Writing Matters!
Developing Sentence Skills in Struggling Students
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I. It’s All About the Stove
   - Grounding Our Work in the Research

II. Parts of Speech
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   - Function Over Form
   - Components of an Effective Lesson
   - Useful Activities

III. Sentence Parts
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   - Independent & Dependent Clauses
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   - Sentence Work for Writing & Reading Comprehension
   - Components of an Effective Lesson
   - Useful Activities

IV. Word Lists for Writing
Cognitive Demands of Writing

**Transcription Skills**

- **Motor Component:** Whether students handwrite or type, part of the mind is engaged in letter formation.
- **Spelling:** Even if students are not penalized for spelling, they must still sound out and spell their words so that the reader can understand the text.
- **Mechanics:** Students must adhere to the conventions of writing, not only capitals and periods, but also the mechanical structures necessary to cluster groups of words effectively for meaning.

- **Syntax:** Students must write coherent sentences, including appropriate structure and variety.
- **Vocabulary:** Students must use words that convey their intended message and vary those words to reflect the development of their ideas.
- **Oral Language:** Students use oral language before and more often than they do written language. They must learn the differences between spoken and written communication, and they must learn to turn the ideas they speak into the ideas they write.
- **Text Structure:** Students must be able to apply a knowledge of introductory, supporting, and concluding sentences and paragraphs at an appropriate level of sophistication for their age and grade.
- **Recursive Processes:** Students must proofread and edit their work, taking into account conventions of spelling, punctuation, sentence construction, and idea development.
- **Content:** Topics chosen from students’ own experiences contain the most simple and direct content. Eventually, students must write on topics assigned by content-area teachers; they must also write using information retrieved from text they read.
- **Purpose & Audience:** Students must determine their purpose and intended audience. The purpose includes an understanding of the assignment as well as the style or approach the piece should take (e.g., narrative, informative, argument). The audience includes the style of the writing (e.g., blog, letter, essay), the discipline (e.g., English, science), and the person(s) who will evaluate the writing.

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<td>generate/ categorize list for content-based assignment</td>
<td>use in paragraphs</td>
<td>use in paragraphs</td>
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## Introducing Parts of Speech in K-5

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### Grammar Builder Sample

- **adjective**: ugly
- **common noun**: toad
- **prepositional phrase**: on the mossy rock
Grammar Reference Sheet

Keep two things in mind:

- We teach grammar to improve writing. If you cannot justify teaching a particular concept in terms of improving a student's writing, don't teach it.
- The best sentence-level activities involve having students write sentences that practice/contain taught concepts.

Parts of Speech: Consider the job the word does in the sentence.

- noun names a person, place, thing, or idea: boy, school, bench, peace
- verb action, linking, or helping word: jump, am, seem
- pronoun takes the place of a noun (stands for a noun): he, you, they, me
- adjective describes a noun or pronoun: ugly, ignorant, silly
- adverb describes a verb (or an adjective, or other adverb): quickly, soon, never
- preposition begins a phrase (shows position): in, during, around
- conjunction joins 2 words or 2 groups of words: and, whenever
- article teach in adjective family: a, an, the
- interjection expresses emotion - not useful for instruction: whoa!

Sentence Parts: Clauses are the building blocks to all sentence writing.

<table>
<thead>
<tr>
<th>Part</th>
<th>Example</th>
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<tr>
<td>simple subject</td>
<td>who/what is doing the action</td>
</tr>
<tr>
<td>complete subject</td>
<td>subject with its baggage (the “doer”)</td>
</tr>
<tr>
<td>simple predicate</td>
<td>main verb</td>
</tr>
<tr>
<td>complete predicate</td>
<td>verb with its baggage (the “do”)</td>
</tr>
<tr>
<td>direct object</td>
<td>receives action of predicate (verb)</td>
</tr>
<tr>
<td>indirect object</td>
<td>tells to whom/for whom action is done</td>
</tr>
<tr>
<td>predicate noun</td>
<td>follows linking verb and renames subject</td>
</tr>
<tr>
<td>predicate adjective</td>
<td>follows linking verb and describes subject</td>
</tr>
<tr>
<td>object of preposition</td>
<td>noun/pronoun that ends prepositional phrase</td>
</tr>
</tbody>
</table>

- John went to the store because he is finished
- John went to the store

Clause: group of words with subject and predicate

- John went to the store

Independent clause: clause that can stand by itself
- John went to the store

Dependent clause: clause that cannot stand by itself
- John went to the store

Simple sentence: one independent clause
- John went to the store

Compound sentence: 2 independent clauses joined by comma + for, and, nor, but, or, yet, so or 2 independent clauses joined by ;
- John went to the store, it was closed.

