



Why do we write?

GENRE OF WRITING	PURPOSE OF WRITING	EXAMPLES
Narrative	<ul style="list-style-type: none"> * to tell a real or imaginary story * to recreate a series of events 	<ul style="list-style-type: none"> * personal stories * fictional stories * poems * ballads * personal letters
Persuasive	<ul style="list-style-type: none"> * to convince the reader to accept a belief, position, or opinion * to convince the reader to take a specified action 	<ul style="list-style-type: none"> * editorials * letters to the editor * reviews * position papers
Descriptive	<ul style="list-style-type: none"> * to create a verbal portrait * to show the reader through words what an experience, event, person, or place is like 	<ul style="list-style-type: none"> * character sketches * descriptive paragraphs * descriptions of people, places, and/or things * poems
Expository	<ul style="list-style-type: none"> * to inform the reader * to explain factual information to the reader * to tell the reader how to do something 	<ul style="list-style-type: none"> * research reports * how-to-instructions * directions * newspaper articles * essays

The Writing Process



PREWRITING

Refers to all the thinking and planning before writing

- What is my purpose for writing?
- How will I gather information?
- In what form shall I write?
- How shall I organize information?
- What is my plan?
- Who is my audience?
- Who can I talk to about my ideas?



DRAFTING

Refers to getting all your ideas down on paper

- What is my topic or controlling idea?
- What details or examples will develop my topic?
- What words should I choose to develop my topic?
- In what order should I write my ideas?
- Remember, writers often write more than one draft.



REVISING

Refers to changing and improving your writing

- What do I need to add, cut, or change?
- What reaction do others have to my piece?
- Are my ideas clear?
- Do I have plenty of details, descriptions, or examples?
- Do I have sentence variety and good word choice?
- Do my ideas flow smoothly to the conclusion or ending?



EDITING

Refers to proofreading and making final changes to catch and correct any errors

- Did I capitalize and put punctuation marks where needed?
- Did I spell words correctly?
- Have I followed rules of grammar?
- Is my handwriting readable?
- Does my paper look neat?



PUBLISHING

Refers to sharing your writing with others

- Is my final copy ready to be shared with others?
- How and where shall I publish my work?
- Do I need illustrations, charts, or other visuals?

Sentence Sense

So what are the basic building blocks of a sentence?

WHAT'S IT CALLED?	WHAT IS IT? WHAT DOES IT DO?	WHAT DOES IT LOOK LIKE?
Subject (noun, pronoun)	A subject tells who or what the sentence is about. It names the person or thing being talked about. It answers the question who or what?	<u>Nancy</u> walked to the store. <u>She</u> bought a candy bar.
Predicate (verb)	A predicate tells what is being said about the subject (what the subject does or did or what the subject is or was).	Nancy <u>walked</u> to the store. She <u>bought</u> a candy bar.
A complete thought	In order for a sentence to be complete, it must have a subject, a predicate, and express a complete thought.	Nancy walked to the store. <i>We know who the sentence is about and what she did: a complete thought.</i>

Here's a tip:

You can decide if a group of words is a sentence by putting them into the following statement:

It is a fact that _____

It is a fact that I like pizza.

("I like pizza" could stand alone as its own sentence because it expresses a complete idea.)

It is a fact that in the middle of the room.

("In the middle of the room" cannot stand alone as a complete sentence because it does not express a complete idea.)

Using Sentence Sense to Improve Writing

STRATEGY	BEFORE	AFTER
<p>Add more detail to sentences by expanding:</p> <ul style="list-style-type: none"> * use prepositional phrases * use participial phrases * use appositive phrases * use adverb clauses * use adjective clauses 	<p>The girl walked home.</p> <p>The game was canceled.</p> <p>The class went to the zoo.</p>	<p>Wearing a red hat and coat, the girl walked home during a thunderstorm after the soccer game had ended. Because of the pouring rain, the game was canceled until tomorrow. The class, which had completed a science experiment, went to the zoo in order to test their hypotheses.</p>
<p>Eliminate short, choppy sentences by combining them into one more sophisticated sentence:</p> <ul style="list-style-type: none"> * use prepositional phrases * use participial phrases * use appositive phrases * use adverb clauses * use adjective clauses 	<p>The fire truck roared down the street. It smashed into two parked cars.</p> <p>We found the book. It was in the kitchen.</p> <p>My father works for Kodak. He is an engineer.</p>	<p>Roaring down the street, the fire truck smashed into two parked cars.</p> <p>We found the book in the kitchen.</p> <p>My father, an engineer, works for Kodak.</p>
<p>Improve a wordy or repetitious sentence by reducing:</p> <ul style="list-style-type: none"> * use prepositional phrases * use participial phrases * use appositive phrases * use adverb clauses * use adjective clauses 	<p>Harriet Tubman was a remarkable woman, and she led many slaves to freedom in Canada.</p> <p>The girls had a pajama party and made ice cream sundaes with whipped cream and chocolate sauce and enjoyed them at the party.</p>	<p>Harriet Tubman, a remarkable woman, led many slaves to freedom in Canada.</p> <p>When the girls were at the pajama party, they enjoyed ice cream sundaes with whipped cream and chocolate sauce</p>
<p>Vary a sentence by relocating words within it.</p> <ul style="list-style-type: none"> * use prepositional phrases * use participial phrases * use appositive phrases * use adverb clauses * use adjective clauses 	<p>The girl walked home during the thunderstorm.</p> <p>I was locked in the closet and was scared and alone.</p> <p>John was a great man with many virtues.</p>	<p>During the thunderstorm, the girl walked home.</p> <p>Scared and alone, I was locked in the closet.</p> <p>A man of many virtues, John was a great man.</p>

Paragraph = a series of sentences about a single idea

There are few experiences quite as exciting and invigorating to the senses as watching a circus. First, there are the fantastic costumes with red, purple, and silver sequins glittering in the spotlight. The clowns' oversized shoes and the ringmaster's top hat make it seem as though you have entered into a fantasy world. Next, there are the circus acts that reveal daring and skill. If the trapeze artists miss by one second, they can crash to the ground. The lion tamer, who could be attacked at any minute, cracks the whip at the snarling lions and tigers. When the funny clowns come tumbling in, their big red noses and silly tricks make the children and the adults laugh. The smell of buttery popcorn and the taste of sweet cotton candy mix with these fantastic sights to make the circus a truly unique and memorable experience. Maybe it's because the circus is so unlike our everyday lives that we find it so entertaining, losing ourselves, if even for a while, in the mystery and fantasy of it all.

topic sentence states the subject of the paragraph

details with vivid descriptions to support the topic sentence

(note the use of the transition words such as: First, next, when, maybe, etc.)

concluding sentence summarizes the main point of the paragraph

Developing a Paragraph: CEI

A simple strategy that can help you to develop a paragraph is called CEI (Claim, Evidence, Interpretation). This strategy can be used for many different types of writing.

CLAIM: Do I have a statement of my controlling idea?

EVIDENCE: Do I have specific examples or details that support the claim?

INTERPRETATION: Based on all the evidence, what can I infer and what is my thinking on this topic?

