

# THE SEA OF SENTENCES: RIDING THE EBB AND FLOW OF THE HUMAN EXPRESSION

**Grade Level or Special Area:** 7<sup>th</sup> Grade Language Arts

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**Length of Unit:** Eight lessons and a final assessment (8.5 days; one day equals 45 minutes; first lesson runs longer; final assessment day is a shorter lesson)

## I. ABSTRACT

This unit focuses on sentence fluency while addressing various sentence structures. Students will learn how an author uses different types of sentences to affect the reader. The student will read selections of literature from *Realms of Gold volume 2* and identify examples of different types of sentence structures and their uses. The student will also write examples of each type of sentence, experimenting to find the best way to express his or her ideas. Content is drawn from the 7<sup>th</sup> grade grammar section of the *Core Knowledge Sequence*, specifically the clauses section.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand conventions and usage of sentence structures.
2. Students will understand and demonstrate the use of sentence structures in oral and written narratives.
3. Students will read and recognize literature as a record of human experience.

### B. Content from the *Core Knowledge Sequence*

1. *Review* 7<sup>th</sup> Grade English, Grammar (pages 157-158)
  - a. Parts of Sentence
    - i. Subject and Verb
      - a) Find complete subject and complete predicate
      - b) Subject-verb agreement
    - ii. Clauses
      - a) Review: sentences classified by structure
      - b) Simple; compound; complex; compound-complex
      - c) Review independent (main) v. dependent (subordinate) clauses
  2. Fiction, Nonfiction, and Drama (p. 160)
    - a. Short Stories
      - i. "The Purloined Letter" (Edgar Allen Poe)
    - b. Essays and Speeches (p. 161)
      - i. "Shooting an Elephant" (George Orwell)

### C. Skill Objectives

1. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses in literary works.
2. Students will successfully communicate an idea in writing by using different types of sentences.
3. Students will identify an author's purpose for using a particular type of sentence structure.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *Creating Writers Through 6-Trait Writing Assessment and Instruction*, Vicki Spandel (specifically the section on Sentence Fluency)

2. *Realms of Gold, Vol. 2*
  3. Any seventh grade Grammar text book
- B. For Students
1. What is a short story? (A short narrative written down, usually several pages in length.)
  2. What is poetry? (Artistic expression of thought in language that appeals to the senses and emotions.)
  3. What is a subject? (The subject of a sentence is the part about which something is being said.) (English Composition and Grammar)
  4. What is a predicate (verb)? (The main word or words of a sentence that says something about the subject.) (English Composition and Grammar)
  5. What is a sentence? (A group of words containing at least one subject and a main verb, and expresses a complete thought.)
  6. What is the format for a journal entry? (Date, Salutation (optional), and body.)

#### IV. RESOURCES

- A. *Core Knowledge Sequence Content Guidelines for Grades K-8 (Lessons Two-Six)*
- B. *Realms of Gold, Vol. 2 (Lessons Two and Seven)*
- C. *English Composition and Grammar, Introductory Course*
- D. *Creating Writers Through 6-Trait Writing Assessment and Instruction, Vicki Spandel (Lessons One, Four, and Five)*
- E. *The ORIGINAL Student-Friendly Guide to Writing with Traits, Northwest Regional Educational Laboratory*
- F. *Kids Write Right*
- G. *Painless Grammar*
- H. *Index to the Guide to Grammar and Writing (internet)*
- I. *Cat in the Hat (Lessons Four and Eight)*
- J. *The Old Man and the Sea (Lesson Five)*

#### V. LESSONS

##### Lesson One: Preparing to Sail

- A. *Daily Objectives*
  1. Concept Objectives
    - a. Students will understand conventions and usage of sentence structures.
    - b. Students read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. 7<sup>th</sup> Grade English, Grammar
      - i. Review: sentences classified by structure
  3. Skill Objective(s)
    - a. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses in literary works.
    - b. Students will identify an author's purpose for using a particular type of sentence structure.
- B. *Materials*
  1. Pre-assessment , Appendix A, one per student
  2. Ship's log, Appendix B and B2, one per student
  3. Rubric, Appendix C, one per student
- C. *Key Vocabulary*
  1. Ship's log – daily entries in a book in which the captain of a ship keeps a record of each journey; some captains keep more personal information in each entry,

along with the ship's statistics; some captains are more business-like when making entries

2. Presentation of writing – how the piece of writing looks on the page
3. Sentence – group of words containing a subject and a verb put together to express a complete thought
4. Sentence fluency – where the construction of each well done sentence put together in a piece makes the narrative easy to read aloud, has inviting and playful rhythms, and are varied in length and structure

D. *Procedures/Activities*

1. Hand out pre-assessment and have students complete it.
2. Collect pre-assessment and hand out "Ship's Log" and rubric, to be explained to the students in the unit's introduction.
3. Explain the unit:
  - a. Deciding to sail - Introduce unit
    - i. Language is like a big ocean full of words that come together to form sentences that convey our ship of ideas and thoughts along a magical course. Whether the course flows gently, choppy, or quickly depends on how these words are put together.
    - ii. "What supplies do we need for the trip? We will have a ship's log (indicate log); we will have a destination, which is our final objective and final project (indicate rubric); and, we need to have some basic information."
    - iii. Conduct a short class discussion by asking these questions. Write some of the answers and ideas on the board.
      - a) Why communicate through talking or writing?
      - b) Why is writing important?
      - c) Why can't we just write the way we talk?
      - d) What is a sentence? What is a **complete** sentence?
  - b. Plotting our course! Explain the final writing piece and the rubric.
    - i. The students will have a test at the end of this unit that is very like the pre-assessment. At that time they will be able to identify the various sentence structures mentioned on the test. They will be doing readings and identifying various sentence types, phrases, and clauses. They will be writing samples of each in their ship's logs. At the end of the unit they will turn in a completed narrative in this log that has within it examples of all of these structures.
    - ii. The rubric tells them how to get an 'A' on the sentences they write and on the log that they turn in. Go over the rubric with the students.
  - c. Explain the ship's log. Students should put their name on the cover where it says, "Captain \_\_\_\_\_".
  - d. Tell students, "This is your log. Bring it to class everyday of this unit. I suggest you tuck this into a pocket of your notebook. **\*Teacher's Note:** A sample ship's log is included on Appendix B. I copied the cover page on stiffer paper and copied the lined pages on both sides of five sheets of copy paper. Stack it together, fold down the middle, and staple.

