

Great Grammar Adventure

LESSONS TO SHARE



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Great Grammar Adventure

The Great Grammar Adventure Workshop was first presented to elementary educators from across the state during the summer of 2004. The lessons and strategies that were shared have proved extremely helpful to teachers who are pursuing an invigorated emphasis on the correct use of mechanics in written language and Standard American English grammar in both oral and written language.

Many of the strategies include active physical participation for students. This makes the activities fun and provides an outlet for youthful energy, especially for elementary males, who, according to research, need many opportunities for physical activity in their daily routines.

The section on spelling instruction, originally a part of the Great Grammar Adventure presentation, is not a part of this document. It may be that a guide dealing with spelling instruction will be published as a stand-alone document at a later time.

It is important that teachers become very familiar with the sections entitled "Teaching Grammar: Lessons from Research and Best Practice" and "Guidelines for Teaching Grammar" prior to assessing student knowledge and planning lessons. Learning Standard American English is most efficient within the appropriate context throughout the entire day. **The lessons included in this document are intended to be used as mini-lessons focused on observed student needs. Some of these lessons are designed to be used as follow-up lessons to make student understanding more solid and permanent. Teacher judgment is crucial in making decisions about what lessons to use and when to use them. Many lessons can be adapted for use many times.**

In order for all elementary teachers to have access to the grammar/mechanics lessons, they are also being posted on the DPI website. Teachers will use their professional judgment about modifying the strategies to be appropriate for students at various proficiency levels. Teachers may consult the *North Carolina Standard Course of Study* to identify the grammar/mechanics expectations for each grade level. Although we have attempted to include all necessary information needed to use the strategies suggested in this document, teachers may have questions regarding the implementation of some of the lessons and strategies. They may email Dr. Mary Rose at mrose@DPI.STATE.NC.US or call her at 919-807-3829.



WORKING DEFINITION OF GRAMMAR

Grammar refers to two kinds of knowledge about language:

- the unconscious language ability that children develop as they learn to talk.
- the conscious understanding of sentences and texts that can help students improve their reading and writing by building on their subconscious knowledge.

"This conscious understanding includes knowing the parts of sentences and how they work together, knowing how sentences connect with one another to build meaning, and understanding how and why we use language in different ways in different social situations."

From *Grammar Alive: A Guide for Teachers*

STANDARD AMERICAN ENGLISH

- "that variety of English in which most educational texts, government, and media publications are written in American English"
- "Standard American English is a relative concept, varying widely in pronunciation and idiomatic use but maintaining a fairly uniform grammatical structure"

From *The Literacy Dictionary*, p. 241

GOALS FOR GRAMMAR INSTRUCTION

- Knowledge of and access to Standard American English for all citizens
- Respect for and appreciation of language dialects of past and present cultures
- Respect for and appreciation of the contributions of different cultures and dialects to the growth of the English language

GUIDING QUESTIONS

- "How can we teach grammar to support learning in all language arts skills?"
- How can we teach grammar so that students discover its rules and principles on their own instead of hearing us impose those rules and principles on them?
- How can we teach grammar so that we strengthen rather than undermine efforts to honor the voices and cultures of all students?
- How can we teach grammar so that the knowledge it provides can help learners feel confident about their own language and appreciate the languages of others?"
- How can we teach grammar so that students will learn efficiently and effectively?"

From *Grammar Alive: A Guide for Teachers and NCDPI*

IMPLICATION FOR INSTRUCTION

"We are not teaching grammar, but teaching students about grammar through a conscious examination of oral and written language."

From *Grammar Alive:*

A Guide for Teachers

THOUGHTS TO PONDER

"Writing is good or bad only to the extent that it suits its intended audience for a particular occasion and purpose. As teachers, we need to teach students to suit their style of writing to the many rhetorical modes through which writers and readers come together: personal narrative, academic essay, reportage, lab reports, technical and scientific writing, etc. Each mode tends to have its own voice, a voice determined by grammatical choices that alter the relationship between writer and reader."

From *Grammar Alive:*

A Guide for Teachers

Teaching Grammar: Lessons from Research and Best Practice

TEACHING GRAMMAR: LESSONS FROM RESEARCH AND BEST PRACTICE

- The teaching of grammar in isolation does not lead to improvement in students' speaking and writing. It hinders development of students' oral and written language (Hillocks, 1991).
- The study of traditional school grammar has no effect on raising the quality of student writing. A heavy emphasis on mechanics and usage results in significant losses in overall quality (Hillocks, 1991).
- Learning punctuation *in the context of writing* is much more effective than studying punctuation marks and rules for punctuation in isolation (Calkins, 1990).
- While memorizing definitions of parts of speech in isolation is not useful, students do need to know how to write with more powerful nouns and verbs. Use the language of grammar. Call nouns and verbs by their names when talking about them in writing and reading (Routman, 1996).
- Usage, sentence variety, sentence-level punctuation, and spelling are applied more effectively in writing *when studied and discussed in the context of writing*, rather than through isolated skills instruction (DiStefano and Killion, 1984).

HOW LANGUAGE IS ACQUIRED: A SUMMARY BY CONSTANCE WEAVER FROM *TEACHING GRAMMAR IN CONTEXT*

- Adults do not teach grammar rules to children. Children abstract these rules from the comprehensible input of their environment.
- Children unconsciously form hypotheses about language structure. As they learn to understand basic language structures, they abandon less sophisticated hypotheses and formulate more sophisticated ones.
- Children's competence in grammar is acquired only gradually, with successive approximations/tries, coming closer and closer to adult norms. These "errors" are absolutely necessary for language development.
- Adults facilitate children's acquisition of language by: (1) exposing them to rich and only slightly simplified language, (2) responding to what children are trying to say rather than to the correctness of their language, and (3) by reading to children.
- Reading aloud to students from preschool to high school enables students to promote vocabulary development, understanding of story and other text structures, and more complex syntactic structures. Students understand and apply more sophisticated language structures and usage in their own speaking and writing.
- Code switching (using different language registers), inquiry, and comparison and contrast are promising ways to teach grammar and conventions. Standard American English grammar seems to be learned most efficiently within the context of writing instruction for revision and editing.
- Focusing on oral language and revision and editing in writing offer promising ways to enable students to internalize Standard American English.

Guidelines for Teaching Grammar

ORAL LANGUAGE

- Place strong emphasis on developing students' oral language competence.
- Model and discuss your own oral language processes and communication in specific situations.
- Use specific real-life examples to highlight purpose, audience, context, and message for communication.
- Focus on oral activities that repeatedly enable students to hear, echo, and think about Standard American English forms used appropriately.
- Focus on oral activities that require students to use appropriate Standard American English forms.
- Involve students in extensive talk throughout the school day and across the content areas. Highlight appropriate communication examples and make explicit connections.

WRITTEN LANGUAGE

- Involve students in extensive writing throughout the school day and across content areas.
- Take time to regularly go through the writing process within the language arts block so that grammar and conventions can be addressed within the revision and editing stages of writing.
- Teach relevant aspects of grammar within the context of students' writing through mini-lessons, conferences, use of resources, and inquiry lessons.
- Emphasize those aspects of grammar that are particularly useful in helping students revise sentences to make them more effective. Consider those structures that occur most frequently, those that would make the most difference in students' writing, or those that can be learned most easily in deciding what to teach.
- Emphasize those aspects of grammar that are particularly useful in helping students edit sentences for conventional mechanics and appropriateness.
- Teach terms, structures, and skills when writers need them, ideally when they are ready to revise at the sentence level or to edit.

LANGUAGE ARTS CONNECTIONS

- Involve students in extensive reading throughout the school day and across content areas.
- Read aloud to students from a variety of texts (fiction, nonfiction, poetry, and drama) to enable students to internalize the language of different genres and to learn more syntactically sophisticated language.
- Teach Standard American English grammar and conventions through the study of a variety of text genres in both reading and writing.
- Explore the grammatical patterns of ethnic, historical, and community dialects through literature, film, and audiotapes. Highlight the ways language changes across time and the contribution of different dialects to the English language across the years.
- Involve students in reading, listening to, and rereading favorite texts for fluency and language development (e.g., poetry, choral reading, read-aloud, repeated readings, shared readings, audiotapes, and reader's theater).
- Use comparison and contrast of different language registers to highlight the importance of Standard American English in speaking and writing in specific situations.
- Offer units of study and/or activities that enable students to investigate and make discoveries about language.

METHODOLOGY

- Focus assessment on and instruction on identifying and developing competence and fluency in expression based on individual student's strengths and growth points. Employ flexible grouping based on students' assessed needs and growth points.
- Use comparison and contrast in teaching language conventions.
- Use discovery of Standard American English in language rich texts and real situations. Strive to help students develop a love of language and a curiosity about language.

REFERENCES:

Haussamen, Brock. (2004). *Grammar Alive! A Guide for Teachers*. NCTE.
Weaver, Constance. (1996) *Teaching Grammar in Context*. Heinemann.

A Note to the Reader

The lessons included in this document are intended to be used as mini-lessons focused on observed student needs. Some of these lessons are designed to be used as follow-up lessons to make students' understanding more solid and permanent. Teacher judgment is crucial in making decisions about what lessons to use and when to use them. Most of the lessons can be adapted for use many times.

By using pages 8 to 56 as guides, teachers can make assessment and instructional decisions for effective and efficient use of student learning time.

The lessons were developed by the following educators:

Elizabeth (Pan) Allen- Charlotte-Mecklenburg

Genie Ball, PhD.- Charlotte-Mecklenburg

Kathy Bumgardner- Gaston County

Katy Dula- Charlotte-Mecklenburg

Elizabeth (Beth) Ware- Wake County

We owe a debt of gratitude to these outstanding educators.

LESSON ORAL PATTERNING (A technique for teaching students to use language correctly)

PURPOSE

To provide opportunities for students to hear language used correctly



PROCEDURE:

1. Choose a usage pattern that students often apply incorrectly. Whenever there are a few spare minutes in the day (right before it's time to go to lunch, after students are packed up and are waiting for dismissal, etc.), use this technique to reinforce the correct use of language patterns that are often misused. Training the ear to know what sounds right is more powerful than all the rules and all the workbook pages in the world.

2. For example, suppose that a teacher decides to teach students to use the nominative case of a pronoun when the pronoun renames the subject of the sentence in the predicate. The teacher might employ a "race around" activity.

3. Say to the students: **"Today we are going to do a 'race around' with the use of pronouns. I am going to accuse you of spilling the spaghetti sauce. You will respond with the following pattern:**

'It was not I who spilled the spaghetti sauce.'

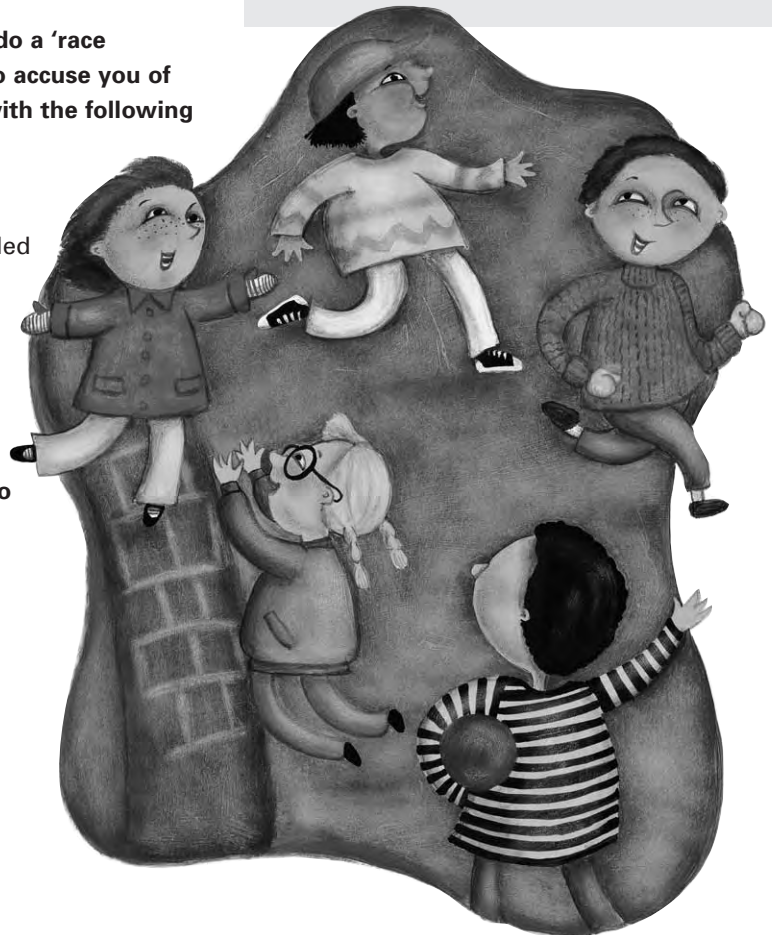
Then I will ask you a question about who spilled it, and you will answer,

'It was he (or she) who spilled the spaghetti sauce.'

