

CURRICULUM GUIDE

For the teaching of

***The Next Generation Language Skills:
Grammar, Usage, and Mechanics***

Grammar 9-12

Summer 2018

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The Next Generation Language Skills:

Grammar, Usage, and Mechanics

Grammar 9-12

Next Generation Language Skills: Grammar, Usage, and Mechanics was created in response to the Next Generation Learning Standards which requires all students to be college and career ready in the following areas: Reading for Literature, Reading for Informational Texts, Writing, Speaking and Listening, and Language. Teachers from every grade level in the Bellmore-Merrick Central High School District, 9 – 12, collaborated to discuss language skills and required components for each grade level, with an emphasis on Appendix A of the Next Generation Language Standards (Conventions of Academic English/Language for Learning: Grade Band Skills).

The curriculum guide contains lists of required language skills per grade level/unit, suggested lesson plans, activities and materials to help teachers meet the standards that focus specifically on grammar and mechanics within the language strand of the Next Generation Learning Standards. Students in all Bellmore-Merrick Central High School District English courses will have the opportunity to develop and build upon skills learned in previous years. All of the lessons identify the grade level specific Next Generation Learning Standards that are addressed, and there is a summative assessment for each grade level.

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**Bellmore-Merrick Central High School District
High School Language and Conventions Skills Scope and Sequence**

9th Grade:

Topic	Skill
1. Review parts of speech	L1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as particular sentences
2. Subject Verb Agreement	L1: Ensure subject-verb and pronoun-antecedent agreement L1: Use and identify prepositional phrases
3. Pronoun Antecedent Agreement	L1: Ensure subject-verb and pronoun-antecedent agreement L1: Recognize and correct inappropriate shifts in pronoun number and person
4. Apostrophes	L2: Use an apostrophe to form contractions and frequently occurring possessives L2: Form and use possessives (distinguish between plural and possessive)
5. Quotations - to be reviewed during research	L2: Use commas and quotation marks in dialogue → use commas and quotation marks to mark direct speech and quotations from a text L2: Use quotation marks or italics to indicate titles of works
6. Punctuation of independent clauses	L1: Produce complete sentences, recognizing and correcting inappropriate and run-ons L1: Explain the function of phrases and clauses in general as well as in specific sentences L1: Use coordinating and subordinating conjunctions L2: Use a comma before a coordinating conjunction in a compound sentence L2: Use a comma to separate an introductory element from the rest of the sentence L2: Use a semicolon to link two or more closely related independent clauses

10th Grade:

Topic	Skill
1. Review SVA, PAA, Apostrophes, Punctuation of Independent Clauses	<i>See Aforementioned Skills</i>
2. Pronoun Case & Ambiguity	L1: Recognize and correct pronouns that have unclear or ambiguous antecedents L1: Ensure that pronouns are in the proper case (subjective, objective, and possessive)
3. Modifiers (gerunds)	L1: Explain the function of verbals (gerunds, participles, and infinitives) L1: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
4. Comma Rules	L2: Use punctuation to separate items in a series

11th Grade:

Topic	Skill
1. Review pronouns (and introduce relative pronouns: who/whom/whose), apostrophes, commas	<i>See Aforementioned Skills</i> <i>Additionally:</i> L1: Use relative pronouns (who, whom, whose)
2. Essential and non-essential clauses	L1: Explain the function of phrases and clauses in general, as well as in specific sentences L2: Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing
3. Verb tense/active and passive voice (Verb tense - day 1) three basic tenses (Verb tense - day 2) perfect tenses	L1: Form and use the simple verb tenses L1: Form and use the progressive verb tenses L1: Form and use the perfect verb tenses L1: Use verb tense to convey various times, sequences, states, and conditions L1: Recognize and correct inappropriate shifts in verb tense L1: Recognize and correct inappropriate verb shifts
4. Parallelism & Comparisons (Parallelism) (Active/passive voice) (Comparisons)	L1: Use parallel structure L1: Form and use verbs in the active and passive voice

<p>11th Grade cont. 5. Punctuation (colon, dash, ellipsis, hyphen, semicolon {review}) (Colon, dash, hyphen, ellipses)</p>	<p>L2: Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing L2: Use punctuation (comma, ellipsis, dash) to indicate a pause or break L2: Use an ellipsis to indicate an omission L2: Use a colon to introduce a list or quotation</p>
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12th Grade:

Topic	Skill
<p>1. Review Topic (Pronoun Reference, relative pronouns (who/whom), essential and non-essential clauses, punctuation)</p>	<p><i>See Aforementioned Skills</i> L1. Use various types of phrases and clauses to add variety and interest to writing or presentations.</p>
<p>2. Relative Pronouns (Which, That, Where, and When)</p>	<p>L1: Use relative pronouns (who, whom, whose, which, that) and relative adverbs (where, when, why)</p>
<p>3. Transitions</p>	<p>L1: Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</p>
<p>4. Sentence Diagramming</p>	<p>L1: Use various types pr phrases and clauses to add variety and interest to writing or presentations</p>
<p>5. MLA and APA formatting</p>	<p>L1: Understand that usage is a matter of convention that can change over time L1: Resolve issues of complex or contested usage, consulting references as needed L2: Use a colon to introduce a list or quotation</p>

Grade Level: 9

Lesson Topic: *Review of Parts of Speech*

Unit of Instruction: Grammar (Review of middle school)

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skills: L1 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as particular sentences

Aim: How can you practice using different parts of speech?

Instructional Objectives: Students will revisit what they have learned about POS in middle school and then exhibit their knowledge of transforming a word into different parts of speech to illustrate their knowledge of sentence structure and context clues to help determine parts of speech.

Materials: Attachments 1, 2, and 3

Do Now: List all of the parts of speech that you have learned and reviewed throughout middle school.

Transition: Compile a list of topics on the board and star which topics students found to be the most challenging to locate or identify in practices (that should inform your focus on a need for extra practice in both identifying and writing with different P.O.S.).

Procedure:

1. Today you will show the students how they properly use different parts of speech all of the time in their everyday speech.

2. Use the sample below to model the process:

Complete the following sentences with the students using the word CLEAR:

1. _____ your desks of all extra materials.
2. The judge’s ruling guaranteed that the defendant was in the _____.
3. The forecast promised low humidity and _____ skies.
4. The 3 month old finally slept _____ through the night.

(*All 4 answers are “clear.”)

4. Ask students to name the parts of speech for each blank above, choosing from noun, verb, adjective, and adverb.

5. Then ask students to justify each answer, locating “clues” in each sentence that clarify the part of speech necessary.
 - a. It might be helpful to review with students how #1 is a command which has an implied subject.
 - b. Students should be able to describe how #1 has no verb, #2 is preceded by an article, #3 is describing the noun after it, and #4 elaborates on the verb *slept*.
 - c.

Differentiation:

- (1) Have students define the meaning of the word CLEAR in each sentence.
- (2) Have students use the list of P.O.S. from middle school to identify the P.O.S. in every word of one of the four sentences.

Activity: Provide students with the examples of suffixes handout (**Attachment 1**) and ask them to complete in pairs the provided grids of **Attachment 2**, being sure to write a sentence that exemplifies the meaning of the word in each example. Ask for volunteers to provide sentences, and then have other students point out the context clues to justify each part of speech in each sentence.

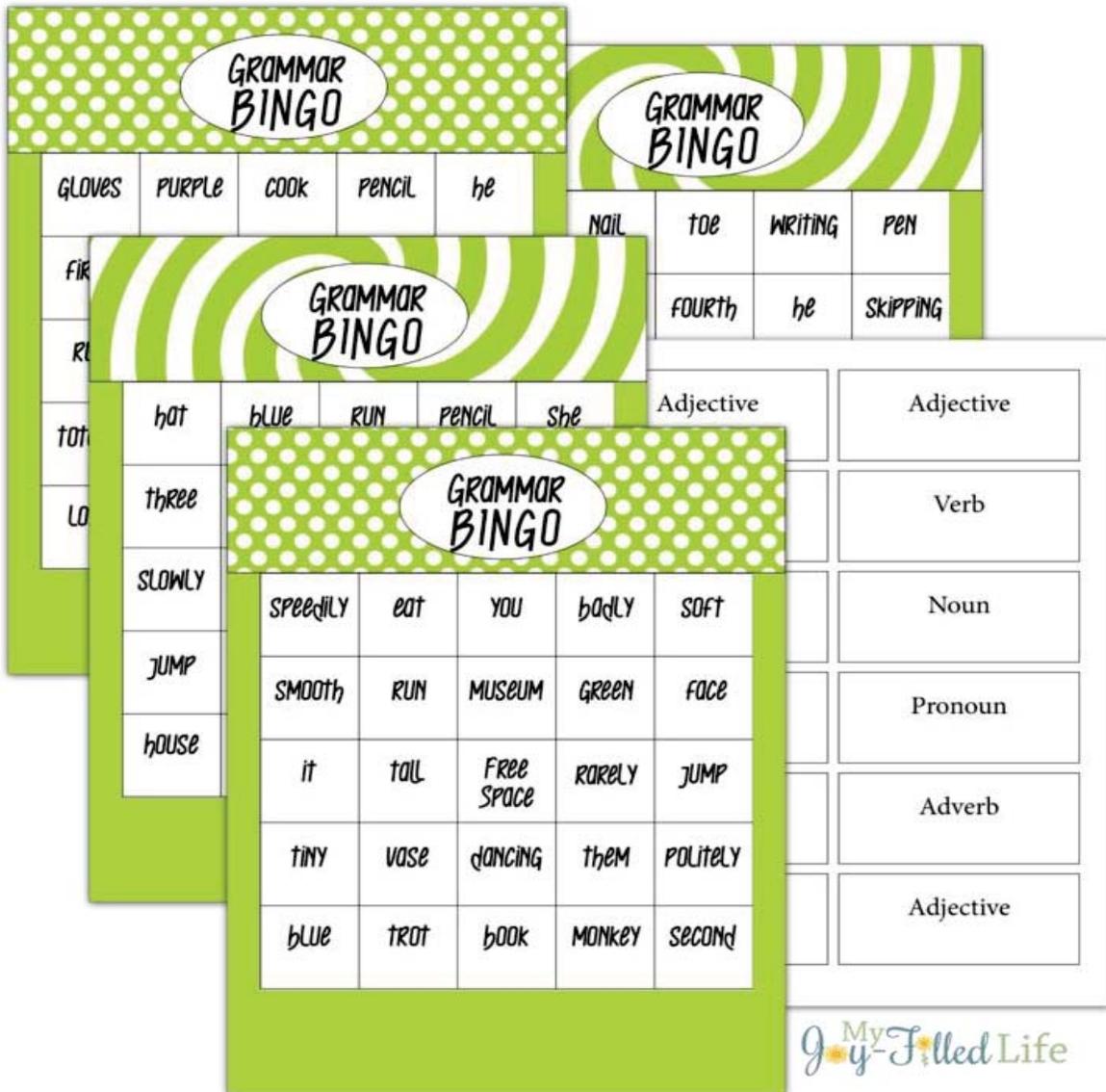
****Answers:** 1. Anger (n), Anger (v), Angry (adj), Angrily (adv) 2. Origin (n), Originate (v), Original (adj), Originally (adv) 3. Interest (n), Interest (v), Interested (adj), Interestedly (adv)

Summary: Provide each student with an exit ticket (**Attachment 3**) to assess their knowledge of using context clues and suffixes to help determine the part of speech required for each blank. These skills will help students to advance with all of the lessons that follow, for the terminology is used in upcoming lessons and students will need to both eliminate or locate such parts of speech when applying more advanced grammar skills.

****Answers:** 1. Adv 2. V 3. N 4. N 5. Adj

Extension Activity: Provide students with 5 sentence fill-ins from this week’s vocabulary, being sure to vary parts of speech (you wouldn’t want to have 5 examples of nouns). Have each student write next to each sentence what part of speech the blank requires. Then discuss with them their accuracy with that task. Have them fill in (based on the correct P.O.S.) the correct vocabulary words to complete each sentence. This process will highlight for hesitant learners how correctly identifying P.O.S. can help them in upcoming vocabulary activities just as it will help them to understand grammar instruction as well as the application of grammar rules.

Game Suggestions for another day: As I searched for games to incorporate in the class, I found an image of some bingo cards that a teacher used to review P.O.S. with her students, and depending upon both the needs and maturity level of your students, it might be an easy way to get them to review P.O.S. I have included the picture (it is pretty straightforward) if you are interested, and you could amp up the difficulty when the game is over by challenging the students to incorporate all of the words into a “vocabulary story” that students can write with that week’s vocab words.



Attachment 1

Nouns

- er – *player*
- ice – *justice*
- ness – *happiness*
- sion – *division*
- ance – *finance*
- ment – *government*
- hood – *neighborhood*
- dom – *freedom*
- cy – *hesitancy*
- ist – *florist*
- ity – *charity*
- ship – *friendship*

Adjectives

- ful – *wonderful*
- eous – *gorgeous*
- y – *funny*
- ish – *childish*
- ble – *workable*
- ial – *dictatorial*
- ent – *different*
- less – *useless*
- ng – *exciting*
- ly – *friendly*
- ar – *familiar*
- ive – *abrasive*

Verbs

- -ate: *appreciate, congratulate*
- -en: *frighten, soften, widen*
- -ify: *identify, specify, qualify*
- -ize: *realize, sympathize, recognize*

Adverbs

- typically end in -ly: *quickly, ravenously, quietly*

Attachment 2

Name: _____

Date: _____

Grammar

P.O.S. Review

Directions: Write a sentence for each word below that exemplifies the given part of speech.

1. Anger

Noun _____ _____ _____	Verb _____ _____ _____
Adverb _____ _____ _____	Adjective _____ _____ _____

2. Origin

Noun _____ _____ _____	Verb _____ _____ _____
Adverb _____ _____ _____	Adjective _____ _____ _____

3. Interest

Noun _____ _____ _____	Verb _____ _____ _____
Adverb _____ _____ _____	Adjective _____ _____ _____

Attachment 3

Name: _____ Score: ____/5

Exit Ticket: Identify the part of speech of each underlined word below by writing *n, v, adj, adv.*

_____ Jackie Joyner-Kersey ran an extremely graceful race.

_____ The white table cloth yellowed in its packaging.

_____ The man in the hat always dresses nicely.

_____ For some reason, the doctors had difficulty diagnosing her problem.

_____ The dedicated funds would be used to feed the poor.

Name: _____ Score: ____/5

Exit Ticket: Identify the part of speech of each underlined word below by writing *n, v, adj, adv.*

_____ Jackie Joyner-Kersey ran an extremely graceful race.

_____ The white table cloth yellowed in its packaging.

_____ The man in the hat always dresses nicely.

_____ For some reason, the doctors had difficulty diagnosing her problem.

_____ The dedicated funds would be used to feed the poor.

Grade Level: 9

Lesson Topic: *Apostrophes 1*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L2 Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skills: L2: Use an apostrophe to form contractions and frequently occurring possessives

Aim: What can an Apostrophe do?

Instructional Objectives: Students will be able to understand how apostrophes are used in contractions, dates and pronouns.

Materials: Attachments 1, 2, and 3

Do Now: Define what a contraction is by giving both a definition of what it does as well as an example of one that you use often.

Transition: After hearing students' examples, direct their attention to the visual on Attachment 4 to reinforce the job of a contraction.

Procedure:

1. After reading the italicized explanation of how an apostrophe combines two words, ask students to define the two words that make up their most commonly used contraction (from the Do Now).
2. Then have students complete in pairs the top of the back of Attachment 1 to explore what two words create each contraction.
3. Instruct students about the appropriateness of contractions in formal writing (on sheet) as well as an apostrophe's usage in a date.
4. Have students individually complete the short practice on the bottom of the worksheet to explore their awareness of proper apostrophe usage.
5. Go over the answers as a class.
6. Depending upon both the time you have and the experience of your students, provide the students the summary activity (Attachment 3) to apply the lessons about contractions to some creative analysis.

Differentiation: (1) Locate online visual examples of errors in apostrophes (from signs or advertisements), and have students work in pairs discussing what the intended meaning of the visual is versus what the punctuation actually means.

(2) Another way that you can discuss the apostrophe (on a larger scale) is to take sections from [Is This the Future of Punctuation!?](#) in order to engage students in a discussion about the importance of the apostrophe. I would NOT, though, just print this entire article, for it does drag on, but there are some interesting quotes you could pull. Students could even write their own reactions to excerpts.

Summary: Now that students have discussed the rules for contractions, dates, and pronouns, provide them the lyrics for the song *Whatever it Takes* by Imagine Dragons (Attachment 2). Depending upon your literary analysis lessons prior to this grammar lesson, you can use this song to discuss not only the stanza about apostrophes but also about the diction and author's message throughout. You may need to define certain words for your students. Regardless, students should be able to read the second-to-last stanza and discuss how the writer uses the punctuation of an apostrophe to reinforce the theme of the song. By reiterating the purpose of an apostrophe in a contraction, students are exhibiting that they are now ready to move on to discuss the more complex rules for apostrophes in the later lessons.

Assessment: There is an attached quiz for contractions (Attachment 3).

Attachment 1

Name: _____

Date: _____

Think of a contraction as a surgery. One or two words have lost limbs, and it is your job to patch the wound and make a whole word again. Your operating tool is a bandaid, and you will place it where certain letters have been cut out.

Example: *Do Not*



Remember that on both quizzes and practices you need to slow down and look for misplaced apostrophes in contractions. Many students accidentally overlook them while focusing on the remaining 2 uses for apostrophes.

Are you aware of the words that make up each contraction?

Did you know that some contractions are ambiguous, having different meanings in different contexts? Try to split each contraction up to identify each original word. Please make a note when you think that it is an ambiguous one that could have different words.

1. Aren't _____ and _____
2. Didn't _____ and _____
3. Could've _____ and _____
4. Hadn't _____ and _____
5. He'll _____ and _____
6. Isn't _____ and _____
7. I'd _____ and _____
8. Let's _____ and _____
9. She'll _____ and _____
10. They're _____ and _____

Note: Contractions are casual and should **not** be used in any formal writing, so avoid them in your writing assignments.

Dates: This concept of bandaging what is missing is also relevant to dates. Consider how you would write what year you are graduating. You are the class of _____. When you shorten your graduation date, you chop off two numbers; therefore, should your apostrophe go before or after the remaining two numbers? _____

Practice: Locate the errors in apostrophe usage in the sentences below. Circle the error, and write the correction on the provided line.

When your writing a paper, its very important to use contractions correctly. Whose going to take you're writing seriously if theirs an error in every sentence?

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

Note: possessive pronouns (its, yours, hers, his ours...) DO NOT take apostrophes. Think of the name: *possessive* pronoun. Each pronoun is already possessive; therefore, it would be redundant to try to add more possession.

Attachment 1 – Answers

1. are...not
2. Did...not
3. Could...have
4. had...not
5. he...will
6. is...not
7. I...would
8. let...us
9. she...will
10. They...are

Practice

1. Your -> You're
2. Its -> it's
3. Whose -> Who's
4. You're -> your
5. Theirs -> there's

Attachment 2

Whatever it Takes - Imagine Dragons

Falling too fast to prepare for this
Tripping in the world could be dangerous
Everybody circling is vulturous
Negative, Nepotist
Everybody waiting for the fall of man
Everybody praying for the end of times
Everybody hoping they could be the one
I was born to run, I was born for this
Whip, whip
Run me like a race horse
Hold me like a rip cord
Break me down and build me up
I wanna be the slip, slip
Word upon your lip, lip
Letter that you rip, rip
Break me down and build me up

Whatever it takes
Cause I love the adrenaline in my veins
I do whatever it takes
Cause I love how it feels when I break the chains
Whatever it takes
Ya take me to the top, I'm ready for
Whatever it takes
Cause I love the adrenaline in my veins
I do what it takes
Always had a fear of being typical
Looking at my body feeling miserable
Always hanging on to the visual
I wanna be invisible
Looking at my years like a martyrdom
Everybody needs to be a part of 'em
Never be enough from the particle sum
I was born to run, I was born for this

Whip, whip
Run me like a race horse
Hold me like a rip cord
Break me down and build me up
I wanna be the slip, slip
Word upon your lip, lip
Letter that you rip, rip

Break me down and build me up
Whatever it takes
Cause I love the adrenaline in my veins
I do whatever it takes
Cause I love how it feels when I break the chains
Whatever it takes
Ya take me to the top, I'm ready for
Whatever it takes
Cause I love the adrenaline in my veins

I do what it takes
Hypocritical, egotistical
Don't wanna be the parenthetical
Hypothetical, working onto something that I'm proud of
Out of the box an epoxy to the world and the vision we've lost
I'm an apostrophe, I'm just a symbol to reminds you that there's more to see
I'm just a product of the system, a catastrophe
And yet a masterpiece, and yet I'm half diseased
And when I am deceased
At least I go down to the grave and I happily
Leave the body of my soul to be a part of me

I do what it takes
Whatever it takes
Cause I love the adrenaline in my veins
I do whatever it takes
Cause I love how it feels when I break the chains
Whatever it takes
Ya take me to the top, I'm ready for
Whatever it takes
Cause I love the adrenaline in my veins
I do what it takes

Attachment 3

Name: _____
Apostrophes

Date: _____
Contractions - Quiz

Directions: Evaluate the punctuation of each sentence below, and write the corrections on the given lines. There are 10 corrections total (10 points each).

1. I dont think I can afford the house Id planned to build.

2. Theres a huge problem on Selwyn Avenue, so I cant' pass through.

3. The'yre available to everyone who want to attend the meeting.

4. Its not expected to be a well-traveled road since it's path is through the mountains.

5. Whose expected to attend the convention in Washington, D.C. this summer?

6. The CEO's car isnt expected to arrive on time, for it's front tires were flattened earlier this morning by a rival who couldn't stand the competition.

****Answers:**

1. don't...I'd
2. There's...can't
3. They're
4. It's...its
5. Who's
6. isn't...its

Grade Level: 9

Lesson Topic: *Apostrophes 2*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skills: L2 - Use an apostrophe to form contractions and frequently occurring possessives L2: Form and use possessives (distinguish between plural and possessive)

Aim: How can an apostrophe convey possession?

Instructional Objectives: Students will be able to demonstrate their knowledge of both transforming the number of a noun as well as making each version possessive.

Materials: Attachments 1, 2, and 3 from previous lesson

Do Now: Make the following words plural: gas, sheep, and fish.

Transition: Ask students for explanations of how they made the 3 words from the Do Now plural. Review with them when to add “s” vs. “es,” and then discuss the exceptions such as sheep as both singular and plural and fish as plural when one kind and fishes as plural when multiple kinds.

Procedure:

1. Hand out the diagnostic (Attachment 1) to assess how familiar students are with identifying whether a possessive word is singular or plural.
2. Collect the diagnostic. Then write on the board the rules for the ways in which you add possession through apostrophes:
 - a. To form the possessive of a singular noun that does not end in s or x, add ‘s.
 - i. The demon’s laugh
 - ii. Manhattan’s streets
 - b. To form the possessive form of a singular noun that does end in s or x, add either the apostrophe without the s or the ‘s.
 - i. Marx’ writing or Marx’s writing
 - ii. The witness’ story or the witness’s story

- c. To form the possessive form of a plural noun that ends in s, add just the apostrophe.
 - i. Workers' uprising
 - ii. Horses' tails
 - iii. Neighbors' demands
 - d. Some nouns, however, do not form their plurals with s. In these cases add 's.
 - i. Women's lounge
 - ii. Geese's cackle
 - iii. Data's errors
 - e. To form the possessive of a hyphenated word, use an apostrophe and s after the last word of the hyphenated compound noun.
 - i. Phil did not want the vice-chairman's job.
 - ii. The commander-in-chief's decision is final.
 - f. When evaluating possessive words in sentences, students need to evaluate the "original form" of the word to determine its correct ending and number (singular/plural). **Students are often tricked by the way the word is written in a flawed sentence, so encourage them to use the context to determine the "original form" of a word.
 - i. Four dogs (plural - so it would take just an apostrophe)
 - ii. Single slice (singular - so it would take 's)
3. Return the diagnostic to each student. Have them write an explanation next to each sentence to justify each original answer. Tell them, though, that if they realize they were initially wrong, they can change their answers and write the justification for the correct answer instead.
 4. Ask the class to vote on which example was the most difficult. Ask for a volunteer who originally got this sentence wrong but after applying the rules now understands why it is singular/plural. Have that student explain his/her answer to the class.
 5. Ask students to take the 5 examples and write them in their opposite forms (singular -> plural, plural -> singular). Have a volunteer spell out the new form for number 1, and call on another student to justify that answer. Continue with numbers 2-5.
 6. Handout the practice sheet (top of Attachment 2), and have students complete each example, writing the "original word" on the provided line.
 7. Have students switch papers, and then have each student write on his/her partner's paper which rule letter (A-F) correlates with each example (to help prove the intended meaning of each word).

Differentiation: Many students struggle with apostrophes when working on practices because they assume that if there is an apostrophe, there must be possession. By writing sentences,

though, students will practice the format that requires that there be a noun that each possessive noun owns. Have students write 10 sentences (bottom of Attachment 2), reusing the words from the top portion of the worksheet. **This will also force a discussion about how not only people “own” things (students are especially confused by “hour” or “minutes” owning something).

Summary: Allow students to work in partners on Attachment 3, and have them write not only the new possessive form of the first word but also whether or not that first word is singular or plural. Students may need the support of a partner at this point to truly understand the context of each phrase, and students need to be most comfortable with this skill, for it is the most commonly used. There is a quiz (Attachment 3) when you think that students are ready for it.

Grade Level: 9

Lesson Topic: *Apostrophes 3*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skills: L2: Form and use possessives (distinguish between plural and possessive)

Aim: Do you know how to make your last name both plural and possessive?

Instructional Objectives: Students will be able to apply what they have learned about about the plural-possessive form to making last names plural and plural possessive.

Materials: Students with last names that end in a consonant, a vowel, -s or -z, and -y (or just use the examples provided).

Do Now: Write out your last name in the following forms: (1) singular, (2) singular-possessive, (3) plural, (4) plural possessive

Transition: Call on a student whose last name ends in a consonant (ie: Smith) and have him/her write the 4 forms of his/her name on the board.

Procedure:

1. Discuss with the class how if a name such as Smith needs to refer to multiple family members, the writer just adds an s.
2. Write on the board the following sentence: The Smiths vacations are always in nature.
 - a. Have students locate the direct object (the item that the Smiths own).
 - b. Reiterate how when these people own that direct object, the Smiths need to be possessive, and since the original word in the sentence already correctly ends in s (since it is referring to more than one Smith), the writer needs to add only an apostrophe to the end of the name (Smiths').
 - c. Return back to the student's version on the board and ask him/her if he/she needs to make any adjustments.
3. Select a student whose last name ends in a vowel such as Iannuccilli. Ask that student to put his/her four versions on the board.
 - a. Address with students how the approach is the same as the Smith family. Iannuccilli, for instance, simply gets an s in order to make it plural.
4. Select a student whose last name ends in s or z. Have that student write the four versions of his/her name. Ask the students if they agree with what is now on the board.

5. If students are not able to justify the reasons for their answers, ask them to make the words “dress” and “quiz” plural. Then ask them to apply the same logic to a last name such as Plass, Jones, or Lopez.
 - a. Assure them that, yes, Joneses is the appropriate plural version and then blow their mind by adding an apostrophe to the end of that to make it plural.
6. Finally, ask a student whose last name ends in y to write his/her four versions on the board.
 - a. Explain to students how these last names do not follow the traditional transformation that a word such a “folly” would (transforming to “follies”). These last names simply get an s after the y (Kennedys, Clancys...)

Differentiation: In order to support students in this kind of activity, you could provide them with 2 options for each type of name and ask them to decide which word (according to the rules you formerly taught them) illustrates a singular noun and which illustrates a plural one (a. Kennedy b. Kennedys). Once they realize that the same punctuation rules from the previous lesson also apply here, you can formally write on the board the rule for each type of scenario in the lesson.

Summary: In order to have students illustrate their knowledge of today’s content, ask them to write a fictitious summary of what the following families did this past summer (4-5 sentences). Instruct students to use both singular and plural versions of the names to show their understanding.

ConveryPaulhus***Browning***Masseri***Forman

Grade Level: 9

Lesson Topic: *Apostrophes 4*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skills: L2: Form and use possessives (distinguish between plural and possessive)

Aim: How do you form possession when there are multiple people?

Instructional Objectives: Students will be able to punctuate to differentiate between 2 people owning one item and 2 people owning 2 separate items.

Materials: Attachment 1 (use as a quiz or an extra practice)

Do Now: Fill in the following sentences, illustrating possession in each.

_____ and _____ horses roam their ranch.

_____ and _____ desks are always placed far apart.

**Possible Answers: Jack and Donna's horses; Bobby's and Sharon's

Transition: Ask students to locate context clues in each sentence that establish whether the two subjects own a singular item or plural items.

Procedure:

1. Revisit the previous idea that when there is possession, there is a direct object that the subject owns.
2. Ask the students what is the difference between the two context clues (or direct objects).
 - a. Students should recognize that the first example demonstrates that two people jointly own multiple horses while the second example illustrates that two people own two different items.
3. Write on the board these punctuation rules:
 - a. When two or more entities possess something jointly, use the apostrophe s or s apostrophe after the last of them.
 - b. When two entities own separate items, each receives its own possession.
4. Write the following sentences on the board and have students first circle the context clue in each sentence. Have volunteers identify each clue. Then have students individually add the proper punctuation to each sentence.
 - a. I slept the night on Suzie and Jackie dorm room couch.
 - b. Sacco and Vanzetti trial caused an uproar.
 - c. The Rosenbergs and Alger Hiss trials both produced questionable verdicts.

**a) Suzie and Jackie's b) Sacco and Vanzetti's c) The Rosenbergs' and Alger Hiss's trials

5. Have students check their work in pairs and then assign a pair a letter (a-c) to “teach” the class how to properly punctuate.
6. Assign the mixed practice worksheet for homework.

Differentiation: Because the practice for today’s homework is both contractions and possession, you could support struggling students by reviewing with new examples each of the rules they have previously worked on. By providing these extra examples before their homework, you will allow them to review before they begin.

Summary: Challenge students to apply what they have learned about contraction and possession to the literature they are currently reading. Have them write a few sentences (highlighting each usage of apostrophes as they go) that summarize the perspective of a character (or even the author) in a specific situation that they have read about. Be sure to remind them to look at their notes to have at least one example of each type of apostrophe they have discussed thus far (contractions, dates, singular possessive, plural possessive...).

Attachment 1

Name: _____
Apostrophes

Date: _____
Contractions and Possession

Directions: Evaluate each underlined portion of the sentence. Rewrite any of the underlined sections that are incorrectly punctuated. If the underlined word is a noun, please also indicate whether it is *singular* or *plural* by writing an S or a P above each.

1. Nathaniel Hawthorne's short story "The Minister's Black Veil" was published in 1837.

2. The daisies cheerful blossoms couldn't brighten the dark hospital room.

3. If the funding doesn't fall through, a new womens' health clinic will open in our town next fall.

4. Wisconsins' dairy farms produce much of the nation's milk products, so we must'nt forget to support their growth.

5. Henry's winter coat needs to be dry cleaned before hes able to wear it.

6. Vinny's homegrown tomatoes flavor isn't as rich and appetizing as it used to be.

7. After her long journey to Louisiana, Debra knew that shed enjoy a nice stroll around the French Quarters' streets.

8. The supporters at the rally cheered on the speakers' emotional words even after he'd spoken for 30 minutes straight.

9. The overflowing landfills along the coast were transformed into large, green mountains covered in grass and walking trails.

10. The student's essays were submitted online, and the teacher chose as samples the essays that she thought represented both the struggles of the class as well as the accomplishments.

Answers - Attachment 1

1. Correct (s, s)
2. Daisies' (p)
3. Women's (p)
4. Wisconsin's (s), mustn't
5. Henry's (s), he's (s)
6. Tomatoes' (s, p)
7. She'd (s, s, p)
8. Speaker's (p, s, s, p)
9. Correct (p, p)
10. students' (p, p)

Grade Level: 9

Lesson Topic: *Apostrophes 5*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skills: L2: Form and use possessives (distinguish between plural and possessive)

Aim: How can you use an apostrophe to make a word plural?

Instructional Objectives: Students will be able to understand how certain words need an apostrophe s in order to illustrate a plural form.

Materials: Attachment 1 (a practice or quiz when students are ready)

Do Now: Which of the following forms is correctly plural?

- A. Baked chicken with pea's and mashed potato's
- B. Parking for taxis and buses only
- C. Open on Sundays'

Transition: Once the class has agreed that letter B is correct, ask students to correct letters A and C.

Procedure:

1. Write on the board the following rule: Use an apostrophe and s to form the plural of numerals, letter, symbols, abbreviations, or words used out of context. Depending on the level of the group, either assign paired students the task of writing a sample sentence for one of the categories from the rule (numerals, letters, symbols...) or provide the following samples for them.
 - a. Richard uses too many however's in his writing.
 - b. Email addresses have people typing a lot of @'s.
 - c. There are four i's in verisimilitude.
 - d. The car service we use has 7's in its phone number.
2. Then have students complete the attached practice.

Differentiation: Students have a particularly hard time understanding this rule, for they do not write examples like these in their writing. Use the example about Richard and his "however's" (a) to help to create some meaning. Ask them to imagine reviewing a returned paragraph from you - one on which you circled every usage of the word "however." Explain to the students how if you had written "Your 'howevers' are both distracting and unnecessary," it would imply that the student had written the word "howevers" in his essay; therefore, think of this usage of an

apostrophe as you would a stamp. Every time you used the word “however,” it was unnecessary. The word “however” doesn’t change, and the apostrophe s simply keeps the integrity of the original word.

Summary: Before students leave today, present them with the following images and ask them to explain which examples correctly use the plural form from today (only the last one does).



**Back to the 90's is correct

Attachment 1

Name: _____

Apostrophes

Date: _____

Plurals

Directions: Write in any missing apostrophes and circle them.

1. The department was searching for candidates with MAs in physics and astronomy.
2. The division secretary said my *plays* on the brochure looked like *ploy*s.
3. The 7s and 9s in the manuscript looked similar.
4. The *sons* in your letter home was misspelled over and over as *suns*.
5. The *gs* on the printer did not print properly.
6. Tommy earned three *As* and two *Bs* last semester.
7. The *is* and the *ls* looked too much alike.
8. My handwriting does not distinguish well between *as* and *os*.
9. After having bitten my tongue, I was no longer able to roll my *rs*.
10. On my computer keyboard, I often strike *qs* for *ws*.

Answers: 1. MA's 2. play's...ploy's 3. 7's...9's 4. son's...sun's 5. g's 6. A's...B's 7. i's ...l's 8.

A's...o's 9. r's 10. q's ...w's

Name: _____

Date: _____

Apostrophes

Advanced Practice I - Horace Mann

Part I. Sentence Corrections

Directions: Evaluate each sentence below. If there is an error, please correct it (and circle it); otherwise, write C next to the number if you think it is correct. There is only one correction (if any) per sentence.

1. I know there still in the locker room, but they have changed out of their uniforms and are ready to go home.
2. Its hard to believe that we are already in ninth grade!
3. Aren't you tired of hearing about their' party?
4. Mira's new dress is made of red silk, but its collar is woven cotton.
5. The abbess' story about the missing halibut sounds fishy to me.
6. Are you going to the Womens' Issues Club meeting?
7. The best snow sculpture is their's but because they were nasty to the referee, they did not win the prize.
8. How much is a months' wage for that position?
9. Its a shame that the dog hurt its paw, but luckily the vet is there to help.
10. Julius and Ethel's trial was considered a travesty by many observers, but the two of them were executed anyway.

Answers: 1. there - they're, 2. Its - It's 3. their' - their 4. C 5. abbess' - abbess's 6. Womens' -

Women's 7. their's - theirs 8. months' - month's 9. Its - It's 10. C

Part II. Self-Evaluation

Directions: Look back at the 10 sentences above. Fill in the chart below to determine what types of corrections you made (contractions, possession, plural). Then compare your answers to the ones on the board. Evaluate in the chart the types of errors you made, and write down both the rule and example to further clarify the skill you need to practice.

Con/Poss/Pl	Rule if you got it wrong	Example from sentence
1.		
2.		
3.		
4.		
5.		
6.		

7.		
8.		
9.		
10.		

Name: _____

Date: _____

Apostrophes

Advanced Practice II - Horace Mann

Part I. Sentence Corrections

Directions: Evaluate each sentence below. If there is an error, please correct it (and circle it); otherwise, write C next to the number if you think it is correct. There is only one correction (if any) per sentence.

1. Its a shame that the dog hurt its paw, but luckily the vet is there to help.
2. The collaboration went through some rough moments, but Wong and Chou's new play is now a hit on Broadway.
3. Computer Associates' new chip is expected to earn huge profits for the manufacturer.
4. My mother-in-laws' brother is the nicest relative I have, but I don't see him as often as I'd like.
5. How many s's are there in Mississippi?
6. Norman Thomas does not want the vice-president's job, but there going to nominate him anyway.
7. The sheeps' little hooves patter merrily across the barn floor all night long.
8. The Secretary-General's long speech was not so popular as hers'.
9. Do you believe that George's and Martha's bed at Mount Vernon is a valuable antique?
10. Now that all five million auto workers have voted "yes," the workers' new contract will take effect on June 22nd.

Answers: 1. Its - It's 2. C 3. C 4. laws' - law's 5. C 6. there - they're 7. sheeps' - sheep's 8. hers' - hers 9. George's - George 10. C

Part II. Self-Evaluation

Directions: Look back at the 10 sentences above. Fill in the chart below to determine what types of corrections you made (contractions, possession, plural). Then compare your answers to the ones on the board. Evaluate in the chart the types of errors you made, and write down both the rule and example to further clarify the skill you need to practice.

Con/Poss/Pl	Rule if you got it wrong	Example from sentence
1.		
2.		
3.		
4.		
5.		
6.		

7.		
8.		
9.		
10.		

Grade Level: 9

Lesson Topic: *Introduction to Subject-Verb Agreement*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skills: L1 - Ensure subject-verb and pronoun-antecedent agreement

Aim: Which verb in a sentence is going to determine whether the subject is singular or plural?

Instructional Objectives: Students will be able to distinguish between singular and plural verbs and determine which verb in the sentence determines whether the subject is singular or plural.

Materials: Attachment 1

Do Now: Ask students what are some typical verb endings.

Transition: Ask them to write some examples to fit those endings and then ask them to discuss with a nearby student which of those verbs are singular or plural. Prompt them to consider what subjects they use to accompany specific verb forms.

Procedure:

1. Students may have a difficult time finding the correct subject because there are many distracting nouns, so it is important to build their confidence with locating verbs.
2. Students often easily recognize the action verbs (verb: it's what you do), but they tend to have difficulty recognizing the helping verbs, and since they need to know which verb is a verb phrase to evaluate, they need to be able to identify the entire phrase.
3. Ask students for some examples, but make sure that you have ones with the following endings as well:
 - a. sparking
 - b. suggested
 - c. Conveys
4. Write the following rule on the board:
 - a. **Rule:** verbs that end in s are singular, so we do not look to change verbs that are in the past tense (usually ending in -ed) or verbs that end in -ing, and we also don't transform infinitive verbs (to run).
5. Have students practice identifying the following verbs as singular, plural or neither:
 - a. Speaks
 - b. Spoken
 - c. Leaving
 - d. Leave

6. Inform students that not all verbs are this straightforward, and there will be verb phrases that they need to identify. Write and underline on the board this example with the verb phrase:
 - a. Barry is becoming annoyed at his younger brother.
7. Write the following rule on the board:
 - a. **Rule:** when analyzing a verb phrase as singular or plural, evaluate only the *first* verb.
 - i. Therefore, the “is” in “is becoming” is the only verb students should focus on, and because it ends in s, it is singular.
8. **Warning:** students who are new to these rules often start to transfer this rule to nouns, so please remind students about the differences and the fact that they already clearly understand that “desks,” for instance, is plural.
9. Then ask the students to define from the sample sentence the part of speech of the word “annoyed.”
10. Explain how even though this word ends in an -ed, it is not a verb, for it is not being used as an action; it simply provides more information about the subject Barry; therefore, it is an adjective. Provide students with this list of linking verbs (a) that connect subjects with adjectives, and then give them examples (b) and (c) to illustrate the difference:
 - a. Feel, taste, look, smell, appear, grow, remain, stay...
 - b. The happy cat looked for the ball. (action verb)
 - c. The cat looked happy. (linking verb)
11. Provide students with the following list of other verbs that can be used as linking verbs or simply helping verbs:
 - a. *am, is, are, was, were, being, been, be, have, has, had, do, does, did, will, would, shall, should, may, might, must, can, could*
 - b. Have students select 2 of the above verbs and write a sentence for each. Have students double underline the entire verb phrase and then underline the subject.
12. **Warning:** students are also distracted by predicate nouns that contradict the number (singular/plural) of the subject, so persuade them to stick with the subject that the verb is connected to:
 - a. Bills is/are a problem. (are)
 - b. Olive’s worst problem is/are her teeth. (is)
13. Write the following rule on the board:
 - a. **Rule:** verb phrases are often split up when in a question, so make sure to locate the entire verb phrase to determine which verb is the first one.
 - i. Why doesn’t your brother like jai-alai? (*does like* is the verb phrase, so it is singular)
 - ii. Have Max and Nora gotten out of school yet? (have gotten is the verb phrase, so it is plural)
14. Write the following rule on the board:
 - a. **Rule:** remember that not every sentence has the basic subject-verb-object formation. Subjects and verbs may be inverted, so read carefully!
 - i. How wild are my dreams! (dreams is the subject, and the verb is are)
 - ii. Near the river stands a stunted tree. (tree is the subject, and the verb is stands)

- b. **Remind students to use the verb (especially action verbs) as a guide - ask yourself, “Who/What is standing?” The answer is the subject.
15. Write the following rule on the board:
- a. **Rule:** “here” and “there” are never subjects. In these cases, look for the subject after the verb.
 - i. Here lies Edgar Allan Poe.
 - ii. There were three bloodstained gloves in the shoebox.
16. In order to simplify sentences for students, instruct them to remove extra information.
17. Write the following rule on the board:
- a. **Rule:** when locating the subject and verb in a sentence, remove both the extra information located in between commas and prepositional and participial phrases.
 - i. Rashida, *like many of her friends*, prefers to study in a quiet room.
 - ii. The snakes *in Arthur’s bathtub* are mostly harmless.
 - iii. The hen *raised by the schoolchildren* likes nothing better than Twinkies.
18. Write the following rule on the board:
- a. **Rule:** other expressions to ignore when locating the subject are intervening negative expressions (i), adjective clauses (ii), and expressions beginning with *as well as, accompanied by, together with, excluding, in company with, along with, no less than, in addition to, followed by, and assisted by* (iii).
 - i. Sabina, *not Fatima*, was the writer of that essay.
 - ii. The drivers *who were compelled to rubberneck on the parkway* make everyone late to work.
 - iii. Jamie, *no less than her boss*, supports the right to discounted healthcare.

Differentiation: To support struggling students, you can turn to the text you are teaching. Locate a page that has different sentence structures and more complicated verb phrases. Photocopy that page and hand it out to students. Create a list on the board of the different types of examples you would like them to locate (inverted subject-verb combos, examples of helping verbs, singular subjects, verbs that end in -ed...). Have students share their findings, and then have the class locate the subjects as extra practice.

Summary: Provide students with the attached practice (Attachment 1), and have them work to identify the verbs and subjects (in that order). If students are resistant to start, you can provide extra support to them by telling them the number of verb phrases per sentence. Note: this is a practice to simply identify and gauge the students’ needs; they will not be changing verbs.

Attachment 1

Name: _____

Date: _____

Subject-Verb Agreement

Identifying Verbs Practice

Directions: Double underline each verb phrase in the sentence below. Then circle which of the verbs in each phrase determines whether that verb is singular or plural. Finally, write an S above that verb if it is singular and a P if it is plural (in its given form). Note that there may be several verbs (or verb phrases), so you must categorize them all.

1. The walkway along the periphery of the zoo was causing many injuries to the visitors.
2. The groundskeeper and his crew were planning on ordering supplies to repair it.
3. The budget, though, appeared to be unfinished, so they needed to ask their boss's permission.
4. Money was granted for the project, and supplies arrived on a truck the following week.
5. The challenge was going to be applying the bricks and mortar without disrupting the visitors who strolled by.
6. Luckily a fast-drying mortar was available, so the crew secured the bricks right before closing time in order to allow the bricks time to set during the night.
7. The workers successfully accomplished their task, and many season pass holders expressed their gratitude for the new walkway.
8. Equipped with coolers and strollers, guests to the zoo were able to successfully and safely transport all of their belongings to the nearby picnic area.
9. The old appeal of the zoo was now back, and visitors were eager to frequent it again.
10. Someone now needed to capture and return the monkeys who were swinging from the branches near the picnic tables to their secure part of the zoo so guests may enjoy their lunches in peace.

Grade Level: 9

Lesson Topic: *Removing Prepositional Phrases*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skills: L1: Ensure subject-verb and pronoun-antecedent agreement

Aim: What is a prepositional phrase, and how can eliminating it help my success with SVA?

Instructional Objectives: Students will be able to recognize prepositional phrases and practice removing them to simplify sentences.

Materials: Provided links, Attachments 1, 2, 3, and 4

Do Now: Write down either the “trick” that you learned in middle school to remember prepositions or write down as many prepositions as you can.

Transition: Ask students to share their experiences with learning prepositions.

Procedure:

1. Then ask students to write down the simple sentence: I walked.
 - a. Ask them to expand and add more details to this sentence. Students may add adverbs or prep phrases, but let me do whatever feels natural.
 - b. You can then put some student samples on board to show students how we expand on simple sentences all of the time.
 - c. Identify each part of speech that the students add to the sentence.
2. Show the students the Schoolhouse Rocks video about prepositional phrases, asking students to pay close attention to not only the examples provided but also the explanation of a preposition’s job.
 - a. <https://youtu.be/yfExXGMX2JM>
3. After watching the video, write the word PREPOSITION on the board, and ask students to recognize a smaller word within it. “Position” should stand out to them.
4. Ask them what type of extra information prep phrases present (they can think of the video’s examples or their own from the first few minutes of class).
5. Reiterate for them that prepositions describe (a) the position of the noun - where?, (b) when something happens, and (c) movement to and from a noun - how?. Provide the examples below:
 - a. The ball rolled under the table.
 - i. With this example, highlight the format of a phrase = preposition + article + noun.
 - b. The student ate at snack time.

- i. With this example, introduce how descriptive words (“snack”) can be included in phrases: prep + adj + noun.
 - c. He likes to write with a blue pen.
 - i. With this example, reiterate how the format can change: prep + article + adjective + noun.
 - d. I spoke with my brother and sister.
 - i. With this example, focus students on the fact that there can be compound nouns, so the format is prep + pronoun + noun + conjunction + noun.
6. For students who are struggling, you can give them Attachment 17 and then give them the fill-in “The plane flew _____ the clouds” as a way to remember the directional prepositions and then a short list of commonly used preps (I typically have them memorize: in, on, to, at, of, between).
 7. Have students return to their first SVA worksheet (Attachment 1) (on which they identified and categorized the first verb in each verb phrase). Now students can put parentheses around each prepositional phrase in each sentence. Some sentences have more than one while others do not have any at all.
 8. **Differentiation:** If students are still struggling with the concept of the phrase, you can provide them with another visual (with a catchy tune) to try to further illustrate the format: https://youtu.be/eF6LE4P_bEU
 9. Select from the attached practices (Attachments 2-4) whichever format you think would best match your class’s current skill level. **Differentiation:** To make it more accessible, you could tell students the total number of phrases in each sentence or even just the overall practice, but I usually like to use that as a method by which students check their answers after first completing the practice.

Extension Activity: You can show students a few different student projects of preposition videos. The first is the work of a student who transformed a Lady Gaga song into a song about prepositions while the second is a series of video clips that students put together to illustrate prepositional phrases in songs. Both are flawed in some way but are good examples of the creativity kids can use to help both them and their peers remember more prepositions.

Student Projects:

Disclaimer: this student example has errors (no commas and used “than” instead of “then” in the Tennessee example) in the slides, so preface for the kids that it is not perfect or even challenge them to locate the errors.

<https://youtu.be/LnSOoTDgwKs>

Disclaimer: “than” is not a preposition (it is a subordinating conjunction), and “before you go” is not a prep phrase (before acts as an adverb).

<https://youtu.be/71y442mzqPw>

Challenge students to make their own videos!!!

Attachment 1

Name: _____
Subject-Verb Agreement

Date: _____
Identifying Prepositions - Practice

Directions: Place parentheses around each prepositional phrase.

