

**Writing is Not Caught
Writing must be Taught –**

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Alaska Staff Development Network
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Writing is Not Caught Writing must be Taught –

February 15, 2018

One Sentence at a Time

March 6, 2018

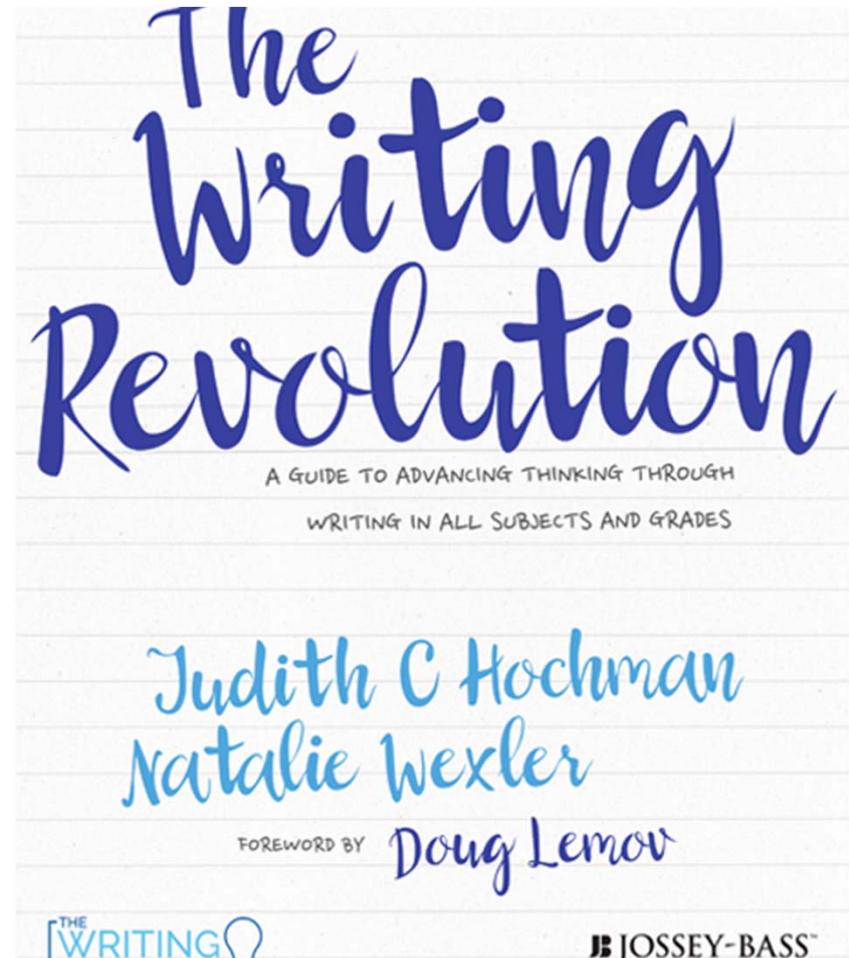
Coherent Paragraphs

March 29, 2018

Powerful Essays

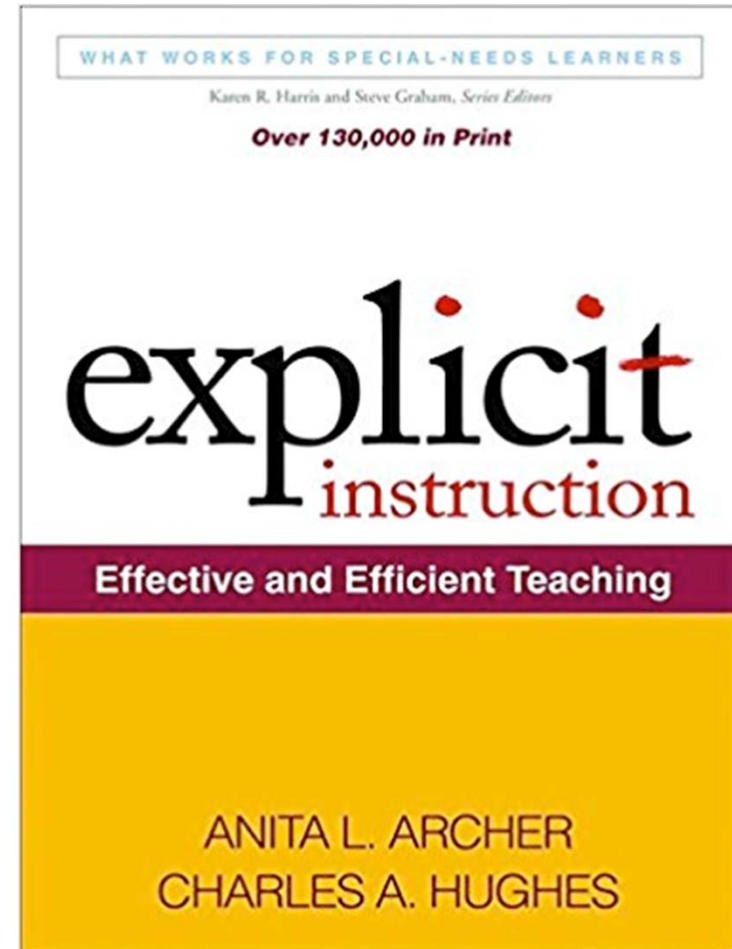
Textbook for Webinar

Hochman, J. C. & Wexler, N. (2017) *The writing revolution: a guide to advancing thinking through writing in all subjects and grades*. Jossey-Bass.



Textbook Reference for Webinar

Archer, A. L., & Hughes, C.A. (2011). *Explicit instruction: effective and efficient teaching*. The New York: Guilford Press.



Big Ideas of Explicit Instruction

Curriculum

- Focus on critical content.

Sentences

Paragraphs

Essays

- Break down complex skills and strategies into smaller instructional units

Big Ideas of Explicit Instruction

Lesson Design

- Design **organized** and **focused** lessons.
- Begin lesson with a clear statement of lesson's **goal and your expectations** (Learning Intentions/Success Criteria).

Big Ideas of Explicit Instruction

Lesson Design

- Provide **step-by-step demonstrations. I do it.**
- Provide guided and supportive practice. **We do it.**
- **I do it. We do it. You do it.**
- Help students **organize knowledge.**

Big Ideas of Explicit Instruction

Lesson Delivery

- Require **frequent responses**.
- **Monitor** student performance closely.
- Provide immediate and affirmative corrective **feedback**.
 - **Teacher feedback**
 - **Peer feedback**
 - **Self feedback**
- Deliver the lesson at a **brisk pace**.

Big Ideas of Explicit Instruction

Practice

- Provide distributed and cumulative practice. **Distributed practice** refers to multiple opportunities to practice a skill over time.

Topics for Webinar

- Concept of a **paragraph**
- Use of a “**think sheet**” for planning single paragraphs
- Creating powerful **topic sentences** and **concluding sentences**
- **Planning** a single paragraph
- **Drafting** a single paragraph
- **Revising** a single paragraph
- **Editing** a single paragraph