As you answer the second question, you will point to a student who has not yet had a turn to answer."

Note to the teacher:

A "race around" is an activity that is done by quickly going around the room from one student to the next and allowing each student to respond. In this "race around," each student will answer a question posed by the teacher. The student will use a predetermined format in which to answer. Then the teacher will choose the next student to answer.



LESSON ORAL PATTERNING

"Here we go:

Bobby, you turned over the spaghetti sauce!"

(Bobby must say: *"It was not I who spilled the spaghetti sauce!"*)

"Who did it then?"

(Bobby will point to another student and say, "It was he (or she) who spilled the spaghetti sauce.") The teacher will then accuse the student to whom Bobby has pointed of spilling the spaghetti sauce. That student will answer,

"It was not I who spilled the spaghetti sauce."

"Who spilled it?"

"It was he (or she)."

The student points to a student who has not yet had a turn to answer. The teacher will then ask the student who has been selected the question, and so on.

4. After doing the oral patterning lesson, teachers should use the patterned construction frequently. For example, while students are transitioning from one lesson to the next, standing in the lunch line, or waiting for dismissal, the teacher might say,

"Race Around"

"Julie, you took my pencil."

Julie should respond, "It was not I who took your pencil."

"Who took it?"

"It was he (or she) who took it." AND SO ON...

5. Stick with one pattern until students begin to use it correctly on their own; then move on to another usage pattern.

Note to the teacher:

The pace of the "race around" technique must be brisk.

Do not allow students to ponder about choosing a student to answer next. If students do not immediately point someone out, the teacher should choose a student and move on.

LESSON | DEPENDING ON YOUR EARS

PURPOSE

To reinforce correct grammatical use by repeating it often so that it sounds correct to the student

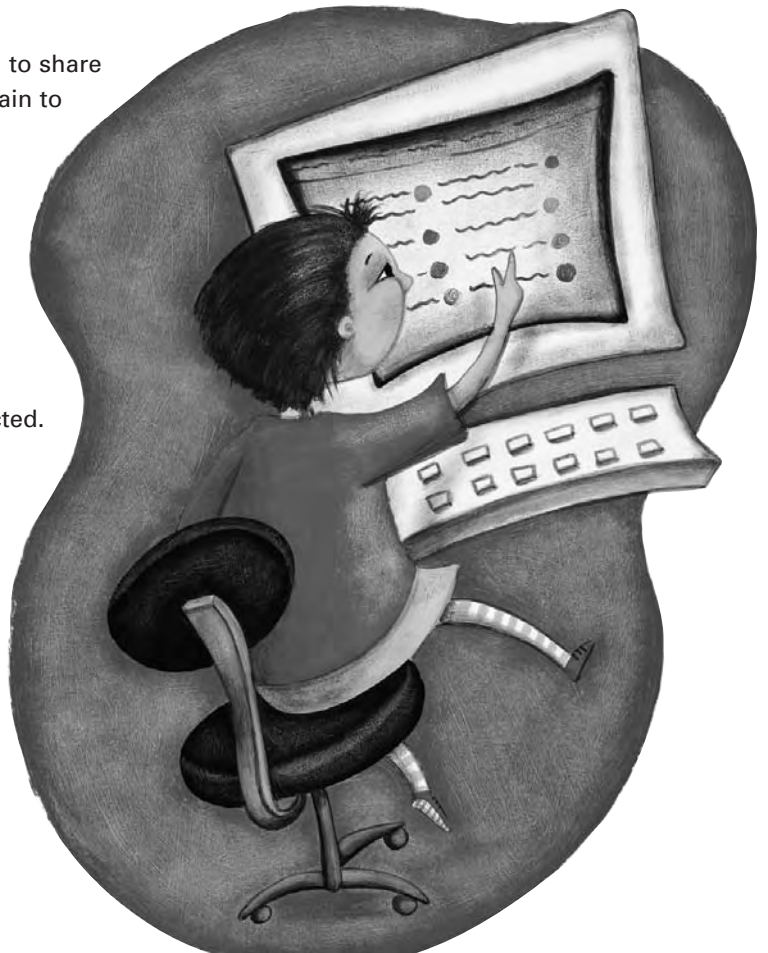
MATERIALS

Pieces of student writing
Chart paper, board, or overhead transparency



PROCEDURE:

1. Read student writing, listen to students as they speak, and listen to yourself as you speak.
(Let students know that the teacher sometimes makes language usage errors, too.)
2. Look and listen for examples of errors in language usage in all of the places listed above.
3. Choose some examples of errors that you see or hear, and write them on note cards.
Place the note cards in a basket or box in a handy place. List several examples over a period of time
(e.g. a few days or week).
4. Decide on a time (approximately five minutes) to share the errors in language usage with students. Explain to students that you have written down errors that you have seen or heard.
5. Write the examples on the board or use the overhead.
6. Discuss each kind of error with students and together decide how each error should be corrected.
7. As students become familiar with this activity, they will begin to look for and listen for usage errors. Encourage students to write the errors on a note card and place it in the basket or box.
8. Repeat this process each time you have several language usage errors collected.



LESSON | VERB TENSE CONSISTENCY

PURPOSE

To make students aware that verbs tell not only WHAT action takes place, but also WHEN the action takes place

MATERIALS

Transparencies #1 & 2 for Verb Tense Lesson

One piece of notebook paper and a pencil for each student

PROCEDURE:

1. USE TRANSPARENCY #1 (PAST, PRESENT, FUTURE chart).

ASK the students to place the following events in the correct column. **WRITE** the events on the chart as the students suggest where they should go. Students may suggest that some of the events may belong in more than one column (e.g., baseball season).

- My birth
- December of 2008
- George W. Bush's presidency
- First manned space flight to Venus
- George Washington's presidency
- First woman president
- Baseball season
- Discovery of electricity
- The force of gravity
- Class in session
- First man on the moon

2. When the students have placed all the events on the chart, **ASK** the students to choose one of the events and compose a sentence about it on the paper you have asked them to place on their desks. Allow time for the students to choose an event and compose a sentence. **ASK** students to share some of their sentences. As the students read their sentences, write the verbs from the sentences on the board.

3. When a variety of verbs (past, present, and future) have been listed on the board, ask the students to point out the verbs that tell that something happened in the past, the ones that tell that something is happening in the present, and those that tell something will happen in the future.

4. POINT OUT that the verb(s) in a sentence tell, not only WHAT happens, but also WHEN.

5. ASK the students to consider the verb RUN.

Today I RUN around the field.

Yesterday, I RAN around the field.

Tomorrow, I WILL RUN around the field.

Note:

Students will notice that mixing up the tenses of the verbs causes confusion for the reader. This lesson provides the students with the vocabulary to be able to discuss verb tense inconsistencies.

The pace of the lesson should be very brisk. This is not the time to labor over the conjugation of verbs.

If the teacher feels it is necessary, a brief discussion about how we form the past tense and future tense of English verbs may be done at this point in the lesson.

LESSON | VERB TENSE CONSISTENCY (CONTINUED)

6. POINT OUT that PAST, PRESENT, and FUTURE are not the only verb tenses. For example, if players want to let the coach know that they have been following his advice about running around the field each day, they can say:

"We have been running around the field every day for a month."

EXPLAIN that the verb (HAVE BEEN RUNNING) indicates an on-going process. The words HAVE and BEEN are parts of the verb that help to make the meaning clear. There are many other tenses. For today, focus on PAST, PRESENT, and FUTURE.

7. EXPLAIN that, writers sometimes confuse their readers by changing verb tenses when they should be consistent (keep the same verb tense). For example, look at the following sentence: (Write the sentence on the board.)

I WORK on my math homework as I TALKED on the phone.

ASK the students whether the verb WORK is past, present, or future. (*Present*)

ASK the student whether the verb TALKED is past, present, or future. (*Past*)

POINT OUT the fact that the verb tenses in this sentence are not consistent (the same), and readers will likely become confused. Did the writer do his/her homework WHILE on the phone, BEFORE getting on the phone, or AFTER getting off the phone?

8. CONSIDER this paragraph: (Use transparency # 2 for Verb Tense) *The dog saw the cat, and he will bark. He runs down the driveway and jumped on the cat's back. The cat howls and slapped at the dog. The poor old dog gets a big scratch on his nose and will race back home.*

ASK the students what's the trouble with this paragraph. **ASK** them to look at all the verbs in this paragraph. (**LIST** the verbs on the board.)

SAW **WILL BARK** **RUNS** **JUMPED** **HOWLS**
SLAPPED **GETS** **WILL RACE**

9. POINT OUT that some of the verbs are present, some past, and some future. Ask the students to work in pairs or small groups to rewrite the paragraph so that all the verbs are in the same tense. (Have one student in each group take the role of scribe.) Assign some students to write paragraphs in the past tense, some present, and some future. Allow about five minutes for students to complete the task.

10. ALLOW students to share what they have written. **NOTE** the differences in how the paragraphs sound in the past, the present, and the future.

Note to the teacher:

It is important that the students have a name for each strategy they employ. That makes the strategies easier to remember and to discuss. One name for inconsistent verb tense is "TIME WARP." When students have a problematic verb tense, point out that they have a "time warp" in their stories. Students will enjoy listening for "time warps" and pointing them out to their peers. Students will begin to try to avoid having "time warps" in their papers.

PAST	PRESENT	FUTURE

The dog saw the cat, and he will bark. He runs down the driveway and jumped on the cat's back. The cat howls and slapped at the dog. The poor old dog gets a big scratch on his nose and will race back home.

LESSON SO WHAT ABOUT THOSE SENTENCES?

PURPOSE

To promote the correct formation of sentences

MATERIALS

Transparency # 3, board
Sentence strips



PROCEDURE:

1. **SAY:** "Today we are going to talk about sentences. There are some important facts about sentences that are important to understand." Discuss the following thoughts.

(Transparency – *So What About Those Sentences?*)

- A sentence is made up of one or more words that express a complete thought.
Write the following sentence on the board: John walked into the room.
- A sentence has two basic parts—a subject (who or what is doing something) and a verb (expresses action or links the subject to another part of the sentence). Write the following sentences on the board: *Cynthia ate* (contains an action verb). *I am the teacher* (contains a linking verb linking *I* to teacher).
- A sentence makes a statement, asks a question, gives a command, or shows strong emotion.
Write the following sentences on the board: *Do you have your pencil?* *Bring me the peanuts.* *Wow!*
- A sentence begins with a capital letter and ends with an end mark (period, question mark, or an exclamation point). Refer to the sentences from the above bullet.

2. After the above discussion, continue the discussion using the same sentences. This time talk about how each sentence expresses a complete thought. As each sentence is discussed, point out the beginning capitalization, and the end mark. **Ask questions such as:** "*Who is doing the action? What is the action? Is the subject linked to another word in the sentence?*" (linking verb)

Wow! (shows emotion)

Cynthia ate. (subject and action verb)

I am the teacher. (subject and linking verb)

Do you have a pencil? (question)

Bring me the peanuts. (command)

TELL STUDENTS that we have been looking at examples of simple sentences and analyzing them, by discussing the beginning capitalization, the end mark, the subject and verb, and whether it asks a question, makes a statement, shows emotion, or makes a command. Now the students are going to analyze some simple sentences.