1. The plane turned toward the sun.
2. Nothing about him surprises me.
3. We saw her riding in Sandy's car.
4. She had driven for four hours from Baltimore.
5. Terry is the boy in the orange shirt.
6. Across the river is too far to go for ice cream.
7. When the ice cracked, the skaters sought safety at the lake's edge.
8. After an hour I finally arrived at the home of my professor.
9. I will start working at the new job for minimum wage.
10. The doctor from New York discovered the cure for the mysterious disease.

Name: _____

Date: _____

Subject-Verb Agreement

Identifying Prepositions - Practice II

Directions: Place parentheses around each prepositional phrase.

1. The woman in blue socks ran from the policeman on horseback.
2. She darted down Bates Street and then into the bus depot.
3. At the depot, the policeman dismounted from his horse and searched for the woman.
4. The entrance to the depot and the interior were filled with travelers, however, and in the crowd he lost sight of the woman. She, meanwhile, had boarded a bus on the other side of the depot and was riding across town.
5. Once she reached her destination, the woman was safe in the upstairs apartment of her accomplice.

Attachment 2

Name: _____

Date: _____

Subject-Verb Agreement

Preposition Practice

Directions: Unscramble each sentence below by rewriting it in the appropriate order. Then put the prepositional phrases in parentheses.

1. at French o'clock ten my begins class

2. at Boston leaves the bus for nine

3. July family a my trip in takes

4. Sunday show is on favorite our TV

5. Maria and Norah I 1985 born were in

6. birthday is in my January

7. I go at sleep to midnight

8. Tuesday and have class English on Monday Wednesday we

9. the sun my alarm when rises goes off

10. Jackie throughout will study the night

Attachment 3

Name: _____

Date: _____

Subject-Verb Agreement

Creating Prepositions - Practice III

Directions: Combine each pair of sentences, creating one or two prepositional phrases.

Example:

The dog started barking. The squirrel ran up the tree.

The dog started barking *at the squirrel running up the tree.*

1. The student started college. Boston College was where the student went.

2. A young couple bought the house. The couple had two small children. The house cost little money.

3. The lawyer accepted the case. She had no hesitation.

4. The band members held a party. They invited one hundred people.

5. We are required to write the exam. We must use pencil and white paper.

6. The interview continued. Two hours was the time it took.

7. Jan received a glass paperweight. An unknown admirer gave it.

8. They took a long walk. They followed the stream and crossed the bridge.

9. The wagging tail toppled the lamp. The tail belonged to the dog.

10. Everyone attended the lecture. Only Vicky and Carlos did not go.

Attachment 4

Common Prepositions

About	Beneath	In spite of	Round
Above	Beside	Instead of	Since
According to	Between	Into	Through
Across	Beyond	Like	Throughout
After	By	Near	Till
Against	Concerning	Next to	To
Along	Despite	Of	Toward
Along with	Down	Off	Under
Among	During	On	Underneath
Around	Except	Onto	Unlike
As	Except for	Out	Until
Aside from	Excepting	Out of	Up
At	For	Outside	Upon
Because of	From	Over	With
Before	In	Past	Within
Behind	In addition to	Regarding	Without
Below	Inside		

Grade Level: 9

Lesson Topic: *Subject-Verb Agreement B*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skills: L1 - Ensure subject-verb and pronoun-antecedent agreement

Aim: What are some of the trickier subjects for subject-verb agreement?

Instructional Objectives: Students will be able to apply specific rules for different types of subjects in order to properly determine whether the verb needs to be singular or plural.

Materials: Attachment 1

Do Now: Complete the following sentences by adding either singular or plural subjects:

Donna and Jackie _____ invited to speak at the assembly.

Donna or Jackie _____ invited to speak at the assembly.

Either Donna or her colleagues _____ invited to chaperone the senior trip.

Transition: Evaluate students' instincts and ask them to explain their reasons for choosing the verbs (was/were/is/are) they did.

Procedure:

1. Then introduce these rules and examples:
 - a. If compound subjects are joined by *and*, then the verb must also be plural.
 - i. The living room, den, and dining room are being redesigned.
 - b. However, if that compound subject identifies the same entity (a combination), then both the subject and the verb is singular. Trick: look for context clues such as "meal," "dish," or "snack."
 - i. Ham and eggs is Violet's favorite breakfast.
 - c. When there are two titles for one person, both the subject and verb are singular. The subject is singular when there is *only one article for the two titles* (the teacher and coach). Two articles means two people with different titles (the teacher and the coach).
 - i. The mother and the teacher are speaking about the most recent SAT exam.
 - ii. The mother and teacher is working hard to help her daughter prepare for the SAT exam.
 - d. Names of stores or firms take a singular verb even if the name appears to be plural, joined by *and* or *&*.
 - i. Simon & Schuster is my mother's publisher.
 - ii. Dean & Deluca is the most expensive grocery store in New York.
 - e. "Each" and "Every" take singular verbs even if they are followed by a list of nouns.

- i. Every student, teacher, and staff member looks forward to vacations.
- ii. Each actor and stagehand has been warned about the blackout after Act One.
- f. When either...or, whether...or, neither...nor join two subjects, whichever subject is closer to the verb is the one that determines whether the verb should be singular or plural.
 - i. Either Mrs. Sanchez or her eldest *daughter* **is** coming at three.
 - ii. I can't remember whether Violet or *Barbara* **was** the one who scored the final goal.
 - iii. **Does** either *Leonardo* or the sailors wear scuba gear in that scene?
 - iv. **Do** either *the sailors* or Leonardo know how to swim?

**Clarify for students how questions split verb phrases, and they must still look at only the first verb in the phrase to determine which subject is closer to the verb.

2. Place students in groups of 2 or 3 (depending on class size), and provide each group with one typed example (pulled from Attachment 1).
3. Have each group work together to complete the following tasks:
 - a. Circle any "clues" in the sentence that highlight a rule from today (ie: neither, nor).
 - b. Underline the subject once.
 - c. Write S (singular) or P (plural) above the subject.
 - d. Write next to the sentence which letter rule is present in your sentence (a-f).
 - e. Underline the verb twice.
 - f. Change the verb is necessary or determine that it is correct.
 - g. Be prepared to explain every step of this process to the class.
4. Project on the board each sentence, and have students teach the class about each step they took during this process.

Differentiation: In order to provide a smaller group discussion, you can make groups of 4 and provide each student with 4 sentences (all the same). After each student works on the sentences individually, the 4 will meet to discuss their findings. Select one student as the leader, helping to guide each student's explanation and prompt or redirect when necessary. Then have the group leader present to the larger group which sentence his group struggled with in order to illustrate the original process and then the corrected approach.

Summary: Assign each student a letter number from today's rules. Direct students to a Google Doc that you have provided the class (or even a page in your Google Classroom), and instruct them each to write in the document 5 practice sentences for their rule (being sure to name the rule letter before their 5 sentences). Then you can either create from that document a more evenly mixed up practice (with rule letters after each sentence) or you can keep them sectioned by student and have students upload their sentences by the end of class and then complete the online practice by a specific time that night.

Attachment 1

Name: _____

Date: _____

Subject-Verb B

Practice Sentences

1. Neither the administration nor the teachers wants a new pet policy in school.
2. Every in-class practice, homework assignment and quiz needs to be taken seriously.
3. Poor communication and vague directions doesn't help the completion of the assignment.
4. Five Guys have challenged All American Burger to a blind taste test to determine Long Island's favorite burger.
5. My cousin and English teacher are the prepared to edit and comment on my college essay.
6. Tuna and relish was Eleanor's favorite lunch during her first year of teaching.
7. I don't know whether Lucky or her pups have received all of their shots.
8. Each test-taker and test is accounted for during the GRE exam via fingerprinting and screen monitoring.
9. Brooks Brothers are having its annual sale on men's suits.
10. Do either Jasmine or her cousins know the password to your garage?

Answers:

1. *Neither* the administration(s) *nor* the teachers(p) **want** a new pet policy in school.
2. *Every* (s)in-class practice, homework assignment and quiz **needs**(s) to be taken seriously.
3. Poor communication and vague directions(p) **don't** help the completion of the assignment.
4. *Five Guys* (s) **has** challenged All American Burger to a blind taste test to determine Long Island's favorite burger.
5. *My cousin and English teacher* (s) **is** the prepared to edit and comment on my college essay.
6. Tuna and relish(s) **was** (s) Eleanor's favorite *lunch* during her first year of teaching.
7. I don't know *whether* Lucky(s) *or* her pups(p) **have** (p) received all of their shots.
8. *Each* (s)test-taker and test **is** (s) accounted for during the GRE exam via fingerprinting and screen monitoring.
9. *Brooks Brothers* (s) **is** having its annual sale on men's suits.
10. **Does** *either* Jasmine(s) *or* her cousins(p) know the password to your garage?

Grade Level: 9

Lesson Topic: *Subject-Verb Agreement C*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skills: L1- Ensure subject-verb and pronoun-antecedent agreement L1: Use and identify prepositional phrases

Aim: Are indefinite pronouns singular or plural?

Instructional Objectives: Students will be able to distinguish between singular and plural indefinite pronouns.

Materials: Attachment 1

Do Now: When a teacher asks “everybody” “to stop talking, to how many students is she speaking?”

Transition: Students may respond with “every single student” or “all of them.” Use those differing responses to transition into the rules. Ask them what they know about the word “every” from the previous lesson (singular). Then ask them whether “all of them” appears to be singular or plural. Clarify for students that *everybody* really is referring to “every single body”; therefore, it is singular.

Procedure:

1. Provide the following rules and examples for students and have them take notes:
 - a. All of the -one, -body, and -thing pronouns are singular
 - i. Everyone in the theatre listens intently to the opening monologue.
 - ii. Nothing in this folder is useful for next year.
 - iii. Anybody left behind at the museum is responsible for finding his own way back.
 - b. The indefinite pronouns each, either, neither, and another are also singular.
 - i. Another spot is open on the beach club waiting list.
 - ii. Neither of the candidates knows what questions the interviewer will be asking.
 - c. When one of the AMANS (all, most/more, any, none, some) is followed by a prepositional phrase, determine whether the noun in the phrase is singular or plural and make sure that the verb matches.
 - i. All of Jackie’s money is not enough to pay the delivery man.
 - ii. All of kids’ bikes need new tires.
 - d. The AMANS rule applies also to fractions.

- i. One third of my time is spent grading essays.
 - ii. Two thirds of our cousins live in Washington.
- e. When there are two consecutive prepositional phrases after a fraction or the AMANS, choose the noun that best coordinates with the verb.
 - i. Most of the rack of paperbacks are trash, so we cannot even donate them.
 - ii. Some of the ham in the sandwiches has been stolen by our neighbor's dog.
- f. Plural pronouns such as few, both, others, many, and several (FBOMS) take plural verbs.
 - i. Many of the children respect the headmaster.
 - ii. Both Sandy and I are prepared to sell the house.

Differentiation: If students are becoming overwhelmed with more rules to memorize, you can aid them in creating flip books to be used as study guides. Each visible tab can be the word that students need to recognize (ie: neither), and the top part of the page can have both the rule and an example.

Summary: Challenge students to work in pairs to dissect each sentence in Attachment 1. Have students underline the subject once (and categorize as S or P), bracket any prepositional phrases, underline the verb twice and change it when necessary, and write the letter of the rule next to each sentence. You can make this a race and collect it for points or simply have it be an in-class practice.

Attachment 1

Name: _____

Date: _____

Subject-Verb Agreement

Lesson C - Partner Practice

Directions: Underline the subject once (and categorize as S or P), bracket any prepositional phrases, underline the verb twice and change it when necessary, and write the letter of the rule next to each sentence.

1. Only a few of the patients in the doctor's office was annoyed that each appointment would be delayed by fifteen minutes. (rule: _____)
2. Caroline has four parents, and all of them, but especially her biological father, loves her very much. (rule: _____)
3. Was any of the lawyers present for the courtroom brawl that occurred after the judge read the not-guilty verdict? (rule: _____)
4. Every one of Margy's stage outfits were neatly pressed and packed for her tour. (rule: _____)
5. Is either of the twins ready to come home from the NICU? (rule: _____)
6. Two thirds of his money were spent before he even boarded the plane at JFK. (rule: _____)
7. Several of the partners at the firm were lobbying to promote a female to partner. (rule: _____)
8. Another of Jason's friends have been accepted to the University of New Hampshire. (rule: _____)
9. Each of the strawberries, pomegranates, and red peppers have left its own mark on my children's clothes. (rule: _____)
10. Neither of the players was willing to admit fault, so the coach had to suspend them both. (rule: _____)

Answers: 1. few = were, 2. Caroline = has, all = love 3. Any = were 4. one (or students could look at just “every”)= was 5. Either = is (C) 6. Two thirds = was, 7. Several = were (C) 8. Another = has 9. Each = has 10. Neither = was (C)

Note: Notice that the infinitive and past tense verbs are not classified here. Students should be able to recognize that they are verbs but quickly ignore them, for they have learned that these are not the verbs that need changing.

Grade Level: 9

Lesson Topic: *Subject-Verb Agreement D*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1- Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skills: L1- Ensure subject-verb and pronoun-antecedent agreement; L1 - Use and identify prepositional phrases

Aim: Why can't you rely on just sound to select the proper verb form?

Instructional Objectives: Students will be able to distinguish collective nouns and nouns of quantity from other nouns.

Materials: Attachments 1 and 2

Do Now: Categorize the subjects and verbs as singular or plural, and then try to explain the logic behind each verb choice...

1. The committee are debating whether or not to downsize next fall.
2. The class is unhappy that the principal canceled the field trip.
3. The basketball team are shooting layups and foul shots on either end of the court.

Transition: Students will struggle with the fact that the committee, class, and team are all each "one thing," but you may have students who recognize the differences in the actions performed in the sentence (if not, redirect them). Ask students about #3. If there are any basketball players in the class, ask them if they have ever practiced foul shots while other teammates were instructed to take layups. Since a foul shot requires both concentration and a routine, it is highly unlikely that this has ever happened. Ask students to explain, then, how a team can be taking two different shots at once (split up the team between the two baskets). Segue into how all groups that appear to be unified can also be plural. It all depends on the context.

Procedure:

1. Provide the following rules and examples for students:
 - a. Collective nouns (groups) are singular when they are agreeing or doing the same actions.
 - i. The jury is looking forward to lunchtime.
 - b. Collective nouns (groups) are plural when they are disagreeing or performing different tasks.
 - i. The jury are deliberating whether or not the crime was premeditated. (They are not all in agreement at this point.)

***Over the years, 9th graders have been notorious for arguing the intent of the groups, so I tell them, for instance, that in a sentence such as "The orchestra is in tune," there is no clear

indication of different activities (students become concerned about the fact that there are different instruments and different heights), so I would leave that as singular; however, in a sentence such as “The hockey team are sharpening skates and taping sticks,” there are two clear activities that one player would not be doing simultaneously, so that requires a plural verb. I have found that this is the most “user-friendly” version of the rule.

- c. *The number* is always singular. *A number* is always plural.
 - i. The number of sales for the real estate company keeps rising.
 - ii. A number of my clients have expressed concern about the market’s downward turn.
- d. Plural nouns for time and money usually indicate a single amount or measure, so use a singular verb.
 - i. Five dollars is an appropriate tip for the barber.
 - ii. Four years is enough time to learn a language.
- e. When a noun showing quantity (the rest, a part, the majority, an abundance...) is the subject and is followed by a prepositional phrase, use the AMANS rule to determine whether that subject is singular or plural.
 - i. The majority of the players do not play until they are juniors.
 - ii. A part of my income has to be allocated for student loan repayment.

Differentiation: Use your class as an example as “one class” which would normally be singular to your students. Ask them who would like an extra credit homework assignment. Then compare those students to those who did not raise their hands. The once singular group has now divided into two different groups; therefore, collective nouns can either be singular or plural depending upon the activity in the sentence.

Summary: Provide students with examples of collective nouns, and ask them write in groups the predicate of each subject, illustrating a clear singular or plural activity. Instruct them to leave a blank where the verb will be and write the infinitive of the verb after the period. After students have written 10 sentences, have the groups switch their sentences with other groups. Once the groups have completed the new set of sentences, each group can read any sentences to the class that they were confused about, and the original group can instruct the class about the logic behind selecting a specific verb.

Attachment 1

Name: _____

Date: _____

Subject-Verb D

Homework - Practice

Directions: Bracket all prepositional phrases; then underline the subject once and categorize it as S or P. Double underline the verb, and correct it if necessary.

1. Despite having concerns about food poisoning, the family has agreed to try Carnival Cruise Line for this year's February vacation.
2. The number of participants in the charity 5k run have declined since the weatherman has predicted high humidity.
3. The English department is signing up for specific days that each teacher will present his or her favorite recipe to the dessert club.
4. An abundance of shark sightings on Long Island makes the beaches a little less crowded.
5. The class of overachievers argues over which team won during the grammar game.
6. The prom committee has finally decided on the venue for next year's prom.
7. Five dollars are too much to pay for a drink in the cafeteria.
8. Jerry's family are always fighting over who created the famous pickle pancakes recipe.
9. Thomas decided that twenty minutes of exercise was enough for one afternoon.
10. A number of concerned community members pass out flyers every year before the Board of Education elections.

Answers: 1) family = has (c) 2) The number = has 3) department = are 4) sightings = make 5) class = argue 6) committee = has (c) 7) Five dollars = is 8) family = are (c) 9) twenty minutes = was (c) 10) A number = pass (c)

Attachment 2

Name: _____

Date: _____

Subject-Verb Agreement

Exam

Part I. Directions: Determine which verb correctly completes each sentence below. Mark your answer on the provided answer sheet.

1. The man with the three Honda motorcycles (a. has, b. have) a broken leg.
2. Criminologists (a. attend, b. attends) all the conferences they can.
3. The star guard and star center (a. averages, b. average) over eighteen points per game.
4. Both of the men (a. does, b. do) well when the pressure is on.
5. Either the managers or the employees (a. is, b. are) to receive pay increases.
6. On the fence in the backyard (a. is, b. are) a tall stand of flowers.
7. The class (a. is, b. are) deciding on its senior gift to the school.
8. Mr. and Mrs. Stevens (a. send, b. sends) their daughter off to school each morning.
9. The boss, as well as his employees, (a. expresses, b. express) concern for the future of the company.
10. John's collection of vinyl records, audio cassettes, and CDs (a. is, b. are) well known by the local radio stations.
11. William Wordsworth's best friend and greatest companion (a. was, b. were) his sister.
12. Somebody on the staff (a. want, b. wants) a new editor.
13. Some of the money (a. was, b. were) stolen during the bank heist.
14. Neither the gym nor the library (a. is, b. are) to be opened this year.
15. Either of the students always (a. does, b. do) well on take-home practices.
16. Behind the mirror on the wall (a. is, b. are) the looking-glass world.
17. The number of freshmen elected at the last induction ceremony (a. is, b. are) small.
18. The committee (a. is, b. are) arguing about how to allocate donated funds.
19. The coach and the professor (a. is, b. are) avid supporters of the lacrosse program.
20. Either the players or the coaches (a. is, b. are) planning to demand newer equipment.

Part II. Directions: Evaluate each sentence below. If you believe the sentence is correct, write C on the answer sheet. If you see an error in SVA, then write E.

1. The master of ceremonies usually begin the evening with a few bad jokes.
2. Through the village square marches a German brass band.
3. Taped to the door of the church was several announcements.
4. Jason and a number of other students have difficulty expressing themselves in writing.
5. Either Gorgonzola or Stilton complement the flavor of the pears.
6. Few of the tulips bloom for more than one or two springs.
7. Neither the play nor any of the filmed versions lives up to the quality of the original book.
8. A cell phone, as well as a laptop and a microwave, is now considered standard equipment for a first-year student to take to college.
9. There are the keys to the storage room in the basement.
10. Some of the carpeting in the school have suffered water damage and must be replaced.

Part III. Evaluate the subject-verb agreement below. If the verb is correct, write C on the answer sheet, but if the verb is incorrect, write the corrected version on the line.

1. The hourly ringing of the bells enchant some guests and drive other mad.
2. On the eroding shoreline tilts an abandoned and crumbling lighthouse.
3. Kilts and burnouses, in addition to mukluks and stilettos, is appearing on the Paris runways this autumn.
4. One of the archers routinely make nine bull's-eyes out of every ten shots.
5. All of the letters on the keyboard sticks because Naomi spilled lemonade while typing her term paper.
6. Where exactly does the bald eagles congregate along the lower Connecticut River?
7. Does Rachel and the twins attend conferences for home-schooled students?
8. Bagels and lox is a classic combination for breakfast.

9. In a period of inflation, the value of a currency falls and the amount needed to buy items rises.
10. Neither the yacht nor the Boston whaler is moored at the Westbrook marina.
11. A major factor in the ability to tolerate another's faults are one's own secret vices.
12. Do the mailboxes have to be painted green in this housing complex?
13. Jasmine thinks that the problem with grammar are these exams.
14. Over the past few days, Barnes and Nobles have done a brisk trade in the Cliff's Notes to To Kill a Mockingbird.
15. Have everybody found the correct locker and locker combination?
16. None of the taxi drivers supports Uber's infringement on the transportation market.
17. Several of the bouquets that the bride threw was caught by the same desperate bridesmaid.
18. Have either of the piano tuners finished working in the theatre?
19. All of Aunt Dot's money are being spent on the renovations of her childhood home.
20. Have every one of these sentences been corrected?

Answers:

Part I

1. A
2. A
3. B
4. B
5. B
6. A
7. B
8. A
9. A
10. A
11. A
12. B
13. A
14. A
15. A
16. A
17. A
18. B
19. B
20. B

Part II.

1. E
2. C
3. E
4. C
5. E
6. C
7. E
8. C
9. C
10. E

Part III.

1. E
2. C
3. E
4. E
5. E
6. E
7. E
8. C
9. C
10. C
11. E
12. C
13. E
14. E
15. E
16. E
17. E
18. E
19. E
20. E

Grade Level: 9

Lesson Topic: *Pronoun-Antecedent Agreement*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skills: L1 - Ensure subject-verb and pronoun-antecedent agreement
L1: Recognize and correct inappropriate shifts in pronoun number and person

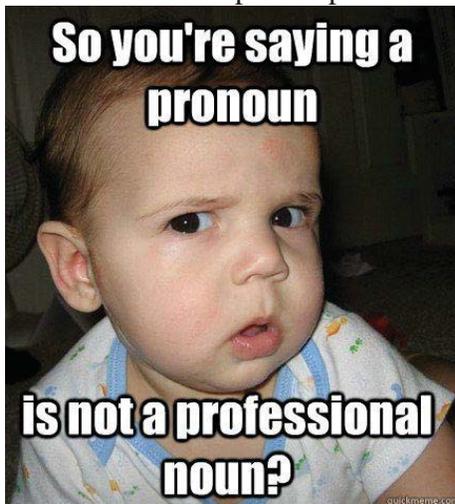
Aim: In what ways must a pronoun agree with the noun it replaces?

Instructional Objectives: Students will be able to apply the rules from SVA to determine whether a pronoun needs to be singular or plural in order to match its antecedent.

Materials: Attachments 1 and 2

Do Now: List as many of the pronouns (indefinite) from subject-verb agreement as you can, and state whether each is singular or plural.

Transition: Project the following meme on the board, and ask students to define what a pronoun is as well as examples of pronouns they use daily.



Procedure:

1. Project Attachment 1 (Source: Elements of Language) on the board, and ask students to identify all of the pronouns in each sentence. Circle them as you go through the exercise.
2. Then return to each pronoun, and ask students to name who/what the pronoun is referencing. Underline each of the antecedents, and define for students that an antecedent is just a fancy name for a noun (or even a pronoun) that is later renamed by a pronoun.
3. Introduce the parallel between SVA and PAA by clarifying how just like a verb needs to match its subject in number (singular/plural) so, too, must a pronoun and its antecedent.

4. As you go through this second round of Attachment 1, be sure to ask students for the context clues that are helping them to determine S or P. Sometimes such clues are helpful, but during other practices, such clues can transform along with the pronoun itself. It is all in how you present the expectations in the directions.
5. Note: Before discussing whether or not to change the pronoun, ask students to transform the pronoun *they* in the following ways (students often struggle to come up with the neutral/singular version):
 - a. Make it singular and feminine. [she/her]
 - b. Make it singular and masculine. [he/him]
 - c. Make it singular and neutral (referencing an object or animal with an unspecified gender). [it]
6. Recently, I have had students address the usage of *they/them* as a singular pronoun used to reference gender neutral/fluid people, and I have stated that since they are required on standardized exams to differentiate between singular and plural as *he/she* and *they* that we will keep those standards for our practices as well.
7. Announce to the students the good news that all of the rules that they memorized for SVA are relevant to this unit, so collective nouns, combinations, either/or, each, etc. are all going to help them determine if the subject is singular and plural, and then they simply need to make the pronoun match that same number and gender.
8. Provide for students the different categories for rules from the SVA unit, and assign them the task of making either a flip-book (a little time consuming) of the different rules (with rules and examples) or a bookmark that displays the rules and an example in a colorful way (to be used in their novels for nightly reading).

Differentiation: Get the students more involved by placing them in groups and assigning them the task of locating all of the rules from SVA together, and then have a representative from each group move to another group in order to present and compare their findings (there are always a few rules that slip through the cracks). Then move on to review bookmark or flip-book.

Summary: Once students have reviewed all of the rules, they are ready for Attachment 2. Have students circle the pronouns in each sentence and underline the noun/pronoun that the pronoun is replacing. Finally write S (singular) or P (plural) above each noun and then change the pronoun if necessary.

1. On Father's Day, the children performed a one-act play for their dad.
2. The puppy entertained themselves with an old tennis ball.
3. The captain of the girls' softball team accepted his or her award.
4. The cats sunned itself contentedly in the grassy yard.
5. The siblings planned a surprise party for their parents' anniversary.
6. The MVP of the team accepted their award.
7. The workers at the pizza parlor were wearing their new uniforms.

8. High in the tree's branches, the bird built their nest.

9. Julie was proud of their older sister.

10. The river overflowed their banks.

Answers: 1) children = their 2) puppy = itself 3) captain = her 4) cats = themselves 5) siblings = their (c) 6) MVP = his/her (or select just one since the gender is not specified) 7) workers = their (c) 8) bird = its (there is no mention of any other bird) 9) Julie = her (there is no mention of other family members) 10) river = its

Note: Students may become frustrated with a lack of context, but assure them that when a sentence is part of a paragraph, the context will be clearer. When working with an isolated sentence, though, don't assume anything; work with what is provided.

Attachment 2

Name: _____

Date: _____

Pronoun-Antecedent Agreement

Practice

Directions: Circle the pronoun and underline and categorize as singular or plural each antecedent. Change the pronoun when necessary.

1. Many of the mice are sleeping in their cages.
2. Everything in the rooms was in their proper place.
3. When the sun rose, several of the hikers packed his or her gear and started up the trail.
4. Ants and flies found its way to our picnic.
5. Either Shari or April will give their oral report next.
6. Natalia or Tabitha will tell their concerns to the principal.
7. Someone with muddy shoes didn't wipe their feet on the mat.
8. At my grandmother's deli, few ordered the daily special for their meal.
9. Any of the jewelry found should be returned to its owner.
10. Any of the jewels found should be returned to its owner.
11. Both of my sisters are successful in her careers.
12. None of the children could fit into their coats this year.
13. In my opinion, either of the candidates would represent their district well.
14. During the holidays, her family decorates their house together.
15. The valuable collection resides in its fireproof case.

Answers: 1) Many = their (c) 2) Everything = its 3) several = their 4) Ants and flies = their 5) April = her 6) Tabitha = her 7) Someone = his or her 8) Few = their (c) 9) jewelry = its (c) 10) jewels = their 11) Both = their 12) children = their (c) 13) either = his or her 14) family = its 15) collection = its (c)

Grade Level: 9

Lesson Topic: *Punctuation of Independent Clauses Introductory Activity*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Convention Skills: L1 - Explain the function of phrases and clauses in general as well as in specific sentences

Core Punctuation Skills: L2 - Use a comma to separate an introductory element from the rest of the sentence

Aim: Why is punctuation important?

Instructional Objectives: Students will be able to recognize how the placement of a comma can change the meaning of a sentence.

Materials: Links to “Let’s eat grandma” and Chicago Tribune

Do Now: Organize, capitalize, and punctuate the following sentence...
woman without her man is a savage (no caps on purpose)

Transition: You may have seen the posters that proclaim punctuation saves lives...



[Let's eat grandma](#)

You may even have this poster in your room right now. Project the picture on the board, and then discuss with the students how the placement of the comma changes the meaning of the sentence. (Note: the link is a different version of this picture - a version that defines each meaning)

Procedure:

1. Bring students back to the Do Now, and ask for the different variations that they created from the sentence (including capitalization).
2. As written in the Chicago Tribune article [A Playful Pause for Punctuation](#) there are several different ways to punctuate this...
 - a. (women wrote) “Woman: Without her, man is a savage.”
 - b. (men wrote) “Woman, without her man, is a savage.”
 - c. (one woman) “WOMAN WITHOUT: Her man is a savage.”
3. Clearly some of these formations are too sophisticated for our students to develop, but they can certainly decipher meaning from each (I would suggest not giving them the group that agreed upon the formation).
4. Write on the board what students presented, and create groups based on what they individually wrote.

Differentiation: It is at this point that you may even be able to make a connection to the literature that you have been reading or even some nonfiction about gender roles (articles about the pay gap, sexual harassment, or even less talked about subjects such as the negativity of a term such as Mr. Mom). There is a discussion to be had for each of the options students choose, just as there is a discussion about options that students didn’t choose.

Summary: Have the students meet with their peers who wrote the same version, and have the group create both a meaning as well as rationale for why that meaning was their first reaction. Knowing the maturity of your group, you can turn this into an extended debate (written or verbal) with resources, or you can simply let it lie, and move on to discuss versions a, b, and c above (whichever versions were not presented by students). Whatever path you choose, you will have clearly proven to the students that punctuation changes the meaning of a sentence.

Grade Level: 9

Lesson Topic: *Punctuation of Independent Clauses Part I*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Convention Skills: L1 - Explain the function of phrases and clauses in general as well as in specific sentences

Core Punctuation Skills: L2 - Use a comma to separate an introductory element from the rest of the sentence

Aim: How do you punctuate a sentence that has both a dependent and an independent clause?

Instructional Objectives: Students will be able to distinguish between dependent and independent clauses.

Materials: Attachments 1, 2, and Claws vs. Clause meme (link included)

Do Now: Define what the purpose of the commas in the following sentence is: Saturday, which is my favorite day of the week, precedes Sunday.

Transition: Students should recall from the SVA lessons that information in between commas is considered “extra.” Remind them that there are 2 commas here for this specific distinction. Then tell them that today they will work on a rule that uses a single comma to help differentiate between different sections of the sentence.

Procedure:

1. Write on the board “independent” and “dependent,” and ask students to consider examples to illustrate in their lives what each of these terms means.
2. Since “dependence” means that you need someone/something else, students should be able to understand that a dependent clause (which can have subjects and verbs) needs another clause in order to create a complete thought/sentence.
3. Provide students with the following examples, and ask them to (a) identify which of the statements are dependent (incomplete), and then (b) have them add another clause to complete the sentence. Leave the examples of independent clauses alone for now.
 - a. When I was young.
 - b. Until the stadium is cleaned of all debris.
 - c. He was excited until he saw his opponent.
4. Ask students when they are adding clauses to both (a) and (b) where they find themselves pausing when they read each. There is a natural pause between the two clauses. Have

students box out the dependent clauses and underline the independent clause in both (a) and (b), and then write a few examples on the board for each sentence.

5. Now it is time to work with letter c. Ask students what is needed for a complete sentence (subject and a verb). Then have them evaluate the following example. Ask them if it is a complete sentence:
 - a. I sneezed.
6. Since it is a complete sentence, have students practice what they already instinctively know by instructing them to add “extra information” to the clause. Once each student has expanded in his/her own way, ask students to clarify what they added (adverb, prepositional phrase, another independent clause...).
7. Now ask students if the following example is an independent clause based on what they have just learned:
 - a. Before I sneezed.
8. Ask students what has changed to make this sentence a “cliff-hanger.” Students should be able to determine that “before” is an adverb, providing information about the time of the action (it is not a prep phrase because of the subject/verb).
9. Instruct students to place a comma after the verb and then write an independent clause directly after it (ie: Before I sneezed, I covered my mouth).
10. Now students are ready for the formula: when a dependent clause starts a sentence, it is set off by a comma; however, when that dependent clauses follows the independent clause, it requires no punctuation.
11. Have students practice with attachment 24 by boxing out the dependent clause and underlining the independent clause.
(Note: All punctuation on the worksheet is correct; students simply need to categorize at this point.)

Differentiation: For struggling students, provide an easier way to identify these dependent clause starters:

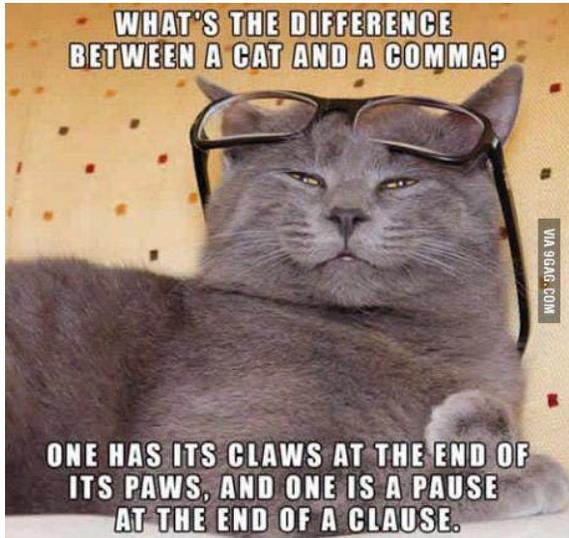
www.asia.b (which is not actually a web address)

When, While, Where, As, Since, If, Although, Because

(Note: These are not the only ways to start a dependent clause, but the short list should help students to practice looking for the fragmented ideas.)

Then work together on boxing out the dependent clause and underlining the independent clause in Attachment 1.

Summary: To help students remember the formula of dependent clause + independent clause needing a comma (and to just make them smile), you can project the light-hearted meme below before they begin their practice (Attachment 2):



[Claws vs Clause](#)

Attachment 1

Name: _____

Date: _____

Locating Dependent and Independent Clauses

In-Class Practice

Directions: Box out the dependent clause, and underline the independent clause. Then punctuate the combination of clauses when necessary.

1. When my father arrives he will give the directions to the lake house.
2. When my mother shows she will pack all of the supplies into the car.
3. While the mulch is delivered I will organize the flowers that I will plant.
4. If we do not map out a plan for the vegetation we will have an unorganized garden.
5. Unless that shoe is the correct size do not bother to try it on.
6. Go and sit at the table before the food gets cold.
7. Since I am saving my money for my mother's birthday gift I will not be buying anything today.
8. Sit by the lake until the sun sets.
9. Because I cannot wait for the bus I will walk to school.
10. After you take the grammar notes be sure to study them before the quiz.

Answers:

1. When my father arrives, he will give the directions to the lake house.
2. When my mother shows, she will pack all of the supplies into the car.
3. While the mulch is being delivered, I will organize the flowers that I will plant.
4. If we do not map out a plan for the vegetation, we will have an unorganized garden.
5. Unless that shoe is the correct size, do not bother to try it on.
6. Go and sit at the table before the food gets cold.
7. Since I am saving my money for my mother's birthday gift, I will not be buying anything today.
8. Sit by the lake until the sun sets.
9. Because I cannot wait for the bus, I will walk to school.
10. After you take the grammar notes, be sure to study them before the quiz.

Attachment 2

Name: _____

Date: _____

Punctuation of Independent Clauses

Practice

Directions: Box out the dependent clauses in the sentences below, and underline the independent clauses. All of the provided punctuation is correct; simply categorize each section.

1. Because Scott had been working on his car for years, he was not willing to sell it.
2. He was excited when he car was chosen to participate in a regional car show.
3. With a hitch on his pickup, Scott hauled his car to the fairgrounds in a neighboring state.
4. Although he had built the majority of the car, there were still some minor adjustments he had to make before the big reveal.
5. Scott proudly stood behind his car with his supportive family and friends applauding from the viewing area.
6. Beaming from ear to ear, Scott was sure that his car would place in the top 3.
7. After the judges evaluated his car, Scott began to walk around and realize, though, that the other competitors had much more sophisticated and intricate upgrades.
8. Disappointed that he did not realize the caliber of competition, Scott vowed to return the following year with a more realistic goal.
9. Scott learned from his first car show and was grateful because he now knew that he could push himself further.
10. Since Scott now had a new vision for his beloved mobile, he needed to head home and get another job so that he could afford all of next year's upgrades.

Answers: 1. D = Because...years 2. D = when...show 3. D = With...pickup 4. D = Although...car 5. D = with...area 6. D = Beaming...ear 7. D = After...car 8. D = Disappointed...competition 9. D = because...further 10. D = Since...mobile

Grade Level: 9

Lesson Topic: *Punctuation of Independent Clauses - Fragments, Run-ons, and Comma-splices*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Convention Skills: L1- Explain the function of phrases and clauses in general as well as in specific sentences; L1- Produce complete sentences, recognizing and correcting inappropriate and run-ons

Core Punctuation Skills: L2- Use a comma to separate an introductory element from the rest of the sentence

Aim: Can a comma be used every time a reader pauses?

Instructional Objectives: Students will be able to identify independent and dependent clauses to then categorize fragments, run-ons, and comma-splices.

Materials: Attachment 1

Do Now: Use context clues to define the underlined word.

During Kevin’s first year as a deckhand on a tugboat, he learned not only how to throw a line but also how to create a new, longer line by splicing 2 new lines together.

Transition: Ask students for a definition for the word *splice* as well as other examples that will help to further clarify for the rest of the class how two items can be connected. Remind students how they already know how two clauses (dependent and independent) are, at times, combined by a comma (D + I = comma, but I + D = no comma). (Note: Students will learn more complex ideas about appositives and other clauses that require punctuation even as the 2nd part of a sentence, but this will do for now.)

Procedure:

1. Provide students with the following rule about splicing:
 - a. A comma splice is when 2 independent clauses are joined by JUST a comma.
2. Then provide them with the rule about run-ons:
 - a. A run-on is when two independent clauses “run into” one another without the proper punctuation.
3. Finally, remind students of the dependent clause which we will call during this lesson a fragment:
 - a. A fragment is an incomplete idea (even if it has a subject and a verb).
4. Provide students with the following practice sentences, and ask them to categorize each as one of the 3 aforementioned errors:

- a. I have taken several science courses this year, my favorite was neuroscience.
 - b. Because we overslept and missed the bus.
 - c. The ride was more harrowing than expected several times the car nearly skidded off the mountains.
5. In order to illustrate for students how important it is to be able to categorize different sections of a sentence, provide them with Attachment 1. Both the SAT and the ACT use punctuation as well as line spacing to create hidden challenges for students, and many of our students focus heavily on their performance on such high-stakes tests, so feel free to tell them that Part I came from an SAT/ACT prep book (Barron's).
 6. After students complete Part I, reveal to them how many commas there are, and then let them rework their first attempts. (Also, it is worth noting that Part I is simply an exaggerated example, and both exams require students to write concisely.)
 7. Then have students complete Part II (Source: *Grammar for Middle School*) for the start of tomorrow's lesson.

Differentiation (Games):

- (1) Provide students with slips of paper that have one example on it. Ask students to work in pairs and evaluate the clause/s given. If students think that they have a run-on or a comma splice, ask them to rip the paper to separate the two clauses. If students think that they have a fragment, ask them to complete the sentence on the back (specifying which clause - theirs or yours - would come first). Then have students share out their findings for extra examples.
- (2) **Sentence Slappers** (Source: *Pinterest*) Create a game for students (depending on maturity level) where you split the class into 2 teams. Then split a bulletin board into 2 sides. On each side, pin up 4 sentences while the two players who are up stand several feet away with their backs to the board. The two students, armed with fly swatters, will wait for your cue. You will alert them that they are ready to turn around and quickly read the sentences when you announce the type of phrase, clause that you are looking for. You can go back farther in the lessons and add prepositional phrases to this, or you can keep it in today's lesson by presenting examples of run-ons, fragments, and comma splices. The first person to "slap" the correct example wins a point. You could even take that further by taking down the four examples from each side and providing the whole group an opportunity to combine the words from each sign into one complex sentence after you have completed the punctuation lessons.

Summary: Since students are now prepared to learn how to fix these 3 errors, it is important to address the one piece of punctuation that we will avoid using as a correction in our practices and exams: the period. Provide a copy or read aloud to the class the article [The Period is Pissed](#). This article provides some humor that is relevant to how kids communicate with their peers via text, and it also allows you to address how since everyone knows how to use a period, we will move on from that. Other than as an official endmark, periods will not be a solution for these practices.

Attachment 1

Name: _____

Date: _____

Punctuation

Practice (Diagnostic)

Part I. Separating Clauses

Directions: Before you learn the formal rules for punctuation, insert commas wherever you think they are necessary. You may not, though, insert any other punctuation.

In school yesterday a water main broke and we could not take showers in gym and there was no water to drink and the toilets could not be flushed so the principal decided that the situation was unhealthy and she consulted with the superintendent and the school was closed before lunch.

Part II. Matching

Directions: Match the dependent clauses with the sentences. Write out each sentence, inserting the dependent clause at the caret (^) and underlining them.

Sentences

Dependent Clauses

1. A jury never looks at a defendant has convicted, and ^, not one of them looked at Tom Robinson.

Harper Lee, *To Kill a Mockingbird*

- a. what I really couldn't imagine

2. Ferdinand didn't look at ^, and instead of sitting on the nice, cool grass in the shade, he sat on a bumble bee.

Munro Leaf, *The Story of Ferdinand*

- b. which had once been solid and strong

3. His large face was fixed in a permanent expression of misery and despair, and his body, ^, had shrunk to the dimensions of a starving person.

Paul Read Piers, *Alive*

c. who came and prowled the nearby darkness, growling but fire-wary

4. ^ was Miss Love kissing him, much less marrying him.

Olive Ann Burns, *Cold Sassy Tree*

d. where he was sitting

5. That night he kept a fire going and sat watching for the lion, ^.

Hal Borland, *When the Legends Die*

e. when this jury came in

Write each new sentence below, being sure to **circle** each provided comma.

1. _____

2. _____

3. _____

4. _____

5. _____

Answers:

Part I

In school yesterday, a water main broke, and we could not take showers in gym, and there was no water to drink, and the toilets could not be flushed, so the principal decided that the situation was unhealthy, and she consulted with the superintendent, and the school was closed before lunch.

Part II.

1. E 2. D 3. B 4. A 5. C

Grade Level: 9

Lesson Topic: *Punctuation of Independent Clauses - Combining Sentences*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Convention Skills: L1: Explain the function of phrases and clauses in general as well as in specific sentences; L1- Produce complete sentences, recognizing and correcting inappropriate and run-ons; L1- Use coordinating and subordinating conjunctions

Core Punctuation Skills: L2 - Use a comma to separate an introductory element from the rest of the sentence; L2 - Use a comma before a coordinating conjunction in a compound sentence

Aim: What is the proper way to fix run-ons and comma splices?

Instructional Objectives: Students will be able to locate transitions (FANBOYS) and decide whether or not they need to be punctuated.

Materials: Attachment 1

Do Now: Return to Attachment from previous lesson and locate all of the commas that separate clauses. Box out any transitional words that you can find. Remember that a transition needs to create a flow between two ideas.

Transition: Have students share their findings, asking each student what the transition “means.” For instance, if a student volunteers the word “but,” he should follow up with “it creates a contrast.” Compile a list on the board.

Procedure:

1. Since none of the sentences from this Attachment present semicolons, you should begin by discussing the words that help to combine 2 independent clauses with a comma and a transition.
2. Name for students the FANBOYS: For, And, Nor, But, Or, Yet, So. Then provide for them the rule: FANBOYS, along with a comma, connect 2 independent clauses.
3. Note: Every year a handful of students consistently place the comma AFTER the conjunction (FANBOYS), and I think that comes from students listening to the “pause,” so be sure to emphasize the formula: INDEPENDENT + COMMA + FANBOYS + INDEPENDENT.
4. Present the following 2 examples, and ask students to circle the FANBOYS in each.
 - a. A frilly lace cap covered the woman’s graying hair, and a long plain dress reached down to her ankles (Larry Weinberg, *Ghost Hotel*).

- b. He pictured his father, who must have been a shy and quiet boy, because he was a shy and quiet man, seated with his group waiting to be called to the stage (William H. Armstrong, *Souder*).
5. Then ask students to box out dependent clauses and underline independent clauses.
6. Ask for a volunteer to “make a case” to defend the punctuation choice (which is correct) in example (a). [There are 2 independent clauses joined by a conjunction, so a comma is needed.]
7. Then ask for a volunteer to apply that logic to example (b). [There are examples of “extra information which was covered in SVA, but the conjunction - and - does not join 2 independent clauses; it is simply joining 2 adjectives; therefore, students need to be cautious, looking both to the left and right of each conjunction.]
8. Have students work on the sentences from Attachment 1 (adapted from *Mirrors and Windows*). Then have students check their answers with a peer (instruct them to review the entire process (circling and categorizing), being sure to note which sentences each had difficult with.

Differentiation: For those students who might need a slower pace, consider providing them with a handout that presents both D + I and I + D (from previous lesson) as well as sentences with transitions. Categorizing those sentences together and walking them through the steps on first looking for any leading punctuation or transitions can help to solidify that the D+I formula and the rules for transitions are separate.

Summary: In Attachment from previous lesson, I made sure that all of the D + I commas were accurate, so to follow up with this practice, you should provide them with that information upon completion. Then have them work in small groups to discuss each sentence and its parts. They need to continue to follow the strict format of first scanning the sentence for a transition and then evaluating both the left and the right side of that transition. Students may debate over specific sections of the sentence, and that is when you can briefly come back to a group discussion to work out such discrepancies.

Attachment 1

Name: _____

Date: _____

Punctuation of Independent Clauses

FANBOYS - practice

Directions: Circle each FANBOYS below. Then box out any dependent clauses and underline any independent clauses. Finally, add or remove any punctuation from each sentence.

1. Some woodwind instruments have a single reed but others have a double reed.
2. Reeds are manufactured from plastic, metal, or thin pieces of cane.
3. The inexperienced violin student and his family suffer during practice from sounds like the screeches of a feline in agony.
4. The harpist watched tensley as her instrument was placed on the concert stage seated herself on a low bench and began tentatively to strum the strings.
5. The xylophone is classified as a percussion instrument but unlike most of the other instruments in that category, the xylophone can play a tune.
6. At the end of the most recent concert, students collected gently used instruments to donate for every student should have the opportunity to find his own musical talent.
7. During the next day's rehearsal, the band teacher thanked everyone for their dedication and maturity during the last semester.
8. He asked them all to write a letter to next year's students, so the new batch of kids could have a glimpse into the benefits of the program.
9. Students who were concerned with their penmanship asked the teacher if they could email him a copy of the letter or if it had to be handwritten in class.
10. Excited about his students' dedication to the excitement, the teacher couldn't hide his adoration for them nor his disappointment that they would be graduating.

Answers:

1. I + (comma) but + I
2. D + or + D (list)
3. D + and + I (compound subject)

Note: It is at this point that students start to borrow from the lesson with just dependent clauses and independent clauses - “Oh, there is a D + I, so I need a comma” - so make sure to differentiate for them that these rules are for sentences that are using transitions.

4. D + and + D (list: watched, seated, and began)
5. I + (comma) but + D (comma) + I
6. D + (comma) I + (comma) for + I
7. D + (comma) I + for (acting as a prep) and (joining 2 nouns - dedication and maturity)
[no punctuation for either conjunction]
8. I + (comma) so + I
9. I + (comma) or + I
10. D + (comma) I (including: for (prep) nor (not joining 2 I's))

Grade Level: 9

Lesson Topic: *Punctuation of Independent Clauses - Combining Sentences (continued)*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Convention Skills: L1- Explain the function of phrases and clauses in general as well as in specific sentences; L1- Produce complete sentences, recognizing and correcting inappropriate and run-ons; L1- Use coordinating and subordinating conjunctions

Core Punctuation Skills: L2- Use a comma to separate an introductory element from the rest of the sentence; L2- Use a comma before a coordinating conjunction in a compound sentence; L2- Use a semicolon to link two or more closely related independent clauses

Aim: What is the proper way to fix run-ons and comma splices (continued)?

Instructional Objectives: Students will be able to locate transitions (transitional adverbs) and punctuate them correctly.

Materials: Attachments 1 and 2, 3 and 4 (extra practice)

Do Now: Create a title for each category of adverbs that clearly conveys the meaning of each group of words.

Transition: Once students have brainstormed about appropriate titles for each category, you can give them Attachment 1 so that you can formally fill in the proper titles together.

