

The Writing Revolution Summary

Most useful = yellow highlight

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Ch 1: Sentences

- Basic building blocks of writing
 - Very important to spend time on these
 - Before any writing assignment -- including just sentences -- make sure Ss have enough knowledge to write intelligently
- Sentence activities to teach grammar
 - Too many errors in full compositions
 - Tips
 - When introducing new activity, first model it
 - Have Ss practice sentences orally
 - Embed sentences in content
 - Differentiate
 - Write the sentences yourself first
 - Ensure Ss have content knowledge they need
 - Always cycle back to more basic skills
- What makes a sentence
 - Ss should define and order sentences
 - Fragment = groups of words that usually lacks subject, verb, or both; or is a dependent clause (Although I read the book)

- Phrase = group of words in a sentence that does not contain a verb and its subject (The teacher, a recent arrival to the school, was happy because I did my homework.)
 - Sentence = subject and predicate (verb and complete idea)
- Oral activities with fragments
 - Present fragments orally
 - Eg, Do we know *who* did this?
 - Can make fragments more challenging with content (and with grammar?)
 - Eg, “developed a set of principles” → Alexander Hamilton developed a set of principles that explained how the new nation would be governed.
- Writing activities for fragments
 - “Fragment or sentence?”
 - Embed in content
 - Eg, in math class, give them:
 - *can be expressed as a fraction or a ratio*
 - Ss make → A rational number is a number that can be expressed as a fraction or a ration
 - *rational numbers*
 - Ss make → Rational numbers can be ordered on a number line.
 - Keep in mind...
 - Don’t capitalize or punctuate
 - Don’t use commands, eg, “Ride bikes”
 - Don’t use “kernel sentences” eg “They fight”
 - “Find the fragment” : embedding fragments in text
 - Have Ss find fragments embedded in sample texts
 - Capitalize and punctuate them
 - Ss underline and edit
 - Eg,
 - (In a paragraph...) “They fought one another for. ... As a result, the Carolingian kings.”
 - Ss convert: They fought one another for control of the empire. As a result, the Carolingian kings lost power and central authority broke down.
 - Unscrambling Scrambled sentences
 - Rearrange jumbled sequences of words into correctly punctuated and capitalized sentences ⇒ what is a complete sentence, learning correct word order, and reinforcing knowledge of rules of punctuation and capitalization
 - 9-10 words per sentence
 - Eg,
 - function take in life cytoplasm most the place
 - Most life functions take place in the cytoplasm
 - Dill summer Scout in 1933 the of and Jem meet

- In the summer of 1933, Scout and Jem meet Dill.
 - advocate passive against the British why Gandhi did for resistance
 - Why did Gandhi advocate for passive resistance against the British?
 - Correcting Run-on sentences
 - Put a run-on on the board daily -- embed in content
 - Ss read and define what is wrong
 - Then Ss fix on own
 - Can also
 - Do-now activities, exit slips, turn-and-talks
- 4 basic sentence types [modes]
 - Types
 - Declarative
 - Imperative
 - Interrogative
 - Exclamatory
 - Can use these as topic/concluding sentences
 - Activity to identify them
 - Also change one to another
 - Tasks Ss to write 1 of each about topic, eg, International Space Station
 - (can differentiate based on ability, eg, advanced write all 4 while others only 2; optional prompts with specific words)
- Practicing questions
 - Many benefits to getting students to write questions to the content they learn
 - Good activities to practice this
 - Good intro to writing questions = writing questions about pictures ⇒ also good intro to topic
 - Ss write essay questions they think will be on test
 - Introduce expository terms
 - “Jeopardy” game = give them the answer and they write the question
 - [might be good for flashcards/memory game]
- Conjunctions, complexity, and clauses
 - Many benefits
 - Conjunctions = connect words, phrases, and clauses
 - Clear ideas, rich language
 - More information
 - Clause = group of words in a sentence that has a subject and a verb
 - Independent clause = complete thought, can stand on its own as sentence: “My teacher was happy”
 - Dependent clause = not a complete thought, cannot stand on own as sentence: “Because my teacher was happy”
 - Understanding these = understanding complex uses of language
 - Because-but-so

