

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: The two firemen worked yesterday.

1. Who worked yesterday? firemen - SN
2. What is being said about firemen? firemen worked - V
3. Worked when? yesterday - Adv
4. How many firemen? two - Adj
5. The - A
6. Subject noun Verb Pattern 1 Check
(Write SN V P1 in the blank beside the sentence.)
7. Period, statement, declarative sentence
(Write D at the end of the sentence.)
8. Go back to the verb - divide the complete subject from the complete predicate.
(As you say divide, put a slash mark before your verb.)

Classified Sentence:

A Adj SN V Adv
SN V The two firemen / worked yesterday. D
P1

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 3 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 | skinny | little | biker | rode | along | peacefully. |
| Improved: | The | plump | short | biker | pedaled | along | rapidly. |
| | (same word) | (antonym) | (synonym) | (same word) | (synonym) | (same word) | (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. (An Editing Checklist is provided on page 21.)

Paragraph Construction

After students learn to construct a variety of good basic sentences, they learn to write different kinds of paragraphs. In the two-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. (*Examples of a Two- and Three-Point Paragraph are provided on pages 19 and 20.*)

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)

Jingle Section

| Jingle 1: Sentence Jingle | |
|---|---|
| <p>A sentence, sentence, sentence Is complete, complete, complete When 5 simple rules It meets, meets, meets.</p> <p>It has a subject, subject, subject And a verb, verb, verb. It makes sense, sense, sense With every word, word, word.</p> | <p>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!</p> <p>REMEMBER Subject, Verb, Com-plete sense, Capital letter, and an end mark, too. That's what a sentence is all about!</p> |

| Jingle 2: Noun Jingle |
|--|
| <p>This little noun, Floating around, Names a person, place, or thing. With a knick knack, paddy wack, These are English rules. Isn't language fun and cool?</p> |

| Jingle 3A: Verb Jingle | | |
|---|---|--|
| <p>A verb shows action There's no doubt! It tells what the subject does, Like sing and shout!</p> | <p>Action verbs are fun to do. Now it's time to name a few. So, clap your hands and join our rhyme; Say those verbs in record time!</p> | <p>Wiggle, jiggle, turn around, Raise your arms and stomp the ground. Shake your finger and wink your eye; Wave those action verbs good-bye.</p> |

| Jingle 3B: Verb Jingle | | |
|---|---|--|
| <p>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.</p> | <p>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!</p> | <p>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. <i>He is a clown. He looks funny.</i></p> |

| Jingle 4: Adverb Jingle |
|---|
| <p>An adverb modifies a verb, adjective, or another adverb. An adverb asks <i>How? When? Where?</i> 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!</p> |

| Jingle 5: Adjective Jingle |
|---|
| <p>An adjective modifies a noun or pronoun. An adjective asks <i>What kind? Which one? How many?</i> 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!</p> |

Jingle Section

| Jingle 6: The Preposition Jingle |
|---|
| <p>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.</p> |

| Jingle 7: Object of the Prep Jingle |
|---|
| <p>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!!</p> |

| 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 12: 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 Section

| 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 14: Object Pronoun Jingle |
|---|
| <p>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 three)</p> |

| Jingle 15: The Direct Object Jingle |
|---|
| <ol style="list-style-type: none"> 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 |
|---|
| <ol style="list-style-type: none"> 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 5A: Article Adjective | Shurley Method Abbreviations | |
|---|--|--|
| <p>We are the article adjectives, Teeny, tiny adjectives: A, AN, THE--A, AN, THE.</p> <p>We are called article adjectives and noun markers; We are memorized and used every day. So if you spot us, you can mark us With the label A.</p> <p>We are the article adjectives, Teeny, tiny adjectives: A, AN, THE--A, AN, THE.</p> | <p>D declarative sentence Int interrogative sentence E exclamatory sentence Imp imperative sentence SN subject noun V verb Adj adjective Adv adverb A article adjective P preposition OP object of the preposition PPA possessive pronoun adjective PNA possessive noun adjective</p> | <p>SP subject pronoun I interjection C conjunction 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</p> |

