

Vocabulary Power

con•sti•tu•tion

[kon'stə•t(y)oo'shən] *n.*

A written plan of government that states the basic laws or rules.

Phrase or Clause?

A **phrase** is a group of closely related words that work together. A **phrase** does not contain a subject and a predicate. A **clause** is a group of words that has both a subject and a predicate.

You have learned about two kinds of phrases—verb phrases and prepositional phrases. These examples show the difference between a phrase and a clause.

Examples:

after the election

prepositional phrase—
no subject and predicateafter we won the electionclause—has subject
and predicatewe won the electionclause—has subject
and predicate

Many clauses include phrases. In fact, a phrase in a sentence is always part of a clause.

My parents voted.

clause

My parents voted in the election.clause containing
prepositional phrase

Guided Practice

A. Study each group of words. Tell whether it is a prepositional phrase or a clause. Which clause contains a prepositional phrase?

Example: in the United States *prepositional phrase*

- of government
- according to the Constitution
- the government has three branches
- within each branch
- senators and representatives are part of one branch
- they write our laws
- in the second branch
- for the President
- judges run the courts
- if a person has broken a law

Independent Practice

B. Write whether each group of words is a prepositional phrase or a clause.

Examples: in a democracy *prepositional phrase*
the people choose their leaders *clause*

11. Congress writes laws
12. for the people
13. senators serve six-year terms
14. from each state
15. each state elects two senators
16. after six years
17. if they are not reelected
18. representatives serve shorter terms
19. because some states have more representatives
20. from each state

C. Write whether each underlined group of words is a phrase or a clause. Remember that a clause may contain phrases.

21. Population is the number of people who live in a place.
22. States with bigger populations can elect more representatives.
23. In 1999, California sent fifty-two representatives to Congress.
24. Texas had thirty representatives in 1999.
25. After they have served for two years, representatives must be reelected.

Remember

that a **phrase** does not have a subject and a predicate. A **clause** has both a subject and a predicate.

Writing Connection

Social Studies Talk with a partner about citizenship. What makes a person a good citizen? What responsibilities does a citizen have? With your partner, write five sentences about what you think makes people good citizens. Use phrases and clauses to add variety to your sentences.



Independent and Dependent Clauses

Some clauses can stand alone as sentences. These are called **independent clauses**. Other clauses cannot stand alone as sentences. These are called **dependent clauses**.

Examples:

Independent Clause

The colonists won independence from Great Britain.

Dependent Clause

when the colonists won independence from Great Britain

Notice the word that begins the dependent clause. *When* is an example of a **subordinating conjunction**. Many dependent clauses begin with the connecting words called subordinating conjunctions. When a clause begins with one of these words, it does not express a complete thought. It needs to be connected to an independent clause.

Example:

Independent Clause

A new nation was formed

Dependent Clause

when the colonists won independence from Great Britain.

Common Subordinating Conjunctions

after	unless
although	until
because	when
before	whenever
if	where
since	while



Guided Practice

A. Tell whether each underlined clause is an independent clause or a dependent clause. If the clause is dependent, name the subordinating conjunction.

Example: The leaders shared ideas before they wrote the U.S. Constitution. *independent clause*

1. Before the Constitution was adopted, the United States had no President.
2. People liked the Constitution because it seemed fair.
3. When some people read the Constitution, they did not like it.
4. They would not support the Constitution unless the leaders added a Bill of Rights.
5. If certain rights were part of the Constitution, the government could not take them away.

Independent Practice

B. Write each sentence. Underline the independent clause.

Example: When the first Congress met, James Madison proposed new laws.
When the first Congress met, James Madison proposed new laws.

6. After Congress debated the laws, they became the Bill of Rights.
7. Congress presented twelve laws to the states.
8. The states approved ten of the laws.
9. After state governments approved the laws, they became part of the Constitution.
10. The First Amendment protects freedom of speech.

C. Write each sentence. Underline the dependent clause. Circle the word that begins the clause.

Example: The leaders improved the Constitution when they added the Bill of Rights.
The leaders improved the Constitution (when) they added the Bill of Rights.

11. Before the Bill of Rights was passed, many states had their own laws about rights.
12. Because we have the Bill of Rights, our freedoms are secure.
13. Police, for example, must have a good reason whenever they arrest someone.
14. If the government takes land, it must pay the owner.
15. Many people admire James Madison because he wrote the Bill of Rights.

Writing Connection



Writer's Journal: A Famous Sentence Find and read the Preamble to the Constitution. Notice that it is one independent clause that includes many phrases. In your Writer's Journal, write a long sentence with one clause. Underline the simple subject and the verb in your sentence.



Remember

that an independent clause can stand alone because it is a complete thought. A dependent clause cannot stand alone because it is not a complete thought. Look for a connecting word to help you identify a dependent clause.



Combining Independent and Dependent Clauses

An independent clause expresses a complete thought and can stand alone as a sentence. You can expand that sentence by adding a dependent clause to it.

An independent clause states the main idea of a sentence. A dependent clause can add information about the main idea. When you add a dependent clause to a sentence, choose the connecting word carefully. The connecting word tells how the dependent clause is related to the main idea.

Examples: Senators must be fair *because* they write laws.
(tells why)

Until I read the First Amendment, I did not understand its importance. (tells when)

Notice the comma in the last example. When the dependent clause comes at the beginning of the expanded sentence, it is followed by a comma.

