**Short Writing Often –**

**Not Just Long Writing Seldom**

Summary

Compare and Contrast

Comprehension and Reflection

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**Why?**

1. The Common Core State Standards suggest that students write for short and extended periods of time.
2. Writing **short products often** is more likely to improve writing skills than writing **long products seldom.**
3. Short products can be written in all classes.

**What?**

1. The following types of products will be particularly useful in terms of writing practice and comprehension:
   1. Writing **Summaries**
   2. Writing **Comparison and Contrast**
   3. Answering **Comprehension** Questions and **Reflection** Prompts

**How?**

1. **Scaffolding:**Students’ writing can be supported using:
   1. Writing Strategies
   2. Writing Frames
   3. Think Sheets

**How?**

1. **Instructional procedures:**Depending on the scaffolding, the teacher can:
   1. Model the procedure. Guide students in writing a product. Have students use the procedure numerous times.  
      *I do it. We do it. You do it.*
   2. I do it. You do it.
   3. Illustrate the procedure with a completed example.

**Provide feedback?**

1. **Teacher Feedback:** Teacher provides feedback to individuals in real time.

*Walk around. Look around. Talk around.*

1. **Teacher Feedback:** Teacher provides feedback to entire group.
2. **Partner Feedback:**  Students provide feedback on specific attributes to their partners.
3. **Self Feedback:** Students reread their products and carefully revise and edit.







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**Summary Strategy**

Step 1. **LIST** (Make a list of important ideas.)  
  
Step 2. **CROSS-OUT**  (Cross out any unnecessary or weak ideas.)

Step 3. **CONNECT** (Connect ideas that could go in one sentence.)

Step 4. **NUMBER** (Number the ideas in the order that they will appear in the paragraph.)

Step 5. **WRITE** (Write the paragraph.)  
  
Step 6. **EDIT** (Revise and proofread your answer.)

*REWARDS PLUS (Sopris Learning)*

Greek Theater

* began as a religious ceremony

1

* honored the Greek god Dionysus
* beliefs in Dionysus began to spread southward

1. - choruses chanted lyrics
2. - actors joined the choruses

- the Dionysus festival in Athens became a  
 drama competition  
4

- amphitheaters were built

- performed tragedies that taught lessons  
5

- performed comedies that made fun of life

1. -declined when playwrights died and the government changed

The roots of modern theater can be found in early Greek theater. Greek theater began as a religious ceremony that honored the Greek god Dionysus. At first, choruses chanted lyrics. When actors were added to interact with the chorus, theater was born. Later, the Dionysus festival in Athens became a drama competition, and amphitheaters were built to accommodate the event. Both tragedies, which taught lessons, and comedies, which made fun of life, were performed. Greek theater declined when the great playwrights died and the government changed.

|  |  |  |
| --- | --- | --- |
| Addition   * furthermore * moreover * too * also * in the second place * again * in addition * even more * next * further * last, lastly * finally * besides * and, or, nor * first * second, secondly   Comparison   * in the same way * by the same token * similarly * in like manner * likewise * in similar fashion   Contrast   * yet * and yet * nevertheless * nonetheless * after all * but * however * though * otherwise * on the contrary * in contrast * notwithstanding * on the other hand * at the same time   Summary   * to summarize * in sum * in brief * to sum up * in short | Time   * while * immediately * never * after * later, earlier * always * when * soon * whenever * meanwhile * sometimes * in the meantime * during * afterwards * now, until now * next * following * once * then * at length * simultaneously * so far * this time * subsequently   Clarification   * that is to say * in other words * to explain * i.e., (that is) * to clarify * to rephrase it * to put it another way   Cause   * because * since * on account of * for that reason   Effect   * therefore * consequently * accordingly * thus * hence * as a result | Place   * here * there * nearby * beyond * wherever * opposite to * adjacent to * neighboring on * above, below   Example or Illustration   * to illustrate * to demonstrate * specifically * for instance * as an illustration * e.g., (for example) * for example   Purpose   * in order that * so that * to that end, to this end * for this purpose   Qualification   * almost * nearly * probably * never * always * frequently * perhaps * maybe * although   Intensification   * indeed * to repeat * by all means * of course * certainly * without doubt * undoubtedly * in fact * surely * in fact |

**Person**

|  |  |
| --- | --- |
| Who was he/she? |  |
| Why is he/she famous? |  |
| What were his/her accomplishments? |  |
| When did he/she live? |  |
| Where did he/she live? |  |
| What did he/she believe? |  |
| Were there any unusual or interesting things about him/her? |  |

