

**Complimentary Sample**  
**The First 20 Days:**



**Reading & Writing  
Workshop for  
Intermediate Students  
in Grades 3-6<sup>®</sup>**

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## Why Reading and Writing Workshop?

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Gone are the days of the one size fits all instructional model. It's not effective for the 2/3 of your students who are not performing within the window of *that* specific instructional reading level.

The only way to meet the diverse needs of all of your students is to differentiate reading and writing instruction. Reading and Writing Workshop is the framework with which you can meet the instructional needs of all of your students, rather only meeting the needs of a small percentage of students through whole-group-only instruction. There is no evidence that putting all students in a single instructional material results in anything other than many students being left behind (Allington, 2009). This idea doesn't only apply to struggling students, but to advanced students as well. Whole-group-only teaching has yielded little more than leaving 68% of students behind - high achieving students are not reaching their full potential, and struggling students are not closing their learning gaps.

An additional purpose of Reading and Writing Workshop is to maximize the amount of time students spend reading text that is on their independent reading level, since this is the best predictor of reading achievement. When a majority of reading is done at a student's independent reading level (96% or higher accuracy), the volume of reading is linked to increasing reading proficiency. Reading and Writing Workshop affords students multiple blocks of time to read text within their zone of proximal development and instructional and independent reading levels. Reading achievement is less about reading ability than it is about the opportunity to read (Boushey & Moser, 2014), and this can only be accomplished through a workshop framework of instruction.

The teaching method that underpins Reading and Writing Workshop is called distributed practice. This teaching practice is also referred to as "little and often", which is the premise of each of the 20-minute intervals throughout the workshop model. Repeated studies have shown that students make the most learning growth through having small learning experiences that build over time through repetitive structure and instruction (Clarke, et al., 2014). There are currently far too many schools and classrooms where students are stuck in whole-group-only classes for reading and writing for up to 120 minutes a day, and their reading and writing proficiency is either halted, or grows very little. There is no reason for this to continue - especially since there has been extensive research that shows the "little and often" approach yields much higher student learning outcomes than whole-group-only instruction.

## How Whole-Group-Only Instruction Hurts Struggling Students

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When students are made to read text that is at their frustrational reading level for an entire reading block, time is essentially being wasted - the gap between the text reading level and the student's independent reading level is too large even for the teacher to be able to effectively scaffold instruction. 120 minutes of this type of instruction is far too destructive to students reading below grade level. They are essentially *losing* learning time, due to loss of instructional time within their zone of proximal development, and loss of time to practice reading text at their independent reading level. Struggling students need a teaching

framework that meets their needs, using teaching practices, methods, and materials that meet them at their zone of proximal development. Reading and Writing Workshop provides that format - where struggling students get the teaching they need at their instructional reading level to close their learning gaps, along with the practice needed in reading text at their independent reading level.

## How Whole-Group-Only Instruction Hurts Advanced Students

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Whole-group-only instruction is also detrimental to students who read above grade level that need to be challenged by, and interacting with more difficult text. These students need multiple opportunities throughout the reading block to read text on their instructional level that challenges them, along with applying their flexible reading skills and strategies to a variety of text and genres. Opportunities to apply higher-level critical thinking skills in diverse learning structures and situations are only afforded to them through the Reading and Writing Workshop framework.

