



Designated ELD Model Sentences Database

NOTE: Please remember that the text from which these model sentences were selected must be used first during content instruction for instructional/comprehension purposes before the model sentences are used to examine "How English Works" (linguistic features) during Designated ELD.

Recommended for the Following Grade Level	<input type="checkbox"/> Kindergarten <input type="checkbox"/> Fourth <input type="checkbox"/> First <input type="checkbox"/> Fifth <input checked="" type="checkbox"/> Second <input type="checkbox"/> Sixth <input checked="" type="checkbox"/> Third
Standard (i.e., ELD.PII.2.3)	ELD.PII.2.7, ELD.PII.3.7
Strand (i.e., Using verbs and verb phrases) <i>Refer to grade and proficiency level standards for planning.</i>	Condensing ideas

Name of Book, Story or Selection	Sarah, Plain and Tall
Author	Patricia MacLachlan
Name of Textbook (if it comes from a textbook)	
Page Number(s) on which to Find the Model Sentences	Chapter 1
Lexile Level (either of the book or the actual model sentences passage)	560

Model Sentences for Day 1 (linguistic features not bolded)

I wiped my hands on my apron and went to the window. Outside, the prairie reached out and touched the places where the sky came down. Though the winter was nearly over, there were patches of snow everywhere. I looked at the long dirt road that crawled across the plains, remembering the morning that Mama had died, cruel and sunny. They had come for her in a wagon and taken her away to be buried. And then the cousins and aunts and uncles had come and tried to fill up the house. But they couldn't.

Model Sentences for Day 2+ (linguistic features bolded)
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I wiped my hands on my apron **and** went to the window. Outside, the prairie reached out **and** touched the places where the sky came down. Though the winter was nearly over, there were patches of snow everywhere. I looked at the long dirt road that crawled across the plains, remembering the morning that Mama had died, cruel and sunny. They had come for her in a wagon **and** taken her away to be buried. And then the cousins and aunts and uncles had come **and** tried to fill up the house. But they couldn't.

Focus Question	How does the writer condense clauses to create detailed and precise sentences?
Guiding Questions	<p>Look at the first sentence on the paragraph. Identify the two clauses or ideas in the sentence. How did the writer condense these two clauses? What precise ideas and details are condensed or brought together?</p> <p>Look at the second sentence on the paragraph. Identify the two clauses or ideas in the sentence. How did the writer condense these two clauses? What precise ideas and details are condensed or brought together?</p>

	<p>Look at the third sentence on the paragraph. Identify the two clauses or ideas in the sentence. How did the writer condense these two clauses? What precise ideas and details are condensed or brought together?</p> <p>Look at the fourth sentence on the paragraph. Identify the two clauses or ideas in the sentence. How did the writer condense these two clauses? What precise ideas and details are condensed or brought together?</p> <p>Look at the fifth sentence on the paragraph. Identify the two clauses or ideas in the sentence. How did the writer condense these two clauses? What precise ideas and details are condensed or brought together?</p> <p>Look at the sixth sentence on the paragraph. Identify the two clauses or ideas in the sentence. How did the writer condense these two clauses? What precise ideas and details are condensed or brought together?</p>
Wrap-Up Question	How can condensing clauses help create precise and detailed sentences?
Name of Person(s) Submitting Model Sentences	Janie Yoo (Janny Kim)
School	Cahuenga Elementary School (Modified by MMED)

Sarah, Plain and Tall

By Patricia MacLachlan

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