



# **Strategic Instruction Model**

## **Writing Strategies**

**Valley Stream UFSD 30  
Valley Stream, NY**

# SIM and The New York State Common Core Standards for Language

The New York common core standards correspond to the College and Career Readiness (CCR) anchor standards.

The anchor standards in the area of language fall into three main categories:

- Conventions of Standard English (Grammar, usage, mechanics)
- Knowledge of Language (Determine and clarify the meaning of words)
- Vocabulary Acquisition and Use (Expand content vocabulary)

The anchor standards in the area of writing fall into four main categories:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

The SIM Sentence Writing Strategies address many of the areas that are outlined in the Common Core Standards for Language. These strategies constitute a method for recognizing and writing 14 sentence patterns with four types of sentences: simple, compound, complex, and compound-complex. Major components of grammar, mechanics and sentence structure are embedded in the lessons. The Paragraph Writing and Theme Writing Strategies address many of the areas that are outlined in the Common Core Standards for Writing. The Paragraph Writing Strategy is a strategy for organizing ideas related to a topic, planning the point of view and verb tense to be used in the paragraph, planning the sequence in which ideas will be expressed, and writing a variety of topic, detail, and clincher sentences. The Theme Writing Strategy teaches students to produce clear and coherent writing in a variety of ways for multiple purposes.

SIM offers a systematic sequence of instructional procedures and features effective learning exercises for students.



Valley Stream UFSD 30  
Strategic Instruction Model (SIM)® Writing Strategies  
Scope and Sequence

	Kindergarten	Grade 1	Grade 2
<b>Fundamentals of Sentence Writing Strategy</b>	<p>Create noun banks (people, places, things). Create verb banks (action verbs). Refer to examples of noun and verb banks in the Fundamentals of Sentence Writing (FSW) Student Materials Book Pg. 127-128.</p> <p>Introduce question words. Use Supplemental Packet Cue Card “A”.</p> <p>Use the “Bee in the Bottle” Cue Card to introduce prepositions. Cue Card and a list of prepositions are on Pgs. 102-103 in the Fundamentals in the Sentence Writing Strategy Instructor’s Manual. Supplemental Packet Cue Card “B” shows “Bee in the Bottle” without prepositions.</p> <p>Teach three of the five requirements of a complete sentence (Sentences begin with a capital letter, have end punctuation and make sense). Refer to Supplemental Packet Cue Card “C” -Three Requirements of a Sentence.</p>	<p>Continue working with noun and verb banks. (Verb banks could now also focus on Past, Present, and Future Tense. Noun Banks can focus on plurals and Proper Nouns.)</p> <p>Create an adjective bank. Use Supplemental Packet Cue Card “D” for adjectives.</p> <p>Introduce conjunctions with Supplemental Packet Cue Card “E”.</p> <p>Use the “Bee in the Bottle” Cue Card in Fundamentals of Sentence Writing Instructor’s Manual -Cue Cards #9-10 on Pgs. 102-103. Supplemental Packet Cue Card “B” shows Bee in the Bottle without prepositions. Use Supplemental Packet Cue Card “F” for Time Prepositions.</p> <p>Review question words that can start questions (Cue Card #13 – Pg. 110 in the Revised Fundamentals of Sentence Writing Strategy and/or Supplemental Packet Cue Card “A”)</p>	<p>Introduce and define the term “subject”.</p> <p>Use Supplemental Packet Cue Card “D” for adjectives.</p> <p>Use Supplemental Packet Cue Card “I” for adverbs.</p> <p>Continue using the “Bee in the Bottle” Cue Card in the Fundamentals of Sentence Writing Instructor’s Manual – Cue Cards #9-10 – Pgs. 102-103. Supplemental Packet Cue Card “B” shows Bee in the Bottle without prepositions. Use Supplemental Packet Cue Card “F” for Time Prepositions.</p> <p>Teach Revised Fundamentals of Sentence Writing Lessons:</p> <ul style="list-style-type: none"> <li>• Requirements of a Complete Sentence</li> <li>• PENS Steps</li> <li>• Linking Verbs</li> <li>• Helping Verbs</li> <li>• Four Types of Sentences – <ul style="list-style-type: none"> <li>○ Statements (Declarative)</li> <li>○ Questions (Interrogative)</li> <li>○ Commands (Imperative)</li> <li>○ Exclamations (Exclamatory)</li> </ul> </li> </ul>

