

The writing activities included in the Language Links were developed in partnership with **The Writing Revolution, Inc.** a national non-profit organization that trains educators to implement **The Hochman Method**, an evidence-based approach to writing instruction. The Writing Revolution provides training, support, and resources to educators in all grades and subjects.

There is a strong correlation between students' ability to write, reading comprehension and critical thinking skills. **The Hochman Method** is most effective when the strategies are embedded in content and taught in a sequence starting with sentences and building to paragraphs and compositions. The sentence level writing activities in these Language Links, provide the foundation students need to write with clarity and fluency. They are also effective tools for teaching content and assessing comprehension.

**For more information including resources and teacher training, visit**

**[www.thewritingrevolution.org](http://www.thewritingrevolution.org)**



©2017. The Writing Revolution, Inc. All rights reserved.

The Writing Revolution name, The Hochman Method, and the tagline “Advancing Thinking Through Writing” are registered trademarks of The Writing Revolution, Inc.



**Language Link 1:**

**Can I distinguish between sentences and fragments?**

Aligned to Guidebooks 2.0 Unit A Christmas Carol, Lesson 1

**Purpose:** *When students distinguish between sentences and fragments, and correct fragments, it helps them understand the concept of a complete sentence and discern sentence boundaries. You can assess your students' comprehension of content by having them convert fragments into sentences.*

**Activity description:** *In this activity, students are asked to identify whether something is a fragment or a sentence. The fragments and sentences that are presented to students do not contain any capitalization, including that of proper nouns, or end punctuation. If it is a fragment, students will turn the fragment into a complete sentence with the appropriate capitalization and punctuation. If it is a sentence, students will re-write the sentence, adding the appropriate capitalization and punctuation.*

**Technical tips:**

- *Explain to students that when they correct the fragment, the sentence they create should be related to the text.*
- *To model this strategy with students prior to completing the exercise about “The Treasure of Lemon Brown,” a practice activity about Louisiana has been provided for you at the end of this link.*

**1. Display or project:**

1. \_\_\_\_ because of his report card
2. \_\_\_\_ angry at his father
3. \_\_\_\_ the principal sent a letter
4. \_\_\_\_ met lemon brown
5. \_\_\_\_ he played the blues

2. Say: “A sentence contains a subject (or ‘who or what’ of the sentence), a predicate (part of the sentence that tells what the subject does or is, and has at least one verb), and is a complete thought. A fragment is a phrase or part of the sentence that cannot stand on its own as a complete sentence.”

3. Directions for students:

- Write an “S” if the words form a sentence. Capitalize and punctuate the sentence.
- Write an “F” if the words form a fragment. Change each fragment into a complete sentence.

4. After several minutes, ask a few students to share their corrected fragments and capitalized and punctuated sentences.

**Student Look-Fors:**

1. F- Greg received a lecture because of his report card./ Greg’s father was upset over his report card./ Greg may not be able to play ball because of his report card.
2. F- Greg was angry at his father./ Greg was angry at his father because his father would not let him play ball.
3. S- The principal sent a letter.
4. F- Greg met Lemon Brown in an abandoned tenement./ After Greg left home, he met Lemon Brown.
5. S- He played the blues.

\*These are sample student responses. Your students’ responses to 1, 2 and 4 may vary.

5. Note: According to the [Grammar Guide](#), students learn how to correct fragments in grade 4. As needed, provide small-group instruction for students who need additional support with this skill.

---

**Practice activity:**

1. \_\_\_\_ rich history
2. \_\_\_\_ millions of people visit each year
3. \_\_\_\_ is a festival

Student Look-Fors:

1. F- Louisiana has a rich history.
2. S- Millions of people visit each year.
3. F- Mardi Gras is a festival in New Orleans.

**Language Link 2:****Can I sequence words into correctly punctuated sentences?**

Aligned to Guidebooks 2.0 Unit A *Christmas Carol*, Lesson 2

**Purpose:** *When students rearrange words into sentences, it promotes their ability to discern sentence boundaries. Rearranging scrambled sentences can help review and reinforce content and vocabulary.*

**Activity description:** *In this activity, students are given scrambled sentences about the text to rearrange.*

**Technical tips:**

- *The scrambled sentences do not contain end punctuation. The word that should appear first is not capitalized in the scrambled sentence (proper nouns are capitalized). When students rewrite the sentence, they will supply the correct capitalization and end punctuation.*
- *For students who need additional support, consider making the first word in the sentence bold.*
- *To model this strategy with students prior to completing the exercise about “The Treasure of Lemon Brown,” a practice activity about Louisiana has been provided for you at the end of this link.*

**1. Display or project:**

1. wanted men the Greg’s steal to treasure three
  2. harmonica the and sang Brown blues Sweet played Lemon the
  3. war in Brown’s son Lemon died the

2. Say: “Sentences need to be clear so that the reader understands what we are writing.”

3. Have students work independently, in pairs, groups, or as a class to rearrange the words into sentences. Remind students to add the correct capitalization and punctuation.
4. After several minutes, ask a few students to share their sentences with the class.

