ABSTRACT
        In this study, 100 second graders from a midwestern
city were given an oral syntax test which measured seventeen
syntactic competencies and a parallel written syntax test.
Metropolitan reading and Slosson intelligence tests were also
administered. Significant relationships between syntax attainment and
reading achievement (R = .70) and between reading achievement and
certain syntactic competencies were found. The competencies most
closely associated with reading achievement were compound subject
formation, adjective and adverb modification in the N/V statement,
and auxiliary verb question formation. The causative effect of syntax
attainment on the reading achievement of the subjects was
demonstrated through analysis of redundancy coefficients. Syntax
attainment was also shown to be significantly superior to
intelligence as a predictor of reading achievement. Results of the
study imply the importance of syntax attainment in assessment of
reading achievement, in reading instruction, and in the development
of models of the reading process. (Author)

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Research report

I agree to present this paper
in person if it is selected for
the 1975 IRA Convention.

One hundred second graders from a midwestern city were given an oral syntax test which measured seventeen syntactic competencies and a parallel written syntax test. Metropolitan reading and Slosson intelligence tests were also administered.

Significant relationships between syntax attainment and reading achievement (R=.70) and between reading achievement and certain syntactic competencies were found. The competencies most closely associated with reading achievement were compound subject formation, adjective and adverb modification in the N/V statement, and auxiliary verb question formation.

The causative effect of syntax attainment on the reading achievement of the subjects was demonstrated through analysis of redundancy coefficients. Syntax attainment was also shown to be significantly superior to intelligence as a predictor of reading achievement.

Results of the study imply the importance of syntax attainment in assessment of reading achievement, in reading instruction, and in the development of models of the reading process.

Acknowledgments

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Faculty in the School of Education of the University of Pittsburgh in partial
fulfillment of the requirements of the Ph.D. degree. The author is indebted
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by a grant from the Mellon Foundation.

SECOND GRADE SYNTAX ATTAINMENT
AND READING ACHIEVEMENT

Uncertainty about the role of language development in children's
learning to read has increased over the last ten years. At one time experts
were confident that children having mastered oral language before they
entered school, were ready in first grade to tackle more advanced linguistic
tasks. When new tools for language analysis became available, their application
revealed that some oral language competencies, especially those involving the
use or comprehension of certain syntactic structures, are acquired after
school entry.

The realization that syntax acquisition is not totally a preschool
phenomenon has raised questions about its relationship to reading achievement
that research has not satisfactorily answered. Studies conducted with first
grade subjects have produced a variety of findings, and the concensus of
conclusions from first grade studies differs from the consistent conclusion
of researchers who have worked with subjects above the second grade level.

First grade studies (Bougere, 1969; Walker, 1970; Sheldon, 1971) have
tended to show that although oral syntax test results contribute to the
predictive value of reading readiness tests, syntax attainment alone is not
significantly related to reading achievement. Findings seem to vary with the
syntax measure employed and/or the length of time between syntax and reading
test administrations. A significant relationship between syntax attainment
and reading achievement ($r=.56$) was observed by Ruddell (1968), who administered
Brown, Frazier, and Bellugi's Test of Syntax to first graders eight months before

measuring their reading achievement. Many of the researchers who observed
no significant difference employed as a syntax measure the complexity of
spontaneous speech   (Martin, 1955; Winter, 1957; Bougere, 1969).

Only one study, Strickland's (1962) has included second grade subjects.
Like the first grade studies that used a general measure of oral sentence
complexity as a syntax test, Strickland found that syntactic complexity and
reading achievement were not significantly correlated.

For older children, however, a relationship between oral syntax attain-
ment and reading achievement has been consistently demonstrated. In 1941
Gibbons reported a correlation of .72 between a measure of the oral sentence
constructions of third graders and their reading achievement. Later studies
have continued to report significant correlations (Sauer, 1968; Calvert, 1972;
Deffenbaugh, 1973).

The study reported here was initiated in response to puzzlement over
discrepencies among results of previous studies and interest in applying an
instrument that enabled measurements of both oral and written syntactic
competencies.

Purpose

The purpose of the study was to answer the following questions: 1)
Is the syntax attainment of second graders related to their reading achievement?
2) Are syntax attainment and reading achievement equally good predictors of
one another? 3) Is any single oral or written syntactic competency especially
related to reading achievement? 4) Is syntax attainment or intelligence more
significantly related to reading achievement?

