



Language Development Cards

English Language Development

**Mc
Graw
Hill**
Education



Grades 4–6

MATERIALS:

Language Development Practice, pp. 211-213

OBJECTIVE:

- Identify and use the relative pronouns *that* and *which* correctly.

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	Introduce the Concept	Model the Skill
I Do	<p>Remind students that complex sentences include an independent clause and at least one dependent clause.</p> <ul style="list-style-type: none"> • A relative pronoun begins a dependent clause that gives more information about a noun. These dependent clauses are also known as relative clauses. • Two common relative pronouns are <i>that</i> and <i>which</i>. <p>Explain that we use <i>that</i> if the information in the dependent clause is necessary to understand the sentence, and <i>which</i> if the information is not necessary to understand the sentence.</p>	<p>Write and Read:</p> <ul style="list-style-type: none"> • We need a map that shows the main roads. <p>Circle the word <i>that</i>.</p> <ul style="list-style-type: none"> • The word <i>that</i> is a relative pronoun. The dependent clause gives important information about the type of map. This is essential to understanding the sentence. <p>Write and Read:</p> <ul style="list-style-type: none"> • I went to the library, which is new. <p>Circle the word <i>which</i>.</p> <ul style="list-style-type: none"> • The dependent clause gives information about the noun library, but this information is not essential, so we use <i>which</i>. When we use <i>which</i>, we set the dependent clause apart with a comma or commas.
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • She needs the foods ____ are on the list. <p>Have a volunteer underline the dependent clause. Ask if its information is essential to understanding the sentence. (<i>yes</i>)</p> <p>Have students choose <i>that</i> or <i>which</i> to complete the sentence. Remind them to use commas if needed.</p> <p>Repeat for the following sentence:</p> <ul style="list-style-type: none"> • The festival ____ lasted all day included a famous jazz musician. 	<p>Review that clauses have a subject and a verb. Students may notice that some dependent clauses do not seem to have a subject:</p> <ul style="list-style-type: none"> • We saw the car that carried the flag. <p>Explain that relative pronouns can act as a noun in a dependent (relative) clause. If students struggle with <i>that</i> and <i>which</i>, provide additional modeling:</p> <ul style="list-style-type: none"> • She watched the game which was on TV. • He played in the game that we won.
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners find and read aloud examples of sentences that use <i>which</i> or <i>that</i> in magazine or newspaper articles. Have them decide if each sentence uses the relative pronoun correctly and if it is punctuated correctly.</p>	<p>Provide each student with a copy of Practice pages 211-213 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

MATERIALS:

Language Development Practice, pp. 214–216

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OBJECTIVE:

- Identify and use the relative pronouns *who*, *whom*, and *whose* correctly.

	Introduce the Concept	Model the Skill
I Do	<p>Review with students that a relative pronoun begins a relative clause—a type of dependent clause—that gives more information about a noun.</p> <ul style="list-style-type: none"> The words <i>who</i>, <i>whom</i>, and <i>whose</i> are <i>relative pronouns</i>. <i>Who</i> is used when the relative clause tells more about the subject of the sentence. <i>Whom</i> is used when the relative clause tells more about the object of the sentence. <i>Whose</i> is a possessive relative pronoun. 	<p>Write:</p> <ul style="list-style-type: none"> The author _____ wrote the book is inside. <p>Read the sentence, substituting each of the relative pronouns (<i>who</i>, <i>whom</i>, <i>whose</i>):</p> <ul style="list-style-type: none"> The words wrote the book tell more about the subject of the sentence (The author) so <i>who</i> is the correct pronoun. <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> The girl asked an adult _____ she trusted for help. (<i>whom</i>) The student _____ project won a prize is happy. (<i>whose</i>)
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> The zookeeper _____ takes care of the lions gave us a tour. <p>Have a volunteer choose a relative pronoun to complete the sentence and explain. (<i>who</i>)</p> <p>Have students supply the correct pronoun:</p> <ul style="list-style-type: none"> Vim wrote an email to the actor _____ she met at the class. (<i>whom</i>) The dog _____ collar is red won the competition. (<i>whose</i>) 	<p>If students struggle to decide between <i>who</i> and <i>whom</i>, explain that if you can restate the sentence using <i>him</i> or <i>her</i>, use <i>whom</i>:</p> <ul style="list-style-type: none"> The girl asked an adult <u>whom</u> she trusted for help. The girl asked <u>her</u> for help. <p>Explain that if you can replace the relative pronoun with <i>he</i> or <i>she</i>, then use <i>who</i>:</p> <ul style="list-style-type: none"> The author <u>who</u> wrote the book is inside. <u>He</u> wrote the book.
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to write three sentences: one using each of the following relative pronouns: <i>who</i>, <i>whom</i>, and <i>whose</i>.</p>	<p>Provide each student with a copy of Practice pages 214–216 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

