

Sentence Fragments

A **sentence fragment** is a group of words that does not express a complete thought.

Some fragments are missing a subject, a predicate, or both. Others may be dependent clauses that begin with a connecting word such as *because* or *after*.

You can correct some sentence fragments by adding the missing parts. If the sentence fragment is a dependent clause, it needs to be attached to an independent clause.

Sentence Fragment	Complete Sentence
Brought jobs to the city (needs subject)	A new cotton factory brought jobs to the city.
New markets for cloth (needs predicate)	New markets for cloth opened in the South.
When merchants shipped cloth (needs independent clause)	When merchants shipped cloth, they used the railroad.

Guided Practice

A. Identify each group of words as a complete sentence or a sentence fragment. Tell how you know a group of words is a sentence fragment.

Example: Developed a new magnifying glass.
sentence fragment

- Walter Hunt invented a stove that used hard coal.
- Also designed the first student lamp.
- Because he had a creative mind.
- Hunt worked in a shop in New York City.
- Although his inventions seemed strange.
- Hunt's best ideas.
- Hunt invented a sewing machine.
- In the early 1830s.
- Tell me more about Hunt.
- When inventors found different methods.

Vocabulary Power

in•dus•try [in'dəs•trē]

n. Businesses or manufacturing; also, a type of business, such as the clothing *industry*.

Independent Practice

B. Identify each group of words as a complete sentence or a sentence fragment.

11. Workers built the Erie Canal across the Appalachian Mountains.
12. On July 4, 1817.
13. Thousands of laborers worked on the canal.
14. A water route 363 miles long.
15. When farmers shipped their crops to market.
16. The canal connected Buffalo to the Hudson River.
17. New York businesspeople more than others.
18. The Erie Canal provided a quick passage for traders.
19. Since taking goods across land was expensive.
20. Sent crops to river docks in New Orleans.

C. Write *S* if the group of words needs a subject. Write *P* if it needs a predicate. Write *IC* if it needs an independent clause.

Example: After the dock workers loaded the boat. *IC*

21. Although the Erie Canal opened.
22. On November 4, 1825, the first passenger.
23. Shipped vegetables and flour on river barges.
24. With so many opportunities for trade.
25. Took eight days instead of twenty.
26. Lowered the cost of shipping.
27. As time passed.
28. The success of the Erie Canal.
29. Quickly got on the boat to Lake Erie.
30. Created the desire for more canals.

Writing Connection

Writer's Craft: Elaboration Work with a partner to list ten inventions. You might list items such as a bicycle pump, an eraser, and a can opener. Then choose the one you think is the most important. On your own, write a paragraph about the invention. Describe what it does and why it is useful. Exchange paragraphs with your partner. Proofread your partner's paragraph. Correct any sentence fragments you find.

Remember

that a group of words without both a subject and a predicate is a sentence fragment .



Run-on Sentences and Comma Splices

One common error is to write two sentences or independent clauses with no punctuation between them. This is called a **run-on sentence**. Another error is to use only a comma to join two sentences. This is called a **comma splice**.

Independent clauses should be separated by a period or other end punctuation, a semicolon, or a comma and coordinating conjunction.

Run-on sentences corrected:

In the 1800s the world was beginning to change ^{and} not everyone wanted change.

New ways of farming and making tools were invented ^{and} the inventions helped farmers.

Comma splices corrected:

With new tools farmers grew more crops, ^{but} people began to leave farms for the factories.

Fewer goods were produced at home, [;] more and more were produced in factories.

Guided Practice

- A. Write *RO* if the sentence is a run-on sentence. Write *CS* if it contains a comma splice. Write *correct* if it is correct. Explain your answer.

Example: Water is a good source of power, people used rivers to produce power for hundreds of years. *CS*

- In the 1800s water was the main source of power a river was the best location for a factory.
- A mill owner could buy part of a river, and the business would control its use.
- Companies built manufacturing plants next to streams, the force of the water turned their mills.
- The steam engine was invented it caught on slowly.
- The steam engine needed coal to operate, coal was expensive.

Independent Practice

B. Write *RO* if the sentence is a run-on sentence. Write *CS* if it contains a comma splice. Write *correct* if it is correct.