Subjects

Subjects for the study were one hundred second graders who attended three schools serving middle-class populations in a midwestern city of approximately 125,000. The sample was controlled to exclude children who had severe articulation or hearing problems, children who did not have parental permission to participate, and children who had not attended schools of the local district in first and second grades.

Instruments

The Pattern and Precision Transformation subtests of the Sentence Construction Test, Level B, one of a series of language arts tests being developed at the University of Pittsburgh under the direction of Dr. Harry W. Sartain, served as a written syntax measure. (See Appendix A). Items from the Pattern and Precision Transformation Screening subtests of the Sentence Construction Test, Level B, were presented as an oral syntax test. (See Appendix B). Each of the syntax tests included items that measured children's performance of seventeen syntactic competencies.[1] These competencies involved forming sentences of specified patterns; inserting noun markers, adjectives, and adverbs in given kernal sentences; and applying sentence-combining transformations to given sentences.

---

[1] The validity of the syntax instruments was confirmed by a panel of experts. Reliabilities were assessed as part of this study and were considered adequate for its purposes. Detailed information on the characteristics of the instruments may be obtained from the author.

The formats of the oral and written tests were similar. Children were presented with an oral or written example of a sentence pattern, modification, or transformation. They were then supplied with appropriate words, and sentences, or sentences and asked to perform the task illustrated by the example. Two trials of each of the seventeen competencies were part of the oral test. The written test contained four trials of each competency.

The Metropolitan Achievement Test, Primary II Reading Test, provided measures of reading achievement. Each child's IQ was measured by the Slosson Intelligence Test.

Procedure

The oral syntax test was administered to each subject in early March. Groups of children then took the written syntax test in four sittings, spaced one week apart. During the period of administration of the written test, each subject was also given the Slosson test. The Metropolitan reading tests were administered to groups of children in late April.

After significant correlations between intelligence and reading achievement (r=.57) and between intelligence and syntax attainment (r=.49) had been demonstrated, the effect of intelligence differences was held constant. The relationship of syntax attainment to reading achievement was assessed through partial canonical correlation. Redundancy coefficients were used to further analyze their relationship. The relationships of particular syntactic competencies to reading achievement were assessed through partial biserial correlations. Fisher's z_r transormation was used to compare the correlations of reading achievement with syntax attainment and intelligence.

Results

1. The first canonical correlate of syntax attainment with reading achievement, .70, was significant beyond the .01 level. The second canonical correlate was not significant at the .05 level.

2. The redundancy of each test battery with the other was investigated to determine the extent to which one was a predictor of the other. Comparison of redundancy coefficients demonstrated that syntax attainment better accounted for reading achievement than reading achievement accounted for syntax attainment $(R_1=.60, R_2=.43)$.

3. Oral syntactic competencies that were significantly positively correlated with reading achievement were $(p<.05)$: 1) application of sentence-combining transformations to produce compound subjects 2) adjective and adverb modification in the simple N/V statement 3) formation of auxiliary verb questions. All but one of the written syntactic competencies were significantly positively correlated with reading achievement $(p<.05)$. The competencies whose correlations were greatest were those whose correlations had also been significant in the oral mode and 4) noun marker modification in the direct object statement.

4. The correlation of reading achievement with syntax attainment $(r=.70)$ was significantly greater than the correlation of reading achievement with intelligence $(r=.57)$.

Discussion

This study demonstrated a substantial relationship between the syntax attainment, as measured by oral and written performance of seventeen syntactic competencies, and the reading achievement of one hundred second graders. It differed from previous studies in its inclusion of a written syntax measure

and from most previous primary studies in its measurement of specific charac-
teristics of responses to example sentences. Perhaps because of these
differences from previous work, the correlation between the syntax attainment
and reading achievement of subjects of this study was of a magnitude formerly
associated with older children.

Two explanations of this finding are possible. First, it may be that
a consistent relationship between syntax attainment and reading achievement
exists but has not shown up in some previous studies. First grade studies
which used the length or complexity of spontaneous utterances as a syntax measure
failed to find a relationship between syntax and reading. Significant
relationships have tended to result from the use of instruments that probe
children's utterances of specific structures in response to examples or
leading questions. Such sophistocated measures of syntax must be applied at
numerous reading levels to further test the consistency of the relationship
between syntax attainment and reading achievement.

