Follow Along

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In This Module...

- What is TWR and Why is Writing Important
- Sentence and Fragments
- Scrambled Sentences
- Sentence Types
- Developing Questions
- Pause and Practice

When you see these colored grade boxes, you will find an example to use with this grade span or content!
The Why

- We know anecdotally and statistically that students are struggling in writing
- The Writing Revolution has proven results (Staten Island)
- Writing is an essential skill in order to be a productive member of a 21st century society
Students need **explicit/intentional instruction** in writing, beginning in the early elementary grades.

**Sentences** are the building blocks of all writing.

When **embedded in the content** of the curriculum, writing instruction is a powerful teaching tool.

The **content** of the curriculum **drives the rigor** of the writing activities.

**Grammar** is best taught in the context of student writing.

The two most important phases of the writing process are **planning** and **revising**.

**What is TWR?**
Sentences and Fragments

Why teach it?

- Teaches concept of complete sentences and how to discern sentence boundaries
- Provides practice with capitalization, punctuation, spelling, and vocabulary
- Serves as a comprehension check

the little birds receives a check
Sentences and Fragments

Examples

1. __F__ a political map
   A political map features cities, capitals, and borders.

1. __F__ illustrates where people live
   A map illustrates where people live.

1. ___ a legend explains what the symbols mean
   A legend explains what the symbols mean.

1. __F__ was invented in China
   The compass was invented in China.
1. **F** a rotation
   
   A rotation is an example of a rigid motion.

1. **S** a reflection occurs across a line
   
   A reflection occurs across a line.

1. **F** will need sun to grow
   
   Plants will need sun to grow.

1. **S** too much water will kill most plants
   
   Too much water will kill most plants.
The solar system is made up of all the planets that orbit our sun. In addition to planets, the solar system also consists of moons, comets, asteroids, minor planets, and dust and gas. Everything in the solar system. The sun contains around 98% of all the material in the solar system.

Everything in the solar system orbits or revolves around the Sun.
Begin with:

**Subjects**
- the young family
- massachusetts bay colony

**Predicates**
- were prepared
- closed the door

Hold off on:

**Prepositional Phrases**
- on the ship
- between britain and france

**Dependent Clauses**
- if the treaty was signed
- although the article is persuasive
Sentences and Fragments

Example

1. test a prediction
2. a set of procedures
3. answer complicated questions
4. should be measurable
5. theory accepted disproven
Pause and Practice

Take this time to pause and practice this strategy!

Things to consider:

1. Try to anticipate the responses you may receive from students
2. Use curriculum that you are currently covering
3. Think about ways to differentiate for students at varying levels
Scrambled Sentences

Why teach it?

- Promotes ability to discern sentence boundaries
- Serves as a vocabulary check

Culture is the attitude and behaviors of a particular group.

group a behaviors particular of attitude and is culture the
1. **negative charge** electrons a **carry**

   Electrons carry a negative charge.

2. **louisiana cost** The dollars purchase **million fifteen**

   The Louisiana Purchase cost fifteen million dollars.
Scrambled Sentences

Teacher Tips

- Avoid too many function words
  - the, an, a, for, of
- Provide 7–12 words
- Circle or capitalize first word
Pause and Practice

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Four Sentence Types

What are they?

- Statement (Declarative)
- Question (Interrogative)
- Exclamation (Exclamatory)
- Command (Imperative)
Four Sentence Types

Why teach it?

- Enables students to vary sentences
- Introduces students to forming questions
- Helps students learn correct punctuation
- Becomes an effective strategy for creating a topic sentence and concluding sentence
Four Sentence Types

Example

**Topic:** The Great Pacific Garbage Patch

- **exclamation**  We must protect our oceans!
- **question**   How can we eliminate the Great Pacific Garbage Patch?
- **statement** The Great Pacific Garbage Patch contains 3.5 million tons of waste.
- **command**   Help reduce the Great Pacific Garbage Patch!
Four Sentence Types

**Example**

**exclamation** I finished my first program in Scratch!

**question** How can I debug my code?

**statement** An algorithm is a list of steps to follow to finish a task.

**command** Test your program to make sure it works!

**Topic: Coding**
Examples

Topic: Concussions

Statement: Concussions affect athletes in all sports.

