WRITING THAT WORKS:

PRACTICAL STRATEGIES FOR EVERY CONTENT AREA

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ABOUT THE PRESENTERS

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TODAY'S OBJECTIVES

Learn	Teachers will learn how integrating writing improves students' mastery of content.
See	Teachers will see how writing tasks prompt deeper analysis and critical thinking.
Develop	Teachers will develop a set of practical strategies to help students craft clear, effective sentences.

6-WORD STORY

Write a 6-word story that describes your feelings about teaching writing...

GO!

“Ink spills, minds start to bloom.”

“Frustrating at first, then pure magic.”

“Finding voices hidden deep inside them.”

WHAT IS THE MOST IMPORTANT STAGE OF THE WRITING PROCESS?

Think

Plan

Write

Revise

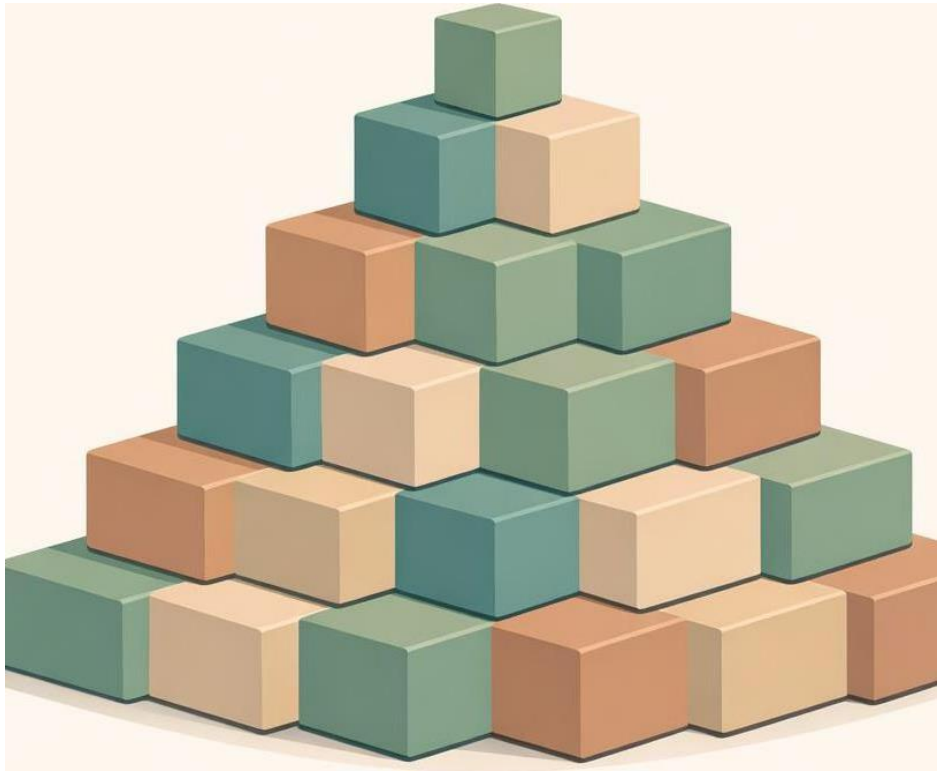
STRUCTURED LITERACY

Systematic

The organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to more difficult concepts and elements.

Cumulative

Each step must be based on concepts previously learned.



3 PRINCIPLES OF STRUCTURED LITERACY

Explicit: The teacher thoroughly explains and models concepts and skills, giving information, examples, and opportunities to practice.

Systematic and Cumulative: There is a planned scope and sequence. Concepts build upon each other, with foundational skills taught first before complex skills.

Diagnostic: Instruction is individualized to the student and responsive to the child's needs.

STRATEGY #1: EXPANDING KERNEL SENTENCES

Kernel Sentence

Simple, active, declarative sentences containing no modifiers or connectives. They may be used as the basis for constructing more elaborate sentences.

Students use 5W-How questions to develop the simple idea:

Who, What, When, Where, Why, and How

Kernel Sentence:

Jan ran.

Expanded Sentence:

At seven in the morning, Jane ran in the park because she wanted to get in shape.

EXPANDING STUDENTS' KNOWLEDGE AND RESPONSES

Mesopotamians built ziggurats.

When? ancient times

Where? center of city-states

Why? provide earthly homes for gods and goddesses

In ancient times, Mesopotamians built ziggurats at the center of city-states to provide earthly homes for gods and goddesses.

Cool Math Examples!

Gia simplified this expression below.	Simplify the expression correctly.
4(5x + 3y + 4) = ↓ 20x +12y +4	4(5x+3y+4) 20x+12y+16

Directions: Expand the kernel sentence.

Kernel: It is incorrect.

What is incorrect? constant

Why? distributive property

Expanded Sentence: Gia simplified the problem incorrectly because she did not distribute the four to every term.

Jasmine's Work

Problem	2(x + 6) = 14
Step 1	2x + 6 = 14
Step 2	2x + 6 = 14 -6 = -6 2x = 8
Answer	$\frac{2x}{2} = \frac{8}{2}$ X = 4

Directions: Expand the sentence

She made a mistake

Who? Jasmine

When? Step 1

Why? Didn't distribute 2 to both terms

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

SENTENCE EXPANSION EXAMPLE

Kernel sentence: Plants grow.

