

Product Directions for:

- PIB3 The Sentence Builder Chart
IB4 Pattern Sentence Blueprint Cards and Recipes
IB5-N The Vocabulary Wall

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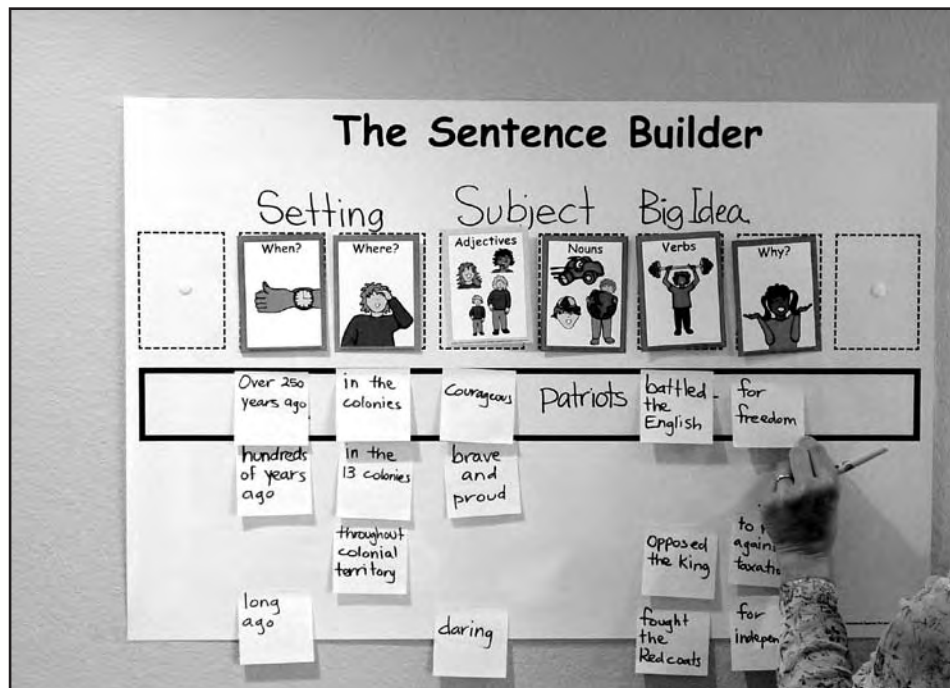
Nancy Fetzer's Writing Connections

From Oral Language to Written Text

Nancy Fetzer's Writing Connections
Written and Illustrated by Nancy Fetzer
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Phone (951) 698-9556
FAX (951) 698-7616
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The Sentence Builder

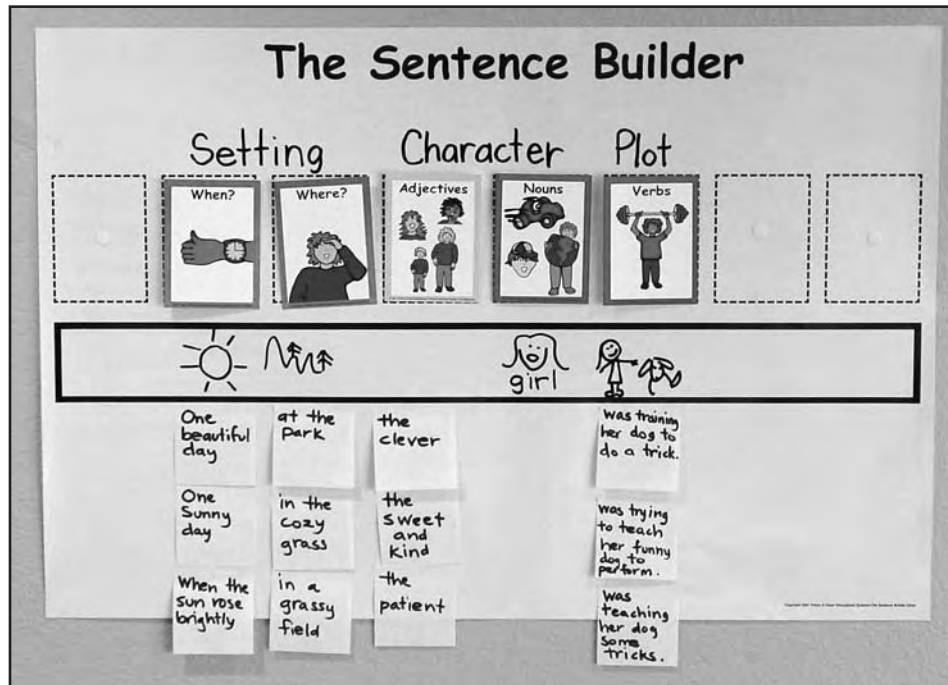


Build topic sentences, thesis statements, and story openings with the Sentence Builder. This chart is a wonderful visual that manipulates words and phrases with sticky notes and Velcro cards. Use this tool to demonstrate how to build a sentence from scratch, with explicit steps to incorporate vocabulary, modifiers, and voice and style.

Students become actively involved in this activity. The sequential, systematic process to build a powerful topic sentence/thesis statement or story opening, using a manipulative tool like the Sentence Builder, quickly engages every student.



The Sentence Builder

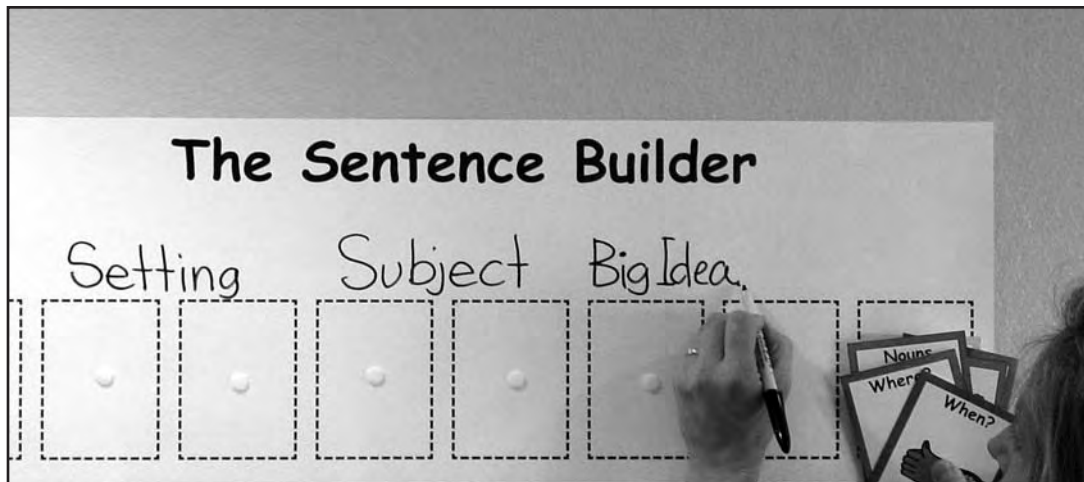


Building a Story Opening: Begin with a blank chart and follow the steps:

- 1) Write the necessary components to write a story opening: *setting, character, plot* -- above the boxes (see photo).
- 2) Add the parts of speech that match the story opening components (e.g., *noun* for character).
- 3) Draw icons for each part of the story opening (e.g., a sun for *when*).
- 4) Teacher models sophisticated language for one of the story opening parts (e.g., *one sunny day* for *when*).

