



# Reading Mastery

*Signature Edition*

## Language Arts Teacher's Guide Grade 3

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**SRAonline.com**



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# Program Summary

## FACTS ABOUT GRADE 3 LANGUAGE ARTS

<b>Students who are appropriately placed in Grade 3 Language Arts</b>	Students who have completed Grade 2 Language Arts or who pass the placement criteria for Grade 3
<b>Placement criteria</b>	Students are able to read on at least a beginning third-grade level Students meet placement test criteria for: Following instructions Copying words at the rate of 10 words per minute Spelling copied words correctly (See the placement test on page 93.)
<b>Format of lessons</b>	Scripted presentations for all activities Program designed for presentation to entire class
<b>Number of lessons</b>	135 total (including 13 test lessons)
<b>Scheduled time for Language periods</b>	40–45 minutes per period Usually, one lesson can be completed in each period
<b>Weekly schedule</b>	4–5 lessons per week
<b>Teacher's material</b>	Teacher's Guide Presentation Book Answer Key Booklet
<b>Student's material</b>	Textbook Workbook
<b>In-program tests</b>	Every 10th lesson
<b>Remedies</b>	Specified as part of each test lesson

# SCOPE AND SEQUENCE FOR GRADE 3 LANGUAGE ARTS

Lessons 1 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135

	1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	
<b>SENTENCE ANALYSIS</b>																													
<i>Subject/Predicate</i>																													
<i>Verbs</i>																													
<i>Pronouns</i>																													
<i>Nouns</i>																													
<i>Adjectives</i>																													
<i>Consolidation</i>																													
<b>MECHANICS</b>																													
<i>Capitals and Ending Marks</i>																													
<i>Apostrophe</i>																													
<i>Quotes</i>																													
<i>Commas</i>																													
<b>EDITING</b>																													
<b>REPORTING</b>																													
<b>INFERRING</b>																													
<b>CLARITY</b>																													
<b>RELEVANCE</b>																													
<b>EXPANDED WRITING</b>																													
<b>RESOURCE MATERIALS</b>																													
<b>WORD ANALYSIS</b>																													
<b>STUDY SKILLS</b>																													

# How the Program Is Organized

**The organization of how skills are introduced, developed and reviewed is unique.**

In traditional programs, the curriculum is called a spiral, which means that students work exclusively on a particular topic for a few lessons. Then a new topic (often unrelated to the preceding topic) is presented. Grade 3 Language Arts does not follow this format for the following reasons:

- a) During a period, it is not productive to work only on a single topic. If new information is being presented, it is very easy for students to become overwhelmed with the information. A more sensible procedure, and one that has been demonstrated to be superior in studies of learning and memory, is to distribute the practice, so that, instead of working 45 minutes on a single topic, students work each day for possibly 10 minutes on each of four topics.
- b) When full-period topics are presented, it becomes very difficult for the teacher to provide practice on the latest skills that had been taught. Unless the skills that had been taught are used and reviewed, student performance will deteriorate, and the skills will have to be retaught when they again appear. A more sensible organization is to present work on skills continuously (not discontinuously), so that students work on a particular topic (such as pronoun clarity) for part of 20 or 30 lessons, not for 5 or 6 entire lessons at a time. In this context of continuous development of skills, review becomes automatic, and reteaching becomes unnecessary because students use the skills on almost every lesson.
- c) When skills are not developed continuously, students must learn a lot of new concepts during a short period and

are also expected to become “automatic” in applying the new concepts and skills. For most students, adequate learning will not occur. A more sensible way is to develop skills and concepts in small steps, so that students are not required to learn as much new material at a time, which means they receive a sufficient amount of practice to become facile or automatic in applying what they learn.

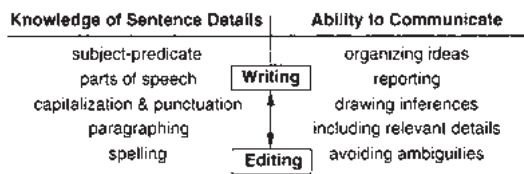
- d) When skills are not developed continuously, students and teachers may develop very negative attitudes about mastery. Students often learn that they are not expected to “learn” the new material because it will go away in a few days. Teachers become frustrated because they often understand that students need a lot more practice, but they are unable to provide it and at the same time move through the program at a reasonable rate. Again, the continuous development of skills solves this problem because students learn very quickly that what is presented is used in this lesson, in the next lesson, and so forth. When the practice is sufficient, students develop the set or expectation needed for learning a skill to mastery because it is something they will need in the immediate future.
- e) When lessons are not clearly related to “periods” of time, the teacher has no precise way to gauge the performance of the students or to judge how long to spend on a particular “lesson.” A more reasonable procedure is to organize material into lessons, each requiring so much time to teach. The teacher then knows that the lesson has the potential of teaching students within a class period of 45 minutes.

- f) The focus of Grade 3 Language Arts is on writing; however, students need various skills to write acceptably. These skills are taught in isolation (or in a simple form that provides students with lots of practice) and are then funneled into more complex applications. The skills that are taught are organized in *tracks*. A track is an ongoing development of a particular topic. Within each lesson, work from 3 to 5 tracks is presented. The teaching presentations are designed so it is possible to present the entire lesson in 45 minutes (although some lessons may be shorter and others may require more time for lower performers).

From lesson to lesson, the work on new skills develops a small step at a time so that students are not overwhelmed with new information and receive enough practice both to master skills and to become facile with them. Students, therefore, learn quickly about *learning new concepts* and realize that what they are learning has utility because they will use it.

### Focus on Writing

The diagram below presents an overview of the various skills that a writer needs to write effectively.



The left side of the diagram consists of mechanical skills, spelling, punctuation and knowledge of sentence structure. These skills are not trivial.

Third-grade students typically have trouble reading what they have written. (They often don't read exactly what they've written, but rather what they think they've written.)

The third-grader often writes very slowly—possibly no more than 10–12 words per minute. Writing at this rate is an impediment to holding onto ideas long enough to express them in sentences.

The third-grader typically does not spell accurately and is not familiar with basic punctuation or capitalization rules.

Grammar is related to punctuation. How does the writer know where to place periods and commas? If the writer writes a regular-order simple sentence that begins with a subject and ends with a predicate, no commas are needed. The period goes at the end of the sentence. However, if parts are missing, parts are inverted, or the sentence includes parts that are not intended for the regular-order sentence (such as direct quotes), punctuation is needed. The writer should have knowledge of basic sentence structure and knowledge of how the structure relates to punctuation and how it affects communicating with the reader.

The left side of the diagram, therefore, suggests much that should be taught before the student is able to perform even basic writing assignments in a way that will lead to success. The problem is that students who receive voluminous feedback on mechanical mistakes typically are not able to process the information in a way that will lead to positive changes in their writing. The feedback simply confirms to them that they aren't doing very well. So the skills should be taught in a manner that does not overwhelm the student.

The right side of the diagram involves communicating, which is the application of thinking skills. The basic rules of organizing a passage or story are based on the idea that the reader doesn't share the writer's understanding. If the writer's impressions are to be shared as intended, they must be organized in a way that communicates. The writer should not omit details that are necessary for the reader to see the links that the writer is trying to express.

Organization is closely related to clarity. Clarity of pronouns is something that third-graders may not understand well. Students who have gone through Grade 2 Language Arts have a good understanding of clarity. However, being able to identify unclear pronoun referents in someone else's writing is usually a lot easier than identifying it in your own writing.

Finally, the passage should contain only information that is relevant to the topic or theme of the passage.

All categories on the right side of the diagram suggest thinking and analytical skills that must be taught to the student.

## The Process of Writing

Much has been written about the idea that “writing is a process,” a notion that is sound in several fundamental ways. The first is that you don’t try to write and edit lavishly at the same time. Instead, you first write and then edit. What “writing as a process” does not convey is the host of skills that must be orchestrated if the students are to learn quickly. Certainly it is possible to permit students to write a passage that is subsequently edited, reedited, and finally “published.” The question is: Who did the significant editing and rewriting? Let’s say that you tore up the final product and told the student, “That’s how to do it; now it’s your turn. Write the same thing and see if you can end up with a story as good as the one I just tore up.” Would the student now be able to do it, or would the student still be dependent on you or someone else to correct mistakes after the fact?

Grade 3 Language Arts teaches writing as a process, but one that involves the integration of **skills** that are pretaught, with initial writing assignments that are relatively simple and that require only basic sentences, which students are able to write. Progressive changes in writing assignments incorporate new skills that are taught in the program.

Grade 3 Language Arts is based on these criteria of effective instructional sequences:

1. The work seems relatively easy because the students succeed.
2. The skill introduction is “cumulative,” which means that, when a new skill is taught, it is practiced extensively for the remainder of the program.
3. All skills that students need for various applications are pretaught.
4. The errors students make can be easily corrected by the teacher.

The ultimate test of a well-designed program is the teacher’s ability to correct students’ mistakes. If the teacher can correct all mistakes by referring to something that students have been taught, the program is well designed. In a well-designed program, the teaching always comes first, and the applications follow. The teacher is always able to correct mistakes that students make on assignments that require them to use what they have learned. In contrast, the poorly designed program makes corrections very difficult because the preteaching is inadequate.

## Global Strategies

Grade 3 Language Arts organizes skills so they are related to what the students already know and to what they are taught in Grade 3 Language Arts. The following descriptions provide a global view of how these relationships are created.

### Subject-Predicate, Grammar, Punctuation

Although grammar is currently downplayed (primarily because traditional attempts to teach it often fail), grammar is not difficult for students if it is related to sentences. There are two principle reasons for teaching grammar:

1. The understanding of basic grammar provides a communication link between teacher and student.
2. Dictionaries categorize words according to their parts of speech. For students to use a dictionary productively, they should understand how the different meanings relate to the parts of speech.

Grammar relates to simple declarative sentences:

**He went to the store.**

The first part of the sentence names. That part is the **subject** (He). The second part of the sentence tells more about the subject (went to the store.) That’s the **predicate**. All declarative sentences must have both parts—subject and predicate. As long as the sentence begins with the subject and no parts are missing, no special punctuation is needed—simply a period at the end. This rule also holds for sentences that are longer:



**Tom and Mary went to the store after Mrs. Jones came home.**

If the order of the parts is changed, however, punctuation is needed:

**After Mrs. Jones came home, Tom and Mary went to the store.**

The sentence has the same set of words as the original, but it has been transformed to begin with part of the predicate. The comma simply marks where the subject begins.

Other punctuation rules have to do with missing parts, such as a missing *and*. In this sentence, no special punctuation is needed:

**They slid down the hill and rolled over and started to laugh.**

In this sentence, punctuation is needed because part of the sentence is missing—the word *and*:

**They slid down the hill, rolled over and started to laugh.**

Parts of speech are related to the position of words in the sentence. The subject must either contain a noun or be a pronoun. Even sentences that are strange follow this rule:

**Running is a lot of fun.**

The sentence names running, so that’s the **subject**. Since the subject must be a pronoun or must contain a noun, the subject must be some kind of noun.

The first part of the predicate is usually a verb. (Exceptions are usually interruptions created by adverbs, such as: He **usually** works all afternoon.) The verb may contain one word or more than one word. Again, the relationships are best shown through transformations. The regular-order sentence is the starting point:

**She went to the store. She was going to the store.**

*Went* and *was going* serve exactly the same function; therefore, they must be the same part of speech.

For basic sentences, nouns are the names that occur in subjects.

**Her little puppy had lots of fleas.**

The last word is *puppy*—the last word in the subject is usually a noun.

The advantage of relating nouns to subjects with more than one word is that it provides the learner with a test of what’s a noun and what isn’t.

Nouns are free-floating elements that can occur in the predicate as well as in the subject. A test of words is to see how they would work as the last word of the subject. Those that “make sense” are nouns. Often verbal descriptions of what is a noun are not particularly enlightening: Nouns name persons, places, or things.

However, if the student has a method of testing words to determine whether they are nouns, the ideas expressed by the descriptions are a lot easier to learn.

The words that precede the noun in the subject are **adjectives**. It is possible to classify some of them as a type of adjective:

**A little puppy had fleas.**

The word *A* can be classified as an article. However, it’s also an adjective. Any word that precedes a noun and tells about the noun is an adjective. That rule provides a test for adjectives that occur in the predicate:

**He fed the little puppy.**

*Puppy* is a noun. *The* and *little* precede *puppy* and tell about *puppy*. Therefore, they are adjectives.

All the relationships described above are taught in Grade 3 Language Arts. Grammar is treated as a position game, because that’s what it is. Unless students understand grammar as such, they’ll have a lot of trouble understanding why *losing* is a verb in this sentence:

**Our team was losing.**

and why it is an adjective in this sentence:

**The losing player received a silver medal.**

and why it is a noun in this sentence:

**Losing is not fun.**

Grammar is closely related to punctuation, because a major reason for punctuation is to indicate that the regular-order nature of the sentence has been violated. It can be violated by inversions of parts:

**Shortly before the sun rose, Ruffy growled.**

(Part of the predicate appears before the subject.)

Another violation is on nonrestrictive parts. Nonrestrictive parts are set off from the rest of the sentence because they function as asides:

**Of course, he was tired.**

Direct quotes require lots of punctuation because they are elements not intended for regular-order sentences:

**He said, "I am tired."**

(In the parallel sentence: *He said that he was tired*, no special punctuation is needed.)

## Communication Details

The ability to communicate in writing involves a host of higher-order thinking skills. For the simplest writing assignment, the student names the character in a picture and tells the main thing the character did. This assignment implies that the student is able to discriminate between "reporting" and "not reporting," and between "the main thing the character did" and some ancillary action.

For some writing assignments, the student must infer what must have happened in a picture sequence before writing an account that includes

all the relevant information. These assignments assume that the student is able to identify details and is able to express them in sentences.

The student must organize ideas so they present a clear picture to the reader. Clarity means that the writer "sets the scene," introduces characters carefully and describes events in a way that avoids ambiguity. Again, the ability to write "clearly" implies that the student understands the difference between passages that are not clear and those that are, between passages that are well organized and those that aren't.

Grade 3 Language Arts provides teaching in all the component skills the student needs to organize and write basic passages.

## Reporting

Initial writing assignments require students to report. Students learn to discriminate between sentences that "report" and those that don't report. Students are presented with a picture and a series of statements, some of which report on what the picture shows and others that don't.



Circle **reports** if a sentence reports on what the picture shows.  
Circle **does not report** if the sentence does not report on what the picture shows.

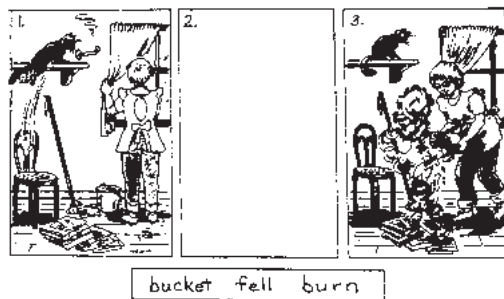
- |   |         |                 |
|---|---------|-----------------|
| 1. The three men were brothers.                 | reports | does not report |
| 2. Three men fished from a boat.                | reports | does not report |
| 3. The men were going to have fish for dinner.  | reports | does not report |
| 4. A big dog stood in the boat.                 | reports | does not report |
| 5. All the men wore hats.                       | reports | does not report |
| 6. One man held a net.                          | reports | does not report |
| 7. One fishing pole bent down toward the water. | reports | does not report |
| 8. A large fish was on the end of the line.     | reports | does not report |

Students report on what pictures show. Students are not permitted to "make up" scenarios about what happened. Students describe what the characters did. They do not tell what the characters were thinking or feeling, or why they did what they did.

Grade 3 Language Arts restricts initial writing assignments to “reporting” for several reasons:

- a) Students of varying abilities will tend to write the same set of sentences if they are required to report. However, if students are permitted to write whatever their imagination dictates, great variation will occur. Although some of the students will write clever passages, these passages don’t serve as good models to the other students because they are the product of many skills that have not been taught to the other students. Also, the lines between acceptable and unacceptable passages will not be clear to many students because the passage they write may be quite different from those other students created. In this context, students find it difficult to figure out what’s acceptable and what isn’t. In summary, when the assignment is restricted to “reporting,” the criteria for an acceptable passage are clear, the variability from student to student is reduced, and all students are able to succeed because the assignment does not involve skills that have not been taught in the program. The goal is not to teach a few students well, but to teach all of them well.
- b) To write effectively, the student must learn to operate under various constraints. Not all writing follows the same form; not all addresses the same reader. Ultimately, students will have to learn to “check” their passages for a large number of criteria. Writing that is limited to reporting is a good constraint for beginners.
- c) The tests of reporting are relatively simple. Basically, if students cannot find details of a picture that correspond to what they wrote, they haven’t reported.
- d) Finally, reporting sets the stage for “inferring,” which is taught later. If students understand what it is to report, they can appreciate the difference between reporting and inferring, which involves interpretations based on a picture sequence but not shown by the sequence.

Students learn to draw inferences. The primary teaching occurs through picture sequences that show events.



The middle picture is missing, which signals that the student must draw inferences about what must have happened in the middle picture. The procedure they follow is to use picture details as **evidence** of what must have happened. They do this by comparing the first picture and the last. Any differences between details of these pictures signals an inference. For instance, the candles in the first and last pictures are not in the same place. Therefore, something must have happened to the candle in the middle picture. The woman is not doing the same thing in the first and last picture; therefore, she must have done something in the middle picture. By comparing other details of the two pictures (such as the newspaper), the students gather specific information for creating **minimal** statements about what must have happened. Note that students are not to make up a great yarn about what happened, but are to use the information about differences between the pictures to identify the minimal things that must have happened. For example:

**The candle fell on the newspapers. The newspapers started to burn.**

Once students have learned the basic “game” for creating inferences, they perform on assignments that permit more latitude in how they fill in the missing details.

## Clarity

Grade 3 Language Arts teaches students the basic rules about clarity. In addition to the sentence format of first naming someone and then telling the main thing the person did, students are introduced to activities that focus on the idea that what somebody writes may be perfectly clear to the writer but not to the reader.

- a) Students work with passages that have unclear pronouns and apply the rule that, if they are writing about more than one male or more than one female, sentences that use the words *he* or *she* may be unclear. For example:

**Ann and Kim were swimming.  
She wore a bathing cap.**

Students refer to a picture in which the girls are labeled and correct the second sentence to make it clear.

- b) Students also learn “extended clarity” skills, such as setting a scene. Again, they work from picture sequences. They examine the details of the first picture and write about those details that would give the reader a clear picture of the story’s starting point.

## Editing

Editing activities are presented throughout Grade 3 Language Arts. Their purpose is to reinforce the various communication skills and mechanical skills taught in the program. They are coordinated with the students’ writing assignments so that students are not required to apply a particular rule, procedure, or skill until they have edited passages for violations of the rule, procedure or skill. For example, students edit passages for pronoun clarity before they are held accountable for writing passages that have clear pronouns. Students do not write passages with direct quotes until they have edited sentences that are supposed to present direct quotes.

The editing activities are extended to the students’ writing through checks for specific aspects of what the students wrote. The rationale for checks is that students should first write and then check their writing for various criteria. This process is easier for students if they understand the various criteria. Checks are a very important part of the teaching that students receive. The specific checks for a writing assignment appear in the student textbook. Here’s an example:

### Check 1

Does each sentence begin with a capital and end with a period?

### Check 2

Does each sentence tell the main thing?

### Check 3

Does each sentence tell what somebody or something **did**?

After students write their stories, they read them for each of the checks. By dealing with the checks one at a time, students receive practice in applying criteria one at a time. Later, as they become more proficient at editing for multiple criteria, they will become more facile both at reading for multiple checks and for writing quickly and doing some checking at the same time.

For students, editing their own work is a difficult process. That’s why they first learn particular skills in isolation, then they edit someone else’s writing for violations, and finally they edit their own writing for possible violations.

In summary, Grade 3 Language Arts provides an introduction to writing that teaches students skills, procedures and strategies that will serve them for as long as they write. The emphasis is on clarity of communication, not on intricately decorated sentences. Students learn about subject—predicate. They learn basic mechanical rules and communication techniques. The program honors the notion that writing is a process, and that students should first write and then edit. The program, however, has been

tempered by facts about the specific mistakes that students make and the amount of practice that they need to reliably apply rules and procedures used by good writers. One basic goal of the program is to assure that students understand the criteria that are used to judge writing. By working on frequent editing activities and checking their own work for relevant criteria, they acquire facility at communicating through writing. The skills the students are to use are developed systematically, first in isolation, then in editing activities, and finally as criteria for the students' writing.

At the end of Grade 3 Language Arts, students are able to look at the writing process as a communication process that gives the reader a clear picture of what the writer is trying to convey.

# Placement

Grade 3 Language Arts is appropriate for students who read on at least a beginning third-grade level, who can copy words at no less than 10 words a minute, and who can follow basic directions. Students who do not meet these criteria will have trouble performing on many of the activities presented in Grade 3 Language Arts.

A placement test evaluates students' performance at copying and following directions. A reproducible copy of the test appears on page 94. The test is group administered and requires about 10 minutes for students to complete. The script for presenting the test appears below.

## Administering the Test

Pass out a test form to each student. Students are to write their name in the space on the top. Present the following nonscorable (warm up) items and 4 scorable items.

- **Get ready to follow some directions.** (**Note:** These are nonscorable items.)
- **Touch the picture of the dog.** (Observe students and give feedback.)
- **The dog is not the first or second or third picture. Raise your hand when you know the number for the dog.**
- **Everybody, what's the number for the dog?** (Signal.) 6 (**Note:** These are scorable items. Allow 5 seconds for each item.)
- **I'll tell you directions. Do exactly what the directions tell you to do. Get your pencils ready.**
- **Listen: Circle the first picture.** (Pause 5 seconds.)

- **New directions: Make a box around the last picture.** (Pause 5 seconds.)
- **New directions: Make a line **under** the picture that is just after the bird.**
- **Listen again: Make a line **under** the picture that is just after the bird.** (Pause 5 seconds.)
- **New directions: Make a line **over** the picture that is just before the snake.**
- **Listen again: Make a line **over** the picture that is just before the snake.** (Pause 5 seconds.)
- **Everybody, put your pencil down and don't touch it until I tell you.**
- **Touch the little story that is in the box.**
- **I'll read that story. Follow along: Three men sat in their boat. One of those men jumped into the water. A big fish chased him.**
- **Everybody, touch the lines below the story. You're going to copy that whole story. Everybody, touch the letter **A**. You'll start right after the letter **A**. You'll copy the story just the way it is written. You'll spell all the words correctly. You'll put in the capital letters and the periods just the way they are shown in the story.**
- **The first sentence of the story is: **Three men sat in their boat**. That's the first sentence you'll copy. Then you'll copy the rest of the story. Pencils ready. You have 2 minutes. Get ready. Go.** (Time students. After 2 minutes, say:) **Everybody, if you're not finished, stop now and put your pencil down.**
- (Collect tests.)

## Placement Test

A REPRODUCIBLE COPY OF THIS TEST APPEARS ON PAGE 94.

### Grade 3 Language Arts

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Three men sat in their boat. One of those men jumped into the water. A big fish chased him.

A.

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1. Number of errors on picture items	0	1	2	3	4	
2. Number of omitted words (words not copied)	0	1	2	3	4	5
3. Number of copied words misspelled	0	1	2	3	4	5

## Scoring the Test

An answer key for the pictures appears below:



On each student's test form, record the number of errors for each criterion.

Line 1: Circle the number of errors the student made on **picture items**. If the student missed no items, circle 0. If the student missed all 4 picture items, circle 4.

Line 2: Circle the number of **omitted words** (words not copied). Read each student's story. Make sure all the sentences have the correct words. Mark any places where the student omitted words. Count the number of omitted words (those overlooked or those at the end of the story that were not written). If the number is 5

or less, circle the appropriate number on line 2. If the number is more than 5, write the number in the box at the end of line 2.

Line 3: Circle the number of **misspelled words**. Mark each misspelled word. Count the number. If the number is 5 or less, circle the appropriate number on line 3. If the number is more than 5, write the number in the box at the end of line 3.

## Placement Criteria

Students should not be placed in Grade 3 Language Arts unless they meet all the following criteria:

- The student should read on at least the beginning third grade level. If you have doubts about the student's reading ability, direct the student to read the following sentences from part A of lesson 1:

1. The three men were brothers.	reports	does not report
2. Three men fished from a boat.	reports	does not report
4. A big dog stood in the boat.	reports	does not report
5. All the men wore hats.	reports	does not report
8. A large fish was on the end of the line.	reports	does not report

Point to each item the student is to read and say: "Read this sentence." If the student gets stuck on a word, tell the word after about 3 seconds. The student should complete the reading in no more than 45 seconds and should make no more than 3 decoding errors. Students who exceed these limits probably do not read well enough to benefit from Grade 3 Language Arts.

- The student should pass all the criteria listed on lines 1, 2, and 3 at the bottom of the placement test. The criterion for each line is indicated by the boldfaced number.

1. Number of errors on picture items	0	1	2	3	4	
2. Number of omitted words (words not copied)	0	1	2	3	4	5
3. Number of copied words misspelled	0	1	2	3	4	5

If the student's number is to the right of the boldfaced number, the student fails that criterion. If the student makes more than one error on the picture items, the student fails. If the student makes more than two errors on omitted or copied words, the students fails.

If a student passes all the criteria but one and just barely misses meeting that criterion, the student could be placed in Grade 3 Language Arts.

## Copying Rate and Spelling Accuracy

Students who do not copy fast enough or accurately should practice copying. A good procedure is to devote 15 minutes a day to copying. Write sentences on the board and direct students to copy them. Try to use sentences they are able to decode.

Set a rate criterion based on 8 words a minute. Award points for students who meet this criterion.

Here's a sample presentation:

- This passage has 32 words. If you copy all the words and spell them correctly in 4 minutes, you earn 4 points. I'll read the passage. Then you'll copy it just as it is written.
- (Read the passage.)  
Pencils ready. Go.  
(Observe students and give positive feedback.)  
Some students are well on their way to earning 4 bonus points. I'm seeing some good, careful copying.

