

Writing Foundations

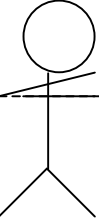
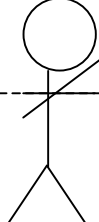
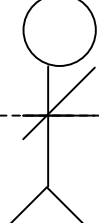
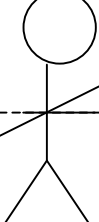
Examples

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Example 1. Handwriting Instruction

— p — p — p — p — p

Example 2a. Handwriting Fluency Practice

1. Haste makes waste.
2. Two heads are better than one.
3. Early to bed, early to rise, makes a man healthy, wealthy, and wise.
4. The best things in life are free.
5. You can lead a horse to water, but you can't make him drink.
6. The apple doesn't fall far from the tree.
7. Time flies when you're having fun.
8. Birds of a feather flock together.
9. Look before you leap.
10. Beauty is only skin deep.
12. Don't cry over spilled milk.
13. Cleanliness is next to Godliness.
14. Charity begins at home.
15. All work and no play makes Jack a dull boy.
16. What a man laughs at reveals his character.
17. Experience is the best teacher.
18. Bring joy to others and you'll find it yourself.
19. You have only failed when you fail to try.
20. Believe in yourself and you will not fail.

Famous Sayings of Abraham Lincoln

1. People are just as happy as they make up their minds to be.
2. Whatever you are, be a good one.
3. Freedom is the last, best hope of earth.
4. When I do good, I feel good. When I do bad, I feel bad. And that's my religion.
5. You cannot escape the responsibility of tomorrow by evading it today.
6. I don't like that man. I must get to know him better.
7. And in the end, it's not the years in your life that count. It's the life in your years.
8. Books serve to show a man that those original thoughts of his aren't very new after all.
9. Nearly all men can stand adversity, but if you want to test a man's character, give him power.
10. You can fool some of the people all the time, and all of the people some of the time, but you cannot fool all of the people all the time.
11. I am a firm believer in the people. If given the truth, they can be depended upon to meet any national crisis. The great point is to bring them the real facts.

Example 2b. Using passages from reading book.

Copying will be easier if students can read the words with ease and retain a word or phrase in working memory.

#letters	#words	Houghton Mifflin Level 2:
		Carmen taught herself to draw by
27	6	practicing every day. She would draw
55	12	whatever was in front of her – books,
83	19	cats, her left hand, her sisters and
111	26	Brothers, paper bags, flowers. Carmen
142	31	drew anything or anybody that would
165	38	stay still for a few minutes.
191	44	One painting may be a picture of
219	51	people dancing at a party. Another
244	58	may show Carmen and members of
277	64	her family picking fruit, celebrating a
308	70	birthday, or just getting together to
332	76	cook food. Sometimes, she even
364	81	includes the family cat, or a lizard she
390	90	might have seen crawling on the
395	96	porch.
418	97	Carmen’s work has been shown
446	102	in museums all around the country.

Example 3. Rubric for Papers

HOW Should Your Papers Look?

H = Heading

1. First and last name
2. Today's date
3. Subject
4. Page number if needed

O = Organized

1. On the front side of the paper
2. Left margin
3. Right margin
4. At least one blank line at the top
5. At least one blank line at the bottom
6. Uniform spacing

W = Written neatly

1. Words and numbers on the lines
2. Words and numbers written neatly
3. Neat erasing or crossing out

Example 4a. Spelling Dictation - Regular Words

Word Dictation

Dictation

- a) Teacher says the word.
- b) Teacher says the word in a sentence.
- c) Students repeat the word.
- d) Teacher and students put up one finger for each sound in the word. OR Teacher and students put up one finger for each part of the word.
- e) Students say the sounds/parts to themselves as they write the word.

Feedback

- f) Teacher writes the word on the board or overhead. Students compare their word to model.
- g) If a student has made an error, the student crosses out the word and rewrites the word.

