



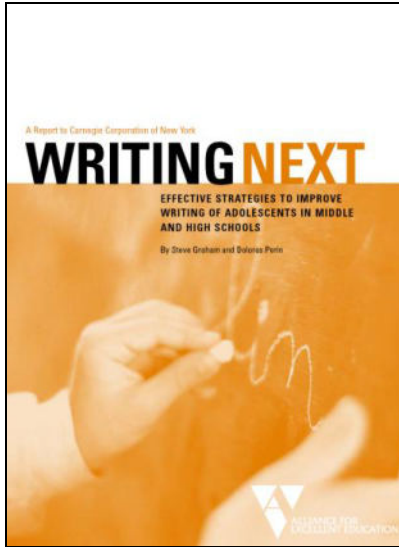
THE Writing Revolution

Advancing Thinking Through Writing



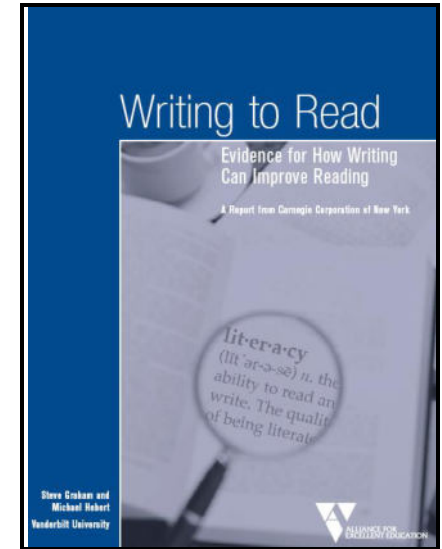
Everyone Reading

March 1, 2016

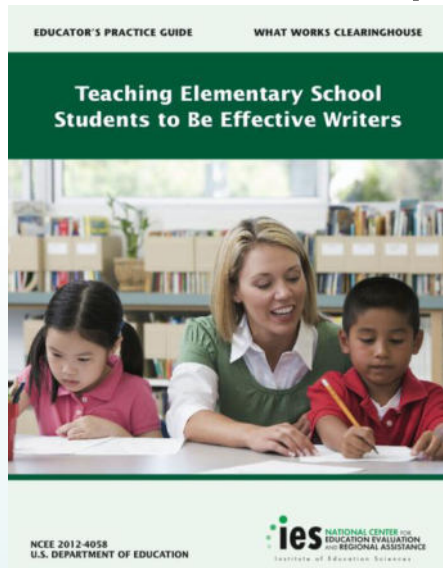


Writing Next

Writing to Read



Teaching Elementary School Students to be Effective Writers



Research Supports



<http://www.all4ed.org>

What is Writing?

- ✓ transcription process
- ✓ form of writing
- ✓ demonstration of knowledge
- ✓ communication tool
- ✓ learning tool

Cheryl M. Scott (1999)

Definition of Writing

NAEP 2011

Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools.

NAEP ACHIEVEMENT LEVELS

BASIC denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

PROFICIENT represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

ADVANCED represents superior performance.