- Give Ss sentence stem and they must use each conjunction to create 3 separate complex sentences (a sentence made of 1 independent and at least 1 dependent clause).
 - Sentence stem = independent or dependent clause that writer is expected to complete, eg,
 - *Although they settled near the river, _____.* or *They settled near the river, but _____.*
- Because = why something is true; but = change of logical direction; so = result
 - Because is easiest to use
- Must make sure Ss have necessary content knowledge to complete assigned sentences
 - Do them yourself first
 - If Ss only know 1 side of issue, can't do "but"
 - Start by using these in middle of sentence
- Subordinating conjunctions
 - Eg
 - Before
 - After
 - If
 - When
 - Even though
 - Although
 - Since
 - While
 - Unless
 - Whenever
 - Often these hamper comprehension because Ss don't use them in spoken language, so learning them here aids comprehension
 - Give Ss dependent clauses beginning with subordinating conjunctions to complete
 - Not "Why was the Industrial Revolution important?"
 - Yes
 - "Although the Industrial Revolution was important, _____."
 - "Before the Industrial Revolution, _____."
 - Ss need the content knowledge to complete the stems
 - Chronological conjunctions are easiest to start with
 - Example:
 - If a mid-segment touches a side, then it bisects it.
 - Since the side that the mid-segment does not touch is 22 units long, the mid-segment must be 11 units long.

- Although a mid-segment is half as long as the side it does NOT touch, it is not necessarily half as long as the side that it does touch.
 - Once Ss get hang of it, give them just a subordinating conjunction and term and ask them to create complex sentence -- tell them to begin sentence with subordinating conjunction
 - Eg, give them “unless” and “hydrogen” → *Unless hydrogen and oxygen form a compound, they are explosive and dangerous.*
- Appositives
 - = second noun or phrase or clause that is placed next to a noun to explain it more fully
 - Eg, “New York City, *the largest city in the United States*, is a major tourist attraction.”
 - *Not* the same as a relative clause (which is/that is/who is)
 - Should not include verbs at this point
 - Ss can underline in sentences
 - Can be removed without changing sentence
 - Defines or describes person, place, or thing
 - Ss can match noun to appositive
 - Ss fill in blanks with their own appositives in teacher-created sentences
 - Henry Hudson, _____, explored what is now known as the Hudson. → Henry Hudson, *an employee of the Dutch East India Company*, explored what is now known as the Hudson.
 - Give Ss topic -- they write sentence with appositive
 - “natural selection” → *Natural selection, a process of evolution, results in species with favorable traits.*
 - Provide appositive and ask Ss to write sentence which includes it
 - “a renewable resource” → *Wind energy, a renewable resource, can produce electricity to power a city.*
 - Differentiate
 - Provide appositives to struggling students for them to use appropriately
- Sentence combination
 - Give Ss a series of short sentences and have them find ways to combine them into a longer, complex sentence.
 - **Research: this is the best way to teach grammar**
 - Do this after Ss can use conjunctions
 - How to begin:
 - Give simple sentences
 - Nate took the subway every day.
 - Nate did not like the subway.
 - Nate needed to get to work.
 - → *Although Nate did not like the subway, he took it every day because he needed to get to work.*

- (Many ways obviously)
 - Give Ss cues -- use appositive, use conjunction, etc.
 - Embed this in content once they start getting it
 - Ex
 - The periodic table is a chart of chemical elements.
 - The chart displays the elements in horizontal rows.
 - They are displayed horizontally in order of increasing atomic number.
 - They are displayed vertically in order of the structural similarity of their atoms.
 - → *The periodic table, a chart of chemical elements, displays elements horizontally in order of increasing atomic number and vertically in order of the structural similarity of their atoms.*
- Using sentence activities in the classroom
 - Ss need to be writing sentences often
 - Begin class with a do-now/bell-ringer of review material, eg, "Although Egyptians built the pyramids, _____."
 - Mid-class comprehension check: write a question about what they've learned so far
 - Brief chat with partner using new vocab in sentences with subordinating conjunctions
 - End class with because-but-so exit ticket about lesson highlight
 - Ss use expository terms to write own + answer questions about topics
 - Good review of various expository terms + content
 - Encourage or assign Ss to use wide variety of these
- Summary
 - New activities = model yourself and have Ss complete orally before writing
 - Use 4 types of sentences
 - Ss develop questions
 - But-because-so
 - Ss begin sentences with subordinating conjunctions
 - Add appositives
 - Combine sentences
 - Do all of this in the content of class

Ch 2: Sentence Expansion and Note-Taking

- Give Ss barebones, brief -- but complete -- sentence (kernel sentence) and a list of question words to respond to (who, what, where, when, why, and how)
 - → **Ss answer in form of notes then convert notes into complete sentence**
 - But Ss must be familiar with note-taking techniques and strategies first -- key words, phrases, abbreviations, and symbols
- Expanding sentences
 - Begin with kernel sentence about topic that Ss know a bit about
 - Making a kernel sentence

