

RUN ON SENTENCES AND COMMA SPLICES WORKSHEET WITH ANSWERS

RUN ON SENTENCES AND COMMA SPLICES WORKSHEET WITH ANSWERS ARE ESSENTIAL TOOLS FOR ANYONE LOOKING TO MASTER SENTENCE STRUCTURE AND IMPROVE THEIR WRITING CLARITY. UNDERSTANDING THESE COMMON GRAMMATICAL ERRORS IS CRUCIAL FOR EFFECTIVE COMMUNICATION, WHETHER YOU'RE CRAFTING AN ACADEMIC ESSAY, A BUSINESS REPORT, OR EVEN A CASUAL EMAIL. THIS COMPREHENSIVE GUIDE WILL DELVE INTO WHAT RUN-ON SENTENCES AND COMMA SPLICES ARE, PROVIDE CLEAR EXAMPLES, AND OFFER A VALUABLE WORKSHEET WITH DETAILED ANSWERS TO HELP YOU PRACTICE AND REFINE YOUR SKILLS. WE'LL EXPLORE THE NUANCES OF SENTENCE CONSTRUCTION, IDENTIFY COMMON PITFALLS, AND EQUIP YOU WITH THE KNOWLEDGE TO CONFIDENTLY IDENTIFY AND CORRECT THESE ERRORS, ULTIMATELY LEADING TO MORE POLISHED AND PROFESSIONAL WRITING.

- UNDERSTANDING RUN-ON SENTENCES
- IDENTIFYING COMMA SPLICES
- STRATEGIES FOR CORRECTING RUN-ON SENTENCES
- METHODS FOR FIXING COMMA SPLICES
- PRACTICE MAKES PERFECT: RUN-ON SENTENCES AND COMMA SPLICES WORKSHEET
- WORKSHEET ANSWERS AND EXPLANATIONS

UNDERSTANDING RUN-ON SENTENCES: THE PITFALLS OF OVERLY LONG CONSTRUCTIONS

A RUN-ON SENTENCE OCCURS WHEN TWO OR MORE INDEPENDENT CLAUSES ARE JOINED TOGETHER WITHOUT APPROPRIATE PUNCTUATION OR CONJUNCTIONS. AN INDEPENDENT CLAUSE IS A GROUP OF WORDS THAT CONTAINS A SUBJECT AND A VERB AND CAN STAND ALONE AS A COMPLETE SENTENCE. WHEN THESE COMPLETE THOUGHTS ARE STRUNG TOGETHER IMPROPERLY, THE READER CAN BECOME LOST, AND THE INTENDED MEANING CAN BE OBSCURED. THIS GRAMMATICAL ERROR IS A COMMON HURDLE FOR MANY WRITERS, AND RECOGNIZING ITS VARIOUS FORMS IS THE FIRST STEP TOWARD CORRECTION. IMPROPERLY CONNECTING THESE COMPLETE THOUGHTS CAN LEAD TO CONFUSION AND UNDERMINE THE PROFESSIONALISM OF YOUR WRITING.

THE TRUE DEFINITION OF A RUN-ON SENTENCE

IT'S IMPORTANT TO DISTINGUISH BETWEEN A GENUINELY LONG SENTENCE AND A TRUE RUN-ON. A LONG SENTENCE CAN BE PERFECTLY ACCEPTABLE AND EVEN STYLISTICALLY EFFECTIVE IF IT USES PROPER CONJUNCTIONS AND PUNCTUATION TO CONNECT ITS CLAUSES. THE PROBLEM ARISES WHEN THE BOUNDARIES BETWEEN COMPLETE THOUGHTS ARE BLURRED, CREATING A GRAMMATICAL JUMBLE. ESSENTIALLY, A RUN-ON SENTENCE IS AN ERROR WHERE MULTIPLE INDEPENDENT CLAUSES ARE FUSED TOGETHER WITHOUT THE NECESSARY GRAMMATICAL CONNECTORS. THIS OFTEN HAPPENS WHEN WRITERS FAIL TO RECOGNIZE THAT EACH INDEPENDENT CLAUSE REQUIRES ITS OWN DISTINCT ENDING OR A PROPER LINKING MECHANISM.

COMMON TYPES OF RUN-ON SENTENCES

THERE ARE TWO PRIMARY CATEGORIES OF RUN-ON SENTENCES THAT WRITERS FREQUENTLY ENCOUNTER. THE FIRST IS THE FUSED

SENTENCE, WHERE TWO INDEPENDENT CLAUSES ARE PLACED SIDE-BY-SIDE WITH NO PUNCTUATION WHATSOEVER. THE SECOND IS THE COMMA SPLICE, WHICH WE WILL DISCUSS IN DETAIL SHORTLY, BUT IT'S A TYPE OF RUN-ON WHERE A COMMA IS USED INCORRECTLY TO JOIN TWO INDEPENDENT CLAUSES. UNDERSTANDING THESE DISTINCTIONS IS VITAL FOR ACCURATELY DIAGNOSING AND RECTIFYING SENTENCE STRUCTURE ISSUES. RECOGNIZING THESE PATTERNS WILL SIGNIFICANTLY AID IN YOUR ABILITY TO EDIT AND REVISE YOUR WORK EFFECTIVELY.

