

Dear Parents,

Welcome to the Shurley Method—English truly made easy! It is with much excitement that we share some of the unique features that make the Shurley Method so successful. Because of your concern as a parent to help your child, this booklet has been designed for you.

With this Parent Help Booklet, our goal is to give you, the parent, a basic understanding of the Shurley Method. We hope it makes your job of helping and encouraging your child at home a little easier. This booklet will provide you with samples of the terminology and style of teaching that is used at school so that you can follow your child's progress at home.

The information in this booklet is divided into the sections explained below.

The Introduction Section: The first three pages in the Parent Help Booklet will give you an understanding of why the Shurley Method works, outlining the key features and main elements taught in each grade level.

The Jingle Section: English definitions are taught in jingle form. The rhythm of the jingles is a fantastic learning tool that helps students learn and retain difficult English concepts. Students love reciting the jingles and are taught how to use the definition jingles to help analyze the structure of sentences. The Jingle Section will provide most of the jingles your child will learn during the year.

The Question & Answer Flow Section: Students are taught how to ask the right questions to find the role each word plays in the sentence being analyzed. This technique is called a Question & Answer Flow or the Q&A Flow. The Q&A Flow is done in a rhythmic, enthusiastic manner, enabling children to actively participate in their learning. Children's participation builds their confidence, and they are able to solve difficult sentence structure without constant assistance. The Q&A Flow is a stepping stone to higher level thinking skills because children will be stimulated to learn and use their own thought processes to answer questions about words and sentences. Several Q&A Flows and sample teaching scripts to introduce new concepts are provided in this section.

Practice sheets, for the sentences in this booklet, are available in a separate file that can be downloaded.

The Practice and Improved Sentence Section: Students are taught how to write and expand sentences correctly by writing practice sentences from grammar labels. Students then learn to improve their sentences by using synonyms, antonyms, or other word changes to improve different parts of the practice sentence. Writing improved sentences will help students to mentally make better word choices as they write because their writing ability and their vocabulary increase.

The Writing Section: The Shurley Method teaches the foundation of sentence composition: how to write a sentence, how to improve and expand a sentence, and then how to combine sentences into paragraphs. Since the Shurley Method teaches the parts of a sentence within the whole, students always have a clear picture of what it takes to write complete and accurate sentences, resulting in well-written paragraphs, essays, reports, and letters. Some writing samples and outlines that demonstrate different kinds of writing are provided in this section. Since students are taught to edit their writing, the editing checklist is also provided on page 19.

Brenda Shurley

Introduction Section

The Problem:

English. The very mention of this school subject brings shudders and moans from too many students. Why this attitude?

There are two reasons. First, many students hate and dread English because they are not successful in learning the concepts and rules they are taught. Second, a majority of students do not understand how to use the rules and concepts in their everyday speaking and writing. Since all students are required to take English for twelve years, it is essential that educators find a solution to this nationwide problem!

The Solution:

The Shurley Method is the answer. This program provides students with two important ingredients for success: a love of the English language and the ability to use the English language correctly with ease and confidence.

Why the Shurley Method?

For over twenty-five years, actual classroom situations and the learning needs of students have been used to develop this exciting English program. The features listed below show the advantages of the Shurley Method.

- **Never Teaches Isolated Concepts**
A concrete set of questions about each word in a sentence is used to teach students how all the parts of a sentence fit together. Students have a clear picture of how to write complete sentences.
- **Uses All Learning Styles**
Students are constantly exposed to “see it, hear it, say it, do it” activities that meet the visual, auditory, and kinesthetic learning styles of students.
- **Interactively Teaches During the Class Period**
The Shurley Method uses repetition, fun, and student-teacher interaction to help students learn difficult English skills. The teacher models each new step in the Shurley Method for the students. Then, the students actively participate with the teacher as the steps are practiced.
- **Uses Repetition to Attain Mastery**
The Shurley Method provides enough repetition for students to master each concept taught. Lessons include daily practice of old skills while new skills are being added.
- **Provides Tools for Writing Excellence**
The students are taught how to merge a strong skill foundation with the writing process. As a result, teachers can spend less time going over beginning grammar and editing skills and more time introducing and enhancing advanced grammar and writing skills.
- **Promotes Higher Order Thinking Skills**
Students use their grammar and writing skills automatically with dependable results. This leads to higher level thinking skills because the students are stimulated to learn and use their own thought processes to solve difficult language problems.
- **Leads to Success and Improved Self-Esteem**
The most important effect of the Shurley Method on students may not be their increased grasp of language and improved grammar and writing skills. Instead, the greatest impact may be the students’ heightened self-confidence and self-esteem. Not only do the students gain confidence in English, but they carry this improved attitude into other subject areas as well.

Introduction Section

Sentence Building

(Level 7 teaches the eight parts of speech: noun, verb, adverb, adjective, preposition, pronoun, conjunction, and interjection.)

The Shurley Method uses grammar to teach students the structure and design of their written language. Grammar provides students with a writing vocabulary, and it is the foundation of sentence composition. Students learn to write good sentences by using the basic sentence labels they are learning in grammar (A, Adj, SN, V, Adv) and by adding other labels as new concepts are taught. These sentences, written from grammar labels, are called Practice Sentences. Students then learn to improve and expand their sentences by using synonyms, antonyms, or complete word changes to improve different parts of the practice sentence.

Practice and Improved Sentences

Labels:	A	Adj	Adj	SN	V	Adv	Adv
Practice:	A	large	docile	monkey	walked	happily	around.
Improved:	An (change)	enormous (synonym)	obnoxious (antonym)	gorilla (synonym)	limped (synonym)	painfully (change)	around. (same)

The Writing Process

In the writing process, students are taught to write for different purposes. After they know the purpose of their writing, students are taught to organize their writing according to its purpose, to keep focused on the topic, to revise and edit their rough drafts, and to write a final paper.

As students progress in the Shurley Method year after year, they become better able to apply their knowledge of skills to editing and writing. As a result, the teacher can then spend less time laying basic foundations and more time introducing advanced writing concepts.

Paragraph Construction

After students learn to construct a variety of good basic sentences, they learn to write different kinds of paragraphs. In the three-point expository paragraph, students easily learn how to write a paragraph by using topic sentences, supporting sentences, and concluding sentences. Three-point paragraphs make it easy for students to learn how to organize the parts of a paragraph and to develop these parts into effective paragraph writing. *(An example of paragraph writing is provided on page 20. Guidelines and examples for essay writing are provided on page 21.)*

Shurley Method Patterns

The pattern of a sentence is the order of its main parts. The patterns used at this level are listed below. *(The Shurley Method abbreviations are listed on Page 7.)*

- Pattern 1: SN V** (Main parts: subject noun and verb.)
Pattern 2: SN V-t DO (Main parts: subject noun, verb-transitive, and direct object.)
Pattern 3: SN V-t IO DO (Main parts: subject noun, verb-transitive, indirect object, direct object.)
Pattern 4: SN LV PrN (Main parts: subject noun, linking verb, and predicate noun.)
Pattern 5: SN LV PA (Main parts: subject noun, linking verb, and predicate adjective.)
Pattern 6: SN V-t DO OCN (Main parts: subject noun, verb-transitive, direct object, and object complement noun.)
Pattern 7: SN V-t DO OCA (Main parts: subject noun, verb-transitive, direct object, and object complement adjective.)

