

Teaching Conventions in Context: Using Sentence Models

Dialogue (Use of Quotation Marks)

Write the model sentence:

Model and Think Aloud	Record (Responses and/or Examples)
<p>Notice</p> <ul style="list-style-type: none"> • Ask, "What do you notice?" • Ask (repeatedly, as needed), "What else?" • Nudge students in the right direction to focus on the dialogue and use of quotation marks. For example, ask the following: <ul style="list-style-type: none"> • "What works in the text?" • "Where is the good writing?" • "What is the effect?" • "What is the punctuation doing?" • "What changes if we remove it?" • "What changes if we use something else?" 	

Model and Think Aloud	Record (Responses and/or Examples)
<p>Imitate</p> <p>Look closely at the model sentence. Deconstruct the sentence, identifying its prominent features, including the dialogue and use of quotation marks. Provide a sentence pattern or frame as a visual scaffold (especially for struggling writers and ELLs).</p> <ul style="list-style-type: none"> • Model your own imitation (use dialogue and quotation marks in your own sentence) and connect back to the prominent features. • Show students how to insert their ideas and experiences and still imitate the dialogue as they write their own sentences. 	
<p>Share</p> <ul style="list-style-type: none"> • Share the imitation sentences sparked by the model. • Listen, clap, praise, but, most of all, be sincere: Create a positive environment that lets students know you value what they have to say. 	
<p>Write/Revise</p> <p>Revise or add a sentence that includes dialogue in the introduction you have already written.</p>	

Strong Action Verbs

Write the model sentence:

Model and Think Aloud	Record (Responses and/or Examples)
<p>Notice</p> <ul style="list-style-type: none"> • Ask, "What do you notice?" • Ask (repeatedly, as needed), "What else?" • Nudge students in the right direction to focus on the strong action verbs. For example, ask the following: <ul style="list-style-type: none"> • "What works in the text?" • "Where is the good writing?" • "What is the effect?" • "What is the punctuation doing?" • "What changes if we remove it?" • "What changes if we use something else?" 	

Model and Think Aloud	Record (Responses and/or Examples)
<p>Imitate</p> <p>Look closely at the model sentence. Deconstruct the sentence, identifying its prominent features, including the strong action verbs. Provide a sentence pattern or frame as a visual scaffold (especially for struggling writers and ELLs).</p> <ul style="list-style-type: none"> • Model your own imitation (use strong action verbs in your own sentence) and connect back to the prominent features. • Show students how to insert their ideas and experiences and still imitate using strong action verbs as they write their own sentences. 	
<p>Share</p> <ul style="list-style-type: none"> • Share the imitation sentences sparked by the model. • Listen, clap, praise, but, most of all, be sincere: Create a positive environment that lets students know you value what they have to say. 	
<p>Write/Revise</p> <p>Revise or add a sentence that includes using strong action verbs in the introduction you have already written.</p>	

REFERENCE: Anderson, 2007.