NAEP WRITING ASSESSMENT TASKS

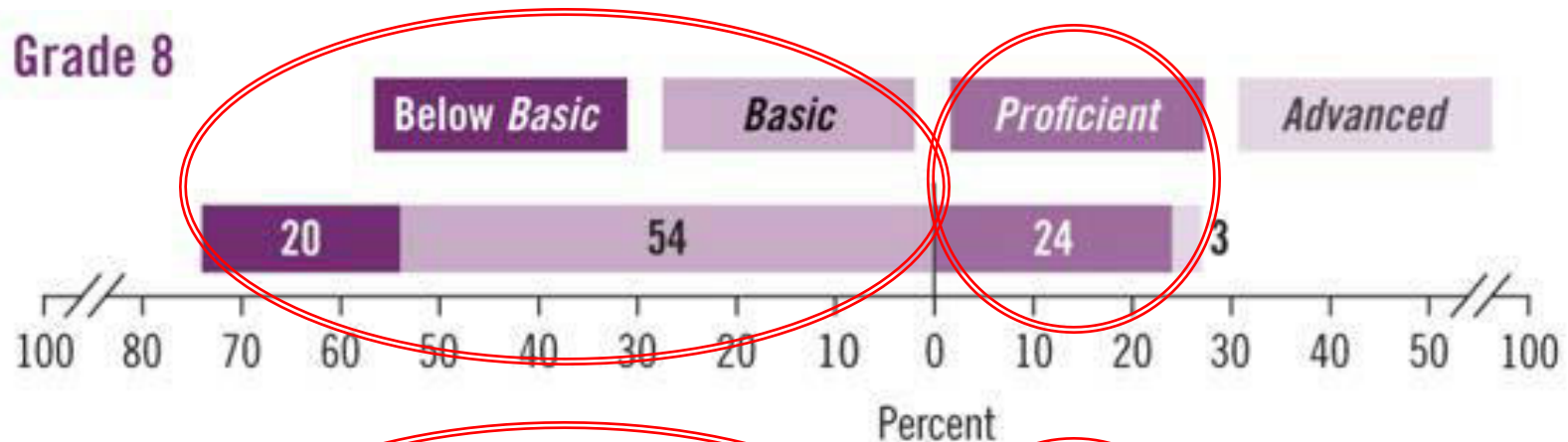
Communicative purpose	Grade 4	Grade 8	Grade 12
To persuade	30%	35%	40%
To explain	35%	35%	40%
To convey experience	35%	30%	20%

2011 NAEP Writing Results

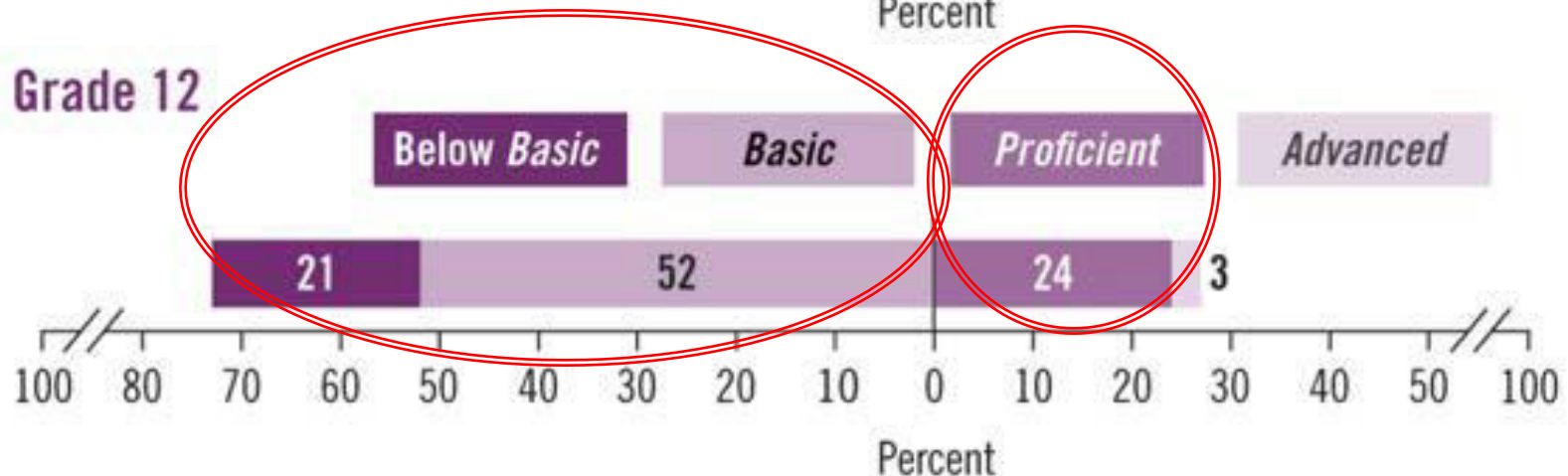
> 25% of all students tested → Proficient

