

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

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Language Link 1:

Can I distinguish between sentences and fragments?

Aligned to Guidebooks 2.0 Unit Tell-Tale Heart, 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 Treachery of Images,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. ____ a surrealist belgian artist
2. ____ magritte painted a pipe
3. ____ reproached magritte
4. ____ a painting of an object
5. ____ point of view and perspective

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- Magritte was a Surrealist Belgian artist.
2. S- Magritte painted a pipe.
3. F- People reproached Magritte for his painting.
4. F- A painting of an object is not the same as the actual object.
5. F- Point of view and perspective shape our understanding.

*These are sample student responses. Your students’ responses to 1, 3, 4 and 5 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 Tell-Tale Heart, Lesson 3

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 Ransom of Red Chief,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. place a inhabitants people particular in live who are
 2. demands the their to criminals accede Dorset to Ebenezer expect
 3. of citizen the ten-year-old Johnny prominent a son is

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. Inhabitants are people who live in a particular place.
 2. The criminals expect Ebenezer Dorset to accede to their demands.
 3. Johnny is the ten-year-old son of a prominent citizen.
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 Tell-Tale Heart, Lesson 4

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

Activity description: *In this activity, students are asked to write two statements and two questions 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 Ransom of Red Chief,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Topic: The Kid

- Statement (.)

- Statement (.)

- Question (?)

- Question (?)

2. Prompt students to write two statements and two questions about The Kid Be sure students use information gained from reading “The Ransom of Red Chief.”
3. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

- Statement: The kid calls himself “Red Chief.”
- Statement: The kidnappers offer the kid candy and a ride.
- Question: Why doesn’t the kid want to go home?
- Question: What does the kid do once he is taken to the cave outside of town?

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

Practice activity*:

Topic: Louisiana

- Statement (.)

- Statement (.)

- Question (?)

- Question (?)

Student Look-Fors:

- Statement: Louisiana is a diverse state.
- Statement: Millions of tourists visit Louisiana each year.
- Question: How many people live in Louisiana?
- Question: What famous people were born in Louisiana?

*For the practice activity, you can give students a different topic that they have prior knowledge about.

Language Link 4:

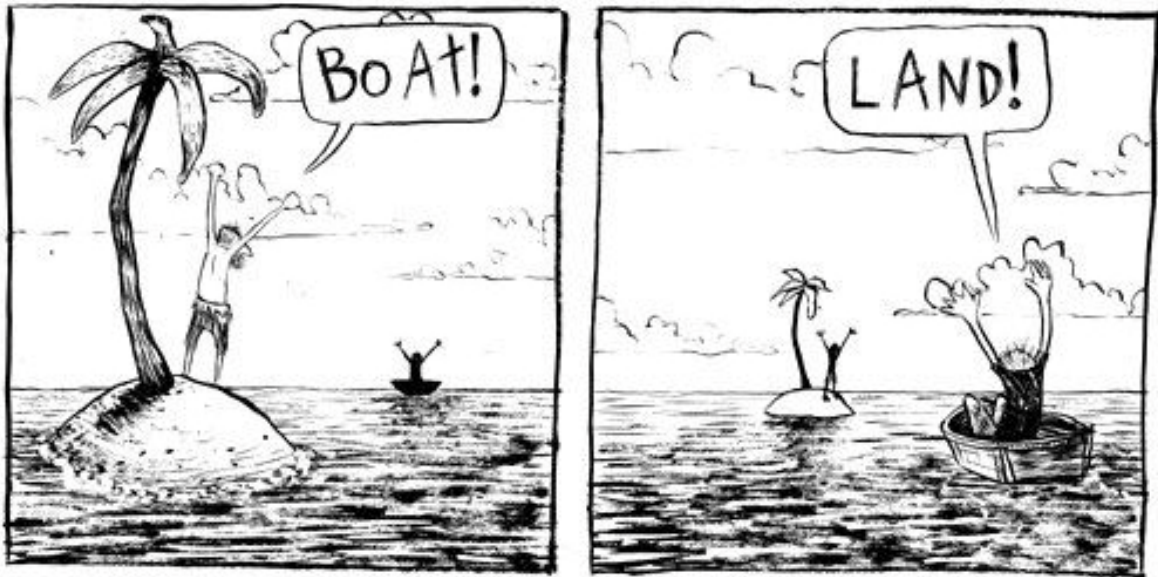
Can I write a question about what I am reading?