3. **CUT** out fifteen strips of paper or use sentence strips. **WRITE** one of the following sentences on each strip of paper. **PAIR** students. Give each pair of students two strips of paper. **ASK** the students to read each of their sentences. Have them make notes about each of the important facts about sentences that were discussed earlier (Leave the transparency with the sentence facts where students can refer to it.). **GIVE** the students approximately three minutes to work. **ASK** each pair to report on their findings about their sentences to the whole class.

LESSON | SO WHAT ABOUT THOSE SENTENCES? (CONTINUED)

DISCUSSION SENTENCES

1. Peter ate breakfast.
2. We're having my favorite dish for dinner!
3. Take your empty plate into the kitchen.
4. Warm milk makes me sleepy.
5. Do you have some extra pencils?
6. The cook prepared our dinner.
7. My little sister ate lunch early.
8. My books fell to the floor.
9. Mom let me order pizza for lunch.
10. When is your school having a football game?
11. Tommy finished his homework.
12. The neighbor's cat just ran into the street!
13. Look out!
14. Where does your uncle live?
15. Stop at the red line.



END THE LESSON BY asking the students to discuss the following questions:

- How does what we learned today with sentences relate to your own writing?
- Why is it important to use different kinds of sentences in your writing?
- Why do we use capitalization at the beginning of sentences and end marks?

AS A FOLLOW-UP TO THIS LESSON, have students note examples of sentence variety in the content area materials they encounter and in their everyday lives.

A sentence is made up of one or more words that express a complete thought. Write the following sentence on the board:

John walked into the room.

A sentence has two basic parts—a subject (who or what is doing something) and a verb (expresses action or links the subject to another part of the sentence). Write the following sentences on the board:

Cynthia ate. (contains an action verb)

I am the teacher. (contains a linking verb)

A sentence makes a statement, asks a question, gives a command, or shows strong emotion. Write the following sentences on the board:

Do you have your pencil?

Bring me the peanuts. Wow!

A sentence begins with a capital letter and ends with an end mark (period, question mark, or an exclamation point).

Refer to the sentences above.

LESSON | STOP THAT RUN-ON!

PURPOSE

To help students avoid run-on sentences

MATERIALS

A run-on sentence written on sentence strips glued together end to end and rolled up.

(You will need several copies of this sentence depending on how many small groups you have in your class.)

Scissors, glue sticks or tape

PROCEDURE:

- 1. DISCUSS** the importance of sentence structure.
Review fragments and run-ons and give examples.
- 2. ASK** a student for help unrolling the long, run-on sentence.
As a class, identify why the sentence is a run-on.
- 3.** Have students work in small groups to cut the sentence apart and edit for correctness.

Note:

Depending on the teacher's purpose, other errors may be included in the run-on sentence such as spelling of homonyms, capitalization of proper nouns, verb tense consistency, etc.

many people enjoy visiting north carolina in the mountains they can see beautiful azaleas and colorful leaves hunters can track quail and deer swimmers and fishermen like the lakes and oceans old mansions and lovely gardens are favorite places for sightseers north carolina is a great state

LESSON SENTENCE FRAGMENTS

PURPOSE

To help students avoid using sentence fragments

MATERIALS

Transparency #4- Sentence Fragments
Board or chart paper



PROCEDURE:

1. Write the following sentence fragment on the board: **Lives in New York**. Ask the following question: "Does this sentence make sense?" Allow students to brainstorm what is wrong with the sentence. The discussion should revolve around the fact that the sentence does not have a subject (**Who** lives in New York?). Allow students to provide subjects that would make this a complete sentence.

2. After the above discussion, write the following sentence fragment on the board: **The children in that group**. Ask the following question again: "Does this sentence make sense?" Allow students to brainstorm what is wrong with the sentence. The discussion should revolve around the fact that the sentence does not have a verb (the action – **What** did the children in the group do? or a linking verb– The children in the group are **what**?). Remind students that "action verbs" tell the action in a sentence and linking verbs link the subject to another word in the sentence. Allow students to provide verbs that would make this a complete sentence. Have students supply both action and linking verbs to complete the sentence (e.g., Action: The children in the group ran home. Linking verb: The children in the group are first grade students.).

3. Following the above discussions, discuss with students that sentence fragments lack either a subject or a verb. Remind students that in order to be a complete sentence, the sentence must have both a subject and a verb. Next, write the following sentence fragments on the board. Have students decide if each is a sentence fragment or a complete sentence. For each sentence fragment, decide what is missing and supply a subject or a verb that will make the fragment complete. For each complete sentence, decide what the subject is and what the verb is.

- | | |
|---|--|
| • A small spider to our science class. | • Next time, Ginny is going to bring her pet snake. |
| • Brought it from home. | • Most people of the snake. |
| • It was so small that we almost missed it. | • Our teacher allows us to bring our pets to school. |
| • Named it Tommy. | • Our teacher pets. |
| • Was afraid of the spider. | • I hope a turtle comes to visit. |
| • The teacher afraid of him, too. | |

4. Next, pair students and give each pair a paper copy of the transparency. Read the directions and ask the students to complete the activity.

5. As soon as the students are finished, ask them to share what they found and how they corrected any sentence fragments.

6. End the lesson by discussing how confusing their writing would be to their readers if they left out verbs or subjects. Have student pairs exchange a piece of their own writing with their partner to see if they have any sentence fragments. Give students time to read and confer with each other. Monitor and confer with students as they work.

Find the complete sentences. Make each fragment a complete sentence.

1. Johnny Appleseed was a real person.
2. Planted apple trees.
3. Went west to plant apple trees.
4. He met many people in his travels.
5. Grew tall and strong.
6. Soon delicious apples.
7. The Indians liked Johnny.
8. Showed him where to find good food.
9. Johnny stayed with different families along the way.
10. Told them stories of his travels.
11. Children apple trees.
12. People the apples.
13. We are thankful to Johnny for the many apple trees that he planted.

LESSON | APPOSITIVE ACTION

PURPOSE

To give students a strategy for constructing more interesting sentences

MATERIALS

Transparency # 5- Sample Sentences: Appositive Action
(The blackline master for this transparency is on the following page.)



PROCEDURE:

1. **SHARE** with students that some writers use short, choppy sentences in their writing, but if they knew about a fix-up strategy for choppy sentences, their writing would be much smoother. This fix-up strategy is called "Appositive Action."

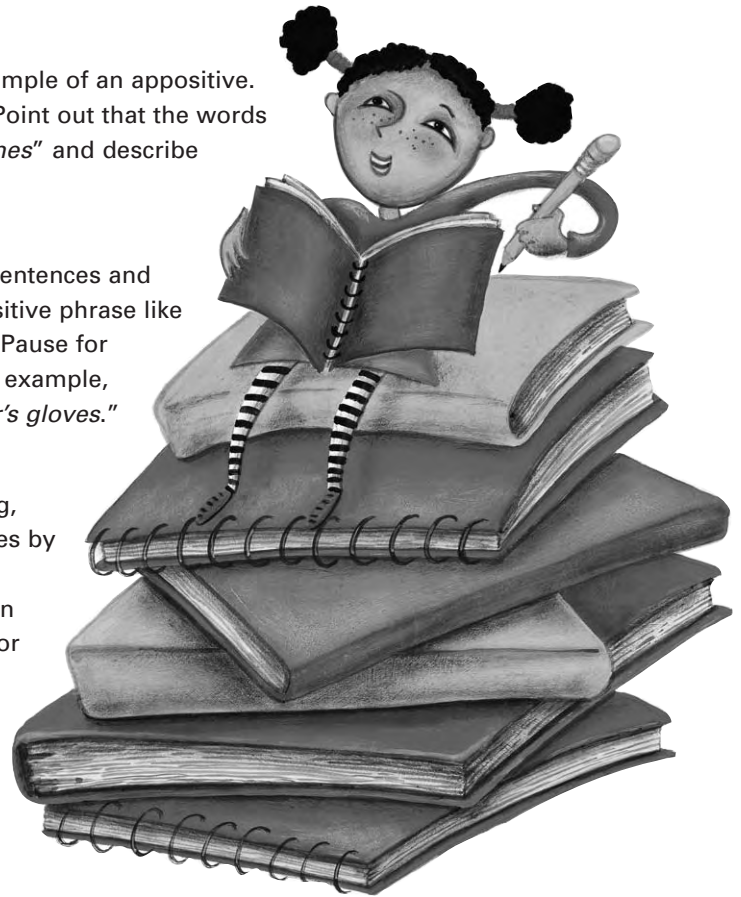
2. **SHOW** the students the Sample Sentences transparency, making certain to uncover only the first sentence. Read the sample sentence that contains an appositive, *"John, my three year-old brother, broke my favorite toy."*

3. Point out that the words "my three year-old brother" are called an appositive. **Circle the words "my three year-old brother."** Explain that an appositive describes the word that comes right before it and is set off or separated from the rest of the sentence with commas.

4. Uncover sentence two. **SHOW** the second example of an appositive. *"I sat beside Mrs. Jones, my favorite teacher."* Point out that the words "my favorite teacher" come right after "Mrs. Jones" and describe her.

5. Have the students read the next two choppy sentences and combine them into one sentence using an appositive phrase like those in the two sentences on the transparency. Pause for students to work, and then share responses. For example, *"Freddy, my shaggy dog, chewed up my mother's gloves."*

6. Have students find a piece of their own writing, and look for a place to combine choppy sentences by using "appositive action." They can work with a partner and find one place to use an appositive in pieces of their own writing. Allow 4-5 minutes for students to work, and then share examples.



1. John, my three year-old brother, broke my favorite toy.
2. I sat beside Mrs. Jones, my kindergarten teacher.
3. Freddy is my shaggy dog. He chewed up my mother's gloves.

LESSON POST THE PATTERN

(See blackline masters in Appendix F.)

PURPOSE

To build a classroom spelling reference for students

MATERIALS

Laminated Chart



PROCEDURES: (Write each spelling pattern on a chart and post it for reference.)

1. **WRITE** "i" before "e" except after "c," or when sounding like "a" as in "neighbor" or "weigh."

KEY WORD: FRIEND

EXAMPLES: *ie* – fiery, mischief, view, believe. *ei* – reign, weigh, neighbor, weird, receive

2. If a word ends with a silent "e," drop the "e" before adding a suffix that begins with a vowel.

KEY WORD: LIKE– LIKING

EXAMPLES: skate – skated, make – making

3. Do not drop the silent "e" at the end of a word when the suffix begins with a consonant.

KEY WORD: LIKE– LIKENESS

EXAMPLES: state – statement, use – useful

4. When "y" is the last letter in a word and the "y" is preceded by a consonant, change the "y" to "i" before adding any suffix except those beginning with "i."

KEY WORD: LADY – LADIES

EXAMPLES: beauty – beautiful, fry – fries, hurry – hurried

5. When forming the plural of a word that ends with a "y" that is preceded by a vowel, add "s."

KEY WORD: MONKEY – MONKEYS

EXAMPLES: play – plays, toy – toys

6. When a word ends in a consonant preceded by one vowel, double the final consonant before adding a suffix that begins with a vowel.

KEY WORD: BAT – BATTING

EXAMPLES: nod – nodding, control – controlled, god – goddess

7. To make nouns ending with "s," "z," "x," "sh," "ch" plural, add "es."

KEY WORD: CLASS – CLASSES

EXAMPLES: glass – glasses, buzz – buzzes, bush – bushes

8. To make nouns ending with "o" plural, add "es."

KEY WORD: POTATO– POTATOES

EXAMPLES: potato – potatoes, echo – echoes, hero – heroes

9. To make nouns ending with "f" or "fe" plural, change the "f" to "v" and add "es."

KEY WORD: WOLF – WOLVES

EXAMPLES: knife – knives, shelf – shelves

LESSON GETTING PARAGRAPHING DOWN P.A.T.

PURPOSE

To help students group sentences into paragraphs

MATERIALS

Sample of each student's writing
Small stickers



PROCEDURE:

1. ASSESS what students already know about paragraphing. Have students use reading materials such as library books, reading texts, etc. to locate paragraph indentions.

