

FUNDAMENTALS IN THE SENTENCE WRITING STRATEGY

<u>Lesson</u>	<u>Topic</u>	<u>C.C.</u>	<u>Lngg. Sheets</u>
1	Requirements of a Complete Sentence	1-3	1A-H (4/5)
2	The PENS Steps (M)ARK	4-5	2A-H (13/15) 3A-H (13/15)
3	Linking Verbs	4-7	4A-H (13/15) 5A-H (13/15)
4	Infinitives (MARK)	8	6A-H (18/20) 7A-H (18/20)
5	Prepositional Phrases	8-10	8A-H (18/20) 9A-H (8/10) 10A-H (4/5) 11A-H (23/25)
6	SSV Sentences		12A-H (18/20) 13A-H (8/10)
7	SVV Sentences		14A-H (18/20) 15A-H (8/10) 16A-H (8/10)
8	SSVV Sentences		17A-H (18/20) 18A-H (8/10) 19A-H (8/10)
9	Adjectives and Main Subjects	11	20A-H (4/5) 21A-H (13/15) 22A-H (8/10)
10	Helping Verbs and Complete Verbs	12-13	23A-H (13/15) 24A-H (13/15) 25A-H (8/10)
11	Adverbs	14	26A-H (8/10) 27A-H (8/10)

STRATEGIC INSTRUCTION MODEL TRAINING

To: Strategies Training Participants
From:
Date:
RE: Pretest for the Sentence Writing Strategy

Training related to the Sentence Writing Strategy is scheduled soon. Before you come to this session, please give this pretext to your students to whom you will be teaching this strategy. Bring the pretexts to the training session. We will practice scoring, and you can score your own students' work. Follow the directions below.

[Taken from : J. B. Schumaker & J. Sheldon (1999). Proficiency in the sentence writing strategy: Instructor's manual. Lawrence, KS: The University of Kansas (pp. 13-14, 152).

How to prepare:

1. Prepare the Topic List. Make a transparency of the Topic List (p. 152) or list the topics from the Topic List in a location that is visible to the students. Add topics you think will interest particular students.
2. List the types of sentences on the board. Under the heading "Types of Sentence," list the following: simple sentence, compound sentence, complex sentence, compound-complex sentence.

How much time to allow:

Allow approximately 15-20 minutes for students to write six sentences. Students may take more time if necessary, but no more than 60 minutes should be scheduled for the test.

What to do:

1. Give students an advance organizer. "We need to determine the quality and kinds of sentences you can write before we begin your writing instruction. Therefore, you are going to write a group of sentences about one of the topics on the board."
2. Distribute paper and pencils if necessary.
3. Give specific instructions. "Choose one of the topics from the list on the board and write at least six sentences about it. Write the topic at the top of your paper along with your name and today's date. Try to make your sentences as different in structure from each other as possible."
[Point to the list of sentence types on the board.]
"Try to include as many as possible of the following kinds of sentences in your paragraph: simple, compound, complex, and compound-complex."
4. Solicit and answer questions. [Solicit questions from the students and answer them. If they ask about a particular sentence type, give them a short definition. For example: "A compound sentence consists of two or more independent clauses." Do not give examples of any of the sentence types.]

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5. Monitor students' work. [As the students write, circulate among them to ensure that they are following your instructions. Encourage students to choose a topic and get started quickly. If students ask you to help them spell words, provide assistance. Do not provide assistance in structuring sentences.]
6. Collect the test materials. [When a student indicates that she has completed the task, check that she has written at least six sentences (as indicated by the use of periods, capital letters, or both). If at least six sentences have been written, collect the paper for scoring. If the student has not written six sentences, encourage her to write the necessary number of additional sentences.]

Topic List

Sentence Writing Strategy

My Favorite Meal

Summer Activities

The Best Things About School

Life as a Teenager

The Best Place to Live

My Favorite Sport

The Best Job in the World

My New Year's Resolutions

Sentence Writing + = SUCCESS
Strategy

Teacher's Goal _____

Student's Goal _____

LISTENING STRATEGY

<u>Step</u>	<u>Examples</u>	<u>Non-Examples</u>
SIT UP	Upright posture but relaxed	Head on desk Slouching in chair
LEAN FORWARD	Leaning forward slightly	Leaning backward Exaggerated forward lean
ACTIVATE THINKING	Asking yourself questions: "What is this about?" "What do I need to remember?" Get out materials Answering your questions "This is about ____." "I need to remember ____." Asking the teacher a question when you don't understand	Talking to others during class Playing with objects Doodling Not doing anything when you don't understand
NAME KEY INFORMATION	Answering the teacher's questions Sharing your ideas or comments Adding to others' statements	Keeping your knowledge to yourself when you could help others understand it Ridiculing other students' comments
TRACK THE TALKER	Keeping your eyes on the teacher as (s)he speaks Looking at students as they speak	Staring out the window Looking at your desk or students who aren't contributing

Sit up.

