

Before we begin....

Make a foldable at your table and set it up like the one below.

Sentence Structures

Objectives:

- Expand understanding of three *sentence structures*.
- Explore strategies for *sentence combining* and *expansion*.

Simple Sentence

Compound Sentence

Complex Sentence

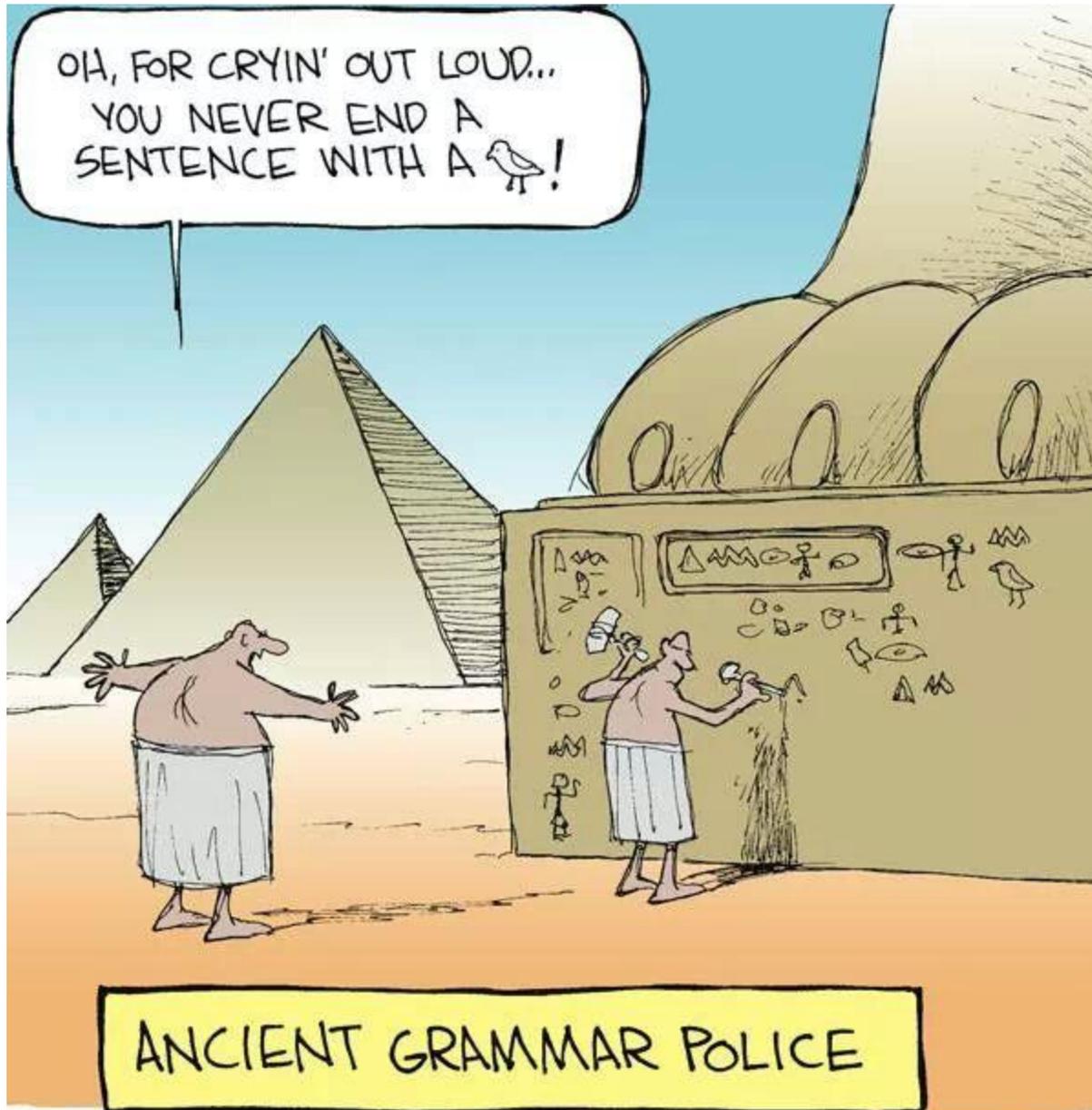
Let's make
¢ents

A US penny coin is partially visible behind the word '¢ents'. The coin is silver and shows the profile of Abraham Lincoln. The year '1979' is visible at the bottom of the coin.

of Sentences

PELL

Friday, May 1, 2015





Objectives



Sentence Sort



- Remove the cards from your envelope.
- Evenly distribute the orange cards to the members of your group.
- Work with your table partners to sort the sentences into the following categories:

Simple

Compound

Complex



Sentence Construction

Just as handwriting and spelling skills need to be ***automatic***, a student needs to be facile and fluent with sentence construction.

