

**Western-DHH Curriculum-Based Spoken Language Assessment Tool**  
**Sentence Combining**

Table of Contents

Sentence Combining Summary Form	2
Sentence Combining Task Instructions	4
Foundational Tasks	
Inserting adjectives	6
Inserting adverbs	14
Compound subjects	22
Compound objects	30
Producing possessive nouns	38
Inserting appositives	46
Basic Tasks	
Simple conjoining	54
Full propositional complement	62
Simple infinitive (same subject)	70
Simple infinitive (different subject)	77
Relative clause	84
Wh- infinitive	91
Simple wh- clause	98
Unmarked infinitive	106
References	111

**Summary Form: Sentence Combining**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: Only administer sections relevant to your specific student's needs. This summary form can help to guide programming.*

<p><b>Information - What is this task assessing?</b> This task assesses the student's awareness of and ability to combine sentences in order to use more complex syntax. This plays an important role in the development of literacy and language skills.</p>	<p>The types of sentence combinations in <i>Section A</i> are listed in approximate developmental order based on Steffani (2007). Skill development in earlier combination types supports skill development in later (more complex) combination types. Development continues into the adolescent years.</p>	
<p><b>Section A: Student Performance</b> – use table on reverse side to capture student performance</p>		
<p><b>Section B: Prompts, Supports, Accommodations</b> – use this table to summarize helpful strategies</p>		
<p><b>List prompts or supports attempted or trialed</b></p>	<p><b>Effective (E) Sometimes Effective (S) Not Effective (N)</b></p>	<p><b>Notes</b></p>
<p><b>Accommodation(s) that may be helpful for this student</b> (e.g., for intervention, in the classroom, in general, etc.):</p>		
<p><b>Section C: Next Steps (where to go from here)</b></p> <ul style="list-style-type: none"> <li>● Provide support and prompts with increasing independence as you work through examples together (e.g., demonstrate how to complete the task → complete the task together → student completes the task with any needed support → student completes the task independently). Work through as many examples as necessary.</li> <li>● Provide opportunities for carryover to other tasks and contexts (e.g., when discussing a narrative, encourage sentence combining to produce more complex sentence structure).</li> </ul> <p>Note: use the supports considered effective in <i>Section B</i></p>		
<p><b>Section D: Sample IEP Statements</b></p> <p><i>Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.</i></p> <p><u>Sample Statement #1</u>: The student will increase the complexity of syntax forms by using compound and complex sentences in oral conversations.</p> <p><u>Sample Statement #2</u>: The student will increase the complexity of syntax forms by combining two sentences into one longer complex/compound sentence.</p>		

**Section A: Student Performance**

Indicate the specific types of sentence combinations targeted with the student including how many items the student completed correctly without any prompts/supports (*# correct without prompts*), correctly with prompts/supports (*# correct with prompts*), and incorrectly (*# incorrect*). For any items the student was unable to complete, count these as incorrect. Include any relevant notes (e.g., prompts used, observations, etc.).

Type of Sentence Combination	# correct...		# incorrect	Notes
	without prompts	with prompts		
Inserting Adjectives				
Inserting Adverbs				
Compound Subjects				
Compound Objects				
Producing Possessive Nouns				
Inserting Appositives				
Simple Conjoining				
Full Propositional Complement				
Simple Infinitive (Same Subject)				
Simple Infinitive (Different Subject)				
Relative Clause				
Wh- Infinitive				
Simple Wh- Clause				
Unmarked Infinitive				

**Area(s) of strength:**

**Area(s) of challenge:**

## **Sentence Combining Task Instructions**

Tell the student that you want them to combine the sentences you will give them and that they should include all of the important information. Read the student the sentences that are to be combined and instruct them to combine them. You may provide the visual support of the written sentences, but the task is intended to be completed orally (i.e., the student's response of a single combined sentence should be spoken by the student).

Work through at least one example with the student to set up the task, pointing out what the important information is, and how the sentence is being combined. After working through an example together, see if the student can complete the next sentence on their own. If not, work through another example together.

Go through as many examples as needed to help the student understand how to do the task (and note how many examples were done together). Provide supports as needed to help the student succeed (and note what supports were used).

### **Support/Prompt Suggestions:**

1. Provide the written sentences as a visual support for the student.
2. When working through an example together, write out the sentences to be combined and underline the important information that needs to be included. Show the student how you can include the important information together in a single sentence (this will vary based on the specific type of sentence combination, e.g. inserting adjectives vs compound objects).
3. Work through a couple examples together in the same way so that the student can see a pattern. Gradually reduce the amount of support you are providing as you work through an example and allow the student to complete the task. Note on the page how many examples you worked through together.

### **Notes:**

- Use another piece of paper to cover the successive items so that the student is only focusing on the target sentences.
- We have included a list with possible combinations. Some sentences will have more than one possible combination. Accept any that are correct.

**Sample Script for Instructions to the Student:**

"I'm going to give you some sentences that need to be combined into a single sentence. We need to make sure we include all of the important information. Listen carefully." (read the sentences to be combined)

"Let's do this one together."

