

Writing Matters
Developing Sentence Skills in Students of All Ages
Guided Notes and Activities

Guiding Question 1: *What is Writing Matters?*

- Writing Matters stresses the importance of e_____ instruction that is focused on s_____ level composition using a structured approach.
- Grammar is embedded instead of taught in i_____.

Guiding Question 2: *How is Writing Matters connected to research?*

- Sentences are the b_____ b_____ of writing.
- Effective sentence-level instruction includes:
 - Direct instruction of simple and complex sentences
 - Instruction in the components of sentences
 - Guided and independent p_____
 - Applied within own writing
- S_____ awareness is the conscious awareness of syntactic structure of sentences and the ability to manipulate them.
- Working on syntax within writing instruction has p_____ impacts on improving reading comprehension at the sentence-level.

- Explicit instruction breaks up learning into s parts decreasing the cognitive load.
- When presenting new information, students need opportunities for s practice.
- Content writing has proven to have a positive effect of learning in the c a.

Guiding Question 3: *What does Writing Matters look like in the classroom?*

- Lesson Components:
 - Warm-up of previously learned concepts
 - R of previously learned concept OR
 - Introduction of n concept
 - Activities
 - Wind-down
- Five-Point Instructional Strategy (see supplemental handout)
 - The Five-Point Instructional Strategy is...

Writing Matters Activities

Adjectives

Use the word bank to sort the adjectives by type.

positive	superlative	comparative

Word bank:

evil thirstier serious
more considerate lowest brightest
shortest hungrier coldest

Sentence Expansion

Barebones sentence: The cars raced.

When? _____

Where? _____

How? _____

Why? _____

Concession? _____

What kind? _____

Which one? _____

How many? _____

Expanded sentence: _____.

Clauses

A clause is a _____ of words with a _____ and its _____. A group of words missing one of these parts is called a _____ .

Phrase or Clause?

Determine if each group of words is a phrase or a clause.

1. Underline the subject and box the verb.
2. If the group of words is a phrase, tell whether it is missing a subject or a verb.

the tall <u>man</u>	phrase - no verb
walking very slowly	
after we eat dinner	
Jack laughs	
we finished the ice cream	
the very young calf	

Dependent or Independent Clause?

Label each clause as dependent or independent.

until the teacher arrives	
they have an answer	
we tried	
before the storm arrives	
even after he paid	
we enjoy movies	

Appositives

Select a **noun**, rename it, state a fact about it.

Mount Saint Joseph	Anita Archer	Thomas Jefferson
German Shepards	Maple trees	Cincinnati

Build an appositive with the sentence parts:

_____ often enough

_____ Mac Milham

_____ is also a family friend

_____ though we

_____ do not see him

_____ my doctor

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