	Kindergarten	Grade 1	Grade 2
<b>Fundamentals of Sentence Writing Strategy (Continued)</b>		<p>Introduce different types of sentences (statements, questions, commands, exclamations). Use Supplemental Packet Cue Card "G".</p> <p>Introduce Supplemental Packet Cue Card "H" for the Five Requirements of a Sentence.</p> <p>(End punctuation introduced with types of sentences.)</p> <p>Refer to Comma Packet Cue Card #1.</p> <p>Refer to Capitalization Packet Cue Card #1</p>	<p>Refer to Capitalization Packet Cue Cards #1-2.</p> <p>Refer to Comma Packet Cue Card #1-2</p>
<b>Proficiency in Sentence Writing Strategy</b>		<p>Use Supplemental Packet Cue Card "E" for conjunctions; explain that conjunctions are used to connect two sentences (And, Or, But, So).</p>	<p>Use Packet Cue Card "E" for conjunctions; explain that conjunctions are used to connect two sentences. (And, Or, But, So)</p>

	Kindergarten	Grade 1	Grade 2
<b>The Paragraph Writing Strategy</b>		Introduce the words “topic” and “details” when talking about paragraphs.	<p>Use the words “topic” and “details” when talking about paragraphs. Introduce the terms “topic sentence” and “detail sentences.”</p> <p>Use the Revised Paragraph Express – Supplemental Packet Cue Card “J-1”.</p>

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Scope and Sequence

	Grade 3	Grade 4	Grade 5	Grade 6
<b>Fundamentals in the Sentence Writing Strategy</b>	<p>Review Lessons 1-2 of Fundamentals Sentence Writing (Five Requirements of a Sentence, PENS Steps). Use Student Learning Sheets as needed.</p> <p>Teach Fundamentals of Sentence Writing Lessons 3-8. Use Student Learning sheets 4A – 19H. Insert Lesson 10 after Lesson 3. Use Learning Sheets 23A – 25H.</p> <p>Refer to Capitalization Packet Cue Cards #1-3</p> <p>Refer to Comma Packet Cue Cards #2-3</p>	<p>Review these lessons in the Fundamentals of Sentence Writing Strategy:</p> <ul style="list-style-type: none"> <li>• Lesson 2 – (PENS Steps)</li> <li>• Lesson 5-if needed (Prepositional Phrases)</li> <li>• Lesson 8 - (Formulas)</li> <li>• Lesson 10 (Helping Verbs)</li> </ul> <p>Use Student Learning Sheets as needed.</p> <p>Teach Fundamentals of Sentence Writing Lessons 9 &amp; 11 and use Learning Sheets 20A-22H and 26A-27H.</p> <p>Refer to Comma Packet Cue Cards #2-4.</p>	<p>If students still experience problems with sentence structure, use and review the cue cards that are in the Fundamentals of Sentence Writing Strategy books and pull appropriate student learning sheets to use as review activities.</p> <p>Refer to Comma Packet Cue Cards #2-5.</p>	<p>Reinforce the language and skills taught in the Fundamentals of Sentence Writing Strategy.</p> <p>Refer to Comma Packet Cue Card #6.</p>

