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## **UNIT 1** SENTENCES

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## Lesson 1: Kinds of Sentences

### LEARN

A **sentence** is a group of words that expresses a complete thought.

- There are four kinds of sentences.

A **declarative sentence** makes a statement.  
It ends with a period (.).

We watched a movie about volcanoes.

An **interrogative sentence** asks a question.  
It ends with a question mark (?).

Have you ever seen a volcano?

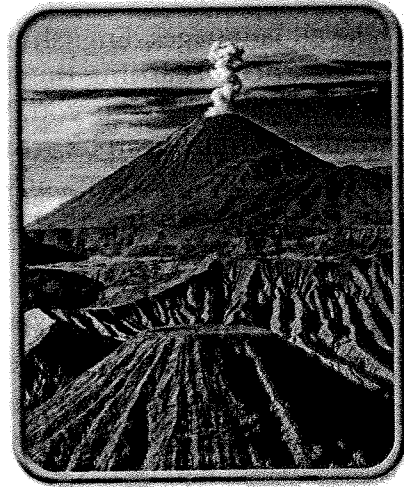
An **imperative sentence** gives a command.  
It ends with a period (.).

Stay away from active volcanoes.  
Please be careful.

An **exclamatory sentence** shows strong feelings.  
It ends with an exclamation mark (!).

How amazing that would be!  
Wow, the colors are so bright!

- Every sentence begins with a capital letter and ends with a punctuation mark. The end punctuation you use depends on the kind of sentence you write.



### PRACTICE



Read each sentence. Write *declarative*, *interrogative*, *imperative*, or *exclamatory* to tell what kind of sentence it is.

1. What an incredible sight that is!
2. Hot melted rock, gas, and steam burst from the volcano.
3. Watch how the hot ash and lava flow down the mountain.

**PRACTICE A** *continued*

4. What is lava? \_\_\_\_\_
5. Lava is hot liquid rock that comes out of a volcano. \_\_\_\_\_
6. Wow, a lava flow looks so dangerous! \_\_\_\_\_
7. Please leave the area immediately. \_\_\_\_\_
8. One famous volcano is Mount Vesuvius in Italy. \_\_\_\_\_
9. Will Mount Vesuvius erupt again? \_\_\_\_\_
10. I hope not! \_\_\_\_\_

**B** *Add the correct end punctuation to each sentence. Then write declarative, interrogative, imperative, or exclamatory to tell what kind of sentence it is.*

1. We learned more about volcanoes \_\_\_\_\_. \_\_\_\_\_
2. Wow, they can be so destructive \_\_\_\_\_. \_\_\_\_\_
3. Fortunately, they do not erupt very often \_\_\_\_\_. \_\_\_\_\_
4. What are the warning signs of an eruption \_\_\_\_\_. \_\_\_\_\_
5. One sign is a loud explosion \_\_\_\_\_. \_\_\_\_\_
6. Hey, that was such a loud clap \_\_\_\_\_. \_\_\_\_\_
7. You really scared me \_\_\_\_\_. \_\_\_\_\_
8. Move out of the path of the lava \_\_\_\_\_. \_\_\_\_\_
9. Look at the volcanic ash \_\_\_\_\_. \_\_\_\_\_
10. Please tell me more about volcanoes \_\_\_\_\_. \_\_\_\_\_
11. What else would you like to know \_\_\_\_\_. \_\_\_\_\_
12. Are there any volcanoes in our state \_\_\_\_\_. \_\_\_\_\_

**C** Here is a conversation among some friends on a hike. The dialogue has three missing capital letters and seven missing or incorrect end marks. Look for the mistakes and correct them. Use the proofreading marks in the box.

### Remember

A **declarative sentence** makes a statement.

An **interrogative sentence** asks a question.

An **imperative sentence** gives a command.

An **exclamatory sentence** shows strong feelings.

**Bianca** Mount Rainier is the highest peak in the state of Washington.

**Danny** exactly how tall is it?

**Bianca** Read that sign over there

**Maria** Wow, it's 14,410 feet high

**Bianca** we'll only climb a thousand feet or so.

**Maria** What a relief that is

**Danny** Wait for me, you two.

**Bianca** Did you know that Mount Rainier is a volcano

**Maria** Are you serious.

**Bianca** the last major eruption was about 500 years ago.






**Danny** Will it erupt again soon!

**Bianca** The scientists say no

**Maria** Let's hurry up anyway.

**Danny** You can't be too careful!

### Proofreading Marks

	Add
	Period
	Take out
	Capital letter
	Small letter



Did you correct ten mistakes with capital letters and end marks?





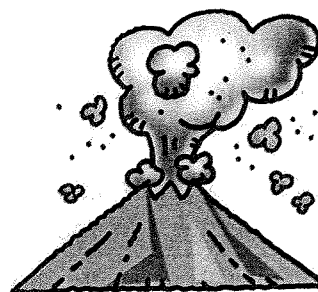
## WRITE



Imagine each situation below. Write a sentence that the person might say in the situation. Write the kind of sentence that is given in parentheses. The first one is done for you.



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)



**Situation 1** Ms. Murray is teaching about volcanoes. She makes this statement about volcanoes. (declarative)

Ms. Murray Hot ash or lava can erupt from a volcano.

