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PART II – FOCUS: PRONOUNS

Under Construction

Everything You Ever Wanted to Know About

V E R B S







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GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process

C – Mechanics

FOCUS: VERBS – Principal Parts

Benchmarks
By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

Student Activities/Evidence/Teacher Directed Procedures, as needed
The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:

It is one of the prodigious privileges of art that the horrific, artistically expressed, becomes beauty, and that sorrow, given rhythm and cadence, fills the spirit with a calm joy.
- Charles Baudelaire

GU#1 - List the principal parts of FIVE regular and TWENTY FIVE irregular verbs

OR

Perform rhythmic recitation of principal parts of approximately TWENTY FIVE verbs to a select beat.

See next page for suggested rhythms

Identify, recite, and correctly use the **four principal parts** (*base or infinitive, present participle, past, and past participle*) of regular and irregular verbs; spell each form correctly



Comic Books / Motivation (20 min.)

Teachers or students supply comic books and/or other source. Students identify all verbs on two or three pages of a comic; students place verbs in “Regular” or “Irregular” columns and then **write principal parts** of each.

Recitation / Kinesthetic Exercise - Recommended for ELL

Students participate in small or whole group 2 - 4 minute **rhythmic choral recitations** of principal parts of regular and mostly **irregular verbs**; integrate physical movement (clapping, swaying, dancing) to accompany choral recitation. **Option:** perform for class

Principal Parts of Verbs Charts + Oral & Written Practice

PRINCIPAL PARTS of VERBS			
Base (Infinitive)	Present Participle	Past	Past Participle
Regular Verbs			
[to] ask	[is] asking	asked	[have] asked
[to] use	[is] using	used	[have] used
[to] walk	[is] walking	walked	[have] walked
Irregular Verbs			
[to] give	[is] giving	gave	[have] given
[to] do	[is] doing	did	[have] done
[to] run	[is] running	ran	[have] run
[to] get	[is] getting	got	[have] gotten
[to] be	[is] being	was/were	[have] been
[to] go	[is] going	went	[have] gone
[to] see	[is] seeing	saw	[have] seen

GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process C – Mechanics FOCUS: VERBS
Principal Parts – Recitation – Kinesthetic Exercise

Benchmarks
 By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

Student Activities/Evidence/Teacher Directed Procedures, as needed
 The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:

It is one of the prodigious privileges of art that the horrific, artistically expressed, becomes beauty, and that sorrow, given rhythm and cadence, fills the spirit with a calm joy.
 - Charles Baudelaire

GU#2 - Select and/or supply past and past participle forms of verbs in sentences and proofread a paragraph to identify and correct verb form errors.



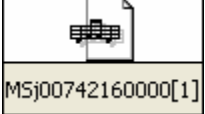
Recognize errors in usage and make appropriate revisions to correct **past and past participle forms** of regular and irregular verbs

Supply and select the correct forms of **regular and irregular verbs** in sentences and in paragraphs

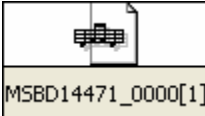
Self-correct and revise drafts with special attention to correcting the forms of most **commonly misused verbs**.

Recitation / Kinesthetic Exercise – Con’t

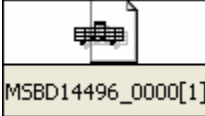
Students select a rhythmic musical selection (from list below or own selection) to *perform* principal parts of verbs



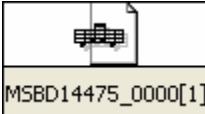
Salsa Theme



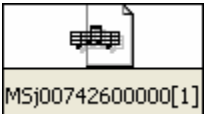
Hip Hop Beat



Jamaican



Fast Bongo Rock



Dance Groove

GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process C – Mechanics FOCUS: VERBS
Verb Forms – Questions & Statements

Benchmarks
 By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills
 By the end of the grade level listed above, to meet Grade 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:

Student Activities/Evidence/Teacher Directed Procedures, as needed
 The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:

GU#3 - Use verb forms correctly in oral language.
Ongoing informal assessment

GU#4 - Maintain correct verb form usage within the context of writing.
Writing embedded assessments with analytic rubric designed to specifically target agreement and other verb usage

Continued from previous page

I come.

I came.

I have come.

I go.

I went.

I have gone.

Choosing Correct Forms of Irregular Verbs in Context
Writing Past and Past Participle Forms in Sentences
Proofreading Sentences; Proofreading Paragraphs

Verb-Down Oral Game

Teacher reinforces students' knowledge of past and past-participle forms of irregular verbs and provides oral/auditory reinforcement:

1. Divides class into two teams
2. Uses the present-tense form a verb in a question
3. Has a player rephrase the question and answer it by using the past and past-participle forms correctly in TWO sentences (OR upon further instruction, may continue onto other verb forms – e.g., present and past progressive, other)

Example: **Recommended for ELL**

Teacher: *Do you write letters often?*

Student: *Do I write letters often? (Rephrases question)*

I wrote one last week. (Uses past tense)


I have written many letters. (Uses past participle form)

I am writing many letters. (OPTION: present progressive form)

I was writing many letters. (OPTION: past progressive form)

I have been writing many letters (OPTION: present perf. progressive)

Source: *Quoted and adapted from:*
 Warriner, John E. et al. "Using Verbs Correctly." Elements of Language, Third Course. Austin: Holt, Rinehart and Winston, 2004. 525.