Sample CEI Paragraph:

CLAIM

The life of an Arctic wolf is especially hard during the long dark winter. Many wolves survive, but they can not do it alone.

EVIDENCE

By living together in a pack, wolves can help each other hunt and they can huddle together for warmth. In the winter the pack leaves its summer home and becomes nomadic. Arctic wolves travel together and follow their prey through the ice.

Mother nature helps out too. When pups are born in the summer their furry coats are gray. By the time winter comes they have turned white to blend in with the snow. This camouflages them from enemies.

Death by disease and starvation is a daily life and death struggle. Wolf families have a ranking system that is very important. For those who do not work and fit together well with others, there is no room and no food. Each wolf must prove his value to the pack.

INTERPRETATION

The arctic wolf is truly an amazing creature. Man must respect the ways in which the wolf has learned to adapt to its harsh environment and survive against many odds. He must make certain that wolves have the open spaces they need to freely search for food.

Revising Your Writing

Tips to Make Your Writing Stronger

Revising is an important step for all writers. When you revise you change or improve the piece you wrote. You might:

- * add details;
- * change the order of the sentences or paragraphs;
- * take out information you do not need; and,
- * rewrite something that is not clear.

When you revise:

- * **Read and share.** Read your rough draft to yourself and then to a partner. Jot down any notes/questions that you or your partners notice. Try to think of your writing as if it were someone else's writing.
- * **Consider audience and purpose.** How can you make your writing appeal to your audience more? How can you better achieve your purpose?
- * **Look for the strong parts.** Place a star on one or two parts that you like in your draft. Did you expand on your best ideas? Did you add details, examples, or incidents?
- * **Look for the weak parts.** Find the parts of your writing that may need some work. Important details may be missing, or your sentences may be confusing. Take out repeating ideas and ones that do not go with the main idea.
- * **Use a checklist for revising.** Ask yourself these questions.

Audience and Purpose

- * Who is my audience? Have I written for them?
- * What is my purpose? Have I achieved it?

Organization and Content

- * Does my topic sentence (or thesis statement) state the main idea clearly?
- * Do I have enough details to support the main idea?
- * Are details organized in a way that makes sense?
- * Have I used transitions to make the order clear?
- * Have I used repeated words, synonyms, and pronouns to tie sentences together?
- * Does every main idea have its own paragraph?
- * Do I begin in an interesting way?
- * Do I end in a way that ties ideas together?

Language Use

- * Have I taken out all unnecessary words?
- * Have I used the most vivid words I can?
- * Does my language suit my audience and purpose?
- * Have I combined short, choppy sentences to make longer more interesting ones?
- * Have I broken up rambling sentences?
- * Have I used sentences of different form and length?
- * Have I varied the beginnings of my sentences?

Grammar Chart

Parts of Speech	Definition	Questions to ask	Examples
Subject (noun)	Person, place, thing, or idea that tells whom or what the sentence is about (nouns name and label).	Who? What? Where?	Mary went to the store. (who) The football was kicked through the goal posts. (what)
Predicate (verb)	The action of a scene (can be a helping or linking verb). It shows the action or links the subject to another word in the sentence.	What did the subject do? What happened to the subject?	The boys galloped down the path. I am happy about that.
Adjective	Words that describe (modify) nouns or pronouns.	What kind? How much? How many? Which one?	The balloons are colorful . John brought a new book to school.
Adverb	Words that describe (modify) verbs. Sometimes they can modify adjectives or other adverbs. (Often they end in LY).	How? When? Where? How often? To what extent?/How much?	She speaks slowly and loudly . (how) Today's walk was extra long. (how much) Last night I slept quite soundly . (to what extent/how)
Preposition	Words that show position or direction and introduce prepositional phrases.	Some common prepositions: about below above beneath across beside after besides against between along beyond among but around by at down before during behind except	in through inside throughout into to like toward near under of underneath off until on up onto upon out with over within
Prepositional phrase	Begin with a preposition and include the object of the preposition and any words that modify the preposition.	Most prepositions tell where or about time.	I lost the money in the parking lot . The cat was under the bed . Before the movie , let's go out for pizza.
Pronoun	Takes the place of a noun	What words replace the noun?	This is mine , but I can give it to you .
Interjection	Words or phrases that show strong feeling. Commas or exclamation points are used to separate interjections from the rest of the sentence.	What type of words express emotion?	Wow , what a great shot! Hey! Watch where you are going!
Conjunction	Words that connect words or groups of words	What are the words that connect ideas?	The lake is rough and wavy. We can ride our bikes now or later.

Writer Will Hobbs says, “Verbs power sentences, making them fly or jump or sink or swim.” When you write choose verbs that make your ideas clear and come to life for your readers.

Powerful verbs give a clear picture of the action.

For example: A penguin **waddles** and **slides** on the ice.

Below is a list of some possible verb choices to consider.

Powerful Verbs

achieve
activate
allow
amble
announce
appeal
appreciate
articulate
astound
attract
belch
boast
bolt
bud
burrow
calculate
capitalize
capture
catapult
challenge
charge
chastise
chuckle
circulate
cite
clarify
classify
clear
clutter
coax
concentrate
condemn
crack
crash
create
dangle
decide
declare

dedicate
demand
depend
derive
devour
discover
discriminate
disturb
dominate
doubt
draft
dramatize
elaborate
emerge
enable
encounter
energize
entice
envy
equalize
escape
etch
excel
exclaim
execute
exhaust
explain
explode
express
feared
flail
flash
flea
fling
flower
float
follow
frown

fume
gain
glance
grasp
grieve
hamper
hasten
haunt
hedge
heighten
hike
hinder
hinted
holler
huddle
humiliate
humor
imitate
impress
inflate
inform
infuriate
intensify
intimidate
involve
irritate
judge
justify
labor
leap
legislate
limit
linger
loathe
lure
manage
mandate
meander

mechanize
mediate
mingle
minimize
muffle
mumble
mutilate
mutter
nestle
notice
nudge
obey
obstruct
obtain
officiate
operate
oppose
oppress
order
overreact
oversee
overwhelm
pause
pelt
perish
permit
picture
pitch
please
predict
prohibit
pronounce
prosper
protect
provide
provoke
rattled
realize

reap
recollect
reinforce
reject
relaxed
remark
remind
remove
resolve
resound
restore
ridicule
ruffle
rumble
sadden
saunter
savor
scurry
secure
seize
shuffle
shimmer
shrivel
shrug
sigh
slide
slip
snap
sneak
snicker
soothe
sparkle
spite
spout
sprawl
squirm
stare
state

stimulate
stipulate
stride
stumble
summarize
surround
suspend
synthesize
tangle
taunt
threaten
thrive
torment
toss
trample
transport
treat
trek
tumble
twinkle
twist
utter
vacate
validate
vault
vocalize
volunteer
waddle
waffle
wander
wane
waver
wheel
whirl
whisper
withdraw
wonder
wrinkle

