and Connotation	144–145	V
Describe a Setting	108–109	C
Descriptive Details	106–107, 162–163, 184–185	C
Develop a Central Event	104–105	
Developing a Topic	134–135, 208–209	C
Dialogue and Narration	196–197	C
Direct and Indirect Objects	88–89	
Directions to a Place	160–161	C
Explain Steps	158–159	
Explanatory Essay	136–137, 148–157	C
Express a Viewpoint	238–239	C
Facts and Opinions	230–231	C
Fictional Narrative	198–207	C
Figurative Language	188–189	C, V
Focus on an Event	104–105	
Formal and Informal Language	146–147, 242–243	
Future-Tense Verbs	44–45	
How-To Writing	168–177	C
Indefinite and Relative Pronouns	26–27	
Independent and Dependent Clauses	102–103	
Interrogative, Reflexive, and Intensive Pronouns	24–25	
Introductions and Conclusions	212–215	
Irregular Plural Nouns	8–11	F, PWS

Skills Correlations (continued)

Skill	Pages where skill is taught	*
Irregular Verbs	48–49, 56–57	
Linking Verbs	50–51	
Logical Order	216–217	
Main and Helping Verbs	52–53	
Main Idea and Details	210–211	C
Multiple Paragraphs	136–137	
Negatives	78–79	
Opinion Essay	244–253	C
Organization	110–113, 158–161, 190–193, 208–219, 240–241	C
Past-Tense Verbs	42–43	
Perfect Tenses	54–55	
Personal Narrative	120–129	
Plot Development	192–193	C
Plural Nouns	6–11, 14–15	F, WG
Plural Pronouns	20–21	
Possessive Nouns	12–15	
Possessive Pronouns	30–31	
Precise Words	142–143, 164–165	V
Predicates	86–87	
Prepositions/Prepositional Phrases	80–81	
Present-Tense Verbs	40–41	
Pronouns, Contractions, and Homophones	34–35	

* Practice for these skills can also be found in the Teacher’s Edition for:

C = Comprehension Intervention
F = Fluency Intervention
PWS = Phonics/Word Study Intervention
V = Vocabulary Intervention
WG = Writing & Grammar Intervention

Skills Correlations (continued)

Skill	Pages where skill is taught	*
Pronoun-Verb Agreement	28–29	
Pronoun-Verb Contractions	32–33	
Purpose and Audience	116–117	
Relevant Evidence	232–233	
Research Report	220–229	C
Run-On Sentences	100–101	
Sensory Words and Details	182–183	C
Sentence Combining with Adjectives and Adverbs	76–77	
Sentence Combining with Nouns	18–19	
Sentence Combining with Verbs	46–47	
Sentence Fluency	84–103	
Sentences and Sentence Fragments	90–91	
Sentences Using Prepositions	82–83	
Sequence	112–113, 158–161, 190–191	C
Similarities and Differences	130–131	C
Singular Nouns	6–7	F, PWS
Singular Pronouns	20–21	
Statements and Questions	92–93	
Strong Organization	112–113	
Strong Paragraphs: Main Idea and Details	210–211	
Strong Verbs	186–187	
Strong Words	164–165	
Style and Tone	116–117, 242–243	
Subject and Object Pronouns	22–23	
Subjects	84–85	
Supporting Details	132–135, 208–209	C
Time-Order Words	114–115, 158–159	C
Transition Words and Phrases	114–115, 190–191, 218–219	C
Types of Pronouns	20–27	
<i>Vary Sentences</i>	118–119, 166–167	
<i>Verb Tenses</i>	38–45, 54–55	
Verbs <i>Be</i> , <i>Have</i> , and <i>Do</i>	48–49	
Voice	116–117, 146–147, 180–181, 194–195, 238–239	
Word Choice	140–145, 160–165, 178–179, 182–189	

GRAMMAR

Common and Proper Nouns

TEACH/MODEL

Explain Common Nouns Say: *We learned that a noun is a word that names people, places, or things. Write on the board and read aloud: I saw a boy, a woman, a puppy, a town, a park, and a school. Read each noun aloud and have a student tell whether it names a person, a thing, or a place. Explain that these nouns are common nouns.*

Introduce Proper Nouns Say: *The job of some nouns is to name one particular person, place, or thing. They may identify things such as a certain organization, book title, or holiday. These special nouns are called proper nouns, and they always begin with a capital letter. Then start the chart below.*

	Common Nouns	Proper Nouns
People	girl	
	boy	
Things	sports team	
	month	
Places	school	
	town	

- In the third column, model writing the name of a girl in your class. Read the name and circle the capital letter. Tell students that a proper noun names a particular girl and that it begins with a capital letter. Have students provide proper nouns for the remaining common nouns. Write them in the third column, capitalizing important words in each. Circle capital letters.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG1**. Read the text and have students complete the exercises. Provide feedback.

Answer Key: **1.** Sarah **2.** Monday **3.** Cox School **4.** Congress **5.** Labor Day, Thanksgiving, and New Year's Day **6.** Dallas Cowboys, Indianapolis Colts **7.** Smith Park, Green Pond, and Grant Zoo **8.** Uncle Tim, Aunt Joan, and Ellen; Franklin School **9.** Sample Answer: I sit near Sarah, Tom, and Andre. **10.** Sample Answer: I like to visit Elm Park, Lake Tahoe, and Seattle.

Common and Proper Nouns

Write each proper noun correctly.

1. sarah _____
2. monday _____
3. cox school _____
4. congress _____

Read each sentence and underline each proper noun.

5. We don't have school on Labor Day, Thanksgiving, or New Year's Day.
6. My brother's favorite teams are the Dallas Cowboys and the Indianapolis Colts.
7. Her favorite places to visit are Smith Park, Green Pond, and Grant Zoo.
8. We saw Uncle Tim, Aunt Joan, and Ellen outside Franklin School.

Use proper nouns to name people and places. Remember to use capital letters and commas.

9. Write a sentence that names three people you sit near in class.

10. Write a sentence that names three places you like to visit.

GRAMMAR

Abstract and Concrete Nouns

TEACH/MODEL

Review Common and Proper Nouns Say: *Nouns are words that name people, places, and things. Common nouns name any person, place, or thing. Proper nouns name one particular person, place, or thing.*

- Point to people, pictures, maps, calendars, and other classroom objects to review the concept. Identify each person, place, or thing using a common and a proper noun, such as: *girl/Jennifer, country/United States, man/Abraham Lincoln, month/July*. Have students identify other people, places, and things in the classroom using noun pairs.

Introduce Abstract and Concrete Nouns Explain that there is another way to classify nouns. Say: *Nouns are also abstract or concrete. Concrete nouns name things you can see, hear, touch, smell, or taste. Abstract nouns name things you cannot see, hear, touch, smell, or taste, such as ideas and feelings.*

- Model identifying concrete nouns. Pick up a book. Say: *The word book is a concrete noun. A book is something I can see and touch.* Start the chart below. Write *book* in the first column. Then add *song* and *apple*. Say: *I can hear a song. I can see, touch, smell, and taste an apple. The words song and apple are also concrete nouns.*

Concrete Nouns	Abstract Nouns
book	truth
song	sadness
apple	pride

- Write the words *truth, sadness, and pride* in the second column of the chart. Say: *These are things I can't see, hear, touch, smell, or taste. The words truth, goodness, and pride are abstract nouns. Have student provide other examples of concrete and abstract nouns. Tell them to ask themselves: Can I experience it with one of my senses? If they can, the noun is concrete. If not, the noun is abstract.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG2**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. Kevin, sandwich, lunchroom 2. Mandy, tune, piano 3. rose, garden, house 4. road, ice, snow 5. courage 6. happiness 7. education 8. freedom 9–10. Sentences will vary but should correctly use concrete and abstract nouns.

Abstract and Concrete Nouns

Read each sentence. Underline three concrete nouns in each sentence.

1. Kevin ate a sandwich in the lunchroom.
2. Mandy played a tune on the piano.
3. A rose grew in the garden near the house.
4. The road is covered with ice and snow.

Read each sentence. Circle the abstract noun in each sentence.

5. It takes courage to be a firefighter.
6. Painting gives Mike happiness.
7. Did you get your education at this college?
8. Fluffy enjoys the freedom of the dog park.

Write sentences. Use at least one concrete noun and one abstract noun in each sentence. Underline the concrete nouns. Circle the abstract nouns.

9. _____

10. _____

GRAMMAR

Singular and Plural Nouns

TEACH/MODEL

Introduce the Concept Ground the discussion of grammar in concepts and distinctions that students make in their everyday lives.

- Hand a student a book. Say: *[Name] has a book*. Write *book*. Then hand the student another book. Say: *[Name] has books*. Write *books*, underlining the *s*.
- Write *citizen*, *motion*, *adventure*, and *poem* on the board. Explain that each of these words names one of something. Then write the words again, adding an *s* to make *citizens*, *motions*, *adventures*, and *poems*. Explain that now each word means more than one.

Introduce Singular and Plural Nouns Read and discuss the words on the board. Tell students that these words are nouns because they name a person, animal, place, or thing. Say: *If a word tells about just one person, animal, place, or thing, that word is called a **singular noun**. If it tells about more than one, the word is called a **plural noun**. You add -s or -es to a noun that means one to make it mean more than one.* Tell students to add an *-es* to words ending in *s*, *ch*, *sh*, or *x*. Remind them that for words ending in a consonant and *y*, change the *y* to an *i* and then add *-es*. For words ending in *lf* change the *lf* to a *v* before adding *-es*. Create a chart like the one shown. Underline the *-s* or *-es*. Add more words.

Singular Nouns		Plural Nouns	
tale	bench	tales	benches
puppy	elf	puppies	elves

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG3**. Read the directions and have students complete the exercises. Provide feedback.

English Learners

Plural Nouns Spanish speakers use *-s* and *-es* endings for nouns. In some languages, including Chinese, Hmong, and Vietnamese, nouns do not have plural forms. Instead, the plural is indicated with an adjective.

Linguistic Differences

Plurals Most African American Vernacular English correctly uses plurals except when it involves “nouns of measure,” as in *It cost five dollars* or *She owe me five dollars*. However, the plural */s/* is often absent in writing, and students will need additional instruction and practice.

Answer Key: 1. trees 2. sisters 3. chicks 4. boxes 5. ponds 6. kites 7. poppies
8. Ducks 9. foxes 10. Sentences will vary but should correctly use a plural noun.

Singular and Plural Nouns

Write each singular noun so it is a plural noun.

1. tree _____
2. sister _____
3. chick _____
4. box _____
5. pond _____

Circle the noun that best completes each sentence.
Then write the sentence correctly.

6. I see (kite, kites) in the sky.

7. The (poppy, poppies) grew in the garden.

8. (Ducks, Duck) swim in the pond.

9. We saw (fox, foxes) at the wildlife preserve.

Choose one of the plural nouns you wrote above. Write a sentence using this noun.

10. _____

GRAMMAR

Irregular Plural Nouns

TEACH/MODEL

Introduce the Concept Ground the discussion of grammar in concepts and distinctions that students make in their everyday lives.

- Find or draw pictures of the following: a child and children, a woman and women, a man and men, a wolf and wolves, a fish and fish.
- Give one student the picture of a child and another the picture of children. Point to each picture and say: *This is a child. These are children.* Write the words *child* and *children* in two columns on the board.
- Repeat with the other singular-plural noun pairs. Write each word. Sort words into a chart like the one shown below.

Singular Nouns	Plural Nouns
child	children
woman	women
man	men
wolf	wolves
fish	fish

Introduce Irregular Plural Nouns Read and discuss the words in the chart. Tell students that some singular nouns change their spelling to become plural. Point to the singular nouns *child*, *woman*, and *man*. Explain that an *-s* is not added to make these nouns mean more than one. Have them read the plural for each singular noun: *children*, *women*, *men*. Point to the singular noun *wolf*. Explain that this word ends in an *-f*, so to make it plural, the *-f* is changed to *-v* and *-es* is added. Have students read the plural for *wolf* and *wolves*. Write other singular nouns ending in *-f* or *-fe*: *elf*, *calf*, *wife*, *life*. Then write the plural for each noun. Point to the singular word *fish*. Explain that this word does not change form to make its plural. Write other singular nouns that do not change their form: *deer*, *moose*, *sheep*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG4**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. men 2. children 3. lives 4. knives 5. selves 6. women
7. children 8. wolves 9. calves 10. Sentences will vary but each should include an irregular plural noun.

Irregular Plural Nouns

Write each singular noun so it is a plural noun.

1. man _____
2. child _____
3. life _____
4. knife _____
5. self _____
6. woman _____

Circle the noun that best completes each sentence.
Then write the sentence correctly.

7. Three (child, children) play with a puppy.

8. Many (wolf, wolves) howled in the night.

9. We saw some baby (calf, calves) on the farm.

Choose one of the plural nouns you wrote above. Write a sentence using this noun.

10. _____

GRAMMAR

More Irregular Plural Nouns

TEACH/MODEL

Review Plural Nouns Ground the discussion of grammar in concepts, examples, and distinctions that students make in their everyday lives.

- Remind students that nouns can be singular to describe one thing or plural to describe more than one. Many nouns can be changed from singular to plural by adding an *-s* on the end. Hold up a pencil and write the name of the item on the board. Say: *I have a pencil.* Then pick up a second pencil. Say: *Now I have more than one pencil. How do I write that?* Add an *-s* to form the word *pencils*.

Introduce More Plural Nouns Explain that some nouns must change their spellings before becoming plural. Write the words *hoof* and *hooves* on the board. Point out that the *f* in *hoof* changes to a *v* before the plural is made. Say: *To make the plural form of a noun ending in f, change the f to a v and add -es.* Repeat this routine with *wife* and *wives*, *life* and *lives*, *loaf* and *loaves*.

- Explain that other nouns may need spelling changes to form their plurals. Write *radio* and *radios* on the board. Point out that the last two letters are vowels. Say: *A word ending in a vowel followed by o needs an -s to form its plural.*
- Write *piano* and *pianos* on the board. Point out that the word *piano* ends in a consonant followed by *o*. Then write *tomato* and *tomatoes* on the board. Point out that *tomato* also ends in a consonant followed by *o*. Say: *A word ending in a consonant followed by o needs either an -s or -es to form its plural.*

Introduce Collective Nouns Explain that collective nouns often sound singular, but they can represent a group of people or things. For example, the word *class* refers to many people all in one group. Point out that *class* can mean either the group as a whole, or the individuals making up the group, so it is sometimes singular and sometimes plural. Write: *The class is going to lunch. The class are looking for their backpacks.* Help students understand the difference between the singular and plural usages.

Introduce Irregular Plural Forms Explain that some nouns are written the same whether they are singular or plural. Write: *The fish are swimming. I have a pet fish.* Remind students that some nouns, such as *mice* and *child*, form plurals in other irregular ways.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG5**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. halves 2. leaves 3. lives 4. scarves 5. echoes 6. solos 7. potatoes 8. photos 9. are 10. is

More Irregular Plural Nouns

Read each sentence below. Read the word in bold type and then write the plural form of the word on the line.

1. **half** I put the two _____ of the sandwich together.
2. **leaf** Mary and Jim raked _____ all day.
3. **life** There is an old saying that “cats have nine _____.”
4. **scarf** We got new _____ before winter.
5. **echo** Marcus could hear the _____ from the cave.
6. **solo** All four girls sang _____.
7. **potato** I will peel the _____ and mash them with butter.
8. **photo** Alice put the _____ in her scrapbook.

Read each sentence below. Circle the singular verb if the parts of the collective noun are acting as one unit. Circle the plural verb if the parts of the collective noun are acting as individuals.

9. The cat’s litter (is/are) crawling around and exploring the house.
10. The baseball team (is/are) celebrating after the game.

GRAMMAR

Possessive Nouns

TEACH/MODEL

Review Singular and Plural Nouns Say: *A noun is a naming word. Singular nouns name just one person, place, or thing. Plural nouns name more than one.*

- Point to individual people or things in your classroom. Avoid proper names. Have students say the singular common noun that names each one, such as *boy* or *chair*. List each noun on the board, preceding it with *a*, *an*, or *the*. Reinforce that each noun is singular. Repeat the routine for plural nouns by pointing to groups of students or things in the classroom.

Introduce Singular and Plural Possessive Nouns Write an apostrophe (') and an *s*. Say: *Sometimes one person, place, or thing may have, own, or possess something else. To show this, an apostrophe and an s are added to that noun.*

- Model adding an apostrophe and *s* to each singular noun on the board. Say: *Each word is now a possessive noun, or a noun that shows ownership.*
- Model adding an apostrophe (but not an additional *s*) to the plural nouns ending in *-s* on the board. Explain that this is how most plural nouns form the possessive.
- Continue to model how different nouns form the possessive using the above routine. Use the examples *children/children's* for nouns that do not end in *s*, *class/class's* for collective nouns, and *Marcus/Marcus's* for names that end in *s*. Encourage students to provide additional examples of nouns and make their possessive form.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG6**. Read the text and have students complete the exercises. Provide feedback.

English Learners

Possessive Nouns In many languages, speakers show possession in phrases rather than noun endings. Show students how to change phrases such as *the tail of the cat* and *the nest of the bird* to *the cat's tail* and *the bird's nest*, in order to show possession in English.

Linguistic Differences

Possessives In standard academic English, 's is added to a noun to show possession. For many speakers of AAVE the 's is absent. However, the 's is regularly added to *mine*, as in *This is mine's*.

Answer Key: 1. 's 2. 's 3. 's 4. 's 5. ' 6. 's 7. ' 8. 's 9. Sample Answer: The man's pet is a bird. 10. Sample answer: The birds' feathers fell from their nest in the tree.

Possessive Nouns

Write an 's or ' to make the possessive form of the first noun to show ownership. Then read each group of words.

1. a woman _____ house
2. the baby _____ rattle
3. a teacher _____ desk
4. the dog _____ bone
5. two tigers _____ stripes
6. the class _____ desks
7. both doctors _____ offices
8. Carlos _____ jacket

Write two sentences about a man and birds. Tell about something each one has or owns. Remember to use the correct possessive form.

9. _____

10. _____

GRAMMAR

Plurals and Possessives

TEACH/MODEL

Review Plurals Review with students the difference between singular and plural nouns. Write the words *animal/animals* and *fox/foxes* on the board. Say: Many singular nouns become plural by adding an *-s* or *-es*.

- Point out that some nouns can be either singular or plural depending on their usage. Write the word *group* on the board. Explain that when you talk about the group as a whole, the word is singular, but when you talk about the members of the group, the word is plural.
- Remind students that irregular nouns do not follow a pattern and have special spellings for plural words. Write the words *woman/women* and *person/people* on the board. Point out the singular and plural forms of each word. Then invite students to identify other words with irregular plurals.
- Point out that a few words do not change forms whether they are singular or plural. Repeat the above routine with *moose/moose* and *fish/fish*.

Review Possessives Remind students that possessive forms show ownership.

- Explain that the singular possessive form of a noun ends in an apostrophe and an *-s*. Write: *the butterfly's wings*. Ask students what the butterfly possesses. Repeat the routine with *the nation's leaders* and *the school's auditorium*.
- Explain that the plural possessive form of a noun usually ends in an apostrophe. Write: *the birds' feathers*. Ask students what the birds possess. Repeat the routine with *the chairs' legs* and *the libraries' books*.
- Explain that if a plural noun does not end in an *s*, the possessive form ends in an apostrophe and an *-s*. Repeat the above routine with *the women's donations* and *the people's efforts*.

Model Using Plurals and Possessives Write this sentence on the board:

The students' performances were entertaining. Point out that *students'* is a plural possessive form and *performances* is a plural noun. Write the following sentences on the board: *Our class's field trip was to two exhibits. The exhibits' paintings were beautiful.* Work with students to identify the plural and plural possessive nouns in each sentence.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG7**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. feet 2. people 3. mice 4. choir's 5. children's 6. sleeves' 7. kittens' 8–10. Sentences will vary but should use each noun form correctly.

Plurals and Possessives

Read each sentence. Write the correct plural form of the underlined word.

1. I put my shoes on my foot. _____
2. Both person carried umbrellas. _____
3. My brother has two pet mouse. _____

Read each sentence. Write the correct possessive form of the underlined word.

4. The choir voices filled the hall. _____
5. We helped find the children coats. _____
6. His sleeves buttons had come undone. _____
7. Our two kittens fur is very soft. _____

Write a sentence for each word. Be sure to use the word correctly.

8. **flower's** _____

9. **flowers** _____

10. **flowers'** _____

GRAMMAR

Appositives

TEACH/MODEL

Introducing Appositives Write on the board: *My sister Lula.* Underline *my sister*. Remind students that *Lula* is a proper noun that names a person. Identify *my sister* as an appositive. Say: *An appositive is a word or group of words that appears close to a noun and identifies or explains the noun.*

- Write: *Antoine, captain of the basketball team, is my friend.* Underline the appositive *captain of the basketball team*. Say: *This gives information about Antoine.*
- Explain that nouns for places or things may also have an appositive. Write the following and underline the appositive: *Paris, the capital of France, is a big city. Flashlights, invented in 1903, are handy.*
- Explain that essential appositives provide information that the reader needs to understand the sentence. Write: *My cat Lucky ran away.* Say: *The appositive Lucky is essential to the sentence because it tells to which cat the writer is referring. Essential appositives are usually only one word.*
- Say: *Non-essential appositives provide information that the reader does not need to understand the sentence.* Write: *My cat Lucky, a Siamese, ran away.* Point out that the appositive *a Siamese* is not essential to the sentence.

Introducing Use of Commas with Appositives Use the above sentences to introduce the use of commas in appositives. Circle the commas in each sentence and explain that they set off the appositive from the rest of the sentence. Say: *Essential appositives are not usually separated by a comma from the noun they identify. Non-essential appositives are usually separated from the rest of the sentence with commas.* Display the following rules and examples for students' use.

- If the non-essential appositive is at the beginning of a sentence, it is followed by a comma. *A talented performer, Greta plays the piano and sings.*
- If the non-essential appositive is in the middle of the sentence, put a comma before and after the appositive. *Mr. Janus, a math teacher, is also a swimmer.*
- If the non-essential appositive is at the end of a sentence, it is set apart by a comma. *The contest was held in Toronto, a city in Canada.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG8**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key 1. one of the Founding Fathers of America 2. a printer 3. A successful writer 4. publisher 5. comma after *electricity* 6. comma after *eyeglasses* and *inventions* 7. comma after *France* and *country* 8. comma after *diplomat* 9. no commas

Appositives

Read each sentence. Then circle the appositive.

1. Benjamin Franklin, one of the Founding Fathers of America, had many talents.
2. His brother, a printer, taught him to work a printing press.
3. A successful writer, Franklin also became a newspaper publisher.
4. Later on, publisher Franklin was a statesman, scientist, and inventor.

Read each sentence. Add commas to set off the appositive as needed.

5. He proved that lightning was electricity a fact unknown in his time.
6. Bifocal eyeglasses one of his inventions helped people see both near and far with one set of glasses.
7. The colonial government sent Franklin to France a European country in 1776.
8. A smart diplomat he convinced the French to support the American Revolution.
9. Our first president George Washington praised Ben Franklin as a great man.

GRAMMAR

Sentence Combining with Nouns

TEACH/MODEL

Introduce the Concept Ground the discussion of grammar in concepts and distinctions that students make in their everyday lives.

- Point to objects on your desk. Say: *The book is on my desk. The pen is on my desk.* Write the sentences on the board. Point out that the two sentences repeat information. Underline the repeated words *on my desk*.
- Tell students that good writers try not to write short sentences that repeat the same information. Explain that good writers combine sentences such as the two on the board into one new sentence. In the new sentence, good writers join the two different subject nouns using the word *and* to make one subject.
- Circle the subject noun in each sentence (the book, the pen). Write the two subject nouns on the board combined with the word *and*. Read the combined subject aloud with students.
- Explain that the repeated words in the predicate can be added to the combined subject. Write on the board: *The book and the pen are on my desk.* Read the sentence aloud with students. Point to the original sentences and explain that when the subject is singular, the verb is also singular. Point to the singular verb *is*. When the subject is plural, the verb is changed to the plural *are*. Point to *are* in the combined sentence.

Introduce Combining Sentences with Nouns Explain that sentences can be combined by joining two nouns in the predicate.

- Write these examples: *Vito plays basketball. Vito plays baseball.* Tell students that they can combine these sentences by joining the nouns *basketball* and *baseball* with the word *and*. Write the combined words on the board.
- Now write this sentence: *Vito plays basketball and baseball.* Have students repeat the combined sentence and point out the parts of the original sentences that have been dropped, and the parts that have been combined.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG9**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** Maria and Emilio are good cooks. **2.** A butterfly and a bee are on the flower. **3.** Parents and children laugh at the clowns. **4.** Dogs and cats have soft fur. **5.** The class drew a mural and a poster. **6.** I like to learn about science and history. **7–9.** Sentences will vary but should correctly use single or combined nouns.

Sentence Combining with Nouns

Read the sentences. Combine the underlined nouns using the word *and*. Then write a new sentence on the line. Be sure to check for words that may become plural.

1. Maria is a good cook. Emilio is a good cook.

2. A butterfly is on the flower. A bee is on the flower.

3. Parents laugh at the clowns. Children laugh at the clowns.

4. Dogs have soft fur. Cats have soft fur.

5. The class drew a mural. The class drew a poster.

6. I like to learn about science. I like to learn about history.

Write two sentences that each have one noun in the subject or predicate. Then write a new sentence that combines the nouns.

7. _____

8. _____

9. _____

GRAMMAR

Singular and Plural Pronouns

TEACH/MODEL

Introduce Singular and Plural Pronouns Explain that a pronoun is a word that takes the place of one or more nouns. Write each pronoun on the board as you say: *A pronoun can take the place of a name. When I talk about myself, I use the pronouns I or me. When I talk about a single person, I use the pronouns he, him, she, or her. When I talk to a person directly, I can say you instead of your name. When I talk about an object, I say it.* Write the heading *Singular Pronouns* above the words on the board. Have students read the singular pronouns and point to a person or object to which they could refer.

- Say: *A group of two or more people can refer to themselves as we. They refer to another group as they.* Give a book to one group. Have them say: *We got a book from the teacher.* Have another group say: *They got a book from the teacher.* Say: *Pronouns that refer to two or more people are plural pronouns.* Write the heading *Plural Pronouns* above *we, us, they, and them.* Have two students stand up. Explain that you can also refer to a group of two or more as *you*. Say: *Can you help me give out books? I will give the books to you.* Add *you* to the list of plural pronouns.

Pronouns and Antecedents Say: *A pronoun is a word that takes the place of one or more nouns. The noun that a pronoun refers to is its antecedent.* Write *antecedent* on the board. Then write these sentences: *The girl ran fast. She ran fast./ Tony and I like games. We like games./ Can the class go to the library? Please take us to the library.* Circle the pronouns *she, we, and us.* Underline the nouns they refer to. Explain that each circled pronoun refers to one or more underlined nouns or antecedents. Point out that *we* refers to *Tony and I* (a group of two).

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG10**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. she 2. them 3. I 4. we 5. you 6. her 7. us 8. me 9. They 10. us

English Learners

Third-Person Pronouns In Spanish, speakers might omit pronouns because a Spanish verb can indicate the subject. Korean speakers might add a pronoun after the noun, reflecting a pattern in Korean: *Nathan, he is my brother.*

Singular and Plural Pronouns

Read each sentence. Replace the underlined word or words with the correct pronoun. Check to make sure that each pronoun matches its antecedent.

1. Jill wanted to play tennis because Jill thought the game was exciting. _____
2. When the twins came to visit, we made dinner for the twins. _____
3. Mr. Norton said, “Mr. Norton was once a pitcher on our town team.” _____
4. My brother and I went to a football game, and my brother and I had the best seats. _____
5. The teacher asked the class, “Will the class please stand up?” _____

Read each sentence. Circle the correct pronoun.

6. Kim talked to (her, she) on the telephone.
7. The art teacher taught (we, us) how to make clay cups.
8. Bob told (I, me) to run faster and win the race.
9. Were Angela and Madison in school today? (They, Them) were not in their seats.
10. When our team won the game, the coaches were proud of (we, us).

GRAMMAR

Subject and Object Pronouns

TEACH/MODEL

Introduce the Concept Point to yourself. Say: *My name is [name]. I call myself I or me.* Point to a student. Say: *Your name is [student's name]. I can say you if I am talking to you.* Show students a book. Say: *This is a book. I can say it instead of the book.* Write and read aloud: *I am giving it to you.* Hand the book to a student.

Introduce Subject and Object Pronouns Reread the sentence above. Say: *This sentence uses different types of pronouns.* Underline *I*. Explain that *I* replaces your name in the sentence, and is a subject pronoun. *I, you, he, she, it, we,* and *they* are all subject pronouns.

- Circle *it* and *you*. Explain that *it* replaces *the book*, and *you* replaces the name of the student. Point out that both follow an action verb. Say: *Object pronouns replace the object of an action verb.*
- Write: *David and I borrowed some pencils.* Ask students to identify the subject. Point out the action verb *borrowed*. Help students locate the object of the action verb. Write: *We borrowed some pencils.* Explain that *We* replaces the subject. Say: *We is the subject pronoun.* Write: *David and I borrowed them.* Say: *Them replaces the object of the sentence. Them is the object pronoun.*

Introduce Indefinite Pronouns Say: *Pronouns can also be indefinite. An indefinite pronoun refers to an unknown person or thing.* Write: *Everyone* *likes cake.* Ask students to whom *Everyone* refers. Say: *It's not a specific, or particular, person.* All, both, some, nothing, anything, something, everyone, and each are indefinite pronouns. An indefinite pronoun can be the subject of a sentence.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG11**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. subject 2. object 3. indefinite 4. indefinite 5. object 6. subject 7. subject; indefinite 8. object 9–10. Sentences will vary but should correctly use and identify subject and object pronouns.

Subject and Object Pronouns

Read each sentence. Look at each underlined pronoun. Then write *subject*, *object*, or *indefinite* on the line to tell what kind of pronoun it is.

1. We visited the zoo on our field trip. _____
2. Our guide told us to follow her to the bird house.

3. Everyone walked quickly behind the guide. _____
4. They love animals and were excited to see the birds.

5. The birds were excited to see us too! _____
6. They made a lot of noise as our group arrived.

7. Nobody wanted to leave the baby birds. _____
8. Our group agreed we liked them the best. _____

Write two sentences with subject and object pronouns. Underline the subject pronouns. Circle the object pronouns.

9. _____

10. _____

GRAMMAR

Interrogative, Reflexive, and Intensive Pronouns

TEACH/MODEL

Review Subject and Object Pronouns Say: *We learned that a subject pronoun takes the place of a subject noun, and an object pronoun takes the place of an object noun.* Write: *We saw him at the park. He played baseball with us.* Circle the words *We* and *He* and identify them as subject pronouns. Then underline *him* and *us* and identify the words as object pronouns. Review that object pronouns come after an action verb or a preposition.

Introduce Interrogative Pronouns Explain that some pronouns ask questions. Those pronouns are called interrogative pronouns. Model interrogative pronouns. Write: *Who is in class? With whom did you study? Which is it? Whose is that? What is the homework?* Identify each underlined pronoun as an interrogative pronoun. Then point out that *which*, *whose*, and *what* also can be used as adjectives: *Which book do you need? Whose jacket is this? What month is it?* Have students use *who*, *whom*, *which*, *whose*, and *what* as interrogative pronouns.

Introduce Reflexive and Intensive Pronouns Say: *Pronouns can also be reflexive or intensive. A reflexive pronoun ends with self or selves. It is used as object of a sentence.*

- Write: *Josh cut himself on the glass.* Say: *Josh is the subject of the sentence. Circle himself and say: The reflexive pronoun himself is the object. Draw an arrow from himself to Josh.* Say: *The pronoun himself refers back to Josh.* Repeat with the sentence *Mom drove herself home.*
- Explain that the words *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, and *themselves* can also be used as intensive pronouns. Say: *An intensive pronoun is used to draw special attention to a noun or pronoun that is already named. It is not the object of a sentence.*
- Write: *I myself am going to the library.* Circle *myself*. Explain that *myself* is an intensive pronoun that draws special attention to, the pronoun *I*. Draw an arrow from *myself* to *I*. Write *The librarian herself helped me. We found other books ourselves.* Ask students to name the pronoun that emphasizes each underlined word. Circle *herself* and *ourselves* and draw arrows to the words they emphasize.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG12**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. Who 2. whom 3. Which 4. Whose 5. What 6. himself, I 7. themselves, R 8. itself, I 9. herself, R 10–11. Sentences will vary but should correctly use reflexive and intensive pronouns.

Interrogative, Reflexive, and Intensive Pronouns

Circle the interrogative pronoun in each question.

1. Who is your best friend?
2. With whom did you ride to class?
3. Which is it, a dog or a cat?
4. Whose are those?
5. What is left of your sandwich?

Read each sentence. Fill in the blank with a reflexive or intensive pronoun. Write R if the pronoun is reflexive. Write I if the pronoun is intensive.

6. Adam _____ made the birthday cake. _____
7. The workers hurt _____ on the job. _____
8. The tree _____ was old and bent. _____
9. Kara sat _____ down at the table. _____

Write a sentence using a reflexive pronoun. Underline it.

10. _____

Write a sentence using an intensive pronoun. Underline it.

11. _____

GRAMMAR

Indefinite and Relative Pronouns

TEACH/MODEL

Introduce Indefinite and Relative Pronouns Say: *Indefinite pronouns do not refer to specific people, places, or things.* Explain that *indefinite* means “not specific.”

- Write this sentence and underline the indefinite pronoun: *Everybody knows that.* Remind students that *everybody* refers to unnamed people and not to any particular person. Leave the sentence on the board for later in the lesson.
- Say: *Indefinite pronouns can be singular or plural.* Write the heading *Singular Indefinite Pronouns* on the board and the words *anybody, anyone, anything, each, everybody, everyone, nobody, nothing, none, no one, somebody, someone, and something.* Repeat using the heading *Plural Indefinite Pronouns* and the words *all, both, few, many, most, several, and some.*
- Say: *A relative pronoun introduces a clause and relates it to a noun/pronoun in the main clause.* Write: *The girl who made the cake is talented.* Underline *girl.* Circle *who.* Ask students to whom *who* refers. Draw a line connecting *girl* and *who.* Say: *The words who, whom, whose, which, and that are all relative pronouns.*

Introduce Subject-Verb Agreement with Indefinite Pronouns Say: *Indefinite pronouns must agree with the verb or verbs in a sentence.* Point out how the singular verb matches the singular subject in the sentence *Everybody knows that.* Then circle *body.* Say: *This word is singular and takes a singular verb.*

- Say: *The indefinite pronouns some, many, none, all, and most can be both singular and plural.* Write these sentences and identify the subject-verb agreement: *All are going to the picnic. All is well today. None are missing. Is there none left?* Remind students to use sentence context to determine agreement.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG13.** Read the directions and have students complete the exercises. Provide feedback.

English Learners

Subject-Verb Agreement Spanish and Chinese-speaking students might omit some pronouns as sentence subjects because in their home languages, the pronoun may be unnecessary. For example, the Spanish equivalent of *am reading* is a complete sentence.

Linguistic Differences

Subject-Verb Agreement To acquire standard academic English, AAVE speakers need to learn to use *-s* with a verb and the third person, as in *someone is* and *everyone goes.* Many AAVE speakers will leave out the *-s* or place it elsewhere, as in *everyone go* and *some talks.*

Answer Key: 1. is 2. is 3. are 4. knows 5. guesses 6. want 7. that, cat 8. who, teacher 9. which, movies

Indefinite and Relative Pronouns

Read each sentence. Choose the verb in parentheses that correctly completes the sentence. Write it on the line.

1. Everyone (is, are) excited about the big parade.

2. Each of the floats (is, are) decorated with banners.

3. Many of the marchers (is, are) wearing fancy costumes.

4. No one (know, knows) who will lead the parade.

5. Somebody (guess, guesses) that it will be the governor.

6. Few (want, wants) to miss the exciting music, the colorful costumes, and the happy mood of the parade.

Read each sentence. Circle the relative pronoun and underline the noun to which it refers.

7. The cat that meets me at the bus stop belongs to my neighbor.
8. The gym teacher who taught us to play soccer is our coach.
9. My parents let me watch movies which are rated G.

GRAMMAR

Pronoun-Verb Agreement

TEACH/MODEL

Introduce the Concept Have one boy and one girl stand at the front of the room. Have three students stand at the back.

- Point to the boy at the front. Say: *He is at the front.* Point to the students at the back. Say: *They are at the back.* Write the sentences and read them aloud.
- Point to the boy at the front. Say: *You are at the front.* Point to the students at the back. Say: *You are at the back.* Write and read these sentences.
- Have the girl at the front clap her hands. Say: *She claps.* Have the students at the back clap. Say: *They clap.* Clap your hands. Say: *I clap.* Then have the entire group clap. Say: *We clap.* Write and read these sentences.

Introduce Pronoun-Verb Agreement Reread the sentences. Circle pronouns and underline verbs. Review that *he, she, I, you, we,* and *they* are pronouns. Review that *is, are,* and *claps* are verbs.

- Say: *The pronoun I uses the verb am. It also uses verbs such as clap.*
- Say: *He and she are singular pronouns that name one. Verbs such as is and claps are used in sentences when the subject is singular. Add -s or -es to most verbs with singular subjects.*
- Say: *They and we are plural pronouns that name more than one. Verbs such as are and clap are used with these pronouns.*
- Say: *The pronoun you can be either singular or plural. Verbs such as are and clap are used with this pronoun.* Have students suggest other sentences using *you.*
- Write: *Everyone clap together. Everyone claps together.* Say: *An indefinite pronoun does not refer to a specific person or thing. It can be singular or plural. Either singular or plural verbs can be used with indefinite pronouns.*

PRACTICE/ APPLY

Practice Reproducible Distribute **Practice Reproducible WG14.** Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. *are* 2. *dig* 3. *is* 4. *shop*
5. *throws* 6. *is* 7. *swim* 8. *am* 9. *roll* 10.
work 11–12. Sentences will vary but each should have a pronoun as the subject and a verb that agrees with the pronoun.

English Learners

Sentence Fragments Spanish- and Chinese-speaking students might omit some pronouns as sentence subjects because in their home languages the pronoun may be unnecessary. For example, the Spanish equivalent of *Am reading* is a complete sentence.

Pronoun-Verb Agreement

Read each sentence. Circle the correct verb to complete the sentence.

1. They (is, are) at school.
2. You (digs, dig).
3. She (is, are) the winner.
4. We (shop, shops).
5. He (throws, throw) the ball.
6. It (is, are) there.
7. They (swim, swims).
8. I (is, am) in bed.
9. I (roll, rolls).
10. You (works, work) outside.

Write two sentences. Use a different pronoun in each sentence.

11. _____

12. _____

GRAMMAR

Possessive Pronouns

TEACH/MODEL

Review Possessive Nouns Say: *If one person has, owns, or possesses something, the word that names the owner is called a possessive noun. Write the girl's mitten. Underline girl and circle the 's. Ask: Who owns the mitten? Reinforce that the possessive noun is singular and names just one person.*

Introduce Possessive Pronouns Say: *Some words show ownership without using an apostrophe. These words are possessive pronouns and include his, her, your, and my. Remind students that a pronoun is a word that takes the place of a noun.*

- Display and read these sentence pairs: *The man owns the hat. It is his hat./ The hat belongs to the woman. It is her hat./ You own the hat. It is your hat./ The hat belongs to me. It is my hat.*
- Identify the possessive pronoun and the noun. Then identify the possessive pronoun's antecedent and draw an arrow connecting the two. Explain that each possessive pronoun is singular because it takes the place of a noun or pronoun that is also singular. Reinforce that *his, her, your, or my* appears beside a noun to show that someone owns it.

Introduce Stand-Alone Possessive Pronouns Say: *Some pronouns show possession but do not come before a noun. These are stand-alone possessive pronouns. Write: The mitten is hers. Point out that hers does not come before a noun.*

- Explain that most stand-alone possessive pronouns look like a possessive pronoun with an *s* at the end. Say: *Yours, ours, hers, and theirs are all stand-alone possessive pronouns. Write: Is this yours? No, it is hers. Ask students to identify the stand-alone possessive pronoun in each sentence.*
- Explain that some stand-alone possessive pronouns have different forms. Say: *Mine, his, and its are all also stand-alone possessive pronouns. Write: This jacket is his. Have you seen mine? Ask students to identify the stand-alone possessive pronouns in each sentence.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG15**. Read the text. Then have students complete the exercises. Provide feedback.

