Sentences Take Root

Notice how sentence structure makes events and reasons clear.

7.5.W.1 "Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one example of each sentence type in the passage. Label your choices S for simple, CP for compound, CX for complex, and CC for compound-complex.

A Place for Every Seedling

1. The courtyard smelled like wet earth on Monday morning. Maya carried a tray of bean seedlings, and Leo opened the garden gate. Their class had planted seeds in paper cups two weeks earlier. Now thin green stems leaned toward the light. Because the soil in the raised bed was still soaked, the students waited before digging. Maya checked the weather report on the classroom tablet. It predicted clear skies for the afternoon. The group needed a plan, but everyone wanted to begin at once.

2. At lunch, Leo touched the top of the soil with one finger. Mud stuck to his skin, so he fetched a clean towel for his hands. The seedlings stayed on a shady table. Some leaves curled at the edges. While the group waited, Maya drew a planting map in her notebook. She placed taller plants near the fence and shorter ones closer to the path. The map gave every seedling a space, and it left a narrow gap for watering.

3. When the sun finally reached the courtyard, the soil looked drier, and the class started to plant. Maya made shallow holes, and Leo eased the seedlings out of their cups. They set each plant in place with its roots covered by soil. Before they carried the trays inside, the students watered the bed gently. A puddle formed beside the path, so they paused and let the water sink in. By the last bell, the seedlings stood in tidy rows, and the muddy tools rested beside the gate.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, copy the sentence about Maya and Leo. What two independent clauses does it join?

2. In paragraph 1, copy the dependent clause that explains why the students waited. What does the independent clause say they did?

3. Copy a simple sentence from paragraph 2. How do you know it has just one independent clause?

4. In paragraph 3, find the sentence that begins “When the sun finally reached the courtyard.” Copy it, then identify its dependent clause and two independent clauses.

3 YOUR TURN

Your own words

Write a four-sentence scene about a different group project. Use and label one simple (S), one compound (CP), one complex (CX), and one compound-complex (CC) sentence to make the order of events and a reason for an action clear.

ANSWER KEY

Sentences Take Root

GRADE 7 · 7.5.W.1

PART 1 · READ AND MARK

Underline one example of each sentence type in the passage. Label your choices S for simple, CP for compound, CX for complex, and CC for compound-complex. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, copy the sentence about Maya and Leo. What two independent clauses does it join?	**"Maya carried a tray of bean seedlings, and Leo opened the garden gate." The clauses are "Maya carried a tray of bean seedlings" and "Leo opened the garden gate."**
2	In paragraph 1, copy the dependent clause that explains why the students waited. What does the independent clause say they did?	**"Because the soil in the raised bed was still soaked" is the dependent clause. The independent clause says the students waited before digging.**
3	Copy a simple sentence from paragraph 2. How do you know it has just one independent clause?	**For example, "Some leaves curled at the edges." It has one independent clause and no dependent clause.**
4	In paragraph 3, find the sentence that begins "When the sun finally reached the courtyard." Copy it, then identify its dependent clause and two independent clauses.	**"When the sun finally reached the courtyard, the soil looked drier, and the class started to plant." Dependent: "When the sun finally reached the courtyard." Independent: "the soil looked drier" and "the class started to plant."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

S: The poster paper covered our table. CP: Nina sketched a rocket, and I mixed blue paint. CX: Because the paint was too thick, I added a few drops of water. CC: When the paint dried, Nina added silver stars, and I carried our space poster to the hallway.

For the marking job, accept any correctly labeled example of each sentence type from the passage. For the simple-sentence question, accept any simple sentence from paragraph 2 with an accurate explanation.