

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

1. Display or project:

1. ____ an orderly community
2. ____ accidentally flew
3. ____the members follow the speaker's directions
4. ____the pilot-in-training
5. ____the community values rules

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:

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- 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-Jonas lives in an orderly community
2. F- An aircraft accidentally flew over the community.
3. S- The members follow the speaker’s directions.
4. F- The pilot-in-training is released from the community./ Since the pilot-in-training broke the rules, he is released from the community.
5. S- The community values rules.

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

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

Practice activity:

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

Student Look-Fors:

1. F 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 *The Giver*, Lesson 2

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

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

Technical tips:

- *The scrambled sentences do not contain end punctuation. The word that should appear first is not capitalized in the scrambled sentence (proper nouns are capitalized). When students rewrite the sentence, they will supply the correct capitalization and end punctuation.*
- *For students who need additional support, consider making the first word in the sentence bold.*
- *To model this strategy with students prior to completing the exercise about *The Giver*, 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. order choice personal community Jonas' values above2. to the be family community the every same wants3. specific on based assigned are children spouses and criteria4. transgressions released are the with three members from community |
|--|

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. Jonas' community values order above personal choice.
 2. The community wants every family to be the same.
 3. Spouses and children are assigned based on specific criteria.
 4. Members with three transgressions are released from the community.
 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 *The Giver*, 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 Giver*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Topic: Jonas
• Statement (.)

• Statement (.)

• Question (?)

• Question (?)

2. Prompt students to write two statements and two questions about Jonas. Be sure students use information gained from reading *The Giver*.
3. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

1. Statement: Jonas respects his community and likes the way it operates.
2. Statement: Jonas is grateful that Lily was assigned to be his sister.
3. Question: Why is Jonas so nervous about his assignment?
4. Question: Why doesn't Jonas question the elders?

*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 *The Giver*, Lesson 5

***Purpose:** When students write questions about what they are learning, it makes them think more about the content. Developing questions encourages close reading and can help students become more precise.*

***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

1. Display or project:

1. Q. _____ A. Lily
2. Q. _____ A. the Elders
3. Q. _____ A. an apple
4. Q. _____ A. mystified

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:

1. Q. Who is Jonas' assigned sister? / Who is the "New Child 23"?
A. Lily

2. Q. Who makes all the decisions for the community members?
A. the Elders

3. Q. What did Jonas observe change?
A. an apple

4. Q. How does Jonas feel after noticing the apple change?
A. mystified

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

Practice activity:

Topic: Louisiana

Q. _____

A. Baton Rouge

Student Look-fors:

Q. What is the capital of Louisiana?

A. Baton Rouge

Language Link 5:

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

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

1. Display or project:

Jonas wants to learn more about “release”...

1. Jonas wants to learn more about “release” because _____

2. Jonas wants to learn more about “release,” but _____

3. Jonas wants to learn more about “release,” 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. Jonas wants to learn more about “release” because children are not allowed to participate in the ceremony/ it is a mystery to him.
2. Jonas wants to learn more about “release,” but no one in the community has the answers/ the community doesn’t know exactly what happens during it.
3. Jonas wants to learn more about “release,” so he asks Larissa questions.

*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 *The Giver*, 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 *The Giver*, 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. courage / because2. career assignment / but3. special abilities / 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.

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

Student Look-Fors:

1. Jonas must have courage because he will experience physical pain as the Receiver.
2. At the Ceremony of Twelve, Jonas waits for his career assignment, but he is never called/ but he is skipped over.
3. Jonas has special abilities, so he is selected to be the next Receiver of Memory.

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

1. Display or project:

1. Before receiving the rules, _____ _____
2. Since the rules go against everything Jonas has ever learned, _____ _____
3. When Jonas reads the rules about pain medication, _____ _____
4. After he reads the final rule about lying, _____ _____
5. Although he is allowed to ask questions, _____ _____

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. Before receiving the rules, Jonas was like everyone else in the community.

2. Since the rules go against everything Jonas has ever learned, his world has been turned upside down./ he gets nervous.

3. When Jonas reads the rules about pain medication, he “swallowed hard”/ he had to re-read them./ he got very nervous.

4. After he reads the final rule about lying, he starts to question his community for the very first time.

5. Although Jonas is allowed to ask questions, he has no way of knowing if the adults in the community are telling the truth.

*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. Before a hurricane, _____

4. Since summers are hot and humid, _____

5. 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 *The Giver*, 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. Writing sentences 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 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—good health, sledding, and community—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 *The Giver*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. Since / good health
2. When / sledding
3. While / community

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

Student Look-Fors:

1. Since Jonas' community values good health, they eliminated weather that would cause sunburn or frostbite.
 2. When Jonas experiences the sledding memory, he realizes how fun snow could be.
 3. While Jonas still likes his community, he wishes they were open to change.
-

Practice activity:

1. Even though / rain
2. Since / tornado
3. After / 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. After a storm, there is a lot of clean up. / After a storm, it can take a while before power is restored.