Procedure:

1. Sometimes students' suggestions are even better than the ones provided in the Horace Mann manual, so feel free to change any of the following suggested category titles to fit your students' needs.
2. Categories: 1) additional fact 2) opposing/contrasting 3) resulting fact 4) alternative fact 5) time 6) example 7) emphasis
3. Once the class has agreed upon the appropriate titles, fill in the visual on the handout to illustrate the format for punctuating with transitional adverbs (independent clause; adverb, independent clause). Draw students' attention to the exception at the bottom of the handout.
4. Then ask students to pair up and write two examples for each category (1) a word/phrase that they use often and (2) a word/phrase that is new to them. Each example needs to

follow the illustrated format, so students will need to clearly establish a connection between the two clauses.

5. Ask for volunteers to provide two sentences (minus the transition), and have the class look at the chart and select which words they think will appropriately fit in the blank. This will allow for a broader discussion about how certain words/phrases are used, for even though they are in the same categories, they do not all flow the same.
6. I make sure during this lesson to explain to students that transitional adverbs are not **REQUIRED** in their writing; however, I force them to use them throughout the unit and on any assessment so that they get the appropriate practice. My explanation to them is simple: Why wouldn't you want to clearly transition in your writing. It is important, though, that they know that on standardized tests, they will occasionally see two IC's joined by just a semi-colon (and that is okay).

Differentiation: Discuss as a group which of the words/phrases in the chart students are most familiar. Circle them on the board. Provide examples for each, and then ask students to create in groups a suggested mnemonic device to remember those adverbs used more often. Knowing more of these adverbs will enable students to locate these adverbs on assessments as well as incorporate them into their own writing.

Summary: Instruct students to complete the practice on the back of Attachment 1 (Source: McGraw-Hill's SAT) by incorporating both appropriate adverbs and proper punctuation. There is no answer key to this practice as answers may vary from student to student.

Extension: Invite students to return to the practice on Attachment 28 after the class has discussed the adverbs and punctuation. Challenge them (this is usually easier for students) to incorporate the FANBOYS (and the proper punctuation) to each sentence. It is important for students to realize the connection between the meaning of the adverbs and the meaning of the conjunctions.

Advanced Practice: Attachments 2, 3 and 4 provide practice with examples from literature. Answers may vary.

1st Game: Depending on both time and maturity level, you can always create a game around combining sentences. I found online this suggestion for a contest between two teams that asks the students to write 2 sentences that flow best with the conjunction or adverb that their thumbs touch when they catch a beach ball (see visual below). You could also place on the board several sentence pairs and then have the students state which pair of sentences their chosen adverb/conjunction (closest to thumb) best completes.



- Split the class into two groups and situate their desks on either side of the room.
- Once you have decided whether students are writing their own sentences or combining sentences that you project on the board, have one student from one team toss the ball across the room to the other team. Whoever catches it must use the adverb/conjunction that is closest to his/her right thumb.

2nd Game: (Pinterest) After teaching students how to combine sentences with the appropriate punctuation and these amazing conjunctive adverbs, I ask students to practice with this Tic-Tac-Know game. On the projector screen, I will display two similar sentences that can be combined with a conjunctive adverb.

I was thirsty. I drank some water.

I ask students to combine these sentences together with a fitting conjunctive adverb as independent practice. Then, I will display eight more sentences and ask students to do the same. In the past, this is where the lesson ended. Now, as I work to incorporate these grammar games into my lessons, I play this Tic-Tac-Know game. Students are given a traditional Tic-Tac-Toe board and asked to partner with a neighbor. As I reveal the answers to these sentences (sharing possible conjunctive adverbs, and discussing these as a class), students that have created a sentence that applies these with the correct punctuation, can take a turn in the Tic-Tac-Toe board game. If students do not get the sentence correct, they cannot mark the board with an X or an O. Then we continue to reveal the answers as student partners play their Tic-Tac-Toe board game

Attachment 1
Combining Sentences

Transitional Adverbs

Category	Adverbs
1.	moreover, besides, furthermore, likewise, also
2.	however, nevertheless, still, nonetheless, really, in truth, in reality, in fact
3.	accordingly, therefore, consequently, hence, as a result, thus, if so, in that case
4.	otherwise, if not, on the other hand, at the same time
5.	then, now, later, earlier, once, at present, finally, in the end, at last, next, thereafter, previously
6.	for example, for instance
7.	indeed, truly, surely, to be sure

Exception: Remove the comma that follows an adverb that displays *time* (IC; time adverb IC)

Name: _____
Punctuation of IC's

Date: _____
Transitional Adverbs

Directions: Locate the two independent clauses in each example, and draw a line to separate them; then write on the provided line an appropriate adverb and the proper punctuation to join each pair of sentences.

1. Standardized test results can help measure the progress of individual students they are far lessless able to measure the effectiveness of entire school systems.

2. A consistent program of vigorous aerobic exercise maintains cardiovascular health it helps your brain to work more effectively.

3. The Mets are in search of some consistent relief pitching they might be able to put a winning streak together.

4. We never should have bought the plane tickets it would have been much easier to drive.

5. The convention was not the success they had hoped it would be their lead presenter came down with the flu.

6. Since 1998, the civil war in the Democratic Republic of Congo has been the deadliest since World War II it has claimed over 3.3 million lives.

7. Mrs. Donovan seems to inspire every one of her students to achieve she inspires them despite having to manage classes that sometimes number over 35 students.

8. The lab took us twice as long to complete as any of our other labs it was also the most worthwhile.

Attachment 2

Name: _____

Punctuation of Independent Clauses

Date: _____

Advanced Practice

Part I. Categorizing

Directions: Box out the dependent clauses and underline the independent clauses in each example below.

1. When flour was scarce, the boy's mother would wrap the leftover biscuits in a clean flour sack and put them away for the next meal.
William H. Armstrong, *Souder*
2. A little corn was raised on the sterile slope, and it grew short and thick under the wind, and all the cobs formed on the landward sides of the stalks.
John Steinbeck, "Flight"
3. Catherine had loaded her oilcloth satchel with the leftovers from Sunday dinner, and we were enjoying a breakfast of cake and chicken when gunfire slapped through the woods.
Truman Capote, *The Grass Harp*
4. Until I turned twelve years old, the kind of friends I had were what you'd expect.
Joseph Krungold, *Onion John*

Attachment 3

Name: _____

Punctuation of Independent Clauses

Date: _____

Advanced Practice

Part IV: Imitating

Directions: Identify the independent and dependent clauses in the models and sample imitations. Then choose one of the models and write an imitation of the entire sentence, one sentence part at a time. See if your classmates can guess your model.

MODEL:

1. The balmy summer air, the restful quiet, the odor of the flowers, and the drowsing murmur of the bees made Aunt Polly nod off over her knitting, for she had no company but the cat, and it was asleep in her lap.

Mark Twain, *The Adventures of Tom Sawyer*

Sample: The droning air conditioner, the quiet house, the lateness of the hour, and the pleasant sunset from his window made Grandfather remember other similar evenings, for he had no other entertainment but his memories, and they were movies in his mind.

MODEL:

2. With the ring of the light from his lantern dancing from side to side, Mr. Jones lurched across the yard, kicked off his boots at the back door, drew himself a last glass of beer from the barrel, and made his way up to bed, where Mrs. Jones was already snoring.

George Orwell, *Animal Farm*

Sample: With the sound of cheering from his friends playing in his mind, Tom ran across the field, picked up the Frisbee in the ditch, gave himself an emphatic pat of congratulations on his back, and marched back across the field, where the girls were loudling applauding.

MODEL:

3. When darkness had fallen over everything, and as the stars burned bright above them in the moonless sky, the children fell asleep.

Cynthia Voigt, *Homecoming*

Sample: As order settled into the classroom, and while the students remained seated near them in the seventh-grade room, the administrators sat down.

Grade Level: 9

Lesson Topic: *Punctuation of Quotations*

Unit of Instruction: Grammar

Language Standards Applied in Lesson: L2 -Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skills: L2- Use commas and quotation marks in dialogue → use commas and quotation marks to mark direct speech and quotations from a text; L2- Use quotation marks or italics to indicate titles of works

Aim: What are the rules for punctuating quotations?

Instructional Objectives: Students will be able to combine the rules for punctuation of independent clauses and these new rules for quotations in order to properly set off quotes.

Materials: Attachments 1, 2, and 3

Do Now: Create a sentence around each of the following quotes. Focus on how you would normally capitalize and punctuate each type of quotation:

1. “Sylvia is the more challenging dance instructor in the company”
2. “overly challenging”

Transition:

1. Ask for students to provide the rest of the sentence for each example. I would expect that for example 1 students would provide a speaker tag, so take the time to define the terminology to better prepare them for the handout.
2. At this point, you are simply taking suggestions from students. You are not correcting them or giving them advice.
3. Now you can hand out Attachment 1 (Source: Horace Mann) with the punctuation of quotations rules. Review each rule and example with the students.
4. Then have students return to the samples that you wrote on the board from the Do Now. Have them properly punctuate each example, and then discuss their choices.

Differentiation: Quotations are present throughout any unit, so why not include examples from the literature or non-fiction that the class is reading? You could mix skills by having students identify plot (To whom was this quote stated? Which character stated this quote?) and properly punctuate each quote.

Summary: Students struggle most with recognizing the separation of independent clauses in the examples with quotes, so provide them the samples on Attachment 2 (Source: Horace Mann) before they complete the practice on Attachment 3 (Source: Horace Mann).

Extension: When doing research, you might also want to incorporate the following rules; I have chosen to leave them out of this section because it is an introduction to punctuation of quotations.

Citing in Research:

1. Use a colon to introduce lengthy or formal quotations.
2. A quotation longer than 3 lines should be set off in a block quotation.
3. When quoting verse, show the line-breaks with the slash (/).
4. Use brackets [] to show changes the writer made to the original quote (to promote a better flow or to create clarity).
5. Use quotation marks for set off titles of poems, stories, chapters, songs, television episodes, or any other part of a larger work. Titles of book-length works, operas, films, paintings, television series are underlined or italicized.

Attachment 1

Punctuation of Quotations - Rules

Rule #1: Always quote words that you are taking directly from a source. If they are not your original words, you must quote.

Rule #2: When quoting a complete sentence, begin the quotation with a capital letter.

Rule #3: When a speaker tag precedes a full-sentence quotation, set it off with a comma.

Example (for Rules 1-3): Macbeth complains, “The time has been that when the brains were out the man would die, and there an end.”

Rule #4: When a quotation ends with a comma or period, these marks always are placed inside the quotation marks.

Example: When Godfrey said, “Spiders are crawling over my skin,” his mother told him that he was hallucinating.

Example: Henry informed his girlfriend that she was “overreacting.”

Rule #5: Semi-colons and colons always are placed outside of the final quotation marks.

Example: Some people believe in “original sin”; Marise does not.

Example: We gain a new understanding after Ophelia’s “mad scene”: we see that Hamlet shares in the responsibility of her collapse.

Rule #6: Question marks and exclamation points go inside the quotation marks when they are a part of what is being quoted, but they go outside if they belong to your sentence.

Example: Does Rochester really believe that Jane is “a dream or a shade”?

Example: Macbeth angrily demands of his servant, “Where got thou that goose look?”

Rule #7: When a quotation is less than a full sentence or is preceded by the word *that*, do not set it off with a comma, and do not capitalize the first word of the quotation (unless it is a proper noun).

Example: She declared that she was “fed up to here” with Ted’s chatter.

Example: You will often hear it said that “everyone blames the victim.”

Rule #8: When a speaker tag follows a full-sentence quote whose endmark is a period, replace the period with a comma inside the quotation mark.

Example: “The time has been that when the brains were out of the man would die, and there an end,” complains Macbeth.

Rule #9: When a speaker tag follows a full-sentence quotation whose endmark is an question or exclamation mark, leave the endmark and do not add a comma.

Example: “Are you injured, sir?” Jane asks Rochester in her first words to him.

Rule #10: When a speaker tag interrupts a full-sentence quotation, set off the tag with commas before and after it.

Example: “The time has been, “complains Macbeth, “that when the brains were out the man would die, and there an end.”

**Notice how the second half of the quotation does not begin with a capital letter since no new sentence is beginning.

Rule #11: When a speaker tag interrupts a quotation and a new sentence begins after the interruption, you may choose to separate the two independent clauses with a period, a comma and FANBOYS, or a semi-colon, transitional adverb, and a comma.

Example: “Do you read your bible?” Mr. Blocklehurst asks Jane. “Are you fond of it?”

Rule #12: Use single quotation marks to enclose a quotation with another quotation.

Example: Using a dialect word, Jane describes how “the old crone ‘nichered’ a laugh under her bonnet and bandage.”

Attachment 2

Examples to illustrate complex sentences with quotations

Directions: Identify the independent and dependent clauses. Circle any provided transitions. Consider first how you would punctuate the 2+ clauses, then apply the punctuation of quotations rules.

1. I don't think that I am very forgetful and I always reply "you never told me anything!"
2. The argument always ends with the words "I'm sorry" we don't like to fight.
3. "We are headed for disaster," said the Legal Aid Society representative, "deregulation of rents will immediately flood the housing court."
4. "The new CD is my best," proclaimed Elvis, "I worked on it for years."

Answers:

1. This example needs a comma before "and" to separate the 2 independent clauses; it also needs a comma before the quote and a capital letter.
2. This example needs a comma before the quote and either a period with a capital W in "we" or a semi-colon outside of the end quote.
3. This example needs either a period after "representative" and then a capital "Deregulation" or a semi-colon.
4. This example needs a period after "Elvis" or a semi-colon.

Note: the comma and conjunction can also be used in the above examples.

Attachment 3

Name: _____

Date: _____

Punctuation of Quotations

Practice

Directions: Evaluate each quotation below. If the punctuation is incorrect, please insert the correction above the sentence. If the sentence is correct, simply write C next to the number.

1. That book contains a sentence ending in “as it were”; the other book uses more modern syntax.
2. The physician told the patient, You are perfectly healthy.
3. I asked, “Are you going to do our homework, or are your going to lose points”?
4. “No one knows,” sang the blues band, “The trouble I’ve seen.”
5. Did he really say, “The Rangers are going to win?”
6. “The winner and still champion of the log-rolling contest,” exclaimed the announcer, “is Tweety McSweeny”!
7. The outstanding library book discusses the phenomenon of “extrasensory publication”.
8. “You must not slide into second base with your spikes aimed upward.” said Ty Cobb.
9. “I have been accused of doing just that,” added Ty, “I am innocent.”
10. “The little girl needs another lemon on her fruit basket,” asserted the fruit vendor, “but she has quite enough oranges.”
11. The best subject for your term paper is “Democracy in the Ninth Grade;” the teacher will like your arguments.
12. Musternikob, bothered by the number of people who mispronounced his name, changed it to “Tsikrkovich”.
13. He says that the new name is, “easier to say.”
14. “Are you sure you want to make that change”? asked his friends.
15. Mr. Chang proposed a bill to “take the paint off the benches in the park:” he thinks the natural look is better suited to the rustic setting.

Answers:

1. That book contains a sentence ending in “as it were”; the other book uses more modern syntax. (Correct)
2. The physician told the patient, “You are perfectly healthy.”
3. I asked, “Are you going to do our homework, or are your going to lose points?”
4. “No one knows,” sang the blues band, “the trouble I’ve seen.”
5. Did he really say, “The Rangers are going to win”?
6. “The winner and still champion of the log-rolling contest,” exclaimed the announcer, “is Tweety McSweeny!”
7. The outstanding library book discusses the phenomenon of “extrasensory publication.”
8. “You must not slide into second base with your spikes aimed upward,” said Ty Cobb.
9. “I have been accused of doing just that,” added Ty. “I am innocent.”
10. “The little girl needs another lemon on her fruit basket,” asserted the fruit vendor, “but she has quite enough oranges.” (Correct)
11. The best subject for your term paper is “Democracy in the Ninth Grade”; the teacher will like your arguments.
12. Musternikob, bothered by the number of people who mispronounced his name, changed it to “Tsirkovich.”
13. He says that the new name is “easier to say.”
14. “Are you sure you want to make that change?” asked his friends.
15. Mr. Chang proposed a bill to “take the paint off the benches in the park”: he thinks the natural look is better suited to the rustic setting.

Grade Level: 10

Lesson 1 Topic: Subject Verb Agreement Review

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Ensure subject-verb and pronoun-antecedent agreement L1: Use and identify prepositional phrases

LESSON AIM: How can we ensure that subjects and their verbs agree?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Identify subject-verb pairings 2. Recognize intervening phrases and understand that they do not affect the number of the subject 3. Manipulate compound subject-verb pairings

MATERIALS: Attachment 1: SVA Review Handout 1

MOTIVATION: Do Now: For each of the following sentences, underline the subject and circle the verb. If you find the verb, ask yourself “who?” and/or “what?” and it will lead you to the subject.

1. The players on our team look tired.
2. An exhibit of student drawings and photographs are on display in the main hall.
3. Each of the uniforms was green.
4. Her right arm and his left leg were broken.

TRANSITION: Review the Do Now with the class. If necessary, remind students that the subject is the “who” or the “what” the sentence is about and that verbs makes statements about their subjects. As the students identify the subject, ask them if it is singular or plural and write and “s” or “p” above the subject. Do the same when students identify the verb. This will help remind students that subjects and their verbs must agree.

LESSON DEVELOPMENT/PROCEDURE:

1. Discuss Do Now.
2. Students will copy the following rules pertaining to subject verb agreement.
 - *SVA 1: A verb must agree with its subject, not with a noun that follows a linking verb.
 - Ex: Mrs. Carter loves her son.

*SVA 2: In questions and some exclamations the subject follows or interrupts the verb.

Ex: Why doesn't your sister like soccer?

*SVA 3. Look for the subject after the verb in sentences written in inverted order.

Ex: Near the river stands an old oak tree.

*SVA 4: Here and there are never the subject.

Ex: There lies the remaining rose petal.

*SVA 5: Intervening expressions, those that contain nouns and pronouns that seem to be the subject because they are closer to the verb than the true subject, do not affect the number of the subject.

*SVA 6: Compound subjects joined by "and" are plural.

Ex: Sarah and Sam were invited to the party.

*SVA 7: Stores, restaurants, and firms are singular, even if the conjunction that joins them includes "and."

Ex: Abercrombie & Fitch sells the most comfortable sweatshirts.

*SVA 8: When "each" or "every" precedes a subject, the subject will take a singular verb.

Ex: Every police officer takes an oath to protect and serve.

*SVA 9: Two subjects joined by or, nor, either...or, whether...or, neither...nor are considered singular and require a singular verb. But if such a conjunction joins a singular and a plural subject, the verb agrees with the subject closer to the verb.

Ex 1: Neither Mia nor her sister is working tonight.

Ex 2: Either the flight attendants or the captain is going to make the announcement regarding take-off.

3. Teacher will distribute practice sheet and work through the first few with students. Students will be called up to the SMARTBoard to work through the sentences.

DIFFERENTIATION: Subject verb agreement can be referred to as ensuring that words that are closely related "match" each other. Subjects are closely related to their verbs, and a careful speaker makes them agree with each other by matching verb forms to subject forms. Students who need extra reinforcement can visit the following website to watch a presentation on subject verb agreement rules and complete extra practice sentences.

<http://www.chompchomp.com/presentations.htm>

SUMMARY: Create two sentences using today's rules that you find tricky. Post them to the thread on Google Classroom. Tonight, read through the posts and copy down the sentence you found most challenging.

Attachment 1

Lesson 1: Practice

Directions: The following practice sentences connect to subject verb agreement rules 1-9. Read each sentence carefully. Then, underline the subject, circle the verb, and make any necessary changes to the verb to ensure agreement. These sentences have been adapted from *Warriner's English and Composition, Fourth Course*.

1. A large pile of broken bricks and stones was left outside of town.
2. The buildings along the waterfront seem to be unoccupied.
3. Judy, along with Steve, Mark, and Natalie, have decided to become a teacher.
4. Here are the fancy basket of apples that John left as a gift for his teacher.
5. Every one of the screens need paint.
6. Neither fishing nor hunting appeal to his son.
7. Does Joanna enjoy lacrosse?
8. The worst feature of such storms was the blowing sand.
9. Marie or Eileen have been elected to Student Government.
10. My parents and yours pays state and local taxes.
11. Have the boys turned in their compositions?
12. Mrs. Hoffman, not her children, are painting the house and the garage.
13. Every man, woman, and child is proud of the city's record.
14. Vineyard Vines are having its semi-annual sale.
15. The ferry to Fire Island leave at noon.

Lesson 1: Answer Key

1. Pile, was
2. Buildings, seem
3. Judy, has
4. Basket, it
5. Every, needs
6. Neither/nor, appeals
7. Joanna, does
8. Feature, was
9. Or, has
10. My parents and yours, pay
11. Boys, have
12. Mrs. Hoffman, is
13. Every is
14. Vineyard Vines, is
15. Ferry, leaves

Grade Level: 10

Lesson 2 Topic: Subject Verb Agreement Review continued

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Ensure subject-verb and pronoun-antecedent agreement L1: Use and identify prepositional phrases

LESSON AIM: What additional rules can we follow to ensure subject verb agreement in speech and writing?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Apply rules concerning indefinite pronouns
2. Apply rules pertaining to collective nouns 3. Apply rules using time, money, and fractions.

MATERIALS: Attachment 1: Subject Verb Agreement Practice 2

MOTIVATION: Do Now: Take out the tricky sentence you copied from the Google Classroom thread last night. Turn and talk with your neighbor about the answer you came up with and why you found that sentence to be particularly challenging.

TRANSITION: Teacher and students will discuss what can make subject verb agreement identification and pairing challenging.

LESSON DEVELOPMENT/PROCEDURE:

1. Do Now discussion.
2. Students will copy the remaining subject verb agreement rules.
*SVA 10: The following indefinite pronouns are always singular and require a singular verb: everybody, everyone, every one, somebody, someone, some one, anybody, anyone, any one, nobody, no one, one, each, either, neither, anything, something, everything, nothing, and another. TIP: indefinite pronouns ending in one/thing/body are always singular.
Ex: Everyone eats in the cafeteria.
*SVA 11: When the subject is one of the “AMANS” pronouns (all, most, more, any, none, some) and is followed by a prepositional phrase, the verb will be singular if the noun in the phrase is singular but plural if the noun in the phrase is plural.

Ex: Some of the cargo was lost.

*SVA 12: The pronouns few, both, others, many, and several (FBOMS) always take a plural verb.

Ex: Several of the actors have refused to take part in the movie's sequel.

*SVA 12: A collective noun is singular and takes a singular verb when the group is thought of *as a unit or whole*.

Ex: The faculty has a meeting this afternoon.

A collective noun is plural and takes a plural verb when members of the groups are thought of *as individuals acting separately*.

Ex: Joe's family have been dividing the chores among themselves.

*SVA 13: The phrase "the number" is singular and requires a singular verb. The phrase "a number" is plural and requires a plural verb.

Ex: The number of graduating seniors rises each year.

Ex: A number of students wish to run for Student Government.

*SVA 14: Plural amounts for time and money usually indicate a single amount or measure. Use a singular verb.

Ex: Twenty dollars is too much to pay for a salad.

*SVA 15: Fractions and nouns of quantity work the same as the AMANS pronouns.

Look at the noun in the prepositional phrase to determine whether a singular or plural verb is required.

Ex: Three quarters of the supplies were piled in the warehouse.

3. Teacher will distribute practice handout and model the first sentence. Students will then work in pairs or small groups to complete.

DIFFERENTIATION: Students struggling with review concepts or looking for extra practice can visit the following website: <http://www.chompchomp.com/presentations.htm>

SUMMARY: Create five sentences using today's rules. The quiz for these rules will be generated from your submissions.

Attachment 1

Lesson 2: Practice

Directions: The following practice sentences connect to subject verb agreement rules 10-15. Read each sentence carefully. Then, underline the subject, circle the verb, and make any necessary changes to the verb to ensure agreement. These sentences have been adapted from *Warriner's English and Composition, Fourth Course*.

1. Both of the girls is fifteen.
2. Have any of the cookies been eaten?
3. Fifteen minutes is more than enough time for you to run a mile in gym class.
4. Several of the tables are lopsided.
5. Neither of them is capable of repairing the faucet.
6. Five dollars are what you owe me for lunch.
7. Each of the cheerleaders practice after school every day.
8. The jury have returned its verdict.
9. One third of my time is spent making quizzes and the other is spent grading them.
10. Several of the older girls, including my sister Joan, is taking the college entrance examination.
11. Both of the swimmers are hoping to become members of the Olympic team.
12. Where have the club decided to hold its rally?
13. Each of the girls in the troop have to make her own bed.
14. Four years is enough time to learn a new language.
15. The number of dead jellyfish on the shore are frightening.

Lesson 2: Answer Key

1. Both, are
2. Cookies, have
3. Fifteen minutes, is
4. Several, are
5. Neither, is
6. Five dollars, is
7. Each, practices
8. Jury, has
9. Time, is
10. Several, are
11. Both, are
12. Club, has
13. Each, has
14. Four years, is
15. The number, is

Grade Level: 10

Lesson 3 Topic: Pronoun Antecedent Agreement Review

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Ensure subject-verb and pronoun-antecedent agreement
L1: Recognize and correct inappropriate shifts in pronoun number and person

LESSON AIM: How can we ensure that pronouns agree with the nouns they refer to?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Identify pronoun antecedent agreement pairs
2. Change sentence pronouns to ensure agreement.

MATERIALS: Attachment 1: Pronoun Antecedent Agreement Review

MOTIVATION: Do Now: Let’s see what we already know. Write a sentence that includes both a noun and a pronoun. When you are done, underline the noun and circle the pronoun.

TRANSITION: Students will share out sentences with the class and identify the pronoun antecedent agreement pair. Now that we can match pronouns with the nouns they refer to, let’s talk about how to make them agree.

LESSON DEVELOPMENT/PROCEDURE:

1. Do Now discussion.
2. Students will copy the following pronoun antecedent agreement rules:
 - PAA 1: A pronoun must agree with its antecedent in gender and number. *Please note that teacher will not be formally teaching “they” or “ze” as a gender-neutral pronoun, but he/she should be prepared for questions about these pronouns. As they have not yet been accepted into the conventions of Standard English, teacher should accept and welcome brief discussion of these pronouns and address the idea that conventions are a product of the time and are, therefore, continually changing.
Ex: Emily Dickinson wrote her poems on scrap paper.
 - PAA 2: If the pronoun’s antecedent is a collective noun, the pronoun will be singular if the collective noun is thought of *as a unit or whole*, but plural if it refers to a collective noun whose members are thought of *as individuals acting separately*.
Ex 1: The orchestra played its last song of the concert.

Ex 2: The team tried on their new uniforms.

PAA 3: When singular antecedent are modified by every or each, or when two or more are joined by or, nor, either...or, neither...nor, they are singular, and the pronoun referring to them must also be singular.

Ex: Neither Ray nor Billy has his book with him.

PAA 4: The following indefinite pronouns are singular: somebody, everybody, anybody, nobody, everyone, anyone, someone, each, either, neither (one/thing/body)

Ex: Everyone must bring his or her own jacket.

PAA 5: The indefinite pronouns all, most, more, any, none, and some (AMANS) may be either singular or plural, depending on the number of the noun in the phrase that modifies them. The pronouns few, both, others, many, and several are always plural.

Ex 1: Many of the workers take their laptops home at night.

Ex 2: Few enjoying hearing their writing read aloud.

PAA 6: The phrase “one of those who” means the verb is plural. The phrase “the (only) one (of those) who” means the verb is singular.

Ex 1: Emma is one of those girls who can land a back handspring.

Ex 2: Julie is the only one of those girls who lands her back handspring cleanly.

PAA 7: When a relative pronoun is the subject of a clause and its antecedent is a personal pronoun, the verb in the clause must have the form that would be used with the antecedent. (Personal pronoun + relative pronoun + verb = cross out the relative pronoun and make the personal pronoun and verb agree)

Ex. I, who am your teacher, tell you this.

3. Teacher will distribute pronoun antecedent agreement review handout and model the first sentence. Students will work in pairs or small groups to complete the rest.

DIFFERENTIATION: Students struggling with review concepts or looking for extra practice can visit the following website: <http://www.chompchomp.com/presentations.htm>

SUMMARY: Fill in the following chart to help you keep track of singular and plural pronouns.

Singular	Plural
He, she, it	They, them, their
His, her, hers, its	Their, theirs
Him, her, it	them

Attachment 1

Lesson 3: Practice

Directions: For each of the following sentences, identify the pronoun antecedent agreement pair. Underline the antecedent, circle the pronoun, and make the changes necessary in order to ensure agreement.

1. An author must capture their readers' interest.
2. A good painter understands the value of keeping his brushes clean.
3. Joanna is one of those girls who obsess over every English assignment.
4. The soccer team voted to paint their locker room black and white.
5. Has everyone found her way to the gym?
6. That dog hurt their paw on the hot pavement.
7. If anybody wants to buy a ticket, they had better hurry.
8. Neither of the sick dogs could raise its head.
9. All of the club members have until next Friday to pay their dues.
10. Mr. Jones is the only one of the gym teachers who allows his students to play tackle football.
11. It is I who suggests a good night's sleep before a major exam.
12. Many athletes are willing to donate their time and coach youth sports.
13. American Eagle is having its mid-year sale, and I can't wait to see what's available.
14. Each of the students has received their report card.
15. Every athlete is required to submit her physical before the season starts.

Lesson 3: Answer Key

1. Author, his/her
2. Painter, his
3. One of those girls who, obsess
4. Team, its
5. Everyone, her
6. Dog, its
7. Anybody, he/she
8. Neither, its
9. Members, their
10. Only one of those who, allows
11. I, suggest
12. Many, their
13. American Eagle, its
14. Each, his/her
15. Every, her

Grade Level: 10

Lesson 4 Topic: Apostrophes Review Day 1 (2 Day Lesson)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

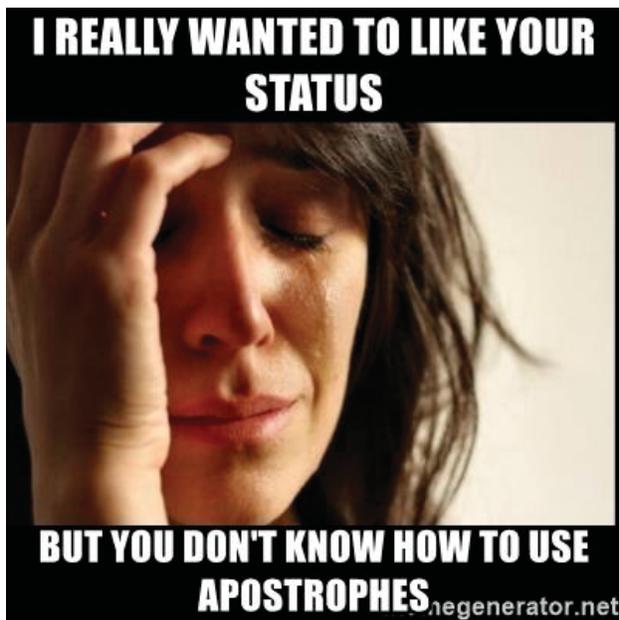
Core Punctuation Skill(s): L2: Use an apostrophe to form contractions and frequently occurring possessives L2: Form and use possessives (distinguish between plural and possessive)

LESSON AIM: On the ground? In the air? How do we use apostrophes correctly?

INSTRUCTIONAL OBJECTIVES: SWBAT: Indicate possession of singular, plural, and irregular plural nouns.

MATERIALS: Attachment 1: Apostrophes Practice 1

MOTIVATION: Do Now: Display image on SMARTBoard and ask students to turn and talk to each other about grammatical errors concerning apostrophes that they see repeatedly on social media.



TRANSITION: Teacher will call on students to share some of their experiences with incorrect apostrophe usage and then explain to students that the focus of today's lesson is to ensure that we are not guilty of making these same mistakes in our writing.

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher will begin by activating prior knowledge and asking students to explain the difference between singular and plural nouns.
2. Teacher will then ask students to provide examples of irregular plural nouns.
3. Students will copy the following chart into their notes

Singular noun Ex: plane Ex: boss	Add 's Ex: plane's flight pattern Ex: boss's demands *Teacher should explain to students that it is grammatically correct to simply add an apostrophe to singular nouns ending in s, x, or z. For the purpose of this lesson, students will be instructed to add 's to all singular nouns.
Plural noun Ex: sneakers	Add ' Ex: sneakers' laces
Irregular plural noun Ex: sheep	Add 's Ex: sheep's hooves

4. Teacher will distribute Apostrophes Practice 1 and students will work in groups of four to complete the handout.

DIFFERENTIATION: Students should visit the following website for additional practice and Powerpoint video explanations of the rules: <http://www.chompchomp.com/presentations.htm>

SUMMARY: Two students from each group will rotate to a new group where all four students will discuss their answers. Students will then be called up to the SMARTBoard to share their responses with the class.

Attachment 1

Lesson 4: Practice

Directions: Read each sentence carefully. If the apostrophe is used correctly, write “C” to the left of the number. If the apostrophe is used incorrectly, make the necessary correction. Please note that some sentences contain more than one apostrophe.

1. I visited both of the senator’s offices.
2. The childrens’ choir performed at the women’s request.
3. My only niece’s cousin’s are twins who were born last month.
4. Gabriel’s computer games were more challenging than Frank’s.
5. Isn’t it sad that the rain ruined the tulips’ in Jeff’s garden?
6. The clerk’s desk was littered with empty soda cans and granola bar wrappers.
7. The four hours’ passed swiftly.
8. The monkeys’ paws were pressed up against the glass partition separating them from the spectators.
9. The girl’s tickets granted them VIP access and early admission to the event.
10. The oxens’ hooves drudged their way through the muddy path.
11. I couldn’t help but notice the crispness of the nurse’s white uniform.
12. Josh and Mark are headed down to the principal’s office to discuss this mornings’ outburst.
13. The boy’s gym wasn’t painted over the summer, and the teachers are upset.
14. Georgia’s dog wags its tail continuously; he is quite friendly.
15. James’s pet iguana got loose last night; I’m not sure how anyone slept with that reptile on the prowl!

Lesson 4: Answer Key

1. Senators'
2. Children's, women's
3. Niece's, cousins
4. Tulips, Jeff's
5. Clerk's
6. Hours
7. Monkeys'
8. Girls'
9. Oxen's
10. Nurse's
11. Principal's, morning's
12. Boys'
13. Georgia's
14. James's

Grade Level: 10

Lesson 5 Topic: Apostrophes Review Day 2 (2 Day Lesson)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Core Punctuation Skill(s): L2: Use an apostrophe to form contractions and frequently occurring possessives

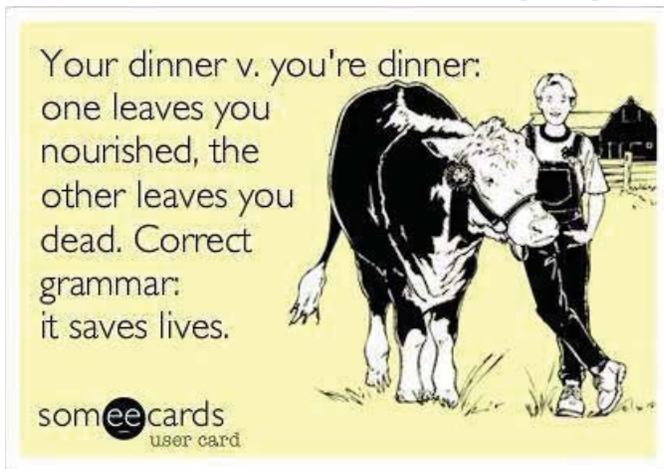
LESSON AIM: What other functions do apostrophes serve?

INSTRUCTIONAL OBJECTIVES: SWBAT:

1. Use apostrophes in contractions of words and years
2. Use apostrophes with joint possession
3. Use apostrophes to indicate the plural form of letters, symbols, number, and words out of context

MATERIALS: Attachment 1: Apostrophes Practice 1

MOTIVATION: Consider the following image:



TRANSITION: Let's save ourselves from committing grammatical errors by reviewing the additional uses for apostrophes.

LESSON DEVELOPMENT/PROCEDURE:

1. Students will copy the following into their notes:
 - a. APOSTROPHE RULE 1: Use apostrophes in contractions of words and years.
Note that the purpose of the apostrophe here is to take the place of missing letters or numbers.
 - i. Example: Sarah couldn't believe the news.
 - ii. Example: My sister was born in '84.
2. Instruct students to fill out the following chart to the best of their ability (Attached, is a full chart; consider leaving blanks in both columns)

Contraction	Possession
Who's	Whose
It's	Its
You're	Your(s)
They're	Their(s)

3. Review chart with students and explain that writers do NOT use apostrophes with possessive pronouns.
4. Students will copy APOSTROPHE RULE 2 into their notes.
 - a. When two entities share an item, they also share the apostrophe indicating possession.
 - i. Example: Josh and Sarah's mom refuses to let them drive at night.
 - b. However, when each entity possesses its own item, then each entity demands its own apostrophe.
 - i. Example: Josh's and Sarah's cars must remain in the driveway after dark, for their mother refuses to let them drive at night.
5. Students will copy APOSTROPHE RULE 3 into their notes.
 - a. Use apostrophes to indicate the plural of letters, numbers, symbols, and words out of context.
 - i. Example: How many e's are in Tennessee?
 - ii. Example: Jaelyn's phone number contains four 7's.
 - iii. Example: Your writing contains too many because's.
6. Teacher will distribute Apostrophes Practice 2, and students will work in groups to complete.

7. Students will take turns coming up to the SMARTBoard to share not only their answer with the class but also their reasoning in making the change.

DIFFERENTIATION: Students should visit the following website for additional practice and Powerpoint video explanations of the rules: <http://www.chompchomp.com/presentations.htm>

SUMMARY: Students will be asked to create a funny mistake misusing the apostrophe and post it on the Google Classroom thread.

Attachment 1

Lesson 5: Practice

Directions: Read each of the following sentences carefully. Determine if the included apostrophes are used correctly or if apostrophes are missing. Make any and all necessary changes.

1. It's true that the plant has already lost its leaves.
2. Who's orchestra do they use?
3. Your parents may not like the song. Its sound is something their not used to at all.
4. Oh's and ah's greeted the starlet as she made her way to the stage.
5. Barbara's and Jill's report cards indicated that the girls have the same GPA.
6. Mom and Dad's house is for sale, even though I begged them to not sell my childhood home.
7. You've not told me who's coming to the awards ceremony.
8. Your sure they have two t's in their last name? I could have sworn it was just one.
9. Mr. Wilson and Mrs. Wilson's classrooms are next door to each other, making things quite confusing for the freshmen.
10. There are two m's, two t's, and two e's in committee.
11. You shoul'dve taken my advice and studied for the exam; it wasnt as easy as you thought it was going to be.
12. You'll have to pay a fine if your' book isn't returned on time.
13. Mickey and Minnie's parade begins at 12 noon.
14. The winter of 62' set records for cold weather.
15. Don't you want to tell us whose going to be there?

Lesson 5: Answer Key

1. It's, its
2. Whose
3. Your, its
4. Oh's, ah's
5. Barbara's and Jill's
6. Mom and Dad's
7. You've, who's
8. you're , t's
9. Mr. Wilson's, Mrs. Wilson's
10. M's, t's, e's
11. Should've, wasn't
12. You'll, your, isn't
13. Mickey and Minnie's
14. '62
15. Don't, who's

Grade Level: 10

Lesson 6 Topic: Punctuation of Independent Clauses review

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 -Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Core Conventions Skill(s):

- L1: Produce complete sentences, recognizing and correcting inappropriate and run-ons
- L1: Explain the function of phrases and clauses in general as well as in specific sentences
- L1: Use coordinating and subordinating conjunctions

Core Punctuation Skill(s):

- L2: Use a comma before a coordinating conjunction in a compound sentence
- L2: Use a comma to separate an introductory element from the rest of the sentence
- L2: Use a semicolon to link two or more closely related independent clauses

LESSON AIM: How do we punctuate with dependent and independent clauses? (Day One)

INSTRUCTIONAL OBJECTIVES:

SWBAT:

1. Identify independent and dependent clauses
2. Use and punctuate coordinating and subordinating conjunctions
3. Explain the function of phrases and clauses
4. Use a semicolon to link independent clauses

MATERIALS: Attachment 1: Identifying Clauses Practice
Attachment 2: Punctuating Clauses Practice

MOTIVATION: Teacher will show the following video on clauses to activate prior knowledge of the basic terminology required for this review.

<https://www.youtube.com/watch?v=hNT1D0JoFk8>

Do Now: Following the instructions in the video to create original sentences that begin as independent, but are then manipulated to be dependent and vice versa.

TRANSITION: Share student generated sentences with class. Ask student volunteers to explain why the clause is independent or dependent and how they altered it.

LESSON DEVELOPMENT/PROCEDURE:

1. Share Do Now responses.
2. Students will copy the following terms from the video into their notes:
 - a. Clause: a group of words that has a subject and verb team
 - i. Independent clause: has a subject and verb team, makes sense, and can stand alone as a complete thought.
 - ii. Dependent clause: also includes a subject and verb team but needs more information to be considered a complete thought.
3. Teacher will distribute Identifying Clause handout and students will work individually to complete.
4. Review handout with students, asking them to explain why they labeled the clause as independent or dependent.
5. Now that we are able to identify clauses, let's talk about the punctuation we use to join them.
6. Students should copy the following rules into their notes:
 - a. To join two independent clauses, use either a semicolon or a comma plus a conjunction. Review FANBOYS (For, And, Nor, But, Or, Yet, So) with students, asking if anyone can recite them.
 - i. Example: The cast bowed, and the audience applauded.
 - ii. Example: The cast bowed; the audience applauded.
 - b. To join an independent clause to a dependent clause, use a conjunction.
 - i. Jim and Claire went to the store and waited in line for over an hour.
 - c. To join a dependent clause to an independent clause, use a comma.
 - i. When the dog barked, the baby cried.
7. Distribute Punctuation of Independent Clauses Practice handout for homework. If time allows, permit students to get started.

DIFFERENTIATION: <http://www.chompchomp.com/presentations.htm>

Students should visit the above link for a review of these rules. They can also access additional interactive practice sentences.

SUMMARY: Students should begin working on Punctuation of Independent Clauses Practice handout and complete for homework.

Attachment 1

Lesson 6: Practice 1

Directions: For each of the following sentences, identify both dependent and independent clauses. Label the dependent clauses with DC and the independent clauses with IC.

1. When I go away next year, I will travel to Spain.
2. When Paul doesn't know how to spell a word, he looks it up in the dictionary and tries to remember it for the future.
3. Kari will make the salad because her salad dressing is excellent.
4. When you are in Boston, you should try the clam chowder.
5. If I have to write any more, I may not be able to use my hand tomorrow.
6. I had to sleep on the floor because my grandparents didn't have an extra bed.
7. The moon was startlingly bright, and the stars were beautiful.
8. The summer afternoon was too hot for hot food or a heavy meal.
9. Because he was looking for street signs, Evan almost missed the light change.
10. Completely fed up with your bickering!
11. You look around the store, and I'll stay here in case they return.
12. When you go to the museum, make sure you see the exhibit about the human heart.
13. Whoever joins the circus will travel across the country.
14. After Laura gets home from school, she eats a piece of fruit.
15. He may not be home when you call.

Lesson 6: Answer Key for Practice 1 (DC= bold, IC= italics)

1. **When I go away next year**, *I will travel to Spain.*
2. **When Paul doesn't know how to spell a word**, *he looks it up in the dictionary* and **tries to remember it for the future.**
3. *Kari will make the salad* **because her salad dressing is excellent.**
4. **When you are in Boston**, *you should try the clam chowder.*
5. **If I have to write any more**, *I may not be able to use my hand tomorrow.*
6. *I had to sleep on the floor* **because my grandparents didn't have an extra bed.**
7. *The moon was startlingly bright, and the stars were beautiful.*
8. *The summer afternoon was too hot for hot food* or **a heavy meal.**
9. **Because he was looking for street signs**, *Evan almost missed the light change.*
10. **Completely fed up with your bickering!**
11. *You look around the store, and I'll stay here in case they return.*
12. **When you go to the museum**, *make sure you see the exhibit about the human heart.*
13. *Whoever joins the circus will travel across the country.*
14. **After Laura gets home from school**, *she eats a piece of fruit.*
15. *He may not be home when you call.*

Attachment 2

Lesson 6: Practice 2

Directions: Determine the appropriate punctuation for each of the sentences below. Begin by labeling the type of clause (dependent or independent) and then make the necessary changes. If the sentence is correct, write “C” to the left of the question number.

1. If the burglars had realized that the door was open; they would not have broken in through the window.
2. Mr. Dillon likes to have plenty of room when he parks his car, and opens his door.
3. The general was not cowardly; but his men were.
4. She forgot about it, or she never intended to come.
5. I know who the captain was; I don't know which team won the game.
6. Naomi worked on the car and I painted the garage.
7. Wherever you looked, you saw rust on the chrome.
8. After she had polished the car; it sparkled in the sun.
9. As soon as the job was finished, Dad gave her some money.
10. Ella had made two bad mistakes, but that was not many.
11. Joan was never short on cash, or patience.
12. We went home after our work was finished; it had been a long day.
13. Dressed in their scarlet uniforms, the band members seem to add a special touch to any program.
14. The children behaved perfectly, yet looked at us with sly grins.
15. Although he had waited for me, I missed him, and the train.

Lesson 6: Answer Key for Practice 2

1. Open,
2. Remove comma before 'and'
3. Cowardly, OR ; his men were
4. Correct
5. Correct
6. Car,
7. Correct
8. Car,
9. Correct
10. Correct
11. Remove comma before 'or'
12. Correct
13. Correct
14. Correct
15. Remove comma before 'and'

Grade Level: 10

Lesson 7 Topic: Punctuation of Independent Clauses

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 -Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Core Conventions Skill(s):

L1: Produce complete sentences, recognizing and correcting inappropriate and run-ons

Core Punctuation Skill(s):

L2: Use a semicolon to link two or more closely related independent clauses

LESSON AIM: What are conjunctive (transitional) adverbs and how are they related to punctuation of independent clauses?

INSTRUCTIONAL OBJECTIVES:

SWBAT:

1. Identify conjunctive adverbs and use them according to function.
2. Join independent clauses with a semicolon and conjunctive adverb (phrase).

MATERIALS: Attachment 1: Punctuating independent clauses with conjunctive adverbs

MOTIVATION: Do Now: Consider one food you enjoy and one food you dislike. Write one sentence for each type of food.

TRANSITION: Replace the period in between your independent clauses with a semicolon and add a word that helps transition the reader from your first thought to your second.

LESSON DEVELOPMENT/PROCEDURE:

1. Distribute the handout that accompanies the video and ask students to fill in.
2. Play the following video: <https://study.com/academy/lesson/conjunctive-adverb-examples-lesson-quiz.html>
3. Distribute handout 1 and review with students.
4. Distribute handout 2 and let students work in groups to practice including the correct conjunctive adverb and punctuating accordingly.

DIFFERENTIATION: Students who are struggling with the concept can consult the following website for additional instruction and practice:

<http://www.chompchomp.com/terms/conjunctiveadverb.htm>

SUMMARY: Review handout with students, calling them up to the SMARTBoard to explain their answers to the class.

Attachment 1

10 Lesson 7: Handout 1

Directions: Fill in the following information based on the video, prior knowledge, and our class discussion.

1. Define conjunctive adverb:
2. Define phrase:
3. Define clause:

Conjunctive adverbs can be grouped by the relationship they help to explain.

4. Cause and effect examples:
5. Contrast examples:
6. Additional example/fact examples:
7. Time examples:

10 Lesson 7: Answer Key for Handout 1

1. The **conjunctive adverb** is a word that joins one part of a sentence to another part of a sentence. It also may begin or end a sentence. It often provides a seamless transition from one idea to another and shows a relationship between the two parts of the sentence.
2. A phrase is a group of words that does not have both a subject and a verb.
3. A clause is a group of words that has both a subject and a verb, but it may or may not be able to stand alone as a complete thought.
4. As a result, hence, thus, accordingly, consequently, therefore, for that reason
5. Yet, nonetheless, nevertheless, and yet, but, however, though, otherwise, on the contrary, in contrast, notwithstanding, on the other hand
6. Furthermore, moreover, also, in addition, further, likewise, additionally, for example
7. Finally, lastly, now, then, first, meanwhile, subsequently, next

Attachment 2

10 Lesson 7: Handout 2

Part 1 Directions: Identify the relationship of the conjunctive adverb as it is used in the sentences below.

1. Jason did not study; hence, he failed the test.
2. You can go when the chores are done; otherwise, you will miss the party.
3. We took blankets for the picnic; also, Sally brought food.
4. The rain was pouring down; still, no one left the beach.
5. You start cooking the steaks; meanwhile, I will make the dessert.
6. I really like that puppy; however, my landlord does not allow pets.
7. My dad spends a lot of time on the yard; therefore, our house has the nicest yard on the block.
8. Jose did not read the instructions; so, he did not assemble the shelves properly.
9. She got 20 presents for her birthday; nevertheless, she was not happy.
10. I am sorry you can't go to the park today; besides, the weather forecast calls for rain.

