

■ **POWER BASICS**®

Introduction to Composition

Robert Taggart

Table of Contents

To the Student v

Unit 1: Sentences

Lesson 1: What Is a Sentence? 3

Lesson 2: Types of Sentences 10

Lesson 3: Problems with Sentence Structure 15

Unit 2: Paragraphs

Lesson 4: The Parts of a Paragraph 31

Lesson 5: Topic Sentences 33

Lesson 6: Supporting Sentences 42

Lesson 7: The Concluding Sentence 51

Lesson 8: Types of Paragraphs 58

Lesson 9: Editing Paragraphs 64

Unit 3: Essays

Lesson 10: The Parts of an Essay 73

Lesson 11: The Introductory Paragraph 78

Lesson 12: Supporting Paragraphs: Relevance 90

Lesson 13: Supporting Paragraphs: Organization
and Coherence 95

Lesson 14: The Concluding Paragraph 110

Unit 4: The Writing Process

Lesson 15: Generating Ideas 127

Lesson 16: Outlines 132

Lesson 17: Writing the First Draft 140

Unit 5: Editing Essays

Lesson 18: How to Edit 153

Lesson 19: Proofreaders' Marks 155

Glossary 167

Index 173

UNIT 1

Sentences



LESSON 1: What Is a Sentence?

GOAL: To learn to recognize and write complete sentences

WORDS TO KNOW

complete predicate	predicate	simple subject
complete subject	sentence	subject
fragment	simple predicate	

Sentences

A **sentence** is a group of words that forms a complete thought. Every sentence has two parts. These parts are the subject and the predicate.

The **subject** is the part of the sentence that tells who or what does or is something. The subject always contains a noun or a pronoun. Read this sentence:

Jessie ran.

Who ran? The answer is *Jessie*. *Jessie* is the subject of the sentence.

The **predicate** is the part of the sentence that tells what the subject does or is. The predicate always contains a verb.

Look at the example again:

Jessie ran.

What did Jessie do? The answer is *ran*. The verb *ran* is the predicate of the sentence.

If a group of words does not have both a subject and a predicate, it does not make a sentence.

A sentence may have more than one subject and/or more than one predicate.

Look at these examples:

Margo and Jason left. *two subjects:* Margo, Jason

Beth skipped and jumped. *two verbs:* skipped, jumped

Tomas and Brad ran and swam. *two subjects:* Tomas,
Brad; *two predicates:*
ran, swam

It is important to know what is and is not a sentence. When you write, you must use complete sentences. Learning to recognize complete sentences in what you read will help you write complete sentences.

■ PRACTICE 1: What Is a Sentence?

Underline the subject or subjects in each sentence once.
Underline the predicate or predicates twice.

1. Hugh reads.
2. He writes.
3. Elena and Helen dance.
4. Mr. Lavoie teaches.
5. Ms. Rush jogs.
6. Sara and Rachel ran and hid.

Fragments

A sentence must tell a complete thought, and it must have a subject and a predicate. Otherwise, the group of words is not a sentence. An incomplete sentence is called a sentence **fragment**.

Look at these examples:

The boiling water.

Were singing and laughing.

These groups of words do not tell a complete thought. These are fragments. They are missing something. In the first sentence, there is no verb. In the second sentence, there is no subject.

It is important that you be able to recognize fragments. You will be able to check your writing for them and fix them.

■ PRACTICE 2: Fragments

Some groups of words below are complete sentences, and some are fragments. For each complete sentence, write *sentence* on the line. For each fragment, write a complete sentence using the fragment. Here is an example:

Eats cereal. *Sharon eats cereal.* or *He eats cereal.* or
Mr. Kemp's giant white dog eats cereal.

1. The fast car. _____

2. The dog sleeps all day. _____

3. The little boy cried. _____

4. Laughed through the whole movie. _____

5. That little red house on the corner. _____

■ THINK ABOUT IT



Fragments occur more often when people speak than when they write. Why do you think this is? Write your ideas on another sheet of paper.

Complete Subjects and Simple Subjects; Complete Predicates and Simple Predicates

You know that a sentence must express a complete thought and have two parts: a subject and a predicate.

You know that the subject of a sentence tells who or what does something. Look at this sentence:

The girl with long hair ran.

What is the subject of the sentence? The simple subject is *girl*. The complete subject is *the girl with long hair*.

- The **simple subject** is the main word in the complete subject.
- The **complete subject** contains the simple subject and any words that describe the simple subject.