## Differentiated Instruction Using Guided Reading

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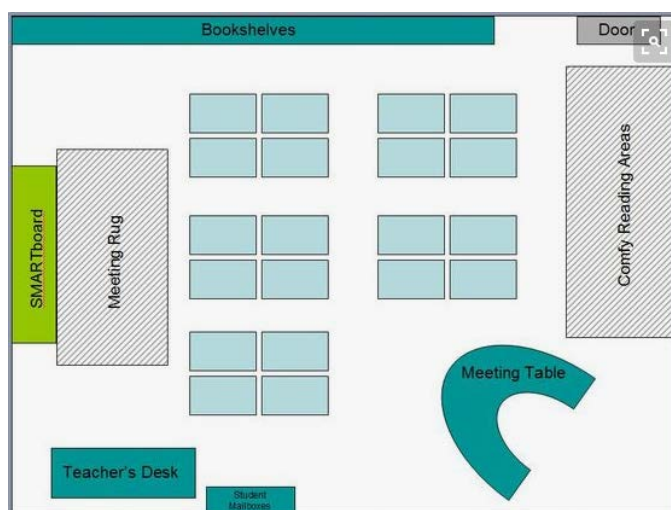
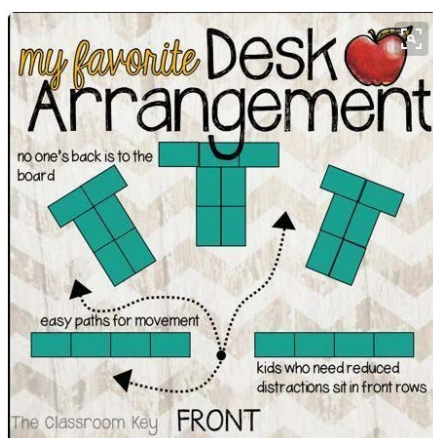
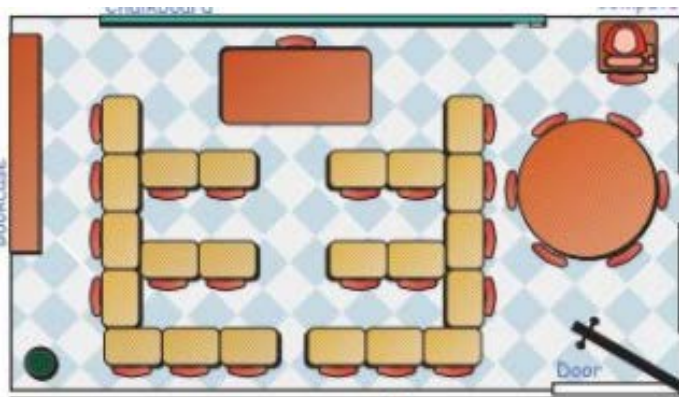
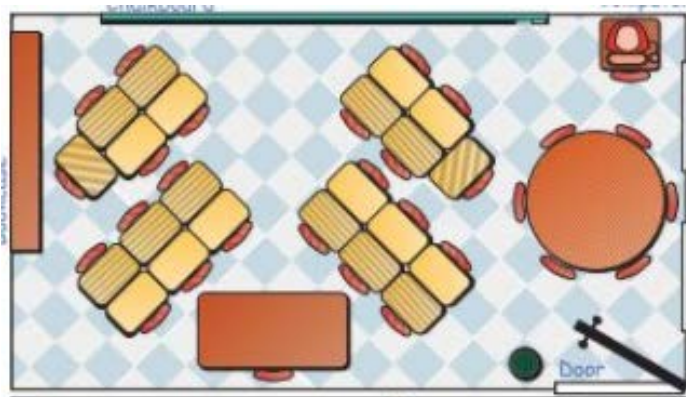
By supporting students in guided reading and providing them with texts at their instructional reading level, they are able to move up in levels of text complexity and increase their reading skills. This is all done while learning the specific strategies they need to be more proficient readers. During guided reading lessons, students learn reading strategies so they are able to process increasingly difficult texts with teacher support. Then, during reading and writing workshop, they apply those skills and strategies on their independent reading level without teacher support. Over time, this matching of readers to text levels is what promotes individual growth in reading achievement across a school year.