A second possibility is that the relationship between syntax and
reading is not consistent but has a tendency to increase with age or amount
of reading instruction. Perhaps the word-by-word reading characteristic of
beginners is less affected by a child's syntax attainment than is his more
mature reading. Or, perhaps syntax attainment and reading achievement are
interactive so that a child's reading is influenced by his syntactic
competency, which is influenced, in turn, by his reading.

This study has demonstrated that, for the second grade subjects
considered, syntax attainment was a better predictor of reading achievement
than was reading of syntax attainment. This finding does not rule out a

reciprocal interaction theory, however. It simply implies that at the second grade level, syntax seems to contribute more to reading achievement than vice versa.

In addition to its finding of a global relationship between syntax attainment and reading achievement, this study has shown that certain oral and written syntactic competencies were especially closely related to the reading achievement of the second graders tested. The competencies most significantly related to reading in both the oral and written modes were sentence-combining transformation to form compound subjects, adjective and adverb modification in the N/V statement, and auxiliary verb question formation. Noun marker modification in the direct object statement (in the written mode) was also significantly related to reading.

Although causation cannot be assumed from correlation alone, analysis of redundancy coefficients showed that, for the subjects of this study, syntax attainment was a predictor of reading achievement. The existence of a causative relationship has implications for both reading diagnosis and instruction. Syntax attainment appears to be a better predictor of reading achievement than intelligence, which is commonly included in formulas for Reading Expectancy Level. The findings of this study suggest that a syntax measure, probably one based on those competencies which were shown to be most closely related to reading achievement, should be given diagnostic consideration and should, perhaps, replace intelligence in REL determination. The causative relationship of syntax attainment to reading achievement at the second grade level implies the importance of his/her language experiences on a child's reading instruction. Consideration of the results of this study should lead to adoption of reading curriculum that takes advantage of children's prior knowledge of syntax and facilitates their further syntax growth.

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Appendix A

SENTENCE CONSTRUCTION ⟶ PATTERN TRANSFORMATIONS

Completeness
Pattern Transformations
Precision Transformations
Grammatical Terminology

COMPREHENSIVE
SPECIFICATION
TEST
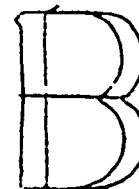
LEVEL B

Name of Pupil _____ Grade or Level _____

Age _____ years and _____ months   School _____

Name of Teacher
or Examiner _____ Date of Testing _____

DIAGNOSTIC ERROR SPECIFICATION

Item	Number Possible	Acceptable Level	Number Right	Related Measures Recommended
A. N/V Statement	4	3		
B. N/V/N Statement	4	3		
C. N/V to be/Adj Statement	4	3		
D. N/V to be/N Statement	4	3		
E. Wh-Question	4	3		
F. Auxiliary Verb Question	4	3		
G. Negative Sentence	4	3		

INSTRUCTIONAL RECOMMENDATIONS

A. Noun/Verb Statement

Directions to be Read Aloud by the Teacher:
    On your paper are two boxes with words in them. We are going to pick one word from the first box and one word from the second box and then make a sentence out of the two words. Underneath the boxes someone has already made one sentence for us. Can all of you read the sentence which is below the two boxes for us? (Call on a volunteer to read it.) Can you tell which word they took from the first box? (bike) Can you find which word they took from the second box? (goes) Yes, they took the words "bike" and "goes" and made the sentence "My new bike goes fast."
    Now see if you can make four sentences using a word from each box in each sentence. Write your sentences on the lines beside the numbers. Your first sentence will begin by the number one. If you don't know how to spell a word, you may spell it the best way you can. If you can't read any of the words in the boxes, raise your hand and I will help you.

boy	I
car	she
man	they
dog	bike

runs	went
works	read
stops	plays
eats	goes

Example: My new bike goes fast.

1. _____

    _____   P

2. _____

    _____   P

3. _____

    _____   P

4. _____

    _____   P

PAT-B a   Score (4) _____   15

B. <u>Noun/Verb/Direct Object Statement</u>

Directions to be Read Aloud by the Teacher:

On your paper are three boxes with words in them. Take one word from the first box, one word from the second box and one word from the third box. Make a sentence from the three words.

