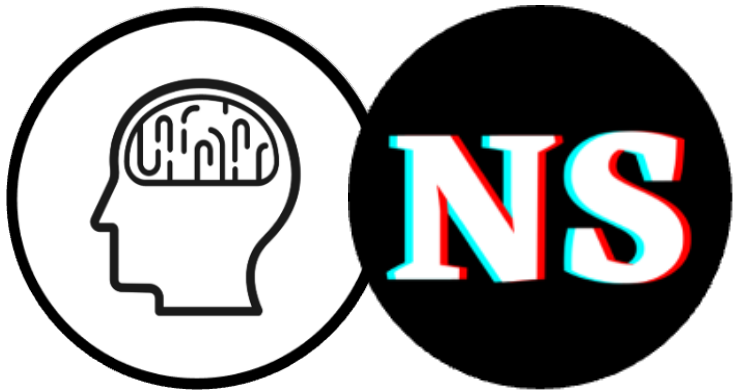
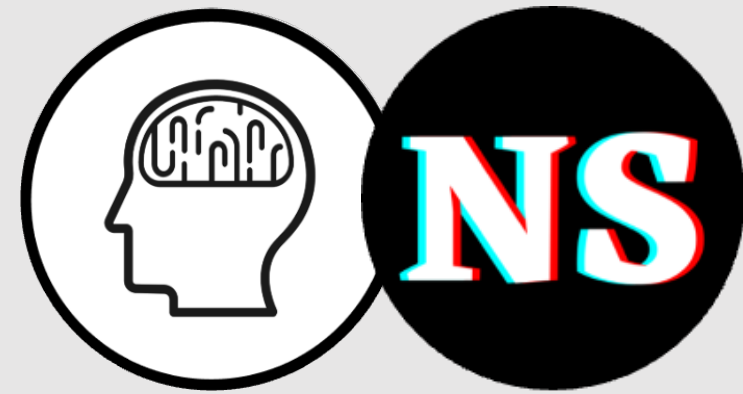


Supporting Students with Paragraph Writing



DR NATHANIEL SWAIN

O V E R V I E W



Breaking paragraphs into manageable chunks

Planning and outlining paragraphs

Link between writing paragraphs and knowledge

Revising and editing

D e m o D E T R e s o u r c e s f o r p a r a g r a p h s

Primary and Secondary Literacy Teaching Toolkit

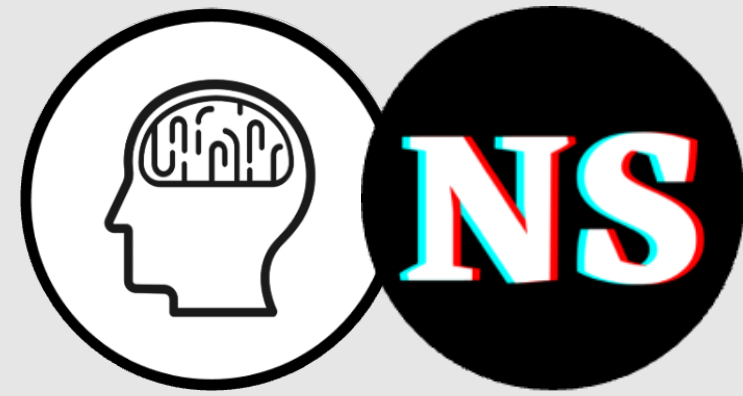
Paragraph and text level

Secondary Literacy Teaching Toolkit

Tutor Learning Presentations

Sentence level writing instruction

O V E R V I E W



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The Writing Revolution

A GUIDE TO ADVANCING THINKING THROUGH
WRITING IN ALL SUBJECTS AND GRADES

Judith C. Hochman
Natalie Wexler

FOREWORD BY Doug Lemov



JOSSEY-BASS™
A Wiley Brand

S e n t e n c e L e v e l S t r a t e g i e s t h a t s u p p o r t p a r a g r a p h w r i t i n g

- Expanding sentences
- Differentiating between fragments and sentences
- Using because, but so
- Subordinating conjunctions
- Sentence types
- Removing run-ons
- Sentence combining
- Appositives
- Note taking

