

■ **POWER BASICS**®

Introduction to Composition

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UNIT 1

Sentences



LESSON 1: What Is a Sentence?

GOAL: To learn to recognize and write complete sentences

WORDS TO KNOW

| | | |
|--------------------|------------------|----------------|
| complete predicate | predicate | simple subject |
| complete subject | sentence | subject |
| fragment | simple predicate | |

Sentences

A **sentence** is a group of words that forms a complete thought. Every sentence has two parts. These parts are the subject and the predicate.

The **subject** is the part of the sentence that tells who or what does or is something. The subject always contains a noun or a pronoun. Read this sentence:

Jessie ran.

Who ran? The answer is *Jessie*. *Jessie* is the subject of the sentence.

The **predicate** is the part of the sentence that tells what the subject does or is. The predicate always contains a verb.

Look at the example again:

Jessie ran.

What did Jessie do? The answer is *ran*. The verb *ran* is the predicate of the sentence.

If a group of words does not have both a subject and a predicate, it does not make a sentence.

A sentence may have more than one subject and/or more than one predicate.

Look at these examples:

Margo and Jason left. *two subjects*: Margo, Jason

Beth skipped and jumped. *two verbs*: skipped, jumped

Tomas and Brad ran and swam. *two subjects*: Tomas, Brad; *two predicates*: ran, swam

It is important to know what is and is not a sentence. When you write, you must use complete sentences. Learning to recognize complete sentences in what you read will help you write complete sentences.

■ PRACTICE 1: What Is a Sentence?

Underline the subject or subjects in each sentence once.
Underline the predicate or predicates twice.

1. Hugh reads.
2. He writes.
3. Elena and Helen dance.
4. Mr. Lavoie teaches.
5. Ms. Rush jogs.
6. Sara and Rachel ran and hid.

Fragments

A sentence must tell a complete thought, and it must have a subject and a predicate. Otherwise, the group of words is not a sentence. An incomplete sentence is called a sentence **fragment**.

Look at these examples:

The boiling water.

Were singing and laughing.

These groups of words do not tell a complete thought. These are fragments. They are missing something. In the first sentence, there is no verb. In the second sentence, there is no subject.

It is important that you be able to recognize fragments. You will be able to check your writing for them and fix them.

■ PRACTICE 2: Fragments

Some groups of words below are complete sentences, and some are fragments. For each complete sentence, write *sentence* on the line. For each fragment, write a complete sentence using the fragment. Here is an example:

Eats cereal. *Sharon eats cereal.* or *He eats cereal.* or
Mr. Kemp's giant white dog eats cereal.

1. The fast car. _____

2. The dog sleeps all day. _____

3. The little boy cried. _____

4. Laughed through the whole movie. _____

5. That little red house on the corner. _____

■ THINK ABOUT IT



Fragments occur more often when people speak than when they write. Why do you think this is? Write your ideas on another sheet of paper.

Complete Subjects and Simple Subjects; Complete Predicates and Simple Predicates

You know that a sentence must express a complete thought and have two parts: a subject and a predicate.

You know that the subject of a sentence tells who or what does something. Look at this sentence:

The girl with long hair ran.

What is the subject of the sentence? The simple subject is *girl*. The complete subject is *the girl with long hair*.

- The **simple subject** is the main word in the complete subject.
- The **complete subject** contains the simple subject and any words that describe the simple subject.

You know that a predicate tells what the subject does or is. Look at this sentence:

The girl with long hair ran in the relay race.

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Introduction to Composition

Teacher's Guide

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Unit 1: Sentences

Unit 1 analyzes sentence structure. Students learn to identify subjects, predicates, clauses, and types of sentences. This helps students thoughtfully build their own sentences. Students learn to recognize faulty sentence structure, such as fragments, run-on sentences, lack of parallel structure, and misplacement of modifiers, and apply sentence-building skills to correct such problems.

Lesson 1: What Is a Sentence?

