

Compound and Complex Sentences

Concept
Attainment
For all Students



Ryan Anderson

Table of Contents

<u>Introduction</u>	4
<u>Simple Sentence</u>	6
<u>Clause</u>	8
<u>Compound Sentences</u>	10
<u>Complex Sentences</u>	12
<u>Practical Sentence Combining</u>	14
<u>Resources and Further Reading</u>	15

Introduction

This guide provides supplementary grammar lessons to be used throughout the year. It is designed for middle and high school teachers who teach the basics of sentence structure and style.

The lessons introduce and explain the grammatical concepts while providing examples and teaching tips. The teacher should have a grasp of these concepts. If you need to review these concepts in more depth, please visit [OWL at Purdue](#).

Pedagogy and Scaffolding

- Teach each section in this guide.
- Assume that your students do not remember previous courses.
- Begin the school year with attainable successes for each student.

Structure Your Course

- Reserve time each week to review and cover new grammar topics.
- Repeat prior instruction as much as possible.
- Give quizzes every 1 or 2 weeks for consistency.

10 Unit Outline

Notes to Teacher: The goal is to make every unit easy and attainable. I do not teach these in as few as 10 weeks; every class is different and will need re-teaching in different areas. You are the teacher and should pace your class according to their needs.

1. Simple Sentence	Define subject and verb. Provide necessary elements of a sentence. Practice recognizing sentences.
2. Clause	Define clause. Define independent and dependent clause. Practice recognizing each.
3. Compound Sentence	Introduce "FANBOYS." Articulate what "FANBOYS" does. Practice with "and," "but," and "so."
4. Compound Sentence	Review what "FANBOYS" does. Practice with "for," "nor," "or," and "yet."
5. Complex Sentence	Introduce subordinating conjunctions. Show sentences beginning with dependent clause. Practice writing complex sentences.
6. Complex Sentence	Review subordinating conjunctions. Show sentences ending with dependent clause. Practice writing complex sentences.
7. Complex Sentence	Review subordinating conjunctions. Practice beginning and ending with dependent clauses.
8. Practical Usage	Review sentence combinations. Provide list of simple sentences. Practice compound and complex sentences.
9. Practical Usage	Review different ways to combine sentences. Show how to combine ideas into a simple sentence. Practice combining sentences in longer document.
10. Parenthetical Phrases (Advanced)	Define resumptive, summative, and free modifiers. Practice using each modifier separately.

Simple Sentence

A simple sentence has the most basic elements that make a sentence: subject, verb, and a complete thought.

Student Notes

Verb: an action or state of being

Subject: the thing that performs the verb

Necessary elements of a sentence: subject, verb, and a complete thought.

Simple Sentence Examples

Bob threw the ball.

Jose ate a banana.

Jida wrote a letter.

Teacher Overview

1. Check student understanding.
2. Review what a verb is.
3. Show how to find the subject.
4. Memorize the necessary elements of a sentence.

Check Student Understanding

1. Have each student copy a simple sentence off the board.
2. Have them circle the subject.
3. Collect and check for accuracy.

Notes to Teacher:

- The key here is to set up vocabulary for the rest of the year.
- You may want to introduce “clause” and “independent clause” as concepts here. I do not because I find that is a large enough concept on its own.
- Students may know the subject without looking at the verb first, but is they get used to looking to the verb first, they won't get confused later.

Identify Verb

1. Write a few simple sentences on the board.
2. Have students volunteer to identify verb.
This should be very easy but is necessary.
3. Check for understanding.

Identify Subject

1. Direct the students' attention to the sentences on the board.
2. Point to the verb and ask who or what "does" the verb.

The necessary elements of a sentence

1. Tell the students that every sentence has these three things: subject, verb, and a complete thought.
2. Chant, sing, dance – do whatever you can to help the students remember.

Practice

Circle the subject(s) of each sentence and underline the verb(s).

Example: The red house and the fast car exploded during the freak accident.

Another example: Michael Franti performed at the festival.

1. The cat slept on my couch.
2. I drink coffee every day.
3. Mr. Jackson finished his work.
4. Jan made soup.
5. Renee and Glen devised a plan.
6. Leland and Ayah tumbled down the hill.
7. Snakes bite children.
8. Tom moved to Portland.
9. Jessup jumped over the bar.
10. Mary walked home with her dog.

Clause

A clause has a subject and verb and may or may not have a complete thought.

Student Notes

Clause: A subject-verb phrase.

Independent clause: A subject-verb phrase with a complete thought.

Dependent Clause: A subject-verb phrase without a complete thought.