Sentence Dictation

Dictation

- a) Teacher says the entire sentence.
- b) Students repeat the sentence.
- c) Teacher dictates the first part of the sentence.
- d) Students repeat the first part of the sentence.
- e) Students write the first part of the sentence.
- f) Teacher moves around the classroom and monitors student work.
- g) Teacher dictates the second part of the sentence.
- h) Students repeat the second part of the sentence.
- i) Students write the second part of the sentence.
- j) students reread their sentence and check the spelling of the words.
- k) Teacher gives feedback on each word. Students awarded points for correct spelling, capitalization, and punctuation. The points are designed to make the students more interested in the task and more careful.

(Note: Students can write on paper or slates.)

Example 4b: Partner Spelling Practice

PARTNER SPELLING

TUTOR	TUTEE
Takes out list of spelling words .	
Says the word. Asks tutee to repeat the word. Says the word in a sentence if needed.	Listens. Repeats the word.
Asks tutee to write the word.	Writes the word.
Shows the word on card.	Looks at the word. Checks the spelling of the word.
	If the word is incorrect, crosses out the word and rewrites it.

(Note: Students can write on paper or slates.)

Example 5

SPELLING RULES

ADDING SUFFIXES

Double the Final Consonant

Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel. (bat/batting)

Double the final consonant of a word that is accented on the final syllable and ends with a single vowel and consonant before adding a suffix that begins with a vowel. (omit/omitted)

Words Ending in Silent *e*

Drop the final silent *e* before adding a suffix that begins with a vowel. (bake/baking)

Keep the final silent *e* when adding a suffix that begins with a consonant. (late/lateness)

Words ending in *y*

Change the *y* to *i* when adding a suffix to words that end in consonant -*y*, unless the suffix begins with *i*. (cry/cried)

Do not change the *y* to *i* when adding a suffix to words that end in vowel -*y*. (say/saying)

PLURALS

Add *s* to most nouns to form plurals. (animal/animals)

Add *es* to nouns that end with *s*, *ss*, *sh*, *ch*, or *x*. (kiss/kisses)

Change the *y* to *i* and add *es* to nouns that end in consonant -*y*. (country/countries)

Add *s* to nouns that end in vowel -*y*. (ray/rays)

Change the *f* or *fe* to *v* and add *es* to some nouns that end in *f* or *fe*. (calf/calves)

Some nouns change their spellings to form the plural. (woman/women)

Some nouns are spelled the same for both singular and plural. (sheep)

Example 6a. Example Lesson - Spelling Rule

Setting	Fifth grade classroom
Step 1.	Introduce the rule.
	<p>We are going to learn a spelling rule about adding suffixes when the word ends in <i>e</i>. Listen to the rule.</p> <p>When a word ends in a <i>vowel-consonant-e</i> and you want to add a suffix that begins with a vowel, drop the <i>e</i>. When a word ends in a <i>vowel-consonant-e</i> and you want to add a suffix that begins with a vowel, drop the _____. <i>E</i>.</p>
Step 2.	Illustrate the rule with examples and non-examples.
Example ride + ing =	Here I have the word ride and I want to add the suffix ing . Ride ends in a <i>vowel-consonant-e</i> (Teacher points to each letter i-d-e.), and the suffix ing begins with a vowel (Teacher points to the letter <i>i</i> in <i>ing</i>), so I drop the <i>e</i> . (Teacher crosses out the letter <i>e</i> on <i>ride</i> and writes <i>riding</i> .) Everyone, spell riding . <i>R-i-d-i-n-g</i> .
Example fame + ous =	I have the word fame and I want to add the suffix ous . Fame ends in a <i>vowel-consonant-e</i> (Teacher points to each letter a-m-e.), and the suffix ous begins with a vowel (Teacher points to the letter <i>o</i> in <i>ous</i>), so I drop the <i>e</i> . (Teacher crosses out the letter <i>e</i> on <i>fame</i> and writes <i>famous</i> .) Everyone, spell famous . <i>F-a-m-o-u-s</i> .
Example excite + ing =	I have the word _____ <i>excite</i> and I want to add the suffix _____ <i>ing</i> . Excite ends in a <i>vowel-consonant-e</i> (Teacher points to each letter i-t-e.), and the suffix ing begins with a vowel (Teacher points to the letter <i>i</i> in <i>ing</i>), so I drop the <i>e</i> . (Teacher crosses out the letter <i>e</i> on <i>excite</i> and writes <i>exciting</i> .) Everyone, spell exciting . <i>E-x-c-i-t-i-n-g</i> .
Non-example excite + ment =	I have the word _____ <i>excite</i> and I want to add the suffix _____ <i>ment</i> . Excite ends in a <i>vowel-consonant-e</i> (Teacher points to i-t-e.), but the suffix ment does NOT begin with a vowel, so I DO NOT drop the <i>e</i> . (Teacher writes <i>excitement</i> .) Everyone, spell excitement . <i>E-x-c-i-t-e-m-e-n-t</i> .

