

# Writing Matters!

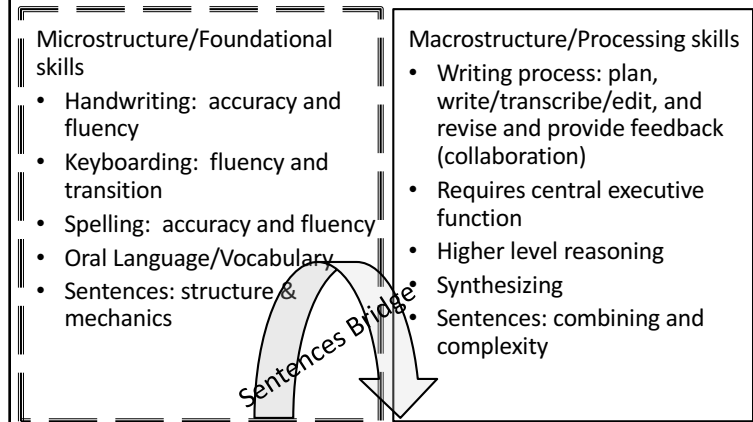
Developing Sentence Skills in Students of All Ages



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## Framework for Meeting the PA Core Writing Standards



## Grammar as a Key to Sentence Construction

- Traditional grammar (underlining nouns and circling verbs) makes up a very small part of how grammar should and must be taught.
- Good grammar instruction involves an understanding of the way words, phrases, and clauses interact with one another to create meaning.

## Why We Explicitly Teach Sentence Structure

- Research says that instructors must know much more about sentence structure than their students.
- Grammar as a means of identifying parts of speech is ineffective as a method of teaching writing.
- Grammar must be taught *as it applies* to generating phrases, clauses, and sentences.

## Why We Explicitly Teach Sentence Structure

Using the terminology of grammar as a means of communicating about the way words and groups of words interact with each other, we teach sentence structure explicitly and directly in order to help students expand and automatize their sentence-level writing so that they have enough working memory for idea generation, development, and organization.

## Parts of Speech

Focus students' attention on the role a word plays or job a word has in a sentence. Using grammar this way builds student writing and comprehending because it builds in students the ability to understand the way words relate to one another to convey meaning.

## POS – It's All About the Job



- When a student asks, “what part of speech is \_\_\_\_\_,” your response should be, “what is it *doing* in the sentence?”
- Activity 1: Jot down the parts of speech of the following words:
  - A. man
  - B. jump
  - C. sock
  - D. smooth

## POS – It's All About the Job

- I'll bet you said...
  - A. man – noun
    1. Man the harpoons! (verb)
    2. That man eats tofu. (noun)
  - B. jump – verb
    1. You should jump a little higher. (verb)
    2. That ski jump looks dangerous. (noun)
  - C. sock -- noun
    1. I lost a sock this week. (noun)
    2. You should sock away plenty of money for retirement. (verb)
  - D. smooth -- adjective
    1. The milkshake tastes smooth. (adjective)
    2. I will smooth the wrinkles out of the sheets. (verb)

## POS – It's All About the Job Here Are Some More!

- Plant
  - The plant in the corner needs water. (noun)
  - I will plant that bush in the front yard. (verb)
- Picture
  - That picture of your parents is great! (noun)
  - Can you picture the candy you want? (verb)
- So
  - Do your work so we can eat. (conjunction)
  - That jacket is so ugly. (adverb)

## POS – What Works

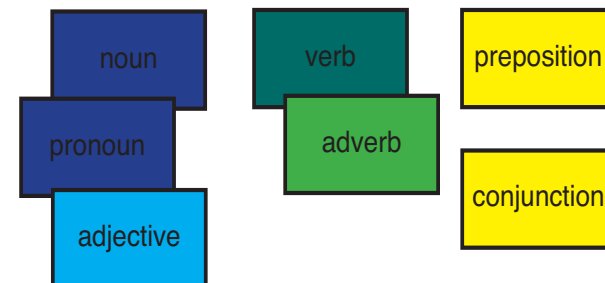
- Keep instruction brief, clean, and straightforward.
- Keep identification of various elements in prewritten sentences to a minimum.
- Focus primary teaching time toward generating and discussing good examples.
- Remember that most students in grades 4-12 have studied the basic parts of speech multiple times already. Be ready to review quickly and then expand their knowledge.

