WRITING MASTERCLASS

Dr Nathaniel Swain

THINK **FORWARD** EDUCATORS
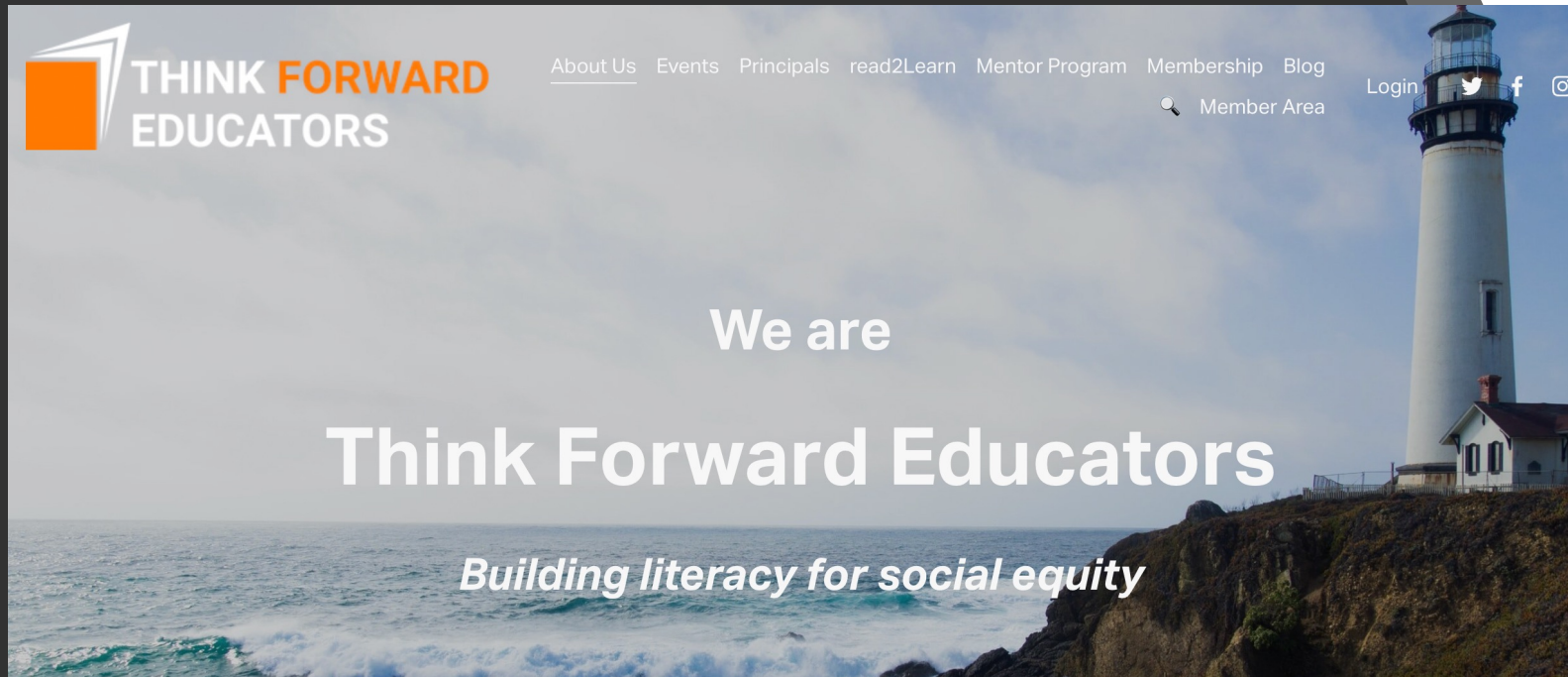
Fri 3 Mar 2023