**Situation 2** Your classmate Janet does not understand something about volcanoes. She raises her hand and asks a question. Write the question she asks. (interrogative)

Janet \_\_\_\_\_

**Situation 3** Lois is another classmate. She is very surprised by a fact she learns about volcanoes. Write the statement she makes to show her surprise. (exclamatory)

Lois \_\_\_\_\_

**Situation 4** Your friend Jerry hears that you have drawn some pictures of a volcano. He lets you know that he wants to look at them. Write the statement he makes. (imperative)

Jerry \_\_\_\_\_

**Situation 5** Luis thinks your drawings are really great. He wants to display them in some way. Write the question he asks. (interrogative)

Luis \_\_\_\_\_

### Proofreading Checklist ☒

- ☐ Did you begin each sentence with a capital letter?
- ☐ Did you end each sentence with the correct end mark?

## Lesson 2: Complete Subjects and Predicates

### LEARN

A **simple sentence** expresses a complete thought. It has a subject and a predicate.

- The **subject** tells *whom* or *what* the sentence is about. Maggie asks many questions.

The **predicate** tells what the subject *does* or *is*. Maggie asks many questions.

- The **complete subject** includes all the words in the subject part of the sentence. The **complete predicate** includes all the words in the predicate part of the sentence.

The complete subject or complete predicate can be one word or more than one word.



Complete Subject	Complete Predicate
Our little sister Maggie	smiles.
She	takes things apart.
My mom and dad	call her "the inventor."
All real inventors	are explorers.
The pictures in this book	gave us ideas.

### PRACTICE



Read each sentence. Write **complete subject** or **complete predicate** to tell which part of the sentence is in **boldface**. The first one is done for you.

1. **Benjamin Franklin** was a great inventor.

complete subject

2. **His inventions** are part of our everyday lives.

3. Ben **needed two pairs of eyeglasses**.

4. One pair **was for reading**.

**PRACTICE A** continued

5. **The other pair** was for seeing things at a distance.
6. **Franklin** hated carrying two pairs of glasses.
7. He **invented new glasses that solved the problem.**
8. **Ben** put half of a lens for distance on top.
9. He **put half of a lens for reading on the bottom.**
10. We **call these glasses "bifocals."**

**B** Read each sentence. Draw a line between the complete subject and the complete predicate. Underline the complete subject once and the complete predicate twice. The first one is done for you.

1. Ben Franklin | invented a new kind of stove.
2. The new stove got hot fast.
3. The new invention warmed every part of a room.
4. The Franklin stove was safer than a fire in a fireplace.
5. It burned less wood than other stoves.
6. People use Ben's stove even today.
7. Ben Franklin experimented with unusual ideas, too.
8. This busy scientist tested one idea in a pond.
9. Ben tied a kite to himself.
10. He swam in the pond.
11. The wind blew the kite.
12. The kite pulled Ben across the pond.



Franklin stove



Write a complete subject or a complete predicate to complete each sentence. Choose a subject or predicate from the box, or use a subject or predicate of your own. Write your sentence on the lines provided, adding the correct end punctuation.

Remember



The **complete subject** tells *whom* or *what* the sentence is about.

The **complete predicate** tells what the subject *does* or *is*.

the gasoline engine

turned nighttime into day

early clocks

certain inventions

business and trade

let people record information

made travel much easier and safer

1. have changed the world completely. \_\_\_\_\_  
\_\_\_\_\_
2. The invention of writing \_\_\_\_\_  
\_\_\_\_\_
3. grew quickly after the invention of money. \_\_\_\_\_  
\_\_\_\_\_
4. The first maps \_\_\_\_\_  
\_\_\_\_\_
5. helped people manage time better. \_\_\_\_\_  
\_\_\_\_\_
6. made cars and trucks possible. \_\_\_\_\_  
\_\_\_\_\_
7. The electric lightbulb \_\_\_\_\_  
\_\_\_\_\_





## WRITE



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The computer is another invention that is changing our world. Use what you know about computers to complete each sentence. Add a complete subject or a complete predicate to each group of words. Write each sentence on the lines provided. Check a dictionary if you need help spelling a word.

1. The invention of the computer \_\_\_\_\_  
\_\_\_\_\_
2. use personal computers at home. \_\_\_\_\_  
\_\_\_\_\_
3. Our school computers \_\_\_\_\_  
\_\_\_\_\_
4. play games on computers. \_\_\_\_\_  
\_\_\_\_\_
5. The computers in the library \_\_\_\_\_  
\_\_\_\_\_
6. find information for reports and homework on the Internet. \_\_\_\_\_  
\_\_\_\_\_
7. Modern cars, televisions, and music players \_\_\_\_\_  
\_\_\_\_\_
8. solve problems with computers. \_\_\_\_\_  
\_\_\_\_\_

### Proofreading Checklist ☒

- ☐ Does each sentence begin with a capital letter?
- ☐ Does each sentence end with a period or other end mark?
- ☐ Does each sentence have a subject and a predicate?

## Lesson 3: Simple Subjects

### LEARN

- The **simple subject** is the most important word in the complete subject. The simple subject tells exactly *whom* or *what* the subject is about.
- Sometimes the subject of a sentence is just one word. Sometimes it is a name. Then the simple subject and the complete subject are the same. Most of the time, however, the simple subject is part of the complete subject.

In the chart below, the simple subjects are shown in **boldface**.

Complete Subject	Complete Predicate
The school <b>librarian</b>	gave me a book.
The <b>book</b>	was about Helen Keller.
<b>Helen Keller</b>	lost her hearing and sight.
<b>She</b>	needed a special teacher.



Helen Keller sitting at a desk

### PRACTICE

**A** The complete subject in each sentence is in **boldface**. Circle the simple subject in the complete subject. Write it on the line.

1. **This book** is about Helen Keller's remarkable life.
2. **Helen Keller** became ill at the age of 19 months.
3. **The mysterious illness** left her blind and deaf.
4. **Anne Sullivan** was Helen's teacher.
5. **The gifted teacher** taught Helen how to read and write.
6. **Helen** graduated from college in 1904 with Anne's help.
7. **The two women** traveled around the world.

