

*Searching, Solving, Soaring...*

Proficiency in the  
**SENTENCE  
WRITING  
STRATEGY**

PROFESSIONAL  
DEVELOPMENT GUIDE

The University of Kansas  
Center for Research on Learning  
Lawrence, Kansas

## **STRATEGIES INTERVENTION MODEL TRAINING SENTENCE WRITING STRATEGY**

**Purpose:** To explain, model, and practice the Sentence Writing Strategy.

**Objectives:** Following this session, you will be able to:

- 1. Explain the Sentence Writing Strategy.**
- 2. State rationales for teaching the Sentence Writing Strategy to low-achieving students and students with learning disabilities.**
- 3. Describe and model the Sentence Writing Strategy.**
- 4. Score student pretests, practice lessons, and posttests.**
- 5. Implement the Sentence Writing Strategy instruction.**

**Outline:**

**Advance Organizer**

- I. Sentence Writing Strategy Overview**
- II. Materials and Organization**
- III. Step-by-Step run through the Sentence Writing Strategy**
  - A. Role-play practice**
  - B. Scoring Practice**
- IV. Incorporation into IEP's**
- V. Problem Solving**
- VI. Planning for Implementation**

**Post Organizer**

## **SENTENCE WRITING STRATEGY: HANDOUTS AND ACTIVITIES**

### **FOLDER CONTENTS**

<b>Handouts:</b>	<u><b>OH #</b></u>
Sentence Writing Strategy Session Outline	1, 2, 4, 8, 12
Example Sets I – VI	24-26, 28-32
Student Sample (for scoring): My Favorite Hobby	88
Student Sample (for scoring): The Best Age	89
Simple Sentence Lesson 1 – 4A	38-41
Compound Sentence Lesson 1 – 6A	49, 51-55
Complex Sentence Lesson 1 – 6A	64, 66-70
Compound-Complex Sentence Lesson 1 – 7A	76, 78-83
6 Blank Sentence Score Sheets	90
Sentence Writing Strategy Implementation Plan (3 pp.)	

#### **Activities:**

- Sentence Writing Strategy: Cooperative Learning Activity**
- MEMO: Pretest for the Sentence Writing Strategy**

**OVERHEADS AND SUGGESTED PRESENTATION SEQUENCE  
FOR THE PROFICIENCY IN SENTENCE WRITING STRATEGY**

OH #1:	Setting Demands
OH #2:	Purpose of the Sentence Writing Strategy
OH #3:	Learning Strategies Curriculum
OH #4:	The Strategy in a Nutshell
OH #5:	Rationales of the Sentence Writing Strategy
OH #6:	Sentence Writing Results
OH #7:	Generalization Graph
OH #8:	Adaptation of Instruction
OH #9:	Instructor's Manual Contents
OH #10:	Student Folder Contents
OH #11:	Instructional Sequence
OH #12:	Parts of the Instruction
OH #13:	Acquisition and Generalization Stages
OH #14:	Selecting Students for the Sentence Writing Strategy
OH #15:	Acquisition Stages
OH #16:	Topic List
OH #17:	Simple Sentence Progress Chart
OH #18:	Management Chart
OH #19:	Cue Card #1 (p. 153)
OH #20:	Cue Card 2A (p. 154)
OH #21:	Cue Card 2B (p. 154)
OH #22:	Cue Card #3 (p. 155)
OH #23:	Cue Card #4 (p. 156)
OH #24:	Example Sheet (p. 168)
OH #25:	Example Set I (p. 168)
OH #26:	Example Set II (p. 168)
OH #27:	Cue Card #5 (p. 157)
OH #28:	Example Set III (p. 168)
OH #29:	Example Set IV (p. 168)
OH #30:	Example Sheet (p. 169)
OH #31:	Example Set V (p. 169)
OH #32:	Example Set VI (p. 169)

- OH #33: Cue Card #6 (p. 158)
- OH #34: Formula Card after Simple Sentences
- OH #35: Simple Sentence Checklist (p. 170)
- OH #36: Assignment Sheet
- OH #37: Lesson Sequence
- OH #38: Simple Sentence Lesson 1A (Student Lessons, p. 8)  
Answer Key: Simple Sentence Lesson 1A
- OH #39: Simple Sentence Lesson 2A (Student Lessons, p. 12)  
Answer Key: Simple Sentence Lesson 2A
- OH #40: Simple Sentence Lesson 3A (Student Lessons, p. 16)  
Answer Key: Simple Sentence Lesson 3A
- OH #41: Simple Sentence Lesson 4A (Student Lessons, p. 17)
- OH #42: Simple Sentence Checklist (p. 181)  
Answer Key: Sentence Score Sheet
- OH #43: Cue Card #7 (p. 159)
- OH #44: Cue Card #8 (p. 160)
- OH #45: Cue Card #9 (p. 161)
- OH #46: Cue Card #10 (p. 162)
- OH #47: Formula Card after Compound Sentences
- OH #48: Compound Sentence Verbal Practice Checklist (p. 171)
- OH #49: Compound Sentence Lesson 1A (Student Lessons, p. 23)  
Answer Key: Compound Sentence Lesson 1A
- OH #50: Compound Sentence Progress Chart (p. 176)
- OH #51: Compound Sentence Lesson 2A (Student Lessons, p. 27)  
Answer Key: Compound Sentence Lesson 2A
- OH #52: Compound Sentence Lesson 3A (Student Lessons, p. 31)  
Answer Key: Compound Sentence Lesson 3A
- OH #53: Compound Sentence Lesson 4A (Student Lessons, p. 35)  
Answer Key: Compound Sentence Lesson 4A
- OH #54: Compound Sentence Lesson 5A (Student Lessons, p. 39)  
Answer Key: Compound Sentence Lesson 5A
- OH #55: Compound Sentence Lesson 6A (Student Lessons, p. 40)
- OH #56: Compound Sentence Checklist (p. 181)  
Answer Key:
- OH #57: Cue Card #11 (p. 163)
- OH #58: Dependent Claus.

- OH #59: Independent Claus
- OH #60: Cue Card #12 (p. 164)
- OH #61: Cue Card #13 (p. 165)
- OH #62: Formula Card after Complex Sentences
- OH #63: Complex Sentence Verbal Practice Checklist (p. 172)
- OH #64: Complex Sentence Lesson 1A (Student Lessons, p. 46)  
Answer Key: Complex Sentence Lesson 1A
- OH #65: Complex Sentence Progress Chart
- OH #66: Complex Sentence Lesson 2A (Student Lessons, p. 50)  
Answer Key: Complex Sentence Lesson 2A
- OH #67: Complex Sentence Lesson 3A (Student Lessons, p. 54)  
Answer Key: Complex Sentence Lesson 3A
- OH #68: Complex Sentence Lesson 4A (Student Lessons, p. 58)  
Answer Key: Complex Sentence Lesson 4A
- OH #69: Complex Sentence Lesson 5A (Student Lessons, p. 62)  
Answer Key: Complex Sentence Lesson 5A
- OH #70: Complex Sentence Lesson 6A (Student Lessons, p. 66)
- OH #71: Complex Sentence Checklist (p. 181)  
Answer Key: Sentence Score Sheet
- OH #72: Cue Card #14 (p. 166)
- OH #73: Cue Card #15 (p. 167)
- OH #74: Formula Card after Compound-Complex Sentences
- OH #75: Compound-Complex Sentence Verbal Practice Checklist (p. 173)
- OH #76: Compound-Complex Sentence Lesson 1A (Student Lessons, p. 71)  
Answer Key: Compound-Complex Sentence Lesson 1A
- OH #77: Compound-Complex Sentence Progress Chart (p. 178)
- OH #78: Compound-Complex Sentence Lesson 2A (Student Lessons, p. 75)  
Answer Key: Compound-Complex Sentence Lesson 2A
- OH #79: Compound-Complex Sentence Lesson 3A (Student Lessons, p. 79)  
Answer Key: Compound-Complex Sentence Lesson 3A
- OH #80: Compound-Complex Sentence Lesson 4A (Student Lessons, p. 83)  
Answer Key: Compound-Complex Sentence Lesson 4A
- OH #81: Compound-Complex Sentence Lesson 5A (Student Lessons, p. 87)  
Answer Key: Compound-Complex Sentence Lesson 5A
- OH #82: Compound-Complex Sentence Lesson 6A (Student Lessons, p. 91)  
Answer Key: Compound-Complex Sentence Lesson 6A

- OH #83: Compound-Complex Sentence Lesson 7A (Student Lessons, p. 95)
- OH #84: Compound-Complex Sentence Checklist (p. 181)  
Answer Key: Compound-Complex Sentence Checklist
- OH #85: Stage 8: Generalization (p. 119-136)
- OH #86: Report of Strategy Use Form
- OH #87: Generalization Progress Chart (p. 179)
- OH #88: My Favorite Hobby  
Answer Key: My Favorite Hobby Sentence Score Sheet (p. 174)
- OH #89: The Best Age  
Answer Key: The Best Age Sentence Score Sheet (p. 174)
- OH #90: Sentence Score Sheet (p. 174)
- OH #91: Sentence Checklist (p. 181)

Other Materials Needed:

1. Overhead Projector and Screen
2. Pens for writing on transparencies
3. Blank transparencies
4. Wet paper towels
5. Your own copy of the strategy manuals
6. Model Student Notebook
7. Model file folder
  - Controlled Practice Lesson
  - Advanced Practice Lesson
8. Newspaper articles
9. Magazine articles
10. Pictures
11. Small stimulus items
12. Blank 4" x 6" cards (4 per person)
13. Sentence Formula Card Handouts (optional) [OH#34, 47, 62, 74]
14. Assignment Sheet Handouts (optional) [OH# 36]
15. Sentence Score Sheets (at least 4 per person) [OH# 90]
16. Lessons to be scored independently (one copy per person of each) (Student Lessons)
17. Paragraphs to score independently (one copy per person of each) [OH# 88, 90]
18. Cooperative Learning Activity (optional)

## **SETTING DEMANDS**

**Students must**

- **Express their ideas**
- **Express their opinions**
- **Demonstrate their knowledge in**

**writing in:**

- **Book reports**
- **Themes**
- **Research papers**
- **Answers to chapter questions**
- **Answers on tests**



## **PURPOSE OF THE SENTENCE WRITING STRATEGY PROGRAM**

- **To teach students basic vocabulary associated with sentence writing.**
- **To enable students to write a variety of sentences with fluency.**
- **To give students the prerequisite skills for more advanced writing strategies.**

## LEARNING STRATEGIES CURRICULUM

<u>ACQUISITION</u>	<u>STORAGE</u>	<u>EXPRESSION AND DEMONSTRATION OF COMPETENCE</u>
Word Identification	First-Letter Mnemonic	Sentence Writing
Visual Imagery	Paired Associates	Paragraph Writing
Self-Questioning	LINCS: Vocabulary Learning	Error Monitoring
Paraphrasing	Listening and Notetaking	Theme Writing
Interpreting Visual Aids		Assignment Completion
Multipass		Test Taking
		SLANT Inspect

## **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**
- **Check their work**

## **RATIONALES BEHIND THE SENTENCE WRITING STRATEGY**

**Students often do not know how to structure their sentences. The formulas give them this structure.**

**Students often do not know how to approach a writing task. The strategy gives them a simple, 4-step approach to a writing task.**

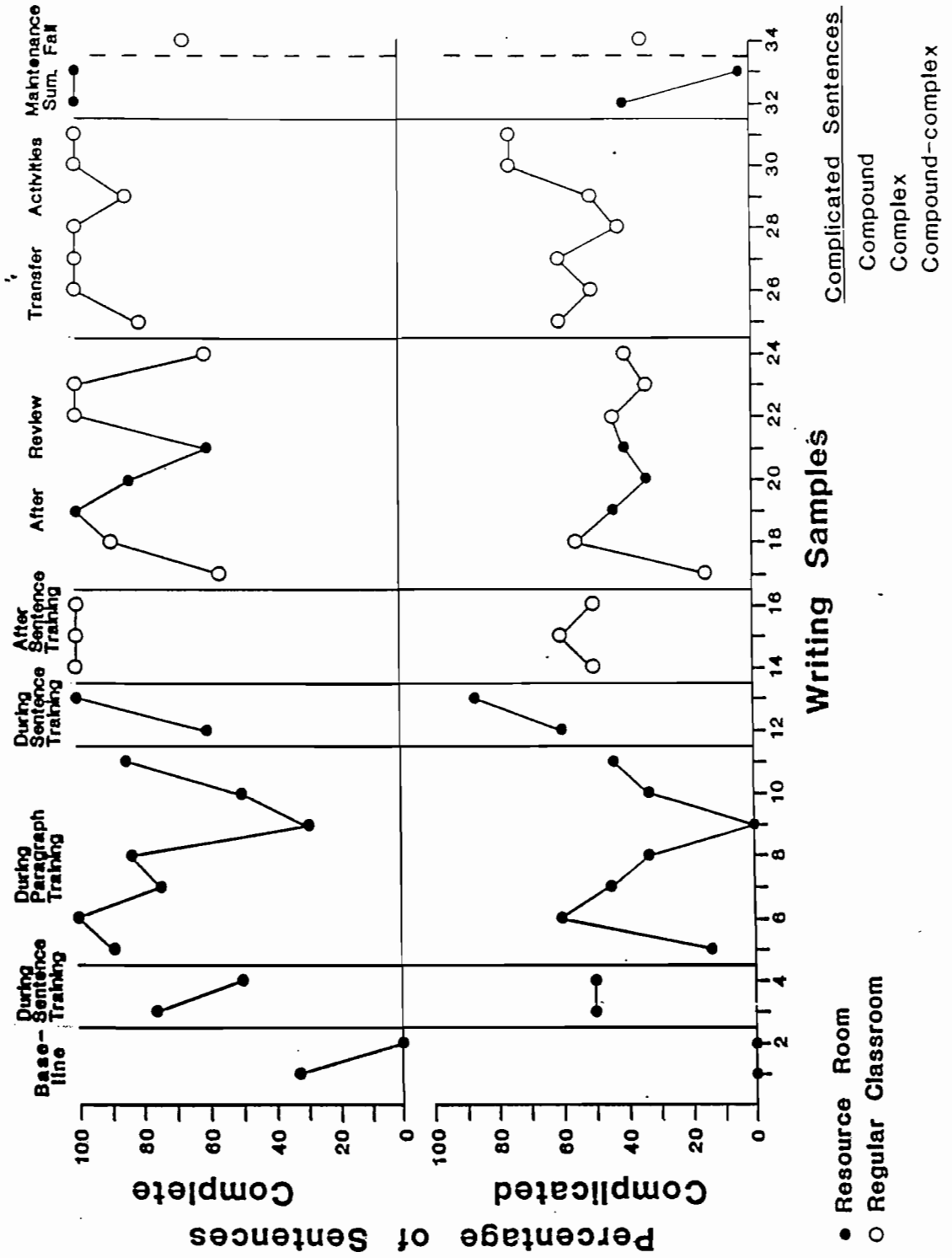
**Writing is often a difficult task for students. Students learn through practice to write fluently and to get pleasure from writing activities.**

## SENTENCE WRITING RESULTS

	Percentage Complete Sentences	Percentage Complicated Sentences
Pretest in Support class	70%	18%
Regular classroom Products after Generalization Stage	98%	58%

# Sentence Writing Strategy

## Generalization of Sentence Writing Strategy



## **ADAPTATION OF INSTRUCTION**

**Instruction can be adapted:**

- **Within one grade level**
- **Across grade levels**
- **To individual instruction**
- **To small group instruction**
- **To large group instruction**
- **To the elementary level**
- **To the secondary level**
- **To the post-secondary level**

# INSTRUCTOR'S MANUAL CONTENTS

Introduction

Instructional Methods

- For Parts I, II, III, and IV.
- Stage 1: Pretest and Make Commitments
  - Stage 2: Describe
  - Stage 3: Model
  - Stage 4: Verbal Practice
  - Stage 5: Controlled Practice and Feedback
  - Stage 6: Advanced Practice/Posttest and Feedback
  - Stage 7: Make Commitments for Generalization
  - Stage 8: Generalization
    - Phase I: Orientation
    - Phase II: Activation
    - Phase III: Adaptation
    - Phase IV: Maintenance

