

**STANDARDS PLUS<sup>®</sup> – LANGUAGE ARTS**

**Topic:** English Grammar and Mechanics      **CAHSEE Ready DiplomaEnglish<sup>®</sup>**  
**Focus:** Awkward Construction                      **Lesson: #21**

**California Language Arts Content Standard and High School Exit Exam Standard:** Written and Oral English language Conventions, *Grammar and Mechanics of Writing* 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (Grades 9 and 10)

**Introduction:**

This next ten-day unit addresses sentence structure. It includes awkward construction, fragments, misplaced modifiers, run-ons, parallel structure, and redundancy. Some of these categories spill over into each other, but we'll make an attempt to keep them separate. Today's lesson deals with awkward construction.

*Follow the introduction procedure from the Teacher Page Template.*

**Instruction:**

Read through Lesson #1 text on the student sheet. Stress logic and clarity. As you work through the three exercises, point out how the incorrect answers are confusing, unclear, or redundant. Often, the best version may also be the shortest version. (See sentence #3.) Discuss the choices with the class.

**Closure:** *Follow the closure procedure from the Teacher Page Template.*

**Answers:**

1. B
2. D
3. B

**STANDARDS PLUS® – LANGUAGE ARTS****Topic: English Grammar and Mechanics****Focus: Awkward Construction****Lesson #21**

In order for a sentence to clearly express an idea or a sequence of ideas, it must be clearly written, with the words in logical order. Subjects usually come before verbs, and modifiers need to be placed logically near the words they modify. This kind of sentence construction calls for a good eye and a good ear. After you've written a sentence, see if it looks right and see if it sounds right. If the sentence is not clear, or if it is confusing, rearrange the words so they make better sense. The more you practice, the easier it becomes. Learn to trust your ear. Read the sentence aloud. See if it sounds right and the idea is clear.

**Practice**

Read each sentence below. There may be a mistake in sentence structure. If you find a mistake, choose the answer that is written most clearly and correctly. If there is no mistake, mark "Correct as is."

1. Under the bed was Marcus, hiding there because he was having a nightmare.
  - A. A nightmare caused Marcus hiding under the bed.
  - B. Marcus was hiding under the bed because he had a nightmare.
  - C. Marcus, under the bed, hiding from a nightmare, was there.
  - D. Correct as is
  
2. Tumbling down the mountain, Jamie tried desperately to grab onto either rocks or tree roots.
  - A. Jamie tried desperately to grab, tumbling down the mountain, rocks or tree roots.
  - B. Jamie tried desperately to grab rocks or tree roots tumbling down the mountain.
  - C. Tumbling down the mountain, trying desperately to grab rocks or tree roots, was Jamie.
  - D. Correct as is
  
3. Franklin, my brother, is the oldest of my brothers and sisters.
  - A. Of all my brothers and sisters, Franklin is the oldest brother.
  - B. Franklin is the oldest of my brothers and sisters.
  - C. My brother Franklin is the oldest brother of my brothers and sisters.
  - D. Correct as is

**STANDARDS PLUS® – LANGUAGE ARTS**

**Topic:** English Grammar and Mechanics      **CAHSEE Ready DiplomaEnglish®**  
**Focus:** Fragments      **Lesson:** #22

**California Language Arts Content Standard and High School Exit Exam Standard:** Written and Oral English Language Conventions, *Grammar and Mechanics of Writing* 1.2 Understand sentence construction and proper English usage. (Grades 9 and 10)

**Introduction:**

Today's lesson is on fragments. For many of our students, this lesson is necessary. Please make sure your students understand why a fragment is in fact a fragment.

*Follow the introduction procedure from the Teacher Page Template.*

**Instruction:**

Read through Lesson #22 on the student sheet. You may have to explain what a subject and verb are. Keep it simple. You might also have to explain the difference between a complete thought and an incomplete thought.

After reading through Lesson #22, have students mark the answers for the four sentences. Notice that number 4 is actually a short paragraph with a letter choice for each sentence. The student is to select the fragment.

