



Fundamentals in the Sentence Writing Strategy

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SIM Professional Developer & DEC Instructional Specialist

Session Objectives

- Following this session, you will be able to:
 - Explain and state rationales for teaching the *Sentence Writing Strategies*.
 - Describe and model simple sentences
 - Score student pretests, lesson sheets, and posttests for Simple Sentences.
 - Determine when or if to teach with the *Fundamentals in SW* lessons.



SIM Sentence Writing Strategies: Fundamentals in Sentence Writing (AM) Proficiency in Sentence Writing (PM)

Agenda - February 3, 2026

8:30 AM – 11:30 AM Fundamentals

- Opening and Introductions
- Strategic Instruction for Writing
- Introduction: The Fundamentals in the Sentence Writing Strategy
 - Foundational skills
 - Lessons 1-2 in depth
 - Lessons 3-5 overview
 - Lesson 6-11 snapshots
- Accessing Digital Resources (SIM and CKLA Writing)
- Wrap Up
 - Final questions
 - Schedule Follow Up Time with DEC IS (Implementation Plan)
 - Evaluation

12:30 PM - 3:30 PM Proficiency

- Opening and Introductions
- Strategic Instruction for Writing
- Introduction: The Proficiency in the Sentence Writing Strategy
 - Simple sentences: in depth with stages of instruction
 - Overview of complicated sentences
 - Scoring
- Creating Action Plans
 - Plan for future use of the strategy
 - SIM and Generalizing to Tier 1 and SC Ready Writing
- Wrap Up
 - Final questions
 - Schedule Follow up Time with DEC IS (Implementation Plan)
 - Evaluation



For today's session:

- Get comfortable.
- Place phone on vibrate.
- Feel free to ask questions.
- Enjoy the day!





SIM Overview

10 minute introduction to SIM

Partnership Principles

Equality
Choice and Voice
Reflection and Dialogue
Reciprocity
Praxis

Knight, 2002
University of Kansas Center for Research on Learning



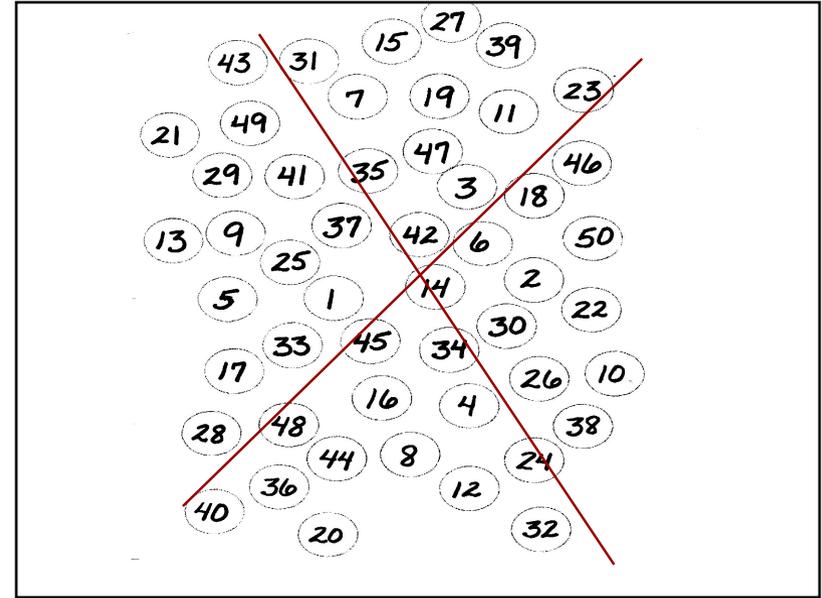
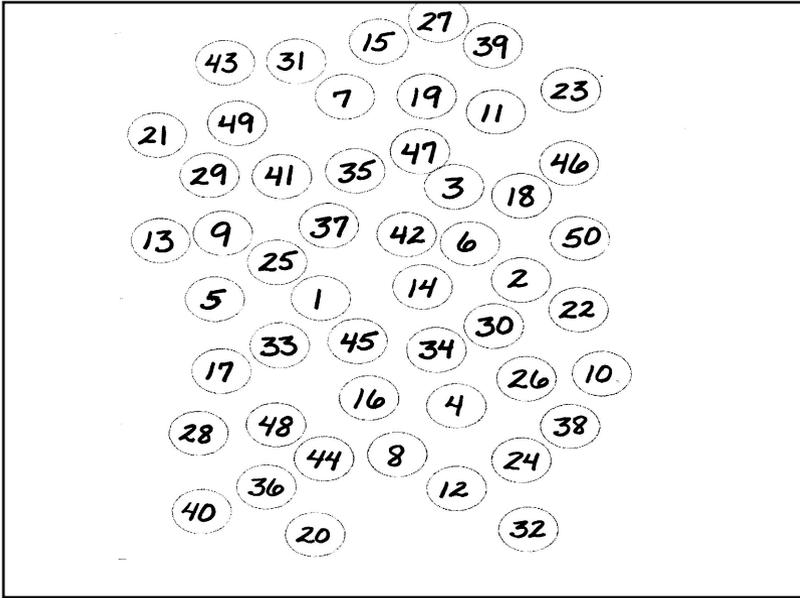
What is a Strategy?

An individual's **approach** to a task is called a

strategy

It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes.





8 Stages of Instruction

- Pretest & Make Commitments
- Describe the Strategy
- Model
- Verbal Practice
- Controlled Practice and Feedback
- Advanced Practice and Feedback
- Post-test & Commitments
- Generalization

READING	STUDYING	WRITING
Word Identification	FIRST-Letter Mnemonic	Fundamentals of Sentence Writing
Visual Imagery	Paired Associates	Proficiency in Sentence Writing
Self-Questioning	LINCS Vocabulary	EDIT
Fundamentals of Paraphrasing & Summarizing	Listening and Note-Taking	Paragraph Writing
Paraphrasing		Theme Writing
Word Mapping		Assignment Completion
Inference		Test-Taking
		Essay Test-Taking

Why teach SWS?



Connections to SC ELA K-8 Standards

SIM writing strategies series addresses these standards across the grade levels in a systematic and organized way.... one common approach

The sentence strategies mainly focus on the Language (L) standards while paragraph and essay strategies focus mainly on Meaning, Context and Craft (MCC) standards. The whole series of writing strategies is broad and comprehensive enough to address it all.

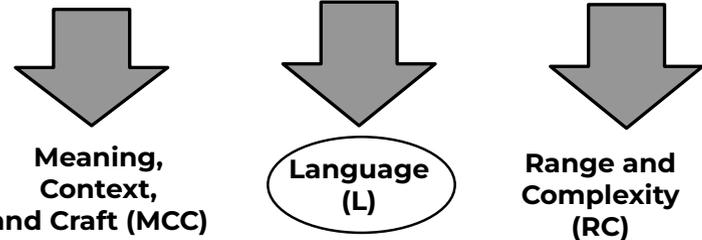


What writing goals would you like to set for your students?



By the end of this year my students will be able to...

South Carolina ELA K-8 Standards



- **Standard 1:** Write arguments to support claims.
- **Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information.
- **Standard 3:** Write narratives to develop real or imagined experiences or events.
- **Standard 4:** Command of the conventions of standard English grammar.
- **Standard 5:** Command of the conventions of standard English capitalization, punctuation, and spelling.
- **Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences.



Connection to CCSD IEP Goals Frames

Writing: IEP Goals Frames

Fundamentals In Sentence Writing Strategy



- The five requirements of a complete sentence
- A strategy for writing (PENS)
- A sub-strategy for checking sentences (MARK)
- Four types of Simple Sentences

Concepts in the Fundamentals Strategy

- Capitals
- End Punctuation
 - Subject
 - Action Verb
 - Linking Verb
 - Helping Verb
- Simple Sentence (Four types)
 - Infinitive
- Prepositional Phrase
 - Adjective
- Complete Subject
 - Adverb

Proficiency In Sentence Writing Strategy



- Compound sentences
- Coordinating Conjunctions
- Complex Sentences
- Subordinating Conjunctions
- Dependent Clauses
- Compound-Complex Sentences
- A strategy for writing & checking sentences (PENS)

<https://sim.ku.edu/proficiency-sentence-writing-strategy>

Sentence Writing Results

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

How Has Strategy Instruction Helped?

Pre-test Writing Sample

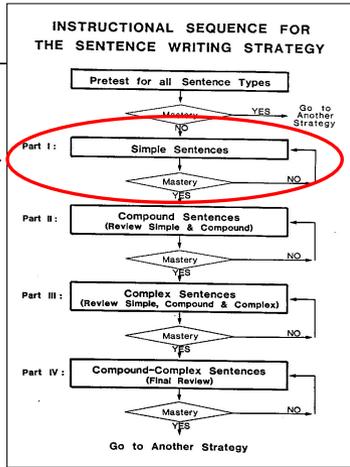
The best place to live Atl. There are big malls. There is good food not good grat foot. It is so live down there you want not won't to leve.