When students are ***facile*** and ***fluent*** with Sentence Construction, they have more cognitive resources for ideas and organization.

1

Subject + verb

↔
noun pronoun

- ✓ The basic sentence or your base
- ✓ The who or what the sentence about is the SUBJECT
- ✓ What the SUBJECT did, is doing, or will do (the action) is the VERB

A clause has one **subject** and one **predicate**.

Maya eats.





Sentence Construction

- Knowledge of grammar, word order and punctuation
- Parts of speech are the building blocks for sentence construction
- Sentences are the building blocks for writing paragraphs, essays, and other forms of written discourse

Sentence Structures

Simple, compound, and complex sentences differ in their structures, effects, and amount of detail.

“To understand the differences among these three sentence types, it’s important to grasp a fundamental concept: the *independent clause*...because all three...contain at least one independent clause.” (P. 35 – The Common Core Grammar Toolkit by Sean Ruday)

Last year I went to the Grand Canyon it was fun first we
hiked in No Thoroughfare Canyon to explore the life cycles
of the animals and insects and we played a game to find
rocks.

Simple Sentence

What is a simple sentence?

A simple sentence is made up of one independent clause.

Example of a simple sentence.

The lions rested.

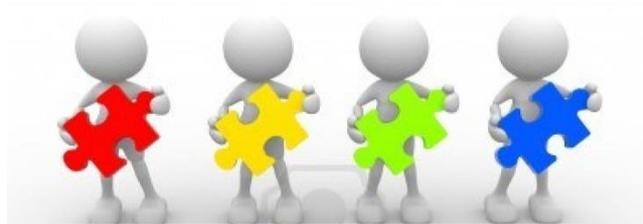


“Shell-out” a Sentence!

Step 1



- Think of a simple sentence.....
- Record the subject, predicate, and direct object each on a post-it note (only use capital letters for proper nouns)



four
men

hold

puzzle
pieces

Coordinating Conjunctions



- Can be used to join words, phrases, or clauses.
- Coordinating conjunctions always come **between** the words or clauses that they join.

- Some coordinating conjunctions include:

–and

–but

–or

Simple Sentence

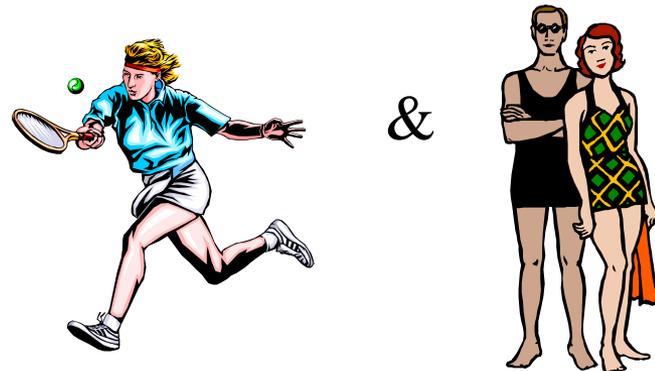
Tom and Mary

play tennis and swim.

Compound Subject



Compound Predicate



Simple Sentence

What is a simple sentence?

A simple sentence is made up of one independent clause.

What is an example of a simple sentence?



Compound Sentence



Compound sentence:

- made up of two or more simple sentences joined together
- the conjunctions and, but, or, nor, for, so, and yet are used to connect the simple sentences



Simple sentences:

1. My dog has hair hanging over his eyes.
2. He looks just like a dust mop.



Combined with and:

My dog has hair hanging over his eyes, and he looks just like a dust mop.





FOR

AND

NOR

BUT

OR

YET

SO

These are **COORDINATING CONJUNCTIONS**
... small words that combine two
separate sentences into one.

Compound Sentence

What is a compound sentence?

A compound sentence is made up of two or more independent clauses joined by a *coordinator*.

- a comma and coordinating conjunction
- a semicolon

What are some examples of a compound sentence?

The lions rested, so most of the jungle was quiet.

The lions rested; most of the jungle was quiet.



Compound Sentence

Tom plays tennis,

but Maria plays softball.



Complex Sentences



Complex sentence:

- made up of two ideas connected by a subordinating conjunction (because, when, since, after, before, though, although, if, unless, when, where, while, etc.)



Simple sentences:

- My friend shares her lunch with me.
- She doesn't like what her dad packs.