Part 2 Directions: Include the proper punctuation.

1. The snow kept Sally from jogging anyway she had homework to do.
2. The dance finished early finally we could get something to eat.
3. It is very hard to learn to swim of course it will be worth it in the end.
4. Bob really wants a new car however he can not afford it.
5. We will go to a movie then we will have some dinner.
6. He stayed up all night playing games consequently he overslept this morning.
7. You need to eat your vegetables otherwise you will not be healthy.
8. She did not try her best and so she did not make the team.
9. Let's go for a walk meanwhile the roast will finish cooking.
10. Bob and Ellen decided not to go to the party likewise I changed my mind, too.

10 Lesson 7: Handout 2 Answer Key

Part 1 Directions: Identify the relationship of the conjunctive adverb as it is used in the sentences below.

1. Cause and effect
2. Contrast
3. Additional fact
4. Additional fact
5. Time
6. Contrast
7. Cause and effect
8. Cause and effect
9. Contrast
10. Additional fact

Part 2 Directions: Include the proper punctuation.

1. The snow kept Sally from jogging; anyway, she had homework to do.
2. The dance finished early; finally we could get something to eat.
3. It is very hard to learn to swim; of course, it will be worth it in the end.
4. Bob really wants a new car; however, he can not afford it.
5. We will go to a movie; then we will have some dinner.
6. He stayed up all night playing games; consequently, he overslept this morning.
7. You need to eat your vegetables; otherwise, you will not be healthy.
8. She did not try her best; and so, she did not make the team.
9. Let's go for a walk; meanwhile, the roast will finish cooking.
10. Bob and Ellen decided not to go to the party; likewise, I changed my mind, too.

10 Lesson 8: Pronoun Case Day 1

Grade Level: 10

Lesson Topic: Pronoun Case

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Ensure that pronouns are in the proper case (subjective, objective, and possessive)

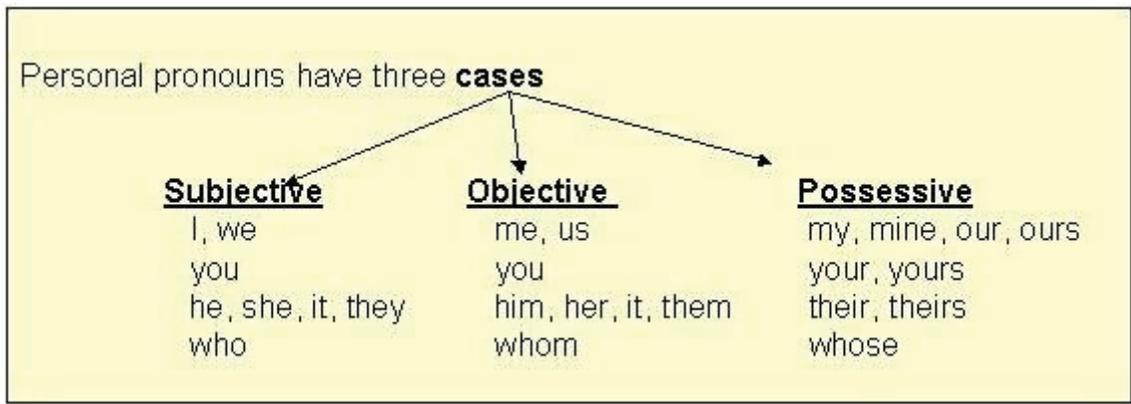
LESSON AIM: What are the three cases of personal pronouns?

INSTRUCTIONAL OBJECTIVES: SWBAT:

1. Define and identify subject, object, and possessive case pronouns
2. Choose the proper personal pronoun to include in writing

MATERIALS: Attachment 1: Pronoun Practice

MOTIVATION: Do Now: Copy the following into the grammar section of your binder:



TRANSITION: Display the following meme on the SMARTBoard.



LESSON DEVELOPMENT/PROCEDURE:

1. Students will add the following definitions to their notes:
 - a. Subject Case Pronoun: Subject(ive) case is sometimes called the nominative case. A noun or pronoun is in the subject(ive) when it is used as the subject of the sentence.
 - b. Object Case Pronoun: A noun or pronoun is in the objective case when it is used as a direct object, an indirect object, or an object of the preposition.
 - c. Possessive Case Pronoun: A noun or pronoun is in the possessive case when it is used to show ownership of an object
2. Teacher will display the following sentences and ask students to complete them using their notes. Identify the case.
 - a. Five of _____ took an uber to the movie theater.
 - b. _____ read four novels this summer.
 - c. Where did you find _____ binder?
3. Review answers with the class.
4. Distribute Pronoun Practice 1 and let students work in groups to complete.

DIFFERENTIATION: Students who are struggling with the concept should refer to the following website for additional lesson and practice.

http://www.chompchomp.com/exercises.htm#Pronoun_Case

SUMMARY: Review handout with the class.

Attachment 1

10 Lesson 8: Pronoun Case Practice

Directions: Determine the case of the pronoun in each sentence..

1. He and Frank caught the most fish.
2. Carlo looked for Larry and her at the party.
3. You and I had better go.
4. Grace invited both Betsy and me.
5. The Kaplans and us are going in our car.
6. The waitress brought Glen his salad.
7. Mr. Voss drives Tim and her to school on Mondays.
8. Michael's mother refuses to let anyone drive her car.
9. Sarah and I are looking forward to spring break.
10. The man asked her and David several questions after the program.
11. Mrs. Neilsen was worried about you and (them, they).
12. Between you and me, we think he's a fraud.
13. They were ready at six, but we didn't arrive until almost 6:20.
14. Do you hate us for leaving our own party?
15. Either she or he broke a record.

10 Lesson 8: Pronoun Case Practice Answer Key

1. Subject
2. Object
3. Subject
4. Object
5. Object
6. Possessive
7. Object
8. Possessive
9. Subject
10. Object
11. Object
12. Object
13. Subject
14. Possessive
15. Subject

10 Lesson 9: Pronoun Case Day 2

Grade Level: 10

Lesson Topic: Pronoun Case Day 2

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Ensure that pronouns are in the proper case (subjective, objective, and possessive)

LESSON AIM: What are the rules for pronoun case?

INSTRUCTIONAL OBJECTIVES: SWBAT:

1. Ensure that pronouns are in the proper case
2. Incorporate the proper usage of pronouns into writing

MATERIALS: Attachment 1: Pronoun Case Practice

MOTIVATION: Do Now: Write a sentence that incorporates the use of at least TWO different personal pronoun cases

TRANSITION: Ask students to share sentences with the class. Students not sharing should work to identify the cases used. After a few practice sentences, ask students to return to their notes on pronouns.

LESSON DEVELOPMENT/PROCEDURE:

1. Students should copy the following rules and examples into their notes:
 - a. PC Rule 1: After all forms of *to be*, use subject case pronouns. *This is a good place to review forms of *to be* for students. They should copy the following into their notes: am, is, are, was, were, be, been, being
 - i. It was she who asked for an extension on the research paper.
 - b. PC Rule 2: With a gerund, use possessive case pronouns. *This a good place to define/review gerunds with students. Gerund: a form that is derived from a verb but that acts as a noun, ending in -ing.
 - i. Our talking is disrupting the students who are trying to concentrate.
 - c. PC Rule 3: After prepositions, use object case pronouns.

- i. Upon completion, hand your test to me.
 - ii. The exception to Rule 3 occurs in sentences where the personal pronoun acts as both the object and the subject. In this instance, use subject case.
Example: Give the stapler to whoever needs it next.
 - d. PC Rule 4: When a pronoun is coupled with a noun or another pronoun in a compound phrase, give it the case form it would have if used alone.
 - i. No one understands grammar but you and me.
 - e. PC Rule 5: In a clause of comparison introduced by *than* or *as*, the verb is often omitted. Give the pronoun the case it would have if the verb were there.
 - i. My sister runs faster than I (run).
 - f. PC Rule 6: Put a pronoun coupled with an appositive noun in the case it would have if the noun were left out. *Review appositives for students. An appositive is a noun or phrase that renames another noun right beside it.
 - i. We students have to stick together.
 - g. PC Rule 7: When the pronoun is an appositive, it takes the same case to the word to which it is an appositive.
 - i. The shoplifters, Harry and he, were caught on camera.
2. Teacher distributes Pronoun Case Practice and students begin working in groups to complete the sentences. They should finish the handout for homework.

DIFFERENTIATION: Struggling students will be directed to the following site for additional lessons and practice: http://www.chompchomp.com/exercises.htm#Pronoun_Case

SUMMARY: Students will complete an exit ticket that asks them to identify which rule they understand best and which rule they need more practice with.

Attachment 1

10 Lesson 9: Pronoun Case Practice

Part I Directions: Fill in the blank according to the rules.

1. After a preposition, use a _____ pronoun.
2. After a form of “to be” use a _____ pronoun.
3. Before a gerund (“ing” verb) use a _____ pronoun.
4. If the pronoun is the do-er of an action, use a _____ pronoun.
5. If the pronoun is the receiver of an action, use a _____ pronoun.

Part 2 Directions: Circle the correct pronoun.

6. Bill sat between Helen and [I, me].
7. It was [they, them] who reported the accident.
8. [He, Him] and I produced a film for our project.
9. The boys rode with Mrs. Johnson and [I, me].
10. You may return the books to Mr. Roberts or [I, me].
11. Just between you and [I, me], I think that Tom is the best candidate.
12. I hope that Martha invites you and [I, me] on the camping trip.
13. My friend and [I, me] designed an energy-saving device.
14. Everyone except [he, him] supported the project.
15. The chairman appointed [she, her] and [I, me] to the subcommittee.
16. Bertha and [he, him] moved to Detroit last summer.
17. Your singing annoys both Mark and [I, me].
18. The rising cost of living concerns [we, us] students.
19. [We, Us] neighbors helped to build a youth center.
20. The argument was between Edward and [myself, I, me].
21. Ginger and [myself, I] volunteered to campaign for Mr. Wentworth.
22. The new regulation applies to Frank and [myself, I, me].
23. It was one of the best trips Luigi and (I, me) ever took.
24. (Us/Our) telling lies resulted in a one-week suspension.
25. The president has left it up to Missy and (I, me) to find everybody a ride.

10 Lesson 9 Pronoun Case Practice Answer Key

Part I Directions: Fill in the blank according to the rules.

1. Object case
2. Subject case
3. Possessive case
4. Subject case
5. Object case

Part 2 Directions: Circle the correct pronoun.

6. Bill sat between Helen and me.
7. It was they who reported the accident.
8. He and I produced a film for our project.
9. The boys rode with Mrs. Johnson and me.
10. You may return the books to Mr. Roberts or me.
11. Just between you and me, I think that Tom is the best candidate.
12. I hope that Martha invites you and me on the camping trip.
13. My friend and I designed an energy-saving device.
14. Everyone except him supported the project.
15. The chairman appointed her and me to the subcommittee.
16. Bertha and he moved to Detroit last summer.
17. Your singing annoys both Mark and me.
18. The rising cost of living concerns us students.
19. We neighbors helped to build a youth center.
20. The argument was between Edward and me.
21. Ginger and I volunteered to campaign for Mr. Wentworth.
22. The new regulation applies to Frank and me.
23. It was one of the best trips Luigi and I ever took.
24. Our telling lies resulted in a one-week suspension.
25. The president has left it up to Missy and me to find everybody a ride.

10 Lesson 10: Who/Whom

Grade Level: 10

Lesson Topic: Pronoun Case Day 3 (Who/Whom)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Ensure that pronouns are in the proper case (subjective, objective, and possessive)

LESSON AIM: What is the difference between who and whom?

INSTRUCTIONAL OBJECTIVES: SWBAT:

1. Ensure that pronouns (who/whom) are in the proper case
2. Incorporate the proper usage of pronouns into writing

MATERIALS: Attachment 1: Who/Whom Practice

MOTIVATION: Do Now: Take out the Pronoun Case Practice worksheet and your notes on pronoun case.

TRANSITION: Teacher review answers with students, calling them up to the SMARTBoard to identify the correct personal pronoun and explain the rule associated with their choice.

LESSON DEVELOPMENT/PROCEDURE:

1. Show students the following video on when to use who and when to use whom:
<https://www.youtube.com/watch?v=au0WcIMPcwo>
2. Students will copy the following rules into their notes:
 - a. Rule 1: Use who or whoever if the pronoun is the subject.
 - i. Samantha knows who is telling her secrets.
 - b. Rule 2: Use whom or whomever if the pronoun is the object.
 - i. Jamie is a person whom no one confides in.
3. Teacher will then have students copy the following tips and tricks for working with who and whom which can sometimes be tricky.

- a. Questions: If your sentence is a question using who or whom, simply answer the question with the proper he or him pronoun. If he fits, then you will use the subject-case who; if him fits, then you will use the object-case whom.

Example: Whom should you tell? (Answer: You should tell him)

- b. Prepositional Phrases: when a pronoun is in a prepositional phrase, it must be object-case unless it is possessive; possession overrides this rule.

Example: With whom will you attend the party?

- c. Complicated Sentences: you need to locate subject-verb combinations in the sentence. Once you have found a subject-verb combination, cross off that section of the sentence. Once you have a section that has a “blank”, you need to input either he or him to complete the sentence. If he fits, then you will use who; if him fits, then you will use whom.

Example: The doctor, who no one trusts, was forced out of business.

(subject-verb combinations: The doctor was forced out of business) (You are left with “no one trusts ____.”) (Answer: him/whom)

- d. Exceptions: there are some occasional examples where the pronoun can act as either the subject or the object of the sentence. In this scenario, you will need to find subject/verb combinations. Each verb must have a subject.

Example: Hillary doesn’t know who/whom is running for class president. You may be tempted to say, “Hillary doesn’t know him,” but “is running for class president” needs a subject; therefore, you must choose who.

4. Teacher will distribute Who/Whom Practice and students will work in groups to complete.

DIFFERENTIATION: Struggling students will be directed to the following site for additional lessons and practice: http://theoatmeal.com/comics/who_vs_whom

SUMMARY: Student groups will be assigned specific sentences from the practice sheet on which they become “experts.” They will then be responsible for sharing their answers with the class, including why they selected either who or whom.

Attachment 1

10 Lesson 10: Who/Whom Practice

Directions: Choose the correct pronoun. Be prepared to justify your response.

1. (Who, Whom) do you want to speak to?
2. If I had known (who, whom) that was, I would have spoken to him.
3. Next month's speaker will be (whoever, whomever) the committee chooses.
4. Everyone (who, whom) received an invitation should plan to attend.
5. He is a person (who, whom), I think, we should honor.
6. (Who, Whom) did you meet at the mall?
7. There are several people (who, whom) I believe should be included.
8. (Who, Whom) do you think will be elected?
9. (Whoever, Whomever) wants to apply for the job should be here at noon.
10. The person for (who, whom) this package was intended does not live here.
11. (Who, Whom) will you accompany to the meeting this afternoon?
12. We did not know (who, whom) the land belonged to.
13. (Who, Whom) do you think we took with us on our vacation?
14. (Who, Whom) should be notified concerning the problem?
15. I can work with (whoever, whomever) you decide to select.
16. (Who, Whom) do you have business with at city hall?
17. (Who, Whom) did you say this letter was for?
18. He is an author (who, whom), you know, has written three books.
19. He is a man (who, whom) I know well.
20. (Whoever, Whomever) is hired by the company will be assigned to another location.

10 Lesson 10: Who/Whom Answer Key

1. Whom do you want to speak to?
2. If I had known who that was, I would have spoken to him.
3. Next month's speaker will be whoever the committee chooses.
4. Everyone who received an invitation should plan to attend.
5. He is a person whom, I think, we should honor.
6. Whom did you meet at the mall?
7. There are several people who I believe should be included.
8. Who do you think will be elected?
9. Whoever wants to apply for the job should be here at noon.
10. The person for whom this package was intended does not live here.
11. Whom will you accompany to the meeting this afternoon?
12. We did not know whom the land belonged to.
13. Whom do you think we took with us on our vacation?
14. Who should be notified concerning the problem?
15. I can work with whomever you decide to select.
16. Whom do you have business with at city hall?
17. Whom did you say this letter was for?
18. He is an author who, you know, has written three books.
19. He is a man whom I know well.
20. Whoever is hired by the company will be assigned to another location.

10 Lesson 11: Pronoun Reference/Ambiguity

Grade Level: 10

Lesson Topic: Pronoun Ambiguity

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Recognize and correct pronouns that have unclear or ambiguous antecedents

LESSON AIM: Do all pronouns really need antecedents?

INSTRUCTIONAL OBJECTIVES: SWBAT:

1. Recognize and correct pronouns that have unclear or ambiguous antecedents

MATERIALS: Attachment 1: Pronoun Reference Practice

MOTIVATION: Do Now: 1. Copy the following sentence into your notes: When teachers have to fail students, they are not happy. 2. Then, explain what the sentence means.

TRANSITION: Review the Do Now sentence with the class and explain that clear pronoun reference requires that the reader be able, without hesitation, to find a one-word antecedent to which the pronoun refers.

LESSON DEVELOPMENT/PROCEDURE:

1. Students will copy the following rules and examples into their notes:
 - a. Rule 1: Avoid ambiguous reference, where more than one possible antecedent is present.
 - i. Martha told Laura that she was going to ace the history exam. Who is “she” in this sentence? To avoid pronoun ambiguity, rearrange the sentence as follows: Martha was sure that Laura would ace the history exam and told her so. Another option is Martha told Laura, “I”m going to ace the history exam.”
 - b. Rule 2: A pronoun cannot be used to refer vaguely to an entire phrase or clause. Which, this, and that must have single word antecedents.

Attachment 1

10 Lesson 11: Pronoun Reference/Ambiguity Handout

Directions: Correct the errors in pronoun reference in the following sentences.

1. Gary plagiarizes his English papers, which is a shameful action.
2. To be sure that her children read her poems, Christy nails them to the door.
3. In Olive's diary she tells of her love affair with world leaders.
4. Greg asked Billy to stop tying knots in his hair.
5. A policewoman was lecturing Barbara when she grew angry and bit her.
6. Eva always cleans the guts out of the fish before eating them.
7. People are not supposed to lie, but Kevin tells several a day.
8. Suzie named her third and eighth daughters Nastine, and this shows her fondness of the name.
9. Madison truly loves Mark, but it doesn't stop her from trying to burn him.
10. At the police station they have many stories to tell about Madison.
11. Oscar told his brother to clean up his room, and that started a fight.
12. Steven was walking his dog, when he started to howl.
13. Does it say in the directions that you are allowed to rewrite the sentences?
14. Olive loves olives, and this explains why she put nine of them on her pizza.
15. After tenant activists released rats in City Hall, they were arrested.

10 Lesson 11: Pronoun Reference/Ambiguity Answer Key

1. Gary's plagiarizing his English papers is a shameful action.
2. Christy nails her poems to the door to be sure that her children read them.
3. In her diary, Olive tells of her love affair with world leaders.
4. Greg told Billy, "Stop tying knots in my (or your) hair."
5. When a policewoman was lecturing her, Barbara grew angry and bit her.
6. Before Eva eats fish, she always cleans the guts out of them.
7. People are not supposed to tell lies, but Kevin tells several a day.
8. That Suzie named her third and eighth daughters Nastine shows her fondness of the name.
9. Madison's genuine love for Mark doesn't stop her from trying to burn him.
10. The people at the police station have many stories to tell about Madison.
11. A fight started when Oscar wanted his room cleaned up and told his brother to do it.
12. Steven's dog began to howl when Steven was walking him.
13. Do the directions say that you are allowed to rewrite the sentences?
14. Olive puts nine olives on her pizza because she loves them.
15. Tenant activists were arrested after releasing rats in City Hall.

10 Lesson 12: Modifiers

Grade Level: 10

Lesson Topic: Modifiers Day 1

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Explain the function of verbals (gerunds, participles, and infinitives)

LESSON AIM: Are verbs and verbals the same?

INSTRUCTIONAL OBJECTIVES: SWBAT:

1. Explain the function of verbals
2. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

MATERIALS: Attachment 1: Verbals Practice

MOTIVATION: Do Now: Ask students to provide you with a verb. Let's use "purchase." Write the following on the SMARTBoard and ask students if those forms of "purchase" are the verbs. Then, identify the sentences' verbs. Explain to students that those words are verbals- they look like verbs, but they don't function as verbs.

Save money to purchase that game.

The purchased game was worth the wait.

Purchasing a game is my goal for today.

TRANSITION: They say that good things come in threes, and verbals live up to that adage. There are three kinds of verbals: participles, gerunds, and infinitives.

LESSON DEVELOPMENT/PROCEDURE:

1. Students will copy the following definition: Verbals are forms of a verb that are used not as verbs but as other parts of speech.

2. Teacher should explain that verbals act very much like verbs as they may be modified by adverbs; however, their chief function is to act as other parts of speech: adjective, noun, adverb.
3. Students will copy the following definitions and examples from Warriner's English Grammar and Composition into their notes:
 - a. The participle: a participle is a verb form used as an adjective. Since the participle is part verb and part adjective, it is sometimes called a verbal adjective.
 - i. Example: The burning leaves smelled good. In this example, burning is part verb because carries the action of the verb *burn*, and part adjective because it modifies the noun leaves- *burning leaves*.
 - b. A participle phrase consists of a participle and its related words, such as modifiers and complements, all of which act together as an adjective. *Some participle phrases contain one or more prepositional phrases.
 - i. Example: *Approaching the curve*, the truck slowed down.
 - c. The gerund: a gerund is a verb form ending in -ing that is used as a noun.
 - i. Example: Walking is good exercise. Here, *walking* is used as a noun.
 - d. A gerund phrase consists of a gerund together with its complements and modifiers, all of which act together as a noun.
 - i. Example: *Looking at the clock* is a bad habit. Here, the gerund phrase is used as the subject of the sentence. The gerund *looking* is modified by the prepositional phrase *at the clock*.
 - e. The infinitive: an infinitive is a verb form, usually preceded by *to*, that is used as a noun, adjective, or adverb.
 - i. Example: The plane was ready to go. Here, the infinitive *to go* acts as an adverb because it modifies the adjective ready.
 - f. An infinitive phrase consists of an infinitive together with its complements and modifiers.
 - i. Example: To lay down a good bunt is very difficult. Here, the infinitive phrase is used as a noun, as the subject of the sentence. The infinitive has an object, *bunt*, and is modified by the adverb *down*.
4. Teacher distributes Verbals Practice Handout and students work together to complete it.

DIFFERENTIATION: Students will have access to the following supplemental material to revisit as necessary. <https://www.youtube.com/watch?v=0gxdF8W70Ac>

SUMMARY: Teacher will review the handout with students and students will be asked to list the three types of verbals on an exit ticket.

Attachment 1

10 Lesson 12: Verbals Practice Handout

Part 1 Directions: Decide if the bolded portion of the sentence is a participle, a participle phrase, a gerund, a gerund phrase, an infinitive, or an infinitive phrase.

1. This kind of book is hard **to read rapidly**.
2. We avoided the rush by **mailing** the cards early.
3. The **sleeping** dog groaned.
4. The **blaring** radio irritated me.
5. **Thinking** clearly is essential.
6. **Acquitted by the jury**, the defendant shook hands with her lawyer.
7. She is a candidate **to watch**.
8. I could see Frank **sitting three seats away**.
9. She dislikes **gossiping about one's friends**.
10. **To forgive** is sometimes difficult.

Part 2 Directions: Write three sentences, each containing one or more gerund phrases. Underline each phrase, and write above it how it is used.

11.

12.

13.

Part 3 Directions: Underline the infinitives in the following sentences.

14. One must not be afraid to try.

15. Don't you want to come to the game?

16. To know her is to like her.

Part 4 Directions: Use the following participle phrases in sentences of your own.

17. Taken by surprise

18. Viewed from the bridge

19. Clutched in her hand

20. Blocking the path

10 Lesson 12: Verbals Practice Answer Key

Part 1 Directions: Decide if the bolded portion of the sentence is a participle, a participle phrase, a gerund, a gerund phrase, an infinitive, or an infinitive phrase.

11. This kind of book is hard **to read rapidly**. Infinitive phrase
12. We avoided the rush by **mailing** the cards early. Gerund
13. The **sleeping** dog groaned. Participle
14. The **blaring** radio irritated me. Participle
15. **Thinking** clearly is essential. Gerund
16. **Acquitted by the jury**, the defendant shook hands with her lawyer. Participle phrase
17. She is a candidate **to watch**. Infinitive
18. I could see Frank **sitting three seats away**. Participle phrase
19. She dislikes **gossiping about one's friends**. Gerund phrase
20. **To forgive** is sometimes difficult. Infinitive

Part 2 Directions: Write three sentences, each containing one or more gerund phrases. Underline each phrase, and write above it how it is used.

11-13: Answers will vary

Part 3 Directions: Underline the infinitives in the following sentences.

14. One must not be afraid to try.
15. Don't you want to come to the game?
16. To know her is to like her.

Part 4 Directions: Use the following participle phrases in sentences of your own.

17-20: Answers will vary

10 Lesson 13: Modifiers Day 2

Grade Level: 10

Lesson Topic: Modifiers Day 2

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

LESSON AIM: How can modifiers help us determine the intended and unintended meaning of sentences?

INSTRUCTIONAL OBJECTIVES: SWBAT:

1. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

MATERIALS: Attachment 1: Modifiers Practice

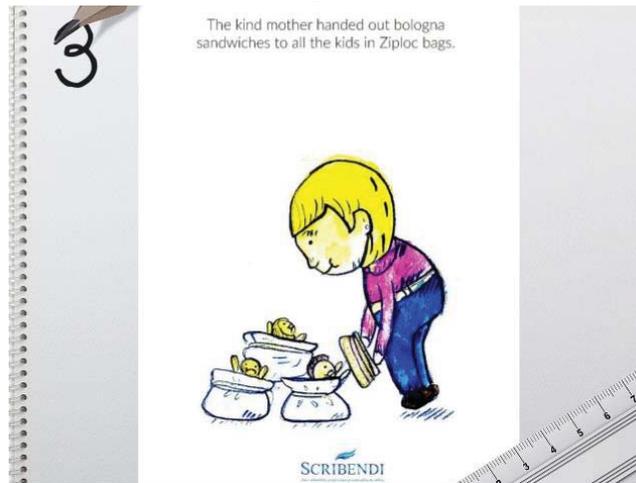
MOTIVATION: Do Now: Write the following sentence on the board as you read it aloud: *Topped with hot fudge, Matt enjoyed the ice cream sundae.* Ask students to consider what the sentence literally says versus what it's supposed to mean. If they're confused have them read it again, slowly to themselves. Then invite a volunteer to share the unintended meaning (Matt with hot fudge on his head is eating an ice cream sundae) and another to share the intended meaning (Matt eating a sundae with hot fudge on it). Explain that the phrase "topped with hot fudge" modifies or describes the ice cream sundae, not Matt. To correct the sentence, explain to the class that the modifier needs to be closer to what it's describing.

TRANSITION: Knowing when to use an adverb and when to use an adjective is not just a matter of form, but of meaning. Notice the difference in meaning in the following two sentences:
Pearl made **careful** plans.
Pearl made the plans **carefully**.

LESSON DEVELOPMENT/PROCEDURE:

1. Discuss the sample sentences, identifying the adjective *careful* and the adverb *carefully*.

2. Students should copy the following definition from Warriner’s English Grammar and Composition into their notes: A modifier is a word or a group of words that makes the meaning of another word more definitive. Two part of speech are used as modifiers: the adjective, which modifies a noun or a pronoun; and the adverb, which modifies a verb, an adjective, or another adverb.
3. Students should then copy the following rules and examples into their notes:
 - a. Rule 1: Modifiers must be close to the words they modify.
 - i. Example: The kind mother handed out bologna sandwiches to the kids in ziplock bags. Display image on the SMARTBoard so students begin to recognize that most misplaced modifier sentences are laughable.



- ii.
- b. Rule 2: Avoid placing adverbs such as only, even, almost, not, ever, never, again, nearly, hardly, often, and just directly before verb.
 - i. Example: Jessie nearly ran one mile. So, according to this sentence, Jessie put on her running sneakers and Beats but never quite ran. Perhaps that is possible, but the true intention of this sentence is that Jessie ran nearly one mile.
- c. Rule 3: Avoid placing a modifier where it might modify one of two words.
 - i. Example: I had considered carefully resting up for the dance. Did I carefully consider it, or was I resting carefully? To avoid any confusion, move the modifier before the first verb or after the second. I had carefully considered resting up for the dance.
- d. Avoid placing a modifier where it “dangles” without a clear word to modify. This mistake is called a dangling modifier.
 - i. Example: Hungry, the leftover pizza was devoured. I’ve never encountered a hungry leftover pizza, have you? Here, the adjective hungry has no noun to modify. Fixing a dangling modifier will require more than rearranging the words in the sentence. You will often need to add something new (a subject) so that the modifier has a specific word to

modify. The new sentence will look like this: Hungry, we devoured the leftover pizza.

4. Teacher will distribute Modifiers Practice handout and students will work in groups to complete.
5. Once the assignment is completed, students will come up to the SMARTBoard to correct the practice sentences.

DIFFERENTIATION: Students will have access to the following website for additional lessons and practice sentences: <http://www.chompchomp.com/terms/modifier.htm>

SUMMARY: Students will create a cartoon that includes an intentionally misplaced modifier to illustrate what not to do in writing. Teacher can display cartoons in the room or pass around for student review.

Attachment 1

10 Lesson 13: Modifiers Practice Handout

Directions: Read each sentence carefully and determine which one contains correctly placed modifiers.

1. A. While the man was riding the bicycle, the dog bit his ankle.
B. Riding the bicycle, the dog bit the man's ankle.
2. A. The phone almost rang fifteen times.
B. The phone rang almost fifteen times.
3. A. While I was walking down the country lane, the leaves blew over my shoes.
B. Walking down the country lane, the leaves blew over my shoes.
4. A. After hanging wallpaper in the dining room, Molly took a nap on the couch.
B. After hanging wallpaper in the dining room, the couch was where Molly took a nap.
5. A. It takes as much time nearly to clean the kitchen as it does to cook dinner.
B. It takes nearly as much time to clean the kitchen as it does to cook dinner.
6. A. We almost learned his entire life story!
B. We learned almost his entire life story!
7. A. While running a bicycle shop in the neighborhood, Mr. Johnson taught many kids how to ride their bikes.
B. While running a bicycle shop in the neighborhood, many kids learned from Mr. Johnson how to ride their bikes.
8. A. The boy who was riding a motorcycle hit the pavement hard.
B. The boy hit the pavement hard riding a motorcycle.
9. A. After settlers found gold in 1849, the California area became heavily populated.
B. After finding gold in 1849, the California area became heavily populated.
10. A. The mines attracted many prospectors filled with gold.
B. The mines, filled with gold, attracted many prospectors.
11. A. Children need games on trips that are very entertaining.
B. Children need games that are very entertaining on trips.
12. A. Many to-be entrepreneurs spotted an opening when they knew that the patent for cleaner had almost expired.
B. Knowing that the patent for the cleaner had almost expired, an opening was spotted by many to-be entrepreneurs.
13. A. Many architects tried to imitate the architecture perfected by Frank Lloyd Wright.

- B. Many architects perfected by Frank Lloyd Wright tried to imitate the architecture.
14. A. As the mother drove down the street, the child became bored and began to scream and cry.
B. Driving down the street, the child became bored and began to scream and cry.
15. A. Thought well of, millions of people bought the movie *Jaws*.
B. Because the movie was thought well of, millions of people bought *Jaws*.
16. A. The young man's hearing was seriously impaired because of excessively loud music.
B. Because of the young man's hearing, the music was seriously impaired.
17. A. The reviewers observed the paintings with a critical eye.
B. The reviewers with a critical eye observed the paintings.
18. A. There was no way to know that the table with only three legs bought by the people was damaged.
B. There was no way to know that the table bought by the people with only three legs was damaged.
19. A. Developed by the scientists at the famous medical school, many children received the new vaccine.
B. The vaccine which was developed by the scientists at the famous medical school was received by many children.
20. A. With little knowledge, the exam is difficult for students.
B. For students with little knowledge, the exam is difficult.
21. A. Before leaving for work, the dog should get a bowl of food.
B. Before you leave for work, you should get the dog a bowl of food.
22. A. While I was still a girl, I went to the fair with my father.
B. While still a girl, my father and I went to the fair.
23. A. The family watched in horror as lightning struck the tree through the living-room window.
B. The family watched through the living room window as lightning struck the tree.
24. A. After ringing fifteen times, the babysitter finally answered the telephone.
B. After the phone had rung fifteen times, the babysitter finally answered it.
25. A. The boy fed to the dogs cookies with meaty chips in them.
B. The boy fed cookies to the dogs with meaty chips in them.

10 Lesson 13: Modifiers Practice Answer Key

1. A
2. B
3. A
4. A
5. B
6. B
7. A
8. A
9. A
10. B
11. B
12. A
13. A
14. A
15. B
16. A
17. B
18. A
19. B
20. B
21. B
22. A
23. B
24. B
25. A

10 Lesson 14: Commas Day 1

Grade Level: 10

Lesson Topic: Commas

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skill(s): L2: Use punctuation to separate items in a series

LESSON AIM: When can I use a comma?

INSTRUCTIONAL OBJECTIVES: SWBAT:

1. Use commas to separate items in a series
2. Use commas to join two independent clauses with a conjunction.
3. Use commas around parenthetical phrases

MATERIALS: Attachment 1: Commas Practice

MOTIVATION: Do Now: Watch the following TedEd video on the comma:

<https://youtu.be/GHn11O3NGJk>

TRANSITION: Now that we've been officially reintroduced to the comma, let's talk about how to use it in our writing because " I like cooking, dogs, and kids" is not the same as "I like cooking dogs and kids."

LESSON DEVELOPMENT/PROCEDURE:

1. Students will copy the following rules into their notes:
 - a. Rule 1: Use a comma between independent clauses joined with a conjunction. But don't use a comma between independent clauses without a conjunction - that's a run on. *This should sound familiar to you from our review lesson on punctuation with independent clauses.
 - i. Example: Do your homework every day, and you will certainly pass the course.
 - ii. Do not use commas after conjunctions.
 - b. Rule 2: Use commas around parenthetical phrases. If the sentence would still make sense without the phrase, you can put commas on *both sides* of the phrase.

- i. Example: Ottawa, the capital of Canada, is beautiful in the wintertime. In this sentence, the phrase in between commas gives extra information that doesn't affect the main clause. We could delete the phrase and still be left with a complete sentence.
 - ii. There are several things to keep in mind that when dealing with parenthetical phrases:
 - 1. If you start a parenthetical, make sure to end it. The phrase needs commas on both sides.
 - 2. When you do end it, make sure you end it in the right place.
 - 3. If you're not sure whether a parenthetical has its commas in the right place, try ignoring the words between the commas to see if the sentence still makes sense.
 - c. When a parenthetical phrase appears at the beginning or end of a sentence, then it needs just one comma to separate it from the main clause.
 - i. Example: The capital of Canada, Ottawa is beautiful in the wintertime.
 - ii. Example: Ottawa is beautiful in the wintertime, if you ask me.
 - d. Parenthetical phrases can be particularly tricky when dealing with people's names and titles.
 - i. Example: Former Minnesota governor, Jesse Ventura, has appeared in 10 films. This may seem like it sounds okay, but since "Jesse Ventura" is surrounded by commas, it's a parenthetical phrase, so we should be able to delete it. "Former Minnesota governor has appeared in 10 films" sounds weird, so "Jesse Ventura" is not a parenthetical phrase. It's the subject of the verb phrase "has appeared."
 - e. Rule 3: Use commas to separate items in a list with three or more items. This applies to any list of three: nouns, verbs, prepositional phrases, or even clauses.
 - i. Example: Laura, Carla, and Adrianna all like cats.
2. Teacher distributes Comma Practice to students and students work in groups to complete it.
 3. Teacher reviews practice sheet with students.

DIFFERENTIATION: Students can visit the following website for additional lessons and practice: <http://www.chompchomp.com/terms/comma.htm>

SUMMARY: Students will write three sentences (one that corresponds to each rule) on an exit ticket to demonstrate their understanding of the rules.

Attachment 1

10 Lesson 14: Comma Practice Handout

Directions: Read each sentence carefully and determine whether the comma/commas is/are placed properly. Write “C” if the sentence is correct and “E” if it contains an error.

1. Rita, Rosa and I played ice hockey last winter.
2. Sitting in a tree my sister, called down to us.
3. The conductor took my ticket, punched it, and handed me the stub as a receipt.
4. My hands were cold, my feet were warm.
5. My aunt, who lives in Mississippi, sent me a check for my birthday.
6. The cat ran into the room across the floor, and up the curtain.
7. I am not going to the concert, for I am too busy.
8. We have to leave, unfortunately.
9. Last night, on the other hand we could have stayed longer.
10. Purring, the kitten curled up in my lap.
11. Lindsay wanted her own guitar so she started saving her babysitting money.
12. Popeye is a playful, and affectionate cat.
13. I went to the bowling alley today, so I will go shopping tomorrow.
14. Skim the section titles, study the picture captions, and make a note of any boldface terms.
15. Shakespeare’s play, Hamlet, is set in Denmark.
16. Everyone who makes Wookies out of Legos deserves a hug.
17. Spread out your wet shoes and socks, hat and jacket on the rug.
18. The dogs in the house, and the cats in the yard, all started crying at once.
19. I went to the store, and bought a six-pack of soda and a half-gallon of milk.
20. Luke can be a smart, funny, and exciting person, but his brother is endlessly dull.
21. Raul has a big, red, bike.
22. I watched the ball game, Pat watched it with me.
23. The almonds are very good, but the walnuts taste terrible.
24. The track team members all ran sprints, and then did stretched.
25. John Wayne worked in Hollywood for over 50 years, and he made more than 175 films.

10 Lesson 14: Commas Practice Answer Key

1. Rita, Rosa and I played ice hockey last winter. E
2. Sitting in a tree my sister, called down to us. E
3. The conductor took my ticket, punched it, and handed me the stub as a receipt. C
4. My hands were cold, my feet were warm. E
5. My aunt, who lives in Mississippi, sent me a check for my birthday. C
6. The cat ran into the room across the floor, and up the curtain. E
7. I am not going to the concert, for I am too busy. C
8. We have to leave, unfortunately. C
9. Last night, on the other hand we could have stayed longer. E
10. Purring, the kitten curled up in my lap. C
11. Lindsay wanted her own guitar so she started saving her babysitting money. E
12. Popeye is a playful, and affectionate cat. E
13. I went to the bowling alley today, so I will go shopping tomorrow. C
14. Skim the section titles, study the picture captions, and make a note of any boldface terms.
C
15. Shakespeare's play, Hamlet, is set in Denmark. E
16. Everyone who makes Wookies out of Legos deserves a hug. C
17. Spread out your wet shoes and socks, hat and jacket on the rug. E
18. The dogs in the house, and the cats in the yard, all started crying at once. E
19. I went to the store, and bought a six-pack of soda and a half-gallon of milk. E
20. Luke can be a smart, funny, and exciting person, but his brother is endlessly dull. C
21. Raul has a big, red, bike. E
22. I watched the ball game, Pat watched it with me. E
23. The almonds are very good, but the walnuts taste terrible. C
24. The track team members all ran sprints, and then did stretched. E
25. John Wayne worked in Hollywood for over 50 years, and he made more than 175 films.
C

10 Lesson 15: Commas Day 2

Grade Level: 10

Lesson Topic: Commas Day 2

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 -Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skill(s): L2: Use punctuation to separate items in a series

LESSON AIM: In what other circumstances should commas be used?

INSTRUCTIONAL OBJECTIVES: SWBAT:

1. Use commas between coordinate adjectives
2. Use commas before a direct quote
3. Use commas around sentence adverbs
4. Understand when to NOT use commas

MATERIALS: Attachment 1: Commas Practice

MOTIVATION: Do Now: Write a sentence that purposefully misplaces a comma. Trade sentences with your partner and make the appropriate correction.



TRANSITION: We've all seen this meme circulating the internet, and we know that it's funny, so let's work together to understand how to properly place commas and save ourselves from sounding like cannibals.

LESSON DEVELOPMENT/PROCEDURE:

1. Students will copy the following rules into their notes:
 - a. Rule 4: Use commas between coordinate adjectives. If a noun has two adjectives that are of equal importance and each adjective directly describes the noun in the same way, use a comma to separate the adjectives. If you can switch the order of

the adjectives, or if you can insert “and” between the adjectives without changing the meaning of the sentence, use a comma.

- i. Example: Shelly just got a happy, healthy cat. Here, we can insert the word “and” in between the adjectives and the sentences makes sense.
 - ii. Do not use a comma in between adjectives that are not coordinate. Consider the following sentence: Shelly just got a healthy, Siamese cat. Here, “healthy” and “Siamese” are not coordinate. “Siamese is more closely tied to “cat” than “healthy” is, so we should not use a comma. If we switch the adjectives or insert “and,” the sentence is nonsense.
 - b. Rule 5: Use commas before a direct quote.
 - i. Example: Darth Vader said, “Luke, I am your father.”
 - ii. Do not use a comma before a description of a quote: Darth Vader said he was Luke’s father, not, Darth Vader said, he was Luke’s father.
 - c. Rule 6: Use commas around sentence adverbs. These are adverbs that modify the entire sentence, sometimes connecting it to the previous sentence.
 - i. Example: Luckily, Dave decided not to sue.
2. Students will then add a list of occasions where it is **inappropriate** to use commas:
- a. Do not use commas in between the subject and verb.
 - i. Example: Bob, likes cats.
 - b. Do not use commas in between the verb and object.
 - i. Dave bought, a cat, a dog, and a monkey.
 - c. Do not use commas before infinitives.
 - i. I want, to take a nap.
 - d. Do not use commas around prepositional phrases.
 - i. Many people, in Ottawa, speak French.
 - e. Do not use commas in a two-part list.
 - i. Dogs, and cats are prohibited on school grounds.
 - f. Do not use commas with a “that” clause.
 - i. I think, that the Rangers will win the Stanley Cup this year.
 - g. Do not use commas with restrictive clauses or modifiers.
 - i. The man, running down the street, is my father.
3. Teacher distributes Commas Practice handout and students work in groups to complete.
4. Teacher reviews responses with students.

DIFFERENTIATION: Students can visit the following website for additional lessons and practice: <http://www.chompchomp.com/terms/comma.htm>

SUMMARY: Brainstorm ideas for a poster that cautions people on the importance of using “Comma Sense.” Create the poster tonight for homework.

Attachment 1

10 Lesson 15: Commas Practice Handout

Directions: Read each of the following sentences and decide if the commas are placed correctly, incorrectly, or are missing. Write “C” if the sentence is correct, “E” if the sentence contains an error.

1. Sally was an energetic, mischievous girl.
2. All girls, that march with the honor guard, ar required to bea members of the senior class.
3. A single, electric bulb illuminated the long hallway.
4. Arlene, making her way carefully along the icy sidewalk, slipped when she reached the corner.
5. Well, I’ve heard that story before.
6. Mother shouted, “Turn the television down before I turn it off.”
7. I like to read in our bright, cozy family room.
8. She watched puzzled as the man in the yellow convertible drove away.
9. Atlanta, which is the capital of Georgia, is the transportation center of the Southeast.
10. Although I like country music, I did not want to hear his entire collection just then.
11. Typically Andrew put off doing his work until the last minute.
12. Mark said, that Joey was the one who set his phone alarm to ring during class.
13. An app that has good news coverage helps me in social studies.
14. At dawn, the hikers set out on their expedition.
15. Basking, in the relative warmth of fourteen-degree weather, Moscow could boast that its temperatures were higher than those in Atlanta, Georgia.
16. David, slew Goliath with a simple sling.
17. The cord sling which is easily the most familiar sling was used all over the world.
18. Broiled on the new grate, the steak looked and smelled delicious.
19. What else, I wondered, could possibly happen.
20. Wayne Gretzky said, “You miss one hundred percent of the shots you don’t take.”

10 Lesson 15: Commas Practice Answer Key

1. Sally was an energetic, mischievous girl. C
2. All girls, that march with the honor guard, ar required to bea members of the senior class.
E
3. A single, electric bulb illuminated the long hallway. E
4. Arlene, making her way carefully along the icy sidewalk, slipped when she reached the corner. C
5. Well, I've heard that story before. C
6. Mother shouted, "Turn the television down before I turn it off." C
7. I like to read in our bright, cozy family room. C
8. She watched puzzled as the man in the yellow convertible drove away. E
9. Atlanta, which is the capital of Georgia, is the transportation center of the Southeast. C
10. Although I like country music, I did not want to hear his entire collection just then. C
11. Typically Andrew put off doing his work until the last minute. E
12. Mark said, that Joey was the one who set his phone alarm to ring during class. E
13. An app that has good news coverage helps me in social studies. C
14. At dawn, the hikers set out on their expedition. C
15. Basking, in the relative warmth of fourteen-degree weather, Moscow could boast that its temperatures were higher than those in Atlanta, Georgia. E
16. David, slew Goliath with a simple sling. E
17. The cord sling which is easily the most familiar sling was used all over the world. E
18. Broiled on the new grate, the steak looked and smelled delicious. C
19. What else, I wondered, could possibly happen. C
20. Wayne Gretzky said, "You miss one hundred percent of the shots you don't take." C

11 Lesson 1

Grade Level: 11

Lesson Topic: Review Pronouns

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson:

L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Ensure subject-verb and pronoun-antecedent agreement

LESSON AIM: How can we identify pronouns and ensure pronoun-antecedent agreement in number?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Identify pronouns 2. Identify antecedents 3. Understand the relationships between a pronoun and its antecedent 4. Correct pronouns to correspond with their antecedent

MATERIALS: Attachment 1

MOTIVATION:

Do Now: Teacher will ask students to write an original sentence using an apostrophe in a way that they are comfortable.
<i>Anticipation: Students will avoid writing possessive sentences because it is more difficult; students are more likely to develop a contraction.</i>
<i>Teacher should walk around to</i>

TRANSITION: Teacher then asks students to open to their grammar notes and will ask for volunteers to define each of the following terms:

Pronoun: word or words used in place of a noun or another pronoun

Antecedent: The word or words being replaced

Ambiguity: Confusion that arises when more than one possible pronoun exists.

LESSON DEVELOPMENT/PROCEDURE:

Procedure:

1. Teacher will then ask students to label the pronoun and the antecedent of the rewritten sentence:

John saw his friend kissing John's wife.

ant pr

2. Once students have labeled this original sentence, they are ready to move onto copying the following rules (each of which is paired with a sample sentence) from the board. It is important that students do copy this so that they both have a running record of grammar notes that they can refer back to over the course of the year and in preparation for the grammar section of the SAT/ACT.

Rules:

PAA1: Pronouns must agree with their antecedents in number and generally* in gender.

The tree lost three of its branches in the storm.

The artillerymen fired their canons.

PAA2: Words ending in -one/-thing/-body are singular. Each and every are also singular.

When someone belches, he or she usually apologizes. (NOT they)

Everyone in the club cast his or her vote against the motion. (NOT their)

PAA3: Two or more singular antecedents joined by or are singular; two or more antecedents joined by and are plural.

Neither Judy nor Corinne has brought her hiking boots with her.

The captain and the sergeant have their wits about them.

PAA4: The "AMANS" (All, Most/more, Any, None, Some) may be either singular or plural.

The "FBOMS" (Few, Both, Others, Many, Several) are plural.

None of those boys have tied their shoes.

Few can deny that they would rather be on vacation than at work.

(*Note about usage changes: Teacher will not be formally teaching "they" or "ze" as a gender-neutral singular pronoun, but he/she should be prepared for questions about these pronouns. As they have not yet been accepted into the conventions of Standard English, teacher should accept and welcome brief discussion of these pronouns and address the idea that conventions are a product of the times and are therefore always changing.)

3. Teacher will hand out Pronoun Practice A. Teacher will have students volunteer to come up and complete the first few as time allows. Students then work independently to complete the fifteen problems.
4. Teacher reviews entire handout with students.

DIFFERENTIATION:

For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the Pronoun Antecedent Powerpoint which includes visuals, additional sample sentences, and additional practice sentences with answers.

SUMMARY: Students will complete an exit ticket which asks the following questions:

1. Explain in your own words what a pronoun is.
2. Explain in your own words what an antecedent is.
3. Create your own sentence that contains an error in pronoun-antecedent agreement.

Once teacher has collected the exit tickets, he/she should select the five best sentences for the following day's Do Now.

Attachment 1

Pronoun Practice A: For each of the following sentences, identify the antecedent and determine whether it is singular or plural. Then, determine the appropriate pronoun.

Note: The following sentences have been adapted from *Warriner's English and Composition*, Fourth Course.