Appendix A: Evaluation Guidelines

Appendix B: Instructional Materials

Appendix C: Enrichment Activities



## Sentence Writing Strategy

# STUDENT FOLDER CONTENTS

Envelope

Pretest

**Part I: Simple Sentences**

**Progress Chart**

**Assignment Sheet**

**Tabs for: Cue Cards**

**Controlled Practice Attempts**

**Advanced Practice Attempts**

**Generalization Attempts**

**Part II: Compound Sentences**

**Progress Chart**

**Assignment Sheet**

**Tabs for same items as above**

**Part III: Complex Sentences**

**Progress Chart**

**Assignment Sheet**

**Tabs for same items as above**

**Part IV: Compound-Complex Sentences**

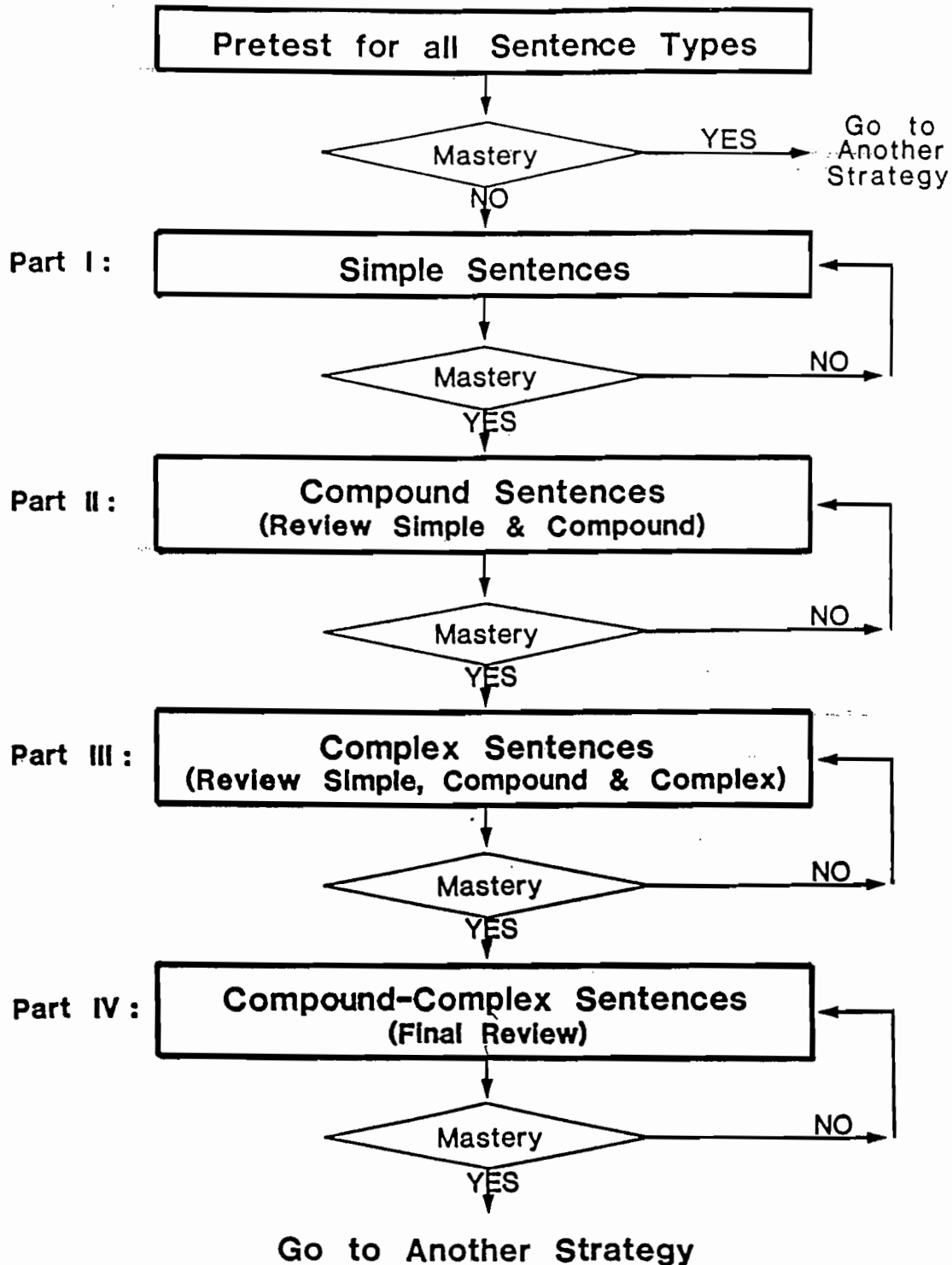
**Progress Chart**

**Assignment Sheet**

**Tabs for same items as above**

## Sentence Writing Strategy

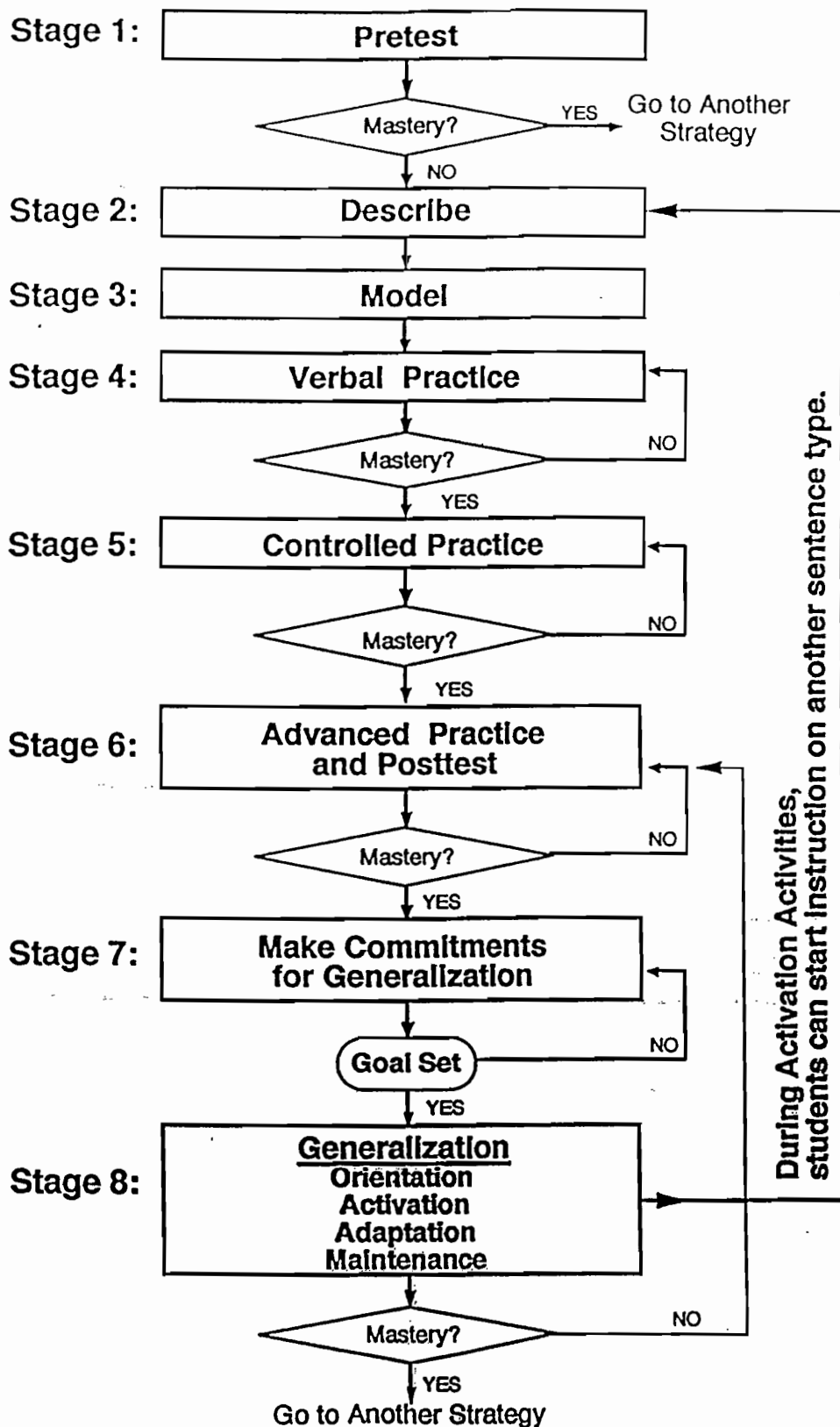
### INSTRUCTIONAL SEQUENCE FOR THE SENTENCE WRITING STRATEGY



## PARTS OF THE INSTRUCTION

<u>Parts</u>	<u># of Types</u>
<b>Simple Sentences</b>	<b>4</b>
<b>Compound Sentences</b>	<b>2</b>
<b>Complex Sentences</b>	<b>2</b>
<b>Compound-Complex Sentences</b>	<b>6</b>

## Sentence Writing Strategy



**SELECTING STUDENTS FOR THE  
PROFICIENCY IN THE SENTENCE  
WRITING STRATEGY PROGRAM**

- 1. Students must be able to write words legibly in print or script.**
- 2. Students must be able to spell enough words such that a sentence can be deciphered by a teacher.**
- 3. Students should be able to identify subjects and verbs.**

## Sentence Writing Strategy

# ACQUISITION STAGES

### STAGE 1: PRETEST AND MAKE COMMITMENTS

- Obtain measures of current functioning
- Make the student aware of inefficient/ineffective habits
- Obtain student's commitment to learn
- Make a commitment to help the student learn

### STAGE 2: DESCRIBE

- Give rationales for using the strategy
- Give general characteristics of situations
- Solicit example situations
- Describe results that can be expected
- Supervise goal setting
- Describe the steps of the strategy

### STAGE 3: MODEL

- Demonstrate the entire strategy "Thinking Aloud"
- Involve the students in the demonstration

### STAGE 4: VERBAL PRACTICE

- Lead verbal elaboration exercise
- Lead rapid-fire verbal rehearsal exercise
- Require mastery

### STAGE 5: CONTROLLED PRACTICE AND FEEDBACK

- Supervise practice on writing sentences on worksheets
- Provide positive and corrective feedback to individuals
- Require mastery

### STAGE 6: ADVANCED PRACTICE, POSTTEST, AND FEEDBACK

- Supervise practice on writing sentences about a topic
- Provide positive and corrective feedback to individuals
- Require mastery

### STAGE 7: MAKE COMMITMENTS FOR GENERALIZATION

- Obtain measures of progress
- Make the student aware of progress
- Obtain the student's commitment to generalize

**TOPIC LIST**  
**SENTENCE WRITING STRATEGY**

**My Favorite Meal**

**Summer Activities**

**The Best Things About School**

**Life as a Teenager**

**The Best Place to Live**

**My Favorite Sport**

**The Best Job in the World**

**My New Year's Resolutions**

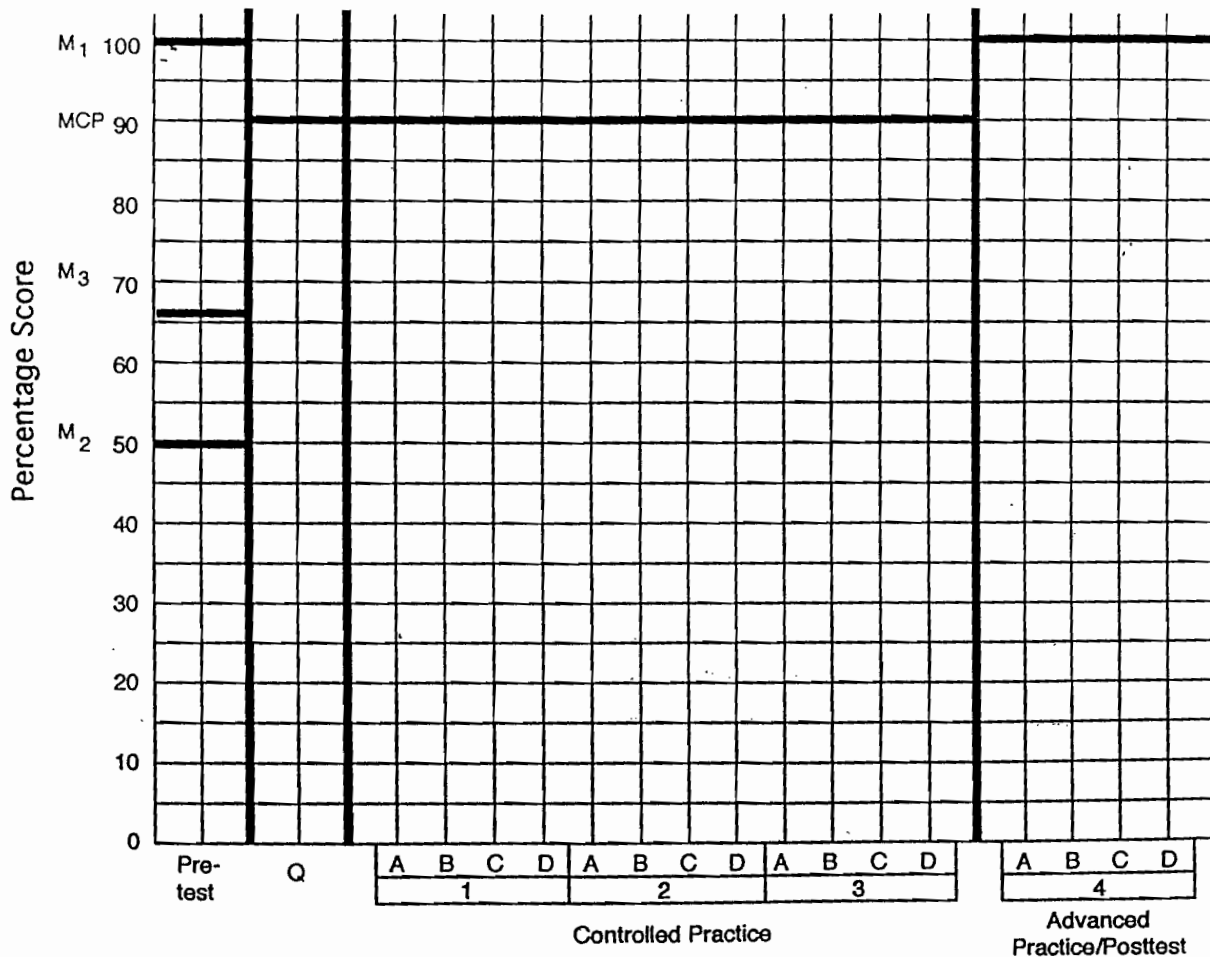
# Sentence Writing Strategy

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

M<sub>1</sub> Mastery Level for Complete Sentences

M<sub>2</sub> Mastery Level for Complicated Sentences

M<sub>3</sub> Mastery Level for Punctuation

MCP Mastery Level For Written Quiz & Controlled Practice



# Sentence Writing Strategy

SENTENCES

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

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

# SIMPLE SENTENCE

**A sentence that has  
one independent clause**

---

# INDEPENDENT CLAUSE

**A group of words that**  
**(1) makes a complete statement**  
**(2) has a subject and a verb**

# THE SUBJECT OF A SENTENCE

The subject is the

person

place

thing

quality

or idea



**Nouns**

that the sentence is about.

## Example Subjects

**John went for a walk. (Person)**

**Towns are quiet after snowfalls. (Place)**

**Eggs rolled off the counter. (Things)**

**Silence is golden. (Quality)**

**Peace is at hand. (Idea)**

# VERBS

**A verb is a word that shows the  
state of being  
or  
action  
of the subject of the sentence.**

## Examples:

**Sally sneezed. (Physical action)**

**John thinks. (Mental action)**

**Jesse is my friend. (State of being)**

# VERB-SUBJECT IDENTIFICATION PROCEDURE

**Step 1: Look for the action or state-of-being word to find the verb.**

**Example: Kevin reported the theft.**

**Step 2: Ask yourself "Who or what (verb)?" to find the subject**

**Example: Paula is an astronaut.**

## Sentence Writing Strategy

# 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?

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## 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

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## Sentence Writing Strategy

# 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.

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## **STEPS FOR SENTENCE WRITING**

**Step 1: Pick a Formula**

**Step 2: Explore Words to Fit the Formula**

**Step 3: Note the Words**

**Step 4: Search and Check**

**Search:**

- **Look for the action or state-of-being word(s) to find the verb(s).**
- **Ask the "Who or What Question" to find the subject(s).**

**Check:**

- **Capital letters**
- **End punctuation**
- **Makes sense**



**Sentence Writing Strategy**

# Formula Card After Simple Sentences

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

**SIMPLE SENTENCE**

S	V
SS	V
S	VV
SS	VV

# Sentence Writing Strategy

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

## SIMPLE SENTENCE VERBAL PRACTICE CHECKLIST

	Attempts					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<b><u>Naming Strategy Steps</u></b>						
Pick a formula	_____	_____	_____	_____	_____	_____
Explore words to fit the formula	_____	_____	_____	_____	_____	_____
Note the words	_____	_____	_____	_____	_____	_____
Search and check	_____	_____	_____	_____	_____	_____
<b><u>Giving Definitions</u></b>						
Simple Sentence	_____	_____	_____	_____	_____	_____
Independent Clause	_____	_____	_____	_____	_____	_____
Subject	_____	_____	_____	_____	_____	_____
Verb	_____	_____	_____	_____	_____	_____
Compound Subject	_____	_____	_____	_____	_____	_____
Compound Verb	_____	_____	_____	_____	_____	_____
<b><u>Naming Kinds of Simple Sentences</u></b>						
S V	_____	_____	_____	_____	_____	_____
SS V	_____	_____	_____	_____	_____	_____
S VV	_____	_____	_____	_____	_____	_____
SS VV	_____	_____	_____	_____	_____	_____
<b><u>Total</u></b>	_____	_____	_____	_____	_____	_____
<b><u>Percentage Correct</u></b>	%	%	%	%	%	%
<b><u>Date</u></b>	_____	_____	_____	_____	_____	_____

**Sentence Writing Strategy**

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

**ASSIGNMENT SHEET**

**Controlled Practice**

<u>Date</u>	<u>Lesson</u>	<u>Date</u>	<u>Lesson</u>	<u>Date</u>	<u>Lesson</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

---

**Advanced Practice**

<u>Date</u>	<u>Lesson</u>	<u>Topic</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

## LESSON SEQUENCE FOR CONTROLLED PRACTICE

**90% or above**      1 → 2 → 3

**Below 90%**      A → B → C → D

### **Example: Student Progress**

<u>Lesson</u>	<u>% correct</u>
1A	90%
2A	70%
2B	80%
2C	95%
3A	85%
3B	90%

# 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 <sup>S</sup> <sup>V</sup> was standing on top of the picnic table.

