

# The Unit Organizer

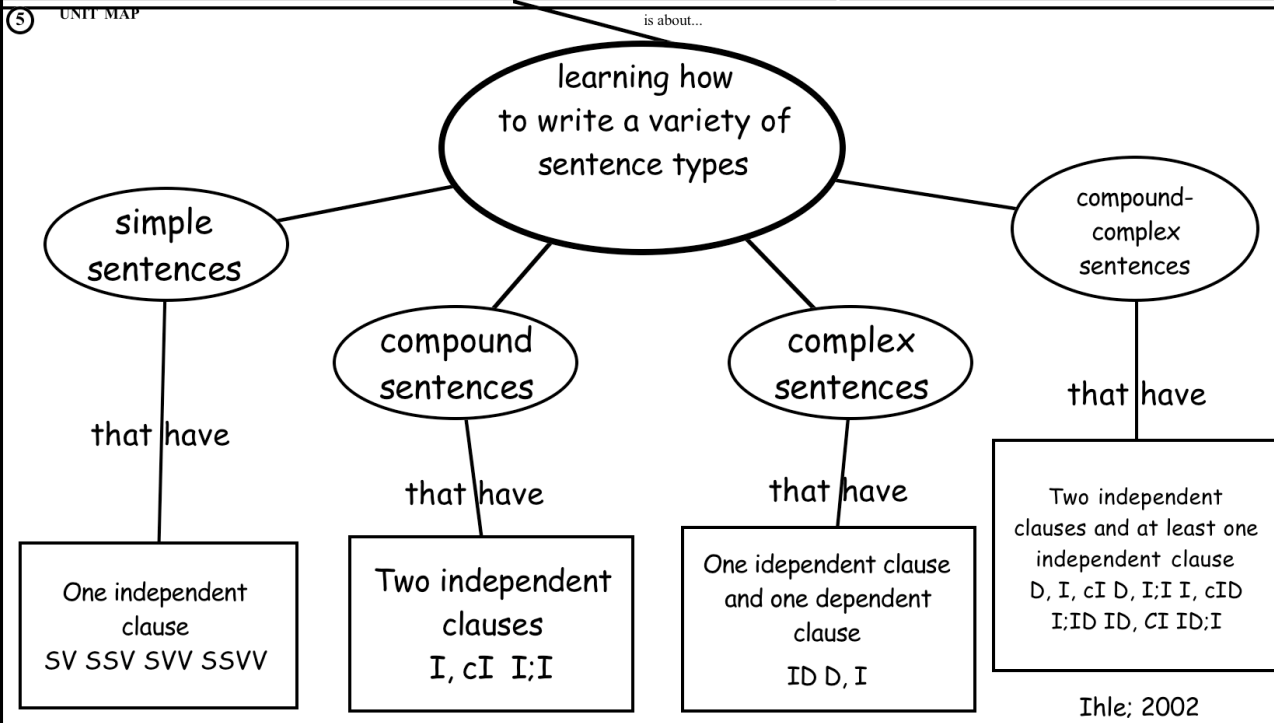
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

④ BIGGER PICTURE

← developing a literacy toolbox that students may consciously draw from when approaching various materials →

② LAST UNIT/Experience Fundamentals in Sentence Writing	① CURRENT UNIT <h2 style="margin: 0;">Proficiency in Sentence Writing</h2>	③ NEXT UNIT/Experience Implementation
--	---	--

⑧ UNIT SCHEDULE
Pretest
Describe
Model
Verbal Practice
Controlled Practice
Advanced Practice
Posttest
Generalization



- ⑦ UNIT SELF-TEST QUESTIONS
1. How is an independent clause different from a dependent clause?
  2. Why is it helpful to know how to use coordinating and subordinating conjunctions, correct punctuation, subjects, and verbs?
  3. How does knowing how to write a variety of sentence types help you?
  4. How can you use PENS when approaching a writing task?

⑥ UNIT RELATIONSHIPS

comparing/contrasting characteristics  
pros/cons  
parts

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# The Strategy in a Nutshell

By using the strategy, students:

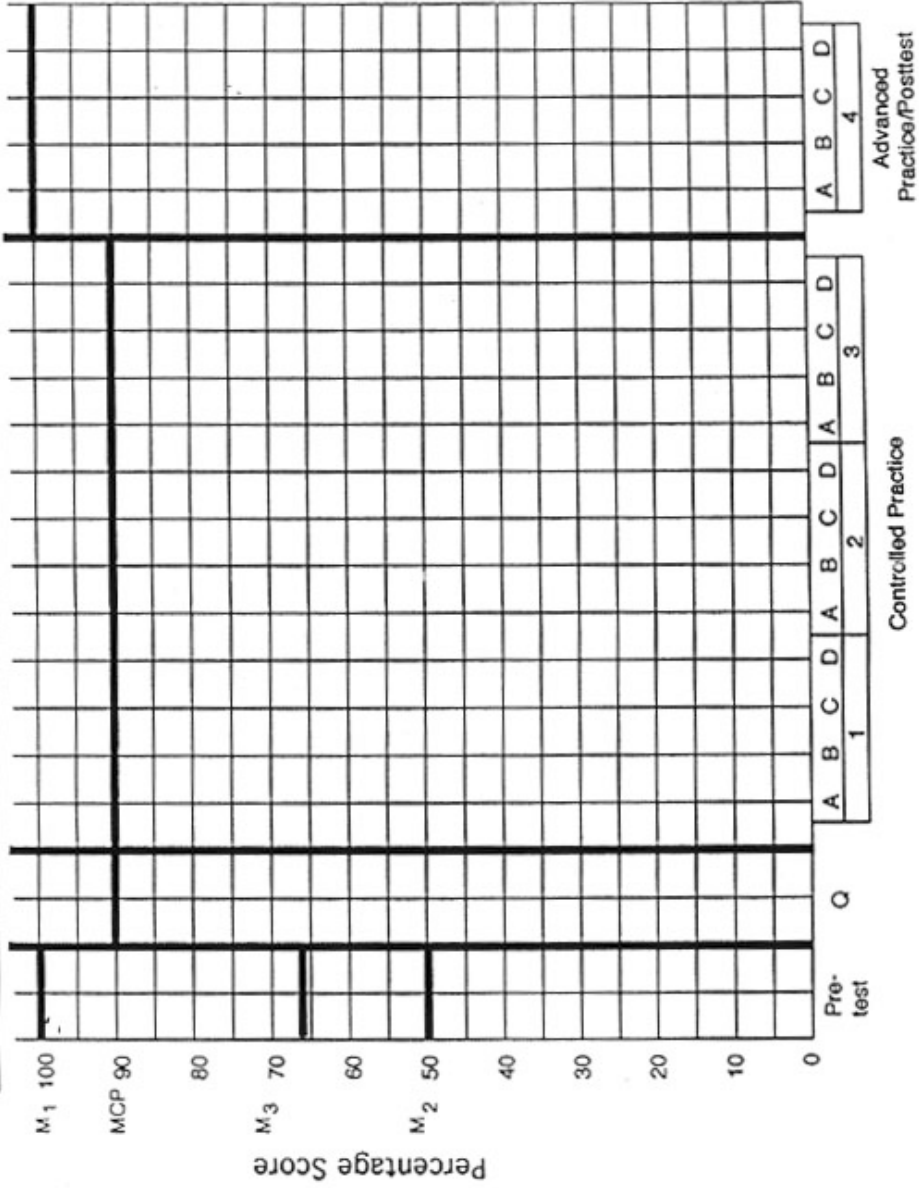
- Use formulas to form the sentences they write
- Decide on the wording of a sentence before they write it
- Write the sentence using appropriate
  - Capitalization at the beginning
  - Punctuation at the end
  - Punctuation throughout

