IGNITE to WRITE

Kick-start your writing with 6 key lessons

⟡ **SPARK YOUR NEXT STEPS**

Introduce students to your writing environment.

WRITING PROCEDURES

STRUCTURE & SPACE

- ☐ Define a writer
- ☐ Whole-class meeting routines
- ☐ *Turn & Talk* procedures
- ☐ Writing-Time routines
- ☐ Author's-Chair routines
- ☐ Access to supplies
- ☐ Independent work time
- ☐ *You-do* tasks & communication
- ☐ Peer work time

WRITING PROCESS

- ☐ Self-revision procedures
- ☐ Utilize rubrics
- ☐ Make room for revision
- ☐ *Read-up/Write-down* procedures
- ☐ Conduct focused edits
- ☐ Peer-revision procedures

CONFERENCES

- ☐ Establish conference routines
- ☐ Provide constructive feedback
- ☐ React to feedback
- ☐ Establish peer-conference routines

WRITER HABITS

WRITER TOOLS

- ☐ Pencil/crayon grip
- ☐ When to use which utensil
- ☐ Storage of paper, pencils, & crayons
- ☐ Writer's notebooks/folders
- ☐ Paper margins & holes
- ☐ Pencil sharpening & eraser usage
- ☐ Desk/Table space
- ☐ How to place paper in a folder
- ☐ Organize file folders
- ☐ Open & save documents
- ☐ Name your document
- ☐ Format documents (font, size)
- ☐ Digital tools (thesaurus, spell check)

WRITER NEEDS

- ☐ Task reminders
- ☐ Out of supplies
- ☐ Broken pencil
- ☐ Computer issue
- ☐ Spelling question
- ☐ Got done early
- ☐ Bathroom break
- ☐ Need help

Identify general-knowledge writing topics.

The purpose of Writing-Time topics is to practice new procedures and habits while growing writer stamina. Every lesson and practice requires a minimum of **3 topics**.

- Teachers utilize **2 topics** within the mini-lesson— *I do, We do.*
- Students need at least **1 topic** for the *You-do* Writing Time.

SECRET SITE RESOURCE

	PERSUADE: TO CONVINCE	**INFORM:** TO TEACH	**NARRATIVE:** TO ENTERTAIN
RECESS EQUIPMENT	Persuade your principal to buy a new piece of recess equipment.	Explain how to use one piece of recess equipment safely.	Tell a story about a time you were hurt (body or feelings) during recess.
CLASSROOM PROCEDURES	Persuade the teacher to let you pick your seat in class.	Explain the steps for dismissal.	Tell a story about a day that everything went wrong.
LUNCH FOOD	Persuade cafeteria workers to add an item to the lunch menu.	Explain food & drink choices offered in the cafeteria for lunch.	Tell a story about a lunch item that wouldn't open.

	ARGUMENTATIVE: TO CONVINCE	**INFORM:** TO TEACH	**NARRATIVE:** TO ENTERTAIN
HALLWAY PROBLEMS	Argue if more/less time is needed during passing period.	Describe the most congested hallway/area in the building.	Tell a story about a time when you barely made it to class— or didn't.
TEST PREP	Argue if last minute cramming is more harmful or helpful.	Explain several good study habits.	Tell a story about a time when you did not prepare for a test.

MINI-LESSON #1

Build writer stamina.

WHAT IS IT?

- Introduce a kid-friendly scenario where stamina is built.
- Define writer stamina— to be able to keep writing for a long period of time without stopping.
- Identify the stamina goal.

WHY IS IT IMPORTANT?

- The more stamina students have, the more FREQUENTLY they can practice. The more practice, the more likely that they will improve their writing skills.
- The more stamina students have, the more QUANTITY they generate. This provides the teacher with more to comment and respond to.

HOW DOES IT WORK?

- Stamina is an outcome of three smaller skills: physical dexterity, mental energy, and emotional strategies.

	Beginning of the School Year	Middle of the School Year
Grade K	0 min.	20 min.
Grade 1	3-5 min.	20 min.
Grade 2	5-8 min.	30 min.
Grades 3-12	8-15 min.	40 min.

STRATEGY #1
Provide general-knowledge topics.

STRATEGY #2
Chart progress.

STRATEGY #3
Break down the Writing Time.

STRATEGY #4
Drain your brain.

MINI-LESSON #2

Solve spelling struggles.

WHAT IS IT?

- Spelling falls under transcription skills— others include letter formation, pencil grip, keyboarding skills, etc.

- The research reveals that when students struggle with foundational transcription skills, their cognitive resources are diverted from higher-level writing tasks, making composition more difficult.

WHY IS IT IMPORTANT?

- When a student doesn't know how to spell a word, he can't finish his sentence or write the next one. Consequently, spelling weaknesses impede stamina.

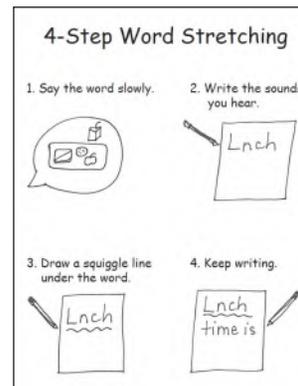### HOW DOES IT WORK?

What NOT to do:

- Don't provide a student with the correct spelling as a quick fix to get him back to writing.

- Don't direct students to look up words in a dictionary.

What TO DO:

- Provide students with a set of FIRST-DRAFT strategies to TEMPORARILY resolve their spelling challenges independently.

- Brainstorm and display these *Stuck-Spelling Strategies* in a visible place.

STRATEGY: Create an anchor chart of 3-4 first-draft spelling strategies students already know.

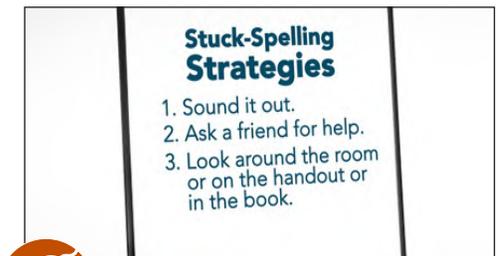Create an anchor chart for the four steps to stretch a word.

4-Step Word Stretching

1. Say the word slowly.
2. Write the sounds you hear.
3. Draw a squiggle line under the word.
4. Keep writing.

EARLY WRITERS

Stuck-Spelling Strategies

1. Sound it out.
2. Ask a friend for help.
3. Look around the room or on the handout or in the book.

🖱 **SECRET SITE RESOURCE**
Develop independent first-draft spellers.

- Clarify the rationale for *not* listing "Get a dictionary."
- Leave space to add more strategies as the year progresses.
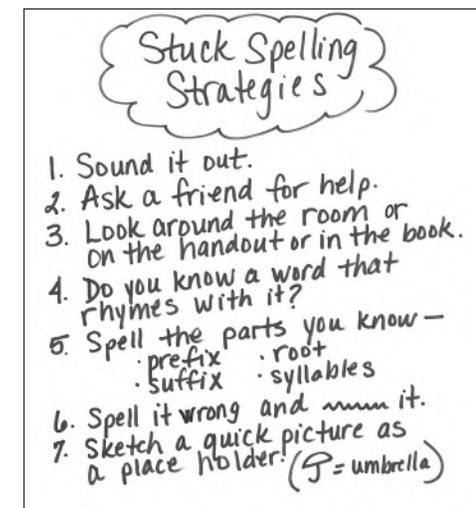- Note that none of the options include "Ask the teacher."

Be a Spelling Problem-Solver!

1. Look around the classroom (Walls, Word Charts).
2. Stretch it out in 3 steps.
3. Search in Personal Spelling Dictionary.
4. Ask a friend.
5. Try out different spellings.
6. Find a word that rhymes with it.
7. Break the word into syllables (word parts).
8. Go for it! Put a squiggle line under it.

EARLY WRITERS

Stuck Spelling Strategies

1. Sound it out.
2. Ask a friend for help.
3. Look around the room or on the handout or in the book.
4. Do you know a word that rhymes with it?
5. Spell the parts you know—
   - prefix   - root
   - suffix   - syllables
6. Spell it wrong and ⌇⌇⌇ it.
7. Sketch a quick picture as a place holder! (☂ = umbrella)

OLDER WRITERS

MINI-LESSON #3

Anticipate writer questions.

WHAT IS IT?

- Questions are a natural part of learning. *HOW do I do this? WHAT should I say here?*

- It's normal to feel frustrated when writing because it's hard work. But writers know how to calm down and get back to feeling ready to try again.

WHY IS IT IMPORTANT?

- Frustration builds fast. And when students feel stuck, it doesn't take long for some of them to melt down or shut down.

- Provide a procedure for seeking help *AND* provide the habits for managing their frustration.

HOW DOES IT WORK?

- Teach students that **frustration** isn't failure; it's part of the process.

- We want them to **ask for help before** they **hit their breaking point and to problem-solve as they keep going.**

- The **critical yellow zone** is where we build their perseverance and grit. It's the key to keeping students moving forward in their writing.

STRATEGY: Introduce the *Help! Tent*.

- Describe situations when a writer might need help from the teacher.

- Explain that it's okay to need help, but being stuck doesn't mean being still. Writers consider what they *CAN* do; they push through and try different solutions.
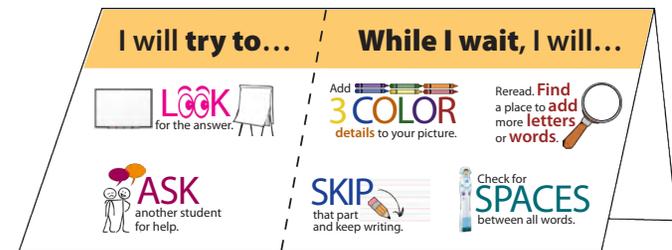
Help!
I have a question, but I can keep writing.

SECRET SITE RESOURCE
Support writers when they need help.

- Provide each student a *Help! Tent* to alert the teacher when he needs help.

- Discuss the back side of the tent and the listed tasks that encourage perseverance and moving forward— even while the student waits.

I will **try to…**   While **I wait**, I will…

LOOK for the answer.
Add 3 COLOR details to your picture.
Reread. **Find** a place to **add** more **letters** or **words**.
ASK another student for help.
SKIP that part and keep writing.
Check for SPACES between all words.

EARLY WRITERS

I will **try to…**   While **I wait**, I will…

Find the answer.
Is it on the **whiteboard?**
Is it on the **wall** or …
Is it on a **handout?**
Ask another student for help.
Look it up!

Skip that part for now and work on another part.
Change 3 weak words to be stronger and more specific.
Reread what I've written so far.
Add 2 sentences somewhere in my writing.

OLDER WRITERS

MINI-LESSON #4

Plan for "fast" writers.

WHAT IS IT?

- "Done" writers are task-oriented; they are git-r-done kids.

- *I'm done* often means students have completed the task but don't know what to do next or what else to add.

WHY IS IT IMPORTANT?

- There are always more details to add and ways to improve their writing. Revision is a natural part of writing.

- To help them keep working on the same piece, we need to identify specific actions that they can take to further develop their writing.

HOW DOES IT WORK?

- The *"Done" List* is a visible and tangible list of simple revision tasks students already know but need reminders to apply.

- Include tasks that are specific, measurable, and achievable.

- These tasks help students re-enter their drafts and keep working.

- FOR OLDER STUDENTS, the *"Done" List* should focus more on revision strategies, emphasizing content and organization.

- FOR EARLY WRITERS (K-2, multilingual learners, etc.), the list should include some simpler editing tasks, along with basic revision tasks.

STRATEGY: Introduce the *"Done" List* procedure.

- Create an anchor chart of 3-4 known strategies.

- Note each task with a specific tool and tangible application.

When You're Done...
(You've just begun)

1. Strike through 4 dinky words with a purple gel pen. Revise them to be *purple words*.
2. Add 3 spider legs.
3. Write 3 new titles on a sticky note. Mark favorite.
4. Highlight the first 2 words of every sentence. Revise repeats.

SECRET SITE RESOURCES

Establish a *"Done" List*.

EARLY WRITERS

OLDER WRITERS

MINI-LESSON #5

Meet to teach.

WHAT IS IT?

- Every writing block begins the same way: with YOU teaching THEM something about being a WRITER or improving their WRITING.

- This is the 10-15 minutes where the teacher delivers Tier 1, grade-level instruction.

- It's a short, focused time when you name, explain, and model a skill that will guide today's writing.
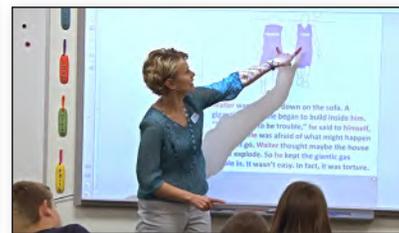
WHY IS IT IMPORTANT?

- The mini-lesson prepares students to transfer the skill into their own writing.

HOW DOES IT WORK?

- A mini-lesson is led by you— the teacher. It's not a class discussion.

- Outline student and teacher roles.

STRATEGY: Introduce mini-lesson purpose, procedures, and expectations.

Describe the
TEACHER'S ROLE
during the mini-lesson:

- To teach students a writing skill or writer habit.

- To give students an opportunity to see an example/model before having to execute it themselves.

- To keep it short and "mini" so students have time to write afterwards.

- To present the lesson in an engaging way (e.g., fun delivery, funny writing samples, visual triggers, etc.).

Describe the
STUDENTS' ROLES
during the mini-lesson:

- To listen to the instruction.

- To participate when the lesson becomes interactive.

CODE PHRASES

TURN AND TALK: Turn to a nearby student and experiment with the skill in oral writing.

BACK TO ME: Stop talking and prepare to share out their thoughts with the class.

- To anticipate the after-lesson task that will be assigned.

SECRET SITE RESOURCES

Master the 4-step mini-lesson.

Maintain control during mini-lessons.

MINI-LESSON #6

Outline independent Writing-Time expectations.

- After the mini-lesson wraps up, there's a clear transition from students listening and watching to students trying and writing.

- The *You-do* writing task is announced at the end of the mini-lesson.

WHY IS IT IMPORTANT?

- Writing Time is when students experiment, attempt, and practice the skill or strategy just modeled in the mini-lesson.

HOW DOES IT WORK?

- The shift from whole-class mini-lesson to independent Writing Time is signaled with a code phrase like: *Now it's your turn* or *Let's go be writers.*

- Students apply all previously rolled-out writer habits and procedures—strategies for spelling tough words, staying focused, problem-solving independently, and persevering when it gets tricky.

- Students work to achieve that day's writing stamina goal.

STRATEGY: Explain how procedures and habits previously introduced support writers as they build their stamina.

Describe the
TEACHER'S ROLE
during Writing Time:

- To communicate the task and how long Writing Time will last.

- To move throughout the room, supporting writers as needed.

- To conduct focused conferences about students' writing, providing specific feedback.

Describe the
STUDENTS' ROLES
during Writing Time:

- To apply the writing task announced at the end of the mini-lesson.

- To work independently, unless the task requires a partner or group effort.

- To utilize the *Help! Tent, Stuck-Spelling* chart, and/or *"Done" List* to continue working the whole time.

KICK-START Writing Instruction

1. Build writer stamina.
2. Solve spelling struggles.
3. Anticipate writer questions.
4. Plan for "fast" writers.
5. Meet to teach.
6. Outline Writing-Time expectations.

RELEVANT RESOURCES

Launch the Writer's Workshop — K-2 and 3-12 versions.

ML #1 WT:	ML #3 WT:	ML #5 WT:	ML #7 WT:	ML #9 WT:
ML #2 WT:	ML #4 WT:	ML #6 WT:	ML #8 WT:	ML #10 WT:

ML #11 WT:	ML #13 WT:	ML #15 WT:	ML #17 WT:	ML #19 WT:
ML #12 WT:	ML #14 WT:	ML #16 WT:	ML #18 WT:	ML #20 WT:

ML #21 WT:	ML #23 WT:	ML #25 WT:	ML #26 WT:	ML #27 WT:
ML #22 WT:	ML #24 WT:			

SECRET SITE RESOURCE

IGNITE to WRITE
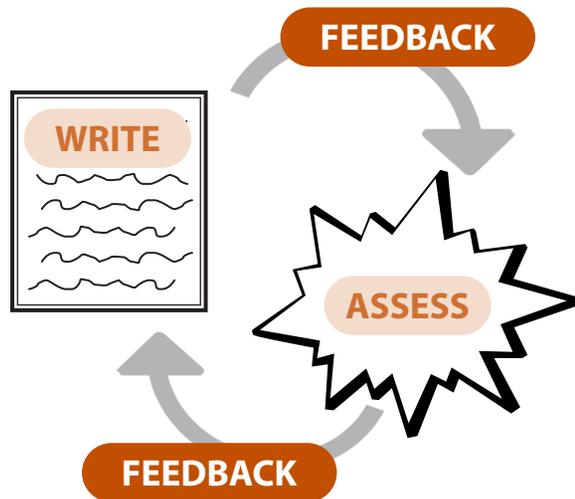
Provide focused & efficient writer feedback

PRESENTER
SHONA LANSDELL
slansdell@smekenseducation.com

SPARK YOUR NEXT STEPS

Shift your instructional focus from grading *writing* to growing *writers*.

Complete the feedback loop— frequently and efficiently.

FEEDBACK

WRITE

ASSESS

FEEDBACK

Host conferences for different purposes.

END OF THE UNIT
Execute occasional product conferences.

- Consumes approximately 15+ minutes
- Occurs in preparation for final-draft publishing
- Addresses numerous areas to improve
- Requires a one-on-one between teacher & writer
- Typically held at a separate/isolated place
- Occurs infrequently

WITHIN THE UNIT
Increase process conferences.

- Consumes approximately 2-5 minutes
- Occurs during any stage in the writing process
- Addresses a single area of improvement
- Occurs within a small group (i.e., teacher and writers)
- Held at the students' desks
- Occurs daily/regularly

" …Feedback was among the most powerful influences on achievement. Most programs and methods that worked best were based on heavy dollops of feedback.… The more feedback during the process, the better students can achieve the goals."

~ John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*

SECRET SITE RESOURCE
Hold writer-process conferences daily.

Facilitate feedback in four steps.

STEP 1: INVITE

STEP 2: COMPLIMENT

STEP 3: COMMENT

STEP 4: WRAP UP

Review what is to be assessed.

- *What facet(s)?*
- *What part(s)?*
- *What skill(s)?*
- *What trait(s)?*
- *What information?*
- *What should be included in this part?*
- *What would a "good" one look/ sound like?*

Invite students to share a portion.
- Listen to their drafts for the facets you previously identified as areas of assessment.

RELEVANT RESOURCE

Identify a trait-based skill the writer executed well. Explain the impact of this skill for the reader.

- *All of your sentences are about ____. Your reader will better understand your message because you stayed on topic.*
- *You have grouped similar information together. That organization helps the reader follow your thinking.*
- *This sentence/part right here is especially interesting because ____.*
- *This description (point to a passage) helps the reader visualize this part.*
- *These sentences (point to them) all start in different ways. This makes it more interesting for the reader!*
- *This paragraph indent comes at just the right place, telling the reader that you are switching ideas.*

Identify one skill that will help the student become a better writer.

- Connect a specific writing skill with a trait.
- Suggest a writer strategy or habit.
- Encourage revising something specific to the purpose, genre, or format.
- Prioritize the "trophy" traits.

Keep the "conversation" short.

- Inquire about the writer's next step.
- Make a note.

SECRET SITE RESOURCES

Make notes during writer conferences.

> " The most impactful feedback is task-specific, providing clear guidance to help students improve their strategies and writing processes."
> ~ John Hattie & Helen Timperley, "The Power of Feedback," *Review of Educational Research*

GRADES 3-12

CONFERENCE COMPLIMENTS

COMPLIMENT IDEAS

All of your sentences are about ___. Your reader will better understand your message because you stayed on topic.

You included so many details/much information. This shows the reader you researched/know a lot about this topic.

Your topic sentence/thesis statement is clear. This tells the reader what to expect in the rest of the piece.

The prompt required ___, and you addressed that when you wrote ___.

COMPLIMENT ORGANIZATION

Your introduction makes the reader want to keep reading.

You have grouped similar information together. That organization helps the reader follow your thinking.

You juggled a lot of information very well.

Your conclusion reminds the reader of what is important.

You connected (this idea) to (this idea) with (transition). That shows the reader how the ideas are related.

COMPLIMENT VOICE

The reader knows that you feel ___ when you wrote ___.

This sentence/part right here is especially interesting because ___.

You're looking at this common topic in a unique/creative way. That will engage the reader.

Knowing this is a (genre), the voice/tone is appropriate for your purpose and audience.

COMPLIMENT WORD CHOICE

Action verbs like ___ and ___ add power to writing. This description helps the reader visualize this part.

(This word) is a purple word/phrase! You have chosen the right word for this sentence.

The vocabulary words ___ and ___ make you sound like an expert on this topic.

Using these synonyms (list them) helps this part sound fresh, rather than repetitive.

COMPLIMENT SENTENCE FLUENCY

The reader will have no trouble reading this straight through the first time.

This part sounds so good. It's not just what you said but how you structured the sentence(s).

When you used (figurative language, parallel structure, repetition, etc.), you made this part sound almost musical.

These sentences (point to them) all start in different ways. This makes it more interesting for the reader.

You included some long and some short sentences. This changes the speed of the writing, making it sound better.

COMPLIMENT CONVENTIONS

Your (capitalization, punctuation, spelling, grammar, etc.) make it easy to read this part/piece.

You went for a bigger, better word here and used your spelling strategies to make it readable. What a risk-taker!

This paragraph indent comes at just the right place, telling the reader that you are switching ideas.

Using a comma (or another punctuation mark) here alerts the reader that ___.

Your audience will appreciate your careful editing. (Point to self-edits.)

EARLY WRITERS

CONFERENCE COMPLIMENTS

COMPLIMENT IDEAS

You wrote/drew many sentences/details. That shows the reader that you know a lot about this topic.

You wrote/drew many close-up details. Readers will learn something new from your writing!

All the sentences/pictures are about (the topic). Staying on topic is important for the reader to understand your message.

The words you wrote match the pictures you drew. Excellent!

COMPLIMENT ORGANIZATION

I see a beginning, middle, and end. You have all three parts of the trait of organization.

The title ____ tells the reader what this will be about.

You wrote/drew multiple details and put them in order! That helps the reader follow along.

You connected (this idea) to (this idea) with "then." That helps the reader follow your thinking.

COMPLIMENT VOICE

Details like ____ show the reader how you feel about this topic.

There is so much feeling in this piece. That's a sign of voice!

When you added the (exclamation mark, underline, all caps) to this part, you told the reader how important this is.

You have a lot of voice and feeling in the facial expressions you drew.

The speech bubbles in your picture give your characters a voice, too.

COMPLIMENT WORD CHOICE

This (point to a word or phrase) is a purple word/ phrase! You have chosen the right word for this part!

WOW! So many big words stretched out!

Many writers would use ____, but you chose (a synonym) instead.

Telling the reader what something (looks, feels, sounds, tastes, smells) like helps them understand it better.

COMPLIMENT SENTENCE FLUENCY

I noticed that you wrote every word that you read aloud. That's a huge step in learning to write so that others can read it!

You wrote several sentences— not just one. You have a lot to say!

These sentences all start in different ways. Varying sentence beginnings makes it more interesting for the reader.

You included some long sentences and some short sentences. This makes the writing sound better!

When you used these different end marks, you told the reader how they are supposed to read each sentence.

COMPLIMENT CONVENTIONS

You are stretching out big words in your writing. What a spelling risk-taker!

You have (capitals, end marks, spaces, etc.) in every sentence. That makes it so others can read it, too!

When you fixed this part (point to self-edits), you helped the reader understand what you were trying to say.

Drive tomorrow's Writing Time with today's feedback.

TODAY
AFTER WRITING TIME

- Jot feedback onto a sticky note.
- Identify ONE trait-specific compliment and ONE trait-specific comment relevant to the student's writing.
- Determine how to state each concisely.
- Communicate using kid-friendly shorthand (e.g., abbreviations, text-message spelling, copy editing symbols).

TOMORROW
DURING WRITING TIME

- Pass back sticky-note feedback.
- Students use the comments to make improvements to their writing.
- Written feedback allows students to review the compliments & comments multiple times.
- Communication between teacher and students is improved— particularly with visual learners.

NOW IT'S YOUR TURN

COMPLIMENT:

COMMENT:

COMPLIMENT:

COMMENT:

SECRET SITE RESOURCE

WOULD YOU RATHER...
Start school at 6 a.m. or end school at 6 p.m.?
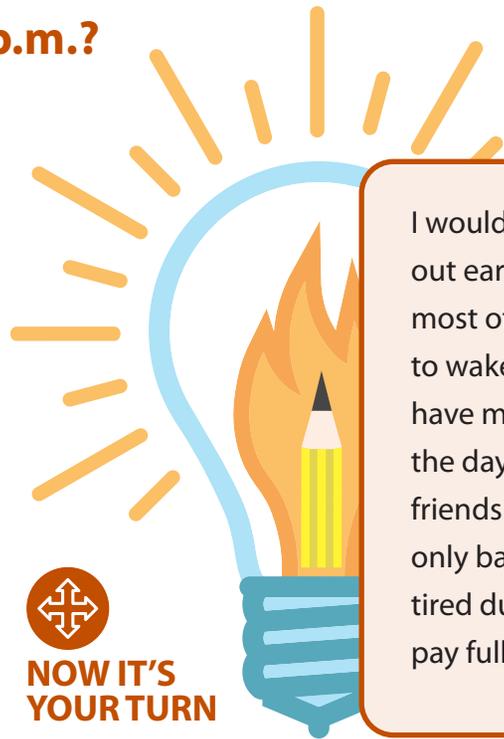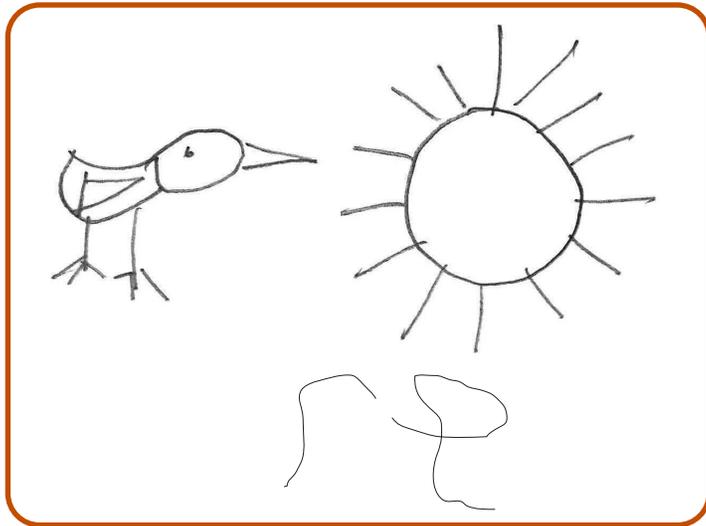
I would prefer to go to school at 6 and get out earlier because then I could make the most of my day. It wouldn't be great to have to wake up that early, but then I would have more time for homework at the end of the day. It would leave me more time with friends and family after the day is over. The only bad thing is that it might make me very tired during the day, leaving me less likely to pay full attention to my classwork.

NOW IT'S YOUR TURN

I would rather get up at 6AM in the morning. Becuase I wake up early. And I love to start the day.

I think I would rather start school later and get done at 6pm. As a growing teenager, I know that I need my sleep and I like to sleep in. If I did have a sport or practice, we could meet before school starts and that still wouldn't be too early. I think it would help me a lot if I didn't have to wake up really early in the morning, but could sleep until 7 or 8 o'clock instead of getting up at 5 in the morning. I think if that happened, a lot of kids would miss school, and that isn't good for anyone. This is why school should start later and end at 6 pm.
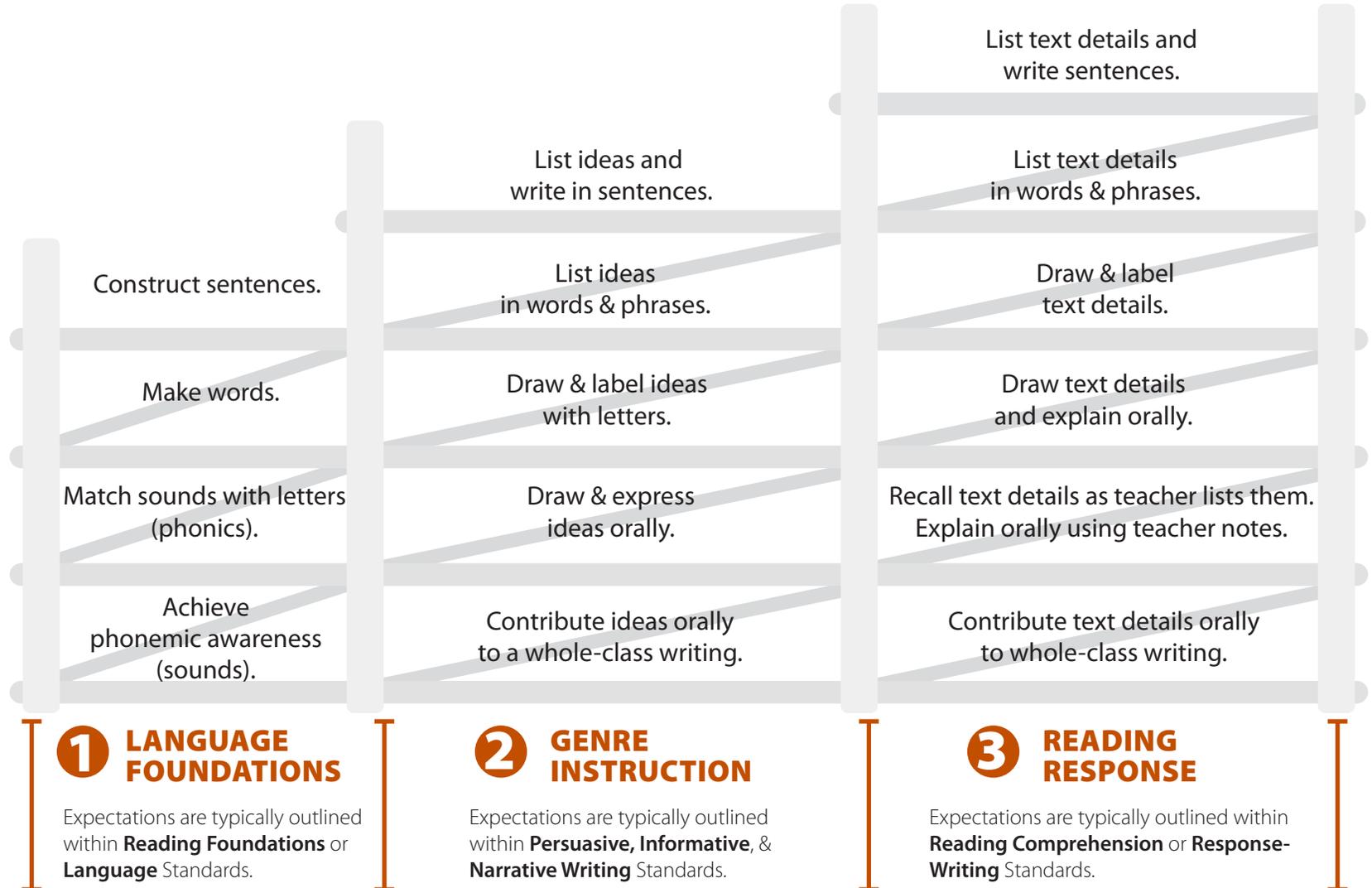
Juggle language foundations & writing standards in PK-2

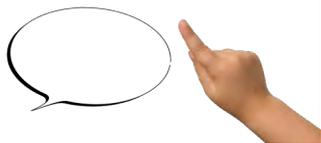PRESENTER
KRISTI McCULLOUGH
kmccullough@smekenseducation.com

SPARK YOUR NEXT STEPS

Address the 3 types of writing instruction.

List text details and
write sentences.

List ideas and
write in sentences.

List text details
in words & phrases.

Construct sentences.

List ideas
in words & phrases.

Draw & label
text details.

Make words.

Draw & label ideas
with letters.

Draw text details
and explain orally.

Match sounds with letters
(phonics).

Draw & express
ideas orally.

Recall text details as teacher lists them.
Explain orally using teacher notes.

Achieve
phonemic awareness
(sounds).

Contribute ideas orally
to a whole-class writing.

Contribute text details orally
to whole-class writing.

1 LANGUAGE FOUNDATIONS

Expectations are typically outlined within **Reading Foundations** or **Language** Standards.

2 GENRE INSTRUCTION

Expectations are typically outlined within **Persuasive, Informative**, & **Narrative Writing** Standards.

3 READING RESPONSE

Expectations are typically outlined within **Reading Comprehension** or **Response-Writing** Standards.

Encourage expression of ideas in every stage of writing development.

ORAL WRITING

CHARACTERISTICS:
- An original idea is expressed by telling the reader directly or via a recording.
- May include the writer using his hands to explain an idea or pointing to indicate something specific.

PURPOSES:
- To relive experiences & communicate with others
- To explore and express ideas
- To develop vocabulary
- To promote genre structure

PICTORIAL WRITING

CHARACTERISTICS:
- Message is communicated through colors, shapes, sizes, & spacing.
- Often accompanied with oral explanation.

PURPOSES:
- To communicate & express one's own ideas independently and on paper
- To develop an understanding that images carry meaning & messages
- To build writer confidence
- To develop fine-motor skills

LABEL WRITING

CHARACTERISTICS:
- Often the title is the topic.
- Key words related to the topic identify smaller parts of the picture.

PURPOSES:
- To demonstrate understanding that pictures convey meaning
- To promote spelling skills by strengthening letter-sound relationships
- To promote precise word choice & vocabulary

LIST WRITING
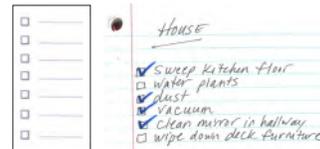
CHARACTERISTICS:
- Often the title is the topic.
- Key words related to the topic are itemized on separate lines.
- May include numbers, arrows, or groupings for organization.

PURPOSES:
- To promote print awareness and spelling skills
- To refine letter formation, spacing, and writing on a line
- To support sentence structure
- To emphasize precise word choice & vocabulary
- To encourage idea development
- To introduce organization

SENTENCE WRITING
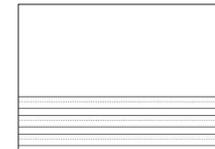
CHARACTERISTICS:
- Ideas are expressed with a subject and verb.
- Sentences start with a capital letter, move left to right, and end with punctuation.
- Words are separated by spaces and include phonetic spelling.
- Ideas are related/on the same topic.
- May include a picture or title.

PURPOSES:
- To communicate ideas clearly
- To develop and organize thoughts
- To promote understanding of different sentence structures
- To expand vocabulary through varied word usage

Identify writing topics.

Write about…	An ANIMAL, object, or concrete THING	A PERSON or group	A PLACE or environment	An EVENT, experience, OPINION, or CONCEPT

Teach 11 types of details— regardless of the writing stage.

Foundational Details	Descriptive Details	Setting Details
Color details	Number details	Where details
Name details	Feeling details	When/Time-of-year details
Size details	Sensory details	When/Time-of-day details
	Close-up details of people & animals	
	Action details	

RELEVANT RESOURCE
Launch the Writer's Workshop: Grades K-2

Communicate/Convey the writing topic.

	ORAL	PICTORIAL	LABEL	LIST	SENTENCE
TOPIC OR **MAIN IDEA**	Teach students to address these same topics within their oral writing.				

Write about an animal, object, or concrete thing.
- Basic shape(s) reveal topic
- Topic in label or list
- Topic stated in 1 sentence

School Bus

mory golds

Bees
Kan. stng
liv In the feld

MY Slanky
MY Slanky can Do tricks

Write about a person or group.
- Basic shape(s) reveal topic
- Person/Group in label or title
- Topic stated in 1 sentence

myfrn me KaleB

MY fameily
MY Pet
classmats
techers
Boys
Grlls
everyone

I Like Austin He is my Best frind

Write about a place or environment.
- Basic shape(s) reveal topic
- Topic in label or list
- Topic stated in 1 sentence

House

hos

Wise Wo1

grocery store
000
3 tomados
goshwcrt
cAshwaish stn
BANAS
to Lit pApr

I am going to the Schoring Ra

Write about an event, experience, opinion, or concept.
- Basic shape(s) reveal topic
- Topic in label or list
- Opinion, idea, or event stated in 1 sentence

Hnting
Me que my dad
dear mett
cliotey fur
cl uotey me 4t
4 willet
dumbsy

CutChqus
ON MY FilChip I am cliappy. I dhd I oM going to gl T helthi food

SECRET SITE RESOURCE
My Shape Book

SECRET SITE RESOURCE
Digital coloring book pages

MEET WRITER NEEDS

Incorporate foundational details.

ORAL	PICTORIAL	LABEL	LIST	SENTENCE

TYPES OF DETAILS

Teach students to address these same topics within their oral writing.

Color Details
- True-to-life colors
- Color indicates type, kind, flavor
- Color words in adjectives
- Precise word choice

Name Details
- First & last names
- Relatives (mom, grandma)
- Jobs & titles (teacher)
- Proper nouns (team name, pets, brand names)
- Names on signs
- Specific vocabulary (names of parts, stages, kinds, types, examples, facets, components)

Size Details
- Parts drawn proportionately
- Adjectives (big, small, thick, thin, tall, short)
- Comparatives (smaller, tallest)
- Significance & importance (best, most)
- Word choice references size (*ginormous, humongous, tiny*)
- Similes
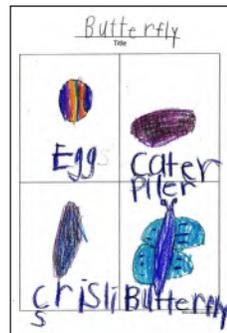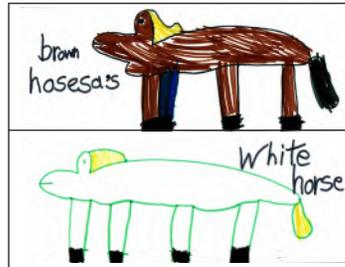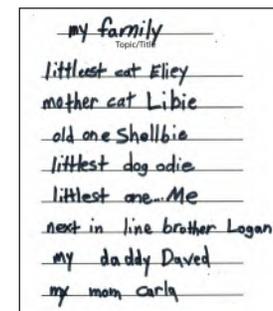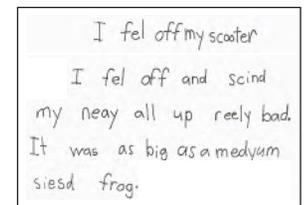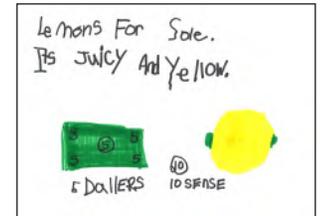
Add descriptive details.

ORAL	PICTORIAL	LABEL	LIST	SENTENCE

TYPES OF **DETAILS**

Teach students to address these same topics within their oral writing.

Number Details

- Quantity
- Time, clock, duration, elapsed
- Age
- Date, calendar
- Price, score
- Uniform number(s)
- Address
- Organization with number transitions or sequenced pictures

Feeling Details

- Feeling word, emotion
- Facial expressions (eyes, eyebrows, mouth)
- Body language, posture (jumping to show excitement, hanging head to show disappointment, clenched fists to show anger)
- Thought bubble
- Speech bubble
- Dialogue
- Attitude & tone
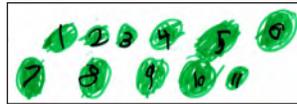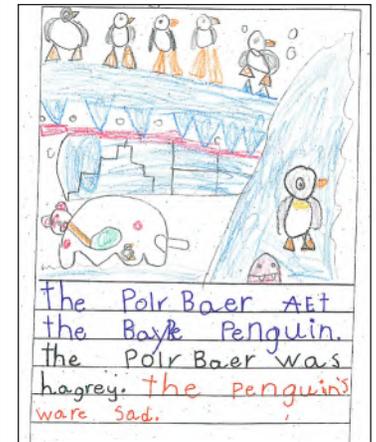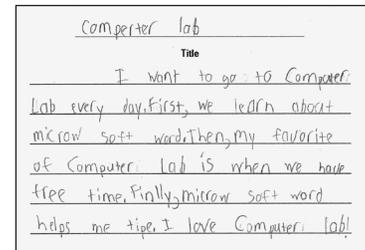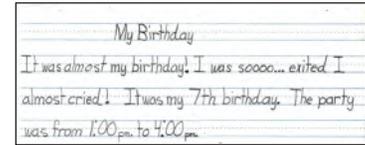
Add descriptive details, continued.

	ORAL	PICTORIAL	LABEL	LIST	SENTENCE
TYPES OF **DETAILS**	Teach students to address these same topics within their oral writing.				

Sensory Details
- Smell
- Sound
- Taste
- Touch, texture
- Look, appearance

Close-Up Details of People & Animals
- Hair/Fur color
- Clothing, uniform
- Claws, paws
- Accessories, shoes
- Feet, hands, fingers
- Height
- Facial details (beard, whiskers)
- Jobs, hobbies, habits
- Likes & dislikes
- Personality

Action Details
- Verbs
- Movement
- Speed
- Change
- Direction

Provide setting details.

	ORAL	PICTORIAL	LABEL	LIST	SENTENCE

TYPES OF **DETAILS**

Teach students to address these same topics within their oral writing.

Where Details
- Physical location (inside, outside, specific room, city, place, in vehicle)
- Props, objects within setting (furniture, equipment, props, tools, accessories)
- Activity happening nearby the topic
- Position of objects (*in, on, above, below, next to*)

When Details (Time of year)
- Weather (sky: sun, clouds, raindrops, rainbow; ground: green grass, white snow; swirling lines for wind)
- Season (name it, describe it, trees with/without leaves, different colored leaves)
- Month (name it)
- Holiday (related words, decorations)
- Important days (birthday, championship)
- Reference to past (a year ago) or future (next year, next time)

When Details (Time of day)
- Morning vs. evening (sky color: blue or yellow vs. black)
- Daylight vs. nighttime (sun vs. moon & stars)
- Reference to routine (mealtime, bedtime)
- Clock, exact time

Introduce the 6 Traits to students

PRESENTER

HOLLY SLUYTER
hsluyter@smekenseducation.com

SPARK YOUR NEXT STEPS

Describe "good" writing.
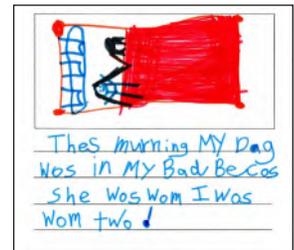
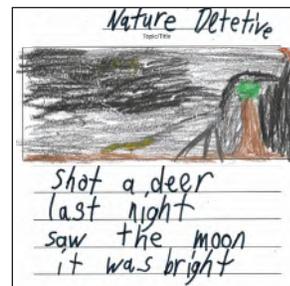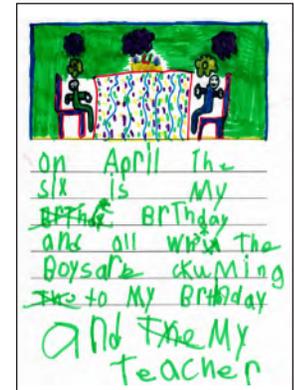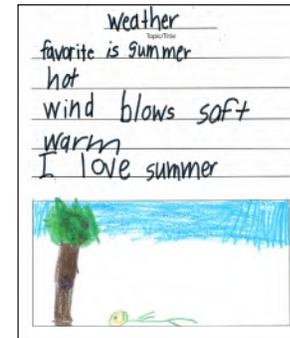## IDEAS are the heart of the message.

- Topic is one the writer knows about and has recent knowledge of or experience with.
- Ideas are focused (stays on topic).

EARLY WRITERS
- Picture matches the words and letters written.
- Picture includes accurate details. (May include multiple pictures related to the topic.)
- The writing contains a lot of details.
- The writing makes sense. (The writer orally explains it.)

OLDER WRITERS
- Writer addresses all aspects of the writing task/prompt.
- Topic is narrow and manageable.
- Subtopics are developed with specific details. (It's more than a list of undeveloped sentences).
- Details and support are relevant and interesting.

VOICE is the writer's attitude about the topic.

- Writer is interested in and cares about the topic.
- Writing *may* reflect the personality of the writer.
- Reader can interpret the writer's "attitude" toward the topic or situation.
- In informative writing, the writer sounds confident and authoritative on the matter (like an expert).

EARLY WRITERS
- Picture includes facial expressions to show feelings.
- Writer uses punctuation to communicate feeling— ALL CAPS, !!!!!, **bold.**
- Writer includes feeling words.
- Speech bubbles indicate dialogue.

OLDER WRITERS
- Writing may reveal a creative perspective or attitude.
- Writing communicates directly with the audience (e.g., questions, parentheses).

ORGANIZATION reveals the ideas and details in a logical order.

EARLY WRITERS
- The pictorial writing is balanced across the whole page.
- There is a simple title that may also serve as the introduction to the topic.
- Writer *attempts* to connect ideas with *and, so, then.*
- Writer *connects* ideas with transitions (e.g., first, then, next).

OLDER WRITERS
- Beginning or introduction reveals the topic or situation.
- Information or events are revealed in a logical order to match the purpose and genre.
- Ideas are connected to show relationship with transitions.
- Ending or conclusion brings the topic or situation to a close— it doesn't just stop.
- The title grabs the reader's attention.

WORD CHOICE is the use of specific, precise, "bullseye" vocabulary.

- The topic or situation is explained with precise and accurate vocabulary— words related to the topic.

EARLY WRITERS
- Writer explains his picture with specific word choice.
- Writer includes description using 5 senses and/or simple adjectives.
- Writer attempts "big words"— he's not afraid to take spelling risks.

OLDER WRITERS
- Words paint a clear picture.
- Concise language mirrors the subject matter.
- Minimal redundancy keeps the writing tight.
- Writer shows— rather than tells— feelings and reactions.
- Strong action verbs convey and propel the writing.

SENTENCE FLUENCY is how smooth the writing sounds.

- Writing contains complete thoughts.
- Writer varies sentence beginnings.

EARLY WRITERS
- Writer explains his pictorial writing fluently.
- Writer can read his own writing.
- Writing is readable without writer interpretation.

OLDER WRITERS
- Reader finds it easy to read aloud the first time through.
- Writer varies sentence lengths, types, and structures to add rhythm.

CONVENTIONS reveal the level of "correctness" the writing possesses.

EARLY WRITERS
- Writer expresses complete thoughts.
- Sentences begin with capitals and end with punctuations.
- Writer capitalizes /I/.
- Spaces appear between words.
- Words in the environment are spelled accurately.
- "Big words" are written phonetically.

OLDER WRITERS
- First-draft writing may include errors, but they don't impede the flow of the ideas.
- Grade-level skills (e.g., capitalization, punctuation, grammar, spelling, paragraph indents) are applied.
- Writer is able to self- and peer-edit for these skills.

PRESENTATION is based on neatness and overall visual appeal.

- Handwriting/Penmanship is legible.

EARLY WRITERS
- Letter formation is correct.
- Writing contains left-to-right/ top-to-bottom directionality.

OLDER WRITERS
- Formality and quality of the writing matches the purpose (e.g., taking notes vs. final draft).
- Uses appropriate font types, sizes, and styles.
- Graphics and color are used effectively.

THE PLAN

Understand the facets of a trait introduction.

3 KEY FACTORS

1| Introduce the traits fast enough (6-12 days).

2| Remember that this is only the introduction.

3| Follow a systematic approach.

3 STRATEGIES

1| Visual icons depict each trait's meaning.

2| Songs lyrics define each trait.