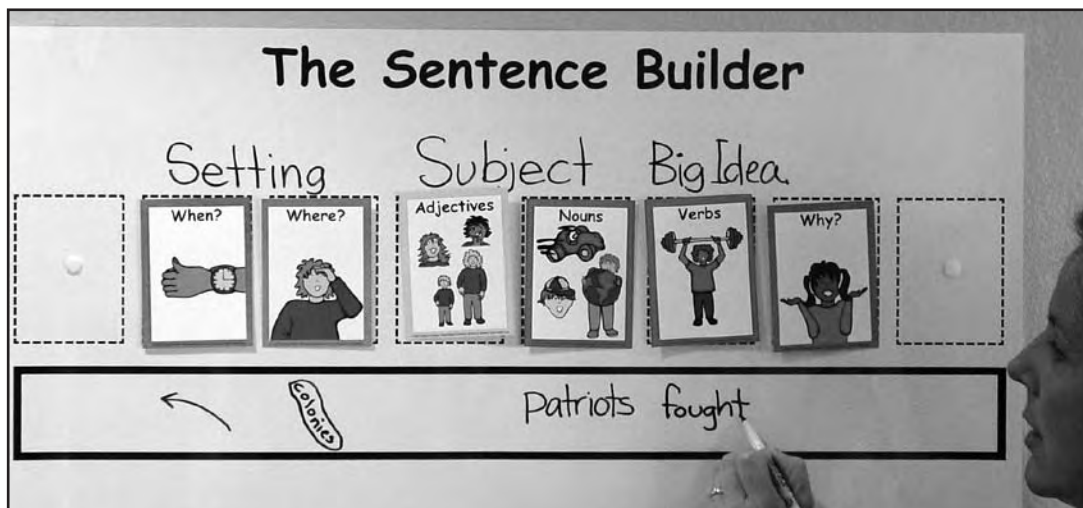
The students turn to their buddies and tell a *when* phrase. The teacher walks around the room, recording the words on sticky paper and gives them to students to place on the chart. This process is repeated to add where, adjectives, and any modifiers. At the end, the teacher moves different adjective, verb, and modifier sticky papers from the columns on the chart to the black rectangle (where icons were drawn) to build a sentence.

The Sentence Builder

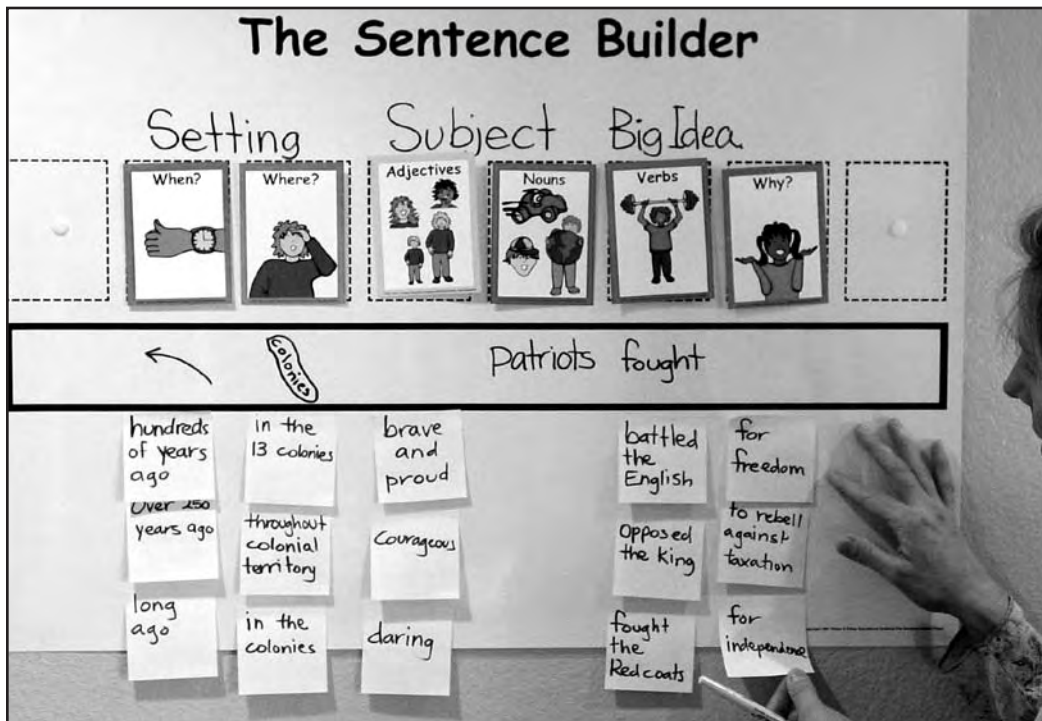


Building a Topic Sentence/Thesis Statement: Begin with a blank chart and follow the steps:

- 1) Write the necessary components to write a topic sentence/thesis statement: *setting, subject and big idea*--above the boxes (see photo).
- 2) Add the parts of speech that match the topic sentence/thesis statement components (e.g., *noun* for *subject*).
- 3) Draw icons for each part of the topic sentence/thesis statement (e.g., *in the colonies* for *where*).

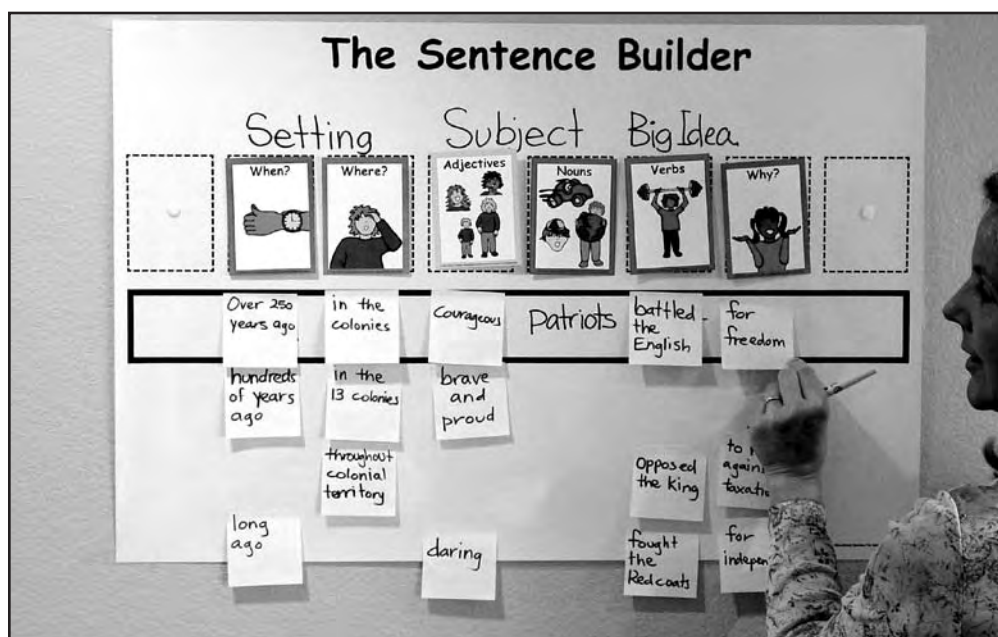


The Sentence Builder



Building a Topic Sentence/Thesis Statement:




- 4) Teacher models sophisticated language for one of the topic sentence/thesis statement parts (e.g., *Hundreds of years ago* for *when*). The students turn to their buddies and tell a *when* phrase. The teacher walks around the room, recording the words on sticky paper and gives them to students to place on the chart. This process is repeated to add where, adjectives, verbs, and any modifiers.
- 5) In the end, the teacher moves different adjectives, verbs, and modifiers sticky papers on the sentence.