Goal: To learn to recognize and write complete sentences

WORDS TO KNOW

| | |
|---------------------------|--|
| complete predicate | the part of the sentence that contains the simple predicate and all the words that describe it |
| complete subject | the part of the sentence that contains the simple subject and all the words that describe it |
| fragment | an incomplete sentence |
| predicate | the part of a sentence that tells what the subject does or is |
| sentence | a group of words that forms a complete thought and has a subject and a predicate |
| simple predicate | the verb of the subject of the sentence |
| simple subject | the main word in the complete subject |
| subject | the part of a sentence that tells who or what does or is something |

Lesson 2: Types of Sentences

Goal: To learn to recognize and write different types of sentences

WORDS TO KNOW

| | |
|--------------------------|---|
| clause | a group of words that has a subject and an accompanying verb and that is used as part of a sentence |
| complex sentence | a sentence that is made up of one independent clause and at least one dependent clause |
| compound sentence | a sentence that is made up of two or more independent clauses joined by a semicolon or by a comma followed by a conjunction |

dependent clause a clause that does not express a complete thought and therefore cannot stand alone as a sentence

independent clause a clause that expresses a complete thought and that can stand alone as a sentence

simple sentence a sentence that tells one complete thought and has one complete subject and one complete predicate

Lesson 3: Problems with Sentence Structure

Goal: To recognize and correct problems with sentence structure

WORDS TO KNOW

comma splice two or more sentences written together with only a comma joining them

modifier a word or phrase that describes something else

parallel structure the state in which related words in a sentence appear in the same grammatical form

run-on sentence two or more sentences written together without any punctuation or joining words

Notes on Application Activity in Student Text

| Activity | Skills Applied | Product |
|-----------------------|--|-------------------------|
| Sentences in the News | gathering information, analyzing information, critical thinking, reasoning | sentences, explanations |

Additional Activity Suggestions

- Write some sentence fragments on the board. They may come from actual papers that students have turned in (in this case, the examples should remain anonymous). Ask students to rewrite the sentences so that they are complete sentences.
- Choose a variety of sentences from a novel or a textbook that students are using in class. Write the sentences on the board. Have students identify the complete subject, simple subject, complete predicate, and simple predicate.

- Challenge students to rearrange the order of subject and verb in some sample sentences taken from a novel. Talk about which sentence students prefer, and why.
- Have students identify dependent and independent clauses in sentences you write on the board.



Teaching Tip

- Remind students that the simple predicate is the verb of a sentence. You may choose to substitute the word *verb* for *simple predicate* when you are talking about sentences.
- You may want to review the math term *parallel*, which refers to two straight lines that never intersect, such as train rails. The symbol for parallel is two short, vertical, parallel lines. Having an image of the term parallel may help students remember that with parallel construction, the parts of a sentence run on smooth rails going the same way.

