

**Strategies for Scaffolding
Narrative and Expository Writing**

February 12, 2014

Presentation for:
AIM Institute for Learning and Research



**Greetings from the
Boston Area!**

Charles Haynes, Ed.D.
MGH Institute of Health
Professions
Charlestown Navy Yard
Boston, MA
www.mghihp.edu
chaynes@mghihp.edu

Special Acknowledgments

Terrill Jennings, Med
Peter Harris, M.Ed.
Department Co-Directors
Language Arts Department
Landmark Elementary and Middle School

www.landmarkschool.org
tjennings@landmarkschool.org
pharris@landmarkschool.org

- <http://www.corestandards.org/>
- What are the CCSS?
- Anchor Standards:
 - Writing
 - Speaking & Listening
 - Language

Anchor Standards: Writing K-12

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective **selection, organization and analysis of content.**

3. Write narratives to develop real or imagined experiences or events using effective technique, **well-chosen details and well structured event sequences.**

**Anchor Standards:
Listening & Speaking K-12**

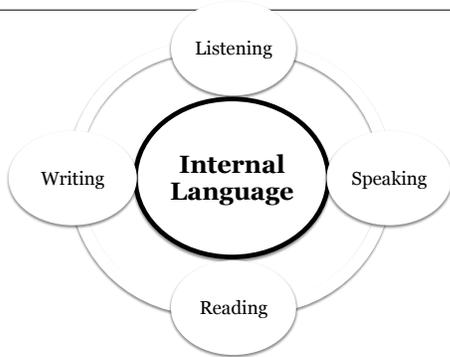
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to **comprehend more fully when reading or listening.**

5. Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings.**

Anchor Standards: Language K-12

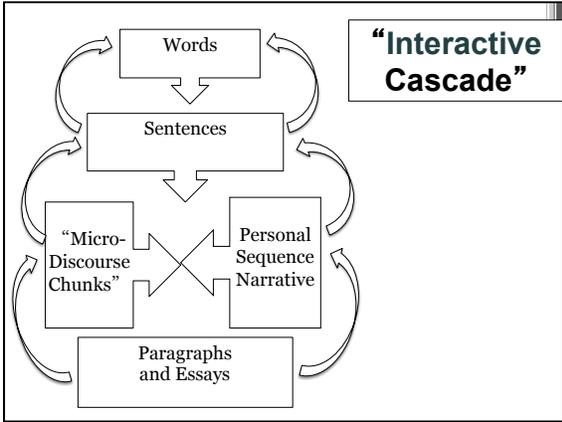
1. Prepare for and **participate effectively** in a range of **conversations** and **collaborations** with diverse partners, **building on others' ideas** and **expressing their own clearly** and **persuasively**.

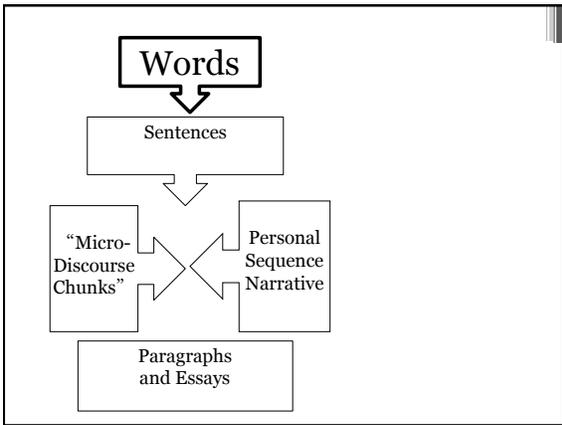
Language is “core” to the “Core”!



Agenda (flexible!)

- Part 1: Word Level Methods
 - Theme-centered vocabulary instruction
 - Word-level semantic elaboration techniques
- Part 2: Sentence Level Methods
- Part 3: Personal Sequence Narrative & Micro-Discourse Elaboration
- (If time) Part 4: Paragraph & Multi-Paragraph Level Scaffolding



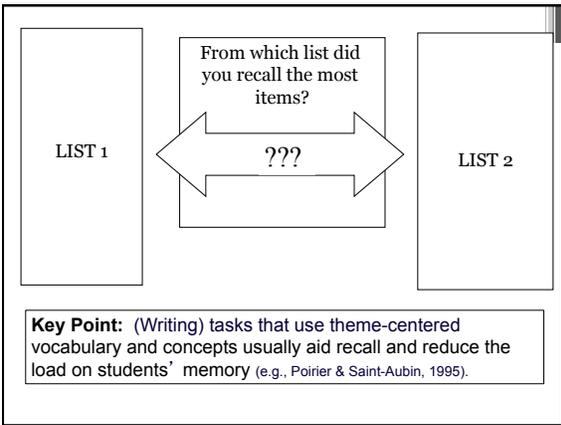


Common Core, Language, Standard 6, K-12:

Acquire and use accurately a range of general **academic and domain specific words** and phrases sufficient for reading, writing, speaking, and listening...

