

# **Explicit Instruction TOT**

## **Webinar**

May 12, 2014

### **Teaching the Conventions of Standard English**

**Anita L. Archer, PHD**

Author and Consultant

## **Grade 1 - Conventions of Standard English:**

### **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A.** Print all upper- and lowercase letter,
- B.** Use common, proper, and possessive noun.
- C.** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D.** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E.** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- F.** Use frequently occurring adjectives.
- G.** Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- H.** Use determiners (e.g., articles, demonstratives).
- I.** Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- J.** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in

### **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when**

- A.** Capitalize dates and names of people.
- B.** Use end punctuation for sentence.
- C.** Use commas in dates and to separate single words in a series.
- D.** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E.** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## **Grade 2 -Conventions of Standard English:**

### **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A.** Use collective nouns (e.g., *group*).
- B.** Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C.** Use reflexive pronouns (e.g., *myself, ourselves*).
- D.** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E.** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F.** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

### **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- A.** Capitalize holidays, product names, and geographic names.
- B.** Use commas in greetings and closings of letters.
- C.** Use an apostrophe to form contractions and frequently occurring possessives.
- D.** Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- E.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Grade 3 - Conventions of Standard English:**

#### **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., *childhood*).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

#### **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.
- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## **Grade 4 - Conventions of Standard English:**

### **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A.** Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B.** Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C.** Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D.** Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E.** Form and use prepositional phrases.
- F.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- G.** Correctly use frequently confused words (e.g., *to, too, two; there, their*).

### **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- A.** Use correct capitalization.
- B.** Use commas and quotation marks to mark direct speech and quotations from a text.
- C.** Use a comma before a coordinating conjunction in a compound sentence.
- D.** Spell grade-appropriate words correctly, consulting references as needed.

## **Grade 5 - Conventions of Standard English:**

### **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B.** Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- C.** Use verb tense to convey various times, sequences, states, and conditions.
- D.** Recognize and correct inappropriate shifts in verb tense.
- E.** Use correlative conjunctions (e.g., *either/or, neither/nor*).

### **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- A.** Use punctuation to separate items in a series.
- B.** Use a comma to separate an introductory element from the rest of the sentence.
- C.** Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- D.** Use underlining, quotation marks, or italics to indicate titles of works.
- E.** Spell grade-appropriate words correctly, consulting references as needed.

## **Grade 6 - Conventions of Standard English:**

### **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A.** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B.** Use intensive pronouns (e.g., *myself*, *ourselves*).
- C.** Recognize and correct inappropriate shifts in pronoun number and person.
- D.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E.** Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

### **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- A.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- B.** Spell correctly.

## **Grade 7 - Conventions of Standard English:**

### **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A.** Explain the function of phrases and clauses in general and their function in specific sentences.
- B.** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C.** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

### **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- A.** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- B.** Spell correctly.

## **Grade 8 - Conventions of Standard English:**

**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A.** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B.** Form and use verbs in the active and passive voice.
- C.** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D.** Recognize and correct inappropriate shifts in verb voice and mood.
- E.** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- F.** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- G.** Use an ellipsis to indicate an omission.
- H.** Spell correctly.

## **Grade 9 – 10 - Conventions of Standard English:**

**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

## **Grade 11 – 12 - Conventions of Standard English:**

**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- B. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- A. Observe hyphenation conventions.
- B. Spell correctly.

## Example 1: Commas in a series.

<b>Setting</b>	(Adapted from: <i>REWARDS WRITING: Sentence Refinement</i> (2008), published by Sopris West).
<b>Step 1.</b>	<p><b>Introduce the rule.</b></p> <p>We are going to learn when to add commas when we have a series of items in a sentence.</p> <p>Here’s the rule: Separate three or more items in a series by adding a comma after each item except the last one.</p>
<b>Step 2.</b>	<p><b>Illustrate the rule with examples and non-examples.</b></p>
<p><b>Jose, Jenny, and Marcus learned about different breeds of dogs.</b></p>	<p>Read the sentence with me: <b>Jose, Jenny, and Marcus learned about different breeds of dogs.</b> Here we have a series: Jose, Jenny, and Marcus. (Teacher underlines <u>Jose</u>, <u>Jenny</u>, and <u>Marcus</u>.) There are three items in the series. We separate the items by putting a comma after each item except the last one. (Teacher points to the commas after Jose and Jenny.)</p>
<p><b>Dachshunds, greyhounds, and beagles are hound breeds.</b></p>	<p>Read the sentence with me: <b>Dachshunds, greyhounds, and beagles are hound breeds.</b> Here we have a series: dachshunds,</p>