Step 3.	Guide students in analyzing examples and non-examples using the critical attributes.
Example use + ing =	Let's do some together. We have the word _____ <i>use</i> and we want to add the suffix _____ <i>ing</i> . Does use end with a <i>vowel-consonant-e</i> ? <i>Yes</i> . Does ing begin with a vowel? <i>Yes</i> . Do we drop the <i>e</i> ? <i>Yes</i> . Write the word using . (Teacher writes <i>using</i> on the overhead.) Check the spelling of using . (Pause.) Everyone, spell using . <i>U-s-i-n-g</i> .
Non-example use + ful =	We have the word _____ <i>use</i> and we want to add the suffix _____ <i>ful</i> . Does use end with a <i>vowel-consonant-e</i> ? <i>Yes</i> . Does the suffix ful begin with a vowel? <i>No</i> . Do we drop the <i>e</i> ? <i>No</i> . Write useful . (Teacher writes <i>useful</i> on the overhead.) Check the spelling of useful . (Pause.) Everyone, spell useful . <i>U-s-e-f-u-l</i> .
Non-example see + ing =	We have the word _____ <i>see</i> and we want to add the suffix _____ <i>ing</i> . Does see end with a <i>vowel-consonant-e</i> ? <i>No</i> . Do we drop the <i>e</i> ? <i>No</i> . Write seeing . (Teacher writes <i>seeing</i> on the overhead.) Check the spelling of seeing . (Pause.) Everyone, spell seeing . <i>S-e-e-i-n-g</i> .
Example race + ist =	(The teacher guides students in the analysis of these words using the same wording.)
Example pure + ity =	
Step 4.	Check students' understanding using examples and non-examples.
Example slice + ing =	Now, it is your turn. Here is the word _____ <i>slice</i> and we want to add the suffix ing . Write slicing . (Teacher monitors.) (When students are done, the teacher provides feedback.) Does slice end with a <i>vowel-consonant-e</i> ? <i>Yes</i> . Does ing begin with a vowel? <i>Yes</i> . Do we drop the <i>e</i> ? <i>Yes</i> . (Teacher writes <i>slicing</i> on the overhead.) Check the spelling of slicing . (Pause.) Everyone, spell slicing . <i>S-l-i-c-i-n-g</i> .

Non-example shame + ful =	Here is the word _____ <i>shame</i> and we want to add the suffix _____ <i>ful</i> . Write shameful . (Teacher monitors.) (When students are done, the teacher provides feedback.) Does shame end with a <i>vowel-consonant-e</i> ? <i>Yes</i> . Does ful begin with a vowel? <i>No</i> . Do we drop the <i>e</i> ? <i>No</i> . (Teacher writes <i>shameful</i> on the overhead.) Check the spelling of shameful . (Pause.) Everyone, spell shameful . <i>S-h-a-m-e-f-u-l</i> .
Example shame + ed =	(The teacher continues with additional examples and non-examples, providing instructional feedback. Notice that the teacher provides feedback after EACH item rather than after all six, in order to promote accuracy.)
Non-example free + ing =	
Non-example shape + less =	
Example shape + able =	

