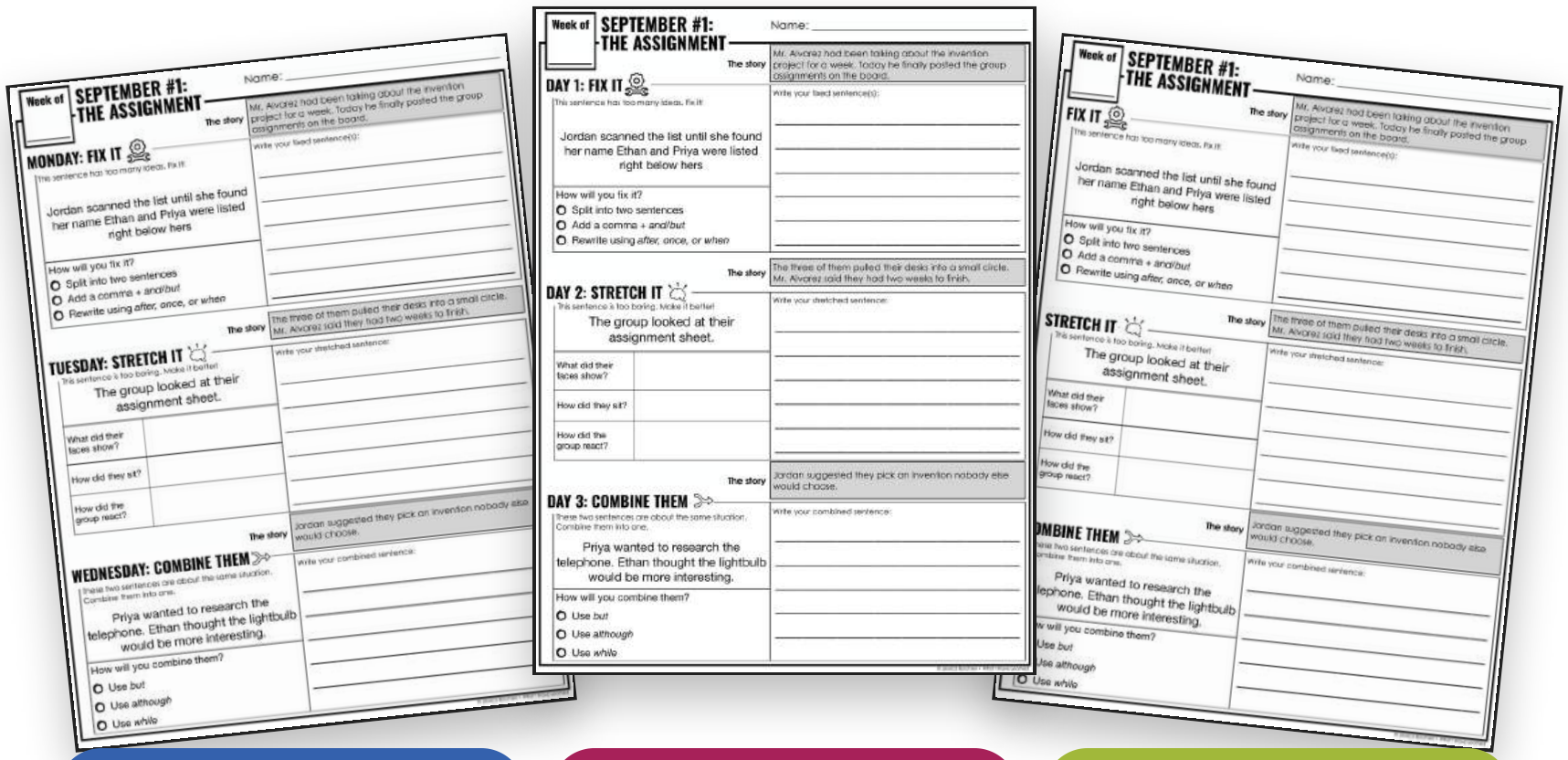
FREE SAMPLE WEEK

# FICTION STORY SENTENCE STRANDS

## Daily Sentence Practice: run-ons, combining, stretching

### WEEK 1: THE ASSIGNMENT




MONDAY-FRIDAY LABELS

DAY 1-5 LABELS

NO LABELS

FIX IT

STRETCH IT

COMBINE THEM

WRITE WHAT'S NEXT

What I have LEARNED

## ONE FULL WEEK OF DAILY PRACTICE

Follow Jordan, Priya, and Ethan as they start a class invention project. Print and go, no prep. Grades 3-5.

# HOW TO USE THIS SAMPLE WEEK

This is Week 1 of September Story Sentence Strands, a daily grammar routine built around a five-week fiction story arc. Jordan, Priya, and Ethan appear every week as they work through a class invention project for Mr. Alvarez. Students practice three sentence skills: fixing run-ons, combining short sentences, and expanding simple sentences with details. Print each week front-to-back as one sheet per student. No cutting or prep is required.

