supports educators in the implementation of The Hochman Method, a research-based set of strategies for writing instruction
ADVANCING THINKING THROUGH WRITING
Ohio Literacy Academy 2020
A National Crisis

Over half of adults scoring at the lowest literacy levels are dropouts, and almost a quarter of these persons are high school graduates (National Center for Education Statistics, 2005).

College instructors estimate that 50% of high school graduates are not prepared for college-level writing (Achieve, Inc., 2005).

“Poorly written applications are likely to doom candidates’ chances for employment” (National Commission on Writing, 2005, p. 4).
I got to stay at home. I got to watch TV! I got to play the switch. I got to play on my mommy’s iPad. I got to go to bed at 10:30 and 11:30. I got to play with my favorite toys! I got to Dave and Busters.
We study the past because it’s good to learn about things that happen years ago. In history we learn all about the past. We learn about wars that happen years ago, how many people died, generals, what countries were in them. The past is full of people.
Writing Pre-Assessment

Directions: Please write a paragraph about a challenge that you or someone you know has faced.

A few weeks ago, it was Saturday, and I asked my mom if I could go with my friend to go shopping, and of course, she said no. So I ask if I could just stay at her house, she gave me permission.
The Writing Revolution = Writing

Reading

Thinking
What is Writing?

• Transcription process
• Form of writing
• Demonstration of knowledge
• Learning tool
• Communication tool

Cheryl M. Scott (2005)
Objectives of TWR

1. Greater clarity of written and oral language
2. Enhanced complexity and coherence
3. Improved reading comprehension
4. Improved analytical thinking
5. Better study skills
Why teach sentence activities?

• Improve grammar & conventions
• Boost linguistic complexity & clarity
• Enhance revision & editing skills
• Improve reading comprehension

*See *The Writing Revolution*, p. 10
THE SENTENCE

• Sentences & Fragments
• Scrambled Sentences
• Sentence Types
• Developing Questions

• Basic Conjunctions (because, but & so)

• Subordinating Conjunctions
• Appositives
• Sentence Combining
• Sentence Expansion

*See The Writing Revolution, pp. 39-43
because **tells why**

but **shows change of direction**

so **indicates cause and effect**
Why teach because, but & so?

• Develops complex sentences
• Extends responses
• Checks comprehension
• Develops analytical thinking & close reading
• Assesses ability to use new vocabulary words
• Enhances reading comprehension

*See The Writing Revolution, p. 39
“Why was Andrew Jackson a popular president?”
Andrew Jackson was a popular president because he was a champion of the common man.

Andrew Jackson was a popular president, but there were many critics of his “kitchen cabinet” and “spoils system.”

Andrew Jackson was a popular president, so he won the election of 1832 easily.
Charlie feels “normal” because the operation made him smarter.

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

Charlie feels “normal,” so he thinks Miss Kinnian will want to date him.
Qualitative observations are similar to quantitative observations because they are both made using the five senses.

Qualitative observations are similar to quantitative observations, but only quantitative uses numbers.

Qualitative observations are similar to quantitative observations, so both are used by scientists.
Jackie’s answer was incorrect because ___________ she moved 3x over, making the left side 0.

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

Jackie’s answer was incorrect, so ___________ her check didn’t work.
but

change of direction

Although

While

Even though

However

On the other hand
SO

cause $\rightarrow$ effect

Therefore

As a result

Consequently

Thus
Definition: Appositive

A noun, noun phrase or a noun clause placed next to another noun to rename it, or explain it more fully.
Examples of Appositives

Frederick Douglass, a passionate abolitionist, was one of the country’s most influential champions of civil rights.

Esperanza, the narrator of *The House on Mango Street*, wishes for a home of her own.

The sun, the center of the solar system, pulls all the other planets into orbit around it.
Why teach appositive?

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

*See The Writing Revolution, p. 46
Teacher Tips: Appositives

Jonas, **who is an eleven-year-old boy**, experiences several changes throughout the book.

✓ Jonas, **an eleven-year-old boy**, experiences several changes throughout the book.

The Declaration of Independence, **which was influenced by the Enlightenment**, has had a significant impact on America.

✗ The Declaration of Independence, **which was influenced by the Enlightenment**, has had a significant impact on America.

✓ The Declaration of Independence, **an historic document**, has had a significant impact on America.
Teaching Appositives

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
1. Arachne, ______a skilled weaver______, is turned into a spider.