Student's Name: \_\_\_\_\_

## SIMPLE SENTENCE PROGRESS CHART

### Stages

GOAL-SETTING SECTION	2	3	4	5	6	7	8
Goal Date:							
Date Completed:							



- Pretest & Advanced Practice
- Percentage of Complete Sentences
  - ★ Percentage of Complicated Sentences
  - Percentage of Complicated Sentences Punctuated Correctly
- Written Quiz & Controlled Practice
- Percentage of Points Earned

- M1 Mastery Level for Complete Sentences
- M2 Mastery Level for Complicated Sentences
- M3 Mastery Level for Punctuation
- MCP Mastery Level For Written Quiz & Controlled Practice

PERSON	PLACE	THING	IDEA



## SUBJECT WORDS

grandma	Minnesota	coffee	faith
captain	airport	happiness	justice
satellite	love	governor	herd
courage	ranch	freedom	athlete
birch	avenue	Tom	sugar
sorrow	crowd	motorcycle	zoo
liberty	owl	lawyer	path
storm	clown	seashore	bike
forest	animal	children	sign

## VERB SORTING ACTIVITY

Physical Action Verbs	Mental Action Verbs

### VERB SORTING ACTIVITY

hunt	ponder	crash	admired
pace	worry	run	dream
laugh	thought	imagine	jog
listen	replied	squeak	study
blinked	hope	reason	shook
consider	fussed	moved	think
trembled	question	arranged	scratch
bulged	panicked	saluted	quiver
peeked	perked	stood	accepted
spilled	paint	jump	sing

# EXAMPLE SHEET

## Example Set I

1. Jane went to the pool.
2. Paul is a very nice guy.
3. Cakes lined the store window.
4. I love chocolate ice cream.
5. Bikes are very expensive.
6. Dad is strict.
7. Bananas taste good.
8. Kathy has a son named Jimmy.
9. Raccoons raid our garbage cans every night.
10. Flowers are in bloom everywhere.

## Example Set II

1. The old gray mare limped down the lane.
2. The silver-winged plane soared.
3. Johnny's baby sister cried for hours.
4. The first three girls giggled.
5. Fourteen good pilots died in the war.
6. The chairman of the meeting left early.
7. The chrome-plated motorcycles glistened in the sun.
8. The pioneers in our family fled from England.
9. The dog's buried bones rotted in the ground.
10. Carol's best china plate broke into a hundred pieces.

## Example Set III

1. The bus must have gone by now.
2. My best friend could not work tonight.
3. The light green grapes have been eaten.
4. The committee of environmentalists is working to solve the smog problem.
5. Steven's aunt is not following her new diet.
6. The old rickety wagon should not have been filled to the top.
7. The merry piper would have played a happy tune.
8. A stray sunbeam could have pierced the clouds.
9. The paint on the old gray house was peeling.
10. The peace treaty might have been signed today.

## Example Set IV

1. Bill and Sue want to go to the movies.
2. Jason and his friends work together.
3. Are the car and truck parked outside?
4. The park and sidewalks are covered with snow.
5. Hiding and seeking are fun activities.
6. The old man and his black cat have lived long lives.
7. The station and its surrounding parking lot become dangerous after 9:00 P.M.
8. Arnie, Karen, and Ty went to buy a new van.
9. Peace and war are direct opposites.
10. Did Marty and Kathy travel 500 miles just to speak at the conference?



# Helping Verbs

am  
are

can  
could

do  
does  
did

has  
have  
had

be  
been  
being

is

may  
might  
must

shall  
should

was  
were

will  
would

## EXAMPLE SHEET (Cont.)

### Example Set V

1. Sally swam and played all afternoon.
  2. The dogs had barked all night and slept all day.
  3. Michelle came home yesterday and did not work all day today.
  4. The basketball team rode on a bus and flew in a plane to attend the game.
  5. The park is dark and spooky at night and can be delightful on sunny days.
  6. Did Jane call her father and tell him the news?
  7. I miss my sister and want to see her again soon.
  8. Children should not be allowed to watch T.V. and should be encouraged to play.
  9. Will you sit by the sea and paint the ships?
  10. The books were stacked on the floor and were ruined by the flood.
- 

### Example Set VI

1. The ponies and calves scampered and played in the field.
2. Kathy and her father do not like to play tennis and hate to jog.
3. The Army and the Navy had a football game and filled the stadium.
4. The two boys and their fathers were sick and did not attend the Father-Son Banquet.
5. Parties and dances are usually fun and can be thrilling.
6. Cards and dice were used at the party and had been scattered everywhere.
7. Radio towers and tall buildings must have lights and must be visible at night.
8. Candles and flowers can brighten the table and can make guests feel special.
9. Tape and string are needed to secure packages and can be used for other things.
10. The graduates and their parents posed for pictures and celebrated with a party.

MANAGEMENT CHART FOR INSTRUCTION IN \_\_\_\_\_ SENTENCES

Student Names	Pretest	Describe	Model	Verbal Practice	Controlled Practice	Advanced Prac. Posttest	Make Commitments for Generalization	Generalization Orientation	Generalization Activation	Generalization Adaptation	Maintenance Probes					
											1	2	3	4	5	

TRANSITIONING FROM  
*FUNDAMENTALS IN THE SENTENCE WRITING STRATEGY*  
TO  
*PROFICIENCY IN THE SENTENCE WRITING STRATEGY*

1. Teach new terms using Cue Card #1 in the Proficiency manual.
2. Assign Lesson 4A from the Proficiency Student Lesson Book. Cover expectations with the students and give them a copy of the score sheet.
3. Score that lesson using the alternate score sheet designed by Janet.
4. When students have earned mastery (100%), move on to compound sentences in the Proficiency manual.
5. See also p. 92 in the Fundamentals manual.