Example: Richard Arkwright was an English inventor he designed the cotton-spinning machine.

RO

- In the 1700s England was a world trade center, its cloth-making factories made huge profits.
- People would buy American products English manufacturers would sell less fabric, thread, and cloth.
- The English were afraid because they would lose money to American markets.
- Spinners and weavers would lose their jobs; factories might have to shut down.
- England passed laws to protect trade English merchants could not sell cloth-making machinery outside of England.
- Inventors could not sell their designs to foreigners, even drawings could not leave the country.
- Samuel Slater was English he escaped his country with plans for a cloth-making machine.
- When Slater was fourteen, he worked in a cotton mill in England his job included operating cotton machines.
- Eventually Slater moved to Rhode Island, then he built a cotton-spinning machine from memory.
- The cotton-spinning machine was a success, and his company made money.

Writing Connection

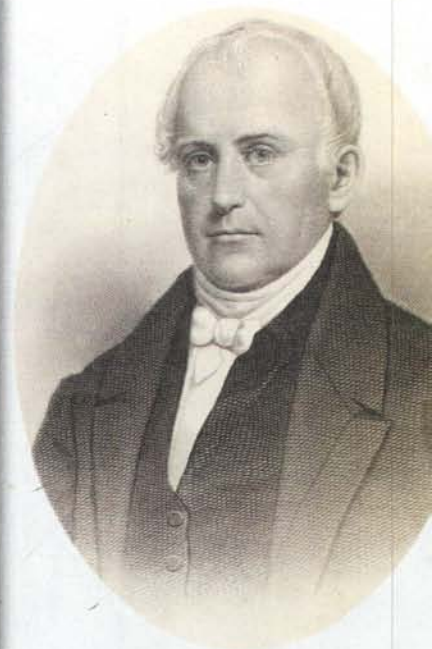
Writer's Journal

Writer's Journal: Find Facts Find and write in your own words several interesting or surprising facts about a recent invention, an improvement to an existing invention, or a change in how a task is done. Check for run-on sentences and comma splices.



Remember

that a **run-on sentence** occurs when two or more sentences are joined without punctuation or connecting words between them. A **comma splice** occurs when sentences are joined only by a comma.



Samuel Slater

why me

Punctuating Compound and Complex Sentences

Run-on sentences and comma splices can be corrected in several ways. This chart shows how the sentences at the left can be corrected.

Run-on Sentence

More iron became available people used it to make tools.

Comma Splice

More iron became available, people used it to make tools.

1. Place a period or other end punctuation between the two independent clauses.	More iron became available. People used it to make tools. (simple sentences)
2. Use a comma and a coordinating conjunction.	More iron became available, and people used it to make tools. (compound sentence)
3. Place a semicolon between the independent clauses.	More iron became available; people used it to make tools. (compound sentence)
4. Add a subordinating conjunction to make one of the clauses dependent.	As more iron became available, people used it to make tools. (complex sentence)

Guided Practice

A. Rewrite each run-on sentence and comma splice.

Example: Most goods had been made by hand machines made the same goods more cheaply.
Most goods had been made by hand. Machines made the same goods more cheaply.

1. In the 1700s America produced raw materials these included lumber, cotton, and wheat.
2. By 1800 machinery had improved manufacturers built more factories.
3. Samuel Slater worked out a factory system for his cloth-making mill, not all companies used the same method.
4. Sometimes a factory formed an assembly line people worked next to each other.
5. Each person completed a task, then the product moved to the next person for more work.



Independent Practice

B. Rewrite each statement correctly. If the sentence is correct, write *correct*.

Example: Francis Lowell had many new business ideas he wanted to improve working conditions in America. *Francis Lowell had many new business ideas. He wanted to improve working conditions in America.*

6. Francis C. Lowell owned a cloth-making business it was located in Waltham, Massachusetts.
7. Lowell developed the Waltham System for his company; under this system, workers made fabric from cotton.
8. Waltham workers used a power loom to make cloth, all of the work was completed at the same place.
9. Lowell moved his factory to the Merrimack River he found a better place near the water.
10. Lowell's factory needed workers it was not located in a major town.
11. Lowell built a model factory town the town was called Lowell.
12. A rooming house was built for the women they needed a safe home.
13. Life at the factory was difficult, people worked more than ten hours a day, six days a week.
14. Workers attended factory social gatherings they published a monthly magazine.
15. Some of the workers came to the United States from Europe, they were eager to work.