Approximately **75%** of all students → Basic and Below ↓

Grade 8



Grade 12



Writing Standards

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives
- Engaging in research
- Developing & strengthening writing using technology
- Strong & growing *across-the-curriculum* emphasis on writing arguments & informative/explanatory texts
- Aligned with NAEP Writing framework

Writing:

Final Common Pathway of Cognition and Language

- ✓ Linguistic Knowledge
- ✓ World Knowledge
- ✓ Social Cognition

Cheryl M. Scott (1999)

TBWS, p. 3

Working vs. Short Term Memory

Short Term - *holds or maintains information*

Working - *manipulates information & facilitates management of multiple features or details*

Working Memory

Handwriting

Spelling

Capitalization

Punctuation

Usage

Meaning

Purpose

Audience

Syntax

Semantics

Working Memory

plan ahead

sequence information

organize

Weak Areas

- ✓ organizational skills
- ✱ seeing another's point of view (empathy)
- ✓ discerning essential from less important or irrelevant information
- ✓ fund of world knowledge
- ✓ sustaining effort & attention
- ✓ syntax & grammar

Outlines

Sentence Strategies



Science

Social Studies

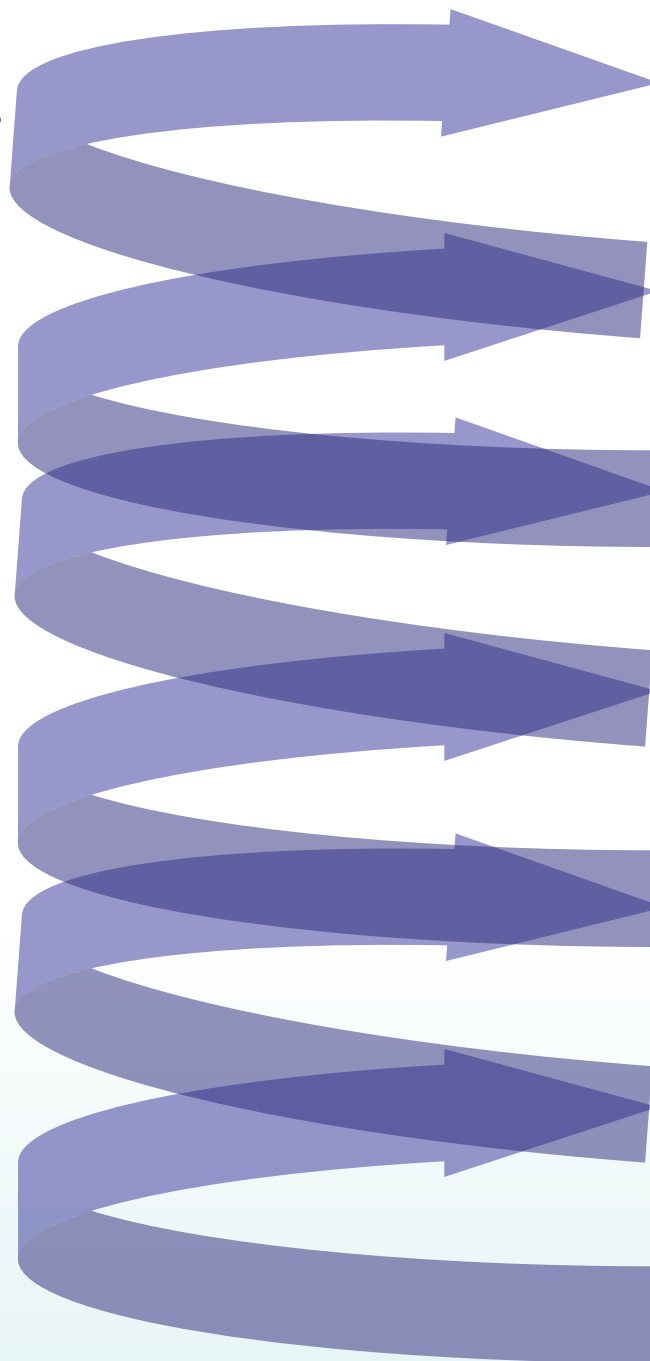
Math

English

Current Events

Research Reports

etc.



