

6th ELA LEAP Practice Week 4

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.

Name: _____

Reading Log

Date	Title	Pages	1 question or prediction
3/23/2020	<i>The Three Little Pigs</i>	1-20	I wonder why the third pig didn't help his brothers build better houses?

Week 4 Day 1



Chapter 7

Conventions of Standard English

This chapter covers the following standards: L.4.1a-f, L.5.2a

Conventions

Conventions are the standard features of writing, speaking, reading, and listening. If you want to excel as a communicator, you not only need the skills of verbal and non-verbal language, but you also need to know the rules of grammar and punctuation. Conventions make writing easier to read by putting it in a form that the reader expects and is comfortable with through using correct mechanics, usage, and sentence formation.



Definition of Standard English

The Merriam-Webster dictionary defines standard English as: “the English that with respect to spelling, grammar, pronunciation, and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood.” For instance, although the United States and England are English speaking countries, the spelling of some words are different as well as the meaning of certain terms.

Difference in Spelling

United States	color, traveled, defense, recognize, pediatric, humor
England	colour, travelled, defence, recognise, paediatric, humour

Difference in Terms

United States	pharmacy, sneakers, restroom, apartment, diaper, truck, sweater
England	chemist shop, trainers, loo, flat, nappy, lorry, jumper

Pronouns

As you know, a **pronoun** is a word (*I, he, she, you, it, we, they*, etc.) that is used in place of a noun. You might not know, however, that there are many different types of pronouns. The main types of pronouns discussed in this chapter are nominative pronouns, objective pronouns, possessive pronouns, and intensive pronouns.

Pronoun Case

Pronoun case refers to how a pronoun is used in a sentence. The three pronoun cases are **nominative**, **objective**, and **possessive**. Pronouns can be in **first person**, **second person**, and **third person**. Look at the following chart.

Singular Pronouns			
	First Person	Second Person	Third Person
Nominative	I	You	He, She, It
Objective	Me	You	Him, Her, It
Possessive	My, Mine	You, Yours	His, Hers, Its
Plural Pronouns			
	First Person	Second Person	Third Person
Nominative	We	You	They
Objective	Us	You	Them
Possessive	Our, Ours	You, Your	Their, Theirs

A **nominative pronoun** acts as the subject of a sentence—it performs the action of the verb. The nominative pronouns are *he, she, I, it, they, we,* and *you*.

Examples: After school, *Jenny* and *I* rode the bus home.

They had fun at the beach.

He will see the new science fiction movie tomorrow.

An **objective pronoun** acts as the object of a sentence—it receives the action of the verb. The objective pronouns are *her, him, it, me, them, us,* and *you*.

Examples: Let's take a picture of *him* for the school yearbook.

Are Jane and Kristy going to invite *them* to the party?

Aunt Thelma gave *us* permission to go to the concert.

A **possessive pronoun** tells you who owns something. The possessive pronouns are *hers, his, its, mine, ours, theirs,* and *yours*.

Examples: The house with the black trim is *mine*.

The chef likes baking *his* own bread.

The dog loves eating out of *its* new food bowl.

Intensive Pronouns

The words *myself, yourself, himself, herself, itself, ourselves, yourselves,* and *themselves* can also be used as intensive pronouns. Use an **intensive pronoun** to draw special attention to a noun or a pronoun already named. Intensive pronouns usually appear right after the noun or pronoun they are emphasizing. However, intensive pronouns can appear at the end of a sentence.

Examples: I *myself* have never tried to learn a new language.

John *himself* made posters for the pep rally.

She baked the chocolate cake *herself*.

The teachers wrote and directed the school play *themselves*.

Practice 1: Nominative, Objective, Possessive, and Intensive Pronouns

Were they able to find homes for all of the puppies?

1. The pronoun *they* in this sentence is an example of a(n)
- A. nominative pronoun.
 - B. objective pronoun.
 - C. possessive pronoun.
 - D. intensive pronoun.

