



## Sentence Workshop Implementation Guide (DRAFTv5\_July 2022)

### Overview and Purpose of the Component

The purpose of *Sentence Workshop* is to help students develop syntactic awareness and increase their understanding of complex sentence structures. Each Sentence Workshop (SW) lesson is designed to take approximately 15 minutes of instructional time.

An SW lesson consists of three routines: 1) building and expanding sentences; 2) manipulating the morphosyntactic and grammatical structure of a sentence; and 3) combining sentences to construct a mystery sentence. Across these routines, students actively make choices about syntactic and morphosyntactic language features that are important for composing and comprehending complex sentences (i.e., sentences with multiple clauses). The SW routines focus on a few specific language features that are often used to construct complex sentences in academic texts in written English. These include:

- Adding adjectives to modify a noun, usually before the noun
- Adding adjectival clauses that modify nouns or noun phrases, often after the noun; these can include appositives (a description or definition of a noun set off in the sentence by commas), prepositional phrases (starts with a preposition and adds information about the noun), or relative clauses (starts with a relative pronoun such as *that* or *who*)
- Adding adverbs to modify a verb or adjective
- Adding subordinate adverbial clauses that modify the action of the independent clause (giving information about the time, place, manner, or condition of the action).
- Combining sentences using coordinating conjunctions
- Combining sentences by embedding an adjectival or adverbial clause from one sentence into another
- Use of pronoun replacements to avoid redundancy across clauses

Each lesson culminates in the creation of a multi-clause mystery sentence. Teachers provide word cards and carefully planned prompts to help students build and expand multiple sentences, which are then combined to create the mystery sentence. The ideas in the sentences are aligned with the content students are learning about in the module. The mystery sentence is added to the group's Inquiry Space at the end of the routine.

### Materials and Resources

In addition to this implementation guide, the following resources are used when implementing Sentence Workshop.

**Word Cards.** The teacher will need a stack of notecards to use in the lesson. Teachers may prefer to prepare the word cards beforehand, or write the words as they go (while students are manipulating one set of cards, the teacher writes the next card; or the teacher writes the card as they are introducing it).

**Elaborative Lesson Plans.** These lesson plans are written to give teachers a sense of the language and rhythm of a well-paced SW lesson. They are not, however, intended to be used as a script. As teachers become more familiar with the structure and routines of SW, the need for these plans should decrease as teachers learn how to adapt the routines to best reflect the needs of their students. An example elaborative plan is found at the end of this manual.

**Blueprint Lesson Plans.** As teachers become more familiar with the SW component, they will no longer need the detailed information provided in the elaborative lesson plans. The blueprint lesson plans, unlike the elaborative plans, simply contain the “bones” of each lesson. These plans specify the mystery sentence, the two kernel sentences, and suggested prompts for facilitating the lesson routines.

## Implementation of the Component

### Routine 1: Building and Expanding Sentences

Each lesson includes two kernel sentences (note: *kernel* is the word used in sentence combining instruction to label the individual sentences that are combined to make complex sentences). These sentences are built one at a time using word cards.

The teacher starts by giving students a stack of word cards needed to create the first sentence. The cards are displayed on the table so that all students can see and move them around. As a group, students put the words in order to make a complete idea.

Then the teacher selectively displays additional word cards, prompting students to add the new words in the appropriate places to expand the original sentence. In general, this will sound like this: “*Let’s expand this sentence by adding the word(s)... in the appropriate place. Where can we put these words to make a longer sentence about our topic that still makes sense?*” The added words will usually make the sentence longer by expanding the noun/noun phrases (in the case of adjectives or adjectival clauses) or adding dependent adverbial clauses. It is not important or useful for students to hear or use these linguistic terms while building sentences. Instead, they should monitor whether it makes sense to add a word or phrase in a particular place in the sentence (e.g., Does that sound right? Does that make sense when I hear it? What information does that phrase add here?). Just like in the other K.L.I. components, the teacher should model and guide as needed at first, and then gradually give students more responsibility for constructing sentences.