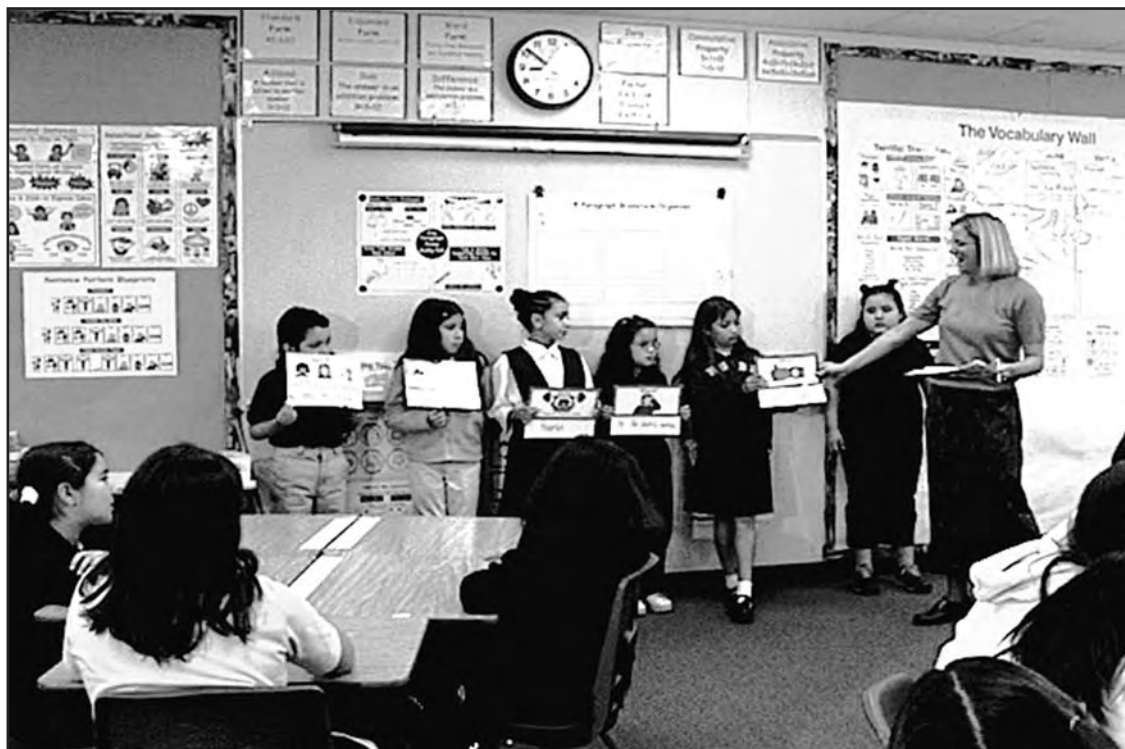
The Sentence Builder

Paragraph Transitions: This strategy may be taught when students begin transitions between paragraphs. The Sentence Builder has a Terrific Transition card to adhere to the board when teaching students how to write paragraph transitions. Just build a transition recipe sentence. For example, a Terrific Transition, subject, and big idea of the next paragraph is an excellent transition for expository writing.

Use the Terrific Transitions section of the vocabulary wall for effective strategies. See pages 478-479 for detailed directions for paragraph transitions.

<p>Topic Sentence</p> <p>Who? What?</p>  <p>What About?</p>	<p>Different Paragraph Beginnings</p>		<p>Travelers</p>  <p>Where? How?</p> <p>Why? When?</p>						
	<p>Hook'em In!</p> 	<p>Repeat & Introduce</p> <table border="1"> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>Last Paragraph</td> <td>Main Idea</td> </tr> <tr> <td>Main Idea</td> <td>New Paragraph</td> </tr> </table>	_____	_____	Last Paragraph	Main Idea	Main Idea	New Paragraph	
_____	_____								
Last Paragraph	Main Idea								
Main Idea	New Paragraph								
<p>Words that Sequence</p> <p>First, Next, After Finally, Before Earlier, Suddenly, Simultaneously, Once While Since Also, In addition, Furthermore, Next, Likewise, Moreover,</p>	<p>Signal Words</p>		<p>Words that Emphasize</p> <p>Indeed, In fact, Surely, Undoubtedly,</p>						
	<p>Words that Summarize</p> <p>In summary, Ultimately, In conclusion, In closing,</p>								
	<p>Words that Compare and Contrast</p> <p>Also, Likewise, Similarly, Yet, Although, However, Nevertheless,</p>		<p>Words that Show Cause and Effect</p> <p>Therefore, Consequently, Since Then As a result,</p>						


Sentence Pattern Blueprints



There are several tools in this program to build powerful sentences, yet *Sentence Pattern Blueprints* is the most advanced since it includes written language structures. These structures are used in written language but rarely are heard in oral language. How often do we use appositives in oral language? Yet they are commonly used in written language. Although these patterns are difficult for novice writers to form, the ingenious pattern blueprints cards enable students to follow a blueprint, or recipe, to form three advanced and different sentence structures. Imagine the progress students make as they form more detailed and complex sentences. Refer to the following seven pages for directions and background.


Sentence Pattern Blueprints

Adjectives




5 Senses Feelings Amounts

Nouns



Living Things Places Things

Nouns



Living Things Places Things

Verbs



Powerful, Powerful Verbs

Verbs




Powerful, Powerful Verbs

Verbs



Powerful, Powerful Verbs


Why?



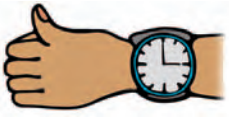
Where?



How?



When?



Purpose: The Sentence Pattern Blueprints are color-coded cards that build three different written language sentences. These cards include adjectives, nouns, and verbs for the parts of speech, and why, how, where, and when questions to add modifiers to the sentence. Once a sentence is constructed, then students move the modifiers as a technique to revise and vary a sentence.

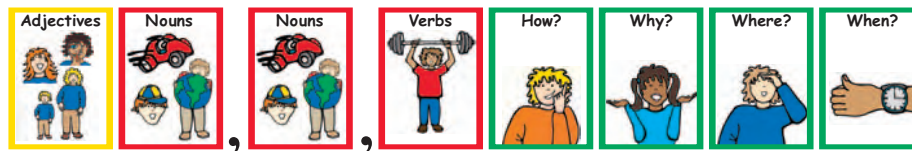
Sentence Pattern Blueprints

Sentence Pattern Blueprints

Travelers



Double the Who



Triple-Decker Power



Directions: Use the Sentence Pattern Blueprint poster to identify a type of sentence to build, then read that sentence recipe to pull the cards (ingredients) needed for the chosen pattern. There are three different recipes: Travelers, Double the Who, and Triple-Decker Power. When teaching the patterns, begin with the Travelers sentence.