	Grade 3	Grade 4	Grade 5	Grade 6
<b>Proficiency in the Sentence Writing Strategy</b>	Use Supplemental Packet Cue Card "K" for Coordinating Conjunctions (Fan Boys)	<p>Teach Proficiency in Sentence Writing Parts 1, 2, &amp; 3 - (Compound and complex sentences)</p> <ul style="list-style-type: none"> <li>• Instructor's Manual pages 1-94</li> <li>• Use Student Learning Sheets 1A – 6D on pages 8-66.</li> </ul>	<p>Review Proficiency in the Sentence Writing Strategy - Compound and Complex Sentences. Use Cue Cards #8-13 on pages 160-165. Use the student learning sheets as review activities as needed.</p>	Reinforce the language and skills taught in the Proficiency in the Sentence Writing Strategy.
<b>The Paragraph Writing Strategy</b>	<p>Introduce the 3 parts of a paragraph and the types of sentences in each part. Use Cue Card #4 on page 268 in the instructor's manual.</p> <p>Support the train analogy using the revised Paragraph Express – Supplemental Packet Cue Card "J-2".</p> <p>Introduce "transitions" – Use the revised transition word cue card. – Supplemental Packet Cue Card "L".</p>	<p>Teach the Paragraph Writing Strategy through Clincher Sentences</p> <p>Pages 1 – 156 of the Paragraph Writing Strategy instructor's manual (Lessons on Point of View and Tense may be omitted).</p> <p>Use the Revised learning sheets for topic, detail and clincher sentences.</p> <p>Introduce the paragraph writing diagram (Pgs. 87 &amp; 358 in the manual) and use the diagram throughout the year when writing paragraphs.</p>	<p>Review these parts of the Paragraph Writing strategy:</p> <ul style="list-style-type: none"> <li>• The three parts of a paragraph (Cue Card #4- Pg. 268.)</li> <li>• The types of Topic Sentences (Cue Card #7- Pg 271)</li> <li>• The types of Clincher Sentences (Cue Card #47- Pg311)</li> <li>• The types of Detail Sentences (Cue Card #23- Pg. 287).</li> <li>• The first 3 requirements of Detail Sentences (Cue Card #28-pg.292).</li> </ul>	Reinforce the language and skills taught in the Paragraph Writing Strategy. Use the Paragraph Diagram when writing paragraphs.

	Grade 3	Grade 4	Grade 5	Grade 6
<b>The Paragraph Writing Strategy</b> (continued)			<p>Teach the last 2 requirements of detail sentences (point of view and tense): Page 79 through top of page 87 in the instructor's manual – Cue Cards #31-39. Use supplementary student learning sheets on pages 63-91.</p> <p>Teach the Whole Paragraphs Section of the Paragraph Writing Strategy starting on page 157 of the manual.</p> <p>Require the students to use the Paragraph Writing Diagram throughout the year when writing paragraphs.</p>	
<b>The Theme Writing Strategy</b>		Use the Simplified TOWER Diagram when writing multiple paragraph essays – Page 224 in the Theme Writing Instructor's Manual.	<p>Continue using the Simplified TOWER Diagram when writing multiple paragraph essays.</p> <p>Introduce the parts of a theme- Lesson 2 of Fundamentals in the Theme Writing Strategy.</p>	<p>Review the parts of a theme. Teach the Fundamentals in the Theme Writing Strategy Lessons 3-17.</p> <p>Use TOWER Diagrams on pages 225 and 226 throughout the year when writing essays.</p> <p>Focus on the essays required in 6<sup>th</sup> grade.</p>



# Kindergarten

Common Core Standard	SIM Connection	Common Language
<p><b>CONVENTIONS OF STANDARD ENGLISH</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> <li>▪ Create noun banks (people, places, things).</li> <li>▪ Create verb banks (action verbs). Refer to examples of noun and verb banks in the Fundamentals of Sentence Writing (FSW) Student Materials Book Pg. 127-128</li> <li>• Introduce question words. Use Supplemental Packet Cue Card “A”.</li> <li>▪ Use the “Bee in the Bottle” Cue Card to introduce prepositions. Cue Card #9 and a list of prepositions are on page 102 in the Fundamentals of Sentence Writing (FSW) Instructor’s Manual. Supplemental Cue Card “B” shows “Bee in the Bottle” without prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verb</li> <li>▪ Preposition</li> <li>▪ Question Word</li> <li>▪ End Punctuation</li> <li>▪ Capital</li> <li>▪ Period</li> <li>▪ Question Mark</li> <li>▪ Three Requirements of a Sentence</li> </ul>

Common Core Standard	SIM Connection	Common Language
<p><b>CONVENTIONS OF STANDARD ENGLISH</b> (Continued)</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> <li>▪ Teach three of the five requirements of a complete sentence (Sentences begin with a capital letter, have end punctuation and make sense). Refer to Supplemental Packet Cue Card “C” for the 3 Requirements of a Sentence.</li> </ul>	