(choose an example specific to the type of sentence combination you are targeting with this student)

*Ex. The man ate the burger. The man was starving.*

"What is the important information in the first sentence? What is the important information in the second sentence?"

If the student gives an incorrect response (or doesn't give a response) say "Listen while I try this one. The important information in the first sentence is \_\_\_\_\_. The important information in the second sentence is \_\_\_\_\_. How can we combine all of this important information into one sentence?" (talk through how to combine the sentences)

*Ex. The man ate the burger. The man was starving.*

*The starving man ate the burger.*

*(we take the description of the man in this sentence and add it into the first sentence, like this)*

Do another example and see if the student can combine the sentences themselves. Repeat more examples if necessary to support this student in understanding the task.

<b>Foundational</b>	<b>Basic</b>
Inserting Adjectives	Simple Conjoining
Inserting Adverbs	Full Propositional Complement
Compound Subjects	Simple Infinitive (same subject)
Compound Objects	Simple Infinitive (different subject)
Producing Possessive Nouns	Relative Clause
Inserting Appositives	Wh-Infinitive
	Simple Wh-Clause
	Unmarked Infinitive

## Inserting Adjectives

Provide the sentences to be combined to the student. Combine them into a single sentence.

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	The man ate the burger. The man was starving.		
2	The bunny was sitting in the sun. The bunny was fluffy.		
3	The shirt is red. It is new.		
4	We read a book together. The book was long.		
5	We went swimming yesterday. The pool was cold.		
6	The children played at the park. The park was busy.		

7	My dog is barking. He is upset.		
8	Dave is reading a book. It is a mystery.		
9	Adam watched the movie. It was scary.		
10	The baby is crying. She is sad.		
11	The man is eating. He is hungry.		
12	My brother is shouting. He is mad.		
13	My cat is yawning. She is tired.		
14	Sarah had an idea. It was clever.		
15	The man tripped over the rug. He was clumsy.		

1	<p>The man ate the burger.</p> <p>The man was starving.</p>
2	<p>The bunny was sitting in the sun.</p> <p>The bunny was fluffy.</p>
3	<p>The shirt is red.</p> <p>It is new.</p>

4	<p>We read a book together.</p> <p>The book was long.</p>
5	<p>We went swimming yesterday.</p> <p>The pool was cold.</p>
6	<p>The children played at the park.</p> <p>The park was busy.</p>

7	<p>My dog is barking.</p> <p>He is upset.</p>
8	<p>Dave is reading a book.</p> <p>It is a mystery.</p>
9	<p>Adam watched the movie.</p> <p>It was scary.</p>

10	The baby is crying.  She is sad.
11	The man is eating.  He is hungry.
12	My brother is shouting.  He is mad.

13	<p>My cat is yawning.</p> <p>She is tired.</p>
14	<p>Sarah had an idea.</p> <p>It was clever.</p>
15	<p>The man tripped over the rug.</p> <p>He was clumsy.</p>

## **Inserting Adjectives - Possible Combination**

1. The starving man ate the burger.
2. The fluffy bunny was sitting in the sun.
3. The new shirt is red.
4. We read a long book together.
5. We went swimming in the cold pool yesterday.
6. The children played at the busy park.
7. My upset dog is barking.
8. Dave is reading a mystery book.
9. Adam watched the scary movie.
10. The sad baby is crying.
11. The hungry man is eating.
12. My mad brother is shouting.
13. My tired cat is yawning.
14. Sarah had a clever idea.
15. The clumsy man tripped over the rug.

## Inserting Adverbs

Provide the sentences to be combined to the student. Combine them into a single sentence.

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	Melissa danced across the stage. She was graceful.		
2	The dog barked. It was loud.		
3	Ridhima waited for her father to be done work. Ridhima was eager.		
4	The boys watched the popcorn popping. They were excited.		
5	She sings in the choir. Her singing is beautiful.		
6	She painted the flowers on the canvas. She was careful.		

7	She teased her younger sibling. It was playful.		
8	They snuck out of the house. They were quiet.		
9	He slammed the door. He was angry.		
10	The woman accepted the invitation. She was happy.		
11	He ran to catch the bus. He was quick.		
12	Jimmy gave a speech. Jimmy was confident.		
13	The chef prepared the meal for the guests. He was skillful.		
14	The snail crawled across the leaf. It moved slowly.		