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 cows.***
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 cows? Dog - SN (say “subject noun” not “SN”)

To find the verb:

3. Make sure you have marked the subject with the “SN” abbreviation.
4. 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:

5. An adverb modifies a verb, adjective, or another adverb. Go to the verb first and ask an adverb question.
6. 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:

7. A preposition is a connecting word. It connects a noun or pronoun to the rest of the sentence.
8. An object of the preposition is a noun or pronoun after the preposition in a sentence.
9. A preposition must always have a noun or pronoun (an object of the preposition) after it.
10. 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? cows - OP (say “object of the preposition” not “OP”)

To find the article adjective:

11. 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.
12. 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:

13. An adjective modifies a noun or a pronoun. Go to a noun or pronoun and ask an adjective question.
14. To find an adjective, go to a noun 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

15. The – A
16. SN V P1 Check. (The pattern goes in the blank. The check is to identify the other parts of the Q & A Flow.)
17. (At the cows) - Prepositional phrase.
18. Period, statement, declarative sentence. (Write a “D” at the end of the sentence.)
19. 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
20. **SN V** The big dog / barked loudly (at the cows). **D**
- P1**

The Question & Answer Flow Section

Introducing the Subject Noun and Verb

Question and Answer Flow for Sentence 1: Kittens played.

1. What played? kittens - subject noun (Trace over the SN above *kittens*.)
2. What is being said about kittens? kittens played - verb (Trace over the V above *played*.)

Classified Sentence: SN V
 Kittens played.

Question and Answer Flow for Sentence 2: Girl ran.

1. Who ran? girl - subject noun (Write SN above *girl*.)
 Since *girl* is a person, we begin the subject question with *who*.
 The subject noun *girl* tells *who* the sentence is about.
2. What is being said about girl? girl ran - verb (Write V above *ran*.)

Classified Sentence: SN V
 Girl ran.

Introducing the Adjective, Adverb, and Article Adjective

Question and Answer Flow for Sentence 1: The small kittens played happily.

1. What played happily? kittens - subject noun (Write SN above *kittens*.)
2. What is being said about kittens? kittens played - verb (Write V above *played*.)
3. Played how? happily - adverb (Write Adv above *happily*.)
4. What kind of kittens? small - adjective (Write Adj above *small*.)
5. The - article adjective (Write A above *The*.)

Classified Sentence: A Adj SN V Adv
 The small kittens played happily.

Question and Answer Flow for Sentence 2: The frightened girl ran away!

1. Who ran away? girl - subject noun (Write SN above *girl*.)
2. What is being said about girl? girl ran - verb (Write V above *ran*.)
3. Ran where? away - adverb (Write Adv above *away*.)
4. What kind of girl? frightened - adjective (Write Adj above *girl*.)
5. The - article adjective (Write A above *The*.)

Classified Sentence: A Adj SN V Adv
 The frightened girl ran away!

Question and Answer Flow for Sentence 3: The two firemen worked yesterday.

1. Who worked yesterday? firemen - subject noun (Write SN above *firemen*.)
2. What is being said about firemen? firemen worked - verb (Write V above *worked*.)
3. Worked when? yesterday - adverb (Write Adv above *yesterday*.)
4. How many firemen? two - adjective (Write Adj above *two*.)
5. The - article adjective (Write A above *The*.)

Classified Sentence: A Adj SN V Adv
 The two firemen worked yesterday.

Question and Answer Flow for Sentence 4: A large ship sailed away.

1. What sailed away? ship - SN
2. What is being said about ship? ship sailed - V
3. Sailed where? away - Adv
4. What kind of ship? large - Adj
5. A - A

Classified Sentence: A Adj SN V Adv
 A large ship / sailed away.

