

Subordinate elements can be words, phrases, or clauses that modify nouns or verbs. In this chapter, the subordinate elements we will learn about are adverbs; in the next chapter, we will cover adjectives. Later, we will study adverbial and adjectival phrases and clauses.

Ideas to Understand ^B

To the Source:

■ adverb

The word *adverb* comes from the Latin words *ad*, which means “to” and *verbum*, which means “word.” The Latin word *adverbium* means “added to a verb.”

An *adverb*^B is a subordinate element that modifies verbs, adjectives, or other adverbs. When adverbs modify verbs, as they commonly do, they tell *how*, *when*, or *where* the action takes place in the sentence. In this way, an adverb is subordinate to the principal element it modifies. An adverb is a word that is added to a verb, answering the questions *how?* *when?* or *where?*

Think of a simple sentence about a canary named Tweet: Tweet chirps. The sentence has only a subject and a predicate verb, but if you add an adverb, you help the reader understand *how* the subject is doing something. Tweet chirps *loudly*. Or, Tweet chirps *softly*. Or even, Tweet chirps *obnoxiously*. Adverbs change or modify the meaning of the verb. They help the reader picture *how* the action is taking place. They can also tell the *when* and the *where* of the action: Tweet chirps *nightly*. Tweet chirps *anywhere*.

In the poem “Crumbs to the Birds,” Charles and Mary Lamb describe a little bird’s caroling with different adverbs that tell how, when, and where he sings. Read carefully to see if you can point out the adverbs.

From the Sideline

Sideline: The different subordinate elements will be explored throughout *WOL Level 2*. Subordinate elements can be words (adjectives or adverbs), phrases (adverbial and adjectival prepositional phrases), or clauses (adjectival clauses, also called relative clauses). Adverbial clauses will be covered in *WOL Level 3*.

^BWrite on the board these lines excerpted from the poem “Crumbs to the Birds.” They have been rewritten in the word order of common speech. Underline the adverbs: (1) *He often fares very hard*; (2) *He bears his little cares so patiently*; and (3) *I'll scatter the small crumbs there among the weeds*. Thus you can focus the students’ attention on the particular adverbs we use as examples.



No doubt he has his little cares,
And very hard he often fares,
The which so patiently he bears,
That listening to those cheerful airs,
Who knows but he may be

fares: gets along

In want of his next meal of seeds?
I think for *that* his sweet song pleads.
If so, his pretty art succeeds,
I'll scatter there among the weeds
All the small crumbs I have.¹

airs: songs

art: the bird's song



There are many different legends surrounding Camelot, the castle of Arthur and Guinevere; Excalibur, the sword which only the boy Arthur could pull from the stone where it was magically fixed until the rightful king should remove it; Sir Lancelot, the most gallant knight and Arthur's best friend who falls in love with the queen; and Merlin, the wizard who lives backward, getting younger each day instead of aging. Ask your librarian to help you find a good collection of the Arthurian tales, take it off the shelf, and enjoy your trip to Camelot!

Many adverbs, though not all of them, end with the letters *-ly*. As a **suffix**,² or letters added to the end of a word, *-ly* transforms a word into an adverb. Did you notice how the poets use the adverb *patiently* to tell their reader *how* the little bird *bears* his cares? In addition, they use the adverb *often* to tell *when* the bird *fares* (in other words, gets along). They also use the adverb *there* to tell *where* I *will scatter* the crumbs among the weeds.

Adverbs usually modify verbs, such as *hard* modifies the verb *fares*, in telling *how* the bird *fares*. However, adverbs can also modify other adverbs, such as in the line “And *very* hard he often *fares*.” *How* hard? *Very* hard. When the poets tell us that the bird bears his little cares “so patiently,” the adverb *patiently* modifies the verb *bears*, but *patiently* is itself modified by another adverb: *so*. *How* patiently? *So* patiently.

Adverbs can tell how the verb is behaving even if it is in the negative. If the poets had written, “I will not scatter crumbs,” they would have used the adverb *not* to modify the verb *scatter*. *How* will I scatter? I will *not* scatter. The adverb *not* is used to negate the action of the verb *scatter*. *Never* is another adverb that negates the action of the verb and answers the question *how?* as in “I will *never* scatter crumbs.”

To the Source:

suffix

The word *suffix* comes from the Latin word *suffixum*, which means something “attached on top of.”