1	<p>Melissa danced across the stage.</p> <p>She was graceful.</p>
2	<p>The dog barked.</p> <p>It was loud.</p>
3	<p>Ridhima waited for her father to be done work.</p> <p>Ridhima was eager.</p>

4	<p>The boys watched the popcorn popping.</p> <p>They were excited.</p>
5	<p>She sings in the choir.</p> <p>Her singing is beautiful.</p>
6	<p>She painted the flowers on the canvas.</p> <p>She was careful.</p>

7	<p>She teased her younger sibling.</p> <p>It was playful.</p>
8	<p>They snuck out of the house.</p> <p>They were quiet.</p>
9	<p>He slammed the door.</p> <p>He was angry.</p>

10	<p>The woman accepted the invitation.</p> <p>She was happy.</p>
11	<p>He ran to catch the bus.</p> <p>He was quick.</p>
12	<p>Jimmy gave a speech.</p> <p>Jimmy was confident.</p>

13	<p>The chef prepared the meal for the guests.</p> <p>He was skillful.</p>
14	<p>The snail crawled across the leaf.</p> <p>It moved slowly.</p>

## **Inserting Adverbs - Possible Combination**

1. Melissa danced gracefully across the stage.
2. The dog barked loudly.
3. Ridhima waited eagerly for her father to be done work.
4. The boys excitedly watched the popcorn popping.
5. She sings beautifully in the choir.
6. She carefully painted the flowers on the canvas.
7. She playfully teased her younger sibling.
8. They quietly snuck out of the house.
9. He angrily slammed the door.
10. The woman happily accepted the invitation.
11. He ran quickly to catch the bus.
12. Jimmy confidently gave a speech.
13. The chef skillfully prepared the meal for the guests.
14. The snail crawled slowly across the leaf.

## Compound Subjects

Provide the sentences to be combined to the student. Combine them into a single sentence.

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	Bruce wanted to read. Mary wanted to read.		
2	Mark went swimming. Quinn went swimming.		
3	Hans played a game. Caitlin played a game.		
4	Tom went to the store to shop. Jerry went to the store to shop.		
5	My mom is coming over for dinner tonight. My dad is coming over for dinner.		
6	The teacher discussed the new policy. The principal discussed the new policy.		

7	Susan is an excellent swimmer. Susan's sister is an excellent swimmer.		
8	The storm caused damage. The earthquake caused damage.		
9	John is planning a trip to Europe. Mary is planning a trip to Europe.		
10	The lion lives in the jungle. The tiger lives in the jungle.		
11	The book has a happy ending. The movie has a happy ending.		
12	The bride danced at her wedding. The groom danced at his wedding.		
13	The sun rises in the sky. The moon rises in the sky.		
14	The car drove down the highway. The truck drove down the highway.		

1	Bruce wanted to read.  Mary wanted to read.
2	Mark went swimming.  Quinn went swimming.
3	Hans played a game.  Caitlin played a game.

4	<p>Tom went to the store to shop.</p> <p>Jerry went to the store to shop.</p>
5	<p>My mom is coming over for dinner tonight.</p> <p>My dad is coming over for dinner.</p>
6	<p>The teacher discussed the new policy.</p> <p>The principal discussed the new policy.</p>

7	<p>Susan is an excellent swimmer.</p> <p>Susan's sister is an excellent swimmer.</p>
8	<p>The storm caused damage.</p> <p>The earthquake caused damage.</p>
9	<p>John is planning a trip to Europe.</p> <p>Mary is planning a trip to Europe.</p>

10	<p>The lion lives in the jungle.</p> <p>The tiger lives in the jungle.</p>
11	<p>The book has a happy ending.</p> <p>The movie has a happy ending.</p>
12	<p>The bride danced at her wedding.</p> <p>The groom danced at his wedding.</p>

13	The sun rises in the sky.  The moon rises in the sky.
14	The car drove down the highway.  The truck drove down the highway.

## **Compound Subjects - Possible Combination**

1. Bruce and Mary wanted to read.
2. Mark and Quinn went swimming.
3. Hans and Caitlin played a game.
4. Tom and Jerry went to the store to shop.
5. My mom and dad are coming over for dinner tonight.
6. The teacher and the principal discussed the new policy.
7. Susan and her sister are both excellent swimmers.
8. The storm and the earthquake caused damage.
9. John and Mary are planning a trip to Europe.
10. The lion and the tiger both live in the jungle.
11. The book and the movie have happy endings.
12. The bride and groom danced at their wedding.
13. The sun and the moon both rise in the sky.
14. The car and the truck both drove down the highway.

## Compound Objects

Provide the sentences to be combined to the student. Combine them into a single sentence.

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	Jean needed a hammer. He needed a screwdriver.		
2	Gertrude loved to play soccer. She loved to play basketball.		
3	Raoul bought a new coat. Raoul bought new boots.		
4	She bought a book at the store. She bought a pencil at the store.		
5	He received a watch for his birthday. He received a wallet for his birthday.		
6	We visited the museum on our trip. We visited the art gallery on our trip.		

7	They ordered pizza for dinner. They ordered pasta for dinner.		
8	I packed my clothes for the trip. I packed my books for the trip.		
9	She bought a dress for the party. She also bought a pair of shoes.		
10	He likes to play basketball. He likes to play soccer.		
11	We listened to music all weekend. We watched movies all weekend.		
12	The team won the game. The team won the championship.		
13	She cleaned the kitchen before the guests arrived. She cleaned the bathroom before the guests arrived.		
14	They visited the park. They visited the beach.		