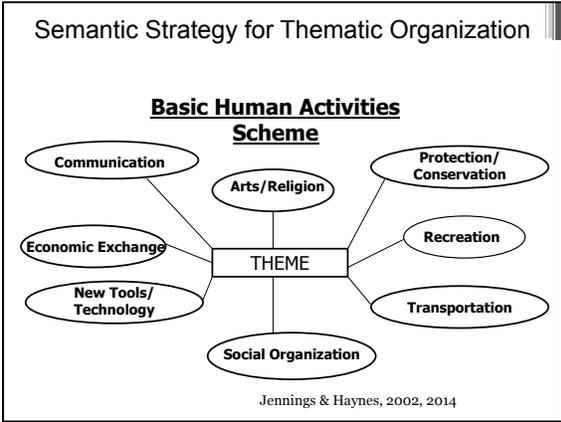
Teach vocabulary **thematically!**

....but **why?**



A thematic focus:

1. Reduces load on student's memory when learning parallel skills involving both content and form
2. Expands and clarifies the student's information base
3. Improves adherence to given topic



Activity: Brainstorming Theme-Centered Nouns & Verbs

Focus students' attention with an engaging action photograph, painting or manipulative

Student nouns:	Teacher-scaffolded:
"bird"	→ "turkey"
"kid"	→ "teenager"
"hatchet"	→ "axe"
"guys"	→ "spectators"

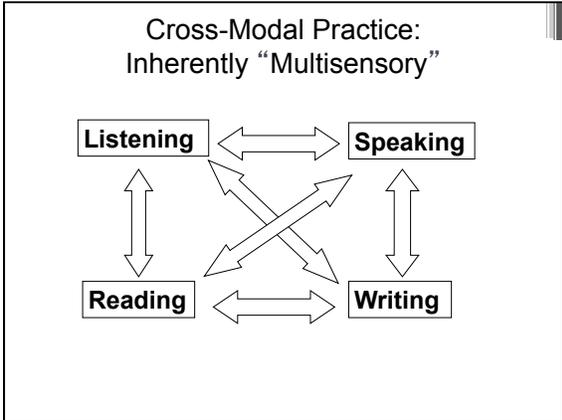
Student verbs:	Teacher-scaffolded:
"chases"	→ "attacks"
"runs"	→ "flees"
"holding"	→ "gripping"
"laughed"	→ "taunted"

Jennings & Haynes, 2002, 2014

Brainstorming process:

1. Student talks
2. Teacher transcribes
3. Teacher adds new vocabulary
4. Student reads what teacher has written

Jennings & Haynes, 2002, 2014



How can we help students who know vocabulary words but struggle to retrieve them?

**Word Retrieval Strategy:
Provide Extrinsic Cues (Teacher-Provided)**

- **Gestural** cues use pantomime to stimulate recall.
- **Pictorial** cues usually employ static visual representation or symbol.
- **Semantic** cues provide meaning-related information about the target word.

• **Phonemic cues** are sound structure hints, like the first sound or syllable of a word.

• **Graphemic cues** provide information about letter shape.

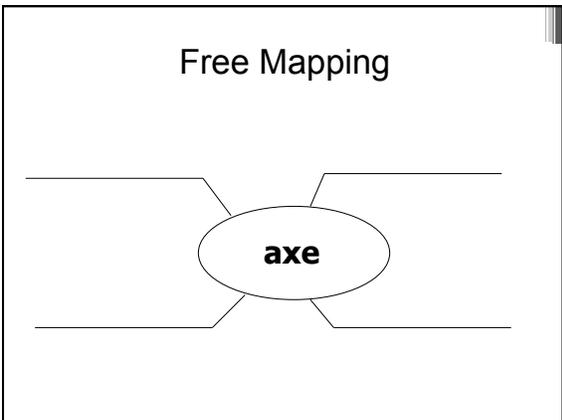
Why would phonemic cues typically easier than semantic ones?

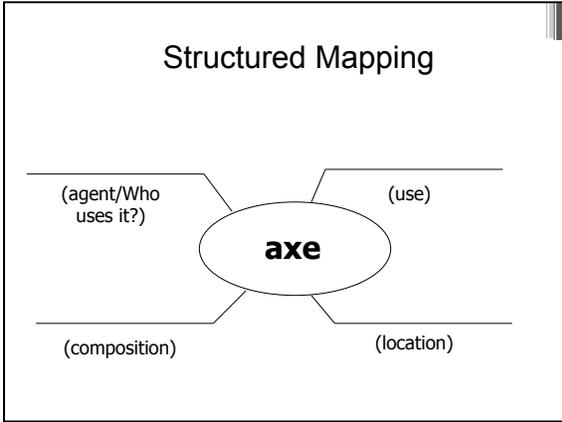
Word Retrieval Strategy: Teach Intrinsic (Self-) Cueing Strategies

Visualization: creation of an internal, mental picture of the item the person is trying to recall. This “visuo-spatial sketchpad” image may activate the sound structure of the word and enhance retrieval.

Semantic Self-Cueing: Person invokes action, time or place to aid retrieval of target nouns.

Bell, 1991, Visualizing and Verbalizing; Jennings & Haynes, 2002





Semantic Feature Analysis

FEATURE	CHARACTERISTICS OF AN "AXE"
Animate/Inanimate	?
Category	?
Parts	?
Action	?
Synonym	?
Antonym	?
Adjectives	?
Spatial (where)	?
Temporal (when)	?

What do you think of this fifth grader's use of descriptive language?

The boy was wearing a coat. The coat was big. It was brown and soft.

