

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.F INFORMATIVE

Ensuring Sentence Accuracy

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

In this lesson, the teacher provides direct instruction to students on using commas and repairing sentence fragments and run-on sentences. Students focus on revising their own informative drafts for using commas effectively and repairing fragments and run-on sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Ensuring Sentence Accuracy, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively using commas and repairing sentence fragments and run-on sentences. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.9-10.2.c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions to link the major sections of the text, create

	cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
<p>Student learning is assessed via completion of the WR.2 Revision Exit Slip: Ensuring Sentence Accuracy. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective.</p> <p>Consider assessing these revisions using the Informative Writing Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Record the original passage (e.g., Gordon Parks, who eventually became a famous artist. He lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).). Revise the original passage, focusing on using commas and repairing sentence fragments and run-on sentences (e.g., Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).). Explain why the revision is effective (e.g., I added a comma after the phrase “who eventually became a famous artist” and deleted the word “he” to link the clauses, repair the fragment, and clarify my ideas.). <p>See the Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy for more examples.</p>

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards:</p> <ul style="list-style-type: none"> Standards: W.9-10.5, L.9-10.2, W.9-10.2.c, W.9-10.6, SL.9-10.1 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction: Commas, Fragments, and Run-ons	3. 30%
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Ensuring Sentence Accuracy	7. 5%
8. Closing	8. 5%

Materials

- Copies of the Comma Handout for each student
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson E Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students learn how to effectively incorporate commas into their writing, as well as how to repair sentence fragments and run-on sentences. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

0%

- ① Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction: Commas, Fragments, and Run-ons

30%

Explain to students that they can strengthen the clarity with which they communicate the claim, subtopics, and evidence in their informative papers by using commas properly and effectively. Explain that commas are a type of punctuation that can be used to connect related clauses and ideas. Explain to students that they can use commas to help them combine clauses, especially when they encounter errors with sentence fragments and run-on sentences.

Post or project the following examples:

- ① The following examples can also be found on the Comma Handout.
- **Example 1:** The Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.
- **Example 2:** Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).
- **Example 3:** A never-ending stream of bills was passed to relieve poverty, reduce unemployment, and speed economic recovery.

Instruct students to work in pairs or small groups to describe the different uses for commas.

💬 Student responses should include:

- In example 1, the comma comes before a conjunction and links two independent clauses. This suggests that a comma and a conjunction can be used to connect two independent clauses.
- In example 2, the comma is between two clauses in the sentence. This indicates that a comma can be used to set off introductory elements like clauses, phrases, or words that come before the main independent clause.
- In example 3, the commas separate items in a list. This shows that commas can be used to separate three or more words, phrases, or clauses written in a series.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *independent clause* means “a clause that can stand alone as a sentence, containing a subject and a predicate.” This means that an *independent clause* communicates a complete thought. Post or

project the following example of an independent clause: “These survival techniques helped his family get through the Great Depression.”

- ▶ Students write the definition of *independent clause* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Distribute the Comma Handout to each student. Encourage students to use this handout as a reference for proper and common uses of commas.

- ▶ Students examine the handout.

① **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of commas. If students struggle, work with them individually to write out 5–10 examples of the proper use of commas.

Explain to students that while effective writing includes varied sentence length, it is important that the sentences are correct and complete. Explain to students that a *sentence fragment* is an incomplete sentence and is usually a part of a sentence that has become disconnected from the main clause. Because fragments are incomplete thoughts, they can leave readers confused.

- ▶ Students write the definition of *sentence fragment* in the appropriate section of their vocabulary journals.

① **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand sentence fragments and run-ons. Consider reviewing and posting the definitions and examples for the parts of speech such as *subject*, *verb*, and *object*.

- ▶ Students write the definitions of *subject*, *verb*, and *object* in the appropriate section of their vocabulary journals.

Explain to students that often, repairing a sentence fragment is as simple as combining the fragment with the main clause by using a comma.

Post or project the following example:

- With widespread and long-lasting effects. The Great Depression ruined Americans’ livelihoods.

Instruct students to Turn-and-Talk about the following question:

How can the sentence fragments in this example be repaired?

