WIT 102
The Paragraph
NYC RBERN
Session One
November 2, 2018

Note - taking (102)
Parallel revision (101)

WIT: The big picture

Agenda

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<td>3:00 – 3:30</td>
<td>Reflection + Close</td>
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Sentence Strategies

- sorts & scrambles
- fragments
- sentence types
- because / but / so
- subordinating conjunctions
- combining
- appositives
- expansion

Parallel revision – the secret to transfer


- Combine two sentences
- Add an appositive
- Expand
- Vary language

Teacher models annotation

App

Improved paragraph

Juliet, Lord Capulet’s only daughter, does not want to marry Paris because she is in love with Romeo. The nurse advises her to marry Paris because he is a nobleman and a Capulet. After hearing this advice, Juliet is devastated, so she sees Friar Laurence for help.

Annotate in home language


We played in the park. The game was great. He hit a home run. They cheered. "加油！” Everyone had fun.
Receptive task

Directions: Underline words that improve paragraph 2. What information is provided?

Paragraph 1
Cap and trade is an approach to controlling pollution. Companies are given incentives. As a result, it is reduced.

Paragraph 2
Cap and trade is a market-based approach to controlling pollution. Companies are given incentives to lower carbon emissions. As a result, pollution is reduced.

To do what?

Writing is Thinking through Strategic Inquiry

Teacher provides targeted fb

Editing goal

Check if completed

WIT 102 Session 1

Find and fix spelling errors in sentences 1 (two errors), 2 (one error) and 3 (two errors).

Use a subordinating conjunction to begin sentence 1. (Think general statement.)

Children have responsibilities too!
Transfer – what’s it take?

- Sentence activities
- Parallel revision – practiced concurrently with sentence activities
- Improving students’ own sentences/paragraphs with targeted WIT-aligned teacher FB
- Repetition and practice

The WIT Paragraph + pre-reqs

Overview

The MIGHTY paragraph outline (PO)

MIGHTY why?
It’s a microcosm – developing skills for essays AND for speaking, writing, thinking + reading
| 2 components: |
| Detail activities |
| TS/CS activities |

### Writing is Thinking through Strategic Inquiry

- **Paragraph Outline**
  
<table>
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<td>CS</td>
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- [Diagram of overlapping circles showing relationships]

- [Diagram of a network or flowchart showing multiple interconnected steps]
Writing process

- Plan* (outline)
- Draft (write)
- Revise* (improve substance)
- Edit (correct)

Writing is Thinking through strategic inquiry

Basic note-taking = pre-req. for putting notes on dotted lines

/ .......... comma, new idea, missing word(s)
= .......... is / equals, means that (represents in ELA + corresponds in Math*)
+ .......... and
→ .......... lead to, results in (yields in Math)
↑ .......... increases
down ↓ .......... decreases
T.S. The adults in *Romeo and Juliet* contribute to the play's tragic end in a number of ways.

1. feud b/w Capulets + Montagues
2. Juliet's parents try / force her / marry Paris, does not love nurse betrays Juliet
3. Friar Laurence creates secret plan →↑ miscommunication + deaths

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**Steps to a perfect paragraph**

Sentences to parallel revision + basic note-taking skills (pre-requisites)

1. Dotted line activities (details)
2. Solid line activities (TS/CS)

**WHY GO SLOW?**

Each has big-deal pre-requisites that develop many things at once

**Less is more!**

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Detail Activities
Details deep-dive

• Distinguish general + specific statements
• Given TS, write details
• Match details with best TS
• Identify TS vs detail
• Eliminate irrelevant detail
• Sequence details

Detail activities

Label each statement as general or specific

G. Living in New York City has pros and cons.

S. New York City residents spend a larger percentage of their income on housing than in any other U.S. city.
Label each statement as general or specific

_S__ He was born on February 22, 1732 on a farm in Westmoreland, Virginia.

_G__ George Washington, the first president of the United States, was a great leader.

Label each statement as general or specific

_G__ Living things rely on a variety of biological processes to maintain life.

_S__ Cellular respiration is a process by which nutrients are broken down to release energy.

_G__ Cubism, an early 20th-century art movement, inspired artists to represent dimension in new ways.

_S__ Pablo Picasso was inspired to paint a crying woman from two different perspectives.
G vs S: What it’s NOT

- Two sentences that function structurally in the same way, one with more detail

Example:
G: Fish are good pets for many reasons.
S: Fish are wonderful pets because they are inexpensive, easy to care for and good company.

