

Dear Parents,

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

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

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

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

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

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

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

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

The Writing Section: The Shurley Method teaches the foundation of sentence composition: how to write a sentence, how to improve and expand a sentence, and then how to combine sentences into paragraphs. Since the Shurley Method teaches the parts of a sentence within the whole, students always have a clear picture of what it takes to write complete and accurate sentences, resulting in well-written paragraphs, essays, reports, and letters. Some writing samples and outlines that demonstrate different kinds of writing are provided in this section. Since students are taught to edit their writing, the editing checklist is also provided on page 21.

Brenda Shurley

Introduction Section

The Problem:

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

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

The Solution:

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

Why the Shurley Method?

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

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

Introduction Section

Special Features

All the special features of the Shurley Method give students the concrete steps necessary to relate a definition to a concept, a concept to a skill practice, and a skill practice to writing and editing. Competent writing begins with sentence structure, expands to paragraphs, and results in well-written essays, reports, letters, and general writing enjoyment.

A bonus feature of this unique program is the consistency of the terminology and skill practice exercises for all levels. In order to achieve this consistency for students, teachers at every level are given the same step-by-step teaching method for introducing and practicing concepts. This consistent teaching method helps students gain a solid foundation as additional skills are added at each subsequent level.

Jingles

The first element of the Shurley Method is the use of jingles. Students begin learning the parts of speech by reciting definitions in jingle form. These rhythmic definitions are chanted or sung by the class to help them initially remember the role of each part of speech.

Question and Answer Flow

In the Question and Answer Flow, an oral series of questions and answers determines the role each word plays in the sentence being analyzed. This is a classroom activity in which the teacher either leads, or supervises while a student leads. In this way, students are able to completely analyze the sentence. The Q&A flow includes questions for every word in the sentence. The difficulty level increases by grade level during the course of the year.

Sample Question and Answer Flow: Lucy skipped playfully around the shade tree behind the house.

- | | |
|--|--|
| 1. Who skipped playfully around the shade tree behind the house? Lucy – SP | 10. The – A |
| 2. What is being said about Lucy? Lucy skipped – V | 11. SN V P1 Check |
| 3. Skipped how? playfully – Adv | 12. (Around the shade tree) – Prepositional phrase |
| 4. Around – P | 13. (Behind the house) – Prepositional phrase |
| 5. Around what? tree – OP | 14. Period, statement, D |
| 6. What kind of tree? shade – Adj | 15. Go back to the verb – divide the complete subject from the complete predicate. |
| 7. The – A | 16. Is there an adverb exception? No. |
| 8. Behind – P | 17. Is this sentence in a natural or inverted order? |
| 9. Behind what? house – OP | Natural - no change. |

The effectiveness of the Question and Answer Flow as a teaching technique is based upon several key elements:

- ◆ Each part of speech is analyzed within the context of the whole sentence. Parts of speech are never studied in isolated units.
- ◆ Once a concept is introduced, it is never left behind. As each concept is learned, it is repeatedly applied in daily exercises throughout the year.
- ◆ Much of the students' work is done in a group environment. This approach provides immediate feedback to the students in a non-threatening way. Students are able to learn, using not only visual but also auditory and kinesthetic learning styles. When students see, hear, and say their answers, retention increases.

Introduction Section

Sentence Building

(Level 5 teaches the eight parts of speech: noun, verb, adverb, adjective, preposition, pronoun, conjunction, and interjection.)

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

Practice and Improved Sentences

Labels:	A	Adj	Adj	SN	V	Adv	Adv
Practice:	The	strong	smart	cat	ran	slowly	away.
Improved:	A (word change)	powerful (synonym)	cunning (synonym)	jaguar (synonym)	leaped (synonym)	swiftly (antonym)	upward. (word change)

The Writing Process

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

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

Paragraph Construction

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

Shurley Method Patterns

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

The subject-noun and verb are the main parts of a Pattern 1 sentence.

(SN V)

The subject-noun, verb-transitive, and direct object are the main parts of a Pattern 2 sentence.

(SN V-t DO)

The subject-noun, verb-transitive, indirect object, and direct object are the main parts of a Pattern 3 sentence.

(SN V-t IO DO)

The subject-noun, linking verb, and predicate noun are the main parts of a Pattern 4 sentence.

(SN LV PrN)

The subject-noun, linking verb, and predicate adjective are the main parts of a Pattern 5 sentence.

(SN LV PA)

Jingle Section

Jingle 1: Sentence Jingle

A sentence, sentence, sentence
Is complete, complete, complete
When 5 simple rules
It meets, meets, meets.

Add a capital letter, letter,
And an end mark, mark.
Now we're finished, and aren't we smart!
Now our sentence has all its parts!

