

Canadian Writing Series

SENTENCE WRITING

GRADES 4 TO 6

Written by Marie-Helen Goyetche

This book will help you introduce, explain and practise the different types of sentences including compound & complex sentences, declarative, exclamatory, interrogative and imperative with your students. An introduction to figures of speech including Metaphors, Similies, Personification, Onomatopoeia, and Oxymoron. Practise worksheets look at verb tenses plus writing paragraphs, main idea, topic sentence, supporting sentences and concluding sentences. Writing prompts for Narrative, Descriptive, Persuasive/Opinion and Expository writing styles are also included.



Marie-Helen Goyetche is an elementary school principal and freelance writer. Marie-Helen received her Bachelors in Education from Concordia University and her Masters in Educational Leadership from Bishops University. She has over 100 articles and over 40 curriculum books published.

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At A Glance

In this book you will find how to introduce, explain and practise:

A review of basic sentences found in Sentences Writing Grades 1 to 3.

A review of all the different types of sentences such as declarative, exclamatory, interrogative and imperative.

Answering Questions

An introduction to figures of speech such as Metaphors, Similes, Personification, Onomatopoeia and Oxymoron.

Compound & Complex Sentences

Practise worksheets

A look at verb tenses; past-tense, present-tense and future-tense

Working on writing paragraphs: main idea, topic sentence, supporting sentences and concluding sentences.

Writing Prompts for Narrative, Descriptive, Persuasive/Opinion and Expository Writing styles

Creating a Cheat Sheet

Tips on creating a Writing Centre





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How to use this book



In this book you will find:

- An overview of the Trait-Based Writing.
- Writing Task Rubrics for both teacher and student use based on the Trait-Based Writing.
- A teacher/peer and student writing checklist to work on between the draft and good copy.
- A review of the basic sentence types found in Sentence Writing Grade 1 to 3 with practise pages.
- This book is fully reproducible. There are at least two ways this book can be used: make reproducible copies for all students as they are good reminders of the different types of sentences, and introduction to grammar and figure speech. The students work on their own booklet during the school year, at their own pace.
- Another way is to have teacher introduce concept to students and allow students to work on each concept as they are presented.
- If you have weaker students, the Sentence Writing Grade 1 to 3, offers, more practise sheets, a personal book containing word lists and a Sentence Creator activity.
- There are many writing prompts for the four types of writing styles Narrative, Descriptive, Persuasive/Opinion and Expository Writing styles.
- Practise sheets on writing a paragraph – step-by-step. Good for introducing and also good for review.
- Sentence writing can be fun hence, tongue twisters, riddles, puns, onomatopoeia, hyperbole, oxymoron and idioms are included in this sentence writing book.





Trait-Based Writing



Organization	Voice
<ul style="list-style-type: none">● Sequencing● Using beginning, middle and end● Writing a complete piece● Logical order● Transition	<ul style="list-style-type: none">● Looking at Point-of-view● Choosing the right point-of-view for the right purpose● Using different voices● Using own words
Ideas	Conventions
<ul style="list-style-type: none">● Good knowledge of topic● Stays on topic● Elaborating and developing ideas on topic● Is specific on topic	<ul style="list-style-type: none">● Writes clear sentences (no run-ons) me-● Mechanics of writing● Uses punctuation● Spelling● Grammar
Word Choice & Details	Sentence Fluency
<ul style="list-style-type: none">● Using action words● Adding and using descriptive words (Adjectives and Adverbs)● The details are staying on topic● Using expressions the audience will understand	<ul style="list-style-type: none">● Flowing sentences● Smooth paragraph● Use of short and long sentences



WRITING Centre



If you want your students to write, you have to have them writing. Writing for a child who is not well equipped, does not understand how-to, has too many ideas and not sure how to put them down on paper will be a very frustrating. Create a Writing Centre within your classroom. It won't take you too much time to set and can use many recycled items to lure your students into creative writing. Make it fun rather than making it a chore and they will be asking you if they can write!

You will need an area or corner away from the main door.

A few tables and chairs. Foot stools are great too so they don't get distracted with dangling feet.

