CustomerCare@wvced.com
Website: WVCED.com

W.V.C.ED
www.wvced.com

From Words to Works
Developing Writing Skills in Students of All Ages
By William Van Cleave • Educational Consultant • W.V.C.ED

I. Grounding Our Work In Research
- Cognitive Demands of Writing
- Remediating Transcription Skills to Improve Output and Product

II. Writing Matters: Creating Sentences From Scratch
- Teaching Parts of Speech for Sentence Development
- Using the Clause to Build Sentences of Varying Structure

III. Building a Solid Foundation: Paragraph Skills
- Lists & Categorization
- Graphic Organizers and Webbing
- Basic & Expanded Paragraphs

IV. With a Purpose: Writing in the Genres
- Narrative
- Opinion/Argument
- Informative (Writing from Text)

V. Revision
- Goals
- Two Models For Differentiated Instruction

VI. Word Lists for Writing

Cognitive Demands of Writing

Transcription Skills

- **Motor Component:** Whether students handwrite or type, part of the mind is engaged in letter formation.
- **Spelling:** Even if students are not penalized for spelling, they must still sound out and spell their words so that the reader can understand the text.
- **Mechanics:** Students must adhere to the conventions of writing, not only capitals and periods, but also the mechanical structures necessary to cluster groups of words effectively for meaning.
- **Syntax:** Students must write coherent sentences, including appropriate structure and variety.
- **Vocabulary:** Students must use words that convey their intended message and vary those words to reflect the development of their ideas.
- **Oral Language:** Students use oral language before and more often than they do written language. They must learn the differences between spoken and written communication, and they must learn to turn the ideas they speak into the ideas they write.
- **Text Structure:** Students must be able to apply a knowledge of introductory, supporting, and concluding sentences and paragraphs at an appropriate level of sophistication for their age and grade.
- **Recursive Processes:** Students must proofread and edit their work, taking into account conventions of spelling, punctuation, sentence construction, and idea development.
- **Content:** Topics chosen from students' own experiences contain the most simple and direct content. Eventually, students must write on topics assigned by content-area teachers; they must also write using information retrieved from text they read.
- **Purpose & Audience:** Students must determine their purpose and intended audience. The purpose includes an understanding of the assignment as well as the style or approach the piece should take (e.g., narrative, informative, argument). The audience includes the style of the writing (e.g., blog, letter, essay), the discipline (e.g., English, science), and the person(s) who will evaluate the writing.

Stages of Knowledge	Idea Generation	Parts of Speech	Sentence Parts	Paragraph/ Essay Parts
Definition		learn definition	learn definition	ability to discuss
Identification		recognize in text	recognize in text	recognize in text
Create in Isolation	generate/ categorize list	provide examples in isolated sentences	provide examples in isolated sentences	create using known topic
Create in Application	generate/ categorize list for content-based assignment	use in paragraphs	use in paragraphs	create using content-based topic

Handwriting:
Why It Matters & What to Do About It

I. What We Know
- The Importance of Handwriting to Student Readers & Writers
- What Teachers Know
- Useful Terminology
- Kinesthetic-Tactile Motor Memory

II. The Body, The Hand, & The Eye
- Hand/Eye Dominance
- Posture, Paper Position, Pencil Grip (The 3 P's)
- Tools: Pencil Grips, Tactile Surfaces

III. Technique
- T.C.C.C. - Trace, Copy, Cover, Closed
- The Three P's - Posture, Paper Position, Pencil Grip
- Tools - Pencil Grips & Tactile Surfaces

IV. Manuscript
- Warm-Up Strokes
- Letters by Stroke
  • tall letters (b, h, k, l, t)
  • short letters (i, j, m, n, p, r, u, y)
  • 2 o'clock letters (a, c, d, g, f, q, s)
  • slanty letters (v, w, x)
  • midnight letter (o)
  • crazy z (z)
  • 9 o'clock letter (e)

V. Cursive
- Warm-Up Strokes
- Swing-Ups
  • easier: i, t, u, p
  • loops: e, l
  • others: j, y, f, s, h, k
  • flat r: r
  • bridge letters: b, v, w
- Overstrokes
  • humps: m, n
  • easier: c, a, g, d, q
  • bridge letters: o
  • tough: z, x

Research In Support of Handwriting Instruction

Berninger, V.W. (March 2013). Educating Students in the Computer Age to Be Multilingual by Hand. Commentaries (National Association of State Boards of Education), 19 (1).

Berninger, V., B. Wolf, & R.D. Abbott (2016). Effective beginning handwriting instruction: multi-modal, consistent format for 2 years, and linked to spelling and composing. Dordrecht, Netherlands: Springer Publishing.

Berninger, V.W. (May-June 2012). Strengthening the Mind's Eye: The Case for Continued Handwriting Instruction in the 21st Century. Principal, 28-31.

Berninger, V. and B. J. Wolf. (2009). Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science. Baltimore, MD: Paul H. Brookes Publishing Co.

Gillingham, A. and B.W. Stillman. (1997). Chapter 9. Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship, 7th Edition. E.P.S. (epsbooks.com)

Graham, S., A. Bollinger, C. Booth-Olson, C. D'Aoust, C. MacArthur, S. McCutchen, & N. Olinghouse. (2012). Educator's Practice Guide: Teaching Elementary School Students to be Effective Writers. IES National Center for Education Evaluation and Regional Assistance.

Graham, A., K. Harris, & B. Fink. (2000). Is Handwriting Causally Related to Learning to Write? Treatment of Handwriting Problems in Beginning Writers. Journal of Educational Psychology, 92 (4), 62-63.

Graham, S., S. Kiuhara, D. McKeown, & K. Harris. (2012). A Meta-Analysis of Writing Instruction for Students in Elementary Grades. Journal of Educational Psychology, Vol. 104, No. 4, 879-896.

Graham. S. (Winter 2009-2010). Want to Improve Children's Writing? Don't Neglect Their Handwriting. American Educator, 20-27, 40. www.aft.org/pdfs/americaneducator/winter2009/graham.pdf.

Handwriting Doesn't Have to be a Lost Art. (Fall 2001). Montessori Life.

James, K.H., J. Jao, & V. Berninger. (2016). The Development of Multileveled Writing Systems of the Brain: Brain Lessons for Writing Instruction. Handbook of Writing Research, 2nd Ed. New York: Guilford Press.

King, D. (2004). Writing Skills - Teacher's Manual, Chapter 9. E.P.S. epsbooks.com.

Konnikova, M. (June 2, 2014). What's Lost as Handwriting Fades. New York Times. New York, NY.

MacArthur, C. A., S. Graham, & J. Fitzgerald. (2006). Handbook of Writing Research, 1st Ed. New York: Guilford Press.

MacArthur, C.A., S. Graham, & J. Fitzgerald. (2016). Handbook of Writing Research, 2nd Ed. New York: Guilford Press.

May, C. (2014). A Learning Secret: Don't Take Notes with a Laptop. Scientific American.

Mueller, P.A. & D.M. Oppenheimer. (2014). The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking. Psychological Science, 25(6), 1159-1168.

Schlagel, B. (2007). Best Practices in Spelling and Handwriting. Best Practices in Writing Instruction. Eds. Charles A. MacArthur, Steve Graham, and Jill Fitzgerald. New York, NY: The Guilford Press.

Sheffield, B. (1996). Handwriting: A Neglected Cornerstone of Literacy. Annals of Dyslexia. Vol. 46.

Wolf, B. and V. Berninger, V., in J. Birsh & S. Carreker. (Ed.). (2018). Multisensory Teaching of Basic Language Skills. Baltimore-4th Edition (in press). MD: Paul H. Brookes Publishing Co.

Written-Language Production Standards for Handwriting & Keyboarding (Grades PreK-8). (2014). The Community to further the education of our children. www.hw21summit.com.

Zubrzycki, J. (January 23, 2012). Summit to Make a Case for Teaching Handwriting. Education Week, 31 (Issue 18), 1,13.

Offered Order of Operations for Manuscript

Cluster by Family:

warm-up strokes

tall letters (b, h, k, l, t)

short letters (i, j, m, n, p, r, u, y)

2 o'clock letters (a, c, d, g, f, q, s)

slanty letters (v, w, x)

midnight letter (o)

crazy z (z)

9 o'clock letter (e)

What We Know About Cursive & Struggling Writers

As Diana Hanbury King writes, "To begin with, in cursive writing there is no question as to where each letter begins -- it begins on the line. The confusion with forms is not merely a left and right reversal as with b/d and p/q; it is also an up and down reversal as with m/w and u/n, hence the uncertainty as to whether a letter begins at the top or the bottom. Second, spelling is fixed more firmly in the mind if the word is formed in a continuous movement rather than a series of separate strokes with the pencil lifted off the paper between each one" (King, *Writing Skills for the Adolescent*).

In short:

• cuts down on reversals (cursive b/d, m/w, etc.)

• in a proper lowercase cursive alphabet, all letters begin on the baseline

• spelling is better reinforced in the mind if the continuous movement of cursive is used

• forces appropriate clustering of letters to create words and spacing between words

---

Handwriting Tips:
William Van Cleave

I. Body:
A. feet flat
B. back straight
C. both arms on table (including elbows)

II. Paper Position:
A. paper tilted at 45 degrees
B. corner folded if necessary

**III. Hands & Grip:**
A. fingers should be in triangular position – thumb and first finger squeeze pencil while middle finger acts as bridge for pencil
B. index finger's pad should be pressed against the pencil
C. pencil should rest on the arch between thumb and first finger, and eraser should point over shoulder
D. wrist should be flat on table
E. other hand should be on top of paper to pull paper up (so writing hand doesn't have to move down)
F. arm should arc across page as student writes (instead of wrist flipping back and forth)

IV. Script:
A. every lower case letter begins on the line
B. letters should be taught in groups by formation
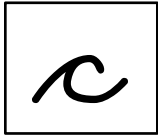
Go up around the clock to 2 o'clock; backtrack and swing forward.

Eyes Closed:

Gillingham-Based Alphabets

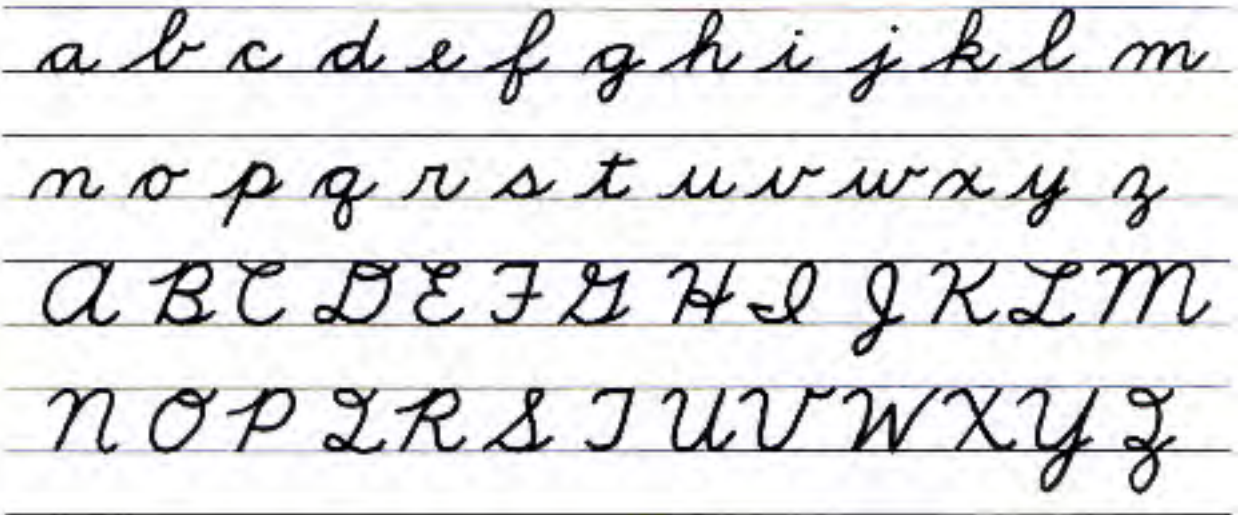(Diana Hanbury King's fonts)

right-handed alphabets:

a b c d e f g h i j k l m
n o p q r s t u v w x y z
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

left-handed alphabets:

a b c d e f g h i j k l m
n o p q r s t u v w x y z
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
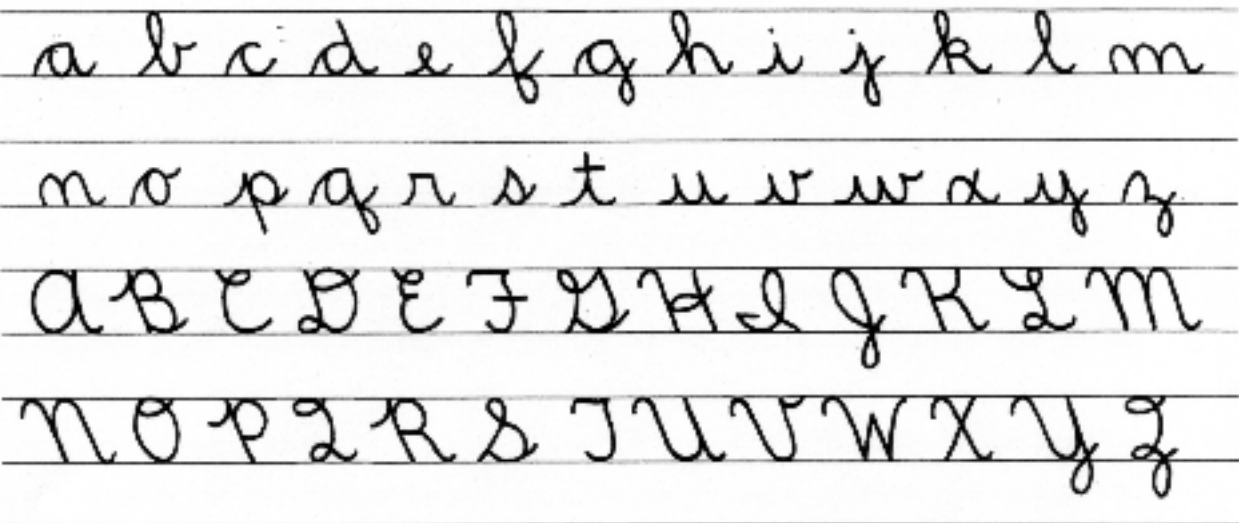
Elementary Grammar Reference Sheet (K-3)

Keep two things in mind:

- We teach grammar to improve writing. If you cannot justify teaching a particular concept in terms of improving a student's writing, don't teach it.

- The best grammar exercises involve students writing sentences that contain and reinforce various grammatical concepts.

Parts of Speech: Consider the <u>job</u> the word does in the sentence.

• noun	names a person, place, thing, (idea)	John, school, bench, (peace)
• verb	action word (linking, helping)	jump, (am, seem)
• pronoun	takes the place of noun	he, you, they, me
• adjective	describes a noun (or pronoun)	ugly, sleepy, blue
• adverb	describes a verb, (adjective, or other adverb)	quickly, soon
• preposition	begins a phrase (anything a plane can do to a cloud)	in, on, around
• conjunction	joins 2 words or 2 groups of words	and, whenever
• *article*	*teach in adjective family*	*a, an, the*
• *interjection*	*expresses emotion - inessential*	*whoa!*

Sentence Parts: Clauses are the building blocks to all sentence writing.