Question: How can athletes protect themselves from concussions?

Exclamation: Concussions can have fatal consequences!

Command: Always follow concussion protocol.
Four Sentence Types

Topic: Voting

1. register (command): ________________________________
2. elections (question): ______________________________
3. vote (exclamation): ______________________________
4. democracy (command): ____________________________

Examples
Pause and Practice

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Developing Questions

Why teach it?

- Encourages students to think about important features in the text
- Encourages close reading
- Encourages students to use precise language
Developing Questions

Example

1. ________________________________________
   ________________________________________

2. ________________________________________
   ________________________________________

3. ________________________________________
   ________________________________________
Developing Questions

Example

1. Why is everyone dressed in pink?
2. What is the sign referring to?
3. Where is this protest taking place?
Developing Questions

Examples

Q: What is salt?
A: NaCl

Q: Which organelle contains genetic material?
A: the nucleus
Pause and Practice

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Expanding Sentences

Why Teach it?
- Enables students to create more complex sentences
- Introduces students to the types of information they should include in sentences
- Helps students learn correct punctuation

How?
Who?
What?
When?
Where?
Why?
How?
Sentence Kernels

What are they?

simple, active, declarative sentences containing no modifiers or connectives that may be used in making more elaborate sentences.

The children ran  Rob threw the ball

Contain both simple subject and predicate
Expanding Sentences

Example

She made a mistake.

Who: ____________

When: ____________

Why: ____________

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

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

<table>
<thead>
<tr>
<th></th>
<th>Jamine</th>
<th>Maya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>(2x + 6 = 14)</td>
<td>(2x + 12 = 14)</td>
</tr>
<tr>
<td>Step 2</td>
<td>(2x = 8)</td>
<td>(2x = 2)</td>
</tr>
<tr>
<td>Answer</td>
<td>(X = 4)</td>
<td>(X = 1)</td>
</tr>
</tbody>
</table>
Expanding Sentences

Example

He crossed the river.

Who: ______________
When: ______________
Why: ______________
What: ______________

George Washington crossed the Delaware River to surprise the enemy during the Revolutionary War
Pause and Practice

Take this time to pause and practice this strategy!

Things to consider:

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3. Think about ways to differentiate for students at varying levels
Why teach it?

- Develops complex sentences
- Extends responses
- Checks comprehension
- Develops analytical thinking and close reading
- Assess ability to use new vocabulary words
- Enhances reading comprehension
Because, But, So

What is it?

because tells why

but shows change of direction

so indicates cause and effect
Because, But, So

Examples

Charlie feels “normal” because ___the_____
_operation made him smarter._

Charlie feels “normal,” but ___others_____ do not accept his changed self.

Charlie feels “normal,” so ___he thinks_____ Miss Kinnian will want to date him.
Qualitative observations are similar to quantitative observation because they are both made using the five senses. Qualitative observations are similar to quantitative observation, but only quantitative observations use numbers. Qualitative observations are similar to quantitative observation, so both are used by scientists.
Because, But, So

Examples

Jackie solved the following equation and got 7 as her answer.

\[ 3x + 4 = x - 10 \]

Check:

\[ 3(7) + 4 = (7) - 10 \]

\[ 21 + 4 = -3 \]

\[ 25 = -3 \]

Jackie’s answer was incorrect because she moved 3x over, making the left side 0.

Jackie’s answer was incorrect, but she correctly moved 4 over and divided by -2.

Jackie’s answer was incorrect, so her check didn’t work.
I bit another student because he made me feel left out.

I bit another student, but I know that I am not a bad person.

I bit another students, so I know that I need to apologize.
Examples

**abstraction / because**
At the beginning of the story Jensen and Stunk make their pact **because** they think of death as an **abstraction**.

**complexity / but**
Norman Bowker wants to talk about his time in Vietnam, **but** he feels he cannot capture the **complexity** of his experience.