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 small kittens / played happily. | | | | | D |
| P1 | | | | | | |

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

Question and Answer Flow for Sentence 1: The small kittens played happily.

| | |
|--|--|
| <ol style="list-style-type: none"> 1. What played happily? kittens - SN 2. What is being said about kittens? kittens played - V 3. Played how? happily - Adv 4. What kind of kittens? small - 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 divide, put a slash mark before your verb.) |
|--|--|

Classified Sentence:

| | | | | | | |
|-------------|-------------------------------------|------------|-----------|----------|------------|----------|
| | A | Adj | SN | V | Adv | |
| SN V | The small kittens / played happily. | | | | | 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.

The Question & Answer Flow Section

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.

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: The frightened girl ran away! | | | | | | | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Who ran away? girl - SN 2. What is being said about girl? girl ran - V 3. Ran where? away - Adv 4. What kind of girl? frightened - 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. 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 divide, put a slash mark before your verb.) | | | | | | | | | | | | | | | | | | |
| <p>Classified Sentence:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">Adj</td> <td style="text-align: center;">SN</td> <td style="text-align: center;">V</td> <td style="text-align: center;">Adv</td> <td></td> </tr> <tr> <td style="text-align: center;">SN</td> <td style="text-align: center;">V</td> <td colspan="3" style="text-align: center;">The frightened girl / ran away!</td> <td style="text-align: center;">E</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px solid black;">P1</td> <td colspan="4"></td> </tr> </table> | | A | Adj | SN | V | Adv | | SN | V | The frightened girl / ran away! | | | E | P1 | | | | | |
| A | Adj | SN | V | Adv | | | | | | | | | | | | | | | |
| SN | V | The frightened girl / ran away! | | | E | | | | | | | | | | | | | | |
| P1 | | | | | | | | | | | | | | | | | | | |
| Question and Answer Flow for Sentence 3: The two firemen worked yesterday. | | | | | | | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Who worked yesterday? firemen - SN 2. What is being said about firemen? firemen worked - V 3. Worked when? yesterday - Adv 4. How many firemen? two - 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 divide, put a slash mark before your verb.) | | | | | | | | | | | | | | | | | | |
| <p>Classified Sentence:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">Adj</td> <td style="text-align: center;">SN</td> <td style="text-align: center;">V</td> <td style="text-align: center;">Adv</td> <td></td> </tr> <tr> <td style="text-align: center;">SN</td> <td style="text-align: center;">V</td> <td colspan="3" style="text-align: center;">The two firemen / worked yesterday.</td> <td style="text-align: center;">D</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px solid black;">P1</td> <td colspan="4"></td> </tr> </table> | | A | Adj | SN | V | Adv | | SN | V | The two firemen / worked yesterday. | | | D | P1 | | | | | |
| A | Adj | SN | V | Adv | | | | | | | | | | | | | | | |
| SN | V | The two firemen / worked yesterday. | | | D | | | | | | | | | | | | | | |
| P1 | | | | | | | | | | | | | | | | | | | |
| Question and Answer Flow for Sentence 4: A large ship sailed away. | | | | | | | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. What sailed away? ship - SN 2. What is being said about ship? ship sailed - V 3. Sailed where? away - Adv 4. What kind of ship? large - 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 divide, put a slash mark before your verb.) | | | | | | | | | | | | | | | | | | |
| <p>Classified Sentence:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">Adj</td> <td style="text-align: center;">SN</td> <td style="text-align: center;">V</td> <td style="text-align: center;">Adv</td> <td></td> </tr> <tr> <td style="text-align: center;">SN</td> <td style="text-align: center;">V</td> <td colspan="3" style="text-align: center;">A large ship / sailed away.</td> <td style="text-align: center;">D</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px solid black;">P1</td> <td colspan="4"></td> </tr> </table> | | A | Adj | SN | V | Adv | | SN | V | A large ship / sailed away. | | | D | P1 | | | | | |
| A | Adj | SN | V | Adv | | | | | | | | | | | | | | | |
| SN | V | A large ship / sailed away. | | | D | | | | | | | | | | | | | | |
| P1 | | | | | | | | | | | | | | | | | | | |

The Question & Answer Flow Section

Unit 1: Group 1A Sentences (Introduction Day)

1. _____ Several math books fell yesterday.
2. _____ The small green frog jumped quickly away.
3. _____ Huge circus elephants performed slowly.
4. _____ The frightened girl ran quickly away!