Sentence Writing Strategy

Name: \_\_\_\_\_

**SIMPLE SENTENCE**  
**VERBAL PRACTICE CHECKLIST**

	Attempts					
	1	2	3	4	5	6
<b><u>Naming Strategy Steps</u></b>						
Pick a formula	_____	_____	_____	_____	_____	_____
Explore words to fit the formula	_____	_____	_____	_____	_____	_____
Note the words	_____	_____	_____	_____	_____	_____
Subject-verb identification	_____	_____	_____	_____	_____	_____
<b><u>Giving Definitions</u></b>						
Simple Sentence	_____	_____	_____	_____	_____	_____
Independent Clause	_____	_____	_____	_____	_____	_____
Subject	_____	_____	_____	_____	_____	_____
Verb	_____	_____	_____	_____	_____	_____
Compound Subject	_____	_____	_____	_____	_____	_____
Compound Verb	_____	_____	_____	_____	_____	_____

**Naming Kinds of Simple Sentences**

S	_____	_____	_____	_____	_____	_____
V	_____	_____	_____	_____	_____	_____
SS	_____	_____	_____	_____	_____	_____
S	_____	_____	_____	_____	_____	_____
VV	_____	_____	_____	_____	_____	_____
SS	_____	_____	_____	_____	_____	_____
VV	_____	_____	_____	_____	_____	_____

<b><u>Total</u></b>	_____	_____	_____	_____	_____	_____
<b><u>Percentage Correct</u></b>	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b><u>Date</u></b>	_____	_____	_____	_____	_____	_____

# SIMPLE SENTENCE QUIZ

Name \_\_\_\_\_

Date \_\_\_\_\_

INSTRUCTIONS: Read the information, and fill in the blanks.

- The **sentence** is the basic unit of communication. One type of sentence is the simple sentence.

1. A simple sentence has \_\_\_\_\_ independent clause(s).  
(How many?)

- An **independent clause** always has two important parts.

2. The part that names what the sentence is about is called the \_\_\_\_\_.

3. The part that tells the action or state of being is called the \_\_\_\_\_.

- The **subject** of a sentence names the person, place, thing, quality, or idea the sentence is about.

*Example Sentence #1: Snow melts.*

4. The subject of Example Sentence #1 is \_\_\_\_\_.

- The **verb (or predicate)** of a sentence tells the action or state of being of the subject.

*Example Sentence #2: Water runs.*

5. The verb in Example Sentence #2 is \_\_\_\_\_.

- The **main subject** is the one word that names what the sentence is about.

*Example Sentence #3: The fluffy white kitten squeezed under the porch.*

6. The main subject in Example Sentence #3 is \_\_\_\_\_.

## SIMPLE SENTENCE QUIZ (Continued)

Name \_\_\_\_\_

- The **complete verb** includes the main verb (that shows the action) and any helping verbs.

*Example Sentence #4: The children are playing with a ball.*

7. The complete verb in this sentence is \_\_\_\_\_.

- The subject generally comes **before** the verb in a simple sentence.

*Example Sentence #5: The rain fell gently.*

8. The verb of Example Sentence #5 is \_\_\_\_\_.

9. The subject comes before the verb of this sentence.  
The subject in Example Sentence #5 is \_\_\_\_\_.

- The subject can come **after** the verb in a simple sentence.

*Example Sentence #6: Here are the shoes.*

10. The verb of Example Sentence #6 is \_\_\_\_\_.

11. The subject comes after the verb of this sentence.  
The subject in Example Sentence #6 is \_\_\_\_\_.

- The subject can come **between** the helping verb and the main verb in a simple sentence.

*Example Sentence #7: Is Candy coming?*

12. The complete verb of Example Sentence #7 is \_\_\_\_\_.

13. The subject of Example Sentence #7 is \_\_\_\_\_.

## SIMPLE SENTENCE QUIZ (Continued)

Name \_\_\_\_\_

- A simple sentence may have a compound subject. A compound subject means that there is more than one subject in the sentence.

Matt and James are the two subjects that make up the compound subject in this sentence: *Matt and James dived into the water.*

Mark each of the main subjects in these sentences with an "S."

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

14. The dogs and cats ran in circles.

15. Scott, Bill, and Jeff went to the beach.

16. The old man and his grandson took a walk together.

- A simple sentence may also have a compound verb. A compound verb means that there is more than one verb in the sentence.

Dived and jumped are the two verbs that comprise the compound verb in this sentence: *Steve <sup>V</sup>dived and <sup>V</sup>jumped into the water.*

Mark each of the verbs in these sentences with a "V."

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

17. The dogs barked and yelped all night.

18. Jan read and graded the quizzes.

19. The girl gulped her breakfast and dashed to school.

- A simple sentence can have a compound subject and a compound verb.

For example, in the following sentence there are two subjects (marked with an "S") and two verbs (marked with a "V"):

*The <sup>S</sup>men and <sup>S</sup>women <sup>V</sup>took their places and <sup>V</sup>waited for the signal to begin.*

Mark each main subject in this sentence with an "S" and each verb with a "V."

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

20. The witches and their black cats surrounded the kettle and looked at the sky.



# SIMPLE SENTENCE LESSON 1A

Name Bret Barnes  
Date \_\_\_\_\_

### INSTRUCTIONS:

1. Do the "S" Step of the "PENS" Strategy to check each sentence.
2. Mark the complete verb(s) in each sentence with a "V."
3. Mark the main subject(s) in each sentence with an "S."
4. In the blank to the left of the sentence, write the correct sentence formula for the sentence. Choose the correct formula from your Formula Card.

### EXAMPLE:

SV 0. The big bear was standing on top of the picnic table.

F V S Formulas

SV 1. The old man walked slowly down the street.

SSV 2. The boys and girls were running around.

SVV 3. A mean dog chased and bit the girl.

SVV 4. The little girl ran quickly home.

SSVV 5. The mother and father came out of the house and comforted the girl.

SV 6. The father called the dogcatcher and chased the dog.

SSV 7. He and another man finally caught the dog.

SSV 8. There are dry leaves and branches on the ground.

SV 9. Chicago is located on Lake Michigan and has one of the busiest airports.

SSVV 10. Bravery and courage are shown by heroes and often are found in moment of crisis.

# SIMPLE SENTENCE LESSON 2A

Name J.R. Elweil  
Date \_\_\_\_\_

## INSTRUCTIONS:

1. Make each of the following into a simple sentence that matches the listed formula.
2. Do the "S" Step of the "PENS" Strategy to check each sentence.
3. Mark each complete verb with a "V."
4. Mark each main subject with an "S."

