

WRITING OPENERS

LANGUAGE APPLICATION

MARK PENNINGTON

GRADE 5
CCSS
LANGUAGE
3.0



SENTENCE
REVISIONS &
WRITING
FLUENCY



Writing Openers Language Application Grade 5

Table of Contents

Lesson #	Language Application Lesson Focus	Lesson and Worksheet Pages
Writing Openers Language Application Lessons and Worksheets		
1	Precise Proper Nouns	1, 57
2	Precise Common Nouns	2, 58
3	Plural Nouns and Irregular Plurals	3, 59
4	Precise Verbs	4, 60
5	Verb Tense	5, 61
6	Simple Subjects	6, 62
7	Simple Predicates	7, 63
8	Direct Objects	8, 64
9	Complete Sentences	9, 65
10	Fragments, Phrases, and Dependent Clauses	10, 66
11	Run-ons and Independent Clauses	11, 67
12	Types of Sentences	12, 68
13	Delete the Unnecessary “There” + “to be” Verbs	13, 69
14	Delete the Unnecessary “Here” + “to be” Verbs	14, 70
15	Delete the Unnecessary “It” + “to be” Verbs	15, 71
16	Transitional Words and Phrases	16, 72
17	Formal and Informal Language	17, 73
18	Dialects	18, 74
19	Registers	19, 75
20	Pronoun Antecedents: Vague References	20, 76
21	Pronoun Antecedents: Number References	21, 77
22	Precise Word and Phrase Choice	22, 78
23	Adjective Order	23, 79
24	Using Punctuation for Effect	24, 80
25	Past Participle Adjectives	25, 81
26	Short Comparative Modifiers	26, 82
27	Long Superlative Modifiers	27, 83
28	Short Superlative Modifiers	28, 84
29	Long Superlative Modifiers	29, 85
30	Verb Tense	30, 86
31	Verb Tense and Time	31, 87
32	Verb Tense and Sequence	32, 88
33	Verb Tense and State of Being	33, 89
34	Verb Tense and Condition	34, 90
35	Shifts in Verb Tense	35, 91
36	Helping Verbs	36, 92

Writing Openers Language Application Grade 5

Table of Contents

Lesson #	Language Application Lesson Focus	Lesson and Worksheet Pages
37	Past Participle Verbs	37, 93
38	Irregular Past Participles	38, 94
39	Linking Verbs	39, 95
40	Modals	40, 96
41	Singular subject-verb agreement	41, 97
42	Plural subject-verb agreement	42, 98
43	Progressive Verb Tense	43, 99
44	Past Perfect Verb Forms	44, 100
45	Present Perfect Verb Forms	45, 101
46	Future Perfect Verb Forms	46, 102
47	Adverbs	47, 103
48	Adverb Order	48, 104
49	Coordinating Conjunctions and their Functions	49, 105
50	Correlative Conjunctions and their Functions	50, 106
51	Prepositional Phrases	51, 107
52	Dependent Clauses in Complex Sentences	52, 108
53	Subordinating Conjunctions	53, 109
54	Relative Pronouns	54, 110
55	Relative Adverbs	55, 111
56	Interjections and their Functions	56, 112

Lesson #	Language Worksheets Lesson Focus	Worksheet Pages
	Language Worksheets	113
1	Simple Subjects	114
2	Compound Subjects	115
3	Simple Predicates	116
4	Compound Predicates	117
5	Simple Sentences	118
6	Compound Sentences	119
7	Complex Sentences	120
8	Compound-Complex Sentences	121
9	Identifying Sentence Fragments	122
10	Revising Sentence Fragments	123
11	Identifying Sentence Run-ons	124
12	Revising Sentence Run-ons	125
13	Identifying Parallelism	126
	Language Worksheet Answers	127, 128

Writing Openers Language Application Lessons and Worksheets

The Language Application lessons are whole-class, twice-per-week “openers,” 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 #13

Lesson Focus

In this lesson we learn to **delete the unnecessary “there” word**. The **unnecessary “there” word** begins sentences or clauses and follows with a “helping verb” (*has been, had been, will be, shall be, should be, would be, can be, could be, may be, might be, must be*) or a “linking verb” (*is, are, was, were*).

To delete the unnecessary “there” word, place the subject of the sentence at the beginning with or without its article (*a, an, or the*) and change the verb form as needed.

Examples

There are three students waiting in the cafeteria line.

This sentence can be changed to...

Three students wait in the cafeteria line.

There are the three students waiting over there.

This sentence can be changed to...

The three students wait over there.

Change this sentence by deleting the unnecessary words:

There were people in the bus looking out at the building on fire.

My Own Sentence

People in the bus were looking out at the building on fire.

Language Application #16

Lesson Focus

In this lesson we learn about **transitions**. **Transitions** are words or phrases which connect sentences and paragraphs. A sentence should continue the thought of the sentence before it. A paragraph should continue the thought of the paragraph before it. Transitions can help connect these thoughts.

