GRAMMAR OPENERS TOOLKIT

HIGH SCHOOL

TOOLS TO TEACH

SENTENCE LIFTING (DOL) WORKSHEETS

Alligned to Common Core Standards

Grammar
Openers Toolkit

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Grammar Openers Sequence of Instruction

Number	Mechanics	Spelling	Grammar
1	Commas with speaker tags	*i* before *e*	Simple Subjects Declarative Sentences
2	Commas to offset appositives	*i* before *e*	Compound Subjects/ Interrogative Sentences
3	Commas in a list	/*j*/ sound	Simple Predicates/ Exclamatory Sentences
4	Commas with introductions	/*oy*/ sound	Compound Predicates/ Imperative Sentences
5	Commas with dates/ geographical places	Change *y* to *i*	Compound Sentences
6	Commas with nouns of direct address	Change *y* to <u>*i*</u>	Complex Sentences
7	Commas to join	Starting /*k*/ sound	Compound-complex Sentences
8	Commas in letters	Ending /*ch*/ sound	Proper nouns
9	Capitalize special persons	Final silent *e*	Collective nouns
10	Capitalize special places	Final silent *e*	Direct objects
11	Capitalize special things	Double *l*, *f*, *s*, *z*	Indirect objects
12	Capitalize holidays and names of dates	*all*, *till*, *full* syllables	Complements
13	Capitalize titles	Consonant doubling	Gerunds
14	Capitalize organizations and businesses	Consonant doubling	Nominative case pronouns
15	Capitalize languages and peoples	Ending /*k*/ sounds	Object case pronouns
16	Capitalize special events and historical periods	__*ough*	Reflexive and intensive pronouns
17	Quotations within Quotations	"ance", "ancy", "ant"	First person point of view
18	Underline movie and television shows	"ance", "ancy", "ant"	Second person point of view
19	Underline book and magazine titles	"ance", "ancy", "ant"	Third person point of view
20	Quotations for song and poem titles	"ence", "ency", or "ent"	Gender pronouns
21	Underline plays and works of art titles	"able" or "ible" endings	Relative pronouns

22	Quotations for book chapter titles	"able" or "ible" endings	Indefinite pronouns
23	Quotations for magazine article titles	"able" or "ible" endings	Indefinite pronouns
24	Quotations for short stories or document titles	"able" or "ible" endings	*who* or *whom*
25	Contractions	*/ion/* sound	Pronoun antecedents
26	Semicolons	*/ion/* sound	Demonstrative pronouns and adjectives
27	Appositives	*/ion/* sound	Adjectives
28	Singular possessives	Plurals	Infinitives
29	Plural possessives	Plurals	Predicate adjectives
30	Colons	Plurals	Participles
31	Initials, abbreviations, and acronyms	Plurals	Participial phrases
32	Exclamation points	Plurals	Appositive phrases
33	Commas with speaker tags	*i* before *e*	Modifiers
34	Commas to offset appositives	*i* before *e*	Modifiers
35	Commas in a list	*/j/* sound	Modifiers
36	Commas with introductions	*/oy/* sound	Modifiers
37	Commas with dates/ geographical places	Change *y* to *i*	Helping verbs
38	Commas with nouns of direct address	Change *y* to *i*	Linking verbs
39	Commas to join	Starting */k/* sound	Active voice
40	Commas in letters	Ending */ch/* sound	Passive voice
41	Capitalize special persons	Final silent *e*	Transitive verbs
42	Capitalize special places	Final silent *e*	Past participles
43	Capitalize special things	Double *l*, *f*, *s*, *z*	Present verb tense
44	Capitalize holidays and names of dates	*all*, *till*, *full* syllables	Present progressive verb form
45	Capitalize titles	Consonant doubling	Present perfect verb tense
46	Capitalize organizations and businesses	Consonant doubling	Present perfect progressive verb forms
47	Capitalize languages and peoples	Ending */k/* sounds	Past verb tense

48	Capitalize special events and historical periods	__ough	Past progressive verb form
49	Quotations within Quotations	"ance", "ancy", "ant"	Past perfect verb tense
50	Underline movie and television shows	"ance", "ancy", "ant"	Past perfect progressive verb form
51	Underline book and magazine titles	"ance", "ancy", "ant"	Future verb tense
52	Quotations for song and poem titles	"ence", "ency", or "ent"	Future progressive verb form
53	Underline plays and works of art titles	"able" or "ible" endings	Future perfect verb tense
54	Quotations for book chapter titles	"able" or "ible" endings	Future perfect progressive form
55	Quotations for magazine article titles	"able" or "ible" endings	Adverbs
56	Quotations for short stories or document titles	"able" or "ible" endings	Adverbs
57	Contractions	/ion/ sound	Adverbial phrases
58	Semicolons	/ion/ sound	Adverbial phrases
59	Appositives	/ion/ sound	Adverbial clauses/subordinating conjunctions
60	Singular possessives	Plurals	Adverbial clauses/subjunctive moods
61	Plural possessives	Plurals	Adverbial clauses/subjunctive moods
62	Colons	Plurals	Coordinating conjunctions
63	Initials, abbreviations, and acronyms	Plurals	Correlative conjunctions
64	Exclamation points	Plurals	Prepositional phrases