## First Grade

Common Core Standard	SIM Connection	Common Language
<p><b>Conventions of Standard English</b></p> <p><b>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>• Print all upper- and lowercase letters.</li> <li>• Use common, proper, and possessive nouns.</li> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>• Use personal possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>• Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>• Use frequently occurring adjectives.</li> <li>• Use frequently occurring conjunctions (e.g., and, but, or so, because).</li> <li>• Use determiners (e.g. articles, demonstratives).</li> </ul>	<ul style="list-style-type: none"> <li>• Continue working with noun and verb banks. (Verb banks could now also focus on Past, Present, and Future. Noun Banks can focus on plurals and Proper Nouns.)</li> <li>• Create an adjective bank. Use Supplemental Packet Cue Card “D” for adjectives.</li> <li>• Use Supplemental Packet Cue Card “E” for conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Verb</li> <li>• Linking verb</li> <li>• Preposition</li> <li>• Question Word</li> <li>• Punctuation</li> <li>• Capital</li> <li>• Period</li> <li>• Question Mark</li> <li>• Exclamation Point</li> <li>• Five Requirements of a Sentence</li> <li>• Adjective</li> <li>• Conjunction</li> <li>• Preposition</li> <li>• Comma</li> </ul>

Common Core Standard	SIM Connection	Common Language
<p><b>Conventions of Standard English</b> (continued)</p> <ul style="list-style-type: none"> <li>• Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the “Bee in the Bottle” Cue Card in Fundamentals in the Sentence Writing Strategy Instructor’s Manual – Cue Cards #9-10 on Pgs 102-103.</li> <li>• Use the Supplemental Packet Cue Card “F” for Time Prepositions.</li> <li>• Create compound sentences by joining two sentences with a conjunction (And, Or, But, So). Use Supplemental Packet Cue Card “E”.</li> <li>• Introduce Types of Sentences. Use Supplemental Packet Cue Card “G”.</li> <li>• Introduce the Five Requirements of a Sentence. Use Supplemental Packet Cue Card “H”.</li> </ul>	
<p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> <li>• Refer to Capitalization Cue Card #1.</li> <li>• (End punctuation is taught with the types of sentences and five requirements of a sentence.)</li> <li>• Refer to Comma Cue Card #1.</li> </ul>	

## Second Grade

Common Core Standard	SIM Connection	Common Language
<p><b>CONVENTIONS OF STANDARD ENGLISH</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<ul style="list-style-type: none"> <li>• Use Packet Cue Card D for adjectives</li> <li>• Use Packet Cue Card I for adverbs</li> <li>• Use Supplemental Packet Cue Card “E” for conjunctions; explain that conjunctions are used to connect two sentences (And, Or, But, So).</li> <li>• Teach Revised Fundamentals in the Sentence Writing Strategy : <ul style="list-style-type: none"> <li>Lesson 1: Requirements of a Sentence</li> <li>Lesson 2: The “PENS” Steps</li> <li>Lesson 3: Linking Verbs</li> <li>Lesson 4: Helping Verbs</li> <li>Lesson 5: Interrogative Sentences</li> <li>Lesson 6: Imperative Sentences</li> <li>Lesson 7: Exclamatory Sentences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Subject</li> <li>▪ Verb</li> <li>▪ Linking verb</li> <li>▪ Preposition</li> <li>▪ Question Word</li> <li>▪ End Punctuation</li> <li>▪ Capital</li> <li>▪ Period</li> <li>▪ Question Mark</li> <li>▪ Exclamation Point</li> <li>▪ Five Requirements of a Sentence</li> <li>▪ Adjective</li> <li>▪ Adverb</li> <li>▪ Conjunction</li> <li>▪ Preposition</li> <li>▪ Comma</li> </ul>

Common Core Standard	SIM Connection	Common Language
<p align="center"><b>CONVENTIONS OF STANDARD ENGLISH</b> (Continued)</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Capitalize holidays, product and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>• Use Capitalization Cue Card #2</li> <li>• Use Comma Cue Card #2</li> </ul>	
<p align="center"><b>KNOWLEDGE OF LANGUAGE</b></p> <p><b>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>a. Compare formal and informal uses of English.</p>		