Conjunction Tells

after, before, until, when, whenever	when
where, wherever	where <i>or</i> which one
because, since, so that	why
if, unless, while	condition

Guided Practice

A. Write the dependent clause in each sentence. Tell what kind of information it gives.

Example: The President will decide after he has studied the facts. *after he has studied the facts; when*

1. United States citizens can vote if they are at least eighteen years old.
2. When people register to vote, they receive a voter identification card.
3. Before they can vote, people must prove their age.
4. Voters also must give the address where they live.
5. The government needs this information because it must keep elections honest.



Independent Practice

B. Write each sentence. Underline the dependent clause. Then write what kind of information it gives.

Example: Washington, D.C., is the city where representatives work.

Washington, D.C., is the city where representatives work. (where)

6. If they want new laws, representatives must write bills.
7. Each bill needs to be revised before it is in final form.
8. Whenever the bill is ready, the writer will have other representatives read it.
9. Those representatives meet in a group so that they can offer suggestions.
10. Committee members approve the bill unless they disagree.

C. Add a dependent clause to each sentence. You may want to give the kind of information shown in parentheses. Use a comma when necessary.

Example: Laws affect us every day. (where)

Wherever we live, laws affect us every day.

11. We wrote a letter to the President. (why)
12. Adults should listen carefully. (when)
13. I can learn more about the Presidents of the United States. (condition)
14. I will read about the Constitution. (when)
15. I like to read. (condition)

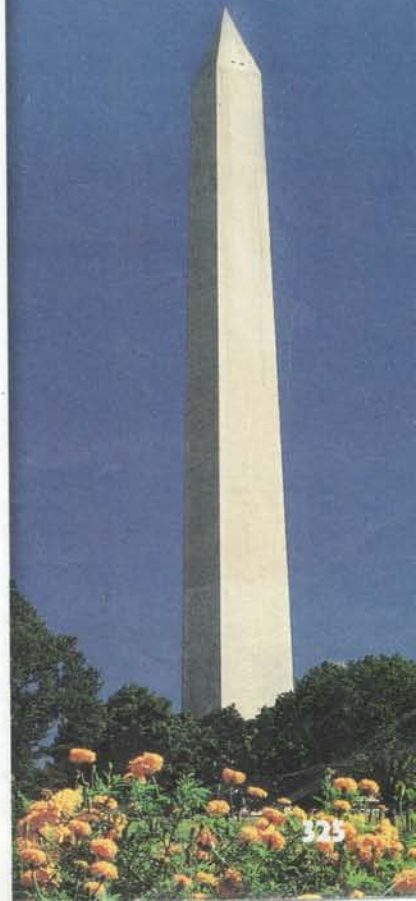


Remember

that a dependent clause can add information to a sentence. The connecting word tells what kind of information is being added. A comma follows any dependent clause that begins a sentence.

Writing Connection

Writer's Craft: Sentence Variety Choose a piece of writing you have done. Reread it to find sentences to expand by adding dependent clauses. Use the chart of subordinating conjunctions in this lesson for ideas. Rewrite some of the sentences.



Extra Practice

- A. Write whether each group of words is a prepositional phrase or a clause. *pages 320–321*

Examples: thirteen states formed one country *clause*
of America *prepositional phrase*

1. the people formed a new government
2. because it seemed weak to them
3. at this Constitutional Convention
4. leaders from different states often argued
5. about the plan

- B. Write each sentence. Underline the independent clause. *pages 322–323*

Example: The Constitutional Convention of 1787 met in the city where the Declaration of Independence had been signed.

The Constitutional Convention of 1787 met in the city where the Declaration of Independence had been signed.

6. The leaders were called delegates because they were acting for the people.
7. Although James Madison had to travel a great distance, he was eager to attend the convention.
8. James Madison was thirty-six years old when he traveled to Philadelphia.
9. While he listened to the other delegates speak, Madison took notes.
10. We have excellent records of those meetings because Madison took such good notes.
11. Because every delegate respected General George Washington, he was chosen as the leader.
12. When the delegates met, Washington asked for a “wise and honest” plan of government.
13. Before the convention met, each state had one vote in Congress.
14. Since they had more people, large states found the idea unfair.
15. The argument might end if Congress had both a House and a Senate.

 Remember

that a phrase does not contain a subject and a predicate. A clause, however, has both. An independent clause can stand alone as a sentence, but a dependent clause cannot.

For more activities with phrases and clauses, visit
The Learning Site:



www.harcourtschool.com

Strategies Good Readers Use

STUDY
SKILLS

Reading strategies can help you gather and organize information you need. Often you will find a large amount of information on a topic. Reading strategies that can help you find and sort through information include **skimming**, **scanning**, and **taking notes**.

Skimming is looking over a book or resource quickly to find the topic, sections, and headings. You may skim to find out if a resource has the information you need for a report or a project.

Scanning is looking quickly through a page or chapter to find a particular bit of information. For example, you might scan to find the definition of a word or the date when something happened.

Knowing the parts of a book can help you skim and scan. The **title page** tells the book's title, author, and publisher. The **table of contents** lists the titles and page numbers of the chapters. The **index** lists the book's topics in alphabetical order and shows their page numbers. The index is usually at the back of the book.

When you have located information, you can record it by **taking notes**. Write down ideas in your own words. Include the book's title and author. Writing your notes on index cards will make it easy to sort and organize information later. Use your notes to review information or organize it before you begin to write.



YOUR TURN

USE READING STRATEGIES Write the names of several interesting people, places, and things. Choose one topic to learn more about. Use skimming and scanning to choose a resource and find information. Take notes on what you find. Then tell a group of classmates what you learned.