## Preparing the Classroom for Reading and Writing Workshop:

### Need Spaces for:

Group Work  
Classroom Library  
Small Group Instruction

Floor seating area  
Computers













### Guided Reading Area:



## Reading and Writing Workshop:

### Overview of Daily Schedule ~ After First 20 Days

	Day 1	Day 2	Day 3	Day 4	Day 5
20 min. Whole Group Mini Lesson	Read Aloud (Selection 1) w/Vocabulary	Read Aloud or Shared Reading (Selection 1) w/Skill	Read Aloud (Selection 2) w/Vocabulary	Read Aloud or Shared Reading (Selection 2) w/Skill	Reading Response Writing
1 – 2 Minute Transition					
20 min.	Work Stations				
1 – 2 Minute Transition					
20 min. Whole Group Mini Lesson	Word Work: Spelling/Phonics	Language Arts Skill	Word Work: Spelling/Phonics	Language Arts Skill	Vocab., Spelling, L.A. Assessments
1 – 2 Minute Transition					
20 min.	Reciprocal Teaching Groups				
1 – 2 Minute Transition					
20 min. Whole Group Mini Lesson	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
20 min.	Independent Work Time/Reading Intervention Groups/Writer's Workshop				

### Work Stations if 5 Student Groups:

#### 1 Group in Guided Reading, Plus:

Vocabulary	Word Work	Language Arts	Read Aloud/ Listening
Vocabulary City or Vocabulary Activities (FCCR)	Spelling City or Word Work Activities (FCCR)	Language Arts Skills Practice w/Writing	Read to Someone, Read to Self, or Listening Center

### Work Stations if 6 Student Groups:

#### 1 Group in Guided Reading, Plus:

Vocabulary	Word Work	Language Arts	Read Aloud/ Listening	Independent Reading
Vocabulary City or FCCR Vocabulary Activities	Spelling City or FCCR Word Work Activities	Language Arts Skills Practice w/Writing	Read to Someone or Listening Center	Read to Self



### Week 1 - Days 1-5:

	Day 1	Day 2	Day 3	Day 4	Day 5
20 min. – Whole Group Mini Lesson <b>A</b>	Choosing “Just Right” Books	Read to Someone	Rotate Groups through Spelling City and Vocabulary City	Group Rotation Practice #2	Reading Strategy Lesson 5: Strategy #6
20 min. – Whole Group Mini Lesson <b>B</b>	Fill book baskets, Choose Reading Spot	Launch Listening Ctr.	Launch Vocabulary Activities	Reading Strategy Lesson 3: Strategy #3	Group Rotation Practice #5
20 min. – Whole Group Mini Lesson <b>C</b>	Reading: Set up Reading Notebook	Listening Center (Rotate Groups Through)	Vocabulary (Rotate Groups Through FCCR Activities)	Group Rotation Practice #3	Reading Strategy Lesson 6: Strategy #7
20 min. – Whole Group Mini Lesson <b>D</b>	Launch Read to Self and Build Stamina	Launch Word Work	Reading Strategy Lesson 1: Strategy #1	Reading Strategy Lesson 4A: Strategy #5	Group Rotation Practice #6 (if 6 student groups)
20 min. – Whole Group Mini Lesson <b>E</b>	Read to Self	Word Work (Rotate Groups Through FCCR Activities)	Group Rotation Practice #1	Group Rotation Practice #4	Reading Strategy Lesson 7: Strategy #8
20 min. – Whole Group Mini Lesson <b>F</b>	Launch Read to Someone	Launch Spelling City and Vocabulary City	Reading Strategy Lesson 2: Strategies #2 & #4	Reading Strategy Lesson 4B: Strategy #5	Reading Strategy Lesson 8: Strategy #9

- For Group Rotation Practice: Students rotate through work stations with the students in the group their seated with
- Students will need time each week to switch out books in their book baskets

## ~ Teaching Reading Strategies to Intermediate Students ~

(from What Really Matters in Response to Intervention R. Allington, 2009)

Students need to be able to paraphrase what they have read – starting with sentences, then paragraphs, pages, and chapters. If they are not able to orally paraphrase what they have read, they do not, and have not comprehended what they read. Therefore, they don't need to read any further.

Students need to learn to use Fix-Up Strategies to help them self-correct when something doesn't seem right - when what they are reading isn't connecting with what they're visualizing in their minds, or if they are not visualizing anything in their minds. Students need to STOP reading and ask themselves:

'Can I explain, am I able to paraphrase, and can I tell someone about what I just read?'



