

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 *Written in Bone*, 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 *Written in Bone*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. \_\_\_\_ the study of human skeletal artifacts
2. \_\_\_\_ a grave mystery
3. \_\_\_\_there was no coffin
4. \_\_\_\_ the skeleton's arms
5. \_\_\_\_the skeleton was in a pit

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- Forensic anthropology is the study of human skeletal artifacts. (Or- Forensic anthropology is the study of human skeletal artifacts to understand the life and death of people in the past.)
2. F- The author uses the title “A Grave Mystery” because it is a play on words. (Or- The discovery of the skeleton was a grave mystery./ “A Grave Mystery” is the title of the first chapter.)
3. S- There was no coffin.
4. F- The skeleton’s arms were bent.
5. S- The skeleton was in a pit.

\*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 rich history  
Louisiana has a rich history.
2. S millions visit each year  
Millions of people visit each year.
3. F is a festival  
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 *Written in Bone*, 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 *Written in Bone*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. skeleton the excavated scientists the carefully
2. information the record early has colonists historical little about the
3. ancestors study human and beings anthropologists their
4. built was wall a protect palisade to fort 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 scientists excavated the skeleton carefully.
  2. The historical record has little information about the early colonists.
  3. Anthropologists study human beings and their ancestors.
  4. A palisade wall was built to protect the fort.
- 
5. If necessary, direct students to correct their sentences based on what their peers shared.

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**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 *Written in Bone*, Lesson 3

**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 a sentence of each type 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 *Written in Bone*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Topic: the author's text structures or craft moves

- Statement (.)

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- Question (?)

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- Exclamation (! or.)

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- Command (. or !)

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2. Prompt students to write a statement, a question, an exclamation, and a command about the author's text structures or craft moves. Be sure students use information gained from reading *Written in Bone*.

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

**Student Look-Fors:**

1. Statement: The author uses plays on words to engage the reader. (Or- The author uses headings to help the reader./ The headings give clues about the main idea of the text.)
2. Question: How do the photographs support the reader? (Or-What does the author mean by “puzzles of the Chesapeake?”/ How do headings help the reader?)
3. Exclamation: The pictures in the chapter are captivating! (Or- The author’s word choice is engaging! The subheadings make the reader want to read more!)
4. Command: Read the headings for clues. (Or- Read the captions for more information./ Look at the pictures and maps.)

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

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**Practice activity:** (Note: You may choose a different topic that students have prior knowledge about for the practice activity.)

Topic: Louisiana

- Statement (.)

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- Question (?)

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- Exclamation (! or.)

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- Command (. or !)

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**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 *Written in Bone*, 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 questions about the given picture.*

1. Display or project:



Walker, Sally M. *Written in Bone*. Minneapolis: Carolrhoda Books, 2009. Print.

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

**Student Look-Fors:**

1. Why are there two skeletons in each grave?
2. How did scientists excavate the skeletons?
3. What tools are the scientists using?
4. How long did it take to excavate the skeletons?

*\*These are sample student responses. Your students' questions 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 *Written in Bone*, 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 *Written in Bone*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

The identity of JR1225B is unknown ...

1. The identify of JR1225B is unknown because \_\_\_\_\_  
\_\_\_\_\_
2. The identity of JR1225B is unknown, but \_\_\_\_\_  
\_\_\_\_\_
3. The identity of JR1225B is unknown, so \_\_\_\_\_  
\_\_\_\_\_

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 identity of JR1225B is unknown because there was no headstone at the gravesite. (Or- ...because there were no clothes or artifacts buried with the body.)
2. The identity of JR1225B is unknown, but forensic scientists can conclude that the skeleton was that of a teenage boy of European descent.
3. The identity of JR1225 is unknown, so forensic scientists carefully examined the skeleton to determine it’s ancestry and cause of death. (Or- ...so forensic scientists examined the skeleton’s teeth and the size of the bones to determine its age and sex.)

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

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**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:

Louisiana is a great place to visit because it has unique cuisine, jazz, and Mardi Gras.

Louisiana is a great place to visit, but the summer months are extremely hot.

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 *Written in Bone*, 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 *Written in Bone*, a practice activity about Louisiana has been provided for you at the end of this link.*

#### 1. Display or project:

1. Richard Mutton / because
2. arrowhead / but
3. carbon-13 / so

A

#### 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.JR1225B may be the skeleton of Richard Button because Richard’s identity and cause of death is consistent with the clues found in the skeleton. (Or- JR1225B may not be the skeleton of Richard Button because there were many unnamed colonists that it could possibly belong to.)
2. JR1225B was shot with an arrowhead, but it was probably not the cause of death. (Or- Scientists found an arrowhead next to the femur of JR1225B, but they do not believe that it was the direct cause of death.)
3. JR-1225B had little carbon-13 in its bones, so it’s likely that the boy had not lived in America long. (Or- Carbon-13 is a stable isotope, so scientists can determine a person’s diet based on the amount of carbon-13 present.)

