



Improve basic sentence conventions

SPARK YOUR NEXT STEPS

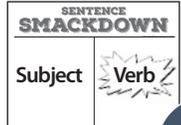
Emphasize message over management.

Honor the learning process— *Notice & Name it, Try it, Apply it.*

#1 MESSAGE A complete thought (spoken or written) about something.	NOTICE & NAME IT Recognize a complete thought. Understand the components of a complete thought (i.e., subject & verb).	TRY IT Take a word or phrase and stretch it into a complete thought. Return to previous lists or fragments and stretch the words into complete thoughts.	APPLY IT Independently think of an original idea and write it in a complete thought.	MASTERING the message.
#2 MANAGEMENT A single idea written with accurate sentence-level conventions.	NOTICE & NAME IT Recognize the convention used accurately in context. Understand its rules—when, where, & how to use it.	TRY IT Return to previous writing to assess for a single convention, identify it done accurately, and edit or add it when wrong or missing.	APPLY IT Apply <i>that</i> convention (with others) when writing a complete thought in a first draft.	MASTERING the management.

Mastery of message & management— The ability to apply *that* convention skill (along with others) in a first draft *while* composing a complete thought that is the writer’s own original idea.

Reinforce that sentences have 2-part messages.

NOTICE & NAME IT	TRY IT	APPLY IT
<p>Explain the <i>Sentence Test</i>— A sentence has a subject <i>and</i> a verb <i>and</i> is a complete thought.</p> <ul style="list-style-type: none"> • Subject = <i>Who</i> or <i>what</i> did something? • Verb = <i>What</i> did he do? <p>Play <i>Sentence Smackdown</i> in groups of three.</p> <ul style="list-style-type: none"> • The READER reads the whole sentence. • The SUBJECT “smacks” or slaps the mat under the word “subject” and states the subject of the sentence. • The VERB follows, “smacking” the mat under the word “verb” and stating it. • The READER rereads the whole sentence again.  <p>SECRET SITE RESOURCE </p>	<p>Stretch words into ORAL sentences— then written.</p> <ol style="list-style-type: none"> 1. Reveal a photo or picture for students to individually generate an ORAL sentence. 2. Provide a list of words for students. Have them stretch each one into a written sentence. 3. Self-assess if each is a complete thought using <i>Sentence Smackdown</i>.  <p>The door slams shut.</p>	<p> NOW IT’S YOUR TURN</p> <ol style="list-style-type: none"> 1. Make a list of nouns and/or verbs based on your current setting (e.g., kitchen). <ul style="list-style-type: none"> • <i>dishes, table, cooking, counter</i> 2. Stretch the same word into 3-4 different messages. <ul style="list-style-type: none"> • <i>I collect antique dishes.</i> • <i>There is a stack of dirty dishes on the counter.</i> • <i>I hate unloading the dishes from the dishwasher.</i>

MESSAGE & MEANING



Stretch own words into an original message.

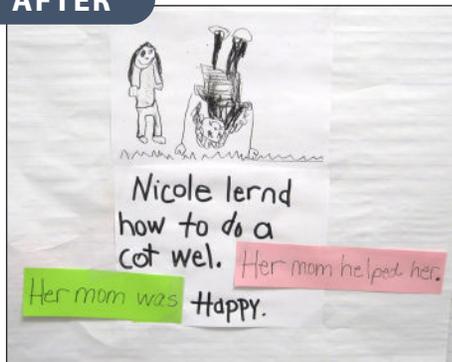
Create space for writers to finish their thoughts.

SPIDER LEGS (TRY IT)

BEFORE

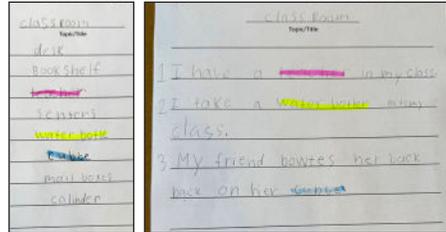


AFTER

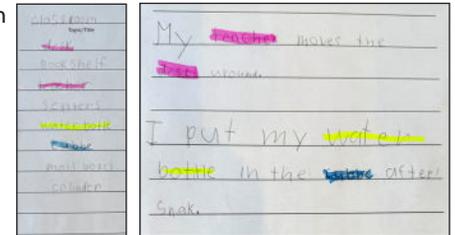


HIGHLIGHTERS (APPLY IT)