E. *Assessment/Evaluation*

1. During the conclusion, check for understanding by asking the students the following questions:
  - a. Can we write sentences the way we talk? Why or why not?

- b. Who can explain how we are to use the ship's log?
2. Review pre-assessment to check for student's understanding.

## **Lesson Two: We Set Sail**

### A. *Daily Objectives*

1. Concept Objectives
  - a. Students will understand conventions and usage of sentence structures.
  - b. Students will understand and demonstrate the use of sentence structures in oral and written narratives.
2. Lesson Content
  - a. Review: sentences classified by structure.
3. Skill Objective(s)
  - a. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses in literary works.

### B. *Materials*

1. Students should bring their own notebook paper
2. *Realms of Gold*, v. 2, one per student
3. Appendix D, one per student
4. Appendix E, one per student

### C. *Key Vocabulary*

1. Subject – the part about which something is being said
2. Verb – that which is being said about the subject
3. Subject-verb agreement – the verb needs to match in number, singular or plural, the subject to which it is referring

### D. *Procedures/Activities*

1. Discussion: Review subject and verb: simple subject and simple verbs; compound subjects and compound verbs; subject-verb agreement. Write definitions on the board from the discussion.
2. Hand out Appendix E. Have students determine what each item is using the definitions from the board. *See worksheet and key.* Exchange and correct. Students should keep this in their notebooks for reference.
3. Introduce reading questionnaire, Appendix D. Explain how to use it. \*NOTE: We will be using these again. You can choose to make a copy of the questionnaire each time or have the students keep Appendix D as a reference/master. Students would then write the answers to the questions on lined notebook paper, using *complete* sentences. Presentation quality will not be an issue for these assignments.
4. Reading assignment. Have students start reading from *Realms of Gold*, v. 2, page 70, *The Purloined Letter*, by Edgar Allen Poe. As they read, have them find examples of simple sentences. They are to answer questions 1-3. Allow about 15 minutes. They may not finish the story.
5. Begin reading the story out loud to the class. Ask students to raise their hand as their sentence example is read. \*Each time a sentence is an example, pick a student to write it on the board. Continue reading. Repeat from \* until the end of the story or the end of the period.
6. HOMEWORK: Students are to finish reading *The Purloined Letter*, answer the rest of the questionnaire and bring it to class.

### E. *Assessment/Evaluation*

1. Pointing to each of the definitions on the board created from the beginning discussion, randomly pick students to give an oral example of each sentence type.

### **Lesson Three: Heading for Open Sea**

#### **A. *Daily Objectives***

1. Concept Objectives
  - a. Students will understand conventions and usage of sentence structures.
  - b. Students will understand and demonstrate the use of sentence structures in oral and written narratives.
2. Lesson Content
  - a. Clauses
    - i. Review: sentences classified by structure
3. Skill Objective(s)
  - a. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses

#### **B. *Materials***

1. Students bring their Ship's log
2. Overhead of Appendix F
3. Overhead of Appendix G
4. Appendix H, one per student

#### **C. *Key Vocabulary***

1. Fragments – a separated part of a sentence that does not express a complete thought
2. Phrases – two important features: if a sentence is missing "either a subject or main verb, and it isn't a complete thought," it is considered a fragment (Kids Write Right! Page 46)
3. Run on Sentences – contains two or more sentences separated only by a comma or by no mark of punctuation

#### **D. *Procedures/Activities***

1. Collect homework for credit.
2. Students: "Take a few minutes to record in your log whether or not you understand what makes a complete sentence and why a sentence fragment can not be a complete sentence."
3. While students are writing in their logs, glance over questionnaire to see if they understand how to answer the questions. Pick out a few examples of correct understanding and of misunderstanding.
4. Using examples anonymously, or better yet, use some from another class; reinforce the instructions and use of Appendix D.
5. Discuss sentence fragments and complete sentences. Write the definition of each on the board as a student participates. Then using examples of different length complete and incomplete sentences, ask various students to explain what each example is and why. Use overhead Appendix F.
6. Discuss run on sentences. Repeat 11 using overhead Appendix G.
7. Hand out Appendix H. You can have the students work in pairs or individually to complete. If they do not complete it in class, have them finish for homework.
8. Collect from those who are finished.

#### **E. *Assessment/Evaluation***

1. As a conclusion pick students randomly, read one of the Appendix H sentences, and have the student tell the class how they answered that question.
2. Look through the worksheets to see if the students understand.

## Lesson Four: The Wind in Our Sails

### A. *Daily Objectives*

1. Concept Objectives
  - a. Students will understand conventions and usage of sentence structures.
  - b. Students will understand and demonstrate the use of sentence structures in oral and written narratives.
  - c. Students read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Review: sentences classified by structure: Simple; compound
3. Skill Objectives
  - a. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses in literary works.
  - b. Students will successfully communicate an idea in writing by using different types of sentences.
  - c. Students will identify an author's purpose for using a particular type of sentence structure.