Under the boxes is a sentence that has already been made for us. (Have a child read it and find the words taken from each box.)

Now see if you can make four sentences. Use one word from each box for each sentence. Write your sentences on the lines.

she mother	rang wags	bell picture
I puppy	ate drew	tail beds
boy Tom	made pulled	candy wagon

She rang the big bell.

1. _____ P

2. _____ P

3. _____ P

4. _____ P

PAT-B b   Score (4) _____

C. Noun/Verb to be/Adjective Statement

Directions to be Read Aloud by the Teacher:

On your paper are three boxes with words in them. Take one word from the first box, one word from the second box, and one word from the third box. Make a sentence from the three words.

Under the boxes is a sentence like the ones you are to make. (Have a child read it and find the words taken from each box.)

Now see if you can make four sentences. Use one word from each box for each sentence. Write your sentences on the lines.

children she	is	cold sad
coat they	are	happy funny
man cat	was	old new
	were	

The man is very old.

1. _____

_____ P

2. _____

_____ P

3. _____

_____ P

4. _____

_____ P

PAT-B c   Score (4) _____

D. Noun/Verb to be/Noun Statement

Directions to be Read Aloud by the Teacher:

On your paper are three boxes with words in them. Take one word from the first box, one word from the second box, and one word from the third box. Make a sentence from the three words. You may use more words if you like.

Under the boxes is a sentence like the ones you are to make. (Have a child read it and find the words taken from each box.)

Now see if you can make four sentences. Use one word from each box for each sentence. Write your sentences on the lines.

I he	are was	boy father
cat we	were is	friends pet
Ann they	am	child girl

Ann is a pretty girl.

1. _____

P

2. _____

P

3. _____

P

4. _____

P

PAT-B d   Score (4) _____

SENTENCE CONSTRUCTION-----PATTERN AND PRECISION TRANSFORMATIONS

WRITTEN
SPECIFICATION
TEST

LEVEL B
PART 2

Name of Pupil_____

Directions to be Read Aloud by the Teacher:

On your paper is a box with some words in it. You are going to use the words in the box to change statements into questions. Each statement has some words that are underlined. Find the word in the box that can be used instead of the underlined words. Write a question beginning with that word.

Underneath the box is an example of what you are going to do. Look at it with me. (Can all of you read it?) (Allow a child to read it.) Now who can read the question which was made from that statement?

Now see if you can make four questions out of the four statements below. Be sure to use a word from the box. Write your question on the lines.

what	where
who	when
how	why

Example: Statement: Our play will be in the morning.

Question: When will our play be?

1. Statement: Tom wants a ball for his birthday.

Question: _____

_____

_____ T

2. Statement: We will go to New York on our trip.

Question: _____

_____

_____ T

3. Statement: Jane isn't at school because she is sick.

Question: _____

_____

_____ T

4. Statement: The surprise will be a trip to the zoo.

Question: _____

PAT-B e   Score (4) _____

20

T

Directions to be Read Aloud by the Teacher:
     On this page you are going to change statements into questions. You will use all the words that are in the statement, but you will change the order of the words to make a question.
     One example has been done for us. Let's look at it. Find the place where it says "Example" right under the line on your paper. Can all of us read the statement? (One child reads aloud.) Can anyone think of a way to use those same words to make a question? (Discuss question.)
     On your paper are four statements. Try to change them into questions. Write your questions on the lines.

Example: Statement: We are going on a picnic.

             Question: Are we going on a picnic?

1. Statement: He will come to my house.
   Question: _____
   _____
   _____ P

2. Statement: We have seen three birds.
   Question: _____
   _____
   _____ P

3. Statement: Ann will write a story.
   Question: _____
   _____
   _____ P

4. Statement: They have gone on a walk.
   Question: _____
   _____
   _____ P

PAT-B f   Score (4) _____

G. Negative Sentence

Directions to be Read Aloud by the Teacher:
On this page you are going to change sentences into negative sentences. Let's look at the example that has been done for us. Find the word "Example" right underneath the line. Beside the word "Sentence" it says "I am going for a walk." Who can read the negative sentence which is underneath it? What word was added to make it a negative sentence? (Not)

There are four sentences on this page. You are to change them into negative sentences in the same way it was done in the example. Write your negative sentences on the lines.

