

# Contents

Acknowledgements		Page i
About the Author		Page ii
Chapter One	Introduction	Page 1
Chapter Two	Why we need to know grammar	Page 3
Chapter Three	How we know we're not currently effective teachers of grammar	Page 5
Chapter Four	What we've tried and why it hasn't worked	Page 7
Chapter Five	What DGP is all about and why it works	Page 11
Chapter Six	How to get started using DGP in your classroom	Page 15
Chapter Seven	How to do DGP daily	Page 19
Chapter Eight	How to motivate students to participate in DGP	Page 21
Chapter Nine	How to monitor student progress	Page 23
Chapter Ten	Words of caution	Page 25
Chapter Eleven	Closing	Page 27
Appendix A	Grammar quick reference guide	Page 29
Appendix B	Abbreviations and markings for DGP	Page 39
Appendix C	Sentence list with teaching tips	Page 41
Appendix D	Reproducible sentence list for student use	Page 45
Appendix E	Answer keys	Page 47
Appendix F	DGP quiz template	Page 77
Appendix G	DGP checklist	Page 79
Appendix H	Curriculum objectives addressed at college level	Page 81
Order Form		Page 83

# Chapter 1

## in which I get things started

This is really the introduction, but people sometimes skip the introduction. Therefore, I'm calling it Chapter One in hopes that you will read it because it does contain a couple of important points.

This book presents an entirely new (although quite simple) method of teaching grammar. The method is called Daily Grammar Practice (DGP). This program will work for you, but I highly recommend that, to avoid unnecessary frustration and possibility of failure, you read the whole book. I have made lots of mistakes while working toward perfecting the DGP Program. The advice I offer in the following chapters is intended to save you the trouble of making some of the same mistakes yourself.

My promises to you:

1. I will keep the text part of this book short. If you teach English, you are very busy. I know this. I teach English.
2. This book will be easy to read and to understand.
3. The program will be easy to implement in your own classroom.
4. The program is effective for all grade levels and all ability levels.
5. If you use the program correctly, you will see amazing results.
6. DGP will help YOU brush up on your grammar skills, too.

Now, on with the book.

# Chapter 2

## in which I talk about why it's important to teach/learn grammar in the first place

Students (and all people for that matter) need to have a basic understanding of grammar. If you're reading this book, you agree with me so far. A few years ago, I met an English teacher who told me that students didn't need grammar; they needed to learn to write according to "what sounds good." That's like saying we should all play musical instruments by ear. I hope that teacher never teaches my kids.

In order to help students write better and write correctly, we must all share a common lingo, and that lingo is grammar. If your students know and understand the lingo, you can tell them to use *who* for subjects and predicate nominatives and *whom* for direct objects, indirect objects, and objects of prepositions. If they don't know grammar, they'll look at you like you're nuts! If they know and understand the lingo, you can tell them to put a comma after an adverb dependent clause. If they know and understand the lingo, you can tell them that *lie*, *sit*, and *rise* are *intransitive* (notice the mnemonic device) and that *lay*, *set*, and *raise* are transitive. That's all you have to say. How can you explain parallel structure to students who don't know grammar and sentence structure? How can you teach them to subordinate plot information in a literary analysis? How can you help them with their writing at all? Okay, you get the idea.

And besides, if you're going to speak a language, you should understand how it works. It's a matter of principle.

# Chapter 3

## in which I explain how we know our current methods of teaching grammar are not effective

How do we know we're not doing a good job of teaching grammar? Well, first of all, you're looking for help. In addition, the business world is looking for help. I recently saw an advertisement for a two-day workshop geared toward people who write business documents. The workshop promised to help these people improve their communication skills. People obviously didn't get the grammar background they needed in school. Now the business world is paying to send people to workshops. In addition, college professors complain that their students need to be more grammar proficient. The 2005 Scholastic Aptitude Test features a writing skills section with an emphasis on grammar. That ought to tell us something.

The best way to see that our teaching of grammar has not been effective is to look at our students. They don't remember grammar. They'll tell you that. In fact, they'll say, "We've done all this every year since the second grade." Okay, so why do you have to re-teach it every year? Because it didn't stick. It didn't go to long-term memory. Why didn't it? Two reasons: One, students don't really understand it. Two, they don't *try* to understand it because it will all go away once they pass the end-of-unit test, and then they won't have to worry about it again until the next year. And in many cases, their college courses will never address it. After all, professors expect students to know grammar by the time they show up on campus. Unfortunately, most of them don't.

Also, we know that students aren't understanding grammar concepts because they're not able to apply them. Whose fault is all of this? Middle school teachers blame elementary

school teachers; high school teachers blame middle school teachers; business managers blame college professors. Well, it's time to stop passing the buck and start fixing the problem.

