WRITING OPENERS

LANGUAGE APPLICATION

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**GRADE 4
CCSS
LANGUAGE
3.0**

**SENTENCE
REVISIONS &
WRITING
FLUENCY**

Writing Openers Language Application Grade 4

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Writing Openers Language Application Lessons and Worksheets

Language Application is a whole-class, twice-per-week "opener," designed to help students practice and apply the Knowledge and Use of Language Standards found in the Common Core State Standards Language Strand (L. 3). The fifty-six Language Application lessons focus on applying knowledge of the Conventions of Standard English (L. 1, 2) and the Language Progressive Skills. Each lesson includes a description of the Lesson Focus, practice Example(s), and a My Own Sentence task with answers. The My Own Sentence serves as the formative assessment to determine whether students have mastered the Lesson Focus.

The lesson is formatted for classroom display and interactive instruction. The accompanying language worksheets provides the text of each lesson, a section for key idea summaries, and the My Own Sentence task.

How to Teach and Grade the Language Application Lessons

1. Display the language application lesson and ask students to reference the corresponding Language Worksheet.
2. Tell students that they will summarize the Key Idea(s) of the language application task on the lines provided in the second column. Give hints about the key idea(s) before you read the Lesson Focus. The hints help students establish a purpose for their reading and build comprehension. For example, "As we read the Lesson Focus, look for the kinds of common nouns we should avoid and the kinds of common nouns we should use instead."
3. Ask students to read the Lesson Focus quietly as you read it out loud. Re-read the Lesson Focus and highlight or underline the key points of the text on the board or computer. Direct students to do the same in their worksheets as you write on the board or computer.
4. Read the Example(s) and ask students to explain how each example relates to the Lesson Focus.
5. Tell students to summarize the Key Idea(s) of the language application task on the lines provided in the second column. [Allow time.]
6. Read the "Change this sentence…" task and clarify directions as needed.
7. Direct students to write the My Own Sentence on their worksheets. Make sure that the My Own Sentence answer is not displayed while students complete their sentences. [Allow time.]
8. When students have finished, display and read the My Own Sentence answer. Explain why or how the revision applies the Lesson Focus. If awarding points or a letter grade, tell students who have the same My Own Sentence as that on the display how and where to record the grade.
9. Call on students to share their My Own Sentence if it differs from that of the display. Tell students how and where to record the grade for their answers. (Note: Students certainly may have revisions which are just as good as that on the display.) Continue calling on students until all possible revisions have been shared, but remind students not to repeat answers.
10. Periodically (say after every four lessons) collect the worksheets and grade for completion.

Language Application #46

Lesson Focus

In this lesson we learn to place **adverbs in their proper order**. Although **adverbs** can be placed almost anywhere in a sentence, when different kinds of adverbs are used they are placed in this order: What degree? How? Where? When?

Usually place a comma after an adverb sentence opener if the adverb is emphasized.

Examples

- *What Degree?*
<u>Completely</u>, he and she agreed.
- *How?*
<u>Carefully</u>, she moved next to the teacher.
- *When?*
<u>Tomorrow</u> she will learn the truth about what happened.
- *Where?*
<u>Everywhere</u>, the flowers were in full bloom.

Change the adverbs into proper order in this sentence:

Quickly they learned mostly over there in Europe what they needed.

My Own Sentence

Mostly, they quickly learned then what they needed over there in Europe.

Language Application #50

Lesson Focus

In this lesson we learn how to identify and use **formal and informal language**. **Formal language** is the way we speak and write in school or in a job setting. Formal language follows the rules of grammar, usage, and accepted writing style.

Informal language is the way we speak and write outside of school or a job setting. Informal language does not always follow the rules of grammar, usage, and accepted writing style.

Examples

Formal language uses no slang; informal language does.
Slang is a special language used for a special group of people.
  Formal: Police officers do not receive high salaries.
  Informal: Cops don't make much cash.
Formal language uses no idioms; informal language does.
Idioms are common ways of communicating–many times having meanings different than the exact words themselves.
  Formal: Remain calm. I will protect and support you.
  Informal: Chill. I've got your back.

Change this sentence from informal to formal language:

Drop in on me anytime. Why not kill two birds with one stone and also visit Mom next door while you're here?

My Own Sentence

Visit me anytime. Why not also visit Mother next door while you are here?

Language Application Worksheet #46

Adverb Order

Lesson Focus

In this lesson we learn to place **adverbs in their proper order**. Although **adverbs** can be placed almost anywhere in a sentence, when different kinds of adverbs are used they are placed in this order: What degree? How? Where? When?

Usually place a comma after an adverb sentence opener if the adverb is emphasized.

Key Idea(s)

_____

_____

_____

_____

_____

_____

Examples

- *What Degree?*

<u>Completely</u>, he and she agreed.
- *How?*

<u>Carefully</u>, she moved next to the teacher.
- *When?*

<u>Tomorrow</u> she will learn the truth about what happened.
- *Where?*

<u>Everywhere</u>, the flowers were in full bloom.