### B. *Materials*

1. Students bring their Ship's log
2. Copies of *Cat in the Hat* (books or copies of the text; one per team)

### C. *Key Vocabulary*

1. Simple sentence – has one subject and one verb; it may have more than one noun but it only has one subject; a compound subject has two or more parts, but is still considered one subject; the same goes for a compound verb
2. Compound sentences – a sentence that has two or more simple sentences, usually joined by a connecting word (English Composition and Grammar, page 200)

### D. *Procedures/Activities*

1. Discuss simple sentences. What is their purpose? What feelings do they involve? Ask students for examples. Make sure students are clear on how simple sentences can become compound sentences.
2. Have students begin to write a narrative in their logs in very simple sentences, one subject and one predicate (verb) in each sentence. The narrative should be about a boat trip in keeping with the theme of a ship's log and can be fiction or non-fiction. Give them about 15 minutes to work on this. They need to write at least 10 sentences of the narrative. Students can finish this assignment for homework.
3. Have students get into teams of three or four. Assign sections of *Cat in the Hat*. Each team is to rewrite its section by taking the simple sentences and making compound sentences. Demonstrate on the board so that they understand. Make sure that each team indicates on the top of its paper which section it is doing and that the entire book is assigned. Tell students that we will be reading the new version towards the end of the unit.  
NOTE: Make sure that the students understand that by revising the *Cat in the Hat*, we are not trying to improve the work. Dr. Seuss purposely used short sentences and repeating words. However, in revising their work in the same way, students will improve their writing and their readability.
4. Collect these completed sections to use in Lesson Eight.

### E. *Assessment/Evaluation*

1. During the writing portions, cruise the room and see how each student is completing his or her sentences.

## **Lesson Five: Choppy Waters**

### **A. Daily Objectives**

1. *Content Objectives*
  - a. Students will understand conventions and usage of sentence structures.
  - b. Students will understand and demonstrate the use of sentence structures in oral and written narratives.
  - c. Students will read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Review: sentences classified by structure: Simple; compound
3. Skill Objectives
  - a. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses in literary works.
  - b. Students will successfully communicate an idea in writing by using different types of sentences.
  - c. Students will identify an author's purpose for using a particular type of sentence structure.

### **B. Materials**

1. A copy of *The Old Man and the Sea*
2. Appendix I Overhead
3. Appendix J Overhead
4. Students should bring notebook paper

### **C. Key Vocabulary**

1. Rhythm (in written composition) – the author uses variation in sentence length and type to aid the feelings of the reader to become more emotionally involved in the written piece
2. Clauses
  - a. Independent clause – a group of words that states a complete thought
  - b. Dependent clause – not a complete thought; it needs help to express a complete thought; is also called a subordinate clause (Kids Write Right!)

### **D. Procedures/Activities**

1. Check homework by a quick review of simple sentences and compound sentences. Ask a few students to give examples from their narratives.
2. Discussion: Why is it important to be able to write sentences of various styles and structures?
3. Discuss the rhythm in prose in comparison to poetry.
  - a. Rhythm is more obvious in poetry than in prose, but it is just as important.
  - b. The rhythm, or sentence fluency, in a written piece replaces the body language in an oral piece.
  - c. Many times an author uses sentence length and punctuation to create a tempo to help elicit a certain response from the reader.
4. Orally read a section from *The Old Man and the Sea* to students. Discuss how the author, Hemmingway, purposely used the simple sentences to make the reader feel more like he or she is in a small boat.
5. Transition: Some authors use clauses and phrases to slow the tempo down or relax the feelings of the reader.
6. Discuss independent and dependant clauses. Examples: Use overhead of Appendix I to aid in discussion.

7. Briefly introduce (or review) phrases: adjective, adverb, appositive, prepositional, and verb. The goal is to concentrate on the use of phrases rather than the types of phrases. Use overhead Appendix J.
  8. Have students pair up. Each pair should take out four pieces of notebook paper (per team). They need to rip these papers in half so that they have eight half sheets. On these half sheets, one example per half-sheet, each pair is to come up with one example of each type of phrase, one subject, and one predicate (makes seven half-sheets). They need to come up with something different than the examples on the overhead and write phrases that can go with a lot of things. We will be mixing and matching these sheets.
  9. As a pair finishes they can come up and put the phrases in the appropriate piles, such as keeping all prepositional phrases together in one pile.
  10. SAVE THESE PAPERS (phrase sheets) FOR TOMORROW. Save the phrases from all of your classes to draw from for the lesson.
  11. HOMEWORK: "Work on your ship's log. Continue with the narrative, or work on revising the narrative. Make sure that you have a mixture of the types of sentences that we have discussed so far."
- E. *Assessment/Evaluation*
1. Listen to the answers concerning the rhythm in *The Old Man and the Sea*. See if students can think of another time they were really involved in a book. Can they think of the sentence structure? What was it about the words and phrasing that kept them interested?

### **Lesson Six: Rough Seas**

- A. *Daily Objectives*
1. Content Objectives
    - a. Students will understand conventions and usage of sentence structures.
    - b. Students will understand and demonstrate the use of sentence structures in oral and written narratives.
  2. Lesson Content
    - a. Review: sentences classified by structure: Complex; compound-complex
  3. Skill Objectives
    - a. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses in literary works.
- B. *Materials*
1. Phrase sheets created in Lesson Five
  2. Notebook paper
  3. Homework sheet Appendix K, one per student
- C. *Key Vocabulary*
1. Complex sentences –a sentence made up of both a dependent and an independent clause (Kids Write Right!)
  2. Compound/complex sentences – more than one independent clause and at least one dependent clause (Index to the Guide to Grammar and Writing, July 29, 2003)
- D. *Procedures/Activities*
1. Use the phrase papers from Lesson Five. Teacher picks a subject and a verb from the piles and posts them where the class can see them. The teacher then has students decide which phrase pile to pull a paper from, pulls one from that pile and puts it up with the subject and the verb to see what kind of sentence can be made. Play with it, creating funny sentences by mixing and matching phrases.
  2. Review compound sentences.

