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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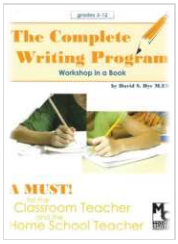
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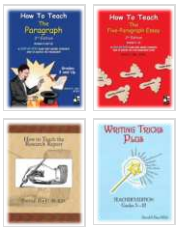
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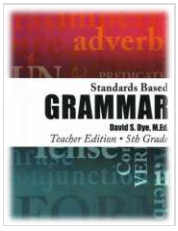
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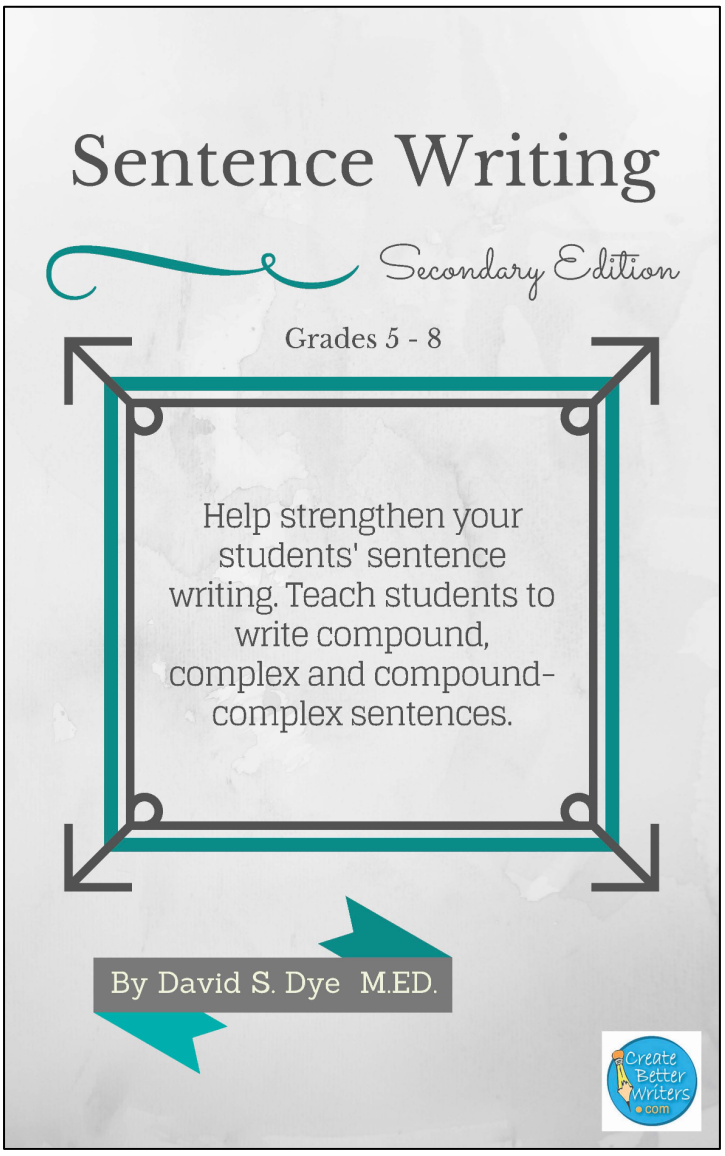
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Thank you for purchasing this eBook. These worksheets come from *Standards Based Grammar: Grades 5 and 6* and are organized in a way to maximize learning.



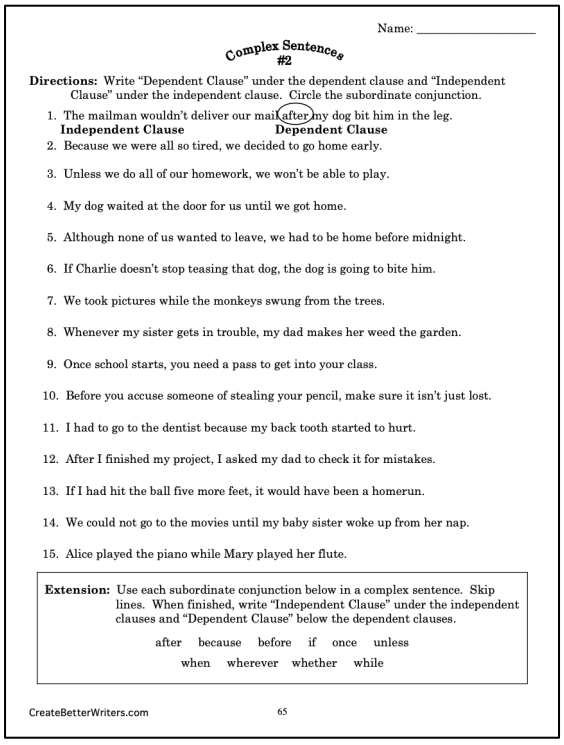
Objective: The purpose of this book is to help students write strong sentences while helping them avoid common mistakes such as run-on and fragment sentences.