**If not, then** (these are in order of least disruptive when processing text):

1. **Slow-Down** reading: As reading ability develops, readers gain greater control over the rate at which they read. When students encounter difficulties, effective readers slow down their rate of reading to sort out the problem that the text imposes. (See Lesson 1.)
2. **Pause** while reading: Effective readers pause when they encounter difficulties reading a text. The pause seems to provide the time needed for a sub-process to work. Pausing may be the strategy selected when slowing down reading rate fails to resolve the difficulty. It may also be a sign that the reader is working through the confusion or considering other strategy options.
3. **Look Back/Reread**: Looking back happens when a reader briefly glances back at a few words in the text that he or she is reading. This looking back restores information to working memory. Looking back has been documented as useful in determining the meaning of an unknown word or concept.



4. **Read Aloud:** Readers will often elect to turn to reading aloud when text is difficult. Reading aloud seems to slow the rate of reading as well as provide auditory feedback to the reader – matching word chunks/syllables/sounds to written words.
5. **Analyze Unknown Words:** When effective readers encounter an unfamiliar word, they may use any of these strategies to identify the word – sound it out, chunk the word, look for known parts, divide the word into syllables, think of a word that looks like it, or try reading it using a different vowel sound.
6. **Skip the Word:** When an unknown word is encountered, an effective reader may decide not to try to figure out the unknown word or he or she works at it and is unsuccessful. In each of these instances, the reader may purposely skip the word and continue reading. Once meaning is established, effective readers typically reread to make self-corrections.
7. **Use Context Clues:** The reader will often return to the beginning of a sentence and start over, or at times, reread a full paragraph or more to establish meaning from context. Rereading resolves problems with syntax, phrasing, and prosody, as well as confusions caused by a lack of understanding what was read.
8. **Use the Dictionary** – If understanding the meaning of the word is critical to comprehending the text, then this strategy must be utilized. Teach students how to look up a word in the dictionary or the online dictionary. Use the one recommended by Beck, McKeown, and Kucan (The Collins COBUILD Dictionary): <https://www.collinsdictionary.com/us/dictionary/english>. If students need instruction in alphabetical order, utilize the Alphabetical Order lessons, or have students practice putting spelling words in alphabetical order.
9. **Guess** – If understanding the meaning of the word is not critical to comprehending the text.

## Week 2 - Days 6-10

- Students rotate through Work Stations with the students in the group their seated with

	Day 6	Day 7	Day 8	Day 9	Day 10
20 min. – Whole Group Mini Lesson <b>A</b>	Lesson on Reviewing Strategies	Teach Reciprocal Teaching Role: Visualize	Read and Rotate Roles	Read and Rotate Roles	Writing: Set up Writing Notebook
1 – 2 Minute Transition					
20 min.	<b>Work Stations (Teacher Completes Student Assessments)</b>				
1 – 2 Minute Transition					
20 min. – Whole Group Mini Lesson <b>C</b>	Teach Reciprocal Teaching Role: Connect	Teach Reciprocal Teaching Role: Summarize	Read and Rotate Roles	Read and Rotate Roles	Launch Writer’s Workshop
1 – 2 Minute Transition					
20 min.	<b>Read to Self and/or Read to Someone (Teacher Completes Student Assessments)</b>				
1 – 2 Minute Transition					
20 min. – Whole Group Mini Lesson <b>E</b>	Teach Reciprocal Teaching Role: Clarify	Teach Reciprocal Teaching Role: Predict	Read and Rotate Roles	Read and Rotate Roles	Writer’s Workshop
20 min. – Whole Group Mini Lesson <b>F</b>	Teach Reciprocal Teaching Role: Question	Combine all Reciprocal Teaching Roles	4-6 Handwriting Pages	4-6 Handwriting Pages	4-6 Handwriting Pages

- Students will need time each week to switch out the books in their book baskets