Answer Key: 1. *her* 2. *his* 3. *his* 4. *mine* 5. *hers* 6. *theirs* 7–8. Sentences will vary.

English Learners

Possessive Pronouns Asian-language students and others might try various forms for possessive pronouns—the *hat of her, you hat*—or might not always state the pronoun (*Mo Yun took off hat*). Provide additional practice.

Possessive Pronouns

Read the two sentences beside each number. Then underline the possessive pronoun.

1. The girl owns a blue dress. It is her dress.
2. The man owns a bicycle. It is his bicycle.
3. The boy has a basketball. It is his basketball.
4. The bamboo plant belongs to me. It is mine.
5. The principal has an office. It is hers.
6. The class made a display. It is theirs.

Write a sentence about something a friend has. Then rewrite the sentence using a possessive pronoun.

7. _____

8. _____

GRAMMAR

Pronoun-Verb Contractions

TEACH/MODEL

Review Subject-Verb Agreement Review when to use *is* and *are* with pronouns.

- Write: _____ *is* in class. Write the pronouns *he*, *she*, and *it* in the blank. Say: *With singular subjects and with these pronouns, you use is.*
- Write: _____ *are* in class. Write the pronouns *we*, *you*, and *they* in the blank. Say: *With plural subjects and with these pronouns, you use are. Emphasize that you uses the verb are when it stands for one person or for more than one person.*
- Write: _____ *am* in class. Ask: *What is the only word that can go in the blank?* Emphasize that *I* is the only word that uses the verb *am*.

Introduce Contractions with Pronouns Say: *The job of a contraction is to take two words and make one word out of them. Some contractions use the pronoun I, he, she, or it.*

- Write: *I'm* in class. Circle *I'm*. Then write: *I + am = I'm*. Identify and discuss the missing letter (the *a* in *am*). Explain that the job of an apostrophe in a contraction is to take the place of one or more missing letters.
- Write: *He's* in class. Circle *He's*. Then write: *he + is = he's*. Identify and discuss the missing letter (the *i* in *is*). Repeat with *she is (she's)* and *it is (it's)*.
- Write: *We're* in class. Circle *We're*. Write: *we + are = we're*. Identify and discuss the missing letter (the *a* in *are*). Repeat with *they are (they're)* and *you are (you're)*.
- Write: *I'll* come to class. Circle *I'll*. Write: *I + will = I'll*. Identify and discuss the missing letters (the *wi* in *will*). Repeat with *you will (you'll)*, *he will (he'll)*, *she will (she'll)*, *they will (they'll)*, and *we will (we'll)*.

PRACTICE/APPLY

Practice Reproducible Have students complete **Practice Reproducible WG16**. Read the directions with students. Provide corrective feedback.

English Learners

Contractions Ask students if their home languages use contractions. (In Spanish, *a + el = al* and *de + as = das*.) Explain that an English contraction uses an apostrophe to replace the missing letters.

Linguistic Differences

First-Person Present In the first person present tense, many speakers of African American Vernacular English will properly use *I am* or *I'm* but pronounce it more like "uhm."

Answer Key: 1. I'm 2. she's 3. I'll 4. we'll 5. he's 6. it's 7. you're 8. we're 9. they'll 10. you'll 11. he'll 12. she'll 13. I'm 14. You're 15. We're 16. Sentences will vary.

Pronoun-Verb Contractions

Write the contraction on the line. Put an apostrophe in the correct place.

- | | |
|----------------------|------------------------|
| 1. I + am = _____ | 7. you + are = _____ |
| 2. she + is = _____ | 8. we + are = _____ |
| 3. I + will = _____ | 9. they + will = _____ |
| 4. we + will = _____ | 10. you + will = _____ |
| 5. he + is = _____ | 11. he + will = _____ |
| 6. it + is = _____ | 12. she + will = _____ |

Circle the two words that complete each sentence correctly. Then write the contraction for those two words on the line. Put an apostrophe in the correct place.

13. _____ (I am, I are) at my desk.
14. _____ (You am, You are) at your desk.
15. _____ (We are, We am) at school.

Write two sentences. Use *I'm* in one sentence. Use *we'll* in the other sentence.

16. _____

GRAMMAR

Pronouns, Contractions, and Homophones

TEACH/MODEL

Review Pronouns and Contractions Review that a pronoun is a word that takes the place of a noun in a sentence. Write on the board and identify the subject pronouns: *I, you, he, she, it, we, and they*. Review that possessive pronouns show ownership of things. Write: *my, your, his, her, its, our, and their*.

- Review that subject pronouns are often used with verbs to form contractions. Write and have students read aloud these sentences: *I'm wearing rain boots. They're made of rubber. We're not sure if it's going to rain, but we want to be prepared.* Underline each contraction and show the subject and verb that it contains. Write *I am* and model forming the contraction *I'm*. Remind students that the apostrophe stands for the missing letter. Repeat with *they are, we are, and it is*.

Introduce Homophones Explain that homophones are words that sound alike, but have different meanings and spellings. Write *flour* and *flower* on the board and have students say them aloud. Then ask students for the meaning of each word, providing assistance or access to a dictionary as needed. Repeat this routine with *bear/bare, for/four, rose/rows, and hole/whole*.

Introduce Commonly Confused Homophonic Pronouns Explain that some possessive pronouns and pronoun contractions sound alike, but have different meanings and spellings. Write *your* and *you're* on the board. Then write the sentence: *You're going to get your shoes dirty if you walk in the mud.* Explain that many people confuse the homophones *your* and *you're*. Point out that the two words have different meanings and invite students to define each word. Make sure they understand that *your* is a possessive pronoun, and *you're* is a contraction for *you are*.

- Write the following homophones on the board: *its/it's* and *their/they're*. Have students identify which are possessive pronouns and which are contractions of a subject pronoun and verb. Write the following sentences on the board and have students explain the different meanings of each homophone: *It's frightening when a lion shows its teeth. They're hunting for their dinner.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG17**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. It's 2. your 3. you're 4. their 5. They're 6. its 7. their 8. its 9. They're 10. your

Pronouns, Contractions, and Homophones

Read each sentence below. Then circle the correct word in parentheses to complete each sentence.

1. (Its, It's) another snow day and a perfect time to have some outdoor fun.
2. Grab (you're, your) snowshoes and go on a snow hike.
3. If (you're, your) a skier, this is a perfect day to head for a mountain.
4. Some families put on (their, they're) cross-country skis and walk, instead of slide, on the fresh snow.
5. (They're, Their) eager to start while the snow is fresh.
6. Hurry! The sun is making (its, it's) way across the sky and melting the snow.

Write the pronoun or contraction that correctly completes each sentence. Check that you use the correct homophone.

7. The ice-skaters are putting on _____ skates.
8. A child pulls a sled up the hill by _____ rope.
9. _____ all having a wonderful time.
10. Which of these winter sports is _____ favorite?

GRAMMAR

Action Verbs

TEACH/MODEL

Introduce the Concept Ground the discussion of grammar in concepts and distinctions that students make in their everyday lives.

- Walk across the room. Say: *I walk*. Write the word *walk* on the board. Have a boy walk across the room. Say: *He walks*. Have a girl walk across the room. Say: *She walks*. Write the word *walks* on the board. Sit down. Say: *I sit*. Write the word *sit* on the board. Have the girl sit down. Say: *She sits*. Have the boy sit down. Say: *He sits*. Write the word *sits* on the board.
- Have students perform other simple actions, such as running, jumping, and dancing. Write each word on the board, and read it with students.

Explain Action Verbs Read and discuss the words on the board. Tell students that each word names an action. Explain that these words are called verbs.

- Say: *Different words can have different jobs in a sentence. The job of a verb is to tell what someone or something is or does. Action verbs tell what someone does.*
- Write the heading Action Verbs on the board and add examples such as *shout, read, grow, hot, look, sing*, and so on. Help students add words. Say: *The ending -s is added to many verbs, such as shout, to change I shout to He shouts or She shouts.*
- Tell students to be careful not to confuse the action verbs *lie/lay, sit/set*, and *raise/rise*. Write and use these sentences to explain the difference between the action verbs: *The book lies on the shelf. Please lay this one on top of it./ The cup is sitting on the table. Set the plate next to it./ We'll raise the blinds after the sun rises.*
- Explain that some action verbs have helping verbs. Tell students that a helping verb is a word connected to the main verb. Write: *We are traveling on the bus now*. Point out the helping verb *are*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG18**. Read the directions and have students complete the exercises. Provide corrective feedback.

Answer Key: 1. dig 2. skate 3. *The baby sleeps.* 4. *A family cooks.* 5. *The boy reads.*

Action Verbs

Look at each picture. Write an action verb that names what is happening.

1.



2.



Write a sentence with an action verb to tell about each picture.

3.



_____ .

4.



_____ .

5.



_____ .

GRAMMAR

Verb Tenses: Overview

TEACH/MODEL

Introduce Verb Tenses Review that a verb can describe an action, such as *walk, think, or cook* or a state of being, such as *I am, he is, you are, they were*. Explain that the tense of a verb tells when in time an action is happening. A verb has three basic tenses: past tense, present tense, and future tense.

- Say: *A present-tense verb shows that the action is happening now, or is happening over and over. Write and have students read aloud: I swim every day. My sister swims on Saturdays. Our dad watches while we swim.* Identify the verbs.
- Say: *A past-tense verb shows an action that has already happened. For example: I swam in the pool yesterday.*
- Say: *A future-tense verb shows action that will happen. For example: I will swim in the ocean on our vacation.*

Model Forming Present-Tense Verbs Explain that the helping verb *be (is, am, are)* can be added to the *-ing* form of a verb to show present tense. Say: *I am swimming laps today.* Tell students that adding *-s* to the end of a verb form can show present tense. Explain that certain endings (*s, ss, ch, sh, x, and zz*) require an *-es*. Tell them that for words ending in *-y*, change the *y* to *i* and add *-es* to form the present tense. Remind them that plural verb forms do not have an *-s* or *-es*.

Model Forming Past-Tense Verbs Explain that *-ed* is added to most verbs to form the past-tense. Say: *We talked last night. I watched the birds.* Tell students that if the verb ends in *-e*, just add *-d (practice/practiced)*. If the verb ends in *-y*, change the *y* to *i* and add *-ed (try/tried)*. Say: *Some verbs have special forms in the past tense. These are irregular verbs. For example, swim/swam and drive/drove.*

Model Forming Future-Tense Verbs Say: *To form the future tense of a verb, add the helping verb will to the main verb. Write: We will compete in a swimming contest next month.* Point out the helping verb *will* and the main verb *compete*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG19**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key 1. lifts, lifted 2. plays, played 3. prepares, prepared 4. tries, tried 5. see, saw 6. sings, sang 7. leap, will leap 8. claps, will clap

English Learners

Verb Agreement There is no verb agreement in Cantonese, Haitian Creole, Hmong, Korean, and Vietnamese. Verbs do not change form to indicate the number of the subject as in English (*He apologizes, We apologize*). Students who speak these languages may have difficulty understanding the concept of adding *-s* or *-es* to a verb to indicate a singular subject. Model correct usage and have students repeat.

Verb Tenses: Overview

**Underline the present-tense verb in each sentence.
Rewrite the verb in the past tense on the line.**

1. The curtain lifts up on the empty stage. _____
2. The band plays lively music. _____
3. The actors prepare their make-up and costumes.

4. The audience tries to stay quiet. _____
5. At last, we see the star enter the stage. _____
6. We clap as he sings the first song. _____

**Underline the present-tense verb in each sentence.
Rewrite the verb in the future tense on the line.**

7. The dancers leap across the stage.

8. The audience claps loudly at the end of the play.

GRAMMAR

Present-Tense Verbs

TEACH/MODEL

Introduce Present-Tense Verbs Tell students that the tense of a verb tells when the action takes place. Explain that a present-tense verb shows that the action is happening now or is happening over and over. Write these examples on the board and have students read them aloud: *The sun shines. A bird sings. Clouds roll by in the sky.* Point out that all these actions are happening right now.

- Have students identify the verb (*shines*) in the first example. Then have them identify the subject (*the sun*). Explain that when the subject of the verb is a single noun like *the sun*, you add an *-s* to the verb to form the present tense. Write: *It shines*. Explain that if the subject of a sentence is a singular pronoun such as *he, she, or it*, you also add an *-s* to the verb in the present tense. Write: *Matt runs a mile every day. He likes running. Our dog follows him as he runs.*
- Explain that when a verb ends in *-sh, -ch, -ss, -zz, or -x*, you add *-es* to form the present tense with a singular subject. Write: *wish* and *Selma wishes.*; *watch* and *She watches.*; *hiss* and *The cat hisses.*; *buzz* and *A bee buzzes.*; and *fix* and *He fixes toys*. Point out each example of a singular subject and how the ending changes for verb. Say: *When a present-tense verb has a singular noun or a singular pronoun such as he, she, or it as its subject, you add -es.*
- Have students give other verb examples, and create oral sentences using singular nouns or the pronouns *he, she, or it* as subjects.
- Tell students that there is another rule for forming present-tense verbs with a singular noun or the pronouns *he, she, or it* as subjects. Say: *If the present-tense verb ends with a consonant plus -y, change the y to i and add -es.* Write and use these examples: *carry: Don carries a backpack. He carries it all day./ fly: Lupe flies in a plane. She flies in a plane.* Point out the spelling changes.
- Say: *Do not add -s or -es to a present-tense verb when the subject is plural or I or you.* Write these examples on the board: *Jen and Marissa carry backpacks to school. They carry lots of books. I fly in a plane to Mexico. You try very hard to learn new things.*
- Remind students to always check sentences for subject-verb agreement.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG20**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key 1. promises 2. try 3. appear 4. studies 5. catches 6. fixes 7. fly 8. read 9. seems 10. watch

Present-Tense Verbs

Read each sentence. Circle the form of the verb that correctly agrees with the subject of the sentence.

1. Hector (promise, promises) to be on time from now on.
2. The children (try, tries) to be quiet.
3. They (appear, appears) happy in their new home.
4. My sister (study, studies) literature in college.
5. The frog (catch, catches) flies with its tongue.
6. He (fix, fixes) computers.
7. The birds (fly, flies) south in the fall.
8. Do you (read, reads) many books?
9. It (seem, seems) colder now.
10. Keisha and Ruth (watch, watches) their younger brother.

GRAMMAR

Past-Tense Verbs

TEACH/MODEL

Review Verbs Say: *The job of a verb in a sentence is to tell what happens. A verb can tell what the subject is doing or already did.*

- Have one student clap. Then write this sentence, using the student’s name and the present tense: *Angela claps*. Circle the verb. Say: *This is the verb in the sentence. It tells what Angela is doing.* Repeat with *waves*, *walks*, and *jumps*.

Introduce Past-Tense Verbs Tell students that past-tense verbs tell about something that happened before this moment. Explain that past-tense verbs often end in the letters *-ed*.

- Point to the first sentence. Ask: *Is Angela clapping now? No. So if we want to tell about Angela clapping, we use a verb in the past tense. Write: Angela clapped.* Circle the verb. Say: *Clapped* is a verb in the past. It tells about an action that happened earlier. Underline the *-ed* ending. Model forming the past tense for *waves*, *walks*, and *jumps*. Rewrite each sentence. Underline each *-ed* ending.
- Tell students that to form past-tense verbs that end with a consonant plus *-y*, change the *y* to *i* and add *-ed*. Write and use these examples: *Hurry: Don hurried to work.* and *Cry: The baby cried all night.* Point out the spelling changes.
- Tell students that to form past-tense verbs that end with one vowel and one consonant, double the consonant and add *-ed*. Write these examples: *Trim: Nev trimmed her hair.* and *Hum: Mom hummed a tune.* Point out the spelling changes.

PRACTICE/APPLY

Practice Reproducible Have students complete **Practice Reproducible WG21**. Read the directions with students. Provide corrective feedback.

English Learners

Past Tense In Chinese, Hmong, and Vietnamese, verbs do not change to show the tense. Adverbs or expressions of time indicate when an action takes place. Reinforce with students that regular past tense verbs in English always have an *-ed* ending.

Linguistic Differences

Past Tense Many speakers of African American Vernacular English understand the use of *-ed* to form the past tense but leave it out or add sounds when pronouncing the word, as in *pick* or *pickted* for *picked*. Students will need additional work with *-ed* in order to know when and where to use it in writing.

Answer Key: 1. *cooked* 2. *lived* 3. *fried* 4. *moved* 5. *planned* 6. *jumped*
7–8. Sentences will vary but each should include past-tense verbs.

Past-Tense Verbs

Circle the past-tense verb. Then rewrite the sentence, using that verb.

1. We (cook, cooked) oatmeal for breakfast.

2. Jim (lived, lives) in Texas last year.

3. Carla (fries, fried) bacon in a frying pan.

4. My friends (moved, move) away in June.

5. Last night, we (plans, planned) our summer vacation.

6. She (jumps, jumped) up from her chair.

Write two sentences. Tell about two things you did in the past. Circle each past-tense verb.

7. _____

8. _____

GRAMMAR

Future-Tense Verbs

TEACH/MODEL

Review Present- and Past-Tense Verbs Say: *The job of a verb in a sentence is to tell what happens. A verb can tell what the subject is doing or already did.* Write: *Rowan waves.* Circle the verb and explain that this tells what Rowan is doing now. Write: *Rowan waved.* Circle the verb and explain that this tells about an action that happened earlier. Underline the *-ed* ending.

Introduce Future-Tense Verbs Say: *A verb also tells what a subject will do in the future.*

- Say: *I'll point to someone, and I want that person to stand.* Point to a student. Using the student's name and a present tense verb, write: *Ann stands.* Circle the verb. Say: *This verb tells what Ann is doing now.* Repeat with other students.
- Ask: *What will happen if I point to another student?* Using a student's name and the future tense, write: *Lia will stand.* Circle *will stand.* Say: *This is the whole verb. The verb will helps the verb stand tell about the future. Together they tell what Lia will do.* Point to Lia and have her stand. Repeat with other actions.

Compare Helping Verbs Explain that *will* helps other verbs tell about the future. Write: _____ *will help.* Write different singular and plural nouns in the blank. Then write the pronouns *I, he, she, it, we,* and *they.* Emphasize that *will* doesn't change when the subject changes.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG22.** Read the directions with students. Have them complete the exercises. Provide corrective feedback.

English Learners

Future Tense Spanish, Haitian Creole, and Hmong speakers might use present tense in places where English calls for future tense. Help students practice verbs in statements such as *I will read later* and *After we read, we will write a story.*

Answer Key: 1. *will talk* 2. *will give* 3. *visited* 4. *walked* 5. *will phone* 6. *will paint* 7. *watched* 8. Sentences will vary but both should use *will.*

Future-Tense Verbs

Choose the verb that completes the sentence correctly.
Write it on the line.

1. We _____ (will talk, talk) to Bob later.
2. Mom _____ (will give, gives) me the tickets next week.
3. Parents _____ (visited, will visit) the school already.
4. Yesterday, the boys _____ (walked, will walk) home.
5. I _____ (will phone, phoned) Grandma soon.
6. Next week, she _____ (paints, will paint) her room.
7. You _____ (watched, will watch) that movie last night.

Write two sentences. Tell what you will do later today. Tell what you will do tomorrow. Use *will* in both sentences.

8. _____

GRAMMAR

Sentence Combining with Verbs

TEACH/MODEL

Introduce the Concept Ground the discussion of grammar in concepts and distinctions that students make in their everyday lives.

- Write these sentences on the board: *Mike pitches on the baseball team. Mike catches on the baseball team.* Point out that the two sentences repeat information and underline the repeated words.
- Tell students that good writers try not to write short sentences that repeat the same information. Say: *A good writer would combine the two sentences on the board because the sentences repeat the same information about the subject: Mike.* Explain that students can use the word *and* to join the two verbs.
- Circle the verb in each sentence. Write the two verbs on the board combined with the word *and*: *pitches and catches.* Say: *We can now write one sentence.*
- Write: *Mike pitches and catches on the baseball team.* Read the sentence aloud with students. Point to the singular subject and note that both verbs are also singular. Remind students that the subject and verb in a sentence must agree.

Introduce Sentence Combining with Verbs Explain that sentences with the same subject and different verbs can be combined even when there are no repeated words.

- Write: *Megan plays the piano. Megan sings very well.* Underline the verbs. Circle the words that explain the verb. Remind students that the verb plus the words that are related to the verb are called the predicate. Most sentences have a subject and predicate.
- Now write this sentence: *Megan plays the piano and sings very well.* Have students repeat the sentence and point out the subject, verbs, and predicate. Remind students to always check for subject-verb agreement.

Model Sentence Combining with Verbs Write: *The class reads stories. The class writes stories.* Say: *Both of these sentences have the same subject. They have different verbs. I can combine the verbs to make one new sentence.* Work with students to create the combined sentence: *The class reads and writes stories.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG23**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** Dad cooks and tries new recipes. **2.** We eat fruits and vegetables. **3.** Dad reads the new recipe and gets a pan. **4.** He needs more cooking oil and must buy eggs. **5.** Dad shops and brings the food home. **6.** Mom plans a barbecue and lights the grill. **7.** She grills hamburgers and hotdogs. **8.** We ate a great breakfast this morning and enjoyed a barbecue at night.

Sentence Combining with Verbs

Read each pair of sentences. Then combine them into one sentence. Be sure to check for subject-verb agreement.

1. Dad cooks. Dad tries new recipes.

2. We eat fruits. We eat vegetables.

3. Dad reads the new recipe. Dad gets a pan.

4. He needs more cooking oil. He must buy eggs.

5. Dad shops. Dad brings the food home.

6. Mom plans a barbecue. Mom lights the grill.

7. She grills hamburgers. She grills hotdogs.

8. We ate a great breakfast this morning. We enjoyed a barbecue at night.

GRAMMAR

Verbs *Be*, *Have*, and *Do*

TEACH/MODEL

Review Regular Verbs Write: *Manuel talks a lot. Manuel talked a lot.* Explain that *talk* is a regular verb. Say: *Remember, to form the present tense of a regular verb you usually add -s. To form the past tense, you usually add the -ed ending.*

Introduce the Verbs *Be*, *Have*, and *Do* Explain that irregular verbs are formed differently. Tell students that three common irregular verbs are *be*, *have*, and *do*.

- Write: *I am excited. He is excited. They are excited.* Circle each verb. Explain that *am*, *is*, and *are* are present-tense forms of the verb *be*. Repeat for the past-tense forms of *be* using: *I was excited. He was excited. They were excited.*
- Write: *I have a pet goldfish. She has a pet goldfish. We have a pet goldfish.* Circle each verb. Explain that *have* and *has* are present-tense forms of the verb *have*. Repeat for the past-tense form of *had* using: *I had a pet goldfish. She had a pet goldfish. We had a pet goldfish.*
- Write: *I do my homework. You do your homework. He does his homework.* Circle each verb. Explain that *does* and *do* are present-tense forms of the verb *do*. Repeat for the past-tense form of *do* using: *I did my homework. You did your homework. He did his homework.*
- Remind students to always check for subject-verb agreement. Write this chart on the board to reinforce how to correctly use the verbs *be*, *have*, and *do*.

	Be	Have	Do
Singular	I am, I was you are, you were he is, he was	I have, I had you have, you had she has, she had	I do, I did you do, you did it does, it did
Plural	we are, we were you are, you were they are, they were	we have, we had you have, you had they have, they had	we do, we did you do, you did they do, they did

- Work with students to write example sentences for some of the verb forms in the chart. To get started, provide the following frames: _____ *ready for the game.* _____ *been to the show.* _____ *like that song.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG24**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. is 2. were 3. are 4. have 5. has mailed 6. did 7. has done 8–10. Sentences will vary but should correctly use the verbs *be*, *have*, and *do*.

Verbs *Be*, *Have*, and *Do*

Choose the verb that completes the sentence correctly.
Write it on the line.

1. My sister _____ (is, are) learning how to sing.
2. Seals _____ (was, were) on the beach yesterday.
3. You _____ (are, is) the tallest in the class.
4. They _____ (has, have) lots of fun reading.
5. She _____ (has mailed, have mailed) the letter.
6. We _____ (did, done) our homework last night.
7. Cal _____ (has done, have done) his best.

Write three sentences. Use *be* in one sentence. Use *have* in one sentence. Use *do* in one sentence.

8. _____

9. _____

10. _____

GRAMMAR

Linking Verbs

TEACH/MODEL

Introduce the Concept Review that an action verb tells what the subject does. Say: *Another kind of verb, does not show action. This type of verb is called a **linking verb**. Linking verbs tell about the condition or state of being of something. In a sentence, a linking verb connects the subject with a word in the predicate.* Explain that *to be* is the most common linking verb.

- Write: *The boy is my brother.* Point out that the verb *is* links the subject *boy* with the predicate noun *brother*, which tells who the subject is.
- A linking verb can also connect the subject to a predicate adjective. Write: *The boy is kind.* In this sentence, *is* links the subject *boy* with the predicate adjective *kind*, which describes the boy.
- Say: *Linking verbs have special verb forms in the present tense.* Review this chart of the linking verb *to be* in present, past, and future tenses. Review the examples, and have students make up examples of their own.

Tense	Subjects with Verb <i>to be</i>	Example Sentence
Present	<i>I am; he, she, it is; you, we, they are</i>	It is a good idea. They are Americans.
Past	<i>I, he, she, it was; you, we, they were</i>	You were sad. Aunt Jean was a teacher.
Future	All subjects with <i>will be</i>	We will be happy here. He will be a teacher.

- Explain that other linking verbs such as *look, appear, feel, smell, or taste* describe a subject noun or pronoun. The verbs can link the subject with a noun or an adjective. Write: *The rose smells good. Dinner tasted delicious. The baby looks happy.* Repeat the above routine with each sentence. Point out that each verb does not describe an action and is a linking verb.

Model Subject-Verb Agreement with Linking Verbs Remind students to always check for subject-verb agreement. Point out the agreement in these sentences: *The dog is tired. The dogs are tired. The dogs are tired, but the cat is playful.* Have students create sentences using correct subject-verb agreement.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG25**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. looks, beautiful 2. smells, fresh 3. seem, difficult 4. feel, proud 5. are, tired 6. is 7. am 8. are 9. Were 10. will be

Linking Verbs

Read each sentence. Look at each underlined subject. Circle the linking verb in each sentence. Then underline the predicate noun or predicate adjective that links to the subject.

1. The mountain looks beautiful.
2. The air smells fresh.
3. Tall mountains seem difficult to climb.
4. I feel proud when I reach the top.
5. However, my legs are very tired.

Write the correct form of the linking verb *be* to complete each sentence.

6. Ahmed _____ the tallest boy in the class.
7. I _____ a faster runner than anyone else.
8. Rachel and I _____ best friends.
9. _____ you excited when our team won?
10. Shawn and Jake _____ thrilled when they heard the news.

GRAMMAR

Main and Helping Verbs

TEACH/MODEL

Introduce Main and Helping Verbs Explain that sometimes a verb may be more than one word. Say: *A helping verb tells more about when the action of the main verb takes place.* Write: *We have eaten. When we had eaten, we left. The meal was eaten in the morning.* Explain that these helping verbs tell when the action takes place. Remind students to always check for subject-verb agreement.

Introduce More Helping Verbs Say: *The verb forms of be can also act as helping verbs. Is, are, am, was, were, and will be can all be helping verbs.* Write: *I am setting the table. Dad was cooking, but he is finished now. We will be eating soon.*

- Say: *The first sentence uses the helping verb am to show that the action happens now. The second sentence is a compound sentence. The first part uses was to show that the cooking happened in the past. The second part uses is to show the present time. The third sentence uses will be to express what will happen in the future.*
- Explain that forms of the verb *be* can be used with a main verb ending in *-ing* to show action that is or was continuing to happen. Write: *I am laughing. We are laughing.* Point out that each of the helping verbs agrees with the subject of the sentence. Tell students that this is called the present progressive tense.
- Write: *I was laughing. We were laughing.* Explain that the past tense of the helping verb, *was* or *were*, can be used to describe an action that took place in the past. Read the sentences aloud with students and point out the actions that have occurred in the past. Say: *This is called past progressive tense.*
- Write: *You will be laughing when you see the movie!* Explain that this sentence describes an action that will take place in the future. Read the sentence aloud with students. Say: *This is called the future progressive tense.*
- Write: *The people laugh at the movie. The movie is being laughed at by the people.* Explain that the first sentence has an active verb with people doing the action in the present. The second sentence has a passive verb in which the movie is being acted upon by the people. Say: *This is called the passive voice.*
- Write: *We can go to the beach this weekend. You may borrow my coat. We may go to the beach. You must follow directions.* These helping verbs are used to express the possibility of doing something, for giving permission, to express what will probably happen or a prediction, and for strong obligations or duties.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG26**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. is, roaring 2. are, breaking 3. were, enjoying 4. may, drive
5. will, clean 6. is 7. was 8. must 9. will be 10. am

Main and Helping Verbs

Read each sentence. Draw one line under each helping verb. Draw two lines under each main verb.

1. The wind is roaring around our house.
2. Branches are breaking off the trees.
3. Yesterday, we were enjoying a beautiful, sunny day.
4. We may drive through the night to get home.
5. Tomorrow, we will clean up the fallen branches in the yard.

Circle the correct helping verb to complete each sentence.

6. A great deal of snow (is, are) falling right now.
7. The house (was, were) almost buried under the last snowfall.
8. We (might, must) shovel the sidewalk so we can get to our car.
9. Spring (was, will be) very welcome this year.
10. I (am, is) counting the days until spring arrives.

GRAMMAR

Perfect Tenses

TEACH/MODEL

Introduce Perfect Tenses Review that the tense of a verb tells when an action takes place. Say: *Present-tense verbs tell what is happening now. Past-tense verbs tell about actions in the past. Future-tense verbs tell about actions that will happen.* Then explain that there are other verb tenses called perfect tenses.

- Say: *The present perfect tense shows an action that happened at an indefinite time in the past, or that began in the past and continues in the present. Write: We have started the school day.* Explain that the present perfect tense uses the helping verb *has* or *have* with a verb that often ends in *-ed*. (a past participle)
- Say: *The past perfect tense shows an action that took place in the past, before another action or event in the past. Write: The school had opened before we arrived.* Explain that the past perfect tense uses the helping verb *had* with a verb that often ends in *-ed*. (a past participle)
- Say: *The future perfect tense shows an action that will happen in the future, before some other action or event. Write: We will have learned to identify perfect tenses before the day is over.* Point out that the future perfect tense uses the helping verbs *will have* with a verb that often ends in *-ed*. (a past participle)
- Write this chart on the board. Read aloud the example sentences and review how each perfect tense is formed. Remind students to always check for subject-verb agreement when they write sentences in the perfect tenses.

Tense	He/She/ It	I/You/ We/They	Examples
Present Perfect	has + verb	have + verb	He <u>has walked</u> to school. They <u>have walked</u> to school.
Past Perfect	had + verb	had + verb	I <u>had studied</u> before class began. They <u>had studied</u> before class began.
Future Perfect	will have + verb	will have + verb	She <u>will have finished</u> before the bell rings. We <u>will have finished</u> before the bell rings.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG27**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. past perfect 2. future perfect 3. present perfect 4. future perfect 5. present perfect 6. past perfect 7. present perfect 8. Sasha has baked a loaf of bread. 9. The flowers had bloomed before spring started. 10. You will have opened the gift before your birthday tomorrow.

Perfect Tenses

Read each sentence. Write the tense of the underlined verb: present perfect, past perfect, or future perfect.

1. He had cleaned before the party last night. _____
2. I will have shopped before Tuesday. _____
3. Mia has walked into the library. _____
4. Before the trip, Ed will have packed. _____
5. The boys have washed the car. _____
6. The team had practiced before the game began. _____
7. Mom and Dad have planted vegetables. _____

Rewrite each sentence. Change the underlined verb to the tense shown in the parentheses.

8. Sasha bakes a loaf of bread. (present perfect)

9. The flowers bloom before spring started. (past perfect)

10. You open the gift before your birthday tomorrow. (future perfect)

GRAMMAR

Irregular Verbs

TEACH/MODEL

Review Regular Verbs Write: *The student waits for class to begin. The student waited for class to begin.* Review that you can form the present tense of most regular verbs by adding an -s, and the past tense by adding the ending -ed. Say: *Verbs that form tenses in different ways are called irregular verbs.*

Introduce Irregular Verbs Say: *Irregular verbs do not follow any kind of pattern to make different verb forms. You must memorize the correct forms of each irregular verb. Remember, you can also look up the correct verb forms in a dictionary.*

- Write: *The class began.* Say: *Began is the past-tense form of begin. It is an irregular verb. Write: The class has already begun.* Say: *Begun is another past-tense form of the verb begin. It is the form used with the helping verb have. Explain that this form is called the past participle. Point out that these forms are made by changing a vowel in the original verb *begin*.*
- Draw the following chart on the board. Review it with students. Encourage them to copy it down to help them memorize irregular verb forms. Say: *There are many irregular verbs, but these are some you might use everyday.* Invite students to make sentences using some of the verbs from the chart.

Verb	Past Tense	Past Participle (Have + Verb)	Verb	Past Tense	Past Participle (Have + Verb)
begin	began	begun	keep	kept	kept
bring	brought	brought	know	knew	known
catch	caught	caught	leave	left	left
choose	chose	chosen	make	made	made
drink	drank	drunk	read	read	read
drive	drove	driven	run	ran	run
eat	ate	eaten	say	said	said
fall	fell	fallen	speak	spoke	spoken
forget	forgot	forgotten	think	thought	thought
get	got	gotten	win	won	won
go	went	gone	write	wrote	written
hide	hid	hidden			

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG28**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. thought 2. begin 3. have made 4. wrote 5. forget 6. has hidden 7. said 8–10. Sentences will vary but should correctly use the verbs *choose*, *chose*, and *chosen*.

Irregular Verbs

Choose the correct verb. Then write it on the line to complete each sentence.

1. I _____ (think, thought) about what to bring to practice yesterday.
2. Let's _____ (begin, begun) with the first chapter.
3. My grandma and I _____ (have make, have made) banana bread before.
4. Ophelia _____ (write, wrote) a story for class.
5. Be sure not to _____ (forget, forgotten) your backpack!
6. The puppy _____ (has hid, has hidden) my favorite shoes.
7. Our teacher _____ (say, said) to sit down.

Write three sentences. Use *choose* in one sentence. Use *chose* in one sentence. Use *chosen* in one sentence.

8. _____

9. _____

10. _____

GRAMMAR

Contractions

TEACH/MODEL

Introduce Contractions *isn't, aren't, wasn't, and weren't* Say: *The job of a contraction is to take two words and make one word out of them.*

- Write: *Sam isn't here today.* Circle *isn't*. Then write: *is + not = isn't*. Identify and discuss the missing letter (the *o* in *not*). Explain that the apostrophe in a contraction takes the place of one or more missing letters.
- Repeat the routine for: *Dan wasn't here Monday, They aren't here today, and They weren't here Monday.* Practice subject-verb agreement with *isn't, aren't, wasn't,* and *weren't* by modifying the frames above. Have students supply nouns or pronouns.

Introduce Contractions *can't and won't* Write: *We can't go today.* Circle *can't*. Write: *can + not = can't*. Identify and discuss the missing letters. Repeat for *We won't go tomorrow.* Emphasize that *can't* and *won't* do not change when the subject changes. Have students supply singular and plural nouns and pronouns to complete these frames: _____ *can't help* and _____ *won't help*.

Introduce Contractions with Helping Verbs *Sometimes one of the words is a helping verb, such as am, are, was, were, has, have, had, would. These helping verbs may form a contraction with a pronoun or the word not. Write these contractions on the board and talk about the letters replaced by the apostrophe.*

I + am = I'm	they + are = they're	he + would = he'd
you + have = you've	we + would = we'd	she + is = she's

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG29**. Read the directions and have students complete the exercises. Provide feedback.

English Learners

Negatives In Spanish, Haitian Creole, and other languages, double negatives (similar to *We did not do nothing*) are correct. Tell students that standard English does not use double negatives.

Linguistic Differences

Negatives Many speakers of AAVE will use several negatives in a sentence when only one is required, as in *Nobody never said nothing*. To master standard academic English, speakers of AAVE will need considerable practice to gain control of *any, ever,* and *either* after negative words.

Answer Key: 1. isn't 2. he's 3. I'd 4. they've 5. you're 6. won't 7. aren't
8. she's 9. weren't 10. isn't 11. they've 12. Sentences will vary but each should use a contraction.

Contractions

Write the contraction on the line. Put an apostrophe in the correct place.

1. is + not = _____
2. he + is = _____
3. I + would = _____
4. they + have = _____
5. you + are = _____
6. will + not = _____

Circle the two words that complete each sentence correctly. Then write the contraction for those two words on the line. Put an apostrophe in the correct place.

7. My parents _____ (is not, are not) at the park.
8. The girl says _____ (she is, she are) going home.
9. You _____ (was not, were not) on my team.
10. She _____ (is not, are not) awake.
11. The girls told us that _____ (they has, they have) new bikes.

Write two sentences. Use a contraction in each sentence.

12. _____

GRAMMAR

Adjectives

TEACH/MODEL

Introduce the Concept Hold up a marker. Ask: *What am I holding?* Have them say words that describe the marker's color, shape, size, or purpose. Write the words on the board. Say: *These descriptive words are called adjectives.*

Introduce Adjectives Explain that adjectives are words that describe nouns or pronouns. Say: *Adjectives usually tell what kind, how many, or which one.*

- Write: *The excellent story had many thrilling parts.* Point out *excellent* and *thrilling*. Explain that these adjectives tell what kind. Say: *Exciting tells what kind of story, many tells the number of parts, and thrilling tells about the story's parts.*
- Write: *We had three homework assignments to complete in just two days.* Point out *three* and *two*. Explain that these adjectives tell how many. Say: *Three tells how many assignments there were, and two tells how many days.*
- Write: *These papers belong to that student.* Point out *these* and *that*. Explain that these adjectives point out something. Say: *These and that are words that tell which one or which ones. These are also called demonstrative adjectives.*
- Write: *My favorite little red car.* Explain that when listing adjectives to describe nouns, pronouns, or other adjectives, there is an order in which to list them. In this example, the order is: opinion (good, bad) before size (big, small) before color (red, yellow). In the sentence, *favorite* is the opinion, *little* is the size, and *red* is the color.

Introduce Proper Adjectives Remind students that proper nouns name a specific person, place, organization, or thing. Say: *Proper adjectives can be formed from proper nouns, and also describe a specific thing, such as a language or country.*

- Write: *My class started studying the Spanish language in the third grade.* Point out the adjective *Spanish*. Explain that it is a proper adjective describing a language. Say: *Proper adjectives are capitalized, just like proper nouns.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG30**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. twelve 2. curly 3. those
4. Both 5. lost 6. Canadian 7. fluffy
8–10. Sentences will vary but should correctly use adjectives.

English Learners

Adjectives Spanish adjectives have endings that match the gender and number of the nouns they modify. In Spanish and Vietnamese, adjectives often follow nouns.

Adjectives

Read each sentence. Select an adjective from the box to complete each sentence correctly. Use each word once.

fluffy	lost
twelve	curly
those	Both
Canadian	

1. My sister will turn _____ years old this year.
2. The dog's hair gets very _____ when it is humid.
3. Please use _____ colored pencils instead of these.
4. _____ the boys forgot to bring their lunches.
5. We soon became _____ without a map.
6. Lara's _____ cousin is coming to visit.
7. I prefer _____ pillows to firm ones.

Write a sentence for each type of adjective described below.

8. how many _____

9. what kind _____

10. which one _____

GRAMMAR

Articles

TEACH/MODEL

Introduce the Concept Write on the board: *a, an, the*. Have students read the words with you. Tell students that these words come before nouns, or naming words. Have them listen as you say each sentence below. Ask students which of the three words they hear, and have them identify the noun that comes after it.

- Say: *I see the keys on my desk.* Write the sentence. Circle *the*. Underline *desk*.
- Say: *Do you need a pencil?* Write the sentence. Circle *a*. Underline *pencil*.
- Say: *Who had an egg for breakfast?* Write the sentence. Circle *an*. Underline *egg*.
- Say: *We can pick an orange.* Write the sentence. Circle *an*. Underline *orange*.

Introduce Articles Write the word *article*, and have students say it with you. Point to the words you circled. Say: *The words a, an, and the are called articles. Articles are special adjectives, or describing words.* Point to the nouns you underlined. Say: *These words are nouns. An article comes before a noun.* Say each of the rules below, and discuss the examples. Have students offer more examples.