MATERIALS:

Language Development Practice, pp. 217–219

OBJECTIVE:

- Recognize and use interrogative pronouns in sentences.

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Introduce the Concept		Model the Skill	
I Do	<p>Remind students that a pronoun replaces a noun in a sentence.</p> <p>Explain that we use an interrogative pronoun to ask a question to which a noun is the answer.</p> <p>Demonstrate by picking up a book.</p> <ul style="list-style-type: none"> • <i>Who wrote this book?</i> • <i>_____ wrote this book.</i> • <i>Who is the interrogative pronoun that helped us ask about the identity of the author.</i> <p>Explain that common interrogative pronouns are <i>who</i>, <i>whom</i>, <i>what</i>, <i>whose</i>, and <i>which</i>.</p>		<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>The students went to the museum.</i> • <i>I want to write a question about this statement. The students is the subject of the sentence, so I'll choose the word who to begin my question.</i> • <i>Who went to the museum?</i> <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> • <i>We were talking about music. (What were we talking about?)</i> • <i>I gave the present to my teacher. (To whom did you give the present?)</i> • <i>We saw the 7:00 movie. (Which movie did you see?)</i> • <i>It is Sam's house. (Whose house is it?)</i>
	Interactive Examples		Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Rowen scored the goal.</i> <p>Ask a volunteer to ask a question based on the "answer" you wrote. You may want to provide the following frame:</p> <ul style="list-style-type: none"> • <i>_____ scored the goal?</i> <p>Repeat for the following sentences:</p> <ul style="list-style-type: none"> • <i>We ate pizza for dinner. (What)</i> • <i>I bought tea for my friend. (whom/for whom)</i> • <i>I chose the small size popcorn. (which)</i> • <i>This is Tess's purse. (whose)</i> 		<p>Say that <i>who</i> and <i>whom</i> are used to ask about people. <i>What</i> asks about objects, ideas, or animals. <i>Which</i> can be used to ask about people, ideas, objects, or animals. <i>Whose</i> asks who owns something. Provide additional examples:</p> <ul style="list-style-type: none"> • <i>Whose backpack is this? (This is _____'s backpack.)</i> • <i>Who brought this backpack to school? (_____ brought the backpack.)</i> • <i>What is in this backpack? (Books are in the backpack.)</i>
	Oral Practice		Written Practice
You Do	<p>Collaborate: Have students write one question using each interrogative pronoun. Then have them take turns asking and answering each other's questions. Ask them to record and share their answers.</p>		<p>Provide each student with a copy of Practice pages 217–219 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

MATERIALS:

Language Development Practice, pp. 220–222

OBJECTIVE:

- Recognize and use indefinite pronouns correctly in sentences.

