

Sentence Power

Listen for how a short sentence helps an author reach readers.

1.P.AC.1.c "Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 PICK A LINE _____

a	Go!	Wait.	Why?
b	Look.	Who?	Stop!
c	Yes.	Run!	When?

2 SHOW THE EFFECT _____

Jump!	
When?	
No.	

HOW TO RUN THIS PAGE

Read each line with expression and pause for students to name what the author wants the reader to do. Model the thinking with a different example, such as “Can you help?”, and discuss how its question form invites the reader to think of an answer.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • PICK A LINE

SAY “I will read the words in every row. Listen for what the author wants the reader to do. Which line best fits each purpose?”

ROW	SAY	STUDENTS CIRCLE
a	The author wants the reader to move right away. I will read the lines: “Go!” “Wait.” “Why?” Which line best fits that purpose?	Go!
b	The author wants the reader to think of an answer. I will read the lines: “Look.” “Who?” “Stop!” Which line best fits that purpose?	Who?
c	The author wants the reader to hear an answer. I will read the lines: “Yes.” “Run!” “When?” Which line best fits that purpose?	Yes.

PART 2 • SHOW THE EFFECT

SAY “I will read each author line beside a box. Does it ask you to act, think, or know something? Write A for act, T for think, or K for know, then tell why you chose that letter. Which letter will you write?”

- Box 1 (beside Jump!): **A**
- Box 2 (beside When?): **T**
- Box 3 (beside No.): **K**

WHAT TO ACCEPT

Part 1 answers are Go!, Who?, and Yes. Part 2 answers are A, T, and K. Accept a spoken reason that connects the command to action, the question to thinking, or the answer statement to knowing.