3| Mentor text reveals each trait in action.

YEARLONG DISPLAY

Trait-introduction planning calendar

SECRET SITE RESOURCES

Track writing skills with a yearlong 6-Traits bulletin board.
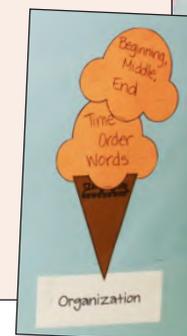
STRATEGY #1

Reveal a set of visual icons.

SECRET SITE RESOURCE

Introduce "good" writing by defining the 6 Traits.

The light bulb is used for **ideas**. It represents the **topic** of the writing and the **details**. Some teachers have introduced this trait with a light bulb on a dimmer switch— if your writing has few details, the light is low; many details and the light is bright!
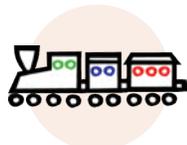
For **organization**, the concrete image of a **3-car train** reminds students they can have multiple sentences/paragraphs within the body of their writing (**middle** cars), but they should always have an engine (**beginning**) and caboose (**ending**). Note also that the train cars are in order (**sequence**), and they are hooked together (**transitions**).

A writer's **voice** can change, depending on the topic he is writing about. A **reader** should be able to "hear" a writer's voice, tone, or **attitude about the topic**— *frustrated, hopeful, confident, serious,* etc. The use of **facial expressions** can help students convey how they feel about the topic within their pictorial writings.
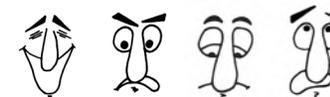
Specific vocabulary or **word choice** comes down to the right word in the right spot. Think of this as exact language or **bullseye writing**. The outer ring of the target represents a general and vague word (e.g., *blue*). The middle ring represents a more specific word, (e.g., *light blue*), but still not exact word choice. The center ring identifies **specific word choice** or a **WOW word** that is vivid and precise (e.g., *periwinkle blue*).

Sentence fluency is an auditory trait. You don't read fluency; you hear it. You hear the **variety of sentences** and the way they play off each other. You hear the music of **figurative language**. You hear the **ease and readability** of the piece. In the classroom, teachers often have students reread their writings into a whisper phone to check for sentence completeness and whether or not it "sounds good." Hearing it back through a **phone** is how many check for fluency.

All writers utilize tools from their **conventions toolbox**. These include **capitalization, spelling, punctuation, grammar, paragraph indents, word spacing**, etc. These tools are designed to help the reader move through the writing more easily.

Presentation is the writing trait that focuses on how the **final piece looks** on the page—its **neatness**, **spacing**, **formatting**, and overall **legibility**. Just like a picture frame doesn't change the quality of the photo it displays, regardless if the presentation is neat or messy, it **doesn't change the substance** of the message.

STRATEGY #2

Teach a set of song lyrics.

Songs written by Ruth Culham

SECRET SITE RESOURCE
Upgrade the 6-Traits songs.

THE IDEAS SONG
"Row, Row, Row Your Boat"

Write, write, write your thoughts.

Make your ideas clear.

Tell the reader what you know

and what you hold most dear.

THE ORGANIZATION SONG
"Mary Had a Little Lamb"

Writing has a good beginning,

strong conclusion,

and builds bridges.

Writing has a good beginning.

The order just makes sense.

THE VOICE SONG
"If You're Happy and You Know It"

If you're happy and you know it, that's your voice.

If you're thoughtful and you know it, that's your voice.

If you're spunky, and you know it,

then your words will surely show it.

If you're happy and you know it, that's your voice.

THE WORD CHOICE SONG
"Ring Around the Rosie"

Writing with your best words—

Finding lots of new words—

Sparkle! Dazzle!

The words stand out.

THE SENTENCE FLUENCY SONG
"Frere Jacques"

Sentence fluency,

Sentence fluency,

The writing flows.

The writing flows.

Sentences are longer.

Sentences are shorter.

It sounds smooth; it sounds right.

THE CONVENTIONS SONG
"The Hokey Pokey"

You put your periods in.

You pull some spelling out.

You put your capitals in,

and you shake them all about.

You make your paper better

when you edit it just right.

That's what it's all about.

STRATEGY #3

Read a mentor text that exemplifies each trait.

OPTION A: Read 6 texts over 6 days, 1 per trait, highlighting evidence of each trait per day.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Mentor Text for Ideas	Mentor Text for Organization	Mentor Text for Voice	Mentor Text for Word Choice	Mentor Text for Sentence Fluency	Mentor Text for Conventions
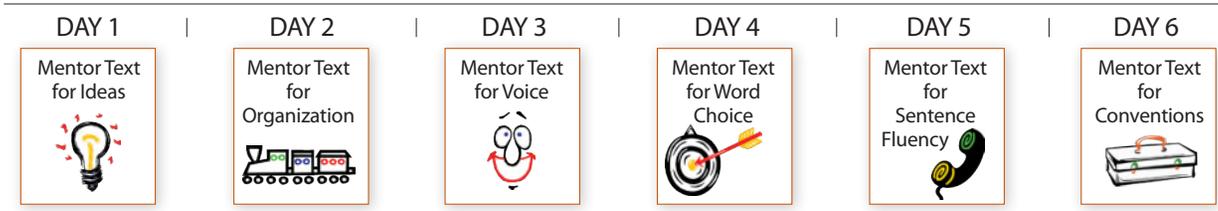
OPTION B: Reread 1 text over 6 days to demonstrate that all traits should be within one product.

Mentor Text relevant for all 6 Traits

OPTION C: Create a two-day pattern of singing the song and reading a text.

DAY 1 | DAY 2
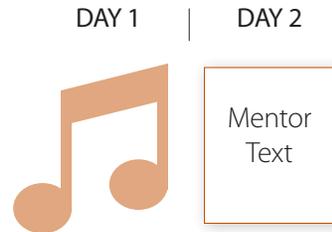
Mentor Text

Add a Day 7 to review all the traits with a seventh text.

DAY 7

Mentor Text relevant for all 6 Traits

SECRET SITE RESOURCES

INTRODUCE THE **6 TRAITS** WITH A **SINGLE TEXT**

PICTURE BOOKS for TEACHING the **Six Traits**
BY KRISTINA SMEKENS

Choose a high-quality mentor text to introduce 6 Traits.

RELEVANT RESOURCES

Trait Trackers

Launching the Writer's Workshop

Trait Trackers identify writing skills evident per trait within 20 popular picture books.

Launch the Writer's Workshop— K-2 and 3-12 versions.

Build a PK-2 rubric that grows with your students

HOLLY SLUYTER
hsluyter@smekenseducation.com

☀ **SPARK YOUR NEXT STEPS**

ASSESSMENT TOOLS

- **CHECKLISTS** describe 1 level.
- **HIGH-LOW LISTS** describe 2 levels.
- **LIKERT SCALES** offer multiple levels but describe only 1.
- **RUBRICS** describe 3 or more levels.

DATA-COLLECTION RUBRICS

- This type of rubric is often found online or comes with a curriculum adoption, or is based on emerging state test expectations.
- All grade-level teachers use the same rubric.
- Criteria is written in teacher lingo and used by teachers/adults only.
- Rubric criteria never changes.
- Scores are submitted for tracking grade-level growth.

INSTRUCTIONAL RUBRICS

- This rubric is made *with* the students.
- All grade-level teachers will *not* have similar looking rubrics.
- Criteria is written in kid-friendly language and used by teachers and students.
- Rubric criteria increases throughout the year.
- Scores are used to drive future classroom instruction.

DAY 1 Introduce the rubric-making process.
Build a non-writing rubric.

A **CLEAN DESK** RUBRIC		

A **CLEAN CADDY** RUBRIC		

A **CLEAN CUBBY** RUBRIC		

Multiple **LEVELS** honor the lowest & nudge the highest.

TRAITS are the categories being assessed.

CRITERIA describe expectations, increasing in quality across rubric levels.

🖱 **SECRET SITE RESOURCES** All graphics shown above are available as JPEGs.

📖 **RELEVANT RESOURCE**

Launching the Writer's Workshop: Grades K-2

DAY 2

Build a writing rubric.
Prepare parallel writing samples *before* the lesson.

BEFORE THE LESSON

STEP 1: Collect authentic writing samples from your students.
STEP 2: Sort student writing into high, middle, and low piles.
STEP 3: List the qualities of the highest examples.
STEP 4: List the qualities of the lowest examples.
STEP 5: Blend the qualities to establish middle-level criteria.

STEP 6: Refine the criteria before introducing the rubric to students.

- List only skills you have taught/reviewed this year.
- Revise wording to describe what IS included.
- Edit down to the fewest words.
- Separate skills into individual bullets.
- Color code each time an expectation is added to a level for the first time.

STEP 7: Create parallel writing samples that include the ingredients listed for each level described.

1
- Letter labels
- Close-up details
- All colored in
- Draw with shapes
- Detailed people
- 2 or more colors

2
- Word label
- Close-up details
- All colored in
- Draw with shapes
- Detailed people
- 2 or more colors

3
- Many word labels
- Word-Wall Words
- Big words s-t-r-e-t-c-h-e-d
- Close-up details
- All colored in
- Draw with shapes
- Detailed people
- 2 or more colors

4
- 1-2 sentences
- Period .
- Capital at the beginning
- Spaces
- Word-Wall Words
- Big words s-t-r-e-t-c-h-e-d
- Close-up details
- All colored in
- Draw with shapes
- Detailed people
- 2 or more colors

5
- 2-3 sentences
- I is capitalized
- Period .
- Capital at the beginning
- Spaces
- Word-Wall Words
- Big words s-t-r-e-t-c-h-e-d
- With or without a picture

* The rubric presented is only an example. Use your own students' writings to determine skill criteria appropriate for your class.

- 1 color

- Draw with shapes
- 1 color

- Draw with shapes
- 2 or more colors

- All colored in
- Draw with shapes
- 2 or more colors

- Detailed people
- All colored in
- Draw with shapes
- 2 or more colors

DELIVER THE LESSON

STEP 1: Review the word *rubric*.
STEP 2: Introduce the set of numbered stars that represent the different levels.
STEP 3: Reveal the set of anchor paper writing examples.
STEP 4: Post them under the corresponding stars.
STEP 5: Starting with the Level 1, read aloud the specific criteria while pointing out each of the skills evident within the 1-star anchor paper. Repeat this process with the remaining levels.
STEP 6: Conclude the lesson encouraging students to strive for the most stars!

DAY 3

Demonstrate how a writer uses the rubric.
Model how the rubric reveals a writer's next steps.

- Gather students near the rubric. Review that the purpose of the rubric is to score how good their writing is.

- Then introduce a second use of the rubric— to know what to do *next* in their writing to earn a higher star level. Explain that since the students helped make the writing rubric, they can use it as writers. *In today's mini-lesson, I will teach YOU how to use the rubric!*

- Pull out a previous piece of writing and walk up to the posted rubric.

- Model how you look at the different anchor paper writing examples posted on the rubric to determine which one LOOKS most like your writing (e.g., Level 4).

- Model how to read the corresponding criteria like a checklist.

STEP 1: Put your finger on the first skill in the criteria and read it out loud.

STEP 2: Use a magnifying glass or eyeglasses to look for evidence of this skill within your own writing.

STEP 3: Be methodical in this process, looking carefully and closely in different places on your paper.

STEP 4: Look down at your writing and talk to yourself. *Do I have this? Did I do this?*

STEP 5: Acknowledge how you executed some skills some of the time—but not every time.

STEP 6: Each time you discover something is missing, model how to go back to your desk to add or fix it.

STEP 7: Then return to the rubric and the same level, checking the next skill for that star level.

⭐ **4**

I help Mom bak cookees for the partee.

- 1-2 sentences
- Period .
- Capital at the beginning
- Spaces
- Word-Wall Words
- Big words s-t-r-e-t-c-h-e-d
- Close-up details
- All colored in
- Draw with shapes
- Detailed people
- 2 or more **colors**

I love Jupen on mye cousins trampoltine so much that I coud explod!!!!!!!!!
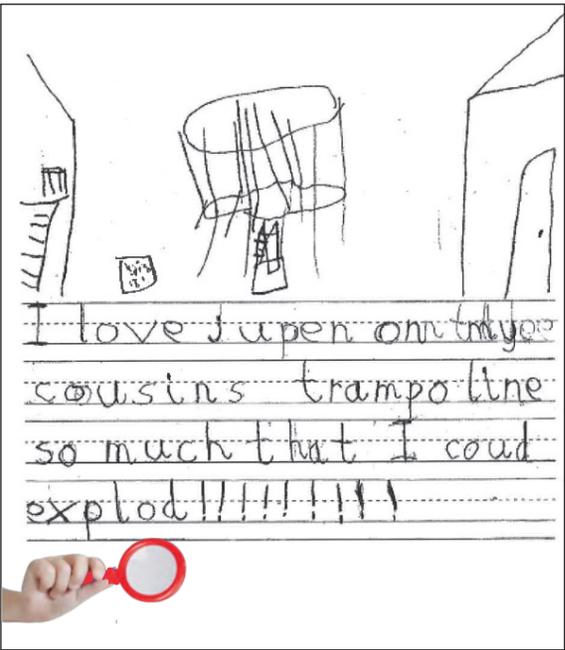
SECRET SITE RESOURCE

CUSTOMIZE A WRITING RUBRIC FOR PK-2

Customize a PK-2 writing rubric.

THE REST OF YEAR

Level up the rubric throughout the year.

HOW TO REVEAL A NEW LEVEL

DELIVER THE LESSON

1. Gather students near the current rubric.

2. Quickly review the current rubric. Starting at Level 1, point to evidence of each criterion in the writing sample.

3. Move to Level 2, emphasizing the added expectations and their application in the writing sample.

4. Repeat this process for all current rubric levels.

5. Name NEW writing skills you have recently taught that are NOT on the class rubric.

6. Announce that it's time to add them; *it's time to Level Up!*

7. Reveal the newest level (e.g., Level 6) and post it to the right of the highest level.

8. Point out the skills that carry over from the previous level (e.g., Level 5).

9. Highlight the new skills that are part of this next level. Connect each skill to previous instruction.

10. Identify evidence of the new expectations within the corresponding writing sample.

11. Make it clear that the newest level is NOT an expectation for everyone today. The goal is only that each student is working to move up to his own "next" level.

12. Review how students are to use the rubric during independent writing time.

Level 1
- Letter labels
- Close-up details
- All colored in
- Detailed people
- 2 or more colors

Level 2
- Many word labels
- Close-up details
- All colored in
- Detailed people
- 2 or more colors

Level 3
- Words on a line
- Word-wall Words
- Big words s-t-r-e-t-c-h-e-d
- Close-up details
- All colored in
- Detailed people
- 2 or more colors

Level 4
- 1-2 sentences
- Period
- Capital at the beginning
- Spaces
- Word-wall Words
- Big words s-t-r-e-t-c-h-e-d
- With or without picture

Level 5
- 2-3 sentences
- I is capitalized
- Period
- Capital at the beginning
- Spaces
- Word-wall Words
- Big words s-t-r-e-t-c-h-e-d
- With or without picture

Level 5
- 2-3 sentences
- I is capitalized
- Period
- Capital at the beginning
- Spaces
- Word-Wall Words
- Big words s-t-r-e-t-c-h-e-d
- With or without picture

Level 6
- 4-8 sentences
- End marks . ! ?
- Capital at the beginning
- I is capitalized
- Spaces
- Word-Wall Words
- Big words s-t-r-e-t-c-h-e-d
- With or without picture

WHEN TO ADD A NEW LEVEL

- Add one new level every 3-4 weeks. (NOTE: It's common to add levels more frequently at the start of the year.)

- When a couple of students consistently achieve the highest level, use this as a signal to raise the rubric expectations.

WHAT TO ADD IN A NEW LEVEL

- Add 1-3 new expectations within each level.

- Repeat the criteria from the previous level to emphasize that writing skills are cumulative.

- Include skills that fall under Language Foundations and Idea Development.

- Create a parallel writing sample that exhibits all of the criteria for that new level.

LANGUAGE FOUNDATIONS

- Concepts of print
- Letter formation
- Words on a line
- Spaces
- Word-Wall Words
- Phonetic spelling
- Capitals
- Punctuation

IDEA DEVELOPMENT

- Expression of own ideas in pictures &/or words
- Multiple details
- Logical order
- Title
- Beginning
- Ending
- Transitions

IGNITE to WRITE

Develop a flexible writing rubric for grades 3-12

DIDI HARRIS
dharris@smekenseducation.com

✳ **SPARK YOUR NEXT STEPS**

RUBRIC PURPOSES:

TO COLLECT DATA

Data-collection rubrics

- This rubric is often found online, came with the curriculum, &/or based on emerging state test expectations.
- All grade-level teachers use the same rubric.
- Criteria is written in teacher lingo and used by teachers/adults only.
- Rubric criteria never changes.
- Scores are submitted for tracking grade-level growth.

TO INFORM INSTRUCTION

Instructional rubrics

- This rubric is made *with* the students.
- All grade-level teachers will *not* have similar looking rubrics.
- Criteria is written in kid-friendly language and used by teachers and students.
- Rubric criteria changes throughout the year.
- Scores are used to drive future classroom instruction.

Introduce the rubric-making process.

Introduce key words.

- Introduce *rubric*.
- Introduce *anchor papers*.
- Introduce *traits* (e.g., categories).
- Introduce *criteria* (e.g., description).
- Introduce *levels*.

Recognize various assessment tools.

- Checklist
- Likert Scale

	1 2 3 4
	1 2 3 4
	1 2 3 4

- Rubric

  | 1 | 2 | 3 |
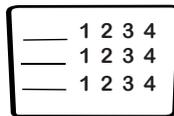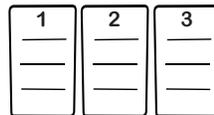
Take advantage of specific feedback.

- Holistic scoring
- Analytic scoring

LOCKER RUBRIC

	1 TIME TO CLEAN	**2**	**3** PRETTY CLEAN	**4**	**5** CLEAN
CLOTHING	• Several coats (may not all be yours), may or may not be on the hook. • Few/No bags on hooks.		• 1-2 of your coats on the hook. • Most bags on hooks.		• 1 in-season coat of yours is on the hook. • All bags on hooks.
BOOKS	• Books crammed on top AND bottom shelves. • Most spines not visible.		• Books mostly stacked neatly on top AND bottom shelves. • Most spines facing out & easy to read.		• All books stacked neatly on top OR bottom shelf. • All spines facing out & easy to read.
EXTRA ITEMS	• Lots of trash. • Many loose papers. • Many extra items unrelated to classes or school.		• A little trash. • A few loose papers. • A few extra items unrelated to classes or school.		• No trash. • No loose papers. • No extra items unrelated to classes or school.

BEFORE THE LESSON

Determine the setup and organization of the yearlong class rubric.

1. Determine the medium & format.

2. Determine the number of levels to include.

   • Rubrics have a minimum of 3 levels described and maximum of 6 levels described.

   • Make sure there is at least one *above* grade-level goal or expectation.

   • Consider describing 3 levels and inserting "in-between" levels for when writing includes criteria described in multiple levels.
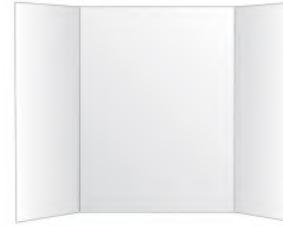
3. Determine the categories or traits to include.

4. Identify 1-3 smaller, individual skills (per trait) that you've already taught this year.

5. Find, swap, or create 3 parallel writing samples (all on the same topic) to represent the different rubric levels.

   • Find a grade-level sample online.

   • Copy and paste this sample into AI, prompting it to revise the writing quality to make it a little stronger and then a little weaker.

SECRET SITE RESOURCE

Post on the wall.　　Make it portable.　　Access digitally.

SECRET SITE RESOURCE

How to use AI to produce just-right text excerpts for writing mini-lessons.

Lowest Writers	Middle Writers		Highest Writers	Slightly Better
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim.	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip.	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in.	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Tquis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Tquis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip.

DELIVER THE LESSON

Build an instructional rubric with *every* class/section.

STEP 1 — Introduce the purpose of the day's mini-lesson.

Class, today we are going to build a writing rubric that you will use to answer the questions you're so often asking me— Is this good? Am I done? It's normal to question the quality of your own writing, particularly when you're composing it. Therefore, writers need a rubric to determine the current level of their own writing—and how to make it better.

STEP 2 — Project or post your rubric template. Along the far left, identify the traits or categories that will be included within the rubric. Point out that each trait will have its own row on the rubric.

STEP 3 — Reveal the "low" writing sample. Ask students to describe each trait. *What writing skills do they know or associate with these different rubric categories?* Record their kid-friendly language in the *Level 1* column.

STEP 4 — Add a skinny column to the right and label it *Level 2*.

STEP 5 — Add a wide column to the right and label it *Level 3*. Reveal the "middle" writing sample. Capture students' description of each trait.

STEP 6 — Add another skinny column to the right and label it *Level 4*.

STEP 7 — Add another wide column to the right and label it *Level 5*. Reveal the "high" writing sample. Capture students' description of each trait. Acknowledge that although Levels 2 and 4 are *not* described, they are earned when a writing product has characteristics from multiple levels.

	Level 1 JUST-STARTED WRITING	2	Level 3 OK WRITING	4	Level 5 GREAT WRITING
Ideas					
Organization					
Voice					
Word Choice					
Sentence Fluency					
Conventions					

SECRET SITE RESOURCES

Use a Six-Traits rubric for efficient assessment.

Customize the columns and rows within this Google Slide template.

UPDATE THE RUBRIC

Revise the *same* writing rubric all year long.

Make room within the original rubric to add criteria as new skills are taught and practiced.

WHEN TO UPDATE CRITERIA

- Provide students ample time to practice a new writing skill before adding it to the rubric.

- Update the rubric once a month OR after 3-5 new skills have been taught and practiced OR as you wrap up a unit.

- Replace today's whole-class mini-lesson with a 15-minute rubric-update lesson.

WHERE TO ADD NEW CRITERIA

- UPDATE A PAPER RUBRIC— Cut apart the current rubric and tape in paper to make space for the new criteria while keeping related skills within the same row.

- UPDATE A DIGITAL RUBRIC— Identify the trait or row the skill falls under and insert a new bullet with the criteria.

HOW TO WRITE NEW CRITERIA WITHIN THE RUBRIC

1. Identify skills recently taught and practiced that are missing from the current rubric.

2. Quickly review students' understanding of each skill.

3. Capture their descriptions within a new bullet under the highest level.

4. Guide students to create parallel criteria in all levels.

5. Repeat this process with all classes/sections.

6. Present the updated rubric the next day.

ORIGINAL

UPDATED

RELEVANT RESOURCE
Launching the Writer's Workshop: Grades 3-12

SECRET SITE RESOURCE
Tweak the Six-Traits rubric for different units.

ASSESS WITH THE RUBRIC

Convert rubric scores to grades.

Determine the total value of the assignment.

- Clarify *trait*.
- Honor that all traits do not weigh equally.
- Emphasize ideas, organization, and conventions.

Calculate the point value per trait, per level.

- Understand that a student cannot fail on a rubric.
- Honor those who go beyond the goal.
- Apply your district grading scale to the levels (e.g., 100%, 95%, 85%, 75%, 60%).
- Calculate the point value per cell.

TELL THE CHILDREN!

Apply the rubric criteria.

- Mark up the criteria.
- Communicate more than just rubric scores!

Convert *multiple* trait scores to a *single* grade.

- CAUTION: Levels are not points!
- CORRECT: Tally the points earned per cell.

	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
TRAIT					
TRAIT					
TRAIT					
TRAIT					
TRAIT					
TRAIT					

SECRET SITE RESOURCES

Convert rubric scores to grades.

Access the *Rubric Calculator*.

NOW IT'S YOUR TURN

	60%	70%	80%	90%	100%
	1	2	3	4	5

	1	2	3	4	5

	60%	70%	80%	90%	100%
	1	2	3	4	5

	1	2	3	4	5

Foster perseverance & resilience with writing

PRESENTER
SHONA LANSDELL
slansdell@smekenseducation.com

Build independent writers.

Students who…

1. Know what the **INGREDIENTS** are within **STRONG WRITING**.

2. Possess the **GRIT**, perseverance, and self-motivation required of a **STRONG WRITER**.

WHAT DO I TEACH?

Provide direct instruction on how to build grit, cope with stress, and work with others.

WHEN TO TEACH IT?

APPROACH #1 | Follow an SEL program.

- SEL lessons are introduced within a separate block of the school day.
- Free-standing lessons are designed to enhance students' social and emotional competencies.

APPROACH #2 | Intertwine SEL within academic instruction.

- SEL lessons and practice are integrated within academic instruction.
- Students apply the SEL component in the execution of an academic experience.

"When we're talking about independence, we're trying to teach students what learning feels like. And learning is often frustrating, because you are in a place where you don't know something and you're trying to understand it, and often that evokes feelings." David Adams, Chief Executive Officer of The Urban Assembly

"The skills that [employers] are seeking with great energy are communication, collaboration, critical thinking—these are skills that are bolstered, supported, and enabled by SEL work." Michael Crawford, America Succeeds

"We're shaping the leaders, the innovators, the citizens of tomorrow. It's our responsibility to give them the tools necessary to be successful." Bill Miller, KPMG Accounting Firm

SPARK YOUR NEXT STEPS

- ☐ I keep going even when writing gets hard. I don't quit.
- ☐ I know writing is hard work. I expect it to be difficult, but it's worth it to improve.

- ☐ I stay focused on my writing even when there are distractions around me.
- ☐ I may get upset or frustrated when I make a mistake or struggle at first, but I can calm myself down.
- ☐ I think of ways to fix or solve my writer problems.
- ☐ I am willing to try again, when something isn't right in my writing,

- ☐ I know it's scary to share my writing, so I'm kind to others when they share their writing.
- ☐ I know how good I feel when someone compliments my writing, so I give others specific compliments, too.

- ☐ I am willing to share my writing with others because they can help me improve.
- ☐ I know that I can become a better writer by working with other students.
- ☐ I listen to the ideas of others and make changes in my writing.
- ☐ I know that asking others to help me with my writing is part of improving my own skills.

- ☐ I push myself to do my best.
- ☐ I know that my teacher has me do certain assignments to help me improve my writing skills.
- ☐ I use my time to improve myself as a writer.

SELF-AWARENESS

STEP 1: Establish writer procedures.

SEEK ASSISTANCE BEFORE FRUSTRATION.

- Encourage students to seek help before frustration builds.
- Establish a classroom culture where asking for support is expected and valued.
- Provide clear steps for when and how to ask for help.
- Reinforce perseverance; celebrate efforts to seek solutions rather than struggle alone.

STEP 2: Introduce the concept.

WHAT IS IT? EXPLANATION FOR **YOUNG STUDENTS:** Knowing that your behavior is connected to how you think & feel.

EXPLANATION FOR **OLDER STUDENTS:** Understanding that how you think & feel influences your actions and behavior.

IF THEY LACK IT! **KINDERGARTNER:** Scribbles randomly across the page and says, "I don't know what to draw!" without recognizing he might feel unsure or overwhelmed. | Avoids labeling pictures, saying, "I don't know how to spell anything," without realizing it's okay to try phonetic spelling.

SECOND GRADER: Gets upset and says, "I'm bad at writing" without understanding why or what part is challenging.

FOURTH GRADER: Refuses to write because he believes he is "just not good at it," unable to recognize his progress or strengths.

MS/HS STUDENT: Claims, "I'm just bad at writing," without recognizing that he's struggling with specific areas like organizing ideas or grammar. Feels angry when receiving constructive feedback but cannot identify why he's upset or how to improve.

STEP 3: Deepen understanding.

RELEVANT RESOURCES
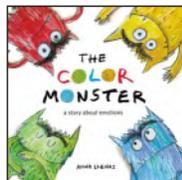
The Color Monster, Anna Llenas
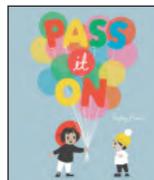
Pass It On, Sophy Henn

The Way I Feel, Janan Cain

We're All Wonders, R.J. Palacio

STEP 4: Experience the writer trait.

Recognize your own emotions.

1. Identify what you are feeling.

Grow students' vocabulary of feeling words, so that they can more precisely identify how they feel in different situations.

2. Ask yourself: *Am I comfortable with this?*

YES — How can I work to keep feeling this way?

NO — What can I do to change the situation that led me to have these emotions?

RELEVANT RESOURCE

Let Your Voice Be Heard Poster

Describe emotions as rocks.

PEBBLE	You might not even notice it.
SMALL ROCK	You may think *"Big deal"* and keep on going.
LARGE ROCK	This is an obstacle that you will definitely notice and must plan for.
BOULDER	This is something so big that you will need to problem-solve.

Narrative

Teach self-awareness through character descriptions.

GRADES K-2 | Teach students to draw **FACIAL EXPRESSIONS** to represent emotions. Build their word bank of known **SYNONYMS** for *mad, glad,* and *sad* to use when writing about character feelings.

GRADES 3-12 | Teach students to **SHOW CHARACTER FEELINGS** by describing their body posture, facial expressions, thoughtshots, and dialogue.

SELF-MANAGEMENT

STEP 1: Establish writer procedures.

BUILD WRITER STAMINA.

- Establish clear objectives for focus and attention.
- Use a visual timer or chart to track their focus duration.
- Set small, achievable increments of focus time and gradually increase the duration.
- Recognize and reward progress to motivate continued efforts.

STEP 2: Introduce the concept.

WHAT IS IT? EXPLANATION FOR **YOUNG STUDENTS:** Ability to stay calm and try again when writing feels hard or something goes wrong.

EXPLANATION FOR **OLDER STUDENTS:** Ability to manage your emotions in different writing situations even when faced with unexpected challenges or distractions.

IF THEY LACK IT! **KINDERGARTEN:** Spends too much time coloring one part of the picture, leaving no time to label the details. | Gets distracted, leaving his seat to talk to friends or play instead of finishing his drawing and labels.

SECOND GRADER: Complains that writing is too hard and gives up after a few sentences.

FOURTH GRADER: Gives up quickly when faced with a challenging writing task and crumples his paper in frustration.

MS/HS STUDENT: Procrastinates or shuts down when asked to write an essay, staring at a blank screen or repeatedly erasing sentences. | Fails to meet writing deadlines because he procrastinates, saying, "I'll do it later" and then rushing at the last minute.

STEP 3: Deepen understanding.

RELEVANT RESOURCES
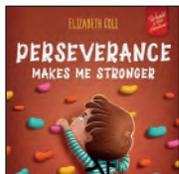
Perseverance Makes Me Stronger, Elizabeth Cole
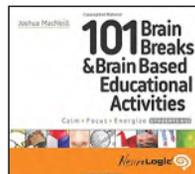
101 Brain Breaks & Educational Activities, Joshua MacNeill
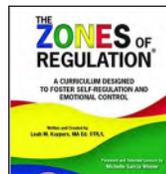
Zones of Regulation, Leah M. Kuypers

STEP 4: Experience the writer trait.

Validate writer feelings and provide strategies.

BOX BREATHING
Calming coping skill (Brainstem)

1| Breathe in through your nose for a count of 4 seconds.

2| Hold your breath for a count of 4 seconds.

3| Exhale through your mouth for a count of 4 seconds.

4| Repeat for 2-4 minutes.

BREATHE IN
HOLD | 4 SECONDS | HOLD
BREATHE OUT

FINGER GAPS
Distracting coping skill (Midbrain)

1| Place hand flat on the desk with fingers spread apart as wide as possible.

2| Use either the index finger of the opposite hand or the eraser end of a pencil to tap the desk between finger gaps.

3| Go down the line and back as fast as possible without poking any fingers.

CHAIR SIT-UP
Physical coping skill (Midbrain)

1| Sit upright and place hands on the seat of the chair.

2| Push hard on the seat in an attempt to lift up your body.

3| Repeat 10 times.

Narrative

Apply self-management via character actions and feelings.

Groups create the basic plot of a story that involves multiple characters.

Each student writes about how his assigned character manages his emotions in response to the problem and how he works towards the solution.

SOCIAL AWARENESS

STEP 1: Establish writer procedures.

TURN & TALK WITH A PARTNER.
- Promote active participation via short chats with peers based on structured prompts or specific questions.

LISTEN WITH EYES & EARS.
- Promote active listening during partner work.
- Identify verbal communication and non-verbal cues that are evidence of this.

STEP 2: Introduce the concept.

WHAT IS IT?

EXPLANATION FOR YOUNG STUDENTS: Ability to recognize the feelings of others, listen to their ideas, and be kind— even if they do things differently than you.

EXPLANATION FOR OLDER STUDENTS: Understanding and empathizing with others by recognizing different perspectives and cultures, respecting their ideas and behaviors, and working together with kindness and cooperation.

IF THEY LACK IT!

KINDERGARTEN: Laughs at a peer's drawing and says, "That doesn't look like a dog!" without realizing it could hurt a peer's feelings. | Ignores a classmate who shares an idea, focusing only on his own work instead of celebrating others' efforts.

SECOND GRADER: Interrupts or dismisses a peer during sharing time because he doesn't see the value in others' work or perspectives.

FOURTH GRADER: Makes unkind comments about a classmate's writing, failing to empathize with how his words affect others.

MS/HS STUDENT: Dismisses a group member's idea during a collaborative writing project, saying, "That's dumb," without considering the peer's perspective. | Struggles to understand or write about characters from diverse backgrounds because he can't empathize with different experiences.

STEP 3: Deepen understanding.

RELEVANT RESOURCES
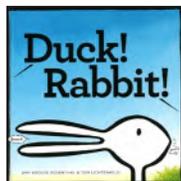
Duck! Rabbit! Amy Krouse Rosenthal & Tom Lichtenheld
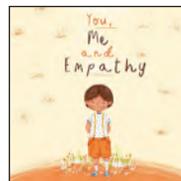
You, Me, & Empathy, Jayneen Sanders
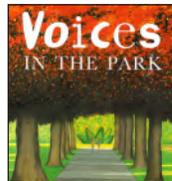
Voices in the Park, Anthony Browne

SECRET SITE RESOURCE

Brené Brown video on empathy

STEP 4: Experience the writer trait.

Narrative

Recognize different perspectives.

Provide photos with multiple "characters." Have students write about the same scene from multiple perspectives.

SECRET SITE RESOURCE

Informative

Combine individual ideas into a group response.

THINK & INK | Students write individual responses to a prompt.

PAIR | Partners compare writings, noting similarities and strengths.

SQUARE | Two pairs merge (group of 4) to create a shared written response.

Think, Ink, Pair, Square Mat
RELEVANT RESOURCE

NOW IT'S YOUR TURN

RELATIONSHIP SKILLS

STEP 1: Establish writer procedures.

PROMOTE PARTICIPATION WITH TALK MOVES.
- Introduce hand gestures for speaking, clarifying, and agreeing in discussions.

LISTEN WITH YOUR HEART.
- Teach peers to disagree respectfully while fostering empathy and support.

STEP 2: Introduce the concept.

WHAT IS IT?

EXPLANATION FOR YOUNG STUDENTS: Understand how to get along with others (e.g., friends, family, teachers) by talking, listening, working together, and using kind words to solve problems.
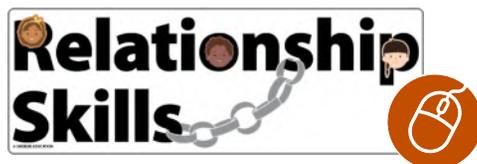
EXPLANATION FOR OLDER STUDENTS: Ability to build and maintain healthy relationships through communication, teamwork, and conflict resolution.

IF THEY LACK IT!

KINDERGARTEN: Refuses to share crayons or argues with a peer about who gets to use a specific color for his drawing. | Gets upset when asked to work with a partner, refusing to cooperate or share their ideas.

SECOND GRADER: Argues with a partner during a brainstorming activity, unwilling to listen or compromise on ideas.

FOURTH GRADER: Avoids group activities or refuses to work with certain classmates, creating tension during collaborative writing tasks.

MS/HS STUDENT: Dominates group discussions, ignoring teammates' ideas and insisting on doing things his way. | Avoids peer or teacher feedback altogether, dismissing comments or refusing to give constructive feedback to classmates.

STEP 3: Deepen understanding.

RELEVANT RESOURCES
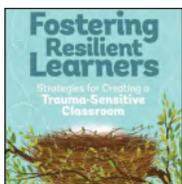
Fostering Resilient Learners, Kristin Souers & Pete Hall
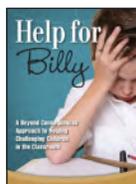
Help for Billy, Heather T. Forbes

SECRET SITE RESOURCE

STEP 4: Experience the writer trait.

Walk-and-Talk to brainstorm ideas related to a concept, topic, or text.

- Promote active participation through movement.
- Facilitate the application of understanding during discussions.
- Strengthen peer relationships through collaborative dialogue.

Integrate goal-setting and self-assessment into writing time.

Encourage students to set specific goals targeting both writing skills and the development of positive writer habits.

Provide writer compliments and comments.

Students give kind and constructive feedback to peers during writing conferences or group activities.

Peer-Revision Conference Cards

RELEVANT RESOURCE

What's the best part?

What do you want more of?

What's fuzzy?

What do you want less of?

RESPONSIBLE DECISION-MAKING

STEP 1: Establish writer procedures.

DEFINE VOICE LEVELS.
- Instruct students on using appropriate voice levels for different situations, enhancing communication and fostering a respectful learning environment.

TRANSITION SAFELY & EFFICIENTLY.
- Establish clear expectations to maintain focus and organization in the classroom.

STEP 2: Introduce the concept.

WHAT IS IT?

EXPLANATION FOR YOUNG STUDENTS: The ability to make choices that are kind, safe, and fair by thinking about how your actions affect yourself and others.

EXPLANATION FOR OLDER STUDENTS: The ability to make thoughtful, ethical, and constructive choices by considering the consequences of various actions to yourself and others.

IF THEY LACK IT!

KINDERGARTEN: Labels his picture with random letters or scribbles because he rushes to finish, ignoring guidance to sound out words. | Draws off-topic or silly pictures when asked to create a specific story idea, saying, "I didn't want to draw that."

SECOND GRADER: Ignores directions during a writing lesson, rushing through work and making careless mistakes.

FOURTH GRADER: Repeatedly chooses to skip revising or editing his work, prioritizing being "done" over improving their writing.

MS/HS STUDENT: Copies a classmate's writing or uses AI without considering the ethical consequences of plagiarism. | Ignores the rubric and writes a story that doesn't meet the assignment's criteria because he "just wanted to do it his way."

STEP 3: Deepen understanding.

RELEVANT RESOURCES
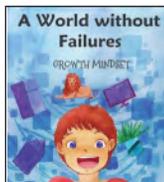
A World Without Failures, Esther Pia Cordova

Because Amelia Smiled, David Ezra Stein
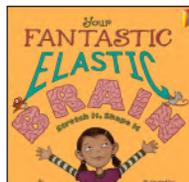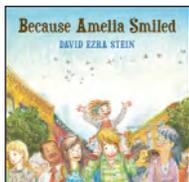
Your Fantastic Elastic Brain, JoAnn Deak

I Can't Do That, YET, Esther Pia Cordova
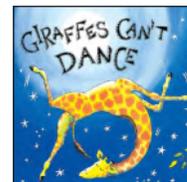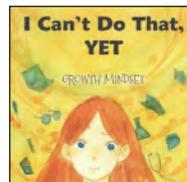
Giraffes Can't Dance, Giles Andreade & Guy Parker-Rees

Ordinary Mary's Extraordinary Deed, Emily Pearson
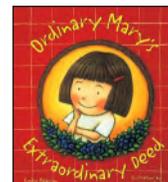
STEP 4: Experience the writer trait.

Introduce how language and self-talk impact messaging.

SECRET SITE RESOURCE

FIXED MINDSET	GROWTH MINDSET
I am never going to understand this!	I need to change my strategy or the way I approach this.
I am not good at this.	I am not good at this yet, but if I keep trying, I know I will improve.
UGH! I keep messing up!	That was an epic failure! What can I learn from it for my next try?
She is the smart one; I will never be like her.	If I consistently put forth effort, I know that I will have more success.

Apply informed decision-making in persuasive writing. **Persuasive** **Argumentative**

Encourage students to gather information on all sides of an issue before selecting a position— rather than relying on instinct.

1. Identify the different opinions within a *T-Chart.*
2. List information for both sides.
3. Reread and study the lists.
4. Align with proof, not preference.

SECRET SITE RESOURCE
Align with the strongest position.

The *WRITER* RUBRIC
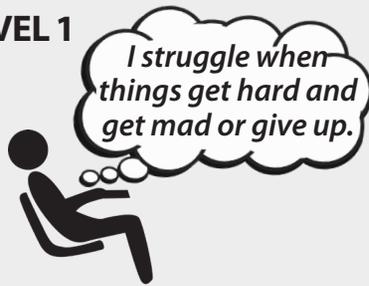
	LEVEL 1	2	LEVEL 3	4	LEVEL 5
	I struggle when things get hard and get mad or give up.		*Sometimes I try hard things, but I need reminders.*		*I keep trying hard things. I know it makes me better.*
Self-Awareness	• I gave up easily when writing got hard. • I got upset when I made a mistake. • I got frustrated a lot.		• I tried to keep going when writing got hard. • I didn't get too upset when I made mistakes. • I stayed calm for most of writing time.		• I kept going even when writing got hard. • I didn't get upset when I made a mistake. I know I learned from it. • I stayed calm.
Self-Management	• I couldn't focus. I got distracted a LOT during writing time. I needed MANY reminders to keep working. • I didn't try to fix or solve my writer problem. I needed a LOT of help to try again.		• I stayed focused on my writing most of the time, but I needed 1-2 reminders. • I tried to fix or solve my writer problem, but I needed 1-2 reminders to try again.		• I stayed focused on my writing even when there were distractions around me. • I thought of ways to fix or solve my writer problem and tried again all on my own.
Social Awareness	• I didn't notice if someone else did something great during writing time. • I didn't help a writer even when he asked.		• I thought another writer did something great but never told him. • I helped another writer when he asked.		• I complimented another writer during writing time. • I offered help to another writer during writing time.
Relationship Skills	• I didn't listen to someone who was sharing an idea. • I didn't make changes when someone gave me feedback. • I didn't use someone's ideas because I didn't think they were good.		• I pretended to listen to someone else's idea. • I made changes in my writing because of feedback. • I *did* use someone else's ideas but worked alone.		• I listened to someone else's idea. • I made changes in my writing because I knew the feedback would make it better. • I worked with others to combine our ideas together.
Decision-Making	• I didn't do what I was supposed to during writing time. • I rushed through my writing. I didn't try very hard.		• I did some of what I was supposed to during writing time, but I could have done more. • I didn't work as hard as I know I could have.		• I did what I was supposed to do during writing time. • I pushed myself to do my best—even when it got hard.

IGNITE to WRITE

Revitalize the writing process

PRESENTER

RACHEL REMENSCHNEIDER
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SPARK YOUR NEXT STEPS

TIMED MINGLE

Describe the traditional writing process.

Prewrite	Draft	Revise	Edit	Publish
PURPOSE:	PURPOSE:	PURPOSE:	PURPOSE:	PURPOSE:
ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:

RELEVANT RESOURCES
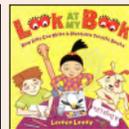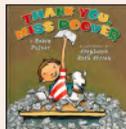
Arthur Writes a Story: An Arthur Adventure, M. Brown
Author: A True Story, H. Lester
The Best Story, E. Spinelli
If You Were a Writer, J. Lowery Nixon
It's All About You: Writing Your Own Journal, N. Loewen
Just the Facts: Writing Your Own Research Report, N. Loewen

Little Red Writing, J. Holub
Look at My Book, L. Leedy
Nothing Ever Happens on 90th Street, R. Schotter
Once Upon a Time: Writing Your Own Fairy Tale, N. Loewen
The Plot Chickens, M. Auch
The Pencil, A. Ahlberg
Rocket Writes a Story, T. Hills
S is for Story: A Writer's Alphabet, E. Hershenhorn
Thank You, Miss Doover, R. Pulver
What Do Authors Do? E. Christelow

Vary the range of circumstances.

WRITING STANDARD | Write routinely over a variety of time frames… **extended time frames and shorter time frames** for a range of discipline-specific tasks, purposes, and audiences.

- Provide **extended time** for students to start & finish a writing.
- Provide **short-time** frames for students to start & finish a writing.

- Provide situations when students **only produce** a strong **first draft**.
- Provide situations when students strengthen a piece to a **final draft.**

Redefine the writing process as flexible.

INSTRUCTION Teach students how to adjust the process to fit different writing circumstances.

Prewrite | **Draft** | **Revise** | **Editing** | **Publish**

Check & Change

SECRET SITE RESOURCES
- Suggested grade-level publishing standards
- Writing process icons

PRACTICE Train students to work within varied time frames.
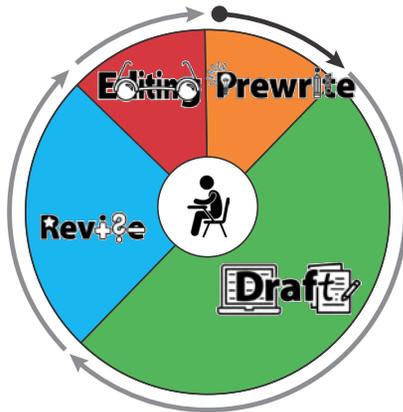
3 Days x 30-min Writing Time

15 min Prewrite	DAY 1
15 min Draft	
30 min Draft	DAY 2
15 min Revise	DAY 3
15 min Editing	

Publish

One-sitting = 60 min

5 min	Prewrite
45 min	Draft
10 min	Check & Change

Publish
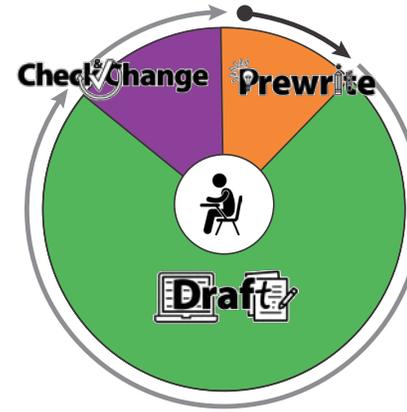
SECRET SITE RESOURCES

ADJUST THE WRITING PROCESS
Vary the pace of the writing process.

REVISING VS. EDITING
Understand the difference between revising and editing.

Conduct focused edits.

Adjust the writing process for digital devices.

RELEVANT RESOURCE
Peer Revision Conference Cards

What's the best part? ★
What do you want more of? +
What's fuzzy? ?
What do you want less of? —

Adjust the pace of the process.

Provide a range of writing experiences.

WRITING CIRCUMSTANCE	APPROXIMATE MINUTES SPENT *PER STEP* OF THE WRITING PROCESS		

K-2

EOU PRODUCT: **Persuasive writing**
QUANTITY: 4 sentences
TASK: Independent
TIME FRAME: 3 days (90 minutes of writing time)

:30 | PREWRITE by making a list of details supporting each side of an argument on a *T-Chart* (e.g., indoor versus outdoor recess is best). Determine the strongest side and the 3 strongest details for that position. (Mark them.)

:30 | DRAFT your opinion (the strongest side) into a complete sentence— with or without a picture. Stretch the 3 strongest details into supporting-detail sentences— with or without pictures.

:15 | Reread & **REVISE** the word choice within the 3 detail sentences (e.g., insert adjectives to better "sell" your opinion).

:15 | EDIT your writing by rereading it aloud into a fluency phone using the *Read-up, Write-down* strategy. Edit for capital letters & end marks.

PUBLISH (i.e., turn it in).