1	<p>Jean needed a hammer.</p> <p>He needed a screwdriver.</p>
2	<p>Gertrude loved to play soccer.</p> <p>She loved to play basketball.</p>
3	<p>Raoul bought a new coat.</p> <p>Raoul bought new boots.</p>

4	<p>She bought a book at the store.</p> <p>She bought a pencil at the store.</p>
5	<p>He received a watch for his birthday.</p> <p>He received a wallet for his birthday.</p>
6	<p>We visited the museum on our trip.</p> <p>We visited the art gallery on our trip.</p>

7	They ordered pizza for dinner.  They ordered pasta for dinner.
8	I packed my clothes for the trip.  I packed my books for the trip.
9	She bought a dress for the party.  She also bought a pair of shoes.

10	He likes to play basketball.  He likes to play soccer.
11	We listened to music all weekend.  We watched movies all weekend.
12	The team won the game.  The team won the championship.

13	<p>She cleaned the kitchen before the guests arrived.</p> <p>She cleaned the bathroom before the guests arrived.</p>
14	<p>They visited the park.</p> <p>They visited the beach.</p>

## **Compound Objects - Possible Combination**

1. Jean needed a hammer and a screwdriver.
2. Gertrude loved to play soccer and basketball.
3. Raoul bought a new coat and boots.
4. She bought a book and a pencil at the store.
5. He received a watch and a wallet for his birthday.
6. We visited the museum and the art gallery on our trip.
7. They ordered pizza and pasta for dinner.
8. I packed my clothes and my books for the trip.
9. She bought a dress and a pair of shoes for the party.
10. He likes to play basketball and soccer.
11. We listened to music and watched movies all weekend.
12. The team won the game and the championship.
13. She cleaned the kitchen and the bathroom before the guests arrived.
14. They visited the park and the beach.

## Producing Possessive Nouns

Provide the sentences to be combined to the student. Combine them into a single sentence.

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	I like the kitten. It belongs to Kevin.		
2	The new car was bright red. It belongs to Taylor.		
3	This toy is squeaky. It is for my dog.		
4	The train has five cars. The fifth car is the caboose.		
5	Martha borrowed a book. It belongs to Edward.		
6	We had a birthday party today. It was for Pedro.		
7	The car is parked in the driveway. It belongs to my sister.		

8	The lesson plan was well organized. They belong to my teacher.		
9	That dress is beautiful. It belongs to Maya.		
10	The house is huge. It belongs to Owen.		
11	The painting is nice. It is by Mackenzie.		
12	That dog is cute. It belongs to Mark.		
13	I like that bag. It belongs to Niki.		
14	This cake is yummy. It belongs to Timmy.		
15	Those shoes are comfortable. The shoes belong to Marty.		

1	<p>I like the kitten.</p> <p>It belongs to Kevin.</p>
2	<p>The new car was bright red.</p> <p>It belongs to Taylor.</p>
3	<p>This toy is squeaky.</p> <p>It is for my dog.</p>

4	<p>The train has five cars.</p> <p>The fifth car is the caboose.</p>
5	<p>Martha borrowed a book.</p> <p>It belongs to Edward.</p>
6	<p>We had a birthday party today.</p> <p>It was for Pedro.</p>

7	<p>The car is parked in the driveway.</p> <p>It belongs to my sister.</p>
8	<p>The lesson plan was well organized.</p> <p>They belong to my teacher.</p>
9	<p>That dress is beautiful.</p> <p>It belongs to Maya.</p>

10	The house is huge.  It belongs to Owen.
11	The painting is nice.  It is by Mackenzie.
12	That dog is cute.  It belongs to Mark.

13	I like that bag.  It belongs to Niki.
14	This cake is yummy.  It belongs to Timmy.
15	Those shoes are comfortable.  The shoes belong to Marty.

## **Producing Possessive Nouns - Possible Combination**

1. I like Kevin's kitten.
2. Taylor's new car was bright red.
3. This is my dog's squeaky toy.
4. The train's fifth car is the caboose.
5. Martha borrowed Edward's book.
6. We had Pedro's birthday party today.
7. My sister's car is parked in the driveway.
8. My teacher's lesson plan was well organized.
9. Maya's dress is beautiful.
10. Owen's house is huge.
11. Mackenzie's painting is nice.
12. Mark's dog is cute.
13. I like Niki's bag.
14. Timmy's cake is yummy.
15. Marty's shoes are comfortable.

## Inserting Appositives

Provide the sentences to be combined to the student. Combine them into a single sentence.

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	Steve spoke to the class. Steve is a great storyteller.		
2	Rex goes to a different school. Rex is my cousin.		
3	Lin said I'm getting faster. Lin is my coach.		
4	Todd is very annoying. Todd is my brother.		
5	Agnes is taller than I am. She is my sister.		
6	Mrs. Tran went to the store. Mrs. Tran is my babysitter.		
7	Ms. Mink is very nice. She is my teacher.		