It has a subject, subject, subject
And a verb, verb, verb.
It makes sense, sense, sense
With every word, word, word.

REMEMBER
Subject, Verb, Com-plete sense,
Capital letter, and an end mark, too.
That's what a sentence is all about!

Jingle 2: Noun Jingle

Yo! Ho! It's the NOUN we know!
A noun names a person,
A noun names a place,
A noun names a person, place, or thing,
And sometimes an idea!
Person, Place, Thing, Idea.

Finding nouns is a game.
Listen now to the nouns we name:
Head, shoulders, knees, and toes
Girls, boys, shoes, and clothes.

Yo! Ho! It's the NOUN we know!
Yo! Ho! It's the NOUN we know!
Person, Place, Thing, Idea.
Person, Place, Thing, Idea.
Now it's time to say Yo! Whoa!

Jingle 3: Verb Jingle

A verb, a verb. What is a verb?
Haven't you heard?
There are two kinds of verbs:
The action verb and the linking verb.

The action verb shows a state of action,
Like **stand** and **sit** and **smile**.
The action verb is always doing
Because it tells what the subject does.
We **stand!** We **sit!** We **smile!**

The linking verb is a state of being,
Like **am, is, are, was, and were**,
Look, become, grows, and feels.
A linking verb shows no action
Because it tells what the subject is.
He is a clown. He looks funny.

Jingle 4: Adverb Jingle

An adverb modifies a verb, adjective, or another adverb.
An adverb asks *How? When? Where?*
To find an adverb: **Go, Ask, Get**.
Where do I **go**? To a verb, adjective, or another adverb.
What do I **ask**? How? When? Where?
What do I **get**? An ADVERB! (Clap) That's what!

Jingle 5: Adjective Jingle

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

Jingle 6: The Preposition Jingle

A PREP PREP PREPOSITION
Is a special group of words
That connects a
NOUN, NOUN, NOUN
Or a PRO PRO PRONOUN
To the rest of the sentence.

Jingle 7: Object of the Prep Jingle

Dum De Dum Dum!
An O-P is a N-O-U-N or a P-R-O
After the P-R-E-P
In a S-E-N-T-E-N-C-E.
Dum De Dum Dum - DONE!!

Jingle Section

Jingle 8: Preposition Flow		
<p>1. Preposition, Preposition Starting with an A. (Fast) aboard, about, above, across, after, against, (Slow) along, among, around, at.</p>	<p>2. Preposition, Preposition Starting with a B. (Fast) before, behind, below, beneath, beside, between, (Slow) beyond, but, by.</p>	<p>3. Preposition, Preposition Starting with a D. down (slow & long), during (snappy).</p>
<p>4. Preposition, Preposition Don't go away. Go to the middle And see what we say. E-F-I and L-N-O except, for, from, in, inside, into, like, near, of, off, on, out, outside, over.</p>	<p>5. Preposition, Preposition Almost through. Start with P and end with W. past, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, without.</p>	<p>6. Preposition, Preposition Easy as can be. We're all finished, And aren't you pleased? We've just recited All 49 of these.</p>

Jingle 9: Pronoun
<p>This little pronoun, Floating around, Takes the place of a little old noun With a knick knack, paddy wack These are English rules. Isn't language fun and cool?</p>

Jingle 10: Subject Pronoun
<p>There are seven subject pronouns That are easy as can be: I and we, (clap twice) He and she, (clap twice) It and they and you. (clap three)</p>

Jingle 11: Possessive Pronoun
<p>There are seven possessive pronouns That are easy as can be: My and our, (clap twice) His and her, (clap twice) Its and their and your. (clap three)</p>

Jingle 13: The Eight Parts of Speech Jingle
<p>Want to know how to write? Use the eight parts of speech - They're dynamite!</p> <p>Nouns, Verbs, and Pronouns - They rule! They're called the NVP's, and they're really cool! The Double A's are on the move; Adjectives and Adverbs help you groove! Next come the PIC's, and then we're done! The PIC's are Preposition, Interjection, and Conjunction!</p> <p>All together now, the eight parts of speech, abbreviations please: NVP, AA, PIC NVP, AA, PIC!</p>

Jingle 13: The 23 Helping Verbs Of the Mean, Lean Verb Machine Jingle	
<p>These 23 helping verbs will be on my test. I gotta remember them so I can do my best. I'll start out with 8 and finish with 15; Just call me the mean, lean verb machine.</p> <p>There are the 8 be verbs that are easy as can be: am, is, are --was and were, am, is, are --was and were, am, is, are --was and were, be, being, and been.</p> <p>All together now, the 8 be verbs: am, is are -- was and were -- be, being, and been, am, is are -- was and were -- be, being, and been.</p>	<p>There're 23 helping verbs, and I've recited only 8. That leaves fifteen more that I must relate: has, have, and had --do, does, and did, has, have, and had --do, does, and did, might, must, may --might, must, may.</p> <p>Knowing these verbs will save my grade: can and could --would and should, can and could --would and should, shall and will, shall and will,</p> <p>In record time I did this drill. I'm the mean, lean verb machine - STILL!</p>