Bullet-Proof Instruction for Writing Success

DR NATHANIEL SWAIN

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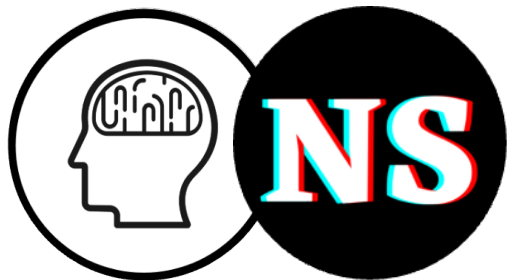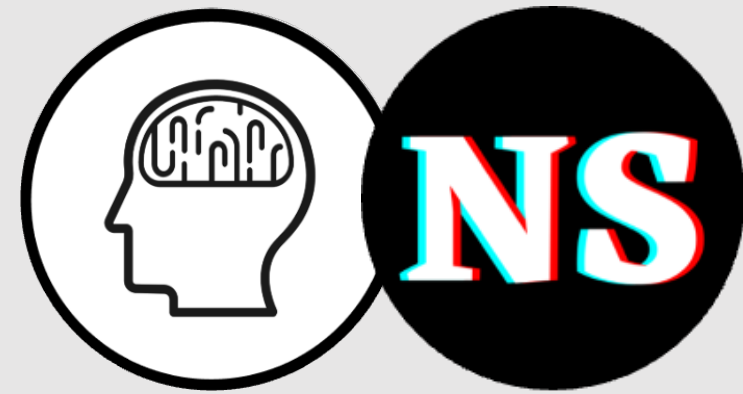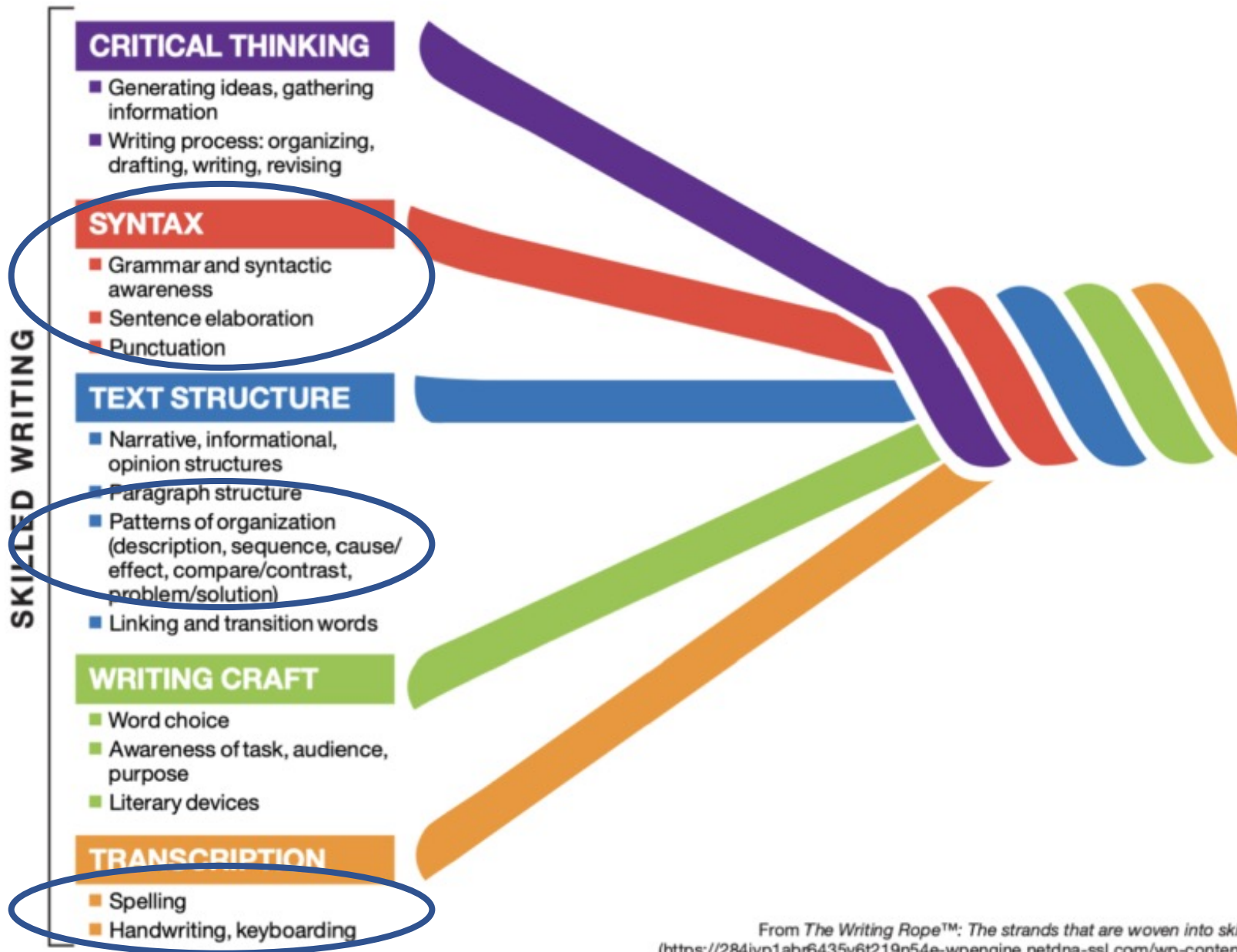
Key aspects of writing and common difficulties

The sentence is king!

What is Write2Learn?

Paragraphs and texts

The Writing Rope

SKILLED WRITING

CRITICAL THINKING
- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX
- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT
- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION
- Spelling
- Handwriting, keyboarding

Joan Sedita (2022)
Brookes Publishing

The Writing Revolution

A GUIDE TO ADVANCING THINKING THROUGH

WRITING IN ALL SUBJECTS AND GRADES
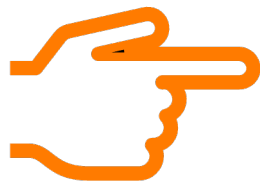
Judith C. Hochman
Natalie Wexler

FOREWORD BY Doug Lemov

Example problems - Reflection

- Run-ons, lack of punctuation
- Imprecise vocabulary
- Repetitive structure
- Unclear links between ideas
- Essays as all one paragraph

Once there was two Men walking then thay saw a city then they ran to the city. Then a cheeter saw the people and the cheater told the athors cheetors to come because the cheetor wanted to get the people then the cheetors bolted down the hill then the men saw the cheetors gaming on them. Then they got on the horse and went in the city then the cheeters started going threw peoples house. And then thay saw a motor bike and thay went to a bilding that was very far away and thay got in the house and a man locked the door so the cheeters can not come in and the bialding is made of stone and metle. and then there was an astroyed coming and the cheetors ran and never came back. But the astroyed kept on going then
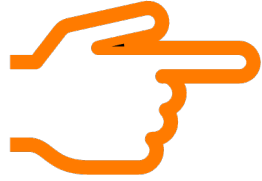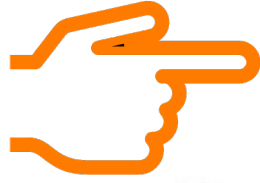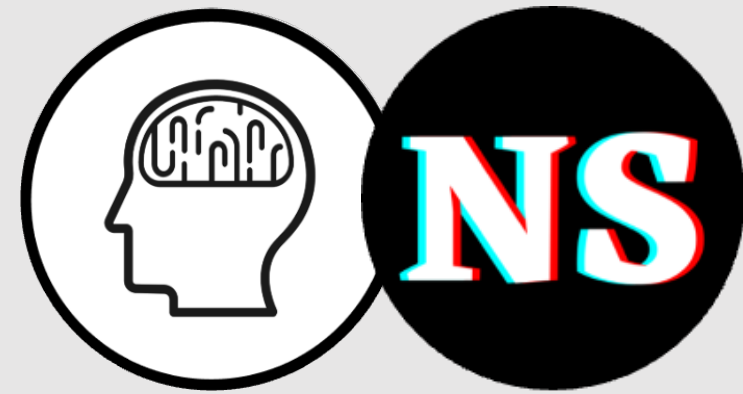
Without clear sentence boundaries …

the ideas are lost.