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	Introduce the Concept	Model the Skill										
I Do	<p>Remind students that a pronoun replaces a noun in a sentence.</p> <p>Explain that indefinite pronouns replace nouns that are not specific.</p> <p>Demonstrate by asking:</p> <ul style="list-style-type: none"> • <i>Is anybody wearing blue?</i> • <i>Anybody could be any person.</i> <p>Display the following chart:</p> <table border="1"> <thead> <tr> <th>Singular Indefinite Pronouns</th> <th>Plural Indefinite Pronouns</th> </tr> </thead> <tbody> <tr> <td>someone, something, somebody</td> <td>both</td> </tr> <tr> <td>anyone, anything, anybody</td> <td>many</td> </tr> <tr> <td>everyone, everything, everybody</td> <td>several</td> </tr> <tr> <td>no one, nothing, nobody</td> <td>few</td> </tr> </tbody> </table>	Singular Indefinite Pronouns	Plural Indefinite Pronouns	someone, something, somebody	both	anyone, anything, anybody	many	everyone, everything, everybody	several	no one, nothing, nobody	few	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Something is wrong.</i> • <i>The word something is an indefinite pronoun. Since it is singular, the verb is follows it. I would not say Something are wrong.</i> <p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Both are true.</i> • <i>The word both is an indefinite pronoun. Since it is plural, the verb are follows it. I would not say Both is true.</i> • <i>Anyone can dance!</i> • <i>No one is here now.</i> • <i>The words anyone and no one are indefinite singular pronouns.</i>
Singular Indefinite Pronouns	Plural Indefinite Pronouns											
someone, something, somebody	both											
anyone, anything, anybody	many											
everyone, everything, everybody	several											
no one, nothing, nobody	few											
	Interactive Examples	Corrective Feedback										
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Everyone should read this book.</i> <p>Ask a volunteer to circle the indefinite pronoun in the sentence. (<i>Everyone</i>)</p> <p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Everything _____ being done to make sure we are safe.</i> <p>Ask a volunteer to circle the indefinite pronoun. (<i>Everything</i>)</p> <p>Have another volunteer choose <i>is</i> or <i>are</i> to complete the sentence. (<i>is</i>)</p>	<p>If students struggle to use the correct verbs with indefinite pronouns, provide guidance and extra practice identifying plural and singular forms of verbs.</p> <ul style="list-style-type: none"> • Use singular and plural subjects, and have students identify verbs that match. <p>Provide additional modeling:</p> <ul style="list-style-type: none"> • <i>Everyone likes to play in that room.</i> • <i>Nobody walks in that park.</i> • <i>Many people live near there.</i> 										
	Oral Practice	Written Practice										
You Do	<p>Collaborate: Have partners find and read aloud sentences that contain indefinite pronouns in available print materials. Ask them to classify each pronoun as singular or plural.</p>	<p>Provide each student with a copy of Practice pages 220–222 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>										

MATERIALS:

Language Development Practice, pp. 223–225

OBJECTIVE:

- Identify and use reflexive pronouns correctly in sentences.

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	Introduce the Concept	Model the Skill																		
I Do	<p>Remind students that a noun names a person, place, thing, or idea, and that nouns can be subjects or objects in a sentence.</p> <p>Explain that a reflexive pronoun replaces an object when the object is the same person, place, or thing as the subject.</p> <p>Demonstrate by pretending to get a small injury, saying: <i>Ouch! I hurt myself.</i></p> <ul style="list-style-type: none"> • <i>The word myself is a reflexive pronoun, because the person doing the action is the same as the person receiving the action.</i> 	<p>Display a list of reflexive pronouns: <i>myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.</i></p> <p>Write and Read:</p> <ul style="list-style-type: none"> • <i>She saw _____ in the photo.</i> • <i>I can use the reflexive pronoun herself to say that the subject of the sentence, she, saw her own face in the photo.</i> <p>Complete the sentence.</p> <p>Repeat the exercise using the other reflexive pronouns.</p>																		
	Interactive Examples	Corrective Feedback																		
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>They made _____ late.</i> <p>Ask a volunteer to identify the subject of the sentence (<i>they</i>) and look at the list of reflexive pronouns to choose the one that goes with the subject (<i>themselves</i>).</p> <p>Have another volunteer write the pronoun to complete the sentence:</p> <ul style="list-style-type: none"> • <i>They made themselves late.</i> <p>Repeat with the following sentence:</p> <ul style="list-style-type: none"> • <i>Joshua balanced _____ on the surfboard. (himself)</i> 	<p>If students struggle to match pronouns and reflexive pronouns, display the following table:</p> <table border="1"> <thead> <tr> <th>Subject Pronoun</th> <th>Reflexive Pronoun</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>myself</td> </tr> <tr> <td>you (singular)</td> <td>yourself</td> </tr> <tr> <td>she</td> <td>herself</td> </tr> <tr> <td>he</td> <td>himself</td> </tr> <tr> <td>they</td> <td>themselves</td> </tr> <tr> <td>we</td> <td>ourselves</td> </tr> <tr> <td>you (plural)</td> <td>yourselves</td> </tr> <tr> <td>it</td> <td>itself</td> </tr> </tbody> </table>	Subject Pronoun	Reflexive Pronoun	I	myself	you (singular)	yourself	she	herself	he	himself	they	themselves	we	ourselves	you (plural)	yourselves	it	itself
Subject Pronoun	Reflexive Pronoun																			
I	myself																			
you (singular)	yourself																			
she	herself																			
he	himself																			
they	themselves																			
we	ourselves																			
you (plural)	yourselves																			
it	itself																			
	Oral Practice	Written Practice																		
You Do	<p>Collaborate: Have students write the reflexive pronouns on slips of paper, and draw one at a time out of a pile. Taking turns, partners speak aloud a sentence that uses the reflexive pronoun he or she drew. Have partners choose one sentence to share with the class.</p>	<p>Provide each student with a copy of Practice pages 223–225 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>																		