You know that a predicate tells what the subject does or is. Look at this sentence:

The girl with long hair ran in the relay race.

 **POWER BASICS**[®]

Introduction to Composition

Teacher's Guide

Table of Contents

To the Teacher vi
Introduction to Compositionviii
Classroom Management ix
Use Chart x

Unit 1: Sentences

Unit Overview 1
 Suggested Activities 2

Unit 2: Paragraphs

Unit Overview 4
 Suggested Activities 6

Unit 3: Essays

Unit Overview 7
 Suggested Activities 8

Unit 4: The Writing Process

Unit Overview 10
 Suggested Activities 11

Unit 5: Editing Essays

Unit Overview 12
 Suggested Activities 12

Answer Key 14
Assessment Rubric for Essays 22
Graphic Organizers 23
Tables and Charts 28
Student Book Glossary 33

Unit 1: Sentences

Unit 1 analyzes sentence structure. Students learn to identify subjects, predicates, clauses, and types of sentences. This helps students thoughtfully build their own sentences. Students learn to recognize faulty sentence structure, such as fragments, run-on sentences, lack of parallel structure, and misplacement of modifiers, and apply sentence-building skills to correct such problems.

Lesson 1: What Is a Sentence?

Goal: To learn to recognize and write complete sentences

WORDS TO KNOW

complete predicate	the part of the sentence that contains the simple predicate and all the words that describe it
complete subject	the part of the sentence that contains the simple subject and all the words that describe it
fragment	an incomplete sentence
predicate	the part of a sentence that tells what the subject does or is
sentence	a group of words that forms a complete thought and has a subject and a predicate
simple predicate	the verb of the subject of the sentence
simple subject	the main word in the complete subject
subject	the part of a sentence that tells who or what does or is something

Lesson 2: Types of Sentences

Goal: To learn to recognize and write different types of sentences

WORDS TO KNOW

clause	a group of words that has a subject and an accompanying verb and that is used as part of a sentence
complex sentence	a sentence that is made up of one independent clause and at least one dependent clause
compound sentence	a sentence that is made up of two or more independent clauses joined by a semicolon or by a comma followed by a conjunction

- dependent clause** a clause that does not express a complete thought and therefore cannot stand alone as a sentence
- independent clause** a clause that expresses a complete thought and that can stand alone as a sentence
- simple sentence** a sentence that tells one complete thought and has one complete subject and one complete predicate

Lesson 3: Problems with Sentence Structure

Goal: To recognize and correct problems with sentence structure

WORDS TO KNOW

- comma splice** two or more sentences written together with only a comma joining them
- modifier** a word or phrase that describes something else
- parallel structure** the state in which related words in a sentence appear in the same grammatical form
- run-on sentence** two or more sentences written together without any punctuation or joining words

Notes on Application Activity in Student Text

Activity	Skills Applied	Product
Sentences in the News	gathering information, analyzing information, critical thinking, reasoning	sentences, explanations

Additional Activity Suggestions

- Write some sentence fragments on the board. They may come from actual papers that students have turned in (in this case, the examples should remain anonymous). Ask students to rewrite the sentences so that they are complete sentences.
- Choose a variety of sentences from a novel or a textbook that students are using in class. Write the sentences on the board. Have students identify the complete subject, simple subject, complete predicate, and simple predicate.

- Challenge students to rearrange the order of subject and verb in some sample sentences taken from a novel. Talk about which sentence students prefer, and why.
- Have students identify dependent and independent clauses in sentences you write on the board.



Teaching Tip

- Remind students that the simple predicate is the verb of a sentence. You may choose to substitute the word *verb* for *simple predicate* when you are talking about sentences.
- You may want to review the math term *parallel*, which refers to two straight lines that never intersect, such as train rails. The symbol for parallel is two short, vertical, parallel lines. Having an image of the term parallel may help students remember that with parallel construction, the parts of a sentence run on smooth rails going the same way.