The people went on the mator bike and the astroyed smashed the man's house. And then there was a dragon swooping here and there the dragon was angry that the cheeters distroyed harf of the city then the dragon tried to smell were the cheeters where and the dragon went to the forest and the man's went to the city and fixed the city and wen the dragon came bace he saw that the city was fixed then the men said that thay fixed the city and he said wate can I do for you. The men said can we make a food store and the dragon said yes you can but you have to do it at the side of the city then the men started werking. then m

OVERVIEW

Key aspects of writing and common difficulties

The sentence is king!

What is Write2Learn?

Paragraphs and texts

What is a Sentence?

A sentence consists of a group of words that includes a subject (who) and a predicate (what) that expresses a complete thought (make sense).

A SUBJECT will contain a noun or a pronoun (a thing, person or place).

A PREDICATE will always contain a verb (something that shows an action).

Identify the subject in the following sentence.

Many people try to limit their waste to help the environment.

e.g. The dog barked.

This is a sentence.
It has a subject.
It has a predicate (verb).
It makes sense.

What is a fragment?

A fragment is a group of words that is not a complete sentence.

It usually lacks a subject (who), predicate (What – verb) or both.

The terrified cat

This is a **fragment**.
It has a subject (the terrified cat)
It does not have a predicate (verb).
It does not make sense.

Teacher and students read together.

Why is this sentence a fragment?

The swan in the lake.

This sentence is a fragment because...

Steps:
1. Read the passage.
2. Find the subject (who)
3. Find the predicate (verb, what)
If the passage doesn't contain a subject and a predicate then it is a fragment.

What is a fragment?

Why is this sentence a fragment?

The swan in the lake.

A fragment is a group of words that is not a complete sentence.

It usually lacks a subject (who), predicate (What – verb) or both.

This sentence is a fragment because **there is no predicate (verb).**

The terrified cat.

This is a fragment.
It has a subject (the terrified cat)
It does not have a predicate (verb).
It does not make sense.

Steps:
1. Read the passage.
2. Find the subject (who)
3. Find the predicate (verb, what)
If the passage doesn't contain a subject and a predicate then it is a fragment.

Let's fix some fragments

It's missing the
character!
WHO read the book?

The girl read the book quietly.

Bob plays tennis at night.

STEPS
1. Is there a character? And Action?
2. Is it a fragment?
3. Add the missing part to make a full sentence

Let's fix some fragments

The little girl reads on the iPad.

It's missing the action!
What is the little girl doing?

The kids draw pictures together.

STEPS
1. Is there a character? And Action?
2. Is it a fragment?
3. Add the missing part to make a full sentence

1-1

GUIDED PRACTICE

Complete sentence or run on

My lunch was packed in my school bag it was squashed.

STEPS:
Step 1: Read the sentence aloud.
Step 2: Find the subject and predicate; look for any additional subjects and predicates.
Step 3: If there
are more subjects or predicates, check if there is a conjunction linking
the sentences.

Complete sentence or run on

My lunch was packed in my school bag it was squashed.

Subject: My lunch
Subject: it
Predicate: packed in my school bag
Predicate: was squashed

It's a run on sentence!
Step 3: There are two clauses that are NOT joined by a conjunction.

He ran up the mountain as quick as a flash he was so tired.

STEPS:
Step 1: Read the sentence aloud.
Step 2: Find the subject and predicate; look for any additional subjects and predicates.
Step 3: If there
are more subjects or predicates, check if there is a conjunction linking
the sentences.

Model Left
Read example
Students complete

My lunch was packed in my school bag it was squashed.

Subject: My lunch
Subject: it
Predicate: packed in my school bag
Predicate: was squashed

It's a run on sentence!
Step 3: There are two clauses that are NOT joined by a conjunction.

He ran up the mountain as quick as a flash he was so tired.

Subject: He
Subject: he
Predicate: ran up the mountain
Predicate: was so tired

It's a run on sentence!
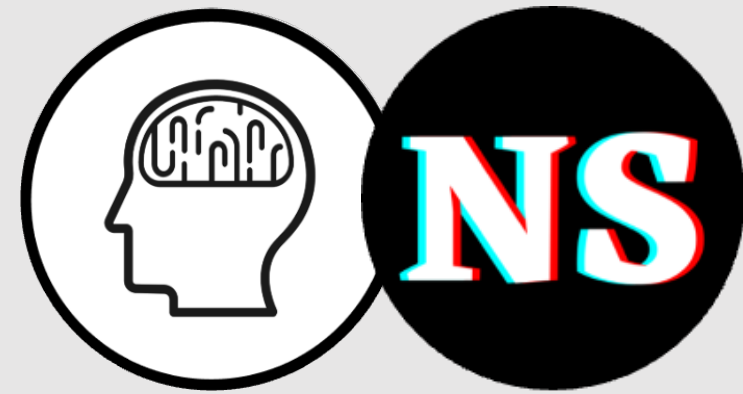Step 3: There are two clauses that are NOT joined by a conjunction.

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Step 1: Read the sentence aloud.
Step 2: Find the subject and predicate; look for any additional subjects and predicates.
Step 3: If there are more subjects or predicates, check if there is a conjunction linking the sentences.

OVERVIEW

Key aspects of writing and common difficulties

The sentence is king!

## What is Write2Learn?

Paragraphs and texts

Write2Learn - **The Writing Revolution Principles**

- Students need explicit instruction in writing, beginning in the early years.

- Sentences are the building blocks of all writing.

- When embedded into the content learning areas of the curriculum, writing instruction is a powerful teaching tool.

- The content of the curriculum should drive the writing activities.

- Grammar is best taught in context of student writing.

- The two most important phases of writing process are planning and revising.

