Fragment and Run-on Sentences

Helping students write complete sentences while identifying common mistakes made by emerging writers

By David S. Dye
M.ED.



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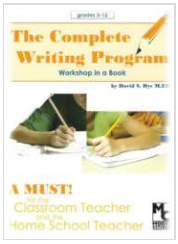
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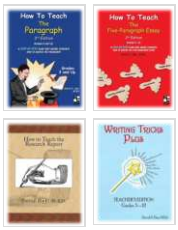
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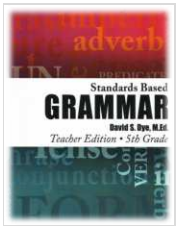
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Thank you for purchasing this eBook. These worksheets come from *Standards Based Grammar: Grades 3 and 4* and are organized in a way to maximize learning.

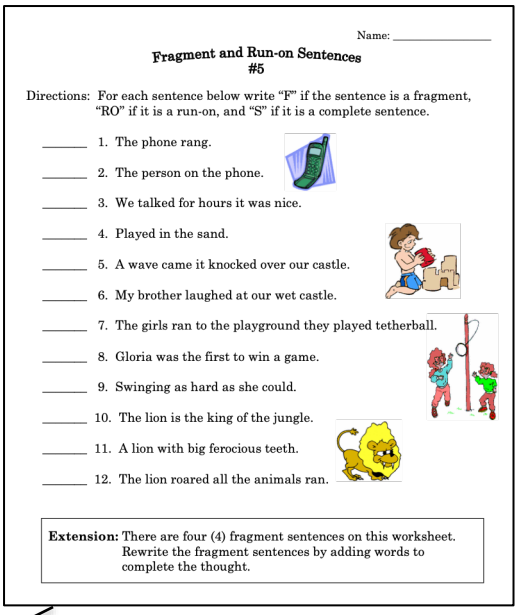


Objective: The objective of these worksheets is to help students learn to write strong sentences and distinguish between fragment, run-on, and complete sentences.

Students will begin to accomplish this objective by learning to identify the parts of a sentence. Next, they will learn to recognize how sentence fragments are different from complete sentences. Finally, they will learn to recognize run-on sentences and how to fix them.

Introduction:

It's amazing how difficult identifying complete sentences can be for some students. When I taught third grade, many students could form complete sentences instinctively. Modeling of sentence writing from their previous teachers had been enough for them to learn the concept that sentences are simply complete thoughts. However, even by middle school, others seem to struggle with this concept. I currently have a group of middle school students that continuously have essays filled with run-on sentences. Fortunately, I've taught these worksheets so many times that it comes naturally to use examples from these worksheets to help these students identify subjects, verbs, and complete thoughts. Additionally, I use *Standards Based Grammar* (also found on Teachers Pay Teachers) with them as well which helps them identify simple, complex, compound, and compound-complex sentences. By the end of the year, most of these middle schoolers seem to finally get the concept of sentence writing.



Name: _____

Fragment and Run-on Sentences #5

Directions: For each sentence below write "F" if the sentence is a fragment, "RO" if it is a run-on, and "S" if it is a complete sentence.

_____ 1. The phone rang.

_____ 2. The person on the phone.

_____ 3. We talked for hours it was nice.

_____ 4. Played in the sand.

_____ 5. A wave came it knocked over our castle.

_____ 6. My brother laughed at our wet castle.

_____ 7. The girls ran to the playground they played tetherball.

_____ 8. Gloria was the first to win a game.

_____ 9. Swinging as hard as she could.

_____ 10. The lion is the king of the jungle.

_____ 11. A lion with big ferocious teeth.

_____ 12. The lion roared all the animals ran.

Extension: There are four (4) fragment sentences on this worksheet. Rewrite the fragment sentences by adding words to complete the thought.

Progression of the Worksheets

This book begins by teaching the students the parts of a sentence. Students will learn about prepositional and verb phrases along with subjects and predicates. Next, the students will learn to identify the subject, predicate, and complete thought in a sentence. From there, the students will learn to distinguish between fragment, run-on, and complete sentences. The book ends with common errors made by writers while writing sentences.

Extensions

Extension: There are four (4) fragment sentences on this worksheet. Rewrite the fragment sentences by adding words to complete the thought.

Obviously, the goal of these worksheets is to help students write strong, intelligent, complete 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.

Enjoy!



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Fragment and Run-on Sentences

Phrases

Subjects and Predicates

Simple Sentences

Fragment and Run-on Sentences

Titles or Topic Sentences

Subject-Verb Agreement

Name: _____

Phrases
#3

I. If the phrase below is a prepositional phrase, write "Prep" on the line. If the phrase is a verb phrase, write "Verb."

_____ 1. in the house

_____ 2. is swimming

_____ 3. without me

_____ 4. are jumping

_____ 5. through the cloud

_____ 6. inside the fence

_____ 7. will be drinking

_____ 8. for me

_____ 9. must play

_____ 10. did walk

II. Underline all of the phrases in each sentence. Below the phrase, write "Prep" if it is a prepositional phrase, "Verb" if it is a verb phrase.