IDENTIFYING COMMA SPLICES: THE ROGUE COMMA'S IMPACT

A COMMA SPLICE IS A SPECIFIC TYPE OF RUN-ON SENTENCE THAT OCCURS WHEN TWO INDEPENDENT CLAUSES ARE JOINED SOLELY BY A COMMA. WHILE COMMAS ARE POWERFUL PUNCTUATION MARKS, THEY ARE NOT STRONG ENOUGH ON THEIR OWN TO SEPARATE TWO COMPLETE SENTENCES. USING A COMMA IN THIS MANNER CREATES A GRAMMATICAL ERROR THAT CAN MAKE YOUR WRITING APPEAR CARELESS AND DIFFICULT TO FOLLOW. MASTERING THE CORRECT USAGE OF COMMAS, PARTICULARLY IN RELATION TO INDEPENDENT CLAUSES, IS A KEY SKILL FOR CLEAR AND CONCISE WRITING. THE SUBTLE MISUSE OF THIS PUNCTUATION CAN SIGNIFICANTLY ALTER THE READABILITY AND IMPACT OF YOUR SENTENCES.

THE MECHANICS OF A COMMA SPLICE

IMAGINE YOU HAVE TWO COMPLETE THOUGHTS, EACH CAPABLE OF BEING ITS OWN SENTENCE. FOR EXAMPLE: "THE SUN WAS SETTING." AND "THE BIRDS BEGAN TO SING." A COMMA SPLICE WOULD INCORRECTLY JOIN THESE WITH JUST A COMMA: "THE SUN WAS SETTING, THE BIRDS BEGAN TO SING." THIS CREATES A SENTENCE THAT FEELS INCOMPLETE OR IMPROPERLY CONNECTED. THE READER ANTICIPATES A STRONGER SEPARATION OR A CONNECTING WORD THAT ISN'T THERE. THIS GRAMMATICAL MISSTEP OFTEN STEMS FROM A WRITER'S ATTEMPT TO CREATE A SMOOTHER FLOW, BUT IT INADVERTENTLY DISRUPTS IT.

WHY COMMA SPLICES ARE PROBLEMATIC

COMMA SPLICES ARE PROBLEMATIC BECAUSE THEY BLUR THE DISTINCTION BETWEEN SEPARATE IDEAS. THEY CAN LEAD TO AMBIGUITY, MAKING IT DIFFICULT FOR THE READER TO DISCERN WHERE ONE THOUGHT ENDS AND ANOTHER BEGINS. IN FORMAL WRITING, COMMA SPLICES CAN DETRACT FROM YOUR CREDIBILITY AND SUGGEST A LACK OF ATTENTION TO DETAIL. PROPER SENTENCE CONSTRUCTION IS FUNDAMENTAL TO CONVEYING YOUR IDEAS CLEARLY AND PERSUASIVELY. THEREFORE, LEARNING TO IDENTIFY AND ELIMINATE COMMA SPLICES IS A CRITICAL STEP IN IMPROVING YOUR OVERALL WRITING QUALITY.

STRATEGIES FOR CORRECTING RUN-ON SENTENCES: RESTORING CLARITY AND ORDER

ONCE YOU CAN IDENTIFY A RUN-ON SENTENCE, THE NEXT CRUCIAL STEP IS KNOWING HOW TO FIX IT. FORTUNATELY, THERE ARE SEVERAL EFFECTIVE STRATEGIES FOR CORRECTING THESE ERRORS, EACH OFFERING A SLIGHTLY DIFFERENT APPROACH TO SEPARATING OR CONNECTING THE INDEPENDENT CLAUSES. BY APPLYING THESE TECHNIQUES, YOU CAN TRANSFORM AWKWARD, RAMBLING SENTENCES INTO CLEAR, WELL-STRUCTURED STATEMENTS THAT EFFECTIVELY COMMUNICATE YOUR INTENDED MEANING. THE KEY IS TO ENSURE THAT EACH INDEPENDENT CLAUSE IS EITHER PROPERLY SEPARATED OR SMOOTHLY INTEGRATED WITH THE OTHERS.