From the Sideline: Adverbs can also answer the questions *why?* *under what conditions?* and *to what degree?* Because this chapter does not cover adverbial phrases or adverbial clauses, we introduce here only the simpler questions that the students will need to identify adverbs and the words they modify.

1. Charles and Mary Lamb, “Crumbs to the Birds,” in *One Thousand Poems for Children*, ed. Roger Ingpen (Philadelphia: George W. Jacobs & Company, 1920), p. 21. Available at: <https://books.google.com/books?id=8OsyAQAAQAAJ>.

From the

Sideline: Some grammarians refer to both *not* and *never* as negative adverbs.

II Pause for Punctuation

An address is usually written on three lines:

- ◊ **First and Last Name** (capitalize the first letters of each word)
- ◊ **Street Number and Street Name with abbreviation for street** (capitalize the first letters of each word and place a period after the abbreviation)
- ◊ **City, State and Zip Code** (capitalize the first letters of each word; use a comma between city and state but not between the state and the zip code; use either the five-digit zip or the nine-digit zip with a hyphen separating the last four digits)

Example: Alex Lexicon
 123 Word St.
 New Syllable, NY 12345-6789

From the Sideline: Take this opportunity to introduce students to the postal abbreviations for all fifty states, pointing out to them the double capital letters and no period. Perhaps have them write a letter to a grandparent.

Terms to Remember

Review these definitions frequently and joyfully to help commit them to memory. *How should you review them? Frequently and joyfully!*

- ◊ Principal Elements (1–3)
- ◊ Noun (1–5)
- ◊ Verb and Helping Verb (1–6)
- ◊ Adverb (1–7)

Song Lyrics:

For the lyrics to all of the songs in *WOL2A*, please see the Song Lyrics section on p. 197.

^cModel the steps of the analysis for the students. As they orally analyze the sentence with you, demonstrate the markings, which now include lines and arrows. Say aloud together the words in gray. Then, diagram the sentence on the board.

Sentences to Analyze and Diagram^c

As you analyze sentences, you need to remember the definition of a sentence, the four kinds of sentences, and the principal elements of a sentence. Now, we add the next steps for breaking a sentence into its parts: identify, in order, all the modifiers beginning at the end of the sentence and moving from right to left. The modifiers in this chapter's lessons are all adverbs. As you analyze the following sentence with your teacher's guidance, note that the last two steps are new—the analysis of adverbial elements.

S PV
Swallows fly high.
 ↑adv

- a. (First, read the sentence aloud.) "Swallows fly high."
- b. "This is a sentence because it is a group of words that expresses a complete thought."
- c. "It is a declarative sentence because it makes a statement."
- d. "This sentence is about *swallows*. So, *swallows* is the subject because it is what the sentence is about." (Since *swallows* is the subject, underline it and place a capital letter S above it.)
- e. "This sentence tells us that *swallows* *fly*. So, *fly* is the predicate because it is what the sentence tells us about *swallows*." (Since *fly* tells us something about *swallows*, double underline the predicate and place a capital letter P above it.)
- f. "It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs." (Since *fly* shows action, place a capital letter V to the right of the letter P.)
- g. (Now move right to left from the end of the sentence to the beginning.) "High tells us *how* *swallows* *fly*." (To mark adverbs, carefully draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.)
- h. "So, *high* is an adverbial element because it modifies a verb. It is an adverb." (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)

Once the sentence is analyzed and marked, you can diagram it using the following steps:

1. Draw a horizontal baseline.
2. (Subject) Write the subject on the left-hand side of the baseline.
3. Draw a vertical line that penetrates, or crosses through, the baseline.
4. (Predicate verb) Write the predicate on the baseline to the right of the vertical line.

From the Sideline

Sideline: The Sentence Bank at the end of the chapter in the teacher's edition includes scripts for analyzing additional sentences as well as answer keys for the diagrams.

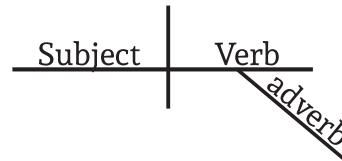
From the Sideline

Sideline: Why analyze modifiers from right to left? We move right to left because it helps keep modifier lines from getting entangled. Also, moving systematically from end to beginning helps keep the sentence *parts* in focus rather the whole.