## MONDAY

**Fix It: Run-On Sentences**

Students identify where a run-on sentence goes wrong and rewrite it correctly. A strategy menu (split into two sentences, add a comma + conjunction, or use a joining word) guides their approach. The run-on is always connected to that week's story moment.

## TUESDAY & THURSDAY

**Stretch It: Sentence Expansion**

Students take a short, flat sentence and expand it using three planning boxes that prompt descriptive thinking. Tuesday's sentence is typically easier and Thursday's raises the complexity. A brief story bar sets the scene first.

## WEDNESDAY

**Combine Them: Sentence Combining**

Students merge two related story sentences into one using a combining word of their choice. Three options are offered each week, and students can discuss how each choice changes the meaning of the sentence.

## FRIDAY

**Write What's Next: Story Continuation**

Students reread their sentences from Monday through Thursday, then write 2-3 sentences to continue the story. A closing story bar sets up the moment they write from. A bonus drawing prompt is included for early finishers.

## CHOOSE YOUR VERSION

**Monday-Friday labels:** for a classroom that runs the routine on the same weekdays each week.

**Day 1-5 labels:** for a flexible start day, short weeks, or a routine that begins on any day.

**No labels:** for the most flexibility, such as a skipped day, a morning meeting, or a center rotation.

All three versions have the same story and sentences, so print only the one you need.

## SUGGESTED ROUTINE

- 10-15 minutes works well as a morning warm-up or grammar block opener.
- Read the story bar aloud together before students begin.
- On Monday, have students read the run-on aloud. They often hear the break point first.
- On Tuesday and Thursday, have students fill in all three planning boxes before writing.
- On Friday, give students 1-2 minutes to reread the week, then invite 2-3 to share.

## DIFFERENTIATION

**For students who need support**

- Brainstorm words for each planning box together.
- Allow partner work on Wednesday's combining activity.
- On Friday, let students draw their scene first and use it to plan.

**For students who need a challenge**

- Rewrite the Monday sentence two different ways.
- Try all three combining words and explain which works best.
- On Friday, write 4-5 sentences or add a twist.

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# WEEKDAY LABELS

Week of _____

# SEPTEMBER #1: THE ASSIGNMENT

Name: _____

**The story** Mr. Alvarez had been talking about the invention project for a week. Today he finally posted the group assignments on the board.

## MONDAY: FIX IT

This sentence has too many ideas. Fix it!

Jordan scanned the list until she found her name Ethan and Priya were listed right below hers

How will you fix it?

- ○ Split into two sentences
- ○ Add a comma + *and/but*
- ○ Rewrite using *after, once, or when*

Write your fixed sentence(s):

**The story** The three of them pulled their desks into a small circle. Mr. Alvarez said they had two weeks to finish.

## TUESDAY: STRETCH IT

This sentence is too boring. Make it better!

The group looked at their assignment sheet.

| | |
|---|---|
| What did their faces show? | |
| How did they sit? | |
| How did the group react? | |

Write your stretched sentence:

**The story** Jordan suggested they pick an invention nobody else would choose.

## WEDNESDAY: COMBINE THEM

These two sentences are about the same situation. Combine them into one.

Priya wanted to research the telephone. Ethan thought the lightbulb would be more interesting.

How will you combine them?

- ○ Use *but*
- ○ Use *although*
- ○ Use *while*

Write your combined sentence:

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Week of _____

# SEPTEMBER #1: THE ASSIGNMENT

Name: _____

**The story** After a long debate, they finally agreed on an invention: the printing press.

## THURSDAY: STRETCH IT

This sentence is too boring. Make it better!

Jordan wrote down the plan.

| | |
|---|---|
| What did the plan include? | |
| How did she organize it? | |
| What did the others do while she wrote? | |

Write your stretched sentence:

**The story** The bell rang before anyone had signed up for specific jobs. Jordan slid her notebook into her backpack, already thinking about who should do what.

## FRIDAY: WRITE WHAT'S NEXT

Reread your sentences from the week. Write 2–3 sentences to continue the story. Who ends up doing which part of the project? How do they decide?

## REFLECTION

**I put forth my best effort:**

| | | | | |
|---|---|---|---|---|
| | | | | |
| **1** | **2** | **3** | **4** | **5** |

**I understand how to identify a run-on sentence, combine sentences, and stretch sentences.**

| | | |
|---|---|---|
| **I need more help.** | **I'm getting there.** | **I understand it!** |

Bonus: Draw the group's planning sheet with the invention they picked.

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# DAYS 1-5 LABELS

Week of _____

# SEPTEMBER #1: THE ASSIGNMENT

Name: _____

**The story**

Mr. Alvarez had been talking about the invention project for a week. Today he finally posted the group assignments on the board.

## DAY 1: FIX IT

This sentence has too many ideas. Fix it!

Jordan scanned the list until she found her name Ethan and Priya were listed right below hers

How will you fix it?

- ○ Split into two sentences
- ○ Add a comma + *and/but*
- ○ Rewrite using *after, once, or when*

Write your fixed sentence(s):

**The story**

The three of them pulled their desks into a small circle. Mr. Alvarez said they had two weeks to finish.