David did not want his baseball card collection to be sold.

2. The pronoun *his* in this sentence is an example of a(n)
- A. intensive pronoun.
 - B. objective pronoun.
 - C. possessive pronoun.
 - D. nominative pronoun.

Katie will let you drive the car to the theater.

3. The pronoun *you* in this sentence is an example of a(n)
- A. intensive pronoun.
 - B. objective pronoun.
 - C. possessive pronoun.
 - D. nominative pronoun.

Mary herself finally achieved her dream of traveling to Europe.

4. The pronoun *herself* in this sentence is an example of a(n)
- A. intensive pronoun.
 - B. objective pronoun.
 - C. possessive pronoun.
 - D. nominative pronoun.

Jason and Daniel found it behind the bushes.

5. The pronoun *it* in this sentence is an example of a(n)
- A. intensive pronoun.
 - B. objective pronoun.
 - C. possessive pronoun.
 - D. nominative pronoun.

I
me
his
she
their
we
us
mine
they

Is the jacket yours?

6. The pronoun *yours* in this sentence is an example of a(n)
- A. intensive pronoun.
 - B. objective pronoun.
 - C. possessive pronoun.
 - D. nominative pronoun.

Pronoun-Antecedent Agreement

Pronouns must agree in number, person, and gender with the antecedent. An **antecedent** is the noun that a pronoun refers to.

Pronoun Number

If the noun is singular or plural, the pronoun must also be either singular or plural.

Example: *Andrew* and *James* think *they* should try out for the school football team.

The nouns *Andrew* and *James* are plural. Therefore, we must use the plural pronoun *they*.

Example: A *movie star* leads a fascinating life because *he* or *she* gets to travel around the world.

The noun *movie star* is singular. Therefore, we must use the singular pronoun *he* or *she*.

Incorrect: The Taylor *sisters* needed to get *her* brother a present.

The noun *sisters* is plural. However, the pronoun *her* is singular.

Corrected: The Taylor *sisters* needed to get *their* brother a present.

Pronoun Person

The pronouns in a sentence must be in either first, second, or third person.

Example: *I* went to the store, and *I* bought some ice cream.

The pronouns *I* are in the same person (first).

Example: *You* need to hang up your coat, and *you* need to help me in the kitchen.

The pronouns *you* are in the same person (second).

Example: *He* took a picture of the dog, and *he* sent the picture to his best friend.

The pronouns *he* are in the same person (third)

A shift in person occurs when the pronouns are in different persons, as in the following example:

Incorrect: *I* got stuck in traffic, and *you* couldn't believe how late *they* were.

The pronouns *I* (first person), *you* (second person), and *they* (third person) do not agree in person.

Corrected: *I* got stuck in traffic, and *I* couldn't believe how late *I* was.

Pronoun Gender

Pronouns must also agree in gender. A feminine pronoun must replace a feminine noun, a masculine pronoun must replace a masculine noun, and a gender-neutral noun must replace a gender-neutral noun.

Examples: *Quincy* bought a birthday cake for *his* twins yesterday.

Sandra performed excellently in *her* swim meet.

The child bent *his* *pencil* until *it* broke.

Practice 2: Pronoun-Antecedent Agreement

Write the correct pronoun that agrees with the antecedent in the blanks.

1. Betsy screamed after _____ saw the scary spider.
2. Gwen drove her car until _____ stopped running.
3. Mike, Sam, and David sat on the bench eating _____ ice cream.
4. Cindy will not play on _____ basketball team next year.
5. Ashley feeds _____ three cats when _____ gets home from school.
6. Sheryl plays with _____ dog after her kids have done _____ homework.
7. You might get scared if _____ go inside that old, creepy house.
8. I told my brother that _____ would recommend that movie now that _____ have seen it.
9. Read the paragraph and correct all pronoun errors.