Aligned to Guidebooks 2.0 Unit Tell-Tale Heart, Lesson 6

***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*:

- **Statement: Perspective affects perception.**
- **Statement: Each man sees what he wants to see.**

- Question: Is the man on the island able to see from the point of view of the man in the boat?
- Question: Why is it so hard to see from a different perspective?
(Other possible responses: *Why is this image ironic? Why is this image funny?*)

Language 5:

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

Aligned to Guidebooks 2.0 Unit Tell-Tale Heart, 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 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 “The Ransom of Red Chief,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

We never feel worried for the kid...

1. We never feel worried for the kid because _____

2. We never feel worried for the kid, but _____

3. We never feel worried for the kid, 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. We never feel worried for the kid because the criminals are so incompetent.
2. We never feel worried for the kid, but we do feel worried for the criminals.
3. We never feel worried for the kid, so we find the story comical instead of frightening.

**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, great 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 Tell-Tale Heart, Lesson 8

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 “The Ransom of Red Chief,” 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. kidnapping / because2. ransom / but3. Bill and Sam / so |
|--|

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

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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 kidnapping is ironic because we don't expect it to be funny.
2. We expect parents to be willing to pay any ransom for their children, but the kid's father wants to be paid *to* take his child back.
3. Bill and Sam find the kid annoying and exhausting, so they are willing to pay his father to take him back.

*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 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 Tell-Tale Heart, Lesson 9

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 "The Ransom of Red Chief," a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. While the criminals expect to make money off of the kidnapping, _____

2. Since Sam is the narrator of the story, _____

3. If "The Ransom of Red Chief" was told from the kid's perspective, _____

4. When the kid realizes Sam and Bill are going to leave him at home, _____

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5. Although Bill is heavy and not a great runner,

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. While the criminals expect to make money off of the kidnapping, they end up losing money.
2. Since Sam is the narrator of the story, his perspective greatly influences how we feel about the events of the text.
3. If “The Ransom of Red Chief” was told from the kid’s perspective, he would probably focus on the adventure and excitement of his kidnapping.
4. When the kid realizes Sam and Bill are going to leave him at home, he wraps himself around Bill’s leg.
5. Although Bill is heavy and not a great runner, he runs faster than Sam to get away from the kid.

**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. When there is a lot of rain, _____

2. While residents in the northern parts of Louisiana can expect one to three snowfalls each year, _____

3. Although it is often hot, _____

4. If there is a hurricane, _____

5. Since the summer is hot and humid, _____

Student Look-Fors:

1. When there is a lot of rain, the flooding can be dangerous. (or: ...the driving conditions may be dangerous.)
2. While residents in the northern parts of Louisiana can expect one to three snowfalls each year, snow is generally rare in the state.
3. Although it is often hot, Louisiana winters are typically mild.
4. If there is a hurricane, people should seek shelter.

5. 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 Tell-Tale Heart, 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 “The Ransom of Red Chief,” practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. “The Ransom of Red Chief,” a short story by O. Henry, is about the unsuccessful kidnapping of a ten-year-old boy.
2. Johnny, a ten-year-old boy, is kidnapped by Bill and Sam.

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 short story by O. Henry” is the appositive because it explains what “The Ransom of Red Chief” is and gives more information about it.
2. “A ten-year-old boy” is the appositive because it describes and gives more information about Johnny.

4. Display or project:

1. Bill and Sam, _____, kidnap Johnny.
2. Ebenezer Dorset, _____, is Johnny's father.
3. Johnny announces himself as "Red Chief, _____," when Bill and Sam come to the cave where he is camping.
 - a. the terror of the plains
 - b. two small-time criminals
 - c. a prominent citizen

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. Bill and Sam, two small-time criminals, kidnap Johnny.
2. Ebenezer Dorset, a prominent citizen, is Johnny's father.
3. Johnny announces himself as "Red Chief, the terror of the plains," when Bill and Sam come to the cave where he is camping.