Students should play around with the word cards, trying them out in different places in the original sentence to see how they best fit. This fosters metalinguistic thinking, a critical component of the K.L.I. intervention. At each step after new words have been added, the teacher asks students to read the expanded sentence aloud to check to see if the sentence makes sense. The teacher should also help students notice how the content of the sentence connects to their ongoing module (e.g., “Does this remind you of anything we have already been learning about?”) and discuss any new information or knowledge the sentence provides.

In many cases, there will be multiple ways to arrange the words to make meaningful and grammatical sentences. When time permits, the teacher can ask the students to re-order the cards to make a new sentence that expresses the same idea (e.g., the phrase *safe and healthy* would mean the same thing if expressed as *healthy and safe*; the prepositional phrase *in the past* might be used at the beginning or the end of a sentence without changing the meaning).

Once the first kernel sentence has been completed (with all words added), the teacher scoops up the word cards and sets them aside in a stack in order. Then a new set of cards is used to create the next kernel sentence.

### **Routine 2: Manipulating the Morphosyntactic Structure of a Sentence**

Morphosyntax is a word used by linguists to describe the interplay of morphology (meaningful parts of words such as suffixes) and syntax (the grammatical regularities that govern how words are put together in sentences). Some aspects of word-level structure are related to sentence-level structure. In particular, the suffix of a verb signals its tense (past, present, future, etc.) and number (singular or plural), which must agree with the rest of the sentence for the sentence to make sense.

To help students attend to morphosyntax, the teacher prompts them to adjust a kernel sentence based on a change made to one of the words or phrases. This brief routine is completed for only one of the kernel sentences, immediately after it is built.

There are three ways to prompt morphosyntactic manipulation in SW lessons:

1. The teacher might change a verb in the sentence to a different tense, and then ask students to adjust the rest of the sentence so that it makes sense.
2. The teacher might add or change an adverbial clause (thus, shifting the time or tense of the sentence). Then, they would ask students to adjust the rest of the sentence so that it makes sense with this different clause.
3. The teacher might change the number of a noun or pronoun in the sentence, asking students to adjust the rest of the sentence to preserve its meaning.

Students work together to (verbally) make the appropriate changes based on the prompt. This can include changing verb endings, removing adverbs, changing the order of the sentence, etc. Students should *not* be asked to use linguistic terms (like naming verb tenses or parts of speech) to explain their changes. When it is useful, the teacher can scaffold the discussion by creating new word cards (e.g., with verbs in a different tense) so students can see and read the modified sentence. They should do this without modifying the original word cards in the kernel sentence, as these will be needed in the final routine.

### **Routine 3: Combining Sentences to Construct the Mystery Sentence**

The goal of this part of SW is for students to integrate the two previously constructed kernel sentences into one complex, multi-clause sentence. The mystery sentence will use all the word cards from all the sentences, with the exception of words that are substituted for pronouns, plus any additional connective words needed to combine the sentences.

With both kernel sentences rebuilt and displayed on the table in front of the group, the teacher gives a specific prompt for how the sentences should be combined. In most cases, the prompt will be one of the following:

- *“Use this connecting word [e.g., but] to combine these sentences into one longer sentence that means the same thing as the individual sentences.”*
- *“Combine these sentences into one longer sentence by putting one of the sentences inside the other one in the place that makes most sense.”*

In either case, the teacher will provide the additional word cards needed (e.g., conjunctions and relative pronouns). Then, students will work together to build the mystery sentence using all the cards. The teacher will need to model and guide the students at first, and then students will take ownership of the process in later lessons.

Often, after the sentences are combined, the students will need to do one additional manipulation to remove redundant words that appear in both kernel sentences, replacing them with pronouns in one of the clauses. When adding a pronoun, the teacher should remind the students, *“This word will take the place of other words in one part of the sentence, so be sure that when you add it, you remove the word cards it is replacing.”* Depending on the level of scaffolding needed for the group, the teacher can tell the students which cards the pronoun will replace or have them figure it out as a group.