How has FSW helped 3rd Graders in CCSD?



The dog is never headphones
and the pig is playing
the guitar and they are always
they never give up

Sample
Name: AVA Date: 4/25
1 more Sentence
Do Now
I am so happy to go to the mall
with my friends for spring break we
will have a good time!
I am so happy to go to the mall
with my friends for spring break we
will have a good time!
I am so happy to go to the mall
with my friends for spring break we
will have a good time!



Covered in Fundamentals lessons

Concepts in the Fundamentals Strategy

- Capitals
- End Punctuation
- Subject
- Action Verb
- Linking Verb
- Helping Verb
- Simple Sentence (Four types)
 - Infinitive
- Prepositional Phrase
 - Adjective
- Complete Subject
 - Adverb



Materials

- Manuals
 - Teacher
 - Student
- Teacher Notes
- Student Lesson Packet
- Digital Resources (to be discovered)

TOPIC LIST

- My Favorite Meal
- Summer Activities
- The Best Things about
- Life as a Teenager
- The Best Place to Live
- My Favorite Sport
- The Best Job in the World
- My New Year's Resolution

A pre-test is not required in the Fundamentals lessons, but it will help you decide the best starting point for instruction.

Topic List
Sentence Writing Strategy

My Favorite Superhero

The Best Movie Ever

Great Videogames

Funny TikTok Videos

The Best TV Series

My Favorite Subject in School

A Youtuber I Like

Current Events

The Best Music



FUNDAMENTALS IN THE SENTENCE WRITING
SKILLS TEST

Name/ID: _____ Date: _____
Teacher: _____

Directions: Please show what you know about writing sentences. Please do your best.

1. Write a complete simple sentence that has one subject and one verb.

2. Write a complete simple sentence that has two subjects and one verb.

3. Write a complete simple sentence that has one subject and two verbs.

4. Write a complete simple sentence that has two subjects and two verbs.

Please be sure to complete other side.



5. Write a complete simple sentence with one prepositional phrase, one subject and one verb.

6. Write a complete simple sentence with one subject, two verbs, and one infinitive.

7. Write a complete simple sentence with two subjects, one main verb, and one helping verb.

8. Write a complete simple sentence with one subject and one linking verb.



COMPLETE SENTENCES

(page 94 instructor's manual, cue card #1)

1. Start with a capital letter
2. Have end punctuation
3. Have a subject
4. Have a verb
5. Make sense



Lesson 1

M

COMPLETE SENTENCES

(page 94 instructor's manual, cue card #1)

1. Start with a **capital letter** 
 2. Have **end punctuation** (.?!)
 3. Have a **subject** (S)
 4. Have a **verb** (V)
 5. **Make sense** 
-  S  V .?!



Lesson 1

S

SUBJECT

(page 95 instructor's manual, cue card #2)

The person, place, thing, quality, or idea that the sentence is about.

Examples:

- Jenna went for a walk. (Person)
 The store was closed. (Place)
Balloons rose into the sky. (Thing)
Silence filled the streets. (Quality) *Exists outside of the mind*
Peace was declared at midnight. (Idea) *Exist in the mind*
 You could combine "quality or idea".



Start with a Noun Bank

(Noun Bank on Page 127 of student lessons)

People



Places



Things



Lesson 1

S

ACTION VERB

(page 96 instructor's manual, cue card #3)

A word that shows the action of the subject of the sentence.

Examples:

<u>Body actions</u>	<u>Heart actions</u>	<u>Mind actions</u>
walk	love	think
run	hate	want



Build a Verb Bank
(Verb Bank on Page 128 of student lessons)

Body Actions



Mind Actions



LEARNING SHEET 1A

Checking for Capitals, End Punctuation, and Making Sense

Name _____

Date _____

INSTRUCTIONS:

1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

The boys played. The dog ran. Sally sang a ^{song} tree.

K

- 1. The moon swam. *Go through each step for each sentence each time.*
- 2. sally likes school.
- 3. My mother drove
- 4. i wish!
- 5. Peter eats fish

LEARNING SHEET 1B

Checking for Capitals, End Punctuation, and Making Sense

Name _____

Date _____

INSTRUCTIONS:

1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

The girl slept. The frog jumped. James shut the ^{door} peeah.

K

- 1. The car walked.
- 2. I slept
- 3. paul thought.
- 4. mary ate ice cream.
- 5. The students worked

Lesson 2

The PENS Strategy

(page 97 instructor's manual, cue card #4)

Pick a formula

Explore words to fit the formula

Note the words

Search and check



Lesson 2

S

The SEARCH & CHECK Step

(page 98 instructor's manual, cue card #5)

M

Ask "Is there a verb?"

Root out the subject

(Ask, "Who or what _____?")

Key in on the

- beginning
- ending
- meaning



S

P _____

E _____

N _____

S _____

M

A

R

K

LEARNING SHEET 2A

Identifying Action Verbs and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

The girls ^S sang ^V a song. Liz ^S wrote ^V a ^{poem} ~~door~~. I ^S ^V walked to school.

S V K

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. the horse ran fast.
2. Peter swims every day
3. sarah danced all night.
4. My cat ate me.
5. I like pizza



LEARNING SHEET 2B

Identifying Action Verbs and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES: ^S ^V
The stars ~~shone~~ twinkled.

^S ^V
Tim loves Rebecca.

^S ^V
Sally has pigtails.

S V K

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. the stars twinkled.
2. I thought a mile.
3. Pat hates liver
4. scott fed his snake.
5. The snake bit Scott



LEARNING SHEET 2B

Identifying Action Verbs and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES: ^S ^V
The stars ~~shone~~ twinkled.

^S ^V
Tim loves Rebecca.

^S ^V
Sally has pigtailed.

S V K

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1. the stars twinkled.
2. I thought a mile.
3. Pat hates liver
4. scott fed his snake.
5. The snake bit Scott

7

LEARNING SHEET 3A

Writing Simple Sentences with Action Verbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write five sentences that:
 - Have a subject
 - Have an action verb
 - Have a capital letter at the beginning
 - Have end punctuation
 - Make sense
2. Mark each verb with a "V" and each subject with an "S."

EXAMPLE:

^S ^V
I like chocolate.

S V K

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Linda picked apples.
2. Sean loves football.
3. _____
4. _____
5. _____

LEARNING SHEET 3B

Writing Simple Sentences with Action Verbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write five sentences that:
 - Have a subject
 - Have an action verb
 - Have a capital letter at the beginning
 - Have end punctuation
 - Make sense
2. Mark each verb with a "V" and each subject with an "S."

EXAMPLE:

^S ^V
Cali plays basketball.

S V K

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Ethan likes apples
2. Lola loves football.
3. Mateo eats potatoes.
4. The boy ran
5. Sara walked

11

LEARNING SHEET 3B

Writing Simple Sentences with Action Verbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write five sentences that:
 - Have a subject
 - Have an action verb
 - Have a capital letter at the beginning
 - Have end punctuation
 - Make sense
2. Mark each verb with a "V" and each subject with an "S."

EXAMPLE:

^S ^V
Cali plays basketball.

S V K

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Ethan likes apples
2. Lola loves football.
3. Mateo eats potatoes.
4. The boy ran
5. Sara walked

11

Lesson 3

M

LINKING VERBS

(page 99 instructor's manual, cue card #6)

Words that link the subject to another word that describes the subject.

Am
Are
Is

Was
Were
Seem

Be
Been
Become



LINKING VERBS

To the Tune of Jingle Bells

Am, are, is
Was, were, seem
Be,
Been, become



Lesson 3

M

VERB

(page 100 instructor's manual, cue card #7)

A word that shows the action or state-of-being of the subject.

Learning Sheets 4 and 5



LEARNING SHEET 4A

Identifying Linking Verbs and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

The boys were glad.

Tim is cool.

S	V	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. jackie is funny.
2. I am hopeful
3. the stars are bright.
4. Bill is a door.
5. The circus was exciting



LEARNING SHEET 5A

Writing Simple Sentences with Linking Verbs

Name _____

Date _____

INSTRUCTIONS:

1. Use the PENS Strategy to write five sentences that:

- Have a subject
- Have a linking verb
- Have a capital letter at the beginning
- Have end punctuation
- Make sense

2. Mark each verb with a "V" and each subject with an "S."

EXAMPLE:

S V
I am cold.