**Person**

|  |  |
| --- | --- |
| Who was he/she? | Benjamin Franklin |
| Why is he/she famous? | Famous inventor, scientist, author, printer, politician |
| What were his/her accomplishments? | **Inventor** – Franklin stove, bifocals, swim fins  **Scientist** – Verified that lightning was electricity  **Politician** – Helped to write Declaration of Independence; ambassador to France; signed Constitution  **Author** – Poor Richard’s Almanack |
| When did he/she live? | January 17, 1706 – April 17, 1790 |
| Where did he/she live? | Born in Boston  Lived most of life in Philadelphia  Spent time in Great Britain and Frances |
| What did he/she believe? | Wrote about 13 virtues including: order, justice, moderation, and humility  Believed that the United States should be independent. Worked for Independence |
| Were there any unusual or interesting things about him/her? | Ben was achieved in many domains. |

Ben Franklin, a well-known American living from 1706 to

1790, gained fame as an inventor, scientist, author, printer, and politician. As an inventor, he developed a range of items including the Franklin stove, bifocals, and swim fins. His experiments verified that lightning was simply a form of electricity. As an author, he was best known for his annual Poor Richard’s Almanack that supplied advice to readers on numerous subjects. As a politician, Franklin helped write the Declaration of Independence, signed the Constitution, and served as an ambassador to France. While Franklin’s accomplishments spanned many domains, his life spanned three countries: the US, Great Britain, and France.

**Theories/Concepts/Ideas**

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| --- | --- |
| What is it called? |  |
| What is its big idea? |  |
| Who uses it?  Who does it? |  |
| How is it used?  How does it work? |  |
| Why is it important? |  |
| Who first thought of it?  When was it first thought of? |  |
| Are there other related theories/concepts? |  |

**Groups/Organizations/Institutions**

|  |  |
| --- | --- |
| What is its name?  Where is it located? |  |
| What is its organizational structure? |  |
| Does it have a leader? How is it leader chosen? |  |
| Does it have members? How are they determined? How are they similar? |  |
| What is its purpose? |  |
| When did it first begin? |  |
| Does it have a symbol or flag? |  |

**Period or Event**

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| When did event occur? |  |
| Where did it occur? |  |
| What was the duration? |  |
| What happened? |  |
| What happened in the end? |  |
| What caused the event? |  |
| Why was it significant? |  |
| What caused the event? |  |
| What were the consequences? |  |

**Narrative**

|  |  |
| --- | --- |
| What was the title of the narrative? |  |
| Who was the author? |  |
| What was the theme of the narrative? |  |
| What was setting of the narrative? |  |
| What was the relevance of the setting? |  |
| Who was the main character? |  |
| What important things did the author tell readers about the main character? |  |
| Who were other important characters? |  |
| What was the main character’s problem, conflict, or goal? |  |
| How did the main character attempt to resolve the problem, conflict or goal? |  |
| What happened at the end of the narrative? |  |

**Summary of Informational Text** – Frame

**Chapter: \_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* In this section of the chapter, a number of critical points were made about …
* First, the authors pointed out that…
* This was important because…
* Next, the authors mentioned that…
* Furthermore, they indicated…
* This was critical because…
* Finally, the authors suggested that…

**Chapter: *Drifting Continents***

**Topic*: Wegener's Theory***

In this section of the chapter, a number of critical points were made about *Alfred Wegener's theory of continental drift.* First, the authors pointed out that *Wegener believed that all the continents were once joined together in a single landmass that drifted apart forming the continents of today.* This was important because *it explained why the outline of the continents as they are today fit together.* Next, the authors mentioned that *Wegener argued that there were many pieces of evidence supporting his theory of continental drift.* Furthermore, they indicated *that Wegener used evidence of similar landforms and fossils on different continents to prove his theory.* This was critical *because other scientists could validate this evidence.* Finally, the authors suggested that *despite this evidence, other scientists did not accept Wegener's theory because he could not explain the force that pushes and pulls the continent.*

**Summary – Narrative Frame**

The title of this story was ……

The setting of the story was …..

…… was the main character of the story.

In the story, we learned that …. was …..

His/her main problem/conflict/goal was …

At first, … tried to resolve this problem/conflict/goal by …

Later, he/she tried to resolve the problem/conflict/goal by…

In the end, the following happened: …

The title of this story was *My Summer Vacation.*

The setting of the story was *a cattle ranch in Texas during summer vacation. Wallace* was the main character of the story. We learned that *Wallace* was *a young city boy who was spending his summer with the crew on the ranch.*

His main problem was *that he had to learn all of the skills of a wrangler such as how to move the cattle from one location to another and use a lasso properly.* At first, *Wallace* tried to resolve this problem by *carefully observing the ranch hands and mimicking their behaviors.* Later, he tried to resolve the problem by *asking the other wranglers, the ranch manager, and even the cook to teach him ranch skills.* In the end, the following happened: *Wallace stopped a stampede.*

Compare and Contrast Frame

**Same**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are similar in a number of ways.

First, they both……  
Another critical similarity is ……  
An equally important similarity is ……..  
Finally, they ……

**Different**  
The differences between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are also obvious.

The most important difference is ……  
In addition, they are ……  
In the final analysis, \_\_\_\_\_\_\_\_\_\_\_\_ differs from \_\_\_\_\_\_\_in two major ways: …..

