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Advancing Thinking Through Writing

The Writing Revolution (TWR), a national non-profit organization, provides educators with practical, scaffolded strategies for supporting all learners with writing, which leads to improved reading comprehension and critical thinking. We train and support teachers and school leaders in implementing The Hochman Method, an explicit set of evidence-based strategies for teaching writing. Our approach builds from sentences to compositions and is embedded in curriculum across all content areas and grade levels. Teachers embed the strategies into their content by developing activities and anticipated responses based on examples shared in TWR’s workshops and accompanying materials. The strategies are used to teach and assess content, reinforce academic vocabulary, and prepare students to be successful in school and the workforce.

TWR was incorporated after the method’s role in New Dorp High School’s turnaround, which was the subject of a feature in The Atlantic (October 2012). The article reported the following successes:

• The student body’s passing rate for the New York State English Language Regents rose from 67% to 89% and the pass rate on the state’s Global History Exam rose from 64% to 75%.
• The number of students enrolling in college-level courses rose from 148 to 412.
• The graduation rate rose from 64% to 79%.

In 2017, TWR worked with more than 1,500 educators impacting more than 45,000 students throughout the country primarily in New York, Washington, D.C., and Louisiana. We envision a day when all students acquire well-developed writing skills and the ability to think critically so that they have the opportunity to succeed.

Dr. Judith C. Hochman, TWR’s Founder, is an educator, former superintendent, and former head of the Windward School in White Plains, New York. For more information and to learn about courses, partnership opportunities, and resources, visit www.thewritingrevolution.org. Dr. Hochman’s new book, The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades is available on Amazon.com and was recently featured in Education Week and American Educator.

“We aimed to teach the carpentry of writing—the ability to craft clear, complete sentences; to build coherent, organized paragraphs; to assemble logical, cohesive essays grounded in relevant evidence from complex texts. After implementing The Writing Revolution we have proven what is possible when teachers provide students with the right tools—chisels to carve complex thoughts; hammers and nails that assemble sentences into logical paragraphs. Such carpentry will surely propel them to a level of communication capable of active engagement in our democracy.” – Jessica Meth-Matthews
HERA

DIRECTIONS
Write “S” if the words form a complete sentence. Capitalize and punctuate the sentences. Write “F” if the words are a sentence fragment. Change the fragments into complete sentences.

EXAMPLE

_____ too much homework

*My teacher gives too much homework.*

1. _____ married zeus

2. _____ zeus angered hera with his infidelities

3. _____ took turns getting back at each other

4. _____ persuaded the gods to tie up zeus

5. _____ drugged him and stole the thunder-bolt
THE NEOLITHIC REVOLUTION

DIRECTIONS
Write “S” if the words form a complete sentence. Capitalize and punctuate the sentences. Write “F” if the words are a sentence fragment. Change the fragments into complete sentences.

EXAMPLE

F  too much homework

My teacher gives too much homework.

1. _____ place to place

___________________________________________________________________

2. _____ men hunted

___________________________________________________________________

3. _____ nuts and berries

___________________________________________________________________

4. _____ development of civilizations

___________________________________________________________________

5. _____ did the neolithic revolution change the world

___________________________________________________________________
SABER Y CONOCER

INSTRUCCIONES
Escriban un C para las frases ciertas o un F para los fragmentos de las frases. Arreglen las frases ciertas con puntuación y mayúsculas y conviertan los fragmentos en frases completas.

UN EJEMPLO

_____ estudiamos para el examen

**C** *Estudiamos para el examen.*

_____ la clase de español

**F** *La clase de español es divertida.*

1. _____ los chicos

2. _____ conocemos a sofía vergara

3. _____ en puerto rico

4. _____ el restaurante nuevo

5. _____ conoce puerto rico
THE STRUCTURE OF EXPRESSIONS

PART 1 - DIRECTIONS
Rearrange the words, and add the correct punctuation and capitalization.

EXAMPLE
school part lunchtime is favorite of the my day

My favorite part of the school day is lunchtime.

1. four sides in order to perimeter all of a rectangle together find the add

2. to find multiply of a rectangle the base and the in order height the area

PART 2 - DIRECTIONS:
Find the perimeter and the area of each figure, in terms of x.

Group A - Find the perimeter and area of the rectangle below.

\[ \text{A} \]
\[ \text{x + 1} \]
\[ \text{2x + 5} \]

Group B - Find the perimeter and area of a rectangle with side lengths 3a - 5 and a^2 + 5a - 8.
THE STUDY OF SCIENCE

DIRECTIONS
Rearrange the words, and add the correct punctuation and capitalization.

EXAMPLE
school part lunchtime is favorite of the my day

My favorite part of the school day is lunchtime.

1. a guess hypothesis is educated an

2. method questions scientific helps scientists the answer

3. known the conclusion your as results are
LAS HORAS

DIRECTIONS
Rearrange the words below into sentences. Then, add the correct punctuation and capitalization.

EXAMPLE
school part lunchtime is favorite of the my day

My favorite part of the school day is lunchtime.

1. la clase de inglés a las ocho de la mañana empieza

2. la clase matemáticas de termina a las tres y media de la tarde

3. la clase biología de a las cuarto y diez empieza

4. clase la de educación física al mediodía empieza
LINEAR FUNCTIONS

DIRECTIONS
Write three statements about the graph.

Rob’s Jog

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<th>Time (in minutes)</th>
<th>Speed (in miles per hour)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
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<tr>
<td>20</td>
<td>4</td>
</tr>
</tbody>
</table>

STATEMENTS

1. ___________________________________________

2. _______________________________________________________________________

3. ___________________________________________
THE PALEOLITHIC ERA

DIRECTIONS
Write three questions and one statement about the image.