- not a fragment, includes object, avoid commands (“Run fast”)
- List question words in classroom
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- Do not need to use all with every kernel
 - When beginning, start with just 2-3 (When, where, and why = best to begin with)
 - If using “Jane ran” as kernel, do not use “Who?” as answer is already there
 - But if “She ran”, then “Who?” is a good question
 - **“Who?” and “What?” should correspond to (antecedent-less) pronouns in kernel**
- **Process**
 - Give kernel to class: Jane ran
 - Give questions to class: When, Where, and Why
 - Answer questions in note form: 7 AM, park, to get healthier
 - [See examples below]
 - Expand sentence as class: At seven in the morning, Jane ran in the park because she wanted to get healthier.
- Good tip: When expanding kernel, Ss should begin by answering “When?” (if there) -- this is an uncommon structure in spoken language but common in written
- Teacher should be one to supply question words when explicitly practicing this → Ss will do this on their own when writing their own work
- Once Ss get this, embed in content
 - **First understand what Ss should get out of activity, anticipate responses, and assess whether they have enough knowledge to do produce such responses**

○ Ex

Example 1:

Problem: $2(x+6)=14$

	Jasmine	Maya
Step 1	$2x + 6 = 14$	$2x + 12 = 14$
Step 2	$2x = 8$	$2x = 2$
Answer	$x = 4$	$x = 1$

She made a mistake.

Who: *Jasmine*

When: *Step 1*

Why: *Didn't distribute 2 to both terms inside ()*

Expanded Sentence:

In step 1, Jasmine made a mistake because she
didn't distribute the 2 to both of the terms
inside the parentheses.

- Post question words on wall → write “expand” on answer and Ss will know to consult it + determine which words are useful
- Write sentence-length captions of content-related images

Name _____ Date _____

Write a sentence about the picture.
Answer the following questions first.

Who / ~~What~~? Gen. George Washington

(did) What? crossed Delaware River w/troops

When? during American Revolution

Why? hoped to surprise Hessian forces celebrating Christmas

Sentence: During the American Revolution, General George Washington crossed the Delaware River with his troops because he hoped to surprise the Hessian forces who were celebrating Christmas.

Exhibit 2.3

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- Tips
 - Only use “when” for specific times
 - Be sure to include objects in kernels
 - Not: Upton Sinclair wrote.
 - Yes: Upton Sinclair wrote it.
 - Fragments aren’t kernels
 - Teacher chooses question words → Ss may leave out important information
 - Ss will come up with questions for their own writing
- Note-taking
 - Ss must learn how to identify key words and phrases + reduce them to notes and abbreviations
 - ⇒ get Ss to convert sentences to notes
 - Best to do so via pen and paper
 - Practice this as class

Ch 3: One Step at a Time

- Help Ss plan carefully before any writing
 - Not boring or stifling of creativity → enhances creativity
 - Also more suited to most likely writing tasks Ss will face in school and life (Expository terms)
- Cognitive demands of writing at length

- They are great, eg,
 - Strategize: selecting topic requires foresight (breadth, scope, and necessary material)
 - Initiate a series of action: Eg, determining topic, writing topic sentence, and supporting it
 - Plan: road map of information
 - Organize:
 - Resist distraction
 - Sustain effort
 - Self-monitor
 - Institute needed change
- The worst hit by these are, eg, ELLs → ensure they have good plan
- Steps to writing
 - 1/ Plan and outline → 2/ Create a draft → 3/ Revise the draft → 4/ Edit the draft
 - Spend most class time on 1 and 3
 - Can end lesson/assignment on 1 and 4
 - = plan/outline and edited draft = both good enough depending on needs
 - But *not* after 2 or 3 -- always have Ss revise and edit drafts they write
 - Basics of planning and outlining
 - Gather information
 - Distinguish between essential and irrelevant information
 - Categorize ideas and supporting details
 - Arrange ideas and details in best order
 - Develop topic sentence for paragraph or intro paragraph for composition
 - Revising drafts
 - Vary sentence structure
 - Make sentences more informative and interesting
 - Use vivid, varied, and precise words
 - Use transition words and phrases
- Choosing a topic
 - Pick one Ss learning about already → how much background knowledge do they have?
 - Also scope (audience)
 - And purpose
 - 4 types of composition: compare-contrast, narrative, descriptive, opinion/argumentative
 - This should be reflected in the writing prompt (see appendix)
 -
- Expository writing
 - Spend most time on expository (eg define, discuss)
 - Compare-and-contrast

- This is tough to do -- need lots of organization
 - Eg compare and contrast meiosis and mitosis or styles of authors
- Narrative writing
 - Can explain chronological steps of math problem, science process, steps leading to historic event.
 -
- Descriptive writing
 - 5 senses
 - **Help prepare: brainstorm adjectives and list nouns and verbs**
 - Eg describe character

Ch 4: First Steps in Planning

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Pacing guide:

https://drive.google.com/file/d/1wJ258em1bHk52Q_8ELz5i9LupWJaPU9f/view?usp=sharing

Need to assess when and where

Questions to ask

How much background knowledge do your students have?