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**PRACTICE A** *continued*

8. **The proud student** told people her story. \_\_\_\_\_
9. **Large audiences** learned an important lesson from her. \_\_\_\_\_
10. **An independent life** is possible even with physical challenges. \_\_\_\_\_

**B** *Underline the complete subject in each sentence. Then circle the simple subject, and write it on the line.*

1. Levi Strauss made the first blue jeans in the 1870s. \_\_\_\_\_
2. He was born in a part of Europe called Bavaria. \_\_\_\_\_
3. This area is now a part of Germany. \_\_\_\_\_
4. Strauss moved to New York in 1847. \_\_\_\_\_
5. Levi joined the family clothing business. \_\_\_\_\_
6. The young man brought the business to California. \_\_\_\_\_
7. Many people searched for gold in California. \_\_\_\_\_
8. The gold miners bought the pants Levi made. \_\_\_\_\_
9. A heavy blue fabric made the pants strong. \_\_\_\_\_
10. The family business expanded quickly. \_\_\_\_\_
11. Many Americans wanted the waist overalls. \_\_\_\_\_
12. "Waist overalls" was the old name for jeans. \_\_\_\_\_



**C** Write a complete subject to complete each sentence. Choose a complete subject from the box, or use a complete subject of your own. Then circle the simple subject.

Remember 

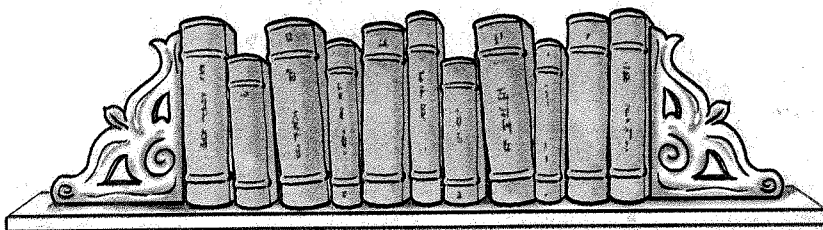
The **simple subject** is the most important word in the complete subject.

Most readers    Exciting historical events  
The person    A biography    Everyday events

\_\_\_\_\_ tells the story of a  
person's life. \_\_\_\_\_ might be an  
artist, an athlete, or a president. \_\_\_\_\_  
enjoy biographies very much. \_\_\_\_\_  
come alive in a well-written biography. \_\_\_\_\_  
can be interesting, too.

A biographer    These written records  
The actual writing    Most authors    Research

\_\_\_\_\_ work very hard on biographies.  
\_\_\_\_\_ is the first part of their job.  
\_\_\_\_\_ must read old letters, diaries, and  
news stories about a person. \_\_\_\_\_ reveal  
a great deal about the person. \_\_\_\_\_ can  
take years and years.





## WRITE



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Sometimes two related sentences have the same predicate.

Lena read a biography of Harriet Tubman.

Her friend read a biography of Harriet Tubman.

When this happens, you can combine the subjects and form one sentence. Use the word *and* to join the subjects. Combining the sentences in this way will make your writing smoother.

Lena and her friend read a biography of Harriet Tubman.



Each pair of sentences below has the same predicate. Combine the sentences by joining the subjects.

1. Harriet Tubman lived in slavery. Her family lived in slavery. \_\_\_\_\_  
\_\_\_\_\_
2. Hardship shaped their lives. Struggles shaped their lives. \_\_\_\_\_  
\_\_\_\_\_
3. Harriet Tubman escaped. Her parents escaped. \_\_\_\_\_  
\_\_\_\_\_
4. Slave owners looked for Tubman. The police looked for Tubman. \_\_\_\_\_  
\_\_\_\_\_
5. Tubman never got caught. The slaves with her never got caught. \_\_\_\_\_  
\_\_\_\_\_
6. Careful planning led to her success. Quick thinking led to her success. \_\_\_\_\_  
\_\_\_\_\_



Go back to the sentences you wrote.  
Underline the subjects you combined.  
Circle the word that joins them.

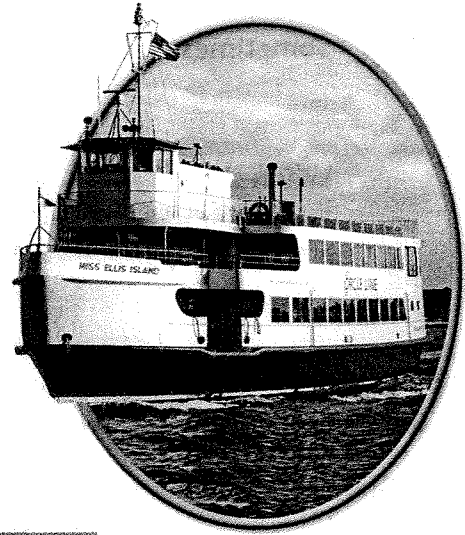
## Lesson 4: Simple Predicates

### LEARN

- The **simple predicate** is the most important word in the complete predicate. The simple predicate tells exactly what the subject *does* or *is*.
- Sometimes the predicate of a sentence is just one word. Then the simple predicate and the complete predicate are the same. Most of the time, however, the simple predicate is part of the complete predicate.

In the chart below, the simple predicates are shown in **boldface**.

Complete Subject	Complete Predicate
Everyone	<b>read.</b>
All of us	<b>searched</b> for information.
Our class	<b>planned</b> a trip to Ellis Island.
Ellis Island	<b>is</b> in New York City.
We	<b>rode</b> a ferryboat to the island.
Many tourists	<b>visit</b> the immigration museum.