Students will accomplish this objective by learning to identify the parts of a sentence. Next, they will learn to recognize common mistakes made by emerging writers. When they have a solid understanding of how sentences are formed, they will practice writing in a variety of sentence structures. These will focus on the four types of sentences: the simple, compound, complex, and compound-complex sentence. For even more practice writing stronger sentences, try *Writing Tricks Plus,* a book that shows students sixteen "tricks" for writing stronger sentences.

Introduction:

Whether you are writing a story, essay, report, or research paper, the quality of your writing begins with the sentence. The ability to write strong sentences as well as the ability to write a variety of sentence types is at the heart of all writing. The purpose of this book is to help young students learn to identify the parts of sentences, identify types of sentences, and be able to write strong sentences. Here is how this book is organized:

The first section contains many of the worksheets from the mini-book *Sentence Fragments and Run-ons* offered at Teachers Pay Teachers. It shows students how to identify the parts of a sentence. The students will look at what makes up a sentence and learn to identify common mistakes made by emerging writers. By the time students finish this section, they should have a solid grasp of sentence writing.



Name: _____

Complex Sentences #2

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**
2. Because we were all so tired, we decided to go home early.
3. Unless we do all of our homework, we won't be able to play.
4. My dog waited at the door for us until we got home.
5. Although none of us wanted to leave, we had to be home before midnight.
6. If Charlie doesn't stop teasing that dog, the dog is going to bite him.
7. We took pictures while the monkeys swung from the trees.
8. Whenever my sister gets in trouble, my dad makes her weed the garden.
9. Once school starts, you need a pass to get into your class.
10. Before you accuse someone of stealing your pencil, make sure it isn't just lost.
11. I had to go to the dentist because my back tooth started to hurt.
12. After I finished my project, I asked my dad to check it for mistakes.
13. If I had hit the ball five more feet, it would have been a homerun.
14. We could not go to the movies until my baby sister woke up from her nap.
15. Alice played the piano while Mary played her flute.

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

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The second section takes sentence writing to a whole new level. While in section one, students learn the basic structure of sentences. In this section the students learn how to manipulate the parts of a sentence to write in a variety of styles, all while making sure they stay within the rules of sentence writing. A good writer knows that the quality of a sentence is not in its length. However, the same writer knows how to mix shorter and longer sentences to create a rhythm within the writing. This section will give the students the confidence to write sentences of any length and know that they are staying within the rules of good writing.

How are the students able to write such intelligent sentences with confidence? Within the second section, the students begin by reviewing what they have just learned, the parts of a sentence. Little by little, the students learn to add phrases to make simple sentences stronger. They learn to combine simple sentences into compound sentences. They learn to add clauses to turn simple sentences into complex sentences. Ultimately, they learn to combine compound and complex sentences to form the mammoth compound-complex sentence.

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 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.

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

Enjoy!



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Unit 1

Simple Sentences

Parts of a Sentence

Imperatives

Fragment and Run-on Sentences

Name: _____

Unit 1, 2, and 3 Vocabulary

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 - _____

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Name: _____

Parts of a Sentence #1

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**)*

2. The ball is flat.

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

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 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.

Example #1 Mark plays baseball.

Subject: __**Who**__

Predicate: __**Does**__

Example #2 The ball is flat.

Subject: __**What**__

Predicate: __**Is**__

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Name: _____

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:	**Simple Predicate:**
hundreds	*watched*
Complete Subject:	**Complete Predicate:**
hundreds of people	*watched the fireworks at the park.*

Directions: 1. Cross out all of the prepositional phrases. 2. Put an **S** above the simple subject and a **P** above the simple predicate. 3. Underline the complete subject once and the complete predicate twice. Remember, the complete predicate can be split in the sentence.

S **P**

Example: ~~During the storm~~, a powerful tugboat came to rescue the struggling ship.

1. During the night a large brown bear entered the camp.
2. After dinner several of us wanted to watch a movie.
3. The book on the shelf with the torn cover was there for days.
4. On January first the people on the dance committee will enjoy their party.
5. With the game on the line, Rick made a shot from the foul line.
6. Dozens of gymnasts waited for the score from the judges.
7. For many years no one wanted to try the long jump.
8. Squirrels in the trees played with each other for hours.
9. During math class our teacher asked me to work with Johnny.
10. In less than a year I have collected a dozen stickers for my collection.