Lean forward.

Activate your thinking.

Name key information.

Track the talker.

PERSON	PLACE	THING	IDEA

SUBJECT WORDS

grandma	Minnesota	coffee	faith
captain	airport	happiness	justice
satellite	love	governor	herd
courage	ranch	freedom	athlete
birch	avenue	Tom	sugar
sorrow	crowd	motorcycle	zoo
liberty	owl	lawyer	path
storm	clown	seashore	bike
forest	animal	children	sign

BODY ACTION WORDS

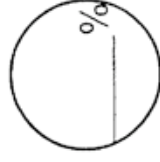
MIND ACTION WORDS

VERB SORTING ACTIVITY

hunt	ponder	crash	admired
pace	worry	run	dream
laugh	thought	imagine	jog
listen	replied	squeak	study
blinked	hope	reason	shook
consider	fussed	moved	think
trembled	question	arranged	scratch
bulged	panicked	saluted	quiver
peeked	perked	stood	accepted

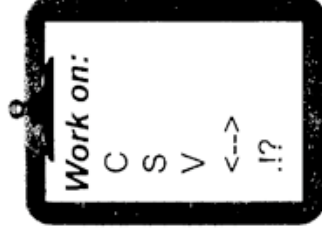
Simple Sentence Score Sheet

C = capital, **S** = subject, **V** = verb,
 <--> = makes sense, .!? = ending mark,
 + = correct, 0 = incorrect or missing



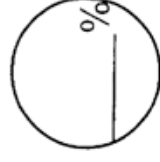
	1	2	3	4	5	6	Totals
C							
S							
V							
<-->							
.!?							

___ of 30



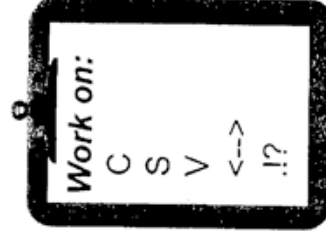
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	1	2	3	4	5	6	Totals
C							
S							
V							
<-->							
.!?							

___ of 30



LEARNING SHEET 2A

Identifying Action Verbs and Subjects

Name _____
Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

^S ^V
The girls sang a song.

^S ^V ^{past}
Liz wrote a letter.

^S ^V
I walked to school.

S	V	K
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

1. the horse ran fast.
2. Peter swims every day
3. sarah danced all night.
4. My cat ate me.
5. I like pizza



LEARNING SHEET 2B

Identifying Action Verbs and Subjects

Name _____
Date _____

INSTRUCTIONS:

1. Do the Search & Check Step on each sentence.
2. Mark each verb with a "V." Mark each subject with an "S."
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

^S ^V
The stars shined.

^S ^V
Tim loves Rebecca.

^S ^V
Sally has pigtaails.

S	V	K
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

1. the stars twinkled.
2. I thought a mile.
3. Pat hates liver
4. scott fed his snake.
5. The snake bit Scott

LEARNING SHEET 3A

Writing Simple Sentences with Action Verbs

Name _____
Date _____

INSTRUCTIONS:

- Use the PENS Strategy to write five sentences that:
 - Have a subject
 - Have an action verb
 - Have a capital letter at the beginning
 - Have end punctuation
 - Make sense
- Mark each verb with a "V" and each subject with an "S."

EXAMPLE: ^S ^V
I like chocolate.

S	V	K
☐	☐	1. _____
☐	☐	2. _____
☐	☐	3. _____
☐	☐	4. _____
☐	☐	5. _____

LEARNING SHEET 3B

Writing Simple Sentences with Action Verbs

Name _____
Date _____

INSTRUCTIONS:

- Use the PENS Strategy to write five sentences that:
 - Have a subject
 - Have an action verb
 - Have a capital letter at the beginning
 - Have end punctuation
 - Make sense
- Mark each verb with a "V" and each subject with an "S."

EXAMPLE: ^S ^V
Cali plays basketball.