### PRACTICE

**A** The complete predicate in each sentence is in **boldface**. Circle the simple predicate in the complete predicate. Write it on the line.

1. This small island **is in New York Harbor.**
2. Samuel Ellis **owned the island at one time.**
3. The federal government **built a fort there in 1811.**
4. The fort **became an immigrant center in 1892.**
5. Immigrants **went there for inspections.**

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**PRACTICE A** *continued*

6. The government **used the center for 62 years.** \_\_\_\_\_
7. Ellis Island **closed officially in November 1954.** \_\_\_\_\_
8. A new project **began in 1984.** \_\_\_\_\_
9. The Island **reopened as a museum.** \_\_\_\_\_
10. Over a million people **visit the museum each year.** \_\_\_\_\_

**B** *Underline the complete predicate in each sentence. Then circle the simple predicate, and write it on the line.*

1. Huge numbers of immigrants came to New York City. \_\_\_\_\_
2. About eight million entered the city from 1855 to 1890. \_\_\_\_\_
3. Many groups arrived at Ellis Island. \_\_\_\_\_
4. Most people left poor conditions back home. \_\_\_\_\_
5. The newcomers wanted better lives in America. \_\_\_\_\_
6. Some immigrants brought family members with them. \_\_\_\_\_
7. Others traveled by themselves. \_\_\_\_\_
8. Many immigrants crossed the ocean by steamship. \_\_\_\_\_
9. The ships docked at the piers. \_\_\_\_\_
10. Doctors examined the immigrants for illnesses. \_\_\_\_\_
11. Inspectors requested the proper papers. \_\_\_\_\_
12. Some passengers got special treatment. \_\_\_\_\_
13. Officials checked them aboard the ships. \_\_\_\_\_
14. The inspections lasted for hours. \_\_\_\_\_
15. Most immigrants passed inspection. \_\_\_\_\_



Write a complete predicate to complete each sentence in this diary entry. Choose a complete predicate from the box, or use a complete predicate of your own. Then circle the simple predicate.

Remember



The **simple predicate** is the most important word in the complete predicate.

asked us lots of questions  
showed us our new home  
cried with happiness  
was over at last  
carried us to my uncle's apartment  
held her torch high above us  
took us to Ellis Island



Dear Diary,

Today our ship steamed into New York Harbor. The beautiful Statue of Liberty \_\_\_\_\_.

My mother and I \_\_\_\_\_. Our long voyage \_\_\_\_\_!

A small ferryboat \_\_\_\_\_.

There the officials \_\_\_\_\_. Finally, we were free to go.

An underground train \_\_\_\_\_.

He \_\_\_\_\_. Our new life in America is beginning at last!





## WRITE



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Sometimes two related sentences have the same subject.

Mom studied history.

Mom shared what she knew.

When this happens, you can combine the predicates and form one sentence. Use the word *and* to join the predicates. Combining the sentences in this way will make your writing smoother.

Mom studied history **and** shared what she knew.



Each pair of sentences below has the same subject. Combine the sentences by joining the predicates.

1. The United States changed. The United States grew. \_\_\_\_\_

\_\_\_\_\_

2. Millions of immigrants left Europe. Millions of immigrants came here. \_\_\_\_\_

\_\_\_\_\_

3. A father often came first. A father sent for his family later. \_\_\_\_\_

\_\_\_\_\_

4. The immigrants usually lived in big cities. The immigrants worked in jobs there. \_\_\_\_\_

\_\_\_\_\_

5. New York City had the most immigrants. New York City became the largest city. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Go back to the sentences you wrote.  
Underline the predicates you combined.  
Circle the word that joins them.

## Lesson 5: Compound Sentences

### LEARN

- A **simple sentence** has one subject and one predicate. It expresses one idea.

The National Zoo is in Washington, D.C.

- Sometimes two simple sentences contain related ideas. You can combine these sentences to make a **compound sentence**. Use a connecting word such as *and*, *but*, or *or* to join the sentences.

#### RELATED SENTENCES

The National Zoo is huge. It has animals from all over the world.

#### COMPOUND SENTENCE

The National Zoo is huge, **and** it has animals from all over the world.

#### RELATED SENTENCES

Most zoos do not have pandas. The National Zoo does.

#### COMPOUND SENTENCE

Most zoos do not have pandas, **but** the National Zoo does.

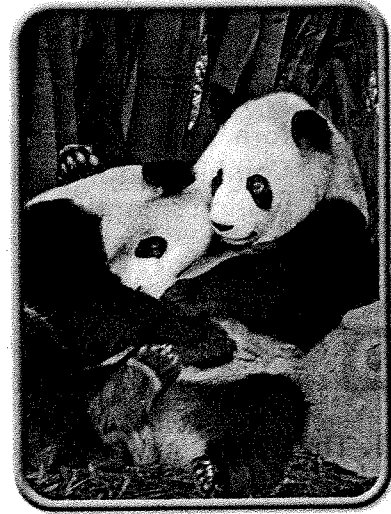
#### RELATED SENTENCES

Would you like to go to the zoo? Would you rather see a movie?

#### COMPOUND SENTENCE

Would you like to go to the zoo, **or** would you rather see a movie?

The connecting words *and*, *but*, and *or* are called **coordinating conjunctions**. A comma (,) always goes before the conjunction in a compound sentence.



### PRACTICE



Read each sentence. Write **simple** if the sentence is made up of only one idea. Write **compound** if the sentence is made up of two related ideas.