When nearly all students can complete the passage in the allotted time (8 words per minute), change the rate to 10 words per minute and award 5 points for completion.

Keep records of student performance. Make a graph that shows class improvement.

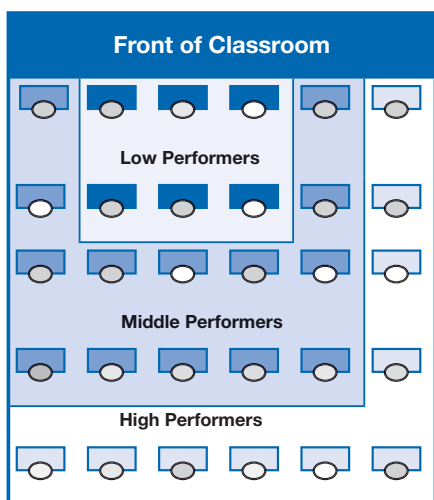


# Teaching the Program

Grade 3 Language Arts is designed to be presented to the entire class. You should generally be able to teach one lesson during a 45-minute period. All writing assignments are completed during this period.

## Classroom Arrangement

Arrange seating so you can receive very quick information on high performers and low performers. A good plan is to organize the students something like this:



The lowest performers are closest to the front of the classroom. Middle performers are arranged around the lowest performers. Highest performers are arranged around the periphery. With this arrangement, you can position yourself so that, by taking a few steps during the time that students are working, you can sample low, average and high performers. While different variations of this arrangement are possible, be careful not to seat low performers far from the front-center of the room. The highest performers, understandably, can be farthest from the center because they attend better, learn faster, and need less observation and feedback.

## Teaching

When you teach the program, a basic rule is that you should not present from the front of the room. For nearly all activities, you direct work-specified tasks. You should present from somewhere in the middle of the room (in no set place); and as students work, you should move around and quickly observe a good sample of students. Although you won't be able to observe every student working every task, you can observe at least a dozen in a couple of minutes.

Rehearse the lesson before presenting it to the class. Don't simply read the text—act it out. Watch your wording. If you rehearse the early lessons before presenting them, you'll soon learn how to present efficiently from the script. In later lessons, you should scan the list of skills at the beginning of each lesson. New skills are in boldface type. If a new skill is introduced in a lesson, rehearse it. Most activities in the lesson will not be new, but will be a variation of what you've presented earlier, so you may not need to rehearse these activities.

## Using the Teacher Presentation Scripts

The scripts specify how to present all activities in a lesson. The first part of the period involves work on skills. The second part on writing.

The script for each lesson indicates precisely how to present each structured activity. The script shows what you say, what you do, and what the student responses should be.

What you say appears in blue type:

*You say this.*

What you do appears in parentheses:

(You do this.)

The responses of the students are in italics:

*Students say this.*

Follow the specified wording in the script. While wording variations from the specified script are not always dangerous, you will be assured of communicating clearly with the students if you follow the script exactly. The reason is that the wording is controlled, and the tasks are arranged so they provide succinct wording and focus clearly on important aspects of what the students

are to do. Although you may at first feel uncomfortable “reading” from a script (and you may feel that the students will not pay attention), follow the scripts very closely; try to present them as if you were saying something important to the students. If you do, you’ll find after awhile that working from a script is not difficult and that students indeed respond well to what you say.

A sample script appears below.

4. **New sentence: A little dog (pause) is running down the street. What part names?**  
(Signal.) *A little dog.*

How you secure group responses **1**

- **New sentence: A boy and a girl (pause) are running down the street. What part names?**  
(Signal.) *A boy and a girl.*
- **New sentence: Two girls (pause) are eating ice cream. What part names?** (Signal.) *Two girls.*
- **New sentence: The man and the boy (pause) ate ice cream. What part names?**  
(Signal.) *The man and the boy.*

What you firm **2**

- (Repeat step 4 until firm.)

5. **New sentence: A little rabbit ran under the fence. What part names?** (Signal.) *A little rabbit.*

- **New sentence: A dog and a cat ran under the fence. What part names?** (Signal.) *A dog and a cat.*
- **New sentence: My brother went to the store. What part names?** (Signal.) *My brother.*

- (Repeat step 5 until firm.)

6. **Everybody, find part B in your workbook. ✓**  
Touch each sentence as I read it.  
Sentence 1: *Two girls are eating ice cream.*  
Sentence 2: *A black cat ran under the fence.*  
Sentence 3: *A man and a woman sat on the porch.*  
Make a circle around the part of each sentence that names. Circle the part that names. Raise your hand when you’re finished.

How you pace your presentation to student performance **3**

- (Observe students and give feedback.)

7. Let's check your work. Make an **X** next to any item you missed.
- Sentence 1: Two girls are eating ice cream. Everybody, say the part you circled. (Signal.) *Two girls.*
  - Sentence 2: A black cat ran under the fence. Say the part that names. (Signal.) *A black cat.*
  - Sentence 3: A man and a woman sat on the porch. Say the part that names. (Signal.) *A man and a woman.*
8. Raise your hand if you got no items wrong. ✓  
Super job.
- Everyone else, fix up any mistakes you made in part B. (Observe students and give feedback.)

The arrows show the three different things you'll do that are not spelled out in the script. You'll make sure that group responses involve all the students. You'll also "firm" critical parts of the exercises. And you'll use information based on what the students are doing to judge whether you'll proceed quickly or wait a few more seconds before moving on with the presentation.

### Arrow 1: Group Responses

Some of the tasks call for group responses. If students respond in unison, you receive good information about whether "most" of the students are performing correctly. The simplest way to signal students to respond together is to adopt a timing practice—just like the timing in a musical piece.

Step 4 presents a task that students respond to in unison:

**New sentence.**  
A little dog (pause) is running down the street.  
**What part names?** (Signal.) *A little dog.*

You can signal when students are to respond by nodding, clapping one time, snapping your fingers or tapping your foot. After initially establishing the timing for signals, you can signal through voice inflection only.

Students will not be able to initiate responses together at the appropriate rate unless you follow these rules:

- a) Talk first. Pause a standard length of time (possibly 1 second); then signal. Students are to respond on your signal—not after it or before it.
- b) Model responses that are paced reasonably. Don't permit students to produce slow, droney responses. These are dangerous because they rob you of the information that can be derived from appropriate group responses. When students respond in a droney way, many of them are copying responses of others. If students are required to respond at a reasonable speaking rate, all students must initiate responses. Therefore, it's relatively easy to determine which students are not responding and which are saying the wrong thing.

Also, don't permit students to respond at a very fast rate or to "jump" your signal.

To correct mistakes, show students exactly what you want them to do.

I'm going to answer the right way. My turn to say the answer.

**A little dog.** Let's see who can answer just that way. Listen:

A little dog is running down the street.

Everybody, what part names? (Signal.) A little dog.

Good. You're saying it the right way.

**(Note:** Do not respond with the students unless you are trying to work with them on a difficult response. You present only what's in blue. You do not say the answers with the students, and you should not move your lips or give other spurious clues about what the answer is.)

Think of unison responses this way: If you use them correctly, they provide you with much diagnostic information. They suggest whether you should repeat a task (because the response was weak). They permit you to get information about which students may need more help. They are therefore important early in the program. After students have learned the game, the students will be able to respond on cue with no signal. That will happen, however, only if you always keep a constant time interval between the completion of what you say and your signal.

## Arrow 2: Firming

When students make mistakes, you correct them. A correction may occur during any part of the teacher presentation that calls for students to respond. Here are the rules for corrections:

- You correct a mistake as soon as you hear it.
- A mistake on oral responses is saying the wrong thing or not responding.

In step 4, students may not say anything or may not correctly answer the question, "What part names?" You correct as soon as you hear the mistake. You do not wait until students finish responding before correcting.

To correct, say the correct response and then repeat the task they missed.

Teacher: A little dog is running down the street. What part names?

Some students: A little dog is . . .

Teacher: **A little dog.** That's the part that names. Listen: A little dog is running down the street. What part names?

Remember, wherever there's an oral task that involves all the students, there's a place where students may make mistakes.

Sometimes one step in the exercise involves a series of oral tasks.

4. **New sentence:** A little dog (pause) is running down the street. What part names? (Signal.) A little dog.
  - **New sentence:** A boy and girl (pause) are running down the street. What part names? (Signal.) A boy and a girl.
  - **New sentence:** Two girls (pause) are eating ice cream. What part names? (Signal.) Two girls.
  - **New sentence:** The man and the boy (pause) ate ice cream. What part names? (Signal.) The man and the boy.
- (Repeat step 4 until firm.)

After correcting any mistakes within this series of tasks, you would return to the beginning of step 4 and present the entire step.

The note **(Repeat step until firm)** occurs when students must correctly produce a series of responses. When you "repeat until firm," you follow these steps:

- 1) Correct the mistake. (Tell the answer and repeat the task that was missed.)
- 2) Return to the beginning of the specified step and present the entire step.

"Repeating until firm" provides information you need about the students. When the students made the mistake, you told the answer. Did they remember the answer? Would they now be able to perform the step correctly? The repeat-until-firm procedure provides you with answers to these questions. You present the context in which the mistake occurred, and the students can show you through their responses whether or not the correction worked, whether or not they are **firm**.

The repeat-until-firm direction appears only on the most critical parts of new teaching exercises. It usually focuses on knowledge that is very important for later work. In the activity above, for instance, you want to make sure that the students understand how to identify the part that names. However, if you're quite sure that the mistake was a "glitch" and does not mean that the students lack understanding, don't follow the repeat-until-firm direction.

The specified responses for some tasks are not what some students might say. Expect variability on some group responses. Accept any reasonable wording.

If you want to hold students to the wording that is in the script (which is not necessary for tasks that can be reasonably answered in other ways), say something like, "That's right." Then say the response you want. "Everybody, say it that way."

As a rule, if more than one answer is possible for the task you presented and you know that the students' answers are reasonable, don't bother with a correction. Just move on to the next part of the teacher script.

### Arrow 3: Pace Your Presentation



You should pace your verbal presentation at a normal speaking rate—as if you were telling somebody something important.

The most typical mistake teachers make is going too slowly or talking as if to preschoolers.

The arrows for number 3 on the diagram show two ways to pace your presentation for activities where students write or get involved in touching or finding parts of their workbook page. The first is a ✓ mark. That's a note to check what the students are doing. The second is a note to **(Observe students and give feedback)**.

A ✓ requires only a second or two. If you are positioned close to several "average performing" students, check whether they are performing. If they are, proceed with the presentation.

The **(Observe students and give feedback)** direction implies a more elaborate response. You sample more students and you give feedback,

not only to individual students, but to the group. Here are the basic rules for what to do and what not to do when you observe and give feedback:

- 1) Make sure that you are not at the front of the class when you present the directions for tasks that involve observing student performance. When you direct students to copy a sentence, move from the front of the room to a place where you can quickly sample the performance of low, middle and high performers.
- 2) As soon as students start to work, start observing. As you observe, make comments to the whole class. Focus these comments on students who are (a) following directions, (b) working quickly, (c) working accurately. "Wow, a couple of students are almost finished. I haven't seen one mistake so far."
- 3) When students put down their pencil to indicate that they are finished, acknowledge them.
- 4) If you observe mistakes, do **not** provide a great deal of individual help. Point out any mistakes, but do not do the work for the students. Point to the problem and say, "I think you made a mistake. Look at the first word in your sentence." If students are not following instructions that you gave, tell them, "You're supposed to use capital letters only at the beginning of the sentences. You have to listen very carefully to the instructions."
- 5) Do not wait for the slowest students to complete the activities before presenting the work check (during which students correct their work and fix up any mistakes). A good rule early in the program is to allow a **reasonable amount of time** for students to complete their work. You can usually use the middle performers as a gauge for what is reasonable. As you observe that they are completing their work, announce, "Okay, you have about 10 seconds more to finish up." At the end of that time, continue in the exercise.
- 6) Circulate among the students and make sure that they fix up any mistakes you identify.
- 7) In step 1 of many exercises, you direct students to put their pencils down. When you

present the exercises, make sure that the students follow your directions. These directions are important because you do not want students to write during the presentation of steps in which students listen and respond orally.

Position yourself among the students and move around as you present the exercise so that you can observe whether students are following directions.

- 8) At the end of skill exercises, you direct students to check their work and to fix up any mistakes.

They are to make an **X** next to any item they missed. They are to fix up mistakes in any sentences marked with an **X** (step 8). This procedure is followed throughout the program. The students are **not** to fix up the mistakes as you conduct the work check. They are simply to mark incorrect items with an **X**. After the exercise, allow students reasonable time to fix up the mistakes. If you allow too much time, students will not try to work fast and will not tend to remember the correct answers for the items they missed. If done correctly, the work check will shape the students' memories for missed items.

## Passage Writing Activities

Each passage writing activity has two parts and requires two lessons. In the first lesson, students write a passage and check it for specific details. On the following day, they edit and revise their passage.

### First-day Format

- Students refer to the picture they will write about and say some of the sentences they will later write.
- Students write the passage as you observe and give feedback.
- Students read their passage to themselves and determine whether it meets specified "checks," such as "Does each sentence begin with a capital and end with a period?"

- You collect the papers and mark them using a code that alerts the student to specific problems, such as RO for run-on sentences.

### Second-day Format

- You call on several students who wrote good passages to read their passage to the group. Students say some of the sentences from the model passages.
- Students fix up any part of their passage that has code letters and change or add sentences to make their passage better.
- Several students who edited their passage read their revision to the group.
- You collect papers and check whether students fixed up all parts you had marked.

## Managing Writing Activities

Effective management techniques for presenting writing assignments assure that students will learn from the models and will become facile at checking their own work. These techniques also reduce the amount of time you spend marking papers. Following writing assignments, you mark papers (which is a job that can become overwhelming because students write a lot).

### Before Students Write

Before students write a passage, you will present verbal tasks to prepare them. You will call on individuals and provide feedback about sentences. Here are basic rules to follow:

1. Direct the group to repeat good sentences. Good sentences are concise, clear and tell what happened. When a student says a good sentence, point out that it is good, repeat it, and direct the entire class to say it. Do not repeat flowery sentences or sentences that have unnecessary parts or sentences that incorporate structures that the students have not yet learned to write.
2. Be sure to praise all sentences that are correct. The teacher presentation book indicates a sample of acceptable sentences

for each task, but not all acceptable sentences.

3. Correct poorly or incorrectly worded sentences. Be positive during this correction. If a student says a sentence that expresses the correct idea, but words it poorly, praise the idea and say the sentence so that it is worded correctly. Direct the class to repeat it. For example; if a student said, “A man in a long beard stood next to the car” you would say, “Yes, a man *with* a long beard stood next to the car. Everybody, say that sentence.”
4. If a student does not compose a sentence that is consistent with the directions, quickly explain why the sentence has a problem and model an acceptable sentence. For example, a picture shows a cat falling off a branch toward the ground. The directions say, “Say a sentence that tells the main thing the cat did in that picture.” The student says, “The cat held out its paws.”  
Correct by saying, “That’s not the main thing the cat did. I’ll say a sentence that tells the main thing the cat did. The cat fell from the branch. Everybody, say that sentence.” In summary, do not present lengthy explanations. Briefly explain the problem and model a correct sentence.
5. Provide adequate practice for any sentence the group is not able to say on the first trial. Model the sentence again and direct students to repeat it. If students are not able to say the sentence after two or three sentences, break the sentence into two parts. Direct students to say the parts, then the whole sentence. Do not present more than about 5 trials before moving on in the program. If some students have trouble with more than one or two of the sentences, schedule a brief period of 3–5 minutes to work with them on saying problem sentences.

## As Students Write

Here are the basic rules to follow as students write:

1. Tell students that you will observe them as

they write. If you see a problem, you’ll put a dot in the margin of the line that has the problem. You will not tell them what the problem is, simply say, “There’s a problem on that line. See if you can find it and fix it.”

2. Read passages as students are writing. If you become practiced at moving from student to student, you can read most of what students write as they are writing. A good technique is to make a line in the margin to mark what you’ve already read.
3. Refer to the criteria given in the instructions when commenting on what students have written. If students did not follow the directions, tell them which directions they didn’t follow. “You were supposed to start each sentence by naming someone or something. I think some of your sentences have problems. Read over what you’ve written and see if you can fix it up.”
4. Do not spend a lot of time with one student. There will be time for fix-ups later. Don’t stand around as a student tries to find and correct the problem. Instead, put a dot in the margin for each line that has a problem. Observe other students and possibly return to the problem student later. When you read the passage later, you can scan the part you’ve already read to see if the mistake has been corrected.
5. Make frequent comments to the class. These comments should focus on what students are doing well and specific mistakes observed in several students’ writing. “Wow, we have some good opening sentences that tell the main thing about the group”...“Watch how you punctuate the sentence that tells what Bob said.”  
If students have had problems with a particular skill in the past and are doing well, make comments to the class. “You are doing a super job with sentences that begin with the part that tells when.”
6. Do not wait for all students to complete their passage. Allow a reasonable amount of time (based on the performance of a slower but industrious student’s performance) for students to complete the passage. Then tell students to stop writing. (It’s a good idea to

let them know a minute or two beforehand how much time they have left.) If you wait for all students to finish, students' writing rate will not improve greatly because there's no payoff for writing faster. If writing rate is a problem, reinforce students who improve and who complete assignments within a reasonable time period. Students who do not finish on time should finish the assignment at another time during the day or during the following lesson. Although schedules often make it difficult to work with these students, you may be able to schedule a time during which other students are engaged in independent work, or it may be possible to assign higher-performing students to work with slower students during the make-up time.

7. Praise improvement. Make announcements to the class. Be sure to praise improvement of the low performers. They should understand that they are not failing to meet your expectations. "Well, you sure wrote a lot more today than you did last time. Good writing. Keep it up."

## As Students Check Their Passages

The final first-day activity involves the checks that appear in the writing assignment. The checks are not always the same, and there are never more than four checks. The checks become very general near the end of the program. Here are the checks from a later lesson:

- Check 1** Did you tell what Ron did and said in the first picture?
- Check 2** Did you give a clear picture of what must have happened in the missing picture?
- Check 3** Are all your sentences written correctly?

Students are directed to read their passage for each check.

Here are procedures for making the checks effective:

1. As students check their work, circulate among them and look at their papers. If you observe a sentence that has not been corrected, give the student general information about the problem. Do not identify the sentence with the problem. Say something like, "The first part of your paragraph—where you tell about the first picture—has a problem. Read it for Check 2. See if you can find it and fix it up."
2. Do not hover over the student as he or she tries to find and correct the problem. Observe other students. Then possibly return to see whether the student has found the problem sentence.
3. Students who have not completed their paragraph should make a line in the margin to show how much they have written. They check what they have written. Later, after they complete the passage, they hand it in without the last part being checked.

## Marking Papers

Before the second day with the story, mark students' papers using a letter code. The letter code become more elaborate as students progress through the program. At the beginning, the students are required to check for only three things. By the end of the program, they are expected to check for 8 features. Here's the code you use:

- CP (sentences that lack **capitals** or **periods**)
- DID (sentences that are not in the past tense and therefore don't tell what somebody **did**)
- M (sentences that don't tell the **main** thing characters did)
- RO (**run-on** sentences)
- WH (passage that does not give a clear picture of **what happened**:  
Most commonly a sentence that tells an important detail is missing)
- Q (sentences with **quotes** that are not punctuated correctly)



- COM (failure to use **commas** properly)
- W1 (passage that does not have 1 or 2  
and required sentences that begin with a part  
W2 that tells **when**)
- P (failure to indent to indicate beginning of  
new **paragraph**)

As noted above, you write these letters in the left margin of the students' papers and do not indicate the exact part of each sentence that does not meet a check. The rationale for not being as specific as possible in indicating a problem with the passage is not to make the task of writing more difficult, but to provide students with practice in reading what they wrote and checking it for specific criteria.

**WH** normally indicates a sentence that is missing. For example, "The baby monkey sat in a tree and watched Roger put the mother monkey in the cage. Roger went to sleep. The baby monkey opened the cage." The writer did not tell that the baby monkey climbed down the tree. That sentence should have been written just before the sentence that tells that the baby monkey opened the cage. You would write **WH** on the line on which the missing sentence should have begun.

If a passage does not have a required sentence that tells when, write **W** at the bottom of the passage with a 1 or 2 to indicate how many sentences are missing.

Students need feedback on what they write. So although it takes a little more time to process each paper, it is a good idea to write comments and respond to spelling and grammar.

Here are some procedures that work well:

1. Correct improper grammar by writing the correct words above the incorrect ones.  
**Note:** Use this procedure only with respect to grammatical constructions that are not taught in Grade 3 Language Arts. For instance: **She walked slow.** Adverb usage is not taught in Grade 3 Language Arts. Correct the word **slow** in pencil. She walked **slowly.**
2. Do not penalize students for **all** spelling mistakes. Words that appear in the vocabulary box for each assignment should

be spelled correctly; however, a student's paper may have many "invented" spellings. A good rule is to hold the students accountable for any "spelling words" they should know and any words in the vocabulary box. You can write **S** or **Sp** above these words to indicate they are misspelled. If you wish to show the student the spelling of other words that are misspelled, write the word in pencil above the misspelled word. By writing it in pencil, you make it easy for the student to erase the misspelled word, fix up the word and erase the word you wrote.

## Efficient Paper-Marking Procedures

### First Day

As the students write, you observe their writing and make brief comments when appropriate. You make dots on lines on which you see a problem. You make a line to indicate how far you read. After collecting the papers, you mark them. The basic strategy is to a) scan above the line to see if problem sentences were corrected and b) read anything below the line. For any sentences that still have problems, write letters in the margin. For sentences that have dots but that have been corrected, write *okay* or *good*.

### Second Day

Return the marked papers at the beginning of the next period. You first call on several students who wrote good papers to read them. A good paper is one with no letters in the margin. For passages that have very good sentences, call attention to the sentence. Say it, and have students repeat it.

You next direct students who have letters in the margin to fix up their papers. You direct students who have no letters in the margin to read over their paper and make changes or add sentences to make it better. As students work on fixing up their passage, make comments to the class about passages or parts of passages that are good. Also, write comments on papers that have improved parts.

After students have edited and revised their passages, call on several students to read them.

At the end of the period, collect papers. Quickly scan them to confirm that students have fixed up problems. Write positive comments on papers that meet the various checks. Return papers and read one or two well-written papers to the class at the beginning of the next period.

## Shaping Better Writing

Sometimes students will write as little as possible. This tendency usually indicates that they are getting punished for writing more than the necessary minimum. (Students tend to write less if all spelling mistakes are marked and if they are held accountable for correctly punctuating sentence forms that have not been taught.)

Here are procedures for shaping better writing and a greater amount of writing:

1. Read selections to the class that are good examples of what you want students to do. When you read selections that are good examples of what you want students to do, follow these guidelines:
    - a. Do not read passages that are flowery, that contain sentence types that have not yet been introduced, or that violate any of the checks.
    - b. As a rule, select passages that contain more than the minimum number of sentences. Point that out as you read the selection. “This next selection has six sentences. Listen . . .”
    - c. After reading a well-written selection, refer to any checks that gave **some of the students** problems. “Did you notice that Amy had three sentences that begin with the part that tells when? Listen again . . .”
  - d. Try to read at least one passage written by a lower performer. Make sure, however, that it meets the checks and does not contain sentences that have serious grammatical problems. “Here’s a paper written by Mark. It’s a little short, but it does a very good job of meeting all the checks. Listen . . .”
2. Post papers of the week. A good plan is to have a bulletin board with two labels: **Super** and **Good**. Students select their best paper for the week and you post it under the appropriate heading. Tell students whose papers are posted under **Good** that if they keep working hard, they’ll have papers that are super. When a student who has never been posted under **Super** moves up to this category, acknowledge the student’s performance. “This is the first time we have one of Kimberly’s papers in the **Super** class. But I’ll bet it won’t be the last. Good work, Kimberly.”  
Encourage students. Read the posted papers.

## Summary

The procedures are designed to—

1. provide students with practice in successfully using the process of writing—initial writing, checking, and rewriting according to specific checks.
2. provide them with practice in applying criteria for clear writing.
3. allow them to fix up papers before handing them in.
4. provide them with motivation to write more and to write better.
5. allow them to succeed.

# Tracks

This section describes the major tracks developed in Grade 3 Language Arts. Each track deals with a significant topic. Activities from the track appear on a large range of lessons. On a particular lesson, activities from more than one track are presented to students. See the scope-and-sequence chart on pages 2 and 3. The major tracks are:

- Sentence Analysis
- Mechanics
- Editing
- Reporting—Based on Pictures
- Inferring—Based on Pictures
- Clarity—Based on Pictures
- Extended Writing
- Extensions

The first fifteen lessons of Grade 3 Language Arts introduce most of the tracks. These lessons provide a review of what students have learned in Grade 2 Language Arts. Starting with lesson 16, the program extends what students have reviewed and introduces new skills.

## Sentence Analysis

Sentence-analysis activities are dispersed throughout Grade 3 Language Arts. Here's a summary of the sentence-analysis skills that students learn. Students learn to—

- identify the subject and predicate of declarative sentences.
- identify one-word and two-word verbs.
- identify pronouns.
- identify nouns.
- identify adjectives.

The sequence of introduction, although different from that of traditional approaches, has been designed to show students how to distinguish one part of speech from another and how to use sentence analysis when writing.

## Subject-Predicate

In the first 10 lessons, students review identifying the subject and predicate of regular-order sentences. Initially, they refer to the subject as the part that names, and the predicate as the part that tells more. Students do exercises in which they circle the part that names in a series of sentences, then say the part that names and the part that tells more.

Beginning in lesson 5, students analyze passages to identify the sentences. All the sentences in the passage are regular-order sentences. The sentences have no capitals or periods. Students identify the part that names and the part that tells more to figure out where each sentence starts and ends. Then they capitalize the first word and put a period at the end of each sentence. Here's the exercise from lesson 5.



