

# SUBJECTS & VERBS LESSON 1A

Name: Kathy

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

## INSTRUCTIONS:

1. Mark the verb in each sentence with a "V."
2. Mark the subject in each sentence with an "S."

### EXAMPLE:

S V  
0. Kelvin shot a goal.

V S

## LEARN BY WATCHING

<sup>S V</sup>  
1. Jane went to the pool.

<sup>S V</sup>  
2. Paul is a very nice guy.

## LEARN BY SHARING

<sup>S V</sup>  
1. Cakes lined the store window.

<sup>S V</sup>  
2. I love chocolate ice cream.

<sup>S V</sup>  
3. Bikes are very expensive.

## LEARN BY PRACTICING

<sup>S V</sup>  
1. Dad is really strict.

<sup>S V</sup>  
2. Bananas taste good.

<sup>S V</sup>  
3. Kathy has a son named Jimmy.

<sup>S V</sup>  
4. Raccoons raid our garbage cans every night.

<sup>S V</sup>  
5. Flowers are in bloom everywhere.

# SUBJECTS & VERBS LESSON 2A

Name: Martin

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

## INSTRUCTIONS:

1. Mark the verb in each sentence with a "V."
2. Mark the main subject in each sentence with an "S."

### EXAMPLE:

0. The incredibly lucky woman won the lottery.

V S

## LEARN BY WATCHING

1. The old gray mare limped down the lane.

2. The silver-winged plane soared.

## LEARN BY SHARING

1. Johnny's baby sister cried for hours.

2. The first three girls giggled.

3. Fourteen good pilots died in the war.

## LEARN BY PRACTICING

1. The chairperson of the meeting left early.

2. The chrome-plated motorcycles glistened in the sun.

3. The pioneers in our family fled from England.

4. The dog's buried bones rotted in the ground.

5. Carol's best china plate broke into a hundred pieces.

# SUBJECTS & VERBS LESSON 3A

Name: Maura

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

## INSTRUCTIONS:

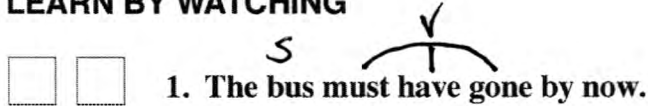
1. Mark the complete verb in each sentence with a "V."
2. Mark the main subject in each sentence with an "S."

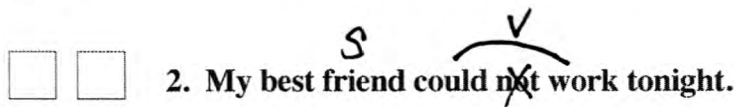
### EXAMPLE:

  
0. I might have kept a copy of your test.

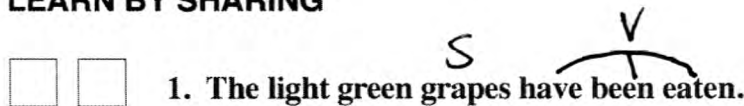
V S

### LEARN BY WATCHING

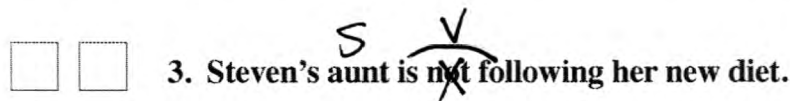
  
  1. The bus must have gone by now.

  
  2. My best friend could not work tonight.

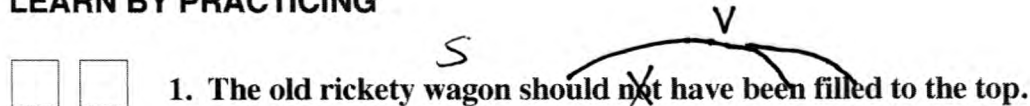
### LEARN BY SHARING

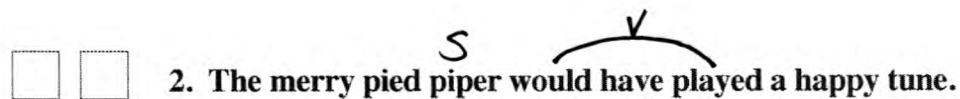
  
  1. The light green grapes have been eaten.

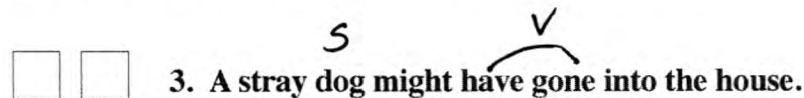
  
  2. The committee of environmentalists is working to solve the smog problem.

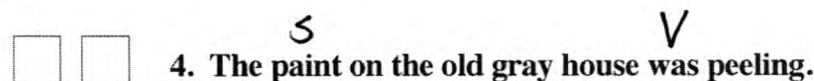
  
  3. Steven's aunt is not following her new diet.

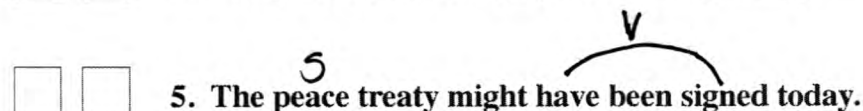
### LEARN BY PRACTICING

  
  1. The old rickety wagon should not have been filled to the top.

  
  2. The merry pied piper would have played a happy tune.

  
  3. A stray dog might have gone into the house.

  
  4. The paint on the old gray house was peeling.

  
  5. The peace treaty might have been signed today.

# SUBJECTS & VERBS LESSON 4A

Name: Erik

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

## INSTRUCTIONS:

1. Mark the complete verb in each sentence with a "V."
2. Mark each subject(s) in each sentence with an "S."

### EXAMPLE:

0. When will Jana and William spend the night with us?

V S

## LEARN BY WATCHING

<sup>S S V</sup>  
1. Bill and Sue want to go to the movies.

