

Character Based Literacy Program Write Ahead
Breaking Through, Day 1

Name: _____
Date: _____

Using Punctuation: Periods, Questions Marks, and Exclamation Points

Write Ahead pp. 379-380 • *Breaking Through* chapter 1

Step One

Read through *Write Ahead* pp. 379-380 and discuss when a period, a question mark, and an exclamation point should be used.

Step Two

The following paragraphs from today's lesson have been re-typed without any punctuation or capitalization to indicate where sentences begin. Revise the paragraphs by adding periods and commas, and capitalizing words that begin sentences and indicate proper nouns.

but what I feared most happened that same year I was in my eighth-grade social studies class at el camino junior high school in santa maria i was getting ready to recite the preamble to the declaration of independence which our class had to memorize i had worked hard at memorizing it and felt confident while i waited for class to start i sat at my desk and recited it silently one last time [p. 3]

the motel room was small like the cabins we lived in at the cotton labor camps we took the sagging mattress off the bed and placed it on the worn linoleum floor so papa and mama could sleep on it the rest of us went to bed on the box spring that night i felt listless and had a hard time sleeping i kept thinking about what I had done the following morning i went outside holding the rock in my fist and wondering what to do i thought of throwing it underneath the overpass but i felt guilty and scared I went back to the office and pretending i was getting a brochure put it back [p. 10]

Step Three

Revise the following sentences by adding periods, commas, and capitalizing words as needed. In addition, add question marks when needed. In other cases turn a sentence into an exclamation and end with an exclamation mark.

whenever i came near them they yelled "you stinking mexican" and sprinted away from me holding their noses [p. 12]

"what about physical defects" [p. 13]

"what if panchito goes back with roberto" mama said "that way he can help him at work and both can attend school" i knew mama had read my mind she winked at me when she saw me smile [p. 14]

across the aisle a little boy played horse on his father's lap he jumped up and down and repeatedly smacked the side of his legs shouting "faster faster" i turned away closed my eyes and leaned on roberto's shoulder i wept silently until i fell asleep [p. 17]

Character Based Literacy Program Write Ahead
Breaking Through, Day 2

Name: _____

Date: _____

Using Punctuation: Commas for Series and to Set Off

Write Ahead pp. 381-383 • *Breaking Through* chapter 2

Step One

Read through *Write Ahead* pp. 381-383 and discuss when a comma should be used. Pay special attention to “To Set Off Interruptions” on p. 382 noting the two tests and the word list, and the information on “Items in a Series” on p. 381, and “To Set Off Dialogue” on p. 382.

Step Two

The paragraphs for today’s lesson have been re-typed without any punctuation except for quotation marks [so you know which lines are quotations]. Revise the paragraphs by adding capitalization, periods, questions marks and commas where you think they belong.

roberto dropped me off at el camino junior high school on his way to santa maria high school I was excited to be back at school but nervous how far behind in my classes would I be what would my teachers and classmates say to me my teachers mr ken milo and miss ehliis must have known how I felt because they did not ask me any questions they seemed happy to see me back my classmates acted as if i had never left I figured my teachers must have said something about it to them or they simply forgot i felt lucky but anxious expecting one of them to ask or to say something at any moment no one asked but in case they did I had an answer i would tell them that the border patrol officer had made a mistake thinking I was here illegally that once I proved to him i was born in colton california he let me back in [p. 21]

“didn’t you tell him what happened” i asked

“of course not” he snapped “i couldn’t tell him. When i got the job i said i was an american citizen” he rested his head in the steering wheel gripping it with bothhands his knuckles turned white “this means we’ll have to go back to the fields” my heart fell to my stomach

“again” i exclaimed clenching my teeth my shoulders felt heavier than ever [p. 22]

Character Based Literacy Program Write Ahead
Breaking Through, Day 3

Name: _____
 Date: _____

Using Punctuation: Commas Compound Sentences and to Separate

Write Ahead pp. 384-385 • *Breaking Through* chapter 3

Step One

Read through *Write Ahead* pp. 384-385 and discuss when a comma should be used. Pay special attention to “In Compound Sentences” on p. 384, “To Separate Introductory Phrases and Clauses” on p. 384, “To Separate Adjectives” on p. 385 noting the two tests and the caution, and “To Set Off Explanatory Phrases” on p. 385.