Concept of a Paragraph

Concept of a Paragraph

1. Introduce the meaning of the concept.

Paragraph

- Group of sentences
- That includes details
- Supporting a specific point

Concept of a Paragraph

2. Illustrate with examples.

Panama, a small country connecting Central America to South America, was another logical option for a canal. It is located a little farther south than Nicaragua. At its narrowest part, Panama is barely 50 miles wide. The Atlantic Ocean is on the eastern side of Panama, and the Pacific Ocean is on the western side. With a canal in Panama, the trip from New York to California would be about 8,000 miles shorter than sailing around South America. Travel time could be three months instead of eight months.

Is this a group of sentences?

Do the sentences include details about a specific point?

Is this a paragraph?

Concept of a Paragraph

3. Check understanding.

In 1879, France began to build a canal across Panama. This project was led by Ferdinand de Lesseps. He was the builder of the Suez Canal in Egypt. He was experienced, and the French government felt that he could get the job done.

Is this a group of sentences?

Do the sentences include details about a specific point?

Is this a paragraph?

Concept of a Paragraph

3. Check understanding.

Unfortunately, problems began as soon as construction started.

Is this a group of sentences?

Do the sentences include details about a specific point?

Is this a paragraph?

Characteristics of a Paragraph

Structure

- Sequenced to ensure clarity for the reader

Coherence

- Sentences are logically connected

Unity

- Every sentence supports a main idea

Types of Paragraphs

One type of paragraph at a time!

Informative

- Explains or informs

Narrative

- relates a process or event in chronological order
- uses signal words (first, next, then, later)

Descriptive

- describes something, drawing on 5 senses

Opinion or Argumentative

- Opinion – attempts to change reader's thinking, often without evidence or opposing views
- Argumentative – attempts to persuade using logic, evidence, and reason

**Use of a “think sheet” for planning
single paragraphs**

Single-Paragraph Outline p. 247

T.S. _____

1.