College +

Grades 11 - 12

Grades 9 - 10

Grades 7 - 8

Grades 5 - 6

Grades 3 - 4

Grades K - 2

Expository: explains or informs / constructed logically /
focus is on an idea

Narrative: focus is on temporal sequencing / related events

Descriptive: deals with perceptions – mainly visual / often
employs spatial constructs

Persuasive: seeks to alter how one thinks or feels through
emotion

Argumentative: presents both sides of an issue but appeals
to logic, evidence, & reasons for support

TBWS, p. 56-59

Objectives

- ① **Raise linguistic complexity & clarity of sentences**
- ② **Improve organization skills**

Benefits

1. Better study skills
2. Greater clarity of written & oral language
3. Enhanced complexity and coherence
4. Improved reading comprehension

The Components of the Program

- **Sentence strategies** build and refine foundational writing skills
- **Revisions** that enhance clarity and coherence
- **Note taking** system that reflects clear thinking
- Building unified, coherent **paragraphs**
- Developing expository and argumentative **compositions**

Sentence Activities

- sentences / fragments
- scrambled sentences
- sentence types (*questions)

✓ because/but/so

✓ subordinating conjunctions

✓ appositive

- sentence combining

✓ sentence expansion

Strategies will enhance:

- ✓ written language structure
- ✓ topic & concluding sentences
- ✓ sentence variety
- ✓ information provided for reader
- ✓ reading comprehension

because - tells why

but - change of direction

so - cause and effect

The teacher was happy...

The teacher was happy
because the students behaved.

The teacher was happy, but she still assigned homework.

The teacher was happy, so she gave the students a
longer recess.





Social Studies

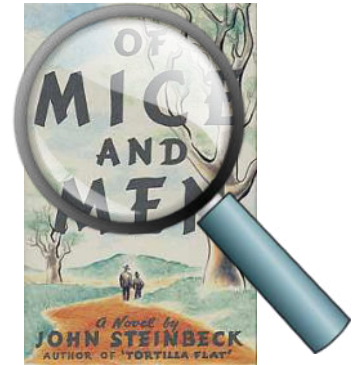
Hammurabi created a written code of laws...

Hammurabi created a written code of laws because *he wanted order in Babylon.*

Hammurabi created a written code of laws, but *they were unfair to the lower class and women.*

Hammurabi created a written code of laws, so *there was a decrease in crime in Babylon.*

ELA



Lennie likes to pet small animals...

- Lennie likes to pet small animals because *he enjoys touching their soft fur.*
- Lennie likes to pet small animals, but *he often kills them accidentally.*
- Lennie likes to pet small animals, so *he carries mice in his pocket.*

Science
Physical Education

Directions: Complete the given sentences using *because*, *but* and *so*.

1. Agility increases flexibility...

- a. Agility increases flexibility **because it increases the range of motion.**
 - b. Agility increases flexibility, **but strength is equally important.**
 - c. Agility increases flexibility, **so agile athletes perform at a higher level.**
- congressmen and advocate for it.**

Change of Direction

but



although, while,
even though

however

in contrast

Wilbur was doomed to death, **but** Fern saved him.

Although Templeton was selfish, he helped save Wilbur's life.

Fern's father was going to kill Wilbur. **However**, Fern saves his life.

Many books have few readers. **In contrast**, millions have read *Charlotte's Web*.

Change of Direction

but



although, while,
even though

however

on the other hand

The New Deal was intended to provide relief from the Great Depression, **but** it did not solve the problem of unemployment.