- Use *a* before a noun that begins with a consonant. The noun should name just one person, animal, place, or thing. Examples: *a boy, a room, a playground*.
- Use *an* before a noun that begins with a vowel. The noun should name just one person, animal, place, or thing. Examples: *an elephant, an island, an oven*.
- Use *the* before a noun that names one or more particular people, animals, places, or things. Examples: *the city, the students, the books*.
- Emphasize that *an*, not *a*, should be used before a word beginning with a vowel. Have students listen for an error in this sentence and then say the sentence correctly: *I just wrote a article on the board. (an article)*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG31**. Read the directions and have students complete the exercises. Provide corrective feedback.

Answer Key: 1. *An artist* 2. *a beach* 3. *The children* 4. *The waves* 5. *a boat*
6. *a* 7. *the* 8. *An* 9. *an* 10. *the* 11. Sample Answer: I drew a picture of an apple.
12. Sample Answer: The apple is in a bowl.

Articles

Read each sentence. Circle each article. Underline the noun that follows it.

1. An artist painted pictures.
2. One picture shows a beach.
3. The children are splashing.
4. The waves are crashing.
5. People float in a boat.

Write *a*, *an*, or *the* in each sentence.

6. Tyrell made _____ picture.
7. His picture showed _____ sky.
8. _____ eagle was flying high.
9. Tyrell put _____ airplane in his picture, too.
10. We like all _____ pictures by Tyrell.

Write two sentences about a picture that you drew.
Use the articles *a*, *an*, and *the* in your sentences.

11. _____

12. _____

GRAMMAR

Demonstrative Adjectives

TEACH/MODEL

Review Adjectives Remind students that an adjective describes a person, place, thing, or idea. Adjectives modify nouns or pronouns. Ask simple questions about familiar people, places, things, and ideas. Phrase questions so that students can use different kinds of adjectives in their responses. For example:

- Ask: *What color shoes are these?* Write responses on the board. (For example, These are brown shoes.) Circle the adjective. Say: *Adjectives that tell about color, shape, and size tell what kind.*
- Hold up three fingers and ask: *What do you see?* (I see three fingers.) Write the response on the board. Circle *three*. Say: *Some adjectives tell how many.*
- Write: *The adventure was fun.* Point out that the adjective *fun* comes after a linking verb. Explain that it is a predicate adjective. Say: *Predicate adjectives describe the subject of a sentence and come after a linking verb.* Have students complete this sentence with a predicate adjective: *The movie was _____.*

Introduce Demonstrative Adjectives Say: *Some adjectives point out people, places things, or ideas. They tell which one or which ones. These are called demonstrative adjectives.* Display and discuss the chart below.

DEMONSTRATIVE ADJECTIVES

Use with singular nouns and pronouns (one)	Use with plural nouns and pronouns (more than one)
this (nearby)	these (nearby)
that (farther away)	those (farther away)

- Write: *This book is mine.* Underline *this*. Ask students which noun *this* is telling about. (book) Ask: *Which demonstrative adjective would you use if the book were farther away?* (that) Have students say the sentence using *that*. (*That book is mine.*) Repeat for *these* (if there were more than one book nearby: *These books are mine*) and *those* (if there were more than one book farther away: *Those books are mine*).

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG32**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. *that* 2. *these* 3. *This* 4. *those* 5. *this* 6. *those* 7. *that* 8. *these* 9–10. Sentences will vary but should correctly use demonstrative adjectives.

Demonstrative Adjectives

Read each sentence. Circle the demonstrative adjective.
Write it on the line.

1. I opened that window across the room. _____
2. Jan, put these socks in the drawer. _____
3. This computer is broken. _____
4. The leaves on those trees will turn brown in the fall.

Read each sentence. Write the demonstrative adjective that correctly completes each sentence.

5. The teacher asked _____ student to move to another seat.
6. Will you wash _____ dishes over there?
7. Turn off _____ light in your room.
8. I think _____ carrots are very sweet.

Write two sentences. Use a demonstrative adjective in each sentence.

9. _____

10. _____

GRAMMAR

Adjectives That Compare

TEACH/MODEL

Introduce the Concept Use adjectives that tell about size to help students understand the concept of comparing. Draw a row of three circles on the board, each smaller than the one before. Point and say: *This is a small circle. This is a smaller circle. This is the smallest circle of all.* Have students repeat *small, smaller, smallest.* Then ask questions such as these.

- Hold up three pencils. Ask: *Which of these three pencils is shortest?* Say and write this sentence: *This pencil is shortest.* Circle *shortest.* Underline the *-est* ending.
- Hold up a thin book. Ask: *Who can point to a book that is thicker?* Say and write this sentence: *That book is thicker.* Circle *thicker.* Underline the *-er* ending.
- Have students wave their hands. Say: *Show me a slow wave. Show me a slower wave. Show me the slowest wave of all.* Write each sentence on the board. Circle *slower* and *slowest.* Underline the *-er* and *-est* endings.

Introduce Adjectives with -er and -est Remind students that an adjective describes a noun: a person, animal, place, or thing. Write *compare.* Say: *When we compare, we think about how things are different.* Point to the words you circled. Say: *Each of these words compares different things.* Point to the *-er* and *-est* endings. Say: *We add the endings -er and -est to adjectives to show differences.* Say each of the rules below, and discuss the examples. Have students offer additional examples.

- Add the ending *-er* to an adjective to compare two things. Examples: *Fred is taller than Ed. (tall + -er) This plant is greener than that one. (green + -er)*
- Add the ending *-est* to an adjective to compare three or more things. Examples: *This is the sweetest pie. (sweet + -est) The cat naps on the softest pillow. (soft + -est)*

Introduce Spelling Changes Explain that the spelling of some adjectives changes in the comparative and superlative forms. Use *funny, nice, and sad:*

- Say: *For adjectives that end in -y, change the -y to -i before adding -er or -est.*
- Say: *For adjectives that end in -e, drop the -e before adding -er or -est.*
- Say: *For short adjectives that end in a consonant after a short vowel sound, double the consonant before adding -er or -est.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG33.** Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. warmer 2. quicker 3. kindest 4. highest 5. newer 6. Sample Answer: softest 7. Sample Answer: funnier 8. Sample Answer: slower 9–10. Sentences will vary but should correctly use a word from the box.

Adjectives That Compare

Read each sentence. Circle the adjective that compares.
Then write it on the line.

1. Today is warmer than yesterday. _____

2. A cat is quicker than a mouse. _____

3. My grandma is the kindest person in the world.

4. Her house is on the highest hill in town.

5. These shoes are newer than those shoes.

Write an adjective that fits in each sentence.

6. That dog has the _____ fur I have ever felt!

7. This story is _____ than that story.

8. This truck is _____ than that car.

Write two sentences that compare things. Use one adjective
in each sentence. Choose from the adjectives in the box.

strongest	colder	smaller	sweetest	louder
-----------	--------	---------	----------	--------

9. _____

10. _____

GRAMMAR

Comparing with *More* and *Most*

TEACH/MODEL

Review Adjectives that Compare Remind students that adjectives that compare show differences. Say: *Many adjectives that compare end in -er or -est.* Use these examples: *My sister is older than I am. My brother is the oldest of us all.*

Introduce Comparing with *More* and *Most* Explain that some adjectives are too long to add an *-er* or *-est*, and that others have irregular forms. These must use the words *more* or *most* to compare.

- Explain that *more* compares two people, places, or things. Write: *Your story is more interesting than my story.* Point out that this sentence compares only two stories. Tell students that *more* creates a comparative adjective.
- Explain that *most* compares more than two people, places, or things. Write: *Luke’s story is the most interesting of all three stories.* Point out that this sentence compares three things. Tell students that *most* creates a superlative adjective.
- Write the following rules on the board. Encourage students to write them down to help them remember how to use *more* and *most*.

COMPARING WITH <i>MORE</i> AND <i>MOST</i>
<ul style="list-style-type: none"> • Use <i>more</i> or <i>most</i> with long adjectives. • Use <i>more</i> to compare two people, places, or things. • Use <i>most</i> to compare more than two people, places, or things.

- Write: *A lion is more dangerous than a kitten.* Ask: *What is dangerous comparing?* Refer to the rules. Explain why you used *more* with *dangerous* rather than *-er*.
- Write: *I think the most dangerous animal of all is a tiger.* Repeat the routine and discuss why you used *most* with *dangerous* rather than adding *-est*.
- Explain that some short adjectives, such as *polite* and *careful*, use *more* or *most*. Say: *Check a dictionary if you’re not sure whether to use more, most, -er, or -est.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG34**. Read the directions with students and have them complete the exercises. Provide corrective feedback.

Answer Key: 1. *more* 2. *most* 3. *more*
4. *most* 5. *most* 6. *more* 7. *more* 8. *most*
9–10. Answers will vary but should correctly use *more* or *most*.

English Learners

Comparative and Superlative Adjectives

English learners might use English adjectives in patterns from their home languages: *He was the most tallest boy in class. My dog is more older than yours.*

Comparing with *More* and *Most*

Read each sentence. Circle the correct comparing word.

1. This movie is (more, most) interesting than the movie I saw last week.
2. Today is the (more, most) exciting day of the year!
3. We played a (more, most) difficult game today than yesterday.
4. This is the (more, most) beautiful painting I have ever seen.

Read each sentence. Write *more* or *most* to complete each sentence correctly.

5. This meal is the _____ delicious meal of all time!
6. My computer is _____ important to me than my bicycle.
7. Alan has been _____ helpful than Jonathan.
8. I think red is the _____ popular color of all.

Write two sentences that compare things. Use an adjective that needs *more* or *most* in each sentence.

9. _____

10. _____

GRAMMAR

Comparing with *Good* and *Bad*

TEACH/MODEL

Review the Concept Remind students that adjectives can be used to compare two or more things. Use these examples: *Jim is happier than Joe. Libby is the happiest one of all.* Explain the comparisons and point out the spelling changes.

Introduce Comparing with *Good* and *Bad* Explain that some adjectives that compare, but do not use *-er* or *-est*, have irregular comparative and superlative forms. Say: *Good and bad have irregular comparative and superlative forms.*

- Explain that *good* uses the forms *better* and *best*. Say: *You should use better to compare two nouns, and best to compare more than two nouns. Write: This sandwich is good, but that sandwich is better. Ask: How many sandwiches are being compared? Reinforce that *better* is used to compare two nouns. Write: Your sandwich is the best of all. Ask: How many sandwiches are being compared? Reinforce that *best* is used to compare three or more nouns.*
- Explain that *bad* uses the forms *worse* and *worst*. Say: *You should use worse to compare two nouns, and worst to compare more than two nouns. Write: The storm last night was bad. It was worse than the storm last week. Ask: How many storms are being compared? Reinforce that *worse* is used to compare two nouns. Write: The worst storm we ever had was a blizzard. Ask: How many storms are being compared? Reinforce that *worst* is used to compare three or more nouns. Then display and discuss the following chart:*

COMPARING WITH GOOD AND BAD	
Good describes one person, place, or thing	Bad describes one person, place, or thing
Better compares two people, places, or things	Worse compares two people, places, or things
Best compares more than two people places or things	Worst compares more than two people places or things

- Invite students to form oral sentences using each of the adjective forms. Ask them to identify how many things are being compared in each sentence.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG35**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. *better* 2. *better* 3. *best* 4. *best* 5. *better* 6. *worst* 7. *worse* 8. *worst* 9. *worse* 10. *worse* 11. *worst*

Comparing with *Good* and *Bad*

Read each sentence. Write *better* or *best* to complete each sentence correctly.

1. My grade on this test was _____ than my last one.
2. Today the weather is _____ than it was yesterday.
3. The _____ book I read this year was about horses.
4. Last year we went to the _____ museum.
5. I think apples taste _____ than peaches.

Read each sentence. Write *worse* or *worst* to complete each sentence correctly.

6. The _____ thing about winter is that the days are short.
7. My dog behaves _____ than my cat.
8. Forgetting to study was the _____ mistake I ever made.
9. Maya did a _____ job cleaning her room than making her lunch.
10. My supper tasted _____ than my lunch.
11. Being late for school is my _____ fear.

GRAMMAR

Adverbs

TEACH/MODEL

Introduce the Concept Say: *Every word in a sentence has a job. Some words tell when or where something happens. Write statements about familiar activities.*

- Write: *Chris woke slowly.* Underline *woke*. Circle *slowly*. Say: *The word slowly tells how Chris woke.*
- Write: *Chris went downstairs.* Underline *went*. Circle *downstairs*. Say: *The word downstairs tells where Chris went.*
- Write: *Then Chris ate breakfast.* Underline *ate*. Circle *Then*. Say: *The word Then tells when Chris ate.*
- Write: *Chris always eats cereal.* Underline *eats*. Circle *always*. Say: *The word always tells when Chris eats cereal.*

Introduce Adverbs Write *adverb* on the board. Point to each underlined word. Say: *Each of these words is a verb. It tells an action.* Point to each word you circled. Say: *Each of these words is an adverb. An adverb tells more about a verb.*

- Tell students that an adverb can answer the question *How is the action done?* Explain that an adverb also tells *where* or *when* something is done.
- Draw the chart below. Work together with students to create oral sentences for each verb and adverb. Have students repeat the sentences.

Verbs	Adverbs That Tell How	Adverbs That Tell Where	Adverbs That Tell When
talk	quietly	outside	always
write	carefully	here	later
work	eagerly	there	sometimes
play	hard	inside	often

- Tell students that adverbs that tell where or when may go at the beginning or end of the sentence. Adverbs that tell how go after the direct object or noun in the subject. If more than one adverb is at the end of the sentence, there is an order in which they are listed: how, where, and when. For example, *The dog runs quickly outside.* Another example is: *I eat here often.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG36**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. *often* 2. *outside* 3. *Sometimes* 4. *here* 5. *Now* 6. *indoors*
7–10. Sentences will vary but should correctly use each adverb.

Adverbs

Read each sentence. Circle the adverb that tells about the underlined verb. Write it on the line.

1. Mike often rides his bike. _____
2. He rides outside. _____
3. Sometimes Mike plays ball. _____
4. He plays here. _____
5. Now Mike reads a book. _____
6. He reads indoors. _____

Write a sentence to answer each question. The adverb is in bold. Use the adverb in your answer.

7. What do you do **sometimes**?

8. What do you do **excitedly**?

9. What do you do **outside**?

10. What did you do **swiftly**?

GRAMMAR

Adverbs That Compare

TEACH/MODEL

Introduce the Concept Use adverbs that tell more about actions to help students understand the concept of comparing.

- Write: *Kyle runs faster than Ed does.* Underline *runs*. Circle *faster*. Remind students that *runs* is a verb and *fast* is an adverb. Say: *Faster compares how fast Kyle runs with how fast Ed runs.* Underline the *-er* ending.
- Write: *Seth runs fastest of all of the boys.* Underline *runs*. Circle *fastest*. Say: *The word fastest compares how fast Seth runs with how fast all of the boys run.* Underline the *-est* ending.
- Write: *Hannah reads more quickly than Rita does.* Underline *reads*. Circle *more quickly*. Remind students that *reads* is a verb. Explain that they can tell *quickly* is an adverb because it ends in *-ly*. Say: *More quickly compares how Hannah reads with how Rita reads.*
- Write: *Gina reads most quickly of all the girls.* Underline *reads*. Circle *most quickly*. Say: *Most quickly compares how Gina reads with how all of the girls read.*

Introduce Adverbs that Compare Point to the circled words on the board. Say: *These words are adverbs. An adverb tells more about a verb. In these sentences, the adverbs compare the verbs.* Discuss the rules below to explain how to form comparative and superlative forms of adverbs correctly.

- Explain that most short adverbs form the comparative by adding the ending *-er* and the superlative by adding *-est*. Write and explain using the adverbs *soon*, *sooner*, and *soonest*.
- Explain that *more* and *most* are usually used with adverbs that end in *-ly*, or adverbs with two or more syllables. Say: *When you use more or most, do not add the ending -er or -est.* Provide these examples: *Julia dances enthusiastically.* *Maria dances more enthusiastically.* Point out the *-ly* ending.
- Say: *The adverb well uses the forms better and best.* Provide these examples: *I work well with a pencil. I work better with a pen. I work best with a computer.*
- Say: *The adverb badly uses the forms worse and worst.* Provide these examples: *I played badly yesterday. The team played worse than usual. We played the worst of all last week.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG37**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. *louder* 2. *soonest* 3. *faster* 4. *more carefully* 5. *most politely* 6. *more quickly* 7. *better* 8. *worst* 9. *best* 10. *worse*

Adverbs That Compare

Read each sentence. Circle the word that correctly completes the sentence.

1. The drums sound (louder, loudest) than the horns.
2. Of all the guests, Ellen came (sooner, soonest) to the party.
3. We must walk (faster, fastest) than usual to get home.
4. Jack rides his bike (more, most) carefully in the street than on the sidewalk.
5. Of all the children in the family, Ana speaks (more, most) politely.
6. We were able to fix the car (more, most) quickly than we could fix the bike.

Read each pair of sentences. Then write *better*, *best*, *worse*, or *worst* to complete the second sentence.

7. Janelle hits the ball well. Nora hits the ball _____ than Janelle does.
8. The insect bite on my leg stings badly. It stung _____ of all two days ago.
9. Mario works well in school. He works _____ of all when he is doing math.
10. My sister skates badly. She skates _____ on ice skates than on roller skates.

GRAMMAR

Sentence Combining with Adjectives and Adverbs

TEACH/MODEL

Review the Concept Remind students that good writers try not to write short sentences that repeat the same information. Write: *Houston is a city. Atlanta is a city.* Ask: *What is being repeated?* Explain that repeated information makes writing less interesting. Then write: *Houston and Atlanta are cities.* Point out the combined information. Remind students that subjects and verbs in a sentence must always agree.

Introduce Sentence Combining with Adjectives and Adverbs Tell students that one way sentences can be combined is by joining adjectives and adverbs. Say: *If two sentences tell about the same person, place, or thing, look for ways to combine the sentences by using an adjective or adverb.*

- Write: *Theo rides a bike. The bike is red.* Explain that the sentences repeat information, and can be joined using an adjective. Ask: *What adjective describes the bike? (red)* Combine the sentences using the adjective: *Theo rides a red bike.*
- Write: *Gary runs to the store. He runs quickly.* Explain that the sentences repeat information, and can be joined using an adverb. Ask: *What adverb tells how Gary runs? (quickly)* Combine the sentences using the adverb: *Gary runs quickly to the store.*

Model Sentence Combining with Adjectives and Adverbs Use the examples below to model correct placement of adjectives and adverbs when combining sentences.

- Write: *We have a computer. The computer is new.* Ask: *What is the adjective? What does it describe? How can we combine the sentences?* Model determining the answers to write a combined a sentence. Write: *We have a new computer.*
- Repeat the routine for combining with adverbs using the sentences: *The cat runs from the dog. It runs speedily.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG38**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** *heavy, Harry carried the heavy package inside.* **2.** *funny, The children laughed at the funny joke.* **3.** *strong, Spiders weave strong webs.* **4.** *soft, The kitten fell asleep in its soft bed.* **5.** *brightly, The stars shone brightly in the night sky.* **6.** *hard, Pablo works hard on his homework.* **7.** *loudly, Carrie practices piano loudly every day.* **8.** *quietly, The audience quietly watched the play.*

Sentence Combining with Adjectives and Adverbs

Read each sentence pair. Underline the adjective or adverb that can be used to combine the sentences. Then rewrite the pair as one sentence.

1. Harry carried the package inside. It was a heavy package.

2. The children laughed at the joke. The joke was funny.

3. Spiders weave webs. The webs are strong.

4. The kitten fell asleep in its bed. The bed was soft.

5. The stars shone in the night sky. They shone brightly.

6. Pablo works on his homework. He works hard.

7. Carrie practices piano every day. She practices loudly.

8. The audience watched the play. They watched quietly.

GRAMMAR

Negatives

TEACH/MODEL

Introduce the Concept Explain that a negative is a word that means “no.” Tell students that negative words make sentences mean the opposite of what the positive sentence says. Say: *In English, one common way to make a negative statement is to use the word not.*

- Write: *Justin is my friend.* Explain that if a sentence has a form of *be* or *have* as the main or helping verb, just add *not* to make it negative. Write: *Justin is not my friend.* Point out that this sentence means the opposite of the first sentence.

Introduce Negatives with Helping Verbs and Contractions Explain that many verbs can be changed to negatives by making negative contractions. Say: *A negative contraction is made up of a verb combined with the word not, using an apostrophe to show where letters have been left out.*

- Write: *Justin isn't my friend.* Circle *isn't*. Draw a line to the underlined words *is not* in the previous sentence. Explain that these words mean the same thing, and make the sentence negative.
- Write: *They have begun to study.* Ask students to identify the positive verb. Say: *To make this sentence negative, we add the word not.* Write: *They have not begun to study.* Say: *This sentence is negative.* Write: *They haven't begun to study.* Reinforce that the two negative sentences mean exactly the same thing.
- Explain that there are several other negatives in English such as *no, nobody, no one, nowhere, nothing, never, and neither.* Write and read aloud the following examples: *No one knows how to skate. Nothing can be done about it. I never learned how to skate. Nobody in my family knows how to skate.*

Introduce Double Negatives Discuss double negatives and how to correct them. Say: *Using two negatives in one sentence is called a double negative. This is incorrect. The two negatives cancel each other out, and make the sentence positive.* Tell students to avoid using double negatives in their writing.

- Demonstrate how to correct a double negative. Write: *I don't know no one who can skate.* Ask: *Which words are negatives?* Explain that to correct the sentence one of the negatives must be either replaced or dropped. Write: *I know no one who can skate. I don't know anyone who can skate.* Discuss how the original incorrect sentence was changed.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG39**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. *nothing* 2. *no one* 3. *not many* 4. *no* 5. *see* 6. *forgets* 7. *a* 8. *eat* 9–10. Sentences will vary but should correctly use negative contractions.

Negatives

Read each sentence. Look at the underlined positive words. Then rewrite the sentence as a negative sentence.

1. The players had something to eat before the game.

2. We found someone to help us paint our house.

3. There are many people in the store.

4. Jake has some money.

Read each sentence. Then circle the word that correctly completes the sentence.

5. We can never (see, not see) the stars on a cloudy night.
6. Nobody (forgets, never forgets) to read the directions.
7. Until today, Ryan never had (a, no) computer.
8. Our class doesn't (eat, never eat) lunch before noon.

Write two sentences using negative contractions.

9. _____

10. _____

GRAMMAR

Prepositions and Prepositional Phrases

TEACH/MODEL

Introduce the Concept Put an object on a desk. Say: *on*. Put it under a desk. Say: *under*. Hold it over your head. Say: *over/above*. As you move the object, ask students where it is. Explain that *on*, *under*, and *over* or *above* are prepositions.

Introduce Prepositions Say: *A preposition is a word that shows the relationship between a noun or a pronoun and another word in a sentence.* Write: *Catherine walked to school.* Have students identify the subject (Catherine). Then ask them to identify where Catherine went (school). Explain that *to* is a preposition because it links a noun (Catherine) with another word in the sentence (school). Say: *Because school comes after the preposition, it is the object of the preposition.*

- Tell students that there are many prepositions, including *to*, *in*, *on*, *at*, *over*, *under*, *above*, *across*, *before*, *after*, *from*, *for*, *with*, *by*, *of*, and *during*.

Introduce Prepositional Phrases Write: *Sara had a hat with a bright red feather.* Point out the preposition *with* and the object of the preposition *feather*. Then tell students that the entire group of words containing the preposition, its object, and the descriptive words *bright* and *red* is called a prepositional phrase.

- Explain that prepositional phrases usually either modify the noun or the verb in the sentence. When a prepositional phrase modifies the noun, as in *the hat with a bright red feather*, it is acting as an adjective that describes the hat. When a prepositional phrase modifies a verb, it is acting as an adverb.
- Explain that prepositional phrases can be found in the beginning, the middle, or the end of sentences. When a prepositional phrase is used at the beginning of a sentence, it is joined to the rest of the sentence by a comma.

Introduce Combining Sentences Say: *Prepositional phrases can be used to combine short, choppy sentences into longer, more descriptive ones.* Write: *The cat was playing. The cat had a ball of yarn.* Point out the repeated information. Then write: *The cat was playing with a ball of yarn.* Circle *with*. Explain that the prepositional phrase in the new sentence allows the writer to combine two sentences without changing meaning. Repeat with *My brother sat down. He is on the couch.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG40**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key 1. onto 2. underneath 3. past 4. until 5. with the sharp thorns 6. into the gurgling fountain 7. towards her smiling grandmother 8. on the top shelf 9. Julio was writing a letter with a new pen. 10. Pam traveled to Florida.

Prepositions and Prepositional Phrases

Read each sentence. Circle each preposition.

1. Jerry climbed onto the bus.
2. The dog hid underneath the bed.
3. David and Jeremy walked past the grocery store.
4. I waited until school was dismissed.

Read each sentence. Underline the prepositional phrase.

5. Elizabeth picked the roses with the sharp thorns.
6. Deanna threw pennies into the gurgling fountain.
7. The baby ran towards her smiling grandmother.
8. My sister placed the book on the top shelf.

Read each pair of sentences. Then combine them using a prepositional phrase.

9. Julio was writing a letter. He had a new pen.

10. Pam traveled. She saw Florida.

GRAMMAR

Sentences Using Prepositional Phrases

TEACH/MODEL

Introduce the Concept Explain that good writers learn how to use prepositional phrases to combine two or more short, choppy sentences into one longer, more descriptive sentence.

Introduce Sentences Using Prepositional Phrases Write: *The cat was playing. The cat had a ball of yarn.* Point out the repeated information in each sentence. Then write: *The cat was playing with a ball of yarn.* Circle the preposition *with*. Explain that the prepositional phrase in the new sentence allows the writer to combine two sentences into a new one without changing the meaning. Repeat the routine with *My brother sat down. He is on the couch.*

- Explain that this technique can be used with more than two sentences as long as the final sentence does not get too confusing. Write: *The cat was playing. The cat was on the porch. The cat had a ball of yarn.* Help students notice that the prepositional phrase *on the porch* is already present in one sentence. Write: *The cat was on the porch playing with a ball of yarn.* Say: *Using prepositional phrases, three sentences have been combined into one without changing the meaning.*

Introduce Punctuation in Prepositional Phrases Explain that prepositional phrases can be found in the beginning, the middle, or at the end of sentences. When a prepositional phrase is used at the beginning of a sentence, it is joined to the rest of the sentence by a comma.

- Write: *After we eat breakfast we will go to the zoo.* Ask students to find the prepositional phrases in this sentence. Underline *After we eat breakfast* and circle *to the zoo*. Read the sentence aloud and note that it sounds somewhat confusing. Add a comma after the word *breakfast*. Read the sentence aloud again, pointing out how the comma makes the sentence clearer. Remind students that *After we eat breakfast* is a prepositional phrase.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG41**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** Sample answer: Simon was reading a book while he was in class. **2.** Sample answer: Alice picked up the can that was under the bench. **3.** Sample answer: He climbed onto the bike that was parked near the door, and rode toward the playground. **4.** Sample answer: After school, the teacher stood by the door and waved at the students. **5.** *Before we go to the movies,* **6.** *Inside the theater,* **7.** *Under the sea,* **8.** *Without studying,* **9.** *Near the pumpkin patch,*

Sentences Using Prepositional Phrases

Read each pair of sentences. Then combine them using a prepositional phrase.

1. Simon was reading a book. He was in class.

2. Alice picked up the can. It was under the bench.

3. He climbed onto the bike. It was parked near the door. He rode toward the playground.

4. The teacher stood by the door. It was after school. She waved at the students.

Read each sentence. Then put a comma after the prepositional phrase.

5. Before we go to the movies we need to buy tickets.
6. Inside the theater our friends were waiting.
7. Under the sea it was very quiet and peaceful.
8. Without studying I will not pass the test.
9. Near the pumpkin patch I plan to plant sunflowers.

GRAMMAR

Subjects

TEACH/MODEL

Introduce the Concept Say: *The job of a sentence is to tell people what they need to know.*

- Write: *reads*. Then ask: *Is this everything you need to know? What else do you need to know?* Guide students to explain that they need to know who reads.
- Have a student in the group say *My father reads*. Write: *My father reads*. Capitalize the first letter, add a period at the end, and circle *My father*. Read the sentence with students. Ask: *Is this a complete thought now?* Guide students to explain that you added the words for the person who does the action.
- Write: *is here*. Repeat the routine. Then write: *He is here*. Circle *is*. Emphasize that you created a complete thought by naming who is here. Emphasize that a sentence always begins with a capital letter and ends with a punctuation mark. Point out that this is how you wrote each sentence.

Define Subjects Say: *The words in a sentence have different jobs. The job of the subject is to tell who or what does the action. Point to the words you circled in the first sentence (My father). Say: These words tell who does the action. They are the subject, or naming part, of this sentence. Point to the word you circled in the last sentence (he). Say: This word tells who is somewhere. It is the subject of this sentence.*

- Explain that a complete subject includes all the words that make up the subject of the sentence. Write: *My sisters Marisa and Meg play*. Say: *The underlined words make up a compound subject, a subject for more than one.*
- Write the sentences below. Work together to read each sentence and identify the subject. Ask students to determine whether the subject is simple or compound and explain why.

Our English teacher asked us to quiet down.

Burritos and chilaquiles are two of my favorite foods.

We heard the doorbell ring.

Carmen and Andy are both in the Volunteer Club.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG42**. Read the directions with students. Discuss each picture. Then have students complete the exercises. Provide corrective feedback.



Answer Key: 1. *Dad* 2. *A fish* 3. *Peg* 4. *The class* 5. *He* 6. *The clock* 7. Sample Answer: *The girl plants a flower.* 8. Sample Answer: *A duck quacks.* 9–10. Sentences will vary but should contain compound subjects.

Subjects

Read each sentence. Circle each subject.

- | | |
|--------------------------|----------------------------|
| 1. Dad rakes the leaves. | 4. The class takes a trip. |
| 2. A fish swims. | 5. He meets my friend. |
| 3. Peg sings a song. | 6. The clock ticks. |

Look at each picture. Write a subject to finish each sentence.

7.		<p>_____</p> <p>plants a flower.</p>
8.		<p>_____</p> <p>quacks.</p>

Write two sentences with compound subjects.

9. _____

10. _____

GRAMMAR

Predicates

TEACH/MODEL

Introduce the Concept Say: *The job of a sentence is to tell people what they need to know.*

- Write: *My mother.* Then ask: *Is this everything you need to know? What else do you need to know?* Guide students to explain that they need to what the mother does.
- Then write: *My mother walks.* Capitalize the first letter, add a period at the end of the sentence, and circle the verb you added. Then read the sentence with students. Ask: *Is this a complete thought now?*
- Write: *She.* Repeat the routine. Then write: *She is here.* Circle *is here.* Emphasize that you created a sentence by telling where *she* is.

Define Predicates Say: *The words in a sentence have different jobs. The job of the predicate is to tell what the subject, or naming part, is or does. It always includes a verb.*

- Point to the first verb that you circled (*walks*). Say: *This word tells the action. It is the predicate of this sentence.* Point to the last words you circled (*is here*). Say: *This tells where or what someone or something is. It is the predicate of this sentence.*
- Explain that a complete predicate includes all the words that make up the predicate of the sentence. Write: *turned left and then right.* Explain that these five words make up the complete predicate. Point out that *turned* is a simple predicate because it includes only the verb that tells what action the sentence is about.
- Write the following sentences on the board. Work together to read each sentence and identify each predicate. Ask students to determine whether the predicate is simple or compound.

James dunked the basketball.	All the puppies played and ran.
Mom and I made supper together.	We have music class on Thursdays.
My younger sister sings.	The adventurers explored the ruins.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG43**. Read the directions with students. Discuss each picture. Then have students complete the exercises. Provide corrective feedback.



Answer Key: 1. *dances* 2. *blows* 3. *swims* 4. *writes a story* 5. *pack my bag* 6. *makes her bed* 7. Sample Answers: *A boy draws* or *A boy draws a picture.* 8. Sample Answers: *The cat licks* or *The cat licks its paw.* 9–10. Sentences will vary but should contain compound predicates.

Predicates

Read each sentence. Circle each predicate.

- | | |
|----------------------|------------------------|
| 1. The child dances. | 4. Ted writes a story. |
| 2. The wind blows. | 5. I pack my bag. |
| 3. A family swims. | 6. Kim makes her bed. |

Look at each picture. Write a predicate to finish each sentence.

<p>7.</p> 	<p>A boy</p> <p>_____</p>
<p>8.</p> 	<p>The cat</p> <p>_____</p>

Write two sentences with compound predicates.

9. _____

10. _____

GRAMMAR

Direct and Indirect Objects

TEACH/MODEL

Introduce Direct and Indirect Objects Explain to students that many sentences contain action verbs. Action verbs describe different physical or mental actions that are performed. Write the following sentences on the board: *Jason dropped his books. The team moved across the field.* Point out that the verbs *dropped* and *moved* are action verbs. Explain that *dropped* is a transitive verb because it is followed by a noun that tells “what.” Explain that *moved* is an intransitive verb that is followed by a prepositional phrase, not a direct object.

- Explain that a direct object tells what or whom was affected by an action verb. The direct object is a part of the predicate. Point at the word *books* on the board. Say: *Books tells what Jason dropped, so it is the direct object of the verb.* Write the following sentence on the board: *The coach called me.* Have students identify the verb of the sentence. Then ask them whom the coach called. Point out that the word *me* answers this question. Therefore, *me* is the direct object in the predicate of the verb *called*.
- Explain that sentences can also have an indirect object in the predicate. The indirect object tells the reader to whom or for whom the action was done. Write the following sentence on the board: *My brother passed Dad the newspaper.* Point out that in the predicate, *newspaper* is the direct object of the verb *passed* because it answers the question *what?* in the sentence. Then explain that *Dad* is the indirect object in the predicate, because it answers the question *to whom?* in the sentence.

Model Identifying Direct and Indirect Objects Tell students that word order can help them identify direct and indirect objects. Explain that when a sentence has an indirect object, it comes before the direct object in the predicate. Write the following sentences on the board. Work with students to identify the direct and indirect objects in each sentence.

<p>We bought some apples. Kayla asked a question. I tossed the ball. Our class threw a party.</p>	<p>We bought my sister some apples. Kayla asked the teacher a question. I tossed Matt the ball. Our class threw the principal a party.</p>
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PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG44**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. kitten 2. pencils 3. sandwich 4. book 5. dog 6. Lizzie 7. goldfish 8. grandmother 9–10. Sentences will vary but should have direct and indirect objects correctly indicated.

Direct and Indirect Objects

Read each sentence. Then circle the direct object.

1. Emily brushed the fluffy gray kitten.
2. The teacher sharpened the pencils.
3. My brother slowly ate his sandwich.
4. She handed me the book.

Read each sentence. Then underline the indirect object.

5. Tim tossed his dog the ball.
6. My mother gave Lizzie a glass of water.
7. We fed the goldfish some food.
8. I mailed my grandmother the letter.

Write two sentences with direct and indirect objects in the predicate. Circle the direct objects. Draw a box around the indirect objects.

9. _____

10. _____

GRAMMAR

Sentences and Sentence Fragments

TEACH/MODEL

Introduce the Concept Say: *The job of a sentence is to tell people what they need to know: a complete thought. A complete sentence tells a complete thought.*

- Write: *My friend.* Then ask: *Is this everything you need to know? What else do you need to know?* Guide students to say that they need to know what the friend does. Then write: *My friend rides the bus.* Read it aloud. Ask: *Is this a complete thought now?* Guide students to say that you added a verb to tell what the subject does.
- Write: *is in the yard.* Ask: *What else do we need to know?* Guide students to explain that they need to know who or what is in the yard. Then write: *A chicken is in the yard.* Ask: *Is this a complete thought now?* Guide students to explain that you added words to tell who or what does the action.

Define Sentences and Sentence Fragments Say: *A sentence expresses a complete thought. It begins with a capital letter and ends with a punctuation mark. A sentence fragment does not express a complete thought, but it also begins with a capital letter and ends with a punctuation mark.*

- Reread the first sentence. Remind students that this is a complete sentence. Circle the words *My friend.* Say: *Before we added rides the bus, we had a sentence fragment because it did not express a complete thought.*
- Explain that there are four types of sentences. Share these definitions:
 - A declarative sentence, or statement, gives information.
 - An interrogative sentence, or question, asks for information.
 - An imperative sentence, or command, tells someone to do something.
 - An exclamatory sentence, or exclamation, shows excitement about something.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG45.** Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 3., 4., 6.: Complete.

7. Sample Answer: *A horse eats hay.*
 8. Sample Answer: *The dog barks.*
 9. Sample Answer: *A cow sleeps.* 10.
 Sample Answer: *The farmer drives a tractor.*

English Learners

Subjects and Predicates The typical English sequence of subject then predicate is not standard in some languages. For example, in Spanish the verb often appears before the subject, while in Korean and Hindi the verb typically appears at the end of a sentence.

Sentences and Sentence Fragments

Read each group of words. Circle each complete sentence.

1. Tall building.
2. A cookie and a cake.
3. The ball bounces.
4. Jenna climbs the tree.
5. Runs away.
6. The sun shines.

Fix each fragment. Add a subject or a predicate from the box. Rewrite it on the line that follows. Use a capital letter and a period.

Subjects	Predicates
the farmer a horse	barks sleeps

7. Eats hay. _____
8. The dog. _____
9. A cow. _____
10. Drives a tractor. _____

GRAMMAR

Statements and Questions

TEACH/MODEL

Introduce Statements and Questions Remind students that a sentence expresses a complete thought and can stand alone. Tell students that sentence fragments are words that do not express a complete thought. Say: *A statement, or declarative sentence, is one kind of complete sentence. It tells about someone or something. A question, or interrogative sentence, is another kind of complete sentence. Each has a subject, or naming part, and a predicate, or action part.*

- Write: *What can jump?* Review that this is a question because it asks about something. Then write: *Frogs can jump.* Review that this is a statement because it tells about someone or something.
- Point out that both sentences begin with a capital letter, while the statement ends with a period and the question ends with a question mark.
- Write: *Can cats jump?* Review that this is also a question. Then write: *Cats can jump.* Review that this is a statement. Discuss capitalization and punctuation. Then point out that both sentences have the same words but each puts them in a different order.

Model Identifying Statements and Questions Write the following sentences on the board. Read each sentence. Work together with students to identify which sentences are statements and which are questions. Point out the capital letter at the beginning of each sentence and the period or question mark at the end.

I eat lunch.

They played tag.

Is the dog sleeping?

Who played tag?

The dog is sleeping.

Is it time for gym?

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG46**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. statement 2. question 3. question 4. statement 5. question 6. statement 7. statement 8. question 9. statement 10. question 11. Sample Answer: The name of my school is [Name]. 12. Sample Answer: When can I eat again?

Statements and Questions

Read each sentence. Circle each statement. Underline each question.

- | | |
|---------------------------|----------------------------------|
| 1. My fish likes to swim. | 6. My bird is in the cage. |
| 2. May I pat your dog? | 7. Tina rides a bike. |
| 3. Can a cat bark? | 8. Will Peng eat lunch with us? |
| 4. Kim likes to dance. | 9. Eva is going home on the bus. |
| 5. Where is Jamil? | 10. Who can climb the tree? |

Write two sentences. Remember to begin each sentence with a capital letter. Use the correct punctuation.

11. What is the name of your school? Write one statement.

12. Suppose a cat could talk. What question would it ask? Write one question.

GRAMMAR

Commands and Exclamations

TEACH/MODEL

Introduce Commands Remind students that a sentence is a group of words that expresses a complete thought. Say: *A command is a kind of complete sentence. It tells someone to do something. It begins with a capital letter and ends with a period.*

- Point to a student. Say and write: *Stand up.* Point out the capital letter and the period. Say: *This is a command.* Point at another student, say, and write: *Close the door.* Explain that this is also a command.
- Read the sentences on the board aloud. Explain that a command usually does not have a stated subject. Say: *The subjects of these commands are the students I was talking to. The subject is understood.* Model this concept by issuing other commands to students, such as *Sit down. Open the door.*

Introduce Exclamations Say: *An exclamatory sentence is another kind of complete sentence. It shows strong feeling or emotion. It begins with a capital letter and ends with an exclamation point.*

- Ask a student to say this sentence as if he or she were bored: *I like recess.* Write this sentence on the board. Point out the capital letter and the period.
- Ask the student to say this sentence in an excited way: *I like recess!* Point out the capital letter and the exclamation point. Say: *This is an exclamatory sentence. The exclamation point shows that it should be read with strong feeling.*

Model Identifying Commands and Exclamations Write these sentence pairs on the board. Work with students to identify which sentences are commands and which are exclamations.