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# Chapter 4

## in which I talk about the methods we've tried and why they haven't worked

If you've been teaching for any length of time (or even if you haven't but remember your own experiences as a student), you know that educators have tried lots of different ways to get students to learn grammar. For the first two or three years that I taught English, I "taught grammar" in units that spanned two or three weeks because that's the way I was told to do it. It was very painful for me. It was painful for my students. They had "learned all that" every year since they could remember, yet they couldn't remember a bit of what they'd "learned." So we started all over again just like they had every other year. Together we got through it, and when they had no more teeth left for me to pull, they passed their end-of-unit tests, some with flying colors. A few weeks later, I had a bunch of toothless students who had once again forgotten everything I had "taught" them about grammar.

I took a long look at all of the philosophies on teaching grammar. Here is what I have discovered:

- As I mentioned before, the traditional methods of teaching grammar in isolation don't work for most students. They hold the information in their heads until they need it for the test, and then they forget about it until the next year. They do tons of grammar exercises that have no value because anyone can find the noun clause in a sentence if the instructions tell you to look for one. The information doesn't transfer, and it doesn't stick.

- Research and our own experiences have told us that “whole language” is ineffective. Students spend so much time looking at the forest that they don’t see the trees. Grammar overkill is a bad idea, but treating grammar like a four-letter word is a worse idea.
- Teaching grammar within the context of writing is great from a supplementary standpoint, but it doesn’t teach all of the basics and help students remember and apply them. The bottom line is this: You can’t apply what you don’t understand. We should still teach grammar in context, but we must not teach it *only* in context.
- Programs that offer a sentence to correct each day provide good usage lessons, but again, these programs don’t get to the heart of the problem or provide adequate repetition of concepts. Students still need fundamental grammar skills to understand why the sentences are wrong.
- Programs that attempt to make grammar fun first of all aren’t fooling many people, but more importantly they aren’t any more effective than traditional skill and drill—they just make the process less painful.

After looking at all of the philosophies and research, I realized that what I needed was a grammar vitamin I could give my students once a day for a whole year. So I created the Daily Grammar Practice (DGP) Program, affectionately known among my students as the “daily vitamin approach to grammar.” Eat one each day, and they’re good for you and have long-term benefits. Take the whole bottle at once, and you’ll just get sick, throw up, and lose any benefits you might have otherwise received. It’s a perfect analogy! In the following box, I have used this vitamin analogy to compare the different approaches to teaching grammar:

Learning through grammar units = taking a whole bottle of vitamins at once

Learning grammar in context or through daily correct-a-sentence = taking random vitamins at random times but not getting a multi-vitamin every day

Learning through whole language = eating vegetables and hoping you get what you need

Learning grammar by trying to make it “fun” = eating candy

Learning grammar through DGP = getting a good multi-vitamin every day

So, how do you give your students a daily grammar vitamin? That’s the next chapter.

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# Chapter 5

## in which I tell you what DGP is and why it works

Daily Grammar Practice is an entirely new program that helps students to understand and apply grammar concepts and to remember them forever. It's not "fluffy," and it's not a "quick fix." It is a simple, logical process that actually forces grammar concepts to move to long-term memory.

The key to Daily Grammar Practice at the high school level is that it's daily. Students get one sentence per week to work with. For each day of the week, students have a different task to accomplish with the week's sentence. At the beginning of each class, the teacher goes over the day's assignment. Students correct any errors they have made and ask any questions they may have. The teacher explains any new concepts that the sentence presents. The whole process takes a couple of minutes, and the class is ready to move on to other pursuits. Of course, as a college professor or writing instructor, you probably don't meet with your students every day. Therefore, I've set up the college level program a little differently. Instead of identifying each task with a day of the week, each week's sentence involves five steps. If your class meets every day, do one step a day. If you meet two or three times per week, do two or three steps for each class session. If the class meets for only 15 weeks, do two sentences per week. It's a lot to do all at once, but it will get the job done.

Step one: Before coming to class, students must have identified the part of speech for each word in the sentence. (See Appendix B for list of abbreviations and sentence markings used in this book.)

Example:

ind pron prep 1 poss pron n av pres adj n  
many of our students like cafeteria food



1. **Less is more.** They really take these sentences apart and understand every aspect of them.
2. Concepts are revisited on a regular basis so that they aren't forgotten.
3. Students see how all of the aspects of grammar work together rather than seeing grammar as a bunch of isolated concepts.
4. The sentences they're working with aren't just random sentences. They're intentionally loaded with specific concepts at specific times. They start simple and get increasingly difficult. Concepts that students should have mastered at the college level appear in early sentences and appear often. More difficult concepts appear later.

The DGP concept is very simple, but the progression is what sets it apart from other programs. Students have to know the parts of speech in order to identify the sentence parts. They have to know the sentence parts in order to identify the clauses and sentence type. They need to know about the clauses and sentence type in order to punctuate. And yes, I still make my students diagram. The diagram shows that they have a complete understanding of the sentence's structure. Diagramming is an important tool for the left-brained students in your classroom, and some students even see diagramming as fun. And you may not believe this, but once my students learn to diagram, they use diagramming to work through writing problems such as parallel structure and word usage.