MATERIALS:

Language Development Practice, pp. 226–228

OBJECTIVE:

- Identify and use intensive pronouns in sentences.

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	Introduce the Concept	Model the Skill
I Do	<p>Review the use of reflexive pronouns with students.</p> <p>Display a list of the reflexive pronouns:</p> <ul style="list-style-type: none"> • myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves <p>Explain that these words can also be used as intensive pronouns. Intensive pronouns are used to emphasize the subject of the sentence, or to emphasize that the subject did something alone.</p>	<p>Write and Read:</p> <ul style="list-style-type: none"> • The author was at the bookstore! <p>Underline the word <i>author</i> in the sentence. Explain that <i>author</i> is the subject.</p> <p>Write and Read:</p> <ul style="list-style-type: none"> • The author herself was at the bookstore! • <i>In this sentence, the intensive pronoun herself emphasizes that the author is in the bookstore. The meaning of the sentence does not change, but the intensity of the sentence is stronger.</i>
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • I made the cake. <p>Ask a volunteer to circle the subject. (<i>I</i>)</p> <p>Ask another volunteer to choose the correct intensive pronoun and rewrite the sentence using it. (Note that the intensive pronoun can come after <i>I</i> or following <i>cake</i>.)</p> <p>Read the new sentence:</p> <ul style="list-style-type: none"> • I made the cake myself. <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> • The actor directed the movie. • The brothers planned their party. 	<p>Review with students that reflexive pronouns and intensive pronouns are the same words, but they are used differently in sentences.</p> <ul style="list-style-type: none"> • A reflexive pronoun replaces an object when the object is the same person, place, or thing as the subject: • They made themselves a snack. • Intensive pronouns are used to emphasize the subject of the sentence: • The president himself wrote the speech.
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to write four sentences using intensive pronouns. Have them take turns reading the sentences aloud.</p>	<p>Provide each student with a copy of Practice pages 226–228 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

MATERIALS:

Language Development Practice, pp. 229–231

OBJECTIVE:

- Use *each other* and *one another* correctly to show reciprocated action or feeling.

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	Introduce the Concept	Model the Skill
I Do	<p>Explain that we can use reciprocal pronouns to express that two or more people feel or act the same way.</p> <p>Demonstrate by having two students trade pencils. Say: <i>(student name) and (student name) traded with each other.</i></p> <p>Explain that <i>each other</i> and <i>one another</i> are reciprocal pronouns. <i>Each other</i> is used to talk about two people, and <i>one another</i> is used for groups of three or more.</p> <p>Note that we often use possessive forms of reciprocal pronouns. Give examples:</p> <ul style="list-style-type: none"> • <i>Li and Mae borrow each other's books.</i> • <i>They tried on one another's hats.</i> 	<p>Write and Read:</p> <ul style="list-style-type: none"> • The <u>two friends</u> have fun spending time with <u>each other</u>. <p>The pronoun refers to two people.</p> <ul style="list-style-type: none"> • <i>I can revise the sentence for a group.</i> <p>Write and Read:</p> <ul style="list-style-type: none"> • The <u>team members</u> have fun spending time with <u>one another</u>. • <i>Josie and Marta enjoy the jokes of each other.</i> • <i>I can revise the sentence to use a possessive form of the pronoun.</i> <p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Josie and Marta enjoy each other's jokes.</i>
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <u>Two kittens</u> play with <u>each other</u>. <p>Ask a volunteer to revise the subject to be about more than two.</p> <p>Have another volunteer revise the reciprocal pronoun and read the completed sentence aloud. (<i>Three kittens play with one another.</i>)</p> <p>Write and Read:</p> <ul style="list-style-type: none"> • They like the <u>toys that belong to each other</u>. 	<p>Emphasize that the apostrophe comes before the s in the possessive reciprocal pronouns.</p> <p>Ask a student to revise the sentence, <i>They like the toys that belong to each other.</i>, so that it uses a possessive reciprocal pronoun. (<i>They like each other's toys.</i>)</p> <p>Say that <i>each other</i> and <i>one another</i> are never used as the subject of a sentence.</p>
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have each student say a sentence using <i>each other</i>. Then have a partner revise the sentence to be about a larger group using <i>one another</i>.</p>	<p>Provide each student with a copy of Practice pages 229–231 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises</p>

