

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

1. Display or project:

1. ____ is a memoir
2. ____ for thirty years
3. ____ mary todd lincoln
4. ____ was friends
5. ____ keckley was born in virginia

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- “Behind the Scenes” is a memoir written by Elizabeth Keckley.
2. F- Elizabeth Keckley was a slave for thirty years.
3. F- Mary Todd Lincoln was married to President Lincoln.
4. F- Keckley was friends with Lincoln’s wife.
5. S- Keckley was born in Virginia.

*These are sample student responses. Your students’ responses to 1, 3 and 4 may vary.

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

Practice activity:

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

Student Look-Fors:

1. F- Louisiana has a rich history.

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

Language Link 2:
Can I sequence words into correctly punctuated sentences?
Aligned to Guidebooks 2.0 Unit *Behind the Scenes*, 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 “Behind the Scenes,” a practice activity about Louisiana has been provided for you at the end of this link. The vocabulary used in this activity was introduced in the previous lesson (acceded, human servitude, condemn).*

1. Display or project:

1. to finally friends’ her acceded requests keckley
2. servitude outlawed most in countries human is
3. southern refuses to keckley her friends condemn

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. Keckley finally **acceded** to her friends' requests.
 2. **Human servitude** is outlawed in most countries.
 3. Keckley refuses to **condemn** her Southern friends.
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:

Can I write a question about what I am reading?

Aligned to Guidebooks 2.0 Unit *Behind the Scenes*, Lesson 3

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

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

***Please note:** This activity is intended to be used before students have read “The People Could Fly.”*

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: The people are floating above ground.
- Statement: The people look happy or peaceful.
- Question: Why are their clothes ripped?
- Question: What is the building in the bottom left corner?

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

Language Link 4:
Do I understand how to construct different sentence types?
Aligned to Guidebooks 2.0 Unit *Behind the Scenes*, 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 People Could Fly,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

<p>Topic: “The People Could Fly”</p> <ul style="list-style-type: none"> • Statement (.) _____ • Statement (.) _____ • Question (?) _____ • Question (?) _____

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

Student Look-Fors:

- Statement: The first words and phrases used to describe the master and overseer are harsh and violent.
- Statement: The words and phrases used to describe Sarah, Toby and the others are more positive.
- Question: Why does the story describe the master and the overseer differently than Sarah, Toby and the others?
- Question: What does “The People Could Fly” say about slavery?

*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 5:

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

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

1. Display or project:

Keckley believed slavery must come to an end...

1. Keckley believed slavery must come to an end because _____

2. Keckley believed slavery must come to an end, but _____

3. Keckley believed slavery must come to an end, 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. Keckley believed slavery must come to an end because it was cruel and immoral.
2. Keckley believed slavery must come to an end, but she thought it must change as a result of people’s attitudes, which change slowly.
3. Keckley believed slavery must come to an end, so she felt it was important to share her story about life as a slave with the world.

*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 *Behind the Scenes*, 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 (or phrase) and conjunction. Each sentence should be based on the text.*

Technical tips:

- *The given term or phrase 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 6 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 “Behind the Scenes,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. seamstress / because
2. members of the Garland family / but
3. son / so

2. Prompt students to write a sentence using the given term (or phrase) 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. Keckley worked as a seamstress because she wanted to make sure her elderly mother did not have to do that work.
2. Keckley and her mother considered themselves members of the Garland family, but they had almost none of the rights or privileges that the Garlands had.
3. Keckley's son was equally black and white, so she did not understand why his "black blood" was considered more significant.

*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 *Behind the Scenes*, 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 “A Narrative of the Life of Frederick Douglass,” a practice activity about Louisiana has been provided for you at the end of this link.

1. Display or project:

- Even though Thomas advised Douglass not to use his intelligence or make plans for the future, _____
- If Douglass did not receive any wages at all from Thomas, _____

- Although Douglass found his situation to be “a hard bargain,” _____

- When Douglass and his wife reached New Bedford, _____

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. Even though Thomas advised Douglass not to use his intelligence or make plans for the future, Douglass did use his intelligence and thought about ways to escape.
2. If Douglass did not receive any wages at all from Thomas, he would actually have felt better.
3. Although Douglass found his situation to be “a hard bargain,” he still thought he was in a better situation than he was previously.
4. When Douglass and his wife reached New Bedford, Mr. and Mrs. Johnson helped them.

*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

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1. When there is a lot of rain, _____

2. Although it is often hot, _____

3. If there is a hurricane, _____

4. Even though it rains all year in Louisiana, _____

Student Look-Fors:

1. When there is a lot of rain, the flooding can be dangerous. (or: ...the driving conditions may be dangerous.)
2. Although it is often hot, Louisiana winters are typically mild.
3. If there is a hurricane, people should seek shelter.
4. Even though it rains all year in Louisiana, the summer is the wettest season.

Language Link 8:
How can I use appositives to tell more?
Aligned to Guidebooks 2.0 Unit *Behind the Scenes*, 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 memoirs by Keckley and Douglass, a practice activity about Louisiana has been provided for you at the end of this link.