## POS – What Works

At the end of the lesson, if your students haven't generated any examples or practiced the concept in their own speaking and/or writing, you've missed the boat!



## POS – A Quick Overview



(Van Cleave, *Writing Matters*, 2014)

## POS – Nouns & Verbs



- A noun names a person, place, thing, or idea.
  - The teacher found peace with some wine at her house.
- A verb states an action or state of being.
  - The cat purred because he was happy with his snack.

## POS – Linking Verbs

- Don't have students memorize lists of prepositions, adverbs, and so on. The one exception is the tricky, deceptive, sneaky linking verb!
  - The most common by far is "to be." These are both helping *and* linking verbs and are worth memorizing.
- "to be"
- am
  - Is
  - are
  - was
  - were
  - be
  - being
  - been

## POS – Activities that Matter

- An I.E.C.C. model includes useful activities for instruction:
  - Identify – traditional underlining activity - helps students identify element in pre-existing sentences. (small % of instructional and independent practice time)
  - Expand – sentence expansion – helps students expand simplistic sentences and ideas into more sophisticated ones
  - Combine – sentence combining – helps students take small, individual pieces of information and sentences and combine them into more sophisticated sentences
  - Create – sentence creating/writing – helps students apply studied element into the context of their own writing (most important skill)

## POS – Adjectives



- Remember to focus on the job of the word.
- An adjective describes (modifies) a noun or pronoun.

– The young child pulled the red wagon.

– The brownie was rich and delicious.

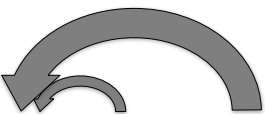
## Activity 2: Adjectives – Identify Answers

1. The *hungry green* alligator slithered up the *muddy* bank. (3)
2. On the shore the *young* girl was *scared* but *brave*. (3)
3. The *frightened* girl called to *her* father in a *loud* voice. (3)

## POS – Adverbs

- Remember to focus on the job of the word.
- An adverb describes (modifies) a verb (or an adjective or another adverb).

– The child  quickly jumped through the hoop.

– My grandfather burped  loudly yesterday.

## POS – Adverbs – A Warning

- Be careful of the old fallback that adverbs end in –ly. That's about *identifying* a word rather than *understanding* its function. And it often doesn't work:

– He is a friendly guy.  
 • Friendly describes guy and is an *adjective*.

– I never did my homework yesterday.  
 • Never and yesterday are adverbs but do *not* end in –ly.

## POS – Pronouns

- Remember to focus on the job of the word.
  - A pronoun renames a noun.
- He is a funny person.
- You should get that homework to me later today.
- Don't count on them to get here on time.

## POS – Prepositions

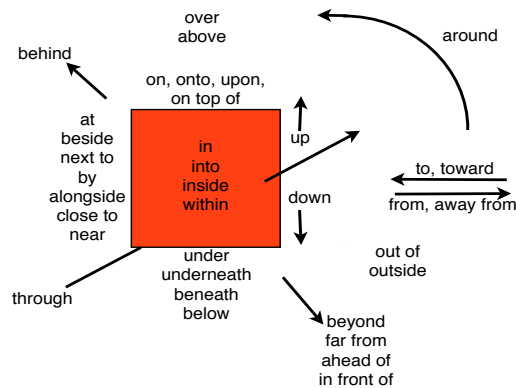


- Remember to focus on the job of the word.
  - A preposition begins a phrase. A lot of prepositions are position words.
    - (Students in grades K-3 should be able to use but not recognize prepositions.)
- At the game we saw a homerun in the first inning.*

## Activity 3: Prepositions – Identify Answers

- In the middle of World War II, F.D.R. passed away in Warm Springs, Georgia. (3)
- Of all the first ladies, Eleanor Roosevelt and Michelle Obama are the tallest at 5'11".
- The Montagues and Capulets are engaged in a long-standing feud until the final scene of the play.

## Reference Card: POS – Prepositions



begins a phrase (anything you can do to a box)

Van Cleave, *Writing Matters*

## Reference Card: Advanced Prepositions

aboard	aside from	in addition to
about	atop	in case of
according to	because of	in spite of
after	before	instead of
against	besides	of
ahead of	despite	off
alongside	due to	out
among	during	prior to
amongst	except (for)	with
along	for	without

## POS – Conjunctions

- Remember to focus on the job of the word.
- A conjunction joins 2 words or 2 groups of words.
  - I put on my shoes and socks.
  - We want to play outside, but it won't stop raining.
  - I like lemonade because it tastes tart.

