

# Varying Sentences



By Gay Miller

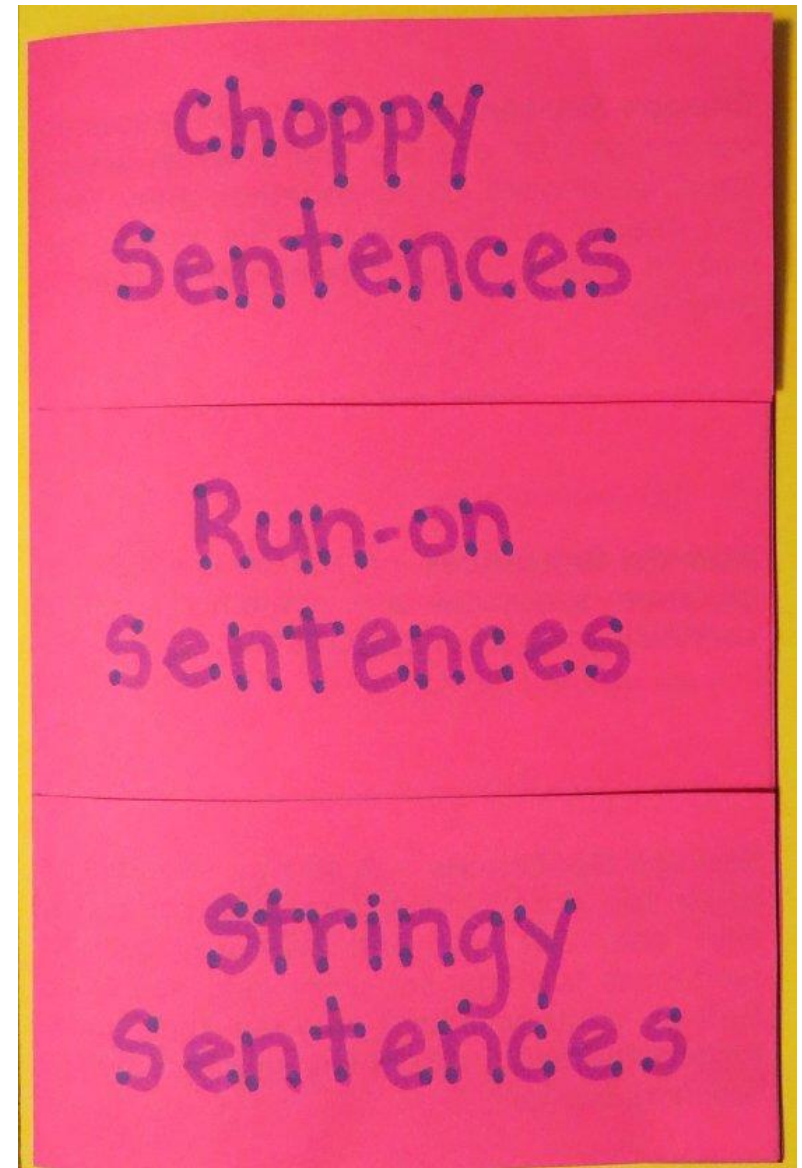
# Sentence Problems

## Instructions for Completing the Organizer:

- Print the organizer onto colored paper. Trim the edges.
- Fold on the dotted line.
- Cut on the solid lines between flaps up to the dotted fold line.
- Have students fill in missing information.

Three versions of this organizer are provided. The first is blank for students to write their own definitions and examples. The second contains example sentences that need to be corrected. It may be used for differentiated instruction or for an answer key.

The graphic organizers will fit into an interactive notebook after the edges are trimmed.



## Choppy Sentences

---

---

---

---

---

---

---

---

---

---

Examples

---

---

---

---

---

---

---

---

---

---

## Run-On Sentences

---

---

---

---

---

---

---

---

---

---

Examples

---

---

---

---

---

---

---

---

---

---

## Stringy Sentences

---

---

---

---

---

---

---

---

---

---

Examples

---

---

---

---

---

---

---

---

---

---

## Choppy Sentences

---

---

---

---

---

---

---

---

### Choppy Sentences

They didn't buy tickets in time. They couldn't see the play.