Jingle Section

Sentence Jingle	
<p>A sentence, sentence, sentence Is complete, complete, complete When 5 simple rules It meets, meets, meets.</p> <p>It has a subject, subject, subject And a verb, verb, verb. It makes sense, sense, sense With every word, word, word.</p>	<p>Add a capital letter, letter, And an end mark, mark. Now we're finished, and aren't we smart! Now our sentence has all its parts!</p> <p>REMEMBER Subject, Verb, Com-plete sense, Capital letter, and an end mark, too. Our sentence is complete, And now we're through!</p>

The Noun Jingle
<p>It's a noun jingle, my friend. Shake it to the left, Shake it to the right, Find a noun and then recite: A noun names a person; A noun names a thing; A noun names a person, Place, or thing. And sometimes an idea. Person, Place, Thing, Idea, Person, Place, Thing, Idea. So shake it to the left, Shake it to the right, Find those nouns And feel just right!</p>

The Verb Jingle
<p>A verb, a verb. What is a verb? Haven't you heard? There are two kinds of verbs: The action verb and the linking verb.</p> <p>The action verb shows a state of action, Like stand and sit and smile. The action verb is always doing Because it tells what the subject does. We stand! We sit! We smile!</p> <p>The linking verb is a state of being, Like am, is, are, was, and were, Look, become, grows, and feels. A linking verb shows no action Because it tells what the subject is. <i>He is a clown. He looks funny.</i></p>

The Adverb Jingle
<p>An adverb modifies a verb, adjective, or another adverb. An adverb asks <i>How? When? Where? Why? Under what condition? and To what degree?</i> To find an adverb: Go, Ask, Get. Where do I go? To a verb, adjective, or another adverb. What do I ask? How? When? Where? Why? Under What Condition? and To What Degree? What do I get? An ADVERB! (Clap) That's what!</p>

The Adjective Jingle
<p>An adjective modifies a noun or pronoun. An adjective asks <i>What kind? Which one? How many?</i> To find an adjective: Go, Ask, Get. Where do I go? To a noun or pronoun. What do I ask? What kind? Which one? How many? What do I get? An ADJECTIVE! (Clap) That's what!</p>

The Preposition Jingle
<p>A PREP PREP PREPOSITION Is a special group of words That connects a NOUN, NOUN, NOUN Or a PRO PRO PRONOUN To the rest of the sentence.</p>

Object of the Prep Jingle
<p>Dum De Dum Dum! An O-P is a N-O-U-N or a P-R-O After the P-R-E-P In a S-E-N-T-E-N-C-E. Dum De Dum Dum - DONE!</p>

Prepositional Phrase Jingle
<p>I've been working with PREPOSITIONS 'Til I can work no more. They just keep connecting their OBJECTS To the rest of the sentence before. When I put them all together, The PREP and its NOUN or PRO, I get a PREPOSITIONAL PHRASE That could cause my mind to blow!</p>

Pronoun Jingle
<p>These little pronouns, Hanging around, Take the place of all the nouns. With a smile and a nod and a Twinkle of your eye, Give those pronouns a big high Five! Yea!</p>

Subject Pronoun Jingle
<p>There are seven subject pronouns That are easy as can be: I and we, (clap twice) He and she, (clap twice) It and they and you. (clap three)</p>

Object Pronoun Jingle
<p>There are seven object pronouns That are easy as can be: Me and us, (clap twice) Him and her, (clap twice) It and them and you. (clap three)</p>

Jingle Section

Preposition Flow		
<p>1. Preposition, Preposition Starting with an A. (Fast) aboard, about, above, across, after, against, (Slow) along, among, around, at.</p>	<p>2. Preposition, Preposition Starting with a B. (Fast) before, behind, below, beneath, beside, between, (Slow) beyond, but, by.</p>	<p>3. Preposition, Preposition Starting with a D. down (slow & long), during (snappy).</p>
<p>4. Preposition, Preposition Don't go away. Go to the middle And see what we say. E-F-I and L-N-O except, for, from, in, inside, into, like, near, of, off, on, out, outside, over.</p>	<p>5. Preposition, Preposition Almost through. Start with P and end with W. past, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, without.</p>	<p>6. Preposition, Preposition Easy as can be. We're all finished, And aren't you pleased? We've just recited All 49 of these.</p>

Noun Job Jingle	Possessive Pronoun Jingle
<p>Nouns will give you a run for your money. They do so many jobs That it's not even funny. A noun (person, place, or thing) Is very appealing! But it's the noun jobs That make nouns so revealing.</p>	<p>To find the nouns in a sentence, Go to their jobs, go to their jobs. Nouns do the objective jobs: They're the IO, DO, OC, and OP jobs; And nouns do subjective jobs: They're the SN, PN, and PrN jobs. Jobs, Jobs, Noun Jobs! Yea!</p>
	<p>There are seven possessive pronouns That are easy as can be: My and our, (clap twice) His and her, (clap twice) Its and their and your. (clap three times)</p>

The 23 Helping Verbs Of the Mean, Lean Verb Machine Jingle	
<p>These 23 helping verbs will be on my test. I gotta remember them, so I can do my best. I'll start out with 8 and finish with 15, Just call me the mean, lean, verb machine.</p> <p>There are the 8 be verbs that are easy as can be: am, is, are --was and were, am, is, are --was and were, am, is, are --was and were, be, being, and been.</p> <p>All together now, the 8 be verbs: am, is are -- was and were -- be, being, and been, am, is are -- was and were -- be, being, and been.</p>	<p>There're 23 helping verbs, and I've recited only 8. That leaves fifteen more that I must relate: has, have, and had --do, does, and did, has, have, and had --do, does, and did, might, must, may --might, must, may.</p> <p>Knowing these verbs will save my grade: can and could --would and should, can and could --would and should, shall and will, shall and will.</p> <p>In record time I did this drill. I'm the mean, lean verb machine - STILL!</p>

The Eight Parts of Speech Jingle	
<p>How do we learn the 8 parts of speech? Well, you gotta have a rhythm, and you gotta have a plan. Noun, verb, and pronoun are the leaders of the band! Adjective and adverb are the next ones to land. That only leaves the triplets for this music man: Preposition, interjection, and conjunction.</p>	<p>Learn the NVP-AA-PIC, And the 8 parts of speech you will receive. NVP: noun, verb, pronoun. AA: adjective and adverb. PIC: preposition, interjection, and conjunction. NVP-AA-PIC, NVP-AA-PIC.</p>

The Subordinate Conjunction
<p style="text-align: center;">There Are Some Subordinate Conjunctions in the Town</p> <p style="text-align: center;">After, Although, As, As much as, Because, Before, How, If, In order that, Inasmuch as, Provided, Since, Than, That, Though, Unless, Until, When, Where, Whether, (Pause) While.</p>

The Direct Object Jingle
<ol style="list-style-type: none"> 1. A direct object is a noun or pronoun. 2. A direct object completes the meaning of the sentence. 3. A direct object is located after the verb-transitive. 4. To find the direct object ask WHAT or WHOM after your verb.

