

REWARDS Writing: Sentence Refinement

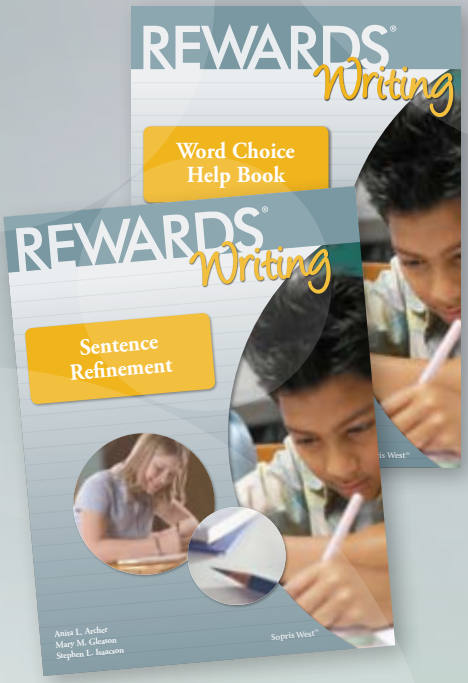
For grades 5–7 and as an intervention for grades 6–12

REWARDS Writing: Sentence Refinement is a unique writing program featuring step-by-step lessons to assist students and teachers. This easy-to-follow, effective approach utilizes a systematic, explicit instructional model to teach sentence writing and revising.

REWARDS Writing uses the same practical approach to skill development as *REWARDS*, teaching:

- Sentence fluency
- Sentence combining
- Word choice
- Sentence revising
- Critical sentence-writing skills

REWARDS Writing can be used to augment any writing program or can stand alone when students need to improve their sentence-writing skills. However, it provides more than practice of skills; it actually teaches the skills.



The image shows the covers of two books from the REWARDS Writing program. The top book is the 'Word Choice Help Book' and the bottom book is the 'Sentence Refinement' book. Both covers feature the title 'REWARDS Writing' and images of students writing. The authors listed on the bottom cover are Anita L. Archer, Mary M. Gleason, Stephen L. Isaacson, and Sopeya West.

REWARDS Writing: Sentence Refinement includes:

- 75 lessons
- Teacher's Guide with blackline masters
- Student Book
- Word Choice Help Book
- Overhead transparencies

Lesson 40

Materials Needed:

- Student Book: Pages 98–100
- Help Book: Page 71
- Overhead Transparencies 98–100

PART A Sharpening Your Word Choices

Introduce
1. Find page 98 in your Student Book. (Wait.)

Teach
2. Find page 71 in your Help Book and the words **say** and **said**. (Wait.)

3. Read the present and past tense verbs that could be used instead of **say** and **said**. (Read the pairs of words with students.)

4. Notice that a range of words can be used for **say** and **said**. You would need to select a word that conveyed the feeling of the character. For example, **whispered** and **exclaimed** would go with very different emotions.

5. Go back to your Student Book. While I read the paragraph, follow along. Notice that **said** is used over and over. (Read the paragraph aloud.)

Practice
6. Look at all the crossed-out words. Be sure to find the correct column of words in your Help Book. Then, choose words that would make the paragraph more interesting. Be sure that you choose words that are appropriate for the student.

40 PART A Sharpening Your Word Choices

announced
When Mrs. Jones **said**, "It is time for class to begin," a nervous silence fell upon the class.

whispered
Paula leaned over to Robert and **said**, "Are you ready for the test?"

exclaimed
"Test!" Robert **said**. "What test?"

"The final social studies test," she said with surprise. She couldn't believe that Robert had completely forgotten about the test.

Words that tell what people think or do

Present tense	Past tense	Present tense	Past tense
run	ran	say	said
stop	stopped	ask	asked
open	opened	speak	spoke
leave	left	help	helped
walk	walked	state	stated
forget	forgot	decide	decided
remember	remembered	announce	announced
start	started	promise	promised
finish	finished	write	wrote
eat	ate	visit	visited
sleep	sleep	talk	talked
play	played	decide	decided
hear	heard	decide	decided
feel	felt	decide	decided
think	thought	decide	decided
guess	guessed	cover	covered
ask	asked	write	wrote
hope	hoped	share	shared
help	helped	decide	decided
know	knew	decide	decided
understand	understood	decide	decided
		decide	decided
		decide	decided
		decide	decided
		decide	decided
		decide	decided
		decide	decided
		decide	decided
		decide	decided
		decide	decided
		decide	decided

Teach

Feedback
7. (Have students share and compare:
• First, have Partner 2 read the new paragraph to Partner 1. Tell Ones to make sure each new word choice sounds good.
• Then, call on a couple of students to read their paragraphs aloud to the class. Discuss the new word choices, providing "acknowledging corrections" as needed.

For example, for the third sentence, a student might write: "Test!" Robert **stated**. You might say: **Stated** would be a terrific verb if Robert had merely reported that there was a test. But the exclamation mark indicates that he was speaking in an excited manner. A better choice might be **exclaimed** or **shouted** in order to convey Robert's emotion. Select a new word. **I will return.**

• Finally, have students look at the paragraph on Overhead 98 as you read it. Discuss the word choices given on the overhead.)

Practice

40 PART B Editing Your Paragraph

Directions: Read the paragraph about origami. Then, make the changes indicated by the directions.

1. Write the paragraph about origami. "Does it sound good?"

2. Circle the words that are not used correctly.

3. Write the words that are not used correctly in the correct form.

4. Circle the words that are not used correctly in the correct form.

5. Write the words that are not used correctly in the correct form.

6. Write the words that are not used correctly in the correct form.

(a) Japanese
Origami is a part form. "The art form is Japanese." It involves three-dimensional folding paper into shapes. "The shapes are three-dimensional." You could make origami butterflies and cranes. "You could make origami frogs and dogs." It takes patience to master the art of origami. "Today, origami is used mainly used for decorating at parties." Origami is mainly used for decorating at special events.

Practice
4. Today, you are going to follow all the directions by yourself. Work carefully. Remember to use your Help Book. When you are done, reread your edited paragraph a number of times to be sure that it makes sense. (Walk around and monitor as students work.)

Feedback
5. (Uncover the paragraph and point to the changes.) Look up here. Compare your editing to mine. All of the changes do not have to be exactly the same. (Monitor)
6. Let's examine some of the changes. Look at sentence 5 in your Student Book. What word did you use to replace **make**? (Call on individuals. Accept answers such as: **create, construct, form, assemble, fashion**.)

SENTENCE REFINEMENT CHART

Name _____ Teacher _____
Week _____

First Four Lessons of Each Week (Weeks 1–14)	Part A (5 Participation Points)	Part B (8 Participation Points)	Bonus Points	Total Points (13 possible points)	Lesson Grade
Lesson ____					
Lesson ____					
Lesson ____					
Lesson ____					

Fifth Lesson of Each Week (Weeks 1–14)	Part A (5 Participation Points)	Part B (8 Performance Points)	Bonus Points	Total Points (13 possible points)	Lesson Grade
Lesson ____					
				Weekly Total	Weekly Grade

- Participation Points**
- Following behavioral guidelines
 - Paying attention
 - Participating
 - Completing work
- Performance Points**
- no errors 8 points
 - one error 7 points
 - two errors 6 points
 - more than two errors 5 points

Measuring progress through:

- Use of rubrics
- Checklists