For all:

simple subject	what's doing the action (the "doer")	<u>John</u> went to the store.
simple predicate	main verb (use verb/predicate interchangeably)	John <u>went</u> to the store.
simple sentence (1st and up)	complete thought with one s-v (subject-verb) relationship	John went to the store.
compound sentence (1st and up)	2 complete thoughts, each with its own s-v relationship, joined by comma + and, but, or	John went to the store, but it was closed.

For all teachers and students 3rd grade and up (introductory material):

complete subject	what's doing the action and its modifiers		<u>My best friend</u> met me here.
complete predicate	main verb/action plus its baggage		My best friend <u>met me here</u>.
clause	group of words with subject and predicate		John went to the store because she is finished
independent clause	clause that can stand by itself	I	John went to the store
dependent clause	clause that cannot stand by itself	D	because she is finished
simple sentence	one independent clause	I	John went to the store.
compound sentence	2 independent clauses joined by comma + for, and, nor, but, or, yet, so	I,fanboysI	John went to the store, but it was closed.
complex sentence	1 independent clause and 1 or more dependent clauses	ID	John went to the store because he needed milk.
		D,I	When John went to the store, he forgot his wallet.
direct object	receives action of verb		John threw the <u>ball</u>.

Introducing Parts of Speech in K-5

Noun	Classroom Naming/Labeling Nature/Street Walk Categorization	
Verb	Classroom Naming/Labeling Nature/Street Walk Conjugation Yesterday/Today/Tomorrow Verb Charades	
Pronoun	Family Tree Passage Reading (pronoun replacement)	
Adjective	Classroom Naming/Labeling Nature/Street Walk Object Description Coloring/Counting Sense Exploration Adjective Charades	
Adverb	Verb Description	
Preposition	Student/Chair Plane/Cloud Paper/Words	
Conjunction	Plus Sign Humans Holding Hands Walk/Direction	

Grammar Builder Sample

adjective	common noun	prepositional phrase
ugly	toad	on the mossy rock

Grammar Reference Sheet (4-12)

Keep two things in mind:

- We teach grammar to improve writing. If you cannot justify teaching a particular concept in terms of improving a student's writing, don't teach it.

- The best sentence-level activities involve having students *write* sentences that practice/contain taught concepts.

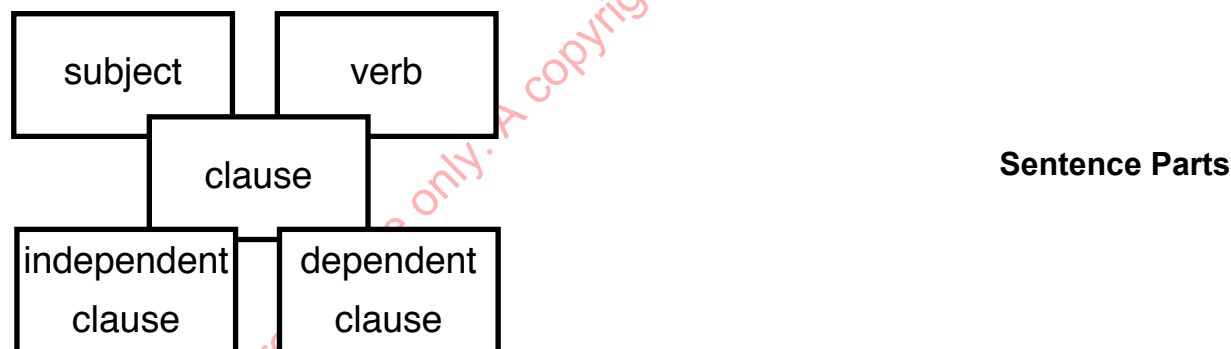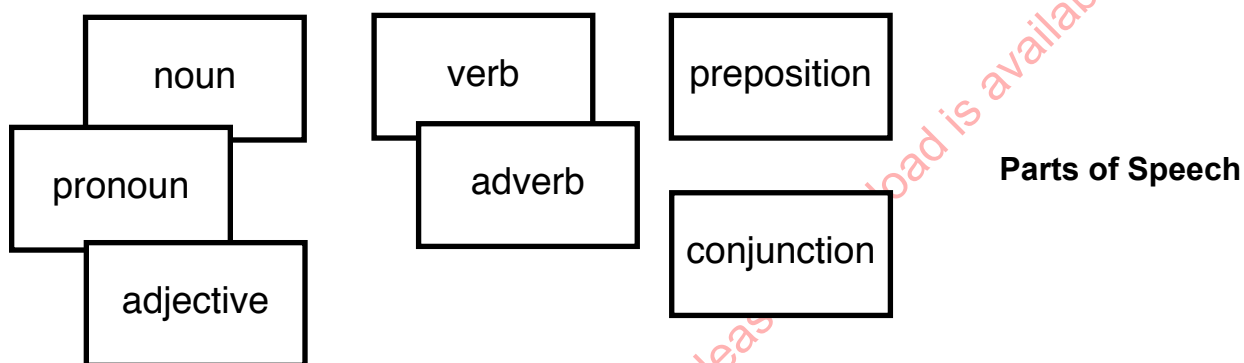## *Parts of Speech: Consider the <u>job</u> the word does in the sentence.*

•	noun	names a person, place, thing, or idea	boy, school, bench, peace
•	verb	action, linking, or helping word	jump, am, seem
•	pronoun	takes the place of a noun (stands for a noun)	he, you, they, me
•	adjective	describes a noun or pronoun	ugly, ignorant, silly
•	adverb	describes a verb (or an adjective, or other adverb)	quickly, soon, never
•	preposition	begins a phrase (shows position)	in, during, around
•	conjunction	joins 2 words or 2 groups of words	and, whenever
•	*article*	*teach in adjective family*	*a, an, the*
•	*interjection*	*expresses emotion - not useful for instruction*	*whoa!*

Sentence Parts: Clauses are the building blocks to all sentence writing.

simple subject	who/what is doing the action (the "doer")		The elderly <u>man</u> went to the store.
complete subject	subject with its baggage		<u>The elderly man</u> went to the store.
simple predicate	main verb (the "do")		The elderly man <u>went</u> to the store.
complete predicate	verb with its baggage		The elderly man <u>went to the store</u>.
direct object	receives action of predicate (verb)		John threw the <u>ball</u>.
indirect object	tells to whom/for whom action is done		John threw <u>Mark</u> the ball.
predicate noun	follows linking verb and renames subject		John is a <u>pilot</u>.
predicate adjective	follows linking verb and describes subject		John seems <u>exhausted</u>.
object of preposition	noun/pronoun that ends prepositional phrase		John sat on the <u>chair</u>.
clause	group of words with subject and predicate		- John went to the store - because she is finished
independent clause	clause that can stand by itself	I	John went to the store
dependent clause	clause that cannot stand by itself	D	because she is finished
simple sentence	one independent clause	I	John went to the store.

compound sentence	2 independent clauses joined by comma + for, and, nor, but, or, yet, so I,fanboysI
	or 2 independent clauses joined by ; I;I
			John went to the store,
			  but it was closed.
			John went to the store;
			  it was closed.

complex sentence	1 independent clause and 1 or more dependent clauses	ID	John went to the store because he needed milk.
		D,I	When John went to the store, he forgot his wallet.
		I ^ D	John, who was selected as our leader, rarely smiled.

The Warm-Up

Displaying grammar vocabulary cards: During the warm-up and any identifying activities, the teacher (and ideally the students) should display their cards using the layouts below. Students should learn to organize the cards as such independently. This practice will help students internalize the relationships between the different parts of speech. They will understand the way words, phrases, and clauses work together, improve their syntax comprehension, and develop sentence writing and expanding skills.

noun

pronoun

adjective

verb

adverb

preposition

conjunction

Parts of Speech

subject

verb

clause

independent clause

dependent clause

Sentence Parts

On the next page: This activity sheet (and similar sheets) have several advantages.

(1) They move students quickly from "identify" to the text generation activities that truly benefit writing.

(2) They are interactive, allowing students to work together, share results, and check their work with each other -- in a non-punitive way.

(3) They are instructive (a rarity for a "worksheet").

Now It's Your Turn!
IECC: Identify, Expand, Combine, Create

Adjectives

Identify: <u>Underline</u> the adjectives in the following sentences. (Do not include articles.)

1. The hungry green alligator slithered up the muddy shore. (3)

2. The young girl was scared but brave. (3)

3. The frightened girl called to her father in a loud voice. (3)

Check your work!

Expand: Add at least 3 adjectives to each sentence to make it more descriptive.

1. The children and their leaders took vans to a campground.

_____

2. Over a campfire, the children roasted hotdogs and sang songs.

_____

Share: Choose #1 or #2 to share with your group.

Combine: Combine the following short sentences into one longer sentence.

1. My grandfather told jokes at the table. He is friendly. His jokes were funny.

_____

2. My sisters and I listened to the jokes and ate snacks. My sisters were hungry. The snacks were nutritious. Our dad had prepared the snacks.

_____

Check your work!

Create: Write your own sentences.

1. Write a sentence using these adjectives: wise, elderly

_____

2. Write a sentence with at least two of your own adjectives in it:

_____

Share: Choose #1 or #2 to share with your group.

Sample Parts of Speech Worksheet

Definition & Examples
Since this is not a quiz or test, provide a definition and plenty of good examples, allowing the student to remind himself of the concept addressed. Additionally, another adult (e.g., study hall teacher, parent) can offer brief assistance if you provide examples.

Differentiated Instruction
Customize this sheet by writing the # of words per sentence the student is to write. If your number is too large, the student is likely to write run-ons or fragments.

Word Choice
Instructors can provide words or collect a student-generated list of words, from which each student can choose 4 to use. Words can come from studied content or reflect a language arts concept being taught (e.g., oo nouns or nouns with the base -port- in them).

Topic
The instructor should not feel obligated to fill in a Topic. If the Nouns to Use are oo nouns, for example, a topic will prove too restrictive.

Nouns
POS-Noun1
wvced.com

at least [ ] words

Name: _____ Date: _____

noun = names a person, place, or thing

mother   tickets   bridge   troll   playground   board

The mother and her daughter bought tickets to see the show.

The nasty troll lived under the wooden bridge.

A rusty nail stuck out of an old board at the local playground.

Nouns To Use

Topic: _____

Use good nouns in your own sentences below:

1. _____

2. _____

3. _____

4. _____

Sentence Check:
___ Do your sentences start with capital letters?
___ Do your sentences end with proper end punctuation?

© 2017 • wvced.com • wvancleave@wvced.com

Sentence Check
The Sentence Check is customizable. Choose 2-3 items for her to focus particular attention on. These items should be manageable and not too far above the student's current skill level. As a skill becomes automatized, replace it with a new goal. Students should do their sentence check when with you to allow for clarifying questions. Often, I do not mark off for errors on a sheet like this one unless they are on the Sentence Check.

Additional Adjective Activities

adjective	word that describes a noun or pronoun	ugly duckling difficult problem

examples	original, disappointing, three, red, overdone, charismatic, hideous, beautiful, rotten, intelligent, creative, voracious, enlightened, shy, considerate, pleasant, whispering, icy, enormous, sly

I. Write an appropriate adjective in each blank:

The _____ child ran through the _____ kitchen and

out the _____ door. He met with his _____ friends

in a nearby park. They played on the _____ swings and a

_____ slide. Then, they settled into the _____ sandbox

for the afternoon.

II. Write an appropriate adjective in each blank:

_____ tree   _____ day

_____ car   _____ school

III. Rewrite each sentence with at least two adjectives inserted into it:

e.g.,: The boy likes ice cream.   The <u>tall</u> boy likes <u>vanilla</u> ice cream.

The man went to the store.

_____

The forest burned to the ground and left nothing but ashes.

_____

IV. Make a list of adjectives that describe the nouns below:

_____ hat   _____ teacher

_____   _____

_____   _____

_____   _____

Adverb Activities

An adverb describes a verb:

run rapidly	jump quickly

I. Put an appropriate adverb after each verb below:

understand _____   laugh _____

sleep _____   sit _____

murmur _____   fumble _____

stab _____   eat _____

II. Sort the following adverbs into appropriate columns:

carefully	rapidly	soon
there	closer	out
loudly	punctually	now
quietly	rudely	down

how	when	where
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

III. Rewrite the sentence with at least one adverb in it:

e.g.,: The boy ate in the kitchen.   The boy ate quickly in the kitchen.

Julie played in the sandbox.

_____

_____

Verb Conjugation

Verb Tense (Conjugate verbs to practice number and tense usage.):

verb: _____

I	_____	we	_____
you	_____	you	_____
he/she/it	_____	they	_____

verb: _____

	yesterday (past tense)	today (present tense)	tomorrow (future tense)
I	_____	_____	_____
you	_____	_____	_____
he/she/it	_____	_____	_____
we	_____	_____	_____
you	_____	_____	_____
they	_____	_____	_____

General Parts of Speech Activities

Identify the part of speech of the underlined word in each sentence:

_____ 1. <u>Robert</u> gathered his tools and left the construction site.

_____ 2. Over three thousand New Yorkers <u>ran</u> in the marathon.

_____ 3. The <u>blue</u> handkerchief was found under the table.

_____ 4. The child cried <u>continuously</u> when he fell off the slide.

_____ 5. My grandmother lived <u>down</u> the road from me.

_____ 6. I liked <u>it</u> when my baby-sitter took me out for ice cream.

_____ 7. Fred <u>and</u> Ethel were married for over three decades.

Five-Point Instructional Strategy

New Concept	Review Concept
a. **Teacher introduces concept and then asks students to explain it, proving understanding**. In most instances, introducing a part of speech or sentence part to your students should take just a few minutes. Students should create (or you should provide) a vocabulary card with term on front, definition and examples on back; explain the term and its definition; and have them explain it back to you or, in the case of large group instruction, to each other. Students can illustrate their cards as well.	a. **Students explain concept, proving understanding**. The emphasis here is on information your students have learned and can share. With most concepts this will take only a few minutes. Students should begin by verbalizing what they know from memory and then use the concept vocabulary card to elaborate on their understanding.

b. **Students identify examples of the concept in context**. Have students sort words, sentence parts, or sentences to help them recognize the concept you are teaching. Have them identify examples of the studied element in a larger context. Professionally written sentences, from both textbooks and good literature, sometimes serve this purpose well and also offer material for further discussion.

c. **Students create their own examples in isolation**. Students must focus primary attention on creating examples of the concept, in isolation and in applied context. Keep the emphasis on student-generated work.

d. **Students share their examples with the instructor and their classmates**. When the students complete independent practice of a concept at their desks, always allow time to share results. This (a) validates the students' writing, (b) encourages them to write at a more sophisticated level since they anticipate an audience, (c) allows the instructor to check for competence, and (d) provides student-generated examples (whether correct or not) for further discussion and analysis.

e. **Teacher uses examples, both correct and incorrect, for clarification and further instruction**. As the students share, the teacher writes any incorrect examples as well as any examples that show a new or interesting development that warrants discussion. Since the examples come from the students' own writing on the day in question, the teacher is able to target student difficulties immediately and strengthen class understanding. Using student examples rather than prefabricated, professionally written sentences connects students to the assignment, provides immediacy and relevance, and gives the teacher valuable information about where the students are and what they need next in order to further their writing.

Common Sentence Templates

clause: group of words with a subject and its verb

independent clause: clause that <u>can</u> stand by itself

dependent clause: clause that <u>cannot</u> stand by itself

Simple Sentence
1 independent clause

I

Many have a single subject and predicate.