**Student Look-Fors:**

1. The three men wanted to steal Greg's treasure.
  2. Sweet Lemon Brown sang the blues and played the harmonica.
  3. Lemon Brown's son died in the war.
- 
5. If necessary, direct students to correct their sentences based on what their peers shared.
- 

**Practice activity:**

1. through River flows the Mississippi Louisiana

**The Mississippi River flows through Louisiana.**

2. Louisiana is Rouge capital the Baton of

**Baton Rouge is the capital of Louisiana.**

### Language Link 3:

#### Do I understand how to construct different sentence types?

Aligned to Guidebooks 2.0 Unit A Christmas Carol, Lesson 3

**Purpose:** *When students write varied sentence types, their writing is more interesting. The sentence types can be used for topic and concluding sentences. Writing sentences in the four sentence types can be used to assess students' comprehension of a text or content.*

**Activity description:** *In this activity, students are asked to write a sentence in each of the four sentence types about the given topic. All sentences should be related to the content of the text.*

#### Technical tips:

- When completing the activity, explain to students that they cannot copy sentences directly from the text; each sentence they write should be original and about the text.
- To model this strategy with students prior to completing the exercise about “The Treasure of Lemon Brown,” a practice activity about Louisiana has been provided for you at the end of this link.

#### 1. Display or project:

Topic: treasure

- Statement (.)

---

- Question (?)

---

- Exclamation (! or.)

---

- Command (. or !)

---

2. Prompt students to write a statement, a question, an exclamation, and a command about the wilderness. Be sure students use information gained from reading “The Treasure of Lemon Brown.”
3. After several minutes, ask a few students to share their sentences with the class.

**Student Look-Fors:**

- Statement: Lemon Brown’s clippings and harmonica were his treasures.
- Question: What does Greg treasure?
- Exclamation: The men want to steal Lemon Brown’s treasures!
- Command: Treasure what is most important to you./ Protect your treasures.

\*These are sample student responses. Your students’ sentences may vary.

---

**Practice activity:**

Topic: Louisiana

- Statement (.)

---

- Question (?)

---

- Exclamation (! or.)

---

- Command (. or !)

---

**Student Look-Fors:**

1. Statement: Louisiana has a diverse culture.
2. Question: Why do millions of tourists visit Louisiana each year?
3. Exclamation: Louisiana is fascinating!

4. **Command: Visit Louisiana!**

**Language Link 4:**

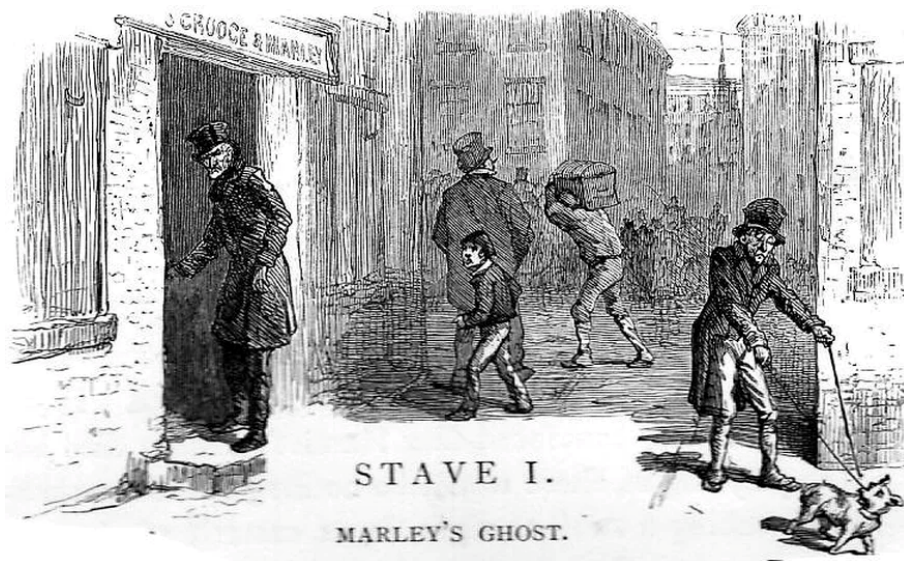
**Can I write a question about what I am reading?**

Aligned to Guidebooks 2.0 Unit A *Christmas Carol*, Lesson 4

***Purpose:** When students write questions about pictures or text, it encourages them to think about key elements and important features.*

***Activity description:** In this activity, students are asked to write statements and questions about the given picture.*

1. Display or project:



2. Prompt students to write one or two statements and one or two questions about the picture.
3. After a few minutes, ask students to share their statements and questions with the class.