G vs S: What it IS

✓ Two sentences (G or S in relation to one another) that serve two different structural purposes
✓ G = an umbrella (will become TS – teacher knows that, student doesn’t need to yet)
✓ S = a detail under the umbrella (will become details in a paragraph)

Example:
G: Fish are good pets for many reasons.
S: I never have to take my fish for a walk.

Remember these students?
I heard about the slavery was are slavery are separate to they are family and all workers are hurting to own. landlord and they was whip if wrong they did it saw many blackman are working in the farm. they was are picking the cotton the cotton was painful because their had thorn on their hand and you can hurt if your hand all slavery was work it's hard.

Gerwin

Wen Yan

And the multilingual entry points?
Multilingual entry points in WIT

- familiar language and vocabulary (Krashen, 2003)
- home language (García & Menken, 2015)
- 4 modalities (Gibbons, 2014)
- build vocabulary (Kieffer & Lesaux, 2007)
- scaffolding – break it down
- visuals (Gibbons, 2014)
- receptive/productive tasks (Gibbons, 2014)
- noticing language (Achugar et al, 2007)

Try it! Activity 1 [45 min]

- Identify something very important that you will teach students in the next few weeks.
  - What exactly do you want your students to know about that?
  - What is most important for them to know about that?
- Create a **General vs Specific Statement** activity to assess and/or reinforce that content. Be sure to make it accessible for Gerwin and Wen Yan!
- Post on chart paper.
  - See Activity 1 handout
T.S. The Industrial Revolution was beneficial to Britain in a number of ways.

1. cheap + high quality construction materials → ↑ housing
2. factory production → ↓ $ / clothing
3. steamships + trains → rapid travel
4. ________________________________

T.S. In Kevin Henkes’ A Weekend with Wendell, Sophie teaches Wendell an important lesson.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

C.S. ________________________________
T.S. The water cycle, the continuous movement of water on, above and below the surface of the earth, has four main phases.

1. Evaporation
2. Condensation
3. Precipitation
4. Collection

C.S. This continuous movement of water is essential to most life on our planet.

Problem: The sum of 3 consecutive EVEN numbers is 174. What are my 3 numbers?

Topic Sentence: There are five steps to solve the problem above.

1. First
2. Second
3. Third
4. Fourth
5. Finally

Concluding Sentence: When I do these 5 steps in the order listed above, I can determine what my 3 consecutive even numbers are.

Try it! Activity 2 (30 min)

- Continue to work with the same content you used in Activity 1.
- Create a Given TS, write details activity to assess and/or reinforce that content.
- Remember to make accessible for both Gerwin and Wen Yan.

See Activity 2 handout
Detail activities

- Distinguish general + specific statements
- Given TS, write details
- Put details with best TS
- Identify TS vs details
- Eliminate irrelevant detail
- Sequence details

**From NYC DOE**

**ENL Unit 2**

**PDA** – for use with NYC DOE ENL Curriculum Unit 2

**Writing & Thinking Through Different Modes**

**Directions:** Place the details below with the best Topic Sentence.

**T.S. Globalization makes the world more connected**

1.  
2.  
3.  

**T.S. Globalization has led to negative consequences for poor countries**

1.  
2.  
3.  

Poor countries are able to export only a limited number of commodities.

Poor countries cannot compete with wealthier ones.

Advancements in technology, transportation and communications have made global connections easier.

Trade barriers to trade allow developing countries to sell their exports to larger markets.

Workers in developing countries are exploited in the service of a global economy.
Try it! Activity 3 (30 min)

- Continue to work with the same content you used in Activities 1 & 2.
- Create a Put Details w/the best TS activity to assess and/or reinforce that content. Make accessible for Gerwin & Wen Yan.

  ➢ See Activity 3 handout

Writing is Thinking through strategic inquiry

Detail activities

- Distinguish general + specific statements
- Given TS, write details
- Put details with best TS
- Identify TS vs details
- Eliminate irrelevant detail
- Sequence details

Our parents made us wear raincoats and rubber boots.

Our hair got soaked, but our feet stayed dry.

When we went outside, we splashed in puddles.

We wanted to play outside anyway.

It was a cool, rainy day.
Seemingly endless numbers of trees needed to be cut for burning.

Cutting, hauling and crushing sugar cane required heavy labor.