Write to Learn

The Writing Revolution +



Sentence Construction | Grammar | Punctuation
| Composition

Learn to Write

Write to Learn

B u i l d i n g b l o c k s o f a p a r a g r a p h

- Topic sentence (TS)
 - Supporting details (SD)
 - Concluding sentence (CS)
- Single Paragraph Outline (SPO)



Writing a Single Paragraph Outline (SPO)



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

because
OR so

1. **a lot of people → busy**

Exclamation

2. **tall buildings**

because
OR so

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

Why use a Single-Paragraph Outline (SPO)?

- Helps us plan before writing a paragraph
- Helps us organise and sequence information
- Helps us avoid repetition and stay on topic
- Focuses us on what's most important, less important, and not important
- Helps us think about, understand, and remember what we're learning

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!

Be specific

Up vocab

Up vocab

Try s.c. at beginning to avoid repetition

Up vocab

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.

Scaffolding activities for building paragraphs

- Distinguish T.S. from details
- Given T.S., generate details
- Given topic, write T.S.
- Given details, generate T.S.
- Identify T.S. & sequence details
- Given T.S., select appropriate details from a list
- Eliminate irrelevant detail(s)
- Given T.S. & details, generate C.S.
- Given a paragraph, convert to SPO
- Given topic, generate SPO independently

Let's model
some examples

Distinguishing T.S. and S.D.



Identify the topic sentence and supporting details.

____ Offering this kind gesture shows appreciation and acknowledges everything teachers do to support students at school.

____ In addition, coffee gives teachers energy to be at their very best!

____ Teachers are less likely to be grumpy if they are well fed.

____ Teachers, a dedicated group of professionals, should have morning tea provided to them by students every Friday.

Identify the topic sentence and supporting details.



____ Families can also collect used water and reuse this to water house plants.

____ Simply turn off lights when you don't need them.

____ Unplug devices that are not being used.

____ It is incredibly easy to save energy in your home.

____ Moreover, by wearing extra layers of clothing in the winter, you can keep the heating lower or off in your house.

STEPS

1. Read each sentence.
2. Decide which sentence would be the best fit to use as a Topic Sentence.
3. Write T.S. next to the topic sentence and S.D. next to the sentences that are providing supporting details.



TS: Uniforms, out dated and boring, serve no purpose.

S1: uniforms are not warm
S2: uniforms are expensive
S3: self expression

TS: There is currently no evidence to support the completion of homework.



S1: 6 hours of school is enough
S2: Could be exercising
S3: HW=Stress

Topic → T.S.

- Topic: The cruelty of aquariums
- Audience: Upper Primary
- Purpose: Persuasive

Topic Sentence:

Did you ever think about how cruel it is to keep aquatic animals in captivity?



- students are easily distracted in class
- any physical activity is beneficial
- students become motivated and excited to be at school

Can you believe that some teachers don't let their students play silent ball? Silent ball, the best brain break to ever exist, should be played daily within a classroom. Even if teachers don't think so, silent ball should be played every day.

STEPS

1. Read the details
2. Determine the topic
3. Choose one of the three strategies
4. Insert it into a sentence that relates to the broader topic

- children are working hard enough at school
- not everyone has a computer at home
- it gives teachers more marking to do




1. **Throw away any homework you have now.**
2. Homework, **boring and useless,** should never be compulsory.
3. **Although it is tiring,** students are forced to do homework.

Ordering supporting detail sentences/arguments



TS: Mother's Day is an enormous waste of money!

S1: prices  around Mother's day **3rd**

S2: expensive gifts = chocolates, flowers, dressing gowns/ what if mum already has them? **2nd best**

S3: could spend money on more important things = food 4 ur family **1st/best**

TS: I strongly agree that television is not educational for children.