Introduce Adjectives by Difficulty

Easier ➔ More Difficult

“ ”	“ ”	“ ”
1. Color	1. Smell / 2. Flavor	1. <u>Made of</u> (composition)
2. Size	3. Taste	2. <u>Age</u>
3. Shape	4. Texture and Temperature	3. <u>Design</u>
4. Number	5. “Sounds like”	
	6. Inner Feelings	

Jennings & Haynes, 2002, 2014

**Semantic-Syntactic Mnemonic Strategy:
Describing Nouns Using
“Easy 4” Adjective Types**

1. Color → “the _____ wing”
 2. Size → “a _____ turkey”
 3. Shape → “the _____ beak”
 4. Number → “_____ turkeys”/
 “a _____ teenager”

**For these to be strategies, they must be memorized,
and decisions about when to use them must be
practiced.**

- Jennings & Haynes, 2002

Color Strategies

- Gemstone names
- Vegetable names
- Ice cream/candy names

Jennings & Haynes, 2002, 2014

Size strategy

Student: "small" "big"

Teacher: Where would "massive" go?
 "Puny"? "Average"? "Miniscule"? "Large"?
 (Other suggestions?)

+Later, focus on height, width, length,
 depth, weight (depends on object)

Jennings & Haynes, 2002, 2014

Shape strategies

triangle	?
rectangle	?
triangle	?
circle	?

cube	?
cylinder	?
sphere	?
pyramid	?

Activities: children can use manipulatives; locate shape in room, sort, match picture with word

Jennings & Haynes, 2002, 2014

Number Strategy

**Specific numbers are easy –
 general approximation/
 estimation words are hard!**

— The continuum teaching strategy is useful! —

Jennings & Haynes, 2002, 2014

Taste Strategies

(Not mapped: "uma" or "spicy")

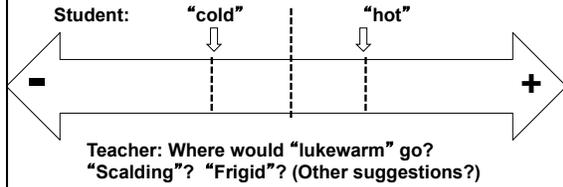
1. For inquisitive and more mature students, develop and exploit science knowledge.

2. Provide direct sensory experience for less engaged students

3. Mnemonic: "b4s"

Jennings & Haynes, 2002, 2014

Temperature strategies



Don't forget the value of tactile experience for reinforcing vocabulary!

Jennings & Haynes, 2002, 2014

Texture strategies

Awareness activity:

1. Teacher places objects with different textures in bag (cotton, sand paper, nail, coarse toothed comb, piece of play-dough).
2. Student reaches in, tries to guess objects from their texture. Students then name textures.
3. Students then apply words to new contexts (hands-on & writing).

“Sounds Like” Strategies

- A. Awareness activity for amplitude/loudness:
- 1) Play same music at different levels of loudness, from very loud to silent. At intervals, teacher asks, “How loud is this sound?”
 - 2) Students and teacher name loudness words and map them on continuum

B. Verb → Adjective conversion strategy:

Verb	Sound Adjective
Screech	Screeching
Laugh	Laughing
Whistle	Whistling
Clap	Clapping

Jennings & Haynes, 2002, 2014

Inner Feelings Strategies

- 1) **Awareness activity: How do you feel when....?**
- 2) **Recognition: bingo, matching word to face or face to word**
- 3) **Producing: oral, written**
- 4) **Depending on level, students memorize basic adjectives or subset of advanced feeling adjectives**
- 5) **Employ - ← → + continua for capturing degree of happiness, sadness, fear, or anger**

**Semantic-Syntactic Strategy:
Describing Nouns Using
“Hard 3” Adjective Types**

1. Made of (composition) → “_____ axe head”
2. Age → “_____ lads”
3. Design → “_____ wing feathers”
“_____ shirt”

Jennings & Haynes, 2002, 2014

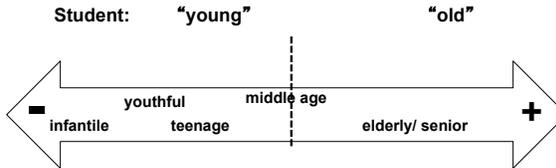
“Made of” (Composition) Strategies

<u>Metal</u>	<u>Cloth</u>	<u>Wood</u>
Iron	Cotton	Oak
Copper	Linen	Pine
Brass	Silk	Mahogany
Steel	Wool	Ash

Students need to know high frequency materials that things are made of – opportunity for science/biology lessons.

Jennings & Haynes, 2002, 2014

Age Strategies



1. Understand and memorize key life cycle adjectives
2. Apply in phrase, sentence and discourse contexts

Jennings & Haynes, 2002, 2014

Design Strategies

1. Understand and memorize highest frequency designs
2. Apply in phrase, sentence and discourse contexts

Jennings & Haynes, 2002, 2014

Overview of Adjective Strategies

Students:

1. Gradually memorize adjective groups, write them at top of assignment page(s) as a mnemonic strategy.
2. Apply adjective vocabulary skills in phrase sentence and discourse level contexts
3. Apply adjective vocabulary skills in listening, speaking, reading and writing modalities with theme-related concepts whenever possible.

Jennings & Haynes, 2002, 2014

Classic Adverb Strategy

Adjective + -ly = Adverb

Screechy + -ly = ?

Quick + ly = ?

Painful + ly = ?

Adj + -ly conversions can introduce semantic subtleties and abstraction!:

Sweet + ly = ?

Cheesy + ly = ?

Icy + -ly = ?