- | F                        | V                        | S                        | Formulas     |  |
|--------------------------|--------------------------|--------------------------|--------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SV</u>    | 1. The old man <sup>S</sup> <sup>V</sup> walked slowly down the street.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SS V</u>  | 2. The boys <sup>S</sup> and girls <sup>S</sup> were <sup>V</sup> running around.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>S VV</u>  | 3. A mean dog <sup>S</sup> <sup>V</sup> chased and <sup>V</sup> bit the girl.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>S VV</u>  | 4. The little girl <sup>S</sup> <sup>V</sup> ran quickly home.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SS VV</u> | 5. The mother <sup>S</sup> and father <sup>S</sup> came out of the house and <sup>V</sup> comforted the girl.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>S V</u>   | 6. The father <sup>S</sup> <sup>V</sup> called the dogcatcher and chased the dog.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SS V</u>  | 7. He <sup>S</sup> and another man <sup>S</sup> finally <sup>V</sup> caught the dog.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SS V</u>  | 8. There are <sup>S</sup> dry leaves and <sup>S</sup> branches on the ground.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>S VV</u>  | 9. Chicago <sup>S</sup> is <sup>V</sup> located on Lake Michigan and <sup>V</sup> has one of the busiest airports.                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SS VV</u> | 10. Bravery <sup>S</sup> and courage <sup>S</sup> are <sup>V</sup> shown by heroes and often <sup>V</sup> are found in a moment of crisis. |

# 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 <sup>S</sup> was <sup>V</sup> standing on top of the picnic table.

- | F                                   | V                                   | S                                   | Formulas     |  |
|-------------------------------------|-------------------------------------|-------------------------------------|--------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>SV</u>    | 1. The old man <sup>S</sup> walked <sup>V</sup> slowly down the street.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <u>SS V</u>  | 2. The boys <sup>S</sup> and girls <sup>S</sup> were <sup>V</sup> running around.  |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>S VV</u>  | 3. A mean dog <sup>S</sup> chased <sup>V</sup> and bit <sup>V</sup> the girl.  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <u>S VV</u>  | 4. The little girl <sup>S</sup> ran <sup>V</sup> quickly home.   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <u>SS VV</u> | 5. The mother <sup>S</sup> and father <sup>S</sup> came <sup>V</sup> out of the house and comforted <sup>V</sup> the girl.                 |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <u>SV</u>    | 6. The father <sup>S</sup> called <sup>V</sup> the dogcatcher and chased <sup>V</sup> the dog.   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>SS V</u>  | 7. He <sup>S</sup> and another man <sup>S</sup> finally <sup>V</sup> caught the dog.   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <u>SS V</u>  | 8. There are <sup>S</sup> dry leaves <sup>S</sup> and branches on the ground.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <u>S VV</u>  | 9. Chicago <sup>S</sup> is located <sup>V</sup> on Lake Michigan and has <sup>V</sup> one of the busiest airports.                         |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>SS VV</u> | 10. Bravery <sup>S</sup> and courage <sup>S</sup> are <sup>V</sup> shown by heroes and often <sup>V</sup> are found in a moment of crisis. |

**Answer Key**

# SIMPLE SENTENCE LESSON 2A

Name J.R. Elwell

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 storm <sup>S</sup> <sup>V</sup> toppled several trees and <sup>V</sup> damaged our roof.

M C V&S Formulas

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

# SIMPLE SENTENCE LESSON 2A

Name J.R. Elwell

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 storm <sup>S</sup> <sup>V</sup>toppled several trees and <sup>V</sup>damaged our roof.

- | M                        | C                        | V&S                      | Formulas  |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (S VV) 1. John <sup>V</sup> went to the store and <sup>V</sup> bought some bread.                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (SS V) 2. The boy <sup>S</sup> and girl <sup>S</sup> were <sup>V</sup> tired.                                     |
| <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | (S VV) 4. Bob <sup>S</sup> <sup>V</sup> ran to work and took the elevator <sup>V</sup> at work.                   |
| <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | (S V) 6. The soldier's bravery <sup>S</sup> <sup>V</sup> showed strength.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (SS VV) 7. Judy <sup>S</sup> and John <sup>S</sup> ran <sup>V</sup> and swam <sup>V</sup> yesterday for exercise. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (S V) 8. The woods <sup>V</sup> are dark.   |
| <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | (S VV) 10. Suddenly, the movie theatre <sup>V</sup> became dark and <sup>V</sup> grew quiet.                      |



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

Name Bill James

Date \_\_\_\_\_

## INSTRUCTIONS:

- For the first eight sentences, write a simple sentence that matches each of the listed formulas.
- 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.
- Be sure to use the "S" Step of the "PENS" Strategy to check your work.

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

- | M                        | C                        | Formulas   |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | (SV) 1. <sup>S</sup> I <sup>V</sup> run to school yesterday.   |
| <input type="checkbox"/> | <input type="checkbox"/> | (SVV) 2. <sup>S</sup> I <sup>V</sup> ran to the game and <sup>V</sup> rode my bike after the 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 afterwards. |
| <input type="checkbox"/> | <input type="checkbox"/> | (SV) 5. <sup>S</sup> I <sup>V</sup> bought a car yesterday.  |
| <input type="checkbox"/> | <input type="checkbox"/> | (SSVV) 6. <sup>S</sup> Mom and <sup>S</sup> I <sup>V</sup> rode the horses after school.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | (SVV) 7. <sup>S</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"/> | <u>SV</u> 9. <sup>S</sup> I <sup>V</sup> like to watch basketball.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>SSVV</u> 10. <sup>S</sup> The pens and <sup>S</sup> pencils <sup>V</sup> are on the desk.                               |

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

Name Bill James

Date \_\_\_\_\_

## INSTRUCTIONS:

- For the first eight sentences, write a simple sentence that matches each of the listed formulas.
- 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.
- Be sure to use the "S" Step of the "PENS" Strategy to check your work.

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

M	C	Formulas	Sentences
2	0	(SV)	1. <sup>S</sup> I <sup>V</sup> run to school yesterday.
2	1	(SVV)	2. <sup>S</sup> I <sup>V</sup> ran to the game and <sup>V</sup> rode my bike after the game.
2	1	(SSV)	3. <sup>S</sup> Krissy and <sup>S</sup> I <sup>V</sup> went to the farm.
2	1	(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 afterwards.
2	1	(SV)	5. <sup>S</sup> I <sup>V</sup> bought a car yesterday.
0	1	(SSVV)	6. <sup>S</sup> Mom and <sup>S</sup> I <sup>V</sup> rode the horses after school.
2	1	(SVV)	7. <sup>S</sup> We <sup>V</sup> skied and <sup>V</sup> swam at the lake.
0	0	(SSVV)	8. <sup>S</sup> Mike and <sup>S</sup> I <sup>V</sup> went to the game and home.
2	1	SV	9. <sup>S</sup> I <sup>V</sup> like to watch basketball.
0	1	SSVV	10. <sup>S</sup> The pens and <sup>S</sup> pencils <sup>V</sup> are 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  
2 Milwaukee last weekend. My mom and I  
3 drove to the track from the Motel. That  
4 day I walked the horses and bet on the  
5 races. My friend Craig won a lot of  
6 races with his horses. My mom and I  
7 won a good amount of money. She  
8 won \$100. I won \$50.

# Sentence Writing Strategy

Name: Ed Young

## SIMPLE SENTENCE CHECKLIST

S	V	<u>✓✓✓✓</u>
SS	V	<u>✓✓</u>
S	VV	<u>✓</u>
SS	VV	<u>      </u>

# Sentence Writing Strategy

## SENTENCE SCORE SHEET

Student Name: Ed Young Pretest/Posttest: \_\_\_\_\_  
 Date: 3/15 Practice: Simple 4A

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

### Calculating the Scores

$$\frac{\text{Percentage of Complete Sentences}}{\text{No. Simple + Comp. + Complex + Comp./Complex}} = \frac{7}{7} \times 100 = 100\% \text{ Mastery} = 100\%$$

$$\frac{\text{Percentage of Complicated Sentences}}{\text{No. Comp. + Complex + Comp./Complex}} = \frac{0}{7} \times 100 = 0\% \text{ Mastery} = 33\%, 40\%, \text{ or } 50\% \text{ (see criterion for each part)}$$

$$\frac{\text{Percentage of Complicated Sentences Punctuated correctly}}{\text{No. Comp. + Complex + Comp./Complex Punct. Corr.}} = \frac{0}{0} \times 100 = 0\% \text{ Mastery} = \text{at least } 66\%$$

# COMPOUND SENTENCE

**A compound sentence has two or more independent clauses.**

## Examples:

**The students finished class, and they went to lunch.**

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

**I want to see my sister soon, for she has been in Switzerland for two years.**

**COMPARING COMPOUND SENTENCES TO SIMPLE SENTENCES WITH COMPOUND SUBJECTS AND COMPOUND VERBS**

**SIMPLE SENTENCE:**

The men and women met at the station and went to dinner.

**COMPOUND SENTENCE:**

The men met at the station, and the women went to dinner.

**SIMPLE SENTENCE:**

The ducks and geese squawked and fluttered their wings.

**COMPOUND SENTENCE:**

The ducks squawked, and the geese fluttered their wings.

**SIMPLE SENTENCE:**

Harry and Joe ate ice cream and drank pop.

**COMPOUND SENTENCE:**

Harry ate ice cream, and Joe drank pop.

## COORDINATING CONJUNCTION

A word that is used with a comma to join two independent clauses.

, for

, but

, and

, or

, nor

, yet

, so

### Examples:

Baseball is my favorite sport to watch, but football is my favorite sport to play.

The children ran all the way to school, yet they were late any way.

You will have to finish the project, or your group will get a failing grade.

Hanni was not at the game, nor was she at the party.

We did not see Mike at the movie, nor did we see him at the restaurant.



# SEMICOLONS

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

## **Examples:**

**Susan loves to swim; her brother likes to dive.**

**Jason was highly respected; he was always  
such a responsible person.**

**The meeting was over; it was already midnight.**

Sentence Writing Strategy

# Formula Card After Compound Sentences

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

SIMPLE SENTENCE

S      V  
SS     V  
S      VV  
SS     VV

COMPOUND SENTENCE

I, c I  
I; I

# Sentence Writing Strategy

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

## COMPOUND SENTENCE VERBAL PRACTICE CHECKLIST

	Attempts					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<b><u>Giving Definitions</u></b>						
Compound Sentence	_____	_____	_____	_____	_____	_____
Independent Clause	_____	_____	_____	_____	_____	_____
Coordinating Conjunction	_____	_____	_____	_____	_____	_____
<b><u>Naming Kinds of Compound Sentences</u></b>						
I, c I	_____	_____	_____	_____	_____	_____
I; I	_____	_____	_____	_____	_____	_____
<b><u>Naming Coordinating Conjunctions</u></b>						
For	_____	_____	_____	_____	_____	_____
And	_____	_____	_____	_____	_____	_____
Nor	_____	_____	_____	_____	_____	_____
But	_____	_____	_____	_____	_____	_____
Or	_____	_____	_____	_____	_____	_____
Yet	_____	_____	_____	_____	_____	_____
So	_____	_____	_____	_____	_____	_____
<b><u>Explaining Punctuation</u></b>						
Use of a comma	_____	_____	_____	_____	_____	_____
Use of a semicolon	_____	_____	_____	_____	_____	_____
<b><u>Total</u></b>	_____	_____	_____	_____	_____	_____
<b><u>Percentage Correct</u></b>	_____%	_____%	_____%	_____%	_____%	_____%
<b><u>Date</u></b>	_____	_____	_____	_____	_____	_____

# 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:**

I, CI      S V                                  S V

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

# 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:

I, CI      S V                      S V  
0. We had to give up, for the rope continued to break.

### F V S Formulas

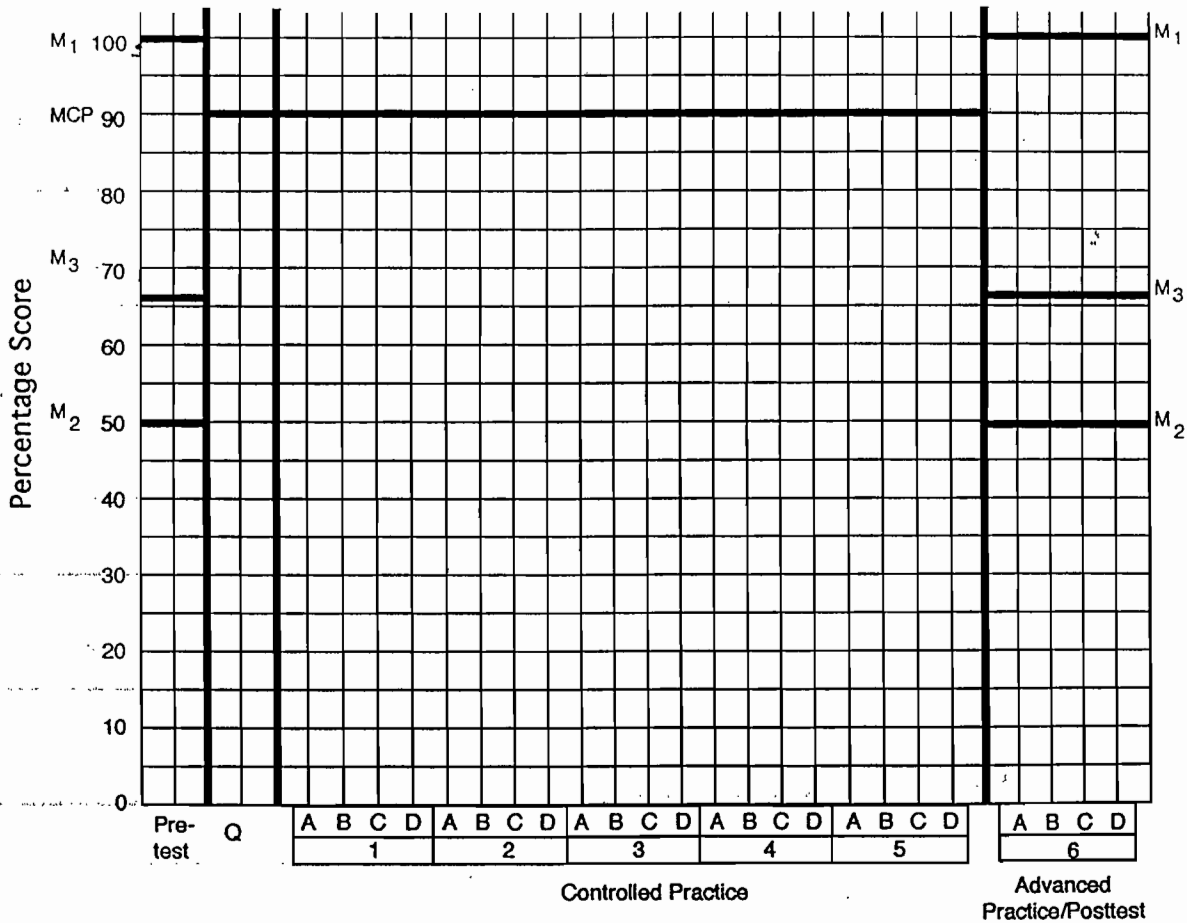
- |                          |                          |                          |              |   |
|--------------------------|--------------------------|--------------------------|--------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, CI</u> | 1. The <sup>S</sup> snow <sup>V</sup> was falling, and the <sup>S</sup> wind <sup>V</sup> 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, CI</u> | 4. The <sup>S</sup> pair <sup>V</sup> pounded on the ice, but it <sup>S</sup> would not crack.                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, CI</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, CI</u> | 6. The <sup>S</sup> friends had to get the door open soon, or they <sup>S</sup> would freeze to death.          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I; I</u>  | 7. They were <sup>S</sup> shivering; the <sup>S</sup> temperature <sup>V</sup> was 15 degrees below zero.       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, CI</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, CI</u> | 9. Jake pried the door open, and they rushed inside.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I, CI</u> | 10. The <sup>S</sup> group <sup>V</sup> made a fire in the fireplace, for they <sup>S</sup> needed to thaw out. |

# Sentence Writing Strategy

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

## COMPOUND 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

M<sub>1</sub> → Mastery Level for Complete Sentences

M<sub>2</sub> → Mastery Level for Complicated Sentences

M<sub>3</sub> → Mastery Level for Punctuation

MCP → Mastery Level For Written Quiz & Controlled Practice

# COMPOUND SENTENCE LESSON 2A

Name Lewis Potter

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

# COMPOUND SENTENCE LESSON 2A

Name Lewis Potter

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,cI 0. We could not see the stars, <sup>V</sup> <sup>S</sup> <sup>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 (and) 1. <sup>S</sup> <sup>V</sup> Scott rode his moped to school, <sup>S</sup> <sup>V</sup> <u>and parked it in the grass.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I;I 2. <sup>S</sup> <sup>V</sup> Jeff wanted to leave early; <sup>S</sup> <sup>V</sup> <u>he had to see his grandma.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I,cI (but) 3. <sup>S</sup> <sup>V</sup> The President called for peace, <sup>S</sup> <sup>V</sup> <u>but he bombed the other country.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I,cI (so) 4. <sup>S</sup> <sup>V</sup> Rita earned \$99 dollars, <sup>S</sup> <sup>V</sup> <u>so she put it in the bank.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I;I 5. <sup>S</sup> <sup>V</sup> Happiness cannot be bought; <sup>S</sup> <sup>V</sup> <u>it must be found.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I,cI (or) 6. <sup>S</sup> <sup>V</sup> <u>Either you will finish your work now,</u> <sup>S</sup> <sup>V</sup> <u>or you will take it home.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I;I 7. <sup>S</sup> <sup>V</sup> The bus leaves promptly at 8:30 A.M.; <sup>S</sup> <sup>V</sup> <u>school starts at 9:00 A.M.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I,cI (yet) 8. <sup>V</sup> <sup>S</sup> I talked to James about coming to the party, <sup>S</sup> <sup>V</sup> <u>yet he can not go.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I,cI (for) 9. <sup>S</sup> <sup>V</sup> The football field was ruined; <sup>S</sup> <sup>V</sup> <u>for it rained last night.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I,cI (nor) 10. <sup>S</sup> <sup>V</sup> Rich did not finish his classwork, <sup>S</sup> <sup>V</sup> <u>nor did he finish his homework.</u>



# COMPOUND SENTENCE LESSON 3A

Name David Chance

Date \_\_\_\_\_

## INSTRUCTIONS:

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

EXAMPLE:  
 I,cI 0. <sup>S</sup> <sup>V</sup> <sup>S</sup> <sup>V</sup>  
 (and) The checkered flag was lowered, and the crowd roared.