8	Dr. Tom is very smart. He is my doctor.		
9	Mr. Bloomindale got the students' attention. He is the science teacher.		
10	Nancy is so fun. Nancy is my friend.		
11	Drake is a good singer. He is my cousin.		
12	Paul gave me his sweater. Paul is my friend.		
13	Lola danced for the audience. Lola is my sister.		
14	Jimmy jumped into the pool. Jimmy is my classmate.		
15	Laura sang at the recital. Laura is my best friend.		

1	<p>Steve spoke to the class.</p> <p>Steve is a great storyteller.</p>
2	<p>Rex goes to a different school.</p> <p>Rex is my cousin.</p>
3	<p>Lin said I'm getting faster.</p> <p>Lin is my coach.</p>

4	<p>Todd is very annoying.</p> <p>Todd is my brother.</p>
5	<p>Agnes is taller than I am.</p> <p>She is my sister.</p>
6	<p>Mrs. Tran went to the store.</p> <p>Mrs. Tran is my babysitter.</p>

7	<p>Ms. Mink is very nice.</p> <p>She is my teacher.</p>
8	<p>Dr. Tom is very smart.</p> <p>He is my doctor.</p>
9	<p>Mr. Bloomindale got the students' attention.</p> <p>He is the science teacher.</p>

10	Nancy is so fun.  Nancy is my friend.
11	Drake is a good singer.  He is my cousin.
12	Paul gave me his sweater.  Paul is my friend.

13	<p>Lola danced for the audience.</p> <p>Lola is my sister.</p>
14	<p>Jimmy jumped into the pool.</p> <p>Jimmy is my classmate.</p>
15	<p>Laura sang at the recital.</p> <p>Laura is my best friend.</p>

## **Inserting Appositives - Possible Combination**

1. Steve, a great storyteller, spoke to the class.
2. Rex, my cousin, goes to a different school.
3. Lin, my coach, said I'm getting faster.
4. Todd, my brother, is very annoying.
5. Agnes, my sister, is taller than I am.
6. Mrs. Tran, my babysitter, went to the store.
7. Ms. Mink, my teacher, is very nice.
8. Dr. Tom, my doctor, is very smart.
9. Mr. Bloomindale, the science teacher, got the students' attention.
10. Nancy, my friend, is so fun.
11. Drake, my cousin, is a good singer.
12. Paul, my friend, gave me his sweater.
13. Lola, my sister, danced for the audience.
14. Jimmy, my classmate, jumped into the pool.
15. Laura, my best friend, sang at the recital.

**Simple Conjoining** (nouns, verbs, phrases, sentences that are joined by a conjunction)

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	We can go to the movies. We can go to the mall.		
2	Katie sang along to the music. Katie danced along to the music.		
3	Becky likes cake. Aaron likes ice cream.		
4	Garth wants to eat pasta. He wants to eat pizza too.		
5	I washed the laundry. Peter cleaned the windows.		
6	My mom cooked dinner. My dad washed the dishes.		

7	I like singing. I don't like singing in front of people.		
8	I want to eat cookies. I don't want to eat cake.		
9	Molly is tired. She does not want to sleep.		
10	I can wear a pink shirt. I can wear a white shirt.		
11	Max is running. He is listening to music.		
12	I like cake. I don't like cheesecake.		
13	Tommy can play inside. Tommy can play outside.		
14	Mark can drink orange juice. Mark can drink milk.		

1	<p>We can go to the movies.</p> <p>We can go to the mall.</p>
2	<p>Katie sang along to the music.</p> <p>Katie danced along to the music.</p>
3	<p>Becky likes cake.</p> <p>Aaron likes ice cream.</p>

4	<p>Garth wants to eat pasta.</p> <p>He wants to eat pizza too.</p>
5	<p>I washed the laundry.</p> <p>Peter cleaned the windows.</p>
6	<p>My mom cooked dinner.</p> <p>My dad washed the dishes.</p>

7	<p>I like singing.</p> <p>I don't like singing in front of people.</p>
8	<p>I want to eat cookies.</p> <p>I don't want to eat cake.</p>
9	<p>Molly is tired.</p> <p>She does not want to sleep.</p>

10	I can wear a pink shirt.  I can wear a white shirt.
11	Max is running.  He is listening to music.
12	I like cake.  I don't like cheesecake.

13	Tommy can play inside.  Tommy can play outside.
14	Mark can drink orange juice.  Mark can drink milk.

### **Simple Conjoining - Possible Combination**

1. We can go to the movies or we can go to the mall.
2. Katie sang and danced along to the music.
3. Becky likes cake but Aaron likes ice cream.
4. Garth wants to eat pasta and pizza.
5. I washed laundry and Peter cleaned the windows.
6. My mom cooked dinner and my dad washed the dishes.
7. I like singing but not in front of people.
8. I want to eat cookies but not cake.
9. Molly is tired but she does not want to sleep.
10. I can wear a pink shirt or a white shirt.
11. Max is running and listening to music.
12. I like cake but I don't like cheesecake.
13. Tommy can play inside or he can play outside.
14. Mark can drink orange juice or milk.