S V K

1. _____

2. _____

3. _____

4. _____

Fun idea: Give them a topic.
Holiday...Cafeteria

Lesson 4

S

SEARCH & CHECK

(page 101 instructor's manual, cue card #8)

Mark out imposters

- infinitives
- prepositional phrases

Ask "Is there a verb?"

Root out the subject

(Ask, "Who or what _____?")

Key in on the

- beginning
- ending
- meaning

Lesson 4

M

Infinitive (Not a Cue Card)

Infinitive

Any verb that has the word 'to' in front of it is an infinitive. An infinitive is never the verb of the subject.

Examples:

to go to buy to be
to do to sell to want

Jamhal wanted to go sledding.

LEARNING SHEET 6A

Identifying Infinitives, Verbs, and Subjects

Name _____

Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an "I" above it.
3. Mark each verb with a "V." Mark each subject with an "S."
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

S V I
Wallis likes to read mystery novels.

S V I K

1. Carl likes to swim

2. fred was sad to leave.

3. the doctor said to rest.

4. Dan ordered a brick to eat.

5. Ellen wants to see a movie

LEARNING SHEET 7A
Writing Simple Sentences with Infinitives

Name _____

Date _____

INSTRUCTIONS:

- Use the PENS Strategy to write and check five sentences that:
 - Have a subject
 - Have a verb (action or linking)
 - Have an infinitive
- Cross out each infinitive, and write an "I" above it.
- Mark each verb with a "V" and each subject with an "S."

EXAMPLE: S V I
Paul wants ~~to attend~~ the circus.

S	V	I	K	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____

To infinitive and beyond!



Lesson 5

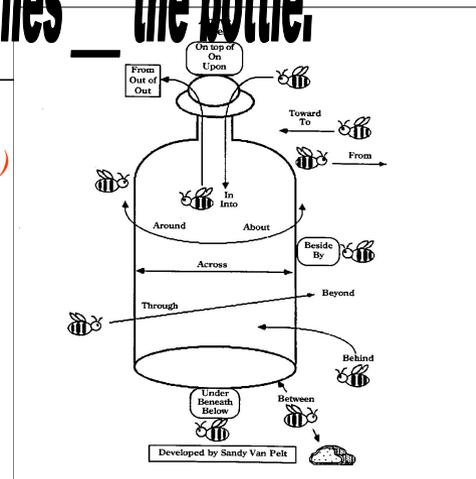
S

**Prepositional
Phrase
Time
Location
How?**

A bee flies the bottle.

M

*(page 102,
cue card #9)*



Developed by Sandy Van Pelt

Lesson 5

Prepositions

M

(page 103 instructor's manual, cue card #10)

about	down	of	under
above	during	off	underneath
across		on	until
after	except	over	up
against		out	upon
along	for	outside of	
amid	from		with
among		past	within
around	in		without
at	inside	since	
	into		
before	like	through	
behind		throughout	
below	near	to	
beneath		toward	
beside			
between			
beyond			
by			

Additional supports I found helpful...



who does what when/where



Lesson 5 Learning Sheets

Learning Sheet 8A - Identifying Prepositional Phrases, Verbs and Subjects

Learning Sheet 9A - Writing Simple Sentences with Prepositions
Prepositions provided
Look at scoring

Learning Sheet 10A - Discriminating Infinitives from Prepositional Phrases

Learning Sheet 11A - Identifying Prepositional Phrases, Infinitives, Verbs and Subjects

Types of Simple Sentences

SV "One person doing one thing"

SSV "Two people doing one thing"

SVV "One person doing two things"

SSVV "Two people doing two things"

mamarkell@stcloudstsate.edu

Fundamentals in Sentence Writing Lessons 6-11 Exploration Activity

Lesson 6 - 8: SS V, S VV, and SS VV Sentences

- These lessons have three main goals:
 - to introduce a particular type of simple sentence,
 - to ensure students learn to use the _____ step with sentences, and
 - to ensure students learn to use the _____ Strategy with sentences

Lesson 9: _____ and Main Subjects

- What is the difference between the "main subject" and the "complete subject"?

Lesson 10: Helping Verbs and Complete Verbs

- There are _____ helping verbs in total.
- What mnemonic devices does this lesson suggest students use to memorize their helping verbs?
- You will show students how to draw an _____ over the complete verb and label it with one "v" when helping verbs and the main verb are next to each other.

Optional Lesson 11:

- You will need Cue Card # _____ for this lesson.
- Note the asterisk at the bottom of the first page of this lesson. This lesson may be _____ for young students with disabilities.

Lesson 6

- SSV
- Learning sheets 12 and 13

- Bob and Anika walked to school.

Lesson 7

- SVV
- Learning sheets 14 -16

- Kalina sat and looked at the teacher.

Lesson 8

- SSVV
- Learning sheets 17 -19

- Nico and Ethan talked and laughed.



Lesson 9

Adjective

(page 104 instructor's manual, cue card #11)

A word that
describes a noun.

Lesson 9

Main Subject

(page 104 instructor's manual, cue card #11)

The one word
that best tells
what the sentence
is about.

Learning Sheets 20, 21, 22

-
- The big blue car...
 - The sour grapes...
 - My loud and funny brother...

Lesson 10

Helping Verbs

(page 105 instructor's manual, cue card #12)

Words that help
the main verb
show the action
in a sentence.



Lesson 10

Helping Verbs

(page 106 instructor's manual, cue card #13)

am
are

can
could

do
does
did

has
have
had

is

may
might
must
shall
should

was
were

will
would

be being been



My mother had wanted to go shopping.

The cup was not put on the table.

Marco's grandmother can play the piano.

The apples must not have been eaten.



Your turn!

The red car might have stopped at the store.

The students were not working at their desks.

The children must not have been ready.

Mateo had hoped to swim five laps.



The red car might have stopped at the store.

The students were not working at their desks.

The children must not have been ready.

Mateo had hoped to swim five laps.

Recall Device for Helping Verbs

(page 81 instructor's manual)

C H A D B. S W I M

2 3 2 3 3 2 4 1 3

Chad B. Swim is 23 years old and his phone number is 233-2413

Learning Sheets 23, 24, 25

Chad B. Swim is 23 years old and his phone number is 233-2413.



Adverbs

(page 107 instructor's manual, cue card #14)

Words that add information about the **action** of the subject of the sentence.

They show:

- when
- where
- how
- to what extent (how often, how much) the action takes place

Learning Sheets 26, 27

Digital Resources

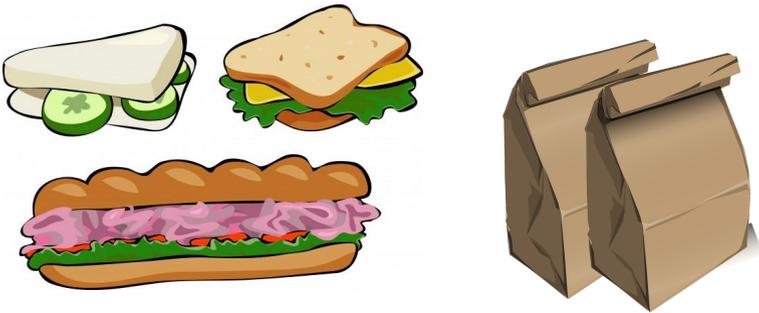


Implementation Plan

CCSD Considerations:

- 1) CKLA Writers' Studio connection (connection to Tier 1) across the week and [TDW for Grades 3-8](#).
- 2) Pull Out v. Push-In (Co-T) usage
- 3) [SC Grammar Conventions Crosswalk](#)
- 4) [IEP Writing Goals Template](#)

LUNCH



What Writing Sometimes Looks Like

<https://youtu.be/9LhLjpsstPY>



Proficiency in the Sentence Writing Strategy

Debbie Higginbotham
SIM Professional Developer
Erin Fennell
DEC Instructional Specialist

Session Objectives

- Following this session, you will be able to:
 - Explain and state rationales for teaching the *Sentence Writing Strategies*.
 - Describe and model simple sentences
 - Score student pretests, lesson sheets, and posttests for Simple Sentences.
 - Determine when or if to teach the *Proficiency in SW Strategy*



SIM Sentence Writing Strategies: Fundamentals in Sentence Writing (AM) Proficiency in Sentence Writing (PM)

Agenda - February 3, 2026

8:30 AM – 11:30 AM Fundamentals

- Opening and Introductions
- Strategic Instruction for Writing
- Introduction: The Fundamentals in the Sentence Writing Strategy
 - Foundational skills
 - Lessons 1-2 in depth
 - Lessons 3-5 overview
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12:30 PM - 3:30 PM Proficiency