### Corrected

---

---

---

## Run-On Sentences

---

---

---

---

---

---

---

---

**Run-On** I usually don't like ice cream I ate every bite of the fudge ripple.

### Corrected

---

---

---

## Stringy Sentences

---

---

---

---

---

---

---

---

**Stringy** She wanted to go to the baseball game, but it was raining, so she stayed home and watched television because SpongeBob SquarePants was one of her favorite shows.

### Corrected

---

---

---

---

**Choppy Sentences** - Choppy sentences are sentences that are too short. When several short sentences come together, they force the reader to go slowly. This makes the writing seem more "elementary" than it truly is.

**Choppy Sentences**

They didn't buy tickets in time. They couldn't see the play.

**Corrected**

They didn't buy tickets in time, so they couldn't see the play.

**Run-On Sentences** - A run-on is when two or more sentences are combined without connecting words or punctuation.

**Run-On** I usually don't like ice cream I ate every bite of the fudge ripple.

**Corrected**

I usually don't like ice cream, yet I ate every bite of the fudge ripple.

Even though I usually don't like ice cream, I ate every bite of the fudge ripple.

**Stringy Sentences** - A stringy sentence is when too many clauses usually connected with *and*, *but*, *so*, and *because*, connect sentences forming one very long sentence. Stringy sentences are so long the reader forgets the beginning of the sentence before reaching the end.

**Stringy** She wanted to go to the baseball game, but it was raining, so she stayed home and watched television because SpongeBob SquarePants was one of her favorite shows.

**Corrected**

She wanted to go to the baseball game, but it was raining. This is when she decided to stay home and watched television because one of her favorite television shows, SpongeBob SquarePants, was on.