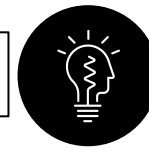
S1: research shows TV/  physical + mental capabilities

S2: children should be outside playing, exercising, running jumping, having fun

S3: TV makes ppl. lazy

STEPS

1. Read the supporting detail notes aloud.
2. Choose which argument you think is the strongest.
3. Choose which is the weakest.
4. Choose which is in the middle

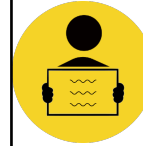


Excess rubbish causes many problems for the environment such as animals choking on plastic, a build-up of waste in the ocean and much more. S1

Moreover, if we don't clean up all the rubbish, we might not have room left for us to live. S3

Additionally, rubbish lying all over the place looks horrendous! S2

Please clean up after yourself and put your rubbish in the bin! TS



They also provide students with a sense of pride as they can show they're a part of a great community. S3

Moreover, they make it an easy choice when deciding on what to wear when you get up in the morning. S2

Uniforms are necessary because they help prevent bullying and promote inclusion. S1

Uniforms, an essential aspect of schooling in Australia, should remain mandatory. TS

Generating a concluding sentence



TS: Have you heard how large the Roman Empire was?

S1: Covered most of Europe and parts of Africa.

S2: Over half a million soldiers

S3: At least 4 million square kilometres

CS: The Roman Empire was one of the largest empires that the world had ever seen.

STEPS

1. Look at your topic sentence and supporting details, as well as the kind of topic sentence you have used.
2. Select a different sentence type for your concluding sentence. Command, question, exclamation and statement.
4. Select your sentence type based on the kind of information that you will be writing about.

TS: Listen to this tale of how the Roman Empire lasted so long.

S1: Made fair laws

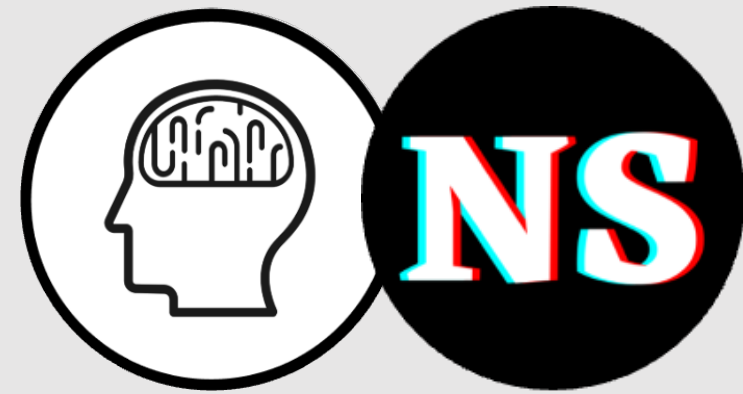
S2: The leaders were very good at their job

S3: Very strong army



CS: Can you believe how well the Romans were able to govern all of their land?

O V E R V I E W



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The VicEmergency app (and website) brings together emergency information and warnings from agencies. They have a map of Victoria with icons to identify incidents. If there's a bushfire, residents in nearby areas are advised of appropriate actions. If there's a flood, Victorians are told where to avoid. The app and website keep Victorians informed.

T.S.: The VicEmergency app (and website) brings together emergency information and warnings from agencies.

1. Incident map
2. bushfire → app. actions
3. flood → avoid

C.S.: The app and website keep Victorians informed.

STEPS

1. Copy topic sentence
2. Copy concluding sentence
3. Reduce detail sentence to notes



Teacher reads and model steps, using example.



Can you think of any additional persuasive arguments?



Topic: All schools should teach farming.

T.S. Farming, an increasingly important occupation, should be taught in all schools.

S1 There is a ↓ of farmers

S2 Engaging and fun 4 students

S3 Sustainable farming -> better future

C.S. Any school that does not teach farming is going to be a detriment to a sustainable future!

STEPS

1. Think of 3 arguments
2. Write the best as S3
3. Write the 2nd best as S1
4. Write you worst argument for S2



TS: Without a doubt, Year 4's would make great buddies?

SD1: Gives more responsibility/prepare for leadership. Otherwise – won't be ready

SD2: Fun/buddies and us = get along well. Moreover, more in common than Year 6's.

SD3: Have the same buddy until Year 2/ role model and someone to talk to.