<sup>S S V</sup>  
2. Jason and his friends work together.

## LEARN BY SHARING

<sup>S S V</sup>  
1. Are the car and truck parked outside?

<sup>S S V</sup>  
2. The park and sidewalks were covered with snow.

<sup>S S V</sup>  
3. Hiding and seeking are fun activities.

## LEARN BY PRACTICING

<sup>S S V</sup>  
1. The old man and his black cat have lived long lives.

<sup>S S V</sup>  
2. The station and its surrounding parking lot become dangerous after 9:00 p.m.

<sup>S S S V V</sup>  
3. Arnie, Karen, and Ty went to buy a new van.

<sup>S S V</sup>  
4. Peace and war are direct opposites.

<sup>S S V V</sup>  
5. Did Marty and Kathy travel 500 miles just to speak at the conference?

# SUBJECTS & VERBS LESSON 5A

Name: Kahil

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

## INSTRUCTIONS:

1. Mark the complete verb(s) in each sentence with a "V."
2. Mark the main subject(s) in each sentence with an "S."

### EXAMPLE:

0. Richard ran 5 miles and swam 50 laps.

V S

### LEARN BY WATCHING

1. Sally swam and played all afternoon.

2. The dogs had barked all night and slept all day.

### LEARN BY SHARING

1. Michelle came home yesterday and did not work all day today.

2. The basketball team rode on a bus and flew on a plane to attend the game.

3. The park is dark and spooky at night but can be delightful on sunny days.

### LEARN BY PRACTICING

1. Did Jane call her father and tell him the news?

2. I miss my sister and want to see her again soon.

3. Children should not be allowed to watch TV and should be encouraged to play.

4. Will you sit by the sea and paint the ships?

5. The books were stacked on the floor and were ruined by the flood.

# SUBJECTS & VERBS LESSON 6A

Name: Thomas

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

## INSTRUCTIONS:

1. Mark the complete verb(s) in each sentence with a "V."
2. Mark the main subject(s) in each sentence with an "S."

**EXAMPLE:**

0. Lydia and Linore played soccer tonight and made one goal each.

S
S
V
V

V S

### LEARN BY WATCHING

1. The ponies and calves scamped and played in the field.
2. Kathy and her father do not like to play tennis and hate to jog.

### LEARN BY SHARING

1. The Army and the Navy had a football game and filled the stadium.
2. The two boys and their fathers were sick and did not attend the Father Son Banquet.
3. Parties and dances are usually fun and can be thrilling.

### LEARN BY PRACTICING

1. Cards and dice were used at the party and had been scattered everywhere.
2. Radio towers and tall buildings must have lights and must be visible at night.
3. Candles and flowers can brighten the table and can make guests feel special.
4. Tape and string are needed to secure packages and can be used for other things.
5. The graduates and their parents posed for pictures and celebrated with a party.

# SIMPLE SENTENCE LESSON 1A

Name: Lee

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:

SVV 0. The large truck had stopped and was backing up.

## F V S Formulas

### LEARN BY WATCHING

SV 1. Tai likes to watch TV all day long.

SSV 2. Baseball and football were his favorite sports.

### LEARN BY SHARING

SVV 1. Raimond jumped in the air and gave Gary a high five.

SSVV 2. The flower bulbs and tree saplings had been planted and were growing.

SV 3. Damian's favorite subject is art.

### LEARN BY PRACTICING

SSV 1. Latisha and Devon enjoy talking with each other after school.

SV 2. The desk was covered with papers.

SSVV 3. Juan took his brother and sister to the park and played with them.

SSVV 4. Snow and sleet fell on the streets and covered the cars.

SSVV 5. Maria and Jose held hands and walked down the hall.

# SIMPLE SENTENCE LESSON 2A

Name: Whitney

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:  
(S VV) 0. The tornado <sup>S</sup> blew <sup>V</sup> across the land and destroyed <sup>V</sup> four homes.

## M C V&S Formulas

### LEARN BY WATCHING

- (S VV) 1. Cecilia <sup>S</sup> heard <sup>V</sup> the thunder and hid <sup>V</sup> under the bed.
- (SS V) 2. You <sup>S</sup> and I <sup>S</sup> are <sup>V</sup> good friends.

### LEARN BY SHARING

- (S V) 1. The dogs <sup>S</sup> slept <sup>V</sup> all afternoon.
- (S VV) 2. The stove <sup>S</sup> was <sup>V</sup> hot and burned <sup>V</sup> me.
- (S V) 3. Ming's mother <sup>S</sup> cooked <sup>V</sup> a delicious dinner.

### LEARN BY PRACTICING

- (S V) 1. Javier <sup>S</sup> ditched <sup>V</sup> school.
- (SS VV) 2. The assignment <sup>S</sup> and the deadline <sup>S</sup> were <sup>V</sup> difficult and unreasonable <sup>V</sup>.
- (S V) 3. Lucia <sup>S</sup> was <sup>V</sup> named for her great aunt on her father's side.
- (SS V) 4. The small red fox <sup>S</sup> and its kits <sup>S</sup> ran <sup>V</sup> across the field.
- (S VV) 5. The team <sup>S</sup> won <sup>V</sup> the game by playing <sup>V</sup> well.



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

Name: Skyland

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:  
(SS V) 0. The <sup>S</sup>dancers and <sup>S</sup>singers <sup>V</sup>created a wonderful show.

## M C Formulas

### LEARN BY WATCHING

(S V) 1. The <sup>S</sup>flics <sup>V</sup>swarmed our picnic.

(S VV) 2. We <sup>S</sup>swatted and <sup>V</sup>chased them.