In some cases, commas will be needed (e.g., before *and* and *but* when combining independent clauses), and the teacher can add them if desired. In later lessons, teachers can keep a stack of commas off to the side for students to use (keeping in mind that SW is *not* a grammar lesson on the proper placement of commas, so this should not take up time in the lesson). The teacher can also point out that the first word of the sentence should be capitalized, but this is not the explicit focus of the SW component.

Once the mystery sentence is built, students should read it aloud and check to make sure it makes sense in relation to the broader content they are learning across the module. This can be done with a quick, simple discussion about how this idea connects to something they have already read in Discovery Reading or other components. Then the teacher (or in later lessons, a designated student) should add the sentence to the group’s Inquiry Space.

### **Additional Guidance for Implementation**

#### **Leveraging Students’ Full Linguistic Repertoire (FLR)**

Although Sentence Workshop targets English language development, there are many opportunities for students to access and use their FLR during SW lessons. For example, when discussing morphosyntactic changes to a sentence in English, students can share how these changes are similar or different from the way sentences are constructed in their home language. Also, students may find it helpful to use their home languages when explaining to each other what the sentences mean and how they relate to their ongoing inquiry topic.

#### **Typical Prompts Used by Teachers**

Throughout this segment, teachers are using language to foster students’ metalinguistic thinking. Table 1 lists examples of this type of teacher talk that can be used in this routine.

Table 1: Examples of Metalinguistic Teacher Prompts to Encourage Students to Notice and Reflect on Sentence-Level Structure in SW

Purpose	Example
<p><b>When building and expanding sentences</b></p>	<p>-“We’ll start with a few words, then we’ll add more words to make the sentence longer and more informative.”</p> <p>-“When we add words and phrases to our sentence, the meaning may change as we may develop new ideas.”</p> <p>-“Can you add these three words somewhere to make a sentence that makes sense?”</p> <p>-“What about this phrase? Where can we put this phrase in the sentence and it still make sense?”</p>
<p><b>To check and discuss meaning while building, expanding, and combining sentences</b></p>	<p>-“Read aloud what you just created. Does it make sense?”</p> <p>-“I can see what you mean when you explain it. Your sentence has some logic to it, but is there a different way to word it to make it even clearer?”</p> <p>-“How did the meaning of this sentence change when we (added or changed) this (word or phrase)? What is the sentence saying now?”</p> <p>-“What is this pronoun <i>it</i> referring to here? Why are we using the word <i>it</i> here instead of <i>meteor</i>?”</p> <p>-“What is the key idea in this sentence?”</p> <p>-“What new information did we just learn about our topic through creating this sentence?”</p> <p>-“What does that word mean? How does the meaning of the sentence change now that we added that word?”</p> <p>-“We just built a very large sentence after combining sentences. What are the (two or three) big ideas in this sentence that teach us about our topic? How would you explain those ideas in your own words if you were talking to [specific audience]? This might be in English or another language you speak.”</p>

<p><b>When a student builds a sentence incorrectly or makes a morphosyntactic error</b></p>	<p>-“Read that again. Does that make sense?”</p> <p>-“Read over your sentence. Does it mean the same thing as before, or did you change the meaning with that addition?”</p> <p>-“Does this word go here, or will it work better somewhere else?”</p> <p>-”Is this sentence saying what we want it to? How can we change it around to make the ideas clearer?”</p> <p>-“You know, that sounds really logical to me. When we are talking to each other, we probably say it like that. When an author is writing about it in a science book, though, they would probably word it differently. That doesn’t mean it’s better, just different. What different way might they choose to write this same idea?”</p> <p>-“I can see what you were thinking here, but there might be a better way to do it. Try moving this phrase to the end of the sentence and see what happens.”</p> <p>-“Let’s try a different way. Here’s a hint: keep the word cards <i>every day</i> together as one phrase.”</p> <p>-“We’re talking about rocks from space, not Earth, so let's not put the word <i>Earth</i> in front of <i>rocks</i>. Try a different way.”</p> <p>-“Good, but you missed something. If we change the word <i>fall</i> to <i>fell</i>, will this part here at the end still mean the same thing? What other change should we make to the end of the sentence?”</p>
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<p><b>When a student needs additional support building, expanding, or combining sentences</b></p>	<p>-(teacher moves cards) “Here’s another way you could organize this sentence that you didn’t try. Does this work? Does this way make sense?”</p> <p>-“I’m going to give you the two words together: <i>toward Earth</i>. Keep those two words together as one phrase and find a place to insert them into the sentence that makes sense.”</p> <p>-“Here is the word <i>often</i>. Keep in mind that when you insert this word, you are going to have to reorder some other words in this sentence.”</p> <p>-“I’ll give you a hint: you’ll want to put this somewhere near the end of this sentence.”</p> <p>-“Let me remind you of one thing as you think about what to change. Remember, the word <i>tomorrow</i> refers to sometime in the future, so you may need to change the action word, or verb, in the sentence to make it line up.”</p> <p>-“Remember, what do pronouns like <i>they</i> usually take the place of in sentences? Think about that as you decide what to change.”</p> <p>-“Are you stuck? Here, what if we tried this? Does that make sense? No? How about this?” (Teacher provides a series of options to show students how to test out different ideas.)</p>
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### Implementing with Small Groups