Combined with because:

My friend shares her lunch with me because she doesn't like what her dad packs.



Complex Sentence

What is a complex sentence?

A complex sentence is made up of one independent clause and at least one dependent clause.

What is an example of a complex sentence?

Because the lions rested, most of the jungle was quiet.



Complex Sentence

Tom plays tennis

because his father
played tennis.

Because his father
played tennis,

Tom plays tennis.



Revisit Sentence Sort



- Go back and revisit the cards you already sorted. Are there any cards you would like to move? (make adjustments as needed)
- Work with your table partners to sort the additional sentences into the three categories.



- Using your handout, circle the conjunctions that join two clauses. Note the sentence structure in the right-hand column.

Scope and Sequence of Sentence Construction

Simple Sentence



Sentence Combining (simple sentences)



Compound Sentences



Complex Sentences



Sentence Expansion

Sentence Combining

Begin with a text you are currently using
choose two simple sentences.

Model how the simple sentences can be combined.

My dog is big. My dog is black.



My dog is big and black.

My big dog is black.

My black dog is big.



Sentence Expansion

Alejandro's house stood beside a road.

Alejandro's *small* house stood beside a road.

Alejandro's small *adobe* house stood beside a road.

Alejandro's small adobe house stood beside a *lonely* road.

Alejandro's small adobe house stood beside a lonely *desert* road.

Beyond Basics: Developing the Subject

- ✓ Tell the reader more about the subject of the sentence
- ✓ Increase the probability that readers will be **able to visualize** the subject

adjectives

with or that phrase

Adjectives

- ✓ Adjectives are words that describe a noun or pronoun. They tell what kind, which one, or how many.
- ✓ Adjectives precede the noun or pronoun they are describing or are used as a compliment following a linking a verb

#2

adjective + noun
= noun phrase



Young Maya eats cereal.

With or That Phrase

- Gives more information
- Follows the subject and may or may not be surrounded by commas




Maya, with a happy grin, eats cereal.

Beyond Basics: Developing the Action

- ✓ Tell the reader more about what is happening in the sentence
- ✓ Increase the probability that readers will be **able to visualize** the action

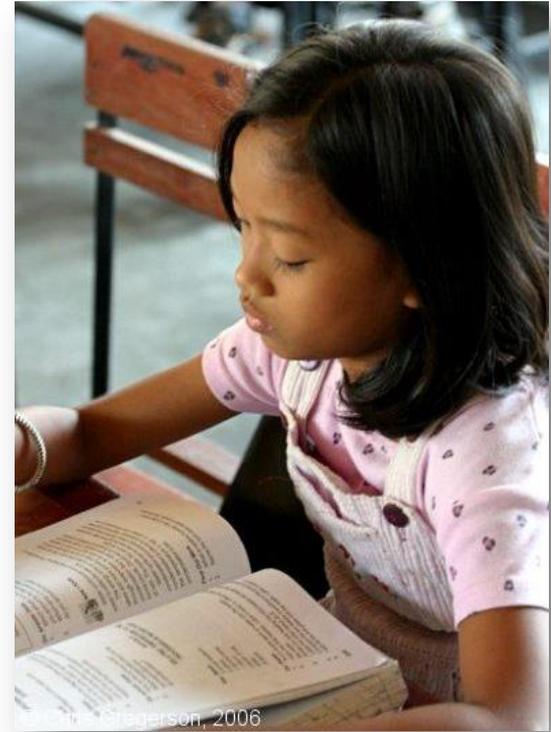
When

Why

Where

How

Adding **When**



The student will read after school.

Before class, the student read a book.

Adding **Where**

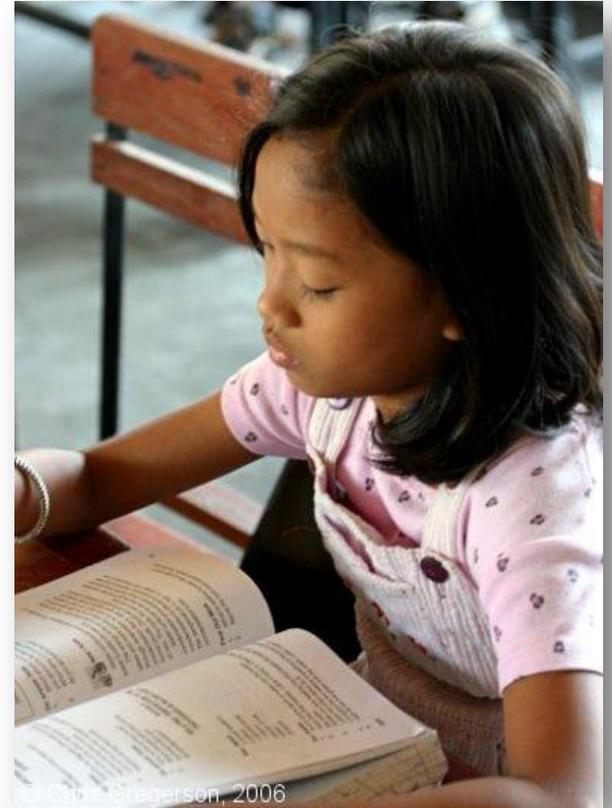


Outside the house, the dog runs.