Question and Answer Flow for Sentence 1: Several math books fell yesterday.

Note: Whenever you begin to classify a sentence, always start with the words "what" if the sentence is about a thing.

1. What fell yesterday? books – SN
2. What is being said about books? books fell – V
3. Fell when? yesterday - Adv
4. What kind of books? math - Adj

5. How many books? several - Adj

6. SN V P1 Check

7. Period, statement, D

8. Go back to the verb – divide the complete subject from the complete predicate.

Note: As you say "divide," put a slash mark before the verb.

Classified Sentence:

Adj
Adj
SN
V
Adv
SN
V
P1
 Several math books / fell yesterday. D

Question and Answer Flow for Sentence 2: The small green frog jumped quickly away.

Note: Say: Whenever you begin to classify a sentence, always start with the word "what" if the sentence is about an animal.

1. What jumped quickly away? frog – SN
2. What is being said about frog? frog jumped – V
3. Jumped how? quickly – Adv
4. Jumped where? away– Adv
5. What kind of frog? green – Adj

6. What kind of frog? small – Adj

7. The - A

8. SN V P1 Check

9. Period, statement, D

10. Go back to the verb – divide the complete subject from the complete predicate.

Classified Sentence:

A
Adj
Adj
SN
V
Adv
Adv
SN
V
P1
 The small green frog / jumped quickly away. D

Question and Answer Flow for Sentence 3: Huge circus elephants performed slowly.

1. What performed slowly? elephants – SN
2. What is being said about elephants? elephants performed – V
3. Performed how? slowly – Adv
4. What kind of elephants? circus – Adj

5. What kind of elephants? huge – Adj

6. SN V P1 Check

7. Period, statement, D

8. Go back to the verb – divide the complete subject from the complete predicate.

Classified Sentence:

Adj
Adj
SN
V
Adv
SN
V
P1
 Huge circus elephants / performed slowly. D

Question and Answer Flow for Sentence 4: The frightened girl ran quickly away!

Note: Say: Whenever you begin to classify a sentence, always start with the word "who" if the sentence is about a person.

1. Who ran quickly away? girl – SN
2. What is being said about girl? girl ran – V
3. Ran how? quickly – Adv
4. Ran where? away – Adv

5. What kind of girl? frightened – Adj

6. The – A

7. SN V P1 Check

8. Exclamation point, strong feeling, E

9. Go back to the verb – divide the complete subject from the complete predicate.

Classified Sentence:

A
Adj
SN
V
Adv
Adv
SN
V
P1
 The frightened girl / ran quickly away! E

The Question & Answer Flow Section

Introducing the Preposition and the Object of the Preposition

We are now ready to start prepositions! The preposition jingle has already told you a lot about prepositions, but now we are going to learn even more. A **preposition** is a joining word. It joins or connects a noun to the rest of the sentence. To know whether a word is a preposition, say the preposition and ask *What* or *Whom*. If the answer is a noun, then the word is a preposition. Prepositions are labeled with a *P*.

An **object of the preposition** is a noun after the preposition in a sentence. A noun that is an object of the preposition is labeled with an *OP*.

It is important for you to know the difference between prepositions and adverbs. Look at Reference 13 (on page 95 of the student workbook) as I explain how you can tell the difference between prepositions and adverbs.

A word can be a preposition or an adverb, depending on how it is used in a sentence. For example, the word *inside* can be an adverb or a preposition. How do you decide if the word *inside* is an adverb or a preposition? If *inside* is used alone, with no noun after it, it is an adverb. If *inside* has a noun after it that answers the question *what* or *whom*, then *inside* is a preposition, and the noun after *inside* is an object of the preposition. (*Have students follow along as you now read and discuss the information in the reference box below.*)

| Reference 13: Knowing the Difference Between Prepositions and Adverbs | | |
|--|--------------------------------|---|
| | Adv | |
| In the example sentence, <i>Mom stepped inside</i> , the word <i>inside</i> is an adverb because it does not have a noun after it. | | |
| | P | noun (OP) |
| In the example sentence, <i>Mom stepped inside the new house</i> , the word <i>inside</i> is a preposition because it has the noun <i>house</i> (the object of the preposition) after it. To find the preposition and object of the preposition in the question and answer flow, say: | inside - P | (Say: <i>inside- preposition</i>) |
| | inside what? house - OP | (Say: <i>inside what? house - object of the preposition</i>) |