Look at the sun.

We can see the sun!

The sun is bright!

Cover your eyes.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG47**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. exclamation 2. exclamation 3. command 4. exclamation 5. command 6. command 7. exclamation 8. exclamation 9. command 10. command 11–14. Sentences will vary, but should be commands or exclamations.

English Learners**Forming Exclamatory Sentences**

English learners may need to practice correct word order in exclamatory sentences. Have students make sentence strips, correcting exclamations like *We enjoy very much movies!*

Commands and Exclamations

Read each sentence. Circle each exclamation. Underline each command.

1. I can see the moon!
2. You are very funny!
3. Pick up your jacket.
4. I like strawberries!
5. Kick the ball!
6. Feed the goldfish.
7. He is fast!
8. I want an apple!
9. Turn off the light.
10. Look before you cross the street.

Write two exclamatory sentences. Remember to begin each sentence with a capital letter. Use the correct punctuation.

11. What is one thing you love to do? _____

12. What is your favorite food? _____

Write two school rules that you follow. Write each rule as a command. Remember to begin each sentence with a capital letter. Use the correct punctuation.

13. _____

14. _____

GRAMMAR

Compound Sentences

TEACH/MODEL

Introduce the Concept Explain that good writers learn how to use coordinating conjunctions to take two or more short, choppy sentences and combine them into one longer, more descriptive sentence. Say: *You can combine two sentences with a comma and the coordinating conjunction and, or, or but.*

- Write: *Kevin likes stories about birds. Jordan likes stories about cars.* Say: *You can combine two related sentences using a comma and the coordinating conjunction and.* Write: *Kevin likes stories about birds, and Jordan likes stories about cars.*

Introduce Compound Sentences Say: *A sentence that contains two sentences joined by and, or, or but is a compound sentence. Always place a comma before the conjunction and, or, or but in the sentence.* Tell students that each sentence should have a complete subject and a complete predicate.

- Write: *We wanted to go outside, but it was too cold.* Say: *This compound sentence contains two simple sentences.* Guide students to identify the two complete sentences and the conjunction that make this a compound sentence.
- Write: *Alyssa borrowed her sister's coat. She was still cold.* Work with students to make a compound sentence using *and, but, or or.* Point out comma placement.

Model Identifying Compound Sentences Write and read: *The snow is falling lightly outside.* Explain that is a simple sentence because it has only one part. Write and read: *I forgot my jacket, and it began to snow harder.* Point out that this is a compound sentence joined by the conjunction *and.* Write: *I want to go sledding, or I want to go skating. We can have hot chocolate when we get home, or we can have milk instead.* Work with students to identify the parts of each compound sentence and identify the conjunctions.

- Write the following compound sentences without commas and read them aloud. *Hector rode his bike to school and he locked it on the rack. Shayna has the drinks but she forgot to bring the cups.* Work together with students to identify where to place the missing commas. Add them to the sentences on the board.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG48.** Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. pencils, and some 2. hard, but all 3. lunch, or they 4. park, but it 5. watering, but the 6–10. Answers will vary, but should show understanding of creating complete compound sentences.

Compound Sentences

Combine each sentence pair to make a compound sentence.
Use a comma and a conjunction.

1. Some students use pencils. Some students use pens.

2. The test was very hard. All the students passed it.

3. The students can eat their lunch. They can go out to play.

4. We planned a field trip to the park. It rained that day.

5. The garden needed watering. The rain did not last long.

Complete each sentence to make a compound sentence.
Each sentence needs a complete subject and predicate.

6. Brendan likes to play soccer, and _____ .
7. He hopes to score a goal, but _____ .
8. His friend Rajan cheers him on, but _____ .
9. Brendan's team wins the game, and _____ .
10. The team leaves the field, and _____ .

GRAMMAR

Complex Sentences

TEACH/MODEL

Introduce the Concept Remind students that they can take two or more short, choppy sentences, and combine them into a longer, more descriptive one. This helps add interest to their writing.

Introduce Complex Sentences Say: *A sentence containing an independent clause and one or more dependent clauses joined by a conjunction other than and, but, or or is a complex sentence. These are called coordinating conjunctions. They include after, although, as, because, before, if, since, so that, until, when, whether, and while.* Write each coordinating conjunction on the board for students' reference. Tell students these conjunctions can appear at the beginning or in the middle of a complex sentence.

- Write: *As we listened to the music, we started to move.* Explain that if the complex sentence begins with the conjunction, then a comma follows the last word in that part of the sentence.
- Write: *We all got up and danced when the music played louder.* Tell students that sometimes the comma is not necessary if the conjunction appears in the middle of the sentence.

Introduce Relative Pronouns and Adverbs Say: *Relative pronouns and adverbs are words that introduce clauses. The words who, whom, whose, which, and that are relative pronouns. Where, when, and why are relative adverbs.* Write: *The man who works at the store where I buy my clothes is my uncle.* Discuss the clauses that begin with *who* and *where*. Review that clauses make a sentence complex.

Model Identifying Complex Sentences Write: *The runner won a medal because he was the fastest.* and *Before we left for the movie, I washed my face.* Read them aloud. Work with students to identify the conjunction and determine why these are complex sentences. Have students generate additional examples of complex sentences, being sure to include the conjunction at the beginning or in the middle, and explain appropriate comma usage.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG49**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** The table was still dirty although we had just cleaned up. **2.** The students earned a reward since they listened to their teacher. **3.** Grant received a good grade after he studied his facts. **4.** We waited for Mom until she came home from work. **5.** We picked up the trash while Bella ran the vacuum. **6.** If **7.** so that **8.** before **9.** As

Complex Sentences

Combine each pair of sentences using the conjunction in parentheses. Use a comma if necessary.

1. The table was still dirty. We had just cleaned up. (although)

2. The students earned a reward. They listened to their teacher. (since)

3. Grant received a good grade. He studied his facts. (after)

4. We waited for Mom. She came home from work. (until)

5. We picked up the trash. Bella ran the vacuum. (while)

Circle the conjunction that best completes the sentence.

6. (If, Since) we do all our chores, we get to see a movie.
7. Deandre practiced tennis (so that, while) she could be a better player.
8. The bird fed her babies (whether, before) she left the nest.
9. (As, Until) we walked around the building, the doors were opened.

GRAMMAR

Run-On Sentences

TEACH/MODEL

Introduce the Concept Remind students what they have learned about sentences. Say: *A complete sentence has a subject and a predicate. A compound sentence is two sentences joined with a comma and a conjunction. A complex sentence is an independent clause and one or more dependent clauses joined by a coordinating conjunction.*

Introduce Run-On Sentences Explain that a run-on sentence is a sentence that combines two or more complete sentences that should be written separately.

- Write: *My mother baked a cake my sister washed the dishes.* Explain that this is a run-on sentence because there are two subjects and two predicates but no conjunction to join them.
- Write: *Asha went to the park she finished her homework.* Point out that this is a run-on sentence with two related ideas but no conjunction.

Model Correcting Run-On Sentences Say: *You can correct a run-on sentence by writing two separate sentences, or by making a compound or complex sentence.*

- Write: *My mother baked a cake. My sister washed the dishes.* Point out how you separated the clauses into two separate sentences. Remind students that a complete sentence has a subject and a verb. Write: *My mother baked a cake, and my sister washed the dishes.* Discuss how you made a compound sentence.
- Write: *Asha went to the park since she finished her homework.* Explain how you used a conjunction to make a complex sentence.
- Write, read aloud, and model fixing these run-ons using the strategies above:
The monkey climbed a tree he ate a banana.
My sister and I had fun we went to the movies yesterday.
The teacher read a story the students listened quietly.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG50**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** R **2.** C **3.** R **4.** C **5.** I like to eat cheese and crackers. It is my favorite snack. **6.** Lily would not to do her homework. She would draw instead. **7.** The blue team won the game, and the red team came in second. **8.** My family likes to eat pizza, but we do not like mushrooms on it. **9.** We left on time for the movie because we wanted to arrive early.

Run-On Sentences

Read each sentence. Write *R* for run-on or *C* for complete.

1. The boy ran very fast he won the race. _____
2. Marco rides his bicycle to school every day. _____
3. The dogs ate they were very hungry. _____
4. How many books can you read in one week? _____

Rewrite each run-on sentence as two complete sentences.

5. I like to eat cheese and crackers it is my favorite snack.

6. Lily would not to do her homework she would draw instead.

Rewrite each run-on as a compound or complex sentence.

7. The blue team won the game the red team came in second.

8. My family likes to eat pizza we do not like mushrooms on it.

9. We left on time for the movie we wanted to arrive early.

GRAMMAR

Independent and Dependent Clauses

TEACH/MODEL

Introduce the Concept Remind students what they have learned about sentences and conjunctions that combine sentences. Say: *A sentence is a group of words that expresses a complete thought. A sentence has a complete subject and a complete predicate.*

Introduce Independent and Dependent Clauses Say: *A clause is a group of words that includes a subject and a predicate. An independent clause forms a complete thought and can stand alone as a sentence. A dependent clause does not form a complete thought and cannot stand alone as a sentence.*

- Write: *After she tied her shoes, Rhonda went for a run.* Point out that the independent clause *Rhonda went for a run* can stand alone as a sentence, while the dependent clause *After she tied her shoes* cannot.
- Write: *The baby laughs whenever she sees the dog.* Identify the subordinating conjunction *whenever*. Explain that the dependent clause is introduced by a subordinate conjunction in a complex sentence. Share this list of subordinating conjunctions: *while, because, although, if, since, whenever, and unless.*

Model Identifying Independent and Dependent Clauses Remind students that an independent clause can stand alone as a sentence, while a dependent clause cannot.

- Write and read aloud: *While we ate, She ran, It fell in her lap, After the last show.* Point out which words can stand alone as a sentence and which cannot.
- Write: *Kiana fed her kitten because it was hungry. Our uncle waited for us since we needed a ride home. The moon rose over the town as the sky turned dark.* Say: *A complex sentence contains an independent clause and a dependent clause.* Model how to find the independent clause. Then find the conjunction and the dependent clause that follows.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG51**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** *Whenever my brother is tired, Whenever* **2.** *After taking a rest, After* **3.** *unless her mom has juice, unless* **4.** *When school ends, When* **5.** *because the store wasn't open yet, because* **6.** *while the passengers watched a movie, while* **7.** Sample Answer: Marco got ready for school. **8.** Sample Answer: it stopped raining. **9.** Sample Answer: I did a good job. **10.** Sample Answer: she was a good speaker.

Independent and Dependent Clauses

Read each sentence. Underline the dependent clause.
Circle the conjunction.

1. Whenever my brother is tired, he rubs his eyes.
2. After taking a rest, the little girl was ready to run.
3. Brooke will drink water unless her mom has juice.
4. When school ends, my family will take a vacation.
5. We peeked into the window because the store wasn't open yet.
6. The pilot flew the plane while the passengers watched a movie.

Finish each sentence by writing a dependent clause.

7. Marco's mother made his lunch while _____
_____ .
8. We noticed many butterflies in the garden after _____
_____ .
9. I was not excited to give my report although _____
_____ .
10. Leilani was asked to speak at the party since _____
_____ .

WRITING

Focus on an Event

TEACH/MODEL

Introduce the Writing Strategy Tell students that examples of events are taking a trip, going for a bike ride, and playing a soccer game. Ask students to provide other examples of events.

Teaching Focusing on an Event Explain that a personal narrative is a story that tells about an experience that the writer had. Say: *When you write a personal narrative, focus on an event to guide your writing and provide a strong image for the reader. One way to develop a strong description of an event is to focus on it. Write: We went hiking all day. I watched the sunset. Playing piano is my favorite hobby.* Point out that these sentences do not focus on a particular idea. Say: *I can interest the reader by focusing on an event and giving details about it.*

- Say: *I can think about details of the hike. First, we started walking. We saw wildflowers and a pond. Then we ate a snack. Finally we reached the end of the path.* Ask students to contribute more details about what a day of hiking might be like.
- Practice focusing on an event with students. Say: *I would like to describe a time when I tried a new food. I could begin by telling about the first part of the event when I first saw the food. What did it look like? How did it smell?* Invite students to contribute more details about what trying a new food might be like.

Model Developing an Event in Writing Say: *Once I focus on an event to describe, I can use details to develop the event in writing.* Write the following passage on the board: *I went hiking with my family. We saw wildflowers and passed a pond where we heard frogs croaking. We brought apples that we ate as we walked. We walked to the end of the path. From there, we could see for miles.* Point out that *I went hiking with my family* is the event and the other sentences give details about the event. Give students three to five minutes to independently generate sentences that could be details about a day of hiking. Ask each student to share one sentence.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG52**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. 5 2. 3 3. 4 4. 1 5. 2 6–8. Sentences will vary but give a detail about each central event.

Focus on an Event

Read each central event. Choose the best detail sentence for each central event from the box. Write the number on the line.

1. The plates were bright red.
2. It smelled like fresh bread.
3. I dipped a toe into the water.
4. I felt nervous I might strike out.
5. First I squeezed some juice.

1. I made lemonade. _____
2. I went swimming. _____
3. I stepped up to bat. _____
4. I set the table. _____
5. I went to the bakery. _____

Write one sentence to give a detail about each event.

6. I went to the playground. _____

7. I had a birthday party. _____

8. I acted in a play. _____

WRITING

Descriptive Details

TEACH/MODEL

Introduce the Writing Strategy Say: *When you write a personal narrative, you can use descriptive details to help readers form pictures in their minds. Interesting, precise, and focused details help readers “see” what you are writing about.*

- Write the word *leaf*. Say: *The word alone does not tell readers much. A good description might rely on appealing to a reader’s senses: sight, sound, touch, taste, and smell. What sensory details could I include to describe a leaf? Write: The leaf was reddish brown. It crunched under my foot.* Explain that students can add sensory details like these when they write a narrative. Say: *Ask yourself: How do things look, sound, feel, smell, or taste?*
- Say: *Descriptive details also tell about the manner in which things happen. Think about how you walked into the classroom today. Did you walk in briskly or dawdle at the door? How did other students behave?* Explain that students can add details like these to their writing by asking themselves: *In what ways do things happen?*
- Point out that descriptive details can also add concrete information to a narrative. Say: *Descriptive details can tell about size, shape, color, number, or quantity. Write: The ball that dropped on New Year’s Eve was 12 feet across and covered with 2,688 crystal triangles.* Explain that adding details like these in your writing will help you convey experiences and events more precisely.
- Emphasize that descriptive details should be focused. They should be relevant to the topic and not too general. Encourage students to check the descriptive details they write and ask themselves: *Will my detail confuse or help readers? What else might readers want to know?*

Model Descriptive Details Display a photo of people engaged in an activity. Write a brief sentence to describe it, such as: *They are eating.* or *They are playing soccer.* Say: *I could add many more details to better describe the events or experiences in this photo. I could add sensory details. I could tell about the manner in which things are taking place. I could add concrete details about size, shape, color, number, or quantity.* Have students imagine they are in the photo and give details describing the experience. Work with students to come up with a variety of descriptive details to tell about the photo.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG53**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** fire, smoke **2.** tall, man, dark brown hair **3.** rough, dry **4.** loud, commanding (**Sample Answers**) **5.** The cherry pie was warm and sweet. **6.** Ten boys sauntered into the gym. **7.** The tree trunk was wider than a car. **8.** Tiny black ants scurried across the kitchen counter.

Descriptive Details

Read the description of a character. Identify the details that help you focus on the character. Record them in the chart.

Sam is a tall man with dark brown hair. Because he is a firefighter, he always smells faintly of fire and smoke. His hands feel rough and dry during the winter. When Sam speaks, everyone listens. His voice has a loud and commanding sound.

1. Smell	2. Look	3. Feel	4. Sound

Rewrite each detail to make it more descriptive.

5. The pie was good.

6. A bunch of students walked into the gym.

7. The tree was huge.

8. Ants were in the kitchen.

WRITING

Describe a Setting

TEACH/MODEL

Introduce the Writing Strategy Explain that a setting is the place where, and the time when, the events in a personal narrative take place. Say: *When you write a narrative, include sensory details about the setting.* Remind students of the five senses. Encourage students to use details that appeal to the senses when describing setting.

- Write: *Josh was sitting at his desk in the classroom.* Point out that this sentence does not give the reader a very good sense of the setting. Say: *Let's add sensory details to describe the classroom.*
- Write the headings See, Hear, Smell, Touch, and Taste (if applicable) on the board. For each sense, invite students to suggest additional details and add write them on the board. Use the prompts below as a guide.
- Say: *Let's add details about what Josh sees in the classroom.* Have students point out details they see in the classroom and write them under *See*.
- Say: *Let's add details about what Josh hears in the classroom.* Have students point out details they hear in the classroom and write them under *Hear*.
- Say: *Let's add details about what Josh smells in the classroom.* Have students point out details they smell in the classroom and write them under *Smell*.
- Say: *Let's add details about what Josh can touch in the classroom.* Have students point out details they can touch in the classroom and write them under *Touch*.
- Point out that each detail paints a clearer picture for readers. Work with students to rewrite the original sentence using the details on the board.

Introduce Focusing Further Explain that focus helps create interesting writing and helps the reader see what the writer describes. Have students generate details about a specific part of the room, such as a desk or specific corner. Tell students that focused details and clear organization make strong paragraphs. Explain that paragraphs should focus on one main idea, and all the details should be related to that idea.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG54**. Read the directions and have students complete the first exercise. Review the answers. Then read the directions and have students complete the second exercise. Provide corrective feedback.

Answer Key: **1.** rough and cold **2.** wave their slender branches **3.** with a PLOP! **4.** with the smell of baking cookies **5.** Answers will vary.

Describe a Setting

Read each sentence and add details that tell what you might see, hear, smell, and feel. Use details from the box.

with a PLOP
with the smell of baking cookies
wave their slender branches
rough and cold

1. The fallen log makes a _____ seat.
2. The trees _____ in the wind.
3. It is quiet until snow falls _____!
4. The warm stove fills the air _____.

**Write two sentences about a place you know well.
Remember to use sensory details.**

5. _____

WRITING

A Good Paragraph

TEACH/MODEL

Introduce the Concept Explain that writers use paragraphs to organize information so it can be easily understood by readers. Tell students they should develop **good paragraphs** when they write to make their personal narratives, or other writing, better. Say: *A good paragraph has two key parts. The first is a topic sentence with a main idea. The second is several supporting sentences.*

Introduce Writing Topic Sentences Say: *A topic sentence is usually first in a good paragraph. It tells the reader the main topic. It also tells about what specific part of the topic will be discussed. Write this chart, omitting the topic sentence.*

Topic Sentence: Studying helps me learn.
Facts About Studying
Get better grades Remember more Confident about my knowledge

Say: *I want to write a topic sentence for a paragraph that will introduce these facts about studying. I know the word study will need to be in the topic sentence. I also see that all of the facts are related to why studying is important to learning. I should mention that in my topic sentence. Write the topic sentence in the chart. Point out that it identifies the main topic (studying) and the aspect of the topic discussed in the provided facts (the importance of studying in learning).*

Introduce Writing Supporting Sentences Say: *The sentences after the topic sentence are supporting sentences. They are used to tell more about the main idea. They may provide details, examples, or explanations. Add a row, the heading Supporting Sentences, and these sentences to the chart: I get better grades in school when I study. Studying also helps me remember more about what I learn in class. The best part about studying is that I'm confident about my knowledge. What a great feeling! Point out that they all relate to the topic sentence and are descriptive and interesting. Ask students to think of other ways the facts could be used to create supporting sentences that relate to the topic sentence.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG55**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key (Sample answers): **1.** My and mom I were surprised to find bats in our attic. **2.** We cleaned out our attic last weekend. **3.** We found bats living in the eaves, but we saw them fly away after we stomped our feet on the floor. **4.** Sentences will vary, but should mention examples of activities the student enjoys.

A Good Paragraph

Read the facts provided in the chart below. Then use them to create a topic sentence and two supporting sentences.

Topic: Bats in the Attic
Facts About Bats in the Attic Cleaned out the attic with Mom last weekend Found bats living in eaves Saw them fly away

1. **Topic Sentence:** _____

2. **Supporting Sentence:** _____

3. **Supporting Sentence:** _____

Read the topic sentence. Write two supporting sentences to make good paragraphs.

4. There are many activities I enjoy.

WRITING

Strong Organization: Sequence

TEACH/MODEL

Introduce the Concept Say: *If you use strong organization in your writing, readers will better understand what you have to say. One way to organize your writing is to tell about events in the order in which they happened. This is called sequence.*

- Say: *When I write a narrative, I choose a topic, come up with details for my writing, and then organize the details. I usually select sequence as the organizational pattern for a narrative. It makes sense to tell about events in the order in which they happen.*
- Tell students to watch carefully as you do a few things in the classroom. Perform a sequence of activities that are easy for students to identify, for example: Walk to a bookcase. Take a book off the shelf. Walk to your desk. Sit down and look through the book. Then have students identify your activities. Ask: *What did I do first? What did I do next? Then what did I do? What did I do last?* As students identify your actions, write them on the board in a numbered list. Say: *We just listed the things I did in sequence.*

Model Sequence in a Narrative Say: *I can write this sequence of events as a short narrative. Use the numbered list to write a short narrative, such as: I walked to the bookcase. I took a book off the shelf. Then I walked back to my desk. I looked through the book. Read aloud the sentences. Then explain that you can make the events unfold more naturally by adding a few words, phrases, or details. Revise your writing, for example:*

I saw a book I needed, so I walked to the bookcase. I took a book off the shelf. Then I walked back to my desk. As I looked through the book, I realized I had grabbed the wrong one!

- Invite a student to perform a sequence of four activities in the classroom. Have students name the four activities. Write them on the board in a numbered list. Ask students to use the numbered list to create a short narrative. Write the narrative on the board as students suggest sentences. Have students check the narrative they created against the list to make sure the events are in sequence.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG56**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** We stopped to eat at a restaurant. **2.** I ordered my favorite soup. **3.** When the soup came, it was cold. **4.** I sent the soup back. **5.** We started up the mountain early in the morning. We had hiked about halfway up when something unexpected happened. I tripped over a rock. I fell face down on the hiking path! "Are you all right?" Dad asked. (The end of the narrative will vary.)

Strong Organization: Sequence

Organize these sentences in sequence. Write them in the order in which they would happen.

When the soup came, it was cold.
We stopped to eat at a restaurant.
I sent the soup back.
I ordered my favorite soup.

1. _____
2. _____
3. _____
4. _____

Rewrite the narrative below. Use sequence to organize the writing correctly. Then add your own detail sentence to end the narrative.

I fell face down on the hiking path! We started up the mountain early in the morning. I tripped over a rock. We had hiked about halfway up when something unexpected happened. "Are you all right?" Dad asked.

5. _____

WRITING

Transitions: Time-Order Words

TEACH/MODEL

Introduce the Writing Strategy Remind students that events in a narrative are usually organized in sequence, or in the order in which they happened. Say: *You can make the sequence of events clear to readers by using words that signal when things happen.*

- Explain that words and phrases that signal when things happened are called time-order words. Say: *Time-order words help readers follow the sequence of events in a narrative. They words tie events together and move them along.*
- Display and read aloud this chart of time-order words:

first	second	third	next	then	last
before	after	now	later	soon	finally
last year	in a month	this morning	after a while		
in the meantime					

Model Time-Order Words in a Narrative Write the following short narrative and read it aloud: *I decided to take Skippy for a walk. I looked for his leash. I looked in the kitchen. I searched the living room. I found the leash in his dog bed. Skippy had fallen asleep on the couch!* Point out that the narrative sounds choppy, and that the sequence of events may be unclear to some readers. Demonstrate how to use time-order words to tie events together and clarify sequence. Write:

I decided to take Skippy for a walk this morning. Before we left, I looked for his leash. First I looked in the kitchen. Then I searched the living room. I finally found the leash in his dog bed. In the meantime, Skippy had fallen asleep on the couch!

- Have students identify the time-order words in the narrative. Underline *this morning, Before we left, First, Then, finally, and In the meantime*. Point out that the words make the sequence clear and help the narrative unfold naturally. Then return to the chart and have students suggest other time-order words to add to it.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG57**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. Soon 2. In a month 3. after a while 4. First 5. later 6. last year 7. Now 8. Sample answers: First, Then, After we ate, After a while, finally, Next year

Transitions: Time-Order Words

Read the sentences. Underline the time-order words.

1. Soon the sky grew dark and lightning flashed.
2. In a month, our tomato plants had grown 12 inches!
3. We all started to get drowsy after a while.
4. First I checked the windows to make sure they were locked.
5. I called the neighbors later to see if they were home.
6. We traveled to the mountains last year.
7. Now I have to get busy and clean up the yard.

Fill in the blanks in the paragraph with time-order words.

8. We had a great day at the state fair. _____
we went on the rides. I even went on the roller coaster!
_____ we walked around and sampled
the food. _____, we went to look at the
animals. My brother and I stopped to look at the horses.
_____, we noticed that my parents and
little sister were gone. We rushed around looking for them
and _____ spotted them at the petting zoo.
_____, we'll know where to find them!

WRITING

Style and Tone

TEACH/MODEL

Introduce the Writing Strategy Explain that writers have a **purpose**, or reason, for writing a text. Authors also write for different groups of readers, or **audiences**.

Say: *Writers adjust the distinctive features of their writing, known as their **style**, to match their purpose and audience. One writer's style may be to use long, flowing sentences. Writers also change their **tone**, or their manner of expression. For example, the tone of a research report might be serious and thoughtful, but the tone of a children's magazine might be light-hearted.* Share the following reasons for writing:

- Writers write to inform, or give readers facts.
- Writers write to explain, or tell how to do something.
- Writers write to express an opinion, or to tell how they feel about something.
- Writers write to entertain, or amuse readers and tell a good story.

Introduce Writing for Different Audience Tell students that authors think about who will read a piece of writing, or its audience. Explain that some kinds of writing, such as school reports or letters to adults, should use formal language. Then explain that other kinds of writing, such as notes to friends, should use informal language that is more casual and relaxed.

- Write these two examples. Point out that each provides the same information. Ask: *Which uses formal language and tone? Which uses informal language?*

Dear Sir:

I would like to reserve a room on May 15th. Please call me at the number below and let me know if you have space available. Sincerely yours, Nina

Hey there!

I thought I'd come and stay at your place on 5/15. If that won't work, let me know. Otherwise, I'll see you then! Talk to you later, Nina

- Write: *I hope you will be able to offer your services at our fundraising event.* Note that this sentence uses formal language. Have students suggest ways to restate it using informal language (*I hope you can help out at our bake sale*).
- Write: *That lousy movie was a giant letdown.* Note that this sentence uses informal language. Have students suggest ways to restate it using formal language (*That poorly-made film was not as good as expected*).

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG58**. Read the directions. Have students complete the exercises. Provide feedback.

Answer Key: **1.** express an opinion **2.** explain **3.** entertain **4.** inform (**Sample Answers**) **5.** I, It is unfortunate that you could not attend the event. **6.** F, Thanks for chatting with me about the job. **7.** F, Please think about it.

Style and Tone

Read each example. Then write the purpose: *inform*, *entertain*, *express an opinion*, or *explain*.

1. I should be allowed to stay up until 10 p.m.

2. Here's how you stuff a turkey.

3. This is the story of the dog that could ride a bike.

4. The Model T automobile was invented in 1908.

Read each sentence. Write *F* for *formal* or *I* for *informal*. Then rewrite the sentence using the other kind of language.

5. Wow, you missed a great picnic! _____

6. Thank you for interviewing me for the position. _____

7. Respectfully, sir, I ask you to consider this idea. _____

WRITING

Vary Sentences

TEACH/MODEL

Introduce the Writing Strategy Explain that writers make their writing more interesting by using a variety of sentences. Say: *You can make your writing interesting by varying the types of sentences you use and the length of those sentences.*

Review Sentence Types Say: *Let's review some of the types of sentences we can use in our writing.* Review statements, questions, commands, and exclamations and have students give examples. Then review compound and complex sentences.

- Say: *A compound sentence contains two sentences joined by one of the following conjunctions: and, or, or but.* Share these examples: *We sat down and we began to read. I read a book, but Dan read a magazine.*
- Say: *A complex sentence contains an independent clause and one or more dependent clauses joined by a conjunction other than and, or, or but.* Share these examples: *We left the library when it closed. Because it was late, Dad picked me up.*

Model Varying Sentences Write the following narrative and read it aloud:

It was a wild day. My cousin came over. He had his dog with him. The dog barked at my cat. The cat ran out of the room. The cat snuck back. It jumped on the dog.

- Point out that the narrative is dull and unnatural because all the sentences are short, simple statements. Then revise the writing to include a variety of sentence types and lengths, for example:

What a wild day! My cousin came over, and he had his dog with him. When the dog barked at my cat, the cat ran out of the room. What do you think happened next? The cat snuck back, and it jumped on the dog!

- Point out the different sentences types and lengths in the narrative. Say: *By varying the sentences, I made the narrative more interesting and natural sounding.* Have students add other sentences to the paragraph. Remind them to vary sentence type and length to keep the writing interesting.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG59**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key (Sample answers): **1.** Chad bought a new hat, and Carter bought a jacket. **2.** When the bell rang, we were not in our seats. **3.** What do you think was in the box? It was the mitt I wanted. **4.** Jan was playing music while I was trying to study. **5.** Answers will vary but should include a variety of sentence types and lengths.

Vary Sentences

Rewrite each pair of sentences to make them more interesting. Combine the sentences or change them to different sentence types.

1. Chad bought a new hat. Carter bought a jacket.

2. The bell rang. We were not in our seats.

3. A mitt was in the box. It was the mitt I wanted.

4. Jan was playing music. I was trying to study.

Rewrite the narrative to make it more interesting. Vary the sentence types and lengths.

We piled into the van. Mom drove to the park. We got to the park. We discovered we had forgotten our soccer ball. We thought we'd have to go back home. We saw some other kids. They were practicing soccer. We asked if we could join them. They said yes. We had a lot of fun.

5. _____

GENRE FEATURES

Personal Narrative

TEACH/MODEL

Introduce the Genre Discuss these features of a personal narrative.

- A **narrative** is a story with a beginning, a middle, and an end.
- A **personal narrative** tells a true story from the writer’s life. Say: *If my family went to the beach, I could write a story about that. The beginning could be when we first got to the beach; the middle, what we did at the beach; and the end, when we left the beach.*
- A personal narrative uses *I* and *me* and is told from the first person point of view. It expresses the writer’s thoughts and feelings. Say: *If I was writing about a trip to the beach, I might describe how much I loved the feel of the sand between my toes and how listening to the waves gave me a peaceful feeling.*
- A personal narrative uses techniques like dialogue and description. Say: *In my story about the beach, I would use details to describe the beach and how I felt being there. I might include dialogue with my family.*
- A personal narrative begins with an interesting lead and gives closure at the end.

Read Aloud a Model Read aloud this personal narrative. Then discuss.

Weather forecasters in our community called it the storm of the decade! Last spring, it rained for many days and there was a lot of flooding. At first, I was very frightened, but my parents knew what to do to keep us safe. When the storm was over, there was a lot of work to do. I helped with the clean up at our house. Then we assisted some of our neighbors. I felt proud and happy that I could help people as they repaired and cleaned their homes. Our neighborhood looks much better now, and many of our neighbors are now good friends.

Discussion Questions Ask: *What event does the writer choose to write about? (a storm and flooding) Which sentences describe the beginning of the event? (first three sentences) Why is the event important to the writer? (he was able to help and has made new friends)*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG60**. Read the model with students. Read and discuss each label. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** Sample Answer: building a sand castle **2.** second sentence **3.** I, we **4.** soft, wet sand **5.** Sample Answer: *I will always remember our lifelike sand sculpture.* The writer enjoyed a fun day building sand sculptures with his family.

Personal Narrative

Read this personal narrative. Study each label. Then discuss the questions below with a partner.

Interesting
Lead

→ Have you ever built a sand castle? Last summer at

First
person
text

→ the beach, my dad and I built a giant sand castle. We used soft, wet sand to form bricks. Then I stacked the bricks and shaped them into six towers as tall as my dad's knees!

Description

We built walls connecting the towers. My little sister and my mom took a walk to find shells for decorations. When they returned they were amazed that we had even made a sand dragon to guard the castle. "That dragon is so lifelike!"

Dialogue

Mom exclaimed. Just then, the dragon's tail started to wag. It wasn't a sand sculpture at all. It was our dog Milo! Milo jumped up and shook sand everywhere. I laughed and laughed. I will always remember our lifelike sand sculpture.

Closure

1. What one event is this personal narrative about?
2. Which sentence tells the beginning of this event?
Read it to your partner.
3. Which pronouns does the writer use to tell the story?
4. What descriptive words does the writer use to describe the sand?
5. Which sentence gives closure to this event? Why is the event important to the writer?

WRITING APPLICATIONS

Prewriting a Personal Narrative

TEACH/MODEL

Introduce the Writing Process Say: *You can follow certain steps to make writing easier. These steps are called the writing process. They help you think of what to write and how to write it. I will show you how to follow these steps to write a personal narrative.*

Introduce Prewriting Explain that the first step of the writing process is **prewriting**. This is when writers think of what they want to say. Review what writers do during prewriting.

- Writers choose a topic. They decide what to write about.
- Writers brainstorm details. They think of many details that tell more about their topic. Then they write down words and phrases to help them remember the details.
- Writers **organize** details. They decide what happened first, second, third, and so on. They number their details in time order.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG61**. Read and discuss the directions and labels on the graphic organizer. Then pair each student with a partner. Provide the following support.

1. Help students choose a topic. Have students tell their topic to their partner. Say: *Think of something that happened to you this week or a long time ago. Remind students that this should be something that happened to them.*

2. Help them brainstorm details. Have students read the questions in the first box of the graphic organizer. Have them describe the beginning of their story to their partner before writing down details. Repeat with the middle and end. Prompt them as needed with questions such as these:

- *What happened first?*
- *What happened next?*
- *What details do you remember about an event, a place, people, or things?*
- *Are your details related to the event?*

3. Help them organize details. Ask: *Are your details in the right time order?* Have students number the details in the order they will write about them.

Prewriting an Personal Narrative

Write about an event that happened to you. Tell what happened in the beginning, middle, and end. Add details in each box.

I remember when _____	
Beginning	What happened? Details about an event, a place, people, or things
Middle	What happened? Details about an event, a place, people, or things
End	What happened? Details about an event, a place, people, or things

WRITING APPLICATIONS

Drafting a Personal Narrative

TEACH/MODEL

Revisit Prewriting Help students review the graphic organizer from prewriting: **Practice Reproducible WG61**. Have students reread what happened and the details they wrote. Say: *You will use these to draft your personal narrative.*

Introduce Drafting Explain that the next step of the writing process is **drafting**. This is when writers reread their graphic organizers and turn their ideas into sentences. Remind students to use good **organization** skills as they draft to help their narrative have a clear beginning, middle, and end. Review what writers do during drafting a personal narrative.

- They write a beginning sentence. They write the first sentence that tells about the event they have chosen.
- They write sentences in time order. They use the details in their graphic organizer to tell the beginning, middle, and end of their story.
- They just write. They don't worry about mistakes. They will fix these later.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG62**. Read and discuss the directions and the labels. Then have students work individually to complete it. Remind students to use the details they wrote on their prewriting graphic organizer. Provide the following support as students write.

- 1. Help students write a sentence about why the event is important to them.** Ask questions such as these: *Why was the event special? What did you learn? Did you learn something about yourself? something about someone else?*
- 2. Help them write sentences to create a beginning, middle, and end.** Write these sentence frames. Have students use or adapt the ones that fit their story.

Sentence Frames

When I was _____ years old, I _____ .

First, I _____ .

Then I _____ .

After that, _____ .

Finally, _____ .

I learned a lot about _____ .

Drafting a Personal Narrative

Write one or two sentences in each box. Use the details you wrote during prewriting.

1 Sentence About Why This Event Is Important to Me



1–2 Sentences About the Beginning



1–2 Sentences About the Middle



1–2 Sentences About the End

WRITING APPLICATIONS

Revising a Personal Narrative

TEACH/MODEL

Revisit Drafting Have students reread the sentences they drafted on **Practice Reproducible WG62**. Tell them that they will revise these sentences.

Introduce Revising Explain that the next step of the writing process is **revising**. This is when writers reread their writing and ask questions such as: *Are my sentences in the correct time order? Did I include enough details? Did I use dialogue?* Explain that when writers revise, they think about **word choice** to help them include concrete, sensory details.

Teach Varying Sentence Length Explain that good writers vary the lengths of their sentences. They write some short sentences and some long sentences. Say: *One way to make a long sentence is to combine two shorter sentences using the word or.* Explain that the word *or* is used when the writer is talking about two choices.

- Write two short sentences: *We could go shopping today. We could go shopping tomorrow.* Combine them to write one longer sentence: *We could go shopping today or tomorrow.* Circle *or*. Discuss which words you included when you combined the sentence and which words you left out. Repeat with other examples. Write: *I might paint a picture. I might read a book.* Then write: *I might paint a picture or read a book.*

Teach Using Different Kinds of Sentences Say: *Good writers vary the kinds of sentences they use. They might rewrite a statement as an exclamation.* Explain that varying sentences helps them have a clear, interesting **voice** in their narratives.

- Write: *Mosquitoes are buzzing around.* Say: *This is a statement. It is one kind of sentence.* Circle the period.
- Then write: *That mosquito bit me!* Say: *This is an exclamation. This sentence shows strong feeling.* Circle the exclamation point. Explain that good writers don't use exclamations a lot. They save exclamations for very strong feelings.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG63**. Read the directions. Then have students work individually to complete the exercises. Provide corrective feedback. When students have finished, ask them to discuss with a partner the changes they made to their own papers.

Answer Key: **1.** *I could meet you today or Friday.* **2.** *We could paint the bedroom or go to the movies.* **3.** Check students' revisions. Answers will vary. **4.** Sample answer: *I saw a real elephant!* **5.** Check students' revisions. Answers will vary.

Revising a Personal Narrative

Sentence Combining

Read each pair of short sentences. Rewrite them to make one longer sentence. Use *or*.

1. I could meet you today. I could meet you Friday.

2. We could paint the bedroom. We could go to the movies.

3. Now find two short sentences in your personal narrative. Combine them to make one longer sentence using *or*.

Using Different Kinds of Sentences

Rewrite this sentence as an exclamation.

4. I saw an elephant.

5. Change one statement in your personal narrative to an exclamation.

Teacher-Student Conferences

- If time allows, have a conference with each student about his or her writing.
- A few questions from an adult or a peer can clarify how to improve a piece of writing. Discussions can help young writers focus on audience and purpose.
- Have students read their paragraphs aloud to you. Listen attentively. Then prompt them to revise by asking questions such as those shown below.
- Try to start by identifying at least one or two things you like about the writing. Then focus on the content of what the student is trying to communicate.
- After your conference, help students decide how to revise their paragraphs.

Conference Questions

- ✓ *What one event are you telling about? Do all your details focus on just this one topic?*
- ✓ *You gave some interesting details about _____. What else happened when _____? What else did you see or hear? Who else was there?*
- ✓ *You've used I and me to show first person point of view. Are there other places you could include your thoughts and feelings?*
- ✓ *The dialogue here helps the reader get a sense of the experience. Are there other ways you could use dialogue in your narrative?*
- ✓ *What happened first? Second? Can you add any time-order words? Look back at the order words in the model on **Practice Reproducible WG57**.*

- Have students proofread their papers and make neat final copies.

USING THE RUBRIC

- Use the **Writing Rubric**. Evaluate the student's writing one criterion at a time.
- You will often find that a student's writing receives different scores for different criteria. The final score, however, should be a single number. In reaching a holistic score, give the most weight to Genre and to Organization and Focus.
- Analyze each student's errors using the criteria and the lesson numbers provided. Reteach those lessons for skills that caused the student difficulty.
 - Genre** (Lesson 60)
 - Organization and Focus** (Lessons 61–62)
 - Sentence Fluency** (Lesson 63)
 - Conventions** (Lesson 63)
- Provide corrective feedback about errors in grammar, usage, and mechanics. If necessary, consider reteaching lessons in Sections 1–5.