### LEARN BY SHARING

(SS V) 1. Camilla <sup>S</sup>and Andrew <sup>S</sup>played <sup>V</sup>cards in the afternoon.

(SS VV) 2. The <sup>S</sup>players and <sup>S</sup>referees <sup>V</sup>shook hands and <sup>V</sup>said, "Good game!"

(S V) 3. People <sup>S</sup>like to <sup>V</sup>watch the Olympics.

### LEARN BY PRACTICING

(SS VV) 1. My <sup>S</sup>mom and my <sup>S</sup>aunt <sup>V</sup>went to the spa to <sup>V</sup>have their nails done

(S VV) 2. You <sup>S</sup>should <sup>V</sup>not drive and <sup>V</sup>text!

(SS VV) 3. Will <sup>S</sup>you and your <sup>S</sup>sister please <sup>V</sup>walk to the store and <sup>V</sup>buy some eggs?

(S V) 4. Jordan <sup>S</sup>practices <sup>V</sup>for an hour every day to <sup>V</sup>win an award.

(SS V) 5. Marina <sup>S</sup>and Cameron <sup>S</sup>thanked <sup>V</sup>their friends for the gifts.

# SIMPLE SENTENCE LESSON 4A, 4B, 4C, 4D (circle one)

Name: Emily

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

## INSTRUCTIONS:

1. In the space below, use the "PENS" Strategy to write at least six sentences about the topic listed below. 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.

Topic: People in My Family

<sup>S</sup> My <sup>V</sup> mother is the head of my family

<sup>S</sup> I have <sup>S</sup> two sisters and two brothers.

My <sup>S</sup> sisters <sup>V</sup> went sledding and skiing.

Peter and Billy <sup>S</sup> <sup>V</sup> are my brothers.

Billy and me <sup>S</sup> <sup>V</sup> are the youngest and have fun together.

My mother <sup>S</sup> <sup>V</sup> works hard for all of us.

# 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

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

Percentage of Complicated Sentences

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times 100 = \boxed{\phantom{00}}\% \quad \text{Mastery} = 33\%, 40\%, \text{ or } 50\%$$

(see criterion for each part)

Percentage of Complicated Sentences Punctuated correctly

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

# COMPOUND SENTENCE LESSON 1A

Name: Brenna

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:

I<sub>c</sub>I 0. The rain did not stop, nor did the river stop rising.

## F V S Formulas

### LEARN BY WATCHING

I<sub>c</sub>I 1. The waves were pounding, and the sea was rolling.

I<sub>j</sub>I 2. No bird could be seen or heard; the wind was howling.

### LEARN BY SHARING

I<sub>c</sub>I 1. The shutters were nailed shut, so they would not flap in the wind.

I<sub>j</sub>I 2. Martin and Trinka hoped for rescue; they feared the storm.

I<sub>c</sub>I 3. Petyr and Colin had a boat, but they had no gas for the motor.

### LEARN BY PRACTICING

I<sub>c</sub>I 1. They can buy some gas, or they can get some from Salim.

I<sub>j</sub>I 2. The water was rising; they had to rescue people soon.

I<sub>c</sub>I 3. The boys filled the gas tank, and they started the motor.

I<sub>j</sub>I 4. Trinka's fingers were numb; she was on the roof for hours.

I<sub>j</sub>I 5. Finally, the boat arrived; Trinka and Martin were saved!

# COMPOUND SENTENCE LESSON 2A

Name: Dwayne

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

## INSTRUCTIONS:

1. 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.
2. Do the "S" Step of the "PENS" Strategy to the clause you have added to the sentence.
3. Mark each complete verb in your added clause with a "V."
4. Mark each main subject in your added clause with an "S."

**EXAMPLE:**  
 I;I (but) 0. We hope to see you later, <sup>S</sup> but <sup>V</sup> we can see you tomorrow.

M C V&S Formulas & Conjunctions

## LEARN BY WATCHING

I;I (and) 1. Jesse <sup>S</sup> drove Tamika <sup>V</sup> to school, and then he <sup>S</sup> went <sup>V</sup> to work.

I;I 2. Boats are <sup>S</sup> moored in the harbor; <sup>S</sup> they <sup>V</sup> look beautiful in the moonlight.

## LEARN BY SHARING

I;I (but) 1. The president <sup>S</sup> visited Iraq, <sup>V</sup> but he <sup>S</sup> did ~~not~~ <sup>V</sup> meet all the troops.

I;I (so) 2. Dimitri <sup>S</sup> spread mulch on the ground, <sup>V</sup> so his plants and the soil <sup>S</sup> would <sup>V</sup> be protected.

I;I 3. Money <sup>S</sup> must be <sup>V</sup> earned; <sup>S</sup> you <sup>S</sup> cannot <sup>V</sup> expect people to give it to you.

## LEARN BY PRACTICING

I;I (for) 1. Vegetables and fruits <sup>S</sup> must be eaten <sup>V</sup> for getting our bodies vitamins.

I;I (or) 2. You will eat now <sup>S</sup> or you <sup>S</sup> will go to bed <sup>V</sup> hungry.

I;I 3. I <sup>S</sup> went to the game; <sup>S</sup> and I <sup>V</sup> ate hot dogs; <sup>S</sup> and I <sup>S</sup> cheered <sup>V</sup> for both teams.

I;I 4. The crowd <sup>S</sup> yelled; <sup>S</sup> the home team <sup>V</sup> made the touchdown and <sup>S</sup> won the game.

I;I (nor) 5. The golfer <sup>S</sup> did not putt well <sup>V</sup> nor do <sup>S</sup> well on his drives.

# COMPOUND SENTENCE LESSON 3A

Name: Thomas

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

## INSTRUCTIONS:

1. Write a compound sentence that matches each of the listed formulas. Include the listed coordinating conjunction in your sentence.
2. Be sure to check your work using the "S" Step of the "PENS" Strategy on each sentence.

