You Are Hereby Sentenced …: Constructing and Using Different Types of Sentences with Support from The Shurley Grammar Method

Grade Level or Special Area: 6th Grade Language Arts
Written by: Andrea Ryder, Crown Pointe Academy, Westminster, CO
Length of Unit: Ten 20-30 minute lessons

I. ABSTRACT
Basic information regarding parts of speech, verb usage and sentence structure are presented and practiced in a variety of different methods. Students receive information about grammar by taking notes, listening to recordings of rhythmic jingles, and reading printed material. Students practice using this information through games, activities and written assignments. Creativity and a light-hearted approach to the subject are helpful in reinforcing the foundation of skills on which to build writing fluency.

II. OVERVIEW
A. Concept Objective
1. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing Standard 3)

B. Content from the Core Knowledge Sequence, Language Arts Grade 6, page 133
1. Understand what a complete sentence is, and
   a. identify subject and predicate
   b. identify independent and dependent clauses
   c. correct fragments and run-ons
2. Identify different sentence types, and write for variety by using
   a. simple sentences
   b. compound sentences
   c. complex sentences
   d. compound-complex sentences
3. Correctly use punctuation introduced in earlier grades, and learn how to use a semi-colon or comma with and, but, or or to separate the sentences that form a compound sentence.

C. Skill Objectives
1. Students will identify parts of speech (nouns, pronouns, verbs, adjectives and adverbs). (adapted from CMCS 3.1.6.b)
2. Students will use a variety of sentences in writing (simple, compound, complex and compound/complex). (adapted from CMCS 3.1.6.e)
3. Students will identify independent and dependent clauses (CMCS 3.1.6.f)
4. Students will write using complete sentences without fragments and run-on sentences. (CMCS 3.3.6)
5. Writing will reflect correct punctuation and capitalization. (adapted from CMCS 3.4.6.b)

III. BACKGROUND KNOWLEDGE
A. For Teachers
2. Good, C.E., A Grammar Book for You and I (...)oops, ME!
3. Shertzer, M., The Elements of Grammar
B. For Students
1. Shurley Grammar Level 5 (5th grade; not from Core Knowledge Sequence)
2. Parts of speech (noun, pronoun, verb, adverb, adjective) (Core Knowledge Sequence, 3rd grade)

IV. RESOURCES
A. Shurley Student Workbook, Level 6, Reference Section, page 98 (Lessons One - Four)
B. Shurley, B. and Wetsell, R., The Shurley Method: English Made Easy, Level 6, CD recording (Lessons One - Four)

V. LESSONS
Lesson One: Nouns and Pronouns
A. Daily Objectives
1. Concept Objective(s)
a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing 3)
2. Lesson Content
a. Understand what a complete sentence is, and
i. identify subject and predicate
b. 2-column notes (from Step Up to Writing)
c. Card games (not from Core Knowledge Sequence)
3. Skill Objective(s)
a. Students identify parts of speech (nouns, pronouns, verbs, adjectives, adverbs, conjunctions and interjections). (CMCS 3.1.6.b)

B. Materials
1. Paper and pencil for each student
2. Shurley student workbooks
3. Overhead projector and transparency with blank 2-column diagram copied onto it
4. Vis-à-vis marker
5. CD player and Shurley CD recording Level 6
6. 5-6 decks of “word cards” (Appendix A – create these cards prior to this lesson)
7. Three containers (small boxes, baskets or bowls) for each group of 4-5 students
8. Timer or stop watch (optional)

C. Key Vocabulary
2. Noun – a person, place, thing or idea
3. Pronoun – a word that takes the place of a noun
4. Common noun – a non-specific person, place, thing or idea (examples: man, town, bridge, love)
5. Proper noun – the name or title of a specific person, place, thing or idea (examples: Elvis, Denver, Golden Gate Bridge, Theory of Relativity)

D. Procedures/Activities
1. Introduction – this lesson will be a review for most students. The goal for today is to remember (or learn!) what are common nouns, proper nouns and subject pronouns. Class will also practice taking 2-column notes.
2. Play CD recording of Shurley Jingles #2 (noun) and #10 (subject pronoun)
   Students recite from memory the noun jingle (new students read from Reference Section, workbook page 98).
3. Display on overhead the blank 2-column diagram (headings only), as shown in Appendix B. Have students put a standard heading on a sheet of paper (name, date, Language Arts 6, Grammar), and tell them to copy the diagram from the
board. Tell students to keep this sheet in their Grammar folder because more information will be added to it over the next two weeks.

4. Write “noun” in left column. Ask students what information they got about nouns from the jingle; call on volunteers and list information as bullet points in right column. Tell class to copy information from the board onto their notes. Specific information to be sure to include is shown in Appendix B.

5. Repeat step 5 for subject pronoun.

6. Divide class in half (students remain seated); first half recites noun jingle, second half recites pronoun jingle, then switch and recite again.

7. Cards: Round One – divide the class into groups of 3-5 students. Distribute one deck of cards to each group. Have a dealer in each group deal a hand of eight cards to each student and place the remaining cards in a stack on the table. Play proceeds as in “Go Fish” (one player asks another “Do you have any pronouns?” and if so, takes the card from the other player and places his matched pair of cards on the table. If not, he draws from the pile of extra cards until he makes a pair.) First player to empty his hand wins. [Award prizes to each group winner as appropriate.]

8. Cards: Round Two – Dealer in each group shuffles and deals all cards. Give each group three containers labeled “Common Noun,” “Proper Noun,” and “Pronoun.” At the teacher’s signal, players put each of their cards into the correct container. First group to get all their cards in the right containers wins. (Variation if there is time: use a stopwatch to see which group can discard completely and correctly in the shortest amount of time.)

E. Assessment/Evaluation

1. Participation in reciting jingles
2. Completion of 2-column notes
3. Participation in card games

Lesson Two: Verbs

A. Daily Objectives

1. Concept Objective(s)
   a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing 3)

2. Lesson Content
   a. Understand what a complete sentence is, and
      i. identify subject and predicate
   b. Note-taking (not from Core Knowledge Sequence)

3. Skill Objective(s)
   a. Students identify parts of speech (nouns, pronouns, verbs, adjectives, adverbs, conjunctions and interjections). (CMCS 3.1.6.b)

B. Materials

1. Paper and pencil for each student
2. Verb cards (Appendix C)
3. One deck of word cards from Lesson One
4. CD player and Shurley CD recording Level 6
5. Overhead projector and transparency from Lesson One
6. Vis-à-vis marker
7. Shurley student workbooks

C. Key Vocabulary

1. Action verb – a word that describes an action (stand, sit, smile)
2. Linking verb – a word that shows a state of being (am, was, look, become)

D. Procedures/Activities
1. Review – have whole class recite noun and subject pronoun jingles.
2. Introduction – today is verb day. Nouns need verbs to give them something to do!
3. Play CD recording of Shurley Jingle #3 (verb). Students recite jingle from memory (new students read from Reference Section, workbook page 98).
4. Display overhead transparency of 2-column notes from Lesson One. Ask students what bullet points should be filled in for “verb” and add them to chart for students to copy.
5. Ask students for examples of action verbs; list on board. Explain that in general the way to identify an action verb is to ask if you can see the verb happening; if you can, it’s an action verb.
6. Write on board “TO BE.” Ask students what it looks like to be. This verb in all its different forms is the primary linking verb.
7. Ask class to recite together the conjugation of “to be” in as many tenses as they know (write on board as they recite) (go through at least future perfect tense; see Appendix D). Emphasize that even though the word “be” seldom shows up again, this linking verb shows “a state of being,” just like it says in the jingle!
8. Write on board “I am happy,” “She looks sad,” and “John feels relieved.” Ask students to identify the verb in each sentence, and tell what type of verb it is.
9. Put one deck of word cards from Lesson One in a container with the verb cards (Appendix C). Mix thoroughly, draw one card at a time and ask students to identify the part of speech for each word (call on volunteers or go in order around the room).