METHOD 1: SEPARATION INTO DISTINCT SENTENCES

THE MOST STRAIGHTFORWARD WAY TO CORRECT A RUN-ON SENTENCE IS TO BREAK IT INTO TWO OR MORE SEPARATE SENTENCES. THIS INVOLVES IDENTIFYING THE POINT WHERE ONE INDEPENDENT CLAUSE ENDS AND THE NEXT BEGINS AND PLACING A

PERIOD AT THAT JUNCTION. THIS METHOD IS PARTICULARLY USEFUL WHEN THE TWO CLAUSES EXPRESS DISTINCT BUT RELATED IDEAS, AND YOU WANT TO EMPHASIZE EACH ONE INDIVIDUALLY. IT PROVIDES A CLEAR PAUSE FOR THE READER AND ENSURES THAT EACH COMPLETE THOUGHT IS GIVEN ITS OWN SPACE.

EXAMPLE:

INCORRECT:

THE CAT CHASED THE MOUSE IT WAS VERY FAST.

CORRECTED:

THE CAT CHASED THE MOUSE. IT WAS VERY FAST.

METHOD 2: USING A COMMA AND A COORDINATING CONJUNCTION

ANOTHER EFFECTIVE METHOD IS TO USE A COMMA FOLLOWED BY A COORDINATING CONJUNCTION TO JOIN THE TWO INDEPENDENT CLAUSES. THE COMMON COORDINATING CONJUNCTIONS ARE "FOR," "AND," "NOR," "BUT," "OR," "YET," AND "SO" (OFTEN REMEMBERED BY THE ACRONYM FANBOYS). THIS APPROACH CREATES A SMOOTH TRANSITION BETWEEN THE CLAUSES WHILE MAINTAINING A SINGLE SENTENCE STRUCTURE. IT INDICATES A RELATIONSHIP BETWEEN THE IDEAS, SUCH AS CAUSE AND EFFECT OR CONTRAST.

EXAMPLE:

INCORRECT:

SHE STUDIED DILIGENTLY SHE WANTED TO PASS THE EXAM.

CORRECTED:

SHE STUDIED DILIGENTLY, FOR SHE WANTED TO PASS THE EXAM.

OR:

SHE STUDIED DILIGENTLY, AND SHE WANTED TO PASS THE EXAM.

METHOD 3: EMPLOYING A SEMICOLON

A SEMICOLON CAN BE USED TO CONNECT TWO CLOSELY RELATED INDEPENDENT CLAUSES. THIS PUNCTUATION MARK SUGGESTS A STRONGER CONNECTION BETWEEN THE IDEAS THAN A PERIOD BUT A WEAKER SEPARATION THAN A COMMA FOLLOWED BY A CONJUNCTION. IT'S AN EXCELLENT CHOICE WHEN THE SECOND CLAUSE ELABORATES ON OR PROVIDES A DIRECT CONSEQUENCE OF THE FIRST. USING A SEMICOLON CORRECTLY CAN ADD SOPHISTICATION TO YOUR SENTENCE STRUCTURE.

EXAMPLE:

INCORRECT:

THE WEATHER WAS TERRIBLE THE PICNIC WAS CANCELED.

CORRECTED:

THE WEATHER WAS TERRIBLE; THE PICNIC WAS CANCELED.

METHOD 4: USING A SUBORDINATING CONJUNCTION

YOU CAN ALSO CORRECT A RUN-ON SENTENCE BY TURNING ONE OF THE INDEPENDENT CLAUSES INTO A DEPENDENT CLAUSE USING A SUBORDINATING CONJUNCTION. SUBORDINATING CONJUNCTIONS (SUCH AS "BECAUSE," "ALTHOUGH," "SINCE," "WHILE," "IF," "WHEN," ETC.) INTRODUCE A CLAUSE THAT CANNOT STAND ALONE. THIS CREATES A MORE COMPLEX SENTENCE WHERE ONE IDEA IS PRESENTED AS SECONDARY TO THE OTHER. THIS METHOD IS VERY EFFECTIVE FOR SHOWING THE RELATIONSHIP BETWEEN CAUSES AND EFFECTS, OR CONDITIONS AND RESULTS.

EXAMPLE:

INCORRECT:

HE MISSED THE TRAIN HE WAS LATE FOR WORK.

CORRECTED:

BECAUSE HE MISSED THE TRAIN, HE WAS LATE FOR WORK.

OR:

HE WAS LATE FOR WORK BECAUSE HE MISSED THE TRAIN.

