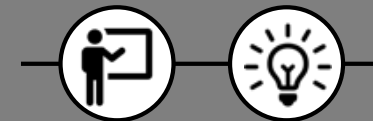


History How To's



Sentence Level Instruction

Josh Vallance
@MrVallanceTeach



What is sentence-level instruction

It involves directly teaching students how to write complex sentences. Research says this is preferable to continual paragraph-level instruction.



What does research say?

*'Sentences communicate ideas that add up to make meaning. In order to write good sentences, students must have "syntactic awareness" – the awareness of the system and **arrangement of words, phrases, and clauses that make up a sentence.***

The way students build syntactic awareness is through exposure to complex oral language and through **exposure to complex academic language.**' (Hochman, 2018).

Further reading

Hochman and Wexler, *The Writing Revolution*.

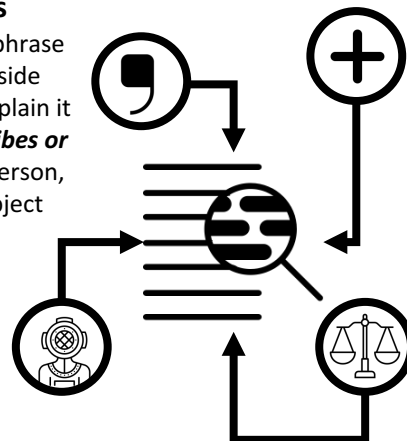
Ideas for Summative Assessments

Appositives

A second noun or phrase that is placed beside another noun to explain it more fully. It **describes or further defines** a person, place or thing/object

In other words

Explains the **significance of the evidence** used in relation to the question



Subordinating conjunctions

Introduces a dependent clause and shows the **relationship between that clause and the main idea**

More specifically

Adds greater specificity to a student example and allows **evidence to be layered**

Sentence instruction in the History classroom

Below is an example of how sentence-level instruction can be tied together to help build a strong paragraph

A factor causing the northern earls to go into revolt against Elizabeth was the presence of favourites within the Elizabethan Royal Court. For example the earls of Northumberland and Westmoreland, **who had held significant power in the Catholic court of Mary I**, found themselves side-lined in favour of newer noblemen from less established families. **More specifically**, favourites such as William Cecil and Robert Dudley were not only from newer noble families, but were also staunch protestants who favoured the Elizabethan religious settlement. **In other words**, powerful Catholic noblemen in the north had found themselves ostracised during the reign of Queen Elizabeth, and were left with little power and influence. Therefore, **despite the fact that** these noblemen still held extensive power and land in northern England, the earls revolted against Elizabeth in 1569 because their political influence had been diminished in favour of new protestant favourites.

Do's and Don'ts

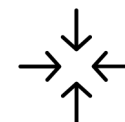
To make your sentence instruction more effective follow this guide of dos and don'ts

1 – Articulate **why** these structures improve arguments

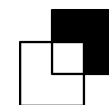
2 – Expose students to **academic literature** that uses similar structures

1 – Use this until students have been given a firm grounding of **knowledge**

2 – **Ignore paragraph-level instruction.** Work to piece together single sentences into larger paragraphs



Consolidate knowledge by using appositives and MS instead of comprehension questions



Write a MS and IOW based on the same prior sentence to differentiate evidence and analysis