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

# COMPOUND SENTENCE LESSON 3A

Name David Chance

Date \_\_\_\_\_

## INSTRUCTIONS:

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

**EXAMPLE:**  
 I,cI 0. <sup>S</sup> <sup>V</sup> <sup>S</sup> <sup>V</sup>  
 (and) The checkered flag was lowered, and the crowd roared.

M	C	Formulas & Conjunctions	Sentences
2	1	I,cI (for)	1. <sup>S</sup> James and <sup>S</sup> Mary <sup>V</sup> ignored Matt's warning, for <sup>S</sup> they <sup>V</sup> knew more.
1	1	I,cI (but)	2. <sup>S</sup> The doctor <sup>V</sup> did his best, but the <sup>S</sup> man <sup>V</sup> died anyway.
1	1	I;I	3. <sup>S</sup> The football team would not give up; they <sup>V</sup> wanted to win the championship.
0	0	I,cI (and)	4. <sup>S</sup> Scott rose at 5 a.m. to finish his papers, and <sup>S</sup> do his papers.
2	1	I,cI (so)	5. <sup>S</sup> The food was rotten, so <sup>S</sup> we <sup>V</sup> threw it away.
2	1	I,cI (yet)	6. <sup>S</sup> Mike <sup>V</sup> lost his job, yet <sup>S</sup> he <sup>V</sup> went to the party anyway.
2	1	I,cI (or)	7. <sup>S</sup> You <sup>V</sup> must go, or <sup>S</sup> they <sup>V</sup> will catch you.
0	0	I;I	8. <sup>S</sup> The river <sup>V</sup> was rising; a lot of people <sup>V</sup>
2	1	I,cI	9. <sup>S</sup> The baby did not cry, nor <sup>S</sup> did he laugh.
2	1	I;I	10. <sup>S</sup> The space capsule <sup>V</sup> landed on target; <sup>S</sup> it <sup>V</sup> was picked up on 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 0. The <sup>S</sup>baseball team and <sup>S</sup>football team <sup>V</sup>got together and <sup>V</sup>celebrated.

- | F                        | V                        | S                        | Formulas   |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SSV</u> 1. <sup>S</sup> Rick and <sup>S</sup> James <sup>V</sup> met at the arcade.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SSVV</u> 2. The <sup>S</sup> guys <sup>V</sup> went to the gym and <sup>V</sup> lifted weights.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I;I</u> 3. <sup>S</sup> Randy <sup>V</sup> rode many of the rides at the fair; <sup>S</sup> Jeff <sup>V</sup> tried only one.             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SV</u> 4. <sup>S</sup> Linda <sup>V</sup> jumped and knocked the ball over the net.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I,CI</u> 5. <sup>S</sup> John's serve <sup>V</sup> looked good, but the <sup>S</sup> judge <sup>V</sup> called it out.                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SV</u> 6. <sup>S</sup> He <sup>V</sup> stayed calm and served the ball again.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SSVV</u> 7. The <sup>S</sup> Chiefs and <sup>S</sup> Oilers both <sup>V</sup> played on Sunday and <sup>V</sup> won their games.          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>I;I</u> 8. <sup>S</sup> Ron <sup>V</sup> has less than 2 months to live; <sup>S</sup> cancer <sup>V</sup> has spread throughout his body. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SV</u> 9. Over at the pool, <sup>S</sup> Sue <sup>V</sup> was swimming laps.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>SSVV</u> 10. <sup>S</sup> Linda <sup>V</sup> wanted her to stop, but <sup>S</sup> she <sup>V</sup> refused.                               |

# 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 0. The baseball team and football team got together and celebrated.

### F V S Formulas

- |                                     |                                     |                          |             |   |
|-------------------------------------|-------------------------------------|--------------------------|-------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <u>SSV</u>  | 1. Rick and James met at the arcade.  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <u>SSVV</u> | 2. The guys went to the gym and lifted weights.                               |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <u>I;I</u>  | 3. Randy rode many of the rides at the fair; Jeff tried only one.             |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <u>SV</u>   | 4. Linda jumped and knocked the ball over the net.                            |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>I,cI</u> | 5. John's serve looked good, but the judge called it out.                     |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <u>SV</u>   | 6. He stayed calm and served the ball again.                                  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <u>SSVV</u> | 7. The Chiefs and Oilers both played on Sunday and won their games.           |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <u>I;I</u>  | 8. Ron has less than 2 months to live; cancer has spread throughout his body. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <u>SV</u>   | 9. Over at the pool, Sue was swimming laps.                                   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <u>SSVV</u> | 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> The cake <sup>V</sup> was beautiful; <sup>S</sup> it <sup>V</sup> was covered with lots of tiny flowers.

- | M                        | C                        | Formulas & Conjunctions   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | SV 1. <sup>S</sup> The dog <sup>V</sup> was hit.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I;I 2. <sup>S</sup> I chased the cat; <sup>S</sup> she <sup>V</sup> ran away.   |
| <input type="checkbox"/> | <input type="checkbox"/> | SS V 3. <sup>S</sup> Viola <sup>V</sup> threw <sup>S</sup> Jressa <sup>V</sup> down the stairs.                       |
| <input type="checkbox"/> | <input type="checkbox"/> | I,cI (and) 4. <sup>S</sup> Susan <sup>V</sup> hit <sup>S</sup> Shelby, and she <sup>V</sup> started to run.           |
| <input type="checkbox"/> | <input type="checkbox"/> | I,cI (but) 5. <sup>S</sup> I wanted to stay, but I had to leave.  |
| <input type="checkbox"/> | <input type="checkbox"/> | S VV 6. <sup>S</sup> He <sup>V</sup> bounced <sup>V</sup> threw the wall.   |
| <input type="checkbox"/> | <input type="checkbox"/> | I,cI (so) 7. <sup>S</sup> I wasn't feeling well, so <sup>S</sup> I <sup>V</sup> got up and left.                      |
| <input type="checkbox"/> | <input type="checkbox"/> | SS VV 8. <sup>S</sup> Raymond and Susan <sup>V</sup> hit the jackpot and <sup>V</sup> left.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | Simple: SSV 9. <sup>S</sup> Me and Mark <sup>V</sup> was running.   |
| <input type="checkbox"/> | <input type="checkbox"/> | Compound: I,cI 10. <sup>S</sup> I like football, and my favourite <sup>V</sup> quarterback is <sup>S</sup> Jim McMan. |

# 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	Sentence
2	1	S V	1. <sup>S</sup> The <sup>V</sup> dog was hit.
2	1	I;I	2. <sup>S</sup> I chased the cat; <sup>S</sup> she <sup>V</sup> ran away.
0	1	SS V	3. <sup>S</sup> Viola <sup>V</sup> threw <sup>S</sup> Jressa <sup>V</sup> down the stairs.
2	1	I,cI (and)	4. <sup>S</sup> Susan <sup>V</sup> hit Shelley, and <sup>S</sup> she <sup>V</sup> started to run.
1	1	I,cI (but)	5. <sup>S</sup> I wanted to stay, but <sup>S</sup> I <sup>V</sup> had to leave.
0	0	S V V	6. <sup>S</sup> He <sup>V</sup> bounced <sup>V</sup> threw the wall.
2	1	I,cI (so)	7. <sup>S</sup> I wasn't feeling well, so <sup>S</sup> I <sup>V</sup> got up and left.
2	1	SS V V	8. <sup>S</sup> Raymond and <sup>S</sup> Susan <sup>V</sup> hit the jackpot and left.
2	0	Simple: SSV	9. <sup>S</sup> Me and Mark <sup>V</sup> was running.
2	1	Compound: I,cI	10. <sup>S</sup> I like football, and <sup>S</sup> my favourite <sup>V</sup> quarterback is Jim McMan.

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

Name Candy Rames  
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 probley 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.)

## Sentence Writing Strategy

Name: Candy Raines

### COMPOUND SENTENCE CHECKLIST

S	V	<u>✓✓✓✓</u>
SS	V	<u>        </u>
S	VV	<u>✓        </u>
SS	VV	<u>        </u>
I, c I		<u>✓✓        </u>
I; I		<u>        </u>



# Sentence Writing Strategy

## SENTENCE SCORE SHEET

Student Name: Candy Raines

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

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

Practice: Compound 6A

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

### Calculating the Scores

Percentage of Complete Sentences

$$\frac{\text{No. Simple + Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{7}}{\boxed{8}} \times 100 = \underline{\underline{87.5\%}} \quad \text{Mastery} = 100\%$$

Percentage of Complicated Sentences

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{2}}{\boxed{8}} \times 100 = \underline{\underline{25\%}} \quad \text{Mastery} = 33\%, 40\%, \text{ or } 50\%$$

(see criterion for each part)

Percentage of Complicated Sentences Punctuated correctly

$$\frac{\text{No. Comp. + Complex + Comp./Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} = \frac{\boxed{0}}{\boxed{2}} \times 100 = \underline{\underline{0\%}} \quad \text{Mastery} = \text{at least } 66\%$$

## COMPLEX SENTENCE

**A complex sentence has one independent clause and one or more dependent clauses.**

## DEPENDENT CLAUSE

**A dependent clause is a group of words with a subject and verb that cannot stand alone.**

**Examples:**

**I like Sally because she is funny.**

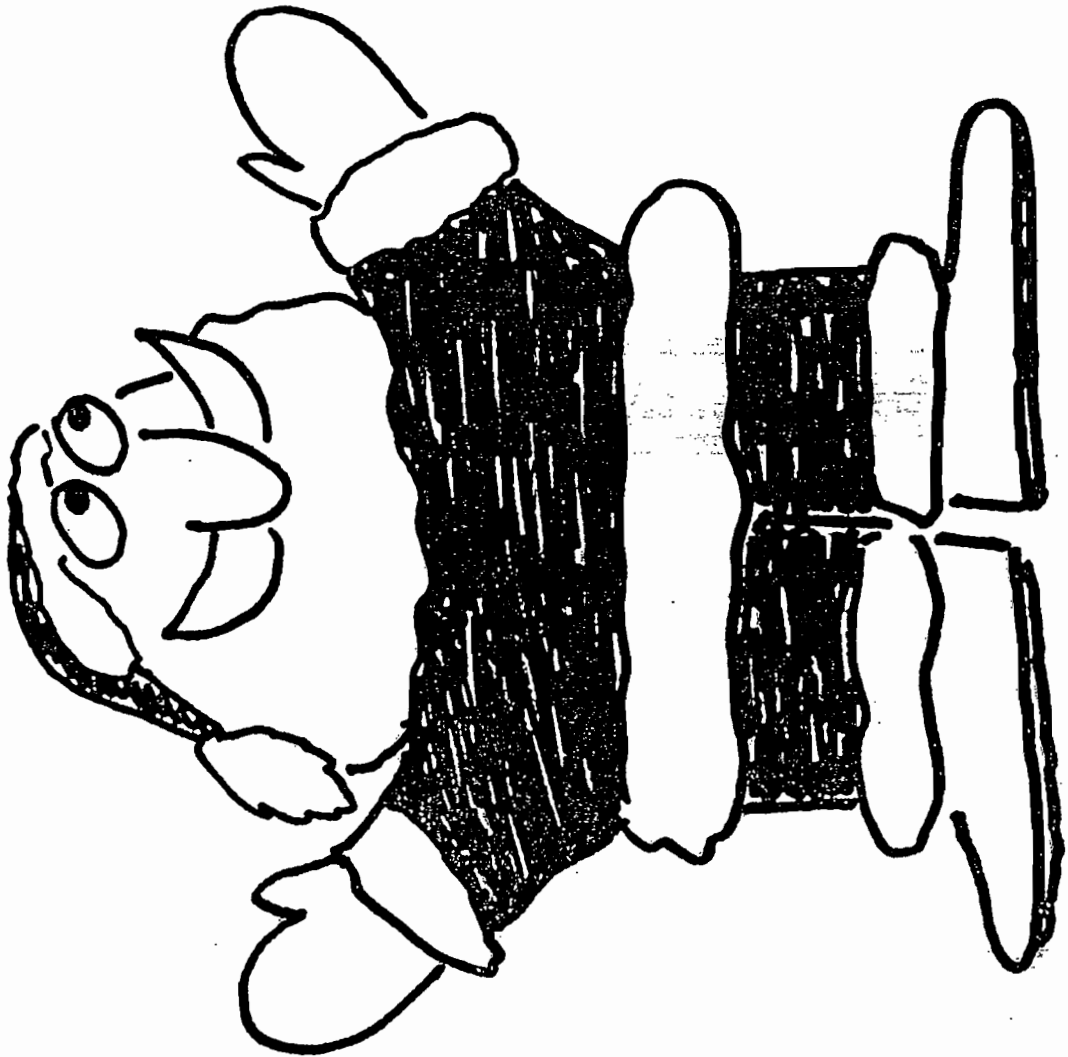
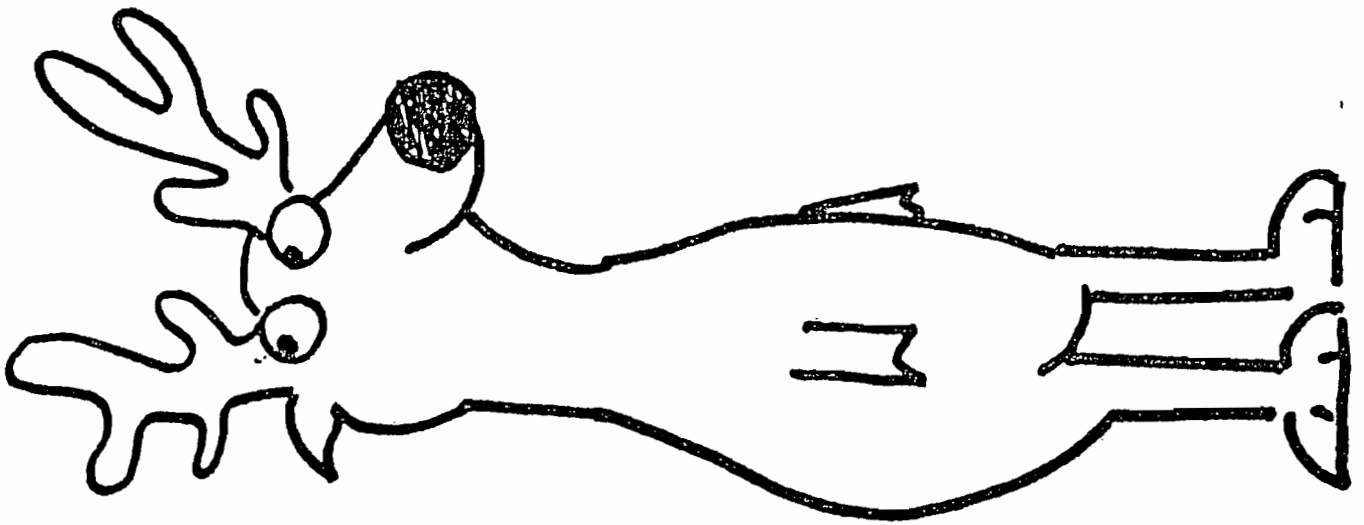
**Kathy will be late for dinner since the meeting is still in progress.**

**The game will end when one team scores.**

Sentence Writing Strategy



DEPENDENT CLAUSE - DEC. 25



INDEPENDENT CLAUS - DEC. 26

## SUBORDINATING CONJUNCTIONS

**Subordinating conjunctions are words that show the relationship of the dependent clause to the independent clause.**

**Some words that can be used as subordinating conjunctions are:**

<b>after</b>	<b>even if</b>	<b>since</b>
<b>although</b>	<b>even though</b>	<b>so that</b>
<b>as</b>	<b>if</b>	<b>than</b>
<b>as if</b>	<b>in order that</b>	<b>though</b>
<b>as long as</b>	<b>just as</b>	<b>unless</b>
<b>as soon as</b>	<b>like</b>	<b>until</b>
<b>as though</b>	<b>once</b>	<b>when</b>
<b>because</b>	<b>provided</b>	<b>whenever</b>
<b>before</b>	<b>rather than</b>	<b>While</b>

## SEQUENCING COMPLEX SENTENCES

### Dependent Clause First (comma needed)

When I get to Phoenix, you will be sleeping.

