

Comprehension of Written Grammar

(CWG; Easterbrooks & Cannon, 2019) test

Learner's Name _____

Examiner _____

Date Tested _____

Instructions:

The learner is to independently read the word(s) and select the picture that best represents them.

#1-14 Vocabulary Pre-Test

#15-40 Main Test Section 1

#41-66 Main Test Section 2

Each grammar structure in the Main Test are assessed twice. If a learner gets an item incorrect twice further examination of their knowledge of the grammar structure may increase comprehension.

Context and definitions are provided for each grammar structure for ease of instruction post-test.

Vocabulary Pre-test	Correct answers	Response +/-	If incorrect (-) instruction of the following vocabulary may be needed:
1. Animal	1		Animal - emphasize the category of 'animal' and use activities that provide multiple examples to build categorization skills
2. Bone	1		Bone - a bone a dog would chew on
3. Burned	2		Burned - highlight the suffix changes the word to past tense
4. Cookies	3		Cookies - highlight the suffix changes the word to plural
5. Dentist	3		Dentist – discuss what a dentist might look like, the purpose of a dental visit, and the learner's experience with dentists.
6. Doll	1		Doll - that a child would play with
7. Draws	2		Draws - highlight the suffix changes the tense
8. Football	2		Football – discuss what one looks like and the game it is used to play; multiple meanings for the ball and game
9. Gift	1		Gift - box wrapped with paper and ribbon/bows for a holiday or birthday
10. IceCream	2		Ice Cream – discuss 'ice cream cones'; have experiential activities that include ice

			cream
11. Leaving	3		Leaving - highlight the suffix changes the tense; discuss multiple meanings
12. People	3		People - highlight the plural meaning of the word
13. Reading	3		Reading - highlight the suffix changes the tense
14. Swimming	1		Swimming - highlight the suffix changes the tense
Main Test Grammar Structure (*vocabulary pre-test)	Correct answers	Response +/-	If incorrect (-) instruction of the following grammar structures may be needed:
15. ...the biggest boat	3		<u>Superlative</u> : <i>The form of an adjective or adverb when three or more items compared (with -est or most)</i> Example: ...the tallest giraffe
16. The boy's mom is crying.	1		<u>Possessive</u> : <i>Indication of belonging</i> Example: <i>The boy's backpack is blue.</i>
17. The woman sees that the people* are leaving*.	2		<u>NP complement</u> : Noun Phrase : <i>Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning</i> Complement : <i>Words, phrases, or clauses that complete the meaning of a noun or noun phrase.</i> Example: <i>The man sees that the pool is closed.</i>
18. Mom wants the baby to sit.	2		<u>for/to complement</u> : <i>Introduces infinitive complements with an obligatory deletion of 'for + identical Noun Phrase (e.g., The boys like (for the boys) to swim)</i> Example: <i>Father wants the dog to sit.</i>
19. The man is tall.	2		<u>NP + be + Adj</u> : Noun Phrase : <i>Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Copula 'be': used to link the</i>

		<p>subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) + Adjective: A word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it</p> <p>Sentence Pattern 3</p> <p>Example: <i>The team is excited.</i></p>
20. The girl cried when she got hurt.	2	<p><u>Adverbial clause</u>: Indicates time, location, or manner of the proposition (when, where, as if) allows convenience of more information</p> <p>Example: <i>The cat ran when it saw the dog.</i></p>
21. The girl licks the ice cream* cone.	2	<p>NP(S) + Vt + NP(D.O.): Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning (Subject): NP that is the subject and it refers to the same person or thing + Transitive Verb: it requires a direct object to complete the meaning + Noun Phrase (Direct Object): indicates the direct object</p> <p>Sentence Pattern 2 (most frequently used)</p> <p>Example: <i>The boy eats the ice cream.</i></p>
22. The cake is for the boy.	3	<p>NP + be + (for+N): Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Copula 'be': used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) + for + Noun</p> <p>Sentence Pattern 4</p>

			Example: <i>The water is for the player.</i>
23. The white animal* is smaller.	2		<p>Comparative: <i>The form of an adjective or adverb which denotes the degree or grade of comparison of two thing (with –er or more)</i></p> <p>Example: <i>The blue toy is smaller.</i></p>
24. The girl is with the dog.	3		<p>NP + be + Adv-a: Noun Phrase: <i>Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning</i> + Copula 'be': <i>used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) +</i></p> <p>Adverb of action: <i>describes how an action occurs</i></p> <p>Sentence Pattern 5</p> <p>Example: <i>The team is with the coach.</i></p>
25. The dog runs with the boy.	3		<p>NP + Vi + Adv-a: Noun Phrase: <i>Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning</i> +</p> <p>Intransitive verb: <i>a verb which cannot take a direct object</i> + Adverb of action: <i>describes how an action occurs</i></p> <p>Sentence Pattern 1 (expanded)</p> <p>Example: <i>The girl walks with a cane.</i></p>
26. The dog is under the table.	1		<p>NP + be + Adv-p: Noun Phrase: <i>Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning</i> + Copula 'be': <i>used to link the subject of a sentence with the predicate (subject complement);</i></p>