	<p>greyhounds, and beagles. (Teacher underlines <u>dachshunds</u>, <u>greyhounds</u>, and <u>beagles</u>.) There are three items in the series. We separate the items by putting a comma after each item except the last one. (Teacher points to the commas after dachshunds and greyhounds.)</p>
<p><b>Pekingese and toy poodles are types of toy dogs.</b></p>	<p>Read the sentence with me: <b>Pekingese and toy poodles are types of toy dogs.</b> Here we have a series: <u>pekingese</u> and <u>toy poodles</u>. (Teacher underlines <u>pekingese</u> and <u>toy poodles</u>.) However, there are only two items in the series, so we don't separate them with commas.</p>
<p><b>The children sat quietly listened, to the story, and laughed.</b></p>	<p>Read the sentence with me: <b>The children sat quietly listened to the story and laughed.</b> Here we have a series: <u>sat quietly</u>, <u>listened to the story</u>, and <u>laughed</u>. (Teacher underlines <u>sat quietly</u>, <u>listened to the story</u>, and <u>laughed</u>.) There are three items in the series. We separate the items by putting a comma after each item except the last one. (Teacher points to the commas after 'sat quietly' and 'listened to the story'.)</p>
<p><b>Step 3.</b></p>	<p><b>Guide students in analyzing examples and non-examples using the critical attributes.</b></p>
<p><b>Megan Joshua and Andrew go to the same school.</b></p>	<p>Read the sentence with me: <b>Megan Joshua and Andrew go to the same school.</b> Is there a series of items? <i>Yes.</i> Ones, tell your partners the items in the series. (Teacher calls on a student.) What are the items in the series? <i>Megan, Joshua, and Andrew.</i></p>

	<p>(Teacher underlines <u>Megan</u>, <u>Joshua</u>, and <u>Andrew</u>.) Are there three or more items in the series? <i>Yes</i>. Do we separate the items with commas? <i>Yes</i>. Do I put a comma after Megan? <i>Yes</i>. Do I put a comma after Joshua? <i>Yes</i>. Do I put a comma after Andrew? <i>No</i>. (Teacher writes in commas.)</p>
<p><b>However, they take only English and Social Studies together.</b></p>	<p>Read the sentence with me: <b>However, they take only English and Social Studies together.</b> Is there a series of items? <i>Yes</i>. Twos, tell your partner the items in the series. (Teacher calls on a student.) What are the items in the series? <i>English and Social Studies</i>. (Teacher underlines <u>English</u> and <u>Social Studies</u>.) Are there three or more items in the series? <i>No</i>. Do we separate the items with commas? <i>No</i>.</p>
<p><b>Megan’s favorite school activities are reading books painting pictures writing stories and completing science experiments.</b></p>	<p>Read the sentence with me: <b>Megan’s favorite school activities are reading books painting pictures writing stories and completing science experiments.</b> Is there a series of items? <i>Yes</i>. Ones, tell your partners the items in the series. (Teacher calls on a student.) What are the items in the series? <i>Reading books, painting pictures, writing stories, and completing science experiments</i>. (Teacher underlines <u>reading books</u>, <u>painting pictures</u>, <u>writing stories</u>, and <u>completing science experiments</u>.) Are there three or more items in the series? <i>Yes</i>. Do we separate the items with commas? <i>Yes</i>. Do I put a comma after books? <i>Yes</i>. Do I put a comma after pictures? <i>Yes</i>. After stories? <i>Yes</i>. After experiments? <i>No</i>. (Teacher writes in</p>

