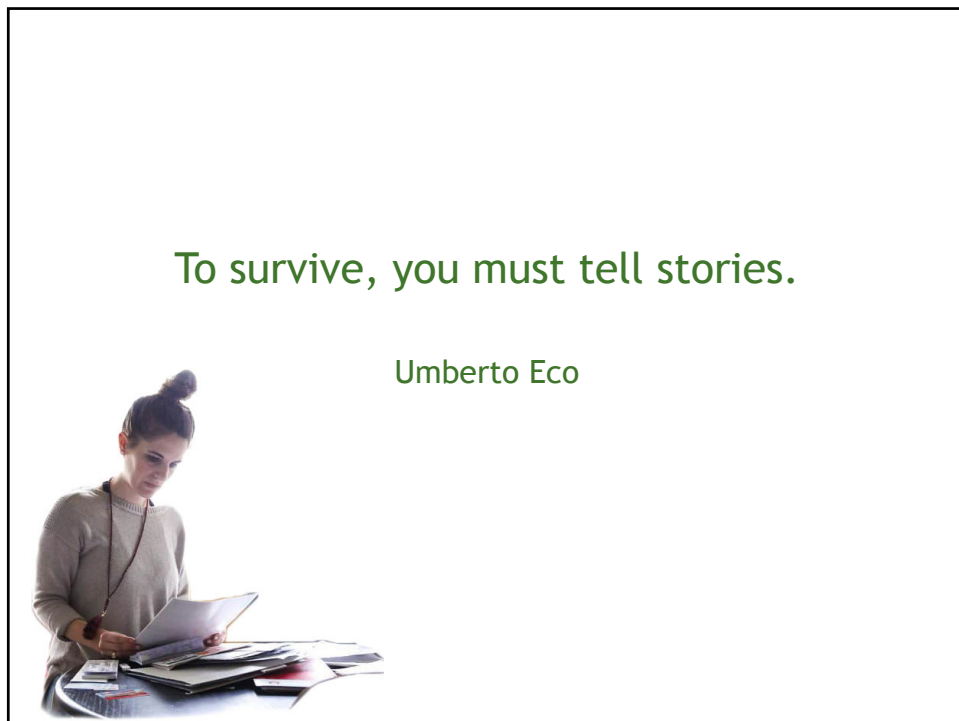


1



2


Major Topics

Paragraphs

Style and Clarity

Mechanics

Editing / Revising




Four Corners REC #1

3

Have something to say, and say
it as clearly as you can.
That is the only secret.

Matthew Arnold



4

What is a paragraph?

The primary tool for
communicating an idea



which means...

Four Corners REC #1

5



Paragraphs: Big Idea #1

1 paragraph = 1 idea

what if...

Four Corners REC #1

6

¶

Paragraphs: 1 Idea

I kept *student's* parents informed about her progress. At the beginning of the year, we met to discuss how *student* could improve her reading comprehension. We met again during open house. Through phone calls after school, I have conveyed *student's* progress and how the parent could help her at home. With this interaction, we became partners to help *student*.

A

Four Corners REC #1

7

¶

Paragraphs

Let's try it!

What are the ideas?

B

Four Corners REC #1

8

¶ Paragraphs: Big Idea #2

The 3 Cs of Paragraphs

Context
Content
Conclusion

Four Corners REC #1

9

¶ Paragraphs: 3 Cs

start with	Context	the topic, relevancy
continue with	Content	info about the topic
end with	Conclusion	the “take-away” message

The Three Cs of Effective Paragraphs

Four Corners REC #1

10



Paragraphs: 3 Cs

I kept *student's* parents informed about her progress. At the beginning of the year, we met to discuss how *student* could improve her reading comprehension. We met again during open house. Through phone calls after school, I have conveyed *student's* progress and how the parent could help her at home. With this interaction, we became partners to help *student*.

Four Corners REC #1

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Paragraphs: 3 Cs

context: I kept *student's* parents informed about her progress.

content: At the beginning of the year, we met to discuss how *student* could improve her reading comprehension. We met again during open house. Through phone calls after school, I have conveyed *student's* progress and how the parent could help her at home.

conclusion: With this interaction, we became partners to help *student*.