2.

3.

4.

C.S. _____

Creating Powerful Topic Sentences and Concluding Sentences

Expanded from Chapter 4
The Writing Revolution

Topic Sentence (page 88)

A. Students can distinguish a topic sentence from supporting details.



Break down complex tasks.

Task: Select the topic sentence.

1. Gandhi attended law school in Great Britain.
2. Gandhi was born in India.
3. He practiced law in South Africa, another British territory, for twenty years.
4. Gandhi was a product of the British Empire.
5. He lead a struggle for independence and civil rights in India.

Topic Sentence (page 89)

B. When given a topic sentence, students can generate supporting details.

Topic Sentence: Gandhi's dedication to nonviolent protest did not begin in India, but rather in South Africa.



Break
down
complex
tasks.

Student generated details

- sat in first class seat on train until thrown off
- refused to sit on dirty footboard of a stagecoach
- organized fellow Indians living in South Africa

Topic Sentence

B. When given a topic sentence, students can generate supporting details.

Topic Sentence: The best time of year to visit Alaska is during its short summer in June and July.



Break
down
complex
tasks.

Student generated details

-
-
-
-

Topic Sentence

B. When given a topic sentence, students can generate supporting details.

Topic Sentence: The best time of year to visit Alaska is during their short summer in June and July.

Feedback

Student generated details

- high temperatures between 60° to 80°
- long days
- 18 to 21 hours of sunshine
- midnight hikes



Break
down
complex
tasks.

Topic Sentence (page 90) C.

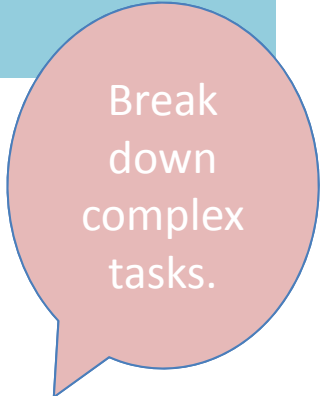
When given a topic sentence, students can determine matching supportive details.

Task: Select the supporting details that match the topic sentence.

T. S. Professionally, Gandhi was an attorney.

1.
2.
3.
4.

- a. went to law school in Great Britain
- b. refused to get off train
- c. was known for love of enemies
- d. was unsuccessful in establishing a law practice in India
- e. was very shy in court during early days
- f. used his legal knowledge throughout his life
- g. went to South Africa to practice law



Topic Sentence (page 93)

Students can use one of these strategies to construct a topic sentence.



Break
down
complex
tasks.

- 1. Use one of the sentence types (statement, question, exclamation)**

T.S. Gandhi dedicated his life to nonviolent protest against Great Britain.

T.S. Why is Mahatma Gandhi so well-known seventy years after his assassination?

Topic Sentence (page 93)

Students can use one of these strategies to construct a topic sentence



Break
down
complex
tasks.

2. Include an appositive.

T.S. Gandhi, an iconic civil rights leader, lead nonviolent protests in South Africa and India.

Topic Sentence (page 93)

Students can use one of these strategies to construct a topic sentence

Break down complex tasks.

3. Start with a subordinating conjunction.

before

although

after

since

if

while

when

unless

even though

whenever

Topic Sentence (page 93)

Students can use one of these strategies to construct a topic sentence



Break down complex tasks.

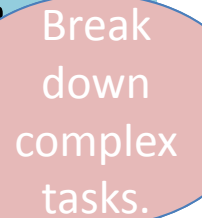
3. Start with a subordinating conjunction.

TS. While Gandhi is known for his nonviolent, civil rights actions in India, he is less well-known for his work in South Africa.

Topic Sentence

(page 93)

e. Students can create a topic sentence when given supporting detail notes.



Break down complex tasks.

Task: Write a topic sentence that matches this set of supporting details.

T.S. _____

1. organized citizens who disagreed with Great Britain's rule.....
2. wrote pamphlets and petitions.....
3. made speeches.....
4. lead nonviolent actions against government agencies

Topic Sentence (page 93)

e. Students can create a topic sentence when given supporting detail notes.

Feedback

Statement: As a civil rights leader in South Africa and India, Gandhi employed numerous non-violent protest procedures.

Appositive: Mahatma Gandhi, the civil rights leader of India, believed that non-violent actions should be used to gain human rights.

Subordinating Conjunction: Since Gandhi was an advocate for non-violence, he adopted peaceful methods of protest.

Topic Sentence (page 99)

Guide
Students.
We do it.