**Full Propositional Complement (object noun phrase with cognitive/mental state verb)**

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	The answer is B. Valerie is guessing.		
2	Mike washes the dishes. He does not forget.		
3	Susan wonders. Will the bus be on time?		
4	I want lunch. I hope we go soon.		
5	We could go to the movies. I think we should.		
6	I want to go to the park. Let's pretend.		
7	The teacher asks a question. Mary knows the answer.		

8	He will succeed. She believes so.		
9	Will it snow? They wonder.		
10	I did not clean my room. I forgot.		
11	Where had Megan gone? Jimmy asked.		
12	Is it going to rain? They doubt it is.		
13	Does he understand? I don't know.		
14	She is upset. He wonders why.		
15	Will we be home in time for supper? I believe we will be.		

1	<p>The answer is B.</p> <p>Valerie is guessing.</p>
2	<p>Mike washes the dishes.</p> <p>He does not forget.</p>
3	<p>Susan wonders.</p> <p>Will the bus be on time?</p>

4	I want lunch.  I hope we go soon.
5	We could go to the movies.  I think we should.
6	I want to go to the park.  Let's pretend.

7	The teacher asks a question.  Mary knows the answer.
8	He will succeed.  She believes so.
9	Will it snow?  They wonder.

10	I did not clean my room.  I forgot.
11	Where had Megan gone?  Jimmy asked.
12	Is it going to rain?  They doubt it is.

13	Does he understand?  I don't know.
14	She is upset.  He wonders why.
15	Will we be home in time for supper?  I believe we will be.

## **Full Propositional Complement - Possible Combination**

1. Valerie is guessing the answer is B.
2. Mike does not forget to wash the dishes.
3. Susan wonders if the bus will come on time.
4. I hope we go to lunch soon.
5. I think we should go to the movies.
6. Let's pretend to go to the park.
7. Mary knows the answer to the teacher's question.
8. She believes he will succeed.
9. They wonder if it will snow.
10. I forgot to clean my room.
11. Jimmy asked where Megan had gone.
12. They doubt it is going to rain.
13. I don't know if he understands.
14. He wonders why she is upset.
15. I believe we will be home in time for supper.

**Simple Infinitives (same subject)** (includes "to + [verb]")

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	They went to sleep. They were in the tent.		
2	They were given food. The food was to eat.		
3	Freddy likes birds. He wanted to fly like them.		
4	I have hired a tutor. They will teach me French.		
5	I received a letter. I was excited about it.		
6	This is too heavy. You cannot lift it.		

7	Mary has a test tomorrow. She needs to study.		
8	Lily is dancing. She wants to do it outside.		
9	My brother is sweaty. He needs a shower.		
10	Billy walked his dog. They went outside.		
11	We need to finish the project. We plan to.		

1	They went to sleep.  They were in the tent.
2	They were given food.  The food was to eat.
3	Freddy likes birds.  He wanted to fly like them.

4	I have hired a tutor.  They will teach me French.
5	I received a letter.  I was excited about it.
6	This is too heavy.  You cannot lift it.

7	<p>Mary has a test tomorrow.</p> <p>She needs to study.</p>
8	<p>Lily is dancing.</p> <p>She wants to do it outside.</p>
9	<p>My brother is sweaty.</p> <p>He needs a shower.</p>

10	Billy walked his dog.  They went outside.
11	We need to finish the project.  We plan to.

## **Simple Infinitives (same subject) - Possible Combination**

1. They went to sleep in the tent.
2. They were given food to eat.
3. Freddy wanted to fly like the birds.
4. I have hired a tutor to teach me French.
5. I was excited to receive a letter.
6. This is too heavy to lift.
7. Mary needs to study for her test tomorrow.
8. Lily wants to dance outside.
9. My brother is sweaty so he needs to shower.
10. Billy went outside to walk his dog.
11. We plan to finish the project.

**Simple Infinitives (different subject) (includes "to + [verb]" )**

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	She needed help. She asked him.		
2	They will join us. I invited them.		
3	We need to be quiet. They told us to.		
4	Matthew should pursue his passion. Maggie encouraged him to.		
5	Mikeal tried something new. Savannah told him he should.		
6	Sarah took a break. Rebekah advised her to.		

7	Raoul applied for the job. Timothy encouraged him to.		
8	Jenna paid the bills. Phillip reminded her to.		
9	She should be careful. He told her to.		
10	He can swim. She taught him how to.		
11	Jose submitted the assignment. Mikeala reminded him to.		
12	We went to the concert. I invited my friends to come.		

1	She needed help.  She asked him.
2	They will join us.  I invited them.
3	We need to be quiet.  They told us to.

4	<p>Matthew should pursue his passion.</p> <p>Maggie encouraged him to.</p>
5	<p>Mikeal tried something new.</p> <p>Savannah told him he should.</p>
6	<p>Sarah took a break.</p> <p>Rebekah advised her to.</p>

7	Raoul applied for the job.  Timothy encouraged him to.
8	Jenna paid the bills.  Phillip reminded her to.
9	She should be careful.  He told her to.

