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Clauses



A clause is part of a sentence. A clause must contain a verb (a doing or being word). The main clause in a sentence makes sense on its own; it can usually be written as a sentence by itself. A subordinate clause gives further meaning to the main clause but does not make complete sense on its own.

Look at this sentence.

As time went by, the people grew weary of hearing the words of wisdom.

The main clause is "the people grew weary of hearing the words of wisdom" - it could be a sentence on its own. The subordinate clause is "as time went by" - it is not a complete sentence on its own.

Write down the main and subordinate clauses in the sentences below.

In a small town, there was a small house in which lived a young man, his wife, and the young man's sister.

main clause: _____

subordinate clause: _____



 They returned to the great tree again and again, hoping to hear the words that would ease their misery.

main clause: _____

subordinate clause: _____

As the days passed, the unwatered, uncared-for mango tree started drying up and its leaves began to fall.

main clause: _____

subordinate clause: _____

- 1) The man _____ was talking to us in a popular DJ.
 - a) who
 - b) which
 - c) whose
- 2) The girl _____ works in that shop doesn't speak English.
 - a) who
 - b) which
 - c) whom
- 3) The motorist, _____ car had broken down, asked us to help him.
 - a) who
 - b) which
 - c) whose
- 4) The girl _____ dog was killed was devastated.
 - a) whose
 - b) which
 - c) who
- 5) Do you know anyone _____ drives a sports car?
 - a) which
 - b) that or which
 - c) that or who
- 6) The film _____ we saw was really good.
 - a) that
 - b) I
 - c) that or I
- 7) Those teenagers, _____ vandalised the park, are from our school.
 - a) which
 - b) who
 - c) that
- 8) The man _____ dog we adopted moved to France.
 - a) whose
 - b) which
 - c) either a or b
- 9) Dr Brown, _____ lives next door, is my dentist.
 - a) who



Name _____

Relative Adverbs

An adverb which introduces a relative clause is called a relative adverb. Examples are: **when, where, why, how, whatever, and wherever.**

1. Do you know the reason _____ so many people are absent from school today?
2. This is the place _____ Sue and Dave got married.
3. Cincinnati is the town _____ Henry was born.
4. August 17 is the day _____ school starts.
5. Please take your notebook _____ you go in the museum.
6. A famine was the reason _____ so many people from Ireland immigrated to the United States.
7. A grocery store is a place _____ you can buy food.
8. _____ is left over after the baseball team eats can be yours.
9. The day _____ we went on a picnic was a very fun day!
10. A scary movie was the reason _____ I couldn't sleep last night.



- 1) Choose the appropriate relative pronoun: adjective, relative pronoun, or relative adverb.
 - a) I saw a spider which _____ was very big.
 - b) I went to France last month _____ I saw the Eiffel Tower.
 - c) The scientist _____ I met the president was very successful.
 - d) We got a mouse _____ was considered for an Academy Award.
 - e) The basketball _____ he's practicing in right, it's the one of his friends.
 - f) The city _____ he's built along the river, except for the city.
 - g) My sister _____ had't been to Paris, asked today.

- 2) Change the following sentences into one sentence using an adjective clause.
 - a) The rabbit we studied had to be in English class.
 - b) Canada is capital city in Ottawa. It is the second largest country in the world.
 - c) John has been beautiful since.
 - d) Christina has been born. She is the youngest girl in her school.
 - e) I don't like any more.