Adjectives for Describing

abnormal
action-packed
active
ailing
appreciative
arduous
athletic
attractive
barren
bashful
boastful
brilliant
careful
careless
cautious
challenging
changeable
charming
cheery
chilly
choosy
circular
clear
clever
cluttered
colorless
content
curious
dainty
darkened
decisive
dedicated

definite
doubtful
dramatic
efficient
effortless
elastic
elated
elegant
elementary
emotional
empty
endless
energetic
exhaustive
expressive
fearful
feisty
fiery
flashy
flimsy
formal
freckled
friendly
frozen
gaunt
gigantic
gracious
grassy
grave
grievous
healthy
heroic

hoarse
horrible
humble
immense
impossible
infinite
informal
intellectual
intensive
involved
irritable
jeweled
joyful
kindhearted
knowledgeable
lacking
lame
lanky
legitimate
lethal
limited
limitless
lonely
lopsided
loud
lovely
luminous
lumpy
massive
meandering
mere
messy

methodical
mighty
moody
muffled
murky
muscular
mysterious
normal
numerous
opposite
oppressive
original
painful
panoramic
passive
patient
peaceful
peculiar
permanent
persuasive
petrified
pleasant
pleased
practical
precious
predictable
proficient
prominent
proud
queer
radiant
ragged

rapid
realistic
rectangular
reliable
relaxed
reluctant
remorseful
respectful
reverent
ridiculous
ruddy
rude
ruffled
salty
satisfying
savory
secure
serene
severe
shabby
shaggy
shapeless
sheepish
shriveled
sickly
simultaneous
slithery
solemn
sparkling
speechless
speckled
spirited

spiteful
strange
strenuous
stern
structured
superb
supportive
suspenseful
suspicious
swollen
tasteful
tawny
thick
tiresome
tranquil
treacherous
triangular
tropical
turbulent
unbearable
unhealthy
unique
unpleasant
urgent
vague
violent
wiry
wrinkled

Adverbs for Describing

aggressively
athletically
attentively
attractively
automatically
awkwardly
bashfully
believably
blindly
breathlessly
breathtakingly
breezily
bullheadedly
bullyingly
callously
carefully
certainly
coldheartedly
colorfully
comfortably
comfortingly
commonly
competently
critically
daintily
dazzlingly
decently
decidedly
decisively
delicately
devotedly
dutifully
eagerly
earnestly
easily
ecstatically
eerily
emotionally
encouragingly
evasively
evenly

exactly
exaggeratedly
expectantly
extremely
firmly
fondly
forgetfully
forgivingly
forlornly
formally
forwardly
frankly
frantically
freakily
freshly
fuzzily
gruffly
grumpily
guardedly
guiltily
guiltlessly
gushingly
gustily
halfheartedly
haltingly
handily
handsomely
haphazardly
happily
heroically
hopefully
humorlessly
hungrily
hurriedly
hurtfully
hushedly
huskily
hysterically
icily
idly
ill-humoredly

importantly
incorrectly
incredibly
indecisively
informally
involuntarily
ironically
irrationally
irregularly
irrelevantly
irresistibly
irresponsibly
irritably
jealously
jokingly
joyfully
joyously
jubilantly
judgmentally
juicily
jumpy
justly
kiddingly
kindheartedly
kindly
knowingly
lackadaisically
lamely
largely
loyally
madly
magnificently
majestically
maliciously
mightily
mindlessly
nastily
naturally
naughtily
nauseously
noticeably

numbly
obediently
obligingly
outrageously
outspokenly
outwardly
overconfidently
overwhelmingly
overzealously
painfully
painlessly
permissively
perpetually
perseveringly
persistently
perspiringly
persuasively
physically
plainly
playfully
pointedly
pointlessly
politically
pompously
prudently
prudishly
quickly
quietly
quiveringly
racily
radiantly
raggedly
ramblingly
randomly
rapidly
recklessly
respectably
respectfully
responsibly
restfully

restlessly
revealingly
routinely
royally
rudely
sadly
scarily
securely
self-assuredly
self-critically
self-importantly
slantingly
sleepily
slightly
slimly
slinkingly
slowly
soothingly
sophisticatedly
sorely
stressfully
strongly
starkly
successfully
surely
sweetly
swiftly
tamely
terribly
terrifyingly
tersely
thankfully
thinly
thirstily
thoroughly
thoughtfully
thoughtlessly
threateningly
thunderingly
thunderously
tidily

tonelessly
toothily
touchingly
tragically
unaggressively
unamusedly
unappetizingly
unappreciatively
unassumingly
unbelievably
unbendingly
unfavorably
unfeelingly
unforgivably
unsteadily
unsuccessfully
unsurprisingly
vigorously
violently
virtuously
visibly
vivaciously
vividly
vulnerably
wantonly
warily
warmly
warningly
watchfully
wordlessly
worriedly
worshipfully
worthily
woundedly
wrathfully
wretchedly
wrongly
yearningly
yieldingly
zealously
zestfully

Latin and Greek Prefixes, Roots, and Suffixes

Just as buildings are built out of cement, bricks, and steel, words are built of prefixes, roots, and suffixes. You can figure out the meaning of many new words by learning about these three word parts.

- * Prefixes: word parts that come before the root or word base; prefixes may change the meaning of the word.
- * Suffixes: word parts that come at the end of a word; sometimes the suffix will help you decide what part of speech the word is. For example, many adverbs end in the suffix **ly**.
- * Roots: the main part of a word; knowing the root of a difficult word can help you to figure out the meaning of the word.

Look for the word parts, on the chart below, when you come across a new word to help you figure out the meaning of the new word.

Prefix	Meaning	Examples of words that use these prefixes
ab	away from	absent (away from attendance)
acr, acro	high, height	acrobat (high wire performer)
ad	to, toward	advance (to move towards or forward)
after	later, behind	afterthought (a thought occurring after or later)
ambi, amphi	both	ambidextrous (skilled with both hands) amphibious (living on both land and water)
ami	love, like	amiable (likeable)
ant-, anti /contra, contro	against, opposite	antibiotic (drug that works against bacteria) contradict (to go against)
aqu, aqua, aque/hydro	water	aquarium (water environment) hydroplane (plane or bot that lands on or skims the water)
aster, astr, astro	star	astronomy (study of the stars)
aud, audio, audit	to hear	auditorium (a place where people go to hear performances)
auto	self	autobiography (writing about yourself)
bi	two, twice, double	biweekly (two times a week)
bio	life, living	biology (the study of living things)
cent, centu	hundred, hundredth	century (one hundred years)
chron, chrono	time	chronological (in time order)
circum/peri	around	circumference (the distance around a circle) perimeter (the distance around a shape)
co, com, con	with, together	cooperate, (work together with others)
cracy, crat, cratic	rule, government	democracy (government for/ by the people)
de	to remove, undo	dehydrate (to remove water)
dec, deca, decem, deci	ten, a tenth part	decade (ten years)
di, dia	across, through	diagonal (across a shape, corner to corner)