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process	C – Mechanics	FOCUS: VERBS Tenses - Inflections
Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:
<p><i>Each has his past shut in him like the leaves of a book known to him by heart and his friends can only read the title.</i> -Virginia Woolf</p>		
<p>GU#5 - Speak clearly with attention to proper enunciation of inflections such as -s, -es, -d, or -ed <i>Ongoing informal assessment</i></p> <p>GU#6 - USAGE QUIZZES: Complete TWENTY sentences by selecting and supplying correct forms of present and past tense verbs making certain that:</p> <ul style="list-style-type: none"> Present tense verbs agree with their subjects - <i>Refer to S-V agreement section that follows</i> Present and regular past verb forms are spelled correctly 	<p>Form and use present, past and future tense verbs correctly.</p> <p>Spell and pronounce <i>present tense verbs</i> correctly with attention to third person singular -s and -es endings.</p> <p>Spell and pronounce past tense verbs correctly with attention to third person singular -d and -ed endings.</p> <p><i>Continued on next page</i></p>	<p>Oral Reinforcement Do Now Reinforcements (3 -10 minutes) Sentence Exercises; Quizzes Editing with Targeted Focus in Usage</p> <p>Teacher models/Students participate in brief whole group oral reinforcement exercises using present and past tense verbs with special focus on clear enunciation of present & past tense inflections - especially /s/ and /ed/</p> <p>Do Now Starter Activity – Reinforcement - Recommended for ELL</p> <p>Teacher provides short sentences that contain verbs ending in -s, -es, -d, or -ed and clearly pronounces the endings</p> <p><u>Examples</u> He's supposed to be here already. I used to live a few blocks from the school.</p> <p><u>Students</u></p> <p>Exaggerate enunciation and underline inflections to reinforce oral and written standard usage of troublesome verbs such as: use/ used suppose / supposed ask / asked</p> <p>Revise and edit own or a peer's writing with specific focus on finding and correcting errors that result from improper usage of present and regular past tense verbs, namely those ending in -s, -es, -d, or -ed</p> 

GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process C – Mechanics FOCUS: VERBS Tenses – Questions & Statements

<p>Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills</p>	<p>Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:</p>
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The future is the past returning through another gate. - Arnold Glasgow

GU#7 - Edit a passage (approx. 300 words) with specific focus on finding and correcting errors that result from improper usage of present and regular past tense verbs, namely those ending in **-s, -es, -d, or -ed**

GU#8 - Compose TWELVE sentences using the


- Present Tense
- Past Tense
- Future Tense

by rewording statements into questions or questions into statements while maintaining consistent verb tense in the question and answer (or vice versa).

Continued from previous page

Use present, past, and future tenses of verbs correctly to form statements and questions.

Recommended for ELL



Rephrasing Questions into Statements

Teacher assigns pairs of students to take turns asking and answering a series of questions using ONE tense at a time:

Example – Present Tense
Do you have a dollar bill for the vending machine?
Does she have dollar bill for the vending


Students employ **rhythmic repetition** to answer questions using the same tense as the tense in the question:

I do have a dollar bill for the vending machine.
She has a dollar bill for the vending machine.

OR
She does have a dollar bill for the vending machine.

Recommended for ELL

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process C – Mechanics		FOCUS: VERBS
RIGOR – Academic Writing : Tense Consistency/Parallelism		
Benchmarks	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed
By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:		The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:
USE UPON COMPLETION of REGULAR PRESENT, PAST, & FUTURE OR UPON COMPLETION of ALL TENSES & FORMS		
<p>GU#9 - Make revisions to maintain parallelism and tense consistency in the context of TEN sentences that have a series of two or more verbs by <i>selecting</i> an appropriate verb form.</p> <p>GU#10 - Make revisions to maintain parallelism and tense consistency in the context of TEN sentences that have a series of two or more verbs by <i>supplying</i> an appropriate verb form.</p> <p>GU#11 - Recognize shifts in tense within sentences and paragraphs:</p> <ul style="list-style-type: none"> ▪ identify corrections ▪ revise verbs to achieve parallelism and maintain tense consistency 	<p>Rigor:</p> <p>Maintain parallelism and consistency in tense within the <i>same sentence</i>.</p> <p>Maintain parallelism and consistency in tense in <i>adjacent sentences</i> within a paragraph.</p>	<p>Sentence Exercises /Visual Outlining</p> <p><u>Students</u></p> <p>Complete sentence exercises in parallel construction with special attention to parallelism of verb forms</p> <p>Employ a visual outlining technique to identify parallelism by lining up three verb phrases within a sentence directly underneath one another; revise the one verb in the series that is <i>different</i> from the others.</p> <p>Collaborative Learning - Round-Robin Exercises</p> <p><u>Students</u></p> <ul style="list-style-type: none"> ▪ Work in groups of THREE ▪ Begin with a sentence stem or topic provided by the teacher ▪ Take <i>30 seconds</i> to build a sentence containing THREE verb phrases that are consistent in tense and parallel in construction ▪ Pass around a sheet having each member of the group add a verb phrase using the same tense/form as the one supplied in the entry by the first person ▪ Repeat process with 3 – 5 more sentences per group. ▪ Share results <p>SAT Practice Exercises</p>

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process C – Mechanics		FOCUS: VERBS
RIGOR – Academic Writing: Literary Present in Persuasion		
Benchmarks	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed
By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:		The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:
USE UPON COMPLETION of REGULAR PRESENT, PAST, & FUTURE OR UPON COMPLETION of ALL TENSES & FORMS		
<p>GU#12 - Compose a one paragraph (approx. 5 – 6 sentence) persuasive argument which includes:</p> <ul style="list-style-type: none"> ▪ A topic sentence that states a position ▪ THREE adjacent sentences that maintain consistency in present tense and employ parallel sentence construction. 	 <p>Rigor: Understand the concept of the <i>literary present</i> and appropriate use the present tense for writing persuasively.</p>	<p>Sentence Exercises in Parallel Construction</p> <p>Applications in Academic Writing / Revision</p> <p><u>Students</u> Practice writing sentences in the present tense to persuade with a strong voice.</p> <p>Self and/or peer writing selections; change past tense verbs to present tense.</p> <p>Read both versions aloud to <i>hear</i> the difference</p>