Example 6b. Lesson on Spelling Rule

Setting	4 th Grade Classroom
Step 1.	Introduce the rule.
	We are going to learn a spelling rule about adding suffixes when the root word ends in <i>y</i> . Listen to the rule. When a word ends in a <i>consonant-y</i> , change the <i>y</i> to <i>i</i> before adding any suffix other than <i>ing</i> .
Step 2.	Illustrate the rule with examples and non-examples.
Example cry + ed =	I have the word cry and I want to add the suffix ed . Cry ends in a <i>consonant-y</i> (Teacher points to the letters <i>r</i> and <i>y</i> .), and I'm adding a suffix other than ing (Teacher points to <i>ed</i> .), so I change the <i>y</i> to <i>i</i> . (Teacher crosses out the letter <i>y</i> and writes an <i>i</i> above it, and then writes <i>cried</i> .) Everyone, spell cried . <i>C-r- i-e-d</i> .
Example copy + ed =	I have the word copy and I want to add the suffix ed . Copy ends in a <i>consonant-y</i> (Teacher points to the letters <i>p</i> and <i>y</i> .), and I'm adding a suffix other than ing (Teacher points to <i>ed</i>), so I change the <i>y</i> to <i>i</i> . (Teacher crosses out the letter <i>y</i> and writes an <i>i</i> above it and then writes <i>copied</i> .) Everyone, spell copied . <i>C-o-p-i-e-d</i> .
Non-example copy + ing =	I have the word copy and I want to add the suffix ing . Copy ends in a <i>consonant-y</i> (Teacher points to the letters <i>p</i> and <i>y</i> .), but I'm adding the suffix ing (Teacher points to <i>ing</i>), so I do NOT change the <i>y</i> to <i>i</i> . (Teacher writes <i>copying</i> .) Everyone, spell copying . <i>C-o-p-y-i-n-g</i> .
Non-Example cry + = ing	I have the word cry and I want to add the suffix ing . Cry ends in a <i>consonant-y</i> (Teacher points to the letters <i>r</i> and <i>y</i> .), but I'm adding the suffix ing (Teacher points to <i>ing</i>), so I do NOT change the <i>y</i> to <i>i</i> . (Teacher writes <i>crying</i> .) Everyone, spell crying . <i>C-r-y-i-n-g</i> .
Example pacify + ist =	Here is the word pacify and I want to add the suffix ist . Pacify ends in a <i>consonant-y</i> (Teacher points to the letters <i>f</i> and <i>y</i> .), and I'm adding a suffix other than ing (Teacher points to <i>ist</i>), so I change the <i>y</i> to an <i>i</i> . (Teacher crosses out the letter <i>y</i> and writes an <i>i</i> above it and then writes <i>pacifist</i> with two <i>is</i> .) Before you spell pacifist, look. When I'm left with two <i>is</i> , I just keep one of them. (Teacher crosses off one <i>i</i> .) Everyone, spell pacifist . <i>P-a-c-i-f-i-s-t</i> .
Non-Example play + er =	Here is the word play and I want to add the suffix er . Play ends in a <i>VOWEL-y</i> . (Teacher points to the letters <i>a</i> and <i>y</i> .) Play does <u>not</u> end with a <i>consonant-y</i> , so I don't change the <i>y</i> to an <i>i</i> . (Teacher writes <i>player</i> .) Everyone, spell player . <i>P-l-a-y-e-r</i> .

