

# Discover!

# English Language Arts

INSTRUCTOR GUIDE

5

SAMPLE  
PDF



# Correlative Conjunctions

## Lesson Objectives

By the end of this lesson, your student will be able to:

- identify correlative conjunctions and the nouns they are comparing
- use correlative conjunctions in sentences

## Supporting Your Student

### Read (*Correlative Conjunctions*)

Before learning about correlative conjunctions, your student may benefit from a review of conjunctions, clauses, compound sentences, and complex sentences from previous lessons. If your student is struggling to understand the difference between clauses and complete sentences or complex and compound sentences, try writing out some examples of each and color coding the clauses and conjunctions with different markers or highlighters. From there, you can help your student visualize how two clauses can be put together with conjunctions such as *and*, *but*, and *or* to form a compound sentence or how an additional clause can be added to already completed sentences using conjunctions such as *because*, *before*, and *after*.

### Read (*Using Correlative Conjunctions*)

For additional practice determining which nouns are being compared by correlative conjunctions, have your student return to the sentences they wrote on the Explore page and the Read: Correlative Conjunctions page and circle the nouns or noun phrases that were compared in each sentence. After your student completes the next section, Improving Your Writing With Correlative Conjunctions, have them go in and circle the nouns or noun phrases that are being compared in those example sentences as well.

### Show What You Know

Before your student starts writing their paragraph, review each of the checklist items together to ensure your student understands the assignment and to answer any questions they might have. If they do not understand the difference between subordinating and correlative conjunctions, you may want to go back

and review the concepts in this lesson and previous lessons. You can also support your student in the writing process by selecting the opposite vacation that they chose and writing a sample paragraph that follows the checklist criteria. Then have them go through and grade your paragraph using the checklist and rubric.

## Learning Styles

**Auditory learners** may enjoy creating a song, rhyme, or mnemonic device to remember the correlative conjunction pairs.

**Visual learners** may enjoy diagramming sample sentences by underlining, highlighting, or labeling the different parts of the sentence, such as the clauses and conjunctions.

**Kinesthetic learners** may enjoy cutting up examples of sentences that use correlative conjunctions and mixing and matching them to see how they connect.

## Co-Op Activities

### Preferences Survey

Have each of the students develop a survey about people's favorite foods, music, or activities. Then, students will survey at least five other students in the pod or other friends or family members. Next, help the students add up the survey results and analyze the data. Then, support the students in writing a paragraph of their survey results using correlative conjunctions. For example, one sentence in their paragraph might read, "Two people preferred both hot dogs and pizza," or "No one preferred either sloppy joes or jazz music." Help your students publish the survey results on posters to hang in their shared study space.

### Poetry Open Mic

Challenge your students to write a rather-than poem. Show them the sample stanza below:

*I would rather eat a lime*

*Than get to school on time.*

Encourage your students to brainstorm as many two-line stanzas as they can that follow this pattern. Each

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stanza can have a separate rhyme, or the whole poem can rhyme. For an extra challenge, each stanza could use a different pair of correlative conjunctions. After students have written their poems, hold an open mic for them to share their work.

## Spelling

Weekly spelling lists are included in the back of the instructor guide. Select one list per week and provide your student with multiple ways to practice spelling and using these words throughout the week.

At the end of the week, assess your student's knowledge of the spelling words with:

- a test where your student writes the words or spells them aloud
- a proofreading exercise where your student finds and corrects spelling errors in sentences
- a word sort where your student lists the words in different categories based on spelling patterns

## Extension Activities

### Rather-Than Poem

Challenge your student to write a rather-than poem. Show them the sample stanza below:

*I would rather eat a lime*

*Than get to school on time.*

Help your student brainstorm as many two-line stanzas as they can that follow this pattern. Each stanza can have a separate rhyme, or the whole poem can rhyme. For an extra challenge, each stanza could use a different pair of correlative conjunctions. Get silly with it!

## Survey Results

Help your student develop a survey about people's favorite foods, music, or activities. Have at least five family members or friends take the survey in person, online, or over the phone. Help your student add up the survey results and analyze the data. Then, support your student in writing a paragraph of the survey results using correlative conjunctions. For example, one sentence in the survey might read "Two people preferred both hot dogs and pizza," or "No one preferred either sloppy joes or jazz music." Help your student publish the survey results and send them to the people they surveyed.

## Answer Key

### Explore

Answers will vary.

### Write (*Write a sentence that uses a pair of correlative conjunctions.*)

Answers will vary. Have your student circle both correlative conjunctions in their sentence. They should match one of the correlative conjunction pairs in the sidebar.

### Write (*Combine the sentence pair below into one sentence using correlative conjunctions. Then, go back and circle the nouns being compared.*)

Answers may vary. Possible answers: My horse likes both alfalfa and grain. My horse likes either alfalfa or grain.

Circled: alfalfa, grain

## LESSON 15

# Correlative Conjunctions

### Practice

1. Correlative conjunctions: both, and; Nouns: rock music, classical music
2. Correlative conjunctions: neither, nor; Nouns: apples, grapes
3. Correlative conjunctions: either, or; Nouns: pancake, waffle
4. Correlative conjunctions: whether, or; Nouns: rain, sunshine
5. Correlative conjunctions: rather, than; Nouns: spelling homework, essay
6. Answers will vary. Possible answer: Isaiah likes to play both football and basketball.
7. Answers will vary. Possible answer: My family would rather go to the beach than to the lake.
8. Answers will vary. Possible answer: I enjoy playing both the piano and the flute.
9. Answers will vary. Possible answer: She would rather eat cupcakes than cake.
10. Answers will vary. Possible answer: I do not know whether I want a party or not.

### Skill Builder (Vocabulary)

Answers will vary. Possible answers underlined rather than circled:

conjunction: a word that connects words or clauses together

compare: to look at two things and see how they are the same

contrast: to look at two things and see how they are different

compound: made up of two or more parts put together

complex: made up of multiple parts put together

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## Show What You Know

Use the provided rubric to score your student's work.

	4	3	2	1	Points
<b>Ideas</b>	The paragraph fully addresses the assignment topic with three or more thoroughly explained supporting details.	The paragraph fully addresses the assignment topic with three complete supporting details.	The paragraph somewhat addresses the assignment topic with fewer than three supporting details.	The paragraph does not directly address the assignment topic and/or contains one or no supporting details.	
<b>Organization</b>	The topic sentence thoroughly answers the assignment question. The order of the supporting details is logical and effective.	The topic sentence answers the assignment question. The order of the supporting details is logical.	The topic sentence somewhat answers the assignment question. The order of the supporting details is somewhat logical.	The topic sentence does not answer the assignment question. The supporting details are not in a logical order.	
<b>Sentence Fluency</b>	The writer varies their sentence length and sentence type with the help of many correlative and subordinating conjunctions.	The writer uses some varied sentence lengths with the help of multiple correlative and subordinating conjunctions.	The writer uses mostly short, choppy sentences with one or two longer sentences that use correlative or subordinating conjunctions.	The writer uses mostly short, choppy sentences and uses one or no correlative or subordinating conjunctions.	
<b>Conventions</b>	There are no capitalization or punctuation errors in the paragraph.	There are one or two capitalization or punctuation errors in the paragraph.	There are several capitalization or punctuation errors in the paragraph.	There are many capitalization or punctuation errors in the paragraph.	

Total Points \_\_\_\_/16

Average \_\_\_\_