Jingle Section

Jingle 14: Object Pronoun Jingle	
There are seven object pronouns That are easy as can be:	
Me and us,	(clap twice)
Him and her,	(clap twice)
It and them and you.	(clap twice)

Jingle 15: The Direct Object Jingle	
1. A direct object is a noun or pronoun.	
2. A direct object completes the meaning of the sentence.	
3. A direct object is located after the verb-transitive.	
4. To find the direct object ask WHAT or WHOM after your verb.	

Jingle 16: The Indirect Object Jingle	
1. An indirect object is a noun or pronoun.	
2. An indirect object receives what the direct object names.	
3. An indirect object is located between the verb-transitive and the direct object.	
4. To find the indirect object ask TO WHOM or FOR WHOM after the direct object.	

Jingle 17A: The Predicate Noun Jingle	
1. A predicate noun is a noun or pronoun.	
2. A predicate noun means the same thing as the subject word.	
3. A predicate noun is located after a linking verb.	
4. To find the predicate noun ask WHAT or WHO after the verb.	

Jingle 17B: The Predicate Noun Jingle	
Listen, my comrades, and you shall hear About predicate nouns from far and near. No one knows the time or year When the predicate nouns will appear. Listen now to all the facts, So you will know when the Pred's are back!	Dum De Dum Dum! A predicate noun is a special noun in the predicate That means the same thing as the subject word. To find a predicate noun, ask <i>what</i> or <i>who</i> After a linking verb.

Jingle 18A: The Predicate Adjective Jingle	
1. A predicate adjective is an adjective in the predicate.	
2. A predicate adjective modifies only the subject word.	
3. A predicate adjective is located after a linking verb.	
4. To find the predicate adjective ask WHAT KIND of subject.	

Jingle 18 B: The Predicate Adjective Jingle	
Listen, my comrades, and you shall hear About predicate adjectives from far and near. No one knows the time or year When the predicate adjectives will appear. Listen now to all the facts, So you will know when the Pred's are back!	Dum De Dum Dum! A predicate adjective is a special adjective in the predicate That modifies only the subject word. To find a predicate adjective, ask <i>what kind of subject</i> After a linking verb.

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

The Question & Answer Flow Section

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

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

To find the subject:

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

What barked loudly at the fox? Dog - SN (say “subject noun” not “SN”)

To find the verb:

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

What is being said about dog? Dog barked - V (say “verb” not “V”)

To find the adverb:

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

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

To find the preposition and the object of the preposition:

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

At - P (say “preposition” not “P”)

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

To find the article adjective:

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

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

To find the adjective:

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

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

The Rest of the Q & A Flow

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

A Adj SN V Adv P A OP

6. **SN V** The big dog / barked loudly (at the fox). **D**
P1

The Question & Answer Flow Section

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

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

Note: Your sentence should look like this:

	A	Adj	SN	V	Adv	
SN V	The spotted toad / hopped quickly.					D
P1						

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

Question and Answer Flow for Sentence 1: The spotted toad hopped quickly.

<ol style="list-style-type: none"> 1. What hopped quickly? toad - SN 2. What is being said about toad? toad hopped - V 3. Hopped how? quickly - Adv 4. What kind of toad? spotted - Adj 5. The - A 6. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.) 	<ol style="list-style-type: none"> 7. Period, statement, declarative sentence (Write <i>D</i> at the end of the sentence.) 8. Go back to the verb - divide the complete subject from the complete predicate. (As you say <u>divide</u>, put a slash mark before the verb.)
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Classified Sentence:

	A	Adj	SN	V	Adv	
SN V	The spotted toad / hopped quickly.					D
P1						

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

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

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

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

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

The Question & Answer Flow Section

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

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

Question and Answer Flow for Sentence 2: A little girl tiptoed quietly.							
<ol style="list-style-type: none"> 1. Who tiptoed quietly? girl - SN 2. What is being said about girl? girl tiptoed - V 3. Tiptoed how? quietly - Adv 4. What kind of girl? little - Adj 5. A - A 6. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.) 	<ol style="list-style-type: none"> 7. Period, statement, declarative sentence (Write <i>D</i> at the end of the sentence.) 8. Go back to the verb - divide the complete subject from the complete predicate. (As you say <u>divide</u>, put a slash mark before the verb.) 						
<p>Classified Sentence:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>SN V</u></td> <td style="text-align: center;">A little girl / tiptoed quietly.</td> <td style="text-align: center;">D</td> </tr> <tr> <td style="text-align: center;">P1</td> <td></td> <td></td> </tr> </table>		<u>SN V</u>	A little girl / tiptoed quietly.	D	P1		
<u>SN V</u>	A little girl / tiptoed quietly.	D					
P1							
Question and Answer Flow for Sentence 3: Two birds sang sweetly.							
<ol style="list-style-type: none"> 1. What sang sweetly? birds - SN 2. What is being said about birds? birds sang - V 3. Sang how? sweetly - Adv 4. How many birds? two - Adj 5. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.) 	<ol style="list-style-type: none"> 6. Period, statement, declarative sentence (Write <i>D</i> at the end of the sentence.) 7. Go back to the verb - divide the complete subject from the complete predicate. (As you say <u>divide</u>, put a slash mark before the verb.) 						
<p>Classified Sentence:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>SN V</u></td> <td style="text-align: center;">Two birds / sang sweetly.</td> <td style="text-align: center;">D</td> </tr> <tr> <td style="text-align: center;">P1</td> <td></td> <td></td> </tr> </table>		<u>SN V</u>	Two birds / sang sweetly.	D	P1		
<u>SN V</u>	Two birds / sang sweetly.	D					
P1							
Question and Answer Flow for Sentence 4: The yellow ball rolled away.							
<ol style="list-style-type: none"> 1. What rolled away? ball - SN 2. What is being said about ball? ball rolled - V 3. Rolled where? away - Adv 4. What kind of ball? yellow - Adj 5. The - A 6. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.) 	<ol style="list-style-type: none"> 7. Period, statement, declarative sentence (Write <i>D</i> at the end of the sentence.) 8. Go back to the verb - divide the complete subject from the complete predicate. (As you say <u>divide</u>, put a slash mark before the verb.) 						
<p>Classified Sentence:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>SN V</u></td> <td style="text-align: center;">The yellow ball / rolled away.</td> <td style="text-align: center;">D</td> </tr> <tr> <td style="text-align: center;">P1</td> <td></td> <td></td> </tr> </table>		<u>SN V</u>	The yellow ball / rolled away.	D	P1		
<u>SN V</u>	The yellow ball / rolled away.	D					
P1							
Question and Answer Flow for Sentence 5: Several frightened girls screamed loudly!							
<ol style="list-style-type: none"> 1. Who screamed loudly? girls - SN 2. What is being said about girls? girls screamed - V 3. Screamed how? loudly - Adv 4. What kind of girls? frightened - Adj 5. How many girls? several - Adj 6. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.) 	<ol style="list-style-type: none"> 7. Exclamation point, strong feeling, exclamatory sentence (Write <i>E</i> at the end of the sentence.) 8. Go back to the verb - divide the complete subject from the complete predicate. (As you say <u>divide</u>, put a slash mark before the verb.) 						
<p>Classified Sentence:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>SN V</u></td> <td style="text-align: center;">Several frightened girls / screamed loudly!</td> <td style="text-align: center;">E</td> </tr> <tr> <td style="text-align: center;">P1</td> <td></td> <td></td> </tr> </table>		<u>SN V</u>	Several frightened girls / screamed loudly!	E	P1		
<u>SN V</u>	Several frightened girls / screamed loudly!	E					
P1							

