**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 consistent  Achieve subject-verb agreement  Use 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*