Mac went to the store.

On Tuesday Will visited our grandmother at her cottage in the next town.

Others have compound subjects and/or predicates.

Wes and Ethan often play tennis on Saturdays.

Logan saw an excellent movie and then went to dinner with friends.

(For a group of words to be a clause, it must have its own subject and predicate. It cannot share either with another clause.)

Compound Sentence
2 independent clauses

I, I;I
for
and
nor
but
or
yet

joined by comma and coordinating conjunction...

Jackson went to the store, but was closed.
Tickets for the final game were scarce, yet Drew still got seats.
I love to jog through the park, and Isabelle often joins me.
I do not want to go to the movies, nor do I feel like playing baseball.

...or joined by a semi-colon.

A number of recent inventions have changed the way the world functions; cell phones and the internet are two of the most obvious.
The game got rained out; however, the coaches rescheduled it for the following Saturday.

(Words such as <u>however</u> are conjunctive adverbs rather than conjunctions; these adverbs often begin the second clause of a compound sentence that uses a semi-colon and are always followed by a comma.)

Complex Sentence
1 independent and 1 (or more) dependent clauses

D,I ID I↙D

using subordinating conjunction...

While Rob was pulling out of his driveway, he accidentally bumped into another car. (D,I)
Even though the movie ran late, Charles still got in before curfew. (D,I)

Luke spent an extra $50 on his computer because it came with a printer. (ID)
Our mom banned drinks in the den after Jeb spilled soda on the good table. (ID)

...or using relative pronoun.

Taylor, who has played competitive sports since fourth grade, started at free safety this fall.
Jack loved any book that could hold his attention.

(The first of these adjective clause (or D-wedge) sentences uses the clause to define the subject. The second uses it to define the object.)

Syntax Concept	Text (Gr.)	Fiction Examples	Expository Examples
Simple Sentence	All (K)	1. At the nature preserve, a family was enjoying a picnic. 2. The aliens landed their spacecraft in a small town in Pennsylvania.	1. M.L.K. Jr. is famous for his "I Have a Dream" speech. 2. Silk can be woven into a very soft and smooth fabric.
Compound Sentence w/coordinating conjunction (for, and, nor, but, or, yet, so)	All (1)	1. The family felt completely safe, yet several bears ate them quickly and efficiently. 2. The aliens began exploring backyards in the town, for they were considering their next meal.	1. King penned a number of other speeches, but only "Letter from Birmingham Jail" was written in a jail. 2. Silk was invented in Ancient China, and for thousands of years it played an important role in their economy.
Compound Sentence w/semi-colon	Mostly Expos. Text (7)	1. The bears were just waking from hibernation; therefore, they had been really hungry! 2. Two aliens investigated a variety of vegetable gardens; meanwhile, the remaining aliens guarded their ship.	1. King was part of the Selma to Montgomery march; interestingly, in 2014 it was made into an Academy Award winning movie called *Selma*. 2. The Chinese managed to keep silk a secret for over a millennium; however, in 550 AD it became known.
Complex w/Adverb Clause (D,I or ID)	Mostly Fiction (3)	1. Because they appreciated a balanced diet, the bears were usually omnivores. 2. The aliens appreciated most vegetables although they despised Lima beans and mushrooms.	1. Since she outlived him by decades, Coretta Scott King was able to help preserve King's legacy. 2. Flowers and birds were often embroidered into silk when it was made in Ancient China.
Complex w/ Adjective Clause (D-wedge)	Mostly Expos. Text (6)	1. The bears, who were not used to a human diet, had digestive issues. 2. The aliens, who had traveled many light years to visit planet Earth, found one completely new vegetable.	1. King, who was a preacher, used his powerful oratory skills to preach for racial equality throughout his adult life. 2. Silk is a fiber that silkworms produce.
Appositive (can appear in any kind of sentence) 	Mostly Expos. Text (8 - but do it earlier)	1. The bears, wise animals of the wild, converted to vegetarianism after their experience. 2. The aliens, visitors with growling stomachs, discovered artichokes for the first time.	1. King, a well known Civil Rights leader, was assassinated in 1968, the year I was born. 2. The Silk Road, a trade route from Europe to China, was extremely important.

Sentence Developing Activities

As your students develop an understanding of parts of speech and sentence parts, here are some activities designed to improve writing at the sentence level. Independent sentence writing (I) is the ultimate goal.

A. Phrase/Clause & Independent/Dependent Clause Sorting - ESSENTIAL (3rd + up)
 - sort groups of words by whether they are clauses or phrases
 - sort clauses by whether they are Independent (main) or Dependent (subordinate)

B. Sentence parts matching - join sentence parts to make sentences

C. Sentence unscrambling - unscramble sentence chunks to make logical sentences

D. Sentence imitating - write a sentence similar in structure to a provided model

E. Sentence combining - combine sentences to create more sophisticated sentences with increased variety (in activities/exercises & your own writing)

F. Sentence expanding - using bare bones sentence expanders
 - provide simple subject and verb and use questioning to prompt sentence expansion (e.g., John ate. when? where? why? how?)
 - provide simplistic sentence with nouns, verbs, and phrases and ask student to add adjectives and adverbs

G. Tandem writing
 - student writes first half of sentence, trades papers with a classmate, and finishes classmate's sentence (subject to predicate or first clause to second clause)

H. Writing sentences from prompts
 - "begin a sentence with the word _____" (sub. conj., transition word, etc.)
 - "write a sentence that contains _____" (sub. conj., prep., noun, etc.)
 - provide student with first sentence and transition word that is to begin second sentence

I. Reordering elements of a sentence for variety
 - provide a sentence with a "floating" prepositional phrase that students can move
 - provide dependent and independent clauses to reorder for variety

J. Sentence writing - ESSENTIAL
 - as a class starter
 - for class work and homework, even instead of paragraph writing

Bell Ringers & Class Starters

The bell ringers and class starters listed below provide suggestions for instructors who (a) want to encourage the development of student writing at the sentence level and/or (b) want to blend course content with sentence writing activities. For the instructor who wishes to start a class period with writing, these activities prove fruitful.

1. **Sentence Generation:** Ask students to write a particular kind of sentence or structure included in a sentence (e.g., complex sentence, sentence with at least 2 adjectives, sentence with an introductory prepositional phrase). Make sure to have students share their results aloud with their classmates.

For instructors wishing to layer in content, students can be asked to write the sentence based on the reading last night or the discussion yesterday in class about a particular story, event, or person. Sharing these sentences serves as a review of material covered and a chance for instructors to assess student knowledge both in sentence writing and in the given content.

2. **Tandem Writing:** Provide a sentence and ask students to write a sentence that would logically follow that sentence or provide an introductory phrase or clause and ask students to complete the sentence. Like in Activity I above, you can specify a particular sentence structure element. You can also write your sentence about a topic you wish students to review, such as content covered in the previous lesson. Here are a few examples:

Sentence starters: The first is a clause while the second is a phrase.
When Huck begins his adventure on the raft with Jim,
In her first web,

Lead-in sentences: Students could be instructed to include a particular kind of word (e.g., adjective) or use a particular kind of sentence (e.g., compound).
Charlotte first writes "Some Pig!" in her web.
Karana's brother is killed by a pack of wild dogs on the island, leaving her to fend for herself.

3. **Mentor Sentences in the Writing Matters Approach:** Good work with mentor sentences matches a planned and sequential set of skills the instructor introduces to her students. Students analyze mentor sentences either to review concepts already addressed or to introduce a skill the instructor plans to teach **that day**. "Look at how great this is, now you do it!" isn't an effective means of teaching using mentor sentences and runs contrary to the Writing Matters approach. Mentor sentences, on the other hand, are a great way to work on Sentence Developing Activities A-F (preceding page). Use the I do it, we do it, you do it philosophy (in widespread use thanks to Anita Archer).

Sentence Frames

Sentence frames prove particularly useful to beginning and struggling writers, writers with word-retrieval or syntax issues, and English language learners. Once students have achieved basic sentence sense and the ability to generate sentences that follow a standard, basic template, providing more sophisticated sentence frames will help students vary their sentence structure.

Foundational Sentence Frame

Subject	+	Verb	+	Object
Who or What		**is doing or did**		**to whom or what, where, when, or how.**

Specific Sentence Frames

Title or Author	tells explains describes (choose one)	main idea.

The digit _____	is in the _____ place.

When it comes to _____,	most of us would agree that _____.

I predict that	_____.

Though _____ would disagree,	it is clear that _____.

A. Clause/Phrase Activities

Identify each group of words below as a clause (C) or a phrase (P). Remember that a clause must contain a subject and its predicate (or main verb):

_____ 1. until I receive your donation

_____ 2. for breakfast

_____ 3. under the window

_____ 4. since I slept

_____ 5. beside the grocery store

_____ 6. before she finished the pie

_____ 7. as soon as the temperature drops

_____ 8. because Mike could drive

_____ 9. if we see another ant

_____ 10. after careful consideration

_____ 11. between two slices of bread

_____ 12. since yesterday

_____ 13. until you hear back from me

_____ 14. when the manager organizes the team

_____ 15. through the woods by the river

_____ 16. the party ended at midnight

_____ 17. as long as you study before the game

_____ 18. if I finish the book

_____ 19. as soon as the painter finished

_____ 20. when the exercise was over

_____ 21. at the end of the long road

_____ 22. beneath the deep blue sea

_____ 23. we both finished eating breakfast in time

_____ 24. because of the number of boxes

_____ 25. though I gave you three warnings

_____ 26. if the rain never stops

All the groups of words below are clauses. Identify each as I (independent or main) or D (dependent or subordinate):

_____ 1. Constantine joined the sports club

_____ 2. since Abraham Lincoln was elected

_____ 3. school lets out in June

_____ 4. the play begins at 9 a.m.

_____ 5. after we purchased the new car

_____ 6. if we can handle the time change

_____ 7. we ate the purple potato chips

_____ 8. water is the most healthy drink

_____ 9. if my migraine doesn't linger

_____ 10. as long as the schedule will be kept

_____ 11. if I worry too much about the trip

_____ 12. the postal carrier delivered the mail

_____ 13. at dawn the tribes gathered by the fire

_____ 14. just as Pearl Harbor was attacked

_____ 15. whenever we have a chance to play golf

_____ 16. before I will clean out the closet

_____ 17. if T.V. remained black and white

_____ 18. my family is coming for the holidays

_____ 19. the doe was brown with a white tail

_____ 20. cleats were left on the radiator to dry

_____ 21. although asparagus is out of season

_____ 22. the black panther pounced at the crowd

_____ 23. when the strawberries arrived

_____ 24. before I considered my sister's request

_____ 25. where our cousins live

_____ 26. whenever the detective catches the crook

_____ 27. Athena bursts full-grown from Zeus's head

_____ 28. even when you struggle with your math

B. Sentence Part Matching

1

Subject   *Predicate*

A. The little boy with dimples   landed on the feeder in our yard.

   A chirping blue jay   smiled at the doctor's offer of candy.

   My grandmother   used to bake me cookies each weekend.

B. A swarming nest of bees   caused the family to leave the picnic early.

   A pair of monarch butterflies   awkwardly bent down to reach the pond.

   Two long-legged giraffes   fluttered near me on my Saturday walk.

2

Subject	*Verb*	*Object*
A. The grasshopper	was ruined	on a green leaf in our yard.
Our dinner	landed	the antique vase.
The rambunctious child	toppled	by a loud family argument.
B. An outstanding performer	announced	the national anthem.
The diver	sang	on the board.
Our president	bounced	a new plan for the country.

C. Sentence Unscrambling

1 At the word cluster level:

A. in our house   we discovered   much to our surprise $10,000

_____

B. to get ice cream   we rode   at noon   our new bicycles   to the store

_____

2 At the word level:

A. frog   brown   rock   under   a   crawled   the   large

_____

B. friend   night   all   we   and   video   new   a   my   got   game   played

_____

D. Sentence Imitating

Write a sentence that is similar in form to the provided sentence:

1. Our friends came for dinner.

   _____

2. At the game we saw a home run.

   _____

3. While I was riding my bike, I saw a streak of lightning.

   _____

E. Sentence Combining

1. Delete the 2nd and 3rd sentences by putting their information in the 1st sentence:

   The man and woman went to the mall. The man was tall. The woman was short.

   _____

   The dinosaur stomped. He did it over the rocky ground. He did it to chase food.

   _____

2. Make each pair of sentences into a compound sentence using the provided keyword:

   The new video game hit stores yesterday.   We were the first ones to get it.   (and)

   _____

   Make each pair of sentences into a compound sentence. Use a conjunction:

   Two rivers surrounded the town.   There was still not enough water to drink.

   _____

3. Make each pair of sentences into a complex sentence using the provided keyword:

   She was a good teacher.   She yelled a lot.   (although)

   _____

   Make each pair of sentences into a complex sentence. (Use a subordinating conjunction.):

   You do your homework.   You will pass every test.

   _____

4. Combine into one sentence. Do not leave out any information:

   The movie was excellent. It ran quite late. It starred Denzel Washington.

   _____

   We were hungry. We went to my favorite restaurant. I ordered a burger and fries.

   _____

   My cousins are from Australia. They visited us last month. We had a blast.

   _____

F. Sentence Expansion

The man climbed the stairs.		The man ate his lunch.	
when?	this morning	when?	_____
where?	at the capitol building	where?	_____
how?	grudgingly	how?	_____
why?	because his appointment was on the second floor	why?	_____
concession...	although he was exhausted	concession?	_____
what kind?	elderly, frustrated	what kind?	_____
which one?	with a nasty attitude	which one?	_____
how many?	*the (already included)*	how many?	_____

G. Tandem Writing

1. Finish these sentences:

a. I love weekends because _____.

b. John finished the quiz before _____.

c. Elijah found treasure in the chest, but _____.

d. We bought a used car from Chris; meanwhile, _____.

2. Add a sentence to each of these sentences:

a. Abraham Lincoln was the 16th president of the United States.

_____

b. A Porsche pulled up to the five star hotel.

_____

c. My friends and I won our first soccer game last Saturday morning against our arch rivals. _____

H. Writing from Prompt Words

1. Write sentences including the provided transition words:

a. although _____

b. sometimes _____

c. before _____

2. Write sentences including the provided content-based words:

a. Benjamin Franklin _____

b. Hamlet _____

I. Other Sentence Building Activities

A. Prepositional Phrase Placement: Put a ^ in each spot where the given prepositional phrase could be placed. (This can also be done by giving students in a group setting their own cards, each with a word on it, and having them sort themselves into a logical sentence. An additional student, armed with the phrase, can stand in various places along the sentence's route where the phrase could logically be inserted):

1. The angry troll gobbled the mischievous children.   under the bridge

2. The doctor prepared for a difficult surgery.   in the operating room

3. My friend came to stay with me.   over the weekend

B. Write each sentence two ways, one beginning with the dependent clause and the other ending with it. Be careful to use a comma when necessary.

1. my friend gave me a present   because she is a nice person

version a: _____

version b: _____

2. I moved the boxes into the garage   when my brother agreed to help

version a: _____

version b: _____

J. Content-Based Sentence Writing

1. List six things about _____ (content topic):

_____   _____

_____   _____

_____   _____

2. Write sentences using elements from the above list:

Use 2 in a compound sentence with a comma and coordinating conjunction: _____

_____

Use 2 in a compound sentence with a semi-colon and a conjunctive adverb: _____

_____

Use 2 in a complex sentence (D,I): _____

_____

Use 2 in a complex sentence (ID): _____

_____

Sentence Expansion

Basic Subject-Verb Barebones Sentences for Expansion

I laughed.	We slept.	Grandpa called.
You should eat.	The chef baked.	The hikers will camp.
It rained.	The actors bowed.	The audience clapped.