A **prepositional phrase** starts with the preposition and ends with the object of the preposition. It includes any modifiers between the preposition and object of the preposition. A prepositional phrase adds meaning to a sentence and can be located anywhere in the sentence.

Extra Information: The whole prepositional phrase can modify like a one-word adverb: Stepped where? (*inside the new house*) - adverbial phrase. (*This is just extra information that some students might want to know.*)

Prepositional phrases are identified in the question and answer flow after you say the word *check*. This time when you say *check*, you are looking for prepositional phrases in the sentence. If you find a prepositional phrase, you will read the whole prepositional phrase and put parentheses around it.

We will learn how to classify a preposition and an object of the preposition by reciting the Question and Answer Flows for the first group of sentences. I will lead you as we say the questions and answers together. Remember, it is very important that you say the questions with me as well as the answers. Begin.

The Question & Answer Flow Section

Question and Answer Flow for Sentence 1: Several math books fell on the floor yesterday.

1. What fell on the floor yesterday? books – SN
2. What is being said about books? books fell – V
3. On – P (Say: on - Preposition)
4. On what? floor – OP (Say: floor - Object of the Preposition)

Note: To test whether a word is a preposition, say the 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. Remember to ask “whom” if the noun is a person.

5. The – A
6. Fell when? yesterday – Adv

7. What kind of books? math – Adj
8. How many books? several – Adj
9. SN V P1 Check
10. (On the floor) – Prepositional phrase

Note: Say “On the floor – Prepositional phrase” as you put parentheses around the words. This also teaches your students how to read in complete phrases, so keep it smooth.

11. Period, statement, D
12. Go back to the verb – divide the complete subject from the complete predicate.

Classified Sentence:

| | | | | | | | | | |
|------|---|-----|----|---|---|---|----|-----|--|
| | Adj | Adj | SN | V | P | A | OP | Adv | |
| SN V | Several math books / fell (on the floor) yesterday. | | | | | | | D | |
| P1 | | | | | | | | | |

Question and Answer Flow for Sentence 2: The small frog beside the pond jumped quickly away.

1. What jumped quickly away? frog – SN
2. What is being said about frog? frog jumped – V
3. Jumped how? quickly – Adv
4. Jumped where? away - Adv
5. Beside – P
6. Beside what? pond – OP
7. The – A

8. What kind of frog? small – Adj
9. The – A
10. SN V P1 Check
11. (Beside the pond) – Prepositional phrase
12. Period, statement, D
13. Go back to the verb – divide the complete subject from the complete predicate.

Classified Sentence:

| | | | | | | | | | | |
|------|---|-----|----|---|---|----|---|-----|-----|--|
| | A | Adj | SN | P | A | OP | V | Adv | Adv | |
| SN V | The small frog (beside the pond) / jumped quickly away. | | | | | | | | D | |
| P1 | | | | | | | | | | |

Question and Answer Flow for Sentence 3: The green frog beside the pond jumped quickly over the log.

1. What jumped quickly over the log? frog – SN
2. What is being said about frog? frog jumped – V
3. Jumped how? quickly – Adv
4. Over – P
5. Over what? log – OP
6. The - A
7. Beside – P
8. Beside what? pond – OP
9. The – A

10. What kind of frog? green – Adj
11. The - A
12. SN V P1 Check
13. (Beside the pond) - Prepositional phrase
14. (Over the log) - Prepositional phrase
15. Period, statement, D
16. Go back to the verb – divide the complete subject from the complete predicate.

