

Language Link 1:
Can I distinguish between sentences and fragments?
Aligned to Guidebooks 2.0 Unit *Conservation*, 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 “Autumntime”, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. ____ the urbanization program
2. ____ backyards were no longer protected
3. ____ the o'brien house and tree
4. ____ the narrator and his family enjoyed seeing the tree
5. ____ must be valued and protected

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-In “Autumtime,” the urbanization program destroyed real trees and replaced them with artificial ones.
2. S- Backyards were no longer protected.
3. F- The main character in the story was upset because the O’Brien house and tree were going to be torn down.
4. S- The narrator and his family enjoyed seeing the tree.
5. F- Nature must be valued and protected in order for it to exist in the future.

*These are sample student responses. Your students’ responses to 1, 3 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 Conservation, 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 Conservation, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. is of environment the preservation natural the conservation
2. is the to happen in the future foresight ability what predict will
3. an is unnoticeable prominent antonym for

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. Conservation is the preservation of the natural environment.
 2. Foresight is the ability to predict what will happen in the future.
 3. An antonym for prominent is unnoticeable.
-
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 *Conservation*, Lesson 3

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 questions about the given picture.*

1. Display or project:



Photo: 1908 Conference of Governors

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

Student Look-Fors*:

- How were the governors selected?
- What was the purpose of the conference?
- Why was this conference significant?

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

Language Link 4:
Can I write a question about what I am reading?
Aligned to Guidebooks 2.0 Unit *Conservation*, 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 a question that would yield the given answer. The question should be precise.*

Example: Q: Who was the first president of the United States? (precise question)

A: George Washington

Q: Who was an important president? (not precise enough)

A: George Washington

Note: This activity is based on President Roosevelt’s “Conservation as a National Duty” speech.

1. Display or project:

<p>1. Q. _____</p> <p>A. the concern with the discrimination between right and wrong</p>
<p>2. Q. _____</p> <p>A. patriotism</p>
<p>3. Q. _____</p> <p>A: the wise use of natural resources</p>
<p>4. Q. _____</p> <p>A. foresight</p>

2. Prompt students to write questions that yield the given answers.

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

Student Look-Fors:

Q. What is morality?

A. the concern with the discrimination between right and wrong

2. Q. What is love or devotion to one's country?

A. patriotism

3. Q. What is the nation's future prosperity dependent upon?

A: the wise use of natural resources

4. Q. What must the nation exercise for the next generation?

A. foresight

Practice activity:

Topic: Louisiana

Q. _____

A. Baton Rouge

Student Look-fors:

Q. What is the capital of Louisiana?

A. Baton Rouge

Language 5:

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

Aligned to Guidebooks 2.0 Unit *Conservation*, 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 "Requiem for a Nest," a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

The bird creates her nest in a dangerous place...

1. The bird creates her nest in a dangerous area place because _____

2. The bird creates her nest in a dangerous place, but _____

3. The bird creates her nest in a dangerous area, place _____

2. Say: “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. The bird creates her nest in a dangerous place because she is acting natural and is unknowing.
2. The bird creates her nest in a dangerous place, but the area looks safe to her.
3. The bird creates her nest in a dangerous place, so her babies may not survive.

**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 Conservation, 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 "Birdfoot's Grandpa," a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

- | |
|-----------------|
| 1. car/ because |
| 2. toads/ but |
| 3. annoyed /so |

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. The old man stops the car many times because he wants to save the toads.
2. The old man is trying to save as many toads as possible, but the speaker insists that he will not be able to.
3. The speaker is annoyed at the old man, so he may exaggerate the amount of times the old man stops the car.

*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 *Conservation*, Lesson 8

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 Parable of Sauntering” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. After speaking to Mr. Muir, _____

2. Since the speaker learns the “secret of the saunter,” _____

3. When people are concerned with money and amusement, _____

4. If people want to appreciate the beauty of life, _____

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. After speaking to Mr. Muir, the speaker learns the difference between “hiking” and “sauntering.”
2. Since the speaker learns the “secret of the saunter,” he wants to share it with others. / he becomes enthusiastic.
3. When people are concerned with money and amusement, they miss the beauty of life, nature and friendships.
4. If people want to appreciate the beauty of life, they should slow down.

**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:

Topic: Weather in Louisiana

1. After a hurricane, _____

2. When there is a lot of rain, _____

3. If a storm is approaching, _____

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. If a storm is approaching, people should take steps to prepare.
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 subordinating conjunctions to construct complex sentences?**

Aligned to Guidebooks 2.0 Unit Conservation, Lesson 10

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. Writing sentences that begin with subordinating conjunctions can be used to assess students' comprehension of content.*

Activity description: *In this activity, students are asked to write a sentence using the given subordinating conjunction and term.*

Technical tips:

- *Instruct students to place the subordinating conjunction at the beginning of the sentence. While subordinating conjunctions can appear in the middle of the sentence, placing the dependent clause at the beginning of the sentence is frequently a written language structure.*
- *The given terms in the activity childish feelings, sweater, mature—can be used anywhere in the sentence.*
- *Notice that the subordinating conjunction is given first and capitalized, to encourage students to use it to begin the sentence.*
- *This activity is more challenging than Link 7 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 “Conservation as a National Duty” 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">1. Since/ cities2. When / natural resources3. Even though/ industrial progress |
|--|

2. Prompt students to use the words and conjunctions to write complete sentences.

Student Look-Fors:

1. Since man moved to cities and began working in industries, he lost touch with nature.
 2. When man began making more progress, he started demanding more from natural resources.
 3. Even though industrial progress became more rapid, society's moral and spiritual growth lagged behind.
-

Practice activity:

1. Even though/ rain
2. Since / tornado
3. When/ storm

Student Look-Fors:

1. Even though Louisiana receives a lot of rain, the weather is usually very nice. (or: Although it may rain, I still plan to go to the park.)
2. Since tornadoes have high wind speeds, they cause a lot of destruction.
3. When a storm comes, people should stay inside and take shelter.