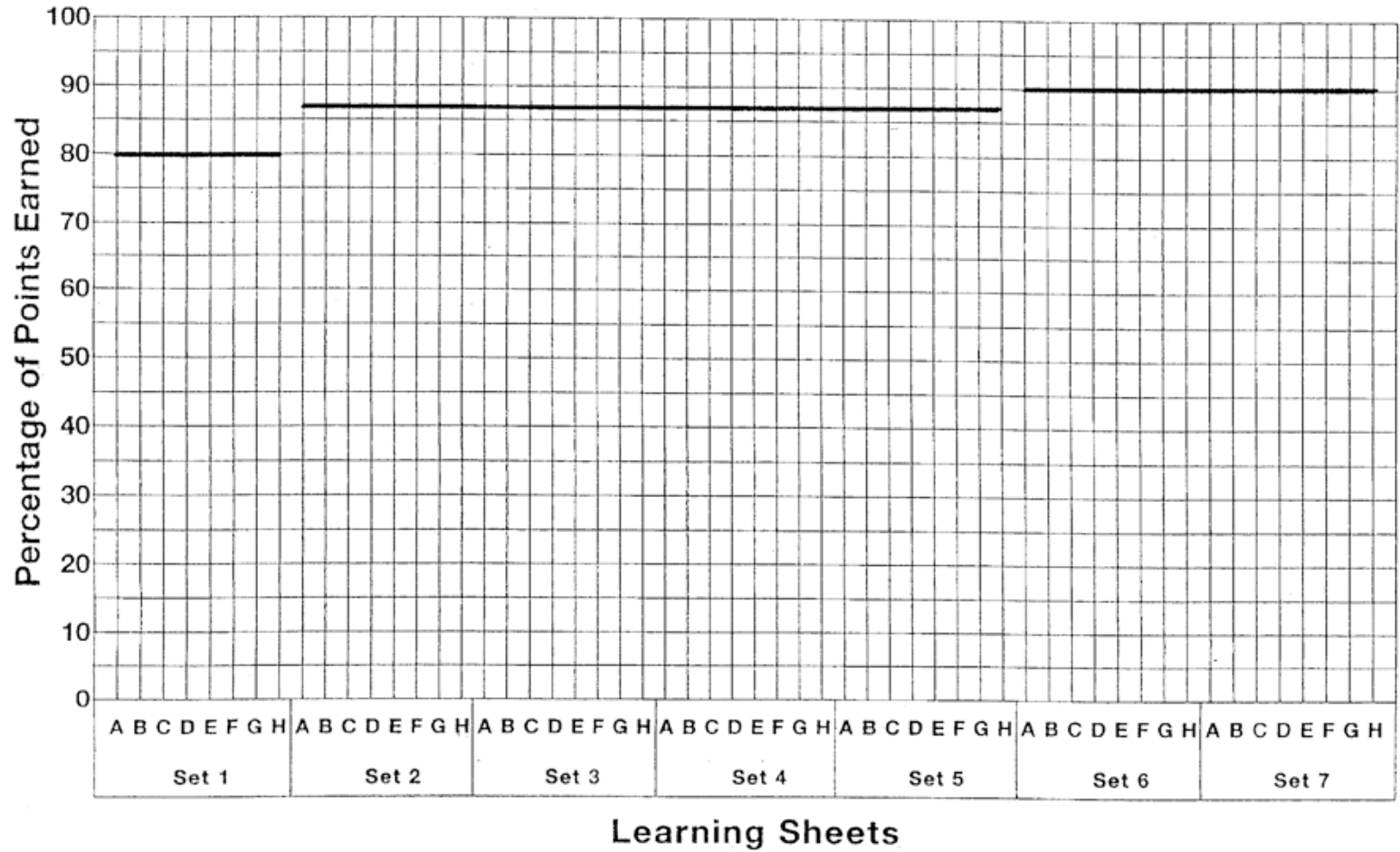
S	V	K
☐	☐	1. ^S ^V will plays football.
☐	☐	2. Amy skips on her way home
☐	☐	3. Judy jumps rope.
☐	☐	4. The team went home.
☐	☐	5. I want supper.

Percentage Chart for Fundamentals

# Correct	%(5)	%(10)	%(15)	%(20)	%(25)
1	20	10	7	5	4
2	40	20	13	10	8
3	60	30	20	15	12
4	80	40	27	20	16
5	100	50	33	25	20
6		60	40	30	24
7		70	47	35	28
8		80	53	40	32
9		90	60	45	36
10		100	67	50	40
11			73	55	44
12			80	60	48
13			87	65	52
14			93	70	56
15			100	75	60
16				80	64
17				85	68
18				90	72
19				95	76
20				100	80
21					84
22					88
23					92
24					96
25					100