**Student Look-Fors\*:**

1. Why is Scrooge such an angry man?
2. Why doesn't Scrooge interact with any other people?
2. Is the dog fearful of Scrooge?

\*These are sample student responses. Your students' responses may vary.

**Language Link 5:**

**How can I use the conjunctions *because*, *but*, and *so* to construct complex sentences?**

Aligned to Guidebooks 2.0 Unit A *Christmas Carol*, Lesson 6

**Purpose:** *Writing sentences using the conjunctions because, but, and so encourages analytical thinking, promotes extended student responses, and enables students to write linguistically complex sentences. This activity can be used to assess students' comprehension of content.*

**Activity description:** *In this activity, students are given a sentence stem and are asked to complete the sentence three different ways, using the conjunctions because, but, and so.*

**Technical tips:**

- *Remind students that they should think about the text when writing their sentences.*
- *Be sure that the conjunction **so** is used to show an effect.*
- *To model this strategy with students prior to completing the exercise about A Christmas Carol, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Scrooge does not understand the Christmas spirit of others...

1. Scrooge does not understand the Christmas spirit of others because \_\_\_\_\_  
\_\_\_\_\_
2. Scrooge does not understand the Christmas spirit of others, but \_\_\_\_\_  
\_\_\_\_\_
3. Scrooge does not understand the Christmas spirit of others, so \_\_\_\_\_  
\_\_\_\_\_

2. Say: “Conjunctions help a writer give a reader more information. They will help us write complex and interesting sentences. We are going to learn about three important conjunctions: *because*, *but*, and *so*. *Because* tells why, and *but* is used to show a change of direction. *So* is a conjunction that tells the result, or effect, of something. For example, ‘It was a hot day, so we went to the beach.’”

3. Say: “Remember, conjunctions connect words, phrases, and clauses in order to signal relationships and ideas in sentences.”

*Note: As needed, create anchor charts to display conjunctions and the relationships they signal.*

4. Prompt students to complete the given sentence stems using ***because***, ***but***, and ***so***.

Note: According to the [Grammar Guide](#), students learned how to use coordinating and subordinating conjunctions in grade 3. Provide small-group instruction for students who need additional support with this skill.

5. After several minutes, ask a few students to share their sentences with the class.

**Student Look-Fors\*:**

1. Scrooge does not understand the Christmas spirit of others because he believes that Christmas is an excuse to spend money. (Or- because he believes that Christmas is an excuse to not work./ because he is an angry and lonely man.)
2. Scrooge does not understand the Christmas spirit of others, but his nephew invites him to Christmas dinner, anyway. (Or- but he allows Bob Cratchit to take the day off.)
3. Scrooge does not understand the Christmas spirit of others, so he refuses his nephew’s invitation to Christmas dinner. (Or- so he will donate money to the men seeking charity.)

**\*These are sample student responses. Your students’ sentences may vary.**

**Practice activity:**

Louisiana is a great place to visit ...

1. Louisiana is a great place to visit because \_\_\_\_\_  
\_\_\_\_\_
2. Louisiana is a great place to visit, but \_\_\_\_\_  
\_\_\_\_\_
3. Louisiana is a great place to visit, so \_\_\_\_\_  
\_\_\_\_\_

**Student Look-Fors:**

1. Louisiana is a great place to visit because it has unique cuisine, jazz, and Mardi Gras.
2. Louisiana is a great place to visit, but the summer months are extremely hot.
3. Louisiana is a great place to visit, so millions of tourists vacation here each year.