Change the adverbs into proper order in this sentence:

Quickly they learned mostly over there in Europe what they needed.

My Own Sentence

_____

_____

Language Application Worksheet #50

Formal and Informal Language

Lesson Focus

In this lesson we learn how to identify and use **formal and informal language**. **Formal language** is the way we speak and write in school or in a job setting. Formal language follows the rules of grammar, usage, and accepted writing style.

Informal language is the way we speak and write outside of school or a job setting. Informal language does not always follow the rules of grammar, usage, and accepted writing style.

Key Idea(s)

_____

_____

_____

_____

_____

_____

_____

Examples

Formal language uses no slang; informal language does.
Slang is a special language used for a special group of people.
> Formal: Police officers do not receive high salaries.
> Informal: Cops don't make much cash.

Formal language uses no idioms; informal language does.
Idioms are common ways of communicating–many times having meanings different than the exact words themselves.
> Formal: Remain calm. I will protect and support you.
> Informal: Chill. I've got your back.

Change this sentence from informal to formal language:

Drop in on me anytime. Why not kill two birds with one stone and also visit Mom next door while you're here?

My Own Sentence

_____

_____

Language Worksheet #4

FOCUS   Compound Predicates

The compound predicate has two or more connected verbs that act upon the same sentence subject. The subject is the "do-er" or "be-er" of the sentence.
Examples: Michael *fell* and *hurt* his hand. She *had become* and still *remained* a young lady.

To find the compound predicate, first identify the subject and ask "What?" The answer to this question should be the predicate. A connecting word such as *and*, *or*, or *but* is usually placed between the verbs.
Example: She ran and jumped. *She* is the subject. *She* what? Answer: *ran* and *jumped*.

CONNECT TO WRITING

Using compound predicates can help your writing become clear, brief, and readable.
Example: Instead of these sentences: *Rob studied the textbook for the exam. Then, he practiced the vocabulary for the exam.* **Revise with a compound predicate:** *Rob studied the textbook and practiced the vocabulary for the exam.*

PRACTICE

Underline the simple subjects and bracket the compound predicates found in this article.

Of all the books by Mark Twain, two works stand out and are remembered as his best. Twain's description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs. After reading this book, one will learn and understand what "Mark Twain" means. A second novel, *Huckleberry Finn*, teaches and preaches about how to love one another. The book's hero, Huck Finn, wrestles with and eventually triumphs over the evils of slavery.

Combine (put together) the following sentences with a compound predicate.

Debbie walked into the room. Next, she sat down in the chair. And she heaved a sigh of relief.

_____

_____

WRITE

Write your own sentence with a compound predicate.

_____

_____

Language Worksheet #8

FOCUS   **Compound-Complex Sentences**

A compound-complex sentence has two or more independent clauses and at least one dependent (subordinate) clause. An independent clause has a noun and a verb that tells a complete thought. A dependent clause has a noun and a verb that does not tell a complete thought.

CONNECT TO WRITING

Dependent clauses can be placed at the start, in the middle, or at the end of sentences.

PRACTICE

Re-write the following clauses into compound-complex sentences in the spaces below. You may need to switch around the order of the clauses and add in coordinating conjunctions (FANBOYS: *for, and, nor, but, or, yet, so*).

John told a campfire story   the campers roasted marshmallows   after the sun set

_____

_____

the captain knew the sailor   the sailor did not recognize him   since the captain had a beard

_____

_____

although Tom knew better   because Sue would not listen   he could not teach her

_____

_____

WRITE

Write your own compound-complex sentence.

_____

_____

_____

Language Worksheet #12

FOCUS   Revising Sentence Fragments

A sentence run-on has two independent clauses connected as if they were one sentence. An independent clause has a noun and a verb that tells a complete thought.

CONNECT TO WRITING

To change sentence run-ons into complete sentences, try these strategies:

- Separate the run-on into two or more sentences.
    - Example: Luis told his brother he told his sister, too.   Run-On
    -                         Luis told his brother. He told his sister, too.   Complete
- Add a comma, then a conjunction, or a semicolon after the first independent clause.
    - Example: I like her, she doesn't like me.   Run-On
    -                         I like her, but she doesn't like me.   Complete
    -                         I like her; she doesn't like me.
- Add a subordinating conjunction to one of the clauses.
    - Example: Max was injured, he was still the best.   Run-On
    -                         Even though Max was injured, he was still the best.   Complete
- Change the second clause to a phrase starting with an __*ing* word.
    - Example: They went to school, they looked for him.   Run-On
    -                         They went to school, looking for him.   Complete

PRACTICE

Change these sentence run-ons into complete sentences in the spaces provided.

Ms. Clements always prepared well for her lesson plans all her students learned well.

_____

Jonathan seemed selfish he never shared with the other children.

_____

WRITE

Use one of the strategies to change this sentence run-on into a complete sentence: Nicco enjoyed video games, he played only after completing his chores.

_____

_____