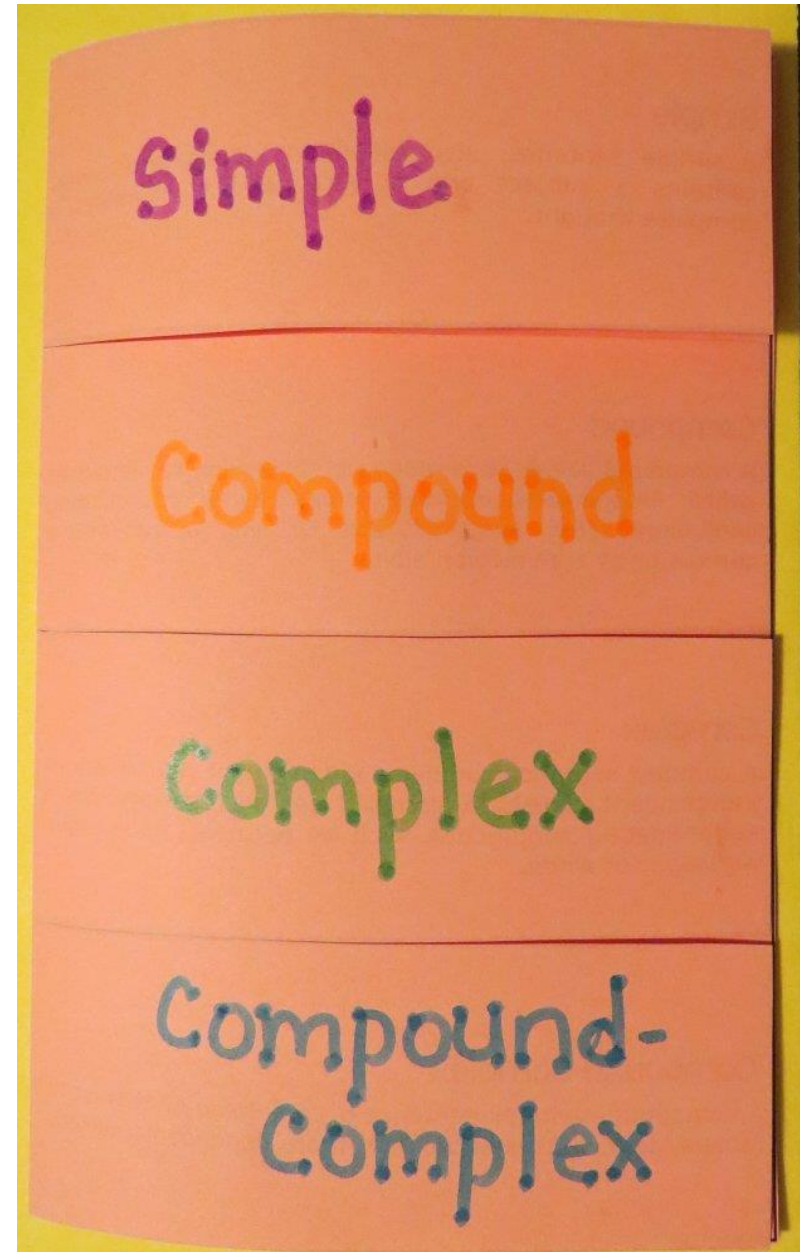
# Types of Sentences

## Instructions for Completing the Organizer:

- Print the organizer onto colored paper.
- Trim the edges.
- Fold on the dotted line.
- Cut on the solid lines between flaps up to the dotted fold line.
- Have students fill in missing information.

Three versions of this organizer are provided. The first is blank for students to write their own definitions and examples. The second version has the definition stated with blanks for students to write in key words. The third is completed. It may be used for differentiated instruction or for an answer key.

The graphic organizers will fit into an interactive notebook after the edges are trimmed.



Simple

---

---

---

---

---

Example

---

---

---

---

---

Compound

---

---

---

---

---

Example

---

---

---

---

---

Complex

---

---

---

---

---

Example

---

---

---

---

---

Compound-Complex

---

---

---

---

---

Example

---

---

---

---

---

## Simple

A simple sentence, also called an \_\_\_\_\_ clause, contains a \_\_\_\_\_ and a \_\_\_\_\_, and it expresses a \_\_\_\_\_ thought.

### Example

---

---

---

---

---

---

## Compound

A compound sentence is made up of two simple sentences joined by a coordinating conjunction (\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_) and a comma or by a semicolon alone.

### Example

---

---

---

---

---

---

## Complex

A complex sentence combines a \_\_\_\_\_ clause with an \_\_\_\_\_ clause. A complex sentence always has a subordinating conjunction such as \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

### Example

---

---

---

---

---

---

## Compound-Complex

A compound-complex sentence is comprised of at least two \_\_\_\_\_ clauses and one or more \_\_\_\_\_ clauses.

### Example

---

---

---

---

---

---



## Simple

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

## Examples

Sally likes to eat cake and ice cream.

Bill likes to eat pizza, hot dogs, and pie.

## Compound

A compound sentence is made up of two simple sentences called independent clauses joined by a coordinating conjunction (*for, and, nor, but, or, yet, or so*) and a comma or by a semicolon alone.

## Examples

I like to eat cake, but Joe will only eat ice cream.

Bill will eat hot dogs all day long, so his mother must lock the refrigerator.

## Complex

A complex sentence combines a dependent clause with an independent clause. A complex sentence always has a subordinating conjunction such as *because, since, after, although, or when*.

## Examples

While I was eating cake, Peter was eating ice cream.

I was eating cake while Peter was eating ice cream.

## Compound-Complex

A compound-complex sentence is comprised of at least two independent clauses and one or more dependent clauses.

## Example

His mom locked the refrigerator because Bill would eat all day long, and he would become sick.

# Run-On Sentences

## Things to Remember:

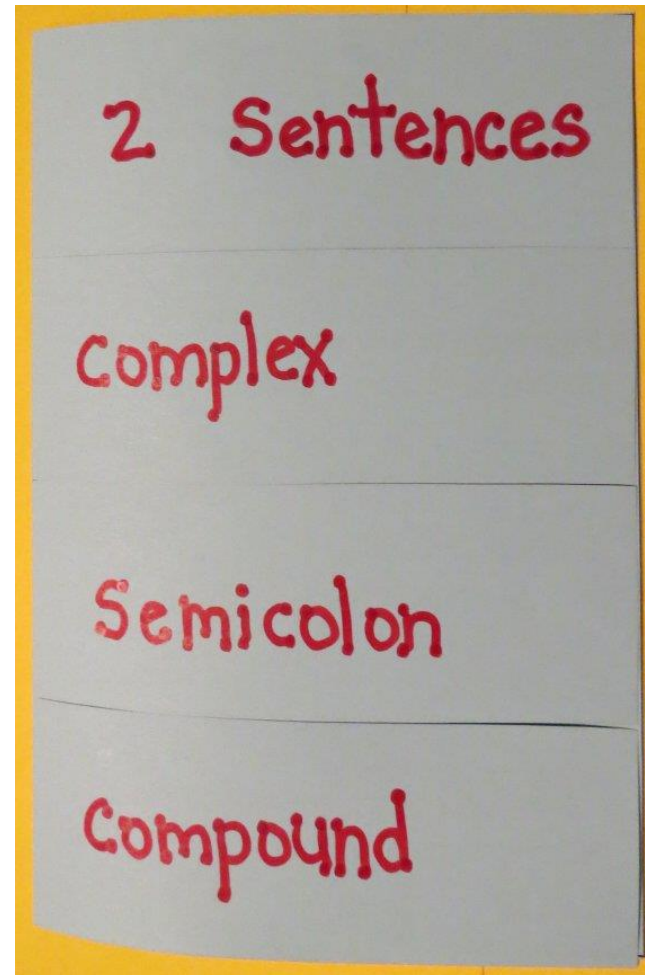
- A run-on sentence is two or more sentences that are incorrectly written as one sentence.
- The length of the sentence has nothing to do with it being a run-on sentence.
- There are **four methods** for correcting run-on sentences. They are:
  1. Making separate sentences.
  2. Linking the sentences or clauses with a coordinating conjunction. (The seven coordinating conjunctions are easy to remember by the acronym FANBOYS: For, And, Nor, But, Or, Yet, and So.)
  3. Joining the two clauses with a semicolon.
  4. Making one of the clauses a dependent by adding a subordinating conjunction such as since, which, that, although, because, or while.