**Day 6, Lesson C****Introducing Reciprocal Teaching and Teaching Roles****Lesson 1: Connecting**

1. Put students in groups of four\*.
  - \* For bigger groups, there are roles for Connecting and Visualizing
2. Distribute one cueing card to each student.
3. Using the cueing card as a reference, model each role as a “think aloud” with a shared text.
4. Students will then use their cueing cards to read a portion text and note information they needed to clarify in order to understand the text and read on (self-monitoring).
5. Encourage students to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion, to use their Fix-Up Strategies cards, and to make a list of at least 3 pieces of information/words/phrases they needed to clarify.
  - \* It is good for student teams to have access to a dictionary and thesaurus.
6. Students will then use their cueing cards to read the text and stop to list connections for Text to Self, Text to Text, and Text to World.
7. Groups then share and discuss their connections.
8. Signal for the groups to stop sharing and conduct a whole group discussion.
9. In work stations, students then take turns working in groups and each being the Connector for a portion of the text, then sharing out with the group.

## Reciprocal Teaching Cards

### Make a Connection

- I can relate to the character/s in the text because I....
- This event/topic reminds me of...
- I read in another book...
- This passage is similar to another book I read...
- This passage is different from other books that I've read because...
- This reminds me of ... in the real/outside world
- This passage is like events in the real world because...
- This passage is different from events in the real world because...



### Make a Connection

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- This passage is similar to another book I read...
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### Make a Connection

- I can relate to the character/s in the text because I....
- This event/topic reminds me of...
- I read in another book...
- This passage is similar to another book I read...
- This passage is different from other books that I've read because...
- This reminds me of ... in the real/outside world
- This passage is like events in the real world because...
- This passage is different from events in the real world because...



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- This passage is like events in the real world because...
- This passage is different from events in the real world because...





## ~ Writing Workshop Lesson Plan ~

Mentor Text: \_\_\_\_\_

<p align="center"><b>The Connection</b> (1 min.)</p> <p>Begin with a <u>connection</u> and tell students what you will be teaching them and why:</p>				
Today I'm going to teach you...		because...		
_____		_____		
_____		_____		
<p align="center"><b>Teach</b> (5-8 min.)</p> <p>How will you teach the students this writing skill, strategy, or behavior? (Choose one)</p>				
Model	Teacher Think Aloud	Shared Reading	Use Students to Demonstrate	Act It Out
<p align="center"><b>Gradual Release of Responsibility</b> (5-6 min.)</p> <p>How instruction and practice will be <u>scaffolded</u></p>				
	<b>Teacher</b>	<b>Students</b>		
<b>I do it</b> (2 min.)	<u>Direct Instruction:</u> _____ _____	<input checked="" type="checkbox"/> Actively listen <input checked="" type="checkbox"/> Take notes <input checked="" type="checkbox"/> Ask for clarification		
<b>We do it</b> (2 min.)	<u>Guided Practice:</u> _____ _____	<input checked="" type="checkbox"/> Ask and respond to questions <input checked="" type="checkbox"/> Work with teacher and <input checked="" type="checkbox"/> Completes process with others		
<b>You do it together</b> (2 min.)	<u>Collaborative Learning:</u> _____ _____	<input checked="" type="checkbox"/> Works with others, shares work <input checked="" type="checkbox"/> Collaborates on a task <input checked="" type="checkbox"/> Consolidates learning <input checked="" type="checkbox"/> Looks to peers for clarification		
<p align="center"><b>"Off you go..."</b> (20 min.)</p> <p align="center">Students have <u>independent practice</u></p>				
<b>Teacher</b>		<b>Students</b>		
<u>Independent Practice:</u> _____ _____		<input checked="" type="checkbox"/> Work alone <input checked="" type="checkbox"/> Rely on notes and classroom learning to complete assignment		
<p align="center"><b>Share Session</b> (5-8 min.)</p> <p align="center">Students share work, group problem solving, reinforcement of skills &amp; strategies</p>				
<b>Teacher</b>		<b>Students</b>		
_____		_____		
_____		_____		
_____		_____		

## Mini Lesson Cheat Sheet

### **Connection: 30 seconds – 1 minute**

Connect to what you've been doing in class.

Yesterday we learned about\_\_\_\_\_, and today we are going to learn about\_\_\_\_\_.