Jingle Section

Transition Words Jingle

Listen, comrades, and you shall hear
About transition words
That make your writing smooth and clear.
Transition words are connecting words.
You add them to the beginning
Of sentences and paragraphs
To keep your ideas a-spinning.

These words can clarify, summarize, or emphasize,
Compare or contrast, inform or show time.
Learn them now, and your writing will shine!

Transition, Transition,
For words that SHOW TIME:
**first, second, third, before, during and after,
next, then, and finally.**

Transition, Transition,
For words that INFORM:
**for example, for instance, in addition, and as well,
next, another, also, besides, and along with.**

Transition, Transition,
For words that CONTRAST:
**on the other hand, otherwise, and however,
although, even though, but, yet, still.**

Transition, Transition,
For words that COMPARE:
as, also, like, and likewise.

Transition, Transition,
For words that CLARIFY:
for example, for instance, and in other words.

Transition, Transition,
For words that EMPHASIZE:
for this reason, truly, again, and in fact.

Transition, Transition
For words that SUMMARIZE:
**as a result, therefore, in conclusion, and last,
to sum it up, all in all, in summary, and finally.**

The Indirect Object Jingle

1. An indirect object is a noun or pronoun.
2. An indirect object receives what the direct object names.
3. An indirect object is located between the verb-transitive and the direct object.
4. To find the indirect object ask TO WHOM or FOR WHOM after the direct object.

The Predicate Noun Jingle

Listen, my comrades, and you shall hear
About predicate nouns from far and near.
No one knows the time or year
That the predicate nouns will appear.
Listen now to all the facts,
So you will know when the **Pred's** are back!

Dum De Dum Dum!

A predicate noun is a special noun in the
Predicate that means the same thing as the subject word.
To find a predicate noun, ask *what* or *who*
After a linking verb.

The Predicate Adjective Jingle

Listen, my comrades, and you shall hear
About predicate adjectives from far and near.
No one knows the time or year
That the predicate adjectives will appear.
Listen now to all the facts,
So you will know when the **Pred's** are back!

Dum De Dum Dum!

A predicate adjective is a special adjective in the
Predicate that modifies only the subject word.
To find a predicate adjective, ask *what kind of subject*
After a linking verb.

The Regular Verb Jingle

A regular verb, regular verb, regular verb
Is a main verb, main verb, main verb
That forms the past tense, past tense, past tense
With -ED, -D, -T on the end;
I said with -ED, -D, -T on the end.

The Irregular Verb Jingle

An irregular verb, irregular verb, irregular verb
Is a main verb, main verb, main verb
That forms the past tense, past tense, past tense
With a MIDDLE VOWEL CHANGE;
I said - with a MIDDLE VOWEL CHANGE!

Shurley Method Abbreviations

D	declarative sentence	P	preposition	HV	helping verb
Int	interrogative sentence	OP	object of the preposition	CV	compound verb
E	exclamatory sentence	SP	subject pronoun	V-t	transitive verb
Imp	imperative sentence	PPA	possessive pronoun adjective	LV	linking verb
SN	subject noun	PNA	possessive noun adjective	DO	direct object
V	verb	C	conjunction	IO	indirect object
Adj	adjective	I	interjection	PrN	predicate noun
Adv	adverb	OCN	object complement noun	PA	predicate adjective
A	article adjective	OCA	object complement adjective	N	noun

The Question & Answer Flow Section

Parent Note: This is a General Question and Answer Flow Guide that will help your child remember the order of most of the questions used to classify Pattern 1 sentences in the Shurley Method.

General Q & A Flow Guide #1 for Pattern 1 Sentences

To find the subject:

1. Read the sentence: ***The big wolf howled loudly at the moon.***
2. To find the subject, ask the subject question “who” or “what” and read the rest of the sentence. (Ask the subject question “who” if the sentence is about people. Ask the subject question “what” if the sentence is not about people.) Label the subject with an “SN” abbreviation.

What howled loudly at the moon? Wolf - SN (say “subject noun” not “SN”)

To find the verb:

1. Make sure you have marked the subject with the “SN” abbreviation.
2. To find the verb, ask the verb question “what is being said about” and then say the subject. Next, say the subject and verb together to make sure they make sense together. Label the verb with a “V” abbreviation.

What is being said about wolf? Wolf howled- V (say “verb” not “V”)

To find the adverb:

1. An adverb modifies a verb, adjective, or another adverb. Go to the verb first and ask an adverb question.
2. To find an adverb, say the verb and ask one of the adverb questions “how, when, or where.” Label the adverb with an “Adv” abbreviation.

Howled how? loudly - Adv (say “adverb” not “Adv”)

To find the preposition and the object of the preposition:

1. A preposition is a connecting word. It connects a noun or pronoun to the rest of the sentence.
2. An object of the preposition is a noun or pronoun after the preposition in a sentence.
3. A preposition must always have a noun or pronoun (an object of the preposition) after it.
4. To find a preposition, say the preposition word and ask the question *what* or *whom* to find the object of the preposition. Label the preposition with a “P” abbreviation and label the object of the preposition with an “OP” abbreviation.

At - P (say “preposition” not “P”)

At what? moon - OP (say “object of the preposition” not “OP”)

To find the article adjective:

1. There are three article adjectives: *a, an, the*. Article adjectives are also called noun markers because they tell that a noun is close by. Article adjectives must be memorized.
2. To find the article adjective, just memorize *a, an, and the* as article adjectives and say “article adjective” each time you see one of them in a sentence. Label the article adjective with an “A” abbreviation.

The - A (say “article adjective” not “A”)

To find the adjective:

1. An adjective modifies a noun or a pronoun.
2. To find an adjective, go to a noun or pronoun and ask one of the adjective questions: “what kind, which one, or how many.” Label the adjective with an “Adj” abbreviation.

What kind of wolf? big - Adj (say “adjective” not “Adj”)

The Rest of the Q & A Flow

1. The - A
2. SN V P1 check. (The pattern goes in the blank. The check is to identify the other parts of the Q & A Flow.)
3. (At the moon) - Prepositional phrase.
4. Period, statement, declarative sentence. (Write a “D” at the end of the sentence.)
5. Go back to the verb - divide the complete subject from the complete predicate. (Put a slash in front of the verb. See the example below for a classified sentence.)

A Adj SN V Adv P A OP

6. **SN V P1** The big wolf / howled loudly (at the moon). **D**

The Question & Answer Flow Section

Introducing the Subject Noun and Verb

Question and Answer Flow for Sentence 1: Doctor spoke.

1. Who spoke? doctor - subject noun (Write SN above *doctor*.)
Since *doctor* is a person, we ask the subject question using *who*.
The subject noun *doctor* tells "*who*" the sentence is about.
2. What is being said about doctor? doctor spoke - verb (Write V above *spoke*.)

Classified Sentence: SN V
Doctor spoke.

Question and Answer Flow for Sentence 2: Horses ran.

1. What ran? horses - subject noun (Write SN above *horses*.)
Since the word *horses* is an animal, we begin the subject question with *what*.
The subject noun *horses* tells *what* the sentence is about.
2. What is being said about horses? horses ran - verb (Write V above *ran*.)

