Grammar Packet: April

Some of this material has already been covered in class; some of it will be covered later on. You should be able to do the packet independently, and it will help you prepare for class.

Submit your Holiday Grammar and Style Packet to the Packet Box no later than Friday, May 1.

Even if you are able to finish your packet during school hours, always take it home and ask a relative or homework helper to review it with you before you turn it in.

If you ever have any trouble, remember you can always come to my classroom at lunch on the first and last days of the week for individual help. 😊

I have no extras. If you lose your packet, you will have to print another from my teacher website (www.lusd.org/Page/3380).

WORK IN PENCIL. You will probably need to erase at some point.

This Month’s Learning Objectives:

- Format quotations and dialogue correctly.
- Correct fragments.
- Correct both types of run-ons: fused and comma splices.
- Correctly compose and punctuate complex-compound sentences.
- Write using a variety of sentence types.
Quotations

We use quotations when citing someone’s direct words in essays and when writing dialogue in narratives. Each piece of dialogue gets its own indent/paragraph.

In addition, you must punctuate quotations correctly.

<table>
<thead>
<tr>
<th>Incorrect ☹</th>
<th>Correct 😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to District 12 he said.</td>
<td>“Welcome to District 12,” he said.</td>
</tr>
</tbody>
</table>

1. Notice that you must put the words you are quoting in quotation marks (" ").

2. Much like *interjections* or *direct address*, you must use commas (,) as well as quotations to separate the quote from the rest of the sentence.

<table>
<thead>
<tr>
<th>Incorrect ☹</th>
<th>Correct 😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>She said “It's not that, really.”</td>
<td>She said, “It’s not that, really.”</td>
</tr>
<tr>
<td>“It’s not that” she said “really.”</td>
<td>“It’s not that,” she said, “really.”</td>
</tr>
<tr>
<td>“It’s not that, really” she said.</td>
<td>“It’s not that, really,” she said.</td>
</tr>
</tbody>
</table>

Notice that the commas always go immediately after the preceding word. If the word is the last word in a quotation, then the comma goes before the comma, too.
3. The above rule about comma does not apply when a quotation ends in a question mark (?) or exclamation point (!).

However, you can have a question mark or an exclamation point inside of a quotation WITHOUT ending the sentence. If you have a speech tag (he said, she said, etc.), then DO NOT capitalize it following a quoted question or exclamation.

<table>
<thead>
<tr>
<th>Incorrect ☹</th>
<th>Correct ☺</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What can that device do?” He asked.</td>
<td>“What can that device do?” he asked.</td>
</tr>
<tr>
<td>“Everything!” She replied.</td>
<td>“Everything!” she replied.</td>
</tr>
</tbody>
</table>

4. What if your quotation already has a quotation inside of it? Good question! Then you use single quotations (‘ ’) instead of double quotations (“ ”).

<table>
<thead>
<tr>
<th>Incorrect ☹</th>
<th>Correct ☺</th>
</tr>
</thead>
<tbody>
<tr>
<td>The performer sang, “The sign says “Closed” but the lights are on...”</td>
<td>The performer sang, “The sign says ‘Closed’ but the lights are on...”</td>
</tr>
</tbody>
</table>

Proofread the following essay. Write directly on the draft. Here is a partial checklist:

- Tell the writer to INDENT. Draw the pilcrow symbol ¶ to the left of any line that you believe should be indented.
- Capitalize the beginning of each sentence, proper nouns/adjectives, and the pronoun “I”.
- Fix all misspelled words, including contractions.
- Check that all interjections, commas of direct address, and quotations have a comma.
imaginary Dialogue between My highlighter and Binder

“Hey little buddy” the binder said to his newest friend, the vivid yellow highlighter “how r yu doing today?

“Well, binder as usual i am compleately squished and squashed by u and the way you alwaysz hog all the space in here Cant you let a litl guy like me breathe in this cavern?”