From the Sideline:

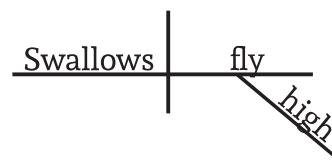
Use hand signals to reinforce the meaning of *horizontal*, *vertical*, and *diagonal*. Have the students put their arms straight out when they say “horizontal,” arms straight up when they say “vertical,” and arms at a slant when they say “diagonal.”

5. (Adverb) Draw a diagonal line from left to right under the word that is modified and then write the adverb on that diagonal line.



In the diagram for the sentence “Swallows fly high,” notice that the word *swallows* (the subject) is written to the left of the vertical line. *Fly* (the predicate verb) is written to the right of the vertical line. *High* is written on a modifying line under the verb *fly*.

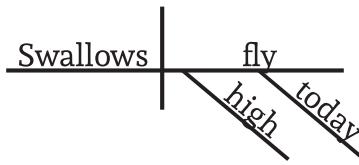
S PV
Swallows fly high.
↑ adv



When a sentence has more than one adverb, the modifier lines must not be crossed. For example, in the sentence “Swallows fly high today,” the modifier lines do not cross one another. In fact, the lines are connected. The lines become one line modifying the same verb: *fly*.

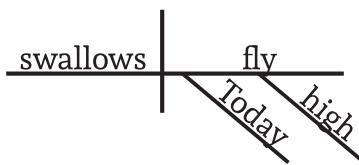
S PV
Swallows fly high today.
↑ adv | adv



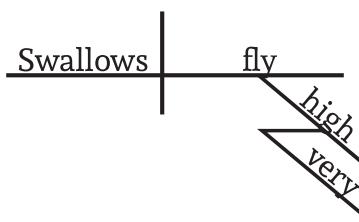
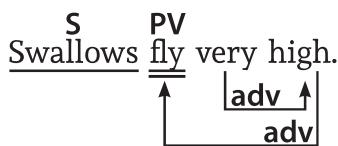


When a sentence has adverbs both before and after the verb, the modifier lines are distinct and separate. They are *not* to be joined even if they are both modifying the same verb.

► We find that students understand more readily the function of introductory adverbs if we always place commas after them. However, the standard practice is to use a comma after an introductory adverb if the adverb is serving as a transition from the previous sentence. A comma is not used if the adverb is modifying only the verb it introduces in the sentence.



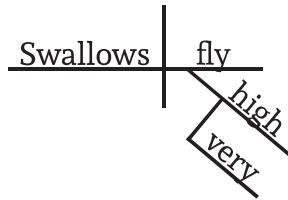
When a sentence has an adverb modifying another adverb in the sentence, the modifier lines must not be crossed. For example, in the sentence “Swallows fly very high,” the modifier line from *very* to *high* is separate from the other modifier line. The modifier line from *high* is beneath the other modifier line and points to the verb *fly*.



From the

Sideline: Keep in mind that the analysis is *process* oriented, whereas diagramming is *product* oriented. The analysis is to be done consistently in a certain order and in a certain way. The goal of diagramming, on the other hand, is to create a beautiful diagram; the students may do it in any order they choose as long as it is neat and correct.

From the Sideline: Diagram an adverb modifying another adverb or an adjective as we have here: with a short horizontal line attaching the diagonal lines. Or, the short connecting line can be perpendicular to the two diagonal lines, as shown below. Either way is acceptable.



From the Sideline: Give clear directions.

Teach with a clear understanding of the lesson. State what you expect, have the students repeat it, and expect them to learn. We say, “State it. Repeat it. Do it.”

^ABring in pizza for the class or make your own pizzas using English muffins, tomato sauce, and toppings. (Be sure to be aware of any allergies among your students.) As you enjoy, talk about how a plain pizza is *modified* by its toppings like a noun is modified by an adjective.

Chapter 3

Adjectives^A

When people go to a pizzeria together, they don’t always agree on the toppings they want on their pizza. Some want only spicy pepperoni on their pizza; some claim that Italian sausage pizzas are best; some even crave yellow pineapple and green peppers on their pizza. Then, there’s always the traditional favorite, which is pizza with no toppings except lots of mozzarella cheese. No matter what the people end up ordering, all those pizzas are distinct from each other: their toppings modify, or define, what kind of pizzas they are.