After the players practiced, they went out for a pizza.

Until the storm is over, we will not know about the damage.

### Independent Clause First (comma not needed)

You will be sleeping when I get to Phoenix.

The players went out for a pizza after they practiced.

We will not know about the damage until the storm is over.

Sentence Writing Strategy

# Formula Card After Complex Sentences

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

SIMPLE SENTENCE

S V  
SS V  
S VV  
SS VV

COMPOUND SENTENCE

I, c I  
I; I

COMPLEX SENTENCE

D, I  
ID

# Sentence Writing Strategy

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

## COMPLEX SENTENCE VERBAL PRACTICE CHECKLIST

	Attempts					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<u>Giving Definitions</u>						
Complex Sentence	_____	_____	_____	_____	_____	_____
Independent Clause	_____	_____	_____	_____	_____	_____
Dependent Clause	_____	_____	_____	_____	_____	_____
Subordinating Conjunction	_____	_____	_____	_____	_____	_____

### Naming Kinds of Complex Sentences

D, I	_____	_____	_____	_____	_____	_____
I D	_____	_____	_____	_____	_____	_____

### Explaining Punctuation

Between the I clause and the D clause

when I is first	_____	_____	_____	_____	_____	_____
when I is last	_____	_____	_____	_____	_____	_____

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



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

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

Answer Key

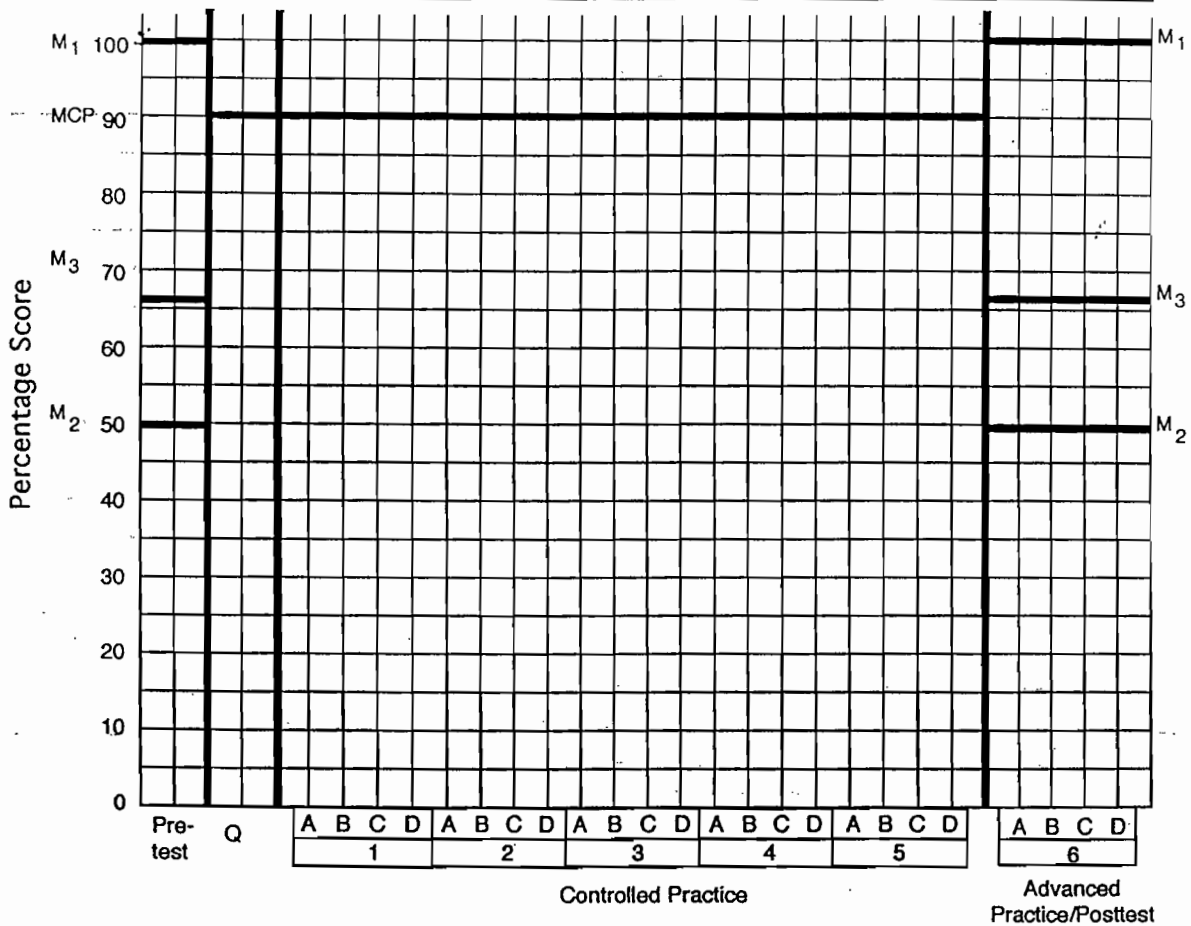
# Sentence Writing Strategy

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

## COMPLEX 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

M<sub>1</sub> → Mastery Level for Complete Sentences

M<sub>2</sub> → Mastery Level for Complicated Sentences

M<sub>3</sub> → Mastery Level for Punctuation

MCP → Mastery Level For Written Quiz & Controlled Practice

# 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 <sup>S</sup> when she heard the bad news <sup>V</sup> about her grandfather.

### Formulas & Conjunctions

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

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

(if)

0. If you want me to take you, I will pick you up  
at ten o'clock.

M	C	Formulas & Conjunctions	
<input type="checkbox"/>	<input type="checkbox"/>	D,I (because)	1. <u>Because today is Thursday, I have to</u> <u>go to piano lessons.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I (unless)	2. <u>Unless we find the basketball, no</u> <u>one will be able to play.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID (when)	3. <u>I will be ready to go when my</u> <u>mother arrives.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I (although)	4. <u>Although he likes to swim, Paul</u> <u>loves to jog.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID (if)	5. <u>If the dog buries his bone, he</u> <u>will want another one.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID (since)	6. <u>I will make a fire since we have</u> <u>some wood and matches.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I (after)	7. <u>After the show was over, the actors</u> <u>bowed to the audience.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID (until)	8. <u>Until we can get some food, we will</u> <u>have to</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID	9. <u>I must take this book back to the</u> <u>library since it is due today.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	D,I	10. <u>Since I have started studying at home,</u> <u>I can get a lot of work done.</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
2	1	D,I (because) 1. <u>Because today is Thursday, I have to go to piano lessons.</u>
2	1	D,I (unless) 2. <u>Unless we find the basketball, no one will be able to play.</u>
2	1	ID (when) 3. <u>I will be ready to go when my mother arrives.</u>
2	1	D,I (although) 4. <u>Although he likes to swim, Paul loves to jog.</u>
0	1	ID (if) 5. <u>If the dog buries his bone, he will want another one.</u>
2	1	ID (since) 6. <u>I will make a fire since we have some wood and matches.</u>
2	1	D,I (after) 7. <u>After the show was over, the actors bowed to the audience.</u>
0	0	ID (until) 8. <u>Until we can get some food, we will have to</u>
2	1	ID 9. <u>I must take this book back to the library since it is due today.</u>
2	1	D,I 10. <u>Since I have started studying at home, 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

- |                          |                          |              |   |
|--------------------------|--------------------------|--------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <u>SS V</u>  | 1. <u>Jess and Rick took the bus to the concert.</u>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>SV</u>    | 2. <u>Everyone had a good time.</u>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I, D</u>  | 3. <u>Unless you are willing to practice,</u> <u>you cannot learn to write.</u>                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>SS VV</u> | 4. <u>The boss demanded a lot,</u> <u>and the people worked hard.</u>                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>SV</u>    | 5. <u>The car was painted a bright blue.</u>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>    | 6. <u>We went to get pizza,</u> <u>but we did not get to go to the show.</u>                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>    | 7. <u>The managers were unable to reach an agreement</u> <u>because their differences were too great.</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I; I</u>  | 8. <u>Joe's sister and brother went to the game with us;</u> <u>they enjoyed it.</u>                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>    | 9. <u>I think I'd better stay home,</u> <u>yet your offer is very appealing.</u>                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>    | 10. <u>The nurse handed the scalpel to the doctor</u> <u>when she asked for it.</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

- |                                     |                                     |              |  |
|-------------------------------------|-------------------------------------|--------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>SS V</u>  | 1. <u>Jess and Rick took the bus to the concert.</u>   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>SV</u>    | 2. <u>Everyone had a good time.</u>  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <u>I, D</u>  | 3. <u>Unless you are willing to practice, you cannot learn to write.</u>                           |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <u>SS VV</u> | 4. <u>The boss demanded a lot, and the people worked hard.</u>                                     |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>SV</u>    | 5. <u>The car was painted a bright blue.</u>   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <u>ID</u>    | 6. <u>We went to get pizza, but we did not get to go to the show.</u>                              |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>ID</u>    | 7. <u>The managers were unable to reach an agreement because their differences were too great.</u> |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>I; I</u>  | 8. <u>Joe's sister and brother went to the game with us; they enjoyed it.</u>                      |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <u>ID</u>    | 9. <u>I think I'd better stay home, yet your offer is very appealing.</u>                          |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>ID</u>    | 10. <u>The nurse handed the scalpel to the doctor when she asked for it.</u>                       |

Answer Key

# 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 0. Until the tide goes out, swimmers should not go  
 (until) in the water.

M	C	Formulas & Conjunctions	
<input type="checkbox"/>	<input type="checkbox"/>	SS V	1. <u>Books and newspapers can be found in the library.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID (because)	2. <u>Don't forget to pick me up because I do not want to miss the meeting.</u>
<input type="checkbox"/>	<input type="checkbox"/>	I,cI (but)	3. <u>The ball flew into the air, but Peter caught</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I (although)	4. <u>Dean and Kari did not stay, although they enjoyed the party.</u>
<input type="checkbox"/>	<input type="checkbox"/>	S VV	5. <u>Lila ran and dived into the water.</u>
<input type="checkbox"/>	<input type="checkbox"/>	I,I	6. <u>Let's work now, we can play later.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Complex: ID	7. <u>Dean will go to the fair if he finishes all his chores.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Simple: S V	8. <u>We went swimming at the lake.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Compound: I,cI	9. <u>Jerry wants to go, but he has to stay and work.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Complex: D,I	10. <u>The boys went out after the sun came up.</u>

# 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	
2	1	SS V	1. <u>Books and newspapers can be found in the library.</u>
2	1	ID (because)	2. <u>Don't forget to pick me up because I do not want to miss the meeting.</u>
2	0	I,cI (but)	3. <u>The ball flew into the air, but Peter caught</u>
0	1	D,I (although)	4. <u>Dean and Kari did not stay, although they enjoyed the party.</u>
2	1	S VV	5. <u>Lila ran and dived into the water.</u>
0	0	I;I	6. <u>Let's work now, we can play later.</u>
2	1	Complex: ID	7. <u>Dean will go to the fair if he finishes all his chores.</u>
2	1	Simple: SV	8. <u>We went swimming at the lake.</u>
2	1	Compound: I,cI	9. <u>Jerry wants to go, but he has to stay and work.</u>
0	1	Complex: D,I	10. <u>The boys went out after the sun came up.</u>

# 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'm looking forward to next year.

# Sentence Writing Strategy

Name: Michael Schmidt

## COMPLEX SENTENCE

### CHECKLIST

S	V	<u>✓✓</u>	D,I	<u>✓✓</u>
SS	V	<u>      </u>	ID	<u>✓</u>
S	VV	<u>      </u>		
SS	VV	<u>      </u>		
I,cI		<u>✓</u>		
I;I		<u>✓</u>		

# Sentence Writing Strategy

## SENTENCE SCORE SHEET

Student Name: Michael Schmidt Pretest/Posttest: \_\_\_\_\_

Date: 3/24 Practice: Complex 6A

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

### Calculating the Scores

Percentage of Complete Sentences  

$$\frac{\text{No. Simple + Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{6}{6} \times 100 = 100\% \text{ Mastery} = 100\%$$

Percentage of Complicated Sentences  

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{4}{6} \times 100 = 66\% \text{ Mastery} = 33\%, 40\%, \text{ or } 50\% \text{ (see criterion for each part)}$$

Percentage of Complicated Sentences Punctuated correctly  

$$\frac{\text{No. Comp. + Complex + Comp./Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} = \frac{4}{4} \times 100 = 100\% \text{ Mastery} = \text{at least } 66\%$$

## **COMPOUND - COMPLEX SENTENCE**

**A compound - complex sentence has two or more independent clauses and at least one dependent clause.**

### **Examples:**

**When you are ready, I will call the store, and we can talk to Reed.**

**Before the trick-or-treaters came, Jill made candied apples; they were delicious.**

## 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 employer made Jill 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 Writing Strategy**

# Formula Card After Compound-Complex Sentences

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

**SIMPLE SENTENCE**

S      V  
SS     V  
S      VV  
SS     VV

**COMPOUND SENTENCE**

I, c I  
I; I

**COMPLEX SENTENCE**

D, I  
ID

**COMPOUND-COMPLEX SENTENCE**

D, I, c I      D, I; I  
I D, c I      I D; I  
I, c I D      I; I D

# Sentence Writing Strategy

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

## COMPOUND-COMPLEX SENTENCE

### VERBAL PRACTICE CHECKLIST

	Attempts					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<b><u>Giving Definitions</u></b>						
Compound-complex Sentence	_____	_____	_____	_____	_____	_____
Independent Clause	_____	_____	_____	_____	_____	_____
Dependent Clause	_____	_____	_____	_____	_____	_____
Coordinating Conjunction	_____	_____	_____	_____	_____	_____
Subordinating Conjunction	_____	_____	_____	_____	_____	_____
<b><u>Naming Kinds of Compound-Complex Sentences</u></b>						
D, I, cI	_____	_____	_____	_____	_____	_____
ID, cI	_____	_____	_____	_____	_____	_____
I, cID	_____	_____	_____	_____	_____	_____
D, I ; I	_____	_____	_____	_____	_____	_____
ID ; I	_____	_____	_____	_____	_____	_____
I ; I D	_____	_____	_____	_____	_____	_____
<b><u>Explaining Punctuation</u></b>						
<b>Between two I clauses:</b>						
with coord. conjunction	_____	_____	_____	_____	_____	_____
without coord. conjunction	_____	_____	_____	_____	_____	_____
<b>Between D clause &amp; I clause when:</b>						
D is first & I is second	_____	_____	_____	_____	_____	_____
D is second & I is third	_____	_____	_____	_____	_____	_____
with coord. conjunction	_____	_____	_____	_____	_____	_____
without coord. conjunction	_____	_____	_____	_____	_____	_____
<b><u>Total</u></b>	_____	_____	_____	_____	_____	_____
<b><u>Percentage Correct</u></b>	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b><u>Date</u></b>	_____	_____	_____	_____	_____	_____

# COMPOUND-COMPLEX SENTENCE

## LESSON 1A

Name Janet Nichols

Date \_\_\_\_\_

### INSTRUCTIONS:

For each of the following compound-complex sentences:

1. Underline the independent clauses 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. Use your Formula Card to choose the correct formula.

#### EXAMPLE:

D, I; I 0. Unless we get rain, I would like to go boating; I have not gone for two weeks.

- | F                        | L                        | Formulas        |   |
|--------------------------|--------------------------|-----------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I, cI, D</u> | 1. <u>She should come soon, but I will not be disappointed if she does not arrive.</u>                |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I, I, D</u>  | 2. <u>When he has time, Tom will write his paper; he will also do his math.</u>                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I, I, D</u>  | 3. <u>Janice must stay home; she has to babysit until her parents come back.</u>                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I, cI, D</u> | 4. <u>Jeff will leave when Rick does, and Scott will leave later.</u>                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D, I, cI</u> | 5. <u>After the boys waited for hours, the girls finally came, and they all went out for pizza.</u>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D, I; I</u>  | 6. <u>The builders worked until the rain began; they huddled together in the hut.</u>                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D, I, cI</u> | 7. <u>Since Jan and Jen are done, they can go get Jim, and we can all go to the show.</u>             |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I, D, cI</u> | 8. <u>Hitler retained power until he died, and his reign lasted ten years.</u>                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D, I; I</u>  | 9. <u>Unless he returns soon, we will have to leave; we should not be late for the play.</u>          |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I, D, cI</u> | 10. <u>I would like to go because I really like to shop, but I have to finish this project first.</u> |

# COMPOUND-COMPLEX SENTENCE LESSON 1A

Name Janet Nichols

Date \_\_\_\_\_

## INSTRUCTIONS:

For each of the following compound-complex sentences:

1. Underline the independent clauses 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. Use your Formula Card to choose the correct formula.