METHODS FOR FIXING COMMA SPLICES: TARGETED SOLUTIONS

SINCE COMMA SPLICES ARE A SPECIFIC TYPE OF RUN-ON, THE CORRECTION METHODS ARE LARGELY THE SAME. HOWEVER, UNDERSTANDING THEM IN THE CONTEXT OF A COMMA SPlice HELPS REINFORCE THE PRINCIPLES OF PROPER SENTENCE SEPARATION AND CONNECTION. THE GOAL IS ALWAYS TO ENSURE THAT THE COMMA IS NOT THE SOLE CONNECTOR BETWEEN TWO INDEPENDENT CLAUSES. EACH OF THESE METHODS ADDRESSES THE FUNDAMENTAL FLAW OF USING ONLY A COMMA TO BRIDGE TWO COMPLETE THOUGHTS.

REITERATING THE CORRECTION STRATEGIES FOR COMMA SPLICES

THE STRATEGIES FOR FIXING COMMA SPLICES MIRROR THOSE FOR RUN-ON SENTENCES BECAUSE, AT THEIR CORE, THEY BOTH INVOLVE IMPROPERLY JOINED INDEPENDENT CLAUSES. THESE INCLUDE: CREATING TWO SEPARATE SENTENCES WITH A PERIOD, JOINING THE CLAUSES WITH A COMMA AND A COORDINATING CONJUNCTION (FANBOYS), USING A SEMICOLON TO LINK CLOSELY RELATED INDEPENDENT CLAUSES, OR TRANSFORMING ONE CLAUSE INTO A DEPENDENT CLAUSE WITH A SUBORDINATING CONJUNCTION. APPLYING THESE TECHNIQUES CONSISTENTLY WILL LEAD TO MORE GRAMMATICALLY SOUND SENTENCES.

CHOOSING THE BEST CORRECTION METHOD

THE CHOICE OF WHICH CORRECTION METHOD TO USE OFTEN DEPENDS ON THE RELATIONSHIP BETWEEN THE TWO INDEPENDENT CLAUSES AND THE DESIRED EMPHASIS. IF THE IDEAS ARE DISTINCT, SEPARATE SENTENCES MIGHT BE BEST. IF THEY ARE CLOSELY RELATED AND YOU WANT TO SHOW A DIRECT CONNECTION, A SEMICOLON OR A COMMA WITH A CONJUNCTION IS SUITABLE. WHEN ONE IDEA IS CLEARLY A CAUSE OR CONDITION FOR THE OTHER, A SUBORDINATING CONJUNCTION IS OFTEN THE MOST EFFECTIVE CHOICE. EXPERIMENTING WITH DIFFERENT METHODS CAN HELP YOU DEVELOP A NUANCED UNDERSTANDING OF SENTENCE STRUCTURE AND STYLE.

PRACTICE MAKES PERFECT: RUN-ON SENTENCES AND COMMA SPLICES WORKSHEET

TO SOLIDIFY YOUR UNDERSTANDING OF RUN-ON SENTENCES AND COMMA SPLICES, THE FOLLOWING WORKSHEET PROVIDES PRACTICE SENTENCES. YOUR TASK IS TO IDENTIFY WHETHER EACH SENTENCE CONTAINS A RUN-ON SENTENCE OR A COMMA SPlice, AND THEN REWRITE THE SENTENCE CORRECTLY USING ONE OF THE METHODS DISCUSSED. PAY CLOSE ATTENTION TO THE INDEPENDENT CLAUSES WITHIN EACH SENTENCE AND DETERMINE THE MOST APPROPRIATE WAY TO RESTRUCTURE IT FOR CLARITY AND GRAMMATICAL ACCURACY. THIS HANDS-ON PRACTICE IS INVALUABLE FOR IMPROVING YOUR EDITING SKILLS.

1. THE CONCERT WAS AMAZING THE BAND PLAYED ALL THEIR HITS.
2. SHE LOVES TO READ SHE VISITS THE LIBRARY EVERY WEEK.

3. HE RAN TO CATCH THE BUS IT HAD ALREADY LEFT.
4. THE RAIN POURED DOWN THE STREETS QUICKLY FLOODED.
5. WE WENT TO THE PARK WE PLAYED FRISBEE FOR HOURS.
6. THE EXAM WAS DIFFICULT MANY STUDENTS STRUGGLED.
7. MY DOG BARKS AT THE MAILMAN HE IS VERY PROTECTIVE.
8. SHE BAKED A CAKE IT TASTED DELICIOUS.
9. THE MOVIE WAS TOO LONG IT COULD HAVE BEEN SHORTER.
10. HE FORGOT HIS KEYS HE HAD TO CALL A LOCKSMITH.
11. THE SUN IS SHINING IT'S A BEAUTIFUL DAY.
12. THEY FINISHED THE PROJECT ON TIME THEY RECEIVED A BONUS.
13. THE CAR BROKE DOWN WE HAD TO WALK HOME.
14. SHE SINGS BEAUTIFULLY SHE SHOULD JOIN A CHOIR.
15. THE CAT SLEPT ON THE WINDOWSILL THE SUN WARMED ITS FUR.