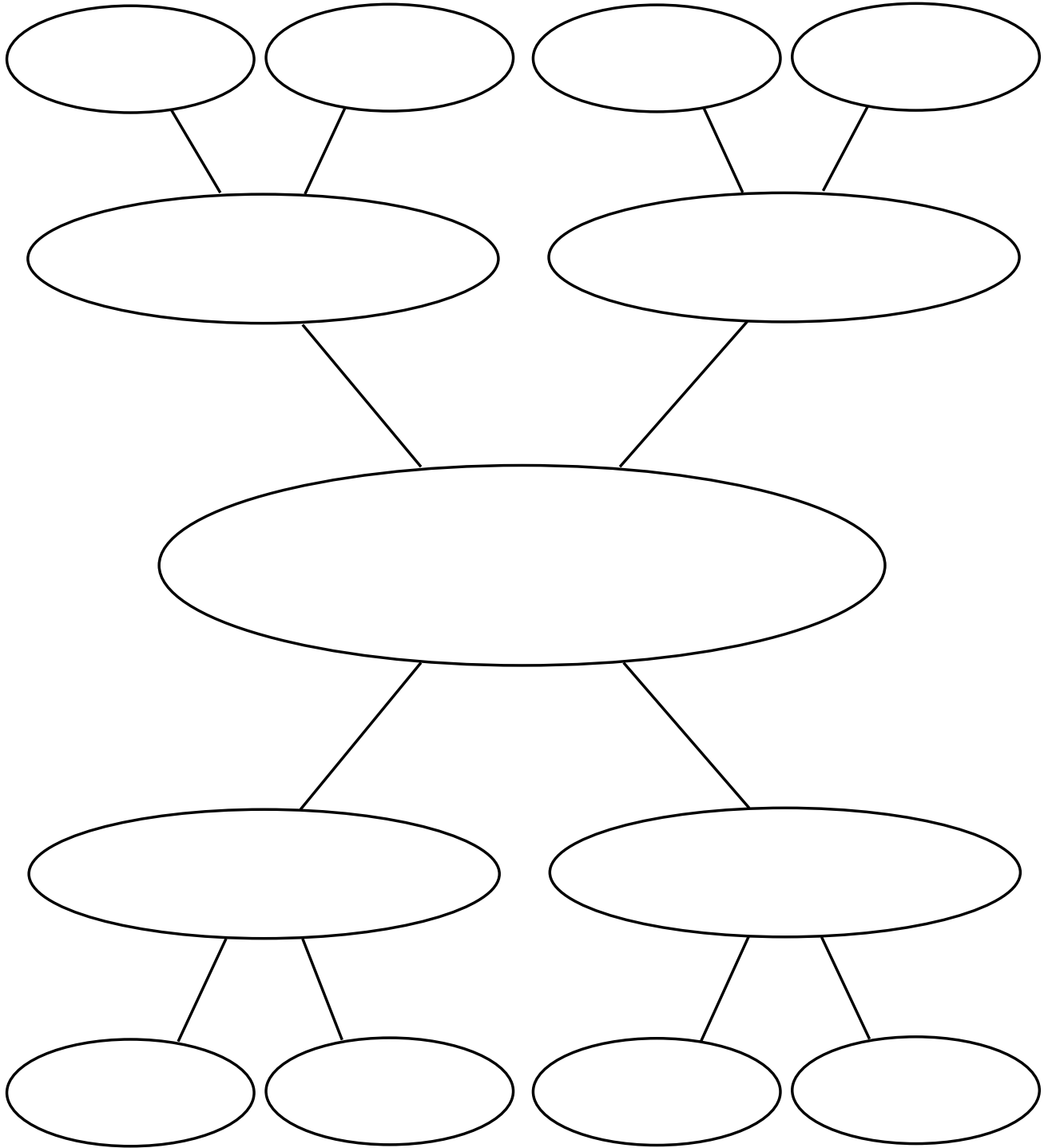


Differentiation

- Visual, spatial, and logical learners may benefit from a lesson in diagramming sentences.
- Students may want to create their own kind of visual representation of sentences, such as a web or another type of diagram.
- On large sheets of paper, write subjects and predicates, one sentence part to a sheet. Hand out the sheets to students. Have classmates tell students where to stand to make logical sentences.
- Have students draw a picture or a diagram to represent parallel structure, a sentence fragment, or a run-on sentence.

Idea Web

Write your topic in the center circle. Then write details in the smaller circles. Add and delete lines and circles as needed.



 **POWER BASICS**  **PLUS**

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UNIT 1 • ACTIVITY 1

Sentence Vocabulary

Match each word on the left with its meaning on the right. Write the letter of the definition on the line.

- | | |
|-----------------------------|--|
| 1. sentence _____ | a. a group of words that forms a complete thought |
| 2. simple subject _____ | b. an incomplete sentence |
| 3. complete predicate _____ | c. the main word in the subject |
| 4. fragment _____ | d. part of the sentence that tells what the subject does or is |
| 5. complete subject _____ | e. the part of the sentence that tells who or what |
| 6. simple predicate _____ | f. the verb or verbs of the sentence |

7. Underline the words from the list below that could be the simple subject of a sentence.

| | | | |
|---------|---------|----------|------------|
| he | they | football | television |
| popcorn | skipped | Julio | sing |
| Anna | sew | we | spaghetti |
| oil | you | scamper | with |

8. Write the correct words on the lines to finish the following statement. The simple subject of a sentence is usually a(n) _____ or a(n) _____.

