

## SUPPLEMENTAL SKILLS INSTRUCTION

### WR.3.D NARRATIVE

## Ensuring Sentence Accuracy

Lessons WR.3.A–F 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 narratives 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.3 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 narratives 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 they will keep the revisions they drafted and the impact this decision has on their narratives.

### 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.9-10.6              | 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.3 Revision Exit Slip: Ensuring Sentence Accuracy. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective.</p> <p><a href="#"> ⓘ Consider assessing these revisions using the Narrative Writing Checklist.</a></p>  |
| High Performance Response(s)  |
| <p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Record the original passage (e.g., And most importantly, we had to get our suits on. Which was like dressing to play football in the arctic on a cold day.).</li> <li>Revise the original passage, focusing on using commas and repairing fragments and run-ons (e.g., And most importantly, we had to get our suits on, which was like dressing to play football in the arctic on a cold day.).</li> <li>Explain why the revision is effective (e.g., I added a comma to link the fragment to the main clause.).</li> </ul> <p><a href="#"> ⓘ See the Model WR.3 Revision Exit Slip: Ensuring Sentence Accuracy for more examples.</a></p> |

## Lesson Agenda/Overview

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

| <b>Learning Sequence:</b>                              |        |
|--|--------|
| 1. Introduction of Lesson Agenda                       | 1. 5%  |
| 2. Homework Accountability                             | 2. 0%  |
| 3. Writing Instruction: Commas, Fragments, and Run-ons | 3. 30% |
| 4. Narrative Writing Checklist                         | 4. 5%  |
| 5. Individual Revision                                 | 5. 30% |
| 6. Revision Discussion                                 | 6. 20% |
| 7. WR.3 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 Narrative Writing Checklist (refer to WR.3 Lesson C Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: \_\_\_\_\_ for each student (refer to WR.3 Lesson A)—students will need additional blank copies

## Learning Sequence

| <b>How to Use the Learning Sequence</b> |  |
|---|--|
| <b>Symbol</b>                           | <b>Type of Text &amp; Interpretation of the Symbol</b>                               |
| <b>10%</b>                              | <b>Percentage indicates the percentage of lesson time each activity should take.</b> |
| no symbol                               | Plain text indicates teacher action.   |
|   | <b>Bold text indicates questions for the teacher to ask students.</b>                |
|   | <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 describe experiences and events in their narratives by using commas properly and effectively. Explain that commas are a type of punctuation that can be used to connect related clauses and ideas and create a sequence of events. 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:** I can see where you couldn't be sure, since I'm not wearing 190 pounds of space gear.
- **Example 2:** For most of human history, it was impossible to imagine that anyone would make it to the moon.
- **Example 3:** We had to help each other put on several layers, attach the life support pack to our backs, and put our helmets on our heads.

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 sequential 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: “It was July.”

- ▶ 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.

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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 of 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:

- Since I returned from space many years ago. I have been subject to Earth’s rules just like everyone else.

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

**How can the sentence fragment in this example be repaired?**

- 🗨 Student responses will vary but may include:

- Replacing the first period with a comma links the fragment to the main clause, which repairs this example. The corrected sentence can be: “Since I returned from space many years ago, I have been subject to Earth’s rules just like everyone else.”

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:

- We were on the moon. Wasn’t much time to celebrate.

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

### How can the sentence fragment in this example be repaired?

- Student responses may vary, but may include:
  - Adding a comma after the word “moon” and adding the phrase “but there” after the comma can repair the example. The corrected sentence can be: “We were on the moon, but there wasn’t much time to celebrate.”

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:

- Confident in our training and in the abilities of my fellow astronauts.

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

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

- There is no subject or main verb in this fragment.

### How can the sentence fragment in this example be repaired?

- Student responses will vary, but may include:
  - Adding the subject “I” and main verb “was” can repair this fragment. The corrected sentence can be: “I was confident in our training and in the abilities of my fellow astronauts.”

Lead a brief whole-class discussion of student responses.

- ① Consider reminding students that when they write narratives, they can take more creative liberties in their writing with regard to sentence fragments and run-ons. For example, sentence fragments

may be used in a stylistic way to give a narrator or other characters a distinct voice or point of view. If necessary, point students to examples of a sentence fragment in the model narrative “Return to July” that students read in Lesson 1: “It was July. One of those nights when you can almost smell the heat.”

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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 C 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:

- Buzz must have felt something similar and anyone can see from the videos that we didn’t even try to hold it in.