1. Highlight each word in the prewrite list using a different color.
2. Stretch each into its own sentence.

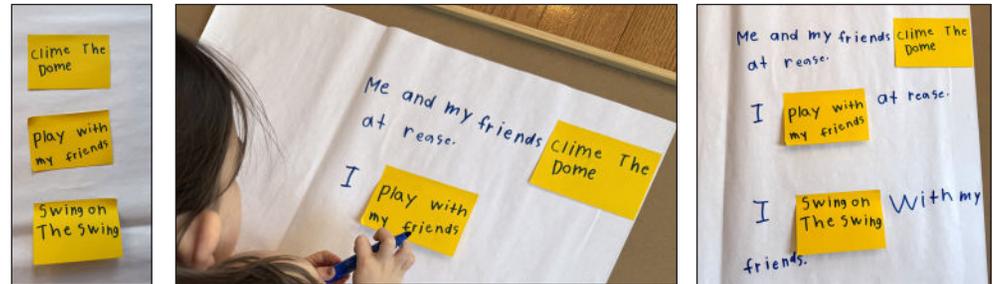


1. Highlight each word in the prewrite list.
2. Stretch multiple words/details into a single sentence.



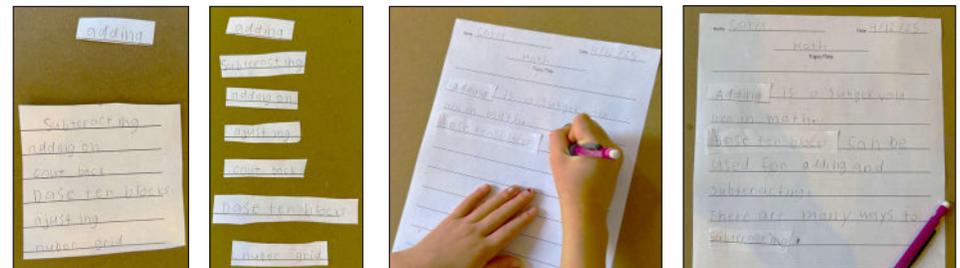
STICKY NOTES ON CHART PAPER (APPLY IT)

1. Write each detail onto a sticky note.
2. Share a sentence for each detail orally.
3. Write out each sentence, moving the sticky-note details into position.



CUT & GLUE (APPLY IT)

1. List details related to the topic.
2. Cut apart the list.
3. Share sentences orally using each word.
4. Write out each sentence, gluing or taping the words/details onto the paper.



RELEVANT RESOURCE

Launching the Writer's Workshop: Grades K-2



MECHANICS & MANAGEMENT

Scaffold strategies to honor *Notice & Name it, Try it, Apply it.*

Space between words.

TRY IT | Edit a previous draft for word spaces.

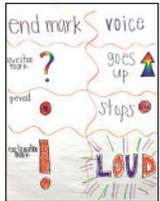


APPLY IT | Utilize word spaces within a first draft.

- Utilize fingers.
- Utilize Spaceman.
- Utilize popsicle sticks.
- Use dominoes to show how spaces create a flow.

End each thought with punctuation.

NOTICE & NAME IT | Reread to hear punctuation.



TRY IT | Check for run-ons with the Tower Test.

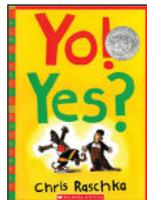


APPLY IT | Celebrate those who are integrating end marks.

- Prince/Princess Punctuation



Alphabet Passage
 ABC? DE. FGH!
 I? JKL. MN? OPQ!
 RST! UV? WX. YZ!



Execute focused edits with X-Ray Editing.

TOOLS	EXAMINE WRITING FOR...

SECRET SITE RESOURCES



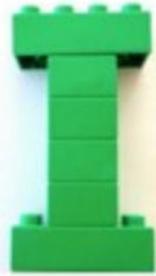
Conduct focused edits.

MECHANICS & MANAGEMENT *continued*

Acknowledge capitalization is often the last basic-sentence convention applied.

Capitalize /I/ within all sentences.

APPLY IT | When generating oral sentences that include the pronoun /I/, students hold up the giant Lego letter that they made as a class.

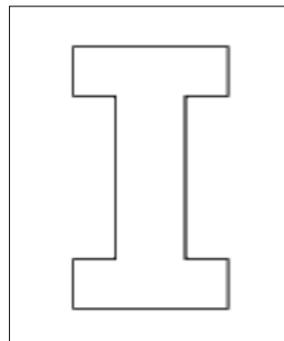


APPLY IT | Teach the song, set to the tune of “Twinkle Twinkle Little Star.”

Always capitalize the I,
 When it’s alone, don’t ask me why.
 It’s a word just like your name,
 Keeping it small would be a shame.
 Always capitalize the I,
 Now you’ll get it—give it a try!

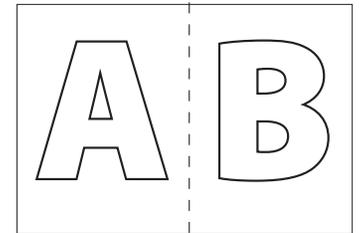
APPLY IT | Students lists topics that they personally know about within the giant letter /I/.

- Review the rationale for capitalizing special names and proper nouns.
- Clarify that they (the students) are special, too, and get their NAMES or /I/ capitalized in their writing as well.



Begin each sentence with a capital letter.

APPLY IT | Assign each student to color/decorate a single capital letter printed on paper. When generating a whole-class sentence orally (where the teacher is the scribe), students remind the teacher to get/use the appropriate colored letter.



APPLY IT | Utilize the *Bouncing Ball* metaphor to explain how a sentence looks.