E. Assessment/Evaluation
1. Participation in reciting jingles and volunteering answers to questions
2. Completion of 2-column notes
3. Correct responses to flash cards

Lesson Three: Adverbs and Adjectives

A. Daily Objectives
1. Concept Objective(s)
   a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling (Colorado Model Content Standards (CMCS) Reading and Writing 3)
2. Lesson Content
   a. Understand what a complete sentence is, and
      i. identify subject and predicate
   b. 2-column notes (not from Core Knowledge Sequence)
3. Skill Objective(s)
   a. Students identify parts of speech (nouns, pronouns, verbs, adjectives, adverbs, conjunctions and interjections). (CMCS 3.1.6.b)

B. Materials
1. Students’ 2-column notes from Lesson Two
2. Additional paper and pencil to continue taking notes
3. Overhead projector and transparency from Lesson Two
4. Vis-à-vis marker
5. CD player and Shurley CD recording Level 6
6. Shurley student workbooks Level 6
7. Worksheet – Adjectives and Adverbs (Appendix E)-copies for each student
C. Key Vocabulary
1. Adverb – a word that modifies a verb, adjective or adverb
2. Adjective – a word that modifies a noun or a pronoun
3. Modify - describe

D. Procedures/Activities
1. Review – whole class recites together jingles for noun, verb and subject pronoun.
2. Introduction – nouns and verbs by themselves are OK, but pretty boring. Language becomes much more interesting when we describe what we are talking about.
4. Display 2-column overhead from Lesson Two. Ask students what bullet points should be added to their notes from the jingle. Write points on transparency as students volunteer them (include all items from adverb section of Appendix B) and instruct students to copy them onto their notes.
6. Review – ask whole class to give definitions for noun, pronoun, verb, adjective, adverb.
7. Hand out worksheet (Appendix E); review printed instructions (have one student read them aloud); give students 10-15 minutes to complete worksheet. Students who do not finish will complete the worksheet as homework.

E. Assessment/Evaluation
1. Participation in class responses to teacher’s questions
2. Paper/pencil worksheet

Lesson Four: Complete Sentences
A. Daily Objectives
1. Concept Objective(s)
   a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing 3)
2. Lesson Content
   a. Understand what a complete sentence is, and
      i. identify subject and predicate
   b. Sentence building activity (not from Core Knowledge Sequence)
3. Skill Objective(s)
   a. Students will write and speak using complete sentences without fragments and run-on sentences. (CMCS 3.3.6.)

B. Materials
1. Paper and pencil for each student
2. Overhead projector and blank transparency with 2-column diagram copied on it
3. Vis-à-vis marker
4. Shurley student workbooks Level 6
5. “I.D.” tags for all parts of speech covered in Lessons One-Three (see Appendix F)
6. Copy of Appendix G for teacher reference
7. Masking tape
8. Small pieces of paper or other markers with all students’ names written on them
9. Container to hold #8
10. CD player and Shurley CD recording Level 6
C. **Key Vocabulary**
1. Sentence – a group of words that express a complete statement, consisting of a subject, a verb and their respective modifiers

D. **Procedures/Activities**
1. Review – ask students what parts of speech we have learned so far; call on volunteers to give definitions (or recited jingles if they feel dramatic!) Ask questions from 2-column notes (e.g., What is a noun’s job? What questions do we ask to identify an adverb?)
2. Introduction – Now what do we do with all these lovely parts? We’re finally going to put them all together to build a sentence.
3. Play Shurley CD recording for Jingle #1 (sentence); have students recite from memory (new students read from Reference Section, workbook page 98).
4. Display blank 2-column transparency on overhead projector; have students start a new sheet of paper for notes on sentences (in place of “Part of Speech” as the first column heading, write “Type of Sentence”). Write “simple sentence” in the left column of the overhead chart, and ask students to tell the five elements of a complete sentence as listed in the jingle. Write the numbered points on the overhead in the right column, and tell students to copy the information onto their note sheet (include all information as shown in Appendix G).
5. Write a two-word sentence on the board (e.g., Jane jumps.) Ask students if it is a complete sentence; whatever answer the volunteer gives, ask why she gave the answer she did. Go through the list of sentence components on the overhead to show how the sentence fills all the requirements.
6. Put two-three sentence fragments on the board; have students explain why they are not sentences.
7. Activity: (5-10 minutes) Hand out one I.D. tag (Appendix F) and a 4-inch piece of masking tape to each student; have them make a loop of the tape and stick the tags to their shirts. Call four students’ names at random (draw names from a hat or similar method) and have them come to the front of the room. Tell students to stand next to each other in the correct order to form a sentence. If all the necessary parts of speech are not represented, ask the student who is wearing the subject of the sentence to determine what element is needed (e.g., verb) and call on students who have the correct I.D. tag for that part of speech to come and join the sentence.
8. Assignment – students write five complete, simple sentences to turn in by the end of class. If not finished, it becomes homework.

E. **Assessment/Evaluation**
1. Participation in sentence-building activity
2. Student-created writing sample

Lesson Five: Compound Sentence

A. **Daily Objectives**
1. Concept Objective(s)
   a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing 3)
2. Lesson Content
   a. Identify different sentence types, and write for variety by using
      i. compound sentences
3. **Skill Objective(s)**
   a. Students will write and speak using complete sentences without fragments and run-on sentences. (CMCS 3.3.6.)
   b. Students will use a variety of sentences in writing (simple, compound and complex) and identify independent and dependent clauses (CMCS 3.1.6.e-f).

B. **Materials**
   1. Paper and pencil for each student
   2. Students’ “Sentence” 2-column notes from Lesson Four
   3. Overhead projector and sentence transparency from Lesson Four
   4. Vis-à-vis marker
   5. Copy of Appendix G for teacher reference
   6. Handout – “Compound Sentences” (Appendix H)-copies for each student

C. **Key Vocabulary**
   1. Compound sentence – two complete sentences joined together with a comma and a conjunction
   2. Conjunction – a word that joins two other words, phrases, clauses or sentences. Examples are and, or, but, nor

D. **Procedures/Activities**
   1. Review – all students recite sentence jingle together.
   2. Introduction – now that we know what a sentence is, we can make our writing much more interesting by learning how to construct different types of sentences. The sentence flavor for today is compound.
   3. Display overhead transparency for sentence types from Lesson Four. Tell students to retrieve their sentence notes from Lesson Four (which they filed safely in their Grammar folders). Write “compound” in left column on transparency and tell students to copy this information onto their notes. Write bullet points in right column as shown in Appendix G. Ask one student volunteer to recite a simple sentence. Write sentence on board. Ask a different volunteer to recite another simple sentence. Ask a third volunteer to choose a conjunction to join the two sentences into a compound sentence (the more humorous and nonsensical the result, the better!) Create one or two more examples in this manner. Ask class if anyone needs further explanation.
   4. Hand out worksheet (Appendix H). Have one student volunteer read aloud the directions and the example at the top of the page.
   5. Read aloud directions for the Exercise. Read sentence 1, give students time to write the answer, and call on a student to give the correct answer. Repeat for sentences 2 and 3. Instruct students to complete the remaining exercises on the worksheet, and when they finish, turn the sheet over and write 3 compound sentences of their own choosing.
   6. Students work silently for the rest of the lesson to complete the worksheet.