### Language Link 6:

**How can I use the conjunctions *because*, *but*, and *so* to construct complex sentences?**

Aligned to Guidebooks 2.0 Unit A *Christmas Carol*, Lesson 7

**Purpose:** *Writing sentences using the conjunctions because, but, and so encourages analytical thinking, promotes extended student responses, and enables students to write linguistically complex sentences. This activity can be used to assess students' comprehension of content.*

**Activity description:** *In this activity, students are asked to write a sentence using the given term and conjunction. Each sentence should be based on the text.*

#### **Technical tips:**

- *The given term can appear anywhere in the sentence; the conjunction should be used in the middle of the sentence.*
- *Be sure that the conjunction so is used to show an effect.*
- *This activity is more challenging than Link 5 because the students have to write the entire sentence.*
  - *Differentiation: For students who need more support, you can modify this activity by giving them sentence stems to complete.*
- *To model this strategy with students prior to completing the exercise about A Christmas Carol, a practice activity about Louisiana has been provided for you at the end of this link.*

#### 1. Display or project:

- |   |
|---|
| <ol style="list-style-type: none"><li>1. fettered / because</li><li>2. amends / but</li><li>3. penance / so</li></ol> |
|---|

#### 2. Prompt students to write a sentence using the given term and conjunction.

Note: According to the [Grammar Guide](#), students learned how to use coordinating and subordinating conjunctions in grade 3. Provide small-group instruction for students who need additional support with this skill.

3. After several minutes, ask a few students to share their sentences with the class.

**Student Look-Fors\*:**

1. Jacob Marley's ghost is fettered because he is being punished for his actions in life. (Or- Marley's ghost warns Scrooge that he will be fettered with a longer chain because Scrooge has been adding to it since Marley's death.)

2. Marley was unable to make amends for what he did in life, but Scrooge still has time to change. (Or- Marley regrets his actions in life, but it is too late for him to make amends./ Scrooge still has time to make amends for his actions, but he does not seem to want to change.)

3. Marley did not lead a good life, so his penance is to warn Scrooge that he will have a similar fate if he does not change. (Or- Marley's penance is to warn Scrooge, so he visits Scrooge on Christmas Eve to tell him that he will be haunted by three spirits.)

\*These are sample student responses. Your students' sentences may vary.

---

**Practice activity\*:**

1. New Orleans Saints / because

2. New Orleans / but

3. music / so

**Student Look-Fors:**

1. The New Orleans Saints won the Super Bowl in 2010 because they had a great offense and defense.

2. New Orleans is a great place to visit, but it's very hot and humid in the summer.

3. New Orleans has a lively music scene, so many tourists come to visit each year.

\* There are many possible sentences students can create using these terms and conjunctions. You can change the given terms to other vocabulary that your students have prior knowledge about.

### Language Link 7:

#### How can I use subordinating conjunctions to construct complex sentences?

Aligned to Guidebooks 2.0 Unit A *Christmas Carol*, Lesson 9 (Stave II)

**Purpose:** *Conjunctions enable students to write more linguistically complex sentences. Sentences that begin with subordinating conjunctions and dependent clauses are frequently seen in written language. Writing sentences with dependent clauses improves reading comprehension, promotes extended student responses, and enables students to vary their sentence structure. It is a helpful tool for writing topic and concluding sentences. Completing sentence stems that begin with subordinating conjunctions can be used to assess students' comprehension of content.*

**Activity description:** *In this activity, students are asked to complete sentences based on given dependent clauses that begin with a subordinating conjunction.*

#### **Technical tips:**

- *To model this strategy with students prior to completing the exercise about A Christmas Carol, a practice activity about Louisiana has been provided for you at the end of this link.*

#### 1. Display or project:

1. Since Scrooge is perplexed about his conversation with Marley, \_\_\_\_\_  
\_\_\_\_\_
2. When the clock strikes one, \_\_\_\_\_  
\_\_\_\_\_
3. Although Scrooge has not thought about his childhood for many years, \_\_\_\_\_  
\_\_\_\_\_
4. After Scrooge sees his young, lonely self, \_\_\_\_\_  
\_\_\_\_\_

2. Say: “When a subordinating conjunction and dependent clause are at the beginning of sentence, it’s a more mature sentence structure. Writers frequently place a dependent clause at the beginning of a sentence. Writing sentences with dependent clauses creates variety and gives a reader more information.”

3. Say: “In the sentence ‘Although New Orleans is a great place to visit, the summers are hot and humid,’ the dependent clause is ‘Although New Orleans is a great place to visit.’ It is a dependent clause because it cannot stand alone. Since it starts with ‘although,’ you need to supply contrasting independent clause to complete the sentence.”

4. Prompt students to complete the sentence stems.

**Student Look-Fors:**

1. Since Scrooge is perplexed about his conversation with Marley, he is unable to sleep. (Or- he thinks about it over and over again./ he questions if it was a dream.)

2. When the clock strikes one, Scrooge is visited by the Ghost of Christmas Past.

3. Although Scrooge has not thought about his childhood for many years, he remembers his school very well. (Or- he recognizes everything in the town./ he remembers all of the young boys that he sees.)

4. After Scrooge sees his young, lonely self, he wishes that he had given something to the young boy singing a Christmas Carol the previous night.