The Question & Answer Flow Section

Question and Answer Flow for Sentence 1: The three pretty little birds jumped playfully around the tree.							
<ol style="list-style-type: none"> 1. What jumped playfully around the tree? birds – SN 2. What is being said about birds? birds jumped – V 3. Jumped how? playfully – Adv 4. Around – P (Preposition) 5. Around what? tree – OP (Object of the Preposition) <p>Note: To test whether a word is a preposition, say your preposition and ask "what" or "whom." If your answer is a noun or pronoun, you will have a preposition. All prepositions will have noun or pronoun objects.</p> <ol style="list-style-type: none"> 6. The – A (article adjective) 7. What kind of birds? little – Adj 8. What kind of birds? pretty – Adj 	<ol style="list-style-type: none"> 9. How many birds? three – Adj 10. The – A 11. SN V P1 Check 12. (Around the tree) – Prepositional phrase <p>Note: Say "around the tree – Prepositional phrase" as you put parentheses around the words. This also teaches your students how to read in complete phrases, so keep it smooth.</p> <ol style="list-style-type: none"> 13. Period, statement, D 14. Go back to the verb – divide the complete subject from the complete predicate. 						
<p>Classified Sentence:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="text-align: center;">A Adj Adj Adj SN V Adv P A OP</td> </tr> <tr> <td style="text-align: center;">SN V</td> <td style="text-align: center;">The three pretty little birds / jumped playfully (around the tree.) D</td> </tr> <tr> <td style="text-align: center;">P1</td> <td></td> </tr> </table>			A Adj Adj Adj SN V Adv P A OP	SN V	The three pretty little birds / jumped playfully (around the tree.) D	P1	
	A Adj Adj Adj SN V Adv P A OP						
SN V	The three pretty little birds / jumped playfully (around the tree.) D						
P1							
Question and Answer Flow for Sentence 2: The big ugly mosquito in the swamp flew quickly toward the man.							
<ol style="list-style-type: none"> 1. What flew quickly toward the man? mosquito – SN 2. What is being said about mosquito? mosquito flew – V 3. Flew how? quickly – Adv 4. Toward – P 5. Toward whom? man – OP <p>Note: When the object of the preposition is a person, use "whom" instead of "what."</p> <ol style="list-style-type: none"> 6. The – A 7. In – P 8. In what? swamp – OP 	<ol style="list-style-type: none"> 9. The – A 10. What kind of mosquito? ugly – Adj 11. What kind of mosquito? big – Adj 12. The – A 13. SN V P1 Check 14. (In the swamp) - Prepositional phrase 15. (Toward the man) - Prepositional phrase 16. Period, statement, D 17. Go back to the verb – divide the complete subject from the complete predicate. 						
<p>Classified Sentence:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="text-align: center;">A Adj Adj SN P A OP V Adv P A OP</td> </tr> <tr> <td style="text-align: center;">SN V</td> <td style="text-align: center;">The big ugly mosquito (in the swamp) / flew quickly (toward the man.) D</td> </tr> <tr> <td style="text-align: center;">P1</td> <td></td> </tr> </table>			A Adj Adj SN P A OP V Adv P A OP	SN V	The big ugly mosquito (in the swamp) / flew quickly (toward the man.) D	P1	
	A Adj Adj SN P A OP V Adv P A OP						
SN V	The big ugly mosquito (in the swamp) / flew quickly (toward the man.) D						
P1							
Question and Answer Flow for Sentence 3: The eleven football players turned quickly around during practice.							
<ol style="list-style-type: none"> 1. Who turned quickly around during practice? players – SN 2. What is being said about players? players turned – V 3. Turned how? quickly – Adv 4. Turned where? around – Adv 5. During – P 6. During what? practice – OP 7. What kind of players? football – Adj 	<ol style="list-style-type: none"> 8. How many players? eleven – Adj 9. The – A 10. SN V P1 Check 11. (During practice) – Prepositional phrase 12. Period, statement, D 13. Go back to the verb – divide the complete subject from the complete predicate. 						
<p>Classified Sentence:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="text-align: center;">A Adj Adj SN V Adv Adv P OP</td> </tr> <tr> <td style="text-align: center;">SN V</td> <td style="text-align: center;">The eleven football players / turned quickly around (during practice.) D</td> </tr> <tr> <td style="text-align: center;">P1</td> <td></td> </tr> </table>			A Adj Adj SN V Adv Adv P OP	SN V	The eleven football players / turned quickly around (during practice.) D	P1	
	A Adj Adj SN V Adv Adv P OP						
SN V	The eleven football players / turned quickly around (during practice.) D						
P1							

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

Adverb Exception: Since the verb usually begins the predicate, an **adverb exception** occurs when you have an adverb immediately before the verb that starts the predicate. To add the adverb exception to the question and answer flow, we will say, "Is there an adverb exception?" If there is not an adverb before the verb, you say, "No." If there is an adverb before the verb, we will say, "Yes - change the line." To show the adverb exception, simply erase your slash mark and put it in front of the adverb that is immediately before the verb. (Go over the information in Reference 11 with students.)

The Question & Answer Flow Section

Reference 11: Adverb Exception Example

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

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

Question and Answer Flow for Sentence 1: The frightened woman frantically screamed for the police!

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Who screamed for the police? woman – SN 2. What is being said about woman? woman screamed –V 3. For – P 4. For whom? police – OP 5. The – A 6. Screamed how? frantically - Adv 7. What kind of woman? frightened - Adj 8. The - A | <ol style="list-style-type: none"> 9. SN V P1 Check 10. (For the police) – Prepositional phrase 11. Exclamation point, strong feeling, E 12. Go back to the verb – divide the complete subject from the complete predicate. 13. Is there an adverb exception? Yes - change the line 14. Is this sentence in a natural or inverted order?
Natural – no change. |
|---|---|

Classified Sentence:

SN V	A	Adj	SN	Adv	V	P	A	OP
P1	The frightened woman / frantically screamed (for the police!) E							

Natural and Inverted Word Order: Look at Reference 12 as I explain a natural or inverted word order. A **Natural Order** sentence has all subject parts first and all predicate parts after the verb. **Inverted Order** means that a sentence has predicate words in the complete subject. When a word is located in the complete subject but modifies or is part of the verb, it is a predicate word in the complete subject. A sentence with inverted order has one of these predicate words at the beginning of the complete subject: **an adverb, a helping verb, or a prepositional phrase**. Writers use inverted order to give some variety to their sentences. The examples in your reference box will help you remember the three ways to use inverted order in your sentences.

