

CONTENT FOCUS: Reading/Language Arts
PROFICIENCY: Proficient to Above Proficient

GRADES
9-12

OBJECTIVE: Students edit a worksheet on fragments and run-on sentences.

COT

ACTIVITIES: Students discuss differences between complete sentences, fragments, and run-ons, work with a partner to complete a worksheet, and present revised sentences to class for discussion.



PREPARATION: An overhead and copies of “The Smile of the Skull” worksheet.

STRATEGY LINK: WRITING English sentences—other than commands—require a subject and a verb. However, not all languages require a subject or a verb for a complete sentence (e.g., Arabic, Chinese, Creole, Italian, Japanese, Russian, Spanish, and Thai).

As your ELLs learn about writing complete sentences in English, it may be useful for ELLs to begin to explore the concepts related to independent clauses, subordination, and punctuation, including terms such as “fragment,” “run-on,” “subject,” and “verb.”

You can help your students recognize and identify grammar terms, fragments and run-ons by using a diversity of approaches:

- For subjects and verbs, ask: *Who (or what) did it? What did she (or he or it) do?* as you write sentences on the board.
- Distribute a list of pronouns and nouns and a separate list of verbs and ask students to explicitly identify the differences between the two lists. Ask them if they can think of the correct category for each list: Subject/Verb, and if they can add more words to each list. Move from lists with familiar, concrete words to lists with new or abstract words.
- Create games that focus on complete sentences containing a subject and a verb—e.g., bucket basketball, using old tennis balls, each with a subject or a verb written on it. Student teams take turns throwing the ball into the appropriate “subject” or “verb” bucket. Award points and ask student pairs to choose one ball from the “subject” bucket and one ball from the “verb” bucket to create a complete, comprehensible sentence.
- Distribute word strips that can be rearranged to make a complete, simple sentence with correct word order. Ask students to point out the parts of speech of the sentence.
- Distribute copies of simplified (and later, authentic) classroom texts, asking students to highlight the fragments in red pen and the run-ons in blue pen.

Prework

Activate Prior Knowledge

1. Start the lesson by writing 3 different sentences on the board: one fragment, one run-on, and one complete sentence.
2. In pairs, have students decide which sentence is complete. After the decision is made, have individual students explain what is wrong or right with each sentence. Review the definition of a complete sentence with students. Ask: *What do all complete sentences have?* Highlight the key ideas:

- *A sentence expresses a complete idea.*
- *A complete sentence in English has a subject and a verb.*
- *Every sentence begins with a capital letter and ends with a punctuation mark.*

Ask students to suggest examples of sentences. Question students about the sentences that are not complete to elicit the words “fragment” and “run-on.”

3. Create a two-column chart on the board. Ask students to explain the difference between a fragment and a run-on. Say: *A fragment is an incomplete sentence. A run-on is two sentences that are run together without the correct punctuation or linking words.* Have students provide examples of fragments and run-ons or use the models below. (Write them on the board.)

Fragments	Run-ons
My sister and I.	The tree fell over our car was crushed.
Ran for six miles.	I started a fire it went out right away.

4. Work through and correct each example one at a time. For each sentence fragment, ask: *Why is this a fragment? What information is missing?* (The first fragment does not tell what happens; the second fragment does not tell who ran.) *What information could you add to make each fragment a complete sentence?* (My sister and I play on the same baseball team. My grandfather ran for six miles.) For each run-on, ask: *Why is this a run-on? What are the two sentences that are run together?* (The tree fell over. Our car was crushed./I started a fire. It went out right away.) Ask for volunteers to separate the two sentences and rewrite them as complete sentences.

Present

Classifying Sentences

1. Set a purpose for this lesson by explaining that students will check sentences to make sure they are correct and complete. Say: *You will look for complete sentences, fragments, and run-ons. Run-ons are incorrect and need to be fixed. Many sentence fragments are incorrect, too. However, some fragments are acceptable. We often speak in sentence fragments so the characters in a story might use fragments when they talk.* Take the time to give examples of acceptable fragments. These examples can be written on the board by adding a third column to the previous chart. *Can anyone give me an example of a fragment used in direct dialogue?* Offer these examples to get students started:

- “Ouch!”
- “Later!”
- “And you said?”