Classified Sentence:

| | | | | | | | | | | | | |
|------|---|-----|----|---|---|----|---|-----|---|---|----|--|
| | A | Adj | SN | P | A | OP | V | Adv | P | A | OP | |
| SN V | The green frog (beside the pond) / jumped quickly (over the log.) | | | | | | | | | | D | |
| P1 | | | | | | | | | | | | |

Question and Answer Flow for Sentence 4: Several children played on the swings during recess.

1. Who played on the swings during recess? children – SN
2. What is being said about children? children played – V
3. On – P
4. On what? swings – OP
5. The – A
6. During – P
7. During what? recess – OP

8. How many children? several – Adj
9. SN V P1 Check
10. (On the swings) – Prepositional phrase
11. (During recess) – Prepositional phrase
12. Period, statement, D
13. Go back to the verb – divide the complete subject from the complete predicate.

Classified Sentence:

| | | | | | | | | | |
|------|--|----|---|---|---|----|---|----|---|
| | Adj | SN | V | P | A | OP | P | OP | |
| SN V | Several children / played (on the swings) (during recess.) | | | | | | | | D |
| P1 | | | | | | | | | |

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 2-3

Pattern 2: To find the direct object

1. Read the sentence: **Chris wrote a letter.**
2. First, find the subject and verb by following the steps in Guide #1. (*Guide #1 is found on p. 7.*)
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.)
Chris wrote what? letter
4. Since a direct object cannot mean the same thing as the subject, you say:
Verify the noun. Does letter mean the same thing as Chris? No. Letter - 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: **Chris wrote me a letter.**
2. First, find the subject and verb by following the steps in Guide #1. (*Guide #1 is found on p. 7.*)
3. Next, find the direct object by following the steps above for 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.)
Chris wrote a letter 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 direct object.
8. Classify the rest of the sentence by following the steps in Guide #1.

Question and Answer Flow for Pattern 2: Direct Object: Firefighters use chemicals on a burning plane.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Who uses chemicals on a burning plane? firefighters – SN 2. What is being said about firefighters? firefighters use – V 3. Firefighters use what? chemicals – verify the noun 4. Do chemicals mean the same thing as firefighters? No 5. Chemicals – DO 6. Use – V-t 7. On - P 8. On what? plane - OP | <ol style="list-style-type: none"> 9. What kind of plane? burning - Adj 10. A - A 11. SN V-t DO P2 Check 12. Verb-transitive – Check again. 13. (On a burning plane) - Prepositional phrase 14. Period, statement, D 15. Go back to the verb – divide the complete subject from the complete predicate. |
|---|--|

Classified Sentence:

| | | | | | | | |
|-------|-----|--|---|---|-----|----|---|
| SN | V-t | DO | P | A | Adj | OP | |
| SN | V-t | Firefighters / use chemicals (on a burning plane.) | | | | | D |
| DO P2 | | | | | | | |

Question and Answer Flow for Pattern 3: Indirect Object: The owner of the store gave Lynn a job.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Who gave Lynn a job? owner – SN 2. What is being said about owner? owner gave – V 3. Owner gave what? job – verify the noun 4. Does job mean the same thing as owner? No 5. Job – DO 6. Gave – V-t 7. Owner gave job to whom? Lynn – IO 8. A - A 9. Of - P | <ol style="list-style-type: none"> 10. Of what? store - OP 11. The - A 12. The - A 13. SN V-t IO DO P3 Check 14. Verb-transitive – Check again. 15. (Of the store) - Prepositional phrase 16. Period, statement, D 17. Go back to the verb – divide the complete subject from the complete predicate. |
|---|---|

Classified Sentence:

| | | | | | | | | | |
|----------|----|---|---|----|-----|----|---|----|--|
| A | SN | P | A | OP | V-t | IO | A | DO | |
| A | SN | The owner (of the store) / gave Lynn a job. | | | | D | | | |
| IO DO P3 | | | | | | | | | |