EXAMPLE: <sup>S</sup> The storm <sup>V</sup> toppled several trees and damaged our roof.  
(S V)

## M C V&S Formulas

- |                          |                          |        |   |
|--------------------------|--------------------------|--------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | (S V)  | 1. John <sup>V</sup> went to the store and bought some bread.                   |
| <input type="checkbox"/> | <input type="checkbox"/> | (SS V) | 2. The boy <sup>S</sup> and girl <sup>V</sup> were tired.                       |
| <input type="checkbox"/> | <input type="checkbox"/> | (S V)  | 3. The monkey <sup>S</sup> <sup>V</sup> peeled the bannana.                     |
| <input type="checkbox"/> | <input type="checkbox"/> | (S V)  | 4. Bob <sup>V</sup> <del>took</del> ran to work and took the elevator at work.  |
| <input type="checkbox"/> | <input type="checkbox"/> | (S V)  | 5. The long branches of the tree <sup>S</sup> <sup>V</sup> were bent.           |
| <input type="checkbox"/> | <input type="checkbox"/> | (S V)  | 6. The soldier's bravery <sup>S</sup> <sup>V</sup> showed strength.             |
| <input type="checkbox"/> | <input type="checkbox"/> | (SS V) | 7. Judy and John <sup>S</sup> <sup>V</sup> ran and swam yesterday for exercise. |
| <input type="checkbox"/> | <input type="checkbox"/> | (S V)  | 8. The woods <sup>V</sup> are dark.   |
| <input type="checkbox"/> | <input type="checkbox"/> | (SS V) | 9. Lately, my friend <sup>S</sup> and I <sup>V</sup> have been late to class.   |
| <input type="checkbox"/> | <input type="checkbox"/> | (S V)  | 10. Suddenly, the movie theatre <sup>V</sup> became dark and grew quiet.        |

# SIMPLE SENTENCE LESSON 3A, 3B, 3C, 3D (circle one)

Name Bill James

Date \_\_\_\_\_

## INSTRUCTIONS:

1. For the first eight sentences, write a simple sentence that matches each of the listed formulas.
2. For the last two sentences, choose a formula from your Formula Card. Write the formula on the blank to the left of the sentence. Use the "PENS" Strategy to write a sentence that matches the formula you have chosen.
3. Be sure to use the "S" Step of the "PENS" Strategy to check your work.

EXAMPLE: (SSV) 0. <sup>S</sup> The oranges and <sup>S</sup> apples <sup>V</sup> on the trees <sup>V</sup> looked delicious.

## M C Formulas

- |                          |                          |        |  |
|--------------------------|--------------------------|--------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | (SV)   | 1. <sup>V</sup> I <sup>V</sup> run to school <sup>V</sup> yesterday.   |
| <input type="checkbox"/> | <input type="checkbox"/> | (SVV)  | 2. <sup>V</sup> I <sup>V</sup> ran to the game and rode <sup>V</sup> my bike <sup>V</sup> after the <sup>V</sup> game.           |
| <input type="checkbox"/> | <input type="checkbox"/> | (SSV)  | 3. <sup>S</sup> Krissy and <sup>S</sup> I <sup>V</sup> went to the farm.   |
| <input type="checkbox"/> | <input type="checkbox"/> | (SSVV) | 4. <sup>S</sup> Krissy and <sup>S</sup> I <sup>V</sup> went out to eat and <sup>V</sup> went for a walk <sup>V</sup> afterwards. |
| <input type="checkbox"/> | <input type="checkbox"/> | (SV)   | 5. <sup>V</sup> I <sup>V</sup> bought a car <sup>V</sup> yesterday.  |
| <input type="checkbox"/> | <input type="checkbox"/> | (SSVV) | 6. <sup>S</sup> Mom and <sup>S</sup> I <sup>V</sup> rode the horses <sup>V</sup> after school.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | (SVV)  | 7. <sup>V</sup> We <sup>V</sup> skied and <sup>V</sup> swam at the lake.   |
| <input type="checkbox"/> | <input type="checkbox"/> | (SSVV) | 8. <sup>V</sup> Mike and <sup>S</sup> I <sup>V</sup> went to the game and home.  |
| <input type="checkbox"/> | <input type="checkbox"/> | SV     | 9. I like to watch basketball.   |
| <input type="checkbox"/> | <input type="checkbox"/> | SSVV   | 10. <sup>S</sup> The pens and pencils <sup>S</sup> are <sup>V</sup> on the desk.   |

# SIMPLE SENTENCE LESSON 4A

## 4B, 4C, 4D (circle one)

Name Ed Young  
Date 3/15

### INSTRUCTIONS:

1. In the space below, use the "PENS" Strategy to write at least six sentences about the topic listed on your Assignment Sheet. Include in this group of sentences at least one of each of the four kinds of simple sentences. Use your Formula Card for reference as needed.
2. Use the "S" Step of the "PENS" Strategy and a *Simple Sentence Checklist* to check the kinds and number of simple sentences you have written.
3. Attach your completed *Simple Sentence Checklist* to this sheet when you are done.

1 Topic: I went to the quarter races in  
Milwaukee last weekend. My mom and I  
drove to the track from the Motel. That  
day I walked the horses and bet on the  
races. My friend Craig won a lot of  
races with his horse. My mom and I  
won a good amount of money. She  
won \$100. I won \$50.

**SENTENCE SCORE SHEET**

Student Name: \_\_\_\_\_

Pretest/Posttest: \_\_\_\_\_

Date: \_\_\_\_\_

Practice: \_\_\_\_\_

Sentence Type	Line Number															Totals	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Simple																	
Compound																	
Complex																	
Compound-Complex																	
Non-Sentence																	
<b>Total Sentence Attempts</b> →																	

**Calculating the Scores**

Percentage of Complete Sentences

$$\frac{\text{No. Simple + Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times 100 = \underline{\phantom{00}}\% \\ \text{Mastery} = 100\%$$

Percentage of Complicated Sentences

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times 100 = \underline{\phantom{00}}\% \\ \text{Mastery} = 33\%, 40\%, \text{ or } 50\% \\ \text{(see criterion for each part)}$$

Percentage of Complicated Sentences Punctuated correctly

$$\frac{\text{No. Comp. + Complex + Comp./Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times 100 = \underline{\phantom{00}}\% \\ \text{Mastery} = \text{at least } 66\%$$

Name \_\_\_\_\_

Practice: \_\_\_\_\_

F. Ihle Beversdorf

Directions:

--decide what type each sentence is, then put a check in the box that best applies.

--put NP in the box if the sentence is not punctuated correctly (look for capitals, commas, and periods).

### Simple Sentence Score Sheet

Sentence Type	Sentence Number										Total
	1	2	3	4	5	6	7	8	9	10	
SV											
SSV											
SVV											
SSVV											
non-sentence											
Total Sentence Attempts ---->											

#### Calculating the Scores:

Percentage of complete, simple sentences

Number of simple sentences

Total number of sentence attempts

$$= \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 100 = \underline{\phantom{00}} \% \\ \text{mastery} = 100\%$$

Percentage of complete, correctly punctuated, simple sentences

Number of correctly punctuated simple sentences

Number of simple sentences

$$= \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 100 = \underline{\phantom{00}} \% \\ \text{mastery} = 66\%$$

# Coordinating Conjunctions

Cue Card 9B

	<u>Definition</u>	<u>Example</u>
<b>,for</b>	when 2 <sup>nd</sup> "I" could start with "because"	I have been studying all night, for I want to get a good grade on my test tomorrow.
<b>,and</b>	when joining two ideas	Keeshia and Lamar went to the movies, and they bought popcorn.
<b>,nor</b>	when 1 <sup>st</sup> "I" says "not"	Hanni was not at the game, nor was she at the party.
<b>,but</b>	when comparing 2 different ideas	Baseball is my favorite sport to watch, but football is my favorite sport to play.
<b>,or</b>	when there is a choice	You will have to finish the project, or your group will get a failing grade.
<b>,yet</b>	when comparing 2 different ideas	The children ran all the way to school, yet they were still late.
<b>,so</b>	when 1 <sup>st</sup> "I" tells why	Kevin did not want to hurt Kathy's feelings, so he said nothing about her mistake.

