

Sentence Writing

Secondary Edition

Grades 5 - 8

Help strengthen your students' sentence writing. Teach students to write compound, complex and compound-complex sentences.

By David S. Dye M.ED.



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As if all this were not enough, the final section helps students practice combining simple sentences into stronger sentences using the skills they have just learned. In the third section “Sentence Combining” students are shown common sentences written by emerging writers. They are then shown how to take the skills from Unit 2 and use them to write compound, complex, or compound-complex sentences. There will be many times that the teachers will be able to take sample sentences from their students own writing and point to the examples in this section. The students will be reminded of the lessons learned and know how to revise their writing accordingly.

Note: Regarding the idea of having students assess each other’s writing, with some encouragement and practice with the teacher, the students can use the skills from “Sentence Combining” to help assess each other’s writing during the revise / edit stages of the writing process. This is a serious time saver, as most teachers do not have time to correct rough drafts before the students write their final drafts. A few mini-lessons from you, which involve taking examples from your students’ writing and showing them how to combine them into stronger sentences, will help your students do the same for each other.

Extensions

Obviously, the goal of these worksheets is to have students write strong sentences. These worksheets will help give the students confidence to write good

Extension: Use each subordinate conjunction below in a complex sentence. Skip lines. When finished, write “Independent Clause” under the independent clauses and “Dependent Clause” below the dependent clauses.

after because before if once unless
when wherever whether while

sentences and give them the ability to self-correct when they make mistakes. With this in mind many of the worksheets require that the students practice the skills taught within an actual writing situation. The extensions will give them immediate practice and help them see the practical application of what they’ve learned.

Enjoy!



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Unit 1

Simple Sentences

Parts of a Sentence

Imperatives

Fragment and Run-on Sentences

Unit 1, 2, and 3 Vocabulary

Name: _____

Below is a list of vocabulary words you will find in Units 1 and 2. Write the definitions of the words as you learn them. Also, put examples of the words as a quick reference.

1. **Subject** - _____

Example - _____

2. **Predicate** - _____

Example - _____

3. **Complete Subject** - _____

Example - _____

4. **Complete Predicate** - _____

Example - _____

5. **Phrase** - _____

Example - _____

6. **Clause** - _____

Example - _____

7. **Sentence** - _____

Example - _____

8. **Dependent Clause** - _____

Example - _____

9. **Independent Clause** - _____

Example - _____

Parts of a Sentence #1

Name: _____

A sentence has two basic parts: 1. A subject 2. What the subject is or does. (Predicate)

Subject: The Who or What of the sentence.

Predicate: What the subject Is or Does.



Examples:

1. The dog barked.

Subject: dog **Predicate:** barked
(*who*) (*what the subject does*)

1. The big, angry dog barked ferociously at the mailman entering the yard.

Subject: dog **Predicate:** barked
(*who*) (*what the subject does*)

2. The ball is flat.

Subject: ball **Predicate:** is flat
(*what*) (*what the subject is*)

2. The ball used in the game last night is flat.

Subject: ball **Predicate:** is flat
(*what*) (*what the subject is*)

Exercise #1 – Subjects and Predicates

Subjects are the who or what of the sentence. Predicates tell what the subject is or what the subject does.

In the sentences below, put an **S** above the subject and a **P** above the predicate. For the subject, write Who or What on the line. For the predicate, write Does or Is.

S P

Example #1 Mark plays baseball.

Subject: Who

Predicate: Does

S P

Example #2 The ball is flat.

Subject: What

Predicate: Is

1. Mom bakes cookies.

Subject: _____

Predicate: _____

2. They were late.

Subject: _____

Predicate: _____

3. The game broke.

Subject: _____

Predicate: _____

4. Books tell stories.

Subject: _____

Predicate: _____

5. The car raced.

Subject: _____

Predicate: _____

6. Cells are tiny.

Subject: _____

Predicate: _____

7. Rabbits hop.

Subject: _____

Predicate: _____

8. A sequoia is huge.

Subject: _____

Predicate: _____

9. John surfs.

Subject: _____

Predicate: _____

Extension: Write ten sentences, like the ones above, that are shorter than five words. Put an **S** above the subject and a **P** above the predicate.

Parts of a Sentence Finding the Subject #1

What is the subject of the sentence below?

At the park, hundreds of people watched the fireworks.

Sometimes finding the subject is tricky. Is the subject *park*? *People*? *Fireworks*?

The Trick:

An easy way to find the subject of the sentence is to cross out the prepositional phrases. By crossing out the prepositional phrases, the subject and verb are much easier to locate.

Let's try the trick on the sentence above.

~~At the park,~~ hundreds of ~~people~~ watched the fireworks.

Simple Subject:

hundreds

Simple Predicate:

watched

Complete Subject:

hundreds of people

Complete Predicate:

watched the fireworks at the park.

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Parts of a Sentence Imperatives

What is the subject of the sentence below?

Go to the store for a gallon of milk.

Try the trick from worksheets #1 and #2: Cross out all the prepositional phrases. The simple subject and simple predicate should be much easier to find.