2. Pallas, ______a goddess______, uses transformation as punishment.

3. Haemus, ______a cold mountain______, was once human.
Brainstorm Appositives

Grete, a sheltered young girl, experiences a transformation in "The Metamorphosis".

a compassionate person | a caregiver

Gregor’s sister | a vocal leader of the family

an assertive woman | a talented violinist

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Given an Appositive, Write a Sentence

1. a highly efficient hunting device
   The Mechanical Hound, a highly efficient hunting device, was set loose to track Montag.

2. a retired English professor
   Faber, a retired English professor, is travelling to St. Louis to see a printer.
In Action: Given an Appositive, Write a Sentence

Name: Saron

Date: ___

Brightwood  Feehan  3rd Grade

The Boy Who Harnessed the Wind

An appositive is a noun or noun phrase that describes another noun.

Directions: Create a sentence using the given appositive.

Example: a third grade teacher

Ms. Feehan, a third grade teacher, drinks coffee every morning.

Appositive: a natural resource

Wind, a natural resource, can be used as energy.

Appositive: a gift from the Americans

The Boy Who Harnessed the Wind

William Kamkwamba and Bryan Mealer
In Action: Given an appositive, write a sentence

Appositive: a Greek city-state

Athens, a Greek city-state, valued education and democracy.

Appositive: a great philosopher

Socrates, a great philosopher, created a method of questioning.

Appositive: a series of contests

The Olympics, a series of contests, were held in honor of the Greek gods.
1. Lady Macbeth

Lady Macbeth, a ruthless woman, goads Macbeth into killing the King.

1. Duncan

Duncan, the King of Scotland, decides to make Malcolm the heir to his kingdom.

*For more examples of Appositives activities, see *Examples in Content*, p. 28-31*
Pick the BEST appositive for each character from "Flowers for Algernon": (cite evidence from the text to support your appositive)

**Charlie** - a determined human

Evidence from the text: According to the text "I tried the hardest and I really wanted to learn."

**Joe** - the bully

Evidence from the text: According to the text "I ain't laughed so much since we sent him off for the newspaper that night at Muggsy's and ditched him."

**Miss Kinnian** - an intelligent woman

Evidence from the text: According to the text "Miss Kinnian because she's a very smart teacher."
Why teach sentence expansion?

- Anticipates what a reader needs to know & provides information
- Checks comprehension
- Teaches note-taking strategies
- Develops ability to summarize
- Used often in revision

*See The Writing Revolution, p. 56
Snow fell.

Cells divide.

They fought.
Who ?
What ?
When ?
Where ?
Why ?
How ?
The rabbit ran.

where? around the woods
when? two hours ago
why? because it was looking for a home

Expanded Sentence
Two hours ago the rabbit ran around the woods because it was looking for a home.
He wants to lead.

Who: **Buck**

When: **after Spitz is killed**

Why: **believes superior to other dogs**

**Expanded Sentence:**
After Spitz is killed, Buck wants to lead because he believes he is superior to the other dogs.
They make good barriers.

What: lipids
Where: around cells
Why: non-polar

Expanded sentence: Lipids make good barriers around cells because they are non-polar.
The Single-Paragraph Outline (SPO)

T.S. __________________________________________________

1. .............................................................................................
2. .............................................................................................
3. .............................................................................................
4. .............................................................................................

C.S. __________________________________________________

complete sentence

key words & phrases, abbreviations & symbols

complete sentence
Is space exploration a good idea?

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

- Distinguish T.S. from details
- Given T.S., generate details
- Given topic, write T.S.
- Given details, generate T.S.
- Identify T.S. & sequence details
- Given T.S., select appropriate details from a list
- Eliminate irrelevant detail(s)
- Given T.S. & details, generate C.S.
- Given a paragraph, convert to SPO
- Given topic, generate SPO independently
Given T.S., generate details (from cues)

T.S. The Maya were a complex Mesoamerican civilization.

1. ...present-day Mexico / Yucatan Pen.............

2. ...polytheistic / sun, moon + rain gods...........

3. ...accurate calendar, math + pyramids...........

4. ...poss. drought + famine / disease.............

C.S. ......................................................................

......................................................................

......................................................................
Walter, the protagonist of *A Raisin in the Sun*, regains his self-respect and dignity by the end of the play.

1. *tells Lindner* T = “6th gen.....country” (148)

2. *reclaims posit.* = head of fam./↑ pride in self + fam.

3. *rejects $.* / “We don’t...causes” (148)......

