

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

1. Display or project:

1. ____ gives advice on how to write a memoir
2. ____ people should keep a record of their life
3. ____ writing a memoir
4. ____ one's voice and point of view
5. ____ memoirs can be purposeful to others

2. Say: “A sentence contains a subject (or ‘who or what’ of the sentence), a predicate (part of the sentence that tells what the subject does or is, and has at least one verb), and is a complete thought. A fragment is a phrase or part of the sentence that cannot stand on its own as a complete sentence.”

3. Directions for students:

- Write an “S” if the words form a sentence. Capitalize and punctuate the sentence.
- Write an “F” if the words form a fragment. Change each fragment into a complete sentence.

4. After several minutes, ask a few students to share their corrected fragments and capitalized and punctuated sentences.

Student Look-Fors:

1. F-In “How to Write a Memoir,” Zinsser gives advice on how to write a memoir.
2. S- People should keep a record of their life.
3. F- Writing a memoir is a way to record one’s life events.
4. F- It is important to express one’s voice and point of view in a memoir.
5. S- Memoirs can be purposeful to others.

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

1. Display or project:

1. independent have one simple express a complete thought and sentences clause
2. the a of to important ideas variety sentences express author uses
3. uses to the relationship he describes zinsser fragments personal emphasize

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. Simple sentences have one independent clause and express a complete thought.
 2. The author uses a variety of sentences to express important ideas.
 3. Zinsser uses fragments to emphasize the personal relationship he describes.
 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 *Memoir*, Lesson 3

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

Activity description: *In this activity, students are asked to write a sentence in each of the four sentence types 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 Memoir, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Topic: a memoir

- Statement (.)

- Question (?)

- Exclamation (! or.)

- Command (. or !)

2. Prompt students to write a statement, a question, an exclamation, and a command about the wilderness. Be sure students use information gained from reading *Memoir*.
3. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

1. Statement: People should write a memoir using their own voice.
2. Question: Why should family stories be included in a person's memoir?
3. Exclamation: Writing a memoir is a powerful experience!
4. Command: Write a memoir before it is too late! /Share your memoir with the world!

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

Practice activity:

Topic: Louisiana

- Statement (.)

- Question (?)

- Exclamation (! or.)

- Command (. or !)

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 Memoir, Lesson 4

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

Activity description: *In this activity, students are asked to write a question that would yield the given answer. The question should be precise.*

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

*Q: Who was an important president? (not precise enough)
A: George Washington*

1. Display or project:

1. Q. _____

A. William Zinsser

2. Q. _____

A. because it can prevent writer's block

3. Q. _____

A: "deft descriptions"

4. Q. _____

A. a memory that can appeal to others

2. Prompt students to write questions that yield the given answers.
3. After a few minutes, ask students to share their questions with the class.

Student Look-Fors:

Q. Who wrote “How to Write a Memoir?”

A. William Zinsser

2. Q. Why is an outline useful?

A. because it can prevent writer’s block

3. Q. What are color descriptions that develop a character?

A: “deft descriptions”

4. Q. What is a “small memory?”

A. a memory that can appeal to others

Practice activity:

Topic: Louisiana

Q. _____

A. Baton Rouge

Student Look-fors:

Q. What is the capital of Louisiana?

A. Baton Rouge

Language 5:

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

Aligned to Guidebooks 2.0 Unit *Memoir*, Lesson 9

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

1. Display or project:

Rachael is upset ...

1. Rachel is upset because _____

2. Rachel is upset, but _____

3. Rachel is upset, 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. Rachel is upset because Mrs. Price insists that the red sweater belongs to Rachel.
2. Rachel is upset, but she tries to hold in her feelings. / she doesn’t know what to say to Mrs. Price.
3. Rachel is upset, so she cries in front of everybody./ she wishes she was invisible.

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

Practice activity:

Louisiana is a great place to visit ...

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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 Memoir, Lesson 10

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 "Eleven," 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. one hundred and two / because2. eleven-years-old/ but3. emotions /so |
|---|

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

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Note: According to the [Grammar Guide](#), students learned how to use coordinating and subordinating conjunctions in grade 3. Provide small-group instruction for students who need additional support with this skill.

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

Student Look-Fors*:

1. Rachel wants to be one hundred and two because she thinks that an older person would have handled the situation with Mrs. Price differently.
2. Rachel is eleven-years-old, but she feels like a three-year-old when she cries.
3. Rachel wants to control her emotions, so she thinks about the birthday celebration that is waiting for her at home.