Identifying larger units of text: Attention means the student can associate a word with other words, even if the meaning is known. There are 23 ANTONYM items, in which the student reads a word and supplies the appropriate opposite, 23 SYNONYM items, in which the student reads a word and supplies the appropriate synonym, and 40 ANALOGIES, in which the student reads a pair of words and ascertains the relationship between the pair of words and the first word of the second pair of words. Subtest 4 Logical Sentences – The student edits an illogical sentence so that it makes better sense. Focus on comprehension – the author's purpose, message, new vocabulary, comprehension strategies – and not decoding. Uses an exclamation point. Begin timing when the student reads the first word. On page 23 of the TORC-4 manual (2009), it states, "tests don't diagnose, people do." It states that test results are merely observations, not diagnoses. Subtests 6-7 use a spontaneously written story to assess important aspects of language. Disregard any spelling, punctuation, or capitalization errors; fragments receive 0 points. Subtest 5 Sentence Combining – The student integrates the meaning of several short sentences into one grammatically correct sentence. 1. From The Strange Case Of Dr. Jekyll And Mr. Hyde by Robert Louis Stevenson Can you identify with Dr. Jekyll's feelings? Then, ask him to "Give it a try," and then move on. Pause between reading sentences; each sentence can be read twice. Subtest 1 Vocabulary – The student writes a sentence that incorporates a stimulus word. In Listening Comprehension, there is no rereading. If it is apparent that a student is unable to perform a task, administration of that task is discontinued, and a score of 0 is given for items not administered in that task. An average score on Word Identification, Word Attack, and Word Comprehension, but a lower score on Passage Comprehension might be due to difficulties with sentence structure, syntax, or poor memory. Receptive and expressive spoken language are listening comprehension and speech; receptive and expressive forms of written language are reading and writing. Start at the following grade levels: Grades 1-3 start at Story 1 Grades 4-5 start at Story 2 Grades 6-9 start at Story 4 Grades 10-11 start at Story 5 Grade 12 and up start at Story 6 ONLY THE FLUENCY SCORE IS USED TO DETERMINE BOTH BASALS AND CEILINGS. Multiple paragraphs are used, and they are indented. ALL STORIES BELOW THE BASAL ARE GIVEN FULL CREDIT. An average 4.6 year old will score 8 out of 33, while an average midyear 2nd grader will score 29/33. They constantly interpret text structure, clarify its meaning, critique, compare, contrast, organize, and summarize what is being read. First, the student reads 3 words that are related to each other in some way. The 17 letters are presented in a unique, familiar set (sans serif). Administer passages based on grade or age, not reading level. This means the student is attempting to apply sound-symbol relationships. However, a standard score above 100 percentile can't be reached, but age and grade equivalents can be calculated. This cluster takes approximately 15 minutes to administer. This subtest format is traditional in assessing reading comprehension. Discontinue after 4 consecutive scores of 0. Draw words from extended tests rather than word lists. RAPID AUTOMATIC NAMING – This test, for students PK-2, measures the speed and accuracy in which the student can name a set of familiar stimuli. Accuracy – the number of words the student pronounces correctly when reading the passage. The TOWL-4 measures the expressive form of written language – writing. In addition, sentence combining skills should be taught, which will lead to comprehending longer, more complex sentences. The student is not allowed to look back at the stories for help. Students in grades 2 and up are assigned 2 passages. Misspellings, nonstandard English, problems in grammar, punctuation, and capitalization are not counted as errors. The combined subtest results offer a powerful estimate of an individual's reading comprehension ability. To get credit, the student must have both answers correct. The administrator can determine if errors involved syntax, prior knowledge, semantics if picture prompts helped or not, and the length of responses. Then the student silently reads word pairs and chooses the word pair that best completes the sentence. Reading Comprehension Cluster: Word Comprehension, Passage Comprehension. This cluster takes 15-20 minutes to administer. After the ceiling is obtained, return to the story preceding the entry-level story, and administer stories in reverse order. Segmentation: Sentences, Syllables, and Phonemes—clapping for each word heard in a sentence, clapping for each syllable heard in a word, and segmenting words into their individual phonemes as in /c/ /a/ /l/. I had received hundreds of letters from Macy over the years. Good