E. **Assessment/Evaluation**
   1. Successful completion of worksheet

**Lesson Six: Independent and Dependent Clauses**

A. **Daily Objectives**
   1. **Concept Objective(s)**
      a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing 3)
2. **Lesson Content**
   a. Understand what a complete sentence is, and
      i. identify independent and dependent clauses

3. **Skill Objective(s)**
   a. Students will write and speak using complete sentences without fragments and run-on sentences. (CMCS 3.3.6.)
   b. Students will use a variety of sentences in writing (simple, compound and complex) and identify independent and dependent clauses (CMCS 3.1.6.e-f).

B. **Materials**
   1. Paper and pencil for each student
   2. Students’ “Sentence” 2-column notes from Lesson Four (Appendix G)
   3. Quiz on Lessons One-Five (Appendix I)-copies for each student
   4. Overhead projector and transparency from Lesson Four
   5. Vis-à-vis marker
   6. Magnetic or Velcro clause strips (Appendix J)-copies for each student
   7. Handout “Clauses” (Appendix K)
   8. Timer with bell

C. **Key Vocabulary**
   1. Clause – a group of words that contains a subject and a predicate
   2. Independent clause – a clause that can stand alone as a complete sentence
   3. Dependent clause – a clause that is an incomplete sentence, used with an independent clause to express a related idea

D. **Procedures/Activities**
   1. Hand out quiz; read instructions to class; set timer for 15 minutes; students work until timer goes off.
   2. Collect quizzes; review answers as a class.
   3. Introduction – today we will learn about two more sentence components or building blocks; these are called clauses.
   4. Tell class to retrieve their “Sentence” 2-column notes from Lesson Four; display transparency from Lesson Four.
   5. At the bottom of the page, draw a line across; below the line in the left column write “Clause.”
   6. Write definition for “clause” in right column on transparency; tell students to copy information onto their notes. Read definition aloud when complete. Repeat with “independent clause” and “dependent clause” as shown in Appendix G. Ask if any students need additional explanation.
   7. Write on board “Independent” and “Dependent” as column headings. Attach several magnetic clause strips to the board to one side of the columns. Call on one student to come to the board and place the strips in the correct columns. Continue adding strips and calling on students until the supply of strips is exhausted.
   8. Hand out “Clauses” worksheet (Appendix K); work on in class if there is time; otherwise, assign for homework.

E. **Assessment/Evaluation**
   1. Paper/pencil quiz-Appendix I
   2. Completion of notes
   3. Paper/pencil worksheet-Appendix K
Lesson Seven: Complex Sentence

A. Daily Objectives
   1. Concept Objective(s)
      a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing 3)
   2. Lesson Content
      a. Identify different sentence types, and write for variety by using complex sentences
   3. Skill Objective(s)
      a. Students will write and speak using complete sentences without fragments and run-on sentences. (CMCS 3.3.6.)
      b. Students will use a variety of sentences in writing (simple, compound and complex) and identify independent and dependent clauses. (CMCS 3.1.6.e-f)

B. Materials
   1. Paper and pencil for each student
   2. Students’ “Sentence” 2-column notes from Lesson Four (Appendix G)
   3. Overhead projector and transparency from Lesson Four
   4. Vis-à-vis marker
   5. Magnetic clause strips from Lesson Six (Appendix J)

C. Key Vocabulary
   1. Complex sentence – a sentence that contains at least one independent clause and one dependent clause

D. Procedures/Activities
   1. Review – ask class to recount parts of speech and types of sentences and clauses we have learned so far. Call on volunteers for answers.
   2. Introduction – the next type of sentence we will cover is complex. Given what we learned in the last lesson, are there any guesses about what makes up a complex sentence? Get responses from several students – with any luck, one of them will guess correctly!
   3. Tell students to retrieve their “Sentence” 2-column notes from Lesson Four; display transparency diagram on overhead.
   4. Write “Complex” in left column and definition in right column. Instruct students to copy information.
   4. Attach four-five magnetic clause strips to board in random order. Notice that there are no capital letters or punctuation; students must read the clause to determine whether it is dependent or independent. Call on one student to come to the board and pair up the clauses to make complete sentences, adding correct editing marks (on the board, not on the strips) to indicate capital letters and punctuation. Continue to add more clauses and call on more students until supply of strips is exhausted. Ask class if there are any questions.
   5. Assignment: Tell students to put a standard heading on a clean sheet of paper (name, date, Language Arts 6, Grammar). As they are writing, write on board “Compose two sets of sentences, one of each type: simple, compound and complex.” Tell students to copy these instructions onto their paper, and then follow them! Students may work in class if there is time; if not, assign for homework.

E. Assessment/Evaluation
   1. Class participation in oral review
   2. Participation in board work
3. Paper/pencil composition

Lesson Eight: Compound/Complex Sentence

A. Daily Objectives
   1. Concept Objective(s)
      a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing 3)
   2. Lesson Content
      a. Identify different sentence types, and write for variety by using compound-complex sentences.
   3. Skill Objective(s)
      a. Students will write and speak using complete sentences without fragments and run-on sentences.(CMCS 3.3.6.)
      b. Students will use a variety of sentences in writing (simple, compound and complex) and identify independent and dependent clauses.(CMCS 3.1.6.e-f)

B. Materials
   1. Students’ “Sentence” 2-column notes from Lesson Four
   2. Paper and pencil for each student
   3. Overhead projector and transparency from Lesson Four
   4. Vis-à-vis marker
   5. Students’ composed sentences from Lesson Seven
   6. Worksheet (Appendix L)-copies for each student

C. Key Vocabulary
   1. Compound/complex sentence – a compound sentence connected to a complex sentence with a comma or a semicolon and a conjunction.

D. Procedures/Activities
   1. Review definitions for compound and complex sentences, dependent and independent clauses. Tell students that today’s type of sentence is exactly what its name says, the combining of a compound sentence with a complex sentence into one sentence.
   2. Direct students to retrieve their “Sentence” notes from their Grammar folder. Display overhead transparency of sentence diagram; write “compound/complex” in left column and definition in right column; tell students to copy information onto their existing notes.
   3. Select sentences from students’ papers (from Lesson Seven); write sentences on board or on blank overhead; have student volunteers demonstrate how to construct the proper connection to make the two sentences into one. Ask for questions regarding this procedure.
   4. Hand out worksheet (Appendix L); review example and directions; students work independently to complete worksheet until the end of the period. Students who do not finish the worksheet will complete it for homework.

E. Assessment/Evaluation
   1. Completed 2-column notes
   2. Completed worksheet-Appendix L
Lesson Nine: Run-on Sentences and Review

A. Daily Objectives
   1. Concept Objective(s)
      a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing 3)
   2. Lesson Content
      a. Understand what a complete sentence is, and
      i. correct fragments and run-ons
   3. Skill Objective(s)
      c. Students will write and speak using complete sentences without fragments and run-on sentences. (CMCS 3.3.6.)

B. Materials
   1. Overhead projector and transparency with paragraph grading rubric (Appendix O) copied onto it
   2. Worksheet (Appendix M)-copies for each student

C. Key Vocabulary
   1. Run-on sentence – two or more sentences incorrectly strung together with commas or multiple conjunctions

D. Procedures/Activities
   1. Introduction – Up to now we have been studying the types of things we SHOULD do in our writing. Today’s topic is something we should NOT do, and that is run several sentences together and leave out all the punctuation and try to say everything we want to say all at once and never stop to breathe until we are blue in the face and ready to pass out! Who can tell me what a run-on sentence is? Is anyone willing to admit to using run-on sentences in either their written OR spoken communication? A run-on sentence is pretty easy to recognize and avoid; like other skills in writing, it just takes practice.
   2. Give formal definition of run-on sentence. Write on board “RUN-ON” inside the international symbol for “Don’t” (∅) and tell students this is a Very Important Thing to Remember!
   3. Announce that the next lesson will involve having everyone in the class write a short paragraph incorporating all the skills we have used in this unit. Several topics will be provided for them from which to choose, or they may select their own topic. The paragraph must contain at least one of each type of sentence we have studied so far, i.e. simple, compound, complex and compound/complex. Ask student volunteers (and some non-volunteers) to explain what each type of sentence is.
   4. Display paragraph rubric, Appendix O, on overhead. Explain to students the criteria on which their writing will be graded, and how many points will be awarded for each component of the paragraph. Ask for and answer questions on what students have to do or how they will be graded.
   5. Hand out worksheet for run-on sentences (Appendix M). Have students complete worksheet in class.