1. Pandas feed mostly on bamboo plants. \_\_\_\_\_
2. A panda's head is white, but its eyes and ears are black. \_\_\_\_\_
3. Are pandas in the raccoon family, or are they true bears? \_\_\_\_\_

**PRACTICE A** *continued*

4. Pandas are endangered, but people are working to protect them. \_\_\_\_\_
5. Grizzly bears walk slowly, but they can run fast. \_\_\_\_\_
6. Grizzlies eat many kinds of plants, and they eat fish, too. \_\_\_\_\_
7. A polar bear's coat is waterproof. \_\_\_\_\_
8. Polar bears are excellent swimmers. \_\_\_\_\_
9. Black bears are commonly found in the eastern United States. \_\_\_\_\_
10. Keep away from black bears, or you might get hurt. \_\_\_\_\_

**B** *Read each incomplete compound sentence. Underline the sentence below that best relates to it. Then combine the related sentences to form a compound sentence. Write the compound sentence on the line.*

1. Adult pandas weigh several hundred pounds, but \_\_\_\_\_.  
Pandas are in the bear family.                      Newborns weigh just one pound.

\_\_\_\_\_

2. Brown bears eat meat, or \_\_\_\_\_.  
The tips of their hairs are white.                      They eat plants, insects, and fish.

\_\_\_\_\_

3. Grizzly cubs can climb trees, but \_\_\_\_\_.  
Adult grizzlies cannot.                      They like honey.

\_\_\_\_\_

4. Polar bears live near the water, and \_\_\_\_\_.  
They have small ears.                      They hunt seals there.

\_\_\_\_\_

5. A brown bear has a shoulder hump, and \_\_\_\_\_.  
Grizzly bears are brown bears.                      It has very long claws.

\_\_\_\_\_

**C** One zoo posted this list of rules for visitors. The compound sentences on the list have six mistakes. Look for the mistakes and correct them. Use the proofreading marks in the box.

## Remember



A **simple sentence** has one subject and one predicate. It expresses one idea.

A **compound sentence** is formed by joining two simple sentences with a coordinating conjunction such as *and*, *but*, or *or*.

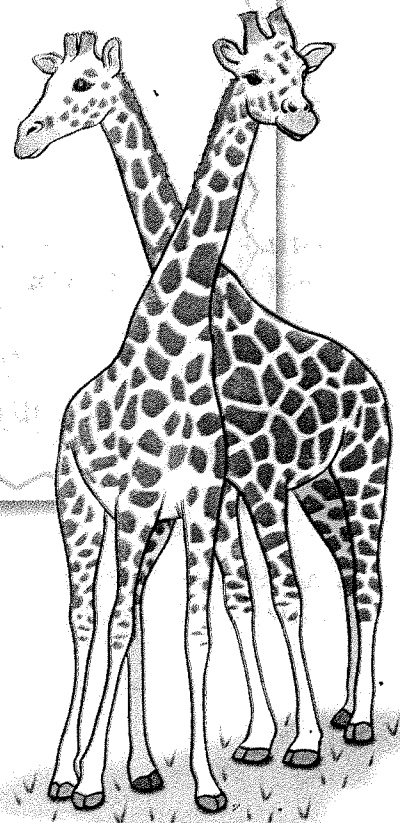
## ZOO RULES

Enjoy your visit! Our zoo is a wonderful place to explore and these rules will keep you safe and happy.

- Please don't feed the animals. Our animals have special diets and human food can make them sick.
- Pets are not allowed at the zoo but guide dogs are permitted.
- Railings and fences protect you and they also keep our animals safe. Never extend fingers and arms through fences.
- Visitors may carry personal digital devices but they must use headphones. Noise can disturb both animals and people.
- Don't litter. Place all your trash in the bins or our zoo won't be a pleasant place to visit.

### Proofreading Marks

- ^ Add
- Period
- ~ Take out
- ⌞ Capital letter
- / Small letter



Did you correct six mistakes in the compound sentences?



## WRITE



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**D** Each pair of sentences below contains related ideas. Combine the sentences to form a compound sentence. Use the coordinating conjunction in parentheses to join them. Remember to put a comma before the joining word. The first one is done for you.

1. Zookeepers know more about how an animal lives. They build better zoos. (and)

*Zookeepers know more about how an animal lives, and they build better zoos.*

2. Animals move around freely. People can still get a good view of them. (but)

\_\_\_\_\_

\_\_\_\_\_

3. Conditions must be just right in a zoo. Animals get sick. (or)

\_\_\_\_\_

\_\_\_\_\_

4. Polar bears need icy cold water. Lions need warm temperatures. (but)

\_\_\_\_\_

\_\_\_\_\_

5. Zoo animals need to stay busy. They will become bored and unhappy. (or)

\_\_\_\_\_

\_\_\_\_\_

6. Apes search for their own food in today's zoos. Some zoo elephants even paint pictures. (and)

\_\_\_\_\_

\_\_\_\_\_

7. The field feels as if it is the giraffes' natural home. There is lots of room to roam.

(and) \_\_\_\_\_

\_\_\_\_\_

8. Modern zoos are difficult to build and run. They're worth it. (but)

\_\_\_\_\_

\_\_\_\_\_

## Lesson 6: Complex Sentences

### LEARN

- You have learned about compound sentences. Compound sentences combine related ideas using a connecting word such as *and*, *but*, or *or*.

