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Syntax for Writing and Reading

Developing Sentence Skills in Students of All Ages

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- Useful Activities

IV. Word Lists for Writing

Elementary Grammar Reference Sheet (K-3)

Keep two things in mind:

- We teach grammar to improve writing. If you cannot justify teaching a particular concept in terms of improving a student's writing, don't teach it.
- The best grammar exercises involve students writing sentences that contain and reinforce various grammatical concepts.

Parts of Speech: Consider the job the word does in the sentence.

• noun	names a person, place, thing, (idea)	John, school, bench, (peace)
• verb	action word (linking, helping)	jump, (am, seem)
• pronoun	takes the place of noun	he, you, they, me
• adjective	describes a noun (or pronoun)	ugly, sleepy, blue
• adverb	describes a verb, (adjective, or other adverb)	quickly, soon
• preposition	begins a phrase (anything a plane can do to a cloud)	in, on, around
• conjunction	joins 2 words or 2 groups of words	and, whenever
• article	<i>teach in adjective family</i>	<i>a, an, the</i>
• interjection	<i>expresses emotion - inessential</i>	<i>whoa!</i>

Sentence Parts: Clauses are the building blocks to all sentence writing.

For all:

simple subject	what's doing the action (the "doer")	<u>John</u> went to the store.
simple predicate	main verb (use verb/predicate interchangeably)	John <u>went</u> to the store.
simple sentence (1st and up)	complete thought with one s-v (subject-verb) relationship	John went to the store.
compound sentence (1st and up)	2 complete thoughts, each with its own s-v relationship, joined by comma + and, but, or	John went to the store, but it was closed.

For all teachers and students 3rd grade and up (introductory material):

complete subject	what's doing the action and its modifiers	<u>My best friend</u> met me here.
complete predicate	main verb/action plus its baggage	My best friend <u>met me here</u> .
clause	group of words with subject and predicate	John went to the store because she is finished
independent clause	clause that can stand by itself	I John went to the store
dependent clause	clause that cannot stand by itself	D because she is finished
simple sentence	one independent clause	I John went to the store.
compound sentence	2 independent clauses joined by comma + for, and, nor, but, or, yet, so	I, fanboys I John went to the store, but it was closed.
complex sentence	1 independent clause and 1 or more dependent clauses	ID John went to the store because he needed milk. D, I When John went to the store, he forgot his wallet.
direct object	receives action of verb	John threw the <u>ball</u> .

Introducing Parts of Speech in K-5

Noun	Classroom Naming/Labeling Nature/Street Walk Categorization	
Verb	Classroom Naming/Labeling Nature/Street Walk Conjugation Yesterday/Today/Tomorrow Verb Charades	
Pronoun	Family Tree Passage Reading (pronoun replacement)	
Adjective	Classroom Naming/Labeling Nature/Street Walk Object Description Coloring/Counting Sense Exploration Adjective Charades	
Adverb	Verb Description	
Preposition	Student/Chair Plane/Cloud Paper/Words	
Conjunction	Plus Sign Humans Holding Hands Walk/Direction	

Grammar Builder Sample

adjective

common noun

prepositional phrase

ugly

toad

on the mossy rock

Grammar Reference Sheet (4-12)

Keep two things in mind:

- We teach grammar to improve writing. If you cannot justify teaching a particular concept in terms of improving a student's writing, don't teach it.
- The best sentence-level activities involve having students *write* sentences that practice/contain taught concepts.

Parts of Speech: Consider the job the word does in the sentence.

