Kindergarten, First, and Second Grade

Focus on:
- Identifying sentence types
- Expanding sentences
- Beginning to outline and notetake
Third Grade

Focus on:

● Outlining and writing single paragraphs

● Using transitions, especially illustration words (for example, specifically, in particular)

● Revising work to make it more detailed
Fourth and Fifth Grade

Focus on:

● Connecting multiple paragraphs
● Writing introduction and concluding paragraphs using a general statement, specific statement, and thesis statement
Emilee
Maya
The Writing Revolution
Tuckahoe Middle School
and
Tuckahoe High School
2018–2019
Kate Arpaia & Sloane Dill
Why TWR?

Who: Tuckahoe students

What: use TWR

When: throughout the school day

Where: across content areas

Why: to build comp. skills + stimulate thought + increase complexity of sent.

Summary Sentence: Throughout the school day, Tuckahoe students use The Writing Revolution across content areas to build comprehension skills, stimulate thought, and increase the complexity of their sentence work.

This leads to:
- strategies to enhance writing
- critical thinking
- achievement & progress
Supporting Staff Across Content Areas:

**Key Words and Phrases, Abbreviations, and Symbols**

**Note-Taking Skills**

**Purpose:** To help increase comprehension and retention of the essential material taught in a lesson.

**SWEAT:**
- Outline paragraphs and compositions
- Use their analytical thinking
- Process what they have read
- Take notes more efficiently
- Distinguish between essential and non-essential information
- Organize thinking in a concise way

<table>
<thead>
<tr>
<th>Activities</th>
<th>Type</th>
<th>Page Number</th>
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<td>Abbreviations &amp; Symbols</td>
<td>Chart</td>
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<tr>
<td>Sentences to Key Words Worksheet</td>
<td>Teacher Copy</td>
<td>2-3</td>
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<tr>
<td>Notes from Powerpoint Slides</td>
<td>Teacher Copy</td>
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<tr>
<td>Annotating an Article</td>
<td>Student Example</td>
<td>5-6</td>
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<tr>
<td>SPO (Single Paragraph Outline)</td>
<td>Student Example</td>
<td>7</td>
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<tr>
<td>MPO (Multiple Paragraph Outline)</td>
<td>Student Example</td>
<td>8</td>
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</tbody>
</table>

**Helpful Reminders from TWR**

*When possible, have students use pencil/pen instead of a highlighter to underline key words and phrases, so they can underline and annotate the text at the same time.

*Don’t use slashes to separate a connected thought

Ex: Wrong: Ms. Dill = teacher /@ Tuckahoe MS
Correct: Ms. Dill = teacher @ Tuckahoe MS
Welcome to The Writing Revolution Resource Library, where you’ll find updated resources to support the effective implementation of The Hochman Method!
At first, she didn’t want to do it; she didn’t want to be resilient. She wanted to keep her long, black hair, but she knew that she was the only one who was able to become the breadwinner of the family. Therefore, instead of being sad about the fact that father is not there and mother is depressed, she went out and made things a lot better by working hard and earning money. Mrs. Weera also helped a lot in Parvana’s life.
7th Grade: After talking to **Skinny, an amazing baseball player**, Luke goes to the path where **Annabeth Quinn, a girl Luke has a crush on**, is too. Throwing the mayapples, Luke thinks, "And that, just like the thrill of throwing those mayapple with my left hand-so perfect, hard and true-was one more thing I had to hide from Pa" (Ritter 22). Luke is trying to be someone he is not and become a person who his Pa wants him to be.
Coercion is so powerful; therefore, it was not difficult for Mr. Hairston to manipulate Henry and change the way he thought. Right before Henry is supposed to destroy Mr. Levine’s village, Mr. Hairston warns Henry about the consequences if he does not go through with his deed. He also convinces Henry that what he is about to do is nothing compared to what his reward will be.
# List of Strategies and Skills

## H. Sample Pacing Guide (Grades 7–12)

### September–October
- **Sentence Strategies**
  - Distinguish between fragments and sentences and correct fragments.
  - Rearrange words in scrambled sentences.
  - Identify and practice using the four sentence types.
  - Complete sentence stems with because, but, so.
  - Complete sentences beginning with subordinating conjunctions.
  - Identify appositives and match to noun phrases.

- **Single-Paragraph Outline**
  - Introduce key words and phrases, abbreviations, and symbols.
  - Practice scaffolding activities.
  - Construct SPOs as a whole-class activity.

### November–December
- **Sentence Combining**
- **Sentence Expansion**
- **Single-Paragraph Outline**
  - Develop SPO and drafts independently.
  - Convert a paragraph into an SPO.
  - Write pro-and-con SPOs.

### January–February
- **Revision**
  - Improve brief, unelaborated paragraphs (with no spelling, capitalization, or punctuation errors) following explicit directions such as expand, insert transition, combine, and improve T.S. and C.S.
  - Edit for mechanics, looking for errors in capitalization, spelling, grammar and usage, and internal and ending punctuation.