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

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**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 Written in Bone, 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 a text or content.*

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

**Technical tip:** *To model this strategy with students prior to completing the exercise about Written in Bone, a practice activity about Louisiana has been provided for you at the end of this link.*

#### 1. Display or project:

1. After forensic anthropologists examine a skeleton *in situ*, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. When scientists excavate a skeleton, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Since JR1225B's clavicle was broken, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Although Richard Mutton fits the description of JR1225B, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 forensic anthropologists examine a skeleton *in situ*, they pedestal bones to see the skeleton’s details.
2. When scientists excavate a skeleton, they use wood and plastic tools to avoid damaging the bones. (Or- ...they carefully remove the soil.)
3. Since JR1225B’s clavicle was broken, Owsley and Bruwelheide determined that the boy likely had a violent death.
4. Although Richard Mutton fits the description of JR1225B, more research is necessary to determine if the skeleton belonged to him.

\*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.

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### Practice activity:

Topic: Weather in Louisiana

1. After a hurricane, \_\_\_\_\_

\_\_\_\_\_

2. When there is a lot of rain, \_\_\_\_\_

\_\_\_\_\_



3. Since summers are hot and humid, \_\_\_\_\_

\_\_\_\_\_

4. Although it is often hot, \_\_\_\_\_

\_\_\_\_\_

**Student Look-Fors:**

1. After a hurricane, people have to fix the damage./ 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./ the driving conditions may be dangerous.

3. Before a hurricane, there are many steps to prepare./ some people are forced to evacuate.

4. Since the summers are hot and humid, beaches are popular are places to go./ people try to find things to do indoors.

5. Although it is often hot, Louisiana winters are typically mild.

### Language Link 8:

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

Aligned to Guidebooks 2.0 Unit Written in Bone, 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—the Captain, Jamestown, soil—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 Written in Bone, a practice activity about Louisiana has been provided for you at the end of this link.*

#### 1. Display or project:

1. Since / the Captain
2. Even though / Jamestown
3. When / soil

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

**Student Look-Fors:**

1. Since the bones of the Captain contained a negative carbon-13 value, it is likely that he died soon after arriving to Jamestown. (Or- Since the Captain was buried in sandy soil, his bones were well-preserved./ Since the Captain was a high-ranking colonist, he was buried with honor.)
  2. Even though many colonists died during the early years of Jamestown, the settlement became the capital of the Virginia colony. (Or- Even though the Jamestown colonists were buried without gravestones, forensic anthropologists can analyze the skeletons to determine whom they once belonged to./ Even though some of the skeletons found in Jamestown were not well-preserved, scientists can measure the amount of carbon-13 found in the bones to determine their background.)
  3. When the archaeologists found a fragile artifact in the soil, they carefully excavated it. (Or- When a skeleton is buried in sandy soil, it is usually well-preserved./ When forensic anthropologists uncover a skeleton, they carefully remove the soil with brushes and soft tools.)
- 

**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./ Even though 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 is approaching, people should find 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 *Written in Bone*, Lesson 12 or 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. 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 *Written in Bone*, a practice activity about Louisiana has been provided for you at the end of this link.

1. Display or project:

1. Doug Owsley, a forensic anthropologist, studies skeletons to learn about the past.
2. Kari Bruwelheide, a skeletal biologist, examined JR1225B's bones.
3. *Written in Bone*, an interesting book, describes how forensic anthropologists learn about the past.

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 forensic anthropologist" is the appositive because it explains who Doug Owsley is. It gives more information about him.
2. "A skeletal biologist" is the appositive because it explains who Kari Bruwelheide is. It gives more information about her.
3. "An interesting book" is the appositive because it describes *Written in Bone*.

4. Display or project:

1. Jamestown, \_\_\_\_\_, was a challenging place for the colonists to settle.
2. Carbon-13, \_\_\_\_\_, remains in a person's bones for centuries.
3. Richard Mutton, \_\_\_\_\_, settled in Jamestown.
  - a. a stable isotope
  - b. a teenage boy
  - c. the capital of the Virginia colony

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. Jamestown, the capital of the Virginia colony, was a challenging place for the colonists to settle.
2. Carbon-13, a stable isotope, remains in a person's bones for centuries.
3. Richard Mutton, a teenage boy, settled in Jamestown.

7. Provide students with additional topics or appositives for writing practice.

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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 *The Call of the Wild*, Lesson 14

**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 Written in Bone, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. Elisa Carbone, \_\_\_\_\_, bases her writing on the actual events of the founding of Jamestown.
2. Samuel Collier, \_\_\_\_\_, sails to Jamestown aboard *Susan Constant*.
3. John Smith, \_\_\_\_\_, gives Samuel a book to learn Algonquin.

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 fill in each blank with an appositive that renames or describes the subject of the sentence.