3-12

EOU PRODUCT: **Persuasive writing**
QUANTITY: 1 paragraph
TASK: Independent
TIME FRAME: 3 days (90 minutes of writing time)

:15 | Use AI to **PREWRITE** a list of details supporting *both* sides of an argument (e.g., school uniforms should/should not be mandatory). Determine the stronger side.

:15 | Continue the **PREWRITE** process (without AI). Reread the list of collected details to infer reasons.

:30 | DRAFT a single persusaive paragraph to support the *BEST* reason. The topic sentence will be the reason. The collected details (with explanation) will be the supporting sentences.

:15 | Reread the paragraph to **REVISE** the voice— specifically within the explanation/elaboration sentences (e.g., choose words to strengthen your tone).

:15 | EDIT your writing by rereading it aloud to X-ray edit for sentence conventions.

PUBLISH (i.e., turn it in).

K-2

EOU PRODUCT: **Informative writing**
QUANTITY: 3-5 sentences
TASK: Independent
TIME FRAME: 1 day (30 minutes of writing time)

:03 | As a class, **PREWRITE** a "grocery list" of details about a general topic (e.g., gym class). Teacher records on board.

:05 | Continue the **PREWRITE** independently. Reread and group details that go together. Label them (e.g., Monster Ball). This label is the title for your writing.

:15 | DRAFT a picture of this subtopic (e.g., Monster Ball), labeling the details from that original "grocery list" prewrite.
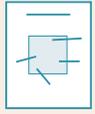
:07 | Reread slowly. **CHECK & CHANGE** missing sounds or unclear letter formation.

PUBLISH (i.e., turn it in).

3-12

EOU PRODUCT: **Narrative story: Fiction based on fact**
QUANTITY: 3-5 paragraphs
TASK: Independent
TIME FRAME: 1 day (30 minutes of writing time)

Return to a previously-made list of details collected while reading 2 nonfiction texts.

:08 | PREWRITE a problem and solution (and character & setting) that integrate the facts learned from the texts.
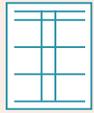
:15 | DRAFT or compose the story directly onto a device.

:07 | CHECK & CHANGE while rereading the draft. Also, highlight every detail in *your* story that is a detail stated within one of the texts.

PUBLISH (i.e., turn it in).

SECRET SITE RESOURCE

End writing units with a from-scratch product.

Teach opinion, informative, & narrative writing skills in PK-2

PRESENTER

HOLLY SLUYTER
hsluyter@smekenseducation.com

SPARK YOUR NEXT STEPS

Progress through the developmental writing stages…

ORAL WRITING

Teach students how to orally share their thoughts on persuasive, informative, and narrative topics.

PICTORIAL WRITING

Teach students how to draw details to make their persuasive, informative, and narrative pictures stronger.
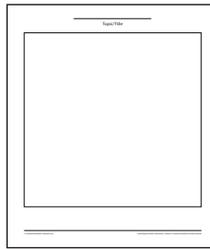
LABEL WRITING

Teach students how to add letter and word labels to their persuasive, informative, and narrative writings.

- Match words/labels to pictures.
- Utilize correct letter formation.
- Apply sound-stretch spelling.
- Label using precise word choice.
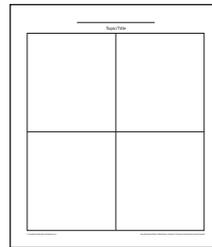
LIST WRITING

Teach students how to list words and phrases related to persuasive, informative, or narrative topics.

- Write letters/words on a line.
- Separate words with spaces.
- List precise words and details.
- Include precise word choice.
- Organize/Number the details.
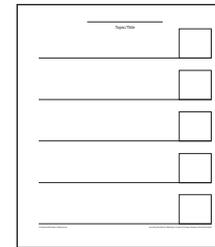
SENTENCE WRITING

Teach students how to put words together to form complete thoughts within their persuasive, informative, and narrative writing.

- Stretch ideas into complete sentences.
- Begin each sentence with a capital.
- End each sentence with punctuation.
- Capitalize proper nouns/name details.

SECRET SITE RESOURCES
Writing templates for the different developmental stages
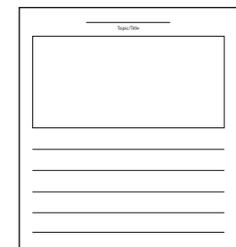
SECRET SITE RESOURCES
Incorporate persuasive, informative, & narrative writing in PK-1.
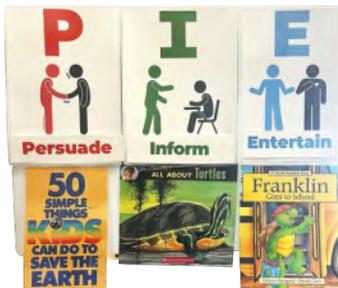
While *teaching* the standards!

STANDARDS EXPECTATIONS

KINDERGARTEN | Use a combination of drawing, dictating, and writing to compose opinion pieces…

GRADES 1-2 | Write opinion pieces…

KINDERGARTEN | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts…

GRADES 1-2 | Write informative/explanatory texts…

KINDERGARTEN | Use a combination of drawing, dictating, and writing to narrate an event…

GRADES 1-2 | Write narratives…

Teach the essential skills for each type of writing.

Persuasive
ESSENTIAL INGREDIENTS

PURPOSE | Share feelings, opinions, or claims that are based on facts and evidence.

Identify debatable topics (e.g., likes/ dislikes, fair/unfair, right/wrong).

PREWRITE SKILL
Name the 2 sides.

PREWRITE SKILL
Find the strongest side.

Teach the process for "choosing" a side.

Write your opinion.
What

Give details.
Why Why Why

Explain the organization of all persuasive writing:
• WHAT I think/want.
• WHY I think it.
• WHAT I think/want.

Informative
ESSENTIAL INGREDIENTS

PURPOSE | Give the reader facts about a topic; to clarify or explain something.

PREWRITE SKILL
List and sort topic details.

Tell about the subject/topic.
• Provide lots of facts, details, knowledge about the topic.
• Reveal the environment or habitat around the subject (e.g., place, objects in background, time of day, season, weather).
• Speak, label, or write with vocabulary related to the topic.

Organize the information in the middle.
• Each middle "sentence" teaches the next step in the process.
• Each middle "sentence" reveals another big idea/part of the topic.
• Each middle "sentence" shows another category of comparison.

Write the topic.
Topic

Give facts and details.
Detail Detail Detail

Narrative
ESSENTIAL INGREDIENTS

PURPOSE | Entertain the reader with a story.

PREWRITE SKILL
Think of a problem.

Establish a type of problem:
• Problem with some*one*.
• Problem with some*thing*.
• Problem with himself.

PREWRITE SKILL
Plan a solution.

Establish a type of solution:
• Some*one* helped.
• Some*thing* helped.
• Something changed.

PREWRITE SKILL
Name the character(s).

Write in time order.

Plan a new story— M, E, B.
Then *write* the story— B, M, E.

RELEVANT RESOURCES

Launching the Writer's Workshop: Grades K-2
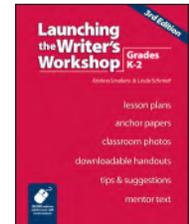
Launching the Writer's Workshop: Grades K-2
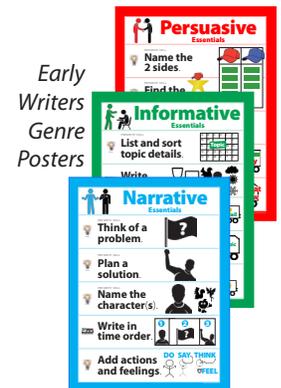
Early Writers Genre Posters

Persuasive

ESSENTIAL INGREDIENTS

Identify debatable topics (e.g., likes/dislikes, best/worst, fair/unfair, right/wrong).

Teach the process for "choosing" a side.

- STEP 1: Identify the different sides.
- Step 2: List details or facts for each side.
- Step 3: Study the lists.
- Step 4: Decide on the strongest side.

Persuasive
"Choose" the strongest side
1. Name the 2 sides.
2. List details for both sides.
3. Study the details.
4. Pick the strongest side.

DOGS	CATS
• Snuggle with you • Wag their tails when they're happy • Need you to take them on a walk • Play fetch • Lick you • Show you they love you • Can do tricks • Jump up on you • Need a bath • Could be really big and take up lots of space • Eat food from giant, heavy bags	• Clean themselves by licking • Cuddle with you occasionally • Hide a lot • Lay around • Are small and don't take up much space • Eat food from small cans

Squish the Ant | Not Squish the ant

They take your food. Mom says they're pesky. They bite. It's little. It won't hurt. It's a game he plays with his friends. He thinks the ant doesn't have a home or family. No one would care	It would hurt. He's strong. His family needs him to feed the babies. He's a living thing. Would you like it? I'm like you.

WRITING TEMPLATES & SAMPLES ARE ON THE SECRET SITE

Explain the organization of all persuasive writing:

BEGINNING—
- *What I think/want.*

MIDDLE—
- *WHY I think it.*
- *WHY I think it.*
- *WHY I think it.*

ENDING—
- *WHAT I think/want.*
- *HOW I'd FEEL if I got it..*

ORAL WRITING

PICTORIAL WRITING
OPINION — mcdonlds
DETAIL #1 — frnch fris
DETAIL #2 — chicn nugts
DETAIL #3 — hpy meel toy

LABEL WRITING
OPINION — dog
DETAIL #1 — lick
DETAIL #2 — fetch
DETAIL #3 — walk
ENDING

OPINION
DETAIL — REASON #1
DETAIL — REASON #2
DETAIL — REASON #3

LIST WRITING

Use the opinion as the topic sentence— avoiding *because*.

OPINION WRITING: **What & Why**
What is your opinion? What do you want?
Why do you think that? Reason #1

OPINION WRITING: **What & Why**
WHAT YOU THINK, FEEL, OR BELIEVE?
WHY YOU THINK, FEEL, OR BELIEVE IT?
1.
2.
3.

SENTENCE WRITING

Duck or Rabbit?
I think it is a rabbit. I saw the rabbit tap. I heard the rabbit sniff the air. I saw the black wiskers on the Rabbit. That is why I think it is a Rabbit. BY cayden.s

Duck! Rabbit!

Informative

ESSENTIAL INGREDIENTS

Tell about the subject/topic.
- Provide lots of facts, details, knowledge about the topic.

- Reveal the environment or habitat around the subject (e.g., place, objects in background, time of day, season, weather).

- Speak, label, or write with vocabulary related to this topic.

ORAL WRITING

Use visuals (photos, diagrams, big books) for them to explain or recall information.
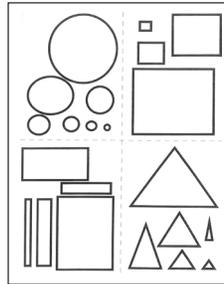
PICTORIAL WRITING

Draw small, close-up details to convey accurate and abundant information to the reader.
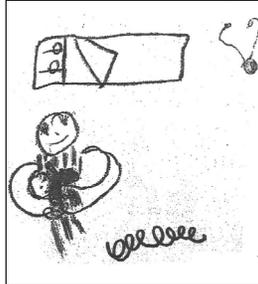
LABEL WRITING

Label and list with specific word choice.
- Nouns (e.g., people, places, parts)
- Names/proper nouns
- Action verbs
- Adjectives (e.g., colors, senses).
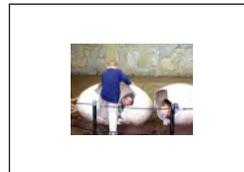
LIST WRITING

SENTENCE WRITING
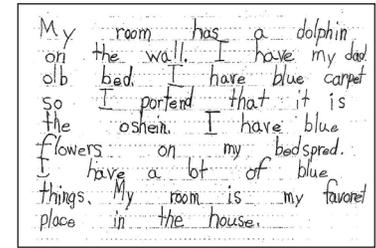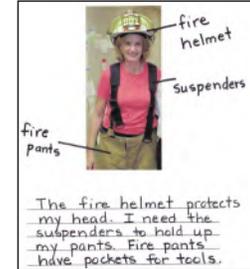
Organize the information in the middle.

- Each middle "sentence" teaches the next step in the process.

- Each middle "sentence" reveals another big idea/part of the topic.

- Each middle "sentence" shows another category of comparison.

ORAL WRITING

Tape paper to reveal the correct organization.

First… Next… Then…

One… Another… A third…

(category) (category) (category)
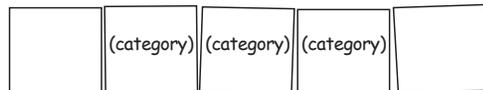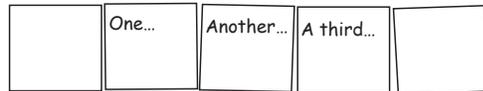
PICTORIAL WRITING

LABEL WRITING

Number the details to indicate order.
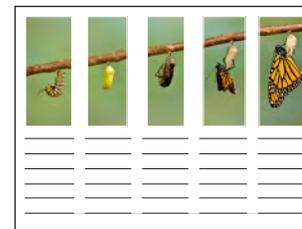
LIST WRITING

SENTENCE WRITING

The list is the writing—initially. But then the list serves as a prewrite/graphic organizer to generate sentences.

WRITING TEMPLATES & SAMPLES ARE ON THE SECRET SITE

Narrative
ESSENTIAL INGREDIENTS

ORAL WRITING	PICTORIAL WRITING	LABEL WRITING	LIST WRITING	SENTENCE WRITING

Establish a type of problem:
- Problem with some*one*.
- Problem with some*thing*.
- Problem with himself.

Establish a type of solution:
- Some*one* helped.
- Some*thing* helped.
- Something changed.

Introduce types of story problems and types of solutions.

Outline a process for choosing the strongest combination.

CHARACTER & SETTING

Two boys were at the beach playing in the sand.

PROBLEM
- Flicks sand in the eye
- Tide comes in & washes away sand castle
- Find a diamond ring

SOLUTION
- Boy apologizes & helps wash it out
- Realize it happens every day & can start over
- Parent helps find a security guard

SENTENCE WRITING sample 1:
A boy on my bus told me how to pul my tooth out. He told me to pul a little bit herd. then herder. then rilley herd. Thar was a litlel left. I yankde it out

---

Recognize stories have plots.
- Describe a problem.
- Provide a solution.

Use photos to inspire potential story problems and solutions.

List several potential story problems for the same photo. Choose the strongest one— the one you know the most about and seems the most realistic.

NARRATIVE WRITING
Plan the Story's Problem | 1. List & 2. Choose

Write out a story problem and realistic solution.

Story Problem | Story Solution

SENTENCE WRITING sample 2:
I ♥ You Papa!!
one I wint to my papa!!s. FUr UI I crid cus it wus sad. so did MY dAd. He sead, "man crie to." dAd MAd me Fil beter I Wil all Was remimber him.

Identify who the story is about— name the character.

Use photos to inspire potential characters.

- Draw people in 3D and with clothes— not stick people.
- Draw people in motion, action, reaction (e.g., bent limbs).
- Draw people with feelings (e.g., facial expressions) that match the problem and solution.
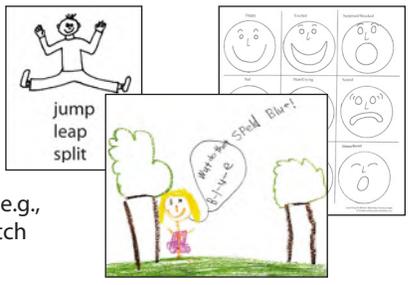
jump leap split

- Label the character's actions (verbs).
- Add dialogue with speech bubbles.
- Add thoughts and feelings with thinking bubbles.

SENTENCE WRITING sample 3:
Incredbil
In January my mom and dad took my brouther and I to fronkex park. We went sleding down a huge snow covred moutan. We had lots of fun. It had a lot of bumps. We had are inner tubs. At some poqints we went flying in the air and at outhers we staid on the grounde. We wore on the higest part of the moutan. it felt like a viridical drope. I had so much fun I frogot that my mom and dad wore ther. I had so much fun I frogot my brouther was ther.

Plan a new story— M, E, B.
Then *write* the story— B, M, E.

Compose oral stories using the *Story Strip*.

Setup — Who is the story about? Where does this happen? When did this happen?

Mix-up — What is the problem? What is wrong?

Fix-up — What happens at the end? How does the character feel? What does the character learn?

Storyboard

WRITING TEMPLATES & SAMPLES ARE ON THE SECRET SITE

PLAN POWERFUL UNITS

Propel basic persuasives to sophisticated arguments

PRESENTER

DIDI HARRIS
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SPARK YOUR NEXT STEPS

Understand the expectations.

Persuade | **Inform** | **Entertain**

STANDARDS EXPECTATIONS

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
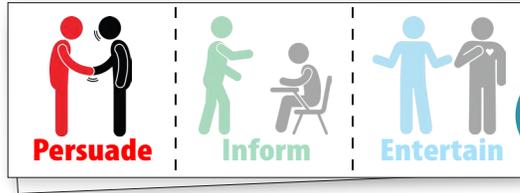
PURPOSE | **TO PERSUADE**

Share feelings, opinions, or claims that are based on facts, evidence, and reasoning.

RELEVANT RESOURCES

CLAIM + SUPPORT = **1-SIDED ARGUMENT**

- A **PROPOSAL** persuades someone to approve an idea or fund a project.
- A **SUGGESTION** offers brief, informal ideas to improve something.
- A **REQUEST** is more formal persuasive writing asking for specific information, permission, or resources.
- A **RECOMMENDATION** is a personal endorsement of a product, service, person, or idea— aiming to convince others to do or not do something.

- A **PERSUASIVE LETTER/SPEECH** targets a specific audience. Though more casual in tone, both offer clear, focused reasoning.
- A **PERSUASIVE ESSAY** is more formal and provides universal reasons, not aimed at one audience.
- A **SHORT CONSTRUCTED RESPONSE** draws a conclusion or inference and supports it with text evidence.

CLAIM + SUPPORT + COUNTERCLAIM = **2-SIDED ARGUMENT**

- A **PRO-CON LIST** itemizes reasons *for* and *against* a topic.
- A **DEBATE** is a spoken exchange where opposing sides present strong points to persuade an audience or judge.

- An **ARGUMENTATIVE RESEARCH PAPER** is an in-depth report using facts and evidence to prove a position while addressing other viewpoints.
- An **ARGUMENTATIVE ANALYSIS** examines someone else's argument, evaluating how well he supported his claim and addressed counterclaims.

Persuasive Essentials

PREWRITE SKILL
Name the 2 sides.

PREWRITE SKILL
Find the strongest side.

Write your opinion. — What

Give details. — Why Why Why

End with *What* **and** *How* **you feel.** — What How

Persuasive Essentials

- **Identify topic & position** Explain what you want or what you believe
- **List many *good* reasons** Provide evidence for why you are right
- **Organize key points** Order your reasons to end with your best
- **End with what you want** Tell readers what you expect them to do
- **Express your attitude** Reveal your perspective with feeling
- **Employ exact words** Select precise words to convince the reader

Argumentative Essentials

- **Study sides of an issue** Reveal perspectives; Present the strongest
- **Develop logical reasons** Support the position with sufficient evidence
- **Present both sides** Honor the opposition within the body
- **Conclude the argument** Don't repeat; Remind readers what's at stake
- **Connect ideas logically** Transition *within* reasons & *among* sides
- **Apply a formal style** Maintain a fair & objective tone

Teach the essential writing skills within the "trophy" traits.

ESSENTIAL INGREDIENTS

IDEAS | The type of information included in the writing

ORGANIZATION | The arrangement of the information in the writing

CONVENTIONS | The writing's level of correctness

SOPHISTICATED INGREDIENTS

VOICE | The attitude or tone conveyed within the writing

WORD CHOICE | The specific and precise vocabulary within the writing

SENTENCE FLUENCY | The flow of sentences across the writing

Narrow down the topic to specific position.

Discern informative topics versus debatable ones.

Clarify the writer's purpose when composing informative vs. persuasive pieces.

RELEVANT RESOURCE

Launching the Writer's Workshop:
Grades 3-12

Persuade   Inform   Entertain

Argue   Inform   Entertain

SECRET SITE RESOURCES
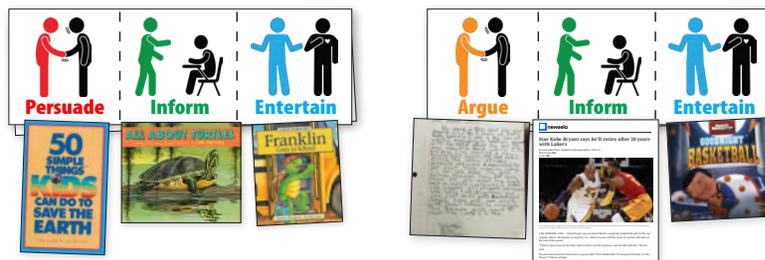
Determine the strongest side in 4 steps.

Align with the strongest position.

SECRET SITE RESOURCES

Choose the strongest side
Anchor chart

Persuasive / Argumentative
"Choose" the strongest side
1. Name the 2 sides.
2. List details for both sides.
3. Study the details.
4. Pick the strongest side.

STEP 1: Identify the different sides

PREWRITE SKILL
Name the 2 sides.

STEP 2: List details or facts for each side.

STEP 3: Study the lists.

STEP 4: Decide on the strongest side.

PREWRITE SKILL
Find the strongest side.

DOG
- Snuggles with you
- Wags his tail when he's happy
- Needs you to walk him
- Plays fetch
- Licks you
- Shows you he loves you
- Does tricks
- Growls to protect his owner
- Needs a bath
- Grows and take up lots of space
- Needs food that comes in giant, heavy bags

CAT
- Cleans himself by licking
- Cuddles with you occasionally
- Hides a lot
- Lies around
- Takes up minimal space.
- Needs food that comes in small cans

State the position.

Write your opinion.
What

SECRET SITE RESOURCES

3 INGREDIENTS WITHIN EVERY CLAIM

Integrate 3 ingredients within every claim.

STRENGTHEN ARGUMENTS with COUNTERCLAIMS

Strengthen arguments with counterclaims.

Introduce the *What-and-Why* text structure of all persuasive genres.

List many *good* reasons
Provide evidence for why you are right

Develop logical reasons
Support the position with sufficient evidence

SECRET SITE RESOURCES

REQUIRE **WHAT & WHY** IN PRIMARY OPINION WRITING

Require *What & Why* in primary opinion writing.

ORGANIZE **PERSUASIVE WRITING** *USING* **WHAT & WHY**

Organize persuasive writing using *What & Why*.

Identify details/evidence.

- WHAT | Reveal the opinion.
- WHY | Provide specific details or small examples.

OPINION	DETAIL #1	DETAIL #2	DETAIL #3
dog	lick	fetch	walk

Give details. = Why Why Why

Group details to infer a broad reason.

- List additional specifics, details, examples, or types to develop a reason.

Train him to do things

Plays fetch
Does tricks
Rolls over or shakes hands

Shows you he loves you

Snuggles with you
Growls to protect his owner
Lies nearby when owner is sick

Persuasive Argumentative

"Choose" the strongest side
1. Name the 2 sides.
2. List details for both sides.
3. Study the details.
4. Pick the strongest side.
5. Group details to infer reasons.

RELEVANT RESOURCE

THINKING VOICE... READING VOICE

PRO: FOR GENETIC ENGINEERING

- If the genes were different, some diseases would not exist.
- Genes can make food better.
- People could live a lot longer if they didn't get diseases.
- Genetically improved plants don't need as many pesticides.
- Kids would be healthy at birth.
- Plants grow better.
- Foods could include more vitamins.
- Cancer could be cured.
- Soybeans have been created with healthier oils that can replace trans fats.
- Babies would be born without defects.
- People could be healthier when they get older.
- Diseases that are getting worse could be stopped.
- Foods taste better.
- Foods could have medicine in them.
- Healthy changes to genes could be implanted into a baby while it's in the womb.
- Pink pineapples are genetically modified fruit that taste sweeter and stay fresh longer.

CON: AGAINST GENETIC ENGINEERING

- Changing people's genes is wrong.
- People who refused to participate could be discriminated against.
- Making changes in genetics is like playing God.
- Scientists may want to do more than cure diseases.
- Genetic testing could show if someone has a fatal disease, but if it's incurable, knowing that would decrease the quality of life.
- It's possible that messing with genes could make new genetic problems.
- Changing things inside the body might make things worse.
- Even though diseases cause death, they help keep population down.
- Scientists don't really know the effects of these changes.
- People may lose all the things that make them different.
- Like a double-muscled Belgian blue cow breed.
- People are already living longer, so maybe there could be too many people.
- Changing the genes may get rid of some unique things about people.
- Making genetic changes could cause problems in society.
- Scientists don't know everything about how the body works.
- Deadly viruses could be created and released to certain people groups.

Organize the body paragraphs.

Support reasons with specific details/evidence.

Organize key points
Order your reasons to end with your best

- GRADES 3-12 | Develop each body paragraph by presenting the text evidence that generated the reason.

- GRADES 9-12 | Consider "legs" of limitation and weakness per table-top reason.

WHAT = CLAIM, OPINION

WHY = REASONS

EVIDENCE

What & Why | One-Sided Argument

WHAT Overall opinion

Reason **WHY** | Reason **WHY** | Reason **WHY**

Facts & Details | Facts & Details | Facts & Details

Order the reasons for maximum impact.

2ND
- Start with your second-best reason.
  One reason…

3RD
- Bury the weakest reason.
  A second reason….

1ST
- Save the best reason for last.
  A third reason….

Persuasive
Argumentative

Save the best for last

Give 3 reasons.

Start with your second-best reason.

Bury the weakest reason.

Always save the best reason for last.

Convert a persuasive into a basic argumentative.

Present both sides
Honor the opposition within the body

What & Why | Two-Sided Argument

WHAT Overall claim or thesis

Reason **WHY** | Reason **WHY** | Reason **WHY** | Counterclaim

Facts & Evidence | Facts & Evidence | Facts & Evidence | Facts & Evidence
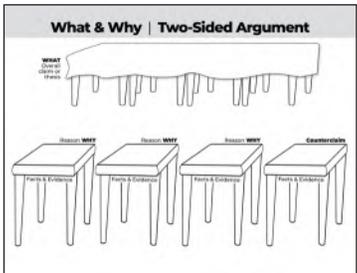
SECRET SITE RESOURCES

View an argument for NOT teaching counterclaims within sixth grade.

Argumentative

Give 3 reasons.

Save the best for last

Start with your second-best reason.

Bury the weakest reason.

Insert a reason for the opposition.

Always save the best reason for last.

	GRADES 7-8	GRADES 9-12
	One reason…	*One reason…*
		Even though….
	A second reason….	*A second reason….*
		On the other hand…
	The opposition…	
	A third reason….	*A third reason….*
		Then again…

Target essential skills in informative writing

PRESENTER

HOLLY SLUYTER
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⚙ **SPARK YOUR NEXT STEPS**

Understand the expectations.

PURPOSE | TO INFORM

Give the reader specific information about a topic; clarify or explain something.

Persuade   Inform   Entertain

🖱 **SECRET SITE RESOURCE**

COMMON GENRES

- **SUMMARIES** highlight only the big ideas and most important information.
- **EXPLANATIONS** answer a specific question.
- **LETTERS** communicate personal information to a friend or formal information to a business.
- **DIRECTIONS** or procedural text provides a sequenced set of information.
- **RESEARCH** reports information learned from multiple sources.
- **ESSAYS** provide specific information about a broad subject.
- **ANALYSES** dive deeply into a specific facet of a text, providing a thorough dissection of it.
- **COMPARE-CONTRAST** presents information about two or more topics or texts.

STANDARDS EXPECTATIONS

Write informative/explanatory texts to examine and convey complex ideas and **information** clearly and accurately through the effective selection, **organization**, and analysis of content.

Teach the essential writing skills within the "trophy" traits.
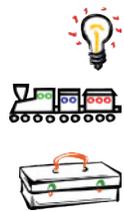
IDEAS | The type of information included in the writing

ORGANIZATION | The arrangement of the information in the writing

CONVENTIONS | The writing's level of correctness

ESSENTIAL INGREDIENTS
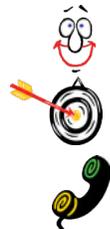
VOICE | The attitude or tone conveyed within the writing

WORD CHOICE | The specific and precise vocabulary within the writing

SENTENCE FLUENCY | The flow of sentences across the writing

SOPHISTICATED INGREDIENTS

Informative Essentials

PREWRITE SKILL

List and sort topic details.

Write the topic.

Give facts and details. Detail Detail Detail

End with the topic. Topic

Add more details.

Informative Essentials

Select a narrow topic
Introduce the subject and a specific focus

List important points
State each reason, step, or facet

Add specifics & support
Develop ideas with examples, facts, & quotes

Group related details
Organize ideas to fit the text structure

Restate the topic/thesis
Conclude with a final thought or a *so what?*

Use topic-related words
Sound like an expert; define key terms

📖 **RELEVANT RESOURCES**

BIG PICTURE

Gather information & determine topic.

Select a narrow topic
Introduce the subject and a specific focus

Identify the specific focus or narrow aspect of the broad topic.

There are lots of factors that play into **MENTAL HEALTH**.

Early intervention programs in American schools play a crucial role in addressing **MENTAL HEALTH** issues among young people today.

Stress-management and self-care are important to maintaining **MENTAL HEALTH** in American teens today.

Substance abuse is often intertwined with today's **MENTAL HEALTH** issues found among US teens.

Conduct efficient & advanced online searches.
- Type only key search terms (words and phrases).
- Quote key words.
- Use "and" to include.
- Add "for kids" to lower the complexity.
- Read the description within the search results.
- Note the domain extension/ending to reveal useful information about the source.

Navigate the internet.

Clarify the role of Wikipedia.

WHAT MAKES A SOURCE "RELEVANT"?

Define what makes a source relevant.

HOAX or REAL? FACT or FAKE?

Access several real-looking fake websites for students to practice evaluating a source's credibility.

SECRET SITE RESOURCES

List important points
State each reason, step, or facet

List and sort topic details.

PREWRITE SKILL

Identify what's known about the topic.

- List all facts and details on an *ABC Chart*.

RELEVANT RESOURCE *ABC Chart*
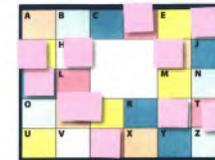
- Keep track of *which* source provided *what* information.

Writing from Sources
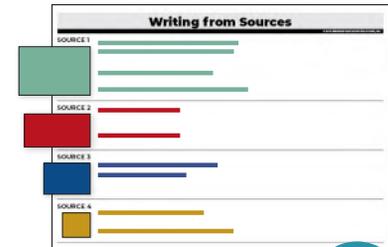
- Collect important and *interesting* details.
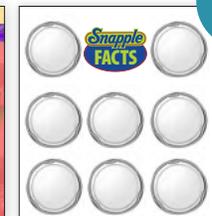
TOPIC FOCUS

Determine the facets that will be covered.

List important points
State each reason, step, or facet

PREWRITE SKILL
List and sort topic details.

Organize the specifics into big ideas & important points.

• Sort the *ABC Chart* details into groupings.
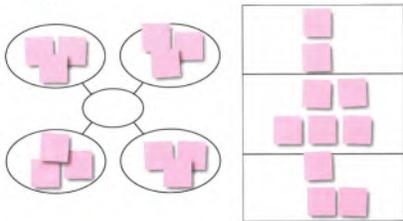
• Synthesize big ideas based on similar details collected across the texts.

Writing from Sources

SECRET SITE RESOURCE

Select a narrow topic
Introduce the subject and a specific focus

Write the topic.
Topic

Select a narrow topic
Introduce the subject and a specific focus

Precede the thesis or topic sentence with background information.

• 1-2 sentences about the broader subject.
• 1-2 sentences about relevant people or situations.
• 1-2 sentences to summarize the text(s).
• 1-2 sentences to define key vocabulary.

Follow the thesis by previewing or hinting at the main points that will be discussed in the body.

Write the topic sentence or thesis statement.

Narrow Down the Thesis

Over the last 20 years, changes in technology have made a profound difference in the way American students communicate. **1**

Over the last 20 years, changes in technology have made a big impact on how people communicate. **2**

The technological changes of the last hundred years have made a big impact on how people communicate. **3**

The technological changes of the last hundred years have been amazing. **4**

There have been a lot of technological changes. **5**

SECRET SITE RESOURCE

Introductory Paragraph

_____
_____

THESIS STATEMENT
_____
_____
_____
_____

INTENTIONAL ORDER

NOW IT'S YOUR TURN

Recognize 3 ways to organize information.

TOPIC: School Day

Get coffee/water	Use the restroom	Pass out supplies	Socialize with peers
Tidy supplies	Open blinds	Shut door for noise	Get materials for next class/subject
Turn off technology	Open door	Provide answers/evidence from the text	Gather belongings
Exercise/Play	Collect assignment(s)	Turn on technology	Take attendance
Do morning/bell work	Listen to announcements	Ask questions about the text	Close blinds

PROMPT | *Explain a school day from beginning to end.*

TEXT STRUCTURE
Procedural/Chronological

PROMPT | *Explain a school day from beginning to end*

Arrival/beginning of class	
Lesson/Instructional time	
Recess/ passing period	Departure/End of class

PROMPT | *Describe the facets of a school day.*

TEXT STRUCTURE
Descriptive/Main Idea

Personal needs

Interactions

PROMPT | *Describe the facets of a school day*

Classroom readiness

Maintaining organization
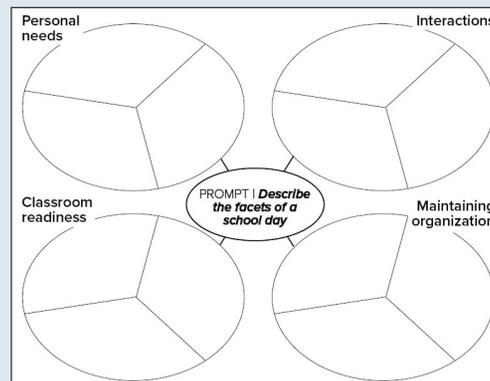
PROMPT | *Compare student tasks to those of a teacher.*

TEXT STRUCTURE
Compare-Contrast

PROMPT | *Compare the tasks students do at school to those of a teacher*

Student Tasks		Teacher Tasks
ITEM A	CATEGORIES	ITEM B
	Classroom readiness	
	Personal needs	
	Interactions	
	Maintaining organization	

The purpose/prompt determines the genre—which follows a specific text structure.

- **Procedural/Chronological**
- **Descriptive/Main Idea**
- **Compare-Contrast**
- **Cause-Effect**
- **Problem-Solution**

Persuade **Inform** **Entertain**

What & Why Chronological Order
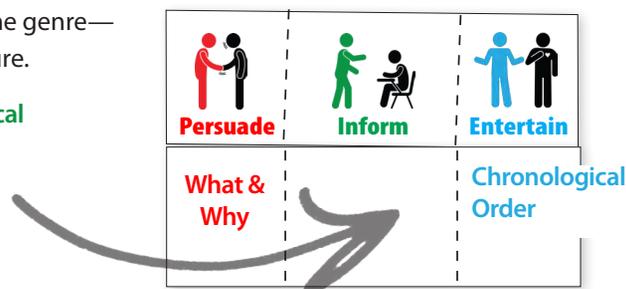
SECRET SITE RESOURCES
- School-day details
- Graphic organizers

Emphasize the organization of the information.

Group related details
Organize ideas to fit the text structure

Give facts and details.
Detail Detail Detail

	PROCEDURAL/CHRONOLOGICAL	DESCRIPTIVE/MAIN IDEA	COMPARE-CONTRAST
GENRES & PRODUCTS	• Directions • Recipes • Instructions • Procedures	• Research, all-about reports • Essay, explanation, summary, analysis • Biography • Friendly & business letters	• Compare-contrast essay • Comparative analysis
AUTHOR'S PURPOSE	To teach what happened in a step-by-step process, system, or event.	To reveal big ideas and specific details about a single topic.	To analyze what is similar between two different items.
TEXT STRUCTURE	PROCEDURAL/CHRONOLOGICAL	DESCRIPTIVE/MAIN IDEA	COMPARE-CONTRAST

WHOLE PIECE

PROCEDURAL/CHRONOLOGICAL

INTRODUCTION

BODY
¶ **Step 1…** *First…*
¶ **Step 2…** *Next…*
¶ **Step 3…** *Later…*

CONCLUSION

Storyboard

DESCRIPTIVE/MAIN IDEA

INTRODUCTION

BODY
¶ **Big idea 1…** *One part…*
¶ **Big idea 2…** *Another facet…*
¶ **Big idea 3…** *A third big part…*

CONCLUSION

Dissected Web

COMPARE-CONTRAST

INTRODUCTION

BODY
¶ **Category 1…** *Both address…*
¶ **Category 2…** *A second category…*
¶ **Category 3…** *They also include…*

CONCLUSION

Compare-Contrast T-CHART

PARALLEL GRAPHIC ORGANIZER
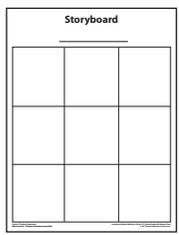
CONTENTS OF BODY PARAGRAPHS

Each middle paragraph is a step or big idea in the process or time line.
• The topic sentence introduces the big idea.
• The supporting sentences detail what happened in that single step.

Each middle paragraph is a subtopic, facet, big idea, reason, type, kind, or part of the major subject.
• The topic sentence introduces the big idea.
• The supporting sentences include specific details that describe that part or facet.

Each middle paragraph is one of the categories of comparison between two items.
• The topic sentence introduces the category.
• The supporting sentences reveal little details that are similar and different between the two items for that single category.

ARRANGEMENT OF BODY PARAGRAPHS

Chronological order is essential.
• Body paragraphs must be revealed in the order each step occurred.

Body paragraphs can usually be put in any order.

Body paragraphs can be organized in one of two ways:
• BASIC | All A information and then all B info.
• SOPHISTICATED | Each paragraph includes A & B details organized by common category.

FINAL THOUGHTS

Conclude the writing.

Restate the topic/thesis
Conclude with a final thought or a *So what?*

End with the topic. Topic

Restate the topic sentence/thesis statement using slightly different words and sentence structure.

Concluding Paragraph

THESIS STATEMENT

_____

_____

_____

_____

Follow with any option or a combination:

1
Include **A SUMMARY SENTENCE**, succinctly reviewing the key points explained in the middle.

2
Offer the reader some **"GOOD NEWS"** regarding the topic—advantage, benefit, hope, encouragement.

3
Provide a final thought by answering **SO, WHAT'S YOUR POINT?**

Summary endings

So what? **endings**

SECRET SITE RESOURCES

Piece together informative introductions.

REWORK THE **PROMPT**

Rework the prompt to serve as the introduction.

Craft informative conclusions.

IGNITE to WRITE

PLAN POWERFUL UNITS

PRESENTER
COURTNEY GORDON
cgordon@smekenseducation.com
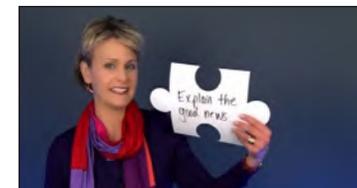
SPARK YOUR NEXT STEPS

Elevate narrative writing for test success

Understand the expectations.

PURPOSE | TO ENTERTAIN

Generate a story or situation that describes a problem and solution.

Persuade   Inform   Entertain

SECRET SITE RESOURCE
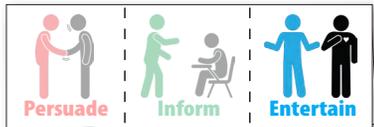
TRADITIONAL NARRATIVE GENRES

- A **PERSONAL NARRATIVE** is a true story about one's own experience.

- **REALISTIC FICTION** is a made-up story that COULD happen in real life (e.g., a short story, adventure story, or mystery, etc.).

- **FANTASY** involves magical or supernatural elements (e.g., fairy tales, fables, myths, legends, etc.).

- A **PLAY** or **DRAMA** is a story written in script form and told through performance.

- A **GRAPHIC NOVEL** tells a story through a mix of visual art and text.

NARRATIVE RESPONSES TO TEXTS

- **CONTINUE** the story by imagining what happens next or exploring a future event.

- **RETELL** a story from another character's viewpoint.

- **INSERT** the missing part, scene, or page within the original plot, honoring what was known before and happens after.

- **FICTION BASED ON FACT** creates a fictional story inspired by information learned from nonfiction texts (e.g., historical or science fiction).

Teach the essential writing skills within the "trophy" traits.

STANDARDS EXPECTATIONS

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

IDEAS | The type of information included in the writing

ORGANIZATION | The arrangement of the information in the writing

CONVENTIONS | The writing's level of correctness

ESSENTIAL INGREDIENTS

VOICE | The attitude or tone conveyed within the writing

WORD CHOICE | The specific and precise vocabulary within the writing

SENTENCE FLUENCY | The flow of sentences across the writing

SOPHISTICATED INGREDIENTS

RELEVANT RESOURCES

Narrative Essentials

PREWRITE SKILL **Think of a problem**.

PREWRITE SKILL **Plan a solution**.

PREWRITE SKILL **Name the character(s)**.

Write in time order.

Add actions and feelings. DO SAY THINK FEEL

Narrative Essentials

Create a basic plot Make something happen to someone

Hook & satisfy readers Start & end the story intentionally

Sequence time & events Connect action with transitions

Describe the action Use sensory details to develop key moments

"Show" close-up details Describe main character(s) & setting(s)

Set the right mood Reveal character feelings & setting tone

Launching the Writer's Workshop Grades 3-12
lesson plans
anchor papers
classroom photos
downloadable handouts
tips & suggestions
mentor text

Launching the Writer's Workshop Grades K-2
lesson plans
anchor papers
classroom photos
downloadable handouts
tips & suggestions
mentor text

RIDE THE NARRATIVE STORY PLOT
CHARACTER   CLIMAX
RISING ACTION
WISH / WANT   PROBLEM   FALLING ACTION
RESOLUTION

GENRE WRITING

Focus instruction on the plot.

PRE-WRITE SKILL Think of a problem.
PRE-WRITE SKILL Plan a solution.
PRE-WRITE SKILL Name the character(s).

Create a basic plot — Make something happen to someone
Hook & satisfy readers — Start & end the story intentionally

SKILL #1 Describe a problem/conflict.

Describe narrative writing like an airplane flight.

Readers expect a story to have a problem that gets solved.

- Flat line
- Rocket ship
- Crash landing
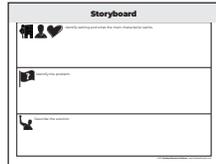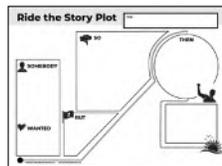
Ride the Story Plot

Storyboard

Identify the 3 types of character problems/conflict.

Problem with someONE
Character vs. Character
Character vs. Society

- a friend, classmate
- a family member
- an enemy, rival, or competitor
- a love interest
- an authority figure
- a group, club, or organization

Problem with someTHING
Character vs. Nature
Character vs. Environment
Character vs. Circumstance
Character vs. Technology

- technology/machine malfunction
- a physical object
- a challenging situation
- an unavoidable accident
- a wild animal encounter
- a weather event
- a natural disaster

Problem with HIMSELF
Character vs. Self

- selfish behavior
- a tough choice
- low self-esteem
- fear of failure
- distrust of others
- a bad habit
- a poor attitude/ unmotivated
- an ethical dilemma
- a moral dilemma

SKILL #2 Conclude with a solution/resolution.

Identify the 3 types of story solutions.

Someone helps
- an adult
- a family member
- a friend
- a neighbor
- a stranger
- a superhero/ supernatural character

Something helps
- an object
- a tool or piece of technology
- a skill or technique
- a signal or clue
- a key or hidden treasure
- a map, book, or guide

Something CHANGES
- end the day/ go to bed
- it's no longer important
- a change in attitude
- face consequences & move on
- get more chances/ attempts
- the rules change

Define Solution versus Resolution.

If the conflict is conquered, then it's a SOLUTION—a clear fix or "victory" for the character.

If things are improved, but not all better, then it's a RESOLUTION marking the end of a difficult journey.

Introduce 2-part conclusions.

RESOLVE ➕ REFLECT

SKILL #3 Plan character(s) & setting.

Consider the most important details to include in the beginning/opening exposition.

BEGINNING
WHO does it happen to?

WHERE & WHEN does it happen?

MIDDLE
WHAT is the PROBLEM?

ENDING
HOW is it SOLVED?

WRITING TEMPLATES & ICONS ARE ON THE SECRET SITE

READING RESPONSE

Move beyond personal narratives.

THEN **Traditional Prompt**
Narrative Writing

- Based on background knowledge.
- Generates a narrative response.
- Typically requires students to recall a personal experience.
- Allows for more than one possible response.

NOW **Read-Write Prompt**
Narrative-Writing Task

- Typically based on a literary text.
- Generates a narrative response.
- Requires students to write an original story based on information learned in the original text(s).
- Requires multiple details from the original text(s).
- Allows for more than one possible response.

STANDARDS EXPECTATIONS

Draw evidence from literary or informational texts to **support** analysis, **reflection**, and research.

…Apply reading standards to **write in response** to literature and nonfiction texts.

Define what counts as evidence.

Review what students know as "evidence" when writing persuasive and informative responses.

Clarify that "evidence" in narratives means weaving in details from the original text.

Identify the details to include:
- Repeat setting details.
- Repeat character feelings, traits, thoughts, actions, words.
- Repeat plot (problem, solution, action, event, theme) details.

SECRET SITE RESOURCES

Generate narratives in response to reading.

EVIDENCE IN NARRATIVE RESPONSES

How should students incorporate evidence in a narrative response?

TASK TYPE	KEY INGREDIENTS	MENTOR TEXTS

1 **"Continue" the story following a *similar* plot.**

- Incorporate the same characters.
- Describe a similar problem & solution.
- Depict the same lesson learned— just sooner.
- Include a transitional introduction.

2 **Rewrite the *same* plot from a *different* character's viewpoint.**

- Incorporate the same characters.
- Describe the same problem & solution.
- Reveal a different character's perspective.

🖱 **ALL RESOURCES ON THE SECRET SITE**

3 **Insert the missing piece or page.**

- Demonstrate mastery of the story arc.
- Expand on ideas merely mentioned.
- Note the details that happen before and after the inserted information.
- Include a transitional introduction and/or conclusion.

Dissect deleted scenes from movies.

4 **Write fiction based on fact.**

Gather details from the informational text, including:
- People/Subjects.
- Setting.
- Events/Activities.

Fiction BASED ON Facts

INFO TEXT	FEATURES	LITERATURE
	SUBJECT CHARACTERS	
	TIME & PLACE SETTING	
	EVENTS PROBLEM & SOLUTION	

Generate an original plot revealing:
- Accurate character and setting details.
- A realistic problem.
- A plausible solution.

HISTORICAL FICTION

SCI-FI

Scaffold a yearlong writing curriculum

PRESENTER

RACHEL REMENSCHNEIDER
rremenschneider@smekenseducation.com

SPARK YOUR NEXT STEPS

Compare your scope & sequence to the Science of Writing.

Describe the differences between these two calendars.

Legend:
- 🟥 Argumentative/Persuasive Unit
- 🟩 Informative/Expository Unit
- 🟦 Narrative Unit
- ⬜ Beginning-of-year procedures, Holidays/vacations,
- Testing (or test prep), Built-in "cushion" time,
- Maintenance & reteach time, End-of-the-year wrap-up

Spiral instruction to promote sustained growth.

John Hattie (2009) emphasizes the importance of **cumulative practice** and ongoing review to build writing abilities.

Steve Graham (2019) highlights that **revisiting genres** and skills throughout the year **strengthens** students' writing **abilities incrementally**.