3. Discuss complex sentences. Write the definition on the board.
  4. Have students offer examples of a complex sentence, or help you build some by offering an independent clause and then a dependent clause. Write them on the board. (Or you can use the phrase papers to get ideas.) DO NOT ERASE FROM BOARD JUST YET.
  5. On notebook paper, have students turn the complex sentences from the board into compound sentences by adding words or phrases to the dependent clause to make two independent clauses that are joined together by a conjunction.
  6. Choose a couple of students to come up and show their work by reworking the sentences on the board.
  7. Discuss compound-complex sentence. Write the definition on the board.
  8. Have different students come up and add a dependent clause to the compound sentences created in number 6 to make compound-complex sentences. Students in their seats should write these phrases on their papers, also.
  9. Students turn in papers.
  10. Hand out Appendix K. Explain homework.
  11. Homework: Have students find, either in their reading or by making some up, an example for each sentence term listed on Homework sheet Appendix K.
- E. *Assessment/Evaluation*
1. Glance over papers to see if students are able to create compound and compound-complex sentences.

### **Lesson Seven: Smooth Sailing**

#### A. *Daily Objectives*

1. Content Objectives
  - a. Students will understand conventions and usage of sentence structures.
  - b. Students will understand and demonstrate the use of sentence structures in oral and written narratives.
  - c. Students will read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Review: sentences classified by structure: Simple; compound; complex; compound-complex
3. Skill Objectives
  - a. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses in literary works.
  - b. Students will successfully communicate an idea in writing by using different types of sentences.
  - c. Students will identify an author's purpose for using a particular type of sentence structure.

#### B. *Materials*

1. Students should bring their copies of Appendix D Questionnaire and Appendix C Rubric

#### C. *Key Vocabulary*

No new terms

#### D. *Procedures/Activities*

1. Ask different students to share an example of a complex sentence, a simple sentence, a compound sentence and a compound-complex sentence from their homework. Have them tell whether they found it in something they are reading or if they wrote them themselves.
2. Collect homework.

3. Go over what you expect to see in the finished Ship's Log. Revisit the rubric, Appendix C.
  4. Have students read the essay, *Shooting an Elephant*, from *Realms of Gold* v. 2, pages 212-229 and answer the questions on the questionnaire. Look for compound sentences and complex sentences. Have students read entire story and answer all questions. If they do not have time to finish, assign it as homework to be returned for Lesson Nine. (Tell them what day that is.)
  5. HOMEWORK: Finish ship's log. Explain to students that the narrative should be ready for another student to read for the next lesson. It should be final draft quality.
- E. *Assessment/Evaluation*
1. At the end of class, pick a couple of students to share the sentences that they have found so far in *Shooting an Elephant*.

### **Lesson Eight: Nearing Port**

- A. *Daily Objectives*
1. Content Objectives
    - a. Students will understand conventions and usage of sentence structures.
    - b. Students will understand and demonstrate the use of sentence structures in oral and written narratives.
  2. Lesson Content
    - a. Review: sentences classified by structure: Simple; compound; complex; compound-complex
  3. Skill Objectives
    - a. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses in literary works.
    - b. Students will successfully communicate an idea in writing by using different types of sentences.
- B. *Materials*
1. Appendix K as an overhead transparency
  2. Students should have their Ship's logs
  3. *Cat in the Hat* revised sections
- C. *Key Vocabulary*  
No new terms
- D. *Procedures/Activities*
1. Have students exchange logs with a partner. Then have students read through the final draft and make sure that there are examples of each style of sentence that we have studied. (*Put up Appendix K as a guide.*)
  2. On the back side of the last page, make any comments, such as, "Needs a compound-complex sentence." Hand back to the owner.
  3. Teacher should hand back the *Cat in the Hat* sections. Have a member of each team read the revised section that his or her team created, keeping the sections in the order of the story line.
  4. Have the class vote on which section revision sounded the best. Discuss why it was better, or what could make the other sections better.
  5. If time permits, students should work on their logs or the *Shooting an Elephant* assignment.
  6. HOMEWORK: Finish ship's log. Correct any mistakes, if needed. Final section should be final draft. Rewrite it if needed. If student needs more room he or she can use notebook paper for the final draft and staple the ship's log to the front of the paper. Add to *Shooting an Elephant* homework and turn in tomorrow.

- E. *Assessment/Evaluation*
  - 1. Evaluate the work done on *Cat in the Hat* during oral reading.

**Lesson Nine: Dropping Anchor**

- A. *Daily Objectives*
  - 1. Content Objectives
    - a. Students will understand and demonstrate the use of sentence structures in oral and written narratives.
    - b. Students will read and recognize literature as a record of human experience.
  - 2. Lesson Content
    - a. Review: sentences classified by structure: Simple; compound; complex; compound-complex
  - 3. Skill Objectives
    - a. Students will demonstrate what they know about sentences by identifying types and parts of sentences and clauses in literary works.
    - b. Students will successfully communicate an idea in writing by using different types of sentences.
- B. *Materials*
  - 1. Appendix L one per student
- C. *Key Vocabulary*
  - No new terms
- D. *Procedures/Activities*
  - 1. Turn in homework: *Shooting an Elephant*.
  - 2. Final assessment: take test.
  - 3. Exchange and correct. Turn in for credit.
  - 4. Ask for volunteers to read narrative from his or her Ship's log. Discuss the flow of each one's sentences. Point out the good sentences, not the incorrect ones.
  - 5. Collect Ship's log for grading.
- E. *Assessment/Evaluation*
  - 1. Look over final assessment.
  - 2. Look over logs

**VI. CULMINATING ACTIVITY**

- A. Final assessment -Repeat of initial evaluation but with a different reading section.
- B. Turn in ship's log

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Pre-assessment and Key
- B. Appendix B: Ship's Log (two pages)
- C. Appendix C: Rubric for final project (two pages)
- D. Appendix D: Reading Questionnaire For *The Sea of Sentences* Unit
- E. Appendix E: Definitions and Key
- F. Appendix F: Sentence examples and Key
- G. Appendix G: Run-on examples and Key
- H. Appendix H: Identifying run-on sentences and Key
- I. Appendix I: Clauses discussion and Key
- J. Appendix J: Phrase discussion
- K. Appendix K: Homework worksheet
- L. Appendix L: Final Assessment and Key
- M. Appendix M: Sentence Definitions

## VIII. BIBLIOGRAPHY

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## APPENDIX A, page 1

Read the following section taken from *Realms of Gold*, pages 296-297. Find and underline at least one example of each of the following types of sentences. Write the first three words of the sentence in the spaces after the term that describes it.