Prefix	Meaning	Examples of words that use these prefixes
dis	not	dislike (not liked)
ex	out	exit (the act of going out) expel (to drive out)
extra-, extro-	outside	extraordinary (outside the ordinary)
gee, geo ,terr	earth	geology (study of earth materials) terrain (the land)
hemi	half	hemisphere (half of a sphere)
hyper	over, above	hypersensitive (overly sensitive)
hypo	less, below, under	hypothermia (below temperature)
im	not, without	impossible (not possible)
inter	between, among	international (of or between nations)
intra, intro	inside, within	intramural (pertaining to students within the school)
kilo, mill, milli, mile	one thousand	kilometer (one thousand meters)
macro	large	macroclimate (general climate of a large area)
magna, magni	great, large	magnify (to make larger or greater)
mal-, male-	badly, poorly	malnutrition (poor nutrition)
mega	huge	megaphone (a device to increase sound)
micro	small	microscope (an instrument for looking at small things)
mis-	wrong; bad; not	mistake (not right)
mono/uni	one	monorail (runs on one track)
non	not	nonfiction (not fiction)
oct	eight	octopus (sea animal with eight tentacles/arms)
over	above, beyond	overdue (beyond the due date)
penta	five	pentagon (figure/building with five angles and sides)
poly	many	polygon (many sided)
post	after	posterior (coming after, behind)
pre-	before	precaution (to take caution beforehand)
pseudo	false	pseudonym (false name)
quad	four	quadruple (four times as much)
re	back, again	return (come back); rewrite (write over again)
sub	under	submerge (to put under)
super/ultra	above, beyond	supernatural (beyond the natural)
syn, sym	same, together	synonym (words that mean the same)
therm, thermy	warm, hot, heat	thermometer (instrument for measuring temperature)
trans	across	transplant (to move something)
tri	three	tricycle (three-wheeled vehicle)
un	not	uncomfortable (not comfortable)
under	beneath, below	underbrush (trees, shrubs growing under larger trees)
uni	one	unique (one of a kind)

Suffix	Meaning	Examples of words that use these suffixes
able	able, can do	agreeable (able to agree)
arium	place for	aquarium (place for water plants and animals)
ed	past tense	called (past tense of call)
er	one who	baker (one who bakes)
ess	female	lioness (female lion)
est	shows superiority	biggest (the largest)
ful	full of	helpful (full of help)
ing	an action or process	talking (to talk)
ist	one who	artist (one who does art)
less	without	hopeless (without hope)
ly	in some manner (adverb)	carefully (in a careful manner)
ment	act of, result	achievement (result of achieving)
ness	state of	hopelessness (state of being hopeless)
ology	study, science	biology (study of or science of living things)
or	one who	doctor (one who doctors)
ous	full of	wondrous (full of wonder)
s, es	more than one	papers (more than one paper)
sion, tion	state of	creation (state of being created)
y	inclined to	sticky (inclined to stick)

Roots	Meaning	Examples of words that use these prefixes
acid, acri	bitter, sour	acid (bitter taste/odor)
act, ag	do, move	action (something that is done), agent (someone who act for another)
am, amor	love, liking	amiable (friendly), amorous (loving)
anni, annu, enni	year	anniversary (at the same time every year), annually (yearly), centennial (every 100 years)
anthrop	man	anthropology (study of man)
aqu, aqua, aque/hydro	water	aquarium (tank of water), dehydrate (to remove water from)
aster	star	aster (star flower), asterisk (starlike symbol -*)
aud	hear, listen	audible (can be heard), auditorium (place to listen)
bibl	book	Bible (sacred book), bibliography (list of books)
bio	life	biography (story of a life), biology (study of life)
cent, centu	hundred, hundredth	percent (a hundredth part)
chrom	color	monochrome (one color)
chron, chrono	time	chronic (lasting a long time)
cide	kill	homicide (human killer)
cise	cut	precise (cut exactly right)
cord, cor	heart	cordial (heartfelt), coronary (related to the heart)
corp, corpor	body	corpse (dead body), corporation (a group of people granted as a body with rights)
cosmo, cosm	world, universe	cosmopolitan (common to many parts of the world)
cred, credit	belief, faith, trust	incredible (unbelievable)

Roots	Meaning	Examples of words that use these prefixes
cycl, cyclo	wheel, circular	bicycle (a cycle with two wheels), cyclone (circular wind)
dem	people	democracy (people rule), epidemic (on/among people)
dent, dont	tooth	denture (false teeth), orthodontist (someone who straightens teeth)
derm	skin	epidermis (outer layer of skin)
dic, dict	say, speak	dictionary (a book of words people say)
dynam	power	dynamite (powerful explosive)
equi	equal	equilibrium (state of balance; equally divided)
fac, fact	do, make	factory (place of work where people make things)
fer	bear, carry	ferry (carry from place to place)
fide	faith, trust	confident (trusting oneself)
flex	bend	reflex (bending or springing back)
flu	flowing	fluid (flowing, water-like substance)
forc, fort	strong	fortify (to make strong)
fract, frag	break	fragment (a piece broken from the whole)
gastr	stomach	gastric (relating to the stomach)
gen	birth, produce	genetics (study of inborn traits)
geo	earth	geography (study of the earth)
grad, gress	step, go	gradual (step-by-step)
graph	write	photograph (light writing)
hab, habit	live	habitat (the place in which one lives)
ject	throw	eject (to throw out), project (throw forward)
leg	law	legal (related to the law)
liber	free	liberty (freedom; release from captivity)
log, ology	word, study	zoology (study of animals), biology (study of life)
luc, lucum	light	translucent (letting light come through)
magn	great	magnify (increase to a greater size)
man	hand	manuscript (written by hand)
mar	sea, pool	marsh (a wet, grassy area)
mater	mother	maternal (motherly)
medi	middle, between	medium (in the middle)
mega	great	megaphone (great sound)
mem	remember	memorial (a remembrance of someone)
meter	measure	thermometer (an instrument measuring temperature)
migra	wander	migrant (someone who wanders from place to place)
mit, miss	send	missile (an object sent flying), emit (to give off)
mob, mot	move	promotion (to move forward)
mon	warn, remind	admonish (warn)
morph	form	amorphous (with no form or shape)
nat	to be born	innate (inborn), native (belonging to a country by birth)
naut	sailor	nautical (having to do with sailors, ships or the sea)
nomin, nym	name, word	synonym (a word that means the same as another)
nov	new	novice (a person new to a particular occupation, sport, etc.)

