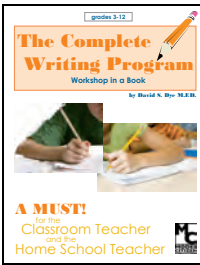
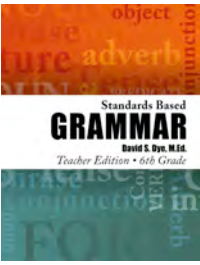
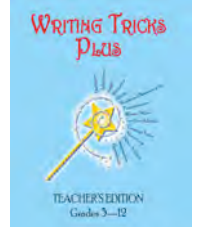
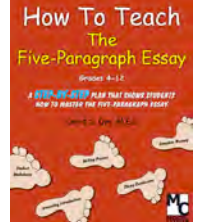
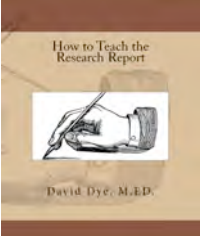


I'd like to thank you for previewing this product. CreateBetterWriters.com was created to help teachers improve the writing skills of their students. Don't forget to sign up for our free newsletter at CreateBetterWriters.com which includes free worksheets every month. Newsletter members routinely receive discounts on products and services. Below is a catalog showing a few of our current products. I wish you the very best in your effort to strengthen your students' writing.

All the best,  
David Dye

	<p>Find out how to teach your students the five aspects of great writing, no matter what the grade level. This is truly <u>The Complete Writing Program</u>. Supplement your current writing program or follow the year long lesson plan. Content includes The Writing Process, Descriptive Writing, Vocabulary Development, Variety of Sentence Structure, Letter Writing, Report Writing, and much more. Furthermore, the special assessment component shows you how to teach your students how to assess each other's writing. No longer will you have to correct every single piece of writing your students complete. Let them assess each other and reinforce for each other the lessons you have taught throughout the year. Work smarter, not harder with <u>The Complete Writing Program</u>.</p>
	<p><u>Standards Based Grammar</u> meets every standard required for your grade level. This step-by-step program uses worksheets to introduce grammar, punctuation, and writing skills. Mastery of each skill is achieved through the journal assignments, which force your students to prove that they have acquired each skill. Use the parent checklists to show parents their children's strengths and areas of need for additional support at home. Use the teacher checklists to keep track of skills mastered by each student. This program is powerful enough to use exclusively as your daily grammar program, yet affordable enough to use as a supplement. Over a hundred lessons, ready to teach, right now!</p>
	<p>Tired of reading the same boring sentences? Show your students more than a dozen exciting ways to write intelligent sentences. Students learn to use a variety of sentence structures and make their writing come alive. Techniques such as Dialogue, Interrupters, Simile/Metaphor, Phrases in a Series, Hyperbole and more will have your students writing stronger sentences today. <u>Writing Tricks Plus</u> is organized into units that require students to master each trick, practice the tricks within journal assignments, model and assess the tricks for each other, and much more.</p>
	<p><u>How To Teach The Five-Paragraph Essay</u> is the definitive book on essay writing. Your students will master this very important skill using a simple, easy to learn format. They will be prepared for any timed test as they gain the ability to prewrite, write, and revise their writing in about an hour. Furthermore, your students will learn to write Interesting Introductions, Classy Conclusions, and Terrific Transitions.</p>
	<p><u>How To Teach The Research Report</u> is the definitive book on report writing. This book takes the incredibly difficult task of research report writing and breaks it into simple, easy-to-follow steps. Begin with the one-paragraph research report and teach the basics of report writing. Progress to the five-paragraph research report using the exact same techniques. Finally, the students are ready to make the smooth transition to the 3 - 5 page research report. A must for any classroom from grades five through twelve.</p>

# 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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**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.

## 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

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!



Name: \_\_\_\_\_

**Fragment and Run-on Sentences**  
#6

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.

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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

# Phrases #3

Name: \_\_\_\_\_

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      | _____ 6. inside the fence |
| _____ 2. is swimming       | _____ 7. will be drinking |
| _____ 3. without me        | _____ 8. for me           |
| _____ 4. are jumping       | _____ 9. must play        |
| _____ 5. through the cloud | _____ 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)
2. After school some students will be playing with their friends. (3)
3. The coach is talking to his players inside the dugout. (3)
4. Alicia has been reading a letter from her mom for an hour. (3)
5. A ball has rolled against the fence. (2)
6. Yolanda must be working really hard on her test. (2)
7. In a month we will be taking a test on the body systems. (3)

**Extension:** Write each preposition below in a phrase.

<b>after</b>	<b>behind</b>	<b>for</b>	<b>of</b>	<b>over</b>
<b>up</b>	<b>against</b>	<b>below</b>	<b>from</b>	<b>on</b>

**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*



**Simple Sentences**  
**Finding Subjects and Predicates**  
**#2**

Name: \_\_\_\_\_

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*

## 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*

## 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*

## 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.

## **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 words or more.

Examples: **The Longest Day** of the **Year** / **Hope Without Fear**

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

## **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*