\*These are sample student responses. Your students’ sentences may vary.

Note: According to the [Grammar Guide](#), students learned how to use subordinating conjunctions and create complex sentences in grade 3. Provide small-group instruction for students who need additional support with this skill.

---

**Practice activity:**

Copyright © 2017 The Writing Revolution. All rights reserved. Please refer to *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* for a comprehensive discussion of The Hochman Method and the strategies and activities illustrated here.

Topic: Weather in Louisiana

1. After a hurricane, \_\_\_\_\_  
\_\_\_\_\_
2. When there is a lot of rain, \_\_\_\_\_  
\_\_\_\_\_
3. Although it is often hot, \_\_\_\_\_  
\_\_\_\_\_
4. Since the summer is hot and humid, \_\_\_\_\_  
\_\_\_\_\_

**Student Look-Fors:**

1. After a hurricane, people have to fix the damage. (or: ...it may be a while before power is restored. / ...there is much to clean up.)
2. When there is a lot of rain, the flooding can be dangerous. (or: ...the driving conditions may be dangerous.)
3. Although it is often hot, Louisiana winters are typically mild.
4. Since the summer is hot and humid, people try to find things to do indoors. (or: ...many people go to the beach.)

### Language Link 8:

#### How can I use appositives to tell more?

Aligned to Guidebooks 2.0 Unit A Christmas Carol, Lesson 10

**Purpose:** Appositives are nouns, noun phrases, or noun clauses placed beside another noun to rename, or explain it more fully. They are often seen in written language. Using appositives enables students to provide more information to the reader, vary sentence structure, and write complex sentences. It is a helpful tool for writing topic and concluding sentences. Appositive activities can serve as a comprehension check.

**Activity description:** In the first activity, students are asked to identify the appositive in each sentence. In the second activity, students are asked to match the appropriate appositive to the given sentences.

#### Technical tips:

- Appositives often, but not always, begin with **a**, **an**, or **the**.
  - Louis Armstrong, **a** talented musician, was born in New Orleans.
  - Baton Rouge, **the** capital of New Orleans, has a rich history.
  - The Louisiana Purchase, 827,000 square miles, doubled the size of the United States.
- Phrases that begin with **who**, **which**, **that**, or that begin with verb, are **not** appositives.
  - The phrases in the following sentences are **NOT** appositives:
    - Buck, who was a former housedog, experiences a transformation living in the wilderness.
    - The waves, crashing on the shore, grew larger as the storm approached.
    - (While these sentences are grammatically correct, the phrases are not appositives. Students should practice writing appositives because it is a structure often found in written, but not usually in oral, language.)
- Appositives provide more information, but are not grammatically necessary to the sentence. You can show students that the appositive can be removed from a sentence and that the sentence will still make sense. (Ex. Baton Rouge, the capital of Louisiana, has a rich history. With the appositive removed: Baton Rouge has a rich history.)
- To model this strategy with students prior to completing the exercise A Christmas Carol, a practice activity about Louisiana has been provided for you at the end of this link.

1. Display or project:

1. Charles Dickens, a talented British author, wrote many classic novels.
2. *A Christmas Carol*, a popular novella, tells the story of Ebenezer Scrooge.

2. Say: “An appositive is a noun, noun phrase, or noun clause placed beside another noun to rename, or explain it more fully. An appositive gives the reader more information.”

3. Prompt students to work with a partner to identify the appositive in each sentence and explain why it is an appositive.

**Student Look-Fors:**

1. “A talented British author” is the appositive because it explains who Charles Dickens is. It gives more information about him.
2. “A famous novella” is the appositive because it gives more information about *A Christmas Carol*. It describes the text.

4. Display or project:

1. Jacob Marley, \_\_\_\_\_, is forced to wander the earth in chains.
2. Fan, \_\_\_\_\_, came to the school to bring Scrooge home.
3. Fezziwig, \_\_\_\_\_, threw a festive Christmas party.
  - a. Scrooge’s sister
  - b. a jovial man
  - c. Scrooge’s deceased business partner

5. Ask students to write the sentences, filling in the appositives from the choices provided.

6. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

1. Jacob Marley, Scrooge's deceased business partner, is forced to wander the earth in chains.
2. Fan, Scrooge's sister, came to the school to bring Scrooge home.
3. Fezziwig, a jovial man, threw a festive Christmas party.

---

Practice activity: *You may use these examples to illustrate how an appositive is used in a sentence, ask students to identify the appositive in each sentence, etc.*

1. Baton Rouge, the capital of Louisiana, has a rich history.
2. Shreveport, Louisiana's third-largest city, is home to many great museums.
3. Louis Armstrong, a talented musician, was born in New Orleans.
4. Mardi Gras, an exciting festival, is celebrated throughout the state.