WORKSHEET ANSWERS AND EXPLANATIONS

HERE ARE THE ANSWERS TO THE RUN-ON SENTENCES AND COMMA SPLICES WORKSHEET, ALONG WITH EXPLANATIONS FOR EACH CORRECTION. UNDERSTANDING WHY A CORRECTION WORKS IS AS IMPORTANT AS KNOWING HOW TO MAKE IT. THESE EXPLANATIONS WILL REINFORCE THE GRAMMATICAL PRINCIPLES YOU'VE LEARNED AND HELP YOU APPLY THEM TO YOUR OWN WRITING.

1. **SENTENCE:** THE CONCERT WAS AMAZING THE BAND PLAYED ALL THEIR HITS. (COMMA SPLICE)
CORRECTION: THE CONCERT WAS AMAZING; THE BAND PLAYED ALL THEIR HITS.
EXPLANATION: TWO INDEPENDENT CLAUSES ARE JOINED ONLY BY A COMMA. A SEMICOLON IS USED HERE TO CONNECT TWO CLOSELY RELATED IDEAS, INDICATING A STRONG CONNECTION WITHOUT A COORDINATING CONJUNCTION. ALTERNATIVELY, YOU COULD USE A PERIOD TO SEPARATE THEM INTO TWO SENTENCES, OR A COMMA AND "AND".
2. **SENTENCE:** SHE LOVES TO READ SHE VISITS THE LIBRARY EVERY WEEK. (COMMA SPLICE)
CORRECTION: SHE LOVES TO READ, AND SHE VISITS THE LIBRARY EVERY WEEK.
EXPLANATION: THIS CORRECTION USES A COMMA FOLLOWED BY THE COORDINATING CONJUNCTION "AND" TO PROPERLY JOIN THE TWO INDEPENDENT CLAUSES. THIS SHOWS A CONTINUATION OF THE IDEA.
3. **SENTENCE:** HE RAN TO CATCH THE BUS IT HAD ALREADY LEFT. (COMMA SPLICE)
CORRECTION: HE RAN TO CATCH THE BUS, BUT IT HAD ALREADY LEFT.
EXPLANATION: THE CONJUNCTION "BUT" EFFECTIVELY SHOWS THE CONTRAST BETWEEN HIS EFFORT AND THE OUTCOME, PROPERLY CONNECTING THE TWO INDEPENDENT CLAUSES.
4. **SENTENCE:** THE RAIN POURED DOWN THE STREETS QUICKLY FLOODED. (COMMA SPLICE)
CORRECTION: THE RAIN POURED DOWN; THE STREETS QUICKLY FLOODED.
EXPLANATION: A SEMICOLON IS USED TO LINK THESE TWO CAUSE-AND-EFFECT CLAUSES. THE FLOODING IS A DIRECT RESULT OF THE HEAVY RAIN.