	commas.)
<b>Step 4.</b>	<b>Check students' understanding using examples and non-examples.</b>
<b>Joshua enjoys investigating historical events and solving math problems.</b>	Read the sentence with me: <b>Joshua enjoys investigating historical events and solving math problems.</b> Now, underline the items in the series, and add commas if necessary. (Teacher monitors.) Ones, explain your answer to your partner. Twos, if you disagree, explain your answer. (Teacher monitors and then calls on a student.) <i>There is a series of two items: investigating historical events and solving math problems. There are only two items in the series, so no commas are needed.</i>
<b>Each student must have many school supplies including a notebook notebook paper two pencils two pens a yearly calendar a ruler and one art tablet.</b>	Read the sentence with me: <b>Each student must have many school supplies including a notebook notebook paper two pencils two pens a yearly calendar a ruler and one art tablet.</b> Now, underline the items in the series, and add commas if necessary. (Teacher monitors.) Twos, explain your answer to your partner. Ones, if you disagree, explain your answer. (Teacher monitors and calls on a student.) <i>There is a series of seven items: a notebook, notebook paper, two pencils, two pens, a yearly calendar, a ruler, and one art tablet. I put a comma after each item BUT not after tablet.</i>

## Example 2: Using a Comma Before a Coordinating Conjunction

<p>Adapted from <i>REWARDS Writing: Sentence Refinement</i> Lesson written by Dr. Mary Gleason</p>	
<b>Step 1.</b>	<b>Introduce the rule.</b>
	<p>Here's the rule: <b>Here's the rule:</b> Put a comma before <b>but, and, so, or, nor, for, or yet</b> when the part that comes after could be a stand-alone sentence.</p>
<b>Step 2.</b>	<b>Illustrate the rule with examples and non-examples.</b>
1. Since 1999, Nick has won awards for two movies <u>and</u> is sure to win more awards.	<p>Let's see how this rule works. Read Item 1 with me: <i>Since 1999, Nick has won awards for two movies <u>and</u> is sure to win more awards.</i> Find the word <b>and</b>. If the part that comes after <b>and</b> could be a stand-alone sentence, then I will put a comma before <b>and</b>. Listen: <b>Is sure to win more awards. Is sure to win more awards</b> could not be a stand-alone sentence because it is not a complete sentence. So, I do not put a comma before <b>and</b>.</p>
2. Since 1999, Nick has won awards for two movies <u>and</u> he will probably win more awards.	<p>Read sentence 1 with me: <b>Since 1999, Nick has won awards for two movies <u>and</u> he will probably win more awards.</b> Find the word <b>and</b>. If the part that comes after <b>and</b> could be a stand-alone sentence, then we will add a comma before <b>and</b>. Listen: <b>He will probably win more awards.</b> Than could be a stand-alone sentence. The</p>

	subject is <b>he</b> and the verb is <b>will probably win</b> . So, I add a comma before <b>and</b> .
3. My friend Jason is willing to fill his MP3 player with hip-hop and reggae <u>but</u> he won't include a single rock and roll tune.	Read Item 3 with me: <i>My friend Jason is willing to fill his MP3 player with hip-hop and reggae but he won't include a single rock and roll tune</i> . Find the word <b>but</b> . If the part that comes after <b>but</b> could be a stand-alone sentence, then I will put a comma before <b>but</b> . Listen: <b>He won't include a single rock and roll tune</b> . That could be a stand-alone sentence. The subject is <b>he</b> and the verb is <b>won't include</b> . So, I put a comma before <b>but</b> .
<b>Step 3.</b>	<b>Guide students in analyzing examples and non-examples using the critical attributes.</b>

4. Mr. Pirelli volunteers five hours a week at the youth symphony office <u>so</u> he can encourage young musicians.	Read Item 4 with me: <i>Mr. Pirelli volunteers five hours a week at the youth symphony office so he can encourage young musicians</i> . Find the word <b>so</b> . Listen: <b>He can encourage young musicians</b> . Could <b>he can encourage young musicians</b> be a stand-alone sentence? <i>Yes</i> Yes, the subject is <b>he</b> and the verb is <b>can encourage</b> . Will we put a comma before <b>so</b> ? <i>Yes</i> Yes, add the comma.
5. Elizabeth has played the violin for five years in the school orchestra <u>and</u> plans to add clarinet this year.	Read Item 5 with me: <i>Elizabeth has played the violin for five years in the school orchestra and plans to add clarinet this year</i> . Find the word <b>and</b> . Listen: <b>Plans to add clarinet this year</b> . Could <b>plans to add clarinet this year</b> be a stand-alone sentence? <i>No</i> Why not? <i>It's not a complete</i>