When teaching the SW routines with small groups of students, teachers should be mindful about how to orchestrate student turn-taking during the lesson so that all students can be as actively engaged as possible. Here are a few things to keep in mind:

- Only use one set of word cards during a lesson to keep this routine fast-paced. If every student has their own set of cards, it would be difficult to execute this routine during the allotted time.
- Each student should have at least one opportunity to participate in some way during each step of the lesson (e.g., move a card, add a card, explain where to put a card, etc.).

Additional ideas for managing student turn-taking during this routine to maximize engagement and participation include:

- **Shared Collaboration-** Students are given the set of word cards as a group and told to work together to build or manipulate the sentence. This is the typical approach in most SW lessons.
- **Whole Sentence Turn-taking -** Students alternate turns for each sentence building portion of the lesson. For example, Student A takes a turn building sentence #1, while

student B and C provide support and assistance as needed; Student B takes a turn building sentence #2, while student A and C provide support as needed; Student C takes a turn doing the mystery sentence, while students A and B provide support.

- **More Frequent Turn-taking-** Teacher calls on a different student for every single step, alternating between students or following a sequence. For example, Student A starts by building sentence #1; Student B takes the next turn adding words; Student C takes the next turn adding words. Then Student A takes a turn with the morphosyntax manipulation routine; then student B builds sentence #2; then Student C adds words; then Student A adds the next set of words, and so on.
- **Leader Turn-taking-** Student A leads the group in collaborating to build sentence #1; Student B takes the lead on sentence #2; Student C takes the lead on the mystery sentence.
- **Director, Card Mover, Checker-** Each student takes on a designated role. One student handles the cards, while another student directs where each card should go, and the third student checks and reads aloud the sentence. Roles should alternate regularly.

### Example Lesson

#### Sentence Workshop Lesson A (Elaborative) Space Pollution Module

**Mystery Sentence:** Rocks from space fall quickly toward Earth every day, but they almost never crash because they usually burn up in the atmosphere.

**Sentence #1:** Rocks from space fall quickly toward Earth every day.

**Sentence #2:** Space rocks almost never crash because they usually burn up in the atmosphere.

**Word Cards for Sentence #1:** If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*Earth, fall, rocks, toward  
space, from  
quickly, [every day]*

**Word Cards for Sentence #2:**

*[burn up], rocks, space  
usually, atmosphere, the, in  
they, because, [almost never], crash*

**Words Cards for the Mystery Sentence:** *but, they*

**Build Sentence #1****approx. 3 minutes**

“Today we are going to build a sentence that is about our topic of objects in space. We are going to start with a few words, and then we’ll add more words to make the sentence longer and longer.”

“Here on the table I have some word cards.” (T reads each card as they lay them out.) Can you build a sentence that makes sense using all these word cards?”

**Word Cards:** *Earth, fall, rocks, toward*

With teacher support, students build:

**“Rocks fall toward Earth.”**

Teacher allows students to arrange the words to make a sentence, then debriefs with the students and provides feedback, such as:

“OK, read the sentence you made.” (Student reads) “Does that sentence make sense?”