1. Display or project:

1. Elizabeth Keckley, the author of “Behind the Scenes,” wrote about her experiences as a slave and her friendship with President Lincoln’s wife.
2. Mary Todd Lincoln, the wife of President Lincoln, employed Keckley as a seamstress.

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

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

Student Look-Fors:

1. “The author of ‘Behind the Scenes’” is the appositive because it renames Elizabeth Keckley.
2. “The wife of President Lincoln” is the appositive because it renames Mary Todd Lincoln.

4. Display or project:

1. “Behind the Scenes,” _____, was quite controversial at the time of its release.
2. “The Narrative of the Life of Frederick Douglass,” _____, is widely admired today.
3. In the spring of 1838, Douglass began to object to turning over all his wages to Hugh Auld, _____.
 - a. an autobiography published in 1845
 - b. a memoir by Elizabeth Keckley
 - c. one of his masters

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. “Behind the Scenes,” a memoir by Elizabeth Keckley, was quite controversial at the time of its release.
2. “The Narrative of the Life of Frederick Douglass,” an autobiography published in 1845, is widely admired today.
3. In the spring of 1838, Douglass began to object to turning over all his wages to Hugh Auld, one of his masters.

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 *Behind the Scenes*, Lesson 11

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

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

Please note: *This Language Link is intended as a review of Lesson 9-10.*

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 Frederick Douglass, 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.

Frederick Douglass, _____, wanted to show people that an articulate and intelligent man could have once been a slave.

_____	_____
_____	_____
_____	_____

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 Frederick Douglass.

Student Look-Fors:

an eloquent orator

a former slave

a passionate abolitionist

a brilliant writer

a newspaper editor

one of the country's most influential

champions of civil rights

an advocate for education

a courageous spokesman for his people

*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:

- Frederick Douglass, a passionate abolitionist, wanted to show people that an articulate and intelligent man could have once been a slave.

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 second-largest city in Louisiana

an exciting city

the “Big Easy”

a city with great music and cuisine

a city in Louisiana

Language Link 10:
How can I combine sentences to make my writing more fluid?
Aligned to Guidebooks 2.0 Unit *Behind the Scenes*, 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 Chapters 5-7 of “Behind the Scenes,” 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.

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1. Display or project:

1.

Keckley moved to Washington, D.C.
Keckley hoped to work in the White House
Keckley hoped to be work as a modiste.

Combined sentence: _____

2.

Mrs. Lincoln wanted to cancel the state dinners.
President Lincoln said that canceling the state dinners would break with custom.

Combined sentence: _____

3.

The doctor said Willie would make an early recovery.
Willie was Mrs. Lincoln's favorite child.

Combined sentence: _____

**more advanced version:*

The doctor said Willie would make an early recovery.
Willie was Mrs. Lincoln's favorite child.
Willie got sicker.

Combined sentence: _____

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

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

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

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

Student Look-Fors:

1. Keckley moved to Washington, D.C. because she hoped to work in the White House as a modiste.
2. Mrs. Lincoln wanted to cancel the state dinners, but President Lincoln said that canceling them would break with custom. (or: Although Mrs. Lincoln wanted to cancel the state dinners, President Lincoln said that canceling them would break with custom.)
3. The doctor said Willie, Mrs. Lincoln's favorite child, would make an early recovery.

**more advanced version:*

The doctor said Willie, Mrs. Lincoln's favorite child, would make an early recovery, but he got sicker. (or: Although the doctor said Willie, Mrs. Lincoln's favorite child, would make an early recovery, he got sicker.)

- *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.

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

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.
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 *Behind the Scenes*, 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 “Behind the Scenes,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. She was angry with Keckley.

Who?

Why?

Expanded sentence:

2. She looked beautiful and calm.

Who?

When?

Expanded sentence:

3. Her attitude is admiring.

Whose?

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: “She was angry with Keckley.” 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 was angry with Keckley? Why was she angry with Keckley?*) 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. She was angry with Keckley.

Who? Mrs. L

Why? b/c late w/dress

Expanded sentence: Mrs. Lincoln was angry with Keckley because she was late with the dress.

5. Read the second kernel sentence, “She looked beautiful and calm.” Prompt students to answer the questions (*Who looked beautiful and calm? When did she look beautiful and calm?*) using key words and phrases, abbreviations, and symbols, 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. She looked beautiful and calm.

Who? Mrs. L

When? when she met pres. before party

Expanded sentence: When she met the president before the party, Mrs. Lincoln looked beautiful and calm.

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

7. Read the third kernel sentence, “Her attitude is admiring.” Prompt students to answer the questions (*Whose attitude is admiring? When is her attitude admiring? Why is her attitude admiring?*) using key words and phrases, abbreviations, and symbols, and expand the kernel sentence.

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

Student Look-Fors:

3. Her attitude is admiring.

Whose? Keckley’s

When? when she writes about Mrs. L

Why? b/c looks up to Mrs. L

Expanded sentence: When she writes about Mrs. Lincoln, Keckley’s attitude is admiring because she looks up to Mrs. Lincoln.

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

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

Practice activity:

They won the Super Bowl.

Who?

*

When?

Why?

Expanded Sentence:

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

Student Look-Fors:

They won the Super Bowl.

Who? NO Saints

When? 2009

Why? great defense + offense

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