F. Students can deconstruct a paragraph, creating a single-paragraph outline.

Initially, the expansion of the British Empire in the 17th century was based on mercantilism, or trade. England did not have enough resources. It needed to look to other lands for raw materials, such as cotton and sugar. The empire began with the acquisition of lands on the eastern coast of North America and in the West Indies, a chain of islands stretching from Florida to South America. The English brought slaves from Africa to the West Indies to provide the labor for growing sugarcane. They also took slaves to the American colonies for growing cotton, rice, and tobacco. In return, England sold goods to the colonies, including clothing, dishes, food, metal tools, and other things that the colonists needed. Thus, trade was the compelling factor leading to the expansion of the British Empire across the continents.

Topic Sentence

F. Students can deconstruct a paragraph, creating a single-paragraph outline.

T.S. Initially, the expansion of the British Empire in the 17th century was based on mercantilism, or trade.

1. not have enough resources.....
2. needed raw materials - cotton and sugar.
3. east coast of N. America + West Indies
4. African slaves to W. Indies = labor sugarcane
5. Slaves to American colonies > cotton, rice & tobacco
6. sold goods > colonies (clothing, dishes, food, tools)

C.S. Thus, trade was the compelling factor leading to the expansion of the British Empire.

Planning a Single Paragraph

Writing Process

Plan*	Plan your writing.
Draft	Write your first draft.
Revise*	Change your writing to make it better.
Edit	Check your spelling, capitals, and punctuation.
Publish	Share your writing.

Single-Paragraph Outline p. 247

T.S. _____

1.

2.

3.

4.

C.S. _____

Planning (page 102)

Students can create a **plan** for writing a single coherent, well-organized paragraph.



Break
down
complex
tasks.

Steps for developing a single paragraph outline.

(page 102 of *The Writing Revolution*)

1. Identify the topic, purpose, and audience.
2. Brainstorm or relate details.
3. Generate a complete topic sentence.
4. Select, categorize, and sequence details.
5. Write notes for the detail sentences on the dotted lines.
6. Generate a complete concluding sentence.

Planning



Clear
statement
of goal

Learning Intention: Students can create a **plan** for writing a single coherent, well-organized paragraph.

Success Criteria:

Topic Sentence

___ My **topic sentence** is clearly stated.

___ My **topic sentence** is interesting.

Supporting Details

___ My **supporting details** support the topic.

___ My **supporting details** are in the best sequence.

Concluding Sentence

___ My **concluding sentence** is clearly stated.

Planning

1. Identify the topic, purpose, and audience.

Step by Step
Demonstration

I do it.

Prompt: How do penguins obtain food from the sea?

Topic: How penguins get food from sea

Audience: Readers who know little about penguins

Purpose: To explain

Planning

2. Brainstorm or relate details.

- flightless birds
- flippers to help them swim
- live in the Southern Hemisphere
- eat fish and other sea life
- drink sea water
- dive deep for fish
- stay underwater for minutes
- feed in groups
- feed on krill and small shrimp
- spend around half their time in water

Step by Step
Demonstration

I do it.

**Help students
organize
knowledge.**

Planning

3. Generate a complete topic sentence.



Step by Step
Demonstration

I do it.

Use one of the sentence types (statement, question, exclamation)

Penguins are skilled “fishermen.”

Planning

3. Generate a complete topic sentence.



Step by Step
Demonstration

I do it.

Include an appositive.

Penguins, the flightless birds of the Southern Hemisphere, live on fish and other creatures from the sea.

Planning

3. Generate a complete topic sentence.

3. Start with a subordinating conjunction.

before	although	after	whenever
since	if	while	
when	unless	even though	

Even though Penguins can not fly, their flippers allow them to be skilled fishermen.

Planning

3. Generate a complete topic sentence.

Task: Which one is your favorite?

1. Penguins are skilled “fishermen.”
2. Penguins, the flightless birds of the Southern Hemisphere, live on fish and other creatures from the sea.
3. Even though Penguins can not fly, their flippers allow them to be skilled fishermen.



Step by Step
Demonstration

I do it.

Single-Paragraph Outline p. 247

T.S. Even though Penguins can not fly, their flippers allow them to be skilled fishermen.

1.

2.

3.

4.

5.

C.S. _____

Planning

4. Select, categorize, and sequence details.

- flightless birds
- flippers to help them swim
- live in the Southern Hemisphere
- *eat fish and other sea life*
- drink sea water
- *dive deep for fish*
- *stay underwater for minutes*
- *feed in groups*
- *feed on krill and small shrimp*
- spend around half their time in water

Step by Step
Demonstration

I do it.

