



Read, Write, Now

Unit

1



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Readability: Flesch – Kincaid Grade Level 4.7
Flesch Reading Ease 78.0

Developed by the National PASS Center with funding from the Strategies, Opportunities, and Services to Out-of-School-Youth (SOSOSY) Migrant Education Program Consortium Incentive under the leadership of the Kansas Migrant Education Program.

Sentences

Words to know:

- ✓ subject
- ✓ predicate
- ✓ fragment
- ✓ run-on
- ✓ declarative
- ✓ interrogative
- ✓ imperative
- ✓ exclamatory

Subjects and Predicates

A **sentence** is a group of words that form a complete thought. All sentences have *subjects* and *predicates*.

All complete sentences have at least two parts, a **subject** and a **predicate**. The *subject* tells who or what the sentence is about. The *predicate* tells what the subject does, did, or is doing. A **complete sentence** has a *subject* and a *predicate*, is *punctuated correctly*, and expresses a *complete thought*.

Example:

People talk.

People tells who or what the sentence is about. This is the subject of the sentence. What do people do? **Talk** is the part of the sentence that tells what the subject does. This is called the predicate.

Here is another example:

Dynamite explodes.

Dynamite tells who or what the sentence is about. This is the subject of the sentence. What does dynamite do? **Explodes** is the part of the sentence that tells what the subject does. This is called the predicate.

Create sentences by adding a *subject* (from the word bank below) to the predicate. Use subjects that make sense and use each one only once.

Word Bank

lions	students	water	dogs
volcanoes	trash	farmers	plants
	rain	teachers	

1. _____ grow.
2. _____ bark.
3. _____ erupt.
4. _____ evaporates.
5. _____ study.
6. _____ roar.
7. _____ teach.
8. _____ plant.
9. _____ stinks.
10. _____ falls.

Academic & Career Readiness Skills

Draw a line from each *subject* to an appropriate *predicate* to create a sentence. Write each sentence on the lines provided. The first one is done for you.

Owls	bloom
Roses	bite
Mosquitoes	hoot
Children	tick
Birds	swim
Fish	play
Clocks	meow
Trains	oink
Cats	whistle
Pigs	fly

- 11. _____ Owls hoot. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Separate the subject and predicate with a slash (/). Then draw one line under the subject of each sentence and two lines under the predicate. The subject and predicate can be, and usually are, more than one word.

Example:

Joanne and Linda went shopping at the mall.

Joanne and Linda / *went shopping at the mall.*

21. The bus is waiting for us at the corner bus stop.
22. The band is playing one of my favorite songs.
23. His mother made pies from the strawberries she picked.
24. A small, rippling brook runs past the apple orchard.
25. The berries from the bucket spilled out on Eduardo's feet.
26. My brother is wearing his new blue shirt.
27. My family went to Disney World last summer.
28. I like my new job.
29. My neighbors came over for dinner.
30. The leaves on the maple trees are starting to turn brown.

Fragmented Sentences

A **complete sentence** always has a *subject* and a *predicate* (part of a sentence that says something about the subject), is *punctuated correctly*, and expresses a *complete thought*.

A very common sentence error is a **fragment**. A sentence fragment does not express a complete thought. It is a group of words that begins with a capital letter, ends with the correct punctuation, but *lacks* either *a subject* or *a predicate*.

Sentence fragments do not make sense. They express only part of an idea; the thought is not completed. To correct a sentence fragment, either supply the words that would complete the thought, or join the partially completed thought to the sentence from which it has been separated.

A fragment may only tell who.

Example:

Sentence fragment: *The lady in the red dress.* (what is she doing?)

Corrected fragment: *The lady in the red dress is collecting money for the tickets.*

A fragment may only tell what happened.

Example:

Sentence fragment: *Is collecting money for the tickets.* (who is collecting money?)

Corrected fragment: *The lady in the red dress is collecting money for the tickets.*

A fragment may not contain a subject.

Example:

Sentence fragment: *Put money in the meter.* (who put money in the meter?)

Corrected fragment: *My sister, Beth, put money in the meter.*

Add to the fragmented sentences to make them express a complete thought.

31. The huge dog next door _____.
32. _____ will look nice on you.
33. Alexis and Caleb _____.
34. The new shopping center _____.
35. The last vacation you took _____.
36. _____ came yesterday.