Complex sentence: 1 independent clause and 1 or more dependent clauses
- John went to the store because he needed milk.

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>John, who was selected as our leader, rarely smiled.</td>
</tr>
<tr>
<td>D</td>
<td>When John went to the store, he forgot his wallet.</td>
</tr>
<tr>
<td>ID</td>
<td>John went to the store because he needed milk.</td>
</tr>
<tr>
<td>D;I</td>
<td>John went to the store; it was closed.</td>
</tr>
</tbody>
</table>
The Warm-Up

Displaying grammar vocabulary cards: During the warm-up and any identifying activities, the teacher (and ideally the students) should display their cards using the layouts below. Students should learn to organize the cards as such independently. This practice will help students internalize the relationships between the different parts of speech. They will understand the way words, phrases, and clauses work together, improve their syntax comprehension, and develop sentence writing and expanding skills.

On the next page: This activity sheet (and similar sheets) have several advantages.

(1) They move students quickly from “identify” to the text generation activities that truly benefit writing.
(2) They are interactive, allowing students to work together, share results, and check their work with each other -- in a non-punitive way.
(3) They are instructive (a rarity for a "worksheet").
Now It’s Your Turn!
IECC: Identify, Expand, Combine, Create

Adjectives

**Identify:** Underline the adjectives in the following sentences. (Do not include articles.)

1. The hungry green alligator slithered up the muddy shore. (3)
2. The young girl was scared but brave. (3)
3. The frightened girl called to her father in a loud voice. (3)

Check your work!

**Expand:** Add at least 3 adjectives to each sentence to make it more descriptive.

1. The children and their leader took vans to a campground.

2. Over a campfire, the children roasted hotdogs and sang songs.

Share: Choose #1 or #2 to share with your group.

**Combine:** Combine the following short sentences into one longer sentence.

1. My grandfather told jokes at the table. He is friendly. His jokes were funny.

2. My sisters and I listened to the jokes and ate snacks. My sisters were hungry. The snacks were sweet.

Check your work!

**Create:** Write your own sentences.

1. Write a sentence using these adjectives: happy, energetic

2. Write a sentence with at least two of your own adjectives in it:

Share: Choose #1 or #2 to share with your group.
The mother and her daughter bought tickets to see the show.
The nasty troll lived under the wooden bridge.
A rusty nail stuck out of an old board at the local playground.

Topic: ______________________________________

Use good nouns in your own sentences below:

1. _____________________________________________________________________________
________________________________________________________________________________

2. _____________________________________________________________________________
________________________________________________________________________________

3. _____________________________________________________________________________
________________________________________________________________________________

4. _____________________________________________________________________________
________________________________________________________________________________

Sentence Check:
___ Do your sentences start with capital letters?
___ Do your sentences end with proper end punctuation?
### Five-Point Instructional Strategy

<table>
<thead>
<tr>
<th>New Concept</th>
<th>Review Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Teacher introduces concept and then asks students to explain it, proving understanding. In most instances, introducing a part of speech or sentence part to your students should take just a few minutes. Students should create (or you should provide) a vocabulary card with term on front, definition and examples on back; explain the term and its definition; and have them explain it back to you or, in the case of large group instruction, to each other. Students can illustrate their cards as well.</td>
<td><strong>a.</strong> Students explain concept, proving understanding. The emphasis here is on information your students have learned and can share. With most concepts this will take only a few minutes. Students should begin by verbalizing what they know from memory and then use the concept vocabulary card to elaborate on their understanding.</td>
</tr>
<tr>
<td><strong>b.</strong> Students identify examples of the concept in context. Have students sort words, sentence parts, or sentences to help them recognize the concept you are teaching. Have them identify examples of the studied element in a larger context. Professionally written sentences, from both textbooks and good literature, sometimes serve this purpose well and also offer material for further discussion.</td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> Students create their own examples in isolation. Students must focus primary attention on creating examples of the concept, in isolation and in applied context. Keep the emphasis on student-generated work.</td>
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<tr>
<td><strong>d.</strong> Students share their examples with the instructor and their classmates. When the students complete independent practice of a concept at their desks, always allow time to share results. This (a) validates the students’ writing, (b) encourages them to write at a more sophisticated level since they anticipate an audience, (c) allows the instructor to check for competence, and (d) provides student-generated examples (whether correct or not) for further discussion and analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>e.</strong> Teacher uses examples, both correct and incorrect, for clarification and further instruction. As the students share, the teacher writes any incorrect examples as well as any examples that show a new or interesting development that warrants discussion. Since the examples come from the students’ own writing on the day in question, the teacher is able to target student difficulties immediately and strengthen class understanding. Using student examples rather than prefabricated, professionally written sentences connects students to the assignment, provides immediacy and relevance, and gives the teacher valuable information about where the students are and what they need next in order to further their writing.</td>
<td></td>
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</table>
Common Sentence Templates