SD4: Stop Foundation from breaking rules. In contrast, they are acting silly

CS: Listen to your students and make this change happen!

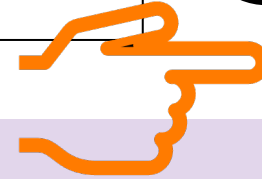
Without a doubt, Year 4's would make great buddies? The Year 4 students should be given the extra responsibility to be a buddy at school, in order to prepare us for leadership in Year 6. Otherwise, we won't be ready in time. Because we would get along really well with them, it would lead to a lot more fun and enjoyment. Moreover, we have more in common than the Year 6's. Having a buddy in Year 4 means that the Foundations would have a buddy up to Year Two, which means that we could be role models for them. If we had buddies now, we could be showing them the correct way to behave during lunch and recess. In contrast, Foundation students can be silly without help. Listen to your students and make this change happen!

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

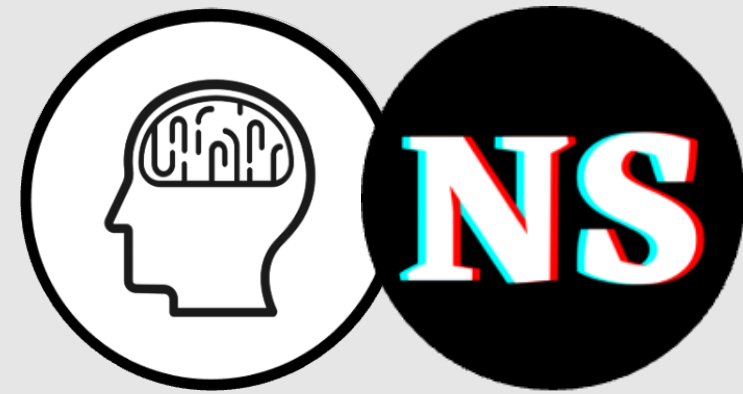
3. Moreover, he = benevolent + humble

4. _____

C.S.:

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

O V E R V I E W



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C a n y o u w r i t e w e l l
a b o u t s o m e t h i n g y o u
k n o w l i t t l e a b o u t ?

Link between thinking and writing

What is a 'V-ing' clause?

A 'V-ing' clause is a group of words that begins with a verb using the -ing suffix and makes up the dependent part of the sentence.

The 'V-ing' clause provides extra information on what the subject is doing. It is modifying the subject.

A 'V-ing' clause can be used at the beginning of sentence (before the subject) or at the end of a sentence (after the predicate)

In this lesson, you could write V-ing clauses at the start or end of the sentence.

Example:

Storming down the hallway, the principal was heard throughout the school.

The principal was heard throughout the school, **storming down the hallway**.



CFU Question: Which of the following is an example V-ing clause?

A) Smiling and laughing, the older man watched his grandchildren play.

B) The older man was laughing because his grandchildren were playing.

C) The laughing older man was watching his grandchildren.

Writing a 'V-ing' clause

He couldn't find his tablet.

Sobbing uncontrollably, he couldn't find his tablet.



CFU Question: Write a 'V-ing' clause for the beginning of the following sentence.

She jumped on her bike.

Steps:

1. Read the sentence.
2. Write a 'V-ing' clause that matches the subject and predicate before the independent clause.
3. Include a comma after the V-ing clause, and then write the rest of the sentence.

Your task today

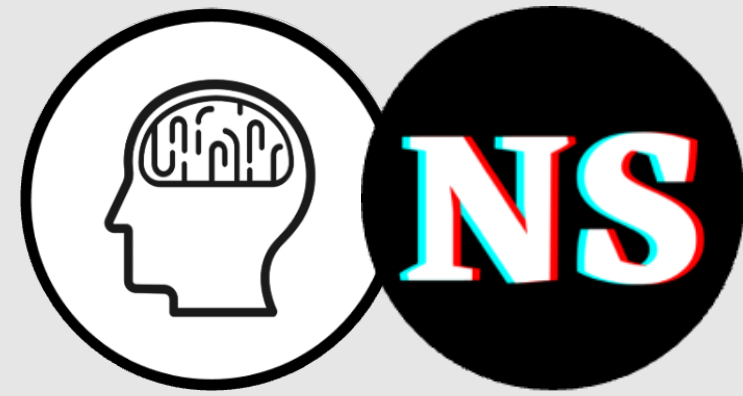
Re-write the following sentences to include a 'V-ing' clause at the beginning or end.