1. After the march, all of the soldiers complained that _____ feet hurt.
2. Either Susan or Roxie will give _____ speech first.
3. Everybody in the band is responsible for having _____ own uniform cleaned and pressed.
4. Every police officer did _____ duty.
5. Each of the girls in the troop has to make _____ own bed.
6. Several of the girls brought _____ repair manuals.
7. Every chef has _____ favorite recipe.
8. Nobody in the class has turned in _____ book report yet.
9. Sam and his brother were so thirsty _____ tongues were hanging out.
10. Both applicants brought _____ credentials with them.
11. If anyone calls, get _____ name and telephone number.
12. Everyone has _____ own opinion about the coach.
13. Few of the campers put _____ tents in good locations.
14. Neither girl did _____ best.
15. Sasheen and her brother received _____ tetanus shots at the clinic.

Answer key: Answers have been formatted as (antecedent, pronoun)

1. Soldiers, their
2. Roxie, her
3. Everybody, his or her
4. Every, his or her
5. Each, her
6. Several, their
7. Every, his or her
8. Nobody, his or her
9. Both, their
10. Anyone, his or her
11. Everyone, his or her
12. Few, their
13. Neither, her
14. Sasheen and her brother, their

11 Lesson 2

Grade Level: 11

Lesson Topic: Review Pronoun Case and Introduce Relative Pronouns
Who/Whom/Whose

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s): L1: Ensure that pronouns are in the proper case (subjective, objective, and possessive)

L1: Use relative pronouns (who, whom, whose)

LESSON AIM: How do we determine which case to use for a pronoun?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Define “case” as it refers to pronouns 2. Identify a pronoun’s case as subjective, objective, or possessive 3. Determine appropriate case for a pronoun in a given sentence

MATERIALS: Attachment 1, Attachment 2

MOTIVATION:

Do Now: Teacher has selected five sentences from yesterday’s exit ticket. These five sentences should be distributed to students. Students should complete sentences on their own and then turn and talk to a neighbor for any that confuse them.

Teacher then displays the five sentences from yesterday on the board. Teacher asks for student volunteers to come up and label the antecedent and correct the pronoun. Teacher also asks for students to briefly look back at yesterday’s notes and take any questions on those sentences.

TRANSITION: Transition: Teacher then asks students to move back into their pairs and consider the following chart and without including any explanation asks them whether they feel they could fill in **what’s missing** without even knowing what the columns are:

****HIDE THE FIRST COLUMN WHEN DISPLAYING FOR THE FIRST TIME.**

**** Teacher should omit the bolded terms when displaying the chart on the board.**

Subjective	Objective	Possessive
I	me	my, mine
you	you	your, yours
he, she , it	him, her, it	his, her, hers, its
we	us	our, ours
they	them	their, theirs
who	whom	whose

Teacher should explain to students that even though they do not have the appropriate “names” for the chart, their brains already contain the knowledge and understanding necessary for pronoun case. All they need to do is be able to identify the rules in order to fix sentences that aren’t as obvious.

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher will have students copy down above chart and now include the labels of subjective, objective, and possessive. Teacher should provide the following definitions for students to write down:
 - a. Case: refers to the “form” of the pronoun. (Ex: Subjective, Objective, Possessive)
 - b. Subjective: refers to the form taken when the pronoun is acting or doing something (Hint: when the pronoun is a subject and can be paired with a verb, you employ subjective case).
 - c. Objective: refers to the form taken when the pronoun is being acted upon.
 - d. Possessive: refers to the form taken when the pronoun owns something.
2. Once students have these four definitions, they should copy the following four rules and sample sentences:

PC 1: After all forms to be, use subject case. An easy trick is to read the phrase backwards.
It was she who stole the umbrella. (NOT her; think “she was it.”)
It is I on the phone! (NOT me; think “I am it.”)

PC 2: When a pronoun is grouped with another noun, omit the other noun and give it the case it would have had when used alone.

No one understands grammar but you and me. (No one understands grammar but me.)

PC 3: When pronouns are described by other words in the sentence, drop out any descriptors and consider the pronoun alone.

Us millionaires have to stick together. (Ignore millionaires; think we have to stick together.)

PC 4: When the pronoun precedes a gerund, use the possessive form. (Teacher might need here to review the definition of gerund.)

Kiri objects to my screaming at him. (NOT me; Kiri does not object to me but to the screaming)

3. Teacher should then distribute Pronoun Practice B. Teachers will have students come up and complete the first few as time allows. Students then work independently to complete the handout.

4. Teacher reviews handout.

DIFFERENTIATION

For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the Pronoun Case Powerpoint which includes visuals, additional sample sentences, and additional practice sentences with answers.

SUMMARY: The teacher will hand out five blank charts (See Attachment Pronoun Handout C). Each row will race to complete the chart with a sentence using that form of the pronoun. Each row member can complete only one box.

Attachment 1

Pronoun Practice B: For each of the following sentences, identify the pronoun and determine the appropriate case.

Note: The following sentences have been adapted from *Warriner's English and Composition*, Fourth Course and *The Horace Mann Usage Workbook*.

A quick note about who/whom: When dealing with who/whom in question, it can be useful to imagine answering the question using he/him. If “he” works, then it is “who.” If “him” works, then it is “whom.”

1. Peter is the boy (who/whom) discovered the fire.
2. That is my friend Carol, (who/whom) I met at camp.
3. The president had to choose between the colonel and (he/him).
4. We took a tour bus yesterday with Terry and (they/them).
5. Jan called Sally and (I/me) next week.
6. Dad and (I/me) put the screens up.
7. I didn't know it was (he/him) who stole the car!
8. The best writers for the paper are (he/him) and (she/her).
9. The private objects to (us/our) refusing to salute.
10. I thanked (he/him) for his help.
11. Did you really invite Peggy and (we/us)?
12. (Who/whom) may I speak to about returning?
13. Do you think this picture looks like (whoever/whomever) painted it?
14. The editors were always blaming (we/us) ninth graders for errors in the paper.
15. Between you and (I/me), she has a lot of nerve asking for our help.

Answer key:

1. Who (he discovered the fire)
2. Whom (I met her at camp)
3. Him (The president had to choose between him)
4. Them (We took a tour with them)
5. Me (Jan called me)
6. I (I put the screens up)
7. He (He stole my car)
8. He, She (He and she are the best writers)
9. Our (refusing is a gerund)
10. Him (I thanked him)
11. Us (Did you really invite us?)
12. Whom (You may speak to him)
13. Whoever (Who painted it)
14. Us (The editors were always blaming us)
15. Me (Between me)

Attachment 2

Pronoun Practice C

Below is a blank copy of the chart we completed at the beginning of today's class. Using your notes, fill in the appropriate pronoun in each spot and develop one sample sentence using the pronoun. A few have been filled in for you.

Subjective	Objective	Possessive
I		
	you	
		His, hers, its
they		
who		

Samples Answer Key:

Subjective	Objective	Possessive
I went to the store.	She bought a gift for me	It is my book. The book is mine.
You took me to the party.	I went to the party with you.	Your brother came to the party. That party was yours.

11 Lesson 3

Grade Level: 11

Lesson Topic: Apostrophes (Day One)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 -Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skill(s): L2: Use an apostrophe to form contractions and frequently occurring possessives

L2: Form and use possessives (distinguish between plural and possessive)

LESSON AIM: When are apostrophes used?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Use an apostrophe to form contractions and possessives. 2. Form and use possessives, distinguishing between plural and possessive

MATERIALS: Attachment 1

MOTIVATION: Teacher displays the following images on the board and calls on students to come up to the board to correct the mistakes. (Teacher will tell the students that each one is wrong.)





TRANSITION: Teacher tells students that each of the errors in the Do Now pictures reveals a different problem with apostrophes. Part of what makes apostrophes so difficult is that they serve a variety of jobs. For the first day, we will talk **ONLY** about one job of apostrophes: Possession.

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher will ask for volunteers to define the following terms. Students should copy these definitions down in their notes.

Plural: more than one. In English, we make words plural by adding -s or -es.

Possession: Possession means ownership. In English, we form possession by using an apostrophe and frequently, the letter -s.

2. Teacher will go through the following four cases of possession by having students draw a T-chart in their notes. Singular possession should go on the front of the chart, plural possession should go on the back. When going over the chart, teacher should ask students to come up with the nouns they use. This will keep students engaged and activate prior knowledge.

****Only bolded parts of the chart should be copied down for students. Nouns given here are only samples.****

<p>Regular Singular Possession <i>Teacher asks, "Can anyone give me a singular regular noun, meaning a noun that does not end in -s?" Students often give cat or dog, so we will use those here.</i></p> <p>The cat had a ball of string.</p> <p>The dog had a bone.</p>	<p>For regular singular nouns, add -s to the end of the word.</p> <p>Whose string was it? The cat's. (Add -s)</p> <p>Whose bone was it? The dog's. (Add -s)</p>
<p>Irregular Singular Possession <i>Teacher asks, "Can anyone give me an unusual singular noun, one that ends in -s even though it isn't plural?"</i></p> <p>The boss had an office.</p> <p>James had a book.</p>	<p>For irregular singular nouns, the EASY thing to do is to follow the same rule as regular singular: add an 's at the end of the word, even if it ends in -s.</p> <p>Whose office is it? The boss's office.</p> <p>Whose book is it? James's book.</p> <p>*Note: It is acceptable to leave off that last -s, but your life will be easier if you just treat all cases of singular possession in the same way.</p>
<p>Regular Plural Possession <i>Teacher asks, "Can anyone give me a regular plural noun, one that is pluralized by ending in -s?"</i></p> <p>The four cats had a ball of string.</p> <p>The six dogs shared a bone.</p>	<p>For regular plural possession, since there is already an -s at the end of the word, simply tack on an apostrophe at the end.</p> <p>Whose string is it? The cats'.</p> <p>Whose bone is it? The dogs'.</p>

<p>Irregular Plural Possession Teacher asks, “<i>Can anyone give me an irregular (you might want to use the word unusual instead of irregular) plural noun, one that is pluralized by ending in something other than -s or -es?</i>”</p> <p>The children had a library.</p> <p>The legs of the geese had trackers.</p>	<p>For irregular plural possession, since there is no -s or -es at the end of the word, add on the ‘s.</p> <p>Whose library is it? The children’s library.</p> <p>Whose trackers are they? The geese’s trackers.</p>
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4. Teacher distributes Apostrophe Practice D

DIFFERENTIATION

For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the Punctuation Powerpoint which includes visuals, additional sample sentences, and additional practice sentences with answers. Students should advance to the “Apostrophes” slide.

SUMMARY:

Teacher displays the following question on the board: “What is the rule for making all singular word possessive?” Students copy question into their notes and then teacher elicits the answer: “All singular words get ‘s for possession.”

Teacher then asks, “What is the rule for making plural words possessive?” Students copy question into their notes and then teacher helps students use the chart to elicit the following: “Plural words that end in -s simply get an apostrophe; plural words that end in anything else get ‘s.”

Attachment 1

Apostrophes Practice D: For each of the following sentences, identify whether the bolded noun is singular or plural and then determine whether it needs an apostrophe. Place the apostrophe accordingly.

Note: The following sentences have been adapted from *Warriner's English and Composition*, Fourth Course and *The Horace Mann Usage Workbook*.

1. **Miras** new dress is made of red silk.
2. The **sheeps** little hooves pattern merrily across the barn floor all night long.
3. My **mother-in-laws** brother is the nicest man I've ever met.
4. The **boys** locker room smells like socks that have not been washed in a **months** time.
5. Those three **senators** proposals for rent control deregulation differ in almost every detail.

Answers:

1. Mira's
2. Sheep's
3. Mother-in-law's
4. Boys', month's
5. Senators'

If students want additional practice after the first day's lesson, they should use the following resources:

<http://www.chompchomp.com/handouts.htm#Apostrophes>

<https://owl.english.purdue.edu/owl/resource/621/1/>

11 Lesson 4

Grade Level: 11

Lesson Topic: Apostrophes (Day 2)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 -Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skill(s):

L2: Use an apostrophe to form contractions and frequently occurring possessives

L2: Form and use possessives (distinguish between plural and possessive)

LESSON AIM: What are the uses for apostrophes other than singular and plural possession?

INSTRUCTIONAL OBJECTIVES: (What should students know, understand, and be able to do? *Lesson objectives should be measurable.*) **SWBAT:** 1. Identify and create contractions 2. Use apostrophes for all other purposes

MATERIALS: (What activities, handouts, documents, images, links, etc. will you use to deliver and assess student understanding?) Attachment 5

MOTIVATION:

Do Now: Teacher has the Closure questions from the previous lesson displayed on the SmartBoard and asks for students to check their notes in order to answer it. Teacher then tells students today we are going to be dealing with a different set of apostrophe rules. Teacher then displays the following clip from the TV show FRIENDS:

https://www.youtube.com/watch?v=STYDAb_iCjg

After viewing, teacher ask students to explain what Ross means when he says “your means your.” What does “your” mean?

Anticipation: Students will have difficulty defining this; higher level students will be able to articulate your as meaning “belonging to you”

Teacher writes the appropriate definition of “your” on the board. Students do NOT have to copy this down at this point.

TRANSITION: Transition: Teacher then tells students they will probably remember “your” from previous pronoun lessons. Teacher will display the following on the board: *Note: Bolded terms are to be filled in by the students.*

Its: belonging to it	It’s: It is
Your: belonging to you	You’re: you are
Their: belonging to them	They’re: they are
Whose: belonging to whom	Who’s: Who is

Teacher then asks the students to fill in the rest of the chart activating prior knowledge.

LESSON DEVELOPMENT/PROCEDURE:

Procedure:

1. Teacher will display the following remaining apostrophe rules on the board and students will copy them down. As in previous lessons, students will benefit from the act of physically copying and begin absorbing and understanding the rules before practicing. The opening rule will be the summarizing principle of the Do Now.

Rules:

1. Possessive pronouns never get apostrophes; these words have possession built into them.
 - a. Examples of these are as follows: your, yours, his, hers, its, ours, theirs, whose
 - b. Whose book is this?**
 - c. The books are hers.**
2. When two items jointly possess an item, add an ‘s to only the second item. When each owns its own item, assign each its own ‘s.
 - a. Bill and Hillary’s couch needs to be moved. (Share the item, share the final ‘s)**
 - b. Mrs. Metkiff’s and Mrs. Sapir’s classrooms are too small to be comfortably shared. (Individual items, individual ‘s)**
3. Use an apostrophe to show where letters or numbers have been omitted in a contraction.
 - a. You have ---- You’ve**

Attachment 1

Apostrophes Practice E: For each of the following sentences, identify apostrophes have been used correctly or incorrect. Edit the sentences accordingly. Note: The following sentences have been adapted from Glencoe Language Arts' *Grammar and Composition Handbook*.

1. Isnt it sad that the rain ruined the tulips in Jeffs garden?
2. I visited both of the Massachusetts senators offices.
3. Alexis birthday is in late October, which means my birthday comes before her's.
4. The childrens' choir performed at the womens' request.
5. Gilbert's and Sullivan's operettas are performed by the schools drama clubs and by professional companies. (These two playwrights wrote as a team.)
6. Gabriels' computer game's were harder than Frank's.
7. If I'd known that everyone's friends were welcome, youd have been invited.
8. William Shakespeare and Eugene O'Neill's plays are widely performed. (These are two separate playwrights; each wrote his own plays.)
9. My only nieces cousin's are twins who were born in 98.
10. After two hour's delay, my brother's-in-law's car was finally repaired.

Answers:

1. Isn't it sad that the rain ruined the tulips in Jeff's garden?
2. I visited both of the Massachusetts' senators' offices.
3. Alexis's birthday is in late October, which means my birthday comes before hers.
4. The children's choir performed at the women's request.
5. Gilbert and Sullivan's operettas are performed by the school's drama clubs and by professional companies. (These playwrights wrote as a team.)
6. Gabriel's computer games were harder than Frank's.
7. If I'd known that everyone's friends were welcome, you'd have been invited.
8. William Shakespeare and Eugene O'Neill's plays are widely performed. (These are two separate playwrights; each wrote his own plays.)
9. My only nieces cousins are twins who were born in '98.
10. After two hour's delay, my brother-in-law's car was finally repaired.

11 Lesson 5

Grade Level: 11

Lesson Topic: Review Commas (Day 1)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Core Punctuation Skill(s):

L2: Use a comma before a coordinating conjunction in a compound sentence

L2: Use a comma to separate an introductory element from the rest of the sentence

L2: Use punctuation to separate items in a series

LESSON AIM: When should commas be used before coordinating conjunctions?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Identify whether clauses are independent or dependent 2. Review and memorize the seven coordinating conjunctions 3. Use commas with these conjunctions to link independent and dependent clauses.

MATERIALS:

Attachment 1

Attachments 2, 3, 4,5,6,7,8 - Amy Benjamin's Color-Coded Sentence Strips: (Commas and Fanboys), (Predicates), (Subjects)

Attachment 9

MOTIVATION: (How will you motivate students to learn? How will you “hook” them? What can you introduce to unlock their curiosity? Could be in the form of a “Do Now”)

Do Now: Teacher distributes the FANBOYS poster to each student to keep as a copy in their notes.

Teacher explains that commas are often used as “Hitching Devices,” meaning that they partner with FANBOYS to link two complete sentences. Students copy the following definitions:

Independent Clause: A complete sentence that can stand on its own because it possesses a subject, verb, and completed thought.

Dependent Clause: A group of words that is incomplete and cannot stand on its own.

Compound Sentences: Sentences that contain two independent clauses.

Coordinating Conjunction: Words that are used to join independent clauses to make compound sentences.

TRANSITION: Teacher asks students to use the visual on the FANBOYS chart to consider compound sentences like puzzles with each of the corresponding pieces completing the puzzle. Students should then copy the FANBOYS into their notes:

FOR
AND
NOR
BUT
OR
YET
SO

*Teacher might consider having students recite the FANBOYS out loud a few times. The repetition gives the set of words a beat and a rhythm which aids in memorization.

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher will explain that the first step in knowing whether a comma needs to be used is being able to identify whether clauses are independent. The teacher will then present the students with the following sentences:
 - a. Whether the girl runs away
 - b. The boy with the hat
 - c. Three girls sit
 - d. Last night's party
 - e. Don't believe a lie
2. Teacher will display each of these clauses one at a time to allow students to copy them down. Teacher will then ask students whether they feel they could put a period at the end of the clause. This will be known as the **Period Test: If you can put a period at the end of the clause once you've read the clause out loud, then the clause is considered independent.**
 - a. **See the Differentiation section for specific help with students who struggle at this point.
3. Teacher displays the following rules on the board:
 - a. **Independent - Comma - Fanboys - Independent**
 - b. **Independent - Semicolon - Independent To "test" a semicolon, just refer back to the Period Test above. If a period is appropriate, then a semicolon is appropriate. Semicolons add voice and emphasize the relationship between coordinating clauses.**
 - c. **Independent - Fanboys - Dependent**

d. Dependent - Comma - Independent

- *Quick note about rules C and D - For the purposes of the lesson, the sentences will only follow these rules. However, students should know that it is possible for either the FANBOYS OR the comma to link Independents with Dependents. Therefore, students should be aware that Independent and Dependent can be linked by either a FANBOYS or a comma.*
4. Once students have worked with these five sentences, they are ready to move into groups to piece together compound sentences.
 5. Teacher distributes an equal number of color-coded elements from Handouts G, H, and I, and students work in their groups to compete to develop the most unusual/funniest/most unexpected sentences. Students are instructed to combine subjects with verbs (predicates), punctuating with appropriate FANBOYS and commas. They need to create two examples of Rule A, two examples of Rule B, one example of Rule C, and one example of Rule D.

DIFFERENTIATION:

****Lower-level readers may have difficulty with determining whether a period is appropriate. A helpful tip is to have these students ask themselves whether any questions remain after reading the clause out loud. If there are still questions regarding the meaning of the sentence, then the thought is not complete and the clause is not independent.**

For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the Punctuation with Independent Clauses Powerpoint which includes visuals, additional sample sentences, and additional practice sentences with answers.

SUMMARY: Students present their sentences and the class votes on the best ones.

Homework: Students complete Attachment 10

Compound Sentences



F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

Attachment 2

Coordinating Conjunctions and Semicolons (PINK)

and	and	and
and	and	and
but	but	but
so	so	so
;	;	;
and	and	and
and	and	and
but	but	but
so	so	so
;	;	;
and	and	and
and	and	and
but	but	but
so	so	so
;	;	;
and	and	and
and	and	and
but	but	but
so	so	so`
;	;	;

Attachment 4

Relative Pronouns (ORANGE)

who	which	that

Attachment 5

Conjunctive Adverbs (WHITE)

however	however	However,
therefore	therefore	Therefore,
moreover	moreover	Moreover,
furthermore	furthermore	Furthermore
however	however	However,
however	however	However,
therefore	therefore	Therefore,
therefore	therefore	Therefore,
moreover	moreover	Moreover,
moreover	moreover	Moreover,
furthermore	furthermore	Furthermore,
furthermore	furthermore	Furthermore,
however	however	However,
however	however	However,
moreover	moreover	Moreover,
moreover	moreover	Moreover,
therefore	therefore	Therefore,
therefore	therefore	Therefore,
therefore	therefore	Therefore,
however	however	However,

Attachment 6

Subordinating Conjunctions (GREEN)

as	as	as
although	although	although
after`	after	after
while	while	while
when	when	when
unless	unless	unless
until	until	until
because	because	because
because	because	because
before	before	before
if	if	if
since	since	since
as	as	as
although	although	although
after	after	after
unless	unless	unless
until	until	until
when	when	when
while	while	while
if	if	if
since	since	since
as	as	as
after	after	after
although	although	although
before	before	before
because	because	because
because	because	because
because	because	because
as	as	as
if	if	if

Attachment 7 - Predicates (Purple)

fell into the ocean	can't stop singing
was in a cookie factory	visited a small house in the woods
saw a bright light	went to a grocery store
worked on another planet	worked with animals
worked in a bakery	found a talking bear
worked with magical creatures	was in a submarine
ate a whole meal	found a large footprint
found a box	fell into a crater
bought a mysterious house	bumped the glass shelves
ate a leaf from the magical tree	was wearing a golden ring
went to some mountains	called a clown
ate the magical doughnut	found a hole in a tree
grew magic beans	bought a box of rocks
grew giant flowers	went to a deserted island
fell into a hold in a tree	saw a cat with an eye patch
ate a bug	fell into a well
worked in a castle	grew feathers
caught a fish	bought a rainbow-colored horse
fell into the ocean	visited a castle
bought some magic beans	caught a mermaid
wants to go to the mall	was wearing a straw hat
wants to take a trip	was wearing three pairs of socks
drank the green slime	went into a dark cave
caught a fairy	can't stop running
drank a magical potion	drank a lot of soda
can't stop chewing	can't stop burping
bumped a sack over a cliff	was wearing glass slippers
called the doctor	called the president
found a magical fish	can't stop running
saw a tiny ship in the bathtub	found a purple cat
was in an ice cream truck	bumped into a large, hairy leg
was in a hot-air balloon	was wearing an invisibility cloak
ate a biscuit	drank the bubbly potion
found a secret trail	saw an eagle carrying a house
was wearing a golden ring	called a magician
found a strange egg	was in a submarine
was in a dungeon	bumped into a tiny man
found a bag of money	called the dentist
worked with magical creatures	visited a haunted house
called a magician	wants to bake a magical cake
wants to make some money	visited a bat cave
wants to visit a friend	visited an island
caught a leprechaun	grew horns

bumped a box off the table	caught a unicorn
bought a magic carpet	fell into a dark pit
can't stop laughing	found a baby owl
saw a green creature running across the road	grew money trees
went to a store	found a large footprint
found a talking bear	

Attachment 8: Subjects: (BLUE)

a dog	an older student
an octopus	a teacher
a wizard	an otter
a dad	a grandpa
an elf	a woodsman
a kitten	the president
a goat	a sneaky woman
a bird	a prince
an elderly man	a pizza chef
a puppy	an author
a pig	a brother
a shy friend	a giraffe
a princess	a fish
a dragon	a penguin
a mermaid	a pet store owner
a knight	a family friend`
a mail carrier	a dolphin
a sister	an angry dog
a whale	the principal
a tiger	a florist
a nurse	an illustrator
a wolf	a singer
a friend	a dog
a puppy	a porcupine
a cow	a pirate
a crab	a rabbit
a clown	a construction worker
a fairy	a bear
a cat	a photographer
an actor	a cheetah
a cousin	a lion
an illustrator	a unicorn
a giant	a police officer
an alien	a firefighter
a florist	a monster
a veterinarian	a waiter
an elephant	a brave girl
a fox	a mouse
a doctor	my best friend
a mom	a cashier
a squirrel	a troll
a king	a queen
a nurse	an owl

Attachment 9: Use the following steps to determine whether the commas in each of the following sentences are used appropriately or whether commas are missing.

Note: The following sentences have been adapted from *The Horace Mann Usage Workbook*, by Thomas La Farge and Geraldine Woods (Abridged Fifth Edition).

Step 1: Circle the FANBOYS in the sentence.

Step 2: Underline the clause preceding the FANBOYS.

Step 3: Determine whether that clause is Independent or Dependent. If Independent, put a check above the clause. If dependent, put an X above it.

Step 4: Follow Steps 2 & 3 following the FANBOYS.

Step 5: If you have two checks, place (or check for) a comma before the FANBOYS. If not, remove (or omit) the comma.

1. Ellen knew everyone at the party, but the boy standing near the band.
2. The renowned physicist spoke at great length and in great detail to the undergraduates, but Rita was confused.
3. Maria ran from the cafeteria to the field, and watched the lunch table smolder.
4. The rattlesnake bit her; the botanist was soon searching wildly for antivenom.
5. Harriet hasn't had trouble with the car yet I could barely turn the wheel.
6. Life suddenly seems very bleak to Nelson but Howard will soon cheer him up.
7. The pizza festival was a gigantic success, no fewer than 500 kids participated.
8. Borzoi has very bad breath; neither Magda nor his fellow Siberian chefs have the courage to present him with a bottle of mouthwash.
9. You saw him I can't believe it.
10. She breaks out in hives whenever she takes a test, she also sweats.
11. The Amtrak train was about an hour late the conductor had no idea what was going on.
12. Does either of you really know the way to San Jose, or to Los Angeles?
13. Their two daughters' choosing to stay in Paris surprised Elinor and Jim, and hurt them a little bit.
14. Adam said he could not concentrate on the baseball game, he was too excited about doing grammar with Charlie and me.
15. Dr. Madmed examined my uncle and said that a quick course in Zen meditation would cure him.

Answers:

1. Ellen knew everyone at the party but the boy standing near the band.
2. Correct
3. Maria ran from the cafeteria to the field and watched the lunch table smolder.
4. The rattlesnake bit her; the botanist was soon searching wildly for antivenom.
5. Harriet hasn't had trouble with the car, yet I could barely turn the wheel.
6. Correct
7. The pizza festival was a gigantic success; no fewer than 500 kids participated.
8. Borzoi has very bad breath; neither Magda nor his fellow Siberian chefs have the courage to present him with a bottle of mouthwash.
9. You saw him; I can't believe it.
10. She breaks out in hives whenever she takes a test; she also sweats.
11. The Amtrak train was about an hour late; the conductor had no idea what was going on.
OR
11. The Amtrak train was about an hour late, and the conductor had no idea what was going on.
12. Does either of you really know the way to San Jose or to Los Angeles?
13. Their two daughters' choosing to stay in Paris surprised Elinor and Jim and hurt them a little bit.
14. Adam said he could not concentrate on the baseball game; he was too excited about doing grammar with Charlie and me.
OR
14. Adam said he could not concentrate on the baseball game, for he was too excited about doing grammar with Charlie and me.
15. Correct

11 Lesson 6

Grade Level: 11

Lesson Topic: Review Commas (Day 2)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skill(s):

L2: Use a comma before a coordinating conjunction in a compound sentence

L2: Use a comma to separate an introductory element from the rest of the sentence

L2: Use punctuation to separate items in a series

LESSON AIM: How are commas used in lists and series?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Understand the use of commas in a list 2. Understand and identify the Oxford comma 3. Determine which conditions necessitate the Oxford comma

MATERIALS: Attachment 1: Practice with Commas in Lists and Interruptions

MOTIVATION:

Do Now: Teacher collects the previous night's homework (Attachment 5 from previous lesson) to score as desired (quiz is recommended). Then the teacher displays the following images on the board:

**Jane enjoys
cooking her family
and her dog.**

Use a comma, save a life.



Teacher asks students to copy the sentence and then in their notes, explain the joke.
Anticipated response: Students should identify that the way the sentence is written now makes it seem as if Jane cooks her family and cooks her dog. Some particularly adept students may recognize that without a comma used to divide the items in the list, the gerund “cooking” gets distributed to the two supposed direct objects “her family” and “her dog.”

Teacher hears out student responses

TRANSITION: Teacher asks students to properly punctuate the above sentence.

Sentence should look like one of the following:

Jane enjoys cooking, her family, and her dog.

OR

Jane enjoys cooking, her family and her dog.

*If students ask about the comma before the and, the teacher should let students know that this will be discussed in the second half of the lesson.

LESSON DEVELOPMENT/PROCEDURE:

6. Teacher asks students to explain the difference between the way the class used commas yesterday and the way that we are using them in the DO NOW.
 - a. Anticipated/desired response: Yesterday the commas were used to link or “hitch,” whereas today they are used to divide.
7. Teacher tells students that this is part of what makes commas the most confusing piece of punctuation: they serve a variety of jobs, some of which run contrary to one another. Students then copy the following rules:

- a. Rule 1: Use commas to separate words and word groups in a simple series of three or more items.
 - i. Ex: My estate goes to my husband, son, daughter-in-law, and nephew.
 - b. Rule 2: The Oxford comma (also called the serial or Harvard comma): While the final comma before the “and” is optional, omission of this comma can sometimes lead to misunderstandings.
 - i. *We had coffee, cheese and crackers and grapes. (Correction: We had coffee, cheese and crackers, and grapes.)*
 - ii. Note to teacher: Depending on how well your class can handle a more scandalous sentence, you might want to consider inserting some humor with the following example: *I would like to thank my parents, the stripper and God.* Students should understand the confusion that arises when the final two items are linked with no dividing comma. While this is personal preference, it is usually beneficial for students to use and stick with the Oxford comma.
 - c. Rule 3: Use a comma to separate two adjectives when the order of the adjectives is interchangeable:
 - i. Example: He is a strong, healthy man. (He is a healthy, strong man)
 - ii. Example: We stayed at an expensive summer resort. (NOT We stayed at a summer expensive resort.)
 - d. Rule 4: Use a comma after certain words that introduction a sentence, such as *well, why, hello, hey,* etc. or words that act as “interrupters” of the sentence:
 - i. Example: Why, I can’t believe this!
 - ii. Example: No, these aren’t for sale.
 - iii. Example: I am, by the way, very nervous. Tip: Teacher should show students that just as they bracketed out prepositional clauses when it came to subject verb agreement, they here can also bracket out any interrupters. As long as the sentence reads cleanly without the interruption, then the phrase should be put in commas.
8. Teacher distributes Attachment 1: Commas in series practice and breaks students into groups to complete the practice.

DIFFERENTIATION:

**For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the “Commas” handouts. *For this specific unit, there are also practices at this site that are geared toward high-achieving performers who*

are looking for a challenge or to perfect their skills. Specifically, this includes Handout 5 “Not for the Faint Hearted.”

Students who require a written explanation of the Oxford comma should visit the following for downloadable notes:

<http://info.csp.edu/globalassets/academic-resources/writing-center/docs/oxford-comma.pdf>

SUMMARY: Teacher reviews Attachment 1 with students.

Attachment 1: Practice with Commas in Lists and Interruptions

Directions: Insert commas as appropriate.

1. When Harry Potter premiered, I brought my wand scarf glasses and potions list to the film.
2. Any dentist will tell you that the essentials for healthy teeth include brushing flossing and drinking less soda.
3. My favorite ice-cream flavors are coffee mocha chip strawberry and mint chip.
4. The backyard was decorated with black green and red balloons streamers with green and black polka dots and tablecloths with red green and black stripes.
5. My favorite foods include bananas and peanut butter and jelly beans bacon and eggs and toast.
6. All Fritz had in the cupboard were boxes of cookies macaroni and cheese and crackers.
7. After winning first place in the art show, Theodora told the audience her major influences were her artist uncles, Frieda Kahlo and Georgia O'Keefe.

Answers

1. When Harry Potter premiered, I brought my wand, scarf, glasses, and potions list to the film.
2. Any dentist will tell you that the essentials for healthy teeth include brushing, flossing, and drinking less soda.
3. My favorite ice-cream flavors are coffee, mocha chip, strawberry, and mint chip.
4. The backyard was decorated with black, green, and red balloons; streamers with green and black polka dots; and tablecloths with red, green, and black stripes. (Semicolons are used to separate items in lists when one or more items require commas.)
5. My favorite foods include bananas and peanut butter, jelly beans, bacon and eggs, and toast. (This should be rephrased because there are several options. Bananas and peanut butter could be a set; peanut butter and jelly could be a set; jelly beans could be an item; beans, bacon, and eggs could be a set; bacon could be an item; or eggs and toast could be a set).
6. All Fritz had in the cupboard were boxes of cookies, macaroni and cheese, and crackers.
OR All Fritz had in the cupboard were boxes of cookies, macaroni, and cheese and crackers.
7. After winning first place in the art show, Theodora told the audience her major influences were her artist uncles, Frieda Kahlo, and Georgia O'Keefe.

11 Lesson 7

Grade Level: 11

Lesson Topic: Punctuation with Essential and Nonessential Elements (Day 1)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 -Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Core Conventions Skill(s): L1: Explain the function of phrases and clauses in general, as well as in specific sentences

Core Punctuation Skill(s): L2: Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing

LESSON AIM: How do we determine the difference between an essential (necessary) and nonessential (not necessary) clause?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Understand what makes a clause essential and identify them as such 2. Understand what makes a clause nonessential and identify them as such.

MATERIALS: Attachment 1: Essential - Non-Essential Elements: Guided Exercise

MOTIVATION:

Do Now: Teacher displays the following two sentences. Students copy them down.
My daughter Mila enjoys dancing.
My son, Mitchell, enjoys reading.

Teacher tells students to explain why there are no commas in the first sentence but there are commas in the second sentence.
Anticipated responses: Surprisingly, although this seems like a difficult question, students are usually able to determine that in the first sentence the person has more than one daughter but in the second the person has only one son. Even with struggling students, many are able to detect this difference. Some may express that they don't know how to articulate the need for the comma, but they are aware the comma is necessary.

Teacher explains (if students have not) that the name is necessary in the first sentence to identify which daughter the speaker is talking about, and thus we can presume that the speaker has more than one daughter. In the second sentence, however, we can conclude that since the son's name is in commas, it is "optional," and thus the speaker has only one son.

TRANSITION: Teacher explains to students that we will be talking about definitions and rules that will be new, and that students should review these rules this evening in preparation for tomorrow.

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher displays the following rules for students to copy down. It is recommended that each example be shown on a different slide and explanations be offered slowly with teacher markup on the sentences. Students should be instructed to take notes on each example, as each one offers a slightly different case of essential and nonessential punctuation. These rules come from The Horace Mann Usage Workbook, so rule numbers have been maintained in order to match the practice sheet.
 - a. Overarching guideline: **Remove phrases between two commas and check what you have left.** If your sentence still makes the same basic statement, the element was nonessential; if it now leaves you with important questions unanswered or says something markedly different, the element was essential. **This is a reiteration of the rule we left off on yesterday, but it bears repeating as students will be returning to it over the course of the next two lessons.*
 - b. **Rule 62a: Set off nonessential adjective (descriptive) clauses with commas.**
 - i. Example: The pilots, **who want higher pay**, are threatening to strike.

VS

The pilots who want higher pay are threatening to strike.

Teacher says: The first sentence tells us that all the pilots are threatening to strike, and, we are told, as additional information, that they want higher pay. IF you were to take out the *who*-clause, the basic statement would remain unchanged. "The pilots are threatening to strike." The clause in the first sentence is nonessential and set off by commas.

In the second sentence, the *who*-clause limits the pilots under discussion to those who want higher pay. Now it is only they and not all the pilots who are threatening to strike. In the second sentence the clause is essential, and thus it is not set off.

- ii. Example: Barney's, **the store where Richie Gotrox buys his shirts**, is very expensive.

VS

The store **where Richie Gotrox buys his shirts** is very expensive.

Teacher says: The clause in the second sentence is essential because without it the sentence would read: The store is very expensive. The reader can't know which store is meant; in the first sentence, the store is defined by its name, and therefore the clause isn't needed and is set off by commas.

iii. Ex: The day **when I have fewest classes** is Tuesday.

Teacher says: Omitting the clause would give you the sentence, "The day is Tuesday." Which day?

- c. **Rule 62b: When an object is modified (changed) by an adjective clause, it is common to begin the clause with "that" if it's essential but "which" if it's nonessential.**

Teacher says: This is a helpful trick - often students struggle with when to use that as opposed to which. That introduces necessary information that further limits or changes the subject; which introduces optional or extra information that adds something but doesn't change the understanding of the subject.

- i. Example: The watch **that Jared stole from a store** doesn't work. (Think: which watch? The phrase limits the set of potential watches you could be referring to.)

VS

The watch that Jared is wearing, **which he stole from a store**, doesn't work. (In this sentence, we already know which watch the speaker is referencing (the watch that Jared is wearing) and thus further description adds info but does not limit the set.)

2. Teacher distributes Attachment 1: Essential - Non-Essential Elements: Guided Exercise. Teacher instructs students to complete ONLY the questions followed by (62), as this is the only rule that students know. This includes numbers 2, 3, 4, 13, 14, 18, 19, 20, 22, 24. However, students should not punctuate these sentences. Instead, they should select the clauses that are essential or non-essential, underline them, and underneath each clause, explain what makes the clause essential or nonessential.

DIFFERENTIATION:

**For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the notes contained here:

<http://www.chompchomp.com/terms/essentialclause.htm>

SUMMARY: Teacher reviews with students which clauses are essential and asks for explanations as to why each one is essential/nonessential.

Homework: Students should be told that there will be an open-notes quiz at the beginning of class tomorrow with five practice sentences. Students should review notes in preparation.

IX. Essential - Non-Essential Elements: Guided Exercise

Some of the sentences below are correct, and some contain errors in punctuation with essential and nonessential elements (but not adverb clauses). If the sentence is correct, write "C." If the sentence contains errors, add or delete commas in the proper places. The number in parentheses at the end of each sentence refers to a rule you have just learned.

1. The collection of tales known as *The Arabian Nights* is the best-known work of fiction from the Arab world. (63)
2. The tales, that make up *The Arabian Nights*, were not all composed by a single author. (62)
3. The men and women, who tried out for the position of dogcatcher, live inside the city limits and close to the animal shelter. (62)
4. In front of the museum many mimes, who perform without words, contribute to the party atmosphere of the city. (62)
5. Folk legends are often turned into musicals, composed by professionally trained musicians. (63)
6. *World Leader Wrestling* televised by CNN will now be used to decide international conflicts. (63)
7. The cartoon character, Archie, was drawn by a graduate of the Horace Mann School in Riverdale, NY. (64)
8. Riverdale his high school is a common setting, along with two other important places, the malt shop and Veronica's house. (64)
9. The principal's office, the second most frequently seen location, is drawn in the kind of loving detail that lets you know that the cartoonist spent much time there. (64)
10. The 19th century novel, *Great Expectations*, illustrates many of the customs that Dickens observed in London. (64)
11. Places, named in *Great Expectations*, can today be found unchanged from Dickens' day. (63)
12. The 17th century Puritan colony, Salem, executed twenty people for the crime of witchcraft. (64)
13. Nathaniel Hawthorne who was descended from one of the witch trial judges was so ashamed of his ancestor's actions that he changed the spelling of his name from "Hathorne" to "Hawthorne." (62)

14. Some of the spells, that Hathorne claimed to have discovered, were probably fabricated by villagers anxious to seize land from the accused witches. (62)
15. Gertrude's favorite pet a guinea pig named Lettuce loves to eat green vegetables. (64)
16. My great-grandmother Galla is the only one in the family who lives in New Jersey; my other great-grandmother lives in Florida. (64)
17. Otto to make a political point dropped his pants in the auditorium. (63)
18. Any athlete, who is dumb enough to smoke, will learn a hard lesson about halfway through any competition that he or she has entered. (62)
19. Most of the skits on *Saturday Night Live* that were written by David are based on experiences in his own life that he considered funny. (62)
20. I can't understand half the words, that Shakespeare puts in his plays. (62)
21. The famous explorer and scholar, Sir Richard Burton, traveled to many countries, which he described in several books. (64)
22. Burton, co-discoverer of the source of the Nile, was also famous as the first Christian, who had successfully made a pilgrimage to Mecca. (62)
23. None of the faithful in Mecca guessed that the bronzed figure wearing full Arab dress was really British. (63)
24. Some scholars trace the origin of *Seinfeld* back to ancient India which many people consider the origin of all story-telling. (62)
25. Mr. Flint is too cheap to repair the chair, purchased at the thrift shop for under four dollars. (63)

(Answer key on page 145.)

IX. Essential - Non-Essential Elements: More Practice Sentences

Some of the sentences below are correct, and some have an error in punctuation of essential and non-essential elements. If the sentence is correct, write "C." If the sentence contains an error, add or delete commas as needed. There may be more than one error of this kind in any given sentence.

1. A person who is good at shopping should be rewarded for this skill.
2. Travel is faster on the express trains which stop only at certain stations.
3. The teacher wearing the apron is Mr. Somma.

*This attachment is taken from Thomas La Farge and Geraldine Woods' *The Horace Mann Usage Workbook*, Fifth Edition (2004).

11 Lesson 8

Grade Level: 11

Lesson Topic: Punctuation with Essential and Nonessential Elements (Day 2)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Conventions Skill(s): L1: Explain the function of phrases and clauses in general, as well as in specific sentences

Core Punctuation Skill(s): L2: Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing

LESSON AIM: How do we determine the difference between an essential (necessary) and nonessential (not necessary) clause and punctuate such clauses accordingly?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Understand what makes a clause essential 2. Understand what makes a clause nonessential 3. Understand how to appropriately punctuate essential and nonessential clauses

MATERIALS: Attachment 1: Essential and Non-Essential Elements: Guided Exercise

MOTIVATION:

<p>Do Now: Teacher hands out the open-notes quiz students for which students were instructed to prepare. For this quiz, teacher should select five sentences from Attachment 1 that were reviewed yesterday in class and ask students to properly punctuate them.</p>
--

<p>Teacher collects quiz and students are instructed to open to their notes.</p>
--

TRANSITION: Teacher asks a student to explain Rule 62 from yesterday's lesson. Teacher ensures that students emphasizes that essential clauses are not set off by commas; nonessential clauses are set off by commas.

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher displays the following rules for students to copy down. It is recommended that each example be shown on a different slide and explanations be offered slowly with teacher markup on the sentences. Students should be instructed to take notes on each example, as each one offers a slightly different case of essential and nonessential punctuation. These rules and explanations come directly from The Horace Mann Usage Workbook, so rule numbers have been maintained in order to match the practice sheet.
 - a. Teacher displays the slide showing the overarching guideline: **Remove phrases between two commas and check what you have left.** If your sentence still makes the same basic statement, the element was nonessential; if it now leaves you with important questions unanswered or says something markedly different, the element was essential. **This is a reiteration of the rule we left off on yesterday, but it bears repeating as students will be returning to it over the course of the next two lessons. Students do not need to copy this again.*
 - b. **Rule 63: Set off nonessential participial phrases with commas.** (Teacher can tell students not to worry about the difference between a participial phrase and an adjective phrase; the difference here is inconsequential. For students who would like an explanation, one can be found here: <http://www.chompchomp.com/terms/participlephrase.htm>)
 - i. Example: Luisa, **wearing a straw hat**, strolled through the park.
VS
The woman **wearing the straw hat** strolled through the park.

Teacher says: In the second sentence the phrase identifies the woman, who is sufficiently identified by her name in the first. Note that all infinitive (to + verb) phrases that work as adjectives are essential, and all that work as adverbs are nonessential.

- ii. Example: The dog **to watch out for** is that insane Airedale. (adjective)
VS
The dog, **to fulfill some private agenda**, went mad and bit the man. (adverb)
 - c. **Rule 64: Set off nonessential appositives or appositive phrases with commas.**

Teacher says: Appositive phrases can just be thought of as phrases that rename the noun. (For students who require/desire a more thorough explanation of the appositive phrase, one can be found here: <http://www.chompchomp.com/terms/appositive.htm>)

- i. Example: Beethoven, the famous composer, wrote music even after he went deaf.
VS
The famous composer Beethoven wrote music even after he went deaf.

Teacher says: In the first sentence Beethoven is sufficiently identified by his own name. (Proper nouns therefore tend to be followed by nonessential phrases, as the set has already been sufficiently limited.) In the second, it's the name that works as the appositive; if left out, the sentence reads: "The composer wrote music even after he went deaf," leaving the reader to ask "Which composer?"

- ii. Example: Otto's uncle Aaron was a famous shoplifter.
VS
Otto's uncle, Aaron, was a famous shoplifter.

Teacher says: This is similar to yesterday's Do Now. In the first sentence, Otto has more than one uncle, whereas in the second sentence, Otto has only one uncle, and the name "Aaron" is some extra information thrown in for the reader.

2. Teacher instructs students to return to yesterday's handout, Attachment 1 to complete the remaining questions. Since the material is difficult and students would benefit from collaboration, they should be broken into pairs so that they remain on task.

DIFFERENTIATION: **For students who are struggling, the teacher should recommend the following: <http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the notes contained here: <http://www.chompchomp.com/terms/essentialclause.htm>

SUMMARY: Teacher reviews the remainder of Attachment 1 on the board, sentence by sentence, calling up students to complete on the Smartboard. If students are reluctant, the double die feature can be useful here, with the first dice displaying a row number and the second displaying a seat number.

11 Lesson 9

Grade Level: 11

Lesson Topic: Verb Tense (Day 1)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s):

- L1: Form and use the simple verb tenses
- L1: Form and use the progressive verb tenses
- L1: Form and use the perfect verb tenses
- L1: Use verb tense to convey various times, sequences, states, and conditions
- L1: Recognize and correct inappropriate shifts in verb tense
- L1: Form and use verbs in the active and passive voice
- L1: Recognize and correct inappropriate verb shifts

LESSON AIM: What are the six basic tenses?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Understand and identify the six basic English verb tenses

MATERIALS:

Attachment 1: Visual of the Six Basic Verb Tenses

Attachment 2: Verb Tense Chart

Attachment 3: X. Verb Tense: Guided Exercise, taken from Thomas La Farge and Geraldine Wood’s *The Horace Mann Usage Guide*, Fifth Edition, (2004).

MOTIVATION:

Do Now: Teacher distributes Attachment 1: Six Basic Verb Tenses and shows students the following (very brief) Powerpoint From Khan Academy

<https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-verb/the-tenses/v/introduction-to-verb-tense-the-parts-of-speech-grammar>

Students are instructed to take notes as needed on their charts.

TRANSITION: Once the Powerpoint has completed, the teacher asks students why mastery of verb tense is so important to clear and effective writing. Teacher lists student responses on the board.

Anticipated lists: - to be able to express when something happened - to be able to create a fictional story - to show or reveal a sequence of events - to be able to talk about multiple actions that occurred at different times

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher distributes Attachment 2: Verb Tense Chart. Student's chart has the first three basic tenses filled in (Present, Past, and Future) but has the three "perfect" tenses left blank. Students will be told that for now, they should focus only on the three basic tenses. The following rules are for students to copy down. It is recommended that each example be shown on a different slide and explanations be offered slowly with teacher markup on the sentences. Students should be instructed to take notes on each example, as each one offers a slightly different case. These rules and explanations come directly from The Horace Mann Usage Workbook, so rule numbers have been maintained in order to match the practice sheet.
 - a. **Rule 65: Keep your verb tenses consistent; don't shift tense without reason in the middle of the account.**
 - i. Example: Percy worshipped Mary, followed her around, laughed at her jokes, and fetched her pizza; but when at least he's alone with her, he doesn't know how to talk to her. (The sentence shifts from past to present at the semi-colon. The verbs should all be present or all past tense.)
 - b. **Rule 66: Summaries of events in literary works are usually given in present tense. This is sometimes called the "historical present." The plot of the work extends over a span of time; in focussing on a particular event, you take it as the "present moment":**
 - i. Example: Macbeth **imagines** that he sees a dagger in the air before him. (Then, earlier or later moments in the story will be put in relation to this present.)
 - ii. Example: Macbeth **realizes** that all his friends **have abandoned** him.
 - iii. He **sees** suddenly that his old age **will be** loveless.
 - c. **Rule 67: It's usually best to use past tense when reporting what someone said:**
 - i. David explained that he **could** not pay his rent this month.
NOT David explained that he **cannot** pay his rent this month.
 - d. **Rule 68: But when an indirect statement asserts a generally accepted truth, the verb in the statement is in present tense.**
 - i. Fritz never learned that the world **is** round.
NOT Fritz never learned that the world **was** round.

