



WRITING HIGHWAY

CONVENTIONS SKILLS LESSONS

Integrate and teach conventions skills based on your students' needs.
These lessons support the writing journey by teaching the fundamentals of grammar, language, spelling, punctuation, and capitalization.



WRITING HIGHWAY
KNOWLEDGE OF LANGUAGE
LESSONS

Standards Plus® – Language Arts – Grade 6Strand: Knowledge of Language Focus: Sentence PatternsLesson: #1Language Standard: L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.

Lesson Objective: Students will review simple sentences and revise them to include expanding elements.

Introduction: “This week we will review and practice the four basic sentence patterns. When we write and speak, we use a combination of these sentence patterns. When we have a variety of sentence patterns available to use for writing and speaking, our language is more interesting for the reader or listener.”

Instruction: “Today we are going to review and practice the most basic sentence pattern, the simple sentence. A simple sentence has one independent clause. An independent clause has a subject and a verb that make a complete thought. The independent clause stands alone and makes sense to the reader or listener. It is important to know how to write an interesting simple sentence because a good writer uses a variety of sentence patterns when writing.”

Guided Practice: Direct students’ attention to the top of the student page. “First let’s review the definitions at the top of the page. (Review definitions together.) Now let’s read Example A together. In this example, the sentence, *Pedro arrived early*, the subject is *Pedro* and the verb is *arrived*. This is a simple sentence because the sentence contains one independent clause and is a complete thought. Remember, an independent clause must have a subject and a verb and be able to stand alone for the sentence to be complete. In order to make our writing more interesting, we need to improve or lengthen the simple sentences that we write. We can expand simple sentences by including the following elements: compound subjects, compound verbs, and prepositional phrases. Now, let’s look at Example B. In this example, there are two subjects (*Pedro* and *Nico*), two verbs (*arrived* and *parked*), and a prepositional phrase (*at the stadium*). The simple sentence is still only one independent clause, but it is more interesting. While a simple sentence is grammatically correct, using too many simple sentences interrupts writing flow and makes writing choppy. Choppy writing makes it more difficult to retain the interest of the reader.” Use the same process to review and discuss Example C, (*Pedro* and *Nico* - subjects), (*arrived* and *parked* - verbs), and (*at the stadium* and *by the exit*-prepositional phrases).

Independent Practice: Review the directions with students. Tell students to read their revised sentence to a partner if they are not sure whether it has *only* one independent clause.

Review: After a few minutes, review together. Project some student examples of expanded simple sentences and discuss the examples with students.

Closure: “Today we reviewed and practiced how to expand simple sentences. Turn to your partner and share one of your revised sentences.”

Answers:

- 1-5. Answers will vary but need to expand the simple sentence.
6. Answers will vary but must include all the expanding elements: compound subjects, compound verbs, and at least one prepositional phrase.

Standards Plus® – Language Arts – Grade 6

Strand: Knowledge of Language Focus: Sentence Patterns

Lesson: #1

Language Standard: L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.

Simple Sentence: One **independent clause**, subject and verb make a complete thought and a complete sentence.

Expanding Elements: Compound subjects, compound verbs, and prepositional phrases.

S V

Example A: Pedro arrived early.

S V PP V

Example B: Pedro and Nico arrived at the stadium and parked the car.

S V PP V PP

Example C: Pedro and Nico arrived at the stadium and parked the car by the exit.

Directions: For questions 1-6, expand the simple sentence by adding one or all of the following elements: compound subjects, compound verbs, and/or prepositional phrases. Write an S over the subjects, a V over the verbs, and a PP over the prepositional phrase(s).

1. Edward rode his favorite bike.

2. What reward did you receive?

3. Donna played baseball.

4. Brett ran a great marathon race!

5. Mrs. Chin ate lunch today.

Directions: Write a simple sentence that includes **all** of the following: compound subject, compound verb, and at least one prepositional phrase. Write an S over the subjects, a V over the verbs, and a PP over the prepositional phrase(s).

6. _____
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Standards Plus® – Language Arts – Grade 6Strand: Knowledge of Language Focus: Sentence PatternsLesson: #2Language Standard: L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.

Lesson Objective: Students will review and practice writing compound sentences.