Compare and Contrast Example

*Narrative* and *informative written products* are similar in a number of ways. First, they both *have an author intent on sharing his/her ideas.* Another critical similarity is *the goal of informative and narrative writing: to communicate to a reader or group of readers.* An equally important similarity is *that both genre’ utilize the words, mechanics, and grammar of the author’s language.* Finally, *both are read on a daily basis across the world.* The differences between *narrative* and *informative written products* are also obvious. The most important difference is *their purpose. Narratives convey a story, real or imagined, while informative products transmit information that the reader needs or is interested in learning.* In addition, they are structured differently. *The structure of a narrative is based on the elements of a story: settings, characters, the character’s problems, attempts at resolving the problem, and finally its resolution. In contrast, when writing an informative product, authors organize the information into paragraphs each containing a topic and critical details.* In the final analysis, *narratives* differ from *informative text* in two major ways: *content and structure.*

**Compare and Contrast**

|  |  |
| --- | --- |
| Point | **Item #1 Senate** |
|  |  |
| Branch | Legislative branch – Congress |
| Number | 100 Senators |
| Number from State | 2 Senators from each state |
| Term | 6 years |
| Qualifications | 30 years old, US citizen for 9 years, resident of state |
| Shared Powers | Making laws, collecting taxes, establishing budget |
| Separate Powers | Ratify treaties |
|  | Confirm presidential appointments |
|  | Try impeached high officials |
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| --- | --- |
| Point | **Item #2 House of Representatives** |
|  |  |
| Branch | Legislative branch – Congress |
| Number | 435 Representatives |
| Number from State | Depends on the population of the state |
| Term | 2 years |
| Qualifications | 25 years old, US citizen for 7 years, resident of state |
| Shared Powers | Making laws, collecting taxes, establishing budget |
| Separate Powers | Initiate spending and tax bills |
|  | Impeach high officials |
|  | If electoral college ends in tie, house elects president |
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**Compare and Contrast**

Item by Item

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| **Point** | **Item #1** |
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| **Point** | **Item #2** |
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**Compare and Contrast**

Item # 2 House of Representatives

Item # 1 Senate

Similarities

* Both are part of the legislative branch of government
* Two parts of the Congress
* Members of Congress are elected by citizens of states
* Joint powers – make laws, declare war, collect taxes

**Differences**

|  |  |  |
| --- | --- | --- |
|  | Senate | House of Representatives |
|  |  |  |
| Number | * 100 Senators | * 435 Representatives |
| Number from each state | * 2 per state | * Determined by population |
| Qualifications | * At least 30 years old | * At least 25 years old |
|  | * US citizen for 9 years | * US citizen for 7 years |
|  | * Resident of state | * Resident of state |
| Different Powers | * Ratify treaties | * Starts spending bills |
|  | * Confirm presidential  nominations | * Impeaches high officials |
|  | * Tries impeached | * If electoral college has |
|  | officials | tie, elects president |
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**Compare and Contrast**

Item # 2

Item # 1

Similarities

**Differences**

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|  | Item #1 | Item #2 |
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The Senate and the House of Representatives are similar in a number of ways. First, they are both part of the legislative branch of government referred to as Congress. Furthermore, citizens in each state must elect the senators and representatives that serve in Congress. In addition, the two bodies of Congress have a number of joint powers including the power to make laws, declare war, and collect taxes.

While the Senate and House are similar in a number of ways, their membership composition differs. There are 100 elected senators with two senators from each state regardless of the state’s population. In contrast, the House has a total of 435 representatives with the number from each state dependent on the state’s population. The qualifications also differ between senators and representatives. Representative must be at least 25 years old, a US citizen for 7 or more years, and a legal resident of the state that they represent. On the other hand, a senator must be at least 30 years old, a US citizen for 9 years or more, and a legal resident of their state.

The Senate and House of Representatives, while given joint powers, are also accorded separate powers. The Senate is given the responsibility for ratifying treaties, confirming presidential nominations, and trying impeached officials. In contrast, the House of Representatives’ specific powers include initiating spending and tax bills, impeaching high officials, and determining who will be president if the Electoral College ends in a tie.