Although the New Deal did not solve all of the nation's problems, it saved the United States from complete economic collapse.

The Works Progress Administration (WPA) provided work to millions of Americans.

However, only 13.5% of those employed were women.

Critics of the New Deal argued that the federal government exercised too much power. **On the other hand**, many Americans believed that the government acted within the bounds of the law to provide relief, recovery and reform.

mediocre / because

mediocre / but

mediocre / so

The Industrial Revolution was a time of great change...

- because (since) the economy expanded to produce machine made goods.
- but (however) living conditions for many people in cities grew much worse and class tensions grew.
- so (therefore) Europe and the United States adopted the “British Miracle.”

Subordinating Conjunctions

- after
- before
- if
- while
- although
- even though
- unless
- since
- when
- whenever

Since Lennie has a mild mental disability,
George looks out for him.

After Lennie meets Curley's wife, George warns
him to stay away from her.

Although Lennie promised to keep the farm a
secret, he tells Crooks about it.

Although *hydrogen* is explosive and *oxygen* supports combustion, a compound of them puts out fires.

Unless *hydrogen* and *oxygen* form a compound, they are explosive and dangerous.

If *hydrogen* and *oxygen* form a compound, they lose their original properties of being explosive and supporting combustion.

As soon as *hydrogen* and *oxygen* form a compound, they are no longer explosive.

captivating / although

desolate / therefore

prominent / after

compassion / since

although / captivate

Although Rocket was captivated by the yellow bird,
he still took a nap.

since/ prevail

Since Hamilton prevailed, the constitution was
ratified.

unless/retract

Unless Trump retracts his statement, it may affect
his poll numbers.

Appositive

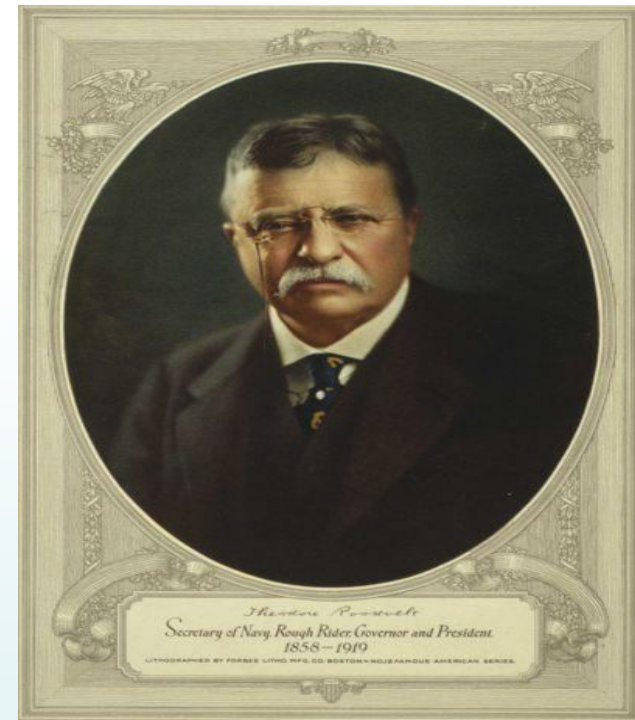
Noun or noun phrase placed next to another noun to rename, or explain it more fully.

TBWS, p. 46

Appositives

Theodore Roosevelt, the 26th president of the United States, had a strong foreign policy.

