

WRITING OPENERS

LANGUAGE APPLICATION

MARK PENNINGTON

GRADE 6
CCSS
LANGUAGE
3.0



SENTENCE
REVISIONS &
WRITING
FLUENCY



Writing Openers Language Application Grade 6

Table of Contents

Lesson #	Language Application Lesson Focus	Lesson and Worksheet Pages
Writing Openers Language Application Lessons and Worksheets		
1	Delete the Unnecessary “Here” Words	1, 57
2	Specific Proper Nouns	2, 58
3	Delete the Unnecessary “It”	3, 59
4	Pronoun Sentence Opener	4, 60
5	Delete the Unnecessary “There” Words	5, 61
6	Adjective Sentence Opener	6, 62
7	Delete Unnecessary Writing References	7, 63
8	Possessive Pronoun Sentence Opener	8, 64
9	Delete Unnecessary Writer References	9, 65
10	Adverb Sentence Opener	10, 66
11	Parallel Coordinating Conjunctions	11, 67
12	Prepositional Phrase Sentence Opener	12, 68
13	Parallel Correlative Conjunctions	13, 69
14	Complete Subject Sentence Opener	14, 70
15	Delete Paired Redundancies	15, 71
16	Direct Object Sentence Opener	16, 72
17	Delete Restatements	17, 73
18	Compound Subject Sentence Opener	18, 74
19	Change Complex Words to Simple Words	19, 75
20	Connective Sentence Opener	20, 76
21	Make Items in a List Parallel	21, 77
22	Transition Word Sentence Opener	22, 78
23	Parallel Structures	23, 79
24	Noun Phrase Sentence Opener	24, 80
25	Interrogative Pronouns	25, 81
26	Noun Clause Sentence Opener	26, 82
27	Reflexive Pronouns	27, 83
28	Nominative Absolute Sentence Opener	28, 84
29	Intensive Pronouns	29, 85
30	Demonstrative Pronoun Sentence Opener	30, 86
31	Reciprocal Pronouns	31, 87
32	Demonstrative Adjective Sentence Opener	32, 88
33	Helping and Linking Verb Modifier Deletions	33, 89
34	Adjectival Phrase Sentence Opener	34, 90
35	Substitute Adjectives for Adjective Phrases	35, 91
37	Eliminate Interruptions	37, 93

Writing Openers Language Application Grade 6

Table of Contents

Lesson #	Language Application Lesson Focus	Lesson and Worksheet Pages
38	Short Comparative Modifier Sentence Opener	38, 94
39	Rearrange in Chronological Order	39, 95
40	Long Comparative Modifier Sentence Opener	40, 96
41	Eliminate “to be” Verbs by Rephrasing	41, 97
42	Short Superlative Modifier Sentence Opener	42, 98
43	Eliminate “to be” Verbs: Change Nouns to Verbs	43, 99
44	Long Superlative Modifier Sentence Opener	44, 100
45	Make Noun Constructions Parallel	45, 101
46	Nonrestrictive Relative Clause Sentence Opener	46, 102
47	Combine Short, Choppy Sentences Using Coordination	47, 103
48	End a Sentence with a Restrictive Relative Clause	48, 104
49	Change Imprecise Words to Precise Words	49, 105
50	Combine Short, Choppy Sentences with Beginning Subordinate Clauses	50, 106
51	Compound Sentences	51, 107
52	Complex Sentences	52, 108
53	Compound-Complex Sentences	53, 109
54	Short Sentences for Sentence Variety	54, 110
55	Change Adjectives to Appositives	55, 111
56	Delete Redundant Categories	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 #23

Lesson Focus

Our language application task is to change a series of words or phrases in a sentence or paragraph to form **parallel structures**. When using a series of phrases, repeat the same parts of speech and verb tenses. When proofreading, pause at coordinating conjunctions (FANBOYS For-And-Nor-But-Or-Yet-So), to see if connected items are parallel.

Example

Swimming, to play tennis, and the basketball team are popular sports at the high school.

This sentence can be better revised as...

Swimming, tennis, and basketball are popular sports at the high school.

Revise this sentence with parallel structure:

My friends had played in the park, went to the playground to jump rope, and crawled under the fence to watch the baseball game.

Language Application Revision

My friends played in the park, jumped rope on the playground, and crawled under the fence to watch the baseball game.

Language Application #24

Lesson Focus

Our language application task is to start a sentence with a **noun phrase**. A **noun phrase** includes a person, place, thing, or idea and modifiers. Modifiers can come before or after nouns and serve as subjects or objects.