Step 3.	Guide students in analyzing examples and non-examples using the critical attributes.
Example study + ed =	Let's spell some words together. We have the word study and we want to add the suffix ed . Does study end in a <i>consonant-y</i> ? <i>Yes</i> . Am I adding a suffix other than ing ? <i>Yes</i> . Do we change the <i>y</i> to <i>i</i> ? <i>Yes</i> . Write studied . Put your pencil down to show me that you are done. (Teacher monitors. When students are done, the teacher writes studied on the board.) Check your spelling. If you missed the word, cross it out and rewrite it. (Pause.) Spell studied . <i>S-t-u-d-i-e-d</i> .
Non-example stay + ed =	We have the word stay and we want to add the suffix ed . Does stay end in a <i>consonant-y</i> ? <i>No</i> . Do we change the <i>y</i> to <i>i</i> ? <i>No</i> . Write stayed . Put your pencil down to show me that you are done. (Teacher monitors. When students are done, the teacher writes stayed on the board.) Check your spelling. If you missed the word, cross it out and rewrite it. (Pause.) Spell stayed . <i>S-t-a-y-e-d</i> .
Example funny + est =	We have the word _____ <i>funny</i> and we want to add the suffix _____ <i>est</i> . Does funny end with a <i>consonant-y</i> ? <i>Yes</i> . Are we adding a suffix other than ing ? <i>Yes</i> . Do we change the <i>y</i> to <i>i</i> ? <i>Yes</i> . Write funniest . Put your pencil down to show me that you are done. (Teacher monitors. When students are done, the teacher writes funniest on the board.) Check your spelling. If you missed the word, cross it out and rewrite it. (Pause.) Spell funniest . <i>F-u-n-n-i-e-s-t</i> .
Example happy + ness =	(The teacher guides students in the analysis of these words using the same wording.)
Example accompany + ment =	
Non-example accompany + ing =	
Example accompany + ist =	
Example vary + ance	
Non-example vary + ing	

Step 4.	Check students' understanding using examples and non-examples.
Example mighty + er =	Now, it is your turn. Here is the word _____ <i>mighty</i> and we want to add the suffix _____ <i>er</i> . Write mightier . (Teacher monitors.) (When students are done, the teacher provides feedback.) Does mighty end with a <i>consonant-y</i> ? <i>Yes</i> . Are we adding a suffix other than ing ? <i>Yes</i> . Do we change the <i>y</i> to <i>i</i> ? <i>Yes</i> . (Teacher writes mightier on the board.) Check the spelling of mightier . (Pause.) Everyone, spell mightier . <i>M-i-g-h-t-i-e-r</i> .
Non-example replay + ed =	This word is _____ <i>replay</i> and we want to add the suffix _____ <i>ed</i> . Write replayed . (Teacher monitors.) (When students are done, the teacher provides feedback.) Does replay end with a <i>consonant-y</i> ? <i>No</i> . Do we change the <i>y</i> to <i>i</i> ? <i>No</i> . (Teacher writes replayed on the board.) Check the spelling of replayed . (Pause.) Everyone, spell replayed . <i>R-e-p-l-a-y-e-d</i> .
Example envy + ous =	(The teacher continues with additional examples and non-examples, providing instructional feedback. Notice that the teacher provides feedback after EACH item rather than after all six to promote accuracy.)
Non-example envy + ing =	
Non-example enjoy + ed =	
Example apply + ed	
Non-example apply + ing	
Example apply + ance =	

Example 7. High Frequency Words

(Circle the words that are high frequency
AND **irregular**.)

1. the	21. be	41. which	61. into
2. of	22. this	42. their	62. has
3. and	23. from	43. said	63. more
4. a	24. I	44. if	64. her
5. to	25. have	45. do	65. two
6. in	26. or	46. will	66. like
7. is	27. by	47. each	67. him
8. you	28. one	48. about	68. see
9. that	29. had	49. how	69. time
10. it	30. not	50. up	70. could
11. he	31. but	51. out	71. no
12. for	32. what	52. them	72. make
13. was	33. all	53. then	73. than
14. on	34. were	54. she	74. first
15. are	35. when	55. many	75. been
16. as	36. we	56. some	76. its
17. with	37. there	57. so	77. who
18. his	38. can	58. these	78. now
19. they	39. an	59. would	79. people
20. at	40. your	60. other	80. my