GoT **Sentence Lifting**

       Sentence Lifting is a whole class instructional activity that takes about 15 minutes to complete. This activity will help introduce or reinforce grade-level mechanics, spelling, and grammar standards. Sentence Lifting uses both error analysis and sentence models to teach these skills. The mechanics and grammar skills complement those found on the TGM Worksheets.

Simple and Quick Preparation

1. Make overhead transparencies of the Sentence Lifting page and the Sentence Models and Dictations page for each lesson. Of course, you can use an opaque projector, LCD, or SMART Board™ instead of the overhead.
2. Find an exemplary student sentence for each lesson from any current writing assignment and add it to the Student Sentence Model section of the Sentence Models and Dictations page. For example, if you plan to teach Sentence Lifting #7 tomorrow, look for a good Literary Sentence Model of that grammar lesson's focus: *compound-complex sentences*.
3. Copy, run-off, and distribute the Sentence Lifting Worksheets (copy follows). After the first worksheet, older students can certainly use their own binder paper to replicate these worksheets.
4. Pre-read the Teaching Tips and Answers page before you teach. Each tips section has the following: scripted directions, basic and advanced rules or skills, and the answers. Decide whether to teach just the basic rules and skills or also the advanced rules and skills.

15 Minute Interactive Instruction

1. Display the Mechanics section on the first Sentence Lifting page. Read the scripted directions (See Teaching Tips and Answers page) out loud. Per the directions, students will write the mechanics rule or skill that is displayed onto that section of their Sentence Lifting Worksheets (and any of the advanced skills that you choose to add).
2. Now, display the Practice section that follows the mechanics rule or skill, and read it out loud exactly as is written (including mistakes). Ask your students to share what is accurate and what needs revision, according to the rule or skill, while you make editing marks and revisions on the display. **Note:** Coach your students to always apply the rule or skill to their corrections or revisions. Spend *no more than three minutes* on the mechanics section.
3. Follow the same procedures on the spelling and grammar sections.
4. Display the Sentence Models and Dictations page and read the Literary Sentence Model and Student Sentence Model sentences out loud. Take a minute or two to emphasize what is exceptional, in terms of the grammatical lesson focus, for both sentences.
5. Turn off the projector and read aloud the three dictations found on the Sentence Models and Dictations page. Tell your students to reference their rules or skills as they write down the sentences on the dictations section of their Sentence Lifting Worksheets. **Note:** The grammar dictation requires the students to revise the sentence, per the instructions.
6. When finished, turn on the projector and display the dictations, one at a time. Help the students proofread their sentences, marking and correcting any errors with a colored pen or pencil. **Note:** Teachers have two grading options: 1. Assign participation points for completing the activity 2. Assign points for each rule or skill application in the dictation sentences and have students self-grade. Student can then "earn back" points for proper error correction.

GoT **Sentence Lifting Worksheet # ___**   **Name _____**

Mechanics Rule or Skill _____

_____

_____

_____

Mechanics Dictation _____

_____

_____

Spelling Rule or Skill _____

_____

_____

_____

Spelling Dictation _____

_____

_____

Grammar Rule or Skill _____

_____

_____

_____

Grammar Dictation _____

_____

_____

Mechanics

In dialog sentences, place commas 1. after a beginning speaker tag 2. before the ending quotation marks and after the speaker tag if it is in the middle 3. before the ending quotation marks if the speaker tag is at the end.

Practice

> She said, "Call me at home."
> "If I do call" he explained ", it will be late."
> "Then, just text me" she replied.

Spelling

Usually spell <u>i</u> before <u>e</u>, but spell <u>e</u> before <u>i</u> after <u>c</u>.

Practice

My friend recieved her gift.

Grammar

The subject acts as the "do-er" of the sentence. A simple subject is a noun or pronoun. A complete subject includes any words that describe it.

Practice

After lunch, _____ gave us the vocabulary list.

Literary Sentence Model

"All would live long, but none would be old."

Benjamin Franklin (1706 - 1790)

Student Sentence Model

_____

_____

_____

Mechanics Dictation

She explained, "It wasn't hard to do." "I know," he said.

Spelling Dictation

I truly believe that you deceived me.

Grammar Dictation

Place the simple subject at the start of this declarative sentence: Along the road, she ran with me.

She ran along the road with me.