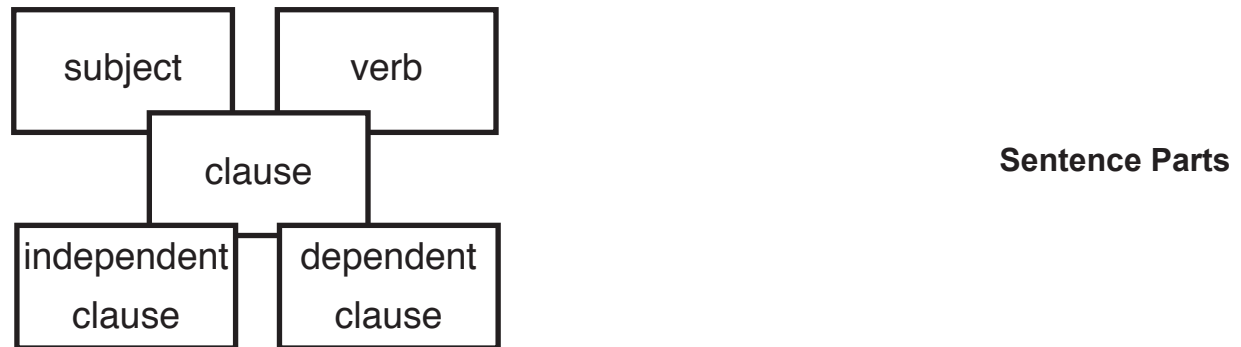
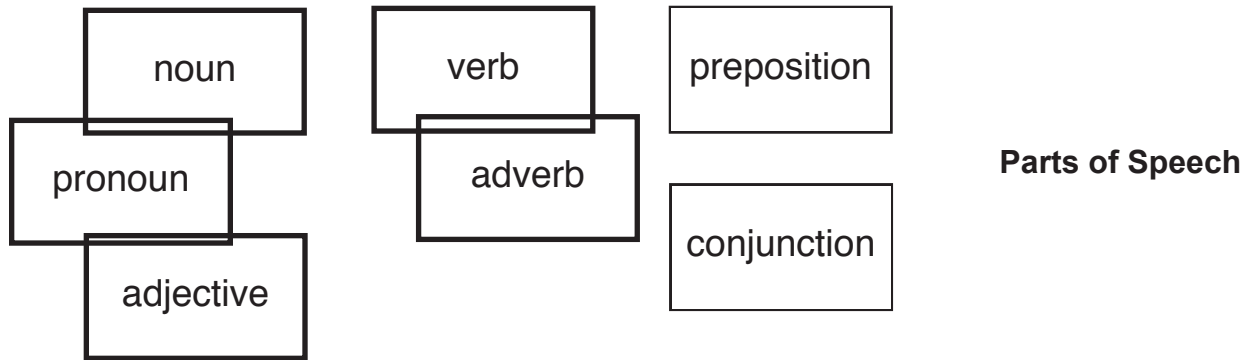
• noun	names a person, place, thing, or idea	boy, school, bench, peace
• verb	action, linking, or helping word	jump, am, seem
• pronoun	takes the place of a noun (stands for a noun)	he, you, they, me
• adjective	describes a noun or pronoun	ugly, ignorant, silly
• adverb	describes a verb (or an adjective, or other adverb)	quickly, soon, never
• preposition	begins a phrase (shows position)	in, during, around
• conjunction	joins 2 words or 2 groups of words	and, whenever
• article	teach in adjective family	a, an, the
• interjection	expresses emotion - not useful for instruction	whoa!

Sentence Parts: Clauses are the building blocks to all sentence writing.

simple subject	who/what is doing the action		The elderly <u>man</u> went to the store.
complete subject	subject with its baggage (the "doer")		<u>The elderly man</u> went to the store.
simple predicate	main verb		The elderly man <u>went</u> to the store.
complete predicate	verb with its baggage (the "do")		The elderly man <u>went to the store</u> .
direct object	receives action of predicate (verb)		John threw the <u>ball</u> .
indirect object	tells to whom/for whom action is done		John threw <u>Mark</u> the ball.
predicate noun	follows linking verb and renames subject		John is a <u>pilot</u> .
predicate adjective	follows linking verb and describes subject		John seems <u>exhausted</u> .
object of preposition	noun/pronoun that ends prepositional phrase		John sat on the <u>chair</u> .
clause	group of words with subject and predicate		- John went to the store - because she is finished
independent clause	clause that can stand by itself	I	John went to the store
dependent clause	clause that cannot stand by itself	D	because she is finished
simple sentence	one independent clause	I	John went to the store.
compound sentence	2 independent clauses joined by comma + for, and, nor, but, or, yet, so or 2 independent clauses joined by ; I;I	I, fanboys I	John went to the store, but it was closed. John went to the store; it was closed.
complex sentence	1 independent clause and 1 or more dependent clauses	ID D, I I D	John went to the store because he needed milk. When John went to the store, he forgot his wallet. John, who was selected as our leader, rarely smiled.