Take a look at the list in Appendix H. It will show you which concepts are covered in the college level program. (In case you're curious, a chart showing the scope and sequence of the first through twelfth grade program is available at [www.dgppublishing.com](http://www.dgppublishing.com).) You may feel that your students aren't ready for some of the concepts listed in Appendix H, but don't worry. They will be prepared by the time those concepts come up in the sentence list. And if your students make mistakes in their Daily Grammar Practice, so be it. They will learn from

their errors. By the way, if a student gives a “wrong” answer but has a valid argument in its defense, feel free to accept the answer as “correct.” In English, there are plenty of exceptions to the rules as you know. And besides, the thought process is often as important as the answer.

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# Chapter 6

## in which I tell you how to get started

Start by teaching students to use their grammar books or their quick reference guides (see Appendix A) as a reference. Stop doing grammar units and exercises. Continue doing mini-lessons on usage and teaching usage in the context of writing. Opportunities for usage lessons are built into the DGP sentences, but the primary aim of DGP is to provide students with a strong grammar foundation so that they can make sense of usage and writing lessons. So, I repeat, continue teaching writing and usage in context. But every day, do DGP.

You have three options for presenting DGP to your students.

1. **Workbooks:** The workbook approach is the most teacher friendly and student friendly. Each student has to buy a workbook, but the books are cost-effective and time-saving. Each workbook provides students with an introduction to the program, a list of abbreviations and markings like the one in Appendix B, a sample of how to do the assignments, a quick reference guide like the one in Appendix A, and a separate page for each week's sentence. The workbooks are designed to be inserted easily into a three-ring binder. If you choose the workbook approach, have students read the introduction together or on their own. Be sure they understand the goals of the program. Show them the sample week so that they understand exactly what you expect them to do each day. Have students write in the month and day at the top of each week's page so that they know which sentence they are supposed to be working on at all times. Then, students follow the instructions in their workbooks to complete each step. You can find more information about the workbooks or order

workbooks at [www.dgppublishing.com](http://www.dgppublishing.com). For your convenience, you can also find an order form in the back of this book.

2. **Reproducible list:** Appendix D provides a reproducible list of sentences for student use. They are the same sentences that appear in the workbooks. If you use the reproducible list approach, provide each student with a copy of the sentence list. The instructions for each step are at the top of the page. Explain to your students how DGP works. Provide them with copies of the abbreviations and markings, the grammar quick reference guide, and a sample week if necessary. Make sure students know which sentence and which steps they are supposed to be working on at all times. Then, students will use notebook paper to do the daily assignments. If you use this approach, it's a good idea to have students rewrite the sentence each day. Otherwise, their answers become so cluttered that they—and you—can't read them.
3. **Go it on your own:** If you're really ambitious and have plenty of extra time, you can compile your own sentence list. You can pull sentences from literature your students are reading or from papers your students have written. You can put specific vocabulary words in your sentences or include sentences about your students or your college. Be careful, though. You must start out simple and be sure that sentences increase in difficulty and that all of the concepts you want your students to master appear in the sentences frequently enough for mastery. I suggest that you use the sentences in Appendix D for at least the first year to save yourself time and to get a feel for what should be included in each sentence.

Regardless of which method you choose, during the first week of class you may want to do a pre-test and a brief review of basic grammar concepts. Extensive review won't be necessary. Students will learn as they go, and they will have the reference guide to refer to. I have provided you with 30 sentences. You can do one per week, one per class meeting, or whatever works out for your schedule. You should try to get through all 30 sentences if possible, though, in order for students to have an adequate amount of practice with each skill.

Although you and your students may move slowly through the process the first week or so, once you get into the DGP routine, you'll find that it runs itself with very little disruption to your regular class schedule.

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# Chapter 7

## in which I explain how to do DGP daily

DGP should be the first thing you do at the beginning of each class session. The thought of “doing grammar” every day may seem overwhelming with everything else you have to squeeze into your class session, but DGP is not overwhelming at all. Yes, it will take two or three minutes of your time each day, but it will ultimately save time spent on grammar units and on re-teaching concepts, and it will make your dialogues about writing more productive.

When class begins, your students must have their DGP completed and out on their desks where you can see it. You then sweep the room to see that everyone has attempted to complete the step or steps assigned for that day. If a student does not have his DGP completed, put a tally mark by his name in your grade book or on your checklist (see Appendix G for a reproducible checklist and see Chapter 9 for comments about monitoring sentences). Remember that the “P” in DGP stands for practice. The attempt is more important than the correct answer. Besides, it would take you too long to check for accuracy.

The visual check should take only a few seconds. When you do your visual check, do not wait for students to take their DGP out of their notebooks. If it’s not out when you are ready to begin class, they don’t get credit for that day’s practice. If you wait around for them to find their work, the check will take you far too long. After the first couple of times a student loses a point for not having DGP out on time, he won’t forget again.

While you’re doing your check, students can be getting other class materials ready, turning in assignments, etc. If they have nothing else to do, suggest that they begin the next day’s DGP to get it out of the way. Recommend to your students, however, that they don’t



get too far ahead because a mistake they make in step one may affect the answers for the rest of the steps. Besides, you shouldn't take too many vitamins at once!