5. **SENTENCE:** WE WENT TO THE PARK WE PLAYED FRISBEE FOR HOURS. (COMMA SPLICE)
CORRECTION: WE WENT TO THE PARK, AND WE PLAYED FRISBEE FOR HOURS.
EXPLANATION: THE COORDINATING CONJUNCTION "AND" CLEARLY INDICATES THAT PLAYING FRISBEE WAS AN ACTIVITY THAT FOLLOWED GOING TO THE PARK.
6. **SENTENCE:** THE EXAM WAS DIFFICULT MANY STUDENTS STRUGGLED. (COMMA SPLICE)
CORRECTION: BECAUSE THE EXAM WAS DIFFICULT, MANY STUDENTS STRUGGLED.
EXPLANATION: ONE INDEPENDENT CLAUSE IS TRANSFORMED INTO A DEPENDENT CLAUSE USING THE SUBORDINATING CONJUNCTION "BECAUSE," SHOWING THE CAUSE-AND-EFFECT RELATIONSHIP.
7. **SENTENCE:** MY DOG BARKS AT THE MAILMAN HE IS VERY PROTECTIVE. (COMMA SPLICE)
CORRECTION: MY DOG BARKS AT THE MAILMAN; HE IS VERY PROTECTIVE.
EXPLANATION: THE SEMICOLON CONNECTS TWO CLOSELY RELATED IDEAS WHERE THE SECOND CLAUSE EXPLAINS THE REASON FOR THE FIRST.
8. **SENTENCE:** SHE BAKED A CAKE IT TASTED DELICIOUS. (COMMA SPLICE)
CORRECTION: SHE BAKED A CAKE, AND IT TASTED DELICIOUS.
EXPLANATION: THE COORDINATING CONJUNCTION "AND" SIMPLY ADDS THE INFORMATION ABOUT THE CAKE'S TASTE TO THE FACT THAT IT WAS BAKED.
9. **SENTENCE:** THE MOVIE WAS TOO LONG IT COULD HAVE BEEN SHORTER. (COMMA SPLICE)
CORRECTION: THE MOVIE WAS TOO LONG; IT COULD HAVE BEEN SHORTER.
EXPLANATION: A SEMICOLON CONNECTS THESE TWO RELATED STATEMENTS, WITH THE SECOND ELABORATING ON THE FIRST.
10. **SENTENCE:** HE FORGOT HIS KEYS HE HAD TO CALL A LOCKSMITH. (COMMA SPLICE)
CORRECTION: HE FORGOT HIS KEYS, SO HE HAD TO CALL A LOCKSMITH.
EXPLANATION: THE COORDINATING CONJUNCTION "SO" CLEARLY ESTABLISHES THE CONSEQUENCE OF FORGETTING THE KEYS.
11. **SENTENCE:** THE SUN IS SHINING IT'S A BEAUTIFUL DAY. (COMMA SPLICE)
CORRECTION: THE SUN IS SHINING; IT'S A BEAUTIFUL DAY.
EXPLANATION: THE SEMICOLON LINKS THESE TWO DESCRIPTIVE CLAUSES THAT TOGETHER PAINT A PICTURE OF THE DAY.
12. **SENTENCE:** THEY FINISHED THE PROJECT ON TIME THEY RECEIVED A BONUS. (COMMA SPLICE)
CORRECTION: THEY FINISHED THE PROJECT ON TIME, AND THEY RECEIVED A BONUS.
EXPLANATION: THE CONJUNCTION "AND" SHOWS THE PROGRESSION OF EVENTS AND THE RESULTING REWARD.
13. **SENTENCE:** THE CAR BROKE DOWN WE HAD TO WALK HOME. (COMMA SPLICE)
CORRECTION: THE CAR BROKE DOWN, SO WE HAD TO WALK HOME.
EXPLANATION: "SO" EFFECTIVELY LINKS THE PROBLEM (CAR BREAKING DOWN) TO ITS CONSEQUENCE (WALKING HOME).
14. **SENTENCE:** SHE SINGS BEAUTIFULLY SHE SHOULD JOIN A CHOIR. (COMMA SPLICE)
CORRECTION: SHE SINGS BEAUTIFULLY; SHE SHOULD JOIN A CHOIR.
EXPLANATION: A SEMICOLON CONNECTS THE OBSERVATION OF HER SINGING TALENT WITH THE LOGICAL SUGGESTION THAT FOLLOWS.
15. **SENTENCE:** THE CAT SLEPT ON THE WINDOWSILL THE SUN WARMED ITS FUR. (COMMA SPLICE)
CORRECTION: THE CAT SLEPT ON THE WINDOWSILL, AND THE SUN WARMED ITS FUR.
EXPLANATION: THE CONJUNCTION "AND" SIMPLY CONNECTS TWO SIMULTANEOUS OCCURRENCES.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE MOST COMMON MISTAKE STUDENTS MAKE WHEN TRYING TO FIX A RUN-ON SENTENCE?

STUDENTS OFTEN TRY TO FIX RUN-ON SENTENCES BY SIMPLY ADDING A COMMA, WHICH CAN CREATE A COMMA SPLICE, ANOTHER GRAMMATICAL ERROR.

HOW CAN I EASILY IDENTIFY A RUN-ON SENTENCE ON MY WORKSHEET?

A RUN-ON SENTENCE OCCURS WHEN TWO OR MORE INDEPENDENT CLAUSES (COMPLETE SENTENCES) ARE JOINED WITHOUT PROPER PUNCTUATION OR A COORDINATING CONJUNCTION.

WHAT ARE THE FOUR MAIN WAYS TO CORRECTLY SEPARATE INDEPENDENT CLAUSES?

YOU CAN SEPARATE INDEPENDENT CLAUSES WITH A PERIOD, A SEMICOLON, A COMMA FOLLOWED BY A COORDINATING CONJUNCTION (FANBOYS: FOR, AND, NOR, BUT, OR, YET, SO), OR BY MAKING ONE CLAUSE SUBORDINATE TO THE OTHER.

EXPLAIN THE DIFFERENCE BETWEEN A RUN-ON SENTENCE AND A COMMA SPLICE.

A RUN-ON SENTENCE JOINS TWO INDEPENDENT CLAUSES WITH NO PUNCTUATION OR CONJUNCTION. A COMMA SPLICE JOINS TWO INDEPENDENT CLAUSES WITH ONLY A COMMA.

WHAT IS A COORDINATING CONJUNCTION, AND HOW DOES IT HELP WITH RUN-ON SENTENCES?