[students answer] “Yes. It does, doesn’t it? There are rocks in space like meteors that sometimes fall towards our planet. We’ve read a little bit about that in Discovery Reading.”

“Now, let’s add on to this sentence by adding these words in the appropriate places. Where can we put these words to make a longer sentence about our topic that still makes sense? Try it.”

**Word Cards:** *space, from*

T gives students time to add words, providing support or feedback as necessary.

“Can you read to me what you wrote?”

Student may read something like *Rocks fall toward space from Earth.*

“Hmm, does that sound right? When I hear that, I wonder if that sentence really makes sense and matches what we have been learning in our reading. *Rocks don’t fall in that direction, from Earth toward space.* Let’s try again.”

T gives students more time to build the sentence and follows the feedback routine again, until an appropriate sentence is built:

**Rocks fall toward Earth from space.** or

**Rocks from space fall toward Earth.** or

**Rocks fall toward Earth from space.**

**Note:** After the teacher has given the students *up to two* attempts to arrange the words and if they are still not successful, the teacher should intervene. The teacher can do one of three things while intervening:

1. Teacher can combine the words ‘from space’ into one phrase and model inserting the words into different places, reading each option aloud and checking it each time, until they have found the sentence that conveys the idea clearly.

2. Directly explain how the sentence should be organized, such as: “In our first sentence, we said that rocks fall toward Earth. Now let’s use these new words to say something about where the rocks come from. Where do the rocks fall from?” Give students a moment to use the cards to build a sentence using this hint.
3. If needed, the teacher can move the cards to the right place, but keep them in the wrong order, so that students can see where they go in the sentence but still have to think about the order of the phrase. “I am going to move our word cards ‘space’ and ‘from’ over here after the word ‘rocks’. This way it’s closer to the word it tells us about. Now can you put them in the right order in this part of the sentence to form an idea that makes sense?”

“Let’s expand it one more time. Where can we put these cards to add a little more information to this sentence?”

**Word Cards:** *quickly, [every day]*

T allows students to build sentence, using the feedback routine and helping the student generate one of these possible sentences or equivalent:

**Rocks from space fall quickly toward Earth every day. Or  
Rocks fall quickly from space toward Earth every day. Or  
Every day, rocks fall quickly from space toward Earth.**

“OK, read the sentence you wrote.”

“Does that sentence make sense?” [students answer] “Yes. It does. That’s what we have learned from our reading about objects in space. There are lots of small rocks that fall toward our planet.” (Note: If time permits, let students see multiple options so they can see how the words can be positioned differently and still make sense.)

**Manipulate Morphosyntactic Structure of Sentence #1**

**approx. 1 minute**

\*Note: This routine is placed here in this lesson plan, but it could be done anytime while building sentences (i.e., after you have built a whole expanded sentence, or after the first expansion of a sentence, etc.). The key is that at one point during the lesson, the teacher follows a routine to help students manipulate the morphosyntactic structure of a sentence. This is a verbal activity; you can add or move cards around as needed, but do not alter the original cards because you will need them again for the next part of the routine).

“What if we changed a phrase in this sentence? What if instead of *every day*, the sentence said *last week*? What if it said: ***Rocks from space fall quickly toward Earth last week.*** What would we need to change about the rest of the sentence to make that sentence make sense?”

Student provides an answer. “Right, the problem with this sentence now is the word *fall*. If this only happened last week instead of every day, that means it happened in the past. So how can we change the word *fall* to show this only happened in the past?” Student answers.

“Yes, we can say *fell* instead. ***Rocks from space fell quickly toward Earth last week.*** Great! This is saying it’s not happening every day, it already happened just last week. But we will keep *every day* because it’s actually more accurate.”

**Build Sentence #2**

**approx. 3 minutes**

Teacher removes the word cards from Sentence #1 and places them off to the side (note: put them in a nested stack, keeping them in order, to make it easier to quickly re-build the mystery sentence later).