Example: Sentence: I am going for a walk.
           Negative
           Sentence: I am not going for a walk.

1. Sentence: I will read this book.
    Negative
    Sentence: _____

    _____

    _____ P

2. Sentence: Sue can run very fast.
    Negative
    Sentence: _____

    _____

    _____ P

3. Sentence: It is raining today.
    Negative
    Sentence: _____

    _____

    _____ P

4. Sentence: I am very happy.
    Negative
    Sentence: _____

    _____

    _____ P

PAT-B g   Score (4) _____

Directions to be Read Aloud by the Teacher:
On your paper are two boxes with words in them. There are also some sentences on your paper. Write each sentence again using at least one word from each box. An example has been done for you. Let's look at it. (Discuss the sentence and how it has been changed by adding words from the boxes.)
On this page are four sentences. Write each sentence again by taking at least one word from each box and adding it to the sentence. Write your new sentences on the lines.

a the	little big
this that	funny
	pretty

Example: A. Boy cries.
              The little boy cries.

1. Dog barks.

_____

_____

_____ T

2. Tree grows.

_____

_____

_____ T

3. Girl runs.

_____

_____

_____ T

4. Bell rings.

_____

_____

_____ T

PRT-B a,b   Score (4) _____

Directions to be Read Aloud by the Teacher:
On your paper are some sentences and a box with some words in it.
Write each sentence again using one word from the box in the sentence.
There is an example which has been done for us. Let's look at it.
(Guide children in reading and discussing the example.)
Now write each of the four sentences which are on your paper again.
Use one word from the box in each sentence. Write your sentences on the
lines.

---

away	quickly
nicely	quietly
high	again

Example: A. John runs.
John runs quickly.

1. The children play.

_____

_____

_____ T

2. Cat sleeps.

_____

_____

_____ T

3. Frog jumps.

_____

_____

_____ T

4. Bunny hops.

_____

_____

_____ T

PRT-B c   Score (4) _____   24

SENTENCE CONSTRUCTION------PATTERN AND PRECISION TRANSFORMATIONS

WRITTEN
SPECIFICATION
TEST

LEVEL B
PART 3

Name of Pupil_____

Directions to be Read Aloud by the Teacher:
   On your paper are some sentences. There also are two boxes with words in them. Write each sentence again using at least one word from each box in each sentence. There is an example which has been done for us. Let's look at it. (Guide children in reading and discussing example.)
   Now write each of the four sentences which are on your paper again. Use at least one word from each box in each sentence. Write your sentences on the lines.

---

big	funny
old	happy
new	sad

away	quickly	down
fast	softly	up
soon	slowly	

Example: A. The clown danced.
         The funny clown danced quickly.

1. The lady walked.

_____

_____

_____ T

2. The bird flew.

_____

_____

_____ T

3. The child fell.

_____

_____

_____ T

4. The car stops.

_____

_____

_____ T

Directions to be Read Aloud by the Teacher:
      On your paper are some sentences. There is also a box with words in
it. Write the sentences again and add two words from the box to make it
sound right. An example has been done for us. Let's look at it. The
sentence says, "Girl wrote story." Now let's read the new sentence which
is written for us. (A girl wrote that story.) Can you find which words
have been added to the sentence? (A, that) Those words both came from
the box.
      Now write each of the four sentences on your paper again. Add two
words from the box to make the sentence easier to understand. Write your
new sentences on the lines.

```
   a        an
   the      these
   that     those
```

Example: A. Girl wrote story.
              A girl wrote that story.

1. Boy found ball.

_____

_____

_____   T

2. Dog bit cat.

_____

_____

_____   T

3. Teacher read story.

_____

_____

_____   T

4. Children have books.

_____

_____

_____   T

PRT-B e   Score (4) _____

Directions to be Read Aloud by the Teacher:

On your paper are some sentences. There also are two boxes with words in them. Write the sentences again using one word from each box to tell more about the word with the line under it in the sentence. Let's look at the example. (Discuss example with children.)

Write the four sentences which are on your paper again. Use one word from each box to tell more about the word with the line under it. Write your new sentences on the lines.

