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Name: _____ Date: _____

Correlative Conjunctions Worksheet (Part 1 / L5.1e)

Correlative conjunctions connect two equal grammatical items.
Example: (either / or), (neither / nor)


Directions: Read each sentence below. Fill in each sentence with the correct correlative conjunctions.

Example A: She _____ wants to play _____ not.
Answer: She either wants to play or not.

- (either / or), (neither / nor)
We _____ are going to the park _____ are going home.
- (either / or), (neither / nor)
_____ James _____ expressed their thoughts.
- (either / or), (neither / nor)
_____ the cousins _____ Sharon told the truth.
- (either / or), (neither / nor)
At night _____ the cats _____ the dogs wake us up.
- (either / or), (neither / nor)
John will _____ start today _____ start tomorrow.

[Answer Key](#)

Foundational Skills (RF)	Writing Standards (W)
<p>Print Concepts</p> <ul style="list-style-type: none"> RF.K.1 Demonstrate understanding of the organization and basic features of print <ul style="list-style-type: none"> RF.K.1a Follow words from left to right, top to bottom, and page by page RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters RF.K.1c Understand that words are separated by spaces in print RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet <p>Phonological Awareness</p> <ul style="list-style-type: none"> RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <ul style="list-style-type: none"> RF.K.2a Recognize and produce rhyming words RF.K.2b Count, pronounce, blend, and segment syllables in spoken words RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with / /, /r/, or /l/.) RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ <p>Fluency</p> <ul style="list-style-type: none"> RF.K.4 Read emergent-reader texts with purpose and understanding 	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...) W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> (W.K.4 begins in grade 3) W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (W.K.9 begins in grade 4) <p>Range of Writing</p> <ul style="list-style-type: none"> (W.K.10 begins in grade 3)



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Formal versus Informal English Worksheet (SL.5.6)

Formal English is used most often when you do not know a person or are meeting them for the first time. You pronounce words more carefully and don't use as many contractions such as aren't, isn't, wasn't... You may want to know formal English to read a book, write a letter, resume, or invitation.

Informal English is used in everyday conversations and in personal writing such as letters, emails, or texts. Sentences tend to be simpler and shorter. Examples may include, hey, wasup, howdy, holla, cool, awesome....

Directions: Read each sentence and label it formal or informal.

Example A: Let us go to the park today to throw our flysbee.
Answer: Formal

- Can you pass the potatoes please? _____
- I am having a very good day today. _____
- Yo, look at that zebra in the cage! _____
- Your hair looks very nice today. _____
- That movie was awesome! _____
- Dude, where's my car? _____
- Are you going to the rehearsal dinner tonight? _____
- I haven't eaten a thing for awhile. _____
- Holla if you hear me! _____
- Good morning, my name is John. _____
- Momin' sir, nice to seeya. _____

[BA-Inquiry SL.5.6](#)

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