Put in the capitals and periods. Circle the part of each sentence that names.

A young boy threw a ball the ball went over his friend's head it rolled into the street a big truck ran over the ball the truck driver gave the boys a new ball they thanked the truck driver

2. I'll read the instructions: Put in the capitals and periods. Circle the part of each sentence that names.

3. Look at the first words in the passage, and figure out who the first sentence names. Everybody, who does it name? (Signal.) *A young boy.*  
Circle **a young boy**.  
(Observe students and give feedback.)
4. The first sentence tells more about a young boy. Say the words that tell more about a young boy. (Signal.) *Threw a ball.*  
Put a period after the word **ball**. Start the next sentence with a capital **T**.  
(Observe students and give feedback.)
5. Look at the first words in the next sentence and figure out who or what that sentence names. What does it name? (Signal.) *The ball.*  
Circle **the ball**.  
Say the words that tell more about the ball. (Signal.) *Went over his friend's head.*  
Put a period after the word **head**. Start the next word with a capital **I**.  
(Observe students and give feedback.)
6. Do the rest of the sentences in part A. Circle the part of the sentence that names something. Put a period at the end of each sentence. Begin each sentence with a capital. Pencils down when you're finished.  
(Observe students and give feedback.)
7. Let's check your work.
8. I'll read each sentence. Make an **X** if you put a period in the wrong place or left out a capital.
9. First sentence: A young boy threw a ball, period.
  - Next sentence: Capital **T**, The ball went over his friend's head, period.
  - Next sentence: Capital **I**, It rolled into the street, period.
  - Next sentence: Capital **A**, A big truck ran over the ball, period.
  - Next sentence: Capital **T**, The truck driver gave the boys a new ball, period.
  - Next sentence: Capital **T**, They thanked the truck driver, period.
10. I'll read the sentences. You'll tell me the words that name something. Then, you'll tell me the words that tell more.
  11. First sentence: A young boy threw a ball. Who does that sentence name? (Signal.) *A young boy.*  
What words tell more? (Signal.) *Threw a ball.*
  12. Next sentence: The ball went over his friend's head. What words name? (Signal.) *The ball.*  
What words tell more? (Signal.) *Went over his friend's head.*
  13. Next sentence: It rolled into the street. What word names? (Signal.) *It.*  
What words tell more? (Signal.) *Rolled into the street.*
  14. Next sentence: A big truck ran over the ball. What words name? (Signal.) *A big truck.*  
What words tell more? (Signal.) *Ran over the ball.*
  15. Next sentence: The truck driver gave the boys a new ball. What words name? (Signal.) *The truck driver.*  
What words tell more? (Signal.) *Gave the boys a new ball.*
  16. Next sentence: They thanked the truck driver. What word names? (Signal.) *They.*  
What words tell more? (Signal.) *Thanked the truck driver.*
  17. Raise your hand if you got no items wrong. Great job.
    - Everybody else, fix up any mistakes you made in part A.

### Teaching Notes

This type of exercise is very difficult for students who have not learned to analyze sentences with respect to subject and predicate. Students who understand subject-predicate may still have some problems, but you can correct mistakes by referring to what they know. They learn that placement of capitals and periods is not a random activity.

In later lessons, students fix up passages in which **some** of the sentences do not have capitals or periods. This editing context is similar to the situation in which students write and edit their own work.

In lesson 6, students are taught that the part of the sentence that names is the **subject**. Here's the first part of that exercise.

### EXERCISE 5 Subject

1. Pencils down. You're going to learn about the **subject** of a sentence. Listen: The **subject** of a sentence is the part of the sentence that names.  
Everybody, what do we call the part of the sentence that names? (Signal.) *The subject.*
2. Listen: Six little dogs barked loudly. Everybody, what's the part that names? (Signal.) *Six little dogs.*
  - So what's the subject of that sentence? (Signal.) *Six little dogs.*
  - Listen: A boy and a girl walked in the park. What's the subject of that sentence? (Signal.) *A boy and a girl.*
  - Listen: They went home. What's the subject of that sentence? (Signal.) *They.*
  - (Repeat step 2 until firm.)
3. Listen: That shirt is beautiful. What's the subject of that sentence? (Signal.) *That shirt.*
  - Listen: My mother and her friend talked on the phone. What's the subject of that sentence? (Signal.) *My mother and her friend.*
  - Listen: Her face and her hands got dirty. What's the subject of that sentence? (Signal.) *Her face and her hands.*
  - (Repeat step 3 until firm.)

#### Teaching Notes

Sentences are grouped so that you can firm responses (steps 2 and 3). Within each group are greatly different sentences. One has a subject containing more than one word (six little dogs); one has a subject that names more than one entity (a boy and a girl); one

has a pronoun for a subject (they). This variation assures that students do not learn serious misrules about the nature of the subject and assume that a subject must have a certain arrangement or number of words. Learning the new word **subject** for the part that names is not difficult for students. They already know the concept (the part that names).

Learning the new label involves no new understanding. It is simply identifying something that is familiar with a new word. Make sure that you firm students in step 2 and step 3 before presenting the written work that follows the oral activity.

In lesson 8, students learn to identify the part that tells more as the **predicate**. In later lesson, students continue to use the subject-predicate skills. Some exercises present sentence parts, and students identify the parts as either subject or predicate. For some exercises, students are presented with subjects in one column and predicates in the second column. They combine the parts to create unique sentences.

Subject-predicate is reviewed in editing exercises through lesson 27. In lesson 28, students are introduced to the part of the predicate that tells when. They make a line over the words in the predicate that tell when. At first, all sentences begin with the subject:

The boy cleaned the garage after breakfast.

All the people clapped when the movie ended.

In lesson 32, after working on the words that tell when for five lessons, students are shown that sentences may begin with part of the predicate. For this exercise, the workbook items show the same sentence written first in the regular order and then beginning with part of the predicate. For each sentence, students circle the subject, underline the predicate, and make a line over the words that tell when.

In the lessons that follow lesson 32, students learn the rule that, if the sentence begins with

part of the predicate, a comma is needed just before the subject. While this rule is sometimes violated in modern style, the violations are “exceptions” that are taught to the students in later levels of *Reading Mastery* Language Arts. In third grade the rule is treated without exception, even for parts that are relatively short, such as: *Yesterday, we went shopping*. The reason for the “no exception” procedure is to show students the relationship between sentence parts and punctuation. The regular-order sentence that begins with the subject is the “model.” It is written without a comma. All the parts of the regular-order sentence are present. In the predicate-first sentence, a part has been moved, so a comma is needed. An understanding of these points is important for many aspects of grammatical analysis that occur in later levels. In lesson 35, students rewrite sentences that begin with the part of the predicate that tells when.

- Our dog barked when the man walked by.
- When the man walked by, our dog barked.

**Rules:** Start with a capital letter.  
Write the part that tells when.  
Make a comma and write the rest of the sentence.  
End the sentence with a period.

1. They went swimming in the morning.
2. We talked softly while the baby slept.
3. The cook took a nap after lunch.

- You’re going to rewrite sentences so they begin with the part of the predicate that tells when. Remember the rule: If a sentence begins with part of the predicate, you should have a comma just before the subject.
2. Touch the first sentence in the rule box. Our dog barked when the man walked by. The subject is circled. The predicate is underlined. And there is a line over the part of the predicate that tells when.
  - Everybody, read the part of the predicate that tells when. (Signal.) *When the man walked by.*
  - Below is the sentence rewritten so it begins with the part that tells when. When the

man walked by, our dog barked. The rules for rewriting the sentences are in the box. Here they are: Start with a capital letter. Write the part that tells when. Make a comma and write the rest of the sentence. End the sentence with a period. That’s how you’re going to do it.

3. Touch item 1.  
They went swimming in the morning.
  - Everybody, what’s the subject? (Signal.) *They.*
  - What’s the whole predicate? (Signal.) *Went swimming in the morning.*
  - What’s the part that tells when? (Signal.) *In the morning.*
  - Rewrite that sentence so it begins with the part of the predicate that tells when. Start with a capital. Write the part that tells when. Then make a comma. Then write the rest of the sentence. Put a period at the end. Pencils down when you’re finished with sentence 1.  
(Observe students and give feedback.)
  - Everybody, read the sentence you wrote. (Signal.) *In the morning, they went swimming.*
  - Check your work. Here’s what you should have written: In the morning, comma, small **t**, they went swimming, period. Raise your hand if you got it right.
4. Item 2: We talked softly while the baby slept. Everybody, what’s the subject? (Signal.) *We.*
  - What’s the predicate? (Signal.) *Talked softly while the baby slept.*
  - What’s the part that tells when? (Signal.) *While the baby slept.*
  - Your turn: Rewrite sentence 2 so it begins with the part of the predicate that tells when. Remember the comma just before the subject.  
(Observe students and give feedback.)
  - Everybody, read the sentence you wrote. (Signal.) *While the baby slept, we talked softly.*
  - Check your work. Here’s what you should have written: While the baby slept, comma, small **w**, we talked softly, period.

5. Item 3: The cook took a nap after lunch.
  - Everybody, what's the subject? (Signal.) *The cook.*
  - What's the predicate? (Signal.) *Took a nap after lunch.*
  - What's the part that tells when? (Signal.) *After lunch.*
  - Your turn: Rewrite sentence 3 so it begins with the part of the predicate that tells when. Remember the comma just before the subject. Pencils down when you're finished.  
(Observe students and give feedback.)
  - Everybody, read the sentence you wrote. (Signal.) *After lunch, the cook took a nap.*
  - Check your work. Here's what you should have written: *After lunch, comma, small t, the cook took a nap, period.*
6. Raise your hand if you wrote all the sentences correctly.
  - Everybody else, fix up any mistakes you made.

### Teaching Notes

When the students check each sentence (the last part of steps 3–5), you will refer to a “small” letter following the comma. The reason for this convention is that students sometimes capitalize the letter that follows the comma. (That is the same letter that is capitalized when the sentence is in the regular order.)

When you observe students writing the sentences, make sure they begin each sentence with a capital, include no other capitals, and end with a period.

After students learn how to write and punctuate sentences that begin with part of the predicate, they apply this skill to writing passages, starting with lesson 67. Here's the introduction to the first assignment that requires students to include these sentences in passages.



Write two paragraphs.

- Write one paragraph that tells about the first picture.
- Write one paragraph that tells about the missing picture and the last picture.



trailer      row      pole      boat      alarm clock      middle

#### Check 1

Does your first paragraph give a clear picture of what happened before the first picture and in the first picture? (WH)

#### Check 2

Does your second paragraph give a clear picture of what happened in the middle picture and the last picture? (WH, P)

#### Check 3

Did you write at least two sentences that begin with a part that tells when? (W, COM)

5. You'll start your paragraph by telling where Carlos and Henry were and what they were doing before the first picture. You can also say what they planned to do. You might start by writing: *Henry and Carlos were sleeping in their bedroom. They were going to go fishing. They set the alarm clock for six in the morning.*
6. When you write your first paragraph, write at least one sentence that begins with a part that tells when.
  - Here are some sentences that begin with a part that tells when. Before they went to sleep, they set the alarm clock for six o'clock. Everybody, say that sentence. (Signal.) *Before they went to sleep, they set the alarm clock for six o'clock.*
  - *At six o'clock, the alarm clock rang. Everybody, say that sentence. (Signal.) At six o'clock, the alarm clock rang.*
  - *When the alarm clock rang, they got out of bed. Everybody, say that sentence. (Signal.) When the alarm clock rang, they got out of bed.*
  - All of those sentences begin with a part that tells when and tell what happened.

- Look at the first picture. Raise your hand when you can say a sentence that begins with a part that tells when. (Call on several students. Praise reasonable sentences.)
7. Henry said something in the first picture. Raise your hand when you can say the sentence that Henry said. (Call on several students. Idea: *I hope we can catch some fish today or I hope the weather is good today.* For good sentences:) **Everybody, say that sentence.**
  8. Write your first paragraph. Tell what happened before the first picture. Start out by telling where the boys were and what they were doing before the alarm clock rang. You can also tell what they planned to do. Then tell what happened in the first picture. Be sure to write a sentence that tells what Henry said and to write at least one sentence that begins with a part that tells when. Remember how to punctuate that sentence. Pencils down when you've written your first paragraph. (Observe students and give feedback.)

### Teaching Notes

Check 3 focuses on sentences that begin with the part that tells when.

The subject-predicate analysis is important because it relates to sentences that students write, to punctuation, and to grammar. The notion of “converting” sentences to a basic form (subject first) is a major principle and a procedure for understanding grammar.

### Parts of Speech

The parts of speech that are introduced in Grade 3 Language Arts are: verbs, pronouns, nouns, and adjectives.

### Verb Usage

The analysis of verbs moves in two directions. The first direction involves what the students write. Typically, students overuse sentences with progressive verbs.

**They were going to the store.**

Often, students have tense shifts.

**The man came into the room.  
He sits down.**

The initial verb activities focus on these tendencies. The pictures that students refer to when writing show what **happened**. To tell about these pictures, students are to indicate what the characters **did**, not what they are doing or were doing.

This work begins in lesson 1. Students are presented with regular present-tense verbs. (The verbs are regular because they can be converted to past-tense verbs by adding **ed**.) Students write the past-tense verbs.

Students also review irregular verbs presented in grade 2.

In lesson 2, students are presented with sentences that have progressive verbs (*was talking or is eating*). Students cross out both words of the verb and write the simple past-tense verb above the crossed-out words. Here's the first part of the exercise from lesson 2.

**E**

1. The boy was eating lunch.
2. The girl is running home.
3. The boy was playing soccer.
4. He is drinking water.
5. She was driving a bus.

drank      drove      ate      played      ran

2. You're going to change each sentence so it tells what the person did.
3. Words that tell what a person did are written in the vocabulary box. Touch those words as I read them: **drank, drove, ate, played, ran.**
4. Look at sentence 1. It says: The boy was eating lunch. That sentence tells what the boy was doing. Here's the sentence changed to tell what the boy did: **The boy ate lunch.** Everybody, say the sentence that tells what the boy did. (Signal.) *The boy ate lunch.*
5. I'll read sentence 2: The girl is running home.



Everybody, say the sentence that tells what the girl did. (Signal.) *The girl ran home.*

6. **Sentence 3: The boy was playing soccer.** Say the sentence that tells what the boy did. (Signal.) *The boy played soccer.*
7. **Sentence 4: He is drinking water.** Say the sentence that tells what he did. (Signal.) *He drank water.*
8. **Sentence 5: She was driving a bus.** Say the sentence that tells what she did. (Signal.) *She drove a bus.*
9. (Repeat steps 4–8 until firm.)
10. **Everybody, go back to sentence 1.** Sentence 1 says: **The boy was eating lunch.** Say the sentence so that it tells what the boy did. (Signal.) *The boy ate lunch.* Cross out the words **was eating**. Write **ate** above the crossed-out words. (Observe students and give feedback.)
11. **Fix up the rest of the sentences so that they tell what the persons did.** Pencils down when you're finished. (Observe students and give feedback.)

### Teaching Notes

Make sure the students are firm on steps 4–8 before they cross out the underlined words and write the simple past-tense verb. If students make mistakes in steps 4–8, immediately tell them the correct answer. Repeat the task that they missed. If they make more than two mistakes in the series, repeat steps 4–8 from the beginning.

Starting in lesson 5, students discriminate between sentences that tell what people did and sentences that don't tell what they did. Some sentences tell what people were doing; some tell what people did. Students cross out the verbs that don't tell what people did and write the correct verb above it.

ran  
He ~~was running~~.

Students apply the rule about past-tense verbs to their writing during the first 40 lessons. All sentences they write tell what illustrated characters **did**.

## Identifying Verbs

Starting with lesson 10, students are introduced to the label **verb** and analyze sentences to identify the verbs. The reason verbs are introduced first is that they are relatively easy for students to identify if students understand subject and predicate. In all the sentences they will work with, the verb is the first part of the predicate. Note that by using the subject-predicate analysis, students have less difficulty identifying verbs like **had** and **were** even though they don't specify an action.

Here's the introduction from lesson 11. All the sentences have one-word verbs. Exercise 3 provides verbal drill. Exercise 4 provides written practice.

### EXERCISE 3 Verbs

1. Everybody, pencils down. Remember, every sentence has a verb. The verb is usually in the first part of the predicate.
2. Listen: *A dog ate lots of food.* Say it. (Signal.) *A dog ate lots of food.*
  - **What's the subject?** (Signal.) *A dog.*
  - **What's the predicate?** (Signal.) *Ate lots of food.*
  - **What's the first word in the predicate?** (Signal.) *Ate.*
  - **That's the verb.**
  - Listen: *The girl threw a ball.* Say it. (Signal.) *The girl threw a ball.*
  - **What's the subject?** (Signal.) *The girl.*
  - **What's the predicate?** (Signal.) *Threw a ball.*
  - **What's the first word in the predicate?** (Signal.) *Threw.*
  - **That's the verb.**
  - (Repeat step 2 until firm.)
3. Listen: *Boys and girls were in school.* Say it. (Signal.) *Boys and girls were in school.*
  - **What's the subject?** (Signal.) *Boys and girls.*
  - **What's the predicate?** (Signal.) *Were in school.*
  - **What's the verb?** (Signal.) *Were.*
  - Listen: *A bird flew.* Say it. (Signal.) *A bird flew.*

- What's the subject? (Signal.) *A bird.*  
What's the predicate? (Signal.) *Flew.*  
What's the verb? (Signal.) *Flew.*
- Yes, **flew**. There's only one word in blue the predicate, so that word has to be the verb.
- (Repeat step 3 until firm.)

**C** Circle the subject of each sentence. Underline the predicate. Then make a **V** above the verb.

1. Six bottles were on the table.
2. An old lion chased the rabbit.
3. Jane and Sue sat under a tree.
4. His brother had a candy bar.

1. Everybody, find part C. ✓
  2. I'll read sentence 1: *Six bottles were on the table.* What's the subject? (Signal.) *Six bottles.*
    - What's the predicate? (Signal.) *Were on the table.*
    - What's the verb? (Signal.) *Were.*
  3. Sentence 2: *An old lion chased the rabbit.* What's the subject? (Signal.) *An old lion.*
    - What's the predicate? (Signal.) *Chased the rabbit.*
    - What's the verb? (Signal.) *Chased.*
3. Here are the instructions for part C: Circle the subject of each sentence. Underline the predicate. Then make a **V** above the verb. Remember, the verb is the first word of the predicate. Do the sentences now. Pencils down when you're finished.  
(Observe students and give feedback.)

### Teaching Notes

Make sure that students are firm on the verbal items in exercise 3 (steps 2 and 3) before you present the written activity in exercise 4.

Two-word verbs are introduced in lesson 14. Students are presented with one-word action verbs in isolation. For each verb, they identify the two-word verb. (For the verb **walked**, students say, "**was walking**.")

In lesson 15, students work from sentence pairs, such as

**The boy walked to the store.**  
**The boy was walking to the store.**

For the first sentence, students circle the subject, underline the predicate, and write **V** above the verb. Then, they do the same thing for the second sentence (writing a **V** above **each** word of the verb.)

Following this introduction, students read sentences presented in the textbook and write the verb for each sentence. Some sentences have one-word verbs. Some have two-word verbs.

The last activities involving verbs require students to identify action verbs when they are presented in isolation. The workbook exercise presents a list of words, some of which are action verbs. Students circle the verbs.

Students continue to identify verbs as part of the teaching that introduces verbs, pronouns, nouns, and adjectives. After pronouns have been introduced, students circle the subject, underline the predicate, write **V** above each word of the verb and write **P** above each pronoun.

### Pronoun Usage

Just as the verb activities move in two directions (writing and grammatical analysis) the activities that teach pronouns and their usage also go in two directions (writing usage and grammar). The major problem that students experience when using pronouns is that they create sentences that are not clear. They refer to "he" before "he" is introduced. The early pronoun activities address this problem with rules and with practice.

The first pronoun activity is introduced in lesson 2. The introduction demonstrates that specific pronouns can be used to replace names or nouns. Here's the introduction.

**C** Fill in each blank with **He**, **She** or **It**.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1. The car broke down.            | 1. _____ broke down.          |
| 2. The dream went on for an hour. | 2. _____ went on for an hour. |
| 3. The young boy sat in a chair.  | 3. _____ sat in a chair.      |
| 4. The monkey was laughing.       | 4. _____ was laughing.        |
| 5. My older sister helped me.     | 5. _____ helped me.           |
| 6. The pen fell off the table.    | 6. _____ fell off the table.  |

2. Some of these sentences name a person. Other sentences name something that is not a person. You can use the word **it** to name something that is not a person.

3. Sentence 1: The car broke down.  
What does that sentence name? (Signal.)  
*The car.*  
Is the car a person? (Signal.) *No.*  
Say the sentence with **it**. (Signal.) *It broke down.*

- (Repeat step 3 until firm.)

4. Sentence 2: The dream went on for an hour.  
What does that sentence name? (Signal.)  
*The dream.*

Is the dream a person? (Signal.) *No.*

What are you going to change **the dream** to? (Signal.) *It.*  
Say the sentence with **it**. (Signal.) *It went on for an hour.*

5. Sentence 3: The young boy sat in a chair.  
Who does that sentence name? (Signal.)  
*The young boy.*

What are you going to change **the young boy** to? (Signal.) *He.*  
Say the sentence with **he**. (Signal.) *He sat in a chair.*

6. Sentence 4: The monkey was laughing.  
What does that sentence name? (Signal.)  
*The monkey.*

What are you going to change **the monkey** to? (Signal.) *It.*  
Say the sentence with **it**. (Signal.) *It was laughing.*

7. Fill in the blanks with **he, she** or **it**.  
Remember, start with a capital. Pencils down when you're finished.  
(Observe students and give feedback.)

### Teaching Notes

The initial exercise introduces the idea that the pronoun replaces the entire subject of a sentence—the noun and any words that precede it. Although students have a functional understanding of this substitution game, the set of examples they work with initially makes the nature of pronouns much more understandable than it is when students

are taught a rule such as: Pronouns are used in place of nouns.

Starting in lesson 7, students write the appropriate subject for the second sentence in a pair of related sentences.

### B Fill in the blanks with **He, She** or **It**.

1. Robert spent all morning cleaning his room. \_\_\_\_\_ put his dirty clothes into the laundry basket. \_\_\_\_\_ washed the floor and the windows.
2. My sister went to the park. \_\_\_\_\_ played basketball with her friends for two hours. \_\_\_\_\_ scored 20 points.
3. The boat went around the small lake. \_\_\_\_\_ had three sails. \_\_\_\_\_ moved very quickly across the water.

2. The sentences next to each number tell what the same person or thing did. We don't want to start all the sentences with the same name, so we use **he, she** or **it**.
3. Look at number 1. I'll read the first sentence: Robert spent all morning cleaning his room.
  - Who does that sentence name? (Signal.) *Robert.*
  - The next sentence also tells about Robert. What word can we use instead of **Robert**? (Signal.) *He.*
  - Say the next sentence with the right word. (Signal.) *He put his dirty clothes in the laundry basket.*
4. Look at number 2. I'll read the first sentence: My sister went to the park.
  - Who does that sentence name? (Signal.) *My sister.*
  - The next sentence also tells about my sister. What word can we use instead of **my sister**? (Signal.) *She.*
  - Say the next sentence with the right word. (Signal.) *She played basketball with her friends for two hours.*

- Look at number 3. I'll read the first sentence: The boat went around the small lake.
  - What does that sentence name? (Signal.) *The boat.*
  - The next sentence also tells about the boat. What word can we use instead of **the boat**? (Signal.) *It.*
  - Say the next sentence with the right word. (Signal.) *It had three sails.*
- Fill in the blanks. Start the second sentence in each item with **he, she** or **it**. Remember to start each sentence with a capital. Raise your hand when you're finished. (Observe students and give feedback.)

### Teaching Notes

About the only problem that students have with these activities is keying off spurious words in the subject. If, for instance, the subject is his mother, sometimes, students will key on the word **his** in the first sentence and write "He" at the beginning of the second sentence. The simplest correction for this kind of mistake is to act shocked. "His mother is a he? He has a man for a mother? Wow!" If you use this kind of correction one time, you'll probably never have to use it again.

In lesson 8, students are introduced to a rule for using pronouns in a passage. The rule: If two sentences in a row name the same thing, you change the second sentence so that it names **he, she, or it**.

**D** Cross out some of the names and write **He, She** or **It**.

(A) Mario found many things when he went walking. (B) Mario once found a striped cat. (C) That cat was very thin. (D) That cat was sitting on the sidewalk. (E) Mario took the cat home with him. (F) Mario tried to hide the cat from his mother. (G) His mother heard the cat. (H) His mother liked the cat and told Mario that he could keep it.

- I'll read the instructions: Cross out some of the names and write **he, she** or **it**.

- Here's the rule for using the words **he, she** or **it** in paragraphs: If the next sentence names the same person or thing, change that sentence.
- Touch sentence A. ✓  
Sentence A names Mario. What's the letter for the next sentence? (Signal.) *B.*
  - Does sentence B name the same person sentence A names? (Signal.) Yes.
  - Yes, they both name Mario. So you're going to change sentence B. What word are you going to use instead of **Mario**? (Signal.) *He.*
  - Fix up sentence B. Cross out **Mario** and write **he**. Be sure to write a capital **H**. (Observe students and give feedback.)
- Touch sentence C. ✓  
What does that sentence name? (Signal.) *That cat.*
  - What's the letter for the next sentence? (Signal.) *D.*
  - Does sentence D name the same thing sentence C names? (Signal.) Yes.
  - Yes, they both name **that cat**. So you're going to change sentence D. What word are you going to use instead of **that cat**? (Signal.) *It.*
  - Fix up sentence D. Cross out **that cat** and write **it**. Be sure to write capital **I**. (Observe students and give feedback.)
- Touch sentence E. ✓  
Who does that sentence name? (Signal.) *Mario.*
  - What's the letter for the next sentence? (Signal.) *F.*
  - Does sentence F name the same person sentence E names? (Signal.) Yes. They both name Mario. So you're going to change sentence F. What word are you going to use instead of **Mario**? (Signal.) *He.*
  - Fix up sentence F. (Observe students and give feedback.)
- Touch sentence G. ✓  
Who does sentence G name? (Signal.) *His mother.*
  - What's the letter for the next sentence? (Signal.) *H.*
  - Does sentence H name the same person sentence G names? (Signal.) Yes.