Writing Rubric

Personal Narrative	
Score 4	<p>Genre The writer uses the first person to tell about a single event and explains why the event was important. Dialogue and description help readers imagine what it was like to experience that event. The introduction is interesting and there is a sense of closure.</p> <p>Organization and Focus Events are told in time order, using order words. The writer includes only details that tell more about the important event.</p> <p>Sentence Fluency The writer uses both long and short sentences as well as different kinds of sentences.</p> <p>Conventions There are not many mistakes in grammar, spelling, or punctuation.</p>
Score 3	<p>Genre The writer uses the first person to tell about a single event but may not explain why the event was important. The writer uses some dialogue and description to develop the narrative. There is an interesting lead and sense of closure.</p> <p>Organization and Focus One or two events may be out of order. Order words may be missing. There may be some extra details.</p> <p>Sentence Fluency Some of the sentences are short and choppy. The writer could vary sentences more.</p> <p>Conventions There are some mistakes but none make the writing hard to understand.</p>
Score 2	<p>Genre The writer uses the first person, but does not tell about a single event. There are few descriptions of people, places, or things. Very little dialogue is used to expand the narrative. The introduction may not capture the readers attention.</p> <p>Organization and Focus Many events are out of order. There are no sequence words. There are many extra details that do not tell more about the topic.</p> <p>Sentence Fluency Many of the sentences are short and choppy.</p> <p>Conventions There are many mistakes. Some make the writing hard to understand.</p>
Score 1	<p>Genre The topic is not clear. The writer does not use the first person point of view. There are no details or dialogue. The narrative lacks an interesting lead and sense of closure.</p> <p>Organization and Focus There is no clear order. Most details are unrelated to the topic.</p> <p>Sentence Fluency All the sentences are short and choppy.</p> <p>Conventions Mistakes make the writing hard to understand.</p>

WRITING

Similarities And Differences

TEACH/MODEL

Introduce the Writing Strategy Explain that when writers compare and contrast two or more things, they tell how they are **similar**, or alike, and how they are **different**. Remind students that comparing tells how things are the same, and contrasting tells how they are different.

- Point out that good writers use words to signal similarities and differences.
Say: Good writers use these words to connect sentences in order to make the similarities and differences clear to the reader. Write and read: Similarity Signal Words: similarly, like, both, also, not only/but also, either/or; Differences Signal Words: however, but, unlike, in contrast.

Model Writing about Similarities and Differences Draw a three-column chart. Model completing it as a plan for a similarities and differences paragraph.

pen	both	pencil
uses ink	writing tool	uses graphite
hard to erase	pointy tip	easy to erase

- *Say: I can use the ideas in the chart to write a paragraph about the similarities and differences between a pen and pencil. I will use signal words to make it easier for the reader to tell how pens and pencils are alike and different.*
- Complete the model using the paragraph below. Pause after each sentence to underline and explain the similarity or difference signal words.
Pens and pencils are both writing tools shaped like cylinders. Pens use ink to write, but pencils use graphite. The ink from pens is usually hard to erase. However, the graphite from pencils is easy to erase. Both pens and pencils have pointy tips to make writing easier.
- Encourage students to add more details to the chart. Add sentences to the paragraph using details from students.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG65**. Read and discuss the directions. Have students complete the chart with partners. Have partners then write paragraphs individually and share them with each other. Provide corrective feedback.

Answer Key (Sample answers): **snow:** cold weather, solid; **rain:** warmer weather, liquid; **both:** form of water, fall from sky. **Paragraph:** Individual paragraphs will vary, but should accurately express similarities and differences.

Similarities and Differences

Complete the chart.

snow	both	rain
flakes	wet	drops
_____	_____	_____
_____	_____	_____

Use the information in the chart to write a paragraph telling about the similarities and differences between snow and rain. Use some of the signal words from the box below in your paragraph.

Similarity Signal Words: similarly, like, both, also, not only/but also, either/or

Differences Signal Words: however, but, unlike, in contrast

WRITING

Supporting Details

TEACH/MODEL

Introduce the Writing Strategy Say: *Supporting details develop a topic by telling more about it. Supporting details can include facts, definitions, concrete details, quotations, and other information and examples related to the topic.*

- Explain that a fact is something that can be shown to be true. Write: *The Declaration of Independence was signed in 1776.* Say: *You might use this fact to help develop an essay about the Declaration of Independence.* Explain that students can find facts in printed reference sources or on reliable web sites.
- Remind students that a definition makes the meaning of something clear. Write: *A declaration is a formal public statement.* Say: *This definition explains what a declaration is.* Point out that students can find definitions in dictionaries and other reference sources.
- Explain that concrete details give specific information about a topic. Say: *Concrete details help readers visualize a topic.* Write: *The Declaration of Independence was written in ink on parchment.* Point out that concrete details can come from reference sources or from students' own observations and experiences.
- Review that quotations are a person's words repeated exactly, or words that come from a book or other piece of writing. Write: *"We hold these truths to be self-evident, that all men are created equal . . ."* Say: *This quotation comes from the text of the Declaration of Independence. When you use a quotation, you should set it off with quotation marks and name the source from where it came.*
- Explain that other types of supporting details include examples, as well as information on diagrams and charts. Say: *An essay written about the Declaration of Independence might include examples of the people who signed it.*

Model Supporting Details Model using supporting details to develop a topic that is familiar to students, such as their own school. For example, you might write:

We attend Franklin School. The school was built in 2007. It runs on a traditional calendar, which means students have the summer off. The school building is modern and cheerful. One parent said, "It provides wonderful learning spaces for students!" The large library is an example of this.

- Work with students to identify the types of supporting details used in the writing.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG66**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. F 2. D 3. Q 4. F 5. C 6–8. Answers will vary but should include at least three different types of supporting details.

Supporting Details

Identify each type of supporting detail below. Write *F* if it is a fact, *D* if it is a definition, *C* if it is a concrete detail, and *Q* if it is a quotation.

1. George Washington presided over the Constitutional Convention. _____
2. When you preside over something, you are officially in charge of it. _____
3. The U.S. Constitution begins, “We the People of the United States . . .” _____
4. The first ten amendments to the Constitution are known as the Bill of Rights. _____
5. The four sheets of the original Constitution measure about 28 $\frac{3}{4}$ inches by 23 $\frac{5}{8}$ inches. _____

Read the topic sentence. Write details to support the topic. Use three different types of supporting details.

Topic: July 4th is a special holiday.

6. _____

7. _____

8. _____

WRITING

Develop the Topic

TEACH/MODEL

Introduce Supporting Evidence Explain that when good writers write about a topic, they include details that support their ideas. These details are **evidence**, or proof that something is true. Supporting evidence includes reasons why the information is true, examples, and descriptive details. Tell students to include evidence to support their ideas and opinions when they write. Details give more information about the theme, idea, or opinion.

Introduce Relevant Supporting Evidence Explain that details must be **relevant**, meaning that they are logically connected to the writer's idea. Say: *Relevant supporting evidence includes facts, definitions, concrete details, and quotations. It makes sentences and paragraphs stronger and more interesting.*

- Write: *Dogs are good pets. They communicate by barking. They like to spend time with their owners.* Help students understand that the first sentence is the topic. Note that it needs to be supported by relevant supporting evidence in order to be valid. Point out that the second sentence does not offer relevant support because it does not relate to the topic. Explain that the third sentence does. Ask students to suggest other relevant details to support the first sentence.
- Write: *Hummingbirds are more interesting to study than cardinals. Cardinals are also called redbirds. Hummingbirds can beat their wings up to 90 beats per second.* Repeat the above routine.

Model Finding Relevant Supporting Evidence Write: *The planets in our solar system are very different from one another.* Then list the following sentences:

Some planets are solid, but others are made up of gasses.

Earth is the planet we live on.

Mercury and Venus are both much hotter than the other planets.

Pluto used to be a planet, but now it is not.

Jupiter is more than 10 times bigger than Earth.

- Say: *The first sentence compares and contrasts different planets, and it is related to the topic sentence. It provides relevant supporting evidence.* Go through the other sentences with students. Encourage them to provide their reasoning for why each sentence does or does not provide relevant supporting evidence.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG67**. Read the directions and text and have students complete the exercise. Provide feedback.

Answer Key: 1. R 2. R 3. N 4. R 5. N 6. R 7. N 8–10. Sentences will vary, but should provide relevant supporting evidence.

Develop the Topic

Read the topic sentence and each detail. Write *R* if the detail is relevant or *N* if the detail is not relevant.

Topic: Young people are learning to enjoy healthy eating.

1. Raw vegetables are a favorite snack. _____
2. Many fast food restaurants offer fruit. _____
3. Children don't get enough exercise. _____
4. Lots of young people choose water over soda. _____
5. There are too many commercials on TV. _____
6. Some families eat vegetables grown in their own gardens.

7. It is important to brush your teeth after each meal. _____

Read the sentence. Then write three sentences that give relevant evidence to support the first sentence.

Topic: My school has many different kinds of classes.

8. _____

9. _____

10. _____

WRITING

Explanatory Essay: Multiple Paragraphs

TEACH/MODEL

Introduce the Writing Strategy Explain that to make an explanatory essay clear and understandable, writers organize it into **paragraphs**. Say: *Each paragraph has its own **topic sentence**. The rest of the sentences provide **supporting details**.*

- Say: *Writers use certain words to help readers move smoothly between paragraphs. These words connect ideas between paragraphs. They are called **transition words**.*
- Remind students that the first paragraph in an explanatory essay is the **introduction**. Say: *The first paragraph should introduce the topic in a way that grabs the readers' attention and makes them want to read more about the topic.*
- Remind students that the last paragraph should give a **conclusion**. Say: *A good conclusion sums up the main ideas presented in each paragraph of the article.*

Teach Writing Multiple Paragraphs Read aloud the following short article:

Would you like to try something that is fun, healthy, and not expensive to do? Hiking is a great activity that many people can enjoy.

You don't need much special equipment for hiking. You should wear sturdy shoes, comfortable clothing, a hat, and sunscreen. A walking stick is helpful if you are hiking up steep paths.

Also, some hikes are easy, and some are more difficult. It can be challenging to hike up a steep mountain. Hiking along a flat beach would not be as hard.

Hiking can be fun for everyone. Many people enjoy being outdoors, getting exercise, and sharing time with friends and family.

Discuss the different parts of a text that has multiple paragraphs. Ask: *What is the topic of this article?* Then reread and discuss each paragraph, asking:

- First Paragraph: *What makes the first paragraph a good opening paragraph? Which sentence is its topic sentence?*
- Second and Third Paragraphs: *Which is the topic sentence? What details does each paragraph provide? What transition word helps connect ideas between them?*
- Last Paragraph: *What is the purpose of the last paragraph? What conclusion does the writer make?*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG68**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. *first sentence*. 2. *first sentence of paragraph 2* 3. *In fact* 4. *last sentence* 5–7. Answers will vary.

Explanatory Essay: Multiple Paragraphs

Read the passage. Then complete the exercises.

Charles Knight was an important American artist. He lived from 1873 to 1954. He made many paintings of dinosaurs. He drew other animals, too.

Knight always liked drawing nature. When he was young, he drew animals from books. Later, he drew flowers and animals as his job. Finally, he drew dinosaurs for special museums. He was the first artist to make many drawings of dinosaurs.

In fact, Knight's drawings formed what people think about dinosaurs. His art is still shown today. The dinosaurs in a movie were even based on his art! Charles Knight was a very important artist.

1. Circle the topic sentence of the first paragraph.
2. Circle the topic sentence of the second paragraph.
3. Box the transition words that connect the second and third paragraphs.
4. Underline the sentence that gives a conclusion to the text.

Choose a topic for an expository text. Then write two topic sentences that could introduce paragraphs in the text.

5. My topic is _____ .
6. Topic Sentence: _____
7. Topic Sentence: _____

WRITING

Strong Openings

TEACH/MODEL

Introduce the Writing Strategy Explain that it is important to begin a piece of writing with a strong opening. Say: *A strong opening grabs readers' attention and makes them want to read more. It introduces your topic clearly, and it is appropriate to your audience and your purpose for writing.*

- Explain that a strong opening for an explanatory essay might include a surprising fact. Share an example such as: *At its deepest, the Grand Canyon plunges over a mile from rim to river.* Say: *If I were writing an essay about the Grand Canyon, I might begin with a fact like this to grab readers' attention.*
- Say: *Another way to grab readers' attention is to use a quotation.* Write the following quote from explorer Major John Wesley Powell: *"The glories and the beauties of form, color, and sound unite in the Grand Canyon . . ."* Say: *A quote like this would make readers want know more about the Grand Canyon.*
- Explain that beginning with an interesting description is another way to create a strong opening. Write: *The Grand Canyon is an ever-changing landscape, alive with shadows and light.* Point out that the description uses sensory details to appeal to readers.
- Tell students that starting with a question or an exclamation is also a good way to generate interest, for example: *Which spot in the American Southwest gets nearly five million visitors a year?* or *Millions of people visit the Grand Canyon each year!*

Model a Strong Opening Explain that writers often use more than one of these techniques to create a strong opening. Write: *The Grand Canyon is beautiful. It gets many visitors.* Point out that this opening is general and not very interesting. Then revise the opening using several of the techniques, for example:

The Grand Canyon is an ever-changing landscape, alive with shadows and light. Explorer John Wesley Powell described it best when he said, "The glories and the beauties of form, color and sound, unite in the Grand Canyon." Today millions of people a year visit the Grand Canyon to enjoy its beauty!

- Have students identify the techniques you used in your revised opening.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG69**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. second sentence 2. first sentence 3. first sentence 4. second sentence 5–6. Openings will vary. Each opening should include one or more of the techniques from the lesson.

Strong Openings

Draw a line under the best opening sentence in each pair of sentences below.

1. An African elephant is a very big, very interesting animal.
What's gray and wrinkled and uses its ears to cool down?
2. There are living things on Earth that are thousands of years old!
A pine tree called the bristlecone pine can grow to be very old.
3. The Empire State Building rises above the city like a needle pointing to the sky.
If you are visiting New York City, you really must see the Empire State Building.
4. The Statue of Liberty is known around the world.
"Give me your tired, your poor, Your huddled masses yearning to breathe free . . ."

Choose a subject for an explanatory essay. Write two strong openings for the essay. Vary the techniques you use.

Subject: _____

5. _____

6. _____

WRITING

Word Choice

TEACH/MODEL

Introduce Word Choice Tell students that **word choice** refers to the words that writers decide to use in a text. Explain that writers sometimes use words that readers may not know. Tell them that these words may be technical terms, words used in a specific activity, words that are difficult to pronounce, or words that are not commonly used. Then explain that writers can help the reader by adding definitions, synonyms, or examples. This helps the reader better understand a text.

- Write these sentences on the board:

When you clean up the garden in the spring, watch out for perennials.

Don't pull up these plants that come up year-after-year by mistake.

Tilling, or turning, the soil an important step in preparing your garden.

Then you can mix in soil amendments, such as compost, manure, or grass clippings, to improve the soil.

- Read the first two sentences. Underline the word *perennials*. Say: *The second sentence explains what perennials means. Here's the definition.* Underline and read aloud "these plants that come up year-after-year."
- Read the next sentence. Underline the words *tilling* and *turning*. Say: *The writer uses a synonym to help me understand the word tilling.*
- Read the last sentence. Underline the word *amendments*. Underline "compost, manure, or grass clippings." Say: *These examples help me understand that soil amendments are things that make the soil better.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG70**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** a shade of orange-red **2.** beans, peas, and lentils **3.** hot **4.** a pouch to carry babies **5–7.** Sentences will vary, but should correctly use and explain words.

Word Choice

Read each sentence. Then circle the word or words that help you understand the underlined word.

1. The artist was known for her use of vermilion. Her paintings are full of a shade of orange-red.
2. We eat a lot of legumes, such as beans, peas, and lentils.
3. I hate this torrid weather. It's too hot to do anything.
4. Marsupials are an interesting group of animals. Each one has a pouch to carry babies.

Read each word and its definition. Then write a sentence that includes the difficult word. Write another sentence using a definition, synonym, or an example to explain that word.

5. **quilt:** a blanket made up of many different pieces of fabric

6. **stratosphere:** the second layer of Earth's atmosphere

7. **archeologist:** a person who studies the remains of ancient places

WRITING

Precise Language

TEACH/MODEL

Introduce Precise Language Remind students that writers use descriptive language to help readers picture what they are reading. Explain that good writers choose **precise words** that appeal to the senses. They use concrete language. Say: *Precise words are exact words that give readers a clear picture of what the writer saw, heard, smelled, tasted, or felt. Writers use concrete language when they say robin instead of bird, scurried instead of ran, or frigid instead of cold.*

- Explain that when choosing precise words, students should think about the audience. Say: *Suppose your audience is younger. You might use simpler words and details. If your audience is older, you may use more difficult words and details.*

Model Using Precise Language Display and read aloud this poem.

Breakfast At The Beach House

*I ate my sweet, warm roll at the kitchen table.
The smell of the fresh salty air wafted through the open window.
I could feel the soft, transparent curtains brush against my face.
What was that sound coming from outside?
I looked out just in time to see the birds open their wings
and fly away.*

- Ask: *Which precise words in the first line of the poem help the reader picture what the writer is eating and where the writer is? (sweet, warm, kitchen) Are these word choices good for a younger or older audience? (younger)*
- Ask: *Which precise words appeal to younger readers' senses in the second and third lines? (fresh, salty, soft, brush)*
- Ask: *Which precise words appeal to older, more experienced readers' senses in the second and third lines? (wafted, transparent)*
- Have students suggest concrete words to replace the underlined words in the last two lines of the poem. Encourage students to tell if their word choices are for a younger or an older audience. Rewrite the last two lines with students' suggestions for concrete words and read it aloud. Discuss how these choices helped improve the poem and make the images easier for readers to visualize.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG71**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1a.** unpleasant scent **1b.** sour aroma **2a.** yummy **2b.** delicious **3a.** dog, dig up **3b.** canine, retrieve **4–5.** Sentences will vary.

Precise Language

Rewrite each sentence twice. Use precise words from the box to replace each underlined word. Write one sentence for a younger audience and one for an older audience.

unpleasant	sour	aroma	scent	retrieve
yummy	delicious	dog	canine	dig up

This milk has a bad smell.

1a. Younger audience: _____

1b. Older audience: _____

I like the taste of a good tomato.

2a. Younger audience: _____

2b. Older audience: _____

We watched the animal get his bone from the ground.

3a. Younger audience: _____

3b. Older audience: _____

Rewrite each sentence using concrete words.

4. The man went with his dog down the street.

5. An animal was hurt by the bad weather.

WRITING

Denotation and Connotation

TEACH/MODEL

Introduce Denotation and Connotation Write *denotation* and *connotation* on the board. Explain to students the difference between a word’s **denotation** and **connotation**. Say: *A word’s literal meaning is its denotation. Some words also have feelings attached to them. A word’s connotation means the feeling a word suggests.* Point out that a word may have a negative or positive feeling or connotation.

- Write the following example on the board: *Mara had an idea*. Ask: *What does the word idea mean?* (a thought) Explain that “thought” is the denotation or meaning of the word *idea*.
- Write these two examples on the board: *Mara had a scheme*. *Mara had an inspiration*. Ask students to suggest definitions for the underlined words. Explain that both mean “a thought” and so have the same denotation. Then ask students if they know of any feelings that may be attached to each word. Help them understand that the word *scheme* has a negative connotation, and the word *inspiration* has a positive connotation. Say: *The word scheme suggests that there is something secretly selfish about her idea. The word inspiration suggests there is something good and creative about her idea.*

Model Finding Denotation and Connotation Draw a chart like the one below. Sort *scheme* and *inspiration* from the sentences above. Discuss the next row of the chart with students. Then have them suggest words with positive and negative connotations. List their suggestions in the chart, adding rows as necessary.

Denotation (meaning)	Positive Connotation	Negative Connotation
thought	inspiration	scheme
smart	brilliant	sly

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG72**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. negative 2. positive 3. negative 4. positive 5. negative 6. Sample answer: The robber plans to steal money from the bank. 7. Sample answer: Firefighters rescue people from burning building. 8. Sample answer: The arrogant student would not obey the teacher. 9. Sample answer: Ella has a unique and lovely smile. 10. Sample answer: After I stepped in the puddle, my shoes were soaked.

Denotation and Connotation

Read each denotation and connotation. Write *P* if the connotation is positive or *N* if the connotation is negative.

Denotation	Connotation	Positive/Negative
take	steal	1. _____
remove	rescue	2. _____
assured	arrogant	3. _____
unusual	unique	4. _____
wet	soaked	5. _____

Write a sentence for each of the connotations listed above.

6. steal: _____

7. rescue: _____

8. arrogant: _____

9. unique: _____

10. soaked: _____

WRITING

Formal and Informal Language

TEACH/MODEL

Introduce the Concept Tell students that good writers use both **formal** and **informal language**. The decision about which type of language to use is based on the writer's audience and purpose, and it should match the writer's voice or personality.

- Say: *Formal language is usually used when the purpose of the writing is to educate a reader about a serious topic. The audience may be someone the writer does not know very well. The audience may also be an older individual, a coach, or a teacher.*
- Say: *Informal language is more natural language usually used in everyday situations. The purpose of the writing is often to entertain a reader or express a writer's personality. The audience may be a group of fellow students or a close friend.*

Introduce Using Formal Language in Writing Tell students there are several types of writing that usually use formal language. Explain to students that they should use formal language for special occasions or serious topics, such as school reports, explanatory writing, formal speeches, and formal letters.

- Write: *Ladies and gentlemen, I am here tonight to speak to you about a special charity.* Say: *Ladies and gentlemen is a formal way to address a group. The sentence also uses I am instead of the more informal I'm.*
- Write: *The process has numerous advantages and disadvantages.* Say: *This sounds like something you might read in a formal report. If the writer was using informal language, he or she might simply say, The process has many pros and cons.*

Introduce Using Informal Language in Writing Tell students there are several types of writing that usually use informal language. Explain to students that they should use informal language to sound natural and express their personalities, such as in informal speeches and friendly letters.

- Write: *The thing is, I just don't like hot dogs.* Say: *The phrase the thing is is something you might say while speaking to a friend. The contraction don't is also informal.*
- Write: *There was lots of stuff in the store that caught my eye.* Say: *Lots of stuff is an example of informal language. If I were using formal language, I might say numerous goods. Caught my eye is also informal. I could express the idea in formal language with the phrase attracted my attention.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG73**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1–5. Answers will vary. 6. F 7. I 8. F 9. I 10. I

Formal and Informal Language

Read each informal sentence. Then write a new sentence that expresses the same idea using formal language.

1. I'm slammed with homework tonight.

2. He's going to text you about catching a movie.

3. We gobbled up Mom's totally awesome cookies.

4. Her plan is to kick back and listen to some tunes.

5. Jill hoped her brother didn't mess around with the stuff in her room.

Read each sentence. Write *I* for informal or *F* for formal.

6. The latter option is the more desirable of the two. _____
7. Don't knock it if you haven't tried it. _____
8. The police officer thoroughly inspected the area. _____
9. That new song is cool. _____
10. We gave Mom a bunch of flowers. _____

GENRE FEATURES

Explanatory Essay

TEACH/MODEL

Introduce the Genre Discuss these features of an explanatory essay while reviewing and reinforcing academic language.

- An **explanatory essay** introduces a **topic** and develops ideas related to the topic. Say: *You can write an explanatory essay about a person, an animal, a place, an event, or something you have read.*
- It includes **facts, definitions, quotations,** and **details** to support and develop the ideas. Say: *If your topic is the life of a bat, you might write about what a bat eats or how a bat sleeps.*
- It uses **precise language** and content words. Say: *Instead of writing bats fly, you might write bats use thin, webbed wings to fly.*
- An explanatory essay groups related information into paragraphs. It uses **linking words** to connect ideas.
- An explanatory essay provides a **conclusion** that relates to the topic. Say: *In an essay about bats, a conclusion might be about how interesting bats are.*

Read Aloud a Model Read the explanatory essay. Discuss the questions.

Emperor penguins have learned to survive in the harsh conditions of Antarctica because of adaptations. The largest of all penguins, emperors are birds that do not fly. But their short wings, used as flippers, allow them to swim fast. A layer of blubber and soft down beneath their feathers help to keep them warm. Their white bellies provide camouflage while they are swimming. They look like ice or snow to predators under the water. They huddle together in tight groups for warmth and protection, taking turns on the outer rim of the circle. Because they have learned to adapt, emperor penguins are about the only animal found in Antarctica during the frigid winters.

- What is the **topic sentence** of the explanatory essay?
- What **precise language** is used to describe their wings?
- What sentence gives **facts and details** about how penguins work together?
- What sentence gives the **conclusion** of the essay?

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG74**. Choral-read the model. Have partners complete the exercises. Provide feedback.

Answer Key: **1.** pet fish **2.** need a few flakes of food each day **3.** An owner must check that water filter and heater are working. **4.** water filter, heater; flakes, temperature **5.** A pet fish is a lot of responsibility.

WRITING APPLICATIONS

Prewriting an Explanatory Essay

TEACH/MODEL

Introduce the Writing Process *Say: You can follow certain steps to make writing easier. These steps are called the writing process. They help you think of what to write and how to write it. I will help you follow these steps to write an explanatory essay.*

Introduce Prewriting Explain that the first step of the writing process is **prewriting**. This is when writers think about their topic and the facts they will share with their readers. Review what writers do during prewriting.

- Writers choose a topic. They choose a subject that they know about and that their readers might like to learn about.
- Writers recall what they know about their topic and then ask a question about it. Sometimes, they read to find concrete facts and details that answer their question. Then they write the facts in the form of words and short phrases.
- Writers sometimes search for definitions and quotations to add more supporting information to their explanatory essay. These can be added to their notes.
- Writers group their facts and details into organized notes. They decide which facts their readers will want to read about first, second, and so on. They number their notes in that order.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG75**. Read aloud the directions. Pair each student with a partner. Provide the following support.

1. Help students choose a topic. Suggest that students write about an animal, place, thing, or event that they are familiar with. Have them list several topics and choose one. Ask: *Have you chosen a topic that you know enough about? Will your readers enjoy reading and learning about it?*

2. Help students write a question about their topic. Then have students share and discuss the question with their partners. Ask: *Will you be able to list facts to answer this question?*

3. Help students brainstorm facts, details, and definitions. Have students think of facts and details that they know to answer the question. Prompt them as needed with questions such as these:

- *Does each fact or detail help to answer the question you wrote?*
- *Are there any definitions you can add to help explain your facts?*
- *Will your audience find each fact interesting?*
- *Do you have enough facts and details to write a paragraph?*

4. Help students organize their facts. Ask: *Which fact will you write about first? second? third?* Have them number facts in the order they will write about them.

Prewriting an Explanatory Essay

Write your topic. Then write a question about it. Write any facts, details, or definitions that help answer the question in the boxes. Number the facts, details, or definitions in the order you will write about them.

My Topic _____

My Question _____ _____

Fact, detail, or definition # _____ _____ _____ _____ _____ _____ _____ _____

Fact, detail, or definition # _____ _____ _____ _____ _____ _____ _____ _____

Fact, detail, or definition # _____ _____ _____ _____ _____ _____ _____ _____

WRITING APPLICATIONS

Drafting an Explanatory Essay

TEACH/MODEL

Revisit Prewriting Help students review the graphic organizer they completed during prewriting: **Practice Reproducible WG75**. Have them reread their facts, information, details, and definitions. Tell them that they will use this information to write an explanatory essay.

Introduce Drafting Explain that the next step of the writing process is **drafting**. Writers reread their graphic organizers and turn their facts, information, definitions, and details into sentences. Review what writers do during drafting.

- They write an introduction. They write one sentence that names their topic and gives a hint about the kind of facts that will be in their text.
- They **organize** supporting sentences in the order in which they numbered their facts on their graphic organizer.
- They just write. They don't worry about mistakes. They will fix these later.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG76**. Read the directions and have students individually complete it. Remind students to use facts on their prewriting graphic organizer. Provide the following support.

1. Help students write an introduction. Ask: *What is your topic? Did you name this animal, place, thing, or event in the topic sentence? Does your introduction give a hint about the kinds of facts, information, and details that you will put in your paragraph? Does your introduction grab the reader's attention?*

2. Help students write supporting sentences. Assist as students write sentences that include information from their graphic organizer. Reinforce that they should write supporting sentences in the same order as the information on the graphic organizer. Write the sentence frames below. Prompt students to use or adapt the ones that fit the information they will include.

Sentence Frames	
_____ are _____ .	
A _____ is _____ .	
I saw _____ .	
I heard _____ .	
They _____ .	
It was _____ .	

Drafting an Explanatory Essay

Look at the topic and facts, information, definitions, and details on your prewriting graphic organizer. Below, write a topic sentence about the subject. Then write three supporting sentences.

Topic Sentence



Supporting Sentence #1



Supporting Sentence #2



Supporting Sentence #3

WRITING APPLICATIONS

Revising an Explanatory Essay

TEACH/MODEL

Revisit Prewriting Have students reread the sentences they drafted on **Practice Reproducible WG76**. Tell them that they will revise these sentences to make them better.

Introduce Revising Explain that the next step of the writing process is **revising**. This is when writers reread their sentences and ask themselves questions such as these: *Did I write a clear, precise introduction? Did I write supporting sentences that tell more about the introduction? Did I use precise language?*

Teach Sentence Combining Explain that good writers vary the lengths of their sentences. They write some short sentences and some long ones. Say: *One way to make a long sentence is to combine two shorter sentences using and, but, or or.*

- Write two short sentences: *The play began at seven o'clock. The play ended at nine.* Combine them to write one longer sentence: *The play began at seven o'clock and ended at nine.* Circle *and*. Discuss which words you included when you combined the sentences and which words you left out.
- Repeat with other examples. Write: *Jen had a cold. She still sang well.* Then write: *Jen had a cold but still sang well.* Write: *I didn't know if I should clap. I didn't know if I should cheer.* Then write: *I didn't know if I should clap or cheer.*

Teach Using Precise Language Explain that good writers rely on careful **word choice**. When they revise, good writers replace weak or vague words with others that are strong and tell exactly what they mean.

- Write: *The play was good.* Say: *In this sentence, good is a weak word. The writer could replace it with a stronger, more precise word like wonderful or fantastic.*
- Then write: *The actor spoke loudly.* Say: *The writer could replace spoke loudly with the precise word shouted.* Write this revised sentence: *The actor shouted.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG77**. Read and discuss the directions and the exercises. Then have students work individually to complete them. Circulate and provide corrective feedback. When students have finished, have them discuss with a partner the changes they made.

Answer Key: **1.** The costumes were fancy and looked realistic. **2.** The dancers leaped across the stage but never fell down. **3.** Check students' work. **4.** Sample answer: The actor *tiptoed* toward the audience and *whispered* his lines. **5.** Check students' work.

Revising an Explanatory Essay

Sentence Combining

Read each pair of short sentences. Rewrite them to make one longer sentence. Use *and* in sentence 1 and *but* in sentence 2.

1. The costumes were fancy. They looked realistic.

2. The dancers leaped across the stage. They never fell down.

3. Now, find two short sentences in your explanatory essay. Combine them to write one longer sentence using *and* or *but*.

Using Precise Language

Replace each underlined word with a precise word. Then write the revised sentence.

4. The actor moved toward the audience and said his lines.

5. Now replace two words in your text with two precise words.

Teacher-Student Conferences

- If time allows, have a conference with each student about his or her writing.
- A few questions from an adult or a peer can clarify how to improve a piece of writing. Discussions can help young writers focus on audience and purpose.
- Have students read their texts aloud to you. Listen attentively. Then prompt them to revise by asking questions such as those shown below.
- Try to start by identifying at least one or two things you like about the writing. Then focus on the content of what the student is trying to communicate.
- After your conference, help them decide how to revise their paragraphs.

Conference Questions

- ✓ *Do all your facts, definitions, and details tell about just this one topic?*
- ✓ *You told me some interesting facts about _____. What else did you learn about this?*
- ✓ *The word _____ is not really clear. Is there another word you could use? What word says exactly what you mean?*
- ✓ *When you first started reading, I wasn't sure what topic you were writing about. Can you make that clear in the first sentence? Look back at the topic sentence in the model on **Practice Reproducible WG74**.*
- ✓ *Is your last sentence a conclusion that relates to the topic?*

- Have students proofread their papers and make neat final copies.

USING THE RUBRIC

- Use the **Writing Rubric**. Evaluate the student's writing one criterion at a time.
- You will often find that a student's writing receives different scores for different criteria. The final score, however, should be a single number. In reaching a holistic score, give the most weight to Genre and to Organization and Focus.
- Analyze each student's errors, using the criteria and the lesson numbers provided. Reteach those lessons for skills that caused the student difficulty.
 - Genre** (Lesson 74)
 - Organization and Focus** (Lesson 75–Lesson 76)
 - Sentence Fluency** (Lesson 77)
- Provide corrective feedback about errors in grammar, usage, and mechanics. If necessary, consider reteaching lessons in Sections 1–5.

Writing Rubric

Explanatory Essay	
Score 4	<p>Genre The writer tells important facts about a single topic. Precise language and content words help make the facts clear and interesting to read.</p> <p>Organization and Focus The topic sentence is precise and clear. Supporting sentences include facts, definitions, quotations, and details that tell more about the topic. The conclusion relates to the topic.</p> <p>Sentence Fluency The writer uses both long and short sentences, as well as different kinds of sentences. Linking words connect ideas.</p> <p>Conventions There are not many mistakes in grammar, spelling, or punctuation.</p>
Score 3	<p>Genre The writer gives information about a single topic. However, he or she may need to include a few more facts. Words choice could be more precise.</p> <p>Organization and Focus The topic sentence may not be clear. Supporting sentences may include a few facts, definitions, quotations, or details that tell more about the topic. The conclusion relates to the topic.</p> <p>Sentence Fluency Some of the sentences are short and choppy. The writer could vary sentences more. Some linking words are used to connect ideas.</p> <p>Conventions There are some mistakes but none make the writing hard to understand.</p>
Score 2	<p>Genre The writer does not give information about a single topic or does not include facts at all. Many words are vague or unclear.</p> <p>Organization and Focus The topic sentence is confusing or misleading. Supporting sentences may include many facts, definitions, quotations, or other details that do not tell more about the topic. The conclusion does not relate to the topic.</p> <p>Sentence Fluency Many of the sentences are short and choppy. Few linking words connect ideas.</p> <p>Conventions There are many mistakes. Some make the writing hard to understand.</p>
Score 1	<p>Genre The topic is not clear. There are no details. Words are vague or confusing.</p> <p>Organization and Focus There is no topic sentence. Supporting sentences are missing. The conclusion does not relate to the topic or is missing entirely.</p> <p>Sentence Fluency All of the sentences are short and choppy.</p> <p>Conventions Mistakes make the writing hard to understand.</p>

WRITING

Explain and Sequence Steps

TEACH/MODEL

Introduce the Writing Strategy Tell students that writers who want to tell somebody how to do or make something explain the **steps** of the activity. Say: *Each step is one part of the whole activity.* Explain that writers use detailed information to build strong sentences to make it clear to readers what they need to do. On the board, list some kinds of details students might need to include:

- which things to use
- how much or how many of something to use
- how long to do something
- how far to go
- where to do something

Model Sequencing Steps Explain to students that it is important to put the steps in the right order, or sequence. Say: *When you explain how to make or do something, put the steps in chronological order. That's the order in which the steps should be done.* Write these steps on the board: *Put the laundry in the washer. Sort and fold the laundry. Move clothes to dryer. Start the dryer. Add detergent and start the washer.*

- Read each step aloud and work with students to put the steps in the correct order. Then discuss using time-order transition words to make the order of steps clear. Write these words on the board: *first, then, next, after, finally.* Read the words aloud. Say: *These words help readers understand the order of events.* Model adding these transition words to the sentences you ordered. Then rewrite the paragraph: *First, put the laundry in the washer. Next, add detergent and start the washer. After the washer stops, move clothes to dryer. Then start the dryer. Finally, sort and fold the laundry.*
- Read the paragraph aloud. Pause after each sentence to point out time-order transitional words and descriptive phrases. Explain that these details make the sentences stronger.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG79**. Read the directions and have students complete the exercises. Provide corrective feedback.

Answer Key: 1. B 2. A 3. D 4. C 5. First, get soil, small flower pots, bean seeds, and water. Next, fill each pot with soil and make a hole 1 inch deep. Then put a bean seed in each hole and cover with soil. Finally, moisten the soil. Place the pots in a sunny window where your beans can grow.

Explain and Sequence Steps

Read each step. Then write the letters *A*, *B*, *C*, and *D* to show the order in which they should be done.

1. _____ Fill each pot with soil and make a hole 1 inch deep.
2. _____ Get soil, small flower pots, bean seeds, and water.
3. _____ Moisten the soil. Place the pots in a sunny window where your beans can grow.
4. _____ Put a bean seed in each hole and cover with soil.

Write the steps above in the correct order. Add a time-order transition word from the box below to the beginning of each sentence.

First	Next	Then	Finally
-------	------	------	---------

5. _____

WRITING

Directions to a Place

TEACH/MODEL

Review Sequencing Steps Review that when writers explain how to make or do something, they list the steps of the activity in order, or in sequence. Say: *The steps are written in the same sequence as the order in which they must be done.*

Introduce the Writing Strategy Explain that when students give directions to a place, they should also be given in order, or sequence. Say: *If you give directions to a place in the wrong sequence, people following the directions might get lost.*

- Point out that good directions include specific details. Write the following chart on the board. Explain that these are some of the types of details that might be included in directions to a place. Work with students to name examples in each category, such as: *Adams School, Seaside Avenue, and Green River.*

<u>Structures</u>	<u>Street Features</u>	<u>Natural Features</u>
buildings, parks, statues, monuments	street names, signs, railroad tracks	rivers, lakes, mountains

- Explain that directions to a place should also include direction words, or words and phrases that help tell the way. Write examples such as *right, left, straight, two blocks, just past, across from.* Ask students to give other direction words.

Model Directions to a Place Write the following directions on the board: *Turn left when you leave home. Go a few blocks and turn. Before you turn, you will pass the post office. Go straight. Turn at the sign that says Oak Mall or Oakview Mall.* Point out that the directions are confusing because they are out of sequence and lack clear details and direction words. Work with students to write a revision, such as:

When you leave your house, turn left on Clark Street. Go two blocks. You will pass the post office on the left. Turn right at the stop light at Bond Street. Go straight for a mile and a half. Then turn left at the sign that says Oakview Mall.

- Read the revised directions aloud. Pause to point out the details and direction words that help make the directions clear and logical.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG80**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key (Sample Answers): **1.** Drive for exactly two blocks. **2.** Turn left at Park Street. **3.** You'll pass Latson Lake and then Carver School. **4.** Turn left on Mill Street after you cross the railroad tracks. **5.** Directions will vary but should be written in logical order and include clear details and direction words.

Directions to a Place

Rewrite each direction line to make it clearer.

1. Drive for about two blocks, or maybe a block and a half.

2. Turn at either the next street or the street after it.

3. You'll pass Carver School, but you'll pass Latson Lake first.

4. Turn on Mill Street by the railroad tracks.

Write directions from your school or your home to another place. Remember to include specific details and direction words.

5. _____

WRITING

Descriptive Details

TEACH/MODEL

Introduce Descriptive Details Explain that good writers use descriptive details to help readers imagine what is being described. This is called showing. Showing, rather than telling, helps make writing more interesting and effective.

- Write this sentence on the board: *The weather was bad.* Read the sentence aloud. Say: *This sentence tells what the weather was like. The writer could use details to show what the weather is like.*
- Model brainstorming details about bad weather. Say: *I'm thinking about a day when the weather was bad. The clouds were black. Rain stung my face, and thunder rumbled menacingly.* Encourage students to add other details.

Model Creating Strong Sentences with Descriptive Details Remind students that using vivid details to show instead of tell makes sentences stronger. Write this example on the board: *The room was too hot during the test.* Read the sentence aloud. Say: *This sentence tells about the heat.* Then write: *Sweat dripped onto my paper, and I had trouble thinking in the heat.* Read the sentence aloud. Point out the details that show how hot it was.

Model Using Descriptive Details to Show Actions Explain that actions are how something is done. Point out that most actions are made up of many small actions. Good writers add descriptive details to show action, rather than just telling what happened.

- Write and read aloud: *Kai got on the bus.* Say: *This sentence doesn't tell me very much. What small actions are part of getting on the bus?*
- Work with students to break the action down and add descriptive details. If necessary, write the following ideas on the board as you say them: *Kai picked up his heavy school bag. Then he climbed the two short steps onto the bus. Quickly, he walked to the third row. Then he plopped down on the slick, cool seat.* Help students understand that breaking the action down and adding descriptive details shows the action instead of just telling about it.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG81**. Read the directions and have students complete the exercises. Explain to students that they will not use all the items in the box. Provide feedback.

Answer Key: **1.** included spicy chicken and crisp red peppers **2.** glowed like candlelight in the sun **3.** Mosquitoes drone and keep us slapping **4.** had a patch on one elbow and needed a button **5–6.** Sentences will vary.

