



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 12

Revising for Sentence Fluency: Compound Sentences



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can use conventions to send a clear message to my reader. (L.4.2)
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can write sentences that link thoughts together with conjunctions to explain reasons that support my opinion.
- I can give kind and helpful feedback to my writing partner.

Ongoing Assessment

- Revised drafts



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging Readers and Writers (5 minutes)B. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Criteria for Writing Compound Sentences in an Editorial (10 minutes)B. Examining Models of Compound Sentences (15 minutes)C. Guided Practice Writing Compound Sentences (5 minutes)D. Independent Practice on Writing Compound Sentences (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share and Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Combine all of your revision notes and write a second draft of your editorial. Make sure to double-space so there will be room for any editing before you write the final draft.	<ul style="list-style-type: none">• Given the one-hour time constraint, language standards are not heavily emphasized in these modules. Students need additional instruction on language conventions during other parts of the school day. This lesson is intended to review and reinforce that additional instruction, and help students apply the conventions to their own authentic product.



Lesson Vocabulary	Materials
compound, conjunctions	<ul style="list-style-type: none">• Chart paper for new anchor chart: Compound Sentences• “No More Junk in Our Schools” and “Who Cares about Polar Bears?” editorials• Sticky notes• Model Wedge Editorial draft• Equity sticks• Purple pencils (one per student); purple marker (one for the teacher)



Opening	Meeting Students' Needs
<p>A. Engaging Readers and Writers (5 minutes)</p> <ul style="list-style-type: none">• Ask the students to name some things that help them enjoy reading informational texts. Have them turn and share with a shoulder partner. Ask several students to share their thinking. Listen for comments such as: “Interesting details,” “Sentences that flow make things easier to read,” or “Facts that make me want to learn more.”• Review that students have revised their editorials for more interesting introductions, scientifically accurate vocabulary, and catchy conclusions. Explain that today they will revise their writing one more time before putting all their revisions together in a second full draft and then edit it for conventions.	<ul style="list-style-type: none">• Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity on which they are working.
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the first learning target: “I can write sentences that link thoughts together with conjunctions to explain reasons that support my opinion.” Ask if there are any unfamiliar words. As students point out words, annotate the learning target with clarifying words or synonyms. For example:<ul style="list-style-type: none">* <i>link</i> = join together; connect* <i>conjunctions</i> = words that join two sentences, clauses, or phrases together• Explain that today’s learning will focus on how to join two simple sentences (complete sentences that have a noun and a verb) together to make longer compound sentences.	



Work Time	Meeting Students' Needs
<p>A. Criteria for Writing Compound Sentences in an Editorial (10 minutes)</p> <ul style="list-style-type: none">• Show students the following sentences and ask them to explain how they are changed from a to b:<ul style="list-style-type: none">a. Simple machines are everywhere. They help make people's lives easier.b. Simple machines are everywhere, and they help make people's lives easier.• Ask a few students to share their observations. Listen for comments like: "The two sentences are put together to make one sentence," or "Instead of two short sentences that talk about the same thing, there's one longer sentence."• Ask the students why an author might write a longer sentence rather than two shorter sentences. Listen for replies such as: "It sounds better," "It makes it easier to read," or "The sentence flows better when I read it."• Acknowledge that when two shorter sentences that describe the same thing are <i>linked</i> by a special word called a <i>conjunction</i>, a <i>compound sentence</i> is made. (Note: Some students may make the connection between compound sentences and compound words.)• Display the Compound Sentences anchor chart. Point out the conjunctions that link two simple sentences together.• Ask students to identify what the conjunction, or linking word, is in the second example sentence. Tell them to whisper their answer into their cupped hands, and on the count of three, whisper it as they fling it out to the universe. Count: "One, two, three!" You should hear students whispering: "And" or "but" etc.	<ul style="list-style-type: none">• For ELLs or students with visual impairments, consider typing up and making copies of the example sentences.



Work Time (continued)	Meeting Students' Needs
<p>B. Examining Models of Compound Sentences (15 minutes)</p> <ul style="list-style-type: none">• Ask students to get out the two mentor editorials, “No More Junk in Our Schools” and “Who Cares about Polar Bears?” Instruct them to reread “No More Junk in Our Schools” to look for compound sentences. As students identify compound sentences, list them on the anchor chart as examples in editorials.• Tell students to find a partner. Distribute sticky notes to each partnership. Now ask the students to reread “Who Cares about Polar Bears?” to find compound sentences. Tell them that when they find one, they should write it on a sticky note and underline the conjunction (make sure their names are on the sticky notes). When the partnerships are finished, ask one person from each pair to post the sticky note(s) on the class anchor chart. <p><i>Note: Use the sticky notes as a formative assessment of their ability to identify compound sentences and conjunctions.</i></p>	<ul style="list-style-type: none">• Providing models of expected work supports all learners but especially supports challenged learners.
<p>C. Guided Practice Writing Compound Sentences (5 minutes)</p> <ul style="list-style-type: none">• Invite the class to look at the Model Wedge Editorial draft as you read it aloud looking for simple sentences that could be combined into compound sentences. Ask students to touch their noses when you reach a point in the text where a compound sentence might be made.• Use equity sticks to cold call on students for revision suggestions. Using a purple marker, model how to revise the draft for compound sentences. (Link two sentences together with a line and write the conjunction above the line.) A possible compound sentence could be:<ul style="list-style-type: none">– Wedges are used every day. They make our lives easier.– Wedges are used every day, and they make our lives easier.– Claws help animals to defend themselves too. Even nature finds wedges helpful.– Claws help animals to defend themselves too, so even nature finds wedges helpful.	



Work Time (continued)	Meeting Students' Needs
<p>D. Independent Practice on Writing Compound Sentences (15 minutes)</p> <ul style="list-style-type: none">• Ask students to reread their editorial drafts and look for simple sentences that they could link together to make compound sentences. Remind them that the two sentences must describe the same topic in order to be linked.• Ask them to use their purple pencils to make these revisions. Give the students 20 minutes to revise their editorials for compound sentences.• Circulate and give support as needed. Encourage students to use a variety of conjunctions, not just “and.”	<ul style="list-style-type: none">• For ELLs and others who struggle with language, consider providing additional guided practice during this portion of the lesson. Alternatively, allowing students to work with a partner may provide the needed support.
Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Remind the class of the learning target: “I can write sentences that link thoughts together with conjunctions to explain reasons that support my opinion.”• Invite students to find a partner who is not writing about the same simple machine. Ask them to tell their partner if they met the learning target or not and share evidence from their writing.• As a class, add sentence fluency criteria to the Simple Machines Editorial rubric chart using the Compound Sentence anchor chart to clarify the meaning of the following learning target on the rubric:<ul style="list-style-type: none">– “I can write sentences that link thoughts together with conjunctions to explain reasons that support my opinion.”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Combine all of your revision notes and write a second draft of your editorial. Make sure to double-space so there will be room for any editing before you write the final draft.	



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Supporting Materials



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Conjunctions: *and, but, for, nor, or, so, yet*

Examples of compound sentences in editorials	



Model Wedge Editorial

Wedges are Wonderful

Wedges are a simple machine that make work easier. They are the most helpful of all simple machines. Simple machines help us move things with less effort over a longer distance. The wedge does this by pushing its skinny edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are everywhere. From important tools to animals' bodies, wedges make work easier. Without wedges we would not be able to build houses or even eat our food! They are the most helpful of all simple machines.