

WRITING OPENERS

LANGUAGE APPLICATION

MARK PENNINGTON

GRADE 8
CCSS
LANGUAGE
3.0



SENTENCE
REVISIONS &
WRITING
FLUENCY



Writing Openers Language Application Grade 8

Table of Contents

Lesson #	Language Application Lesson Focus	Lesson and Worksheet Pages
Writing Openers Language Application Lessons and Worksheets		
1	Delete Unnecessary “Here” and “There” Words	1, 57
2	Specific Proper Nouns	2, 58
3	Delete the Unnecessary “It”	3, 59
4	Pronoun Sentence Opener	4, 60
5	Delete Circumlocutions	5, 61
6	Adjective Sentence Opener	6, 62
7	Substitute Adjectives for Adjective Phrases	7, 63
8	Verb before the Subject Sentence Opener	8, 64
9	Change “To Be” to Active Verbs	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	Compound Sentences	17, 73
18	Compound Subject Sentence Opener	18, 74
19	Complex Sentences	19, 75
20	Noun Clause Sentence Opener	20, 76
21	Compound-Complex Sentences	21, 77
22	Gerund Sentence Opener	22, 78
23	Change Clauses to Phrases	23, 79
24	Gerund Phrase Sentence Opener	24, 80
25	Change Complex Words to Simple Words	25, 81
26	Nominative Absolute Sentence Opener	26, 82
27	Make Items in a List Parallel	27, 83
28	Adjectival Clause Sentence Opener	28, 84
29	Parallel Structures	29, 85
30	Adjectival Phrase Sentence Opener	30, 86
31	Helping Verb Deletions	31, 87
32	Past Participle Sentence Opener	32, 88
33	Eliminate Dangling Modifiers	33, 89
34	Past Participial Phrase Sentence Opener	34, 90
35	Eliminate Squinting Modifiers	35, 91
36	Present Participle Sentence Opener	36, 92

Writing Openers Language Application Grade 8

Table of Contents

Lesson #	Language Application Lesson Focus	Lesson and Worksheet Pages
37	Change Nominalizations to Verbs	37, 93
38	Present Participial Phrase Sentence Opener	38, 94
39	Rearrange in Chronological Order	39, 95
40	Transition Word Sentence Opener	40, 96
41	Delete Redundant Categories	41, 97
42	Progressive Verb Sentence Opener	42, 98
43	Delete Redundant Categories	43, 99
44	Perfect Participle Sentence Opener	44, 100
45	Make Noun Constructions Parallel	45, 101
46	Infinitive Sentence Opener	46, 102
47	Combine Short, Choppy Sentences Using Coordination	47, 103
48	Infinitive Phrase Sentence Opener	48, 104
49	Change Imprecise Words to Precise Words	49, 105
50	Continuous Infinitive Sentence Opener	50, 106
51	Change Passive to Active Voice	51, 107
52	Relative Adverb Clause Sentence Opener	52, 108
53	Combine Sentences Using Relative Clauses	53, 109
54	Adverbial Clause Sentence Opener	54, 110
55	Change Adjectives to Appositives	55, 111
56	Adverbial Clause Sentence Opener	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 #52

Lesson Focus

Our language application task is to start a clause with a **relative adverb**. A **relative adverb** begins a clause with *when*, *where*, or *why* and modifies a verb in its clause.

The relative adverb replaces the formal preposition + “which” construction.

Examples

- *When*

I don't remember that day on which she arrived.

This sentence can be revised with a relative adverb:

When that day came I don't remember.

- *Where*

I've been to the studio in which the band practices.

This sentence can be revised with a relative adverb:

I've been to the studio where the band practices.

- *Why*

She told me the reason for which she was so upset.

This sentence can be revised with a relative adverb:

She told me the reason why she was so upset.

Revise this sentence by using a relative adverb clause opener:

Do you know a restaurant at which I can wear flip-flops?

Language Application Revision

Do you know a restaurant where I can wear flip-flops?

Language Application #55

Lesson Focus

Our language application task is to change **adjectives preceding nouns to appositives**. An **adjective** modifies a proper noun, common noun, or pronoun, answering Which One? How Many? or What Kind?

An **appositive** is a noun or pronoun, with or without modifiers, that is placed before or after another noun or pronoun to define or explain it.

Example

Gina's cluttered, dirty, and messy desk is the focus of her mother's wrath.

This sentence can be better revised as...

Gina's desk, a cluttered and dirty mess, is the focus of her mother's wrath.

Revise this sentence, changing adjectives preceding nouns to appositives:

Mean-spirited Pablo always was a pitcher that the best hitters feared.

Language Application Revisions

A mean-spirited pitcher, Pablo was always feared by the best hitters.

or

Pablo, a mean-spirited pitcher, was always feared by the best hitters.

Language Application Worksheet #52

Relative Adverb Clause Sentence Openers

Lesson Focus

Our language application task is to start a clause with a **relative adverb**. A **relative adverb** begins a clause with *when, where, or why* and modifies a verb in its clause.

The relative adverb is used in informal writing and replaces the formal preposition + “which” construction.

Key Idea(s)

Examples

- *When*

I don't remember that day on which she arrived.

This sentence can be revised with a relative adverb:

When that day came I don't remember.

- *Where*

I've been to the studio in which the band practices.

This sentence can be revised with a relative adverb:

I've been to the studio **where** the band practices.

- *Why*

She told me the reason for which she was so upset.

This sentence can be revised with a relative adverb:

She told me the reason **why** she was so upset.

Revise this sentence by using a relative adverb clause opener:

Do you know a restaurant at which I can wear flip-flops?

Language Application Revision

Language Application Worksheet #55

Change Adjectives before Nouns to Appositives

Lesson Focus

Our language application task is to change **adjectives preceding nouns to appositives**. An **adjective** modifies a proper noun, common noun, or pronoun, answering Which One? How Many? or What Kind?

An **appositive** is a noun or pronoun, with or without modifiers, that is placed before or after another noun or pronoun to define or explain it.

Key Idea(s)

Example

Gina's cluttered, dirty, and messy desk is the focus of her mother's wrath.

This sentence can be better revised as...

Gina's desk, a cluttered and dirty mess, is the focus of her mother's wrath.

Revise this sentence, changing adjectives before nouns to appositives:

Mean-spirited, Pablo always was a pitcher that the best hitters feared.

Language Application Revision

Language Worksheet #2

FOCUS Compound Subjects

The compound subject has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words “and,” “or,” or “nor” connect them. The compound subject is the “do-er” or the “be-er” of the sentence. It tells whom or what the sentence is about.

Examples: The *girl* and her *mother* walked to the store.
 Running quickly down the slope were *Suzanne, Becky, and Carson*.

CONNECT TO WRITING

The compound subject is usually found at the start of a declarative sentence (a sentence which makes a statement). To find the compound subject of the sentence, first look for any prepositional phrases. The compound subject of the sentence is never part of a prepositional phrase.

PRACTICE

Underline the simple compound subjects found in this article.

Both Winter and Summer Olympics feature the best in international competition. The marathon and 100 meter race always fill the stadium with an eager audience. Track fans and casual spectators enjoy the competition of these Olympic events.

Basketball, gymnastics, and ice-hockey get the highest television ratings. Tickets to these events are quite popular. The cost of these tickets and the effort it takes to purchase these tickets make many people decide to watch these events at home.

Most nations in the world send athletes, coaches, and trainers to participate in at least a few events. During the Olympics nations put aside their disagreements to compete for the love of sport. Athletes and spectators look forward to the Olympics every other year.

WRITE

Write your own sentence with a compound subject.

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 #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.