Sentence Pattern Blueprints

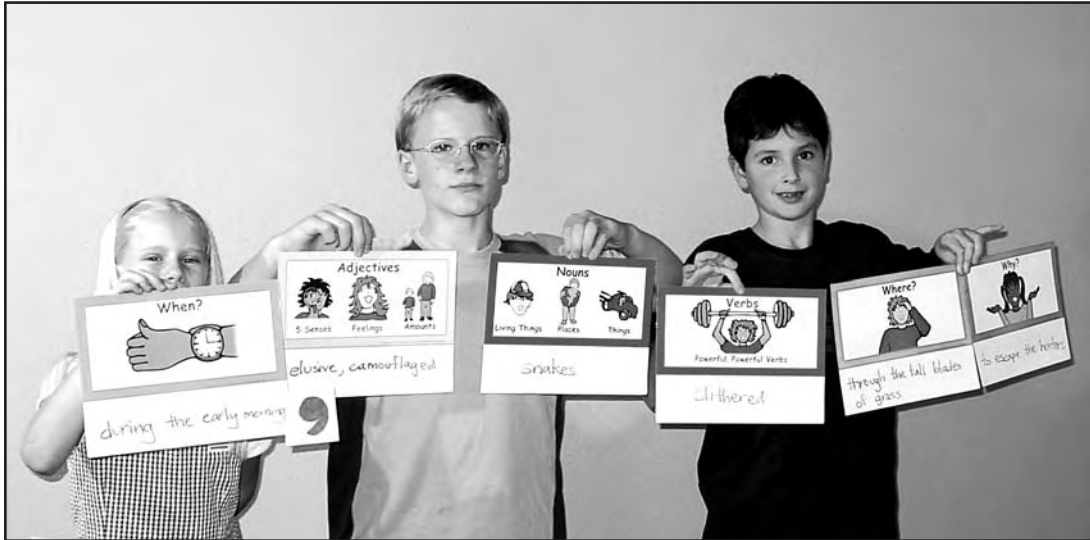


Travelers: The Travelers recipe reads *adjective, noun, verb, how, why, where, when*. Adhere the cards to the wall or ask seven students to stand side by side and hold the cards. Teacher states, We're going to build a Traveler. Let's read our recipe for the Traveler from our Sentence Pattern Blueprints poster. We need *adjective, noun, verb, how, why, where, and when* cards.

Now let's write our sentence. We need to begin with the noun. We've been studying snakes in science, so we can write *snakes* on our noun card. The teacher posts the *noun* card on the wall or hands it to the second student in line. She continues, Now let's describe the snakes. Since we have been studying snakes, we have vocabulary on our vocabulary wall (see Chapter 19) for snakes. I can look at the vocabulary wall for some adjectives: *scaly, slippery, smooth, curious, hungry, exhausted, gigantic, long, heavy*. The teacher is front-loading the students with many different adjectives to describe the snakes.

Next she asks the students to turn to their buddies and describe the snake. This is a powerful technique to ensure student participation and use of more sophisticated vocabulary. As the buddies share their describing words, the teacher walks around the room, repeating to the class the language she hears. The teacher records a couple of adjectives on the card and the class reads what has been developed so far; *elusive, camouflaged snakes*. After reading the developing sentence, the teacher asks, *What about the elusive, camouflaged snakes? What did they do? What happened to them? Let's look at our vocabulary wall. We want to use powerful verbs: wiggled, slid, wriggled, slithered*. The students discuss their ideas while the teacher walks the room, repeating ideas aloud and recording a verb on the card. Once recorded, she places the verb after the noun. She posts the card, and the class reads what has been developed so far: *The elusive, camouflaged snakes slithered*. The teacher continues with the same process for each card to finish the sentence by filling out the *how, why, when, and where* cards. The sentence reads: *The elusive, camouflaged snakes slithered slowly through the tall blades of grass to escape the hunter during hunting season*. Next, the green cards (*how, why, where, and when*) will travel around the sentence.

Sentence Pattern Blueprints

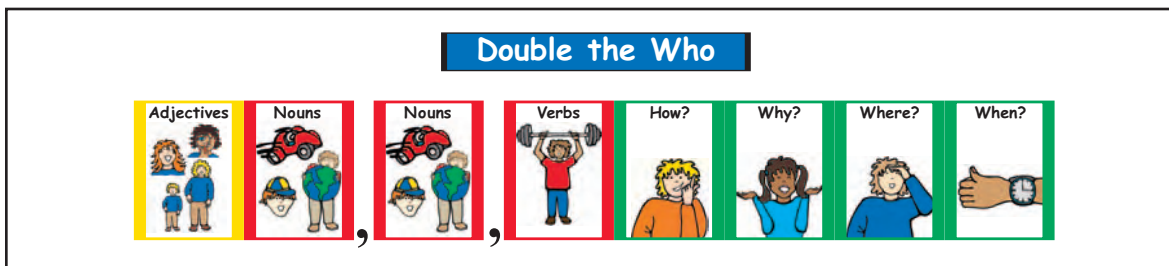


Traveling: This part of Pattern Sentence Blueprints is very exciting. The green cards may travel between each other and/or from the back to the front of the sentence. To illustrate the traveling steps, the *how* card is moved first. The teacher states, *The how usually insists sticking by the verb but move it in front of the verb.* The sentence reads, *The elusive, camouflaged snakes slowly slithered to escape the hunter through the tall blades of grass during hunting season.*

The teacher continues moving the other cards. *Let's move the when to the front of the sentence.* Students learn to put a comma after the when (green phrase) that moves to the front of a sentence. The sentence reads *During hunting season, the elusive, camouflaged snakes slowly slithered through the tall blades of grass to escape the hunter .*

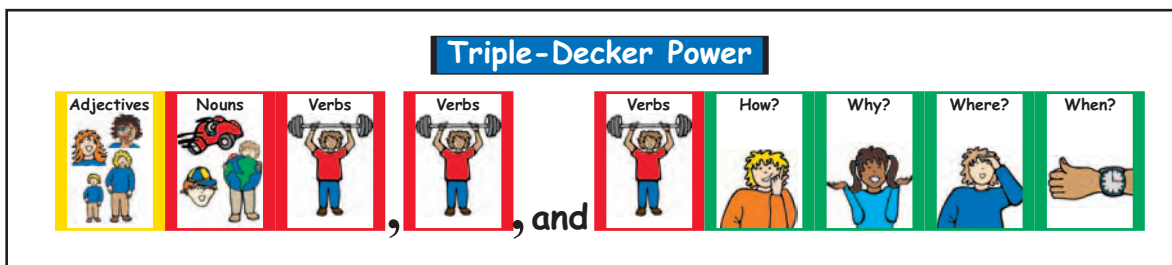
The teacher then moves the *why* and *where* cards. The new sentence reads *During hunting season, the elusive, camouflaged snakes slowly slithered through the tall blades of grass to escape the hunter.* The teacher can continue the traveling of the green cards. After every card move, the kids read the new sentence, and decide if it makes sense and sounds best.

Sentence Pattern Blueprints



Double the Who: This sentence pattern builds an appositive. The recipe cards needed for this pattern include *adjective, noun, noun, verb, how, why, when, where*. This pattern requires that the two nouns are placed next to each other, and the second noun or noun phrase explains or renames the first noun to give the reader more information.