**Simple Sentence**
1 independent clause

**Compound Sentence**
2 independent clauses

**Complex Sentence**
1 independent and 1 (or more) dependent clauses

---

**I**

Many have a single subject and predicate.

Mac went to the store.

On Tuesday Will visited our grandmother at her cottage in the next town.

Others have compound subjects and/or predicates.

Wes and Ethan often play tennis on Saturdays.

Logan saw an excellent movie and then went to dinner with friends.

(For a group of words to be a clause, it must have its own subject and predicate. It cannot share either with another clause.)

---

**I, I, I; I**

joined by comma and coordinating conjunction...

Jackson went to the store, but it was closed.
Tickets for the final game were scarce, yet Drew still got seats.
I love to jog through the park, and Isabelle often joins me.
I do not want to go to the movies, nor do I feel like playing baseball.

...or joined by a semi-colon.

A number of recent inventions have changed the way the world functions; cell phones and the internet are two of the most obvious.
The game got rained out; however, the coaches rescheduled it for the following Saturday.

(For a group of words to be a clause, it must have its own subject and predicate. It cannot share either with another clause.)

---

**D, I, ID, I**

using subordinating conjunction...

While Rob was pulling out of his driveway, he accidentally bumped into another car. (D, I)
Even though the movie ran late, Charles still got in before curfew. (D, I)
Luke spent an extra $50 on his computer because it came with a printer. (ID)
Our mom banned drinks in the den after Jeb spilled soda on the good table. (ID)

...or using relative pronoun.

Taylor, who has played competitive sports since fourth grade, started at free safety this fall.
Jack loved any book that could hold his attention.

(The first of these adjective clause (or D-wedge) sentences uses the clause to define the subject. The second uses it to define the object.)
Sentence Developing Activities

As your students develop an understanding of parts of speech and sentence parts, here are some activities designed to improve writing at the sentence level. Independent sentence writing (I) is the ultimate goal.

A. Phrase/Clause & Independent/Dependent Clause Sorting - ESSENTIAL
   - sort groups of words by whether they are clauses or phrases
   - sort clauses by whether they are Independent (main) or Dependent (subordinate)

B. Sentence parts matching - join sentence parts to make sentences

C. Sentence unscrambling - unscramble sentence chunks to make logical sentences

D. Sentence imitating - write a sentence similar in structure to a provided model

E. Sentence combining - combine sentences to create more sophisticated sentences with increased variety (in activities/exercises & your own writing)

F. Sentence expanding - using bare bones sentence expanders
   - provide simple subject and verb and use questioning to prompt sentence expansion (e.g., John ate. when? where? why? how?)
   - provide simplistic sentence with nouns, verbs, and phrases and ask student to add adjectives and adverbs

G. Tandem writing
   - student writes first half of sentence, trades papers with a classmate, and finishes classmate’s sentence (subject to predicate or first clause to second clause)

H. Writing sentences from prompts
   - “begin a sentence with the word __________” (sub. conj., transition word, etc.)
   - “write a sentence that contains __________” (sub. conj., prep., noun, etc.)
   - provide student with first sentence and transition word that is to begin second sentence

I. Reordering elements of a sentence for variety
   - provide a sentence with a “floating” prepositional phrase that students can move
   - provide dependent and independent clauses to reorder for variety

J. Sentence writing - ESSENTIAL
   - as a class starter
   - for class work and homework, even instead of paragraph writing
Bell Ringers & Class Starters

The bell ringers and class starters listed below provide suggestions for instructors who (a) want to encourage the development of student writing at the sentence level and/or (b) want to blend course content with sentence writing activities. For the instructor who wishes to start a class period with writing, these activities prove fruitful.