2. Teacher distributes Attachment 3: Verb Tense: Guided Exercise. Students complete exercises with Rules 65-68

DIFFERENTIATION: **For students who are struggling, the teacher should recommend the following: <http://www.chompchomp.com/presentations.htm>

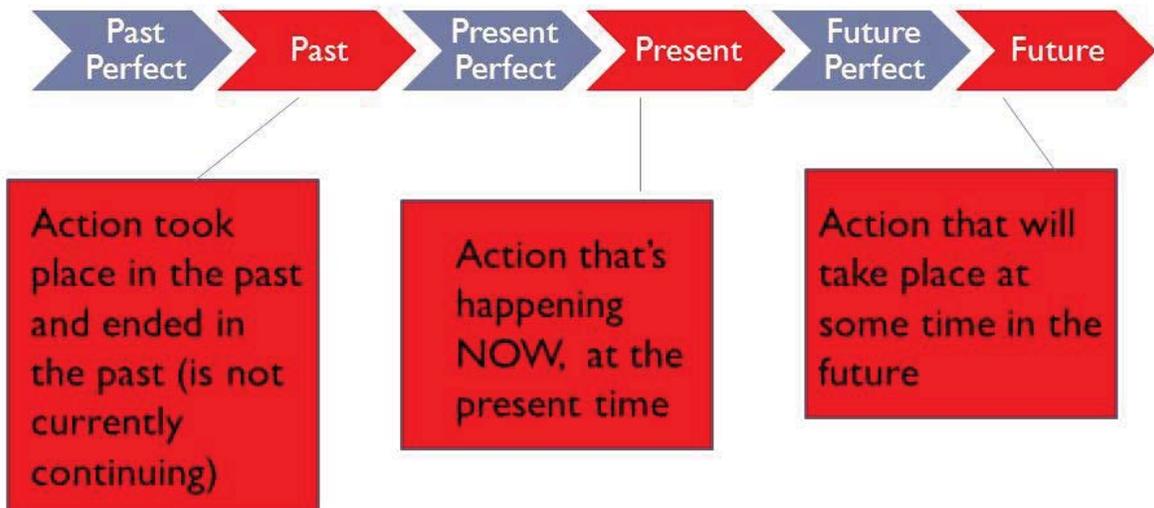
At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the notes contained here:

<http://www.chompchomp.com/presentations/tenseshift.pdf>

SUMMARY: Teacher reviews the remainder of Attachment 3 on the board, sentence by sentence, calling up students to complete on the Smartboard. If students are reluctant, the double die feature can be useful here, with the first dice displaying a row number and the second displaying a seat number.

Verb Tense

In the world of verbs, time is conveyed by *tense*. Every verb has six tenses:



Attachment 2: Verb Tense Chart (taken from Thomas La Farge and Geraldine Woods' *The Horace Mann Usage Workbook*)

Verbs change their form, most importantly when they show the time at which an action took place. The form that shows time is called *tense*. Here are the most important tenses and their forms and uses. Below the tense name in the first column you'll find the helping verb used and what it's used with: infinitive or participle.

Present (is + present participle)	She <i>is doing</i> me a favor. He <i>eats</i> an apple a day. She knew that the dodo <i>is</i> extinct.	Shows an action going on or a habitual action or a general truth.
Past (did + infinitive)	I <i>took</i> my dog to the vet. <i>Did</i> she <i>tell</i> the truth?	Shows an action occurring at some definite moment in the past.
Future will + infinitive	We <i>will not give</i> up.	Shows an action yet to occur.
Present Perfect have/has + past participle or + been + present participle	You <i>have lost</i> your mind. Jo <i>has lived</i> in New York for twenty-eight years, <i>or</i> We <i>have been living</i> in...	Shows an action that happened in the past at an undefined time. Shows an action begun in the past and continuing into the present.
Past Perfect had + past participle	By the time summer came, he <i>had spent</i> all his vacation money.	Used to show an action that occurred before another action in the past.
Future Perfect	By the time summer	Shows an action that will

Attachment 3: Verb Tense: Guided Exercise

X. Verb Tense: Guided Exercise

Correct errors in verb tense where they occur in the following sentences. Some sentences may contain no error; mark them with "C." The number in parentheses following each sentence refers to a rule you have just learned.

1. In Act IV of *Macbeth* the title character seemed bloodthirsty when he decided to kill Macduff's entire family. (66)
2. Olive never told a lie before she turned two. (70)
3. Otto met Boxanne, he became her friend and learned all about her habits, and then she turns around and tells him, "You don't know me!" (65)
4. Nastine never understood that tomatoes didn't grow on trees. (68)
5. Bismo claimed that losing that game didn't bother him. (67)
6. Otto explained that spelling is not his strong point. (67)
7. At the beginning of the novel *Jane Eyre*, Jane is sent to a dreadful school, which Charlotte Brontë modeled on a real place. (65, 66)
8. Otto said that amoebas were one-celled animals. (68)
9. Mrs. Klein is living in the same apartment on Essex Street for the last 64 years. (69)
10. When Beverly finishes washing the dishes, studying chemistry, and slopping the hogs, she may tune into "The WB." (69)
11. Believing that she fed her children already, Olive prepared no dinner. (70)
12. When she finished high school, Amy learned to play poker so that she could pay her way through college. (70)
13. Jack told the reporters that he will not apologize to Mrs. Beanstock. (67)
14. Imus did not apologize to the court, even though he clearly insulted the judge. (70)
15. When John sterilized the milk for the baby, he poured the milk into the bottle. (70)
16. By the time Telemachus returns home from Sparta, his father already landed on Ithaca and is waiting in the swineherd's hut. (66, 69)
17. Where the superpharmacy stood, a gas station operated till its tanks exploded. (70)
18. The bags were packed, the tickets were purchased, and all they had to do was to board the *Titanic* and relax. (70)

11 Lesson 10

Grade Level: 11

Lesson Topic: Verb Tense (Day 2)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s):

- L1: Form and use the simple verb tenses
- L1: Form and use the progressive verb tenses
- L1: Form and use the perfect verb tenses
- L1: Use verb tense to convey various times, sequences, states, and conditions
- L1: Recognize and correct inappropriate shifts in verb tense
- L1: Recognize and correct inappropriate verb shifts

LESSON AIM: What are the six basic tenses?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Understand and identify the six basic English verb tenses 2. Correct errors in verb shifts

Note: Active and Passive Voice will be covered in the Parallelism lesson (Lesson 12)

MATERIALS:

Attachment 1: Visual of the Six Basic Verb Tenses

Attachment 2: Verb Tense Chart

Attachment 3: X. Verb Tense: Guided Exercise, taken from Thomas La Farge and Geraldine Wood’s *The Horace Mann Usage Guide*, Fifth Edition, (2004).

MOTIVATION:

Do Now: Teacher asks students to take out yesterday’s Verb Tense Chart (Attachment 2) and students copy down the left column.

TRANSITION: Teacher asks students what the three “perfect” tenses have in common.

Anticipated Responses: The perfect tenses all use a form of “have/had” and include a participle.

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher explains that the “perfect” tenses are all combination tenses. Students should write down that “perfect” means a combination of “past” and whichever tense they’re working with. (Past perfect is a combination of past and present, present perfect is a combination of present and past, etc. etc.)
2. Teacher tells students to look at Attachment 1: Six Basic Tenses and to highlight where the perfect tenses exist. Each student should write the form of “have” underneath the given tense.
3. Student’s chart has the first three basic tenses filled in (Present, Past, and Future) and now students will be told to shift their focus to the “perfect” tenses. The following rules are for students to copy down. It is recommended that each example be shown on a different slide and explanations be offered slowly with teacher markup on the sentences. Students should be instructed to take notes on each example, as each one offers a slightly different case. These rules and explanations come directly from The Horace Mann Usage Workbook, so rule numbers have been maintained in order to match the practice sheet.
 - a. **Rule 69: Use the present perfect tense to show an action begun in the past but continuing into the present. (Helping verb: has, have).** This tense is used to set a present state of affairs in relation to its origins in the past.
 - i. Example: Jesse, William, and Henry James have been robbing banks and holding up trains for fourteen years now. (The present perfect verb have been robbing...and holding...fills in the span between fourteen years ago and now and lets you know that the James boys are still at it.)
 - ii. Ex: Dr. La Farge’s chameleons were born in a Moroccan forest, but they have adapted very well to living in the northeastern US.
 - b. **Rule 70: Use past perfect tense to show the earlier of two past actions (Helping verb: had)**
 - i. Ex: By the time the James boys were hanged, they had held up more than three hundred trains and a couple of dozen buses. (Some judgment is needed to apply this rule. If I say, “I went to the pet shop and bought two dozen crickets,” one of these actions must have been performed first, yet it’s not important to sort them out carefully. It’s really a single event that is being described.
 - ii. Ex: The doctor removed the pear from Bolta’s throat, and then she could breathe again. (“And then” and “again” act as time markers that make use of the past perfect unnecessary. Past perfect tense is most often used in an adverb clause, as here: “After we had filed our teeth to sharp points, we gathered to eat dinner.” Even though “after” is a clear time marker, it is still best to use the past perfect.)

- c. **Rule 71: Use the future perfect tense to set a future action in relation to another action still further in the future. (Helping verb: will have)**
- i. By the time they take their SATs, the students will have learned many points of usage useful to them in their writing. (Teacher explains that “with the use of the future perfect tense, you are transferring your point of view from now to some moment yet to come, and from there looking back on an action to be performed in the interim.)
4. Students should count off by fours to break into small groups. In order to reinforce these rules, students should take out their charts and fill in the remaining two columns by coming up with their own sentences to demonstrate the rule.

DIFFERENTIATION:

**For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

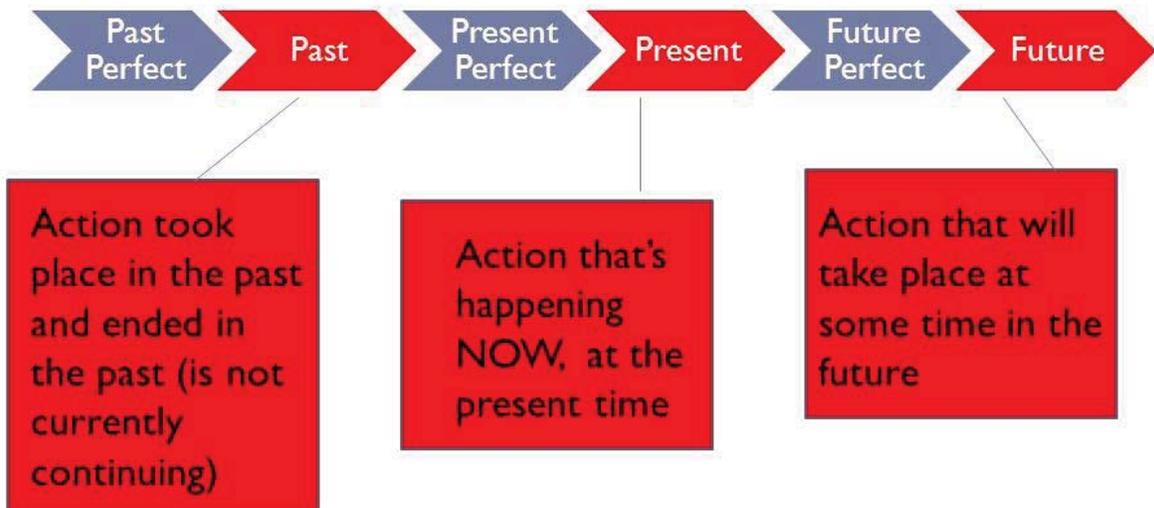
At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the powerpoints contained here: <chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalc/views/app.html>

SUMMARY: Students will share out their sentences and teacher will compile lists of sentences that demonstrate each of the three perfect sentences on the board.

Homework: Students should complete the remainder of Attachment 3: Verb Tense: Guided Practice. This will be submitted for a homework grade tomorrow.

Verb Tense

In the world of verbs, time is conveyed by *tense*. Every verb has six tenses:



Attachment 2: Verb Tense Chart (taken from Thomas La Farge and Geraldine Woods' *The Horace Mann Usage Workbook*)

Verbs change their form, most importantly when they show the time at which an action took place. The form that shows time is called *tense*. Here are the most important tenses and their forms and uses. Below the tense name in the first column you'll find the helping verb used and what it's used with: infinitive or participle.

Present (is + present participle)	She <i>is doing</i> me a favor. He <i>eats</i> an apple a day. She knew that the dodo <i>is extinct</i> .	Shows an action going on or a habitual action or a general truth.
Past (did + infinitive)	I <i>took</i> my dog to the vet. <i>Did</i> she <i>tell</i> the truth?	Shows an action occurring at some definite moment in the past.
Future will + infinitive	We <i>will not give</i> up.	Shows an action yet to occur.
Present Perfect have/has + past participle or + been + present participle	You <i>have lost</i> your mind. Jo <i>has lived</i> in New York for twenty-eight years, <i>or</i> We <i>have been living</i> in...	Shows an action that happened in the past at an undefined time. Shows an action begun in the past and continuing into the present.
Past Perfect had + past participle	By the time summer came, he <i>had spent</i> all his vacation money.	Used to show an action that occurred before another action in the past.
Future Perfect	By the time summer	Shows an action that will

Attachment 3: Verb Tense: Guided Exercise

X. Verb Tense: Guided Exercise

Correct errors in verb tense where they occur in the following sentences. Some sentences may contain no error; mark them with "C." The number in parentheses following each sentence refers to a rule you have just learned.

1. In Act IV of *Macbeth* the title character seemed bloodthirsty when he decided to kill Macduff's entire family. (66)
2. Olive never told a lie before she turned two. (70)
3. Otto met Boxanne, he became her friend and learned all about her habits, and then she turns around and tells him, "You don't know me!" (65)
4. Nastine never understood that tomatoes didn't grow on trees. (68)
5. Bismo claimed that losing that game didn't bother him. (67)
6. Otto explained that spelling is not his strong point. (67)
7. At the beginning of the novel *Jane Eyre*, Jane is sent to a dreadful school, which Charlotte Brontë modeled on a real place. (65, 66)
8. Otto said that amoebas were one-celled animals. (68)
9. Mrs. Klein is living in the same apartment on Essex Street for the last 64 years. (69)
10. When Beverly finishes washing the dishes, studying chemistry, and slopping the hogs, she may tune into "The WB." (69)
11. Believing that she fed her children already, Olive prepared no dinner. (70)
12. When she finished high school, Amy learned to play poker so that she could pay her way through college. (70)
13. Jack told the reporters that he will not apologize to Mrs. Beanstock. (67)
14. Imus did not apologize to the court, even though he clearly insulted the judge. (70)
15. When John sterilized the milk for the baby, he poured the milk into the bottle. (70)
16. By the time Telemachus returns home from Sparta, his father already landed on Ithaca and is waiting in the swineherd's hut. (66, 69)
17. Where the superpharmacy stood, a gas station operated till its tanks exploded. (70)
18. The bags were packed, the tickets were purchased, and all they had to do was to board the *Titanic* and relax. (70)

19. Mr. Hellman himself assured me that mayonnaise did not have many calories as everyone thinks. (68)
20. Olive looks forward to her children's graduation, when she will complete twenty-nine years of parenting and begin to enjoy the "empty nest" syndrome. (71)
21. By the time the tilers finish laying the marble in Mr. Blowbucks' bathroom, he will blow five thousand bucks. (71)
22. Mrs. Kraus lectured me on my ignorance and informed me that Andromeda is a constellation, not a planet. (68)
23. In *The Catcher in the Rye*, Holden is often unsure of his own motives, but he always thought he understood the motives of others. (65, 66)
24. By the sound of the tone, you will finish your breakfast. (71)
25. When Katherine danced for fifteen hours, she was a little tired, and her toes throbbed. (70)

(Answer key on p. 146.)

11 Lesson 11

Grade Level: 11

Lesson Topic: Parallelism

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s):

L1: Use parallel structure
L1: Form and use verbs in the active and passive voice

LESSON AIM: What is parallel structure?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Define parallelism in relation to grammar 2. Identify examples of parallel structure 3. Correct errors in parallel structure

Note: Depending on the speed of the class, this lesson might be done better over the course of two days. If broken into a two-day lesson, teacher should assign a few sentences for homework in between so that students reinforce how to apply the rules. (Five sentences should be sufficient.)

MATERIALS:

Attachment 1: American Rhetoric Parallelism Examples

Attachment 2: Parallelism: Guided Exercise

MOTIVATION:

Do Now: Students are asked to consider each of the following famous lines from American rhetoric:

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness . . . - Charles Dickens, *A Tale of Two Cities*

...That these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth. - Abraham Lincoln, *Gettysburg Address*

“And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.” - John F. Kennedy, *Inaugural Address*

Teacher asks students to study the sound, structure, and syntax of each line. What commonalities do students notice?

Anticipated responses include: 1. Each has a type of repetition 2. Each contains a rhythm 3. Each has a balance to it (Any of these answers will provide a natural transition to the procedure)

TRANSITION: Teacher breaks students into groups and gives them copies of each of the above sentences (Attachment 1) Students work together to cut up the sentences and select the parts that make them parallel. This physical activity will help students visually see the balance amongst the different components of the sentence.

LESSON DEVELOPMENT/PROCEDURE: Teacher explains that parallelism in math and parallelism in grammar can be thought of in the same way. Teacher might add here that parallelism is often better thought of as finding symmetry in the sentence (a repetition of form).

1. The following rules are for students to copy down. It is recommended that each example be shown on a different slide and explanations be offered slowly with teacher markup on the sentences. Students should be instructed to take notes on each example, as each one offers a slightly different case of parallelism. *This lesson differs from the previous ones in that students will complete practice examples directly after learning the rule. This is done because the rules vary widely from one to the next, so students will benefit from the additional reinforcement.* These rules and explanations come directly from The Horace Mann Usage Workbook, so rule numbers have been maintained in order to match the practice sheet.

a. Rule 76a: Elements of the sentence with the same function must have the same grammatical identity.

- i. Example: Swimming, skiing, and scuba-diving were her favorite pastimes. (Teacher says: This sentence is parallel because all three subjects (swimming, skiing, and scuba-diving are gerunds.)
- ii. Incorrect example: Winning the lottery, climbing Everest, and to go to the moon were her dreams. (Students should be able to correct this sentence; teacher should take volunteers to do so. *Students should write both the correct AND the incorrect versions in their notes. It's important for them to see examples that contain the error.*) Corrected version reads “and going to the moon...”
- iii. Incorrect example: He was famous for his smile, his fortune, and his ability to predict earthquakes. (Why was he famous? The sentence offers three reasons: a prepositional phrase (for his smile), a noun (his fortune), and another prepositional phrase (because of his ability to predict earthquakes). To be parallel, the reasons must match grammatically.

Corrected version reads “and his ability to predict earthquakes.” Note: Multiple corrections are possible.

- b. Rule 76b: Shifting from active to passive voice is not preferred. If you begin with active voice, then stick with it.**
 - i. **Active Voice: When the verb of a sentence is in the active voice, the subject is doing the acting, as in the sentence “Kevin hit the ball.” Kevin (the subject of the sentence) acts in relation to the ball.**
 - ii. **Passive Voice: A verb is in the passive voice when the subject of the sentence is acted on by the verb. For example, in “The ball was thrown by the pitcher,” the ball (the subject) receives the action of the verb, and was thrown is in the passive voice.**
2. Students should reference Attachment 2: Parallelism: Guided Exercise and complete with the full class questions 1-4, 10 (active voice example).
3. **Rule 77: Pairs of conjunctions must join equal elements.** Several conjunctions are used as pairs: *not only...but (also)/both...and/either...or/neither...nor*
 - i. Example: He gave an A+ not only to Oliver but also to Alexa. (Students should be instructed to box the conjunction pair and then underline what directly follows. The underlined pairs should match in form (not necessarily in word). He gave an A+ not only to Oliver but also to Alexa. The conjunction pair (not only...but also) connects two prepositional phrases.
 - ii. Incorrect Example: Not only did he order pizza and tacos with all of the trimmings but also a ten-liter bottle of soda. (The first is a clause containing a subject (he) and a verb (did order). The second is simply a noun (bottle) and its modifiers. To make the sentence parallel, move the first part of the conjunction. (He ordered not only pizza and tacos with all of the trimmings but also a ten-liter bottle of soda.)
4. Students should reference Attachment 2: Parallelism: Guided Exercise and complete with the full class questions 5, 6, 8, 9, 13
 - a. Rule 78: When making a comparison, be sure the items being compared are parallel.** (Teacher explains: the same issues of matching come up with comparisons as with parallelism. Again, symmetry is the goal.)
 - i. Incorrect example: The critics praised the new musical for its sprightly melodies as well as what the actors said when they were not singing. Correction: The critic liked the sprightly melodies but not that the actors sprouted cliches. Student variation is expected and, to some degree, encouraged. Teacher might consider putting two student sentences on the board and ask students to consider which one reads better. This will allow students to consider how nuances in diction can affect fluidity and clarity.)

5. Students should reference Attachment 2: Parallelism: Guided Exercise and complete with the full class questions 19, 22, 25.

DIFFERENTIATION:

**For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved. For this lesson, students should reference the powerpoints contained here:

<http://www.chompchomp.com/rules/structure/rules.htm>

SUMMARY: Students on their own complete the remaining questions on Attachment 2. These sheets will be collected as students leave and teacher will check these as a classwork grade. Students will receive these back tomorrow before the class moves on to the Comparisons lesson.

Homework: Teacher should instruct students to go home and select examples of parallelism from current music. Students should write down examples to bring to tomorrow's class.

Attachment 1: American Rhetoric Parallelism Examples

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness . . . - Charles Dickens, *A Tale of Two Cities*

Answer:

It was the best of times

It was the worst of times

It was the age of wisdom

It was the age of foolishness

...That these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth. - Abraham Lincoln, *Gettysburg Address*

Answer:

...That these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government

Of the people

By the people

For the people

Shall not perish from the earth

“And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.” - John F. Kennedy, *Inaugural Address*

Answer:

And so, my fellow Americans:

Ask not what your country can do for you

Ask [X] what you can do for your country.

Attachment 2: Parallelism: Guided Exercise

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XI.A Parallelism: Guided Exercise

If the sentence is correct, write "C." If there is an error in parallelism, correct it by choosing the best way to make the forms parallel. The number at the end of each sentence refers you to the relevant rule.

1. Sewing the costumes was not difficult, but to clean them after the mudwrestling match was another story. (76)
2. Hot, humid weather makes people irritable and behave impatiently. (76)
3. The boy who had eaten the last cookie apologized frequently and with contrition. (76)
4. The guide told us the Pentagon has five sides and about its miles of corridors. (76)
5. Joshua is not only president of the Future Flea Trainers of America, but he also plans to join the circus. (77)
6. Both climbing the walls and to go on a fifty-mile hike are recommended ways to relieve pre-grammar-test tension. (77)
7. Teachers love their profession because of the high salaries, the exciting field trips, and helping young people to understand the fine points of grammar. (76)
8. Neither the Christians nor did the lions sleep well before the morning they were to appear together in the Roman arena. (77)
9. Carlita was overjoyed not only because she had won the Gold Medal but also because of having been chosen for the Olympic team. (77)
10. Archie threw the ball, and the window was broken by him. (76)
11. After his speech Leo was criticized for mumbling, that he didn't stand up straight, looking at the ceiling instead of at his audience, and that he spoke in a monotone. (76)
12. Academic success depends on three things: keeping alert in the classroom, to study without a radio, and one must be very nice to the teacher. (76)
13. Either John cooks the supper or washes the dishes. (77)
14. Britt not only toasted marshmallows but she also ate them by the dozens. (77)
15. After finishing this grammar exercise I plan to play video games, to eat a healthful snack, and party hearty. (76)
16. Jamie was tall, rich, smart and thought a lot of himself. (76)
17. The Chinese government neither acknowledges the mistakes of Tienanmen Square nor do they apologize for the massacre. (77)

18. Both the errors in logic and that Yuka made several careless mistakes doomed her math grade. (77)
19. Rogers likes to go fishing, but Agnes chooses sidewalk-surfing. (78)
20. Either Amy and Jennifer must finish the assignment within a week or report to the grammar police. (77)
21. Les is not only famous for his musical talent but also for his sweet singing voice. (77)
22. Costa Rican coffee is smoother, but there's more spicy flavor to Ethiopian coffee. (78)
23. Silvia assured us that cotton candy will both be sold on the day of the carnival and during the following week. (77)
24. As the weather becomes warmer, tiny insects not only swarm but they land on Olive's neck as well. (77)
25. Igor plans to go into politics, but Boris wants archaeology. (78)

(Answer key on page 146.)

11 Lesson 12

Grade Level: 11

Lesson Topic: Comparisons (Day 1)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s):

L1: Use parallel structure

LESSON AIM: How do we ensure clear and balanced comparisons?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Identify sentences that contain comparisons
2. Balance comparisons in a given sentence 3. Understand the differences between the comparative and superlative forms

MATERIALS:

Attachment 1: Comparisons: Guided Exercise

MOTIVATION:

Do Now:

Break students into pairs and ask them to consider which words in English are used to show comparisons.

Anticipated responses: than, more, less, as, like, to

Anticipated incorrect responses: Students may misunderstand and use adjectives and adverbs (taller, smarter, etc.) Teacher should redirect students and remind them that we are looking for words that might be used in any comparison, regardless of topic.

TRANSITION: Teacher writes down student lists on board, and then indicates to students that parallel sentences are forms of lists or comparisons. Therefore, sentences that compare also need to maintain a type of symmetry and there are rules that govern this subset of parallelism.

LESSON DEVELOPMENT/PROCEDURE: *Note to teacher: Though this unit complements parallelism, it is much more accessible than the parallelism rules are. Students should be*

reminded that they have already mastered this concept in the previous lesson and that this natural lesson is an extension of those same ideas.

1. The following rules are for students to copy down. It is recommended that each example be shown on a different slide and explanations be offered slowly with teacher markup on the sentences. Students should be instructed to take notes on each example, as each one offers a slightly different case of comparisons. These rules and explanations come directly from The Horace Mann Usage Workbook, so rule numbers have been maintained in order to match the practice sheet.

a. Rule 79: Be sure that the sentence clearly expresses the comparison you want to make. *Note to teacher: For these incorrect examples, it is worthwhile to ask students whether they can figure out what's wrong with them before the teacher reveals the error. Students tend to have a good intuition for these types of errors. It is worth it also to emphasize and reiterate to students that because they are fluent in English, their brains already possess an understanding of grammatical concepts and therefore they simply need to access this information, not learn it fresh.*

- i. Incorrect example: Patrick is smarter than any boy in the class. (The above sentence makes sense if Patrick is not in the class. But if he is a student in the class, then he cannot be smarter than himself. Therefore, the sentence must be phrased this way: Patrick is smarter than any other boy in the class.)

b. Rule 79b: Just like in math, you can only compare identical items. (Teacher may remind students that in math X's can only be combined with X's; the same is true in grammar.)

- i. Incorrect example: Mark Twain's novels are easier than James Joyce. (This sentence mistakenly compares novels to an author. Though it might sound correct, one cannot compare unlike items. There are three possible corrections, and students should be shown all three:

1. Mark Twain's novels are easier than James Joyce's novels.
2. Mark Twain's novels are easier than James Joyce's.
3. Mark Twain's novels are easier than those of/the novels of James Joyce.)

c. Rule 80: All comparisons must be complete.

- i. Incorrect example: The boss paid me more than Alfred. (Teacher should ask students here what the two interpretations of this sentence could be.
 1. Anticipated responses: The boss paid me more than Alfred paid me.

OR

The boss paid me more than he paid Alfred.

Teacher should explain that either one is correct; the issue with the original is its ambiguity.

- ii. Incorrect example: She is as smart, if not smarter than, her sister. (Teacher should indicate here that any comparison that begins with “as” must end with a second “as.” Correction: She is **as smart as**, if not smarter than, her sister.)
2. Students should reference Attachment 1: Comparisons: Guided Exercise and complete questions 1, 3, 4, 5, 7, 8, 9, 11, 12, 14, 16, 17

DIFFERENTIATION:

**For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved.

SUMMARY: Teacher should have students come up one by one to complete the questions they’ve just completed on the Smartboard. The die feature might be useful here, with one dice indicating Row and the second indicating Seat.

Attachment 1: Comparisons: Guided Exercise

XI.B. Comparisons: Guided exercise

If the sentence is correct, write "C." If there is an error in comparison, correct it. The number at the end of the sentence refers you to the relevant rule.

1. Babe Ruth was better than any baseball player of the 1920s. (79)
2. Of the three yachts in that regatta, *The Landlubber* is faster. (81)
3. When I cut salami, I want a knife that is as sharp, if not sharper than, a samurai sword. (80)
4. After reading 400 pages of Dickens' great novel *Bleak House*, I think that Jane Austen is better. (79)
5. The bird with the best sense of direction is more important to the annual migration than any bird in the flock. (79)
6. In the Soapbox Derby Harold's entry will be the best racer in the field of thirteen. (81)
7. Aunt Hortensia has a command of hiphop lyrics that is as good as, if not better than, her command of rap lyrics. (80)
8. Shaquille's slam-dunk strategy for winning that chess game is more effective. (79)
9. Hot shot accountants save me more money than my lawyer. (80)
10. When offered a choice of red or green, I found that I like that red, chewy Juicy Gum the most. (81)
11. Wily Coyote is sneakier than Donald Duck, if not the sneakiest cartoon character ever. (80)
12. Bill Clinton is taller than any ex-president in United States history. (79)
13. Having failed to win at table tennis and unable to face the agony of defeat, Marco demanded that the match be decided by his best score in two additional games. (81)
14. Wing flaps to slow the plane are as efficient, if not more efficient than, having the passengers drag their feet on the runway. (80)
15. In speaking about his role as a hippie in the Sixties, Oliver was the most reticent of the two teachers in his age group. (81)
16. Langston Hughes' poetry is more expressive of life during the Harlem Renaissance than Countee Cullen, another important African American writer. (79)
17. In the poetry slam William Wordsworth won as many prizes, if not more prizes than, Percy Bysshe Shelley. (80)

18. Zeus, who still has a few shrines in Greece, was more powerful than the gods of ancient Greece. (79)
19. Hercules was stronger but not more intelligent. (80)
20. The two competency tests are difficult, but the reading test is the hardest. (81)
21. During that hugely popular series, the Yankees scored more runs. (80)
22. This weekend I want to attend the Knicks' playoff, the Mets/Yankee game, and the Belmont Stakes race; but if I can't attend all three, the race is most important to me, for I have more money on that than on either of the games. (81)
23. The short green bush has little purple berries that are tastier. (80)
24. The new chancellor is as critical of the City University, if not more critical than, the mayor. (80)
25. Elizabeth Taylor has been in more movies than any actress of her generation. (79)

(Answer key on page 146.)

Grade Level: 11
Lesson 13

Lesson Topic: Comparisons (Day 2)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skill(s):

L1: Use parallel structure

LESSON AIM: How do we ensure clear and balanced comparisons?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Identify sentences that contain comparisons
2. Balance comparisons in a given sentence 3. Understand the differences between the comparative and superlative forms

MATERIALS:

Attachment 1: Comparative/Superlative Adjectives/Adverbs Charts

Attachment 2: Comparisons: Guided Exercise

MOTIVATION:

Do Now:

Teacher displays half filled Comparative/Superlative Chart and asks students whether with no explanation they can complete it on their own. (They almost always can, even lower level students).

Once students have finished, teacher takes answers and fills in the remaining chart to match the version on the bottom of Attachment 1.

TRANSITION: Teacher asks students to turn and talk to a partner to come up with their own definitions for “Comparative” and “Superlative” adjective and adverb forms.

Anticipated responses: Answers will vary, but students should come to the conclusion that comparative forms are established to compare two items; superlative forms are established to compare three or more items.

LESSON DEVELOPMENT/PROCEDURE: *Note to teacher: Though this unit complements parallelism, it is much more accessible than the parallelism rules are. Students should be reminded that they have already mastered this concept in the previous lesson and that this natural lesson is an extension of those same ideas.*

3. The following rules are for students to copy down. It is recommended that each example be shown on a different slide and explanations be offered slowly with teacher markup on the sentences. Students should be instructed to take notes on each example, as each one offers a slightly different case of comparisons. These rules and explanations come directly from The Horace Mann Usage Workbook, so rule numbers have been maintained in order to match the practice sheet.
 - a. **Rule 81: Use the comparative form when comparing two elements, and use the superlative form when comparing more than two elements.**
 - i. Incorrect example: Shawna is the best of the two poets in that issue. (Correction: Shawna is the better of the two poets in that issue. Note: Students are usually unaccustomed to the expression “the better” and may balk at its usage. It’s worthwhile to introduce it to them and to familiarize themselves with it as an option opposed to simply “Shawna is better than the other poet in that issue.)
4. Students should reference Attachment 1: Comparisons: Guided Exercise and complete questions 2, 6, 13, 15, 20

DIFFERENTIATION:

**For students who are struggling, the teacher should recommend the following:

<http://www.chompchomp.com/presentations.htm>

At that link, students can access step by step presentations that further break down the steps involved.

SUMMARY: Teacher should distribute Attachment 3: Parallelism and Comparisons: More Practice. Individual rows will row race to see which one can complete the most questions and get right answers in the remaining time.

Attachment 1: Comparative/Superlative Adverbs/Adjectives Charts

Do Now Version:

Positive Form	Comparative Form	Superlative Form
happy		happiest
slow	slower	
	more quickly	most quickly
bad, badly		worst
hint: two words fit here!	better	
	more beautiful	most beautiful
smart	smarter	

Filled in:

Positive Form	Comparative Form	Superlative Form
happy	happier	happiest
slow	slower	slowest
quickly	more quickly	most quickly
bad, badly	worse	worst
good, well	better	best
beautiful	more beautiful	most beautiful
smart	smarter	smartest

Attachment 2: Comparisons: Guided Exercise

XI.B. Comparisons: Guided exercise

If the sentence is correct, write "C." If there is an error in comparison, correct it. The number at the end of the sentence refers you to the relevant rule.

1. Babe Ruth was better than any baseball player of the 1920s. (79)
2. Of the three yachts in that regatta, *The Landlubber* is faster. (81)
3. When I cut salami, I want a knife that is as sharp, if not sharper than, a samurai sword. (80)
4. After reading 400 pages of Dickens' great novel *Bleak House*, I think that Jane Austen is better. (79)
5. The bird with the best sense of direction is more important to the annual migration than any bird in the flock. (79)
6. In the Soapbox Derby Harold's entry will be the best racer in the field of thirteen. (81)
7. Aunt Hortensia has a command of hiphop lyrics that is as good as, if not better than, her command of rap lyrics. (80)
8. Shaquille's slam-dunk strategy for winning that chess game is more effective. (79)
9. Hot shot accountants save me more money than my lawyer. (80)
10. When offered a choice of red or green, I found that I like that red, chewy Juicy Gum the most. (81)
11. Wily Coyote is sneakier than Donald Duck, if not the sneakiest cartoon character ever. (80)
12. Bill Clinton is taller than any ex-president in United States history. (79)
13. Having failed to win at table tennis and unable to face the agony of defeat, Marco demanded that the match be decided by his best score in two additional games. (81)
14. Wing flaps to slow the plane are as efficient, if not more efficient than, having the passengers drag their feet on the runway. (80)
15. In speaking about his role as a hippie in the Sixties, Oliver was the most reticent of the two teachers in his age group. (81)
16. Langston Hughes' poetry is more expressive of life during the Harlem Renaissance than Countee Cullen, another important African American writer. (79)
17. In the poetry slam William Wordsworth won as many prizes, if not more prizes than, Percy Bysshe Shelley. (80)

18. Zeus, who still has a few shrines in Greece, was more powerful than the gods of ancient Greece. (79)
19. Hercules was stronger but not more intelligent. (80)
20. The two competency tests are difficult, but the reading test is the hardest. (81)
21. During that hugely popular series, the Yankees scored more runs. (80)
22. This weekend I want to attend the Knicks' playoff, the Mets/Yankee game, and the Belmont Stakes race; but if I can't attend all three, the race is most important to me, for I have more money on that than on either of the games. (81)
23. The short green bush has little purple berries that are tastier. (80)
24. The new chancellor is as critical of the City University, if not more critical than, the mayor. (80)
25. Elizabeth Taylor has been in more movies than any actress of her generation. (79)

Attachment 3: Parallelism and Comparisons: More Practice Sentences

XI. Parallelism and Comparisons: More Practice Sentences

If the sentence is correct, mark it with "C." If there is an error in parallelism or comparisons, correct it.

1. It was clear that either Hilary would have to buy ice cream for everyone or Ignacio, for they were the only two with money.
2. Of the three explanations Frank's was the clearer.
3. The Egyptian section of the museum is comprehensive, educational, and it has a lot of mummies.
4. Some pet lovers admire dogs that are trained to perform tricks, cute, and lovable.
5. Elizabeth assured me that this grammar will not only come in handy but impress my romantic partners as well.
6. In his day Michael Jordan shot more accurately than any basketball player.
7. Ralph is as fast if not faster than I am.
8. Andy received honorable mention for his singing, and because he danced well.
9. In the world of competitive eating, the hotdog-eating contest at Coney Island is as famous as the Fort Worth Chili Festival, if not more famous.

10. Compared with his three siblings, Lance, who thinks that closets look better with nothing in them, is certainly the messiest.
11. The perfect reading-group selection should be interesting, well written, and not take too long to read.
12. Dr. Schiller's moustache looks like Groucho Marx.
13. Our grammar coach was not only angry at our run-on sentences but our misplaced modifiers as well.
14. Dr. Cilli impressed us by falling on the banana peel, screaming in French, and then he made an emotional speech.
15. Steffie had a better waltz step than anyone in her dance production.
16. Egbert gave me more points for a partial right answer than Mary.
17. Chubby's reading was better than Alexei.
18. Rodney, the champion of the spelling bee, has three main talents: his ability to distinguish letters, his love for vowels, and that he could memorize the dictionary.
19. Aunt Hildegard is better at solving quadratic equations than the women on her task force.
20. Carlos likes both oil painting and to sculpt with partially melted M&M candies.

11 Lesson 13

Grade Level: 11

Lesson Topic: Punctuation (Day 1)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skill(s):

L2: Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing
L2: Use punctuation (comma, ellipsis, dash) to indicate a pause or break
L2: Use an ellipsis to indicate an omission
L2: Use a colon to introduce a list or quotation

LESSON AIM: “Voice punctuation” : What is the difference between a hyphen and a dash?

INSTRUCTIONAL OBJECTIVES: SWBAT: 1. Understand and use dashes properly 2. Understand and use hyphens properly 3. Differentiate between a hyphen and a dash

MATERIALS: Laptops with Internet access

MOTIVATION: (How will you motivate students to learn? How will you “hook” them? What can you introduce to unlock their curiosity? Could be in the form of a “Do Now”)

Do Now:

Teacher asks students to make a list of the punctuation they rarely use because they aren’t sure how to do so.

Anticipated answers include: ellipses, dashes, colons, hyphens

TRANSITION: Students will be told that these types of punctuation add voice to writing. They allow writers to add tone, inflection, emphasized meaning, and even sarcasm and self-referential commentary. Each piece is a powerful tool that students should feel comfortable experimenting with once they know how to use them. Today students will focus only on the difference between a hyphen and a dash.

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher will begin by differentiating between the hyphen and the dash, as these pieces of punctuation are commonly confused with one another. Teacher should present the following for students to copy down. The following material is not original and can be found at: http://writing.umn.edu/sws/assets/pdf/quicktips/hyphens_dashes.pdf
 - a. The Hyphen: (-) Hyphens are used to combine words. They are short marks that allow a writer to create compound words (vice-president or commander-in-chief) or to indicate that a word is broken over two lines. *In this case, hyphens can only be placed at syllable breaks.*
 - i. *In Mac and Windows systems, make a hyphen by pressing the minus key. For hyphens, you can use the one at the top of the keyboard, or you can use the one on the number pad.* It is useful to have students write this down, as many report trouble finding the correct key when typing.
 - b. The Dash: (–) or (—) There are two dashes, the en (or shorter) dash and the em (or longer) dash. Each one serves specific functions.
 - i. EN-DASHES (–) HAVE TWO SPECIFIC USES.
 1. in place of a preposition to show a range of values,
 - a. Ex: For the 2012–13 school year, Student Writing Support in Nicholson is open Mondays– Thursdays 9–4:30 and Fridays 9–2:15.
 - b. Ex: University of Minnesota Graduate Assistants rejected unionization by a 1,854–1,142 vote.
 2. to indicate relationships or connections,
 - a. Ex: My O’Hare–LaGuardia flight was delayed.
 - b. Ex: I desperately want tickets for the Gopher–Badger game.
 3. *To make an en-dash on a Mac, press two keys: option+minus. To make an en-dash in Windows, press two keys: control+minus on the number pad.*
 - ii. EM-DASHES (—) ARE USED IN PLACE OF OTHER PUNCTUATION TO SET OFF INFORMATION THAT DESERVES EMPHASIS.
 1. on both sides of material that deserves emphasis in the middle of a sentence, instead of parentheses or commas.
 - a. Incorrect: Tom, who has never been lucky—won the jackpot last night. Incorrect: Tom—who has never been lucky, won the jackpot last night. Correct: Tom—who has never been lucky—won the jackpot last night.

2. on both sides of a list in the middle of a sentence when that list contains commas.
 - a. Confusing: Louie stormed into the room and took four items off the desk, a pen, a paper clip, and two sheets of paper, before leaving in a hurry. Clearer: Louie stormed into the room and took four items off the desk—a pen, a paper clip, and two sheets of paper—before leaving in a hurry.
 - b. before “a list, a restatement, an amplification, or a striking shift in tone or thought” at the end of a sentence.
 - i. In their 6–0 loss to the White Sox, the Minnesota Twins revealed three major weak spots—pitching, hitting, and fielding.
 - ii. Student-athletes (note the hyphen here!) are prepared to be excellent college writers because of their high degree of coachability—persistence, self-discipline, and receptiveness to feedback are all assets for developing writers.
3. *To make an em-dash on a Mac, press three keys: option+shift+minus. To make an em-dash in Windows, press three keys: control+alt+minus on the number pad.*
2. Each student should get a laptop and go to the following: <https://www.khanacademy.org/humanities/grammar/punctuation-the-colon-semicolon-and-more/hyphens-dashes-and-ellipses/e/dashes-and-hyphens>
3. Teacher should walk through completing the first few on the board.

DIFFERENTIATION: **For students who are struggling, the teacher should recommend the following: <https://ung.edu/writing-center/uploads/files/gainesville/resources/all-punctuation-powerpoint.pdf>

This Powerpoint provides detailed notes that struggling students can review.

SUMMARY: Students should complete the remainder of the exercise on their own. Teacher should walk around to spot check progress.

11 Lesson 15

Grade Level: 11

Lesson Topic: Punctuation (Day 2)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skill(s):

- L2: Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing
- L2: Use punctuation (comma, ellipsis, dash) to indicate a pause or break
- L2: Use an ellipsis to indicate an omission
- L2: Use a colon to introduce a list or quotation

LESSON AIM: “Voice punctuation”: How are colons and ellipses used?

INSTRUCTIONAL OBJECTIVES:

SWBAT: 1. Understand and use ellipses properly 2. Understand and use colons properly

MATERIALS:

Attachment 1: Ellipses

Attachment 2: Colons

Attachment 3: Colon Practice

MOTIVATION:

Do Now:

Teacher presents students with the following screenshotted text message:

Verizon 3G 12:43 PM

Messages Lexi Edit

← YOU: I just ran into joel on the way to grab lunch. I didn't know you were in the same chem class.

Lexi →: lol yeah, we sit next to each other in discussion

← YOU: interesting. can you ask him if he's seeing anyone?

Lexi →: I don't know...

How much does Lexi want to ask Joel if he is seeing anyone?

1 2 3 4 5 6 7

Not At All-----Neutral-----Very Much

Teacher presents the question at the bottom to the students and asks them how the message would have read differently if there were no (...) after the I Don't Know. Teacher discusses with students the implications of the (...)

Teacher then asks students how the “voice” would have changed if there had been a period at the end. Teacher then asks students to discuss how these pieces of punctuation affect one’s texting “voice”

TRANSITION: Students will be told that text messages are the prime example of how an ellipses can indicate something is missing or that there is something more to say.

LESSON DEVELOPMENT/PROCEDURE:

1. Teacher will show students the following brief video that explains the ellipsis and the colon before introducing written notes.
<https://www.khanacademy.org/humanities/grammar/punctuation-the-colon-semicolon-and-more/hyphens-dashes-and-ellipses/v/ellipses>
 And then:
https://www.google.com/search?rlz=1CAACAO_enUS806&ei=jc1tW8-qEYU3jwSk3Y2IBQ&q=teaching+the+colon&oq=teaching+the+colon&gs_l=psy-

[ab.3..0l8.4151.4653.0.4794.5.5.0.0.0.170.170.0j1.1.0....0...1c.1.64.psy-ab..4.1.169....0.TjLaZ8Ekv7A&safe=active&ssui=on](https://ung.edu/writing-center/_uploads/files/gainesville/resources/all-punctuation-powerpoint.pdf)

2. Teacher distributes Attachment 1: Ellipses and Attachment 2: Colon

DIFFERENTIATION:

**For students who are struggling, the teacher should recommend the following:

https://ung.edu/writing-center/_uploads/files/gainesville/resources/all-punctuation-powerpoint.pdf

This Powerpoint provides detailed notes that struggling students can review.

SUMMARY: Complete handout.

Attachment 1: Ellipses (This handout is not original and was taken from the following website: <https://www.umaryland.edu/media/umb/oa/campus-life/writing-center/documents/Ellipses.pdf>)

ellipses

An ellipsis (plural: ellipses) is a three-dot punctuation mark used where words have been omitted or where speech has been interrupted. This handout will help you use ellipses correctly.

General Rules

Spacing between Dots

Informally and in print journalism, ellipses are written without spaces. However, in academic writing, the ellipsis is typed with spaces between each dot. There should also be a space before the first dot and after the last dot.

Informal: "Sally saved her money for two years...and now she can afford a new car."

Academic: "I worked very hard to earn this degree . . . and now I can make more money."

Ellipses after a Complete Sentence

If there is a grammatically complete sentence before an ellipsis, then retain the period, question mark, or exclamation point that would normally conclude the sentence.

Example: "Did you know the UMB Writing Center is located in the SMC Campus Center? . . . It is on the third floor in room 307."

Example: "There's a new surgeon. . . He's a bit of a snob."

When the ellipsis follows a complete sentence, the text following the ellipsis should begin with a capital letter.

Example: "Brad and Jen arrived at the Barrister's Ball well-dressed. . . They were the best-looking couple of the evening."

Ellipses and Line Breaks

Do not separate the dots of an ellipsis over multiple lines of text. Keep them together at all times.

Incorrect: The credit card stolen in Baltimore was used for a shopping spree three hours later .
. . . in Arlington, VA.

Correct: The credit card stolen in Baltimore was used for a shopping spree three hours later . . . in
Arlington, VA.

Ellipses at the Beginning or End of a Quotation

If you include a quotation in your writing, readers understand that there is probably text before and after the quoted material. Accordingly, there is almost never a need to begin or end a quotation with an ellipsis.

Incorrect: She said that she will make sure "... public school funding is a priority ..." when she assumes office next month.

Correct: She said that she will make sure "public school funding is a priority" when she assumes office next month.

Ellipses with Other Punctuation

An ellipsis usually precludes the need for a comma, colon, semicolon, or dash.

Incorrect: "Today, after hours of deliberation, the jurors agreed on a verdict."

Correct: "Today ... the jurors agreed on a verdict."

Common Uses

Condensing Quoted Material

When quoting material, be sure to condense your quotes. In other words, be sure to include only those parts that are relevant to your purposes. Use ellipses to omit extraneous material.

Uncondensed: He describes himself as "a country boy deep down. I may live in the city now, but I'll always be a person who loves the smell of horses more than the shimmer of skyscrapers."

Condensed: He describes himself as "a country boy ... who loves the smell of horses more than the shimmer of skyscrapers."

Indicating Unfinished Thoughts and Interrupted or Faltering Speech

An ellipsis can also indicate that a thought is wandering or trailing off. Usually this is reserved for informal writing.

Example: "Oh, where did I leave my ...?"

Example: I ... I just don't know what to do ... I'm just so unsure.

References

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- Casagrande, J. (2014) *The best punctuation book, period*. New York: Ten Speed Press.



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Attachment 2: Colons

colons

The colon is a punctuation mark which suggests a logical connection. By using one, you help your reader anticipate explanation, elaboration, and enumeration. This handout will help you use colons correctly.

General Rules

Use Colons after Complete Sentences

Place colons after complete sentences: sentences containing both a subject and a complete verb.