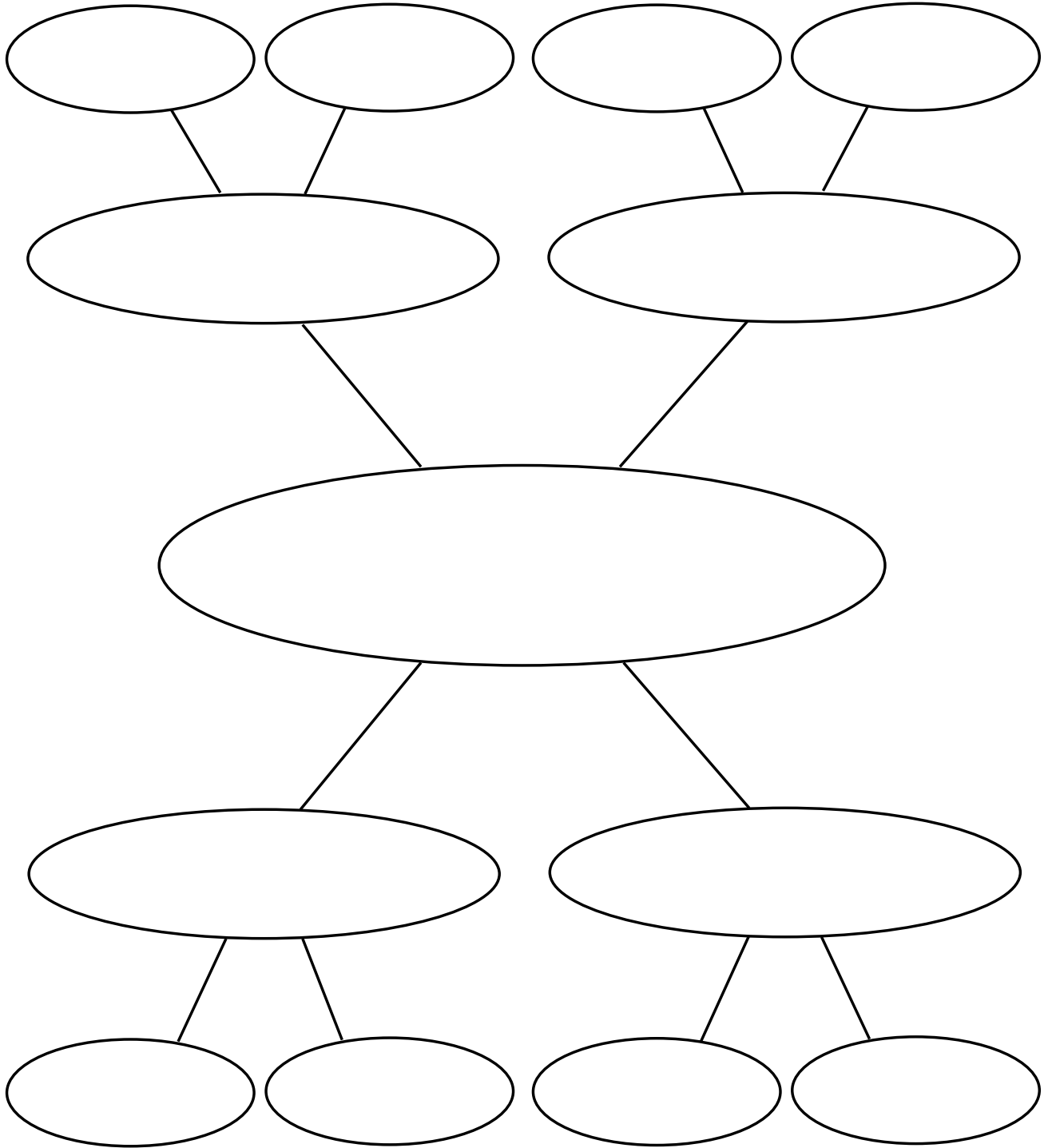


Differentiation

- Visual, spatial, and logical learners may benefit from a lesson in diagramming sentences.
- Students may want to create their own kind of visual representation of sentences, such as a web or another type of diagram.
- On large sheets of paper, write subjects and predicates, one sentence part to a sheet. Hand out the sheets to students. Have classmates tell students where to stand to make logical sentences.
- Have students draw a picture or a diagram to represent parallel structure, a sentence fragment, or a run-on sentence.

Idea Web

Write your topic in the center circle. Then write details in the smaller circles. Add and delete lines and circles as needed.