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process C – Mechanics		FOCUS: VERBS RIGOR – Academic Writing: Verbs vs. Participles
Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:
USE UPON COMPLETION of REGULAR PRESENT, PAST, & FUTURE OR UPON COMPLETION of ALL TENSES & FORMS		
<p>Benchmark <i>applies also to skill included on next page</i> :</p> <p>GU#13 - Compose a 200 -250 word narrative excerpt using:</p> <ul style="list-style-type: none"> ▪ Past tense to describe narrative actions ▪ One or more participles (present – <i>ing</i> form or past – <i>ed</i> form) to describe a character ▪ Present tense to state a theme or other generalization 	<p>Rigor: <i>Continued from previous page</i> +</p> <p>Differentiate between inconsistencies in tense that are <i>appropriate</i> and those that are <i>inappropriate</i> by discriminating between:</p> <ul style="list-style-type: none"> ▪ Verbs and participles <p><i>Continued on next page</i></p>	<p>Revision Alternative: Convert Verb → Participle</p> <p><u>Students</u> Increase awareness of the difference between sentences that do contain faulty parallelism and those that do not by converting verbs into participles :</p> <p><i>Example (Same sentence featured on previous page)</i> The lead guitarist hung around after the concert , talked with his buddies on stage, and finally came out to chat with the audience.</p> <p>The lead guitarist hung around after the concert , talked coming . . . with his buddies on stage, and finally came out to chat with the audience.</p>

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process		C – Mechanics
		FOCUS: VERBS
		RIGOR – Academic Writing: Literary Present in Narration
Benchmarks	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed
By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:		The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:
USE UPON COMPLETION of REGULAR PRESENT, PAST, & FUTURE OR UPON COMPLETION of ALL TENSES & FORMS		
<p><i>See Benchmark on previous page</i></p>	<p>Rigor: <i>Continued from previous page</i> +</p> <p>Understand the concept of the <i>literary present</i> and appropriate use the present tense for writing a narrative.</p> <p>Differentiate between inconsistencies in tense that are <i>appropriate</i> and those that are <i>inappropriate</i> by discriminating between:</p> <ul style="list-style-type: none"> ▪ Narrative action vs. generalization 	<p>Applications in Academic Writing / Revision</p> <p><u>Students</u></p> <p>Practice writing sentences in the present tense for the following purposes:</p> <ul style="list-style-type: none"> ▪ To state a general truth, theme, or a <i>habitual state</i> or situation within a narrative or nonfiction genre ▪ To summarize the subject or plot of a literary work (<i>literary present</i>) or to make a historical even seem current (<i>historical present</i>) <div data-bbox="1295 943 1577 1268" data-label="Image"> </div> <p>Continued on next page – SAMPLE</p>


GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process C – Mechanics FOCUS: VERBS RIGOR –Academic Writing: Literary Present in Narration

<p>Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills</p>	<p>Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:</p>
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USE UPON COMPLETION of REGULAR PRESENT, PAST, & FUTURE OR UPON COMPLETION of ALL TENSES & FORMS

See Benchmark on previous page



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Rhetorical Analysis / Mark the Text

Students
Examine and highlight verbs in narrative samples that demonstrate the difference between **actions** or **events** in a story (**past tense**) and statements that provide the author’s or narrator’s **generalization** or a statement referring to a “**habitual state**” * - i.e., something that is true *before, during, and after* the narrative sequence (**present tense**). Practice composing brief (2 – 3 sentence) narrations that:

- Describe **past tense** actions or events
- Provide a generalization - **present tense**

*The lead guitarist **hung** around after the concert , **talked** with his buddies on stage, and finally **came** out to chat with the audience. He **is** my best friend. **

* Source -
Weaver, Constance. “Grammatical Considerations in Choosing the Right Words.” The Grammar Plan Book. Portsmouth, NH: Heinemann, 2007. 115.

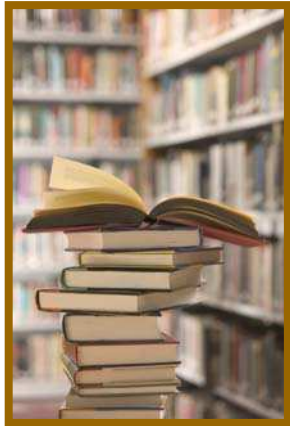
GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process C – Mechanics FOCUS: VERBS
RIGOR – Academic Writing: Literary Present in Researched Writing

<p>Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills</p>	<p>Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:</p>
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USE UPON COMPLETION of REGULAR PRESENT, PAST, & FUTURE OR UPON COMPLETION of ALL TENSES & FORMS

GU#14 -Summarize the plot /subject of ____ story or a nonfiction reading selection using the *literary present* in signal phrases that refer to the author or narrator and in sentences that present summary information.



Rigor:
Continued from previous page
 +
 Understand the concept of the *literary present* and use the **present tense** as appropriate for **academic researched writing**.
 Proofread and revise sentences and drafts of formal essays to achieve **consistency of present tense** usage in:

- sentences
- a paragraph or essay

Applications in Academic RESEARCHED Writing

Students
Mark the Text to highlight and underline verbs in a piece of literary writing; they revise as needed to make sure that all **verbs in signal phrases** used to introduce an author’s viewpoint and verbs used to convey the writer’s assertions are in **present tense**

Examples:
As the author asserts . . . As the author claims . . .
The author suggests that . . . The author concludes by . . .