Continue questioning and giving examples until the students can recognize acceptable fragments.

2. Distribute the “The Smile of the Skull” worksheet. Have a volunteer read the directions aloud. Call on students to read the first paragraph. As a class, discuss the best way to correct fragments and run-ons present in the paragraph. Remind students that a fragment needs additional information in order to be a complete sentence. Say: *Sometimes you will find the information in nearby sentences.*
3. Remind students that a run-on combines ideas from two complete sentences. Use a run-on from the paragraph. Say: *One way to correct this run-on is to divide it into two separate sentences. Another way is to add a linking word and punctuation to make one complete sentence. A linking word is a word that can combine two sentences (and, but).* As you vocalize, write the corrected sentence on the board, or invite volunteers to do it. Write the run-on more than once, to demonstrate each method of correction on the same sentence.
4. Continue reviewing the first few sentences with students to be sure that they understand the directions. They should recognize that the first sentence is complete and label it with a “C.” The next sentence, “Nothing but boring trees,” is a fragment. Ask: *Does the writer need to fix this fragment?* (No, because it is a character’s words, or dialogue, and shows what this character actually said.) Students should label the second sentence with an “F” for fragment and an “A” to show that it is acceptable. Separate students into pairs to read, classify and revise the remaining sentences in the story. When student pairs have completed their work, have them discuss their answers with other pairs for 2 minutes. Review the correct answer choices for each question.

Wrap Up**Share Sentences**

Finish the lesson by encouraging listeners to share their own revisions for the fragments and run-ons. Emphasize that there are many ways to revise and invite students to share all the different solutions they found for each revision. *Did anyone answer it differently?* Have students with different answers read them out loud to the class. If the sentence is incorrect, say: *This sentence is not quite correct. Can anyone demonstrate what needs to be changed?* (S4.2: Compare and explain preferences)

Note: For the next lesson, students will need to present at least one fragment, one run-on, and one complete sentence at the beginning of class. You may want to assign this for homework in order to save time for an activity in the next lesson.

ASSESSMENT: Use the students corrected sentences to gauge their understanding of how to identify and correct fragment and run-on sentences.

RELATED LINKS

Standards: S4, W3

Multilevel Links:

- Beginning students can revise and correct simple fragment sentences.
- Intermediate students can practice writing fragment and run-on sentences for other students to correct.
- Above Proficient students can rewrite a paragraph from a story, book, or article. In the new version, students should add sentence errors, creating run-ons and unacceptable fragments. Students can then exchange paragraphs and correct the mistakes. Compare the newly corrected version with the original to emphasize that different writers will find different ways to write correctly.

Literature Links:

Students may enjoy reading examples of adventure stories. Encourage students who read one of the following works to share their response with the group:

- “To Build a Fire” by Jack London
- *Hatchet* by Gary Paulsen
- *The Greatest Adventure Stories Ever Told: 19 Gripping Tales* edited by Lamar Underwood, © 2002 The Lyons Press

Student:

Date:

Directions: Read through the story and classify each sentence by labeling it with a C, F, or R. (C = complete; F = fragment; R = run-on)

The Smile of the Skull

"Trees, trees, trees," I whispered to my friend Kyle as we followed our guide and the rest of the tour group through the forest. _____ "Nothing but trees." _____

Kyle gave me an annoyed look. _____ "Well maybe if you walked faster we could hear what the guide is saying." _____

I just shrugged my shoulders Kyle went ahead to hear the guide. _____ I was bored, so I kicked a stone and saw something buried underneath. _____ At first I thought it was just a white rock, but when I looked closer, I saw that it was the skull of a small animal. _____ A chipmunk or a squirrel. _____ I grabbed a stick and carefully dug it out. _____ The skull was almost perfectly preserved, with two empty holes where the eyes used to be and two sharp, long front teeth forming part of a stiff smile. _____ I looked up to show Kyle. _____ My interesting discovery. _____

He was gone they were all gone. _____ All I could see was trees and more trees. _____ No trace of anyone anywhere. _____ I ran to catch up, but the path was muddy and confusing I only got myself more and more lost. _____ When I stopped to catch my breath, I saw the skull in my hand now it seemed to be laughing at me. _____

Student:

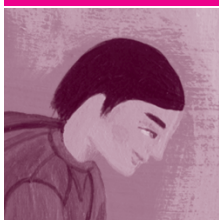
Date:

I shouted for help, but got no response. _____ The sun was already near the horizon and I knew that it would soon be dark. _____ By now the rest of the group. _____ Must have figured out that I was missing. _____ I was sure they would be looking for me, but how could I make myself easier to find? _____

Then I looked up and knew what I had to do. _____ I found a tree that looked easy to climb, with plenty of solid branches I could use for support. _____ Soon I was twenty feet above the ground. _____ The sky was nearly dark from this new position I could see far into the distance. _____ At first I could only see trees then I spotted something that looked like a bunch of fireflies. _____ All of a sudden I realized it was actually people searching with flashlights they were looking for me. _____

"Here!" I shouted. _____ "Up in this tree!" _____

Two or three of the flashlights pointed up at me. _____ The light caught the teeth of the skull peeking out of my shirt pocket. _____ The skull was still smiling, this time I was smiling, too. _____



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9-12

OBJECTIVE: Students successfully differentiate sentences and compare and explain preferences.

COT

ACTIVITIES: Students continue to identify complete sentences, fragments, and run-ons in a short activity and “Taking Readers for a Ride” worksheet.



PREPARATION: Have an overhead and a class set of “Taking Readers for a Ride” worksheet. For the activity, have about 5–8 pieces of poster paper and colored markers. (The amount of poster paper depends upon the number of groups.)

Activate Prior Knowledge: Set Purpose

Review

1. Review the previous class with students. *What did we discuss in the previous class? How do you know if a sentence is complete or not? What are the main components a complete sentence must have?* (Complete sentences begin with a capital letter and end with a punctuation mark, express complete ideas, and have both a subject and a verb.)
2. Recreate the four-column chart below on the board. Ask students to explain the difference between a fragment and a run-on. (A fragment is an incomplete sentence. A run-on is two sentences that are run together without the correct punctuation or linking words.) Have students provide examples of fragments and run-ons or write the models below on the board.

	Acceptable	Unacceptable	Corrected
Fragment	“Nothing but trees.” “Up in this tree!”	1. Because I did not finish my homework. 2. Sadly down the hallway. 3. Listening to the radio.	
Run-on	none	1. While I could have earned an A in math, I did not complete my homework I expect to earn a C. 2. It has been raining for days the ground is too wet to plant the flowers.	

3. For each fragment, ask: *Why is this a fragment? What information is missing? What information could you add to make it a complete sentence?* (I did not get an A in math because I did not finish my homework.) (W3.1: Differentiate complete sentences from fragments)
4. For each run-on, ask: *Why is this a run-on? What are the two sentences that run together? Is there only one way to rewrite a run-on?* Elicit from students explanations for how to correct the run-ons. (Divide it into two separate sentences or add a linking word and punctuation.) Write student corrections on the board or have a student come up to the board and write the correction. After the run-ons are corrected using one method, have students correct the same sentence using the second method. (W3.4: Differentiate complete sentences from run-ons)

Use these examples if students need more practice:

- Maybe they were students people often walk around town.
- The girls were eating ice cream it was a hot day.
- Team with the highest score.
- Walking sadly.

Practice

Identifying Sentences, Fragments, and Run-ons

1. Divide the class into small groups and assign each group a letter. Hand out the poster paper to the groups. Be sure that each group labels their poster paper at the top with their group letter and that each sentence is numbered. Say: *We are going to have a small group activity. I will give each group a piece of poster paper. Each person in the group needs to write at least one complete sentence, fragment, or run-on onto the poster paper. Write neatly and clearly because other students will be reading your sentences.*
2. When students have finished writing their sentences, say: *Now, as a group, you will rotate to another group of desks. Each group will work together to classify the sentences on the new poster paper. Label your papers with the group letter. Then, classify each sentence by writing "complete," "fragment," or "run-on" onto an answer sheet.*
3. After the groups have classified and corrected the sentences, bring the class back together. Tape the poster papers up in the front of the class and discuss the answers as a class.