~~Go to the store for a gallon of milk.~~

I. What is left? “Go.”

Imperatives:

An imperative is a sentence that issues a command. **The subject is “you.”**

Example:

Wait for me. Subject = (You) Verb = Wait

(You) Wait for me.

What is the subject in the original example? *Go to the store for a gallon of milk.*

Simple Subject = (You)

Simple Predicate = Go

Complete Predicate = Go to the store for a gallon of milk.

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Unit 1 Test Review Parts of Sentences

I. Parts of a Sentence

Directions: Underline the complete subject once and the complete predicate twice. Write the simple subject and simple predicates on the lines below the sentence. Watch out for imperatives.

1. In the blink of an eye the ball flew past the batter.

Simple Subject: _____ **Simple Predicate** _____

2. Before the concert, a funny comedian told some jokes.

Simple Subject: _____ **Simple Predicate** _____

3. Stop at the store for some milk.

Simple Subject: _____ **Simple Predicate** _____

4. Dozens of donuts fell to the floor.

Simple Subject: _____ **Simple Predicate** _____

5. With an eraser on his head the boy raced around the tables.

Simple Subject: _____ **Simple Predicate** _____

II. Imperatives

Directions: Write the subject of the sentence on the line to the left. If the sentence is an imperative, write “you” on the line.

- _____ 1. Our science test had questions about the planets.

- _____ 2. Brush your hair before taking the picture.

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Unit 2

Phrases, Clauses, and Sentences

Coordinate Conjunctions

Compound Sentences

Understanding Clauses

Subordinate Conjunctions

Complex Sentences

Compound-Complex Sentences

Types of Sentences

Parts of a Sentence
Phrases, Clauses, and Sentences
#4

Name: _____

Exercise #1 - Write "Phrase," "Clause," or "Sentence" next to each group of words.

- | | |
|----------------------------------|--|
| 1. MY SHOES DON'T FIT - _____ | 11. RYAN WON - _____ |
| 2. AFTER THE BELL - _____ | 12. WE TALKED FOR HOURS - _____ |
| 3. AS THE SUN WENT DOWN - _____ | 13. DRESSING THE DOLL - _____ |
| 4. PAINTING A SIGN - _____ | 14. HE ATE MY CAKE - _____ |
| 5. INSIDE THE CAR - _____ | 15. WE WILL GO TO DISNEYLAND - _____ |
| 6. UNTIL THE RACE STARTS - _____ | 16. BECAUSE THE POWER WENT OUT - _____ |
| 7. ON SUNDAY - _____ | 17. SHE WON THE RACE - _____ |
| 8. WHENEVER I EAT CANDY - _____ | 18. SO HE BOUGHT HER A PRESENT - _____ |
| 9. ONCE THE GYMNAST FELL - _____ | 19. WE CAME IN FIRST PLACE - _____ |
| 10. BEHIND THE TREE - _____ | 20. THROUGHOUT THE WORLD - _____ |

Exercise #2 – Fill in the blanks below with a phrase or a clause that completes the sentence. Use the word suggested in parentheses.

Example: There was an argument on the playground because nobody would listen to each other.
(clause - because)

- _____ birds played together _____.
(phrase – outside) (clause – until)
- _____, we will finish this project _____.
(clause – if) (phrase – by)
- _____, the teacher passed out papers _____.
(clause – as) (phrase – to)
- _____ everyone will be finished with the test _____.
(phrase – within) (clause – whether)
- _____ many people ate donuts and talked _____.
(phrase – before) (clause – until)
- _____, people waited their turn _____.
(clause – while) (phrase – for)

Understanding Clauses #1

Understanding Clauses and Sentences

A **clause** has a subject and a predicate. **S P**

Example: While we ate our dinner...

The **predicate** may or may not complete the thought of the sentence.

A **sentence** has a subject and a predicate that completes the thought of the sentence.

2 Types of Clauses

Independent Clause: This is a clause that doesn't need anything to complete its thought. Therefore, an independent clause is a sentence.

Dependent Clause: A dependent clause has a subject and a verb, but it has NO COMPLETE THOUGHT. Therefore, it is dependent on an independent clause for its complete thought.

S V

Complete Thought?

Example. Whenever we go to the movies ...

we buy popcorn.

Dependent Clause

Independent Clause

Directions: Below are clauses. Write "IC" if the clause is an independent clause. Write "DC" if the clause is a dependent clause.

_____ 1. While we watch television.

_____ 2. A dog ate my homework.

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Complex Sentences #1

Name: _____

You've already learned that a clause has a subject and a verb. There are two kinds of clauses:

1. Dependent clause 2. Independent clause

Dependent Clause: A dependent clause has a subject and a verb. However, it has NO complete thought. It needs an independent clause. Therefore, it is dependent on the independent clause.

Example: After Tyler called his friend. Subject = Tyler Verb = called

Independent Clause: An independent clause has a subject, verb, and a complete thought. It is a sentence.

Example: He met him at the park. Subject = He Verb = met

Simple Sentence: A simple sentence only has a subject and a complete predicate.

Examples:

The dog barked. / The big, hairy dog with sharp teeth barked at the mailman.