## Third Grade

Common Core Standard	SIM Connection	Common Language
<p style="text-align: center;"><b>CONVENTIONS OF STANDARD ENGLISH</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p>	<ul style="list-style-type: none"> <li>• Review PENS and MARK Steps.</li> <li>• Teach Fundamentals of Sentence Writing Lessons 3-8. Use Student Learning sheets 4A – 19G.</li> <li>• Insert Lesson 10 after Lesson 3. Use Learning Sheets 4A – 5G               <ul style="list-style-type: none"> <li>• Linking Verbs</li> <li>• Helping Verbs</li> <li>• Infinitives</li> <li>• Prepositional Phrases</li> <li>• SS V Sentences</li> <li>• S VV Sentences</li> <li>• SS VV Sentences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Subject</li> <li>▪ Verb</li> <li>▪ Linking verb</li> <li>▪ Preposition</li> <li>▪ Question Word</li> <li>▪ End Punctuation</li> <li>▪ Capital</li> <li>▪ Period</li> <li>▪ Question Mark</li> <li>▪ Exclamation Point</li> <li>▪ Five Requirements of a Sentence</li> <li>▪ Adjective</li> <li>▪ Adverb</li> <li>▪ Conjunction</li> <li>▪ Preposition</li> <li>▪ Comma</li> <li>▪ Formulas for Simple Sentences</li> </ul>

Common Core Standard	SIM Connection	Common Language
<p><b>CONVENTIONS OF STANDARD ENGLISH</b> <b>(CONTINUED)</b></p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</b></p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base</p>	<ul style="list-style-type: none"> <li>• Use Packet Cue Cards L for Coordinating Conjunctions (Fan Boys)</li> <li>• Use Comma Cue Card #3</li> </ul>	



Common Core Standard	SIM Connection	Common Language
<p>words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		

## Fourth Grade

Common Core Standard	SIM Connection	Common Language
<p><b>CONVENTIONS OF STANDARD ENGLISH</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<ul style="list-style-type: none"> <li>• Review Fundamentals in the Sentence Writing (FSW) Strategy: <ul style="list-style-type: none"> <li>○ Lesson 2 (PENS steps)</li> <li>○ Lesson 5 (Prepositional Phrases) if needed.</li> <li>○ Search and Check steps.</li> <li>○ Formulas for Simple</li> <li>○ Lesson 10 (Helping Verbs)</li> </ul> </li> <li>• Teach Fundamentals in the Sentence Writing Strategy Lessons 9 -11 (Pages 71-91 in the Instructor's manual). Use Learning Sheets 20A-27H FSW in the FSW Student Materials book.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subject</li> <li>▪ Verb</li> <li>▪ Linking verb</li> <li>▪ Preposition</li> <li>▪ Prepositional Phrase</li> <li>▪ Question Word</li> <li>▪ End Punctuation</li> <li>▪ Capital</li> <li>▪ Period</li> <li>▪ Question Mark</li> <li>▪ Exclamation Point</li> <li>▪ Five Requirements of a Sentence</li> <li>▪ Adjective</li> <li>▪ Adverb</li> <li>▪ Conjunction</li> <li>▪ Preposition</li> <li>▪ Comma</li> <li>▪</li> </ul>

Common Core Standard	SIM Connection	Common Language
<p><b>CONVENTIONS OF STANDARD ENGLISH</b> (Continued)</p> <p>g. Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>).*</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>• Refer to Comma Cue Card #4</li> <li>• Teach Proficiency in Sentence Writing Parts 1, 2, &amp; 3. (Pages 1-94)</li> <li>• (Compound and complex sentences)</li> <li>• Student Lessons</li> <li>• Page 8-66</li> </ul>	

Common Core Standard	SIM Connection	Common Language
<p><b>KNOWLEDGE OF LANGUAGE</b></p> <p><b>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<ul style="list-style-type: none"> <li>• Teach the Paragraph Writing Strategy through Clincher Sentences. (Pages 1-156 of the Paragraph Writing Strategy Instructor's manual). Use the Revised learning sheets for topic, detail and clincher sentences.</li> <li>• Introduce the paragraph writing diagram (Pages 87 * 358 in the Instructor's manual) to be used throughout the year when writing paragraphs.</li> <li>• Use the Simplified TOWER Diagram when writing multiple paragraph essays. (Page 224 in the Theme Writing Instructor's Manual.)</li> </ul>	