Examples

Modifiers can come before a noun:

- *Possessive Nouns and Pronouns*
Amy's weird cat and my friendly cat could be friends.
- *Articles (a, an, the)*
The huge cat slept on the sofa.
- *Adjectives*
That crazy cat loves to be out in the rain.
- *Participles*
Purring like a cat was her greatest talent.

Modifiers can come after a noun:

- *Prepositional Phrases*
The cat on the roof jumped into the dumpster.
- *Participial Phrases*
The cat howling to get in got its wish.

Combine these sentences into one by using a noun phrase as a sentence opener:

My cousin was nice and friendly. He had a sleep over last week.

Language Application Revision

My nice and friendly cousin had a sleep over last week.

Language Application Worksheet #23

Parallel Structures

Lesson Focus

Our language application task is to change a series of words or phrases in a sentence or paragraph to form **parallel structures**. When using a series of phrases, repeat the same parts of speech and verb tenses. When proofreading, pause at coordinating conjunctions (FANBOYS For-And-Nor-But-Or-Yet-So), to see if connected items are parallel.

Key Idea(s)

Example

Swimming, to play tennis, and the basketball team are popular sports at the high school.

This sentence can be better revised as...

Swimming, tennis, and basketball are popular sports at the high school.

Revise this sentence with parallel structure:

My friends had played in the park, went to the playground to jump rope, and crawled under the fence to watch the baseball game.

Language Application Revision

Language Application Worksheet #24

Noun Phrase Sentence Openers

Lesson Focus

Our language application task is to start a sentence with a **noun phrase**. A **noun phrase** includes a person, place, thing, or idea and modifiers. Modifiers can come before or after nouns and serve as subjects or objects.

Key Idea(s)

Examples

Modifiers can come before a noun:

- *Possessive Nouns and Pronouns*
Amy's weird cat and my friendly cat could be friends.
- *Articles (a, an, the)*
The huge cat slept on the sofa.
- *Adjectives*
That crazy cat loves to be out in the rain.
- *Participles*
Purring like a cat was her greatest talent.

Modifiers can come after a noun:

- *Prepositional Phrases*
The cat on the roof jumped into the dumpster.
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The cat howling to get in got its wish.

Combine these sentences into one by using a noun phrase as a sentence opener:

My cousin was nice and friendly. He had a sleep over last week.

Language Application Revision

Language Worksheet #3

FOCUS Simple Predicates

The simple predicate is the verb that acts upon the subject of the sentence. It does the work of the “do-er” or the “be-er” of the sentence. The simple predicate shows a physical or mental action or it describes a state of being (the noun or pronoun links to another word or words in the sentence). When additional words help describe the simple predicate, this is known as a complete predicate. The complete predicate includes of the rest of the sentence other than the subject.

Examples: Michael *hurt* his hand. Simple Predicates
 She *had become* a young lady.
 They *should have listened* to me.
 An angry man *tried to run me off the road*. Complete Predicate

CONNECT TO WRITING

To find the simple predicate, first identify the subject and ask “What?” The answer to this question should be the predicate.

The simple predicate usually follows the subject in a sentence. However, it can be placed before the subject in a question (*Was* it your mother’s purse?) or after a beginning clause (Even more interesting was the fact that she already *knew* the answer).

PRACTICE

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

Ice cream always has pleased young and old alike as a favorite summertime dessert. One ice cream that pleases many is neapolitan. This ice cream has chocolate, strawberry, and vanilla all in one. Rocky Road delights children of all ages with small bits of marshmallows and nuts in a rich chocolate ice cream. For some, the nuts or marshmallows may cause an allergic reaction. Is anything better than a creamy double-scoop on a sugar or waffle cone? Eating too much ice cream can be an addictive behavior.

WRITE

Write your own sentence with a simple predicate. Underline the subject and bracket the simple predicate.

Language Worksheet #7

FOCUS Complex Sentences

A complex sentence has an independent clause and at least one dependent 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. A dependent clause is also called a *subordinate clause* and always begins with a subordinating conjunction such as *before*.

Example: Ty completed all his chores (independent clause) + before he ate his lunch (dependent clause) = Ty completed all his chores before he ate his lunch.

CONNECT TO WRITING

Using different sentence structures makes your writing more interesting to read. Complex sentences can help define or explain the relationship between complicated ideas. If starting a sentence with a dependent clause, follow the clause with a comma. Use this memory trick to remember the subordinating conjunctions:

Bud is wise, but hot! AAA WWW

before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)

PRACTICE

Re-write the following simple sentences into complex sentences in the spaces below. Choose a subordinating conjunction from the list above to begin a dependent clause in each sentence.

Kenny will be able to go outside to play he practices his trombone

the Kings won the first round of the play-offs the team advances to the second round

WRITE

Write your own 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.