Incorrect: My favorite movies **are:** *Apocalypse Now*, *Star Wars*, and *It's a Wonderful Life*.

Correct: I have three favorite **movies:** *Apocalypse Now*, *Star Wars*, and *It's a Wonderful Life*.

Note: "My favorite movies are" is not a complete sentence, so the colon is used incorrectly. "I have three favorite movies" is a complete sentence and needs a colon.

Using a colon after forms of the verb "be" (e.g., "are," "is," "were," etc.), after prepositions, or after the phrase "such as" creates an incomplete sentence. In these cases, a colon is not needed. Leave it out.

Incorrect: The three principal causes of breakups **are:** fear, narcissism, and idealism.

Correct: The three principal causes of breakups **are** fear, narcissism, and idealism.

Note: Placing the colon after "are" creates an incomplete sentence. The colon is unnecessary.

Incorrect: My father is the best **at:** cooking, singing, and storytelling.

Correct: My father is the best **at** cooking, singing, and storytelling.

Note: Placing the colon after "at" (a preposition) creates an incomplete sentence. The colon is unnecessary.

Incorrect: She has many hobbies, **such as:** juggling, jogging, and jiggling.

Correct: She has many hobbies, **such as** juggling, jogging, and jiggling.

Note: Placing the colon after "such as" creates an incomplete sentence. The colon is unnecessary.

Colons and Capitalization

If the clause following the colon is a complete sentence, it should begin with a capital letter. If it is not a complete sentence, do not capitalize it.

Complete sentence: The teacher loved to make his classes entertaining: **One** day he came to class dressed as Abraham Lincoln.

Incomplete sentence: Alex has two dogs: **a** St. Bernard and a Chihuahua.

Colons and Other Punctuation

Place colons outside of parentheses, quotation marks, and other punctuation.

Incorrect: It is easy to understand why Baltimore is called "Charm City:" Its attractions and friendly residents make the city a great place to live.

Correct: It is easy to understand why Baltimore is called "Charm City": Its attractions and friendly residents make the city a great place to live.

Common Uses

Explanations or Definitions

When you use a colon, you signal to your reader that the following information will define or expand upon the previous sentence.

Example: The evening news issued a winter weather advisory: Heavy snowfall and subzero temperatures are expected tonight.

Example: Jimmy was delighted to see his birthday present: a new bike.

Lists

Colons also introduce lists after complete sentences.

Example: The menu includes three kinds of dessert: pie, cake, and ice cream.

Quotations

Colons can be used after a complete sentence to set up a quotation.

Example: We must never forget the words of Martin Luther King Jr.: "Injustice anywhere is a threat to justice everywhere."

Salutations

In business letters, colons are used after the salutation. In this case, they do not follow a complete sentence.

Example: Dear Ms. Smith:

Subtitles

Colons are used to separate the title and subtitle of a work. This is another case where the colon does not need to follow a complete sentence.

Example: *The Lord of the Rings: The Return of the King*

Example: *Cosmopolitanism: Ethics in a World of Strangers*

References

Azar, B. S., & Hagen, S. A. (2009). *Understanding and using English grammar*. White Plains, NY: Pearson Longman.

Fogarty, M. (2008). *Grammar girl's quick and dirty tips for better writing*. New York, NY: St. Martin's Griffin.

Truss, L. (2003). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. New York, NY: Gotham Books.



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Attachment 3: Colon practice

Part 1. Select the sentence that properly uses the colon

1.
____ A. The following students are to report to the Dean's office: Jones, Murphy, Jackson, and Weidner.
____ B. The following students are to report to the Dean's office: I don't know why, but it must be important.

2.
____ A. Here is a famous saying by Mark Twain: "Man is the only animal that blushes, or needs to."
____ B. Here is a famous saying by Mark Twain: when you read it, you will recognize it immediately.

3.
____ A. There is only one thing I expect from my dog: complete obedience.
____ B. There is only one thing I expect from my dog: and it is not really too much to ask.

4.
____ A. It was just as she suspected: her fears were now confirmed.
____ B. It was just as she suspected: he lost all his money at poker.

5.
____ A. The critics considered the book to be: trivial, boring, and smutty.
____ B. The critics characterized the book this way: trivial, boring, and smutty.

6.
____ A. These were the movies nominated for the 1994 Movie-of-the-year Award: The Piano, Jurassic Park, and Schindler's List.
____ B. The movies nominated for the 1994 Movie-of-the-Year Award are: The Piano, Jurassic Park, and Schindler's List.

7.
____ A. He became a Writing Lab tutor because: he loved grammar and the pay was generous.
____ B. He became a Writing Lab tutor because of two considerations: he loved grammar and the pay was generous.

PART VII – Write a sentence including the given items and using a colon.

Example:

John and Mary visited Ann Arbor for just one reason.
John and Mary wanted to go to the Art Fair.

John and Mary visited Ann Arbor for just one reason: to go to the Art Fair.

1. Tommy wrote to Santa Claus.
He wanted a sled, an air rifle, and a catcher's mitt.

2. A brilliant characterization of Eleanor Roosevelt by Adlai Stevenson.
"She would rather light candles than curse the darkness."

3. Finalists in the horse show.
Misty, Blaze, Pepper.

4. Jermaine wanted the red convertible.
He had but one thought in mind.

Grade Level: 12

Lesson 1 Topic: Review Topic – Relative pronouns (who, whom, whose)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): Use relative pronouns (who, whom, whose)

Lesson Aim: How can we determine when and how to use the relative pronouns “who,” “whom,” and “whose”?

Instructional Objectives:

SWBAT:

- Determine the difference between relative pronouns (who, whom, whose).
- Correctly construct sentences that include relative pronouns (who, whom, whose).
- Identify errors in relative pronoun use (who, whom, whose).

Materials: Attachment 1: Review with Relative Pronouns: Who, Whom, and Whose

Motivation: What purpose does each of the following relative pronouns serve: who, whom, and whose?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify what a relative pronoun is and why it is used, the teacher will provide the correct response.
 - Who is used as a subject pronoun.
 - Whom is used as an object pronoun.
 - Whose is used as a possessive pronoun.

Lesson Development/Procedure:

- The teacher will distribute the lesson handout (Attachment 1: “Review with Relative Pronouns: Who, Whom, and Whose”).
- Once the students have completed the handout, the teacher will review each sentence listed and answer any questions the students may have regarding the correct choices.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of when to use “who,” “whom,” and “whose,” the class will begin reviewing punctuation (apostrophes and commas).

Attachment 1

Review with Relative Pronouns: Who, Whom, and Whose

Directions:

Read the following sentences and revise them as necessary to reflect proper use of “who,” “whom,” and “whose.”

1. The girl, whose desk is across the room, is on the volleyball team.
 - a. girl, whose
 - b. girl, whom
 - c. girl whose
 - d. girl who

2. To who do these sunglasses belong?
 - a. To who
 - b. To whom
 - c. To whose
 - d. To who,

3. Who is supposed to watch your brother?
 - a. Who is
 - b. Whom is
 - c. Whose
 - d. Whose is

4. My sister, whom is older than I, graduated last May.
 - a. whom is
 - b. whose
 - c. who is
 - d. groups frequently nap

5. Do you know who is dog ran through the park and interrupted the game?
 - a. who is
 - b. who
 - c. whom
 - d. whose

6. Tom, who I know from lacrosse, wants to hang out with Kelly, who is my neighbor.
 - a. who...who
 - b. who...whose
 - c. who...whom
 - d. whom...who

7. Sandy, whom co-wrote the paper with Alice, whom edited it yesterday, earned an A.
 - a. whom...whom
 - b. whom...who
 - c. who...whom
 - d. who...who

Review with Relative Pronouns: Who, Whom, and Whose (KEY)

Directions:

Read the following sentences and revise them as necessary to reflect proper use of “who,” “whom,” and “whose.”

1. The girl, whose desk is across the room, is on the volleyball team.
 - a. **girl, whose**
 - b. girl, whom
 - c. girl whose
 - d. girl who

2. To who do these sunglasses belong?
 - a. To who
 - b. **To whom**
 - c. To whose
 - d. To who,

3. Who is supposed to watch your brother?
 - a. **Who is**
 - b. Whom is
 - c. Whose
 - d. Whose is

4. My sister, whom is older than I, graduated last May.
 - a. whom is
 - b. whose
 - c. **who is**
 - d. groups frequently nap

5. Do you know who is dog ran through the park and interrupted the game?
 - a. who is
 - b. who
 - c. whom
 - d. **whose**

6. Tom, who I know from lacrosse, wants to hang out with Kelly, who is my neighbor.
 - a. who...who
 - b. who...whose
 - c. who...whom
 - d. **whom...who**

7. Sandy, whom co-wrote the paper with Alice, whom edited it yesterday, earned an A.
 - a. whom...whom
 - b. whom...who
 - c. who...whom
 - d. **who...who**

Grade Level: 12

Lesson Topic: Review Topic – Punctuation (apostrophes, commas)

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Punctuation Skill(s): L2 - Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing

Lesson Aim: How can we properly punctuate?

Instructional Objectives:

SWBAT:

- Correctly construct sentences that are properly punctuated when using apostrophes and commas.
- Identify errors in punctuation use (apostrophes, commas).

Materials: Attachment 1: Review with Punctuation: Apostrophes and Commas

Motivation: What purpose does each of the following punctuation marks serve: apostrophe and comma?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify the purpose of apostrophes and commas, the teacher will provide the correct response.
 - Apostrophes are used to indicate that a contraction has been formed (with letters or numbers omitted).
 - Apostrophes are used to indicate possession.
 - Commas are used to break up a series (or more) of nouns, adjectives, or adverbs.
 - Commas are used before a conjunction to join two essential clauses.
 - Commas are used to set off non-essential clauses.

Lesson Development/Procedure:

- The teacher will distribute the lesson handout (Attachment 1: “Review with Punctuation: Apostrophes and Commas”).
- Once students have completed the handout, the class will review the possible correct responses and the teacher will answer any questions the students may have.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.

- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of when to use apostrophes and commas, the class will begin reviewing how to use various types of clauses to add variety and interest to writing.

Attachment 1

Review with Punctuation: Apostrophes and Commas

Directions:

Read the following paragraph and make revisions that reflect proper punctuation.

Sabrina is one of the most laid-back people I know. She is tall and slim with brown hair and she always wears a leggings or jeans. Her jeans are dark blue and her sneakers which are blue too are Converse. She usually sits at the back of the class and shes often asleep or so she appears. Ironically when the exam results are given out she always gets good grades. I dont think shes as lazy as she appears to be but she does give off a vibe of ease and nonchalance. I met Sabrina last year in math class and she has been one of my favorite people since then. She has three brothers all of whom are in college. Sabrinas mom is a dentist and her father is a computer whiz. She plans to be a doctor specializing in pediatric medicine but she says that she wants to wait until she is in college until she really makes up her mind. Last semester Sabrina applied to eleven colleges and she was accepted to each one. I know that Sabrina who often appears like she doesn't care about school will be quite successful doing whatever she chooses to do in the years to come.

Review with Punctuation: Apostrophes and Commas (KEY)

Directions:

Read the following paragraph and make revisions that reflect proper punctuation.

Sabrina is one of the most laid-back people I know. She is tall and slim with brown **hair**, and she always wears a leggings or jeans. Her jeans are dark blue, and her **sneakers**, which are blue **too**, are Converse. She usually sits at the back of the **class**, and **she's** often **asleep**, or so she appears. **Ironically**, when the exam results are given **out**, she always gets good grades. **I don't** think **she's** as lazy as she appears to **be**, but she does give off a vibe of ease and nonchalance. I met Sabrina last year in math **class**, and she has been one of my favorite people since then. She has three **brothers**, all of whom are in college. **Sabrina's** mom is a dentist and her father is a computer whiz. She plans to be a **doctor**, specializing in pediatric **medicine**, but she says that she wants to wait until she is in college until she really makes up her mind. Last **semester**, Sabrina applied to eleven **colleges**, and she was accepted to each one. I know that **Sabrina**, who often appears like she doesn't care about **school**, will be quite successful doing whatever she chooses to do in the years to come.

Grade Level: 12

Lesson Topic: Review Topic – Essential and non-essential clauses

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): L1 Use various types of phrases and clauses to add variety and interest to writing or presentations

Lesson Aim: How can we enhance our writing?

Instructional Objectives:

SWBAT:

- Correctly construct sentences that include essential and non-essential clauses to enhance their writing.

Materials: Attachment 1: Review with Essential and Non-Essential Clauses

Motivation: Why is including details so important when writing?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify why including details is so important when writing, the teacher will provide the correct response.
 - Details enhance the content of one’s writing and enable a reader to become more interested in the material that is presented because a clear picture is created by the writer.

Lesson Development/Procedure:

- The teacher will ask the students to enhance the following sentence with details that are included in a non-essential clause:
 - The car was driven too fast by the student.
- The teacher will call on several students to share their edited version of the sentence, writing each response on the board to illustrate and review where the punctuation belongs to separate the essential and non-essential clauses.
- The teacher will distribute the lesson handout (Attachment 1: “Review with Essential and Non-Essential Clauses”).
- Once the students have completed the handout, the teacher will call on a variety of students to share their stories with the class.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to compose their stories.

Summary:

- Once students have a thorough understanding of how to enhance their writing using essential and non-essential clauses, they should be assigned writing tasks that require them to vary their sentence structures and require them to incorporate proper punctuation.

Grade Level: 12

Lesson Topic: Relative Pronouns

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): L1 - Use relative pronouns (who, whom, whose, which, that) and relative adverbs (where, when, why)

Lesson Aim: How can we determine when and how to use the relative pronouns “which” and “that”?

Instructional Objectives:

SWBAT:

- Determine the difference between relative pronouns (which, that).
- Correctly construct sentences that include relative pronouns (which, that).
- Identify errors in relative pronoun use (which, that).

Materials: Attachment 1: Relative Pronouns: Which vs. That

Motivation: What is a relative pronoun and why is it used?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify what a relative pronoun is and why it is used, the teacher will provide the correct response.
 - A relative pronoun refers to aforementioned nouns and is used to introduce a non-essential clause and to connect it to an essential clause.

Lesson Development/Procedure:

- The teacher will provide an overview of the relative pronouns (which, that)
 - “Which” and “that” refer to things; however, “which” follows a comma and sets off a non-essential clause, whereas “that” does not follow a comma and sets off an essential clause.
- The teacher will write the following sentence on the board and have students identify the possible ways to correct it:
 - Farm animals which were introduced to the Galapagos Islands by early settlers, have been responsible for the demise of multiple native species.
 - Correct Versions:

- Farm animals, which were introduced to the Galapagos Islands by early settlers, have been responsible for the demise of multiple native species. (*Add a comma after “animals”*)
- Farm animals **that** were introduced to the Galapagos Islands by early settlers have been responsible for the demise of multiple native species. (*Change “which” to “that” and eliminate comma after “settlers”*)
- The teacher will explain that using “which” requires that the writer include a comma after “animals” in order to distinguish the essential clause from the non-essential clause. The teacher will also explain that using “that” and eliminating the comma after “settlers” eliminates the non-essential clause, making the entire sentence an essential clause.
- The teacher will distribute the lesson handout (Attachment 1: “Relative Pronouns: Which vs. That”).
- Once the students have completed the handout, the teacher will review each sentence listed and answer any questions the students may have regarding the correct choices.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of when to use “which” and “that” and how to properly punctuate their essential and non-essential clauses, the class will begin examining other relative pronouns (“where” and “when”).

Attachment 1

Relative Pronouns: Which vs. That

Directions:

Read the following sentences and revise them as necessary to reflect proper use of “which” and “that.”

1. The room, that was decorated for the party, was spacious and could hold all of the guests.
 - a. room, that
 - b. room that,
 - c. room, which
 - d. room, it

2. The book which is hers, is on the table.
 - a. The book which is hers,
 - b. The book, which is hers,
 - c. The book, that is hers
 - d. The book, that is hers,

3. The dog that is black and white is mine.
 - a. The dog that is black and white
 - b. The dog, that is black and white
 - c. The dog which is black and white
 - d. The dog, which is black and white

4. Young children and elderly people are two groups, that frequently nap, and napping is a restorative practice.
 - a. groups, that frequently nap,
 - b. groups that frequently nap
 - c. groups that frequently nap,
 - d. groups frequently nap

5. She was known for her photography, which featured landmarks near her home in Brooklyn.
 - a. photography, which featured landmarks
 - b. photography, which featured landmarks,
 - c. photography, that featured landmarks,
 - d. photography that featured landmarks,

6. The driver took a shortcut, that enabled us to make it to the game on time.
 - a. shortcut, that enabled us to make it to the game
 - b. shortcut, that enabled us to make it to the game,
 - c. shortcut, which enabled us to make it to the game,
 - d. shortcut, which enabled us to make it to the game

7. The store, which is located a few blocks away is closing in fifteen minutes.
 - a. The store, which is located a few blocks away
 - b. The store, which is located a few blocks away,
 - c. The store, that is located a few blocks away
 - d. The store, that is located a few blocks away,

Relative Pronouns: Which vs. That (KEY)

Directions:

Read the following sentences and revise them as necessary to reflect proper use of “which” and “that.”

1. The room, that was decorated for the party, was spacious and could hold all of the guests.
 - a. room, that
 - b. room that,
 - c. room, which**
 - d. room, it

2. The book which is hers, is on the table.
 - a. The book which is hers,
 - b. The book, which is hers,**
 - c. The book, that is hers
 - d. The book, that is hers,

3. The dog that is black and white is mine.
 - a. The dog that is black and white**
 - b. The dog, that is black and white
 - c. The dog which is black and white
 - d. The dog, which is black and white

4. Young children and elderly people are two groups, that frequently nap, and napping is a restorative practice.
 - a. groups, that frequently nap,
 - b. groups that frequently nap
 - c. groups that frequently nap,**
 - d. groups frequently nap

5. She was known for her photography, which featured landmarks near her home in Brooklyn.
 - a. photography, which featured landmarks**
 - b. photography, which featured landmarks,
 - c. photography, that featured landmarks,
 - d. photography that featured landmarks,

6. The driver took a shortcut, that enabled us to make it to the game on time.
 - a. shortcut, that enabled us to make it to the game
 - b. shortcut, that enabled us to make it to the game,
 - c. shortcut, which enabled us to make it to the game,
 - d. shortcut, which enabled us to make it to the game**

7. The store, which is located a few blocks away is closing in fifteen minutes.
 - a. The store, which is located a few blocks away
 - b. The store, which is located a few blocks away,**
 - c. The store, that is located a few blocks away
 - d. The store, that is located a few blocks away,

Grade Level: 12

Lesson Topic: Relative Pronouns

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1- Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): L1- Use relative pronouns (who, whom, whose, which, that) and relative adverbs (where, when, why)

Lesson Aim: How can we determine when and how to use the relative pronouns “where,” “when,” and “in which”?

Instructional Objectives:

SWBAT:

- Determine the difference between relative pronouns (where, when, in which).
- Correctly construct sentences that include relative pronouns (where, when, in which).
- Identify errors in relative pronoun use (where, when, in which).

Materials: Attachment 1: Relative Pronouns: Where, When, and In Which

Motivation: What is the difference in using “where,” “when,” and “in which”?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify the difference between these relative pronouns, the teacher will provide the correct response.
 - “Where” refers to places – physical locations only – and should never be used to refer to times or time periods. “When” refers to times and events only. “In which” refers to something within an aforementioned noun.

Lesson Development/Procedure:

- The teacher will write the following sentences on the board and have students identify how to correct each:
 - The Middle Ages was a period where the people followed a caste system.
 - Correct Version:
 - The Middle Ages was a period **when** the people followed a caste system. (*Change “where” to “when”*)
- The teacher will explain that using “where” requires that the writer to be examining a physical location, which is not the case in this sentence.
 - *A Prayer for Owen Meany*, written by John Irving, is a novel where two friends make sacrifices for one another.
 - Correct Version:

- *A Prayer for Owen Meany*, written by John Irving, is a novel **in which** two friends make sacrifices for one another.
- The teacher will explain that using “where” requires that the writer to be examining a physical location, which is not the case in this sentence. Using the preposition “in” and the term “which” enables the writer to examine a point within the specified novel.
- The teacher will distribute the lesson handout (Attachment 1: “Relative Pronouns: Where, When, and In Which” – Attachment 1).
- Once the students have completed the handout, the teacher will review each sentence listed and answer any questions the students may have regarding the possible ways to revise those sentences in need of revision.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of when to use “when,” “where,” and “in which” and how to properly punctuate their essential and non-essential clauses, the students will construct their own sentence using each of the five relative pronouns taught (“which,” “that,” “where,” “when,” and “in which.”)

Attachment 1

Relative Pronouns: Where, When, and In Which

Directions:

Read the following sentences and revise those with relative pronoun errors. Be sure your revisions reflect proper use of “where,” “when,” and “in which.”

1. In 1623, Galileo published a work where he supported the theory of heliocentrism.
Revision: _____
2. *The Catcher in the Rye* tells about a time where a teenager struggled to cope with elements of his life.
Revision: _____
3. Scientists are researching what is making bees disappear in places where they once lived in abundance.
Revision: _____
4. New York is a place which many people rely on public transportation, such as subways and buses.
Revision: _____
5. The Roaring Twenties was a time period when people experienced changes socially, politically, and economically.
Revision: _____
6. That situation was one where she struggled to identify what her possible solutions were.
Revision: _____
7. Emma loves surfing at Jones Beach, a place in which she can meet up with many of her friends.
Revision: _____
8. Charlie believes that bedtime is a point where he has every right to make countless demands of his parents in order to prolong going to sleep.
Revision: _____
9. In 1623, Galileo published a work where he supported the theory of heliocentrism.
Revision: _____
10. Shaina’s favorite topic is one that focuses on the 1950s, a time when social standards were challenged by many.
Revision: _____

Relative Pronouns: Where, When, and In Which (KEY)

Directions:

Read the following sentences and revise those with relative pronoun errors. Be sure your revisions reflect proper use of “where,” “when,” and “in which.”

1. In 1623, Galileo published a work where he supported the theory of heliocentrism.

Revision: In 1623, Galileo published a work **in which** he supported the theory of heliocentrism.

2. *The Catcher in the Rye* tells about a time where a teenager struggled to cope with elements of his life.

Revision: *The Catcher in the Rye* tells about a time **when** a teenager struggled to cope with elements of his life.

3. Scientists are researching what is making bees disappear in places where they once lived in abundance.

No revision needed

4. New York is a place which many people rely on public transportation, such as subways and buses.

Revision: New York is a place **where** many people rely on public transportation, such as subways and buses.

5. The Roaring Twenties was a time period when people experienced changes socially, politically, and economically.

No revision needed

6. That situation was one where she struggled to identify what her possible solutions were.

That situation was one **in which** she struggled to identify what her possible solutions were.

7. Emma loves surfing at Jones Beach, a place in which she can meet up with many of her friends.

Revision: Emma loves surfing at Jones Beach, a place **where** she can meet up with many of her friends.

8. Charlie believes that bedtime is a point where he has every right to make countless demands of his parents in order to prolong going to sleep.

Revision: Charlie believes that bedtime is a point **when** he has every right to make countless demands of his parents in order to prolong going to sleep.

9. In 1623, Galileo published a work where he supported the theory of heliocentrism.

Revision: In 1623, Galileo published a work **in which** he supported the theory of heliocentrism.

10. Shaina’s favorite topic is one that focuses on the 1950s, a time when social standards were challenged by many.

No revision needed

Grade Level: 12

Lesson Topic: Relative Pronoun Review

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): L1 - Use relative pronouns (who, whom, whose, which, that) and relative adverbs (where, when, why)

Lesson Aim: How can we put our relative pronoun use to the test to ensure our understanding?

Instructional Objectives:

SWBAT:

- Determine when to use each of the relative pronouns [(in) which, that, where, when].
- Identify errors in relative pronoun use [(in) which, that, where, when].

Materials: Attachment 1: Revising Writing Containing Relative Pronouns

Motivation: Write a sentence that misuses a relative pronoun.

Transition:

- The teacher will collect each student’s paper, and while the students work independently to complete the handout (Attachment 1 – “Revising Writing Containing Relative Pronouns”), the teacher will select several sentences to use later in the lesson.

Lesson Development/Procedure:

- Once students have completed the handout, the class will review the possible correct responses and the teacher will answer any questions the students may have.
- To complete the next activity, the students will be directed to pair up. The teacher will use the Elmo to display selected papers that had been collected at the beginning of the period, and the pairs will write down the correct version of each sentence displayed. The teacher will display as many sentences as possible, until the bell rings, and will then collect the pairs’ papers at the end of the period to grade and count as a quiz to assess the students’ understanding of relative pronoun use.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- By the end of this lesson, students should have a thorough understanding of when to use relative pronouns [(in) which, that, where, when]. The sentences created by the students at the start of the period and the corrections collected by the teacher at the end of the period will illustrate whether or not students have a firm grasp on when to use each of the relative pronouns taught in this mini-unit. The teacher will assess whether or not certain students will need more practice with these relative pronouns.

Attachment 1

Revising Writing Containing Relative Pronouns

Directions:

Read the following paragraph and make revisions that reflect proper relative pronoun use.

Last week, the students of the school district voted on their school mascots, that were suggested by members of each buildings Site Based committee, who provided nominations to their respective schools. The options provided were those which pleased many of the voters, who voted during their lunch periods. This process is one where every student has the ability to share his or her thoughts, a point when the school district administration was pleased to share with families in the community in a recent email message sent home. Student voice is an important element of this community and school district, that is why the voting process occurred. A similar process was completed several years ago, where students voted on the district's lunch menu. That was point where students provided recommendations and feedback as to the foods they preferred, and district officials collaborated with the Health and Safety committee and the food service provider to make food menu changes which reflected the students' preferences. As was shown in the instance of the collaborative efforts in altering the lunch menu, students appreciate points where they can voice their concerns and opinions, and district administrators welcome the students' thoughts in order to improve elements of the students' educational experience.

Revising Writing Containing Relative Pronouns (KEY)

Directions:

Read the following paragraph and make revisions that reflect proper relative pronoun use.

Last week, the students of the school district voted on their school mascots, **which** were suggested by members of each buildings Site Based committee, who provided nominations to their respective schools. The options provided were those **that** pleased many of the voters, who voted during their lunch periods. This process is one **in which** every student has the ability to share his or her thoughts, a point **that** the school district administration was pleased to share with families in the community in a recent email message sent home. Student voice is an important element of this community and school district, **which** is why the voting process occurred. A similar process was completed several years ago, **when** students voted on the district's lunch menu. That was point **when** students provided recommendations and feedback as to the foods they preferred, and district officials collaborated with the Health and Safety committee and the food service provider to make food menu changes **that** reflected the students' preferences. As was shown in the instance of the collaborative efforts in altering the lunch menu, students appreciate points **when** they can voice their concerns and opinions, and district administrators welcome the students' thoughts in order to improve elements of the students' educational experience.

Grade Level: 12

Lesson Topic: Transitions

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): L1- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; L1: Use frequently occurring transition words (e.g., first, then, therefore, finally)

Lesson Aim: Why does our writing need transitions?

Instructional Objectives:

SWBAT:

- Determine the proper usage of transitions.
- Correctly construct sentences that include transitions.
- Identify errors in transition use.

Materials: Attachment 1: Transitions: Continuers

Motivation: What is a transition, and why is it used?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify what a transition is and why it is used, the teacher will provide the correct response.
 - A transition (aka: conjunction) is used to join two statements and creates a logical relationship between them.

Lesson Development/Procedure:

- The teacher will provide an overview of the types of transitions (continuers)
 - Continuers are those transitions that add information, give examples, define, emphasize, compare, or provide a sequence of events.
- The teacher will write the following sentences on the board and have students identify the possible transitions that can be used to join the two statements (so that it is evident that information is being added):
 - Tomatoes, which are fruits, are one of the most popular salad ingredients.
_____, they are used as a base in many soups and stews.
 - Correct Versions:

- Tomatoes, which are fruits, are one of the most popular salad ingredients. **Moreover**, they are used as a base in many soups and stews. (*Before the comma, write “moreover”*)
 - Tomatoes, which are fruits, are one of the most popular salad ingredients. **In addition**, they are used as a base in many soups and stews. (*Before the comma, write “In addition”*)
 - Tomatoes, which are fruits, are one of the most popular salad ingredients. **Furthermore**, they are used as a base in many soups and stews. (*Before the comma, write “furthermore”*)
- The teacher will explain that using any of these continuers indicates that the two sentences are expressing similar ideas and that the second sentence adds information to that provided in the first sentence.
- The teacher will write the following sentences on the board and have students identify the possible transitions that can be used to join the two statements (so that it is evident that an example is being provided):
 - Joshua performs an important role for his school newspaper: he has the final say about which stories will be included in each addition. _____, if a writer is covering a story about a food drive on campus, Josh would decide whether to approve the article.
 - Correct Versions:
 - Joshua performs an important role for his school newspaper: he has the final say about which stories will be included in each addition. _____, if a writer is covering a story about a food drive on campus, Josh would decide whether to approve the article. (*Before the comma, write “For instance”*)
 - Joshua performs an important role for his school newspaper: he has the final say about which stories will be included in each addition. _____, if a writer is covering a story about a food drive on campus, Josh would decide whether to approve the article. (*Before the comma, write “For example”*)
- The teacher will explain that using any of these continuers indicates that the two sentences are expressing similar ideas and that the second sentence gives an example relative to the content of the first sentence.
- The teacher will write the following sentences on the board and have students identify the possible transitions that can be used to join the two statements (so that it is evident that a point is being emphasized):
 - Elianah is an excellent pianist. _____, she was invited to perform at Carnegie Hall.
 - Correct Versions:
 - Elianah is an excellent pianist. **In fact**, she was invited to perform at Carnegie Hall. (*Before the comma, write “In fact”*)
 - Elianah is an excellent pianist. **Indeed**, she was invited to perform at Carnegie Hall. (*Before the comma, write “Indeed”*)
- The teacher will explain that using any of these continuers indicates that the two sentences are expressing similar ideas and that the second sentence emphasizes a point from the first sentence.

- The teacher will write the following sentences on the board and have students identify the possible transitions that can be used to join the two statements (so that it is evident that points are being compared):
 - Dogs are excellent companions. _____, cats offer great companionship to people as well.
 - Correct Versions:
 - Dogs are excellent companions. **Similarly**, cats offer great companionship to people as well. (*Before the comma, write “Similarly”*)
 - Dogs are excellent companions. **Likewise**, cats offer great companionship to people as well. (*Before the comma, write “Likewise”*)
- The teacher will explain that using any of these continuers indicates that the two sentences are expressing similar ideas and that the second sentence contains information that is compared to that of the first.
- The teacher will write the following sentences on the board and have students identify the possible transitions that can be used to join the two statements (so that it is evident that points are being presented in a sequential manner):
 - The teacher administered the pretest. _____, she taught the unit about prepositions.
 - Correct Versions:
 - The teacher administered the pretest. **Then** she taught the unit about prepositions. (*After the period, write “Then”*)
 - The teacher administered the pretest. **Next** she taught the unit about prepositions. (*After the period, write “Then”*)
- The teacher will explain that using any of these continuers indicates that the two sentences are expressing similar ideas and that the second sentence contains a point that happened after the content of the first sentence.
- The teacher will distribute the lesson handout (Attachment 1: “Transitions: Continuers”).
- Once the students have completed the handout, the teacher will elicit responses from the students for each sentence listed and answer any questions the students may have regarding the accurate responses that were given.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of when to use continuers, the class will begin examining other types of transitions.

Attachment 1

Transitions: Continuers

Directions:

Read the following sentences and revise those with transition errors. Be sure your revisions reflect proper use of continuers.

1. Tomatoes are among the oldest fruits grown in the New World. Therefore, they were farmed since 500 B.C.
2. As mammals, dogs are warm blooded. Furthermore, they nourish their young with milk.
3. Peregrine falcons are incredibly fast. Indeed, when diving through the air to catch their prey, these predators can reach speeds of up to 240 miles per hour.
4. Pineapple is a delicious snack. Accordingly, it is jam-packed with vitamin C.
5. Stella overate at the buffet. Furthermore, it was no surprise when she had a stomach ache.
6. Owen attended swim practice frequently. Essentially, his friends called him a fish.
7. Jennie's disastrous day began when she forgot to close the door and the dog ran out of the house. Soon her car wouldn't start.
8. Long Island boasts countless activities for tourists and inhabitant in the summer. In fact, people can opt to go beaching, hiking, sailing, fishing, swimming, bike riding, canoeing, and horseback riding in the warmer months.
9. The stock market crash of 1929 led to great economic strife for the decade to follow. Likewise, the recession of 2008 caused economic upheaval for many people.
10. Zane is a terrific baseball player. For example, he was selected as his team's MVP last season.
11. Their car broke down just outside of Albany. Finally they called for help.
12. She is highly allergic to bee stings. In fact, she is allergic to wasp stings.
13. Debbie can use her phone for research for hours. In addition, she used up her data within the first six days of her billing cycle.
14. Simon loved bananas. In fact, he loved all fruit.
15. He was a terror to others. Even so, he bit his sister after she refused to share her toy with him.
16. Sean is the luckiest guy I know. Similarly, he not only wins most raffles, but he also wins radio contests.

Transitions: Continuers (KEY)

Directions:

Read the following sentences and revise those with transition errors. Be sure your revisions reflect proper use of continuers.

1. Tomatoes are among the oldest fruits grown in the New World. **In fact**, they were farmed since 500 B.C.
2. As mammals, dogs are warm blooded. **As such**, they nourish their young with milk.
3. Peregrine falcons are incredibly fast. Indeed, when diving through the air to catch their prey, these predators can reach speeds of up to 240 miles per hour.
4. Pineapple is a delicious snack. **Additionally**, it is jam-packed with vitamin C.
5. Stella overate at the buffet. **Therefore**, it was no surprise when she had a stomach ache.
6. Owen attended swim practice frequently. **In fact**, his friends called him a fish.
7. Jennie's disastrous day began when she forgot to close the door and the dog ran out of the house. **Then** her car wouldn't start.
8. Long Island boasts countless activities for tourists and inhabitant in the summer. **For example**, people can opt to go beaching, hiking, sailing, fishing, swimming, bike riding, canoeing, and horseback riding in the warmer months.
9. The stock market crash of 1929 led to great economic strife for the decade to follow. Likewise, the recession of 2008 caused economic upheaval for many people.
10. Zane is a terrific baseball player. **As such**, he was selected as his team's MVP last season.
11. Their car broke down just outside of Albany. **Then** they called for help.
12. She is highly allergic to bee stings. **Similarly**, she is allergic to wasp stings.
13. Debbie can use her phone for research for hours. **In fact**, she used up her data within the first six days of her billing cycle.
14. Simon loved bananas. In fact, he loved all fruit.
15. He was a terror to others. **For example**, he bit his sister after she refused to share her toy with him.
16. Sean is the luckiest guy I know. **In fact**, he not only wins most raffles, but he also wins radio contests.

Grade Level: 12

Lesson Topic: Transitions

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): L1- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; L1: Use frequently occurring transition words (e.g., first, then, therefore, finally)

Lesson Aim: Why does our writing need transitions?

Instructional Objectives:

SWBAT:

- Determine the proper usage of transitions.
- Correctly construct sentences that include transitions.
- Identify errors in transition use.

Materials: Attachment 1: Transitions: Contradictors

Motivation: What is a contradictor and why is it used?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify what a transition is and why it is used, the teacher will provide the correct response.
 - A contradictor is used to indicate that the two sentences are expressing different ideas.

Lesson Development/Procedure:

- The teacher will provide an overview of the types of transitions (contradictors)
 - Contradictors are those transitions that indicate that a point that differs from one already presented will be stated or that a contrast in thought will be expressed.
- The teacher will write the following sentences on the board and have students identify the possible transitions that can be used to join the two statements (so that it is evident that a contradiction is being made):
 - Sally retired from dancing when she was 72 years old. _____, continued to choreograph for a local dance studio for years after.
 - Correct Versions:
 - Sally retired from dancing when she was 72 years old. **Yet**, she continued to choreograph for a local dance studio for years after. (*Before the comma, write “Yet”*)

- Sally retired from dancing when she was 72 years old. **But**, she continued to choreograph for a local dance studio for years after. (*Before the comma, write “But”*)
- Sally retired from dancing when she was 72 years old. **However**, she continued to choreograph for a local dance studio for years after. (*Before the comma, write “However”*)
- Sally retired from dancing when she was 72 years old. **Nevertheless**, she continued to choreograph for a local dance studio for years after. (*Before the comma, write “Nevertheless”*)
- The teacher will explain that using any of these contradictors indicates that the two sentences are expressing different ideas.
- The teacher will write the following sentences on the board and have students identify the possible transitions that can be used to join the two statements (so that it is evident that a contrast is being presented):
 - The conditions in Antarctica make it difficult for many forms of life to thrive. _____, the Antarctic Peninsula and its surrounding islands have milder conditions and more creatures inhabit those areas.
 - Correct Versions:
 - The conditions in Antarctica make it difficult for many forms of life to thrive. **In contrast**, the Antarctic Peninsula and its surrounding islands have milder conditions and more creatures inhabit those areas. (*Before the comma, write “In contrast”*)
 - The conditions in Antarctica make it difficult for many forms of life to thrive. **On the other hand**, the Antarctic Peninsula and its surrounding islands have milder conditions and more creatures inhabit those areas. (*Before the comma, write “On the other hand”*)
 - The conditions in Antarctica make it difficult for many forms of life to thrive. **On the contrary**, the Antarctic Peninsula and its surrounding islands have milder conditions and more creatures inhabit those areas. (*Before the comma, write “On the contrary”*)
- The teacher will explain that using any of these contradictors indicates that the two sentences are expressing different ideas and that the content of the second sentence contrasts that of the first sentence.
- The teacher will distribute the lesson handout (Attachment 1: “Transitions: Contradictors”).
- Once the students have completed the handout, the teacher will elicit responses from the students for each sentence listed and answer any questions the students may have regarding the accurate responses that were given.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of when to use contradictors, the class will begin examining other types of transitions.

Attachment 1

Transitions: Contradictors

Directions:

Read the following sentences and revise those with transition errors. Be sure your revisions reflect proper use of contradictors.

1. Tomatoes are among the oldest fruits grown in the New World. Therefore, there are many people who do not care for them.
2. Some artists do not achieve fame in their lifetimes. Simultaneously, they become well known posthumously.
3. Cheetahs are incredibly fast. Indeed, peregrine falcons are faster.
4. Chocolate cake is a delicious snack. Yet, it is not a good source of vitamins.
5. The ice cream man drove his truck down the street. Furthermore, he drove so fast that he was out of sight by the time we got outside with our money.
6. Ezra is an outstanding sleeper. Indeed George keeps his parents up most nights.
7. His parents told him to drive slowly. Interestingly, he chose to speed down the road.
8. She wanted to purchase a new pair of shoes at the store. And she left her wallet in the car.
9. Snakes are cold blooded. In contrast, mice are warm blooded.
10. Simba was the rightful king of the lions. Therefore, Scar would not relinquish his power.
11. Fire Island is unique in that there are few cars permitted there. Similarly, every one of my neighbors owns a vehicle.
12. Audis can be expensive to buy. In addition, the company touts its vehicles' safety ratings.
13. Sam thought that his English class was incredibly interesting. Similarly, he was bored at lunch.
14. In Maine, there isn't much traffic. Likewise, one should expect delays when driving on Long Island's roads.
15. Her intentions were not pure. On the other hand, his intentions came from a good place and were executed to help others.

Transitions: Contradictors (KEY)

Directions:

Read the following sentences and revise those with transition errors. Be sure your revisions reflect proper use of contradictors.

1. Tomatoes are among the oldest fruits grown in the New World. **However**, there are many people who do not care for them.
2. Some artists do not achieve fame in their lifetimes. **Yet**, they become well known posthumously.
3. Cheetahs are incredibly fast. **Yet**, peregrine falcons are faster.
4. Chocolate cake is a delicious snack. **However**, it is not a good source of vitamins.
5. The ice cream man drove his truck down the street. **But**, he drove so fast that he was out of sight by the time we got outside with our money.
6. Ezra is an outstanding sleeper. **On the contrary**, George keeps his parents up most nights.
7. His parents told him to drive slowly. **Yet**, he chose to speed down the road.
8. She wanted to purchase a new pair of shoes at the store. **However**, she left her wallet in the car.
9. Snakes are cold blooded. In contrast, mice are warm blooded.
10. Simba was the rightful king of the lions. **But**, Scar would not relinquish his power.
11. Fire Island is unique in that there are few cars permitted there. **On the contrary**, every one of my neighbors owns a vehicle.
12. Audis can be expensive to buy. **Yet**, the company touts its vehicles' safety ratings.
13. Sam thought that his English class was incredibly interesting. **On the contrary**, he was bored at lunch.
14. In Maine, there isn't much traffic. **On the contrary**, one should expect delays when driving on Long Island's roads.
15. Her intentions were not pure. On the other hand, his intentions came from a good place and were executed to help others.

Grade Level: 12

Lesson Topic: Transitions

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): L1- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; L1: Use frequently occurring transition words (e.g., first, then, therefore, finally)

Lesson Aim: Why does our writing need transitions?

Instructional Objectives:

SWBAT:

- Determine the proper usage of transitions.
- Correctly construct sentences that include transitions.
- Identify errors in transition use.

Motivation: What is a cause and effect transition and why is it used?

Materials: Attachment 1: Transitions: Cause and Effect

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify what a transition is and why it is used, the teacher will provide the correct response.
 - A cause and effect transition is used to indicate that one action is the result of another.

Lesson Development/Procedure:

- The teacher will provide an overview of the types of transitions (cause and effect)
 - Cause and effect transitions enable a writer to show what happens as a result of an occurrence.
- The teacher will write the following sentences on the board and have students identify the possible transitions that can be used to join the two statements (so that it is evident that a contradiction is being made):
 - Tomatoes are often included in salads. _____ they are believed to be vegetables rather than fruits.
 - Correct Versions:
 - Tomatoes are often included in salads. **So** they are believed to be vegetables rather than fruits. (*After the period, write “So”*)

- Tomatoes are often included in salads. **Therefore** they are believed to be vegetables rather than fruits. (*After the period, write “Therefore”*)
- Tomatoes are often included in salads. **Consequently** they are believed to be vegetables rather than fruits. (*After the period, write “Consequently”*)
- Tomatoes are often included in salads. **As a result** they are believed to be vegetables rather than fruits. (*After the period, write “As a result”*)
- Tomatoes are often included in salads. **As such** they are believed to be vegetables rather than fruits. (*After the period, write “As such”*)
- Tomatoes are often included in salads. **Accordingly** they are believed to be vegetables rather than fruits. (*After the period, write “Accordingly”*)
- The teacher will explain that using any of these cause and effect transitions indicates that the second sentence contains that result of the action in the first sentence.
- The teacher will distribute the lesson handout (Attachment 1: “Transitions: Cause and Effect”).
- Once the students have completed the handout, the teacher will elicit responses from the students for each sentence listed and answer any questions the students may have regarding the accurate responses that were given.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of when to use cause and effect transitions, the class will begin examining sentence diagramming.

Attachment 1

Transitions: Cause and Effect

Directions:

Read the following sentences and revise those with transition errors. Be sure your revisions reflect proper use of cause and effect transitions.

1. This has been a hot summer. And the plants need extra watering.
2. He ran his mower without oil last year. As such, he had to buy a new lawnmower this year.
3. The team practiced for many hours over break. Therefore the players were ready for the big game when they returned to school.
4. She studied for hours for her economics exam. Nevertheless she received a perfect score.
5. The boy accidentally threw the baseball through the window. As a result, his parents were infuriated.
6. The salesman outsold his colleagues. In fact he was honored at the end of the sales quarter.
7. Janet got caught in traffic on the way to the airport. Still she missed her flight.
8. She wanted to purchase a new pair of shoes at the store. And she had to go to her car to get her wallet, which she had left on the front seat.
9. Snakes are cold blooded. Therefore they feel cold to the touch.
10. She is afraid of water. Even so her neighbors were angered when her father threw her in the pool.
11. Fire Island is unique in that there are few cars permitted there. Similarly, I was surprised to see my cousin there in his car.
12. The elderly woman struggled to walk when carrying her grocery bags. Indeed Gary pulled over to offer her a ride.
13. The children left the back door open. Consequently there were flies in the house.
14. In Maine, there isn't much traffic. Likewise, one can drive from one end of the state to another without any delays.
15. Salt water ingestion is dangerous for dogs. Subsequently you should not allow your dog to drink the ocean water when at the beach.

Transitions: Cause and Effect (KEY)

Directions:

Read the following sentences and revise those with transition errors. Be sure your revisions reflect proper use of cause and effect transitions.

1. This has been a hot summer. **As such**, the plants need extra watering.
2. He ran his mower without oil last year. As such, he had to buy a new lawnmower this year.
3. The team practiced for many hours over break. Therefore the players were ready for the big game when they returned to school.
4. She studied for hours for her economics exam. **As a result**, she received a perfect score.
5. The boy accidentally threw the baseball through the window. As a result, his parents were infuriated.
6. The salesman outsold his colleagues. **Therefore** he was honored at the end of the sales quarter.
7. Janet got caught in traffic on the way to the airport. **As a result**, she missed her flight.
8. She wanted to purchase a new pair of shoes at the store. **Therefore** she had to go to her car to get her wallet, which she had left on the front seat.
9. Snakes are cold blooded. Therefore they feel cold to the touch.
10. She is afraid of water. **As a result**, her neighbors were angered when her father threw her in the pool.
11. Fire Island is unique in that there are few cars permitted there. **Consequently**, I was surprised to see my cousin there in his car.
12. The elderly woman struggled to walk when carrying her grocery bags. **Therefore** Gary pulled over to offer her a ride.
13. The children left the back door open. Consequently there were flies in the house.
14. In Maine, there isn't much traffic. **As a result**, one can drive from one end of the state to another without any delays.
15. Salt water ingestion is dangerous for dogs. Subsequently you should not allow your dog to drink the ocean water when at the beach.

Grade Level: 12

Lesson Topic: Sentence Diagramming

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Use various types of phrases and clauses to add variety and interest to writing or presentations

Core Convention Skill(s): L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Lesson Aim: What is sentence diagramming, and how can it help us to better understand the parts of a sentence?

Instructional Objectives:

SWBAT:

- Determine the parts of sentences.
- Correctly diagram simple declarative sentences.

Materials: **Attachment 1:** Diagramming Sentences

Attachment 2: Practice with Sentence Diagramming: Simple Declarative Sentences

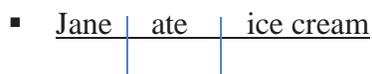
Motivation: How can graphic organizers help us to better understand a topic?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. The teacher will then explain that, like graphic organizers, sentence diagramming enables one to delineate the functions of words in a sentence in a physical sense.

Lesson Development/Procedure:

- The teacher will provide an overview of sentence diagramming:
 - The main line of the sentence that has been diagrammed shows the main noun of the subject divided from the predicate by a vertical line running through the horizontal.
 - After the verb, another vertical line divides the verb from the main noun of the direct object.
- The teacher will write the following simple sentence on the board and illustrate how to diagram it:
 - Jane ate ice cream.



- The teacher will explain that horizontal line is drawn and that the subject (“Jane”) is separated from the predicate (“ate ice cream”) with a vertical line. A second vertical line is drawn between the verb (“ate”) and the direct object (“ice cream”).
- The teacher will distribute the lesson handouts (Attachment 1: “Diagramming Sentences” and Attachment 2: “Practice with Sentence Diagramming: Simple Declarative Sentences”) and review how to diagram sentences with simple subjects. (Students will be instructed to retain all handouts, as they will be used for future lessons.)
- Once the students have completed the handout (Attachment 2: “Practice with Sentence Diagramming: Simple Declarative Sentences”), the teacher will review how to diagram each sentence listed and answer any questions the students may have regarding.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of how to diagram simple declarative sentences, the class will begin examining diagramming of other types of simple sentences (imperative and interrogative).

Attachment 1

Diagramming Sentences

Overview:

A diagram shows the structure of a sentence, almost as though it's a picture. Making a diagram of the subject (the part about which something is being said) and the verb is a way to show that you understand these parts of the sentence.

Remember! A compound subject is simply two or more subjects in the sentence, typically indicated by the existence of a conjunction (and, or, but).

Steps of Sentence Diagramming

To diagram a sentence with a simple subject, follow the steps below:

- Pick out the subject and the verb.
- Write the subject and verb out on a horizontal line.
- Separate the subject from the verb with a vertical line.

To diagram a sentence with a compound subject, follow the steps below:

- Pick out the subjects and the verb.
- Write each subject on its own horizontal line, placing one line above the other.
- Write the verb out on a horizontal line that is to the side and in between the horizontal lines of the subjects.
- Separate the subjects from the verb with a vertical line.

To diagram a sentence with a simple subject and compound verb, follow the steps below.