MATERIALS:

Language Development Practice, pp. 232–234

OBJECTIVE:

- Recognize and use possessive pronouns in sentences.

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Introduce the Concept		Model the Skill	
I Do	<p>Explain that some pronouns show ownership, or possession, of something. These are called possessive pronouns.</p> <p><i>Some possessive pronouns come right before a noun, such as my, your, his, her, its, our, and their.</i></p> <p>Demonstrate by holding up a pen.</p> <ul style="list-style-type: none"> • <i>This is my pen. The possessive pronoun my says that the pen belongs to me.</i> • <i>I could also say, This pen is mine. The possessive pronoun mine is another type of possessive pronoun, which can stand alone in a sentence (others are yours, his, hers, its, ours, theirs).</i> 	<p>Write and Read:</p> <ul style="list-style-type: none"> • This is Maurice's hat. <p>Model replacing the possessive noun with a possessive pronoun as you think aloud:</p> <ul style="list-style-type: none"> • <i>The possessive noun Maurice's can be replaced with the possessive pronoun his:</i> • This is his hat. This hat is his. <p>Write and Read:</p> <ul style="list-style-type: none"> • This is the Johnson family's home. <p>Model replacing the possessive noun with a possessive pronoun:</p> <ul style="list-style-type: none"> • This is their home. This home is theirs. 	
	Interactive Examples	Corrective Feedback	
We Do	<p>Write and Read:</p> <p>I brought Zena's sweater back.</p> <p>Ask a volunteer to identify the possessive noun. (<i>Zena's</i>)</p> <p>Ask another volunteer to rewrite the sentence using the possessive pronoun: (<i>I brought <u>her</u> sweater back.</i>)</p> <p>Write and Read:</p> <ul style="list-style-type: none"> • This is your bicycle. <p>Have a student say the possessive pronoun and then use a single possessive pronoun:</p> <ul style="list-style-type: none"> • This bicycle is _____. (<i>yours</i>) 	<p>Explain that three of the possessive pronouns (<i>its, their, your</i>) are homophones with other common words:</p> <ul style="list-style-type: none"> • <i>Its</i> is often confused with the contraction <i>it's</i> (<i>it is</i>). • <i>Your</i> is often confused with the contraction <i>you're</i> (<i>you are</i>). • <i>Their</i> is often confused with the contraction <i>they're</i> (<i>they are</i>) and the word <i>there</i>. <p>Provide additional practice if students struggle to tell these homophones apart.</p>	
	Oral Practice	Written Practice	
You Do	<p>Collaborate: Give each pair three index cards with a possessive noun written on one side. Have them work together to change the possessive noun to a possessive pronoun and then use it in a sentence.</p>	<p>Provide each student with a copy of Practice pages 232–234 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>	

MATERIALS:

Language Development Practice, pp. 235–237

OBJECTIVE:

- Identify pronouns and their antecedents and check pronoun-antecedent agreement.