Remember

that you can turn **run-on sentences** and **comma splices** into two separate sentences. You can also place a **connecting word** and **appropriate punctuation** between the clauses.

Writing Connection

Real-Life Writing: Catalog Work with a partner to invent a toy or another item that children might use. Sketch your invention. Write a description that might appear in a catalog, and include the price of the item. Include at least one compound or complex sentence. You might look at a toy catalog for ideas.

Extra Practice

- A. Identify each group of words as a complete sentence or a sentence fragment. For each fragment, write *S* if the sentence needs a subject, *P* if it needs a predicate, and *IC* if it needs an independent clause.** *pages 348–349*

Example: Before the Industrial Revolution in the United States. *sentence fragment; IC*

1. Because many new inventions were developed.
2. Industry grew in the United States.
3. In 1800 the U. S. Patent Office received hundreds of requests for patents.
4. A patent, a license to use an invention.
5. Sixty years later 28,000 new patents.
6. Eli Whitney invented many useful devices.
7. The cotton gin took the seeds out of cotton.
8. Sold more cotton to cloth-making factories.
9. Increases cotton production in the South.
10. New harvesting machinery on the farm.
11. Farm machines increased the production of corn.
12. Unless a machine harvested the grain.
13. Was designed by Cyrus McCormick in 1831.
14. Later opened a factory to produce machines.
15. George Page invented a tool called the harrow.

- B. Write *RO* if the sentence is a run-on sentence. Write *CS* if the sentence is a comma splice. Write *correct* if it is correct.** *pages 350–351*

Example: Improvements in farm machines resulted in larger crops, farmers sold more wheat. *CS*

16. In 1844 Samuel F. B. Morse introduced his electric telegraph, news traveled faster with this invention.
17. Morse sent the first telegraph message, and it traveled from Baltimore to Washington, D.C.
18. The sewing machine appeared two years later it was invented by Elias Howe.
19. Howe set up a demonstration, he challenged the fastest seamstresses to a race.
20. The new machine sewed only a straight line, but it was seven times faster than hand stitching.



Remember

that a sentence fragment is only part of a sentence. A run-on sentence combines two sentences as if they were one. A comma splice incorrectly joins two sentences with a comma.

For more activities with fragments, run-on sentences, and comma splices, visit *The Learning Site:*



www.harcourtschool.com

C. Rewrite each sentence correctly. If the sentence is correct, write *correct*. pages 352–353

Example: Thanks to machines, farmers were more productive, they made more goods in less time.
Thanks to machines, farmers were more productive.
They made more goods in less time.

21. Larger crops were harvested, farmers looked for better ways to get their goods to market.
22. Roads needed improvement, farmers could not always travel in bad weather.
23. It was difficult to ship goods to market over the poor roads.
24. Road trips were expensive, they also took a long time.
25. Businesses used wagons pulled by horses, the wagons hauled small loads.
26. As people looked for other ways to ship their goods, river canals were built.
27. Boats carried larger loads, they were quicker and cheaper than wagons.
28. Thomas Newcomen had invented the steam engine, Robert Fulton showed how to use it on steamboats.
29. At the same time, George Stephenson of England built a locomotive with a steam engine he called it the *Rocket*.
30. In 1829 the *Rocket* won a contest with other locomotives by going 36 miles an hour.



Remember

that you can fix run-on sentences and comma splices in several ways:
(1) by correcting the punctuation,
(2) by adding a coordinating conjunction, (3) by adding a subordinating conjunction.

DID YOU KNOW?

Having a patent means that no one else can make, use, or sell something that you invented unless you give permission. Patents have been granted to inventors in the United States since the late 1700s. Around 300 patents are issued every day.

Writing Connection

Social Studies Choose an event from United States history, and make a time line that shows when it happened in relation to other important events. For example, you might make a time line for the 1800s showing several important inventions. Write a few sentences to explain your time line.



TIP Read all the choices aloud in a quiet voice. Saying or hearing the choices can help you find the right one.