Clause Examples

Independent: I ran home.

Tom and Sally jumped the river.

Dependent: When I ran home...

If Tom and Sally jumped the river...

Overview

1. Review the necessary elements of simple sentence.
2. Define clause, independent clause, and dependent clause.
3. Practice identifying independent and dependent clauses.

Check Student Understanding

1. Write a dependent clause on the board.
2. Have students copy the sentence and circle the subjects.
3. Ask students to look the necessary elements of a sentence and decide if this is a sentence.
4. Have students record if it is a sentence or not.

Notes to Teacher:

- Students have trouble with the concepts, “simple sentence”, “clause”, and “independent clause” here.
- Show compound and complex sentences, so the students can see why the term “simple sentence” is not interchangeable with “independent clause.”
- Remember, students have seen all sorts of sentences, and now you can show larger sentences and talk about the parts.

Define Types of Clauses

1. Clause: A subject verb phrase.
2. Independent clauses: A subject verb phrase with a complete thought.
3. Dependent clause: A subject verb phrase without a complete thought.

Simple Sentence Practice

Circle the subject(s) of each sentence and underline the verb(s).

Mark I.C. if the clause is an independent clause.

Mark D.C. if the clause is a dependent clause.

1. ____ I ran home.
2. ____ If Gabriel stayed at school.
3. ____ When I study hard.
4. ____ Steve ate a banana.
5. ____ Juan went to wrestling practice.
6. ____ While Tony practiced the violin.
7. ____ I threw the ball.
8. ____ Lynn laughed at me.
9. ____ Because Don wrote very well.
10. ____ Since Jida lived down the street.

Compound Sentence

A compound sentence is a sentence that contains two or more independent clauses joined with a conjunction.

Student Notes

, For
, And
, Nor
, But
, Or
, Yet
, So

These are the only words that, with a comma, combine two independent clauses together.

Compound Sentence Examples

Jess threw the ball, and Jill caught it.

I ran away, so Tim chased me.

I made lunch, for I am hungry.

Zeb fell over, but Jess stayed up.

Overview

1. Review independent clause.
2. Ask how to join two independent clauses.
3. Show example compound sentences.
4. Introduce Coordinating Conjunctions (FANBOYS)

Check Student Understanding

1. Write two simple sentences on the board.
2. Have students copy the sentences.
3. Ask students how to combine the two sentences.
4. Have them record if it is a sentence or not.

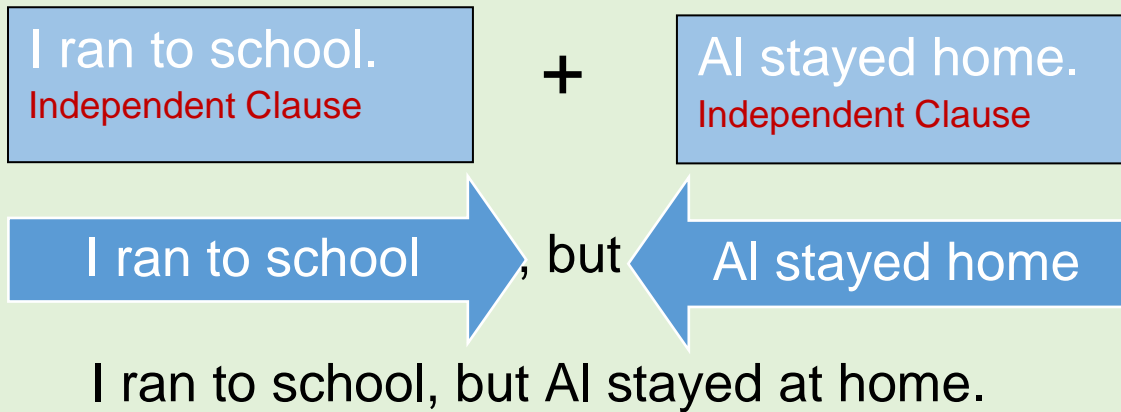
Coordinating Conjunctions

1. These are the only words that can join two independent clauses.
2. Remember to always include the comma

Notes to Teacher:

- Students will ask about semicolons; I introduce my students to semicolons but do not hold them accountable yet.
- Make your students memorize FANBOYS and their purpose. I turn it into a song and even make them stomp their feet.
- Most classes end up referring to coordinating conjunctions as FANBOYS.

How to combine two independent clauses into one sentence:



Compound Sentence Practice

Mark each sentence with either an X if it is incorrect or an OK if it is correctly punctuated. Add commas where they are needed in the following sentences.