E. Assessment/Evaluation
   1. Class participation in definition review
   2. Completed worksheet-Appendix M
Lesson Ten: Final Assessment – Writing Sample

A. Daily Objectives

1. Concept Objective(s)
   a. Students understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling. (Colorado Model Content Standards (CMCS) Reading and Writing 3)

2. Lesson Content
   a. Understand what a complete sentence is, and
      i. identify subject and predicate
      ii. identify independent and dependent clauses
      iii. correct fragments and run-ons
   b. Identify different sentence types, and write for variety by using
      i. simple sentences
      ii. compound sentences
      iii. complex sentences
      iv. compound-complex sentences
   c. Correctly use punctuation introduced in earlier grades, and learn how to use a semi-colon or comma with and, but, or or to separate the sentences that form a compound sentence.

3. Skill Objective(s)
   a. Students will write and speak using complete sentences without fragments and run-on sentences. (CMCS 3.3.6.)
   b. Students will use a variety of sentences in writing (simple, compound and complex) and identify independent and dependent clauses. (CMCS 3.1.6.e-f)
   c. Students’ writing will reflect correct punctuation, capitalization and spelling. (CMCS 3.4.6.b)

B. Materials

1. Paper and pencil for each student
2. Students’ completed 2-column notes
3. Three-four writing prompts (Appendix N)
4. Dictionaries and thesauri for students to share
5. Overhead projector and transparency of Paragraph Grading Rubric (Appendix O)

C. Key Vocabulary

None

D. Procedures/Activities

1. Write on the board before class begins: “Write a paragraph using a minimum of four sentences (more is better). Use at least one of each type of sentence we have learned so far. You may write about one of the topics below, or you may create your own topic. You may use your class notes, a dictionary and/or a thesaurus for reference. Remember to use a variety of verbs, adjectives and adverbs – be creative! Because this is an open-book assignment, spelling and punctuation must be perfect!” (Possible writing prompts are given in Appendix N; many others are widely available.)
2. Display Paragraph Rubric (Appendix O) on overhead; remind students of how their assignments will be graded, and to compare their finished work with the rubric before turning it in.
3. Students use the remainder of the period to complete their assignment.

E. Assessment/Evaluation

1. Handwritten paragraph from each student
VI. CULMINATING ACTIVITY
   A. Sharing and Identifying: Teacher reads student paragraphs aloud (or papers can be
distributed to students other than the author, and students read) and the whole class
identifies the types of sentences used in the paragraph.
   B. Alternative activity: Hunt and Label: Distribute papers to students other than the author.
Write on the board “(1) Simple; (2) Compound; (3) Complex; (4) Compound/Complex”.
Students read sentences (individually or they can work in pairs) and write on the paper
the number of the corresponding sentence type. Class discussion can include sharing
samples of well-constructed sentences.

VII. HANDOUTS/WORKSHEETS
   A. Appendix A: Word cards – Nouns and Pronouns
   B. Appendix B: Chart – Parts of Speech and Definitions
   C. Appendix C: Word cards – Action and Linking Verbs
   D. Appendix D: Conjugation of the Verb “To be”
   E. Appendix E: Worksheet – Adjectives/Adverbs and Answer Key
   F. Appendix F: “I.D.” tags – Parts of Speech
   G. Appendix G: Chart – Types of Sentences
   H. Appendix H: Worksheet – Compound Sentences and Answer Key
   I. Appendix I: Quiz on Lessons One – Five
   J. Appendix J: Phrase strips to magnetize – Independent and Dependent Clauses
   K. Appendix K: Worksheet – Clauses
   L. Appendix L: Worksheet – Compound/Complex Sentences
   M. Appendix M: Worksheet – Run-on Sentences
   N. Appendix N: Suggested Writing Prompts
   O. Appendix O: Paragraph Grading Rubric

VIII. BIBLIOGRAPHY
   A. (somebody?) Writing Prompts, Level 4, (city, state): Teacher Created Materials, (date).
   C. Bengston, B. et al., Grammar Grade 8, Grand Rapids, MI: Instructional Fair, Inc. 1994.
   D. Good, C.E., A Grammar Book for You and I (…oops, ME!), Sterling, VA: Capital Books,
Inc. 2002. 0-7394-2525-0.
   E. Kerr, B., Grammar and Writing Skills Grade 7+, (city, state?): Mark Twain Media, Inc.,
   F. Questions and Answer Flow and Jingles, Level 6, Cabot, AR: Shurley Instructional
### Appendix A

Noun and Pronoun Cards (enlarge 129 percent (from 8 ½” x 11” to 11” x 17”) and copy card stock; for use with Lesson One)

<table>
<thead>
<tr>
<th>peach</th>
<th>wrench</th>
<th>brush</th>
<th>rodeo</th>
<th>saddle</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>guitar</td>
<td>tree</td>
<td>banjo</td>
<td>virus</td>
</tr>
<tr>
<td>jaguar</td>
<td>gadget</td>
<td>memory</td>
<td>remedy</td>
<td>video</td>
</tr>
<tr>
<td>piano</td>
<td>style</td>
<td>truth</td>
<td>meteor</td>
<td>sled</td>
</tr>
<tr>
<td>box</td>
<td>fox</td>
<td>bread</td>
<td>muffin</td>
<td>fact</td>
</tr>
<tr>
<td>I</td>
<td>you</td>
<td>he</td>
<td>she</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>they</td>
<td>him</td>
<td>her</td>
<td>them</td>
</tr>
<tr>
<td>witch</td>
<td>worm</td>
<td>rat</td>
<td>people</td>
<td>eye</td>
</tr>
<tr>
<td>light</td>
<td>train</td>
<td>stone</td>
<td>gem</td>
<td>list</td>
</tr>
<tr>
<td>ring</td>
<td>pin</td>
<td>pen</td>
<td>ruby</td>
<td>garnet</td>
</tr>
<tr>
<td>soup</td>
<td>bowl</td>
<td>board</td>
<td>floor</td>
<td>glove</td>
</tr>
<tr>
<td>I</td>
<td>you</td>
<td>we</td>
<td>he</td>
<td>she</td>
</tr>
</tbody>
</table>
### Appendix B

(Information for 2-column notes, for use with Lessons One – Four; write on overhead only that information being covered in the current lesson)

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Points to Know</th>
</tr>
</thead>
</table>
| Noun           | • Person, place, thing or idea  
|                | • Job – subject  
|                | • Types  
|                | -- common (non-specific)  
|                | -- proper (specific)  
|                | • Questions – What? Who?  |
| Pronoun        | • Takes the place of a noun  
|                | • Job – subject  
|                | • Questions – What? Who?  |
| Verb           | • Action – tells what the subject does  
|                | • Linking – shows a state of being  
|                | • Job – predicate  
|                | • Question – What is being said about …. ?  |
| Adjective      | • Modifies a noun or a pronoun  
|                | • Job – part of complete subject  
|                | • Questions – What kind? Which one? How many?  |
| Adverb         | • Modifies a verb, adjective or another adverb  
|                | • Job – part of complete predicate  
|                | • Questions – How? When? Where?  |
### Appendix C