Develop awareness of and practice in **using present tense** in **academic writing**; they edit their essays with explicit emphasis on revising to achieve consistency in tense.

Teacher includes **use of present tense** as a criterion on a scoring rubric for literary essays.
Students self and peer edit using verb tense criteria (*also apply to use of active or passive voice*)

GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process C – Mechanics FOCUS: VERBS Scaffold – Helping Verbs

Benchmarks
By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills
By the end of the grade level listed above, to meet Grade 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:

Student Activities/Evidence/Teacher Directed Procedures, as needed
The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:

GU#15 - Complete TWENTY sentences by selecting (or filling in the blanks) with helping verbs that:

- correlate to suggested tense as determined by context clues in the sentence
- agree with their subjects
- are spelled correctly

Recognize and use **auxiliary (helping) verbs** with special emphasis on:

- Commonly used helping verbs such as forms of *to be, to do, to have*, etc.
- Modals such as *can, could, should, would, must, might, used to, ought to*, etc.

Do Now Reinforcements (3 -10 minutes)
Sentence Exercises; Quizzes
Editing with Targeted Focus in Usage
Verb-Down Oral Game (*See previous explanation*)
Review of Verb Phrases (Main + Helping Verb)

Students copy and review a chart or list of commonly used helping verbs:

Commonly Used Helping Verbs				
<i>Forms of BE</i>	am	be	being	was
	are	been	is	were
<i>Forms of HAVE</i>	had	has	have	having
<i>Forms of DO</i>	did	do	does	
MODALS	can	might	shall	
	could	should	would	
	may	must	will	
	ought to	<u>used</u> to	supposed <u>ed</u> to	

Identify and use helping verbs in sentences.

GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process C – Mechanics FOCUS: VERBS
Perfect Tenses: Recitations + Questions & Statements

<p>Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills :</p>	<p>Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:</p>
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GU#16 - Compose TWELVE sentences using

- Present Perfect Tense
- Past Perfect Tense
- Future Perfect Tense

by rewording statements into questions and questions into statements while maintaining consistent verb forms.

Form perfect tenses of verbs correctly.

Use perfect tenses of verbs correctly to form statements and questions.



Conjugation Charts + Choral Recitation **Recommended for ELL**

- Students
- Complete **conjugation charts** of at least THREE verbs (or more if warranted) in *present perfect*, *past perfect*, and *future perfect tenses* to reinforce patterns
 - Conduct (3 – 4 min.) **rhythmic oral recitations** as described in section for principal parts of verbs.
 - Complete **written conjugation exercises** of perfect tense verbs with special emphasis on forms of **2nd person singular and plural (you)** and **3rd person singular & plural helping verbs**

Do Now Reinforcement and Sentence Exercises

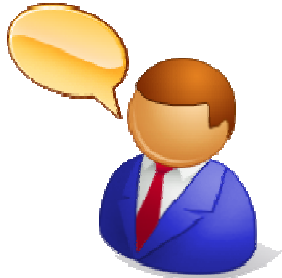
Rephrasing Questions into Statements (and vice versa)

Teacher assigns pairs of students to take turns asking and answering a series of questions using ONE perfect tense at a time:

- Example – Present Perfect:*
- Have you ever traveled overseas?*
 - Have you ever had pneumonia?*
 - Has she ever taught 11th grade?*
 - Has he ever played a team sport?*

Students employ **rhythmic repetition** to answer questions using the same tense as the tense in the question:

- I have (never) traveled overseas.*
- I have (never) had pneumonia.*
- She has (never) taught 11th grade.*
- He has (never) played a team sport.*

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process	C – Mechanics	FOCUS: VERBS Six Tenses
Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:
<p>GU#17 - Identify tenses of verbs in pairs of sentences and explain the difference in meaning between sentences in each pair.</p>	<p>Understand that each of the six tenses has its own uses.</p> <p>Apply correct usage of six verb tenses in speaking and writing.</p> 	<p>Sentence Exercises</p> <p>Time Line Students may plot a definition of each of the six tenses + a sample sentence for each tense on a time line</p> <p>Marking Context Clues Students underline or highlight adverbs (e.g., <i>now</i>, <i>yesterday</i>) or phrases in sentences that provide context clues about the tense. <i>Example:</i> <i>He has been studying for his bar exam for the past six months.</i></p> <p>Present Perfect (progressive) Tense : <i>Suggests ongoing action over the past into the present</i> <i>He studied for his bar exam last year.</i></p> <p>Past Tense – <i>Suggests an action that was completed in the past</i></p> <p>Listening to a Taped Excerpt of a Newscast Students note verbs used in newscast excerpt as they listen; they identify/ discuss tenses of noted verbs</p> <p>Proofreading</p>

GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process

C – Mechanics

FOCUS: VERBS

Verb Forms: Progressive & Emphatic

Benchmarks

By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

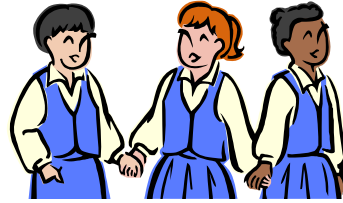
Student Activities/Evidence/Teacher Directed Procedures, as needed

The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:

GU#18 - Complete TWENTY sentences that use progressive and emphatic verb forms by selecting and supplying auxiliary verbs that agree with their subjects.