**Closure:** *Follow the closure procedure from the Teacher Page Template.*

**Answers:**

1. B
2. A
3. D
4. D

**STANDARDS PLUS® – LANGUAGE ARTS****Topic: English Grammar and Mechanics****Focus: Fragments****Lesson #22**

A fragment is a group of words used as a sentence. It is not a sentence, though, because it lacks a subject, a verb, or some other essential part. That missing part causes it to be an incomplete thought.

**Fragment:** Lettuce all over the table. (This phrase lacks a verb.)

**Sentence:** Lettuce flew all over the table.

**Fragment:** When Herbie served the salad. (This clause does not convey a complete thought. We need to know what happened when Herbie served the salad.)

**Sentence:** When Herbie served the salad, lettuce flew all over the table.

**Practice**

Read each group of words below. There may be a mistake in sentence structure. If you find a mistake, choose the answer that is written most clearly and correctly. If there is no mistake, choose "Correct as is."

1. His eyes were red and bloodshot. From studying all night long.
  - A. His eyes were red. And bloodshot from studying all night long.
  - B. His eyes were red and bloodshot from studying all night long.
  - C. Red and bloodshot were his eyes from studying all night.
  - D. Correct as is
2. When Amanda glanced at Troy. He quickly blushed.
  - A. When Amanda glanced at Troy, he quickly blushed.
  - B. When Amanda glanced. At Troy, he quickly blushed.
  - C. When Amanda glanced at Troy he quickly blushed
  - D. Correct as is
3. Melvin saw the foxes slip across the road and decided not to tell anyone.
  - A. Melvin saw the foxes slip across the road. And decided not to tell anyone.
  - B. Melvin saw the foxes. Slip across the road. And decided not to tell anyone.
  - C. Melvin saw the foxes slip across the road and he decided not to tell anyone.
  - D. Correct as is
4. Read the following paragraph:

(A) James and Billy slipped quietly across the parking lot. (B) Darkness was quickly approaching. (C) Each carried a backpack. (D) And a bottle of water. (E) They hoped to have the hike completed by midnight.

If the paragraph contains a fragment, which letter is it?

  - A. "James and Billy..."
  - B. "Darkness was..."
  - C. "Each carried..."
  - D. "And a bottle..."
  - E. "They hoped..."

**STANDARDS PLUS® – LANGUAGE ARTS****Topic: English Grammar and Mechanics****CAHSEE Ready DiplomaEnglish®****Focus: Misplaced Modifiers****Lesson: #23**

**California Language Arts Content Standard and High School Exit Exam Standard:** Writing Strategies, *Organization and Focus* 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. Written and Oral English Language Conventions, *Grammar and Mechanics of Writing* 1.2 Understand sentence construction and proper English usage. (Grades 9 and 10)

**Introduction:**

Today's lesson is on misplaced modifiers and dangling modifiers. Speak in general terms about one part of the sentence being "out of place," and needing to be shifted around or rewritten.

*Follow the introduction procedure from the Teacher Page Template.*

**Instruction:**

Read aloud Lesson #23 from the student sheet. Work with your students on the four sentences. For example, in number 1, show how to move "licking the block of salt in the pasture" from "hunters" to "deer," because that's what it modifies. In number 2, move "Stumbling over the other player's foot" from "crowd" to "receiver." And so on.

**Closure:** *Follow the closure procedure from the Teacher Page Template.*

**Answers:**

1. Two deer, licking the block of salt in the pasture, were spotted by the hunters.
2. The crowd gasped as the receiver, stumbling over the other player's foot, ran on for a touchdown.
3. The bears, rising from their afternoon naps, began eating their meal of ants.
4. The President, riding in his black limousine, waved to the thousands of people.

**STANDARDS PLUS® – LANGUAGE ARTS****Topic: English Grammar and Mechanics****Focus: Misplaced Modifiers****Lesson #23**

A modifier is a word or phrase that is used to describe another word. For example: The students eating lunch were disturbed by the fire alarm. The phrase “eating lunch” describes what the students were doing when they were disturbed.

A misplaced modifier can confuse the reader. For example: The students were disturbed by the fire alarm eating lunch. (The fire alarm was not eating lunch!)