2. BRAINSTORM a list of places authors decide make new paragraphs. A list might include the following:

- at the beginning of a story.
- when the topic changes.
- when the speaker changes.
- when the setting changes.

3. LEAD students to see the reasons writers need to indent. For example, paragraphs assist readers by:

- indicating when a change is coming in the story.
- helping readers organize the story in their minds.
- providing a place to pause and reflect.
- assisting readers in finding their places when they lose them while reading.
(Add others reasons as appropriate.)

4. TELL students that one way to remember when to indent to begin a new paragraph in their own writing is a strategy called "P. A. T. " Indent and make a new paragraph when **(P)** the place changes, **(A)** the action changes, and **(T)** the time changes. (In a later lesson, add **(S)** for when the speaker changes.

5. FOLLOW UP by having students look at their own writing and put stickers where they would start new paragraphs. Have students explain why they made the decisions to form paragraphs as they did.

LESSON SENTENCE LIFTING

PURPOSE

To focus on common errors students make in their writing

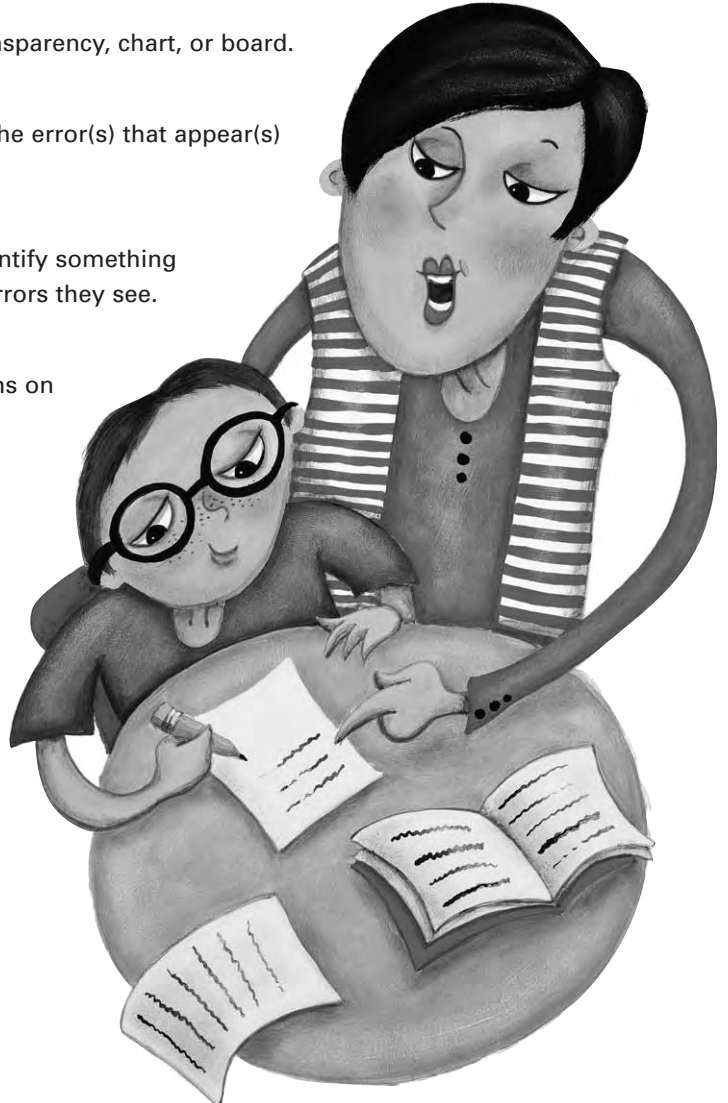
MATERIALS

Pieces of student writing
Overhead transparency, chart paper, or board



PROCEDURE:

1. **LOOK** over writing samples from the students, **NOTING** patterns of errors frequently made.
2. From the students' writing, **CHOOSE** about five sentences that are examples of common errors (e.g., run-on sentences, missing commas in series, doubling the final consonant before adding a suffix). **CHOOSE** one sentence that has no errors.
3. **WRITE** the sentences you have chosen on a transparency, chart, or board.
4. If necessary, **TEACH** a mini-lesson focusing on the error(s) that appear(s) in the sentences you have chosen.
5. **ASK** the students to read each sentence and identify something correct about it. Then ask them to point out any errors they see.
6. As they point out the errors, make the corrections on the transparency.
7. **DIRECT** the students to look at their pieces of writing to see if they can find similar errors in their papers.
8. **REPEAT** this strategy regularly, focusing on common errors from the students' writing.



LESSON CONVENTIONS RESPONSE JOURNAL

PURPOSE

To make each student responsible for keeping a record of his/her spelling and usage errors so the same errors will not be repeated

MATERIALS

Some kind of notebook or journal pages for each student



A conventions response journal helps students learn responsibility for their own personal patterns of errors. For spelling, a page is divided into two columns with the student's frequent misspellings on the left side of the page and the corrected spellings on the right side of the page. Students keep this record in their own notebooks and refer to the correct spellings each time a new paper is edited. Students, therefore, should learn to avoid repeated errors of the same words. Constant referencing helps writers to remember the correct spelling of their commonly misspelled words.

Another page is divided into two columns for usage errors. The incorrect formation is in the left-hand column and the correction is in the right hand column. Constant reference to the individual conventions journal, during the editing stage of writing, helps students correct their own errors before submitting their finished products.

EXAMPLE:

MY SPELLING WORDS	CORRECT SPELLING WORDS
1. givin	1. given
2. dosen't	2. doesn't
3. beleive	3. believe

EXAMPLE:

MY USE	CORRECT USE
1. i	1. I
2. it don't	2. it doesn't
3. him and I are going	3. he and I are going

LESSON READ ONE, SKIP ONE

PURPOSE

To provide students with an editing strategy

MATERIALS

Transparency of a student story with spelling errors
Student writing samples



PROCEDURE:

1. **SHARE** sample story with students.
2. **EXPLAIN** that as you write it is often difficult to catch convention errors. One technique that writers can use to help them catch their own convention errors is “Read One, Skip One”. This strategy is helpful when looking for usage errors or mechanics errors, including spelling.
3. Using the sample story, **DEMONSTRATE** how to use this strategy to look for spelling errors. **INFORM** students that you will place a squiggly line under any word that is not spelled correctly.
4. **DEMONSTRATE** for students how to read the first sentence looking for spelling errors, skip the second sentence, read the third sentence, then skip the fourth sentence. **REPEAT** this process to the end of the paper. **READ** through the paper again, reading the second sentence and skipping the third sentence and so on to the end of the paper.
5. **HELP STUDENTS** understand that this technique forces them to slow down and look at each word, making it easier to spot spelling errors.
6. **GIVE** each student his/her own piece of writing. **DIRECT** the students to use this strategy to edit their own pieces of writing.

Note:

Sometimes teachers hesitate to use a student’s writing as a sample for finding errors. Most students enjoy having their papers used as the sample papers. Still, it is a good idea to ask the student’s permission before using his/her paper. Often, the author is the first to recognize an error. He/she should always have the first opportunity to correct the errors if he/she wishes. The author may remain anonymous or may take credit for the writing. In a supportive, caring group, authors almost always feel comfortable being the “guinea pig.” In fact, they often beg to have their papers used as samples.

LESSON BRUSHING UP ON THE USE OF QUOTATION MARKS IN DIRECT QUOTATIONS

PURPOSE

To practice punctuating direct quotations

MATERIALS

Transparencies # 6A, 6B, and 7
Board, magazine pictures



PROCEDURE:

1. Use Transparency 6A to discuss the many jobs of quotation marks. **INFORM** students that today the focus will be on the use of quotation marks in direct quotations.

2. **WRITE** the following sentences on the board:

John said, *"I am going home."*

"I don't like pumpkin pie," I remarked.

"Did you see that fantastic game yesterday?" shouted Tom.

"It was the greatest!" exclaimed Bill.

"No, I can't go to the library," I answered. *"But will you check out a book for me?"*

3. **DISCUSS** what is being directly quoted in each sentence and how it is punctuated. **DISCUSS** how some sentences have direct quotes at the beginning, some have quotes at the end, and some have divided quotes.

4. **SHARE TRANSPARENCY 6B** with students. As a group, go through the dialogue and have students suggest where punctuation for dialogue is needed. Discuss the needed punctuation.

5. **CUT OUT MAGAZINE PICTURES** that depict at least two people engaged in some activity. Use one picture for each pair of students. Have students create a conversation between the two people in the picture. Be sure to include examples of quotes at the beginning and ending of sentences as well as within sentences.

6. **ALLOW TIME** for students to share their conversations. If possible, **PROVIDE** a transparency for students to write their conversation on so they can share it with the class, or have students mount their picture and the written conversation on construction paper so it can be displayed. Be sure to correct any incorrect usage of quotation marks.

Facts About the Use of Quotation Marks

Quotation Marks are used to enclose the exact words of the speaker, to show that words are used in a special way, and to punctuate titles.

1. Direct Quotations

- Quotation marks are placed before and after spoken words (e.g., “Some people have not turned in the assignment,” the teacher said.).

2. Placement of Punctuation

- Periods and commas are always placed inside quotation marks (e.g., The father said, “Bring me your book.”).
- A question mark or an exclamation point is placed inside the quotation marks when it punctuates the quotation: it is placed outside when it punctuates the main sentence (e.g., “Should I tell my teacher?” asked Jeanne. Did you say, “Watch Out?”).

Facts About the Use of Quotation Marks

Quotation Marks are used to enclose the exact words of the speaker, to show that words are used in a special way, and to punctuate titles.

3. Special Words

- Quotation marks may be used to set apart a word that is being discussed (e.g., The word “except” is often used incorrectly.).

4. To Punctuate Titles

- Quotation marks are used to punctuate titles of songs, poems, short stories, essays, chapters of books, and articles found in magazines, newspapers, or encyclopedias (e.g., “Battle Hymn of the Republic” – song).

Add punctuation marks where they are needed.

Ginny, I am leaving now! shouted Mom. Ginny waited until she heard the door close and then she picked up the phone. Quickly, she dialed her friend Susan.

What are you doing? Do you have time to talk to me? asked Ginny.

Sure, replied Susan. I'm glad you called. I have something exciting to tell you.

Oh, what is it? Ginny asked quickly.

Mom says that I can get a pet, Susan said excitedly.

What do you think you will get? You always wanted a tiny little puppy, said Ginny.

Susan laughed and then replied, I sure do want a tiny puppy. Really, I don't care what kind it is. May I go with you to pick it out? asked Ginny.

Susan laughed again and said, You didn't give me time to finish my exciting news. Mom said that you can go with us to pick it out and then spend the night with me.

Ginny was so excited that she almost dropped the phone. Yippee! she shouted. I'll ask Mom as soon as she returns.

LESSON PUT ME IN MY PLACE!

PURPOSE

To provide punctuation practice (This strategy is a review strategy, not an initial instructional strategy.)

MATERIALS

Envelopes, sentence strips
Paper and pencils

PROCEDURE:

1. This strategy is an enjoyable way for students to practice the use of punctuation.
2. **WRITE** the sentences provided below on sentence strips. Sentences should contain a variety of punctuation.
3. **CUT EACH SENTENCE APART.** Be sure that the each punctuation mark and each word is on a separate piece.
4. **STORE** the pieces for each sentence in a separate envelope or plastic bag. Laminating the sentence strips helps ensure that the pieces will be usable again and again.
5. **DIVIDE** the students into groups of three.
6. **CHALLENGE** the groups to assemble their sentences. The groups need to be sure to place all punctuation correctly. Have groups write their assembled sentences on pieces of paper and raise their hands for their sentences to be checked. As groups correctly finish their sentences, give them new sentences to assemble. **PROVIDE** enough time so each group completes at least three sentences. Some groups may complete more sentences.
7. **PROVIDE** time for groups to share their sentences, indicating where they placed the punctuation.

8. SAMPLE SENTENCES FOR THE SENTENCE STRIPS (ADD MORE IF NEEDED)

I like hamburgers, yet I do not like French fries, onion rings, or cheese sticks.

As soon as Miss Marie returned, the class yelled, "Happy Birthday!"