readers know which words do and do not make sense as they read. Discontinue testing when the student has 4 consecutive scores of 0 for Blending and Deletion. All items are administered for First-Sound Matching, Last-Sound Matching, and Rhyme Production. Spiral-bound stimulus booklets (included in the test) are used with the Graphemes Subtest and Decoding Subtest. The links between phonemes and graphemes are strengthened as they are practiced. While the student reads aloud, the administrator records errors and rates fluency in 3 categories: expression, phrasing, and smoothness. Comprehension – the number of questions about the story that the student answers correctly. If the administrator is doing a miscue analysis, there are 5 categories: Meaning Similarity, Function Similarity, Graphic/Phonemic Similarity, Multiple Sources, and Self-Correction. Intrinsic spelling factors include the student's underlying language processing capacity. Add up each category. When dictating the sentences for subtests 2 and 3, use the emphasis indicated by punctuation. Does not include fragments. Disorders of spelling are expected in cases of specific reading difficulty, individuals with specific written language disorders, and individuals with attention-based learning problems. To serve as a research tool in studies investigating reading problems in children and adolescents. Scorers need to check the story several times while scoring. Incomplete responses can be evaluated by semantics and grammar by using the error analysis sheet. Phonological decoding, or the processing of printed letters and letter patterns into sounds, is characteristic of the reading process at all skill levels. Subtests 1-5 use contrived, traditional formats. CHECK THIS OUT: Grade level Marzano list -LA SS SCI M Word lists aren't ideal, but this site lists all words children should know by grade level in each content area. Quotation marks that are used correctly. Measures the speed at which students can recognize the individual words in a series of passages that become progressively more difficult in their content, vocabulary, and grammar. First-Sound Matching: The stimulus book is used. If the administrator does not hear an answer, ask the student to repeat the entire row at the end of the page. Accept only 1-word responses. If the answer calls for a 1-word answer, and the student responds with more than 1 word, mark it as incorrect. The administrator points to and names a stimulus word depicted with art on the student's side of the stimulus book. It is strongly associated with the development of skilled reading and is highly predictive of later decoding ability. Uses big words (over 7 letters) and spells them correctly. An average midyear 12th grader will score about 22. Has limited misspelled words. If the scores differ, it might suggest a deficit in phonological awareness that may inhibit decoding skills. Discontinue after 4 scores of 0. For example, 3 different colored blocks represent the word "cat." To change "cat" to "cot," the center block would need to be swapped with a new color. Blending: Syllables and Phonemes—blend units of sound to form words by the administrator pausing between syllables and pausing between phonemes. If the student does not respond after 5 seconds, tell him to try the next item. The importance of rapidly naming numbers and letters is related to the automaticity of word recognition, an essential concept in reading. If more than 20% of the words had to be given, do not ask comprehension questions; give a score of 0. Fluency is a major and essential aspect of reading comprehension. This test identifies children who lack explicit phonological knowledge and have difficulty acquiring sound/symbol correspondences in words. The TORC-4 is used to: Identify children and adolescents who score significantly below their peers and, therefore, might need help improving their reading proficiency and comprehension. WOODCOCK READING MASTERY TEST - III (2011) Age Range: 4:6 - 79:11; Grades K-12 Testing Time: 15-45 minutes Administration: Individual The Woodcock Reading Mastery Test - III is comprised of 9 tests that can be evaluated individually or combined into 4 cluster scores: Reading Readiness Cluster: Letter Identification, Phonological Awareness, Rapid Automatic Naming. Give the student the word after a 5-second pause. This is consistent with the belief that familiarity with context plays a key role in reading. No graphics due to copyright laws. Using a word properly is more consistent with everyday use, rather than just defining a word. The administrator cannot read any word aloud for the student, nor can the student change the tense of the word. Test Procedures: All subtests are administered (Invented Spelling is optional). There are no basals or ceilings. Decoding—assess general knowledge of sound/symbol correspondence to blend sounds into nonsense words by reading nonsense words off of flashcards. . Instructional