The highlighter, Mathieu most recent acquisition was always in a foul mood. He had been a present over winter break to encourage Mathieu to keep up the good work in seventh Grade. Mathieu had used him extensively on his first day back at skool in january. however since then Senor Highlighter had languished, forgotten and unused, in tthe bottom of the backpack, along with a half chewed up eraser and a few paperclips staples, and disgusting rolledup pieces of paper. The highlighter could not make freinds with any of this debris because none of them ever spoke, just stared dully and sometimes twitched when the backpack was unzipped n a little bit of light shone down.

“Geez” the highlighter continued, muttering “kid could clean out his backpack once in a while.

The binder finally spoke up, saying “I say deer fellow my feelings are really quite hurt. I cant help beeing the size that i am you know.”
A fragment is an incorrect, incomplete sentence. 

**FRAGMENT**: *Is going to fall down soon if no one does something.*

*What* is going to fall down soon if no one does something? This fragment lacks a subject.

**FRAGMENT**: *The sofa that is on the roof of the house.*

The sofa is what? This fragment lacks a predicate. There are two different approaches to fixing it:

**CORRECT**: The sofa that is on the roof of the house bewilders everyone who sees it.
**CORRECT**: The sofa is on the roof of the house.

Sometimes the fragment is a dependent clause:

**FRAGMENT**: Before the city writes them a citation.

A run-on sentence is made up of two complete sentences or two independent clauses *that have been joined incorrectly.*

The first kind of run-on is called a fused sentence; it has no punctuation between its two sentences:

**FRAGMENT**: My name is Sue how do you do?

You can fix this in three ways: 1) add a comma and FANBOY, 2) add a semicolon, or 3) Turn it into two separate sentences.

**CORRECT**: My name is Sue, and how do you do?  
**CORRECT**: My name is Sue; how do you do?  
**CORRECT**: My name is Sue! How do you do?
The second kind of run-on is called a comma splice. A comma splice joins the two sentences using only a comma. However, a comma is not strong enough to join two independent clauses.

**FRAGMENT:** He kicked like a mule, he bit like a crocodile.

Notice that the above is still a fragment and still incorrect, even with that comma! You must fix a comma splice with the same three methods as above.

**CORRECT:** He kicked like a mule, and he bit like a crocodile.  
**CORRECT:** He kicked like a mule; he bit like a crocodile.  
**CORRECT:** He kicked like a mule. He bit like a crocodile.

**PRACTICE 1**

*Identify whether the given words are a sentence or a fragment. If it is a fragment, rewrite it as a correct sentence. If it is a sentence, simply write sentence.*

1. A flying squirrel that can gracefully glide through the air.

   ____________________________________________________________

2. Some Asian flying squirrels are three feet long.

   ____________________________________________________________

3. The squirrel glides downward, then straight, and finally upward.

   ____________________________________________________________

4. To eat berries, birds’ eggs, insects, and nuts.

   ____________________________________________________________

5. Notice how this squirrel stretches out its legs to help it glide.

   ____________________________________________________________
PRACTICE 2
Identify whether each word group is a sentence, run-on (fused), or run-on (comma splice).

EXAMPLE: Some people say a man is made out of mud, a poor man’s made out of muscle and blood. → run-on (comma splice)

1. His mind is weak, and his back is strong.

2. You load sixteen tons what do you get?

3. Don’t you call me, I can’t go.

4. I picked up my shovel, and I walked to the mine.

5. I loaded sixteen tons of number nine coal, the straw boss said, “Well, bless my soul!”

6. I was born one morning it was drizzling rain.
Compound-Complex Sentences

Remember that a simple sentence has one independent clause. A complex sentence has at least one independent clause and one dependent clause. A compound sentence has at least two independent clauses.

Ready for the last level of sentence complexity?

A compound-complex sentence contains two or more independent clauses and at least one subordinate clause.

Let’s study some examples of these types of sentences. Independent clauses are underlined twice. Dependent clauses are underlined once.

Whenever we go on vacation, our neighbors mow our yard, and they collect our mail.

Independent Clause #1: our neighbors mow our yard
Independent Clause #2: they collect our mail
Dependent Clause: whenever we go on vacation

The band began to play, and Claire was pulled onto the floor for a dance that was starting.