Multi-Level Strategy: "A-to-Z Sheet"

Theme = Protection (Food, Energy)/Conservation

19th Century New England

Grapheme- Phoneme Cue	Syllable # Cue	Semantic Cue
a__	1	Device used for chopping wood
r_____	4	Typical shape of a cord of wood
w_____	2	Red rubbery flesh above and below male turkey' s beak, used for cooling down or attracting females

Jennings & Haynes, 2002, 2014

Linking Phonological Skills with Vocabulary Learning

**Phonological Production Strategy:
Forward & Backward Chaining**

Forward Chaining

(Backward Chaining simply starts w/last syllable...)

Target word: conservationist
Child's cryptic spelling: crsitancis

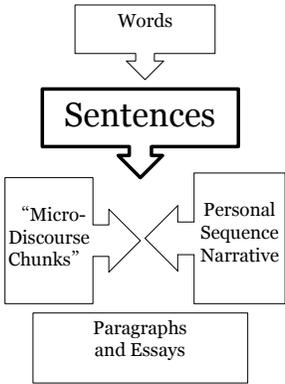
Child's phonetic spelling:

Consur vay shun est → **conservationist** ↻
1 2 3 4 5 (teacher's correction)

Jennings & Haynes, 2002, 2014

Common Core, Language, Standard 1, K-12:

Demonstrate command of the conventions of standard English *grammar and usage* when writing or speaking.



Teach Using a Sentence Hierarchy

- Noun (N) + Verb (V) →
The teenager _____.
- N + V + where phrase (where) →
A seagull perched _____.
- N + V + when phrase (when) →
Clouds gathered _____.
- Adjective (Adj) + N + V →
_____ waves lapped.
(color?)
- Adj + N + V + where or when →
The oaken rudder sliced [???] / [???]

Jennings & Haynes, 2002, 2014

**Conceptual Requirements
for Development of Complex Sentences**

Signal/Connector Word	Underlying Concept
“and”	Second event is expected or follows sequentially
“but”	???
“because”	???
“although...”	???

Compound/Complex Sentence Hierarchy

- [N + V] + and + [N + V] →
The lad steered and the _____.
- [N + V] + [but clause] →
A seagull tried to land, but _____.
- [N + V] + [because clause] →
The boys sailed towards the coast because _____.
- [N + V] + [temporal adverbial clause] →
Turquoise waves lapped against the starboard side when _____.

Jennings & Haynes, 2002, 2014

Sentence Hierarchy

- [N + V] + [spatial adverbial clause] →
The oaken rudder was cracked where the blade had struck the rocks.
- [Subject + Predicate w/object] [object-dependent clause] → The young men steered the boat that had lost its jib.
- [Subject] + [subject-dependent clause] + [Predicate] → Massive gray clouds, which had gathered on the eastern horizon all morning, began to disappear.

Jennings & Haynes, 2002, 2014

Use of Visual Scaffolding

Art./ Noun pointer	Adj	Noun	Verb	Where
The	oaken	rudder	sliced	through the waves.

- How would one vary scaffolding for sentence complexity?
- How might one wean students off a scaffold like this?

Jennings & Haynes, 2002, 2014

**Sentence Skill Teaching Using a
Listening Modality**

Teacher displays target sentence pattern:

TARGET: (Article) + Adj + N + V + where phrase + when phrase

Student monitors teacher's sentence, IDs correct ("C") versus incorrect ("X"). If incorrect, writes down part missing

+++++

Example
Teacher says/writes, "Lazy gulls flew over the waves."

Student writes: **X-when**

Jennings & Haynes, 2002, 2014

**Your Turn! (Self-monitoring,
reading modality)**

TARGET: (Article) + Adj + N + V + where phrase + when phrase

1. Three gulls screeched at dusk.
2. The blue waves washed over the stern at dusk
3. Barnacles attached themselves to the bottom of the boat throughout the summer.

Jennings & Haynes, 2002, 2014

Sentence Skill Teaching Using a *Speaking or Writing* (Production) Modality

Teacher displays target sentence pattern on board with theme-based nouns.

TARGET: (Article) + Adj + N + V + where phrase + when phrase
 gulls
 waves
 barnacles

Task: Students take turns producing the target sentence pattern using the theme-based nouns

Example:
 Joanne: "Sharp barnacles sliced through the rope during the storm."

Jennings & Haynes, 2002, 2014

**Sentence-Combining:
 A Precursor to Summary Skills?**

1. Inserting adjectives, adverbs
 - The sailors drank lemonade. The sailors were thirsty. → ???
 - The seagull ate the cookies. The seagull ate hungrily. → ???
2. Producing compound subjects and objects.
3. Producing compound sentences (*and, but*)
4. Producing sentences with adverbial clauses (*because, after, when, until*)
5. Producing sentences with relative clauses.

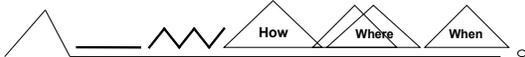
(See Saddler, 2007, p.172)

Two Alternative Approaches to Teaching Identification of Sentence Parts...

- + Use icons to represent sentence parts (Tory Greene, Project Reading)
- + Link colors with sentence part names (Suzanne Carreker, 2006; Neuhaus Center)

Adaptation to Categorization

Teacher tapes pockets on board; each pocket has a different FYT symbol. Students place thematic words representing parts of sentences in corresponding pocket:



“Chased” → goes into pocket under which icon?
 “Turkey” → ?
 “Into the woods” → ?
 “Axe” → ?
 “At sunrise” → ?
 “Rapidly” → ?