Reference 12: Natural and Inverted Word Order Examples

1. An adverb at the beginning of the sentence will modify the verb.
(Example: Yesterday we / went to the operetta.) (We / went to the operetta yesterday.)
2. A helping verb at the beginning of a sentence will always be part of the verb.
(Example: Are we / going to the operetta?) (We / are going to the operetta.)
3. A prepositional phrase at the beginning of a sentence will modify the verb.
(Example: After the operetta we / ate pizza and lasagna.) (We / ate pizza and lasagna after the operetta.)

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

Question and Answer Flow for Sentence 2: During the performance the two tawny lions roared angrily.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. What roared angrily? lions – SN 2. What is being said about lions? lions roared – V 3. Roared how? angrily – Adv 4. What kind of lions? tawny – Adj 5. How many lions? two – Adj 6. The – A 7. During – P 8. During what? performance – OP 9. The – A | <ol style="list-style-type: none"> 10. SN V P1 Check 11. (During the performance) – Prepositional phrase 12. Period, statement, D 13. Go back to the verb – divide the complete subject from the complete predicate. 14. Is there an adverb exception? No. 15. Is this sentence in a natural or inverted order?
Inverted – underline the subject parts once and the predicate parts twice. |
|--|--|

Classified Sentence:

SN V	P	A	OP	A	Adj	Adj	SN	V	Adv
P1	(During the performance) the two tawny lions / roared angrily. D								

The Practice and Improved Sentence Section

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

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

The Practice and Improved Sentence Section

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

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

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

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

The Question & Answer Flow Section

General Q & A Flow Guide #2 for Patterns 2-5

This is a general question and answer flow guide that will help you remember the order of most of the questions you will use to classify Patterns 2-5.

Pattern 2: To find the direct object

1. Read the sentence: **Billy kicked the football.**
2. First, find the subject and verb by following the steps in Guide #1.
3. To find the direct object, say the subject and verb and ask the question “what.”
(Ask “whom” if the direct object is a person.) **Billy kicked what? Football**
4. Since a direct object cannot mean the same thing as the subject, you say:
Verify the noun. Does football mean the same thing as Billy? No. Football - DO
(Say “direct object” not “DO.”)
5. Label the direct object with a “**DO**” abbreviation.
6. After the direct object is labeled, put a “t” on the verb (**V-t**) to indicate that it is a transitive verb.
A transitive verb is an action verb that has a direct object in the predicate.
7. Shurley Method pattern: **SN V-t DO P2**. Regular pattern: **N V N P2**
8. Classify the rest of the sentence by following the steps in Guide #1.

Pattern 3: To find the indirect object

1. Read the sentence: **Billy kicked me the football.**
2. First, find the subject and verb by following the steps in Guide #1.
3. Next, find the direct object by following the steps above for the direct object.
4. To find the indirect object, say the subject, verb, and direct object and ask the question “to whom” or “for whom.” (Ask “what” if the indirect object is not a person.)
Billy kicked the football to whom? Me - IO (Say “indirect object” not “IO.”)
5. Label the indirect object with an “**IO**” abbreviation.
6. Shurley Method pattern: **SN V-t IO DO P3**. Regular pattern: **N V N N P3**
7. Notice that the indirect object always comes between a verb-transitive and the direct object.
8. Classify the rest of the sentence by following the steps in Guide #1.

Pattern 4: To find the predicate noun

1. Read the sentence: **That boy is my brother.**
2. First, find the subject and verb by following the steps in Guide #1.
3. To find the predicate noun, say the subject and verb and ask the question “what.”
(Ask “who” if the predicate noun is a person.) **Boy is who? brother**
4. Since a predicate noun must mean the same thing as the subject, you say:
Verify the noun. Does brother mean the same thing as boy? Yes. Brother - PrN.
(Say “predicate noun” not “PrN.”)
5. Label the predicate noun with a “**PrN**” abbreviation.
6. After the predicate noun is labeled, put an “L” on the verb (**LV**) to indicate that it is a linking verb.
A linking verb is a state of being verb (not action) that has a predicate noun in the predicate.
7. Shurley Method pattern: **SN LV PrN P4**. Regular pattern: **N LV N P4**
8. Classify the rest of the sentence by following the steps in Guide #1.