MONTH 1 — Kick-Start Writing Instruction ... MONTH 10 — Land the year with skill review

MONTH 1 — Kick-Start Writing Instruction ... MONTH 9 — State Testing ... MONTH 10 — Land the year with skill review

MONO-UNIT ORGANIZATION

With **ONE ALL-INCLUSIVE UNIT** during the year, students often:

- ☐
- ☐
- ☐

MINI-UNIT ORGANIZATION

With **MULTIPLE, SMALLER MINI-UNITS** during the year, students often:

- ☐
- ☐
- ☐

Recognize additional advantages to mini-unit instruction.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction								State Testing	Land the year with skill review

All modes are *not* created equal.

"As students advance into higher grade levels, the standards include **heavier emphasis** on Opinion or **Argument and Informative**/Explanatory writing—with less focus on pure Narrative."

Steve Graham, *It All Starts Here: The Foundation of Writing Instruction* (2013)— pages 6-7

Writing Purpose	Grade 4	Grade 8	Grade 12
To persuade/argue	30%	35%	40%
To inform/explain	35%	35%	40%
To convey an experience	35%	30%	20%

SOURCE: 2011 NAEP Writing Assessment

Consider how modes feed one another.

MONTH 2	MONTH 3	MONTH 4

Plan with the testing season in mind.

MONTH 8

SECRET SITE RESOURCES

End writing units with a from-scratch product.

Create a writing curriculum of mini-units.

Sort types of writing into categories.

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. **Argumentative** **Persuasive**	**Write informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Informative**	**Write narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Narrative**

NOW IT'S YOUR TURN

- Opinion
- Personal narrative
- Speech
- Research report
- Review, recommendation
- Perspective/position paper

- Literary analysis
- Poster
- Rewrite from a different perspective
- Instructions, directions, recipe
- Letter
- Script

- Biography
- Essay
- Compare-contrast
- Speech
- Newspaper article
- Trifold brochure/pamphlet

Emphasize the writing *purpose* over the *format*.

Recognize that formats are mode-flexible.

WRITING **MODE**	Argumentative / **Persuasive**	**Informative**	**Narrative**
WRITING **PURPOSE**	To persuade the reader to agree with a side or position on a debatable topic.	To provide the reader specific information about a topic; to clarify or explain something.	To entertain the reader with a real or imaginary problem and solution.
FORMAT & LAYOUT			
LETTER — Includes a date, greeting, body, closing, and signature. May be formatted informally or formally.	• Complaint • Persuasive business letter	• Friendly letter giving updates • Business letter	• Story shared within a letter
EMAIL — Includes a to/from address, subject line, body, and signature line. May include a greeting and closing.	• Request for something	• Report on something	• Shared story
ESSAY — Organized in multiple paragraphs with a clear introduction, body, and conclusion. Written in full sentences.	• Argumentative essay	• Informative essay	• Narrative essay
SPEECH — Written in full sentences and paragraphs. May include bold words, pauses, or annotations for emphasis and tone.	• Persuasive speech	• Informational speech	• Narrative speech
POSTER — Uses key words and short phrases. Includes visual elements like images, bold fonts, and color for emphasis.	• Promotion of an idea or event	• Information on a topic	• Teaser for a movie
ARTICLE — Structured in paragraphs with headings or subheadings. Written in full sentences. May include a byline or dateline.	• Editorial	• News report	• Feature story
SCRIPT — Written as dialogue with speaker labels. May include stage directions or delivery notes.	• TV advertisement/ commercial script	• Informational script or skit	• Play
SUMMARY — Condensed into short paragraphs or bullet points. Focuses only on main ideas and essential details.	• Summary of someone else's argument	• Summary of an informational text	• Summary of a narrative text
LITERARY ANALYSIS — Structured in full paragraphs. Includes analysis of a literary technique supported with text evidence.	• Literary critique • Evaluation of an argument	• Character analysis • Theme explanation • Argumentative analysis	N/A

Identify mode-specific genres.

WRITING MODES	Persuasive / Argumentative	Informative	Narrative
STANDARDS EXPECTATIONS	**Write arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Write informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**Write narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
WRITING PURPOSES	To persuade the reader to agree with a side or position on a debatable topic.	To provide the reader specific information about a topic; to clarify or explain something.	To entertain the reader with a real or imaginary problem and solution.
STRUCTURE & PATTERNS	• What I think • Why I think it	• Broad topic or subject • Specific details grouped by subtopic	• Character & setting • Problem/Conflict • Solution/Resolution
MODE-SPECIFIC GENRES	• A **PROPOSAL** persuades someone to approve an idea or fund a project. • A **SUGGESTION** offers a brief, informal opinion on ways to improve something. • A **REQUEST** is more formal persuasive writing asking for specific information, permission, or resources. • A **RECOMMENDATION** is a personal endorsement of a product, service, person, or idea—aiming to convince others to do/not do something. • A **DEBATE** is a spoken exchange where opposing sides present strong points to win over an audience. • An **ARGUMENTATIVE RESEARCH PAPER** is an in-depth report relying on facts and evidence to prove a position while addressing other viewpoints. • An **ARGUMENTATIVE ANALYSIS** evaluates how effectively the author supported his claim and addressed counterclaims.	• An **EXPLANATION** clearly describes how or why something happens, helping the reader understand a process, concept, or event. • An **ENCYCLOPEDIA ENTRY** gives short, factual information about a topic, including key details like definitions, dates, and examples. • **DIRECTIONS** give step-by-step instructions that tell someone how to do or make something, often using command verbs and clear sequencing. • An **INFORMATIVE RESEARCH PAPER** is a longer report that collects facts from multiple sources to teach the reader about a topic. • A **COMPARE-CONTRAST WRITING** presents information about two or more topics or texts, helping the reader understand each individually and in relation to one another. • An **INTERVIEW** presents real questions and answers from a conversation with a person who has experience or knowledge about a topic.	• A **PERSONAL NARRATIVE** is a true story about one's own experience. • **REALISTIC FICTION** is a made-up story that COULD happen in real life (e.g., a short story, adventure story, or mystery). • **FANTASY** involves magical or supernatural elements (e.g., fairy tales, fables, myths, legends). • A **GRAPHIC NOVEL** tells a story through a mix of visual art and text. • A **REWRITE FROM A DIFFERENT PERSPECTIVE** retells a familiar story through the eyes of a different character, showing his unique thoughts, feelings, or experiences. • A **FICTION BASED ON FACT** is a made-up story that includes real people, places, or events gleaned from informational text—blending facts with imaginary characters or situations.
MODE-FLEXIBLE FORMATS	• LETTER • ESSAY • EMAIL • SPEECH	• POSTER • SCRIPT • ARTICLE • SUMMARY	• LITERARY ANALYSIS

Spiral through the modes, providing different experiences with genres & formats.

Compare siloed mono-units to spiraled mini-units.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction									Land the year with skill review

NARRATIVE SKILLS
• Create a basic plot.
• End/Satisfy the reader.
• Begin/Hook the reader.
• Sequence time & events.

PERSUASIVE/ARG. SKILLS
• Identify topic and position.
• Develop logical reasons.
• Organize key points.
• Present both sides (argument only).
• Conclude with what you want/expect.

INFORMATIVE SKILLS
• Introduce narrow topic.
• List important points or big ideas.
• Elaborate with details and evidence.
• Organize details to match the genre.
• Conclude with the *So what?*

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction								State Testing	Land the year with skill review

• Introduce narrow topic.
• List important points or big ideas.

• Identify topic and position.
• Develop logical reasons.

• Elaborate with details and evidence.

• Present both sides (argument only).

• Organize details to match the genre.

• Create a basic plot.
• End/Satisfy the reader.

• Conclude with what you want/expect.

• Conclude with the *So what?*

• Organize key points.

• Begin/Hook the reader.
• Sequence time & events.

Revisit genres regularly, facilitating mastery over time.

Diane Lapp & Doug Fisher (2010) emphasize the importance of **"accumulated writing capital,"** emphasizing that **writing development** is a gradual, **cumulative** process.

Prioritize essential ingredients in genre instruction.

Research underscores that a clear focus on core writing traits—like **organization, idea development, and conventions**—is critical for success.

Mary Brindle, Jane Zeni, & Susan Vanneman (2016) suggest that many teachers prioritize conventions and mechanics over these **"trophy" traits, which must be established first.**

RELEVANT RESOURCES

Early & Older Writers Genre Posters

Persuasive Essentials
• **Name the 2 sides.**
• **Find the strongest side.**
• **Write your opinion.**
• **Give details.**
• **End with *What* and *How* you feel.**

Persuasive Essentials
• **Identify topic & position** Explain what you want or what you believe
• **List many *good* reasons** Provide evidence for why you are right
• **Organize key points** Order your reasons to end with your best
• **End with what you want** Tell readers what you expect them to do
• **Express your attitude** Reveal your perspective with feeling
• **Employ exact words** Select precise words to convince the reader

Argumentative Essentials
• **Study sides of an issue** Reveal perspectives; Present the strongest
• **Develop logical reasons** Support the position with sufficient evidence
• **Present both sides** Honor the opposition within the body
• **Conclude the argument** Don't repeat; Remind readers what's at stake
• **Connect ideas logically** Transition *within* reasons & *among* sides
• **Apply a formal style** Maintain a fair & objective tone

Informative Essentials
• **List and sort topic details.**
• **Write the topic.**
• **Give facts and details.**
• **End with the topic.**
• **Add *more* details.**

Informative Essentials
• **Select a narrow topic** Introduce the subject and a specific focus
• **List important points** State each reason, step, or facet
• **Add specifics & support** Develop ideas with examples, facts, & quotes
• **Group related details** Organize ideas to fit the text structure
• **Restate the topic/thesis** Conclude with a final thought or a *so what?*
• **Use topic-related words** Sound like an expert; define key terms

Narrative Essentials
• **Think of a problem.**
• **Plan a solution.**
• **Name the character(s).**
• **Write in time order.**
• **Add actions and feelings.**

Narrative Essentials
• **Create a basic plot** Make something happen to someone
• **Hook & satisfy readers** Start & end the story intentionally
• **Sequence time & events** Connect action with transitions
• **Describe the action** Use sensory details to develop key moments
• **"Show" close-up details** Describe main character(s) & setting(s)
• **Set the right mood** Reveal character feelings & setting tone

IGNITE to WRITE

PLAN POWERFUL UNITS

Align conventions within writing units

PRESENTER
KRISTI MCCULLOUGH
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SPARK YOUR NEXT STEPS

Understand the expectations outlined in the standards.

STANDARDS EXPECTATIONS

Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style...

- *How does this skill help the reader in this genre?*
- *What does this skill do for the reader?*
- *Why does a reader need/appreciate this skill?*
- *What if the writer didn't use the skill/use it accurately?*

"Teach conventions in context."

Writers compose messages during the drafting stage of the writing process.

+

Conventions help writers make their ideas and intended meanings clear.

=

Conventions should be targeted when creating first drafts.

(WRITERS WANT THIS)

(READERS NEED THIS)

TRADITIONAL INSTRUCTION

- Convention skills are taught *outside* of genre-writing instruction.

- Convention skills are practiced during the editing stage of writing.

- Convention skills are taught in the order they are presented in the language book/workbook.

- Convention lessons focus on a skill's rules and definitions.

CONVENTIONS IN CONTEXT

- Convention skills are taught within genre-writing instruction.

- Convention skills are practiced during the composing and editing stages of writing.

- Convention instruction corresponds with a particular writing unit or genre of study.

- Convention lessons focus on the skill's purpose.

SECRET SITE RESOURCE
Define the purpose of every grammar skill.
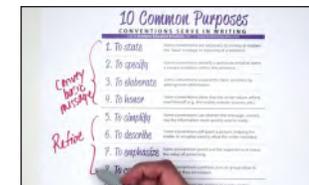
RELEVANT RESOURCE
Adjacent to every grade-level skill within the *K-12 Conventions Booklet* is a description of the purpose it serves in sentences/writing.

Teach the concept of code switching.

Match the level of convention formality to the purpose, format, & audience.

LESS FORMAL

1	2	3	4	5	6	7	8	9	10
Sticky note reminder to self	Text message to a friend	Phone message for a family member	Class notes for personal use	Email to a friend	Thank-you note to a relative	Typical school assignment (first draft)	State writing prompt (first draft)	Major school assignment (final draft)	Scholarship/ College essay, Job application

MORE FORMAL

_____

_____

_____

NOW IT'S YOUR TURN

PERSUASIVE WRITING   INFORMATIVE WRITING   NARRATIVE WRITING

____ Capitalization of proper nouns

____ Parentheses

____ Prepositional phrases

____ Paragraph indents

____ Contractions

____ Capitalization of *I*

____ Commas in a series

____ Colons to start a list

____ Imperative sentences

____ Quotation marks around dialogue

____ Third-person point of view

____ Apostrophes to indicate possession

____ Quotation marks around expert's words

____ Modal auxiliaries (e.g., *can, may, must*)

SECRET SITE RESOURCES

Target grammar skills within writing units.

Teach conventions in context.

Identify conventions that accompany essential writing skills.

Narrative Essentials

Create a basic plot
Make some*thing* happen to some*one*

Hook & satisfy readers
Start & end the story intentionally

Sequence time & events
Connect action with transitions

Describe the action
Use sensory details to develop key moments

"Show" close-up details
Describe main character(s) & setting(s)

Set the right mood
Reveal character feelings & setting tone

Employ **action verbs**.
Maintain consistent **verb tense**.
Utilize **active voice**.

Punctuate dialogue accurately.

Use punctuation to create mood
(**ellipses** for suspense, **parentheses** for secrets, intentional **fragments** for drama, etc.).

Persuasive Essentials

Identify topic & position
Explain what you want or what you believe

List many *good* reasons
Provide evidence for why you are right

Organize key points
Order your reasons to end with your best

End with what you want
Tell readers what you expect them to do

Express your attitude
Reveal your perspective with feeling

Employ exact words
Select precise words to convince the reader

Use **quotation marks** to indicate words or sentences pulled from a source.

Include **modal auxiliaries** (e.g., *can, may, must*).

Establish tone and attitude with **ellipses** for pauses and **em dashes** for emphasis.

Informative Essentials

Select a narrow topic
Introduce the subject and a specific focus

List important points
State each reason, step, or facet

Add specifics & support
Develop ideas with examples, facts, & quotes

Group related details
Organize ideas to fit the text structure

Restate the topic/thesis
Conclude with a final thought or a *so what?*

Use topic-related words
Sound like an expert; define key terms

Indent new paragraphs for each facet of the topic.

Separate items in a series with **commas**.

Set off definition details or **appositives** with commas, em dashes, or parentheses.

Use **parentheses** to add tips, suggestions, cautions, and background information.

Capitalize **proper nouns**.

Argumentative Essentials

Study sides of an issue
Reveal perspectives; Present the strongest

Develop logical reasons
Support the position with sufficient evidence

Present both sides
Honor the opposition within the body

Conclude the argument
Don't repeat; Remind readers what's at stake

Connect ideas logically
Transition *within* reasons & *among* sides

Apply a formal style
Maintain a fair & objective tone

Add disclaimers to qualify an opinion using **dependent clauses**.

Utilize **semicolons** to closely connect evidence and explanation or two pieces of similar evidence.

Shift between claim and counterclaim within **compound sentences** (e.g., *but, yet,* etc.).

Create an objective tone with a **third-person point of view** when referring to either side of the argument (e.g., FOR: *advocates, proponents*; AGAINST: *challengers, opponents*).

Consider convention skills that dominate the different writing modes.

Persuasive

- Use exclamatory sentences rarely— only for emphasis or shock value.
- Use an ellipsis to represent omitted words from a direct quote.
- Use a colon to introduce a direct quote.
- Use quotation marks to indicate words/sentences pulled from a source.
- Connect main clauses/sentences with semicolons.
- Indent new paragraphs to indicate a new reason or different perspective.
- Write opinion pieces in first-person point of view (i.e., *I*).
- Write persuasive pieces in second-person point of view (i.e., *you*).
- Use accurate formatting and punctuation for works cited/bibliography.
- Include modal auxiliaries (e.g., *can, may, must*).
- Establish tone and attitude with ellipses (to indicate a dramatic pause).
- Establish tone and attitude with em dashes (to add emphasis).

Argumentative

- Use exclamatory sentences sparingly.
- Use an ellipsis to represent omitted words from a direct quote.
- Use quotation marks to indicate a direct quote.
- Connect main clauses/sentences with semicolons.
- Indent new paragraphs to indicate a new reason/subtopic.
- Write arguments in third-person (e.g., *he, she, it, they*).
- Use accurate formatting and punctuation for works cited/bibliography.
- Include modal auxiliaries (e.g., *can, may, must*).
- Establish tone and attitude with ellipses (to indicate a dramatic pause).
- Establish tone and attitude with em dashes (to add emphasis).

Informative

- Indent new paragraphs for each facet of the topic.
- Write in third-person (e.g., *he, she, it, they*) for most informative pieces.
- Capitalize proper nouns.
- Maintain consistent verb tense.
- Utilize subject-verb agreement.
- Separate items in a series with commas.
- Follow parallel structure with items listed in a series.
- Set off definition details/appositives with commas, parentheses, or em dashes.
- Use parentheses to add tips, suggestions, cautions, and background information.
- Use accurate formatting and punctuation for business/friendly letters.
- Join two or more independent clauses with a semicolon.
- Use colons to introduce a list.
- Use colons to introduce a quote.
- Use an ellipsis to represent omitted words from a direct quote.
- Use quotation marks to indicate words/sentences pulled from a source.
- Add information with phrases and clauses.
- Use accurate formatting and punctuation for works cited/bibliography.

Narrative

- Use personal pronouns.
- Include possessive pronouns.
- Maintain pronoun-noun (antecedent) agreement.
- Use apostrophes appropriately to show possession.
- Employ action verbs.
- Use linking verbs to show connections.
- Utilize precise verb tenses.
- Maintain consistent verb tense.
- Utilize active voice.
- Form contractions with apostrophes.
- Punctuate dialogue accurately.
- Use punctuation to create mood (ellipsis for suspense, parentheses for secrets, intentional fragments for drama, etc.).
- Indent for each new speaker (dialogue), setting, and action.
- Include a comma with coordinate adjectives.

SECRET SITE RESOURCE

Plan with intention.

Persuasive   **Informative**   **Narrative**   Miscellaneous: procedures, holidays/vacations, testing, maintenance, etc.

Match up grade-level conventions with writing units.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction								State Testing	Land the year with skill review

Plan which convention skills to target in what units.

    1. List all planned writing units.

    2. List every new grade-level convention skill on its own sticky note.

    3. Match 1-3 grade-level conventions with a planned writing unit.

Plan additional time *between* writing units for maintenance mini-lessons.

Use previous writings for first attempts at a new convention skill.

Review the same skills in different modes, genres, and/or formats.

Reteach grammar skills in maintenance mini-lessons.

Make room to revise and edit.

SECRET SITE RESOURCES

Make room to Edit

Wedge in *more* details with **carets** & **strikethrough** with **colored pens**

Add words & phrases with **Sticky Notes**

Add sentences with **Spider Legs**

Add a chunk with **Surgery**

Try convention skills on left-hand pages.   Draft on right-hand pages.

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Design PK-2 writing units that meet the standards

PRESENTER

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SPARK YOUR NEXT STEPS

Broaden the definition of "writing."

Teach students how to independently express their own ideas in "writing."

INCLUDE ALL
3 MODES OF WRITING IN PK-1

SECRET SITE RESOURCES

Incorporate persuasive, informative, & narrative writing in PK-1.

- Any mode of writing can be taught at any stage of writing development.
- Writing topics have to lend themselves to the writing purpose— to share opinions, information, or stories.
- Utilize mentor text to reveal the different developmental stages and their characteristics.
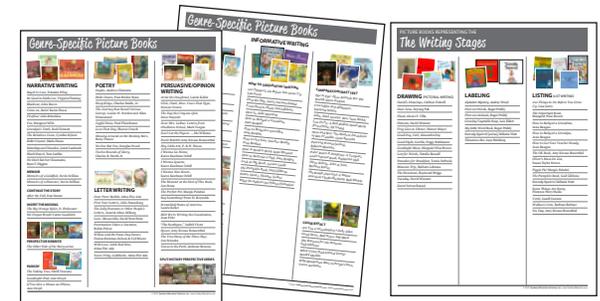
ORAL WRITING

CHARACTERISTICS:
- Writer may tell the audience directly or via a recording.
- May include the writer using his hands to explain an idea or pointing to indicate something specific.

PICTORIAL WRITING

CHARACTERISTICS:
- Message is communicated through colors, shapes, sizes, & spacing drawn on paper.
- Often accompanied with oral explanation.

LABEL WRITING
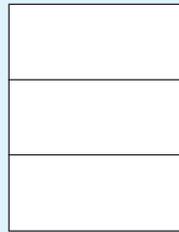
CHARACTERISTICS:
- The topic is written as the title or is drawn and labeled within the top box.
- Smaller details related to the topic are drawn and labeled within the additional boxes.

LIST WRITING
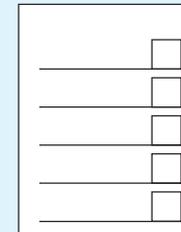
CHARACTERISTICS:
- The topic is written as the title or is written on the first line in words, phrases, or a simple sentence.
- Smaller details related to the topic are listed on separate lines.
- May include a small picture at the end of each line to reinforce the written idea.
- May include numbers to show sequence.

SENTENCE WRITING
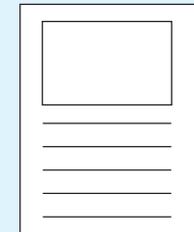
CHARACTERISTICS:
- Ideas are expressed with a subject and verb.
- Sentences start with a capital letter, move left to right, and end with punctuation.
- Words are separated by spaces and include phonetic spelling.
- Ideas are related/on the same topic.
- May include a picture or title.

Teach genre-writing skills— regardless of students' developmental stage.

PRE-K | Dictate & draw to express a **preference or opinion**.

KINDERGARTEN | Compose **opinion pieces** in which they tell a reader the **topic** or the name of the book they are writing about and **state an opinion** or preference about the topic or book (e.g., *My favorite book is . . .*).

GRADE 1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, **supply a reason** for the opinion, and provide some **sense of closure**.

GRADE 2 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply **reasons** that support the opinion, use **linking words** (e.g., *because, and, also*) to connect opinion and reasons, and provide a **concluding statement or section**.

PRE-K | Dictate & draw to supply **information about a topic**.

KINDERGARTEN | Compose **informative/explanatory** texts in which they **name what** they are writing about and **supply some information** about the topic.

GRADE 1 | Write informative/explanatory texts in which they name a topic, supply **some facts** about the topic, and provide some **sense of closure**.

GRADE 2 | Write informative/explanatory texts in which they **introduce a topic**, use facts and **definitions** to develop points, and provide a **concluding statement or section**.

PRE-K | Dictate & draw to **tell a story**.

KINDERGARTEN | Narrate a **single event** or several loosely linked events, tell about the events in the **order** in which they occurred, and **provide a reaction** to what happened.

GRADE 1 | Write narratives in which they recount **two or more** appropriately **sequenced events**, include **some details** regarding what happened, use **temporal words** to signal event order, and provide some **sense of closure**.

GRADE 2 | Write narratives in which they recount a well elaborated event or short sequence of events, include details to **describe actions, thoughts, and feelings**, use temporal words to signal event order, and provide a sense of closure.

Persuasive Essentials

- PREWRITE SKILL **Name the 2 sides**.
- PREWRITE SKILL **Find the strongest side**.
- **Write your opinion**. *What*
- **Give details**. *Why Why Why*
- **End with** *What* **and** *How* **you feel**. *What How*

Share your opinion on the best food item served at lunch.

PICTORIAL WRITING   LABEL WRITING   LIST WRITING   SENTENCE WRITING

Informative Essentials

- PREWRITE SKILL **List and sort topic details**. *Topic*
- **Write the topic**. *Topic*
- **Give facts and details**. *Detail Detail Detail*
- **End with the topic**. *Topic*
- **Add** *more* **details**.

Explain the things you do at recess.

PICTORIAL WRITING   LABEL WRITING   LIST WRITING   SENTENCE WRITING

Narrative Essentials

- PREWRITE SKILL **Think of a problem**. *?*
- PREWRITE SKILL **Plan a solution**.
- PREWRITE SKILL **Name the character(s)**.
- **Write in time order**. *1 2 3*
- **Add actions and feelings**. *DO SAY THINK FEEL*

Write a story about a time you got hurt.

PICTORIAL WRITING   LABEL WRITING   LIST WRITING   SENTENCE WRITING

Teach genre-writing skills— but *model* the stage.

Review skills and teach new ones with each mode spiral.

SAMPLE
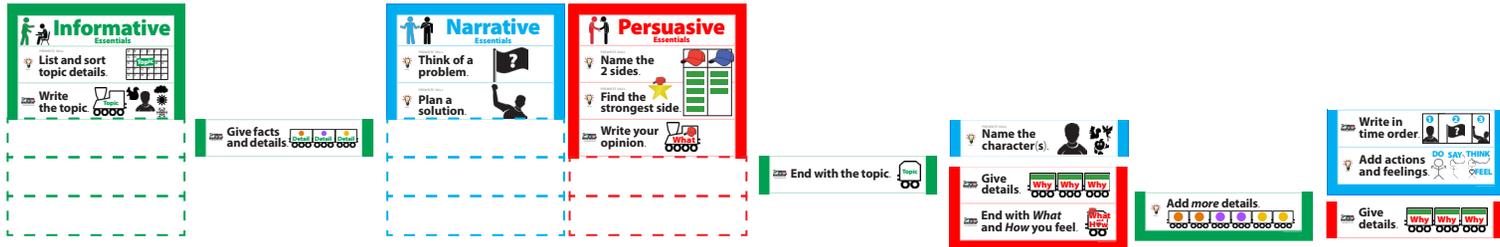
Informative Essentials
- List and sort topic details.
- Write the topic.
- Give facts and details.

Narrative Essentials
- Think of a problem.
- Plan a solution.
- Give facts and details.

Persuasive Essentials
- Name the 2 sides.
- Find the strongest side.
- Write your opinion.

- End with the topic.

- Name the character(s).
- Give details.
- End with *What* and *How* you feel.

- Add *more* details.

- Write in time order.
- Add actions and feelings.
- Give details.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction	UNIT #1	UNIT #2	UNIT #3 / UNIT #4		UNIT #5 / UNIT #6	UNIT #7	UNIT #8	UNIT #9 / UNIT #10	Land the year with skill review

UNIT #1 UNIT #2 UNIT #3 UNIT #4 UNIT #5 UNIT #6 UNIT #7 UNIT #8 UNIT #9 UNIT #10
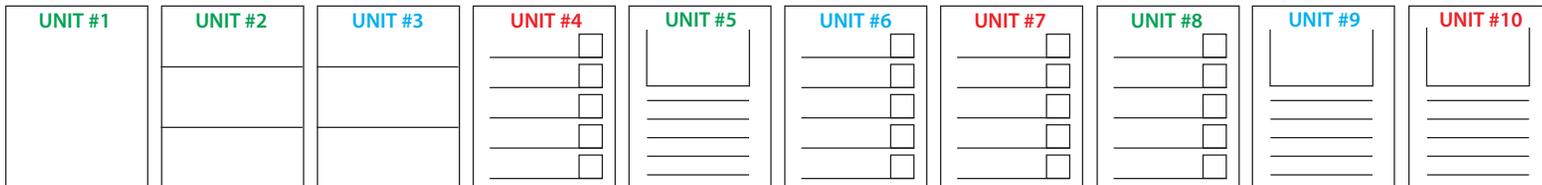
Model the genre-writing skill at the current developmental stage of 80% of your writers.

Assess the writing stage of your students. You may NOT have to start with the oral or pictorial stage.

As the students' transcription skills & language foundations grow, advance to the next developmental stage when modeling mini-lesson examples.

Always reteach previously-taught read-write skills, emphasizing what they look like within each new page template.

If the developmental stages of writers vary greatly, then model the SAME read-write skill using different writing templates.

Emphasize idea development.
Beware of cognitive *over*load when writing independently.

PRESCHOOL

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction									Land the year with skill review

KINDERGARTEN

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction									Land the year with skill review

GRADE 1

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction									Land the year with skill review

GRADE 2

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction									Land the year with skill review

Factor in 4 principles when planning units

PRESENTER
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SPARK YOUR NEXT STEPS

Plan for instruction & practice within every unit.

SECRET SITE RESOURCE

End writing units with a from-scratch product.

DURING-UNIT PRACTICE

(FORMATIVE)

- Assign familiar topics within during-unit writing tasks.
- Offer regular feedback during writing time as students are attempting skills.

END-OF-UNIT ASSESSMENT

(SUMMATIVE)

- Add the rigor of a new topic or text.
- Every unit culminates with a from-scratch product on a new topic or text.
- Assess the whole product for only the skills taught in this mini-unit (and any previous mini-units).
- Juggle multiple skills— versus isolated individual skills.
- Expect a whole product— consider a first-and-only draft.
- Remove peer and teacher support.

FACTOR #1 Start the end-of-unit product at the *end* of the unit.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
MINI-LESSON	EXPLAIN PRODUCT			
WRITING TIME	WRITING TIME			

(Additional days for revision & editing)

FACTOR #2 Practice new writing skills with general-knowledge topics.

GENERAL KNOWLEDGE | Writing about facets of daily school life

CORE KNOWLEDGE | Writing about academic subjects

WRITE FROM TEXTS | Writing about one or more texts

Beware of cognitive *over*load when practicing new skills.

Lower topic complexity when students practice a skill the first time.

SHARED SCHOOL EXPERIENCES	GENERAL-KNOWLEDGE TOPICS	PERSUADE: TO CONVINCE	INFORM: TO TEACH	NARRATIVE: TO ENTERTAIN
Procedures	Beginning of the day	Persuade your teacher to let you keep your coat in class.	Explain the procedures when you first arrive to school.	Tell a story about a time you were late for school.
Specials	P.E.	Convince your principal why you should have P.E. every day.	Explain the importance of stretching before playing in P.E.	Tell a story about a time you were hurt (feelings or body) in P.E.
Recess	Recess equipment	Persuade your principal to buy a new piece of recess equipment.	Explain how to use one piece of recess equipment safely.	Tell a story about a time you were hurt (body or feelings) during recess.

		ARGUMENTATIVE: TO CONVINCE	INFORM: TO TEACH	NARRATIVE: TO ENTERTAIN
Lunch	Line logistics	Argue how cafeteria staff can improve long lines and wait times.	Explain to a new student how to navigate the lunch line.	Write about a time you barely had time to eat— or didn't.
	Eating habits	Persuade your classmates why they should not eat only chips and candy for lunch.	Explain dining etiquette— chewing with mouth closed, using a napkin, using utensils properly, etc.	Write about a time when you or someone else had a spill in the lunchroom.
Passing period	Social interactions	Argue the value of social interaction during passing periods.	Describe different ways students utilize passing period.	Describe an embarrassing/ frustrating hallway experience.

SECRET SITE RESOURCE

Identify the genre-writing skills to teach within the unit.

- Prioritize the skills identified within the standards.

- Identify 1-2 transcription skills to teach, too.

- Plan 2-3 mini-lessons per skill.

Informative Essentials
- **List and sort topic details.**
- **Write the topic.**
- **Give facts and details.**
- **End with the topic.**
- **Add more details.**

Informative Essentials
- **Select a narrow topic** — Introduce the subject and a specific focus
- **List important points** — State each reason, step, or facet
- **Add specifics & support** — Develop ideas with examples, facts, & quotes
- **Group related details** — Organize ideas to fit the text structure
- **Restate the topic/thesis** — Conclude with a final thought or a so what?
- **Use topic-related words** — Sound like an expert; define key terms

Persuasive Essentials
- **Name the 2 sides.**
- **Find the strongest side.**
- **Write your opinion.**
- **Give details.**
- **End with What and How you feel.**

Persuasive Essentials
- **Identify topic & position** — Explain what you want or what you believe
- **List many good reasons** — Provide evidence for why you are right
- **Organize key points** — Order your reasons to end with your best
- **End with what you want** — Tell readers what you expect them to do
- **Express your attitude** — Reveal your perspective with feeling
- **Employ exact words** — Select precise words to convince the reader

Argumentative Essentials
- **Study sides of an issue** — Reveal perspectives; Present the strongest
- **Develop logical reasons** — Support the position with sufficient evidence
- **Present both sides** — Honor the opposition within the body
- **Conclude the argument** — Don't repeat; Remind readers what's at stake
- **Connect ideas logically** — Transition within reasons & among sides
- **Apply a formal style** — Maintain a fair & objective tone

Narrative Essentials
- **Think of a problem.**
- **Plan a solution.**
- **Name the character(s).**
- **Write in time order.**
- **Add actions and feelings.**

Narrative Essentials
- **Create a basic plot** — Make something happen to someone
- **Hook & satisfy readers** — Start & end the story intentionally
- **Sequence time & events** — Connect action with transitions
- **Describe the action** — Use sensory details to develop key moments
- **"Show" close-up details** — Describe main character(s) & setting(s)
- **Set the right mood** — Reveal character feelings & setting tone

RELEVANT RESOURCES

Early & Older Writers Genre Posters

FACTOR #3

Identify (a minimum) of 3 "topics" for each day of writing instruction.

Teach a new writing skill across several days, providing *I-do* and *We-do* models.

MINI-LESSON

Transition every day into *You-do* time where students attempt the lesson skill.

WRITING TIME

STEP 1 INTRODUCE

STEP 2 INSTRUCT

STEP 2A	STEP 2B
I TELL	*I DO*
	TOPIC #1

STEP 3 INTERACT *(I DO AGAIN)*
TOPIC #2

STEP 4 CLOSE
TOPICS #3, #4, #5

Plan time for students to try the skill *in class.*

FACTOR #4

Plan *You-do* tasks to mirror *I-do* models.

- Provide an opportunity for students to immediately apply the skill they learned.

- Outline the literal and concrete *You-do* task— that parallels the *I-do* and *We-do* models from the lesson.

- Remember that all of the writing produced *during* the unit is practice and will not be part of the end-of-unit product.

Recognize that *You-do* tasks can be executed with peer support.

You do can be executed as a whole-class activity (e.g., interactive writing time, share the pen, etc.).

You do can be executed in a small group.

You do can be executed with a partner.

You do can be executed independently.

During-Unit PRACTICE
- Try out the new skill several times in focused tasks.
- Receive support from peers and the teacher.
- Manage cognitive load: skill is high; topic is low.
- Write only about general-knowledge topics.
- Avoid grading— typically.

End-of-Unit GAME DAY
- Demonstrate mastery of cumulative skills.
- Complete an independent writing task.
- Manage cognitive load: skill is low; topic is high.
- Write about general knowledge, core knowledge, or texts.
- Receive a grade.

SAMPLE

Informative
Development of
a body paragraph

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
MINI-LESSON	**MINI-LESSON**	**MINI-LESSON**	**MINI-LESSON**	**MINI-LESSON**
How to develop the topic. Include facts, concrete details, and examples as "legs" to support each "table top" sentence.	**How to develop the topic.** Include precise vocabulary related to the topic—specifically nouns and verbs.	**How to develop the topic.** Add definition details to aid reader understanding of vocabulary words.	**How to develop the topic.** Stretch details into supporting "leg" sentences to form a single paragraph.	**How to choose appropriate transitions.** Identify "leg" sentences that are related by sequence, illustration, or addition.
I DO/You watch: **Staff present at lunch**	**I DO**/You watch: **Staff present at lunch**	**I DO**/You watch: **Staff present at lunch**	**I DO**/You watch: **Staff present at lunch**	**I DO**/You watch: **Staff present at lunch**
I DO again/You help: **Cafeteria line logistics**	**I DO again**/You help: **Cafeteria line logistics**	**I DO again**/You help: **Cafeteria line logistics**	**I DO again**/You help: **Cafeteria line logistics**	**I DO again**/You help: **Cafeteria line logistics**
WRITING TIME	**WRITING TIME**	**WRITING TIME**	**WRITING TIME**	**WRITING TIME**
YOU DO/I help **Social interactions Student eating habits Seating options**	**YOU DO**/I help **Social interactions Student eating habits Seating options**	**YOU DO**/I help **Social interactions Student eating habits Seating options**	**YOU DO**/I help **Social interactions Student eating habits Seating options**	**YOU DO**/I help **Social interactions Student eating habits Seating options**

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
MINI-LESSON	**MINI-LESSON**	**EXPLAIN PRODUCT**		
How to choose appropriate transitions. Identify "leg" sentences that are related by cause-effect comparison or contrast.	**How to create parallel structure.** Read aloud to determine where to revise for a series of parallel nouns, verbs, or phrases.	**EOU PRODUCT/ ASSESSMENT:** Write 1 informative paragraph that explains a character trait possessed by either Character A or Character B.		
I DO/You watch: **Staff present at lunch**	**I DO**/You watch: **Staff present at lunch**			
I DO again/You help: **Cafeteria line logistics**	**I DO again**/You help: **Cafeteria line logistics**			
WRITING TIME	**WRITING TIME**	**WRITING TIME**		
YOU DO/I help **Social interactions Student eating habits Seating options**	**YOU DO**/I help **Social interactions Student eating habits Seating options**	**YOU DO**/I watch Product due at the end of class.		

IGNITE to WRITE

Write about & beyond texts read in PK-2

PRESENTER

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SPARK YOUR NEXT STEPS

Capture comprehension in writing.

Acknowledge the expectations outlined within the reading standards.

All reading responses fall within one of the 3 writing modes.

The comprehension question/prompt determines the type of response.

INFORMATIVE RESPONSE

PURPOSE | Restate details or information revealed in the text.

- Recall details/facts stated in the text.
- Retell the most important details of a text.
- Identify similarities and differences between 2 texts on the same topic/plot.

NARRATIVE RESPONSE

PURPOSE | Retell a story identifying the character's problem and how it was solved.

- Retell a *whole* story, including only the most important details.

PERSUASIVE RESPONSE

PURPOSE | Respond to an inferential question with an opinion supported by text evidence.

- Predict what will happen.
- Infer the message/main idea.
- Infer how the character is feeling.
- Infer a character trait.
- Infer a lesson learned.

STANDARDS EXPECTATIONS

Students read to determine what the text says explicitly and to **make logical inferences** from it; **cite** specific textual **evidence when writing** or speaking to support conclusions drawn from the text.

Students comprehend grade-level text, including fiction and nonfiction, and can **demonstrate their comprehension** orally and **through writing**.

Students generate written responses that represent their independent developmental stage.

ORAL RESPONSES

Readers express their thinking orally while pointing at words and visuals within the original text.
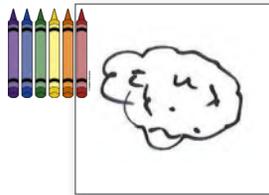
PICTORIAL RESPONSES

Readers express their thinking including close-up details within pictorial writing.
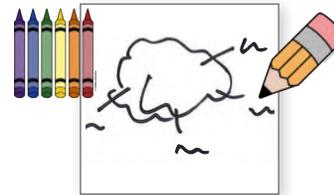
LABELED RESPONSES

Readers express their thinking using pictorial writing with letter and word labels.

LISTED RESPONSES

Readers write their thinking in words and phrases. (May include a drawing.)
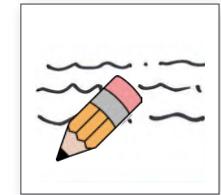
SENTENCE RESPONSES

Readers write their thinking in simple sentences. (May include a drawing.)

INFORMATIVE READING RESPONSES

Restate information learned within the text.

Comprehension skills taught	Corresponding independent reading responses	INFORMATIONAL TEXT	LITERATURE	RELEVANT RESOURCE
Recall key facts and details.	Orally recall information while pointing to pictures and words in the original text. Draw and label the topic with details.	List information about the topic learned from the text. Retell Information Recall Information	List as many details as possible about each story element.	*ABC Chart* poster
Retell a section of informational text **or a story element** in literature.	List specific details from a section of the text. Then summarize them in a 1-3 word label. **SECRET SITE RESOURCE**	Retell a portion of the text using relevant vocabulary. Polar bears are **carnivores** and they **camouflage** themselves so they can eat other animals.	Reveal the changing setting throughout the story. MINGO the Flamingo The setting is the ___ and ___ of the story.	Recall character details from beginning to end. DO • SAY • THINK FEEL
Collect & compare facts and details from two texts on the same topic.	Convey parallel information on each flap based on details learned in the texts. • Draw information. • Draw & label information. • List information. • Write sentences on information.	Details from Text A — Parallel details from Text B	Compare character feelings from 2 stories.	Compare story elements from 2 stories. Goldilocks and the 3 bears — 3 Little Pigs
Retell the most important details from the whole text in order.	Draw and label every step in order. Pumpkin Seed to Pie!	Stretch section labels into sentences to retell the most important information in a nonfiction text. penguins	See page 3.
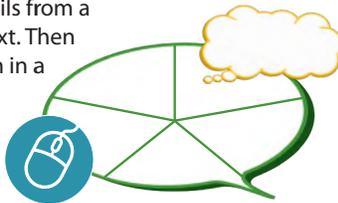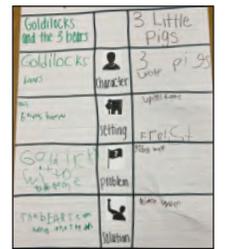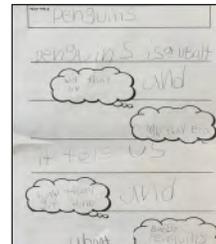
NARRATIVE READING RESPONSES

Retell a whole story in order, including only the most important details.

Comprehension skills taught	Corresponding independent reading responses	LITERATURE

Retell the most important details from the whole text in order.

Consider all known story element details. → Choose only the most important details per story element (1-3 details/words per category). → Sequence the most important details.
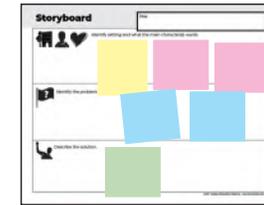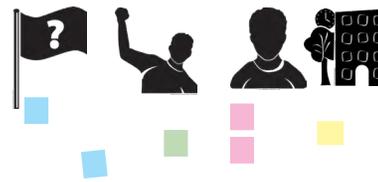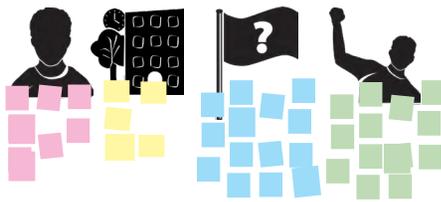
Retell the story orally using the *Story Strip* to guide the sequence of details to tell first, second, third. (Finger moves to the right.)

Teacher provides 3-5 illustrations from the story for students to use as a visual while they orally retell the story in order.

Draw/Label the beginning of the story stating the character and setting.

Draw/Label the middle of the story stating the problem.
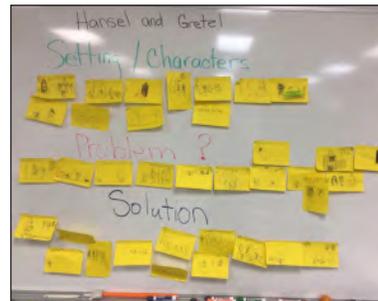
Draw/Label the end of the story revealing the solution.

Retell the story by listing the most important details about each story element.
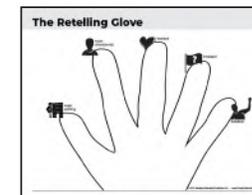
Write three sentences (about the story elements) to retell the story in order.

WRITING TEMPLATES ON THE SECRET SITE
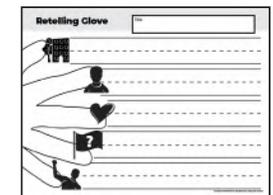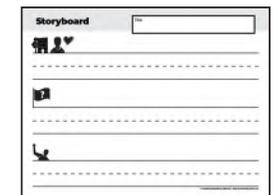
PERSUASIVE READING RESPONSES

Write your opinion and support it with text details.

Comprehension skills taught	Corresponding independent reading responses	INFORMATIONAL TEXT & LITERATURE
Write an **opinion** (i.e., **inference**) about the text and **support** it with **3** or more **text details**.		All persuasive responses follow the same 2-part written structure—*What & Why*. Express the answer or opinion first (i.e., *What I think*) and then the supporting text evidence (i.e., *Why I think it*).

OPINION — WHAT do you think.

DETAIL #1 — WHY do you think it.

DETAIL #2 — WHY do you think it.

DETAIL #3 — WHY do you think it.

WHAT do you think. / **WHY** do you think it. / **WHY** do you think it. / **WHY** do you think it.

WHAT you think. / **WHY** you think it. / **WHY** you think it. / **WHY** you think it.

WHAT you think. **WHY** you think it. **WHY** you think it. **WHY** you think it.

INFORMATIONAL TEXT

Who am I? Predict the animal.
(ANIMALS Black and White)

LITERATURE

Do you think it's a duck or a rabbit?
(Duck! Rabbit!)

🖱 **WRITING TEMPLATES ON THE SECRET SITE**

LITERATURE

Name a trait this character has.
(How The Grinch Stole Christmas!)

Infer a character's trait.

Character Lesson — What lesson did the character learn?
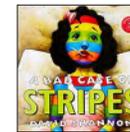
LITERATURE

Infer the lesson learned.
(A Bad Case of Stripes)

Character Lesson — What lesson did the character learn?

IGNITE to WRITE

Blend core knowledge with writing instruction

PRESENTER
KRISTI McCULLOUGH
kmccullough@smekenseducation.com

SPARK YOUR NEXT STEPS

Review the *gradual* release of responsibility.

| I DO | You watch & listen | | I DO again | You help a little |

| YOU DO | I help a lot | | YOU DO | I help less | | YOU DO | I watch & listen |

I TEACH. THEY LEARN.

TYPE OF WRITING INSTRUCTION

• **Precede writing activities with direct instruction.**

THEY APPLY. I SUPPORT.

TYPE OF WRITING ACTIVITIES, PROMPTS, & PRODUCTS
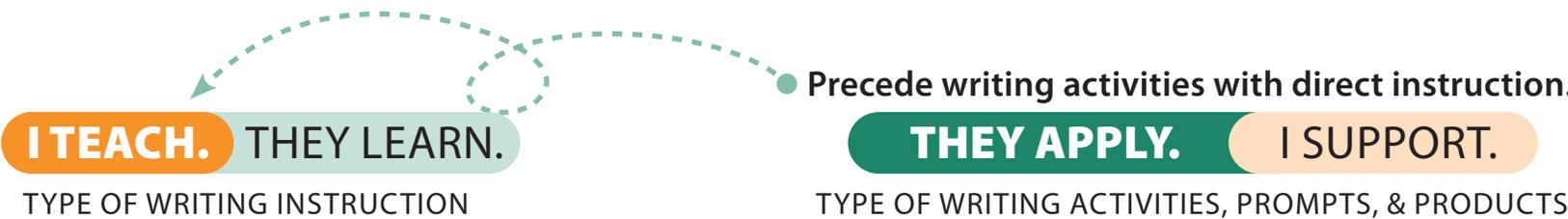
LANGUAGE FOUNDATIONS	STANDARDS | Reading foundations & Language • Directionality • Grammar & usage • Spelling • Letter formation • Capitalization • Spacing • Punctuation	• **Whole class generates** a single product. • **Students copy** from a common example. • **Teacher dictates** ideas/sentences & students write.
GENRE WRITING	STANDARDS | Writing & Writing process • Opinions/Persuasive writing • Informative writing • Narrative writing	• Students **attempt** the new skill within a **quick write or partial piece** on a familiar topic. • Students **complete a piece** utilizing the writing process across multiple days on a familiar topic or well-known core-knowledge/content topic. • Students **start and finish** a writing about a familiar topic or well-known core-knowledge/content topic in **one sitting**.