- Opening and Introductions
- Strategic Instruction for Writing
- Introduction: The Proficiency in the Sentence Writing Strategy
 - Simple sentences: in depth with stages of instruction
 - Overview of complicated sentences
 - Scoring
- Creating Action Plans
 - Plan for future use of the strategy
 - SIM and Generalizing to Tier 1 and SC Ready Writing
- Wrap Up
 - Final questions
 - Schedule Follow up Time with DEC IS (Implementation Plan)
 - Evaluation



Partnership Principles

Equality
Choice and Voice
Reflection and Dialogue
Reciprocity
Praxis

Knight, 2002
University of Kansas Center for
Research on Learning



The History of SIM



University of
Kansas
Center for
Research on
Learning



Strategic
Instruction
Model



Evidence-
based
practices

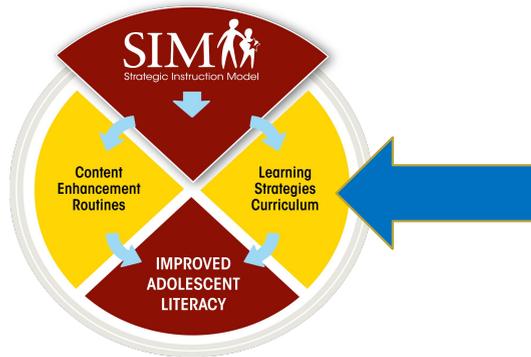


More than
40 years
of
research

How does SIM Help Teachers and Students?



Goal: Students demonstrate appropriate achievement levels on state assessment tests and demonstrate real world content literacy.

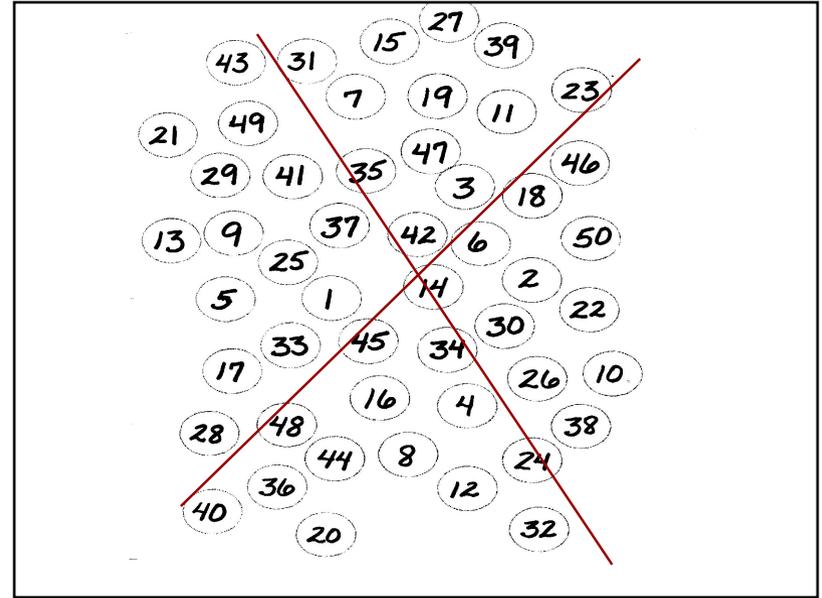
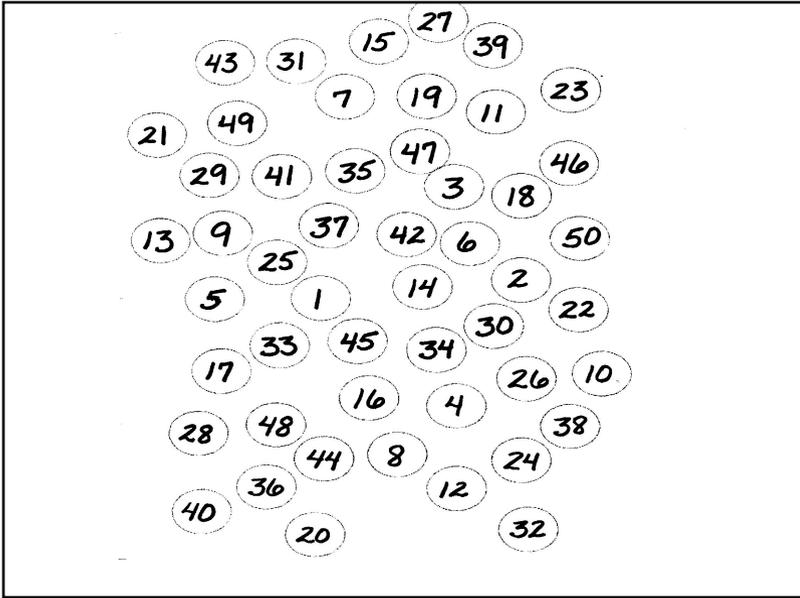


What is a Strategy?

An individual's **approach** to a task is called a

strategy

It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes.



8 Stages of Instruction

- Pretest & Make Commitments
- Describe the Strategy
- Model
- Verbal Practice
- Controlled Practice and Feedback
- Advanced Practice and Feedback
- Post-test & Commitments
- Generalization

READING	STUDYING	WRITING
Word Identification	FIRST-Letter Mnemonic	Fundamentals of Sentence Writing
Visual Imagery	Paired Associates	Proficiency in Sentence Writing
Self-Questioning	LINCS Vocabulary	EDIT
Fundamentals of Paraphrasing & Summarizing	Listening and Note-Taking	Paragraph Writing
Paraphrasing		Theme Writing
Word Mapping		Assignment Completion
Inference		Test-Taking
		Essay Test-Taking

Why teach SWS?



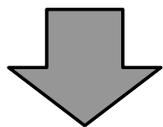
Connections to SC ELA K-8 Standards

SIM writing strategies series addresses these standards across the grade levels in a systematic and organized way.... one common approach

The sentence strategies mainly focus on the language (L) standards while paragraph and essay strategies focus mainly on Meaning, Context and Craft (MCC) standards. The whole series of writing strategies is broad and comprehensive enough to address it all.

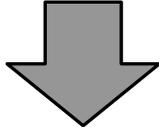


South Carolina ELA K-8 Standards



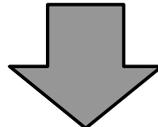
Meaning, Context, and Craft (MCC)

- **Standard 1:** Write arguments to support claims.
- **Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information.
- **Standard 3:** Write narratives to develop real or imagined experiences or events.



Language (L)

- **Standard 4:** Command of the conventions of standard English grammar.
- **Standard 5:** Command of the conventions of standard English capitalization, punctuation, and spelling.



Range and Complexity (RC)

- **Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences.



Key Ideas in FSW

- Five requirements of a complete sentence
- A strategy for writing & checking sentences (PENS)
- A sub-strategy for checking sentence completeness (MARK)
- Four types of simple sentences



<https://fundamentals-in-sentence-writing-strategy>

Key Ideas in Proficiency

- A strategy for writing & checking sentences (PENS)
- Four types of sentences
 - Simple
 - Compound
 - Complex
 - Compound-Complex



Sentence Writing Results

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

How Has Strategy Instruction Helped?

Pre-test Writing Sample

The best place to live Atl. There are big malls.
There is good food not good grat foot. It is so
live down there you want not won't to leve.

How Has Strategy Instruction Helped?

Post-test Writing Sample

After Compound Sentence Instruction

The world is filled with good and bad. People are creating problems for the world and destroying the ozone, pollution, fossil fuel and money; those things are bad for the generation. Some people do good things, like recycling, planting trees, building church, foster home, toy drive and more. The world is how you shape it by what you do and don't. The world had good and bad leaders, but they had there one ambitious goals. That leads to there death.



How Has Strategy Instruction Helped?

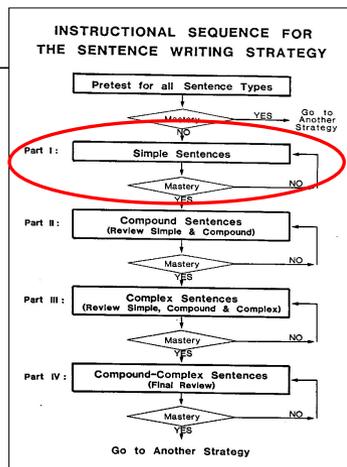
Post-test Writing Sample

After Paragraph Writing Instruction

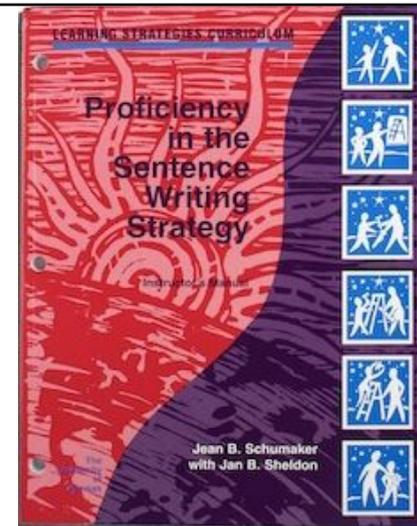
The effect of war is costly; on both sides there is death, devastation, and sorrow. The most important is the sorrow for the hundreds of thousands of men and women. The next important is death cause people will be missing family members. Equally important would be the devastation that would rip people apart and friends will kill each other. Thus, that is the destitute power of war.