**EXAMPLE:**  
 I,cI (nor) 0. The injured boy could not run, nor could he walk.

## M C Formulas & Conjunctions

### LEARN BY WATCHING

- I,cI (and) 1. Hector and John rushed out of the classroom, and they joined their friends for recess.
- I;I 2. Hector wanted to play basketball; John voted to play soccer.

### LEARN BY SHARING

- I,cI (for) 1. The boys agreed to play soccer, for they both love the sport.
- I,cI (nor) 2. Soccer and basketball don't require as much equipment as baseball, nor do they take as long to play.
- I;I 3. As a spectator, I love to watch basketball; my twin brothers prefer to watch soccer.

### LEARN BY PRACTICING

- I,cI (yet) 1. Mom and I always look forward to the weekend, yet I miss my friends at school.
- I;I 2. My perfect weekend includes a trip to the park to swim in the pool; then a trip to the mall.
- I,cI (or) 3. The mall is always loud and busy during the day, or it's locked up and quiet.
- I;I 4. Mom likes to shop for anything on sale; clothes that I like!
- I,cI (but) 5. Some weekends we come home with tons of stuff, but sometimes we don't find anything.

# COMPOUND SENTENCE LESSON 4A

Name: heisel

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:

I<sub>c</sub>I    S   V                          S   V  
 0. We hoped for good weather, for we wanted to go to the pool.

F   V   S   Formulas

### LEARN BY WATCHING

   I;I    1.    The students made a mural; it was designed for the library.

   I<sub>c</sub>I    2.    The mural showed books, but it also displayed computers.

### LEARN BY SHARING

   SV    1.    Macio painted an octopus and a ship.

   SSV    2.    Georgia and Tyshawna painted buildings around the world.

   SSVV    3.    Rick and Jim sawed wooden boards and hammered them to the wall.

### LEARN BY PRACTICING

   SVSV    1.    The students stood back; they decided where to change the mural.

   I<sub>c</sub>I    2.    Martina added several trees, and Seely created some flowers.

   SSVV    3.    Many pages were glued to the wooden boards; that job took hours.

   SV    4.    Pieces of the mural were attached to the boards.

   SSVV    5.    The mural was unveiled on April 30; everyone loved it!

# COMPOUND SENTENCE LESSON 5A

Name: Thomas

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

## INSTRUCTIONS:

1. 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. Be sure to check each sentence using the "S" Step of the "PENS" Strategy.

**EXAMPLE:**  
 I,cl 0. <sup>S</sup> We can <sup>V</sup> go to a movie, or <sup>S</sup> we can <sup>V</sup> drive  
 (or) <sup>S</sup> to the baseball game.

## M C Formulas & Conjunctions

### LEARN BY WATCHING

- I;I 1. <sup>S</sup> My mom <sup>V</sup> gave me fifty dollars for my birthday; <sup>S</sup> she <sup>V</sup> told me to spend it wisely.
- SSV 2. <sup>S</sup> Candy and shoes <sup>S</sup> are <sup>V</sup> at the top of my List.

### LEARN BY SHARING

- SV 1. <sup>S</sup> I <sup>V</sup> should put some money into my savings account.
- I,cl (but) 2. <sup>S</sup> Maybe I <sup>V</sup> should save half of my money, but <sup>S</sup> then I <sup>V</sup> might not be able to buy the shoes.
- SSV 3. <sup>S</sup> Money in the bank or <sup>S</sup> money for my feet <sup>V</sup> is a hard decision to make.

### LEARN BY PRACTICING

- I,cl (so) 1. <sup>S</sup> I <sup>V</sup> gave into temptation and <sup>V</sup> bought a huge Jawbreaker, <sup>S</sup> so my mom was <sup>V</sup> not very happy.
- SSVV 2. <sup>S</sup> Jamal and Andy <sup>S</sup> rolled their eyes and <sup>V</sup> made faces <sup>V</sup> at me.
- I;I 3. <sup>S</sup> They <sup>V</sup> didn't bother me; <sup>S</sup> I <sup>V</sup> turned and ran to the shoe store.
- I,cl (for) 4. <sup>S</sup> My friends <sup>V</sup> ran after me and then <sup>S</sup> checked the shoes, too.
- I,cl (yet) 5. <sup>S</sup> I <sup>V</sup> left the store with new shoes, <sup>S</sup> yet I <sup>V</sup> also had money to put in savings.



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

Name: Angela

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

## INSTRUCTIONS:

1. In the space below, write at least six sentences about the assigned topic. 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: A Day in the Life of Recess

Our school has so many things for my friends and I to do at recess. First, we always walk around the field; it is our time to talk about our day. Walking is good exercise after sitting in our seats so long. Maria, Bette, Tamisha, and I all try to talk at the same time then we burst out laughing. It happens every day! Second, my friends and me watch the recess drama. Most of the time it is not anything bad, and yet some friends end up not talking to each other the day. Third, Maria and me like to play on the blue bars and hang upside down. The bell rings and everyone runs and pushes to be first in line at the classroom door!

# 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

$$\frac{\text{No. Simple + Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 100 = \boxed{\phantom{00}}\% \quad \text{Mastery} = 100\%$$

Percentage of Complicated Sentences

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 100 = \boxed{\phantom{00}}\% \quad \text{Mastery} = 33\%, 40\%, \text{ or } 50\%$$

(see criterion for each part)

Percentage of Complicated Sentences Punctuated correctly

$$\frac{\text{No. Comp. + Complex + Comp./Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 100 = \boxed{\phantom{00}}\% \quad \text{Mastery} = \text{at least } 66\%$$

# COMPLEX SENTENCE LESSON 1A

Name: Carrie

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

## INSTRUCTIONS:

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 sentence formula for the sentence. Use your Formula Card to choose the correct formula.