Who	What	When	Where	Why	How
Plants	use sunlight, water, and nutrients	throughout their life cycle	in soil and natural environments	to need energy to survive and make food	through a process called photosynthesis

Plants ***(who)*** grow by using sunlight, water, and nutrients ***(what)*** in soil and natural environments ***(where)*** throughout their life cycle ***(when)*** because they need energy to survive and make food ***(why),*** and they do this through a process called photosynthesis (how).

STRATEGY #2: BECAUSE, BUT, SO

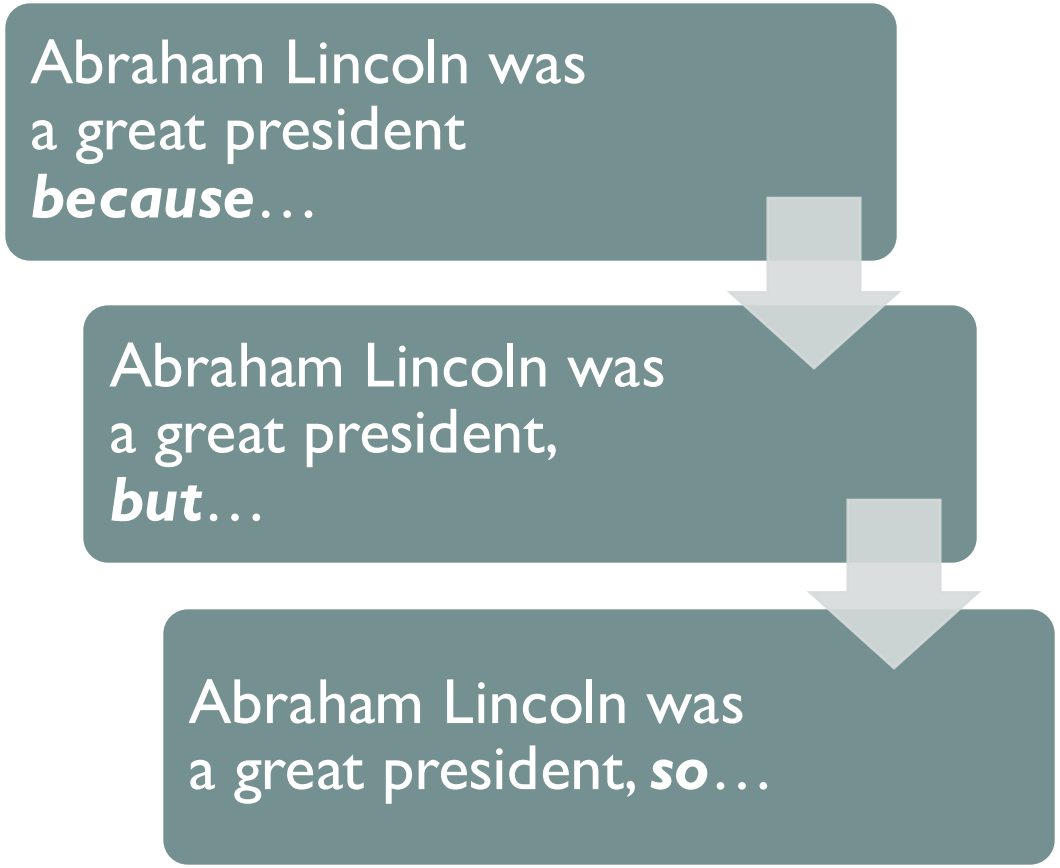
Because tells *WHY*

But shows a *CHANGE* or *DIFFERENCE*

So indicates *CAUSE* and *EFFECT*

BECAUSE, BUT, SO

Because-but-so is a strategy that requires students to think analytically. In this strategy, the teacher provides a text (or some other content artifact) and three sentence stems, encouraging students to think complexly while also guiding their thinking.



SENTENCE EXPANSION USING BECAUSE, BUT, SO

Abraham Lincoln was a great president ***because*** he guided the nation through the Civil War with determination and a deep commitment to preserve the Union.

Abraham Lincoln was a great president, ***but*** he faced intense criticism and political opposition throughout his leadership.

Abraham Lincoln was a great president, ***so*** his legacy continues to shape how Americans think about leadership, equality, and the responsibilities of those who hold power.

YOU TRY IT!

- Explicitly teaching sentence structure is important because _____.
- Explicitly teaching sentence structure is important, but _____.
- Explicitly teaching sentence structure is important, so _____.