1. **Sentence Generation:** Ask students to write a particular kind of sentence or structure included in a sentence (e.g., complex sentence, sentence with at least 2 adjectives, sentence with an introductory prepositional phrase). Make sure to have students share their results aloud with their classmates.

   For instructors wishing to layer in content, students can be asked to write the sentence based on the reading last night or the discussion yesterday in class about a particular story, event, or person. Sharing these sentences serves as a review of material covered and a chance for instructors to assess student knowledge both in sentence writing and in the given content.

2. **Tandem Writing:** Provide a sentence and ask students to write a sentence that would logically follow that sentence or provide an introductory phrase or clause and ask students to complete the sentence. Like in Activity I above, you can specify a particular sentence structure element. You can also write your sentence about a topic you wish students to review, such as content covered in the previous lesson. Here are a few examples:

   - Sentence starters: The first is a clause while the second is a phrase.
     - When Huck begins his adventure on the raft with Jim,
     - In her first web,

   - Lead-in sentences: Students could be instructed to include a particular kind of word (e.g., adjective) or use a particular kind of sentence (e.g., compound).
     - Charlotte first writes “Some Pig!” in her web.
     - Karana’s brother is killed by a pack of wild dogs on the island, leaving her to fend for herself.

3. **Mentor Sentences in the Writing Matters Approach:** Good work with mentor sentences matches a planned and sequential set of skills the instructor introduces to her students. Students analyze mentor sentences either to review concepts already addressed or to introduce a skill the instructor plans to teach that day. “Look at how great this is, now you do it!” isn’t an effective means of teaching using mentor sentences and runs contrary to the Writing Matters approach. Mentor sentences, on the other hand, are a great way to work on Sentence Developing Activities A-F (preceding page). Use the I do it, we do it, you do it philosophy (in widespread use thanks to Anita Archer).
A. Clause/Phrase Activities I

Identify each group of words below as a clause (C) or a phrase (P). Remember that a clause must contain a subject and its verb (or predicate):

_____ 1. if the rain never stops  
_____ 2. for breakfast  
_____ 3. under the window  
_____ 4. since I slept  
_____ 5. beside the grocery store  
_____ 6. before she finished the pie  
_____ 7. as soon as the temperature drops  
_____ 8. because Mike could drive  
_____ 9. if we see another ant  
_____ 10. after careful consideration  
_____ 11. between two slices of bread  
_____ 12. since yesterday  
_____ 13. until you hear back from me  
_____ 14. when the manager organizes the team  
_____ 15. through the woods by the river  
_____ 16. the party ended at midnight  
_____ 17. as long as you study before the game  
_____ 18. if I finish the book  
_____ 19. as soon as the painter finished  
_____ 20. when the exercise was over  
_____ 21. at the end of the long road  
_____ 22. beneath the deep blue sea  
_____ 23. we both finished eating breakfast in time  
_____ 24. because of the number of boxes  
_____ 25. though I gave you three warnings  
_____ 26. until I receive your donation

All the groups of words below are clauses. Identify each as I (independent or main) or D (dependent or subordinate):

_____ 1. Constantine joined the sports club  
_____ 2. since Abraham Lincoln was elected  
_____ 3. school lets out in June  
_____ 4. the play begins at 9 a.m.  
_____ 5. after we purchased the new car  
_____ 6. if we can handle the time change  
_____ 7. we ate the purple potato chips  
_____ 8. water is the most healthy drink  
_____ 9. if my migraine doesn’t linger  
_____ 10. as long as the schedule will be kept  
_____ 11. if I worry too much about the trip  
_____ 12. the postal carrier delivered the mail  
_____ 13. whenever we have a chance to play golf  
_____ 14. before I will clean out the closet  
_____ 15. if T.V. remained black and white  
_____ 16. my family is coming for the holidays  
_____ 17. the doe was brown with a white tail  
_____ 18. cleats were left on the radiator to dry  
_____ 19. although asparagus is out of season  
_____ 20. the black panther pounced at the crowd  
_____ 21. when the strawberries arrived  
_____ 22. before I considered my sister’s request  
_____ 23. where our cousins live  
_____ 24. whenever the detective catches the crook
B. Sentence Part Matching

1 Subject                  Predicate
A. The little boy with dimples landed on the feeder in our yard.
   A chirping blue jay smiled at the doctor’s offer of candy.
   My grandmother used to bake me cookies each weekend.
B. A swarming nest of bees caused the family to leave the picnic early.
   A pair of monarch butterflies awkwardly bent down to reach the pond.
   Two long-legged giraffes fluttered near me on my Saturday walk.