Roots	Meaning	Examples of words that use these prefixes
numer	number	innumerable (too many to count)
pac	peace	pacify (to make peace)
path, pathy	feeling, suffering	empathy (feeling with another)
patr	father	patron (special guardian or father figure)
ped, pod, pus	foot	pedestrian (going or done on foot, walking)
pel, puls	drive	expel (to drive out by force)
pend	hang, weigh	pendulum (a weight hung by a cord)
phil	love	philosophy (love or study of wisdom)
phobia	fear	acrophobia (fear of heights)
phon	sound	symphony (sounds made together)
pon, posit	put, place	deposit (to place for safe keeping)
pop	people	population (the number of people in an area)
port	carry	portable (able to be carried)
psych, pysche	mind, soul, spirit	psychology (study of the mind)
rupt	break	erupt (to break out, to burst forth)
sci	know	conscious (knowing or being aware of things)
scrib, script	write	scribble (write quickly)
sect	cut, divide	dissect (to cut apart piece by piece)
sen	old	senile (showing the weakness of old age)
spec, spect	look	spectator (onlooker, one who sees)
sphere	ball	hemisphere (half of a sphere)
spir, spire, pire	breathe, breath	inspire (breathe into, give life to)
tact, tag	touch	contagious (transmission of disease by touching)
tele	far	telescope (far look), telephone (far sound)
tend, tens	stretch, strain	tension (tightness caused by stretching)
termin	end	terminal (forming the end of something)
terra	earth	terrain (the surrounding earth or ground)
therm, thermy	warm, hot, heat	thermal (related to heat)
tox	poison	toxic (poisonous)
urb	city	urban (comprising a city or town)
vac	empty	vacant (empty, not occupied)
vert, vers	turn	reverse (turn back)
vid, vis	see	supervise (oversee or watch over)
viv	alive, life	vivacious (full of life)
voc	call	vocal (calling with your voice)
vor	eat greedily	herbivorous (plant eating)
zo	animal	zoology (study of animals)



Becoming a Better Speller

**Our language can be a tricky one to spell.
Here are some things that you can do to become a good speller.**

1. Use strategies to remember spellings

- ⇒ Use your senses, especially senses of seeing and hearing
 - Look at the word and say it aloud
 - Write the word
 - Read the word aloud again
 - Check to see if you have spelled it correctly
 - Cover the word and write it again. Name each letter as you write it. Check your spelling
- ⇒ Use sayings to help you think of how to spell tricky words
 - Write different ways you think the word could be spelled. Then pick the one that looks correct to you.
 - You have a PAL in your princIPAL.
 - People say BRrrr in FeBRuary.
 - Strawberry Shortcake is my favorite deSSert.
- ⇒ Use familiar words to help you spell other words
 - siGn - siGnature
 - tWin - tWo

2. Learn to proofread for spelling. After you have revised your writing be sure to check it for punctuation, grammar, and spelling errors.

- ⇒ Read from bottom to top
- ⇒ Correct the misspellings
- ⇒ Circle the puzzlers and then double check them when you are done proofreading
- ⇒ Use a spell checker when you write on the computer. Just remember that a spell checker can't replace a human checker
- ⇒ Ask for help by having a friend check over your writing too



3. Learn some basic spelling generalizations

• Words ending in Y.

- ⇒ When you write the plurals of words ending in **y**, change the **y** to **i** and add **es**
party - parties country - countries
- ⇒ If the word ends in a **vowel plus y**, just add **s**.
boy - boys turkey - turkeys

• Consonant ending

- ⇒ When a one-syllable word with a short vowel needs an ending like **ed**, **er**, or **ing** the last consonant is usually doubled.
sit - sitting drop - dropped big - bigger

• Is it **i** before **e** or **e** before **i**?

- ⇒ When spelling words with a long **e** sound, you often use **i** before **e**
brief thief believe piece relieve

exceptions: *either, neither, their, seize*

- ⇒ When spelling words with a long **e** sound after the letter **c**, you use **e** before **i**.
ceiling receive

- ⇒ Sometimes words with a long **a** or long **i** sound may use **e** before **i**.
freight neighbor height reindeer

- ⇒ More exceptions to learn:
view friend mischief handkerchief

• Silent **E**

- ⇒ If a word ends in a silent **e**, drop the **e** before adding an ending (suffix) that begins with a vowel
use, using, usable believe, believing, believable like, liking, likable
Remember do not drop the e when the suffix begins with a consonant (-ful, -ty, -teen) nine, ninety, nineteen

• Syllable rule

- ⇒ Every syllable has a vowel or a **y** in it.
hot mitten sky

• Qu rule

- ⇒ Always put a **u** after **q**

Spelling Monsters

about
across
achieve
again, against
all right
almost
a lot
always
among
another
answer
any
anyone
a while
beautiful
because
been
before
beginning
believe
between
busines
buy
by
can't (can not)
cannot
choose, chose, chosen
close
clothes
coming

could
didn't (did not)
different
disappear
doesn't, does
don't
eight, eighth
enough
especially
every
everybody
everyone
except
excited
familiar
favorite
February
field
finally
first
forty, fourteen
friend
getting
guess
happily
having
heard
hole
hoping, hopping
I'd

it's (it is)
its
important
knew
know
knowledge
laugh
let's
library
literature
lose, loose
making
many
meant
meet, meat
might
minute
misspell
myself
necessary
new
ninth, ninety
none
occur, occurred
often
once
one
our
picture
people

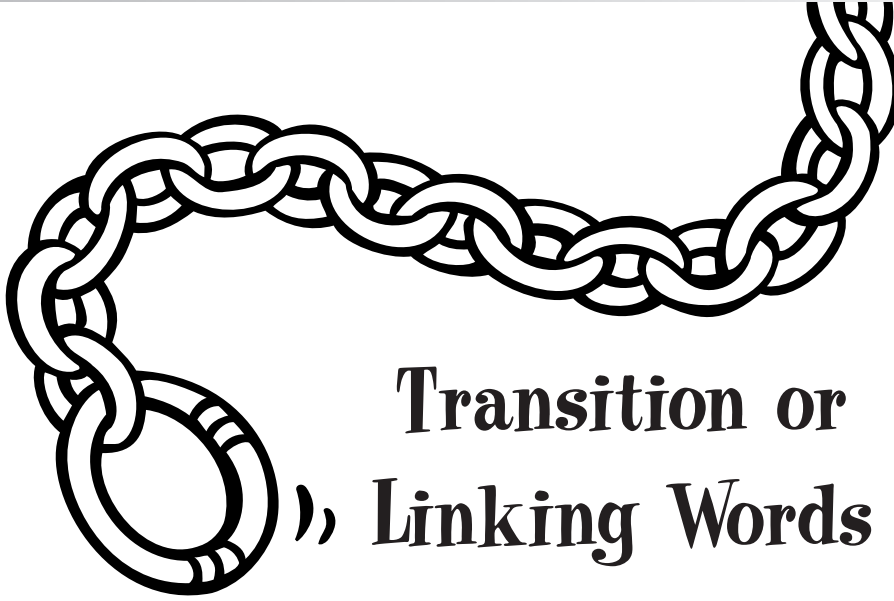
piece
pleasant
quite, quiet, quit
ready
really
receive
right
said
says
school
separate
several
shoes
similar
since
something
sometimes
sure
surprise
tear
terrible
that's
than, then
there, their
therefore
they
they're (they are)
thought
threw
thrown, throne

tired
together
tomorrow
tonight
too
toward
truly
Tuesday
until
upon
usually
very
want
weather, whether
Wednesday
week, weak
were
where, wear
which
who
whole
woman, women
won
won't
would'nt
write
writing, written
wrote
your
you're (you are)

Plurals

Plural means more than one. Here are some rules to help you form the plural of a nouns correctly.