## Instructions for Completing the Organizer:

- Print the organizer onto colored paper.
- Trim the edges.
- Fold on the dotted line.
- Cut on the solid lines between flaps up to the dotted fold line.
- Have students fill in missing information.

Three versions of this organizer are provided. The first is blank for students to write their own examples. The second version has an incorrect sentence for the students to correct using the four different methods. The third is completed. It may be used for differentiated instruction or for an answer key.

The graphic organizers will fit into an interactive notebook after the edges are trimmed.



Make two separate sentences.

**Incorrect**

---

---

---

**Correct**

---

---

---

Make a complex sentence by adding a subordinating conjunction.

**Incorrect**

---

---

---

**Correct**

---

---

---

Add a semicolon.

**Incorrect**

---

---

---

**Correct**

---

---

---

Make a compound sentence by adding a coordinating conjunction.

**Incorrect**

---

---

---

**Correct**

---

---

---

Make two separate sentences.

**Incorrect** The Tennessee Valley Authority built Watauga Dam in the 1940's the reason it was built was to control flooding.

**Correct**

---

---

---

---

Make a complex sentence by adding a subordinating conjunction.

**Incorrect** The Tennessee Valley Authority built Watauga Dam in the 1940's they could control flooding.

**Correct**

---

---

---

---

Add a semicolon.

**Incorrect** The Tennessee Valley Authority built Watauga Dam in the 1940's the reason it was built was to control flooding.

**Correct**

---

---

---

---

Make a compound sentence by adding a coordinating conjunction.

**Incorrect** The Tennessee Valley Authority built Watauga Dam in the 1940's the reason it was built was to control flooding.

**Correct**

---

---

---

---

Make two separate sentences.

**Incorrect** The Tennessee Valley Authority built Watauga Dam in the 1940's the reason it was built was to control flooding.

**Correct**

The Tennessee Valley Authority built Watauga Dam in the 1940's. The reason it was built was to control flooding.

Make a complex sentence by adding a subordinating conjunction.

**Incorrect** The Tennessee Valley Authority built Watauga Dam in the 1940's they could control flooding.

**Correct**

The Tennessee Valley Authority built Watauga Dam in the 1940's, so they could control flooding.

Add a semicolon.

**Incorrect** The Tennessee Valley Authority built Watauga Dam in the 1940's the reason it was built was to control flooding.

**Correct**

The Tennessee Valley Authority built Watauga Dam in the 1940's; the reason it was built was to control flooding.

Make a compound sentence by adding a coordinating conjunction.

**Incorrect** The Tennessee Valley Authority built Watauga Dam in the 1940's the reason it was built was to control flooding.

**Correct**

Because they needed to control flooding, the Tennessee Valley Authority built Watauga Dam in the 1940's.

# Teachers Pay Teachers

<http://www.teacherspayteachers.com/Store/Gay-Miller>

Visit me on Pinterest at

<http://www.pinterest.com/lindagaymiller/>

Visit my website at

<http://bookunitsteacher.com/>

## Clipart Credits