GU#19 - Compose TWENTY sentences by rewording statements into questions and questions into statements maintaining consistency in using the following verb forms:

- Present progressive
- Past progressive
- Future progressive
- Present perfect progressive
- Past perfect progressive
- Present emphatic
- Past emphatic



Form and use **present, past, and future progressive** verb forms correctly with emphasis on making sure that the helping verb *to be* agrees with the subject.

Form and use **present and past perfect progressive** verb forms correctly with emphasis on making sure that the helping verb *to have* agrees with the subject.

Form and use present and past **emphatic verbs** correctly with emphasis on making sure that the form of the helping verb *to do* agrees with the subject.

Conjugation Charts + Choral Recitation *Recommended for ELL*

Students

To practice and reinforce patterns, complete **conjugation charts** of several verbs using the following:

- **present progressive, past progressive, future progressive**
- **present perfect progressive, past perfect progressive, and (optional) future perfect progressive**
- **present emphatic, past emphatic**

Conduct (3 – 4 min.) **rhythmic oral recitations** as described in section for principal parts of verbs

Rewording Questions to Statements (and vice versa)

Examples - Present Progressive:

*From Question - **Are you keeping up with your work?***

*To Statement - **I am keeping up with my work.***

OR

*From Statement - **He is providing the support we need.***

*To Question - **Is he providing the support we need?***

Examples - Present Perfect Progressive:


*From Question - **Has she been handing in her work?***

*To Statement - **She has been handing in her work.***

OR

*From Statement - **I have been getting a lot of junk e-mail.***

*To Question - **Have you been getting a lot of junk e-mail?***

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process	C – Mechanics	FOCUS: VERBS
RIGOR - Consistency & Parallelism - Rhetorical Questions / Emphatic Form		
Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:
<p>GU#20 - Develop two (or three) rhetorical questions each in support of FIVE topic sentences that present a position about an issue. Maintain <u>consistency in tense and parallel construction</u> when using the following tenses/ forms to develop sets of rhetorical questions for each topic:</p> <p><u>TWO in select PRESENT tense forms</u></p> <ul style="list-style-type: none"> ▪ Regular Present ▪ Present Progressive <i>or</i> Present Perfect Progressive ▪ Present Emphatic <p><u>TWO in select PAST tense forms</u></p> <ul style="list-style-type: none"> ▪ Past ▪ Past Progressive or Past Perfect Progressive <p><u>ONE in a select FUTURE tense form</u></p> <ul style="list-style-type: none"> ▪ Future ▪ Future progressive <p>GU#21 - Use emphatic verbs in the context of a persuasive essay.</p> <p><i>Writing embedded assessments; section of analytic rubric designed to target verb usage</i></p>	<p>Rigor:</p> <p>Use consist tense and parallel construction when composing rhetorical questions</p> <p>Use emphatic verb forms in persuasive writing.</p> 	<p>Poems</p> <p><u>Students</u> practice using one tense at a time by writing short simple (4 – 8 line) poems that use one particular verb tense THREE or FOUR times.</p> <p>Listening to Famous Speeches</p> <p>Writing Process – Rhetorical Questions</p> <p><u>Students</u> Practice composing and/or revising a series of questions using a particular verb tense and form</p> <p>Writing Process – Emphatic Verbs</p> <p><u>Students</u> Revise and edit their own persuasive writing changing key verbs to emphatic form to make a more powerful persuasive point.</p> <p>Example:</p> <p><i>Man-made pollutants <u>have</u> an impact on global warming</i></p> <p><i>Man-made pollutants DO have an impact on global warming.</i></p> <p>Read sentences with emphatic verb forms <u>aloud</u> to hear the difference in emphasis.</p>


GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process C – Mechanics FOCUS: VERBS RIGOR - Consistency & Parallelism: Active & Passive Voice


<p>Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>	<p>Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:</p>
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<p>GU#22 - Recognize shifts in tense or voice (and/or mood) within individual sentences and paragraphs:</p> <ul style="list-style-type: none"> Identify corrections Revise verbs to maintain tense and voice consistency and achieve parallelism <p>GU#23 - Correct faulty parallelism that results from use of unparallel verb tense or voice within the context of pairs or clusters of related sentences in a paragraph:</p> <p>Revise the tense or voice of a verb in ONE sentence that appears in a series of related sentences so that all verbs within a series of related ideas remain consistent & parallel in tense & voice.</p>	<p>Understand that verbs can be used in active or passive voice</p> <p>Differentiate between active voice and passive voice verbs and their uses.</p> <p>Maintain use of the active voice in most writing.</p> <p>Rigor: Recognize the effect on the audience of using active and passive voice</p> <p>Proofread and revise sentences and drafts of formal essays to achieve consistency of voice; revise as needed, converting passive voice to active in most writing tasks.</p>	<p>Reinforcement Exercises</p> <p><u>Students</u></p> <ul style="list-style-type: none"> Practice revising active to passive voice and vice versa Find and share articles or other samples of authentic writing that provide examples of active and/or passive voice verbs. <p>Reading Links</p> <p><u>Students</u></p> <ul style="list-style-type: none"> Examine speeches and statements by politicians looking for examples of passive voice: “It is being investigated.” Discuss/write about the effect of using passive voice Revise passive voice statements and convert them to active voice; they discuss the difference <p>Writing Links</p> <p><u>Students</u> use passive voice to</p> <ul style="list-style-type: none"> create a sense of evasiveness and suspense when writing a narrative write a scientific paper Cross-Content Link: Science <p><u>Students</u> use active voice to:</p> <ul style="list-style-type: none"> establish a more authoritative voice when writing persuasion write a literary analysis paper Create a resume Workplace Application <p>SAT Practice</p> <p>As a scaffold, <u>teacher</u> clusters sentence samples that contain shifts in voice; <u>students</u> locate and underline or highlight verbs in original samples; they <i>talk through</i> reasons for corrections.</p>
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GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A - Writing as a Process	3.2 C – Mechanics	FOCUS: VERBS Application – Verbs in Authentic Contexts
Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:
<p>GU#24 - Compose a sports report or a news report about a national or world issue using FIVE of the six verb tenses and appropriate verb form/voice. Include an explanation of:</p> <ul style="list-style-type: none"> ▪ actions that did or have taken place in the past ▪ present and ongoing actions ▪ predictions about actions that will or may take place in the future <p>Underline or highlight at least one example of a verb representing each tense.</p> <p style="text-align: center;">OR (option)</p> <p>Produce a taped or PODCAST recording in response to ___ topic. Use the same criteria as above; include a list noting an example of one or more verbs that represent usage of each tense.</p>	<p>Understand when to use different verb tenses and verb forms and when to apply active or passive voice; apply knowledge in authentic tasks.</p> <div style="text-align: center;">  </div>	<p>Writing an Eyewitness Report <u>Students</u> assume role of reporters for a local newspaper; they write a brief eyewitness report about ___ event in their school or neighborhood using proper and consistent verb forms and tense sequence and consistent voice to relate events.</p> <p>Social Studies and Science Research <u>Students</u> use appropriate tenses when reporting research findings:</p> <p style="text-align: center;">Social Science Science</p> <p>Describe results Past -<i>The study showed</i> Present – <i>The study shows</i> or Pres Perf - <i>The study has shown</i></p> <p>Explain implications Present – <i>The study suggests</i></p> <p>Describe methods Past – <i>The methods included</i></p> <p style="text-align: right;">Cross-Content Application – Social Studies & Science</p>