### EXAMPLE:

DI 0. When the stars come out, we can use the telescope.

## F L Formulas

### LEARN BY WATCHING

- DI 1. After the wind blew at 50 miles per hour, cars were lying in the street.
- ID 2. Workers came to saw the trees when the storm stopped.

### LEARN BY SHARING

- DI 1. Since we have some money, we can buy new shoes.
- ID 2. The leaves are turning colors because fall is here.
- DI 3. As soon as Tyrhen saved enough money, he bought a used car.

### LEARN BY PRACTICING

- ID 1. He saved the money even though he gave money each week to his mother.
- ID 2. His mother thanked him for the money so that she could buy food.
- ID 3. Will you come to my house once you finish work?
- DI 4. Although I love ice cream, I never eat it.
- ID 5. I will pay the paper boy unless you have paid him already.

# COMPLEX SENTENCE LESSON 2A

Name: Joni

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 to the clause you have added.
3. Mark each complete verb in your added clause with a "V."
4. Mark each main subject in your added clause with an "S."

### EXAMPLE:

D,I 0. Until the war is over, <sup>S</sup> people will <sup>V</sup> be afraid.

M C V&S Formulas & Conjunctions

## LEARN BY WATCHING

- ID 1. We can go to the beach <sup>S</sup> after <sup>V</sup> we eat breakfast and <sup>V</sup> pack a picnic lunch.
- D,I 2. If you get good grades, <sup>S</sup> your parents will <sup>V</sup> treat you to pizza and a movie.

## LEARN BY SHARING

- ID 1. We will not see well <sup>S</sup> unless <sup>V</sup> we wear sunglasses at the game.
- ID 2. The doctor gave Dre a hearing aid <sup>S</sup> because <sup>V</sup> loud music damaged his hearing.
- D,I 3. Even though he can see with his right eye, <sup>S</sup> he <sup>V</sup> is blind in his left eye.

## LEARN BY PRACTICING

- D,I 1. Whenever the cats go to the kennel, <sup>S</sup> they <sup>V</sup> cry when I <sup>V</sup> leave them.
- ID 2. You should put in a new light bulb <sup>S</sup> when <sup>V</sup> the old bulb burns out.
- D,I 3. As soon as you see the sun <sup>S</sup> set, the sailboat will <sup>V</sup> head back to shore.
- ID 4. The dogs barked loudly <sup>S</sup> just as soon as the <sup>V</sup> doorbell rang.
- ID 5. Beonce sang <sup>S</sup> as though her heart would <sup>V</sup> break.

# COMPLEX SENTENCE LESSON 3A

Name: Martin

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

## INSTRUCTIONS:

1. Write a complex sentence that matches each of the listed formulas. Include the listed subordinating conjunction in your sentence.
2. Be sure to check each sentence using the "S" Step of the "PENS" Strategy.

### EXAMPLE:

ID 0.  
(while)

<sup>S</sup> Jesse <sup>V</sup> swept the deck while <sup>S</sup> Scott  
<sup>V</sup> washed the windows.

### Formulas &

M C Conjunctions

## LEARN BY WATCHING

ID  
(just as)

<sup>S</sup> We <sup>V</sup> saw the green flash just as the  
<sup>S</sup> sun <sup>V</sup> set.

D,I  
(even if)

<sup>S</sup> Even if it <sup>V</sup> rains, the game will not  
<sup>V</sup> be cancelled.

## LEARN BY SHARING

D,I  
(as long as)

<sup>S</sup> As long as she could remember, the  
<sup>S</sup> cafeteria <sup>V</sup> food was terrible.

ID  
(as though)

<sup>S</sup> Susan <sup>V</sup> behaved as though she had  
<sup>S</sup> already <sup>V</sup> won the student body election.

D,I  
(until)

<sup>S</sup> The baby <sup>V</sup> cried loudly until the  
<sup>S</sup> sitter <sup>V</sup> comforted him.

## LEARN BY PRACTICING

D,I  
(if)

<sup>S</sup> If you <sup>V</sup> need the lawn mowed, I  
<sup>V</sup> can <sup>V</sup> come over and <sup>V</sup> cut it for you.

ID  
(while)

<sup>S</sup> While the T.V. was <sup>V</sup> blaring and Ann  
<sup>V</sup> did her homework.

D,I  
(unless)

<sup>S</sup> I <sup>V</sup> won't <sup>V</sup> wake up for school on time,  
<sup>S</sup> unless I <sup>V</sup> set the alarm.

D,I  
(when)

<sup>S</sup> It <sup>V</sup> isn't fair when teachers <sup>V</sup> give  
<sup>S</sup> a lot of homework on a weekend.

ID  
(after)

<sup>S</sup> We <sup>V</sup> went out for burgers after  
<sup>S</sup> the movie.

# COMPLEX SENTENCE LESSON 4A

Name: Nicki

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:

DI 0. Because the weather was bad, the plane was late.

## F L Formulas

### LEARN BY WATCHING

SV 1. For the party, we put lights on the posts.

SSV 2. Bella and Edward hung streamers from the rafters.

### LEARN BY SHARING

F, cI 1. We planned for 50 people, but 25 people came.

D, I 2. Since we made lots of food, we had lots of leftovers.

ID 3. We played football and Frisbee while the hamburgers cooked.

### LEARN BY PRACTICING

D, F 1. <sup>S V</sup> After we ate, <sup>S V</sup> we played music and danced. <sup>V</sup>

I, I 2. <sup>S V</sup> The music was loud; <sup>S V</sup> people could hear it around the lake.