**implication / so**
The lake is described as having two halves, **so** the **implication** is that Norman’s life is also divided.
Because, But, So

**But**
- Change of direction
- Although
- While
- Even though
- However
- On the other hand

**So**
- Cause → effect
- Therefore
- As a result
- Consequently
- thus
Pause and Practice

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Things to consider:

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Subordinating Conjunctions

- Before
- After
- If
- When
- Even though

- Although
- Since
- While
- Unless
- Whenever

- Improves reading comprehension
- Enables students to extend their responses
- Encourages close reading and references to text
- Provides option for topic and concluding sentences
Example

1. After emperor penguins build nests, they have babies on the sea ice.

1. If sea ice melts, penguins won’t have enough food.

1. Before the late 1980’s, there were a lot more Adelie penguins.
1. If a mid-segment touches a side, then it bisects it.

1. Since the side that mid-segment does not touch is 22 units long, the mid-segment must be 11 units long.

1. 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 it does touch.
1. Although/benevolent
   Although Grete is benevolent toward Gregor, she is repulsed by him.

1. Since/monotonous
   Since she wants Gregor to eat, Grete begins a monotonous feeding routine.

1. If/ compassion
   If Grete had not shown compassion toward Gregor, he probably would have died sooner.
Pause and Practice

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Appositive: a second noun, or a phrase or clause equivalent to a noun, that is placed beside another noun to explain it more fully.

Example: New York City, the largest city in the United States, is a major tourist attraction.
Why Teach it?

- Written language structure
- Varies sentence structure
- Adds information & checks reading comprehension
- Encourages careful reading
- Strategy for creating topic sentence (T.S.) and a concluding sentence (C.S.)

- Identify appositives
- Match appositives
- Fill-in appositives
- Brainstorm appositives
- Given an appositive, write a sentence
- Given a topic, write a sentence with an appositive
Appositives

Example

1. Mexico, a Spanish speaking country, is located in Central America.
2. The colors on the Mexican flag, red, green, and white, represent hope, purity, and blood.
3. Pesos, the currency in Mexico, have less value than the American dollar.
1. Integers, _positive and negative numbers_, do not include any fraction or decimals.
2. Consecutive integers, _numbers that follow each other in order_, can be used to create equations.
1. Odd consecutive integers, _odd integers that follow each other_, have a difference of 2 between every 2 numbers.
**Appositives**

Match each noun with the **appositive** that best describes it:

<table>
<thead>
<tr>
<th></th>
<th>1. Walter Lee Younger young woman</th>
<th>a. An independent young woman</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Lena Younger (“Mama”)</td>
<td>b. An ambitious person</td>
</tr>
<tr>
<td></td>
<td>3. Ruth Younger</td>
<td>c. An emotionally strong woman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. The matriarch of the family</td>
</tr>
<tr>
<td></td>
<td>4. Beneatha Younger (“Bennie”)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Joseph Asagai student</td>
<td>e. A Nigerian</td>
</tr>
</tbody>
</table>
Given an Appositive, Write a Sentence

Example

1. intelligent twelve-year-olds
   John and Abigail Templeton, intelligent twelve-year-olds, move to a college campus with their father.

1. the energetic dog
   Cassie, the energetic dog, is kidnapped along with the twins.
Jonas, the protagonist of The Giver, experiences several changes throughout the story.

- an eleven-year-old boy
- an intelligent young man
- a courageous child
- a special member of the community
Sentence Combining

- Teaches grammar and usage
- Encourages more complex sentences
- Gives students various options for crafting sentences

Sentence combining is providing students with short, declarative sentences and asking them to combine them in various ways.
Elizabeth Keckley moved to Washington D.C. because she hoped to work in the White House.

Combined sentence:

Elizabeth Keckley moved to Washington D.C. because she hoped to work in the White House. Since Elizabeth Keckley hoped to work in the White House, she moved to Washington D.C.
Peter saw that it had snowed.

Peter put on his snowsuit.

Combined sentence:

1. Peter saw that it had snowed, so he put on his snowsuit.
2. Peter put on his snowsuit because he saw that it had snowed.
3. After Peter saw that it had snowed, he put on his snowsuit.
Since Roosevelt was a conservationist, he created the United States Forest Service and established 150 national parks.

Roosevelt established 150 national parks and created the United States Forest Service because he was a conservationist.
Pause and Practice

Take this time to pause and practice this strategy!

Things to consider:

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3. Think about ways to differentiate for students at varying levels
Thank You!

IDOE Content, Literacy, and School Improvement Teams

Additional Questions: Kelly Waller
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