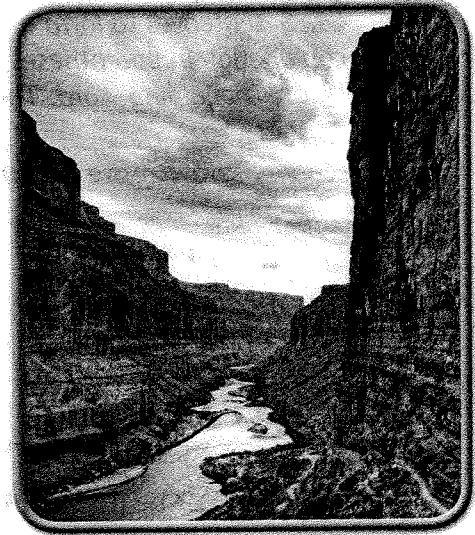
A **complex sentence** also combines related ideas. The ideas are joined by a **subordinating conjunction**. Look at the sentence below.

The canyon is wide **because** the river has eroded its walls.

The subordinating conjunction *because* joins the two related ideas.

The following **subordinating conjunctions** are often used to connect related ideas.

Subordinating Conjunctions			
after	although	because	before
since	until	when	while



- The subordinating conjunction may come in the middle of the sentence.

Plains are mostly flat **although** some have small hills.

- The subordinating conjunction may come at the beginning of the sentence.

**Although** some have small hills, plains are mostly flat.

Notice that when the first idea in the sentence begins with a subordinating conjunction, a comma follows that idea.

### PRACTICE



Read each sentence. Write **complex** if the sentence is made up of two related ideas joined by a subordinating conjunction. Write **not complex** if it is not a complex sentence.

1. After we made the last turn, we reached the mountain.
2. We wanted to see the mountain because it is so majestic.
3. A mountain is higher than the area around it.

**PRACTICE A** *continued*

4. The taller mountains reach into the colder layers of the atmosphere. \_\_\_\_\_
5. Since the mountain slope is gentle, it is perfect for skiing. \_\_\_\_\_
6. Mountains take millions of years to form. \_\_\_\_\_
7. A mountain can form when Earth's crust bends. \_\_\_\_\_
8. Unlike mountains, the plains are low and flat. \_\_\_\_\_
9. Because they are low-lying areas, plains can flood easily. \_\_\_\_\_
10. Plains may be surrounded by small hills or mountains. \_\_\_\_\_

**B** *Read each complex sentence. Write the subordinating conjunction that joins the two related ideas. The first one is done for you.*

1. When an earthquake happens, you can take steps to be safe. When
2. You should take cover until the ground stops shaking. \_\_\_\_\_
3. Since earthquakes sometimes happen under the ocean, you may see waves on the surface. \_\_\_\_\_
4. A tsunami can take place after an earthquake strikes. \_\_\_\_\_
5. Some cities are prepared for an earthquake because they have had so many. \_\_\_\_\_
6. Although some earthquakes are dangerous, most are not. \_\_\_\_\_
7. Scientists could study an earthquake better when they had the latest tools. \_\_\_\_\_
8. Before an earthquake hits, some animals seem nervous. \_\_\_\_\_
9. We saw a wide crack in the ground while we were hiking. \_\_\_\_\_
10. The ground cracked because parts of the earth had split apart. \_\_\_\_\_



Write a subordinating conjunction to complete each sentence. Choose a subordinating conjunction from the box, or use a subordinating conjunction of your own.

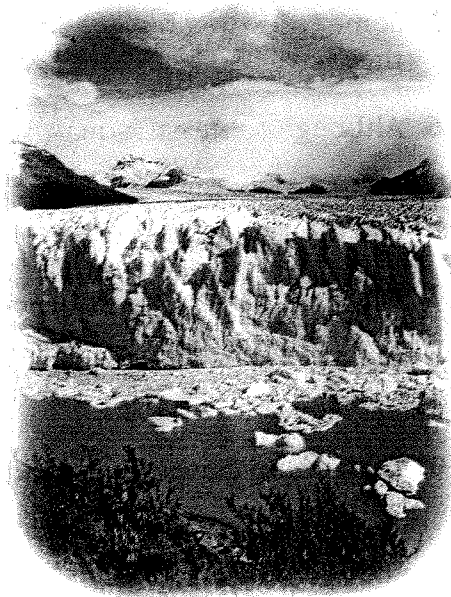
Remember



A **complex sentence** is formed by joining two related ideas with a subordinating conjunction.

after    although    because    before  
since    until    when    while

1. Thomas went to Costa Rica \_\_\_\_\_ he wanted to see a volcano.
2. \_\_\_\_\_ I have read about volcanoes, I haven't seen one.
3. Thomas showed us his photographs \_\_\_\_\_ he returned from his trip.
4. \_\_\_\_\_ she is a park ranger at Denali National Park, Aunt Mary can tell us about glaciers.
5. Glaciers leave rocks behind \_\_\_\_\_ they move across the land.
6. \_\_\_\_\_ we traveled to Alaska last spring, I had never seen a glacier.
7. I read books about glaciers \_\_\_\_\_ we took our trip.
8. I saw one of these large sheets of ice  
\_\_\_\_\_ our plane landed.
9. I put on a heavy coat \_\_\_\_\_ it is cold on top of a glacier.
10. \_\_\_\_\_ there once were many glaciers in America, there are few today.
11. \_\_\_\_\_ some glaciers contain a lot of air, they can look blue.
12. We heard loud noises \_\_\_\_\_ pieces of a glacier broke off.







## WRITE

**D** Imagine a beautiful island that you want people to visit. Use the items below to create a persuasive article about the island. Be sure to use complete sentences. Check a dictionary if you need help spelling a word.



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)



1. because the island is far away

---

---

2. after you arrive

---

3. since so much water surrounds the island

---

4. when you are at the beach

---

5. although there is a volcano

---

6. until you see the amazing flowers here

---

7. while you are at the beach

---

8. before you leave

---

### Proofreading Checklist ☒

- ☐ Does each sentence use correct capitalization?
- ☐ Does each sentence that begins with a subordinating conjunction have a comma after the first idea?