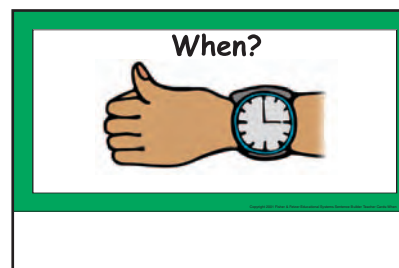
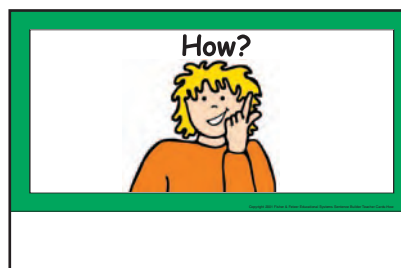
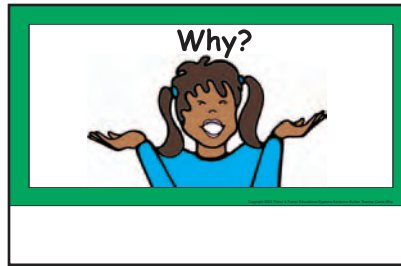
For example, Marie, a skilled athlete, dunked the basketball to win the game. Notice that only one modifier, *why*, was used to build this sentence.



Triple-Decker Power: A Triple-Decker Power sentence pattern is a sentence with three verbs or three verb phrases. The recipe cards needed for this pattern include adjective, noun, verb, verb, and verb, how, why, when, where.

To demonstrate a Triple-Decker Power pattern, the Traveler sentence *During hunting season, the elusive, camouflaged snakes slowly slithered through the tall blades of grass to escape the hunter*, was turned into a Triple-Decker Power. The new sentence formed reads *During hunting season, the elusive, camouflaged snakes slithered, weaved, and raced through the tall blades of grass to escape the hunter*. Three verbs or verb phrases enhance the level of writing for students needing more written language structure.

Sentence Pattern Blueprints

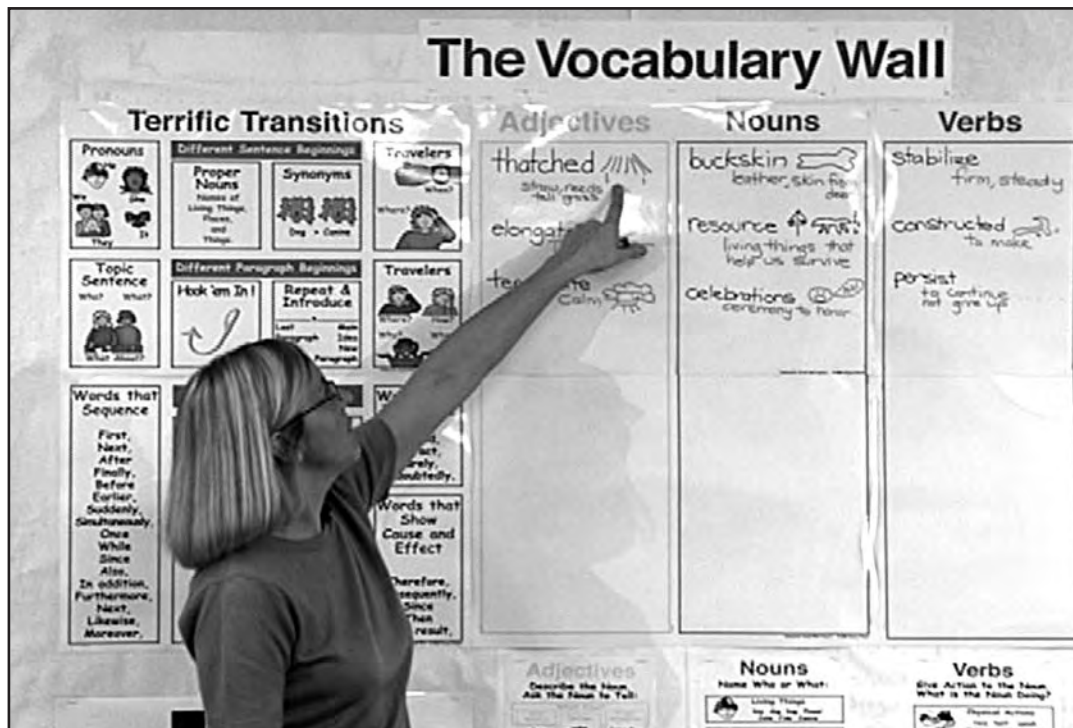


Modifiers: When constructing a sentence from the recipes, the green colored cards (*why, how, where, and when*) are optional. The writer may use one or more of the modifiers. Modifiers give the reader more information, yet too much information makes wordy writing.

The modifiers are used to extend and vary sentence structure for more sophisticated writing. Varying the sentence structure with modifiers requires traveling. This is when a word or phrases modifier is moved in a sentence.

For example, *George Washington commanded and motivated the military during the Revolutionary War to fight for freedom and liberty.* In the revised sentence, the *when* phrase has been moved or traveled to the beginning, resulting in the new structure: *During the Revolutionary War, George Washington commanded and motivated the military to fight for freedom and for liberty.*

The Classroom Vocabulary Wall



This wall has answered so many dilemmas concerning vocabulary. Along with strategies for vocabulary development, it displays transitions and modifiers to build powerful sentences. This means students will not only learn new vocabulary but also use it in their writing. To accurately and flexibly use new words, meaning and function are critical. You will see on the following pages that a word is recorded under the correct part of speech (function) accompanied by a definition, synonym, or an icon (meaning).

This wall is formatted for optimal vocabulary instruction, yet the critical question is: *How do I select words for the vocabulary wall?* Most importantly, what list of vocabulary words will have the greatest impact for each specific grade level? This program suggests every grade level use science, social studies, or language arts vocabulary identified from the standards and textbooks for key words.

Note: See the Lecture Notes section for a fabulous way to teach new words in context. Would you like to know more about the vocabulary wall? Just flip through the following fourteen pages for background and directions.

The Classroom Vocabulary Wall

Terrific Transitions			Adjectives	Nouns	Verbs	Modifiers
Pronouns 	Different Sentence Beginnings Proper Nouns Names of Living Things, Places, and Things. 	Travelers When? Where?				When? before after during throughout over until later once yesterday earlier while
Topic Sentence Who? What? What About?	Different Paragraph Beginnings Hook 'em In! 	Travelers Where? How? Why? When?				Where? above across by beside under up through beneath in over between behind inside at beyond on with
Words that Sequence First, Next, After, Finally, Before, Earlier, Suddenly, Simultaneously, Once, While, Since, Also, In addition, Furthermore, Next, Likewise, Moreover,	Signal Words Words that Summarize In summary, Ultimately, In conclusion, In closing. Words that Compare and Contrast Also, Likewise, Similarly, Yet, Although, However, Nevertheless,	Words that Emphasize Indeed, In fact, Surely, Undoubtedly, Words that Show Cause and Effect Therefore, Consequently, Since, Then, As a result,				How? Adverbs: lovingly loudly noisily gently slowly quickly happily
						Why? to for so since because due to on account of

Adjectives
Describe the Noun. Ask the Noun to Tell!