Katie Anderson woke up on a cool, clear Friday morning. He pushed the covers back and got out of bed. Then, she walked over to her closet and picked out an outfit to wear to school. After homeroom, Katie went to their first class, and her teacher, Mrs. Porter, told the students to take her seats. "Hurry up, children," it said. "Sit down. We have a lot to do today."

10. Read the paragraph and correct all pronoun errors.

You'd Better Watch Out!

I'm Andy, and they have a warning for you. If you go down Briarwood Drive past the railroad tracks, we better be careful. Stay away from Mr. Crabapple's house. You can't see their house from the street because there are so many large bushes and thick tree trunks. Also, the yard is filled with leaves, tree stumps, and pinecones. Only one window is visible from the edge of Briarwood Drive.

Mr. Crabapple is creepy. She has this weird habit of walking around outside talking to himself. He walks with a limp, and his fingers are long and bony. He always wears dirty overalls and waves her pipe in the air for no reason at all. He's outside quite often, but he doesn't do anything to our yard.

Vague Pronouns

A **vague pronoun** is a pronoun which does not clearly refer to another noun. In other words, you can't tell which word the pronoun is replacing. Look at these examples of vague pronouns.

Week 4 Day 2

Vague: When Tammy saw her sister, she smiled.

Which word is the antecedent of *she*? Did Tammy or her sister smile?

Corrected: Tammy smiled when she saw her sister.

Vague: Lucy told Eden that she needed to get a new car.

Who is the pronoun *she* referring to: Lucy or Eden? There are two ways this can be corrected.

Corrected: Lucy told Eden that Lucy needed to get a new car.

Corrected: Lucy said to Eden, "I need to get a new car."

To avoid vague pronouns, make sure that a pronoun cannot possibly refer to more than one antecedent. If a pronoun seems to refer to more than one antecedent, either reword the sentence to make the antecedent clear or eliminate the pronoun.

Vague pronoun references also occur when the pronouns *it* and *they* are incorrectly used as indefinite pronouns. As the name suggests, **indefinite pronouns** are pronouns that are not definite in meaning. In other words, they are not specific to which noun they replace. In these cases, change the pronoun to a noun that names the performer of the action.

Vague: In baseball, *they* call you safe if you're standing on the base.

Clear: In baseball, *umpires* call you safe if you're standing on the base.

Vague: In this newspaper, *it* recommends always exercising your right to vote.

Clear: In this newspaper, *the editor* recommends always exercising your right to vote.

Practice 3: Vague Pronouns

Read each sentence and correct the vague pronoun.

1. On the news yesterday, *they* said it would rain today.
-

2. Sandra told her friend that *she* shouldn't have turned down the job.
-

3. Katie and I ate at the new BBQ restaurant, and *it* was really good.
-

4. The managers told the workers that *they* would receive a raise.
-

5. In the cookbook, *it* says to bake the cake for thirty minutes.
-

6. Because *they* could not reach a verdict, the judge declared a mistrial.
-

Comma Rules

Commas make sentences easier to understand. They create pauses between words, phrases, and clauses that need to be separated.



1. Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: *and, but, for, or, nor, so, yet*.

Examples: I can read a book, *or* I can watch television.

Lisa was late to school, *for* she forgot to set her alarm clock last night.

Walter does not like learning algebra, *but* he does enjoy learning about history.

2. Use commas after introductory clauses and phrases.

Examples: Before I make lasagna, I need to buy some tomatoes and lasagna noodles.

Across the street from the library, I found a dollar bill on the sidewalk.

Walking through the forest, I saw a newborn baby deer.

3. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Not essential means you can remove the words that are inside of the commas, and the sentence would still be clear.

Examples: My neighbor, who was born in Oklahoma, just bought a new lawn mower.

Thomas, who likes to ride horses, is in my math class.

Some stories are so lifelike that the reader, completely absorbed in the story, forgets that the story and the characters are not real.

4. Use commas to separate three or more words written in a series.

Examples: Jill needs to buy a cake, ice cream, candles, napkins, and soda for the party.