(www.projectread.com)

Adaptation to Recognition

Draw FYT icons over or under the corresponding part of speech:

The fishermen gathered by the pond. Bass surfaced periodically throughout the evening.

(www.projectread.com)

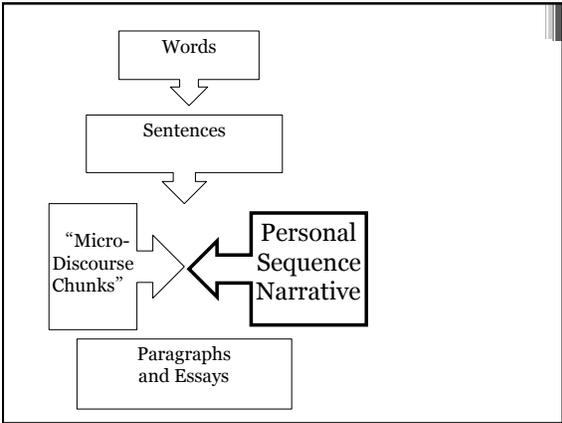
Parts of Speech and Color Coding Approach (Carreker, 2006)

Part of Speech	Color Code	Definition (Carreker's)
Nouns	Yellow	Nouns name a <i>person, place, thing</i> or <i>idea</i> . Almost every sentence has a noun.
Pronouns	Yellow	Pronouns take the place of nouns
Verbs	Orange	Verbs show action. Every sentence must have a verb.
Adjectives	Blue	Adjectives describe nouns. They tell <i>what kind, how many, or which one</i> .
Articles (adjectives)	Red	Articles warn that a noun is coming. The articles are <i>a, an</i> and <i>the</i> .
Prepositions	Green	Prepositions show the relation between a noun or a pronoun and another word.
Adverbs	Purple	Adverbs can modify a verb and tell <i>how, when, or where</i> . An adverb can modify an adjective or an adverb and tell <i>to what extent</i> .
Conjunctions	Brown	Conjunctions join words or groups of words together.
Interjections	No color	Interjections express strong emotion.

Recap of Sentence-Level Strategies

1. Teach using a sentence hierarchy
 - After mastery of core, simple to complex patterns, introduce flexibility & options
2. Address sentence skill learning in all modalities
 - Listening (recognition)
 - Speaking (oral rehearsal)
 - Reading (monitoring what is written)
 - Writing (formulation)
3. Provide visual templates in early stages, then fade them as students gain mastery.

Jennings & Haynes, 2002, 2014



A “**Personal Sequence Narrative**” (PSN) is a logically sequenced story retell based on the individual’s experience.

A PSN can be:

- Listened to,
- Told,
- Read, and/or
- Written

Jennings & Haynes, 2014; Jennings & Harris, 2010

■ PSN's Key Elements:

- **Introductory Sentence** ("I" or "we" voice + specific event + where + when)
- **Body:** Chronologically ordered sequences driven by transitional words: *First,-- Then,-- Next,-- After that,-- Finally,--*
- May include a **concluding remark** that captures the overall feeling (In conclusion,--)

Jennings & Haynes, 2014; Jennings & Harris, 2010

The PSN is a Springboard

- Starting point for successful retrieval of salient details.
- Opportunity for experimentation with varying sentence patterns.
- Preparation for elaborating expository texts.

Jennings & Haynes, 2014; Jennings & Harris, 2010

Home Support for Oral Narrative Recounting

- Enlist primary caregiver in telling & retelling
- Coach them how to verbally mediate their child's experience:
 1. *Preview event (e.g., going to the zoo, or to the beach)*
 2. Interact verbally around event (e.g., What is happening? What do you think will happen next?)
 3. Afterwards: Caregiver models retelling event using sequence words (First-, Then-, Last). Child recounts event to caregiver. Caregiver guides child to provide missing information.

Day: _____

Jennings & Harris, 2010

When? Who? What? Where?

→ Topic Sentence(s): Every morning we gather in the Meeting Room for the morning meeting.

✓~~At~~, First, we find a place to sit on the floor.

✓~~th~~, Then, Mr. Swanson reads some announcements.

✓~~t~~, Next, Mr. Kahn tells us which teachers are absent.

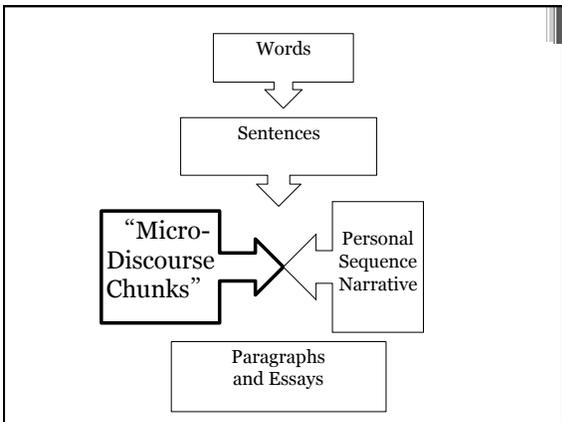
After that, we are reminded not to throw snowballs.

Finally, the bell rings and we go to class.

Capital Letters _____ Handwriting _____ Omitted words _____ Punctuation _____ Spelling _____

**Common Core Standards (CCS),
Writing**

“Write arguments to support claims with clear reasons and relevant evidence.”



