

## **EXPLICIT INSTRUCTION WEBINAR**

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Strategy Instruction -  
Sentence Expansion, Sentence Combining,  
Revising

### **Skill or Strategy Instruction**

- The Three Components
- Demonstration
- Guided Practice
- Checking for Understanding

**I do it**  
**We do it**  
**You do it**

## Sentence Expansion

What Words Clearinghouse Practice Guide

Sentence expanding <sup>88</sup>	The teacher provides a short sentence. Students expand the sentence using different parts of speech.	<p>The dog napped.</p> <p style="text-align: center;">↓</p> <p>The brown dog napped.</p> <p style="text-align: center;">↓</p> <p>The brown dog napped on the couch.</p> <p style="text-align: center;">↓</p> <p>The lazy, brown dog napped on the couch.</p> <p style="text-align: center;">↓</p> <p>The lazy, brown dog napped on the couch while I read a book.</p>	<ol style="list-style-type: none"> <li>1. Introduce a short sentence.</li> <li>2. Model how to add to the sentence using different parts of speech, and demonstrate appropriate capitalization and punctuation as the sentence is expanded.</li> <li>3. Have students provide suggestions for different parts of speech (e.g., subjects and predicates) to add to the short sentences.</li> <li>4. Have students work independently or in pairs to expand a sentence.</li> <li>5. Encourage students to share their expanded sentences in small groups, providing feedback to their peers.</li> </ol>
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## Writing Foundations – Sentence Expansion

- Students learn the structure of sentences and gain “sentence sense” through sentence expansion exercises.
- Students add words or phrases to sentences that answer questions such as when, where, why, and how.

## Skill or Strategy Instruction

**I do it** More complex skills and strategies

### Model (I do it)

#### – Show

- Proceed step-by-step
- Exaggerate the steps

#### – Tell

- Tell students what you are **doing**
- Tell students what you are **thinking**

#### – Gain Responses

- Ask for responses
  - What they already know
  - What you have told them

## Sentence Expansion – I do it.

Expand each sentence using three of the following question words: *who*, *what*, *when*, *where*, *why*, and/or *how*.

**Start Sentence:** The children raced.

**When:**

**Where:**

**Why:**

**Create Sentence:**

## Sentence Expansion – I do it.

Expand each sentence using three of the following question words: *who*, *what*, *when*, *where*, *why*, and/or *how*.

**Start Sentence:** The children raced.

**When:** one spring day

**Where:**

**Why:**

**Create Sentence:**

## Sentence Expansion – I do it.

Expand each sentence using three of the following question words: *who*, *what*, *when*, *where*, *why*, and/or *how*.

**Start Sentence:** The children raced.

**When:** one spring day

**Where:** down the road

**Why:**

**Create Sentence:**

## Sentence Expansion – I do it.

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

**Start Sentence:** The children raced.

**When:** one spring day

**Where:** down the road

**Why:** *celebrate the last day of the school year*

**Create Sentence:**

## Sentence Expansion – I do it.

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

**Start Sentence:** The children raced.

**When:** one spring day

**Where:** down the road

**Why:** *celebrate the last day of the school year*

**Create Sentence:** One spring day, the children ran down the road to celebrate the last day of the school year.

## Sentence Expansion – We do it.

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

**Start Sentence:** The spectators departed.

**When:**

**Where:**

**Why:**

**Create Sentence:**

## Sentence Expansion – We do it.

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

**Start Sentence:** The spectators departed.

**When:** *after the Ducks football game concluded*

**Where:** *University of Oregon Stadium*

**Why:** *the Ducks beat Cal in a close game*

**Create Sentence:** *After the football game concluded, the spectators departed the U of O Stadium, still celebrating the Ducks win over Cal in a close game.*

## Sentence Expansion – You do it.

Expand each sentence using three of the following question words: ***who, what, when, where, why,*** and/or ***how.***

**Start Sentence:** *The actors performed.*

**When:**

**Where:**

**What:**

**Create Sentence:**

## Sentence Expansion – You do it.

### Feedback

Expand each sentence using three of the following question words: ***who, what, when, where, why,*** and/or ***how.***

**Start Sentence:** *The actors performed.*

**When:** *for three nights*

**Where:** *Ashland, Oregon*

**What:** *Shakespeare's Summer Night's Dream*

**Create Sentence:** *For three summer nights, the troupe of actors performed Shakespeare's Summer Night's Dream in Ashland, Oregon.*

