Pause for Effect

Sort complete sentences and purposeful fragments.

12.5.W.2 "Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas..."

NAME _____ DATE _____

STANDARD SENTENCES

A complete sentence states a complete thought and has a subject and a verb. Choose this category when every sentence in the item is complete.

The sculptor polished a bronze statue.

INTENTIONAL FRAGMENT

A writer may punctuate an incomplete thought as a sentence to create emphasis or change the pace. Choose this category when an item includes a fragment used for effect.

The kettle whistled. Again. Again.

1 SORT

8 items

Part 1: Circle STANDARD or FRAGMENT for each item; Part 2: choose two items and explain how you knew where each belonged.

1.	The council approved the plan. Residents received an update.	STANDARD FRAGMENT
2.	The microphone switched on. Nothing but static.	STANDARD FRAGMENT
3.	The final vote was announced. Not a single objection.	STANDARD FRAGMENT
4.	Mira checked the timetable. The train arrived early.	STANDARD FRAGMENT
5.	The editor reviewed the article. Every claim had a source.	STANDARD FRAGMENT
6.	The door opened. A note on the floor.	STANDARD FRAGMENT
7.	The audience stood when the speaker entered. The applause lasted a minute.	STANDARD FRAGMENT
8.	The river rose overnight. Officials closed the bridge.	STANDARD FRAGMENT

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Part 3: Write one new example made entirely of standard sentences and one new example that uses an intentional fragment for effect.

STANDARD _____

FRAGMENT _____

CHALLENGE

Choose one intentional fragment from Part 1 and rewrite that fragment as a complete sentence, then explain in one sentence how the effect changes.

ANSWER KEY

Pause for Effect

GRADE 12 · 12.5.W.2

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	The council approved the plan. Residents received an update.	**STANDARD**	Both sentences have subjects and verbs and express complete thoughts.
2	The microphone switched on. Nothing but static.	**FRAGMENT**	"Nothing but static" is a noun phrase punctuated as a sentence to make the interruption abrupt.
3	The final vote was announced. Not a single objection.	**FRAGMENT**	"Not a single objection" is a fragment that emphasizes the absence of opposition.
4	Mira checked the timetable. The train arrived early.	**STANDARD**	Both sentences are complete statements with subjects and verbs.
5	The editor reviewed the article. Every claim had a source.	**STANDARD**	Both sentences express complete thoughts with subjects and verbs.
6	The door opened. A note on the floor.	**FRAGMENT**	"A note on the floor" has no verb; the fragment creates a quick visual reveal.
7	The audience stood when the speaker entered. The applause lasted a minute.	**STANDARD**	Both sentences contain complete clauses and express complete thoughts.
8	The river rose overnight. Officials closed the bridge.	**STANDARD**	Both sentences have subjects and verbs and express complete thoughts.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **STANDARD**: The mechanic tightened the bolts before the test.
- **FRAGMENT**: The scoreboard flashed the result. A tie.

Challenge: Static was all anyone heard. The revision is less abrupt than the original fragment.

Items 2, 3, and 6 contain fragments used for emphasis, pace, or a visual reveal. The other items consist entirely of complete sentences.