Classified Sentence: SN V
Horses ran.

Introducing the Adjective, Adverb, and Article Adjective

Question and Answer Flow for Sentence 1: A brilliant doctor spoke reluctantly.

1. Who spoke reluctantly? doctor - subject noun (Write SN above *doctor*.)
2. What is being said about doctor? doctor spoke - verb (Write V above *spoke*.)
3. Spoke how? reluctantly - adverb (Write Adv above *reluctantly*.)
4. What kind of doctor? brilliant - adjective (Write Adj above *brilliant*.)
5. A - article adjective (Write A above *A*.)

Classified Sentence: A Adj SN V Adv
A brilliant doctor spoke reluctantly.

Question and Answer Flow for Sentence 2: Several chestnut horses ran fast.

1. What ran fast? horses - subject noun (Write SN.)
2. What is being said about horses? horses ran - verb (Write V.)
3. Ran how? fast - adverb (Write Adv.)
4. What kind of horses? chestnut - adjective (Write Adj.)
5. How many horses? Several - adjective (Write Adj.)

Classified Sentence: Adj Adj SN V Adv
Several chestnut horses ran fast.

Question and Answer Flow for Sentence 3: The keynote speaker arrived late yesterday.

1. Who arrived late yesterday? speaker - subject noun (Write SN.)
2. What is being said about speaker? speaker arrived - verb (Write V.)
3. Arrived when? late - adverb (Write Adv.)
4. Arrived when? yesterday - adverb (Write Adv.)
5. What kind of speaker? keynote - adjective (Write Adj.)
6. The - article adjective (Write A.)

Classified Sentence: A Adj SN V Adv Adv
The keynote speaker arrived late yesterday.

Question and Answer Flow for Sentence 4: The small tropical monkey chattered noisily.

1. What chattered noisily? monkey - subject noun (Write SN.)
2. What is being said about monkey? monkey chattered - verb (Write V.)
3. Chattered how? noisily - adverb (Write Adv.)
4. What kind of monkey? tropical - adjective (Write Adj.)
5. What kind of monkey? small - adjective (Write Adj.)
6. The - article adjective (Write A.)

Classified Sentence: A Adj Adj SN V Adv
The small tropical monkey chattered noisily.

The Question & Answer Flow Section

There are three additional parts to be added to the Question and Answer Flow. These parts are explained below.

1. **Subject Noun Verb Pattern 1 Check** (*Write SN V P1 in the blank beside the sentence. Be sure to say **check**. You will use the check to check for any new parts that are added to the question and answer flow.*)
2. Period, statement, declarative sentence (*Write a D at the end of the sentence.*)
3. Go back to the verb - divide the complete subject from the complete predicate.
(*As you say divide, put a slash mark before your verb.*)

Note: Your sentence should look like this:

	A	Adj	SN	V	Adv	
SN V	A brilliant doctor / spoke reluctantly.					D
P1						

Introducing Pattern 1, complete subject/complete predicate, and end punctuation

Question and Answer Flow for Sentence 1: A brilliant doctor spoke reluctantly.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Who spoke reluctantly? doctor - SN 2. What is being said about doctor? doctor spoke - V 3. Spoke how? reluctantly - Adv 4. What kind of doctor? brilliant - Adj 5. A - A 6. Subject noun Verb Pattern 1 Check (Write SN V P1 in the blank beside the sentence.) | <ol style="list-style-type: none"> 7. Period, statement, declarative sentence (Write D at the end of the sentence.) 8. Go back to the verb - divide the complete subject from the complete predicate.
(As you say divide, put a slash mark before your verb.) |
|---|---|

Classified Sentence:

	A	Adj	SN	V	Adv	
SN V	A brilliant doctor / spoke reluctantly.					D
P1						

Now I will explain each of these parts, one at a time. **For the first new part**, we added the words **Subject Noun Verb Pattern 1 Check**. Listen to the definition for a Pattern 1 sentence. The pattern of a sentence is the order of the main parts of the sentence. **Pattern 1** has only two main parts: the subject and the verb. Adjectives and adverbs add information to sentences, but they are not part of a sentence pattern. A Pattern 1 sentence is labeled *SN V P1* (*Subject Noun, Verb, Pattern 1*).

When you say *Subject Noun Verb Pattern 1 Check* in the question and answer flow, you are classifying the pattern of the sentence. The pattern of a sentence is the order of its main parts. The subject and verb are the main parts of a Pattern 1 sentence.

Remember, adjectives and adverbs are extra words that are not considered essential parts of a sentence pattern because they are used freely with all sentence patterns. To identify all Pattern 1 sentences, you will write *SN V P1* on the line in front of any Pattern 1 sentence.

When you say *period, statement, declarative sentence*, you are classifying the kind of sentence. To identify the sentence as a declarative sentence, you will write a *D* after the period.

When you say *Go back to the verb - divide the complete subject from the complete predicate*, you are identifying all the subject parts and all the predicate parts.

The Question & Answer Flow Section

I will now give you more information about the complete subject and the complete predicate. Listen carefully. The **complete subject** is the subject and all the words that modify the subject. The complete subject usually starts at the beginning of the sentence and includes every word up to the verb of the sentence. A vertical line in front of the verb shows that the subject parts are divided from the predicate parts in the sentence.

The **complete predicate** is the verb and all the words that modify the verb. The complete predicate usually starts with the verb and includes every word after the verb. A vertical line in front of the verb shows that the predicate parts are divided from the subject parts in the sentence.