Use prompts and posters; i.e. transition words, connecting words, adjectives etc. and change them regularly to inspire them. Have a few dictionaries too: English, Rhyming, and Thesaurus.

On the tables, have different types of paper available for writing. Have on hand recycled paper for their rough drafts and for their good copy stationary, index cards, lined paper, coloured-paper, writing pads, envelopes, postcards, greeting cards, stickers and stamps.

A laptop/computer for publishing on the web.

Include a tray/box with writing examples such as a map, a flyer, a menu, a recipe, a craft, a poem etc.

Include a tray/box where the students can put their drafts when they feel it is ready for editing.

Include a tray/box of various worksheets such as those found in this book to allow children to practise, refresh and learn at their own pace.

Allow each student to have access to the Sentence Creator in this book. Let them take their imagination and write, write and write!

Make a big deal of published pieces. Create a Reading corner with lots of their stories. Upload them to the school web sites. Have a monthly Author's Tea to celebrate the wonderful writing your students write. If you make a big deal of it – they will reward you with interest and many, many stories!



Teacher Rubric Evaluation: Writing Tasks

Name of Student: _____

Title: _____

	1	2	3	4
Beginning Middle End (Organization)	The sentences are not in any order	There is some attempt at Beginning/Middle/End	Beginning/Middle/End are all present	Interesting and complete Beginning/Middle/End
Ideas	The main idea is not clear	The idea needs to be worked on	There is one main idea	There is one main idea and sub (ideas)
Details	Details need to be added	More details are needed	You have many details	You have many excellent details
Word Choice	The same words are used over and over again	You use one or two new words	You used many new words and expressions	Excellent vocabulary
Sentence Fluency	The piece does not make sense	The piece is somewhat clear	The piece is clear	The piece is clear, and the audience is targeted
Voice	The piece does not have a voice	The piece has somewhat a voice	The voice matches the purpose of the text	Point of view is clear and maintained
Conventions	Too many spelling & grammatical errors, text doesn't make sense	There are some spelling and grammatical errors	There are few spelling and grammatical errors	Spelling, grammar and mechanics of writing are clear
Creativity	No creativity is shown in the piece	There is an attempt made to be creative	There is some creativity and originality	Very creative and original

Student Self-Evaluation Rubric Evaluation: Writing Tasks

Name of Student: _____

Title: _____

	1	2	3	4
Beginning Middle End (Organization)	My sentences are not in any order	I have made an attempt to include a Beginning/Middle/End	I wrote a clear Beginning/Middle/End	I wrote an interesting and complete Beginning/Middle/End
Ideas	What is my main idea?	My idea needs to be worked on	I have one main idea	I have one main idea and some sub (ideas)
Details	I don't have any details	I need to add more details	I have many details	I have many excellent details
Word Choice	I use the same words over and over again	I added one or two new words	I added many new words and expressions	I added difficult and well-chosen words
Clearness	My work does not make sense	My work is somewhat clear	My work is clear	My work is clear, and I know who my audience is
Voice	My piece does not have a voice	My piece has somewhat a voice	My voice matches the purpose of the text	My point of view is clear and maintained
Conventions	Too many spelling & grammatical errors, my text doesn't make sense	There are some spelling and grammatical errors	There are few spelling and grammatical errors	Spelling, grammar and mechanics of writing are clear
Creativity	I do not show creativity	I have made an attempt to show creativity	I have shown some creativity and originality	I have clearly shown creativity and originality

Teacher/Peer Sentence Writing Checklist

Name of Student: _____ Title: _____

Feedback by: _____

1.	There is a capital at the beginning of each sentence.	
2.	There is a punctuation mark at the end of each sentence.	
3.	There is a subject and predicate in each sentence.	
4.	The idea is present and clear in each sentence.	
5.	The message is clear.	
6.	The writing category is clear.	
7.	The sentence is written with finger spaces between each word.	
8.	There are new and some difficult words used.	
9.	There is no repetition.	
10.	There are adjectives and adverbs present.	
11.	The sentence flows well when read aloud.	
12.	The good copy is ready to be written.	