Step Two

These are examples of compound sentences from the text. Revise to add commas and periods. Circle the coordinating conjunction that makes this a compound sentence instead a comma splice.

1. At school I felt alone most of the time but I did get some attention from my classmates because I did well in math [p. 29]
2. Robert Lindsay raised the volume and the class raised their own volume [p. 32]
3. It had rows of seats on either side a stage at the front and an open space in the middle for dancing [p. 34]

Step Three

These are examples of sentences with an explanatory phrase from the text. Revise to add commas and periods. Circle the explanatory phrase in the sentence.

1. I listened to the music not paying much attention to the lyrics and studied the couples dancing [p. 34]
2. Roberto asked looking puzzled [p. 35]
3. Peggy introduced me to her parents who were sitting in a spacious living room [p. 39]

Step Four

These are examples of sentences where a comma is used to separate adjectives. Revise to add commas and periods. Circle both adjectives and underline the noun they are modifying.

She picked him up gave him a light kiss and set him back down on the soft white rug [p. 38]

The air had a sweet perfume smell [p. 38]

Character Based Literacy Program Write Ahead

Breaking Through, Day 4

Name: _____

Date: _____

Using Punctuation: Semicolon and Comma Construction

Write Ahead pp. 386-387 • *Breaking Through* chapter 4

Step One

Read through *Write Ahead* pp. 386-387 and discuss when a semicolon should be used and when a comma should be used. Pay special attention to “With Conjunctive Adverbs” on p. 387, including the list of conjunctive adverbs.

Step Two

These are clauses and phrases that occur in paragraphs in the reading on pp. 42-43 of the text. Please rearrange the clauses and phrases to create as many sentences as you can using a semicolon. Add words to create sentences where two independent clauses are joined together: this means each sentence will have to stand alone. Create other sentences with conjunctive adverbs. Be sure to create at least 5 sentences of each type. Some of the wording has been modified from the text.

we did not know exactly what day
 we hoped to see them
 each time we found an empty house we were disappointed
 we were hopeful that the next day would be it
 we wanted to surprise them when they came home
 in his woodshop class
 he placed it up against the kitchen sink
 we made sure the house was perfectly clean
 Papa and Mama stood with open arms
 I felt like a child running to them
 I did not know whom to hug first
 it had been the first kiss he had ever given me
 touching our legs and bumping into one another
 the cab driver stood leaning against the rear bumper
 he was waiting for Papa to pay him
 anxious to show Papa what we had done
 looking all around at the brightly colored kitchen
 this must have been expensive
 I didn't buy it
 I made it at school

Character Based Literacy Program Write Ahead

Breaking Through, Day 5

Name: _____

Date: _____

Using Punctuation: Colon and Hyphen

Write Ahead pp. 388-390 • *Breaking Through* chapter 5

Step One

Read through *Write Ahead* pp. 388-390 and discuss when a colon or a hyphen should be used. Pay special attention to how a colon is used to introduce a list.

Step Two

Answer the following questions, involving excerpts from the text:

Where would you put a colon in the following sentence?

Papa and Joe Garcia borrowed money from a savings and loan company to buy the following a tractor, tools, wood to build a shed to store them, an outhouse.

Adjust the following sentence to use a colon.

He complained to her about work, the kids, the food, the noise, the neighbors.

Where would you place a hyphen in the following sentences?

Roberto joined Papa and me in the fields, and, during our half hour lunch break, Roberto and I listened to Papa and the braceros tell stories about Mexico.

I helped Roberto load the two five gallon bottles that we used for getting our drinking water into the trunk of his car.

Step Three

Use a hyphen to join two or more words that work together to form a single [one thought] adjective]. Choose words from the text selection below. An example might be: *snowflake-white*. Create at least two more from words in the paragraph, using a hyphen to join two or more words that work together to form a single [one thought] adjective].