Four Corners REC #1

12



Paragraphs: 3 Cs

Let's try it!

Find the 3 Cs.



Four Corners REC #1

13



Paragraphs: Big Idea #3

Use Transitions

connecting ideas logically

Four Corners REC #1

14

¶ Paragraphs: Transitions

How to do it...

conclusion and context have similar...

words

phrases

concepts

Four Corners REC #1

15

¶ Paragraphs: Transitions

paragraph one

in the conclusion
words, phrases, concepts
in the context

paragraph two

Four Corners REC #1

16

¶ Paragraphs: Transitions

paragraph 1: ...The student was average to low in classes at the time but still had a positive attitude towards learning.

paragraph 2: The following year, the student was ahead of peers because of retained information..

Four Corners REC #1

17

¶ Paragraphs: Transitions

Let's try it!

How many connections?

D

Four Corners REC #1

18

¶ Paragraphs: Transitions

I quickly found out that I need to adapt and describing the material in different ways. I now come up with different strategies in order to reach different learning styles.

My plan is to keep learning as teacher to better serve students. Even though I found new learning styles there will always be students who learn different from the way I teach.

D

Four Corners REC #1

19

¶ Paragraphs: Transitions

We were allowed Wednesday afternoons once a month, to share ideas, discuss I-Ready scores, and brainstorm solutions to any problems we were encountering.

At the beginning of the year, the K-6th grade, and Special Education teachers discussed I-Ready scores and how we could work together to ensure the students going to special education classroom would receive appropriate assistance.

D

Four Corners REC #1

20

¶ Paragraphs: Transitions

EOC results showed 49% of the students scoring two or more grade levels below, 21% scoring one grade level below, and 30% scoring on or above grade level.

The data showed varying achievement levels and specific areas of needs and strengths of individual students, which allowed for effective differentiation of instruction and precise intervention within those areas.



Four Corners REC #1

21

¶ Paragraphs: 3 Big Ideas

Big Idea #1:

1 Idea per paragraph

Big Idea #2:

Context - Content - Conclusion

Big Idea #3:

Use transitions

Four Corners REC #1

22



Paragraphs

Now, put it all together!

Revise

Share

Compare

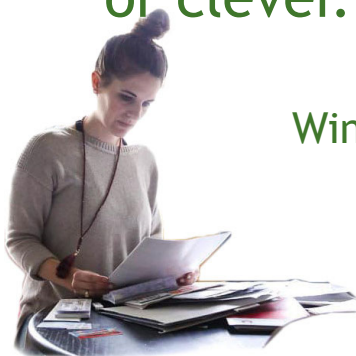


Four Corners REC #1

23

If you have an important point
to make, don't try to be subtle
or clever. Use a pile driver.

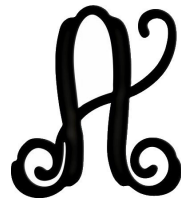
Winston Churchill



24

What Is Style?

Style is *how* you express
your thoughts



Four Corners REC #1

25



Style: Big Idea #1

Subjects and verbs contain
your central message

which means...

Four Corners REC #1

26



Style: Big Idea #1

Main verb = Main action
Subject = Actor

Four Corners REC #1

27



Style: Actors and Actions

If the students need to be challenged, I provide material from the pacing guide.

Action: providing

Verb: provide

Actor: I

Subject: I



Four Corners REC #1

28

Style: Actors and Actions

One thing about living in a small community is that I see parents outside of the school.

Action: seeing

Actor: I

Verb: is

Subject: thing



Four Corners REC #1

29

Style: Actors and Actions

Because I live in a small community, I see parents outside the school.

Action: seeing

Actor: I

Verb: see

Subject: I



Four Corners REC #1

30



Style: Actors and Actions

Let's try it!

Find the main actions and actors.



Four Corners REC #1

31



Style: Actors and Actions

But, but, but
what about the passive voice?

ACTOR

ACTION

OBJECT

STUDENTS

ARE

WORKED

BY

PROBLEMS

PASSIVE VOICE

Four Corners REC #1

32



Style: Big Idea #2

Verbs = interesting
Nouns = tedious
Prepositions = boring

which means...