Dangling modifiers are phrases that appear to modify the wrong word or a word not in the sentence. For example: Smelling the flowers, the hunters took aim at the deer. (The hunters were not smelling the flowers!)

Corrected sentence: The hunters took aim at the deer smelling the flowers.

**Practice**

Please rewrite the following sentences correcting the misplaced or dangling modifiers.

1. Two deer were spotted by the hunters licking the block of salt in the pasture.

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2. Stumbling over the other player’s foot, the crowd gasped as the receiver ran on for a touchdown.

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3. The bears began eating their meal of ants rising from their afternoon naps.

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4. The President waved to the thousands of people riding in his black limousine.

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**STANDARDS PLUS<sup>®</sup> – LANGUAGE ARTS****Topic: English Grammar and Mechanics****CAHSEE Ready DiplomaEnglish<sup>®</sup>****Focus: Run-ons****Lesson: #24**

**California Language Arts Content Standard and High School Exit Exam Standard:** Written and Oral English Language Conventions, *Grammar and Mechanics of Writing* 1.3 Demonstrate and understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax. (Grades 9 and 10)

**Introduction:**

This lesson addresses run-on sentences. Recognizing run-on sentences will help students avoid this common problem when writing.

This lesson is pretty straightforward: Learn to recognize run-on sentences.

*Follow the introduction procedure from the Teacher Page Template.*

**Instruction:**

“Today’s lesson teaches you to recognize run-on sentences. Most of us learned an ‘on and on’ as another variation of a run-on.” Read this example to students, ‘That’s when a sentence goes on and it never seems to end and the writer just hooks everything together with “and,” and it keeps going forever.’ Let’s read through the lesson together.” Read Lesson #24 text aloud. Have students complete the exercise. If you have time afterward, write the following “on and on” on the board and explain the problem.

**John ran after the chicken and Ralph approached the rooster and the entire family watched from the porch.**

**Closure:** *Follow the closure procedure from the Teacher Page Template.*

**Answers:**

1. Correct
2. Correct
3. Run-on
4. Correct
5. Run-on
6. Correct
7. Run-on

**STANDARDS PLUS® – LANGUAGE ARTS****Topic: English Grammar and Mechanics****Focus: Run-ons****Lesson #24**

When two or more complete sentences or thoughts are written as one sentence without appropriate punctuation, it is called a run-on sentence.

**Incorrect:** Ivan stopped to speak with Tom he plays basketball.

**Correct:** Ivan stopped to speak with Tom. Tom plays basketball.

**Incorrect:** I met Jessie at the mall she was buying a dress for the prom.

**Correct:** I met Jessie at the mall; she was buying a dress for the prom.

**Practice**

Write run-on next to each run-on sentence. If the sentence is correct, leave it blank.

Run-on \_\_\_\_\_ (Sample) Competition encourages excellence one competition is the Science Fair.

- \_\_\_\_\_ 1. Each student in the class must do a project, enter it in the school fair, enter it in the district fair, then enter it in the state fair.
- \_\_\_\_\_ 2. The state Science Fair is held once a year.
- \_\_\_\_\_ 3. You must decide on a project early in the year you must outline the project.
- \_\_\_\_\_ 4. Each Science Fair Project must consist of a question, hypothesis, research, report, procedure, and conclusion.
- \_\_\_\_\_ 5. It is important to write your research report first and you can create your display board.
- \_\_\_\_\_ 6. Every student will present the project to the class; every student will be graded.
- \_\_\_\_\_ 7. If you win at the district level you go to the state level, then you go to the national level and hopefully you will win.

**STANDARDS PLUS® – LANGUAGE ARTS**

**Topic:** English Grammar and Mechanics    **CAHSEE Ready DiplomaEnglish®**  
**Focus:** Assessment    **Lesson: #25**

**California Language Arts Content Standard and High School Exit Exam Standard:** Written and Oral English Language Conventions, *Grammar and Mechanics of Writing*. Writing Strategies, *Organization and Focus* 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.3 Demonstrate and understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (Grades 9 and 10)

**Introduction:**

We've had four days of lessons on sentence structure, so now it's time for the first assessment exercise.