Introduction: “We know that there are four basic sentence patterns. There is a purpose in writing and speaking for all four: simple, compound, complex, and compound-complex sentences. In order to make our writing and speaking interesting and engaging to the reader or listener, we should use a combination of these four basic sentence patterns. Today we are going to review and practice another one of the basic sentence patterns.”

Instruction: “Today we are going to review and practice another sentence pattern, the compound sentence. A compound sentence has two or more independent clauses and no dependent clauses. Remember, an independent clause has a subject and a verb that make a complete thought. Two or more independent clauses are usually connected with a comma and a coordinating conjunction.”

Guided Practice: Direct students’ attention to the top of the student page. “First let’s review the definitions at the top of the page. (Review definitions together.) Now let’s read Example A together. In this example, the sentence, *The archeologist explored the tomb for a year*, the subject is *archeologist* and the verb is *explored*. This is a simple sentence because the sentence contains one independent clause and is a complete sentence. In order to create a compound sentence from the simple sentence, we need to add at least one more independent clause. In this case, the second independent clause is *and he found many ancient artifacts inside the tomb*. The coordinating conjunction is *and*, the subject is *he*, and the verb is *found*. Let’s write *CC* above the coordinating conjunction, an *S* above the subject, and a *V* above the verb in the sentence. A compound sentence is created with two or more independent clauses and a comma and coordinating conjunction connects the two independent clauses (complete sentences) together.” Use the same process to review and discuss Examples B-D; the subjects are marked with an *S*, the verbs are marked with a *V*, and the coordinating conjunctions are marked with a *CC*.

Independent Practice: Review the directions with students. Remind students to mark the subjects, verbs, and coordinating conjunctions correctly.

Review: After a few minutes, review together. Project some student examples of compound sentences and discuss them with students. Identify any prepositional phrases in the sentences.

Closure: “Today we reviewed and practiced how to write compound sentences. Turn to your partner and explain what are the required elements of a compound sentence.”

Answers:

1-4. Answers will vary but need to include at least 2 independent clauses and no dependent clauses. Compound sentences usually include a comma and coordinating conjunction.

Standards Plus® – Language Arts – Grade 6

Strand: Knowledge of Language Focus: Sentence Patterns

Lesson: #2

Language Standard: L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.

Compound Sentence: Two or more independent clauses, subject and verb make a complete thought and a complete sentence.

Independent Clause: Usually joined by a comma and a coordinating conjunction.

Coordinating Conjunctions: And, but, or, yet, for, nor, so.

Example A: The archeologist explored the tomb for a year.

The archeologist explored the tomb for a year, and he found many ancient artifacts inside the tomb.

Example B: The tomb was filled with a wealth of treasures.

The tomb was filled with a wealth of treasures, but the most important treasure was a hieroglyphic depicting the annual crop harvest.

Example C: The archeologist and his assistant created a map of the tomb.

The archeologist and his assistant created a map of the tomb, but the exact location of the treasures is known to only a few people.

Example D: The museum printed a map showing the location of all the treasures in the tomb.

A map showing the location of all the tomb's treasures was printed by the museum, and the map can be purchased in the museum's store for five dollars, so they make good souvenirs.

Directions: For questions 1-4, change the simple sentence into a compound sentence. Write an S over the subjects, a V over the verbs, and a CC over the coordinating conjunctions.

1. The tomb contained gold rings and cups.

2. My sister and I wanted to see the Great Pyramid at Giza.

3. My friends and I sailed down the Nile River.

4. The Nile River is an important means of travel in Egypt.

Standards Plus® – Language Arts – Grade 6**Strand:** Knowledge of Language **Focus:** Sentence Patterns**Lesson:** #3**Language Standard:** L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.

Lesson Objective: Students will review and practice writing complex sentences.

Introduction: “Using a variety of sentence patterns when we write and speak becomes easier with practice. Sometimes, we rely on the same sentence pattern over and over when we write or speak. Today we are going to review and practice another one of the basic sentence patterns that we can use when writing and speaking.”

Instruction: “Today we are going to review and practice another sentence pattern, the complex sentence. A complex sentence has one independent clause and one or more dependent clauses. Remember an independent clause has a subject and a verb that make a complete thought. A dependent clause has a subject and a verb but begins with a subordinating conjunction, so it cannot stand alone. The dependent clause can be placed in front or after the independent clause. If the dependent clause comes before the independent clause, a comma is needed after the dependent clause and before the independent clause.”