(Action and Linking Verb Cards – enlarge 129 percent (from 8 ½” x 11” to 11” x 17”) and copy on card stock; for use with Lesson Two)

<table>
<thead>
<tr>
<th>am</th>
<th>are</th>
<th>is</th>
<th>was</th>
<th>were</th>
</tr>
</thead>
<tbody>
<tr>
<td>will be</td>
<td>have been</td>
<td>has been</td>
<td>run</td>
<td>jump</td>
</tr>
<tr>
<td>play</td>
<td>sing</td>
<td>bring</td>
<td>look</td>
<td>buy</td>
</tr>
<tr>
<td>brought</td>
<td>singing</td>
<td>wash</td>
<td>washed</td>
<td>sewed</td>
</tr>
<tr>
<td>played</td>
<td>standing</td>
<td>feeling</td>
<td>sew</td>
<td>sit</td>
</tr>
<tr>
<td>smile</td>
<td>eating</td>
<td>drinking</td>
<td>eat</td>
<td>drink</td>
</tr>
<tr>
<td>bought</td>
<td>found</td>
<td>dance</td>
<td>find</td>
<td>hunt</td>
</tr>
<tr>
<td>typing</td>
<td>throw</td>
<td>catch</td>
<td>type</td>
<td>bellow</td>
</tr>
<tr>
<td>scold</td>
<td>shake</td>
<td>stomp</td>
<td>wade</td>
<td>reach</td>
</tr>
<tr>
<td>stretch</td>
<td>baking</td>
<td>eating</td>
<td>eat</td>
<td>slap</td>
</tr>
<tr>
<td>flapping</td>
<td>sleeping</td>
<td>sleep</td>
<td>eaten</td>
<td>slept</td>
</tr>
</tbody>
</table>
## Appendix D

*(Conjugation of the verb “to be”, for use with Lesson Two)*

### To be

<table>
<thead>
<tr>
<th>Present</th>
<th>Present Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I have been</td>
</tr>
<tr>
<td>You are</td>
<td>You have been</td>
</tr>
<tr>
<td>He is</td>
<td>He has been</td>
</tr>
<tr>
<td>She is</td>
<td>She has been</td>
</tr>
<tr>
<td>It is</td>
<td>It has been</td>
</tr>
<tr>
<td>We are</td>
<td>We have been</td>
</tr>
<tr>
<td>You are</td>
<td>You have been</td>
</tr>
<tr>
<td>They are</td>
<td>They have been</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past</th>
<th>Past Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>I had been</td>
</tr>
<tr>
<td>You were</td>
<td>You had been</td>
</tr>
<tr>
<td>He was</td>
<td>He had been</td>
</tr>
<tr>
<td>She was</td>
<td>She had been</td>
</tr>
<tr>
<td>It was</td>
<td>It had been</td>
</tr>
<tr>
<td>We were</td>
<td>We had been</td>
</tr>
<tr>
<td>You were</td>
<td>You had been</td>
</tr>
<tr>
<td>They were</td>
<td>They had been</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future</th>
<th>Future Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be</td>
<td>I will have been</td>
</tr>
<tr>
<td>You will be</td>
<td>You will have been</td>
</tr>
<tr>
<td>He will be</td>
<td>He will have been</td>
</tr>
<tr>
<td>She will be</td>
<td>She will have been</td>
</tr>
<tr>
<td>It will be</td>
<td>It will have been</td>
</tr>
<tr>
<td>We will be</td>
<td>We will have been</td>
</tr>
<tr>
<td>You will be</td>
<td>You will have been</td>
</tr>
<tr>
<td>They will be</td>
<td>They will have been</td>
</tr>
</tbody>
</table>
Adjectives and Adverbs

Rule: Adjectives describe or modify nouns or pronouns. They tell what kind, which one, or how many.

Examples:
- A tall building (what kind)
- That building (which one)
- Three buildings (how many)

Rule: Adverbs usually describe or modify verbs, adjectives or other adverbs. They tell how, when, or where the action of a verb is performed.

Examples:
- She ran quickly. (how)
- She ran today. (when)
- She ran away. (where)

Exercise: Circle the adjectives and underline the adverbs. In the blank, write what each one tells about the noun or verb it modifies.

1. a fast sailboat ____________________
2. rapidly blinked ____________________
3. ran outside ______________________
4. the speckled egg __________________
5. seven tailors _____________________
6. discussed later ____________________
7. that rose _________________________
8. quickly covered ___________________
9. a clumsy step ____________________
10. played again _____________________
11. four kittens ______________________
12. fell forward _____________________
13. woke early ______________________
14. the tired worker __________________
15. several pages ____________________
16. softly whistled ___________________
17. hidden nearby ____________________
18. a sporty car _____________________
Adverb Modifiers

**Rule:** In addition to modifying verbs, adverbs modify adjectives and other adverbs. The adverb answers the question *How?* about the adjective or adverb it modifies.

**Examples:**

*I bought a very delicate figurine.*  
*(How delicate? *Very* describes the adjective *delicate*.)

*He skated across the ice *extremely* carefully.*  
*(How carefully? *Extremely* describes the adverb *carefully.*)

**Exercise** Underline each adverb that modifies an adjective or another adverb. Circle the word that is described by the adverb.

1. Hawks fly very quickly across the sky.
2. They have slightly rounded wings.
3. Hawks have thickly feathered heads and necks.
4. Their light-colored eyes give them a rather fierce look.
5. Hawks are seen quite often in many parts of the world.
6. When disturbed, they utter extremely piercing whistles.
7. Hawks have amazingly sharp eyesight.
8. The female hawks quite often are larger than the male hawks.
9. Their rather extensive diet includes most small mammals and birds.
10. Hawks are extremely private birds.
11. They prefer living in quite secluded nests.
12. Red-tailed hawks are a fairly common sight in Colorado.
Adjectives and Adverbs

Name:  __________________

Date:  __________________

Rule: Adjectives describe or modify nouns or pronouns. They tell what kind, which one, or how many.

Examples:

A tall building (what kind)
That building (which one)
Three buildings (how many)

Rule: Adverbs usually describe or modify verbs, adjectives or other adverbs. They tell how, when, or where the action of a verb is performed.

Examples:

She ran quickly. (how)
She ran today. (when)
She ran away. (where)

Exercise  Circle the adjectives and underline the adverbs. In the blank, write what each one tells about the noun or verb it modifies.

1. a fast sailboat __what kind________  10. played again ______ when
2. rapidly blinked ______ how________  11. four kittens ______ how many_______
3. ran outside ______ where__________  12. fell forward ______ where___________
4. the speckled egg ______ which one________
5. seven tailors ______ how many_______  13. woke early ______ early___________
6. discussed later ______ when__________  14. the tired worker ______ which one________
7. that rose ______ which one___________  15. several pages ______ how many________
8. quickly covered ______ how___________  16. softly whistled ______ how___________
9. a clumsy step ______ what kind________
10. a sporty car ______ what kind________
Adverb Modifiers

Rule: In addition to modifying verbs, adverbs modify adjectives and other adverbs. The
adverb answers the question How? about the adjective or adverb it modifies.

Examples:

- I bought a very delicate figurine.
  (How delicate? Very describes the adjective delicate.)

- He skated across the ice extremely carefully.
  (How carefully? Extremely describes the adverb carefully.)

Exercise Underline each adverb that modifies an adjective or another adverb. Circle
the word that is described by the adverb.