But when we saw tiny white flowers sprouting from a few plants, we felt our work had paid off. The white petals fell to the ground like snowflakes, leaving a small green bulb, which turned into a strawberry within days. Like children looking for Easter eggs, we searched for strawberries hidden between the leaves. We picked them gently, trying not to bruise them, and placed them in a cardboard crate anchored on a small wooden cart shaped like a horse, which we pushed in front of us as we picked on our knees.[p. 51]

Character Based Literacy Program Write Ahead

Breaking Through, Day 6

Name: _____

Date: _____

Using Punctuation: Quotation Marks

Write Ahead pp. 392-393 • *Breaking Through* chapter 6

Step One

Read through *Write Ahead* pp. 392-393 and discuss when quotation marks are to be used.

Step Two

Answer the following questions, involving excerpts from the text:

1. To set off the exact words of a speaker, quotation marks are used before and after a speaker's words in dialogue. Rewrite the following sentences, using quotation marks as needed.

Here Panchito, wear this one. It's whiter than yours, Roberto said, handing me one of his T-shirts. I tried it on. It was a little big, but it was better than the one I had. You look pretty good, he said, chuckling. All you need are a few more muscles like me to fill it.

Thanks, Mr. Atlas, I said, laughing.

You'd better hurry. It's getting late, Mama said. [p. 58]

2. Set off quoted material with quotation marks, that you quote from magazines, books and other sources. Rewrite the following sentence, using quotation marks as needed.

In *Breaking Through*, the author writes: All day Saturday, I kept thinking about graduation. I was excited about leaving El Camino Junior High School and starting Santa Maria High School on time in the fall.

3. Quotation marks are used to punctuate titles of songs, poems, short stories, lectures, episodes of radio and television programs, book chapters, electronic files, and articles in encyclopedias, newspapers, or magazines. Rewrite the following sentence using quotation marks as needed.

In chapter 6, Saint Christopher Medal, Francisco graduates from El Camino Junior High School.

4. For long quotations, in a report, that is two or more paragraphs long, place quotation marks before each paragraph, and at the end of the last paragraph. For quotations more than four lines in length, set the quote off from the rest of the paper by indenting 10 spaces from the left. Quotation marks are not needed in this case, unless they appear in the original copy. Rewrite the following passage using quotation marks as needed. Pay attention to any quotation marks that may be needed for other reasons as well.

In *Breaking Through*, Mama expresses her concern about Papa: He's in one of his bad moods, *mijo*, Mama said. He's gotten worse ever since our strawberry acres were ruined. You know that. He complained all night about his back and took several aspirins, but they didn't seem to help. He's also upset because you boys are not going to work with him. He hates working alone.

5. When a period or comma ends quoted material, place it inside the quotation marks. Rewrite the following sentence using correct placement of the period or comma, and proper quotation marks.

Well, he made me mad I repeated.

6. For special words, use quotation marks to set the word apart, to indicate that the word is slang, or to point out that the word is special in some way. This may apply to letters as well. Rewrite the following passage using quotation marks as needed.

His name ended with a z sound just like my family's name.

Character Based Literacy Program Write Ahead
Breaking Through, Day 7

Name: _____

Date: _____

Using Punctuation: Apostrophe

Write Ahead pp. 394-395 • *Breaking Through* chapter 7

Step One

Read through *Write Ahead* pp. 394-395 and discuss when apostrophes are used.

Step Two

Answer the following questions, involving excerpts from the text:

1. Apostrophes are used to form contractions. They indicate when one or more letters are left out of a word. As listed in the text, there are a number of common contractions. In the following text examples, circle the words that can be made into contractions, and write the contraction above the circled words.

I could not resist the perfect target.

He had a puzzled look on his face but he did not say anything.

I know she would not tell Papa because she did not want to upset him.

Rorra followed them, making sure they did not miss anything.

2. Locate and circle the contractions in the following sentences, and write their two original words in the spaces provided.