Question and Answer Flow for Sentence 2: Several chestnut horses ran fast.																									
<ol style="list-style-type: none"> 1. What ran fast? horses - SN 2. What is being said about horses? horses ran - V 3. Ran how? fast - Adv 4. What kind of horses? chestnut - Adj 5. How many horses? Several - Adj 6. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.) 	<ol style="list-style-type: none"> 7. Period, statement, declarative sentence (Write <i>D</i> at the end of the sentence.) 8. Go back to the verb - divide the complete subject from the complete predicate. (As you say divide, put a slash mark before your verb.) 																								
<p>Classified Sentence:</p> <div style="text-align: center;"> <table style="margin: auto;"> <tr> <td></td> <td style="text-align: center;">Adj</td> <td style="text-align: center;">Adj</td> <td style="text-align: center;">SN</td> <td style="text-align: center;">V</td> <td style="text-align: center;">Adv</td> <td></td> </tr> <tr> <td style="text-align: center;">SN V</td> <td colspan="5" style="text-align: center;">Several chestnut horses / ran fast.</td> <td style="text-align: center;">D</td> </tr> <tr> <td style="text-align: center;">P1</td> <td colspan="5"></td> <td></td> </tr> </table> </div>			Adj	Adj	SN	V	Adv		SN V	Several chestnut horses / ran fast.					D	P1									
	Adj	Adj	SN	V	Adv																				
SN V	Several chestnut horses / ran fast.					D																			
P1																									
Question and Answer Flow for Sentence 3: The keynote speaker arrived late yesterday.																									
<ol style="list-style-type: none"> 1. Who arrived late yesterday? speaker - SN 2. What is being said about speaker? speaker arrived - V 3. Arrived when? late - Adv 4. Arrived when? yesterday - Adv 5. What kind of speaker? keynote - Adj 	<ol style="list-style-type: none"> 6. The - A 7. SN V P1 Check 8. Period, statement, D 9. Go back to the verb - divide the complete subject from the complete predicate. 																								
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	A	Adj	SN	V	Adv	Adv																			
SN V	The keynote speaker / arrived late yesterday.					D																			
P1																									
Question and Answer Flow for Sentence 4: The small tropical monkey chattered noisily.																									
<ol style="list-style-type: none"> 1. What chattered noisily? monkey - SN 2. What is being said about monkey? monkey chattered - V 3. Chattered how? noisily - Adv 4. What kind of monkey? tropical - Adj 5. What kind of monkey? small - Adj 6. The - A 	<ol style="list-style-type: none"> 7. SN V P1 Check 8. Period, statement, D 9. Go back to the verb - divide the complete subject from the complete predicate. 																								
<p>Classified Sentence:</p> <div style="text-align: center;"> <table style="margin: auto;"> <tr> <td></td> <td style="text-align: center;">A</td> <td style="text-align: center;">Adj</td> <td style="text-align: center;">Adj</td> <td style="text-align: center;">SN</td> <td style="text-align: center;">V</td> <td style="text-align: center;">Adv</td> </tr> <tr> <td style="text-align: center;">SN V</td> <td colspan="5" style="text-align: center;">The small tropical monkey / chattered noisily.</td> <td style="text-align: center;">D</td> </tr> <tr> <td style="text-align: center;">P1</td> <td colspan="5"></td> <td></td> </tr> </table> </div>			A	Adj	Adj	SN	V	Adv	SN V	The small tropical monkey / chattered noisily.					D	P1									
	A	Adj	Adj	SN	V	Adv																			
SN V	The small tropical monkey / chattered noisily.					D																			
P1																									
Question and Answer Flow for Sentence 5: A very hungry alligator lurked dangerously below.																									
<ol style="list-style-type: none"> 1. What lurked dangerously below? alligator - SN 2. What is being said about alligator? alligator lurked - V 3. Lurked how? dangerously - Adv 4. Lurked where? below - Adv 5. What kind of alligator? hungry - Adj 	<ol style="list-style-type: none"> 6. How hungry? very - Adv 7. A - A 8. SN V P1 Check 9. Period, statement, D 10. Go back to the verb - divide the complete subject from the complete predicate. 																								
<p>Classified Sentence:</p> <div style="text-align: center;"> <table style="margin: auto;"> <tr> <td></td> <td style="text-align: center;">A</td> <td style="text-align: center;">Adv</td> <td style="text-align: center;">Adj</td> <td style="text-align: center;">SN</td> <td style="text-align: center;">V</td> <td style="text-align: center;">Adv</td> <td style="text-align: center;">Adv</td> </tr> <tr> <td style="text-align: center;">SN V</td> <td colspan="6" style="text-align: center;">A very hungry alligator / lurked dangerously below.</td> <td style="text-align: center;">D</td> </tr> <tr> <td style="text-align: center;">P1</td> <td colspan="6"></td> <td></td> </tr> </table> </div>			A	Adv	Adj	SN	V	Adv	Adv	SN V	A very hungry alligator / lurked dangerously below.						D	P1							
	A	Adv	Adj	SN	V	Adv	Adv																		
SN V	A very hungry alligator / lurked dangerously below.						D																		
P1																									

The Question & Answer Flow Section

Question and Answer Flow for Sentence 1: The floppy-eared spaniel howled mournfully in the dark house.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. What howled mournfully in the dark house?
spaniel - SN 2. What is being said about spaniel? spaniel howled - V 3. Howled how? mournfully - Adv 4. In - P (Say <i>Preposition</i> and label.) 5. In what? house - OP (Say <i>Object of the Preposition</i> and label.)

(To test whether a word is a preposition, say your preposition and ask <i>what</i> or <i>whom</i>. If your answer is a noun or pronoun, you have a preposition.) 6. What kind of house? dark - Adj 7. The - A | <ol style="list-style-type: none"> 8. What kind of spaniel? floppy-eared - Adj 9. The - A 10. SN V P1 Check: 11. (In the dark house) - Prepositional phrase
(Say <i>in the dark house</i> – <i>Prepositional phrase</i> as you put parentheses around the words. This also teaches your students how to read in complete phrases, so keep it smooth.) 12. Period - statement - D 13. Go back to the verb - divide the complete subject from the complete predicate. |
|---|---|

Classified Sentence:

A
Adj
SN
V
Adv
P
A
Adj
OP

SN V
The floppy-eared spaniel / howled mournfully (in the dark house.)
D

P1

Question and Answer Flow for Sentence 2: Several yellow helium balloons rose gracefully to the ceiling.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. What rose gracefully to the ceiling? balloons - SN 2. What is being said about balloons? balloons rose - V 3. Rose how? gracefully - Adv 4. To - P 5. To what? ceiling - OP 6. The - A 7. What kind of balloons? helium - Adj | <ol style="list-style-type: none"> 8. What kind of balloons? yellow - Adj 9. How many balloons? several - Adj 10. SN V P1 Check: 11. (To the ceiling) - Prepositional phrase 12. Period - statement - D 13. Go back to the verb - divide the complete subject from the complete predicate. |
|--|--|

Classified Sentence:

Adj
Adj
Adj
SN
V
Adv
P
A
OP

SN V
Several yellow helium balloons / rose gracefully (to the ceiling.)
D

P1

Question and Answer Flow for Sentence 3: The long line of camels plodded steadily across the hot desert.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. What plodded steadily across the hot desert?
line - SN 2. What is being said about line? line plodded - V 3. Plodded how? steadily - Adv 4. Across - P 5. Across what? desert - OP 6. What kind of desert? hot - Adj 7. The - A 8. Of - P 9. Of what? camels - OP | <ol style="list-style-type: none"> 10. What kind of line? long - Adj 11. The - A 12. SN V P1 Check: 13. (Of camels) - Prepositional phrase 14. (Across the hot desert) - Prepositional phrase 15. Period - statement - D 16. Go back to the verb - divide the complete subject from the complete predicate. |
|--|--|

Classified Sentence:

A
Adj
SN
P
OP
V
Adv
P
A
Adj
OP

SN V
The long line (of camels) / plodded steadily (across the hot desert.)
D

P1

Question and Answer Flow for Sentence 4: The scientific instrument flashed at a dangerously low level on the monitor.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. What flashed at a dangerously low level on the monitor?
instrument - SN 2. What is being said about instrument?
instrument flashed - V 3. At - P 4. At what? level - OP 5. What kind of level? low - Adj 6. How low? dangerously - Adv 7. A - A 8. On - P 9. On what? monitor - OP | <ol style="list-style-type: none"> 10. The - A 11. What kind of instrument? scientific - Adj 12. The - A 13. SN V P1 Check: 14. (At a dangerously low level) - Prepositional phrase 15. (On the monitor) - Prepositional phrase 16. Period - statement - D 17. Go back to the verb - divide the complete subject from the complete predicate. |
|---|---|

Classified Sentence:

A
Adj
SN
V
P
A
Adv
Adj
OP
P
A
OP

SN V
The scientific instrument / flashed (at a dangerously low level) (on the monitor.)
D

P1

The Question & Answer Flow Section

Now we have two additional parts to be added to the question and answer flow. These parts are questions that will remind us to check for two additional things: an adverb exception and natural or inverted word order.