**Hierarchy for Teaching Text Chunks --
“Micro-Discourse” Strategies**

1. Build semantic cohesion: (core vocabulary, synonyms, pronouns)
2. Teach “Detail Circle” ; Embed details in:
 - a) Single sentences
 - b) Small “text units”
 - c) Personal sequence narrative

Jennings & Haynes, 2014; Jennings & Harris, 2010

What is a key problem in this text?

Many bears live inside Yellowstone Park. There are large bears found there. Tourists at Yellowstone should stay at least 100 yards from bears. Every year, bears cause serious injuries to visitors.

Synonym Knowledge and Use:
Step 1: Know Signposts of cohesion
Step 2: Know Signposts of cohesion
Step 3: Know Signposts of cohesion
Step 4: Know Signposts of cohesion
Step 5: Know Signposts of cohesion
Step 6: Know Signposts of cohesion
Step 7: Know Signposts of cohesion
Step 8: Know Signposts of cohesion
Step 9: Know Signposts of cohesion
Step 10: Know Signposts of cohesion

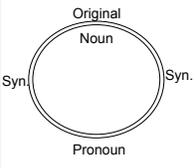
<p><u>“bear”</u></p> <p>bruin</p> <p>grizzly bear</p> <p>land mammal</p> <p>omnivorous mammal</p>	<p><u>“endangered”</u></p> <p>threatened</p> <p>at risk</p> <p><u>imperiled</u></p>
---	---

Jennings & Haynes, 2014; Jennings & Harris, 2010

Semantic Cohesion

Students need recognize and produce noun-synonym-pronoun *variety and balance*.

Circle the semantic ties to "grizzlies" in this short passage.:



Many grizzlies live inside Yellowstone Park. They are the largest of all the bears found there. A tourist visiting Yellowstone is advised to stay at least 100 yards from these dangerous creatures at all times. Every year, they cause serious injuries to visitors.

Jennings & Haynes, 2014; Jennings & Harris, 2010

Build Semantic Feature Knowledge to Support Cohesion

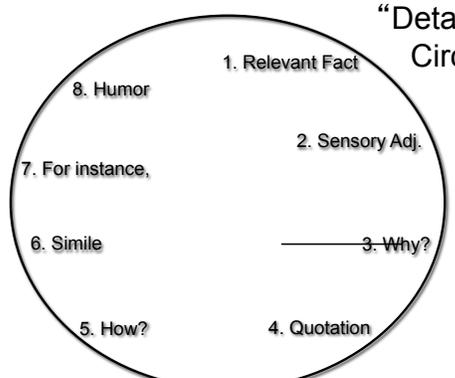
Critical to brainstorm features of noun concepts

Concrete example: *grizzly bear*

- land mammal -sharp teeth & claws
- hunts salmon -hibernates _____
- endangered -Yellowstone National Park

Jennings & Haynes, 2014; Jennings & Harris, 2010

"Detail Circle"



Jennings & Haynes, 2014; Jennings & Harris, 2010

Teaching Micro-Discourse
Chunks (Units) to
Create Smooth Flow

Jennings & Haynes, 2014; Jennings & Harris, 2010

**Adding
Relevant Facts**

Teacher Statement: The children raked the leaves in the yard.

Relevant Fact: The kids raked the leaves into many piles.

Relevant Fact: The leaves started to blow all over the yard.

Jennings & Haynes, 2014; Jennings & Harris, 2010

**Adding
Adjective Detail**

Teacher Statement: The children raked the leaves in the yard.

Relevant Fact: The kids raked the leaves into many piles.

Adjective Sentence: The leaves were red, yellow and pumpkin orange.

Jennings & Haynes, 2014; Jennings & Harris, 2010

**Adding
Why- Detail**

Teacher Statement: The children raked the leaves in the yard.

Why- detail: Their father was going to pay them.

Revised: The children raked the leaves in the yard because their father was going to pay them.

Jennings & Haynes, 2014; Jennings & Harris, 2010

**Adding an Inference
Sentence with How-
Detail**

Teacher Statement: The children raked the leaves in the yard.

How did it make a difference if...?): if the children raked the leaves in the yard, then they could go to the movies later.

Jennings & Haynes, 2014; Jennings & Harris, 2010

Adding a Quotation

Teacher Statement: The children raked the leaves in the yard.

Fact: The kids raked the leaves into many piles.

Quotation: One of them asked, "How much longer do we have to do this?"

Jennings & Haynes, 2014; Jennings & Harris, 2010

**Adding a
Simile**

Teacher/Student Statement: The colorful leaves had been floating down into the yard for days.

Simile: The red, orange and yellow colors looked like a beautiful carpet.

Jennings & Haynes, 2014; Jennings & Harris, 2010

**Adding a *For*
Instance- Sentence**

Teacher/Student Statement: The family had many fall chores to finish to prepare for winter.

For instance, there were leaves to rake, storm windows to put up, and cord wood to split.

Jennings & Haynes, 2014; Jennings & Harris, 2010

Adding Humor

Teacher/Student Statement: The kids had raked all the leaves in the yard into a huge pile.