		<p>linking verb (am, is, are, was, were) + +</p> <p>Adverb of place: describes location of the proposition</p> <p>Sentence Pattern 5</p> <p>Example: <i>The team is outside.</i></p>
27. The babies are eating.	2	<p>are + ing: Copula 'be': used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) present progressive tense + plural form of verb</p> <p>Example: <i>The babies are eating.</i></p>
28. The children have eaten the ice cream*.	2	<p><u>perfect tense:</u> Formed by conjugating the auxiliary verb "to have" and then appending the verb's past participle form</p> <p>Example: <i>The children have been to camp.</i></p>
29. The cat walks in the road.	2	<p>NP + Vi + Adv-p: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning +</p> <p>Intransitive verb: a verb which cannot take a direct object + Adverb of place: describes location of the proposition</p> <p>Sentence Pattern 1 (expanded)</p> <p>Example: <i>The man walks in the mud.</i></p>
30. A bird flies.	3	<p>NP + Vi: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Intransitive verb: a verb which cannot take a direct object</p> <p>Sentence Pattern 1</p> <p>Example: <i>A dog runs.</i></p>

31. The woman is a dentist*.	2	<p>NP + be + NP: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Copula 'be': used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) + Noun Phrase</p> <p>Sentence Pattern 4</p> <p>Example: <i>The woman is a teacher.</i></p>
32. The cookies* were eaten by the boy.	3	<p>Non-reversible passive: Passive construction in which the subject cannot be exchanged with the agent in the by-phrase and still leave a correct logical sentence</p> <p>Example: <i>The bone was eaten by the dog.</i></p>
33. The mom is reading*.	3	<p>is + ing: Copula 'be' present progressive tense + singular form of verb</p> <p>Example: <i>The baby is eating.</i></p>
34. Sit down!	1	<p>Imperative: Sentence/clause used to give orders and instruction</p> <p>Example: <i>Be quiet!</i></p>
35. The girls have ice cream*.	2	<p>Vh + tense (agreement): Verb (Have/Has): Requires a direct object defining what was had (can be abstract) + Tense: the time of the verb's action</p> <p>Example: <i>The boys have ice cream.</i></p>
36. The boy is kissed by the girl.	3	<p>Reversible passive: Reversible: The subject can be exchanged with the agent in the by-phrase and still leave a correct logical sentence, albeit with the opposite meaning + Passive: grammatical analysis of voice where the subject is the goal of the action noted by the verb</p> <p>Example: <i>The cat is scared by the dog.</i></p>

37. The boat will sink.	1	<p><u>Modal will</u>: Modal verbs: represent the belief that something is certain, probable, or possible (or not) + 'will': used to talk about the future or make promises</p> <p>Example: <i>The fish will swim.</i></p>
38. The dogs were eating.	3	<p><u>were + ing</u>: Copula 'be' past progressive + plural form of verb</p> <p>Example: <i>The babies were eating.</i></p>
39. The children had lunch.	2	<p><u>Vh (idiomatic)</u>: Verb (Have/Has) + Idiomatic statement: figurative meaning that does not mean exactly what is stated and/or can be interpreted various ways</p> <p>Example: <i>The dog had a bath.</i></p>
40. The boy was swimming*.	2	<p><u>was + ing</u>: Copula 'be' past progressive + singular form of verb</p> <p>Example: <i>The baby was eating.</i></p>
41. ...the smallest animal*.	1	<p><u>Superlative</u>: The form of an adjective or adverb when three or more items compared (with -est or most).</p> <p>Example: <i>...the tallest giraffe</i></p>
42. The cat's ball is big.	3	<p><u>Possessive</u>: Indication of belonging</p> <p>Example: <i>The boy's backpack is blue.</i></p>
43. The boy sees that the sign says walk.	1	<p><u>NP complement</u>: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning</p> <p>Complement: Words, phrases, or clauses that complete the meaning of a noun or noun phrase</p> <p>Example: <i>The man sees that the pool is closed.</i></p>
44. The boy wants the girl to play.	2	<p><u>for/to complement</u>: Introduces infinitive complements with an obligatory deletion of 'for + identical Noun Phrase (e.g., The</p>

		<p>boys like (for the boys) to swim)</p> <p>Example: <i>Father wants the dog to sit.</i></p>
45. The ball is big.	3	<p>NP + be + Adj: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Copula 'be': used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) + Adjective: A word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it</p> <p>Sentence Pattern 3</p> <p>Example: <i>The team is excited.</i></p>
46. The boy went to sleep when he read the book.	1	<p><u>Adverbial clause:</u> Indicates time, location, or manner of the proposition (when, where, as if) allows convenience of more information</p> <p>Example: <i>The cat ran when it saw the dog.</i></p>
47. The dog eats the bone*.	2	<p>NP(S) + Vt + NP(D.O.): Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning (Subject): NP that is the subject and it refers to the same person or thing + Transitive Verb: it requires a direct object to complete the meaning + Noun Phrase (Direct Object): indicates the direct object</p> <p>Sentence Pattern 2 (most frequently used)</p> <p>Example: <i>The boy eats the ice cream.</i></p>
48. The gift* is for mom.	1	<p>NP + be + (for+N): Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary</p>