Planning

4. Select, categorize, and sequence details.

- flightless birds
- flippers to help them swim
- live in the Southern Hemisphere
- *1. eat fish and other sea life*
- drink sea water
- *4. dive deep for fish*
- *5. stay underwater for minutes*
- *2. feed in groups*
- *3. feed on krill and small shrimp*
- spend around half their time in water

Step by Step
Demonstration

I do it.

**Help students
organize
knowledge.**

Planning

5. Write notes for the detail sentences on the dotted lines.



Step by Step
Demonstration

I do it.

Single-Paragraph Outline p. 247

T.S. Even though Penguins can not fly, their flippers allow them to be skilled fishermen.

1. eat fish/sea life.....
2. feed in groups
3. eat krill & small shrimp.....
4. dive deep > fish.....
5. stay underwater for minutes.....

C.S. _____

Planning

6. Generate a complete concluding sentence.

Step by Step
Demonstration

I do it.

Penguins rely on the creatures in the sea for their survival.

Single-Paragraph Outline p. 247

T.S. Even though Penguins can not fly, their flippers allow them to be skilled fishermen.

1. eat fish/sea life.....
2. feed in groups
3. eat krill & small shrimp.....
4. dive deep > fish.....
5. stay underwater for minutes.....

C.S. Penguins rely on the creatures in the sea for their survival.

Learning Intention and Success Criteria

Success Criteria:

Topic Sentence

_____ My **topic sentence** is clearly stated.

_____ My **topic sentence** is interesting.

Supporting Details

_____ My **supporting details** support the topic.

_____ My **supporting details** are in the best sequence.

Concluding Sentence

_____ My **concluding sentence** is clearly stated.

Preparing for Writing Draft

Have students verbally retell the paragraph using the plan.

Single-Paragraph Outline p. 247

T.S. Even though Penguins can not fly, their flippers allow them to be skilled fishermen.

1. eat fish/sea life.....
2. feed in groups
3. eat krill & small shrimp.....
4. dive deep > fish.....
5. stay underwater for minutes.....

C.S. Penguins rely on the creatures in the sea for their survival.

Planning

Guide
Students.
We do it.

1. Identify the topic, purpose, and audience.

Prompt: What makes penguins a unique bird species?

Topic:

Audience:

Purpose:

Planning

Guide
Students.
We do it.

1. Identify the topic, purpose, and audience.

Feedback

Prompt: What makes penguins a unique bird species?

Topic: Why are penguins unique

Audience: Readers who do not know about penguins

Purpose: To explain

Planning

2. Brainstorm or relate details.

- flightless birds
- flippers to help them swim
- live in the Southern Hemisphere
- eat fish and other sea life
- drink sea water
- dive deep for fish
- stay underwater for minutes
- feed in groups
- feed on krill and small shrimp
- spend around half their time in water

Guide
Students.
We do it.

Planning

3. Generate a complete topic sentence.

Use one of the sentence types (statement, **question**, exclamation)

Task: Write a topic sentence using a question.

Planning

3. Generate a complete topic sentence.

Use one of the sentence types (statement, **question**, exclamation)

Question - **Feedback**

- a. Why are we fascinated by penguins?
- b. Why are penguins unique within the world of birds?
- c. Why are penguins the most interesting type of bird?

Single-Paragraph Outline p. 247

T.S. Why are penguins unique within the world of birds?

1.

2.

3.

4.

C.S. _____

Planning

Guide
Students.
We do it.

4. Select, categorize, and sequence details.

Task: Select (highlight or underline) attributes that make penguins unique.

- flightless birds
- flippers to help them swim
- live in the Southern Hemisphere
- eat fish and other sea life
- drink sea water
- dive deep for fish
- stay underwater for minutes
- feed in groups
- feed on krill and small shrimp
- spend around half their time in water

Planning

Guide
Students.
We do it.

4. Select, categorize, and sequence details.

- flightless birds
- flippers to help them swim
- live in the Southern Hemisphere
- eat fish and other sea life
- drink sea water
- dive deep for fish
- stay underwater for minutes
- feed in groups
- feed on krill and small shrimp
- spend around half their time in water

Planning

4. Select, categorize, and sequence details.

- flightless birds
- 1 flippers to help them swim
- live in the Southern Hemisphere
- eat fish and other sea life
- 4 drink sea water
- 3 dive deep for fish
- stay underwater for minutes
- feed in groups
- feed on krill and small shrimp
- 2 spend around half their time in water

Planning

5. Write notes for the detail sentences on the dotted lines.

Guide
Students.
We do it.