Subject and verb agreement	_____	_____	_____
A sentence fragment	_____	_____	_____
A run on sentence	_____	_____	_____
A simple sentence	_____	_____	_____
A complex sentence	_____	_____	_____
A compound sentence	_____	_____	_____
A compound-complex sentence	_____	_____	_____
An Independent clause	_____	_____	_____
A dependent clause	_____	_____	_____

"It is with a kind of fear that I begin to write the history of my life. I have, as it were, a superstitious hesitation in lifting the veil that clings about my childhood like a golden mist. The task of writing an autobiography is a difficult one. When I try to classify my earliest impressions I find that fact and fancy look alike across the years that ink the past with the present, the woman paints the child's experiences in her own fantasy. A few impressions stand out vividly from the first years of my life; but "the shadows of the prison-house are on the rest." Besides, many of the joys and sorrows of childhood have lost their poignancy; and many incidents of vital importance in my early education have been forgotten in the excitement of great discoveries. In order, therefore, not to be tedious I shall try to present in a series of sketches only the episodes that seem to me to be the most interesting and important.

"I was born on June 27, 1880, in Tuscumbia, a little town of northern Alabama.

"The family on my father's side is descended from Caspar Keller, a native of Switzerland, who settled in Maryland. One of my Swiss ancestors was the first teacher of the deaf in Zurich and wrote a book on the subject of their education--rather a singular coincidence; though it is true that there is no king who has not had a slave among his ancestors, and no slave who has not had a king among his.

"My grandfather, Caspar Keller's son, "entered" large tracts of land in Alabama and finally settled there. I have been told that once a year he went from Tuscumbia to Philadelphia on horseback to purchase supplies for the plantation, and my aunt has in her possession many of the letters to his family, which give charming and vivid accounts of these trips."

The Story of My Life, by Helen Keller

Chapter one

Some punctuation has been changed for the purpose of the assessment.

**APPENDIX A, page 2**  
**KEY**

In the section of the story, find and underline at least one example of each of the following types of sentences. Write the first three words of the sentence with the term that describes it.

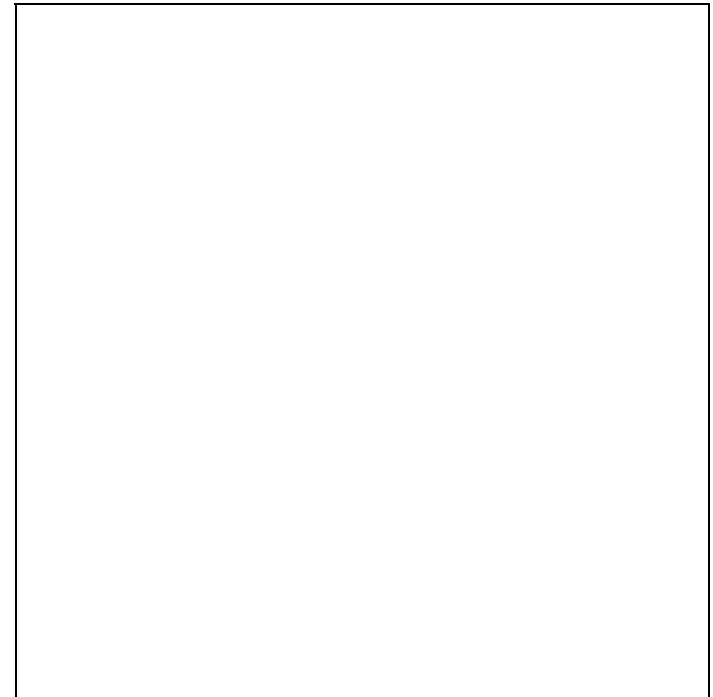
Teacher's NOTE: There may be more than one answer.

Subject and verb agreement	<u>I</u>	<u>have</u>	_____
Sentence fragment	<u>When</u>	<u>I</u>	<u>try</u>
Run on sentence	<u>I</u>	<u>find</u>	<u>that</u>
A simple sentence	<u>The</u>	<u>task</u>	<u>of writing</u>
A complex sentence	<u>I</u>	<u>was</u>	<u>born</u>
A compound sentence	<u>Besides</u>	<u>many</u>	<u>of</u>
A compound-complex sentence	<u>I</u>	<u>have</u>	<u>been told</u>
An Independent clause	<u>the</u>	<u>woman</u>	<u>paints</u>
A dependent clause	<u>a</u>	<u>little</u>	<u>town</u>

Lined writing area on the left side of the page, enclosed by a dotted border. It contains 20 horizontal lines for text entry.

Lined writing area on the right side of the page, enclosed by a dotted border. It contains 20 horizontal lines for text entry.