## Sentence Expansion – Social Studies

**Sentence:** Andrew Jackson and his American forces won.

**What** *The Battle of New Orleans*

**When** *January 8, 1815*

**Why** *wanted to keep British from seizing New Orleans and Louisiana Purchase*

**Expanded Sentence:**

*On January 8, 1815, Andrew Jackson and his American forces won the Battle of New Orleans, stopping the British from invading and seizing New Orleans and the vast Louisiana Purchase.*

## Sentence Expansion – Science

*Example created by Science Teacher, Anya Covarubias*

**Sentence:** Carbon dioxide is produced during Cellular Respiration.

**Where:** during the Krebs's Cycle

**When:** carbon chains are broken down

**How:** by bonding with oxygen molecules

**Expanded Sentence:** Carbon dioxide is produced during the Krebs's Cycle when carbon chains are broken down and bond with oxygen molecules.



## Sentence Combining

What Words Clearinghouse Practice Guide

Sentence combining <sup>99</sup>	Students combine two or more sentences into one simple, compound, complex, or compound-complex sentence.	My dog is brown. My dog is big. ↓ My brown dog is big.	<ol style="list-style-type: none"> <li>1. Choose sentences for combining.</li> <li>2. Model how to combine the sentences using several examples; with older students, introduce moving, deleting, and adding words or parts.</li> <li>3. Have students rate the quality of the new sentence, provide alternatives to the new sentence, and discuss which sentences sound better and why.</li> <li>4. Encourage students to work in pairs to combine sentences, creating several new possibilities and rating the quality of their new sentences.</li> </ol>
		<p>The boy was riding his bike. The boy was careless. The boy ran into a tree. ↓ The boy was careless while riding his bike, so he ran into a tree.</p>	

## Sentence Combining

- Has positive effect on students' writing. (Evans, Venotozzi, Bundrick, & McWilliams, 1988; Howie, 1979; Kanellas, Carifio & Dagostino, 1998; Pedersen, 1977; Saddler & Graham, 2005; Stoddard, 1982)
- Students start with a stem sentence and combine it with one to four other sentences.

## Sentence Combining – I do it.

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

Start: *Linda grabbed a seat.*

Add: Bobby grabbed a seat.

Add: The seats were adjoining.

Add: The seats were on the bus.

Add: The bus was crowded.

Create: \_\_\_\_\_

## Sentence Combining – I do it.

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

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Create:

## Sentence Combining – I do it.

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

Start: *Linda grabbed a seat.*

Add: Bobby grabbed a seat.

Add: The seats were adjoining.

Add: The seats were on the bus.

Add: The bus was crowded.

Create: Linda and Bobby grabbed adjoining seats on the crowded bus.

## Sentence Combining – I do it.

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

Start: *Linda grabbed a seat.*

Add: Bobby grabbed a seat.

Add: The seats were adjoining.

Add: The seats were on the bus.

Add: The bus was crowded.

Create:

## Sentence Combining – We do it.

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

Start: *As the cubs grow fur, they spend periods of time outside the den.*

Add: The fur is thicker.

Add: The periods of time are short.

Add: The den is warm.

Add: The den is protective.

Create: \_\_\_\_\_

## Sentence Combining – We do it.

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

**Start:** As the cubs grow fur, they spend periods of time outside the den.

**Add:** The fur is thicker.

**Add:** The periods of time are short.

**Add:** The den is warm.

**Add:** The den is protective.

**Create:** As the cubs grow thicker fur, they spend short periods of time outside the protective den.

## Sentence Combining - You do it.

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

**Start:** Jared will finish shopping for school supplies.

**Add:** He will shop this afternoon.

**Add:** He will shop at the mall.

**Create:** \_\_\_\_\_

## Sentence Combining – You do it.

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

*Start:* Everyone ate birthday cake.

*Add:* The birthday cake was chocolate.

*Add:* Everyone ate vanilla ice cream.

*Add:* Everyone ate candy.

*Create:* \_\_\_\_\_

## Revising – I do it.

There are a number of practices that can strengthen students' sentences. One practice is sentence expansion.

Another practice is sentence combining. Also, sentence frames can be used. From these activities, students develop more sophisticated, complex sentences and sentence sense.

## Skill or Strategy Instruction

- The Three Components
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