10	He can swim.  She taught him how to.
11	Jose submitted the assignment.  Mikeala reminded him to.
12	We went to the concert.  I invited my friends to come.

## **Simple Infinitives (different subject) - Possible Combination**

1. She asked him to help.
2. I invited them to join us.
3. They told us to be quiet.
4. Maggie encouraged Matthew to pursue his passion.
5. Savannah told Mikeal to try something new.
6. Rebekah advised Sarah to take a break.
7. Timothy encouraged Raoul to apply for the job.
8. Phillip reminded Jenna to pay the bills.
9. He told her to be careful.
10. She taught him how to swim.
11. Mikeala reminded Jose to submit the assignment.
12. I invited my friends to come to the concert.

**Relative Clause** (independent clause +dependent clause, including relative pronoun)

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	She has a friend. The friend is a great photographer.		
2	Jim visited a city. The city is known for its museums.		
3	They bought a house. The house was built in the 19th century.		
4	She has a cat. The cat is very playful.		
5	I read a book. The book was recommended by a friend.		
6	She bought a car. The car had low mileage.		

7	We visited a museum. The museum displays dinosaurs.		
8	She has a neighbour. The neighbour has a beautiful garden.		
9	He has a cousin. His cousin works as a chef.		
10	He found a restaurant. The restaurant serves delicious sushi.		
11	Suzy has a friend. Her friend speaks many languages.		
12	They visited a park. The park is known for its wildlife.		

1	<p>She has a friend.</p> <p>The friend is a great photographer.</p>
2	<p>Jim visited a city.</p> <p>The city is known for its museums.</p>
3	<p>They bought a house.</p> <p>The house was built in the 19th century.</p>

4	<p>She has a cat.</p> <p>The cat is very playful.</p>
5	<p>I read a book.</p> <p>The book was recommended by a friend.</p>
6	<p>She bought a car.</p> <p>The car had low mileage.</p>

7	<p>We visited a museum.</p> <p>The museum displays dinosaurs.</p>
8	<p>She has a neighbour.</p> <p>The neighbour has a beautiful garden.</p>
9	<p>He has a cousin.</p> <p>His cousin works as a chef.</p>

10	<p>He found a restaurant.</p> <p>The restaurant serves delicious sushi.</p>
11	<p>Suzy has a friend.</p> <p>Her friend speaks many languages.</p>
12	<p>They visited a park.</p> <p>The park is known for its wildlife.</p>

## **Relative Clause - Possible Combination**

1. She has a friend who is a great photographer.
2. Jim visited a city which is known for its museums.
3. They bought a house which was built in the 19th century.
4. She has a cat that is very playful.
5. I read a book which was recommended by a friend.
6. She bought a car which had low mileage.
7. We visited a museum that displays dinosaurs.
8. She has a neighbour whose garden is beautiful.
9. He has a cousin who works as a chef.
10. He found a restaurant which serves delicious sushi.
11. Suzy has a friend who speaks many languages.
12. They visited a park which is known for its wildlife.

**Wh-Infinitive (wh-word + to [verb])**

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	I know how to ride a bike. I remember.		
2	I wanted to know how to knit. I asked Joan.		
3	I know what to do. I remember.		
4	What should I wear? I don't know.		
5	Who do I ask for directions? Can you tell me?		

6	My plant needs to be watered. I don't know when to do it.		
7	We have a new classmate. I wonder what we call her.		
8	How do you do this? Can someone show me?		
9	Where should I put my shoes? I don't know.		
10	Jim was flying. He wanted to land. He didn't know where.		

1	I know how to ride a bike.  I remember.
2	I wanted to know how to knit.  I asked Joan.
3	I know what to do.  I remember.

4	<p>What should I wear?</p> <p>I don't know.</p>
5	<p>Who do I ask for directions?</p> <p>Can you tell me?</p>
6	<p>My plant needs to be watered.</p> <p>I don't know when to do it.</p>

7	<p>We have a new classmate.</p> <p>I wonder what we call her.</p>
8	<p>How do you do this?</p> <p>Can someone show me?</p>
9	<p>Where should I put my shoes?</p> <p>I don't know.</p>

10

Jim was flying.

He wanted to land.

He didn't know where.

## **Wh-Infinitive - Possible Combination**

1. I remember how to ride a bike.
2. I asked Joan how to knit.
3. I remember what to do.
4. I don't know what to wear.
5. Can you tell me who to ask for directions?
6. I don't know when to water my plan.
7. I wonder what to call our new classmate.
8. Can someone show me how to do this?
9. I don't know where to put my shoes.
10. Jim was flying but didn't know where to land.

**Simple Wh-Clause** (wh-word without an infinitive verb)

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	Melanie scored a goal. She screamed with joy.		
2	Mrs. Smith is a math teacher. She teaches science too.		
3	Lily takes pictures. It makes her feel happy.		
4	I was so fast. Did you see?		
5	I need to choose a shirt. Which one?		
6	I want pizza. I don't know where to get it.		
7	My dog barked. I got scared.		