Each day as you go over the DGP, don't just provide the answers for your students. Encourage participation by asking them to provide answers. Students usually enjoy putting the diagrams on the board, but on other days, you might want to save time by asking students to provide answers orally. It's still a good idea, though, if *you* put the answers on the board while you go over them in order to benefit the visual learners and to reinforce the concepts. Overhead transparencies are available for your convenience (see order form on page 83).

As you go over each sentence, take advantage of teachable moments—plenty of them have been planted in the provided sentences (and pointed out to you in Appendix C). Also, be sure to discuss *why* a sentence is punctuated a certain way or *why* an appositive is essential or nonessential. But don't spend too much time each day on DGP. It's a vitamin, not a blood transfusion.

# Chapter 8

## in which I tell you how to motivate your students to do DGP

You've heard the old adage: You can give a student a vitamin, but you can't make him swallow it. As with anything else you do in your classroom, half the battle is just getting your students to buy into it. There are four main reasons why most students will actively participate in DGP:

1. It's practice, so there's no pressure. Now, for some people, practice translates into "It doesn't matter whether or not I try as long as I put something down." But for many people, the practice element provides a comfort zone in which they can at least try without fear of failure.
2. Your students know they don't get grammar. They've known it for years. Combine that with the fact that they hate grammar exercises, and you have a real argument for why they should give DGP a try. It's good for them but doesn't taste bad.
3. DGP won't go away like a traditional grammar unit will. As one of my colleagues once pointed out, students have learned that they're going to "do grammar" for a couple of weeks every year. If they can just muddle through it, they will be free and clear until they take another English class. Well, DGP doesn't work that way. They may as well go ahead and try to get it because it's going to haunt them every day of the term.
4. Finally, DGP is served in small helpings. No student is overwhelmed by a one-sentence assignment. In fact, most of them think they're getting away

with something. When I first developed DGP, I heard one of my students once say to a friend from another class, “Oh, we don’t have to do grammar in Mrs. Burnette’s class. We just do DGP.”

Inevitably, you will have a few students who still resist all efforts to be helped in any way. If a student isn’t making an honest attempt at participating in DGP on a regular basis, I invite him to a help session before or after class. For thirty minutes, the student and I work on grammar concepts. I’ve never had to invite a student to more than two of these sessions. Students quickly decide that putting in a couple of minutes of effort a day beats the heck out of putting up with thirty minutes of intensive grammar before or after class.

Finally, I believe in positive reinforcement. Two things really motivate students to keep trying once they’ve begun.

1. Excitement. Truly, your students will be so excited the first time something clicks that they will want the clicks to keep on coming. I’m not lying to you. Nothing inspires learners like success.
2. Stickers. I have discovered that students never outgrow stickers. I give out “DGP worked for me” stickers to students who have “eureka” moments or who do well on DGP quizzes or who diagram sentences on the board. They put these stickers on their notebooks, and they are badges of honor. Even adults who attend my workshops will do anything for a sticker. Go figure.

# Chapter 9

## in which I tell you how to monitor student progress

Now that your students are motivated to try, how do you ascertain whether or not the DGP is actually taking effect? If you're paying attention at all, you'll be able to tell, but in case you want some more concrete evidence, here are some suggestions:

1. **Give a pre-test:** I mentioned before that it is a good idea to begin the course with a pre-test over all of the concepts that you expect—or would like—your students to have mastered. This pre-test will serve two purposes. For one thing, it will show you which concepts you need to review before beginning DGP. Also, if you end the course with a post-test, it will show you how effective DGP has been for your students.
2. **Monitor sentences:** Along the way, you can do regular monitoring while making students accountable for their practice. If you work through all 30 sentences in one term, each student can earn a total of 150 points. Deduct one point for each time a student didn't have his or her sentence steps completed. Keep track by putting tally marks in your grade book or by using the check sheet in Appendix G. Monitor progress as you go over each sentence. Take an extra minute for a difficult concept. Relate one of the sentence's concepts to some other point you want to make about writing. Invite students to diagram each sentence on the board. If you're looking for more grades, take up a completed sentence you've already gone over and check to be sure students have been making corrections. Doing this check early in the term will

encourage students to pay attention while going over the answers and will show them that they need to take DGP seriously.

3. **Stress application of concepts:** When you do a mini-lesson on usage or on some other aspect of writing, show students how the concepts learned in DGP come into play. Use the grammar terminology regularly as you examine literature and teach writing. When conferencing about a student's writing, you'll find that the student will often apply the concepts himself: "I think I need a comma here. Isn't this an introductory adverb dependent clause?"
4. **Give a DGP quiz:** Toward the end of each term (or as part of your exam), give students a sentence constructed of concepts that they should have mastered. Students will then take the sentence through all five steps (see Appendix F for a quiz template). Consider letting students use their notes and completed sentences to help them with the quiz—it's more important to know how to apply what they've learned than it is to memorize it all. At some point, memory will come naturally with repetition.
5. **Give a post-test:** The DGP quiz could also serve as the post-test, or you could keep the two separate. Either way, a post-test will show you exactly what the students have learned throughout the course.