Name: _____

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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Name: _____

Fragment and Run-On Sentences #5

Directions: Cross out any prepositional phrases. Put an **S** above the subject and a **V** above the verb. On the line, write **F** if the sentence is a fragment, write S if it is a sentence, and write **RO** if it is a run-on.

S V V S V

1. __**RO**__ We walked ~~to the park~~ and played ~~on the swings~~ and we went home.
2. _____ With my friends.
3. _____ I made a birthday card for my mom with flowers.
4. _____ He borrowed a pencil, used it, but he never gave it back.
5. _____ The lady in the car with the baby.
6. _____ Alex received an A in math.
7. _____ Woke up after the long, cold night.
8. _____ Driving over the hills and through the woods.
9. _____ She looked beautiful in her new dress it was the perfect color.
10. _____ Without any help from you.

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Extension: On a separate sheet of paper, fix all the fragment sentences on this page. Rewrite the fragment sentences so they are complete sentences.

Name: _____

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

Name: _____

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

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

1. MY SHOES DON'T FIT - _____
2. AFTER THE BELL - _____
3. AS THE SUN WENT DOWN - _____
4. PAINTING A SIGN - _____
5. INSIDE THE CAR - _____
6. UNTIL THE RACE STARTS - _____
7. ON SUNDAY - _____
8. WHENEVER I EAT CANDY - _____
9. ONCE THE GYMNAST FELL - _____
10. BEHIND THE TREE - _____
11. RYAN WON - _____
12. WE TALKED FOR HOURS - _____
13. DRESSING THE DOLL - _____
14. HE ATE MY CAKE - _____
15. WE WILL GO TO DISNEYLAND - _____
16. BECAUSE THE POWER WENT OUT -_____
17. SHE WON THE RACE - _____
18. WHEN HE BOUGHT HER A PRESENT - _____
19. WE CAME IN FIRST PLACE - _____
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 <u>because nobody would listen to each other</u>.
(clause - because)

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

Extension: Below is a list of subordinate conjunctions. Select any ten and write them in clauses. Skip lines and be prepared to trade them with a neighbor. Someone else will finish these sentences.

after although as because before if once since
than that though unless until when wherever whether while

Name: _____

Compound Sentence #5

Compound Sentence Review:

1. Write the definition of a compound sentence: _____

   _____

2. What joins the two sentences in a compound sentence? _____

3. List three coordinate conjunctions: _____

Compound Sentence Practice:

Directions: Make compound sentences out of the sentences below by adding a coordinate conjunction and an independent clause (sentence). Use and, but, or at least once.

1. Many people like swimming _____

   _____

2. Some roses grew in our garden _____

   _____

3. The bus arrives in an hour _____

   _____

4. My friend works at the theater _____

   _____

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Name: _____

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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Name: _____

Complex Sentences #1

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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Name: _____

Compound-Complex Sentences #2

Directions: Write a dependent clause that turns the compound sentence into a compound-complex sentence. Use the subordinate conjunctions in the extension below for ideas.

1. __**While my mom baked the cake**__ she whistled a song, and I hummed along.
2. We went to the store _____, and my dad bought me a bike _____.
3. The cat will drink the milk _____, or it will drink the milk _____.

Thank you for previewing

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Extension: Write three (3) compound sentences about a contest. Next, turn them into compound-complex sentences by adding dependent clauses. Use the subordinate conjunctions below for ideas.

after as because before if once since unless

when whenever wherever whether while

Name: _____

Unit 2 - Test Review

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

Name: _____

Sentence Combining #4

Sentence Combining Tricks

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

Directions: On a separate sheet of paper, rewrite the following sentences into one smooth sentence. There may be many ways to combine each of these sentences.

1. The baby learned how to crawl. She was five months old.
2. I help Mrs. Snodgrass after school. She was my fourth grade teacher.
3. My dad went on a business trip. He went across the country.
4. I bought a hotdog. I ate it under a tree.
5. We had to take a shower. Then we could go in the pool.
6. We went into the park. We went across the field. We went onto the swings.
7. The United States has people from almost every country. It's the best country in the world.
8. Mr. Simon corrected our papers. At the same time we drew our illustrations.
9. Amy won the lottery. It was worth a million dollars.
10. Michael collected fifty worms for our fishing trip. He got them from our backyard.

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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.

_____

3. We'll run out of money. We aren't careful.

_____

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Name: _____

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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