A sentence is like a pizza. The principal elements—the subject and the predicate—are the crust and sauce, while the subordinate elements modify them like toppings modify a pizza. In the previous chapter, you learned that an adverb is a subordinate element usually used to modify a verb, though it can also modify an adjective or another adverb. In this chapter, you will learn about *adjectives* and how they modify *nouns*. You can think of adjectives as bringing flavor to a sentence much like toppings do to a pizza. Using adjectives can enhance the meaning of a sentence.

Ideas to Understand

Adjectives describe nouns. They modify the meaning of nouns by telling *how many*, *whose*, *which one*, or *what kind*. The word *adjective* comes from two Latin words, *ad* meaning “to” and *iacere* meaning “to throw.” An adjective is thrown or placed near a noun, usually before it.

An adjective that answers the questions *how many* (e.g., two; a, an), *whose* (e.g., Eden’s), or *which one* (e.g., that; the) is called a **definitive adjective**. It

From the

Sideline: Adjectives can modify pronouns as well, usually as a predicate adjective modifying a pronoun subject, which is a topic for a later chapter.



Off the Shelf:

The 1835 edition of *The Water-Babies* is 330 pages long. Now that's a long fairy tale! Like other fairy tales, it includes some strange characters and bizarre events. However, the book takes on serious issues, such as the mistreatment of children who were factory workers or servants. Whether you think of it as a fairy tale or as a long criticism of things that were wrong in society, *The Water-Babies* is a magical adventure story. Look for it in your library, and check it out!

From the Sideline

Sideline: If students don't know the meaning of certain words in the excerpt, ask them to look them up in a dictionary. Point out in the dictionary the abbreviation (*adj.*) that identifies the part of speech.

limits or defines the noun it modifies. An adjective that answers the question *what kind* (e.g., yellow) is called a **descriptive adjective**. It describes a quality of the noun it modifies. The most important thing for you to remember about all adjectives is that, whether they define or describe, they affect the meaning of the noun. For example, consider how the noun *peppers* is changed by different adjectives placed near it: *two* peppers, *Dad's* peppers, *those* peppers, or *green* peppers.

In one passage from the novel *The Water-Babies, A Fairy Tale for a Land-Baby*, author Charles Kingsley plays with adjectives by throwing a variety of them before the noun *backstairs*. After a magical underwater adventure in a river, a fairy leads Tom, the main character, back to the real world. To prevent others from knowing where he has come from, the fairy insists he go by the *backstairs*. Then, she describes *what kind* of *backstairs* they are, piling on adjective after adjective, thirty in all. Here are just a few: but you can see the entire passage in the Curious Child's Literary Appendix in the back of the book:

Oh, backstairs,
precious backstairs, invaluable
backstairs, requisite backstairs, necessary
backstairs, good-natured backstairs, cosmopolitan
backstairs, comprehensive backstairs, accommodating backstairs¹

Each adjective modifies the noun, describing it and changing its meaning in a silly way. We've arranged these adjective-noun pairs to look a little like steps because Kingsley makes the readers feel as if they are climbing the *backstairs*.



1. Charles Kingsley, *The Water-Babies, A Fairy Tale for a Land-Baby* (New York: Macmillan and Co., 1895), p. 322. Available at: <https://books.google.com/books?id=fZJwHTgpNGAC>.

Articles—*the* and *a* (or *an*)—are adjectives too. Like other adjectives, *the* and *a* (or *an*) modify nouns, telling *which one* or *how many*. The article *the* is a definite article. It identifies a particular noun and can be placed before a noun, as in “*the* backstairs dried,” or before another adjective modifying that noun, as in “*the* drippy backstairs dried.” Both sentences refer to a particular set of backstairs, such as the one previously mentioned leading out of the fairy tale river.

The article *a* (or *an*) is known as an indefinite article. It is placed before a non-specific noun and identifies the noun as being singular. The word *a* stands alone before nouns (or the adjectives modifying them) that begin with a consonant sound: “*a* back door slammed.” The word *an* is used before words beginning with vowel sounds: “*an* angry wasp flew inside.” These sentences refer to no particular backdoor or wasp, and neither of them has been mentioned previously. If we should happen to refer to them later, we would use the definite article. We might ask, “Do you remember *the* back door and *the* angry wasp we used in the examples?”

From the

Sideline: Some grammarians consider *articles* to be a separate part of speech, classifying words into nine parts of speech. We agree with grammarians who place articles in the adjective category, retaining the traditional eight parts of speech.