	<p><i>sentence</i>. Right, it's not a complete sentence. Do we put a comma before <b>and</b>?  <i>No</i></p>
<b>Step 4.</b>	<b>Check students' understanding using examples and non-examples.</b> ( <i>Notice embedded review of rules on commas.</i> )
1. Curling and snowboarding are Winter Olympic sports <u>but</u> are not played during the Summer Olympics.	<p>Find the conjunction in each sentence and determine whether you need to add a comma. Also, add any other necessary commas.</p> <p>Check your answer with mine. Fix any mistakes.</p> <p>Why didn't I add a comma after <b>curing</b>? (<i>There were not three items in a series.</i>)  Why didn't I add a comma before the conjunction <b>but</b>? (<i>Are not played during the Summer Olympics could not stand alone as a sentence.</i>)</p>
2. When Lucas attended the Summer Olympics in Australia he began the week watching the boxing and wrestling matches <u>and</u> he ended the week at the sensational basketball finals.	<p>Check your answer with mine. Fix any mistakes.</p> <p>Why did I add a comma after the word <b>Australia</b>? (<i>When Lucas attended the Summer Olympics in Australia is a sentence element at the beginning of the sentence.</i>)</p> <p>Why did I add a comma before the conjunction <b>and</b>? (<i>He ended the week at the sensational basketball finals could stand alone as a sentence.</i>)</p>
3. Hot air balloons dirigibles and blimps are called lighter-	Check your answer with mine. Fix any mistakes.

than-air craft but are actually quite heavy.

Why did I add commas after **balloons** and **dirigibles**? (*There is a series with three or more items.*)

Why didn't I add a comma before the conjunction **but**? (*Are actually quite heavy could not stand alone as a sentence.*)

### Example 3: Using a Comma with Coordinate Adjectives

<b>Setting</b>	(Adapted from: <i>REWARDS WRITING: Sentence Refinement</i> (2008), published by Sopris West.
<b>Step 1.</b>	<b>Introduce the rule.</b>
	We are going to learn how to separate adjectives using commas. Here is the rule: Use a comma to separate two or more adjectives, <b>except</b> when the last adjective is considered part of the noun. Use this test: If “and” makes sense between the two adjectives, add a comma.
<b>Step 2.</b>	<b>Illustrate the rule with examples and non-examples.</b>
<b>famous movie star</b>	Read the words with me: <b>famous movie star</b> . Famous and movie are adjectives that tell about star. However, movie is part of the noun. We often say movie star. We do not separate famous and movie with a comma. To be sure, we use the “and” test. ‘Famous <i>and</i> movie star’ does not make sense, so we do not use a comma.
<b>mysterious, twinkling star</b>	Read the words with me: <b>mysterious, twinkling star</b> . Mysterious and twinkling are adjectives that tell about star. Twinkling is not part of the noun. We don’t often say twinkling star. We need to separate mysterious and twinkling with a comma. To be sure, we use the “and” test. ‘Mysterious <i>and</i> twinkling star’ does make sense, so we use a comma to separate the two adjectives.
<b>small living room</b>	Read the words: <b>small living room</b> . Small and living are adjectives that tell about the room. Living is part of the noun. We often say living room. We do not separate small and living with a comma. To

	be sure, we use the “and” test. ‘Small <i>and</i> living room’ does not make sense, so we do not use a comma.
<b>small, dark bedroom</b>	Read the words: <b>small dark bedroom</b> . Small and dark are adjectives that tell about the bedroom. Dark is not part of the noun. We need to separate small and dark with a comma. To be sure, we use the “and” test. ‘Small <i>and</i> dark bedroom’ does make sense, so we use a comma to separate the two adjectives.
<b>Step 3.</b>	<b>Guide students in analyzing examples and non-examples using the critical attributes.</b>
<b>yellow school bus</b>	Read the words with me: <b>yellow school bus</b> . What adjectives tell about the bus? <i>Yellow and school</i> . Is <i>school</i> part of the noun? <i>Yes</i> . That’s right, we often say “school bus.” Should we separate yellow and school with a comma? <i>No</i> . Let’s use the “and” test. Does “yellow <i>and</i> school bus” make sense? <i>No</i> . So, we do not use a comma.
<b>dirty broken-down bus</b>	Read the words with me: <b>dirty broken-down bus</b> . What adjectives tell about the bus? <i>Dirty and broken down</i> . Is <i>broken-down</i> part of the noun? <i>No</i> . Right, we don’t often say “broken-down bus.” Should we separate dirty and broken-down with a comma? <i>Yes</i> . Let’s use the “and” test. Does dirty <i>and</i> broken-down bus” make sense? <i>Yes</i> . So, we do not use a comma.
<b>courteous store clerk</b>	(Teacher continues with guided practice using parallel wording on all examples and non-examples.
<b>powerful back legs</b>	
<b>powerful, muscular legs</b>	
	To clarify the examples and non-examples, we have

