

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

All sentences are labeled in one of the following  
four ways:

***simple, compound, complex, and compound-  
complex Practice 1***

\*\*\*\*\*NOTE: A sentence consists of four parts: beginning capital letter, subject, verb, ending punctuation. Whether a clause is identified as subordinate/dependent or independent, both have a subject and a verb in them.\*\*\*\*\*

A **simple sentence** consists of one independent clause. An independent clause contains a subject and a predicate and expresses a complete thought.

**Example:** Some students walk to school every morning.

A **compound sentence** consists of two or more independent clauses that are connected by a comma and a coordinating conjunction (for, and, nor, but, or, yet, so). A semi-colon may be used instead of a comma and FANBOYS.

**Example:** The teachers at Granite Oaks are friendly, and they know how to help students.

A **complex sentence** consists of an independent clause and one or more dependent clauses. Using a subordinating conjunction (because, although, if, when, since, while, after, etc.) creates a dependent clause. Using a relative pronoun (who, whom, that, or which) creates a dependent clause.

**Example:** Because Rocklin students are so excited about their learning and do well on the state tests, several of the schools in Rocklin have won awards.

**Example:** The teacher who often wore bright shirts is really not weird.

A **compound-complex sentence** consists of at least two independent clauses joined by a FANBOYS and comma, and at least one dependent clause.

**Example:** After being in the hospital with a broken finger, John thought the only good news was that he wouldn't have to write any more in his English class, but he quickly realized that the injury was not on his writing hand.

# WORKSHEET: SENTENCE STRUCTURE PRACTICE

**Directions:** Label each sentence as simple (S), compound (CD), complex (CX), or compound-complex (CD-CX) in the space provided before each sentence.

1. \_\_\_\_\_ You may use the computers, handouts, and books in the Granite Oaks library.
2. \_\_\_\_\_ All Granite Oaks teachers assist students with writing, and they know about sentence patterns and paragraph construction, too.
3. \_\_\_\_\_ You may use the resources in the library and classrooms before and after school with an appointment, but the resources may not be removed from the rooms.
4. \_\_\_\_\_ For additional writing assistance, you can make an appointment with your teacher.
5. \_\_\_\_\_ Because students have individual needs, your teachers are trained to question students in order to draw out specific needs from each student.
6. \_\_\_\_\_ If you want to type a draft of your paper, you may use one of the computers in either the library or computer lab, or you may bring it home and do it on your own computer.
7. \_\_\_\_\_ If you want to know more about citing electronic sources, you may refer to the MLA Handbook for Writers of Research Papers, 5<sup>th</sup> ed. for detailed information, or you may refer to our handout, "MLA Works Cited: Electronic Sources," as a quick reference guide.
8. \_\_\_\_\_ In order to gain the most benefit from a writing consultation with a teacher, students must be prepared for each consultation with instructions for their writing assignment, materials for taking notes during the consultation, and plenty of questions for the teacher.
9. \_\_\_\_\_ If the goal is to become a better writer, students must recognize that in order to do so, they must work very hard to achieve that goal.
10. \_\_\_\_\_ In the end, students will see the benefits of such hard work.