---

that	an
a	this
the	these

happy	good
tall	nice
old	fat

Example: A. Boy drew that picture.

A happy boy drew that picture.

1. Girl wrote a letter.

_____

_____

_____ T

2. Lady made good cookies.

_____

_____

_____ T

3. Children sang a song.

_____

_____

_____ T

4. Man walked his dog.

_____

_____

_____ T

F. Noun Marker and Adjective for Dire t Object of Noun/Verb/Noun Statement

Directions to be Read Aloud by the Teacher:

On your paper are some sentences. There are also two boxes with words in them. Write the sentences again using one word from each box to tell more about the word with the line under it in the sentence. Let's look at the example. (Discuss example with children.)

Write the four sentences which are on your paper again. Use one word from each box to tell more about the word with the line under it. Write your new sentences on the lines.

---

a	that
the	this
an	these

good	long
hard	big
new	old

Example: A. The man told <u>story</u>.

The man told an old story.

1. Tom played <u>game</u>.

_____

_____

_____ T

2. Baby had <u>cookie</u>.

_____

_____

_____ T

3. The dog had <u>bone</u>.

_____

_____

_____ T

4. That bird has <u>worm</u>.

_____

_____

_____ T

SENTENCE CONSTRUCTION ──────────→ PRECISION TRANSFORMATIONS

> Completeness
> Pattern Transformations
> └→ Precision Transformations
> Grammatical Terminology

COMPREHENSIVE
SPECIFICATION
TEST
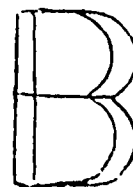
LEVEL **B**

Name of Pupil _____   Grade or Level _____

Age _____ years and _____ months   School _____

Name of Teacher
or Examiner _____   Date of Testing _____

───────────── DIAGNOSTIC ERROR SPECIFICATION ─────────────

Item	Number Possible	Acceptable Level	Number Right	Related Measures Recommended
A. Noun Marker and Adjective in N/V Statement	4	3		
B. Adverb in N/V Statement	4	3		
C. Adjective and Adverb in N/V Statement	4	3		
D. Noun Markers in N/V/N	4	3		
E. Noun Marker and Adjective in Simple Subject	4	3		
F. Noun Marker and Adjective in Direct Object	4	3		
G. Adjective Clause (Who, That)	4	3		
H. Relative Adverbs (When, Where)	4	3		
I. Prepositional Phrase as Noun Modifier	4	3		
J. Compound Subject	4	3		

───────────── INSTRUCTIONAL RECOMMENDATIONS ─────────────

Directions to be Read Aloud by the Teacher:
On this page you are going to combine two sentences into one sentence. Use one word from the box and make each pair of sentences into one new sentence. Write your new sentence on the lines. (Teacher looks at example with children and leads discussion.)
Now do the sentences below.

```
who
that
```

Example: A. We saw the dog.
          B. The dog was brown.
          C. The dog that we saw was brown.

1. A. I drew a picture.
    B. The picture was pretty.

    C. _____

    _____

    _____
    T

2. A. She read a book.
    B. The book was about horses.

    C. _____

    _____

    _____
    T

3. A. He played a game.
    B. The game was football.

    C. _____

    _____

    _____
    T

4. A. We found a kitten.
    B. The kitten was crying.

    C. _____

    _____

    _____
    T

Directions to be Read Aloud by the Teacher:
On this page are some words in a box. Use a word from the box to combine the two sentences. Write your new sentence on the lines.
Look at the example with me. (Guide students in reading and discussing example.)

| when |
| where |

Example: A. This is the room.
B. I sleep in it.
C. This is the room where I sleep.

1. A. There is the store.
   B. I buy food there.
   C. _____

   _____

   _____ T

2. A. This is the house.
   B. I live in it.
   C. _____

   _____

   _____ T

3. A. This is the place.
   B. Joe fell here.
   C. _____

   _____

   _____ T

4. A. This is the time.
   B. I go home now.
   C. _____

   _____

   _____ T

Directions to be Read Aloud by the Teacher:
Combine two sentences into one sentence.

_____

Example: A. The cat is <u>on the chair</u>.
          B. The cat is sleeping.