1. A girl is jumping on the trampoline. (2)
   Verb **Prep**
2. At the movies the usher was giving toys to the children. (3)
3. After school some students will be playing with their friends. (3)
4. The coach is talking to his players inside the dugout. (3)
5. Alicia has been reading a letter from her mom for an hour. (3)
6. A ball has rolled against the fence. (2)
7. Yolanda must be working really hard on her test. (2)
8. In a month we will be taking a test on the body systems. (3)

Extension: Write each preposition below in a phrase.

after	**behind**	**for**	**of**	**over**
up	**against**	**below**	**from**	**on**

Name: _____

Simple Sentences
Finding Subjects and Predicates
#1

Remember:

Subject – The who or what of a sentence. The milk spilled onto the floor.

Predicate – What the subject is or does. The milk spilled onto the floor.

Finding the Subject and Predicate

Directions: Circle the subject. Underline the complete predicate.

Example: The ball rolled down the hill.

What Does

1. The frog jumped into the water.
2. The fish is in the pond.
3. Some big, hairy spiders live under that rock.
4. I am tired of washing the dog.
5. A fly buzzed around my ear.

Thank you for previewing
Fragment and Run-on Sentences

Name: _____

Simple Sentences
Finding Subjects and Predicates
#2

The Predicate in Two Parts

Sentence: The students went inside after recess.

What is the predicate? "went inside after recess."

What if we move "after recess" to the beginning? Is it still part of the predicate?

YES!!!

After recess the students went inside.

The predicate is now in two parts. Watch for these in the worksheet below.

I. Finding the Subject and Predicate

Directions: Circle the subject. Underline the complete predicate.

Example: When I dropped it, the ball rolled down the hill.

1. After lunch, the class goes to the library.
2. The water is warm in the summer.
3. During the movie the projector broke.
4. After work, my parents were too tired to go to the meeting.

Thank you for previewing
Fragment and Run-on Sentences

Name: _____

Fragment Sentences

There are three parts of a sentence:

1. Subject
2. Verb
3. Complete Thought

Fragment Sentences are missing either a subject, verb or a complete thought.

1. Missing Subject – Riding our bikes. *Who is riding the bikes?*
2. Missing Verb – The boy in the house. *What did the boy do?*
3. Missing Complete Thought – When everyone finishes their work.
   What will happen when everyone finishes their work?

Directions: If the sentence below is a fragment sentence, circle what is missing. Complete the sentence by adding the missing information. If it is a complete sentence, write "sentence" on the line.

1. Without any money for the games. (*Subject*) (*Verb*) *Complete Thought*

   We arrived without any money for the games.

2. Playing with the dogs. *Subject* *Verb* *Complete Thought*

   _____

3. Enrique likes to play soccer. *Subject* *Verb* *Complete Thought*

   _____

4. People in the water. *Subject* *Verb* *Complete Thought*

   _____

Thank you for previewing
Fragment and Run-on Sentences

Name: _____

Run-on Sentences

Run-on Sentences have more than one complete thought. Here are some general rules to follow to avoid writing run-on sentences:

1. Don't make a list of sentences.
   Example: She went to the store, then she bought a dress, and she went home.
2. Don't use "and" more than one time in a sentence.
   Example: She went to Kim's house **and** to the mall **and** then went home.
3. Don't use more than one conjunction. Examples: "and," "but," "or," or "so."
   Example: Dad went to the game, **and** Mom went to the store, **but** I stayed home.

Directions: Explain why each sentence is a run-on sentence. Write "List of Sentences," "Too Many Ands," or "Too Many Conjunctions."

1. Mike plays baseball, and Kenny plays soccer, but I play basketball.
   Too Many Conjunctions
2. I bought the present, and Mom wrapped it, and Yvette took it to Grandma's house.
   _____
3. Jesse walked through the door and I took his picture and everyone yelled surprise.
   _____
4. We had a picnic planned but it rained so we stayed inside.
   _____

Thank you for previewing
Fragment and Run-on Sentences

Name: _____

Fragment and Run-on Sentences #5

Directions: For each sentence below write "F" if the sentence is a fragment, "RO" if it is a run-on, and "S" if it is a complete sentence.



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_____ 2. The person on the phone.

_____ 3. We talked for hours it was nice.



_____ 4. Played in the sand.

_____ 5. A wave came it knocked over our castle.

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_____ 8. Gloria was the first to win a game.

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_____ 10. The lion is the king of the jungle.



_____ 11. A lion with big, ferocious teeth.

_____ 12. The lion roared all the animals ran.

Extension: There are four (4) fragment sentences on this worksheet. Rewrite the fragment sentences by adding words to complete the thought.

Name: _____

Titles or Topic Sentences #1

Topic Sentence:

In a paragraph, the topic sentence tells the main idea of the paragraph. Many young writers confuse a title with a topic sentence. What is wrong with the topic sentence below?

The most exciting day of my life.

This would make a good title, but it is a fragment sentence. The box below explains how to make a title. Use these rules to write good titles. However, make sure your topic sentences make a complete thought.

Titles

1. Capitalize the first, last, and all the important words.
2. Do not capitalize A, An, The, and prepositions that are less than 5 letters unless they are the first or last word of the title.
3. Capitalize prepositions that are 5 letters or more.

Examples: **T**he **L**ongest **D**ay of the **Y**ear / **H**ope **W**ithout **F**ear

Thank you for previewing
Fragment and Run-on Sentences

Name: _____

Titles or Topic Sentences #2

Directions: For each statement below, write "title" if it is a title. Write "sentence" if it is a sentence.

_____ 1. The longest day of the year.

_____ 2. It was the longest day of the year.

_____ 3. We took the long way home.

_____ 4. The long way home.

Thank you for previewing *Fragment and Run-on Sentences*