» Go Digital

	Introduce the Concept	Model the Skill
I Do	<p>Review that a noun names a person, place, thing, or idea, and that pronouns take the place of a noun in a sentence.</p> <ul style="list-style-type: none"> When we use a pronoun, we have already named the specific noun. The pronoun refers back to this specific noun. The antecedent is the specific noun that a pronoun refers back to. <p>Explain that pronouns must match, or agree with, the specific noun they refer back to. They must match the gender and number of the noun.</p>	<p>Write and Read:</p> <ul style="list-style-type: none"> The boy put on their jacket. Something does not sound right in this sentence. I will check to make sure the pronoun and antecedent agree. The antecedent boy is singular and male. But the possessive pronoun their is plural. I'll need to change it so it agrees with the antecedent. <p>Write and Read:</p> <ul style="list-style-type: none"> The boy put on his jacket.
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> The man enjoyed <u>the man's</u> dinner. <p>Ask a volunteer to choose the correct pronoun to replace the underlined noun.</p> <p>Rewrite the sentence using the pronoun:</p> <ul style="list-style-type: none"> The man enjoyed <u>his</u> dinner. <p>Write and Read:</p> <ul style="list-style-type: none"> Talia and her mom make <u>her own</u> clothes. <p>Ask a volunteer to identify the pronoun and antecedent, and decide if they agree.</p> <p>Have the volunteer correct the sentence:</p> <ul style="list-style-type: none"> Talia and her mom make <u>their own</u> clothes. 	<p>Review the different types of pronouns and have students practice identifying their number and gender. Point out situations when more than one pronoun could be used, such as when an animal is the antecedent:</p> <ul style="list-style-type: none"> The dog chewed its bone. The dog chewed his bone. <p>Students may think that <i>their</i> can be used as a singular pronoun. Discuss that this is done at times when the gender of a person is not known, but it is not considered correct for formal writing. Instead, we should use <i>his</i> or <i>her</i> when the gender is unknown.</p>
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have students write two sentences in which the antecedent and pronoun do not agree, then switch with a partner. Ask pairs to correct the sentences and share them aloud.</p>	<p>Provide each student with a copy of Practice pages 235–237 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

MATERIALS:

Language Development Practice, pp. 238–240

OBJECTIVE:

- Demonstrate understanding of how pronoun-antecedent agreement builds cohesion among sentences.

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	Introduce the Concept	Model the Skill
I Do	<p>Review that pronouns refer back to antecedents and that a pronoun and its antecedent must agree.</p> <p>Explain that sometimes an antecedent appears in a previous sentence or paragraph.</p> <ul style="list-style-type: none"> • <i>Think about the sentence:</i> She went to work. • <i>This sentence starts with a pronoun. How could you figure out who this sentence is about if you read it in a story? You would have to look back at previous sentences to find the antecedent.</i> 	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Nettie went to the dentist. Then she went home.</i> • <i>The pronoun, she, in the second sentence refers back to the antecedent, Nettie. This helps the sentences flow.</i> <p>Write and Read:</p> <ul style="list-style-type: none"> • <i>The <u>dogs</u> ate their dinners. Then <u>he</u> wanted to go for a walk.</i> • <i>The antecedent dogs is plural. But the pronoun he is singular. I will correct it.</i> <p>Write and Read:</p> <ul style="list-style-type: none"> • <i>The <u>dogs</u> ate their dinners. Then <u>they</u> wanted to go for a walk.</i>
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Charlie did his homework. He wanted to do well on the test.</i> <p>Ask a volunteer identify the pronoun and its antecedent. Then ask if they agree.</p> <p>Write and Read:</p> <ul style="list-style-type: none"> • <i>The students rode on the bus. She felt excited about the field trip.</i> <p>Ask if the pronoun and antecedent agree, and have a student correct the sentence:</p> <ul style="list-style-type: none"> • <i>The students rode on the bus. They felt excited about the field trip.</i> 	<p>Assist students who are struggling to identify antecedents located in prior sentences. Have them practice identifying pronouns and antecedents in narrative texts with which they are familiar. Show them how an antecedent can appear one sentence previous, or many, to its pronoun. Discuss how using pronouns improves the flow of a text.</p>
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to write three sentences that share a subject. Have them use a noun as the subject of the first sentence and pronouns in the following sentences.</p>	<p>Provide each student with a copy of Practice pages 238–240 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>