COORDINATING CONJUNCTIONS (FANBOYS) ARE WORDS THAT CONNECT WORDS, PHRASES, OR CLAUSES OF EQUAL GRAMMATICAL RANK. WHEN PLACED AFTER A COMMA SEPARATING TWO INDEPENDENT CLAUSES, THEY EFFECTIVELY JOIN THEM INTO A GRAMMATICALLY CORRECT COMPOUND SENTENCE.

WHEN IS IT ACCEPTABLE TO USE A SEMICOLON TO JOIN INDEPENDENT CLAUSES?

A SEMICOLON IS APPROPRIATE WHEN THE TWO INDEPENDENT CLAUSES ARE CLOSELY RELATED IN MEANING AND THE SEMICOLON CREATES A SMOOTHER FLOW THAN A PERIOD.

WHAT DOES IT MEAN TO MAKE ONE CLAUSE SUBORDINATE TO ANOTHER?

SUBORDINATING MEANS MAKING ONE INDEPENDENT CLAUSE DEPENDENT ON THE OTHER BY ADDING A SUBORDINATING CONJUNCTION (E.G., BECAUSE, ALTHOUGH, SINCE, WHILE, IF) OR MAKING IT A RELATIVE CLAUSE.

HOW CAN I PRACTICE IDENTIFYING AND CORRECTING THESE ERRORS EFFECTIVELY?

WORK THROUGH PRACTICE WORKSHEETS THAT SPECIFICALLY TARGET RUN-ON SENTENCES AND COMMA SPLICES. FOCUS ON UNDERSTANDING THE STRUCTURE OF INDEPENDENT CLAUSES AND THE DIFFERENT METHODS OF JOINING THEM CORRECTLY.

ARE THERE ANY EXCEPTIONS OR TRICKY CASES WITH RUN-ON SENTENCES AND COMMA SPLICES?

YES, SOMETIMES STYLISTIC CHOICES OR ADVANCED SENTENCE STRUCTURES CAN APPEAR COMPLEX. HOWEVER, THE FUNDAMENTAL PRINCIPLE OF CORRECTLY SEPARATING OR JOINING INDEPENDENT CLAUSES REMAINS THE KEY.

WHAT IS THE BEST STRATEGY FOR STUDENTS WHO STRUGGLE WITH IDENTIFYING

INDEPENDENT CLAUSES?

STUDENTS SHOULD PRACTICE IDENTIFYING THE SUBJECT AND VERB IN EACH PART OF A SENTENCE. IF EACH PART HAS A SUBJECT AND VERB AND CAN STAND ALONE AS A COMPLETE THOUGHT, IT'S LIKELY AN INDEPENDENT CLAUSE.

ADDITIONAL RESOURCES

HERE ARE 9 BOOK TITLES, EACH USING ITALICS AND RELATED TO RUN-ON SENTENCES AND COMMA SPLICES WORKSHEETS WITH ANSWERS, ALONG WITH SHORT DESCRIPTIONS:

1. THE RUN-ON SENTENCE RESCUE MISSION: A GRAMMATICAL BOOTCAMP

THIS INTERACTIVE WORKBOOK IS DESIGNED TO TACKLE THE MOST NOTORIOUS GRAMMATICAL OFFENDERS: RUN-ON SENTENCES. IT OFFERS CLEAR EXPLANATIONS OF WHY THESE SENTENCES CAUSE CONFUSION AND PROVIDES A MULTITUDE OF EXERCISES THAT TARGET THEIR IDENTIFICATION AND CORRECTION. EACH SECTION COMES WITH DETAILED ANSWER KEYS, MAKING IT AN IDEAL SELF-STUDY TOOL FOR MASTERING SENTENCE STRUCTURE.

2. COMMA SPLICE CRACKDOWN: MASTERING SENTENCE BOUNDARIES

THIS PRACTICAL GUIDE FOCUSES SPECIFICALLY ON THE COMMON PITFALL OF COMMA SPLICES. IT BREAKS DOWN THE RULES OF INDEPENDENT CLAUSES AND THEIR PROPER CONNECTION, OFFERING VARIOUS STRATEGIES FOR FIXING COMMA SPLICES. THE ACCOMPANYING ANSWER KEY ENSURES LEARNERS CAN VERIFY THEIR UNDERSTANDING AND PROGRESS EFFECTIVELY.