### **Teach: 3 – 8 minutes max**

Choose One: model, teacher think aloud, shared reading, use students to demonstrate, act it out. Make an anchor chart as you go along to hang up when the lesson is over.

### **Gradual Release of Responsibility**

#### **I do, We do, You do: 6 minutes max**

Students turn to their partners to try something out orally, practice a strategy for a moment, or plan what they might do later. Material Options: browsing bag, all have same text, interactive read aloud

### **Off You Go: 20 minutes max**

Independent practice with writing conferences

### **Share: 5-8 minutes**

Gather students together after the workshop to follow-up on the mini lesson and share writing.



### Week 3 - Days 11-15:

- Students rotate through work stations randomly, or with the students in the group their seated with, while the teacher begins to see highest priority guided reading group
- Students work in reciprocal teaching groups as teacher chooses (based on estimated reading level, or grouped randomly so that teacher can complete assessments)

	Day 11	Day 12	Day 13	Day 14	Day 15
20 min. Whole Group Mini Lesson	Read Aloud (Selection 1) w/Vocabulary	Read Aloud or Shared Reading (Selection 1) w/Skill	Read Aloud (Selection 2) w/Vocabulary	Read Aloud or Shared Reading (Selection 2) w/Skill	Reading Response Writing
1 – 2 Minute Transition					
20 min.	Work Stations (Teacher Sees High-Priority Guided Reading Group)				
1 – 2 Minute Transition					
20 min. Whole Group Mini Lesson	Word Work: Spelling/Phonics	Language Arts Skill	Word Work: Spelling/Phonics	Language Arts Skill	Vocab., Spelling, L.A. Assessments
1 – 2 Minute Transition					
20 min.	Reciprocal Teaching Groups (with short text to be completed in 10 sessions) (Teacher Completes Student Assessments)				
1 – 2 Minute Transition					
20 min. Whole Group Mini Lesson	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
20 min.	4-6 Handwriting Pages	4-6 Handwriting Pages	4-6 Handwriting Pages	4-6 Handwriting Pages	4-6 Handwriting Pages

- Students will need time each week to switch out the books in their book baskets

## ~ Reading Workshop Lesson Plan ~

Read Aloud Book/Mentor Text: \_\_\_\_\_

<b>The Connection</b> Begin with a <u>connection</u> and tell students what you will be teaching them and why:					
Today I'm going to teach you...			because...		
_____			_____		
_____			_____		
<b>Teach:</b> How will you teach the students this reading skill, strategy, or behavior? (Choose one)					
Thinking aloud while reading aloud	Thinking aloud and making notes	Lifting text	Reasoning through text	Rereading for deeper meaning	Showing my thinking (visualizing) and explaining how it helps readers to better understand
<b>Gradual Release of Responsibility:</b> How instruction and practice will be <u>scaffolded</u>					
	<b>Teacher</b>		<b>Students</b>		
<b>I do it</b>	<u>Direct Instruction:</u> _____ _____		✓ Actively listen ✓ Take notes ✓ Ask for clarification		
<b>We do it</b>	<u>Guided Practice:</u> _____ _____		✓ Ask and respond to questions ✓ Work with teacher and ✓ Completes process with others		
<b>You do it together</b>	<u>Collaborative Learning:</u> _____ _____		✓ Works with others, shares work ✓ Collaborates on a task ✓ Consolidates learning ✓ Looks to peers for clarification		
<b>"Off you go...":</b> Students have <u>independent practice</u> linked to what they will do during independent reading					
<b>Teacher</b>			<b>Students</b>		
<u>Independent Practice:</u> _____ _____			✓ Work alone ✓ Rely on notes and classroom learning to complete assignment		
<b>Share Session:</b> Reinforcement, add-on, preview, problem solving					
<b>Teacher</b>			<b>Students</b>		
_____			_____		
_____			_____		
_____			_____		

