

Active and Passive Voice

ELA 9th Grade

Common Core Standard:

CCSS.ELA-Literacy.L.9.1.b

Form and use verbs in the active and passive voice.

Student Learning Outcomes:

1. Students will be able to identify active and passive voice in sentences
2. Students will be able to convert sentences from active to passive and vice versa.
3. Students will be able to analyze why an author chooses active or passive voice in a text.

Materials needed:

- Whiteboard and markers
- Youtube video- <https://youtu.be/4xS2BgkjsFg?si=OjcFESomWEW2DQ4w>
- Student notebooks
- Differentiated instruction guided notes.
- Small note cards and a bucket.

Motivation/Anticipatory Set (how will you get the students' attention?):

Write two sentences on the board. Have the students identify the verb, agent, etc. Then have the students watch the YouTube video on active and passive voice and return to the sentences written on the board to identify which voice they are in.

Activities:

- Watch the video
- Go over the purpose of using the different voices.
- Practice with student-made sentences.
- Have students write both a passive voice and an active voice sentence on two pieces of paper. I will then collect them in a bucket and have a few students choose a piece of writing and identify which voice the student-made sentence is in. Then they will turn it into the other voice by rearranging the subject and object.

Direct instruction/mini-lesson/convey concept:

Active Voice

- The subject performs the action.

- Structure: Subject + Verb + Object
- Example: The scientist conducted the experiment.

Passive Voice

The subject receives the action.

- Structure: Object + form of "to be" + past participle (+ by phrase)
- Example: The experiment was conducted by the scientist.

Long-term reinforcement/ application to reading and writing:

In literature discussions, students analyze how sentence structure affects tone.

Formative Assessment:

Thumbs up, to the side, or down based on understanding.

Summative Assessment:

End of Grammar unit summative assessment, where active and passive voice are included.

Structured note sheet for differentiated instruction for students with an IEP who require it:

Passive vs. Active Voice

Active Voice-

- Subject performs the action

Commonly used when:

- Clearing responsibility
 - Ex. NPA changed the policy.
- Giving instructions
 - Ex. Tony, turn the lights off, please.
- Persuasive writing
 - Ex. The policy increased safety.

Passive Voice-

- Subject receives the action

Commonly used when:

- Doer is unknown
 - Ex. The car was stolen.
- Doer is unimportant
 - Ex. The essay was graded.
- Focus is on the result
 - Ex. The contract was signed
- Scientific writing
 - Ex. The solution was heated to 100 degrees
- Hides responsibility
 - Ex. The window was broken.

Converting between Active and Passive-

1. Find the object
 2. Move the object to the subject position
 3. Correcting the form of "be"
- Ex. Chris broke the window → The window was broken by Chris.

Essential and Nonessential Clauses: Where do commas go?

ELA 9th Grade

Common Core Standard: CCSS.ELA-Literacy.L.9-10.2.a

Use punctuation (commas) to set off nonrestrictive/parenthetical elements.

Student Learning Outcomes:

Students will be able to:

1. Distinguish between essential (restrictive) and nonessential (nonrestrictive) clauses.
2. Correctly use commas to set off nonessential clauses.
3. Explain how meaning changes when commas are added or removed.

Materials needed:

- Whiteboard and markers
- Practice worksheet
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Motivation/Anticipatory Set (how will you get the students' attention?):

Write two sentences on the board:

4. My brother who lives in Colorado is visiting.
5. My brother, who lives in Colorado, is visiting.

Ask students:

- "Do these sentences mean the same thing?"
- "How many brothers do you think the speaker has in each sentence?"

Have students do a quick think-pair-share. Guide them to notice that commas change meaning, not just grammar.

Activities:

1. Guided Practice

- Provide 5–7 sentences.
- Students decide if the clause is essential or nonessential.
- As a class, add commas where needed and discuss reasoning.

2. Partner Activity

- Students work in pairs on a worksheet.
- Tasks include:
 - Identifying clause type
 - Adding/removing commas
 - Explaining meaning changes

Direct instruction/mini-lesson/convey concept and Long-term reinforcement/ application to reading and writing:

Students will learn key concepts. I noticed that students add unnecessary commas when writing a literary analysis when introducing the novel's title. This lesson will address that in the hopes that, going forward in their education, that habit will be broken.