Advanced Subject-Verb Barebones Sentences for Expansion

Sue will answer.	The flight was delayed.	A crowd gathered.
Juan apologized.	We were embarrassed.	The fire glowed.
My brother argues.	My niece was frightened.	The day improved.

Basic Subject-Verb-Object Sentences for Expansion

The teen could afford the car.	The waitress filled our glasses.
We amused ourselves.	Dad will carve the turkey

Advanced Subject-Verb-Object Barebones Sentences for Expansion

The owner accepted the offer.	A scientist analyzes results.
We admired the monument.	Three schools banned the book.
The secretary advised the president.	We will collect donations.

Sentence Expansion Questions With Student Responses

1. The ghost haunted the mansion.
when?	for hundreds of years
where?	on the corner of the deserted street
how?	by wandering the halls late into the night
why?	because her death had not been avenged
concession?	despite the fact that few people noticed her presence
what kind?	young, female
which one?	of Andrea Longhorn
how many?	the (already included)

2. barebones sentence: _____
   when? _____
   where? _____
   how? _____
   why? _____
   concession? _____
   what kind? _____
   which one? _____
   how many? _____

Sentence Expansion By Grammar Concept

Medial interrupters (located between subject and predicate):

An ancient woman sat on the porch in her rocking chair.

↑

a. adverb — alertly
b. adverb phrase — with attention to her balance
c. paired adjectives — , furious and seething,
d. adjective phrase — with a pearl-handled revolver in her hand
e. adjective clause — , who wore a huge floppy straw hat,
f. participial phrase — , carrying a secret burden in her heart,
g. appositive — , the daughter of the former town mayor,

Notes:

With the exception of e, each of these elements could be placed at the beginning of the sentence.

With the exception of e and g, each of these elements could alternatively be placed after "sat."

Sentence Expanders Between Subject & Predicate

Sentence _____

adverb _____

adverb phrase _____

paired adjectives _____

adjective phrase _____

adjective clause _____

participial phrase _____

appositive _____

Name: _____ **Date**: _____

compoundsentence=2independentclauses
(joined by comma and coordinating conjunction)

We went tubing on the river yesterday,
   and the water was icy.

The swirling river swept away her house,
   but she and her family escaped.

Topic: _____

Write your own interesting compound sentences below:

I, I

for
and
nor
but
or
yet

Words To Use
_____
_____
_____
_____
_____
_____

1.   _____

_____

2.   _____

_____

3.   _____

_____

4.   _____

_____

5.   _____

_____

Sentence Check:
   • Make sure each part of the sentence can stand alone.
   • Make sure the subjects are different.
   • Make sure the sentence has a comma (,) and a conjunction (for, and, nor, but, or, yet)

Minimum Word Count	

Name: _____ Date: _____

complexsentence-1 independentand 1 (or more) dependent clauses

When school was over, I went to swim practice.

Mark studied hard because he had a test.

Although we wanted to eat at the restaurant, we needed to save money for our trip.

ID
D,I

Words To Use
_____
_____
_____
_____
_____
_____

Topic: _____

Write your own interesting complex sentences below:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Sentence Check:
- make sure there is one independent clause with subject and verb
- make sure there is one dependent clause with subject and verb
- check punctuation: do not use a comma if the dependent clause is last

Name: _____   Date: _____

Developing Sentence Skills

Sentence Vocabulary:

subject	what's doing the action
verb	action word (or state of being)
clause	group of words with subject and its verb
independent clause	clause that can stand by itself
dependent clause	clause that cannot stand by itself
simple sentence	1 independent clause
compound sentence	2 independent clauses joined by...
	comma + f(or) a(nd) n(or) b(ut) o(r) y(et), s(o)
complex sentence	1 independent clause and 1 (or more) dependent clause(s)

Sentence Exercises:

1. Write two simple sentences.   example: Mike bought some groceries.

a. _____

b. _____

2. Write two compound sentences.
   example: Mike bought groceries, but he ran out of gas on the way home.

a. _____

   _____

b. _____

   _____

3. Write two complex sentences:
   example: Because he was rushed, Mike went to the store by car.

a. _____

   _____

b. _____

   _____

Name: _____ Date: _____

Instructor: _____ Grade: _____

Content Sentence Review

Topic _____

List of 5 Facts

1. _____

2. _____

3. _____

4. _____

5. _____

Use facts from the above list to generate sentences with the following specifications.

1 Fact:
Introductory
Prepositional
Phrase

_____

_____

_____

2 Facts:
I,fanboyI
Compound
Sentence

_____

_____

_____

2 Facts:
I;I
Compound
Sentence

_____

_____

_____

2 Facts:
D,I or ID
Complex
Sentence

_____

_____

_____

1-2 Facts:
Sentence
with
Appositive

_____

_____

Name: _____ Date: _____

Instructor: _____ Grade: _____

Content Sentence Review

Topic _____

List of 5 Facts

1. _____

2. _____

3. _____

4. _____

5. _____

Use facts from the above list to generate sentences with the following specifications.

☐ _____
_____
_____

☐ _____
_____
_____

☐ _____
_____
_____

☐ _____
_____
_____

☐ _____
_____

Transitioning From Sentence to Paragraph

Often, students learn to write a variety of different kinds of sentences effectively in isolation but do not apply that ability automatically to their paragraph work. Continued practice with writing isolated sentences is one way to aid this transition. Several useful transitional writing activities can help as well.

To move from isolated sentence writing <u>towards</u> paragraphs, students can write...

- sentences in isolation on topic of their own choosing.
- sentences in isolation on topic assigned by the teacher but still in their comfort zone.
- sentences in isolation about content-area topic they're studying.
- sentences that follow teacher-written sentence on topic assigned by the teacher but still in their comfort zone.
- sentences that follow teacher-written sentence about content-area topic they're studying.
- cluster of sentences (2-4 - specify number and perhaps even provide critera) about topic of their own choosing.
- cluster of sentences (2-4 - specify number and provide criteria) about topic assigned by the teacher but still in their comfort zone.
- cluster of sentences (2-4 - specify number and provide criteria) about content-area topic.

Note: These clusters of sentences would function like mini-paragraphs -- all on the same topic, flowing from one sentence to the next, without the constraints of topic and concluding sentences.

Examples:

sentence that follows teacher-written sentence about content-area topics:
Write a compound sentence that follows this sentence: Charlotte spins messages for Wilbur into several of her morning webs.

cluster of sentences about topics assigned by teacher but still in their comfort zone:
Write three sentences about last night's soccer game. You must include a D,I (complex sentence), a sentence that starts with a prepositional phrase, and a sentence with a compound subject.

cluster of sentences about content-area topic:
Write two sentences about the start of the Civil War. Include one D,I and one compound sentence.

Advanced Elements

Keep these things in mind:

- We teach grammar to improve writing. If you cannot justify teaching a particular concept in terms of improving a student's writing, don't teach it.
- Expand upon students' knowledge of basic grammar to teach them more advanced structures.
- The best grammar exercises involve students writing sentences containing/practicing various grammatical concepts.

Advanced elements are listed beneath their respective parts of speech:

- noun   names a person, place, thing, or idea   Liz, school, tree, peace
- pronoun   takes the place of noun   he, she, them, us

    gerund   verb acting as noun (verbal)
      (can be phrase)   <u>Skiing</u> is wonderful.   I love <u>eating</u>.   She found <u>swimming</u> exhausting.

    appositive   noun or pronoun that renames an adjacent noun or pronoun
      (can be phrase)   Trey, <u>my younger brother</u>, lives in Louisville, Kentucky.
        <u>A dangerous woman</u>, the spy was feared by friend and foe alike.
        Winston Churchill worked with F.D.R., <u>our president during World War II</u>.

    noun clause   clause that takes the place of a noun
        I don't know <u>what you are doing</u>. <u>Wherever you want to go</u> will make me happy.

- adjective   describes a noun (or pronoun)   ugly, three, blue, loud

    participle   verb acting as adjective (verbal)
      (can be phrase)   <u>sleeping</u> baby   <u>busted</u> lip   <u>engaging</u> game   <u>smoking</u> gun   <u>rousing</u> speech
        <u>Taking the corner at breakneck speed</u>, the cyclist just barely avoided a collision.

    adjective phrase   prepositional phrase that describes noun/pronoun
        He was the first man <u>on the moon</u>. The book <u>of poems</u> was boring.

    adjective clause   clause that describes noun/pronoun (also called adjective clause)
        Abraham Lincoln, <u>who worked to free the slaves</u>, was assassinated.
        The mouse saw the cheese, <u>which was bait in the trap</u>.

- adverb   describes a verb (adjective, or other adverb)   quickly, soon, usually

    adverb phrase   prepositional phrase that describes verb
        I slept <u>in a sleeping bag</u> at the campsite. We ate <u>at McDonald's</u>.

    adverb clause   clause that describes verb in another clause (usually the independent clause)
        <u>When the clock strikes twelve</u>, we will arrive.
        I like her <u>because she has a great sense of humor</u>.

    conjunctive adverb   can be used between semi-colon and comma to begin second independent clause
      (can be phrase)   in compound sentence
        Ice cream is delicious; <u>nevertheless</u>, it is not a part of my diet.
        I had a headache; <u>consequently</u>, I took some aspirin.
        She is a good person; <u>at the same time</u>, she isn't thoughtful when she speaks.

Students often use infinitives correctly and automatically without instruction; because of this, I don't spend significant time teaching them. Avoid teaching what role they play (noun, adjective, adverb) unless it is required by an outside source.

- infinitive   verb in to + verb form acting as something else
        (verbal - can be noun, adjective, or adverb)
      (can be phrase)   I gave the dog a bone <u>to make her happy</u>.   I ate <u>to satisfy my mother</u>.
        I love <u>to win</u>.   The man <u>to beat</u> had better funding.

Fancy Nouns, Adjectives, and Adverbs for Reading & Writing

	Noun — names person, place, thing, or idea	**Adjective** — describes noun (or pronoun)	**Adverb** — describes verb (or adjective or another adverb)
word	**gerund:** verb as noun (ends in -ing) *Skiing* is fun. I love *baking.* **appositive:** noun/pronoun renames adjacent noun/pronoun My brother *Trey* sold his car. **infinitive:** "to + verb" as noun I like *to win.*	**participle:** verb as adjective (ends in -ing, -ed, etc.) *crying* baby *running* water *busted* faucet **infinitive:** "to + verb" as adjective The man *to beat* is Fred. There are three essays *to answer* on the test.	**infinitive:** "to + verb" as adverb I prepared *to lose.* I put my feet up *to rest.*
phrase	**gerund:** begins with gerund (usually) *Walking through the park* relaxes me. **appositive:** includes appositive F.D.R., *the president during World War II,* worked closely with Winston Churchill. **infinitive:** begins with infinitive (usually) I like *to roast marshmallows over the fire.*	**prepositional:** begins with preposition The man *on the moon* walked carefully. The woman *with the green bag* is our new neighbor. **participial:** begins with participle (usually) *Sleeping soundly through the storm,* John woke refreshed the next morning. Marcia, *celebrating her graduation from college,* partied like it was 1999. **infinitive:** begins with infinitive (usually) I want to get an entree *to share with my girlfriend.* The present *to open early* is from your uncle.	**prepositional:** begins with preposition I ran *to the store.* We slept *at Mary's house.* **infinitive:** begins with infinitive (usually) I watched *to learn the proper method.* The plane rose *to avoid turbulence.*
clause	**noun:** replaces noun *What you are doing* annoys me. I like *when we go to the movies.*	**adjective or relative:** begins with relative pronoun Beef *that is undercooked* is unsafe to eat. My friend, *who is quite smart,* struggles in math. I saw a pathetic mutt, *which was scavenging through the garbage behind the restaurant.*	**adverb:** begins with subordinating conjunction *Before I left,* I brushed my teeth. You should take her class *because she is interesting.*

Common Core: Highlights From Grammar Sections of the Language Standards

General Statement: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(#'s in parentheses indicate grade levels for initial knowledge; many skills below require further development in subsequent years.)

ability to explain concepts:

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (3)
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (5)
- Explain the function of phrases and clauses in general and their function in specific sentences. (7)

nouns/verbs:

- Use frequently occurring nouns and verbs. (K)
- Use singular/plural nouns with matching verbs. (1)
- Ensure subject-verb and pronoun-antecedent agreement. (3)

nouns:

- Form regular plural nouns orally. (K)
- Use collective nouns. (2)
- Form and use frequently occurring irregular plural nouns. (2)
- Form and use regular/irregular plural nouns. (3)
- Use abstract nouns. (3)

verbs:

- Use verbs to convey a sense of past/present/future. (1)
- Form and use the past tense of frequently occurring irregular verbs. (2)
- Form and use regular/irregular verbs. (2)
- Form and use the simple verb tenses. (3)
- Form and use the progressive tense. (4)
- Use modal auxiliaries. (4)
- Form and use the perfect tenses. (5)
- Use verb tense to convey various times, sequences, states, and conditions. (5)
- Recognize and correct inappropriate shifts in verb tense. (5)
- Form and use verbs in the active and passive voice. (8)
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (8)

pronouns:

- Use the pronoun I. (K)
- Use reflexive pronouns. (2)
- Use personal, possessive, and indefinite pronouns. (2)
- Use relative pronouns and relative adverbs. (4)
- Ensure that pronouns are in the proper case. (6)
- Use intensive pronouns. (6)
- Recognize and correct inappropriate shifts in pronoun number and person. (6)
- Recognize and correct vague pronouns. (6)

adjectives/adverbs:

- Use frequently occurring adjectives. (1)
- Use adjectives and adverbs, and choose between them depending on what is modified. (2)
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (3)
- Order adjectives within sentences according to conventional patterns. (4)
- Use a comma to separate coordinate adjectives. (7)

conjunctions:

- Use frequently occurring conjunctions. (1)
- Use coordinating and subordinating conjunctions. (3)
- Use correlative conjunctions. (5)

prepositions:

- Use most frequently occurring prepositions. (K)
- Use frequently occurring prepositions. (1)
- Form and use prepositional phrases. (4)

## sentence and general punctuation skills:

- Produce and expand complete sentences in shared language activities. (K)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1)
- Produce, expand, and rearrange complete simple and compound sentences. (2)
- Produce simple, compound, and complex sentences. (3)
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (4)
- Use a comma before a coordinating conjunction in a compound sentence. (4)
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (6)
- Vary sentence patterns for meaning, reader/listener interest, and style. (6)
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (7)
- Place phrases and clauses within a sentence, recognizing and correcting and misplaced and dangling modifiers. (7)
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10)
- Use a colon to introduce a list or quotation. (9-10)
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (9-10)
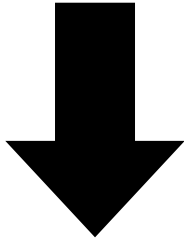
Basic Paragraph Writing - An Overview

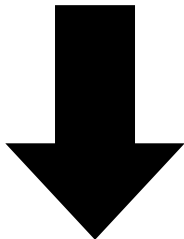## Basic Paragraph Writing: A Step-By-Step Process
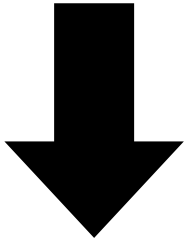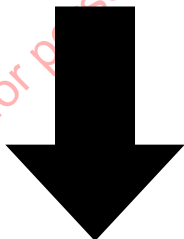
1. Identify and write the topic.