Descriptive Details

Choose a detail to complete each sentence to show, not tell.

was tasty and filling
included spicy chicken and crisp red peppers
glowed like candlelight in the sun
really brightened up the room
There are lots of bugs
Mosquitoes drone and keep us slapping
had a patch on one elbow and needed a button
was old and worn

1. The dinner _____.
2. The gold paint _____.
3. _____ in the evening.
4. The dress _____.

Read each sentence. Write two new sentences that show the action instead of telling it.

5. Julia did her homework.

6. Pedro ate lunch.

WRITING

Strong Words

TEACH/MODEL

Introduce the Concept Explain that good writers choose words that are vivid and specific. These **strong words** allow them to make their feelings and ideas clear. Strong words are part of precise language. Tell students that using strong words will help them write strong sentences and strong paragraphs.

- Explain that specific words are strong words. Write: *The building is big. The building is gigantic.* Ask: *Which sentence tells you more about the building? Why?* Point out that the word *big* is not very specific. Repeat the routine with the following sentences: *The movie was good. The movie was action-packed.*
- Explain that sensory words are strong words. These words give details that appeal to the five sense of taste, touch, sight, hearing, and smell. Write: *The apple tasted good. The apple tasted crisp and juicy.* Ask: *Which sentence tells you more about the apple? Why?*
- Explain that emotional words are strong words. These words make the reader think about feelings such as happiness or sadness. Write: *The law was bad. The unfair law was wrong.* Ask: *Which sentence tells you more about the law? Why?*

Model Using Strong Words Point out that strong words show the writer’s meaning to the reader, rather than just telling. Draw the following chart on the board. Work with students to brainstorm additional words to add to the chart. Invite students to suggest sentences using the strong words from the chart.

Specific Words	Sensory Words	Emotional Words
The forest was lush and green.	We heard the leaves crackle as we walked.	A robin sang a joyous tune.
Our cafeteria is spotlessly clean.	I enjoy the spicy scent of the tacos.	Eating with my friends is my favorite part of the day.
I reviewed my homework last night.	The lines blurred before my eyes as I read.	My success on the test was worth the hard work.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG82**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. vital 2. valuable 3. signaling 4. disrespectful 5–8. Sentences will vary, but should correctly use each of the words from the box.

Strong Words

Read each sentence. Choose the stronger word from each pair. Write it on the line.

1. If you are meeting someone, it is (nice, vital) to be on time.

2. When you are late, you show that others' time is not (valuable, good). _____
3. You are (saying, signaling) that you do not care about your time with that person. _____
4. Without saying a word, you send a (disrespectful, bad) message. _____

Write one sentence for each strong word in the box.

inspire	terrible	sparkling	enormous
---------	----------	-----------	----------

5. _____

6. _____

7. _____

8. _____

WRITING

Varying Sentence Structure

TEACH/MODEL

Introduce the Writing Strategy Remind students about the types of **sentence structures**: simple, compound, and complex. Say: *Good writers vary simple, compound, and complex sentences to make their writing more interesting.*

- Write: *My dog has spots. He is a big dog.* Explain that two simple sentences can be rewritten to make a compound sentence using the conjunctions *and*, *but*, or *or*. Then write: *My dog has spots and he is big.* Point out how combining sentences can make writing easier to read.
- Then write: *My dog has spots and he is big. He loves to play catch whenever we go to the park. I throw the ball over and over, until it gets dark.* Identify the sentence types and discuss how this writing is interesting to the reader.

Model Varying Sentence Structure Say: *Good writers vary sentence structure and sentence length to make their writing more interesting. They use a variety of short and long sentences to make the writing flow naturally.*

- Write: *It was the first day of summer. It was hot. We went swimming. We had fun.* Say: *These sentences are all short. It makes the writing choppy and hard to read.* Then write: *It was the first day of summer and it was really hot. We went swimming and had lots of fun.* Point out how the writing flows smoothly.
- Write: *Tomas loves snow cones. He likes them on hot days. He likes strawberry snow cones.* Say: *Good writers combine short, simple sentences into compound or complex sentences for variety.* Then write: *Tomas loves to have a snow cone whenever it's a hot day. Strawberry snow cones are his favorite kind.* Show students how the first two sentences were joined to make a complex sentence.
- If students need additional support combining sentences, teach or reteach sentence combining Lessons 9 (nouns), 23 (verbs), 38 (adjectives and adverbs), 41 (prepositional phrases), 48 (compound), 49 (complex), 50 (run-on), or 51 (independent and dependent clauses).

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG83**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. compound 2. simple 3. complex 4. simple 5. complex 6. Sample answer: It was the best day I ever had because we went to a water park! 7. Sample answer: The rides were fun, and I ate cotton candy. 8. Sample answer: When the park closed, we went home.

Varying Sentence Structure

Read each sentence. Write *simple*, *compound*, or *complex* to tell what kind of sentence it is.

1. I looked at my father, and he smiled at me. _____
2. The birds were chirping loudly in the trees. _____
3. While we waited, the teacher gave us a snack.

4. Now it was my turn to jump over the rope. _____
5. Calista saw her friend Tina as she walked up the street.

Read the sentences. Rewrite them as compound or complex.

6. **It was the best day I ever had. We went to a water park!**
complex: _____

7. **The rides were fun. I ate cotton candy.**
compound: _____

8. **The park closed. We went home.**
complex: _____

GENRE FEATURE

How-to Writing

TEACH/MODEL

Introduce the Genre Discuss these features of how-to writing while reviewing and reinforcing academic language.

- **How-to writing** explains a **process**, such as how something works or how something is done. Say: *How-to writing might tell you how to make a fruit salad.*
- How-to writing **lists steps** in the order they need to be followed. Say: *If you were writing about how to make a fruit salad, the first step would tell you what fruits to gather.*
- How-to writing uses **time-order words** to make the order of the steps clear. Say: *How-to writing uses words such as first, next, and finally to help readers do the steps in the right order.*
- How-to writing **shares facts, definitions, details, quotations, or examples** that explain each step. Say: *The writing might tell you that you peel certain fruits, like bananas, but not others, like strawberries.*

Read Aloud a Model Read aloud the how-to writing. Discuss the questions.

Here's how to make spaghetti. First, gather the following items: spaghetti, a large pot, a colander, salt, and olive oil. Next, fill the pot with about three liters of water. Set the pot on the stove and turn the burner to its highest setting. While waiting for the water to boil, add half a teaspoon of salt and a teaspoon of olive oil. Once the water comes to a rapid boil, add the desired amount of spaghetti. Boil for 10 minutes. Finally, pour the spaghetti and water into the colander and shake to remove excess water.

- What **process** is explained in this how-to writing?
- What **step-by-step** instructions does the author provide?
- What specific **details** does the author include?
- Which **time-order words** help the reader complete the task?

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG84**. Choral-read the model. Point out the labels. Ask partners to discuss the questions, then record and share their answers with the group. Provide feedback.

Answer Key: **1.** how to build a bird feeder **2.** cut five equally-sized pieces of ½-inch wood for the walls **3.** join four pieces at their edges, use finishing nails and outdoor glue **4.** *first, next, then, fourth, now, finally*

How-to Writing

Read this example of how-to writing. Study each label.
Discuss the questions with a partner and write the answers.

Explains a process

Lists steps

This is how to build a bird feeder. First, cut five equally-sized pieces of ½-inch wood. Next, join four pieces at their edges using finishing nails and outdoor glue so you have a box. Then nail the fifth piece to the bottom of the feeder. Cut a small hole in one of the walls, near the bottom, for the bird to reach the seeds. Fourth, cut a five-inch section of a dowel. Glue it below the hole so the bird can perch. Now, drill two holes in walls that are opposite from one another. Finally, run a rope through the two holes and tie the bird feeder to a tree. Pour birdseed in, and you're done!

Details
explain
stepsTime-
Order
Words

1. What is the topic of the text? What **process** is explained?

2. Read the **step-by-step instructions** to your partner. What does the first step tell you to do?

3. Which specific **details** tell you how to join the walls?

4. Find and circle the **time-order words**. Discuss the order with your partner.

WRITING APPLICATIONS

Prewriting How-to Writing

TEACH/MODEL

Introduce the Writing Process Say: *You can follow certain steps to make writing easier. These steps are called the writing process. They help you think of what to write and how to write it. I will help you follow these steps to write how-to text.*

Introduce Prewriting Explain that the first step of the writing process is **prewriting**. This is when writers get **ideas** for their topic and the steps they will share with readers. Review what writers do during prewriting.

- Writers brainstorm ideas for a topic. They choose a task they know how to do and that their readers might like to learn about.
- Writers brainstorm specific steps. They think about the different steps needed to complete the task. Then they write down words and phrases that will help them remember these steps.
- Writers **organize** steps and details. They decide what order the steps should follow. They number these steps or use time-order words to organize them.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG85**. Read aloud and discuss the directions and the labels on the graphic organizer. Pair each student with a partner. Provide the following support.

- 1. Help students choose a topic.** Encourage students to write about a task they are familiar with and feel comfortable doing. Ask: *What are you trying to explain to the reader? What task will a reader be able to do after reading your how-to writing?* Have them list several ideas and choose one.
- 2. Help students brainstorm steps and details.** Have students describe the steps of the process to their partners. Then have them add details that help a reader complete the steps. Ask: *What will a reader need to know to do the task? Have you included everything?*
- 3. Help students organize steps and details.** Ask: *What will the reader need to do first? Second? Third? Have you included any unnecessary details or steps that can be removed?* Have students number each step or detail to show the order they will write about them.

Prewriting How-to Writing

Write your topic. Then plan your how-to text by writing each step in the process on the lines below. Include details to tell about each step.

My Topic:

Step 1: _____

Details: _____



Step 2: _____

Details: _____



Step 3: _____

Details: _____

WRITING APPLICATIONS

Drafting How-to Writing

TEACH/MODEL

Revisit Prewriting Help students review the graphic organizer they completed during prewriting: **Practice Reproducible WG85**. Have them reread their steps and details. Tell students that they will use these steps and details to write how-to text.

Introduce Drafting Explain to students that the next step of the writing process is **drafting**. In this step, writers reread their graphic organizers and turn their steps and details into sentences. Review what writers do during drafting.

- They write an introduction. They write a sentence that shows their topic, or task, so readers know what they will learn how to do.
- They write steps and details in using time-order words in the order they identified on their graphic organizer. They use **organization** and **word choice** skills to make sure the steps are in the correct order and the details clearly explain the process.
- They just write. They don't worry about mistakes. They will fix these later.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG86**. Read and discuss the directions and labels. Remind students to use the steps and details on their prewriting graphic organizer. Provide the following support.

1. **Help students write an introduction.** Ask: *What is your topic? Did you state it clearly? Will readers know what they will learn to do in your text?*
2. **Help them write sentences that give steps and details.** Assist as students write sentences that include facts and details from their graphic organizer. Remind them to include clear, descriptive words to make their details specific and informative. Write the sentences frames below to help students use time-order and spatial words. Have students use or adapt the ones that fit their steps.

Sentence Frames

First, _____ .
Then, you should _____ there.
_____ is the next step.
Don't forget to _____ on the _____ .
Finally, _____ .

Drafting How-to Writing

Look at the topic, steps, and details on your prewriting graphic organizer. Write an introduction that states your topic. Then write 1–2 sentences to identify three steps in your how-to text. Include specific details in each step.

Introduction

Step 1



Step 2



Step 3

WRITING APPLICATIONS

Revising How-to Writing

TEACH/MODEL

Revisit Drafting Have students reread the sentences they drafted on **Practice Reproducible WG86**. Tell them that they will revise these sentences to make them better.

Introduce Revising Explain that the next step of the writing process is **revising**. This is when writers reread their sentences and ask themselves questions such as: *Do I have a clear topic? Are my steps organized into the correct time order? Did I include enough specific details?*

Review Sentence Combining Remind students that good writers vary the lengths of their sentences. They write some short sentences and some longer ones. Say: *Remember, you can combine two shorter sentences using and, but, or or to add interest.*

- Write two short sentences: *The next step has two parts. The two parts must be done in order.* Combine them to write one longer sentence: *The next step has two parts, and they must be done in order.* Circle *and*. Discuss which words you included when you combined the sentences and which words you left out.
- Repeat with other examples. Write: *You can paint the box red. You can paint the box blue.* Then write: *You can paint the box red or blue.*

Teach Using Different Kinds of Sentences Explain that good writers vary the types of sentences they use. They might rewrite a statement as a command.

- Write: *First, you should gather up your tools.* Say: *This is a statement. It is one kind of sentence.*
- Then write: *First, gather up your tools.* Say: *This is a command. It tells the reader what to do.* Explain that the subject of the sentence is understood to be *you*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG87**. Read and discuss the directions. Then have students work individually to complete the exercises. Provide corrective feedback. When students have finished, have them discuss with a partner the changes they made to their own papers.

Answer Key: **1.** Measure one cup of flour and one-half cup of sugar. **2.** You can beat the batter with a hand mixer, or you can stir it with a big wooden spoon. **3.** Check to make sure students revise their papers. Answers will vary. **4.** Sample answer: Mix in the butter next. **5.** Check to make sure students revise their papers. Answers will vary.

Revising How-to Writing

Sentence Combining

Read each pair of short sentences. Rewrite them to make one longer sentence. Use *and* in sentence 1 and *or* in sentence 2.

1. Measure one cup of flour. Measure one-half cup of sugar.

2. You can beat the batter with a hand mixer. You can also stir it with a big wooden spoon.

3. Now, find two short sentences in your how-to text. Combine to write one longer sentence using *and* or *or*.

Using Different Kinds of Sentences

Rewrite this sentence as a command.

4. You should mix in the butter next.

5. Now replace one statement in your how-to text with a command.

Teacher-Student Conferences

- If time allows, have a conference with each student about his or her writing.
- A few questions from an adult or a peer can clarify how to improve a piece of writing. Discussions can help young writers focus on audience and purpose.
- Have students read their how-to writing aloud. Listen attentively. Then prompt them to revise by asking questions such as those shown below.
- Try to start by identifying at least one or two things you like about the writing. Then focus on the content of what the student is trying to communicate.
- After your conference, help them decide how to revise their paragraphs.

Conference Questions

- √ *Can you tell me more about this how-to text? What process did you describe? What is the first step? What is the last step?*
- √ *Who is the audience for this text?*
- √ *How did you start? What details did you brainstorm? How did you organize the details?*
- √ *I want to know more about this process. What do you think is the most important step? What if we left that step out?*
- √ *The word _____ is not really clear. Is there another word you could use? What word says exactly what you mean?*
- √ *Is there any information you would add? remove?*

- Have students proofread their papers and make neat final copies.

USING THE RUBRIC

- Use the **Writing Rubric**. Evaluate the student's writing one criterion at a time.
- You will often find that a student's writing receives different scores for different criteria. The final score, however, should be a single number. In reaching a holistic score, give the most weight to Genre and to organization and Focus.
- Analyze each student's errors, using the criteria and the lesson numbers provided. Reteach the lessons for skills that caused the student difficulty.
 - Genre** (Lesson 84)
 - Organization and Focus** (Lessons 85–86)
 - Sentence Fluency** (Lesson 87)
- Provide corrective feedback about errors in grammar, usage, and mechanics. If necessary, consider reteaching lessons in Sections 1–5.

Writing Rubric

How-to Writing	
Score 4	<p>Genre The writer creates a how-to text about a single process. Words are exact and make it easy to follow the steps.</p> <p>Organization and Focus The steps are clear and organized properly. Facts, details, or examples explain the steps, but the writer focuses on the process and does not introduce unnecessary information.</p> <p>Sentence Fluency The writer uses both long and short sentences, as well as different kinds of sentences. The writer signals the steps using such words as <i>first, next, finally, or last</i>.</p> <p>Conventions There are not many mistakes in grammar, spelling, or punctuation.</p>
Score 3	<p>Genre The writer gives information about a single process. However, he or she may need to include more facts or steps.</p> <p>Organization and Focus The steps may not be clear or organized properly. Facts, details, or examples explain the steps. The writer may skip information or introduce extra information.</p> <p>Sentence Fluency Some of the sentences are short and choppy. The writer may not signal the steps by using such words as <i>first, next, finally, or last</i>.</p> <p>Conventions There are some mistakes but none make the writing hard to understand.</p>
Score 2	<p>Genre The writer does not create a how-to text about a single process. Many words are vague or unclear.</p> <p>Organization and Focus The steps are confusing. The writer has left out many steps and important information to explain the steps.</p> <p>Sentence Fluency Many of the sentences are short and choppy. The writer almost never signals the steps using such words as <i>first, next, finally, or last</i>.</p> <p>Conventions There are many mistakes. Some make the writing hard to understand.</p>
Score 1	<p>Genre The writer does not create a how-to text at all. The entire piece is vague or unclear.</p> <p>Organization and Focus There are no steps, or they are in the completely wrong order. Most of the important information is missing.</p> <p>Sentence Fluency All of the sentences are short and choppy, or they are fragments. The writer never signals the steps using such words as <i>first, next, finally, or last</i>.</p> <p>Conventions Mistakes make the writing hard to understand.</p>

WRITING

Develop Characters

TEACH/MODEL

Introduce the Concept Explain that good writers use description and dialogue to make their characters seem more believable and real. Say: *Believable characters act and talk like real people.* Students can think about their own lives to help them develop believable characters. Say: *A character who is a student might talk to friends between class, grumble about homework, and be happy about a good score on a test.*

Introduce Building Strong Sentences Tell students that using adjectives and descriptive phrases helps build strong sentences. Explain that it makes characters seem more real.

- Write this dialogue on the board and read it aloud:
*“Are you playing soccer after school?” Jasmine asked.
“I can’t,” Emma said. “I have to do my chores.”*
- Point out that the dialogue lets the reader know there are two characters, Jasmine and Emma, but not many details about them.
- Write this dialogue on the board and read it aloud:
*“Are you playing soccer after school?” Jasmine asked as she pulled her dark hair into a ponytail. “We could really use you on the team. You’re such a great goalie.”
“I can’t,” Emma sighed. “I have to do my chores.” Her shoulders slumped. “I’d really like to play, though,” she said. Emma began jumping in place as if she were bouncing a soccer ball from knee to knee.
“How about Saturday?” asked Jasmine.
Emma perked up. “Yeah, I can play then!”*
- Point out and underline the additional details about Jasmine and Emma. Explain to students that these details tell readers more about the characters and what is happening in the story.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG89**. Read the directions and have students complete the exercises. Remind students to think about their own experiences to help them use realistic details in their writing. Provide corrective feedback.

Answer Key: **1–2.** beaming and lifting a trophy, “I did my best today!” he said proudly. **3–4.** peering at a map, “Do you know how to get to Main Street?” she stammered. **5–7.** Sentences will vary.

Develop Characters

Read about each character. Choose and write two details from the box that help develop each character.

beaming and lifting a trophy
“Do you know how to get to Main Street?” she stammered.
“I did my best today!” he said proudly.
peering at a map

Somebody who just won a prize

1. Detail 1 _____
2. Detail 2 _____

Somebody who is lost

3. Detail 1 _____
4. Detail 2 _____

**Write three sentences describing a character who is scared.
Use these words and phrases to help you.**

wide-eyed held tightly brave smile shaky

5. _____
6. _____
7. _____

WRITING

Voice

TEACH/MODEL

Introduce the Concept Tell students that every good piece of writing has a **voice**, or the quality that makes the writing sound like a real person wrote it. Explain that writers can choose to use a formal voice or an informal voice in their writing.

Introduce Choosing a Voice Say: *You should consider your audience and purpose when you choose whether to use a formal or an informal voice in your writing.*

- Explain that a formal voice uses grammatically correct sentences and generally avoids contractions and slang. The sentences and vocabulary in a formal voice are more complex than those used in everyday conversation. Say: *You might use a formal voice when you are writing for people of authority or people you do not know well.* Point out that a formal voice is often used when writing to inform or explain, or when constructing an argument. Say: *You might use a formal voice in a report, an essay, a speech, or a letter to an editor.*
- Explain that an informal voice often uses everyday vocabulary that includes contractions, slang, abbreviations, and shorter sentences. Say: *You might use an informal voice when you are writing for people you know well.* Point out that an informal voice is often used to express personal feelings or to tell a story. Say: *You might use an informal voice in a friendly letter, an email, a personal narrative, or in story dialogue.*

Model Formal and Informal Voice Write the following sentences on the board: *Photos by the artist are at the museum. It's a show that everyone wants to see.* Point out words such as *Photos, are at, It's, show,* and *everyone wants to see* as examples of everyday vocabulary. Ask: *Do these sentences use a formal or informal voice?*

(informal) Write: *Photographs by the artist are on display at the museum. The exhibit, which has a wide appeal, has set an attendance record.* Point out the more complex vocabulary and sentence structure that helps to create a formal voice.

- Repeat the procedure using other sentences that reflect an informal voice, such as: *You have to be pretty careful when you get a puppy. There's no telling what it will get into!* Work with students to change the voice to a formal voice. Discuss why the changes help to create a formal voice in the writing.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG90**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. F 2. I 3. F 4. I 5. I 6. F; **(Sample Answers)** 7. The store was unsuccessful because it did not have ample stock. 8. The icing on the cake was unpleasant tasting. 9. Nighttime temperatures in the desert can be unexpectedly cool. 10. Many people agree that the mayor is dishonest.

Voice

Read each sentence. Write *F* if the writer used a formal voice.
Write *I* if the writer used an informal voice.

1. Food, clothing, and shelter are basic needs for all human beings. _____
2. Let me tell you about my mind-boggling adventure! _____
3. The subsoil of the Arctic tundra is permanently frozen. _____
4. I had a blast with my buddies at the amusement park. _____
5. Did you ever wish you could go back and redo what you've done? _____
6. A valid passport is a requirement for all disembarking passengers. _____

Rewrite each sentence below. Change the sentence to reflect a formal voice.

7. The store flopped because it didn't have enough stuff.

8. The cake icing was slimy and icky tasting.

9. Did you know that it can get pretty cool in the desert at night?

10. All of my friends agree with me when I say the mayor is a crook.

WRITING

Sensory Words and Details

TEACH/MODEL

Introduce the Concept Explain that **sensory words and details** give information relating to the five senses: touch, taste, sight, hearing, and smell. Tell students that these words help readers experience exactly what the writer is showing. These help readers connect to writing by helping them form pictures in their minds.

Model Using Sensory Words and Details Remind students that including sensory words and details in their writing will make their writing stronger and more interesting for readers. Write: *My kitten purred as I petted her soft, fluffy fur.* Underline the words *soft* and *fluffy*. Invite students to describe how something soft and fluffy would feel. Then work with them to generate other sensory words that could describe an animal's fur.

- Write: *I enjoyed eating the crunchy, sweet apple.* Underline the words *crunchy* and *sweet*. Invite students to describe how something crunchy and sweet would taste. Then work with them to generate other sensory words that could describe a piece of fruit.
- Write: *We saw the clear blue ocean stretch from the shore.* Underline the words *clear* and *blue*. Invite students to describe how something clear and blue would look. Then work with them to generate other sensory words that could describe nature.
- Write: *I heard the sizzle of the peppers when we added them to the skillet.* Underline the word *sizzle*. Invite students to describe what something sounds when it sizzles. Then work with them to generate other sensory words that could describe sounds in a kitchen.
- Write: *Julia enjoyed the scent of the fresh, clean sheets.* Underline the words *fresh* and *clean*. Invite students to describe how something fresh and clean would smell. Then work with them to generate other sensory words that could describe smells.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG91**. Read aloud the directions with students and have them complete the exercises. Provide corrective feedback.

Answer Key: 1. fuzzy 2. like freshly cut grass 3. bright 4. tart 5. with a loud crash 6–8. Sentences will vary but should include sensory words and details.

Sensory Words and Details

Read each sentence. Select and write a sensory word or detail from the box to complete each sentence.

a loud crash fuzzy tart fresh-cut grass bright

1. The _____ peach felt heavy in my hand.
2. The field smelled like _____.
3. Don't look too long at that _____ light!
4. I took a big drink of the cool, _____ lemonade.
5. All at once, the books fell down with _____.

Read each sentence. Then rewrite each sentence to include sensory words and details.

6. The garden was pretty.

7. I heard a noise.

8. Our dog barked.

WRITING

Descriptive Language

TEACH/MODEL

Introduce the Concept Remind students that writers use **descriptive language** to help readers picture what they are writing about. Point out that descriptive language can also help readers picture and understand the writer's opinion. Descriptive language help writers build strong sentences that create interest and give readers additional information.

- Say: Add adjectives, adverbs, and strong verbs to include descriptive details in your writing.
- Say: Add sensory details that tell about what you saw, heard, smelled, tasted, and felt to help readers create a clear image in their minds.
- Say: Use descriptive language to explain ideas and feelings and to describe characters, actions, and the setting of a story.

Introduce Descriptive Language Write: *It was a hot, humid day.* Underline the words *hot* and *humid*. Ask: *What do these words tell you about the day? What kind of picture do they make in your mind?* Point out that these words are adjectives.

- Write: *The sun beat down as we trudged along the road.* Point out the descriptive words. Underline the word *trudged*. Ask: *What do this words tell you how the characters walked? What kind of picture do they make in your mind?* Point out that *trudged* is a verb.
- Write: *We could finally see the beautiful beach at the end of the road.* Point out the descriptive words. Ask: *What do these words tell you about the beach? The journey? What kind of picture do they make in your mind?* Underline the word *finally*. Point out that it is an adverb.
- Next, write the following sentence on the board: *The waves felt nice.* Ask: *Can you imagine how the waves looked or felt from this sentence?* (no) Have students suggest descriptive language they could add to this sentence to make it more interesting and to convince the reader to agree with the writer about the waves.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG92**. Read and discuss the directions. Have students complete the exercises and then share their responses. Provide corrective feedback.

Answer Key: 1. rushed 2. on a hot morning 3. science museum 4–7. Sentences will vary.

Descriptive Language

Read each sentence. Circle the better descriptive word or phrase to complete each sentence.

1. Students (went, rushed) outside for recess.
2. My family visited the Grand Canyon (on a hot morning, one time).
3. That (place, science museum) has many good exhibits.

Read each sentence. Make each sentence stronger and more interesting by rewriting it and adding details and descriptive language.

4. We watched the ball game.

5. The game was fun.

6. We ate some food.

7. The fans cheered.

WRITING

Strong Verbs

TEACH/MODEL

Introduce the Concept Explain that **strong verbs** are specific, vivid verbs that show an action so readers can make pictures in the minds. Tell students that using strong verbs can help them write strong sentences and strong paragraphs.

- Write: *We went to a museum.* Underline *went*. Ask: *What does this sentence tell you about how we went to the museum?* Write: *drove, walked, rode, and biked.* Ask: *How are these verbs different from went?* Guide students to recognize that these verbs are stronger choices because they provide more specific information.

Model Using Strong Verbs Tell students that picking different strong verbs can help readers form different pictures in their minds.

- Write: *Keisha went after the bus.* Underline the verb *went*. Ask students to describe what kind of action the sentence describes.
- Write: *Keisha sprinted after the bus.* Underline the verb *sprinted*. Ask students to describe what kind of action this sentence describes. Point out that the verb *sprinted* is more specific than the verb *went*, so it is a stronger verb.
- Write: *Keisha plodded after the bus.* Underline the verb *plodded*. Ask students to describe what kind of action this sentence describes. Point out that the verb *plodded* is more specific than the verb *went*, so it is a stronger verb. Invite students to explain how this sentence gives them a different picture in their mind than did the previous sentence.
- Write: *I hit my knee on the table.* Ask students to identify the verb in this sentence. Then have the group think of ways the verb could be stronger and more specific (*banged, bumped, scraped, smashed, grazed*). Remind students that a strong verb is not necessarily a more forceful one, but is simply more specific.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG93**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. wolfed down 2. raced 3. scribbled 4. dive back in 5–8. Sentences will vary, but should correctly use each of the verbs from the box.

Strong Verbs

Read each sentence. Choose the stronger verb from each pair. Write it on the line.

1. I was so hungry I (ate, wolfed down) my dinner.

2. Then I (went, raced) up to my room.

3. I (scribbled, wrote) a paragraph for my history class.

4. Finally, I could (return, dive back in) to the exciting story.

Write one sentence for each strong verb in the box.

peered	argued	rang out	slumped
--------	--------	----------	---------

5. _____

6. _____

7. _____

8. _____

WRITING

Figurative Language

TEACH/MODEL

Introduce the Concept Tell students that good writers use **figurative language** to communicate thoughts and feelings to readers. Say: *Figurative language makes a comparison to help readers, or appeals to the senses so readers can get a clear picture of something that is being described.*

Introduce Figurative Language Explain that figurative language can include **personification, metaphor, and simile.**

- Say: *Personification is a comparison that gives human qualities to an animal, object, or idea.* Write: *The moon turns its face toward Earth.* Point out the two underlined words. Say: *This sentence compares the moon to a human face. The moon does not actually have a face, so this is an example of personification.* Repeat with the sentence *A bird praises the beautiful tree with song.*
- Say: *Metaphor is a comparison between things that are not alike.* Write: *Her eyes are a lake of sparkling blue.* Point out the two underlined words. Say: *This sentence compares someone's eyes and a lake. These two things are not alike, and the sentence does not include like or as. This is an example of metaphor.* Repeat with the sentence *The playground was a tornado of excited children.*
- Say: *Simile is a comparison between unlike things using the words like or as.* Write: *The wind tosses empty bags as light as balloons.* Point out the two underlined words. Say: *This sentence compares empty bags and balloons. These two things are not alike, and the sentence uses the comparison word as. This is an example of simile.* Repeat with the sentence: *The buttons on his jacket sparkle like diamonds.*

Model Identifying Figurative Language Write: *The singer howled like a wolf.* Read the sentence aloud with students. Ask: *To what is the singer being compared? (a wolf)* Underline *singer* and *wolf*. Ask: *How do you know that this is an example of a simile? (The word like is used to compare the two words.)* Circle the word *like*. Repeat the routine using these examples: *Raindrops kiss my cheeks as they fall softly on my face* (personification) and *Her mood is a dark moonless night* (metaphor).

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG94**. Read the poem with students. Then have students complete the exercises individually. Provide corrective feedback.

Answer Key: 1. P 2. S 3. P 4. P 5. M 6. S 7–9. Answers will vary, but students should provide a correct example of each kind of figurative language.

Figurative Language

Read each line of the poem. Think about what things are being compared. Write *P* on the line if the line contains personification, *M* if it contains a metaphor, and *S* if it contains a simile.

- _____ Waves smile as they roll
Toward the shore.
Do not ignore the waves!
- _____ Like foxes, soon they will
- _____ Jump out of the water, and
- _____ Pounce on the wet sand . . .
- _____ Their tracks are tiny mountain ranges,
- _____ Like piles of snow
Left by a winter plow.

Write your own examples of figurative language below.

7. **Personification:** _____

8. **Metaphor:** _____

9. **Simile:** _____

WRITING

Sequence and Transitions

TEACH/MODEL

Introduce the Writing Strategy Explain that stories are often told in **sequence**, or in the order in which events happen. Say: *Writers use **transition** words and phrases to show the sequence of events in a story. Transition words and phrases can also signal shifts from one time frame to another, or from one setting to another.*

Model Using Transition Words and Phrases Tell students that there are many transition words and phrases that they can use in their writing to show sequence. Write the following examples on the board and read them aloud: *first, next, then, finally, that morning, later that day, the next day, the following week, sometime in the next month, a year later.* Then write and read aloud the following passage:

The first thing Emily did that morning was look out of her window. Was it really snowing? She couldn't believe it! Then she threw on some warm clothes and ran outside to enjoy the winter weather. Later that day, she sipped hot cocoa with friends. The following week, all the snow melted.

- Say: *The underlined words in the passage are transition words and phrases that show the sequence of events. The phrases that morning, Later that day, and The following week also signal shifts in time frame.*
- Review that transition words and phrases can also signal shifts in setting. Write:

Dad and Grace were busy baking bread in the kitchen. Meanwhile in the living room, Mom and I were watching TV. While all this was happening inside, our dog was in the backyard digging a hole under the fence!

- Guide students to identify the transition phrases in the passage that signal changes in setting. Underline the words *in the kitchen, Meanwhile in the living room, While all this was happening inside, and in the backyard* as they are identified.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG95**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** The following year **2.** Meanwhile back home **3.** later that evening **4.** Finally **5.** First; then **6.** While my sister stayed at the library **7.** earlier that day **8–10.** Sentences will vary.

Sequence and Transitions

Read the sentences. Underline the transition words and phrases.

1. The following year, Maggie and I planted a vegetable garden.
2. Meanwhile back home, Mom was planning my surprise party.
3. We stopped for dinner later that evening.
4. Finally I found the lost book under my bed.
5. First I locked the door, and then I got on my bike.
6. While my sister stayed at the library, I rode off to soccer practice.
7. Jessie and Amy had gone to the beach earlier that day.

Follow the directions to write sentences that use transition words and phrases.

8. Write a sentence that uses the transition words *first* and *then* to show sequence.

9. Write a sentence that uses a transition word or phrase to signal a change in time frame.

10. Write a sentence that uses a transition word or phrase to signal a change in setting.

WRITING

Plot Development

TEACH/MODEL

Introduce the Concept Say: *Stories focus on a central conflict or problem that must be solved. This is called the **plot**.*

- Write: *I wanted to audition for the play, but I had stage fright. Say: This is the main conflict my story will focus on. This will be the beginning of my story.*
- Remind students that the middle of a story provides information about how a problem was dealt with or overcome. It is typically the longest part of a short story and can include descriptive sentences, explanations, and dialogue. Say: *In the middle, I want to explain how my character dealt with stage fright. Write the following on the board: I asked my family to watch me perform in the living room. I practiced my lines while looking at myself in the mirror. Say: These details will form the middle of my story. Ask students to provide other details.*
- Say: *At the end of a story, I need to show how my conflict is resolved. Write: When the audition date arrived, I stepped onto the stage and delivered my lines with confidence. I was awarded the lead role in the play! Say: This ending shows that the problem of the character's stage fright was solved. It also tells the reader what the outcome of the audition was. Ask students to provide other possible endings.*

Model Plot Development Remind students that using descriptive details makes characters more real and interesting. Say: *Details help tell about a story's plot. Using details helps readers understand how the characters react to events and explain a story's beginning, middle, and end.*

- Write and read aloud: *Beth had just moved to Chicago. Today was her first day at the new school. She felt both scared and excited. She wondered if she would meet a new friend. Explain that this is part of the rising action of a story. Note that the central problem of the story is Beth's desire to meet a new friend.*
- Say: *Adding descriptive details and dialogue will help the reader more clearly visualize what is happening in the story. Discuss how details and dialogue make action seem more real using this example:*

"You can unpack later," her mother said. "Today is the perfect day for you to get to meet some of the neighborhood kids." Beth wondered if the kids would be friendly, but she decided her mother was right.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG96**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1–3. Sentences will vary but should include descriptive details.

4. Sample ending: I made a costume from old fabric. It was the best ever! **5.**

Sample ending: Tran and Sean both practiced hard, and they tied for first place.

Plot Development

Read each sentence. Write a sentence with descriptive detail to help build the plot of a story.

1. My uncle and I went fishing at the lake.

2. Raymond was excited about his birthday party.

3. Jenna and Tristan heard their names called. They stepped onto the stage at the talent show.

Read each story beginning. Provide two possible story endings for each.

4. Beginning: I don't have a costume for the school play.

Ending 1: _____

Ending 2: _____

5. Beginning: Tran and Sean are determined to win the race.

Ending 1: _____

Ending 2: _____

WRITING

Create Dialogue

TEACH/MODEL

Introduce the Concept Explain to the students that in writing, **dialogue** is the exact words that characters say when they talk to one another. Dialogue adds interest to a story because it lets the reader know what is happening in a story, as well as showing how a character is feeling or reacting at that moment. Good dialogue sounds natural and makes the characters more believable.

- Write: *Krista's puppy ran away. She was sad. Brent offered to help her look for it.* Point out that these sentences do not give specific details. Explain that adding dialogue would create strong sentences that help the reader picture the characters and understand the reasons for their actions.
- Write: *"Oh, no! My puppy ran away!" Krista cried sadly. "Don't worry. We can find him. I'll help you look," Brent replied helpfully.* Point out that these sentences provide more information. Ask: *Who seems more upset, Krista or Brent? What words tell you?*
- Write: *"Oh, no! My puppy ran away!" Krista cried sadly, looking up and down the street. "Don't worry. We can find him. I'll help you look," Brent replied helpfully, beginning to walk toward the corner.* Point out the action words you added that create stronger, more descriptive sentences.

Model Writing Dialogue Remind students to choose words that fit their characters and seem natural. Explain that using words such as pronouns, contractions, and casual language can make dialogue more realistic.

- Write: *"It seems unlikely that I shall succeed to my highest goals on the examination," ten-year-old Jonas said. "Jonas is correct," replied his friend.* Point out that these sentences do not fit the characters or seem natural.
- Write: *"I don't think I'll do as well on the test as I wanted to," ten-year-old Jonas said. "You're probably right," replied his friend.* Ask students why these sentences seem more natural.
- Review the conventions of writing dialogue. Explain how to place quotation marks and periods correctly when writing dialogue. Remind students to capitalize the first word of a direct quotation and to include commas and periods within the quotation marks.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG97**. Read the directions and have students complete the exercises. Provide corrective feedback.

Answer Key: **1.** *You need new tires* **2.** *Please work on your homework* **3.** *The soup is delicious* **4.** *Let's practice together* **5.** Answers will vary.

Create Dialogue

Read each sentence. Add dialogue from the box for each character.

The soup is delicious	You need new tires
Let's practice together	Please work on your homework

1. The mechanic stated, " _____
_____ ."
2. The teacher directed, " _____
_____ ."
3. The waiter suggested, " _____
_____ ."
4. The soccer player offered, " _____
_____ ."

Think of a character. Write two sentences of dialogue your character might say. Be sure to include punctuation and quotation marks.

5. _____

WRITING

Dialogue and Narration

TEACH/MODEL

Introduce the Concept Remind students that **dialogue** is what characters in a story say to one another. Say: *In good dialogue, characters talk just as they do in real life.* Remind students that dialogue in a story is marked with quotation marks. Then tell students that mixing dialogue with narration helps create interest and give more information about the events of a story. Say: **Narration** describes characters' actions and helps readers imagine what the characters are doing. When writers use dialogue and narration together, they help readers picture what characters are doing and saying. Together, dialogue and narration help writers create strong stories.

- Write the following dialogue: "Look at this!" Heath said. "Wow, that's really cool," Kyle replied. "Where did you find it?" "Over there," Heath explained. Ask: *What are the characters talking about?* Discuss with students that because the dialogue is missing narration, the reader cannot fully understand the events of the story.
- Write the following dialogue: "Look at this!" Heath said, holding up an old tin lunch box. "Wow, that's really cool," Kyle replied as he took the lunch box from Heath. He opened the lid and looked inside. "Where did you find it?" he asked. "Over there," Heath explained, pointing at the newly-dug garden by the fence. Ask: *What are the characters talking about?* Discuss with students that the story is now clearer and more interesting because the narration gives details about the characters' dialogue.

Model Writing Dialogue with Narration Write the text below on the board. Read the story together with students.

"Would you like to go this weekend?" Kara asked hopefully.

"Sorry, I have plans," Hannah replied.

"Maybe we can go next Saturday instead," Kara suggested.

Then the bell rang, and everyone returned to class.

Ask: *What could be added to make this story more interesting? How could it be clearer to the reader?* Work with students to add descriptive details that tell more about the events of the story. Remind students to include narration and sensory details to help the reader form a picture in his or her mind.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG98**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. N 2. D 3. N 4. D 5. N 6. Stories will vary, but should include both dialogue and narration.

Dialogue and Narration

Read the story. Circle the quotation marks. Then write *D* in front of each paragraph that is dialogue. Write *N* if that part of the story is narration.

1. _____ Tomás and Adam arrived at the lake and rented a canoe. Adam had never canoed before.
2. _____ “Sit in the bow of the canoe,” demanded Tomás. “I’ll sit in back so I can steer.”
3. _____ Adam slid into the canoe’s front seat and held the paddle clumsily in his hands.
4. _____ “Hold the paddle like this,” advised Tomás. “Then push the paddle backwards through the water.”
5. _____ As Adam and Tomás completed their first paddle strokes together, the canoe moved through the water.

Now write your own story about playing a sport. Use both narration and dialogue. Remember to add quotation marks when writing dialogue.

6. _____

GENRE FEATURES

Fictional Narrative

TEACH/MODEL

Introduce the Genre Discuss these features of fictional narrative.