- Yes, they both name his mother. So you're going to change sentence H. What word are you going to use instead of **his mother**? (Signal.) *She*.
  - Fix up sentence H.  
(Observe students and give feedback.)
8. (Call on a student.) Read your fixed-up paragraph. (*Mario found many things when he went walking. He once found a striped cat. That cat was very thin. It was sitting on the sidewalk. Mario took the cat home with him. He tried to hide the cat from his mother. His mother heard the cat. She liked the cat and told Mario that he could keep it.*)
- 9. Raise your hand if you got no items wrong. Great job.
  - Everybody else, fix up any mistakes you made in part D.

### Teaching Notes

Most students will not have serious problems with this exercise if you follow the wording of the exercise carefully. Don't add extraneous words, rules, or observations.

Sometimes students don't understand that they are supposed to look at two sentences in a row. You can usually spot problems of not understanding by weak responses to the questions that you present in steps 4 through 7. If you get weak responses, direct students to touch the first part of each sentence you name. In step 4, you would say, "Sentence A names **Mario**. Touch that part of the sentence. With your other hand touch the underlined part of Sentence B." Then present the rest of the step as specified. Repeat the same procedure for the rest of the sentences.

Students work variations of the activity above in the following lessons.

In lesson 21, a clarity rule is presented. The rule: If there are two men named in a sentence, you shouldn't begin the next sentence with **he**. If there are two women named in a sentence, you shouldn't begin the next sentence with **she**. Here's part of the activity from lesson 22 (the second time students have applied the rule).

**A**

1. Tom waved to Martha. <sup>Martha</sup>  
<sub>She</sub> was riding a horse.
2. Larry wanted to meet James. <sup>Larry</sup>  
<sub>He</sub> had a new bike.
3. Barbara gave her sister a rabbit. <sup>Her sister</sup>  
<sub>She</sub> loved rabbits.
4. Mr. Ross and Mr. Long were teachers. <sup>Mr. Ross</sup>  
<sub>He</sub> taught math.
5. Bill went fishing with Linda. <sup>Linda</sup>  
<sub>She</sub> caught four fish.
6. Ann and her mother went to a party. <sup>Ann</sup>  
<sub>She</sub> carried a cake.

- Remember the new rules for writing clearly: If there are two men in a sentence, you shouldn't begin the next sentence with **he**. If there are two women in a sentence, you shouldn't begin the next sentence with **she**.
2. I'll read the sentences in item 1: Tom waved to Martha. **Blank** was riding a horse. How many women are named in the first sentence? (Signal.) *One*.
    - So should the next sentence begin with **she**? (Signal.) Yes.
    - Cross out **Martha** at the beginning of the next sentence. ✓
    - I'll read both sentences in item 1: Tom waved to Martha. *She* was riding a horse.
  3. I'll read the sentences in item 2: Larry wanted to meet James. **Blank** had a new bike. How many men are in the first sentence? (Signal.) *Two*.
    - Should we begin the next sentence with **he**? (Signal.) *No*.
    - Cross out **he** at the beginning of the next sentence. ✓
    - I'll read both sentences in item 2: Larry wanted to meet James. *Larry* had a new bike. Now the sentences give a clear picture about **who** had the new bike.
  4. Do the rest of the items yourself. Read the first sentence. See if it names two men or two women. Figure out whether the next sentence will be clear if it starts with **he** or **she**. Cross out the word you don't use. Pencils down when you're finished.  
(Observe students and give feedback.)

## Teaching Notes

If students make more than occasional mistakes, read the item with the incorrect pronoun and point out the clarity problem. For example: “Barbara gave her sister a rabbit. She loved rabbits. If I read that item, I wouldn’t know whether Barbara loved rabbits or her sister loved rabbits.”

For the other item type, point out that the pronoun is clear.


Bill went fishing with Linda. She caught four fish.

“Tell me the name of the person who caught the four fish.”

“Yes, there’s only one person who could be **she**.”

In lesson 25, students apply the clarity rule to sentences in a passage. For some sentences, the pronoun is appropriate. For others, the person’s name is needed to assure clarity. Here’s the exercise from lesson 25.

**B** \_\_\_\_\_ and \_\_\_\_\_  
were swimming. \_\_\_\_\_ wore a  
bathing cap. \_\_\_\_\_ also wore a  
watch. \_\_\_\_\_ sat near the  
water. \_\_\_\_\_ wore sunglasses.  
\_\_\_\_\_ stood next to the blanket.  
\_\_\_\_\_ wore shorts. \_\_\_\_\_  
read a book.



- You’ve learned two rules about using the pronouns **he** or **she**. First, you learned that you must introduce a person with the person’s name before you refer to that person with **he** or **she**. You also learned that if a sentence names two men or two women, the next sentence shouldn’t begin with **he** or **she** because the sentence will be unclear. We won’t know which **he** or **she** the sentence is telling about.
  - We’ll use those rules to figure out the words that go in each blank.
2. I’ll read the first sentence: Blank and blank were swimming. Look at the picture.

(Call on a student:) What words go in the blanks? (Accept: *Ann and Kim* or *Kim and Ann*.)

- Here’s the first sentence: **Ann** and **Kim** were swimming. Fill in the blanks for the first sentence. ✓
3. Listen: Ann and Kim were swimming. Here’s the next sentence: Blank wore a bathing cap. Should we write **she** in the blank? (Signal.) *No*.
    - Why not? (Call on a student. Idea: *There are two women in the first sentence*.)
    - Everybody, who wore a bathing cap? (Signal.) *Ann*.
    - Write **Ann** in the blank. ✓
    - Here’s the sentence: **Ann** wore a bathing cap.
  4. Next sentence: Blank also wore a watch. Look at the picture and see if we’re still talking about Ann. If we are, we can use the word **she**. Complete the sentence: Blank also wore a watch.
    - Here’s the sentence: **She** also wore a watch. Raise your hand if you got it right.
  5. Next sentence: Blank sat near the water. Look at the picture and write the correct word in the blank. ✓
    - Listen: Blank sat near the water. We’re talking about a new person. So we must introduce that person. What word goes in the blank? (Signal.) *Jane*.
    - Yes, **Jane**. Here’s that sentence: **Jane** sat near the water.
  6. Fill in the blanks for the rest of the sentences. Remember, you can use the word **she** if it gives a clear picture. If it doesn’t give a clear picture, you have to name the person. Pencils down when you’re finished.  
(Observe students and give feedback.)
  7. Check your work. I’ll read the whole paragraph.
    - **Ann** and **Kim** were swimming. **Ann** wore a bathing cap. **She** also wore a watch. **Jane** sat near the water. **She** wore sunglasses. **Sally** stood next to the blanket. **She** wore shorts. **She** read a book.

8. Raise your hand if you filled in all the blanks correctly. Great job.
  - Everybody else, fix up any mistakes you made in part B.

The exercises following lesson 25 provide practice with the pronouns **him, her, they,** and **them.**

### Teaching Notes

A major purpose of the clarity exercise is to assure that students understand the basis for judging sentences confusing or unclear. What students learn about pronoun clarity is what they will be expected to apply to their own writing; however, students have much more trouble editing their own writing than they have editing what others write. Typically, they will have to be reminded of pronoun clarity many times when they write. The good news is that you'll be able to communicate with them. If they write: **Tom and Billy went swimming. He hated the water;** you can use the basic test of clarity. "Your first sentence says: **Tom and Billy went swimming.** How many boys are named? Your next sentence names **he.** Would the reader know which **he** that is? Fix up your second sentence."

### Pronouns as a Part of Speech

The analysis of pronouns as a part of speech is not introduced until students have worked with pronouns in the context of writing and communicating clearly. The label pronoun is introduced after students have learned to identify verbs. Verbs are easy for students to identify because they are the first word or words of the predicate. Some pronouns are also easy to identify. Those are pronouns that appear as the subject of sentences. The subject has one word; that word is a pronoun.

Other pronouns are harder to identify. Those are pronouns in the predicate (**him, her, it, them**). Identification of these pronouns is aided by the rule that pronouns stand for more specific designations like **the girl.**

In the first part-of-speech exercise (lesson 24) students replace subjects with the appropriate pronouns.

In lesson 25, students circle the subject of sentences and then write **P** in front of every sentence that has a pronoun for a subject.

In lesson 28, students identify the part of speech for numbered words in sentences. The words are either verbs or pronouns.

After students have worked with clarity exercises involving pronouns in the predicate, students identify verbs and pronouns in sentences. Here's part of the exercise from lesson 31.

**B** Write **V** above each **verb**. Write **P** above each **pronoun**.

1. It was landing on the runway.  
1      2
2. They wheeled it into the store.  
3      4
3. The dog barked loudly at him.  
5      6
4. He forgot his homework.  
7      8

- You've learned two parts of speech. One part of speech is a **verb**. You've also learned another part of speech.
2. Listen: What part of speech are the words **he, she, it, they, him, her** and **them**? (Signal.) *Pronouns.*
  3. Words in each sentence are underlined. You're going to tell the part of speech for words that are underlined.
  4. First sentence: It was landing on the runway. The word **it** is underlined. What part of speech is **it**? (Signal.) *Pronoun.*
    - The words **was landing** are underlined. What part of speech are those words? (Signal.) *Verb.*
    - (Repeat step 4 until firm.)
  5. Write letters to show the part of speech for each number in part B. Write **V** above each verb. Write **P** above each pronoun. Pencils down when you're finished. (Observe students and give feedback.)

## Nouns as a Part of Speech

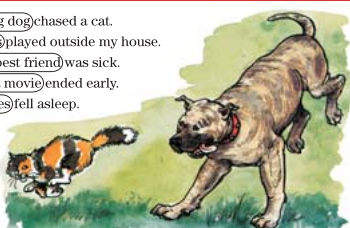
Nouns are introduced after pronouns, starting in lesson 33. By the time students reach this lesson, they will have had a lot of practice using nouns in their writing. The basic writing exercise requires them to construct sentences that name and then tell more. To name, students use a proper noun or a class noun (the girls).

Nouns are introduced with a rule (nouns name persons, places, or things) and with the sentence-analysis rule: If the subject of a sentence is not a pronoun, the last word in the subject is a noun.

The sentence-analysis rule is very useful because it identifies nouns in a very tight way (with respect to the sentences the students will write and analyze). It also sets the stage for the last part of speech introduced—adjectives. The noun is the last word in the subject. The words that precede the noun are adjectives. Here’s part of the exercise that introduces nouns (lesson 33).

**D** Write the noun in each subject.

1. A big dog chased a cat.
2. Girls played outside my house.
3. My best friend was sick.
4. That movie ended early.
5. James fell asleep.



- The subject is circled in each sentence. None of the subjects are pronouns.
- 2. You’re going to learn about a new part of speech. That part of speech is a **noun**. Here are the rules about nouns: Words that name persons, places or things are nouns. Once more: Words that name persons, places or things are nouns.
- Here’s another rule about nouns: If the subject is not a pronoun, the last word in the subject is a noun.
- 3. Sentence 1: A big dog chased a cat. What’s the subject? (Signal.) *A big dog*.
- What’s the last word in that subject? (Signal.) *Dog*.
- So **dog** is a noun. What part of speech is **dog**? (Signal.) *Noun*.

- Sentence 2: Girls played outside my house. What’s the subject? (Signal.) *Girls*.
- What’s the last word in that subject? (Signal.) *Girls*.  
Right, that’s the only word in the subject.
- What part of speech is **girls**? (Signal.)  
*Noun*.
- Sentence 3: My best friend was sick. What’s the subject? (Signal.) *My best friend*.
- What’s the last word in that subject? (Signal.) *Friend*.
- So **friend** is a noun. What part of speech is **friend**? (Signal.) *Noun*.
- Sentence 4: That movie ended early. What’s the subject? (Signal.) *That movie*.
- What’s the last word in that subject? (Signal.) *Movie*.
- So **movie** is a noun. What part of speech is **movie**? (Signal.) *Noun*.
- Sentence 5: James fell asleep. What’s the subject? (Signal.) *James*.
- What’s the last word in that subject? (Signal.) *James*.  
Right, that’s the only word in the subject.
- What part of speech is **James**? (Signal.)  
*Noun*.
- 4. Your turn: For each sentence, write the noun that is in the subject. Pencils down when you’re finished.  
(Observe students and give feedback.)

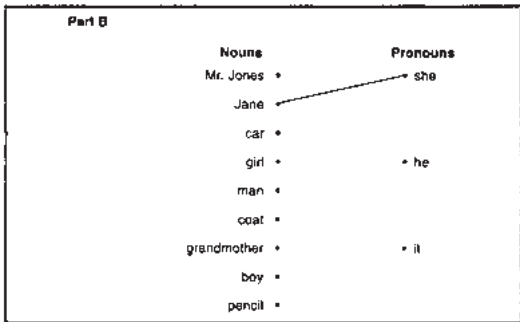
### Teaching Notes

Sentences 2 and 5 have one-word subjects. Some students may mistakenly call these words pronouns. To correct this mistake, say, “**Girls** is a noun. If it were a pronoun, it would be **they**.” or “**James** is a noun. If it were a pronoun, it would be **he**.”

If students make mistakes in step 3, repeat the tasks until the students are firm on responding to all the items.

In lesson 35, students relate nouns and pronouns. One purpose of the exercise is to show that pronouns are “more general” than nouns. That is, a pronoun can refer to more possible things than a class noun or proper noun can. Students draw lines connecting nouns to their appropriate pronoun referent.





In lesson 38, students identify underlined words in sentences as nouns, pronouns, or verbs.

**Part A** Write N above each noun.  
Write P above each pronoun.  
Write V above each verb.

1. Six rabbits <u>played on it.</u>	4. The meeting made <u>her</u> mad.
2. <u>Tom</u> looked at <u>them.</u>	5. <u>She</u> saw <u>it</u> when she came home.
3. <u>They</u> talked to <u>him</u> after lunch.	6. A big <u>dog</u> was with <u>her.</u>

In lesson 41, students are presented with a test for identifying nouns in isolation. The test: If you can say the word **the** before the word in question and if the words name something, the word tested is a noun. If “the \_\_\_\_\_” does not name something, the word tested is not a noun. This test is important because nouns appear in the predicate of sentences as well as in the subject. When they are in the subject, the rule about the last word of the subject guides identification of the noun. When nouns appear in the predicate, there is no handy rule for identifying them. (Students have worked with nouns in the subject, so they have learned something about the range of nouns before they are presented with the test for nouns.) Here’s part of the exercise from lesson 41.

**C** Write N in front of each noun.

1. ___ girl	4. ___ us	7. ___ happy
2. ___ men	5. ___ yellow	8. ___ me
3. ___ they	6. ___ phone	9. ___ mud

- You know that nouns name persons, places or things. Some nouns are easy. If you name a person—like Jerry, Linda or

Doug—those names are nouns. They are the names of people. Places like Chicago, New York or California are easy. Those words name places, so those words are nouns. Some nouns are harder.

- I’ll show you how to test them. I’ll say **the** before different words. If I name something that makes sense, the word is a noun.
- Listen: the apple. Did I name something? (Signal.) Yes.
    - So **apple** is a noun. What part of speech is **apple**? (Signal.) *Noun*.
    - Listen: the always. Did I name something? (Signal.) *No*.
    - So **always** is not a noun.
    - Listen: the sat. Did I name something? (Signal.) *No*.
    - So **sat** is not a noun.
  - Listen: the dream. Did I name something? (Signal.) Yes.
    - So what part of speech is **dream**? (Signal.) *Noun*.
    - Listen: the meeting. Did I name something? (Signal.) Yes.
    - So what part of speech is **meeting**? (Signal.) *Noun*.
    - Listen: the little. Did I name something? (Signal.) *No*.
    - So **little** is not a noun.
    - Listen: the happy. Did I name something? (Signal.) *No*.
    - So **happy** is not a noun.
    - (Repeat step 3 until firm.)
  - Find part C in your workbook. ✓  
Some of these words are nouns. Test each word by saying **the** before the word. If you name something, the word is a noun.
  - Word 1 is **girl**. So you say **the girl**. Does that name something? (Signal.) Yes.
    - So **girl** is a noun.
    - Word 2 is **men**. What do you say to test that word? (Signal.) *The men*.
    - Does that name something? (Signal.) Yes.
    - So **men** is a noun.
    - Word 3 is **they**. So what do you say? (Signal.) *The they*.
    - Does that name something? (Signal.) *No*.
    - So **they** is not a noun.
    - (Repeat step 5 until firm.)

6. Listen: Test each word by saying **the** before the word. Then write **N** in front of each word that's a noun. Don't write anything in front of the other words. Pencils down when you're finished.  
(Observe students and give feedback.)

In lesson 43, students apply the test for nouns to nouns in the predicate.

**A**

1. She bought a new car.
2. They went to a crowded beach.
3. Sam cooked dinner for them.
4. My truck ran over it.

- You've learned that if the subject of a sentence is not a pronoun, the last word in the subject is a noun. You've also learned how to test words to see if they are nouns. You say **the** before the word. If you name something, the word is a noun.
  - Every sentence in part A has a noun that's underlined. Some of the nouns are not in the subject. They're in the predicate.
2. Sentence 1: She bought a new car. The underlined words are **she**, **bought** and **car**. I'll test those words. You tell me if each word is a noun or not a noun.
    - Listen: the she. Is **she** a noun? (Signal.) *No*.
    - Listen: the bought. Is **bought** a noun? (Signal.) *No*.
    - Listen: the car. Is **car** a noun? (Signal.) *Yes*.
  3. Your turn: There is one underlined noun in each sentence. Write **N** over the underlined noun in each sentence. Don't do anything to the other underlined words. Pencils down when you're finished.  
(Observe students and give feedback.)
  4. Check your work.
    - Sentence 1. What's the noun? (Signal.) *Car*.
    - Sentence 2. What's the noun? (Signal.) *Beach*.
    - Sentence 3. What's the noun? (Signal.) *Sam*.
    - Sentence 4. What's the noun? (Signal.) *Truck*.

5. The other underlined words in part A are either verbs or pronouns. Your turn: Write **P** above each pronoun and **V** above each verb. Raise your hand when you're finished. Remember, when you're finished, every underlined word should have a letter above it.  
(Observe students and give feedback.)

## Adjectives as a Part of Speech

In Grade 3 Language Arts, students are not encouraged to use adjectives effusively when they write. The reason is that the initial goal of writing is clarity. For most of the writing activities, clarity is not improved with the addition of flowery adjectives.

Work on adjectives as a part of speech begins in lesson 61. Adjectives are the last part of speech taught in the level. The analysis of adjectives is based on the procedure of first finding the noun, then identifying words in front of the noun that tell about the noun. Those words are adjectives. This analysis permits students to identify words like **the** and **a** as adjectives (which is what they are). Words like **their**, **his**, and **my** are also adjectives. Here's the introduction from lesson 61.

**B**

**Rule:** Any word that comes before the noun in the subject is an adjective.

1. A little <sup>N</sup>puppy is barking.
2. Nine <sup>N</sup>boys ate lunch.
3. A beautiful <sup>N</sup>red kite flew in the air.

- The subject of each sentence is circled. An **N** is written above the noun in each subject.  
You're going to learn about a new part of speech: **adjectives**.
  - Here's the rule for these sentences: Any word that comes before the noun in the subject is an adjective. Once more: Any word that comes before the noun in the subject is an adjective.
2. Sentence 1: A little puppy is barking. What's the whole subject? (Signal.) *A little puppy.*  
Yes, a little puppy.
    - What's the noun? (Signal.) *Puppy.*

- Both the words that come before **puppy** are adjectives. What's the first adjective? (Signal.) *A*.
  - What's the next adjective? (Signal.) *Little*.
  - (Repeat step 2 until firm.)
  - 3. Sentence 2: *Nine boys ate lunch.* What's the whole subject? (Signal.) *Nine boys*.
    - What's the noun? (Signal.) *Boys*.
    - How many adjectives are before the noun? (Signal.) *One*.
    - Yes, one. What is it? (Signal.) *Nine*.
    - (Repeat step 3 until firm.)
  - 4. Sentence 3: *A beautiful red kite flew in the air.* What's the whole subject? (Signal.) *A beautiful red kite*.
    - What's the noun? (Signal.) *Kite*.
    - How many adjectives are before the noun? (Signal.) *Three*.
    - What's the first adjective? (Signal.) *A*.
    - What's the next adjective? (Signal.) *Beautiful*.
    - What's the last adjective? (Signal.) *Red*.
    - (Repeat step 4 until firm.)
- Here's a noun: **shoes**. Here's that noun with an adjective that tells what kind of shoes: **big shoes**. Here's that noun with a different adjective: **new shoes**.
  - 2. Your turn: Say **shoes** with a different adjective that tells **what kind**. (Call on several students. Praise responses such as: *Old shoes, small shoes, dirty shoes, blue shoes, and so on*.)
  - 3. Other adjectives tell **how many**. Here's the noun **shoes** with an adjective that tells **how many**: **two shoes**.
    - Your turn: Say **shoes** with a different adjective that tells **how many**. (Call on several students. Praise responses such as: *Six shoes, many shoes, ten shoes, some shoes, and so on*.)
  - 4. Words like **a** or **the** are adjectives because they tell **how many**. **A shoe is one shoe**;

### Teaching Notes

Students should be quite firm on nouns in the subject before this lesson. The initial exercises deal with adjectives in the subject because students are less likely to have trouble identifying the nouns in the subject and because it's easier to identify the words that tell about the noun in the subject. When nouns are in the predicate (She went to the corner **store**), the test of whether a word tells about a **store** is not always clear to the students. Is the word **to** an adjective? They might reason this way: She went **to** the store, so **to** must tell something about the store.

Later exercises introduce the rule that adjectives tell **what kind** or **how many**. Here's the first part of the introduction from lesson 64.

1. You've learned about adjectives. Words that come before nouns are adjectives. Adjectives tell **what kind** or **how many**.

The final activities in the program are consolidation exercises in which students identify verbs, pronouns, nouns, and adjectives in sentences. The primary emphasis throughout the grammar track is on sentences because words have different parts of speech depending on their placement in sentences. In the sentence, "I went with her," the word **her** is a pronoun. In the sentence, "Her bike was red," **her** is an adjective.

At the end of Grade 3 Language Arts, students have a good beginning understanding of verbs, pronouns, nouns, and adjectives. Students are able to relate them to sentences. Students have a good understanding of subject and predicate—which is probably the most important aspect of the sentence analysis. With the base that they have at the end of Grade 3 Language Arts, they are ready to learn more about both grammar and punctuation.

### Mechanics

Students learn basic rules for capitalizing and using ending marks. They learn rules for commas, quotes, and apostrophes.

After students have learned the basic subject-predicate analysis for declarative sentences, the work on capitals and periods focuses more on identifying sentences in a passage. The first

activity involves a paragraph that has no capitals and no periods. Students use the subject-predicate analysis to identify the sentences, then capitalize the first word and mark the end with a period.

A variation of this activity is presented in lesson 8. For this variation, some sentences lack capitals, some lack periods, and some are correct. Here's the student activity from lesson 8.

Part A Put in the missing capitals and periods.	
	every student in the class read a
	book Tom and Alice read a book about
	animals they learned about animals that
	live in different parts of the world
	Two students read a book about
	roses that book told how to take
	care of roses.

### Teaching Notes

Remember, the purpose of this teaching is to help students when they write. If students write in non-sentences, take them through the basic steps for figuring out how to make their sentences mechanically correct. Ask, "What's the subject? . . . What's the predicate? . . ." Now that you know the sentence, you can put in the capital at the beginning and the period at the end." (If the sentence the student writes is not a type that has been introduced in Grade 3 Language Arts, simply show the student where the capital and period go.)

In lesson 9, students are introduced to a rule about persons' names. The rule: Each part of a person's name begins with a capital. This rule helps students with otherwise complicated names such as "Mister Henry Jackson."

In lesson 55, students learn that names for days of the week and months of the year are always capitalized.

In lesson 67, students learn a general rule about persons or places. This rule covers a wide variety of applications. The rule: If the noun is the name

of **one** person or **one** place, all parts of the name are capitalized. Here's the introduction to the rule.

1. You've learned that nouns name persons, places or things. Some nouns are always capitalized. Here's a rule about the names of persons or places: If the noun is the name of **one** person or **one** place, all parts of the name are capitalized.
  2. **Sally** is capitalized because that name is supposed to name one person.
    - Listen: Miss Sally Brown. All parts are capitalized, because that is the name of one person.
    - Listen: the street. Nothing is capitalized, because **the street** could tell us about a lot of different places.
    - Listen: Elm Street. All parts are capitalized, because that is the name of one place.
  3. Listen: that park. Is anything capitalized? (Signal.) *No*.
    - Listen: Stanley Park. Is anything capitalized? (Signal.) *Yes*.
    - *Yes*, both parts of the name are capitalized.
    - Listen: Atlantic Ocean. Is anything capitalized? (Signal.) *Yes*.
    - *Yes*, both parts of the name are capitalized.
    - Listen: that store. Is anything capitalized? (Signal.) *No*.
    - Listen: Ace Grocery Store. Is anything capitalized? (Signal.) *Yes*.
    - *Yes*, all parts of the name are capitalized.
    - Listen: my doctor. Is anything capitalized? (Signal.) *No*.
    - Listen: Doctor Jones. Is anything capitalized? (Signal.) *Yes*.
    - Listen: Uncle Jake. Is anything capitalized? (Signal.) *Yes*.
    - *Yes*, both parts of the name are capitalized.
    - (Repeat step 3 until firm.)
  4. Listen: Chicago, Illinois. Is anything capitalized? (Signal.) *Yes*.
    - Chicago, Illinois is the name of one place, so both parts of the name are capitalized.
    - Listen: (name students' city and state or province). Is anything capitalized? (Signal.) *Yes*.
    - *That's the name of one place, so both parts are capitalized.*

## Apostrophes

Work on apostrophes begins in lesson 14. Students are shown that the apostrophe is an indicator that something has been deleted. This rule is important because it has a counterpart with commas. Commas are sometimes used to indicate where conjunctions have been deleted. In lessons 14 and 15, apostrophes in possessive words are introduced.