"We'd better catch a few before it gets dark," I said, still laughing. _____

Papa quickly moved the clippers away from my head and yelled, "Don't move!" _____

I felt like yelling at Papa, but I knew I couldn't. _____

In a couple of weeks it'll grow back. _____

Character Based Literacy Program Write Ahead
Breaking Through, Day 8

Name: _____
Date: _____

Using Punctuation: Apostrophe (cont.)

Write Ahead pp. 394-395 • *Breaking Through* chapter 8

Step One

Review *Write Ahead* pp. 394-395 and discuss when apostrophes are used.

Step Two

Answer the following questions, involving excerpts from the text:

3. Apostrophes are used to form the possessive of most singular nouns, by adding an apostrophe and an s. Rewrite the following sentences using an apostrophe and an s.

The book was from the locker of Luis.

Roberto parked the car in the student parking lot, behind the gym of the boys, next to the football field.

The blue jeans were from Roberto.

He is in one of his bad moods.

Francisco sat at the desk of Mr. Kincade.

4. Apostrophes are used by themselves to form singular possessives when the singular noun with two or more syllables ends with an s or a z sound. Also, to form the possessive of most plural nouns ending in s, just add an apostrophe. Rewrite the following sentences using apostrophes in this manner.

"We'd better catch a few before it gets dark," I said, still laughing. _____

Papa quickly moved the clippers away from my head and yelled, "Don't move!" _____

I felt like yelling at Papa, but I knew I couldn't. _____

In a couple of weeks it'll grow back. _____

Character Based Literacy Program Write Ahead
Breaking Through, Day 9

Name: _____

Date: _____

Using Punctuation: Italics and Underlining, Parentheses

Write Ahead pp. 396 • *Breaking Through* chapter 9

Step One

Review *Write Ahead* pp. 396 and discuss when to use italics, underlining and parentheses.

Step Two

Answer the following questions, involving excerpts from the text:

5. Italics are used in printed material to indicate the titles of books, plays, long poems, magazines, movies, television programs, record albums, cassettes, CD's, the names of ships and aircraft, and newspapers. Do the same thing using underlining for handwritten or typed material. In the following examples, underline the appropriate words in each sentence.

Breaking Through is the name of the book that we are studying for this unit.

Francisco listened to the Elvis Presley record Love Me Tender while he studied.

Francisco later watched Elvis on The Ed Sullivan Show.

Roberto looked in the Los Angeles Times for a job.

Parentheses are used to indicate words or phrases that add or clarify information. Add parentheses around the appropriate words in the following sentences.

Francisco forgot his tennis shoes for gym class, the black and white ones, and had to sit out for P.E.

The next morning, at P.E., I lined up for roll call fully dressed and happy not to lose five or more points, which probably would have happened had I not had my shoes.

Character Based Literacy Program Write Ahead
Breaking Through, Day 10

Name: _____
 Date: _____

Editing for Mechanics: Capitalization

Write Ahead pp. 397-401 • *Breaking Through* chapter 10

Step One

Review *Write Ahead* pp. 397-401 and discuss when to use capitalization.

Step Two

Answer the following questions, involving excerpts from the text:

6. Capitalization is used for the first word of every sentence and the first word in a direct quotation. All proper nouns and all proper adjectives are capitalized. Rewrite the following sentences using proper capitalization when needed.

during the fall, papa's depression got worse.

"i have to get an extra job," roberto said, slumping in his chair and lowering his head. "i don't know what else to do."

as we turned the corner onto main street, roberto made a sharp turn and parked next to an old, beat-up yellow van that had santa maria window cleaners signs on its panels.

7. Capitalize the titles used with names of persons and the abbreviations standing for those titles, as well as historical names, organizations, and days of the week. Languages, religions, nationalities, titles, sections of the country, and official names are also capitalized. Rewrite the following sentences using proper capitalization.

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“but we’re only a few minutes late,” i said, recalling the discussion we had in mrs. taylor’s class about the film in which a boy argues with his father.

as usual, at the end of the school day, roberto and i met in the parking lot and headed for main street elementary school.

i read the first two chapters in my english text, myths and their meaning.