# Chapter 10

## in which I give you some words of caution

DGP may work like magic, but it really isn't magic at all. You must commit to the program in order to see results. You can't go skipping vitamins. You must make DGP a priority during every class session or you will lose the benefit of daily or weekly repetition. Your students won't make it a priority if you don't, and you know that you can't fool them. They can read you like crib notes.

Don't let yourself get discouraged. Remember that, unless your students had DGP in high school, the light bulbs won't start coming on until about sentence four or five. For some students it will be earlier and for some it will be later, but the bottom line is this: The first couple of weeks you'll wonder why you're putting yourself through this torture. Your students will wonder why you're putting them through it, too. Don't give up yet, and encourage them not to either. It will help them tremendously to know that you don't expect them to get it right away. But let them know that you do expect them to keep trying! Give them the vitamin analogy. Remind them that they won't see results until they've been taking the vitamins every day for several weeks.

The habit of doing DGP will take a couple of weeks to instill in your students (and maybe in yourself). You'll need to remind students to do DGP and to have it finished and on their desks when class starts. But after a couple of weeks, it will become second nature to them (and to you).

Next, you must know grammar well to teach it well. Don't feel bad if you're a little rusty on grammar. You're not a bad person, but you do need to brush up before you embark

on DGP because you and your students will be taking an intensive look at each of the sentences on your list. You really have to know what you're talking about when you're going over these sentences. If it's been a while since you picked apart a sentence, here's what you need to do:

1. Use Appendix A as a crash course or refresher. It hits on all the basic concepts you need to know. It's also the same reference material your students have in their workbooks.
2. Practice on the students' sentence list. That's right. Do the work, and then check yourself against the answer keys. You'll be amazed at how much you remember, and you'll see the program from the students' point of view.

Finally, you have to use the lingo in your classroom. Even when you're not going over the day's sentence, you need to throw the terminology around to help your students see how the grammar applies to different situations. For example, if you're doing a writing lesson, discuss the importance of using different types of clauses and phrases. Have students highlight independent clauses, adverb clauses, adjective clauses, and noun clauses in a draft to determine whether or not they need more sentence variety. When you're doing a mini-lesson on pronoun usage, tell students when to use objective pronouns and when to use nominative pronouns. When you're introducing new vocabulary words, talk about whether the verbs are transitive or intransitive so students will be able to use them correctly in sentences. Even in analyzing literature, talk about the author's grammatical style and sentence structure. The more you use the terminology, the easier it will be for students to remember and apply the concepts. And when everyone in the room knows the terminology, it sure makes explanations easier.

# Chapter 11

## in which I say good luck and keep in touch

Good luck.

Keep in touch. I would love to hear your comments, suggestions, questions, complaints, success stories, frustrations, etc. Your feedback is important, and I am dedicated to helping you any way I can. I am also available to do DGP workshops for schools or school systems. You can reach me at my email:

[dburnette@dgppublishing.com](mailto:dburnette@dgppublishing.com)

or by mail at

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Enjoy your daily grammar vitamins!



# Appendix A

**everything your students (and you) need to know to be able to do DGP**

## Step One Notes (Parts of Speech)

### NOUN

- person, place, thing, idea
- common: begins with lower case letter (city)
- proper: begins with capital letter (Detroit)
- possessive: shows ownership (girl's)

### PRONOUN

- takes the place of a noun
- types
  - personal (1<sup>st</sup> person: pronouns having to do with “me”; 2<sup>nd</sup> person: pronouns having to do with “you”; 3<sup>rd</sup> person: pronouns having to do with everyone else)
    - singular nominative: I, you, he, she, it
    - plural nominative: we, you, they
    - singular objective: me, you, him, her, it
    - plural objective: us, you, them
    - singular possessive: my, your, his, her, its, mine, yours
    - plural possessive: our, your, their, ours, yours, theirs
  - reflexive (reflect back to “self”)
    - myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
    - not words: hisself, ourself, theirselves
  - relative (start dependent clauses)
    - that, which, who, whom, whose
  - interrogative (ask a question)
    - Which? Whose? What? Whom? Who?
  - demonstrative (demonstrate which one)
    - this, that, these, those
  - indefinite (don't refer to a definite person or thing)
    - each, either, neither, few, some, all, most, several, few, many, none, one, someone, no one, everyone, anyone, somebody, nobody, everybody, anybody, more, much, another, both, any, other, etc.

## ADVERB

- modifies adjectives (really cute), verbs (walk quickly), and other adverbs (very easily)
- tells How? When? Where? To what extent?
- Not is always an adverb.

## ADJECTIVE

- modifies nouns (I have a green pen.) and pronouns (They are happy.)
- tells Which one? How many? What kind?
- articles: a, an, the
- proper adjective: proper noun used as an adjective (American flag)

## PREPOSITION

- shows relationship between a noun or pronoun and some other word in the sentence
- across, after, against, around, at, before, below, between, by, during, except, for, from, in, of, off, on, over, since, through, to, under, until, with, according to, because of, instead of, etc.
- We went to school. We went up the stairs.

