

Examples of the adapted KISS Grammar Curriculum. Renee Moore

In my classroom, I have been using a modified version of the KISS Curriculum as part of my grammar instruction. This model was developed by Ed Vavra at the Pennsylvania College of Technology. For more information, teaching guides, and articles visit his website at <http://nweb.pct.edu/homepage/staff/evavra/KISS.htm>.

The method helps students learn to identify parts of a sentence sequentially using simple markings. The method develops retention by using repetition and building on previous steps.

Key to Markings: prepositional phrases = brackets; verbs = double underline; subject = single underline; direct object = solid box; indirect object = circle; subject complement = dotted box; adjectives = adj.; adverbs = adv.; conjunctions = +

One or two sentences are placed on board or overhead projector at the start of each class. Students label individually, followed by large group review. Periodic quizzes are given. One part of sentence is introduced at a time. After students are proficient in the basic parts (above), more are introduced (one-at-a-time) including: verbals, types of clauses, and appositives.

Mrs. Moore ^{AV} read (us) [the story] [about the famous educator]
[from Mississippi].

Running ^{LV} is ^{adj.} good {exercise}.

The work ^{LV} was {hard}, ⁺ but working [with others] taught (us)
[cooperation].

Give [the book] ⁺ [to James] and send ^{adj} me your math ^{adj} [homework].

Is ^{adv} he always [in trouble]?