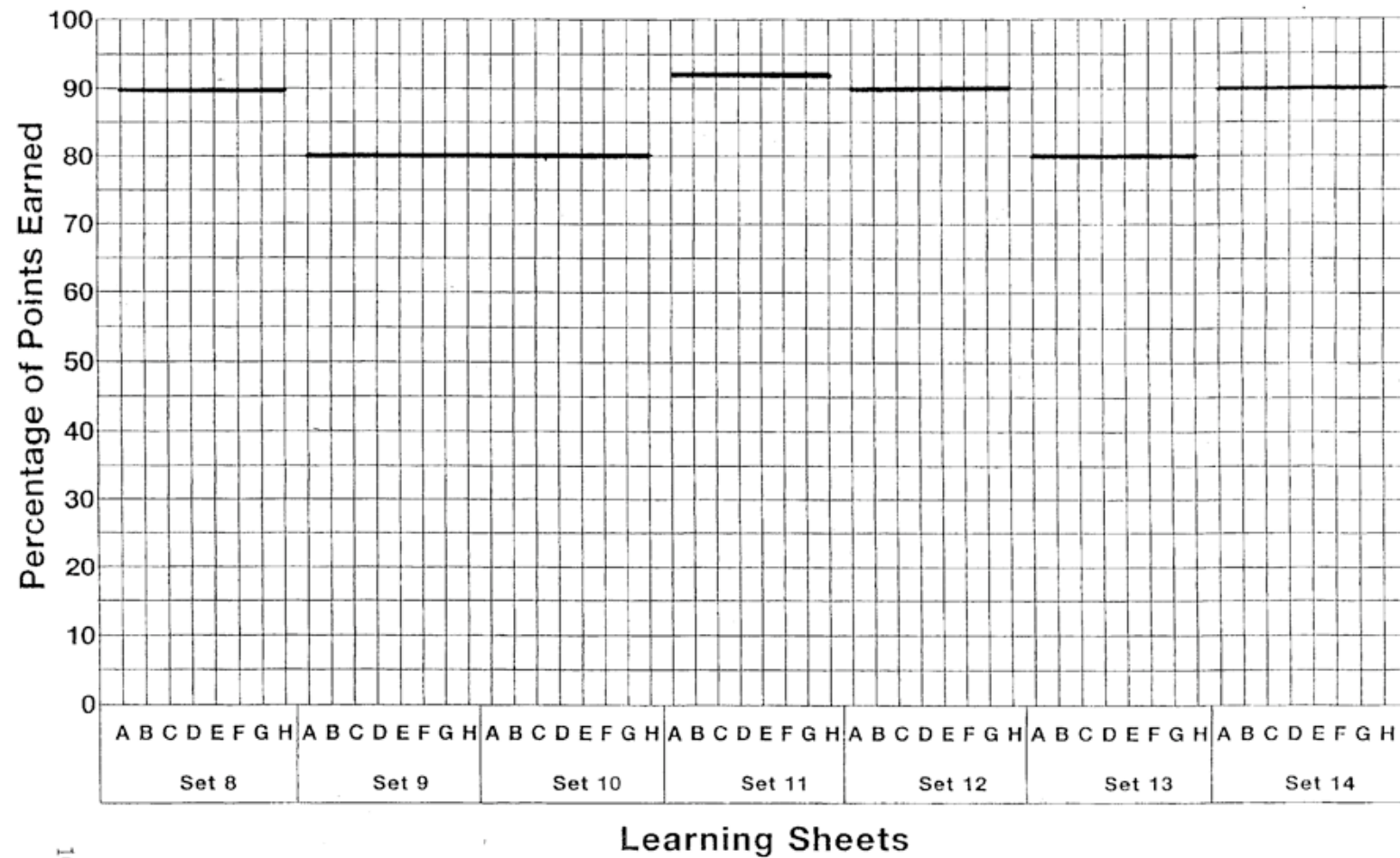
Student's Name _____

The Sentence Writing Strategy Progress Chart