The boys used poster board, markers, construction paper, and glue for their project.

This morning I woke up, got dressed, brushed my teeth, and ate breakfast.

5. Use commas to separate two or more coordinate adjectives that describe the same noun.

Examples: John bought a new, shiny, red convertible.

I need help lifting this big, heavy, green box.

We saw a big, green, slimy snake in the backyard.

6. Use commas to set off all items in dates, addresses, and titles in names.

Examples: Nick was born on August 6, 2010.

The package was mailed to 111 Main Street, Anytown, Florida, 32000.

Please welcome Wanda Jones, Ph.D., a chemistry professor from the University of South Carolina.

7. Use a comma to set off a direct quotation.

Examples: My mother said, "You can go to Missy's house after you clean your room."

"Are you going to the store?" Neal asked. "If so, please buy some more cereal."

Tom asked, "Has anyone seen the new science fiction movie?"

Practice 4: Commas

- 1.** Read this sentence.
After you finish your soup take your bowl to the sink.
The sentence should have a comma after what word?

 - A. After
 - B. finish
 - C. soup
 - D. bowl

- 2.** Read this sentence.
When Aunt Robin took us kids to the amusement park we rode every ride three times.
The sentence should have a comma after what word?

 - A. park
 - B. Robin
 - C. When
 - D. we

- 3.** Read this sentence.
Ben who is moving to Florida will begin painting the house tomorrow.
The sentence should have a comma after which words?

 - A. who and moving
 - B. Ben and Florida
 - C. who and Florida
 - D. Ben and who

- 4.** Read this sentence.
I do not like broccoli nor do I like cauliflower.
The sentence should have a comma after which word?

 - A. nor
 - B. broccoli
 - C. do
 - D. like

5. Read this sentence.

Steve not paying attention to where he was going tripped over his bicycle.

The sentence should have a comma after which words?

- A. Steve and attention
- B. not and going
- C. Steve and going
- D. attention and tripped

6. Read this sentence.

Mom said “Who wants waffles and bacon for breakfast this morning?”

The sentence should have a comma after which word?

- A. Mom
- B. waffles
- C. bacon
- D. said

Parentheses

Parentheses always come in pairs () and are used to enclose a phrase or word that is not essential to the meaning of the sentence. If you remove the words between the parentheses, the sentence should still make sense.



Examples: The student (or students) chosen as the winner of the science fair will win a \$50 gift card.

The Great Dane (which is my favorite dog breed) originated in Germany.

Uncle Tony (who is my mother’s brother) is taking me camping.

Acrophobia (the fear of heights) is one of the most common phobias in the world.

The World Health Organization (WHO) encourages everyone to get a flu shot this year.

Practice 5: Parentheses

Place parentheses around a phrase or word that is not essential to the meaning of the sentence in each sentence

- 1. Herpetology the study of reptiles and amphibians is a fascinating area of zoology.
- 2. Mom said, “If you eat a big meal as you always do wait an hour before you go swimming.”
- 3. Mr. Finch who used to be my teacher is running for city council.
- 4. I sold my baseball card collection and made a lot of money \$500.
- 5. Toby a German Shepard puppy is the newest member of the local police department.

Dashes

Dashes create pauses or add emphasis in your writing. They are like super-commas to place a pause before a statement where a colon would be too formal. They are also useful to set off an explanatory statement or appositive.



Example 1: Kayla was a good friend—honest, optimistic, and fun to be around.

Example 2: He was late to class again—this was the seventh time in a row—but Ms. McKendrick paid no attention.

Example 3: Six of the ten poorest countries in the world—Malawi, Somalia, Comoros, Congo, Burundi, and Tanzania—are located in Africa.

Practice 6: Dashes

Read the sentences and insert dashes as needed.