 **POWER BASICS**  **PLUS**

Introduction to Composition

Table of Contents

To the Student *vii*

Unit 1: Sentences

Activity 1
Sentence Vocabulary 1

Activity 2
Subject + Predicate = Sentence 2

Activity 3
Sentence Fragments 3

Activity 4
Dividing Lines 4

Activity 5
Word Addition 5

Activity 6
Group Sentences 6

Activity 7
Acting It Out 7

Activity 8
Order of Subject and Predicate 8

Activity 9
Diagramming Sentences 9

Activity 10
Clauses 10

Activity 11
Clause or Not? 11

Activity 12
Independent and Dependent Clauses 12

Activity 13
Compound Sentences 13

Activity 14
Complex Sentences 14

Activity 15
Adding Complexity 15

Activity 16
Running On 16

Activity 17
Quick Fixes 17

Activity 18
Another Option 18

Activity 19
Correcting by Joining 19

Activity 20
Make It Complex 20

Activity 21
Simplify 21

Activity 22
Expert Solutions 22

Activity 23
Comma Splices 23

Activity 24
Parallel Structure 24

Activity 25
Placement of Modifiers 25

Unit 2: Paragraphs

Activity 26
Parts of a Paragraph 26

Activity 27
Cooking Up a Paragraph 27

Activity 28
Magazine Mix-up 28

Activity 29
Focus on Topic Sentences 29

Activity 30
Paragraph Purpose 30

Activity 31
Topic Sentences at the Movies 31

Activity 32
Clarity 32

Activity 33
Supporting Sentences 33

Activity 34
Brainstorming Is Fun 34

Activity 35
Organizing Supporting Sentences 35

Table of Contents

Activity 36
Writing Interesting Supporting Sentences . . . 36

Activity 37
Sticking to the Topic 37

Activity 38
Ending with a Question 38

Activity 39
Ending with an Opinion 39

Activity 40
Summarizing in a Concluding Sentence 40

Activity 41
Restate, but Don't Repeat! 41

Activity 42
Your Opinion About Concluding Sentences . . 42

Activity 43
Concluding Ads 43

Activity 44
Bringing the Pieces Together 44

Activity 45
Types of Paragraphs 45

Activity 46
Cause-and-Effect Paragraphs 46

Activity 47
List Paragraphs 47

Activity 48
Narrative Paragraphs 48

Activity 49
Opinion Paragraphs 49

Activity 50
Group Editing I 50

Activity 51
Group Editing II 51

Activity 52
Editing Paragraphs 52

Activity 53
Five Questions 53

Activity 54
More Editing 54

Unit 3: Essays

Activity 55
Parts of an Essay 55

Activity 56
Introductory Paragraphs 56

Activity 57
Grand Openings 57

Activity 58
Great Expectations 58

Activity 59
Granny's Stories 59

Activity 60
Getting Attention 60

Activity 61
Keep It Short 61

Activity 62
Relevance 62

Activity 63
Logical Organization 63

Activity 64
How-To Know-How 64

Activity 65
Spatial Order 65

Activity 66
Guess Who? 66

Activity 67
Cause and Effect 67

Activity 68
Comparison and Contrast 68

Activity 69
Order of Importance 69

Activity 70
Convince Me 70

Table of Contents

Activity 71
Concluding Paragraphs 71

Activity 72
Questions? 72

Activity 73
Why Do You Think So? 73

Unit 4: The Writing Process

Activity 74
Brainstorming Ideas 74

Activity 75
Narrowing the Topic 75

Activity 76
Web Work 76

Activity 77
You Try It! 77

Activity 78
Weaving a Web 78

Activity 79
Outline Basics 79

Activity 80
Outline Fill-In 80

Activity 81
Outline Exercise 81

Activity 82
Topic Outline 82

Activity 83
Sentence Outline 83

Activity 84
Outline Survey 84

Activity 85
Creating a Topic Sentence from an Outline .. 85

Activity 86
First Draft 86

Activity 87
Strong Support 87

Activity 88
Drawing to a Close 88

Activity 89
Writing the Concluding Paragraph 89

Activity 90
All Together Now 90

Unit 5: Editing Essays

Activity 91
Editing 91

Activity 92
Mechanical Errors 92

Activity 93
Mechanical Fix-It 93

Activity 94
Grammar Problems 94

Activity 95
Grammar Cure 95

Activity 96
Structural Weaknesses 96

Activity 97
Strengthen the Structure 97

Activity 98
Mark It Up 98

Activity 99
Finishing Up 99

Activity 100
Polish It Off 100

**UNIT 1 • ACTIVITY 1****Sentence Vocabulary**

Match each word on the left with its meaning on the right. Write the letter of the definition on the line.

- | | |
|-----------------------------|--|
| 1. sentence _____ | a. a group of words that forms a complete thought |
| 2. simple subject _____ | b. an incomplete sentence |
| 3. complete predicate _____ | c. the main word in the subject |
| 4. fragment _____ | d. part of the sentence that tells what the subject does or is |
| 5. complete subject _____ | e. the part of the sentence that tells who or what |
| 6. simple predicate _____ | f. the verb or verbs of the sentence |

7. Underline the words from the list below that could be the simple subject of a sentence.

he	they	football	television
popcorn	skipped	Julio	sing
Anna	sew	we	spaghetti
oil	you	scamper	with

8. Write the correct words on the lines to finish the following statement. The simple subject of a sentence is usually a(n) _____ or a(n) _____.