Chapter Review

Read the passage. Some sections are underlined. Choose the best way to write each underlined section and mark the letter for your answer. If the underlined section needs no change, choose "Correct as is."

(1) The Baltimore and Ohio Railroad carried passengers and goods. South to Virginia and west to Chicago. Merchants in Baltimore started the B & O Railroad. (2) Do you know the name of the first steam locomotive for the B & O Railroad Company, it was the *Tom Thumb*. *Tom Thumb* was designed by Peter Cooper. (3) His train demonstrated its power. When it carried forty people at ten miles an hour. Cooper had other business projects, too. (4) Before he worked with trains. Cooper built horse-drawn coaches.

- 1 **A** The Baltimore and Ohio Railroad carried passengers and goods, and south to Virginia and west to Chicago.
- B** The Baltimore and Ohio Railroad carried passengers and goods south to Virginia and west to Chicago.
- C** When the Baltimore and Ohio Railroad carried passengers and goods, south to Virginia and west to Chicago.
- D** Correct as is
- 2 **F** Do you know the name of the first steam locomotive for the B & O Railroad Company? It was the *Tom Thumb*.
- G** Do you know the name of the first steam locomotive, for the B & O Railroad Company? it was the *Tom Thumb*.
- H** Do you know the name of the first steam locomotive for the B & O Railroad Company it was the *Tom Thumb*.
- J** Correct as is
- 3 **A** His train demonstrated its power, and when it carried forty people at ten miles an hour.
- B** His train demonstrated its power, when it carried forty people at ten miles an hour.
- C** His train demonstrated its power when it carried forty people at ten miles an hour.
- D** Correct as is
- 4 **F** Before he worked with trains Cooper built horse-drawn coaches.
- G** Before he worked with trains, Cooper built horse-drawn coaches.
- H** Before he worked with trains; Cooper built horse-drawn coaches.
- J** Correct as is

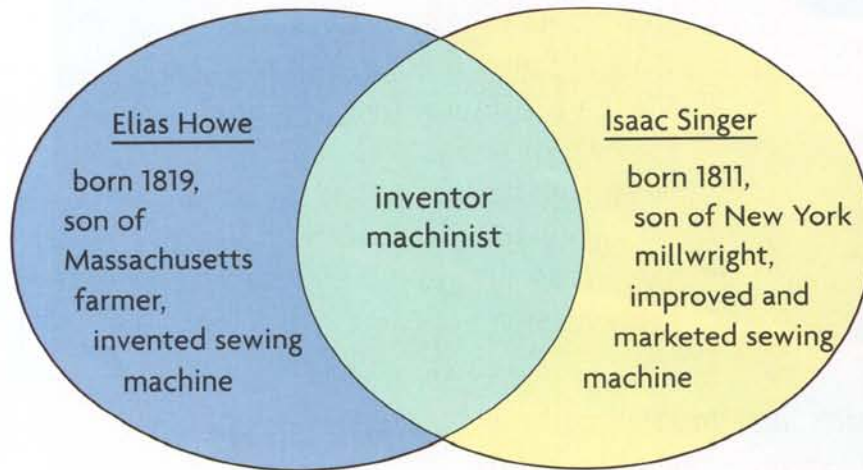


For additional test preparation, visit
The Learning Site:

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Using Computer Graphics

Visuals can help explain your ideas in research reports. For example, suppose you want to compare and contrast inventors Isaac Singer and Elias Howe. You might explain how the two inventors are similar and different. Show your ideas by using a Venn diagram.



You can use your computer to create visuals like a Venn diagram. Graphics software helps you design charts, graphs, clusters, diagrams, and more. Here are some ideas for using such a program. Use the menu, keyboard, and tool bar on your computer to

- arrange words or other information on the page.
- call attention to the information with italics, underlining, and bold print.
- draw boxes and circles around the words to make them stand out.
- add color or shading to the boxes or circles.

YOUR TURN

Write a paragraph or two about an inventor or invention. Type your report on the computer. Add graphics. For example, if you compare two things, show your information in a Venn diagram. Work with a partner to revise your report. Ask your partner these questions: How can I improve my graphics? Are there any sentence fragments, run-on sentences, or comma splices in my writing? Is my explanation clear?