1. Hawks fly very quickly across the sky.
2. They have slightly rounded wings.
3. Hawks have thickly feathered heads and necks.
4. Their light-colored eyes give them a rather fierce look.
5. Hawks are seen quite often in many parts of the world.
6. When disturbed, they utter extremely piercing whistles.
7. Hawks have amazingly sharp eyesight.
8. The female hawks quite often are larger than the male hawks.
9. Their rather extensive diet includes most small mammals and birds.
10. Hawks are extremely private birds.
11. They prefer living in quite secluded nests.
12. Red-tailed hawks are a fairly common sight in Colorado.
<table>
<thead>
<tr>
<th>peach</th>
<th>wrench</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>guitar</td>
</tr>
<tr>
<td>brush</td>
<td>rodeo</td>
</tr>
<tr>
<td>saddle</td>
<td>tree</td>
</tr>
<tr>
<td>banjo</td>
<td>virus</td>
</tr>
<tr>
<td>jaguar</td>
<td>gadget</td>
</tr>
<tr>
<td>memory</td>
<td>remedy</td>
</tr>
<tr>
<td>video</td>
<td>piano</td>
</tr>
<tr>
<td>style</td>
<td>truth</td>
</tr>
<tr>
<td>meteor</td>
<td>sled</td>
</tr>
<tr>
<td>box</td>
<td>fox</td>
</tr>
<tr>
<td>bread</td>
<td>muffin</td>
</tr>
<tr>
<td>fact</td>
<td>I</td>
</tr>
<tr>
<td>you</td>
<td>he</td>
</tr>
<tr>
<td>she</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>they</td>
</tr>
<tr>
<td>him</td>
<td>her</td>
</tr>
<tr>
<td>them</td>
<td>light</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>t</td>
<td>e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>gem</th>
<th>list</th>
</tr>
</thead>
<tbody>
<tr>
<td>ring</td>
<td>pin</td>
</tr>
<tr>
<td>pen</td>
<td>ruby</td>
</tr>
<tr>
<td>garnet</td>
<td>am</td>
</tr>
<tr>
<td>are</td>
<td>is</td>
</tr>
<tr>
<td>was</td>
<td>were</td>
</tr>
<tr>
<td>will be</td>
<td>have been</td>
</tr>
<tr>
<td>has been</td>
<td>run</td>
</tr>
<tr>
<td>jump</td>
<td>play</td>
</tr>
<tr>
<td>sing</td>
<td>bring</td>
</tr>
<tr>
<td>brought</td>
<td>look</td>
</tr>
<tr>
<td>buy</td>
<td>played</td>
</tr>
<tr>
<td>standing</td>
<td>feeling</td>
</tr>
<tr>
<td>wash</td>
<td>washed</td>
</tr>
<tr>
<td>sew</td>
<td>sewed</td>
</tr>
<tr>
<td>smile</td>
<td>stand</td>
</tr>
<tr>
<td>sit</td>
<td>drinking</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>eat</td>
<td>drink</td>
</tr>
<tr>
<td>found</td>
<td>dance</td>
</tr>
<tr>
<td>find</td>
<td>hunt</td>
</tr>
<tr>
<td>threwn</td>
<td>green</td>
</tr>
<tr>
<td>blue</td>
<td>white</td>
</tr>
<tr>
<td>yellow</td>
<td>huge</td>
</tr>
<tr>
<td>small</td>
<td>evenly</td>
</tr>
<tr>
<td>quietly</td>
<td>tall</td>
</tr>
<tr>
<td>bright</td>
<td>dark</td>
</tr>
<tr>
<td>lame</td>
<td>wildly</td>
</tr>
<tr>
<td>unfairly</td>
<td>rapidly</td>
</tr>
<tr>
<td>delicious</td>
<td>gigantic</td>
</tr>
<tr>
<td>awesome</td>
<td>remarkable</td>
</tr>
<tr>
<td>frightening</td>
<td>incredible</td>
</tr>
<tr>
<td>furious</td>
<td>almighty</td>
</tr>
<tr>
<td>handsome</td>
<td>hideous</td>
</tr>
</tbody>
</table>
## Appendix G

### Types of Sentences, for use with Lessons Four - Eight

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Points to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>• Subject&lt;br&gt;• Verb&lt;br&gt;• Complete sense&lt;br&gt;• Capital letter&lt;br&gt;• End mark</td>
</tr>
<tr>
<td>Compound</td>
<td>• two complete sentences joined together connected by comma and conjunction,&lt;br&gt;such as AND, OR, BUT, NOR</td>
</tr>
<tr>
<td>Complex</td>
<td>• a sentence that contains at least one independent and one dependent clause, joined together with a comma or semi-colon</td>
</tr>
<tr>
<td>Compound/Complex</td>
<td>• a compound sentence connected to a complex sentence with a comma or a semicolon and a conjunction.</td>
</tr>
</tbody>
</table>

**Clause**

- a group of words that contains a subject and a predicate

**Independent clause**

- a clause that can stand alone as a complete sentence

**Dependent clause**

- a clause that is an incomplete sentence, used with an independent clause to express a related idea
Language Arts 6
Grammar

Compound Sentences

Rule: Two or more simple sentences can be joined to form a compound sentence by using a comma and a conjunction such as and, but, or or nor.

Examples:
Tim mowed the lawn. Mary trimmed the hedge.
Tim mowed the lawn, and Mary trimmed the hedge.

She started out five minutes late. She arrived on time.
She started out five minutes late, but she arrived on time.

Exercise Write a C in front of the compound sentences. Use a comma and a conjunction to rewrite the others as compound sentences.

_____ 1. Michael enjoyed the book, but he didn’t enjoy the movie.

_____ 2. Julia took out the garbage. The garbage collector did not take it.

_____ 3. Amanda liked to walk, but Katie preferred to run.

_____ 4. The weather turned cold, and the dog’s water froze.

_____ 5. Kendall can circle the block. He can park the car in the garage.

_____ 6. Taylor liked the beginning of the program. The end was boring.
Appendix H, page 2

- Rewrite each sentence as a compound sentence using a different conjunction each time.

Angel unloaded the dishwasher. Jonathan put the dishes away.

You can go to the pool today. You can go early tomorrow.

Zack turned the key. The door would not open.

The ferret did not like the cat. He did not like the bird.
Appendix H, page 3
Answer Key
(Worksheet – Compound Sentences (copy 2-sided), for use with Lesson Five)

Language Arts 6
Grammar

Compound Sentences

Name: ____________________________  Key: __________________________
Date: ______________________________

Rule: Two or more simple sentences can be joined to form a compound sentence by using
a comma and a conjunction such as and, but, or or nor.

Examples:
Tim mowed the lawn. Mary trimmed the hedge.
Tim mowed the lawn, and Mary trimmed the hedge.

She started out five minutes late. She arrived on time.
She started out five minutes late, but she arrived on time.

Exercise   Write a C in front of the compound sentences. Use a comma and a
conjunction to rewrite the others as compound sentences.

_____ 1. Michael enjoyed the book, but he didn’t enjoy the movie.

_____ 2. Julia took out the garbage. The garbage collector did not take it.
    Julia took out the garbage, but the garbage collector did not take it.

_____ 3. Amanda liked to walk, but Katie preferred to run.

_____ 4. The weather turned cold, and the dog’s water froze.

_____ 5. Kendall can circle the block. He can park the car in the garage.
    Kendall can circle the block, and he can park the car in the garage.

_____ 6. Taylor liked the beginning of the program. The end was boring.
    Taylor liked the beginning of the program, but the end was boring.
Appendix H, page 4
Answer Key

• Rewrite each sentence as a compound sentence using a different conjunction each time.

Angel unloaded the dishwasher. Jonathan put the dishes away.
Angel unloaded the dishwasher, and Jonathan put the dishes away.