Student Writing Checklist

Title: _____ Written by: _____

1.	I have used a capital at the beginning of each sentence.	
2.	I have used a period, a question mark or an exclamation mark.	
3.	I included a subject and a predicate in my sentence.	
4.	My idea is present and clear.	
5.	My message is clear.	
6.	The writing category is clear.	
7.	My sentence is clear and has a finger space between words on the written page.	
8.	I have used new and some difficult words.	
9.	I don't repeat.	
10.	I have used adjectives and adverbs.	
11.	My sentence flows well when I read it aloud.	
12.	I am ready to now do my good copy.	



COMPLETE OR INCOMPLETE



A complete sentence expresses a complete thought to the reader.

- I always wear my blue running shoes for gym class. **(A Sentence)**
- Blue running shoes for gym class. **(Not a sentence)**

Put a check mark on the line at the end of each complete sentence or an X if the sentence is incomplete.

- 1 Billy went to the store to buy a chocolate bar. _____
- 2 Ran away fast. _____
- 3 The King rode his horse through the village and waved to the villagers. _____
- 4 The car stopped. _____
- 5 Veronica walked around. _____
- 6 The cat scratched the couch with her sharp claws. _____
- 7 A new recipe in the book. _____
- 8 She finished reading Harry Potter in only 3 days. _____
- 9 There are 7 books. _____
- 10 It was a gray and stormy day so we stayed inside and watched a movie. _____

Do you remember writing questions? _____

Read the questions below. Make a check mark next to the sentence if the question is correct and an X if it is not.

- 1 Do you want a hotdog or a hamburger? _____
- 2 Aren't you the one, aren't you? _____
- 3 Have you been here before? _____
- 4 The bus left already? _____
- 5 Who remembers how to write sentences correctly? _____

Share and compare your answers with a fellow classmate.

DECLARATIVE SENTENCES



A **Declarative Sentence** gives us information. A **Declarative Sentence** starts with a capital letter, the sentences tells us something and the sentence ends in a period (.).

Here are some examples of **Declarative Sentences**:

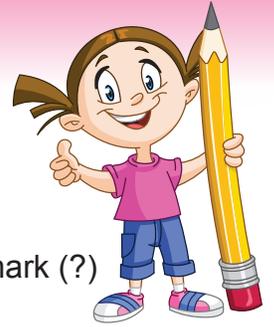
- 1 We are a happy family.
- 2 The shopping bag is red.
- 3 The stars are bright.
- 4 The mechanic fixes cars.
- 5 The tire is flat.

Now write ten declarative sentences of your own below.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____



INTERROGATIVE SENTENCES



There are four types of questions. You will use different types of questions depending on what type of information you are looking for. An **Interrogative Sentence** asks for information. Each **interrogative sentence** will start with a Capital letter, the words will ask for information and will end with a question mark (?)

Here are some examples of **Yes/No Interrogative Sentences**, with complete answers

- | | | |
|---|------------------------------|----------------------------------|
| 1 | Do you like music? | Yes, I like music. |
| 2 | Have you done your homework? | No, I have not done my homework. |
| 3 | Do you have a hobby? | Yes, I crochet. |
| 4 | Do you like potato chips? | Yes, I like potato chips. |
| 5 | Did you go shopping? | No, I do not like shopping. |

Now write eight **Yes/No Interrogative Sentences** below.

Have a fellow student answer the questions.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



INTERROGATIVE SENTENCES



There are four types of questions. You will use different types of questions depending on the type of information that you are looking for. The second type is called **Alternative Questions**. In your questions you are providing choices and the person answering your question can pick one of the answers. Practise writing and answering **Alternative Questions** using the spaces below.

- 1 Do you want toast or oatmeal? The answer you are predicting to hear will be either:
I would like toast please. **OR** I would like oatmeal please.
- 2 Do you want to go to eat now or later? _____
- 3 Do you want to watch a movie or a TV show? _____
- 4 Did you see a movie, a show or a play? _____
- 5 Did you visit your old school or your old house? _____
- 6 Did you want pizza with pepperoni and cheese or just cheese? _____
- 7 _____ ? _____
- 8 _____ ? _____
- 9 _____ ? _____
- 10 _____ ? _____



Compare your questions and answers with a partner.
Draw a picture to explain one of your sentences.