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process C – Mechanics		FOCUS: VERBS Application – Verbs in Authentic Contexts
Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:
<p>GU#25 - Use consistent tense to compose a PROCESS ESSAY that gives directions about how to perform _____ task or one that explains _____ process.</p> <p>Cross-Content Applications</p> <p><u>OR</u></p> <p>Design a BROCHURE to provide directions about <u>X</u> topic; maintain parallelism by using consistent verb form, tense, voice, and mood.</p> <p>Workplace Application</p>	<p><i>Continued from previous page</i></p>	<p>Sentence Exercises</p> <p><u>Students</u> Select & fill in verb forms, proofread, and revise one tense to another; miscellaneous other exercises</p> <p>Writing How To Directions Refer also to curriculum framework for PROCESS ESSAY</p> <p><u>Students</u> Write directions about how to _____ to practice using consistent tense</p> <p>Writing an Eyewitness Report - See previous explanation</p>

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process	C – Mechanics	FOCUS: VERBS Tense – Literature Link
Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:
<p>GU#26 - Identify and draw conclusions about the rhetorical effects of an author's use of tense and shifts in tense by completing the following:</p> <ul style="list-style-type: none"> ▪ Mark the text by underlining, circling, drawing arrows, etc. ▪ Make annotations in the margin noting comments about verb use ▪ Compose a brief written analysis of author's technique which includes conclusions about the effects of tense use ▪ Critique author's technique: Was the use of tense effective – why or why not? 	<p>Rigor: Continued</p> <p>Recognize and appreciate the effects created by tense shifts in a piece of literature.</p>  <p>Respond to and critique the effectiveness of an author's technique as it pertains to use of tense</p>	<p>Examining Literature</p> <p>Students listen to and become aware of an author's tense shifts; they speculate about and discuss the effect the author intended:</p> <p>Example:</p> <p><i>It was in the clove of seasons, summer was dead but autumn had not yet been born, that the ibis lit in the bleeding tree. The flower garden was stained with rotting brown magnolia petals, and ironweeds grew rank amid the purple phlox. The five o'clocks by the chimney still marked time, but the oriole nest in the elm was untenanted and rocked back and forth like an empty cradle. The last graveyard flowers were blooming, and their smell drifted across the cotton field and through every room of our house, speaking softly the names of our dead.</i></p> <p><i>It's strange that all this is still so clear to me, now that that summer has long since fled and time has had its way. A grindstone stands where the bleeding tree stood, just outside the kitchen door, and now if an oriole sings in the elm, its song seems to die up in the leaves, a silvery dust. The flower garden is prim, the house a gleaming white and the pale fence across the yard stands straight and spruce. But sometimes (like right now), as I sit in the cool, green-draped parlor, the grindstone begins to turn and time with all its changes is ground away – and I remember Doodle.</i></p> <p><i>Doodle was just about the craziest brother a boy ever had. . . He was born when I was six and was, from the outset, a disappointment. He seemed all head, with a tiny body which was red and shriveled like an old man's. . .</i></p> <p style="text-align: right;">- Hurst, James. "The Scarlet Ibis."</p> <p>Students may note that the use of the past tense in paragraphs 1 & 3 creates a sense of mysterious gloom, foreboding and suspense; the shift to present tense places the reader in a different setting and suspends that mood.</p>

B) SUBJECT – VERB AGREEMENT	27
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✎ RIGOR – S – V Agreement:	
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GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process

C – Mechanics

FOCUS: VERBS

Subject-Verb Agreement – Conjugation/Recitation

Benchmarks

By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

By the end of the grade level listed above, to meet Grade 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:

Student Activities/Evidence/Teacher Directed Procedures, as needed

The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:

GU#27 - Demonstrate understanding of standard usage and apply rules of subject verb agreement as they pertain to the verb *to be* and other troublesome verbs by completing an oral conjugation making sure that the verbs agree with a list of TEN subjects – pronouns (*I, you, he/she/it, we/they*) and noun combinations (*as in chart*).