1. _____ I took the necklace out of its box and I held it up to the light.
2. _____ The doorbell rang so Steve walked to the front door.
3. _____ Larry went to the fashion show or he visited a museum.
4. _____ Mr. Morales fixed the leaky faucet but he broke the drain.
5. _____ Tom helped neither the team nor the coach.
6. _____ Anthony and Sylvia gave me dinner and drove me home.

Combine the following independent clauses using the suggested coordinating conjunction (FANBOYS).

7. Tom ran home. I followed him. (So)

8. Liang sat down. We finished our homework together. (And)

9. Svet sat down. Zeb walked out of the room. (For)

10. Tori sang slowly. We danced anyway. (Yet)

Complex Sentence

A complex sentence is a sentence that contains at least one dependent clause and one independent clause.

Student Notes

Dependent Words:

If
When
While
After
Because
Before
Since
Although
Until

When a dependent clause is followed by an independent clause, there is always a comma.

When an independent clause is followed by a dependent clause, there is no comma.

Complex Sentence Examples

If Sal finds my wallet, I will thank him.

When Jen runs well, we win the game.

After Ai yelled, we all looked.

I will thank him if Sal finds my wallet.

We win the game when Jen runs well.

We all looked after Ai yelled.

Overview

1. Review dependent and independent clause definitions.
2. Look at dependent clauses, and ask how to finish the incomplete thought.
3. Show how to write a complex sentence that starts with a dependent clause.
4. Practice complex sentences beginning with dependent clauses.
5. Show that the independent clause can begin the sentence.
6. Practice complex sentences beginning with independent clauses.

Note to Teacher:

- Students get a bit confused at this point.
- Focus each lesson on a different pattern.
- Explain that dependent words signal the same thing as a comma, so we leave it out.

How to punctuate a complex sentence.

When I got home
Dependent clause


+

I took a nap
Independent clause

When I got home, I took a nap.

Dependent—Comm  —Independent

I took a nap when I got home.

Independent—No Comma  —Dependent

Complex Sentence Practice

Circle dependent clauses and underline independent clauses.

Ex. If we go into the haunted house, we will be eaten alive.

We will be eaten alive if we go into the haunted house.

1. When the Spanish explored, they found no mineral wealth in Washington.
2. Mr. Sanders taught about the Pig War while I taught grammar.
3. Although he did not find gold, Captain Cook obtained some otter pelts.
4. After the Europeans trapped myriad sea otters, they trapped beavers.
5. I could never kill a sea otter because they are so cute.
6. Because they were gone so long, people thought Lewis and Clark were dead.
7. While Jackson wrote some nice ideas, he did not proofread well.
8. If Jed wrote this test, it would be a lot cooler.
9. Anthony turned in his paper when I asked for it.
10. While Wafik wondered where to go, Jenna led the way.

Practical Sentence Combining

When students are writing, they will be making decisions on their own. This exercise gives them a chance to make their own decisions.

Practical Sentence Combining

Remind Students:

- Combining ideas can be as simple as keeping one word.
- Often the best combination is a rewrite that combines the ideas.
- For our purposes, an idea from each sentence must exist in the rewrite.
- This is also an assignment that shows sentence combining, so they must write at least one compound sentence and one complex sentence.

Practical Sentence Combining

Remember everything you have learned in grammar and apply it.

Combine these sentences into no more than (6) sentences.

You must include:

- **One coordinating conjunction (FANBOYS).**
- **One dependent clause.**
- **Highlight your best dependent clause and coordinating conjunction.**

The lion is called the “King of the Beasts.” The lion is big and strong. Around his neck there is a great mane of hair. He is the most noble-looking animal of all.

The lion is not the bravest animal. He will never go into a camp where there is a fire. He runs from anything that flaps in the wind. The noble lion lets his wife do all the work.

He does help her in one way. He roars. His roar scares other animals. They run away from the lion. They run right toward the lioness. They run quickly without looking. The lion waits while she does the killing. Then he joins her for dinner.

**Adapted from *Animals do the Strangest Things* by Leonora Hornblow.*

Resources and Further Reading

Once your students understand putting clauses together into compound and complex sentences, take your class to the next level.

What to Teach Next

Sentence Structures: [OWL at Purdue has a great section on common sentence structures.](#)

Parenthetical Phrases: [Daily Writing Tips has a nice introduction to these.](#)

Must Have Books

[*Style: Lessons in Clarity and Grace* by Joseph Williams](#)

[*The Elements of Style* by William Strunk Jr. and E.B. White](#)

[*On Writing Well* by William Zinsser](#)