You can go to the pool today. You can go early tomorrow.
You can go to the pool today, or you can go early tomorrow.

Zack turned the key. The door would not open.
Zack turned the key, but the door would not open.

The ferret did not like the cat. He did not like the bird.
The ferret did not like the cat, nor did he like the bird.
Appendix I, page 1
Quiz on Lessons One – Five

Language Arts 6
Grammar

Quiz – Lessons One-Five

Name: _______________________
Date: _______________________

Answer the following questions using complete sentences:

1. What is a noun? _____________________________________________
   What are the two types of nouns? _________________________________

2. What is a pronoun? ___________________________________________
   What job does a pronoun do in a sentence? _________________________

3. What are the two types of verbs? ________________________________
   Describe both types of verbs. ___________________________________

4. What are the five elements that make up a complete sentence?
   a. _________________________ d. _____________________________
   b. _________________________ e. _____________________________
   c. __________________________

Write the letter of the correct answer in the blank following the question:

5. What does an adjective modify? _____ A. verb, adjective or another adverb
   What are the adjective questions? _____ B. noun or pronoun
   What does an adverb modify? _______ C. How? When? Where?
   What are the adverb questions? _____ D. What kind? Which one? How many?
Answer the following questions using complete sentences:

1. What is a noun? A noun names a person, place, thing or idea.
   What are the two types of nouns? The two types of nouns are common and proper.

2. What is a pronoun? A pronoun takes the place of a noun.
   What job does a pronoun do in a sentence? A noun can be a subject, a direct object, indirect object or the object of a preposition.

3. What are the two types of verbs? The two types of verbs are action and linking.
   Describe both types of verbs. An action verb shows what the subject is doing, like stand, sit or smile. A linking verb shows a state of being, like am, is, are, was and were.

4. What are the five elements that make up a complete sentence?
   a. __subject_______________  d. __has a capital letter______________
   b. __verb_______________  e. __has an end mark______________
   c. __makes complete sense__

Write the letter of the correct answer in the blank following the question:

5. What does an adjective modify? __B__  A. verb, adjective or another adverb
   What are the adjective questions? __D__ B. noun or pronoun
   What does an adverb modify? __A__  C. How? When? Where?
   What are the adverb questions? __C__  D. What kind? Which one? How many?
<table>
<thead>
<tr>
<th>Clausestrips, for use with Lessons Six and Seven; enlarge 129 percent, then 129 percent again, and copy on cardstock; cut in strips and attach magnets or Velcro</th>
</tr>
</thead>
<tbody>
<tr>
<td>his dream came true</td>
</tr>
<tr>
<td>clara has a gift for helping others</td>
</tr>
<tr>
<td>connie is a science genius</td>
</tr>
<tr>
<td>our car stalled on main street</td>
</tr>
<tr>
<td>janet bought a new car</td>
</tr>
<tr>
<td>our house was dark and quiet</td>
</tr>
<tr>
<td>mom’s soup was delicious</td>
</tr>
<tr>
<td>the window on the van was open</td>
</tr>
<tr>
<td>my father was restless</td>
</tr>
<tr>
<td>when andrew stepped off the plane</td>
</tr>
<tr>
<td>when the sun shone brightly</td>
</tr>
<tr>
<td>the ice began to melt</td>
</tr>
<tr>
<td>the man with the hat was old</td>
</tr>
<tr>
<td>within the pages of this book</td>
</tr>
<tr>
<td>the train arrived</td>
</tr>
<tr>
<td>although the birds have returned</td>
</tr>
<tr>
<td>from phoenix we drove to yuma</td>
</tr>
<tr>
<td>we had to leave</td>
</tr>
<tr>
<td>from his vantage point he saw</td>
</tr>
<tr>
<td>after sally finished her lunch</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>she was flying to seattle</td>
</tr>
<tr>
<td>to see her grandmother’s house</td>
</tr>
<tr>
<td>i helped her with her luggage</td>
</tr>
<tr>
<td>which was quite heavy</td>
</tr>
<tr>
<td>when we arrived at the airport</td>
</tr>
<tr>
<td>although sally had never flown</td>
</tr>
<tr>
<td>she acted like an old pro</td>
</tr>
<tr>
<td>she waited patiently</td>
</tr>
<tr>
<td>for the time to board the plane</td>
</tr>
<tr>
<td>we toured the terminal</td>
</tr>
<tr>
<td>as we waited</td>
</tr>
<tr>
<td>for her flight to leave</td>
</tr>
<tr>
<td>she got something to eat</td>
</tr>
<tr>
<td>i bought a magazine</td>
</tr>
<tr>
<td>while we waited</td>
</tr>
<tr>
<td>we read articles and did puzzles</td>
</tr>
<tr>
<td>sally finished one puzzle</td>
</tr>
<tr>
<td>that she had started yesterday</td>
</tr>
</tbody>
</table>
Appendix K, page 1
Clause Worksheet for use with Lesson Six

Language Arts 6
Grammar

Name: ______________________________________
Date: ______________________________________

Clauses

A clause is a group of words containing a subject and a predicate. If it expresses a complete thought, it is an independent clause.

Example: Victoria was restless.

A dependent clause does not express a complete thought, and cannot stand alone. Dependent clauses are sometimes introduced by words like who, whom, which, and that. Other clues that identify dependent clauses are prepositions and conjunctions like after, although, because, since, when, and where.

Example: when Sri stepped off the plane.

Directions

REWRITE (yes, in cursive!) each clause below on the lines provided. If the clause is independent, add the correct punctuation. If the clause is dependent, add an independent clause to make a complete sentence. Remember to punctuate these too!

from his vantage point

________________________________________________________________________

the man with the hat was smiling

________________________________________________________________________

within the pages of this book

________________________________________________________________________

the train arrived

________________________________________________________________________

although the bluebirds have returned

________________________________________________________________________

from Denver we returned to Castle Rock

________________________________________________________________________
Clauses

A clause is a group of words containing a subject and a predicate. If it expresses a complete thought, it is an independent clause.

Example: Victoria was restless.

A dependent clause does not express a complete thought, and cannot stand alone. Dependent clauses are sometimes introduced by words like who, whom, which and that. Other clues that identify dependent clauses are prepositions and conjunctions like after, although, because, since, when, and where.

Example: when Sri stepped off the plane.

Directions

REWRITE (yes, in cursive!) each clause below on the lines provided. If the clause is independent, add the correct punctuation. If the clause is dependent, add an independent clause to make a complete sentence. Remember to punctuate these too! (Students’ answers will vary.)

from his vantage point
  From his vantage point, he could see the buildings downtown.

the man with the hat was smiling
  The man with the hat was smiling.

within the pages of this book
  You will find great treasure within the pages of this book.

the train arrived
  The train arrived.

although the bluebirds have returned
  Although the bluebirds have returned, it doesn’t yet feel like spring.

from Denver we returned to Castle Rock
  From Denver we returned to Castle Rock.
Appendix L, page 1
(Worksheet for Compound/Complex sentences; for use with Lesson Eight)

Language Arts 6
Grammar

Compound/Complex Sentences

Name: ________________________________
Date: ________________________________

Rule: A compound/complex sentence contains two or more independent clauses and one or more dependent clauses. It is made up of a compound sentence connected to a complex sentence with a comma or a semicolon and a conjunction.

Example:

After riding in the car all day, we reached our destination, and (dependent clause) (independent clause)

Dad had no trouble at all finding us a place to rest for the night. (independent clause)

Exercise Underline the independent clauses and circle the dependent clauses in the compound/complex sentences below.