<b>hot, steaming cocoa</b>	added the punctuation. However, the items would be presented to students with no commas.)
<b>steaming hot chocolate</b>	
<b>loud rock music</b>	
<b>loud, energetic music</b>	
<b>Step 4.</b>	<b>Check students' understanding using examples and non-examples.</b>
<b>delicious sweet cream</b>	Read the words with me: <b>delicious sweet cream</b> . Think about whether to add a comma. (Pause.) Should we add a comma? <i>Yes</i> . Ones, explain your answer to your partner. (Teacher calls on a student.) <i>Sweet is not a part of the noun. Thus, you need to separate delicious and sweet with a comma. Also, it makes sense to say 'delicious and sweet cream', so a comma is needed.</i>
<b>delicious ice cream</b>	Read the words with me: <b>delicious ice cream</b> . Think about whether to add a comma. (Pause.) Should we add a comma? <i>No</i> . Twos, explain your answer to your partner. (Teacher calls on a student.) <i>Ice is part of the noun. We often say ice cream. We should not separate delicious and ice with a comma. It doesn't make sense to say delicious and ice cream.</i>
<b>long fur coat</b>	(Teacher continues checking understanding with remaining items. Please Note: To clarify the examples and non-examples, we have added the punctuation. However, the items would be presented to students with no commas.)
<b>long, black coat</b>	
<b>tiny log cabin</b>	
<b>tiny, brown cabin</b>	
<b>marvelous, blue opal</b>	
<b>helpful flight attendant</b>	

## Parallel Structure

	<p>Middle School Language Arts          Adopted from REWARDS WRITING          Sentence Refinement          Written by Dr. Mary Gleason</p>
<p><b>Group similar ideas, words, and word patterns when forming lists in sentences. This is called parallel structure.</b></p>	<p>Today we are going to learn how to create parallel structure in our sentences.          Read the rule with me. When you use parallel structure, your sentences are much smoother and easier to understand.</p>
<p>1. There are many interesting animals in the desert including <u>Kangaroo Rats</u>, <u>Great Roadrunners</u>, <u>Horned Lizards</u>, <u>Black-tailed Jackrabbits</u>, and <u>red rock</u>.</p>	<p>First, a list in a sentence should have <b>similar ideas</b>. Read sentence 1 with me. Everybody, what doesn't belong in this list? <i>Red rock</i> Yes, red rock doesn't go with the other ideas.</p>
<p>2. There are many interesting animals in the desert including <u>Kangaroo Rats</u>, <u>Great Roadrunners</u>, <u>Horned Lizards</u>, <u>Black-tailed Jackrabbits</u>, and <u>Black-tailed Jackrabbits</u>.</p>	<p>Read sentence 2 with me. Here, we have a list of desert animals. These ideas go together and the sentence has parallel structure. Notice that I underlined the ideas in the list to help me examine them.</p>
<p>3. Kangaroo Rats eat <u>grasses</u> and <u>seed-eating</u>.          4. Kangaroo Rats eat <u>grasses</u> and <u>seeds</u>.</p>	<p>Next, a list should have <b>similar words</b>. Read sentence 3 with me: <b>Kangaroo Rats eat grasses and seed-eating</b>. Read the first underlined word.</p>
	<p><i>Grasses</i> Grasses is a noun. Read the second underlined word. <i>Seed-eating</i> Seed-eating is an adjective. These words are not the same type of word, thus, the sentence doesn't have parallel structure. Sentence 4 has parallel</p>