My music teacher taught us to sing "America the Beautiful."

"When you finish washing the dishes," mother said, "I want you to dust the furniture."

"Boys and girls," the teacher said loudly, "In case any of you did not hear me, we will be having a test tomorrow."

"Are you going to film the birthday party tomorrow?" I asked.

I plan to have chicken wings, potato salad, and rolls for dinner.

"Opal," said Gloria, "When are those boys getting here?"

I recently made new friends, and they are from Germany.

I speak only Spanish, but my friends speak English, Spanish, and French.

My sister wants to earn money for a new car, so she works two jobs.

You can go swimming, or we could take a walk.

My mom puts tomatoes, mushrooms, and onions in her spaghetti sauce.

Barney, our cat, started meowing loudly.

Wow, did you see that player make that fantastic touchdown!

"I had the greatest time ever!" exclaimed my dad.

I need \$3,000.00 to buy a new super laptop computer, but I know my dad will not give me that much money.

We plan to meet on May 1, 2004, in the new library.

"Dad, will you allow me to spend the night with Tom?" I asked.

33 My teacher, Ms. Langley, is the greatest teacher ever.

LESSON ADJECTIVES AND ADVERBS

PURPOSE

To provide students with a strategy for making their sentences more interesting and specific

MATERIALS

Sentence strip, index cards, pocket chart
Markers – orange, purple, red, blue, black



DAY ONE : PROCEDURE:

1. **DISPLAY** the sentence in a pocket chart. The /dog /ran.
(*The* should be written in black, *dog* in red, and *ran* in blue)
2. Have students identify the parts of speech for the words in red and blue.
REMIND the students that nouns name people, places, and things and verbs are often action words.
3. **LEAD** the students to notice that this sentence is not very interesting. What kind of dog was it? Why did he run? Where did he run? How did he run? In fact, this sentence is not descriptive at all. One way to make sentences more descriptive and interesting is to use adjectives and adverbs appropriately.
4. **REMIND** students that adjectives modify nouns and pronouns. **SUGGEST** adding an adjective to the boring sentence. **ASK** the students what the noun in this sentence is. (Dog.) **ASK** the students to close their eyes and visualize the dog running. **ASK** the students what kind of dogs they visualized? Elicit adjectives (e.g., *large*, *ugly*, *dirty*, *vicious*, *collie*). **WRITE** these words on sentence strips in orange.
5. **ALLOW** students to come and create a new and improved sentence by adding adjectives to the sentence. Point out that if you use several adjectives, you should separate them with commas.
6. **ASK STUDENTS** to look for adjectives in their own writing. **ASK** them to add some adjectives and share with the class. **PROVIDE** feedback on appropriately used adjectives.

DAY TWO : PROCEDURE:

1. **DISPLAY** the sentence from Day One. **REMIND** students that they made the boring sentence more descriptive by adding adjectives. Adjectives describe nouns or pronouns.
2. **EXPLAIN** that another way to make the sentence more interesting is by adding adverbs. **EXPLAIN** that adverbs describe verbs, adjectives, or other adverbs by telling *how*, *when*, *where*, *how often*, and *how much*.
3. **ASK** students to again visualize a dog running. **ASK** the students how they pictured the dog running (*quickly*, *slowly*, *gracefully*, etc.) **ASK** them when the dog was running, where the dog was running, and how often the dog ran. Record these adverbs on index cards writing them in purple.
4. **ASK** the students what they notice about the adverbs. Many of the adverbs end in the suffix *-ly*. **SORT** the adverbs that end with *-ly* from those that do not. Point out that most of the adverbs that end in *-ly* tell how.
5. **USE THE INDEX CARDS** to allow students to create new and improved sentences by adding adjectives and adverbs to the boring sentence: *The dog ran*.
6. Have the students take out a piece of writing they have done and add one adjective and one adverb. **ALLOW** each to share one example.
7. **SUGGEST** that adjectives and adverbs are like salt and pepper. A little bit can make the food taste better, but too much can be really bad!

LESSON COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS

PURPOSE

To make students aware of how we compare two and more than two things

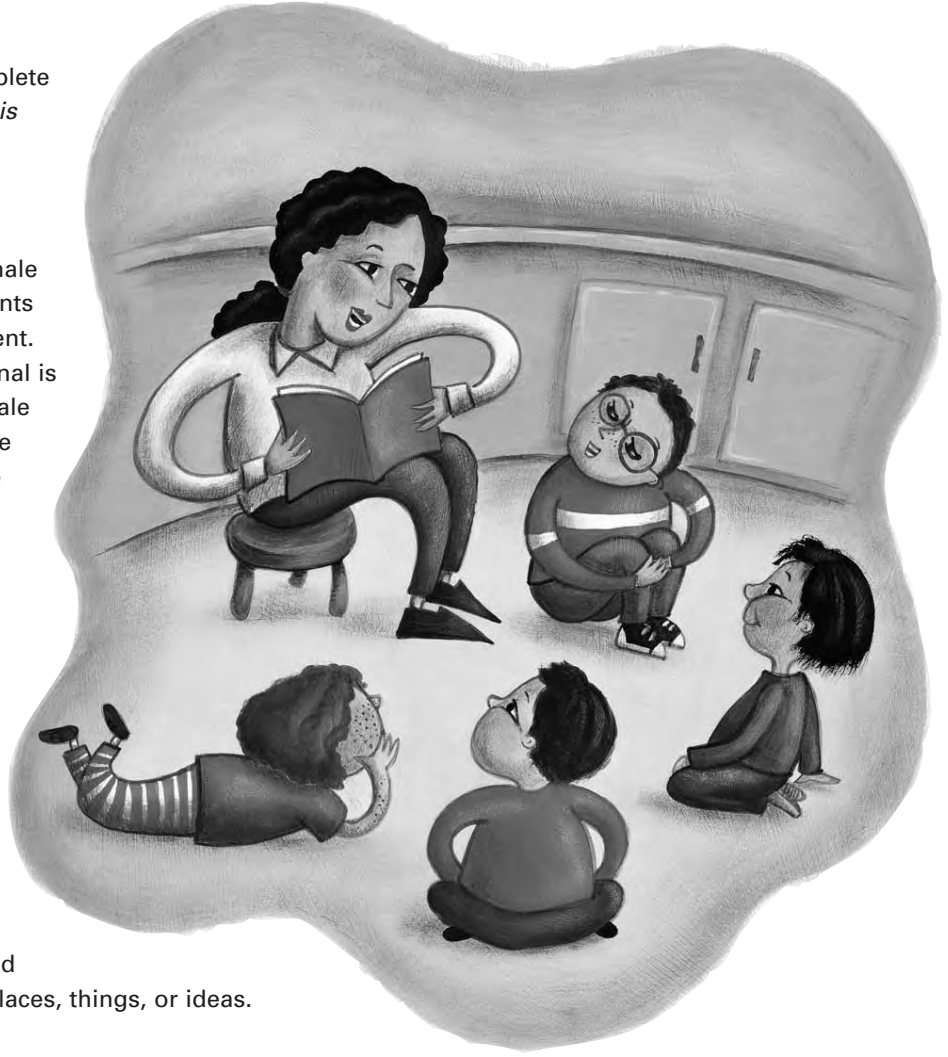
MATERIALS

Pictures of a small dog and a Great Dane
Photos of a male and a female cardinal



DAY ONE : PROCEDURE

- 1. EXPLAIN** to students that adjectives not only describe nouns or pronouns. They also can be used to compare two people, places, things, or ideas.
- 2. DISPLAY** the pictures of two dogs, a Chihuahua and a Great Dane. To compare these dogs we probably would think about their size. Ask students to help finish this sentence: *The Chihuahua is _____ than the Great Dane.* Record the answers on the board.
- 3. ASK STUDENTS** to help complete this sentence: *The Great Dane is _____ than the Chihuahua.* Record answers on the board.
- 4. DISPLAY** the pictures of the male and female cardinal. Ask students how these two birds are different. If we agree that the male cardinal is colorful, we might say the female cardinal is less colorful than the male. Or we might say that the male cardinal is more colorful than the female.
- 5. POINT OUT** that to compare adjectives we either add the suffix *-er* or use the words *more* or *less*. The words *more* and *less* are usually used with adjectives that are more than one syllable.
- 6. REMIND** students that comparative adjectives are used to compare only two people, places, things, or ideas.
- 7. ASK STUDENTS** to look at a piece of their writing and add a comparative adjective. Allow time for students to share.



LESSON COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS

PURPOSE

To make students aware of how we compare two and more than two things

MATERIALS

Photographs of a hummingbird, pigeon, and eagle



DAY TWO : PROCEDURE

1. **REMIND STUDENTS** that they learned about comparative adjectives on the previous day. Comparative adjectives compare two nouns or pronouns. Today they will learn how to compare three or more people, places, things, or ideas. We call these superlative adjectives.
2. **SHOW PICTURES** of a hummingbird, a pigeon, and an eagle. Ask students how they would compare these three birds. **ASK** students to complete the sentence: *The hummingbird is the _____.*
The eagle is the _____. Record answers on the board.
3. **NOTICE** how we changed the adjective *small* to compare three nouns by adding the suffix *-est*.
4. **SHOW** the students three pictures of clowns. Ask students which clown is the *happiest*. Which is the *saddest*? Write these words on the board and underline the *-est* suffix.
5. **EXPLAIN** that not all adjectives can be made superlative by adding the *-est* ending. **TELL** the students about going to the store. You needed help and went to a sales clerk to ask where the nails were. The first sales clerk said, "*I don't know.*" You go to another sales clerk and ask where are the nails. The second sales clerk says, "*I'm not sure, but I'll ask my boss.*" This sales clerk is gone for a long time. Finally, you go to the third sales clerk and ask where are the nails. This sales clerk says, "*Let me show you.*" She takes you right to the aisle with nails and stays with you in case you have any other questions.
6. **ASK** which sales clerk was the *most* helpful? Which sales clerk was *least* helpful? **RECORD** these superlative adjectives on the board. **POINT OUT** that sometimes the *-est* is not added to adjectives to make the superlative form. The word *most* or *least* is added. These words are most often added to adjectives of two or more syllables.
7. Have students refer to a piece of writing they have done. **ASK** them to see if adding a comparative or superlative adjective might improve it. **SHARE** any that a student finds or adds.

LESSON CONTRACTIONS

PURPOSE

To teach/review the formation of contractions

MATERIALS

Sentence strips with word pairs
Paper clips



PROCEDURE:

1. **DISPLAY** the following sentence on the board:

a. The baby doesn't like to take a bath.

2. **ASK** students to identify the contraction in this sentence. Have one student come to the board and underline the contraction.

3. **ASK** the students what the word *doesn't* means. (*Does not.*)

4. **WRITE** the words *does not* under the word *doesn't*. **ASK** students to see what letters are the same. **ASK** them what letters are missing in the contraction. Have students identify the added punctuation mark, the apostrophe.

5. **POINT OUT** that the apostrophe takes the place of missing letters.

6. **PROVIDE** students sentence strips with word pairs. **DEMONSTRATE** the formation of contractions by pushing the two words together, folding the strip to "hide" the missing letters, and placing a paper clip to hold back the folded part of the sentence strip, taking the place of the apostrophe.

does

not

does

n

t

7. **ASK** students to review a piece of their writing in their portfolios to find examples of contractions. Have them check for the appropriate use of apostrophes, thinking about the missing letters.

COMMON CONTRACTIONS

couldn't (could not).....haven't (have not).....she's (she is)

didn't (did not).....I'll (I will).....they'll (they will)

doesn't (does not).....isn't (is not).....they're (they are)

don't (do not).....it's (it is).....wouldn't (would not)

hasn't (has not).....I've (I have).....you'd (you would)

LESSON CONQUERING THE SPELLING OF THOSE PESKY HIGH-FREQUENCY WORDS

(See word list in Appendix A.)

PURPOSE

To help students spell high frequency words correctly by making it fun to practice the words

MATERIALS

Board or chart

High-frequency word list (The teacher may use the list provided or create a list that pertains to the current students' needs.)