YOU CAN ALSO USE THIS STRATEGY TO PRACTICE NEW VOCABULARY

Vocabulary word: ***mediocre***

The critic thought the restaurant was **mediocre** because *the menu was limited.*

The critic thought the restaurant was **mediocre**, *but others believed it was excellent.*

The critic thought the restaurant was **mediocre**, *so he rated it 3 stars instead of giving it a 5-star rating.*

Vocabulary word: ***beneficial***

The Nile was beneficial to ancient Egyptians *because it provided fertile soil for farming.*

The Nile was beneficial to ancient Egyptians, *but annual floodwaters caused destruction.*

The Nile was beneficial to ancient Egyptians, *so the river was worshiped as a god.*

STRATEGY #3: USE COORDINATING AND SUBORDINATING CONJUNCTIONS

- Promotes the use of complex texts
- Improves reading comprehension
- Enables students to vary sentence types
- Boosts vocabulary development
- Checks student understanding
- Enables students to extend their responses
- Provides a good option for topic and concluding sentences

COORDINATING & SUBORDINATING CONJUNCTIONS

Coordinating Conjunctions (FANBOYS: for, and, nor, but, or, yet, so)	
Show cause and effect	For, so
Combine ideas	and
Show opposition	But, yet, nor
Provide choice	or
Subordinating Conjunctions	
Discuss condition	Until, if
Show cause and effect	Because, since
Discuss time	After, before, until, when, while
Show opposition	Although, while

USING SUBORDINATING CONJUNCTIONS

In Math Class

- ***Because*** the numbers are equivalent, _____.
- ***Although*** the equation looks complicated, _____.
- ***When*** you multiply by zero, _____.

IN SOCIAL STUDIES CLASS

While the two countries shared a border,

Before explorers mapped the region,

When the Industrial Revolution spread,

IN LANGUAGE ARTS CLASS

Before Grendel realized Beowulf was in Heorot,

After Beowulf grabbed Grendel's claw,

When Grendel fled to his lair,

STRATEGY #4: APPOSITIVES

01

Appositives can be covered up or removed, and the sentence will be complete.

02

Appositives add a little more information that is nice to know.

03

An effective way to see if a phrase is an appositive is to use the "you know" test.

THE IMPORTANCE OF APPOSITIVES

Provides an effective strategy for creating topic and concluding sentences

Enables students to vary sentence structure

Enables students to include more information in a sentence and add complexity

Improves reading comprehension

Encourages careful reading

Familiarizes students with a form that is often seen in text and rarely heard in a spoken language

INTRODUCE APPOSITIVES IN THE FOLLOWING SEQUENCE

1. Identify appositives
2. Match appositives
3. Fill in appositives
4. Brainstorm appositives
5. Given an appositive, write a sentence.
6. Given a topic, write a sentence with an appositive.

STEP ONE: IDENTIFY APPOSITIVES

Directions: Underline the appositive in the sentence.

The mitochondria, ***the cell's main source of energy,*** help power all the cell's activities.

You do it!

1. Harriet Tubman, a leader of the Underground Railroad, helped enslaved people escape to freedom.
2. The Pythagorean theorem, a rule used in right angles, helps us find the length of a missing side.
3. A synonym, a word with a similar meaning, can make your writing more precise.

STEP 2: MATCH APPOSITIVES

Directions: Match each noun with the appositive that describes it.

1. B Brian Robeson	A. Appeared in Brian's flashbacks reminding him of his skills
2. C Brian's mother	B. Survived alone in the wilderness after the plane crash
3. D The Pilot	C. Gave Brian the hatchet that later helped him survive
4. A Terry	D. Had a heart attack

Now, write four complete sentences using the appositive that aligns to the correct character.

STEP #3: FILL IN APPOSITIVES

Use Character Traits as Appositives:

Lennie, _____, loved mice because _____.

George, _____, doesn't seem to like Lennie because _____.

STEP #4: BRAINSTORM APPOSITIVES

Directions: Brainstorm appositives for the given topic.

Topic: Christa McCauliffe

- *a social studies teacher from New Hampshire*
- *the first teacher selected for NASA's Teacher in Space Program*
- *a pioneer for teachers everywhere*
- *a symbol of courage and curiosity*

STEP #5: GIVEN AN APPOSITIVE, WRITE A SENTENCE

Directions: Write a sentence using the given appositive

Appositive: *a skilled archer from District 12*

Sentence: **Katniss Everdeen, *a skilled archer from District 12*, volunteers to take her sister's place in the Hunger Games.**

Appositive: *a three-sided polygon*

Sentence: **A triangle, *a three-sided polygon*, has interior angles that always add up to 180 degrees.**

STEP #5: YOU TRY IT!

Directions: Write a sentence using the given appositive.

Appositive: ***a word with similar meaning***

Sentence: _____.

Appositive: ***a number with exactly two factors***

Sentence: _____.

STEP 6: GIVEN A TOPIC, WRITE A SENTENCE WITH AN APPOSITIVE

Directions: For each topic, write a sentence using an appositive.

Topic: *tsunami*

Sentence: **The *tsunami*, a towering wall of rushing ocean water, crashed onto the shore with incredible force.**

Topic: *red panda*

Sentence: **The *red panda*, a small tree-dwelling mammal with bright reddish fur, spends much of its time climbing through bamboo forests.**

STEP #6: YOU TRY IT!

Directions: For each ***topic***, write a sentence using an appositive.

Topic: ***education***

Sentence:

_____.

Topic: ***snorkeling***

Sentence:

_____.

6-WORD STORY

Now that the session is complete, have your feelings about teaching writing shifted?