### March–April
- **Multiple-Paragraph Outline**
  - Practice using key words and phrases, abbreviations, symbols.
  - Develop categories.
  - Select appropriate details.
  - Distinguish among general, specific, and thesis statements.
  - Write details for body paragraphs in note form.

### May–June
- **Continue previous activities.**
- **Multiple-Paragraph Outline**
  - Write general, specific, and thesis statements.
  - Write a complete body paragraph.
  - Practice text structures: compare-contrast, problem-solution, cause-effect, and pro-con.
**9th Grade Students: Jessica and Isabella**  
Interdisciplinary Science Research Paper

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**Hemophilia Research Paper**

Have you ever noticed how your blood dries after a few minutes from having a small open cut or wound? Although you may heal at a normal rate, people with hemophilia do not. Having hemophilia can result in a harder life and messier incidents from just one tiny scratch. Even though there are treatments that increase the clotting in blood, hemophilia is currently an incurable disease.

Hemophilia, a blood disease, is diagnosed as either hemophilia A, or hemophilia B based on which factor is seen on the chromosome. Two different clotting factors can be found on the X chromosome of a human: Gene Factor VIII, which causes hemophilia A and Gene Factor IX, which causes hemophilia B. Since women have two X chromosomes, there needs to be two copies of the gene, one for each chromosome. Since men have one X chromosome and one Y chromosome, there only needs to be one copy for the one X chromosome. ("CDC"). This mutation in the gene is an X-linked recessive pattern. Women have a 50% chance to pass their

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<table>
<thead>
<tr>
<th>Source</th>
<th>Page/paragraph Of Source</th>
<th>Paragraph # for essay</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Centers for Disease Control and Prevention (CDC)</em></td>
<td>What is Hemophilia?</td>
<td>P1</td>
<td>- Some people bleed at random, leading to bruises. Blood may clot slowly or not at all. They may bleed for weeks or months.</td>
</tr>
<tr>
<td><em>Centers for Disease Control and Prevention (CDC)</em></td>
<td>Causes</td>
<td>P2</td>
<td>- Caused by mutations or errors in a single gene located on the X chromosome.</td>
</tr>
<tr>
<td><em>Centers for Disease Control and Prevention (CDC)</em></td>
<td>Diagnosis</td>
<td>P3</td>
<td>- Blood samples are taken and tested to measure the amount of normal blood factor.</td>
</tr>
<tr>
<td><em>Centers for Disease Control and Prevention (CDC)</em></td>
<td>Treatment</td>
<td>P3</td>
<td>- Blood transfusions, medication, physical activity, regular check-ups.</td>
</tr>
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**National Human Genome Research Institute**  
Research Paper

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<tr>
<td><em>Centers for Disease Control and Prevention (CDC)</em></td>
<td>What are the symptoms of Hemophilia?</td>
<td>P2</td>
</tr>
</tbody>
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Jessica  
3/8/19  
Period 1  
Hemophilia
9th Grade Social Studies: Summary Sentence
Unit 9: What was the Scientific Revolution?

Event: The Scientific Revolution.

<table>
<thead>
<tr>
<th>Who?</th>
<th>the people</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>during the 1400 and 1500s</td>
</tr>
<tr>
<td>Where?</td>
<td>in Europe</td>
</tr>
<tr>
<td>Why?</td>
<td>the church lost many followers</td>
</tr>
<tr>
<td>How?</td>
<td>people started believing in observation &amp; truth</td>
</tr>
</tbody>
</table>

Combined Context Expansion Sentence:

During the 14 and 1500s in Europe, the people worked to create the Scientific Revolution as the church lost many followers and many people started having humanism, and worked to improve what they could prove as true.
(FATHER)

T.S. Although Eli's father is originally very important to him, he turns on him by the end of his story.

left father in the snow, though of leaving at goal

admitted it was too late!

I father

felt free when dad's dead

(quote) "I listened... zap."

S.L.
Student Testimonials:

“[…] This changed once we learned about independent and dependent clauses, subordinate clauses, appositives, and participial phrases. All these techniques enhanced my writing and helped me articulate writing in a more sophisticated manner.”

“I felt that the GST formula really helped me construct my introductions; whereas, I was pretty lost before then. Moreover, I feel that I write more now due to the fact that I use more sentence types and strategies even though I am using more quotes.”

“The various packets have helped my grammar and sentence structures. Now, it is much easier for me to explain how my details relate to my thesis statement.”

“I think my main reason for my improvement in sentence structure would be revising and editing my own work. I have re-read and thought deeply about sentence flow and vocabulary use.”
Student Testimonials:

“My writing has improved because I elaborate more now and use better vocabulary. I have learned to strengthen my sentences without writing run-ons. My writing is less repetitive and stays on topic.”

“My writing skills developed because each year I learned new ways to write. For example, I learned better ways to write sentences and intro and concluding paragraphs...It is easier to write since I learned the basics on how to write paragraphs and essays“

“I now have a much better skill of my introduction and conclusion along with I have improved on my elaborations. I also believe that my revising and editing has gotten much better.”