## CONJUNCTION

- joins words, phrases, and clauses
- types
  - coordinating
    - FANBOYS (for, and, nor, but, or, yet, so)
  - subordinating
    - start dependent clauses (and therefore must be followed by subject and verb)
    - after, since, before, while, because, although, so that, if, when, whenever, as, even though, until, unless, as if, etc.
  - correlative
    - not only/but also, neither/nor, either/or, both/and

## VERB

- shows action or helps to make a statement
- types
  - action
    - shows action (She wrote a note.)
  - linking
    - links two words together
    - can be linking: is, be, am, are, was, were, been, being, appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste
    - English is fun. (English = fun)
    - The flower smells pretty. (flower = pretty) The dog smells the flower. (action)

- helping
  - “helps” an action verb or linking verb
  - If a verb phrase has four verbs, the first three are helping. If it has three verbs, the first two are helping. And so on.
  - can be helping: is, be, am, are, was, were, been, being, will, would, can, could, shall, should, may, might, must, have, has, had, do, does, did
  - We have been taking notes all day. (Taking is action.)
  - She will be cold without a jacket. (Be is linking.)
- tenses
  - present
    - happening now (jump, talk, eat, falling, is falling, am falling)
  - past
    - happened previously (jumped, talked, ate, fell, was falling)
  - future
    - will happen in the future (will jump, shall talk, will be eating)
  - present perfect
    - *have* or *has* plus past participle (have jumped, has talked, have been eating, has been falling)
  - past perfect
    - *had* plus the past participle (had jumped, had talked, had been eating)
  - future perfect
    - *will have* or *shall have* plus past participle (will have jumped, shall have talked, will have been eating)

## VERBAL

- word formed from a verb but functioning as a noun, adjective, or adverb
- types
  - gerund
    - verb acting like noun
    - ends in -ing
    - Reading is fun. (subject) I enjoy shopping. (direct object) Use pencils for drawing. (object of preposition)
  - participle
    - verb acting like adjective
    - ends in -ing or -ed (or other past tense ending)
    - I have running shoes. Frightened, I ran down the street. It's an unspoken rule.
  - infinitive
    - to + verb
    - can act like noun (I like to eat), adjective (It's the best place to eat), or adverb (I need a pen to write a letter)

# Step Two Notes

## (Sentence Parts and Phrases)

### SUBJECT

- part of sentence about which something is being said; the “who” or “what” of the verb
- must be noun, pronoun, gerund, or infinitive
- can never be in a prepositional phrase
- There and here are never the subject of a sentence.
- The subject can be an “understood you”: Bring me the remote control, please. (You bring it.)

### VERB

- transitive: takes a direct object (We love English.)
- intransitive: does not take a direct object (Please sit down.)
- All linking verbs are intransitive.

### COMPLEMENT

- completes the meaning of the subject and verb
- types
  - direct object
    - is a noun or pronoun and is never in a prepositional phrase
    - follows an action verb
    - To find it, say “subject,” “verb,” “what?” (or “whom?”)
    - I like English. “I like what?” English (direct object)
  - indirect object
    - is a noun or pronoun and is never in a prepositional phrase
    - comes between the verb and the direct object
    - To find it, say “subject,” “verb,” “direct object,” “to or for whom or what?”
    - He gave me the paper. “He gave paper to whom?” me (indirect object)
  - predicate nominative
    - is a noun or pronoun
    - follows linking verb and renames subject
    - To find it, say “subject,” “linking verb,” “what?”
    - He is a nice guy. “He is what?” guy (predicate nominative)
  - predicate adjective
    - is an adjective
    - follows linking verb and describes subject
    - To find it, say “subject,” “linking verb,” “what?”
    - He is nice. “He is what?” nice (predicate adjective)

### APPOSITIVE/APPOSITIVE PHRASE

- noun or pronoun that follows and renames another noun or pronoun
- My son Beck likes trains.
- Ansley, my daughter, loves to dance.

# Appendix B

## How to mark your sentences

n = common noun	vt = transitive verb
N = proper noun	vi = intransitive verb
poss n = possessive noun	do = direct object
pron = personal pronoun	io = indirect object
1 = first person	pn = predicate nominative
2 = second person	pa = predicate adjective
3 = third person	op = object of preposition
nom = nominative	adj prep ph = adjective prepositional phrase
obj = objective	adv prep ph = adverb prepositional phrase
poss = possessive	obj ger = object of gerund
ref pron = reflexive pronoun	ger ph = gerund phrase
rp = relative pronoun	obj part = object of participle
ind pron = indefinite pronoun	part ph = participle phrase
int pron = interrogative pronoun	obj inf = object of infinitive
dem pron = demonstrative pronoun	inf ph = infinitive phrase
adj = adjective	s inf = subject of infinitive
Adj = proper adjective	obj comp = objective complement
art = article	app = appositive
av = action verb	app ph = appositive phrase
lv = linking verb	ab ph = absolute phrase
hv = helping verb	ind cl = independent clause
pres = present tense	adv dep cl = adverb dependent clause
past = past tense	adj dep cl = adjective dependent clause
f = future tense	n dep cl = noun dependent clause
pres perf = present perfect tense	ss = simple sentence
past perf = past perfect tense	cd = compound sentence
f perf = future perfect tense	cx = complex sentence
adv = adverb	cd-cx = compound-complex sentence
prep = preposition	⊙ ? ! = insert end punctuation
cc = coordinating conjunction	^ ^ ^ = insert comma,
sc = subordinating conjunction	; = semicolon, or colon
cor conj = correlative conjunction	↓ ↓ = insert apostrophe or
inf = infinitive	" " = quotation marks
ger = gerund	∨ ∨ = insert hyphen or dash
part = participle	— = underline/italicize
s = subject	≡ = capitalize