⬇

2. Generate a list of items in support of that topic. Select a minimum of 3 to use in your paragraph.

⬇

3. Turn the topic into a topic sentence.

⬇

4. Turn selected list items into supporting sentences.

⬇

5. Reword the topic sentence (perhaps expressing your opinion of the topic) as the concluding sentence.

Basic Paragraph Writing: Explanatory Notes

1. At first, topics should be of interest to the students and in areas where they have some knowledge in order to reduce cognitive overload. Once students become comfortable with the basic paragraph structure, topics can be chosen from course material and outside sources. Work with prompts is important even at this stage.

2. Regardless of the length of the assignment, students begin by generating a list. This initial idea generation frees working memory for the more complex writing tasks needed for composing. The students then select from the list at least three items that will form the content of their supporting sentences. Sometimes, lists can be stand-alone assignments. At least at first, students can generate lists together with the instructor serving as scribe.

3. Topic sentences are generally the most difficult to write. These sentences should introduce the paragraph but also engage the reader. Students sometimes find it easier to generate supporting sentences first, returning to write the topic sentence later. As students develop their skills, they need to learn different topic sentence styles; teachers should plan to continue to introduce and help students practice with different kinds of topic sentences.

4. Students develop each selected list item into a sentence. Sentence variety is key in creating an interesting piece of writing. Students should check frequently to see that their supporting sentences connect back to the topic. Transition words are unnecessary for short paragraphs; end punctuation serves as the transition between sentences.

5. The concluding sentence wraps up the paragraph. Learning a variety of styles is useful. Too often, students simply repeat the topic sentence at the end of their paragraphs. Try telling students to *rephrase* or *reword* (rather than restate) the topic sentence. Questions such as "How do I feel about the topic?" or "What's my opinion?" may help students construct this tricky sentence.

Generating Lists

List-Generating Activities...

- encourage students to generate ideas
- help students learn to group, identifying similarities/differences
- prepare for everything from a paragraph to a longer essay
- serve as non-threatening tasks (as spelling does not count and syntax is not required)
- allow students to know early on whether they have enough information to generate a paragraph

Recommendations:

Never let a student write even a paragraph without generating a list first. Any writing assignment longer than a few sentences can and should begin with a list. Instructors can scribe for group list-generating activities or ask students to make a list with a partner or independently. Typically, timed lists cause unnecessary anxiety; instead, assign a specific quantity, often 5, 10, or 15. Generating lists makes an excellent bell ringer activity, and students can log their lists in a special section of their binders.

Some Suggested Topics:

(Slashes represent separate list topic ideas.)

about the senses:

- things that are_____ (any color)
- things that are bright
- foods that taste bad/good
- things that make loud noises
- places where you should whisper/shout
- things that are shorter/taller than you are
- fruits/vegetables/dairy products/sweets

- things that are cold/hot
- things that are rough/smooth/soft/hard
- foods that taste sweet/bitter
- things that smell good/bad
- things that can/cannot fit in your pocket
- things that keep you warm/cool
- breakfast/lunch/dinner foods

other list topic suggestions:

- drinks
- things you can do with a potato
- rooms in a house/mansion/castle
- sports
- things to do on a sunny/rainy day
- places you'd like to visit/vacation
- things you'd buy if you had $1,000,000
- famous people (living/dead) you'd like to meet
- favorite books/movies/stories/T.V. shows
- favorite actors/athletes/musicians
- things to do in _____ (town/city)
- insects/mammals/amphibians/reptiles/birds/fish
- colleges/camps you'd like to attend
- things that plug in or require electricity
- things I do before going to school/bed
- important inventions
- favorite restaurants

- musical instruments
- tools
- vehicles on land/in the air/for water
- bodies of water
- things you'd want on a deserted island
- places you would not like to visit/vacation
- people you admire
- things you can do in less than a minute
- characters in _____
- favorite places to eat
- zoo/farm/jungle animals
- good/bad animals for pets
- jobs you'd like to try for a day/week/year
- modes of transportation
- favorite video games
- things to take in your tote bag on a plane
- things to take camping/to the beach
- things that cost more than $_____

Categorizing

Categorizing Activities...

- encourage students to discover and understand connections between pieces of information
- help students learn to group and organize, identifying similarities/differences
- prepare for all types of writing, particularly longer pieces
- allow students to know early on whether they have enough information in each category to create a supporting paragraph or sub-section of a paper

Recommendations:

Categorizing items on a list is a cognitive activity to be practiced at all grade levels. Sometimes, students will first generate a list and then begin to see similarities and differences between items on that list, creating categories to group similar items. At other times, students will see categories early on in the list-generating stage and list items under each category as they go. Either approach works. Categorization is essential for students who are writing longer, multi-paragraph pieces because it guides them as to which items go into which paragraphs/sections of their paper.

Some Sample Categorizing Activities:

I. Create topic headings (categories) for the following lists:

_____	_____	_____	_____
cow	chair	milk	police officer
chicken	couch	water	teacher
sheep	bed	orange juice	chef
horse	table	soft drink	flight attendant

II. Sort the following items into their appropriate categories:

brushing teeth	grading papers	reading a good book
supervising recess	showering	washing the dishes
going for a swim	eating dessert	leading a class discussion

necessities/routine	job	leisure
_____	_____	_____
_____	_____	_____
_____	_____	_____

III. Strike through the <u>one</u> item in each list that does <u>not</u> belong. For most, there is more than one possible answer. Be ready to defend your answer.

A. flashlight, lamp, car, remote control, iPod, calculator, watch

B. *science focus*: chicken, eagle, buzzard, wren, lion, quail, dodo bird

C. *history focus:* FDR, JFK, RFK, LBJ, Dwight D. Eisenhower, Barack Obama

D. *English focus: To Kill a Mockingbird*, "The Raven," *Hamlet*, *Charlotte's Web,*
    The Adventures of Huckleberry Finn, *Black Boy*

Listing and Categorizing
For Multi-Paragraph Writing

Procedure:

1. Choose a topic.
2. Gather thoughts/facts on this topic in word/phrase form.
3. Read over your list of thoughts/facts, clustering similar items and deciding upon major categories.
   - Some of the items already on your list may serve as categories though you may need to add categories as well.
   - Eliminate items that are irrelevant; combine items that are redundant.
   - Verify that you have enough items to support the existence of each category.
4. Sequence categories logically. These will become your body paragraphs or major subheadings.

Note: Sometimes, information on a topic is obtained in category form, eliminating #3.

A Few Examples:

1. Dolphin
   - Gather facts from several sources.
   - Read over the facts you gathered.
   - Decide upon categories (e.g., habitat, diet, body structure, communication)
   - Cluster items from your list into your established categories.
   - Eliminate any facts that do not fit into categories. Combine redundant facts. For categories that do not have enough information, either eliminate the category or gather more facts to add to that category.

2. Abraham Lincoln
   - Gather facts from several sources.
   - Read over the facts you gathered.
   - Decide upon categories (e.g., childhood, pre-presidency, presidency, legacy)
   - Cluster items from your list into your established categories.
   - Eliminate any facts that do not fit into categories. Combine redundant facts. For categories that do not have enough information, either eliminate the category or gather more facts to add to that category.

Developing Topic & Concluding Sentences

General Thoughts

If students are in a rut concerning topic and/or concluding sentences, generate several different versions for the same paragraph to show them that variety is possible. At worst you've given them "multiple choice" options. At best you've shown them a way out of their rut so they can generate their own with better structure and more variety.

Topic Sentences

Probably the most difficult component of a paragraph is the topic sentence. Students must be able to do the following simultaneously:

- understand the overall topic
- verbalize it in a complete sentence that engages the reader
- prepare the reader for the rest of the paragraph
- use an appropriate style for the particular assignment

Initially, students who struggle with topic sentences can begin with "There are..." That will usually lead to an acceptable (if not wonderful) topic sentence.

Here are some activities to assist students with generating topic sentences:
- You provide items, and students generate categories into which they fit.
- You provide titles, and students turn them into sentences.
- You provide supporting sentences (see examples on following page), and students generate topic sentences to introduce those supporting sentences.

Concluding Sentences

Concluding sentences also prove challenging for students. They must be able to do the following simultaneously:

- reword or rephrase the overall topic stated in the topic sentence
- provide a reaction or response to the topic

Initially, students who struggle with concluding sentences can begin with "In conclusion" or "To conclude." That will usually lead to an acceptable (if not wonderful) concluding sentence. Since "restate" often leads to a verbatim copy of the topic sentence, use the words *reword* and *rephrase* to teach students about concluding sentences.

Here are some activities to assist students with generating concluding sentences:
- You provide topic and supporting sentences, and students generate concluding sentences to wrap up the paragraph.

Paragraph Development Exercises

The following exercises are designed to reinforce the basic paragraph format and give students practice with the individual elements, especially those that may prove more difficult, such as writing topic sentences. They are presented in increasing difficulty. Some students may need to spend a great deal of time on each of the elements of the paragraph while others will internalize the structure more easily.

> **_Basic Paragraph Structure_**
>
> Topic Sentence
>   Supporting Sentence
>   Supporting Sentence
>   Supporting Sentence
> Concluding Sentence

I. Write supporting sentences for the following topic sentences:

I have several favorite foods.

1. _____

2. _____

3. _____

The beach provides the opportunity for a number of great activities.

1. _____

2. _____

3. _____

II. Write a concluding sentence for the following supporting sentences:

1. Drinking lemonade, ice tea, and other cold drinks is one way to stay cool.

2. Turning on a fan or air conditioner drops the temperature in my house.

3. Going for a quick swim in the mid afternoon cools me down for the rest of the day.

C.S. _____

III. Write a topic sentence for each set of supporting sentences:

T.S. _____

1. I love to play frisbee in the soft, green grass of the park.

2. There is a playground that my little brother loves near the frisbee field.

3. At the entrance of the park, they have grills where we sometimes barbecue.

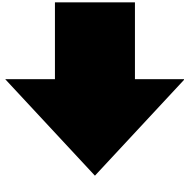C.S.   The park is probably my favorite place on the weekends.

Expanded Paragraph Writing - An Overview

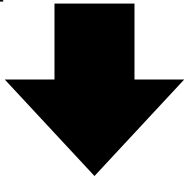## Expanding Paragraphs: A Step-By-Step Process
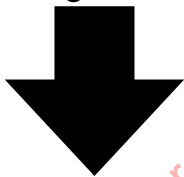
1. Identify and write the topic.

2. Generate a list of items in support of that topic. Select a minimum of 3 to use in your paragraph.
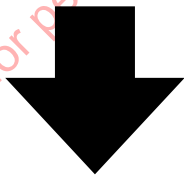
3. Turn the topic into a topic sentence.

4. Turn selected list items into supporting sentences.

5. Generate detail sentences to elaborate upon each supporting sentence.

6. Reword the topic sentence (perhaps expressing your opinion of the topic) as the concluding sentence.

Expanding Paragraphs: Explanatory Notes

1. At first topics should be in areas where the student has some knowledge in order to reduce cognitive overload. Eventually, content should be taken from course material and outside sources.

2. No matter the length of the writing task, the student begins the assignment by generating a list of at least ten ideas.

3. Students sometimes continue to find it easier to generate supporting sentences first, returning to write the topic sentence after they've gotten the supporting information down. Teachers should continue to introduce and help students practice with different kinds of topic sentences. These sentences should introduce the paragraph but also engage the reader.

4. Students then develop each selected list item into a sentence. Once again, sentence variety will be key in providing an engaging piece.

5. Students then generate detail sentences to elaborate upon each supporting sentence. At first a single detail sentence for each supporting sentence may prove challenging enough, but eventually students will generate two detail sentences for each supporting sentence. A five sentence basic paragraph becomes an 11 sentence expanded paragraph, with two detail sentences following each supporting sentence. Writers more comfortable with the process will be able to write a supporting sentence and its details, moving between steps #4 and #5, before taking on the next supporting sentence, repeating the process.

6. The concluding sentence brings the paragraph to a close. Once again, learning a variety of styles will be useful to the student. Continue to help students expand their options. Students may find it beneficial to think about how they *feel* or their *opinion* about the topic to avoid repeating the topic sentence.

46

Expanding Paragraphs & Using Transition Words

Once you have practiced writing basic paragraphs and are comfortable with their format, it is time to expand. Take a 5 sentence, basic paragraph and add detail sentences to each supporting sentence. If you add one detail to each supporting sentence, your 5 sentence paragraph will become 8 sentences; if you add two details to each supporting sentence, your 5 sentence paragraph will become 11 sentences!

> **_Expanded Paragraph_:**
>
> Topic Sentence
> > Supporting Sentence
> > > 2 detail sentences
> > Supporting Sentence
> > > 2 detail sentences
> > Supporting Sentence
> > > 2 detail sentences
> Concluding Sentence

Add detail sentences for each supporting sentence:

T.S.   On a rainy day, there are several things I enjoy doing.

1. Going to the theater to catch a movie or two is a great way to pass the time.

_____

_____

2. I love having some extra time to play video games.

_____

_____

3. Usually, I have a great book to read.

_____

_____

C.S.   Some people find rainy days depressing, but every once in a while they can be great.

Add detail sentences for each supporting sentence:

There are several jobs I would like to try. First, I think it would be interesting to work as an architect.

_____

_____

Next, working in an ice cream parlor would be enjoyable.   _____

_____

Finally, I think I would enjoy being a teacher.   _____

_____

I think it would be interesting to try each of these jobs before choosing a full-time career.

Name: _____   Date: _____

Instructor: _____   Grade: _____

Topic _____

List of 10 Things

1. _____   6. _____

2. _____   7. _____

3. _____   8. _____

4. _____   9. _____

5. _____   10. _____

Star the 3 items you like best. Each will become a supporting sentence.

Topic Sentence

_____

_____

Supporting Sentence 1

_____

_____

Supporting Sentence 2

_____

_____

Supporting Sentence 3

_____

_____

Concluding Sentence

_____

_____

Descriptive Writing Planner: Modify the planner below to generate ideas about something you wish to describe. After the chart is completed, younger students should draw a picture of what they have described.

What are you describing? _____				What do you...
See...	Hear...	Smell...	Taste...	Feel...

Other Column Planners: While the above template (and various modifications) will prove useful for describing an object, changing the categories will allow you to repurpose this template. Here are some examples:

Social Studies/History:
Abraham Lincoln: physical, personal, pre-presidential, presidential, legacy
Historical Figure (in general): strengths, weaknesses, background, legacy
Branches of Government: legislative, judicial, executive
Country: demographics, culture, history, government, economy

Science:
Animal Kingdom (characteristics and/or examples):
        mammals, birds, reptiles, amphibians, insects
Climates: tropical, dry, temperate, cold, polar

English/Language Arts:
specific character: physical description, thoughts/ideas, feelings, actions
character list: antagonists/protagonists

Name: _____ Date: _____

Instructor: _____ Grade: _____

Title _____

Topic Sentence _____

_____

Supporting Sentence 1 _____

_____

Detail Sentence _____

_____

Supporting Sentence 2 _____

_____

Detail Sentence _____

_____

Supporting Sentence 3 _____

_____

Detail Sentence _____

_____

Concluding Sentence _____

Name: _____   Date: _____

Instructor: _____   Grade: _____

Title _____

Topic Sentence _____

_____

Supporting Sentence 1 _____

_____

Detail Sentences 1 & 2 _____

_____

_____

_____

Supporting Sentence 2 _____

_____

Detail Sentences 1 & 2 _____

_____

_____

_____

Supporting Sentence 3 _____

_____

Detail Sentences 1 & 2 _____

_____

_____

_____

Concluding Sentence _____

_____

Kindergarten Writing Notes

Kindergarten students should "use a combination of drawing, dictation, and writing" to create narratives, opinions, and informative text. Graphic organizers for their initial projects might include a box for an illustration and a line underneath for its sentence (see figure below). Students would share additional information aloud:

Narrative: An appropriate response might include a single sentence written under a drawing that includes all of its elements. For example, the child might write, "We had fun at Six Flags." Above it the student would show the people who went, all enjoying themselves at Six Flags.