PROCEDURE:

1. This activity presents a fun way to help students conquer the spelling of high-frequency words. Have students play a game that is played very similarly to the game Battleship.

2. **DIVIDE** the class into two groups. Draw a five by five grid on the board for each team. You will need two grids like the sample below.

EXAMPLE:

	1	2	3	4	5	
A						
B						
C						
D						
E						

3. **CHOOSE** four squares on each grid for the battleship positions. **WRITE** these locations down for your reference. Keep these positions secret.

4. **GIVE** a player from Team 1 a word. If the player spells the word correctly, have the student place an "X" in one of the squares on that player's grid. If the square that the student chooses is one of the secret positions that you chose, then that is a "hit" and the student changes the "X" to a star. If it is not, then the "X" remains, and it is considered a "miss." When a student misspells a word, no "X" is placed on that team's grid. Alternate play between the two teams. The first team to get four stars on its grid (find all four of the secret positions the teacher chose) is the winner.

5. This activity can be repeated as often as you wish.

LESSON SENTENCE STRIP SPELLING

PURPOSE

To provide an individualized spelling reference for students

MATERIALS

Sentence strips (one for each student)
Tape, Vis-à-vis marker



WRITING FEATURE(S): Conventions

PROCEDURE:

1. **LAMINATE** one sentence strip for each student in the classroom.
2. **TAPE** the sentence strip near the top of each student's desk so that it will be out of the student's way.
3. As students ask, "*How do you spell...?*" use a Vis-à-vis marker to write the needed words on the sentence strips. Students should try to spell the word or ask a peer helper prior to asking the teacher.
4. The students will have the word in a "bank" and should be encouraged to use the words in their writing.
5. These personalized word lists could serve as spelling words for the week.
6. This technique provides individualized spelling instruction in a meaningful context for students as they have needs for new words.



LESSON SALUTE YOUR ANTECEDENT

PURPOSE

To provide an opportunity for students to reinforce their understandings of pronouns and their antecedents

MATERIALS

Sentence strips with words to use to compose sentences printed on them

PROCEDURE:

Write sentences containing pronouns on sentence strips.

CUT the words apart. **DIVIDE** students into three or four small groups. **GIVE** each group a different set of word cards.

Have students arrange the word cards in the order of a sensible sentence. (Include punctuation marks in the set of cards given to the students.) Taking turns, have each group stand in front of the class and read the sentence that has been constructed.

(Each child reads his/her word or punctuation mark.) After the complete sentence has been read, have the student(s) with the pronoun card(s) step forward (in military form), walk to the antecedent for the pronoun, and give that word a salute. As the student salutes, he/she says, "*I, (name the pronoun), salute you, (name the antecedent).*" The word receiving the salute must decide if the pronoun is correct. If the student has chosen the correct antecedent, the antecedent, replies, "*You may return to your place, Pronoun.*" The pronoun returns to his/her proper place in the sentence. If the pronoun has not selected the correct antecedent, the antecedent says, "*Please try again.*"

Before using this activity, the students should be familiar with what pronouns are and how they function. For example, pronouns can rename the antecedent or show possession. They should understand that pronouns always stand for an antecedent.

EXAMPLE:

Juan dropped the ball because it was thrown too hard.

"*IT*" marches over to "*BALL*," salutes, and says,
"*Pronoun **It** salutes you, Antecedent **Ball**.*"

Ball replies, "*You may return to your place in the sentence, Pronoun **It**.*"

The sentence may have more than one pronoun. In that case, the pronouns take turns saluting the proper antecedents. If the pronoun has more than one antecedent, the pronoun salutes both of them together.

For example, in the sentence, Carlos and Barry rode their bikes around the block, the pronoun, *their*, says, "*Pronoun **Their** salutes my antecedents, **Carlos and Barry**.*"

LESSON | SALUTE YOUR ANTECEDENT

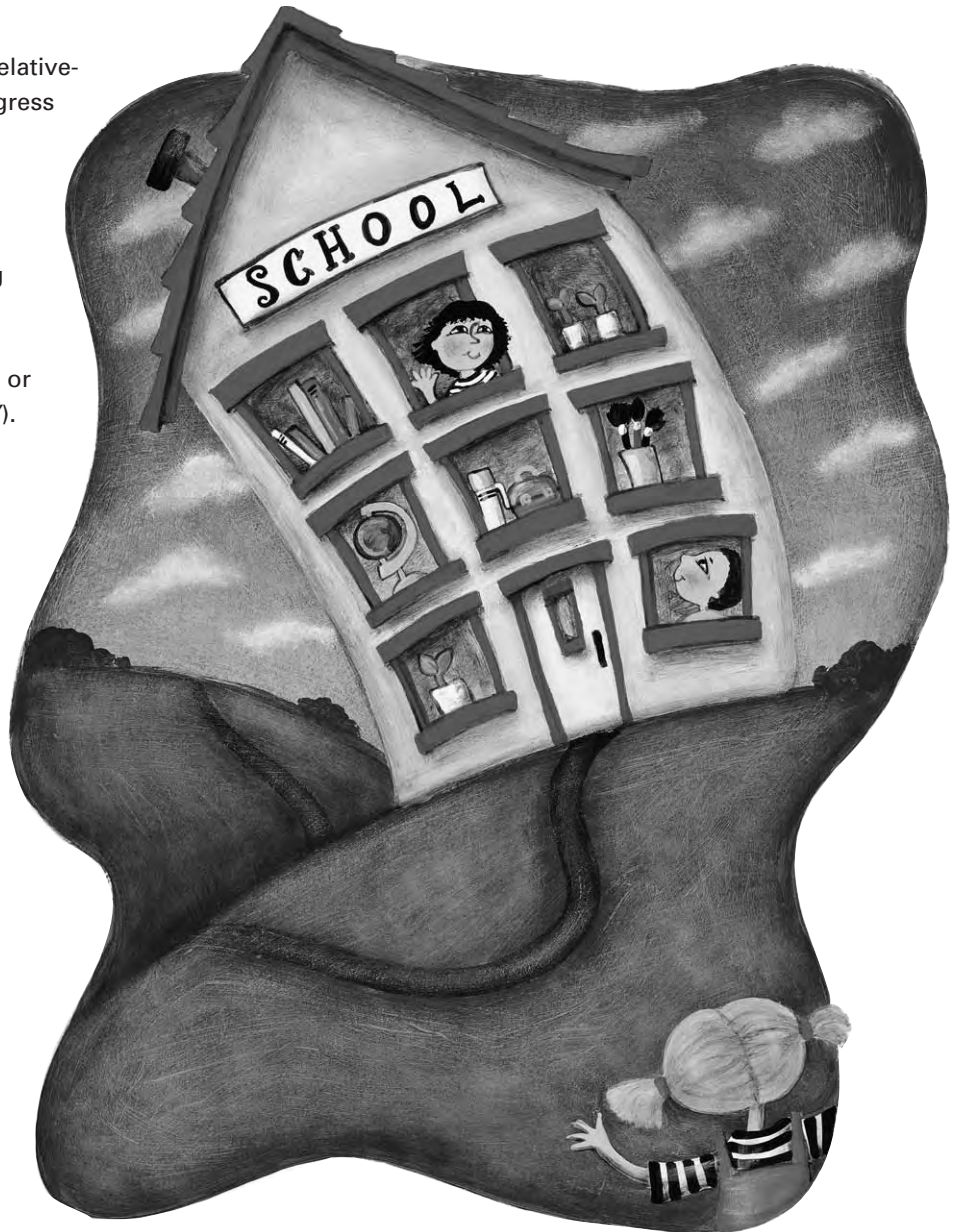
The following are examples of sentences that may be used for this activity:

1. Betty could not go to school because she was sick.
2. The chair at the head of the table collapsed because it had a broken leg.
3. The teacher was late to school because she overslept.
4. Taking it in his right hand, John dribbled the ball down the court.
5. Latoya and Rena lost their pencils because they left them in the library.

Sentence four illustrates how the order in the sentence can be pronoun/antecedent instead of antecedent/pronoun. Sentence five shows how the “saluting” can become somewhat more complicated with three pronouns in the sentence.

The teacher should begin with relatively simple constructions and progress to more complicated ones. When students are doing well with identifying the antecedents for pronouns, the teacher may add another factor. The saluting pronoun may be required to announce his/her function (e.g. “*I rename my antecedent.*” or “*I show who owns the _____.*”).

FOLLOW-UP: Students may be encouraged to construct their own sentences for other groups to use in this activity.



LESSON DO YOUR PRONOUNS BEHAVE AGREEABLY?

(The "Salute Your Antecedent" activity should be done several times before this lesson is presented.)

PURPOSE

To provide practice in making pronouns agree with their antecedents

MATERIALS

Transparency # 8

Words to form the sentence suggested below on sentence strip (cut apart)



PROCEDURE:

Begin by using the following sentence for a "Salute Your Antecedent" review. (Ask nine students to come to the front of the room. **GIVE** each student a word on a sentence strip from the following sentence.)

The students placed their papers on the teacher's desk.

- Allow the students to line up in the proper order to form the sentence.
Say: *Pronoun, salute your antecedent.*
- The student holding the word, *their*, marches to the antecedent, students, and says,
"Pronoun **Their**, salutes you, Antecedent Students."
- If the antecedent determines that the pronoun is correct, he/she gives him permission to return to his/her place in the sentence.
- Ask the students to notice whether the sentence refers to only one student or more than one.
(Of course, it refers to more than one.) Point out that the pronoun *their* is also plural.
- Display Transparency 8 for "Do Your Pronouns Behave Agreeably?" on the overhead.
- Direct the students' attention to the pronouns in each sentence and ask them to identify the antecedents for each one. As the students point out the pronouns and their antecedents, guide them to notice that, when the antecedent is singular, the pronoun is singular. When the antecedent is plural, the pronoun is plural.
- As you guide the students to notice the relationship between an antecedent and its pronoun, use the term *agreement* to familiarize students with that term.

SAMPLE SENTENCES

1. The dog chased his ball across the yard.
2. Mrs. Lester showed Thomas how to tie his shoes.
3. The cousins had fun playing with their new game.
4. Betty put a bow in her hair.
5. Betty put a bow in her hair to make it look pretty.
6. Michael put his shirt on and buttoned it.
7. Sue and Anne talked and giggled on their way home.
8. Martha went to Atlanta to see her cousin, Jimmy.
9. Martha and Carlos lost their books and found them in the park where they had left them. (Illustrates two antecedents for one pronoun and a different antecedent for a second pronoun.)
10. Their shirts were soaking wet when Juan and Anita got home.
(Shows that antecedents sometime follow the pronoun.)
11. Mother waved her arms in the air, and the birds thought she was going to hurt them (Illustrates two pronouns with the same antecedent and a third pronoun with a different antecedent.)
12. Amy showed the teacher her work as soon as she completed it.
13. The truck rumbled away carrying its load to the dump.
14. The water ran off the roof and hit Tom on his head.
15. The bear found a cave and made his home in it.

LESSON | BRUSHING UP ON COMMAS

(Use before any of the other comma lessons.)

PURPOSE

To review various uses of commas

MATERIALS

Transparencies # 9A, B, and C



PROCEDURE:

1. **DISCUSS** with students that commas have many jobs. Commas work for us in our writing. Commas help to keep our thoughts and ideas from running together. They make what we write easier for our audiences to read and understand. Review the kinds of jobs that commas do.
2. **USE THE TRANSPARENCY**, "*Brushing Up On Commas*," to talk with students about the kinds of jobs commas perform and use the examples provided to illustrate each job. Tell students that you will go into more detail in other convention lessons.
3. End the lesson by reviewing how commas help us as writers.



Commas are used to keep words and ideas from running together. The job of commas is to make your writing easier to read. Commas inform the reader where to pause.

- 1. Commas are used between words, phrases, or clauses.**

Johnny likes sweet apples, sour lemons, and tart grapefruits.

- 2. Commas are used to separate items in addresses and dates.**

We will meet on April 27, 2004, in the Conference Room.

- 3. Commas are used in numbers of four digits or more to keep the numbers clear.**

I have \$2,325.00 saved for my trip to Hawaii.