*Ship's Log*



*MSN free Clip Art*

*Captain* \_\_\_\_\_

**APPENDIX C, page 1**  
**RUBRIC**

**Ship's Log Sentences**

<i>Score</i>	<i>Requirements</i>
<i>5</i>	<i>Paper - Varied and Natural</i>
	<p>The sentences in my paper are clear and delightful to read aloud.</p> <ul style="list-style-type: none"> <li>➤ Some sentences are long and stretchy, while some are short and snappy.</li> <li>➤ It's easy to read my paper aloud. I love the sound..</li> <li>➤ Sentence beginnings vary; they show how ideas connect.</li> <li>➤ You can tell that I have good 'sentence sense' because my paper just flows.</li> <li>➤ All excess baggage has been cut. I've economized with words.</li> </ul>
<i>3</i>	<i>Paper - Routine and Functional</i>
	<p>Some sentences are choppy or awkward, but most are clear.</p> <ul style="list-style-type: none"> <li>➤ Some of my sentences are smooth and natural, but others are halting.</li> <li>➤ Sentence beginnings are more alike than different.</li> <li>➤ I need to add linking words (Therefore...Later...For this reason...When this happened...) to show how sentences connect.</li> <li>➤ Some sentences should merge; others need to be cut in two.</li> <li>➤ I have used more words than necessary--I still need to trim some deadwood.</li> </ul>
<i>1</i>	<i>Paper - Needs Work</i>
	<p>Because there isn't enough 'sentence sense' yet, this paper is difficult to read aloud, even with practice.</p> <ul style="list-style-type: none"> <li>➤ As I read my paper, I have to go back, stop, and read over, just to figure out the sentences.</li> <li>➤ I'm having a hard time telling where one sentence stops and another begins. The sentence patterns in my paper are so repetitive they might put my reader to sleep!</li> <li>➤ I have to do quite a bit of oral editing (leaving some words out, putting some others in) just to help the listener get the meaning.</li> </ul>

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## APPENDIX C, page 2

### Ship's Log Presentation

Score	Requirements
A	<ul style="list-style-type: none"><li>▪ Handwriting is neat and easily readable.</li><li>▪ The pages are not wrinkled, smudged or dirty and there are NO cross outs.</li><li>▪ The cover is colored and the pages may have symbols, pictures (very small) or stickers (only a couple) of a nautical theme to make them more interesting.</li><li>▪ Each page is set up like a journal entry.</li><li>▪ Student's name is on the log.</li></ul>
B	<ul style="list-style-type: none"><li>▪ Handwriting is neat and easily readable.</li><li>▪ The pages are not smudged or dirty, and wrinkles and cross outs are at a minimum.</li><li>▪ The cover is colored.</li><li>▪ Each page is set up like a journal entry.</li><li>▪ Student's name is on the log.</li></ul>
C	<ul style="list-style-type: none"><li>▪ Handwriting is readable.</li><li>▪ Wrinkles, smudges, cross outs and dirt are at a minimum.</li><li>▪ At least half of the pages are set up like a journal entry.</li><li>▪ Student's name is on the log.</li></ul>

## APPENDIX D

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### ***THE SEA OF SENTENCES*** **READING QUESTIONNAIRE**

**KEEP THIS SHEET AS A MASTER GUIDE.**

ON A PIECE OF NOTEBOOK PAPER, ANSWER THE FOLLOWING QUESTIONS ***USING COMPLETE SENTENCES.***

1. What is the reading assignment?
2. For what sentence structures am I looking?
3. Copy three examples from the reading.
4. What sentence structure does the author use the most?
5. What effect is the author trying to have on the reader?
6. What feeling do you get from this piece and why? (For instance, do you feel happy? Sad? Depressed? Thoughtful? Something else?)

## APPENDIX E, page 1

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**Write the definitions for the following terms. Keep this in your notebook for reference.**

Subject -

Verb -

Simple subject -

Simple verb -

Compound subject -

Compound verb -

Subject-verb agreement -

**Match the term on the left to its example on the right.**

- |                           |                                |
|---------------------------|--------------------------------|
| 1. Subject                | a. was going walking           |
| 2. Verb                   | b. my mom and my grandmother   |
| 3. Simple subject         | c. Everyone of the students is |
| 4. Simple verb            | d. Linda                       |
| 5. Compound subject       | e. jumping and skipping        |
| 6. Compound verb          | f. plays                       |
| 7. Subject-verb agreement | g. My friend's dad             |

**APPENDIX E, page 2**  
**Key**

**Write the definitions for the following terms. Keep this in your notebook for reference.**

Subject - **the thing that the sentence is about**

Predicate - **tells about the subject**

Simple subject - **the main word in a subject**

Simple verb - **the main word or group of words in the predicate**

Compound subject - **two or more subjects that go with the same verb**

Compound verb - **two or more verbs that go with the same noun**

Subject-verb agreement - **single verbs with single subject, plural verbs go with plural subjects**

**Match the term on the left to its example on the right.**

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1. Subject <u>g</u>                | h. was going walking           |
| 2. Verb <u>a</u>                   | i. my mom and my grandmother   |
| 3. Simple subject <u>d</u>         | j. Everyone of the students is |
| 4. Simple verb <u>f</u>            | k. Linda                       |
| 5. Compound subject <u>b</u>       | l. jumping and skipping        |
| 6. Compound verb <u>e</u>          | m. plays                       |
| 7. Subject-verb agreement <u>c</u> | n. My friend's dad             |

## APPENDIX F, page 1

Sentences taken from *The Purloined Letter*, by Edgar Allen Poe. This section is found in *Realms of Gold*, pages 70-73

1. I was enjoying the twofold luxury of meditation and a meerschaum.
2. I looked upon it.
3. "Simple and odd, " said Dupin.
4. This beyond a doubt.
5. Those unbecoming as well as becoming a man.
6. "Proceed."
7. "Or not."
8. His lynx eye immediately perceives the paper.
9. Recognizes the handwriting of the address.
10. Fathoms her secret.
11. He takes also from the table the letter to which he had no claim.