**Instruction:**

"It's time for a short test. Remember, work alone and no talking. Consider each answer carefully. You may begin."

Walk among the students to discourage the sharing of answers. Afterward, have students exchange and grade papers. Again, make sure that grading is accurate and honest. Record the grades.

Reminder: Please incorporate the grades into your own, so the exercises are meaningful and so you may track the success of each student in the program. Three out of four (75%) is considered a pass. Go over the answers after grading and explain why the incorrect answers are incorrect.

**Answers:**

1. A
2. B
3. B
4. C

**STANDARDS PLUS® – LANGUAGE ARTS****Topic: English Grammar and Mechanics****Focus: Assessment****Lesson #25**

Directions: Read each sentence below. There may be a mistake in sentence structure. If you find a mistake, choose the answer that is written most clearly and correctly. If there is no mistake, choose D, "Correct as is."

**ASSESSMENT**

1. This morning I found a quarter walking down the sidewalk.
  - A. Walking down the sidewalk this morning, I found a quarter.
  - B. I found a quarter this morning walking down the sidewalk.
  - C. Walking down the sidewalk this morning, a quarter was found by me.
  - D. Correct as is
  
2. As Mrs. Horowitz entered the classroom. The students sat down quietly.
  - A. Mrs. Horowitz entered the classroom, the students sat down quietly.
  - B. As Mrs. Horowitz entered the classroom, the students sat down quietly.
  - C. Mrs. Horowitz entering the classroom the students sat down quietly.
  - D. Correct as is
  
3. Losing this game doesn't discourage us at all, we'll do better next time.
  - A. Losing this game doesn't discourage us at all we'll do better next time.
  - B. Losing this game doesn't discourage us at all; we'll do better next time.
  - C. Losing this game is not discouraging at all, we'll do better next time.
  - D. Correct as is
  
4. He doesn't take art, but he is always drawing pictures, and some people think he has no talent, but I think he does.
  - A. He doesn't take art and is always drawing pictures and some people think he has no talent but I think he does.
  - B. Although he doesn't take art, he is always drawing pictures, has no talent, and I think he does.
  - C. Although he doesn't take art, he is always drawing pictures. Some people think he has no talent, but I think he does.
  - D. Correct as is

**STANDARDS PLUS® – LANGUAGE ARTS****Topic: English Grammar and Mechanics****CAHSEE Ready DiplomaEnglish®****Focus: Maintenance: Run-On Sentences/Fragments Lesson: #33**

California Language Arts Content Standard and High School Exit Exam Standard: Written and Oral English Language Conventions, *Grammar and Mechanics of Writing* 1.2 Understand sentence construction and proper English usage. (Grades 9 and 10)

**Introduction:**

Fragments and run-on sentences seem to be a very hard concept for some students. Evidently, the idea of a basic sentence with a subject and predicate is not grasped by everyone. Students do not always know when or where to use a period, a conjunction, or a semicolon.

*Follow the introduction procedure from the Teacher Page Template.*

**Instruction:**

“Today, we will review sentences. It is important that you are able to identify when a group of words is a complete sentence and when it is not. This lesson will provide more practice in doing this.”

Please watch as students work on this exercise to see if they really understand complete sentences. If not, you may want to find or design some further materials.

**Closure:** *Follow the closure procedure from the Teacher Page Template.*

**Answers:**

1. complete
2. complete
3. fragment
4. fragment
5. complete
6. run-on
7. complete
8. run-on
9. fragment
10. complete

**STANDARDS PLUS® – LANGUAGE ARTS****Topic: English Grammar & Mechanics****Focus: Maintenance: Run-On  
Sentences/Fragments****Lesson #33**

Let's review run-on sentences and sentences fragments.

A **run-on** sentence expresses two or more complete thoughts without the use of conjunctions or correct punctuation. A common mistake is to use a comma instead of a comma and a conjunction or semicolon.

A **fragment** is not a complete sentence. It can lack a subject, predicate, both, or begin incorrectly with a conjunction.

Example of a run-on sentence: She screamed, she was afraid.

Correction: She screamed; she was afraid.