Guided Practice: Direct students’ attention to the top of the student page. “First let’s review the definitions at the top of the page. (Review definitions together.) Now let’s read Example A together. In this example, the sentence, *The tourist took a boat down the Nile River*, the subject is *tourist* and the verb is *took*. This is a simple sentence because the sentence contains only one independent clause and is a complete sentence. In order to create a complex sentence from the simple sentence, we need to add a dependent clause. In this case, the dependent clause added is *after they came to Egypt*. The subordinating conjunction is *after*. A dependent clause does not need a comma *unless* it comes at the beginning of the sentence (before the independent clause). A complex sentence is created with one independent clause and at least one dependent clause. Let’s write an *S* over the subject, a *V* over the verb, an *SC* over the subordinating conjunction, and a *DC* over the dependent clause. Use the same process to review and discuss Examples B-D; the subjects are marked with an *S*, the verbs are marked with a *V*, and the subordinating conjunctions are marked with an *SC*, and the dependent clause is marked with a *DC*.”

Independent Practice: Review the directions with students. Remind students to mark the subjects, verbs, subordinating conjunctions, and dependent clauses correctly.

Review: After a few minutes, review together. Project some student examples of complex sentences and discuss them with students. Identify any prepositional phrases in the sentences.

Closure: “Today we reviewed and practiced how to write complex sentences. Turn to your partner and explain what are the required elements of a complex sentence.”

Answers:

1-4. Answers will vary but need to include one independent clause and one or more dependent clauses. Complex sentences have a subordinating conjunction.

Standards Plus® – Language Arts – Grade 6

Strand: Knowledge of Language Focus: Sentence Patterns

Lesson: #3

Language Standard: L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.

Complex Sentence: One independent clause and one or more dependent clauses.

- **Independent Clause:**
 - Subject and verb make a complete thought and a complete sentence.
- **Dependent Clause:**
 - Begins with a subordinating conjunction, so it cannot stand alone.
 - Use a comma to separate it from the independent clause if it comes first.
- **Subordinating Conjunction:**
 - Connects dependent clauses to independent clauses.
 - After, if, once, unless, when, since, and because.

Example A: The tourist took a boat down the Nile River.

The tourist took a boat down the Nile River after they came to Egypt.

Example B: The explorers were surprised by the treasure chest.

When they opened the hidden door, the explorers were surprised by the treasure chest.

Example C: Gloria and Michael bought a map of the city of Cairo.

Since the group needed one, Gloria and Michael bought a map of the city of Cairo.

Example D: The map showed the location of all the tourist attractions in the city.

The map showed the location of all the tourist attractions in the city, and the map was used for everyone in the group, once we started our tour of Cairo.

Directions: For Items 1-4, change the simple sentence into a complex sentence. Mark the subject with an S, the verb with a V, the subordinating conjunction with an SC, and the dependent clause with a DC.

1. My favorite souvenir is a statue of a pyramid.

2. Many people settle next to rivers and lakes.

3. Explorers are always looking for new treasures.

4. An excellent way to travel on a river is by boat.

Standards Plus® – Language Arts – Grade 6**Strand:** Knowledge of Language **Focus:** Sentence Patterns**Lesson:** #4**Language Standard:** L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.

Lesson Objective: Students will review and practice writing compound-complex sentences.

Introduction: “This week we have reviewed and practiced a variety of sentence patterns to use when reading and writing. Today we are going to review and practice the fourth sentence pattern. When you incorporate all four of the basic sentence patterns into your writing and speaking, you will be able to keep the attention of most readers and listeners.”

Instruction: “Today we are going to review and practice another sentence pattern, the compound-complex sentence. A compound-complex sentence has two or more independent clauses and one or more dependent clauses. Remember, an independent clause has a subject and a verb that make a complete sentence, but a dependent clause cannot stand alone. The dependent clause can be placed in front or after the independent clause. If the dependent clause comes before the independent clause, a comma is needed after the dependent clause and before the independent clause. A subordinating conjunction is needed to connect the clauses.”