- Introduce new writing strategies in everyday ideas (out-of-content), and then quickly embed these in knowledge from curriculum (in-content)

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + **Embedded Punctuation**	Skill Development (Paragraph & Text Composition)
Year 1	• Consolidate F grammar knowledge • Identify and define nouns and verbs • Types of nouns: common, proper, pronouns • Identify and define adjectives. Match them to common nouns (e.g. sharp knife, fast car, little girl) • Verbs (inflections: ing, ed, s) • Subject (the doer) and predicate (the action) • Identify sentence types: statements, questions • Conjunctions: and, but, because, so, or • Identify fragments and sentences • Identify and define adverbs. Match to common verbs (e.g. measure carefully, smile cheerfully). • Identify all sentence types: statement, command question, exclamation • Unjumble all sentence types	• Expand simple sentences (when? who/what? where?). e.g. She walked. --> One sunny day, a little girl walked up a mountain. • Expand simple sentences with an adjective (to describe the subject or object in the sentence) • Convert fragments to sentences • Edit sentences for boundary punctuation • More Sentence expansion (who, what, when, where, why, how) • Write simple sentence containing prepositional phrase (Before the show we went to the park.) • Develop questions given a picture of text material- who, what, where, when • Write compound sentences using and, but, so, or (I woke up late, so I missed the bus) • Complete because, but, so sentences from sentence stems (I woke up late because___) (I woke up late, but…) (I woke up late, so…) • Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after). e.g. After we clean our teeth___ • Complete sentences when provided with a sentence stem containing a subordinate conjunction (if, when). e.g. When the turtle crossed the finished line___ • Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after, if, when). • Combine 2 sentences using a conjunction (because, but, so, after, before, if) • Identify fragments vs. sentences (sentences must contain a subject and a predicate) • Covert fragments to sentences (sentences must contain a subject and a predicate) • Identify and define pronouns (= for nouns)- I, you, he, she, they, it, we, him, her, it, us • Combine two-short declarative sentences (compound subject). e.g. Mary went swimming. Bob went swimming. --> Mary and Bob went swimming. • Combine two-short declarative sentences (compound predicate). e.g. Mary ate apples. Mary ate bananas. --> Mary ate apples and bananas. • Expand simple sentences (who/what? where? how?) with an adverb (to describe a verb). e.g. She crept --> the little girl carefully crept to the kitchen. • Identify 4 sentence types: statements, questions, commands, exclamations • Develop sentences (statement, question, command, exclamation) based on a picture or story • Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after, if, when). **Embedded Punctuation Knowledge** • Capital letters (Sentence and Proper Nouns) • Ending punctuation: ○ Full stops	• Build (we do) short introductions (1-2 sentences) for narratives, information texts • Build (we do) single paragraph outlines (SPO) for information texts

Sentence Level Strategies

- Fragments versus Sentences

- Expanding sentences

- Using because, but so

- Subordinating conjunctions

- Sentence types

- Removing run-ons

- Sentence combining
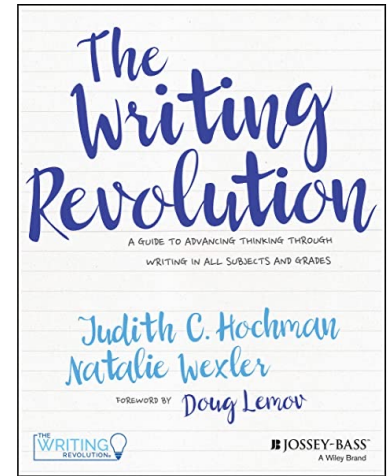
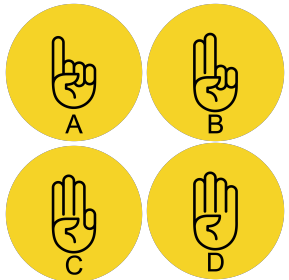Write to Learn
The Writing Revolution +
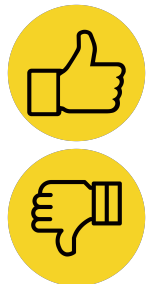
Sentence Construction | Grammar | Punctuation
| Composition

Learn to Write
Write to Learn

REVIEW

CONCEPT/SKILL
DEVELOPMENT

ACTIVATING
PRIOR
KNOWLEDGE

Multiple
Choice

Read-Aloud

Choral Read

Turn and Talk

Pick a Stick/Answer

Whiteboards

In Your Workbook

Vote

Ask discussion question
Briefly note examples of ways
of adding detail

APK

Teacher and students read together.

We can use conjunctions in sentences to join together two ideas.

Because explains why something is true.
I forgot my lunch today because I was running late.

But indicates a change in direction.
I forgot my lunch today but I had canteen money.

So tells us what happens as a result of something else.
I forgot my lunch today so I was hungry.

Subordinating Conjunctions

Teacher and students read together.

Identify the subordinating conjunction in this sentence:

When school finishes, I'm going home to play video games.

because (reason)

I'm staying inside because it is raining.

before (time)

I'm going outside before the football.

after (time)

I'm going outside after the football.

when (time)
I'm going outside when the weather improves.

if (condition)
I'm staying inside if it rains.

SKILL DEVELOPMENT

Using the Subordinating Conjunction 'even though'.

Even though the students complain,

Even though the students complain, the teachers decision is final.

What is another independent clause we can use for the model sentence?

Even though the students complain,

Even though the students complain, **they must follow the rules at school.**

STEPS

1. Read the sentence kernel.

2. Identify the subordinating conjunction and its purpose

Complete the sentence so it makes sense.

1-4

Model Left
Read example
Students complete

GUIDED PRACTICE

Using the
Subordinating Conjunction
'even though'.

Teacher Models Left Example,
Students Complete Right Example

Even though water rapids are dangerous, _____.

Even though rivers provide us with drinking water,

Even though water rapids are dangerous, people enjoy white water rafting.

Even though rivers provide us with drinking water, some people still pollute the river.

STEPS
1. Read the sentence kernel.
2. Identify the subordinating conjunction and its purpose
Complete the sentence so it makes sense.