4. *irony. = are fighting a cause (desegregation)*

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Create an SPO: “Ode to Sadness”

T.S. “Ode to Sadness”, a poem by Pablo Neruda, uses magical realism to describe a poet’s bold rejection of sadness.

imagery
1. animals/ rabid rat + lg. beetle w/ crippled legs (2)

tone
2. hostile towards sadness/ Ex: “wring your neck” (30-32)

personification
3. sadness = dead body/ Ex: “carcass” + “shroud” (28-33)

metaphor
4. sadness → sweet harvest/ Ex: buried “rodent bones” → apple tree (33)

c.s. While sadness can be grotesque, it can become the foundation of a poet’s creativity.
Multiple-Paragraph Outline (4 Paragraphs)

Name: ___________________________ Date: __________________

Topic: ______________________________________________________

Thesis Statement: _____________________________________________

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>..................................................</td>
</tr>
<tr>
<td>¶ 1</td>
<td>..................................................</td>
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<tr>
<td>¶ 2</td>
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<td>¶ 3</td>
<td>..................................................</td>
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<tr>
<td>Conclusion</td>
<td>..................................................</td>
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<tr>
<td>¶ 4</td>
<td>..................................................</td>
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</tbody>
</table>
## Multiple-Paragraph Outline (4 paragraphs)

**Topic:** Conquest of the Americas  
**Thesis Statement:** While some view the conquest of the Americas as a positive event, without question it had a negative impact.

<table>
<thead>
<tr>
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<th>Details</th>
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</thead>
</table>
| **1. Introduction** | C.S. history/controversy  
Sp. St. debate = Sp. conquest  
Th. St. Pros vs. Cons |
| **2. Positive** | Domestic animals = horses, sheep, cattle, pigs  
Intro alphabet & new Neas = law & sci.  
Conquests = cult. diffusion (ex: crops)  
Eco/ new business & trade (box A) |
| **3. Negative** | Columbus = genocide, cruelty, slavery  
Diseases killed millions  
C. America = 2 million (Dec. 1)  
Forced/ converted to Christianity, tortures & murder |
| **4. Conclusion** | Rephrase Th. St. conquest = brutal  
New Sp. St. disease & abuse  
New G.S. debated for years |
### 1. Introduction

**Main Idea**:

1. Introduction
   - Genocide = genocide + cruelty + slavery
   - Disease = millions
   - America (c. 25 = 2 million (Doc C))
   - Forced conversion to Christianity + torture + murder

2. Thesis Statement:
   - While some view the conquest of the Americas as a positive event, without question it had a negative impact.

3. Thesis Statement:
   - Pros vs. Neg

<table>
<thead>
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<tr>
<td>Pros</td>
<td>Domestic animals: horses, sheep, cattle + pigs</td>
</tr>
<tr>
<td></td>
<td>Intro: alphabet, + new ideas: law, + sci.</td>
</tr>
<tr>
<td></td>
<td>Conquest = cult. diffusion (ex: crops)</td>
</tr>
<tr>
<td></td>
<td>Eco: new business + trade (Doc B)</td>
</tr>
<tr>
<td>Cons</td>
<td>Columbus = genocide + cruelty + slavery</td>
</tr>
<tr>
<td></td>
<td>Disease = millions</td>
</tr>
<tr>
<td></td>
<td>America (c. 25 = 2 million (Doc C))</td>
</tr>
<tr>
<td></td>
<td>Forced conversion to Christianity, torture + murder</td>
</tr>
</tbody>
</table>

**Rephrase** Th. St.: Conquest = brutal

**New Sp. St.**: Disease + abuse

**New G. St.**: Debated for years

---

Throughout history, there have been many controversies. One such debate is over the Spanish conquest of the Americas. While some view the conquest of the Americas as a positive event, without question, it had a negative impact.

Some claim that the Americas benefited from the Spanish conquest. First, the Spanish introduced domesticated animals such as horses, sheep, cattle, and pigs, to the Native Americans. In addition, the Spanish introduced the alphabet and new ideas in law and science. The conquest of the Americas led to the spread of...
Throughout history, there have been many controversies. One such debate is over the Spanish conquest of the Americas. While some view the conquest of the Americas as a positive event, with questions it had a negative impact. Some claim that the Americas benefited from the Spanish conquest. First, the Spanish introduced domesticated animals such as horses, sheep, cattle, and pigs, to the Native Americans. In addition, the Spanish introduced the alphabet and new ideas in law and science. The conquest of the Americas led to the spread of subordinating conjunction transitions.
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