## POS – Conjunctions – Coordinating

- Coordinating conjunction – joins 2 words or groups of words of equal standing.
  - Words: Jane and Sue
  - Phrases: in the kitchen or on the porch
  - Clauses: John went to the store, but it was closed.
- co = with, together. Neither side is more important than the other. Coordinators share responsibility. No one is in charge.

## POS – Conjunctions – Subordinating

- Subordinating conjunction – begins a dependent clause, making it dependent
  - while we were home
  - if Shelby eats her vegetables
  - because he wants a new bicycle
- sub = under. The subordinating conjunction makes its clause *subordinate* to the independent or main clause. A subordinate answers to the head honcho.

## POS – What Makes Subordinating Conjunctions Difficult?

- John went to the store, and it was open.
  - and is a coordinating conjunction. It's like glue joining 2 equal parts. Neither part relies on the other.
- John went to the store because it was open.
  - because is a subordinating conjunction. It makes the second part subordinate to the first part. The different groups of words are interrelated in meaning.

## Reference Card: POS – Interjections

- Remember to focus on the job of the word.
- An interjection shows strong emotion.
- It's unusual because it does not relate to other words in the sentence.
  - Whoa, the man said to his horse.
  - Gosh, it's hot in here!

## POS – Cumulative



Note: Even here, where we are doing cumulative review, labeling takes up a very small portion of instruction. Make sure students are focused on the following:

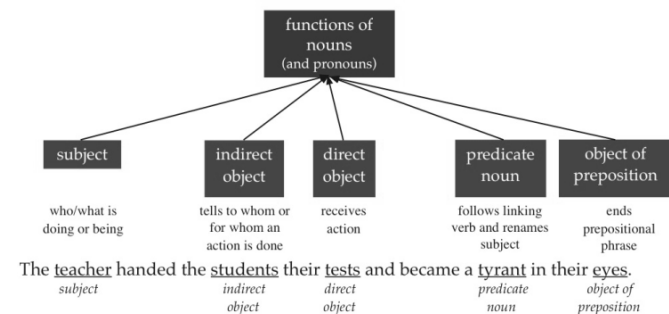
- job or function of the word being labeled
- how word works with other words to convey meaning

Remember, if your sentence work stops at labeling, you've missed the boat!

## From Parts of Speech to Sentence Parts

- Parts of speech include noun, verb, pronoun, adjective, adverb, preposition, conjunction, and interjection.
- Sentence structure is determined by how we use different nouns and verbs to construct sentences. The language is different.
- We will move from parts of speech to sentence parts here.

## From Parts of Speech to Sentence Parts



(Van Cleave, *Writing Matters*, 2014)

## Reference Card: Kinds of Nouns

- Subject – who/what is doing the action
  - John ate chicken.
- Direct object – receives action of verb
  - John ate chicken.
- Indirect object – tells to whom or for whom an action is done
  - John hit me the ball.
- Predicate noun – follows linking verb and renames subject
  - John is a pilot.
- Object of preposition - noun/pronoun that ends prepositional phrase
  - John ate chicken at the restaurant.

## From Parts of Speech to Sentence Parts



## Reading/Writing Connection: Why Know About Clauses & Phrases?

- Ultimately, students must understand that groups of words (within sentences) convey meaning
- Sentence structure involves...
  - Understanding narrative, informative, and opinion writing
  - Writing in narrative, informative, and opinion genres



“All you have to do is write one true sentence.  
Write the truest sentence that you know.”

- Ernest Hemingway

## Sentence Parts & Kinds of Sentences

- Every sentence must have a subject and a predicate.
  - The subject is who or what is doing the action – “the doer.”
    - The hungry man ate quickly.
      - *Man is the simple subject. The hungry man is the complete subject.*
  - The predicate is the action – “the do.”
    - The hungry man ate quickly.
      - *Ate is the simple predicate. Ate quickly is the complete predicate.*

## SP - Subjects



subject – who or what is doing the action

1. The ferocious dog barked at my friend.
2. A storm in our town took down a lot of trees.
3. Several boys and girls played in the park on Saturday.
4. The student with braces stopped chewing gum.
5. I ran and skipped down the street in the rain.