Single-Paragraph Outline p. 247

T.S. Why are penguins unique within the world of birds?

1. no wings – only flippers for swimming.....
2. ½ on land + ½ time in sea + no time in air.....
3. dive deep > underwater for minutes.....
4. drink sea water
5. C.S. _____

Planning

Guide
Students.
We do it.

6. Generate a complete concluding sentence.

Concluding Sentence

- Echoes the topic sentence BUT does not repeat it
- May use words such as finally or in conclusion

Task: Complete this sentence.

Even though penguins are birds, ...

Planning

6. Generate a complete concluding sentence.

Task: Select your favorite concluding sentence.

1. Even though penguins are birds, they have very little in common with other birds.
2. Even though penguins are birds, they act very differently from fellow birds.
3. Even though penguins are birds, they are very different from other birds.

Single-Paragraph Outline p. 247

T.S. Why are penguins unique within the world of birds?

1. no wings – only flippers for swimming.....
2. ½ on land + ½ time in sea + no time in air.....
3. dive deep > underwater for minutes.....
4. drink sea water

C.S. Even though penguins are birds, they have very little in common with other birds.

Planning

Success Criteria

Topic Sentence

_____ My **topic sentence** is clearly stated.

_____ My **topic sentence** is interesting.

Supporting Details

_____ My **supporting details** support the topic.

_____ My **supporting details** are in the best sequence.

Concluding Sentence

_____ My **concluding sentence** is clearly stated.

Preparing for Writing Draft

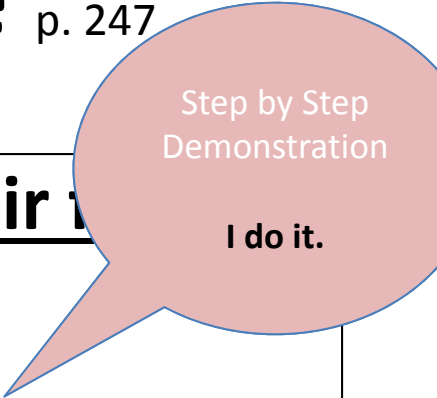
Have students verbally retell the paragraph using the plan.

Drafting a single paragraph

(translating a plan into a single paragraph)

Page 109

Single-Paragraph Outline p. 247



**T.S. Even though Penguins can not fly, their
allow them to be skilled fishermen.**

1. eat fish/sea life.....
2. feed in groups
3. eat krill & small shrimp.....
4. dive deep > fish.....
5. stay underwater for minutes.....

**C.S. Penguins rely on the creatures in the sea for
their survival.**

Drafting a single paragraph

(translating a plan into a single paragraph)

Step by Step
Demonstration

I do it.

Even though Penguins can not fly, their flippers allow them to be skilled fishermen.

Drafting a single paragraph

(translating a plan into a single paragraph)

Even though Penguins can not fly, their flippers allow them to be skilled fishermen. Penguins fish in the ocean for fish and other sea life.

Drafting a single paragraph

(translating a plan into a single paragraph)

Even though Penguins can not fly, their flippers allow them to be skilled fishermen. Penguins fish in the ocean for fish and other sea life. They don't fish alone, but in groups. Penguins eat krill and small shrimp found near the surface.

Drafting a single paragraph

(translating a plan into a single paragraph)

Even though Penguins can not fly, their flippers allow them to be skilled fishermen. Penguins fish in the ocean for fish and other sea life. They don't fish alone, but in groups. Penguins eat krill and small shrimp found near the surface. However, penguins also have the ability to dive deep into the water and stay underwater for a number of minutes, allowing them to eat larger fish.

Drafting a single paragraph

(translating a plan into a single paragraph)

Even though Penguins can not fly, their flippers allow them to be skilled fishermen. Penguins fish in the ocean for fish and other sea life. They don't fish alone, but in groups. Penguins eat krill and small shrimp found near the surface. However, penguins also have the ability to dive into the water and stay there for a number of minutes, allowing them to eat larger fish. Penguins rely on the creatures in the sea for their survival.

Single-Paragraph Outline

p. 247



Guide
Students.
We do it.

T.S. Why are penguins unique within the world of birds?

1. no wings – only flippers for swimming.....
2. ½ on land + ½ time in sea + no time in air.....
3. dive deep > underwater for minutes.....
4. drink sea water

C.S. Even though penguins are birds, they have very little in common with other birds.