81. made	101. get	121. another	141. again
82. over	102. through	122. came	142. off
83. did	103. back	123. come	143. went
84. down	104. much	124. work	144. old
85. only	105. go	125. three	145. number
86. way	106. good	126. must	146. great
87. find	107. new	127. because	147. tell
88. use	108. write	128. does	148. men
89. may	109. our	129. part	149. say
90. water	110. me	130. even	150. small
91. long	111. man	131. place	151. every
92. little	112. too	132. well	152. found
93. very	113. any	133. such	153. still
94. after	114. day	134. here	154. between
95. words	115. same	135. take	155. mane
96. called	116. right	136. why	156. should
97. just	117. look	137. help	157. home
98. where	118. think	138. put	158. big
99. most	119. also	139. different	159. give
100. know	120. around	140. away	160. air

161. line	181. few	201. feet	221. need
162. set	182. those	202. land	222. far
163. own	183. always	203. side	223. hand
164. under	184. show	204. without	224. high
165. read	185. large	205. boy	225. year
166. last	186. often	206. once	226. mother
167. never	187. together	207. animal	227. light
168. us	188. asked	208. life	228. country
169. left	189. house	209. enough	229. father
170. end	190. don't	210. took	230. let
171. along	191. world	211. four	231. night
172. while	192. going	212. head	232. picture
173. might	193. want	213. above	233. being
174. next	194. school	214. kind	234. study
175. sound	195. important	215. began	235. second
176. below	196. until	216. almost	236. soon
177. saw	197. form	217. live	237. story
178.	198. food	218. page	238. since
something	199. keep	219. got	239. white
179. thought	200. children	220. earth	240. ever
180. both			

Example 8. Independent Spelling Strategies

Spelling a Word

1. Look and Copy

(Look for the word. Copy the word.)

2. Spelling a short word

- a. Say the sounds slowly.
- b. Write the letters.
- c. Look at the word. Does it look like the word?

Spelling a longer word

- a. Say the parts of the word.
- b. Write the parts. Use the sounds, prefixes, and suffixes. Use the rules for combining parts.
- c. Look at the word. Does it look like the word?

3. Ask someone how to spell the word.

- a. Ask your partner
- b. Ask the teacher.

(If your teacher is not near, underline the word. Keep writing. When your teacher is near, ask for the spelling of the word.)

4. Look up the word

(Use a glossary, dictionary, or electronic source.)

5. Try another word.

Example 9. Sentence Expansion

Sentence Expanding

Goal: The students will be able to expand his/her sentences by adding words or phrases that answer the questions what, where, when, how, and why.

Who	Action	What
My friends	watched	a movie.

- 1. Introduce the sentence and discuss parts of the sentence.**
 - a. Point out that this sentence has three parts: *who-action-what*.
 - b. Read the parts of the example sentence with your students.
- 2. Have students create alternative sentences using the example sentence.**
 - a. Have students fold a paper into three columns and label the columns: *who-action-what*.
 - b. Next have the student copy the example sentence, placing the parts of the sentence under *who-action-what*.
 - c. Then have the students copy the *who* (my friends) and *action* (watched) on the next line but add a new *what*.
 - d. Have students repeat this until you indicate that they should stop. Move around the room and carefully monitor students' work providing feedback on sentence structure, spelling, capitalization, and punctuation.

A student's paper might look like this.

Example Student Paper		
Who	Action	What
My friends	watched	a movie.
My friends	watched	zoo animals.
My friends	watched	a small dog.
My friends	watched	a video.
My friends	watched	television.

3. **Have students reread and proofread their sentences.**
 - a. Direct students to read their sentences by touching each word, whisper-reading the words, and asking if the sentence makes sense.
 - b. Direct students to check that the sentence is marked for the reader with a capital and a period.
4. **Have students share their sentences.**
 - a. Ask students to read their sentences to their partners.
 - b. Then call on individual students to read their “best” sentence to the class.
5. **If time permits, have students create additional sentences with different sentence stems.**
 - a. On the board or overhead, write sentence stems. Ones similar to these can be used. Of course, use of students’ names will increase their interest.

Additional sentence stems		
Who	Action	What
Max	created	
Ms. Jones	lifted	
Pauline	drew	
Thomas	fixed	
Mr. King	baked	
The children	cleaned	

Depending on the performance of your students, you may wish to spend two, three days or more on a sentence pattern before moving to additional sentence patterns.