II Pause for Punctuation

Commas are used to separate cities and states in two ways:

- ◊ **Within a sentence:** Place a comma before and after the state. Example: I lived in Indianapolis, Indiana, for ten years.
- ◊ **Within an address:** Place a comma after the city. Example: City, State (abbreviated)—Columbus, OH

Terms to Remember

Reviewing the terms is important to gaining mastery. Make sure you have the definition of adjectives memorized.

- ◊ Principal Elements (1–3)
- ◊ Noun (1–5)
- ◊ Adverb (1–7)
- ◊ Adjective (1–8)

Song Lyrics:

For the lyrics to all of the songs in *WOL2A*, please see the Song Lyrics section on page 197.

B Model the marking of the sentence on the board while the students orally analyze it. Say in chorus the words in gray. When you finish the analysis, diagram the sentence together.

Sentences to Analyze and Diagram^B

Analyzing sentences helps you to understand sentences. Remember to ask yourself the questions: Is it a sentence? What kind of sentence is it? What are the principal elements? Once you have answered those questions, the next step of analysis is to identify, in order, all of the modifiers—adverbs and adjectives—beginning at the far right of the sentence and moving from right to left.

With your teacher's guidance, use the following steps to analyze the sentence. Speak the words in gray along with your teacher and pay close attention to what she is writing. When your teacher is finished, the sentence will look like this:

From the Sideline: The Sentence Bank contains extra practice sentences, including the scripts, and is placed at the end of this chapter.

The angry wasp attacked.
|adj|adj|
S PV

- a. First, read the sentence aloud. “The angry wasp attacked.”
- b. “This is a sentence because it is a group of words that expresses a complete thought.”
- c. “It is a declarative sentence because it makes a statement.”
- d. “This sentence is about *wasp*. So, *wasp* is the subject because it is what the sentence is about.” (Since *wasp* is the subject, underline it and place a capital letter *S* above it.)
- e. “This sentence tells us that *wasp attacked*. So, *attacked* is the predicate because it is what the sentence tells us about *wasp*.” (Since *attacked* tells something about *wasp*, double underline the predicate and place a capital letter *P* above it.)
- f. “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Since *attacked* shows action, place a capital letter *V* to the right of the letter *P*.)
- g. (Now move from right to left from the end of the sentence to the beginning.) “*Angry* tells us *what kind* of *wasp*.” (To mark adjectives, carefully draw a straight line down from the adjective, then a hor-

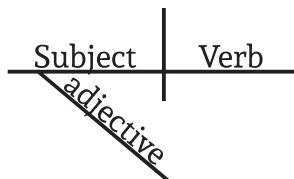
izontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.)

- h. “So, *angry* is an adjectival element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- i. “*The* tells us *what kind* of wasp.” (Draw a straight line down from the adjective, then a horizontal line connecting to the other adjectival line since both words modify the same word, and then a straight line with an arrow pointing to the word they modify.)
- j. “So, *the* is an adjectival element because it modifies a noun. It is an adjective.”² (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)

Once the sentence is analyzed and marked, you can diagram it. Remember to write the subject and predicate on the horizontal baseline and to use a vertical line to divide the principal elements. Just like with an adverb, diagram an adjective by making a diagonal line under the word that it modifies and writing the adjective on the slanted line.

From the Sideline

Sideline: Note that *adj* is marked in lowercase letters underneath the adjective, and the modifying line is drawn neatly and connects to the noun that it modifies. The marking is done during the analysis. Remember the modifier lines do not cross one another. In fact, the lines are connected. The lines become one line modifying the same noun, as with the word *wasp*.



Look at the sentence “The angry wasp attacked,” and notice how *wasp* (subject) and *attacked* (predicate verb) are written on the baseline with the vertical divider line between them. The words *the* and *angry* are written on modifying lines under the noun *wasp* in the diagram.