**Compare and Contrast**

Point by Point

|  |  |  |
| --- | --- | --- |
| Point | Item #1 Senate | Item #2 House of Representatives |
| Members | 100 Senators  2 elected from each state  Serve 6 year term  Can be reelected | 435 Representatives  Elected from state  Number depends on population of state  Serves 2 year term  Can be reelected |
|  |  |  |
| Qualifications | 30 years old  US Citizen for 9 years | 25 years old  US Citizen for 7 years |
|  | | |
| Joint Powers | Collecting taxes  Determining budgets  Passing laws | Collecting taxes  Determining budgets  Passing laws |
|  | | |
| Separate Powers | Ratify treaties  Try impeached high officials  Confirm Presidential appointments | Initiate spending and tax bills  Impeach high officials  If electoral college ends in tie,  house elects president |
|  | | |
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**Compare and Contrast**

Point by Point

|  |  |  |
| --- | --- | --- |
| Point | Item #1 | Item #2 |
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# Transition Words for Compare and Contrast

# To Compare (How the items are similar.)

also

as

as well as

both

in the same way

have in common

like

likewise

most important

same

similar

similarly

the same as

too

**To Contrast (How the items are different.)**

although yet

but differs from

contrary to

differ

even though

however

in contrast

instead

never the less

on the contrary

on the other hand

unless

unlike

while

**Answering Written Comprehension Questions**

1. Read the item.
2. Turn the question into part of the answer and write it down.
3. Think of the answer or locate the answer in the articles.
4. Complete your answer.   
     
   *REWARDS Plus* published by Sopris Learning

Writing Frames for Specific Questions

***Question***

Why were Adams and Clay accused of making a “corrupt bargain” (stealing the election)?

***Frame***

Adams and Clay were accused of making a “corrupt bargain” for a number of reasons.

First, …

In addition, …

Finally, …

***Question***

Summarize the ways that Jackson tried to get the support of people in the election of 1828.

***Frame***

Jackson used a number of techniques to gain the support of voters.

First,

Next,

In addition,

Lastly,

**Writing Frames for Comprehension**

**Explanation**

There are a number of reasons why…

The most important reason is…

Another reason is …

A further reason is …

So you can see why…

**Explanation**

There are differing explanations as to why…

One explanation for this is…

The evidence for this is …

An alternative explanation is …

The explanation is based on…

Of the alternative explanations, I think the most likely is…

**Opinion**

There is a lot of discussion about whether…

The people who agree with this idea claim that…

A further point they make is …

However, there are also strong arguments against this point of view.

People with the opposing view believe that…

They say that…

Furthermore, they claim that…

After examining the different points of view and the evidence for them, I think… because…

**Opinion**

Though not everybody would agree, I want to argue that...

I have several reasons for arguing this point of view.

My first reason is …

A further reason is…

Furthermore…

Therefore, although some people might argue that …

I have shown that …

**Sentence Expansion With 3 Question Words**

Based on *Teaching Basic Writing Skills* by Judith Hochman

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expand each sentence using three of the following question words: ***who, what, when, where, why,*** and/or ***how.***

Sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

Expanded Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

Expanded Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Expansion With 3 Question Words – Example**

Based on *Teaching Basic Writing Skills* by Judith Hochman

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expand each sentence using three of the following question words: ***who, what, when, where, why,*** and/or ***how.***

Sentence: Andrew Jackson and his American forces won.

*What The Battle of New Orleans*

*When January 8, 1815*

*Why wanted to keep British from seizing*

*New Orleans and Louisiana Purchase*

Expanded Sentence:

*On January 8, 1815, Andrew Jackson and his American forces won the Battle of New Orleans, stopping the British from invading and seizing New Orleans and the vast Louisiana Purchase.*

**Sentence Expansion With 4 Question Words**

Based on *Teaching Basic Writing Skills* by Judith Hochman

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expand each sentence using three of the following question words: ***who, what, when, where, why,*** and/or ***how.***

Sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

Expanded Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

**\_\_\_\_\_\_ ……………………………………………………**

Expanded Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Sentence Expansion With 4 Question Words –**

Based on *Teaching Basic Writing Skills* by Judith Hochman

**Example – Language Arts**

Students in a middle school are reading the book *Wonder* (Chapter – Why I didn’t go to school). The following daily Warm Up Activity is designed to 1) improve the quality of sentences, 2) provide daily writing for short sessions, and 3) to review the preceding chapter.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expand each sentence using three of the following question words: ***who, what, when, where, why,*** and/or ***how.***

Sentence: August is going to school.

***Who*** *a young boy with facial deformities*

***When*** *in the fall*

***Why*** *no longer needed to be homeschooled because of frequent surgeries*

***What*** *fifth grade*

Expanded Sentence: *In the fall, August, a boy with facial deformities, will go to school for the first time, because he no longer needs to be homeschooled because of frequent surgeries.*

**Exit Ticket**

**Name:**

**Directions: Complete three of these statements.**

Today I learned…

I was surprised by…

The most useful thing I will take from this lesson is..

One thing I am not sure about is….

The main thing I want to find out more about is….

After this session, I feel…

I might have gotten more from this lesson if….