focus should be on longer passages and development of different question formats, making inferences, noting text structure, and self-questioning during reading. An average midyear 1st grader will score about 14, and an average midyear 12th grader will score about 40. The ability to identify letters by name is highly predictive of later decoding skills. Think of a subject in your world which would be a good subject for satire. Additions, omissions, and reversals are not included when doing miscue analysis. If a student continues to read aloud, ask him to read silently, but do not insist – just ask him to, but let it go. 1st graders read Passage A only, and grades 2 and up read 2 passages. An average midyear 12th grader will score about 30. To document student progress. Several basals can be achieved; the basals closest to the ceilings are the true basals. Uses an asterisk, ellipse, hyphen, parentheses, brackets. If the student does not obtain a basal on the first 2 stories, testing continues until a ceiling is reached. Instructional interventions in passage comprehension should focus on the meaning of prepositions and conjunctions, morphemes that signal number, tense, degree, and change parts of speech. You will need Adobe Acrobat Reader to view the worksheet or answers. Contextual Fluency – a 3-minute test that measures the reader's ability to distinguish words in a continuous string of letters by dividing a line between words. Children should also get instruction in word identification. For example, for a 3rd-grade student, start testing at the 3rd-grade point. The Basal Rule is 3 correct items, consecutive or not. A lack of reading fluency is a reliable predictor of reading comprehension problems. If the child is in 1st grade and did poorly on Word Identification and Word Attack, he may have an issue with sound-symbol knowledge. SCORE EVALUATION Low scores suggest the need for phonics instruction. 7). Uses introductory phrases or clauses – Of course. At the sentence level, readers should be able to identify which words will complete a sentence so that it is semantically and syntactically complete and meaningful. The test measures the student's ability to apply phonological and structural analysis skills to unfamiliar words. Instruction should focus on moving students away from pictures and single sentences and exposing the student to longer text. Unsulted to college life, he came and went for six years before finally abandoning college for good in 1925. Is the student self-correcting? This test evaluates whether fundamental language skills are intact. SCORE EVALUATION A low score on Phonological Awareness with a low score on Word Attack for a grade 1 or 2 student strongly suggests the need for explicit phonological awareness instruction. Give the student up to 15 seconds to answer. Characters show strong emotion. Stop testing when the student has missed 3 items in a row for both spelling and punctuation. This means the student is more tuned in to pronunciation than meaning. Then answer the questions. Track 29 of the audio CD has the correct pronunciations for the administrator to listen to beforehand if needed. Students listen to each passage and answer questions about its content. We only read TOR to comprehend. Track 30 on the audio CD has the correct pronunciations for the administrator. These tests take 9 minutes with a total of 33 items. TEST OF READING COMPREHENSION, FOURTH EDITION (2009) Age Range: 7:0 to 17:11 years Testing Time: 45 minutes or less Administration: Individual The TORC-4 is based on the premise that reading comprehension is reading itself; it is not merely one of the many reading skills. Students should get instruction in phonological awareness, decoding, sentence understanding, and fluency rather than naming speed alone. Emphasized readings, shared reading, echo reading, and partner reading of higher-level text. Answers are considered correct if they vary in verb tenses or noun singular or plurals; however, the answer is INCORRECT if it shifts parts of speech! For example, if the student answered "carelessly," which is an adverb, but the correct answer is "careless," which is an adjective, the student would be incorrect. This test takes 2 minutes and is for grades 1 and up. The writing has an artful style. A negative inference is required – the student chooses what could NOT go with the story. Compare errors on this test with Word Identification and Word Attack errors. Results specify a performance level at a given time under a particular situation, but they do not tell the test administrator why they performed the way they did. If the student fails to answer 3 correctly at that point, drop back to the preceding start point to answer 3 correctly. A higher score on Listening and/or Word Comprehension and a lower score on Passage Comprehension may suggest something other than word knowledge is impeding text comprehension, such as limited syntax knowledge, an