*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 *The Giver*, Lesson 12

Purpose: *Appositives are nouns, noun phrases, or noun clauses placed beside another noun to rename, or explain it more fully. They are often seen in written language. Using appositives enables students to provide more information to the reader, vary sentence structure, and write complex sentences. 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 Giver*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. Lois Lowry, a popular children’s book author, wrote *The Giver*.
2. Gabriel, an infant, is not developing properly and needs extra care.
3. The Giver, the current Receiver of Memory, trains Jonas to be the next receiver.

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 popular children’s book author” is the appositive because it gives the reader more information about Lois Lowry.
2. “an infant” is the appositive because it gives the reader more information about Gabriel.
3. The appositive in this sentence is “the current Receiver of Memory” because it describes The Giver/ gives more information to the reader about The Giver.

4. Display or project:

1. Katniss, _____, resents the government for yielding too much power over the people.
2. Effie, _____, is very excited to begin the drawing.
3. Prim, _____, is selected the winner at the ceremony.
4. Haymitch, _____, falls off the stage because he is drunk.
5. Peeta, _____, is selected to participate in the games.
 - a. Katniss’ younger sister
 - b. the only living victor of the games
 - c. an escort from the Capitol
 - d. the boy tribute from District 12
 - e. the heroine of *The Hunger Games*

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. Katniss, the heroine of *The Hunger Games*, resents the government for yielding too much power over the people.
 2. Effie, an escort from the Capitol, is very excited to begin the drawing.
 3. Prim, Katniss' younger sister, is selected the winner at the ceremony.
 4. Haymitch, the only living victor of the games, falls off the stage because he is drunk.
 5. Peeta, the boy tribute from District 12, is selected to participate in the games.
4. Provide students with additional topics or appositives for writing practice.

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

1. Display or project:

Brainstorm appositives that would complete the sentence.	
Jonas, _____, experiences several changes throughout the story.	
_____	_____
_____	_____
_____	_____

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

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

Student Look-Fors:

an eleven-year-old boy

an intelligent young boy

the protagonist of *The Giver*

the new Receiver of Memory

a courageous boy

a special member of the community

*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:

- Jonas, an eleven-year-old boy, experiences several changes throughout the story.
- Jonas, the protagonist in *The Giver*, experiences several changes throughout the story.

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 *The Giver*, Lesson 19

Purpose: *Sentence combining is the most effective method of teaching grammar and usage.¹ 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.²*
- *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 Giver*, a practice activity about Louisiana has been provided for you at the end of this link.*

¹ 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.

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

1. Display or project:

1. The Giver's memories cause him pain.
The Giver's memories cause him discomfort.
2. Jonas looks to see if the speaker is turned off.
Jonas is afraid to speak negatively about the community.
3. The Giver is the Receiver of Memory.
The Giver expresses doubt about the community.
The Giver expresses anger about the community.

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:

The Giver's memories cause him pain.
The Giver's memories cause him discomfort.

The Giver's memories cause him pain and discomfort.

Jonas looks to see if the speaker is turned off.
Jonas is afraid to speak negatively about the community.

Since Jonas is afraid to speak negatively about the community, he looks to see if the speaker is turned off.

Jonas looks to see if the speaker is turned off because he is afraid to speak negatively about the community.

The Giver is the Receiver of Memory.
The Giver expresses doubt about the community.
The Giver expresses anger about the community.

The Giver, the Receiver of Memory, expresses doubt and anger about the community.

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

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 *The Giver*, Lesson 20

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

1. Display or project:

<p>1. He asks Jonas for forgiveness.</p> <p>Who?</p> <p>When?</p> <p>Why?</p> <p>Expanded sentence:</p> <hr/> <hr/>
<p>2. He questions his parents.</p> <p>Who?</p> <p>When?</p> <p>Why?</p> <p>Expanded sentence:</p> <hr/> <hr/>

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 falls off the s.” 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 Jonas for forgiveness? When does he ask Jonas for forgiveness? Why does he ask Jonas for forgiveness?*) 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 Jonas for forgiveness.

Who? the Giver

When? after sharing war memory

Why? painful experience

Expanded sentence: After sharing the war memory, the Giver asks Jonas for forgiveness because it was a painful experience.

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

5. Read the second kernel sentence, “He questions his parents.” Prompt students to answer the questions (*Who questions his parents? When did he question his parents? Why did he question his parents?*) 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 questions his parents.

Who? Jonas

When? after receiving memories from Giver

Why? wants to know if they love him

Expanded sentence: After receiving memories from the Giver, Jonas questions his parents because he wants to know if they love him.

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.

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 *The Giver*, 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:

<p>1. He gives Gabriel memories.</p> <p>Who?</p> <p>When?</p> <p>Where?.....</p> <p>Why?</p> <p>Expanded sentence:</p> <p>_____</p>
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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 gave Gabriel memories.” 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 gives Gabriel memories? When does he give Gabriel memories? Where does he give Gabriel memories? Why does he give Gabriel memories?*) and record the students’ answers. Remind students that when they see dotted lines, they should only write key words and phrases, abbreviations, and symbols. Then, expand the kernel sentence by adding the student responses to the question words.

Student Look-Fors:

1. He gives Gabriel memories.

Who? Jonas

When? each night

Where? sleepingroom

Why? wants him to know love

Expanded sentence: Each night, Jonas gives Gabriel memories in the sleepingroom because he wants him to know love.

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