The Warm-Up

Displaying grammar vocabulary cards: During the warm-up and any identifying activities, the teacher (and ideally the students) should display their cards using the layouts below. Students should learn to organize the cards as such independently. This practice will help students internalize the relationships between the different parts of speech. They will understand the way words, phrases, and clauses work together, improve their syntax comprehension, and develop sentence writing and expanding skills.



On the next page: This activity sheet (and similar sheets) have several advantages.

- (1) They move students quickly from “identify” to the text generation activities that truly benefit writing.
- (2) They are interactive, allowing students to work together, share results, and check their work with each other -- in a non-punitive way.
- (3) They are instructive (a rarity for a “worksheet”).

Now It's Your Turn!

IECC: Identify, Expand, Combine, Create

Adjectives

Identify: Underline the adjectives in the following sentences. (Do not include articles.)

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

Check your work!

Expand: Add at least 3 adjectives to each sentence to make it more descriptive.

1. The children and their leaders took vans to a campground.

2. Over a campfire, the children roasted hotdogs and sang songs.

Share: Choose #1 or #2 to share with your group.

Combine: Combine the following short sentences into one longer sentence.

1. My grandfather told jokes at the table. He is friendly. His jokes were funny.

2. My sisters and I listened to the jokes and ate snacks. My sisters were hungry. The snacks were nutritious. Our dad had prepared the snacks.

Check your work!

Create: Write your own sentences.

1. Write a sentence using these adjectives: wise, elderly

2. Write a sentence with at least two of your own adjectives in it:

Share: Choose #1 or #2 to share with your group.

Sample Parts of Speech Worksheet

Definition & Examples

Since this is not a quiz or test, provide a definition and plenty of good examples, allowing the student to remind himself of the concept addressed. Additionally, another adult (e.g., study hall teacher, parent) can offer brief assistance if you provide examples.

Differentiated Instruction

Customize this sheet by writing the # of words per sentence the student is to write. If your number is too large, the student is likely to write run-ons or fragments.

Word Choice

Instructors can provide words or collect a student-generated list of words, from which each student can choose 4 to use. Words can come from studied content or reflect a language arts concept being taught (e.g., oo nouns or nouns with the base -port- in them).

Topic

The instructor should not feel obligated to fill in a Topic. If the Nouns to Use are oo nouns, for example, a topic will prove too restrictive.

Nouns
POS-Noun1
wvced.com

at least words

Name: _____

Date: _____

noun = names a person, place, or thing

Nouns To Use

mother tickets bridge troll playground board
 The mother and her daughter bought tickets to see the show.
 The nasty troll lived under the wooden bridge.
 A rusty nail stuck out of an old board at the local playground.

Topic: _____

Use good nouns in your own sentences below:

1. _____

 2. _____

 3. _____

 4. _____

Sentence Check:
 _____ Do your sentences start with capital letters?
 _____ Do your sentences end with proper end punctuation?

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Sentence Check

The Sentence Check is customizable. Choose 2-3 items for her to focus particular attention on. These items should be manageable and not too far above the student's current skill level. As a skill becomes automatized, replace it with a new goal. Students should do their sentence check when with you to allow for clarifying questions. Often, I do not mark off for errors on a sheet like this one unless they are on the Sentence Check.

Five-Point Instructional Strategy

New Concept

- a. **Teacher introduces concept and then asks students to explain it, proving understanding.** In most instances, introducing a part of speech or sentence part to your students should take just a few minutes. Students should create (or you should provide) a vocabulary card with term on front, definition and examples on back; explain the term and its definition; and have them explain it back to you or, in the case of large group instruction, to each other. Students can illustrate their cards as well.

Review Concept

- a. **Students explain concept, proving understanding.** The emphasis here is on information your students have learned and can share. With most concepts this will take only a few minutes. Students should begin by verbalizing what they know from memory and then use the concept vocabulary card to elaborate on their understanding.