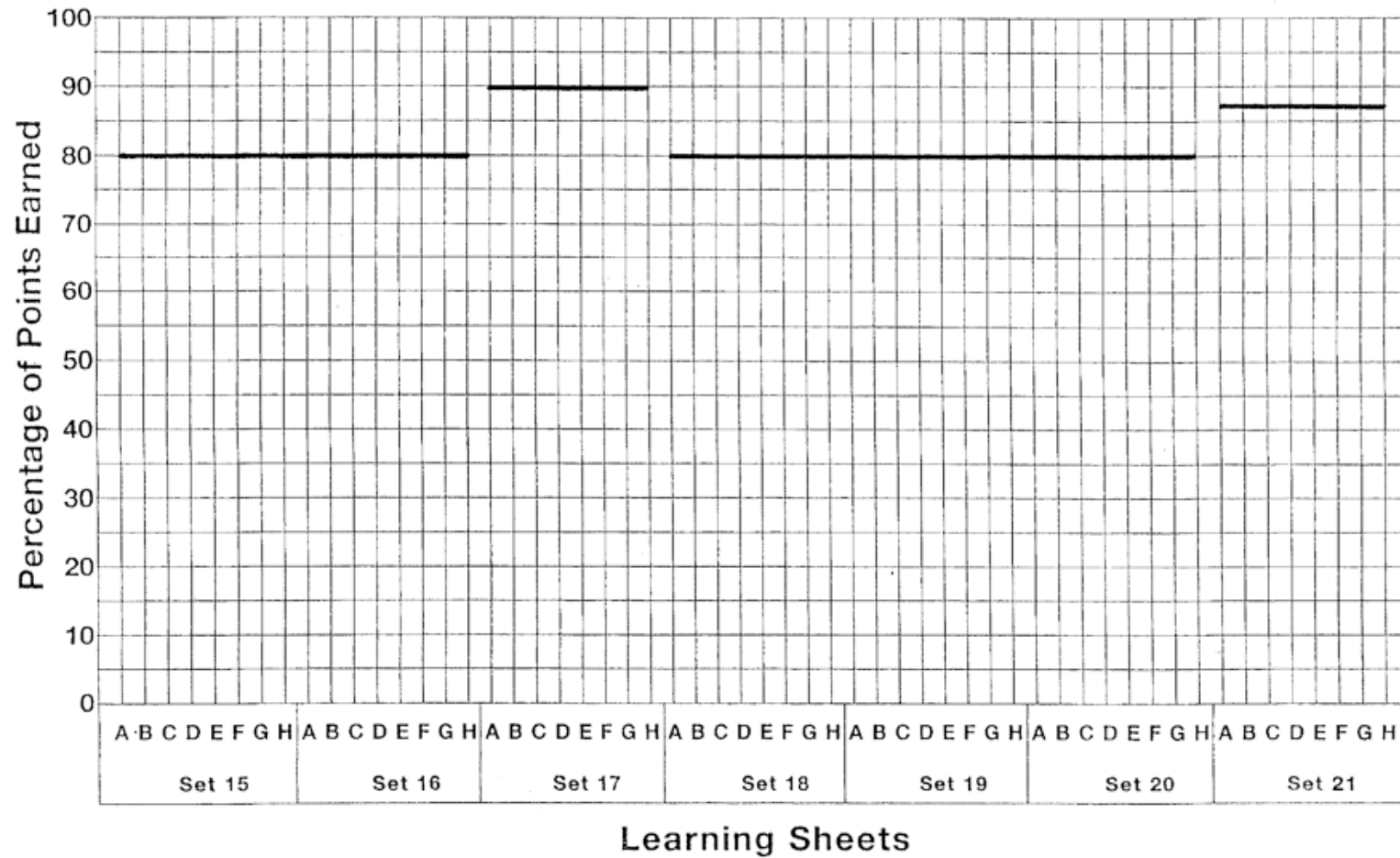
Student's Name _____

The Sentence Writing Strategy Progress Chart (cont.)