inability to connect meaning across 2-3 sentences, lack of background knowledge, or lack of drawing inferences. CEILING: Any 3 questions that are missed in 3 consecutive stories. The story's ending is clever and inventive. Who was he seeking peace from? On First-Sound Matching and Last-Sound Matching, the administrator must point to the stimuli pictures as they are named. From Pride and Prejudice by Jane Austen Of the three characters mentioned in this passage, which one is of the opinion that "a single man in possession of a good fortune, must be in want of a wife?" Make inferences to answer each of the following questions. This cluster takes approximately 25 minutes to administer. The combined sentence must be grammatical, unambiguous, and graceful – any awkward sentences such as Tom is big, and he is a man receives a score of 0. When I look back. Track phonograms (the vowel and letters after it) rather than individual sounds. Explain why college students are abusing Aderral. Teach letter forms WITH sounds. In addition, the test can be used to help qualify individuals for special remedial services or to justify placements in different instructional settings (p. Uses compound sentences ~ 2 complete sentences connected by a conjunction, colon, or semicolon; both sentences must have a subject and a verb. This particular test is highly sensitive to reading problems. SCORE EVALUATION A low score on this test necessitates high-frequency word instruction. Students must make an inference. In the WRMT-III, Antonyms and Synonyms assess comprehension, and Analogies represents generation. If the student attempts to decode, give him 10 seconds only, then say the word. The student reads passages from 80-200 words in length. This test takes 7 minutes. Explain the reference. An average midyear 12th grader will score about 57. From The Red Badge of Courage by Stephen Crane Excerpted from A Tale of Two Cities by Charles Dickens What historical period is this novel going to be about? Moves smoothly from start to finish. If Phonological Awareness and Letter Naming scores are similar and both low, these skills can be taught combined. Written language comprehension and expression of thoughts through characters, letters, or etched words, traced or formed on the surface of some material. The question types are as follows: The "best" title must be selected based on the overall theme. Thank you! Fluency – the combination of rate and accuracy scores. Extrinsic factors affecting spelling achievement include the frequency with which the correct spelling is practiced, systematic spelling instruction, and teacher and parent expectations. You can even go to a story above the ceiling to accumulate 25 miscues, but don't administer the comprehension questions to that higher story. An average midyear 12th grader will score about 23. Put your spelling words into a syllable chart. abbreviation, ability, absence, accept, accidentally, account, achieve, acquainted, acreage, activity, addition, addresses, admire, adult, adventure, advice, afford, agreement, alter, altogether, ambulance, amphibian, amuse, anchor, ancient, angle, apartment, appeared, applaud, apply, appointment, appreciate, approach, Arctic, arithmetic, artistic, assignment, Atlantic, attract, audience, automobile, autumn, average, and avoid. An average midyear kindergartner will score about 16. It is not part of any cluster. A score of 4 or more errors cannot be calculated. If the student skips a line, stop the timer and redirect; this is counted as 1 error. The story uses specific, detailed vocabulary to describe. Standard Score Range Percentile Rank Range WJ III Classification 131 and above (98% to 99.9%) Very Superior 121 to 130 (92% to 97%) Superior 111 to 120 (76% to 91%) High Average 90 to 110 (25% to 75%) Average 80 to 89 (9% to 24%) Low Average 70 to 79 (3% to 8%) Low 69 and below (0.1% to 2%) Very Low TEST OF WRITTEN LANGUAGE, FOURTH EDITION Ages: 9:0 through 17:11 Testing Time: 60-90 minutes Administration: Individual or Group The TOWL-4 is a comprehensive diagnostic test used to identify students who have problems in writing and determine the problem's degree. The passage below is from a book called Wuthering Heights by Emily Bronte. Fluency comprises 3 elements: the ability to decode accurately, decode words easily and automatically, and read with appropriate prosody (patterns). If the student is incorrect on any example items, give the correct answer and explain why. The first 4 items are administered regardless of performance. This test takes 1 minute. Then the student silently reads a list of 5 words and chooses 2 words related to the original 3 words. Students identify words by drawing a line between words for 3 minutes. Do phonological awareness activities to foster letter sounds. Capitalizes proper nouns, including the title. By ordering sentences into a sensibly constructed paragraph, readers demonstrate their ability to create a