Drafting a single paragraph
(translating a plan into a single paragraph)

Feedback

Why are penguins unique within the world of birds? Unlike other birds, penguins do not have wings, only flippers that they use to move through the water. Penguins spend about half of their time in the water and the rest on land, but never in the air. Penguins can dive deep in the ocean water and even stay underwater for a number of minutes. Strangely enough, penguins can even drink ocean salt water. Even though penguins are birds, they have very little in common with other birds.

Revising a single paragraph

Writing Process

Plan*	Plan your writing.
Draft	Write your first draft.
Revise*	Change your writing to make it better.
Edit	Check your spelling, capitals, and punctuation.
Publish	Share your writing.

Revising and Editing

“Revising means clarifying or altering the content or structure of the draft.” p. 112

Editing “involves identifying and then correcting errors in grammar, punctuation, capitalization, syntax, and spelling.” p. 112

Revising

Teach revising with **unelaborated paragraphs.**

- a bare – bones paragraph
- with no sense of ownership

Revising

Improve

Topic Sentence

Concluding Sentence

Supporting Detail Sentences

HOW

- **Expand sentences**
- **Combine sentences**
- **Use**
 - **transition words**
 - **appositives**
 - **subordinating conjunctions**
 - **vivid words**
 - **varied vocabulary**

Guided Revision

Lyndon Baines Johnson was our 36th president. He served as Vice President until the assassination of John F. Kennedy. LBJ had served in the Congress. Under his leadership many laws were passed. While his administration made gains on creating the Great Society, his inability to bring peace in the Viet Nam conflict marred his presidency.



Add an appositive to the topic sentence.

Guided Revision

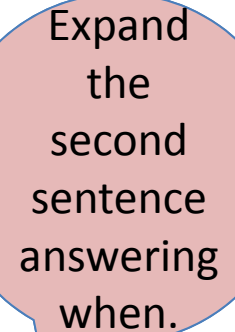
Lyndon Baines Johnson, a long time Democratic politician from Texas, was our 36th president. He served as Vice President until the assassination of John F. Kennedy. LBJ had served in the Congress. Under his leadership many laws were passed. While his administration made gains on creating the Great Society, his inability to bring peace in the Viet Nam conflict marred his presidency.



Add an appositive to the topic sentence.

Guided Revision

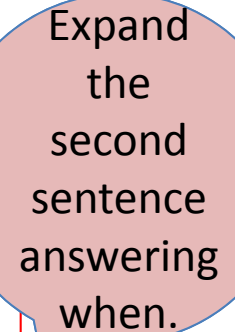
Lyndon Baines Johnson, a long time Democratic politician from Texas, was our 36th president. He served as Vice President until the assassination of John F. Kennedy. LBJ had served in the Congress. Under his leadership many laws were passed. While his administration made gains on creating *The Great Society*, his inability to bring peace in the Viet Nam conflict marred his presidency.



Expand the second sentence answering when.

Guided Revision

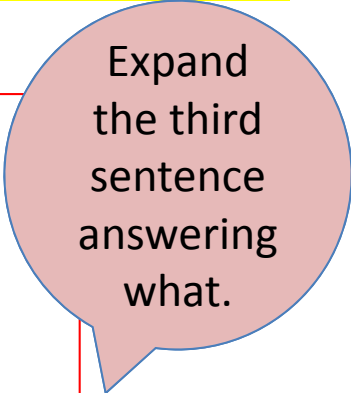
Lyndon Baines Johnson, a long time Democratic politician from Texas, was our 36th president. **On November 22, 1963, the day John F. Kennedy was assassinated, Vice President Johnson was sworn in as the next President, a position that he held from 1963 to 1969.** LBJ had served in the Congress. Under his leadership many laws were passed. While his administration made gains on creating *The Great Society*, his inability to bring peace in the Viet Nam conflict marred his presidency.



Expand the second sentence answering when.

Guided Revision

Lyndon Baines Johnson, a long time Democratic politician from Texas, was our 36th president. On November 22, 1963, the day John F. Kennedy was assassinated, Vice President Johnson was sworn in as the next President, a position that he held from 1963 to 1969. LBJ had served in the Congress. Under his leadership many laws were passed. While his administration made gains on creating *The Great Society*, his inability to bring peace in the Viet Nam conflict marred his presidency.



Expand the third sentence answering what.