- 4. Commas are used to set off a word, phrase, or clause that interrupts the main thought of a sentence.**

Billy probably wanted to go, however, his mom would not allow him to go.

- 5. A comma may be used between two independent clauses which are joined by coordinating conjunctions such as the following: *and, but, or, nor, for, so, and yet*.**

I would like to buy new carpet for the bedroom, but I do not have the money for it.

- 6. Commas are used to set off the exact words of the speaker from the rest of the sentence. No comma is needed when reporting rather than repeating what a speaker said.**

“Stop that car!” Mom yelled out the window.

- 7. Commas are used to separate a noun of direct address (the person being spoken to) from the rest of the sentence.**

Bob, you need to review your paper.

- 8. Commas are used after the salutation, or greeting, in a friendly letter and after the closing in all letters.**

Dear Aunt Margaret,
Love,

- 9. Commas are used to separate two or more adjectives that equally modify the same noun.**

Mother has a beautiful, fragrant rosebush in the yard.

- 10. Commas are used to separate an interjection or weak exclamation from the rest of the sentence.**

Wow, that hurt!

- 11. Commas are used to set off an appositive, which is a word or phrase that renames the noun or pronoun before it.**

Bob's teacher, Ms. Doodle, lives near us.

- 12. Commas are used to separate a long modifying phrase, or clause, from the independent clause following it.**

As soon as I return, I will finish dusting the furniture.

LESSON | COMMAS IN A SERIES

(Use after "Brushing Up on Commas".)

PURPOSE

To provide practice in using commas to punctuate a series

MATERIALS

Transparency # 10
Student writing



PROCEDURE:

1. REMIND students that commas have many jobs. Tell them that today we are going to focus on the use of commas in a series.

2. EXPLAIN to students that three or more items listed in a sentence are called a *series*. A series requires the use of commas to separate the items. Two items is not considered a series. Two items do not require a comma when the items are connected by a conjunction (e.g., *and*, *or*). **WRITE** the following examples on the board.

I gave Jane a book, a pencil, and a ruler (three items = a series).

John ran from the bear, the tiger, the lion, and the kangaroo (three or more items = a series).

I have three apples and two pears (two items do not equal a series).

3. USE TRANSPARENCY # 10 of the following sentences that is included on the next page. **PICK** a volunteer for each sentence. **ASK** the volunteer for each sentence to come up and place the commas correctly in the series.

Susie has a lipstick a handkerchief and mirror in her purse.

Give me a pair of scissors a bottle of glue and a piece of paper.

In my mother's kitchen, I found an apple pie and a blackberry pie.

I like sausage black olives and onions on my pizza.

In winter, I like to ice skate on the pond sled down snowy hills and build huge snowmen.

4. ASK students to pair and write three or four sentences that contain commas in a series. **INFORM** students that they will pick one of their sentences to share with the class.

5. AFTER the sharing of sample sentences, discuss with students how the use of commas in their own writing will improve their reader's ability to understand clearly what they are writing. If students are currently working on a piece of writing, ask students to review the piece of writing and determine if there is a place commas are needed. Ask students who find a need for commas in a series to share with the class.

Susie has a lipstick a handkerchief and mirror in her purse.

Give me a pair of scissors a bottle of glue and a piece of paper.

In my mother's kitchen, I found an apple a pie and a cake.

I like sausage black olives and onions on my pizza.

In winter, I like to ice skate on the pond sled down snowy hills and build huge snowmen.

LESSON USING COMMAS TO SET OFF LONG PHRASES AND CLAUSES

(Use after the “Brushing Up On Commas” lesson.)

PURPOSE

To call the students’ attention to the use of commas in text to set off clauses or long phrases

MATERIALS

When I Was Young in the Mountains by Cynthia Rylant
Transparencies of the pages of the above book that contain text



PROCEDURE:

1. **SHARE** #12 from the “Brushing Up on Commas” information sheet (See page 47). **REMIND** students of the many jobs of the comma.

2. **WRITE** the following sentence on the board.

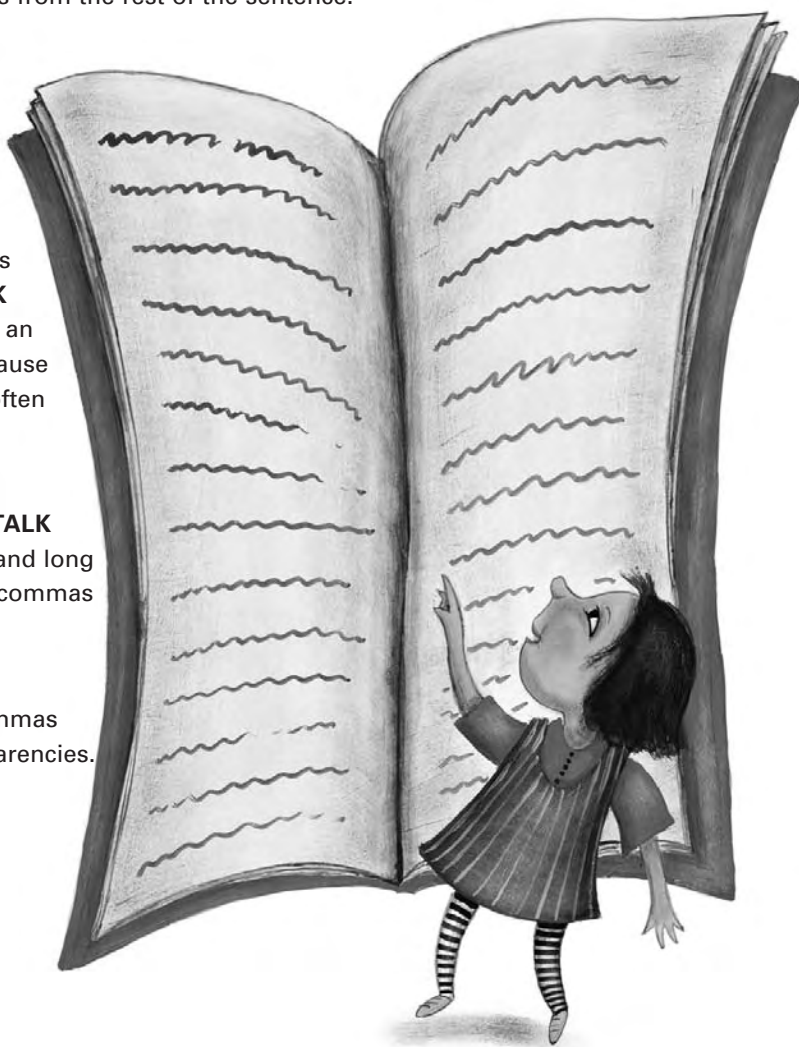
After staying with my grandmother for three weeks, I am ready to go home.

3. Have a student read the sentence aloud. **POINT OUT** the use of the comma. **ERASE** the comma and read the sentence again without the comma and without pausing where the comma is needed. **DISCUSS** how writers use commas to separate clauses or long phrases from the rest of the sentence.

4. **TELL** students that you are going to read a story by Cynthia Rylant. **SHARE** the book *When I Was Young in the Mountains* with students. Show the transparencies of the text as you read. Ask students to listen for places in the story where the author uses a comma after clauses or long phrases. **ASK** students to raise their hands when they see an example. **HELP** the students to see that a clause that comes at the beginning of a sentence often tells when something happens.

5. After the above reading and discussion, **TALK** with students about how they use clauses and long phrases in their sentences and need to use commas as Cynthia Rylant did.

6. **PAIR STUDENTS** and have them add commas in the correct places on the attached transparencies. **MONITOR** as students’ work. Allow time to discuss the activity.



Fun After School

As soon as I get home from school I dash into my room and change clothes. My mom insists that I must always change clothes before I do anything else. Immediately after I've changed I run outside and get my bike. I hop on it as fast as I can and race off to Jimmy's house. He is always ready and waiting.

After talking for a few minutes we ride over to the basketball court. There are always several other guys there. As soon as we warm up we play a game of basketball with the guys. We laugh, talk, and joke the whole time. Jimmy thinks that he is a pretty good basketball player and always tries to show off by shooting three pointers. One day last week he was showing off when suddenly he tripped. When you play basketball as often as Jimmy does no one expects you to make silly mistakes.

On this day Jimmy made a big mistake. Without thinking he had run out onto the court with his left shoe untied. In our eagerness to play someone stepped on the loose shoestring. Wham! Jimmy came up short and fell flat on his face. The expression on his face as he went down was so funny. As soon as we knew that he was not hurt we could not help laughing at him.

Jimmy is a good sport. He forgave us for stepping on his shoestring and for laughing. There is never a dull moment when we get together after school.

LESSON | PUNCTUATION PUZZLE

PURPOSE

To reinforce the use of punctuation marks that have been previously taught.

MATERIALS

Words on cards or sentence strip sections that can be arranged to make a sentence
Punctuation marks on cards or sentence strip sections, plastic storage bags



PROCEDURE:

1. This activity makes a puzzle of the various ways sentences can be punctuated to alter their meanings. Students find it engaging. This engagement enables them to focus on correct punctuation and the explanation of how the punctuation affects the meaning of the sentence. Students can work individually, in pairs, or in triads.

1. **WRITE** a sentence on a sentence strip that changes meaning according to how it is punctuated.

CUT the sentence apart in one-word segments. On the back of each word, **WRITE** the number indicating its place in the sentence. **PLACE** the words for the sentence in a zip-lock bag.

2. **FILL PLASTIC BAGS** with cards or sentence strip segments on which punctuation marks are written (periods, commas, question marks, quotation marks – at least four pairs). These marks should be ones that have been directly taught. Be certain that there are “extra” punctuation marks included in the bag so students will have to make choices.

3. **GIVE** each pair of students a plastic bag containing the words for a sentence and a bag containing punctuation marks.

4. Have students work to put the sentence together in at least two ways that make sense, using punctuation to clarify meaning. For example:

mother	said	Betty	is	a	very	pretty	woman
--------	------	-------	----	---	------	--------	-------

Some of the ways in which this sentence could be ordered and punctuated are the following:

“Mother,” said Betty, “is a very pretty woman.”

Mother said Betty is a very pretty woman?

Mother said Betty is a very pretty woman.

Mother said, “Betty is a very pretty woman.”

LESSON | PUNCTUATION PUZZLE

The following are **EXAMPLES** of sentences that can be used for this activity.

Office Depot does your work right on time and neatly.

Office Depot does your work right, on time, and neatly.

The prosecutor said the thief was guilty of criminal behavior.

"The prosecutor," said the thief, "was guilty of criminal behavior."

The prosecutor said, "The thief was guilty of criminal behavior."

The nurse will be patient with you and helpful at all times.

The nurse will be patient, with you, and helpful at all times.

I'm hungry. Let's eat, Grandma.

I'm hungry. Let's eat Grandma.

The boards were even on the side of the house, well painted, and neat.

The boards were, even on the side of the house, well painted and neat.

Terrell thinks Mrs. Brown is an ogre.

"Terrell", thinks Mrs. Brown, "is an ogre."

A mile above the river was a small stream.

A mile above, the river was a small stream.

Marsha thinks Harry has beautiful eyes and a good figure.

"Marsha," thinks Harry, "has beautiful eyes and a good figure."

Josh remembers Mom has to go to the beauty parlor.

"Josh," remembers Mom, "has to go to the beauty parlor."

"Help Tawanda!" cried Thomas.

"Help, Tawanda!" cried Thomas.

"Help," Tawanda cried. "Thomas!"

Jump over Marcus.

"Jump over, Marcus."

It is fun to allow students to act out the variations in the meanings of groups of words punctuated in different ways. For example, Jump over Marcus is very different in meaning from "Jump over, Marcus". Inviting students to look for sentences that can be punctuated in various ways to change their meanings may extend this activity.