# Semicolons

Semicolons (;) can also be used to join the two independent clauses of a compound sentence.

Examples:

I've been studying all night; I want to get a good grade on my test tomorrow.

Keeshia and Lamar went to the movies; they bought popcorn.

Baseball is my favorite sport to watch; football is my favorite sport to play.

Kevin did not want to hurt Kathy's feelings; he said nothing about her mistake.



# COMPOUND SENTENCE LESSON 1A

Name Jean Jones

Date \_\_\_\_\_

## INSTRUCTIONS:

1. Do the "S" Step of the "PENS" Strategy on each sentence.
2. Mark each complete verb in each sentence with a "V."
3. Mark each main subject in each sentence with an "S."
4. In the blank to the left of the sentence, write the correct sentence formula for the sentence. Choose the correct formula from your Formula Card.

**EXAMPLE:**    S    V                    S            V

I, C I    0. We had to give up, for the rope continued to break.

## F    V    S    Formulas

- |                          |                          |                          |               |   |
|--------------------------|--------------------------|--------------------------|---------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, C I</u> | 1. The <sup>S</sup> snow was falling, and the wind was howling.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I; I</u>   | 2. Nothing could be done; the cold air had frozen the door shut.                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I; I</u>   | 3. Jake got a crowbar; Mac grabbed a shovel.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, C I</u> | 4. The <sup>S</sup> pair pounded on the ice, but it would not crack.                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, C I</u> | 5. Finally, Jenna lit a fire near the door, so the ice would melt.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, C I</u> | 6. The <sup>S</sup> friends had to get the door open soon, or they would freeze to death. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I; I</u>   | 7. They were shivering; the temperature was 15 degrees below zero.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, C I</u> | 8. Jenna could not bend her fingers, nor could she feel her toes.                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, C I</u> | 9. Jake pried the door open, and they rushed inside.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, C I</u> | 10. The <sup>S</sup> group made a fire in the fireplace, for they needed to thaw out.     |

# COMPOUND SENTENCE LESSON 2A

Name Lewis Potter

Date \_\_\_\_\_

## INSTRUCTIONS:

- Complete each of the following sentences to make a compound sentence by adding an independent clause. Match your sentence to the listed formula, and use the conjunction in parentheses if one is required. Be sure to include a comma or semicolon in each sentence.
- Do the "S" Step of the "PENS" Strategy to the clause you have added to the sentence.
- Mark each complete verb in your added clause with a "V."
- Mark each main subject in your added clause with an "S."

**EXAMPLE:**  
 I,cI 0. We could not see the stars, <sup>V S V</sup> nor could we see the moon.  
 (nor)

## M C V&S Formulas & Conjunctions

- |                          |                          |                          |               |   |
|--------------------------|--------------------------|--------------------------|---------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cI<br>(and) | 1. Scott rode his moped to school, <sup>S</sup> and parked it in <sup>V S</sup> the grass.                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I:I           | 2. Jeff wanted to leave early; <sup>S</sup> he had to see his <sup>V</sup> grandma.                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cI<br>(but) | 3. The President called for peace, <sup>S</sup> but he <sup>S</sup> bombed the other country.             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cI<br>(so)  | 4. Rita earned \$99 dollars, <sup>S</sup> so she <sup>V</sup> put it in the bank.                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I:I           | 5. Happiness cannot be bought; <sup>S</sup> it <sup>V</sup> must be found.                                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cI<br>(or)  | 6. Either you <sup>S</sup> will finish your work now, <sup>V</sup> or you <sup>S</sup> will take it home. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I:I           | 7. The bus leaves promptly at 8:30 A.M.; <sup>S</sup> school starts at 9:00 A.M.                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cI<br>(yet) | 8. I talked to James about coming to the party, <sup>S</sup> yet he <sup>S</sup> can not go.              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cI<br>(for) | 9. The football field was ruined, <sup>S</sup> for it <sup>S</sup> rained last night.                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cI<br>(nor) | 10. Rich did not finish his classwork, <sup>S</sup> nor did he finish his homework.                       |

# COMPOUND SENTENCE LESSON 3A

Name David Chance

Date \_\_\_\_\_

## INSTRUCTIONS:

1. For the first eight sentences, use the "PENS" Steps to write compound sentences to match the listed formulas. Use the conjunction in parentheses if one is required. Remember to punctuate each sentence correctly.
2. For the last two sentences, choose a formula for a compound sentence from your Formula Card. Write the formula on the blank to the left of the sentence. Use the "PENS" Steps to write a sentence that matches the formula you have chosen.
3. Be sure to check each sentence using the "S" Step of the "PENS" Strategy.

EXAMPLE:  $I_c I_c I$  0.  $\overset{S}{\text{The checkered flag}} \overset{V}{\text{was bowled,}} \overset{S}{\text{and}} \overset{V}{\text{the crowd roared.}}$