Use the following verbs:

- to be - present tense
- to be – past tense
- to do – present tense
- to have – present tense
- One other – present tense

Adhere to rules of **subject-verb agreement** by consistently using the correct **present and past tense forms of the verb “to be”**

Recognize and understand errors, self-correct, and revise drafts to correct errors in usage.



Conjugation Chart/Choral Recitation (*see earlier explanation*)

On the board, overhead, chart, or other visible display, teacher maintains a chart with singular and plural 1st, 2nd, and 3rd person pronouns and two or more sample nouns listed along the left side. Teacher conducts or appoints student to conduct mini (**30 second – 3 minute**), **oral recitation** at start of class, prior to writing, or at other select times. Proceeding in steady, rapid progression, **teacher models conjugation** always starting with the pronoun or noun at left to reinforce the agreement pattern. Whole class, groups, or individual students recite in unison, echo the leader, or conjugate individually.

Recommended for ELL

PRESENT and PAST TENSE of the VERB “To Be”

SUBJECTS	To be: Present Tense	To be: Past Tense
I	<i>am</i>	<i>was</i>
you	<i>are</i>	<i>were</i>
* he, she, it	<i>is</i>	<i>was</i>
we	<i>are</i>	<i>were</i>
you	<i>are</i>	<i>were</i>
they	<i>are</i>	<i>were</i>
My friend and I (= we)		
Her boss (= he or she)		
The kids in that class (=they)		
<u>Each</u> of my friends		

GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process C – Mechanics FOCUS: VERBS –Subject-Verb Agreement – Conjugation/Recitation

Benchmarks
By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

Student Activities/Evidence/Teacher Directed Procedures, as needed
The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:

GU#28 - Recognize and correct errors in S-V agreement by editing and, if necessary, making revisions in TWENTY-FIVE individual sentences that may contain possible errors in S-V agreement with emphasis on finding & correcting errors that occur with frequently misused verbs.

and:

Recognize and correct FIVE errors in S-V agreement within the context of one-two paragraphs. Apply rules of correct S-V agreement by:

- selecting correct verb forms *and*
- revising subjects and/or verbs to correct agreement errors

Consistently apply correct **subject verb agreement** when using *all present tense* verbs in writing and speaking.

Recognize S-V agreement errors and routinely self-correct own errors and revise drafts to correct errors in usage that may pertain to all verbs, especially troublesome verbs such as:

- am, is, are
- was, were
- do, does
- don’t, doesn’t
- have, has
- other misused verbs, as noted

Apply correct **subject verb agreement** in writing and speaking with special focus on agreement with third person singular nouns or pronouns.

Conjugation Chart / Quizzes


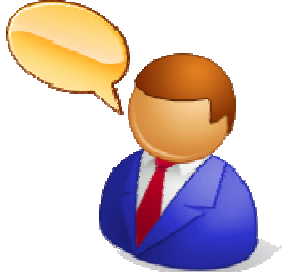
Teacher facilitates frequent **mini-lesson** reinforcement (1-3 minutes in length) of S-V agreement in the present tense using conjugation charts as described above. When students make errors in usage, teacher provides *instant* feedback; spends 30 seconds to 1 minute practicing targeted conjugation of troublesome verb (+ one or two other verbs) to reinforce the agreement pattern. Students conjugate 2 or 3 verbs as below:

Verb conjugations in the present with special emphasis on verb “to be” and other troublesome verbs:

PRESENT TENSE CONJUGATION			
(Think: “Right now...”)			
SUBJECTS	To be	To do	To know
I	<i>am</i>	<i>do</i>	<i>don’t</i>
you	<i>are</i>	<i>do</i>	<i>don’t</i>
* he, she, it	<i>is</i>	<i>does</i>	<i>doesn’t</i> <i>knows</i>
we	<i>are</i>	<i>do</i>	<i>don’t</i>
*you	<i>are</i>	<i>do</i>	<i>don’t</i>
*they	<i>are</i>	<i>do</i>	<i>don’t</i>
My friend and I (= we)			
*Her boss (= he or she)	<i>is</i>	<i>does</i>	<i>doesn’t</i>
*The kids in the class (=they)	<i>are</i>		

FOCUS - Convert into questions; maintain agreement

RADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process C – Mechanics		FOCUS: VERBS Applying S – V Agreement Rules
Benchmarks	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed
By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:	By the end of the grade level listed above, to meet Grade 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:
<p>GU#29 - Demonstrate understanding of standard usage as it pertains to <i>all</i> conventions of S-V agreement. Apply rules of subject verb agreement in individual sentences and in the context of longer, authentic pieces of writing.</p> <p><i>Specific Rubric with explicit focus on agreement and other verb usage</i></p> <p><i>Cross-Content Application</i></p>	<p>Recognize and correct S-V agreement errors that pertain to:</p> <ul style="list-style-type: none"> ▪ troublesome verbs ▪ questions or other sentence constructions with inverted order – i.e., the subject at the end of the sentence (e.g., <i>there is/there are...</i>) ▪ intervening phrases and clauses ▪ compound subjects joined by <u>and</u> & <u>or</u> ▪ indefinite pronouns ▪ collective nouns and numbers 	<p>Sentence/Paragraph Exercises - <i>Selecting & filling in verb forms, proofreading, revising</i></p> <p>Direct Instruction / Modeling <u>Teacher</u> models strategies for isolating the SUBJECT and VERB of a sentence by having students:</p> <ul style="list-style-type: none"> ▪ identify and underline or circle target words that begin phrases and clauses (e.g., <u>prepositional phrases</u>- <i>of, by, with, for, in, etc;</i> <u>adjective clauses</u> – <i>who, whom, whose, which, that, where;</i> <u>adverb clauses</u> – <i>although, before, because, if, unless, since, as soon as, so, when, whereas, etc.</i>) ▪ highlight or cross out all intervening phrases and clauses to isolate the subject and verb: <p style="text-align: right;">S</p> <p><i>Although she committed a gruesome crime, the woman who said she killed her husband because aliens from outerspace</i></p> <p style="text-align: center;">V= <i>claims</i></p> <p><i>were telling her to do it claim she is innocent.</i></p> <p style="text-align: right;"><i>Continued on next page</i></p>