9. What part of speech must the simple predicate always be? _____

10. Underline the words from the list below that could be the simple predicate of a sentence.

| | | | |
|----------|-----------|------------|------------|
| will eat | are | skipped | eagle |
| car | ran | is singing | purple |
| wrote | window | listened | understood |
| if | have read | suggest | blurred |



NAME: _____



UNIT 1 • ACTIVITY 2

Subject + Predicate = Sentence

Write twelve sentences using the underlined simple subjects and simple predicates from Activity 1. Use one simple subject and one simple predicate to write a complete sentence. You may need to add more words to complete the sentence.

Example: Julio—simple subject; will eat—simple predicate

Julio will eat at the party.

Write twelve sentences using the underlined simple subjects and simple predicates from Activity 1.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



Introduction to Composition

Test Pack

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INTRODUCTION TO COMPOSITION • PRETEST

Read each group of words. If the words form a complete sentence, circle *a*. If they do not, circle *b*.

1. The gurgling brook rushed over the rocks.
a. complete sentence
b. fragment
-

2. Tammy seems to read at the speed of light.
a. complete sentence
b. fragment
-

3. Rushing up and down the halls and around the furniture.
a. complete sentence
b. fragment
-

Underline the simple subject in each sentence.

4. Maxine and Vivian wrote to their grandmother.
-

5. The Johnson twins both like to play softball.
-

6. Through the dark woods trudged the two hikers.
-

Underline the simple predicate in each sentence.

7. The squirrel dashed up the oak tree.
-

8. The children slid down the snowy hill on trash can lids.
-

9. After the game, the boys bought lunch.
-

UNIT 3 TEST: ESSAYS

Read the following introductory paragraph for an essay. Then circle the letter of the answer to each question.

Do you know how good for you regular exercise is? There are many benefits! Exercise can help your heart, boost your mood, and give you an activity to share with others. All these plusses make physical activity worthwhile.

1. How does the author capture your attention?
 - a. by asking a question
 - b. by making a shocking statement
 - c. by using a specific example

2. Which is the topic sentence of the essay?
 - a. There are many benefits!
 - b. It can help your heart, boost your mood, and give you an activity to share with others.
 - c. All these plusses make exercise worthwhile.

3. Which of the following is likely to be a supporting point in the essay?
 - a. ways exercise increases heart health
 - b. expenses of different sports
 - c. the benefits of joining a gym

4. Which of the following is the best concluding paragraph for this essay?
 - a. Exercise does take commitment—in time and sometimes in money. The benefits, however, are well worth the investment. Exercise every day—for your health, for your sense of well-being, and for the fun of it!
 - b. The heart is a muscle, and like all muscles, it needs to be exercised. The regular stress of exercise strengthens the heart. A strong heart is worth the effort of exercise.
 - c. Playing on a team gives you a community as well as a fun activity. You will make friends who share your interests. Team sports are a great pastime.

INTRODUCTION TO COMPOSITION • POSTTEST

Read each group of words. If the words form a complete sentence, circle *a*. If they do not, circle *b*.

1. The ground shook.
a. complete sentence
b. fragment
-

2. April showers bring May flowers.
a. complete sentence
b. fragment
-

3. After walking across town and riding the bus to the mall.
a. complete sentence
b. fragment
-

4. The cat, orange and white, with long, drooping whiskers.
a. complete sentence
b. fragment
-

Underline the simple subject in each sentence.

5. Bree, Lauren, and Rachel saw the new movie last weekend.
-

6. Donna had the flu all week!
-

7. Mrs. McCann's class read *Huckleberry Finn* this year.
-

Underline the simple predicate in each sentence.

8. Bree, Lauren, and Rachel saw the new movie last weekend.
-

9. Donna had the flu all week!