coherent cognitive framework without a model or a title. Text Comprehension ~ measures the reader's ability to answer questions about the content of stories in a series of passages that become progressively more difficult in their vocabulary, grammar, and content. The Listening Comprehension is the 9th test. Written language, like spoken language, can be receptive or expressive. SCORE EVALUATION Students who score below average will need explicit instruction in letter naming and identification; the student needs to learn the connection between letters and sounds. The story's action is exciting and compelling. The student receives a 1 in each area per sentence for no errors or a 0 in either area or both for 1 or more errors. Students must read the passages silently. A Word doc of this page is available with a \$10 donation for my website maintenance fees. They are often able to predict from context the word or words that will make sense. This test consists of 46 items. Directions are read aloud to the student and are printed on the test form. After having dug up her grave and seeing her body. Heathcliff says that he is "pacified—a little." Why is he pacified? The rationale behind this subtest is that vocabulary knowledge is critical to reading comprehension because (1) we read and understand through our knowledge of word meanings (2) vocabulary is embedded in specific topics, and knowledge of topics aids comprehension (3) vocabulary, reading, and general intellectual ability are correlated; more cognitively able individuals can deal with more cognitively demanding tasks. The test consists of 27 items: the first six the examiner administers by reading aloud, and the remaining 21 are administered by audio CD. LETTER IDENTIFICATION ~ This test, for students in grades PK-1, measures a student's ability to recognize letters presented in upper and lower case forms in random order. An average midyear 1st grader will score about 10. Take the Student Book away from the student before asking the questions. An average midyear 1st grader will score about 9. Often, struggling readers are limited to the text they can decode and are denied exposure to the rich concepts and complex language present in higher-level text. Therefore, these children need explicit instruction in phonological awareness, decoding, and lots of rereading of text. SCORE EVALUATION Poor scores on the RAN indicate the need for broadly based intervention programs that target various skills such as phonological awareness, letter sound correspondence, and word identification. Even if a student self-corrects, you can analyze the original miscue on the chart. If the Listening score is higher than the Passage score, there may be a word identification/background knowledge issue. If the student does not respond after 5 seconds, have him move on. Basal ~ Fluency score is at 9 or 10 for 2 consecutive stories. Stop testing when the student misses 3 items in a row. Encourage the student to read the test words aloud. Writing is the most desirable and most complex form of human communication. It is a modified cloze procedure that uses a blank line to represent the missing word. To complete the item, the student must understand the sentence containing the blank and the other sentences in the passage as well. Reading the questions first is an excellent test-taking strategy that good readers use. The goal is to increase the speed of letter recognition by focusing on predictable letter patterns, and gradually introducing onset-rimes, consonant blends, digraphs, and affixes. Noun-verb agreements. Uses a variety of well-constructed compound and complex sentences. CEILING: 3 in any 5 consecutive items are incorrect. The test begins with simple vowel-consonant combinations and concludes with multi-syllabic nonsense words to determine a student's ability to apply structural analysis skills. Use of vocabulary is mature, rich, and figurative. Known for her political activism, she was an outspoken first lady who made frequent public appearances. This one was much different. Test the child on ALL letters and ALL sounds. Check to see if the Phonological Awareness score is also low as a possible double deficit. The historical period is this novel going to be about? Moves smoothly from start to finish. If Phonological Awareness and Letter Naming scores are similar and both low, these skills can be taught combined. Written language comprehension and expression of thoughts through characters, letters, or etched words, traced or formed on the surface of some material. The question types are as follows: The "best" title must be selected based on the overall theme. Thank you! Fluency – the combination of rate and accuracy scores. Extrinsic factors affecting spelling achievement include the frequency with which the correct spelling is practiced, systematic spelling instruction, and teacher and parent expectations. 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