## Formulas & Conjunctions

- | M                        | C                        | Formulas & Conjunctions   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | $I_c I_c I$ (for) 1. $\overset{S}{\text{James and Mary}} \overset{V}{\text{ignored}} \overset{S}{\text{Matt's warning,}} \overset{V}{\text{for}} \overset{S}{\text{they knew}} \overset{V}{\text{more.}}$   |
| <input type="checkbox"/> | <input type="checkbox"/> | $I_c I_c I$ (but) 2. $\overset{S}{\text{The doctor}} \overset{V}{\text{did his best,}} \overset{S}{\text{but}} \overset{V}{\text{the man}} \overset{S}{\text{died}} \overset{V}{\text{anyway.}}$  |
| <input type="checkbox"/> | <input type="checkbox"/> | $I; I$ 3. $\overset{S}{\text{The football team}} \overset{V}{\text{would not give up;}} \overset{S}{\text{they}} \overset{V}{\text{wanted}} \overset{S}{\text{to win}} \overset{V}{\text{the championship.}}$   |
| <input type="checkbox"/> | <input type="checkbox"/> | $I_c I_c I$ (and) 4. $\overset{S}{\text{Scott rose}} \overset{V}{\text{at}} \overset{S}{\text{9 a.m.}} \overset{V}{\text{to finish}} \overset{S}{\text{his}} \overset{V}{\text{papers,}} \overset{S}{\text{and}} \overset{V}{\text{do}} \overset{S}{\text{his}} \overset{V}{\text{papers}} \overset{V}{\text{.}}$ |
| <input type="checkbox"/> | <input type="checkbox"/> | $I_c I_c I$ (so) 5. $\overset{S}{\text{The food}} \overset{V}{\text{was rotten,}} \overset{S}{\text{so}} \overset{V}{\text{we}} \overset{V}{\text{threw}} \overset{S}{\text{it}} \overset{V}{\text{away.}}$   |
| <input type="checkbox"/> | <input type="checkbox"/> | $I_c I_c I$ (yet) 6. $\overset{S}{\text{Mike lost}} \overset{V}{\text{his job,}} \overset{S}{\text{yet}} \overset{V}{\text{he}} \overset{V}{\text{went}} \overset{S}{\text{to}} \overset{V}{\text{the}} \overset{S}{\text{part}} \overset{V}{\text{anyway.}}$   |
| <input type="checkbox"/> | <input type="checkbox"/> | $I_c I_c I$ (or) 7. $\overset{S}{\text{You must}} \overset{V}{\text{go,}} \overset{S}{\text{or}} \overset{S}{\text{they}} \overset{V}{\text{will}} \overset{V}{\text{catch}} \overset{S}{\text{you.}}$  |
| <input type="checkbox"/> | <input type="checkbox"/> | $I; I$ 8. $\overset{S}{\text{The river}} \overset{V}{\text{was rising;}} \overset{S}{\text{a lot of}} \overset{V}{\text{people}}$   |
| <input type="checkbox"/> | <input type="checkbox"/> | $I; I$ 9. $\overset{S}{\text{The baby}} \overset{V}{\text{did not cry,}} \overset{S}{\text{nor}} \overset{V}{\text{did}} \overset{S}{\text{he}} \overset{V}{\text{laugh.}}$   |
| <input type="checkbox"/> | <input type="checkbox"/> | $I; I$ 10. $\overset{S}{\text{The space capsule}} \overset{V}{\text{banded on target;}} \overset{S}{\text{it}} \overset{V}{\text{was}} \overset{V}{\text{picked}} \overset{S}{\text{up}} \overset{V}{\text{on}} \overset{S}{\text{schedule.}}$  |

# COMPOUND SENTENCE LESSON 4A

Name Sarah Taylor

Date \_\_\_\_\_

## INSTRUCTIONS:

1. Do the "S" Step of the "PENS" Strategy for each sentence.
2. Mark each complete verb in each sentence with a "V."
3. Mark each main subject in each sentence with an "S."
4. In the blank to the left of the sentence, write the correct sentence formula for the sentence. Use your Formula Card to choose the correct formula.

### EXAMPLE:

SSVV    <sup>S</sup>    <sup>S</sup>    <sup>V</sup>    <sup>V</sup>  
0. The baseball team and football team got together and celebrated.

### F    V    S    Formulas

   SSV    1. Rick and James met at the arcade.

   SSVV    2. The guys went to the gym and lifted weights.

   I, I    3. Randy rode many of the rides at the fair; Jeff tried only one.

   SV    4. Linda jumped and knocked the ball over the net.

   I, cI    5. John's serve looked good, but the judge called it out.

   SV    6. He stayed calm and served the ball again.

   SSVV    7. The Chiefs and Oilers both played on Sunday and won their games.

   I, I    8. Ron has less than 2 months to live; cancer has spread throughout his body.

   SV    9. Over at the pool, Sue was swimming laps.

   SSVV    10. Linda wanted her to stop, but she refused.

# COMPOUND SENTENCE LESSON 5A, 5B, 5C, 5D (circle one)

Name Andy Martin  
Date \_\_\_\_\_

## INSTRUCTIONS:

- For the first eight items, use the "PENS" Steps to write a sentence that matches the listed formula. Use the conjunction in parentheses if one is required.
- For the last two items, choose a formula, write the formula on the blank, and use the "PENS" Steps to write a sentence that matches the formula.
- Be sure to use the "S" Step of the "PENS" Strategy to check whether each sentence matches the formula.

EXAMPLE: I;I 0. <sup>S</sup> <sup>V</sup> The cake was beautiful; <sup>S</sup> <sup>V</sup> it was covered with lots of tiny flowers.

M C

Formulas & Conjunctions

- SV 1. <sup>S</sup> The <sup>S</sup> dog <sup>V</sup> was <sup>V</sup> hit.
- I;I 2. <sup>S</sup> I <sup>V</sup> chased the cat; <sup>S</sup> she <sup>V</sup> ran away.
- SSV 3. <sup>S</sup> Viola <sup>V</sup> threw <sup>S</sup> Jessica <sup>V</sup> down the stairs.
- I;I (and) 4. <sup>S</sup> Susan <sup>V</sup> hit <sup>S</sup> Shelby, <sup>S</sup> and she <sup>V</sup> started to run.
- I;I (but) 5. I <sup>V</sup> wanted to stay, <sup>S</sup> but I <sup>V</sup> had to leave.
- SVV 6. <sup>S</sup> He <sup>V</sup> bounced <sup>V</sup> threw the wall.
- I;I (so) 7. <sup>S</sup> I <sup>V</sup> wasn't feeling well, <sup>S</sup> so I <sup>V</sup> got up and left.
- SSVV 8. <sup>S</sup> Raymond <sup>S</sup> and <sup>S</sup> Susan <sup>V</sup> hit the jackpot and left.
- Simple: SSV 9. <sup>S</sup> Me <sup>S</sup> and <sup>S</sup> Mark <sup>V</sup> were <sup>V</sup> running.
- Compound: I;I 10. <sup>S</sup> I <sup>V</sup> like football, <sup>S</sup> and <sup>S</sup> my favorite <sup>V</sup> quarterback is <sup>S</sup> Jim McMan.

# COMPOUND SENTENCE LESSON 6A. 6B, 6C, 6D (circle one)

Name Carly Raines  
Date 2/21

### INSTRUCTIONS:

1. In the space below, write at least six sentences about the topic listed on your Assignment Sheet. Include in this group of sentences at least two different kinds of simple sentences and two compound sentences. Use your Formula Card for reference as needed.
2. Use the "S" Step of the "PENS" Strategy and a *Compound Sentence Checklist* to check the kinds of sentences you have written.
3. Attach your completed *Compound Sentence Checklist* to this sheet when you are done.

Topic: My vacation

- 1 My vacation to Colorado will be fun.
- 2 I hope to ski and skate. I'll probably fall
- 3 and break my leg. but I'm not worried
- 4 about that. I plan to have fun. I'll
- 5 be skiing and I'll be skating. Knowing me
- 6 I'll be skiing and fall or maybe I'll
- 7 be shopping and run out of money. (I
- 8 like to spend.)

COMPOUND & COMPLEX SENTENCES SERIES #6 EVALUATION FORM  
(Circle one)

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

YES	NO

Product contained at least six sentences.

Every sentence was about the topic.

Every sentence begins with a capital.

Each sentence was correctly punctuated.

Met requirements for types.

Compound or Complex  
 2 simple    2 complex  
 2 compound    1 compound

The product contained at least one of the following sentence types:

YES	NO

S            V  
 SS         V  
 S            VV  
 SS         VV

YES	NO

I, cl  
 I; I  
 ID  
 D, I

Met Requirements \_\_\_\_\_ yes  
 \_\_\_\_\_ no

Name \_\_\_\_\_

Practice: \_\_\_\_\_

F. Ihle Beversdorf

Directions:

-decide what type each sentence is, then put a check in the box that best applies.

