1. Focus

**Explain Using Commas in Compound Sentences**

**Say:** We can use a conjunction to join two sentences into one compound sentence. Conjunctions include **and**, **but**, **or**, **for**, **nor**, **so**, and **yet**. When we form a compound sentence, a comma goes before the conjunction. The comma tells the reader to pause very briefly before continuing. It shows where one complete thought ends and the next begins.

**Model Using Commas in Compound Sentences**

Display the modeling text on chart paper or use the interactive whiteboard resources. Read the sentence aloud, without pausing before the conjunction.

*Anyone else will not feel it, but the pea would bruise the skin of a princess.*

Say: *This is a long sentence. I almost ran out of breath reading it. I see two complete thoughts in this sentence: “Anyone else will not feel it” and “the pea would bruise the skin of a princess.” The writer used the conjunction **but** to join these two shorter sentences into one compound sentence. I know that I need to place a comma before the conjunction to show where the first complete thought ends. (Add a comma after the word **it** in the modeling text.) Now I’ll reread the sentence and see how it sounds. (Read aloud the modeling text, with the appropriate pause after **it**.) The sentence is easier to understand. The comma also tells me to pause in the middle of the sentence, so I don’t get out of breath when I read it. When I write, I make sure I vary my sentence structure. Using a combination of simple sentences and compound sentences makes my writing more interesting.*

2. Rehearse

**Practice Using Commas in Compound Sentences**

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to work with a partner to form a compound sentence from the two sentences in each set. (Students do not need to copy sentences.) Point out the conjunctions in the box on the next page and explain that students will use one of these words when they make each compound sentence.
Beginning ELs are not ready to focus on forming compound sentences. As other students work together on the practice exercises, support beginning ELs as they produce oral sentences.

Intermediate and Advanced
Provide simple sentences to help ELs practice forming compound sentences and using commas in them.

I went to the zoo and I saw a monkey.
Josh wanted to shop but the store was closed.
Mom had to hurry or I would be late.

All Levels
If you have ELs whose first language is Spanish, share these English/Spanish cognates: comma/la coma, compound/compuesto.