### EXAMPLE:

D, I; I 0. Unless we get rain, I would like to go boating; I have not gone for two weeks.

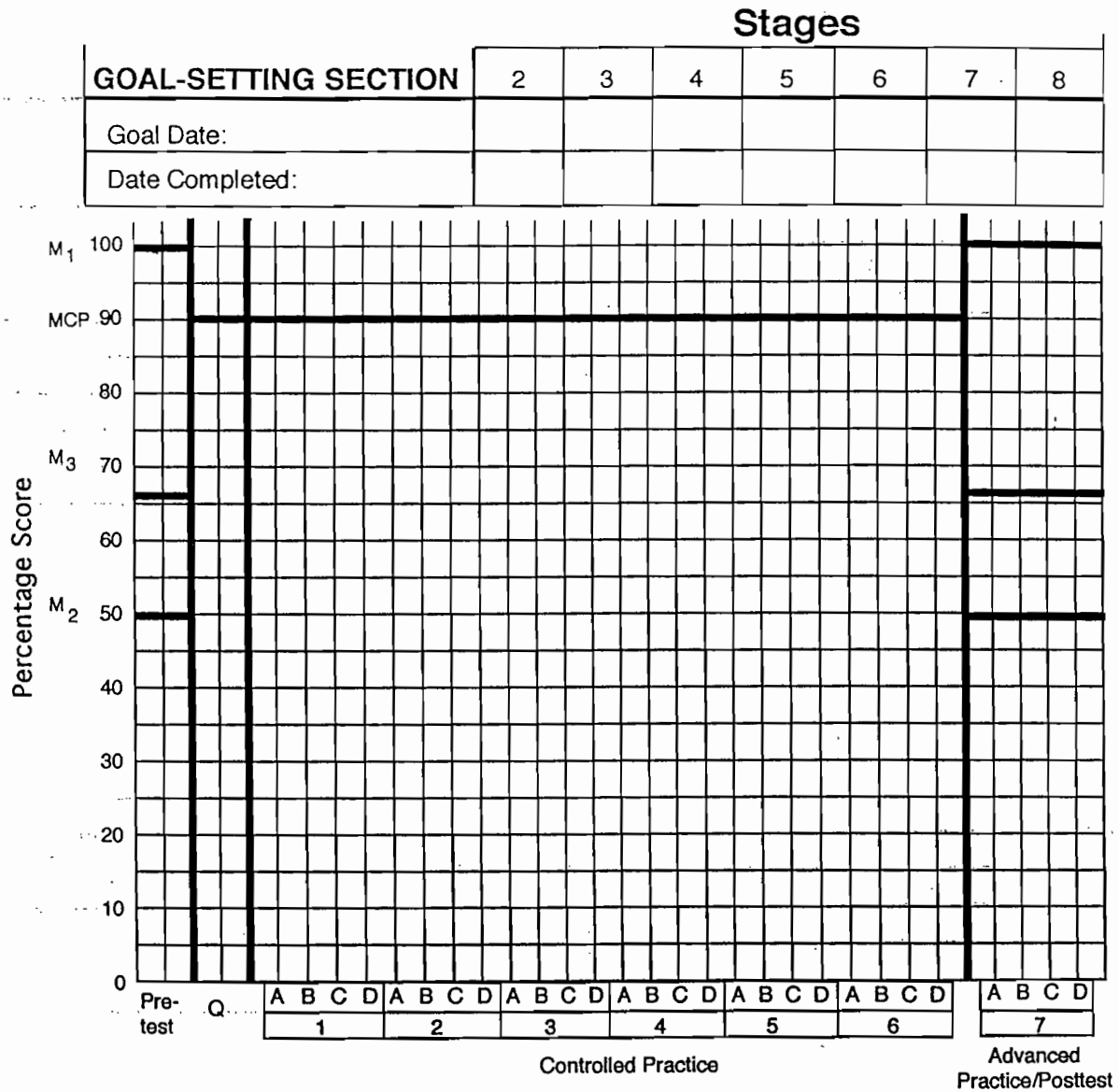
- | F                                   | L                                   | Formulas        |   |
|-------------------------------------|-------------------------------------|-----------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>I, cI, D</u> | 1. <u>She should come soon, but I will not be disappointed if she does not arrive.</u>                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <u>I, I, D</u>  | 2. <u>When he has time, Tom will write his paper; he will also do his math.</u>                       |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>I, I, D</u>  | 3. <u>Janice must stay home; she has to babysit until her parents come back.</u>                      |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <u>I, cI, D</u> | 4. <u>Jeff will leave when Rick does, and Scott will leave later.</u>                                 |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>D, I, cI</u> | 5. <u>After the boys waited for hours, the girls finally came, and they all went out for pizza.</u>   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <u>D, I; I</u>  | 6. <u>The builders worked until the rain began; they huddled together in the hut.</u>                 |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>D, I, cI</u> | 7. <u>Since Jan and Jen are done, they can go get Jim, and we can all go to the show.</u>             |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>I, D, cI</u> | 8. <u>Hitler retained power until he died, and his reign lasted ten years.</u>                        |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>D, I; I</u>  | 9. <u>Unless he returns soon, we will have to leave; we should not be late for the play.</u>          |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>I, D, cI</u> | 10. <u>I would like to go because I really like to shop, but I have to finish this project first.</u> |

**Answer Key**

# Sentence Writing Strategy

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

## COMPOUND-COMPLEX SENTENCE PROGRESS CHART



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

M<sub>1</sub> → Mastery Level for Complete Sentences

M<sub>2</sub> → Mastery Level for Complicated Sentences

M<sub>3</sub> → Mastery Level for Punctuation

MCP → Mastery Level For Written Quiz & Controlled Practice

# COMPOUND-COMPLEX SENTENCE LESSON 2A

Name Megan Wood

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,cI  
(for)

0. Although I am tired, I will walk home, <sup>S</sup> for I cannot afford to be late. <sup>V</sup>

### Formulas & Conjunctions

M C V&S

ID,cI  
(but)

1. Hanni works at the video arcade because she wants to earn money, <sup>S</sup> but she doesn't like it. <sup>V</sup>

I;ID  
(after)

2. You will have to help us; the car got stuck <sup>S</sup> after we <sup>V</sup> drove through the mud.

ID;I

3. Janet left before I could stop her; <sup>S</sup> she was in a <sup>V</sup> hurry.

ID,cI  
(and)

4. The horse jumped when the man hit him and he fell

I;ID  
(because)

5. The store was crowded; everyone had come <sup>S</sup> because there <sup>V</sup> was a sale.

I,cID  
(unless)

6. James will ride his moped, and I will ride my 10-speed bike unless it is raining.

D,I;I

7. If you decide to come, let me know; we can go together.

D,I,cI  
(so)

8. Although he had made the decision, he was not happy, <sup>S</sup> so <sup>V</sup> he left.

I,cID  
(until)

9. The meal was superb, but the service was horrible until we got a new waiter.

D,I;I

10. After the air warmed up, the trees were in bloom; the leaves were very green.

# COMPOUND-COMPLEX SENTENCE LESSON 2A

Name Megan Wood

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,cI (for) 0. Although I am tired, I will walk home, <sup>S</sup> for I cannot afford to be late.  
 (Note: Handwritten diagram shows 'S' above 'I' and 'V' above 'cannot', with arrows pointing to 'I' and 'cannot' respectively.)

M	C	V&S	Formulas & Conjunctions	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ID,cI (but)	1. Hanni works at the video arcade because she wants to earn money, <sup>S</sup> <u>but she doesn't like it.</u> (Note: Handwritten diagram shows 'S' above 'she' and 'V' above 'doesn't', with arrows pointing to 'she' and 'doesn't' respectively.)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I;ID (after)	2. You will have to help us; the car got stuck <sup>S</sup> <u>after we drove through the mud.</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ID;I	3. Janet left before I could stop her; <sup>S</sup> <u>she was in a hurry.</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ID,cI (and)	4. The horse jumped when the man hit him <u>and he fell</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I;ID (because)	5. The store was crowded; everyone had come <sup>S</sup> <u>because there was a sale.</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I,cID (unless)	6. James will ride his moped, and I will ride my 10-speed bike <u>unless it is raining.</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D,I;I	7. If you decide to come, let me know; <sup>S</sup> <u>we can go together.</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D,I,cI (so)	8. Although he had made the decision, he was not happy, <sup>S</sup> <u>so he left.</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I,cID (until)	9. The meal was superb, but the service was horrible <u>until we got a new waiter.</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D,I;I	10. After the air warmed up, the trees were in bloom; <sup>S</sup> <u>the leaves were very green.</u>

Answer Key

# COMPOUND-COMPLEX SENTENCE LESSON 3A

Name Tom Lemon

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 "S."

EXAMPLE:								
I,cID	0.	The plane dived toward the earth,	<sup>S</sup> and we saw an explosion	<sup>S</sup> after it hit	<sup>V</sup>	<sup>V</sup>	<sup>V</sup>	<sup>V</sup>
(and, after)		<u>the ground.</u>						

## -Formulas & Conjunctions

- | M                        | C                        | V&S                      |                         |  |
|--------------------------|--------------------------|--------------------------|-------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D,I,cI<br>(or)          | 1. When the clock strikes nine, <sup>S</sup> we can watch t.v.,<br>or <sup>S</sup> we can play a game. <sup>V</sup>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cID<br>(nor, unless)  | 2. Jan cannot come over, nor can she go anywhere<br>else unless her room is clean. <sup>S</sup> <sup>V</sup>             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D,I;I                   | 3. Although we are good friends, <sup>S</sup> we fight a lot;<br><sup>S</sup> we are very different. <sup>V</sup>        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cID<br>(yet, because) | 4. Peter is a great sports fan, yet he doesn't play<br>sports because he hurt his knee. <sup>S</sup> <sup>V</sup>        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ID,cI<br>(before, so)   | 5. He went shopping before Christmas so that he<br>would have gifts. <sup>S</sup>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I,cID<br>(and, since)   | 6. Eleanor has the measles, and has to stay home<br>since she is contagious. <sup>S</sup> <sup>V</sup>                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D,I,cI<br>(but)         | 7. Since we have seven puppies, we can give you<br>several. <sup>S</sup> <sup>V</sup>                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ID;I<br>(when)          | 8. The milkman dropped his basket of bottles when he<br>came to our house; we didn't get milk. <sup>S</sup> <sup>V</sup> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I;ID<br>(even though)   | 9. The kitten lapped up the milk; it was thirsty even<br>though we gave it water. <sup>S</sup> <sup>V</sup>              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ID,cI<br>(after, for)   | 10. Paul painted all afternoon after his friends left,<br>for two hours. <sup>S</sup> <sup>V</sup>                       |



# COMPOUND-COMPLEX SENTENCE LESSON 3A

Name Tom Lemon

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 "S."

EXAMPLE:					
I,cID	0.	The plane dived toward the earth,	<sup>S</sup> and we saw an explosion	<sup>S</sup> after it hit	
(and, after)		<u>the ground.</u>			

M	C	V&S	Formulas & Conjunctions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D,I,cI (or) 1. When the clock strikes nine, <sup>S</sup> we can watch t.v., or <sup>S</sup> we can play a game.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I,cID (nor, unless) 2. Jan cannot come over, nor can she go anywhere else unless her room is clean.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D,I,I 3. Although we are good friends, <sup>S</sup> we fight a lot; <sup>S</sup> we are very different.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I,cID (yet, because) 4. Peter is a great sports fan, yet he doesn't play sports because he hurt his knee.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ID,cI (before, so) 5. He went shopping before Christmas so that he would have gifts.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I,cID (and, since) 6. Eleanor has the measles, and has to stay home since she is contagious.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D,I,cI (but) 7. Since we have seven puppies, we can give you several.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ID;I (when) 8. The milkman dropped his basket of bottles when he came to our house; we didn't get milk.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I;ID (even though) 9. The kitten lapped up the milk; it was thirsty even though we gave it water.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ID,cI (after, for) 10. Paul painted all afternoon after his friends left, for two hours.

# COMPOUND-COMPLEX SENTENCE LESSON 4A

Name Paul Anderson

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 compound-complex sentence formula from your Formula Card, write the formula on the blank to the left of the sentence, and write a matching sentence.
3. Remember to punctuate each sentence correctly and to check your work using the "S" Step of the "PENS" Strategy.

### EXAMPLE:

I,cID 0. The women left work early, for they want to eat  
(for, before) before the concert begins.

M	C	Formulas & Conjunctions	
<input type="checkbox"/>	<input type="checkbox"/>	D,I,cI (although, and)	1. <u>Although she wasn't in the race, she practiced hard, and her coach was proud.</u>
<input type="checkbox"/>	<input type="checkbox"/>	I,cID (or, if)	2. <u>Donna can pick you up, or you can walk home if you have finished working.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID,cI (when, but)	3. <u>I do not know when they will arrive, but it should be soon.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I,I (because)	4. <u>Because the light was good, the artist painted all morning; he painted the sky.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID;I (once)	5. <u>Gary will go to college once he finishes high school; he wants to be a teacher.</u>
<input type="checkbox"/>	<input type="checkbox"/>	I;ID (even though)	6. <u>The fog covered everything for miles; we were stranded even though our car worked.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I,cI (unless, for)	7. <u>Unless something changes, Joe will not be able to go for a while.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID;I (since)	8. <u>I would like to go swimming; since it is so hot.</u>
<input type="checkbox"/>	<input type="checkbox"/>	I,cID	9. <u>Peter is a good swimmer, and Chuck is a good hurdler, but Jim doesn't like sports.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I;I	10. <u>Although summer is here, there is snow on the ground; it is very cold.</u>

# COMPOUND-COMPLEX SENTENCE

## LESSON 4A

Name Paul Anderson

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 compound-complex sentence formula from your Formula Card, write the formula on the blank to the left of the sentence, and write a matching sentence.
3. Remember to punctuate each sentence correctly and to check your work using the "S" Step of the "PENS" Strategy.

#### EXAMPLE:

I,cID

(for, before) -

0. The women left work early, for they want to eat  
before the concert begins.

M	C	Formulas & Conjunctions	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	D,I,cI (although, and)	1. <u>Although she wasn't in the race, she practiced hard, and her coach was proud.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	I,cID (or, if)	2. <u>Donna can pick you up, or you can walk home if you have finished working.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ID,cI (when, but)	3. <u>I do not know when they will arrive, but it should be soon.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	D,I;I (because)	4. <u>Because the light was good, the artist painted all morning; he painted the sky.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ID;I (once)	5. <u>Gary will go to college once he finishes high school; he wants to be a teacher.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	I;ID (even though)	6. <u>The fog covered everything for miles; we were stranded even though our car worked.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I,cI (unless, for)	7. <u>Unless something changes, Joe will not be able to go for a while.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID;I (since)	8. <u>I would like to go swimming; since it is so hot.</u>
<input type="checkbox"/>	<input type="checkbox"/>	I,cID	9. <u>Peter is a good swimmer, and Chuck is a good hurdler, but Jim doesn't like sports.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	D,I;I	10. <u>Although summer is here, there is snow on the ground; it is very cold.</u>

Answer Key

# COMPOUND-COMPLEX SENTENCE

## LESSON 5A

Name Lori Knight

Date \_\_\_\_\_

**INSTRUCTIONS:**

1. For each sentence, 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. Choose the correct formula from your Formula Card.

**EXAMPLE:**

D, I, cI 0. Although I need the money, I will not steal, nor will I borrow.

- | F                        | L                        | Formulas       |   |
|--------------------------|--------------------------|----------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <u>SS V</u>    | 1. <u>Linda and Terri were upset by the rude comment.</u>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I; I</u>    | 2. <u>The fans clapped and cheered loudly;</u> <u>their team had entered the stadium.</u>                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>      | 3. <u>We will not leave until you are ready.</u>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D, I; I</u> | 4. <u>If we work now,</u> <u>maybe we can go to the show later,</u> but <u>we may be too tired.</u>                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I, cI</u>   | 5. <u>Hopefully, the rain will come,</u> and <u>we will not have to water the lawn.</u>                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D, I</u>    | 6. <u>If you agree,</u> <u>you should let her know.</u>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>S V</u>     | 7. <u>He already has about five speeding tickets.</u>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>I, cI</u>   | 8. <u>This afternoon we went to the swimming pool and swam a few laps.</u>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>D, I; I</u> | 9. <u>Since the sky was so dark,</u> <u>Paul stopped painting;</u> <u>he had decided to finish the work tomorrow.</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>      | 10. <u>Before he got away,</u> <u>the reporter asked for an interview.</u>  |

# COMPOUND-COMPLEX SENTENCE LESSON 5A

Name Lori Knight

Date \_\_\_\_\_

## INSTRUCTIONS:

1. For each sentence, 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. Choose the correct formula from your Formula Card.

### EXAMPLE:

D, I, C I 0. Although I need the money, I will not steal, nor will I borrow.