2 Subject                  Verb                  Object
A. The grasshopper         was ruined            on a green leaf in our yard.
   Our dinner              landed                the antique vase.
   The rambunctious child toppled by a loud family argument.
B. An outstanding performer announced the national anthem.
   The diver              sang                  on the board.
   Our president          bounced              a new plan for the country.

C. Sentence Unscrambling

1 At the word cluster level:
A. in our house     we discovered     much to our surprise     $10,000
   B. to get ice cream we rode at noon our new bicycles to the store

2 At the word level:
A. frog brown rock under a crawled the large
   B. friend night all we and video new a my got game played
D. Sentence Imitating

Write a sentence that is similar in form to the provided sentence:

1. Our friends came for dinner.

2. At the game we saw a home run.

3. While I was riding my bike, I saw a streak of lightning.

E. Sentence Combining

1. Delete the 2nd and 3rd sentences by putting their information in the 1st sentence:
   The man and woman went to the mall. The man was tall. The woman was short.

   The dinosaur stomped. He did it over the rocky ground. He did it to chase food.

2. Make each pair of sentences into a compound sentence using the provided keyword:
   The new video game hit stores yesterday. We were the first ones to get it. (and)

   Make each pair of sentences into a compound sentence. Use a conjunction:
   Two rivers surrounded the town. There was still not enough water to drink.

3. Make each pair of sentences into a complex sentence using the provided keyword:
   She was a good teacher. She yelled a lot. (although)

   Make each pair of sentences into a complex sentence. (Use a subordinating conjunction.):
   You do your homework. You will pass every test.

4. Combine into one sentence. Do not leave out any information:
   The movie was excellent. It ran quite late. It starred Denzel Washington.

   We were hungry. We went to my favorite restaurant. I ordered a burger and fries.

   My cousins are from Australia. They visited us last month. We had a blast.
F. Sentence Expansion Questions With Student Responses

The crocodile snapped.
when? this morning
where? in the lagoon
how? with strong jaws
why? because he was hungry
concession... despite the fact that the tourists were careful
what kind? ancient, wise
which one? with a nasty attitude
how many? the (already included)

The man ate.
when? _______________________
where? _______________________
how? _______________________
why? _______________________
concession? _______________________
what kind? _______________________
which one? _______________________
how many? _______________________

G. Tandem Writing

1. Finish these sentences:
   a. I love weekends because ________________________________________.
   b. John finished the quiz before _____________________________________.
   c. Elijah found treasure in the chest, but _______________________________.
   d. We bought a used car from Chris; meanwhile, __________________________.

2. Add a sentence to each of these sentences:
   a. Abraham Lincoln was the 16th president of the United States.
      ____________________________________________________________
   b. A Porsche pulled up to the five star hotel.
      ____________________________________________________________
   c. My friends and I won our first soccer game last Saturday morning against our arch rivals.
      ____________________________________________________________

H. Writing from Prompt Words

1. Write sentences including the provided transition words:
   a. although _____________________________________________________
   b. sometimes ___________________________________________________
   c. before _______________________________________________________

2. Write sentences including the provided content-based words:
   a. Benjamin Franklin ____________________________________________
   b. Hamlet _____________________________________________________
I. Other Sentence Building Activities

A. Prepositional Phrase Placement: Put a ^ in each spot where the given prepositional phrase could be placed. (This can also be done by giving students in a group setting their own cards, each with a word on it, and having them sort themselves into a logical sentence. An additional student, armed with the phrase, can stand in various places along the sentence’s route where the phrase could logically be inserted):

1. The angry troll gobbled the mischievous children. under the bridge
2. The doctor prepared for a difficult surgery. in the operating room
3. My friend came to stay with me. over the weekend

B. Write each sentence two ways, one beginning with the dependent clause and the other ending with it. Be careful to use a comma when necessary.