1-4

Your task today

Complete the sentence stems
Challenge: Write your own complex sentence
using the subordinating conjunction 'even though'

Even though I don't like broccoli, _____.

Even though I haven't finished eating my dinner, _____.

Even though I find numeracy challenging, _____.

Even though it's raining outside, _____.

Model Left
Read example
Students complete

GUIDED PRACTICE

Teacher Models Left Example,
Students Complete Right Example

Expanding Sentences – Geography, Science, History

Kernel: The river has overflowed.

When? ....frequently.....................

Adjectives? ....raging...........................

How? ....abruptly.........................

What? ......its shallow banks....................

Frequently, the **raging** river has **abruptly** overflowed **its shallow banks.**

STEPS
1. Read the sentence kernel.
2. Answer the 'Wh' questions.
3. Rewrite the sentence kernel and expand it using the 'Wh' questions.

Adding an appositive – Literature Example

Romeo was captivated by Juliet.

Romeo, **a son of the Montagues,** was captivated by Juliet, **child of the rival Capulets.**

STEPS

1. Read the sentence aloud.

2. Choose the head noun.

3. Think of the appositive (a second noun phrase explaining head noun)

4. Insert it into the sentence, after the head noun, bracketed by commas.

1-1

Using because, but, so – Health Example

Daily exercise is an important habit …

Daily exercise is an important habit because it improves your heart health.

Daily exercise is an important habit, but it can be hard to maintain.

Daily exercise is an important habit, so you should make time in your routine.

Childhood obesity is a growing population health problem…

Childhood obesity is a growing population health problem because _____.

Childhood obesity is a growing population health problem, but _____.

Childhood obesity is a growing population health problem, so _____.

STEPS

1. Think of reason (because), change of direction (but), effect (so)

2. Complete sentence using new information

Combining sentences with a 'V-ed' Clause

The dog was surprised by the fireworks. The dog ran away.

Surprised by the fireworks, the dog ran away. Or The dog ran away, surprised by the fireworks.

Combine the two sentences by using a V-ed clause.

Embarrassed, she arrived late for class. She arrived late for class, embarrassed.

Steps:

1. Read the sentences.

2. Find the feeling verb using the -ed suffix.

3. Identify the 'V-ed' clause by identifying which –ed verb is in the predicate.

4. Write the sentence, starting with the V-ed clause followed by a comma, followed by the independent clause.
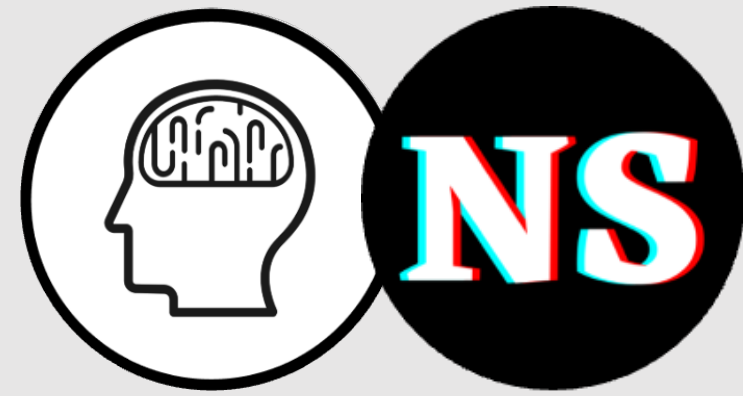
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Paragraphs and texts
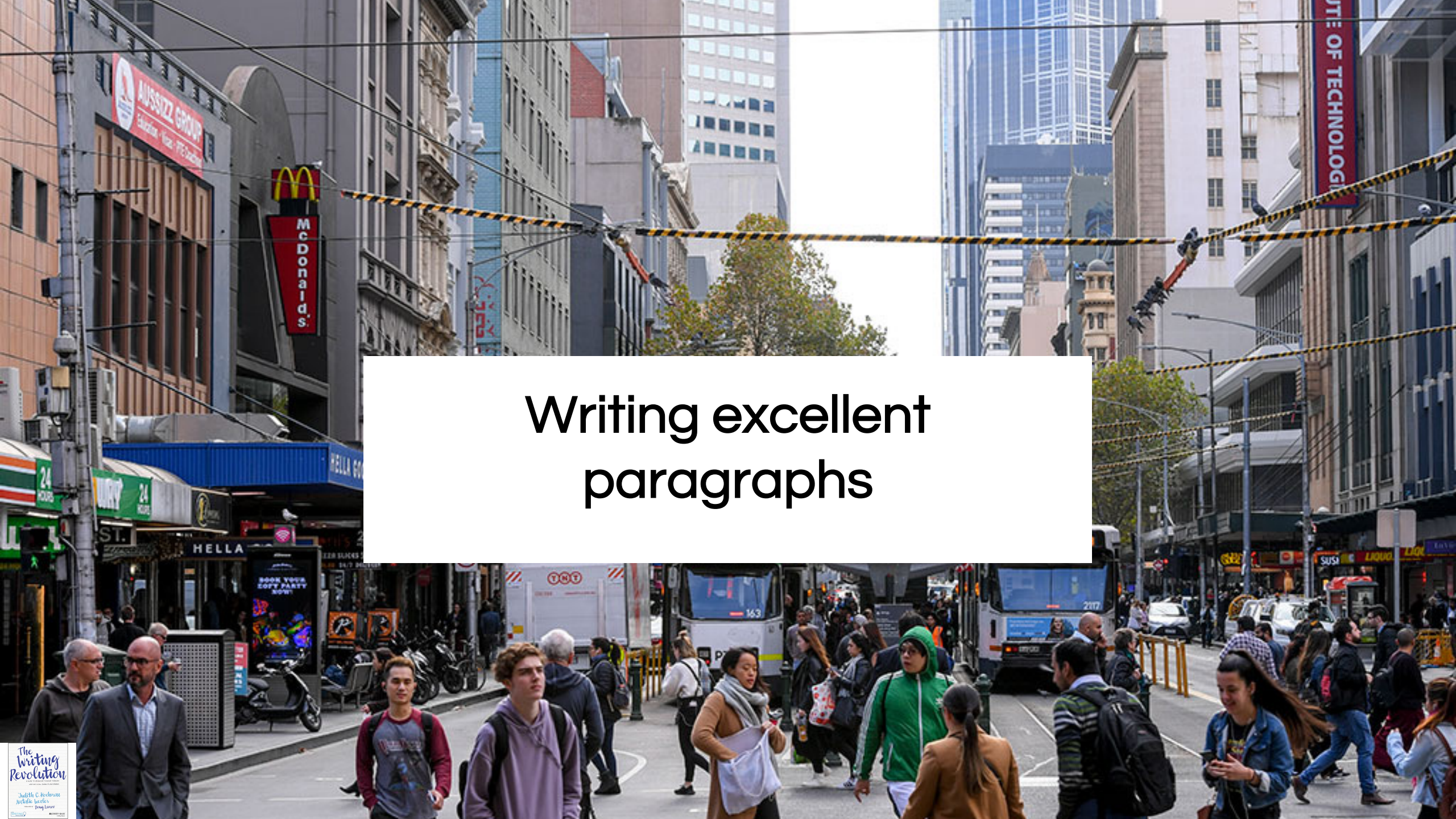
Writing excellent paragraphs