Opinion: These pieces typically involve identifying the topic (or book) and sharing an opinion about it. An appropriate response might include a single sentence written under a drawing that includes all of its elements. For example, the child might write, "I liked the story _____." Above it she would draw a scene she liked from the story.

Informative Text: For one of these pieces, the student would name the topic and share some information about it. An appropriate response might include a single sentence written under a drawing that includes all of its elements. For example, the child might write, "Frogs have _____." or "Frogs are _____." Above it he would draw a picture of the frog that includes characteristics mentioned in the sentence.

Longer pieces will involve significant teacher involvement.

Reading & Writing Narratives - Introductory Activities

The essential components of a story are best introduced through analyzing stories written by others. Whether you use the provided organizer or one you have developed or discovered, map out others' stories first to help students understand both how a story works and how the organizer will facilitate an understanding of the story's components.

The Road Runner videos (available on YouTube) serve as a good introduction to the elements of the story. They include the following story components:
- Obvious character introduction in the opening moment of the movie
- Clear setting
- Clearly stated conflict - I want to eat the Road Runner; Road Runners are tough to catch
- Series of events - times when Coyote attempts to catch the Road Runner
- Resolution - Coyote chased off into the sunset
- Conclusion - That's All Folks!

For high schoolers, a night time criminal investigation show (e.g., *CSI*, *Law and Order*, and so on) works well with the Narrative Template. Even sitcoms work well.

From there, move into fiction you have read to the students or they are reading for themselves. Literally any short story or novel should work in the Narrative Template with minor modifications as necessary.

Use Gradual Release*:
As students study the elements of a narrative, they will identify those elements more readily in existing narratives. This work will build not only their own ability to write narratives (writing) but also their understanding of narratives they read (comprehension).
1. Complete a narrative template in front of the students. (Avoid providing them with a completed form–better to create it while the students can see you work.)
2. Complete a narrative template for a different story with student input/guidance. (Repeat as needed.)
3. Students complete a narrative template with a partner on a text they understand well. (Repeat as needed.)
4. Students complete a narrative template independently for a story they have studied in class. (Repeat as needed.)
5. Students complete a narrative template for a story they have read independently.
*coined by Pearson & Gallagher, 1983; mainstreamed by Archer, 2011 amongst others

Once these reading comprehension practices have been internalized, students can then create their own narratives, using the now practiced template. Often, the first story created is done best in small groups where ideas can be generated, shared, and incorporated into an overall story, with an appointed group recorder.

Narrative Writing - Elementary

Narrative writing involves relating a story. Some narratives are autobiographical, some tell about an event the student witnessed or learned about, and others are fictitious. Similar to process or step writing and different from reason or persuasion writing, narrative writing requires the student to put events in chronological order.

Though length and sophistication will and should vary by skill and grade level, all narrative writing includes these characteristics:

- situation with characters and setting
- sequence of events
- conclusion

As the writer develops his craft, his writing will employ these characteristics:

- dialogue to develop events
- description to develop events
- transition words, phrases, and clauses

Provide older students with the Signal Words for Reading, Writing, & Note-taking list for transitions. For younger students, here is a simpler list:

Temporal Transition Words for Younger Writers

first	second	third	last
before	later	afterward	at last
earlier	next	after that	at the end
previously	soon	then	finally
at first	now	next	tomorrow
yesterday	today	later in the day	
in the morning	then	in the evening	at the same time
	in the afternoon		during
			meanwhile

Though the basic elements of a narrative remain the same, as students grow older, they should create narrative pieces that are more elaborate and sophisticated.

The Narrative Template can be used as a guide for narrative writing; notice that it is similar to the Basic Paragraph Template. It can be simplified for younger writers and those with more basic skills and expanded for older writers and those with more developed skills. One way to expand it is to vertically bisect each of the Event boxes to allow for a Details section. Students can then elaborate upon each event.

As students become ready to use dialogue and description to develop their events, an expanded template will prove useful. Additional events and more sophisticated elaboration may be necessary.

Narrative Writing - Middle & Upper

Narrative writing involves relating a story. Some narratives are autobiographical, some tell about an event the student witnessed or learned about, and others are fictitious. Similar to process or step writing and different from reason or persuasion writing, narrative writing requires the student to put events in chronological order.

Though length and sophistication will and should vary by skill and grade level, even at the 6th grade level narrative writing includes the following (highlights from the standards):

- situation with characters and setting
- sequence of events that logically unfolds
- use of dialogue, pacing, and description to develop characters and story
- use of transition words, phrases, and clauses
- conclusion that follows from the story

As the writer develops her craft, her writing will employ these characteristics (highlights from the standards):

- use of character reflection (8)
- establishment of problem, situation, or observation to engage reader (9)
- use of particular tone (11)

As students grow older, their writing should show increasingly sophisticated transitions between events and various story lines. Provide students with the Signal Words for Reading, Writing, & Note-taking list for transitions.

The Narrative Template can be used as a guide for narrative writing; notice that it is similar to the Basic Paragraph Template. It can be simplified for younger writers and those with more basic skills and expanded for older writers and those with more developed skills. One way to expand it is to vertically bisect each of the Event boxes to allow for a Details section. Students can then elaborate upon each event by including details about it.

As students become ready to use dialogue and description to develop their events, an expanded template will prove useful. The students should generate many details to elaborate upon the key events of their narratives and then determine how best to organize them into categories, each of which will be represented by a supporting paragraph or section of their narrative pieces.

Story Elements

Climax/
Turning Point

Rising
Action

Falling
Action

Exposition

Resolution
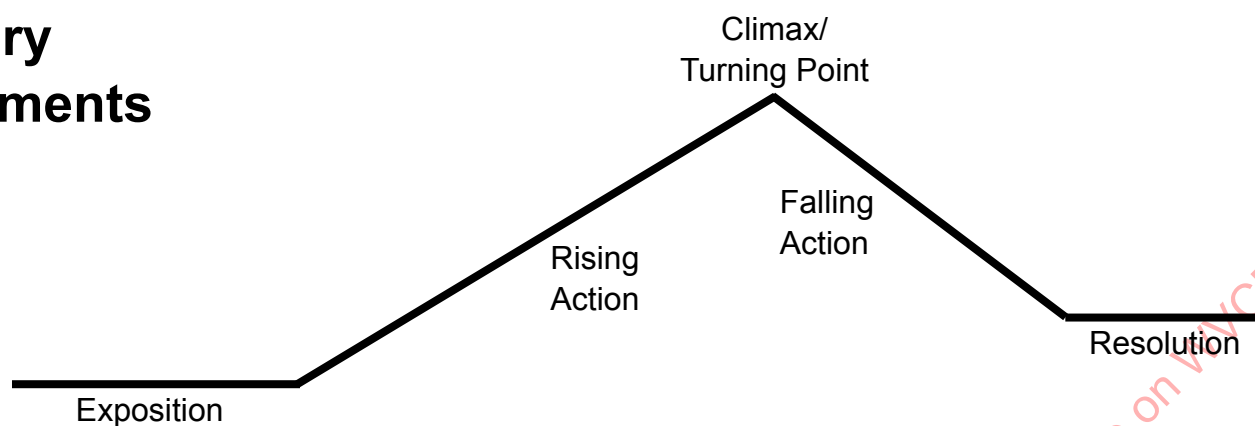
Introductory
Story Elements

antagonist	person/force opposing main character
climax	high point of tension in a plot
conflict	central problem/issue to be resolved
exposition	revelation of necessary background information
foreshadowing	hint of something to come
falling action	part of literary plot that occurs after climax has been reached
genre	form/category of literature
protagonist	main character
rising action	related series of events that build toward the climax
setting	time, place, and atmosphere
theme	main or recurring idea

Introductory
Literary Terms

allusion	reference to something in the past (often involves Greek mythology or the Bible) Not since Noah's flood have we had so much rain!
euphemism	substituting something mild for something more direct or harsh You mustn't break wind in front of grandma.
hyperbole	obvious and intentional exaggeration I have told you that a million times!
metaphor	direct comparison (not using "like" or "as") She is a gem.
onomatopoeia	formation of a word by imitation of a sound made boom or ouch or cuckoo
oxymoron	uses contradiction in a seemingly self-contradictory way jumbo shrimp or cruel kindness
personification	using human terms to describe something non-human The wind whistled through the trees.
simile	comparison using "like" or "as" She ran like the wind.

Make a list of events: Create a list of possible events for your narrative, and choose those you will use.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Topic: _____

Setting (time, place, atmosphere)	Characters (who, what)

Situation/Problem/Conflict

Event #1

Event #2

Event #3

Solution/Resolution to Situation/Problem/Conflict	End/ Conclusion

57

Opinion Writing - Elementary/Basic

Opinion writing (called argument writing with older students) involves stating an opinion and supporting it. Students need to remember they are providing reasons for something they believe or feel. (Persuasion writing is a version of opinion writing but is designed to convince the reader to share your point of view.)

Though length and sophistication will and should vary by skill and grade level, all opinion writing includes these characteristics:

- opinion on book or other topic
- reasons to support opinion
- conclusion

As the writer develops his craft, his writing will employ these characteristics:

- organizational structure that groups ideas
- transition words, phrases, and clauses that link opinion to reasons

Provide more advanced students with the Signal Words for Reading, Writing, & Note-taking list for transitions. For basic students, here is a simpler list:

Some Opinion Transition Words for Younger Writers			
before first one, one of the first	second, third, etc. then, next, another, and, also, etc.	finally, last	because but so

Though the basic elements of an opinion remain the same, as students grow older, they should create opinion pieces that are more elaborate and sophisticated.

The Basic Paragraph - Opinion template should be used as a guide for opinion writing; notice that it is similar to the Basic Paragraph template. It can be simplified for younger writers and those with more basic skills and expanded for older writers and those with more developed skills. One way to expand it is to vertically bisect each of the Opinion boxes to allow for a Details section. Students can then elaborate upon each opinion by including more information about it.

As students become ready to use more detail and transition words, phrases, and clauses, one of the expanded templates may prove useful. These students should generate many reasons in support of their opinion and then determine how best to organize them into categories, each of which will be represented by a supporting paragraph or section of their paper.

Argument Writing - Middle & Upper/Advanced

Argument writing involves stating a claim (often called stand or thesis) and supporting it.

Though length and sophistication will and should vary by skill and grade level, even at the 6th grade level argument writing includes the following (highlights from the standards):

- claim (stand or thesis)
- organized reasons and evidence in support of claim
- use of credible sources
- use of words, phrases, and clauses to clarify relationships among claims and reasons
- formal style
- conclusion (statement or paragraph)

As the writer develops her craft, her writing will examine views different from her own (highlights from the standards):

- recognition of alternate claims (7)
- recognition of and ability to distinguish position from alternate claims (8)
- ability to develop claims and counter claims fairly while pointing out strengths and weaknesses of each (9)

As students grow older, their writing should show increasingly sophisticated transitions between claims and their reasons and between claims and counter claims. Provide older students with the Signal Words for Reading, Writing, & Note-taking list for transitions.

One of the Expanded Paragraph - Argument templates should be used as a guide for argument writing; notice it is similar to the general Expanded Paragraph template. It can be simplified for younger writers and those with more basic skills and expanded for older writers and those with more developed skills. Since starting in 7th grade, students must acknowledge views different from theirs, one template allows for a rebuttal section towards the end of the argument. A more advanced approach, typically used in multi-paragraph essays, is to include counterclaim/rebuttal for each reason section of the paper.

The students should generate many reasons in support of their opinions and then determine how best to organize them into categories, each of which will be represented by a supporting paragraph or section of their paper. Not everything included on the initial list must be used in the paper itself.

Opinion Template

Topic: _____

**List of
5 Reasons**

1. _____

2. _____

3. _____

4. _____

5. _____

Star the 3 reasons you like best. Each will become a supporting sentence.

Opinion

Reason #1

Reason #2

Reason #3

Conclusion (Restates Opinion)

Argument Template

Topic: _____

List of 5 Reasons

1. _____

2. _____

3. _____

4. _____

5. _____

Star the 3 reasons you like best. Each will become a supporting sentence.

Argument

Reason #1

Reason #2

Reason #3

Conclusion (Restates Argument)

Informative/Explanatory Writing - Elementary

Informative/explanatory writing involves examining a topic and sharing information about it. Part of the process here will be obtaining information about the topic. Students may need to develop highlighting, note-taking, and summarizing skills in order to accomplish this kind of writing.

Though length and sophistication will and should vary by skill and grade level, all informative writing includes these characteristics:

- introduction of topic
- information about topic
- conclusion

As the writer develops his craft, his writing will employ these characteristics:

- logical grouping of related information
- facts, definitions, concrete details, quotations, etc. to develop topic
- transition words, phrases, and clauses

Provide older students with the Signal Words for Reading, Writing, & Note-taking list for transitions. For younger students, here is a simpler list:

Some Informational Transition Words for Younger Writers		
first	second, third, etc.	finally, last
one, one of the first	then, next, another,	in conclusion
one example	and, also, etc.	
to start with		

Though the basic elements of an informative/explanatory piece remain the same, as students grow older, they should create informative/explanatory pieces that are more elaborate and sophisticated.

The Informative/Explanatory Template should be used as a guide for informative/explanatory writing; notice that it is remarkably similar to a Basic Paragraph Template. It can be simplified for younger writers and those with more basic skills and expanded for older writers and those with more developed skills. One way to expand it is to vertically bisect each of the Fact boxes to allow for a Details section. Students can then elaborate upon each fact by including details about it.

As students become ready to use different kinds of information and transition words, phrases, and clauses, an expanded template may prove useful. These students should generate many pieces of information designed to explain their topic and then determine how best to organize them into categories, each of which will be represented by a supporting paragraph or section of their paper.

Informative/Explanatory Writing - Middle/Upper

Informative writing involves exploring a topic and informing the reader about it. Part of the process here involves obtaining information about the topic. Students may need to develop highlighting, note-taking, and summarizing skills in order to accomplish this kind of writing.

Though length and sophistication will and should vary by skill and grade level, all informative writing includes these characteristics (highlights from the standards):

- introduction of topic
- organization of ideas, concepts, and information
- development using relevant information
- use of appropriate transitions
- use of precise language and domain-specific vocabulary
- use of a formal style
- conclusion

As the writer develops her craft, her writing will employ these characteristics (highlights from the standards):

- previewing of what is to follow as part of introduction (7)
- use of objective tone (9)
- natural progression of ideas (11)

As students grow older, their writing should show increasingly sophisticated transitions between ideas. Provide older students with the Signal Words for Reading, Writing, & Note-taking list for transitions.