1. my friend gave me a present because she is a nice person

   version a: _____________________________________________________
   version b: _____________________________________________________

2. I moved the boxes into the garage when my brother agreed to help

   version a: _____________________________________________________
   version b: _____________________________________________________

J. Sentence Writing (Just write sentences!) Content-Based Sentence Review Activity that can be modified according to skill level.

1. List six things about _________________________ (content topic):

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Write sentences using elements from the above list:

   Use 2 in a compound sentence with a comma and coordinating conjunction: ______
   __________________________________________________________

   Use 2 in a compound sentence with a semi-colon and a conjunctive adverb: ______
   __________________________________________________________

   Use 2 in a complex sentence (D,I): _____________________________
   __________________________________________________________

   Use 2 in a complex sentence (ID): _____________________________
   __________________________________________________________
We went tubing on the river yesterday, and the water was icy.
The swirling river swept away her house, but she and her family escaped.

**Topic:** __________________________

**Write your own interesting compound sentences below:**

1. ___________________________________________________________

2. _____________________________________________________________________________

3. _____________________________________________________________________________

4. _____________________________________________________________________________

5. _____________________________________________________________________________

**Sentence Check:**
- Make sure each part of the sentence can stand alone.
- Make sure the subjects are different.
- Make sure the sentence has a comma (,) and a conjunction (for, and, nor, but, or, yet)
When school was over, I went to swim practice.
Mark studied hard because he had a test.
Although we wanted to eat at the restaurant, we needed to save money for our trip.

Write your own interesting complex sentences below:

1. ___________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. ___________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3. ___________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

4. ___________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

5. ___________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Sentence Check:
• make sure there is one independent clause with subject and verb
• make sure there is one dependent clause with subject and verb
• check punctuation: do not use a comma if the dependent clause is last
List of 5 Facts

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

Use facts from the above list to generate sentences with the following specifications.

[Blank Space for Sentences]
### Conjunctions

**coordinating** (for compound sentences): I, fanboysI
- for and nor but or yet (so)

**subordinating** (for complex sentences to begin adverb clauses - grouped by purpose): D, I, ID
- time:
  - after
  - as
  - as soon as
  - before
  - just as
  - now that
  - once
  - since
  - until
  - when
  - whenever
  - while
- cause:
  - as
  - because
  - since
  - as though
  - just as
  - in order that
  - than
  - as long as
  - although
  - even though
  - though
  - whereas
- manner:
  - as
  - as if
  - as though
  - so that
  - even if
  - if
  - unless
- place:
  - where
  - wherever
- added as follows:
  - while

### Relative Pronouns

(for complex sentences to begin adjective clauses):
- who
- which
- that
- whom
- whose

### Conjunctive Adverbs

(optional for I, I compound sentences* - grouped by meaning):
- additionally
- also
- furthermore
- likewise
- moreover
- similarly
- in addition
- however
- nevertheless
- nonetheless
- on the contrary
- on the other hand
- still
- at the same time
- meanwhile
- simultaneously

- accordingly
- as a result
- consequently
- hence
- therefore
- thus
- actually
- certainly
- indeed
- in fact
- for example
- for instance
- after later
- later
- next
- subsequently
- then
- alternatively
- instead
- off
- on behalf of
- out
- prior to
- in advance of
- in addition to
- in place of
- instead of
- in spite of
- of
- as
- off
- out
- prior to
- with
- with regard to
- due to

*Use a semi-colon before and a comma after the conjunctive adverb.

### Prepositions

**concrete prepositions** (to begin prepositional phrases):
- above
- near to
- across
- next to
- around
- on
- at
- on top of
- behind
- onto
- below
- out of
- beneath
- outside
- beside
- outside of
- between
- over
- beyond
- past
- by
- through
- close to
- throughout
- down
- to
- far from
- toward
- from
- towards
- in
- under
- in front of
- underneath
- inside
- up
- into
- upon
- near
- within

**advanced prepositions**
- aboard
- during
- about
- except (for)
- according to
- for
- after
- in addition to
- against
- in case of
- ahead of
- in place of
- alongside
- in spite of
- among
- instead of
- amongst
- of
- along
- off
- aside from
- on behalf of
- atop
- out
- because of
- prior to
- before
- subsequent to
- besides
- with
- despite
- with regard to
- due to
- without

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