- b. **Students identify examples of the concept in context.** Have students sort words, sentence parts, or sentences to help them recognize the concept you are teaching. Have them identify examples of the studied element in a larger context. Professionally written sentences, from both textbooks and good literature, sometimes serve this purpose well and also offer material for further discussion.

- c. **Students create their own examples in isolation.** Students must focus primary attention on creating examples of the concept, in isolation and in applied context. Keep the emphasis on student-generated work.

- d. **Students share their examples with the instructor and their classmates.** When the students complete independent practice of a concept at their desks, always allow time to share results. This (a) validates the students' writing, (b) encourages them to write at a more sophisticated level since they anticipate an audience, (c) allows the instructor to check for competence, and (d) provides student-generated examples (whether correct or not) for further discussion and analysis.

- e. **Teacher uses examples, both correct and incorrect, for clarification and further instruction.** As the students share, the teacher writes any incorrect examples as well as any examples that show a new or interesting development that warrants discussion. Since the examples come from the students' own writing on the day in question, the teacher is able to target student difficulties immediately and strengthen class understanding. Using student examples rather than prefabricated, professionally written sentences connects students to the assignment, provides immediacy and relevance, and gives the teacher valuable information about where the students are and what they need next in order to further their writing.

Common Sentence Templates

clause: group of words with a subject and its verb

independent clause: clause that can stand by itself

dependent clause: clause that cannot stand by itself

Simple Sentence 1 independent clause

I

Many have a single subject and predicate.

Mac went to the store.

On Tuesday Will visited our grandmother at her cottage in the next town.

Others have compound subjects and/or predicates.

Wes and Ethan often play tennis on Saturdays.

Logan saw an excellent movie and then went to dinner with friends.

(For a group of words to be a clause, it must have its own subject and predicate. It cannot share either with another clause.)

Compound Sentence 2 independent clauses

I, I; I
for and nor but or yet

joined by comma and coordinating conjunction...

Jackson went to the store, but it was closed.

Tickets for the final game were scarce, yet Drew still got seats.

I love to jog through the park, and Isabelle often joins me.

I do not want to go to the movies, nor do I feel like playing baseball.

...or joined by a semi-colon.

A number of recent inventions have changed the way the world functions; cell phones and the internet are two of the most obvious.

The game got rained out; however, the coaches rescheduled it for the following Saturday.

(Words such as however are conjunctive adverbs rather than conjunctions; these adverbs often begin the second clause of a compound sentence that uses a semi-colon and are always followed by a comma.)

Complex Sentence

1 independent and 1 (or more) dependent clauses

D, I ID I
D

using subordinating conjunction...

While Rob was pulling out of his driveway, he accidentally bumped into another car. (D,I)
Even though the movie ran late, Charles still got in before curfew. (D,I)

Luke spent an extra \$50 on his computer because it came with a printer. (ID)
Our mom banned drinks in the den after Jeb spilled soda on the good table. (ID)

...or using relative pronoun.

who had played competitive sports since fourth grade, started at free safety this fall.
Jack loved any book that could hold his attention.

Sentence Developing Activities

As your students develop an understanding of parts of speech and sentence parts, here are some activities designed to improve writing at the sentence level. Independent sentence writing (I) is the ultimate goal.

- A. Phrase/Clause & Independent/Dependent Clause Sorting - ESSENTIAL (3rd + up)
 - sort groups of words by whether they are clauses or phrases
 - sort clauses by whether they are Independent (main) or Dependent (subordinate)
- B. Sentence parts matching - join sentence parts to make sentences
- C. Sentence unscrambling - unscramble sentence chunks to make logical sentences
- D. Sentence imitating - write a sentence similar in structure to a provided model
- E. Sentence combining - combine sentences to create more sophisticated sentences with increased variety (in activities/exercises & your own writing)
- F. Sentence expanding - using bare bones sentence expanders
 - provide simple subject and verb and use questioning to prompt sentence expansion (e.g., John ate. when? where? why? how?)
 - provide simplistic sentence with nouns, verbs, and phrases and ask student to add adjectives and adverbs
- G. Tandem writing
 - student writes first half of sentence, trades papers with a classmate, and finishes classmate's sentence (subject to predicate or first clause to second clause)
- H. Writing sentences from prompts
 - "begin a sentence with the word _____" (sub. conj., transition word, etc.)
 - "write a sentence that contains _____" (sub. conj., prep., noun, etc.)
 - provide student with first sentence and transition word that is to begin second sentence
- I. Reordering elements of a sentence for variety
 - provide a sentence with a "floating" prepositional phrase that students can move
 - provide dependent and independent clauses to reorder for variety
- J. Sentence writing - ESSENTIAL
 - as a class starter
 - for class work and homework, even instead of paragraph writing