Rules	Examples
Add s to most nouns to form plurals	friend/friends
Add es to nouns ending with s, ss, sh, ch, or x	box/boxes, class/classes, bush/bushes
Change the y to i and add es to nouns ending in a consonant + y	country/countries
Add s to nouns ending with a vowel + y	key/keys
Change the f or fe to v and add es to some nouns ending in f or fe	half/halves, knife/knives
Some nouns change their spelling to make the plural	foot/feet, mouse/mice
If a consonant comes before o , add es in most cases	echo/echoes, tomato/tomatoes
If a vowel comes before o , add s	radio/radios, rodeo/rodeos
Some nouns are spelled the same for both singular and plural	sheep/sheep



Transition or Linking Words

When to use different transition words and phrases	Examples					
show location	above across against along among	behind below beneath beside between	by down in back of in front of inside	into near off onto on top of	outside over throughout to the right under	
show time	about after at before during	first second third till until	meanwhile today tomorrow next week yesterday	soon later afterward immediately finally	then next as soon as when	
compare two things	likewise	as	similarly	like		
contrast things	but however	otherwise yet	although still	on the other hand even though		
conclude or summarize	as a result therefore	finally lastly	in conclusion in summary	to sum up all in all		
add information	again also additionally in addition	another and besides for example	for instance moreover next	finally as well along with		

Easily Confused Words

In English, some words sound and look very much like other words. They can easily be confused and misused. Here are some of the trickiest of these words.

allowed aloud	adj. permitted adv. out loud with noise The teacher <u>allowed</u> John to read his report <u>aloud</u> to the class.
accept except	v. to take what is offered or given prep. leaving out other than <i>They will <u>accept</u> everyone in the club <u>except</u> him.</i>
affect effect	v. to influence, to change n. a result, a consequence <i>Bad weather <u>affects</u> everyone, but sunny weather has the <u>effect</u> of making people smile.</i>
all ready already	everyone or everything is prepared adv. previously, before this time, by this time <i>We were <u>all ready</u> for the class trip, but the bus had <u>already</u> left.</i>
altogether all together	adv. completely, in all at the same time, in the same place <i>The conductor was <u>altogether</u> disgusted when the orchestra couldn't play the notes <u>all together</u>.</i>
are our hour	v. state of being pron. belongs to us n. sixty minutes <i><u>Our</u> mother told us to be quiet for an <u>hour</u>, and since we <u>are</u> generally well behaved, we followed her direction.</i>
ate eight	v. past tense of the verb "to eat" n. and adj. the whole number between seven and nine <i>The hungry boy <u>ate</u> all <u>eight</u> of the cookies.</i>
bear bare	n. a large heavy brown or black animal adj. without covering; simple, plain <i>The hungry <u>bear</u> ate so many berries that the berry bush was <u>bare</u>.</i>

break brake	v. to make come apart n. a device for stopping a vehicle <i>I told the little boy to stop pulling on my bicycle <u>brakes</u>, because I worried he might <u>break</u> them</i>
capital capitol	adj. main, principal, chief n. the building in which the legislature meets <i>When you visit the <u>capital</u> city, you can tour the <u>capitol</u> building.</i>
cent sent scent	n. a 100th part of a dollar; a penny v. past participle of the verb "to send" n. a smell or an odor <i>I caught the <u>scent</u> of a skunk along the way when mother <u>sent</u> me to the store with five dollars and twenty <u>cents</u> in my pocket.</i>
close clothes	v. to shut; to block an entrance or opening n. articles of clothing <i>Mother said to <u>close</u> the door to hide the <u>clothes</u> on the floor.</i>
course coarse	n. a subject in school adj. rough to the touch <i>In our science <u>course</u> we separated <u>coarse</u> objects from smooth ones.</i>
conscience conscious	n. the awareness of right and wrong adj. awake, able to feel and think <i>Listen to your <u>conscience</u> and you will be more <u>conscious</u> of respecting others.</i>
costume custom	n. clothing worn in a play, circus, etc. n. habit; usual practice <i>Wearing <u>costumes</u> on Halloween is an American <u>custom</u>.</i>

Easily Confused Words

desert	n. a hot, sandy, dry region of the Earth with little plant or animal life	passed	v. went by
dessert	n. the last course of a meal, usually sweet <i>In the <u>desert</u> you can't eat a frozen <u>dessert</u> because it would melt too fast.</i>	past	adj. or n. a time gone by <i>In the museum time <u>passed</u> quickly because we were fascinated with artifacts from the <u>past</u>.</i>
fair	n. a festival or carnival or adj. attractive, lovely	piece	n. a part of something
fare	n. money paid for transportation <i>The <u>fair</u> princess paid her <u>fare</u> as she boarded the train.</i>	peace	n. freedom from war or fighting; calmness <i>After our argument, my brother gave me a <u>piece</u> of his candy to make <u>peace</u> with me.</i>
flour	n. a fine powdery substance produced by grinding grain	principal	n. head of a school
flower	n. the structure of a plant usually brightly colored <i>The busy farmer carried a heavy sack of <u>flour</u>, but stopped to pick a lovely <u>flower</u> for his wife.</i>	principle	n. rule of personal behavior <i>Our <u>principal</u> is a person of very high <u>principles</u>.</i>
heard	v. past tense of the verb "to hear"	quite	adv. completely, entirely
herd	n. a group of large animals such as sheep or cattle <i>The bewildered cowboy <u>heard</u> the mooing of the cows in his lost <u>herd</u>.</i>	quiet	adj. making no sound; with little noise; peaceful; still
here	adv. at or in this place	quit	v. to stop; to leave one's job <i>It has been <u>quite</u> noisy at work, and if things don't <u>quiet</u>, I'll <u>quit</u>.</i>
hear	v. to receive sounds in the ear <i>If I stand <u>here</u>, can you <u>hear</u> me?</i>	roll	n. a list of names
its	pron. belongs to it	role	n. a part in a play or movie <i>The teacher called the <u>roll</u> and then asked each student which <u>role</u> in the play they would like to have.</i>
it's	contraction for it is <i><u>It's</u> fun to watch a dog chase <u>its</u> tail.</i>	seen	v. past participle of the verb "to see"
lay	v. to put something down	scene	n. an episode, especially in a play, movie or television show <i>In the last <u>scene</u> of the movie the baby seals could be <u>seen</u>.</i>
lie	v. to place oneself in a resting position <i>Do not <u>lay</u> your books on the sofa when you <u>lie</u> down for a nap.</i>	team	n. a group of people working together in a coordinated effort
lose	v. to misplace; to fail to win	teem	v. to empty, to pour out <i>As our <u>team</u> had finished the game, the rain <u>teemed</u> down on us.</i>
loose	adj. not firmly attached <i>You will probably <u>lose</u> your <u>loose</u> tooth any minute.</i>	then	adv. at that time
moral	adj. good in behavior or character	than	conj. used in a comparison <i>She stuck her tongue out at him, and <u>then</u> he said that he was smarter <u>than</u> she was.</i>
morale	n. the attitude or spirit of a person or group <i>The mayor was a good and <u>moral</u> man and he kept the <u>morale</u> of the citizens high.</i>	there	adv. at or in that place
no	adv. certainly not; not so	their	pron. belonging to them
know	v. to be certain of the facts; to understand clearly <i>Mom said <u>no</u>, when I asked if I could go to the park. I <u>know</u> how to dribble a ball in basketball.</i>	they're	contraction for "they are" <i>When the eyewitness spoke to the police, he said, "<u>They're</u> over <u>there</u> in <u>their</u> secret hideout.</i>
		threw	v. past tense of "throw"
		through	prep. in one side of something and out the other <i>He <u>threw</u> the ball <u>through</u> the scoreboard.</i>

Easily Confused Words

to prep. toward
two n. and adj. the number between one and three
too adv. also; in addition, more than enough
I went to the movies and saw two movies, too.

where adv. in that place
wear v. to have clothes on the body
Where would I ever wear a dress like that?

whether conj. If; either
weather n. the condition of the atmosphere
I don't know whether tomorrow's weather will be good or bad.