## Activity 6: Subjects – Identify – Answers

1. Harriet Tubman suffered many hardships as a girl growing up in the south.
2. This powerful woman’s path was directly influenced by those hardships.
3. Tubman’s work to free the slaves is acknowledged universally by historians.

## SP - Predicates



predicate – the action

1. The ferocious dog barked at my friend.
2. A storm in our town took down a lot of trees.
3. Several boys and girls played in the park on Saturday.
4. The student with braces stopped chewing gum.
5. I ran and skipped down the street in the rain.

### Activity 7: Predicates – Identify – Answers

1. Marian Anderson was one of the most celebrated singers of the 20<sup>th</sup> century.
2. She became the first African American to sing with the New York Metropolitan Opera.
3. Denied the right to perform at D.C.'s Constitution Hall, she instead performed at the Lincoln Memorial at the invitation of Eleanor Roosevelt.

### SP - Predicates

predicate – linking

1. My grandmother was tired after our visit.
2. That cup of water is icy cold.
3. The milk tastes like chocolate.
4. Our fantastic teacher will be late today.
5. You are my best friend.

### SP – Subjects & Predicates

Subject or Predicate?

1. a delicious red and white candy cane
2. bought three pounds of licorice
3. the overweight gorilla
4. my next door neighbor
5. biked around the block

### SP – Complete or Incomplete

Sentence or Fragment?

1. The crane lifted the roof off the house
2. Cozy chair by the fireplace
3. Reading a book in a chair by the window
4. I drank water after running up the stairs
5. The child dropped his iPad on the floor

## SP – Compound Subjects & Predicates



Compound subject – who or what is doing the action

Compound predicate – the action

1. Compound subject:
  1. Crocodiles and alligators like the water.
  2. Several boys and girls swam in the camp's icy, cold lake.
2. Compound predicate:
  1. The huge dog raced down the street and barked angrily.
  2. Jamel brushed his teeth and went to bed.
3. Compound subject and predicate:
  1. The boy and his friends drank lemonade and ate cookies.

## Activity 8: Simple Subjects & Predicates – Identify – Answers

1. Karana *hunts* for food on the island.
2. Percy *has* many adventures with his friends.
3. Brian *survives* in the wilderness after his plane crashes.

## Activity 8: Simple & Compound Subjects & Predicates – Identify – Answers

1. Jess *has been running* all summer and *wishes* to be the fastest runner in his grade.
2. The Aleuts and the forces of nature *serve* as antagonists in *The Island of the Blue Dolphins*.
3. Claudia and Jamie *travel* to Mrs. Frankweiler and *discover* the secret of the statue.

## SP – The Clause

The key building block of any sentence writing is the clause.

We combine clauses in different ways to show relationships between groups of words and to increase sentence variety.

## SP – The Clause

clause = group of words with subject  
and its predicate

clause ≠ sentence

Some clauses can stand by themselves,  
and some cannot.

## SP – Phrases & Clauses



Label each P (phrase) or C (clause).

1. on the street corner by the bus
2. while my sister took out the trash
3. in the abandoned house next door
4. whenever your uncle comes for dinner
5. because the spill ruined the chair

## Activity 9 – Phrases & Clauses - Answers

- |           |            |            |
|-----------|------------|------------|
| 1. Phrase | 10. Phrase | 19. Clause |
| 2. Clause | 11. Phrase | 20. Phrase |
| 3. Phrase | 12. Clause | 21. Clause |
| 4. Clause | 13. Clause | 22. Clause |
| 5. Clause | 14. Clause | 23. Clause |
| 6. Phrase | 15. Phrase | 24. Clause |
| 7. Clause | 16. Clause | 25. Phrase |
| 8. Phrase | 17. Phrase | 26. Phrase |
| 9. Phrase | 18. Phrase |            |

## SP – Independent & Dependent Clauses

clause = group of words with s + p

Independent clause – I

clause that can stand by itself

Dependent clause – D

clause that cannot stand by itself

## SP – Independent Clauses

Remember that independent clauses (I) can stand by themselves as sentences. Here are some:

- I painted a picture
- the teacher walked into the room
- my friends drank all the tea

## SP – Dependent Clauses

Remember that dependent clauses (D) cannot stand by themselves as sentences. Here are some:

- while I was napping
- if you finish your homework
- after we got home from school

## SP – Independent & Dependent Clauses



All of these are clauses. Label each I (independent) or D (dependent).

