

Jane  Schaffer  
ACADEMIC WRITING PROGRAM®

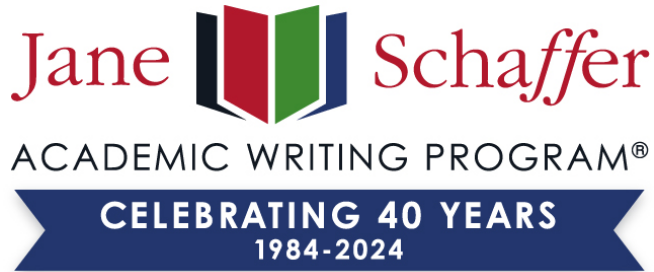


ALL STUDENTS CAN THINK. ALL STUDENTS CAN WRITE.

# Master Thinking, Master Writing, Master STAAR®: JSWP® Cross-Curricular Writing

Presented by: Stephanie Dingle, M.A. and Teresa Barragan, M.Ed.

November 5, 2024  
4:15 P.M. – 5:15 P.M.



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# Ms. Stephanie Dingle

## EDUCATION

- B.S. - Psychology
- M.A. – Studies in Literature
- Ph.D. Student – Rhetoric and Composition

## EXPERIENCE

- English Language Arts and Reading Teacher - 19 years
- Grades 5-12 (Remedial, On-Level, Honors, AP® Lang, AP® Lit)
- RLA Instructional Coach (Grades 6-8, 9-12)
- Instructional Leadership Specialist (9-12, multiple campuses)
- Director of Training, Jane Schaffer Academic Writing Program®



# Ms. Teresa Barragan

## EDUCATION

- B.A.- English Literature
- M.Ed., Educational Leadership and Administration

## EXPERIENCE

- English Language Arts and Reading Teacher - 15 years
- Grades 9-12 (On-Level, Pre-AP®, AP® Lang, AP® Lit, ESOL)
- Grades 7-8 (On-Level, Pre-AP, ESOL, GT)
- English Vertical Team Leader (6-12)
- English Department Chair
- English Lead Teacher
- English Language Arts Instructional Specialist (9-12)
- Advanced Academics Instructional Specialist (7-12)
- College Board Reader 2008
- National Trainer- Jane Schaffer Academic Writing Program®



# Dr. Deborah E. Louis

## EDUCATION

- B.B.A., M.A.<sup>2</sup>, Ph.D.
- M.A.: Language and Composition (Classical Rhetoric)
- M.A. and Ph.D.: Mythological Studies with Emphasis in Depth Psychology
- Dissertation: Teaching Archetypal and Mythocultural Literature in a Technological World

## EXPERIENCE

- English Language Arts and Reading Teacher - 15 years
- Grades 9-12 (On-Level, Pre-AP®, AP® Lang, AP® Lit)
- English Vertical Team Coordinator (K-12)
- Instructional Technology Specialist (K-12)
- College Board Presenter 1994-2007
- Owner of Louis Educational Concepts
- Owner of the Jane Schaffer Academic Writing Program®





What are some ways writing  
is promoted in your school?



True or False?

There is a difference between  
teaching writing and  
assigning writing.



Why Jane  Schaffer ?  
ACADEMIC WRITING PROGRAM®





Writing is a **Thinking**



Writing is a Way to  
Formulate and Communicate  
New Learning  
Across-The-Curriculum



“All students can think; all  
students can write.”

- Jane C. Schaffer

# Essential Components

- Common Terminology
- Graphic Organizers
- Color-Coding
- Knowing the Difference Between Concrete Detail and Commentary
- Writing in Class
- Conferring with Individual Students and Small Groups





“Formula/Structure is a  
Place to Start for Students  
Who Need It.” - JS



“We Color-Code the  
Paragraph and the Essay.” - JS



“Common Terminology for the  
Paragraph and Essay Helps  
Students Learn.” - JS

MODEL

# English I Released RLA SCR Prompt



Based on the information in  
paragraph 8, what can the reader  
most likely **infer** about how individual  
artists **feel** about the **internet's**  
**impact on their careers?**





- Individual artists are likely frustrated by the internet's

impact on their careers. <sup>CD1</sup> The internet allows people to “use ideas or artwork without giving compensation,” so artists are left “vulnerable.” <sup>CD2</sup> Their “intellectual property rights are being eroded,” and they “can’t control the use – or theft – of their creations.”

This powerlessness is unfair and may devastate an artist financially.

Unprotected, artists may find it difficult to thrive or to make a living.



What are some common structures used to help students remember *what* to write?



What are some common formulas used to help students remember *what* to write?

**(R.)A.C.E.(S.)**

**A.P.E.**

**Answer**

**Prove**

**Explain**

**(Restate)**

**Answer**

**Cite**

**Explain**

**Summarize**

**C.E.R.**

**Claim**

**Evidence**

**Reasoning**

**R.A.P.S.**

**Restate**

**Answer**

**Prove**

**Summarize**



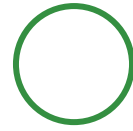
Jane Schaffer teaches students the “how”  
by providing a process and giving  
substance to the acronyms.



# The Topic Sentence



# Concrete Detail



# Commentary





HOW TO GENERATE COMMENTARY

# Four Questions to Teach Students



- 1 Out of all the CDs I could have chosen, why did I choose these?
- 2 What is important or significant about these particular CDs?
- 3 What am I trying to show or prove with these CDs (and I may not repeat my TS)
- 4 How do my CDs relate to or connect with my TS, my thesis statement, and the writing prompt?





# The Concluding Sentence



- Individual artists are likely frustrated by the internet's

impact on their careers. <sup>CD1</sup> The internet allows people to “use ideas or artwork without giving compensation,” so artists are left “vulnerable.” <sup>CD2</sup> Their “intellectual property rights are being eroded,” and they “can’t control the use – or theft – of their creations.”

This powerlessness is unfair and may devastate an artist financially.

Unprotected, artists may find it difficult to thrive or to make a living.



# Chants: Parts of a JSWP Paragraph



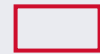
## Topic Sentence

TEACHER CALLOUT

Who or What am I Writing About?

STUDENT RESPONSE

Topic Sentence, Blue Pen,  
Write My Answer Out!



## Concrete Detail

COMES FROM FOUR PLACES:

- What I Have Read
- What I Have Seen
- What I or Someone Else Has Done
- What I or Someone Else Has Said



## Commentary

COMES FROM THREE PLACES:

- My Analytical Mind
- My Heart and Soul
- My Gut, Instincts, & Intuition

...and a little wiggle



## Concluding Sentence

TEACHER CALLOUT

Concluding Sentence, Blue  
Pen, Get Your Mirror Out!

STUDENT RESPONSE

Connect and Reflect! Give  
'Em Stuff to Think About!



“Common Terminology for the  
Paragraph and Essay Helps  
Students Learn.” - JS



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will take you there!



The Jane Schaffer Writing Program®.

Dallas, TX:

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