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Student Look-Fors:

1. Elisa Carbone, author of *Blood on the River*, bases her writing on the actual events of the founding of Jamestown. (Or- Elisa Carbone, a talented author, bases her writing on the actual events of the founding of Jamestown.)
2. Samuel Collier, the narrator, sails to Jamestown aboard *Susan Constant*. (Or- Samuel Collier, an orphan, sails to Jamestown aboard *Susan Constant*./ Samuel Collier, Captain John Smith's page, sails to Jamestown aboard *Susan Constant*./ Samuel Collier, a poor servant, sails to Jamestown aboard *Susan Constant*.)
3. John Smith, Samuel's role model, gives Samuel a book to learn Algonquin. (Or- John Smith, a famous captain, gives Samuel a book to learn Algonquin.)

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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 *Written in Bone*, Lesson 15

**Purpose:** *Sentence combining is the most effective method of teaching grammar and usage.<sup>1</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>2</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 *Written in Bone*, a practice activity about Louisiana has been provided for you at the end of this link.*

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<sup>1</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>2</sup> L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

1. Display or project:

1.  
Samuel is Captain Smith's servant.  
Samuel is sailing to Virginia.
2.  
Captain Smith gives Samuel a book.  
Captain Smith wants Samuel to learn Algonquin.
3.  
Samuel fears the Native Americans.  
The other colonists fear the Native Americans.  
They work fast to build a fort.

2. Say: "Good writers know how to 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.  
Samuel is Captain Smith's servant.  
Samuel is sailing to Virginia.  
**Samuel, Captain Smith's servant, is sailing to Virginia.**
2.  
Captain Smith gives Samuel a book.  
Captain Smith wants Samuel to learn Algonquin.

Captain Smith gives Samuel a book because he wants him to learn Algonquin.

Or-

Captain Smith wants Samuel to learn Algonquin, so he gives him a book.

Since Captain Smith wants Samuel to learn Algonquin, he gives him a book.

3.

Samuel fears the Native Americans.

The other colonists fear the Native Americans.

They work quickly to build a fort.

Samuel and the other colonists fear the Native Americans, so they work quickly to build a fort.

Or-

Samuel and the other colonists work quickly to build a fort because they fear the Native Americans.

Since they fear the Native Americans, Samuel and the other colonists work quickly to build a fort.

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

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**Practice activity:**

Lafayette is a city in Louisiana.

Slidell is a city in Louisiana.

Combined sentence: Lafayette and Slidell are cities in Louisiana.

President Jefferson wanted control of the Mississippi River.

President Jefferson authorized the purchase of the Louisiana Territory from France.

Combined sentence:

President Jefferson wanted control of the Mississippi River, so he authorized the purchase of the Louisiana Territory from France.

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

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: **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 Written in Bone, Lesson 17

**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 Written in Bone, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

**1. He arrived in Jamestown.**

Who? .....

When? .....

Expanded sentence:

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**2. They built bulwarks.**

Who? .....

Where? .....

Why? .....

Expanded sentence:

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

3. Read the first kernel sentence: “He arrived in Jamestown.” 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 arrived in Jamestown? When did he arrive in Jamestown?*) 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. If there is a *when*, remind students to begin their expanded sentence with that.

Student Look-Fors:

**1. He arrived in Jamestown.**

Who? Samuel

When? 1607

Expanded sentence: In 1607, Samuel arrived in Jamestown.

5. Read the second kernel sentence, “They built bulwarks.” Prompt students to answer the questions (*Who built bulwarks? Where did they build bulwarks? Why did they build bulwarks?*) using key words, phrases and abbreviations, and expand the kernel sentence.

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

Student Look-Fors:

**2. They built bulwarks.**

Who? colonists

Where? around fort

Why? protect themselves from Native Americans

Expanded sentence: The colonists built bulwarks around the fort to protect themselves from the Native Americans.

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

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.

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**Practice activity:**

**They won the Super Bowl.**

Who? ..... \*

When? .....

Why? .....

Expanded Sentence:

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*\*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 Written in Bone, Lesson 18

**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 wants a better relationship with the Powhatans.**

Who? .....

Why? .....

Expanded sentence:

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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 might need more information, we should expand our sentences to provide more information for the reader.”

3. Read the kernel sentence: “He wants a better relationship with the Powhatans.” 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 wants a better relationship with the Powhatans? Why does he want a better relationship with the Powhatans?*) and record the students’ answers. Remind students that when they see dotted lines, they should only write key words, phrases, abbreviations, and symbols. Then, expand the kernel sentence by adding the student responses to the question words.

Student Look-Fors:

**He wants a better relationship with the Powhatans.**

Who? Samuel

Why? would make colonists stronger

Expanded sentence: Samuel wants a relationship with the Powhatans because it would make the colonists stronger.

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

Another possible response:

**He wants a better relationship with the Powhatans.**

Who? Rev. Hunt

Why? wants to convert them

Expanded sentence: Reverend Hunt wants a better relationship with the Powhatans because he wants to convert them.