-put NP in the box if the sentence is not punctuated correctly (look for capitals, commas, and periods).

### Compound Sentence Score Sheet

Sentence Type	Sentence Number										Total
	1	2	3	4	5	6	7	8	9	10	
I,cI											
I;I											
SV											
SSV											
SVV											
SSVV											
non-sentence											
Total Sentence Attempts ---->											

#### Calculating the Scores:

Percentage of complete sentences

Number of compound and simple sentences

\_\_\_\_\_

Total number of sentence attempts

$$= \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 100 = \underline{\phantom{00}} \%$$

mastery = 100%

Percentage of complete, correctly punctuated sentences

Number of correctly punctuated sentences

\_\_\_\_\_

Number of compound and simple sentences

$$= \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 100 = \underline{\phantom{00}} \%$$

mastery = 66%



# COMPLEX SENTENCE LESSON 1A

Name ISAAC JOHNSON  
Date \_\_\_\_\_

## INSTRUCTIONS:

For the following complex sentences:

1. Underline the independent clause with two lines.
2. Underline the dependent clause with one line.
3. In the blank to the left of the sentence, write the correct formula for the sentence. Use your Formula Card to choose the correct formula.

### EXAMPLE:

ID 0. The sirens wailed until all danger had passed.

### F L Formulas

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. I will rake the leaves myself unless you want to join me.                 |
| <input type="checkbox"/> | <u>ID</u>                |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. After the fans went home, the band packed up their instruments.           |
| <input type="checkbox"/> | <u>D, I</u>              |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Until Jill learns how to pace herself, she will not be healthy.           |
| <input type="checkbox"/> | <u>I, D</u>              |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. That car is perfect for me because I can afford its upkeep.               |
| <input type="checkbox"/> | <u>IO</u>                |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Since the weather got warm, we have been driving with the top down.       |
| <input type="checkbox"/> | <u>D, I</u>              |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Whenever Hanni smiles at me, my heart melts.                              |
| <input type="checkbox"/> | <u>I, D</u>              |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Will you wait for me while I speak to Mr. Low?                            |
| <input type="checkbox"/> | <u>ID</u>                |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Before you buy a boa constrictor, you should think about future problems. |
| <input type="checkbox"/> | <u>D, I</u>              |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Although she was scared to death, Kathy gave a short speech to the class. |
| <input type="checkbox"/> | <u>I, D</u>              |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. I will buy a home even if I have to save for ten years.                  |
| <input type="checkbox"/> | <u>OI</u>                |  |

# COMPLEX SENTENCE LESSON 2A

Name Becky Allen

Date \_\_\_\_\_

## INSTRUCTIONS:

1. Make each of the following into a complex sentence that matches the listed formula. Use the listed subordinating conjunction if one is needed. Be sure to include a comma if one is needed.
2. Do the "S" Step of the "PENS" Strategy on each clause that you have added.
3. Mark each complete verb in each added clause with a "V."
4. Mark each main subject in each added clause with an "S."

**EXAMPLE:**  
ID (when) 0. Sarah started crying when she heard the bad news  
about her grandfather.

## M C V&S Formulas & Conjunctions

- |                          |                          |                          |               |   |
|--------------------------|--------------------------|--------------------------|---------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ID (because)  | 1. I want to earn some money <u>because I want to buy a new bathing suit.</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D,I           | 2. Unless he gets some help, <u>he will not finish mowing the lawn.</u>       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D,I           | 3. When Paulette arrives, <u>we will have dinner.</u>                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ID (so that)  | 4. Jan came early <u>so that she could help us to prepare for the party.</u>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D,I           | 5. Since I have been going to the doctor, <u>I feel healthy.</u>              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ID (after)    | 6. He will go swimming <u>after he has eaten lunch.</u>                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ID (although) | 7. The car is ready <u>although it needs more gas.</u>                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D,I           | 8. Until we finish the work, <u>we can't go home.</u>                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ID (if)       | 9. The builder will start the house <u>if the wood arrives on time.</u>       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D,I           | 10. Before James leaves, <u>he must do his chores.</u>                        |

# COMPLEX SENTENCE LESSON 3A

Name Carol Peters

Date \_\_\_\_\_

## INSTRUCTIONS:

1. Write a complex sentence that matches each of the listed formulas. Include the listed subordinating conjunction in your sentence.
2. For the last two sentences, choose your own formula and subordinating conjunction. Write the formula to the left of the sentence on the blank, and write a matching sentence.
3. Be sure to check your work using the "S" Step of the "PENS" Strategy on each sentence.

EXAMPLE: D,I 0. If you want me to take you, I will pick you up  
(if) at ten o'clock.

## M C Formulas & Conjunctions

- |                          |                          |            |   |
|--------------------------|--------------------------|------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D,I</u> | 1. <u>Because today is Thursday, I have to</u><br><u>go to piano lessons.</u>             |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D,I</u> | 2. <u>Unless we find the basketball, no</u><br><u>one will be able to play.</u>           |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>  | 3. <u>I will be ready to go when my</u><br><u>mother arrives.</u>                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D,I</u> | 4. <u>Although he likes to swim, Paul</u><br><u>loves to jog.</u>                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>  | 5. <u>If the dog buries his bone, he</u><br><u>will want another one.</u>                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>  | 6. <u>I will make a fire, since we have</u><br><u>some wood and matches.</u>              |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D,I</u> | 7. <u>After the show was over, the actors</u><br><u>bowed to the audience.</u>            |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>  | 8. <u>Until we can get some food, we will</u><br><u>have to</u>                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>  | 9. <u>I must take this book back to the</u><br><u>library, since it is due today.</u>     |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D,I</u> | 10. <u>Since I have started studying at home,</u><br><u>I can get a lot of work done.</u> |

# COMPLEX SENTENCE LESSON 4A

Name Jacob Farley

Date \_\_\_\_\_

## INSTRUCTIONS:

1. Underline each independent clause with two lines.
2. Underline each dependent clause with one line.
3. In the blank to the left of each sentence, write the correct sentence formula for the sentence. Use your Formula Card to choose the correct formula.

### EXAMPLE:

ID 0. The plane had a perfect landing until the brakes failed.

F  L  Formulas

SS V 1. Jess and Rick took the bus to the concert.

S V 2. Everyone had a good time.

I, D 3. Unless you are willing to practice, you cannot learn to write.

SS VV 4. The boss demanded a lot, and the people worked hard.

S V 5. The car was painted a bright blue.

ID 6. We went to get pizza, but we did not get to go to the show.

ID 7. The managers were unable to reach an agreement because their differences were too great.

I, I 8. Joe's sister and brother went to the game with us; they enjoyed it.

ID 9. I think I'd better stay home, yet your offer is very appealing.

ID 10. The nurse handed the scalpel to the doctor when she asked for it.

