Noun/Pronoun Agreement

1. Focus

Explain Noun/Pronoun Agreement

Say: We know that a noun is a person, place, or thing. A pronoun is a word that is used in place of one or more nouns. If an author uses the same noun over and over in her writing, the text doesn’t sound right. So, authors sometimes replace the nouns with pronouns. Some examples of pronouns are I, me, it, he, his, him, she, her, hers, they, we, you, them, and us. (Write pronoun examples on chart paper and hang it in the room.) Nouns and pronouns must go together, or agree, in number and gender. If we are writing about one girl, we use the pronouns she or her because the noun girl is singular in number and female in gender. With plural pronouns, we don’t need to worry about gender. If we are writing about two people of either gender, we use the pronouns they or them.

Model Using Noun/Pronoun Agreement

Display the modeling text (without revisions) on chart paper or using the interactive whiteboard resources, and read it aloud to students.

The poor Ugly Duckling feels so unwanted that the Ugly Duckling he runs away from home.

Modeling Text

Say: In the sentence, I used the Ugly Duckling twice. I wonder if there is another way to name the Ugly Duckling. I need to keep the character’s name the first time it is mentioned so that readers know who I am talking about, but I think I can replace the Ugly Duckling the second time with a pronoun. The Ugly Duckling is a boy, and there is only one of him. I need a singular, male pronoun. I can use the pronoun he to replace the Ugly Duckling the second time it is used. (Draw a line through or erase the second instance of the Ugly Duckling and replace it with he.) Now I’ll reread the sentence. (Read the sentence aloud.) That sounds much better. The sentence flows more smoothly.
2. Rehearse

Practice Using Noun/Pronoun Agreement

Display the practice text (without revisions) on chart paper or use the interactive whiteboard resources.

1. Andersen was very tall, and Andersen he was not thought of as handsome.
2. His story reminds readers that readers they are special.
3. A mother duck had one egg that refused to crack, so the mother duck she kept sitting.
4. Then a flock of wild geese invites him to join the wild geese them.

Practice Text

Ask students to form pairs. Invite pairs to revise the practice sentences to include changing repeated nouns to pronouns. Remind students that each pronoun must agree in number and gender with the noun it replaces.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Sentences with Noun/Pronoun Agreement

Invite pairs to share how they used pronouns to replace repeated nouns. Discuss their responses. Ask the following questions:
• Which noun was repeated?
• What pronoun did you use to replace it?
• Why did you choose that pronoun?
• How does the revised sentence sound?

3. Independent Writing and Conferring

Say: Remember to use pronouns in your persuasive writing to make your writing less choppy. The sentences will sound graceful when they are read. Writing that flows smoothly allows readers to become engaged in what they read.

If you would like to give students additional practice with noun/pronoun agreement, have them complete BLM 6.

Share

Bring students together. Invite volunteers to read aloud their sentences on BLM 6. Provide corrective feedback as necessary.

Strategies to Support ELs

Beginning

Beginning ELs need extra support to understand pronouns. Use pronouns in simple statements and use gestures to communicate sentence meanings. Indicate a red book. Say: It is red. Then write pairs of simple sentences on chart paper, leaving a blank in the second sentence. Help students fill in the blank with the correct pronoun.

The book is red. / ______ is red.
Ella is tall. / ______ is tall.
The boy has a pen. / ______ has a pen.
The girls sit. / ______ sit.

Intermediate and Advanced

Pair ELs with fluent English speakers to revise the sentences. Read the practice sentences with students and make sure they understand them. Point out the repeated noun in each sentence.