- 💬 Student responses will vary but may include:

- Replacing the first period with a comma can repair this example. The corrected sentence can be: “With widespread and long-lasting effects, the Great Depression ruined Americans’ livelihoods.”
- Combining the sentences and rearranging the phrases can repair this example. The corrected sentence can be: “The Great Depression had widespread and long-lasting effects and ruined Americans’ livelihoods.”

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes they will need to add or subtract words or phrases in order to effectively combine clauses and avoid a fragment. Post or project the following example:

- Buying used copies of the school books. The author’s mother found a way to provide her child with what he needed. Help the family save money at the same time.

Instruct students to Turn-and-Talk about the following question:

How can the sentence fragments in this example be repaired?

💬 Student responses will vary but may include:

- Adding the word “By” to the beginning of the first fragment can repair this example. Then, a comma is needed after “books” to connect the first two fragments. Last, the conjunction “and” is needed before “Help.” The corrected sentence can be: “By buying used copies of the school books, the author’s mother found a way to provide her child with what he needed and help the family save money at the same time.”

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes fragments are not necessarily pieces of sentences separated from the main clause. Often these fragments are written as main clauses but do not have a subject or main verb. Post or project the following example:

- Jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).

Instruct students to Turn-and-Talk about the following questions:

Why is this example a fragment and not a complete sentence?

💬 There is no main verb in this fragment.

How can the sentence fragment in this example be repaired?

💬 Student responses will vary but may include:

- The fragment in this example can be repaired with the addition of a main verb or main verb phrase. The corrected sentence can be: “Millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).”

Lead a brief whole-class discussion of student responses.

Explain to students that while they need to be mindful of sentence fragments in their writing, they also need to avoid run-on sentences. Explain that *run-on sentences* are compound sentences that are punctuated incorrectly, or they are two or more sentences incorrectly written as one. Run-on sentences can leave readers confused and make them struggle to make connections in the text.

- ▶ Students write the definition of *run-on sentence* in the appropriate section of their vocabulary journals.

Explain to students that incorporating the proper punctuation can repair run-on sentences that are punctuated incorrectly. When two or more sentences are incorrectly written as one, using a period or using a comma, semicolon, or colon (perhaps with a conjunctive adverb) to separate the clauses can repair a run-on sentence.

① Lesson E provides instruction on the proper and common uses of semicolons and colons.

① **Differentiation Consideration:** Provide students with the following definition and examples for *conjunctive adverb*: an adverb (word that modifies a verb, adjective, or another adverb) that connects ideas in a sentence (e.g., *also, besides, consequently, finally, however, instead, meanwhile, next, otherwise, similarly, still, then*).

- ▶ Students write the definition of *conjunctive adverb* in the appropriate section of their vocabulary journals.

Post or project the following example:

- President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem after all the nation had experienced economic depressions before in the 1870s and the 1890s.

Instruct students to Turn-and-Talk about the following question:

Considering the techniques to avoid run-on sentences, how can this run-on sentence be repaired?

💬 Student responses may include:

- This run-on can be repaired by adding a period after the word “problem.” Then a second sentence starts with the transitional phrase “After all.” There should also be a comma after

the word “before” to set off the dates. The corrected sentences can be: “President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem. After all, the nation had experienced economic depressions before, in the 1870s and 1890s.”

- This run-on can be repaired by adding a semicolon after the word “problem.” Then the second independent clause after the semicolon starts with the transitional phrase “after all.” There should also be a comma after the word “before” to set off the dates. The corrected sentence can be: “President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem; after all, the nation had experienced economic depressions before, in the 1870s and 1890s.”

Lead a brief whole-class discussion of student responses.

Activity 4: Informative Writing Checklist

5%

- ① The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

- ① Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson’s writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- 💬 Student responses will vary but should include points that address the following:
 - Correctly incorporate commas? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.
 - Avoid sentence fragments and run-on sentences? This item belongs in the Control of Conventions category, because it is about correcting sentences.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

- ① Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision

30%

① The following activity addresses the expectations of W.9-10.2.c.

Instruct students to independently revise their drafts, focusing on using commas effectively and repairing fragments and run-ons. Explain to students that they should revise at least three passages for using commas effectively and repairing fragments and run-ons. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

① If students cannot identify three passages that need to be revised to repair fragments and run-ons, consider instructing students to experiment with the use of commas and combining sentences.

Transition to individual revision.

- ▶ Students independently revise their drafts for using commas effectively and repairing fragments and run-ons.