Mechanics

"Today, we are studying how to use commas with speaker tags. Speaker tags are used in dialog to tell who and how a person talks. For example in the sentence: "No," she said… she said is the speaker tag. Please write down this rule: 'In dialog sentences, place commas 1. after a beginning speaker tag 2. before the ending quotation marks and after the speaker tag if it is in the middle 3. before the ending quotation marks if the speaker tag is at the end.' Now, what is right and what is wrong in the practice sentence, according to the rule?"

Advanced: Question marks and exclamation points can also separate speaker tags from dialog.

Answer: She said, "Call me at home." "If I do call," he explained, "it will be late." "Then, just text me," she replied.

Spelling

"Now, we will learn a useful spelling rule using the *i* and *e* spelling combination. 'Usually spell *i* before *e*, but spell *e* before *i* after *c*.' Now, what is right and what is wrong in the practice sentence, according to the rule?"

Advanced: The rule only applies to the *i* and *e* spelling combination within one syllable, so the rule does not apply to words such as *sci-ence*. The rule also doesn't apply to plurals of words ending in "cy." Examples: *delicacies*, *frequencies*, *vacancies*

Answer: My friend received her gift.

Grammar

"Next, we will discuss sentence subjects. Please write this down: 'The subject acts as the "do-er" of the sentence. A **simple subject** is a noun or pronoun. A **complete subject** includes any words that describe it.' Now, what would be a proper noun that could fit in the blank of the practice sentence? A common noun? A pronoun?"

Advanced: To find the subject of the sentence, first identify any prepositional phrases and eliminate the nouns and pronouns found in these phrases from consideration. Sometimes, subjects are found in other places in a declarative sentence, other than at the beginning.

A *declarative sentence*—

1. tells a complete thought.
2. states both a subject and a predicate.
3. has the voice drop down at the end of a statement.

Answer Examples: After lunch, (<u>Ms. Rose</u> <u>the teacher</u> <u>she</u>) gave us the vocabulary list.

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Mechanics

Use commas to set apart appositives. An appositive is a noun or pronoun placed next to another noun or pronoun to identify, define, or describe it.

Practice

Joe, the one with the hat left. He followed the boy, Tom.

Spelling

Usually spell <u>i</u> before <u>e</u>, but spell <u>e</u> before <u>i</u> if the letters are pronounced as long /a/ sound.

Practice

Theyre over there, waiting to retrieve thier coats.

Grammar

The compound subject has two or more connected nouns pronouns that act as the "do-ers" of the sentence. The words <u>and</u>, <u>or</u>, or <u>nor</u> connect these nouns.

Practice

Did Max travel to El Paso? Did Darla also visit that city?

Literary Sentence Model

"Indifference and neglect often do much more damage than outright dislike."

J.K. Rowling (1965 -)

Student Sentence Model

_____

_____

_____

Mechanics Dictation

John, his brother, helped them paint.

Spelling Dictation

The weight of the boxes caused them much grief.

Grammar Dictation

Combine these sentences by using a compound subject: Chuck likes chocolate ice cream. Dave likes strawberry ice cream. Vera likes chocolate ice cream.

Chuck and Vera like chocolate ice cream, and (or another conjunction) Dave likes strawberry.

Mechanics

"Today, we are studying how to use commas with **appositives**. Please write this down: 'An appositive is a noun or pronoun or a phrase including a noun or pronoun that is placed next to another noun or pronoun (or phrase) to identify, define, or describe it. The appositive is offset from the word or phrase by comma(s).' Now, what is right and what is wrong in the practice sentence, according to the rule?"

Advanced: Dashes and parentheses can also offset appositives.

Answer: Joe, the one with the hat, left. He followed the boy, Tom.

Spelling

"Now, we will learn a useful spelling rule using the *i* and *e* spelling combination. Please, write down this rule: 'Usually spell *i* before *e*, but spell *e* before *i* if the letters are pronounced as long /a/ sound.' Now, what is right and what is wrong in the practice sentence, according to the rule?"

Advanced: Other exceptions to the *i* before *e* rule include the following: *neither*, *either*, *weird*, *forfeit*, *caffeine*, *height*, to name a few.

Answer: They're over there, waiting to retrieve their coats.

Grammar

"Next, we will discuss the **compound subject**. Please write this down: 'The compound subject has two or more connected proper nouns, common nouns, or pronouns that act as the "do-ers" of the sentence. The words *and*, *or*, or *nor* connect these nouns.' Revise the practice sentences to combine to include a compound subject?"

Advanced: When connected by *and*, the compound subject connects to a plural verb. When connected by *or* or *nor*, the compound subject connects to a singular verb.

An **interrogative sentence—**
1. asks a question that expresses a complete thought.
2. has both a subject and a predicate.
3. has the voice go up at the end of a statement.
In essays, avoid using interrogatives as thesis statements or topic sentences.

Answer Options: Did Max and Darla travel to El Paso? Did Max and Darla visit El Paso?