1. Although it snowed the entire way, our car easily cruised along the highway, and we were able to enjoy the scenery.

2. Though some stayed just a day, many visitors stayed all week, and everyone had a wonderful time.

3. Because of the rain, our vacation was quite disappointing, but we plan to come again next year.
Appendix L, page 2

• **Put together the clauses below to form compound/complex sentences.**

  but there was much luggage that needed to be unloaded / after reaching our destination /
  Dick and Joan were ready to jump out and run in the snow.

  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

  before the snowman was complete / but the children continued until the job was done / the parents stopped working

  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

  and Earl gathered wood for the fireplace / Jeff and Kay took pictures / before the rain started

  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
Appendix L, page 3
Answer Key
(Worksheet for Compound/Complex sentences; for use with Lesson Eight)

Language Arts 6
Grammar

Compound/Complex Sentences

Name: _______________ Key ________________________
Date: _______________________

Rule: A compound/complex sentence contains two or more independent clauses and one or more dependent clauses. It is made up of a compound sentence connected to a complex sentence with a comma or a semicolon and a conjunction.

Example:

After riding in the car all day, we reached our destination, and
(dependent clause) (independent clause)

Dad had no trouble at all finding us a place to rest for the night.
(independent clause)

Exercise Underline the independent clauses and circle the dependent clauses in the compound/complex sentences below.

1. Although it snowed the entire way, our car easily cruised along the highway, and we were able to enjoy the scenery.

2. Though some stayed just a day, many visitors stayed all week, and everyone had a wonderful time.

3. Because of the rain, our vacation was quite disappointing, but we plan to come again next year.
Appendix L, page 4

Answer Key

- Put together the clauses below to form compound/complex sentences.

but there was much luggage that needed to be unloaded / after reaching our destination / Dick and Joan were ready to jump out and run in the snow.

After reaching our destination; Dick and Joan were ready to jump out and run in the snow, but there was much luggage that needed to be unloaded.

before the snowman was complete / but the children continued until the job was done / the parents stopped working

The parents stopped working before the snowman was complete, but the children continued until the job was done.

and Earl gathered wood for the fireplace / Jeff and Kay took pictures / before the rain started

Jeff and Kay took pictures before the rain started, and Earl gathered wood for the fireplace.
Run-on Sentences

Name: ____________________________
Date: ____________________________

Rule: Sentences that run into the next sentence are called run-on sentences. Writers sometimes forget to put punctuation at the end of a complete thought or use a comma instead of a period. This results in a run-on sentence. Connecting too many sentences together with conjunctions also causes a run-on sentence.

Examples:

- We finished building the desk Bill stained it.  (Run-on)
  We finished building the desk; Bill stained it.  (Correct)

- The trees started losing their leaves and acorns had started falling to the ground and the squirrels were having a great time collecting them.  (Run-on)
  The trees started losing their leaves. Acorns had started falling to the ground, and the squirrels were having a great time collecting them.  (Correct)

Exercise: On a separate sheet of paper, rewrite (in cursive!) the following paragraphs. They contain sentence fragments and run-on sentences. Decide where the sentences should be separated, and add correct punctuation.

For thousands of years, people have found ways to send letters to other people, it has only been the last hundred years or so, though, that people have mailed letters as we know them today. Postal services grew rapidly during the 1800’s and early 1900’s. The invention of modern transportation methods greatly improved the speed of mail delivery.

People did not always use envelopes in fact it wasn’t until 1837 that a man in England suggested the use of them for letters in a pamphlet he wrote and the man’s name was Rowland Hill. He was a retired schoolteacher. Until then people folded their letters. And then sealed them shut with wax. He also suggested in his pamphlet that a cheap, uniform postage rate be set for all letters.

In Great Britain in the early 1800’s, the cost of sending a letter depended on the distance it had to travel, unless the letter was marked “paid” by postal officials, the person who received the letter had to pay for it when it arrived, the first postage stamp was produced. In Great Britain in 1840 it was a great success the United States first issued postage stamps in 1847 and by 1855 required. Every letter to have an official stamp.
Appendix M, page 2
Answer Key
(Worksheet for Run-on Sentences, for use with Lesson Nine)

Language Arts 6
Grammar

Run-on Sentences

Rule: Sentences that run into the next sentence are called run-on sentences. Writers sometimes forget to put punctuation at the end of a complete thought or use a comma instead of a period. This results in a run-on sentence. Connecting too many sentences together with conjunctions also causes a run-on sentence.

Examples:

*We finished building the desk Bill stained it.* (Run-on)
*We finished building the desk; Bill stained it.* (Correct)

*The trees started losing their leaves and acorns had started falling to the ground and the squirrels were having a great time collecting them.* (Run-on)
*The trees started losing their leaves. Acorns had started falling to the ground, and the squirrels were having a great time collecting them.* (Correct)

Exercise On a separate sheet of paper, rewrite (in cursive!) the following paragraphs. They contain sentence fragments and run-on sentences. Decide where the sentences should be separated, and add correct punctuation.

For thousands of years, people have found ways to send letters to other people. It has only been the last hundred years or so, though, that people have mailed letters as we know them today. Postal services grew rapidly during the 1800’s and early 1900’s. The invention of modern transportation methods greatly improved the speed of mail delivery.

People did not always use envelopes. In fact, it wasn’t until 1837 that a man in England suggested the use of them for letters in a pamphlet he wrote; the man’s name was Rowland Hill. He was a retired schoolteacher. Until then people folded their letters and sealed them shut with wax. He also suggested in his pamphlet that a cheap, uniform postage rate be set for all letters.

In Great Britain in the early 1800’s, the cost of sending a letter depended on the distance it had to travel. Unless the letter was marked “paid” by postal officials, the person who received the letter had to pay for it when it arrived. The first postage stamp was produced in Great Britain in 1840; it was a great success.
The United States first issued postage stamps in 1847, and by 1855 required every letter to have an official stamp.
Appendix N
Writing Prompts for Final Paragraph (Lesson Ten)

It is your first day of school, and no one else speaks your language. Write about your experience.

Tell about riding a scary amusement park ride, beginning with waiting in line and ending with finishing the ride safely. Describe your feelings throughout the experience.

Write about an experience you had with a pet, either your own or someone else’s. Include details that describe the pet’s personality.

Choose an insect and write about the positive things the insect does. For example, how are bees helpful?

When I was little, my favorite toy was …

I think the coolest job ever would be …

My dog told me about the dream he had last night …

It’s not very smart to …
**Appendix O**  
(Final Paragraph Rubric; for use with Lessons Nine and Ten)

**Types of Sentences – Paragraph Rubric**

**Name: _____________________________**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences</td>
<td>Paragraph includes all 4 types of sentences studied in this unit</td>
<td>Paragraph contains 3 different types of sentences</td>
<td>Paragraph contains 2 different types of sentences</td>
<td>Paragraph is written in only one type of sentence</td>
</tr>
<tr>
<td>Adverb/Adjective/Conjunction Variety</td>
<td>All modifiers and conjunctions are different</td>
<td>Modifiers or conjunctions are repeated 1-2 times</td>
<td>Modifiers or conjunctions are repeated 3-4 times</td>
<td>Modifiers or conjunctions are repeated 5 or more times</td>
</tr>
<tr>
<td>Punctuation and Capitalization</td>
<td>All punctuation and capitalization in paragraph is correct</td>
<td>Paragraph contains 1-2 errors</td>
<td>Paragraph contains 3-4 errors</td>
<td>Paragraph contains 5 or more errors</td>
</tr>
<tr>
<td>Spelling</td>
<td>All words in paragraph are spelled correctly</td>
<td>1-2 words are misspelled</td>
<td>3-4 words are misspelled</td>
<td>5 or more words are misspelled</td>
</tr>
</tbody>
</table>

Total Score: ___________/16