

 **POWER BASICS**®

# Introduction to Composition

**Teacher's Guide**

# Table of Contents

<i>To the Teacher</i> .....	vi
<i>Introduction to Composition</i> .....	viii
<i>Classroom Management</i> .....	ix
<i>Use Chart</i> .....	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
<i>Answer Key</i> .....	14
<i>Assessment Rubric for Essays</i> .....	22
<i>Graphic Organizers</i> .....	23
<i>Tables and Charts</i> .....	28
<i>Student Book Glossary</i> .....	33

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# Unit 1: Sentences

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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

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

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<b>clause</b>	a group of words that has a subject and an accompanying verb and that is used as part of a sentence
<b>complex sentence</b>	a sentence that is made up of one independent clause and at least one dependent clause
<b>compound sentence</b>	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

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- 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.