Pattern 5: To find the predicate adjective

1. Read the sentence: **This cake is delicious.**
2. First, find the subject and verb by following the steps in Guide #1.
3. To find the predicate adjective, say the subject and verb and ask the question “what.” **Cake is what? delicious**
4. Since a predicate adjective is an adjective in the predicate that always tells what kind of subject, you say:
Verify the adjective. What kind of cake? Delicious - PA (Say “predicate adjective” not “PA.”)
5. Label the predicate adjective with a “**PA**” abbreviation.
6. After the predicate adjective is labeled, put an “L” on the verb (LV) to indicate that it is a linking verb.
A linking verb is a state of being verb (not action) that has a predicate adjective in the predicate.
7. Shurley Method pattern: **SN LV PA P5**. Regular pattern: **N LV Adj P5**
8. Classify the rest of the sentence by following the steps in Guide #1.

The Question & Answer Flow Section

Pattern 2 Sentence

Question and Answer Flow for Sentence 1: The children drew pictures.

1. Who drew pictures? children – SN
2. What is being said about children? children drew – V
3. Children drew what? pictures – verify the noun

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

4. Do pictures mean the same thing as children? No
5. Pictures – DO
6. Drew – V-t

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

Classified Sentence:

	A	SN	V-t	DO	
SN V-t		The children /	drew pictures.	D	
DO P2					

7. The – A
8. SN V-t DO P2 Check
Note: Check for the “t” on the verb.

9. Verb-transitive – Check again.

Note: No prepositional phrases

10. Period, statement, D
11. Go back to the verb – divide the complete subject from the complete predicate.
12. Is there an adverb exception? No.
13. Is this sentence in a natural or inverted order?
Natural – no change.

Pattern 3 Sentence

Question and Answer Flow for Sentence 2: The boy gave me his frog.

1. Who gave me his frog? boy – SN
2. What is being said about boy? boy gave – V
3. Boy gave what? frog – verify the noun
4. Does frog mean the same thing as boy? No
5. Frog – DO
6. Gave – V-t
7. Boy gave frog to whom? me – IO
8. Whose frog? his – PPA
9. The – A

Classified Sentence:

	A	SN	V-t	IO	PPA	DO
SN V-t		The boy /	gave me	his	frog.	D
IO DO P3						

10. SN V-t IO DO P3 Check
11. Verb-transitive – Check again.
(No prepositional phrases.)
12. Period, statement, D
13. Go back to the verb – divide the complete subject from the complete predicate.
14. Is there an adverb exception? No.
15. Is this sentence in a natural or inverted order?
Natural – no change.

Pattern 4 Sentence

Question and Answer Flow for Sentence 3: A bear is an animal.

1. What is an animal? bear – SN
2. What is being said about bear? bear is – V
3. Bear is what? animal – verify the noun
4. Does animal mean the same thing as bear? Yes
5. Animal – PrN
6. Is – LV
7. An – A
8. A – A

Classified Sentence:

	A	SN	LV	A	PrN
SN LV		A bear /	is an	animal.	D
PrN P4					

9. SN LV PrN P4 Check
10. Linking verb – Check again. (No prepositional phrases.)
11. Period, statement, D
12. Go back to the verb – divide the complete subject from the complete predicate.
13. Is there an adverb exception? No.
14. Is this sentence in a natural or inverted order?
Natural – no change.

Pattern 5 Sentence

Question and Answer Flow for Sentence 4: A wild rose is very beautiful.

1. What is very beautiful? rose – SN
2. What is being said about rose? rose is – V
3. Rose is what? beautiful – verify the adjective
4. What kind of rose? beautiful – PA
5. Is – LV
6. How beautiful? very – Adv
7. What kind of rose? wild – Adj
8. A – A

Classified Sentence:

	A	Adj	SN	LV	Adv	PA
SN LV		A wild rose /	is	very	beautiful.	D
PA P5						

9. SN LV PA P5 Check
10. Linking Verb – Check again. (No prepositional phrases.)
11. Period, statement, D
12. Go back to the verb – divide the complete subject from the complete predicate.
13. Is there an adverb exception? No.
14. Is this sentence in a natural or inverted order? Natural – no change.

Writing Section

Three-Point Paragraph Example

Topic: **My favorite foods**

Three main points: 1. **pizza** 2. **hamburgers** 3. **ice cream**

Sentence #1 – Topic Sentence (*Use words in the topic and tell how many points will be used.*)

I have three favorite foods.

Sentence #2 – 3-Point Sentence (*List the 3 points in the order you will present them.*)

These foods are pizza, hamburgers, and ice cream.

Sentence #3 – First Point

My first favorite food is pizza.

Sentence #4 – Supporting Sentence for the first point.

I like pizza because of its great Italian taste.

Sentence #5 – Second Point

My second favorite food is hamburgers.