READING RESPONSE	STANDARDS | Reading comprehension, Research, & Response writing
	• Take notes/Annotate the text
	• Retell/Paraphrase, Summarize
	• Explain thinking, Support with evidence
	• Research (multiple texts)
		• Teacher & students **work together** to respond to the **writing task** stated in the reading series.
		  ○ EARLY WRITERS | **Recall** text details as the **teacher scribes**.
		  ○ EARLY WRITERS | **Draw, list, or write sentences** about text details independently.
		  ○ OLDER WRITERS | **Take notes** while reading to utilize during the after-reading writing task.
		• Students read a new text and respond to a longer prompt **independently and all in one sitting**.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

5 OPPORTUNITIES
TO WORK IN **GENRE-WRITING** INSTRUCTION

1 Set a timer 3 days a week. When it goes off, then switch to genre-writing instruction— even if you're not yet done with the day's reading passage.

2 If you have writing built into your schedule, but it's too short or sandwiched between other things, consider spreading the mini-lesson and Writing-Time practices across two days.

DAY 1
- Reading Series/ Core Knowledge
- Lunch
- Writing mini-lesson
- Special Area

DAY 2
- Reading Series/ Core Knowledge
- Lunch
- Writing time
- Special Area

3 Float the writing mini-lesson to occur within the science, social studies, and/or math blocks.

- Morning Work & Calendar
- Reading & Stations
- Reading Series/ Core Knowledge
- Lunch
- Art
- Math
- Computer Lab
- Science / Social Studies

Science

Teach content.
- Read relevant text.
- View relevant clips/images.
- Engage in class discussions.
- Execute activity/demonstration.
- Practice sample problems.
- Answer related questions.

Execute a relevant writing mini-lesson.

Announce subject-area writing task.

4 Build in "catch-up" or buffer days (e.g., Pause-Point Days) to teach writing skills and practice them with familiar topics (e.g., friends, family, art, PE) before students will need them in a future core-knowledge writing task.

5 Deliver an *I-DO* mini-lesson right before the class executes the core-knowledge writing task.

- Reading Series/ Core Knowledge
- **Writing mini-lesson**
- **Write about reading**
- Lunch
- Art

Plan for skill instruction.

How do you know *WHICH* writing lessons to teach
BEFORE EXECUTING THE WRITING TASK IN THE READING SERIES?

STEP 1
DETERMINE SKILLS

1A | Determine the mode and/ or genre of the reading-series task.

PERSUADE: TO CONVINCE

INFORM: TO TEACH

NARRATIVE: TO ENTERTAIN

1B | Identify the skills needed for that particular writing task.
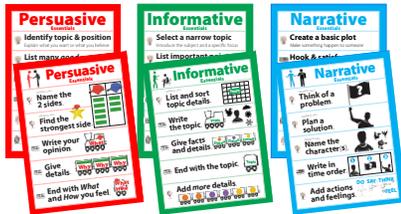
1C | Narrow down which one(s) you will teach before this writing task comes up in the reading series.

STEP 2
FIND RESOURCES

2A | Determine which Smekens mini-lessons best target the skills.

2B | Create the collateral needed to deliver the instruction.
- Access texts, topics, notes, and charts from the reading series.
- Access anchor charts, visual icons, and graphic organizers tied to this skill, genre, or mode of writing.
- Check the digital resources for *Launching the Writer's Workshop*.

STEP 3
MODEL TOPICS

3A | Consider the writing topics to utilize in the lesson and practice time.

- General-knowledge topics are ideal when first introducing a new writing skill.
- Core-knowledge topics from the reading series are a possibility, but they bring an added layer of rigor to the writing task.

3B | Finalize the topics to use in instruction and practice.
- Each mini-lesson NEEDS 2 topics/subtopics to model the *I DO* and *I DO again*.
- Each Writing Time requires at least 1 additional topic/subtopic to assign students to write about. Students should practice the new skill while expressing their own ideas on a new topic— not just copy from the mini-lesson.

K-6 | TEACH **OPINION & PERSUASIVE** WRITING SKILLS

STEP 1
DETERMINE SKILLS

STEP 2
FIND RESOURCES

DETERMINE SKILLS

★ Recognize opinionated/ debatable topics.

★ Follow the *What & Why* structure.

★ Align with the strongest side.

State an opinion, preference, or claim about a topic or text.

Provide reason(s) for the opinion.

BEGINS GRADE 4— Support reasons (e.g., facts & evidence).

BEGINS GRADE 2— Use linking words & phrases (e.g., *because, since, for example*).

BEGINS GRADE 1— Provide a concluding statement, section, or sense of closure.

BEGINS GRADE 6— Maintain a formal style.

FIND RESOURCES

EARLY PREWRITE SKILL **Name the 2 sides.**
pages 124-125

OLDER Identify topic & position
Explain what you want or what you believe
page 62

page 124

pages 83-85

EARLY PREWRITE SKILL **Find the strongest side.**
page 125

OLDER Identify topic & position
Explain what you want or what you believe
page 62

EARLY Write your opinion.
pages 124-125

OLDER Identify topic & position
Explain what you want or what you believe
pages 61, 83, 90

EARLY Give details.
pages 90, 119, 124-125

OLDER List many *good* reasons
Provide evidence for why you are right
pages 64, 83-85

EARLY Give details.
pages 65-66, 81-82, 112-115

OLDER List many *good* reasons
Provide evidence for why you are right
pages 64-73

OLDER Organize key points
Order your reasons to end with your best
pages 88-89

EARLY End with *What* and *How* you feel.
page 125

OLDER End with what you want
Tell readers what you expect them to do
page 91

OLDER Express your attitude
Reveal your perspective with feeling
pages 103-104

Align with the strongest position.

Require WHAT & WHY in primary opinion writing.

Organize persuasive writing using *What & Why*.

Integrate 3 ingredients within every claim.

Distinguish "reasons" from text-based "evidence."

Start & end persuasive pieces.

Connect ideas *within* paragraphs.

★ THESE SKILLS ARE NOT LISTED WITHIN GRADE-LEVEL WRITING STANDARDS. **4**

K-6 | TEACH **INFORMATIVE** WRITING SKILLS

STEP 1
DETERMINE SKILLS

STEP 2
FIND RESOURCES

SMEKENS
EDUCATION SOLUTIONS, INC.

★ Reveal the organizational structure for the genre.

★ List points/big ideas for a topic or text.

Develop the topic (e.g., facts, details, definitions, quotes, examples, etc.).

BEGINS GRADE 3— Organize/Group ideas and information.

BEGINS GRADE 3— Connect ideas within groupings using transitions (e.g., *also, another, and, more, but*).

Introduce the topic or text.

BEGINS GRADE 1— Provide a concluding statement, section, or sense of closure.

BEGINS GRADE 4— Use precise language & domain-specific vocabulary.

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pages 89-90, 92

pages 79-82

EARLY | PREWRITE SKILL — **List and sort topic details.**
EARLY | **Write the topic.** Topic

OLDER | **Select a narrow topic** — Introduce the subject and a specific focus
OLDER | **List important points** — State each reason, step, or facet

pages 78-80, 90

page 63

EARLY | **Give facts and details.** Detail Detail Detail
EARLY | **Add *more* details.**

OLDER | **Add specifics & support** — Develop ideas with examples, facts, & quotes
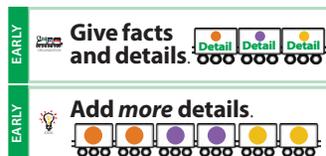
pages 65-66, 80, 84-85, 110-117

pages 64-73

EARLY | PREWRITE SKILL — **List and sort topic details.** Topic

OLDER | **Group related details** — Organize ideas to fit the text structure

pages 87-90, 92, 119, 123, 126-127

pages 76-82

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pages 87, 120

pages 88-89

EARLY | **Write the topic.** Topic

OLDER | **Select a narrow topic** — Introduce the subject and a specific focus

page 92

EARLY | **End with the topic.** Topic

OLDER | **Restate the topic/thesis** — Conclude with a final thought or a *so what?*

page 93

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pages 74-75, 86

OLDER | **Use topic-related words** — Sound like an expert; define key terms

pages 67, 69, 106-109

PRE-WRITE WITH THE ABC CHART
Prewrite in 2 steps with the *ABC Chart*.

10 PICTORIAL WRITING LESSONS
Deliver 10 pictorial writing lessons with sentence-building benefits.

GO BEYOND SIMPLE SENTENCES
Push early writers beyond 1-2 simple sentences.

OVERCOME "LISTY" WRITING
Overcome "listy" writing with idea development.

4 Steps to Paraphrasing Author Ideas
Step 1: Read the text.
Step 2: Remove the text.
Step 3: Explain the idea out loud. (Repeat Steps 1-3, if necessary.)
Paraphrase author ideas.
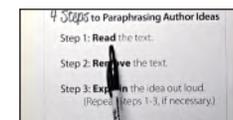
Blending Ideas with smooth Transitions
Advance from transition words to phrases to sentences.

Piece together informative introductions.

Craft informative conclusions.

★ THESE SKILLS ARE NOT LISTED WITHIN GRADE-LEVEL WRITING STANDARDS. **5**

K-6 | TEACH **NARRATIVE** WRITING SKILLS

STEP 1
DETERMINE SKILLS

STEP 2
FIND RESOURCES

✶ Reveal the narrative story structure.

| page 67 | pages 78-79 |

Establish a situation or context (e.g., what happened, the problem).

EARLY — PREWRITE SKILL **Think of a problem**.
| page 67 |

OLDER **Create a basic plot** — Make some*thing* happen to someone
| page 78 |

✶ Identify a solution.

EARLY — PREWRITE SKILL **Plan a solution**.
| page 67 |

OLDER **Hook & satisfy readers** — Start & end the story intentionally
| page 95 |

✶ BEGINS GRADE 3— Introduce the character/narrator and minimal setting.

EARLY — PREWRITE SKILL **Name the character(s)**.
| pp 63, 66-67, 74, 83, 114, 121 |

OLDER **Hook & satisfy readers** — Start & end the story intentionally
| page 94 |

BEGINS GRADE 1— Include details to develop experiences or events (e.g., dialogue, actions, reactions, thoughts, feelings).

EARLY **Add actions and feelings**. DO SAY THINK FEEL
| pages 64-66, 86, 116, 118 |

OLDER **Describe the action** — Use sensory details to develop key moments
OLDER **"Show" close-up details** — Describe main character(s) & setting(s)
| pages 99, 106-110, 125 |

BEGINS GRADE 1— Sequence events with transitions to signal order.

EARLY **Write in time order**. ① ② ③
| pages 91, 120 |

OLDER **Sequence time & events** — Connect action with transitions
| pages 78-79, 88-89 |

BEGINS GRADE 1— Provide a concluding statement, section, or sense of closure.

EARLY — PREWRITE SKILL **Plan a solution**.
| page 122 |

OLDER **Hook & satisfy readers** — Start & end the story intentionally
| page 95 |

BEGINS GRADE 4— Use precise words and sensory details.

| pages 61, 84-86, 114, 116-118 |

OLDER **Set the right mood** — Reveal character feelings & setting tone
| pages 98-99, 101 |

PLAN PROBLEMS INTO NARRATIVE STORIES — Plan problems into narrative stories.

GO BEYOND SIMPLE SENTENCES — Push early writers beyond 1-2 simple sentences.

20 WAYS TO ADD DETAILS — Teach 20 ways to develop an idea and add details to narratives.

Turn up the voice in primary writing.

4 PRINCIPLES TO ADD DIALOGUE — Follow 4 principles to add character dialogue to a story.

Include descriptive writing in every genre.
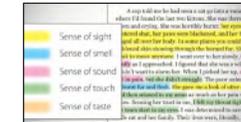
Candy-heart CONVERSATION — Punctuate dialogue with comic strips, candy hearts, & more.

STRENGTHEN STUDENT TITLES — Strengthen student titles.

✶ THESE SKILLS ARE NOT LISTED WITHIN GRADE-LEVEL WRITING STANDARDS. **6**

MODEL TOPICS | K-6 | GENERAL-KNOWLEDGE **WRITING TOPICS**

PERSUADE: TO CONVINCE

Explain your best or favorite:
- Fast food — McDonald's, Wendy's, etc.
- Holiday— Christmas, Halloween, etc.
- Equipment at recess— slide, swing, etc.
- Season— spring, summer, fall, or winter
- Pet— dog, cat, turtle, fish, hamster, etc.
- Special-area class— art, music, PE, etc.
- TV show
- Movie

Persuade (someone) to:
- (Principal) Revise the school dress code
- (Principal) Allow pets in school
- (Parent) Get a pet
- (Cafeteria Workers) Add an item to lunch menu
- (Principal) Go to recess before lunch
- (Principal) Make winter break longer (or shorter)
- (Teacher) Not give any homework
- (Principal) Shorten the school day
- (Parent) Allow a later bedtime
- (Parent) Allow you to stay home alone

Which is better (or worse):
- Live with no video games or no candy for a year
- Live on a boat or in a tree house
- Have ice cream or a candy bar
- Indoor recess or outdoor recess

INFORM: TO TEACH

How-to/Sequential
- Classroom morning routine
- How to go through the lunch line
- How to use playground or sporting equipment
- Classroom coming in from recess routine
- How to exit during fire drill
- Classroom dismissal routine
- How to make chocolate milk
- How to make a paper airplane
- How to brush your teeth
- How to take bath/shower
- How to make a bed
- How to pack a suitcase
- How to reheat pizza in microwave
- How to make PBJ
- How to post a video to social media
- How to entertain friends when they come over

Categorical
- Family
- Pets
- Special talents
- Field trips
- Fire/Tornado drill
- Lunch
- Special-area class
- Special assemblies
- Seasons
- Holidays
- Traditions
- Animals
- Habitats & environment
- Weather
- Video games
- Recess games
- Card games
- Board games
- Wearing glasses
- Having braces
- Restaurants
- Food

Compare-Contrast
- You vs. your best friend
- Teacher vs. parent
- Xbox vs. PlayStation
- Reading vs. watching a video
- Cooking at home vs. dining out
- First day vs. last day of school
- Only child vs. having siblings
- Parents vs. grandparents
- Eyeglasses vs. braces
- You vs. sibling
- Netflix vs. YouTube

Compare 2 Items:
- Fire vs. tornado drill
- 2 special-area classes
- 2 family members
- 2 types of weather
- 2 seasons
- 2 holidays
- 2 animals
- 2 recess games
- 2 restaurants
- 2 foods
- 2 pets

NARRATIVE: TO ENTERTAIN

Tell a story about a time:
- You lost something at home
- You lost something at school
- You forgot to do something
- Someone else forgot something
- You learned something new
- You got into trouble
- You got hurt at home (body or feelings)
- You got hurt at school (body or feelings)
- Someone else got hurt (body or feelings)
- Something broke at home
- Something broke at school
- You were lost
- Weather was a problem
- Something bad happened
- Something good happened
- Something scary happened

IGNITE to WRITE

WRITE ACROSS SUBJECTS

PRESENTER
RACHEL REMENSCHNEIDER
rremenschneider@smekenseducation.com

SPARK YOUR NEXT STEPS

Deepen math understanding through writing

Teach technical reading.

READING **VOICE**

Every letter, word, symbol, number, or visual that the student can see is part of the text— and must be read.

THINKING **VOICE**

Every letter, word, symbol, number, and visual means something.

words
sentences
letters

Solve for *x*.
$4x + 12 = 24$
$a + b = c$
$<ABC = 25°$

abbreviations

cm   mph
mm   @

numbers   **symbols**
punctuation

3′ x 5′   12:40 p.m.
32°   64%
$24   58¢

visuals

This letter/number/symbol means…

This makes me think…

I'm solving for…

Key information includes…

Irrelevant information includes…

I need to apply (formula)…

I need to find ___ before I can…

I'm estimating…

Read a little; do a little.
Solve the problem.

Inference Poster
RELEVANT RESOURCE

Vary math writing experiences.

INFORMATIVE WRITING		ARGUMENTATIVE WRITING	
1 Identify what you are solving for.	**2** Explain the step-by-step process you followed.	**3** Prove/Justify your answer or choice.	**4** Argue where a student made an error (i.e., error correction, detection, analysis).

INFORMATIVE WRITING

1 | Identify what you are solving for.

STRATEGY: **Find the story in the problem.**

- Identify only character(s), setting, and problem.
- Eventually identify the relevant math process or formula (i.e., *So…*).

MATH STORY PROBLEMS: **Somebody… Wanted… But… So… Then…**

Somebody	Who is the story about? Where is the story happening?
wanted	What is he doing?
BUT	What does he want to know?
So	What math concepts will help him solve this problem?
	How did you solve the problem? Explain each step and label each answer along the way.

LABEL

BACKFILL:
Write your own math story problems.

SECRET SITE RESOURCES

2 | Explain the step-by-step process you followed.

STRATEGY: **Present multi-step math thinking sequentially.**

- Show work in a logical progression across the page.
- Introduce *Read a little; do a little; write a little.*

Execute the first step in the multi-step problem. Write 1 sentence, captioning what you did in that step only.	In the next box, do the next step in the math problem. Write 1 sentence, captioning what you did in that step only.	Repeat the process throughout the solving of the entire math problem.
		In the last box, mark the answer with a label that fits what you are solving for.

ADDITIONAL SKILLS

- Reread each sentence individually to check for accurate math terms (verbs, nouns, etc.).
- Add transition words.
- Stack the sentences in order to generate a thorough step-by-step explanation of the precise math thinking executed.

BACKFILL: Explain individual math concepts in writing using the *Information Pyramid* as a frame.

1. Brainstorm related words, phrases, and examples.
2. Plug them into the categories of the *Information Pyramid*.
3. Revise to strengthen the word choice and omit repetition.
4. Utilize the 10 words to write an explanation/response.

Main-Idea Pyramid

Variable	
Concept	
Unknown	value
2 related words	
letter	represents	number
Main idea in 3 words	
solve	to	find	X
Example/details in 4 words	

Generate a summary.

A variable in math is a letter that represents a number with an unknown value. For example, it is common to have to solve to find X.
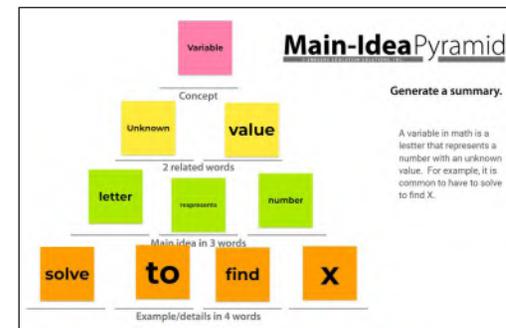
ARGUMENTATIVE WRITING

3 | Prove/Justify your answer/choice.

STRATEGY: **Record more thoughts.**

• Record at least one mathematician's thought per text detail.

READING VOICE — *I see …* / *It has…*

This is… / *This means…* — THINKING VOICE

• *I see this…* (note *Reading-Voice* detail). *It means…* (insert *Thinking-Voice* thought).

• Strengthen arguments with more thoughts and additional reasoning.

BACKFILL: **Provide a word bank of math vocabulary.**

polygon	quadrilateral
parallelogram	right angle
rectangle	acute angle
triangle	obtuse angle

STRATEGY: **Use a constructed-response formula.**

RA / C / E — M / A / A / M — C / E / R

State your **ANSWER**.

Support with **TEXT EVIDENCE**.
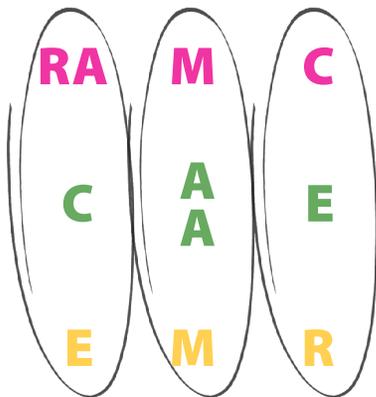
EXPLAIN your mathematician's thinking.

Which one doesn't belong?

I see only one square.

This one does NOT have any acute angles.

It has all right angles.

I see 3 that have at least 1 acute angle.

NONE of the others have ANY right angles.

I see 1 not filled in.

The others have a solid fill.

I see 1 triangle— 3 sides, 3 vertices.

The others are quadrilaterals with 4 sides & 4 vertices.
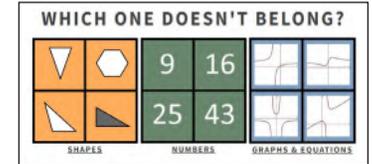
WHICH ONE DOESN'T BELONG?

SHAPES	NUMBERS	GRAPHS & EQUATIONS
▽ ⬠	9 16	
◺ ◼	25 43	

SECRET SITE RESOURCE

RELEVANT RESOURCE

Which One Doesn't Belong?

NOW IT'S YOUR TURN
Which one doesn't belong?

State your **ANSWER**.

Support with **TEXT EVIDENCE**.

EXPLAIN your mathematician's thinking.

ARGUMENTATIVE WRITING

4 | Argue where a student made an error (i.e., error correction, detection, analysis).

STRATEGY: **Provide a system for analyzing the work.**

1. Solve the problem yourself.

2. Move through the student's response compared to your own.

3. Identify where the process deviates. (Note the specific step.)

4. Determine what the student did or thought incorrectly. (Name it in mathematical terms.)

5. Compare the student's thinking/reasoning to what he should have done. (Name it in mathematical terms.)

BACKFILL: **Guide thinking with small questions.**

- *Although this student's answer is not correct, some of his thinking is correct. What parts of the thinking are correct?*
- *Which parts are incorrect?*
- *What did the student do wrong?*
- *Why do you think the student made this error?*
- *Is there an error? Correct the work— or defend it.*

SECRET SITE RESOURCE
Create group products with *Think, Ink, Pair, Square.*

ERROR ANALYSIS | A math problem is presented with a fictitious student having shown his work in solving it. In the process, he has made one or more errors.

These math questions/problems are designed to highlight common student misconceptions of grade-level principles and concepts— while simultaneously assessing a student's understanding of them.

Analyze the student's work and answer shown below. Identify the error. Then correctly solve the equation.

$$\frac{4}{6} + \frac{1}{6} = \frac{5}{12}$$

What did the student do wrong? Why do you think the student made this error?

Solve the problem correctly. Show your work.

The equation below was solved incorrectly. Study the work below. Describe the mistake in the work shown.

5x + 5 = -3(x – 1)

Step 1: 5x + 5 = -3x + 3
Step 2: 2x = -2
Step 3: x = -1

Correct Larry's work and explain his mistake. Then solve the problem correctly.

Larry's Work	Explain his mistake.	Solve the problem correctly.
$-3(2x + 5) = 7$ $-6x + 5 = 7$ $-6x = 2$ $x = -\dfrac{1}{3}$	1. What did Larry forget to do when distributing the -3? 2. Draw a diagram to help Larry see what he did wrong.	

Target teamwork & communication in collaborative writing projects

SPARK YOUR NEXT STEPS

Analyze four classroom scenarios.

Identify characteristics of effective collaborative writing.

SCENARIO 1 GRADE 11

Writing Purpose— Literary analysis

Writing Topic— A common theme in 2 short stories previously read in class

Product Components— 4 paragraphs

Time Frame— Two class periods

Writing Process & Group Interaction—
- Tasks divided immediately.
- Each student worked independently on his assigned task.
- Minimal discussion or collaboration as a group.
- Two students revised a teammate's weaker section without his input.

Final Product—
- Group met product requirements.
- Two students understood and felt satisfied.
- Third student was disengaged and unaware of the final content.
- Mostly a friendly dynamic, but lacked true teamwork or shared decision-making.

SCENARIO 2 GRADE 5

Writing Purpose— Informative writing

Writing Topic— A specific Native American tribe (chosen from previously-read texts)

Product Components— 3 paragraphs

Time Frame— Two class periods

Writing Process & Group Interaction—
- One student shared lots of ideas orally but didn't help organize or shape the writing.
- One student wandered, chatted, and was off-task until helping near the very end.
- One student took charge and did most of the actual writing.

Final Product—
- Group completed on time.
- Mostly written by one student who felt both frustrated and relieved.
- The other two contributed little and didn't gain content knowledge.
- Minimal collaboration; group lacked a plan.

SCENARIO 3 GRADE 9

Writing Purpose— Argumentative writing

Writing Topic— The impact of social media on kids

Product Components— 5 paragraphs (a claim, 3 evidence-based body paragraphs, a conclusion)

Time Frame— Four class periods

Writing Process & Group Interaction—
- Teacher provided instruction on collaboration skills.
- Group chose topic together and built an outline.
- Each student drafted an individual paragraph.
- Came together for feedback and revisions.
- Resolved disagreement through group decision-making.

Final Product—
- All students contributed and could explain the content.
- Writing had imperfections but reflected team effort.

SCENARIO 4 GRADE 7

Writing Purpose— Informative writing

Writing Topic— Renewable energy sources

Product Components— 4 paragraphs, incorporating facts from each energy source

Time Frame— Two class periods

Writing Process & Group Interaction—
- Each student received a unique text.
- Three students began reading and note-taking immediately; one was struggling.
- Group supported him by using a collaboration strategy they had learned.
- Team worked together to organize and write individual paragraphs.

Final Product—
- The product was turned in on time.
- Details from each student's text were included.
- The writing was overall weak.
- The group applied listening skills, strategies to support one another, and worked *very hard* to share the responsibility.

Understand the goals of producing writing as a group.

The #1 priority is teaching communication & collaboration skills.

PROCESS
This is how something is done. It's the steps, thinking, and effort that go into creating something.

+

PRODUCT
This is the outcome, final result, or finished presentation that comes from the process.

=

PROJECT
This is the whole experience— it includes both the process and the product.
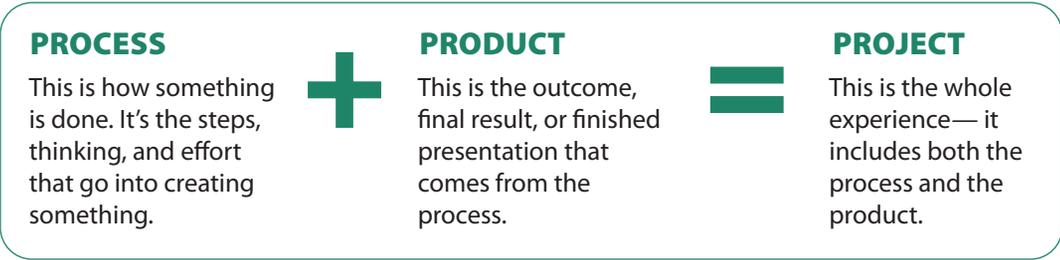
STANDARDS EXPECTATIONS
Interact and collaborate with others to generate and produce writing.

	TRADITIONAL GROUP WRITING PROJECT	COLLABORATIVE WRITING PROJECT
WORK STRUCTURE & MEMBER ROLES	• Divides tasks so each member handles a specific piece independently. • Results in minimal group communication, with members working mostly in isolation. • Results in uneven participation.	• Delegates some short-term aspects, but prioritizes consistent interaction. • Results in frequent team discussions and consensus-building discussions. • Results in everyone making more equal contributions.
WORKLOAD & DISTRIBUTION	• Fosters uneven contribution, as group roles may not be balanced. • Involves time both during and beyond the school day.	• Relies on each member's contributions to move forward. • Typically relies all tasks to be completed during class.
TEACHER'S ROLE & UNIT PLANNING	• Aims to involve all members, though tasks often align better with independent work styles. • Embeds checkpoints or mini-deadlines to track the group's progress on completing the product.	• Designs collaborative tasks that ensure consistent contribution from all members. • Embeds checkpoints focused on monitoring the quality of collaboration— not just product progress.
PROJECT FOCUS & LEARNING TARGETS	• Emphasizes the final product as the primary goal. • Often results in only a few students who fully understand the content, since they completed most of the work. • Evaluates the quality of individual and group contributions in the final product (i.e., self- and peer-assessments).	• Emphasizes collaboration and communication as the priority. (Content quality *is* assessed— but it's secondary.) • Results in all group members understanding the content better. • Evaluates the quality of individual and group collaboration and communication skills demonstrated during the process (i.e., self- and peer-assessments).

Establish collaboration ground rules.

Develop students' skills as effective group members.

Collaboration is not a passive condition; it's an active skill that must be taught and practiced intentionally.

1 Everyone must participate.
All group members are expected to contribute meaningfully to the task; participation is not optional.

2 Listen with an open mind.
Collaboration requires active listening, not just waiting to speak; value others' ideas even if they differ from your own.

3 Ask questions and offer suggestions.
Instead of just accepting or rejecting input, group members seek to understand and improve ideas through thoughtful questions and suggestions.

4 Work toward shared decisions.
Group decisions should be made together, with input from all members and a willingness to compromise.

5 Focus on group goals, not individual credit.
Success is measured by the team's outcome, not personal contributions; shared responsibility is key.

6 Communicate clearly and often.
Keep each other informed about your progress, needs, and ideas so the group can stay aligned.

7 Support each other without taking over.
Offer help when needed, but don't dominate; empower teammates to do their share.

8 Address problems, not people.
When challenges arise, focus on solving the issue together rather than assigning blame.

9 Be flexible and willing to adjust.
Be ready to adapt your ideas, plans, or roles when needed to benefit the group.

10 Reflect on how the group works together.
Take time to talk about your teamwork—what's working and what could improve—so future collaboration gets stronger.

11 Stay committed, even when it's difficult.
Frustration is normal, but giving up or checking out hurts the whole team; stay engaged and respectful.

12 Own the final product together.
Everyone should understand, contribute to, and feel ownership of the final result—even if parts aren't perfect.

Plan key components within a collaborative project.

Alternate between whole-group collaboration and individual contributions within the *SAME* project.

WRITING TOPIC OR SUBJECT MATTER

What are they writing about?

PRODUCT COMPONENTS

What do they have to turn in?

What technology will be used?

RESOURCE ACCESSIBILITY

How will they all access the group's collective work?

TIME FRAME

How long do they have to complete the project?

How much time is in class versus out of class?

COLLABORATION EXPECTATIONS

What facets of the task require collaboration?

What are the discussion/decision-making facets that the group will have to talk through?

INDIVIDUAL TASKS & COMPONENTS

What facets of the task require individual focus that will then contribute to the group product?

How will you differentiate those individual tasks, if necessary?

SKILL INSTRUCTION

What collaboration and communication skills will you teach BEFORE assigning this project?

When will you teach those collaboration and communication skills?

REFLECTION & PEER ASSESSMENT

How will you assess the collaboration/process?

How will you assess the writing/product?

Determine note-worthy text details

PRESENTER

COURTNEY GORDON
cgordon@smekenseducation.com

SPARK YOUR NEXT STEPS

Teach reader thinking before annotation.

Make the reading process concrete and visible.

RELEVANT RESOURCE

Comprehension Voice Signs

SECRET SITE RESOURCES

Introduce *Reading Voice* and *Thinking Voice*.

READING VOICE AND THINKING VOICE

Everyone reads.

Historians read.

Mathematicians read.

"Doers" read.

Stop and say something.

Recognize the whispers of the *Thinking Voice*.

word details

READING VOICE

THINKING VOICE

visual details
- subject, event, activity
- setting, mood, background
- people, clothing, expressions
- font, color, size, space, layout
- text features

audio details
- music, vocals, instruments
- volume, silence, inflection, pacing
- sound effects

- *I'm thinking…*
- *It reminds me of…*
- *This makes me think…*
- *I'm predicting…*
- *This means…*
- *I'm questioning…*
- *I'm visualizing…*
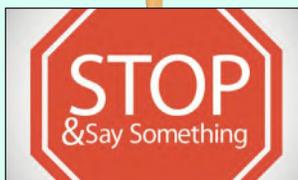
Read with a purpose.

- Increase reader engagement.
- Support during-reading comprehension.
- Improve after-reading written responses.

Read with pen in hand.

- Recognize the limitations of reader tools.
- Harness the power of reader tools.

Scaffold annotation skills all year.

IF...   # THEN...

IF THE *THINKING VOICE*...   **THEN THE READER...**

Teach students *what* to think about.	• Comes across an unfamiliar word or phrase (e.g., vocabulary)…	• Marks the word/phrase and notes what he thinks it means.
	• Comes across an important detail or specific fact…	• Marks the detail/fact and notes why it's important.
	• Makes a text-to-self connection…	• Marks the words in the text and notes the connection.
	• Asks a follow-up question about the content or what's being said in this part…	• Marks the words in the text that caused the wondering and notes the question.
	• Seems confused about what's being said in this part…	• Marks the words in the text that caused the confusion and notes the question.
	• Thinks ahead and makes a prediction or future impact…	• Marks the words in the text that caused the wondering and notes the prediction.
	• Creates a visualization…	• Marks the words in the text and sketches it or notes what he is imagining.
Teach students how to make connections *throughout* the text.	• Connects a detail from one section to a detail from another section…	• Draws arrows and labels how they are connected.
	• Connects a detail as a part of a bigger sequence…	• Numbers the related details and notes what they represent.
	• Figures something out or realizes something big by the end of the text…	• Jots the realization at the bottom of the text.

SECRET SITE RESOURCE

Go beyond highlighting— expect *why*-lighting.

Provide strategies to put reader thinking adjacent to author ideas.

NOTE-TAKING

Take information out of the text.

Take notes on loose paper or a universal graphic organizer.

SAYS	MEANS	QUOTES	NOTES

🖱 **SECRET SITE RESOURCES**

Apply grocery-list note-taking style.

• Make a grocery list of facts, key words, and phrases.

• Write efficiently— using text-message spelling and abbreviations.

• Quote a key phrase and add the ¶ number to find it quickly when it's time to write the response.

ANNOTATING

Note information within the text.

Compare "footprints" to annotation.

Track thoughts within the margins.
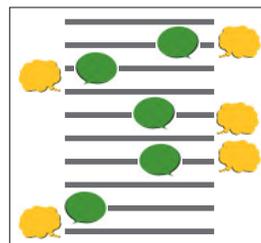
Move from highlighting to *why-lighting*.

Highlight what the text SAYS. Add a thought. WHY is it important?

Whylight

📖 **RELEVANT RESOURCE**

Tracks in the Snow
Wong Herbert Yee

ANNOTATING TEXTS
Readers *track their thinking*
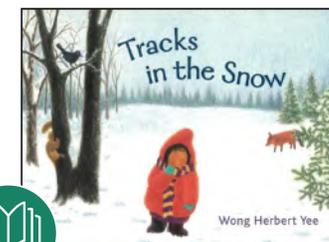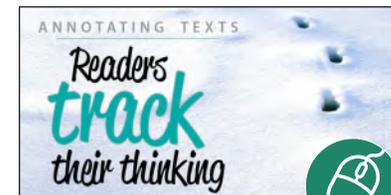
🖱 **SECRET SITE RESOURCE**

Introduce the purpose of annotation.

TROUBLESHOOTING

1. Students highlight entire sentences.

2. Students aren't allowed to write in the books.

3. Students rarely read from paper-based texts.

Teach readers to make connections *across* multiple texts.

After reading the first/main source, note only new & different information learned from Sources 2-4.

Main/
Anchor text
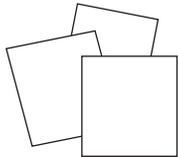
IF...

IF THE *THINKING VOICE*...

- Comes across a new idea, reason, or facet of the topic…

- Comes across an additional small detail or fact learned about a big idea stated in a previous text…

- Comes across contradictory information…

THEN...

THEN THE READER...

- Marks it with an asterisk (*****) or exclamation mark (**!**) and labels the subtopic it fits.

- Marks it with plus sign (**+**) and adds a 2-3 word label for the subtopic it fits.

- Marks it with a double-sided arrow (**←→**) and summarizes the position in 2-5 words.

Code the 2ⁿᵈ, 3ʳᵈ, 4ᵗʰ texts for *how* the information is **different**.

Read & **recognize repeated** information.

* Code **NEW** information.

+ Code **MORE** information.

←→ Code **CONTRADICTORY** information.

Source 2 | Source 3 | Source 4

SECRET SITE RESOURCES

View a whole-class mini-lesson executed in fourth grade on coding across multiple texts.

Mark new and contradictory information.

Maximize on-screen reading time.

Encourage note-taking over annotating when preparing to generate a reading response.

- Maintain source-specific notes.

- Include thoughts from the *Thinking Voice* within parentheses.

- Note only the new and different information from Sources 2-4.

- Wean off organizers and transition to blank paper.

SOURCE 1
SAYS : (MEANS)

SOURCE 2
SAYS : (MEANS)

SOURCE 3
SAYS : (MEANS)

S1   SYNTHESES
S2
S3
S4

Blend text evidence & explanations

SPARK YOUR NEXT STEPS

Build on the basic formula of short constructed responses.

WHAT I THINK — Repeat key words from the prompt and provide the general answer.

> **INSIDE THE HEAD**
> **INFERENCE/ANSWER**

WHY I THINK IT — Support your answer with textual evidence.

> **OUTSIDE THE HEAD**
> **EVIDENCE**

Support your answer with more text evidence.

> **OUTSIDE THE HEAD**
> **EVIDENCE**

HOW I KNOW — Explain how the evidence fits the answer or inference.

> **INSIDE THE HEAD**
> **EXPLANATION**

Make the supporting details more robust.

READING VOICE

Make the evidence sentences clearer and stronger.

- Verify text evidence is found *in* the text.
- Transition to evidence.
- Paraphrase— but don't generalize.
- Embed the evidence within your own sentences.
- Cite the original source.
- Lead into a quote by identifying the scene it comes from.

THINKING VOICE

Unpack your point with elaboration.

- Double the elaboration-to-evidence ratio.
- Interpret, analyze, react, and reflect on the text evidence.
- Start each new thought as its own sentence, initially.
- Combine evidence and elaboration within more complex sentences.
- Connect the dots for the reader with multi-layered thoughts.

The *Reading Voice* identifies relevant text details.

The *Thinking Voice* comments on each text detail.

Text Detail

Text Detail

This reminds me of…

This means…

The *Thinking Voice* puts the thoughts together to infer an idea—
THE ANSWER.
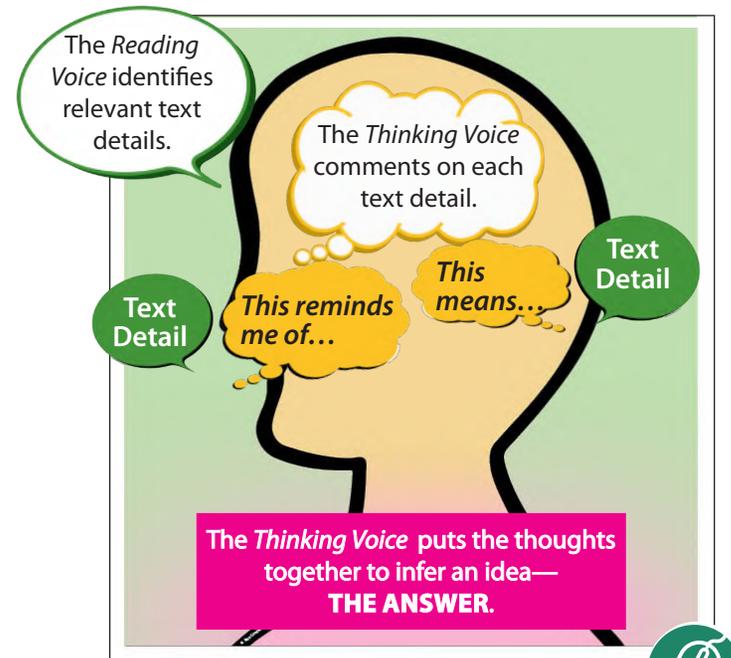
SECRET SITE RESOURCE
Inference Silhouette Head

RELEVANT RESOURCE
Comprehension Voice Signs

EVIDENCE

Make the evidence sentences clearer and stronger.

SECRET SITE RESOURCE

Paraphrase author ideas.

Go to Paraphrasing Author Ideas
Step 1: **Read** the text.
Step 2: **Remove** the text.
Step 3: **Explain** the idea out loud.
(Repeat steps 1-3, if necessary.)

SKILL #1
Verify text evidence is found *in* the text.

• Found as literal, physical, and visible details in the text.
• Includes exact words from the text—dialogue, descriptions, word choice, etc.
• Includes anything observable in visuals and videos—setting, posture, facial expressions, etc.
• Includes sound, music, tone of voice, or silence in audio and video texts.
• Provable— everyone would agree on these details.
• Answers the question: "What does the text say or show?"
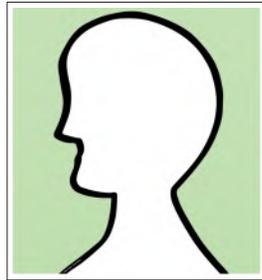
SKILL #2
Transition to evidence.

• *According to the passage…*
• *The author also…*

• *The text states…*
• *The text also states…*

• *One example in the text…*
• *A second detail in the text…*

SKILL #3
Paraphrase— but don't generalize.

PARAPHRASE
1. **Read** it.
2. **Remove** it.
3. **Say** it.
4. **Write** it.
5. **Return**.

ORIGINAL SENTENCES: "Young man," she began, as he climbed into the cab of his van, laying his toolbox on the passenger seat beside him, "while you were working today, you didn't by any chance see any sign of Armand, did you? Armand is my parakeet."

TOO GENERAL: As Eddie got into his vehicle, Mrs. Vanbrugh asked if he'd seen her missing pet bird.

STRONG PARAPHRASE: As Eddie **climbed** into **his van** and placed his **toolbox on the passenger seat**, Mrs. Vanbrugh asked if he'd seen her **parakeet, Armand**, **while** he was **working.**

SKILL #4
Embed the evidence within your own sentences.

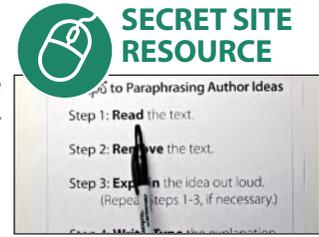ORIGINAL SENTENCES: "Blast!" said Eddie angrily. "I've done it again! I've left the cigarettes under the blasted carpet!"

EMBED QUOTES: Eddie confesses he had previously **"left the cigarettes under the… carpet."**

SKILL #5
Cite the original source.

PROVIDE A CITATION: **In paragraph 4**, Eddie confesses he had previously "left the cigarettes under the… carpet."

SKILL #6
Lead into a quote by identifying the scene it comes from.

ORIGINAL SENTENCES: He had done this once before, and taking up and refitting the carpet had taken him two hours. Eddie was determined that he was not going to spend another two hours in this house. He decided to get rid of the lump another way.

LEAD INTO EMBEDDED QUOTES & PROVIDE A CITATION: **After remembering it took two hours to refit the carpet last time**, paragraph 5 states that Eddie "decided to get rid of the lump another way."

ELABORATION

Unpack your point with elaboration.

SKILL #1 Increase the number of sentences that reveal reader thinking.

50%
READER THINKING

| INSIDE THE HEAD ANSWER/INFERENCE |
| OUTSIDE THE HEAD EVIDENCE |
| OUTSIDE THE HEAD EVIDENCE |
| INSIDE THE HEAD EXPLANATION |

65%
READER THINKING

| INSIDE THE HEAD ANSWER/INFERENCE |
| OUTSIDE THE HEAD EVIDENCE |
| INSIDE THE HEAD ELABORATION |
| OUTSIDE THE HEAD EVIDENCE |
| INSIDE THE HEAD ELABORATION |
| INSIDE THE HEAD EXPLANATION |

75%
READER THINKING

| INSIDE THE HEAD ANSWER/INFERENCE |
| OUTSIDE THE HEAD EVIDENCE |
| INSIDE THE HEAD ELABORATION |
| INSIDE THE HEAD ELABORATION |
| OUTSIDE THE HEAD EVIDENCE |
| INSIDE THE HEAD ELABORATION |
| INSIDE THE HEAD ELABORATION |
| INSIDE THE HEAD EXPLANATION |

80%
READER THINKING

| INSIDE THE HEAD ANSWER/INFERENCE |
| OUTSIDE THE HEAD EVIDENCE |
| INSIDE THE HEAD ELABORATION |
| INSIDE THE HEAD ELABORATION |
| INSIDE THE HEAD ELABORATION |
| OUTSIDE THE HEAD EVIDENCE |
| INSIDE THE HEAD ELABORATION |
| INSIDE THE HEAD ELABORATION |
| INSIDE THE HEAD ELABORATION |
| INSIDE THE HEAD EXPLANATION |

SKILL #2 Comment on a text detail with an opinion, explanation, reaction, or reflection.

INTERPRETATION
What does this mean?
What does this show?

IMPLICATION
What does this suggest?

IMPORTANCE
Why is this important?
Why does this matter?

RESULT
What is the result?
What will happen?

IMPACT
What's the effect?
Why would the author do this?

SKILL #3 Start each new thought with its own sentence.

CONNECT THE DOTS
Explain your thinking process in slow motion.

Ask additional questions about the relevant evidence.

THE INFERENCE
THE ANSWER

SECRET SITE RESOURCE
Connect the Dots sentence starters

SKILL #4 Connect the dots for your reader with multi-layered thoughts.

This means…
This implies…
This is especially important because…

This elicits…
This is known as…
This contributes to the author's meaning that…

SKILL #5 Polish sentences to create stronger, more complex sentences.

- Combine two pieces of related evidence into a single sentence.
- Combine evidence and elaboration into a single sentence.
- Remove or revise sentence beginnings to create variety.

Connect the dots for your reader.

What does this mean?

This means…
This shows that…
Some call this…
This can be interpeted as…
Translated this means…
In other words…
This is referred to as…
To put it (more) simply…
This is known as…

What does this suggest?

This conveys…
…gives the impression…
This communicates…
This implies…
The sentiment behind this…
This elicits…

Why is this important?
Why does this matter?

This is important because…
This matters because…
This represents…
This signifies…
Consequently…
It's evident that…
It's clear…
This is powerful because…
It's important to note that…
This is especially important because…
In the larger context, this is important…

Ask additional questions about the relevant evidence.

What does this mean?
What does this show?

What does this suggest?

Why is this important?
Why does this matter?

What is the result?
What will happen?

THE INFERENCE
THE ANSWER

What is the result?
What will happen?

This causes…
The result…
The effect of…
The impact of this is …
It is known…
It is assumed that…
It is possible…
It follows that…
It is evident that…
Therefore …
Accordingly…
Consequently…
As a result…
___ leads to…
In doing this…
For this reason…

Why would the author do this? What's the effect?

The intention…
The purpose of…
The author intended…
The author attempted…
To achieve this effect…
___ is included in order to…
This contributes to the author's meaning…
With this in mind…

SECRET SITE RESOURCE
Connect the Dots sentence starters

The Carpet Fitter, a common urban legend

¶1 Eddie was a carpet fitter, and he hated it. For ten years he had spent his days sitting, squatting, kneeling, or crawling on floors, in houses, offices, shops, factories, and restaurants. Ten years of his life, cutting and fitting carpets for other people to walk on, without even seeing them. When his work was done, no one ever appreciated it. No one ever said, "Oh, that's a beautiful job, the carpet fits so neatly." They just walked all over it. Eddie was sick of it.

¶2 He was especially sick of it on this hot, humid day in August, as he worked to put the finishing touches to today's job. He was just cutting and fixing the last edge on a huge red carpet which he had fitted in the living room of Mrs. Vanbrugh's house. Rich Mrs. Vanbrugh, who changed her carpets every year and always bought the best. Rich Mrs. Vanbrugh, who had never even given him a cup of tea all day and who made him go outside when he wanted to smoke. Ah well, it was four o'clock, and he had nearly finished. At least he would be able to get home early today. He began to day dream about the weekend, about the Saturday football game he always played for the local team, where he was known as "Ed the Head" for his skill in heading goals from corner kicks. Eddie sat back and sighed. The job was done, and it was time for a last cigarette. He began tapping the pockets of his overalls, looking for the new packet of Marlboro he had bought that morning. They were not there.