3. SENTENCES UNTANGLED: FROM RUN-ONS TO REFINED PROSE

THIS RESOURCE AIMS TO HELP WRITERS UNTANGLE COMPLEX SENTENCE STRUCTURES, WITH A SIGNIFICANT EMPHASIS ON ERADICATING RUN-ONS AND COMMA SPLICES. IT EMPLOYS A STEP-BY-STEP APPROACH, GUIDING READERS THROUGH IDENTIFYING SENTENCE FRAGMENTS, RUN-ONS, AND COMMA SPLICES BEFORE PRESENTING SOLUTIONS. ABUNDANT PRACTICE EXERCISES WITH COMPREHENSIVE ANSWERS FACILITATE A DEEPER COMPREHENSION OF CLEAR AND CONCISE WRITING.

4. THE ART OF SENTENCE CONNECTION: AVOIDING THE COMMA SPLICE TRAP

THIS BOOK EXPLORES THE NUANCES OF CONNECTING IDEAS WITHIN SENTENCES, SPECIFICALLY ADDRESSING THE COMMON TRAP OF COMMA SPLICES. IT PROVIDES A VARIETY OF METHODS FOR COMBINING INDEPENDENT CLAUSES CORRECTLY, RANGING FROM SIMPLE CONJUNCTIONS TO MORE SOPHISTICATED SENTENCE STRUCTURES. LEARNERS WILL FIND PLENTY OF PRACTICE OPPORTUNITIES AND READILY AVAILABLE ANSWERS TO REINFORCE THEIR LEARNING.

5. CONQUERING RUN-ONS: A WORKBOOK FOR SENTENCE STRUCTURE MASTERY

THIS WORKBOOK IS DEDICATED TO HELPING STUDENTS AND WRITERS OVERCOME THE CHALLENGE OF RUN-ON SENTENCES. IT DISSECTS DIFFERENT TYPES OF RUN-ONS AND OFFERS CLEAR, ACTIONABLE STRATEGIES FOR CORRECTION, INCLUDING USING PERIODS, CONJUNCTIONS, AND SEMICOLONS. THE INCLUSION OF A ROBUST ANSWER KEY ALLOWS FOR IMMEDIATE FEEDBACK AND SELF-ASSESSMENT.

6. GRAMMAR GLITCHES: FIXING COMMA SPLICES AND RUN-ON ERRORS

THIS COMPREHENSIVE RESOURCE TARGETS COMMON GRAMMAR GLITCHES, WITH A PARTICULAR FOCUS ON COMMA SPLICES AND RUN-ON SENTENCE ERRORS. IT OFFERS STRAIGHTFORWARD EXPLANATIONS OF GRAMMATICAL CONCEPTS AND PROVIDES TARGETED EXERCISES TO BUILD CONFIDENCE IN CORRECTING THESE MISTAKES. THE DETAILED ANSWER SECTION EMPOWERS USERS TO TRACK THEIR IMPROVEMENT.

7. SENTENCE SENSE: ELIMINATING RUN-ONS AND IMPROVING CLARITY

THIS WORKBOOK AIMS TO BUILD STRONG SENTENCE SENSE, FOCUSING ON THE ELIMINATION OF RUN-ON SENTENCES TO IMPROVE OVERALL CLARITY. IT PRESENTS A VARIETY OF EXERCISES THAT REQUIRE READERS TO IDENTIFY AND CORRECT RUN-ONS IN DIFFERENT CONTEXTS. THE THOROUGH ANSWER KEY ENSURES THAT LEARNERS CAN ACCURATELY GAUGE THEIR UNDERSTANDING AND PROGRESS.

8. THE COMMA DILEMMA: SOLVING SPLICES AND CRAFTING STRONG SENTENCES

THIS ENGAGING BOOK TACKLES THE OFTEN-CONFUSING COMMA DILEMMA, PARTICULARLY ITS ROLE IN CREATING COMMA SPLICES. IT OFFERS PRACTICAL ADVICE AND NUMEROUS EXERCISES DESIGNED TO HELP WRITERS UNDERSTAND CORRECT COMMA USAGE AND SENTENCE CONSTRUCTION. THE ACCOMPANYING ANSWER KEY PROVIDES IMMEDIATE VALIDATION OF UNDERSTANDING.

9. RUN-ON RODEO: TAMING SENTENCE CHAOS WITH SKILL AND PRECISION

THIS WORKBOOK ADOPTS A LIVELY APPROACH TO TAMING SENTENCE CHAOS, FOCUSING ON IDENTIFYING AND CORRECTING RUN-

ON SENTENCES. IT PROVIDES A STRUCTURED ENVIRONMENT FOR PRACTICING SENTENCE COMBINING TECHNIQUES AND UNDERSTANDING PROPER PUNCTUATION. THE INCLUSION OF AN ANSWER KEY ALLOWS FOR IMMEDIATE REINFORCEMENT AND SKILL DEVELOPMENT.

Run On Sentences And Comma Splices Worksheet With Answers

Run On Sentences And Comma Splices Worksheet With Answers

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