

Tips for TWR Activities

Tip for ALL TWR Activities: Create an anticipated response before creating a student-facing worksheet

Sentences & Fragments

- Students must be able to keep fragment intact
- Avoid giving a subject and predicate as a fragment (e.g. "people can")
- Avoid giving "fragments" that could also be commands (e.g. "recycle plastic")
- Do not capitalize or punctuate fragments in a list (DO if they are in a paragraph)
- Initially, give either subjects or predicates as fragments (later you can provide prepositional phrases & dependent clauses)
- Remind students that complete sentence should *not* be copied exactly from text

Basic Conjunctions (because, but, so)

- Make sure stem works w/each conjunction!
- "but" should show a contrast or change of direction from stem
- "so" should show an effect or result of stem, not a "so that" & "so" should not be used as a modifier (e.g. "so much")
- Include a COMMA before "but" & before "so"
- Line should directly follow conjunction
- Repeat stem 3x

Scrambled Sentences

- Keep it simple—avoid too many function words (e.g. "a," "the," "of," "in," etc.)
- Provide 7-12 words
- No initial capitalization or end punctuation (DO capitalize proper nouns)
- Make sure # of words in student-facing material matches # in anticipated response
- Scaffold: Bold or provide first word (don't capitalize)
- Ideally, sentence can be unscrambled in only 1 way

Subordinating Conjunctions

- Provide students w/a dependent clause that begins w/1 of top 10 subordinating conjunctions: After, Before, If, While, Although, Even though, Unless, Since, When, Whenever
- Make sure to include a COMMA after the dependent clause
- Capitalize subordinating conjunctions when presenting them to students
- Place subordinating conjunctions at *beginning* of sentences

Sentence Types

- Don't ask for an exclamation &/or command if it does not work (You can ask for an additional statement &/or Q instead)
- Remind students to start a command w/a verb ("Please" test)

Developing Questions

- Consider using expository terms in place of Qs
- Qs for a given answer should be precise (e.g. "Who was *the sixteenth* president?" instead of "Who was a president?")

Appositives

- Appositive = noun, noun phrase or noun clause
- Initially, students can start w/ "a," "an," "the"
- Appositives don't start w/ "who," "whose," "which," "that"
- Initially, present examples that use an appositive after subject of sentence (later, students can use them in other positions)

Sentence Combining

- Initially, provide 2 or 3 short, declarative sentences
- Provide cues if needed (e.g. *Use an appositive* or *Use a subordinating conjunction*)
- Be deliberately redundant (e.g. *Jemma ran. Mark ran.*)

Note-taking

- At first, have students convert sentences to notes, then vice versa
- Model! Incorporate note-taking into classroom notes, PPTs, etc.
- Remind students: dotted lines = key words & phrases, abbreviations & symbols
 - Limit function words (e.g. "a," "the," "of," "in," etc.)
- Remind students not to break up thought clusters ("over-slash")
- If students are struggling, just focus on key words & phrases
- If students are struggling, focus on 1 symbol at a time

Sentence Expansion

- Kernel ≠ command or fragment
- You do **not** have to ask all the Q words (typically 3-4)
- If asking “Who” or “What,” kernel must have a pronoun (e.g. “he,” “it,” etc.)
- Answer to “How” should be an adverb (“slowly”) or a process (“by riding @ night”)
- Students should **not** be asked to create kernels, nor be asked to select Q words to answer
- Dotted lines = key words & phrases, abbreviations & symbols
 - Limit function words (e.g. “a,” “the,” “of,” “in,” etc.)
 - Use symbols & abbreviations when appropriate
- Expanded Sentence:
 - Include all answers to the Q words in expanded sentence; don’t **add** words (except function words)
 - Keep kernel intact (only exception = replacing a pronoun)
 - Begin expanded sentence w/ the “When” if asked
 - Answer each Q word in reference to kernel:
She passed.
How: ~~by studying~~ [answer is how she passed]

Single-Paragraph Outline

- SPO = tool for a SINGLE paragraph
- Don’t alter format of SPO (cues can be provided as initial support)
- TS & CS should each be one complete sentence
- Students should vary their use of “the 3 ways” in TS/CS (sent. type, sub. conj., appos.)
- Dotted lines = key words & phrases, abbreviations & symbols
- Model! Students benefit from seeing the whole SPO modeled
- Practice SPO Scaffolding Activities before asking students to complete SPOs independently
- Return to SPO Scaffolding Activities as needed

SPO Scaffolding Activities

- When asking students to brainstorm, provide topic that can generate at least 12-15 details
- When asking students to sequence, write details w/a clear sequence & clues (transitions, pronouns, etc.)
- When asking students to match details to the appropriate TS, make sure TSs are different, but not **so** different as to be obvious
- When providing a paragraph to be deconstructed into an SPO, paragraph should be exactly 6 sentences, model use of the 3 ways for TS & CS, & have detail sentences that elicit use of symbols

Summary Sentence

- Initially, establish subject (Who or What) **with** students
- Begin answer to “(did/will do) What” w/ a verb
- Answer Q words in relation to the “Who/What” (subject) & “(did) What” (predicate)
- Answer to “How” should be an adverb (“slowly”) or a process (“by riding @ night”)
- All Q words do **not** need to be answered (can put “N/A”)
- Dotted lines = key words & phrases, abbreviations & symbols
 - Limit function words (e.g. “a,” “the,” “of,” “in,” etc.)
 - Use symbols & abbreviations when appropriate
- Summary Sentence:
 - Include all answers to the Q words in Summary Sentence; don’t **add** words (except function words)
 - Begin expanded sentence w/ the “When” if asked
- Students should have plenty of practice w/Expansion **before** writing Summary Sentences
- Text selection is important! Make sure text is not overly simplified

Varying Vocabulary, Improving TS & Transitions

- Be clear about the difference btwn. a “synonym” & a word that is more “precise”
- Make sure TS given to students to improve is **simple**
- When asking students to complete a sentence that begins w/a transition, always provide lead-in sentence
- Beware of over-use of transitions

Unelaborated Paragraph

- Use “kernels” & pronouns (e.g. “They signed it.”)
- Don’t provide examples
- No errors in punctuation, grammar, spelling, or mechanics
- No more than 6 sentences
- Provide plenty of room for annotation/revision
- Initially, provide specific instructions

Multiple-Paragraph Outline

- MPO = tool for a COMPOSITION
- Model! Students benefit from seeing whole MPO modeled
- Don’t alter format of MPO
- Thesis Statement (T) = only full sentence on MPO (No TSs!)
- T should be @ TOP of outline
- T should always be given to (or written by) students BEFORE the MPO is completed (can be a “working” Thesis)
- Students should only be asked to come up with G &/or S AFTER they have been given (or written) T
- Return to SPO (or Transition Outline) if MPO is too difficult (if students still need to write out TS/CS or are not using note-taking effectively, they are not ready for MPO)