**APPENDIX F, page 2**  
**Key**

1. I was enjoying the twofold luxury of meditation and a meerschaum. (Complete)
2. I looked upon it. (Incomplete)
3. "Simple and odd, " said Dupin. (Complete)
4. This beyond a doubt. (Incomplete)
5. Those unbecoming as well as becoming a man. (Incomplete)
6. "Proceed." (Complete)
7. "Or not." (Incomplete)
8. His lynx eye immediately perceives the paper. (Complete)
9. Recognizes the handwriting of the address. (Incomplete)
10. Fathoms her secret. (Incomplete)
11. He takes also from the table the letter to which he had no claim. (Complete)

## APPENDIX G, page 1

A run-on is two or more independent clauses in one sentence, separated only by a comma or by no punctuation at all.

1. The fire spread quickly, a woman yelled from a third-floor window.
2. The rescue squad arrived they used their ladder to get her down.
3. The space station's orbiting platform could be covered with solar cells; perhaps millions will be needed.
4. Some people will build platforms, some will grow food.

The following is from the *Purloined Letter*, by Edgar Allen Poe

5. During its perusal she was suddenly interrupted by the entrance of the other exalted personage from whom especially it was her wish to conceal it.
6. At length, in taking leave, he takes also from the table the letter to which he had not claim its rightful owner saw, but, of course, dared not call attention to the act, in the presence of the third personage who stood at her elbow.

Let's fix some run-on sentences.

1. Space colonies will be important, they will be sources of raw materials and energy.
2. A space colony might look like a big erector set each new section will be added as needed.
3. Space colonies will be enclosed otherwise people could not live in the alien climate.
4. Materials for the colony may come from the moon and asteroids, construction will be difficult.
5. Electricity will come from solar cells they collect the sun's rays.

## APPENDIX G, page 2

### Key

1. The fire spread quickly, a woman yelled from a third-floor window. (RO)
2. The rescue squad arrived they used their ladder to get her down. (RO)
3. The space station's orbiting platform could be covered with solar cells; perhaps millions will be needed. (Complete)
4. Some people will build platforms, some will grow food. (RO)

The following is from the *Purloined Letter*, by Edgar Allen Poe. Some punctuation has been altered for these examples.

5. During its perusal she was suddenly interrupted by the entrance of the other exalted personage from whom especially it was her wish to conceal it.  
(Complete)
6. At length, in taking leave, he takes also from the table the letter to which he had not claim its rightful owner saw, but, of course, dared not call attention to the act, in the presence of the third personage who stood at her elbow.  
(RO)

Let's fix some run on sentences.

1. Space colonies will be important. They will be sources of raw materials and energy.
2. A space colony might look like a big erector set (. E) or (; e)ach new section will be added as needed.
3. Space colonies will be enclosed (. O) or (; o)therwise people could not live in the alien climate.
4. Materials for the colony may come from the moon and asteroids.  
Construction will be difficult.
5. Electricity will come from solar cells. They collect the sun's rays.

## APPENDIX H, page 1

### Identifying and correcting run-on sentences

Some of the following items are correctly punctuated sentences. Others are run-on sentences. If an item is correct, write S (for sentence) next to its number. If an item is a run-on sentence, rewrite it as two or more complete sentences.

1. Some myths are interesting but sad, one is about Daedalus and his son Icarus.
2. Daedalus was an architect he worked for King Minos of Crete.
3. King Minos was ungrateful, he put Daedalus and his son in a prison.
4. Daedalus made large wings, using wax to hold the feathers together, they would help him and his son escape.
5. Daedalus gave his son a stern warning not to fly too high.
6. If Icarus flew too high, the wax might melt, without the wings he would fall into the sea.
7. The two easily escaped from Crete, the wings worked perfectly.
8. Icarus did not listen to his father's warning, unfortunately, he flew up high toward the sun.
9. When the wax melted, Icarus fell into the sea and drowned.
10. The sad Daedalus flew on safely to Sicily, where the king welcomed him.

## APPENDIX H, page 2

### Key

1. Some myths are interesting but sad, one is about Daedalus and his son Icarus.  
Some myths are interesting but sad. One is about Daedalus and his son Icarus.
2. Daedalus was an architect he worked for King Minos of Crete.  
Daedalus was an architect. He worked for King Minos of Crete.
3. King Minos was ungrateful, he put Daedalus and his son in a prison.  
King Minos was ungrateful. He put Daedalus and his son in a prison.
4. Daedalus made large wings, using wax to hold the feathers together, they would help him and his son escape.  
Daedalus made large wings, using wax to hold the feathers together. They would help him and his son escape.
5. Daedalus gave his son a stern warning not to fly too high. (S)
6. If Icarus flew too high, the wax might melt, without the wings he would fall into the sea.  
If Icarus flew too high, the wax might melt. Without the wings he would fall into the sea.
7. The two easily escaped from Crete, the wings worked perfectly.  
The two easily escaped from Crete. The wings worked perfectly.
8. Icarus did not listen to his father's warning, unfortunately, he flew up high toward the sun.  
Icarus did not listen to his father's warning. Unfortunately, he flew up high toward the sun.
9. When the wax melted, Icarus fell into the sea and drowned. (S)
10. The sad Daedalus flew on safely to Sicily, where the king welcomed him.  
(S)

## APPENDIX I, page 1

An Independent clause is a group of words that states a complete thought.

A dependent clause is not a complete thought; it needs help to express a complete thought; is also called a subordinate clause (Kids Write Right!)

An independent clause could also be called what? Why is it independent?

What does dependent mean? What does subordinate mean? Why can't a dependent clause be called a sentence?

Examples:

When I am not flying kites, I am repairing spaceships.  
(dependent clause) (independent)

Which of the following are dependent or independent?

- a. I wanted to go shopping
- b. But I couldn't
- c. In the country
- d. The cows looked bigger than they did on TV
- e. Let's go!
- f. To the store tomorrow.

**APPENDIX I, page 2**  
**Key**

Which of the following are dependent or independent?

- g. I wanted to go shopping (I)
- h. But I couldn't (D)
- i. In the country (D)
- j. The cows looked bigger than they did on TV(I)
- k. Let's go! (I)
- l. To the store tomorrow. (D)

Information in Appendix I is also taken from Warriner's Composition and Grammar, Introductory Course.