S



Covered in Fundamentals lessons



Instructor's Manual Contents

Introduction (Expected Results) – p. 3

Instructional Methods

Pretest – p. 13

Simple – p. 17

Compound – p. 57

Complex – p. 77

Compound-Complex – p. 95

Generalization – p. 117



Instructor's Manual Contents

Appendix A: Evaluation Guidelines – p. 137

Percentage Tables – p. 150

Appendix B: Instructional Materials – p. 151

Appendix C: Enrichment Activities – p. 187

Student Manual

Lessons and Quizzes - p.3

Evaluation Guidelines – p. 141

Answer Keys for Quizzes – p. 147

Parts of the Instruction

Four types of sentences

Part I: Simple Sentences – or instruct simple sentence with Fundamentals in its entirety OR pull certain lessons to support Part I

Part II: Compound Sentences

Part III: Complex Sentences

Part IV: Compound-Complex Sentences

Instructor's Manual Contents

Instructional Methods

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

Stage 1: Pretest and Make Commitments

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



Proficiency in Sentence Writing

Page 15

9. Make your commitment to the student. "You and I need to create a partnership to create success for you in the area of writing. I need to work hard at teaching, and you need to work hard at learning how to write. I am willing to commit to you that I will do my very best to teach you the *Sentence Writing Strategy*."

[Write a statement of commitment on a piece of paper such as, "I will do my very best to teach (student's name) to write a variety of complete sentences." Write your signature below the statement.]

10. Obtain the student's commitment to learn. [Ask the student, given her pretest performance, to write a goal indicating her commitment to learn a strategy for writing complete and interesting sentences. Have her write and sign a long-term goal to that effect (e.g., "I want to learn the *Sentence Writing Strategy*"). Place the signed goal statement in the student's IEP file.]

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**STRATEGY + HARD WORK =
SUCCESS**

Dear _____,

I am making this commitment to you and myself to learn the Sentence Writing Strategy. I will pay attention and work hard. Together I know that I can become a better writer, and you can become a better teacher.

Sign: _____

**STRATEGY + HARD WORK =
SUCCESS**

Dear _____,

I am making this commitment to you and myself to teach you the Sentence Writing Strategy. I know that this strategy works very well in teaching you how to write good sentences. Together I know that you can become a better writer, and I can become a better teacher.

Sign: _____



Topic List

My Favorite Meal

Summer Activities

The Best Things About School

Life as a Teenager

The Best Place to Live

My Favorite Sport

The Best Job in the World

My New Year's Resolutions



Scoring the Pre-test

- Use “Why I Love Weekends” in packet
 - (scored example on P. 147)
- Read evaluation guidelines in manual p.137
- Administer during 1st week of school



How to Score

1. Number the lines of writing.
2. Determine where a sentence begins and ends.
3. Read the sentence and determine the category to which it belongs.
4. Record the sentence on the sentence Score sheet.
5. Repeat steps 2-4 for each sentence.

Scoring starts on page 137 in the instructor’s manual.



PRETEST SAMPLE

Why I Love Weekends

I love weekends, so I can get away from school for a while. Mainly so I can do some homework that I did not get done at school. There are also things I like besides school is helping my dad working the yard or working on the car.

SENTENCE SCORE SHEET

Student Name: _____ Pretest/Posttest: _____
Date: _____ Practice: _____

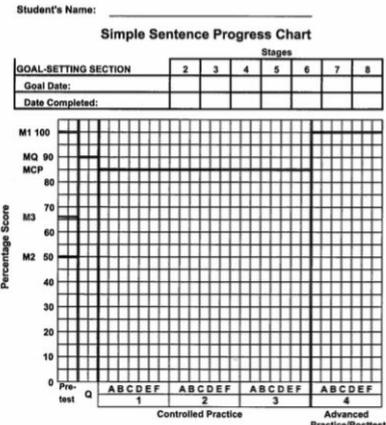
Sentence Type	Line Number															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Simple																
Compound																
Complex																
Compound-Complex																
Non-Sentence																
Total Sentence Attempts →																

Calculating the Scores

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

Percentage of Complicated Sentences
 $\frac{\text{No. Comp. + Complex + Comp/Complex}}{\text{Total No. Sentence Attempts}} \times 100 = \frac{\quad}{\quad} \%$
 Mastery = 33%, 40%, or 50%
(See criterion for each year)

Percentage of Complicated Sentences Punctuated correctly
 $\frac{\text{No. Comp. + Complex + Comp/Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} \times 100 = \frac{\quad}{\quad} \%$
 Mastery = at least 65%



Pretest and Advanced Practice

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

Within Quiz & Controlled Practice

- → Percentage of Points Earned

Mastery Levels:

- M1 → Mastery Level for Complete Sentences
- M2 → Mastery Level for Complicated Sentences
- M3 → Mastery Level for Punctuation
- MCP → Mastery Level for Controlled Practice
- MQ → Mastery Level for Quiz

Describe Stage

is about

providing students with a description of the strategy, its benefits, and its requirements.

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2003



Instructor's Manual Contents

Instructional Methods

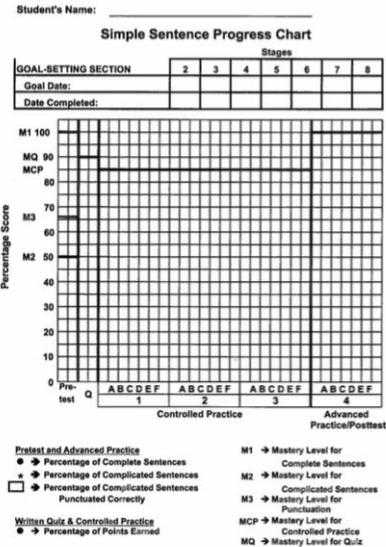
For Parts I, II, III, and IV.

- Stage 1: Pretest and Make Commitments
- Stage 2: Describe
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- Stage 4: Verbal Practice
- Stage 5: Controlled Practice and Feedback
- Stage 6: Advanced Practice/Posttest and Feedback
- Stage 7: Make Commitments for Generalization
- Stage 8: Generalization



Sample Slides-Agendas for Describe Stage

I found that I had to make the describe stage more interactive and hands on to maintain student focus and engagement.



Cue Card #1

Simple Sentence

- A sentence that has **ONE INDEPENDENT** clause.

Independent Clause

- A group of words that makes a complete **STATEMENT AND CAN STAND ALONE**
- has a **SUBJECT** and a **VERB**



Cue Card #2

- The **SUBJECT** of a sentence is the

- **PERSON**
- **PLACE**
- **THING**
- **QUALITY**
- **IDEA**

NOUNS

- that the sentence is about.



Cue Card #3

Example Subjects

- John went for a walk. (person)
- Towns are quiet after snowfalls. (place)
- Eggs rolled off the counter. (things)
- Silence is golden. (quality)
- Peace is at hand. (idea)



Cue Card #4

VERBS

- A verb is a word that shows the **STATE OF BEING**
OR
ACTION
of the subject of the sentence

Examples:

- Sally sneezes. (Physical action)
- John thinks. (Mental action)
- Jesse is my friend. (State of being)



Cue Card #5

VERB-SUBJECT Identification Procedure

- **Step 1:** Look for the **ACTION OR STATE OF BEING** word to find the verb.

Example: Kevin reported the theft.

- **Step 2:** Ask yourself "**WHO** or **WHAT** (verb)?" to find the subject.

Example: Paula is an astronaut.

- "Who or what **is**?"



Sentence Writing Strategy

Subjects

Example Set I

&

Verbs

Pg 25

SV

1. Jane went to the pool.
2. Paul is a very nice guy.
3. Cakes lined the store window.
4. I love chocolate ice cream.
5. Bikes are very expensive.
6. Dad is strict.
7. Bananas taste good.
8. Kathy has a son named Jimmy.
9. Raccoons raid our garbage cans every night.
10. Flowers are in bloom everywhere.

