

NEW DORP
HIGH SCHOOL

Deirdre A. DeAngelis, Principal





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New York City Department of Education
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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

 F too much homework

My teacher gives too much homework.

1. _____ married zeus

2. _____ zeus angered her 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.

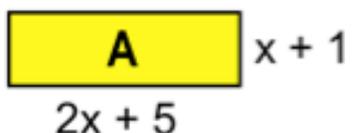
1. four sides in order to perimeter all of a rectangle together find the add

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.



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

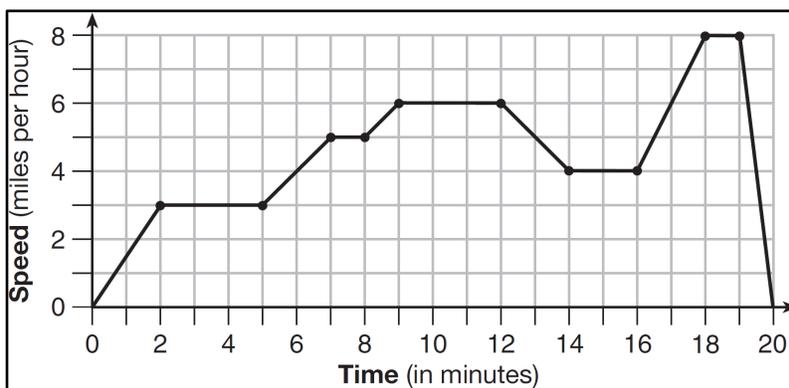


LINEAR FUNCTIONS

DIRECTIONS

Write three statements about the graph.

Rob's Jog



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.

Use the **c**

Use the **pr**

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



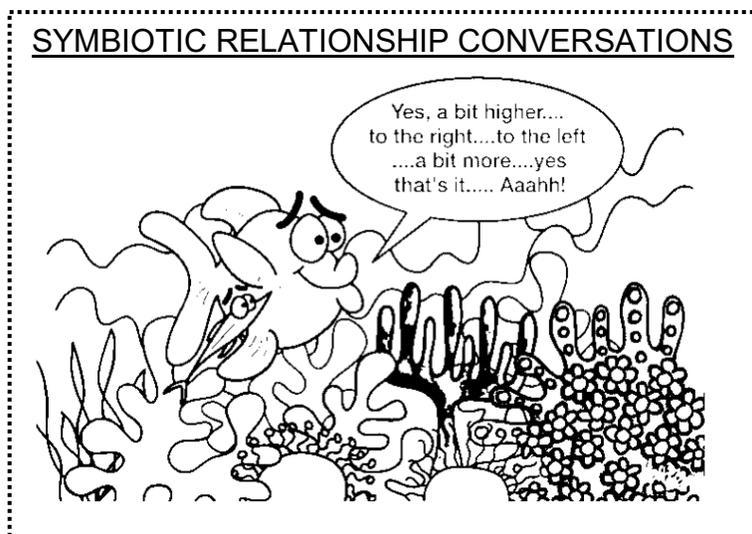
SYMBIOSIS

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



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
