



List of TWR Activities

Sentences

Sentences & Fragments

- Given a list of fragments & sentences, identify fragments & sentences
- Given a list of fragments, convert fragments into sentences
- Given a list of fragments & sentences, identify fragments & sentences, convert fragments into sentences, and add proper punctuation & capitalization to sentences
- Given a ¶ with 1-2 embedded fragments, identify fragments & convert into sentences

Scrambled Sentences

- Unscramble sentences & add proper punctuation & capitalization

Run-on Sentences

- Given a list of run-ons, convert into sentences
- Given a ¶ with 1-2 embedded run-ons, identify & convert run-ons into sentences

Sentence Types

- Identify sentence types (statement, question, exclamation, command)
- Add the correct punctuation to sentences
- Write 1 of each sentence type for an image, topic, text or salient term
- Write statements &/or questions for an image, topic, text or salient term

Developing Questions

- Write questions for an image, topic or text
- Using expository terms, write commands for an image, topic or text (e.g. *Justify the...*)
- Write a question for a given answer

Basic Conjunctions (because, but, so)

- Given a sentence stem, complete sentence using *because, but, so* (3 separate sentences)
- Given a salient term / *because, but* or *so*, write a sentence (e.g. *diffusion/so*)

Sentences (cont.)

Subordinating Conjunctions

- Given a sentence stem that begins w/a subordinating conjunction, complete sentence (e.g. *Although it rained, _____*)
- Given a subordinating conjunction / salient term, write a sentence (e.g. *Since/school*)

Appositives

- Identify appositives in sentences
- Match appositives to nouns/noun phrases
- Fill-in appositives in sentences from a bank
- Fill-in appositives in sentences (w/o bank)
- Brainstorm appositives for a given noun/noun phrase
- Given an appositive, write a sentence using the appositive (e.g. *a young boy - Brian, a young boy, is in a plane crash.*)
- Given a subject (noun or noun phrase), write a sentence using an appositive to describe the subject (e.g. *The sun - The sun, a sphere of hot plasma, is at the center of the Solar System.*)

Sentence Combining

- Combine 2-4 short, declarative sentences, w/ specific cues (e.g. "Use *Since*")
- Combine 2-4 short, declarative sentences, w/general cues (e.g. "Use a subordinating conjunction")
- Combine 2-4 short, declarative sentences (w/o cues)

Sentence Expansion

- Given a list of words, identify question word answered by each word (e.g. *farm - where*)
- Given a sentence, identify the question word(s) answered by the underlined part of the sentence (e.g. *Maria caught up by running. - who / how*)
- Given a list of kernel sentence and their expanded sentences, identify question words answered to expand the sentences
- Expand a kernel sentence by answering "When," "Where," &/or "Why"
- Expand a kernel sentence by answering "Who," "What" &/or "How" (in addition to "When," "Where," &/or "Why")
- Expand a kernel sentence to create a caption for an image

Note-taking

- Convert sentences into key words & phrases, abbreviations & symbols (KPAS)
- Convert KPAS into sentences
- Underline key words & phrases in a text
- Underline key words & phrases in a text, & annotate w/KPAS

Summaries

- Complete a Summary Sentence about a given text or image using the question words
- Complete an SPO to summarize a given text
- Complete a Combined Outline to summarize a given text

Single-Paragraph Outline (SPO)

- Complete an SPO as a class
 - Teacher may begin by:
 - Providing TS, or
 - Providing topic & categories, or
 - Leading a brainstorm of details & then categorizing details
- Given a list of 2-5 sentences, identify TS & supporting detail sentence(s) (SD)
- Given a list of 5 sentences, identify TS & sequence supporting detail sentences (1, 2, 3, 4)
- Given TS, write details (w/ or w/o cues) on SPO
- Given topic, write TS in 3 ways (sent. type, sub. conj., appos.)
- Given supporting details on an SPO, write TS
- Given 1 TS, select its 4 supporting details (in note form) from a longer list
- Given 2 TSs, sort list of supporting details (in note form) to most appropriate TSs
- Given a list of sentences, label TS, label supporting detail sentences (SD), & eliminate irrelevant detail sentence(s)
- Given a paragraph, eliminate 1-2 irrelevant detail sentence(s)
- Given SPO w/TS & details, write CS in 3 ways (sent. type, sub. conj., appos.) or w/concluding transition
- Given ¶, deconstruct into an SPO
- Given SPO, write ¶
- Given topic or prompt, write SPO (i.e. Write SPO independently)
- Given topic or prompt, write SPO & ¶ (i.e. Write SPO & ¶ independently)

Multiple-Paragraph Outline (MPO)

- Complete MPO as a class
- Complete MPO for an Interview, Book Report or Critical Review (may or may not convert into an expository piece)
- Given topic, Thesis Statement (T), & categories, fill in details
- Given topic & T, fill in categories & details
- Given topic or prompt, write T
- Given topic or prompt, write T & determine categories for a topic ("set up" MPO)
- Given topic or prompt, write T, fill in categories, & fill in details (i.e. Complete MPO independently)
- Given T & completed introduction & conclusion, complete MPO & write body of composition
- Given completed MPO & introduction & conclusion, write body of composition
- Given topic or prompt, complete MPO & write introduction, body & conclusion of composition (i.e. Complete MPO & composition independently)

Introduction (GST)

- Identify General Statement (G) & Specific Statement (S)
- Identify G, S, & T (Thesis Statement)
- Given S & T of an introduction, write G
- Given G & T of an introduction, write S
- Given T of an introduction, write G & S
- Given topic or prompt, write T
- Given topic or prompt, write T, then G & S (i.e. Write introduction)

Conclusion (TSG)

- Given T, rephrase as new T
- Given MPO & introduction, rephrase T & write new S
- Given MPO & introduction, rephrase T, write new S & new G (i.e. Write conclusion)

Revision

Improve Topic Sentences

- Improve TS using the 3 ways (sent. type, sub. conj., appos.)

Vary Vocabulary

- Vary vocabulary in a sentence by using synonyms &/or more precision (e.g. He was a good leader, *brilliant, insightful, etc.*)

Transitions

- Given a lead-in sentence & next sentence that begins w/a blank, fill in blank w/a transition (e.g. New York City has many great museums. _____, the Metropolitan Museum of Art is a favorite of tourists.) (w/ or w/o a blank)
- Given a ¶, fill in blanks w/transitions (w/ or w/o a blank)
- Given a lead-in sentence & next sentence that begins w/a transition, complete the second sentence (e.g. The Tea Act angered some colonists. Consequently, _____)
- Given a lead-in sentence, write the sentence that follows, beginning w/a transition (e.g. The Tea Act angered some colonists. _____) (w/ or w/o a blank)
- Given time and sequence transitions, complete sentences describing a sequence (e.g. First, _____. Next, _____. Etc.)
- Complete an SPO w/transitions provided as cues

Unelaborated Paragraph

- Revise an Unelaborated Paragraph w/specific directions (e.g. Improve TS by adding an appositive), w/general directions (e.g. Improve TS), or w/o directions

Independent Revision

- Revise based on teacher's explicit feedback (e.g. Add appo., Vary vocab., etc.), based on a checklist, or independently