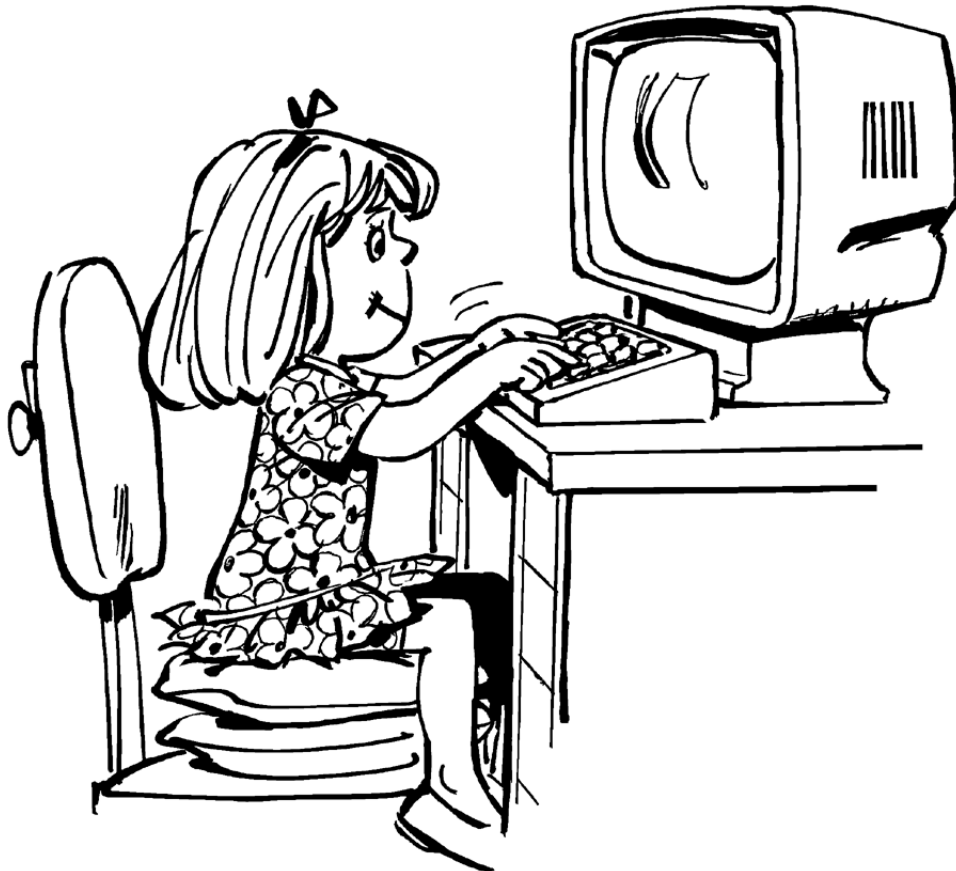
which pron. a word that asks questions about people and things
witch n. a woman with supernatural powers
The judge of the costume contest asked, "Which of the witch costumes is the ugliest?"

whole adj. complete, entire
hole n. an opening in the ground
It will take us the whole day to dig such a big hole.

whose pron. belongs to whom
who's contraction for who is
Who's going to figure out whose jacket was left behind?

won v. past tense of win
one n. and adj. the first and lowest whole number
The team won only one game the whole season.

your pron. belongs to you
you're pron. contraction for "you are"
You're the next one to get a chance to tell your story.





for Using Capital Letters

1. Capitalize common nouns such as street, lake, river, mountain, school when used as part of a proper noun to name **a particular place or thing.**

I swam in the lake. (The name of the lake is not given.)

I swam in Lake Michigan. (The name of the lake is told.)

Common
river

Proper
Mississippi River

Common
city

Proper
New York City

2. Capitalize the word **I** and contractions formed with it.

Yes, I plan to go, but I'll have to walk.

3. Capitalize such words as **Mother, Father, Grandmother, and Grandfather** when used instead of that person's name. Do not capitalize them when a word such as my, your, his, her, our, or their is used before them.

I think that Mother can come.

I think that my mother can come.

4. Capitalize the first word and all important words in the **titles of books, articles, musical works, poems, and plays.**

America the Beautiful

Harry Potter and the Sorcerer's Stone

5. Capitalize the name of a school subject when it comes from the name of a country, as English, French, Spanish, Latin. (Latin comes from Latium, a region of central Italy; therefore it needs a capital.) Do not capitalize names of such subjects as geography, science, history except when used as headings or titles for papers that you hand in.

My brother studies history, science, English, and industrial arts.

6. Capitalize **East, West, North, South** and such words as Northwest when they indicate a section of the country. Do **not** capitalize words when they **simply indicate a direction.**

Henry spent last summer in the West and in the Southwest.

Don lives south of school, but we live northeast of it.

7. Do not capitalize seasons of the year.

In the fall we start school for a new year.



✓ Rules for Using Commas

1. Use commas after various **parts of an address**.
(House number and street form one part, as do state and ZIP code number.)
John moved to 115 Oak Street, Dayton, Ohio 45426, last year.
Use no comma after a part that ends a sentence.
Were you born in Boston, Massachusetts? I was born in Buffalo, New York.
2. Use commas after the **parts of a date**.
(Month and day form a single part.) Use no comma after a part that ends a sentence.
That game was played on October 12, 2001.
That game was played on October 12, 2002, in a heavy rain.
They visited Florida in January, 2001.
3. A noun used in **speaking to a person** is called a noun in direct address.
Use a comma or commas to set off a noun in direct address.
John, where did you put that ball of yarn?
Where did you put that ball of yarn, John?
Where, John, did you put that ball of yarn?
4. An appositive is a **noun or pronoun that stands next to another noun and means the same person or thing**.
Use a comma or commas to set off words used as appositives.
Have you met our principal, Ms. Peterson?
Our principal, Ms. Peterson, spoke.
If an appositive is one of a group of words, set off the entire group.
The Husky, an Eskimo dog that pulls sleds, looks much like a wolf.
5. Use commas to **separate three or more items in a series**.
Sarah, Beth, Jenny, and Lisa went to the movies.
Jason plays soccer, swims in relay races, and is captain of the basketball team.
Use no commas when all items in a series are joined by and or or.
We shall move to Florida or Pennsylvania or Texas.
6. Use a comma after an **introductory yes, no, well, oh**.
Yes, I plan to go. Well, I'll think about it.
7. Use a comma to separate **two adjectives that describe the same noun**.
The huge, furry dog chased him over the fence and into the pool.
Note: If not sure whether or not to put a comma between two adjectives in a row, check to see if it is possible to substitute "and" for the comma.
The huge (and) furry dog. *The huge, furry dog*
8. Place a comma **after the greeting** in a friendly letter and **after the closing** in all letters.
Dear Uncle Jim, (greeting)
Your niece, (closing)
Sincerely, (closing)
9. To keep numbers clear use commas **between hundreds, thousands, millions, and so on**.
Bill's car has 200,000 miles on it
Dad is selling his old computer for \$1,000
10. Set off the **exact words of a speaker** from the rest of the sentence with a comma.
The stranded driver replied, "I am just waiting for the tow truck."
11. Put a comma:
Before a conjunction that joins the independent clauses in a compound sentence (but, yet, still, so, and, for, or, nor)
My uncle loves to dance, and my aunt plays the piano.
After a dependent clause that comes at the beginning of a complex sentence
Even though I forgot to study, I still did well on the test.