“you’ll be cleaning a few of the same places you and roberto have been cleaning on weekends: the gas company, the savings and loan, and betty’s fabrics every day and twitchel and twitchel, a lawyer’s office, once a week on wednesdays.

Character Based Literacy Program Write Ahead
Breaking Through, Day 11

Name: _____

Date: _____

Using Punctuation: Plurals

Write Ahead pp. 402-404 • *Breaking Through* chapter 11

Step One

Read *Write Ahead* pp. 402-404 and discuss how to form plurals.

Step Two

Answer the following questions, involving excerpts from the text:

8. Referring to the text, change the underlined words in the following sentences to their plural form, rewriting the sentences on the lines provided.

By mid-semester, our individual typing speed had improved, but not our accuracy.

The teacher gave us weekly typing quiz.

It had a storage room with stack of long sheet of paper with number on the margin and box of pen, pencil, staple, and paper clip.

The a that I typed were always blurry, on the old typewriter.

The life of Roberto and Francisco was full of difficulty.

Character Based Literacy Program Write Ahead
Breaking Through, Day 12

Name: _____

Date: _____

Editing for Mechanics: Abbreviations and Numbers

Write Ahead pp. 404-407 • *Breaking Through* chapter 12

Step One

Read *Write Ahead* pp. 404-407 and discuss how to form abbreviations. Also read the rules for writing numbers.

Step Two

Answer the following questions, involving excerpts from the text:

9. As stated in the text, abbreviations are shortened forms of words. There are a number of common abbreviations, in particular, that one should become familiar with. Change the underlined words in the following sentences to their abbreviated form, rewriting the sentences on the lines provided.

Francisco was told by Mister Coe to complete his assignment as soon as possible.

His English class with Miss Bell was in the ante meridiem. The rest of his classes were in the post meridiem.

The students had to read the book, write about it, answer questions, and so forth.

10. As stated in the text, writing numbers in formal writing involves following certain rules. For example, numbers one to nine are usually written as words. All numbers 10 and over are usually written as numerals. Change the underlined words in the following sentences to their correct form, rewriting the sentences on the lines provided.

When I got home that evening, I continued reading until 1 o'clock in the morning.

The book Francisco read had more than three hundred pages.

Character Based Literacy Program Write Ahead
Breaking Through, Day 13

Name: _____

Date: _____

Improving your Spelling

Write Ahead pp. 408-414 • *Breaking Through* chapter 13

Step One

Read *Write Ahead* pp. 408-414 and discuss the spelling rules.

Step Two

Answer the following questions, involving excerpts from the text:

11. Spelling is an important part of good communication in writing. Below are sentences from chapter 13 with words misspelled. Refer to the Write Ahead index of commonly misspelled words. Also, there are four basic spelling rules stated in the text. Rewrite the sentences with corrected spelling errors on the lines provided.

Becuse we had to work, Roberto and I usally skipped the games on Friday nites and went only too the dances.

He wissled and sang wile we cleaned offices.

"I know its wierd," he said, "but I have this strange feeling; its hard to explane.

During the convirsasion her father asked me what my nashonality was.

"No, I did'nt tell him I was born in Mexaco," he said, anticapating my question.

Character Based Literacy Program Write Ahead
Breaking Through, Day 14

Name: _____

Date: _____

Improving your Spelling

Write Ahead pp. 408-414 • *Breaking Through* chapter 14

Step One

Review *Write Ahead* pp. 408-414 and discuss the spelling rules.

Step Two

Answer the following questions, involving excerpts from the text:

12. Spelling is an important part of good communication in writing. Below are sentences from chapter 14 with words misspelled. Refer to the Write Ahead index of commonly misspelled words. Also, there are four basic spelling rules stated in the text. Rewriting the sentences with corrected spelling errors on the lines provided.

The summer at the end of my sophmore year, Roberto taut me how to drive the Santa Maria Window Cleaners van on week ends.

My brother's pacience got shorter and his prayers got longer as I drove around in circlces as if I were on a marry go round.

When I finnaly took the exam for my drivers licsence, I got a hundred persent on the writen seccion but barley passed the driving test.

