

Objective Students will be able to use active & passive voice in writing.

“I Can” Statement I can use active & passive voice in writing.

TEKS (19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

Fig. 19 (C) reflect on understanding to monitor comprehension

Procedures

- 1) Bell Ringer
- 2) Group sorting activity (active/passive voice sentences)
- 3) Analysis questions handout "How Meaning Changes"

Assessment Student writing responses

Additional Resources Students will need a library book, or access to magazine articles or even textbooks for other subject areas (using a school library as the location for today's activities is a great idea, too!)

Objective Students will be able to use infinitive phrases to maintain parallelism in writing.

“I Can” Statement I can use infinitive phrases to maintain parallelism in writing.

TEKS (19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

Fig. 19 (C) reflect on understanding to monitor comprehension

Procedures

- 1) Bell Ringer - (PowerPoint)
- 2) Mini-lesson Power Point: Infinitives
- 3) Small groups: working with infinitive phrases
- 4) Expository written response using infinitive phrases & active voice/passive voice

Assessment Student writing

Additional Resources Be able to show a quick video about infinitives; copies of handouts

NAME OF UNIT— *Expository*

Week Two

Day Three

Objective Students will be able to use participial phrases to maintain parallelism in writing.

“I Can” Statement I can use participial phrases to maintain parallelism in my writing.

TEKS

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

Fig. 19

(C) reflect on understanding to monitor comprehension

Procedures

- 1) Bell Ringer
- 2) Mini-lesson Power Point: Participle Phrases
- 3) Participle Practice handout
- 4) Expository written response using participial phrases & active voice

Assessment

student writing

Additional Resources

NAME OF UNIT— Expository

Week Two

Day Four

Objective Students will be able to use gerund phrases to maintain parallelism in writing.

“I Can” Statement Statement I can use gerund phrases to maintain parallelism in writing.

TEKS

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

Fig. 19

(C) reflect on understanding to monitor comprehension

Procedures

- 1) Bell Ringer
- 2) Mini-lesson Power Point: Gerund Phrases
- 3) Small groups: working with gerunds and gerund phrases (and participles!)
- 4) Exit Ticket

Assessment

Exit Ticket

Additional Resources

NAME OF UNIT— Expository

Week Two

Day Five

Objective Students will be able to use parallelism to maintain clarity in expository writing.

“I Can” I can use parallelism to maintain clarity in my expository writing.

TEKS (19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

Fig 19 (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.

Procedures

- 1) Bell Ringer
- 2) Article titled "Lou Gehrig's Farewell Speech" for annotation of parallelism, active & passive voice
 - Speech found online at <http://www.si.com/mlb/2009/07/04/gehrig-text>
- 3) "Parallelism that Matters" handout (Parallelism Power Point if needed)
- 4) Student written response (parallelism & active voice)

Assessment student writing response

Additional Resources Copies of handouts