Run-On Sentences

Another common error, besides sentence fragments, is running sentences together without punctuation. When this is done, the sentence rambles. Nothing is clearly expressed. You must be able to recognize when one sentence ends and the next one begins.

A **run-on sentence** strings together two or more sentences without using a linking word or punctuation to connect them.

In some sentences, one thought “runs on” into another thought. These are called run-on sentences. A comma is sometimes placed where a period should be. A run-on sentence can be fixed in one of three ways. You can separate them into two or more sentences, you can add punctuation, or you can use a linking word such as *and*, *but*, or *or* (conjunction).

Example:

Run-on: *Javier raises baby hamsters he keeps them in the basement.*

Corrected run-on by making it into two simple sentences:

Javier raises baby hamsters. He keeps them in the basement.

Corrected run-on sentence by adding punctuation:

Javier raises baby hamsters; he keeps them in the basement.

Corrected run-on sentence by using a linking word:

Javier raises baby hamsters, and he keeps them in the basement.

Correct the following run-on sentences by first making them two simple sentences and then forming a compound sentence, either by adding punctuation or by adding a conjunction.

37. *The shiny, red motorcycle darted into the alley, it skidded on the loose gravel by the entrance.*

Sentence1: _____

Sentence 2: _____

Compound sentence: _____

38. *I bought a new DVD player at the store today, it was on sale for half price.*

Sentence1: _____

Sentence 2: _____

Compound sentence: _____

Declarative, Interrogative, Imperative, and Exclamatory Sentences

Sentences have different purposes. We need the different kinds of sentences to be able to say what we want to say—from asking questions to making demands. We need to identify the purpose of those sentences to know what kind of sentence it is.

You will now learn how to identify sentences by their purpose. There are four kinds of sentences. Each kind of sentence has a different purpose. One kind of sentence tells someone something. One kind asks a question. One kind commands someone to do something. And one kind shows a strong feeling.

The four kinds of sentences are called **declarative**, **interrogative**, **imperative**, and **exclamatory**.

A **declarative sentence** states a *fact* and ends with a *period* (.).

Example: *Our business is doing well.*



No direct question was asked, no command or request was given, and there were no strong feelings shown. *The sentence simply states a fact*, therefore, the sentence is a declarative sentence.


An **interrogative sentence** asks a direct *question*, and is followed by a *question mark* (?). To interrogate means “to question.” Asking a question is the second purpose of sentences. An interrogative sentence asks a question.

Example: *Why doesn't Jose ride the bus to school?*



There is no command or request given, no strong feelings are expressed, and no real facts are stated. *The sentence asked a direct question*, therefore, it is an interrogative sentence.

An **imperative sentence** gives a command or request. It usually ends with a *period* (.). The subject is understood, and the subject is you. *Understood means you are to do the action.* Making a request is the third purpose of sentences. Imperative sentences demand action.

Example: *Take this flower.* 

The sentence does not state a fact and it does not ask a direct question. Therefore, the sentence is an imperative sentence.


Strong commands end with an exclamation point:

Example: *Stop that!*

Mild commands end with a period:

Example: *Please stop that.*

An **exclamatory sentence** shows strong feelings, and ends with an *exclamation point* (!). You know exclamatory sentences when you hear them. Exclamatory sentences show urgency. Expressing strong feelings is the fourth purpose of sentences.

Example: *I am so happy that I won first place!* 

The sentence does not just state a fact, it does not ask a direct question, and there are no commands given or requests asked. *The sentence shows strong feelings*, therefore, it is an exclamatory sentence.

Read the sentences below and circle the correct end punctuation for each of them. On the line, write which kind (declarative, interrogative, imperative, or exclamatory) of sentence it is. There are two of each.

- _____ 39. Where are my new blue jeans?
- _____ 40. My sister and I are going shopping tomorrow.
- _____ 41. Watch out, the ladder is slipping!
- _____ 42. Give me the paper when you are finished.
- _____ 43. Is that my movie in your DVD player?
- _____ 44. My favorite color is fire-engine red.
- _____ 45. Please buy a gallon of milk at the store.
- _____ 46. I just won two hundred fifty dollars!

☞ End of Unit 1 ☞