### Language Link 9:

#### How can I use appositives to tell more?

Aligned to Guidebooks 2.0 Unit A *Christmas Carol*, Lesson 12\*

**Purpose:** *Appositives are nouns, noun phrases, or noun clauses placed beside another noun to rename, or explain it more fully. They are often seen in written language. Using appositives enables students to provide more information to the reader, vary sentence structure, and write complex sentences. Appositive activities can serve as a comprehension check.*

**Activity description:** *In this activity, students are asked to brainstorm different appositives that can be used to describe the subject of the sentence.*

#### Technical tips:

- *Reminder: Appositives provide more information, but are not grammatically necessary to the sentence. You can show students that the appositive can be removed from a sentence and that the sentence will still make sense. (Ex. Baton Rouge, the capital of Louisiana, has a rich history. With the appositive removed: Baton Rouge has a rich history.)*
- *To model this strategy with students prior to completing the exercise about A Christmas Carol, a practice activity about Louisiana has been provided for you at the end of this link.*

#### 1. Display or project:

Brainstorm appositives that would complete the sentence.

Scrooge, \_\_\_\_\_, is visited by three spirits.

_____	_____
_____	_____
_____	_____

\*\* This activity can serve as a review of the content learned in the previous lessons.

Copyright © 2017 The Writing Revolution. All rights reserved. Please refer to *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* for a comprehensive discussion of The Hochman Method and the strategies and activities illustrated here.

2. Say: “Remember, appositives are nouns, noun phrases, or noun clauses placed beside another noun to rename, or explain it more fully. An appositive gives the reader more information.”

3. Students can work with a partner, group, or as a whole class to brainstorm appositives for Scrooge.

**Student Look-Fors:**

a greedy man	a shrewd businessman
a miser	the main character
a selfish man	a cold-hearted man

\*Student responses will vary. Make sure that what they create is an appositive.

4. Ask students to rewrite the sentence using one of the appositives from their brainstorm.

**Student Look-Fors:**

- Scrooge, a cold-hearted man, is visited by three spirits.

---

Practice activity: (You may choose to give students a different topic that students have extensive prior knowledge about.)

New Orleans, \_\_\_\_\_, is a popular place to visit.

_____	_____
_____	_____
_____	_____

**Student Look-Fors:**

a vibrant city	the “Big Easy”
the second-largest city in Louisiana	a city with great music and cuisine
an exciting city	a city in Louisiana



### Language Link 10:

#### **How can I combine sentences to make my writing more fluid?**

Aligned to Guidebooks 2.0 Unit A *Christmas Carol*, Lesson 13

**Purpose:** *Sentence combining is the most effective method of teaching grammar and usage.<sup>†</sup> Sentence combining allows students to see various options for crafting complex sentences and enhances syntactic flexibility.*

**Activity description:** *In this activity, students are given multiple sentences to combine into a single sentence. When combining sentences, students can use pronouns, commas, conjunctions, and appositives.*

#### **Technical tips:**

- *Students should understand that the sentences do not have to be combined in the order they are presented.*
- *Students should understand that writers often combine sentences that relate to one another to make the meaning clear to the reader and to create sentence variety and fluency.<sup>‡</sup>*
- *There may be multiple ways to combine each set of sentences. Model for students how to combine the first set of sentences. Students should practice combining sentences as a whole class before doing this activity independently.*
- *To model this strategy with students prior to completing the exercise about A Christmas Carol, a practice activity about Louisiana has been provided for you at the end of this link.*

---

<sup>†</sup> Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

<sup>‡</sup> L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Copyright © 2017 The Writing Revolution. All rights reserved. Please refer to *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* for a comprehensive discussion of The Hochman Method and the strategies and activities illustrated here.

1. Display or project:

1. Scrooge is visited by a second spirit.

The second spirit is the Ghost of Christmas Present.

Combined sentence: \_\_\_\_\_

2. Mr. Cratchit raises a toast to Scrooge.

Mrs. Cratchit becomes angry.

Combined sentence: \_\_\_\_\_

3. The Cratchits do not have a lot of money.

The Cratchits face many hardships.

The Cratchits have the Christmas spirit.

Combined sentence: \_\_\_\_\_

2. Say: “Good writers use pronouns, commas, conjunctions, and appositives to combine short, declarative sentences. This helps writers vary their sentences and make them more interesting to the reader.”

3. Prompt students to combine each set of sentences. Encourage students to use pronouns, conjunctions, and commas as needed.