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 Tell-Tale Heart, Lesson 13

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 add an appositive to a given 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 “The Tell-Tale Heart,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Add an appositive to each sentence.

1. Edgar Allan Poe, _____, wrote the classic “The Tell-Tale Heart.”
2. “The Tell-Tale Heart,” _____, was first published in 1843.
3. The unnamed narrator, _____, assumes the reader of “The Tell-Tale Heart” will think he is crazy.
4. The narrator believes his victim, _____, has an “evil eye.”
5. The narrator is careful to hide the evidence of his crime, _____.

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 add appositives to the sentences related to “The Tell-Tale Heart.”

Student Look-Fors:

1. Edgar Allan Poe, a writer known for his mystery stories, wrote the classic “The Tell-Tale Heart.”
2. “The Tell-Tale Heart,” a classic Gothic short story, was first published in 1843.
3. The narrator, a calculating murderer, assumes the reader of “The Tell-Tale Heart” will think he is crazy.
4. The narrator believes his victim, an old man living with him, has an “evil eye.”
5. The narrator is careful to hide the evidence of his crime, the old man’s dismembered body.

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

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

1. New Orleans, _____, is a popular place to visit.
2. Beignets, _____, are popular with tourists in New Orleans.
3. New Orleans is famous for Mardi Gras, _____.

Student Look-Fors:

1. New Orleans, a vibrant city in Louisiana, is a popular place to visit.
2. Beignets, square-shaped fried pastries, are popular with tourists in New Orleans.
3. New Orleans is famous for Mardi Gras, an annual festival.

Language Link 10:

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

Aligned to Guidebooks 2.0 Unit Tell-Tale Heart, Lesson 14

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 “The Tell-Tale Heart,” 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.
The old man is murdered.
The old man gives a shriek.
2.
The narrator feels guilty.
The narrator feels terrified.
The narrator admits to the murder.
3.
The narrator enters the old man's room as usual on the eighth night.
This time the old man is awake.

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. Before he is murdered, the old man gives a shriek.

2. Since the narrator feels guilty and terrified, he confesses to the murder. [or: The narrator confesses to the murder because he feels guilty and terrified.]
3. The narrator enters the old man's room as usual on the eighth night, but this time he is awake.

- *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.

Combined sentence: _____

Student Look-fors:

1. Lafayette and Slidell are cities in Louisiana.

[‡] L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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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 Tell-Tale Heart, Lesson 15

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 “The Tell-Tale Heart,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1.
He asks the police officers to sit.

Who?

Where?

Why?

Expanded sentence:

2.
He was not suspicious.

Who?

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: “He asks the police officers to sit.” 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 asks the police officers to sit? Where does he ask the police officers to sit? Why does he ask the police officers to sit?*) 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 asks the police officers to sit.

Who? narrator

Where? old man’s room

Why? so confident he will get away w/murder

Expanded sentence: The narrator asks the police officers to sit in the old man’s room because he is so confident that he will get away with the murder.

5. Read the second kernel sentence, “He was not suspicious.” Prompt students to answer the questions (*Who was not suspicious? When was he not suspicious? Why was he not suspicious?*) 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.

He was not suspicious.

Who? the old man

When? before murder

Why? narrator was very nice to him

Expanded sentence: Before the murder, the old man was not suspicious because the narrator was very nice to him.

7. 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 *Steve Jobs*, Lesson 16

***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:

His reliability is questionable.

Whose?

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: “His reliability is questionable.” 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 (*Whose reliability is questionable? Why is his reliability questionable?*) 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:

His reliability is questionable.

Whose? narrator's

Why? inconsistency btwn. narration + behavior

Expanded sentence: The narrator’s reliability is questionable because of the inconsistency between his narration and his behavior.

Note: There may be multiple correct answers for ‘Why?’