# COMPLEX SENTENCE LESSON 5A

Name Angela Hart

Date \_\_\_\_\_

## INSTRUCTIONS:

- For the first six items, write a sentence that matches the listed formula. Use the conjunction in parentheses if one is required.
- For the last four items, choose a formula, write the formula on the blank, and write a sentence that matches the formula.
- Be sure to check your work by using the "S" Step of the "PENS" Strategy on each sentence.

EXAMPLE:  D,I (until) 0. Until the tide goes out, swimmers should not go in the water.

M  C Formulas & Conjunctions

S S V 1. Books and newspapers can be found in the library.

ID (because) 2. Don't forget to pick me up because I do not want to miss the meeting.

I,c,I (but) 3. The ball flew into the air, but Peter caught

D,I (although) 4. Dean and Kari did not stay, although they enjoyed the party.

S V V 5. Lila ran and dived into the water.

I;I 6. Let's work now; so we can play later.

Complex: I,D Dean will go to the fair if he finishes all his chores.

Simple: S, V We went swimming at the lake.

Compound: I,c,I Jerry wants to go, but he has to stay and work.

Complex: D,I The boys went out after the sun came up.

# COMPLEX SENTENCE LESSON 6A, 6B, 6C, 6D (circle one)

Name Michael Schmidt  
Date 3/24

### INSTRUCTIONS:

1. In the space below, use the "PENS" Strategy to write at least six sentences about the topic listed on your Assignment Sheet. Include in this group of sentences at least one compound sentence and two complex sentences.
2. Use the "S" Step of the "PENS" Strategy and a *Complex Sentence Checklist* to check the kinds of sentences you have written.
3. Attach your completed *Complex Sentence Checklist* to this sheet when you are done.

Topic: Regional Tournament

My team won the state soccer championship. Before we went to the regional tournament, we practiced every day. We paraded into the stadium, and we sat in the stands. We won two games; we lost one game. Although we lost, I had fun. I hope we win state again next year.

Name \_\_\_\_\_

Practice: \_\_\_\_\_

F. Ihle Beversdorf

Directions:

- decide what type each sentence is, then put a check in the box that best applies.
- put NP in the box if the sentence is not punctuated correctly (look for capitals, commas, and periods).

### Complex Sentence Score Sheet

Sentence Type	Sentence Number										Total
	1	2	3	4	5	6	7	8	9	10	
ID											
D,I											
I,cl											
I;l											
SV											
SSV											
SVV											
SSVV											
non-sentence											
Total Sentence Attempts ---->											

**Calculating the Scores:**

Percentage of complete sentences

$$\frac{\text{Number of complex, compound, and simple sentences}}{\text{Total number of sentence attempts}} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 100 = \underline{\phantom{00}} \% \text{ mastery} = 100\%$$

Percentage of complete, correctly punctuated sentences

$$\frac{\text{Number of correctly punctuated sentences}}{\text{Number of complex, compound, and simple sentences}} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 100 = \underline{\phantom{00}} \% \text{ mastery} = 66\%$$

COMPOUND & COMPLEX SENTENCES SERIES #6 EVALUATION FORM  
(Circle one)

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

YES	NO

Product contained at least six sentences.

Every sentence was about the topic.

Every sentence begins with a capital.

Each sentence was correctly punctuated.

Met requirements for types.

Compound or Complex  
 2 simple    2 complex  
 2 compound    1 compound

The product contained at least one of the following sentence types:

YES	NO

S    V

SS    V

S    VV

SS    VV

YES	NO

I, cl

I; I

ID

D, I

Met Requirements \_\_\_\_\_ yes  
 \_\_\_\_\_ no



## SEQUENCING COMPOUND-COMPLEX SENTENCES

### Dependent Clause First

After the party was over, Jean had a headache, so Paul cleaned up the house.

When Jennifer feels sad, she calls Chris; he cheers her up.

### Dependent Clause Second

Jean had a headache after the party was over, so Paul cleaned up the house.

Chad hates to sleep while his parents are awake, for he might miss something.

Jennifer calls Chris whenever she feels sad; he cheers her up.

The sky was gray when the volcano erupted; ash was falling everywhere.

### Dependent Clause Third

Jean had a headache, so Paul cleaned up the house after the party was over.

The boss made Pat a good offer, and she accepted as long as he gave her a travel allowance.

The doctors were busy with the serious cases; the slightly wounded soldier quietly waited while they worked.

Todd gave an excellent report; his instructor thanked him after the rest of the class had left the room.

## Sentence Strategy

A Friend

Pre test

Patty is my friend. Patty is my very best friend. Because she is my best friend I would never do any thing to hurt her. I like to talk to her and I hate it when she gets in trouble. We both like to party. We both like guys. Because we like to party we try to go to alot of partys. We like to look at cut guys but because we both have a boyfriend we can't touch. We like cars. We like Rock-n-Roll music. We like cars very much. Because we like cars we like to ride in them. We like Rock-n-Roll very much. Because we like Rock-n-Roll we listen to it a lot.

Name \_\_\_\_\_

F. Ihle Beversdorf

**Essay Score Sheet (PENS and COPS)**

Sentence Type	Sentence Number															Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
ID																	
D,I																	
I,cI																	
I,I																	
SV																	
SSV																	
SVV																	
SSVV																	
Non-Sentence																	
Capitalization																	
Overall Appearance																	
Punctuation																	
Spelling																	

**Calculating the Scores:**

Percentage of complete, correctly punctuated sentences

Number of correctly punctuated sentences

$$= \frac{\boxed{\phantom{000}}}{\phantom{000}} \times 100 = \phantom{000} \%$$

mastery = 66%

Number of complex, compound, and simple sentences

Error monitoring

Total number of errors

$$= \frac{\boxed{\phantom{000}}}{\phantom{000}} = \phantom{000} \text{ mastery} =$$

less than .05

Total number of words

**The Proficiency in Sentence Writing Strategy**

<input type="checkbox"/>	I have identified at least one student who could benefit from the strategy.
<input type="checkbox"/>	<p>I have copies of the following for: <input type="checkbox"/> simple <input type="checkbox"/> compound <input type="checkbox"/> complex <input type="checkbox"/> compound-complex</p> <p> <input type="checkbox"/> Score Sheet  <input type="checkbox"/> Scoring guidelines  <input type="checkbox"/> Progress Chart  <input type="checkbox"/> Cue Cards  <input type="checkbox"/> Verbal Practice Checklist  <input type="checkbox"/> Controlled Practice lessons  <input type="checkbox"/> Advanced Practice lessons  <input type="checkbox"/> Report of strategy use forms         </p>
<input type="checkbox"/>	<p>I have materials to create a notebook for the student</p> <p> <input type="checkbox"/> Pretest materials  <input type="checkbox"/> 3-ring binder  <input type="checkbox"/> Dividers for stages of instruction  <input type="checkbox"/> Assignment sheet         </p>
<input type="checkbox"/>	<p>My instructional plan for teaching this strategy involves the following steps:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>