His high school freind who worked at an upolstery shop tuckt and roled the dashbord in ecschange for a record player cabnet my brother made in woodshop.

Character Based Literacy Program Write Ahead
Breaking Through, Day 15

Name: _____

Date: _____

Improving your Spelling

Write Ahead pp. 415-432 • *Breaking Through* chapter 15

Step One

Review *Write Ahead* pp. 415-432 and discuss the commonly misused words.

Step Two

Answer the following questions, involving excerpts from the text:

13. Spelling is an important part of good communication in writing. Below are sentences from chapter 15 with words misused. Refer to the Write Ahead index of commonly misused words. Circle the correct word of the two provided for each sentence.

“You did very well last year,” he said, “except/accept in driver education.”

You maid/made the California Scholarship Federation.

“I hear/here college is really hard,” I said.

She reminded us whenever someone grumbled about homework or grades, witch/which was at least once a class.

“If your/you’re well prepared in high school, you shouldn’t have trouble in college”

In a few weaks/weeks we’re taking California Scholarship Federation students by bus to Cal Poly in San Luis Obispo to visit the campus.

I sat toward the front with Ernie and Bob, to/two of my friends whom/who I met in the Squires Club.

I assumed it was a college book and wondered if I wood/would be able to read it.

Just as I was about to move toward the couch, I herd/heard the guide say, “Time to head back.”

Character Based Literacy Program Write Ahead
Breaking Through, Day 16

Name: _____

Date: _____

Understanding Idioms

Write Ahead pp. 433-439 • *Breaking Through* chapter 16

Step One

Review *Write Ahead* pp. 433-439 and discuss the familiarity and value of particular idioms.

Step Two

Answer the following questions, involving excerpts from the text:

14. Below are modified excerpts from chapter 16, with phrases in parentheses that can be substituted with particular idioms. Please fill in an appropriate idiom in the lines provided below each example.

School was (something that I liked very much), and I got involved in school activities whenever I could.

I decided to attend (to get to know how things are done.)

Instead of going straight to the public library to (start working) on my math homework as I usually did, I went to the meeting.

The number of students there was (a small amount compared to what's needed.)

He reminded us that Thanksgiving was just a few days away; we had to (hurry.)

15. Below are some idioms, in parentheses, from the text. Interpret them in other words on the lines provided.

I (felt right at home) when he spoke Spanish.

Our (first order of business) was to think of an activity for the club.

Character Based Literacy Program Write Ahead
Breaking Through, Day 17

Name: _____

Date: _____

Understanding Sentences: Parts of a Sentence-Subject and Predicate

Write Ahead pp. 440-441 • *Breaking Through* chapter 17

Step One

Review *Write Ahead* pp. 440-441 and discuss the two basic parts of a sentence: subject and predicate.

Step Two

Answer the following questions, involving excerpts from the text:

1. Sentences have both a subject and a predicate. The subject is the part of the sentence about which something is said. The predicate is the part that says something about the subject. Refer to the *Write Ahead* text. Below are sentences from chapter 17. For each sentence, underline the subject, and circle the predicate.

I became interested in politics.

Miss Kellog, the teacher, required our class to follow the 1960 presidential campaign.

“Our democracy depends on it.”

One of her class assignments was for us to ask our parents their opinion on politics and the presidential campaign.

The next day in class we continued to talk about the two presidential candidates.

Some students supported Nixon, others favored Kennedy.

“Did you know that some people didn’t vote for Kennedy because he is Catholic?”

Yes, it’s a pity,” Roberto agreed.

“But why?”

I felt upset and angry.

Papa said we should respect everyone.

Character Based Literacy Program Write Ahead
Breaking Through, Day 18

Name: _____

Date: _____

Understanding Sentences: Parts of a Sentence- Modifiers and Clauses

Write Ahead p. 442 • *Breaking Through* chapter 18

Step One

Review *Write Ahead* p. 442 and discuss the definition of a modifier, and a clause.

Step Two

Answer the following questions, involving excerpts from the text:

2. As stated in *Write Ahead*, modifiers are words that *describe* other words. Circle the modifiers in the following text from chapter 18.

