Patterns and Pauses

Sort excerpts by the way their grammar shapes meaning.

11.LL.19 "Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents."

NAME _____ DATE _____

PARALLEL STRUCTURE

Parallel structure repeats a grammatical pattern. It can link ideas, build rhythm, or make each idea seem equally important.

Kites rise; gulls glide; clouds drift.

INTENTIONAL FRAGMENT

A fragment lacks an independent clause. A writer may use one on purpose to create a pause or spotlight a detail.

Under crimson lanterns, a hush of silk.

1 SORT

8 items

Circle PARALLEL or FRAGMENT for each numbered excerpt, then choose two items and explain what in their grammar helped you decide and how that choice shapes meaning.

1.	Fiction: Mara checked the windows; Mara checked the locks; Mara checked the clock.	PARALLEL	FRAGMENT
2.	Workplace memo: We will record each error; we will review each cause; we will report each fix.	PARALLEL	FRAGMENT
3.	Poem: Only dust where the river once ran.	PARALLEL	FRAGMENT
4.	Historical narrative: They asked for bread; they asked for work; they asked for a vote.	PARALLEL	FRAGMENT
5.	Informational article: Beneath the ice, a narrow channel of dark water.	PARALLEL	FRAGMENT
6.	Fiction: Not a single reply from the other side of the wall.	PARALLEL	FRAGMENT
7.	Business proposal: Our plan saves fuel; our plan saves time; our plan saves money.	PARALLEL	FRAGMENT
8.	Poem: The bell rings at dawn; the bell rings at dusk; the bell rings at midnight.	PARALLEL	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

Write two original excerpts, one using parallel clauses and one using an intentional fragment, and add a short note about the effect of each.

PARALLEL _____

FRAGMENT _____

CHALLENGE

Rewrite one of your excerpts in the other style, then explain how the change shifts its effect.

ANSWER KEY

Patterns and Pauses

GRADE 11 · 11.LL.19

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	Fiction: Mara checked the windows; Mara checked the locks; Mara checked the clock.	**PARALLEL**	Three clauses repeat the same subject and verb, building a tense rhythm.
2	Workplace memo: We will record each error; we will review each cause; we will report each fix.	**PARALLEL**	Repeated 'we will' clauses present the actions as a coordinated plan.
3	Poem: Only dust where the river once ran.	**FRAGMENT**	There is no independent clause; the fragment spotlights what remains.
4	Historical narrative: They asked for bread; they asked for work; they asked for a vote.	**PARALLEL**	Repeated 'they asked for' clauses give equal weight to the demands.
5	Informational article: Beneath the ice, a narrow channel of dark water.	**FRAGMENT**	The excerpt has no main verb; the pause draws attention to the channel.
6	Fiction: Not a single reply from the other side of the wall.	**FRAGMENT**	The excerpt has no independent clause; the fragment emphasizes the silence.
7	Business proposal: Our plan saves fuel; our plan saves time; our plan saves money.	**PARALLEL**	Repeated 'our plan saves' clauses connect the proposal's benefits.
8	Poem: The bell rings at dawn; the bell rings at dusk; the bell rings at midnight.	**PARALLEL**	Repeated 'the bell rings' clauses create a recurring rhythm.

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)

- **PARALLEL**: The crew packed the ropes; the crew raised the sails; the crew steered the ship. The repeated clauses make the work feel steady and coordinated.
- **FRAGMENT**: Nothing beyond the fence but fog. The fragment creates a pause and draws attention to the unknown.

Challenge: Original: The crew packed the ropes; the crew raised the sails; the crew steered the ship. Revision: Ropes packed, sails raised, ship on course. The fragment compresses the actions, making the work feel urgent rather than steady.

For Part 2, accept any two items if the explanation names a grammatical clue and connects it to an effect on meaning. In Part 3, parallel examples should repeat a clear grammatical pattern, while fragments should lack an independent clause.