What Kind?
 Feel: Sensory
 Feelings: Adjectives
 Action: Verbs
 Action: Verbs

How Many?
 One: Singular
 More than one: Plural

Which One?
 They that "have" and "do" (those on a list)
 Compare: and other (list)

Where?
 my his her its
 her your his

Nouns
Name Who or What:

Living Things
 boy dog boy flower
 June fish James

Places
 park forest school city
 "Special" Target

Things
 pencil running parade walking dance jay hat
 blanket umbrella airplane flower jay hat
 flower hat

Verbs
Give Action to the Noun. What is the Noun Doing?

Physical Actions
 race twist walk
 jump sweater pass

Feeling or Thinking Actions
 love prefer decide realize wonder

How Things are Said
 high argue decide
 hope respond discuss

State of Being
 was were will shall
 is with are had has have

Modifiers
Describe Other Words or Word Phrases in a Sentence.

Adverbs Tell!
 How, When, Where and To What Extent.
 Adverbs Describe!

Prepositional Phrases
 Describe Where or When Something Happens
 Prepositional Phrase

Purpose: The classroom vocabulary wall is an interactive and unique instructional tool to help students increase their vocabulary levels. The wall organizes and displays advanced vocabulary to access for reading and writing purposes.

As students acquire vocabulary words, the words are recorded on the wall with synonyms, icons, or definitions to maintain meaning. The four parts of speech instructional cards are a resource for identifying and understanding adjectives, nouns, verbs, and modifiers. Along with vocabulary development, the vocabulary wall provides the essential elements to build sophisticated sentences. The Terrific Transitions section identifies the different techniques to form different sentence and paragraph beginnings, while the Modifiers section show the various ways to add more information and variety to a sentence.

The Classroom Vocabulary Wall

Terrific Transitions			Adjectives	Nouns	Verbs	Modifiers
Pronouns 	Different Sentence Beginnings Proper Nouns Names of Living Things, Places, and Things. Synonyms Dog = Canine	Travelers When? Where?				When? before after during throughout over until later once yesterday earlier while
Topic Sentence Who? What? What About?	Different Paragraph Beginnings Hook 'em In! Repeat & Introduce Last Paragraph Main Idea Main Paragraph New Idea	Travelers Why? How? Where? When?				Where? above across beside under up through beneath in over between behind inside at beyond on with
Words that Sequence First, Next, After, Finally, Before, Earlier, Suddenly, Simultaneously, Once, While, Since, Also, In addition, Furthermore, Next, Likewise, Moreover.	Signal Words Words that Summarize In summary, Ultimately, In conclusion, In closing. Words that Compare and Contrast Also, Likewise, Similarly, Yet, Although, However, Nevertheless.	Words that Emphasize Indeed, In fact, Surely, Undoubtedly. Words that Show Cause and Effect Therefore, Consequently, Since, Then, As a result.				How? Adverbs: lovingly loudly noisily gently slowly quickly happily
						Why? so for since because due to on account of

Adjectives
Describe the Noun, Ask the Noun to Tell!

What Kind?	Feelings	Appearances
How Many?	How Many?	Which One?
Where?	How Many?	Which One?

Nouns
Name Who or What!

Living Things	Places	Things
Feelings or Thinking Actions	How Things are Said	State of Being

Verbs
Give Action to the Noun, What is the Noun Doing?

Physical Actions	Feelings or Thinking Actions	How Things are Said	State of Being
------------------	------------------------------	---------------------	----------------

Modifiers
Describe Other Words or Word Phrases in a Sentence.

Adverbs Tell	Prepositional Phrases
--------------	-----------------------









Directions: The classroom vocabulary wall is color-coded for function. These colors help children visually understand the different parts of speech, the subject and predicate, transitions, and modifiers. We suggest that the yellow (adjectives) and red (nouns and verbs) sections of the classroom vocabulary wall, which are built to be interactive, are used constantly.

A laser-like focus on adjectives, nouns, and verbs will increase vocabulary the most. Each of these parts of speech headlines a blank column, where new vocabulary words are recorded. Grade level specific words can be recorded in these columns. For example, during a social studies lesson the teacher may write new vocabulary on the wall (see Chapter 18, Lecture Notes). Students may record these words on their own student vocabulary walls.

When writing, students refer to the classroom vocabulary wall boxes as a resource for more precise, dynamic words. As a teacher models writing, she may refer to wall to access advanced vocabulary for writing. In order for students to use new vocabulary with flexibility and accuracy, they record new vocabulary on their own walls, under the correct part of speech with a synonym or icon as a reference for meaning.

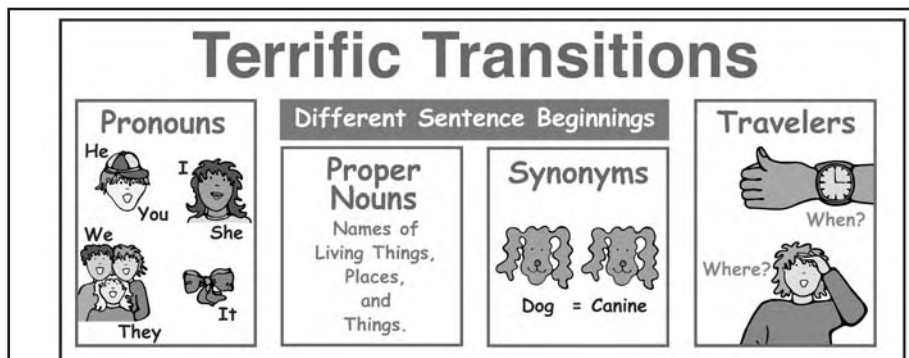
The Classroom Vocabulary Wall

Terrific Transitions

<p>Pronouns</p> 	<p style="text-align: center;">Different Sentence Beginnings</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Proper Nouns Names of Living Things, Places, and Things.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Synonyms</p>  <p>Dog = Canine</p> </div>	<p>Travelers</p>  <p>When?</p>  <p>Where?</p>		
<p>Topic Sentence</p>  <p>Who? What? What About?</p>	<p style="text-align: center;">Different Paragraph Beginnings</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Hook'em In!</p>  </div> <div style="border: 1px solid black; padding: 5px;"> <p>Repeat & Introduce</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Last Paragraph Idea</td> <td style="text-align: center;">Main Idea New Paragraph</td> </tr> </table> </div>	Last Paragraph Idea	Main Idea New Paragraph	<p>Travelers</p>  <p>Where? How?</p>  <p>Why? When?</p>
Last Paragraph Idea	Main Idea New Paragraph			
<p>Words that Sequence</p> <p>First, Next, After Finally, Before Earlier, Suddenly, Simultaneously, Once While Since Also, In addition, Furthermore, Next, Likewise, Moreover,</p>	<p style="text-align: center;">Signal Words</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Words that Summarize</p> <p>In summary, Ultimately, In conclusion, In closing,</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Words that Compare and Contrast</p> <p>Also, Likewise, Similarly, Yet, Although, However, Nevertheless,</p> </div>	<p>Words that Emphasize</p> <p>Indeed, In fact, Surely, Undoubtedly,</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Words that Show Cause and Effect</p> <p>Therefore, Consequently, Since Then As a result,</p> </div>		

Purpose: Terrific Transitions provide students with the strategies for varied sentence and paragraph beginnings. This section of the classroom vocabulary wall is divided into three parts: Different Sentence Beginnings, Different Paragraph Beginnings, and Signal Words.