Independent Clause #1: The band began to play
Independent Clause #2: Claire was pulled onto the floor for a dance
Dependent Clause: that was starting

This type of sentence is correct and powerful. You want to practice writing them frequently. However, you have to be very careful to remember your punctuation rules, because these sentences can easily turn into run-ons if you aren’t careful.

1 This section is adapted from Holt Handbook First Course 137-138.
PRACTICE 3*
In each compound-complex sentence, underline each independent clause twice. Underline each dependent clause once.

Remember that every sentence will have 2 independent clauses and 1 or 2 dependent clauses. See page 8 for examples.

1. Islam, which originated in Arabia, is the religion of the Muslims, and it is based on a belief in one God.

2. The Muslim month of fasting, which is called Ramadan, had just ended, so the house of worship was available again.

3. Muslims worship in Arabic, but those who live in non-Arabic-speaking countries are usually bilingual.

4. As I learned more Arabic, I began to see the language word groups worked, and I finally understood the connection between *islam* and *salaam*.

PRACTICE 4*
Identify whether each sentence is compound, complex, or compound-complex.

1. If you’ve never tried Indian curry, try some of Usha’s.

2. Although the river appeared calm, crocodiles lay motionless beneath the surface.

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* This practice is adapted from Holt Handbook First Course 143.
* This practice is adapted from Holt Handbook First Course 137-138.
3. Several small herds of mustangs roam these hills; we’re going to find them.

4. Since daylight saving time started, the sky doesn’t get dark until late, and that just doesn’t seem right to me.

5. You can talk to me whenever you have a problem, or you can talk to your mom.

PRACTICE 5

Combine the 3 clauses into a correctly-formatted compound-complex sentence. (Capitalization, punctuation, and spelling count.)

EXAMPLE:

Independent Clause: people retreat to their homes
Independent Clause: nocturnal animals emerge to roam
Dependent Clause: when the sun goes down
→
When the sun goes down, people retreat to their homes, and nocturnal animals emerge to roam.

OR
People retreat to their homes, and nocturnal animals emerge to roam, when the sun goes down.

1. Independent Clause: I was exhausted
Independent Clause: but the third-graders were thrilled
Dependent Clause: after we returned from our field trip

Compound-Complex Sentence: ____________________________

4 This practice is adapted from Holt Handbook First Course 137-138.
2. Independent Clause: she was alarmed
Independent Clause: but the greeters cheerfully let her sneak in
Dependent Clause: because she was late to the performance

Compound-Complex Sentence: _______________________________
______________________________

Write It!

This Month’s Challenge:
Your teachers are looking for you to use the 4 types of sentences that you have studied so far: simple, complex, compound, and compound-complex.

You must use each type of sentence at least twice and also have good overall sentence variety. Using a mixture of sentence lengths and types makes your writing sound “smooth” or “fluent.”

Suggested Topic:

Think about a time when you or your family had to make a very difficult decision.

Follow chronological order: Start at the beginning of the story, and take your time describing who did what when. Explain clearly what would have happened if someone had made a different decision. (Example: If my uncle had not done that, then the family would have lost the house, and we don’t even know where my cousins would be living now.)
Proofread! **Indent** your paragraph. **Make sure your paragraph is at least 8 sentences.** **Make sure you use at least 2 simple sentences... and at least 2 compound sentences... and at least 2 complex sentences... and at least 2 compound-complex sentences.** **Capitalize each sentence and all proper nouns and adjectives.** **Look up the spelling of words you are unsure of.** Fix ANYTHING you have learned this year how to fix.
The page numbers cite pages on which you should have written something, so that you can check to make sure you did not skip an exercise.

You may have to flip back before the exercise in order to read the lesson or the full instructions for the exercise.

**Grading Rubric:**

“Sotp!” Proofreading Exercise (p. 4): ______/15

Practice #1 (p. 6) ______/5

Practice #2 (p. 7) ______/6

Practice #3 (p. 9) ______/4

Practice #4 (p. 9-10) ______/5

Practice #5 (p. 10-11) ______/6

Write It! Followed Directions (p. 12-13 ) ______/8

Did you use:
- 2 simple sentences?
- 2 compound sentences?
- 2 complex sentences?

Write It! Proofreading and Effort (p. 12-13 ) ______/15

**Total** ______/54