## DAY 2: STRETCH IT

This sentence is too boring. Make it better!

The group looked at their assignment sheet.

| | |
|---|---|
| What did their faces show? | |
| How did they sit? | |
| How did the group react? | |

Write your stretched sentence:

**The story**

Jordan suggested they pick an invention nobody else would choose.

## DAY 3: COMBINE THEM

These two sentences are about the same situation. Combine them into one.

Priya wanted to research the telephone. Ethan thought the lightbulb would be more interesting.

How will you combine them?

- ○ Use *but*
- ○ Use *although*
- ○ Use *while*

Write your combined sentence:

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Week of _____

# SEPTEMBER #1: THE ASSIGNMENT

Name: _____

**The story** After a long debate, they finally agreed on an invention: the printing press.

## DAY 4: STRETCH IT

This sentence is too boring. Make it better!

Jordan wrote down the plan.

| | |
|---|---|
| What did the plan include? | |
| How did she organize it? | |
| What did the others do while she wrote? | |

Write your stretched sentence:

**The story** The bell rang before anyone had signed up for specific jobs. Jordan slid her notebook into her backpack, already thinking about who should do what.

## DAY 5: WRITE WHAT'S NEXT

Reread your sentences from the week. Write 2–3 sentences to continue the story. Who ends up doing which part of the project? How do they decide?

## REFLECTION

**I put forth my best effort:**

| | | | | |
|---|---|---|---|---|
| | | | | |
| 1 | 2 | 3 | 4 | 5 |

**I understand how to identify a run-on sentence, combine sentences, and stretch sentences.**

| | | |
|---|---|---|
| ??? **I need more help.** | **I'm getting there.** | **I understand it!** ☑ |

Bonus: Draw the group's planning sheet with the invention they picked.

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# NO TIME-BOUND LABELS

Week of _____

# SEPTEMBER #1: THE ASSIGNMENT

Name: _____

**The story**

Mr. Alvarez had been talking about the invention project for a week. Today he finally posted the group assignments on the board.

## FIX IT

This sentence has too many ideas. Fix it!

Jordan scanned the list until she found her name Ethan and Priya were listed right below hers

How will you fix it?

- ○ Split into two sentences
- ○ Add a comma + *and/but*
- ○ Rewrite using *after, once, or when*

Write your fixed sentence(s):

**The story**

The three of them pulled their desks into a small circle. Mr. Alvarez said they had two weeks to finish.

## STRETCH IT

This sentence is too boring. Make it better!

The group looked at their assignment sheet.

| | |
|---|---|
| What did their faces show? | |
| How did they sit? | |
| How did the group react? | |

Write your stretched sentence:

**The story**

Jordan suggested they pick an invention nobody else would choose.

## COMBINE THEM

These two sentences are about the same situation. Combine them into one.

Priya wanted to research the telephone. Ethan thought the lightbulb would be more interesting.

How will you combine them?

- ○ Use *but*
- ○ Use *although*
- ○ Use *while*

Write your combined sentence:

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Week of _____

# SEPTEMBER #1: THE ASSIGNMENT

Name: _____

**The story** After a long debate, they finally agreed on an invention: the printing press.

## STRETCH IT

This sentence is too boring. Make it better!

Jordan wrote down the plan.

| | |
|---|---|
| What did the plan include? | |
| How did she organize it? | |
| What did the others do while she wrote? | |

Write your stretched sentence:

_____

_____

_____

_____

_____

_____

**The story** The bell rang before anyone had signed up for specific jobs. Jordan slid her notebook into her backpack, already thinking about who should do what.

## WRITE WHAT'S NEXT

Reread your sentences from the week. Write 2–3 sentences to continue the story. Who ends up doing which part of the project? How do they decide?

_____

_____

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## REFLECTION

**I put forth my best effort:**

| | | | | |
|---|---|---|---|---|
| | | | | |
| 1 | 2 | 3 | 4 | 5 |

**I understand how to identify a run-on sentence, combine sentences, and stretch sentences.**

| | | |
|---|---|---|
| ??? **I need more help.** | **I'm getting there.** | **I understand it!** ☑ |

Bonus: Draw the group's planning sheet with the invention they picked.

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# ENJOYED THIS SAMPLE WEEK?

The story keeps going. See what happens to Jordan, Priya, and Ethan in **Weeks 2 to 5**, or grab a full year of fiction and nonfiction practice.

**THE FULL SET**




## SEPTEMBER STORY SENTENCE STRANDS

All five weeks of the story, including The Uneven Split, The Falling Out, The Turnaround, and The Presentation.

**GET THE SET**

**BUNDLE AND SAVE**




## FICTION YEARLONG BUNDLE

A new five-week fiction story for every month of the school year. New months are added to the bundle at no extra cost.

**GET THE BUNDLE**

**BEST VALUE**




## MEGA BUNDLE

Fiction and nonfiction sentence strands for every month, so you can run both a story thread and an informational thread.

**GET THE MEGA BUNDLE**

### NEED A DIFFERENT MONTH? FICTION SETS

AUG SEP OCT NOV DEC JAN FEB MAR

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