How extensive or limited is their vocabulary?

How familiar are they with the conventions of standard English grammar?

Do they have a sense of what they need to include in their writing so that it's understandable to a reader?

Mechanics cannot be too stressing: handwriting, spelling, usage

Content (from classes) drives rigor

Cumulative *not* linear → mastery depends on content as well, so use a circular sequence

Activities

Sentence-level

All students should do sentence work daily -- orally and in writing, as...

Listed below

Do-now activities

Stop and jots

Turn-and-talks

Homework

Distinguish complete vs fragments

Turn fragments into complete sentences

Correcting run-ons

Advanced Ss can do these as part of paragraph work (expand unelaborated)

Give them sentence activities as comprehension checks on tests, quizzes, and exit slips.

Scaffolding an outline

Do not skip any scaffolding steps

Eg, practice identifying and constructing topic sentences before you ask them to create one for an SPO

Ss must be able to...

craft varied sentences

plan and develop cohesive, coherent paragraphs and compositions

revise their writing effectively

Use Strategies Concurrently

Check orally sentence or fragment

Orally use conjunctions to complete

In writing use conjunctions to complete

Because, but, so

Use expository terms to write test questions

Subordinating conjunctions stems

Give topic sentence to complete SPO

Differentiating

Have a clear idea of what students are supposed to be learning and a good sense of whether all students have mastered it

Ch 9 + Frequent comp. Checks

Ss can struggle with writing and/or content -- intervene

[A problem w integrating subjects into writing block]

Adapt the Same Strategy for Students at Different Levels

Sentence expansion.

Ask fewer question words of students who are having difficulty. For example, give all students a kernel such as “They rebelled,” but ask some students who, when, why, and where while asking others only who and when.

Because, but, and so.

Give all students the same stem—for example, “The British invaded the colonies”—but ask some students to provide complete sentences for all three conjunctions while asking others to write a sentence for only one or two conjunctions.

Combining sentences.

Give all students the same group of short sentences to combine into one long one, but provide some students with hints that will help them construct the long sentence. You might ask them to use an appositive or insert a conjunction. (Be sure that you ask them to use only the strategies they've already learned.)

Appositives.

Ask all students to supply an appositive to describe a person, place, or thing, but give some students a list of words and phrases to choose from.

Revising unelaborated paragraphs.

Give all students the same bare-bones paragraph, but give some students fewer instructions on how to revise it. For example, you might give some students a list of six things to do and limit others to only one or two, such as “improve T.S. and C.S.”

SPOs.

Have all students complete an SPO, but provide some students with the topic or the concluding sentence while asking others to come up with those sentences independently. You might also require some students to use only key words and phrases for their notes on the dotted lines, while others use abbreviations and symbols as well.

MPOs.

Have all students complete an MPO, but provide some students with the categories they'll need to organize their paragraphs while having others come up with their own categories. You can also provide some students with the thesis statement or the general or specific statements to include in their introduction and conclusion.

Sequence of TWR Strategies

Sentence Activities (* = orally)

Grade 1

Converting fragments to sentences*

Sentence expansion (when, where, why)*

Sentence completion with the words because and but*

Sentence types (statements and questions)*

Ending punctuation

SPOs and paragraphs as a class*

Grade 2

Converting fragments to sentences

Correcting run-ons

Scrambled sentences

Sentence expansion (using all question words)

All sentence types

Sentence completion with the words because, but, and so

Subordinating conjunctions to introduce dependent clauses at the beginning of a sentence (after, before, when, and if)

Sentence combining (two or three sentences)

Grade 3

Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence); add whenever, even though, although, and since

Transitions; add illustration transitions

Sentence combining (two, three, and four sentences)

Appositives

Creating a new sentence that follows a given sentence, using a given transition (e.g., "The colonists struggled during the winters. For example, _____." "Global warming is causing the oceans to rise.

As a result, _____.")

