Writing

Teacher Use:

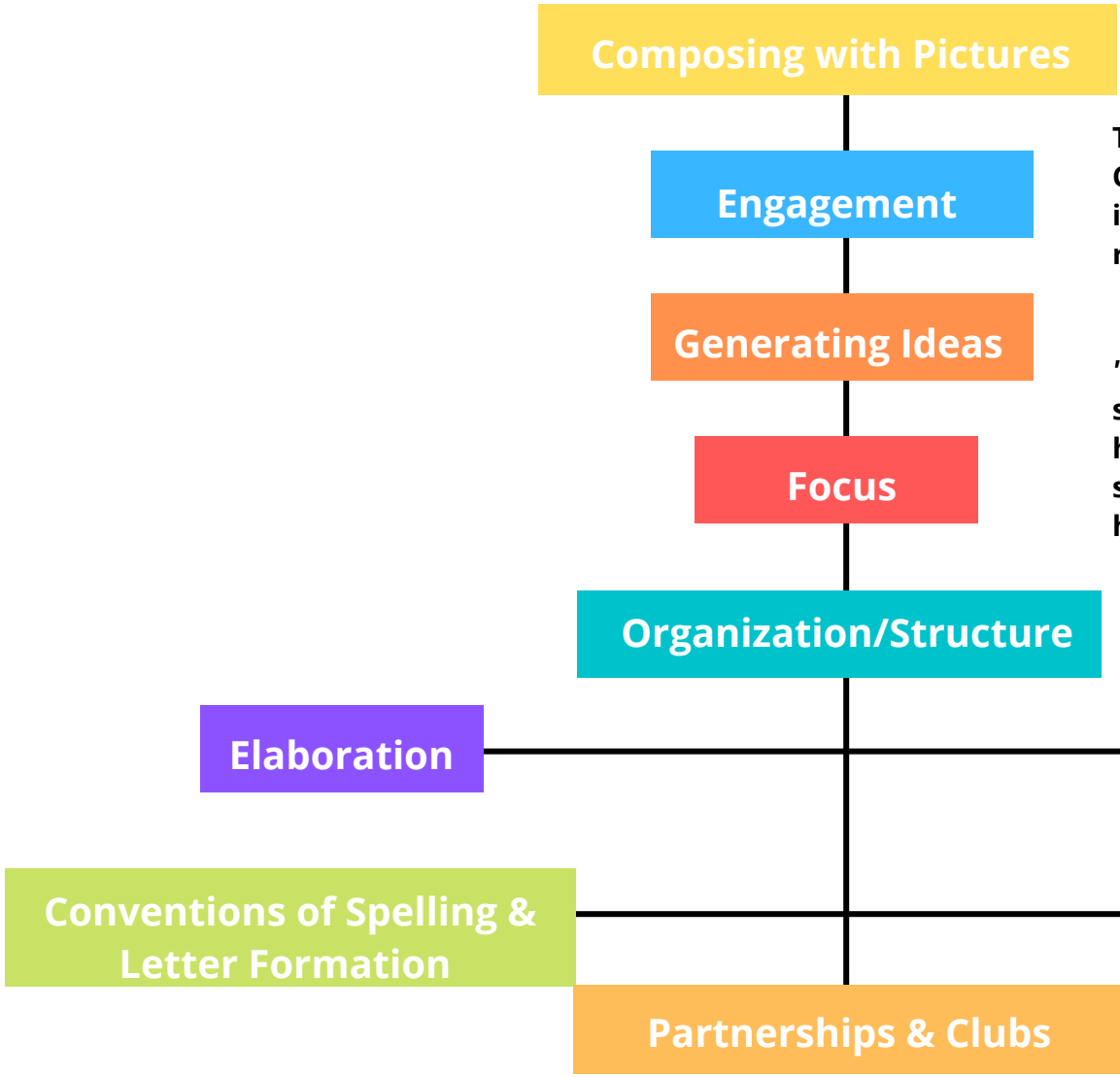
Writing involves a wide range of skills from spelling to grammar, word choice, sentence structure, critical thinking, generating ideas, organizing information, and understanding different types of writing. Given the skills and executive functioning processes involved in writing, children need quality writing instruction to gradually improve their skills over time. This process is of the utmost importance because writing is a lifelong skill students will need to succeed early in school, in college and in their career.

"Sentence Starters" can be used as a scaffold in order for students to express their thoughts as they write. It can be used to help focus and organize thinking in addition to giving students a jump start in the brainstorming process. Sentences starters can be used in multiple ways; some common uses for sentences starters include making predictions, comparing and contrasting, describing, sequencing events, stating opinions, summarizing and paraphrasing.

Teachers should model this process and have students practice.

DETERMINING WHERE TO START:

A HIERARCHY OF POSSIBLE WRITING GOALS



The ten goals for teaching writing derives from Carl Anderson's book *Assessing Writers* (2005) And is outlined in detail in Jennifer Serravallo's research in *The Writing Strategies Book.*

"The ten goals for teaching writing are arranged in sort of a loose hierarchy. Think of it as not a hierarchy of most important to least, or from simplest to most sophisticated. Instead, this is a hierarchy of action" (Serravallo, 2017).

Writing / Focus

Directions:

To preserve the use of the activity, laminate the "Sentence Starters," then cut the strips before use.

When the expectation is for students to respond in writing, "Sentence Starters" can be placed at the beginning or within a sentence to help focus and organize writing. For example, if students are expected to compare two reptiles they might say something like "Snakes can slither, but frogs can jump." In the preceding sentence, the simple frame is "_____ can _____ but _____ can _____".

Teachers should model the use of sentence starters while assisting students through the process. Students should be given opportunities to practice with the the teacher. The teacher should also monitor while students practice independently.

This relates to

Prior Knowledge Sentence Starter

This reminds me of

Prior Knowledge Sentence Starter

I think

Prediction Sentence Starter

If _____, then

Prediction Sentence Starter

_____ have, but _____ have

Compare & Contrast Sentence Starter

_____ have, and _____ have

Compare & Contrast Sentence Starter

The gist is

Summarizing Sentence Starter

The key information is

Summarizing Sentence Starter

I notice _____

Analyzing Sentence Starter

I wonder _____

Analyzing Sentence Starter

First, Next, Then

Sequence of Events Sentence Starter

During, Later, Finally

Sequence of Events Sentence Starter

I prefer

Opinion Sentence Starter

In my opinion

Opinion Sentence Starter

I think _____ was caused by _____ because _____

Cause and Effect Sentence Starter

_____ is the reason for_____ because _____

Cause and Effect Sentence Starter