He will catch the ball in the air.

Adding **How**

The student quietly reads.



The student reads like an academic scholar.

Adding **Why**



The dog runs to catch the ball.

Because he is athletic, the dog will catch the ball .

“Shell-out” a Sentence!

Step 2



Using your simple sentence:

- ✓ Add a conjunction and an additional clause
- ✓ Add at least 3 of the following:
 - adjectives
 - with/that phrase
 - when phrase
 - where phrase
 - how word/phrase

gingerly

before lunch

in a very
white room

with great
enthusiasm

to illustrate
an idea

Recommendations for Teaching



Simple, Compound, & Complex Sentences

1. Present the use of sentence structures as a tool to express information.
2. Discuss the strength of each sentence structure.
3. Ask students to identify examples of these sentences in their independent reading books.
4. Have students analyze the benefits of the examples they found.
5. Have students purposefully use these sentences in their own writing.

Stages III, IV, and V Holistic Writing Rubric: 0-5 Points

<p>Score 5: Ideas are expressed and developed clearly; conventions of standard English are successfully incorporated; sentences are varied with both simple and complex structures; writing is organized and clearly moves from one sentence to the next; writing is focused and descriptive. A score point 5 will include:</p> <ul style="list-style-type: none"> • An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate. • Command of grammar (including syntax) and usage with few or no errors. • Correct capitalization and end punctuation; infrequent errors in internal punctuation. • Infrequent and/or minor spelling errors that do not impede the reader's comprehension. • Recognizable organization that allows the reader to follow the text from beginning to end. • Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate. • Prompt/question addressed either in a statement or with clear implication. 	<p>Score 4: Main idea is evident and development is present. Writing includes minimal errors in standard English conventions that do not impede communication of the text. There is variation of sentence structures; simple sentences prevail. Vocabulary is appropriate. Student uses transitions although they are repetitive or missing at times. A score point 4 will include:</p> <ul style="list-style-type: none"> • An idea and details or characters and setting as appropriate. • Minimal errors in grammar (including syntax) and usage that do not impede communication. • Infrequent errors in capitalization and punctuation do not impede communication. • Infrequent and/or minor spelling errors that do not impede the reader's comprehension. • An organization that incorporates transitional words to guide the reader through the text, from beginning to end. • Words and phrases that address the topic and audience using academic language although inconsistencies are noted. • Evidence of connection to the prompt/question, stated or implied. 	<p>Score 3: Main idea is present; few details are evident although some are general. Writing includes errors in standard English conventions which impede communication. There is a hint of sentence variation, but attempts are often unsuccessful. Vocabulary is limited. A score point 3 will include:</p> <ul style="list-style-type: none"> • Main idea present; details randomly placed; simplistically stated character(s) and/or setting as appropriate. • Errors in grammar (including syntax) and usage that begin to confuse the reader. • Frequent errors in capitalization and punctuation that begin to impede communication. • Frequent spelling errors that begin to impede reader's comprehension. • Organization difficult to follow; transitions often missing; beginning and/or ending that may be missing. • Repetitive use of words and phrases. • Some evidence of connection to the prompt/question stated or implied.
<p>Score 2: Main idea is discernible; details are not always tied to an idea and are sometimes off topic. Errors in standard English conventions impede communication. Sentences are often incomplete or are simplistic in structure. Vocabulary is limited and repetitive. A score point 2 will include:</p> <ul style="list-style-type: none"> • Ideas vague and/or simplistic; details sometimes unrelated; if appropriate, characters and/or setting not identified, although a name may be mentioned. • Errors in grammar (including syntax) and usage that impede communication. • Beginning capitalization and end punctuation are often incorrect. Internal punctuation not correct if used. • Spelling errors that impede reader's comprehension. • Organization non-existent; no cohesiveness among the sentences; beginning and ending missing. • Repetitive and/or incorrect words and phrases. 	<p>Score 1: No main idea is present; there is only a list of English words and phrases with no connection to one another. The use of standard English conventions is not evident. Sentences are incomplete or are random words strung together. Vocabulary is the repetition of a few words that offer no cohesive meaning. A score point 1 will include:</p> <ul style="list-style-type: none"> • Absence of ideas; if appropriate, characters and/or setting not identified, although a name may be mentioned. • Errors in grammar (including syntax) and usage that impede communication. • No consistent evidence of capitalization and punctuation. • Spelling errors that impede the reader's comprehension. • Organization non-existent; no cohesiveness among the words and phrases; beginning and ending missing. 	<p>Score 0: This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> • Blank page OR • Language other than English OR • Off-topic response OR • Restatement or copying of the prompt OR • Illegible or unintelligible response OR • Evidence of teacher interference or student cheating (must have ADE and vendor verification).