The Classroom Vocabulary Wall



Different Sentence Beginnings are displayed at the top portion of the Terrific Transition chart. These techniques provide a variety of sentence transitions for a writer to stay on topic while avoiding redundancies. There are four types of sentence transitions: pronouns, proper nouns, synonyms, and Travelers.

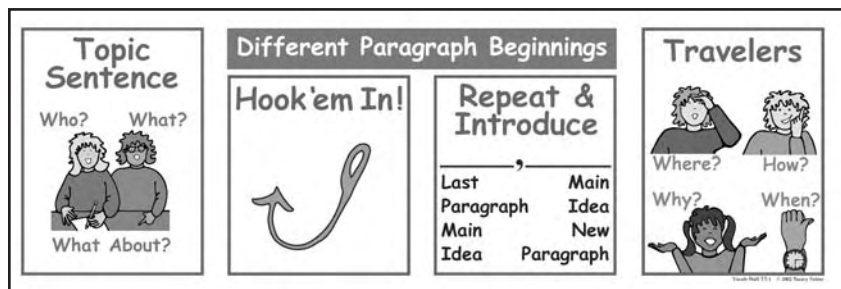
Pronouns are simple and subtle words for more cohesive sentence writing. For Example: *My dad tells delightful stories. He changes his voice to match different characters.* The words, *dad* and *he* connect the sentences together; the subjects equal each other. The pronoun *he* helps transition to the next sentence, so that the reader may easily flow and stay on topic while reading. Instead of using the same subject (*dad*) repeatedly, children learn that they can vary it by using pronouns to avoid repetitive words, and so the reader doesn't get lost. Pronouns identify the noun in the previous sentence (dad = he).

Proper Nouns are names of living things, places, or things. A name easily identifies the subject, yet a proper noun is most effective when used initially in a piece of writing. Students learn that they may introduce their subject using a proper noun, while introducing a name halfway or at the end of the writing may confuse the reader.

Synonyms have the same function as pronouns and proper nouns. Instead of a pronoun or proper noun, synonyms may be used to replace the subject for different sentences beginnings. Example: *John bought some candy. The sweets were delicious.* *Candy* and *sweets* are synonyms. This helps transition the next sentence and helps connect the sentences together (*candy = sweets*).

Travelers are modifiers that add more information to a sentence. These phrases tell where or when about the subject or predicate, but most importantly, Traveler phrases may move to the front of the sentence (if appropriate) to provide a different beginning (see vocabulary wall modifiers).

The Classroom Vocabulary Wall



Different Paragraph Beginnings: The next portion of the Terrific Transition chart is Different Paragraph Beginnings. These four boxes display a variety of paragraph transition techniques. Paragraph transition may or may not reveal the next paragraph's topic, but it should clearly indicate a smooth transition from the last paragraph to the new. There are four types of paragraph transitions: Topic Sentence, Hook 'em In, Repeat & Introduce, and Travelers. A fifth type of paragraph transition, Signal Words, is on the next page.

The Topic Sentence box has two different purposes:

- 1) To introduce the main idea of the new paragraph.
- 2) To remind the reader about the thesis statement and then to introduce the next main idea.

Main Idea: To form the topic sentence, students identify the subject of the sentence by asking *who* or *what* are they writing about. After the topic is stated, they ask, *What about?* to form the predicate. For example, *Who or What am I writing about? Plants.* Next, *What about plants? Plants need many resource to survive.* This topic sentence provides the reader with a clear understanding of the paragraph's content. Notice that the writer may use a topic sentence to transition to the next paragraph.

Thesis Statement: The topic sentence box may also connect back to the thesis statement. For example, if the thesis statement was about the reasons students should wear uniforms, then a transition from one paragraph to the next could include the thesis and the topic of the new paragraph. For example, in a 5-paragraph persuasive essay about school uniforms, a transition between paragraphs may include a reminder about the thesis and the next reason to support the argument: *Another reason students should wear uniforms is safety.*

Hook 'em In! A hook or lead is a technique to elicit the readers' attention (see the Hook 'em In section for explanation).

Repeat & Introduce This transition sentence states the main idea of the previous paragraph and introduces the main idea of the new paragraph. For instance, if the previous paragraph's main idea is about the importance of dental checkups, and the new paragraph is about flossing, then the student may write *While dental checkups provide periodic treatment for healthy teeth, flossing ensures daily care.*

Travelers are modifiers that add more information to a sentence. These phrases tell *where*, *when*, *why*, or *how* about the subject or predicate, but most importantly, Traveler phrases may move to the front of the sentence (if appropriate) to provide a different beginning for a paragraph.

The Classroom Vocabulary Wall

Signal Words		
Words that Sequence First, Next, After Finally, Before Earlier, Suddenly, Simultaneously, Once While Since Also, In addition, Furthermore, Next, Likewise, Moreover,	Words that Summarize In summary, Ultimately, In conclusion, In closing,	Words that Emphasize Indeed, In fact, Surely, Undoubtedly,
	Words that Compare and Contrast Also, Likewise, Similarly, Yet, Although, However, Nevertheless,	Words that Show Cause and Effect Therefore, Consequently, Since Then As a result,

Signal Words: The bottom section of the Terrific Transition chart presents a variety of sentence or paragraph transition techniques to stay on topic while avoiding redundancies. There are five categories of signal words: Words that Sequence, Words that Summarize, Words that Emphasize, Words that Compare and Contrast, and Words that Show Cause and Effect. These specialized words cue the reader about the text structure or how ideas in the text relate to each other.

Words that Sequence: These words spotlight the order of events in a story, the logical order of supporting details for a topic, or the sequence or steps for a procedure or process. Example: *First, John ate delicious bananas for breakfast.* (Triggers reader to know this is first thing he did.) *Next, he went to the pool for a quick swim.* *Finally, he decided he was still hungry, so he went home to eat another banana.* More subtle signal words, such as *while*, *during*, and *after* require a phrase to complete the meaning. Example: *After we visited the Old Globe Theater, we went to the botanical gardens.* *The word after triggers the reader to attend to the next idea.*

Words that Summarize: A succinct statement of the main points and most important details. Summarizing words alert the reader of a summary to help pull the story/text together with the most important details.

Words that Emphasize give special attention to portions of the text or stress a point in the writing. These words spotlight parts of text that are the most important details.

Words that Compare and Contrast show how two or more things have similar or different qualities.

Cause and Effect alerts the reader about an action or event that results in a particular outcome.

Compare and Contrast or **Cause and Effect** words help with text structure. As students reach higher/intermediate levels of elementary school, the standards call for these text structures in their writing. These signal words help students to write these structures. Signal words are valuable tools for children to use to incorporate text structures in their writing.