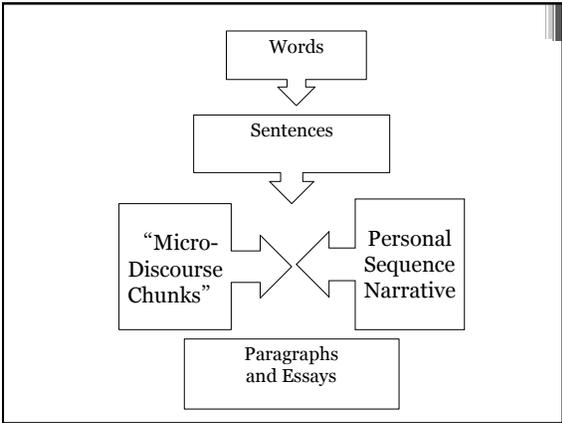
Humor: It was funny when their golden retriever leaped into the gigantic pile and sank out of sight!

Fact: They all laughed as the dog tried to swim out of the leaves.

Jennings & Haynes, 2014; Jennings & Harris, 2010

**CCS Narrative Writing Expectation,
Writing**

“Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.”



Recap: Application of Detail Strategies to Elaborating a Personal Sequenced Narrative (PSN)

- PSN is planned with close teacher monitoring and guidance
- Written independently on self-outlined template (in class and later for homework)
- Students have internalized the transitional words, can recite the PSN outline, and can draw the Detail Circle in the margin as a visual scaffold if necessary
- Detail elaboration skills can then be applied in more complex, less predictable textual environments.

Jennings & Haynes, 2014; Jennings & Harris, 2010

What Students with Language Based Learning Disabilities Need

ORAL ACTIVATION AND REHEARSAL are critical!

Step 1: Establish a topic that centers on a familiar cultural experience

- Collaboratively brainstorm a teacher selected topic

Step 2: Implement a writing plan & ~~compose a rough draft~~ on a template

- Orally rehearse the writing plan and the paragraph outline
- Little to no peer editing and/or conferencing

Jennings & Haynes, 2014; Jennings & Harris, 2010

ORAL/AUDITORY awareness is a key part of monitoring.

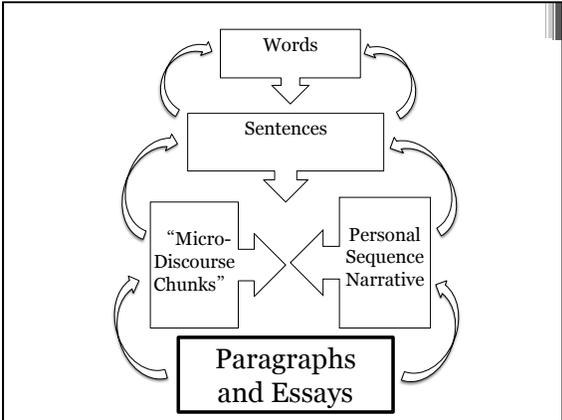
Step 3: Proofread/listen for specific segments of the rough draft once written

- CHOPS: mnemonic aid for Capitalization, Handwriting, Omitted words, Punctuation, and Spelling
- Edit: Over-used words, repeated words, awkward wording

Step 4: Final draft writing is selective and occasional

Jennings & Haynes, 2014; Jennings & Harris, 2010

Tracking a Variety of Details	Jennings & Harris, 2010
<p><i>After that, we tried to get the wrist bands so we could go on the rides for twenty dollars. ¹I walked up to the booth and asked for one wrist band, please. ²The evil, older woman just looked at me like I was crazy. ³She said, "We don't sell those anymore." ⁴I was so mad. ⁵Now I had to buy twenty tickets which only got me on four rides. ⁶I thought that was a rip-off. ⁷I asked her, "Why don't you have them anymore?" ⁸She just said, "Next!" ⁹That made me really mad. ¹⁰She gave me twenty tickets and I left the booth.</i></p>	<p>Sequence sentence: <i>After that,</i></p> <p>¹Detail: fact</p> <p>²Detail: adjective</p> <p>³Detail: quotation</p> <p>⁴Detail: adjective</p> <p>⁵Detail: why?</p> <p>⁶Detail: fact</p> <p>⁷Detail: quotation</p> <p>⁸Detail: quotation</p> <p>⁹Detail: adjective</p> <p>¹⁰Detail: fact</p>



What do you think of this teen's process paragraph? (spelling and punctuation errors have been edited)

Task: Tell *how* the mountaineers climbed the mountain.

And on the mountain there was snow and one guy said, like... And they were in this town and bought a bunch of food to take with them. There were like these climbers. They had to get ready. They hiked a long way and they hiked on a trail. They went to sleep. The climbers put up their tent on some flat rocks.

Jennings & Haynes, 2014

Transition from Sequence Narrative to Process Paragraph (Expository)

Jennings & Haynes, 2014; Jennings & Harris, 2010

Process Paragraph:
Strategy for Scaffolding
Introductory Sentence

Question: **Were there many steps for climbing the mountain?**

Topic sentence: **There were many steps for climbing the mountain.**

Jennings & Haynes, 2014; Jennings & Harris, 2010

Sequential Process Paragraph Structure
Theme: Mountain Climbing

There were many steps for climbing the mountain.
First, the mountain climbers packed their bags.
Then, they began the long trek into base camp.
Next...
After that...
Finally...
Concluding sentence frame: Performing/Making/
Doing [activity] is a complex process that results
in (a) [positive adjective] + [product(s)].

Jennings & Haynes, 2014; Jennings & Harris, 2010

Expansion of Process Paragraph Using Detail Strategies

There were many steps for climbing the mountain.

First, the mountain climbers packed their bags.
(Why-/How-?) They needed to carry light nutritious foods that would give them energy.

Then, they began the long trek into base camp.
(Why-/How-?) The trek into base camp improved their physical conditioning and prepared them for higher altitudes.