9. What part of speech must the simple predicate always be? _____

10. Underline the words from the list below that could be the simple predicate of a sentence.

will eat	are	skipped	eagle
car	ran	is singing	purple
wrote	window	listened	understood
if	have read	suggest	blurred



NAME: _____



UNIT 1 • ACTIVITY 2

Subject + Predicate = Sentence

Write twelve sentences using the underlined simple subjects and simple predicates from Activity 1. Use one simple subject and one simple predicate to write a complete sentence. You may need to add more words to complete the sentence.

Example: Julio—simple subject; will eat—simple predicate

Julio will eat at the party.

Write twelve sentences using the underlined simple subjects and simple predicates from Activity 1.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____





Introduction to Composition

Test Pack

Table of Contents

To the Teacher	v
Testing Students Who Do Not Test Well	vi
Test-Taking Strategies for <i>Power Basics</i>	vii
Pretest	1
Unit 1 Test: Sentences	6
Unit 2 Test: Paragraphs	10
Unit 3 Test: Essays	14
Unit 4 Test: The Writing Process	17
Unit 5 Test: Editing	20
Posttest	22
Answer Key	27
Student Record-Keeping Form	30
Proofreaders' Marks	31
Strategies for Standardized Testing	33



INTRODUCTION TO COMPOSITION • PRETEST

Read each group of words. If the words form a complete sentence, circle *a*. If they do not, circle *b*.

1. The gurgling brook rushed over the rocks.
a. complete sentence
b. fragment
-

2. Tammy seems to read at the speed of light.
a. complete sentence
b. fragment
-

3. Rushing up and down the halls and around the furniture.
a. complete sentence
b. fragment
-

Underline the simple subject in each sentence.

4. Maxine and Vivian wrote to their grandmother.
-

5. The Johnson twins both like to play softball.
-

6. Through the dark woods trudged the two hikers.
-

Underline the simple predicate in each sentence.

7. The squirrel dashed up the oak tree.
-

8. The children slid down the snowy hill on trash can lids.
-

9. After the game, the boys bought lunch.
-

UNIT 3 TEST: ESSAYS

Read the following introductory paragraph for an essay. Then circle the letter of the answer to each question.

Do you know how good for you regular exercise is? There are many benefits! Exercise can help your heart, boost your mood, and give you an activity to share with others. All these plusses make physical activity worthwhile.

1. How does the author capture your attention?
 - a. by asking a question
 - b. by making a shocking statement
 - c. by using a specific example

2. Which is the topic sentence of the essay?
 - a. There are many benefits!
 - b. It can help your heart, boost your mood, and give you an activity to share with others.
 - c. All these plusses make exercise worthwhile.

3. Which of the following is likely to be a supporting point in the essay?
 - a. ways exercise increases heart health
 - b. expenses of different sports
 - c. the benefits of joining a gym

4. Which of the following is the best concluding paragraph for this essay?
 - a. Exercise does take commitment—in time and sometimes in money. The benefits, however, are well worth the investment. Exercise every day—for your health, for your sense of well-being, and for the fun of it!
 - b. The heart is a muscle, and like all muscles, it needs to be exercised. The regular stress of exercise strengthens the heart. A strong heart is worth the effort of exercise.
 - c. Playing on a team gives you a community as well as a fun activity. You will make friends who share your interests. Team sports are a great pastime.

INTRODUCTION TO COMPOSITION • POSTTEST

Read each group of words. If the words form a complete sentence, circle *a*. If they do not, circle *b*.

1. The ground shook.
a. complete sentence
b. fragment
-

2. April showers bring May flowers.
a. complete sentence
b. fragment
-

3. After walking across town and riding the bus to the mall.
a. complete sentence
b. fragment
-

4. The cat, orange and white, with long, drooping whiskers.
a. complete sentence
b. fragment
-

Underline the simple subject in each sentence.

5. Bree, Lauren, and Rachel saw the new movie last weekend.
-

6. Donna had the flu all week!
-

7. Mrs. McCann's class read *Huckleberry Finn* this year.
-

Underline the simple predicate in each sentence.

8. Bree, Lauren, and Rachel saw the new movie last weekend.
-

9. Donna had the flu all week!
-