The Classroom Vocabulary Wall

Adjectives	Nouns	Verbs	Modifiers
			<div data-bbox="1036 449 1226 569"> <p>When?</p> <p>before after during throughout over until later once yesterday earlier while</p> </div> <div data-bbox="1036 583 1226 703"> <p>Where?</p> <p>above across by beside under up through beneath in over between behind inside at beyond on with</p> </div> <div data-bbox="1036 718 1226 877"> <p>How?</p> <p>Adverbs:</p> <p>lovingly loudly noisily gently</p> <p>slowly quickly happily</p> </div> <div data-bbox="1036 892 1226 1012"> <p>Why?</p> <p>to for so since because due to on account of</p> </div>
<p>Adjectives Describe the Noun. Ask the Noun to Tell:</p> <p>What Kind?</p> <p>Size (tall, short) Feature (curly, straight) Adjective (tall, short)</p> <p>How Many? How Many? How Many?</p> <p>Which One? Which One? Which One?</p> <p>Whose? Whose? Whose?</p>	<p>Nouns Name Who or What:</p> <p>Living Things boy dog big flower John Mike James</p> <p>Places park forest school city Cleveland Target</p> <p>Things computer pencil meaning pencil love computer game thinking (Big Day)</p>	<p>Verbs Give Action to the Noun. What is the Noun Doing?</p> <p>Physical Actions read walk run jump master guide</p> <p>Feeling or Thinking Actions love ponder decide realize wonder</p> <p>How Things are Said high argue chuckle laugh repeat declare</p> <p>State of Being was were will shall is am are had has been</p>	<p>Modifiers Describe Other Words or Word Phrases in a Sentence.</p> <p>Adverbs Tell:</p> <p>How, When, Where and To What Extent</p> <p>Prepositional Phrases Describe Where or When Something Happens</p> <p>Prepositional Phrase</p>

Yellow, red, and green sections are color-coded to match the functions of a stoplight. This child-friendly strategy helps students understand how to make complete sentences, add descriptive language, and modify their sentences with phrases that travel. The adjective section is yellow. YELLOW MEANS CAUTION! Does the sentence contain any describing words? The Nouns and Verbs sections are red. RED MEANS STOP!

Most sentences need the red sections (noun and verb) and need to make sense in order to be complete. *Do you have a noun and a verb? Do you have a subject and a predicate? Does it make sense?* This formula helps students understand what a complete sentence is, and that they must stop and make sure they have the subject and predicate that makes sense before they continue on with more details. The modifiers sections are green. GREEN MEANS GO! These modifiers give a sentence more information. These words or phrases can move or travel in the sentence where they sound best. For example, *My mother sang to me before bedtime* has a modifier that tells *when*. The *when* modifier may move to the front of the sentence: *Before bedtime, my mother sang to me.*

The Classroom Vocabulary Wall



The adjectives, nouns, and verbs sections display long, blank columns. These areas are to record new vocabulary, under the correct part of speech as well as to define the vocabulary with a synonym, icon, or definition. Students record their vocabulary words in the correct column, but to use this chart as a reference tool, they need to include some form of definition. Writing a word on the wall will not ensure meaning, while recording the word with a synonym, icon, or definition will. Notice in the photo, the class and I are labeling the parts of speech on our vocabulary words from our Lecture Notes. Next, the words are written on the vocabulary wall (page 487).

Parts of Speech Instructional Cards: These resource cards display the function of adjectives, nouns, and verbs.

Adjectives describe the noun. Adjectives ask the noun to tell *what kind, how many, which one, or whose*.

Nouns name the *who* or *what*. The *who* is a living thing, while the *what* is a place, thing, object, action (raking leaves), event, or idea (love).

Verbs give action to the noun. The verb tells what the noun is doing: physical actions (run, scamper), feelings or thinking actions (hated, concentrated), how things are said (declared, stated), or the state of being (is, are, am).

Modifiers describe other words or word phrases in a sentence. Adverbs and prepositional phrases are modifiers. Adverbs tell *how, when, where, and to what extent*. Prepositional phrases describe where or when something happens.

Adjectives

Describe the Noun.
Ask the Noun to Tell:

What Kind?

Vivid
Sensory
Descriptions



Feelings



Proper
Adjectives

British flag
French soup
American pie

How Many?

five many some
most less more

Which One?

this that these
those an a the

Compare:
old older oldest

Whose?

my his their its
her your our

Nouns

Name Who or What:



Living Things

boy dog bug flower
John Fido Janice



Places

park forest school city
Disneyland Target



Things



objects

pencil
computer
Kleenex
chair

actions

running
singing
playing
thinking

events

parade
wedding
dance
Flag Day

ideas

love
sympathy
joy
hate

Verbs

Give Action to the Noun.
What is the Noun Doing?



Physical Actions

race twirl vanish
journey saunter guzzle

Feeling or Thinking Actions

love ponder decide realize wonder



How Things are Said

laugh argue chuckle
reply request declare

State of Being

was were will shall
is am are had has have

Modifiers

Describe Other Words or Word Phrases in a Sentence.

Adverbs Tell:

How, When, Where and To What Extent.

Adverbs Describe:

Adjectives

To What Extent:
He was **extremely** friendly.

Nouns

Where:
He put it **there**.

Verbs

How:
He ran **quickly**.
When:
He left **early**.

Adverbs

How:
He yelled **very** loudly.

Prepositional Phrases

Describe Where or When Something Happens

Prepositional Phrase

Preposition + (a, the) + **Adjectives** + **Noun / Pronoun**

Where: She went in the dark house.

When: He slept during the concert.

The Classroom Vocabulary Wall

Modifiers



When?

before after
during throughout
over until later
once yesterday
earlier while



Where?

above across by
beside under up
through beneath
in over between
behind inside at
beyond on with



How?

Adverbs:

loving ^{ly}	slow ^{ly}
loud ^{ly}	quick ^{ly}
noisi ^{ly}	happi ^{ly}
gent ^{ly}	



Why?

to for
so since
because
due to
on account of

Modifiers are sorted into four categories: *When, Where, How, and Why*. This section of the vocabulary wall is green. Modifiers are added to sentences if the information is necessary. Wordiness loses the reader and clarity of the writing. Students need to understand if they need to add *where, when, how, or why* to a sentence. Most importantly, students understand that the modifiers may move or travel in the sentence; That's why modifiers are color-coded green, to go or travel. This adds variety and style to the writing.

When and Where sections of the classroom vocabulary wall shows a variety of prepositions. Frequently, students tend to use a small set of preposition words. These two word banks will help facilitate a wider selection of prepositions.

When words list the initial words that kick off *when* phrases. A when phrase is very effective at the beginning of a sentence. Example: *Before dinner, the girl took a nap.*

Where has many different words that begin prepositional phrases. Example: *The boy went under the table.* This provides different prepositions because students tend to use the same prepositions, which limits the sophistication of writing. Also, *where* phrases may be moved in the sentence if they are placed next to the correct word the phrase is modifying. Example: *The hungry frog noticed the green fly land on a nearby branch.* The *when* modifier, *on a nearby branch*, may not move to the beginning of the sentence because it would modify frog when it should modify fly. The incorrect sentence: *On a nearby branch, the frog noticed a juicy fly.* Notice the *when* phrase is modifying frog, so the sentence is stating that the frog is on the branch, not the fly.

Why: This section of the wall provides a selection of words to use for *why* phrases in sentences. Children are encouraged write different *why* words (*so, to, and for*) to make their writing more interesting. To often they overuse *because*. In the examples, notice the words *so, to, and for* are used, instead of *because*. Examples: 1) *The boy coughed so he could get his mother's attention.* 2) *The boy coughed to get his mother's attention.* 3) *The boy coughed for the attention of his mother.*

How: This section of the vocabulary wall is for adverbs. Adverbs modify the verb, by using a describing word (adjective) and adding an -ly to

the end of the word. Example: loving + ly = lovingly. Although adverbs may modify adjectives or other adverbs, this section of the chart is to elicit words that tell *how* about the verb.