1. I would suggest or should I say argue that Americans need to get a flu shot.
2. You are the friend the only friend who offered to help me.
3. Her taste in music from country to hip hop portrays her eclectic personality.
4. Two local politicians Mayor Tom Hardy and Governor Lucy Prescott will attend the educational conference in Washington D.C. next year.
5. Jimmy my cousin and best friend is going on the camping trip with me.

Colons



A **colon** is often used to introduce a list (when the statement before the colon is an independent clause). It also can be used to place particular emphasis on what comes after the colon, and it can be used before a phrase or clause that restates or explains the first clause.

Example 1: Denise had everything she needed for the trip: a warm sleeping bag, a lightweight tent, a camp stove, mosquito repellent, and her trusty compass.

Example 2: The ingredients we need include: flour, sugar, eggs, milk, salt, baking powder, baking soda, vanilla, and chocolate chips.

Example 3: There was only one word to describe Murphy's whitewater rafting adventure: exhilarating.

Example 4: Sophie shared a secret with her best friend: She was learning how to kickbox.

Semicolons

A **semicolon** can be used to join two independent clauses that are closely related. When a semicolon is used this way, no coordinating conjunction is needed.

Example: Manny got along with his roommate Don; they shared several interests and respected each other's space.

Example: Jenny found a lost dog in her neighborhood; she eventually found the dog's owner.

You can also use a conjunctive adverb after the semicolon to link two independent clauses. The conjunctive adverb helps show how the two clauses are related.



Conjunctive Adverbs				
also	furthermore	likewise	next	then
anyway	however	meanwhile	now	therefore
besides	incidentally	moreover	otherwise	thus
consequently	indeed	namely	similarly	
finally	instead	nevertheless	still	

Example: Jason fell off his horse and sprained his ankle; **nevertheless**, he is eager to start riding again as soon as his ankle heals.

Example: Mrs. Randall knew Samantha was a responsible teenager; **otherwise**, she would not have left Samantha in charge of the house while she was gone.

Practice 7: Colons and Semicolons

1. Read the passage and add colons and semicolons as needed.

July 20 - This morning I checked to make sure I had everything I needed for my two weeks at Camp Rockaway sleeping bag, clothing, hiking boots, sunscreen, snacks, jacket, and flashlight. I had checked to make sure I had everything I needed a couple of days ago nevertheless, I wanted to check that I had everything one more time.

July 28 – I love Camp Rockaway I have made some awesome new friends. Yesterday, my group went on a nature hike, and we saw the following animals deer, birds, squirrels, frogs, ducks, snakes, and bears.

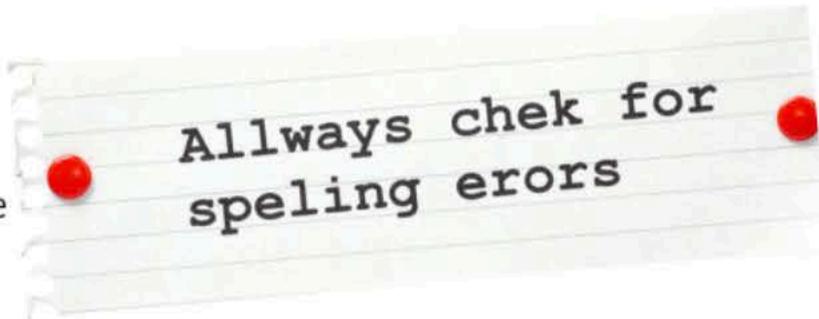
August 2 – Today, some of the girls in my cabin and I picked blackberries in the woods we ate most of the blackberries before we got back to camp. Later, we decided to make a birthday cake for our camp counselor, Mrs. Carson. After looking at the recipe, we gathered all of the ingredients we needed flour, sugar, eggs, milk, salt, baking powder, baking soda, cocoa powder, and vanilla.

August 6 – My two weeks at camp Rockaway are almost over, and there is only one word to describe my camping experience amazing.