¶3 It was as he swung around to look in his toolbox for the cigarettes that Eddie saw the lump. Right in the middle of the brand new bright red carpet, there was a lump. A very visible lump. A lump the size of— the size of a packet of cigarettes.

¶4 "Blast!" said Eddie angrily. "I've done it again! I've left the cigarettes under the blasted carpet!"

¶5 He had done this once before, and taking up and refitting the carpet had taken him two hours. Eddie was determined that he was not going to spend another two hours in this house. He decided to get rid of the lump another way. It would mean wasting a good packet of cigarettes, nearly full, but anything was better than taking up the whole carpet and fitting it again. He turned to his toolbox for a large hammer.

¶6 Holding the hammer, Eddie approached the lump in the carpet. He didn't want to damage the carpet itself, so he took a block of wood and placed it on top of the lump. Then he began to beat the block of wood as hard as he could. He kept beating, hoping Mrs. Vanbrugh wouldn't hear the noise and come to see what he was doing. It would be difficult to explain why he was hammering the middle of her beautiful new carpet.

¶7 After three or four minutes, the lump was beginning to flatten out. Eddie imagined the cigarette box breaking up, and the crushed cigarettes spreading out under the carpet. Soon, he judged that the lump was almost invisible. Clearing up his tools, he began to move the furniture back into the living room, and he was careful to place one of the coffee tables over the place where the lump had been, just to make sure that no one would see the spot where his cigarettes had been lost. Finally, the job was finished, and he called Mrs. Vanbrugh from the dining room to inspect his work.

¶8 "Yes, dear, very nice," said the lady, peering around the room briefly. "You'll be sending me a bill, then?"

¶9 "Yes madam, as soon as I report to the office tomorrow that the job is done." Eddie picked up his tools and began to walk out to the van. Mrs. Vanbrugh accompanied him. She seemed a little worried about something.

¶10 "Young man," she began, as he climbed into the cab of his van, laying his toolbox on the passenger seat beside him, "while you were working today, you didn't by any chance see any sign of Armand, did you? Armand is my parakeet. A beautiful bird, just beautiful, such colors in his feathers… I let him out of his cage, you see, this morning, and he's disappeared. He likes to walk around the house, and he's so good, he usually just comes back to his cage after an hour or so and gets right in. Only today he didn't come back. He's never done such a thing before, it's most peculiar…"

¶11 "No, madam, I haven't seen him anywhere," said Eddie, as he reached to start the van.

¶12 And saw his packet of Marlboro cigarettes on the dashboard, where he had left it at lunchtime…

¶13 And remembered the lump in the carpet…

¶14 And realized what the lump was…

¶15 And remembered the hammering…

¶16 And began to feel rather sick…

PROMPT #1 | Explain how Eddie's behavior in paragraphs 3-7 affects the ending. Support your answer with evidence from the story.

PROMPT #2 | In paragraph 6, why does the author include the detail of Eddie using a block of wood? Support your answer with evidence from the text.

Waste cigarettes, but better than taking up carpet

Get rid of lump

Got hammer

Didn't want to damage carpet

Block of wood

Didn't want to redo

Didn't want to get caught

Not going to spend another two hours

Desperate to be done

Beat as hard as could

Didn't care about doing a good job

Violent and gross

Two hours to take up and refit carpet

Lump flattening

Did this before

Not very good at his job

Plan is working

Size of cigarettes

Sneaky behavior

Lump almost invisible

Careless

Selfish

Covers with furniture

Lump in carpet

Poor work ethic

Eddie's behavior is selfish & careless, and now a parakeet is dead.

Didn't want to damage carpet

If he messed up the carpeting, he'd have to redo it

Carpet under the wood

Took block of wood

Lump under the carpet

Placed wood on top of lump

Looked at it closely

Hammer never touched carpet

Approached lump

Didn't just start hitting the lump

Took his time

Large hammer

Tools to hit lump

Wood probably had dents in it

Beat the block of wood

Toolbox

Wood block kept the hammer from marking up the carpet.

SECRET SITE RESOURCES
All "Carpet Fitter" resources

Blend text evidence & explanation

WRITE ACROSS SUBJECTS

PROMPT RESPONSE #1

PROMPT RESPONSE #2 — NOW IT'S YOUR TURN

PROMPT RESPONSE #1		PROMPT RESPONSE #2
Eddie's careless and selfish work ethic likely killed Mrs. Vanbrugh's parakeet.	**INFERENCE ANSWER**	The author shows Eddie using a block of wood in order to protect the carpet while he "fixes" the lump.
In paragraph 4, Eddie confesses he had previously "left the cigarettes under the… carpet."	**EVIDENCE**	
In other words, it was possible that the lump was his cigarettes because he had made this mistake before.	ELABORATION	
It's evident that Eddie isn't extremely careful with his work.	ELABORATION	
After remembering it took two hours to refit the carpet last time, paragraph 5 states that Eddie "decided to get rid of the lump another way."	**EVIDENCE**	
This suggests that he was looking for a quick fix to make the lump go away.	ELABORATION	
It is evident that Eddie wanted to start his weekend as soon as possible.	ELABORATION	
In doing this, he was selfishly putting his own plans over doing a good job.	ELABORATION	
At the end of the story, Eddie finds his cigarettes on the dashboard and feels sick knowing that his rash decision cost Armand his life.	**EXPLANATION**	Consequently, including the detail about the block of wood is key for Eddie to solve his problem without creating a new one.

Demonstrate comprehension via succinct summary writing

RACHEL REMENSCHNEIDER
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🟢 SPARK YOUR NEXT STEPS

Scaffold summary-writing strategies.

ORIGINAL

PARAPHRASE

SUMMARIZE

- Recognize that summarizing precedes synthesizing.
- Understand the research.
- Define the 2 components of an accurate, objective summary.
- Compare summarizing to ESPN *SportsCenter*.
- Scaffold students' summary-writing skills.

| TEXT TYPE		SUMMARY TECHNIQUE	TEXT LENGTH	IDEAS	ORGANIZATION
NONFICTION TEXT	1	Title-Wave Summary	Any length	Text identifies the most important information in subheads.	Text provides the order to reveal the subheads in the summary.
	2	PART 1 Label the Subhead	Excerpt	PART 1: Student determines subhead to label specific details.	NA
	3	PART 2 Stretch & Stack Labels	Short, then long	NA	PART 2: Text provides the order to reveal the section labels in the summary.
	4	Key-Word Summary	Short text/excerpt	Teacher identifies 2-3 key words from the text that represent its big ideas.	Student connects key words to explain their relationship to one another.
	5	5-Step Paraphrase	Short text/excerpt	Student restates the information in his own words and sentence structure.	Text provides the order to reveal the details in the paraphrase.
	6	Framed Summary	Short, then long	Teacher *may* determine the key information. Student provides specific details.	Teacher provides a frame that matches the structure of the original text.
	7	Information Pyramid	Short, then long	Teacher determines the type of information. Student provides specific details.	Teacher provides a *Pyramid* that matches the structure of the original text.
LITERATURE	8	Story Pyramid	Short, then long	Student provides specific details about the essential story elements.	Teacher provides a *Pyramid* that matches the structure of the original text.
	9	Chapter Titles	Long text	Student generates a single-sentence summary per chapter.	Text provides the order to reveal the chapter statements.
PERSUASIVE TEXT	10	Trace an Argument	Short, then long	Student paraphrases the claim stated within the first paragraph(s).	Text provides the order to reveal the reasons the author gives.

#1 Title-Wave Summary

Use text features as clues to the important information in nonfiction text.

BEFORE READING THE TEXT Students list all the subheadings in the order they appear—creating a wave of titles.

AFTER READING THE TEXT Students write a summary of the entire text using each subhead in the order it was presented.
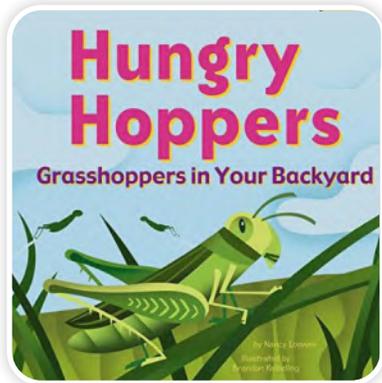
Hungry Hoppers:
Grasshoppers in Your Backyard

Big Jumpers

Sensing Danger

What Do Grasshoppers Eat?

Tricky Wings

Grasshoppers **jump big** distances due to their strong back legs. They use their eyes and antennae to **sense danger** in front or behind them.
Grasshoppers eat any kind of plant including crops growing in a farmer's field. The grasshopper has two sets of **wings to trick** their enemies with a bright flash of color that seems to disappear when the wings are folded.
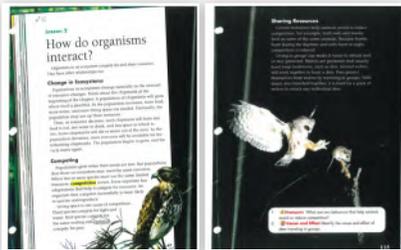
How do organisms interact?

Change in Ecosystems

Competing

Sharing Resources

Helping Each Other

Living Side by Side

Causing Harm

Organisms interact when they live in the same ecosystems. **Ecosystems change** as populations increase and resources dwindle. **Competition** between predators is caused by organisms that **share resources**. Some organisms **help** each other because they **live side by side**. Other organisms, called parasites, **cause harm** to the organisms they attach themselves to.

#2 Label the Subhead (PART 1)

Retell a section or excerpt of informational text.

UTILIZE SUBHEADS

1. "Remove" subheads.

Zebra Sharks
Zebra sharks live in the Indian and Pacific oceans. You can find them in warm, coastal waters.

Hunting and Eating
Zebra sharks hunt mainly at night. Their favorite food is fish. They like crabs and snails too.

Baby Zebra Sharks
Zebra sharks lay eggs. They lay about four eggs at a time.

Helping Each Other
Two different organisms can live closely together for most or all of their lives. This relationship may be helpful to both organisms, or it may help one organism but not the other. These special relationships exist between animals, plants, fungi, protists, and bacteria.

Living Side by Side

2. Guess the subheads.

Zebra sharks live in the Indian and Pacific oceans. You can find them in warm, coastal waters.

Zebra sharks hunt mainly at night. Their favorite food is fish. They like crabs and snails too.

Zebra sharks lay eggs. They lay about four eggs at a time.

3. Check for accuracy.

CONFIRM

ADJUST

CREATE SUBHEADS

STEP 1 | **LIST** text details for *that* section.

- Highlight or list facts and details learned from *that* section.
- No sentences— just words and phrases.

is   has
does   can

who   what
why   where
how   when

**RELEVANT RESOURCE**
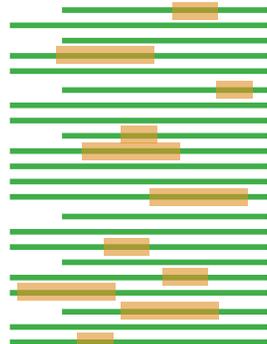
READING VOICE
AND
THINKING VOICE

SECRET SITE RESOURCES

- Introduce *Reading Voice* and *Thinking Voice*.
- *Dissected Web* graphic organizers

STEP 2 | **LABEL** the section of details.

- Review the list of details and consider what type of information was learned about the topic. *What do the small details have in common?*
- Add a 1-3 word label in the bubble above the oval, or if annotating, add a 1-3 word label in the margin of each section or paragraph block.

TEXT TITLE

1-3 word label

1-3 word label

1-3 word label

1-3 word label

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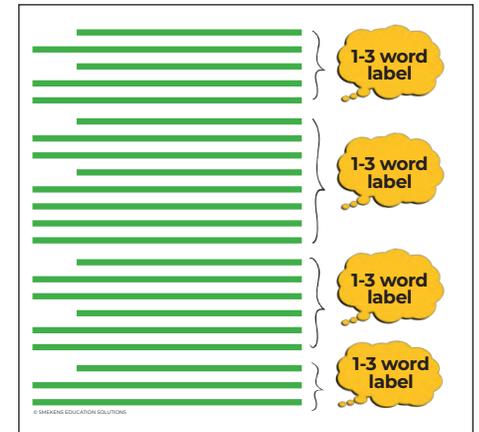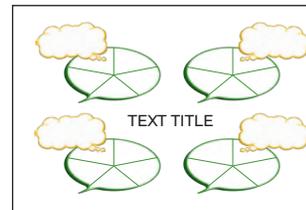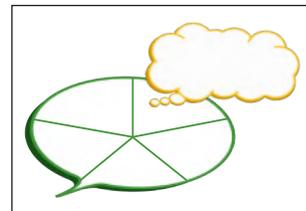
#3 Stretch & Stack Labels (PART 2)

Provide an accurate, objective summary of the informational text.

GRADES 3-12

STEP 3 | **STRETCH** each section label into a single sentence.

STEP 4 | **STACK** the individual sentences in the order of the original text.

How Animals "Talk"

Communicate	Animals talk or communicate with each other in different ways.
Sounds	They make sounds with their bodies or throats.
Marking territory	Some mark their territories as a way to communicate their space to other animals.
Do with bodies	They can signal to others in their species by moving their body parts.
Scent, Smell	Some use scents to attract and others to warn.

STEP 5 | Revise to improve the overall structure and fluency.

- Edit for repetitious words (e.g., the topic).
- Revise for stronger, more complex sentence structure.
- Include the text's title in the first sentence to serve as a topic sentence for the entire summary.

The article "Animals Talk" explores how animals communicate. Some use different body parts to make sounds or send signals. Animals also communicate by marking territories or producing scents in order to warn others or attract prey.

SECRET SITE RESOURCES
- *Stack & Stretch* graphic organizer
- Writing template to retell informational text

GRADES K-2

STEP 3 | **STACK** the individual labels in the order of the original text.

Retell the *whole* text using the section labels

STEP 4 | **STRETCH** the individual labels into sentences.

#4 Key-Word Summary

Integrate relevant vocabulary when summarizing short excerpts of text.

Students explain a main idea using 2-4 important words the teacher determined.

Polar bears are **carnivores** and they **camouflage** themselves so they can eat other animals.

Generate longer explanations that reveal understanding of inter-related ideas.

Explain the difference between a cylinder and a cone.

Use these words	Do NOT use these words
face	side
vertex/vertices	point
edge	corner
figure	

A cylinder and a cone are different, because the cone has a vertex and the cylinder does not. Also, a cone rolls in a circle and a cylinder rolls straight. Another a cone has one face and the cylinder has two faces. One more difference is a cone has one curve the edge and a cylinder has two curved edges.

#5 5-Step Paraphrase

Retell an author's idea in your own words.

- Connect to play-by-play commentators.

- Define paraphrasing vs. plagiarizing.

- Identify 2 secrets and 5 steps.

SECRET SITE RESOURCE
Paraphrase author ideas.

4 Steps to Paraphrasing Author Ideas

Step 1: **Read** the text.

Step 2: **Remove** the text.

Step 3: **Explain** the idea out loud.
(Repeat steps 1-3, if necessary.)

PARAPHRASE

1. **Read** it
2. **Remove** it
3. **Say** it
4. **Write** it
5. **Return**

Walk with a WOLF
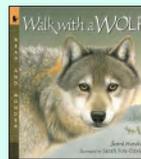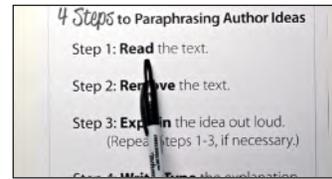
ORIGINAL EXCERPT

If there is plenty of food around, all pack members will feed at once. But if meat is scarce, the strongest wolves will eat first— and the youngest, the cubs, last.

PARAPHRASE

When there is enough food, all wolves eat at the same time. However, if it's limited, then the strongest wolves take advantage and feed first.

#6 Framed Summary

Expect longer, more comprehensive summaries of nonfiction text— while providing skeletal organization.

UNIVERSAL FRAMES — Choose the frame to fit the text's structure.

HISTORICAL FIGURE

(Somebody)…
…wanted…
…but…
…so…
…then…

FDR wanted to restore U.S. prosperity during his presidency, **but** the long years of the Depression had suppressed the economy and citizens' morale to the point that current government practices couldn't bring them back. **So** he redefined the government's role in economical stimulation with his radical "New Deal." **Then,** the programs and reforms helped revive the economy, provided jobs, and restored public confidence in the government.

MATH EXPLANATION

In the problem…
  …key information…
…to solve…
…the answer…

In the problem, I had to find what fraction of the garden is planted with flowers. The **key information** to use is knowing that only 3/4 of the garden is planted, and 2/3 of that is flowers. **To solve** this problem, I multiplied 2/3 by 3/4 by multiplying the numerators (2 and 3) to get 6 and the denominators (3 and 4) to get 12. **The answer is** 6/12, which simplifies to 1/2. Half of the planted items are flowers.

Select the frame that fits the original text's information & organization.

DESCRIPTIVE
(GENERAL SUMMARY)
…in the reading…
…the main idea…
…that includes…
…for example…
…in summary…

COMPARE-CONTRAST
…both…
…however…
…one difference…
…another difference…
…overall…

SEQUENCE
…begins with…
…then…
…next…
…as a result…
…eventually…

CAUSE-EFFECT
…happens because…
…this causes…
…as a result…
…another effect is…
…therefore…

PROBLEM-SOLUTION
…the problem is…
…this causes…
…one possible solution…
…another…
…as a result…

CONTENT SPECIFIC — Create a frame that organizes the most important information stated in the text.

INFORMATIVE

…the emperor…
…ruled Rome…
…his accomplishments…
…some of his shortcomings…
…in summary…

The emperor Augustus Caesar **ruled Rome** from approximately 43 B.C. to A.D. 14. **His accomplishments** included bringing about government programs that benefited many citizens. **Some of his shortcomings** included his bad temper and losing an important battle in what is today Germany. **In summary,** he is remembered most for bringing 200 years of peace to the Roman Empire.

INFORMATIVE

…windows on the bus…
…the process…
…because…
…molecules…
…that's why…

The **windows on the bus** get foggy because of **the process** of condensation. It happens **because** warm air inside the bus holds water vapor. When that warm air touches the cold windows, the water **molecules** slow down and turn into tiny drops of liquid. **That's why** you see fog or water droplets on the glass.

ARGUMENTATIVE

…the branch…
…one reason…
…a second reason…
…unlike the other…
…in summary…

The judicial **branch** is the most important branch of government. **One reason** for this is that it makes sure laws are fair and follow the Constitution, which protects people's rights. **A second reason** is that it stops the other branches from having too much power, keeping things fair. **Unlike the other** two branches, judges don't have to worry about elections, so they can make the right choices without trying to please people. **In summary,** the judicial branch is super important because it makes sure everyone is treated fairly and follows the rules.
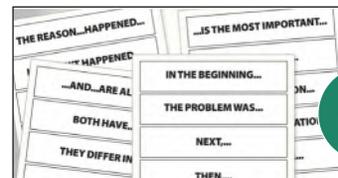
SECRET SITE RESOURCE

Support summary writing with frames based on a text's structure.

#7 Information Pyramid

Capture a text's big idea in 10 words.

Information Pyramid   Name_____

CONCEPT

2 RELATED WORDS

MAIN IDEA IN 3 WORDS

EXAMPLE/DETAILS IN 4 WORDS

Generate a summary: _____

Complete *Information Pyramids* with tiers that match the text structure.

TOPIC OR CONCEPT

_____ _____
2 key words

_____ _____ _____
Main idea in 3 words

_____ _____ _____ _____
Examples/Details in 4 words

EVENT

_____ _____
Main idea in 2 words

_____ _____ _____
Causes in 3 words

_____ _____ _____ _____
Effects in 4 words

SCIENTIFIC ELEMENT

_____ _____
2 Characteristics

_____ _____ _____
How it works/Purpose in 3 words

_____ _____ _____ _____
Detail/Example in 4 words

HISTORICAL CHARACTER

_____ _____
2 characteristics

_____ _____ _____
Problem in 3 words

_____ _____ _____ _____
Solution/Resolution in 4 words

CONSTITUTION

rights,   privileges

law   of   land

citizens   follow   same   rules

EARTHQUAKE

moving   plates

bending, breaking, scraping

vibrations   travel   through   crust

OXYGEN

essential   gas

supports   life   processes

breathing,   rust formation,   combustion

LINCOLN

Honest   Abe

nation   at   war

promoted   unity,   saved   union

The **CONSTITUTION** is the foundation of our country, setting the **LAW OF** the **LAND** that everyone must follow. It protects our **RIGHTS** and grants certain **PRIVILEGES**. It also requires **CITIZENS FOLLOW THE SAME RULES** to keep order and fairness.

An **EARTHQUAKE** happens when **MOVING PLATES** in the Earth push and slide against each other. This causes **BENDING**, **BREAKING**, and **SCRAPING**, building up pressure. When the pressure is released, **VIBRATIONS TRAVEL THROUGH THE CRUST**, making the ground shake. This can cause buildings to move, roads to crack, and the land to change.

OXYGEN is an **ESSENTIAL GAS** that **SUPPORTS LIFE PROCESSES** by enabling respiration in living organisms. It is involved in **BREATHING**, **COMBUSTION**, and **RUST FORMATION**, making it crucial for life and various chemical reactions on Earth.

Abraham **LINCOLN** was the 16th president of the United States, often called "**HONEST ABE**" because of his reputation for honesty and fairness. During his time in office, the **NATION** was **AT WAR**, with the North and South fighting over important issues. Lincoln faced the challenge of keeping the country together. He **PROMOTED UNITY** and worked hard to **SAVE** the **UNION**, ensuring that the United States remained one nation.

Demonstrate comprehension via succinct summary writing ——————— **WRITE ACROSS SUBJECTS**

#8 Story Pyramid

STORY PYRAMID

_____
Character's name

_____ _____
2 words to describe the character

_____ _____ _____
3 words to describe the character's problem

_____ _____ _____ _____
4 words to represent the solution/resolution

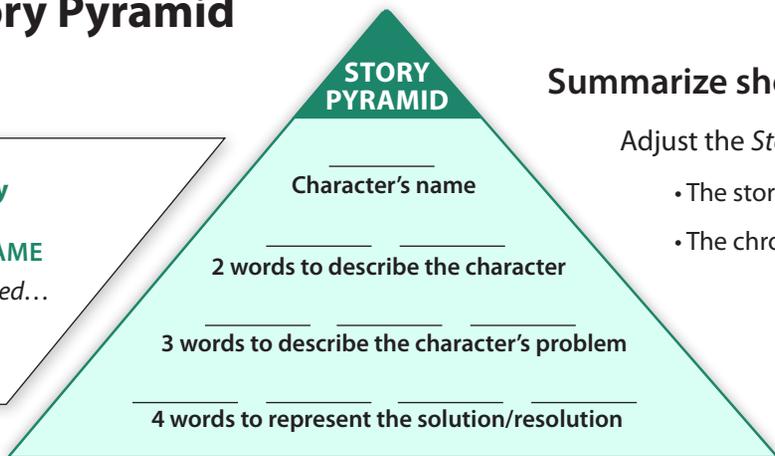## Summarize short or long narrative texts.

Adjust the _Story Pyramid_ to account for the story elements and plot map.

• The story elements are always the most important information highlighted in the summary.

• The chronological progression of the story is the organization of all narrative summaries.

#6 Framed Summary

LITERATURE FRAME

(Somebody) wanted…
…but… …so…
…then…

SECRET SITE RESOURCES

Basic and Advanced
Story Pyramids

_____
TITLE & author

_____ _____
MAIN CHARACTER(s)

_____ _____ _____
3 words to describe character **MOTIVATION**

_____ _____ _____ _____
4 words to portray the **MAIN SETTING**

_____ _____ _____ _____ _____
5 words to describe the character's problem or story's **MAIN CONFLICT**

_____ _____ _____ _____ _____ _____
6 words that represent an **EVENT** that occurred in the **BEGINNING** of the story

_____ _____ _____ _____ _____ _____ _____
7 words that represent an **EVENT** that occurred in the **MIDDLE** of the story

_____ _____ _____ _____ _____ _____ _____ _____
8 words that represent an **EVENT** that occurred in the **CLIMAX**/near the end of the story

_____ _____ _____ _____ _____ _____ _____ _____ _____
9 words to represent the **SOLUTION**(s) to the problem and/or the **OUTCOME** to the story

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
10 words to explain one (or more) **THEME OR LESSON** that the character(s) learned

1 | "The Most Dangerous Game," Richard Connell
2 | Rainsford, Zaroff
3 | Escape to survive
4 | Isolated, dark, dangerous jungle
5 | Rainsford hunted by ruthless Zaroff
6 | Rainsford falls overboard near Ship-Trap Island.
7 | Rainsford learns Zaroff hunts humans for sport.
8 | Rainsford jumps into the sea to escape Zaroff.
9 | Rainsford surprises Zaroff when he wins the deadly game.
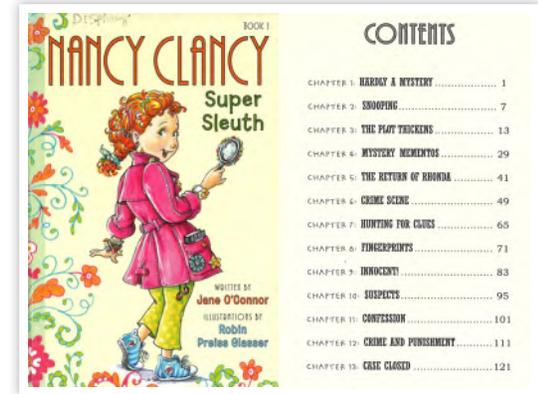**10 |** Survival instincts are tested through intelligence and strategy under pressure.

"The Most Dangerous Game" by Richard Connell follows Rainsford, a resourceful hunter, who finds himself stranded on Ship-Trap Island, an isolated, dark, and dangerous jungle. There, he meets General Zaroff, a ruthless man who hunts humans for sport. When Rainsford refuses to participate, he becomes Zaroff's next prey, forced to escape to survive. After falling overboard and reaching the island, Rainsford soon learns the horrifying truth about Zaroff's twisted game. As the hunt intensifies, Rainsford leaps into the sea to evade capture. In a final surprise, he outsmarts Zaroff and wins the deadly game. The story highlights how survival instincts are tested through intelligence, strategy, adaptability, and perseverance under pressure.

#9 Chapter Titles

Create one-sentence summaries for each chapter of a novel.

Recognize the overwhelming amount of information within a novel.

- Acknowledge the challenge of distinguishing important from unimportant details.

- Review the expectation— write an accurate, objective, and comprehensive summary.

- Compare subheads (in informational text) to chapter titles (in literature).

- Repeat a similar process to what was used when summarizing nonfiction.

CONTENTS

STEP 1 — LABEL

STEP 2 — STRETCH

STEP 3 — STACK

STEP 4 — REVISE

CHAPTER TITLES
ONE-SENTENCE SUMMARIES OF EACH CHAPTER

Fahrenheit 451, Ray Bradbury

CHAPTER 1 (Exposition / Conflict Revealed)
Montag is a fireman who burns books until he meets Clarisse and starts questioning everything.

CHAPTER 2 (Rising Action)
Montag feels uneasy about burning books, especially after Clarisse disappears.

CHAPTER 3 (Rising Action)
Montag reads a book for the first time and feels something change inside him.

CHAPTER 4 (Rising Action)
Montag hides books at home while his wife stays distracted by TV.

CHAPTER 5 (Rising Action)
Montag meets Faber, who helps him understand why books matter.

CHAPTER 6 (Rising Action)
Montag decides to fight against the rules that ban books.

CHAPTER 7 (Rising Action)
Montag argues with Captain Beatty, who tries to change his mind about books.

CHAPTER 8 (Rising Action)
Montag kills Beatty and runs away before he can be caught.

CHAPTER 9 (Rising Action)
Montag finds people who memorize books to save their stories.

CHAPTER 10 (Rising Action)
Montag watches the city get destroyed and thinks about a better future.

CHAPTER 11 (Rising Action)
Montag realizes Clarisse helped him start thinking for himself.

CHAPTER 12 (Rising Action)
Montag reads more and starts seeing how the world could change.

CHAPTER 13 (Climax)
Montag chooses to rebel and escapes his old life.

CHAPTER 14 (Falling Action)
Montag joins people who want to bring books back.

CHAPTER 15 (Falling Action)
Montag believes they can rebuild after the city's destruction.

CHAPTER 16 (Falling Action)
Montag understands how to help fix the broken world.

CHAPTER 17 (Resolution)
Montag is ready to create a future where books matter again.
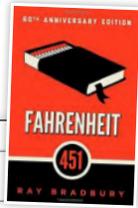
SECRET SITE RESOURCE

Montag is a fireman who burns books until he meets Clarisse and starts questioning everything. Montag feels uneasy about burning books, especially after Clarisse disappears. Montag reads a book for the first time and feels something change inside him. Montag hides books at home while his wife stays distracted by TV. Montag meets Faber, who helps him understand why books matter. Montag decides to fight against the rules that ban books. Montag argues with Captain Beatty, who tries to change his mind about books. Montag kills Beatty and runs away before he can be caught. Montag finds people who memorize books to save their stories. Montag watches the city get destroyed and thinks about a better future. Montag realizes Clarisse helped him start thinking for himself. Montag reads more and starts seeing how the world could change. Montag chooses to rebel and escapes his old life. Montag joins people who want to bring books back. Montag believes they can rebuild after the city's destruction. Montag understands how to help fix the broken world. Montag is ready to create a future where books matter again.

In **Fahrenheit 451** by Ray Bradbury, Montag is a fireman who burns books until he meets Clarisse and starts questioning everything. He feels uneasy about his job, especially after she disappears. Reading for the first time, he feels something change inside him.

When Montag meets Faber, he begins to understand why books matter. Determined to fight against the rules, he argues with Captain Beatty, who tries to change his mind. When the conflict turns deadly, he kills Beatty and runs away.

Montag finds people who memorize books in order to save their stories. After watching the city be destroyed, he thinks about a better future. Reading even more, Montag begins to see how the world could change.

Choosing rebellion, he escapes his old life and joins others who want to bring books back. Believing they can rebuild, he understands how to help fix what was lost. Now, he is ready to create a future where knowledge and free thought are valued again.

#10 Trace an Argument

Identify the parts of an author's argument using a table analogy.

TABLECLOTH

The overall position or claim is stated within the introduction.
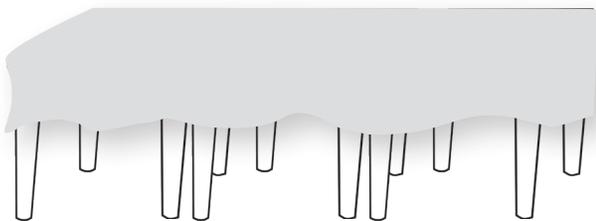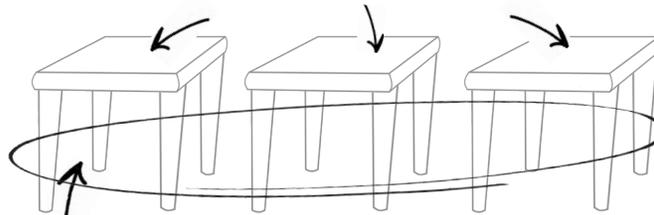
CLAIM = WHAT
THE AUTHOR THINKS

TABLE TOPS

Each reason is stated as topic sentences within the body paragraphs.
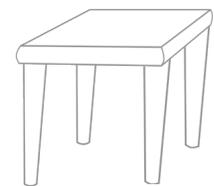
REASONS = WHY THE AUTHOR THINKS IT

EVIDENCE = HOW HE SUPPORTS HIS REASONS

TABLE LEGS

Evidence for each reason includes facts, details, examples, and quotes.

THE KIDDIE TABLE

The opposition is acknowledged and developed.

Argumentative-text summaries follow the *What-and-Why* structure.

SECRET SITE RESOURCES

Trace an Author's Argument

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Overall Claim or Thesis

"A Modest Proposal," Jonathan Swift — The poor Irish population should sell their children as a source of food and income.

AUTHOR'S PURPOSE: Although a satirical argument, it is intended to criticize the British exploitation of the Irish and the inhumane treatment of the poor.

Reason #1 — This will reduce the number of impoverished people.

Reason #2 — This would also reduce the financial burden of raising children.

Reason #3 — If they sell the children as a delicacy for the rich, it would create a new source of revenue.

Evidence/Facts | Evidence/Facts | Evidence/Facts

Jonathan Swift writes a satirical argument criticizing how the British are inhumanely treating the Irish. In "A Modest Proposal," he claims that the Irish population, who are poor, should sell their children as a source of food and income.

He reasons that this will reduce the number of impoverished people. He also proposes this solution would reduce the financial burden of raising children. Additionally, if the Irish sell their children as a delicacy for the rich, it would create a new source of revenue, putting money in the poor people's pockets.

WHAT THE AUTHOR THINKS

WHY THE AUTHOR THINKS IT

Develop ideas for stronger writing

PRESENTER

DIDI HARRIS
dharris@smekenseducation.com

✳ **SPARK YOUR NEXT STEPS**

Listy vs. Developed

NOT THE GOAL	THE GOAL
• Long & listy	• Long & developed
• Important points are mentioned & provide a broad or general understanding of a topic.	• Important points are revealed & then developed with specific details to thoroughly explain the topic.

🔴 Introduce colorful sentences.
🟠 Every "colorful" idea includes
🟢 several sentences before the
🔵 next colorful idea is introduced.

Introduce table-top sentences and supporting-leg details. Hold up each table-top idea with sentence-legs of support.
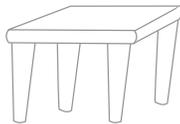
Overcome 'listy' writing with idea development.

SECRET SITE RESOURCES

Develop paragraphs–one sentence at a time.
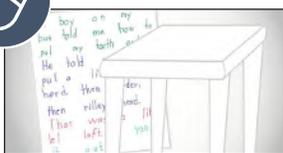
Expect idea development in *every* writing stage.
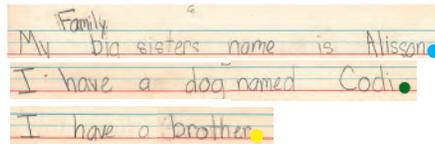
NOT THE GOAL		THE GOAL
	PARAGRAPH/ SENTENCE WRITING	
	LIST WRITING	
	LABEL WRITING	
	PICTORIAL WRITING	

Explain ONE facet of a student's life.

Within the box, generate a grade-appropriate product
(e.g., 1 paragraph, 1-3 sentences, a picture with labels).

**NOW IT'S
YOUR TURN**

Teach 10 ways to add more information.

1 | Tell more about the "when."

- Time of day: 10 a.m., noon, after lunch, at bedtime, the following day, 4 hours later, etc.

- Time of year: summer, tornado, hunting season, Thanksgiving, first day of school, February, etc.

- Time line: present day, day in the past, futuristic, a particular era, etc.

FUTURE / PRESENT / PAST

2 | Tell more about the "where."

- Geography: city, state, country, etc.

- Specific location: inside, outside, in a vehicle, etc.

- Close-up details: objects in the environment, background, habitat, etc.

- Mood: feelings, attitude

PRE POSITION • Prepositions: where something is positioned

PICTORIAL WRITERS draw details to represent time of day, weather, and season.

PICTORIAL WRITERS include accurate and true-to-life details in the background.

PICTORIAL WRITERS draw objects in relationship to one another to represent their precise positions.

above	beneath	into	to
across	besides	near	toward
after	between	of	under
around	down	off	up
at	during	on	with
before	from	out	without
behind	in	over	
below	inside	through	

3 | Tell more with numbers and statistics.

- Date
- Age
- Quantity
- Temperature
- Time
- Elapsed time
- Speed

- Weight
- Length
- Height
- Volume
- Grade
- Value
- Frequency

- Price
- Score
- Percentage
- Code
- Model number
- Identification number
- Part number

LABEL WRITERS include relevant number details within pictures.

4 | Tell more with a direct quote or paraphrased idea.

- Discern when to quote versus paraphrase.

When to **quote…**

Quote if you are using a particularly authoritative source and you need the author's expertise to back up your point.

Quote if you are taking a position that relies on the reader understanding exactly what another writer says about the topic.

Quote if you can't say it any better and the author's words are particularly brilliant, witty, edgy, distinctive, and/or interesting.

Quote if the author is providing a good illustration/example to support a point you're making.

Quote if you are analyzing diction, tone, or a writer's use of a specific word or phrase.

When to **paraphrase…**

Paraphrase when you want to introduce a writer's position, but his or her original words aren't special enough to quote.

Paraphrase when you need to present information that's unlikely to be questioned.

Paraphrase when you want to present a counterclaim/counter argument. (You can refute the writer's specific points in your own words after you paraphrase.)

Paraphrase when you need to reference a certain text/source to support a point you're making.

- Introduce the paraphrasing process.

SECRET SITE RESOURCES
Paraphrase author ideas.

Step 1: **Read.**
Step 2: **Remove.**
Step 3: **Explain.**
Step 4: **Write/Type.**
Step 5: **Return.**

Teach 10 ways to add more information.

5 Tell more with sensory details and description.

- **SIGHT:** color, shape, movement, function

- **SMELL:** scent, fragrance, odor, aromas

- **TOUCH:** texture, weight, temperature

- **TASTE:** sweet, sour, salty, rancid, flavor

- **SOUND:** music, whispering/shouting, weather, onomatopoeia

DESCRIPTIVE ATTRIBUTES:

size	taste
color	function
shape	location
movement	habitat
symmetry	direction
texture	orientation
number	state
composition	temperature
consistency	weight
medium	age
smell	special features

PICTORIAL WRITERS include close-up details to communicate texture, smell, taste, and sound.

LABEL WRITERS include sound-effect words next to objects in the pictures.

LABEL WRITERS include adjectives in front of nouns.
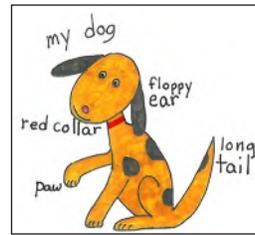
LIST WRITERS include adjectives in front of nouns.

SECRET SITE RESOURCES

Include descriptive writing in every genre.

6 Tell more with comparisons.

- Add -er or -est words: bigger, taller, the sweetest, the rudest, the oldest

- Add like to create a simile: The perfume smelled like a flower garden.

- Add just like to create a simile: The hilly highway was just like being on a roller coaster.

- Add as to create a simile: Her shirt was as tight as plastic wrap on tupperware.

- Add so _____ that phrase: Her story was so fabulous that I wish I'd written it!

- Add reminds me of phrase: Her house reminds me of a magazine photo. Everything is just so perfectly decorated!

- Add a metaphor: The garden is a kaleidoscope of color.

- Add a real-life situation or scenario.

- Add a hypothetical or pretend situation.

Teach 10 ways to add more information.

7 | Tell more with name details.

- First and last names
- Title, position, occupation
- Brand name, company name
- Species, breed, classification, part
- Event, game
- Text title, publication, source

LABEL WRITERS name the specific parts of a picture.
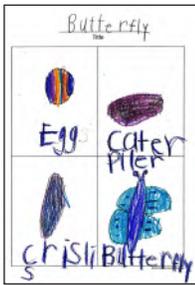
8 | Tell more with definition details.

- Provide a formal definition.
- Offer an everyday explanation.

This means…   That means…   Which means…

SECRET SITE RESOURCES

Define vocabulary in informative writing for clarity.

9 | Tell more with an example.

- *For example*
- *For instance*
- *One kind*
- *One type*
- *Like*
- *Such as*

10 | Tell more with an explanation.

- Interpret the meaning.

  This means…
  In other words…

- Describe the impression.

  This conveys…
  …gives the impression…
  This signifies…

- Explain the importance.

  This is important because…
  This causes…
  The impact of this is …

RELEVANT RESOURCES

Launching the Writer's Workshop: Grades K-2 and 3-12

Teach specific types of "leg" details to hold up each "table-top" idea.

GRADES K-2
Write **simple** paragraphs.

TRAIT OF IDEAS
Hold up each **table top** with **"leg"** sentences.
Topic sentence
Number details | Name details | When details | Where details | Sensory details | Examples

TRAIT OF IDEAS
Develop each **table top** with **"leg"** sentences.
Topic sentence
Number details | Name details | When details | Where details | Examples | Expert or Text Quotes | Sensory details | Comparisons | Definition details | Explanations

GRADES 3-12
Develop **meaty** paragraphs.

Laminate the "blank" pieces for *I-do* and *We-do* examples.
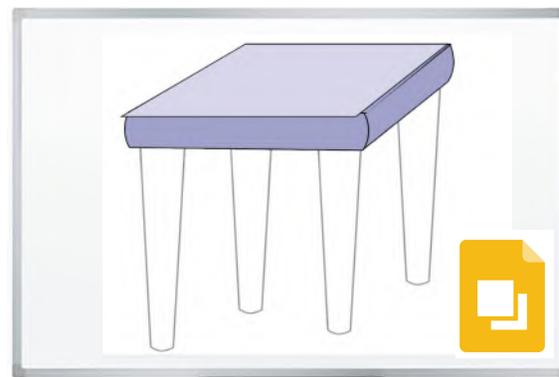
Project the digital version for *I-do* and *We-do* examples.

SECRET SITE RESOURCES

Download the digital version for students to type into for their *You-do* tasks.

Craft engaging beginnings & powerful endings

PRESENTER

KRISTI MCCULLOUGH
kmccullough@smekenseducation.com

SPARK YOUR NEXT STEPS

Teach the *type* of details revealed within beginnings & endings.

PERSUASIVE

- State opinion, request, or position.
- Provide background information.
- Transition to the body.
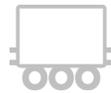
- Create a sense of closure.
- Offer added incentive.
- Identify a call to action.

ARGUMENTATIVE

- State the position.
- Provide background information.
- Acknowledge an alternative viewpoint.
- Transition to the body.

- Reiterate the position.
- Review the counterclaim.
- Offer added incentive.
- Challenge the reader.
- Finish with a clincher statement.

INFORMATIVE

- Identify the topic/subject.
- Establish the relevance of the topic.
- Provide background information.

- Come to an end.
- Summarize ideas.
- Finish memorably.
- Answer the *So what!?*

NARRATIVE

- Introduce relevant details about character(s).
- Orient the reader in the setting.
- Establish the situation.

- Create a sense of closure.
- Reveal the character(s) *after* the end.
- Reflect on the story or event.

SECRET SITE RESOURCES
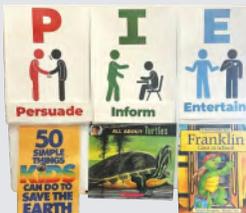
STANDARDS EXPECTATIONS

Write **persuasive/argumentative** compositions…
Write **informative/explanatory** texts…
Write **narratives**…

Persuasive Writing

BEGINNING

Write your opinion. What

Identify topic & position
Explain what you want or what you believe

ENDING

End with *What* and *How* you feel. What and How

End with what you want
Tell readers what you expect them to do

State opinion, request, or position.

Provide background information.

Transition to the body.
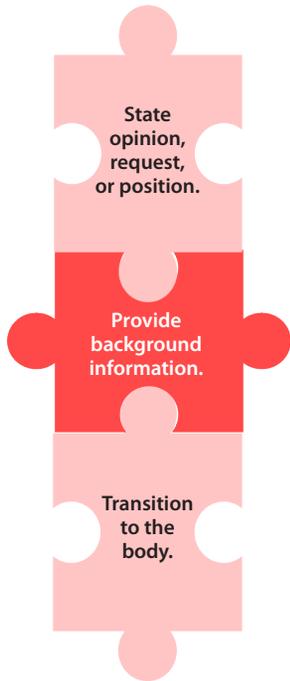
State the opinion, request, or position.

- Give your opinion on or claim about a topic.
- State your request.

Provide background information.

- Give an overview of the controversy and the different perspectives.
- Explain a personal connection to the topic, debate, or text.
- Make an observation or noticing.
- Define key terms and concepts.
- Describe the history, culture, time period, and/or important people.
- Ask questions that lead the reader to a particular perspective.
- Provide a short summary of the text or author.
- Explain the relevance/importance of the topic.
- Make the topic or debate real by describing a relevant scene (e.g., real or hypothetical).

Transition to the body.

- Preview each reason in a statement.
- List all reasons in one sentence.

Create a sense of closure.

Offer added incentive.

Identify a call to action.

Create a sense of closure.

- Include closing in a letter.
- End with a rating (e.g., 3 stars) and/or recommendation.
- Restate claim, opinion, or request.
- *May* include a restatement of reasons.

Offer added incentive.

- Identify a related factor that the reader might feel strongly about.
- Describe feelings or pull on reader's emotions.

Identify a call to action.

- Challenge the reader to do something.
- Provide a specific action to take.
- Describe a multi-step action plan.

RELEVANT RESOURCES

Launching the Writer's Workshop: Grades K-2

pp 124-125

Launching the Writer's Workshop: Grades 3-12

pp 61, 65, 70, 90-91, 96

SECRET SITE RESOURCES

Integrate 3 ingredients within every claim.
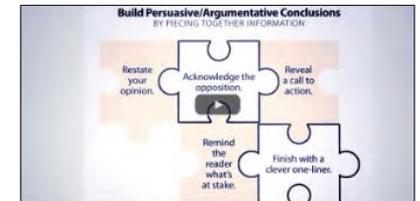
Start and end persuasive pieces.

Argumentative Writing

BEGINNING

Study sides of an issue
Reveal perspectives; Present the strongest
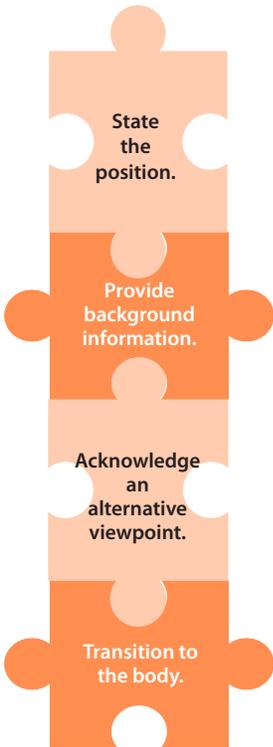
State the position.
- Present your claim as a thesis statement.

Provide background information.
- Give an overview of the controversy and the different perspectives.
- Provide a short summary of the text or author.
- Define key terms and concepts.
- Describe the history, culture, time period, and/or important people.
- Ask questions that lead the reader to a particular perspective.
- Explain the relevance or importance of the topic.
- Make the topic or controversy real by describing a relevant scene (e.g., vignette, authentic situation, hypothetical scenario).

Acknowledge an alternative viewpoint.
- Distinguish the claim from opposing claims.

Transition to the body.
- Preview each reason in a statement.
- List all reasons in one sentence.
- Allude to reasons that will follow.

Puzzle pieces: State the position. / Provide background information. / Acknowledge an alternative viewpoint. / Transition to the body.

ENDING

Conclude the argument
Don't repeat; Remind readers what's at stake

Reiterate the position.
- Restate the claim or thesis.
- *May* include a restatement of reasons.

Review the counterclaim.
- Acknowledge the opposition.

Offer added incentive.
- Identify a related factor that the reader might feel strongly about.
- Describe feelings or pull on reader's emotions.

Challenge the reader.
- Return to the opening vignette (e.g., depict situation improved, depict consequences if not resolved).
- Compare this situation to another one.
- Predict the potential ramifications.

Finish with a clincher statement.
- Utilize clever or witty word play.
- End with a final thought presented as a powerful, single-sentence "mic drop."
- Reveal an expert quote to wrap up the argument.