“Now I’m going to move these and keep them right here because we’ll come back to them in a moment, but now we are going to build a different sentence. Can you create a sentence using these word cards?” Teacher reads each card while displaying it on the table. Teacher places them on the table for students to arrange.

**Word Cards:** *[burn up], rocks, space*

Students build ***Space rocks burn up.*** “OK, read that sentence aloud to me. Does it sound right? Is it logical? Excellent, yes, I agree.

“Let’s add on to this sentence with a few more words. Can you add these word cards to the sentence?”

**Word Cards:** *usually, atmosphere, the, in*

Teacher encourages students to manipulate the cards and talk through the sentence as they consider how to arrange the cards.

Students can build the sentence: ***Space rocks usually burn up in the atmosphere,*** with the teacher providing feedback and scaffolding as needed. Students read the sentence aloud after it is built.

“Let’s expand it one more time with these words.”

**Word Cards:** *they, because, [almost never], crash*

Students can build the sentence: ***Space rocks almost never crash because they usually burn up in the atmosphere,*** with the teacher providing feedback and scaffolding as needed. Students read the sentence aloud after it is built.

**Combine Sentences to Form the Mystery Sentence**

**approx. 3 minutes**

Teacher places sentence #1 (already built) back on the table so that both sentences are arranged in front of the students. Note: Do not spend time asking students to rebuild the sentences; put them back on the table intact.

“Alright, today we have built two sentences. Let’s take a second and read each one and talk briefly about the ideas in these sentences. First we built ***Rocks from space fall quickly toward Earth every day***, and our second sentence was ***Space rocks almost never crash because they usually burn up in the atmosphere***. Hm, so the first sentence. What do you think it means that rocks from space fall toward our Earth every day? Does that surprise you? What do you picture in your mind?” (Student shares; teacher leads a very short discussion.)

“Right. But do we usually walk along and just boom! A rock from space falls on us? Do you see space rocks falling out of the sky all the time? No! Right? Maybe that’s because of the second sentence. ***Space rocks almost never crash because they usually burn up in the atmosphere***. Let’s talk about what this sentence is saying.” T and students discuss. “Right. We don’t walk along the street getting hit by space rocks because by the time the rocks from space enter Earth’s atmosphere, that air that surrounds our planet burns them right up.”

“So we’ve got two really important ideas here. Let’s combine these ideas. We are going to put these two sentences together to make one big mystery sentence. We are going to combine the two sentences using this word *but*.” Teacher lays out *but* word card. “Where can we place this word *but* to combine the two sentences?” (Student places word card, with support as necessary.)

**Word Cards: *but***

“Great job. Let’s read our big mystery sentence: ***Rocks from space fall quickly toward Earth every day, but space rocks almost never crash because they usually burn up in the atmosphere***. This makes sense, right? But we are repeating ‘rocks’ and ‘space rocks’ a lot. Sometimes, when we don’t want to say the same noun over and over again, we can use a pronoun to replace one of the nouns instead. Look at this word card: *they*. Now look at your sentence. Which two words could you remove and replace with this word *they* without changing the meaning of the sentence?”

**Word Cards: *they***

T allows student to try it, providing support or feedback as necessary. If needed, the teacher can place the word *they* in different places (actually moving around the word card), modeling how to test to see if it makes sense, such as: “What if I took out *from space*? ***Rocks they fall quickly toward Earth every day***. No, that’s not right! How about *every day*? ***Rocks from space fall quickly toward Earth they***? No, that doesn’t make sense either!” The teacher can also highlight that a pronoun like *they* will usually replace the noun the second time it is used in a sentence, because by that point we know *they* is referring to space rocks.

“Great. Yes, we insert *they* for *space rocks* because the first part of the sentence introduced the noun, *rocks from space*, so we don’t need to say *space rocks* again. Alright, I think we have built our mystery sentence! Can you read this beautiful sentence out loud to me one last time?”

Student reads: ***Rocks from space fall quickly toward Earth every day, but they almost never crash because they usually burn up in the atmosphere.***

“Excellent job building this complex sentence today. It’s got some really important ideas in it, so let’s add it to our inquiry space.” Teacher or student records the sentence on the Inquiry Space.