LESSON | WRITE A FRIEND (PUNCTUATION PRACTICE)

PURPOSE

To give students an opportunity to practice using correct punctuation in a real-world writing activity

MATERIALS

Envelope for each student, brown paper grocery bag
Pencils and paper

PROCEDURE:

1. This activity allows for punctuation practice. **GIVE** each student an envelope.
HAVE students write their names on the envelopes. **PLACE** all the envelopes in a brown grocery bag.
2. **HAVE** each student draw an envelope out of the bag.
3. **HAVE** students write a letter to the person whose envelope they draw from the bag. They are to write the letters without any punctuation. They can write about school, sports they are involved in, their hobbies, something they're looking forward to doing this summer, summer vacations, etc.
4. **TELL** students to think about the different kinds of punctuation that they have been studying this year. Brainstorm with students different kinds of punctuation and how they are used. **TELL** students that they should try to incorporate opportunities for as many different kinds of punctuation in their letters as possible. It will make the editing more beneficial and a lot of fun.
5. When letters are complete, **DELIVER** each letter to the correct person's envelope.
6. **HAVE** the receiver of the letter read the letter and edit it (put in punctuation where it is needed). **RETURN** the letter to the sender to check it. **ALLOW** time for partners to discuss the editing experience when they have finished the corrections.



LESSON | BEACH BALL BONUS

PURPOSE

To help students practice using homophones correctly

MATERIALS

Beach balls
Sharpie pen



PROCEDURE:

1. SELECT the words to be taught. For example, begin the lesson by teaching the differences among *two*, *to*, and *too*. Since students learn from song and rhyme, you might try a little jingle to distinguish the differences.

I have t-w-o, two, feet (number)

That take me t-o, to, my seat (direction)

Where I have t-o-o, too, much work (quantity)

*Because my teacher is a jerk!**

* Spell out the words that are written with hyphens.

* Students love using this rhyme if the teacher is comfortable with it, but some people may prefer to change the last line to "that I should never shirk!"

2. CHOOSE another combination of words that are constantly confused such as *there*, *their*, and *they're*.

Do your own distinguishing features or use the following: *There* is somewhere away from *here*. *Their* shows ownership like an *heir*, and *they're* has an apostrophe to remind me that it has two words in it for "*contraction action!*"

3. TEACH your word choices and then use a Sharpie to label each section of a beach ball with one of the words.

4. Have students form a circle of about eight students. Toss the beach ball to one of the students in the circle. When the ball is caught, that student should look at the placement of his/her right thumb. That student must then form a correct sentence using the word touching, or closest to, his/her right thumb. If it is correct, that student throws the ball to the person of his/her choice. If it is incorrect, return the ball to the thrower and toss it again.

APPENDIX A HIGH FREQUENCY WORD LIST

the	look	time	think	more	door
and	some	love	new	while	us
a	day	walk	know	tell	should
I	at	came	help	sleep	room
to	have	were	grand	made	pull
said	your	ask	boy	first	great
you	mother	back	take	say	gave
he	come	now	care	took	does
it	not	friend	eat	dad	car
in	like	cry	body	found	ball
was	then	oh	school	lady	sat
she	get	Mr.	house	soon	stay
for	when	bed	morning	dear	each
that	thing	an	yes	man	until
is	do	very	after	better	shout
his	too	where	never	through	mama
but	want	play	or	stop	use
they	did	let	self	still	turn
my	could	long	try	fast	thought
of	good	here	has	next	papa
on	this	how	always	only	lot
me	don't	make	over	am	blue
all	little	big	again	began	bath
be	if	from	side	head	mean
go	just	put	thank	keep	sit
can	baby	read	why	teacher	together
with	way	them	who	sure	best
one	there	as	saw	says	brother
her	every	Miss	mom	ride	feel
what	went	any	kid	hat	floor
we	father	right	give	hurry	wait
him	had	nice	around	hand	tomorrow
no	see	other	by	hard	surprise
so	dog	well	Mrs.	push	shop
out	home	old	off	our	run
up	down	night	sister	their	own
are	got	may	find	watch	
will	would	about	fun	because	

APPENDIX B SPELLING SCOPE AND SEQUENCE CHART

GRADE LEVEL	1	2	3	4	5	6	7	8
BEGINNING CONSONANTS	bcfghjklm nprstvwyz		qu	c: cent g: gent				
ENDING CONSONANTS	bdgmnpt	x ck ng ff ll ss zz			ck-k ge-dge			
BEGINNING BLENDS		bl cl fl gl pl br cr dr fr gr pr tr sc sk sl sm sn sp st sw	scr spr spl str squ	shr thr		sch		
ENDING BLENDS		mp nd ft lt nt lf st nk						
DIGRAPHS		ch sh th	wh	ph	ch-tch	ch: ache chorus		
SILENT LETTERS			ck lk	wr kn	gn			
VOWELS	short a e i o u	long a-e e-e i-e o-e u-e	y and long i: sky	y and long e: happy		ie ei schwa (ə)	y as short i:system eigh,augh ough	
VOWEL DIGRAPHS		ai ay oa ea ee	au aw oo: boot eu ew	oo: foot				
DIPHTHONGS			ou ow oi oy					
R-CONTROL			ar er ir or ur					
PREFIXES				un- re-	pre- en- dis- mis- ex- in-	con- per- com- a-	bi- mal- circum- inter- intra- super- trans	Derivational doubling: immature irregular
GRAMMATICAL ENDINGS		No base change -s -ed -ing	Double final consonant: Drop final e -ed -ing	Change y to i: -ed -ing -er - est			Double final consonant of accented syllable: regretted	
SUFFIXES				-ly -ful -ness -less	-tion -sion -teen	-ment -en	adjective suffixes: -ous -able -ible -ic -al	noun suffixes: -tion -sion -al -ment -ian -ance -ence -tious -cial -ture
SYLLABLES: OPEN AND CLOSED		Concept of syllable	Divide compound words: sail/boat	Divide words with prefixes & suffixes: re/turn sad/ly	Divide cvc words: mo/moment Divide vccv words; trum/pet	Suffix -le takes preceding conso- nant: ta/ble	Vowel digraphs and diphthongs remain undivided in syllables: com/pound	
CONTRACTIONS			I'm he's she's it's	'll: he'll nt: aren't	d: we'd 're: you're ve: they've			
SAMPLE WORDS	lap run top yet big	sniff stamp shops made load	quitting striding why snoop smart	rice shrilly unhook hurried phone	gnat prediction token napkin judge	school receive neither noble compartment	submitting humorous destructive horizontal agreeable	accord funeral version librarian spatial

APPENDIX C CONVENTIONS MATRIX

TOPIC	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
SPELLING	5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).	5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.	5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.
PROOFREADING	5.06 Proofread own writing for spelling and correct misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).	5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).	5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
EDITING	5.07 Edit (with assistance) to use conventions of written language and format.	5.07 Use established criteria to edit for language conventions and format.	5.07 Edit final product for grammar, language, conventions, and format.
HANDWRITING	5.08 Create readable documents with legible handwriting.	5.09 Create readable documents through legible handwriting and/or word processing.	5.08 Create readable documents through legible handwriting and word processing.
CAPITALIZATION & PUNCTUATION	5.01 Use correct capitalization (e.g., geographical place names, holidays and special events, titles) and punctuation (e.g., commas in greetings, dates, cities and states, periods after initials, and apostrophes in contractions).	5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, and apostrophes in possessives).	5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).
USAGE	5.02 Use correct subject/verb agreement.	5.02 Demonstrate understanding in speaking and writing by appropriate usage of: <ul style="list-style-type: none"> • pronouns. • subject/verb agreement. • verb tense consistency. • subject consistency. 5.03 Elaborate information and ideas in writing and speaking by using: <ul style="list-style-type: none"> • simple and compound sentences. • regular and irregular verbs adverbs. • prepositions. • coordinating conjunctions. 	5.02 Demonstrate understanding in speaking and writing by using: <ul style="list-style-type: none"> • troublesome verbs. • nominative, objective, and possessive pronouns. 5.03 Elaborate information and ideas in speaking and writing by using: <ul style="list-style-type: none"> • prepositional phrases. • transitions. • coordinating and/or subordinating conjunctions.
SENTENCE STRUCTURE/ PARAGRAPHS	5.03 Demonstrate understanding by using a variety of complex sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking. 5.04 Compose two or more paragraphs with: <ul style="list-style-type: none"> • topic sentences. • supporting details. • appropriate logical sequence. • sufficient elaboration. 	5.04 Compose multiple paragraphs with: <ul style="list-style-type: none"> • topic sentences. • specific, relevant details. • logical progression and movement of ideas. • coherence. • elaboration. • concluding statement related to the topic. 	5.04 Determine the impact of word choice on written and spoken language.

APPENDIX D WRITING CONVENTIONS

SENTENCE FORMATION:

A sentence is an expression of an assertion, explanation, proposal, question, or command.

Common errors include:

Fragments	After we got home.
Run-ons	My brother came home from school he loves to play basketball so he had some friends come over to shoot baskets.
Phrases or clauses used incorrectly which interfere with the meaning of the sentence.	The students went at the water fountain. Grading her papers, the students ran outside.

USAGE:

Standard usage includes agreement, tense, and case.

Common errors include:

Incorrect use of verbs Subject/verb agreement Consistent verb tense	Mary and her sister likes ice cream. I went to school yesterday. I ride the bus. After lunch, we played outside.
Pronoun misuse/incorrect case	Give the ball to John and I, please. John and myself went to school.
Incorrect formations	Hisself, theirselves, brung
Failure to use a word according to its standard meaning	They're are my friends. He wanted to sale the boat. I got to much mustard on my hotdog.

MECHANICS:

Mechanics involve the use of capitalization, punctuation, spelling, and paragraphing.

Common errors include:

Incorrect capitalization	Did he give it away? My teacher is mrs. evans. George eats Bananas and Oranges.
Incorrect punctuation	Why did she go home early. John plays tennis golf and baseball. Tom said let's go to the movie. Look at the girls notebook.
Incorrect spelling- errors in common or high frequency words, or incorrect pluralizations	Freind for friend Comeing for coming Boxes for boxes
Incorrect formatting/paragraphing	A full-length paper with no paragraph breaks

APPENDIX E | SAMPLE QUESTIONS

Listed below are sample questions to guide analysis of student writing and instructional decision-making.

SAMPLE QUESTIONS TO GUIDE CONVENTIONS FEATURE ANALYSIS

- Do the grammar errors interfere with understanding the content?
- Do the grammar errors detract from the content?
- Does the grammar usage conform to Standard American English?
- What are the grammar errors that occur?
- What errors are most prevalent?
- What errors occur most frequently that should have been mastered at by this grade level?
- What patterns of errors occur?
- Which errors are most easily corrected?
- Do the errors occur with regularity or are they inconsistent?
- Is the verb error one of agreement or a verb inflection problem?
- Is the spelling error one in high-frequency words or a more challenging word?
- Are the punctuation errors end marks or commas preceding conjunctions?

QUESTIONS TO GUIDE INSTRUCTIONAL DECISIONS

- When do I address conventions?
- What is most critical for the overall improvement of the paper?
- What is the easiest to fix?
- What can I do for the writer to feel the most progress immediately?
- What does the entire class need to work on?
- What needs to be done in small groups?

RULE 1

Write “i” before “e” except after “c,” or when sounding like “a” as in “neighbor” or “weigh.”

KEYWORD

Friend

RULE 2

If a word ends with a silent “e,” drop the “e” before adding a suffix that begins with a vowel.

KEYWORD

Like - Liking

RULE 3

Do not drop the silent “e” at the end of a word when the suffix begins with a consonant.

KEYWORD

Like - Likeness

RULE 4

When “y” is the last letter in a word and the “y” is preceded by a consonant, change the “y” to “i” before adding a suffix.

KEYWORD

Lady- Ladies

RULE 5

When forming the plural of a word that ends with a “y” that is preceded by a vowel, add “s.”

KEYWORD

Monkey - Monkeys

RULE 6

When a word ends in a consonant preceded by one vowel, double the final consonant.

KEYWORD

Bat - Batting

RULE 7

To make nouns ending with **–s, –z, –x, –sh, –ch** plural, add **–es**.

KEYWORD

Class - Classes

RULE 8

To make nouns ending with “o” plural,
add “es.”

KEYWORD

Potato - Potatoes

RULE 9

To make nouns ending with “f” or “fe” plural, change the “f” to “v” and add “es.”

KEYWORD

Wolf - Wolves