



Lesson 1

Edit for Correct Use of Complex Sentences

8.10(D) Edit drafts using standard English conventions, including:
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.



Introduction

What I Am Going to Learn

- Understand independent and subordinate clauses.
- Join clauses correctly to create complex sentences.
- Edit for subject-verb agreement.
- Write complex sentences without creating comma splices, run-ons, and fragments.

What I May Already Know 7.10(D)(i)

- I know how to write simple and compound sentences.
- I know how to check for subject-verb agreement in compound sentences.
- I know how to avoid comma splices, run-ons, and fragments.

Understand the TEKS

Understanding Complex Sentences

A **simple sentence** has a single **independent clause**. It has a subject and a verb and expresses a complete thought.

A **complex sentence** has one independent clause and one or more **subordinate (dependent) clauses**. Like an independent clause, a subordinate clause also has a subject and a verb. However, it cannot stand alone because it does not express a complete thought.

Independent clause: *I ate lunch at eleven o'clock.*

Dependent clause: *Because I was hungry.*

Join an independent clause with at least one dependent clause to form a complex sentence. This complex sentence has the subordinate clause underlined.

Complex sentence: *I ate lunch at eleven o'clock because I was hungry.*

Subordinate clauses can also be placed at the beginning of the independent clause. If this type of construction is used, put a comma after the subordinate clause.

Complex sentence: *Because I was hungry, I ate lunch at eleven o'clock.*

Using complex sentences helps show how two ideas are related. In the sentence above, the independent clause tells what happened, while the subordinate clause tells why it happened.

Words to Know

- simple sentence
- independent clause
- complex sentence
- subordinate clause
- dependent clause
- subordinating conjunction

Use subordinate and independent clauses to connect short, choppy sentences to make your writing sound smoother. Look at these sets of example sentences.

My mother finished the dishes. The kids had already left.

He mixed the batter. He stirred until it stiffened up.

Micah left his keys on the desk. He found the keys on the desk.

Subordinate clauses can tell where, when, why, or how something happens. Connect the subordinate clause to the independent clause using a **subordinating conjunction**. Subordinating conjunctions show the relationships between the ideas. Look at the examples from above rewritten as complex sentences.

After the kids had left, my mother finished the dishes.

He mixed the batter until it stiffened up.

Micah found his keys on the desk where he had left them.

The chart shows more examples of subordinating conjunctions.

| | | |
|----------|--------|-------|
| after | if | until |
| although | once | when |
| as | since | where |
| because | then | while |
| before | unless | who |

Here are two short, choppy sentences. Rewrite them to make a complex sentence using a subordinating conjunction from the chart.

Sharon must finish her homework. She really wants to go to the mall with Jen.

Checking Your Complex Sentences

No matter what type of sentence you are writing (simple, complex, or compound), make sure you have written it correctly. There are four common errors in sentence construction. As you write and revise, be on the lookout for them and fix them when you find them.

Subject-verb agreement means you should use singular subjects with singular verbs. Plural subjects should be used with plural verbs.

Singular: *That crazy mouse always chases the cat.*

Plural: *Those crazy mice always chase the cat.*

Think About It

Choose the subordinating conjunction carefully so that you accurately convey the relationship between the ideas. Does one tell when, where, how, or why the other happened? Use a subordinating conjunction that makes this clear.

A sentence fragment is a part of a sentence. It can be either the subject or the predicate, but it does not have the other part to make it a complete thought. Here are some examples.

Fragment: *Because they all needed more paper.*

Revised: *All of the students had to ask for help because they all needed more paper.*

Fragment: *Rolled down the hallway.*

Revised: *The red ball rolled down the hallway.*

Short sentences can also be joined incorrectly. Avoid joining independent clauses with no punctuation. This is a run-on sentence.

Run-on Sentence: *The horse galloped into the barn it wanted to have dinner as quickly as possible.*

Revised: *The horse galloped into the barn because it wanted to have dinner as quickly as possible.*

Avoid joining independent clauses with just a comma between them, too. This is called a comma splice.

Comma Splice: *The pine trees grew tall and straight on either side of the path, they had been planted there.*

Revised: *The pine trees grew up tall and straight on either side of the path where they had been planted.*



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

The American Crocodile

(1) The American crocodile ^{is} ~~are~~ _^ on our national endangered

species list. (2) These crocodiles live primarily in Florida. (3) There

are approximately between 200 and 400 individuals left. (4) Many

crocodiles' deaths are caused by our urban advance into their habitat.

Guided Questions

Why did the writer make the correction to sentence 1?

Underline two sentences that could be combined into a complex sentence. What subordinating conjunction could be used to connect them?

while

(5) Some are intentionally killed [^] others accidentally die on roadways

or in commercial fishing nets. (6) Scientists have noticed an increase

that

in salinities in the Florida Bay ecosystem [^] it can harm hatchlings.

(7) Hatchlings are also vulnerable. (8) Predators such as raccoons.

(9) To protect the crocodile, public awareness is needed to

prevent accidental deaths and creates [^] tolerance of large,

breeding-sized individuals.

Guided Questions

Why did the writer make the revision to sentence 5?

Why was the correction made to sentence 6?

Circle the sentence fragment. How could the writer fix it?

Why did the writer change sentence 9?

Critical Thinking



1. With a partner, discuss strategies to ensure that subjects and verbs agree in number. List at least two strategies to use when revising.



2. Write a complex sentence about a pet. Circle the subordinate clause in your sentence.



3. Choose a complex sentence from the passage, "The American Crocodile," and copy it on a paper. Trade papers with a partner. Circle the subordinating conjunction in your partner's sentence.