**C** Write the missing word in each item.

1. the hat that belongs to the boy	the <u>boy's</u> hat
2. the bone that belongs to the dog	the _____ bone
3. the car that belongs to her father	her _____ car
4. the arm that belongs to the girl	the _____ arm
5. the book that belongs to my friend	my _____ book
6. the toy that belongs to the cat	the _____ toy

- Some words tell that something belongs to something else. Those words have a punctuation mark called an apostrophe.
- 2. Touch item 1: the hat that belongs to the boy. Here's what we write: The **boy's** hat. We write the word **boy** and then put an apostrophe before the **s**.
- I'll spell **boy's: b-o-y-apostrophe-s**. Your turn: Spell **boy's**. (Signal.) *B-o-y-apostrophe-s*.
- Touch item 2: the bone that belongs to the dog. We write the **dog's** bone. I'll spell **dog's: d-o-g-apostrophe-s**. Your turn: Spell **dog's**. (Signal.) *D-o-g-apostrophe-s*.
- 3. Touch item 3: the car that belongs to her father. What do we write? (Signal.) *Her father's car*.
  - Spell **father's**. (Signal.) *F-a-t-h-e-r-apostrophe-s*.
  - Touch item 4: the arm that belongs to the girl. What do we write? (Signal.) *The girl's arm*.
  - Spell **girl's**. (Signal.) *G-i-r-l-apostrophe-s*.
  - (Repeat step 3 until firm.)
- 4. Your turn: Write the missing word in each item. Pencils down when you're finished. (Observe students and give feedback.)
- 5. Check your work.
  - Item 2: the dog's bone. Spell **dog's**. (Signal.) *D-o-g-apostrophe-s*.

- Item 3: her father's car. Spell **father's**. (Signal.) *F-a-t-h-e-r-apostrophe-s*.
  - Item 4: the girl's arm. Spell **girl's**. (Signal.) *G-i-r-l-apostrophe-s*.
  - Item 5: my friend's book. Spell **friend's**. (Signal.) *F-r-i-e-n-d-apostrophe-s*.
  - Item 6: the cat's toy. Spell **cat's**. (Signal.) *C-a-t-apostrophe-s*.
6. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part C.

Starting in lesson 16, students complete sentences with the appropriate possessive words. Here's the exercise from lesson 16.

**D** Rewrite each item with an apostrophe s.

1. The shirt belonged to **that boy**. The shirt was red.  
\_\_\_\_\_ was red.
2. The tail belonged to **a lion**. The tail was long.  
\_\_\_\_\_ was long.
3. The desk belonged to **my teacher**. The desk was old.  
\_\_\_\_\_ was old.
4. The hand belonged to **his mother**. The hand was sore.  
\_\_\_\_\_ was sore.
5. The car belonged to **my sister**. The car was dented.  
\_\_\_\_\_ was dented.

- You're going to complete sentences that tell about something that belongs to something else.
- 2. Touch item 1.  
The shirt belonged to that boy. The shirt was red. Listen to the first sentence again: The shirt belonged to **that boy**. Who did the shirt belong to? (Signal.) *That boy*.
  - So we write **that boy's shirt**. Spell **boy's**. (Signal.) *B-o-y-apostrophe-s*.
  - Write **that boy's shirt**. Raise your hand when you're finished.
  - Read the whole sentence you completed. (Signal.) *That boy's shirt was red*.
- 3. Touch item 2.  
The tail belonged to **a lion**. The tail was long. Who did the tail belong to? (Signal.) *A lion*.
  - So what do we write? (Signal.) *A lion's tail*.
  - (Repeat step 3 until firm.)

4. Spell **lion's**. (Signal.) *L-i-o-n-apostrophe-s*.
  - Write **a lion's tail**. Raise your hand when you're finished.
  - Read the whole sentence you completed. (Signal.) *A lion's tail was long.*
5. Touch item 3.
 

The desk belonged to **my teacher**. The desk was old. Who did the desk belong to? (Signal.) *My teacher.*

  - So what do we write? (Signal.) *My teacher's desk.*
  - Fill in the blank. Raise your hand when you're finished.
  - Read the whole sentence you completed. (Signal.) *My teacher's desk was old.*
  - Spell **teacher's**. (Signal.) *T-e-a-c-h-e-r-apostrophe-s*.
6. Complete the rest of the items in part D. Just rewrite the first sentence for each item and you'll complete the new sentence. Pencils down when you're finished. (Observe students and give feedback.)

Starting in lesson 19, students complete sentences that tell about a picture. They copy the first part of each sentence, then complete it using the appropriate possessive word.

### Teaching Notes

These activities are very important. Modern style has a premium on efficiency. Phrases that use the word **of** when referring to possession are not efficient and should not be encouraged. **A bird landed on the head of a cow** should be rewritten: **A bird landed on the cow's head**. Reinforce students for using possessives when they write and for not using a lot of phrases that contain **of**.

The final activity involving apostrophes requires students to discriminate between plural nouns and possessive nouns.

### Quotes

Students are taught to write the exact words that characters said. The sentence form that is taught begins by naming the person:

**James said, "I'm ready."  
or  
She asked, "Will you go with us?"**

Grade 3 Language Arts does not teach students to write sentences that have an "irregular" order: "When will we go?" he asked.

The introduction to direct quotes begins in lesson 23. Students write sentences from pictures that show somebody talking. Here's the first part of the work in lesson 23.



- In each picture, somebody said something. You're going to complete sentences that tell what they said.
2. Touch picture 1.
 

Who said something in picture 1? (Signal.) *Stan.*

    - What did Stan say? (Signal.) *My foot feels better.*
  - Touch picture 2.
 

Who said something in picture 2? (Signal.) *Miss Woods.*

    - What did Miss Woods say? (Signal.) *I am hungry.*
  - Touch picture 3.
 

Who said something in picture 3? (Signal.) *A boy.*

    - What did a boy say? (Signal.) *It is very late.*
  3. My turn to say sentences that tell what the people said. Touch the picture of Stan.
    - Listen: Stan said, "My foot feels better." Everybody, say that sentence. (Signal.) *Stan said, "My foot feels better."*

- Touch the picture of Miss Woods. Here's the sentence for that picture: Miss Woods said, "I am hungry." Everybody, say that sentence. (Signal.) *Miss Woods said, "I am hungry."*
- Touch the picture of a boy. Here's the sentence for that picture: A boy said, "It is very late." Everybody, say that sentence. (Signal.) *A boy said, "It is very late."*

- (Repeat step 3 until firm.)
- 4. I'll show you how to write those sentences. You write them with a **comma** and with **quote marks**.
- Everybody, touch the picture of Stan. Say the sentence for Stan. (Signal.) *Stan said, "My foot feels better."*
- (Write on the board:)

**Stan said**

- Here's the first part of the sentence. Now I make a comma.
- (Add comma:)

**Stan said,**

- That's a comma. Now I make quote marks to show that he's going to say something.
- (Make quote marks:)

**Stan said, "**

- Now I write the exact words he said. Everybody, what are the words he said? (Signal.) *My foot feels better.* The first word he said is capitalized. Watch.
- (Write:)

**Stan said, "My foot feels better**

- Now I end the sentence with a period.
- (Make a period at the end of the sentence:)

**Stan said, "My foot feels better.**

- And I show that Stan stopped talking by ending with quote marks.
- (Make quote marks at the end of the sentence to show:)

**Stan said, "My foot feels better."**

5. Copy this sentence. Remember, write **Stan said**. Then make a comma. Then make quote marks. Write the exact words Stan said, starting with a capital. Make another set of quote marks after the period at the end of the sentence. Pencils down when you're finished.

(Observe students and give feedback.)

Beginning in lesson 29, students write sentences that have a question in direct quotes. In lesson 31, students write a short paragraph about a picture. One of the sentences they write tells the exact words that a character said.

Write a short paragraph about this picture.



*Each person caught three fish.*

- You're going to write a short paragraph about this picture.
2. You'll start your paragraph with the sentence that is already written. Touch that sentence. I'll read it: Each person caught three fish.
  - In the picture, Mr. Smith is standing next to his fish and Jenny is standing next to her fish. You'll write a sentence that tells about the fish Mr. Smith caught. You'll write a sentence that tells about the fish that Jenny caught. Then you'll write a sentence that tells what Jenny said. I'll say that sentence. Listen: Jenny said, "Thank you for showing me how to fish."

3. Write your paragraph. Start with the sentence that is already written. Then write a sentence about Mr. Smith's fish, a sentence that tells about Jenny's fish, and a sentence about what Jenny said in the picture. Remember to punctuate that sentence with a comma and quote marks. Pencils down when you're finished. You have 4 minutes.

(Observe students and give feedback.)

4. (After 4 minutes, say:) Stop writing. (Call on several students to read their paragraphs.)
5. (Write on the board:)

**She said, "Thank you for showing me how to fish."**

- Check your paragraph to make sure you correctly punctuated the sentence that tells what Jenny said. You could start the sentence with the words **she said** or **Jenny said**. Raise your hand if you punctuated that sentence correctly.
- Everybody else, fix up any mistakes.

In lesson 35, students write a single quote that contains two sentences. (The boy said, "Let's go home. I'm tired.")

In lesson 57, students learn a rule about paragraphing. The rule: Only one person can talk in a paragraph. If another person starts talking, you start a new paragraph.

The work on quotes continues to the end of the level. Students write passages in which they apply the rules they have learned about punctuating direct quotes and starting a new paragraph when a new person talks.

## Commas

Students learn two rules for using commas (in addition to the comma used in direct-quote sentences). The first rule: If a sentence begins with part of the predicate, make a comma just before the subject.

The second rule: A comma replaces the word **and** in a series of phrases.

**He bought carrots, lettuce and apples.**

(The **and** joining **carrots** and **lettuce** is omitted and replaced with a comma.)

The first comma rule is introduced in lesson 34. Students first circle the subject, underline the whole predicate, and make a line over the part that tells when. Then the comma rule is introduced. Here's that part of the activity.

- |  |
|--|
| 1. Jane walked home after school.<br>After school Jane walked home.  |
| 2. Tom read a book in the evening.<br>In the evening, Tom read a book.                                     |
| 3. The girl rubbed her eyes when the lights came on.<br>When the lights came on, the girl rubbed her eyes. |

5. Here's a rule about punctuation: If a sentence begins with part of the predicate, you should have a comma just before the subject. That comma tells you that part of the predicate is in front of the subject. Listen again: If a sentence begins with part of the predicate, you should have a comma to show where the **subject** begins.
6. Touch the second sentence in item 1. After school, Jane walked home. That sentence begins with part of the predicate. Listen: Put a comma just before the subject begins. Put it just before the word **Jane**. ✓
- Touch the second sentence in item 2. In the evening, Tom read a book. That sentence begins with part of the predicate. So you need a comma just before the subject begins. What's the subject? (Signal.) **Tom**. Put a comma just before **Tom**. ✓
  - The second sentence in item 3 says: When the lights came on, the girl rubbed her eyes. Fix up that sentence. Put a comma just before the subject begins. ✓
  - The subject is **the girl**. You should have put a comma before the word **the**. Raise your hand if you got it right.
  - Everybody else, fix it up if you made a mistake.

In following lessons, students rewrite regular-order sentences so that they begin with the part of the predicate that tells when.

In lesson 43, students rewrite a paragraph so that some sentences begin with a part that tells when. All sentences in the original paragraph are in regular order.



After students have been taught about punctuating sentences that begin with a part that tells when (including the notion that these sentences have capitals only at the beginning, not another capital to mark the subject), students construct these sentences when they write their passages.

Students are taught to put a comma in sentences that begin with a part that tells when even if the part is short. Such punctuation helps students understand that punctuation is not completely arbitrary.

## Noun and Verb Phrases in Series

Punctuating noun and verb phrases in a series starts in lesson 47. The punctuation rule is based on the idea that a regular-order sentence needs no special punctuation.

**Ann had fun swimming and playing ball and digging in the sand.**

No special punctuation is needed. When the word **and** is removed from the sentence, however, punctuation is needed to mark the places where the word **and** has been omitted. Here's the exercise from lesson 47.

**Rule:** If you remove the word **and**, you must replace it with a comma.

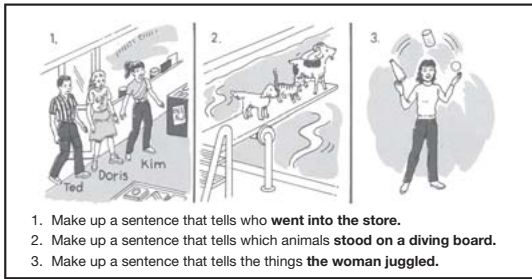
1. Ann had fun swimming and playing ball and digging in the sand.
2. Girls and boys and dogs and cats slid down the hill.
3. James read a book and wrote two letters and called his uncle and cleaned his room.
4. A cat and a dog and a pig and a horse ran into the barn.

- Here's the rule about the word **and**: If you remove the word **and**, you must replace it with a comma. The comma shows that something is missing.
- 2. I'll read sentence 1. Ann had fun swimming and playing ball and digging in the sand. We don't need all the **ands**.
- Here's what we want the sentence to say: Ann had fun swimming, playing ball and digging in the sand.

- Everybody, cross out the underlined **and**. Replace it with a comma. (Observe students and give feedback.)
  - (Call on a student:) Read your fixed-up sentence. Say **comma** where you wrote comma. *Ann had fun swimming, comma, playing ball and digging in the sand.*
3. Sentence 2: Girls and boys and dogs and cats slid down the hill. We don't want so many **ands**.
    - Cross out the underlined **ands**. Replace them with commas. (Observe students and give feedback.)
    - (Call on a student:) Read your fixed-up sentence. Say **comma** where you wrote a comma. *Girls, comma, boys, comma, dogs and cats slid down the hill.*
  4. Everybody, fix up sentence 3. Leave the last **and**. Replace the other **ands** with commas. (Observe students and give feedback.)
  - (Call on a student:) Read your fixed-up sentence. Say **comma** where you wrote a comma. *James read a book, comma, wrote two letters, comma, called his uncle and cleaned his room.*
  5. Everybody, fix up sentence 4. Leave the last **and**. Replace the other **ands** with commas. (Observe students and give feedback.)
  - (Call on a student:) Read your fixed-up sentence. Say **comma** where you wrote a comma. *A cat, comma, a dog, comma, a pig and a horse ran into the barn.*
  6. Raise your hand if you punctuated all the sentences correctly.
  - Everybody else, fix up any mistakes you made in part B.

In subsequent exercises, the word **and** is not underlined.

After students have learned the comma convention, they are introduced to application exercises that require them to construct sentences. Here's the activity from lesson 56.



- You're going to write sentences that need a comma because you'll leave out the word **and**.
- 2. I'll read item 1: Make up a sentence that tells who went into the store.
  - (Call on a student:) Name the three people who went into the store in picture 1. (Idea: Ted, Doris and Kim.)
  - Yes, Ted, Doris and Kim went into the store. Everybody, write your sentence for picture 1. (Observe students and give feedback.)
  - (Call on several students to read their sentence. Praise sentences that name all three people and have the word **and** only before the last person.)
- 3. I'll read item 2: Make up a sentence that tells which animals stood on a diving board.
  - (Call on a student:) Name the three animals that stood on the diving board. (Idea: A dog, a cat and a goat.)
  - Everybody, write your sentence for picture 2. (Observe students and give feedback.)
  - (Call on several students to read their sentence. Praise sentences that name all three animals and have the word **and** only before the last animal.)
- 4. I'll read item 3: Make up a sentence that tells the things the woman juggled.
  - (Call on a student:) Name the three things the woman juggled. (Idea: A bottle, a can and a ball.)
  - Everybody, write your sentence for picture 3. (Observe students and give feedback.)

- (Call on several students to read their sentence. Praise sentences that name all three items and have the word **and** only before the last object.)
- 5. Check your sentences. Make sure you have a comma where the word **and** could have gone.
- 6. Raise your hand if you got all the items right. Great job.
  - Everybody else, fix up any mistakes you made in part C.

Following work similar to that in lesson 56, students are required to write passages that contain sentences with omitted commas.

Throughout the work on mechanics, the emphasis moves from teaching a skill or applying a convention to writing.

## Editing

Part of the transition from skill learning to writing is editing. Each skill or convention is first taught as a relatively simple rule or procedure. Next, students **edit** passages for violations of the "rule" that had been taught. The violations that are presented are typically mistakes that naive writers make. Finally, students apply the rule in their own writing.

Editing activities begin in lesson 3 and continue to the end. The editing activities present many of the mistakes that students make when they write. Editing the mistakes written by somebody else is far easier for students than dealing with mistakes in their own writing. The repeated practice in editing mistakes of others makes it easier for students to read and edit their own work.

## Editing Code

Starting on lesson 5, students do editing activities that present an example of a passage based on the assignment presented in the previous lesson. Each passage has several problems, and the problems are prompted by letters in the margin.

CP (sentences that lack **capitals** and **periods**)

- DID** (sentences that are not in the past tense and therefore don't tell what somebody **did**)
- M** (sentences that don't tell the **main** thing characters did)
- RO** (**run-on** sentences)
- WH** (passage that does not give a clear picture of **what happened**:  
Most commonly a sentence that tells an important detail is missing)
- Q** (sentences with **quotes** that are not punctuated correctly)
- COM** (failure to use **commas** properly)

See page 24 for further explanations.

The sample passage students are to edit appears in the workbook. During the first editing exercises, students first identify problems in the text. They then fix up the passage so that it meets the checks specified for that writing assignment. In later exercises, students fix up passages without first going over problems.

The letter code is introduced gradually, starting with three letter codes on lesson 5. (CP, DID, M) The exercise introduces students to these codes after which students apply them to the passage and fix it up.

Here's the student material and teacher presentation script for lesson 5.

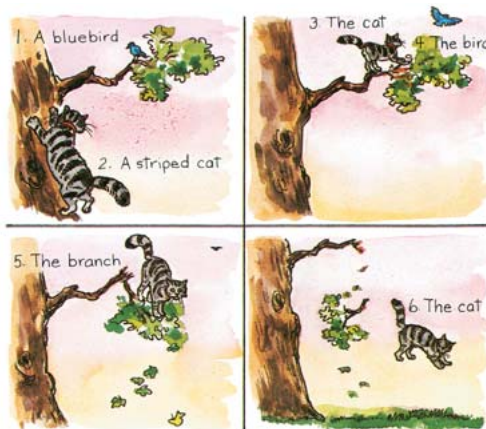
<b>G</b>	
	<i>A bluebird sat on a tree branch. A</i>
<i>DID</i>	<i>striped cat was running up the trunk of the tree to get the bird. The cat ran</i>
<i>CP</i>	<i>toward the bird. The bird flew away.</i>
<i>M</i>	<i>The branch broke. The cat held out its paws</i>

## TEXTBOOK

### EXERCISE 6 Practicing Applying Checking Procedure

- Find part F in your workbook.
  - Open your textbook to lesson 4. ✓  
These are the pictures you wrote about last time.

- Touch the paragraph in part F in your workbook. ✓
  - This is a paragraph a student wrote about those pictures. It has some problems. I'll read it: A bluebird sat on a tree branch. A striped cat was running up the trunk of the tree to get to the bird. The cat ran toward the bird. The bird flew away. The branch broke. The cat held out its paws.



- The paragraph has several problems with the checks. For any problems with a check, the teacher wrote letters in the margin. Those are the letters shown after each check.
  - Look at the checks under the paragraph.
  - Touch the first check. ✓  
It says: Does each sentence tell the main thing? What letter follows that check? (Signal.) *M*.
  - M** stands for main. If you see the letter **M** in the margin, it means that the sentence on that line does not tell the main thing or that a sentence is missing.
  - Everybody, what does the letter **M** stand for? (Signal.) *Main*.
  - If you see the letter **M** in the margin, what does it mean? (Call on a student. Idea: *The sentence on the line does not tell the main thing or that a sentence is missing.*)
- Touch the second check. ✓  
It says: Does each sentence begin with a capital and end with a period? Everybody, what letters are shown for that check? (Signal.) *CP*.

- **CP** stands for capital and period. If you see the letters **CP** in the margin on your paper, it means that the sentence on that line does not begin with a capital and end with a period. You have to fix up the sentence so that it begins with a capital and ends with a period.
  - Everybody, what do the letters **CP** stand for? (Signal.) *Capital and period.*
  - If you see the letters **CP** in the margin, what does it mean? (Call on a student. Idea: *The sentence on the line either does not begin with a capital and end with a period.*)
5. Touch the third check. ✓  
It says: Does each sentence tell what somebody or something did?
    - What letters are shown for that check? (Signal.) *D-I-D.*
    - Those letters tell you that the sentence doesn't tell what somebody did. Maybe it tells what somebody was doing. Maybe you used the wrong word. You have to fix up the sentence so it tells what somebody did.
    - If you see the letters **D-I-D** in the margin, what does it mean? (Call on a student. Idea: *The sentence doesn't tell what somebody or something did.*)
  6. The letters in the margin show which sentences have a problem. The letters tell the problems.
    - First we'll talk about the problems. When we finish talking about all the problems, you'll fix them up. Pencils down.
    - Touch the first letters in the margin. ✓  
What are the letters? (Signal.) *D-I-D.*
    - Read the sentence on the line next to **D-I-D**. Raise your hand when you know what's wrong with the sentence. (Call on a student. Idea: *The sentence tells what the cat was doing, not what the cat did.*)
    - You'll fix up the sentence by crossing out **was running** and writing **ran** above the crossed out words.  
Everybody, say the corrected sentence. (Signal.) *A striped cat ran up the trunk of the tree to get the bird.*
7. Touch the next letters in the margin. ✓  
What are the letters? (Signal.) *CP.*
    - Read the sentence on the line next to **CP**. Raise your hand when you know the problem with the sentence.  
(Call on student. Idea: *The sentence does not end with a period.*)
  8. Touch the next letter in the margin.  
What's the letter? (Signal.) *M.*
    - Read the sentence next to **M**. Raise your hand when you know the problem with the sentence. (Call on student. Idea: *The sentence does not tell the main thing the cat did.*)  
Raise your hand when you can say a sentence that tells the main thing the cat did. (Call on a student. Idea: *The cat fell to the ground.*)
    - When you fix up the paragraph, make a line through the sentence that does not tell the main thing and write a sentence under the paragraph that tells the main thing. Make an arrow to show where the new sentence goes. Remember, if you need to write a new sentence, write it below the paragraph and make an arrow to show where the new sentence goes. (Observe students and give feedback.)
  9. Fix up the paragraph so it meets all the checks. (Observe students and give feedback.)
  10. Check your work.
    - On the line with the letters **D-I-D**, you should have crossed out **was running** and written **ran**.
    - On the line with the letters **CP**, you should have a period after the word **bird** in the sentence **The cat ran toward the bird**.
    - On the line with the letter **M**, you should have put a line through the sentence, **the cat held out its paws**, and written a sentence that tells that the cat fell to the ground.
    - Raise your hand if you fixed up all the problems.
  11. I'll read the paragraph with the problems fixed up. A bluebird sat on a tree branch. A striped cat ran up the trunk of the tree to get to the bird. The cat ran toward the bird. The bird flew away. The branch broke. The cat fell to the ground.

### Teaching Notes

Steps 1–5 of the exercise introduce the checks and the letter code for each check. In steps 6–8, students apply the code to the passage and identify each problem. Students then fix up the passage and check their work. In the last step of the exercise, you read a paragraph that meets the three checks.

Here’s a schedule for the rest of the codes:

Lesson 17—WH and RO

Lesson 47—Q

Lesson 69—W and COM

Lesson 63—P

The most difficult check is “Did you give a clear picture of what happened?” Problems with this check are indicated by **WH** in the margin. The most common problem is missing details. When a sentence is missing, students read the sentences that are in the text and then figure out the missing sentence. If they have trouble, act it out. For example, if the missing sentence is “The baby monkey climbed down the tree,” ask students “Where was the baby monkey before it opened the cage?” (In the tree.)

If you’re in a tree and you want to open the cage, what’s the first thing you need to do? Climb down the tree. That tells you what the missing sentence is.

Starting in lesson 5, students will edit and revise the passage they wrote the preceding day. Before students work on fixing up their paper, have several students who wrote good passages the previous day read their passage. Then, the students edit their passage. They fix up errors indicated by letters in the margin. They can also add more words or sentences to improve their passage. Here is the introductory exercise from lesson 5.

1. Find the paragraph you wrote last time. ✓
  - Keep your textbook open to part F on lesson 4. ✓

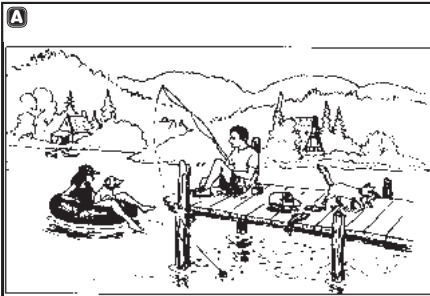
2. I’m going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin on your paper. That means that you didn’t have any problems with the checks. (Call on several students who raised their hands to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)
3. Some of your papers have letters in the margin.  
*What letter would be in the margin if a sentence does not tell the main thing or if a sentence is missing? (Signal.) M.*
  - If a sentence is missing, you write the sentence below your paragraph and make an arrow to show where it goes.
  - If a sentence is missing what do you do? (Call on a student: *Idea: Write the sentence under the paragraph and make an arrow to show where it goes.*)
4. What letters would be in the margin if the sentence did not begin with a capital and end with a period? (Signal.) *CP.*
  - What letters would be in the margin if the sentence did not tell what somebody did? (Signal.) *D-I-D.*
5. *Everybody, fix up any problems in your paragraph. If you can’t figure out the problem your paragraph has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can add words to make it better. Pencils down when you’re finished. (Observe students and give feedback.)*
6. I’ll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph now meets all the checks. (Call on several students. Praise good paragraphs.)