ID 3. <sup>S V</sup> Ciera gave Ludmilla a scarf <sup>V</sup> and danced around her.

I, cI 4. <sup>S V</sup> The boys won the football game, <sup>S V</sup> but the girls won the volleyball game.

I, cI 5. <sup>S S V</sup> Sky and Dre cooked the food <sup>SV</sup> and served it to everyone.

# COMPLEX SENTENCE LESSON 5A

Name: Charles

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

## INSTRUCTIONS:

1. Write a sentence that matches the listed formula. Use the conjunction in parentheses if one is required.
2. Be sure to check your work by using the "S" Step of the "PENS" Strategy on each sentence.

EXAMPLE:  
D,I 0. Whenever <sup>S</sup> Stacy <sup>V</sup> is late, <sup>S</sup> Arnie <sup>V</sup> becomes  
(whenever) upset.

Formulas &  
M C Conjunctions

## LEARN BY WATCHING

- I,cI (nor) 1. Dad <sup>S</sup> could not <sup>V</sup> find his wallet, nor could he <sup>S</sup> find his car keys.
- SVV 2. The leopard <sup>S</sup> pounced <sup>V</sup> and caught <sup>V</sup> her prey.

## LEARN BY SHARING

- ID (until) 1. You may <sup>S</sup> play outside <sup>V</sup> until it gets <sup>S</sup> dark.
- SSVV 2. Tom <sup>S</sup> and Jerry <sup>S</sup> teased <sup>V</sup> and tormented <sup>V</sup> the dog.
- D,I (as soon as) 3. As soon as she <sup>S</sup> turned <sup>V</sup> 16, she <sup>S</sup> applied <sup>V</sup> for her driver's license.

## LEARN BY PRACTICING

- I;I 1. Dogs <sup>S</sup> bark <sup>V</sup>; wolves <sup>S</sup> howl.
- SSV 2. Mom <sup>S</sup> and Dad <sup>S</sup> like <sup>V</sup> to watch sappy <sup>V</sup> movies <sup>V</sup> and eat <sup>V</sup> popcorn.
- D,I (after) 3. After <sup>S</sup> the storm <sup>S</sup> passed <sup>V</sup>, the <sup>S</sup> streets <sup>S</sup> were <sup>V</sup> flooded.
- ID (before) 4. Before <sup>S</sup> college <sup>S</sup>, I <sup>S</sup> needed <sup>V</sup> to buy <sup>V</sup> new clothes.
- I,cI (so) 5. My dog <sup>S</sup> loves <sup>V</sup> to chase squirrels, so <sup>S</sup> he <sup>S</sup> waits <sup>V</sup> all day <sup>V</sup> for one <sup>V</sup> to come <sup>V</sup> into our <sup>V</sup> yard.

# COMPLEX SENTENCE LESSON 6A

## 6B, 6C, 6D (circle one)

Name: Treyvon

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

### INSTRUCTIONS:

1. In the space below, use the "PENS" Strategy to write at least six sentences about the assigned topic. 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: Graduation

I can't wait to graduate from high school! It is only January, but I already have senioritis. I know where I am going to college. So I don't have to worry too much about my grades this semester. Mostly, I'm starting to feel sad that I don't have much time left with my friends. When I go to college, I won't see them any more. I want to spend as much time with my friends until I graduate. There are lots of cool activities planned. The prom, mud volleyball, the senior prank, and best of all the all-night party. The time will go by quickly, and graduation will soon be here! YEA!!



# 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

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

Percentage of Complicated Sentences

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times 100 = \boxed{\phantom{00}}\% \quad \text{Mastery} = 33\%, 40\%, \text{ or } 50\%$$

(see criterion for each part)

Percentage of Complicated Sentences Punctuated correctly

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

# COMPOUND-COMPLEX SENTENCE LESSON 1A

Name: Matthew

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

## INSTRUCTIONS:

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

### EXAMPLE:

D, I, c, I 0. After we eat, you can watch TV with me, or you can go home.

### F L Formulas

### LEARN BY WATCHING

- I, c, I, D 1. The young men raised a lion in their home, and he grew very large before they knew it.
- I, D, c, I 2. The police came after a neighbor made a complaint, so they knew not to keep him.

### LEARN BY SHARING

- D, F, I, I 1. Because the young men could not keep him, they took him to Africa; they let him go in the wild.
- I, I, D 2. They were very sad; he was their pal even though he was a lion.
- I, D, c, I 3. They went back to Africa after a year had gone by, and they saw their lion.

### LEARN BY PRACTICING

- I, D, I 1. He ran to them as soon as he saw them; he licked their faces and played with them.
- D, I, I, I 2. Because they had worried about him, they were happy to see him; he was very healthy.
- D, I, I, I 3. Even though a year had passed, he remembered them; he even was happy to see them.
- I, c, I 4. The lion showed them his home, and he showed them his mate after they had played together.
- I, c, I 5. The lion treated them well like he had treated them in the past, so they had a wonderful visit.

# COMPOUND-COMPLEX SENTENCE LESSON 2A

Name: Helge

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

## INSTRUCTIONS:

1. Complete each of the following sentences to make a compound-complex sentence. Match your sentence to the listed formula, and use the conjunction in parentheses if one is required. Be sure to include punctuation where it is needed.
2. Do the "S" Step of the "PENS" Strategy on the new clause that you have written.
3. Mark each complete verb in the new clause with a "V."
4. Mark each main subject in the new clause with an "S."

### EXAMPLE:

D,I;I 0. While the food cooks, we can watch a movie; <sup>S</sup> we can <sup>V</sup> eat later.

### M C VS Formulas & Conjunctions

#### LEARN BY WATCHING

- D,I;I 1. After the TV show ended, we talked for hours; <sup>S</sup> the waiter <sup>V</sup> had to ask us to leave.
- I,cID (because) 2. We went out to eat, but our food was terrible because the <sup>S</sup> chef <sup>V</sup> was poorly trained.

