



## Protocol: Written Activities with Fragments

	<ul style="list-style-type: none"><li>• <b>Setting:</b> This activity can be used in whole group or a targeted small group.</li><li>• <b>Knowledge Goal:</b><ul style="list-style-type: none"><li>◦ Ability to distinguish fragments from sentences orally</li></ul></li><li>• <b>Definitions to Know:</b><ul style="list-style-type: none"><li>◦ <b>Fragment:</b> a group of words that is not a grammatically complete sentence, usually lacking a subject, a predicate, or both</li><li>◦ <b>Complete Sentence:</b> a group of words that includes a subject (the namer or “who”) and predicate (what the subject does, the action or “do”)</li></ul></li></ul>
 <p><b>Why This Matters:</b></p>	<p>Sentences are the foundation of written language. Explicit instruction at the sentence level helps students to write in a way that reflects the structures of written language, instead of the way they speak. Additionally, when students understand more complex sentences and how they work, it improves their ability to comprehend what they read. Practice with sentence-defining activities supports student understanding around complete sentences, sentence boundaries, correct word order, and punctuation. These activities also serve as a comprehension check.</p>
 <p><b>Activity:</b> <b>Fragment or Sentence?</b></p>	<p><b>Teacher Tip:</b> Use sentences and fragments from the text you are reading aloud or content students are learning in science or social studies. This helps to reinforce what is being learned while also working on their sentence-level skills.</p> <p><b>Step 1:</b> Give students a list of fragments and sentences. Do not use any punctuation or capitalization.</p> <p><b>Step 2:</b> Have students identify whether each item is a fragment or a sentence.</p> <p><b>Step 3:</b> For those items that are fragments, have students turn them into complete sentences, including correct capitalization and punctuation.</p> <p><b>Step 4:</b> Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.</p> <p><b>Sample:</b> Today we’re going to practice deciding whether an item is a fragment or a sentence. Remember, a sentence is a group of words that includes a subject—or a “who”, and a predicate—or a “do”. We have to have both of these things for a sentence to be complete. A fragment, on the other hand, does not include both of these. It is not a complete sentence.</p> <p><b>Let’s take a look at these examples.</b></p> <p>____ virginia has lots of ____ jamestown was the first colony in virginia</p> <p>In the first example, I notice that it is talking about Virginia. We’ve also been talking about Virginia in social studies! It says that Virginia has lots of, but it doesn’t tell me what it has lots of, so there isn’t a complete thought. This must be a fragment.</p>

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My second item says Jamestown was the first colony in Virginia. This sounds complete to me. It has a “who”—which is Jamestown, and it has a “do”—that it was the first colony in Virginia. This is a complete sentence!

Now I’m going to go back to the first item, which is a fragment. I want to turn this fragment into a complete sentence. It says Virginia has lots of... Well, I know from learning about Virginia that there are lots of mountains here, so I can use that to make a complete sentence. My subject is Virginia, and the predicate is that it has lots of mountains. To write this, I’m going to start with a capital letter, and include punctuation.

**Do several more examples following this same structure.**

Utilizing a gradual release of responsibility, provide guided and independent practice.

- **Extension:** Once students have had practice distinguishing between fragments and sentences, give them a list of just fragments. Ask them to turn each fragment into a complete sentence, including proper punctuation and capitalization.

Adapted from The Writing Revolution