Extend

Applying the Skill

1. Say: *Let's take our review of sentences to the next step. I am going to give you an essay on the history of adventure stories. You are going to work in your small groups to correct any run-ons or unacceptable fragments.*
2. Distribute copies of the "Taking Readers for a Ride" worksheet and read the directions aloud. Have students read the sentences and decide if each is a complete sentence, a fragment, or a run-on. Once the groups have correctly identified and classified the sentences, each student should rewrite the sentences on another sheet of paper to turn in. Remind them that some fragments are acceptable and do not need to be corrected (e.g., fragments in "quotes" are generally acceptable).
3. You may wish to read the first paragraph as a class. Discuss the best ways to correct fragments or run-ons. Remind students that a fragment needs additional information in order to be a complete sentence. Say: *Sometimes you will find the information in nearby sentences.* Invite volunteers to incorporate the fragment "for hundreds of years" into the sentence that follows.
4. Have students begin working in their groups. After they are done, ask a volunteer to read their answers aloud sentence-by-sentence to the class. Encourage listeners to share and discuss other ways to revise each fragment and run-on. Emphasize that there are many ways to revise the fragments and run-ons. (S4.2: Compare and explain preferences)

Note: Depending on the ability of your students, you may wish to first focus only on the sentence fragment portions of the lesson.

ASSESSMENT: Use the "Taking Readers for a Ride" worksheet to assess students' ability to distinguish complete sentences from fragments and run-ons.

RELATED LINKS

Standards: S4, W3

Multilevel Links:

- Beginning students can work in groups to highlight nouns or verbs on the “Taking Readers for a Ride” worksheet.
- Intermediate students can work in pairs to classify sentences on the “Taking Readers for a Ride” worksheet.
- Above Proficient students can independently write corrected sentences for “Taking Readers for a Ride.”

Geography Link:

Encourage students to use an atlas, globe, or internet map resources to identify five unusual and interesting settings for an adventure story. Students can use an online encyclopedia to list two or three details about the places they select, such as climate, landscape, or cultural highlights.

Home Link:

Students can look for examples of acceptable fragments in books, stories, and articles at home. One family member might choose a story that includes dialogue and read aloud from the story. Listeners can ask the reader to pause when they hear a sentence fragment.

Student:

Date:

Directions: Read this draft of an essay. Look carefully at each sentence. Correct all run-ons and correct the fragments that are not acceptable. Use the proofreading marks shown in the box.

Taking Readers for a Ride

Reading can be an adventure. For hundreds of years. Writers have been telling exciting stories that take readers on incredible journeys. Some adventure stories are set in far away and exotic places others show characters facing tough problems in the natural world. Have one thing in common. They hope that when their readers stop reading, they will think "Wow. Amazing story!"

One of the earliest adventure novels, *Robinson Crusoe*. By Daniel Defoe. It was published in 1717. It tells the story of Robinson Crusoe he is stranded on an island. Some critics believe that this book helped create the style for adventure writing. Defoe uses realistic details to help his readers visualize Robinson Crusoe's island. The remarkable adventures he has there.

An author named Wilkie Collins helped to create another kind of adventure fiction. The detective novel. In books like *The Moonstone* (1868), Collins created a strange mystery that needed to be solved. Who stole the moonstone? He takes readers on a long and twisty journey to find the answer.

Some adventure writers tell stories that have a strange and mysterious background Edgar Allen Poe wrote many tales about supernatural or eerie adventures. He wrote about adventures that most readers would not want to take. Even in their dreams.

Adventure stories are just as popular today as they were when Daniel Defoe wrote *Robinson Crusoe* Michael Crichton writes best-selling books that combine science and adventure. *Jurassic Park* (1990) brings readers to a frightening world where it is possible to bring dinosaurs back to life. Stephen King writes about adventures that are so horrifying they might have even scared Edgar Allen Poe.








3.186 Adventures in Writing (Lesson B)

Student:

Date:

The modern thriller is another form of adventure writing the hero of a thriller is usually a normal or ordinary person who faces a powerful enemy, or villain. The hero is pulled into the adventure. Often unwillingly. Robert Ludlum, Tom Clancy, and John Le Carre. All write thrillers set in the world of spies and international mystery. Readers love to turn the pages to find out whether or not the hero will save the day.

Proofreading Marks

Add letters or words. 	Capitalize a letter. 
Add a period. 	Make a capital letter lowercase. 
Add a comma. 	Start a new paragraph. 
Delete letters or words. 	Switch the order of letters or words. 