*Reminder: There may be multiple ways to combine each set of sentences. Model for students how to combine the first set of sentences. Students should practice combining sentences as a whole class before doing this activity independently.*

4. After several minutes, ask a few students to share with the class how they combined each set of sentences. As each student shares a sentence, prompt another student in the class to share another way to combine the sentences. Then, ask students to explain why they might combine sentences.

**Student Look-Fors:**

1. Scrooge is visited by a second spirit, the Ghost of Christmas Present.
2. When Mr. Cratchit raises a toast to Scrooge, Mrs. Cratchit becomes angry. (Or- When Mr. Cratchit raises a toast to Scrooge, so Mrs. Cratchit becomes angry. Mrs. Cratchit becomes angry because Mr. Cratchit raises a toast to Scrooge./ Mr. Cratchit raises a toast to Scrooge, so Mrs. Cratchit becomes angry.
3. The Cratchits do not have a lot of money and face many hardships, but they have the Christmas spirit. (Or- Although the Cratchits do not have a lot of money and face many hardships, they have the Christmas spirit.)

- *Students should understand that the sentences do not have to be combined in the order they are presented.*
- *Students should understand that writers often combine sentences that relate to one another to make the meaning clear to the reader and to create sentence variety and fluency.<sup>§</sup>*

5. Direct students to revise or adjust their sentences based on what their peers shared.

---

**Practice activity:**

1. Lafayette is a city in Louisiana.  
Slidell is a city in Louisiana.

Combined sentence: \_\_\_\_\_

2. President Jefferson wanted control of the Mississippi River.  
President Jefferson authorized the purchase of the Louisiana Territory from France.

Combined sentence: \_\_\_\_\_

3. New Orleans is the largest city in Louisiana.  
New Orleans is known for its French Quarter.  
New Orleans is known for its jazz music.

---

<sup>§</sup> L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  
Copyright © 2017 The Writing Revolution. All rights reserved. Please refer to *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* for a comprehensive discussion of The Hochman Method and the strategies and activities illustrated here.

Combined sentence: \_\_\_\_\_

**Student Look-fors:**

1. Lafayette and Slidell are cities in Louisiana.
2. President Jefferson wanted control of the Mississippi River, so he authorized the purchase of the Louisiana Territory from France. (or: President Jefferson authorized the purchase of the Louisiana Territory from France because he wanted control of the Mississippi River.)
3. New Orleans, the largest city in Louisiana, is known for its French Quarter and jazz music.

### Language Link 11:

#### How do I expand sentences to give the reader more information?

Aligned to Guidebooks 2.0 Unit A Christmas Carol, Lesson 14

**Purpose:** Sentence expansion activities enable students to focus on what a reader needs to know, to provide that information and to extend their responses. In addition, these activities can check comprehension and develop students' ability to summarize.

**Activity description:** In this activity, students are given a simple sentence, called a kernel sentence, to expand. Students will use the given question words to expand the kernel sentence. The dotted lines next to the question words indicate that students should only write notes (key words and phrases, abbreviations and symbols when possible), not sentences. To create the expanded sentence, students will add their answers to the question words to the kernel sentence.

#### Technical tips:

- The activity should result in one expanded sentence.
- All question words relate to the kernel sentence.
- When writing the expanded sentence, the kernel must stay intact. The only change that can be made to the kernel is replacing a pronoun when **who** or **what** is asked (i.e. She studied → Jane studied). Students will add the words they wrote on the dotted lines to the solid lines of the expanded sentence. Students should use the same words in their expanded sentence that they used in their notes on the dotted lines. They may add function words (a, the, in, etc.). For example:

**She studied.**

Who? Jane

When? after school

Where? library

Why? wanted good grades

Expanded sentence: After school, Jane studied in the library because she wanted good grades.

when      kernel      where      why

- *Students should not add additional information to the expanded sentence. For example, if “where” is not asked, that information should not be included in the expanded sentence.*
- *Students should not omit or change any words from their answers to the questions when writing the expanded sentence.*
- *Direct students to begin their expanded sentence with the “when” (when applicable) because this structure is frequently seen in written language.*
- *To model this strategy with students prior to completing the exercise about A Christmas Carol, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

**1. He pities Scrooge.**

Who? .....

Why? .....

Expanded sentence:

---



---

**2. They play games.**

Who? .....

When? .....

Expanded sentence:

---



---

**3. He begins to change.**

Who? .....

Why? .....

Expanded sentence:

---



---

2. Say: “When we write, we need to think about what the reader might or might not know about the topic. When the reader needs more information, we should expand our sentences to provide more information for the reader.”