1. the doctor checked the child's throat
2. as long as you eat your vegetables
3. I will write down my assignment
4. because the rooster crowed
5. if it stops raining this afternoon

## Activity 10 – Independent & Dependent Clauses - Answers

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. Independent | 10. Independent | 19. Dependent   |
| 2. Dependent   | 11. Dependent   | 20. Independent |
| 3. Independent | 12. Independent | 21. Independent |
| 4. Dependent   | 13. Dependent   | 22. Dependent   |
| 5. Independent | 14. Independent | 23. Independent |
| 6. Dependent   | 15. Independent | 24. Dependent   |
| 7. Dependent   | 16. Independent |                 |
| 8. Dependent   | 17. Independent |                 |
| 9. Independent | 18. Dependent   |                 |

## SP – Simple Sentence

A simple sentence has 1 subject-predicate relationship that stands alone.

(1 independent clause = I)

It is not necessarily simplistic.

These sentences are simple:

1. I slept.
2. The girl sang the national anthem at Friday night's game.
3. We attended the workshop today to expand our knowledge of the writing process.

## SP – Compound Sentence

**F**—for  
**A**—and  
**N**—nor  
**B**—but  
**O**—or  
**Y**—yet  
**S**—so

A compound sentence has 2 independent clauses (I)

They are joined by a comma + coordinating conjunction (for, and, nor, but, or, yet, so)

John went to the store, but it was closed.

## SP – Compound Sentence



Here are some examples:

I, fanboys I

1. The professor read the classics, for he was an interested scholar.
2. It rained, and she jumped in the puddles.
3. I do not like mushrooms, nor do I like chicken livers.
4. I will take you to the store, but you need to bring your own wallet.
5. We could all wash the dishes, or you could do it alone.
6. The lunch was mediocre, yet the key lime pie was divine.
7. The doctor saw all her patients before three, so she went home early.

## SP – Compound Sentence – Tricky!

Remember that a clause has a subject and its predicate. Don't let the examples below trick you!

Which of these are compound sentences?

(Hint – only 2 fit the criteria.)

1. We played on the swings at recess, but Jason had classwork to finish.
2. Edward gathered the laundry and headed toward the washer.
3. We could spend time at the park, or we could catch a movie.
4. Emma wanted to be a firefighter or a stay-at-home mom.

## SP – Complex Sentence

A complex sentence has 1 independent clause and 1 (or more) dependent clauses.

For many complex sentences, the dependent clause (D) begins with a subordinating conjunction. These complex sentences typically follow a D,I or ID pattern.

Whenever it rains, I forget my umbrella. (D,I)  
I like ice cream because it tastes delicious. (ID)

## Reference Card: Common Subordinating Conjunctions

after	even though	until
although	if	when
as	in order that	whenever
as if	just as	where
as long as	now that	whereas
as soon as	once	wherever
as though	since	whether
because	so that	while
before	though	
even if	unless	

## SP – Complex Sentence

We already studied the 2 different kinds of clauses. All we're doing here is putting 1 of each together to make a sentence.

1. Once you make lemonade, I will have a glass.
2. You should go home as soon as you finish.
3. Before we eat dessert, you should finish your vegetables.

## SP – Complex Sentence

Here are some D,I examples. The D clause functions as an adverb because it describes the verb in the I clause.

1. Until her father gets home, Sarah may play the game.
2. Even though I took some aspirin, I have a headache.
3. Because there was a rattlesnake in its path, the horse got spooked.

## SP – Complex Sentence



Here are some ID examples. The D clause functions as an adverb because it describes the verb in the I clause.

1. We got to the store before it closed.
2. Jake and Shane fell asleep once the dog quit barking.
3. Sylvia can go out to play as long as she finishes her homework.

## SP – Complex Sentence – Tricky!

Remember that a clause has a subject and its predicate. Don't let the examples below trick you!

Which of these are complex sentences?  
(Hint – only 2 fit the criteria.)

1. The plane landed safely on the runway before the lightning struck.
2. Before the long, boring game, we went out for pizza.
3. If your cold gets worse, you should see a doctor.
4. I like going for a walk after a long, stress-filled work day.

## SP – Another Compound Sentence: This Time With A Semi-Colon (;)

1. Remember that a compound sentence has 2 independent clauses. We already reviewed that they can be joined with a comma and coordinating conjunction.
2. They can also be joined with a semi-colon, which functions like a period between two closely related sentences.