## Teaching Notes

During the reading of good passages, have the reader repeat sentences that are good and have the class say the sentence. Remember, good sentences are not flowery sentences with strings of adjectives that don't contribute to clarity. Good sentences are concise sentences that clearly tell what happened.

## Reporting

Nearly all writing assignments are referenced to pictures. Students **report** on what a picture shows. The first reporting exercises teach the discrimination between **reporting** and **inferring**. Here's the first part of the exercise from lesson 1.



- |   |         |                 |
|---|---------|-----------------|
| 1. The boy was from New York.           | reports | does not report |
| 2. A boy sat on the dock and fished.    | reports | does not report |
| 3. The boy wanted to be a boxer.        | reports | does not report |
| 4. The girl wore a red swimsuit.        | reports | does not report |
| 5. The girl sat in an inner tube.       | reports | does not report |
| 6. The girl liked to swim.              | reports | does not report |
| 7. The water was very warm.             | reports | does not report |
| 8. Several fish fell out of the bucket. | reports | does not report |

- You're going to tell me if the sentences report on the picture.
- Here's the rule about reporting: When you report, you can only tell what a picture shows.  
You can't tell what somebody was thinking or feeling.
- Look at the picture. I'll say some sentences that report.  
The boy sat on a dock.  
That sentence reports. It tells what the picture shows.

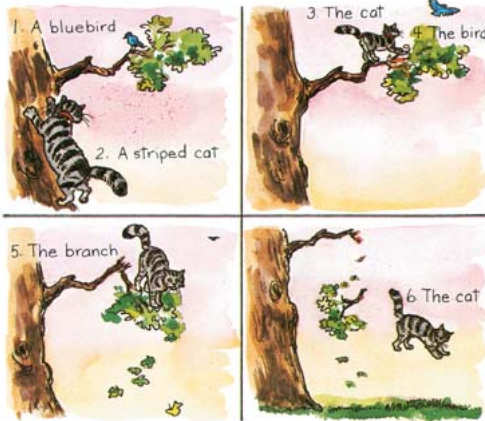
- The boy wore shorts.  
That sentence reports. It tells what the picture shows.
- The girl had a dog in her lap.  
That sentence reports. It tells what the picture shows.
- Now, I'll say some sentences that do not report on the picture. They do not report because they don't tell what the picture shows.  
The boy was very hungry.  
That sentence does not report on the picture because the picture doesn't show that the boy was very hungry.
- The girl was a very good swimmer.  
Everybody, does that sentence report? (Signal.) No.  
(Call on a student.) Why doesn't that sentence report on the picture? (The picture doesn't show that the girl was a very good swimmer.)
- The dog could do many tricks.  
Everybody, does that sentence report? (Signal.) No.  
(Call on a student.) Why doesn't that sentence report on the picture? (The picture doesn't show that the dog could do many tricks.)
- Everybody, look at the sentence under the picture. The words **reports** and **does not report** are written after each sentence. If a sentence tells what the picture shows, circle **reports**. If a sentence does not tell what the picture shows, circle **does not report**.
- I'll read sentence 1: The boy was from New York.  
Does that sentence report? (Signal.) No.  
Circle **does not report**.  
(Observe students and give feedback.)

Beginning in lesson 4, students verbally create sentences that report on the main thing illustrated characters did. Students are presented with a multi-picture action sequence. One or more characters are named in each picture. The students create a sentence for each named character that tells the main thing the person or

thing did. Upon completion of the verbal exercise, an exercise in which students write a paragraph is presented.

Here's the verbal exercise in which students create sentences for an illustrated action sequence.

### EXERCISE 6 Preparing to Write a Paragraph

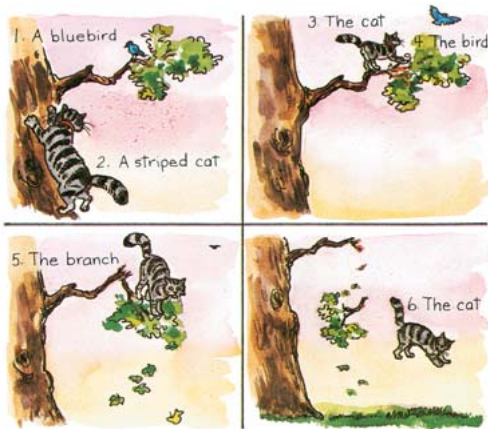


1. Everybody, pencils down. Open your textbook to lesson 4. Find Part F. ✓
  - I'll read the instructions: Write a paragraph that reports on what happened. Write a sentence for each name shown in the pictures. Before you write, we'll say sentences that tell what happened.
2. Everybody, touch number 1. ✓
  - Name that animal. (Signal.) *A bluebird.*
  - Raise your hand when you can say a sentence that reports on the main thing a bluebird did in that picture. (Call on several students. Praise sentences such as: *A bluebird sat on a branch of a tree.* For each good sentence: *Everybody, say that sentence.*)
3. Everybody, touch number 2. ✓
  - Name that animal. (Signal.) *A striped cat.*
  - Raise your hand when you can say a sentence that reports on the main thing a striped cat did in that picture. (Call on several students. Praise sentences such as: *A striped cat ran up the trunk of the tree.* For each good sentence: *Everybody, say that sentence.*)
4. Everybody, touch number 3. ✓
  - Name that animal. (Signal.) *The cat.*
  - Raise your hand when you can say a sentence that reports on the main thing the cat did in that picture. (Call on several students. Praise sentences such as: *The cat walked out on the branch toward the bird.* For each good sentence: *Everybody, say that sentence.*)
5. Everybody, touch number 4. ✓
  - Name that animal. (Signal.) *The bird.*
  - Raise your hand when you can say a sentence that reports on the main thing the bird did in that picture. (Call on several students. Praise sentences such as: *The bird flew into the air.* For each good sentence: *Everybody, say that sentence.*)
6. Everybody, touch number 5. ✓
  - Name that object. (Signal.) *The branch.*
  - Raise your hand when you can say a sentence that reports on the main thing the branch did in that picture. (Call on several students. Praise sentences such as: *The branch broke.* For each good sentence: *Everybody, say that sentence.*)
7. Everybody, touch number 6. ✓
  - Name that animal. (Signal.) *The cat.*
  - Raise your hand when you can say a sentence that reports on the main thing the cat did in that picture. (Call on several students. Praise sentences such as: *The cat fell toward the ground.* For each good sentence: *Everybody, say that sentence.*)
8. I'll read a passage that reports on what happened: A bluebird sat on a branch of a tree. A striped cat ran up the trunk of the tree. The cat walked out on the branch toward the bird. The bird flew into the air. The branch broke. The cat fell toward the ground.

9. I'll say those sentences again.  
A bluebird sat on a branch of a tree.  
Everybody, say that sentence. (Signal.) *A bluebird sat on a branch of a tree.*
  - A striped cat ran up the trunk of the tree.  
Say that sentence. (Signal.) *A striped cat ran up the trunk of the tree.*
  - The cat walked out on the branch toward the bird.  
Say that sentence. (Signal.) *The cat walked out on the branch toward the bird.*
  - The bird flew into the air.  
Say that sentence. (Signal.) *The bird flew into the air.*
  - The branch broke.  
Say that sentence. (Signal.) *The branch broke.*
  - The cat fell toward the ground.  
Say that sentence. (Signal.) *The cat fell toward the ground.*
- (Repeat step 9 until firm.)

Here's an exercise in which students write a paragraph.

- Now you are going to write a paragraph that reports on what happened. You'll write a sentence for each name shown in the pictures.



2. Touch the words in the vocabulary box as I read them: **ground, climbed, flew, jumped, landed, broke, trunk, branch.**
3. Touch number 1 in the picture. ✓  
Name that animal. (Signal.) *A bluebird.*

- Write a sentence that tells the main thing a bluebird did in that picture. The sentence is the first one in your paragraph, so be sure to indent. Put your pencil down when you're finished. (Observe students and give feedback.)
4. Touch number 2. ✓  
Name that animal. (Signal.) *A striped cat.*
    - Write a sentence that tells the main thing a striped cat did in that picture. Don't write any numbers. Start writing the sentence about a striped cat just after the period. Give a clear picture of what the striped cat did in the first picture. Put your pencil down when you're finished. (Observe students and give feedback.)
  5. Touch number 3. ✓  
Name that animal. (Signal.) *The cat.*
    - Write a sentence that tells the main thing the cat did in that picture. Put your pencil down when you're finished. (Observe students and give feedback.)
  6. Touch number 4. ✓  
Name that animal. (Signal.) *The bird.*
    - Finish your paragraph. Write a clear sentence for each of the names in the pictures. Write sentences for names 4, 5 and 6. Put your pencils down when you are finished. (Observe students and give feedback.)
7. (After 5 minutes, say:) Stop writing. If you're not finished, you can finish later. Now you are going to check your paragraphs. Make 3 check boxes under your paragraph.
  8. Check one says: Does each sentence tell the main thing? Everybody, read that check. (Signal.) *Does each sentence tell the main thing?*
    - Read over your paragraph. Make sure that each sentence reports on the main thing the person or thing did. If you have to rewrite a sentence, cross out the sentence and write the new sentence under the paragraph. When you're sure all the sentences report on the main thing, make



a check in the first box. (Observe students and give feedback.)

9. Check two says: Does each sentence begin with a capital and end with a period? Read that check. (Signal.) Does each sentence begin with a capital and end with a period?
  - Read over your paragraph. If a sentence doesn't begin with a capital and end with a period, fix it up. When you're sure all the sentences begin with a capital and end with a period, make a check in the second box. (Observe students and give feedback.)
10. Check three says: Does each sentence tell what somebody or something did? Read that check. (Signal.) Does each sentence tell what somebody or something did?
  - Read your paragraph again. Make sure that each sentence tells what a person or thing did, not what a person or thing was doing. If a sentence does not tell what a person or thing did, cross out the wrong word and write the correct word above the crossed out word. When you're sure all sentences tell what a person or thing did, make a check in the third box. (Observe students and give feedback.)
11. I'll read over your paragraphs before the next lesson. For any problems with a check, I'll write letters in the margin. Those are the letters shown after each check.
  - If a sentence does not tell the main thing, I'll write the letter **M**.
  - If a sentence does not tell what somebody did, I'll write the letters **D-I-D**.
  - If a sentence does not begin with a capital and end with a period, I'll write **CP**.
12. What letter will I write if a sentence does not tell the main thing that happened? (Signal.) *M*.
  - What letters will I write if a sentence does not tell what somebody did? (Signal.) *D-I-D*.
  - What letters will I write if a sentence does not begin with a capital and end with a period? (Signal.) *CP*.
  - (Repeat step 12 until firm.)
13. During the next lesson, you'll fix up any errors. I'll have several students who did

not have any problems with checks read their paragraph.

### Teaching Notes





Students are not to write numbers when they write the paragraph. The numbers are guides to the order of the sentences.

In lesson 15, students write about four pictures, but there are no numbers to prompt each sentence. Rather, the four pictures are numbered and students are to write about each picture. For some of the pictures, students have to write more than one sentence.

For these exercises, students first go over the sequence of events orally. Students tell the main thing or things that happened in each picture. Next, students say sentences for each picture. Then they write a passage that tells about the sequence of events.

Here's the verbal exercise from lesson 15.

**E** Write a paragraph that reports on what happened.

barrel an apple	rolled teacher	truck boy	crashed caught
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<b>Check 1</b> Did you give a clear picture of what happened? (WH)	<b>Check 2</b> Did you fix up any run-on sentences? (RO)	<b>Check 3</b> Does each sentence begin with a capital and end with a period? (CP)	<b>Check 4</b> Does each sentence tell what somebody or something did? (DID)
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1. Everybody, pencils down. Open your textbook to lesson 15.

Find part E. ✓

I'll read the instructions: Write a paragraph that reports on what happened.

- The persons and things in these pictures are not numbered. Before you write, we'll say sentences that report on the important things that happened.
2. Everybody, touch picture 1.
  - Raise your hand when you can say a sentence that reports on the main thing a truck did in that picture. (Call on several students. Praise sentences such as: *A truck went over a rock.* For each good sentence: *Everybody, say that sentence.*)
  - Raise your hand when you can say a sentence that reports on what a barrel did in that picture. (Call on several students. Praise sentences such as: *A barrel fell out of the truck.* For each good sentence: *Everybody, say that sentence.*)
3. Everybody, touch picture 2.
  - Raise your hand when you can say a sentence that reports on what the barrel did in that picture. (Call on several students. Praise sentences such as: *The barrel rolled down the hill.* For each good sentence: *Everybody, say that sentence.*)
4. Everybody, touch picture 3.
  - Several important things happened in that picture. Raise your hand when you can say a sentence that reports on what the barrel did in that picture. (Call on several students. Praise sentences such as: *The barrel crashed into an apple tree.* For each good sentence: *Everybody, say that sentence.*)
  - Raise your hand when you can say a sentence that reports on the main thing an apple did in that picture. (Call on several students. Praise sentences such as: *An apple fell from the tree.* For each good sentence: *Everybody, say that sentence.*)
  - Raise your hand when you can say a sentence that reports on the main thing a boy did in that picture. (Call on several students. Praise sentences such as: *A boy caught the apple.* For each good sentence: *Everybody, say that sentence.*)

5. Everybody, touch picture 4.
    - Raise your hand when you can say a sentence that reports on the main thing the boy did in that picture. (Call on several students. Praise sentences such as: *He gave the apple to a teacher.* For each good sentence: *Everybody, say that sentence.*)
  6. I'll read a paragraph that reports on what happened: A truck went over a rock. A barrel fell out of the truck. The barrel rolled down the hill. It crashed into a tree. An apple fell from the tree. A boy caught the apple. He gave the apple to a teacher.
  7. I'll say those sentences again.
    - A truck went over a rock. Say that sentence. (Signal.) *A truck went over a rock.*
    - A barrel fell out of the truck. Say that sentence. (Signal.) *A barrel fell out of the truck.*
    - The barrel rolled down the hill. Say that sentence. (Signal.) *The barrel rolled down the hill.*
    - It crashed into a tree. Say that sentence. (Signal.) *It crashed into a tree.*
    - An apple fell from the tree. Say that sentence. (Signal.) *An apple fell from the tree.*
    - A boy caught the apple. Say that sentence. (Signal.) *A boy caught the apple.*
    - He gave the apple to a teacher. Say that sentence. (Signal.) *He gave the apple to a teacher.*
- (Repeat step 7 until firm.)

### Teaching Notes

Note that these exercises heavily prompt the students. The reason is that for lower performers, the task of composing sentences that describe a sequence is very difficult. The exercise models simple sentences and a sequence of sentences that adequately describe what the pictures depict.

As students learn new skills, the assignments for story writing become more elaborate. After students have learned to write sentences that

contain direct quotes, students write passages that include direct quotes.

## Inferring

After students have practiced reporting on what pictures show, they are introduced to inferences. All the inferences they will draw are **necessary** inferences. These inferences are based on the differences between two pictures. If the cat is on the table in one picture and on the windowsill in the next picture, the cat must have moved from the table to the windowsill. The difference between the pictures may not suggest whether the cat moved quickly or slowly or even whether the cat received assistance, but the difference implies that the cat moved. Inferences of this type are very important because they force the writer to provide details that make the passage they write easy to understand. Without them, the passage lacks important information.

The first inference exercises seem simple but are often challenging for lower performers. Starting in lesson 14, students compare two pictures. Both show the same scene with some differences. In the exercise, students describe whether details are the same in both pictures or different.

These exercises are important because the subsequent exercises in the inference track requires students to identify how things changed from one picture to another and write sentences to describe how that change occurred.

Here's the exercise from lesson 14.

D

corner	licking	floor	boy's hand	sitting
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1. 2.

Circle the name of each thing that is different in picture 1 and picture 2.

the glass	bowl of fruit	boy	pajamas
cat	milk in the glass	wall	

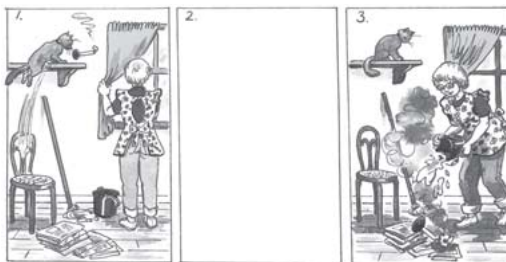
2. These pictures show what happened first and what happened later. You're going to compare these pictures to find what is the same and what is different.
3. Touch the table in picture 1 and in picture 2. Keep touching both tables. ✓ Listen. Is the table the same or different in the pictures? (Signal.) *Same*.
  - Touch the chair in picture 1 and in picture 2. Keep touching both the chairs. Listen. Is the chair the same or different in the pictures? (Signal.) *Same*.
4. Let's find things that are different. Touch the boy in picture 1 and in picture 2. Listen. Is what the boy was doing the same or different in the pictures? (Signal.) *Different*.
  - Raise your hand when you can say a sentence that tells what the boy did in the first picture. (Call on a student. Idea: *The boy held a glass of milk.*)
  - Raise your hand when you can say a sentence that tells what the boy did in the

second picture. (Call on a student: *Idea: The boy got some paper towels.*)

5. Touch the glass in picture 1 and in picture 2.  
Listen. Is where the glass is the same or different in the pictures? (Signal.) *Different.*
  - Tell me about the glass in the first picture. (Call on a student. *Idea: The glass was in the boy's hand. The glass was filled with milk.*)
  - Tell me about the glass in the second picture. (Call on a student: *Idea: The glass was on the floor.*)
6. Touch the cat in picture 1 and in picture 2.
  - Tell me what the cat did in the first picture. (Call on a student: *Idea: The cat sat in the corner of the room.*)
  - Tell me what the cat did in the second picture. (Call on a student: *Idea: The cat licked the milk.*)
7. Touch the instructions that are under the pictures.  
I'll read the instructions. Circle the name of each thing that is different in picture 1 and picture 2.  
Is something about the glass different in picture 1 and 2? (Signal.) Yes.  
Circle the words **the glass**.
8. Circle the rest of the things that are different in some way in picture 1 and picture 2. (Observe students and give feedback.)
9. Check your work. Here are the things that are different in the pictures. The glass, the boy, the cat, the milk in the glass.

The next inferring activity appears in lesson 17. Students write sentences about a blank picture.

- You've **reported** on what pictures show, but you can't always report. Sometimes you have to be smart and figure out what must have happened. The pictures in part C are supposed to show what happened first and next and next, but the middle picture is missing.



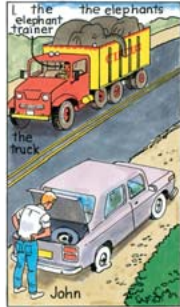

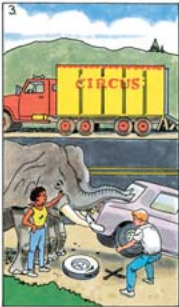
2. Let's see if you can figure out what must have happened in the middle picture by comparing picture 1 and picture 3.  
Touch the candle in picture 1.  
Who can tell about the candle in picture 1? (Call on a student. *Idea: The candle is falling from the shelf.*)
  - Touch the candle in picture 3. Where is the candle in picture 3? (Call on a student. *Idea: The candle is on the newspapers.*)
  - Touch the newspapers in picture 1 and in picture 3.  
What is different about the newspapers in picture 1 and picture 3?  
(Call on a student: *In picture 3, the newspapers are burning.*)
  - Why did the newspapers start to burn? (Call on a student. *Idea: The burning candle fell on the newspapers.*)
  - Touch the bucket in picture 1 and in picture 3. What is different about the bucket in picture 1 and picture 3? (Call on a student. *Idea: In picture 1, the bucket is on the floor. In picture 3, the woman is holding the bucket.*)
  - What did the woman do in the middle picture? (Call on a student. *Idea: The woman picked up a bucket.*)
3. Here's the first part of the story: A woman was looking out the window. Her cat jumped onto a shelf. The cat knocked over a burning candle that was on the shelf.
4. Now, you'll tell me what must have happened in the middle picture. You'll tell

- about the candle, the newspapers and the woman.
- Raise your hand when you can say a sentence that tells what the candle must have done in the missing picture. (Call on several students. Praise sentences such as: *The candle fell on a pile of newspapers.* For each good sentence: **Everybody, say that sentence.**)
5. Raise your hand when you can say a sentence that tells what the newspapers must have done in the missing picture. (Call on several students. Praise sentences such as: *The newspapers started to burn.* For each good sentence: **Everybody, say that sentence.**)
  6. Now make up a sentence that tells what the woman must have done in the middle picture. Be careful. Don't tell what she did in the last picture. Tell what she must have done in the middle picture. (Call on several students. Praise sentences such as: *The woman picked up a bucket of water.* For each good sentence: **Everybody, say that sentence.**)
  7. I'll read a paragraph that tells what happened in the missing picture: The candle fell onto a pile of newspapers on the floor. The newspapers started to burn. The woman picked up a bucket of water.
  8. I'll say those sentences again.
    - The candle fell onto a pile of newspapers on the floor. Say that sentence. (Signal.) *The candle fell onto a pile of newspapers.*
    - The newspapers started to burn. Say that sentence. (Signal.) *The newspapers started to burn.*
    - The woman picked up a bucket of water. Say that sentence. (Signal.) *The woman picked up a bucket of water.*
  9. I'll read the words in the vocabulary box: **bucket, fell, burn.**
  10. Your turn: Write a paragraph. Write sentences that tell what must have happened in the middle picture. Tell about the candle, the newspapers and the woman. Pencils down when you're finished. (Observe students and give feedback.)

11. I'll call on different students to read their paragraph.
  - (Call on several students. Praise sentences such as: *The candle landed on the newspapers. The newspapers started to burn. The woman picked up a bucket of water.*)
12. Let's see if you did a good job of giving a clear picture of what must have happened in the middle picture. Open your textbook to lesson 17 and find part C. ✓
  - It shows the middle picture. Look at the candle in that picture. (Call on a student:) *Where is it? On the newspapers.*
  - (Call on a student:) *What started burning in that picture? The newspapers.*
  - (Call on a student:) *What did the woman do? (Idea: She picked up a bucket of water.)*
13. Raise your hand if your paragraph gave a clear picture of what must have happened in the middle picture.
  - You are really good at figuring things out.

In lesson 21, students write about the missing picture and the last picture. Here's the student material from lesson 21.

Write a paragraph that tells about the middle picture.

 <p style="font-size: small; text-align: center;">1. The elephant trainer The elephants The truck</p>	 <p style="font-size: small; text-align: center;">2.</p>	 <p style="font-size: small; text-align: center;">3.</p>
truck	ramp	tusks
	spare tire	wheel

**Check 1**  
Did you write sentences that give a clear picture of what must have happened in the middle picture? (WH)

**Check 2**  
Are all your sentences written correctly? (CP, RO, DID)

Beginning in lesson 41, students write about the first picture and the missing picture. They write the exact words a character says. Here's the exercise from lesson 45.

## EXERCISE 5 Paragraph Writing

### Quotes and Chronology



- Everybody, pencils down. Find part D in your textbook. ✓
  - You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture. You'll do something new. You'll write a sentence that tells what someone said.
  - I'll read the words in the vocabulary box: **emptied, kitchen, garbage, apron, wastebasket, sandwich, mopped, groceries.**
  - You'll start your paragraph with the sentence that is already written. I'll read it. Jerry's friends had a big lunch at Jerry's house.
- You'll write sentences about the first picture. The first picture shows what happened after the boys finished lunch. Raise your hand when you can say a sentence that tells at what time Jerry's friends left his house. (Call on a student. Idea: *Jerry's friends left his house at one o'clock.*)
  - Raise your hand when you can say a sentence that tells about the kitchen. (Call on a student. Idea: *The kitchen was a mess.* For good sentences: **Everybody, say that sentence.**)

- Look at Jerry's mom. She opened a door. Everybody, what did she say? (Signal.) *Please clean the kitchen while I go shopping.* So you'll write this sentence: Jerry's mom said, "Please clean the kitchen while I go shopping." Everybody, say that sentence. (Signal.) *Jerry's mom said, "Please clean the kitchen while I go shopping."*
  - I'll say sentences that tell about the first picture. Jerry's friends had a big lunch at Jerry's house. They left at one o'clock. The kitchen was a mess. Jerry's mom opened the door. She said, "Please clean the kitchen while I go shopping."
- Write the first part of your paragraph. Copy the first sentence. Then tell about the first picture. Be sure to write a sentence that tells what Jerry's mom said. Remember to punctuate that sentence correctly. Put your pencil down when you're finished. You have 5 minutes. (Observe students and give feedback.)
  - (After 5 minutes say:) Stop writing. Let's figure out what must have happened in the middle picture. You can figure out what happened in the missing picture by looking at what's different in the first and the last picture. Everything that is different in the last picture gives clues about what must have happened. Some things in the last picture also give you clues about when something happened.
  - Everybody, touch the sink in the first picture and in the last picture. Raise your hand when you can say a sentence or two that tells what Jerry must have done to the dishes. (Call on a student. Idea: *Jerry washed the dishes. He put the dishes away.* For good sentences: **Everybody, say that sentence.**)
  - Everybody, touch the wastebasket in the first picture and in the last picture. ✓ Raise your hand when you can say a sentence that tells what Jerry must have done with the wastebasket. Call on a student. Idea: *Jerry emptied the wastebasket.* For good sentences: **Everybody, say that sentence.**)

7. There are more things in the last picture that give us clues about what Jerry or his mother did.
  - Touch the table in the last picture. ✓  
The table is different than in the first picture. In the first picture, we see dirty dishes on the table. In the last picture, the dirty dishes are gone. That gives you several clues about things Jerry must have done.
  - Touch the floor in the last picture. ✓  
In the first picture, we see the floor was very dirty. In the last picture, the floor is much cleaner, but there are footprints coming in from outside. That gives you several clues about things Jerry must have done.
  - Touch the grocery bag in the last picture. ✓  
That gives you a clue about where Jerry's mother went and what she did.
  - Touch the clock in the last picture. ✓
  - That gives you a clue about how long it might have taken Jerry to clean the kitchen and for his mom to go shopping.
8. Write the rest of your paragraph. Tell what happened in the first picture and the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 10 minutes. (Observe students and give feedback.)
9. (After 10 minutes, say:) **Stop writing.** Make 4 check boxes under your paragraph.
  - Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box. (Observe students and give feedback.)
  - Check 2 is a new check. It says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a

check in the second box.