Formative Assessment:

Thumbs up, to the side, or down based on understanding. Student examples on the whiteboard.

Summative Assessment:

Homework worksheet and Grammar Concepts Assessment

Structured note sheet for differentiated instruction for students with an IEP who require it:

Essential and Nonessential Commas

What is an Essential Clause? (No Commas)

An **essential clause** gives _____ you **need** to know which person or thing is being talked about.

If you remove it, the sentence _____.

Example: “I want a book that is written by Suzanne Collins.”

- The “that is written by Suzanne Collins is essential to the sentence, clarifying which book the speaker wants.

What Is a Nonessential Clause? (Use Commas)

A **nonessential clause** adds extra _____.

If you remove it, the sentence _____.

Example: “My book, which is Black, is about Katniss Everdeen.”

- The “which is black” is not essential to the sentence; it adds information. When there is a nonessential clause, we add _____ before and after it.

Hint: Usually, when we see the relative adjective “_____” it is introducing an essential clause.

Usually, when we see the “_____” it is introducing a nonessential clause.

How to Tell the Difference

Does the clause identify which one? Yes → Essential (___ commas)

Is it just an extra detail? Yes → Nonessential (___ commas)

Apostrophe

ELA 9th Grade

Common Core Standard: CCSS.ELA-Literacy.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Student Learning Outcomes:

1. Students will be able to correctly use apostrophes to show possession (singular or plural).
2. Students will be able to correctly use apostrophes in contractions
3. Students will be able to edit sentences and paragraphs for correct apostrophe usage.

Materials needed:

- Grammar notes section of the binder
- Whiteboard/ markers
- Practice worksheet we start in class; if not finished, it becomes homework.
- Differentiated notes for IEP and 504 needs.

Motivation/Anticipatory Set (how will you get the students' attention?):

Students will provide different words to be used in silly sentences. We will then add apostrophes to these sentences depending on their context and needs.

Activities:

- Lesson and notes (15 minutes)
- Guided practice (10 minutes)
- Independent work time (10 minutes)

Direct instruction/mini-lesson/convey concept:

1. Apostrophes for Possession

Singular Nouns: Add 's

Plural Nouns Ending in s: Add only '

Plural Nouns Not Ending in s: Add 's

Apostrophes replace missing letters.

do not → don't

it is → it's

they are → they're

Clarify commonly confused words:

- its (possession) vs. it's (it is)
- their / there / they're

Long-term reinforcement/ application to reading and writing:

- During peer editing, include an "Apostrophe Check" step.
- Encourage students to identify incorrect apostrophe usage in real-world examples (signs, ads, social media).
- Point out apostrophe usage in texts used in class

Formative Assessment:

- Student participation during guided practice
- Worksheet completion

Summative Assessment:

- Grammar assessment

Structured note sheet for differentiated instruction for students with an IEP who require it:

Apostrophe Notes

Contractions: shortened forms of words or groups of words. In contractions, apostrophes represent missing letters or combine groups of words.

Contraction	Uncontracted	Example:
-n't		
- 're		
- 'd		
'll		
's		

Possessive Nouns-

- For most singular nouns add _____
 - Ex.
- For singular nouns that end in an S add only an _____
 - Ex.
- For most plural nouns that already end in an S add _____
 - Ex.
- For plural nouns that don't already end in an S dd _____
 - Ex.

Joint Possession-

- When one thing belongs to two or more people jointly, make only the _____ _____ possessive
 - Ex.

Vague Pronouns Lesson

ELA 9th Grade

Common Core Standard: CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Student Learning Outcomes:

1. Students will be able to retrieve information previously learned about the different types of pronouns
2. Students will be able to define and identify an antecedent within a sentence
3. Students will be able to recognize vague or unclear pronoun references and apply correct pronoun-antecedent agreement in their own writing.

Materials needed:

- Note sheet (printed and guided one for students who require differentiated instruction)
- Whiteboard and markers
- Projector
- paragraph to correct the pronouns as a class
- Independent worksheet

Motivation/Anticipatory Set (how will you get the students' attention?):

- Will ask students for fun sentences with incorrect pronoun use, and then we will evaluate what is wrong with them and correct them together.