Writing a
Single Paragraph Outline (SPO)

T.S. **Urban areas bustle with energy and excitement!**

1. **a lot of people ➔ busy**

2. **tall buildings**

3. **cars, buses + taxis   ---> Traffic, pollution**

C.S. **Although urban areas might have some drawbacks, they are interesting places to live and visit.**

STEPS
1. Write your topic sentence
2. Write sentences for each supporting detail
3. Write your concluding sentence

Urban Areas

Urban areas bustle with energy and excitement! Many people live and work in cities, so peak hour is busy. Tall buildings reach the sky! Cars, buses and taxis are always on the streets, so there is lots of traffic and pollution. Although urban areas might have some drawbacks, they are interesting places to live and visit!

Urban areas bustle with energy and excitement! Countless people reside and work in cities, so peak hour is busy. Skyscrapers reach the sky! Because cars, buses and taxis constantly occupy the streets, traffic and pollution reign. Although urban areas might have some drawbacks, they are interesting places to live and visit.

Can you write well about something of which you know little?

- Link between thinking and writing

- Importance of vocabulary → concepts

Write to Learn

The Writing Revolution +

Sentence Construction | Grammar | Punctuation

| Composition

Learn to Write

Write to Learn

Read to Learn
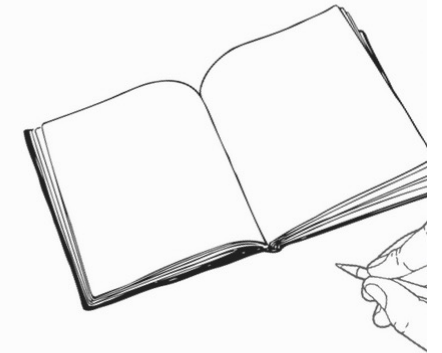
Knowledge | Vocabulary | Fluency | Comprehension

| Synthesis

Read to Learn

Octavian becomes Augustus

The **Senate** decided that Octavian should command the armies in all the large provinces. They also decided that Octavian should have a new name. He was to be called Caesar Augustus (/awe*gus*tus/). Augustus is a Latin word that means revered one. To be revered is to be the most admired and respected.

Augustus was named the First Citizen of Rome, and the month of his birth was renamed for him. Today, we call that month August. (July had already been named for Julius Caesar.)

Augustus was not a king or a dictator. All his power came from the Senate. He was always respectful of the senators and the assemblies. The senators trusted Augustus because he used his power wisely.

Augustus used his power to name new governors for the provinces and new senators. He also made changes in the Roman army. He paid soldiers more money. This helped make the army a good place for poor men to earn a living.

Augustus built good roads throughout the Roman Empire. These roads connected Rome and the provinces. Augustus often visited the provinces to check if the governors were doing a good job.

How was Augustus's relationship with the Senate different from Caesar's relationship with the Senate?

Augustus's relationship was different with the Senate than Caesar's because _____.

Vocabulary

senate, the law making group of Ancient Rome.

Octavian becomes Augustus

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Augustus built good roads throughout the Roman Empire. These roads connected Rome and the provinces. Augustus often visited the provinces to check if the governors were doing a good job.

How was Augustus's relationship with the Senate different from Caesar's relationship with the Senate?

Augustus's relationship was different with the Senate than Caesar's because **he showed respect for the Senate and he tried to cooperate with them,** Caesar did not.
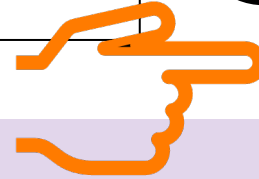
Vocabulary

senate, the law making group of Ancient Rome.

Model Left
Read example
Students complete

GUIDED PRACTICE

Teacher Models Left Example,
Students Complete Right Example

Turning an SPO into full paragraph

SPO

A C T I V A T I O N T A S K

Full paragraph

T.S.:
Although he started young, Augustus was a great and powerful Roman Emperor.