## D'Nealian Cursive Alphabet

Aa Bb Cc Dd Ee  
Ff Gg Hh Ii Jj  
Kk Ll Mm Nn Oo  
Pp Qq Rr Ss Tt Uu  
Vv Ww Xx Yy Zz

abcdefghijklmnopqrstuvwxyz







p p p p p p

a a a a a a

Pete Pete

Ann

Pete

Ann



Pete



### Spelling Skills and Standards

#### Grade 3:

Week	Skill	Standard
1: Days 11-15	Short a Patterns	ELA-Literacy.RF.3.3.C ELA-Literacy.RF.3.3.D
2: Days 16-20	Short a Patterns	ELA-Literacy.RF.3.3.C ELA-Literacy.RF.3.3.D

#### Grade 4:

Week	Skill	Standard
1: Days 11-15	Closed Syllables	ELA-Literacy.RF.3.3
2: Days 16-20	Open Syllables	ELA-Literacy.RF.3.3

#### Grade 5:

Week	Skill	Standard
1: Days 11-15	Closed Syllables	ELA-Literacy.RF.5.3 ELA-Literacy.RF.5.3.A
2: Days 16-20	Open Syllables	ELA-Literacy.RF.5.3 ELA-Literacy.RF.5.3.A



## Spelling Lists – Grade 3

Week 1: Days 11-15	Week 2: Days 16-20
Short a Patterns	Short a Patterns
attack	finance
quack	command
ransack	demand
setback	expand
contract	reprimand
distract	enchant
extract	supplant
impact	mishap
interact	recap
react	unwrap
shaft	backlash
anagram	chasm
diagram	spasm
program	contrast
began	forecast
overran	habitat
advance	detach
glance	dispatch
enhance	mismatch
entrance	reattach

### Language Arts Skills and Standards

#### Grade 3:

Week	Skill	Standard
1: Days 11-15	Nouns	ELA-Literacy.L.3.1 ELA-Literacy.L.3.1.A ELA-Literacy.L.3.3
2: Days 16-20	Pronouns	ELA-Literacy.L.3.1 ELA-Literacy.L.3.1.A ELA-Literacy.L.3.3

#### Grade 4:

Week	Skill	Standard
1: Days 11-15	Pronouns	ELA-Literacy.L.4.1 ELA-Literacy.L.4.1.A ELA-Literacy.L.4.3
2: Days 16-20	Relative Adverbs	ELA-Literacy.L.4.1 ELA-Literacy.L.4.1.A ELA-Literacy.L.4.3

#### Grade 5:

Week	Skill	Standard
1: Days 11-15	Conjunctions	ELA-Literacy.L.5.1 ELA-Literacy.L.5.1.A ELA-Literacy.L.5.3
2: Days 16-20	Prepositions	ELA-Literacy.L.5.1 ELA-Literacy.L.5.1.A ELA-Literacy.L.5.3

# Grade 3 Grammar Lesson 1 Nouns – common and proper

 [grammar.wordzila.com/grade-3-grammar-lesson-1-nouns-common-and-proper](http://grammar.wordzila.com/grade-3-grammar-lesson-1-nouns-common-and-proper)

## 1. Nouns

### Common and proper



#### Presentation

(A) Look at the picture and read about it.

This is a girl.  
Her name is Mina. She has a dog.  
The dog is called Blackie.  
They live in a village.  
They call their village Gairigaun.



(B) Here are some words from above. These words are nouns.  
Some begin with a small letter and others with a capital letter.  
Can you tell why?

girl	Mina
dog	Blackie
village	Gairigaun



Nouns are words that name people, places, animals or things.

Special names of people, places, animals or things are proper nouns.

*girl – any girl*

Girl is a common noun.

Dog and village are other common nouns.

*Mina – special name of a particular girl*

Mina is a proper noun.

Blackie and Gairigaun are other proper nouns.



Proper nouns always begin with a capital letter.