8	I ran inside. It started raining.		
9	My dad is so strong. Did you see?		
10	The treasure is hidden. Let's find it.		
11	The birds chirp early in the morning. I wonder why.		
12	We should go to the park. We can play on the swings.		
13	We will leave at noon. The library closes then.		
14	The leaves change colour in the fall. I wonder why.		

1	<p>Melanie scored a goal.</p> <p>She screamed with joy.</p>
2	<p>Mrs. Smith is a math teacher.</p> <p>She teaches science too.</p>
3	<p>Lily takes pictures.</p> <p>It makes her feel happy.</p>

4	I was so fast.  Did you see?
5	I need to choose a shirt.  Which one?
6	I want pizza.  I don't know where to get it.

7	My dog barked.  I got scared.
8	I ran inside.  It started raining.
9	My dad is so strong.  Did you see?

10	<p>The treasure is hidden.</p> <p>Let's find it.</p>
11	<p>The birds chirp early in the morning.</p> <p>I wonder why.</p>
12	<p>We should go to the park.</p> <p>We can play on the swings.</p>

13	<p>We will leave at noon.</p> <p>The library closes then.</p>
14	<p>The leaves change colour in the fall.</p> <p>I wonder why.</p>

## **Simple Wh-Clause - Possible Combination**

1. Melanie screamed with joy when she scored a goal.
2. Mrs. Smith is a math teacher who teaches science too.
3. Lily takes pictures which makes her feel happy.
4. Did you see how fast I was?
5. Which shirt should I choose?
6. Where do we get pizza from?
7. I got scared when my dog barked.
8. I ran inside when it started raining.
9. Did you see how strong my dad is?
10. Let's find where the treasure is hidden.
11. I wonder why the birds chirp early in the morning.
12. We should go to the park where we can play on the swings.
13. We will leave at noon when the library closes.
14. I wonder why the leaves change colour in the fall.

**Unmarked Infinitive** (includes look, watch, make, or let in the infinitive form without "to")

	<b>Sentences to Combine</b>	<b>Student's Response</b> (verbal)	<b>Prompts/Supports provided</b>
1	Look at Brenda. Look at Marlee.		
2	Watch the game. Watch soccer.		
3	Watch me. I'm going to run.		
4	We need to go to the store. Let me go.		
5	I am swinging. Watch me!		
6	I can swim. Look at me!		
7	Look at my cat. She is meowing.		
8	Look at the rainbow! It is beautiful.		

1	Look at Brenda.  Look at Marlee.
2	Watch the game.  Watch soccer.
3	Watch me.  I'm going to run.

4	<p>We need to go to the store.</p> <p>Let me go.</p>
5	<p>I am swinging.</p> <p>Watch me!</p>
6	<p>I can swim.</p> <p>Look at me!</p>

7	Look at my cat.  She is meowing.
8	Look at the rainbow!  It is beautiful.

## **Unmarked Infinitive - Possible Combination**

1. Look at Brenda and Marlee.
2. Watch the soccer game.
3. Watch me run.
4. Let me go to the store.
5. Watch me swing!
6. Look at me swimming!
7. Look at my cat meowing.
8. Look at that beautiful rainbow!

## Western-DHH Curriculum-Based Spoken Language Assessment Tool

### Sentence Combining References

- Anderson, K.L., & Price, L.H. (2015). *Steps to assessment: A guide to identifying educational needs for students with hearing loss*. Supporting Success for Children with Hearing Loss Publications.
- Auciello, R., Carlin, E., Cohen, D., Cook, R., Farrell, T., Garvey, M., Morash, R., & Ruggirello, C. (Spring 2022). *Ontario resource guide for specialist teachers of students who are deaf or hard of hearing (ORG-DHH)*.
- Bullard, C., & Luckner, J. (2018). *The itinerant teacher's handbook*. Second Edition. Supporting Success for Children with Hearing Loss Publications.
- Ebbels, S., & Nicholl, H. (2021). Identifying grammatical targets. The Informed SLP. Retrieved from [www.theinformedslp.com](http://www.theinformedslp.com).
- He, C., Brown, C., & Covington, M. (n.d.). How complex is that sentence? A proposed revision of the Rosenberg and Abbeduto D-Level scale [poster].
- Paul, R., & Norbury, C.F. (2012). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating*. Fourth Edition. Elsevier.
- Roberts, J.A., Altenberg, E.P., Ferrugio, H.R., & Rosenberg, J.E. (2022). How to use the index of productive syntax to select goals and monitor progress in preschool children. LSHSS, 53, 803-824.
- Sadler, B. (2013). Best practices in teaching sentence construction skills. In S. Graham, C. MacArthur, & J. Fitzgerald (eds.), *Best practices in writing instruction*, 2nd ed. New York: Guilford.
- Steffani, S.A. (2007). Identifying embedded and conjoined complex sentences: Making it simple. *Contemporary Issues in Communication Science and Disorders*, 34, 44-54.  
<https://doi.org/10.1092-5171/07/3401-0044>