On subsequent days, repeat the six instructional steps with other sentence stems.

Below are sentence stems that can be used on subsequent days.

Example Sentence #2		
What	Action	Where
The small goldfish	swam	across the fishbowl.
The small goldfish	swam	
Additional Sentence Stems		
A baby colt	trotted	
The huge elephant	wandered	
The red car	stopped	
A black crow	landed	
The squirrel	scampered	
The lion	napped	
The children's ball	rolled.	

Example Sentence #3			
When	What	Action	Where
Early in the morning	an airplane	landed	in the field.
	an airplane	landed	
Additional Sentence Stems			
	the river	flowed	
	the small bunnies	hopped	
	two kittens	leaped	
	a hummingbird	flew	
	a flock of seagulls	landed	
	a rattlesnake	hid	
	tulips	blossomed	

Example Sentence #4			
What	Action	How	Where
Two dogs	ran	quickly	into the house.
Two dogs	ran		
Additional Sentence Stems			
The tractor	moved		
The airplane	flew		
The tiny ball	rolled		
A baby robin	ate		
The earthquake	shook		
The stray dog	barked		

Example Sentence #5			
When	Who	Action	What
Today in music class	we	learned	a new song.
	we	learned	
Additional Sentence Stems			
	the girls	played	
	I	wrote	
	Mr. Hendricks	played	
	the pilot	flew	
	the class	completed	
	a jazz band	played	
	we	cleaned	

(Based on sequence in Step Up to Writing, Sopris)

Example 10. Sentence Combining

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

1.

Start: Linda grabbed a seat.

Add: Bobby grabbed a seat.

Add: The seats were adjoining.

Add: The seats were on the bus.

Add: The bus was crowded.

Create: _____

2.

Start: As the cubs grow fur, they spend periods of time outside the den.

Add: The fur is thicker.

Add: The periods of time are short.

Add: The den is warm.

Add: The den is protective.

Create: _____

3.

Start: Jared will finish shopping for school supplies.

Add: He will shop this afternoon.

Add: He will shop at the mall.

Create: _____

4.

Start: Everyone ate birthday cake.

Add: The birthday cake was chocolate.

Add: Everyone ate vanilla ice cream.

Add: Everyone ate candy.

Create: _____

5.

Start: Porcupine caribou are large mammals.

Add: Porcupine caribou are hoofed mammals.

Add: They live in northern Canada.

Add: They live in eastern Alaska.

(Use *that* to make one sentence.)

Create: _____

Example 11: Sequence for combining sentences in primary grades

1. Join two or more subjects.

Start: Mark ran home.
Add: Peter ran home.
Create: Mark and Peter ran home.

Start: Sally went to the movies.
Add: Maria went to the movies.
Add: Jane went to the movies.
Create: Sally, Maria, and Jane went to the movies.

Start:
Add:
Create:

2. Join two or more verbs.

Start: Tom washed the dishes.
Add: Tom dried the dishes.
Create: Tom washed and dried the dishes.

Start: Mrs. Smith determined an objective.
Add: Mrs. Smith wrote a lesson plan.
Add: Mrs. Smith developed examples.
Create: Mrs. Smith determined an objective, wrote a lesson plan, and developed examples.

Start:
Add:
Create:

3. Join two or more predicate adjectives.

Start: Margaret is charming.

Add: Margaret is intelligent.

Create: Margaret is intelligent and charming.

Start: Jeff's apartment is small.

Add: Jeff's apartment is comfortable.

Create: Jeff's apartment is small and comfortable.

Jeff's apartment is small but comfortable.

Start:

Add:

Create:

4. Join two or more direct objects.

Start: The talented musician can play the piano.

Add: The talented musician can play the cello.

Create: The talented musician can play piano and cello.

Start: My sister wanted a new dress for the first day of school.

Add: My sister wanted a purse for the first day of school.

Add: My sister wanted boots for the first day of school.

Create: My sister wanted a new dress, a purse, and boots for the first day of school.

