

September

Week 3 – Sentence and Fragments

Students often use sentences fragments or incomplete sentences in spoken language, and they may continue to use them as they learn to write. Explain that writing requires far more precision than speaking. Students should be able to spot fragments in oral or written activities before attempting to correct sentence fragments in their own work. They may need lots of practice distinguishing fragments from complete sentences. When presenting examples to the class, do not begin fragments with capital letters, and do not add end punctuation.

Directions: Change the sentence fragments into complete sentences, adding correct capitalization and punctuation.

ex: Tim and Sally

Tim and Sally went to the store to buy candy.

Week 4 – Scrambled Sentences

Students should be able to rearrange jumbled sequences of words into correctly punctuated sentences. For younger or less able students, consider providing the first word of the sentence.

Directions: Rearrange the words into sentences and add the correct punctuation and capitalization.

ex: live did where tim

Where did Tim live?

October

Week 1 & 2 – Sentence Types

A solid understanding of the four types of sentences is useful for students writing topic sentences and concluding sentences for paragraphs. The four types are imperative/command, interrogative/question, exclamatory/exclamation, and declarative/statement.

Directions: Change the statement into a question.

ex: Sam is coming with us.

Is Sam coming with us?

Directions: Change the questions into a statement.

ex: Did Germany invade Poland?

Germany invaded Poland.

Directions: Identify the sentence types for each sentence.

ex: I don't want to go.

statement

Do you want to go?

question

I'm not going!

exclamation

Go now.

command

Week 3 – Questions

Generating questions is as important for students as answering them. To teach this skill, show students a picture and ask them what questions the picture suggests. Ask older students to anticipate essay questions on upcoming tests or to produce comprehension questions after they read a selection.

Directions: Write three questions about the picture.

Directions: Write three questions about *Tom Sawyer*.

Directions: Write essay questions that you think may be on the upcoming test. You may write imperative sentences instead of questions. Use expository terms when appropriate.

Week 4 – Phrases and Clauses

Students who understand how to rearrange the phrases or clauses within a sentence while retaining the sentence's meaning are capable of writing more linguistically complex sentences.

Directions: Change the position of the phrases and clauses within the given sentence.

ex: My brother picked us up after the movies.

After the movies, my brother picked us up.

November

Week 1 & 2 – Conjunctions

Students should use conjunctions to construct more complex sentences. The activities in this section vary in difficulty. Note that these activities are useful in assessing students' grasp of literature, social studies, and current events. Consider having students embed vocabulary words in their sentences.

Directions: Complete the given sentences using **because**, **but** and **so**.

Andrew Jackson was a popular president...

Andrew Jackson was a popular president because _____.

Andrew Jackson was a popular president, but _____.

Andrew Jackson was a popular president, so _____.

Directions: Use the given words and conjunctions in sentences.

New York City/so

New York City/because

infallible/although

infallible/since

Directions: Complete each sentence using the word _____. (using the topic)

Since _____

Although _____

Whenever _____

After _____

If _____.

(Regardless, Until)

Week 3 & 4 – Sentence Combining

Sentence combining is the most effective means of teaching grammar. Have students combine short, declarative sentences using pronouns, commas, and conjunctions as needed.

Directions: Combine the given sentences into one sentence.

Jack ran.

Mary ran.

Jack and Mary ran.

Bill had to buy a battery immediately.

Bill needed the battery because his car was not working.

Bill needed to buy a battery immediately because his car was not working.

December

Week 1 – Appositives

An appositive is a noun, a noun phrase, or a noun clause which sits next to another noun to rename it or to describe it in another way. Appositives are usually offset with commas.

Ex: **My best friend**, **Lee**, caught a whelk when he was fishing for bass. (In this example, the appositive is *Lee*. It is in apposition to *My best friend*.)

Dr Pat, **the creator of the turnip brew**, sold 8 barrels on the first day. (In this example, the appositive is *the creator of the turnip brew*. It is in apposition to *Dr Pat*.)

Directions: Add information to each sentence below writing an appositive in the blank.

Abraham Lincoln, _____, issued the Emancipation Proclamation.

Run-On Sentences

Directions: Change each run-on sentence into two sentences, or add appropriate conjunctions, punctuation, and pronouns.