- He hopped into the rickety, old canoe.
- The Aztec warrior, the greatest in the land, hid in the river.
- The civilisation ended so suddenly.
- The holy emperor ruled the unfathomably large empire.
- The Mayans left delicate inscriptions on the rocks.

Steps:

1. Read the sentence.
2. Write a 'V-ing' clause that matches the subject and predicate before the independent clause.
3. Include a comma after the V-ing clause, and then write the rest of the sentence.

O V E R V I E W



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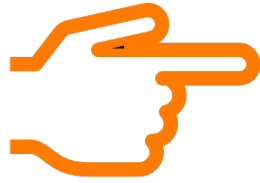
Links between writing paragraphs and knowledge

Revising and editing

R e v i s i n g
a n d e d i t i n g
c h e c k l i s t
d e m o

- Run-on removal
- Sentence combining
- Removing redundancy
- Punctuation and capitalisation





Edit this piece of writing

1. New Zealand is in the southern hemisphere where it's hot because it's close to the equator.
2. Did you know, New Zealand is an interesting place.
3. New Zealand, is known for nice land-scapes!
4. It is also known for exciting outdoor activities, it exports goods too.

Key Messages

| | |
|--------------------------------------|--|
| Sentence level crucial | Sentences are the building blocks of paragraphs and texts. |
| Scaffold steps to build paragraphs | Writing a paragraph requires a lot of skill & knowledge of the topic |
| Knowledge links to writing | You can't write about something you know nothing about |
| Help students make choices as writer | With increasing proficiency the focus can move to writing choices |
| Write across all learning areas | Embed knowledge from the disciplines |
| Have fun with writing! | As working memory is freed up, writing should be fun and exciting |

A d d i t i o n a l F r e e P r e s e n t a t i o n s



Syntax for the primary years - Stephanie Le Lievre

Connect Session 4 - March 2

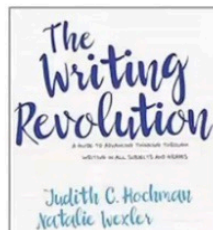
Writing Network

Think Forward Educators presents:

Dina Zoleo & Toni-Ann Vroom

From **The Writing Revolution**

Nathaniel Swain & Jeanette Breen



KICK OFF WITH A CHAT !

- Introduce yourself
- What state are you from?
- What is your biggest curiosity when it comes to The Writing Revolution?



Write to Learn

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Sentence Construction | Grammar | Punctuation
| Composition

Learn to **Write**

Write to Learn

Read to Learn



Knowledge | Vocabulary | Fluency | Comprehension
| **Synthesis**

Read to Learn

The Writing Revolution

A GUIDE TO ADVANCING THINKING THROUGH
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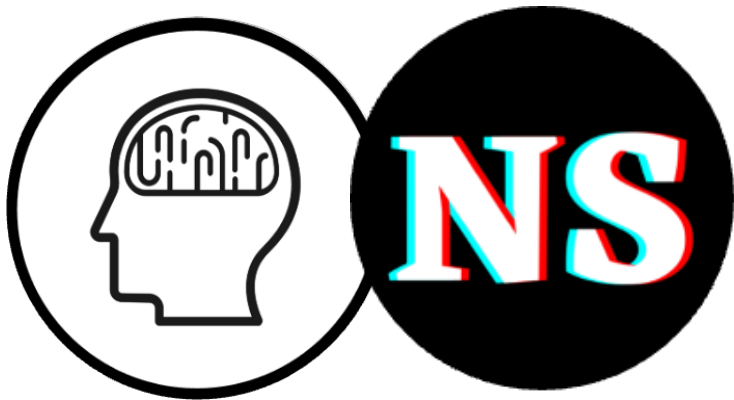
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THANK YOU