“Frankie, how about doing something for Junior Scandals?”

he said enthusiastically as we walked to class.

He gave me a slight shove.

“Why would our class want to put on a shameful show?”

“Can I do something that’s not disrespectful. . .I mean, that’s not funny?”

3. As stated in *Write Ahead*, clauses are groups of words that have a subject and a predicate. An independent clause can stand alone as a sentence; a dependent clause cannot. Dependent clauses usually begin with a subordinating conjunction. (p.441) Circle the following independent clauses, underline the dependent clauses.

I glanced at the article.

It read “Junior Scandals Slated for March Showing.”

Trampita offered to help me clean the gas company on Friday so that I could finish work in time to

make the performance at eight O’clock,

“No, but I can come up with the chords if you sing it.”

Character Based Literacy Program Write Ahead
Breaking Through, Day 19

Name: _____

Date: _____

Understanding Sentences: Parts of a Sentence- Phrases

Write Ahead p. 443 • *Breaking Through* chapter 19

Step One

Review *Write Ahead* p. 443 and discuss the definition of a phrase.

Step Two

Answer the following questions, involving excerpts from the text:

4. As stated in *Write Ahead*, phrases are groups of words that *do not* have a subject and a predicate. Phrases are *not* complete sentences. Circle the phrases in the following sentences. Write on the lines provided whether it is a noun, verb, or prepositional phrase.

Paul Takagi became my new best friend.

He pronounced the name in perfect Spanish.

I can play it on the piano.

If you don't mind sharing your lunch with me," he said.

We were taking the same courses.

His mind was as sharp as Papa's.

He solved problems and explained them step by step, in simple words.

Paul gave me a puzzled look.

We cleared the table and picked up our books.

Character Based Literacy Program Write Ahead
Breaking Through, Day 20

Name: _____

Date: _____

Understanding Sentences: Types of Sentences/Kinds of Sentences

Write Ahead p. 444-445 • *Breaking Through* chapter 20

Step One

Read *Write Ahead* p. 444 and discuss the definition of a simple, compound, and complex sentence.

Step Two

Answer the following questions, involving excerpts from the text:

5. As stated in *Write Ahead*, simple sentences include only one independent clause, and state only one complete thought. The subject and predicate may be simple or compound. Determine whether the following sentences have simple or compound subjects and/or predicates, by writing the answers on the lines provided.

Darlene is beautiful.

She's smart and looks like Elizabeth Taylor.

She had large green eyes, olive skin, and long, jet-black hair combed back in a ponytail.

During the next few days Paul and I drove to his church after school to study and to work on making posters for our campaigns.

6. Compound sentences include two or more simple sentences, also called independent clauses. These are always joined by a coordinating conjunction, punctuation, or both. Complex sentences contain one independent clause and one or more dependent clauses. These often begin with a subordinating conjunction like *when* or a relative pronoun like *who* or *that*. Write the correct name of the following sentences on the lines below.

The day Roberto brought his girlfriend Darlene home to meet my parents, I knew he was serious.

Pains shot up my legs when I moved quickly.

His sunken eyes were bloodshot and his hair was disheveled.

I was afraid of losing my job even though Trampita, Roberto, and Mama had covered for me.

I felt worse when I remembered that I had to clean the Western Union and be at school on time to welcome the incoming freshmen at the school assembly.

Step Three

Read *Write Ahead* p. 445 and discuss the definition of declarative, interrogative, imperative, and exclamatory sentences, and tag questions.

7. As stated in Write Ahead:

- Declarative sentences make statements.
- Interrogative sentences ask questions.
- Imperative sentences give commands.
- Exclamatory sentences communicate strong emotion or surprise.
- Tag questions are added (tagged) to the end of statements. The main verb is positive or negative.

Read the following excerpts from the text, and write down which kind of sentence it is on the lines provided below.

“Stay away from my daughter!”

“Did you eat birdseed?”

This was normal.

“She is a pretty Mexican movie star, isn’t she?”

“Of course you have our blessing.”