Jim went to the bank he needed money to buy a birthday present for his son.
Jim went to the bank because he needed money to buy a birthday present for his son.

*You can also give the students a paragraph and have them identify the run-on sentence by underlining it and correcting in below the paragraph.

Week 2 & 3 – Sentence Expansion

Sentence expansion encourages students to think about what the reader knows already or may need, or want, to know to better understand the students' writing. Give the students a kernel (simple) sentence. Select one, two, or three or more questions words and ask the student to expand the kernel sentence by answering those questions. It is important to only put the question words that the students can answer. Also note that the kernel sentence must be a complete sentence.

Directions: Expand each kernel sentence.

The tadpole splashed.

Where?.....

When?.....

Expanded sentence: This morning, the tadpole splashed in the pond.

Directions: Do the underlined words tell **who, what, when, where, why or how?**

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Christopher Columbus was born in Italy. _____

The king and queen of Spain helped Columbus by giving him three ships. _____

January

Week 1

Week 2 & 3 – Summarizing

This is when we begin to introduce Sentence Summary, Quick Outline, and Article Summary Outlines. The idea is to start with small tasks. This is also the introduction to the topic sentence (TS).

Directions: Use the question words to summarize the main idea of the article. Cross out questions words that do not apply or write N/A.

(Have students read an article and then complete the following.)

Who/What?

(did/will do) What?

When?

Where?

Why?

How?

Summary Sentence: _____

- It is important that students only include the information used in the question words to create ONE sentence for the summary. This is instrumental for the consistency of the program between classes and for further tasks.

Please note that sentence activities are not done! You should continue using them as Do Now, Exit Tickets and to check for understanding throughout the lesson!

Outlines

Outlines enable students to develop paragraphs and compositions as a cohesive whole and to visualize a beginning, middle, and end in their writing. They also help students distinguish essential from nonessential material and pay attention to the junctures where they should sequence information. Finally, since they clearly list concepts and details, outlines prevent repetition of ideas.

Be sure to provide students with ample opportunity to develop outlines without proceeding to drafts and final copies. Mastering the skills required to form outlines independently requires a great deal of practice.

February

Quick Outlines (QO)

The Quick Outline offers students a form for developing a single paragraph. It is intended to help students understand the basic structure of the paragraph: topic sentence, supporting details, and concluding sentences.

Three preliminary skills students need to master before developing a Quick Outline independently are:

- Produce a topic sentence (TS)
- Convert a sentence into supporting details using keywords and phrases
- Understand a concluding sentence (CS) (i.e. restate TS, an opinion, call for action)

Some activities to do with students to help with the mastery of the above are as follows:

- Give TS, generate details
- Give details, generate TS
- Distinguish a TS from supporting sentences
- Give topic, generate TS
- Select a TS and sequence remaining sentences
- Convert sentence into keywords and phrases
- Generate a concluding sentence from given TS and details
- Generate a paragraph into a QO

March

The Transition Outline

The transition outline can help students who are beginning to write compositions. This outline offers a stepping stone between Quick Outlines (QO) and Multiple Paragraph Outlines (MPO). They provide an overview of the whole composition, while maintaining the QO's insight into structure of each of the composition's paragraphs. The Transition Outlines include a topic sentence and details for every paragraph. However, only the last paragraph requires a concluding sentence. Keep in mind that the TS and CS need to be broad enough to refer to the entire composition.

Sentence work during this time can focus on sentence starters.

Example:

Directions: Using the given sentence starter, complete the following sentence.

Obviously _____.

Fortunately, _____.

Currently _____.

During _____.

April-June

The Multiple Paragraph Outline (MPO) is used by students to write a unified, coherent, composition of three or more paragraphs. By using the MPO, students learn to construct a composition that includes an introduction, body, and conclusion.

Skills students need prior to developing an MPO independently:

- Construct a coherent paragraph
- Develop a topic sentence
- Write supporting details in brief, clear phrases.
- Generate a thesis statement that states the main theme of the composition

Sentence work during this time can include

- Writing thesis statements for a given topic
- Identifying the general, specific and thesis statement
- Writing a general statement for the given topic
- Writing a thesis statement for the given introduction
- Write a specific statement and a thesis statement for the given introduction