✓ Rules for Using Apostrophes



1. Form the possessive of any singular noun in this way:

a) Write the noun. Do not change any letters; do not drop any.

b) Add **'s** to the word. Notice these examples:

Singular nouns: Lois son-in-law

Possessive nouns: Lois's dress my son-in-law's job

Remember that a possessive form shows **ownership of something**.

Do not make the mistake of using it as a plural.

Correct: I saw the boy's father. (The possessive tells whose father.)

Incorrect: Both boy's helped me. ("Boys" does not show ownership.)

2. To form a possessive of a plural noun, follow this plan:

a) Write the plural noun. Do not change any letters; do not drop any.

b) If the **plural does not end in s**, add **'s**, just as you would in forming singular possessives.

Plural nouns: children women

Possessive nouns: children's voices women's travels

c) If the plural **does end in s**, add only an apostrophe.

Plural nouns: boys uncles

Possessive nouns: both boys' bicycles my uncles' noses

3. Use an **apostrophe** in writing a **contraction**.

a) Definition: A **contraction** is a shortened form in which two or more words are combined by dropping some letters and inserting an apostrophe to take their place.

4. Use an apostrophe when you refer to the plural of letters and words.

There are four **s's**, four **i's**, and two **p's** in Mississippi.

You have too many **very's** in your essay.

5. Should have, could have, and would have are contracted as should've, could've, and would've -

not as should of, etc. There is no such expression as "should of."

✓ Rules for Writing Dialogue

1. Use **no quotation marks with an indirect quotation.**

Dan said that Bob had gone home.

2. Place quotation marks **before and after the direct quotation.**

Dan said, "I think he went home."

"I think that he went home," said Dan.

Joe asked, "Are you coming with me?"

"Come with me!" exclaimed Joe.

3. Capitalize **the first word of a quotation.**

Don complained, "No one asked me to go."

"No one," complained Don, "asked me to go."

4. Use a comma or commas **to separate the exact words of a speaker** from the rest of the sentence.

Jack said, "You may use this pencil."

"I already have one," replied Bill.

"Yes," said Jack, "but you need a spare."

Sometimes the sense of the sentence requires some other mark.

"May I borrow a pencil?" asked Fred.

"What a pretty color!" remarked Alice.

5. When the words explaining who the speaker is come in the middle, put the quotation marks **around each part of the speaker's words.**

"I think," said Dan, "that he went home."

6. In writing conversation, begin a **new paragraph for each change of speaker.**

"Bud, who played tonight?" yelled Ben.

"The sophomores played the freshmen," answered Bud.

"It was a good game because Slim Haas scored twenty points."

"Who won?" asked Ben.

"The freshmen won, 60-56!" shouted Bud. "Yippee!"

✓ Rules

for Using Colons and Semicolons

USE A COLON:

1. after the greeting in a business letter
Dear Sirs: Dear Ms. Freedman: Dear Chairperson:
2. to introduce a list
You will need the following clothes for a camping trip:
boots, gloves, a heavy jacket, scarf, and a hat.
3. between the hour and the minutes when you use numbers to express time
4:34 p.m. 12:52 a.m.
4. to introduce a long direct quotation
At the press conference, the President declared:
Times are getting better. The economy is starting to improve,
more people are working, crime is down, reading scores are up,
the air is getting cleaner, people are buying more homes, factories
are humming, and my pet cat just had six adorable kittens.
*Notice that you don't use quotation marks with a long direct quotation
Instead, you indent on both sides from the margins of the main text.*

USE A SEMICOLON:

1. to join the independent clauses of a compound sentence together when you don't use a comma and a conjunction
Chorus meets every Tuesday; band rehearsal is on Wednesday.
2. in front of some conjunctions that join together two simple sentences into one compound sentence. In these cases, put a semicolon in front of the conjunction and a comma after it.
*I usually like pecan pie; however, today I don't want any.
She's been absent this week; therefore, she hasn't read the book.*

Other conjunctions and phrases punctuated this way:

accordingly	in addition
also	indeed
as a result	in fact
besides	moreover
consequently	on the contrary
for example	on the other hand
for instance	otherwise
for this reason	that is
furthermore	thus
hence	yet

3. in a series of three or more items when commas are used within the items
Appearing on tonight's show are Brenda, the wonder frog; Tulip, the talking toucan; and Henrietta the hip hippo.

Run-Ons

A **run-on sentence** is really two or more sentences (or independent clauses) that run together without the proper punctuation to join them.

It may rain today take your umbrella.

At first, that may look like one sentence, but it's really two independent clauses with no punctuation to join them together.

Tip: Try reading your writing out loud to catch run-ons. When your voice stops, it is probably the end of a complete thought.

Fragments

A **fragment** is not quite a whole sentence because it is missing either the subject or the main verb. Even if the group of words begins with a capital letter and has a punctuation mark at the end, it is still a fragment if either the subject or the main verb is missing.

Slipping down the muddy bank and plopping into the river.
Who is slipping and plopping? The subject is missing.

Katie who came all the way from South Africa by plane.
What about her? What did she do?
The predicate is missing.

Tip: Try reading your writing out loud to catch fragments. It sometimes helps to use the phrase "Is it true that..." (insert the sentence that could be a fragment).

How to Fix a Run-On Sentence

First, decide what the separate sentences are. Where does the first sentence end, and where does the second sentence begin?

It may rain today take your umbrella

Then fix the run-on sentence in one of three ways:

- 1) Join the two sentences with a comma and a conjunction.
*It may rain today, **so** take your umbrella.*
(A comma by itself is not strong enough to join the two parts together. You must use both a comma and a conjunction.)
- 2) Join the two sentences with a semicolon.
It may rain today; take your umbrella.
- 3) Make two separate sentences.
It may rain today. Take your umbrella.

How to Fix Fragments

Put in the missing subject or predicate so that the sentence makes complete sense, or take out a word that is keeping it from being a complete sentence.

A hippo in a tutu was slipping on the muddy bank and plopping into the river.

Katie, who came all the way from South Africa by plane, **had never seen snow before.**