The challenges of turning sugar cane to sugar led to the use of slave labor.

The plantation system depended upon labor in many areas, including planting, cutting and refining.

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For given TS

TS: As a result of various inventions, humans could kill each other more efficiently during World War I.

1. Planes and tanks replaced hand-to-hand combat.
2. Mustard gas was thrown into trenches to kill soldiers.
3. Calvary horses wore gas masks also.
4. Rifles could accurately shoot victims from far away.
Steamships and trains provided rapid travel.

High quality construction materials were produced cheaply, leading to a higher quality of housing.

The Industrial Revolution was beneficial in Britain.

Many skilled workers, such as hand weavers, became unemployed.

Clothes were less expensive because they were factory produced.

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Detail activities

- Distinguish general + specific statements
- Given TS, write details
- Put details with best TS
- Identify TS vs details
- Eliminate irrelevant detail
- Sequence details

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For given TS

TS: It was a cool, rainy day.

2. Our parents made us wear raincoats and rubber boots.

3. When we went outside, we splashed in puddles.

1. We wanted to play outside anyway.

4. Our hair got soaked, but our feet stayed dry.
Our parents made us wear raincoats and rubber boots.

When we went outside, we splashed in puddles.

We wanted to play outside anyway.

It was a cool, rainy day.

My favorite season is winter.

Our hair got soaked, but our feet stayed dry.

Suggested sequence - details

- Distinguish general + specific statements
- Given TS, write details
- Put details with the best TS
- Identify TS vs detail
- Eliminate irrelevant detail
- Sequence details

Activity 4 (45 min)

You'll have time to work on this activity after lunch as well. Using the same objective with which you've been working, create an activity for students to:

1. Identify TS vs details
2. Eliminate the irrelevant detail
3. Sequence the details (if relevant for your content)

✓ Remember to make accessible for Gerwin & Wen Yan.
✓ Post when finished.

> See Activity 4 handout for SAMPLES
Note-taking is a big deal

It’s worth slowing down for — **WHY?**

- Pre-requisite for completing detail lines on PO
- Foundation of study skills
- Supports close reading, helping students identify what’s most important and understand relationships between key words and ideas, leading to improved reading comprehension
The adults in Romeo and Juliet contribute to the play's tragic end in a number of ways. First, there is a feud between the Capulets and the Montagues, and none of the adults make an effort to stop it during the play. In addition, Juliet's parents try to force her to marry Paris because he's a nobleman, even though Juliet does not love him. Even the nurse, Juliet's trusted confidante, betrays Juliet by advising her to marry Paris. Friar Lawrence helps Romeo and Juliet, but he creates a secret plan that leads to an increase in miscommunication and to their deaths. He could have tried to unite the two families. Although some see Romeo and Juliet as a story about impulsive teenagers, clearly the adults are to blame for the tragedy as well.

Note-taking pre-reqs (2 big areas)

1. Underline key words + phrases
2. Turn key words + phrases → notes using symbols + abbrev. + vice-versa
1. Underline key words + phrases

Sexual reproduction, the combining of genetic information by two parent organisms to create offspring, has both benefits and limitations in comparison with asexual reproduction. The greatest benefit is that it increases genetic variation within a species which can lead to increased protection from pathogens. Genetic variation can also lead to the creation of new traits that benefit an organism, such as being able to run faster. Drawbacks to sexual reproduction are that an organism cannot reproduce if it cannot find a mate and that it takes longer than asexual reproduction. Also, new genetic combinations can create bad traits that weaken the offspring. Clearly, there are strengths and weaknesses for each form of reproduction.

2. Turn key words + phrases → notes

The greatest benefit is that it increases genetic variation within a species which can lead to increased protection from pathogens.

benefit = \[ \text{genetic variation / species} \rightarrow \text{protection / pathogens} \]

Key symbols

/ ........... comma, new idea, missing word(s)

= ........... is / equals, means that (represents in ELA & corresponds in Math*)

+ ........... and

→ ........... lead to, results in (yields in Math)

↑ ........... increases

↓ ........... decreases
George Washington, the first president of the United States, was a great leader.

Try it!

An increase or decrease in outside temperature leads to regulation of body temperature through feedback.

↑ or ↓ / outside temp. → regulation / body temp / feedback

Reflect & Close

- What struck you most today? (questions/thoughts/takeaways)
- What would have made today better?