          C. The cat on the chair is
              sleeping.

1. A. The flowers are <u>on the table</u>.
    B. The flowers are red.
    C. _____

        _____

        _____   T

2. A. The boy is <u>in the room</u>.
    B. The boy is sad.
    C. _____

        _____

        _____   T

3. A. The children are <u>at school</u>.
    B. The children are reading.
    C. _____

        _____

        _____   T

4. A. The story is <u>about horses</u>.
    B. The story is good.
    C. _____

        _____

        _____   T

Directions to be Read Aloud by the Teacher:
     You are going to make two sentences into one sentence. Use the word and to help you do this.
     (Lead children in discussing example.)
     Now join the two sentences into one sentence. Write your new sentences on the lines.

Example: A. Jane can jump.

          B. I can jump.

          C. Jane and I can jump.

1. A. Dogs are good pets.
   B. Cats are good pets.
   C. _____

   _____

   _____   T

2. A. My brother ran.
   B. I ran.
   C. _____

   _____

   _____   T

3. A. Boys play.
   B. Girls play.
   C. _____

   _____

   _____   T

4. A. Apples are good to eat.
   B. Oranges are good to eat.
   C. _____

   _____

   _____   T

Appendix B

SENTENCE CONSTRUCTION----------PATTERN AND PRECISION TRANSFORMATION

ORAL
SCREENING
TEST

LEVEL BBBBBBBBBBB

Name of Pupil	Grade or Level
Birthdate	School
Name of Teacher	Date of Testing

DIAGNOSTIC ERROR SPECIFICATION AND ANALYSIS

Item	Number Possible	Acceptable Number	Number Right	Item Breakdown
A. N/V Statement	2	2		( ) / /
B. N/V/N Statement	2	2		/ / ( )
C. N/Vbe/Adj Statement	2	2		( ) / /
D. N/Vbe/N Statement	2	2		/ / ( )
E. Wh-question	2	2		( ) / /
F. Auxiliary Verb Question	2	2		/ / ( )
G. Negative Sentence	2	2		( ) / /
H. Noun Marker and Adj in N/V Statement	2	2		/ / ( )
I. Adv in N/V Statement	2	2		( ) / /
J. Adj and Adv in N/V Statement	2	2		/ / ( )
K. Noun Markers in N/V/N	2	2		( ) / /
L. Noun Marker and Adj in SS	2	2		/ / ( )
M. Noun Marker and Adj in DO	2	2		( ) / /
N. Adjective Clause	2	2		/ / ( )
O. Relative Adverb	2	2		( ) / /
P. Prepositional Phrase as Noun Modifier	2	2		/ / ( )
Q. Compound Subject	2	2		( ) / /
Totals				( ) / /

INSTRUCTIONAL RECOMMENDATIONS

I am interested in learning about the kind of sentences children say and the kind of sentences they write. Today I'm going to ask you to say some sentences for me.

A. Noun/Verb Statement

First, I'd like to show you some pictures. I will say a sentence for each picture.
The white snow falls.
The boy is sitting on the chair.
I will show you another picture, but this time you make up a sentence. Tell me a sentence like "The white snow falls" or "The boy is sitting on the chair" for this picture...Make up a sentence just like that for this picture (like "The white snow falls" or "The boy is sitting on the chair.").

A1._____ A2._____

B. Noun/Verb/Direct Object Statement

Now I'll show you some other pictures and tell you a different kind of sentence. Say each sentence after me.
The girl is petting the dog.
The kitten drinks milk.
Make up sentences like "The girl is petting the dog" and "The kitten drinks milk" for this picture...Make up a sentence just like that for this one.

B1._____ B2._____

C. Noun/Verb be/Adjective Statement

I'm going to tell you a different kind of sentence now.
The flower is red.
The man is tall.
Tell me a sentence like "The flower is red" and "The man is tall" for this picture...Tell me a sentence like that for this one.

C1._____ C2._____

D. Noun/Verb be/Noun Statement

The next picture I'll show you has a different kind of sentence.
The man is a teacher.
The dog is a puppy.
Tell me a sentence like "The man is a teacher" and "The dog is a puppy" for this picture...Tell me the same kind of sentence for this picture.

D1._____ D2._____

E. Wh-Question

I will say a sentence. You make up a question using my sentence. Make up a question that begins with who from "My friend is Sue." (Repeat.) (If necessary, suggest "Who is my friend?")
Let's try another one. Make up a question that begins with when from "We will play after lunch." (If necessary, suggest "When will we play?")