*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 *Memoir*, Lesson 11

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

1. Display or project:

1. When Mrs. Price places the red sweater on her desk, _____

2. After Rachel moves the red sweater to the edge of her desk, _____

3. Even though Rachel is eleven-years-old, _____

4. Since Rachel wants to remove herself from the negative situation, _____

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. When Mrs. Price places the red sweater on her desk, Rachel feels instantly sick.
2. After Rachel moves the red sweater to the edge of her desk, Mrs. Price demands that Rachel put it on.
3. Even though Rachel is eleven-years-old, she has a toddler-like tantrum over the sweater.
4. Since Rachel wants to remove herself from the negative situation, she starts to think of positive and self-soothing thoughts.

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

4. Since the summer is hot and humid, _____

Student Look-Fors:

1. After a hurricane, people have to fix the damage. (or: ...it may be a while before power is restored. / ...there is much to clean up.)
2. When there is a lot of rain, the flooding can be dangerous. (or: ...the driving conditions may be dangerous.)
3. Even though it rains all year in Louisiana, the summer is the wettest season.
4. Since the summer is hot and humid, people try to find things to do indoors. (or: ...many people go to the beach.)

Language Link 8:

How can I use subordinating conjunctions to construct complex sentences?

Aligned to Guidebooks 2.0 Unit Memoir, Lesson 12

Purpose: *Conjunctions enable students to write more linguistically complex sentences. Sentences that begin with subordinating conjunctions and dependent clauses are frequently seen in written language. Writing sentences with dependent clauses improves reading comprehension, promotes extended student responses, and enables students to vary their sentence structure. It is a helpful tool for writing topic and concluding sentences. Writing sentences that begin with subordinating conjunctions can be used to assess students' comprehension of content.*

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

Technical tips:

- *Instruct students to place the subordinating conjunction at the beginning of the sentence. While subordinating conjunctions can appear in the middle of the sentence, placing the dependent clause at the beginning of the sentence is frequently a written language structure.*
- *The given terms in the activity childish feelings, sweater, mature—can be used anywhere in the sentence.*
- *Notice that the subordinating conjunction is given first and capitalized, to encourage students to use it to begin the sentence.*
- *This activity is more challenging than Link 7 because the students have to write the entire sentence.*
 - *Differentiation: For students who need more support, you can modify this activity by giving them sentence stems to complete.*
- *To model this strategy with students prior to completing the exercise about Hatchet, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. Although /childish feelings
2. Since / sweater
3. While/ mature

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

Student Look-Fors:

1. Although Rachel tries to set aside her childish feelings, she eventually loses control of her emotions.
 2. Since Mrs. Price thinks the sweater is Rachel's, she gets angry when Rachel moves it to the edge of her desk.
 3. While Rachel tries to act mature, she sometimes reverts back to acting like a child./ While the sweater incident is unpleasant for Rachel, she eventually learns to control her feelings and act mature.
-

Practice activity:

1. Although / rain
2. Since / tornado
3. While/ storm

Student Look-Fors:

1. Although Louisiana receives a lot of rain, the weather is usually very nice. (or: Although it may rain, I still plan to go to the park.)
2. Since tornadoes have high wind speeds, they cause a lot of destruction.
3. While there are steps people can take to prepare for a storm, not everyone follows them.

*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 Memoir, 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. 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 “Thank You, Ma’am” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. William Zinsser, the author of “How to Write a Memoir,” gives advice on how to write a unique personal memoir.
2. Sandra Cisneros, an award-winning author, wrote “Eleven.”

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 “How to Write a Memoir” is the appositive because gives more information about Wiliam Zinsser.
2. “An award-winning author” is the appositive because it gives more information about Sandra Cisneros.

4. Display or project:

1. Langston Hughes, _____, wrote “Thank You, Ma’am.”
2. Roger, _____, apologizes for stealing Ms. Jones’s purse.
3. Ms. Jones, _____, shows Roger kindness by giving him a meal.
 - a. a poor and neglected boy
 - b. an influential writer during the Harlem Renaissance
 - c. a caring person

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. Langston Hughes, an influential writer during the Harlem Renaissance, wrote “Thank You, Ma’am.”
2. Roger, a poor and neglected boy, apologizes for stealing Ms. Jones’s purse.
3. Ms. Jones, a caring person, shows Roger kindness by giving him a meal.

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 Memoir, 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 “Thank You, Ma’am,” 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.

Ms. Jones, _____, has a positive impact on Roger.

