1. Focus

Explain Using the Singular Possessive Pronoun *Its*

**Say**: Writers of informational reports write about many different topics. Sometimes they write about people. Sometimes they write about places. Sometimes they write about groups or organizations. Writers must be careful to choose the correct possessive pronouns to refer to these groups. Choosing the correct pronouns will make your writing clearer, so that your readers understand the information you are giving. Today I’m going to show you how to use the correct pronoun when you are referring to an organization, group, or country.

**Model Using the Possessive Pronoun *Its***

Display the modeling text on chart paper or using the interactive whiteboard resources.

1. **FIFA** decided to hold its first World Cup competition in Uruguay in 1930.
2. **Uruguay** was chosen to host the event because its team had won Olympic gold medals in 1924 and 1928.

**Modeling Text**

Ask students to listen for pronouns and their antecedents as you read the text aloud.

**Say**: This passage describes the history of the World Cup.

After sentence 1. **Say**: **FIFA** is a noun in this sentence. **FIFA** is a soccer organization. It is a group, not a person. It has no gender. It is not male or female, so the writer uses the possessive pronoun *its* in this sentence: “FIFA decided to hold its first World Cup . . .” When you refer to a singular object, group, or institution, you use the possessive pronoun *its*. We can’t use the pronoun *their* because **FIFA** is a singular noun. **FIFA** refers to one organization.

After sentence 2. **Say**: In the second sentence, the noun is **Uruguay**. Who can tell me what **Uruguay** is? (Allow responses.) That’s right, **Uruguay** is a country in South America. The word **Uruguay** is a singular noun that has no gender. It is not male and it is not female. The writer correctly uses the possessive pronoun *its*: “**Uruguay** hosted the first World Cup because its team won Olympic gold medals.” Remember, singular organizations and countries take the possessive pronoun *its*. So do singular cities, states, and other locations.
2. Rehearse

**Practice Using the Possessive Pronoun Its**

Display the practice text (with errors) on chart paper or using the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Incorrect Sentence</th>
<th>Correct Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>California has its capital in Sacramento.</td>
<td>California has its capital in Sacramento.</td>
</tr>
<tr>
<td>The National Football League holds their its draft in the spring.</td>
<td>The National Football League holds their draft in the spring.</td>
</tr>
<tr>
<td>Canada celebrates her its independence on July 1st.</td>
<td>Canada celebrates her independence on July 1st.</td>
</tr>
<tr>
<td>The International Skating Association chooses their its judges very carefully.</td>
<td>The International Skating Association chooses their judges very carefully.</td>
</tr>
</tbody>
</table>

**Practice Text**

Ask students to work with a partner to do the following:
1. Decide whether the noun and possessive pronoun match correctly or not.
2. Determine the correct noun/pronoun agreement in the sentences where there is not a match.

Each pair should be prepared to share its findings with the class.

**Share Practice Sentences**

Bring students together and invite a different pair of students to comment on each sentence. Circle the nouns and pronouns in each sentence on chart paper or the interactive whiteboard as students identify them, and make corrections to the sentences as necessary.

3. Independent Writing and Conferring

**Say:** We learned that when a noun refers to a single organization, country, state, or other location, it takes the singular possessive pronoun its. As you draft your informational text, keep this in mind. Choosing the correct pronouns will make the information you present much clearer.

Encourage students to pay attention to noun and possessive pronoun agreement as they draft and revise during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to read aloud sentences in which they’ve used nouns and the singular possessive pronoun its correctly.

**Strategies to Support ELs**

**Beginning**

Beginning ELs are not ready to form complex sentences with the possessive pronoun its. You may wish to support their ability to form oral sentences using the subject pronoun it. During independent writing time, work with students to replace nouns with correct pronouns. Pick up or point to objects in your classroom and model forming simple sentences, for example:

- The book is blue. It is blue.
- The window is open. It is open.
- The desk is brown. It is brown.

Record your sentences on chart paper and reread them with students. Encourage students to make additional sentences using the subject pronoun it.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity.