



# The Complete Sentence Overview

Sentences are covered in the **Common Core Standards** under three strands.

## UNDER LANGUAGE:

### Anchor Standards for Language

Language



- L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

### Specific Standards for Language (grade 1 and up)

- L1:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

## UNDER SPEAKING & LISTENING:

Speaking & Listening



### Anchor Standards for Speaking and Listening

- SL6:** Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3 for specific expectations.)

## UNDER READING:

### Anchor Standards for Reading

Literature



Informational Text



- Reading: RL 5 and RI 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## UNDER WRITING

### Anchor Standards for Writing

Informative/Explanatory



Narrative



- W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Begins in grade 3.)

For Language Progressive Skills by Grade see next page

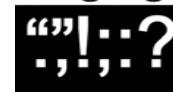


## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
<b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.3.3a.</b> Choose words and phrases for effect.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.4.1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*	No	Yes	Yes	Yes	No	No	No	No
<b>L.4.3b.</b> Choose punctuation for effect.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.	No	No	Yes	Yes	Yes	Yes	Yes	Yes
<b>L.5.2a.</b> Use punctuation to separate items in a series.**	No	No	Yes	Yes	Yes	Yes	No	No
<b>L.6.1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.6.1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.6.2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.***	No	No	No	Yes	Yes	Yes	Yes	No
<b>L.6.3b.</b> Maintain consistency in style and tone.	No	No	No	Yes	Yes	Yes	Yes	Yes
<b>L.7.1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	No	No	No	No	Yes	Yes	Yes	Yes
<b>L.7.3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	No	No	No	No	Yes	Yes	Yes	Yes
<b>L.8.1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.	No	No	No	No	No	Yes	Yes	Yes
<b>L.9–10.1a.</b> Use parallel structure.	No	No	No	No	No	No	Yes	Yes

### Language



**L3-10 Language Standards in the  
Common Core Standards grades K-12**

\* Subsumed by L.7.3a

\*\* Subsumed by L.9–10.1a

\*\*\* Subsumed by L.11–12.3a

From Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools Kindergarten through Grade 12 California Department of Education [www.cde.ca.gov](http://www.cde.ca.gov)  
Reformatted for our use at [knoxeducation.com](http://knoxeducation.com)



## Language



## Sentence Types 1

There are 4 basic kinds of sentences in English.

- DECLARATIVE, INTERROGATIVE, IMPERATIVE, and EXCLAMATORY

Sentence Type	Special Components	End Point	Examples
<b>Declarative</b>	"Declares" or states a fact, arrangement or opinion.  Declarative sentences can be either positive or negative.	<b>Always</b> a .	<i>I'll meet you at the train station.</i>  <i>The sun rises in the East.</i>  <i>He doesn't get up early.</i>
<b>Interrogative</b>	Asks a question.  In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming ....?).	<b>Always</b> a ?	<i>How long have you lived in France?</i>  <i>When does the bus leave?</i>  <i>Do you enjoy listening to classical music?</i>
<b>Imperative</b>	Instructs (or sometimes requests).  The imperative takes no subject as 'you' is the implied subject.	<b>Either</b> a . <b>or a</b> !	<i>Open the door.</i>  <i>Finish your homework</i>  <i>Pick up that mess.</i>
<b>Exclamatory</b>	Emphasizes a statement (either declarative or imperative).	<b>Always</b> a !	<i>Hurry up!</i>  <i>That sounds fantastic!</i>  <i>I can't believe you said that!</i>



## Language

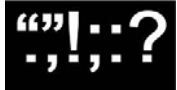


## Sentence Types 2

All of these sentence types further fall into four basic sentence categories.

- SIMPLE, COMPOUND, COMPLEX, COMPOUND-COMPLEX

Sentence Type	Special Components	End Point	Examples
<b>Simple Sentences</b>	Contain no conjunction (i.e., and, but, or, etc.).	. ! ?	<i>Frank ate his dinner quickly.</i> <i>Peter and Sue visited the museum last Saturday.</i> <i>Are you coming to the party?</i>
<b>Compound Sentences</b>	Contain two statements that are connected by a conjunction (i.e., and, but, or, etc.).	. ! ?	<i>I wanted to come, but it was late.</i> <i>The company had an excellent year, so they gave everyone a bonus.</i> <i>I went shopping, and my wife went to her classes.</i>
<b>Complex Sentences</b>	Contain a dependent clause and at least one independent clause. The two clauses are connected by a subordinator (i.e., which, who, although, despite, if, since, etc.).	. ! ?	<i>My daughter, who was late for class, arrived shortly after the bell rang.</i> <i>That's the man who bought our house.</i> <i>Although it was difficult, the class passed the test with excellent marks.</i>
<b>Compound - Complex Sentences</b>	Contain at least one dependent clause and more than one independent clause. The clauses are connected by both conjunctions (i.e., but, so, and, etc.) and subordinators (i.e., who, because, although, etc.)	. ! ?	<i>John, who briefly visited last month, won the prize, and he took a short vacation.</i> <i>Jack forgot his friend's birthday, so he sent him a card when he finally remembered.</i> <i>The report which Tom compiled was presented to the board, but it was rejected because it was too complex.</i>



# Elements of a Complete Sentence

For K-3 Students:

A complete sentence...

1 Starts with a  
**C** APITAL LETTER

2 Has a **SUBJECT** and a **VERB**  
which expresses a **COMPLETE THOUGHT**



3 Always has an **END POINT**



Graphic on complete sentence from Testing Word Cards – [mskarns@pacbell.net](mailto:mskarns@pacbell.net)



Language



## The Concept of a Sentence

What is a sentence?	
<b>SUBJECT</b>	<b>PREDICATE</b>
Noun	Verb
Who or what?	Does what?
EXAMPLE: The bird flies.	

## Expanding the Sentence

How do you expand a sentence?
<b>ADJECTIVES and ADVERBS</b>
Describes by color, shape, size, and/or number
Can Answer: where, how, when, and why?
EXAMPLES: The red bird flies. The red bird flies <b>south</b> . The red bird flies <b>south slowly</b> . The red bird flies <b>south slowly in the winter</b> .
<b>CONJUNCTIONS</b>
Join words or a group of words
EXAMPLE: The red bird flies south slowly in the winter <b>because it is hard to find food</b> .

Graphic from – [mskarns@pacbell.net](mailto:mskarns@pacbell.net)

# Super Size the Sentence!



The dog ran  
across the road.



The black dog ran  
across the road to  
greet his owner.



The little black dog was  
so happy to see his owner,  
he ran across the  
dangerously busy street  
to greet him!



## Susana Dutro ELD Matrix of Grammatical Forms

The following ELD Matrix of Grammatical Forms was created as a reference tool to organize the marvelous and sometimes maddening complexities of English grammar. It is aligned to the California English Language Development Standards and identifies the grammatical tools students need in order to accomplish the competencies described there.

**The ELD Matrix provides a detailed scope and sequence of grammatical forms to teach and practice across five levels of proficiency. Students must learn to use these tools in their journey toward becoming fully competent users of English.**

English grammar is complex. There are various ways of looking at grammar and overlapping categories of words. In determining a teacher-friendly organization for this ELD Matrix, we relied on the feedback of countless teachers of English learners, our own backgrounds, and many grammar resources written for both native English-speakers and second language learners. We have organized it based on a well-recognized progression of language knowledge and have attempted to summarize information that fills volumes in just three pages.

While obviously not exhaustive, the ELD Matrix includes many illustrative examples to help illuminate some important details of language use. We offer it as a helpful resource and provide a list of additional resources in the appendix of this handbook.

**CAUTION: Do not consider this progression to be static or use it to limit children.**

Students have real world needs and experiences that regularly take them into grammatical forms in higher levels. Help them navigate. They also often have gaps and need to learn grammatical forms from the level before their current one. Fill the gaps. We need to both teach and provide support in using language as communicative needs arise and systematically provide engaging instruction, practice, and application at their current level.

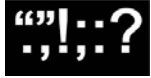
### Organization of the ELD Matrix of Grammatical Forms

Each column of the matrix lays out what teachers should teach and students should learn at that level of proficiency. Each row lays out the progression for each part of speech across levels of proficiency.

<b>Page One</b>	<b>VERBS:</b> Describing actions & states of being
<b>Page Two</b>	<b>NOUNS &amp; ARTICLES:</b> Naming people, places & things <b>PRONOUNS:</b> Re-naming people, places & things <b>PREPOSITIONS:</b> Connecting ideas
<b>Page Three</b>	<b>CONJUNCTIONS:</b> Connecting ideas <b>ADJECTIVES:</b> Describing what kind, how many, how much, which one <b>ADVERBS:</b> Describing when, where, how, why

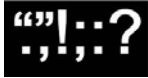
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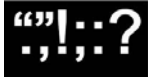
## Susana Dutro ELD Matrix of Grammatical Forms

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
DESCRIBING ACTIONS & STATES OF BEING: VERBS	<p>Understand and begin to produce the following verbs for observable actions and descriptions:</p> <p><b>Present tense</b></p> <ul style="list-style-type: none"> <li>• <i>be</i></li> <li>• <i>have</i></li> <li>• <i>like</i></li> <li>• <i>need</i></li> <li>• <i>want</i></li> </ul> <p><b>Respond to routine</b> <i>can</i> and <i>do</i> questions with an action or orally (yes/no, single word) <i>Can I help you? Do you need a ___? Can a bird fly? Does a square have three sides?</i></p> <p><b>Present progressive statements</b> <i>Ex: walking, Is reading, She is running.</i></p> <p><b>Imperative</b> (receptive) <i>Ex: point to, pick up, stand up</i></p> <p><b>Auxiliary Uses</b> <i>can</i> in simple statements with concrete verbs: <i>She can read. Birds can fly.</i></p>	<p>Learn to understand and produce for observable actions and descriptions:</p> <p><b>Present tense</b> <i>including:</i> <i>be, do, have, need, see, know run, draw, make (I like my dog, She likes cats. He is a boy. I have two sisters.)</i></p> <p><b>Present progressive statements &amp; questions</b> <i>Ex: play, read, work, eat, drink (She is laughing. Is she reading?)</i></p> <p><b>Past progressive statements &amp; questions</b> <i>was, were</i> <i>(Ex: was walking, were walking)</i></p> <p><b>Routine statements &amp; questions</b> using <i>who, what, where, when</i> and <i>how.</i> <i>(What is your name? What can a dog do? A dog can bark. How old are you? How are you? Where is ___? I like baseball. She is my sister.)</i></p> <p><b>Statements and questions</b> with <i>there is</i> and <i>there are</i></p> <p><b>Future tense statements and questions</b> <i>going to, will</i></p> <p><b>Imperatives</b> such as: <i>Please be quiet. Play soccer with me. Bring your book.</i></p> <p><b>Auxiliary</b> <i>do</i>, and <i>can</i> in routine questions and statements. <i>(Do you have/need a pencil? How do you spell your name? Can you see the board? Yes, I can. Can you help me? I can help you. May I go to the bathroom?)</i></p>	<p>Learn to understand and produce regular &amp; irregular past tense verbs in:</p> <p><b>Positive/negative statements</b> <i>Ex: lived, walked, went, did not live, did not go (He talked on the phone. She saw her friend yesterday.)</i></p> <p><b>Positive/negative question</b> <i>Ex: were/weren't, did/didn't, could/couldn't, was/wasn't</i></p> <p><b>Negative present and past progressive</b> <i>Ex: was/were not, were not walking</i></p> <p><b>Contractions</b> <i>Ex: I'm, she's, I'll, we'll, can't, wasn't, weren't, isn't</i></p> <p><b>Present perfect tense</b> with routine statements and questions <i>have/has + past participle:</i> <i>(She has been in my group since November.)</i></p> <p><b>Formulating Questions</b> (past, present, future) with <i>who, what, where, when, how many, how much, why</i> (<i>How much is it? Formulating above questions with do and does (How much does it cost?)</i>)</p> <p><b>Statements and questions</b> with <i>there was</i> and <i>there were</i></p> <p><b>Imperatives</b> such as: <i>Stop doing that, please. Let's play soccer now.</i></p> <p><b>Auxiliary verbs</b> <i>may, might, must, should, could, would</i> (<i>You should study. I might be late. We could divide by 5. Would you...?)</i></p> <p><b>Exclamations</b> such as: <i>What a great idea! That's not fair.</i></p> <p><b>Simple idioms</b> such as: <i>Give me a break. It's raining cats and dogs.</i></p>	<p>Learn to understand and produce verb tenses appropriate to the situation:</p> <p><b>Present &amp; past perfect</b> <i>have/has/had + past participle</i></p> <p><b>Positive/negative statements:</b> <i>I have studied ballet since I was six. Kennedy hadn't been president long.</i></p> <p><b>Questions</b> <i>How long have you ___?</i></p> <p><b>Phrasal verbs</b> <i>Turn on the light. Turn the light on. Clear your desks off. Clear off your desks.</i></p> <p><b>Statements and questions</b> with <i>there will be/there has been</i></p> <p><b>Conditional statements and questions</b> using <i>if</i> and <b>auxiliary verbs</b> <i>would, will, may, might, must, can could, should</i> (<i>If we see a brown bear, we will not feed him. We can make it to the show if we leave now. If we left now, we would be on time. If you don't...)</i></p> <p><b>Synonyms</b> <i>Ex: responded/cried; stroll/hike/march</i></p> <p><b>Exclamations</b> such as: <i>You have got to be kidding! That's unbelievable!</i></p> <p><b>Less obvious idioms</b> such as: <i>Hit the ceiling, scared silly, lend me a hand</i></p>	<p>Learn to understand and produce verb tenses appropriate to the situation:</p> <p><b>Progressive, future and conditional perfect tenses</b> <i>She has been studying. She will have been studying, If she had studied, she would have done better.</i></p> <p><b>Phrasal verbs with multiple meanings</b> (often idiomatic) <i>Ex: make up (your mind, a story, the class, your face, with a friend).</i></p> <p><b>Passive voice</b> <i>It was written by..., This picture of a grizzly bear was taken by my grandfather.</i></p> <p><b>Conditional statements using unless:</b> <i>Unless I turn in my essay, I won't be able to go to recess.</i></p> <p><b>Auxiliary:</b> <i>ought, will/shall (We ought to check in the book.) Prefer to/would rather</i></p> <p><b>Exclamation</b> such as: <i>That's beyond belief!</i></p>



## Susana Dutro ELD Matrix of Grammatical Forms

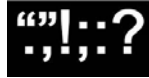
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<b>NOUNS &amp; ARTICLES NAMING PEOPLE, PLACES, THINGS:</b>	<p><b>Common singular and plural nouns and articles</b> <i>Note: use with appropriate article as a pair (i.e., the book, an orange)</i></p>	<p><b>Common singular and plural nouns and articles</b> <i>Note: use with appropriate article as a pair (Ex: a pencil, an oval, the ball)</i></p> <p><b>Collective nouns</b> <i>Ex: team, group</i></p> <p><b>Difficult plurals</b> <i>Ex: boxes, roses, faces</i></p>	<p><b>Articles</b> for specific &amp; general nouns (Ex: <i>the best song, a good song; the answer, an answer</i>)</p> <p><b>Uncountable nouns</b> <i>Ex: some water, a lot of chocolate, a little glitter</i></p> <p><b>Possessive nouns</b> <i>Ex: teacher's, friend's</i></p> <p><b>Collective nouns</b> <i>Ex: flock, box of ____, bunch of kids, flowers,</i></p> <p><b>Irregular plurals</b> <i>Ex: fish, teeth, mice</i></p> <p><b>Derivational</b> <i>Ex: sad, sadness</i></p>	<p>Content area <b>abstract nouns</b> <i>Ex: democracy, safety, freedom</i></p> <p><b>Derivational</b> <i>Ex: converse, conversation</i></p> <p><b>Derivational verb to noun gerunds</b> <i>Walking is healthy. Feeding bears is not a good idea.</i></p>	<p><b>Figurative language</b> using metaphors, similes such as: <i>Love is a rose. She runs like a cheetah.</i></p>
<b>PRONOUNS RE-NAMING PEOPLE, PLACES &amp; THINGS:</b>	<p><b>Subject pronouns</b> <i>I, you, he, she, it, we, they</i></p> <p><b>Possessive pronouns</b> <i>my, your</i></p>	<p><b>Object pronouns</b> <i>me, you, her, him, it, us, them</i></p> <p><b>Possessive pronouns</b> <i>her, his, our, their (Our ball, her book, their team)</i></p> <p><b>Demonstrative pronouns</b> used in routine statements and questions <i>Ex: Is this ____? This is ____.</i></p>	<p><b>Demonstrative pronouns</b> <i>this, that, these, those (Ex: Those are his. These are mine.)</i></p> <p><b>Possessive pronouns</b> <i>my/mine, your/yours, her/hers, his, our/ours, their/theirs. It's my lunch. It's mine.</i></p> <p><b>Questions</b> with <i>whose</i> and <i>which</i> (<i>Whose shoes are these? They're his.</i>)</p>	<p><b>Reflexive pronouns</b> (<i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i>)</p> <p><b>Reciprocal pronouns</b> <i>each other, one another</i>)</p> <p><b>Indefinite pronouns</b> (<i>some/any/no/every + body /one/thing/where</i>)</p>	<p><b>Relative pronouns</b> used to introduce an adjective clause with <i>who, whom, whose, which, that</i></p>
<b>PREPOSITIONS CONNECTING IDEAS:</b>	<p><b>Teach prepositions as they occur with new verbs, adjectives: <i>turn off/on, look at/for/up, care for, differ from/with</i></b></p>				
	<p><b>Location</b> <i>on, off, in, out</i></p> <p><b>Direction</b> <i>up, down</i></p>	<p><b>Location</b> such as: <i>inside, outside, at, next to, beside, between, behind, above, below, under</i></p> <p><b>Direction</b> such as: <i>over, under, through, across, around, into</i></p> <p><b>Time</b> such as: <i>before, after</i></p>	<p><b>Location</b> such as: <i>on the left/right, in the middle of, underneath, in front of, in back of, near</i></p> <p><b>Direction</b> such as: <i>to, from, toward, into, out of, through, by, past, to the left/right</i></p> <p><b>Time</b> such as: <i>at [certain time], on [certain day of the week], in [certain month, season], after, before</i></p>	<p><b>Verb-preposition</b> combinations, such as: <i>belong to, wait for</i></p> <p><b>Specialized prepositions</b> <i>Until, since, for, against, onto</i></p> <p><b>Time</b> such as: <i>during, while, from, to</i></p>	<p><b>Verb-preposition</b> combinations, such as: <i>agree with, answer to, separate from</i></p>



## Susana Dutro ELD Matrix of Grammatical Forms

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<b>CONJUNCTIONS</b> CONNECTING IDEAS:	<b>To combine</b> <i>pen and pencil, brother and sister, running and skating</i>	<b>To combine</b> using <i>and</i> & <i>both</i> ( <i>Bats and owls both fly.</i> ) <b>To contrast</b> using <i>or</i> ( <i>You can use a pen or a pencil.</i> )	<b>To explain:</b> <i>because</i> ( <i>I like soccer because it is fun.</i> ) <b>To contrast:</b> <i>but</i> ( <i>I like apples, but not bananas. Owls are birds, but bats are mammals.</i> ) <b>To show cause/effect:</b> <i>Ex: so, because</i> ( <i>We are selling candy so we can take a trip. The ship sank because it had a hole</i> )	<b>To explain:</b> <i>not only/but also, although</i> <b>To contrast:</b> <i>however, either/or; neither/nor; yet</i> <b>To show cause/effect:</b> <i>therefore</i>	Such as, <i>whenever, as soon as, whether/or</i> and <i>whereas</i> used to form adverb clauses which show time and cause and effect relationships.
<b>ADJECTIVES</b> DESCRIBING WHAT KIND, HOW MANY, HOW MUCH, WHICH ONE:	<b>Adjective placement</b> <i>Ex: big cat, red ball</i> <b>Concrete, descriptive adjectives</b> for number, color, size, sensory, to describe how it feels and sounds	<b>Ordinal numbers</b> <i>Ex: first, third (1st through 10th)</i> <b>Descriptive:</b> <i>big, brown</i> <b>Comparatives</b> <i>-er, (faster, bigger)</i> <b>Superlatives</b> <i>-est, (biggest)</i> <b>Antonyms</b> <i>Ex: tall/short, slow/fast, new/old</i>	<b>Quantities</b> <i>Ex: few, a lot, many</i> <b>Comparative &amp; superlative adjectives</b> with special forms, such as: <i>good, better, best; bad, worse, worst; some, more, most; little, less, least</i> <b>Comparatives</b> with <i>-er than</i> and <i>as...as</i> ( <i>Taller than, as tall as</i> ) <b>Multiple adjectives</b> ( <i>dry brown soil</i> ) <b>Demonstrative adjectives</b> <i>this, that, these, those</i> ( <i>Ex: This book is about a whale. That one is about a horse.</i> ) <b>Derivation:</b> noun to adj. ( <i>care, careful</i> ) <b>Synonyms and antonyms</b> such as: <i>nice, likeable, mean, evil</i>	<b>Quantities</b> <i>Ex: any, much, several, each</i> <b>Too + adjective</b> ( <i>too red</i> ) <b>Similes</b> ( <i>as red as a rose</i> ) <b>Adjectives</b> with <i>-ish</i> or <i>-y</i> ( <i>milky, sluggish</i> ) <b>Synonyms and antonyms</b> such as: <i>pleasant, agreeable, delightful, vile, despicable, enormous, gigantic</i>	<b>Abstract idiomatic expressions</b> <b>Abstract similes and metaphors</b> from literature ( <i>Ex: as cool as a cucumber</i> ) <b>Adjective clauses</b> introduced by relative pronouns ( <i>He was the teacher who taught history.</i> )
<b>ADVERBS</b> DESCRIBING WHEN, WHERE, HOW, WHY:		<b>Adverbs with -ly</b> in routine expressions <i>Ex: slowly, loudly (Walk slowly/quickly to the door. Say your name quietly/loudly.)</i> <b>Adverbs of time</b> <i>Ex: yesterday, today, tomorrow</i> <b>Formula phrases</b> with <i>very</i> ( <i>very big, very good, very quiet</i> )	<b>Adverbs with -ly</b> <i>We walked slowly</i> <b>Adverbs without -ly</b> <i>Ex: well, very, too, enough</i> <b>To describe frequency</b> <i>Ex: always, never, sometimes</i> <b>Common verb + too</b> ( <i>Can I come, too?</i> ) <b>Extend speech for specificity</b> ( <i>Yesterday we walked slowly through the park.</i> ) <b>Modify adjective</b> ( <i>I was very late. The problem was too hard.</i> )	<b>Too + adverb</b> ( <i>too fast, too carefully, too loudly</i> ) <b>Well vs. good</b> ( <i>Good job; well done; that was a good book; she writes well</i> ) <b>To describe frequency</b> such as <i>usually, rarely, seldom, frequently, often</i>	<b>Adverb clauses</b> introduced by subordinating conjunctions ( <i>Clap twice whenever you hear the sound.</i> ) <b>Specialized adverbs</b> such as <i>already, yet, still, anymore</i>

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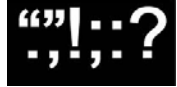
## Susana Dutro's ELD Matrix of Grammatical Forms

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<b>DESCRIBING ACTIONS &amp; STATES OF BEING: VERBS</b>	<p>Understand and begin to produce the following verbs for observable actions and descriptions:</p> <p><b>Present tense</b></p> <ul style="list-style-type: none"> <li>• <i>be</i></li> <li>• <i>have</i></li> <li>• <i>like</i></li> <li>• <i>need</i></li> <li>• <i>want</i></li> </ul> <p><b>Respond</b> to routine <i>can</i> and <i>do</i> questions with an action or orally (yes/no, single word) <i>Can I help you? Do you need a ___? Can a bird fly? Does a square have three sides?</i></p> <p><b>Present progressive statements</b> <i>Ex: walking, Is reading, She is running.</i></p> <p><b>Imperative</b> (receptive) <i>Ex: point to, pick up, stand up</i></p> <p><b>Auxiliary</b> Uses <i>can</i> in simple statements with concrete verbs: <i>She can read. Birds can fly.</i></p>	<p>Learn to understand and produce for observable actions and descriptions:</p> <p><b>Present tense</b> <i>Including: be, do, have, need, see, know run, draw, make (I like my dog, She likes cats. He is a boy. I have two sisters.)</i></p> <p><b>Present progressive statements &amp; questions</b> <i>Ex: play, read, work, eat, drink (She is laughing. Is she reading?)</i></p> <p><b>Past progressive statements &amp; questions</b> <i>was, were (Ex: was walking, were walking)</i></p> <p><b>Routine statements &amp; questions</b> using <i>who, what, where, when and how. (What is your name? What can a dog do? A dog can bark. How old are you? How are you? Where is ___? I like baseball. She is my sister.)</i></p> <p><b>Statements and questions</b> with <i>there is</i> and <i>there are</i></p> <p><b>Future tense statements and questions</b> <i>going to, will</i></p> <p><b>Imperatives</b> such as: <i>Please be quiet. Play soccer with me. Bring your book.</i></p> <p><b>Auxiliary</b> <i>do</i>, and <i>can</i> in routine questions and statements. <i>(Do you have/need a pencil? How do you spell your name? Can you see the board? Yes, I can. Can you help me? I can help you. May I go to the bathroom?)</i></p>	<p>Learn to understand and produce regular &amp; irregular past tense verbs in: !</p> <ul style="list-style-type: none"> <li>• <b>Positive/negative statements</b> <i>Ex: lived, walked, went, did not live, did not go (He talked on the phone. She saw her friend yesterday.) !</i></li> <li>• <b>Positive/negative question</b> <i>Ex: were/weren't, did/didn't, could/couldn't, was/wasn't</i></li> </ul> <p><b>Negative present and past progressive</b> <i>Ex: was/were not, were not walking</i></p> <p><b>Contractions</b> <i>Ex: I'm, she's, I'll, we'll, can't, wasn't, weren't, isn't</i></p> <p><b>Present perfect tense</b> with routine statements and questions <i>have/ has + past participle: (She has been in my group since November.)</i></p> <p><b>Formulating Questions</b> (past, present, future) with <i>who, what, where, when, how many, how much, why (How much is it?) Formulating above questions with do and does (How much does it cost?)</i></p> <p><b>Statements and questions</b> with <i>there was</i> and <i>there were</i></p> <p><b>Imperatives</b> such as: <i>Stop doing that, please. Let's play soccer now.</i></p> <p><b>Auxiliary verbs</b> <i>may, might, must, should, could, would (You should study. I might be late. We could divide by 5. Would you...?)</i></p> <p><b>Exclamations</b> such as: <i>What a great idea! That's not fair.</i></p> <p><b>Simple idioms</b> such as: <i>Give me a break. It's raining cats and dogs.</i></p>	<p>Learn to understand and produce verb tenses appropriate to the situation:</p> <p><b>Present &amp; past perfect</b> <i>have/has/had + past participle</i></p> <p><b>Positive/negative statements:</b> <i>I have studied ballet since I was six. Kennedy hadn't been president long.</i></p> <p><b>Questions</b> <i>How long have you ___?</i></p> <p><b>Phrasal verbs</b> <i>Turn on the light. Turn the light on. Clear your desks off. Clear off your desks.</i></p> <p><b>Statements and questions</b> with <i>there will be/there has been</i></p> <p><b>Conditional statements and questions</b> using <i>if</i> and <b>auxiliary</b> verbs <i>would, will, may, might, must, can could, should (If we see a brown bear, we will not feed him. We can make it to the show if we leave now. If we left now, we would be on time. If you don't...)</i></p> <p><b>Synonyms</b> <i>Ex: responded/cried; stroll/ hike/march</i></p> <p><b>Exclamations</b> such as: <i>You have got to be kidding! That's unbelievable!</i></p> <p><b>Less obvious idioms</b> such as: <i>Hit the ceiling, scared silly, lend me a hand</i></p>	<p>Learn to understand and produce verb tenses appropriate to the situation:</p> <p><b>Progressive, future and conditional perfect tenses</b> <i>She has been studying. She will have been studying, If she had studied, she would have done better.</i></p> <p><b>Phrasal verbs with multiple meanings</b> (often idiomatic) <i>Ex: make up (your mind, a story, the class, your face, with a friend).</i></p> <p><b>Passive voice</b> <i>It was written by..., This picture of a grizzly bear was taken by my grandfather.</i></p> <p><b>Conditional statements</b> using <i>unless: Unless I turn in my essay, I won't be able to go to recess.</i></p> <p><b>Auxiliary:</b> <i>ought, will/shall (We ought to check in the book.) Prefer to/would rather</i></p> <p><b>Exclamation</b> such as: <i>That's beyond belief!</i></p>