Four Corners REC #1

33



Style: Big Idea #2

Use Verbs!

Four Corners REC #1

34



Style: Use Verbs

original:

In addition to making modifications to help students make better achievement, teachers need good communications with parents.

NOUNS

7

VERBS

4

Four Corners REC #1

35



Style: Use Verbs

revised:

Along with modifying lessons to help students achieve, teachers need to communicate regularly with parents

NOUNS

4

VERBS

5

Four Corners REC #1

36



Style: Use Verbs

original:

During the provision of instruction, I express appreciation for students' demonstrations of knowledge

NOUNS

7

VERBS

1

Four Corners REC #1

37



Style: Use Verbs

revised:

While teaching, I commended students' efforts.

NOUNS

3

VERBS

2

Four Corners REC #1

38

One day I will find the right words,
and they will be simple.

Jack Kerouac, *The Dharma Bums*



39



Style: Use Verbs

Nominalization:
Changing verbs into nouns

Avoid this!

Four Corners REC #1

40



Style: Use Verbs

Nominalization:

nomination: nominate

performance: perform

visualization: visualize

increase: increase

discussion: discuss

completion: complete

Four Corners REC #1

41



Style: Use Verbs

Let's try it!

Revise to use more verbs.



Four Corners REC #1

42



Style: Big Idea #3

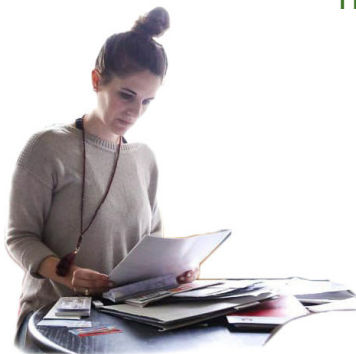
Be Brief

Four Corners REC #1

43

The most valuable of all talents is that of
never using two words when one will do.

Thomas Jefferson



44



Style: Be Brief

I provided many types of materials, assessments, and illustrations. This provided students with a choice of artwork, poems and writings, and reading materials, of which they used for their assignments.

30 words!

Four Corners REC #1

45



Style: Be Brief

Students could choose among illustrations and reading materials to use in their assignments.

13 words

Four Corners REC #1

46



Style: 3 Big Ideas

Big Idea #1:

Actor = subject, Action = verb

Big Idea #2:

Use verbs

Big Idea #3:

Be brief

Four Corners REC #1

47

What Are Mechanics?

Tools to help your reader
interpret your writing



Four Corners REC #1

48



Commas: 1 Big Idea

Commas Separate

Four Corners REC #1

49



Commas

Do Separate These

- Side comments
- Independent clauses
- Restatements
- Introductory phrases
- Items in a list
- Non-restrictive clauses: “which”
- Conjunctive adverbs

Don't Separate These

- Subjects and predicates
- Verbs and objects
- Restrictive clauses: “that”
- Correlative pairs: e.g., “either...or”

Four Corners REC #1

50



Commas



Four Corners REC #1

51



Commas

DO

Separate items in a series

Completed essays, family trees, and interviews were displayed on the bulletin board for students and parents to review.

52



Commas

DO

Separate independent clauses

The family tree is neat and legible, and the format has been changed to include the parents' siblings.

53



Commas

DO

Separate side comments

The books, all from the classroom library, were high interest for the students.

54



Commas

DO

Separate introductory phrases

When the class begins, students stand up beside their desks.

55



Commas

DO

Separate non-restrictive clauses

Parents can review my gradebook, which I keep on my desk, during conferences.

56



Commas

DON'T

Separate subjects and predicates

These pieces of work that the students submitted ~~show~~ me what the student learned.

57



Commas

DON'T

Separate verbs and objects

I will provide every student ~~his~~ or her own updated record log.

58



Commas

DON'T

Separate restrictive clauses

The following image shows a sample math page ~~x~~ that students complete on Fridays.

59



Commas

DON'T

Separate correlative pairs

During our PLC times, we can either discuss a topic the principal gives us ~~x~~ or we can review the data for our students.