# Appendix E (Answer Keys)

## Week One

(starting \_\_\_\_ / \_\_\_\_)

**Step One: identify parts of speech:** noun, pronoun (type and case), verb (type and tense), adverb, adjective, preposition, conjunction (type), gerund, participle, infinitive, article

<sup>I nom</sup> <sup>av</sup> <sup>I poss</sup> <sup>n</sup> <sup>prep</sup> <sup>ref pron</sup> <sup>I poss</sup> <sup>n</sup> <sup>hv</sup> <sup>av</sup> <sup>prep</sup> <sup>N</sup> <sup>N</sup> <sup>prep</sup>  
i have my room to myself my roommate is studying in milan italy for  
the semester  
<sup>art</sup> <sup>n</sup> <sup>pres</sup>

**Step Two: identify sentence parts:** subject, verb (transitive or intransitive), direct object, indirect object, predicate nominative, predicate adjective, appositive or appositive phrase, prepositional phrase (adjective or adverb), gerund phrase, infinitive phrase, participial phrase, object of preposition, object of infinitive, object of gerund, object of participle, objective complement, subject of infinitive, absolute phrase

<sup>S</sup> <sup>vt</sup> <sup>do</sup> <sup>op</sup> <sup>S</sup> <sup>vi</sup> <sup>—op—</sup>  
i have my room (to myself) my roommate is studying (in milan italy) (for  
the semester) <sup>adv prep ph</sup> <sup>adv prep ph</sup>  
<sup>adv prep ph</sup>

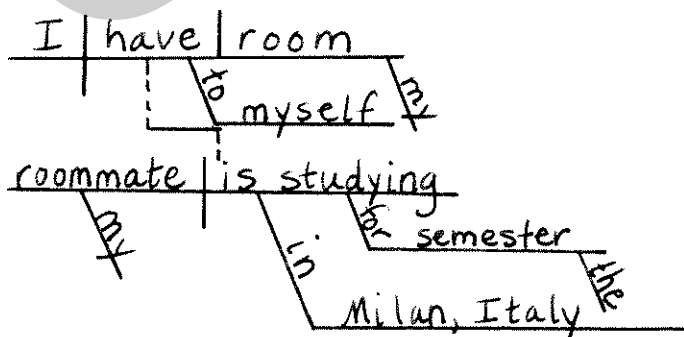
**Step Three: identify clauses and sentence type:** independent, adverb dependent, adjective dependent, noun dependent; simple, compound, complex, compound-complex

[i have my room to myself] [my roommate is studying in milan italy for the semester]  
<sup>ind cl</sup> <sup>ind cl</sup>  
<sup>cd</sup>

**Step Four: add punctuation and capitalization:** end punctuation, commas, semicolons, apostrophes, underlining, quotation marks, hyphens, dashes, colons

i have my room to myself my roommate is studying in milan italy for the semester  
<sup>;</sup> <sup>,</sup> <sup>,</sup> <sup>,</sup>

**Step Five: diagram the sentence**



# Week Twenty-four

(starting \_\_\_\_ / \_\_\_\_)

**Step One: identify parts of speech:** noun, pronoun (type and case), verb (type and tense), adverb, adjective, preposition, conjunction (type), gerund, participle, infinitive, article

part rp art n hv <sup>av past</sup> prep adj n N <sup>av past</sup>  
 realizing that the library was closing in five minutes jackson grabbed  
 art n <sup>3nom pron</sup> <sup>av past</sup> cc <sup>av past</sup> prep art adj n  
 the books he needed and rushed to the circulation desk

**Step Two: identify sentence parts:** subject, verb (transitive or intransitive), direct object, indirect object, predicate nominative, predicate adjective, appositive or appositive phrase, prepositional phrase (adjective or adverb), gerund phrase, infinitive phrase, participial phrase, object of preposition, object of infinitive, object of gerund, object of participle, objective complement, subject of infinitive, absolute phrase

part ph obj part s<sub>1</sub> vi<sub>1</sub> <sup>op</sup> s<sub>2</sub> vt<sub>2</sub>  
 realizing that the library was closing (in five minutes) jackson grabbed  
<sup>do<sub>2</sub></sup> <sup>s<sub>3</sub></sup> <sup>vt<sub>3</sub></sup> <sup>vi<sub>2</sub></sup> <sup>adv prep ph</sup> <sup>op</sup> <sup>do<sub>3</sub></sup>  
 the books he needed and rushed (to the circulation desk) (that)