Sentence Writing Strategy

*Noun
Phrases*

Example Set II

1. The old gray mare limped down the lane.
2. The silver-winged plane soared. *Pg 26*
3. Johnny's baby sister cried for hours.
4. The first three girls giggled. *SV*
5. Fourteen good pilots died in the war.
6. The chairman of the meeting left early.
7. The chrome-plated motorcycles glistened in the sun.
8. The pioneers in our family fled from England.
9. The dog's buried bones rotted in the ground.
10. Carol's best china plate broke into a hundred pieces.

Cue Card #6

Helping Verbs

am
are

is

can
could
do
does
did

may
might
must
shall
should

has
have
had

was
were
will
would

be
been
being



Example Set III

Verb
Phrases

Pg 28

SV

1. The bus must have gone by now.
2. My best friend could not work tonight.
3. The light green grapes have been eaten.
4. The committee of environmentalists is working to solve the smog problem.
5. Steven's aunt is not following her new diet.
6. The old rickety wagon should not have been filled to the top.
7. The merry piper would have played a happy tune.
8. A stray sunbeam could have pierced the clouds.
9. The paint on the old gray house was peeling.
10. The peace treaty might have been signed today.

Example Set IV

SSV

Pg 31

1. Bill and Sue want to go to the movies.
2. Jason and his friends work together.
3. Are the car and truck parked outside?
4. The park and sidewalks are covered with snow.
5. Hiding and seeking are fun activities.
6. The old man and his black cat have lived long lives.
7. The station and its surrounding parking lot become dangerous after 9:00 p.m. .
8. Arnie, Karen, and Ty went to buy a new van.
9. Peace and war are direct opposites.
10. Did Marty and Kathy travel 500 miles just to speak at the conference?

Example Set V

SVV

Pgs
31-32

1. Sally swam and played all afternoon.
2. The dogs had barked all night and slept all day.
3. Michelle came home yesterday and did not work all day today.
4. The basketball team rode on a bus and flew in a plane to attend the game.
5. The park is dark and spooky at night and can be delightful on sunny days.
6. Did Jane call her father and tell him the news?
7. I miss my sister and want to see her again soon.
8. Children should not be allowed to watch T.V. and should be encouraged to play.
9. Will you sit by the sea and paint the ships?
10. The books were stacked on the floor and were ruined by the flood.

Example Set VI

SSVV

PGS 32-33

1. The ponies and calves scampered and played in the field.
2. Kathy and her father do not like to play tennis and hate to jog.
3. The Army and the Navy had a football game and filled the stadium.
4. The two boys and their fathers were sick and did not attend the Father-Son Banquet.
5. Parties and dances are usually fun and can be thrilling.
6. Cards and dice were used at the party and had been scattered everywhere.
7. Radio towers and tall buildings must have lights and must be visible at night.
8. Candles and flowers can brighten the table and can make guests feel special.
9. Tape and string are needed to secure packages and can be used for other things.
10. The graduates and their parents posed for pictures and celebrated with a party.

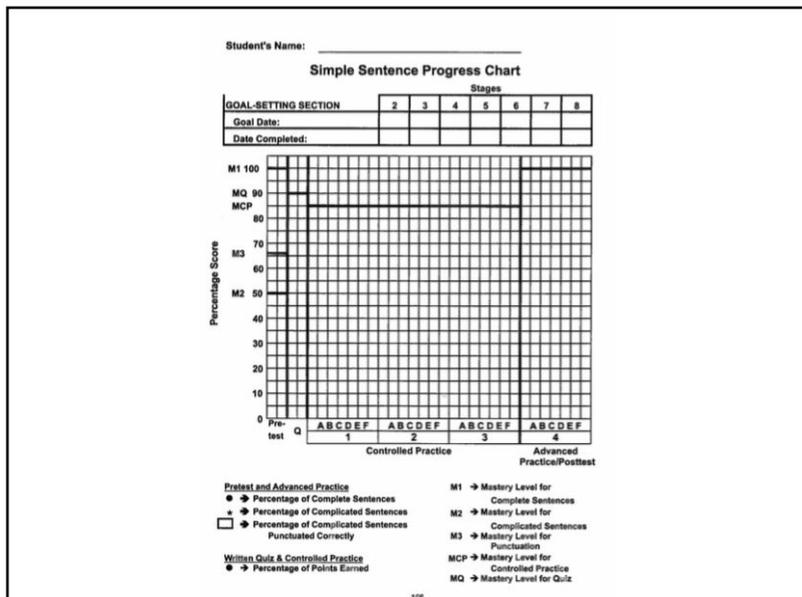
Sentence	Formulas
<p>Simple Sentences</p> <p>S V</p> <p>SS V</p> <p>S VV</p> <p>SS VV</p>	<p><i>Make your own cards</i></p>

Steps for Sentence Writing

Cue Card #6
Pgs 34-37 in manual

- **STEP 1:** **P**ick a formula
- **STEP 2:** **E**xplore words to fit the formula
- **STEP 3:** **N**ote the words
- **STEP 4:** **S**earch and check
 - » Look for the action or state of being to find the verb(s)
 - » Ask the “Who or What Question” to find the subject(s)





Instructor's Manual Contents

Instructional Methods

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



Stage 3: Model

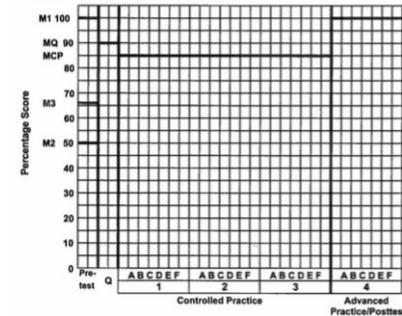
•What to look for:

- Review
- Advanced Organizer
- Demonstrate the entire strategy “Thinking Aloud”
- Involve the students in the demonstration
- Post Organizer



Student's Name: _____
Simple Sentence Progress Chart

GOAL-SETTING SECTION	Stages							
Goal Date:	2	3	4	5	6	7	8	
Date Completed:								



Pretest and Advanced Practice
 ● → Percentage of Complete Sentences
 ◆ → Percentage of Complicated Sentences Punctuated Correctly
 □ → Written Quiz & Controlled Practice
 ● → Percentage of Points Earned

M1 → Mastery Level for Complete Sentences
M2 → Mastery Level for Complicated Sentences
M3 → Mastery Level for Punctuation
MCP → Mastery Level for Controlled Practice
MQ → Mastery Level for Quiz

Instructor's Manual Contents

Instructional Methods

Stage 1: Pretest and Make Commitments

Stage 2: Describe

Stage 3: Model

Stage 4: Verbal Practice

Stage 5: Controlled Practice and Feedback

Stage 6: Advanced Practice/Posttest and Feedback

Stage 7: Make Commitments for Generalization

Stage 8: Generalization

For Parts I, II, III, and IV.

Stage 4: Verbal Practice

- Lead verbal elaboration exercise
- Lead rapid-fire verbal rehearsal exercise (rote memorization)
- Give a study guide in general education classes
- Require mastery
 - 100% on verbal practice checklist and/or
 - 24 out of 30 points (80%) on written quiz
- Makes steps more automatic
- Have fun with this stage

Steps for Sentence Writing

Step 1: **P**ick a Formula

Step 2: **E**xplore Words to Fit the Formula

Step 3: **N**ote the Words

Step 4: **S**earch and Check

Steps for Sentence Writing

Step 4: **S**earch and Check

– Search:

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

– Check:

- Capital letters
- End punctuation
- Makes sense

Helping Verbs

am
are

can
could

do
does
did

has
have
had

be
been
being

is

may
might
must

shall
should

was
were

will
would

HELPING VERBS

To the Tune of London Bridge...

am, are, can, could,

do, does, did,

have, has, had,

may, might, must,

is, shall, should,

will, would, was, were,

be, been, being



Sentence Writing Strategy

Name: _____

**SIMPLE SENTENCE
VERBAL PRACTICE CHECKLIST**

	Attempts					
	1	2	3	4	5	6
Naming Strategy Steps						
Pick a formula	_____	_____	_____	_____	_____	_____
Explore words to fit the formula	_____	_____	_____	_____	_____	_____
Note the words	_____	_____	_____	_____	_____	_____
Subject-verb identification	_____	_____	_____	_____	_____	_____
Giving Definitions						
Simple Sentence	_____	_____	_____	_____	_____	_____
Independent Clause	_____	_____	_____	_____	_____	_____
Subject	_____	_____	_____	_____	_____	_____
Verb	_____	_____	_____	_____	_____	_____
Compound Subject	_____	_____	_____	_____	_____	_____
Compound Verb	_____	_____	_____	_____	_____	_____
Naming Kinds of Simple Sentences						
S V	_____	_____	_____	_____	_____	_____
SS V	_____	_____	_____	_____	_____	_____
S VV	_____	_____	_____	_____	_____	_____
SS VV	_____	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____	_____
Percentage Correct	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Date	_____	_____	_____	_____	_____	_____

SIMPLE SENTENCE QUIZ

pgs. 3-5 Student Lessons



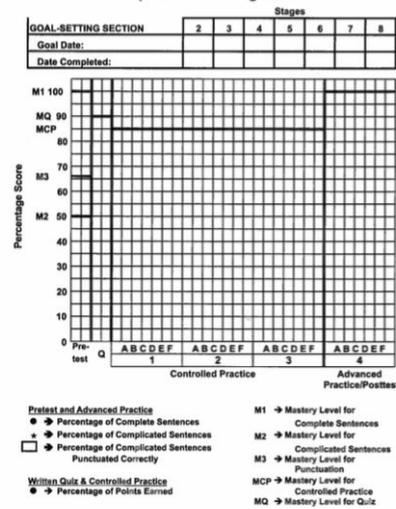
Let's see how much you know!