(Observe students and give feedback.)

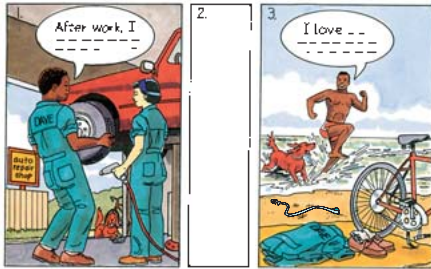
- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box. (Observe students and give feedback.)
- Check 4 says: Are all your sentences written correctly? For this check, look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth box. (Observe students and give feedback.)

Beginning with lesson 61, students write more than one paragraph. The first paragraph is about the first picture; a second paragraph is about the missing picture and the last picture. Here's the student material from lesson 61.

**E**

Write two paragraphs.

- Write one paragraph that tells about the first picture.
- Write one paragraph that tells about the missing picture and the last picture.



beach clothes	ocean suit	bike uniform	change swimming
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**Check 1**

Does your first paragraph give a clear picture of what happened in the first picture? (WH)

**Check 2**

Does your second paragraph give a clear picture of what happened in the middle picture and the last picture? (WH, P)

**Check 3**

Are all your sentences written correctly? (CP, RO, DID, Q)

The last main type of inference activity is **setting the scene**. The first activities introduce the idea that descriptions of the scene may tell where characters were and what they **were doing** (rather than what they did). Here's the first part of the exercise from lesson 73.

## EXERCISE 5 Paragraph Writing

### Setting the Scene

1. Everybody, pencils down. Find part D in your textbook. ✓
2. Here's a rule about using verbs when you write a story: When you start a story, you can write sentences that tell where somebody **was**, or what somebody **was doing**. After you tell where somebody was or what somebody was doing, you tell what the person **did**, **not** what the person was doing.
  - The pictures show what happened. The first picture shows where Mrs. Hart and her dog were and what they were doing. The other pictures show what happened.
3. You're going to write the first two sentences of your paragraph. You're going

to write sentences for the first picture. Write a sentence that tells what Mrs. Hart **was doing**. Then write a sentence that tells what her dog **was doing**. Don't tell what they **did**. Tell what they were doing. Make up sentences that give a clear picture. Pencils down when you're finished. You have 2 minutes.

(Observe students and give feedback.)



4. (After 2 minutes, say:) Stop writing. I'm going to call on several students to read their sentences. Listen carefully. One sentence should tell what Mrs. Hart **was doing**. The next sentence should tell what her dog **was doing**.
  - (Call on several students to read their sentences. Praise sentences such as: *Mrs. Hart was walking down a hill. Her dog was walking behind her.*)
5. Those sentences tell what Mrs. Hart was doing and what her dog was doing at the beginning of the story. Now things happened. So the rest of your sentences will tell what Mrs. Hart and her dog **did**. They shouldn't tell what they were doing.
  - I'll read a good paragraph. Listen: Mrs. Hart was walking down a hill with her dog. Her dog was walking behind her. Suddenly, she tripped over a rock. Her dog stopped and watched her. Mrs. Hart rolled down the hill. Her dog ran after her. Mrs. Hart rolled to the edge of a cliff. Just then, her dog grabbed her by the coat and held onto her.
  - Some of the words in that story are in the vocabulary box. I'll read them: **suddenly, tripped, watch, edge, grabbed, coat**.
6. Listen: Write the rest of the story. For each picture, tell what Mrs. Hart did and what her dog did. Remember, write two sentences for each picture. One sentence should tell about what Mrs. Hart did. The other sentence should tell what her dog did. You can write sentences that begin



with a part that tells when. Pencils down when you're finished. You have 8 minutes. (Observe students and give feedback.)

## Clarity

The two main skills emphasized in the clarity activities are **describing the details** that distinguish one thing from similar objects and **using more specific words** instead of general words. The basic rationale for including specific details is to give the reader a clear picture of the intended event or object.

The first clarity exercises involve pronouns that are ambiguous. (Tom met Bill. He wore a red hat.) Clarity exercises involving pronouns will eventually have the pronouns **he, she it, him, her, they** or **them**. In lesson 21, students learn a rule for clarity. If there are two men named in a sentence, you shouldn't begin the next sentence with **he**. If there are two women named in a sentence, you shouldn't begin the next sentence with **she**. In later lessons, students edit a paragraph to fix up unclear words. Here is an exercise from a later lesson.

**A** Fix up the three unclear words in this passage.



Raymond loved to throw rocks. While Raymond was walking through the woods one day, he picked up some rocks and started throwing them at a tree. One rock missed the tree and hit it. They were very mad. They flew out of the hive and headed straight toward Raymond. He ran away as quickly as he could. Just before the bees reached Raymond, he jumped into it. He stayed in the pond until the bees returned to their nest.

In lesson 53, students write a scene-setting description. This activity prepares students for the extended writing assignments that occur in later lessons. Here's the exercise from lesson 53.

## EXERCISE 5 Writing Descriptions

### Setting the Scene

1. Write a description about picture 1. Tell where the girls were and what they were doing.



2. Write a description about picture 2. Tell where the girls were and what they were doing.



- Everybody, skip a line on your paper and write the number 1. Pencils down.
  - Find part D in your textbook. ✓
  - You're going to write descriptions that have more than one sentence. Each description will tell where the girls **were** and what they **were doing**. Each description should give a clear picture.
- Listen. Your first description will tell about picture 1. Look at picture 1 and make sure you don't say anything that could tell about picture 2.
  - Where were the girls in picture 1? (Call on a student. Idea: *On the grass in front of a house.*)
  - What were the girls doing in picture 1? (Call on a student. Idea: *Sitting on the grass and reading books.*)
  - What kind of house was in picture 1? (Call on a student. Idea: *A large house.*)
- Write your description for picture 1. Tell where the girls **were** and what they **were doing**. Don't tell what they did. You can write as many sentences as you need. Start your description with **three girls**. First tell where they were. Then tell what they were doing. Pencils down when you're finished. (Observe students and give feedback.)
- I'll read a super description for picture 1. Listen: Three girls were in front of a large house. They were sitting on the grass. They were reading books.

5. Let's listen to some of the descriptions you wrote. Listen carefully and make sure the description tells where the girls **were** and what they **were doing**.
  - (Call on several students to read their descriptions. Praise descriptions that tell where the girls were and what they were doing in picture 1.)
6. Now write a description for picture 2. Tell where the girls were and what they were doing. Don't tell what they did. Write as many sentences as you need. You **can't** start your description with three girls because there aren't three girls in that picture. Pencils down when you're finished with your description. (Observe students and give feedback.)
7. I'll read a super description for picture 2. Listen: Two girls were on the grass next to a small house. They were jumping rope.
8. Let's listen to some of the descriptions you wrote. Listen carefully and make sure the description tells where the girls were and what they were doing.
  - (Call on several students to read their descriptions. Praise descriptions that tell where the girls were and what they were doing in picture 2.)
9. Check your descriptions. Make sure the first sentence tells where the girls were. Make sure the second description tells what the girls were doing.

### Teaching Notes

Students are to write sentences that use the verb **were**. Reinforce students who write descriptions that may sound a little mechanical. Each sentence of the model in step 4 presents only one detail. (They were sitting on the grass. They were reading books.) These sentences are quite acceptable. Sentences such as, "They were sitting on the grass, reading books," are not necessarily preferable for students who are learning to write. In fact, these sentences may involve punctuation conventions students haven't yet learned. If students write

sentences that combine details, simply say, "Yes, you can write it that way." But don't present the sentence to the group as something others should try to imitate.

Like the other skills that are taught in Grade 3 Language Arts, clarity becomes an important tool for students to use when evaluating their writing. They can't evaluate sentences or passages for "clarity" unless they have learned skills. The skills are taught in Grade 3 Language Arts, starting with a simple context and moving progressively to the context of student writing where the skills will be used for as long as students write.

### Expanded Writing Process

The expanded writing process begins in lesson 97 and continues to the end of the program. These activities expand what students have learned about drawing inferences, paragraphing and rewriting passages. Typically, students work on a particular story for two lessons. For some assignments, students write endings to stories that you read. For other assignments, students infer what must have happened before the events shown in an illustration.

Here's an exercise from lesson 101. Students tell about the events that occurred before the picture, describe the problem the man had in the picture, and tell how the man solved his problem.

- I'll read what it says. Follow along. Here's how to write interesting stories:
  1. **Tell about the characters at the beginning of the story.** Tell where they were. Describe them and name them.
  2. **Tell about their problem.** Tell what they wanted to do and why they couldn't do it.
  3. **Tell the things they did to solve their problem.**
  4. **Tell how the story ends.** Tell whether they solved their problem.
- 2. Remember those steps. First tell where the characters were at the beginning of the story. Then tell about their problem. Then

tell what they did to solve their problem. Then tell how the story ends. Tell whether they solved their problem.

3. Look at the picture.



You're going to write a **whole story** about this picture.

- The man doesn't have a name. The man in the picture has a serious problem.
  - What does he want to do? (Call on a student. Idea: *Pay for his meal.*)
  - Part of his problem is that he wants to pay for his meal. Why doesn't he just reach in his pocket and pull out the money to pay for his meal? (Call on a student. Idea: *He doesn't have any money in his pocket.*)
  - He wants to pay for his meal, but he lost his money or forgot his wallet. Everybody, do you think he knew he didn't have his money before he got to the cash register? (Signal.) *No.*
  - He was embarrassed. He blushed. He felt stupid. How did that woman feel? (Call on a student. Idea: *Angry.*)
4. When you write the first part of your story, you'll describe the man and tell his name. Then you'll tell where he was and what he did before he discovered that he had a problem.
- The sign on the window says **Rosy's Cafe**. That's where he ate. You could tell what he ate. You'll have to make that up. Then tell how he discovered that he had a problem and how he felt.
5. Your turn: Write the first part of your story. You can write as many paragraphs as you want for the first part. For this story, you can tell the things that people said and how they felt. **Don't tell what the man did to solve the problem.** Just tell about the problem. Pencils down when you're finished. You have 7 minutes. (Observe students and give feedback.)
6. (After 7 minutes, say:) Stop writing. Check the first part of your story.
- Raise your hand if you gave the man a name. ✓  
Hands down.
  - Raise your hand if you described how the man looked. ✓  
Hands down.
  - Raise your hand if you told where the man was and what he did before he discovered his problem. ✓  
Hands down.
  - Raise your hand if you told what the man's problem was. ✓  
Hands down.
  - Raise your hand if you told where he was when he discovered that he didn't have any money. ✓  
Hands down.
  - Raise your hand if you told how he felt when he discovered that he didn't have any money. ✓  
Hands down.
7. If you told all those things, you have a great beginning for your story. But to make it a story, you have to tell how the man solved his problem. That man can't just say, "I'll bring you the money later."
- Why not? (Call on a student. Idea: *The woman wouldn't accept that solution.*)
  - Think of some of the things the woman might agree to. Tell what the man said and what the woman said. Then tell everything the man did to solve his problem. You can tell how he felt at the end of the story.
  - Everybody, do you think that man will ever make that kind of mistake again? (Signal.) *No.*
8. Write the rest of the story. Make it interesting. Remember, tell the things the characters did and said. Give a clear picture. Pencils down when you're finished. You have 15 minutes. (Observe students and give feedback.)
9. (After 15 minutes, say:) Stop writing.
- Raise your hand if you told some things the man said to the woman. ✓  
Hands down.
  - Raise your hand if you told some things the woman said to the man. ✓

- Hands down.
- Raise your hand if you told some things the woman said to the man.  
Hands down.
  - Raise your hand if you told what the man did after the woman agreed to a plan.  
Hands down.
  - If you told all those things, you told how the man solved the problem.
10. I'll mark your papers before the next lesson and tell you about any mistakes. You'll have a chance to rewrite your story then.

### Teaching Notes

Students have some latitude about making up details to fill in the story. Praise accounts that are reasonable. Discourage accounts that provide too much information about what he ate and other details that are not necessary to set the scene.

In lesson 102, students work in teams to revise and rewrite their story. Here's the exercise.

- These are questions about the story you wrote. If the answer to all nine questions is **yes**, you wrote a super story. If any answer is **no**, you'll fix up the story so the answer is **yes**. Then you'll have a super story.
2. I'll read the questions about the problem:
1. Did you give the man a name?
  2. Did you describe the man?
  3. Did you tell where he was and what he did before he discovered that he had a problem?
  4. Did you tell what the man's problem was?
  5. Did you tell where he was when he discovered that he had a problem?
  6. Did you tell how he felt when he discovered that he had a problem?
3. I'll read the questions about the rest of the story:
7. Did you tell some things the man said to the woman?
  8. Did you tell some things the woman said to the man?
  9. Did you tell what the man did after the woman agreed to a plan?

4. Write the numbers 1 through 9 at the top of the story you wrote.
  - Read your story over and figure out the things your story did **not** tell. Circle the number of each question your story did not answer. Remember, if your story does not tell about something, circle the number of the question at the top of your story. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
5. When you rewrite your story, be sure to add sentences that answer the questions you circled. I'll read a super story. This story answers all nine questions. Listen:

Tim Carson was at Rosy's Cafe. Tim was a chubby man who had lost most of his hair. He was wearing a shirt and a tie. Tim had a hamburger, some fries and a glass of milk. The bill was six dollars and fifty cents. Tim walked up to the counter and was ready to pay for his lunch. He reached into his pocket for his wallet. Suddenly, he blushed. He didn't have his wallet. He didn't have any money at all. Rosy leaned over the counter and glared at him. He didn't know what to do. He was very embarrassed.

At last, he said, "I don't have any money with me. I can bring the money by later."

Rosy looked at him and said, "Wrong."

He said, "But Rosy, I work in the bank on the next block. You can trust me."

Rosy said, "Wrong."

Suddenly, Tim got an idea. He said, "I'll leave my watch here. It's worth over 50 dollars. Then I'll go get the money and bring it right back."

Rosy looked at the watch. Finally, she said, "All right!" Then she said, "But if you don't come back, I'll keep the watch."

Tim agreed. He went back to the bank and looked for his wallet. It was

in his jacket pocket. He grabbed the wallet, ran back to Rosy's Cafe, paid for his lunch, took his watch and ran back to the bank. He got back late. His boss glared at him. Tim blushed again and said to himself, "I'll never make that mistake again."

6. Now you're going to work in teams to figure out how you can make your stories better. The team members will take turns reading their stories. After a student reads, that student will have the first turn to tell what would make the story better. Then the other members of the team can give suggestions to make the story better. Remember, these suggestions shouldn't change what happens in the story. They should just make the story better so it answers all the questions. The team should agree on all changes.
7. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's story. (Observe teams. Praise teams that are working cooperatively.)
8. (For each team with hands raised, ask about the suggestions for the first student's story; praise good suggestions; then tell the second team member to read his or her story.)
  - Raise your hand when your team has finished talking about the second student's story. (Observe teams. Praise teams that are working cooperatively.)
9. (Repeat step 8 until all students have received feedback on their story.)
10. Now you'll rewrite your story. Start with the story you wrote earlier. Cross out any sentences or parts that you want to change. Then start with a fresh sheet of paper and rewrite your story. Copy any parts that you want to keep. Try to put in all the suggestions that will make your story better. Also, look at any mistakes I marked on the story you wrote last time. Make sure your rewritten story doesn't have any of those mistakes. Also, make sure you have at least three sentences that begin with a part that tells when. Pencils down when you're finished. You have 20 minutes. (Observe students and give feedback.)
11. (After 20 minutes, say:) Stop writing. If you didn't finish rewriting your story, you can finish it later. Then you'll check your story. (Direct students either to check the story on their own or in teams.)
  - When you check your story, fix it up if there's a problem. Make sure that it's a finished story that you'll be proud of. Take the time you need to make it really good. You don't have to hand it in until (specify time), but if you finish it earlier, you can hand it in earlier.
12. Here are the checks for your story:
  - Check 1: Does your story answer all nine questions?
  - Check 2: Did you write at least three sentences that begin with a part that tells when?
  - Check 3: Are all your sentences punctuated correctly?
13. At the beginning of the next period, I'll read some of the **super** stories.

### Teaching Notes

In steps 7 through 9, students work in teams. The simplest way to assure that students work well in teams is to make comments about teams that are working well. “Wow, I’ve just heard some good suggestions from this team. They are working well.”

If students are passive, offer a reinforcer. For example, “All students who write a much better story than the first time will receive ten bonus points. So work hard in your teams. Make sure all your members know how to make their story better.”

The final expanded writing process, writing on specific topics, begins on lesson 118. These writing exercises follow the same two-lesson format used throughout the program. On the first day, students write their passages. On the second day, students edit and revise their passages, and several students read their passages to the group. There are 9 two-day topic writings covering a range of topics—My Favorite Holiday, A Person I Respect, Something I am Proud About. Different ways of organizing a report are presented. For example, when writing about their favorite holiday, students identify their favorite holiday, explain why it is their favorite and relate special experiences they had during this holiday.

### Teaching Notes

Throughout the program, students follow different instructions on different lessons. If you make sure early in the program that

students are following directions carefully, they will perform much better near the end of the program, where students are to follow elaborate directions. These directions are usually a chain of things students have done before. The students who are practiced in following the component directions will learn a lot about writing.

The expanded writing process is designed to teach students important concepts and practices. Students learn what main idea is because they construct main-idea sentences and use them as foundations for passages. Students learn to discriminate between trivial and relevant detail because they perform many inferences that require identification of the relevant details and differences between two pictures. The most difficult practice students learn is to check their writing for multiple criteria. The expanded writing process gives students repeated practice in applying all editing skills they have learned.

### Language Arts Extensions

Lessons 81 through 135 provide language-arts skill extensions for what students learn in lessons 1 through 80. The scope-and-sequence chart on page 71 shows a more detailed glimpse at the tracks and topics for this part of the program.

The tracks are grouped into five major strands: Using Resource Materials, Study Skills, Usage and Grammar, Word Analysis, and Word-Analysis Extensions.

# GRADE 3 LANGUAGE ARTS EXTENSIONS

Lessons	81	91	101	111	121	131	135
<b>Using Resource Materials</b>							
<i>Table of Contents</i>	■						
<i>Index</i>		■					
<i>Book Parts</i>					■		
<i>Alphabetizing</i>	■						
<i>Guide Words/Glossary</i>				■			
<i>Dictionary Skills</i>					■		
<i>Resource Books</i>						■	
<b>Study Skills</b>							
<i>Taking Notes</i>				■			
<i>Outlining</i>			■	■	■		
<b>Usage and Grammar</b>							
<i>Subject-Verb Agreement</i>	■						
<i>Irregular Plurals</i>		■					
<i>Using Commas</i>	■						
<b>Word Analysis</b>							
<i>Affixes</i>	■						
<i>Root Words</i>					■		
<i>Compound Words</i>						■	
<i>Multiple Meanings</i>						■	
<b>Word Analysis Extensions</b>							
<i>Idiomatic Expressions</i>			■				
<i>Similes and Metaphors</i>				■		■	
<i>Meaning from Context</i>						■	
<i>Alliteration</i>							■
<i>Poems</i>					■		
<i>Fact versus Opinion</i>				■			

## Using Resource Materials

The strand that focuses on using resource materials provides practice in alphabetizing and in using guide words, indexes, glossaries, tables of contents, and dictionaries.

### Alphabetizing

The track starts on lesson 82 and continues through lesson 107. For the first exercises, students alphabetize word lists that require reference to only the first letter. Beginning in lesson 90, they work with word lists that require attending to the first two letters of each word. Students learn about guide words starting in lesson 108 and apply alphabetizing skills to the guide words of the glossary. Finally, starting in lesson 115, students apply their alphabetizing skills to the dictionary.

### Book Parts

The track starts on lesson 81 and continues through lesson 135. The lessons teach students about the following parts of books: table of contents, index, and glossary.

During the early lessons, students learn about the table of contents—what kind of information the table of contents gives and how to use the table of contents to find specific selections in the book. Later in the program, students learn to use the index, which appears in the back of *Reading Mastery* Grade 3, Textbook B.

Starting on lesson 120, after students have learned about the table of contents, the index and the glossary, they do items that require them to indicate the book part they would use to find the answer to specific items, such as:

- You want to find out what the word **rescue** means.
- You want to find out the first page number for the topic *time lines*.
- You want to find out the page number for the first selection in lesson 125.

## Resource Books

The track starts on lesson 129. Students learn the purpose of the dictionary and the different kinds of information the dictionary provides—how the word is pronounced, how many syllables it has, what the various meanings are and the parts of speech for various meanings.

On later lessons students learn about two other reference books—the atlas and the encyclopedia. After learning the kinds of information that each of these resource books offers, students write answers to questions that ask which type of resource book would be used to find specific information, such as the number of square miles in Texas, which Great Lakes touch Michigan, and what the word **marginal** means.

## Study Skills

The exercises for **study skills** provide students with practice in outlining and taking notes.

### Outlining

Outlining starts in lesson 102. Students identify the main ideas of a topic and then construct an outline that has each main idea listed with supporting details under it. For instance, students make an outline for the title “When I Was Younger.” Students identify three different ages that they will use. These are the main heads of the outline. Under each main head, they write some details about things they did and liked at that age.



## Usage and Grammar

The **usage and grammar** strand presents exercises involving subject-verb agreement, information about irregular plurals (for example, **woman, women**) and using commas.

### Subject-Verb Agreement

The track starts in lesson 85 and continues through 95. Students complete sentences using the correct verb, for instance, This thin man \_\_\_\_\_ every day. (*swim, swims*)

### Commas

The track starts on lesson 81 and ends in lesson 84. Students learn rules for using commas when writing words in a series (connected by **and** or **or**), dates, and addresses.

## Word Analysis and Word-Analysis Extensions

**Word analysis** provides information about affixes, root words, compound words, and multiple meanings.

### Affixes and Root Words

This track begins in lesson 84 and continues through lesson 112. The affixes that students learn are those that have stable meanings and that are fairly common: **dis, re, un, less, ful, ness, er, super, able, mis,** and **ly**. For each affix, they learn a meaning. For instance, the meaning taught for **ly** is **in that way**. So the word that mean **in a quick way** is **quickly**. Students learn to classify these parts as prefixes or suffixes. They also learn about common root words and how affixes are combined with root words to form new words with predictable meanings. Here are some of the items that students work:

**Write the word for each description.**

1. What word means **to tell again**?
- 

2. What word means **not able**?
- 

3. What word means the **opposite of continue**?
- 

Students also identify the root words and possible prefixes and suffixes. Here's an exercise from lesson 104.

**For each word, underline the prefix. Circle the root. Make a line over the suffix.**

- |               |               |
|---------------|---------------|
| 1. return     | 4. brightness |
| 2. baker      | 5. disappear  |
| 3. superclean | 6. recliner   |

**Word-analysis extensions** includes a variety of rhetorical devices and word patterns, specifically: idiomatic expression, similes, metaphors, words that alliterate, determining meaning from context, fact versus opinion, and poems.

### Rhetorical Devices

This track provides instruction on similes, metaphors, and alliteration. The track begins in lesson 124. For similes (*Her teeth were like pearls.*), students identify the two things that are the same in a simile and how those two things are the same. Metaphors are taught as devices that are like similes but that do not use the words **like** or **as** (*Her teeth were pearls.*). The exercises require students to identify what two things are the same and how they are the same. Students also identify whether sentences are similes or metaphors.

For alliteration, students are presented with a word and then identify words that alliterate with that word. For instance, words that alliterate with the word **sheep—shoe, ship, she, shop**.

# Tests

## In-program Tests

The in-program tests that appear as every tenth lesson of the program provide a basis for periodically judging the progress of individual students and for awarding grades.

During a test, students should be seated so that they cannot “copy.”

Directions for presenting the test appear as part of each test lesson.

The answer key for each test appears in the *Language Arts Answer Key*. When observing students’ performance, make sure that they are following directions, but do not tell them answers to any item or give them hints.

Mark each item a student misses on the test.

Count the number of mistakes and enter the number at the top of each student’s test. If the student missed three items, the score is 3.

Before returning the test forms, use your copy of the Reproducible Group Summary Sheets (pages 88 to 90) and enter the number of errors each student made.

Grade 3 Language Arts has 13 in-program tests. Tests 2, 4, 6, 10 and 12 are paragraph-writing tests. An optional reproducible summary for these tests appears on pages 91 and 92.

## Test Remedies

Test remedies are specified as part of each test lesson (under the heading **Test Remedies**). The criterion for determining whether or not students need a remedy is the percentage of students that make mistakes on a particular part of the test. The criteria are specified as part of the test lesson. Typically, the criteria are stated like this:

If more than 1/4 of the students make 2 or more errors in part \_\_\_\_\_, present the following exercises. (A list follows.)

The remedies indicate what you should do if the class has problems; however, the guidelines for providing remedies are quite general. Here are more specific guidelines.