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 “Ms. Jones”

Student Look-Fors:

a kind woman

Roger’s mentor

a generous person

a maternal figure

**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:

Ms. Jones, a maternal figure, has a positive impact on Roger.

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 *Memoir*, Lesson 15

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 “Thank You, Ma’am,” a practice activity about Louisiana has been provided for you at the end of this link.*

* Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

[†] L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Copyright © 2017 The Writing Revolution. All rights reserved. Please refer to *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* for a comprehensive discussion of The Hochman Method and the strategies and activities illustrated here.

1. Display or project:

1. Ms. Jones sees Roger's dirty face.
Ms. Jones drags Roger back to her home.

Combined sentence: _____

2. Roger thinks about running out the door.
Roger decides to stay.

Combined sentence: _____

3. Roger wants Ms. Jones to trust him.
Roger sits where Ms. Jones can see him.
Roger asks Ms. Jones if she needs help with shopping.

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. Ms. Jones sees Roger's dirty face, so she drags him back to her house. (Or: Since Ms. Jones sees Roger's dirty face, she drags him back to her house./ Ms. Jones drag Roger back to her house because she sees his dirty face.)
2. Roger thinks about running out the door, but he decides to stay with Ms. Jones. (Or: Even though Roger thinks about running out the door, he decides to stay with Ms. Jones.)
3. Since Roger wants Ms. Jones to trust him, he sits where she can see him and asks if she needs help with shopping. (Or: Roger sits where Ms. Jones can see him and asks if she needs help with shopping because he wants her to trust him.)

Students should understand that the sentences do not have to be combined in the order they are presented.

- *Students should understand that writers often combine sentences that relate to one another to make the meaning clear to the reader and to create sentence variety and fluency.[‡]*

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

Practice activity:

1. Lafayette is a city in Louisiana.
Slidell is a city in Louisiana.

Combined sentence: _____

[‡] L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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2. President Jefferson wanted control of the Mississippi River.

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 12:

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

Aligned to Guidebooks 2.0 Unit *Memoir*, Lesson 19

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

1. Display or project:

1. The narrator gives it to the clerk.

What?
When?
Where?.....
Why?.....

Expanded sentence:

2. The narrator releases it.

What?
When?
Why?

Expanded sentence:

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

3. Read the first kernel sentence: “The narrator gives it to the clerk.” Explain to students that this is a sentence because it has a subject and a predicate, but it provides little information to the reader.

4. Ask each question under the kernel sentence, and record student responses. (*What does the narrator give to the clerk? When does he give it to the clerk? Where does he give it to the clerk? Why does he give it to the clerk?*) Explain to students that when they see dotted lines, they should only write key words and phrases, not complete sentences. They should use abbreviations and symbols when appropriate. Then, expand the kernel sentence by adding the students’ answers to the question words.

Student Look-Fors:

1. The narrator gives them to the clerk.

What?orange + nickel

When?.....during his 1st date

Where? drugstore....

Why?b/c he didn’t have enough \$ to buy the girl chocolate candy....

Expanded sentence: During his first date, the narrator gives an orange and a nickel to the clerk in the drugstore because he didn’t have enough money to buy the girl chocolate candy.

5. Read the second kernel sentence, “The narrator released it.” Prompt students to answer the questions (*What does the narrator release? When does the narrator release it? Why does the narrator release it?*) using key words and phrases, abbreviations, and symbols, and expand the kernel sentence. Remind students to begin their expanded sentence with “when” if it is one of the question words.

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

Student Look-Fors:

2. The narrator releases it.

What? girl's hand

When? while walking down st.

Why? so she could eat candy

Expanded sentence: While walking down the street, the narrator releases the girl's hand so she could eat the candy.

○ *Note: There may be multiple correct answers for 'why'*

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

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 Memoir, Lesson 21

***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 suggests that memoir writers “think small.”

Who?

Why?

Expanded sentence:

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

3. Read the kernel sentence: “He suggests that writers to “think small.” 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 suggests that memoir writers “think small?” Why should memoir writers “think small?”*) and record the students’ answers. Remind students that when they see dotted lines, they should only write key words and phrases, abbreviations, and symbols. Then, expand the kernel sentence by adding the student responses to the question words.

Student Look-Fors:

He suggests that memoir writers “think small.”

Who? William Zinsser

Why? b/c readers relate small memories emotionally

Expanded sentence: William Zinsser suggests that memoir writers “think small” because readers relate to small memories emotionally.

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