#### LEARN BY SHARING

- D,I,cI (so) 1. Although Deshawna paid the bill, we were not happy, <sup>S</sup> so we <sup>V</sup> collected money to pay her back.
- D,I;I 2. If you want to come next time, let me know; <sup>S</sup> I will have everything ready for your visit.
- I,cID (even though) 3. The eagles flew above us, and they landed on a tree even <sup>S</sup> though we <sup>V</sup> were very noisy.

#### LEARN BY PRACTICING

- I;ID (since) 1. The concert started with a full house; we had to stand since <sup>S</sup> we could not see if we sat down.
- ID;I 2. A snake swam through the water after I had jumped in; <sup>S</sup> I screamed and jumped out fast.
- D,I,cI (nor) 3. Unless the sun shines tomorrow, we cannot go swimming nor <sup>S</sup> can we have a picnic at the park.
- I;ID (even if) 4. The gorilla came out of the forest; he wanted to see the people in the boat even if he could not get to them.
- D,I,cI (and) 5. As soon as you see the bus, get out your money and get <sup>S</sup> ready to get on the bus.

# COMPOUND-COMPLEX SENTENCE LESSON 3A

Name: Ashton

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

## INSTRUCTIONS:

1. Complete each of the following sentences to make a compound-complex sentence. Match your sentence to the listed formula, and use the listed conjunctions. Be sure to include punctuation where it is needed.
2. Do the "S" Step of the "PENS" Strategy on each sentence.
3. Mark each complete verb in the added clauses with a "V."
4. Mark each main subject in the new clauses with an "S."

### EXAMPLE:

D,I;I 0. Until the bell rings, <sup>S</sup> we <sup>V</sup> can work together on homework; <sup>S</sup> it <sup>V</sup> is due tomorrow.

### M C VS Formulas & Conjunctions

#### LEARN BY WATCHING

D,I;I 1. Because the train was late, <sup>S</sup> the man <sup>V</sup> missed his flight home; <sup>S</sup> he <sup>V</sup> missed a meeting, too.

ID,cI (since, but) 2. Janelle ran for the bus <sup>S</sup> since she <sup>V</sup> could not be late for work again, <sup>S</sup> but she <sup>V</sup> fell and missed it anyway.

#### LEARN BY SHARING

D,I;I 1. If we have snow, <sup>S</sup> school <sup>V</sup> will be cancelled; <sup>S</sup> we <sup>V</sup> can go sledding.

ID,cI (because, for) 2. Our new car has a dent <sup>S</sup> because my brother <sup>V</sup> is not careful, <sup>S</sup> for he <sup>V</sup> is too distracted by his phone.

I,cID (but, until) 3. I can see many stars, <sup>S</sup> but I <sup>V</sup> will not see Pluto until <sup>S</sup> I <sup>V</sup> get far away from the city lights.

#### LEARN BY PRACTICING

D,I,cI (yet) 1. After she brought our food, <sup>S</sup> we <sup>V</sup> stopped playing basketball, <sup>S</sup> yet we <sup>V</sup> kept talking about basketball.

ID;I (after) 2. People must stay <sup>S</sup> after the dance <sup>V</sup> is over to help clean up the mess.

D,I,cI (nor) 3. Unless you take a taxi, <sup>S</sup> you <sup>V</sup> will not be on time, <sup>S</sup> nor will you <sup>V</sup> get through the traffic quickly.

I;ID (even though) 4. The bus stopped <sup>S</sup> the car <sup>V</sup> raced past even though <sup>S</sup> the light <sup>V</sup> was red.

D,I,cI (and) 5. Once the bells started ringing, <sup>S</sup> the people <sup>V</sup> entered the church, <sup>S</sup> and the ceremony <sup>V</sup> began.

# COMPOUND-COMPLEX SENTENCE LESSON 4A

Name: Cullen

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

## INSTRUCTIONS:

1. For the first eight sentences, write compound-complex sentences to match the listed formulas. Use the conjunctions in parentheses as required.
2. For the last two sentences, pick your own conjunctions.
3. Remember to punctuate each sentence correctly and to check your work using the "S" Step of the "PENS" Strategy.

### EXAMPLE:

D,I;I (when) 0. <sup>S</sup> When the wind <sup>V</sup> stopped, <sup>S</sup> everything <sup>V</sup> was silent;  
<sup>S</sup> I could <sup>V</sup> only hear my heart beat.

## M C Formulas & Conjunctions

### LEARN BY WATCHING

- I,cID (yet, if) 1. <sup>S</sup> War <sup>V</sup> can break out anywhere in the world, yet it <sup>S</sup> may <sup>V</sup> never happen here if <sup>S</sup> we <sup>V</sup> are careful.
- D,I,cI (even if, nor) 2. <sup>S</sup> Even if you <sup>V</sup> apply to many colleges, you may <sup>S</sup> not be <sup>V</sup> accepted, nor may you <sup>S</sup> be allowed to apply again next <sup>S</sup> year.

### LEARN BY SHARING

- I;ID (until) 1. <sup>S</sup> The videogames are off limits; the computer is also <sup>S</sup> off limits until <sup>V</sup> everyone has finished cleaning up.
- D,I;I (once) 2. <sup>S</sup> Once the light <sup>V</sup> turns red, you must <sup>S</sup> stop completely; <sup>S</sup> you <sup>V</sup> cannot run through the red light.
- ID,cI (as, so) 3. <sup>S</sup> The president addressed the nation as the shuttle <sup>S</sup> soared into the sky, so <sup>S</sup> everyone could <sup>V</sup> hear his tribute.