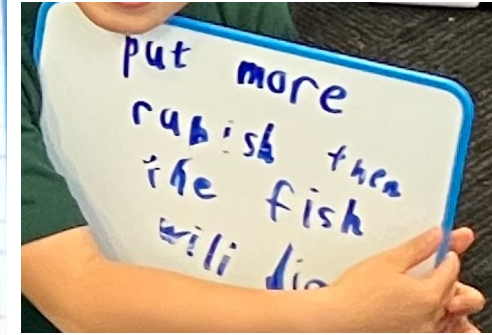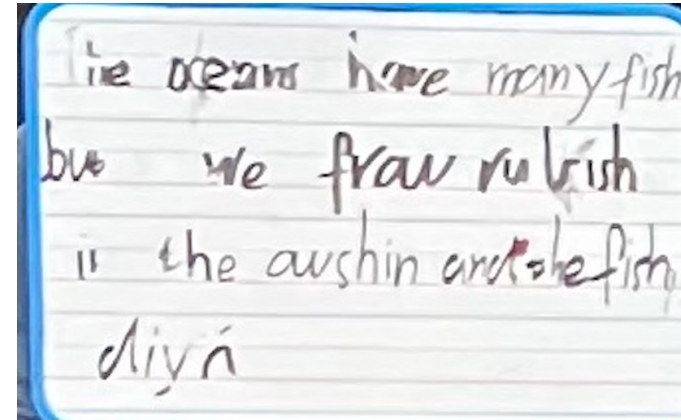1. Raised wages/ soldiers

2. Additionally, gave food to poor

3. Moreover, he = benevolent + humble

4. _____

C.S.:
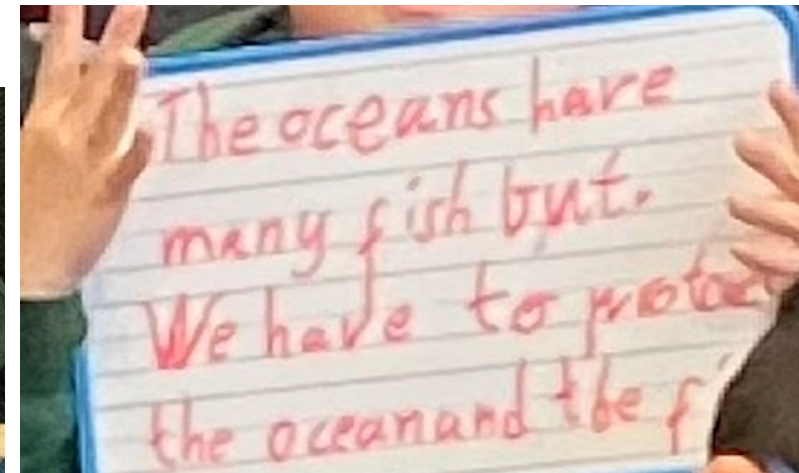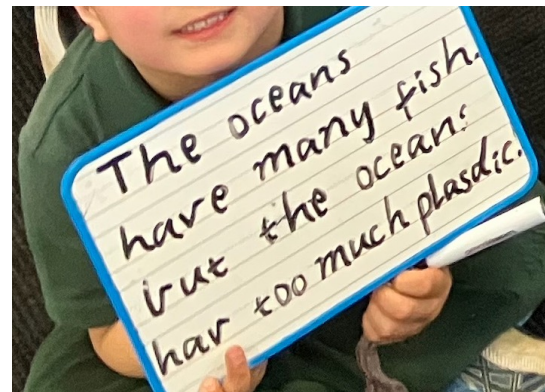Wouldn't you love to have a kind and passionate leader like Caesar Augustus? (Rhetorical Question)

Using the conjunction 'but'

The Earth has natural resources, but we must conserve and protect them.

The oceans have many fish but _____.

STEPS
1. Read the sentence starter.
2. Finish the sentence using a change of direction.

3-5

Narrative Story Grammar

Ask discussion question
Briefly note examples of ways
of adding detail

APK

Teacher and students read together.

What are the components of Story Grammar?

Model Left
Read example
Students complete

GUIDED PRACTICE

SPF

Teacher Models Left Example,
Students Complete Right Example

S	3. Character & Setting	Character: Christopher Setting: Mountain edge, sun is setting, getting dark, all alone with backpack.	
P	1. Problem	b. Before statement Trembling alone up the mountain edge. Lost footing on uneven rocks...	a. Problem statement Dropped the one and only stone that will bring his sister back to life.
F	2. Feeling	Worried, concerned, scared, frustrated, angry **Dialogue for internal voice**	

PLACE

PI	5. Plan	**Stumble across rocks searching far and wide for the stone which will revive his sister.** **dialogue for internal voice when planning**
A	4. Attempt (Successful)	Finds another boy walking down the mountain (Steve) They search the mountain together using Steve's torch to find the stone **Dialogue between characters**
C	6. Consequence	They locate the stone with Steve's torch. Now Christopher can save his sister!!
E	7. Ending	Christopher saves his sister
EF	8. End Feeling	Relieved, happy, exhausted, thankful, grateful

STEPS
4. Attempt
5. Plan
6. Consequence
7. Ending
8. Feeling

1-1

9A-9

That's an ending!

Goldilocks ran away and never came back.

5A-1

That's <u>not</u> an ending!

The donkey was too old to work anymore. He didn't know what to do.

2A-10

The wolf blew down the house of sticks!

That's <u>not</u> an ending!

That's an ending!

The elephant, rhinoceros and turtle became friends.

Read steps and model
Work through examples
using pair shares and cold calling

SKILL DEVELOPMENT

Writing A Story

Teacher and students read together.

We can write phrases and sentences to tell readers the:

setting   problem   ending

characters   feelings

One day, Sam flew his helicopter in the park. He pushed the wrong button and it crashed! He was frightened.
Sam found the Lego instructions and put it back together.
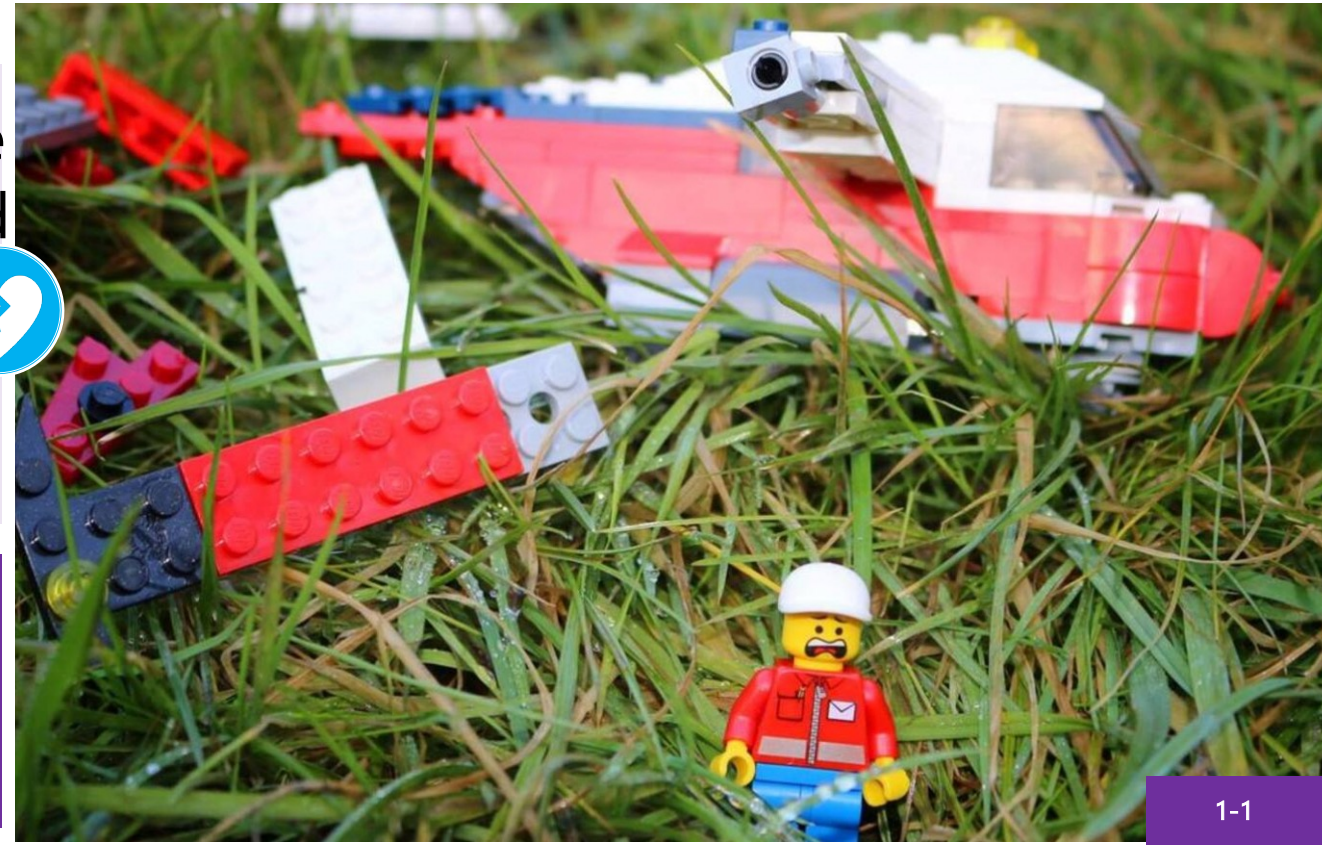
STEPS
1. Look at the picture and think about a character, setting, feeling problem and ending.
2. Write full sentences to tell your stories.

In a road the anemols (animals)
ascap from the zoo, thay
play out side but thay don't no
wut to play thay wer sad then
thay found a van and play with
it.

Wuns a por na tiham (Once a time)
there home was a home
and in the there hom
there was a tihgr (tiger) but he
didint had food and he (have)
feeld sad so he chect evree (checked / every)
wair and he fihgnlee (where / finally)
fihgnd a food. the end. (find)

Key Messages

Sentence level crucial	Sentences are the building blocks of paragraphs and texts.
Write across all learning areas – not just for "writing"	Write to learn, as well as learn to write
Knowledge links to writing	You can't write about something you know nothing about
Scaffold steps to build paragraphs	Writing a paragraph requires significant skills & knowledge of the topic
Have fun with writing!	As working memory is freed up, writing should be fun and exciting

Additional Free Presentations

DEC 1
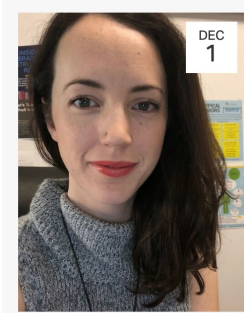
Syntax for the primary years - Stephanie Le Lievre

Connect Session 4 - March 2

Writing Network
Think Forward Educators presents:
Dina Zoleo & Toni-Ann Vroom
From **The Writing Revolution**

Nathaniel Swain & Jeanette Breen

The Writing Revolution
A Guide to Advanced Thinking Through Writing
WRITTEN IN ALL SUBJECTS AND GRADES
Judith C. Hochman
Natalie Wexler

KICK OFF WITH A CHAT !

-   Introduce yourself

-   What state are you from?

-   What is your biggest curiosity when it comes to The Writing Revolution?

Supporting Students with Paragraph Writing with Dr Nathaniel Swain
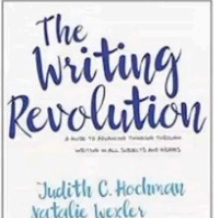
Dr Swain will present practical and effective ways to develop your students paragraph level proficiency.

THINK FORWARD EDUCATORS

The Writing Revolution

A GUIDE TO ADVANCING THINKING THROUGH

WRITING IN ALL SUBJECTS AND GRADES

Judith C. Hochman
Natalie Wexler

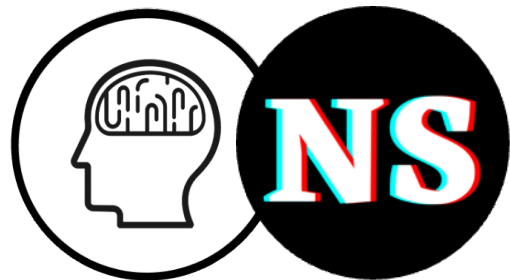FOREWORD BY Doug Lemov