60



Commas: 1 Big Idea

Big Idea:
Commas Separate

Four Corners REC #1

61



Commas: 1 Big Idea

Let's try it again!

Rework your pop quiz.




Four Corners REC #1

62

Half my life is an act of revision.


John Irving

A photograph of a woman with her hair in a bun, wearing a light-colored sweater, sitting at a desk and looking down at a stack of papers. She appears to be in the process of editing or revising her work.

63

Strategies for Revising

Top Strategies for Reviewing
and Revising Your Writing

A simple line drawing of a bandage, tilted diagonally. It has a central rectangular patch and a border with small dots, representing the process of revising or 'bandaging' the writing.

Four Corners REC #1

64



3 Top Strategies

strategy 1:

Read aloud

strategy 2:

Read a print version

strategy 3:

Content first, mechanics after

Four Corners REC #1

65



Process

CONTENT

On Screen,
Print

On Paper,
Enter

Print for
Other Reader

Review &
Enter

MECHANICS

On Screen,
Print

On Paper,
Enter

Print for
Other Reader

Review &
Enter

Four Corners REC #1

66



Process

Final Step:
Print and Read
Again

Four Corners REC #1

67

When I am getting ready to reason with a man, I spend one-third of my time thinking about myself and what I am going to say, and two-thirds about him and what he is going to say.

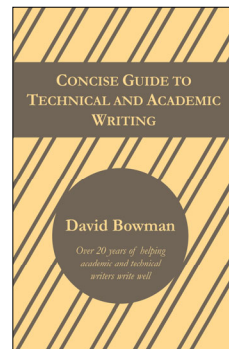
Abraham Lincoln



68

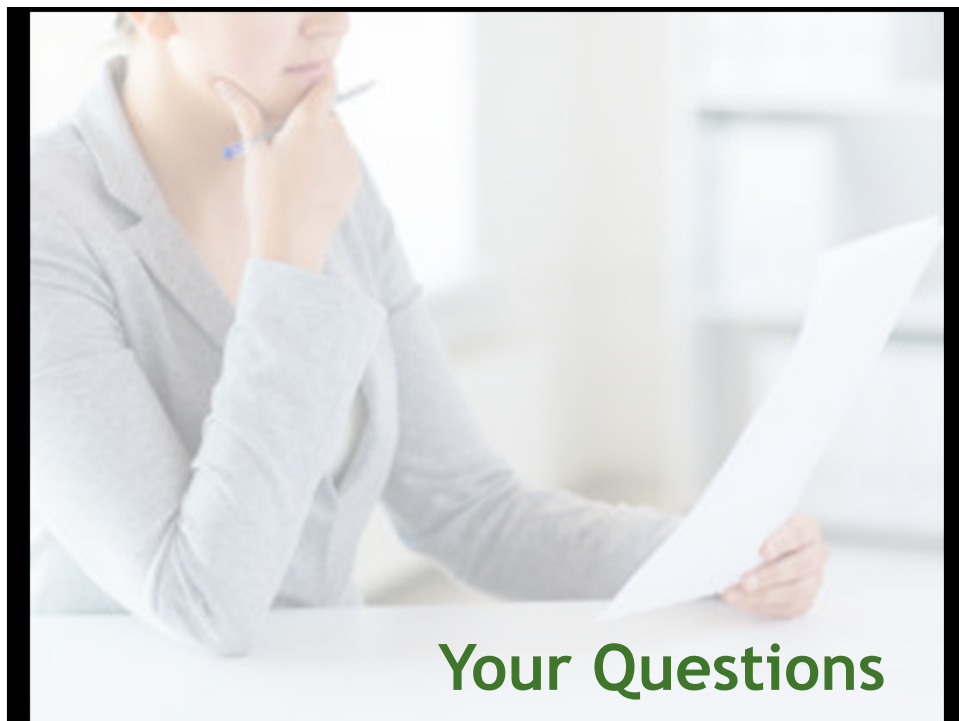
Resource

*Concise Guide to Technical
and Academic Writing*
PDF (c) 2013



Four Corners REC #1

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70