## APPENDIX J

A *phrase* is a group of words that is used as a part of speech. A *phrase* does not contain a subject and a verb. However, a phrase can contain a noun, a verb, or neither.

Phrase: **in the box**

No subject. No predicate. It cannot stand alone as a sentence

Sentence: We put the puppy **in the box**.

The phrase is part of a sentence in which the subject is WE and the predicate is PUT.

Different phrases

An adjective phrase modifies a noun or a pronoun.

**Icy** chunks fell from the skyscraper. (Adjective)

Chunks **of ice** fell from the skyscraper. (Adjective phrase)

An adverb phrase modifies a verb, an adjective, or an adverb.

We sang **at the local hospital**. (Tells where)

We sang **on Friday**. (Tells when)

We went **by bus**. (Tells how)

An appositive phrase is an appositive with its modifiers.

Mrs. Shaw, a **gymnast**, will coach us. (Appositive)

We found books on geology, **the science of the earth and its rocks**.  
(Appositive phrase explaining geology)

A prepositional phrase is a phrase that begins with a **preposition** and ends with a noun or pronoun. It may be used as an adjective or as an adverb.

I met them **at the bus stop**.

The students **in our school** did well **on the test**.

A verb phrase is a simple predicate (verb) that is made up of more than one word.

We **will go** to an amusement park.

The park **is located** near a lake.

We **are not planning** a picnic.

NOTE: The words *not* and *never* are frequently used with verbs but are not verbs themselves. They are never part of a verb or a verb phrase.

## **APPENDIX K HOMEWORK SHEET**

Either in your reading (reading book, text book, newspapers, magazine) or by making some up, find an example for each sentence term listed.

Subject and verb agreement

Sentence fragment

Run on sentence

A simple sentence

A complex sentence

A compound sentence

A compound-complex sentence

An Independent clause

A dependent clause

## APPENDIX L, page 1

### Final Assessment

Read the following section taken from *Realms of Gold*, page 217. Find and underline at least one example of each of the following types of sentences. Write the first three words of the sentence in the spaces after the term that describes it.

Subject and verb agreement	_____	_____	_____
Sentence fragment	_____	_____	_____
Run on sentence	_____	_____	_____
A simple sentence	_____	_____	_____
A complex sentence	_____	_____	_____
A compound sentence	_____	_____	_____
A compound-complex sentence	_____	_____	_____
An Independent clause	_____	_____	_____
A dependent clause	_____	_____	_____

"I had halted on the road. As soon as I saw the elephant I knew with perfect certainty that I ought not to shoot him. It is a serious matter to shoot a working elephant--it is comparable to destroying a huge and costly piece of machinery--and obviously one ought not to do it if it can possibly be avoided. And at that distance, peacefully eating, the elephant looked no more dangerous than a cow. I thought then and I think now that his attack of "must" was already passing off; in which case he would merely wander harmlessly about until the mahout came back and caught him. Moreover, I did not in the least want to shoot him I decided that I would watch him for a little while to make sure that he did not turn savage again and then go home.

"But at that moment I glanced round at the crowd that had followed me. It was an immense crowd. Two thousand at the least and growing every minute. It blocked the road for a long distance on either side. I looked at the sea of yellow faces above the garish clothes--faces all happy and excited over this bit of fun. All certain that the elephant was going to be shot. They were watching me as they would watch a conjuror about to perform a trick. They did not like me, but with the magical rifle in my hands I was momentarily worth watching. And suddenly I realized that I should have to shoot the elephant after all."

*Shooting the Elephant*, by George Orwell  
Some punctuation has been changed for the purpose of the test.

**APPENDIX L, page 2**  
**KEY**

Find and underline at least one example of each of the following types of sentences. Write the first three words of the sentence with the term that describes it.

NOTE: There may be more than one correct answer from this section.

Subject and verb agreement     they     were     watching

Sentence fragment     moreover

Run on sentence     I     did not     in the least

A simple sentence     I     had     halted

A complex sentence     it was     an     immense crowd

A compound sentence     they     did not     like me

A compound-complex sentence     it     is     a serious matter

An Independent clause     I     did     not

A dependent clause     two     thousand     at least

## APPENDIX M

### Sentence Definitions

1. Subject and verb agreement  
"A singular subject needs a singular verb, and a plural subject needs a plural verb."  
(Painless Grammar, page 155)
2. Sentence fragment  
Two important features: If a sentence is missing "either a subject or main verb, and it isn't a complete thought," it is considered a fragment. (Kids Write Right! Page 46)
3. Sentence run on  
Opposite of a fragment; too much is crammed into one sentence. A run-on is two or more independent clauses in one sentence, separated only by a comma or by no punctuation at all. (Kids Write Right!)
4. "A simple sentence  
Has one subject and one verb." (English Composition and Grammar, page 199)
5. A complex sentence  
"A sentence made up of both a dependent and an independent clause". (Kids Write Right! Page 41)
6. A compound sentence  
"A sentence that has two or more simple sentences, usually joined by a connecting word." (English Composition and Grammar, page 200)
7. A compound-complex sentence  
"More than one independent clause and at least one dependent clause" (Index to the Guide to Grammar and Writing, July 29, 2003)  
Example: "After it was all over, my dad claimed he knew we were planning something, but we think he was really surprised."
8. An independent clause  
A group of words that states a complete thought.
9. A dependent clause  
Not a complete thought; needs help to express a complete thought; also called a subordinate clause (Kids Write Right!)
10. Phrase  
A group of words that is used as a part of speech; it does not contain a subject and a verb (It could contain a subject OR a verb, however)
11. Clauses
  - A. An Independent clause is a group of words that states a complete thought.
  - B. A dependent clause is not a complete thought; needs help to express a complete thought; also called a subordinate clause (Kids Write Right!)