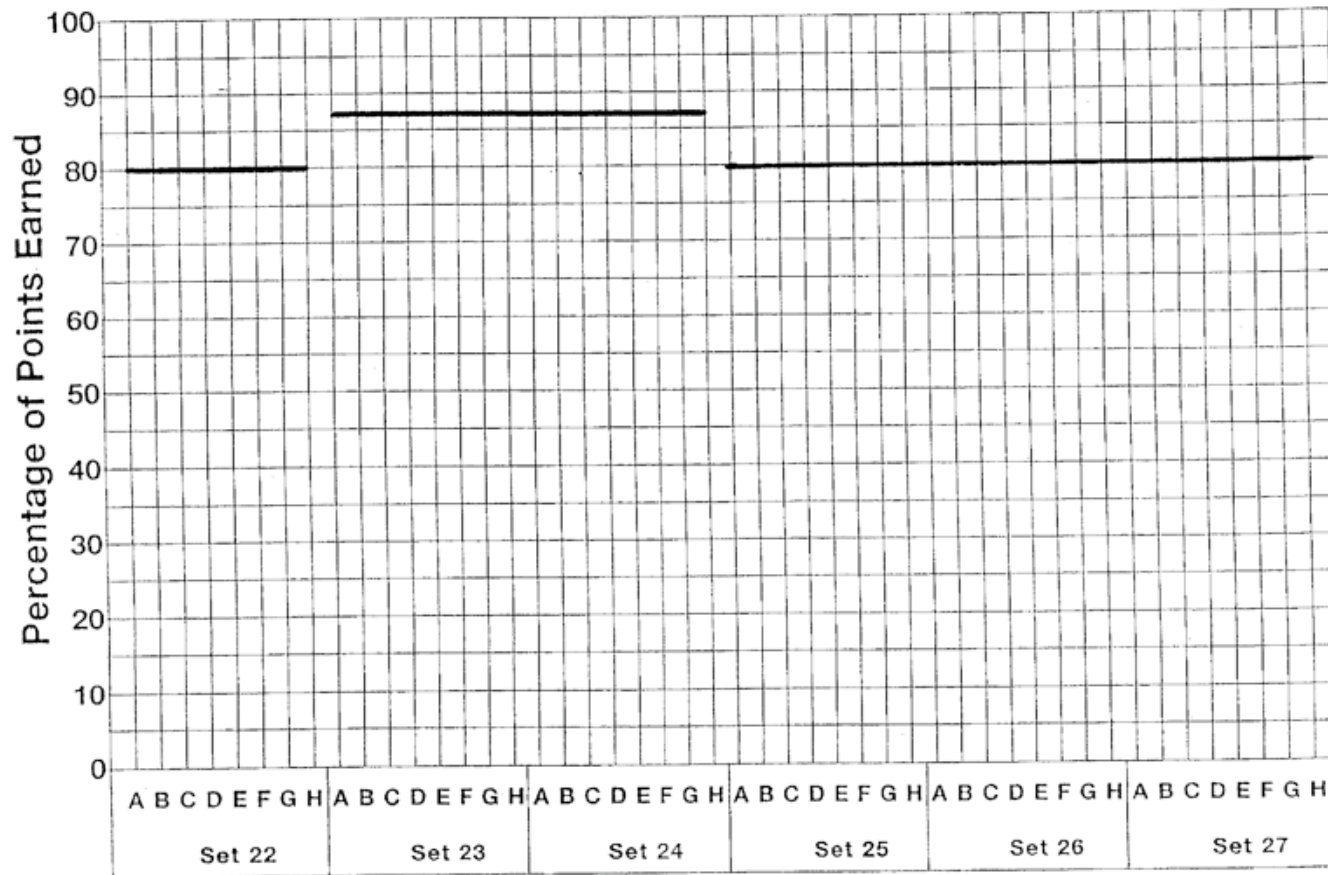
601

The Sentence Writing Strategy Progress Chart (cont.)



Student's Name _____

The Sentence Writing Strategy Progress Chart (cont.)



Learning Sheets

111

INFINITIVE

Any verb that has the word *to* in front of it is an infinitive. An infinitive is never the verb of the subject.

Examples

to go	to do
to buy	to sell
to be	to want

Chad hoped to go sledding.

TYPES OF SIMPLE SENTENCES

SV "One person doing one thing"

SSV "Two people doing one thing"

SVV "One person doing two things"

SSVV "Two people doing two things"

Cornell Notes

Teacher Tips

- ◆ Give students a lecture on “How to take Notes”, using the Cornell format on an overhead, modeling effective notes, and having all students record the information.
- ◆ Students can practice abbreviating their words while you give a brief lecture share notes after the lecture to compare abbreviations.
- ◆ Consider running off Cornell format paper, front and back, in various colors.
- ◆ Allow students to select a color for each academic content class, keep all notes for that class in the same color to foster organization.
- ◆ Give an open-notes quiz on How to Take Notes and/or other topics.
- ◆ Encourage students to think about which class it might be easiest for them to take notes, and start there. Remind students that when they are focusing intently on taking good notes, for a short time their focus on the class content will be less. This is natural and happens whenever we learn something new. With practice, taking notes will become second nature as they focus on the class content.
- ◆ Explain to students that the in-class portion of note-taking accounts for only a part of the learning time. It is important to review their notes within 24 hours, compare lecture notes to book notes, look for inaccuracies and/or incomplete notes, write questions to help them study (Questions will be discussed in detail in the next section), keep their notes organized, and review their notes periodically.
- ◆ Have students practice taking Cornell notes only at first, then teach how to write questions separately, then teach how to write summaries separately.
- ◆ Each of these concepts takes some time to master, so be patient and look for improvement.
- ◆ Display examples of quality notes on the overhead. Display examples of incomplete or inaccurate notes for students to brainstorm how to review/revise notes.
- ◆ Display examples of quality reflections/ summaries on the overhead, preferably from your class. Display examples of poor quality, limited, or incorrect reflections/ summaries and have students give suggestions on how to improve. At a staff meeting, teach all teachers Cornell note style, encourage note-taking schoolwide.