### LEARN BY PRACTICING

- ID;I (after) 1. <sup>S</sup> The runner <sup>V</sup> was exhausted after the marathon; <sup>S</sup> she <sup>V</sup> fell to the ground and needed water.
- D,I;I (while) 2. <sup>S</sup> While Lynn <sup>V</sup> washed the car Jack <sup>S</sup> mowed the lawn; his twin <sup>S</sup> sat and watched them both work.
- ID,cI (unless, and) 3. <sup>S</sup> I <sup>V</sup> will not succeed in college unless <sup>S</sup> I can <sup>V</sup> write good sentences with correct capitalization and punctuation.
- D,I,cI (your choice) 4. <sup>S</sup> although Vince <sup>S</sup> knows better, he <sup>S</sup> does <sup>V</sup> not have his shoes, but he <sup>S</sup> has his socks.
- ID;I (your choice) 5. <sup>S</sup> John <sup>V</sup> will go to the movies if <sup>S</sup> he <sup>V</sup> has enough money to buy his ticket; <sup>S</sup> he <sup>V</sup> will <sup>S</sup> not pay for Maddie's ticket.

# COMPOUND-COMPLEX SENTENCE LESSON 5A

Name: Pusanna

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

## INSTRUCTIONS:

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

### EXAMPLE:

D, I, c, I 0. When you have seen the movie, you can discuss it with me, or you can talk with Ravelle about it.

### F L Formulas

#### LEARN BY WATCHING

SSV 1. Whitney and Reba laughed at the joke.

ID 2. We will not laugh until you tell a really good joke.

#### LEARN BY SHARING

I; I 1. The van turned into the driveway; it quickly stopped.

D, I, c, I 2. If the snow stops, we can go outside, but we must dress warmly.

I, c, I 3. Unfortunately, you cannot predict the weather, nor can you predict an earthquake.

#### LEARN BY PRACTICING

D, I 1. If you met Carla, you saw her beauty.

I; I 2. Andrew learned to drive; he now has a car.

I, c, I 3. The train was long and made of many freight cars.

D, F, I 4. Since I have many friends, I never get lonely; I am rarely alone.

I, c, I 5. Before the paper came out, we did not know the news.

# COMPOUND-COMPLEX SENTENCE LESSON 6A

Name: Liam

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

## INSTRUCTIONS:

1. Write a sentence that matches the listed formula. Use the conjunctions in the parentheses, and be sure to punctuate the sentence correctly.
2. Use the "S" Step of the "PENS" Strategy on each sentence to check it.

EXAMPLE:   
 I,cID 0. <sup>S</sup> Sam <sup>V</sup> ran in the race, and <sup>S</sup> he <sup>V</sup> won it after   
 (and, after) <sup>S</sup> the rain <sup>V</sup> stopped.

## M C Formulas & Conjunctions

### LEARN BY WATCHING

- SVV 1. <sup>S</sup> The relay team <sup>V</sup> swam four laps and <sup>V</sup> won the race.
- I,cI (nor) 2. <sup>S</sup> The gymnast <sup>V</sup> did not stumble, nor did <sup>V</sup> he <sup>S</sup> fall.

### LEARN BY SHARING

- ID 1. <sup>S</sup> I <sup>V</sup> watched TV until midnight <sup>S</sup> struck.
- D,I;I (once) 2. <sup>S</sup> Once we <sup>V</sup> saw the show, we <sup>S</sup> wanted to see <sup>V</sup> it again; it <sup>S</sup> was fantastic!
- SSV 3. <sup>S</sup> All the actors and the audience <sup>S</sup> applauded the musicians.

### LEARN BY PRACTICING

- I;I 1. <sup>S</sup> The birds were <sup>V</sup> singing loudly outside my window <sup>S</sup> this morning; I <sup>S</sup> was <sup>V</sup> so annoyed.
- D,I 2. <sup>S</sup> Although planning to sleep late, I <sup>S</sup> could <sup>V</sup> not fall back to sleep.
- I,cID (and, unless) 3. <sup>S</sup> The thunderstorm <sup>V</sup> kept me awake, and the <sup>S</sup> lightning <sup>V</sup> scared my dog unless <sup>S</sup> I <sup>V</sup> hugged her tight.
- SSV 4. <sup>S</sup> The singing and twittering birds <sup>S</sup> ruined my plan to spend the morning in bed.
- D,I,cI (when) 5. <sup>S</sup> When I <sup>V</sup> get to the store, I <sup>S</sup> will <sup>V</sup> buy earplugs, so <sup>S</sup> nothing <sup>V</sup> disturbs my sleep again!

# COMPOUND-COMPLEX SENTENCE LESSON (7A, 7B, 7C, 7D (circle one))

Name: Marta

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

## INSTRUCTIONS:

1. In the space below, write at least six sentences about the assigned topic. Include in this group of sentences at least one compound sentence, one complex sentence, and one compound-complex sentence. Use your Formula Card as needed.
2. Use the "S" Step of the "PENS" Strategy and a *Sentence Checklist* to check the kinds of sentences you have written.
3. Attach your completed *Sentence Checklist* to this sheet when you are done.

Topic: My Pets

I have three dogs and twenty fish. My oldest dog is 16 years old, and she is a Westie. She is the leader of the pack because she is feisty. The middle dog is 11 years old; he is a Rottweiler. The youngest dog adopted me. The vet said she might be 5 years old, but he is not sure because of her teeth. The fish live in my fish pond; they are yellow, white, orange, and black.



# 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

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

Percentage of Complicated Sentences

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times 100 = \boxed{\phantom{00}}\% \quad \text{Mastery} = 33\%, 40\%, \text{ or } 50\%$$

(see criterion for each part)

Percentage of Complicated Sentences Punctuated correctly

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