I;I

Excess rain caused the river to overflow;  
nearby townspeople were hastily evacuated.

## SP – Compound Sentences – With Semi-Colons and Conjunctive Adverbs

Both children and adults often have difficulty punctuating sentences with *however* in them. However does not function as a conjunction; it is called a conjunctive adverb. Typically, it begins an independent thought you want to join to the prior one.

I love mint chip ice cream on a hot summer day;  
however, it is not a healthy choice.

## Reference Card: Common Conjunctive Adverbs



accordingly	for instance	obviously
actually	furthermore	on the contrary
additionally	however	on the other hand
also	in addition	similarly
alternatively	indeed	simultaneously
as a result	in fact	still
at the same time	instead	then
certainly	likewise	therefore
clearly	meanwhile	
consequently	moreover	
for example	nevertheless	

## SP – Another Complex Sentence, This Time With An Adjective Clause

1. Remember that a complex sentence has 1 independent clause and 1 (or more) dependent clauses.
2. While some dependent clauses (D) begins with a subordinating conjunction, others begin with a relative pronoun or adjective.
3. These special adjective (relative) clauses *always* follow the noun or pronoun they are describing. Common relative pronouns include who, which, and that.

## SP – Complex Sentence – With Adjective Clauses

Here are some examples of complex sentences with relative clauses. Notice that the independent clause (I) is blue while the dependent clause (D) is red.

1. The doctor, who was nearing retirement, still had great skill with his patients.
2. That table, which is a million dollar antique, will never leave our family.

## SP – Complex Sentence – With Adjective Clauses

Here are some more examples. Notice that relative clauses can appear anywhere as long as they immediately follow the noun they describe.

1. I spent hours preparing the chicken dish, which was delicious, nutritious, and well prepared.
2. My eldest son, who has a bad attitude early in the morning, is best avoided before noon.
3. I handed the outfit to Sue, who looked at it with disdain.

## SP – Complex Sentence – With Adjective Clauses



Here are a few more examples.

1. Mark enjoys any show that holds his interest.
2. The police officer, who held the only key to the locker, stored the imports, which were thought to be stolen.
3. The bicycle that has no tires should be thrown out.

## Reference Card: Punctuating Adjective Clauses

1. Non-essential adjective (relative) clauses are surrounded by commas because they can be safely removed from a sentence without modifying the main meaning. Which always takes commas.
2. Essential adjective (relative) clauses are not surrounded by commas because removing them would make meaning unclear. That never takes commas.
3. Who takes commas only when it is non-essential. It depends on context.

## SP – Simple, Compound, & Complex Sentences



*Can you tell them apart?*

1. Simple Sentence – 1 independent clause (I)
2. Compound Sentence – 2 independent clauses (I) joined by comma + fanboys
3. Complex Sentence – 1 independent (I) and 1 (or more) dependent (D) clauses

## SP – Appositives

An appositive is a noun/pronoun adjacent to another noun/pronoun that renames it. Often they fall between the subject and predicate in a clause:

- George Washington, our first president, led the Continental Army during the American Revolution.
- Will Smith, actor and musician, hails from Pennsylvania.
- Born in Springdale, PA, Rachel Carson, author of *Silent Spring*, was a pioneer in the environmental movement.

## SP – Appositives

Appositives can really appear anywhere in a sentence as long as they're adjacent to the noun/pronoun they rename:

- An American contralto and Civil Rights activist, Marian Anderson sang on the steps of the Lincoln Memorial. (born in Philadelphia)
- A multiple record holder and native of Philadelphia, Wilt Chamberlin was one of the finest basketball players who ever lived.

## SP – Appositives

Here are some more:

- The table, an antique, sits in the foyer of the mansion.
- During World War II, F.D.R., the president of the United States, and Winston Churchill, the British Prime Minister, worked together with other Allied leaders to defeat the Axis Powers.
- Shirley Jones, lead actress of the popular *Partridge Family* and a native of Charleroi, PA, also won the Oscar for Best Actress.