Example of a sentence fragment: happily ever after.

Correction: They lived happily ever after.

**Practice**

**Directions:** Beside each of the following, write “run-on,” ”fragment,” or “complete.”

1. \_\_\_\_\_ You're hired.
2. \_\_\_\_\_ I can't believe it!
3. \_\_\_\_\_ Sitting at his desk.
4. \_\_\_\_\_ Never a quiet moment.
5. \_\_\_\_\_ The team won the championship game.
6. \_\_\_\_\_ Janice wrote it down, Lucy didn't.
7. \_\_\_\_\_ When the princess awoke, the coach was waiting.
8. \_\_\_\_\_ It snowed all day I couldn't get out the door.
9. \_\_\_\_\_ Because I said so.
10. \_\_\_\_\_ You should have seen the movie; it was fantastic.

## STANDARDS PLUS® – LANGUAGE ARTS

**Topic:** English Grammar and Mechanics      **CAHSEE Ready DiplomaEnglish®**  
**Focus:** Maintenance-Misplaced Modifiers      **Lesson: #34**

**California Language Arts Content Standard and High School Exit Exam Standard:** Writing Strategies, *Organization and Focus* 1.2 Use precise language, action verb, sensory details, appropriate modifiers, and the active rather than the passive voice. Written and Oral English Language Conventions, *Grammar and Mechanics of Writing* 1.2 Understand sentence construction and proper English usage. 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (Grades 9 and 10)

### Introduction:

This is the fourth review lesson for the Sentence Structure unit. The lesson's focus is misplaced modifiers.

*Follow the introduction procedure from the Teacher Page Template.*

### Instruction:

Read aloud the lesson text from the student worksheet. Have students complete the eight-sentence exercise. Then, go over each correct answer with the class. Explain why each sentence is potentially confusing as originally written and how the correction clarifies the sentence.

For example, in number 1, the forest fire was not looking through the telescope. We were. In number 2, Victor Hugo did not write *Les Miserables* in Yolanda's English class. That's where she learned who wrote *Les Miserables*. Also explain how punctuation may change when the sentence is rewritten. For example, in number 5, if the participial phrase *mowing my lawn* is moved to the front of the sentence, it will need a comma.

**Closure:** *Follow the closure procedure from the Teacher Page Template.*

### Answers:

1. looking through the telescope
2. in her English class
3. Growing rapidly
4. on motorcycles
5. Mowing my lawn, I found some gophers.
6. Through our kitchen window we saw the airplane landing.
7. Joe, wearing his basketball shoes, rode the bus.  
Wearing his basketball shoes, Joe rode the bus.
8. In the museum we saw a fossil that was 40 years old!

**STANDARDS PLUS® – LANGUAGE ARTS****Topic: English Grammar & Mechanics****Focus: Maintenance-  
Misplaced Modifiers****Lesson #34**

A **modifier** is a word or phrase that **describes** something or someone in a sentence. A modifier that is **separated** from the person or thing that it is describing is called a **misplaced modifier**. Misplaced modifiers can be confusing or can change the meaning of a sentence.

**Incorrect:** After chasing the cat, we saw the dog run back to his house.

(The phrase “After chasing the cat” seems to refer to “we” instead of “dog.”)

**Correct:** We saw the dog run back to his house after chasing the cat.

**Incorrect:** Jose found a sick cat on the way to school.

(The phrase “on the way to school” seems to refer to the cat instead of Jose.)

**Correct:** On the way to school, Jose found a sick cat.

**Practice**

**Circle the misplaced modifier in each sentence.**

1. We saw the forest fire looking through the telescope.
2. Yolanda learned that Victor Hugo wrote *Les Miserables* in her English class.
3. Growing rapidly, we saw that the weeds were taking over the garden.
4. Sal and Roger arrived before the party began on motorcycles.

**Rewrite each sentence to clear up any confusion from misplaced modifiers.**

5. I found some gophers mowing my lawn.

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6. We saw the airplane landing through our kitchen window.

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7. Joe rode on the bus wearing his basketball shoes.

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8. We saw a fossil in the museum that was 40 million years old!

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