Start:

Add:

Create:

5. Join two or more adjectives.

Start: A tiny doll sat on the shelf.
Add: A beautiful doll sat on the shelf.
Create: A tiny, beautiful doll sat on the shelf.

Start: A tiny doll sat on the shelf.
Add: A baby doll sat on the shelf.
Create: A tiny baby doll sat on the shelf.

Start:
Add:
Create:

Example 12a Rule Lesson - Punctuation

Setting	Sixth Grade Writing Class (Adapted from: <i>REWARDS WRITING: Sentence Refinement</i> (2008), published by Sopris West).
Step 1.	Introduce the rule.
	<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>
Step 2.	Illustrate the rule with examples and non-examples.
Jose, Jenny, and Marcus learned about different breeds of dogs.	<p>Read the sentence with me: Jose, Jenny, and Marcus learned about different breeds of dogs. 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>
Dachshunds, greyhounds, and beagles are hound breeds.	<p>Read the sentence with me: Dachshunds, greyhounds, and beagles are hound breeds. Here we have a series: dachshunds, 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>
Pekingese and toy poodles are types of toy dogs.	<p>Read the sentence with me: Pekingese and toy poodles are types of toy dogs. Here we have a series: pekingese and toy poodles. (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>The children sat quietly listened to the story and laughed.</p>	<p>Read the sentence with me: The children sat quietly listened to the story and laughed. Here we have a series: sat quietly, listened to the story, and laughed. (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>Step 3.</p>	<p>Guide students in analyzing examples and non-examples using the critical attributes.</p>
<p>Megan Joshua and Andrew go to the same school.</p>	<p>Read the sentence with me: Megan Joshua and Andrew go to the same school. 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> (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>However, they take only English and Social Studies together.</p>	<p>Read the sentence with me: However, they take only English and Social Studies together. 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>Megan’s favorite school activities are reading books painting pictures writing stories and completing science experiments.</p>	<p>Read the sentence with me: Megan’s favorite school activities are reading books painting pictures writing stories and completing science experiments. 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,</i></p>

	<p><i>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 commas.)</p>
<p>Step 4.</p>	<p>Check students' understanding using examples and non-examples.</p>
<p>Joshua enjoys investigating historical events and solving math problems.</p>	<p>Read the sentence with me: Joshua enjoys investigating historical events and solving math problems. 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></p>
<p>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.</p>	<p>Read the sentence with me: 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. 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></p>

Example 12b Rule Lesson - Punctuation

Setting	Eighth Grade Resource Room (Adapted from: <i>REWARDS WRITING: Sentence Refinement</i> (2008), published by Sopris West.
Step 1.	Introduce the rule.
	We are going to learn how to separate adjectives using commas. Here is the rule: Use a comma to separate two or more adjectives, except when the last adjective is considered part of the noun. Use this test: If “and” makes sense between the two adjectives, add a comma.
Step 2.	Illustrate the rule with examples and non-examples.
famous movie star	Read the words with me: famous movie star . 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.
mysterious, twinkling star	Read the words with me: mysterious, twinkling star . 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.
small living room	Read the words: small living room . 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.
small, dark bedroom	Read the words: small dark bedroom . 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.

Step 3.	Guide students in analyzing examples and non-examples using the critical attributes.
yellow school bus	Read the words with me: yellow school bus . 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.
dirty broken-down bus	Read the words with me: dirty broken-down bus . 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.
courteous store clerk	(Teacher continues with guided practice using parallel wording on all examples and non-examples. To clarify the examples and non-examples, we have added the punctuation. However, the items would be presented to students with no commas.)
powerful back legs	
powerful, muscular legs	
hot, steaming cocoa	
steaming hot chocolate	
loud rock music	
loud, energetic music	
Step 4.	Check students’ understanding using examples and non-examples.
delicious sweet cream	Read the words with me: delicious sweet cream . 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>
delicious ice cream	Read the words with me: delicious ice cream . 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>

long fur coat	(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.)
long, black coat	
tiny log cabin	
tiny, brown cabin	
marvelous, blue opal	
helpful flight attendant	