	structure. Read sentence 4 with me: <b>Kangaroo Rats eat grasses and seeds.</b>
5. Kangaroo rats have the ability <u>to convert</u> dry seeds into water and they <u>get rid of</u> waste materials with little water output.	Next, the <b>word patterns</b> in should be similar. Read sentence 5 with me. Read the first underlined word pattern. <i>To convert.</i> Read the second underlined word pattern. <i>Get rid of</i> These word patterns are not similar, thus, the sentence doesn't have parallel structure.
6. Kangaroo rats have the ability <u>to convert</u> dry seeds into water and <u>to dispose</u> of waste materials with little output of water.	Sentence 6 has parallel structure. Read sentence 5 with me. Notice the similar word pattern: <b>to convert</b> and <b>to dispose</b> .
7. Kangaroo Rats have a <u>plump body</u> , <u>large hind legs</u> , and <u>hear with</u> small round ears.	•
8. Kangaroo rats have a <u>plump body</u> , <u>large hind legs</u> , and <u>small rounded ears</u> .	
9. Kangaroo Rats eat seeds from <u>mesquite</u> , <u>purslane</u> , <u>ocotillo</u> , and <u>grama grass</u> .	
10. Kangaroo Rats eat seeds from <u>mesquite</u> , <u>purslane</u> , <u>ocotillo</u> , <u>grama grass</u> , and <u>in their cheek pouches</u> .	
1. At birth the Kangaroo Rat is toothless, hairless, and has a lot of	B. Directions: Circle the number for

<p>wrinkles.</p> <p>2. At birth the Kangaroo Rat is toothless, hairless, and wrinkled.</p>	<p>the sentence with parallel structure.</p>
<p>3. When confronted with an enemy, the Kangaroo Rat might leap into the air, slashing at the enemy with its hind feet, or to kick sand at the face of the enemy.</p> <p>4. When confronted with an enemy, the Kangaroo Rat might leap into the air, slash at the enemy with its hind feet, or kick sand at the face of the enemy.</p>	
<p>5. The Roadrunner captures snakes, large insects, rodents, small birds, and fast-running lizards.</p> <p>6. The Roadrunner captures snakes, large insects, rodents, small birds, and lizards that are very fast running.</p>	
<p>7. The Roadrunner hunts by walking briskly and to run toward its prey.</p> <p>8. The Roadrunner hunts by walking briskly and running toward its prey.</p>	

## Sentence Expansion With 3 Question Words

Based on *Teaching Basic Writing Skills* by Judith Hochman

Name \_\_\_\_\_ Date \_\_\_\_\_

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ .....

\_\_\_\_\_ .....

\_\_\_\_\_ .....

Expanded Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ .....

\_\_\_\_\_ .....

\_\_\_\_\_ .....

Expanded Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sentence Expansion With 3 Question Words – Example**  
Based on *Teaching Basic Writing Skills* by Judith Hochman

Name \_\_\_\_\_ Date \_\_\_\_\_

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

Sentence: Andrew Jackson and his American forces won.

*What            The Battle of New Orleans*

*When           January 8, 1815*

*Why            wanted to keep British from seizing  
New Orleans and Louisiana Purchase*

Expanded Sentence:

*On January 8, 1815, Andrew Jackson and his American forces won the Battle of New Orleans, stopping the British from invading and seizing New Orleans and the vast Louisiana Purchase.*

## Sentence Expansion With 4 Question Words

Based on *Teaching Basic Writing Skills* by Judith Hochman

Name \_\_\_\_\_ Date \_\_\_\_\_

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ .....

\_\_\_\_\_ .....

\_\_\_\_\_ .....

\_\_\_\_\_ .....

Expanded Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ .....

\_\_\_\_\_ .....

\_\_\_\_\_ .....

\_\_\_\_\_ .....

Expanded Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sentence Expansion With 4 Question Words –**  
Based on *Teaching Basic Writing Skills* by Judith Hochman

**Example – Language Arts**

Students in a middle school are reading the book *Wonder* (Chapter – Why I didn't go to school). The following daily Warm Up Activity is designed to 1) improve the quality of sentences, 2) provide daily writing for short sessions, and 3) to review the preceding chapter.

Name \_\_\_\_\_ Date \_\_\_\_\_

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

Sentence: *August is going to school.*

**Who**            *a young boy with facial deformities*

**When**           *in the fall*

**Why**            *no longer needed to be homeschooled  
because of frequent surgeries*

**What**           *fifth grade*

Expanded Sentence: *In the fall, August, a boy with facial deformities, will go to school for the first time, because he no longer needs to be homeschooled because of frequent surgeries.*