✓ Way to make topic and concluding sentences

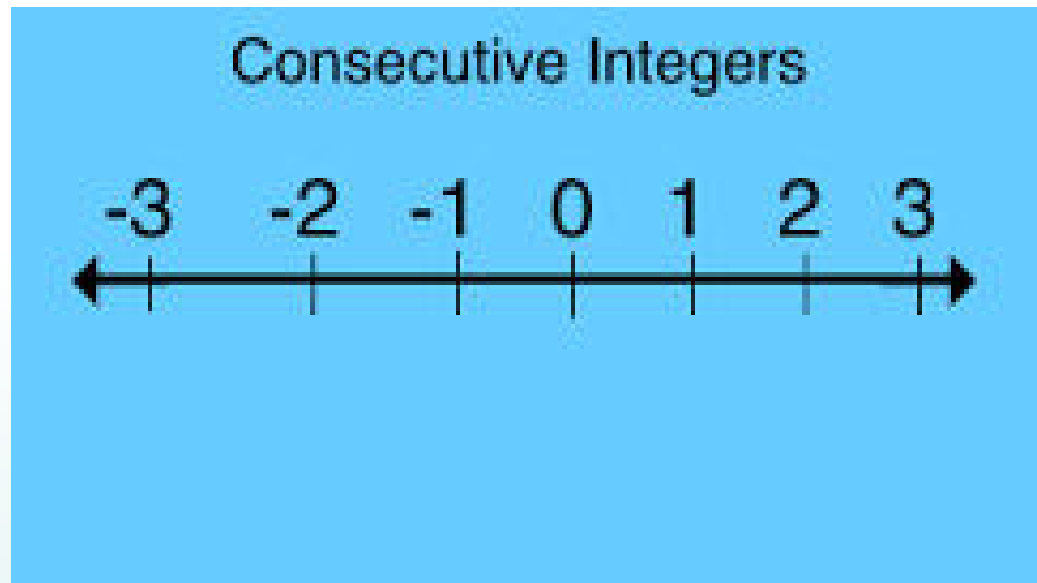


Appositives

Malala Yousafzai, *the youngest Nobel winner ever*, advocates for the right of all children to an education.

The Nobel Peace Prize, *one of the five Nobel awards*, is awarded to those who have promoted peace between nations.

Consecutive integers, numbers that come one after the other, can be used to create equations.



Match Appositives

Name _____

Date _____

Match each noun with the appositive that best describes it.

_____ 1. Walter Lee Younger

a. an independent young woman

_____ 2. Lena Younger ("Mama")

b. an ambitious person

_____ 3. Ruth Younger

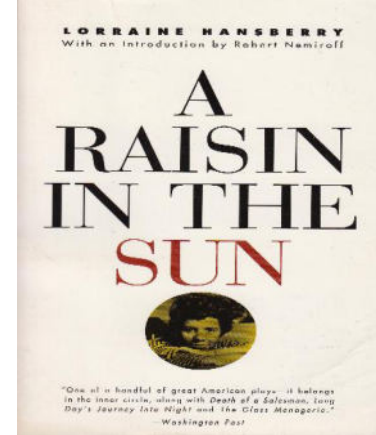
c. an emotionally strong woman

a. _____ 4. Beneatha Younger ("Bennie")

d. the matriarch of the family

_____ 5. Joseph Asagai

e. a Nigerian student



Given the appositive, write a sentence.



1. renewable resources

Wind energy, a renewable resource, can produce
electricity to power a city.

2. non-renewable resources

Oil, a non-renewable resource, is used to fuel many
machines and automobiles.

Sentence Strategy

Sentence Expansion

Snow fell.

The cells divide.

They fought.

Question Words

Who

What

When

Where

Why

How



Sentence Expansion

Directions: Expand the following sentence using the question words.

Pyramids were built.

When: **ancient times**

Where: **Egypt**

Why: **protect body of deceased
pharaoh**

Expanded Sentence:

**In ancient times, pyramids were built
in Egypt to protect the body of the
deceased pharaoh.**

He ordered secret bombing raids.

Who **President Nixon**.....

Where **Cambodia**.....

When **1969**.....

Why **to stop movement / N.Vietnamese
troops & supplies**.....



In 1969, President Nixon ordered secret bombing raids in Cambodia to stop the movement of North Vietnamese troops and supplies.

Who ?
What ?
When ?
Where ?
Why ?
How ?