The angry wasp attacked.
adj adj ↑

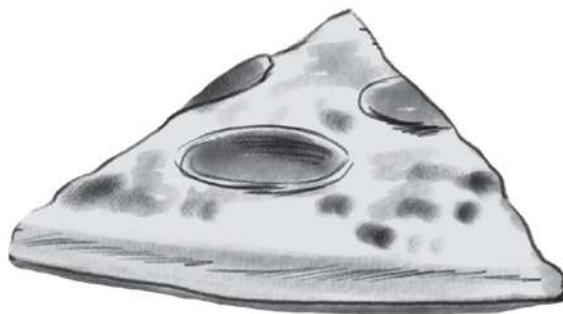
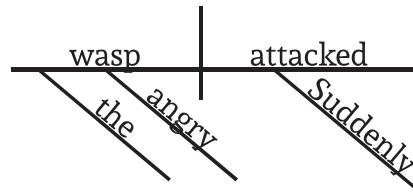
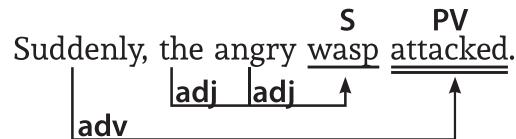
wasp | attacked
The angry



When a sentence has more than one kind of modifier before the subject in the sentence, the modifier lines must not be crossed or connected. For

2. The word *article* can be substituted in place of the word *adjective*.

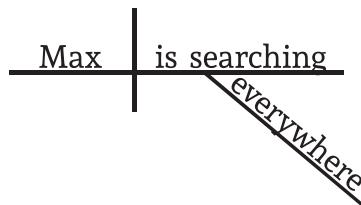
example, in the sentence “Suddenly, the angry wasp attacked,” *suddenly* is an adverbial element and modifies the verb. Its line is separate from the modifier lines for *the* and *angry* and connects to the verb. *The* and *angry* are adjectival elements and modify the noun. Their lines are connected since they both modify the subject *wasp*. Neither line crosses the other. Notice the first word in the sentence is capitalized in the diagram.



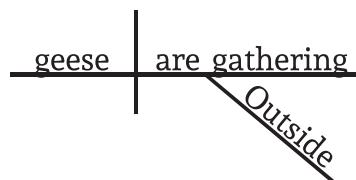
Sentence Bank

Model the sentence analysis on the board while students recite aloud from memory the lines in quotation marks. Then diagram the sentence together.

- a. (First, read the sentence aloud.) “Max is searching everywhere.”
- b. “This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement.”
- c. “This sentence is about *Max*.” (Underline the subject.) “So, *Max* is the subject because it is what the sentence is about.” (Place a capital letter *S* above the subject.)
- d. “This sentence tells us that *Max is searching*.” (Double underline the predicate.) “So, *is searching* is the predicate because it is what the sentence tells us about *Max*.” (Place a capital letter *P* above the action verb.)
- e. “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Place a capital letter *V* to the right of the *P*.)
- f. “*Is* is a helping verb because it helps the verb.” (Place a lowercase *hv* above the helping verb.)
- g. “*Everywhere* tells us *where* *Max* is searching.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.)
- h. “So, *everywhere* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)

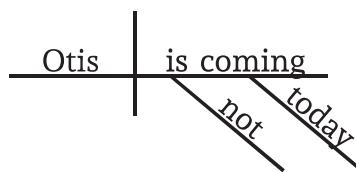


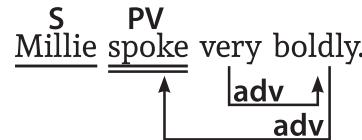
- a. (First, read the sentence aloud.) "Outside, geese are gathering."
- b. "This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement."
- c. "This sentence is about *geese*." (Underline the subject.) "So, *geese* is the subject because it is what the sentence is about." (Place a capital letter S above the subject.)
- d. "This sentence tells us that geese *are gathering*." (Double underline the predicate.) "So, *are gathering* is the predicate because it is what the sentence tells us about *geese*." (Place a capital letter P above the action verb.)
- e. "It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs." (Place a capital letter V to the right of the P.)
- f. "*Are* is a helping verb because it helps the verb." (Place a lowercase hv above the helping verb.)
- g. "*Outside* tells us *where* geese are gathering." (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.)
- h. "So, *outside* is an adverbial element because it modifies a verb. It is an adverb." (Write *adv* in lower-case letters in the elbow opposite the line with the arrow.)