E1.   Make up a question that begins with <u>where</u> from "We will go home."

_____

E2.   Make up a question that begins with <u>when</u> from "My birthday is tomorrow."

_____

F.   Auxiliary Verb Question
Now, when I say a sentence you are going to turn it into a question by turning the words around. If I say "We will see a play," you say "Will we see a play?" What if I say, "He can lift the box"? (If necessary, suggest "Can he lift the box?")

F1.   We can run fast.   F2.   They will sing.

_____   _____

G.   Negative Sentence
Now, when I say a sentence, you are going to turn it into a negative sentence like this: if I say "The grass will grow," you say "The grass will not grow."

G1.   We can play football.   G2.   It is warm today.

_____   _____

H.   Noun Marker and Adjective in Noun/Verb Statement
I have some little cards here. These cards say <u>that</u> and <u>pretty</u>. I will tell you some words, too. Put the words I say and the words on the cards together in one sentence. Do not use any other words. Use <u>that</u> and <u>pretty</u> with "Bird sings." ...Let's try some more.

H1.   Use <u>little</u> and <u>the</u> with   H2.   Use <u>this</u> and <u>new</u> with "car goes."
      "boy plays."

_____   _____

I.   Adverb in Noun/Verb Statement

I1.   Use <u>fast</u> with "Tom runs."   I2.   Use <u>well</u> with "Ann reads."

_____   _____

J.   Adjective and Adverb in Noun/Verb Statement

J1.   Use <u>big</u> and <u>down</u> with "The   J2.   Use <u>slowly</u> and <u>blue</u> with "The
      dish fell."   bell rang."

_____   _____

K.   Noun Markers in Noun/Verb/Noun Statement
These cards say: <u>boy hit ball</u>. That makes sense by itself, but it is not the way you would say it. Add some words to make these words into a better sentence.

K1.   K2. Do the same with <u>bird</u> <u>made</u> <u>nest</u>.

_____   _____

<u>L. Noun Marker and Adjective in Simple Subject of N/V/N Statement</u>

L1. Use <u>that</u> and <u>happy</u> with "man   L2. Use <u>little</u> and <u>a</u> with "baby
    washed his car."   ate his food."

_____   _____

<u>M. Noun Marker and Adjective in Direct Object of N/V/N Statement</u>

M1. Use <u>good</u> and <u>that</u> with "Mother   M2. Use <u>a</u> and <u>big</u> with "We have
    made cake."   house."

_____   _____

<u>N. Adjective Clause</u>
    Now, I'm going to give you just one word, <u>that</u>. You will use <u>that</u>
to put two sentences together into one. Put these two sentences together
using <u>that</u>: "She saw the bird." "The bird was blue." (Here is a way to
do it: "The bird that she saw was blue.")
    Let's try another one. Put these two sentences together using <u>that</u>:

N1. He had a pencil.   N2. She found a book.
    The pencil was new.   The book was mine.

_____   _____

<u>O. Relative Adverbs</u>
    This word is <u>where</u>. Can you put these two sentences together using
<u>where</u>: "This is the chair." "I sit here." (Here is a way to do it:
"This is the chair where I sit.")

O1. Put these two sentences to-   O2. Put these two sentences together
    gether using <u>when</u>:   using <u>where</u>:
    I go home.   This is the place.
    School is over then.   I fell here.

_____   _____

<u>P. Prepositional Phrase as Noun Modifier</u>
    Put these two sentences together into one. You will not need any
extra words. In fact, you will want to take out some words. Listen:
"The milk is in the glass." "The milk is cold." (Here is a shorter
way to do it: "The milk <u>in</u> <u>the</u> <u>glass</u> is cold." Try to put these two
sentences together my way.)

P1. The dog is in the yard.   P2. The candy is in her hand.
    The dog is barking.   The candy is good.

_____   _____

Q. Compound Subject

Put these two sentences together using <u>and</u>. "The boy fished."
"His father fished." (Here is a shorter way to do it: "The boy and
his father fished." Do you hear the difference? Try to put these two
sentences together my way.)

Q1. Tom played.   Q2. You run.
    Dan played.   I run.

_____   _____