Adverb Exception: Since the verb usually begins the predicate, an **adverb exception** occurs when you have an adverb immediately before the verb that starts the predicate. To add the adverb exception to the question and answer flow, we will say, “*Is there an adverb exception?*” If there is not an adverb before the verb, you say, “*No.*” If there is an adverb before the verb, we will say, “*Yes – change the line.*” To show the adverb exception, simply erase your slash mark and put it in front of the adverb that is immediately before the verb.

Adverb Exception Example

From: (The dog swiftly / retreated.) To show the adverb exception: (The dog / swiftly retreated.)

To add adverb exception to the question and answer flow, say, “*Is there an adverb exception?*” If there is not an adverb before the verb you say, “*No.*” If there is an adverb before the verb, you say, “*Yes – change the line.*”

Question and Answer Flow for Sentence 1: The intense runners anxiously raced forward at the sound of the gun.

<ol style="list-style-type: none"> 1. Who raced forward at the sound of the gun? runners - SN 2. What is being said about runners? runners raced - V 3. Raced where? forward - Adv 4. At - P 5. At what? sound - OP 6. The - A 7. Of - P 8. Of what? gun - OP 9. The - A 10. Raced how? anxiously - Adv 	<ol style="list-style-type: none"> 11. What kind of runners? intense - Adj 12. The - A 13. SN V P1 Check: 14. (At the sound) - Prepositional phrase 15. (Of the gun) - Prepositional phrase 16. Period - statement - D 17. Go back to the verb - divide the complete subject from the complete predicate. 18. Is there an adverb exception? Yes - change the line. (Demonstrate by erasing and changing the line.)
---	--

Classified Sentence:

SN	V	A	Adj	SN	Adv	V	Adv	P	A	OP	P	A	OP
SN	V												
P1	The intense runners / anxiously raced forward (at the sound) (of the gun.)D												

Natural and Inverted Word Order in Sentences

A sentence that is in a **natural order** has all subject parts first and all predicate parts after the verb. **Inverted Order** means that a sentence has predicate words in the complete subject. When a word is located in the complete subject but modifies or is part of the verb, it is a predicate word in the complete subject. A sentence with inverted order has one of these predicate words at the beginning of the complete subject: **an adverb, a helping verb, or a prepositional phrase**. Writers use inverted order to give some variety to their sentences. The examples below will help you remember the three ways to use inverted order in your sentences.

1. A prepositional phrase at the beginning of a sentence will modify the verb.
(Example: After lunch we / went home.)
2. A helping verb at the beginning of a sentence will always be part of the verb.
(Example: Are you / going to the concert?)
3. An adverb at the beginning of the sentence will modify the verb.
(Example: Yesterday we / went to my grandfather's house.)

To add inverted order to the question and answer flow, say, “*Is this sentence in a natural or inverted order?*” If there are no predicate words in the complete subject, then you say, “*Natural – No change.*” If there are predicate words at the beginning of the complete subject, then you say, “*Inverted – Underline the subject parts once and the predicate parts twice.*” To show the inverted order, draw one line under the subject parts and two lines under the predicate parts.

The Question & Answer Flow Section

Question and Answer Flow for Sentence 2: After summer vacation the football players eagerly gathered around the coach in the locker room.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Who gathered around the coach in the locker room? players - SN 2. What is being said about players? players gathered - V 3. Around - P 4. Around whom? coach - OP 5. The - A 6. In - P 7. In what? room - OP 8. What kind of room? locker - Adj 9. The - A 10. Gathered how? eagerly - Adv 11. What kind of players? football - Adj 12. The - A 13. After - P 14. After what? vacation - OP | <ol style="list-style-type: none"> 15. What kind of vacation? summer - Adj 16. SN V P1 Check: 17. (After summer vacation) - Prepositional phrase 18. (Around the coach) - Prepositional phrase 19. (In the locker room) - Prepositional phrase 20. Period - statement - D 21. Go back to the verb - divide the complete subject from the complete predicate. 22. Is there an adverb exception? Yes - change the line. 23. Is this sentence in a natural or inverted order?
Inverted - underline the subject parts once and the predicate parts twice.
(Demonstrate underlining the subject and predicate parts.) |
|---|---|

Classified Sentence:

P	Adj	OP	A	Adj	SN	Adv	V	P	A	OP
SN V	<u>(After summer vacation) the football players / eagerly gathered (around the coach)</u>									
P1	P	A	Adj	OP						
<u>(in the locker room.)D</u>										

Question and Answer Flow for Sentence 3: Yesterday the dense fog finally lifted in the late afternoon.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. What lifted in the late afternoon? fog - SN 2. What is being said about fog? fog lifted - V 3. In - P 4. In what? afternoon - OP 5. What kind of afternoon? late - Adj 6. The - A 7. Lifted when? finally - Adv 8. What kind of fog? dense - Adj 9. The - A 10. Lifted when? yesterday - Adv | <ol style="list-style-type: none"> 11. SN V P1 Check: 12. (In the late afternoon) - Prepositional phrase 13. Period - statement - D 14. Go back to the verb - divide the complete subject from the complete predicate. 15. Is there an adverb exception? Yes - change the line. 16. Is this sentence in a natural or inverted order?
Inverted - underline the subject parts once and the predicate parts twice. |
|--|---|

Classified Sentence:

Adv	A	Adj	SN	Adv	V	P	A	Adj	OP	
SN V	<u>Yesterday the dense fog /finally lifted (in the late afternoon.)D</u>									
P1										

Question and Answer Flow for Sentence 4: Were those antique chairs sold at the auction yesterday?

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. What were sold at the auction yesterday? chairs – SN 2. What is being said about chairs? chairs were sold – V 3. Were - HV 4. What kind of chairs? antique - Adj 5. Which chairs? those - Adj 6. At – P 7. At what? auction – OP 8. The - A 9. Were sold when? yesterday - Adv 10. SN V P1 Check: 11. (At the auction) – Prepositional phrase | <ol style="list-style-type: none"> 12. Question mark – question – Int
(Interrogative sentence) 13. Go back to the verb – divide the complete subject from the complete predicate.
<i>(With a question verb, divide in front of the main verb.)</i> 14. Is there an adverb exception? No. 15. Is this sentence in a natural or inverted order?
Inverted - underline the subject parts once and the predicate parts twice.
<i>(The question verb is located in the subject of the sentence, but it is part of the predicate.)</i> |
|--|---|

Classified Sentence:

HV	Adj	Adj	SN	V	P	A	OP	Adv	
SN V	<u>Were those antique chairs / sold (at the auction) yesterday? Int</u>								
P1									

The Practice and Improved Sentence Section

Write the title *Practice Sentence* on the top line of your notebook paper. Now copy these labels across the page: **A Adj SN V Adv P Adj OP**. Make sure you leave plenty of room for the words that you will write under the labels. Now I will lead you through the process of using the labels to write a practice sentence.