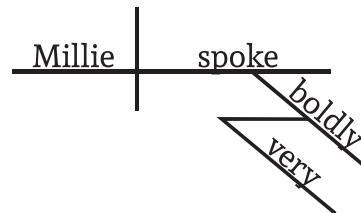
S hv PV
Otis is not coming today.
|adv ↑ adv|

- a. (First, read the sentence aloud.) “Otis is not coming today.”
- b. “This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement.”
- c. “This sentence is about *Otis*.” (Underline the subject.) “So, *Otis* is the subject because it is what the sentence is about.” (Place a capital letter *S* above the subject.)
- d. “This sentence tells us that *Otis is coming*.” (Double underline the predicate.) “So, *is coming* is the predicate because it is what the sentence tells us about *Otis*.” (Place a capital letter *P* above the action verb.)
- e. “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Place a capital letter *V* to the right of the *P*.)
- f. “*Is* is a helping verb because it helps the verb.” (Place a lowercase *hv* above the helping verb.)
- g. “*Today* tells us *when* *Otis* is coming.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.)
- h. “So, *today* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)
- i. “*Not* tells us *how* *Otis* is coming.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.)
- j. “So, *not* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)





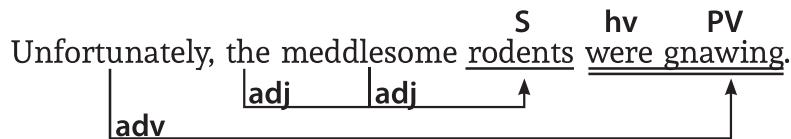
- a. (First, read the sentence aloud.) “Millie spoke very boldly.”
- b. “This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement.”
- c. “This sentence is about *Millie*.” (Underline the subject.) “So, *Millie* is the subject because it is what the sentence is about.” (Place a capital letter *S* above the subject.)
- d. “This sentence tells us that Millie *spoke*.” (Double underline the predicate.) “So, *spoke* is the predicate because it is what the sentence tells us about *Millie*.” (Place a capital letter *P* above the predicate.)
- e. “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Place a capital letter *V* to the right of the *P*.)
- f. “*Boldly* tells us *how* Millie spoke.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the predicate verb.)
- g. “So, *boldly* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lower-case letters in the elbow opposite the line with the arrow.)
- h. “*Very* tells us *how* boldly.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the adverb.)
- i. “So, *very* is an adverbial element because it modifies an adverb. It is an adverb.” (Write *adv* in lower-case letters in the elbow opposite the line with the arrow.)



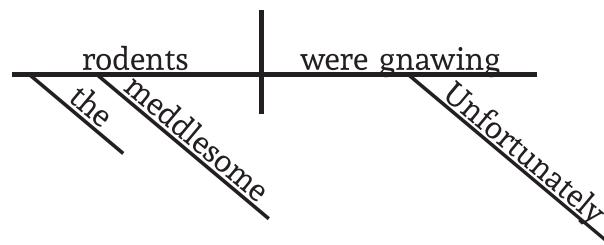
Sentence Bank

Model the sentence analysis on the board while students recite aloud from memory the lines in quotation marks. Then diagram the sentence on the board together.

meddlesome: interfering

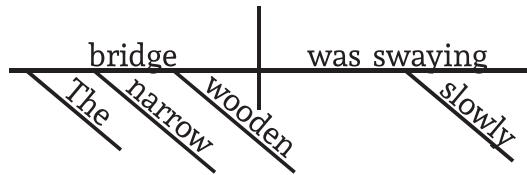


- a. (First, read the sentence aloud.) “Unfortunately, the meddlesome rodents were gnawing.”
- b. “This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement.”
- c. “This sentence is about *rodents*.” (Underline the subject.) “So, *rodents* is the subject because it is what the sentence is about.” (Place a capital letter *S* above the subject.)
- d. “This sentence tells us that rodents *were gnawing*.” (Double underline the predicate.) “So, *were gnawing* is the predicate because it is what the sentence tells us about *rodents*.” (Place a capital letter *P* above the action verb.)
- e. “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Place a capital letter *V* to the right of the *P*.) “*Were* is the helping verb because it helps the verb.” (Place a lowercase *hv* above the helping verb.)
- f. “*Meddlesome* tells us *what kind* of rodents.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *meddlesome* is an adjectival element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- g. “*The* tells us *which* rodents.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies and connect the line to the modifying line of the word *meddlesome*. The two modifying lines are joined and point, with a straight line, toward the word they modify.) “So, *the* is an adjectival element because it modifies a noun. It is an adjective (or article).” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- h. “*Unfortunately* tells us *how* the rodents were gnawing.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. *Do not connect this adverbial modifying line with the adjectival modifying line.*) “So, *unfortunately* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)