Sentence Frames

Sentence frames prove particularly useful to beginning and struggling writers, writers with word-retrieval or syntax issues, and English language learners. Once students have achieved basic sentence sense and the ability to generate sentences that follow a standard, basic template, providing more sophisticated sentence frames will help students vary their sentence structure.

Foundational Sentence Frame

Subject + Verb +

Object

Who or What	is doing or did	to whom or what, where, when, or how.
----------------------------	--------------------------------	--

Title or Author	tells explains describes (choose one)	main idea.
--------------------------------	---	-------------------

The digit _____	is in the _____ place.
------------------------	-------------------------------

When it comes to _____,	most of us would agree that _____.
--------------------------------	---

I predict that	_____.
-----------------------	---------------

Though _____ would disagree,	it is clear that _____.
---	--------------------------------

A. Clause/Phrase Activities

Identify each group of words below as a clause (C) or a phrase (P). Remember that a clause must contain a subject and its predicate (or main verb):

- | | |
|---|---|
| _____ 1. until I receive your donation | _____ 14. when the manager organizes the team |
| _____ 2. for breakfast | _____ 15. through the woods by the river |
| _____ 3. under the window | _____ 16. the party ended at midnight |
| _____ 4. since I slept | _____ 17. as long as you study before the game |
| _____ 5. beside the grocery store | _____ 18. if I finish the book |
| _____ 6. before she finished the pie | _____ 19. as soon as the painter finished |
| _____ 7. as soon as the temperature drops | _____ 20. when the exercise was over |
| _____ 8. because Mike could drive | _____ 21. at the end of the long road |
| _____ 9. if we see another ant | _____ 22. beneath the deep blue sea |
| _____ 10. after careful consideration | _____ 23. we both finished eating breakfast in time |
| _____ 11. between two slices of bread | _____ 24. because of the number of boxes |
| _____ 12. since yesterday | _____ 25. though I gave you three warnings |
| _____ 13. until you hear back from me | _____ 26. if the rain never stops |

All the groups of words below are clauses. Identify each as I (independent or main) or D (dependent or subordinate):

- | | |
|---|---|
| _____ 1. Constantine joined the sports club | _____ 15. whenever we have a chance to play golf |
| _____ 2. since Abraham Lincoln was elected | _____ 16. before I will clean out the closet |
| _____ 3. school lets out in June | _____ 17. if T.V. remained black and white |
| _____ 4. the play begins at 9 a.m. | _____ 18. my family is coming for the holidays |
| _____ 5. after we purchased the new car | _____ 19. the doe was brown with a white tail |
| _____ 6. if we can handle the time change | _____ 20. cleats were left on the radiator to dry |
| _____ 7. we ate the purple potato chips | _____ 21. although asparagus is out of season |
| _____ 8. water is the most healthy drink | _____ 22. the black panther pounced at the crowd |
| _____ 9. if my migraine doesn't linger | _____ 23. when the strawberries arrived |
| _____ 10. as long as the schedule will be kept | _____ 24. before I considered my sister's request |
| _____ 11. if I worry too much about the trip | _____ 25. where our cousins live |
| _____ 12. the postal carrier delivered the mail | _____ 26. whenever the detective catches the crook |
| _____ 13. at dawn the tribes gathered by the fire | _____ 27. Athena bursts full-grown from Zeus's head |
| _____ 14. just as Pearl Harbor was attacked | _____ 28. even when you struggle with your math |

B. Sentence Part Matching

1 *Subject*

Predicate

A. The little boy with dimples

A chirping blue jay

My grandmother

landed on the feeder in our yard.

smiled at the doctor's offer of candy.

used to bake me cookies each weekend.