- A **fictional narrative** is a story that the writer has made up. Explain that students can get **ideas** for a fictional narrative by thinking about elements such as character and plot. Say: *You can write a fictional narrative about a family going on a picnic or a class getting a pet.*
- A fictional narrative has a **setting, characters, and a plot.**
- It has a clear beginning, middle, and end.
- The beginning establishes the situation and introduces the characters.
- A fictional narrative includes **dialogue** and **descriptive details** to develop the characters and the plot.
- A fictional narrative uses **transitional words, phrases, and clauses** to clarify the sequence of events.
- The end resolves the situation introduced at the beginning of the narrative.

Read Aloud a Model Read this fictional narrative. Then discuss the questions.

One morning at school, Mrs. Charles stood in her classroom. Twenty students sat at their desks. Mrs. Charles said, "Let's get a pet!"

First, the students discussed classroom pets. Then they voted on which pet they would like to have. Finally, Mrs. Charles tallied the votes on the chalkboard. The hamster received the most votes. The next day, Mrs. Charles brought in a small tan hamster in a silver cage.

Discussion Questions *What is the **setting**? (morning at school) Who are the **characters**? (Mrs. Charles, students) What is the **dialogue** in the story? ("Let's get a pet!") What happens in the **beginning**? (talking about getting a class pet) the **middle**? (voting) the **end**? (bringing in hamster) What **transition words and phrases** are used? (first, then, finally, the next day)*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG99**. Choral-read the model. Discuss each label. Ask partners to discuss the questions. Have them record their answers and then share them with the group. Provide feedback.

Answer Key: **1. Beginning:** Liza skis down the mountain. **Middle:** Keith follows her. **End:** Keith meets Liza at the bottom. **2.** a ski slope at noon **3.** Liza and her brother Keith **4.** "Here I go!"; "Wait for me!"; "Great job, Keith" **5.** the snow glistened like diamonds; the steep, icy mountain **6.** first, then, finally

WRITING APPLICATIONS

Prewriting a Fictional Narrative

TEACH/MODEL

Introduce the Writing Process Say: *You can follow certain steps to make writing easier. These steps are called the writing process. They help you think of what to write and how to write it. I will show you how to follow these steps to write a fictional narrative.*

Introduce Prewriting Explain that the first step of the writing process is **prewriting**. This is when writers think of what they want to say. Review what writers do during prewriting.

- Writers choose a story **idea**. They decide what to write about.
- Writers brainstorm events. They write down words and phrases to help them remember the events.
- Writers **organize** events. They think about what might happen in the beginning, middle, and end of the story. They list the events in order.
- Writers brainstorm details. They think of many details that tell more about the setting, characters, objects, and events. Then they write down words and phrases to help them remember the details.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG100**. Read the directions and the labels. Pair each student with a partner. Provide this support.

1. Help students choose a story idea. Tell students they can pick a story idea from ones they have previously brainstormed or come up with a new one. Have them tell their ideas to their partners. Ask: *Can you think of a clear beginning, middle, and end? Can you describe the setting and the characters?*

2. Help them brainstorm events and details. Have students read each label on the graphic organizer. Tell them to describe to their partner what might happen in the beginning, middle, and end of the story before writing down any words or phrases. Prompt students as needed with questions such as these:

- Beginning *What is the central conflict or problem? What is the setting? How does the place look, sound, smell, feel, taste? Who are the characters? How do they look, act, and talk? What are the first events?*
- Middle *How do the characters deal with the problem? What events happen in the middle? What details can you add about the characters, dialogue, or setting?*
- End *How is the problem resolved? How does the story end? What details can you add about the characters, dialogue, or setting?*

3. Help them organize events. Ask: *Do the events happen in an order that makes sense? Can a reader follow the story from beginning to end?*

Prewriting a Fictional Narrative

Complete the “What if?” question. Write what might happen in the beginning, middle, and end of the story. Include details for each part of the story.

What if _____ ?	
Beginning	What might happen? Add details about characters, dialogue, or setting.
Middle	What might happen? Add details about characters, dialogue, or setting.
End	What might happen? Add details about characters, dialogue, or setting.

WRITING APPLICATIONS

Drafting a Fictional Narrative

TEACH/MODEL

Revisit Prewriting Help students review the graphic organizer they completed during prewriting: **Practice Reproducible WG100**. Have them reread events and details. Tell them that they will use these to draft their fictional narratives.

Introduce Drafting Explain that the next step of the writing process is **drafting**. This is when writers turn their events and details into sentences. Review what writers do when they draft a fictional narrative.

- They write sentences about what happens in the beginning, middle, and end of the story. They use the details in their graphic organizer to write sentences that tell more about the events, as well as the character, dialogue, and setting.
- They write dialogue that shows each character’s unique personality, or **voice**.
- They just write. They don’t worry about mistakes. They will fix these later.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG101**. Read and discuss the directions and the labels on the graphic organizer. Have students work individually to complete it. Remind them to use the events and details they wrote on their prewriting graphic organizer. Provide the following support.

- 1. Help them write a sentence to answer “What if?”** Ask: *What story are you telling? How can you describe your story idea in one sentence?*
- 2. Help them write sentences for the beginning, middle, and end.** Ask: *How can you describe what happens in the beginning in one sentence? What details can you include about the setting, characters, objects, and events?*
- 3. Help them write dialogue and use time-order words.** Write these sentence frames. Prompt students to use or adapt the ones that fit their dialogue and events. Point out time-order words such as *First* and *Then*. Ask: *What do the characters say? What time-order words show the order of events?*

Sentence Frames
<i>He said, “ _____ .”</i>
<i>“ _____ ,” she shouted.</i>
<i>First, _____ .</i>
<i>Then _____ .</i>
<i>Next, _____ .</i>
<i>Finally, _____ .</i>

Drafting a Fictional Narrative

Write one sentence about your “What if?” question. Write one or two sentences to tell what happens in the beginning, middle, and end of the story. Include details. Use the details you wrote during prewriting.

My “What If?” Question

Beginning



Middle



End

WRITING APPLICATIONS

Revising a Fictional Narrative

TEACH/MODEL

Revisit Drafting Have students reread the draft of the fictional narrative they wrote on **Practice Reproducible WG101**. Explain that they will revise this draft.

Introduce Revising Tell students that the next step in the writing process after drafting is **revising**. Say: *When writers revise, they go back into their writing to see how they can make it stronger and more interesting.*

- Explain that as students revise, they should ask themselves questions such as: *Does my story have a clear beginning, middle, and end? Did I include enough details? Did I use exact words?* They should also think about their word choice to pick the best words for their story, make sure that their sentences are varied and flow smoothly, and add transition words if needed to move their story along.

Model Adding Dialogue When Revising Tell students that when writers revise a story, they often add dialogue to make the story come alive. Review that dialogue is the words spoken by story characters.

- Write: *I asked Mason where he was going. Mason said he was headed to soccer practice.* Model how to change the sentences to dialogue. Write: *“Hey Mason!” I yelled. “Where are you going?”/ “I’m headed to soccer practice,” Mason replied.* Point out that the words spoken by the characters are set off using quotation marks.
- Then demonstrate how dialogue is used to develop a story. Say: *Writers often use dialogue to tell about experiences and events.* Write the following example and read it aloud: *“Wow! Did you see that bright streak in the sky?” I asked. / “It’s a meteor,” Dad said. “Tonight is the start of the annual Perseid meteor shower.”* Read aloud the dialogue and have students tell what the characters are doing.
- Say: *Writers also use dialogue to show how story characters respond to situations.* Write the following example: *“You’re looking a little glum, Jess.” I said. “I’m concerned about you!”/ “My brother left for college today,” Jess replied. “I miss him already!”* Have students use the dialogue to tell how the characters are feeling.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG102**. Read the directions and have students work individually to complete the exercises. Circulate and provide corrective feedback. When students have finished, have them discuss with a partner the revisions they made to their fictional narrative.

Answer Key (Sample Answers): **1.** “Time to finish your homework,” Mom said. “It’s already done,” I replied. **2.** “Watch out, Josh!” I yelled. “Don’t worry,” he said. “I know what I’m doing.” **3.** “Look at the deer!” I cried. “It’s so beautiful!” said my friend. **4.** “I’ve looked all over for my glasses. I think they’re lost,” I said. “Here they are under the couch,” said Mia. **5.** Check to make sure students revise their paper.

Revising a Fictional Narrative

Revise the sentences below. Change them to dialogue.

1. Mom told me to finish my homework. I said it was already done.

2. I told Josh to watch out. He said not to worry. He knew what he was doing.

3. We saw a deer in the woods. My friend and I were amazed.

4. I lost my glasses and couldn't find them. Mia found them under the couch.

5. Now revise the draft of your fictional narrative. Add at least two examples of dialogue to help develop the story. Revise any dialogue you have already written to make it stronger and more natural sounding.

Teacher-Student Conferences

- If time allows, have a conference with each student about his or her writing.
- A few questions from an adult or a peer can clarify how to improve a piece of writing. Discussions can help young writers focus on audience and purpose.
- Have students read their paragraphs aloud to you. Listen attentively. Then prompt them to revise by asking questions such as those shown below.
- Try to start by identifying at least one or two things you like about the writing. Then focus on the content of what the student is trying to communicate.
- After your conference, help them decide how to revise their paragraphs.

Conference Questions

- ✓ *Can you tell me more about this story? What happens first? What happens in the middle? What happens at the end?*
- ✓ *I want to know more about the character _____. What does this character look like? How does he or she talk and act?*
- ✓ *I want to know more about where all this happens. What would someone see there? What would the person hear or feel?*
- ✓ *The word _____ is not really clear. Is there another word you could use? What word says exactly what you mean?*
- ✓ *Did you use any dialogue? Did you use quotation marks with your dialogue? Look back at the model on **Practice Reproducible WG99**.*

- Have students proofread their papers and make neat final copies.

USING THE RUBRIC

- Use the **Writing Rubric**. Evaluate the student's writing one criterion at a time.
- You will often find that a student's writing receives different scores for different criteria. The final score, however, should be a single number. In reaching a holistic score, give the most weight to Genre and to Organization and Focus.
- Analyze each student's errors, using the criteria and the lesson numbers provided. Reteach the lessons for skills that caused the student difficulty.
 - Genre** (Lesson 99)
 - Organization and Focus** (Lessons 100–101)
 - Sentence Fluency** (Lesson 102)
- Provide corrective feedback about errors in grammar, usage, and mechanics. If necessary, consider reteaching lessons in Sections 1–5.

Writing Rubric

Fictional Narrative	
Score 4	<p>Genre The writer tells a fictional story with a clear beginning, middle, and end. Details tell more about setting, characters, objects, and events. Words are exact and interesting. Dialogue helps develop the plot and characters.</p> <p>Organization and Focus Events are told in time order, using time-order words. The writer includes only details that help readers understand the story.</p> <p>Sentence Fluency The writer uses both long and short sentences as well as different kinds of sentences.</p> <p>Conventions There are not many mistakes in grammar, spelling, or punctuation.</p>
Score 3	<p>Genre The writer tells a fictional story with a beginning, middle, and end. There may not be many details about setting, characters, objects, and events. Some words could be more exact. Dialogue is used throughout.</p> <p>Organization and Focus One or two events may be out of order. Time-order words may be missing. There may be some extra details.</p> <p>Sentence Fluency Some of the sentences are short and choppy. The writer could vary sentences more.</p> <p>Conventions There are some mistakes but none make the writing hard to understand.</p>
Score 2	<p>Genre The beginning, middle, or end may be missing or unclear. There are almost no details about setting, characters, objects, and events. Many words are vague. Dialogue is limited and does not develop characters or the plot.</p> <p>Organization and Focus Many events are out of order. There are no time-order words. There are many extra details that do not tell more about the topic.</p> <p>Sentence Fluency Many of the sentences are short and choppy.</p> <p>Conventions There are many mistakes. Some make the writing hard to understand.</p>
Score 1	<p>Genre The topic is not clear. There are no details. Words are vague or confusing. Dialogue is not included.</p> <p>Organization and Focus There is no clear order. Most details are unrelated to the topic.</p> <p>Sentence Fluency All the sentences are short and choppy.</p> <p>Conventions Mistakes make the writing hard to understand.</p>

WRITING

Develop a Topic

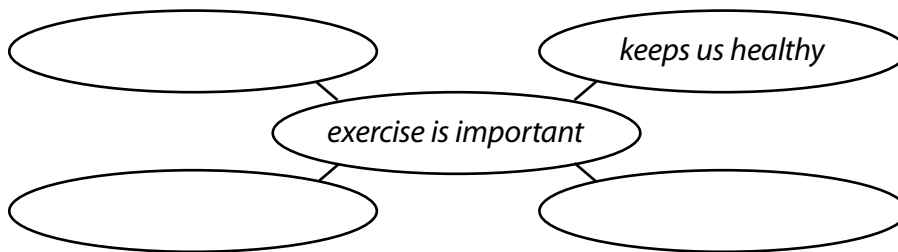
TEACH/MODEL

Introduce the Writing Strategy Tell students that good writers use facts, details, definitions, quotations, and other information to support and explain their topic. Say: *Adding concrete details, quotations, and other supporting information helps writers build strong sentences. These details support the writer's main idea or explain why a writer believes something.*

- Write: *Topic: Games.* Explain that to develop this topic, you would include facts, details, definitions, and other information about games. Details that are not about games should not be included.
- Write the following under the topic *Games.* *People have been playing games for thousands of years. Games are fun and they can help improve your thinking skills. Benjamin Franklin said, "Games lubricate the body and the mind." Games are activities that friends can play together. Reading is an activity that people do alone. Some games are played inside and some are played outside.* Reread each sentence and ask: *Does this sentence support the topic games?* (The sentence about reading does not support the topic.)

Teach Writing a Supporting Sentence Say: *Supporting details, information, and facts may explain a subject or tell why it is true.*

- Write: *Daily exercise is important.* Then suggest details that show why daily exercise is important. Say: *Exercise is important is because it keeps us healthy.*
- Prompt students to suggest other details, adding them to a web on the board.



- Model using one of the details to write a strong sentence. Write: *Daily exercise keeps us healthy so we can have lots of energy for work and play.* Work with students to write sentences using the supporting details they suggested.

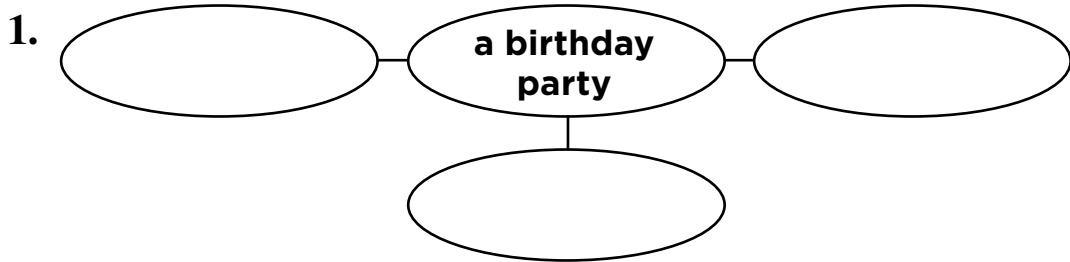
PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG104.** Read the directions and have students complete the exercises. Provide feedback.

Answer Key: **1.** Sample answers: eat cake, open presents, see friends
2. Answers will vary. **3.** Sample answers: collect shells, play in sand, jump in waves
4. Answers will vary.

Develop a Topic

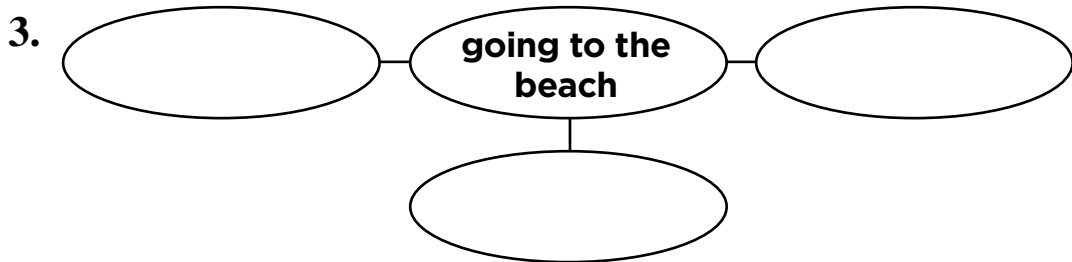
Read the topic. Write details, facts, and information in the web to support the topic.



Use details, facts, and information from the web to write a supporting sentence about the topic.

2. _____

Read the topic. Write details, facts, and information in the web to support the topic.



Use details, facts, and information from the web to write a supporting sentence about the topic.

4. _____

WRITING

Strong Paragraphs: Main Idea and Details

TEACH/MODEL

Introduce the Writing Strategy Review with students that paragraphs are about one main idea. They include facts, details, and other information that explain and support the main idea. Say: *The **main idea** of the paragraph is often stated in the first sentence. The other sentences tell about the main idea.*

- Say: *Supporting details give information about a topic. Write: Main Idea: Lizards make good pets. Write as a list: Details: Lizards are clean and quiet pets. Lizards can be kept in a small space. Lizards do not need to be fed every day. Explain that these details support the main idea in a paragraph.*
- Say: *The sentence that states the main idea is called the topic sentence. Write: Lizards can make good pets. Tell students that they can write the details about lizards in sentences to create a strong paragraph. Then continue writing the paragraph: Lizards are clean as pets and they are quiet. Most pet lizards do not take up very much space. Lizards are easy to care for, since they don't need to be fed every day. Point out that the main idea of the paragraph is clearly stated. Discuss how each detail gives more information about the main idea.*
- Add this sentence to the paragraph above: *Birds also make great pets. Say: A strong paragraph only includes details that support the main idea. Have students reread the topic sentence. Have them explain why the sentence about birds do not support the main idea. Cross out the sentence about birds.*

Teach Using Main Idea and Details Explain to students that in strong writing, each paragraph has a main idea and relevant details. Say: *The main idea is usually found in the topic sentence. Relevant ideas can be examples, facts, or explanations to support the main idea.*

- Say: *I have written a paragraph that tells why lizards make good pets. Now I want to write about how to take care of a pet lizard. My topic sentence might be Taking care of a pet lizard is easy. Write the sentence on the board. Then say: Now I need to add supporting details that are relevant.*
- Prompt students to suggest relevant details that support the main idea. Model using the details they suggest to write a paragraph.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG105**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. yes 2. yes 3. no 4. yes 5. no 6. yes 7. Sample answer: Swimming is good exercise.

Strong Paragraphs: Main Idea and Details

Read each topic sentence. Circle *yes* or *no* to tell whether each additional sentence supports the main idea.

Topic sentence: There are many healthy snacks to choose from during the day.

1. One healthy snack is peanut butter and celery. **yes** **no**
2. Fresh fruits and vegetables are full of vitamins. **yes** **no**
3. You can grow your own vegetable garden. **yes** **no**

Topic sentence: Our solar system has many planets, moons, and other objects.

4. Saturn has more moons than any other planet. **yes** **no**
5. The space shuttle can take astronauts into space. **yes** **no**
6. Everything in the solar system revolves around the sun. **yes** **no**

Read the paragraph. Write a topic sentence to tell the main idea that is supported by the rest of the paragraph.

Swimming works your arms and legs at the same time. It gets your heart pumping hard. Swimming is a good way to work out and keep in shape. Besides, it's fun!

7. **Topic sentence:** _____

WRITING

Writing an Introduction

TEACH/MODEL

Introduce the Writing Strategy Explain to students that the three main parts of a good research report are the **introduction**, the body of the report, and the conclusion. Tell them that an introduction is the first paragraph of a piece of writing.

Teach Writing an Introduction Explain that the purpose of an introduction is to prepare readers for the information to come. Say: *In the first paragraph, or introduction, writers must tell readers what the report will be about. Good writers also try to get the reader interested in finding out more about the topic.*

- Explain to students that introductions include the big ideas that will be developed in the report. Say: *An introduction tells the reader what topic will be discussed and gives an idea of what information will be presented.*
- Write this introduction to a report about grasshoppers on the board: *What insect lives in grasses and meadows and has the ability to jump great heights and distances? The question should give you a clue to the answer. It is the grasshopper. There are over 11,000 known species of grasshoppers and they can be found all over the world.*
- Ask: *What is the topic of this report?* (grasshoppers) *What facts do you know from reading the introduction?* (grasshoppers are found all over the world, there are over 11,000 species)
- Ask: *What is some other information that you would expect to read about in this report?* Make a list together of facts and details that students might hope to read about in the report. (how high they jump, how big they grow, what they eat)
- Say: *The introduction has presented you with the big idea. You now have an idea of what information is included in the rest of the report.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG106**. Read the directions with students and have them complete the exercises. Provide corrective feedback.

Answer Key: **1.** life in the desert **2.** space exploration **3.** home fire safety
4. Topics and paragraphs will vary.

Writing an Introduction

Read the topics in the box. Then read each introduction.
Write the topic that best matches each introduction.

home fire safety
space exploration

life in the desert

1. Many desert animals sleep during the day and hunt at night when it is cooler. Some have coloring that blends in with the sand to help protect them from predators.

2. Humans have long been interested in the stars. Telescopes and other tools help people see the world above us. In 1968, people even visited Earth's Moon!

3. Thousands of people are killed or injured in fires every year. Many of these fires occur in the home. Every home should have a working smoke alarm.

Think of a topic for a report you would like to write. Write an introductory paragraph.

4. Topic: _____

Introductory Paragraph: _____

WRITING

Writing a Conclusion

TEACH/MODEL

Introduce the Writing Strategy Explain to students that any piece of writing needs a **conclusion**, or a sentence or a paragraph that sums up what the writer has said. Tell students that a conclusion is similar to a main idea, because both tell about the most important ideas and details in a text.

- Say: *A paragraph only needs a sentence or two to conclude it. A longer report needs a concluding paragraph. The conclusion needs to be strong to sum up the main ideas.* Tell students that a conclusion is based on the facts or ideas in the text.
- Say: *Strong words help the reader understand the conclusion the writer is drawing. Otherwise, readers may not fully understand the writer's conclusion.*

Teach Using Strong Words and Details Write this paragraph on the board. Then read it with students.

Stars vary in color, size, and temperature. There is a relationship between the size and color of a star and its temperature. Stars with high surface temperatures are smaller in size, but brighter and whiter. Stars with low surface temperatures are much larger, but redder in color. Looking at their size and color provides clues about the surface temperature of stars.

- Ask: *Which sentence is the concluding sentence?* (the final sentence)
- Ask: *What did you learn from the concluding sentence?* (looking at the size and color of stars tells about their surface temperature)
- Ask: *If this paragraph were the conclusion of a report, what main ideas might be found in it?* (Surface temperature relates to the color, size, and temperature of stars)
- Tell students that they can prepare to write a conclusion to a report by reviewing its main ideas. Ask students to list the main ideas for a report on achievements by students at your school. Once you have listed several details, work with students to write a strong conclusion.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG107**. Read the directions and the text. Help students begin writing a conclusion if they have difficulty. Discuss paragraphs as a group. Provide corrective feedback.

Answer Key: Sample paragraph: Harriet Tubman did many things to help others before, during, and after the Civil War. As a result of her hard work, courage, and strong will, she became a great leader who is still honored today.

Writing a Conclusion

Read the introduction and body of a research report on Harriet Tubman. Then use the report's main ideas to write its conclusion in a final paragraph.

Harriet Tubman

You probably know Harriet Tubman for her role with the Underground Railroad. But did you know that she was also a spy and a war hero?

When the Civil War began, Harriet Tubman followed the Union Army into Maryland. She helped enslaved people find food and jobs after they were freed. Because the Confederates ignored her, Tubman was able to slip across enemy lines to work as a spy. She simply pretended to be enslaved. Tubman spoke to enslaved people to get information. Then she crossed the lines again with valuable information. After the Civil War ended, Tubman purchased a house in New York, and people continued to come to her for help.

Concluding Paragraph:

WRITING

Logical Order

TEACH/MODEL

Introduce the Writing Strategy Tell students that a report gives information about a topic in **logical order**. Say: *The ideas in a report must be presented logically so that readers can understand the information that is given.*

Teach Logical Order Explain that there are different kinds of order, or patterns of organization, that writers use when they write a report. Chronological order, compare/contrast, cause and effect, and classification are four of the ways that writers can organize their writing in a report.

- Explain that when writers use **chronological order**, they present their ideas in time order, or the order in which things happen. Say: *A report about a historic event or the life of a famous person might be organized using chronological order.*
- Tell students that when writers use **compare/contrast** as their organizing pattern, they examine how two or more things are alike and different. Say: *You might use compare/contrast to organize a report about two types of animals that are similar in many ways, or to compare two stories that you have read.*
- Explain that when writers organize their writing by **cause and effect**, they tell what happens and why it happens. Say: *You might use cause and effect to tell how or why a natural disaster occurs, and to describe what happens because of that disaster. You might also use cause and effect to explain events in history.*
- Tell students that when writers use **classification** as an organizing pattern, they divide their topic into smaller parts that have something in common, and then give information about each part. Say: *Use classification whenever you want to break a topic into its parts and describe each part separately.*

Model Examples of Logical Order Display the following chart and discuss with students why the pattern of organization is appropriate for each topic.

Topic of Report	Order (Pattern of Organization)
The American Revolution	Chronological Order
African and Asian Elephants	Compare/Contrast
Tornadoes	Cause and Effect
Types of Clouds	Classification

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG108**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. compare/contrast 2. chronological order 3. classification
4. cause and effect

Logical Order

For each passage, write the type of order used: chronological order, compare/contrast, cause and effect, or classification.

1. Camels are interesting animals. They can survive many days without water and have been used as desert transportation for thousands of years. But did you know that all camels are not the same? The Arabian camel, or dromedary, has one hump. The Asian camel, or Bactrian, has two. The Bactrian camel is also shorter than the dromedary.

2. Abraham Lincoln, the 16th president of the United States, was born in a log cabin in Kentucky in 1809. In 1830, Lincoln moved to Illinois. He worked at different jobs and became a lawyer in 1836.

3. When you study trees in our area, you can put them into two general groups: confers and broadleaf trees. Let's examine conifers first. Conifers have cones and leaves that look like needles. Pine trees are conifers.

4. You have seen video of tsunami damage, but what causes these powerful, rapidly-moving ocean waves? A tsunami is born when there is a sudden motion or disturbance in the ocean. Earthquakes are the most common cause of tsunamis.

WRITING

Transition Words and Phrases

TEACH/MODEL

Introduce the Writing Strategy Tell students that good writers use **transition words and phrases** to connect ideas. Say: *Transition words and phrases can be used to connect sentences within one paragraph or to join two paragraphs. These words help the reader move from one idea or paragraph to the next.*

- Write: *Scientists studied the universe. They knew that there are eight planets. They did not count the number of planets they saw.* Point out these sentences do not contain any transition words. Transition words would make the ideas clearer.
- Write: *First, scientists studied the universe. Because they knew that there are eight planets, they did not count the number of planets they saw.* Underline the words *First* and *Because*. Tell students that these are transition words. Explain that *First* tells when something happened, and *Because* tells about cause and effect.
- Write: *Next, _____.* Have students suggest what might have happened next. Then write: *However, _____.* Point out that *However* shows contrast.
- Remind students that transitions can also be used between paragraphs. Write: *However, the scientists missed an important fact.* Explain that this sentence could introduce a new paragraph connected to the sentences already written.

Teach Using Transition Words and Phrases Draw the chart below. Discuss how to use each group of transition words. Then work together with students to create pairs of oral sentences that use some of the transition words and phrases from the chart, such as *I am hungry, but lunch is not for two more hours.*

Transitions for Showing Order	Transitions for Showing Relationships	Transitions for Showing Conclusions
first second then next before after when soon	because but similarly also in addition as a result	to sum up finally at last

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG109**. Read the directions and have students complete the exercises. Provide feedback.

If students have trouble completing the second exercise, write both paragraphs on the board, leaving room for the transition sentence. Work with students to figure out the relationship between the two paragraphs.

Answer Key: 1. *Because* 2. *Then* 3. *Instead* 4. *However* 5. *Before* 6. *In all*, 7.

Sample answer: Rosa went to the fair again the next day.

Transition Words and Phrases

Read each sentence. Write an appropriate transition word or phrase on each line.

Because	However	Instead
Before	In all	Then

1. Rosa went to the fair. _____ she loves horses, she went to the riding show first.
2. _____ she went on the Ferris wheel. She decided not to go on any more rides.
3. _____ she played some games.
4. _____, she didn't win a prize.
5. _____ she left, she got some cotton candy.
6. _____, she had fun!

Read the following paragraph. Then write a transition sentence that joins it to the paragraph you completed above.

7. Transition sentence: _____

Rosa wanted to see the horses one more time. She didn't care about the rides, but she wanted another chance to win a prize. She knew there were other things she had missed, too. One day wasn't enough, because there was so much to see and do!

GENRE FEATURES

Research Report

TEACH/MODEL

Introduce the Genre Discuss these features of a research report while reviewing and reinforcing academic language.

- A **research report** is a type of explanatory writing that gives information about a specific topic. Authors write research reports to inform readers. Say: *Be sure to think about your audience so you choose a topic that is clear and interesting.*
- A research report provides information focused on a **central topic**. Say: *You could write a research report on the life of a famous person, such as Benjamin Franklin.*
- A research report has an **introduction** that presents the main ideas and a **conclusion** that relates to the topic.
- A research report organizes **facts, definitions, quotations, details**, and other **information** into supporting paragraphs. Say: *You might write a paragraph about Benjamin Franklin's youth in Philadelphia.*
- A research report summarizes information from a variety of **reliable sources**.
- A research report uses **precise vocabulary** and a formal tone.
- A research report includes **linking words** that connect ideas.

Read Aloud a Model Read aloud the research report. Discuss the questions.

A butterfly begins life as an egg that was laid by an adult butterfly. When the egg hatches, a caterpillar comes out. The caterpillar eats leaves and other plants. In addition, it molts, or loses its skin, several times. When it is big enough, it becomes a pupa, also called a chrysalis. This is a protective cocoon in which the caterpillar rests for several weeks or months. Inside the chrysalis, it slowly changes its shape. Finally, the new butterfly breaks out of the cocoon and flies away to begin the cycle again.

- What is the **topic**? What sentences give the **introduction** and **conclusion**?
- What supporting **facts, definitions, quotations, details**, and other **information** does the author provide?
- What **linking words or phrases** are used to connect ideas?
- What **precise vocabulary** is used? What is the **tone**?

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG110**. Choral-read the model. Discuss labels. Ask partners to discuss the questions, then record and share answers. Provide corrective feedback.

Answer Key: **1.** John Glenn **2.** *John Glenn is a very famous man. John Glenn has done amazing things.* **3.** Answers will vary. **4.** *After the attack..., Later, Finally* **5.** Sample answer: biographies about John Glenn, a history book about space

Research Report

Read this research report. Study each label. Then answer the questions below.

Introduction

Topic → John Glenn is a very famous man. He was the first

Precise Vocabulary → American to orbit the Earth. Glenn was born in 1921. When

Linking Words and Phrases → he grew up, he learned to fly a plane. After the attack on Pearl Harbor, Glenn enlisted in the Navy. Later, he joined NASA and became an astronaut.

Supporting Facts and Details

On February 20, 1962, Glenn flew into space. He circled the Earth three times. Later, he became a senator. Finally, in 1998, he became the oldest person to fly in space, too. He was 77 years old! John Glenn has done amazing things. ← Conclusion

1. Read the first sentence of the research report with your partner. What is the **topic**?
2. Reread the report with your partner. What sentence is the **introduction**? What sentence is the **conclusion**?
3. Which **supporting facts, details and information** tell you about John Glenn's achievements? Have your partner read some to you.
4. What are some **linking words and phrases** that the author uses? Read them to your partner. Together, find three linking words and phrases.
5. What **reliable sources** might the author have used?

WRITING APPLICATIONS

Prewriting a Research Report

TEACH/MODEL

Introduce the Writing Process *Say: You can follow certain steps to make writing easier. These steps are called the writing process. They help you think of what to write and how to write it. I will help you follow these steps to write a research report.*

Introduce Prewriting Explain that the first step of the writing process is **prewriting**. This is when writers generate **ideas** for their topic and facts they will share with their readers. Review what writers do during prewriting.

- Writers choose a **topic**. The first thing students should do is decide what they want to write about. This is the topic of the research report. They should choose a topic that they would like to research and that their readers might like to learn about.
- Writers research facts about the topic. They use **reliable sources** to learn more about the topic. They take notes on what they find that retell the information using their own words.
- Writers **organize** their facts. They decide which facts to include and organize them using an outline or graphic organizer. They decide on the main ideas of their report. They pick a few things to tell about in detail. They remember to include a main idea and supporting details in each paragraph.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG111**. Read aloud and discuss the directions and the labels on the graphic organizer. Pair each student with a partner. Provide the following support.

1. Help students choose a topic. Suggest that students write about a topic from their Writer's Notebooks, or fill out a K-W-L chart with a partner to identify new topics. Ask: *What are you writing about? Are there facts you can research about this topic? Will the topic be interesting for your audience?*

2. Help students research facts about their topic. Provide students with reference books or help them use the Internet to identify reliable Web sites to learn more about their topic. Ask: *Did you use reliable sources? Did you take notes about the most important details? Did you use your own words to write the information in your notes?*

3. Help students organize their facts. Encourage students to find the most important details in their notes. Have them think about which could be main ideas for each paragraph. Ask: *What are the main ideas of your report? Do you have supporting details to go with the main idea of each paragraph?*

Prewriting a Research Report

Plan your research report by recording notes below.

Topic	What are you writing about?
Research	Where can you find the information you need? What did you learn? Remember to write the information in your own words.
Main Ideas	What is the main idea of each of your paragraphs?
Details	What supporting details should you include for each main idea?

WRITING APPLICATIONS

Drafting a Research Report

TEACH/MODEL

Revisit Prewriting Help students review the graphic organizer they completed during prewriting: **Practice Reproducible WG111**. Have them also review their outlines. Tell them they will use this information to write their research reports.

Introduce Drafting Explain that the next step of the writing process is **drafting**. Students will reread their graphic organizers and outlines and turn their paraphrased facts into sentences. Review what writers do during drafting.

- Writers write an introduction. They write one paragraph that names their topic and gives details to grab the reader’s interest.
- They write supporting paragraphs that tell more about their topic. They write one paragraph for each supporting detail in their outline. They use good **word choice** skills to put the facts in their own words as they write.
- They write a conclusion. They write one paragraph that sums up their topic.
- They just write. They don’t worry about mistakes. They will fix these later.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG112**. Read the directions and have students individually complete it. Remind students to use their outlines and prewriting graphic organizers. Provide the following support.

- 1. Help students write an introductory paragraph.** Ask: *What is your topic? What interesting details will you include when you write about your topic?*
- 2. Help students write supporting sentences.** Assist students as they write one sentence for each of their supporting paragraphs. Remind them that each section in their outline should be part of a different paragraph. Use the sentence frames below to help students think about their ideas. Prompt students to use or adapt the ones that fit the supporting information they will include or to think of other appropriate frames with a partner.
- 3. Help students write a concluding paragraph.** Ask: *What will sum up your topic? What are the most important things for the reader to remember?*

Sentence Frames	
A _____	is _____.
_____	are _____.
_____	is where _____
_____	happened on _____.
_____	is an important _____.

Drafting a Research Report

Write a topic sentence for each paragraph of your report.
Use the topic and details you wrote during prewriting.

Introduction

Paragraph #1



Paragraph #2



Paragraph #3



Conclusion

WRITING APPLICATIONS

Revising a Research Report

TEACH/MODEL

Revisit Drafting Have students reread the sentences they drafted on **Practice Reproducible WG112**. Tell that they will revise their writing to make it better.

Introduce Revising Explain that the next step of the writing process is **revising**. This is when writers reread their sentences and ask themselves questions such as: *Did I write clear, precise topic sentences? Does my introduction grab the reader's attention? Did I paraphrase my main idea and supporting details?*

Teach Writing a Good Introduction Explain that good writers have an introduction that tells what they will be writing about for their research report. Writers use **word choice** and **voice** skills to include descriptive details that grab readers' interest. Say: *Writers can grab readers' interest by using interesting descriptive details and figurative language.*

- Write: *My report is about clownfish. They are interesting fish.* Point out that this introduction is not very interesting for the reader. Say: *Adding descriptive details about the clownfish will grab the reader's attention.* Write: *Imagine an orange and white clownfish swimming by, flipping its black-rimmed tail in the cool ocean waters.* Circle descriptive words such as *orange* and *black-rimmed*.
- Repeat with other examples. Write: *The Anasazi lived long ago. They were an important people.* Then write: *Deep, dark and mysterious, the Anasazi cliff dwellings serve as a reminder of this ancient and important people.*

Teach Paraphrasing Tell students to reread their research and write facts, key words, and phrases that they may want to add to their reports. Remind students to use their own words, not the original writer's words. Say: *Restating information in your own words is called paraphrasing.* Write and discuss this example:

- *Writer's words:* Clownfish are native to warmer waters of the Indian and Pacific oceans. They are orange and white striped.
- *Your words:* The orange and white clownfish lives in the Indian and Pacific oceans.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG113**. Read and discuss the directions and the exercises. Have the students work individually to complete them. Provide corrective feedback. When students are finished, ask them to discuss with partners the changes they made to their own papers.

Answer Key: **1.** Sample answer: Diamonds are so hard that they cut glass. **2.** Check that students revise their papers. Answers will vary. **3.** Sample answer: Diamonds are natural gems that have many unique features. **4.** Sample answer: Diamonds can be white, blue, pink, or even yellow.

Revising a Research Report

Writing a Good Introduction

Read the introduction and facts. Write a sentence to make the introduction more interesting to the reader.

Introduction: This report is about diamonds.

Facts: Diamonds are very hard. They can cut glass. They are used in tools.

1. Sentence: _____

2. Now reread the introduction to your research report.
Rewrite your sentences to make them more interesting.

Paraphrasing

Read the information. Write the main idea and a supporting detail in your own words.

Diamonds are made from coal, buried deep in the earth. They are formed by heat and pressure. They come to the surface slowly when wind and water move the soil. The biggest diamond was as big as a baseball! Most diamonds are white, but some are blue, pink, or yellow.

3. Main Idea: _____
4. Supporting Detail: _____

Teacher-Student Conferences

- If time allows, have a conference with each student about his or her writing.
- A few questions from an adult or a peer can clarify how to improve a piece of writing. Discussions can help young writers focus on audience and purpose.
- Have students read their research reports aloud. Listen attentively. Then prompt them to revise by asking questions such as those shown below.
- Try to start by identifying at least one or two things you like about the writing. Then focus on the content of what the student is trying to communicate.
- After your conference, help students decide how to revise their paragraphs.

Conference Questions

- ✓ *Tell me more about your report. Why did you choose this topic?*
- ✓ *Who is the audience for this text?*
- ✓ *How did you start? What details did you brainstorm? How did you organize the details?*
- ✓ *Where did you find research for your details?*
- ✓ *I want to know more about this topic. What are the main ideas? What are some supporting details?*
- ✓ *The word _____ is not really clear. Is there another word you could use? What word says exactly what you mean?*
- ✓ *Is there any information you would add? remove?*

- Have students proofread their papers and make neat final copies.

USING THE RUBRIC

- Use the **Writing Rubric**. Evaluate the student's writing one criterion at a time.
- You will often find that a student's writing receives different scores for different criteria. The final score, however, should be a single number. In reaching a holistic score, give the most weight to Genre and to Organization and Focus.
- Analyze each student's errors, using the criteria and the lesson numbers provided. Reteach those lessons for skills that caused the student difficulty.
 - Genre** (Lesson 110)
 - Organization and Focus** (Lessons 111–112)
 - Sentence Fluency** (Lesson 113)
- Provide corrective feedback about errors in grammar, usage, and mechanics. If necessary, consider reteaching lessons in Section 1–5.