Week 4 Day 3

Spelling

Spelling correctly is not only an important tool for writing, but it also plays an important role in vocabulary building and reading comprehension. There is no magic way to learn to spell, but you can improve your spelling by using some of the following methods.



Always chek for
speling erors

- In a notebook, keep a list of words that you find challenging to spell. Circle the part of the word you have difficulty with and master the correct spelling of the word.
- Pronounce the word correctly. This can often help you correctly spell the word.
- Learn to spell by syllables, especially if you have trouble spelling long words or tricky-sounding words.
- Instead of guessing at the spelling of a word, use a dictionary, a thesaurus, a glossary, or your computer's spellchecker. A dictionary will also give you the correct pronunciation and the division of the word into syllables.

Spelling Rules

Rule 1

Rule 1 Put *i* before *e*, except after *c*, or when sounded like *a* as in *neighbor* and *weigh*.

Examples: *friend, receive, eight, perceive*

Exception: Most of the time, rule 1 gives you the correct spelling of a word. However, there are some words that do not follow this rule: *foreigner, forfeit, height, leisure, neither, science, scientific, seizes*, and *weird*, to name a few. When you come across one of these exceptions, write it in your notebook to remember its spelling in the future.

Rule 2

Rule 2 When prefixes are added to root words, the spelling of the root word does not change.

Examples: *dis + satisfied = dissatisfied; un + noticed = unnoticed; over + see = oversee; il + logical = illogical; un + selfish = unselfish; in + exact = inexact*

Rule 3

Rule 3 When a suffix starting with a vowel is added to a word ending in a silent *e*, such as *receive* and *smile*, the *e* is dropped, making words such as *receiving* and *smiling*.

Examples: *imagine + able = imaginable; continue + ous = continuous*

Exception 1: The *e* is not dropped when it would change the meaning of the root word.

Examples: *dye + ing = dyeing (not dying); singe + ing = singeing (not singing)*

Exception 2: The *e* is not dropped if the *e* clarifies pronunciation.

Examples: *flee + ing = fleeing (not fleing); toe + ing = toeing (not toing)*

Exception 3: The *e* is not dropped if the sound *c* or *g* must be kept soft.

Examples: *notice + able = noticeable (not noticable); courage + ous = courageous (not couragous)*

Rule 4

Rule 4 If the suffix starts with a consonant, keep the *e*.

Examples: *large + ly = largely; excite + ment = excitement; state + ly = stately; force + ful = forceful; brave + ly = bravely*

Exceptions: *true + ly = truly; argue + ment = argument; whole + ly = wholly; awe + ful = awful; judge + ment = judgment*

Rule 5

Rule 5 When a suffix is added to root words ending in *y*, change the *y* to an *i*, such as in *silliness* and *beautiful*.

Examples: fancy + ful = *fanciful* (not *fancyful*); whimsy + cal = *whimsical* (not *whimsycal*)

Exception 1: Keep the *y* if the suffix being added is *-ing*.

Examples: fly + ing = *flying* (not *fliing*); try + ing = *trying* (not *triing*)

Exception 2: Keep the *y* if a vowel in the root word comes before the *y*.

Examples: stay + ed = *stayed* (not *staied*); play + ful = *playful* (not *plaiful*)

Exception 3: Keep the *y* in some one-syllable root words.

Examples: dry + ness = *dryness* (not *driness*); shy + er = *shyer* (not *shier*)

Rule 6

Rule 6 When adding a suffix, double the final consonant if the following conditions apply:

- the word ends in a consonant + vowel + consonant
- the suffix begins with a vowel
- the word contains only one syllable or an accented ending syllable

If any of these conditions do not apply, do not double the last consonant in the root.