1. If students perform poorly on a test, they will probably have trouble on later exercises in the program and should be given a remedy before the next lesson is presented.
2. In many classrooms, the same students tend to perform poorly on different tests; if those are the only students who perform poorly, do not present the remedy to the entire class. If possible, present the remedy only to the students who need it.
3. If it’s not possible to schedule a time for providing the remedy to a small group of students (and not the entire class) give the students who performed well a writing assignment similar to the ones on the lessons preceding the test. As they work on the assignment, present the remedies to the students who need additional help.
4. If more than one-fourth of the students have trouble with a part of the test, present the remedy for that part to all students. Then present the lesson following the test.
5. If more than one-fourth of students repeatedly make an unacceptably high number of errors on the tests, try to analyze what’s wrong. Possibly, the students should not be placed in Grade 3 Language Arts. Possibly, they are not trying very hard.
6. Use effective enforcement practices to prompt harder work and better performance. A good guide is *The Solution Book* by Randall Sprick. This text, published by SRA, contains specific suggestions for increasing student motivation.

# Objectives

The objectives show the development of skills and operations taught in Grade 3 Language Arts. The skills and operations are grouped by tracks. The headings indicate the major tracks and the divisions within each track. Each track shows the development of a major topic, such as sentence analysis or mechanics. Typically, a track will have activities that are presented over many different lessons of the program.

The major tracks are:

- SENTENCE ANALYSIS
- MECHANICS
- EDITING
- REPORTING—BASED ON PICTURES
- INFERRING—BASED ON PICTURES
- CLARITY—BASED ON PICTURES
- RELEVANCE
- EXPANDED WRITING PROCESS
- USING RESOURCE MATERIALS
- STUDY SKILLS
- USAGE AND GRAMMAR
- WORD ANALYSIS
- WORD ANALYSIS EXTENSIONS

Within each track are divisions. Each division is marked by a subheading.

The subheadings for Sentence Analysis are:

- SUBJECT-PREDICATE
- VERBS
- PRONOUNS
- NOUNS
- ADJECTIVES
- CONSOLIDATION

The subheadings for Mechanics are:

- GENERAL
- CAPITALS AND ENDING MARKS
- APOSTROPHES
- QUOTES
- COMMAS

Although the objectives show the various categories and the lessons in which each specific objective is taught, the objectives do not show the interrelationships among the various skills. Specific skills are involved in more than one track. For instance, students learn to write and punctuate sentences that begin with a part that tells when (*After Ted left the meeting, he met Mary*). This particular sentence type is analyzed and used in the following tracks: Sentence Analysis, Editing, Mechanics and Reporting—Based on Pictures. Students also write sentences of this type in Expanded Writing Process assignments.

Similarly, identifying subjects and predicates of sentences is a foundation skill that is developed in the Sentence Analysis track, but also appears in the Mechanics track and in the Editing track. When students edit passages for capitals and periods, they must first identify the sentences. They use the subject-predicate analysis for this identification. Subject-predicate analysis is also used in the instruction for parts of speech, especially pronouns.

In summary, the objectives show the various skills and operations that are taught; however, skills and operations developed in one track invariably spill over into other tracks as students use and apply what they have learned.

## Sentence Analysis

	Objectives	Lessons
Subject-Predicate	Identify the part of a sentence that names (subject) and the part that tells more (predicate).	1, 2
	Indicate the subject of sentences in a paragraph.	3, 4
	Indicate the subject and predicate of sentences.	6, 7, 8, 9
	Identify the subject, predicate and verb in sentences.	11, 12, 13
	Indicate the part of predicates that tells when.	28–31
	Identify subject, predicate and part that tells when in sentence pairs.	32, 33
	Rewrite sentences so they begin with the part of the predicate that tells when.	35–38
	Rewrite a paragraph so some sentences begin with the part of the predicate that tells when.	43, 50, 75, 77, 78, 79
	Complete sentences that begin with a 1-word or 2-word part that tells when.	46
	Discriminate sentences from sentence fragments.	75, 76, 79
Verbs	Change regular present-tense verbs to past-tense verbs by adding the suffix <b>e-d</b> .	1
	Write past-tense verbs for irregular present-tense verbs.	1, 12
	Change 2-word verbs in sentences to 1-word verbs.	2–7
	Change 2-word verbs in a paragraph to 1-word past-tense verbs.	4, 5, 9
	Identify the verbs in sentences.	10–13, 23, 27
	Identify 2-word verbs.	14
	Identify the two actions specified in a sentence.	15
	Discriminate between run-on sentences and sentences that name two actions.	16, 17
	Identify the verbs in sentences that have 1-word verbs and in sentences that have 2-word verbs.	15–19
	Identify the verbs presented in a group of words.	21, 22, 24
	Select the appropriate verb ( <b>was</b> or <b>were</b> ) to agree with the subject of the sentence.	51–54

## Sentence Analysis (cont.)

	Objectives	Lessons
<b>Pronouns</b>	Replace the subject of a sentence with the appropriate pronoun ( <b>he, she, it, or they</b> ).	2–5, 24
	Use appropriate pronouns ( <b>he, she, or it</b> ) in a paragraph.	7, 9, 10
	Determine whether it is appropriate to use a pronoun as the subject of a sentence.	11–13, 21–24
	Determine whether the subject of a sentence is a pronoun.	25
	Change sentences with noun subjects into sentences with pronoun subjects.	26, 27
	Determine whether it is appropriate to use a pronoun ( <b>him or her</b> ) in the predicate of a sentence.	28, 29
	For sentence pairs, indicate whether the noun or the pronoun ( <b>they or them</b> ) is appropriate in the second sentence.	33, 34
	Match nouns with appropriate pronoun referents.	35, 36
	Match pronouns ( <b>I, me, we, us</b> ) with appropriate referents.	57, 58
<b>Nouns</b>	Identify the noun in the subject of a sentence.	33–35
	Determine whether isolated words are nouns.	41, 42
	Identify nouns in the subject and predicate of sentences.	43
<b>Adjectives</b>	Identify the noun and each adjective in sentence subjects.	61–63
	Identify nouns and adjectives in sentences.	64, 65, 67, 68
	Complete a subject by writing adjectives in front of given nouns.	66
<b>Consolidation</b>	Identify pronouns and verbs in sentences.	28, 29, 31, 33, 34, 37
	Identify nouns and pronouns in sentence subjects.	36, 37
	Identify nouns, pronouns and verbs in sentences.	38, 39, 42, 44–46
	Identify the subject and predicate of sentences and indicate the part of speech of specific words.	47, 48, 51, 52, 56, 57, 59–61, 66, 69, 71–75, 77, 79, 80

## Mechanics

<b>General</b>	Follow conventions for using lined paper (numbers with periods before the margin, sentences with capitals and periods after the margin).	1
	Copy item numbers and sentences onto lined paper.	1
	Copy a paragraph.	2, 3

	Objectives	Lessons
Capitals and Ending Marks	Punctuate sentences (capitals and periods) and identify the subject of the sentences in a paragraph.	5, 6
	Capitalize all parts of a person's name.	9
	Identify and punctuate sentences that ask a question.	38, 39
	Complete sentences with the word <b>said</b> or <b>asked</b> and the appropriate ending mark.	41–43
	Apply capitalization rules for names of people, days of the week and months of the year.	55, 56
	Apply capitalization rules for names of persons or places.	67–69
Apostrophes	Rewrite expressions so that a word is written with an apostrophe ( <b>the dress that belongs to the girl</b> becomes <b>the girl's dress</b> ).	14, 15
	Construct sentences with possessive words, for example: <b>girl's</b> .	16, 17, 18
	Complete sentences with possessive words in the predicate, for example: <b>A mouse sat on Milly's foot</b> .	19, 21
	Discriminate between plural nouns and possessive nouns.	22, 23
Quotes	Punctuate sentences with quotations, for example: <b>John said, "I'm tired."</b>	23–28
	Punctuate statements and questions with quotations.	29, 30
	Punctuate two-sentence quotations for example: <b>Joe said, "I'm hot. Let's go swimming."</b>	35, 36
Commas	Punctuate sentences that begin with the part that tells when.	34
	Identify and punctuate sentences that begin with the part that tells when.	39, 41
	Punctuate sentences that have a series of noun or verb phrases.	47–49, 51
	Rewrite sentences that have a series of noun or verb phrases.	52, 53
	Rewrite sentences to begin with <i>if</i> , <i>unless</i> , or <i>although</i> .	62, 63, 76
	Rewrite sentences by moving the part that tells when.	75, 77–79
	Write a complete address using commas to separate street name, city, and state.	83, 84

## Editing

Edit a paragraph for past-time verbs.	4, 5
Edit a paragraph for capitals and periods.	6, 7, 8, 9
Edit a paragraph for <b>he</b> , <b>she</b> , <b>it</b> , and <b>they</b> .	8
Edit a paragraph for sentences that begin with <b>and</b> or <b>and then</b> .	3, 4
Edit a paragraph for periods and capitals, including people's names.	5, 8, 11
Edit run-on sentences.	5–7, 10, 11
Edit a paragraph for run-on sentences.	8, 9, 11, 13–15
Edit sentences for multiple criteria (verb agreement, apostrophes, run-ons, capitals, commas, quotes and sentence fragments).	25, 26, 32, 34, 37, 38, 44, 45, 49, 53, 58, 59, 64, 74, 78

Objectives	Lessons
Edit a passage to ensure that sentences that begin with a part that tells when are properly punctuated.	68, 71
Edit a passage to ensure 1- and 2-sentence direct quotations are punctuated correctly.	66, 69

## Reporting—Based on Pictures

Objectives	Lessons
Discriminate between sentences that report on a picture versus sentences that convey an inference.	1, 2
Write appropriate subjects in sentences.	1
Select sentences that state the main thing that illustrated characters did.	2, 3
Construct sentences that state the main thing that illustrated characters did.	3, 4, 6, 8, 11, 13, 15, 17
Construct a paragraph that reports on actions of specified characters in an action sequence.	4, 6, 8, 11, 13, 15, 17, 19
Edit and revise a paragraph that reports on actions of specified characters in an action sequence.	5, 7, 9, 12, 14, 16, 18, 20
Write a short paragraph that includes a sentence that has a direct quote.	31, 32
Construct sentences that begin with the part of the predicate that tells when.	39, 42, 45
Write sentences that have a series of noun phrases.	55, 56, 60
Write sentences that have a series of verb phrases.	57–59

## Inferring—Based on Pictures

Write a paragraph that infers what must have happened in a missing picture.	21, 23, 25, 27, 29, 31, 33, 35, 37, 39
Edit and revise a paragraph that infers what must have happened in a missing picture.	22, 24, 26, 28, 30, 32, 34, 36, 38, 40
Write a paragraph that indicates the chronology of important events implied by two pictures.	41, 43
Write a paragraph that a) infers the chronology of important events and b) includes a direct 1-sentence quote.	45, 47, 49, 51, 53, 55, 57, 59
Edit and revise a paragraph that indicates the chronology of important events implied by two pictures.	42, 44, 46, 48, 50, 52, 54, 56, 58, 60
Write a 2-paragraph story that infers and reports.	61, 63, 65, 67, 69, 71
Edit and revise a 2-paragraph story that infers and reports.	62, 64, 66, 68, 70, 72
Write a paragraph in which progressive verbs are used to set the scene.	73, 75, 77, 79

Objectives	Lessons
Edit and revise a paragraph in which progressive verbs are used to set a scene.	74, 76, 78, 80
Write a 2-paragraph passage that first sets the scene and then tells what the characters did.	81, 83
Write a 3-paragraph story that first sets the scene and then tells what the characters did.	85, 87, 89
Edit and revise a passage that first sets the scene and then tells what the characters did.	82, 84, 86, 88, 90
Apply the rule that only one person can talk in a paragraph.	91–96

## Clarity—Based on Pictures

Apply pronoun ( <b>he</b> or <b>she</b> ) clarity rules to complete sentences that refer to a picture.	25–27
Identify sets of pictures that are consistent with different descriptions.	46–50
Write a 2-sentence description that tells about only one of four similar pictures.	51, 52
Write a scene-setting description for one of two similar pictures.	53, 54
Locate and fix up unclear pronouns in a passage.	62, 63, 76, 80

## Relevance

Indicate whether sentences in a passage are relevant to a given topic.	63–65, 67
Construct a sentence from a question and an answer.	71–73
Write title sentences for short passages.	76–78

## Expanded Writing Process

Write a multiparagraph ending for a story.	97, 99
Revise and rewrite a multiparagraph ending.	98, 100
Write a multiparagraph story.	101, 103, 105
Revise, rewrite and check a multiparagraph story.	102, 104, 106
Write a letter that describes an adventure.	107
Revise, rewrite and check a letter that describes an adventure.	108
Write a letter to complain about a product.	109, 111
Revise, rewrite and check a letter that complains about a product.	110, 112
Write a multiparagraph passage that describes a plan of action in response to an undesired outcome.	113
Compose a poem with rhyme based on a story.	115–117
Write a multiparagraph report on a given topic.	118, 121, 123, 125, 127, 129, 131, 133, 135



Objectives	Lessons
Edit, revise and rewrite a multiparagraph report on a given topic.	119, 122, 124, 126, 128, 130, 132, 134

## Using Resource Materials

Objectives	Lessons
Using the Table of Contents to locate selections.	81–84, 87, 89, 91
Use the index to locate information on topics.	92–96, 98, 99
Indicate which part of book (table of contents, index, glossary) to use to determine information.	120–124, 133, 135
Alphabetizing a list of words.	82–91, 93, 94, 96–99, 101, 103–107
Use guide words.	108, 109, 111–114, 118, 119, 123
Locate a given word in a dictionary and use the dictionary to determine the meaning of the word.	115–119, 120, 122, 123, 125, 127
Use a dictionary to determine multiple meanings of a word (homonym).	128, 129, 131
Determine how to locate information in an encyclopedia.	131, 132
Determine the sources of information available in an atlas.	133
Determine which reference book (dictionary, encyclopedia, atlas) to use to locate information on a given topic.	134, 135

## Study Skills

Complete a paragraph to provide details of a main idea.	81, 82, 84, 88, 101, 106–109, 119
Complete an outline from main ideas.	102–105
Taking notes to record details of verbal report.	112, 113
Create an outline organized by related categories.	116–118
Write sentences on a situation from the perspective of a given character.	110, 111, 114, 116, 121, 134

## Usage and Grammar

Write dates using commas to separate days of month and year.	81–82
Select present tense verb that is in agreement with subject in a sentence.	85–88, 89, 92, 94, 95
Usage of plural nouns, comparative and superlative, in a sentence.	96–97

## Word Analysis

Objectives	Lessons
Create words with the prefix <b>dis, re, un, mis</b> or <b>super</b> .	84–89, 91, 98, 103, 105
Create words with suffix <b>less, ful, ness, less, er, ly</b> .	90, 92–93, 94, 96, 107
Create words in which prefix or suffix is added to root word.	95, 97, 99, 104–106, 108, 109, 111, 112
Indicate the prefix, root and suffix in given words.	121–126
Analyze compound words.	133–135

## Word Analysis Extensions

Determine the meaning of idiomatic expressions.	101, 102
Indicate whether a sentence is a fact or an opinion.	114, 115
Compose a poem with rhyme based on a story.	115–117
Indicate the characteristics of a character expressed by a simile.	124, 125
Indicate the characteristics of a character expressed by a metaphor.	126
Discriminate a simile from a metaphor.	127, 128, 132
Determine the meaning of an unknown word from the context.	126–128
Create a series of words that demonstrate alliteration.	131, 132

# Skills Profile

Name \_\_\_\_\_

The charts on pages 83 to 87 may be reproduced to make a skills profile for each student. The charts summarize the skills presented in Grade 3 *Language Arts* and provide space for indicating the date on which the student completes the lessons in which the skills are taught.

Grade or year in school \_\_\_\_\_

Teacher's name \_\_\_\_\_

Starting lesson \_\_\_\_\_ Date \_\_\_\_\_

Last lesson completed \_\_\_\_\_ Date \_\_\_\_\_ Number of days absent \_\_\_\_\_

Skills		Taught In These Lessons	Date Lessons Completed
<b>SENTENCE ANALYSIS</b>			
<b>Subject-Predicate</b>	Identifies the part of a sentence that names (subject) and the part that tells more (predicate)	1-2	
	Indicates the subjects of sentences in a paragraph	3-4	
	Identifies sentence parts as subjects or predicates	6-9	
	Identifies the subjects, predicates and verbs in sentences	11-13	
	Indicates the parts of predicates that tell when	28-31	
	Identifies the subjects, predicates and parts that tell when in sentence pairs	32-33	
	Rewrites sentences so they begin with the part of the predicate that tells when	35-38	
	Rewrites a paragraph so some sentences begin with the part of the predicate that tells when	43-79	
	Discriminates sentences from sentence fragments	75-79	

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Name \_\_\_\_\_

Skills		Taught In These Lessons	Date Lessons Completed
<b>Verbs</b>	Changes regular present-tense verbs to past-tense verbs by adding <b>e-d</b>	1	
	Writes past-tense verbs for irregular present-tense verbs	1–12	
	Changes 2-word verbs in sentences to 1-word verbs	2–7	
	Changes 2-word verbs in a paragraph to 1-word past-tense verbs	4–9	
	Identifies the verbs in sentences	10–27	
	Discriminates between run-on sentences and sentences that name two actions	16–17	
	Identifies the verbs in sentences that have 1-word verbs and in sentences that have 2-word verbs	15–19	
	Identifies the verbs presented in a group of words	21–24	
<b>Pronouns</b>	Selects the appropriate verb ( <b>was</b> or <b>were</b> ) to agree with the subject of the sentence	51–54	
	Replaces the subject of a sentence with the appropriate pronoun ( <b>he, she, it</b> or <b>they</b> )	2–24	
	Uses appropriate pronouns in a short passage or paragraph	7–10	
	Determines whether it is appropriate to use a pronoun as the subject of a sentence	11–24	
	Determines whether the subject of a sentence is a pronoun	25	
	Changes sentences with noun subjects into sentences with pronoun subjects	26–27	
	Determines whether it is appropriate to use a pronoun ( <b>him</b> or <b>her</b> ) in the predicate of a sentence	28–29	
	For sentence pairs, indicates whether the noun or the pronoun (they or them) is appropriate in the second sentence	33–34	
	Matches nouns with appropriate pronoun referents	35–36	
	Matches pronouns ( <b>I, me, we, us</b> ) with appropriate referents	57–58	
<b>Nouns</b>	Identifies the nouns in the subjects of sentences	33–35	
	Determines whether isolated words are nouns	41–42	
	Identifies nouns in the subjects and predicates of sentences	43	
<b>Adjectives</b>	Identifies nouns and adjectives in sentences	61–68	
	Completes a subject by writing adjectives in front of given nouns	66	
<b>Consolidation</b>	Identifies pronouns and verbs in sentences	28–37	
	Identifies nouns and pronouns in sentence subjects	36–37	
	Identifies nouns, pronouns and verbs in sentences	38–46	
	Identifies the subjects and predicates of sentences and indicates the parts of speech of specific words	47–79	

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Name \_\_\_\_\_

Skills		Taught In These Lessons	Date Lessons Completed
<b>MECHANICS</b>			
<b>General</b>	Follows conventions for using lined paper	1	
	Copies a paragraph	2–3	
<b>Capitals and Ending Marks</b>	Punctuates sentences (capitals and periods) and identifies the subjects of the sentences in a paragraph	5–6	
	Capitalizes all parts of a person’s name	9	
	Identifies and punctuates sentences that ask a question	38–39	
	Completes sentences with the word <b>said</b> or <b>asked</b> and the appropriate ending mark	41–43	
	Applies capitalization rules for names of people, days of the week and months of the year	55, 56	
	Applies capitalization rules for names of persons or places	67–69	
<b>Apostrophes</b>	Rewrites expressions so that a word is written with an apostrophe	14–15	
	Constructs sentences with possessive words	16–18	
	Completes sentences with possessive words in the predicate	19–21	
	Discriminates between plural nouns and possessive nouns	22–23	
<b>Quotes</b>	Punctuates statements and questions with quotations	23–30	
	Punctuates two-sentence quotations	35–36	
<b>Commas</b>	Punctuates sentences that begin with the part that tells when	34	
	Identifies and punctuates sentences that begin with the part that tells when	39–41	
	Punctuates sentences that have a series of noun or verb phrases	47–51	
	Rewrites sentences that have a series of noun or verb phrases	52–53	
	Rewrites sentences to begin with <b>if</b> , <b>unless</b> or <b>although</b> .	62–76	
	Rewrites sentences by moving the part that tells when.	75–79	
	Write a complete address using commas.	83–84	
<b>EDITING</b>			
	Edits sentences for irregular past-time verbs	4–5	
	Edits a paragraph for capitals, periods and past-time verbs	6–9	
	Edits a paragraph for <b>he</b> , <b>she</b> , <b>it</b> and <b>they</b>	8	
	Edits a paragraph for sentences that begin with <b>and</b> or <b>and then</b>	3–4	
	Edits run-on sentences	5–18	
	Edits sentences for multiple criteria (verb agreement, apostrophes, run-ons, capitals, commas, quotes and sentence fragments)	25–78	
	Edit a passage to ensure that sentences begin with a part that tells when are properly punctuated.	68–71	
	Edit a passage to ensure that direct quotations are punctuated correctly.	66–69	

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Name \_\_\_\_\_

Skills		Taught In These Lessons	Date Lessons Completed
<b>REPORTING—BASED ON PICTURES</b>			
	Discriminates between sentences that report on a picture versus sentences that convey an inference	1–2	
	Writes appropriate subjects in sentences	1	
	Selects sentences that state the main thing that illustrated characters did	2–3	
	Constructs sentences that state the main thing that illustrated characters did	3–17	
	Writes, edits, and revises a paragraph that reports on an illustrated action sequence	4–20	
	Writes a short paragraph that includes a sentence that has a direct quote	31–32	
	Constructs sentences that begin with the part of the predicate that tells when	39–45	
	Writes sentences that have a series of noun or verb phrases	55–60	
<b>INFERRING—BASED ON PICTURES</b>			
	Writes, edits, and revises a paragraph that infers what must have happened in a missing picture	17–40	
	Writes, edits, and revises a paragraph that indicates the chronology of important events implied by two pictures	41–44	
	Writes, edits, and revises a paragraph that infers the chronology of important events and includes direct quotes	45–60	
	Writes, edits, and revises a 2-paragraph story that infers and reports	61–72	
	Writes, edits, and revises a paragraph in which progressive verbs are used to set the scene	75–80	
	Writes, edits, and revises a multiparagraph passage that first sets the scene and then tells what the characters did	81–90	
	Applies the rule that only one person can talk in a paragraph	91–96	

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Name \_\_\_\_\_

Skills		Taught In These Lessons	Date Lessons Completed
<b>CLARITY—BASED ON PICTURES</b>			
	Applies pronoun (he or she) clarity rules to complete sentences that refer to a picture	25–27	
	Identifies sets of pictures that are consistent with different descriptions	46–50	
	Writes a 2-sentence description that tells about only one of four similar pictures	51–52	
	Writes a scene-setting description for one of two similar pictures	53–54	
	Locate and fix up unclear pronouns in a passage.	62–80	
<b>RELEVANCE</b>			
	Indicates whether sentences in a passage are relevant to a given topic	63–67	
	Constructs a sentence from a question and an answer	71–73	
	Writes title sentences for short passages	76–78	
<b>EXPANDED WRITING PROCESS</b>			
	Writes, revises and rewrites a multiparagraph story or ending for a story	97–106	
	Writes, revises, rewrites and checks a letter	107–112	
	Compose a poem with rhyme	115–117	
	Writes, revises, rewrites and checks a passage on a specified topic	118–135	

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# SUMMARY SHEET

Names	Test 5				Test 6 Paragraph Total	Test 7				Test 8		Test 9			Test 10 Paragraph Total				
	A	B	C	D		A	B	C	D	A	Total	A	B	C		D	Total		

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# SUMMARY SHEET

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Names	Test 11				Test 12 Paragraph Total	Test 13						
	A	B	C	Total		A	B	C	D	E	F Total	

# OPTIONAL SUMMARY FOR PARAGRAPH-WRITING TESTS

## Test 2

## Test 4

Names	C.P. <i>capitals and periods</i>	R.O. <i>run-ons</i>	Na. <i>names capitalized</i>	' <i>possessive nouns</i>	' <i>omission of detail</i>	WH <i>past tense</i>	DID

C.P. <i>capitals and periods</i>	R.O. <i>run-ons</i>	Na. <i>names capitalized</i>	' <i>possessive nouns</i>	' <i>omission of detail</i>	WH <i>past tense</i>	DID

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# OPTIONAL SUMMARY FOR PARAGRAPH-WRITING TESTS

## Test 6

Names	C.P. run-ons capitals and periods	R.O. names capitalized	Na. possessive nouns	' omission of detail	WH past tense	DID	Q quotes

# OPTIONAL SUMMARY FOR PARAGRAPH-WRITING TESTS

## Test 10

## Test 12

	<i>capitals and periods</i>	<i>run-ons</i>	<i>names capitalized</i>	<i>possessive nouns</i>	<i>omission of detail</i>	<i>1-person talking per paragraph</i>	<i>quotes</i>	<i>1st paragraph scene-setting</i>	<i>later paragraphs happened</i>	<i>capitals and periods</i>	<i>run-ons</i>	<i>names capitalized</i>	<i>possessive nouns</i>	<i>omission of detail</i>	<i>1-person talking per paragraph</i>	<i>quotes</i>	<i>1st paragraph scene-setting</i>	<i>later paragraphs happened</i>	
Names	C.P.	R.O.	Na.	'	WH	P	Q	Was	DID	C.P.	R.O.	Na.	'	WH	P.	Q.	Was	DID	

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# Placement Test

## Grade 3 Language Arts

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Three men sat in their boat. One of those men jumped into the water. A big fish chased him.

A.	

1. Number of errors on picture items	0	1	2	3	4		
2. Number of omitted words (words not copied)	0	1	2	3	4	5	<input type="checkbox"/>
3. Number of copied words misspelled	0	1	2	3	4	5	<input type="checkbox"/>

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