Writing Rubric

Research Report	
Score 4	<p>Genre The writer creates a research report about a single topic. Words are exact and make it easy to find the main idea or ideas.</p> <p>Details and Organization The details support the main ideas. The writer focuses on the ideas and does not introduce extra information.</p> <p>Sentence Fluency The writer uses both long and short sentences, as well as different kinds of sentences. The writer uses transitions such as <i>first, next, furthermore, in addition, also, or finally</i>.</p> <p>Conventions There are not many mistakes in grammar, spelling, or punctuation.</p>
Score 3	<p>Genre The writer gives information about a single topic. However, he or she may need to include more or better main ideas.</p> <p>Details and Organization The details may not be clear or organized properly. The writer may skip information or introduce extra information.</p> <p>Sentence Fluency Some of the sentences are short and choppy. The writer may not signal transitions by using such words as <i>first, next, furthermore, in addition, also, or finally</i>.</p> <p>Conventions There are some mistakes but none make the writing hard to understand.</p>
Score 2	<p>Genre The writer does not create a research report about a single topic. Many ideas are vague or unclear.</p> <p>Details and Organization The details are confusing. They may not support the main idea. The writer has left out important information.</p> <p>Sentence Fluency Many of the sentences are short and choppy. The writer almost never signals transitions by using words such as <i>first, next, furthermore, in addition, also, or finally</i>.</p> <p>Conventions There are many mistakes. Some make the writing hard to understand.</p>
Score 1	<p>Genre The writer does not create a research report at all. The entire piece is vague or unclear. There are no main ideas.</p> <p>Details and Organization There are no supporting details, or they cannot be tied to a main idea. Most of the important information is missing.</p> <p>Sentence Fluency All of the sentences are short and choppy, or they are fragments. The writer never signals by using words such as <i>first, next, furthermore, in addition, also, or finally</i>.</p> <p>Conventions Mistakes make the writing hard to understand.</p>

WRITING

Facts and Opinions

TEACH/MODEL

Introduce the Writing Strategy Explain the difference between **facts** and **opinions**. Say: *A fact is a statement that can be proved through personal observation or by checking a reference book. An opinion is a statement that tells what a writer thinks or believes.* Tell students that words and phrases such as *I think, I believe, good, bad, best, and most* can show opinion. These words and phrases help writers build strong opinions. Point out that good writers include facts to support their opinions.

- Write: *Giant sequoias are often more than 150 feet tall.* Explain that this statement is fact. Say: *This statement can be proved true. We could check the heights of giant sequoias in a reference book.*
- Write: *Giant sequoias are the most beautiful trees.* Explain that this statement is an opinion. Underline the words *most beautiful*. Say: *These words give an opinion because they cannot be proved. Words such as most and beautiful tell what the writer believes about something.*

Teaching Using Facts and Opinions Explain that good writers include both facts and opinions in their writing. Remind students that opinions should be supported with facts to build a strong, convincing argument.

- Write: *Pineapple is the best fruit. It is the most delicious. Everyone should like it.* Ask students if these sentences are convincing. Point out that there are no facts to support the writer's opinion.
- Write: *Pineapple is very nutritious. It tastes sweet and juicy. It also has important vitamins and minerals including vitamin C, fiber, and manganese.* Ask students if these sentences are more convincing than the first group. Point out that these sentences contain several facts to support the writer's opinion.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG115**. Read the directions with students and have them complete the exercises. Provide corrective feedback.

Answer Key: 1. O 2. F 3. O 4. F 5. F 6. O 7. F 8. Sample answer: Our school serves cheese pizza for lunch on Fridays. 9. Sample answer: I think that cheese pizza is the best thing our school serves for lunch.

Facts and Opinions

Read the following statements. Write *F* if the statement is a fact. Write *O* if it is an opinion.

- _____ The desert of the American Southwest is one of the most fascinating places on Earth.
- _____ The region receives less than 10 inches of rain a year.
- _____ I think it's amazing how much life that small amount supports.
- _____ Cacti survive by storing their own water.
- _____ The desert is also home to reptiles such as the diamondback rattlesnake and the Gila monster.
- _____ In my opinion, the Gila monster is much less frightening than the black widow spider and the scorpion.
- _____ Both of those animals can be poisonous.

Write one fact and one opinion about your school's lunches. Be sure to include opinion words such as *I think*.

- Fact: _____

- Opinion: _____

WRITING

Relevant Evidence

TEACH/MODEL

Introduce the Writing Strategy Remind students that writing that expresses an opinion tries to convince readers to agree with the writer. Explain that good writers include strong reasons, or arguments, to support their opinions. Say: *Strong reasons help writers show their positions and convince readers to agree with them. Strong reasons include facts, examples, and details.*

- Write: *Our community should have a recycling program.* Point out that this is an opinion. Tell students that to convince readers, the writer should include strong reasons and arguments. Say: *One way to support this opinion is with strong reasons such as facts, details and examples.* Write: *Our city service department reports that the town's residents send at least 1,000 pounds of recyclable garbage to the landfill. Recycling glass bottles and aluminum cans is cheaper than making new ones. Recycling also saves resources.* Point out that these are facts that support the opinion and help strengthen the writer's argument. Ask students to generate other supporting statements. List students' suggestions on the board.

Teach Strengthening Arguments Explain that strong paragraphs can help writers make convincing arguments. Say: *A strong argument paragraph includes a clear opinion. It includes details and evidence to support that position. It also has a conclusion that restates the position and calls the reader to action.*

- Write: *Students should have a longer lunch period.* Point out that this is an opinion. Say: *The writer should include several sentences with details that support this opinion.* Write: *A longer lunchtime gives everyone a chance to get through the line and find a seat.* Explain that this sentence provides evidence to support the writer's position. Have students suggest other strong arguments to support this position. Write each argument on the board. Help students add supporting details to make their arguments stronger.
- Write: *Please consider lengthening our school lunch period by 15 minutes so that students can have enough time to choose a healthful lunch, eat slowly, and visit with friends.* Point out that this concluding sentence restates the writer's position, summarizes some reasons for supporting it, and calls the reader to action.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG116**. Read the directions with students and have them complete the exercises. Provide corrective feedback.

Answer Key: 1. Y 2. Y 3. N 4–8. Answers will vary.

Relevant Evidence

Read the following position. Then read each statement. Write *Y* if the statement provides a strong reason. Write *N* if the statement does not provide a strong argument.

Position: Our school should have a year-round school calendar.

1. _____ Attending school year-round would help students remember what they learn.
2. _____ Students would enjoy having many short breaks instead of one long one.
3. _____ My mom thinks we should go to school year-round.

Write an opinion you have about something that should be changed at your school. Then write three sentences that provide details to support your opinion. Finally, write a concluding sentence that restates your opinion and calls the reader to action.

4. **My Opinion:** _____
5. **Sentence #1:** _____
6. **Sentence #2:** _____
7. **Sentence #3:** _____
8. **Concluding Sentence:** _____

WRITING

A Strong Opening

TEACH/MODEL

Introduce the Writing Strategy Explain that good writers grab their audience's attention in the introduction, or opening. Say: *Good writers use a strong opening sentence to capture readers' interest. A question or quotation is a good way to get your readers' attention.*

- Tell students that one kind of strong opening asks the reader a question. Say: *Opening with a question can help pull readers in and encourage them to keep reading.* Write: *Fruit smoothies are a great breakfast.* Point out that this sentence on its own does not necessarily pull the reader in. Write: *What did you have for breakfast today?* Point out that this sentence is more interesting for readers because it asks them a question. Write: *Was it healthful and delicious?* Explain that writers can ask more than one question in an introduction to encourage the reader to keep reading.
- Tell students that another kind of strong opening uses a quotation to introduce the subject. Say: *Opening with a quotation can help pull readers in because it might be familiar or interesting.* Write: *Many people say, "Breakfast is the most important meal of the day."* Point out that this sentence ties with the writer's topic and gives a strong statement about. Write: *Have you ever heard the saying "Breakfast is the most important meal of the day?"* Explain that a strong opening can combine questions and quotations.
- Explain that two other kinds of strong openings use attention-getting statements and unusual facts. Ask students what kind of statements or facts about breakfast might provide a strong opening for an essay about fruit smoothies.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG117**. Read the directions with students and have them complete the exercises. Provide corrective feedback.

Answer Key (Sample answers): **1.** Have you ever ridden in a hot air balloon? **2.** What makes guinea pigs special? **3.** What kinds of frogs live in trees? **4.** What could be better than food and flowers right from your own garden? **5.** Answers will vary.

A Strong Opening

Read the four introductions below. Then write a question to use in each introduction.

1. Hot air balloons have been around for hundreds of years. Flying one takes a great deal of skill and training.

Question for introduction: _____

2. Guinea pigs are small rodents, bigger than rats but smaller than rabbits. They make good pets because all they need is the right cage, bedding, good food, water, and lots of love.

Question for introduction: _____

3. Frogs live all over the world and come in many sizes and colors. Some frogs live in the ground, but others live in trees.

Question for introduction: _____

4. Gardening takes time, seeds, dirt, water, and sunshine. A garden can provide fruits, vegetables, or flowers.

Question for introduction: _____

Pick a topic for an essay. Write an opening sentence.

5. **My Topic:** _____

Opening Sentence: _____

WRITING

A Strong Conclusion

TEACH/MODEL

Introduce the Writing Strategy Explain that the ending of a piece of writing is called the conclusion. Point out that good writers end with a strong conclusion that restates the main idea of the writing in different words. Say: *A strong conclusion helps the reader clearly understand the writer's message.* Write the following checklist for a strong conclusion on the board. As you write each point, review with students how it relates to writing a strong conclusion.

- Write: *A strong conclusion restates the main idea or opinion in different words.* Say: *Good writers rewrite the main idea from the introduction in a slightly different way.*
- Write: *A strong conclusion makes the writer's message clearer.* Say: *Restating the writer's opinion in different words helps the reader understand the writer's message more clearly.*
- Write: *A strong conclusion reminds the reader of the most important parts of the writing.* Say: *Restating the main idea helps the reader remember what the main idea of the writing was.*

Teach Writing a Strong Conclusion Write and read aloud the following: *Every young person should be encouraged to take part in volunteer activities. There are countless opportunities in every community for children and young adults to offer help to others. By giving of themselves, even the youngest children can feel the joy of helping. Through volunteering, kids can learn to really make a difference.*

- Ask: *What is this piece of writing about?* (volunteering) *What is the opinion in the first sentence?* (young people should take part in volunteering) Point out the final sentence. Say: *This sentence is the conclusion.* Reread the sentence aloud. Point out that the sentence restates the main idea from the introductory sentence in different words. Explain that this helps make a strong conclusion and reminds the reader of the writer's opinion that volunteering is important.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG118**. Read and discuss the directions. Have students complete the exercises individually. Then have partners share their answers. Provide corrective feedback.

Answer Key: **1.** Children should learn to work in the kitchen. **2.** Children can learn useful skills. **3.** Children will feel good about themselves. **4.** Sample answer: Learning to cook helps kids gain responsibility and they get to eat what they make.

A Strong Conclusion

Read the introduction. Answer the questions, and then write a strong conclusion.

Introduction: It is never too early to teach children about working in the kitchen. Food preparation activities can be very educational and lots of fun. Learning to cook and to clean up will teach many useful skills. Kids will have a chance to share time with family, and they'll feel good about themselves when they see what they have accomplished.

1. What is the main idea of this introduction?

2. What can children learn from cooking and cleaning up?

3. How will children feel after they have cooked something?

4. **Conclusion:** _____

WRITING

Express a Viewpoint

TEACH/MODEL

Introduce the Writing Strategy Remind students that when you express an opinion on an issue, you try to convince readers to agree with your viewpoint. Explain that the way a writer feels about an issue is called his or her **viewpoint**. To express a viewpoint, writers first state a viewpoint and then give supporting reasons. In a good essay, writers state their position clearly and then support it with **strong sentences** that give appropriate facts and details.

Teach Expressing a Viewpoint Tell students that writers can show how much they care about a topic by the sentences they write. To do this, students must write sentences that express their feelings by choosing appropriate words, details, and sentence types. Say: *Just as people use a speaking voice to express a feeling, writers use a voice in writing, too. The voice you use should match your purpose and audience. The way a writer expresses his or her viewpoint has an effect on an audience. Strong sentences convince by using appropriate details and sentence types.*

- Write these sentences on the board: *Vote for me for class president! It's the duty of every citizen to vote. Join the process and work for change!* Discuss with students the feeling each sentence expresses. Point out that the writer of the first sentence is trying to get votes, but the statement lacks reasons to vote for that candidate. The second sentence appeals to duty and honor and might feel pushy. The third sentence shows energy and commitment, and makes becoming involved in politics sound like both a fun and worthy thing to do.
- Ask: *Which sentence would be most effective at getting students to participate in the political process? Why?* Explain that choosing an appropriate voice can help a writer appeal to his or her audience. Discuss with students the likely audience for these sentences. (*fellow students*) Have students suggest ways that the sentence could be rewritten to appeal to school teachers or other adults.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG119**. Read the directions and the essay. Then have students answer each question individually. Discuss students' answers as a group. Provide corrective feedback.

Answer Key (Sample answers): **1.** Everyone should read poetry. **2.** People who have not read poetry before. **3.** Poetry helps us understand others. **4.** Answers will vary. **5.** Paragraph 2. Its purpose is to teach readers how to find poetry they like and call them to take action by reading poetry.

Express a Viewpoint

Read the essay. Then answer the questions.

Poetry usually conveys a certain quality or feeling. It can help the reader appreciate beauty, loss, or even unfamiliar ideas. Poetry helps us understand others and do a better job of thinking critically. It is an excellent way to get in touch with our own feelings. For this reason, everyone should read poetry.

Start by trying different kinds of poetry. Read until you find a poet or style that you like. Ask yourself: *Which poems match my own feelings and make me feel passionate?*

1. What is the viewpoint, or position, of this essay?

2. Who is the audience?

3. What is one supporting reason that the writer gives?

4. What feelings does the essay bring out in me?

5. Which paragraph does NOT state the viewpoint or give evidence? What is its purpose?

WRITING

A Good Topic

TEACH/MODEL

Introduce the Writing Strategy Remind students that a **good topic** for writing to convince is one that they know something about or have a strong opinion about. *Say: A good topic is not too broad, but instead has a narrow focus. It can also be supported with strong facts and examples.*

- *Say: Good writers state their main idea in a **thesis statement** at the beginning of a piece of writing. A good thesis statement summarizes the main ideas of an editorial and clearly states the writer’s position.*
- Tell students that it is important for writers of editorials to choose and develop topics carefully to be successful at convincing others. When choosing a topic for an editorial, remind students to consider all possible **relevant supporting evidence**, including available sources, emotional appeals, facts, statistics, effective examples, and expert opinions.

Teach Choosing a Good Topic Discuss with students how they can narrow a topic into smaller topics. *Say: Narrowing a topic helps writers focus on a specific topic rather than a broad one.*

- Point out that some broad topics can be divided into smaller topics. Write on the board: *outer space, the history of space science, the NASA space program.* Point out that information on all of them could be found in a science textbook. Discuss with students which topic is narrow in focus. Ask: *Why might the NASA space program be the best topic? How is it narrower than the other topics?*
- *Say: A thesis statement should be able to summarize your position on a topic.* Read and discuss each pair of statements to determine which topic is the best choice for an editorial. To help them decide, ask students to suggest a good thesis statement about each topic.

Possible Editorial Topics	
The school week is too long.	The school week should include Saturday morning classes.
Our community cannot afford to hire more firefighters.	Safety is very important.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG120**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1–6. Answers will vary but should provide a topic and thesis statement.

A Good Topic

Read each broad topic. Narrow the topic and write the new topic on the line. Then write a thesis statement that gives a position about the topic.

Topic: School library

1. **Narrow Topic:** _____

2. **Thesis Statement:** _____

Topic: School rules

3. **Narrow Topic:** _____

4. **Thesis Statement:** _____

Think of a topic you would like to write an editorial about. Write the topic on the line. Then write a thesis statement about the topic.

5. **Topic:** _____

6. **Thesis Statement:** _____

WRITING

Style and Tone: Formal and Informal

TEACH/MODEL

Introduce the Writing Strategy Remind students that writers vary their style and tone depending on their purpose and audience. Say: *Writers use a formal style and tone when writing for people of authority or people they do not know. When writing for friends and people they know, writers often use a style and tone that is informal.*

Teach Formal and Informal Language Review with students the following reasons, or purposes, for writing: to inform, to explain, to express an opinion, to entertain. Then focus on writing to express an opinion.

- Say: *When writers express their opinion in an essay, their audience is usually a wide group of people. Formal language is often the best way to convey the style and tone needed for this type of writing.* Explain that formal language is grammatically correct and generally avoids contractions and slang. Sentences and vocabulary are more complex when formal language is used. Write the following example:

I believe we should have more trash cans on school grounds. At present, we have one near the playground and two near the soccer field. In my opinion, that is not enough. People do not like to walk far to throw away their trash. Let's install more trash cans to help keep our school clean.

- Then explain that writers can also express their opinion in less formal ways. Say: *Writers might also express their opinion in emails to friends or in an online blog.* Explain that writers usually use a casual, relaxed tone and informal language in this type of writing. Point out that informal language may use contractions, slang, shorter sentences, and everyday vocabulary. Write the following example:

Yuck! Today I saw two students throwing trash on the playground. I think we need more trash cans, don't you? That way people won't have too far to walk to get rid of their junk!

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG121**. Read the directions and have students complete the exercises. Provide feedback.

Answer Key: 1. F 2. I 3. I 4. F 5. F 6. I 7. Answers will vary. Students should use informal language. 8. Answers will vary. Students should use formal language.

Style and Tone: Formal and Informal

Read each example. Write *F* if the language is formal. Write *I* if the language is informal.

1. It is my opinion that the parking lot at school needs repaving. _____
2. Hey! Why don't they build us a bigger gym? _____
3. I love the yummy new salad bar in the lunchroom. _____
4. No student should go without a nutritious noontime meal. _____
5. I believe that the school bus schedule is inconvenient and confusing. _____
6. Our school has the best soccer team. No kidding! _____

Use informal language to write your opinion about something at school. Use the style and tone you might use in an email to a friend.

7. _____

Now rewrite your opinion in formal language. Use the style and tone you might use in an opinion essay.

8. _____

GENRE FEATURES

Opinion Essay

TEACH/MODEL

Introduce the Genre Discuss these features of the opinion essay while reviewing and reinforcing academic language.

- An **opinion essay** is a piece of writing that clearly states the writer's opinion about a topic. Say: *You could write an opinion essay about why your family should have a dog.* The writer hopes to convince the reader to agree with his or her viewpoint and possibly take action.
- The writer gives clear **reasons** for the opinion and supports those reasons with **facts and details**. Say: *You might say that having a dog would help you get more exercise.*
- An opinion essay uses linking words and phrases to connect ideas.
- It provides a conclusion that asks the readers to take action. Ask: *What action do you want the readers to take in this case?*

Read Aloud a Model Read aloud this opinion essay. Discuss the questions.

Having a family pet is a great idea. Whether you get a dog, a cat, a bird, or a hamster, a pet is enjoyable and lots of fun. Kids will have a wonderful friend to play with. Also, they will learn responsibility by feeding and cleaning up after a pet. I believe this will be one of the best decisions you can make. Won't you go out and look for that special pet today?

- *What is the author's **opinion** about owning a pet? (owning a pet is a good idea)*
- *What is one **reason** the author gives to support this opinion? (a pet is enjoyable and lots of fun)*
- *What **supporting facts and details** help state the author's opinion? (kids will have friend, kids will learn responsibility)*
- *What action does the author ask readers to take in the **conclusion**? (look for pet)*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG122**. Choral-read the model. Read and discuss each label. Ask partners to discuss the questions. Have them record their answers and then share them with the group. Provide corrective feedback.

Answer Key: **1.** School lunch should be free. **2.** Sample answers: Our brains need energy so we can focus and think; Many children do not have a nutritious breakfast. **3.** *Therefore, After all* **4.** *Good nutrition will keep you alert and focused so that you can learn. This will improve grades and test scores. After all, isn't that what everybody wants?*

Opinion Essay

Read this opinion essay. Study each label. Then discuss the questions below with a partner.

Opinion Words

Opinion → I believe schools should provide free lunch for all students. Good nutrition is very important for learning. Our brains need energy so we can focus and think. Many children do not have a nutritious breakfast before they come to school. Therefore, we must make sure that all students have healthful food during the day.

Supporting Fact →

Linking Word →

Supporting Detail → Food is a basic need and one we should take care of before any of the other extras. Students, write a letter to your school principal to share your opinion on this important issue. Good nutrition will keep you alert and focused so that you can learn. This will improve grades and test scores.

Call to Action ←

Conclusion → After all, isn't that what everybody wants?

1. What **opinion** does the writer have about school lunches? Discuss it with your partner.
2. What **reasons** does the writer give to support his or her opinion? Read two reasons to your partner.
3. What **linking words or phrases** does the writer use? Read one to your partner. Then have you partner read one to you.
4. What sentences make up the **conclusion**? Read the sentences to your partner.

WRITING APPLICATIONS

Prewriting an Opinion Essay

TEACH/MODEL

Introduce the Writing Process *Say: You can follow certain steps to make writing easier. These steps are called the writing process. They help you think of what to write and how to write it. I will show you how to follow these steps to write an opinion essay.*

Introduce Prewriting Explain that the first step of the writing process is **prewriting**. This is when writers generate **ideas** for their topics and the things want to say to convince their readers. Review what writers do during prewriting.

- Writers decide on a position. They choose to give an opinion about something that is important to them.
- Writers brainstorm convincing arguments about their topic. They think of reasons that support their opinion. Then they write down words and phrases to help them remember.
- Writers **organize** their arguments. They use transition words and phrases to connect their arguments, and use strong opinion words to strengthen them.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG123**. Read and discuss the directions and the labels on the graphic organizer. Pair each student with a partner. Provide the following support.

1. Help students choose a topic. Have students think of a topic and tell it to their partner. Ask: *What position do you want to convince someone of? Will you try to convince them to take a certain action?*

2. Help students brainstorm convincing arguments about their topic. Have students think of reasons and arguments that would convince readers and support their opinion. Encourage students to discuss their reasons with their partners before writing. Ask: *Can you think of at least three strong arguments to include? Does each reason make sense and support your opinion?*

3. Help students organize their arguments. Ask: *Which reason will you write about first? second? third? Which is your strongest reason? What transition words and phrases could you include?* Have them generate opinion words to tell about each argument.

Prewriting an Opinion Essay

Write your opinion or position. Then write reasons and arguments to support your opinion in the boxes. Number the reasons in the order you will write about them.

My Opinion _____

Reason

Reason

Reason

Number _____ Number _____ Number _____

WRITING APPLICATIONS

Drafting an Opinion Essay

TEACH/MODEL

Revisit Prewriting Help students review the graphic organizer they completed during prewriting: **Practice Reproducible WG123**. Have students reread their details and reasons. Tell them they will use these reasons to write an opinion essay.

Introduce Drafting Explain that the next step of the writing process is **drafting**. In this step, writers review their graphic organizers and turn their reasons into convincing opinion statements. Review what writers do during drafting of an opinion essay.

- Writers use good **word choice** skills to write a strong topic sentence. They write a sentence that names their topic and states their opinion on that topic.
- Writers include **supporting reasons** and arguments in the order in which they numbered their reasons on their graphic organizer. They use opinion words and phrases to make their argument stronger.
- They just write their **ideas**. They don't worry about mistakes. They will fix these later.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG124**. Read the directions and have students individually complete it. Remind students to use details and reasons on their prewriting graphic organizer. Provide the following support.

- 1. Help students write a strong statement of opinion.** Ask: *What is your topic? Does your statement summarize the main idea and clearly state your opinion?*
- 2. Help students write supporting reasons.** Assist as students write sentences that include reasons from their graphic organizers. Reinforce that they should write supporting sentences in the same order that they numbered their reasons. Write the sentence frames below. Prompt students to use or adapt the ones that fit the reasons they will include or to think of other appropriate frames with a partner.

Sentence Frames
In my opinion, _____.
It is important to _____.
I believe _____.
We should _____.
You must _____.

Drafting an Opinion Essay

Look at the opinion and reasons on your prewriting graphic organizer. Write a strong statement that tells your opinion. Then write three supporting sentences with convincing arguments that support your opinion.

Strong Opinion Statement



Supporting Reason #1



Supporting Reason #2



Supporting Reason #3

WRITING APPLICATIONS

Revising an Opinion Essay

TEACH/MODEL

Revisit Drafting Have students reread the sentences they drafted on **Practice Reproducible WG124**. Tell them they will revise these sentences to make them better and more convincing in their opinion essay.

Introduce Revising Explain that the next step of the writing process is **revising**. In this step, writers reread their writing and ask themselves questions such as: *Did I write strong supporting sentences that give convincing arguments for my position? Did I write my reasons in the best order?* Explain that when they revise, writers also often vary their sentences. Remind students to combine short sentences as they revise to make longer, more interesting sentences.

Teach Using Transition Words Explain that good writers use transition words that link ideas. Writing is stronger when ideas are connected by linking words. Say: *One way to connect ideas is to use words and phrases such as because, since, for example, in order to, in addition, consequently, or specifically.*

- Write: *In addition to providing students with more exercise, a longer recess will give teachers a much needed break from the classroom.*
- Ask: *What ideas are connected in this sentence?* The argument is stronger when the supporting details are connected.
- Ask: *What linking words connect the ideas?*

Teach Ordering Reasons Explain that good writers **organize** their convincing arguments in order from weakest to strongest. Tell students that this builds the writer's argument and leaves readers with a strong impression.

- Say: *Reread your opinion essay. Think about your reasons. Which are the most convincing? Which are the least convincing?*
- Say: *Organize your reasons from least to most convincing. Your least convincing argument should come first. Your most convincing argument should come last.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible WG125**. Read and discuss the directions and the exercises. Then have students work individually to complete them. Circulate around the room and provide corrective feedback. When students have finished, have them discuss their changes with a partner.

Answer Key: **1.** Sample answer: Students spend too much time on weekends doing homework. Consequently, they lose time to spend with friends. **2.** Check that students revise their papers. Answers will vary. **3–5.** Answers will vary. **6.** Check that students revise their papers. Answers will vary.

Revising an Opinion Essay

Adding Transition Words

Read the opinion statements. Then rewrite them using transition words that link the ideas.

1. Students spend too much time on weekends doing homework. They lose time to spend with friends.

2. Now, find two related statements in your essay. Rewrite them to include transition words that link the ideas.

Ordering Reasons

Reread your opinion essay. Write each convincing argument you used in order below from weakest to strongest.

3. Weakest: _____

4. Next weakest: _____

5. Strongest: _____

6. Now, rewrite your essay to present your convincing arguments in the proper order.

Teacher-Student Conferences

- If time allows, have a conference with each student about his or her writing.
- A few questions from an adult or a peer can clarify how to improve a piece of writing. Discussions can help young writers focus on audience and purpose.
- Have students read their opinion essays aloud to you. Listen attentively. Then prompt them to revise by asking questions such as those shown below.
- Try to start by identifying at least one or two things you like about the writing. Then focus on the content of what the student is trying to communicate.
- After your conference, help them decide how to revise their paragraphs.

Conference Questions

- ✓ *What is the topic of your opinion essay? Why did you choose that topic?*
- ✓ *You gave me some good reasons for your opinion. What else can you tell me to make your argument even stronger? Look back at the model on **Practice Reproducible WG122**.*
- ✓ *What can you tell me about the order of your sentences? How did you decide to put them in this order? Does it seem logical for the reader?*
- ✓ *The word _____ is not really strong or convincing. Is there another word or phrase you could use? What words will convince the reader about your opinion?*

- Have students proofread their papers and make neat final copies.

USING THE RUBRIC

- Use the **Writing Rubric**. Evaluate the student's writing one criterion at a time.
- You will often find that a student's writing receives different scores for different criteria. The final score, however, should be a single number. In reaching a holistic score, give the most weight to Genre and to Organization and Focus.
- Analyze each student's errors, using the criteria and the lesson numbers provided. Reteach those lessons for skills that caused the student difficulty.

Genre (Lesson 122)

Organization and Focus (Lessons 123–124)

Sentence Fluency (Lesson 125)

- Provide corrective feedback about errors in grammar, usage, and mechanics. If necessary, consider reteaching lessons in Sections 1–5.

Writing Rubric

Opinion Essay	
Score 4	<p>Genre The writer tells an opinion about a topic with supporting reasons. Exact words and phrases make the writer's opinion clear to the reader.</p> <p>Organization and Focus The topic sentence is clear and states the author's opinion. The supporting sentences tell reasons to support the author's opinion in a logical order.</p> <p>Sentence Fluency The writer uses both long and short sentences, as well as different kinds of sentences. The writer combines short sentences to make longer ones. Words and phrases to link ideas, such as <i>because</i>, <i>since</i>, and <i>for example</i>.</p> <p>Conventions There are not many mistakes in grammar, spelling, or punctuation.</p>
Score 3	<p>Genre The writer tells an opinion about a topic, but could add supporting reasons. The writer uses few examples of exact words or phrases to make the opinion clear.</p> <p>Organization and Focus The topic sentence may not be clear. Supporting sentences include few reasons to support the author's opinion, or may not be in a logical order.</p> <p>Sentence Fluency Some of the sentences are short and choppy. The writer could vary sentences more. There are few words and phrases that link ideas, such as <i>because</i>, <i>since</i>, and <i>for example</i>.</p> <p>Conventions There are some mistakes but none make the writing hard to understand.</p>
Score 2	<p>Genre The writer does not give a clear opinion in the topic sentence. Sentences in the text do not support an opinion. Many words are vague or unclear.</p> <p>Organization and Focus The topic sentence is confusing or misleading. Supporting sentences may include details that do not tell about the topic. The sentences do not follow a logical order.</p> <p>Sentence Fluency Many of the sentences are short and choppy. There are no words or phrases that link ideas, such as <i>because</i>, <i>since</i>, and <i>for example</i>.</p> <p>Conventions There are many mistakes. Some make the writing hard to understand.</p>
Score 1	<p>Genre The topic is not clear. There are no details. Words are vague or confusing.</p> <p>Organization and Focus There is no topic sentence. Supporting sentences are missing.</p> <p>Sentence Fluency All of the sentences are short and choppy.</p> <p>Conventions Mistakes make the writing hard to understand.</p>

Grammar Transfer Issues for Ten Languages

The following chart identifies areas in which speakers of various primary languages may have some difficulty acquiring English grammar (syntax). The type of transfer error and its cause is outlined for each grammatical category.

Nouns

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Plural Forms omission of plural marker -s <i>I have five book.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese	Nouns do not change form to show the plural in the primary language.
Possessive Forms avoidance of 's to describe possession <i>the children of my sister</i> instead of <i>my sister's children</i>	Haitian Creole, Hmong, Khmer, Spanish, Tagalog, Vietnamese	Using a prepositional phrase to express possession reflects the only structure or a more common structure in the primary language.
Not Using 's or s' no marker for possessive forms <i>house my friend</i> instead of <i>my friend's house</i>	Haitian Creole, Khmer, Vietnamese	An object's owner comes after the object in the primary language.

Articles

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Omitting Articles <i>He has job.</i> <i>His dream job is to become lawyer, not teacher.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Russian, Tagalog, Vietnamese	Either articles are lacking or there is no parallel distinction between <i>a</i> and <i>the</i> in the primary language.
Overusing Articles <i>The honesty is the best policy.</i> <i>This food is popular in the Japan.</i> <i>I like the cats.</i>	Arabic, Haitian Creole, Hmong, Spanish, Tagalog	An article is used in the primary language in places where it isn't used in English.
Not Using a/an use of <i>one</i> for <i>a/an</i> <i>He is one engineer.</i>	Haitian Creole, Hmong, Vietnamese	Learners sometimes confuse the articles <i>a/an</i> with <i>one</i> since articles either do not exist in the primary language or serve a different function.

Pronouns

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Personal Pronouns, Gender use of pronouns with inappropriate gender <i>He is my sister.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog	The third-person pronoun in the primary language is gender-free. The same pronoun is used where English uses masculine, feminine, or neuter pronouns, resulting in confusion of pronoun forms in English.

Pronouns (Continued)

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Personal Pronouns, Gender use of pronouns with inappropriate gender <i>He is my sister.</i>	Spanish	In Spanish, subject pronouns are dropped in everyday speech and verbs convey third-person agreement, effectively collapsing the two pronouns and causing transfer difficulty with subject pronouns in English.
Personal Pronouns, Gender use of inappropriate gender, particularly with neuter nouns <i>The house is big. She is beautiful.</i>	Russian, Spanish	Inanimate nouns have feminine and masculine gender in the primary language, which may be carried over into English.
Personal Pronoun Forms confusion of subject and object pronoun forms <i>Him hit me. I like she. Let we go.</i>	Cantonese, Hmong, Khmer	The same pronoun form is used for <i>he/him</i> and <i>she/her</i> , and in some primary languages for <i>I/me</i> and <i>we/us</i> .
Number use of incorrect number for pronouns <i>I saw many yellow flowers. It was pretty.</i>	Cantonese, Korean	There is no number agreement in the primary language.
Subject Pronouns omission of subject pronouns <i>Michael isn't here. Is in school.</i>	Korean, Russian, Spanish	Subject pronouns may be dropped in the primary language, with the verb ending supplying information on number and/or gender.
Object Pronouns omission of object pronouns <i>That man is very rude, so nobody likes.</i>	Korean, Vietnamese	Direct objects are frequently dropped in the primary language.
Personal Pronoun Forms use of pronouns with subject nouns <i>This car, it runs very fast. Your friend, he seems so nice. My parents, they live in Vietnam.</i>	Hmong, Vietnamese	This type of redundant structure reflects the popular "topic-comment" approach used in the primary language: The speaker mentions a topic and then makes a comment on it.
Pronoun one omission of the pronoun <i>one</i> <i>I saw two nice cars, and I like the small.</i>	Russian, Spanish, Tagalog	Adjectives can be used on their own in the primary language, whereas English often requires a noun or <i>one</i> .
Possessive Forms confusion of possessive forms <i>The book is my.</i>	Cantonese, Hmong, Vietnamese	Cantonese and Hmong speakers tend to omit final <i>n</i> , creating confusion between <i>my</i> and <i>mine</i> .

Adjectives

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Word Order: Adjectives position of adjectives after nouns <i>I read a book interesting.</i>	Haitian Creole, Hmong, Khmer, Spanish, Vietnamese	Adjectives commonly come after nouns in the primary language.
Word Order: Adjectives position of adjectives before certain pronouns <i>This is interesting something.</i>	Cantonese, Korean	Adjectives always come before words they modify in the primary language.

Adjectives (Continued)

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Comparison omission of markers for comparison <i>She is smart than me.</i>	Khmer	Since there are no suffixes or inflections in Khmer, the tendency is to omit them in English.
Comparison avoidance of <i>-er</i> and <i>-est</i> endings <i>I am more old than my brother.</i>	Hmong, Khmer, Korean, Spanish	Comparatives and superlatives are usually formed with separate words in the primary language, the equivalent of <i>more</i> and <i>most</i> in English.
Confusion of <i>-ing</i> and <i>-ed</i> Forms <i>The movie was <u>bored</u>.</i> <i>I am very <u>interesting</u> in sports.</i>	Cantonese, Khmer, Korean, Spanish	The adjective forms in the primary language that correspond to those in English do not have active and passive meanings. In Korean, for many adjectives, the same form is used for both active and passive meanings, such as <i>boring</i> and <i>bored</i> .

Verbs

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Present Tense omission of <i>s</i> in present tense, third-person agreement <i>She <u>go</u> to school every day.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese	There is no verb agreement in the primary language.
Present Tense problems with irregular subject-verb agreement <i>Sue and Ed <u>has</u> a new house.</i>	Cantonese, Hmong, Khmer, Korean, Tagalog	Verb forms do not change to indicate the number of the subject in the primary language.
Past Tense omission of tense markers <i>I study <u>English</u> yesterday.</i> <i>I <u>give</u> it to him yesterday.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese	Verbs do not change form to express tense in the primary language.
Past Tense confusion of present form and simple past of regular verbs <i>I <u>give</u> it to him yesterday.</i>	Cantonese, Spanish	Speakers of the primary language have difficulty recognizing that merely a vowel shift in the middle of the verb, rather than a change in the ending, is sufficient to produce a change of tense in irregular verbs.
Future Tense incorrect use of present for the future <i>I <u>come</u> tomorrow.</i>	Cantonese, Korean	The primary language allows use of present tense for the future.
Negative Statements omission of helping verbs in negative statements <i>I no understand.</i> <i>I not get in university.</i>	Cantonese, Korean, Russian, Spanish, Tagalog	Helping verbs are not used in negative statements in the primary language.
Main Verb omission of main verb <i>Criticize people not good.</i>	Cantonese	Unlike English, Cantonese does not require an infinitive marker when using a verb as a noun.

Verbs (Continued)

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Main Verb use of two or more main verbs in one clause without any connectors <i>I <u>took</u> a book <u>went</u> studied at the library.</i>	Hmong	In Hmong, verbs can be connected without <i>and</i> or any other conjunction (serial verbs).
Linking Verbs omission of linking verb <i>He hungry.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Russian, Vietnamese	The verb <i>be</i> is not required in all sentences. In some languages, it is implied in the adjective form. In others, the concept is expressed as a verb.
Passive Voice omission of helping verb <i>be</i> in passive voice <i>The food finished.</i>	Cantonese, Vietnamese	Passive voice in the primary language does not require a helping verb.
have Versus be use of <i>have</i> instead of <i>be</i> <i>I have hunger.</i> <i>I have right.</i>	Spanish	Some Spanish constructions use <i>have</i> where English uses <i>be</i> .

Adverbs

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Omitting Adverbs use of adjective form where adverb form is needed <i>Walk quiet.</i>	Haitian Creole, Hmong, Khmer	There are no suffix-derived adverb forms in the primary language, and the adjective form is used after the verb.
Placement placement of adverbs before verbs <i>At ten o'clock this morning my plane landed.</i> avoiding the alternate <i>My plane landed at ten o'clock this morning.</i>	Cantonese, Korean	Adverbs usually come before verbs in the primary language, and this tendency is carried over into English.

Sentence Structure

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Objects omission of object <i>He dyed [his hair].</i> <i>Yes, I want [some].</i>	Korean	Korean tends to omit objects and noun phrases after verbs.
Variety lack of variety in the positions of clauses <i>Because you weren't at home and I couldn't find [you], I left.</i> avoiding the alternate <i>I left because you weren't at home and I couldn't find [you].</i>	Korean	Since main clauses always come last in Korean, there is a tendency to put the main clause last in English. This is not an error in English, but it leads to a lack of sentence variety.
Word Order: Clauses clauses that describe earlier actions come first <i>After I finish my homework, I will watch TV.</i> avoiding the alternate <i>I will watch TV after I finish my homework.</i>	Cantonese, Korean	The pattern in the primary language is to describe what happens first, followed by later occurrences. This is not an error in English, but it leads to a lack of sentence variety.

Sentence Structure (Continued)

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Word Order: Indirect Objects placement of phrase with an indirect object before a direct object <i>They gave to the girl the book.</i>	Spanish	A phrase with an indirect object can come before a direct object in Spanish.
Word Order: Modifiers placement of modifiers between verb and direct object <i>She speaks <u>very well</u> English.</i>	Korean, Spanish	Word order, including the placement of adverbials, is freer in the primary language than in English.
Double Negatives use of double negatives <i>I <u>no</u> see <u>nobody</u>.</i>	Spanish	Spanish requires double negatives in many sentence structures.

Questions

Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Word Order: Questions avoidance of English inverted question forms for yes/no questions in favor of tag questions or intonation <i>You come tomorrow, OK?</i> <i>He goes to school with you?</i>	Cantonese, Haitian Creole, Khmer, Korean, Russian, Tagalog, Vietnamese	The primary language doesn't use subject-verb inversion for questions.
Word Order: Helping Verbs lack of subject-verb inversion for questions with helping verbs <i>When she will be home?</i> <i>Where you are going?</i>	Cantonese, Hmong, Russian, Tagalog	In the primary language, word order is the same in some questions and statements, depending on the context.
Yes/No Questions incorrect answer forms for yes/no questions <i>A: Do you want more food?</i> <i>B: I want.</i> <i>A: Do you have a pen?</i> <i>B: I not have.</i>	Cantonese, Hmong, Khmer, Korean, Russian	In the primary language, learners tend to answer yes by repeating the verb in the question. They tend to say no by using <i>not</i> and repeating the verb.
Yes/No Questions omission of <i>do</i> or <i>did</i> in questions <i>Where you went?</i>	Haitian Creole, Hmong, Khmer, Korean, Russian, Spanish, Tagalog	In the primary language, there is no exact counterpart to the <i>do/did</i> verb for questions.
Answers positive answers to negative questions <i>A: Aren't you going?</i> <i>B: Yes. (when the person is not going)</i>	Cantonese, Korean, Russian	The appropriate response pattern differs between the primary language and English.
Tag Questions incorrect tag questions <i>You want to go home, are you?</i>	Cantonese, Khmer, Korean, Vietnamese	The primary language has no exact counterpart to a tag question, forms them differently, or does not add <i>do/did</i> to questions.