## Lesson 7: Correcting Fragments and Run-ons

# LEARN

- A **fragment** is an incomplete sentence. The subject or predicate might be missing. To correct this kind of fragment, add a subject or a predicate.

**FRAGMENT** Bought a children's book.

**SENTENCE** My sister bought a children's book.

↑ **Add a subject.**

**FRAGMENT**      The book.

**SENTENCE**      The book is for my brother.

**Add a predicate.** 

- **A run-on sentence** is two complete sentences that run together. One way to correct a run-on sentence is to make two separate sentences. Another way is to make a compound sentence.

**RUN-ON**

She likes to draw she wants to be an artist.

**CORRECTED SENTENCE**

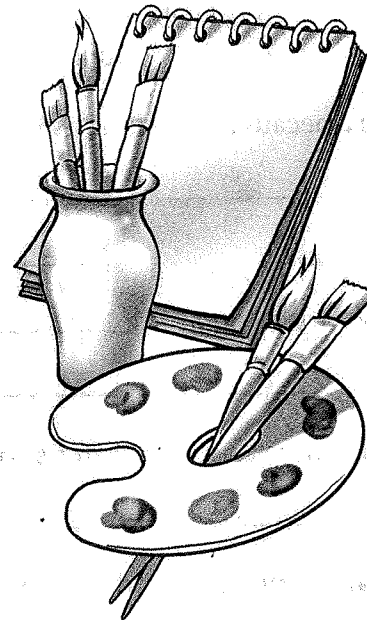
She likes to draw. She wants to be an artist.

↑ two separate sentences

**CORRECTED SENTENCE**

She likes to draw, and she wants to be an artist.

↑ compound sentence



## PRACTICE

**A** Read each group of words. Circle sentence, fragment, or run-on to describe it.

1. Lane Smith is an illustrator.
2. The young artist.
3. He loved to draw pictures he loved baseball.
4. He is grateful to his teachers.
5. They encouraged him they helped him.

sentence      fragment      run-on

sentence      fragment      run-on

sentence      fragment      run-on

sentence      fragment      run-on

*sentence*      *fragment*      *run-on*

**PRACTICE A** *continued*

- |   |          |          |        |
|---|----------|----------|--------|
| 6. One of his teachers.                 | sentence | fragment | run-on |
| 7. Tried out different art supplies.    | sentence | fragment | run-on |
| 8. This artist has a great imagination. | sentence | fragment | run-on |

**B** *Make each fragment a complete sentence by matching it with the correct subject or predicate. Write the letter of the words you choose on the line.*

- |   |  |
|---|--|
| _____ 1. <i>The Tale of Peter Rabbit</i>    | a. is Beatrix Potter.                  |
| _____ 2. The author's name                  | b. is a well-known children's book.    |
| _____ 3. wrote the story in a letter.       | c. The letter                          |
| _____ 4. was for a little boy who was sick. | d. later turned the story into a book. |
| _____ 5. Potter                             | e. Beatrix                             |

*Write each run-on sentence as a compound sentence.*

6. Beatrix Potter made the story longer she redrew the pictures, too. \_\_\_\_\_  
\_\_\_\_\_
7. She wanted to make books for children she wanted to make them easy to hold.  
\_\_\_\_\_
8. Beatrix made the books little she used sturdy paper. \_\_\_\_\_  
\_\_\_\_\_

*Write each run-on sentence as two separate sentences.*

9. Beatrix Potter grew up in England drawing was her favorite hobby.  
\_\_\_\_\_
10. Beatrix had a younger brother both children loved plants and animals.  
\_\_\_\_\_

**C** Leah wrote this report. It contains three fragments and three run-on sentences. Use the proofreading marks in the box to correct the mistakes. Add a subject or predicate to correct each fragment. Write each run-on sentence as a compound sentence or as two separate sentences.

**Remember** 

A **fragment** is an incomplete sentence.

A **run-on sentence** is two complete sentences that run together.

Thousands of children's books are published each year most of them have good illustrations. However, only one book gets the Caldecott Medal. Goes to the best illustrator of a children's book.

The Caldecott Medal is a very special honor.






The American Library Association presents the award.

Librarians study the year's new children's books, they vote on the best one.

The first Caldecott Medal was given in 1938. Since then, many great illustrators have won it. Encourages artists to draw fine pictures for young readers.

Sometimes, you might see a gold Caldecott Medal on a book. This medal. Take a minute to look inside it you're sure to find some outstanding illustrations.

**Proofreading Marks**

-  Add
-  Period
-  Take out
-  Capital letter
-  Small letter



Did you correct three fragments and three run-on sentences?





## WRITE



Add a subject or predicate to each fragment to make a complete sentence. Write the sentence on the line.



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

1. A book's illustrations. \_\_\_\_\_  
\_\_\_\_\_
2. Add interest to the story. \_\_\_\_\_  
\_\_\_\_\_
3. Show the mood and feelings in a story, too. \_\_\_\_\_  
\_\_\_\_\_
4. Drawings, paintings, and photographs. \_\_\_\_\_  
\_\_\_\_\_
5. Photographs. \_\_\_\_\_  
\_\_\_\_\_
6. My favorite book illustrator. \_\_\_\_\_  
\_\_\_\_\_
7. The Caldecott Medal. \_\_\_\_\_  
\_\_\_\_\_
8. Are fun to read. \_\_\_\_\_  
\_\_\_\_\_
9. Books without illustrations. \_\_\_\_\_  
\_\_\_\_\_
10. Are on display in the library. \_\_\_\_\_  
\_\_\_\_\_

## Unit 1 Review

### Lessons 1–7

**Kinds of Sentences** (pp. 8–11) *Read each sentence. Write declarative, interrogative, imperative, or exclamatory to tell what kind of sentence it is.*

1. A tornado hit the town yesterday.
2. Did you see the tornado?
3. Look at these photos.
4. How lucky we were!

---

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---

---

**Complete Subjects and Predicates** (pp. 12–15)  
*Read each sentence. Draw a line between the complete subject and the complete predicate. Underline the complete subject once and the complete predicate twice.*

5. A tornado looks like a dark funnel-shaped cloud.
6. Winds whirl around at high speeds.
7. These dangerous storms move in a narrow path across the earth.
8. The twisting cloud picks up dirt from the ground.