Four Transition Types with Examples

- *Definition*: This or that means, in other words, consists of, is equal to, is the same as
- *Sequence (the order)*: first, to start with, first of all, for one, second, finally, next, before, previously, then, finally, following, since, now, eventually, after, afterwards
- *Example*: for example, for instance, such as, is like
- *Addition*: also, another, as well as, plus, additionally

Add transitions to this paragraph:

The game was won in the first five minutes. The home team scored twice. The visiting team made huge mistakes. They fumbled. Their best player got taken out. He was injured.

My Own Paragraph

The game was won in the first five minutes. (First, To start with, or First of all) the home team scored twice. (Plus or Additionally) the visiting team made huge mistakes. (For example or for instance) they fumbled. Their best player got taken out. (In other words or That means) he was injured.

Language Application Worksheet #13

Delete the Unnecessary “there” Word

Lesson Focus

In this lesson we learn to **delete the unnecessary “there” word**. The unnecessary “there” word begins sentences or clauses and follows with a “helping verb” (*has been, had been, will be, shall be, should be, would be, can be, could be, may be, might be, must be*) or a “linking verb” (*is, are, was, were*).

To delete the unnecessary “there” word, place the subject of the sentence at the beginning with or without its article (*a, an, or the*) and change the verb form as needed.

Key Idea(s)

Examples

There are three students waiting in the cafeteria line.

This sentence can be changed to...

Three students wait in the cafeteria line.

There are the three students waiting over there.

This sentence can be changed to...

The three students wait over there.

Change this sentence by deleting the unnecessary words:

There were people in the bus looking out at the building on fire.

My Own Sentence

Language Application Worksheet #16

Transitions

Lesson Focus

In this lesson we learn about **transitions**. **Transitions** are words or phrases which connect sentences and paragraphs. A sentence should continue the thought of the sentence before it. A paragraph should continue the thought of the paragraph before it. Transitions can help connect these thoughts.

Four Transition Types with Examples

- *Definition*: This or that means, in other words, consists of, is equal to, is the same as
- *Sequence (the order)*: first, to start with, first of all, for one, second, finally, next, before, previously, then, finally, following, since, now, eventually, after, afterwards
- *Example*: for example, for instance, such as, is like
- *Addition*: also, another, as well as, plus, additionally

Key Idea(s)

Add transitions to this paragraph:

The game was won in the first five minutes. The home team scored twice. The visiting team made huge mistakes. They fumbled. Their best player got taken out. He was injured.

My Own Paragraph

Language Worksheet #6

FOCUS Compound Sentences

A compound sentence has two or more independent clauses but no dependent clauses. An independent clause has a noun and a verb that tells a complete thought. A compound sentence joins independent clauses with either a semicolon or a comma, followed by a coordinating conjunction (FANBOYS: *for, and, nor, but, or, yet, so*) if one or more of the independent clauses is long or the independent clauses stand in contrast to each other.

Examples: She likes me, and she will do her best to support me in whatever I do.
 Tom has many skills, but he does not always apply them.

CONNECT TO WRITING

Having a variety of sentence lengths within a paragraph makes writing more readable.

PRACTICE

Use the coordinating conjunctions (FANBOYS) to join these independent clauses.

I enjoy watching old television shows the new ones are better

Do you want vanilla do you want strawberry

Use a semicolon to join these independent clauses.

No one really wants to go they just feel like they must attend

This route takes too long there must be another way

WRITE

Write your own compound sentence.

Language Worksheet #9

FOCUS Identifying Sentence Fragments

A sentence fragment is only part of a complete sentence. It does not tell a complete thought. The fragment is usually a dependent (subordinate) clause (a noun and a verb that does not tell a complete thought) or a phrase (a group of related words with no noun and connected verb).

CONNECT TO WRITING

Learn to identify sentence fragments as you proofread your own writing. Remember that dependent (subordinate) clauses and phrases must be connected to an independent clause (a noun and a verb that tells a complete thought) to form a complete sentence.

Dependent (Subordinate) Clause Sentence Fragments

Example: Even though their friends had witnessed the entire accident.

Phrase Sentence Fragments

Examples: In Mexico, during the reign of the Aztecs and before Cortez.
 Looking for someone to share her life.

PRACTICE

Mark “CS” if the sentence is complete or “F” if the sentence is a fragment.

- _____ 1. Because he left school early.
- _____ 2. She went to the store after finishing her homework.
- _____ 3. After losing his homework on the bus and arriving to school late.
- _____ 4. Whenever they need to know the reason for something.
- _____ 5. If they think that the government taxes too much and does not spend its money wisely.
- _____ 6. Taking tests always makes some students uncomfortable.
- _____ 7. On the elementary school playground, next to the gym.

WRITE

Choose one of the sentence fragments in the **PRACTICE** section and connect it to your own independent clause to form a complete 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.
