**How Knowing About Parts of Speech Fits Into the Writing Process:**

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| **Nouns:** **Beyond “person, place or thing”:**  **If you can put “the” in front of a word and have it make sense, then that****word is a noun.** **If you can pluralize a word, then that word is a noun.** **If you can insert a word (phrase or clause) into the subject, object, or object of a preposition slot of a sentence, then that word is a noun.** **If a word (phrase or clause) answers the question *Who?* or *What?*, then that word (phrase or clause) is a noun (noun phrase or noun clause).** **If you can replace a word (phrase or clause) with the word *Something* or** ***Someone*, then that word (phrase or clause) is a noun (noun phrase or noun clause).**  **A noun phrase is a noun + the modifiers that come before and/or after it.** **A noun clause is a clause (subject + verb unit) that does the work of a noun.** | **Content and Style:**Create a proper mix of generalities and specifics by using the right combination of common, proper, and abstract nouns.Create readable text by following the principle of “short subject-long predicate.”Add detail by expanding noun phrases by adding modifiers (adjectives, prepositional phrases, adjective phrases, adjective clauses) both before and after the head noun.Create imagery.Use appositives to clarify and expand a noun; use appositives to be more concise (sentence combining)Adhere to the principle that sentences will come alive if the subject is a person who is animated by an action verb, rather than having the subject be an abstract idea.Surface corrections:Capitalize proper nouns.Achieve subject-verb agreement.Achieve pronoun-antecedent agreement. |
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| **Verbs:** | **Content and Style:**  |
| **Beyond “word that expresses action or state of being”:** **Change the tense of the sentence. Whatever word changed is the verb. If there is a helping verb, this method will identify it, thus pointing up the beginning of the verb phrase.****Any verb can have –*ing* added to it.****Not all verbs are on duty as verbs. Off-duty verbs can act as adjectives (*a climbing vine*), or nouns (*Climbing is fun*; *I like to climb trees.)* A verb form (either –*ing* or the form of the verb that we use with the helping verb *have*) doing adjective work is called a *participle*. A verb form acting as a noun is called a *gerund*. A verb with *to* right in front of it is an *infinitive*. Participles, gerunds, and infinitives are called *verbals*.** | Make effective and conscious decisions about when to use action verbs and when to use linking verbs.Eliminate clutter by selecting the right verb. Surface corrections: Use the proper verb tense; keep the verb tense consistentAchieve subject-verb agreementUse verbals to create parallel structure. |
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| **Adjectives:** **Beyond “…modifies a noun”:** **If a word answers one of the following questions, then it is an adjective (adjective phrase, adjective clause):**  **What kind?** **Which one?** **How many?****If a word can fit into the following frame, then that word is an adjective: frame: The \_\_\_\_\_\_\_\_thing.** | **Content and style:** Eliminate unnecessary adjectives. Choose a noun that does not need the adjective**.**Create adjectival phrases and clauses that add detail and sentence variety.**Surface corrections**: Use a comma between adjectives that can be reversed; do not use commas between adjectives that cannot be reversed. (Variation: If you can put *and* between two adjectives, then you do need the comma.)Understand that possessive nouns function as adjectives, not as plural nouns (hence the apostrophe).  |
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| **Adverbs:** **Beyond “…modifies a verb, adjective, or other adverb”:****If a word answers one of the following questions, it is an adverb (adverb phrase, adverbial clause):**  ***When? Where? Why? How? To what extent? How often?*****If a word can fit into the following frame, it is an adverb:** **Do it\_\_\_\_\_\_\_\_\_\_\_\_\_.** | **Content and Style:** Eliminate unnecessary adverbs. Choose a verb, adjective, or other adverb that does not need an adverb.Create adverbial phrases and clauses that add detail and sentence variety.**Surface corrections**:Avoid the mistake of using an adjective when an adverb is called for. (*good* and *well*; *bad* and *badly*)Use *fewer* and *less* correctly. |
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| **Pronouns:****Beyond “…takes the place of a noun”:****A pronoun takes the place not only of a noun but of a noun + all of its modifiers.** | **Content and Style:**Use the most effective point of view for a given writing piece.Clarify who is doing what.**Surface corrections**: Achieve pronoun-antecedent agreement.Use proper pronoun case. |
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| **Prepositions:** **Beyond memorizing a list of prepositions:** **Prepositions, which act adjectivally or adverbially, may be identified using the “anywhere a squirrel can go” device or the “when the squirrel eats breakfast” device.**  | **Content and Style:**Begin and end sentences in a variety of ways.Add detail and dimension.Open a sentence with a visual.Achieve parallel structure.**Surface corrections**: Achieve subject-verb agreement |
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| **Conjunctions:** **Beyond “Conjunction Junction, what’s your function?”****Favorite coordinating conjunctions:** **and, but, so****Favorite subordinating conjunctions:** **AAAWWUUBBIS:****after, although, as; when, while; unless, until; because; before; if; since** | **Content and Style:**Establish clear relationships between words, phrases, and clauses within a sentence.Combine sentences to reduce wordiness, strengthen relationships, and create sentence variety.**Surface corrections**: Use proper punctuation between clauses. |

(a partial list**)**

**Sentence Cores:**

1. Penguins waddle. (S-V) *Intransitive Verb Core*.
2. Squirrels climb trees. (S-V-O) *Transitive Verb Core*.
3. Whales are mammals. (S-V-C) *Linking Verb Core with a Noun*.
4. Ice is slippery. (S-V-C) *Linking Verb Core with an Adjective*