**Simple Subjects** (pp. 16–19) *Read each sentence. Underline the complete subject. Then circle the simple subject.*

9. About 700 tornadoes occur in the United States each year.
10. These powerful storms damage everything in their path.
11. The gusty winds uproot trees.
12. Some automobiles fly through the air for hundreds of feet.

**Simple Predicates** (pp. 20–23) *Read each sentence. Underline the complete predicate. Then circle the simple predicate.*

13. Most tornadoes hit the midwestern states.
14. Certain weather conditions produce these storms.

15. Weather scientists track tornadoes.

16. The scientists announce tornado warnings whenever possible.

**Compound Sentences** (pp. 24–27) *Read each sentence.*

*Write **simple** if the sentence is made up of only one idea.*

*Write **compound** if the sentence is made up of two related ideas.*

17. Most tornadoes occur on hot and humid days.

18. Warm air rises rapidly, and sometimes it begins to spin.

19. This spinning air sometimes forms a tornado.

20. The tornado can stay in the air, or it might touch down on the ground.

**Complex Sentences** (pp. 28–31) *Read each sentence.*

*Write **complex** if it is a complex sentence. Write **not complex** if it is not a complex sentence.*

21. Although most tornadoes last only a few minutes, they can cause great damage.

22. The Fujita scale or F-scale measures a tornado's intensity.

23. An F5 rating on the F-scale stands for the greatest wind strength any tornado can have.

24. A tornado warning will be issued when radar spots powerful winds.

**Correcting Fragments and Run-ons** (pp. 32–35) *Read each group of words. Write **sentence**, **fragment**, or **run-on** to describe it.*

25. A storm cellar gives the best protection from a tornado a basement is the next safest place.

26. The National Weather Service.

27. Always keep away from windows during a tornado.

28. Warns people about tornadoes.

## Unit 1 Test

**DIRECTIONS** Fill in the circle next to the sentence that shows the correct use of capital letters and end punctuation. The first one is done for you.

1. ☒ Many foods come from all over the world  
☐ Did potatoes come from Peru.  
☐ chocolate was a favorite food in Mexico?  
☒ How I love chocolate!
2. ☐ Did peanuts first grow in North America!  
☐ Are they members of the pea family, or do they belong to a different group?  
☐ Spanish explorers brought peanuts to Europe?  
☐ Wow, peanuts really got around
3. ☐ Native Americans grew corn, peppers, and squash  
☐ bananas are native to South America!  
☐ Are you sure about that?  
☐ I will know, after I read this encyclopedia article.
4. ☐ Peppers are called chilies in Mexico  
☐ try a bite of this.  
☐ Wow, it's really hot?  
☐ I love hot peppers on pizza.
5. ☐ Are the tomato and the potato related?  
☐ People once thought tomatoes were poisonous?  
☐ what a silly idea that is!  
☐ How did they make pizza without tomatoes.
6. ☐ Pumpkins are American, too?  
☐ Wow, those pumpkins are heavy!  
☐ did Native Americans share pumpkins with early settlers?  
☐ When did people first carve jack-o'-lanterns
7. ☐ turkey is another American food.  
☐ Was it the main dish at the first Thanksgiving.  
☐ The turkey almost became our national bird.  
☐ have you ever seen a wild turkey
8. ☐ Explorers searched for new lands?  
☐ They often discovered new foods on their journeys  
☐ Tell me which American foods you like best.  
☐ our meals would be boring without such foods!



**DIRECTIONS** Read the paragraphs, and look carefully at each underlined part. Fill in the circle next to the answer choice that shows the correct use of capital letters and end punctuation. If the underlined part is already correct, fill in the circle for "Correct as is." The first one is done for you.

The high mountains of Peru are cold. The Incas could not grow corn there but they could grow potatoes. How did those potatoes get to Europe! the early Spanish explorers of Peru brought them to Spain in the 1530s. What a success potatoes were at first, wealthy people had parties just to try the new food

Then some questions arose. Did potatoes cause disease, or did they poison the soil? For a while, many Europeans believed potatoes were dangerous. Fortunately, people got over such a silly idea. They planted potatoes widely and soon the crop was plentiful. How important the new crop turned out to be many Europeans had enough food for the first time.

9. ☒ there, but they  
☐ there. but they  
☐ there, But they  
☐ Correct as is

10. ☐ Europe the  
☐ Europe. The  
☐ Europe? The  
☐ Correct as is

11. ☐ first, wealthy people  
☐ first! Wealthy people  
☐ first. Wealthy people  
☐ Correct as is

12. ☐ disease or did they  
☐ disease? or did they  
☐ disease, Or did they  
☐ Correct as is

13. ☐ widely, and soon the crop  
☐ widely, And soon the crop  
☐ widely. and soon the crop  
☐ Correct as is

14. ☐ be. Many Europeans  
☐ be, many Europeans  
☐ be! Many Europeans  
☐ Correct as is