3. Read the first kernel sentence: “He pities Scrooge.” Explain to students that this is a sentence because it has a subject and a predicate, but it provides little information to the reader.

4. Ask each question under the kernel sentence, and record student responses. (*Who pities Scrooge? Why does he pity Scrooge?*) Explain to students that when they see dotted lines, they should only write key words and phrases, not complete sentences. They should use abbreviations and symbols when appropriate. Then, expand the kernel sentence by adding the students’ answers to the question words.

**Student Look-Fors:**

**1. He pities Scrooge.**

Who? Fred

Why? b/c Scrooge’s dislike for others only hurts himself.

Expanded sentence: Fred pities Scrooge because Scrooge’s dislike for others only hurts himself.

5. Read the second kernel sentence, “They play games.” Prompt students to answer the questions (*Who plays games? When do they play games?*) using key words and phrases, abbreviations, and symbols, and expand the kernel sentence. Remind students to begin their expanded sentence with “when” if it is one of the question words.

6. After several minutes, ask a few students to share their answers to the question words and expanded sentences.

**Student Look-Fors:**

**2. They play games.**

Who? Fred + guests

When? Christmas party

Expanded sentence: During the Christmas party, Fred and his guests play games.

7. Read the third kernel sentence, “He begins to change.” Prompt students to answer the questions (*Who begins to change? When does he begin to change? Why does he begin to change?*) using key words and phrases, abbreviations, and symbols, and expand the kernel sentence.

8. After several minutes, ask a few students to share their answers to the question words and expanded sentences.

### Student Look-Fors:

#### 3. He begins to change.

Who? Scrooge

When? after leaving Fred’s party

Why? beginning to enjoy being around others

Expanded sentence: After leaving Fred’s party, Scrooge begins to change because he is beginning to enjoy being around others.

*Note: There may be multiple correct answers for ‘when’ and ‘why’*

9. Note: Access the [Grammar Guide](#) to determine the skills students should have coming into grade 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4. As students construct their sentences, make note of students who need additional support with specific grammar skills to better target student needs during whole-class and small-group instruction.

### Practice activity:

#### They won the Super Bowl.

Who? .....

When? .....

Why? .....

Expanded Sentence:

---



---

*\*Teacher will need to tell students “Think about Louisiana.”*

Student Look-Fors:

**They won the Super Bowl.**

Who? NO Saints

When? 2009

Why? great defense + offense

Expanded Sentence: In 2009, the New Orleans Saints won the Super Bowl because of their great defense and offense.

### **Language Link 12:**

#### **How do I expand sentences to give the reader more information?**

Aligned to Guidebooks 2.0 Unit A *Christmas Carol*, Lesson 19

***Purpose:** Sentence expansion activities enable students to focus on what a reader needs to know, to provide that information and to extend their responses. In addition, these activities can check comprehension and develop students' ability to summarize.*

***Activity description:** In this activity, students are given a simple sentence, called a kernel sentence, to expand. Students will use the given question words to expand the kernel sentence. The dotted lines next to the question words indicate that students should only write notes (key words and phrases, abbreviations and symbols when possible), not sentences. To create the expanded sentence, students will add their answers to the question words to the kernel sentence.*

#### ***Technical tips:** Reminders-*

- *The activity should result in one expanded sentence.*
- *All question words relate to the kernel sentence.*
- *When writing expanded sentences, the only information that should be added to the kernel sentence is what is written in the answers to the question words. Additional information should not be added. For example, if “where” is not asked, that information should not be included in the expanded sentence.*
- *When writing the expanded sentence, the kernel must stay intact.*
- *Students should not omit or change any words from their answers to the questions when writing the expanded sentence.*

1. Display or project:

**1. They are grieving.**

Who? .....

Why? .....

Expanded sentence:

\_\_\_\_\_

\_\_\_\_\_

2. Say: “Remember, when we write, we need to think about what the reader might or might not know about the topic. When the reader needs more information, we should expand our sentences to provide more information for the reader.”

3. Read the kernel sentence: “They are grieving.” Explain to students that this is a sentence because it has a subject and a predicate, but it provides little information to the reader.

4. Ask each question below the kernel sentence (*Who is grieving? Why are they grieving?*) and record the students’ answers. Remind students that when they see dotted lines, they should only write key words and phrases, abbreviations, and symbols. Then, expand the kernel sentence by adding the student responses to the question words.

**Student Look-Fors:**

**1. They are grieving.**

Who? Cratchit family

Why? Tiny Tim passed away

Expanded sentence: The Cratchit family is grieving because Tiny Tim has passed away.

*Note: Student responses for **why** may vary.*