Writing

Teacher Use:

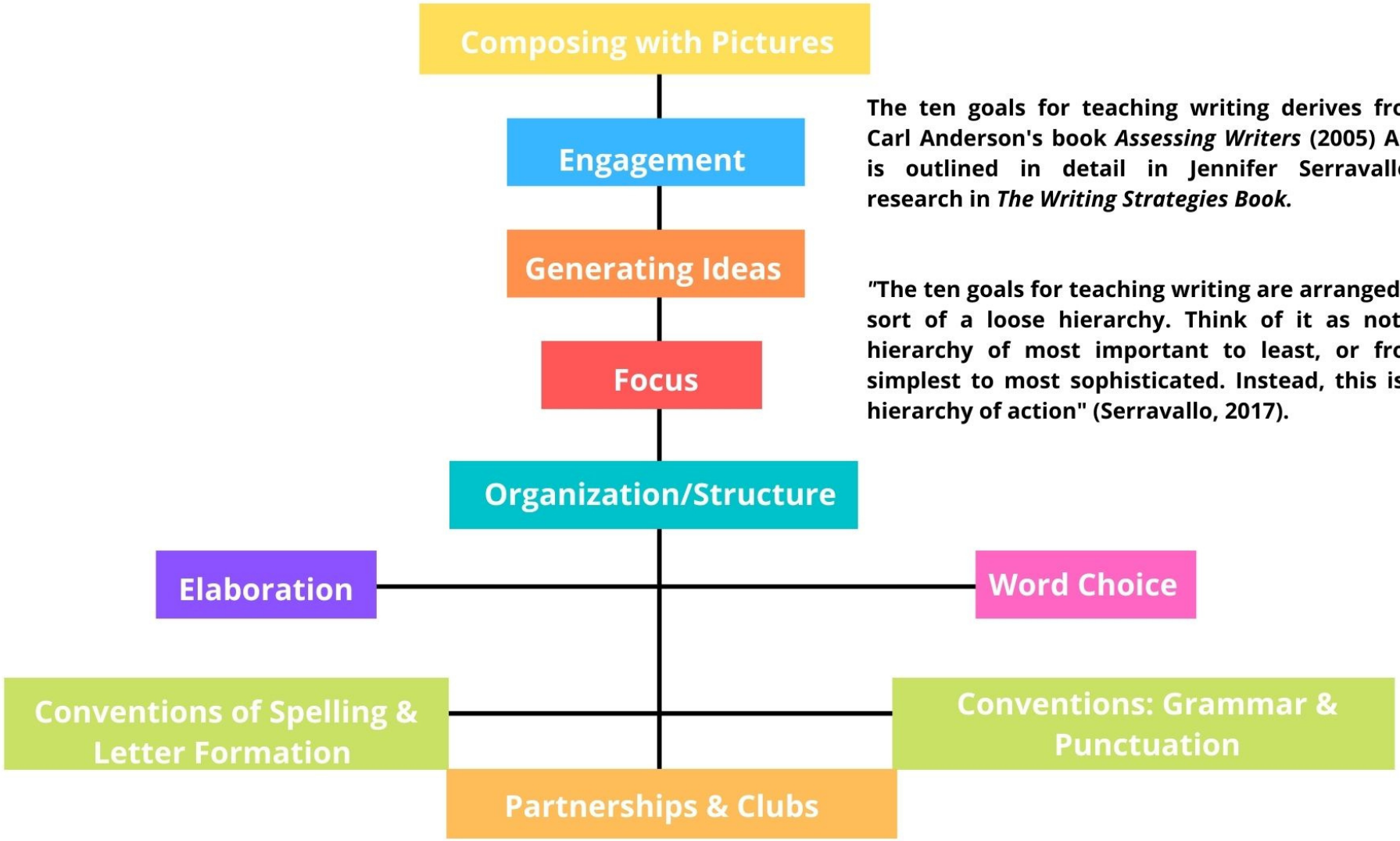
Writing involves a wide range of skills from spelling to grammar, word choice, sentence structure, critical thinking, generating ideas, organizing information, and understanding different types of writing. Given the skills and executive functioning processes involved in writing, children need quality 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.

"Stretchy Sentence" is an activity that encourages students to elaborate on their writing using greater detail in the form of adjectives, adverbs, and descriptive nouns. Students need to be explicitly taught how to use descriptive language to make their writing more interesting and fun. This strategy will help students write with more intention and careful thought.

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 / Elaboration

Directions:

Teachers can use this strategy to help students add more detail to their writing. Teachers should be aware that some students will require more scaffolding. Consider giving students a bank of adjectives, adverbs, and descriptive nouns.

Teachers can begin implementing this strategy by showing students a simple sentence and then explaining that the "simple sentence" lacks detail and in order to make it more interesting, adding more descriptive language will help. For example, Simple Sentence: (The boy fell). Guide students through the graphic organizer included in the resource to demonstrate making the sentence stretch.

Model and rewrite the sentence using each question in the graphic organizer. Rewrite the completed sentence. Discuss with students what makes the simple sentence different from the newly created sentence. ***Simple Sentence: The boy fell. Stretchy Sentence: The skinny boy fell at the skating rink on his birthday while tying to be cool.***

Practice with students, then have students practice independently while monitoring for understanding. Remind students that they will need to practice this technique as they write longer pieces of work.

Name: _____

Stretchy Sentence

What Kind?	Who or What?	Did What?	Where?

When?	How?	Why?