Examples: stop + er = *stopper*; sun + ed = *sunned*; occur + ed = *occurred*; drop + ed = *dropped*; sit + ing = *sitting*; begin + ing = *beginning*

English Words with Non-English Roots			
Singular	Plural	Singular	Plural
analysis	analyses	datum	data
beau	beaux	fungus	fungi
criterion	criteria	medium	media

The following is a list of the 100 most commonly misspelled words in the English language.

again	course	him	people	things
all right	cousin	interesting	pretty	thought
always	decided	its	received	threw
an	didn't	it's	running	through
and	different	jumped	said	to
animals	dropped	knew	school	together
another	every	know	some	too
around	February	let's	something	tried
asked	first	license	sometimes	two
babies	for	like	started	until
beautiful	friend	little	stopped	very
because	friends	many	surprise	wanted
before	frightened	money	swimming	went
believe	from	morning	than	were
bought	getting	mother	that's	when
came	going	name	their	where
caught	happening	named	then	with
children	hear	off	there	woman
clothes	heard	once	they	would
coming	here	our	they're	you're

Practice 8: Spelling

Read the passage. Cross out, and then correctly spell all misspelled words.

Whew! What a stressful day! First, I had to get up aerly and look over my notes for my sceince test. Then, I almost mised the bus because my babie brother spilled his juice all over my new jacket, so I had to ware my old one. After homerum, I nervously walked to my science clas. Alot of the other students looked as nervous as I was. The test would kount for thirty percent of our grade. When Mr. Allen pased out the tests, I took a deep breth and hoped that the test wouldn't be two hard. Finally, the test was over. I thought the sceince test would be the worst part of my day; however, I was wrong. All the teachers in my other classes gave us alot of homework, and Mr. Kramer, my math teacher, told the class that we would recieve extra algebra practice to finish over the weekend. By the time the last class was over, I wishd that I coud have just stayed at home with the covers pulled over my head.

Varying Sentence Patterns

Sentences are the building blocks of clear communication. As writers and speakers, group sentences together, forming paragraphs and ever-larger blocks of text. Varying sentence patterns enhances meaning, makes text more interesting to readers or listeners, and showcases a writer's style. The four types of sentences are the **simple sentence**, a **compound sentence**, a **complex sentence**, and a **compound-complex sentence**.

The Simple Sentence

A **simple sentence** contains one idea. It contains a **subject** (who or what is being talked about) a **verb** (which tells something about the subject), and a **complete thought**. A simple sentence can have two subjects (called a **compound subject**)

Example: My aunt enjoyed going on the cruise with you.

Example: Bill and Sam went to the farmer's market.

Combining Sentences Together

When you write a paragraph or an essay, it is important to not have too many simple sentences. You will be required to combine sentences together in three different ways: compound sentences, complex sentences, and compound-complex sentences.

Compound Sentences

A **compound sentence** is two simple sentences joined together. These sentences can be joined by a coordinating conjunction with a comma or a semi-colon.

Week 4 Day 4

Combining Sentences with a Comma and a Conjunction (FANBOYS)

	Definition	Example Sentence
FOR	Introduces a reason for something	Lisa was late to school, <i>for</i> she forgot to set her alarm clock last night.
AND	Joins elements that are equal in importance	I like to go fishing, <i>and</i> I like to go hiking.
NOR	Presents an alternative idea or thought	Jim does not like singing, <i>nor</i> does he like dancing.
BUT	Presents a contrasting element	Walter does not like learning algebra, <i>but</i> he does enjoy learning about history.
OR	Implies that an alternative option will follow	We can go to the jazz concert, <i>or</i> we can go to the art museum.
YET	Presents a contrast or an exception	Building the youth center is a good idea, <i>yet</i> the company does not have the money to begin construction at this time.
SO	Presents a consequence	My brother did not finish his chores on time, <i>so</i> he cannot go to the amusement park with his friends.

Combining Sentences with a Semicolon

Example: Jenna is my sweet, calico kitten; Scooter is my rambunctious, playful dog.

Example: David drives a Jaguar; Sonya drives a Porsche.

Complex Sentences

A **complex sentence** is a sentence with one independent clause (complete sentence) and at least one dependent clause (incomplete sentence). An **independent clause** is a group of words made up of a subject, a verb, and a complete thought, and it can stand alone as a sentence. A **subordinating conjunction** is a word that turns an independent clause into a dependent clause.

