

Name \_\_\_\_\_

- A **sentence fragment** is a group of words that does not express a complete thought.
- A **run-on sentence** joins together two or more sentences that should be written separately.

**After each sentence, write whether it is a *sentence fragment* or a *run-on sentence*.**

1. She was born in 1945 she grew up in Maine. \_\_\_\_\_
2. Took long walks along the shore. \_\_\_\_\_
3. After moving from place to place. \_\_\_\_\_
4. She studied biology it interested her. \_\_\_\_\_
5. One of her most trusted friends. \_\_\_\_\_
6. She went to Africa she made a huge discovery. \_\_\_\_\_
7. The scientist wrote a book it was very popular. \_\_\_\_\_
8. Made a movie about her adventures. \_\_\_\_\_
9. Winning all sorts of prizes and awards. \_\_\_\_\_
10. Now she lives in Iowa her family is nearby. \_\_\_\_\_

Name \_\_\_\_\_

- You can correct a **sentence fragment** by adding a **subject**, a **predicate**, or both.
- You can correct a **run-on sentence** by rewriting it as two separate sentences or as one **compound** or **complex sentence**.

**After each group of words, circle the letter of the strategy that would best correct the sentence error.**

1. My new model airplane kit. \_\_\_\_\_  
a. Add a subject.      b. Add a predicate.      c. Make a complex sentence.
2. Inside the box on the kitchen table. \_\_\_\_\_  
a. Add a subject.      b. Add a predicate.      c. Add both subject and predicate.
3. Found all kinds of small parts and pieces. \_\_\_\_\_  
a. Add a subject.      b. Add a predicate.      c. Make a compound sentence.
4. There were no instructions I didn't know what to do. \_\_\_\_\_  
a. Add a subject.      b. Add a comma.      c. Make a compound sentence.
5. I asked Mom for help she fixes things all the time. \_\_\_\_\_  
a. Add a comma.      b. Add a semicolon.      c. Add a subject.

Name \_\_\_\_\_

- You can correct a **run-on sentence** by rewriting it as two separate sentences using **periods** or as either a compound or complex sentence. You can also use a **semicolon** to connect the sentences.
- Use a **comma** before a conjunction to separate two independent clauses in compound sentences.
- In complex sentences that begin with dependent clauses, add a **comma** after the last word of the dependent clause.

**Rewrite each run-on sentence as instructed in the parentheses. Add any conjunctions or punctuation that is needed.**

1. The ship left at dawn it sailed to the east. (separate sentences)

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2. The voyage would be long there was plenty of food. (compound sentence)

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3. We spotted a storm ahead we tried to sail around it. (complex sentence)

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4. I stayed in my cabin the crew raced about. (complex sentence)

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5. We found calm seas we had clear sailing all the way home. (compound sentence)

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Name \_\_\_\_\_

- You can correct a **run-on sentence** by rewriting it as a **compound** or **complex sentence**.
- Use a **comma** before a conjunction to separate two independent clauses in compound sentences.
- In complex sentences that begin with dependent clauses, add a **comma** after the last word of the dependent clause.

**Proofread the paragraph. On the lines below, correct any fragments and run-on sentences. Use commas and conjunctions properly where needed.**

Our class would like to make a movie we need a few supplies. A video camera and a computer. My classmates are writing a script I will help out with costumes. Wants to be an actor some day. All of us worked on the scenery. We wanted the room to look like a cave we made rocks and boulders out of plaster. Sheets with streaks of black and gray. We will work all week long. Opening night of our blockbuster movie!

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Name \_\_\_\_\_

**A. Write *fragment* if the words form a sentence fragment or *run-on* if they form a run-on sentence.**

1. Want to learn more about space travel. \_\_\_\_\_
2. The library had some books I found articles online. \_\_\_\_\_
3. A television show about the space station. \_\_\_\_\_
4. Do you want to see it can you come over tonight? \_\_\_\_\_
5. It starts at eight o'clock don't be late. \_\_\_\_\_

**B. Circle the letter of the best way to rewrite each fragment or run-on sentence.**

6. All different kinds of jobs.
  - a. I read a book about all different kinds of jobs.
  - b. I read a book; about all different kinds of jobs.
  - c. All kinds of jobs.
7. Firefighters often face danger they have to be alert.
  - a. Firefighters often face danger, they have to be alert.
  - b. They have to be alert. Firefighters often face danger.
  - c. Firefighters often face danger; they have to be alert.
8. Medicine is complicated doctors must study hard.
  - a. Medicine is complicated, doctors must study hard.
  - b. Because medicine is complicated, doctors must study hard.
  - c. Medicine is complicated, but doctors must study hard.