1. Go to the **SN** label for the subject noun. Think of a noun you want to use as your subject. Write the noun you have chosen on the line *under* the **SN** label.
2. Go to the **V** label for verb. Think of a verb that tells what your subject does. Make sure that your verb makes sense with the subject noun. Write the verb you have chosen on the line *under* the **V** label.
3. Go to the **Adv** label for the adverb. Immediately go to the verb in your sentence and ask an adverb question. What are the adverb questions? (*how, when, where*) Choose one adverb question to ask and write your adverb answer *under* the **Adv** label.
4. Go to the **P** label for the preposition. Think of a preposition that tells something about your verb. You must be careful to choose a preposition that makes sense with the noun you will choose for the object of the preposition in your next step. Write the word you have chosen for a preposition *under* the **P** label.
5. Now go to the **OP** label for object of the preposition. If you like the noun you thought of while thinking of a preposition, write it down *under* the **OP** label. If you prefer, think of another noun by asking *what* or *whom* after your preposition. Check to make sure the preposition and object of the preposition make sense together and also make sense with the rest of the sentence. Remember, the object of the preposition will always answer the question **what** or **whom** after the preposition. Write the word you have chosen for the object of the preposition *under* the **OP** label.
6. Go to the **Adj** label in front of the object of the preposition noun for an adjective. Then go to the object of the preposition in the sentence and ask an adjective question. What are the three adjective questions? (*what kind, which one, how many*) Think of one adjective that answers the adjective questions you asked and which makes sense in the sentence. Raise your hand to tell me your adjectives. (*Allow time for a few students' responses.*) Now I will choose one adjective. Let's write this adjective *under* the **Adj** label. (*Write the adjective choice on the board and have students write it on their papers.*)
7. Go to the **Adj** label in front of the subject noun for an adjective. Then go to the subject noun in the sentence and ask an adjective question. What are the three adjective questions? (*what kind, which one, how many*) Think of one adjective that answers the adjective questions you asked and which makes sense in the sentence. Raise your hand to tell me your adjectives. (*Allow time for a few students' responses.*) Now I will choose one adjective. Let's write this adjective *under* the **Adj** label. (*Write the adjective choice on the board and have students write it on their papers.*)

The Practice and Improved Sentence Section

8. Go to the **A** label for the article adjective in the subject area. What are the three article adjectives again? (*a, an, and the*) Now you will choose one of these article adjectives that makes the best sense in your sentence. Write the article adjective you have chosen *under* the **A** label.
9. Finally, check your Practice Sentence to make sure it has the necessary parts to be a complete sentence. What are the five parts of a complete sentence? (*subject, verb, complete sense, capital letter, and an end mark*) Does your Practice Sentence have the five parts of a complete sentence? (*Allow time for students to read over their sentences and to make any corrections they need to make.*)

Now under your practice sentence, write the title *Improved Sentence* on another line. To improve your practice sentence, you will make one synonym change, one antonym change, and your choice of a complete word change or another synonym or antonym change.

Since it is harder to find words that can be changed to an antonym, it is usually wise to go through your sentence to find an antonym change first. Then look through your sentence again to find words that can be improved with synonyms. Finally, make a decision about whether your last change will be a complete word change, another synonym change, or another antonym change.

Now take time to write an improved sentence. If you need help writing the improved sentence, let me know. (*Always encourage students to use a thesaurus, synonym-antonym book, or a dictionary to help them develop an interesting and improved writing vocabulary.*)

The Question & Answer Flow Section

Pattern 2 Sentence

Question and Answer Flow for Sentence 1: The carpenters built a house.

1. Who built a house? carpenters – SN
2. What is being said about carpenters? carpenters built – V
3. Carpenters built what? house – verify the noun

Note: Always ask the WHAT question immediately after finding the SN and V to get the DO. "Verify the noun" is a check to make sure the second noun does not mean the same thing as the subject noun. If it does not, then the second noun is a direct object.

4. Does house mean the same thing as carpenters? No
5. House – DO
6. Built – V-t

Note: Mark the verb with a V until the DO has been identified. After you verify that the noun is a direct object, go back and mark your verb as transitive (put the "t" on the verb). Always get the core, SN V-t DO, before you classify the rest of the sentence.

Classified Sentence:

	A	SN	V-t	A	DO
<u>SN V-t</u>					
					D
<u>DO P2</u>					

The carpenters / built a house.

7. A – A
8. The – A
9. SN V-t DO P2 Check
Note: Check for the "t" on the verb.
10. Verb-transitive – Check again.
Note: No prepositional phrases
11. Period, statement, D
12. Go back to the verb – divide the complete subject from the complete predicate.
13. Is there an adverb exception? No.
14. Is this sentence in a natural or inverted order?
Natural – no change.

The Question & Answer Flow Section

Pattern 7 Sentence

Question and Answer Flow for Sentence 6: Jed painted the barn red.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Who painted the barn red? Jed - SN 2. What is being said about Jed? Jed painted - V 3. Jed painted what? barn - verify the noun 4. Does barn mean the same thing as Jed? No. 5. Barn - DO 6. Painted - V-t 7. Jed painted the barn what? red 8. Does red tell what kind of barn? Yes. red - OCA
(Say: Object Complement Adjective.) 9. The - A | <ol style="list-style-type: none"> 10. SN V-t DO OCA P7 Check 11. Check the verb: verb-transitive. 12. Check again for prepositional phrases. 13. No prepositional phrases. 14. Period, statement, D 15. Go back to the verb - divide the complete subject from the complete predicate. 16. Is there an adverb exception? No. 17. Is this sentence in a natural or inverted order?
Natural - no change. |
|---|---|

Classified Sentence:

	SN V-t A DO OCA
<u>SN V-t</u>	Jed / painted the barn red. D
DO OCA P7	

Writing Section

EDITING CHECKLIST

Sentence-By-Sentence Check: Usage and Mechanics

- _____ 1. Check for complete sentences: subject, verb, complete sense, capital letter, and end mark.
- _____ 2. Check for words that are left out and check for words or ideas that are repeated (except for a concluding sentence that summarizes the topic).
- _____ 3. Check all words for capitalization mistakes.
- _____ 4. Check for all punctuation mistakes, which include 5 areas:
(commas, periods, apostrophes, quotation marks, underlining)
- _____ 5. Check for subject-verb agreement mistakes.
- _____ 6. Check for problems in usage (pronoun usage, double negatives, a/an choices, etc.).
- _____ 7. Check for misspelled words.

Sentence-By-Sentence Check: Style and Sentence Structure

- _____ 8. Check for sentence variety. Do not begin all sentence with the same word.
- _____ 9. Check for too many simple sentences. Use simple, compound, and complex sentences.
- _____ 10. Check for run-on sentences: two sentences connected with a conjunction and no comma.
- _____ 11. Check for a comma splice: two sentences connected with a comma and no conjunction.
- _____ 12. Check for correct punctuation of complex sentences: use a comma after the first sentence only if it is dependent or cannot stand alone.