💬 For sample revisions, see the Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy.

Activity 6: Revision Discussion

20%

① The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

① Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
 2. Explain to your peers how the revision improves your draft.
 3. Ask your peers to provide brief constructive criticism on your revisions.
 - ▶ Students share and discuss with peers at least two effective revisions they made to their drafts.
- ① In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Ensuring Sentence Accuracy**5%**

Explain that for this lesson’s assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title “Ensuring Sentence Accuracy” on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

- See the High Performance Response and Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy for sample student responses.

Activity 8: Closing**5%**

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

- ① If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students’ use of the online writing community addresses the expectations of W.9-10.6.)
 - ▶ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Comma Handout

Remember that an *independent clause* is “a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb.” An *independent clause* communicates a complete thought.

Common and Proper Uses of the Comma

- Use a comma and a conjunction to connect two independent clauses.
 - Example: The Great Depression ruined Americans’ livelihoods, yet it also drove them to be resourceful and use government assistance to survive.
- Use a comma to set off introductory elements like clauses, phrases, or words that come before the main clause.
 - Example: Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).
- Use commas to separate three or more words, phrases, or clauses written in a series.
 - Example: A never-ending stream of bills was passed to relieve poverty, reduce unemployment, and speed economic recovery.

Further reference: The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: commas).

Model Informative Writing Checklist

Name:		Class:		Date:	
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Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence	Drafting	Finalization
Does my response...	✓	✓
Use relevant and sufficient evidence to develop my subtopics?	<input type="checkbox"/>	<input type="checkbox"/>
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	<input type="checkbox"/>	<input type="checkbox"/>
Anticipate and address the audience's knowledge level?	<input type="checkbox"/>	<input type="checkbox"/>

Coherence, Organization, and Style	Drafting	Finalization
Does my response...	✓	✓
Clearly introduce a topic?	<input type="checkbox"/>	<input type="checkbox"/>
Develop a precise claim about the topic?	<input type="checkbox"/>	<input type="checkbox"/>
Include subtopics that develop the topic and support the claim?	<input type="checkbox"/>	<input type="checkbox"/>
Adapt content and language to my specific audience?	<input type="checkbox"/>	<input type="checkbox"/>
Clearly state each subtopic?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that engages the reader's attention and interest?	<input type="checkbox"/>	<input type="checkbox"/>
Provide a conclusion that follows from and supports the informative paper?	<input type="checkbox"/>	<input type="checkbox"/>
Establish and maintain a formal style and objective tone?	<input type="checkbox"/>	<input type="checkbox"/>
Use precise language to clearly explain the topic?	<input type="checkbox"/>	<input type="checkbox"/>
Use domain-specific vocabulary to clearly explain the topic?	<input type="checkbox"/>	<input type="checkbox"/>
Include varied syntax to contribute to a cohesive informative paper?	<input type="checkbox"/>	<input type="checkbox"/>

Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	<input type="checkbox"/>	<input type="checkbox"/>
Include sentences of varied length that contribute to the cohesion and clarity of my informative writing?	<input type="checkbox"/>	<input type="checkbox"/>
Control of Conventions	Drafting	Finalization
Does my response...	✓	✓
Cite sources using proper MLA style and formatting?	<input type="checkbox"/>	<input type="checkbox"/>
Use proper punctuation for quotations and citations?	<input type="checkbox"/>	<input type="checkbox"/>
Correctly incorporate semicolons and colons to make my writing clearer?	<input type="checkbox"/>	<input type="checkbox"/>
Correctly incorporate commas?*	<input type="checkbox"/>	<input type="checkbox"/>
Avoid sentence fragments and run-on sentences?*	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy

Name:		Class:		Date:	
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Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Gordon Parks, who eventually became a famous artist. He lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).	Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).	I added a comma after the phrase “who eventually became a famous artist” and deleted the word “he” to link the clauses, repair the fragment, and clarify my ideas.
Jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).	Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).	I added a prepositional phrase and verb phrase to make the fragment a complete sentence.
President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem after all the nation had experienced economic depressions before in the 1870s and the 1890s.	President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem; after all, the nation had experienced economic depressions before, in the 1870s and the 1890s.	I added a semicolon to break up the run-on sentence as well as a comma after the introductory phrase “after all” in the second independent clause.