Next.....(et cetera)

Jennings & Haynes, 2014; Jennings & Harris, 2010

Work Sample:
17 yr-old H.S. student's description of
process for applying to college)

Preparation for Object Description
Paragraph About a Coyote

(Theme: Pioneers and Westward
Expansion)

Top section of Descriptive Paragraph Template

Description of: Coyote . Name: _____
Date: _____

Topic

Sentence: A coyote is a mammal with many important characteristics.
Topic noun + is/are + category + general attributes
phrase

Key Features: ears, muzzle, coat, legs, paws, tail

Jennings & Haynes, 2014

Bottom section of Descriptive Paragraph Template

Article	Adj.	Adj.	Noun	Function verb
<i>The</i>	<i>alert</i>	<i>triangular</i>	<i>ears</i>	<i>listen for danger.</i>
<i>A</i>	<i>sensitive</i>	<i>pointed</i>	<i>muzzle</i>	<i>sniffs for food.</i>
<i>A</i>	<i>thick</i>	<i>grayish</i>	<i>coat</i>	<i>protects it from the cold.</i>
	<i>Strong</i>	<i>thin</i>	<i>legs</i>	<i>carry the coyote quickly towards its prey.</i>
<i>The</i>	<i>padded</i>	<i>black</i>	<i>paws</i>	<i>pad silently across the snow.</i>
<i>A</i>	<i>long</i>	<i>bushy</i>	<i>tail</i>	<i>acts as a signal flag.</i>

Concluding sentence: *In conclusion the _____ has many important features that help it to _____.*

Jennings & Haynes, 2014

Work Sample:
17 yr-old H.S. student's description of a watch)

Persuasive Paragraph
(Theme: Sailing Safety)

Intro: There are several reasons why young teenagers should not sail out to sea without an experienced sailor on board.

First of all, green sailors lack awareness of weather conditions.

Secondly, they may not know how to navigate well.

Thirdly, they may panic if the boat goes out of control.

In conclusion, it is important that sailors are well-prepared before they head into the open waters.

Jennings & Haynes, 2014

Transform single paragraphs into multi-paragraph texts by using detail strategies.

Persuasive Paragraph

Persuasive Essay

Jennings & Haynes, 2014

Intro Para: There are several reasons why young teenagers should not sail away from the coast without an experienced sailor on board. These include: A, B, C. In this essay, I will elaborate on each of these.

First of all, [expand A into sentence] [How/Why? Impact?]

Secondly, [expand B into sentence] [How/Why? Impact?]

Thirdly, [expand C into sentence] [How/Why? Impact?]

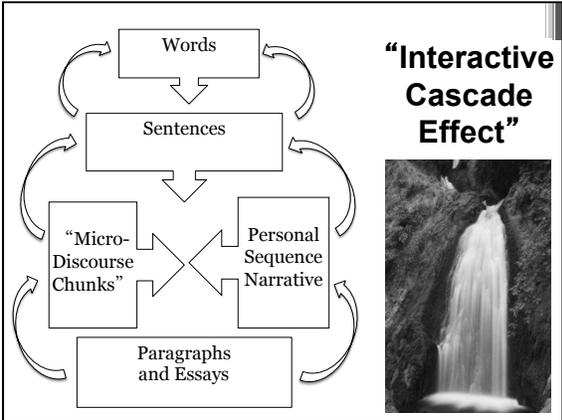
In conclusion, the reasons above provide strong support for the view that _____. [Sentence re: beneficial impact on society & implications for future.]

Jennings & Haynes, 2014

Recap: Multi-Paragraph Level Strategies

- Self-check first:
 - Do my students know the vocabulary and concepts?
 - Have they mastered the relevant sentence patterns?
 - Do they have know their strategies for building different paragraph types?
- Build multi-paragraph pieces from combinations of paragraph types.
- Build essays as elaborations of paragraph level concepts.
- Employ oral discussion prior to writing.
- Provide models

Jennings & Haynes, 2014



Selected References

- Graham, S., MacArthur, C.A., Fitzgerald, J. (2007). *Best practices in writing instruction*. Guilford Press: NYC.
- Haynes, C. & Jennings, T. (2011). Listening and speaking: Essential ingredients for teaching struggling writers. L. Moates, K. Dakin, M. Joshi (Eds.) *Expert perspectives on interventions for reading*, International Dyslexia Association.
- Jennings, T. & Haynes, C. (2006). Essay writing: An attainable goal for students with dyslexia. *Perspectives*, Volume 32, No. 2, Spring, 36-39
- Jennings, T. & Haynes, C. (2002). *From talking to writing: Strategies for scaffolding expository expression*. Landmark Foundation, Inc: Prides Crossing, MA (url: www.landmarkschool.org, Outreach link).

- Macarthur, C., Graham, S., & Fitzgerald, J. (2005). *Handbook of writing research*. Guilford Publications: New York
- Saddler, B., Graham, S. (2005). The effects of peer-assisted sentence combining instruction on the writing of more or less skilled young writers. *Journal of Educational Psychology*, 97(1), 43-54
- Singer, B. & Bashir, A. (1999). What are executive functions and self-regulation and what do they have to do with language learning disorders? *Language, Speech and Hearing in the Schools*, 3, 265-273
- Stackhouse, J. & Wells, B. (1997). *Children’s speech and literacy difficulties: A psycholinguistic framework*, Whurr Publishers: London