B. A swarming nest of bees

A pair of monarch butterflies

Two long-legged giraffes

caused the family to leave the picnic early.

awkwardly bent down to reach the pond.

fluttered near me on my Saturday walk.

.....

2 *Subject*

Verb

Object

A. The grasshopper

Our dinner

The rambunctious child

was ruined

landed

toppled

on a green leaf in our yard.

the antique vase.

by a loud family argument.

B. An outstanding performer

The diver

Our president

announced

sang

bounced

the national anthem.

on the board.

a new plan for the country.

C. Sentence Unscrambling

1 At the word cluster level:

A. in our house we discovered much to our surprise \$10,000

B. to get ice cream we rode at noon our new bicycles to the store

2 At the word level:

A. frog brown rock under a crawled the large

B. friend night all we and video new a my got game played

D. Sentence Imitating

Write a sentence that is similar in form to the provided sentence:

1. Our friends came for dinner.

2. At the game we saw a home run.

3. While I was riding my bike, I saw a streak of lightning.

E. Sentence Combining

1. Delete the 2nd and 3rd sentences by putting their information in the 1st sentence:
The man and woman went to the mall. The man was tall. The woman was short.

The dinosaur stomped. He did it over the rocky ground. He did it to chase food.

2. Make each pair of sentences into a compound sentence using the provided keyword:
The new video game hit stores yesterday. We were the first ones to get it. (and)

Make each pair of sentences into a compound sentence. Use a conjunction:

Two rivers surrounded the town. There was still not enough water to drink.

3. Make each pair of sentences into a complex sentence using the provided keyword:
She was a good teacher. She yelled a lot. (although)

Make each pair of sentences into a complex sentence. (Use a subordinating conjunction.):

You do your homework. You will pass every test.

4. Combine into one sentence. Do not leave out any information:
The movie was excellent. It ran quite late. It starred Denzel Washington.

We were hungry. We went to my favorite restaurant. I ordered a burger and fries.

My cousins are from Australia. They visited us last month. We had a blast.

F. Sentence Expansion

The man climbed the stairs.

when? this morning

where? at the capitol building

how? grudgingly

why? because his appointment
was on the second floor

concession... although he was exhausted

what kind? elderly, frustrated

which one? with a nasty attitude

how many? *the (already included)*

The man ate his lunch.

when? _____

where? _____

how? _____

why? _____

concession? _____

what kind? _____

which one? _____

how many? _____

G. Tandem Writing

1. Finish these sentences:

a. I love weekends because _____.

b. John finished the quiz before _____.

c. Elijah found treasure in the chest, but _____.

d. We bought a used car from Chris; meanwhile, _____.

2. Add a sentence to each of these sentences:

a. Abraham Lincoln was the 16th president of the United States.

b. A Porsche pulled up to the five star hotel.

c. My friends and I won our first soccer game last Saturday morning against our arch
rivals. _____

H. Writing from Prompt Words

1. Write sentences including the provided transition words:

a. although _____

b. sometimes _____

c. before _____

2. Write sentences including the provided content-based words:

a. Benjamin Franklin _____

b. Hamlet _____

I. Other Sentence Building Activities

A. Prepositional Phrase Placement: Put a ^ in each spot where the given prepositional phrase could be placed. (This can also be done by giving students in a group setting their own cards, each with a word on it, and having them sort themselves into a logical sentence. An additional student, armed with the phrase, can stand in various places along the sentence's route where the phrase could logically be inserted):

1. The angry troll gobbled the mischievous children. under the bridge
2. The doctor prepared for a difficult surgery. in the operating room
3. My friend came to stay with me. over the weekend

B. Write each sentence two ways, one beginning with the dependent clause and the other ending with it. Be careful to use a comma when necessary.

1. my friend gave me a present because she is a nice person

version a: _____

version b: _____

2. I moved the boxes into the garage when my brother agreed to help

version a: _____

version b: _____

J. Content-Based Sentence Writing

1. List six things about _____ (content topic):

_____	_____
_____	_____
_____	_____

2. Write sentences using elements from the above list:

Use 2 in a compound sentence with a comma and coordinating conjunction: _____

Use 2 in a compound sentence with a semi-colon and a conjunctive adverb: _____

Use 2 in a complex sentence (D,I): _____

Use 2 in a complex sentence (ID): _____

Name: _____ Date: _____

compound sentence = 2 independent clauses
(joined by comma and coordinating conjunction)

We went tubing on the river yesterday,
and the water was icy.