Activities:

- Examine a paragraph where pronouns are either used incorrectly or vaguely, and determine as a class what the correct pronoun would be and replace it.
- Think-pair-share examples of vague pronoun usage in given examples.
- After the lesson, students will independently work on the given worksheet in class, if it is not completed

Direct instruction/mini-lesson/convey concept:

- Explain the different pronoun types (indefinite, personal, interrogative, etc.).
- Explain what an antecedent is and what the pronoun-antecedent agreement is.
- Use student-given examples to explain what these “rules” are.
- Talk about vague pronoun use

- Guided practice with a paragraph using vague pronouns

Long-term reinforcement/ application to reading and writing:

- Students will be more aware of their pronoun use in their writing and speaking. A section in the peer editing rubric is added stating: Are all pronouns clear? Does each pronoun clearly refer to one specific noun?

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Formative Assessment:

Homework is a given grammar sheet that has them correct and create sentences with vague or incorrect pronoun use.

Structured note sheet for differentiated instruction for students with an IEP who require it:

Pronouns

What is a Pronoun?

Pronouns are words (or phrases) you substitute for nouns when your reader or listener already knows which noun you're referring to.

Types of Pronouns:

Personal pronouns

(Takes place of common and proper nouns)

Examples:

Relative pronouns

(Relates to dependent adjective clauses to rest of the sentence)

Examples:

Demonstrative pronouns

(Represents a thing or things)

Examples:

Indefinite pronouns

(Unspecified noun)

Examples:

Reflexive pronouns

(Ends in -self or -selves)

Examples:

Interrogative pronouns

(Asks questions)

Examples:

Possessive pronouns

(Shows ownership)

Examples:

What is an Antecedent?

The noun that the pronoun is replacing.

Pronoun-Antecedent Agreement

Number Agreement:

Gender Agreement:

In-Person Agreement

Don't Be Vague in Pronoun Use:

- 1.
- 2.
- 3.

Hyphen Lesson Plan

ELA 9th Grade

Common Core Standard: CCSS.ELA-Literacy.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Student Learning Outcomes:

1. Students will be able to use hyphens in compound adjectives.
2. Students will be able to review previously learned grammar concepts in a grammar review game.
3. Students will be able to analyze how hyphen placement can change the meaning of a sentence/ word.

Materials needed:

- Blank piece of lined paper for notes
- Differentiated instruction guided notes
- Grammar review jeopardy

Motivation/Anticipatory Set (how will you get the students' attention?):

-In between each of the more dense sections of grammar lesson, I will try to liven the class up by making jokes and asking for participation. Then we will play a Jeopardy Grammar Review game where the students are able to collaborate and get competitive together.

Activities:

- Mini lesson on Hyphen Rules
 - Define compound words and adjectives
 - Model when to hyphenate
 - Show when not to hyphenate
 - Provide multiple examples.
- Grammar Review Jeopardy
 - Students will get into groups and discuss the questions presented to find a collaborative answer
 - The hyphen category was included for reinforcement

Direct instruction/mini-lesson/convey concept:

- Define compound adjective (two or more words working together to describe a noun).
- Rule: Hyphenate compound adjectives that come before the noun they modify.
- Do NOT hyphenate when the adjective comes after the noun.
- Explain how hyphen placement affects meaning using comparison examples:
- Model sentence breakdowns and think aloud while determining whether a hyphen is needed.

Long-term reinforcement/ application to reading and writing:

- During reading activities, have students identify hyphenated compound modifiers in mentor texts.

Formative Assessment:

- Teacher observation during guided practice.
- Accuracy during grammar review jeopardy
- Thumbs up, side, or down for understanding

Summative Assessment:

- A section for hyphens in the final assessment.

Structured note sheet for differentiated instruction for students with an IEP who require it:

Hyphens in Compound Words

Hyphens- used to join words to indicate that they have a combined meaning

Review:

- Numbers written out between twenty-one and ninety-five are hyphenated together.
- The prefix “re” can completely change the meaning of the word. If you are using the prefix meaning “to do over again,” then include a hyphen
 - Ex:

Hyphens in Compound Words- used to link two or more words that are combined to create a new word with a distinct meaning. Hyphens are most commonly used to link adjectives that describe a noun together, turning the adjectives into a single unit.

- Ex:

This is a one-way street.

This street only goes one way.

- We hyphenate the adjectives if they come before the noun

Add the hyphens to the following sentences if they are needed:

My five year old brother.

My brother is five years old.

Hyphens are added for clarity:

A man eating shark is in the water.