The Cornell Notetaking System

What are the advantages?	Three Advantages 1. It is a method for mastering information, not just recording facts. 2. It is efficient. 3. Each step prepares the way for the next part of the learning process.
What materials are needed?	Materials: 1. Loose-leaf paper to be kept in binder. 2. 2-1/2 inch column drawn at left-hand edge of each page to be used for questions or summary statements.
How should notes be recorded?	During class, record notes on the right-hand side of the paper: 1. Record notes in paragraphs, skipping lines to separate information logically. 2. Don't force an outlining system, but do use any obvious numbering. 3. Strive to get main ideas down. Facts, details, and examples are important, but they're meaningful only with concepts. 4. Use abbreviations for extra writing and listening time. 5. Use graphic organizers or pictures when they are helpful.
How should notes be refined?	After class, refine notes: 1. Write questions in the left column about the information on the right. 2. Check or correct incomplete items: • loose dates, terms, names • notes that are too brief for recall months later 3. Read the notes and underline key words and phrases. 4. Read underlined words and write in recall cues in the left-hand column (key words and very brief phrases that will trigger ideas/facts on the right). These are in addition to the questions. 5. Write a reflective paragraph about the notes at the bottom of the page. 6. If possible, compare notes with a study buddy.
What are the ways to recite notes?	Recite notes three ways: 1. Cover up right side of page. Read the questions. Recite information as fully as possible. Uncover the sheet and verify information frequently (single, most powerful learning tool!) 2. Reflect on the organization of all the lectures. Overlap notes and read recall cues from the left side. Study the progression of the information. This will stimulate categories, relationships, inferences, personal opinions/experiences. Record all of these insights! <i>REFLECTION = KEY TO MEMORY!!</i> 3. Review by reciting, reflecting, and reading insights.
What are the five steps of this system?	This system in brief: 1. Record lectures in the main column. 2. Refine lectures with questions, corrections, underlining, recall cues, graphics and pictures. 3. Recite by covering main column and expanding on recall cues - then verify. 4. Reflect on organization by studying all cues. 5. Review by repeating recite and reflect steps.

Advice for Using the Cornell System

FORMAT for notes	◆ Write the date, class, topic of notes, source of notes (e.g., lecture, book, film) and page number for each page of notes at the top of a page of lined paper. ◆ Mark a wide left margin (approx. 1/3 of page). ◆ Consider the left-hand column the place for study questions and main ideas. ◆ Consider the right-hand column the place for specific information. ◆ While taking notes, write in the right-hand column. ◆ Use abbreviations. ◆ Paraphrase to capture content but simplify writing ◆ Use symbols (arrows, circles, underlining) or highlight important ◆ Information; ideas/words that are unclear, relationships between ideas/information. ◆ Include graphics (e.g., diagrams, charts) when relevant. ◆ Skip lines between ideas. ◆ Within 24 hours of taking notes, develop study questions and identify main ideas about specifics in right-hand column; write study questions/main ideas in the left hand column.
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TAKING NOTES: SOME TIPS

Be an active listener Be aware of lecturer/speaker organization	◆ Think about what is being said. ◆ Think about how what is being said relates to other points in the lecture, ideas from discussion/reading/other subjects. ◆ Ask questions. ◆ Listen for the speaker to forecast organization of the lecture (e.g., phrases like "Today I want to talk about," or "By the end of this lecture, you should be convinced that . . ◆ Look for lecture outlines on the board or handouts. ◆ Use arrows/lines/circles/numbers to connect related ideas.
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TAKING NOTES: SOME TIPS