Puzzle pieces: Reiterate the position. / Review the counterclaim. / Offer added incentive. / Challenge the reader. / Finish with a clincher statement.

SECRET SITE RESOURCES

3 INGREDIENTS WITHIN EVERY CLAIM
Integrate 3 ingredients within every claim.

STRENGTHEN ARGUMENTS with COUNTERCLAIMS
Strengthen arguments with counterclaims.

RELEVANT RESOURCE

Launching the Writer's Workshop: Grades 3-12

pp 61, 65, 70, 90-91, 96

Informative Writing

BEGINNING

Write the topic.

Select a narrow topic
Introduce the subject and a specific focus
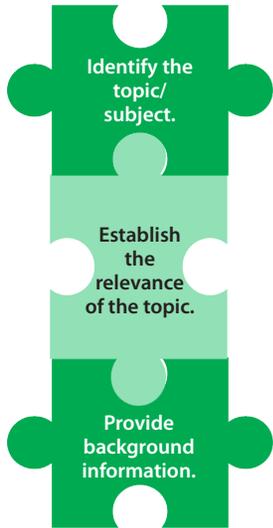
Identify the topic/subject.
- Reference the topic in the title.
- Include the topic within introductory sentence(s).

Establish the relevance of the topic.
- Imply the purpose of the writing.
- Convey the importance or severity of the topic.

Provide background information.
- Provide a short summary of the text or author.
- Define the topic/subject.
- Identify relevant people, relationships, cultures, organizations, etc.
- Ground the information in a setting—describe the physical/geographic setting; provide a time frame; develop a vignette.

Identify the topic/subject.

Establish the relevance of the topic.

Provide background information.

SECRET SITE RESOURCES

Piece together informative introductions.

Rework the prompt to serve as the introduction.

Craft informative conclusions.

Write endings that don't merely summarize.

ENDING

End with the topic.

Restate the topic/thesis
Conclude with a final thought or a *so what?*
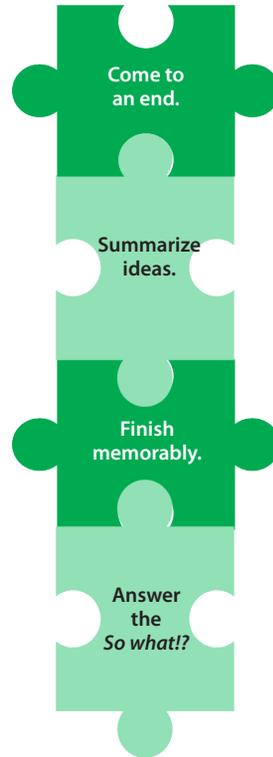
Come to an end.
- State the last step in a process.
- Reveal the last episode of an event.
- Identify the result, outcome, or product.

Summarize ideas.
- Restate the topic or main idea(s).
- *May* restate main points previously mentioned.

Finish memorably.
- Circle back to an opening statement, scene, or sentiment.
- Revise the title and tie the conclusion to it.
- Create a final "mic drop" sentence.

Answer the *So what!?*
- Provide a big-picture conclusion or prediction.
- Offer personal insight.
- Compare the topic to something else.
- Offer the reader encouragement, the upside, or some good news.

Come to an end.

Summarize ideas.

Finish memorably.

Answer the *So what!?*

RELEVANT RESOURCES

Launching the Writer's Workshop: Grades K-2

pp 62, 70-71, 123

Launching the Writer's Workshop: Grades 3-12

pp 69-70, 74, 61, 65 92-93, 96

Narrative Writing

BEGINNING

PREWRITE SKILL
Name the character(s).

Hook   readers
Start   the story intentionally

Introduce relevant details about character(s).

- Reveal names.
- Identify generic references.
- Define titles or relationships.
- Include key adjectives and physical descriptions.
- Include dialogue that reveals important information about the character(s).
- Reveal the emotional state(s) of character(s).

Orient the reader in the setting.

- Describe the physical/geographic location.
- Identify the time of the day, week, month, year, or era.
- Acknowledge it's a past or generic experience (e.g., *once, one day, one time, once upon a time, the first time, last year*).
- Refer to the time in one's life.
- Identify the intended destination.
- Include relevant sensory details.
- Include weather-related details.
- Reference the mood, tone, or vibe of the situation.

Establish the situation.

- Identify the action or activity taking place.
- Jump into an action-packed scene.
- Foreshadow the problem.

Puzzle pieces (left)
- Introduce relevant details about character(s).
- Orient the reader in the setting.
- Establish the situation.

ENDING

PREWRITE SKILL
Plan a solution.

satisfy readers
end the story intentionally
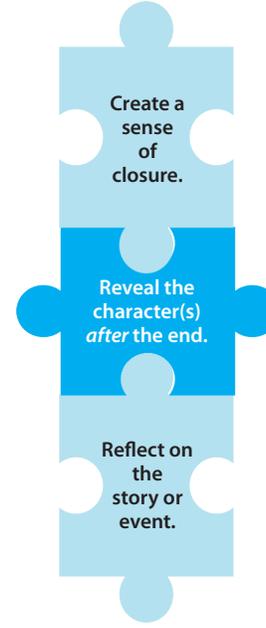
Create a sense of closure.

- Describe the final action or event.
- Describe the solution or resolution.

Reveal the character(s) *after* the end.

- Explain the status or actions of the character(s).
- Advance days, weeks, months, and/ or years later.

Reflect on the story or event.

- Describe the lesson(s) learned (e.g., theme, moral).
- Explain the significance/importance of an item, event, or memory.
- Provide a clever or witty final thought.
- Offer a personal comment or feeling related to the event or story.

Puzzle pieces (right)
- Create a sense of closure.
- Reveal the character(s) *after* the end.
- Reflect on the story or event.

RELEVANT RESOURCES

Launching the Writer's Workshop: Grades K-2
pp 61, 63, 66, 83, 121-122

Launching the Writer's Workshop: Grades 3-12
pp 67, 94-96, 99, 125

Teach convention skills in 3 steps

PRESENTER

KRISTI McCULLOUGH
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SPARK YOUR NEXT STEPS

Transcription

HANDWRITING   CONVENTIONS   KEYBOARDING

GRAMMAR

THE RULES OF WRITING | All things that guide the structure of sentences and paragraphs

SYNTAX— Includes parts of speech, sentence structures and variety, patterns of sentences, flow of language, words/phrases to show relationships between ideas.

USAGE— Features ways words are applied/adjusted to fit different situations.

MECHANICS

THE TOOLS OF WRITING | Ways we punctuate what we are trying to say

PUNCTUATION— Shapes meaning in writing by clarifying pauses, separating ideas, and guiding the reader's understanding of tone and intent.

CAPITALIZATION— Signals the beginning of sentences, proper nouns, important words, and demonstrates respect or emphasis in writing.

SPACING— Separates individual words or units of meaning.

PARAGRAPH INDENTION— Signals the start of a new idea or section, guiding the reader through the structure and flow of the text.

SPELLING— Requires accurate spelling of words so that the reader can easily recognize and understand the words without confusion.

SECRET SITE RESOURCES

Calvin Conventions

STANDARDS EXPECTATIONS

Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking.

Demonstrate command of the conventions of standard English **capitalization**, punctuation, and spelling when writing.

"Teach conventions in context."

Jeff Anderson	Jim Burke	Nell Duke	George Hillocks	Donald Murray	Tom Romano
Janet Angelillo	Lucy Calkins	Ralph Fletcher	Linda Hoyt	Steve Peha	Franki Sibberson
Nancie Atwell	Ruth Culham	Donald Graves	Lester Laminack	Katie Wood Ray	Jeff Wilhelm

Teach conventions *throughout* the writing process.

Fix errors in editing.

Create meaning in drafting (i.e., in context).

Correct in isolation.

- Instruction utilizes detached sentences or paragraphs.
- Instruction happens in a separate time of the day/ period.
- The focus is on fixing what is wrong within anonymous writing.
- Conferences include asking/answering questions like:

  What's the rule about ____ ?

  Did you forget anything?

Compose for context.

- Instruction utilizes excerpts from familiar text.
- Instruction happens within Writing Time/ Writer's Workshop.
- The focus is on applying a convention skill in personal writing.
- Conferences include asking/answering questions like:

  What is it you're trying to say?

  How could you structure the sentence(s) to convey that intended meaning?

STANDARDS EXPECTATIONS

Apply knowledge of language to understand **how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

RELEVANT RESOURCE

GRADE-LEVEL
Conventions
and the *purposes*
THEY SERVE

Teach a convention skill across multiple days.

SECRET SITE RESOURCE
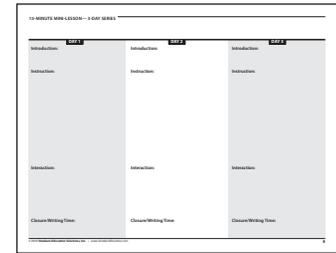
NOTICE & NAME IT

DAY 1 | DECONSTRUCT

Identify authentic text examples to study how meaning was conveyed.

Mini-Lesson

Step 1 Introduction
Step 2 Instruction
Step 3 Interaction
Step 4 Closure

Deconstruct mentor-text sentences to see the skill.

Explain its function in a sentence.

Introduce the formal rule/definition.

Writing Time

TRY IT

DAY 2 | RECONSTRUCT

Imitate the skill within previous writings.

Mini-Lesson

Step 1 Introduction
Step 2 Instruction
Step 3 Interaction
Step 4 Closure

Reconstruct or imitate the grammar rule or mechanic tool.

Writing Time

APPLY IT

DAY 3 | CONSTRUCT

Transfer the skill into new/future writings.

Mini-Lesson

Step 1 Introduction
Step 2 Instruction
Step 3 Interaction
Step 4 Closure

Construct new messages that include this convention skill.

Writing Time

NOTICE & NAME IT | DAY 1 | Juggle nouns & pronouns

Step 1 Introduction

Make a connection.

Review what has been studied about pronouns (e.g., subjective, objective, etc.).

Name the skill.

Today's lesson is to figure out when to use a noun and when to use a pronoun in writing.

Step 2 Instruction

Reveal familiar mentor text.

Reread an excerpt from *Walter, the Farting Dog.*
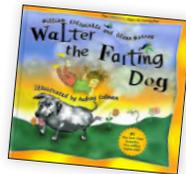
Point out the color-coded noun/pronoun combinations.
- Red = Walter/he, him, himself
- Blue = gas bubble/it/this

Explain the purpose or function.

Introduce the basketball starter (noun) and second-string player (pronoun) analogy.

- Nouns get tired and need a break.
- Pronouns make it interesting because they offer variety.

- The pronoun "subs in" for the noun.
- Clarify when the game is close, you play the starters. (When the reader might be confused, you use the noun.) But when you can use the pronoun, it will read smoother and create shorter sentences for the reader. (Second string kids want to play, too!)
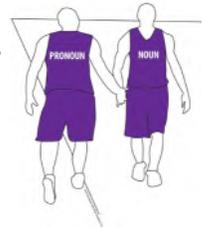
Step 3 Interaction

Practice noticing and naming the skill within additional mentor text.

Reread the passage to notice when the authors used the noun (starter) and when they subbed in the pronoun (second string).

Students *Turn & Talk* to notice patterns. Share out.

Massage their "noticings" as you build a growing anchor chart.

- *What do you notice about which one the authors used first?*
- *When did the pronoun come in?*
- *For what reasons did the authors switch back to the noun or maintain the pronoun?*

Update the anchor chart.

Take a picture of the digital anchor chart.

When do you name the NOUN?
When do you sub in the PRONOUN?
1. First time say the noun.
2. Switch to pronoun.
3. Start noun in each new paragraph.
4. Use pronoun so doesn't tongue twister.
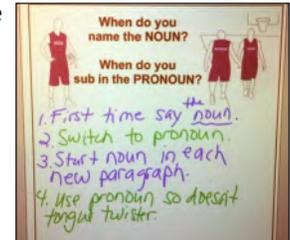
Step 4 Closure

Crystallize the lesson/target skill.

Today and every day, be choosy about noun and pronoun use.
- Use pronouns when you can.
- Use nouns when you have to.

Describe the Writing-Time task.

Partners will look through other picture books, finding where authors confirmed the anchor-chart noticings of noun/pronoun use. They will also look for any additional patterns/noticings. Mark all with sticky notes.

Transition into Writing Time.

Now it's your turn!

10 COMMON PURPOSES THAT CONVENTIONS PERFORM IN WRITING

PURPOSE THE CONVENTION PERFORMS	CONVENTIONS THAT SERVE THAT PURPOSE

CONVEY THE BASIC MESSAGE

1. To state
Some conventions are necessary to convey or explain the basic message or meaning of a sentence.

- nouns
- action verbs
- subject-verb agreement
- declarative sentences
- imperative sentences

2. To specify
Some conventions identify a specific detail or name a specific condition within the sentence.

- proper nouns
- possessive nouns
- articles
- verb tense

3. To elaborate
Some conventions expand the basic sentence by adding more facts and information.

- prepositional phrases
- phrases
- clauses
- appositives
- complex sentences
- relative adverbs (when, where, why)

4. To honor
Some conventions show that the writer values others over himself (e.g., the reader, outside sources, etc.).

- white space/spacing
- noun-pronoun order
- credit sources with quotation marks and commas

REFINE THE BASIC MESSAGE

5. To simplify
Some conventions can shorten the message, conveying the information more quickly and/or easily.

- pronouns
- abstract nouns
- indefinite pronouns
- ellipsis to show omission

6. To describe
Some conventions will paint a picture, helping the reader to visualize exactly what the writer intended.

- simple adjectives
- coordinating adjectives
- adverbs

7. To emphasize
Some conventions point out the importance or stress the value of something.

- capitalization
- comma to draw attention to specific information
- underline, italicize, put quotations around titles of works

8. To connect
Some conventions combine, join, or group ideas by showing how they are related.

- linking verbs
- conjunctions
- commas
- compound predicates & sentences
- comparative & superlative adjectives
- comparative & superlative adverbs

CONTROL THE MESSAGE

9. To engage
Some conventions are applied to create variety, adding interest and holding the reader's attention.

- noun, pronoun, and demonstrative determiner variety
- sentence-structure variety (simple, compound, complex, etc.)
- sentence-type variety (declarative, exclamatory, etc.)
- quotation marks around words spoken by characters or experts

10. To shape
Some conventions affect how the sentence sounds— fast, slow, loud, soft, smooth, stilted, etc.

- periods, question marks, exclamation marks
- conventional patterns of adjectives
- contractions
- ellipses or dashes to pause or break up a sentence

Improve basic sentence conventions

PRESENTER

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✻ **SPARK YOUR NEXT STEPS**

Emphasize message over management.

Honor the learning process— *Notice & Name it, Try it, Apply it.*

		NOTICE & NAME IT	TRY IT	APPLY IT	MASTERING
#1	**MESSAGE** | A complete thought (spoken or written) about something.	NOTICE & NAME IT | Recognize a complete thought. Understand the components of a complete thought (i.e., subject & verb).	TRY IT | Take a word or phrase and stretch it into a complete thought. Return to previous lists or fragments and stretch the words into complete thoughts.	APPLY IT | Independently think of an original idea and write it in a complete thought.	MASTERING the message.
#2	**MANAGEMENT** | A single idea written with accurate sentence-level conventions.	NOTICE & NAME IT | Recognize the convention used accurately in context. Understand its rules— when, where, & how to use it.	TRY IT | Return to previous writing to assess for a single convention, identify it done accurately, and edit or add it when wrong or missing.	APPLY IT | Apply *that* convention (with others) when writing a complete thought in a first draft.	MASTERING the management.

> **Mastery of message & management—** The ability to apply *that* convention skill (along with others) in a first draft *while* composing a complete thought that is the writer's own original idea.

Reinforce that sentences have 2-part messages.

NOTICE & NAME IT	TRY IT	APPLY IT

Explain the *Sentence Test*— A sentence has a subject *and* a verb *and* is a complete thought.
- Subject = *Who* or *what* did something?
- Verb = *What* did he do?

Play *Sentence Smackdown* in groups of three.
- The READER reads the whole sentence.
- The SUBJECT "smacks" or slaps the mat under the word "subject" and states the subject of the sentence.
- The VERB follows, "smacking" the mat under the word "verb" and stating it.
- The READER rereads the whole sentence again.

SENTENCE SMACKDOWN

Subject | Verb
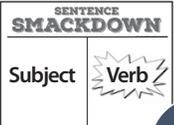
SECRET SITE RESOURCE 🖱

Stretch words into ORAL sentences— then written.

1. Reveal a photo or picture for students to individually generate an ORAL sentence.

2. Provide a list of words for students. Have them stretch each one into a written sentence.

door

The door slams shut.

3. Self-assess if each is a complete thought using *Sentence Smackdown*.

✥ **NOW IT'S YOUR TURN**

1. Make a list of nouns and/or verbs based on your current setting (e.g., kitchen).
   - *dishes, table, cooking, counter*

2. Stretch the same word into 3-4 different messages.
   - *I collect antique **dishes**.*
   - *There is a stack of dirty **dishes** on the counter.*
   - *I hate unloading the **dishes** from the dishwasher.*

MESSAGE & MEANING

Stretch own words into an original message.

Create space for writers to finish their thoughts.

SPIDER LEGS (TRY IT)

BEFORE

AFTER

RELEVANT RESOURCE

Launching the Writer's Workshop: Grades K-2

Launching the Writer's Workshop Grades K-2
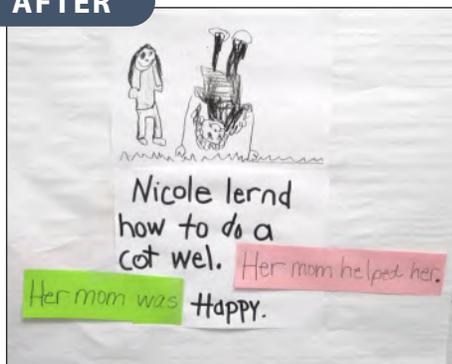
HIGHLIGHTERS (APPLY IT)

1. Highlight each word in the prewrite list using a different color.
2. Stretch each into its own sentence.
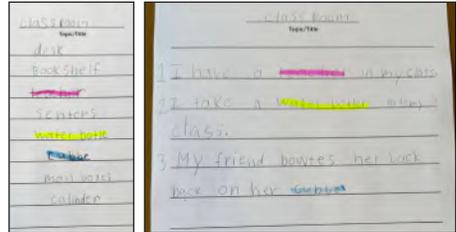
1. Highlight each word in the prewrite list.
2. Stretch multiple words/details into a single sentence.
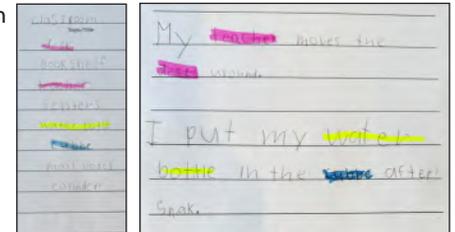
STICKY NOTES ON CHART PAPER (APPLY IT)

1. Write each detail onto a sticky note.
2. Share a sentence for each detail orally.
3. Write out each sentence, moving the sticky-note details into position.
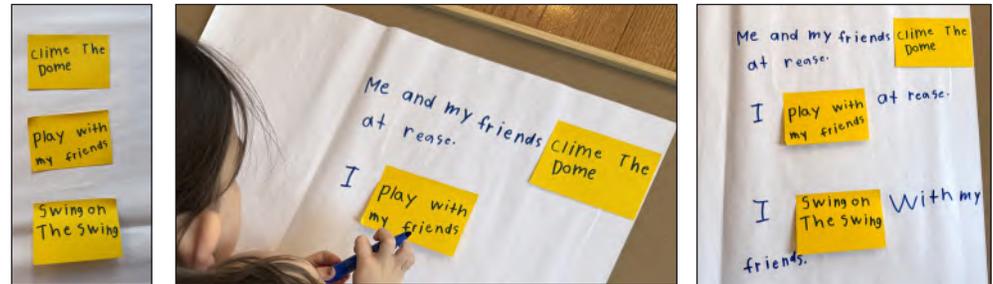
CUT & GLUE (APPLY IT)

1. List details related to the topic.
2. Cut apart the list.
3. Share sentences orally using each word.
4. Write out each sentence, gluing or taping the words/details onto the paper.
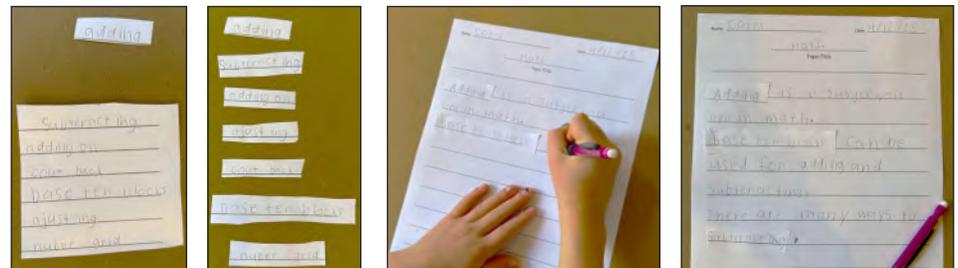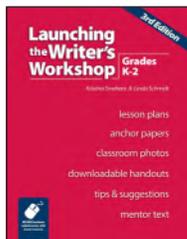
MECHANICS & MANAGEMENT

Scaffold strategies to honor *Notice & Name it, Try it, Apply it.*

Space between words.

TRY IT | Edit a previous draft for word spaces.

Writersusespacestohelpthereader

Writers use spaces to help the reader.

APPLY IT | Utilize word spaces within a first draft.
- Utilize fingers.
- Utilize Spaceman.
- Utilize popsicle sticks.
- Use dominoes to show how spaces create a flow.

End each thought with punctuation.

NOTICE & NAME IT | Reread to hear punctuation.
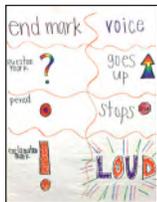
TRY IT | Check for run-ons with the *Tower Test*.

APPLY IT | Celebrate those who are integrating end marks.
- Prince/Princess Punctuation

Alphabet Passage

ABC? DE. FGH!
I? JKL. MN? OPQ!
RST! UV? WX. YZ!

Yo! Yes?
Chris Raschka
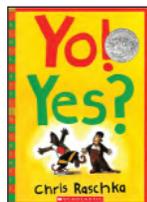
Execute focused edits with *X-Ray Editing.*

X-Ray Editing

TOOLS	EXAMINE WRITING FOR...

SECRET SITE RESOURCES

Conduct focused edits.

MECHANICS & MANAGEMENT *continued*

Acknowledge capitalization is often the last basic-sentence convention applied.

Capitalize /I/ within all sentences.

APPLY IT | When generating oral sentences that include the pronoun /I/, students hold up the giant Lego letter that they made as a class.
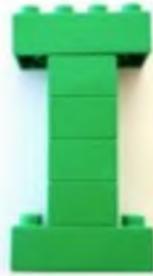
APPLY IT | Teach the song, set to the tune of "Twinkle Twinkle Little Star."

> Always capitalize the I,
> When it's alone, don't ask me why.
> It's a word just like your name,
> Keeping it small would be a shame.
> Always capitalize the I,
> Now you'll get it—give it a try!

APPLY IT | Students lists topics that they personally know about within the giant letter /I/.

- Review the rationale for capitalizing special names and proper nouns.
- Clarify that they (the students) are special, too, and get their NAMES or /I/ capitalized in their writing as well.
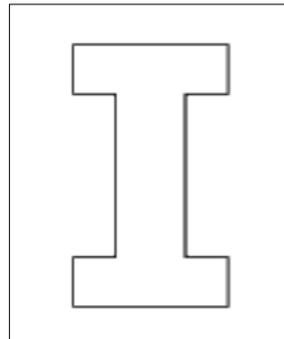
Begin each sentence with a capital letter.

APPLY IT | Assign each student to color/decorate a single capital letter printed on paper. When generating a whole-class sentence orally (where the teacher is the scribe), students remind the teacher to get/use the appropriate colored letter.
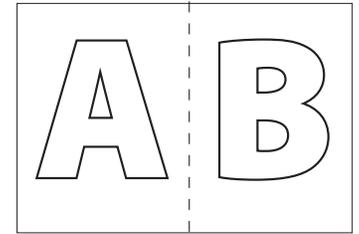
APPLY IT | Utilize the *Bouncing Ball* metaphor to explain how a sentence looks.

Make mini-lesson magic

PRESENTER

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SPARK YOUR NEXT STEPS

Identify the characteristics of direct instruction.

SECRET SITE RESOURCE

Execute mini-lessons in 4 steps.

STEP 1

30-SECOND **INTRODUCTION**

- **Provide a lesson link.** *I've noticed in your writing… Now we're ready to learn… We are starting a new type of writing…*

- **Name the skill using academic vocabulary.** *Writers call this…*

- **Offer a general purpose for this skill.** *This will help you/ writers to…*

- **Tag the skill with its umbrella writing trait.** *Learning this writing skill will improve the trait of…*
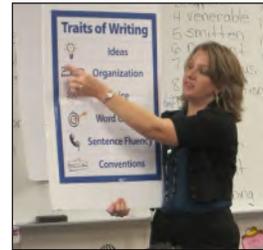
STEP 2A

5-MINUTE **INSTRUCTION**

- **WHAT is the skill?** *This skill is…, This means (definition)…*

- **WHAT does the skill look like?** *Here's an example of this skill.* (Reveal strong/or weak examples of the skill.)

- **WHY is the skill important?** *Using this skill helps…, It's an important skill because…, Writers want to…, Readers value when writers do this because (impact)…*

- **WHEN & WHERE is the skill used?** *Writers use this when…, Use this in your writing where you need…, Whenever you want to _____ in your writing, you should incorporate this skill.*

- **WHAT is the skill like?** *This is like…, This works like…, Compare this to a…*

- **HOW does the skill work?** *To do this…, Writers think about…, Look for a place to…, Here are the parts of…, There are different types of…, Follow these steps…, To remember these steps, I'll record it on an anchor chart.*

Step 1
Step 2A

Teach *MINI SKILLS* within 6-Trait Mini-Lessons

PUMP UP your writing

SECRET SITE RESOURCES

The Power of **Physical Triggers**

RELEVANT RESOURCES
Launching the Writer's Workshop

Launching the Writer's Workshop Grades K-2
Launching the Writer's Workshop Grades 3-12

STEP 2B

5-MINUTE **DEMONSTRATION**

Step 2B
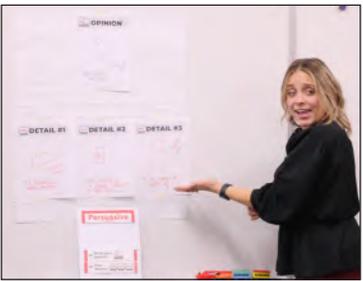
Transition from telling to showing. *Let me show you how this works.*

WRITER ACTIONS ←———————————————→ **WRITER THOUGHTS**

Jump between the anchor chart and *I-DO* example while modeling each small and deliberate action.

- Reference the anchor chart to review the first step. *Now, how do I start? Oh yeah, first I have to…*

- Consider how the universal skill applies to the writing topic. *So now I have to find a place to do that in my writing…*

- Throughout the lesson, repeat key information. *This is the skill of…, Writers use this skill when…, This improves the trait of…, This works like a (trigger).*

Think Aloud *while* demonstrating the skill from beginning to end.

- Reveal the thoughts and actions of a writer when executing the task. *This has me thinking that…, I need to…, I want…, The next step…, I should…*

- Think through options and choices and how you make decisions. *I'm wondering if…, When this happens, then…, Since I ___, then I should…, So, I'm going to…*

- Model (and overcome) a common mistake or writer struggle point with the skill. *Wait! I should stop… , Maybe I…, Another way to…, What if I…*

Do all of this planned thinking and writing "live" and in front of the students— but without their help.

📖 **RELEVANT RESOURCE**
Think Aloud Cards

STEP 3

5-MINUTE **INTERACTION**

- **Set up a parallel experience.** *I'm going to do another one, and this time I want you to help me.*

- **Guide students through each step and decision while referring to the anchor chart.** *Now, what are we learning? What is this skill called? What do we do first? How could we write that? Writers use this skill when…, This improves the trait of…, This works like a (trigger).*

- **Pause after each question and provide an *Every-Student-Responds* opportunity.** *Turn and talk. Circle _____ in the air. Give me a thumbs up if… In the air, write out the… Blurt out loud what you are thinking when I count to three. (1, 2, 3, Blurt!)*

- **Eavesdrop on students' oral attempts during each T*urn & Talk*.**

- **Regain control after 6-10 seconds.** *Back to me!*

- **Massage each of their attempts.** *I heard several students say… I saw many of you circling…*

- **Reteach and refine students' understanding of each step throughout the experience.** *Remember that this skill includes…, When adding this to your writing, it's important to…*

Step 3
Step 4

STEP 4

30-SECOND **CLOSURE**

- **Crystallize & generalize the skill.** *Today and every day when you write… That's what writers do… When you want to (achieve this purpose), incorporate (this skill) into your writing.*

- **Explain the specifics of a parallel *YOU-DO* task to follow.** *During writing time, you will practice the same skill… You will write about… You are working (independently, with a partner, in a group).*

- **State the code phrase to transition from instruction to practice.** *Now it's your turn! Let's go be writers! It's GO Time!*

STEP 1 | 30 SECONDS
INTRODUCTION

STEP 2A | 5 MINUTES
INSTRUCTION

STEP 2B | 5 MINUTES
DEMONSTRATION

I do. **You watch & listen**.

STEP 3 | 5 MINUTES
INTERACTION

I do again. **You help a little**.

STEP 4 | 30 SECONDS
CLOSURE

(*You do*. **I help a lot**.)

SECRET SITE RESOURCES

PLAN & deliver **TIER 1** whole-class instruction

within a **15-MINUTE**, **4-STEP** mini-lesson

that **GRADUALLY RELEASES** the *I-do* **DIRECT** instruction

into *You-do* **WRITING TIME** to **PRACTICE** the new skill.

IGNITE to WRITE

Write with the WOW! factor

PRESENTER
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✳ SPARK YOUR NEXT STEPS

Recognize the writing traits that *WOW!*

Teach writing skills honoring 3 key principles.	**VOICE** is the writer's attitude about what he is writing.	**WORD CHOICE** is the use of specific, precise, "bullseye" vocabulary.	**SENTENCE FLUENCY** is how smooth the writing sounds.
1 Connect to the reciprocal reading skills.	Sense of audience, Style, Expression, Tone, Point of view, Perspective, Showing vs. telling	Domain-specific words, Definition details, Description, Sensory details, Figurative language, Imagery, Literary devices	Sentence structure, Sentence variety, Sentence expansion & combining, Syntax for style & emphasis
2 Utilize mentor text to reveal the skill authentically.	NARRATIVE TEXTS • *Monster at the End of this Book,* Jon Stone • *The Harmonica,* Tony Johnston INFORMATIVE TEXTS • *Balloons Over Broadway,* Melissa Sweet • *Oh Yuck!* and *Oh Yikes!* Joy Masoff PERSUASIVE TEXTS • *I Wanna Iguana,* Karen Kaufman Orloff • *A Perspectives Flipbook,* history series	NARRATIVE TEXTS • *Thesaurus Rex,* Laya Steinberg • *Fox,* Margaret WIld INFORMATIVE TEXTS • Informational books by Steve Jenkins • *The Boy Who Harnessed the Wind,* William Kamkwamba PERSUASIVE TEXTS • *The Day the Crayons Quit,* Drew Daywalt • "I Have a Dream," Martin Luther King Jr. speech	NARRATIVE TEXTS • *Roller Coaster,* Marla Frazee • *Come On, Rain!* Karen Hesse INFORMATIVE TEXTS • *Bat Loves the Night,* Nicola Davies • *Freedom Song: The Story of Henry "Box" Brown,* Sally M. Walker PERSUASIVE TEXTS • *The Day the Crayons Quit,* Drew Daywalt • "I Have a Dream," Martin Luther King Jr. speech
3 Teach individual skills and follow with low stakes writing **experiences.**	**EVIDENCE IN STUDENT WRITING:** • Writer attitude or tone about topic • Sense of audience; engagement • Point of view; perspective • Feelings & emotions	**EVIDENCE IN STUDENT WRITING:** • Right word, right spot • Content vocabulary • Precise nouns • Powerful action verbs • Sensory description; adjectives • Use of synonyms	**EVIDENCE IN STUDENT WRITING:** • Complete sentences; easy to read aloud • Varied sentence beginnings • Varied sentence lengths • Varied sentence types • Impact or effect of sentence structure

VOICE

Broaden vocabulary of "feeling" words.

RELEVANT RESOURCE

CONFUSED

SHOCKED

EVIL

bored
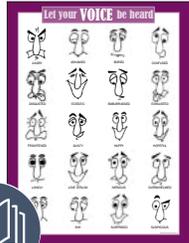
Name the voice & identify the words that suggest it.
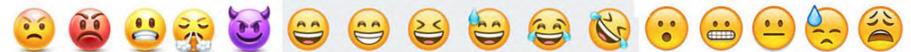
IN **NARRATIVE** WRITING

Show character actions— don't tell character feelings.

GRADES 7-12 ONLY | Manipulate the tone with parody, sarcasm, irony, etc.

IN **INFORMATIVE** WRITING

Use first-person point of view when writing in the subject areas.

Dear Miss Mina Mitochondria,

As the leader of this cell, I would like to thank you for being such a great energy source. Since I spend most of my time directing activities along with the traffic that leaves me, I would not be able to work without you. Holding all of the cell's DNA is also a very hard job. You see, the hair and the eye color genes just don't get along!

As powerhouse of the cell, I am sure you are very tired at the end of the day, but you never show it. Breaking down all of the food in the cell and then releasing all of the energy can't be easy. You must be totally wiped out at the end of the day. I can't imagine storing all of that energy also.

Thank you Miss Mina, for all that you do. Without you, we would never make it as a cell.

Sincerely,
Nellie Nucleus

Chicks

I am very mad because I am stuck in this egg. Do I like this? No, I do not. I am (ouch) crunched! And the bad news is I have to stay in here for 21 days. And it is hot, cramped and dark. I hate it in here!

As soon as I am done with this egg, I am going to throw it far, far away!!!! Yes that's what I will do. And I will laugh at it to. Yes that's what I will do. The egg is going to land in China!! Can I throw it that far? That would be very, very far.

I am going to try to get out of this egg. Peck, peck, peck hold its cracking!! Peck peck peck I have to take a break. Now for the final peck. Peckkkkkk. Kabooomm! I am out! Finally! Now I have a life.

Engage the reader with interesting facts about the subject matter.

IN **PERSUASIVE** WRITING

Write about a debatable topic multiple times— each from a different perspective.

GRADES 7-12 ONLY | Maintain a formal style while incorporating voice.

WORD CHOICE

Retire (or bury) weak words— especially weak verbs!

ENERGIZE WRITING WITH
Strong Action Verbs

ENERGIZE WRITING WITH
Strong Action Verbs

List Action Verbs

Celebrate strong word choice— efficiently!

RELEVANT RESOURCE

IN **NARRATIVE** WRITING

Include close-up details of the story elements.
- Describe a secret character.
- Describe a secret setting.
- Describe a secret activity.
- Describe 1 image from those similar.

GRADES 6-12 ONLY | Identify & omit clichés.

Time flies when you're having fun.
- *The hours melted away in a blur of joy.*
- *The time seemed to pass quickly.*
- *We were completely absorbed.*

IN **INFORMATIVE** WRITING

Weave sensory details among facts.

Sense of sight
Sense of smell
Sense of sound
Sense of touch
Sense of taste

Include comparison details to explain an unfamiliar topic.

- *like*
- *as*
- *just like*
- *similar to*

IN **PERSUASIVE** WRITING

Emphasize the different meanings of synonyms.

GRADES 6-12 ONLY
Influence the reader's perspective with word connotation.

	POSITIVE CONNOTATION	NEGATIVE CONNOTATION
PEOPLE	Patriot	Settler
	Gold Miners	Forty-niners
	Nomad	Gypsy
	Capitalist	Materialist
	Mountain man	Trapper
	Innocent Bystander	Accessory to the crime
	Change agent	Revolutionary
	Elder	senior citizen
ACTIONS	Trade	Barter
	Motivate	Bribe
	Delegate	Draft
	Conflict	War
	Dispute	Argument
	Debate	Argue
	Ethnic Cleansing	Genocide/murder
	Tariff	Tax
	Affirmative action	Reverse discrimination
	Cruel & unusual punishment	Torture
	Perjury	Lying
	Trade-off	Rip-off
CONCEPTS	Frontier	Uncivilized land
	Incentive	Bribe
	Pollution	Poison
	Partiality	Prejudice
	Surplus	Excess
	Invasion of privacy	Intrusion/trespassing
	Sectionalism	Treason
	Conservative	Resistant to change
	Third world	Impoverished country
	Developing nation	Impoverished country
	Business cycle	Recession/expansion
	Totalitarianism	Dictatorship
	Hoovervilles	Makeshift shelters
	Manifest Destiny	Expansionism
	Stagflation	Depression

SENTENCE FLUENCY

ALL EXAMPLES & TEMPLATES AVAILABLE ON THE SECRET SITE

Listen for run-on sentences.

Hearing Punctuation

MARK	VOICE	EXAMPLE
.	Stops	
?	Goes up	
!	Gets loud	
,	Pauses	
" "	Sounds like the character or expert	
...	Drifts off to acknowledge there was more, but it won't be said.	
—	Stops abruptly, then reads remaining text quickly	
( )	Whisper to the reader	
italics **boldface** underline ALL CAPS	Stresses or emphasizes these words	

Alphabet Passage

ABC?
DEFG.
H!
I, J, and K.
L?
MN?
OP, and QR.
STU!
V?
WXY.
Z!

Chart sentence variety.

Sentence #	# of Words	First 3 words	Last word & End mark
	Compare sentence-length variety to passing the **SLINKY TEST.**	Teach **SENTENCE FLIPPING**. Rearrange the order of the words in the sentence.	**END WITH A NOUN** to bring closure to a thought.
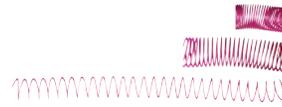
Lengthen a sentence in two ways:

1. Extend a sentence while providing more information.

- Add PREPOSITIONS, showing when, where, why, or how.
- Add DEFINITION DETAILS before or after topic-specific vocabulary.
- Add a SENSORY DETAIL to describe the sound, smell, taste, look, or texture of something.
- Add a COMPARISON relating something to something else.
- Include additional ACTION VERBS to describe the subject.

2. Combine two shorter sentences to create a long efficient sentence.

- Link related sentences with AND, BUT, OR, BECAUSE. Connect the ideas with a comma and eliminate repeated words.
- Insert key words or PHRASES FROM ONE SENTENCE into another, separating them with commas.
- Link related sentences with a SEMICOLON, eliminating any repeated words.

Vary sentence lengths to fit the genre and purpose.

IN **NARRATIVE** WRITING

Provide background information in **LONG** sentences.

Describe slow, calm, and relaxed moments in a couple **LONG** sentences.

Write fast, angry, and urgent moments with several **SHORT** sentences.

IN **INFORMATIVE** WRITING

Explain reasons, clarify ideas, present text evidence, and conclude thoughts all using **LONG** sentences.

Restate previous ideas in **SHORT**, succinct sentences.

Isolate powerful facts in **SHORT** sentences.

Punctuate important ideas in **SHORT** sentences.

IN **PERSUASIVE** WRITING

State reasons, present text evidence, and provide explanations in **LONG** sentences.

Declare, announce, or demand in **SHORT**, declarative sentences.

Improve thinking to impact written responses

PRESENTER

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SPARK YOUR NEXT STEPS

Make the inference process concrete and visible.

Readers have conversations in their heads.

READING **VOICE**

visual details · word details · audio details

THINKING **VOICE**

It reminds me of… · This makes me think… · I'm thinking… · I'm predicting… · I'm visualizing… · I'm questioning… · This means…

SECRET SITE RESOURCE Introduce the *Reading Voice* and *Thinking Voice.*

RELEVANT RESOURCE
Comprehension Voice Signs

Readers use both voices to make an inference.
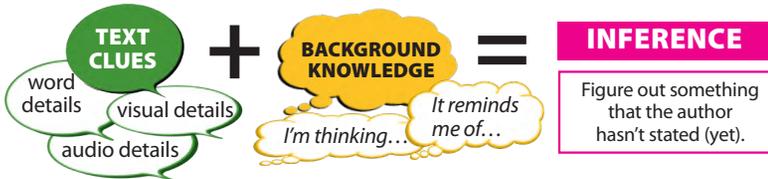
TEXT CLUES
word details · visual details · audio details

+

BACKGROUND KNOWLEDGE
I'm thinking… · It reminds me of…

=

INFERENCE
Figure out something that the author hasn't stated (yet).

SECRET SITE RESOURCE

Embed the reader voices within a 5-step process.

Readers make **Inferences**
says + means = new idea
1. Read the text.
2. Read the question.
3. List relevant text details.
4. Put thoughts together. When this happens so does… I'm thinking… These are signs of… This reminds me of…
5. Determine what they mean.

MAKE AN INFERENCE IN 5 STEPS

STEP 1	Read/View the text.
STEP 2	Read the question.
STEP 3	List relevant details.
STEP 4	Put thoughts together.
STEP 5	Determine what they mean.

Question Prompt

Text

READING **VOICE**

detail · detail · detail

THINKING **VOICE**

I'm thinking…
It reminds me of…

INFERENCE

Start with visuals.

"Read" visual details to infer the author or artist's message.
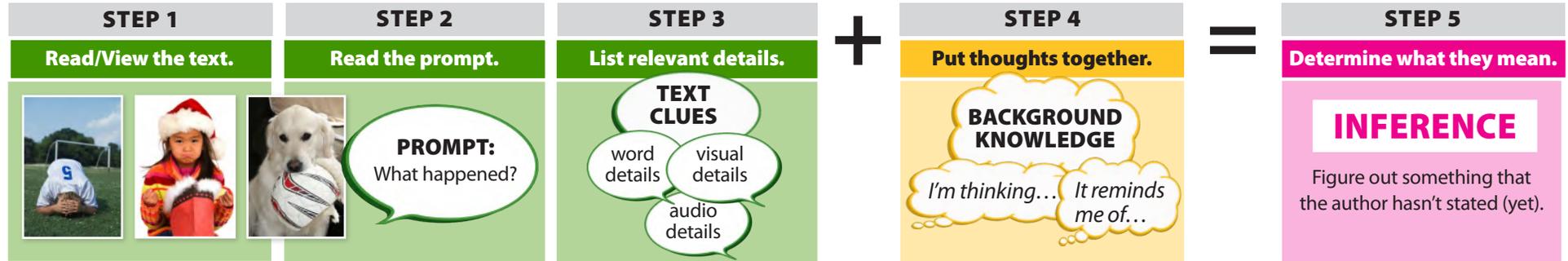
STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Read/View the text.	**Read the prompt.**	**List relevant details.**	**Put thoughts together.**	**Determine what they mean.**

STEP 3: TEXT CLUES — word details, visual details, audio details

+

STEP 4: BACKGROUND KNOWLEDGE — I'm thinking… It reminds me of…

=

STEP 5: INFERENCE — Figure out something that the author hasn't stated (yet).

MAKE AN INFERENCE IN 5 STEPS

STEP 1	Read/View the text.
STEP 2	Read the question.
STEP 3	List relevant details.
STEP 4	Put thoughts together.
STEP 5	Determine what they mean.

PROMPT: What decision did this man make?

5 STEPS TO MAKE AN INFERENCE
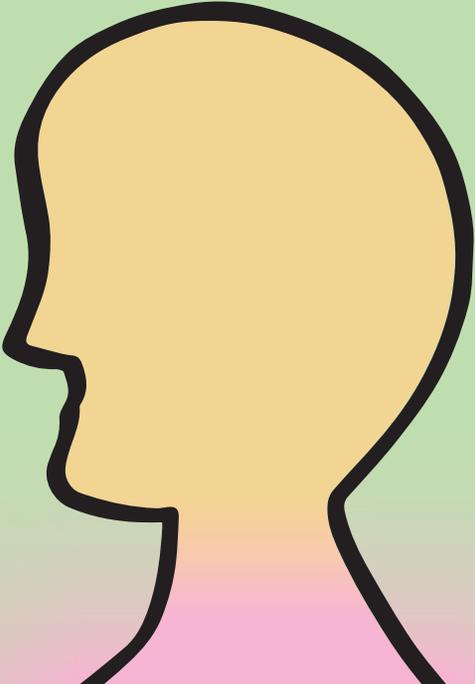
🖱 **SECRET SITE RESOURCE**
Follow 5 steps to make an inference.

PRINT TEXT

People crowd to enter the open door. They rush to find a seat. Many are left to stand when all the seats are taken. The vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging from the ceiling. Although it's daytime, the view out the windows is pitch black. Only lights inside the vehicle keep it from being totally dark.

PROMPT: Where does this scene take place?

VIDEO TEXT

You DIDN'T SEE NUTHIN.
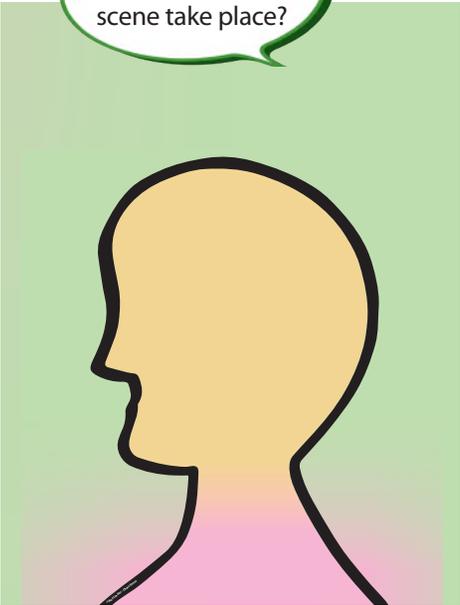
PROMPT: What secret does the dog want the man to keep?

NOW IT'S YOUR TURN
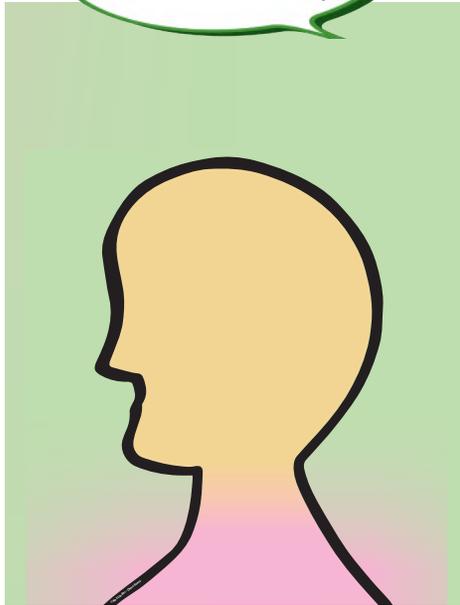
Troubleshoot limited background knowledge.

Activate more than text-to-self connections.

These are about...   These go together.   This makes me feel...   I'm picturing

On August 4, 1961, twelve smokejumpers parachuted to a fire in Montana where strong winds were blowing, and the fire raged out of control.

Then the wind changed. The fire began to spread in the opposite direction. The smokejumpers became trapped. "The fire exploded like a blowtorch," one jumper said later.

The two crews looked for safety on a burned-out section. Some took their shirts and soaked them in water. They wrapped the wet shirts around their heads for protection.

Soon flames surrounded them. The firefighters were in deadly danger until a helicopter appeared from the smoke clouds above and carried them to safety.