- | F                                   | L                        | Formulas       |   |
|-------------------------------------|--------------------------|----------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>SS V</u>    | 1. <u>Linda and Terri were upset by the rude comment.</u>   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>I; I</u>    | 2. <u>The fans clapped and cheered loudly; their team had entered the stadium.</u>                      |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>ID</u>      | 3. <u>We will not leave until you are ready.</u>  |
| <input type="checkbox"/>            | <input type="checkbox"/> | <u>D, I; I</u> | 4. <u>If we work now, maybe we can go to the show later, but we may be too tired.</u>                   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>I, C I</u>  | 5. <u>Hopefully, the rain will come, and we will not have to water the lawn.</u>                        |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>D, I</u>    | 6. <u>If you agree, you should let her know.</u>  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>S V</u>     | 7. <u>He already has about five speeding tickets.</u>   |
| <input type="checkbox"/>            | <input type="checkbox"/> | <u>I, C I</u>  | 8. <u>This afternoon we went to the swimming pool and swam a few laps.</u>                              |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>D, I; I</u> | 9. <u>Since the sky was so dark, Paul stopped painting; he had decided to finish the work tomorrow.</u> |
| <input type="checkbox"/>            | <input type="checkbox"/> | <u>ID</u>      | 10. <u>Before he got away, the reporter asked for an interview.</u>                                     |

# COMPOUND-COMPLEX SENTENCE

## LESSON 6A

Name Susan Daniels

Date \_\_\_\_\_

### INSTRUCTIONS:

- For the first six items, write a sentence that matches the listed formula. Use the conjunctions in parentheses, and be sure to punctuate the sentence correctly.
- For the last four items, choose a formula, write the formula on the blank, and write a sentence that matches the formula.
- Use the "S" Step of the "PENS" Strategy on each sentence to check it.

<b>EXAMPLE:</b>	
I;ID (since)	0. <u>Ray and Kathy will join us later; they have to work late since the season is busy.</u>

M	C	Formulas & Conjunctions	
<input type="checkbox"/>	<input type="checkbox"/>	S VV	1. <u>David stopped working and started to read.</u>
<input type="checkbox"/>	<input type="checkbox"/>	I,cI (but)	2. <u>Don will coach the team, but they will have to practice more.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID (when)	3. <u>Jack is going motorcycling, when he finishes his work.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I;I (if)	4. <u>If you will call, you can make an appointment with the doctor.</u>
<input type="checkbox"/>	<input type="checkbox"/>	I,cID (and, after)	5. <u>Let's try to finish early, and go home after we're done.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I (although)	6. <u>Although Adrian tried, he couldn't make his printer work.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Simple: SS VV	7. <u>The peaches and plums smelled and tasted good.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Compound: I;I	8. <u>The siren blew, and the workers left the building.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Complex: ID	9. <u>Because we are late, we must sit in the back.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Compound-complex: D,IcI	10. <u>Once the fence is up, you can build a swimming pool, and there will be privacy.</u>

# COMPOUND-COMPLEX SENTENCE

## LESSON 6A

Name Susan Daniels

Date \_\_\_\_\_

### INSTRUCTIONS:

1. For the first six items, write a sentence that matches the listed formula. Use the conjunctions in parentheses, and be sure to punctuate the sentence correctly.
2. For the last four items, choose a formula, write the formula on the blank, and write a sentence that matches the formula.
3. Use the "S" Step of the "PENS" Strategy on each sentence to check it.

#### EXAMPLE:

I;ID

0. Ray and Kathy will join us later; they have to work

(since)

late since the season is busy.

M	C	Formulas & Conjunctions	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	S VV	1. <u>David stopped working and started to read.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	I,cI (but)	2. <u>Don will coach the team, but they will have to practice more.</u>
<input type="checkbox"/>	<input type="checkbox"/>	ID (when)	3. <u>Jack is going motorcycling, when he finishes his work.</u>
<input type="checkbox"/>	<input type="checkbox"/>	D,I;I (if)	4. <u>If you will call, you can make an appointment with the doctor.</u>
<input type="checkbox"/>	<input type="checkbox"/>	I,cID (and, after)	5. <u>Let's try to finish early, and go home after we've done.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	D,I (although)	6. <u>Although Adrian tried, he couldn't make his printer work.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Simple: SS VV	7. <u>The peaches and plums smelled and tasted good.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Compound: I;I	8. <u>The siren blew, and the workers left the building.</u>
<input type="checkbox"/>	<input type="checkbox"/>	Complex: ID	9. <u>Because we are late, we must sit in the back.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Compound-complex: D,I,cI	10. <u>Once the fence is up, you can build a swimming pool, and there will be privacy.</u>

Answer Key

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

Name Jennifer Stephens

Date 4/2

## 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 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 dogs

I have two dogs; their names are Sophie and Blaze. Sophie is a golden retriever, and Blaze is a Westie. They keep me company. They run with me and protect me. Until I had them, I was afraid to run. Now they bark at strangers and make them leave me alone even if the person is big.



## Sentence Writing Strategy

Name: Jennifer Stephens

### SENTENCE CHECKLIST

S	V	<u>✓</u>	D,I	<u>✓</u>
SS	V	<u>      </u>	ID	<u>✓</u>
S	VV	<u>✓</u>		
SS	VV	<u>      </u>	D,I,cI	<u>      </u>
			ID,cI	<u>      </u>
I,cI		<u>✓</u>	I,cID	<u>      </u>
I;I		<u>✓</u>	D,I;I	<u>      </u>
			ID;I	<u>      </u>
			I;ID	<u>      </u>

# Sentence Writing Strategy

## SENTENCE SCORE SHEET

Student Name: Jennifer Stephens

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

Date: 4/2

Practice: Comp-Complex 7A

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

### Calculating the Scores

Percentage of Complete Sentences

$$\frac{\text{No. Simple + Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{6}{6} \times 100 = 100\% \text{ Mastery} = 100\%$$

Percentage of Complicated Sentences

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{4}{6} \times 100 = 66\% \text{ Mastery} = 33\%, 40\%, \text{ or } 50\% \text{ (see criterion for each part)}$$

Percentage of Complicated Sentences Punctuated correctly

$$\frac{\text{No. Comp. + Complex + Comp./Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} = \frac{4}{4} \times 100 = 100\% \text{ Mastery} = \text{at least } 66\%$$

## Sentence Writing Strategy

### **STAGE 8: GENERALIZATION**

#### **PHASE I: ORIENTATION**

- Make the students aware of situations in which the strategy should be used
- Discuss adaptations of the strategy
- Make the students aware of cues for using the strategy

#### **PHASE II: ACTIVATION**

- Program the student's use of the strategy in a variety of situations
- Provide feedback

#### **PHASE III: ADAPTATION**

- Review the cognitive processes in the strategy
- Discuss and demonstrate how they can be used on other tasks
- Provide opportunities for creating new adaptations
- Provide opportunities for practicing using adaptations
- Provide Feedback

#### **PHASE IV: MAINTENANCE**

- Conduct periodic reviews
- Test maintenance of strategy usage
- Provide feedback

**Sentence Writing Strategy**

**REPORT OF STRATEGY USE FORM**

**Your Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Strategy you used:** \_\_\_\_\_

**Place where you used the strategy:** \_\_\_\_\_

**Assignment or task on which you used the strategy:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

**REPORT OF STRATEGY USE FORM**

**Your Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Strategy you used:** \_\_\_\_\_

**Place where you used the strategy:** \_\_\_\_\_

**Assignment or task on which you used the strategy:** \_\_\_\_\_

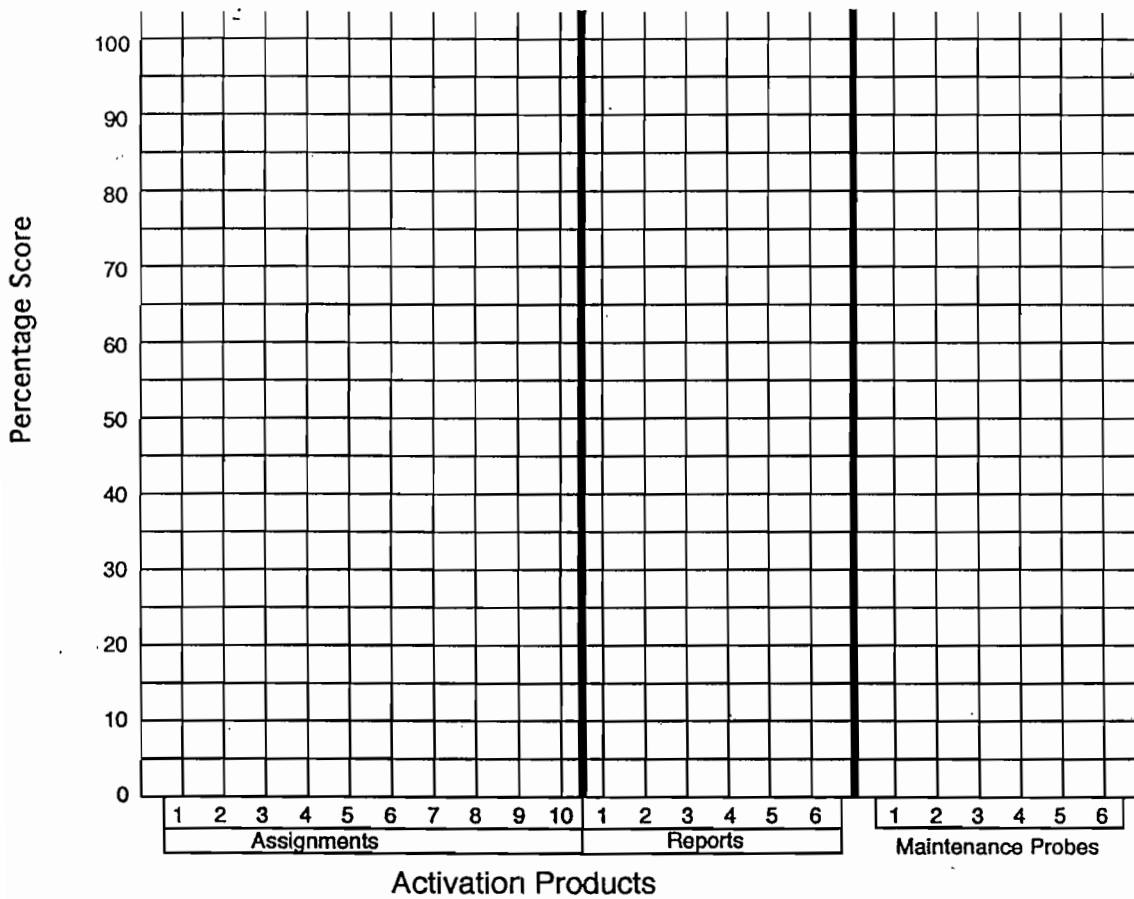
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Sentence Writing Strategy

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

## GENERALIZATION PROGRESS CHART FOR \_\_\_\_\_ SENTENCES

Assignments						Reports				Maintenance Probes					
1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6



- Percentage of Complete Sentences
- ★ Percentage of Complicated Sentences
- Percentage of Complicated Sentences Punctuated Correctly

## Sentence Writing Strategy

My favorite Hobby

1 My favorite Hobby is D&D.

2 My friend and I love to play

3 the game. I am a elf in the

4 game, and my friend is a monk.

5 We have fun playing D&D.

(6 I like computers to. I would

7 a "P.C. jr" by I.B.M. I have

8 a T/S 1000.

# Sentence Writing Strategy

## SENTENCE SCORE SHEET

Student Name: Justin Pretest/Posttest: Post-test  
 Date: 9/11 Practice: \_\_\_\_\_

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

### Calculating the Scores

Percentage of Complete Sentences  

$$\frac{\text{No. Simple + Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{6}{7} \times 100 = 86\% \text{ Mastery} = 100\%$$

Percentage of Complicated Sentences  

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{1}{7} \times 100 = 13\% \text{ Mastery} = 33\%, 40\%, \text{ or } 50\% \text{ (see criterion for each part)}$$

Percentage of Complicated Sentences Punctuated correctly  

$$\frac{\text{No. Comp. + Complex + Comp./Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} = \frac{1}{1} \times 100 = 100\% \text{ Mastery} = \text{at least } 66\%$$

# The Best Age

1 I was 12 yrs old when  
2 I had my best age. I  
3 got to see lots of my friends.  
4 I got to have a party at  
5 Oldham County Park, and  
6 I had a big cake too.  
7 I had all my cousins over  
8 to the park, because I asked  
9 them, so we can have ice  
10 cream and cake. I wish  
11 that I was 12 yrs. old  
12 again.



# Sentence Writing Strategy

## SENTENCE SCORE SHEET

Student Name: Jamie Pretest/Posttest: Posttest

Date: 3/12 Practice: \_\_\_\_\_

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

### Calculating the Scores

Percentage of Complete Sentences  

$$\frac{\text{No. Simple + Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{5}{5} \times 100 = 100\% \text{ Mastery} = 100\%$$

Percentage of Complicated Sentences  

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{4}{5} \times 100 = 80\% \text{ Mastery} = 33\%, 40\%, \text{ or } 50\% \text{ (see criterion for each part)}$$

Percentage of Complicated Sentences Punctuated correctly  

$$\frac{\text{No. Comp. + Complex + Comp./Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} = \frac{3}{4} \times 100 = 75\% \text{ Mastery} = \text{at least } 66\%$$

**Answer Key**

# Sentence Writing Strategy

## 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  

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

Sentence Writing Strategy

Sentence Checklist

<p>Name: _____</p> <p style="text-align: center;"><u>SIMPLE SENTENCE</u> <u>CHECKLIST</u></p> <p>S V _____          SS V _____          S VV _____          SS VV _____</p>	<p>Name: _____</p> <p style="text-align: center;"><u>COMPOUND SENTENCE</u> <u>CHECKLIST</u></p> <p>S V _____          SS V _____          S VV _____          SS VV _____</p> <p>I, cI _____          I; I _____</p>
<p>Name: _____</p> <p style="text-align: center;"><u>COMPLEX SENTENCE</u> <u>CHECKLIST</u></p> <p>S V _____ D,I _____          SS V _____ ID _____          S VV _____          SS VV _____</p> <p>I, cI _____          I; I _____</p>	<p>Name: _____</p> <p style="text-align: center;"><u>SENTENCE</u> <u>CHECKLIST</u></p> <p>S V _____ D,I _____          SS V _____ ID _____          S VV _____          SS VV _____ D,I, cI _____            ID, cI _____          I, cI _____ I, cI _____          I; I _____ D, I; I _____            ID; I _____            I, ID _____</p>

# STRATEGIC INSTRUCTION MODEL TRAINING

## SENTENCE WRITING STRATEGY: COOPERATIVE LEARNING ACTIVITY

**Purpose:** To teach portions of the content of the Describe Stage of Simple Sentences using cooperative learning.

### Directions

1. Divide the workshop participants into groups of five.
2. Direct each member of each group to select a number from one to five and to study the corresponding section of the Describe Stage (listed below; display these sections on an overhead transparency or the chalkboard). Tell participants to study the section and prepare to present the content of other members of their group.

Section 1: Simple Sentence, Independent Clause, Subject, and Examples of Subjects; pp. 20-22 (#7-10); Cue Cards #1-#2 (pp. 153-154).

Section 2: Verbs and Examples of Verbs; pp. 22-23 (#11-12), Cue Card #3 (p. 155).

Section 3: Verb-Subject Identification; pp. 23-25 (#13-14), Cue Card #4 (p. 156); Example Set I (p. 168)

Section 4: Noun Phrases; pp. 25-26 (#15); Example Set II (p. 168)

Section 5: Verb Phrases; pp. 26-29 (#16-18); Example Set III (p. 168)

Allow 5-10 minutes for individuals to study their sections.

3. Ask all participants who studied the same section to meet together to clarify the content with the other “experts” who studied that section. That is, all those who studied Section 1 meet together and discuss that section; all those who studied Section 2 meet together and so on. Circulate among the groups to clarify the content and respond to questions. All 5 minutes for these group meetings.
4. Have participants return to their original groups and teach each other the content of pages 20-29. Circulate among the groups and respond to questions or requests for clarification. Allow 10-15 minutes for this portion of the activity.
5. In the large group, discuss common questions and ensure that all questions are answered before proceeding to “Types of Simple Sentences.”

**Caution:** The workshop leader must circulate among the groups and assure the accuracy of information being transmitted to other group members.

**Note:** This activity also works well in training the Error Monitoring Strategy. Divide the workshop participants into groups of four. Use the section in the Describe Stage related to Capitalization (pp. 24-25, #10), Overall Appearance (pp. 25-27, #11), Punctuation (pp. 27-28, #12), and Spelling (p. 28, #13).

# STRATEGIC INSTRUCTION MODEL TRAINING

To: Strategies Training Participants  
From:  
Date:  
RE: Pretest for the Sentence Writing Strategy

Training related to the Sentence Writing Strategy is scheduled soon. Before you come to this session, please give this pretest to your students to whom you will be teaching this strategy. Bring the pretests to the training session. We will practice scoring, and you can score your own students' work. Follow the directions below.

[Taken from : J. B. Schumaker & J. Sheldon (1999). Proficiency in the sentence writing strategy: Instructor's manual. Lawrence, KS: The University of Kansas (pp. 13-14, 152).