*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. Be sure students begin each sentence with the subordinating conjunction.

Language Link #9:
How can I use appositives to tell more?
Aligned to Guidebooks 2.0 Unit Conservation, 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 about, “Conservation as a National Duty,” “Requiem for a Nest,” and “A Parable of

Sauntering,” a practice activity about Louisiana has been provided for you at the end of this link.

1. Display or project:

1. Theodore Roosevelt, the 26th president of the United States, stressed the importance of conservation during his presidency.
2. Patriotism, the love and pride for one’s country, is one of the main themes in Roosevelt’s speeches on conservation.

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. “The 26th president of the United States” is the appositive because it gives the reader more information about Theodore Roosevelt.
2. “The love and pride for one’s country” is the appositive because it explains what patriotism is.

4. Display or project:

1. John Muir, _____, believes that people should “saunter” through life.
2. The bird, _____, was unaware of the dangerous location of her nest.
3. “Conservation as a National Duty”, _____, focuses on morality, patriotism and progress.
 - a. “the winged thang”
 - b. an admirer of nature
 - c. a famous speech by Theodore Roosevelt

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. John Muir, an admirer of nature, believes that people should “saunter” through life.
2. The bird, “the winged thang,” was unaware of the dangerous location of her nest.
3. “Conservation as a National Duty,” a famous speech by Theodore Roosevelt, focuses on morality, patriotism and progress.

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 #10:

How can I use appositives to tell more?

Aligned to Guidebooks 2.0 Unit *Conservation*, Lesson 11

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 “Conservation as a National Duty,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

2. Say: “Remember, appositives are nouns, noun phrases, or noun clauses placed beside

Brainstorm appositives that would complete the sentence.

Theodore Roosevelt, _____, had a lasting impact on America.

_____	_____
_____	_____
_____	_____

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 “Theodore Roosevelt”

Student Look-Fors:

a conservationist	a pioneer in conservation
a naturalist	a patriot
a passionate leader	an advocate of outdoor life

*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:

- Theodore Roosevelt, a pioneer in conservation, had a lasting impact on America.

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 #11

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

Aligned to Guidebooks 2.0 Unit Conservation, Lesson 12

Purpose: *Sentence combining is the most effective method of teaching grammar and usage. * 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.[†]*
- *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 “Conservation as a National Duty,” a practice activity about Louisiana has been provided for you at the end of this link.*

* 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.

[†] 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. President Theodore Roosevelt was a conservationist.

President Theodore Roosevelt wanted to protect the nation's natural resources.

Combined sentence: _____

2. Roosevelt believed that people had a moral obligation to conserve timber.

Roosevelt advised people to start conserving timber immediately.

Combined sentence: _____

3. Previous generations believed that their children would find new land and resources easily.

Previous generations didn't realize that the resources would be exhausted.

They didn't realize that the land would be harder and harder to find.

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. President Theodore Roosevelt, a conservationist, wanted to protect the nation's natural resources.

2. Since Roosevelt believed that people had a moral obligation to conserve timber, he advised them to start conserving immediately. (Or: Roosevelt believed that people had a moral obligation to conserve timber, so he advised them to start immediately.)

3. Previous generations believed that their children would find new land and resources easily, but they didn't realize that the resources would be exhausted and the land would be harder and harder to find. (Or: While previous generations believed that their children would find new land and resources easily, they didn't realize that the resources would be exhausted and the land would be harder and harder to find.)

- *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.[‡]*

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.

[‡] 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 #12

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

Aligned to Guidebooks 2.0 Unit *Conservation*, Lesson 13

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 Conservation as a National Duty,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. The nation was unaware of them.

What?

When?

Why?.....

Expanded sentence:

2. Steam and electricity revolutionized it.

What?

When?

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: “The nation was unaware of them.” 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. (*What was the nation unaware of? When were they unaware of them? Why were they unaware of them?*) 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. The nation was unaware of them.

What? natural resources

When? Washington’s time

Why? b/c country hadn’t tap into their potential

Expanded sentence: During Washington’s time, the nation was unaware of natural resources because the country had not tapped into their potential.

5. Read the second kernel sentence, “Steam and electricity revolutionized it.” Prompt students to answer the questions (*What did steam and energy revolutionize, When did steam and energy revolutionize it? Why did steam and energy revolutionize it?*) 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. Steam and electricity revolutionized it.

What? the industrial world

When? after Constitution was adopted

Why? ↑society's comfort + convenience

Expanded sentence: After the Constitution was adopted, steam and electricity revolutionized the industrial world because they increased society's comfort and convenience.

○ *Note: There may be multiple correct answers for '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 #13:
How do I expand sentences to give the reader more information?
Aligned to Guidebooks 2.0 Unit Conservation, 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:** 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:

He planned ahead.

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: “He planned ahead.” 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 planned ahead? Why did they plan ahead?*) 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:

He planned ahead.

Who? Washington

Why? realized future of country depended on wise use of natural res.

Expanded sentence: Washington planned ahead because he realized that the future of the country depended on the wise use of natural resources.

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