## Reference Card:

### SP – Appositives or Adjective Clauses

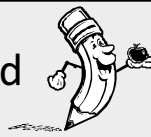
Sometimes, appositives and adjective clauses are confused. Quickly, here's a clarifying note using Pennsylvania native John Updike:

- John Updike, who passed away in 2009, is author of *The Witches of Eastwick*, an amusing tale.
  - *Adjective clause with subject and predicate: who passed away in 2009*
  - *Appositive renaming The Witches of Eastwick: an amusing tale.*

## POS – Adjectives & Adverbs Words, Phrases, & Clauses

- Adjective and adverb, first introduced in 1<sup>st</sup> grade, continue to impact sentence writing and comprehension throughout schooling.
- As students in the upper grades review these “basic” concepts, teachers should expand student understanding into phrases and clauses.

## POS – Adjectives Revisited



- An adjective describes (modifies) a noun or pronoun. Words, phrases, and clauses can function as adjectives:

– Word: *young* child

– Phrase: child *with an attitude*

– Clause: man *who would be king*

## POS – Adverbs Revisited



- An adverb describes (modifies) a verb (or an adjective or other adverb). Words, phrases, and clauses can function as adverbs:

– Word: walked *quickly*

– Phrase: walked *at an alarming pace*

– Clause: walked *because he needed exercise*

## Reference Card: Gerunds

*Verbals = Verbs Used as Something Else*

Gerund: always ends in –ing; verb used as noun

- Skiing is fun.
- I love baking!

Gerund phrase: Gerund with other modifiers

- Skiing down the slopes on a crisp winter day is a real thrill.
- I love drinking fresh lemonade on our back porch.

## Reference Card: Participles

*Verbals = Verbs Used as Something Else*

Participle: ends in –ing, –ed, –en, etc.; verb used as adjective

- busted faucet
- sleeping baby
- written response

Participial phrase: Participle with other modifiers

- The stairs carved into the cliff face made for treacherous climbing.
- Checking his texts surreptitiously, the boy pretended to listen to his teacher.

## Reference Card: Infinitives

### *Verbals = Verbs Used as Something Else*

Infinitive: to + verb; verb used as adjective, adverb, or noun

- I want to run.                      - Before we go out, we should plan to eat.
- I like to think that the students will do their homework carefully.

Participial phrase: Participle with other modifiers

- I prefer to consider that book a classic.
- I need to drink six cups of coffee in the morning.

## Sentence Skills & Comprehension

- A growing body of research (Scott 2009; Brimo et al, 2015) indicates that comprehension is connected not just to vocabulary but also to syntax.
  - A student must be familiar with 90-95% of the words on a page to understand the content (Nagy & J. Scott, 2000).
  - That said, a student can be familiar with all the words in a text and, due to syntax, still find that text incomprehensible.

## Sentence Skills & Comprehension

- Consider these two examples:
  - Abraham Lincoln was the 16<sup>th</sup> president of the United States. He was born in Kentucky and had three children.
  - Abraham Lincoln, who was born in Kentucky and had three children, was the 16<sup>th</sup> president of the United States.

## Sentence Skills & Comprehension

- In a hole in the ground there lived a hobbit.
  - J.R.R. Tolkien, *The Hobbit*
- In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since. "Whenever you feel like criticizing any one," he told me, "just remember that all the people in this world haven't had the advantages that you've had."
  - F. Scott Fitzgerald, *The Great Gatsby*

## Sentence Skills & Comprehension

- The antique wooden box where I kept my secrets sat beneath my bed, which was covered in a patchwork quilt – worn, tattered, and childlike.
- The message carved into the ancient pine tree’s trunk was clear: “Go back.”
- Do not wonder with impudence or, worse, insolence, whether the person who sits next to you is worth your time. Her words, not her appearance, will do much to inform your decision. And who is to say that you aren’t the lucky one?

## **PULLING IT ALL TOGETHER- COMPONENTS OF A SENTENCE- LEVEL LESSON**

### Elements of a Sentence Structure Lesson

1. Introduce the concept clearly and succinctly, using both a visual and a verbal description.
2. Have students identify the element in pre-existing sentences (a brief portion of the lesson).
3. Have students conduct activities such as sentence expanding, combining, and imitating to practice their knowledge and application of the given element.

(Van Cleave, *Writing Matters*, 2014)

### Elements of a Sentence Structure Lesson

4. Have students create their own examples of the element.
5. Have students share those examples with the class.
6. Use student examples to clarify and expand upon student knowledge.

(Van Cleave, *Writing Matters*, 2014)

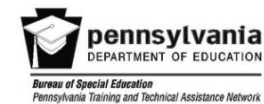
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Commonwealth of Pennsylvania

Tom Wolf, Governor