Guided Revision

Lyndon Baines Johnson, a long time Democratic politician from Texas, was our 36th president. On November 22, 1963, the day John F. Kennedy was assassinated, Vice President Johnson was sworn in as the next President, a position that he held from 1963 to 1969. **For most of his political career, LBJ had served in the US Congress, first in the House of Representatives and then as a leader in the US Senate.** Under his leadership many laws were passed. While his administration made gains on creating *The Great Society*, his inability to bring peace in the Viet Nam conflict marred his presidency.

Expand the third sentence answering what.

Guided Revision

Lyndon Baines Johnson, a long time Democratic politician from Texas, was our 36th president. On November 22, 1963, the day John F. Kennedy was assassinated, Vice President Johnson was sworn in as the next President, a position that he held from 1963 to 1969. For most of his political career, LBJ had served in the US Congress, first in the House of Representatives and then as a leader in the US Senate. Under his leadership many laws were passed. While his administration made gains on creating *The Great Society*, his inability to bring peace in the Viet Nam conflict marred his presidency.

Expand the fourth sentence answering what.

Guided Revision

Lyndon Baines Johnson, a long time Democratic politician from Texas, was our 36th president. On November 22, 1963, the day John F. Kennedy was assassinated, Vice President Johnson was sworn in as the next President, a position that he held from 1963 to 1969. For most of his political career, LBJ had served in the US Congress, first in the House of Representatives and then as a leader in the US Senate. **Under his leadership as President, extensive legislation was passed including the Voting Rights Act, the Civil Rights Act, Head Start, and Medicare.** While his administration made gains on creating *The Great Society*, his inability to bring peace in the Viet Nam conflict marred his presidency.

Expand the fourth sentence answering what.

Guided Revision of

Alaska is an interesting state. It is the largest state in terms of land. It is most known for its vast outdoors. It has many mountains. It has glaciers and ice fields. The state of Alaska is often called “The Last Frontier”.

Sentence 1. Add an appositive. Use more vivid vocabulary.

Sentence 2. Add a subordinating conjunction.

Sentence 3. Expand.

Sentence 4. Expand.

Sentence 5. Expand

Sentence 6. Expand answering why.

Guided Revision

Alaska, the 49th state in the Union since 1959, differs greatly from other states. While the population of Alaska is sparse, its immense land is twice the size of Texas. What draws visitors to Alaska is its vast wilderness. Grand mountains blanket Alaska including the highest peak in North America, Denali. It has more glaciers and ice fields than rest of the inhabited world. The State of Alaska is often called “The Last Frontier” for it still has unexplored land within its borders.

SCORE Strategy

Archer, A., Gleason, M., & Issacson, S. *REWARDS Sentence Refinement*

S= Sound good?

(Does your paragraph sound good? Do your sentences sound good?)

C= Combine

(Are there sentences that you should combine into one sentence so that you would have a more complete and interesting sentence?)

O= Omit

(Are there words or sentences that you should omit because they don't go with the topic or add to quality of your paragraph?)

R= Replace

(Are there overused words, less precise words, or grammatically incorrect words that should be replaced?)

E= Expand

(Can you create more complete, interesting sentences by answering some of the following questions in your sentence: when, where, why, and how.)

•

Editing a single paragraph

Edit

Edit

- ✓ **Check your spelling.**
- ✓ **Check your capitals.**
- ✓ **Check your punctuation.**

- ✓ **Fix up your writing.**

Edit - COPS Strategy

Capitalization

Overall Appearance

Punctuation

Spelling

Edit - COPS

Capitalization:

- _____ **First letter of a sentence**
- _____ **First letter of a proper noun**
 - people (Jason Martin)
 - places (Sumner)
 - holidays (Valentine's Day)
 - days (Monday)
 - months (February)

Edit - COPS

Overall Appearance:

_____ Legible

Letters are carefully written

Letters are written on the lines

Space between words and sentences

_____ Neat overall appearance

Edit - COPS

Punctuation:

_____ Punctuation at the end of each sentence

- . Period at end of a telling sentence
- ? Question mark at end of asking sentence
- ! Exclamation mark if sentence shows excitement

Edit - COPS

Spelling:

_____ **Words spelled correctly**

If you think a word is misspelled, underline the word and try to correct the spelling.

- *Look and copy
- *Say the sounds and write the letters
- *Say the syllables and write the syllables
- *Ask someone how to spell the word
- *Look it up
- * Try another word

Edit - COPS

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Writing is Not Caught Writing must be Taught –

February 15, 2018

One Sentence at a Time

March 6, 2018

Coherent Paragraphs

March 29, 2018

Powerful Essays