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## Language

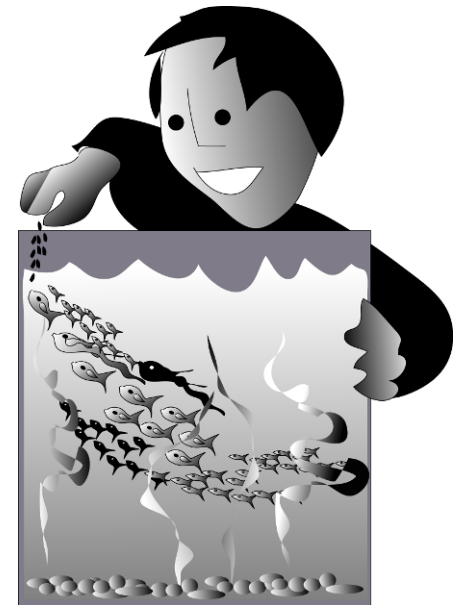


## Sentence Exercise Grades 3-6: Pre-writing (Brainstorming Words)

You will look at a picture and brainstorm words to describe what is happening in the picture. The **noun** has been filled in for you—you need to think of **five** of each of the other types of words.

*Example:*

Look at this picture of a boy feeding some fish in a fish tank and think about the sample word choices below.



Adjectives	Noun	Verbs	Adverbs	Prepositional Phrases
<i>What are the fish like?</i>	<b>fish</b>	<i>What do the fish do?</i>	<i>How do they do it?</i>	<i>Where and when do they do it?</i>
hungry		eat	quickly	in the water
wet		swim	hungrily	between the plants
black, grey		chew	fast	under a rock
speedy		hide	slowly	during dinnertime
fast		swallow	happily	after lunch

Adapted from: Project GLAD <http://www.projectgald.com/>