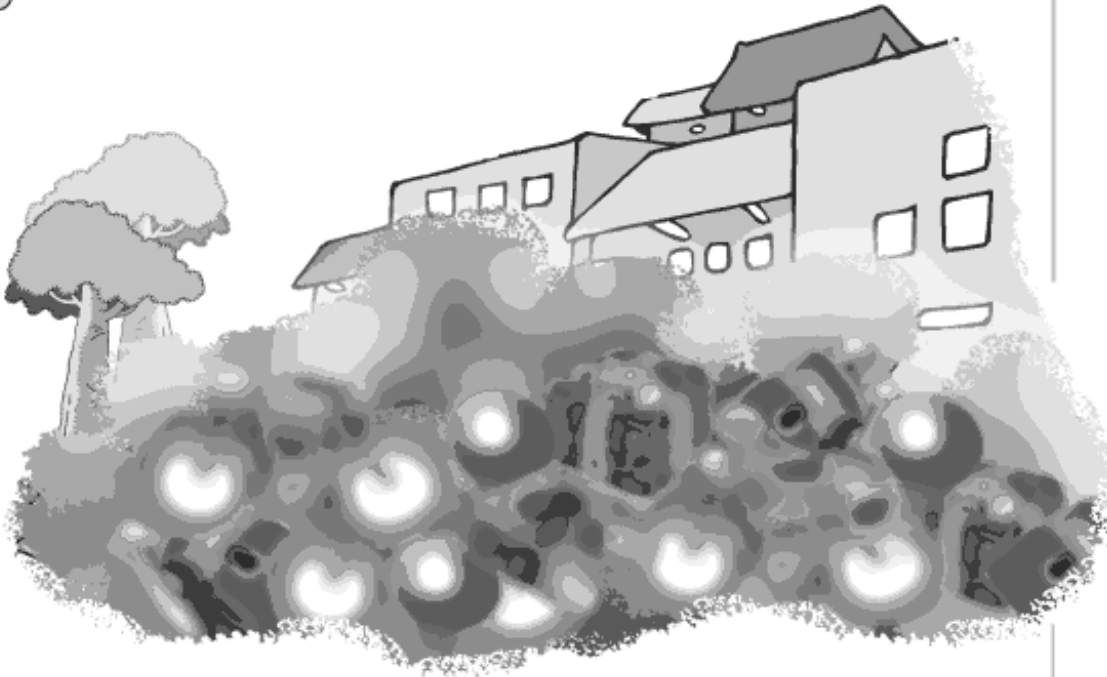
## Grade 4 Grammar Lesson 11 Kinds of adverbs

[grammar.wordzila.com/grade-4-grammar-lesson-11-kinds-of-adverbs/](http://grammar.wordzila.com/grade-4-grammar-lesson-11-kinds-of-adverbs/)

# 11. Kinds of adverbs



### Presentation



The population of our cities is growing **rapidly**. More people means more garbage. You can see garbage **everywhere**. This must be changed **immediately** because mismanagement of garbage could be **very** harmful. Garbage causes pollution and diseases **quite** easily. The important question is: **How** are we going to do it?

All the words in **bold** print above are **adverbs** as they add something to the meaning of a verb, an adjective or another adverb.

Can you think of other adverbs to replace each adverb in the passage above?

## Correlating Conjunctions

Correlating conjunctions are special coordinating conjunctions. They use pairs of words to connect words, phrases or clauses.

Example: Whether you come with us or stay at home, you must do your chores.

The correlating conjunction is *whether* and *or*. The words link the phrases *come with us* and *stay at home*.

In the word bank are the most common correlating conjunctions. Use them below to make complete sentences. Use each set only once.

### Word Bank

either/or  
neither/nor  
both/and  
not only/but also  
whether/or  
not/but  
as/as

1. \_\_\_\_\_ Zack \_\_\_\_\_ Zilpha want to go to the fair.
2. I'm not sure \_\_\_\_\_ the homework is due today \_\_\_\_\_ tomorrow.
3. In order to learn, a student must \_\_\_\_\_ listen closely \_\_\_\_\_ understand.
4. The Coopers will go to the beach \_\_\_\_\_ in June \_\_\_\_\_ in August.
5. The library is \_\_\_\_\_ close \_\_\_\_\_ the museum.
6. It's \_\_\_\_\_ about how you look \_\_\_\_\_ how you act.