The Informative/Explanatory Template should be used as a guide for informational writing; notice that it is remarkably similar to a Basic Paragraph Template. It can be simplified for younger writers and those with more basic skills and expanded for older writers and those with more developed skills. One way to expand it is to vertically bisect each of the Fact boxes to allow for a Details section. Students can then elaborate upon each fact by including details about it.

As students become ready to use different kinds of information and transition words, phrases, and clauses, an expanded template may prove useful. Students should generate many pieces of information designed to explain their topic and then determine how best to organize them into categories, each of which will be represented by a supporting paragraph or section of their paper.

Informative/Explanatory Template

Topic: _____

List of 5 Facts

1. _____

2. _____

3. _____

4. _____

5. _____

Star the 3 facts you want to use. Each will become a supporting sentence.

Topic

Fact #1

Fact #2

Fact #3

Conclusion (Explains What Has Been Learned)

# Introductory Paragraphs & Claims/Thesis Statements

The key to good, interesting writing is the development of a claim or thesis statement. Many students find them difficult. A vague or ill-considered claim or thesis can lead to a paper that wanders or loses steam. Worse, the wrong one can lead the student to write a plot summary of a book or event rather than a true paper.

I often say the following to students: You should think of thesis statements as your own arguments. The purpose of a multi-paragraph essay is to introduce *your* argument (not the author's) and support it with appropriate evidence. We use thesis statements in everyday conversations. It's often the way we communicate. We suggest something, and then we defend our suggestion. "Chicken soup is delicious" is a claim or thesis statement. As supporting evidence, one paragraph might mention that it's good for curing colds, another might discuss the outstanding flavor, and so on. Even a simple statement such as "We should go to dinner now" is a thesis. The supporting evidence might not have to be spoken, but it is there. (We'll be late otherwise, we don't want to get in trouble, etc.)

Many of the assessments at both the national and state levels provide a prompt of some kind. Everything from the Common Core assessments to the A.C.T. and S.A.T. essay sections include a prompt. A good way to approach the introductory paragraph is as follows:

- Take a stand. (Take a position on or make a claim concerning your prompt.)
- Make a list. (List the reasons why you chose your position. These should NOT be sentences.)
- Write the fluff or introductory sentences. These sentences are more general statements about the topic and can include a restatement of the prompt but in your own words.)
- Write your claim or thesis. (Put your position into a good sentence, which will be the *last* sentence of your introductory paragraph.) Remember the following:

claim = thesis = argument
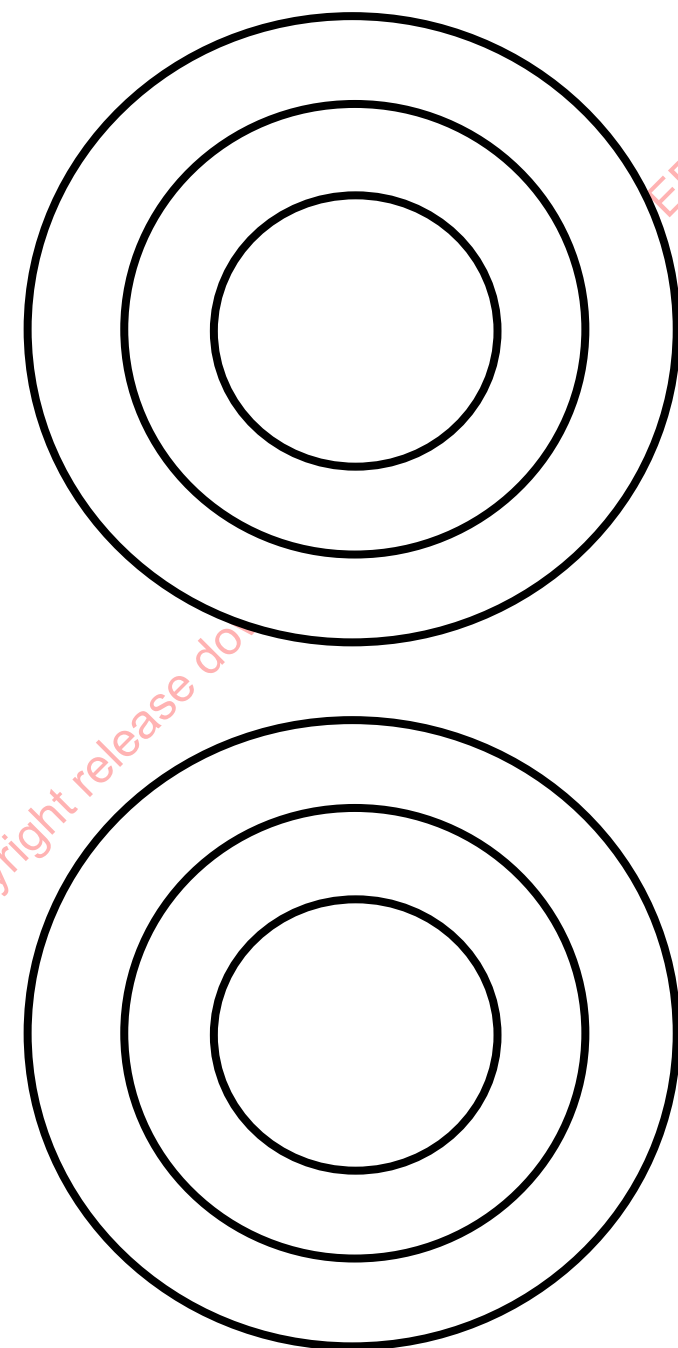
Name: _____ Date: _____

Instructor: _____ Grade: _____

Topic
(put in your own words)
_____
_____
_____

Position
(where you stand)
_____
_____
_____
_____
_____

Reasons
(why you stand where you do)
_____
_____
_____
_____
_____

Hook:
Grabs the Reader
(1-2 sentences)
_____
_____
_____

Body:
Explores Angles of the Topic or General Information About the Topic
(2-4 sentences)
_____
_____
_____
_____
_____
_____
_____
_____

Claim/ Thesis:
Makes Your Argument
(1 sentence)
_____
_____
_____

© 2022 • wvced.com • CustomerCare@wvced.com

EXPAND YOUR WRITING:
FROM PARAGRAPH TO ESSAY

copyright W.V.C.ED (wvced.com)

BASIC PARAGRAPH

Topic Sentence

Supporting Sentence 1

Supporting Sentence 2

Supporting Sentence 3

Concluding Sentence

EXPANDED PARAGRAPH

Topic Sentence

Supporting Sentence 1
(with transition)

Detail 1
Detail 2

Supporting Sentence 2
(with transition)

Detail 1
Detail 2

Supporting Sentence 3
(with transition)

Detail 1
Detail 2

Concluding Sentence

5 PARAGRAPH ESSAY

Introductory Paragraph
Topic Sentence (Hook)
General Remarks
Thesis Statement
(with Plan)

Supporting Paragraph 1
Topic Sentence
Supporting Sentence 1
Supporting Sentence 2
Supporting Sentence 3
Concluding Sentence

Supporting Paragraph 2
Topic Sentence
Supporting Sentence 1
Supporting Sentence 2
Supporting Sentence 3
Concluding Sentence

Supporting Paragraph 3
Topic Sentence
Supporting Sentence 1
Supporting Sentence 2
Supporting Sentence 3
Concluding Sentence

Concluding Paragraph
Thesis Rephrased
Subpoints Reviewed
Final Impression

Some Thoughts on Proofreading & Revision

When working with a student's writing, you enter into a one-to-one teaching environment immediately, without any additional work. You collect the papers and take them home, and immediately you are able to communicate directly with each student. Instant differentiated instruction! Whether your class is 3rd grade general education, 11th grade English, or a small group tutorial, you should take advantage of this opportunity whenever you have it. Even in supposedly homogenous settings, our students have different strengths and weaknesses, talents, abilities, and areas of deficit. Here, at last, is the opportunity in a group setting to address each child's needs individually.

Struggling writers, if they choose to complete an assignment at all, are used to seeing a bath of blood red ink across the page. Teachers, overwhelmed with the enormity of their tasks, often correct everything they see. Punctuation, fragments and run-ons, and subject/verb agreement are overshadowed by spelling errors for the struggling speller. "Rewrite" or "please see me" is stamped across the paper. Worse even than that, however, the student who is faced with correcting teacher-found errors has little chance of learning from the experience. Rather, he copies dutifully, sometimes making new errors, hopefully changing everything the teacher has found, and usually learning nothing from the process. If I add a comma to your sentence or change your misspelled word to the correct spelling, you learn nothing in the process of copying your paper over—nothing but the fact that you made an error. What exactly was wrong with the way you had it, how to identify and locate such an error, and, better yet, how to avoid making the same kind of error in the future are lost.

There are errors that must be corrected. Surely, if a final draft is to be posted on a bulletin board or added to a formal portfolio, glaring spelling errors must be corrected, for example. Choose your battles wisely, however: avoid overwhelming the student and empower him or her to self-correct whenever possible.

Setting Specific Goals:

Set specific, attainable goals for each student writer, and then hold your students accountable for achieving those goals. Take, for example, the hypothetical small group of Mary, Antoinne, and Devin. Each has various strengths and weaknesses, but when it comes to the writing process, there are specific things on your agenda you wish each child would address above all others. Say, for example, that Mary has enormous difficulty with capitalizing the first words of her sentences and using end punctuation. Antoinne repeats his nouns (instead of using pronouns) too often and overuses "fun" and "cool." Despite the fact that Devin has learned compound and complex sentences, she often does not include the commas she needs. Usually, I have several goals for each student, but for the purposes of this illustration, the hypothetical issues above will make the strategy clear.

continued

Often, students will complete a writing assignment and bring it with them from home. The teacher will say, "pull out your papers and look over them one more time." Some teachers have become immersed in the "peer critique" template as well. While I have often found tandem writing or peer outlining useful, asking students to proofread each others' work, particularly when it comes to mechanics, is rarely successful. The strong writer bleeds on her partner's paper just as you might have done, and the struggling writer fails to find anything in his partner's writing to correct, often because his partner is a much better writer than he is. Worse yet is the situation where a partner incorrectly corrects (did you catch that?) supposed errors in his partner's writing.
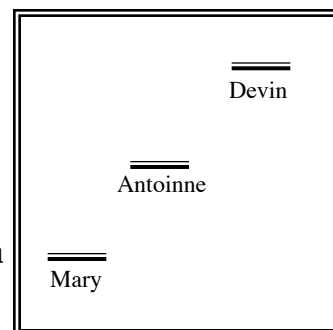
Instead, I suggest that each student have an "agenda" posted in his notebook. When my students bring in their papers, I ask them to proofread using their agendas. No one is a perfect writer, and I certainly won't hold Mary accountable for each and every error she makes, but she is responsible for making sure her sentences are capitalized and end punctuation is in place. Antoinne is only allowed to use the main noun once in each paragraph; he must change the repeating nouns into pronouns. In addition, he must remove "fun" and "cool," instead replacing them with a word from his bank of similar words. Devin must identify whether each sentence she has written is simple, compound, or complex, and then check to see that she has used appropriate punctuation. "Proofread," a daunting and enormous task, takes on new meaning. It becomes an active, productive experience. When I evaluate their papers, I rarely count off for spelling and other errors that are beyond their control. I do count off for those errors that are on their agendas—errors that I have helped them to control. This gives them agency in improving their own writing. As a student grows more comfortable with items on her agenda, these items will be crossed off, and new ones will take their places.

"Marking" Papers:

Once the students have checked their papers against their agendas, I collect them and examine them for two kinds of errors:

• *Error which they probably would not be able to find/correct on their own:* While I leave some of these alone, I do correct the ones I deem important in pen or pencil (no red).

• *Error which I think they can find on their own with a little guidance:* I make marks in the margin to indicate these errors. If a line of text has a 2 in the margin, there are two errors the student needs to find. Sometimes, I will label a line 1s (spelling) or 1p (punctuation) to assist the student further. When he becomes skilled at locating errors using this strategy, I'll begin to put numbers by each sentence rather than each line, making the task slightly more difficult. Ultimately, I'll put numbers by each paragraph. This is a challenging but also empowering task for the student to complete. Once I return the papers, I provide time in class for the students to locate their errors so they verify that they've found the mistakes I identified. The vague, general term "proofread" becomes an achievable goal with a good chance of success. Further, the student learns much from the process of discovering her own errors.

Working With Younger Students & Students With Basic Skills

These students often find the task of writing extremely daunting. Usually, they have had little experience with writing, and the writing they have done has been marked or graded "harshly." The trick to teaching expository writing to students with fledgling skills is to foster an enjoyment of the writing process while simultaneously advancing the student's skills. Most of these activities can be used with students of all levels but are particularly effective for reluctant, resistant, and fledgling writers.

Often, teachers move students too quickly into paragraph writing without developing their sentence skills. Try these activities and others before moving to paragraphs:

• generating lists and coming up with topics for already written lists
• sorting nouns by kind (person/place/thing/idea; proper/improper)
• changing nouns from singular to plural and from plural back to singular
• sorting nouns by group (e.g., reptiles/mammals/amphibians; dangerous/safe jobs; things that can/cannot fit in your pocket
• using provided nouns in complete sentences
• using capitals and applying end punctuation to already written sentences
• adding adjectives to nouns and nouns to adjectives
• adding verbs to nouns and nouns to verbs
• matching subjects to predicates
• sorting words by part of speech
• using provided introductory words to write sentences (e.g., Usually, Today, Sometimes, On Monday, In January, For dinner)
• distinguishing between complete sentences and fragments
• writing lots of sentences

As you introduce paragraph structure to students, continue to practice the activities above and also begin to teach/practice the following:

• writing compound sentences
• adding supporting sentences to topic sentences and topic sentences to supporting sentences
• adding concluding sentences to already written paragraphs
• adding independent clauses to dependent clauses

Teach paragraphs in the following order to these beginning writers:

(1) example   (2) process   (3) reason
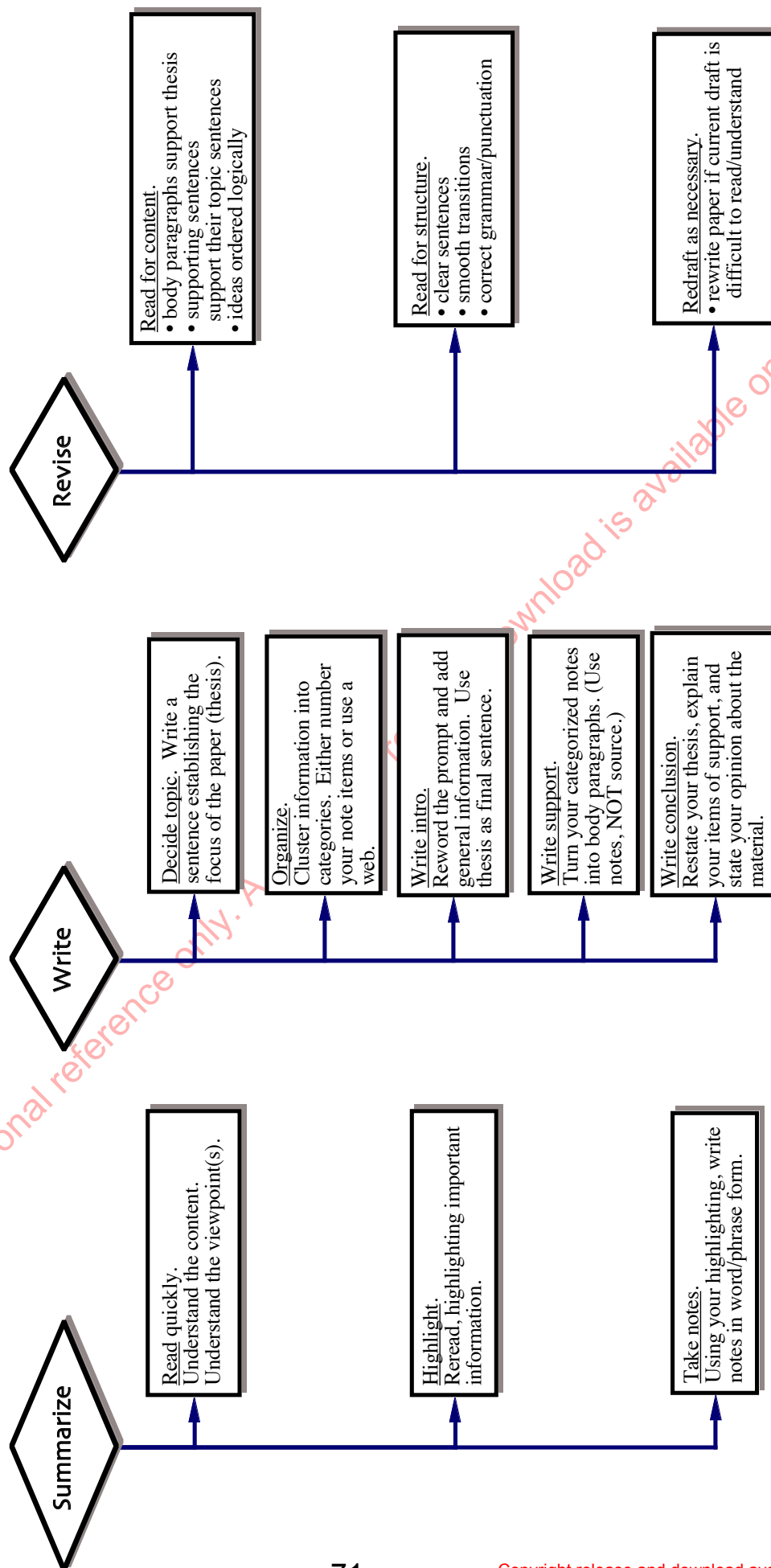
Avoid teaching compare/contrast paragraphs until a student reaches at least 3rd grade. With these students, develop compare/contrast skills with the following activities:

• choose two things and list their similarities
• choose two things and list their differences
• create a Venn Diagram for two things you wish to compare/contrast

© 2022 • wvced.com • CustomerCare@wvced.com

Writing from Informational Text

©wvced 2022 • wvced.com

Summarize

Read quickly.
Understand the content. Understand the viewpoint(s).

Highlight.
Reread, highlighting important information.

Take notes.
Using your highlighting, write notes in word/phrase form.

Write

Decide topic. Write a sentence establishing the focus of the paper (thesis).

Organize.
Cluster information into categories. Either number your note items or use a web.

Write intro.
Reword the prompt and add general information. Use thesis as final sentence.

Write support.
Turn your categorized notes into body paragraphs. (Use notes, NOT source.)

Write conclusion.
Restate your thesis, explain your items of support, and state your opinion about the material.

Revise

Read for content.
• body paragraphs support thesis
• supporting sentences support their topic sentences
• ideas ordered logically

Read for structure.
• clear sentences
• smooth transitions
• correct grammar/punctuation

Redraft as necessary.
• rewrite paper if current draft is difficult to read/understand

71

Extracting & Understanding Information From Text

Stage One - Highlighting:

- Students often either highlight everything or almost nothing. This practice usually indicates a lack of understanding of the purpose of highlighting or an inability (or unwillingness) to spend the time necessary to glean key information from the reading.
- Highlighting is hard work because it involves both reading and understanding the text and then choosing the most important words and phrases.
- *Recommendation:* Begin highlighting activities at the sentence level. (Newspapers and news magazines work well for this kind of activity.) Then, move to more difficult and longer text. (Textbook pages, photocopied in advance, work well for practice.)

Stage Two - Note-taking:

- There are several kinds of notes students are asked to take:
  (a) copying teacher notes from board or lecture
  (b) taking notes from text
  (c) taking notes from movie
- Ask yourself the following questions:
  (a) What is the purpose of the note-taking activity?
  (b) What do I want students to do with the finished product?
  This will allow you to determine how notes should be taken. Computer or by hand? Scaffolding provided? Etc.
- *Recommendation:* Students taking notes from source material to incorporate into a paper should avoid pulling complete sentences unless they intend to use those sentences as quotes in their papers. Writing key words instead of sentences is more difficult and time consuming because it reflects understanding of the material.

Summarizing:

- Students find it difficult to write summaries without plagiarizing. Use the separate Informational Text page at the sentence, paragraph, and essay levels to help students write effective summaries.
- Summaries are time-consuming to write, in part because they require student understanding of the material.
- *Recommendations:*
- Generate summaries with the class together as a group. Provide paragraphs, and ask students to help you generate a list of the key elements in them. Once a list is formulated, help them generate a summary from that list.
- Teach students to write Gists. With this research-based strategy, students are given a passage and asked to write a summary within certain word count limitations (e.g., Write a summary of the assigned paragraph in 15 words or fewer.).

Responding to an Argument Prompt

Take a Stand:

1. *Read the prompt carefully.* Make sure you understand it. Recognize both sides of the issue it addresses. <u>Underline</u> any key words.
2. *Take a stand.* This can often be a single word -- yes or no. Which side you <u>believe</u> doesn't matter; choose the side you can best <u>argue</u> and <u>support</u> convincingly.

Make a List:

1. *Make a list of items that support your stand.* Support can come from personal experiences, information you've learned in your courses (e.g., historical events), movies you've seen, and books you've read.
2. *The list is essential.* It allows you to get your ideas on paper and frees up working memory so you can process, organize, and write cohesively about your topic. Also, if you aren't able to generate a complete list, it's a quick indicator that you aren't prepared to argue that side of the topic.

Write Your Introductory Paragraph:

1. *Begin with broad, more general statements about the topic.* The most straightforward way to create the opening sentences of an essay is to reword the prompt, exploring both sides of the issue. General information about the topic can be included in the opening sentences, but this is NOT the place to give away the side you wish to argue.
2. *Conclude the first paragraph with your thesis.* The thesis is your argument, the position you intend to take. It should be a well-developed sentence that clearly states your position. Often, it will also indicate the key ways you will support it (one for each of the upcoming supporting paragraphs).

Generate Supporting Paragraphs (use for each of 2-3 paragraphs):

1. *Write a topic sentence that defends your argument.* Each supporting paragraph will make a different defense of your argument.
2. *Discount the opposition.* A strong argument often presents the other side and quickly discounts it. (e.g., While some may argue..., On the one hand..., Some think...but)
3. *Present your evidence.* Provide support for your defense. Be specific to anchor the reader in your argument.
4. *Conclude your paragraph.* Make sure the reader remembers the point you've made and how it ties back to your thesis.

Write Your Concluding Paragraph:

1. *Restate the issue under discussion.* Briefly mention both sides of the topic.
2. *Restate your position.* Discuss your side and the support you offered.
3. *Conclude with your opinion.* This is your last chance to convince the reader to support the side you took.

Content-Based Writing Assignments -- A Sampling

Mathematics:
- Word problem analysis
- Column notes
- Compare/Contrast
- Vocabulary cards
- Summarizing
- Journaling
- Narrative retelling of problem solving

Social Studies:
- Summarizing
- Brief biography
- Writing log
- List/Categorize
- Short answer question
- Column notes
- Journaling
- Writing from word bank
- Longer writing: persuasive, expository, research, narrative

Science:
- Cause and effect
- Column notes
- Compare/Contrast
- Vocabulary cards
- Summarizing
- Journaling
- Longer writing: persuasive, expository, research, narrative

Conjunctions

coordinating (for compound sentences): I, fanboysI

for   and   nor   but   or   yet   (so)

subordinating (for complex sentences to begin adverb clauses - grouped by purpose):   D,I   ID

time:
after
as
as soon as
before
just as
now that
once
since
until
when
whenever
while

place:
where
wherever

cause:
as
because
since

comparison:
as
just as
than

concession:
although
even though
though
whereas
while

manner:
as
as if
as though

purpose:
in order that
so that

condition:
as long as
even if
if
unless
whether

Relative Pronouns

(for complex sentences to begin adjective clauses):

who   which   that   whom   whose

Conjunctive Adverbs

(optional for I;I compound sentences* - grouped by meaning):

additionally
also
furthermore
likewise
moreover
similarly
in addition

however
nevertheless
nonetheless
on the contrary
on the other hand
still

accordingly
as a result
consequently
hence
therefore
thus

actually
certainly
indeed
in fact

at the same time
meanwhile
simultaneously

afterwards
later
next
subsequently
then

alternatively
instead

for example
for instance

certainly
clearly
obviously

Use a semi-colon before and a comma after the conjunctive adverb.

Prepositions

concrete prepositions
(to begin prepositional phrases)

above
across
around
at
behind
below
beneath
beside
between
beyond
by
close to
down
far from
from
in
in front of
inside
into
near

near to
next to
on
on top of
onto
out of
outside
outside of
over
past
through
throughout
to
toward
towards
under
underneath
up
upon
within

advanced prepositions
(to begin prepositional phrases):

aboard
about
according to
after
against
ahead of
alongside
among
amongst
along
aside from
atop
because of
before
besides
despite
due to

during
except (for)
for
in addition to
in case of
in place of
in spite of
instead of
of
off
on behalf of
out
prior to
subsequent to
with
with regard to
without

Signal Words for Reading, Writing & Notetaking

Direction Change & Contrast: A change in ideas to follow.

alternatively
although
as opposed to
at the same time
but
conversely
despite (the fact that)
different from
even so
even though
for all that
however
in contrast
in spite of (the fact that)
instead
nevertheless
nonetheless
notwithstanding
on the contrary
on the other hand
or
otherwise
rather
still
though
unlike
whereas
while
yet

Addition: Similar ideas, additional support, or evidence to follow.

additionally
again
also
and
another
as an example
as well
because
besides (that)
equally important
following this further
for example
for instance
for one thing
further
furthermore
in addition
in light of the...it is easy to see
in particular
in the same vein
in the same way
just as
likewise
more (than that)
moreover
namely
next
other
pursuing this further
similarly
specifically
then
to illustrate

Conclusion, Summary & Emphasis: Conclusion, summary, or emphasis to follow.

accordingly*
after all
all in all
as a result*
because*
certainly
clearly, then*
consequently*
finally
for the reason (that)*
generally
hence*
in a word
in any event
in brief
in conclusion
in fact
in final analysis
in final consideration
in general
in short
in sum
in summary
in the end
indeed
last
lastly
naturally
of course
on account of*
on the whole
since*
so*
therefore*
thus*
to be sure
to conclude
to sum up
to summarize
truly

(* indicates cause and effect)

Sequence & Time:

after
afterwards
always
as long as
as soon as
at first
at last
at length
before
before long
currently
during
earlier
eventually
finally
first... second...
   third
following
immediately
in the first place
in the meantime
later
meanwhile
never
next
now
presently
recently
shortly
simultaneously
sometimes
soon
so far
subsequently
then
this time
when
whenever
while

Note: The bent arrow signifies a change in direction while the two straight arrows represent words that continue in the same direction. The arrow on the right crosses a line to indicate an end point.

Transitions for Paragraph Writing

Transitional Chains
Used to separate sections of a paragraph that is arranged chronologically.

first/second/third

the first/second/third reason; another reason, still another reason, yet another reason; the main/most important reason; the final/last reason

one; another; the last kind/type

generally; furthermore; finally

in the first place; also; lastly

in the first place; pursuing this further; finally

to be sure; additionally; lastly

in the first place; just in the same way; finally

basically; similarly; as well

for example/instance; another example; yet another example; the final/last example

to begin/first; also; at this point; next/then; when; finally

For opening a paragraph initially or for general use:

admittedly
assuredly
certainly
granted
no doubt
nobody denies
obviously
of course
to be sure
true
undoubtedly
unquestionably
generally speaking
in general
at this level
in this situation

Recommended Resources

Writing Matters Approach developed by William Van Cleave (available at wvced.com):

Binder Inserts. (several different styles for students at different grade levels, emphasizing quick and easy access to word lists and rules for sentence and essay construction)

Grammar Dice. (grammar/sentence generating dice activities)

GrammarBuilder Concept Cards. (concept cards including parts of speech and sentence parts for student and instructor use)

Sentence Sense. (workbook series for student practice in sentence skill development)

Sentence Stretches I & II. (sentence expansion card games)

Sentence Templates and Writing Expansion posters.

Words at Work I & II. (grammar/sentence construction card games)

Writing Skills Concept Charts. (with co-author Heather Redenbach) (8.5x11 visuals for parts of speech and sentence parts)

Writing Skills Sorters. (grammar/sentence sorting activity packs)

Writing tools that complement the **Writing Matters** *approach (available by wvced.com):*

Educational Fontware. (dual platform CD with all the major handwriting fonts; includes link letter, a revolutionary feature that allows you to link cursive letters together when creating customized handwriting sheets)

Handwriting paper. (different kinds of handwriting practice paper with different line spacings and other features)

Killgallon, Don & Jenny. *Sentence Composing* & *Grammar* series (6 books - sentence combining and other sentence building skills)

King, Diana. *Learning Cursive - Elementary Level* (left- & right-handed versions).

King, Diana. *Learning Print.* (new print workbook for instructing elementary students)

Padgett, Patricia. *Writing Adventures 1 & 2.* (workbooks involving sentence and paragraph writing)

Pencil Grips. (assorted pencil grips to improve or correct pencil grasp)

Tactile Surfaces for Writing. (Brain Freeze, Gel Board, and Smart Sand)

Other useful tools:

Graham, Steve, Charles A. MacArthur, and Jill Fitzgerald. *Best Practices in Writing Instruction*. guilford.com. (teacher resource)

Hochman, Judith and Natalie Wexler. *The Writing Revolution*. wiley.com. (teacher resource)

Jennings, Terrill M. & Charles W. Haynes. *From Talking to Writing: Strategies for Supporting Narrative and Expository Writing*. www.landmarkoutreach.org. (teacher resource)

King, Diana. *Cursive Writing Skills* (Left and Right Handed). epsbooks.com. (remedial workbooks)

King, Diana. *Keyboarding Skills*. epsbooks.com. (student book)

King, Diana. *Writing Skills - Teacher's Manual* and Books A, One, Two, and Three. epsbooks.com. (teacher resource and workbooks involving grammar and sentence and paragraph construction)

MacArthur, Charles A., Steve Graham, & Jill Fitzgerald. *Handbook of Writing Research*, Second Edition. guilford.com. (teacher resource)

Mather, Nancy, Barbara J. Wendling, and Rhia Roberts. *Writing Assessment and Instruction for Students with Learning Disabilities*. josseybass.com. (teacher resource)

Schuster, Edgar. *Sentence Mastery*, Levels A, B, and C. phoenixlearningresources.com. (workbooks focusing on sentence combining skills)

Sedita, Joan. *The Key Comprehension Routine*. (Primary & 4-12 Versions). wvced.com.