Characters- Jean, Sue, Katie
Setting- playground, ^{where} during
Plot- Beginning
Middle
End

We are introduced to Jean, Sue, and Katie. Jean is bossy and a bully. Katie Sue is a girl who likes to play before Jean. Jean is the one who is the bossy one.

ILLUSTRATION
for example particularly
as an example as an illustration
a case in point namely
for instance expressly
specifically in particular

ILLUSTRATE

PREDICT

TIME & SEQUENCE II
initially currently
previously earlier

Re

Parts of a Book

谁
什么
什么时候
在哪里
为什么
怎么样

¿QUIÉN?

¿QUÉ?

¿CUÁNDO?

¿DÓNDE?

¿POR QUÉ?

¿CÓMO?

Who ?
What ?
When ?
Where ?
Why ?
How ?

Strategies can be practiced in:

- Do Now's/ Warm Up's
- Stop & Jots
- Exit slips
- Test items
- Homework

***All of these suggestions check for comprehension.**

Quick Outline

Texting while driving, a dangerous practice, is responsible for many accidents

1. focus away 4.6 sec. = foot ball field
- 2 teens 2-3x more likely to text
3. banned 44 states
4. 2010 → 3100 killed /1,000's disabled

Although laws against texting are needed, education is important, as well.

Quick Outline

T.S. Is space exploration a good idea?

1. hazardous + costly
2. \$ → people in need
3. tech.dev. ↑ lifestyles/national security/ health
4. worth risk/ b/c great nations always explored

C.S. Although space travel is expensive and dangerous, technological advances have proven extremely worthwhile.

Is space exploration a good idea? Critics say it is hazardous and costly. The money could better be spent on people in need on earth. However, supporters feel the resulting technological developments have greatly improved lifestyles, national security, and health. Many Americans feel space flight is worth the risk because great nations have always explored new frontiers. Although space travel is expensive and dangerous, technological advances have proven extremely worthwhile.

Expository

explains or informs and is constructed logically
– the focus is on an idea, e.g.

- PROBLEM / SOLUTION
- CAUSE & EFFECT
- COMPARE / CONTRAST

Persuasive & Argumentative

- **Persuasive:** seeks to alter how one thinks or feels through emotion
- **Argumentative:** presents both sides of an issue but appeals to logic, evidence, & reason for support (common core)

Multiple Paragraph Outline (4 Paragraphs)

Name: _____ Date: _____

Topic: Impact of Social Media

Thesis Statement: Social media has both positive and negative effects on teens .

Main Idea	Details
¶ 1 Introduction	general statement specific statement thesis statement
¶ 2 PRO ↓ TS	communicate w/friends forum for expression →blogs promotes causes/fund-raisers new ideas +different cultures
¶ 3 CON ↓ TS	less time/homework + study ↓face time→ poor social skills cyberbullying + predators less sports + phys. activities → poor heath + obesity
¶ 4 Conclusion	restate thesis specific statement general statement

Topic: Impact of the Industrial Revolution

Thesis Statement: While there were many benefits of the Industrial Revolution, the drawbacks cannot be ignored.

The Multiple Paragraph Outline

Topic: **Impact of the Industrial Revolution**

Thesis Statement: **While there were many benefits of the Industrial Revolution, the drawbacks cannot be ignored.**

Main Idea	Details
¶1. Introduction	GS SS Th.St
¶2. benefits ↓ T.S.	new inventions = spinning jenny + spinning mule machines → goods made faster + cheaper supply ↑ + prices ↓ ↑ middle class
¶3. drawbacks ↓ T.S.	factories = dark + dirty/ poor ventilation machines unsafe → mutilation + death long hours + low pay + child labor pollution/ air + waterways
¶4. Conclusion	rephrase Th.St SS GS

General Statement: Scientific research has often been embroiled in controversy.

Specific Statement: The furor surrounding stem cell research continues to be intense.

Thesis Statement: Although stem cell research holds great promise, for some people it poses ethical, religious and political problems.



www.thewritingrevolution.org