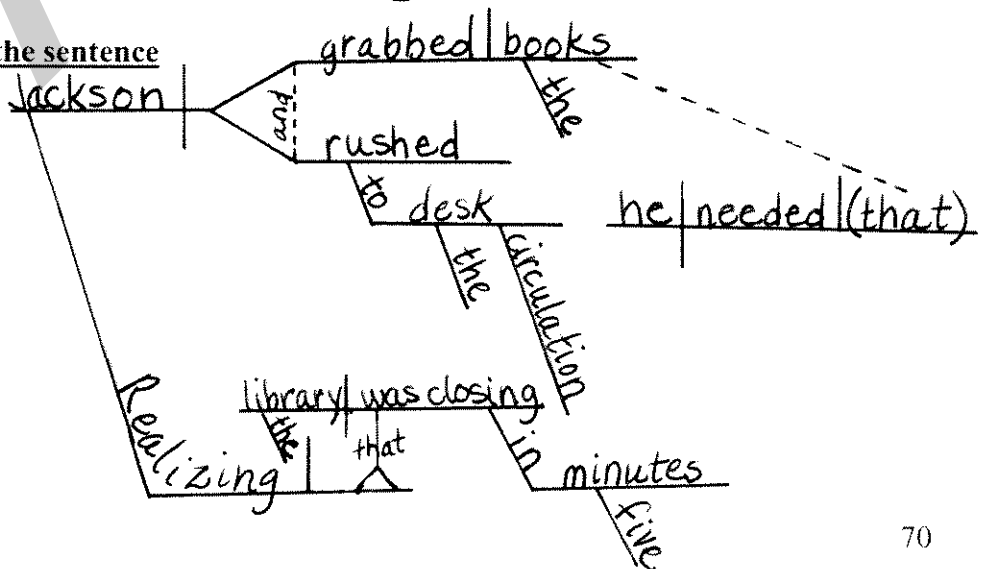
**Step Three: identify clauses and sentence type:** independent, adverb dependent, adjective dependent, noun dependent; simple, compound, complex, compound-complex

<sup>n dep cl</sup> [realizing that the library was closing in five minutes] <sup>ind cl</sup> jackson grabbed the books  
<sup>adj dep cl</sup> [he needed] and rushed to the circulation desk] <sup>cx</sup>

**Step Four: add punctuation and capitalization:** end punctuation, commas, semicolons, apostrophes, underlining, quotation marks, hyphens, dashes, colons

realizing that the library was closing in five minutes jackson grabbed the books  
 he needed and rushed to the circulation desk.

**Step Five: diagram the sentence**



# Appendix H

## Curriculum Objectives Addressed at College Level

Throughout the course of the program, each student will

- correct run-on sentences
- diagram complete sentences
- identify absolute phrases
- identify adjectives
- identify adverbs
- identify appositives/appositive phrases
- identify clauses (adjective dependent)
- identify clauses (adverb dependent)
- identify clauses (dependent)
- identify clauses (independent)
- identify clauses (noun dependent)
- identify complements (direct objects)
- identify complements (indirect objects)
- identify complements (predicate adjectives)
- identify complements (predicate nominatives)
- identify conjunctions (coordinating)
- identify conjunctions (correlative)
- identify conjunctions (subordinating)
- identify nouns (common)
- identify nouns (possessive)
- identify nouns (proper)
- identify objective complements
- identify objects of gerunds
- identify objects of infinitives
- identify objects of participles
- identify phrases (adverb prepositional)
- identify phrases (adjective prepositional)
- identify phrases (gerund)
- identify phrases (infinitive)
- identify phrases (participial)
- identify prepositions
- identify pronouns (demonstrative)
- identify pronouns (indefinite)
- identify pronouns (interrogative)
- identify pronouns (personal)
- identify pronouns (personal, by case)
- identify pronouns (personal, by person)
- identify pronouns (reflexive)
- identify pronouns (relative)
- identify sentence type (complex)
- identify sentence type (compound)
- identify sentence type (compound-complex)
- identify sentence type (simple)
- identify subjects
- identify verb tense
- identify verbals (gerunds)
- identify verbals (infinitives)
- identify verbals (participles)
- identify verbs (action)
- identify verbs (helping)
- identify verbs (linking)
- identify verbs (transitive and intransitive)
- identify voice (active and passive)
- recognize elliptical phrases
- recognize incomplete construction
- recognize inverted sentence structure
- review common usage problems
- review pronoun case usage
- review agreement (s/v, pron/ant)
- review troublesome verbs (sit/set, etc.)
- review use of homonyms
- review use of modifiers
- review use of parallel structure
- review use of subjunctive mood
- use apostrophes correctly
- use capital letters correctly
- use colons correctly
- use commas correctly
- use dashes correctly
- use end punctuation correctly
- use hyphens correctly
- use quotation marks correctly
- use semicolons correctly
- use underlining/italicizing correctly