		<p>meaning, and the determiner adds some specific dimensions of meaning + Copula 'be': used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) + for + Noun</p> <p>Sentence Pattern 4</p> <p>Example: <i>The water is for the player.</i></p>
49. The white animal* is bigger.	2	<p><u>Comparative</u>: The form of an adjective or adverb which denotes the degree or grade of comparison of two thing (with -er or more)</p> <p>Example: <i>The blue toy is smaller.</i></p>
50. The girl is with her dad.	3	<p>NP + be + Adv-a: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Copula 'be': used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) + Adverb of action: describes how an action occurs</p> <p>Sentence Pattern 5</p> <p>Example: <i>The team is with the coach.</i></p>
51. The girl sleeps with the doll*.	2	<p>NP + Vi + Adv-a: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Intransitive verb: a verb which cannot take a direct object + Adverb of action: describes how an action occurs</p> <p>Sentence Pattern 1 (expanded)</p> <p>Example: <i>The girl walks with a cane.</i></p>

52. The cat is beside the chair.	1	<p>NP + be + Adv-p: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Copula 'be': used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) + + Adverb of place: describes location of the proposition</p> <p>Sentence Pattern 5</p> <p>Example: <i>The team is outside.</i></p>
53. The horses are jumping.	3	<p>are + ing: Copula 'be': used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) present progressive tense + plural form of verb</p> <p>Example: <i>The babies are eating.</i></p>
54. The children have been to school.	3	<p>perfect tense: Formed by conjugating the auxiliary verb "to have" and then appending the verb's past participle form</p> <p>Example: <i>The children have been to camp.</i></p>
55. The boy draws* on the table.	1	<p>NP + Vi + Adv-p: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Intransitive verb: a verb which cannot take a direct object + Adverb of place: describes location of the proposition</p> <p>Sentence Pattern 1 (expanded)</p> <p>Example: <i>The man walks in the mud.</i></p>
56. The baby cries.	2	<p>NP + Vi: Noun Phrase: Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the</p>

		<p><i>determiner adds some specific dimensions of meaning + Intransitive verb: a verb which cannot take a direct object</i></p> <p><i>Sentence Pattern 1</i></p> <p><i>Example: A dog runs.</i></p>
57. The dog is a mom.	3	<p><u>NP + be + NP</u>: Noun Phrase: <i>Constitutes of the head word, the noun, and a determiner that precedes and signals the noun. The noun carries the primary meaning, and the determiner adds some specific dimensions of meaning + Copula 'be': used to link the subject of a sentence with the predicate (subject complement); linking verb (am, is, are, was, were) + Noun Phrase</i></p> <p><i>Sentence Pattern 4</i></p> <p><i>Example: The woman is a teacher.</i></p>
58. The leaves were burned*.	3	<p><u>Non-reversible passive</u>: <i>Passive construction in which the subject cannot be exchanged with the agent in the by-phrase and still leave a correct logical sentence</i></p> <p><i>Example: The bone was eaten by the dog.</i></p>
59. The baby is crying.	2	<p><u>is + ing</u>: <i>Copula 'be' present progressive tense + singular form of verb</i></p> <p><i>Example: The baby is eating.</i></p>
60. Pick that up!	3	<p><u>Imperative</u>: <i>Sentence/clause used to give orders and instruction</i></p> <p><i>Example: Be quiet!</i></p>
61. The boy has the football*.	1	<p><u>Vh + tense (agreement)</u>: Verb (Have/Has): <i>Requires a direct object defining what was had (can be abstract) + Tense: the time of the verb's action</i></p> <p><i>Example: The boys have ice cream.</i></p>
62. The boy is carried by his mom.	1	<p><u>Reversible passive</u>: Reversible: <i>The subject can be exchanged with the agent in the by-phrase and still leave a correct logical</i></p>

		<p>sentence, albeit with the opposite meaning</p> <p>+ Passive: grammatical analysis of voice where the subject is the goal of the action noted by the verb</p> <p>Example: <i>The cat is scared by the dog.</i></p>
63. The horse will jump.	3	<p><u>Modal will:</u> Modal verbs: represent the belief that something is certain, probable, or possible (or not) + 'will': used to talk about the future or make promises</p> <p>Example: <i>The fish will swim.</i></p>
64. The boys were running.	3	<p>were + ing: Copula 'be' past progressive + plural form of verb</p> <p>Example: <i>The babies were eating.</i></p>
65. The girl had a bath.	3	<p>Vh (idiomatic): Verb (Have/Has) + Idiomatic statement: figurative meaning that does not mean exactly what is stated and/or can be interpreted various ways</p> <p>Example: <i>The dog had a bath.</i></p>
66. The girl was drawing*.	2	<p>was + ing: Copula 'be' past progressive + singular form of verb</p> <p>Example: <i>The baby was eating.</i></p>