- Pick out the subject and the verbs.
- Write the subject on a horizontal line.
- Write each verb on its own horizontal line, placing one line above the other.
- Separate the subjects from the verb with a vertical line.

To diagram a sentence with a compound subject, and a compound verb, follow the steps below:

- Pick out the subjects and the verbs.
- Write each subject on its own horizontal line, placing one line above the other.
- Write each subject on its own horizontal line, placing one line above the other.
- Separate the subjects from the verb with a vertical line.

Attachment 2

Practice with Sentence Diagramming: Simple Declarative Sentences

Directions:

Diagram the following sentences.

1. She gave suggestions.

2. Napoleon invaded Spain.

3. Listen to me.

4. You angered her.

5. He wrote his composition.

6. Playoffs begin tomorrow.

7. Jean has eaten pizza.

8. Michael traveled.

9. They elected her.

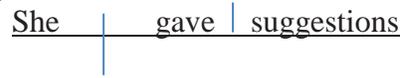
10. We love ice cream.

Practice with Sentence Diagramming: Simple Declarative Sentences (KEY)

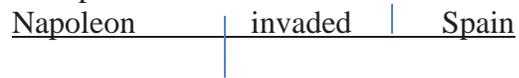
Directions:

Diagram the following sentences.

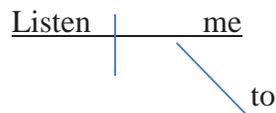
1. She gave suggestions.



2. Napoleon invaded Spain.



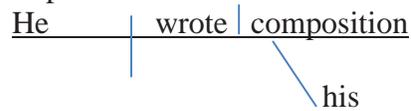
3. Listen to me.



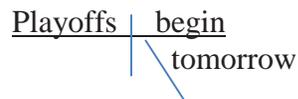
4. You angered her.



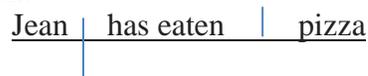
5. He wrote his composition.



6. Playoffs begin tomorrow.



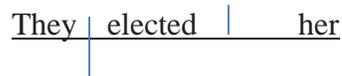
7. Jean has eaten pizza.



8. Michael traveled.



9. They elected her.



10. We love ice cream.



Grade Level: 12

Lesson Topic: Sentence Diagramming

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): L1- Use various types of phrases and clauses to add variety and interest to writing or presentations

Lesson Aim: What is sentence diagramming and how can it help us to better understand the parts of a sentence?

Instructional Objectives:

SWBAT:

- Determine the parts of sentences.
- Correctly diagram imperative and interrogative sentences.

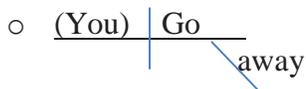
Materials: **Attachment 1:** Diagramming Sentences

Attachment 2: Practice with Sentence Diagramming: Simple Imperative and Interrogative Sentences

Motivation: Determine the subject of the following sentence: Clean your room.

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify what the subject is, the teacher will explain that it is an implied “you.”
- The teacher will have the students diagram the sentence and, once they have done so, the teacher will review the correct format:



Lesson Development/Procedure:

- The teacher will provide an overview of sentence diagramming for imperative and interrogative sentences:
 - The main line of the sentence that has been diagrammed shows the main noun of the subject divided from the predicate by a vertical line running through the horizontal.
 - After the verb, another vertical line divides the verb from the main noun of the direct object.
 - If there is no subject mentioned in the imperative sentence, the subject is “you.”

- The teacher will write the following interrogative sentence on the board and illustrate how to diagram it:
 - Do you like pizza?
 - you | Do like | pizza
- The teacher will explain that horizontal line is drawn and that the subject (“You”) is separated from the predicate (“do like pizza”) with a vertical line. A second vertical line is drawn between the verb (“do like”) and the direct object (“pizza”).
- The teacher will tell students to take out the lesson handout from yesterday (Attachment 1: “Diagramming Sentences”) and will distribute the handout for this lesson (Attachment 2: “Practice with Sentence Diagramming: Simple Imperative and Interrogative Sentences”) and review how to diagram sentences with simple subjects. (Students will be instructed to retain all handouts, as they will be used for future lessons.)
- Once the students have completed the handout (Attachment 2: “Practice with Sentence Diagramming: Simple Imperative and Interrogative Sentences”), the teacher will review how to diagram each sentence listed and answer any questions the students may have.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of how to diagram simple declarative sentences, the class will begin examining diagramming of complex sentences.

Attachment 1

Diagramming Sentences

Overview:

A diagram shows the structure of a sentence, almost as though it's a picture. Making a diagram of the subject (the part about which something is being said) and the verb is a way to show that you understand these parts of the sentence.

Remember! A compound subject is simply two or more subjects in the sentence, typically indicated by the existence of a conjunction (and, or, but).

Steps of Sentence Diagramming

To diagram a sentence with a simple subject, follow the steps below:

- Pick out the subject and the verb.
- Write the subject and verb out on a horizontal line.
- Separate the subject from the verb with a vertical line.

To diagram a sentence with a compound subject, follow the steps below:

- Pick out the subjects and the verb.
- Write each subject on its own horizontal line, placing one line above the other.
- Write the verb out on a horizontal line that is to the side and in between the horizontal lines of the subjects.
- Separate the subjects from the verb with a vertical line.

To diagram a sentence with a simple subject and compound verb, follow the steps below.

- Pick out the subject and the verbs.
- Write the subject on a horizontal line.
- Write each verb on its own horizontal line, placing one line above the other.
- Separate the subjects from the verb with a vertical line.

To diagram a sentence with a compound subject, and a compound verb, follow the steps below:

- Pick out the subjects and the verbs.
- Write each subject on its own horizontal line, placing one line above the other.
- Write each subject on its own horizontal line, placing one line above the other.
- Separate the subjects from the verb with a vertical line.

Attachment 2

Practice with Sentence Diagramming: Simple Imperative and Interrogative Sentences

Directions:

Diagram the following sentences.

1. You study your notes.

2. Read.

3. Did you eat your vegetables?

4. Clean these.

5. Pick up your pencil.

6. Can you close it?

7. Shut the door.

8. Help!

9. Joshua - take out the trash.

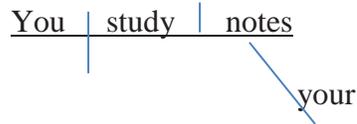
10. Be quiet.

Practice with Sentence Diagramming: Simple Imperative and Interrogative Sentences (KEY)

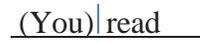
Directions:

Diagram the following sentences.

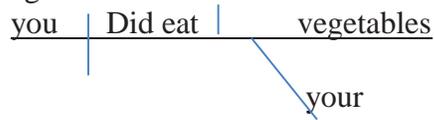
1. You study your notes.



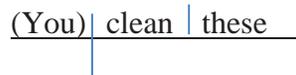
2. Read.



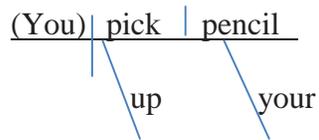
3. Did you eat your vegetables?



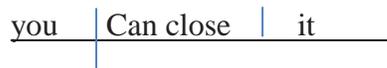
4. Clean these.



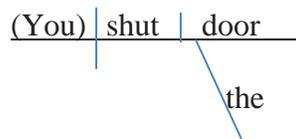
5. Pick up your pencil.



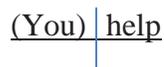
6. Can you close it?



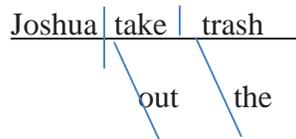
7. Shut the door.



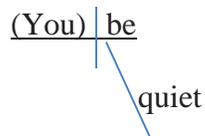
8. Help!



9. Joshua - take out the trash.



10. Be quiet.



Grade Level: 12

Lesson Topic: Sentence Diagramming

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

Core Convention Skill(s): L1- Use various types of phrases and clauses to add variety and interest to writing or presentations

Lesson Aim: What is sentence diagramming and how can it help us to better understand the parts of a sentence?

Instructional Objectives:

SWBAT:

- Determine the parts of sentences.
- Correctly diagram imperative and interrogative sentences.

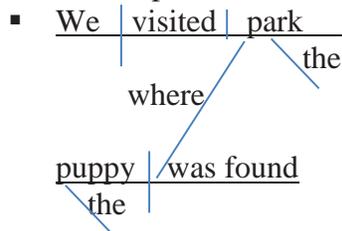
Materials: **Attachment 1:** Diagramming Sentences
 Attachment 2: Practice with Sentence Diagramming: Complex Sentences

Motivation: What is a complex sentence?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify what a complex sentence is, the teacher will explain that it is a sentence containing both an essential and non-essential clause.
- The teacher will explain that to diagram a complex sentence, one must make a multi-leveled diagram, with the essential clause on the top layer and the non-essential clause below. The teacher will illustrate this with the following sentence:

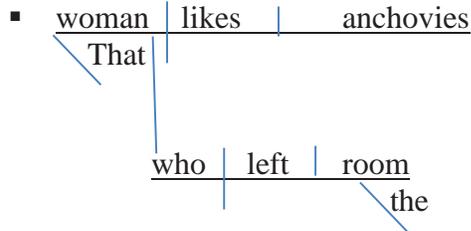
- We visited the park where the puppy was found.



Lesson Development/Procedure:

- The teacher will write the following complex sentence on the board and instruct the students to diagram it:

- That woman, who left the room, likes anchovies.



- The teacher will explain that vertical line is drawn from the subject (“woman”) to the relative pronoun (“who”) and that the subject (“woman”) is separated from the predicate (“likes anchovies”) with a vertical line. A second vertical line is drawn between the verb (“likes”) and the direct object (“anchovies”). Additionally, a vertical line is drawn between the relative pronoun (“who”) and the adjective clause (“left the room”) and a second vertical line is drawn between the verb (“left”) and the object (“the room”).
- The teacher will tell students to take out the lesson handout from yesterday (Attachment 1: “Diagramming Sentences”) and will distribute the handout for this lesson (Attachment 2: “Practice with Sentence Diagramming: Complex Sentences”). (Students will be instructed to retain all handouts, as they will be used for future lessons.)
- Once the students have completed the handout (Attachment 2: “Practice with Sentence Diagramming: Complex Sentences”), the teacher will review how to diagram each sentence listed and answer any questions the students may have.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of diagramming complex sentences, the class will begin examining MLA and APA formatting.

Attachment 1

Diagramming Sentences

Overview:

A diagram shows the structure of a sentence, almost as though it's a picture. Making a diagram of the subject (the part about which something is being said) and the verb is a way to show that you understand these parts of the sentence.

Remember! A compound subject is simply two or more subjects in the sentence, typically indicated by the existence of a conjunction (and, or, but).

Steps of Sentence Diagramming

To diagram a sentence with a simple subject, follow the steps below:

- Pick out the subject and the verb.
- Write the subject and verb out on a horizontal line.
- Separate the subject from the verb with a vertical line.

To diagram a sentence with a compound subject, follow the steps below:

- Pick out the subjects and the verb.
- Write each subject on its own horizontal line, placing one line above the other.
- Write the verb out on a horizontal line that is to the side and in between the horizontal lines of the subjects.
- Separate the subjects from the verb with a vertical line.

To diagram a sentence with a simple subject and compound verb, follow the steps below.

- Pick out the subject and the verbs.
- Write the subject on a horizontal line.
- Write each verb on its own horizontal line, placing one line above the other.
- Separate the subjects from the verb with a vertical line.

To diagram a sentence with a compound subject, and a compound verb, follow the steps below:

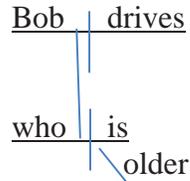
- Pick out the subjects and the verbs.
- Write each subject on its own horizontal line, placing one line above the other.
- Write each subject on its own horizontal line, placing one line above the other.
- Separate the subjects from the verb with a vertical line.

Practice with Sentence Diagramming: Complex Sentences (KEY)

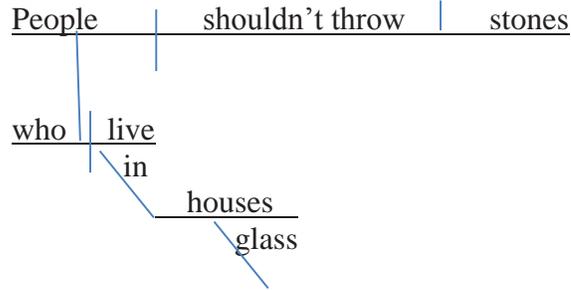
Directions:

Diagram the following sentences.

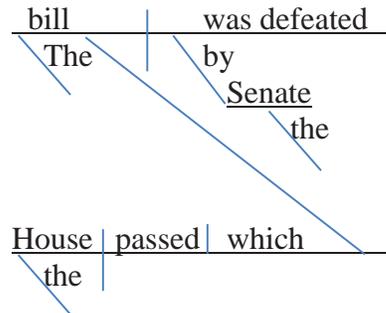
1. Bob, who is older, drives.



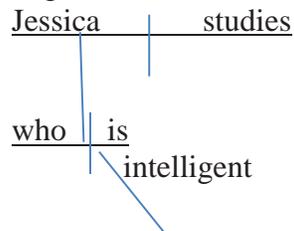
2. People who live in glass houses shouldn't throw stones.



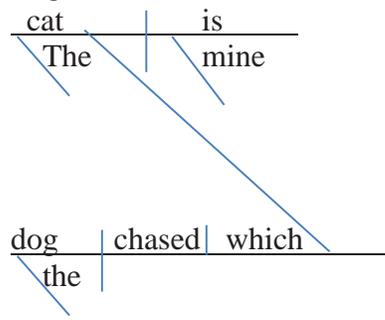
3. The bill, which the House passed, was defeated by the Senate.



4. Jessica, who is intelligent, studies.



5. The cat, which the dog chased, is mine.



Grade Level: 12

Lesson Topic: MLA Works Cited Page

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Convention Skill(s): L1 - Understand that usage is a matter of convention that can change over time; L1 - Resolve issues of complex or contested usage, consulting references as needed

Core Punctuation Skill(s): L2- Use a colon to introduce a list or quotation

Lesson Aim: How can we properly use MLA formatting to create a works cited page?

Instructional Objectives:

SWBAT:

- Identify what information is included in a parenthetical citation.
- Determine how to create a works cited page in MLA format.

Materials: Attachment 1: Practice with MLA Formatting: The Works Cited Page

Motivation: Why do we include parenthetical citations when writing papers?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify why we include parenthetical citations when writing papers, the teacher will explain that we do so in order to credit the sources used (quoted or paraphrased) and to avoid plagiarizing.
- The teacher will explain that, when citing in the paper itself, the writer of the paper must cite the author's last name and page number, in parenthesis, after a direct quote. The writer of the paper must cite the author's last name, in parenthesis, after a paraphrase. (The writer may choose to refer to the author of the source in the sentence containing the direct quote or paraphrase; in that case, only the direct quote would have a parenthesis containing the page number after it.)
- The teacher will ask the students why a paper needs a works cited page. If students do not properly identify why a paper needs works cited page, the teacher will explain that a works cited page is necessary because it identifies all aspects of the sources that have been cited in the paper.

Lesson Development/Procedure:

- The teacher will explain that the following information is included for each source of the works cited page, listed in this order:

- author
- title of source (properly punctuated)
- title of container (properly punctuated)
- other contributors
- version
- number
- publisher
- publication date
- location or web address
- access date.
- The teacher will provide the following explanation to the students regarding the basic rules for constructing a reference list in MLA format:
 - Begin your works cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
 - Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
 - Double space all citations, but do not skip spaces between entries.
 - Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
 - List page numbers of sources efficiently, when needed. Note that MLA style uses a hyphen in a span of pages.
 - If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.
 - For online sources, you should include a location to show readers where you found the source. Many scholarly databases use a DOI (digital object identifier). Use a DOI in your citation if you can; otherwise use a URL. Delete "http://" from URLs. The DOI or URL is usually the last element in a citation and should be followed by a period.
 - All works cited entries end with a period.
 - Capitalize each word in the titles but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle.
 - Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)
 - Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name.
 - Do not list titles or degrees with names but do include suffixes.
 - If you have cited more than one work by a particular author, order the entries alphabetically by title, and use three hyphens in place of the author's name for every entry after the first.
 - When an author or collection editor appears both as the sole author of a text and as the first author of a group, list solo-author entries first.

- Alphabetize works with no known author by their title; use a shortened version of the title in the parenthetical citations in your paper.
- The city of publication should only be used if the book was published before 1900, if the publisher has offices in more than one country, or if the publisher is unknown outside North America.
- The teacher will distribute the handout for this lesson (Attachment 1: “Practice with MLA Formatting: The Works Cited Page”).
- Once the students have completed the handout (Attachment 1: “Practice with MLA Formatting: The Works Cited Page”), the teacher will review the correct responses and answer any questions the students may have.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of what is included in the parenthetical citation for direct quotes and paraphrasing as well as how to create an MLA works cited page, the class will begin examining APA formatting.

Attachment 1

Practice with MLA Formatting: The Works Cited Page

Directions:

Examine the information provided for each source. Then, on a separate sheet of paper, construct the works cited entries as they should appear in a works cited page.

access date:

author: Michael Milken

location or web address: www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0

number: 4

other contributors:

page number(s): 63

publication date: 2006

publisher:

title of container (properly punctuated): *New Perspectives Quarterly*

title of source (properly punctuated): "On Global Warming and Financial Imbalances"

version:

volume: 23

access date:

author: John Gowdy

location or web address:

number: 1

other contributors:

page number(s): 27-36

publication date: 2007

publisher:

title of container (properly punctuated): *International Journal of Sustainable Development and World Ecology*

title of source (properly punctuated): "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability"

version:

volume: 14

access date:

author: Hirofumi Uzawa

location or web address:

number:

other contributors:

page number(s):

publication date: 2003

publisher: Cambridge University Press

title of container (properly punctuated):

title of source (properly punctuated): *Economic Theory and Global Warming*

version:

volume:

access date:

author: Michael Milken

location or web address: San Diego, California

number:
other contributors:
page number(s):
publication date: 2018
publisher: Star Publishing
title of container (properly punctuated):
title of source (properly punctuated): *The Connection between Global Warming and Economics*
version:
volume:

access date: May 12, 2016
author: Cornelia Dean
location or web address: www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0
number:
other contributors:
page number(s):
publication date: May 22, 2007
publisher:
title of container (properly punctuated): *The New York Times*
title of source (properly punctuated): "Executive on a Mission: Saving the Planet"
version:
volume:

access date: July 29, 2016
author: Andrew C. Revkin
location or web address: www.nytimes.com/video/world/americas/1194817109438/clinton-on-climate-change.html
number:
other contributors:
page number(s):
publication date: May 17, 2007
publisher:
title of container (properly punctuated): *The New York Times*
title of source (properly punctuated): "Clinton on Climate Change"
version:
volume:

Works Cited

- Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007, www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0. Accessed 12 May 2016.
- Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology*, vol. 14, no. 1, 2007, pp. 27-36.
- Milken, Michael. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly*, vol. 23, no. 4, 2006, p. 63.
- . *The Connection between Economics and Global Warming*. Star Publishing, 2018.
- Revkin, Andrew C. "Clinton on Climate Change." *The New York Times*, 17 May 2007, www.nytimes.com/video/world/americas/1194817109438/clinton-on-climate-change.html. Accessed 29 July 2016.
- Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge University Press, 2003.

Grade Level: 12

Lesson Topic: APA Reference Page

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1- Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Convention Skill(s): L1 - Understand that usage is a matter of convention that can change over time; L1 - Resolve issues of complex or contested usage, consulting references as needed

Core Punctuation Skill(s): L2 - Use a colon to introduce a list or quotation

Lesson Aim: How can we properly use APA formatting to create a reference page?

Instructional Objectives:

SWBAT:

- Identify what information is included in a parenthetical citation.
- Determine how to create a reference page in APA format.

Materials: Attachment 1: Practice with APA Formatting: References

Motivation: What distinguishes a parenthetical citation in APA format from one in MLA format?

Transition:

- The teacher will elicit responses from the students regarding the Motivation question posed. If students do not properly identify the differences in how the two parenthetical citations appear, the teacher will explain that citations for direct quotes in MLA format contain the source author's last name and page number while those in APA format contain the source author's name, year of publication, and page number. For paraphrases in MLA format, the writer of the paper must cite the author's last name, in parenthesis. Citations for paraphrases in APA format contain the author's last name and publication year. (In MLA and APA formats, the writer may choose to refer to the author of the source in the sentence containing the direct quote or paraphrase; in that case, only the direct quote would have a parenthesis after it, with the parenthesis containing the page number for MLA format and the publication year and page number for APA format.)
- The teacher will explain that when citing for a direct quote in APA format, the writer would include a "p." before the page number for a quote from a single page and a "pp." for a quote from multiple pages.
- The teacher will provide the following explanation to the students regarding the basic rules for constructing a reference list in APA format:

- All lines after the first line of each entry in your reference list should have a hanging indentation, such that the subsequent lines are indented one-half inch from the left margin.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.
- Present the journal title in full.
- Maintain the punctuation and capitalization that is used by the journal in its title.
- Capitalize all major words in journal titles.
- When referring to books, chapters, articles, or webpages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.
- The teacher will explain that the following information is included in each works cited entry, listed in this order:
 - author
 - year of publication
 - title of source (properly punctuated)
 - title of container (properly punctuated)
 - volume
 - issue number
 - publication location
 - publisher
 - page numbers

Lesson Development/Procedure:

- The teacher will distribute the handout for this lesson (Attachment 1: “Practice with APA Formatting: References”).
- Once the students have completed the handout (Attachment 1: “Practice with APA Formatting: References”), the teacher will review the correct responses and answer any questions the students may have.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of what is included in the parenthetical citation for direct quotes and paraphrasing as well as how to create an APA reference page, the students will create their own works cited and reference pages.

Attachment 1

Practice with APA Formatting: References

Directions:

Examine the information provided for each source. Then, on a separate sheet of paper, construct the reference entries as they should appear in a references page.

author: John Gowdy

issue number: 1

location or web address:

page number(s): 27-36

publication year: 2007

publisher:

title of container (properly punctuated): *International Journal of Sustainable Development and World Ecology*

title of source (properly punctuated): "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability"

volume: 14

author: Cornelia Dean

issue number:

location or web address:

page number(s):

publication year: 2007

publisher:

title of container (properly punctuated): *The New York Times*

title of source (properly punctuated): "Executive on a Mission: Saving the Planet"

volume:

author: Michael Milken

issue number: 4

page number(s): 63

publication year: 2006

publisher:

title of container (properly punctuated): *New Perspectives Quarterly*

title of source (properly punctuated): "On Global Warming and Financial Imbalances"

volume: 23

location or web address: www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0

author: Andrew C. Revkin

issue number:

location or web address: www.nytimes.com/video/world/americas/1194817109438/clinton-on-climate-change.html

page number(s):

publication year: 2007

publisher:

title of container (properly punctuated): *The New York Times*

title of source (properly punctuated): "Clinton on Climate Change"

volume:

author: Hirofumi Uzawa

issue number:

location or web address:

page number(s):

publication year: 2003

publisher: Cambridge University Press

title of container (properly punctuated):

title of source (properly punctuated): *Economic Theory and Global Warming*

volume:

References

- Dean, C. (2007). Executive on a mission: Saving the planet. *The New York Times*. Retrieved from http://www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0
- Gowdy, J. (2007). Avoiding self-organized extinction: Toward a co-evolutionary economics of sustainability. *International Journal of Sustainable Development and World Ecology*, 14(1), 27-36.
- Milken, M. (2006). On global warming and financial imbalances. *New Perspectives Quarterly*, 23(4), 63.
- Revkin, A.C. (2007). Clinton on climate change. *The New York Times*, Retrieved from www.nytimes.com/video/world/americas/1194817109438/clinton-on-climate-change.html
- Uzawa, H. (2003). *Economic Theory and Global Warming*. Cambridge University Press.

Grade Level: 12

Lesson Topic: MLA and APA

Unit of Instruction: Grammar

Language Standard(s) Applied in Lesson: L1 - Demonstrate command of the conventions of academic English grammar and usage when writing or speaking; L2 - Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Core Convention Skill(s): L1- Understand that usage is a matter of convention that can change over time; L1 - Resolve issues of complex or contested usage, consulting references as needed

Core Punctuation Skill(s): L2- Use a colon to introduce a list or quotation

Lesson Aim: How can we create both an MLA works cited page and an APA reference page?

Instructional Objectives:

SWBAT:

- Properly create both an MLA works cited page and an APA reference page.

Materials: Attachment 1: Practice with MLA and APA

Motivation: Examine the sources on your handout; determine the proper order for each source if you were to create a works cited page or a reference page.

Transition:

- The teacher will elicit responses from the students regarding the Motivation presented, verifying that the students recall that they must list all sources alphabetically in both the works cited and reference pages

Lesson Development/Procedure:

- The teacher will instruct the students to create both a works cited page and a reference page for the sources on the handout (Attachment 1: “Practice with MLA and APA”).
- Once the students have completed the handout (Attachment 1: “Practice with MLA and APA”), the teacher will review the correct responses and answer any questions the students may have.

Differentiation:

- The teacher will circulate around the room checking in with each student, answering any questions the students may have.
- Depending on the abilities of the students, the teacher will have the students work collaboratively to complete the handout.

Summary:

- Once students have a thorough understanding of how to construct works cited and reference pages, they should be assigned a research assignment that requires them to continue practicing MLA and APA formatting.

Attachment 1

Practice with MLA and APA

Directions:

Examine the information provided for each source and determine the order in which these sources should appear in an MLA works cited page and an APA reference page.

access date: 21 November 2017

author: Stella Owens

issue number:

location or web address: <https://www.britannica.com/animal/amphibian>

other contributors:

page number(s):

publication date/year: 2017

publisher:

title of container (properly punctuated): *Britannica*

title of source (properly punctuated): "Amphibians"

version:

volume:

access date: 14 September 2018

author: Christy Jones

issue number:

location or web address: <https://www.nationalgeographic.com/animals/amphibians>

other contributors:

page number(s):

publication date/year: 2018

publisher:

title of container (properly punctuated): *National Geographic*

title of source (properly punctuated): "The Secret to Regrowing Limbs, and Other Breakthroughs"

version:

volume:

access date:

author: John Smith

issue number: 5

location or web address: www.science digest.com/2014/05/22/science/earth/23ander.html?_r=0

other contributors:

page number(s): 68

publication date/year: 2014

publisher:

title of container (properly punctuated): *Science Digest*

title of source (properly punctuated): "Everything Amphibian"

version:

volume: 12

access date:

author: Chelsea Kapoor

issue number: 9

location or web address:

other contributors:

page number(s): 16-28

publication date/year: 2017

publisher:

title of container (properly punctuated): Amphibian Magazine

title of source (properly punctuated): "Tree Frogs"

version:

volume: 2

Works Cited

Jones, Christy. "The Secret to Regrowing Limbs, and Other Breakthroughs." *National Geographic*, 2018, <https://www.nationalgeographic.com/animals/amphibians>. Accessed 14 September 2018.

Kapoor, Chelsea. "Tree Frogs." *Amphibian Magazine*, vol. 2, no. 9, 2017, p.16-28.

Owens, Stella. "Amphibians." *Britannica*, 2017, <https://www.britannica.com/animal/amphibian>. Accessed 21 November 2017.

Smith, John. "Everything Amphibian." *Science Digest*, vol. 12, no. 5, 2014, p. 68.

References

- Jones, C. (2018). The secret to regrowing limbs, and other breakthroughs.” *National Geographic*, Retrieved from <https://www.nationalgeographic.com/animals/amphibians>
- Kapoor, C. (2017). Tree frogs. *Amphibian Magazine*, 2(9), 16-28.
- Owens, S. (2017). Amphibians. *Britannica*, Retrieved from <https://www.britannica.com/animal/amphibian>
- Smith, J. (2014). Everything amphibian. *Science Digest*, 12(5), 68.

Part I. Apostrophes

Directions: Write C on the line if there is no error in apostrophes. If there is an error, though, write the corrected word on the provided line.

1. _____ In selecting an appropriate stitch for the baby quilt, Jasmine believed that her's would outlast all of the others'.
2. _____ The mothers' had passed down this specific stitch from generation to generation.
3. _____ Even though Jasmine couldn't reveal this secret stitch to the recipient of the blanket, she believed that it was okay to use it in her work.
4. _____ The member's of her family, though, became enraged when they learned that she would be giving away evidence of an old family secret to a member outside of the tribe.
5. _____ Each stitches' meaning was combined with others' meanings and then transformed into an intricate tale of life on the reservation, and the family wanted to preserve this tradition.

Part II. Subject-Verb Agreement

Directions: Evaluate the subject of each sentence, and then circle the verb that correctly completes each sentence.

1. Each of this summer's soccer clinics (has/have) its own staff.
2. Neither the veteran coaches nor the coordinator (was/were) in charge of determining which coaches would work during which weeks.
3. The teams, then, (was/were) placed with coaches without considering which coaches would best coordinate with which group.
4. Everyone (is/are) sure to complain about how poorly this year's camp is being run.
5. The hiring committee (is/are) going to argue about how to change it for next year.

Part III. Pronoun-Antecedent Agreement

Directions: Determine if each sentence is correct. If it is, write C on the line. If there is an error in agreement, simply write an E on the line.

- _____ Every member of the cleaning crew signed their names before working the night shift.
- _____ None of them, though, was prepared for what they would find.
- _____ Now that the waterpark was closed to visitors for the evening, it was clear that neither the day staff nor the managers were concerned about what extra work they were leaving behind for the cleaning crew.
- _____ Several of the works began to look warily at his watch, hoping that the night shift would go by quickly.
- _____ Both the garbage collectors and the sanitizers decided to do their jobs properly, but they also decided to leave behind a letter of complaint to management.

Part IV. Punctuation of Independent Clauses

Directions: Evaluate the underlined section in each sentence. Then look at the options for how each sentence can be improved. Select the best option.

- Sally was always known for her hard work, she not only did her homework early, but she usually did it more thoroughly than most of her peers.
 - No Change
 - hard work, but she not only did her homework early but
 - hard work; She not only did her homework early, but
 - hard work, for she not only did her homework early, but she
- Since there was very little rain or snowfall during the past weeks the town's water supply was threatened.
 - No Change
 - rain, or snowfall, during the past weeks the town's
 - rain or snowfall during the past weeks, the town's
 - rain or snowfall during the past weeks; the town's
- Audiences appeared in droves to watch the play, however, the reviews did not match the viewers' excitement.
 - No Change
 - the play; however, the reviews
 - the play however the reviews
 - the play, however the reviews

4. When I was particularly desperate, I asked my brother for help with my math homework, and he proved to be a talented teacher.
 - a. No Change
 - b. desperate I asked my brother for help with my math homework, and he proved
 - c. desperate I asked my brother, for help with my math homework, and he proved
 - d. desperate I asked my brother for help with my math homework; and he proved
5. Students are invited to anonymously write a note to the principal and place it in the suggestion box in order to have student input in the running of the school.
 - a. No Change
 - b. principal, and place it in the suggestion box in order to have student input
 - c. principal and, place it in the suggestion box in order to have student input
 - d. principal, and, place it in the suggestion box in order to have student input

Part V. Punctuation of Quotations

Directions: Review each sentence below. If you believe that the punctuation is correct, write C on the line. If you believe that there is an error, write E on the line.

1. _____ Plutarch said, “It is indeed a desirable thing to be well descended, but the glory belongs to our ancestors”.
2. _____ Plutarch said that it is fine for us to be descended from famous people but added that the fame, “Belongs to our ancestors.”
3. _____ Many American soldiers in Vietnam did not agree with Nathan Hale’s statement that, “[He] only [regrets] that I have but one life to lose for my country.”
4. _____ “It is a brave man indeed, Jonathan said, who believes Lieutenant Edward’s sentiment.”
5. _____ The minister knew he was “right on” with his advice to the young.

Answer Key:

Part I.

1. hers
2. mothers
3. C
4. members
5. stitch's

Part II.

1. Has
2. Was
3. Were
4. Is
5. Are

Part III.

1. E
2. E
3. C
4. E
5. C

Part IV.

1. D
2. C
3. B
4. A
5. A

Part V.

1. E
2. E
3. E
4. E
5. C

10th Grade Grammar
Final Assessment

This exam tests your knowledge of the grammar topics we've covered this year. Read each sentence carefully and decide whether it is correct or incorrect. If it is correct, write "C" and if it contains an error, write "E." The sections have been labeled according to the topic(s) being tested. Good luck.

Part 1: Agreement

1. The star, as well as the producer and the director, were a little nervous on opening night.
2. One of these boys is going to win the most valuable player award.
3. Neither Dave nor Helen have any intention of going to the meeting.
4. The captain and the sergeant have their wits about them.
5. Jolie is one of those girls who waits until the last minute to complete her assignments.

Part 2: Punctuation

6. The four hour's passed quickly.
7. At Stella's request, we decided to visit George Washington's home.
8. Elle sharpened her pencil, and took out a clean sheet of paper.
9. We knocked; and Henry opened the door.
10. Laura pulled hard; finally, the jar's lid loosened.

Part 3: Pronouns

11. Her and me are co-captains of the volleyball team.
12. The team and we cheerleaders have to leave class early today.
13. Peter is the boy who discovered the fire.
14. The understudy's father loved opera, and little Marco always wanted to be one.
15. Liz commanded Isabella to do her homework.

Part 4: Modifiers

16. Convinced of my sincerity, I was given one more chance.
17. Did you see a person in the bus with a brown cap?
18. A ship that carried a cargo of wheat sailed into the harbor.
19. While doing my homework, my cell phone interrupted me seven times.
20. We found the dog walking home from school.

Part 5: Commas

21. You can't eat drink and be merry when you are on a diet.
22. As the season progressed, the team piled up one victory after another.
23. Ed asked, "What time does the bus leave?"
24. Jillian grew up in a small white farmhouse.
25. I have no idea, to be honest, what you would like for a graduation present.

10th Grade Grammar Assessment Answer Key

Part 1: Agreement

1. The star, as well as the producer and the director, were a little nervous on opening night. E
2. One of these boys is going to win the most valuable player award. C
3. Neither Dave nor Helen have any intention of going to the meeting. E
4. The captain and the sergeant have their wits about them. C
5. Jolie is one of those girls who waits until the last minute to complete her assignments. E

Part 2: Punctuation

6. The four hour's passed quickly. E
7. At Stella's request, we decided to visit George Washington's home. C
8. Elle sharpened her pencil, and took out a clean sheet of paper. E
9. We knocked; and Henry opened the door. E
10. Laura pulled hard; finally, the jar's lid loosened. E

Part 3: Pronouns

11. Her and me are co-captains of the volleyball team. E
12. The team and we cheerleaders have to leave class early today. C
13. Peter is the boy who discovered the fire. C
14. The understudy's father loved opera, and little Marco always wanted to be one. E
15. Liz commanded Isabella to do her homework. E

Part 4: Modifiers

16. Convinced of my sincerity, I was given one more chance. E
17. Did you see a person in the bus with a brown cap? E
18. A ship that carried a cargo of wheat sailed into the harbor. C
19. While doing my homework, my cell phone interrupted me seven times. E
20. We found the dog walking home from school. E

Part 5: Commas

21. You can't eat drink and be merry when you are on a diet. E
22. As the season progressed, the team piled up one victory after another. C
23. Ed asked, "What time does the bus leave?" C
24. Jillian grew up in a small white farmhouse. E
25. I have no idea, to be honest, what you would like for a graduation present. C

11th Grade Grammar
Final Assessment

Part 1. Pronouns: This section tests your understanding of all rules related to **pronoun usage**. Determine whether there is an error in pronoun usage; if the sentence is **CORRECT**, bubble “A.” If the sentence contains a **pronoun ERROR**, bubble “B.”

1. Because every single one of the students in the lecture was bored to tears, the teacher debated giving them a pop quiz.
2. With so little time left on the clock, however, the students were confident that the only one whom was being tested was the professor.
3. The professor, instead, decided to retaliate with one of those profound questions that make everyone worry about how smart he or she is.
4. Fortunately, though, there was a distraction outside that caused each member of the class to look to his or her left at the massive open windows.
5. A small bird had made their home in the eaves and was sitting happily on a hatching egg!

Part 2. “Voiced” Punctuation: This section tests your understanding of all rules related to colons, ellipses, dashes, and hyphens. Determine whether there is an error in punctuation usage; if the sentence is **CORRECT**, bubble “A.” If the sentence contains a **punctuation ERROR**, bubble “B.”

6. Jack and Jill went up the hill to fetch a pail of water: that had been unfortunately planted there by their gym trainer.
7. Jack had been putting on weight, and — worried about her husband’s rising cholesterol levels — Jill had concocted a plan to get them both into better shape.
8. What Jill hadn’t realized-however-was that their trainer was a Giant who had met Jack before.
9. Jack had surprised the Giant by showing up...unannounced...at the top of the Giant’s beanstalk.
10. As Jack struggled up the hill, he was concerned about the large figure looming at the top — he was confident he had seen that shadow before.

Part 3. Apostrophes: This section tests your understanding of all rules related to apostrophes. Determine whether there is an error in apostrophe usage; if the sentence is **CORRECT**, bubble “A.” If the sentence contains an apostrophe **ERROR**, bubble “B.”

11. Its’ hard to understand why people decide to buy certain cars.
12. Some people see cars as status symbols that indicate one’s worth.

13. Others, however, think that cars are merely machines that get you from here to there, and ascribe no additional meaning to these heaps' of metal.
14. To these people, there is essentially no difference between a 93' Honda and a brand-new Corvette.
15. Either way, everyone's in agreement that cars are a tremendous expense!

Part 4. Commas: This section tests your understanding of all rules related to commas. Determine whether there is an error in usage; if the sentence is **CORRECT**, bubble "A." If the sentence contains an **ERROR**, bubble "B."

Note: This section covers punctuation with independent clauses as well as essential/nonessential elements. Teacher might choose to expand this section to differentiate between the two.

16. Period four, which was Mrs. Fang's least favorite class, was particularly unappealing that Monday morning.
17. The girls, who sat in the front of the room, had started an exclusive note-passing club and wouldn't let the other girls in the class join.
18. Perhaps it was because they wrote in red ink, or perhaps it was because they were all such night owls, but Mrs. Fang, who herself loved the night, liked them the best.
19. In fact, the science teacher next door Dr. Divine worried frequently about whether Mrs. Fang was becoming too attached to the girls.
20. The girls, however, found their favorite perfume, which was garlic scented, to be a real turnoff to Mrs. Fang.

Part 5. Verb Tense: This section tests your understanding of all rules related to apostrophes. Determine whether there is an error in apostrophe usage; if the sentence is **CORRECT**, bubble "A." If the sentence contains an apostrophe **ERROR**, bubble "B."

21. By this time next year, Kennedy will have selected a new mascot.
22. For years, students considered selecting a new mascot, but it was only recently that they decided to do it.
23. There is no doubt that the Cougar has remained the mascot for too long; his fur is threadbare and some of his teeth are missing.
24. Current contenders include Gregor Samsa, who was the cockroach in Kafka's novella *The Metamorphosis*, and Piggy, who was Jack's enemy in William Golding's *The Lord of the Flies*.
25. Personally, I am hoping for an underdog victory, but I doubt anyone is looking to choose Candy's dog.

Part 6. Parallelism and Comparisons: This section tests your understanding of all rules related to parallelism and comparisons. Bubble in the correct version of the sentence on your answer sheet.

26. With digital marketing companies on the rise, the market for content such as feature articles and opinion essays created by a professional writer, a blogger, and by individual users, is expanding rapidly.
- Correct as is.
 - Feature articles and opinion essays created by a professional writer, a blogger, and individual users is expanding rapidly.
 - Feature articles and opinion essays created by a professional writer, a blogger, and an individual user is expanding rapidly.
 - Feature articles and opinion essays created by professional writers, bloggers, and an individual user is expanding rapidly.
27. Originally developed by ancient Hawaiians, surfing appeals to people due to the sport's unusual confluence of adrenaline, skill, and high paced maneuvering.
- Correct as is.
 - Surfing appeals to people due to the sport's unusual confluence of adrenaline, people need a certain skill level, and high paced maneuvering is necessary.
 - Surfing appeals to people due to the sport's unusual confluence of adrenaline, people need a certain skill level, and people need to maneuver in a high paced environment.
28. The principal's vision for the school entails not only a brand new gymnasium but also he is proposing a health and fitness center.
- Correct as is.
 - The principal's vision for the school entails not only a brand new gymnasium but also a health and fitness center.
 - The principal's vision for the school entails a brand new gymnasium, not only a health and fitness center.
29. Attending a private school is significantly more expensive than a state school.
- Correct as is.
 - More expensive than a state school will be.
 - More expensive than attending a state school.
30. Mr. Owenburg is more social-media savvy than any principal Kennedy has ever had: he is actually the savviest principal!
- Correct
 - Incorrect

11th Grade Grammar Assessment Answer Key

1. B
2. B
3. A
4. A
5. B
6. B
7. A
8. B
9. B
10. A
11. B
12. A
13. B
14. B
15. A
16. A
17. B
18. A
19. B
20. A
21. A
22. B
23. A
24. B
25. A
26. C
27. A
28. B
29. C
30. B

12th Grade Grammar
Final Assessment

Directions:

Choose the accurate response for each of the following. (4 points each)

1. The cat, whose toy is across the room, is aggressive.
 - a. cat, whose
 - b. cat, whom
 - c. cat whose
 - d. cat who

2. To who does this iPad belong?
 - a. To who
 - b. To whom
 - c. To whose
 - d. To who,

3. Who is supposed to help set up?
 - a. Who is
 - b. Whom is
 - c. Whose
 - d. Whose is

4. Her cousin, whom is taller than her, made the basketball team.
 - a. whom is
 - b. whose
 - c. who is
 - d. groups frequently nap

5. Apostrophes are used to indicate
 - a. a pause in the sentence
 - b. a non-essential clause
 - c. that letters or numbers have been omitted
 - d. that important information is missing

6. Commas are used to
 - a. set off non-essential clauses
 - b. break up a series
 - c. join two essential clauses when a conjunction is between them
 - d. all of the above

7. The car, that she bought yesterday, has a manual transmission.
- car, that
 - car that,
 - car, which
 - car, it
8. The snake which is hers, is in the tank on the counter.
- The snake which is hers,
 - The snake, which is hers,
 - The snake, that is hers
 - The snake, that is hers,
9. The phone that has the grey case is mine.
- The phone that has the grey case
 - The phone, that has the grey case
 - The phone which has the grey case
 - The phone, which has the grey case
10. Young children engage in imaginative play, and imaginative play, is imperative in bolstering creativity.
- play, and imaginative play,
 - play, and imaginative play
 - play and imaginative play
 - play and imaginative play,
11. She was known for her paintings, which featured people in her hometown.
- paintings, which featured people
 - paintings, which featured people,
 - paintings, that featured people,
 - paintings that featured people,
12. My mom arrived early, that enabled us to make it to the game on time.
- early, that enabled us to make it to the game
 - early, that enabled us to make it to the game,
 - early, which enabled us to make it to the game,
 - early, which enabled us to make it to the game
13. The bank, which is located a few blocks away is closed for the holiday.
- The bank, which is located a few blocks away
 - The bank, which is located a few blocks away,
 - The bank, that is located a few blocks away
 - The bank, that is located a few blocks away,

14. In 1989, John Irving published a book where a boy dedicates his life to another.
- In 1989, John Irving published a book where
 - In 1989 John Irving published a book where
 - In 1989, John Irving published a book in which
 - In 1989 John Irving published a book in which
15. Frankenstein tells about a time where a disconnected person uses science to fracture nature.
- Frankenstein* tells about a time where
 - Frankenstein* tells about a time, where
 - Frankenstein* tells about a time when
 - Frankenstein* tells about a time, when
16. Maine is a place in which many people rely on using their own vehicles to get to their destinations.
- Maine is a place in which many people rely on using their own vehicles
 - Maine is a place in which many people rely on using their own vehicles,
 - Maine is a place where many people rely on using their own vehicles
 - Maine is a place where many people rely on using their own vehicles,
17. Sylvia is one of the oldest residents in the nursing home. Therefore, she was born in 1918.
- Therefore
 - However
 - In fact
 - Thus
18. As an athlete, she exercises daily. However, she is quite fit.
- However
 - For example
 - Therefore
 - Yet
19. Sloths are incredibly slow. Indeed, when moving around, these creatures only travel .003 miles per hour.
- Indeed
 - Thus
 - However
 - Yet
20. Fruit snacks are my brother's favorite treat. Yet, they are not a good source of nutrition.
- Yet
 - Therefore
 - As such
 - In fact

21. Her friend accidentally backed his car into hers. As a result, their friendship is strained.
- As a result
 - Fortunately
 - Moreover
 - However
22. The main line of a diagrammed sentence shows
- the verb with all modifiers
 - a non-essential clause
 - the main noun of the subject divided from the predicate
 - all of the modifiers
23. If there is no subject mentioned in an imperative sentence, the subject is
- he
 - she
 - they
 - none of the above
24. In an MLA works cited page, the author's last name is followed by
- the author's first name
 - the initial of the author's first name
 - a period
 - the publication date
25. In an APA reference page, the author's last name is followed by
- the author's first name
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12th Grade Grammar Assessment Answer Key

Directions:

Choose the accurate response for each of the following. (4 points each)

1. The cat, whose toy is across the room, is aggressive.
 - a. **cat, whose**
 - b. cat, whom
 - c. cat whose
 - d. cat who

2. To who does this iPad belong?
 - a. To who
 - b. **To whom**
 - c. To whose
 - d. To who,

3. Who is supposed to help set up?
 - a. **Who is**
 - b. Whom is
 - c. Whose
 - d. Whose is

4. Her cousin, whom is taller than her, made the basketball team.
 - a. whom is
 - b. whose
 - c. **who is**
 - d. groups frequently nap

5. Apostrophes are used to indicate
 - a. a pause in the sentence
 - b. a non-essential clause
 - c. **that letters or numbers have been omitted**
 - d. that important information is missing

6. Commas are used to
 - a. set off non-essential clauses
 - b. break up a series
 - c. join two essential clauses when a conjunction is between them
 - d. **all of the above**

7. The car, that she bought yesterday, has a manual transmission.
 - a. car, that
 - b. car that,
 - c. **car, which**
 - d. car, it

8. The snake which is hers, is in the tank on the counter.
- The snake which is hers,
 - The snake, which is hers,**
 - The snake, that is hers
 - The snake, that is hers,
9. The phone that has the grey case is mine.
- The phone that has the grey case**
 - The phone, that has the grey case
 - The phone which has the grey case
 - The phone, which has the grey case
10. Young children engage in imaginative play, and imaginative play, is imperative in bolstering creativity.
- play, and imaginative play,
 - play, and imaginative play**
 - play and imaginative play
 - play and imaginative play,
11. She was known for her paintings, which featured people in her hometown.
- paintings, which featured people**
 - paintings, which featured people,
 - paintings, that featured people,
 - paintings that featured people,
12. My mom arrived early, that enabled us to make it to the game on time.
- early, that enabled us to make it to the game
 - early, that enabled us to make it to the game,
 - early, which enabled us to make it to the game,
 - early, which enabled us to make it to the game**
13. The bank, which is located a few blocks away is closed for the holiday.
- The bank, which is located a few blocks away
 - The bank, which is located a few blocks away,**
 - The bank, that is located a few blocks away
 - The bank, that is located a few blocks away,
14. In 1989, John Irving published a book where a boy dedicates his life to another.
- In 1989, John Irving published a book where
 - In 1989 John Irving published a book where
 - In 1989, John Irving published a book in which**
 - In 1989 John Irving published a book in which

15. Frankenstein tells about a time where a disconnected person uses science to fracture nature.
- Frankenstein* tells about a time where
 - Frankenstein* tells about a time, where
 - Frankenstein* tells about a time when**
 - Frankenstein* tells about a time, when
16. Maine is a place in which many people rely on using their own vehicles to get to their destinations.
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APPENDIX A

Conventions of Academic English/Language for Learning: Grade Band Skills

Please note: Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills, the student is expected to know and be able to use the skills by the end of the grade band. The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

Grades 6-8

Anchor Standard L1: Demonstrate command of the conventions of standard English capitalization, punctuation, and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Grades 6→8:

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct pronouns that have unclear or ambiguous antecedents.
- Explain the function of phrases and clauses in general, as well as in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Explain the function of verbals (gerunds, participles, infinitives).
- Form and use verbs in the active and passive voice.
- Recognize and correct inappropriate verb shifts.

Anchor Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Punctuation and Spelling Skills for Grades 6→8:

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.

Grades 9-12

Conventions of Academic English

Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

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Core Conventions Skills for Grades 9→12:

- Use parallel structure.
- Use various types of phrases and clauses to add variety and interest to writing or presentations.
- Understand that usage is a matter of convention that can change over time.
- Resolve issues of complex or contested usage, consulting references as needed.

Anchor Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*

*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Punctuation and Spelling Skills for Grades 9→12:

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use a semicolon to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.