Answers & Scoring pp. 147 Student Lessons



Student's Name: _____

Simple Sentence Progress Chart



Instructor's Manual Contents

Instructional Methods

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



Stage 5: Controlled Practice

- Supervise practice on writing sentences on worksheets
- Provide positive and corrective feedback to individuals
- Have students set a goal to correct their most common error
- Require mastery of 13 out of 15 (85%)



4. In the blank to the left of the sentence, write the correct sentence formula for the sentence. Choose the correct formula from your Formula Card.

EXAMPLE: ^S ^V ^V
 (SVV) 0. The large truck had stopped and was backing up.

F V S Formulas

LEARN BY WATCHING

- _____ 1. Tai likes to watch TV all day long.
- _____ 2. Baseball and football were his favorite sports.

LEARN BY SHARING

- _____ 1. Raimond jumped in the air and gave Gary a high five.
- _____ 2. The flower bulbs and tree saplings had been planted and were growing.
- _____ 3. Damian's favorite subject is art.

LEARN BY PRACTICING

- ^S ^S ^V ^V (SSV) 1. Latisha and Devon enjoy talking with each other after school.
- ^S ^V (SV) 2. The desk was covered with papers.
- ^S ^V (SV) 3. Juan took his brother and sister to the park and played with them.
- ^S ^S ^V ^V (SSVV) 4. Snow and sleet fell on the streets and covered the cars.
- ^S ^S ^V (SSV) 5. Maria and Jose held hands and walked down the hall.

INSTRUCTIONS:
 1. Make each of the following into a simple sentence that matches the listed formula.
 2. Do the "5" Step of the "PENS" Strategy to check each sentence.
 3. Mark each complete verb with a "V."
 4. Mark each main subject with an "S."

EXAMPLE: ^S ^V ^V
 (S VV) 0. The tornado blew across the land and destroyed four homes.

M C VAS Formulas

LEARN BY WATCHING

- (S VV) 1. Cecilia _____
- (SS V) 2. You _____

LEARN BY SHARING

- (S V) 1. The dogs _____
- (S VV) 2. The stove _____
- (S V) 3. Ming's mother _____

LEARN BY PRACTICING

- (S V) 1. ^S Javier ^V enjoys ^V football.
- (SS VV) 2. ^S The assignment ^V and instructions ^V were ^V hard ^V to understand.
- (S V) 3. ^S Lucia ^V likes ^V to play ^V the flute.
- (SS V) 4. ^S The small red fox ^V and ^V turtle ^V roamed ^V around ^V the forest.
- (S VV) 5. ^S The team ^V works ^V hard ^V and ^V wins ^V often.

3. Be sure to use the "5" Step of the "PENS" Strategy to check your work.

EXAMPLE: ^S ^S ^V
 (SS V) 0. ^S The dancers ^V and ^V singers ^V created ^V a wonderful show.

M C Formulas

LEARN BY WATCHING

- (S V) 1. _____
- (S VV) 2. _____

LEARN BY SHARING

- (SS V) 1. _____
- (SS VV) 2. _____
- (S V) 3. _____

LEARN BY PRACTICING

- (SS VV) 1. ^S Todd and my sister, Lisa, ^V are ^V dating.
- (S VV) 2. ^S The scissors ^V are ^V for ^V right handed people ^V and ^V won't ^V work ^V for me.
- (SS VV) 3. ^S Susan and ^V Don ^V went ^V to the movies ^V and ^V ate ^V popcorn.
- (S V) 4. ^S The monkey ^V ate ^V the banana ^V quickly.
- (SS V) 5. ^S The beach ^V and ^V the mountains ^V are ^V special ^V vacation ^V spots.

Quality feedback needs to be...



Individual



Corrective



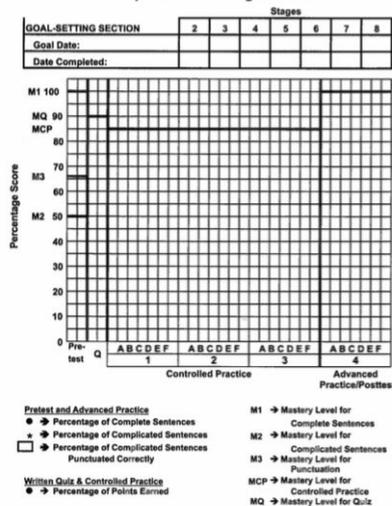
Kline, F. M., Schumaker, J. B., & Deshler, D. D. (1991). Development and validation of feedback routines for instructing students with learning disabilities. *Learning Disability Quarterly*, 14(3), 191-207.

Importance of Feedback

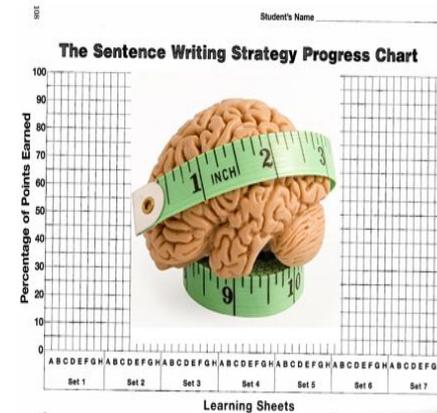
- Feedback Loop:
 - Score lesson, but do not make corrections
 - If time permits a conversation with student: Three positives and one correction
 - Have student make corrections and check them
 - Goal Setting
 - Should take place as soon after lesson completion and as soon before next lesson

Student's Name: _____

Simple Sentence Progress Chart



Progress Monitoring



Sentence Writing Strategy

Student's Name: _____

ASSIGNMENT SHEET

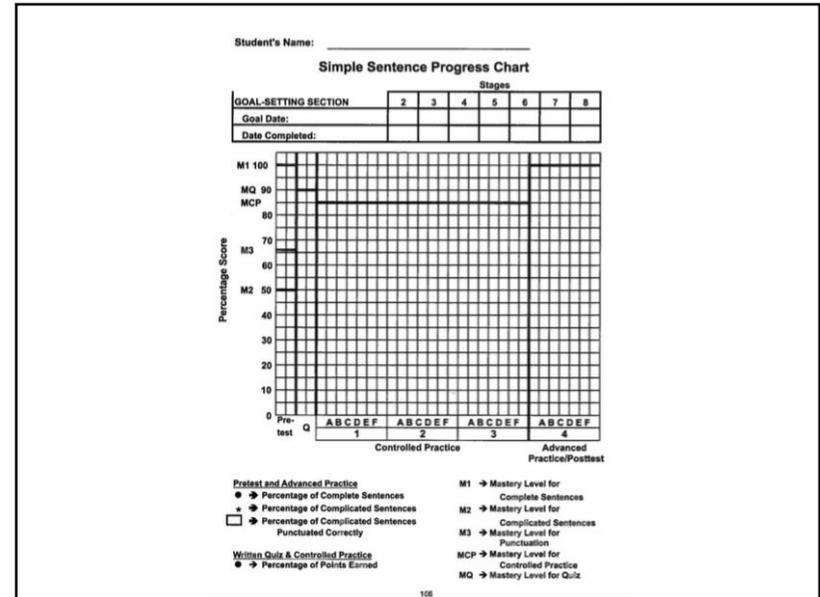
Controlled Practice

Date	Lesson	Date	Lesson	Date	Lesson
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Optional

Advanced Practice

Date	Lesson	Topic
_____	_____	_____
_____	_____	_____
_____	_____	_____



Instructor's Manual Contents

Instructional Methods

Stage 1: Pretest and Make Commitments

Stage 2: Describe

Stage 3: Model

Stage 4: Verbal Practice

For Parts I, II, III, and IV. Stage 5: Controlled Practice and Feedback

Stage 6: Advanced Practice/Posttest and Feedback

Stage 7: Make Commitments for Generalization

Stage 8: Generalization

Make Commitments for Generalization

- **Orientation** – Discuss when and where the strategy is going to be used.
- **Activation** – Plan for using the strategy independently and reporting back on its use.
- **Adaptation** – Discuss how this strategy could be adapted for use in other areas.
- **Maintenance** – Check to see that students are still using the strategy successfully.