The narrow wooden bridge was slowly swaying,
 |adj|adj|adj|↑ |adv|↑

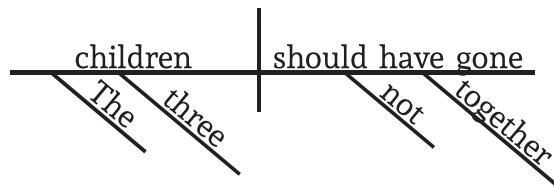
- (First, read the sentence aloud.) “The narrow wooden bridge was slowly swaying.”
- “This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement.”
- “This sentence is about *bridge*.” (Underline the subject.) “So, *bridge* is the subject because it is what the sentence is about.” (Place a capital letter *S* above the subject.)
- “This sentence tells us that *bridge* *was swaying*.” (Double underline the predicate.) “So, *was swaying* is the predicate because it is what the sentence tells us about *bridge*.” (Place a capital letter *P* above the action verb.)
- “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Place a capital letter *V* to the right of the *P*.) “*Was* is the helping verb because it helps the verb.” (Place a lowercase *hv* above the helping verb.)
- “*Slowly* tells us *how* the bridge was swaying.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *slowly* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)
- “*Wooden* tells us *what kind* of bridge.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *wooden* is an adjectival element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- “*Narrow* tells us *what kind* of bridge.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies and connect the line to the modifying line of the word *wooden*. The two modifying lines are joined and point, with a straight line, toward the word they modify.) “So, *narrow* is an adjectival element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- “*The* tells us *which* bridge.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies and connect the line to the modifying line of the word *wooden*. The three modifying lines are joined and point, with a straight line, toward the word they modify.) “So, *the* is an adjectival element because it modifies a noun. It is an adjective (or article).” (Write *adj* in lowercase letters in the elbow opposite of the line with the arrow.)



The three children should not have gone together.

S hv hv PV
 |adj|adj| ↑ |adv| ↑ |adv|
 The three children should not have gone together.

- a. (First, read the sentence aloud.) “The three children should not have gone together.”
- b. “This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement.”
- c. “This sentence is about *children*.” (Underline the subject.) “So, *children* is the subject because it is what the sentence is about.” (Place a capital letter S above the subject.)
- d. “This sentence tells us that children *should have gone*.” (Double underline the predicate.) “So, *should have gone* is the predicate because it is what the sentence tells us about *children*.” (Place a capital letter P above the action verb.)
- e. “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Place a capital letter V to the right of the P.) “*Should* and *have* are helping verbs because they help the verb.” (Place a lowercase hv above each helping verb.)
- f. “*Together* tells us *how* the children should have gone.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *together* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)
- g. “*Not* tells us *how* the children should have gone.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *not* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)
- h. “*Three* tells us *how many* children.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *three* is an adjectival element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- i. “*The* tells us *which* children.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies and connect the line to the modifying line of the word *three*. The two modifying lines are joined and draw a straight line toward the word they modify.) “So, *the* is an adjectival element because it modifies a noun. It is an adjective (or article).” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)



S PV
 A capable junior wrangler rode away.
 |adj|adj|adj|↑ ↑adv

- a. (First, read the sentence aloud.) “A capable junior wrangler rode away.”
- b. “This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement.”
- c. “This sentence is about *wrangler*.” (Underline the subject.) “So, *wrangler* is the subject because it is what the sentence is about.” (Place a capital letter S above the subject.)
- d. “This sentence tells us that wrangler *rode*.” (Double underline the predicate.) “So, *rode* is the predicate because it is what the sentence tells us about *wrangler*.” (Place a capital letter P above the predicate.) “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Place a capital letter V to the right of the P.)
- e. “*Away* tells us *how* wrangler rode.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *away* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)
- f. “*Junior* tells us *what kind* of wrangler.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *junior* is an adjectival element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- g. “*Capable* tells us *what kind* of wrangler.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies and connect the line to the modifying line of the word *junior*. The two modifying lines are joined and point, with a straight line, toward the word they modify.) “So, *capable* is an adjectival element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- h. “*A* tells us *how many* wranglers.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies and connect the line to the modifying line of the word *junior*. The three modifying lines are joined and point, with a straight line, toward the word they modify.) “So, *a* is an adjectival element because it modifies a noun. It is an adjective (or article).” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)