Quick Write Write a short paragraph or passage using only short, simple sentences. On a different paper, revise the piece to have a variety of types of sentences, using some simple sentences and some complex sentences.

The Writer's Craft Trade the passage with only short, simple sentences with a partner. On a different paper, revise your partner's passage to use a variety of sentences. Be sure to include some complex sentences. Return the revised passage to your partner. Now, compare the revision that you did earlier to the revision that your partner did on your piece. What are the similarities? What are the differences? Why do you think this is so?

How Am I Doing?

★ What questions do you have?

★ How can using complex sentences make your writing clearer and easier to understand?

★ Fill in the circle that shows how you are doing with the skill.

I am stuck.

I almost have it.

I understand the skill.



Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Jorge's English teacher asks the class to write a persuasive essay about an issue affecting the school. He decides to write about the honor code. Here is Jorge's rough draft. Be ready to revise it to correct errors in sentence construction. Then answer the questions that follow.



Why the Honor Code Matters

(1) Many schools have adopted an honor code. (2) I think that our school would benefit by adopting one, too. (3) An honor code is a set of rules or principles for good behavior. (4) When a school has an honor code, students pledge that they will not get outside assistance on assignments unless approved by the school, that they will not plagiarize, or claim another's work as their own, and that they will not cheat on tests.

(5) Some people complain since it is not particularly important to make students promise to do their own homework and not cheat. (6) I strongly disagree. (7) The honor code is important because it makes sure that everyone is evaluated fairly. (8) It encourage students to do the best academic work they can.

(9) Let's look at the three parts of an honor code, they affect student behavior. (10) Deals with outside assistance. (11) All too often, a parent will do most of a student's outside assignment. (12) This student's assignment is then evaluated against the assignments of other students. (13) Who did all their own work. (14) Guess who gets the best grade this simply is not fair. (15) Students know this teachers know this. (16) Even parents know this. (17) The honor code is designed to prevent this inequality.

(18) Plagiarism is a form of cheating. (19) You are saying that someone else's writing is your own. (20) Not only is it dishonest, but it is demoralizing to students who work hard and write their own papers. (21) When students see their peers who they knows plagiarize get A's, they can't help but think, "Why am I working so hard for this? (22) Maybe I should use someone else's work, too!"

(23) The third problem the honor code is designed to prevent is cheating on tests. (24) I don't like cheaters, I don't think most people do. (25) Some students write notes on the back of their hands or sneak cheat sheets into the room. (26) Still others look at the answers of those around them. (27) Unless the teacher catches them, these cheaters get good grades, sometimes better grades than those who studied and worked hard. (28) Like getting too much outside help and plagiarism, this is unfair.

(29) On the positive side, the honor code builds character. (30) Society needs people who are willing to work hard to accomplish their goals. (31) It needs people who are trustworthy and honest. (32) It does not need cheaters.

- 1 What change, if any, is needed in sentence 8?
- A Change **encourage** to **encouraged**
 - B Change **encourage** to **encourages**
 - C Change **encourage** to **encouraging**
 - D No change is needed.
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- 2 What change should be made to sentence 9?
- F Put a period where the comma is
 - G Remove the comma and add the word **and**
 - H Remove the comma
 - J Remove the comma and add the words **and how** in its place
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- 3 What change should the author make to sentence 13?
- A Remove the period from sentence 13 to combine with sentence 14
 - B Replace the period in sentence 12 with a comma
 - C Remove the period from sentence 12 to combine the two sentences
 - D Replace the period in sentence 13 with a comma
- 4 What change, if any, is needed in sentence 15?
- F Students know this, teachers know this.
 - G Students know this, while teachers know this.
 - H Students know this. Teachers know this.
 - J No change is needed.
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- 5 How should sentence 21 be written?
- A When students see their peers who they know plagiarize get A's, they can't help but think, "Why am I working so hard for this?"
 - B When students sees their peers who they knows plagiarize get A's, they can't help but think, "Why am I working so hard for this?"
 - C When students see their peers who they knows plagiarize get A's, they can't helps but think, "Why am I working so hard for this?"
 - D When students sees their peers who they knows plagiarize get A's, they can't helps but thinks, "Why am I working so hard for this?"

★ **Assessment**

Choose the best answer to each question.

- 1** What change, if any, is needed in sentence 5?
- A** Change *since* to **where**
- B** Change *since* to **once**
- C** Change *since* to **that**
- D** No change is needed.
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- 2** What change should the author make to sentence 10?
- F** Add the words **The first part** in front of the word *deals*
- G** Remove the period after sentence 9 to combine the two sentences
- H** Put a comma after sentence 9 to combine the two sentences
- J** Add the word **Which** in front of *deals*
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- 3** What is the correct way to write sentence 14?
- A** Guess who gets the best grade, this simply is not fair.
- B** Guess who gets the best grade! This simply is not fair.
- C** Guess who gets the best grade this, simply is not fair.
- D** Guess who gets the best grade this simply is not fair.
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- 4** How should sentences 18 and 19 be revised?
- F** Plagiarism is a form of cheating, you are saying that someone else's writing is your own.
- G** Plagiarism is a form of cheating you know you are saying that someone else's writing is your own.
- H** Plagiarism is a form of cheating, when you are saying that someone else's writing is your own.
- J** Plagiarism is a form of cheating since you are saying that someone else's writing is your own.
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- 5** What change could the writer make to sentence 24?
- A** I don't like cheaters, and I don't think most people do.
- B** I don't like cheaters I don't think most people do.
- C** I don't like cheaters but I don't think most people do.
- D** I don't like cheaters and I don't think most people do.