Sentence #6 – Supporting Sentence for the second point.

To me, the best kind is the hamburger that has all the trimmings, even onion.

Sentence #7 – Third Point

My third favorite food is ice cream.

Sentence #8 – Supporting Sentence for the third point.

I love ice cream because I love sweet, creamy things to eat.

Sentence #9 – Concluding (final) Sentence. (*Restate the topic sentence and add an extra thought.*)

I enjoy eating all kinds of foods, but my favorites will always be pizza, hamburgers, and ice cream.

SAMPLE PARAGRAPH

My Favorite Foods

I have three favorite foods. These foods are pizza, hamburgers, and ice cream. My first favorite food is pizza. I like pizza because of its great Italian taste. My second favorite food is hamburgers. To me, the best kind is the hamburger that has all the trimmings, even onion. My third favorite food is ice cream. I love ice cream because I love sweet, creamy things to eat. I enjoy eating all kinds of foods, but my favorites will probably always be pizza, hamburgers, and ice cream.

General Checklist: Check the Finished Paragraph

- (1) Have you followed the pattern for a three-point paragraph?
(*Indent and follow the sentences listed in the Three-Point Paragraph Outline on the next page.*)
- (2) Do you have complete sentences?
- (3) Have you capitalized the first word and put an end mark at the end of every sentence?
- (4) Have you written your paragraph in the assigned point of view (*first or third person*)?
- (5) Have you checked your sentences for capitalization and punctuation mistakes?
- (6) Have you checked your verb tenses?
- (7) Have you varied your sentence structure?

Writing Section

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

Guidelines for Paragraph and Essay Writing	
<p style="text-align: center;">Three-Point Paragraph</p> <p style="text-align: right;">Paragraph (9 sentences)</p> <p>Sentence 1: Topic sentence</p> <p>Sentence 2: A three-point sentence</p> <p>Sentence 3: A first point sentence</p> <p>Sentence 4: A supporting sentence for the first point</p> <p>Sentence 5: A second point sentence</p> <p>Sentence 6: A supporting sentence for the second point</p> <p>Sentence 7: A third point sentence</p> <p>Sentence 8: A supporting sentence for the third point</p> <p>Sentence 9: A concluding sentence (<i>Summarize using the topic idea with a point of interest.</i>)</p>	<p style="text-align: center;">Three-Paragraph Essay</p> <p style="text-align: right;">Essay (10-13 sentences)</p> <p>1. Paragraph 1 - Introduction (2 sentences)</p> <p style="margin-left: 20px;">A. Topic sentence</p> <p style="margin-left: 20px;">B. Three-Point sentence</p> <p>2. Paragraph 2 - Body (6-9 sentences)</p> <p style="margin-left: 20px;">A. First point sentence</p> <p style="margin-left: 20px;">B. 1 or 2 supporting sentences for the first point</p> <p style="margin-left: 20px;">C. Second point sentence</p> <p style="margin-left: 20px;">D. 1 or 2 supporting sentences for the second point</p> <p style="margin-left: 20px;">E. Third point sentence</p> <p style="margin-left: 20px;">F. 1 or 2 supporting sentences for the third point</p> <p>3. Paragraph 3 - Conclusion (1-2 sentences)</p> <p style="margin-left: 20px;">A. A concluding sentence(s) (<i>Summarize using the topic idea with a point of interest.</i>)</p>

Parent Note: The Editing Checklist provides points to check a writing assignment.

Editing Checklist	
<p>Read each sentence and go through the Sentence Checkpoints below.</p> <p>_____ E1. Sentence sense check. (Check for words left out or words repeated.)</p> <p>_____ E2. First word, capital letter check. End mark check. Any other capitalization check. Any other punctuation check.</p> <p>_____ E3. Sentence structure and sentence structure punctuation check. (Check for correct construction and correct punctuation of a simple sentence, a simple sentence with compound parts, a compound sentence, or a complex sentence.)</p> <p>_____ E4. Spelling and homonym check. (Check for misspelled words and incorrect homonym choices.)</p> <p>_____ E5. Usage check. (Check subject-verb agreement, a/an choice, pronoun/antecedent agreement, pronoun cases, degrees adjectives, double negatives, verb tenses, and contractions.)</p> <p>Read each paragraph and go through the Paragraph Checkpoints below.</p> <p>_____ E6. Check to see that each paragraph is indented.</p> <p>_____ E7. Check each paragraph for a topic sentence.</p> <p>_____ E8. Check each sentence to make sure it supports the topic of the paragraph.</p> <p>_____ E9. Check the content for interest and creativity. Do not begin all sentences with the same word, and use a variety of simple, compound, and complex sentences.</p> <p>_____ E10. Check the type and format of writing assigned.</p>	