Writing Section

| Two-Point Expository Paragraph Example |
|---|
| <p>Topic: Favorite colors</p> <p>Two main points: 1. green 2. yellow</p> <p>Sentence #1 – <u>Topic Sentence</u> (<i>Use words in the topic and tell how many points will be used.</i>) I have two favorite colors.</p> <p>Sentence #2 – <u>2-Point Sentence</u> (<i>List the 2 points in the order you will present them.</i>) These colors are green and yellow.</p> <p>Sentence #3 – <u>First Point</u> My first favorite color is green.</p> <p>Sentence #4 – <u>Supporting Sentence</u> for the first point. I like green because I love bright green leaves after a long winter.</p> <p>Sentence #5 – <u>Second Point</u> My second favorite color is yellow.</p> <p>Sentence #6 – <u>Supporting Sentence</u> for the second point. Yellow reminds me of warm sunshine and summer days.</p> <p>Sentence #7 – <u>Concluding (final) Sentence</u>. (<i>Restate the topic sentence and add an extra thought.</i>) In all, my two favorite colors remind me of special seasons throughout the year.</p> |

SAMPLE PARAGRAPH

My Favorite Colors

I have two favorite colors. These colors are green and yellow. My first favorite color is green. I like green because I love bright green leaves after a long winter. My second favorite color is yellow. Yellow reminds me of warm sunshine and summer days. In all, my two favorite colors remind me of special seasons throughout the year.

| General Checklist: Check the Finished Paragraph | The Two-Point Expository Paragraph Outline |
|---|---|
| <p>(1) Have you followed the pattern for a Two-point paragraph? <i>(Indent, topic sentence, a two-point sentence, two main points, two supporting sentences, and a concluding sentence.)</i></p> <p>(2) Do you have complete sentences?</p> <p>(3) Have you capitalized the first word and put an end mark at the end of every sentence?</p> <p>(4) Have you checked your sentences for capitalization and punctuation mistakes?</p> <p>(5) Have you checked your verb tenses?</p> <p>(6) Have you varied your sentence structure?</p> | <p>Topic</p> <p>Two points about the topic</p> <p>Sentence #1: Topic sentence</p> <p>Sentence #2: A two-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 concluding sentence</p> |

Writing Section

Three-Point Persuasive Paragraph Example

Topic: **Why Grandparents Need Pets** (*Give your opinion about something.*)

Three persuasive points:

1. **To keep them company**
2. **To protect them**
3. **To make their grandchildren happy**

Sentence #1 – Topic Sentence (*State your opinion in a complete sentence.*)

All grandparents need pets.

Sentence #2 – General Number Sentence (*Use a general number word and restate the main idea.*)

There are three reasons why pets are good for grandparents.

Sentence #3 – First Point Persuasive Sentence (*Give your first reason to support your opinion.*)

The first reason grandparents need pets is that pets keep older people company.

Sentence #4 – First Point Supporting Sentence (*Give an example that supports and explains your first point.*)

When their grandchildren cannot be around, grandparents enjoy giving their attention to their pets.

Sentence #5 – Second Point Persuasive Sentence (*Give your second reason to support your opinion.*)

The second reason grandparents need pets is that pets, especially dogs, can protect them.

Sentence #6 – Second Point Supporting Sentence (*Give an example that supports and explains your second point.*)

A barking dog can often frighten away someone intending to do them harm or burglarize them.

Sentence #7 – Third Point Persuasive Sentence (*Give your third reason to support your opinion.*)

The third reason grandparents need pets is that pets make their grandchildren happy.

Sentence #8 – Third Point Supporting Sentence (*Give an example that supports and explains your third point.*)

Everyone knows that grandparents are happy when they have made their grandchildren happy.

Sentence #9 – Conclusion Sentence (*Begin your sentence with IN CONCLUSION and restate your topic sentence by changing a few words.*)

In conclusion, it is obvious that pets are necessary for the good of grandparents.