The swirling river swept away her house,
but she and her family escaped.

I, I

for
and
nor
but
or
yet

Words
To Use

Topic: _____

Write your own interesting compound sentences below:

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence Check:

- Make sure each part of the sentence can stand alone.
- Make sure the subjects are different.
- Make sure the sentence has a comma (,) and a conjunction (for, and, nor, but, or, yet)

Syntax Concept	Text (Gr.)	Fiction Examples	Expository Examples
Simple Sentence	All (K)	<ol style="list-style-type: none"> 1. At the nature preserve, a family was enjoying a picnic. 2. The aliens landed their spacecraft in a small town in Pennsylvania. 	<ol style="list-style-type: none"> 1. M.L.K. Jr. is famous for his “I Have a Dream” speech. 2. Silk can be woven into a very soft and smooth fabric.
Compound Sentence w/coordinating conjunction (for, and, nor, but, or, yet, so)	All (1)	<ol style="list-style-type: none"> 1. The family felt completely safe, yet several bears ate them quickly and efficiently. 2. The aliens began exploring backyards in the town, for they were considering their next meal. 	<ol style="list-style-type: none"> 1. King penned a number of other speeches, but only “Letter from Birmingham Jail” was written in a jail. 2. Silk was invented in Ancient China, and for thousands of years it played an important role in their economy.
Compound Sentence w/semi-colon	Mostly Expos. Text (7)	<ol style="list-style-type: none"> 1. The bears were just waking from hibernation; therefore, they had been really hungry! 2. Two aliens investigated a variety of vegetable gardens; meanwhile, the remaining aliens guarded their ship. 	<ol style="list-style-type: none"> 1. King was part of the Selma to Montgomery march; interestingly, in 2014 it was made into an Academy Award winning movie called <i>Selma</i>. 2. The Chinese managed to keep silk a secret for over a millennium; however, in 550 AD it became known.
Complex w/Adverb Clause (D,I or ID)	Mostly Fiction (3)	<ol style="list-style-type: none"> 1. Because they appreciated a balanced diet, the bears were usually omnivores. 2. The aliens appreciated most vegetables although they despised Lima beans and mushrooms. 	<ol style="list-style-type: none"> 1. Since she outlived him by decades, Coretta Scott King was able to help preserve King’s legacy. 2. Flowers and birds were often embroidered into silk when it was made in Ancient China.
Complex w/ Adjective Clause (D-wedge)	Mostly Expos. Text (6)	<ol style="list-style-type: none"> 1. The bears, who were not used to a human diet, had digestive issues. 2. The aliens, who had traveled many light years to visit planet Earth, found one completely new vegetable. 	<ol style="list-style-type: none"> 1. King, who was a preacher, used his powerful oratory skills to preach for racial equality throughout his adult life. 2. Silk is a fiber that silkworms produce.
Appositive (can appear in any kind of sentence)	Mostly Expos. Text (8 - but do it earlier)	<ol style="list-style-type: none"> 1. The bears, wise animals of the wild, converted to vegetarianism after their experience. 2. The aliens, visitors with growling stomachs, discovered artichokes for the first time. 	<ol style="list-style-type: none"> 1. King, a well known Civil Rights leader, was assassinated in 1968, the year I was born. 2. The Silk Road, a trade route from Europe to China, was extremely important.

Name: _____

Date: _____

Instructor: _____

Grade: _____

Content Sentence Review

Topic _____

- List of
5 Facts
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Use facts from the above list to generate sentences with the following specifications.