Use the speaker's style to identify important points	◆ Become familiar with the speaker's style. ◆ Listen for important points that might be emphasized when the speaker: • pauses or slows down • repeats a point • modulates the volume of her/his voice • uses introductory phrases (e.g., "The four main points are" or "Note the relationship") • writes on the board • gestures or uses visual aids
Keep up with the speaker Example:	◆ Write only the important ideas such as names, places, dates, events, examples, terms, definitions, causes, effects, evaluations, cross references; make it brief but clear. • <i>Speaker says:</i> "Hippocrates, a Greek who is considered to be the Father of Medicine, was born on the island of Cos in 460 B.C." • <i>Notes say:</i> "Hippocrates (Gr.) Father of Med. B. Cos 460 B.C." ◆ Use abbreviations for familiar words • <i>Speaker says:</i> "George Washington was not, in a sense, America's first president." • <i>Notes say:</i> "G. Wash. Not Am's 1st Pres.?"
Be alert to the speaker's stance	◆ Some lecturers attempt to persuade as well as inform listeners; when applicable, note ideas/references/opinions that provide insight into the speaker's point of view.
Review notes shortly after a lecture	◆ Develop study questions and identify main ideas. ◆ Fill in details for clarity. ◆ Look up and add the definitions of new words/terminology. ◆ Identify information that is unclear and/or questions that need to be answered; write and mark questions in the text of notes or at the end where they will be easily found; get answers to the questions from other students and/or the speaker. ◆ Add symbols to highlight important ideas and key words. ◆ Delete irrelevant information. ◆ Review the overall organization of the material; add symbols to make the organization clear or rewrite for clarity as needed.

	◆ Write a summary of the significant ideas.
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TAKING NOTES: SOME TIPS

Make use of the format	◆ Spread out or hold notes so that right side of page is covered; review ideas and answer study questions from the left-hand column; use right-hand specifics as an answer key. ◆ Engage in an oral quiz with others using study questions from the left-hand column. ◆ Cover the right hand column of specifics with blank paper; write out answers to the left hand study questions and explanations of main ideas.
Write	◆ Write summaries of the most important material in the notes. ◆ Write summaries of material as yet unlearned. ◆ Write anticipated test questions beyond those already in the left hand column and write answers to the questions. ◆ Look over notes frequently to keep information and questions still unanswered fresh in mind.
Review	◆ Recite information from notes. ◆ Exchange notes with others to flesh out information and understanding. ◆ Use notes in study groups to provide a common ground of material for reference and review.

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SIMPLE SENTENCES SERIES #4 EVALUATION FORM

Student's Name _____		Date _____
Yes	No	
_____	_____	Product contained at least six sentences.
_____	_____	Each sentence had a subject and a verb.
_____	_____	Each sentence began with a capital.
_____	_____	Each sentence had proper end punctuation.
_____	_____	Every sentence was about the topic.
_____	_____	Every sentence made sense.
The product contained at least one of each of the following sentence types.		
_____	_____	S V
_____	_____	SS V
_____	_____	S VV
_____	_____	SS VV
		<u>Mastery: 100%</u> Yes _____/10 _____%

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Fundamentals in Sentence Writing

* BEFORE YOU SCORE...6 sentences and all 4 sentence types must be present

Pretest Date _____
Posttest Date _____

Teacher _____ Class _____

M	Pretest				Posttest				Pretest				Posttest					
	A	R	K	M	A	R	K	M	A	R	K	A	R	K	M	A	R	K
100																		
90																		
80																		
70																		
60																		
50																		
40																		
30																		
20																		
10																		
0																		

Student names _____

M	Pretest				Posttest				Pretest				Posttest					
	A	R	K	M	A	R	K	M	A	R	K	A	R	K	M	A	R	K
100																		
90																		
80																		
70																		
60																		
50																		
40																		
30																		
20																		
10																		
0																		

Student names _____

aversdorf 2002

The Fundamentals in Sentence Writing Strategy

☐	I have identified at least one student who could benefit from the strategy.
☐	I have copies of the following: ____ Progress Chart ____ Cue Cards ____ Learning Sheets for Lesson 1 ____ Learning Sheets for Lesson 2 ____ Learning Sheets for Lesson 3 ____ Learning Sheets for Lesson 4 ____ Learning Sheets for Lesson 5 ____ Learning Sheets for Lesson 6 ____ Learning Sheets for Lesson 7 ____ Learning Sheets for Lesson 8 ____ Learning Sheets for Lesson 9 ____ Learning Sheets for Lesson 10 ____ Learning Sheets for Lesson 11
☐	I have materials to create a notebook for the student ____ Pretest materials ____ 3-ring binder ____ Assignment sheet
☐	My instructional plan for teaching this strategy involves the following steps: 1. 2. 3. 4. 5.

Fundamentals Scavenger Hunt

Can define SUBJECT	Can explain what MARK OUT IMPOSTER means.	Can explain ADJECTIVE
Can explain: P E N S	Can define INFINITIVE	Can define PREPOSITION
Can list 4 SIMPLE SENTENCE FORMULAS	Can explain: M A R K	Can explain difference between ACTION VERB and LINKING VERB
Can define COMPOUND SUBJECT	Can define VERB	Can list 5 REQUIREMENTS for a SENTENCE
Can write SSV sentence	Can define COMPOUND VERB	Can write SV sentence with an infinitive