How to prepare:

1. Prepare the Topic List. Make a transparency of the Topic List (p. 152) or list the topics from the Topic List in a location that is visible to the students. Add topics you think will interest particular students.
2. List the types of sentences on the board. Under the heading "Types of Sentence," list the following: simple sentence, compound sentence, complex sentence, compound-complex sentence.

How much time to allow:

Allow approximately 15-20 minutes for students to write six sentences. Students may take more time if necessary, but no more than 60 minutes should be scheduled for the test.

What to do:

1. Give students an advance organizer. "We need to determine the quality and kinds of sentences you can write before we begin your writing instruction. Therefore, you are going to write a group of sentences about one of the topics on the board."
2. Distribute paper and pencils if necessary.
3. Give specific instructions. "Choose one of the topics from the list on the board and write at least six sentences about it. Write the topic at the top of your paper along with your name and today's date. Try to make your sentences as different in structure from each other as possible."  
[Point to the list of sentence types on the board.]  
"Try to include as many as possible of the following kinds of sentences in your paragraph: simple, compound, complex, and compound-complex."
4. Solicit and answer questions. [Solicit questions from the students and answer them. If they ask about a particular sentence type, give them a short definition. For example: "A compound sentence consists of two or more independent clauses." Do not give examples of any of the sentence types.]

5. Monitor students' work. [As the students write, circulate among them to ensure that they are following your instructions. Encourage students to choose a topic and get started quickly. If students ask you to help them spell words, provide assistance. Do not provide assistance in structuring sentences.]
6. Collect the test materials. [When a student indicates that she has completed the task, check that she has written at least six sentences (as indicated by the use of periods, capital letters, or both). If at least six sentences have been written, collect the paper for scoring. If the student has not written six sentences, encourage her to write the necessary number of additional sentences.]

\*\*\*\*\*

## Topic List

### Sentence Writing Strategy

My Favorite Meal

Summer Activities

The Best Things About School

Life as a Teenager

The Best Place to Live

My Favorite Sport

The Best Job in the World

My New Year's Resolutions

Learning Strategies Implementation Plan – An Overview

**Learning Strategy: Proficiency in the Sentence Writing Strategy – Part I: Simple Sentences**  
**Objective: Students will learn a strategy for writing four kinds of simple sentences.**

Day 1	Day 2	Day 3	Day 4	Day 5 +
<p><b>Pretest</b></p> <p>Explain lesson purpose is to determine the kinds and quality of sentences students write.</p> <p>Have students select a topic from the board and write at least 6 sentences about the topic.</p> <p>Encourage use of interesting sentences. Do not provide any help with structuring sentences for students.</p> <p>Use <i>Sentence Score Sheet</i> to evaluate. Record student performance on <i>Student Progress Chart</i>.</p> <p>Communicate test results to students. Inform of kinds of sentences written well/not well. Indicate how instruction in deficient areas will be of benefit.</p> <p>Elicit student commitment to learn the <i>Sentence Writing Strategy</i>.</p> <p>Give your commitment to help the student.</p>	<p><b>Describe</b></p> <p>Explain lesson purpose is to describe a strategy for writing sentences that are complete and more interesting.</p> <p>Discuss benefits for:</p> <ul style="list-style-type: none"> <li>- School</li> <li>- Employment</li> <li>- Personal use</li> </ul> <p>Elicit situations in which the student will likely use the strategy.</p> <p>Describe expected results. Set goals.</p> <p>Provide instruction on basic characteristics of simple sentences. (See “Describe Stage” for listing of definitions and knowledge to be reviewed and/or taught.)</p> <p>Have students make cue cards.</p> <p>Explain 4 simple sentence formulas to be used as cues:</p> <ul style="list-style-type: none"> <li>- S V</li> <li>- SS V</li> <li>- S VV</li> <li>- SS VV</li> </ul> <p>Explain steps (PENS) for writing sentences. Compare to previous ways.</p>	<p><b>Model</b></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- definitions</li> <li>- strategy steps (PENS)</li> <li>- benefits; where use</li> </ul> <p>Explain lesson purpose is to show how students are to use the PENS strategy.</p> <p>Demonstrate strategy.</p> <p>* Talk aloud as you proceed through the PENS Steps:</p> <p>P - Pick a formula. (Use the S V formula first trial.)</p> <p>E - Explore words to fit the formula. (Think of topic; then the subject and action words.)</p> <p>N - Note the words. (Write sentence on overhead.)</p> <p>S - Search and Check. (Search for the verbs and subjects. Check meaning, capitalization, and punctuation.)</p> <p>Involve students in demonstrating other formulas:</p> <p>SS V S VV SS VV</p> <p>Ask/answer questions. Record completion on <i>Student Progress Chart</i>.</p>	<p><b>Verbal Practice</b></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- definitions</li> <li>- strategy steps (PENS)</li> <li>- sentence formulas</li> </ul> <p>Explain lesson purpose is to have students memorize information so students can use proficiently.</p> <p>Conduct rapid-fire verbal rehearsal. At first, have cues available, but withdraw as students begin to remember information quickly. Keep lively pace. Select students randomly. Have each student say only one step. Require mastery on one set of information before proceeding to the next. Verbally rehearse:</p> <ul style="list-style-type: none"> <li>- naming strategy steps</li> <li>- giving definitions</li> <li>- saying 4 kinds of simple sentences</li> </ul> <p>Allow additional time for individual or peer practice.</p> <p>Conduct oral quizzes on an independent basis. Provide corrective feedback. Mark <i>Verbal Practice Checklist</i>.</p> <p>Administer written <i>Simple Sentence Quiz</i>. Mark <i>Student Progress Chart</i>.</p>	<p><b>Controlled Practice/Feedback</b></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- definitions</li> <li>- strategy steps (PENS)</li> <li>- sentence formulas</li> <li>- benefits; where use</li> </ul> <p>Explain lesson purpose is to have students practice writing the 4 kinds of simple sentences.</p> <p>Distribute/explain how to use assignment sheets, get new lesson sheets, file them, etc.</p> <p>Explain Lesson 1A (applying verb-subject identification procedure)</p> <p>Provide corrective feedback:</p> <ul style="list-style-type: none"> <li>- point out examples student did correctly</li> <li>- point out one kind of error; review related concept; have student correct errors of that kind</li> <li>- repeat procedure for other errors</li> </ul> <p>Mark <i>Student Progress Chart</i>. Assign lessons in the 1, 2, &amp; 3 series.</p> <p><u>Advanced Practice Test</u></p> <p>Assign Lesson 4 series for work on a topic.</p>

Learning Strategies Implementation Plan – An Overview

**Learning Strategy: Proficiency in the Sentence Writing Strategy – Part II: Compound Sentences**  
**Objective: Students will learn a strategy for writing compound sentences.**

Day 1	Day 2	Day 3	Day 4 +
<p><u>Describe</u></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- definitions and kinds of simple sentences learned</li> <li>- PENS Steps</li> <li>- 4 formulas</li> </ul> <p>Explain lesson purpose is to describe a second type of sentence to add variety – the compound sentence.</p> <p>Review rationale for using a variety of sentences.</p> <p>Set goals for completion.</p> <p>Define a compound sentence.</p> <p>Compare and contrast compound sentences to SSVV sentences: structure is different.</p> <p>Introduce coordinating conjunctions (FANBOYS). Cue Card #9</p> <p>Introduce semicolons. Cue Card #10</p> <p>Introduce formulas: I, cI and I;I.</p> <p>Expand formula cards.</p> <p>Integrate PENS Steps with compound sentences.</p>	<p><u>Model</u></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- 4 kinds of simple sentences</li> <li>- 2 kinds of compound sentences</li> <li>- strategy steps (PENS)</li> <li>- benefits use of strategy</li> </ul> <p>Explain lesson purpose is to show how students are to use strategy for writing compound sentences.</p> <p>Demonstrate Strategy.</p> <p>* Talk through steps as you proceed.</p> <p>P - Pick a formula. (Choose, for example, the I, cI formula.)</p> <p>E - Explore words to fit the formula. (Look at coordinating conjunction list if necessary.)</p> <p>N - Note the words. (Write independent clause; then think and write second independent clause.)</p> <p>S - Search and Check. (Check if words fit formula; also check for subject, verb, capitalization, and punctuation.)</p> <p>Involve students in using steps for the other compound sentences. (i.e. I;I)</p> <p>Record step completion.</p>	<p><u>Verbal Practice</u></p> <p>Review: (same as previous day)</p> <ul style="list-style-type: none"> <li>- also independent clause</li> <li>- also coordinating conjunctions</li> </ul> <p>Explain lesson purpose is to have student memorize information to use proficiently</p> <p>Conduct rapid-fire verbal rehearsals. (Same procedure as for simple sentences.) See <i>Verbal Practice Checklist</i> for compound sentences for information to be memorized.</p> <p>Allow additional time for individual or peer practice.</p> <p>Conduct oral quiz on independent basis. Provide corrective feedback. Use <i>Verbal Practice Checklist</i> to record items mastered.</p> <p>Administer written quiz using compound sentence quiz. Provide corrective feedback.</p> <p>Record student performance on <i>Student Progress Chart</i> when mastery is attained.</p>	<p><u>Controlled Practice/Feedback</u></p> <p>Review: (same as previous day)</p> <p>Explain lesson purpose is to have student practice writing different kinds of compound sentences.</p> <p>Explain Lesson 1A. (Applying Search and Check Step to label kind of compound sentence.)</p> <p>Provide corrective feedback as student works and after evaluation assignment.</p> <p>Mark <i>Student Progress Chart</i> to record student performance.</p> <p>On a daily basis, assign remaining lessons in the 1, 2, 3, 4, 5 series.</p> <p><u>Advanced Practice/Test</u></p> <p>Explain lesson purpose is to apply skills to write at least 6 sentences on a topic using simple and compound sentences.</p> <p>Use <i>Sentence Score Sheet</i> to evaluate sentences.</p>



## Learning Strategies Implementation Plan – An Overview

### Learning Strategy: Proficiency in the Sentence Writing Strategy – Part III: Complex Sentences Objective: Students will learn a strategy for writing complex sentences.

Day 1	Day 1 Cont'd.	Day 2	Day 3	Day 4 +
<p><b>Describe</b></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- definition and kinds of simple and compound sentences learned</li> </ul> <p>Explain lesson purpose is to describe a third type of sentence, called complex sentences, to add variety.</p> <p>Review rationale for using a variety of sentences.</p> <p>Set goals for completion.</p> <p>Explain components of a complex sentence (i.e., one independent clause and one or more dependent clauses).</p> <p>Compare definition of independent and dependent clauses:</p> <ul style="list-style-type: none"> <li>- both have subject and verb;</li> <li>- only independent clause can stand alone;</li> </ul> <p>Show examples of complex sentences</p> <ul style="list-style-type: none"> <li>- draw 2 lines under independent clause</li> <li>- draw 1 line under dependent clause</li> </ul>	<p>Define subordinating conjunctions (i.e. words that show the relationship of dependent clause to the independent clause)</p> <p>Identify subordinating conjunction for example sentences. Elicit additional example sentences from students.</p> <p>Explain that dependent or independent clause may come first in a complex sentence.</p> <ul style="list-style-type: none"> <li>- have student identify &amp; underline dependent &amp; independent clauses</li> <li>- identify subordinating conjunction</li> <li>- identify subject and verb in both clauses</li> </ul> <p>Ask student to identify what the dependent clauses have in common when they start a sentence (i.e. a comma is used to separate the dependent clause)</p> <p>Explain the 2 formulas for complex sentences:</p> <ul style="list-style-type: none"> <li>- D, I (Dependent Independent)</li> <li>- ID (Independent Dependent)</li> </ul> <p>Mark sample sentence D, I/ID</p>	<p><b>Model</b></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- 4 kinds of simple, 2 kinds of compound, &amp; 2 kinds of complex sentences</li> <li>- strategy steps (PENS) benefits &amp; use of strategy</li> </ul> <p>Explain lesson purpose is to show how students are to use PENS strategy for writing complex sentence.</p> <p>Demonstrate strategy.</p> <p>* Talk through the steps as you proceed:</p> <p>P - Pick a formula. (Choose, for example, D,I formula)</p> <p>E - Explore words to fit the formula. (Look at topic &amp; subordinating conjunction list if necessary.)</p> <p>N - Note the words. (Write dependent clause; then think &amp; write independent clause.)</p> <p>S - Search and Check. (Check if words fit formula; check subject, verb, &amp; punctuation.)</p> <p>Involve students in using steps for the other complex sentence.</p> <p>Record step completion.</p>	<p><b>Verbal Practice</b></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- same as previous day</li> <li>- independent/dependent clause</li> <li>- definition and examples of subordinating conjunction</li> </ul> <p>Explain lesson purpose is to have students memorize information so student can use proficiently.</p> <p>Conduct rapid-fire verbal practice. (same procedure as for simple sentences) See <i>Verbal Practice Checklist</i> for complex sentences for information to be memorized.</p> <p>Allow additional time for individual or peer practice.</p> <p>Conduct oral quiz on independent basis. Provide corrective feedback. Use <i>Verbal Practice Checklist</i> to record items mastered.</p> <p>Administer written quiz using <i>Complex Sentence Quiz</i>. Provide corrective feedback.</p> <p>Record student performance on <i>Student Progress Chart</i> when mastery is attained.</p>	<p><b>Controlled Practice/Feedback</b></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- same as previous day</li> </ul> <p>Explain lesson purpose is to have students practice writing different kinds of complex sentences.</p> <p>Explain lesson 1A. (Applying subject-verb identification procedure to label kind of complex sentence.)</p> <p>Provide corrective feedback as students work and after evaluate assignment.</p> <p>Mark <i>Student Progress Chart</i> to record student performance.</p> <p>On a daily basis, assign remaining lessons in the 1, 2, 3, 4, &amp; 5 series.</p> <p><u>Advanced Practice</u></p> <p>Explain lesson purpose is to apply skills to write at least 6 sentences on a topic using simple, compound, and complex sentences.</p> <p>Use <i>Sentence Score Sheet</i> to evaluate sentences.</p>

Learning Strategies Implementation Plan – An Overview

**Learning Strategy: Proficiency in the Sentence Writing Strategy – Part IV: Compound-Complex Sentences**  
**Objective: Students will learn a strategy for writing complex sentences.**

Day 1	Day 2	Day 3	Day 4
<p><u>Describe</u></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- simple, compound, complex sentences</li> <li>- simple, compound, complex formulas</li> <li>- strategy steps (PENS)</li> </ul> <p>Explain lesson purpose is to describe a fourth type of sentence called the compound-complex sentence, to add variety.</p> <p>Review rationale for using a variety of sentences.</p> <p>Set goals for completion.</p> <p>Define compound-complex sentences and provide examples.</p> <p>Explain the sequencing of clauses.</p> <p>Design formulas and expand formula cards.</p> <p>Integrate PENS steps with compound-complex sentences.</p>	<p><u>Model</u></p> <p>Review:</p> <ul style="list-style-type: none"> <li>- 4 kinds of simple, 2 kinds of compound, 2 kinds of complex, and 6 kinds of compound-complex sentences.</li> <li>- Strategy steps (PENS)</li> <li>- Benefits of using strategy</li> </ul> <p>Explain purpose is to show how to use PENS Steps to write compound-complex sentences.</p> <p>Demonstrate strategy.</p> <p>* Talk through the steps as you proceed.</p> <p>P - Pick a formula. (Choose, for example, D, I, cI formula.)</p> <p>E - Explore words to fit the formula. (Look at topic and subordinating conjunction and coordinating conjunction list if necessary.)</p> <p>N - Note the words. (Write first dependent clause, then first coordinating clause, then second independent clause.)</p> <p>S - Search and Check. (Search for verbs and subjects. Check capitalization, punctuation, and meaning.)</p> <p>Involve students in using steps for the other complex sentences.</p> <p>Record step completion.</p>	<p><u>Verbal Practice</u></p> <p>Review: (same as previous day)</p> <p>Explain lesson purpose is to have student memorize information to use proficiently.</p> <p>Conduct rapid-fire verbal rehearsal. (Same procedure as for simple sentences) See <i>Verbal Practice Checklist</i> for compound-complex sentences for information to be memorized.</p> <p>Allow additional time for individual or peer practice.</p> <p>Conduct oral quiz on independent basis. Provide corrective feedback. Use <i>Verbal Practice Checklist</i> to record items mastered.</p> <p>Administer written quiz using <i>Compound-Complex Sentence Quiz</i>. Provide corrective feedback.</p> <p>Record student performance on <i>Student Progress Chart</i> when mastery is attained.</p>	<p><u>Controlled Practice/Feedback</u></p> <p>Review: (same as previous day)</p> <p>Explain lesson purpose is to have student practice writing different kinds of compound-complex sentences.</p> <p>Explain Lesson 1A. (Searching for independent and dependent clauses and writing formulas.)</p> <p>Provide corrective feedback as student works and after evaluation assignment.</p> <p>Mark <i>Student Progress Chart</i> to record student performance.</p> <p>On a daily basis, assign remaining lessons in the 1, 2, 3, 4, 5 series.</p> <p><u>Advanced Practice/Test</u></p> <p>Explain lesson purpose is to apply skills to write at least 6 sentences on a topic using simple, compound, complex, and compound-complex sentences.</p> <p>Use <i>Sentence Score Sheet</i> to evaluate sentences.</p>