Proofreading and editing for commas, capitalization, and punctuation

Outlining and Paragraph Activities

Grade 2

Brainstorming or relating details (written as key words and phrases) for a given topic sentence and filling in an SPO as a class (narrative and expository text structures)

Distinguishing topic sentences from supporting sentences

Generating a topic sentence from given details written as key words and phrases, using the sentence-type strategy

Selecting relevant details from a list to support a given topic sentence

Using conclusion transitions and, in narratives, time-sequence transitions

Grade 3

Developing topic sentences using all three strategies (sentence types, appositives, and subordinating conjunctions)

Transforming key words, abbreviations, and symbols into sentences, and vice versa

Using common abbreviations on detail lines of SPO

Using symbols on detail lines (/, =, →, <, >, and +)

Clustering details that have been derived from brainstorming, from relating a sequence of facts, or from a given list into categories or a logical or chronological order

Improving given topic and concluding sentences

Varying vocabulary

Revising and editing an unelaborated paragraph, first as a class and then in pairs or small groups when given explicit instructions

Outlining and then drafting and revising paragraphs that use narrative, compare-contrast, problem-solution, and opinion text structures

Outline Activities

Grade 4

Using additional symbols when appropriate for detail lines on outlines and for margin notes

Converting a given paragraph into an SPO

Grade 5

Three- and four-paragraph MPOs for neutral pro-con compositions

Developing thesis statements

Completing segments of MPOs as a class (scaffolding activities)

Grade 6

Transitions within and between paragraphs

Developing main ideas for MPOs (biography, cause-effect, compare-contrast, problem-solution, pro-con)

Grade 7

Developing a five-paragraph MPO that takes a position backed by evidence

Grade 8

Developing a thesis statement from a given topic

Constructing an MPO independently from a given topic

Sentence and Paragraph Activities

Grade 4

Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence); add unless and while

Underlining key words and phrases in a given paragraph

Creating SPOs for text structures introduced in third grade and adding descriptive, cause-effect, and separate pro-and-con SPOs

Revising unelaborated paragraphs and students' own work, given specific instructions

Practicing with all types of transitions

Correcting errors in verb tense and number agreement in given sentences and paragraphs and then in their own writing

Using all transitions (time-and-sequence, conclusion, illustration, change-of-direction, and emphasis) in sentence activities and inserted in paragraphs when appropriate

Single-sentence and SPO summaries

Transition Outlines or MPOs without thesis statements (book reports, biographies)

Grade 5

Citing evidence from text using illustration transitions

Combined Outline summaries

Sentence, Paragraph, and Composition Activities

Grade 6

Using the Revise and Edit Checklist to have students check their own work (see Appendix E)

Developing various types of MPOs (e.g., compare-and-contrast, cause-and-effect, four-paragraph neutral pro-con)

Modeling introductions and conclusions

Introduction and conclusion scaffolding activities

Grade 7

Practicing introductions and conclusions for varied text structures

Embedding and framing quotations

Paraphrasing text

Grade 8

Developing introductions and conclusions independently

Outline, Sentence, Paragraph, and Composition Activities

Grades 9-10

Given a debatable topic, researching both sides and developing a thesis statement for an argumentative essay

Sequencing claims and counterclaims for argumentative essays

Embedding quotations in a way that supports an argument

Writing introductions and conclusions for argumentative essays

Writing an argumentative essay on a given topic

Grades 11-12

Selecting a topic for an argument essay

Researching the topic

Writing an argumentative essay

Expository terms

Analyze

Tell about the main ideas or specific points, how they are related, and why they are important.

Comment

Discuss, criticize, or explain the subject.

Compare

Describe how things are alike.

Contrast

Describe how things are different.

Criticize

Evaluate on the basis of strengths and weaknesses.

Define

Give the meaning of a word or concept.

Describe

Present a word picture of a thing, person, situation, or series of events. Use sensory details that include seeing, hearing, smelling, touching, and tasting.

Discuss

Present ideas or opinions about or consider from various points of view.

Enumerate

Name or list specified points, such as main ideas or steps in a sequence, one by one.

Evaluate

Give your own judgment or expert opinion of how important an idea is; explain strengths and weaknesses, advantages, and limitations.

Explain

Make clear; interpret.

Illustrate

Explain by giving examples.

Interpret

Give the meaning by using examples or personal ideas.

Justify

Present good reasons why you think an idea is important; present facts to support a position.

Outline

Write main ideas and supporting details.

Relate

Describe how things are connected or how one thing can cause another.

State

Describe as clearly as possible.

Summarize

Sum up; present main points briefly.

Trace

Follow the progress or history of an idea.