Complex Sentence: A dependent clause needs an independent clause. When you put the two together, you have a complex sentence.

Examples: When the mailman arrived, the dog barked.

Dependent clause Independent Clause

Subordinate Conjunctions: Subordinate conjunctions connect a dependent clause with an independent clause. Here are some examples:

after although because before if once unless until whenever while

Directions: Write "Dependent Clause" under the dependent clause and "Independent Clause" under the independent clause. Circle the subordinate conjunction.

1. The mailman wouldn't deliver our mail after my dog bit him in the leg.

Independent Clause

Dependent Clause

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Compound-Complex Sentences #1

Review:

1. **Simple Sentence:** A sentence with only a subject and a predicate.

Examples: *The dog barked.* OR *The big, mean dog barked ferociously at the cat in the tree.*

2. **Compound Sentence:** A sentence with two independent clauses joined by a coordinate conjunction.

Example: *The dog barked, and the cat ran away.*

3. **Complex Sentence:** A sentence with an independent clause and a dependent clause.

Example: *When the dog barked, the cat ran away.*

Compound-Complex Sentences

A compound-complex sentence is exactly what its name states. It is a compound sentence. One or both of the independent clauses will have a dependent clause. This makes the sentence complex as well.

Example:

Compound Sentence: The dog barked, and the cat ran away.

Add the dependent clause: “When he saw the cat”

The dog barked when he saw the cat, and the cat ran away.

Add the dependent clause: “until she was safe.”

The dog barked when he saw the cat, and the cat ran away until she was safe.

Directions: Turn the compound sentences below into compound-complex sentences by adding the dependent clauses in parentheses.

Example: Dependent Clauses: (Until I feel better) (Whenever I'm sick)

My mom makes chicken soup, and my dad reads to me.

Whenever I'm sick my mom makes chicken soup, and my dad reads to me until I feel better.

1. Dependent Clause: (as soon as we arrived)

We went to the game, but it started to rain.

2. Dependent Clauses: (while the parents made punch) (once the party started)

The music was loud, and everyone danced.

Unit 2 - Test Review

Name: _____

I. The sentences below are either simple, complex, compound or compound-complex sentences. Read the sentence then circle the letter below that describes the sentence.

1. When the work is finished, we're going to go out for pizza.

A. Simple Sentence B. Complex Sentence C. Compound Sentence D. Compound-Complex Sentence

2. We were hungry, but dinner wasn't ready yet.

A. Simple Sentence B. Complex Sentence C. Compound Sentence D. Compound-Complex Sentence

3. The puppy jumps into my lap and licks my face whenever he wants to play.

A. Simple Sentence B. Complex Sentence C. Compound Sentence D. Compound-Complex Sentence

4. The birds were playing in our pool.

A. Simple Sentence B. Complex Sentence C. Compound Sentence D. Compound-Complex Sentence

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Unit 3

Sentence Combining

Sharing Important Words

Making Phrases

Join Sentences

Adjectives

Interrupters and Appositives

Compound Sentences

Introductory Clause

Sentence Combining #3

Sentence Combining Tricks

1. Sharing Important Words 2. Making Phrases 3. **Join Sentences**

Compound Sentences:

When there are two sentences that share a similar thought, you can combine them into a compound sentence. A comma is placed at the end of the first sentence and a coordinate conjunction is used to connect the two sentences.

Two Sentences: *We are having a party. All of my friends are invited.*

Compound Sentence: *We are having a party, and all of my friends are invited.*

Complex Sentence:

Sometimes two sentences can share a complete thought. You have already learned that complex sentences have a dependent clause and an independent clause. In some cases, you can take a clause from one sentence and make it the dependent clause in another sentence.

Two Sentences: *Dad is going to take us to get pizza. We're going after he drives Mom to the airport.*

Complex Sentence: *After Dad drives Mom to the airport, he's going to take us to get pizza.*

Directions: On a separate sheet of paper, rewrite the following sentences into one smooth sentence. You will need to make compound or complex sentences. Remember, there may be many ways to combine each of these sentences.

1. We wanted to see the movie. It was sold out.
2. Tony won an award. He was the fastest runner in the school.
3. Ashley won an award. She received it last Wednesday.

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Sentence Combining Introductory Clause

Introductory Clause (Complex Sentences)

Remember to use subordinate conjunctions to form your introductory clause.

Extension: Write five (5) sentences about a party using introductory clauses. Use the subordinate conjunctions below.

as if unless whenever while

Example: Many times the phone rings. It happens when I take a shower.

Whenever I take a shower, the phone rings.

1. Mom saved our seats. Dad bought the popcorn.
-

2. The children colored their pictures. The teacher collected their homework.
-

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Sentence Combining Mixed Review

Directions: Combine the sentences below by using the sentence combining skill written in parentheses.

1. Diane made sand castles. Joey played in the water. (Complex Sentence)

2. The wrestler body slammed his opponent. The wrestler was big and muscular.

(Adjectives) _____

3. I forgot my uniform. Mom brought it to me. (Complex Sentence)

4. Dori helped Marlin find his son. Dori is a regal tang. Marlin is a clown fish.

(Appositives) _____

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