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 “similar.” Then a second sentence starts with the word “Anyone” rather than “and” (which can be deleted altogether). The corrected sentences can be: “Buzz must have felt something similar. Anyone can see from the videos that we didn’t even try to hold it in.”

- This run-on can be repaired by adding a semicolon after the word “similar.” Then the second independent clause starts with “anyone” rather than “and” (which can be deleted altogether). The corrected sentence can be: “Buzz must have felt something similar; anyone can see from the videos that we didn’t even try to hold it in.”

Lead a brief whole-class discussion of student responses.

- ① Consider reminding students that when they write narratives, they can take more creative liberties in their writing with regard to sentence fragments and run-on sentences. For example, run-on sentences may be used in a stylistic way to give a narrator or other characters a distinct voice or point of view. If necessary, point students to an example of a run-on sentence in the model narrative about the lunar landing: “And I remember the president called you guys up there and my father pretended like he could call too and got on the phone and had us all laughing.”

## Activity 4: Narrative Writing Checklist

5%

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

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

- ① Consider posting or projecting the Narrative 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 Narrative 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 Narrative 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 Narrative Writing Checklist.

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

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

## Activity 5: Individual Revision

**30%**

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 Narrative 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.3 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 7 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.3 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.3 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 Narrative Writing Checklist.

- See the High Performance Response and Model WR.3 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 narrative.**

- 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 narrative.**

## 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: I can see where you couldn’t be sure, since I’m not wearing 190 pounds of space gear.
- Use a comma to set off introductory elements like clauses, phrases, or words that come before the main clause.
  - Example: For most of human history, it was impossible to imagine that anyone would make it to the moon.
- Use commas to separate three or more words, phrases, or clauses written in a series.
  - Example: We had to help each other put on several layers, attach the life support pack to our backs, and put our helmets on our heads.

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

## Model Narrative Writing Checklist

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**Directions:** Use this template to record the checklist items that convey the components of an effective narrative established as a class.

| <b>Coherence, Organization, and Style</b>  | <b>Drafting</b>          | <b>Finalization</b>      |
|--|--------------------------|--------------------------|
| <b>Does my response...</b>   | ✓                        | ✓                        |
| Develop real or imagined experiences or events?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Establish a point of view?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Include settings, characters, and plots that develop the experiences or events?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Use the passage of time to structure the narrative?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an introduction that establishes a point of view and/or characters?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an introduction that builds a smooth progression of experiences or events?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Develop distinct character voices?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| Use different structural techniques to sequence events so that they build on one another to create a coherent whole?           | <input type="checkbox"/> | <input type="checkbox"/> |
| Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters? | <input type="checkbox"/> | <input type="checkbox"/> |
| Include varied syntax to contribute to a cohesive and engaging narrative?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Include transitional words and phrases that clearly show the relationship among characters, experiences, and events?           | <input type="checkbox"/> | <input type="checkbox"/> |

|   |                          |                          |
|---|--------------------------|--------------------------|
| Include sentences of varied length that contribute to the flow and effectiveness of my narrative? | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Control of Conventions</b>   | <b>Drafting</b>          | <b>Finalization</b>      |
| <b>Does my response...</b>  | <b>✓</b>                 | <b>✓</b>                 |
| 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.3 Revision Exit Slip: Ensuring Sentence Accuracy

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**Directions:** In the first column, record the original passage from your narrative draft. In the second column, record the revised passage. In the third column, explain why the revision is effective.

| Original Passage   | Revised Passage   | Explanation   |
|--|---|---|
| And most importantly, we had to get our suits on. Which was like dressing to play football in the arctic on a cold day.  | And most importantly, we had to get our suits on, which was like dressing to play football in the arctic on a cold day.   | I added a comma to link the fragment to the main clause   |
| Different ways of getting around, taking small steps, large steps, even hopping like kangaroos, before we figured out that leaping was the best way to go.                       | We tried different ways of getting around, taking small steps, large steps, even hopping like kangaroos, before we figured out that leaping was the best way to go.               | The first version did not have a subject or main verb, so I added the words “we tried” before this fragment to make it a complete sentence. |
| We were on the moon, but there wasn’t much time to celebrate Buzz and I had to check to make sure the craft was all right so we could get back up to Michael when the time came. | We were on the moon, but there wasn’t much time to celebrate. Buzz and I had to check to make sure the craft was all right so we could get back up to Michael when the time came. | I added a period between “celebrate” and “Buzz” to separate the run-on sentence.  |