Guided Practice: Direct students’ attention to the top of the student page. “First let’s review the definitions at the top of the page. (Review definitions together.) Now let’s read Example A together. In this example, the sentence, *Alecia began running three months ago*, the subject is *Alecia* and the verb is *began running*. This is a simple sentence because the sentence contains only one independent clause and is a complete sentence. In order to create a compound-complex sentence from the simple sentence, first we need to add an independent clause. In this case, the independent clause added is *but she has competed in several races*; the coordinating conjunction is *but*. Then we added a dependent clause, *since she began running*. The subordinating conjunction is *since*. Let’s write S over the subject, V over the verb, SC over the subordinating conjunctions, and DC over the dependent clause.” Use the same process to review and discuss Example B; the subjects are marked with an S, the verbs are marked with a V, the subordinating conjunctions are marked with an SC, and the dependent clause is marked with a DC.

Independent Practice: Review the directions with students. Remind students to mark the subjects, verbs, subordinating conjunctions, and dependent clauses correctly. Assign students to work with partners or groups if they need additional support.

Review: After a few minutes, review together. Project some student examples of compound-complex sentences and discuss them with students. Identify any prepositional phrases in the sentences.

Closure: “Today we reviewed and practiced how to write complex sentences. Turn to your partner and explain what are the required elements of a complex sentence.”

Answers: 1-4. Answers will vary but need to include one independent clause and one or more dependent clauses. Complex sentences have a subordinating conjunction.

Standards Plus® – Language Arts – Grade 6

Strand: Knowledge of Language Focus: Sentence Patterns

Lesson: #4

Language Standard: L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.

Compound-Complex Sentence: Two or more independent clauses and at least one dependent clause.

- **Independent Clause:**
 - Subject and verb make a complete thought and a complete sentence.
- **Dependent Clause:**
 - Has a subject and a verb but begins with a subordinating conjunction, so it cannot stand alone.
- **Subordinating Conjunction:**
 - Connects dependent clauses to independent clauses.
 - After, if, once, unless, when, since, and because.

Example A: Alecia began running three months ago.

Alecia began running three months ago, but she has competed in several races since she began running.

Example B: The judges gave out awards to the winners.

After the last race finished, the judges gave out awards to the winners, and I was so excited to be one of the top winners.

Directions: For Items 1-4, change the simple sentence into a compound-complex sentence. Mark the subject(s) with an S, the verb(s) with a V, the subordinating conjunction(s) with an SC, and the dependent clause(s) with a DC.

1. Jennifer and Jose played tennis with my sister.

2. The entire family had a wonderful time at the movies.

3. Tyler and his two sisters went bowling.

4. Tim's grandfather taught him to play golf.

Standards Plus® – Language Arts – Grade 6

Strand: Knowledge of Language

Focus: Sentence Patterns

Assessment: #1

This assessment may be used in the following ways:

- As a formative assessment of the students' progress.
- As an additional opportunity to reinforce the vocabulary, concepts, and knowledge presented in the previous 4 lessons.

Standard: L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

Procedure: Read the directions aloud and ensure that students understand how to respond to each item.

- If you are using this as a formative assessment, have the students complete the evaluation independently.
- If you are using this to reinforce instruction, determine the items that will be completed as guided practice, and those that will be completed as independent practice.

Additional Tips:

- All Standards Plus assessments are available in an **interactive digital format** in the Standards Plus Digital Platform.
- When the assessments are administered and scored digitally, the platform automatically creates intervention groups and recommends **additional printable intervention lessons**.
- You can also access the printable intervention lessons from the home screen in the digital platform

Review: Review the correct answers with students as soon as they are finished.

Answers:

1. Answers will vary but need to include two simple sentences.
2. Answers will vary but need to include two compound sentences.
3. Answers will vary but need to include two complex sentences.
4. Answers will vary but need to include two compound-complex sentences.
5. Answers will vary but need to include the information that a complex sentence must include an independent clause and one or more dependent clauses.

Standards Plus® – Language Arts – Grade 6

Strand: Knowledge of Language

Focus: Sentence Patterns

Assessment: #1

Simple Sentence: A subject, verb, and complete thought.

Compound Sentence: Two independent clauses.

Complex Sentence: An independent clause and one or more dependent clauses.

Compound-Complex Sentence: Two or more independent clauses and at least one dependent clause.

Directions: Complete each item below in the space provided.

1. Write two simple sentences.

- a. _____

- b. _____

2. Write two compound sentences.

- a. _____

- b. _____

3. Write two complex sentences.

- a. _____

- b. _____

4. Write two compound-complex sentences.

- a. _____

- b. _____

5. Explain how to change a simple sentence into a complex sentence.