	5 pts	4 pts	3 pts	2 pts	1 pt
Sentence Structure Are simple, compound, or complex sentence structures used?	<p>Effectively uses some varied kinds of sentence structures.</p> <p>Simple sentences are used correctly to express one independent thought.</p> <p>Compound sentences are used with appropriate conjunctions and correct punctuation.</p> <p>Complex sentences are used correctly with appropriate dependent and independent clauses.</p>	<p>Uses varied kinds of sentence structures.</p> <p>Simple sentences are used correctly to express one independent thought.</p> <p>Compound sentences are used but there are 1-2 errors in conjunction and punctuation usage.</p> <p>Complex sentences are used but there 1-2 errors in the use of dependent and independent clauses.</p>	<p>Uses some varied kinds of sentence structures.</p> <p>Simple sentences are used correctly to express one independent thought.</p> <p>Compound sentences are used but there are 3-4 errors in conjunction and punctuation usage.</p> <p>Complex sentences are used but there 3-4 errors in the use of dependent and independent clauses.</p>	<p>Most sentences are simple in structure, and some are fragments or run-ons.</p> <p>Use compound or complex sentences are attempted but not correctly formed.</p>	<p>Single words, phrases or sentence fragments are used.</p> <p>There are no simple, compound or complex sentences.</p>

Variety is the key...



- Simple Sentence
 - Short, concise, to the point
 - Help eliminate wordiness
 - Too many can make a piece sound choppy
- Compound and Complex
 - Can provide richer detail and language
 - Can more clearly relate two ideas
 - Too many can make a piece confusing and convoluted



Objectives

Related OELAS trainings:

- Writing Foundations (K-2nd)
- Using Grammar Rules as Writing Tools (3rd-5th)
- Multisensory Grammar (K-12th)
- Taking Grammar to Writing: Write Now! (3rd-12th)
- Grammar Foundations II (K-12th)



Paragraph Rubric focusing on Sentence Structures for Grades 3-12

	5 pts	4 pts	3 pts	2 pts	1 pt
<p>Sentence Structure</p> <p>Are simple, compound, or complex sentence structures used?</p>	<p>Effectively uses some varied kinds of sentence structures.</p> <p>Simple sentences are used correctly to express one independent thought.</p> <p>Compound sentences are used with appropriate conjunctions and correct punctuation.</p> <p>Complex sentences are used correctly with appropriate dependent and independent clauses.</p>	<p>Uses varied kinds of sentence structures.</p> <p>Simple sentences are used correctly to express one independent thought.</p> <p>Compound sentences are used but there are 1-2 errors in conjunction and punctuation usage.</p> <p>Complex sentences are used but there 1-2 errors in the use of dependent and independent clauses.</p>	<p>Uses some varied kinds of sentence structures.</p> <p>Simple sentences are used correctly to express one independent thought.</p> <p>Compound sentences are used but there are 3-4 errors in conjunction and punctuation usage.</p> <p>Complex sentences are used but there 3-4 errors in the use of dependent and independent clauses.</p>	<p>Most sentences are simple in structure, and some are fragments or run-ons.</p> <p>Use compound or complex sentences are attempted but not correctly formed.</p>	<p>Single words, phrases or sentence fragments are used.</p> <p>There are no simple, compound or complex sentences.</p>

Directions: Circle the conjunctions that join two clauses. Note the sentence structure in the right-hand column.

Sentence	Sentence Structure
Pluto waited for the train, but the train was late.	
The dog howled although he was well fed.	
She left on the bus before I arrived, so I did not see her at the bus station.	
I looked for her at the bus station.	
Because Donald and Pluto arrived at the bus station before noon, I did not see them at the station.	
Donald and Pluto arrived at the bus station early but waited until noon for the bus.	