GRADE 9 – 12 STANDARD 3.2 (WRITING)		
3.2 A. Writing as a Process	C – Mechanics	FOCUS: VERBS Applying S – V Agreement Rules
Benchmarks	Grade Specific Concepts/Skills	Student Activities/Evidence/Teacher Directed Procedures, as needed
By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:	By the end of the grade level listed above, to meet Grade 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:
		<p style="text-align: right;"><i>Continued from previous page</i></p> <p>Writing Link <u>Students</u> apply rules governing S-V agreement in the context of their writing; teacher routinely provides feedback. Samples of students’ writing provide evidence of teacher feedback in respect to adherence to rules of S-V agreement.</p> <p style="text-align: right;"><i>Cross-content Application</i></p> <p><u>Teacher</u> routinely and actively reminds students to self-correct S-V agreement errors in speaking and in writing.</p> <p><u>Students</u> participate in <i>frequent</i> but <i>brief (2-5 minute)</i> targeted editing exercises as reinforcement of correct S-V agreement usage.</p> 

GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process

C – Mechanics

FOCUS: VERBS

RIGOR- S-V Agreement: Complex Sentences/SAT Practice

Benchmarks

By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

By the end of the grade level listed above, to meet Grade 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:

Student Activities/Evidence/Teacher Directed Procedures, as needed

The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:

GU#30 -Examine TEN lengthy complex sentences that contain a series of phrases and/or clauses to determine whether the subjects and verbs agree in number. Apply understanding of sentences structures (*phrases and clauses*) to locate the subjects and verbs and identify (or make) corrections as needed.



Rigor:

Identify subordinate phrases and clauses in **complex sentences**.

Recognize subject-verb agreement errors within sentences that contain **subordinate clauses**; correct for agreement if needed.

Recognize and correct subject-verb agreement errors in **complex sentences** that contain **intervening** and other **phrases and clauses**

Rigor - S-V Agreement – Continued on next page

Curriculum-Embedded Reinforcement -Writing Link

Teacher *routinely* displays brief **excerpts of students’ writing** as embedded **reinforcement of S-V rules**; students analyze samples noting subjects of sentences or of subordinate clauses and determine whether verbs agree with their subjects; students provide oral/written feedback about needed revisions and explanations about the *reason* for the revisions.

Crossing Out

Students cross out or put parentheses around intervening phrases & clauses so they can more easily locate the subject and the verb within the main clause.

Diagramming

Teacher models/students diagram complex sentences to increase awareness of phrases & clauses.

SAT and Standardized Test Practice

Students use PSAT, SAT and other standardized test practice sentence samples to analyze S-V agreement in complex sentences.

Rigor - S-V Agreement – Continued on next page

GRADE 9 – 12 STANDARD 3.2 (WRITING)

3.2 A. Writing as a Process

C – Mechanics

FOCUS: VERBS

RIGOR- S -V Agreement: Literature Links

<p>Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>	<p>Student Activities/Evidence/Teacher Directed Procedures, as needed The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency:</p>
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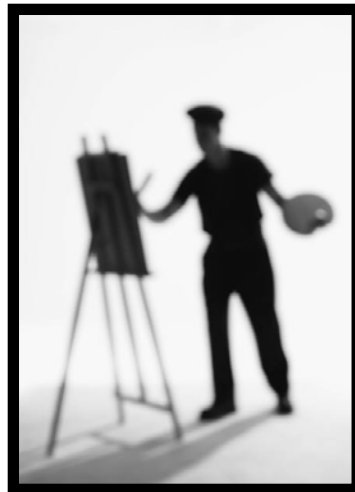
GU#31 - Select a literary passage that contains THREE or more complex sentences made up of a series of phrases and clauses; identify the subject and verb in each sentence by:

- Highlighting or placing parentheses around all intervening phrases and clauses.

More rigorous option:

- Disaggregating each complex sentence by converting each clause into a separate simple sentence
- Identifying the *real* subjects and verbs after taking apart each original sentence

Rigor - S-V Agreement – Continued from previous page



Literature Links

Teacher routinely provides challenging excerpts from classic literature (with focus on pieces by 17th – 19th century writers) or from newspapers and magazines articles; students *unravel the puzzle* by identifying and **deleting phrases and clauses** until only the subject and verb remains.

Although the distinction between environmental causes as previously defined and hereditary causes is generally fairly easy, the distinction between congenital causes and true hereditary causes is exceedingly difficult; in many cases impossible... There is little doubt that in the modern eugenic movement the assumption of hereditary transmission as a cause of defects has been exaggerated.

- Boaz, Franz. Race, Language, and Culture.

Unknown to all but Hester Prynne, and possessing the lock and key of her silence, he chose to withdraw his name from the roll of mankind, and, as regarded his former ties and interest, to vanish out of life as completely as if he indeed lay at the bottom of the ocean, whither rumor had long ago consigned him.

- Hawthorne, Nathaniel. “The Leech.” The Scarlet Letter.