Strategic Instruction Model®

Advanced Strategy Elements

- Compound Sentences
- Complex Sentences
- Compound-Complex Sentences

Compound Sentence

A compound sentence has two or more independent clauses.

Examples:

- The students finished class, and they went to lunch.
- Kevin did not want to hurt Kathy's feelings, so he said nothing about her mistake.
- I want to see my sister soon, for she has been in Switzerland for two years.

Comparing Compound Sentences to Simple Sentences with Compound Subjects and Compound Verbs

Simple Sentence:

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

Compound Sentence:

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

(page 161 instructor's manual, cue card #9 description page 60-61)

Sentence Writing Strategy

Cue Card #9

COORDINATING

CONJUNCTION

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

, for
, and
, nor
, but
, or
, yet
, so

Examples:

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

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

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

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

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

M



(page 162 instructor's manual, cue card #10 description page 62-64)

Sentence Writing Strategy

Cue Card #10

SEMICOLONS

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

Examples:

Susan loves to swim; her brother likes to dive.

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

The meeting was over; it was already midnight.

Complex Sentence

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

Dependent Clause

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

Examples:

I like Sally because she is funny.

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

The game will end when one team scores.

Subordinating Conjunctions

Some words that can be used as subordinating conjunctions are:

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



Compound-Complex Sentence

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

Examples:

- When you are ready, I will call the store, and we can talk to Reed.
- Before the trick-or-treaters came, Jill made candied apples; they were delicious.



Formula Card After Compound-Complex Sentences

Student's Name: _____

SIMPLE SENTENCE

S V
SS V
S VV
SS VV

COMPOUND SENTENCE

I, c I
; I

COMPLEX SENTENCE

D, I
ID

COMPOUND-COMPLEX SENTENCE

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

How to Score

1. Number the lines of writing.
2. Determine where a sentence begins and ends.
3. Read the sentence and determine the category to which it belongs.
4. Record the sentence on the sentence Score sheet.
5. Repeat steps 2-4 for each sentence.

Scoring starts on page 137 in the instructor's manual.



Proficiencies in Sentence Writing Scoring Practice 1 (example)

Pre-test Student name: Emrick Keller
The Best Things About School

- 1 I like school.
- 2 It is fun.
- 3 Sometimes.
- 4 We need to work on stuff sometimes and that can be hard.
- 5 I have a few friends at school.
- 6 Bob, Donjil and Jamahl.

SENTENCE SCORE SHEET

Student Name: Emrick Keller Pretest/Posttest:
Date: 3/25/22 Practice:

Sentence Type	Line Number															Totals
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Simple																7
Compound	✓	✓														2
Complex																1 (P)
Compound-Complex																
Non-Sentences			✓				✓									2
Total Sentence Attempts →																12

Calculating the Scores

Percentage of Complete Sentences
 $\frac{\text{No. Simple} + \text{Comp} + \text{Compound} + \text{Comp/Complex}}{\text{Total No. Sentence Attempts}} = \frac{4}{12} \times 100 = 67\%$ *Simple and compound*
 Mastery = 100%

Percentage of Complicated Sentences
 $\frac{\text{No. Comp.} + \text{Complex} + \text{Comp/Complex}}{\text{Total No. Sentence Attempts}} = \frac{1}{12} \times 100 = 17\%$ *Simple, compound, and complex*
 Mastery = 33%, 40%, or 50% (see criterion for each part)

Percentage of Complicated Sentences Punctuated correctly
 $\frac{\text{No. Comp.} + \text{Complex} + \text{Comp/Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} = \frac{0}{1} \times 100 = 0\%$ *Simple, compound, complex, and compound-complex*
 Mastery = at least 66%

Scoring starts on page 137 in the instructor's manual.

How to score:

1. Number the lines of writing.
2. Determine where a sentence begins and ends.
3. Read the sentence and determine the category to which it belongs.
4. Record the sentence on the sentence Score sheet.
5. Repeat steps 2-4 for each sentence.

Scoring Practice 2

Pre-test Student name: Yonmi Lee

The Best Place to Live

I live in Las Angeles California.
 It is very beautiful there.
 I like the warm temperatures.
 Sometimes it is crowded.
 Too much.
 The traffic can be very heavy.

SENTENCE SCORE SHEET

Student Name: _____ Pretest/Posttest: _____
Date: _____ Practice: _____

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

Calculating the Scores

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

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

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

Scoring Practice 3 (your turn)

Pre-test Student name: Mitta Jackson

My Favorite Meal

When my mom asks me what food I want for my birthday, I say I want chicken, corn on the cob, and apple pie. These foods are my favorites. They taste so good when my mom cooks them. If someone else cooks, these foods are not as good. My grandma burned a pie at our house and it didn't taste good. My mom is a great cook.

SENTENCE SCORE SHEET

Student Name: _____ Pretest/Posttest: _____
 Date: _____ Practice: _____

Sentence Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Totals
Simple																
Compound																
Complex																
Compound-Complex																
Non-Sentence																
Total Sentence Attempts →																

Calculating the Scores

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

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

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

SENTENCE SCORE SHEET

Student Name: _____ Pretest/Posttest: _____
 Date: _____ Practice: _____

Sentence Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Totals
Simple																
Compound																
Complex																
Compound-Complex																
Non-Sentence																
Total Sentence Attempts →																

Calculating the Scores

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

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

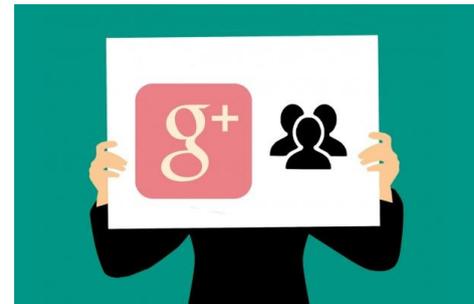
Percentage of Complicated Sentences Punctuated correctly
 $\frac{\text{No. Comp.} + \text{Complex} + \text{Comp./Complex Punc. Corr.}}{\text{Total No. Complicated Sentences}} \times 100 = \frac{\square}{\square} \times 100 = \frac{\square}{\square} \%$
 Mastery = at least 66%

Activity



- Pick a vacation spot to start and compose a Simple Sentence about it.
- Rotate to another vacation spot and compose a Compound Sentence about it.
- Rotate to a third vacation spot and compose a Complex Sentence about it.

Digital Resources



Activity



- Form groups of three or four people
- Come-up with as many different sentence formulas as possible in 10 minutes
- Do not write them in order
- Pick a formula first and then write
- We will read some of the sentences to figure out what formula you wrote

Digital Teacher Resources

<https://tinyurl.com/SentenceWritingResources>

Google Folder with View Only Access that includes...

- Cue Cards on Power Point Slides
- Fill-in-the-blank Cue Cards for Students
- Songs and some example videos
- Overview Videos for Refreshers

Marc Markell's Overview Videos for Teachers

11:44 minutes - Strategy Overview

<http://www.educreations.com/lesson/view/sim-overview/22085852/?s=Z9aRxl&ref=link>

Fundamentals in Sentence Writing

20:39 minutes - Fundamentals Overview:

<http://www.educreations.com/lesson/view/fundamentals-in-sentence-writing-overview/22231436/?s=vOYNZ2&ref=link>

24:15 minutes - Fundamentals in Sentence Writing (SW) Lesson #1:

<http://www.educreations.com/lesson/view/fund-in-sent-writ-lesson-1/22340423/?s=3QldZw&ref=link>

23:42 minutes - Fundamentals in Sentence Writing (SW) Lesson #2:

<http://www.educreations.com/lesson/view/fund-in-sw-lesson-2/22341984/?s=sGwD5B&ref=link>

Post Organizer

- Objectives Reflection with Q & A
- Coaching: Dates and location - TBA
- PD for Compound and Complex Sentences - TBA
- Goal Setting
- Session Evaluation

Implementation Plan

CCSD Considerations:

- 1) CKLA Writers' Studio connection (connection to Tier 1) across the week and [TDW for Grades 3-8](#).
- 2) Pull Out v. Push-In (Co-T) usage
- 3) [SC Grammar Conventions Crosswalk](#)
- 4) [IEP Writing Goals Template](#)



Initial Steps

- Write on the index card or post-it note, your top three tasks needed to begin implementation.