

Writing CCR Anchor Standards:

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

What we want students to do

How? writing process

Research piece

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SENTENCE COMBINING

Directions: Combine the sentences that are grouped together to make one sentence that is longer and better. Write the sentence on a separate piece of paper. Use neat handwriting.

Book

1. The book is on the table.
2. The book is fat.
3. The book is large.

4. The book is heavy.
5. It is a science book.
6. The science book is new.

7. The pictures are beautiful.
8. They were taken in many places.

9. The book is interesting.
10. The book is difficult to read.
11. I like to read it.

Name: _____

Date: _____

Directions: Unscramble the words to make a complete sentence.

1.

The

boy

jumping

is

tall

2.

fluffy

eating

cat

The

is

3.

dog

The

is

long

digging

4.

is

happy

boy

swinging

The

***Extension Activity: Write each as a question**

****Students having trouble? Cut the words out use them as manipulatives.**

This worksheet was created to supplement [no-glamour@ sentence structure](#)
by Monica Gustafson (Linguisticsystems, 2003). Adj + Noun + Verb, pgs. 28-48.