## Fifth Grade

Common Core Standard	SIM Connection	Common Language
<p style="text-align: center;"><b>CONVENTIONS OF STANDARD ENGLISH</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct</p>	<ul style="list-style-type: none"> <li>• If students still experience problems with parts of sentences, such prepositions and conjunctions, use and review the cue cards.</li> <li>• Review the Paragraph Writing strategy:             <ul style="list-style-type: none"> <li>• Parts of a paragraph (Cue Card #4-Pg. 268.)</li> <li>• Types of Topic Sentences (Cue Card #7-Pg 271)</li> <li>• Types of Clincher Sentences (Cue Card #47-Pg311)</li> <li>• Types of Detail Sentences (Cue Card #23-Pg. 27).</li> <li>• Review the first 3 requirements of Detail Sentences (Cue Card #28-pg.292).</li> </ul> </li> <li>• Teach the last 2 requirements of detail sentences: (Page 79 through top of page 87.) Use supplementary student lessons sheets on pages 63-91.</li> <li>• Require the students to use the Paragraph Writing Diagram throughout the year when writing paragraphs.</li> <li>• Teach the Whole Paragraphs section of the Paragraph Writing Strategy. (Pages 157 – 217 in the Instructor's manual)</li> <li>• Work on Generalization</li> </ul> <p>▪ Refer to Commas Cue Card #5</p>	<ul style="list-style-type: none"> <li>▪ Subject</li> <li>▪ Verb</li> <li>▪ Linking verb</li> <li>▪ Preposition</li> <li>▪ Question Word</li> <li>▪ End Punctuation</li> <li>▪ Capital</li> <li>▪ Period</li> <li>▪ Question Mark</li> <li>▪ Exclamation Point</li> <li>▪ Five Requirements of a Sentence</li> <li>▪ Adjective</li> <li>▪ Adverb</li> <li>▪ Conjunction</li> <li>▪ Preposition</li> <li>▪ Comma</li> <li>▪ Subordinating Conjunction</li> <li>▪ Coordinating Conjunction</li> <li>▪ Interjection</li> <li>▪ Independent Clause</li> <li>▪ Dependent Clause</li> </ul>

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<p><b>CONVENTIONS OF STANDARD ENGLISH</b> (Continued)</p> <p>address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>		
<p><b>KNOWLEDGE OF LANGUAGE</b></p> <p><b>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>		

## Sixth Grade

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<p style="text-align: center;"><b>CONVENTIONS OF STANDARD ENGLISH</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<ul style="list-style-type: none"> <li>• Review parts of the Paragraph Writing Strategy as needed.</li> <li>• Introduce the Theme Writing Strategy               <ul style="list-style-type: none"> <li>○ Parts of a Theme</li> <li>○ The Strategy Steps</li> <li>○ T- Think</li> <li>○ O – Organize</li> <li>○ W – Write a Draft</li> <li>○ E – Evaluate It</li> <li>○ R – Refine It</li> <li>○ Whole Themes</li> </ul> </li> </ul> <p>(The Paragraph and Theme Writing Strategies teach students the skills necessary to write various types of paragraphs and essays. Students learn to produce clear and coherent writing in a variety of ways for multiple purposes.)</p> <ul style="list-style-type: none"> <li>▪ Comma Cue Card #6</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subject</li> <li>▪ Verb</li> <li>▪ Linking verb</li> <li>▪ Preposition</li> <li>▪ Question Word</li> <li>▪ End Punctuation</li> <li>▪ Capital</li> <li>▪ Period</li> <li>▪ Question Mark</li> <li>▪ Exclamation Point</li> <li>▪ Five Requirements of a Sentence</li> <li>▪ Adjective</li> <li>▪ Adverb</li> <li>▪ Conjunction</li> <li>▪ Preposition</li> <li>▪ Comma</li> <li>▪ Subordinating Conjunction</li> <li>▪ Coordinating Conjunction</li> <li>▪ Interjection</li> <li>▪ Independent Clause</li> <li>▪ Dependent Clause</li> <li>▪ Introductory Paragraph</li> <li>▪ Thesis Statement</li> <li>▪ Detail Paragraphs</li> <li>▪ Concluding Paragraph</li> </ul>
<p style="text-align: center;"><b>KNOWLEDGE OF LANGUAGE</b></p> <p><b>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p>		

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<p style="text-align: center;"><b>KNOWLEDGE OF LANGUAGE</b> (Continued)</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone. *</p>		