Paragraph Check

- _____ 13. Check to see that each paragraph is indented.
- _____ 14. Check each paragraph for a topic sentence.
- _____ 15. Check each sentence to make sure it supports the topic of the paragraph.
- _____ 16. Check the content for interest and creativity.
- _____ 17. Check the type and format of writing assigned.

Rough Draft

- _____ 18. Have you written the correct heading on your paper?
- _____ 19. Have you written your rough draft in pencil?
- _____ 20. Have you skipped every other line?
- _____ 21. Have you circled every error and have you written corrections above each error?
- _____ 22. Have you place your edited rough draft in your Rough Draft Folder?

Final Paper

- _____ 23. Have you written the correct heading on your paper?
- _____ 24. Have you written your final paper in ink?
- _____ 25. Have you single-spaced your final paper?
- _____ 26. Have you written your final paper neatly?
- _____ 27. Have you stapled your final paper to your rough draft and put them in the Final Folder?

Writing Section

Three-Point Paragraph

Topic: **My favorite sports**

Three main points: 1. **sledding** 2. **ice skating** 3. **skiing**

1. Sentence #1 - Topic Sentence:

Write the topic sentence by using the words in your topic and adding either an exact number word (three, four, etc.) or a general number word (several, many, some, numerous, etc.) that tells how many points you will mention. This must be a complete sentence, and it should also be indented.

(When the weather gets cold, there are several winter activities that I enjoy.)

2. Sentence #2 - Three Point Sentence:

Write a complete sentence listing your three points in the order you will present them in your paragraph. **(My three favorites are sledding, ice skating, and skiing.)**

- ◆ The Title - Look at the writing topic and Sentences #1-2 in the introduction. Decide if you want to leave the topic as your title or if you want to write a different phrase to tell what your paragraph is about. Capitalize the first, last, and important words in your title. **(Winter Activities That I Enjoy)**

3. Sentence #3 - First Point:

Write a sentence stating your first point.

(The first winter activity that I enjoy is sledding.)

4. Sentence #4 - Supporting Sentence:

Write a sentence that gives more information about your first point.

(All the kids in our town go sledding down a long hill near my house.)

5. Sentence #5 - Second Point:

Write a sentence stating your second point.

(The second winter activity that I enjoy is ice skating.)

6. Sentence #6 - Supporting Sentence:

Write a sentence that gives more information about your second point.

(Each winter my cousins and I can hardly wait for my uncle's pond to freeze over so we can go ice skating.)

7. Sentence #7 - Third Point:

Write a sentence stating your third point.

(The third winter activity that I enjoy is skiing.)

8. Sentence #8 - Supporting Sentence:

Write a sentence that gives more information about your third point.

(Every winter I go to the mountains in Colorado on a ski trip with a youth group.)

9. Sentence #9 - Concluding Sentence:

Write a concluding (final) sentence that summarizes your paragraph. Read the topic sentence again and then rewrite it, using some of the same words to say the same thing in a different way. (Adding an extra thought about the topic will make it easier to restate the topic sentence.)

(I do not always get involved in as many winter activities as I would like, but the three that I enjoy most are sledding, ice skating, and skiing.)

SAMPLE PARAGRAPH

Winter Activities That I Enjoy

When the weather gets cold, there are several winter activities that I enjoy. My three favorites are sledding, ice skating, and skiing. The first winter activity that I enjoy is sledding. All the kids in our town go sledding down a long hill near my house. The second winter activity that I enjoy is skating. Each winter my cousins and I can hardly wait for my uncle's pond to freeze over so we can go ice skating. The third winter activity that I enjoy is skiing. Every winter I go to the mountains in Colorado on a ski trip with a youth group. I do not always get involved in as many winter activities as I would like, but the three that I enjoy most are sledding, ice skating, and skiing.

Writing Section

Parent Note: The outlines below compare the Three-Paragraph Essay and the Five-Paragraph Essay.

Outline for a Three-Paragraph Essay	Outline for a Five -Paragraph Essay
I. Title II. Paragraph 1 – Introduction (<i>3 sentences</i>) A. Topic and general number sentence B. Extra information about the topic sentence C. Enumeration sentence III. Paragraph 2 – Body (<i>6-9 sentences</i>) A. First point sentence B. One or two supporting sentences C. Second point sentence D. One or two supporting sentence E. Third point sentence F. One or two supporting sentences IV. Paragraph 3 – Conclusion (<i>2 sentences</i>) A. Concluding general statement sentence B. Concluding summary sentence	I. Title II. Paragraph 1 – Introduction (<i>3 sentences</i>) A. Topic and general number sentence B. Extra information about the topic sentence C. Enumeration sentence III. Paragraph 2 - First Point Body (<i>3-4 sentences</i>) A. First point sentence B. Two or three supporting sentences for the first point IV. Paragraph 3 - Second Point Body (<i>3-4 sentences</i>) A. Second point sentence B. Two or three supporting sentences for the second point V. Paragraph 4 - Third Point Body (<i>3-4 sentences</i>) A. Third point sentence B. Two or three supporting sentences for the third point VI. Paragraph 5 – Conclusion (<i>2 sentences</i>) A. Concluding general statement sentence (<i>Restatement of the topic sentence</i>) B. Concluding summary sentence (<i>Restatement of the enumeration sentence</i>)

Three-Paragraph Essay

Winter Fun

When the weather gets cold, there are several winter activities that I enjoy. Although some of these activities are not available here in my community, I am still able to do the ones I enjoy the most. My three favorites are sledding, ice skating, and skiing.

The first winter activity that I enjoy is sledding. All the kids in our town go sledding down a long hill near my house. The second winter activity that I enjoy is ice skating. Each winter my cousins and I can hardly wait for my uncle’s pond to freeze over so we can go ice skating. The third winter activity that I enjoy is skiing. Every winter I go to the mountains in Colorado on a ski trip with a youth group.

There are many winter activities that provide fun during cold weather. I do not always get involved in as many winter activities as I would like, but the three that I enjoy most are sledding, ice skating, and skiing.

Five-Paragraph Essay

Winter Fun Begins with the Letter S

When the weather gets cold, there are several winter activities that I enjoy. Although some of these activities are not available here in my community, I am still able to do the ones I enjoy the most. My three favorites are sledding, ice skating, and skiing.

The first winter activity that I enjoy is sledding. There is a long hill behind my house that glazes over every time it snows. People from all over town gather there, and we all go sledding. It’s great to feel the rush of excitement as several sleds push off to race to the bottom.

The second winter activity I have fun doing is ice skating. If the weather gets cold enough, my uncle’s pond freezes over and is thick enough to support skaters. My cousins and I love to skate on that pond. We are not professionals, but we have lots of fun making figure 8’s and doing our version of the triple axle.

The third winter activity I enjoy is skiing. Although there are no mountains nearby on which I can ski, there is almost always a ski trip with a youth group. On a ski trip, I get a chance to try out all kinds of slopes from “easy” to “dangerous.” If I don’t “wipe out” on a tree, I have a wonderful time skiing.

There are many winter activities that provide fun during cold weather. I do not always get involved in as many of these activities as I would like, but the three that I enjoy most are sledding, ice skating, and skiing.