☐

☐

☐

☐

☐

Conjunctions

coordinating (for compound sentences): I, fanboysI

for and nor but or yet (so)

subordinating (for complex sentences to begin adverb clauses - grouped by purpose): D,I ID

time:

after
as
as soon as
before
just as
now that
once
since
until
when
whenever
while

cause:

as
because
since

comparison:

as
just as
than

manner:

as
as if
as though

purpose:

in order that
so that

condition:

as long as
even if
if
unless
whether

place:

where
wherever

concession:

although
even though
though
whereas
while

Relative Pronouns

(for complex sentences to begin adjective clauses):

who which that whom whose

Conjunctive Adverbs

(optional for I;I compound sentences* - grouped by meaning):

additionally

also
furthermore
likewise
moreover
similarly
in addition

however

nevertheless
nonetheless
on the contrary
on the other hand
still

accordingly

as a result
consequently
hence
therefore
thus

actually

certainly
indeed
in fact

at the same time

meanwhile
simultaneously

afterwards

later
next
subsequently
then

alternatively

instead

for example

for instance

certainly

clearly
obviously

Prepositions

concrete prepositions

(to begin prepositional phrases)

above	near to
across	next to
around	on
at	on top of
behind	onto
below	out of
beneath	outside
beside	outside of
between	over
beyond	past
by	through
close to	throughout
down	to
far from	toward
from	towards
in	under
in front of	underneath
inside	up
into	upon
near	within

advanced prepositions

(to begin prepositional phrases):

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

*Use a semi-colon before and a comma after the conjunctive adverb.

Recommended Resources

Writing Matters Approach developed by William Van Cleave (available at wvced.com):

Binder Inserts. (several different styles for students at different grade levels, emphasizing quick and easy access to word lists and rules for sentence and essay construction)
Grammar Dice. (grammar/sentence generating dice activities)
GrammarBuilder Concept Cards. (concept cards including parts of speech and sentence parts for student and instructor use)
Sentence Sense. (workbook series for student practice in sentence skill development)
Sentence Stretches I & II. (sentence expansion card games)
Sentence Templates and Writing Expansion posters.
Words at Work I & II. (grammar/sentence construction card games)
Writing Skills Concept Charts. (with co-author Heather Redenbach) (8.5x11 visuals for parts of speech and sentence parts)
Writing Skills Sorters. (grammar/sentence sorting activity packs)

Writing tools that complement the Writing Matters approach (available by wvced.com):

Educational Fontware. (dual platform CD with all the major handwriting fonts; includes link letter, a revolutionary feature that allows you to link cursive letters together when creating customized handwriting sheets)
Handwriting paper. (different kinds of handwriting practice paper with different line spacings and other features)
Killgallon, Don & Jenny. *Sentence Composing & Grammar* series (6 books - sentence combining and other sentence building skills)
King, Diana. *Learning Cursive - Elementary Level* (left- & right-handed versions).
King, Diana. *Learning Print.* (new print workbook for instructing elementary students)
Padgett, Patricia. *Writing Adventures 1 & 2.* (workbooks involving sentence and paragraph writing)
Pencil Grips. (assorted pencil grips to improve or correct pencil grasp)
Tactile Surfaces for Writing. (Brain Freeze, Gel Board, and Smart Sand)

Other useful tools:

Graham, Steve, Charles A. MacArthur, and Jill Fitzgerald. *Best Practices in Writing Instruction.* guilford.com. (teacher resource)
Hochman, Judith and Natalie Wexler. *The Writing Revolution.* wiley.com. (teacher resource)
Jennings, Terrill M. & Charles W. Haynes. *From Talking to Writing: Strategies for Supporting Narrative and Expository Writing.* www.landmarkoutreach.org. (teacher resource)
King, Diana. *Cursive Writing Skills* (Left and Right Handed). epsbooks.com. (remedial workbooks)
King, Diana. *Keyboarding Skills.* epsbooks.com. (student book)
King, Diana. *Writing Skills, Books A, One, Two, and Three.* epsbooks.com. (workbooks involving grammar and sentence and paragraph construction)
King, Diana. *Writing Skills - Teacher's Manual.* epsbooks.com. (teacher resource)
MacArthur, Charles A., Steve Graham, & Jill Fitzgerald. *Handbook of Writing Research*, Second Edition. guilford.com. (teacher resource)
Mather, Nancy, Barbara J. Wendling, and Rhia Roberts. *Writing Assessment and Instruction for Students with Learning Disabilities.* josseybass.com. (teacher resource)
Schuster, Edgar. *Sentence Mastery, Levels A, B, and C.* phoenixlearningresources.com. (workbooks focusing on sentence combining skills)