QUESTIONS
1. _____________________________________________________________________

2. _____________________________________________________________________

3. _____________________________________________________________________

STATEMENT
1. _____________________________________________________________________
ATHENE

DIRECTIONS
Write one statement and two questions about the image.

STATEMENT
1. ____________________________________________________________________________

QUESTIONS
1. ____________________________________________________________________________
2. ____________________________________________________________________________
GEOGRAPHY OF MESOPOTAMIA

DIRECTIONS
Complete the sentences using the conjunctions because, but, and so.

EXAMPLE
The teacher was happy...

The teacher was happy because her students performed well on their test.
The teacher was happy, but she wasn’t smiling.
The teacher was happy, so she let everyone play a game at the end of class.

The Tigris and Euphrates rivers were unpredictable...

1. The Tigris and Euphrates rivers were unpredictable because ____________________________
   ____________________________
   ____________________________
   ____________________________

2. The Tigris and Euphrates rivers were unpredictable, but ____________________________
   ____________________________
   ____________________________
   ____________________________

3. The Tigris and Euphrates rivers were unpredictable, so ____________________________
   ____________________________
   ____________________________
   ____________________________
THE STRUCTURE OF EXPRESSIONS

PART 1 - DIRECTIONS
Complete the error analysis activity.

PART 2 - DIRECTIONS
Based on the error analysis activity, complete the sentences using the conjunctions because and but.

EXAMPLE
The teacher was happy...

The teacher was happy because her students performed well on their test.

The teacher was happy, but she wasn't smiling.

The student was incorrect...

1. The student was incorrect because ____________________________________________
   ___________________________________________________________________

2. The student was incorrect, but _____________________________________________
   ___________________________________________________________________
PILATES

DIRECTIONS
Create a sentence using the term and conjunction.

EXAMPLE
football / because

*I tried out for my school’s football team because it is my favorite sport.*

1. exercise / but

2. cardiovascular / so

3. breathing / because

4. healthy diet / because
SYMBIOSIS

DIRECTIONS
Complete each sentence.

EXAMPLE
Since my alarm didn’t go off this morning, I was late to school.

1. Although / commensalism

_____________________________________________________________________
_____________________________________________________________________

2. Since / mutualism

_____________________________________________________________________
_____________________________________________________________________

3. While / parasitism

_____________________________________________________________________
_____________________________________________________________________

SYMBIOTIC RELATIONSHIP CONVERSATIONS

Yes, a bit higher... to the right....to the left! ....a bit more...yes that's it.... Aaahh!
THE QIN DYNASTY

DIRECTIONS
Complete each sentence.

EXAMPLE
Since my alarm didn't go off this morning, I was late to school.

1. Even though the punishments in Legalism were extremely harsh, ____________________________
   __________________________________________________________

2. Since the Chinese needed protection from invaders, ________________________________
   __________________________________________________________

3. After Shi Huang Di installed Legalism, ____________________________________________
   __________________________________________________________

4. When Shi Huang Di died, _______________________________________________________
   __________________________________________________________
THE YOUNGER FAMILY

DIRECTIONS
Using the subordinating conjunction and term, complete each sentence.

EXAMPLE
Since / school

Since my alarm didn’t go off this morning, I was late to school.

1. Since / Mama

__________________________________________________________________________

__________________________________________________________________________

2. Although / Beneatha

__________________________________________________________________________

__________________________________________________________________________

3. While / Ruth

__________________________________________________________________________

__________________________________________________________________________

4. After / Bobo

__________________________________________________________________________

__________________________________________________________________________

5. Even though / Travis

__________________________________________________________________________

__________________________________________________________________________
GREEK ACHIEVEMENTS

An **appositive** is a noun or noun phrase (noun = a person, place, or thing) that renames or describes the noun next to it. Appositives are used to help explain nouns more fully and are also helpful when trying to create topic sentences.

**DIRECTIONS**
Create a topic sentence using the provided appositive.

**EXAMPLE**
*Appositive: a high school*

*New Dorp, a high school, is located on Staten Island.*

1. Appositive: a Greek city-state

2. Appositive: a great philosopher

3. Appositive: a series of contests
SONS OF APOLLO

An appositive is a noun or noun phrase (noun = a person, place, or thing) that renames or describes the noun next to it. Appositives are used to help explain nouns more fully and are also helpful when trying to create topic sentences.

DIRECTIONS
Write an appositive in each sentence.

EXAMPLE
New Dorp, a high school, is located on Staten Island.

1. Apollo fell in love with Coronis, _________________________, but she loved someone else.

2. Coronis loved Ishys, _________________________.

3. Apollo asked his sister, _________________________, to kill Coronis.

4. _________________________, Hermes, was asked by Apollo to take care of Coronis’s baby.

5. When Hermes realized the child was unusual, he put him in the care of Charon, 
   _________________________, so he can teach him surgery and medicine.
LA MODA

INSTRUCCIONES
Necesitan escribir una oración usando las expresiones siguientes.

UN EJEMPLO
Appositive: un diseñador famoso

Carlos Campos, un diseñador famoso, produce mucha ropa cada mes.

1. Appositive: un modelo exitoso

______________________________________________________________________

______________________________________________________________________

2. Appositive: una obra tremenda

______________________________________________________________________

______________________________________________________________________

3. Appositive: unos actores de cine populares

______________________________________________________________________

______________________________________________________________________

4. Appositive: la tela exclusiva

______________________________________________________________________

______________________________________________________________________