Look at this independent clause (complete sentence).

Manny is a fantastic dancer.

Now, watch what happens when a subordinating conjunction is attached to the sentence.

Because Manny is a fantastic dancer

If someone said, "Because Manny is a fantastic dancer," you would be thinking *Because Manny is a fantastic dancer* what? The sentence needs to be completed.

Because Manny is a fantastic dancer, he has decided to enter a dance contest.

Dependent Clause

Independent Clause

The following table lists some common subordinating conjunctions used in dependent clauses.

Common Subordinating Conjunctions		
after	once	until
although	provided that	when
as	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	whether
if	though	while
in order that	unless	why

Now, let's turn two independent clauses into a complex sentence. Read these two sentences.

Lynda presented her speech. Her teeth were chattering from fear.

We need to attach a subordinating conjunction to one of the sentences.

Example: When Lynda presented her speech, her teeth were chattering from fear.

If the subordinating conjunction is attached to the first sentence, put a comma after the dependent clause.

Example: Lynda presented her speech even though her teeth were chattering from fear.

If the subordinating conjunction is attached to the second sentence, do not use a comma.

Complex-Compound Sentences

A **complex-compound sentence** is a sentence with more than one independent clause and at least one dependent clause.

Example: When her mother planned Crystal's birthday party, she made an invitation list first, and then she planned the food menu.

Example: My mom usually looks for bargains when she buys shoes, but sometimes she will pay full price for a pair of shoes if she really likes them.

Here is a chart explaining the composition of all four types of sentences.

Type of Sentence	Number of Independent Clauses	Number of Dependent Clauses
Simple	1	0
Compound	2 or more	0
Complex	1	1 or more
Compound-complex	2 or more	1 or more

Week 4 Day 5

Practice 9 Types of Sentences

Read each the following sentences. Then, write on the line if each sentence is simple, compound, complex, or compound-complex.

A. When he handed in his homework, he forgot to give the teacher the last page.

B. The cat jumped over the fence and chased the squirrel all over the back yard.

C. Paul called and asked if I could come over, and I told him I could come over after I finished mowing the lawn.

D. Derek moved to California, but he will come back to visit this summer.

Practice 10: Combining Sentences

Combine the following sentences together as directed.

1. Combine these two sentences into a complex sentence.

Mark didn't have enough votes. He didn't win the election.

2. Combine these three sentences into a compound-complex sentence.

Janet studied very hard to pass her math test. She didn't get the "A" she was hoping to receive. Janet decided to sign up for math tutoring.

3. Combine these two sentences into a compound sentence.

Cassandra wanted to paint her bedroom. She couldn't decide which color she liked the best.

Use Consistent Style and Tone

When you write or speak, it is important to be **consistent** in your style and tone. The style and tone in writing and speaking needs to match the purpose for writing or speaking. **Style** refers to the language conventions (formal or informal), your choice of sentence patterns, your overall choice of words, and the specific vocabulary you use when speaking or writing. **Tone** refers to the attitude a person uses toward a specific subject matter when speaking or writing. For instance, you might choose a serious tone for a serious topic and a humorous tone for a funny story.

Chapter 7 Key Term Activity

Fill in the blanks with the correct word.

Word Bank	
nominative	pronoun
semicolon	conventions
antecedent	commas

In this chapter you learned that a(n) (1) _____ is the noun that a pronoun refers to.

(2) _____ are the standard features of writing, speaking, reading, and listening.

A(n) (3) _____ can be used to join two independent clauses that are closely related.

A pronoun that acts as the subject of a sentence is called a(n) (4) _____ pronoun.

(5) _____ create pauses between words, phrases, and clauses that need to be

separated. A(n) (6) _____ is a word that is used in place of a noun.

See the Teacher Guide for the Chapter 7 Review.