SAMPLE PARAGRAPH

Why Grandparents Need Pets

All grandparents need pets. There are three reasons why pets are good for grandparents. The first reason grandparents need pets is that pets keep older people company. When their grandchildren cannot be around, grandparents enjoy giving their attention to their pets. The second reason grandparents need pets is that pets, especially dogs, can protect them. A barking dog can often frighten away someone intending to do them harm or burglarize them. The third reason grandparents need pets is that pets make their grandchildren happy. Everyone knows that grandparents are happy when they have made their grandchildren happy. In conclusion, it is obvious that pets are necessary for the good of grandparents.

| General Checklist: Check the Finished Paragraph | The Three-Point Persuasive Paragraph Guidelines |
|---|---|
| (1) Have you followed the pattern for a three-point persuasive paragraph? (See the outline on the right.) | Topic 3 persuasive points about the topic |
| (2) Do you have complete sentences? | Sentence #1: Topic sentence |
| (3) Have you capitalized the first word and put an end mark at the end of every sentence? | Sentence #2: A general number sentence |
| (4) Have you checked your sentences for capitalization and punctuation mistakes? | Sentence #3: A first point persuasive sentence |
| (5) Have you checked your verb tenses? | Sentence #4: A first point supporting sentence |
| (6) Have you varied your sentence structure? | Sentence #5: A second point persuasive sentence |
| | Sentence #6: A second point supporting sentence point |
| | Sentence #7: A third point persuasive sentence |
| | Sentence #8: A third point supporting sentence |
| | Sentence #9: Conclusion sentence (<i>restate topic idea</i>) |

Writing Section

Editing Checklist

Read each sentence and go through the Sentence Checkpoints below.

- _____ E1. Sentence sense check. (Check for words left out or words repeated.)
- _____ E2. First word, capital letter check. End mark check. Any other capitalization check. Any other punctuation check.
- _____ E3. Sentence structure and sentence structure punctuation check. (Check for correct simple and compound sentence construction and punctuation.)
- _____ E4. Spelling and homonym check. (Check for misspelled words and incorrect homonym choices.)
- _____ E5. Usage check. (Check subject-verb agreement, a/an choice, pronoun/antecedent agreement, double negatives, verb tenses, contractions, etc.)
- _____ E6. Paragraph check. (Check to see that each paragraph is indented.)

Journal Writing

What is Journal Writing?

Journal Writing is a written record of your personal thoughts and feelings about things or people that are important to you. Recording your thoughts in a journal is a good way to remember how you felt about what was happening in your life at a particular time. You can record your dreams, memories, feelings, and experiences. You can ask questions and answer some of them. It is fun to go back later and read what you have written because it shows how you have changed in different areas of your life. A journal can also be an excellent place to look for future writing topics, creative stories, poems, etc. Writing in a journal is an easy and enjoyable way to practice your writing skills without worrying about a writing grade.

What do I write about?

Journals are personal, but sometimes it helps to have ideas to get you started. Remember, in a journal, you do not have to stick to one topic. Write about someone or something in school. Write about what you did last weekend or on vacation. Write about what you hope to do this week or on your next vacation. Write about home, school, friends, enemies, hobbies, special talents (yours or someone else's), present and future hopes and fears. Write about what is wrong in your world and what you would do to "fix" it. Write about the good things and the bad things in your world. If you think about a past event and want to write an opinion about it now, put it in your journal. If you want to give your opinion about a present or future event that could have an impact on your life or the way you see things, put it in your journal. If something bothers you, record it in your journal. If something interests you, record it. If you just want to record something that doesn't seem important at all, write it in your journal. After all, it is your journal!

How do I get started writing in my personal journal?

You need to put the day's date on the title line of your paper: **Month, Day, Year**. Skip the next line and begin your entry. You might write one or two sentences, a paragraph, a whole page, or several pages. Except for the journal date, no particular organizational style is required for journal writing. You decide how best to organize and express your thoughts. Feel free to include sketches, diagrams, lists, etc., if they will help you remember your thoughts about a topic or an event. You will also need a spiral notebook, a pen,* a quiet place, and at least 5-10 minutes of uninterrupted writing time.

*(Use a pen if possible. Pencils have lead points that break and erasers, both of which slow down your thoughts. Any drawings you might include do not have to be masterpieces--stick figures will do nicely.)