PROMPT: Besides brave, describe another trait that smokejumpers demonstrate.
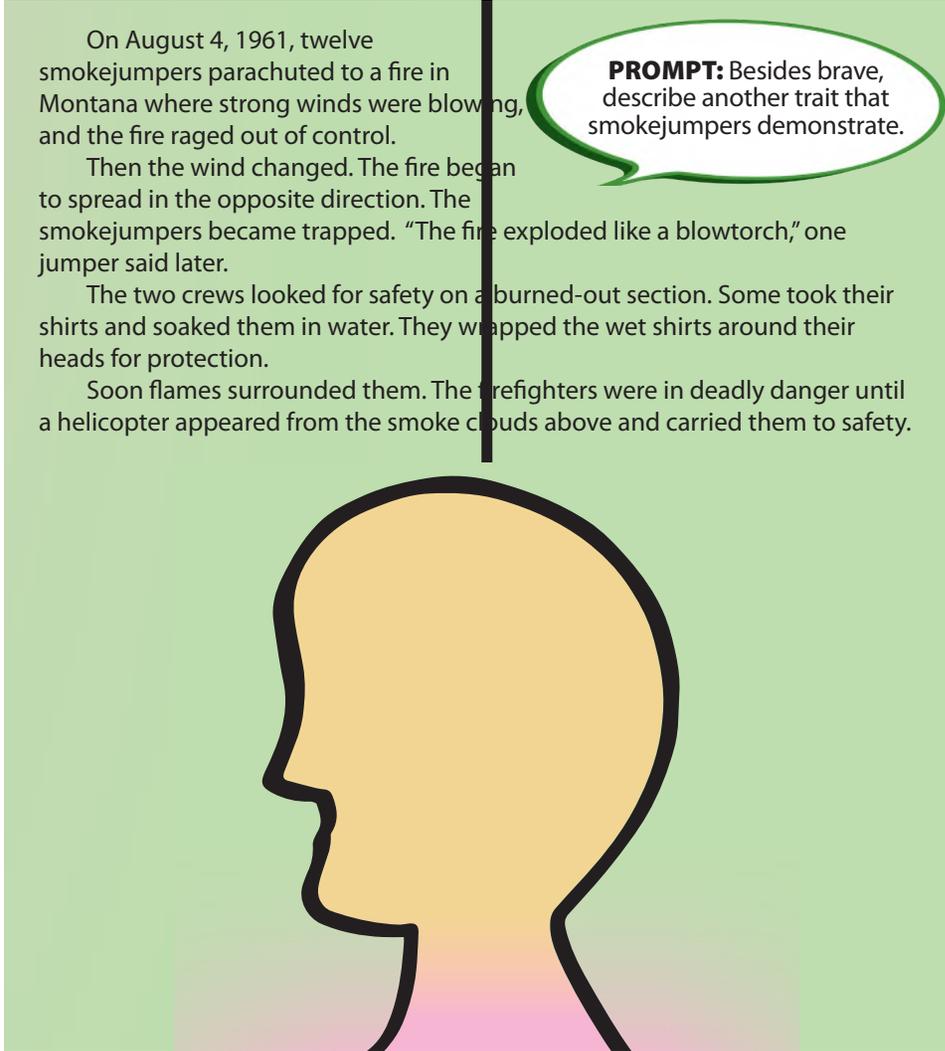
Provide tools for readers to show their work.

Prioritize the thinking over the answer.

Laminate *Inference Silhouette Heads* to create individual whiteboards.
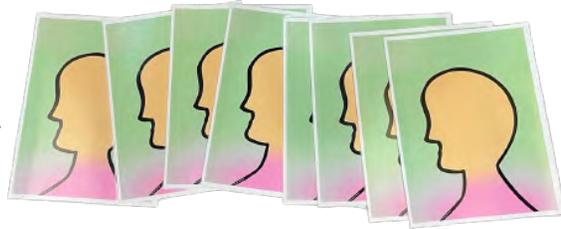
Utilize the oversized poster to capture thinking during whole-class reading.

RELEVANT RESOURCE
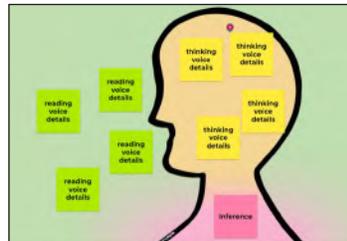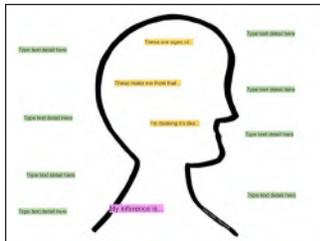
SECRET SITE RESOURCES

Download *Inference Silhouette Heads* in various formats— PDF, Google Doc, Google Slide, & Figjam.
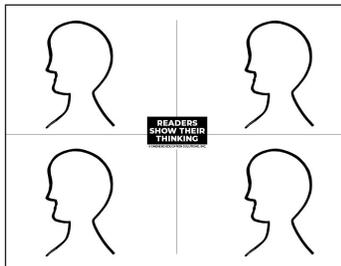
MAKE AN INFERENCE IN 5 STEPS

STEP 1 Read/View the text.
STEP 2 Read the question.
STEP 3 List relevant details.
STEP 4 Put thoughts together.
STEP 5 Determine what they mean.

INFERENCE
EVIDENCE
EVIDENCE
EXPLANATION

STANDARDS EXPECTATIONS

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Target short constructed-response writing

PRESENTER

RACHEL REMENSCHNEIDER
rremenschneider@smekenseducation.com

⚙ **SPARK YOUR NEXT STEPS**

Recognize the typical expectations.

Review popular acronyms.

RAP	**RE**PEAT prompt with **A**NSWER.	Add **P**ROOF…	& explain it.
BEE	**B**EGIN with the answer.	Provide **E**VIDENCE…	& **E**XPLAIN it.
CER	State the **C**LAIM.	Provide **E**VIDENCE…	& explain your **R**EASONING.
RACE	**RE**PEAT prompt with **A**NSWER.	**C**ITE evidence…	& **E**XPLAIN it.
RADD	**RE**PEAT prompt with **A**NSWER.	**D**ESCRIBE evidence…	& **D**ISCUSS how it fits.
PEEL	Make the **P**OINT.	Provide **2** pieces of **E**VIDENCE…	& **L**INK them together.
MA'AM	Write **M**Y answer.	Support it with **2 A**UTHOR details…	& **M**Y explanation.

Provide explicit instruction.

WHAT I THINK

Answer • Inference

Repeat key words from the question/prompt and provide a general answer.

WHY I THINK IT

Details • Evidence

Support your answer with textual evidence.

Support your answer with *more* evidence from the text.

HOW I KNOW

Explanation

Explain how the evidence fits the answer or inference.

🖱 **SECRET SITE RESOURCES**

Teach constructed-response writing to boost test success.

Improve prompt responses with the *Yes, MA'AM* acronym.

How does *Yes MA'AM* fit with RACE and CER?

📖 **RELEVANT RESOURCE**

The Comprehension Playbook

RELEVANT RESOURCE

Comprehension Voice Signs

THINKING VOICE

READING VOICE

STEP 1 **Read/View the text.**
STEP 2 **Read the question.**
STEP 3 **List relevant details.**
STEP 4 **Put thoughts together.**
STEP 5 **Determine what they mean.**

On August 4, 1961, twelve smokejumpers parachuted to a fire in Montana where strong winds were blowing, and the fire raged out of control.

Then the wind changed. The fire began to spread in the opposite direction. The smokejumpers became trapped. "The fire exploded like a blowtorch," one jumper said later.

The two crews looked for safety on a burned-out section. Some took their shirts and soaked them in water. They wrapped the wet shirts around their heads for protection.

Soon flames surrounded them. The firefighters were in deadly danger until a helicopter appeared from the smoke clouds above and carried them to safety.

Besides brave, describe another trait that smokejumpers demonstrate. Support your thinking with textual evidence.

Trapped • Exploded like a blowtorch • Wind changed and trapped • Spread in opposite direction • Fire raged out of control • Strong winds • 12 people • Several fighting bad fire. • Out of nowhere. • Didn't expect it. Unpredictable. • Had to try something different. Moved to somewhere more safe. • Had to think quickly to protect themselves. • They couldn't see it. Just appeared. Unexpected. • Looked to burned-out section • Shirts, Soaked them in water • Wrapped heads with wet shirts • Surrounded by flames • Deadly danger • Helicopter appeared from smoke clouds • Carried to safety

Adaptive, Flexible

SECRET SITE RESOURCE

Connect the thinking process to the writing process.

WHAT I THINK

1 Convert the last thought as a reader into the first thought as a writer.

2 Repeat key details from the question/prompt within the response.

WHY I THINK IT

3 Include evidence to support your thinking.

4 Provide multiple pieces of text evidence.

HOW I KNOW

5 Explain your thinking in a concluding statement.

6 Elaborate on each piece of textual evidence.

1 | **Convert the last thought as a reader into the first thought as a writer.**

Connect *what* to write with *where* to find the information.

READERS
1. Collect relevant details.
2. Put thoughts together.
3. Infer the answer.

WHY I think it.
HOW I know.
WHAT I THINK.

WRITERS
1. Reveal the answer.
2. Identify the evidence.
3. Explain their thinking.

Start with the answer.

~~because~~
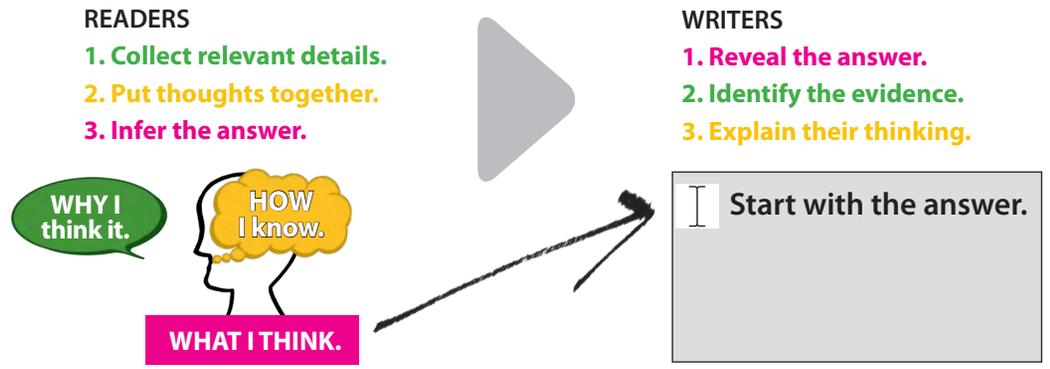
2 | **Repeat key details from the question/prompt within the response.**

Identify 1-3 "key" or important words from the original question, command, or prompt.

Besides	*brave,*	*describe*	*another*
trait	*that*	*smoke-jumpers*	*demonstrate.*

Merge key words and the answer into a topic sentence.

trait | *smoke-jumpers*

trait smokejumpers

Introduce the *Goldilocks Principle*.

In the excerpt from *Smokejumpers: Battling the Forest Flames,* it is clear that the smokejumpers are not only brave but also demonstrate the trait of adaptability.

too much

They're adaptive.

too little

Smokejumpers demonstrate the trait of adaptability.

just right

3   **Include evidence to support your thinking.**

Introduce evidence.

• Clarify evidence versus background knowledge.

• Clarify text evidence versus text details.

• Reread the *Inference Silhouette Head*.

RELEVANT RESOURCE

Merge the sentence starter with the evidence.

• Create a single sentence written below the "answer" sentence.

The author states
One example from the text
The text states
In the text
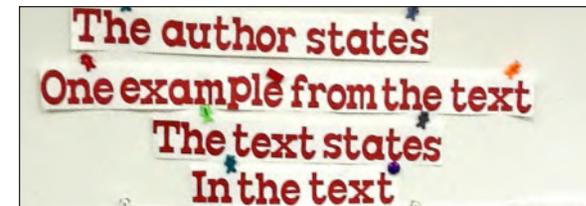
According to the text, **"The two crews looked for safety on a burned-out section."**

4   **Provide multiple pieces of text evidence.**

Identify the best evidence.

1ST

• Find the "best" text evidence for the answer. "Award" it with its ribbon.

2ND

• Find the second best detail. "Award" it with its ribbon.

• Orally differentiate the first detail from the second using an appropriate sentence starter.

• In writing, differentiate the first detail from the second with an appropriate sentence starter.

3RD

• Strengthen the answer by labeling more text evidence.

The text also states
A second example from the text
The author also states

The text also states, **"some took their shirts and soaked them in water. They wrapped the wet shirts around their heads for protection."**

Blend the sentence starter with words from the text.

• Choose ONLY key words/phrases from the original sentence.

The text also states:
"soaked"
"water"
"wrapped around their heads"
"protection"

The text also states that they **"soaked"** *their* **shirts** *"with water"* *and* **"wrapped (them) around their heads"** *for added* **"protection."**

3 STEPS TO STRENGTHEN TEXT CITATIONS
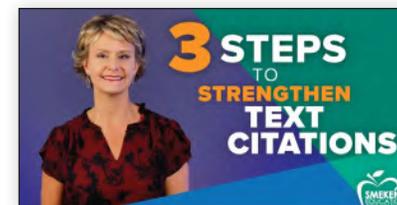
SECRET SITE RESOURCE

Strengthen text citations in 3 steps.

5 | Explain your thinking in a concluding statement.

BASIC

Describe the purpose of the concluding sentence.

• Assume the reader "doesn't get it."

Explain the connection in a 3-part sentence.

1. Restate the answer.

This shows…
This demonstrates…
These details prove…

2. Add a connecting word.

because   since   therefore
consequently as a result   so

3. Describe the connection.

Use thoughts noted within the *Silhouette Head*.

Smokejumpers demonstrate the trait of adaptability.

According to the text, "The two crews looked for safety on a burned-out section."

The text also states, "some took their shirts and soaked them in water. They wrapped the wet shirts around their heads for protection."

These details show that smokejumpers must be able to adapt as a result of the unexpected and the unpredictable nature of their job.

6 | Elaborate after each piece of text evidence.

POLISHED

Double the elaboration-to-evidence ratio.

INFERENCE
EVIDENCE
ELABORATION
EVIDENCE
ELABORATION
EXPLANATION

Evidence comes from the *Reading Voice.*

Elaboration comes from the *Thinking Voice.*
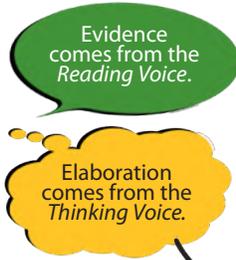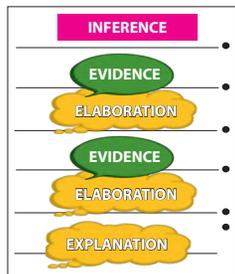
Smokejumpers demonstrate the trait of adaptability.

According to the text, the trapped men looked for a "burned-out section."

In other words, they quickly assessed their surroundings and determined that an area already burned was less likely to reignite.

The text also states that they "soaked" their shirts "with water" and "wrapped (them) around their heads" for added "protection."

This suggests that they were able to use their limited resources to shield themselves from the heat and smoke.

These details show that smokejumpers must be able to adapt as a result of the unexpected and the unpredictable nature of their job.

Provide sentence starters.

This is important because…   *This conveys…*   *This causes…*
This matters because…   *This suggests…*   *The impact of this is …*
This means…   *This gives the impression…* *Consequently…*
In other words…   *This signifies…*   *If this continues…*

People crowd to enter the open door. They rush to find a seat. Many are left to stand when all the seats are taken. The vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging from the ceiling. Although it's daytime, the view out the windows is pitch black. Only lights inside the vehicle keep it from being totally dark.

Determine the setting where this scene takes place.

NOW IT'S YOUR TURN

INFERENCE

EVIDENCE

ELABORATION

EVIDENCE

ELABORATION

EXPLANATION

IGNITE to WRITE
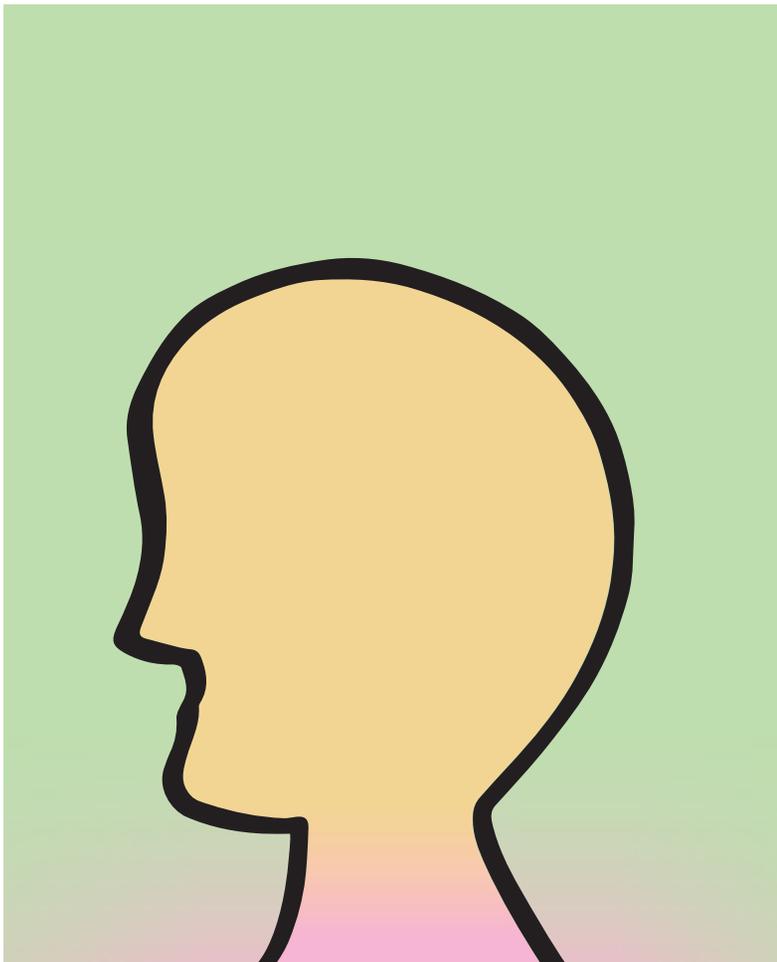
Synthesize ideas before writing

PRESENTER
COURTNEY GORDON
cgordon@smekenseducation.com

SPARK YOUR NEXT STEPS

Recognize the depths of thinking.

More than summarize, more than infer— students must synthesize.

Summarize the author's ideas.
Restate the most important information the author presented.

THINK **ABOUT** ONE TEXT

Infer your thoughts.
Integrate multiple details from the text to generate a new idea that the author did not state literally.

THINK **BEYOND** ONE TEXT

Synthesize your thoughts.
Integrate multiple details from different texts to generate a new idea that none of the authors stated literally.

COMBINE IDEAS FROM 2+ TEXTS

SECRET SITE RESOURCES
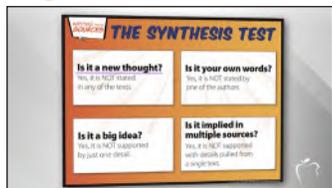
Clarify *summary* v *synthesis.*

View a mini-lesson.

SUMMARIZE	SYNTHESIZE
Repeat a detail	A new thought
Author's words	Your words
A little detail	A big idea
Found in one source	Implied in multiple texts

this plus that
LIFE'S LITTLE EQUATIONS
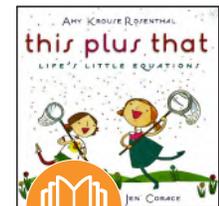
RELEVANT RESOURCE

Synthesize in two steps.

STEP 1 COLLECT

Read each text & collect its details.

- List text details (and reader thoughts) for Source 1.

- Note the new and different information from additional sources (and reader thoughts).

- Maintain source-specific notes.

PROMPT

Writing from Sources

SOURCE 1

SOURCE 2

SOURCE 3

SOURCE 4

SYNTHESIS

Sourcing Information

Organize information collected from sources.

Mark new & contradictory information.

STEP 2 COMBINE

Reread across the texts' details.

READING VOICE — *Reread one detail.* **Consider how that detail addresses or answers the prompt/question, if at all.**

RELEVANT RESOURCE
Comprehension Voice Signs

THINKING VOICE
- *This means…*
- *This is saying…*
- *This is like…*
- *This is important because…*

Skim the other details, looking for a second one **that has a similar meaning, sentiment, or reaction.**

Reread the prompt/question.

Consider how the two details both address the prompt/question.

- How are they connected?
- How are they related?
- Does one detail build on the other?

- *This is another…*
- *This is like (the first detail) in that…*
- *This also…*
- *This is kind of…*
- *If you think about it as…, then it's similar to the first detail because…*

SYNTHESIS — **This is the working synthesis.** Note it within the ba-bam bubble.

Skim for a third detail that seems to fit within the working synthesis.

After finding one, reread the prompt/question again.

Determine if the **working synthesis** needs a little revision in order to **include this third detail**.

Repeat the process, combing through all the text details collected. **Massage** the **working synthesis**, as needed, to address the prompt/question and **encompass multiple text details** found in multiple sources.

All About Wildfires

Climate change has led to more extreme weather in the last few decades, including droughts. Currently, most of the country is in the "most severe drought in recorded history." The hotter and drier the environment becomes due to rising temperatures, the higher the risk of wildfires starting from natural or human-related activity.

Intense heat and dry vegetation can quickly fuel a wildfire that can burn out of control. And when there's strong wind, it creates ideal conditions for fires to become widespread.

However, forest fires are sometimes welcome. Fires that are low intensity and occur naturally are necessary—and unavoidable. These fires are mainly caused by lightning that strikes trees or the ground.

Smaller fires can remove and reduce dead grass, brush, and trees that can fuel larger and more severe wildfires. Healthy fire also destroys smaller or weaker vegetation and sends their nutrients more quickly into the ground. As a result, the stronger trees and plants that stick around get more sunlight and nutrients to become even healthier, enabling their species to evolve.

With fewer plant roots taking up space on the forest floor, more water becomes available for other vegetation and wildlife.

SOURCE 1

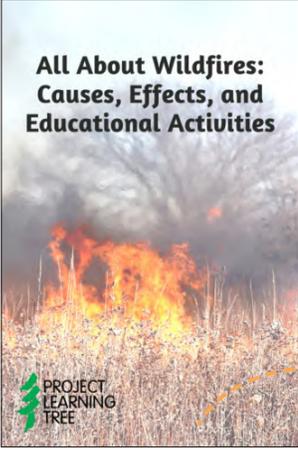All About Wildfires: Causes, Effects, and Educational Activities

PROJECT LEARNING TREE

Excerpt from Project Learning Tree website

SECRET SITE RESOURCES

WHY NATURAL WILDFIRES ARE NECESSARY

TEDEd 4:21

SOURCE 3

5 Facts About Wildfires

WESTERN FIRE CHIEFS ASSOCIATION

FACT #1 — Humans cause nearly 85% of wildfires. While wildfires can start naturally from lightning strikes and spontaneous combustion of dry fuel, the U.S. Department of Agriculture reports that humans cause nearly 85% of wildfires in the United States. Examples of this activity include leaving campfires unattended, improperly disposing of cigarettes, knocking over powerlines, burning debris, and committing arson.

FACT #2 — Dry conditions increase the risk of wildfires. Wildfires thrive in dry climates and drought-ridden locations because these areas are full of flammable materials like dead plants and dry vegetation.

FACT #3 — Fire prevents fire. It may seem strange, but smaller fires can actually prevent bigger ones from occurring. This is because smaller, cooler fires can help to remove any potential fuel like dry leaves, logs, and overgrown shrubs.

FACT #4 — Wildfires can travel at a rate of up to 14.27 miles per hour. Wildfires need fuel, heat, and oxygen to begin and stay alive, but they require strong winds to spread the flames and cause an inferno of destruction. Once the wildfire begins and spreads, it can travel at a rate of up to 6.7 miles per hour in forests and up to 14.27 miles per hour in grasslands. In 2017, the Thomas Fire in California spread so quickly that it moved at a rate equivalent to a football field per second.

FACT #5 — Forest fires help the ecosystem. Small fires clear out overgrown areas and create open space for sunlight to shine down. This allows new plants to grow, providing valuable food and habitats for many wildlife species.

Information adapted from the Western Fire Chiefs Association website.

STEP 1 **COLLECT**

PROMPT *Explain why some forest fires are fought while others are left to burn.*

Writing from Sources

SOURCE 1
- Dry vegetation fuels a wildfire.
- Strong wind makes the fire widespread.
- Natural wildfires start from lightning strikes.
- Small fires remove/reduce dead grass, brush, and trees.
- Fire destroys smaller/weaker vegetation.
- Fire sends nutrients into the ground more quickly.
- Plants become even healthier.
- Fewer plant roots, so more water for other vegetation & wildlife.

SOURCE 2
- Certain pinecones cannot germinate in shade.
- They open up in heat and release the seeds.
- Seeds get sunlight after fire burned the old trees.
- They germinate quickly and grow in abundance.

SOURCE 3
- Wildfires thrive on flammable materials like dead plants and dry vegetation.
- Strong winds spread the flames.
- Once it begins, it travels (fast).
- Smaller, cooler fires remove potential fuel like dry leaves.
- New growth is valuable food and habitats for wildlife.

STEP 2 COMBINE

PROMPT *Explain why some forest fires are fought while others are left to burn.*

Writing from Sources

SOURCE 1

- Fire destroys smaller/weaker vegetation.

- Fire sends nutrients into the ground more quickly

- Plants become even healthier.

- Fewer plant roots, so more water for other vegetation & wildlife.

SOURCE 2

- Certain pinecones cannot germinate in shade.

- They open up in heat and release the seeds.

- Seeds get sunlight after fire burned the old trees.

- They germinate quickly and grow in abundance.

SOURCE 3

- New growth is valuable food and habitats for wildlife.

NOW IT'S YOUR TURN
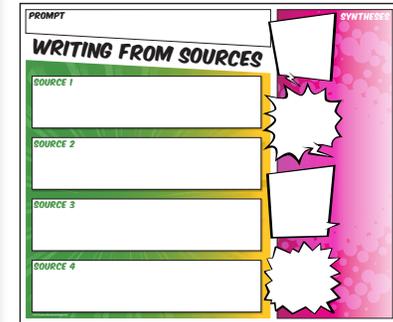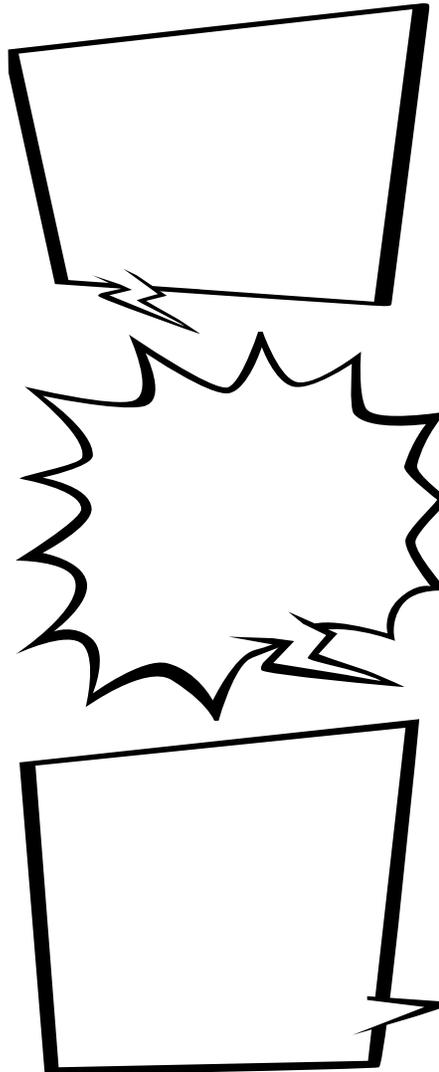
RELEVANT RESOURCE

Writing from Sources poster
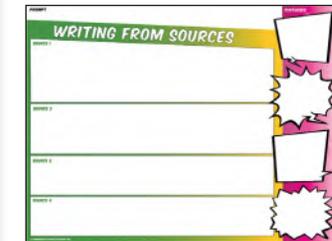
SECRET SITE RESOURCES

Google Slide PDF

SYNTHESIZE IN 2 STEPS

Practice 2-step synthesizing with visuals.

SYNTHESIZE USING MULTIPLE TEXTS

How do you prepare students to synthesize when reading off a screen?

Write from multiple sources.

Synthesize on paper before composing on a screen.

STEP 1 COLLECT

STEP 2 COMBINE

SYNTHESES

Synthesis #1 — BODY ¶1

Synthesis #2 — BODY ¶2

Synthesis #3 — BODY ¶3
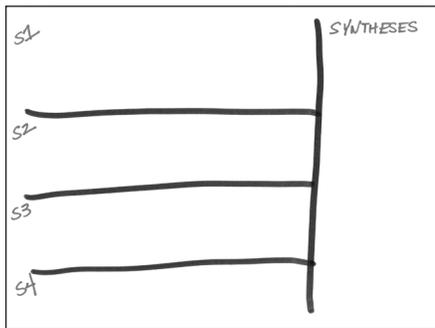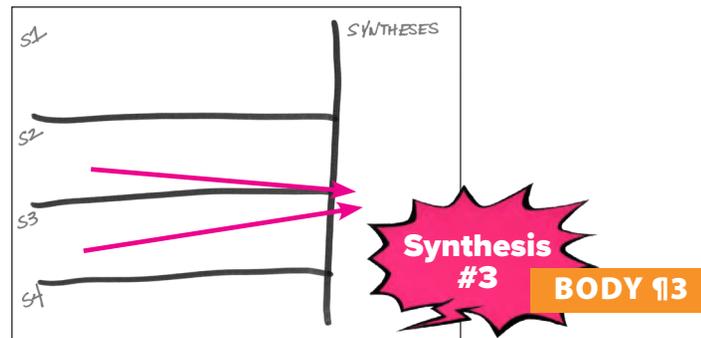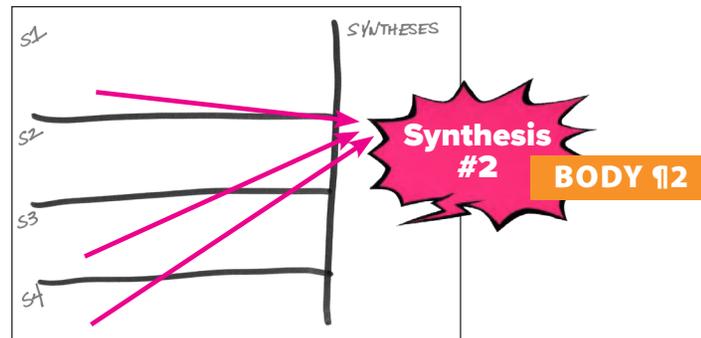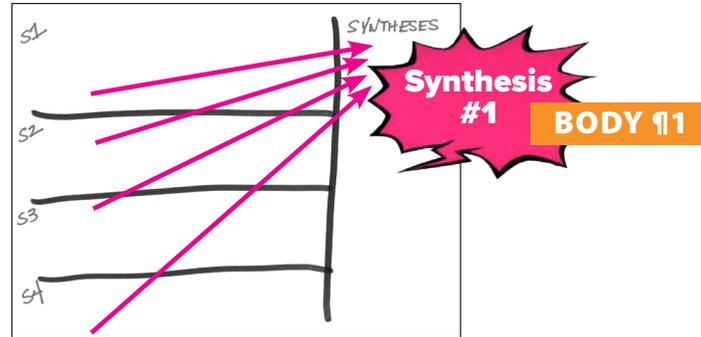
Return to the reader's notes with a writer's purpose.

Stretch each synthesis into a topic sentence.

- Provide textual evidence, citing its source (e.g., *Source 1, Source 2, the video, the article*).
- Elaborate on each piece of evidence.
- Conclude the body paragraph with an explanation.

Repeat key words from the prompt…

…and state the synthesis.

Source 1 states…

This is important

because…

Similarly, Source 2…

In other words…

This matters because…

These details demonstrate…

because…

IGNITE to WRITE

Dissect author moves within literary analyses

PRESENTER
KRISTINA SMEKENS
kristina@smekenseducation.com

SPARK YOUR NEXT STEPS

Make the connection between *evidence* and *analysis*.

NOW IT'S YOUR TURN

Write as many statements as you can after viewing the animated short film.

Support an analytic statement with a fact from the text.

Revise a factual statement to reflect analytical thinking.

FACTUAL STATEMENTS:

- Can be physically found in the text.
- Reflect literal, physical, and visible details in the text.
- Include exact words from the text— like dialogue, descriptions, or word choices.
- Include anything observable in visuals and videos— like details in the setting or body posture.
- Include sound, music, tone of voice, or silence in audio/video.
- Are also called *text details* or *textual evidence*.
- Can be agreed upon by everyone— they are provable.
- Answer the question "What does the text say or show?"

ANALYTICAL STATEMENTS:

- Can't be physically found in the text.
- Reflect interpretations, opinions, or conclusions beyond what is explicitly stated.
- Address the text's theme, story elements, symbolism, tone, or literary devices.
- Require the reader to think beyond the text's words and make inferences or draw conclusions about the text's ideas.
- Include verbs like *suggests, reveals,* or *implies.*
- Allow for different interpretations by different readers.
- Answer the questions "What does this text mean?" and/or "Why does it matter?"

SECRET SITE RESOURCES
Links to six powerful animated short films

Recognize the complexity among different reading responses.

SUMMARIZE

DOK Level 2
BASIC REASONING

- Identify key ideas and relevant details— *WHO, WHAT, WHERE, WHEN*.
- Retell the highlights of the original information in a more concise, shortened manner.
- Include text details without any additional opinion, analysis, or elaboration.

COMPARE

DOK Level 3
STRATEGIC THINKING

- Identify two ideas or facets of two different texts.
- Collect text details about each idea— *WHO, WHAT, WHERE, WHEN*.
- Describe *HOW* the two ideas are the same, similar, and different.
- Provide relevant evidence to support comparisons.

ANALYZE

DOK Level 3
STRATEGIC THINKING

- Analyze a facet or attribute of the text, naming *WHAT* the author did—literary devices, structure, and craft. Select relevant examples/evidence that support the observation.
- Explain *HOW* the author's choices create a specific effect or impact the text's message/meaning.
- Interpret *WHY* the author made these choices— what was his intent or purpose?

EVALUATE

DOK Level 4
EXTENSIVE THINKING

- Analyze a facet or attribute of the text, naming *WHAT* the author did—literary devices, structure, and craft. Select relevant examples/evidence that support the observation.
- Explain *HOW* the author's choices create a specific effect or impact the text's message/meaning.
- Interpret *WHY* the author made these choices— what was his intent or purpose?
- Evaluate *HOW EFFECTIVE* it is/isn't in achieving the author's intended purpose.

SYNTHESIZE

DOK Level 4
EXTENSIVE THINKING

- Collect information from two or more texts— *WHO, WHAT, WHERE, WHEN*.
- Combine information to draw new conclusions or to make a point none of the texts revealed— *HOW, WHY, SO WHAT*.
- Provide relevant evidence to support claims and conclusions.

The **prompt** determines the **purpose** and the mode of the **product**.

Retell the story of Joy & Heron *by explaining who the characters are, how the plot develops, and why the story changes partway through.*	*Compare how* Joy & Heron *and* Snack Attack *both use mistaken assumptions to reveal a deeper message about understanding others.*	*Describe how the music and sound effects help show the characters' feelings in* Joy & Heron. *Explain what emotions are communicated through those sounds.*	*Infer the purpose behind making Heron appear sneaky at first. Evaluate how that choice influences the audience's feelings during the beginning of the film.*	*After watching* Joy & Heron *and reading a nonfiction article about how birds care for their young, argue whether Heron's actions reflect real animal behavior or not. Support the claim with evidence from both sources.*
Write a short summary of Joy & Heron *that explains what happens in the short film.*	*Compare how the short films* Pip *and* Joy & Heron *reveal dogs overcoming challenges to serve and help others.*	*Explain how Joy's body language and facial expressions help show her changing feelings about Heron.*	*Evaluate the impact of showing the baby birds only once and not until the middle of the film. Explain how that single moment in the plot structure changes the overall meaning of the story.*	*Rewrite the story of* Joy & Heron *from a different point of view. In this version, reveal Heron's perspective throughout the plot.*
INFORMATIVE RESPONSE	**INFORMATIVE** RESPONSE	**INFORMATIVE** RESPONSE	**ARGUMENTATIVE** RESPONSE	**ARGUMENTATIVE** OR **NARRATIVE** RESPONSE

Follow the close-reading framework.

Scaffold literary analysis across modes.

Informative LITERARY ANALYSIS

To describe and analyze attribute(s) of a text.

WHAT DOES THE TEXT/AUTHOR SAY?
Establish basic understanding and introduce the focus.

- Name the author and the title of the work.
- Summarize only the part(s) relevant to your thesis.
- State a clear thesis that identifies a literary technique the author utilized and why it matters.
- CAUTION: Don't over-summarize— only provide 1–2 sentences to establish necessary context, as the reader *is* familiar with the text.

HOW DOES THE TEXT/AUTHOR SAY IT?
Show insight by identifying and explaining the author's craft.

- Use academic terms to name literary techniques or author moves.
- Provide text examples to show these techniques in action.
- Explain how the technique was developed or revealed across the text.
- Interpret the meaning or effect—what idea, theme, or feeling it helps communicate.
- CAUTION: Don't oversimplify—explain and elaborate on complex ideas.

WHY DOES THE AUTHOR DO IT?
Dig deeper into the author's purpose and the technique's impact.

- Analyze the author's intent behind the craft choice.
- Explain how the technique contributes to the text's message, theme, or emotional effect.
- Explore how it shapes the reader's experience or understanding.
- Support your thinking with additional evidence and commentary.
- CAUTION: Don't just restate what the author did—dig into *why* he did it. Avoid vague reasons like "to make it interesting" or "to teach a lesson."

Argumentative LITERARY ANALYSIS

To evaluate or critique a facet of the text.

WHAT DOES THE TEXT/AUTHOR SAY?
Establish basic understanding and introduce the claim.

- Name the author and title of the work.
- Summarize only the relevant part(s) of the text—1–2 sentences max.
- State a clear claim that identifies an author's technique and evaluates its effectiveness.
- CAUTION: Don't just describe the text—your thesis must take a stance on its effectiveness.

HOW DOES THE TEXT/AUTHOR SAY IT?
Identify and explain the author's techniques—through the lens of effectiveness.

- Use academic terms to name specific literary or structural techniques.
- Provide text examples that clearly show the technique in action.
- Explain what each move communicates and how it supports the author's message.
- Evaluate how well it works/doesn't work in the context of the author's purpose or message.
- CAUTION: Don't just name literary techniques—connect them to how well they work.

WHY DOES THE AUTHOR DO IT?
Analyze the deeper purpose and impact of those choices—critically.

- Explore the author's intent behind the craft choice.
- Analyze how the craft choice impacts meaning, emotion, or theme.
- Evaluate the effectiveness of the author's use of this technique.
- Support your reasoning with evidence and elaboration.
- CAUTION: Don't stop at describing the author move—argue how well it achieved its purpose.

HOW EFFECTIVE WAS IT?
Judge the quality and impact of the author's choices.

- Evaluate how well the author's choices achieved his purpose.
- Judge the effectiveness of the technique in shaping meaning or affecting the reader.
- Support your critique with evidence and explanation/commentary.
- CAUTION: Avoid vague opinions like "I liked it" or "It was good." Stay focused on effectiveness.

Expand students' literary lenses.

Identify explicitly what to look for & think about.

RELEVANT RESOURCE

The Comprehension Playbook

STORY ELEMENTS

Characterization
Setting & context
Plot
Point of view
Theme & message

STRUCTURE & FORMAT

Story structure
Genre types
Poetic forms
Medium formats

LITERARY ELEMENTS

Figurative language
Literary devices
Symbolism
Sound & rhythm

Repetition & patterns
diction
Style, tone, mood
Syntax & sentence structures

Identify literary devices within the structure.

RHETORICAL DEVICES

Figures of speech
Humor & satire
Questions & appeals

Persuade an audience with rhetorical devices.

Evaluate 4 factors in argument analysis.

ALL RESOURCES SHOWN ARE ON THE SECRET SITE

Systematically develop students' critical *thinking* skills.

Scaffold analytic *writing* skills.

1 Clarify the difference between *evidence* and *analysis.*

Define and model how factual details differ from analytical thinking—and why both are necessary in literary analysis.

2 Customize a note-taking tool to assess author craft evident in a text.

Guide students to track specific elements—such as structure, techniques, tone, or theme—based on the genre and purpose of the text.

3 Build single-paragraph analyses.

Teach students to craft a focused topic sentence, embed relevant evidence, and follow it with purposeful commentary.

4 Juxtapose *evidence* with *elaboration.*

Highlight the boundary between what the author wrote (text evidence) and what the student thinks about this technique used in the text (explanation and commentary).

5 Evaluate what's been analyzed.

Lead students to form a critical judgment, supported by evidence and reasoning, about how well the author achieved his purpose.

RELEVANT RESOURCES

Close-Reading Questions

MORE FAMILIAR
- Literature
- Visuals & videos
- Informative analysis

TEXT TYPES & MEDIUMS

TRADITIONAL LITERATURE
Myths
Legends
Fables
Folktales
Fairy tales
Tall tales
Poems
Short stories
Plays
Dramas
Monologues

INFORMATIONAL TEXT
Essays
Memoirs
Speeches
Articles
Literary nonfiction
Argumentative text

MEDIUMS
Visual texts
Multimodal texts (videos)
Audio texts
Print texts

MORE COMPLEX
- Informational text
- Print text
- Argumentative analysis

Crack the compare-contrast code

PRESENTER

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☀ **SPARK YOUR NEXT STEPS**

Evaluate the *Venn Diagram*.
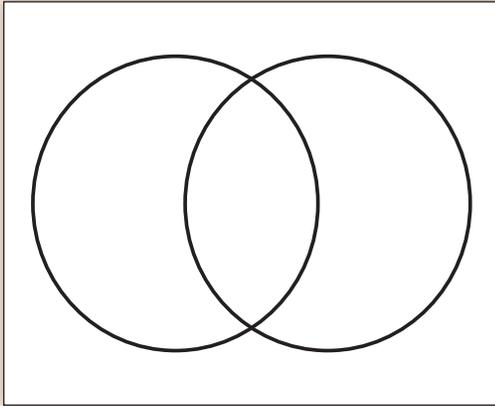
Consider the *T-Chart* organizer.

Reveal simple vs. sophisticated text structures.

TEXT A

TEXT B

BEGINNING

MIDDLE

END

SIMPLE
ORGANIZATION

BEGINNING

MIDDLE

END

SOPHISTICATED
ORGANIZATION

Compare ideas *within* and *across* genres.

Same story • Different settings

TEXT A	TEXT B
Main Setting & Scenes	
Geography & Climate	
Mood, Tone, Atmosphere	
Era & Social Norms	

Same story or event • Different POVs

TEXT A	TEXT B
Claim, Perspective, Position	
Reasons & Evidence	
Development of Opposition	

Same story • Different mediums

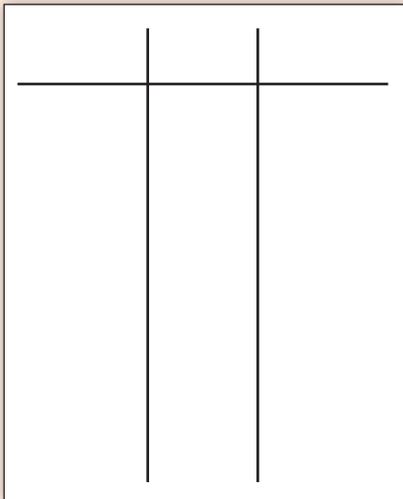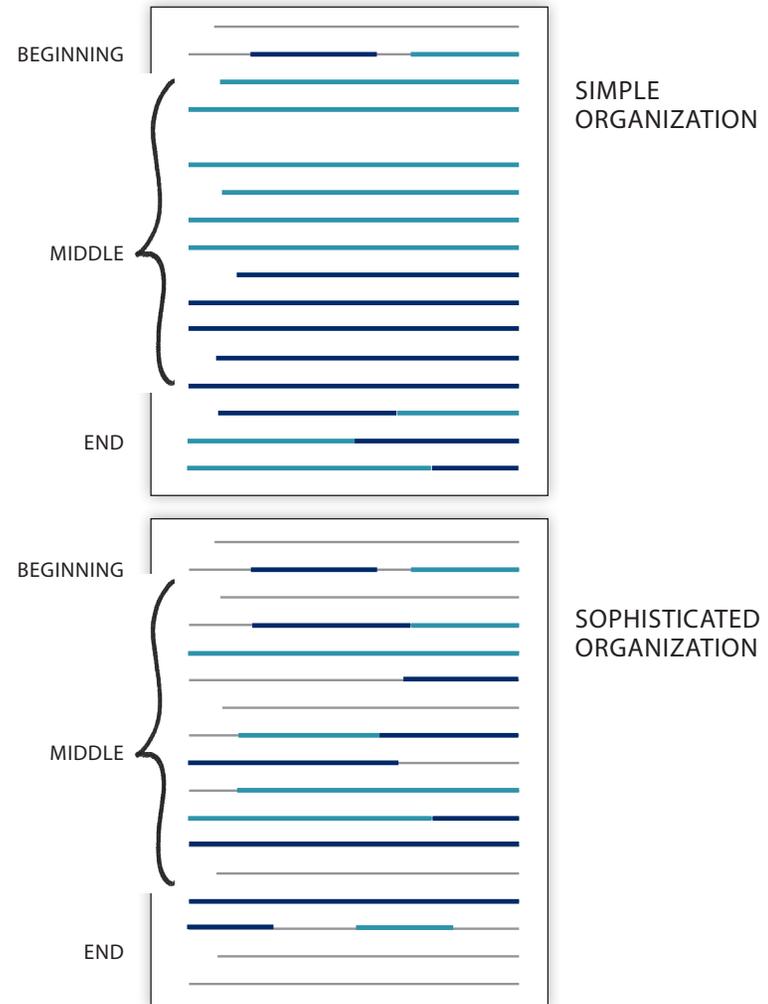| TEXT A	TEXT B
Presentation, Physical Appearance	
Message Clarity	
Format Advantages	
Format Limitations	
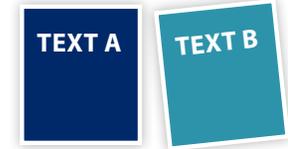
TEXT A   **TEXT B**

Recognize the secret to strong comparative writing— common categories.

Different plots • Similar characters

TEXT A	TEXT B
Physical Appearance	
Traits, Personality, Motivations	
Problem, Setbacks, Obstacles	
Solution, Successes, Outcomes	

Different plots • Similar theme

TEXT A	TEXT B
Main Idea, Theme	
Evidence in Character Development	
Evidence in Plot Development	

Historical account vs. Historical fiction

TEXT A	TEXT B
People	
Setting	
Events (Problem & Solution)	
Main Idea, Theme	

SECRET SITE RESOURCES

Teach the 3-step comparative thinking process.

Step 1
List details
Text A

Text A **Text B**

Category

Category

Category

Step 2
List details
Text B

Step 3 Look across each row

IDENTIFY DIFFERENCES | Find all of the differences.

See Differences

only... unlike... different... not...

IDENTIFY EXACT SAME | Fill in any "holes" in the row that are the same for both.

Add Sameness

both...
alike...
the same...
also...

IDENTIFY SIMILARITIES | Consider minor aspects that are somewhat or sometimes alike.

Infer Similarities

kind of... close... mostly...
slightly different... similarly...
in general...
for the most part...

Introduce and practice the process with visual texts.

Step 1
List all known details for Text A by category.

Step 2
List all known details for Text B by category.

Text A	Characters	Text B
• Four hikers on the trail • Hiking shoes or sturdy shoes • Walking sticks • Comfortable clothes • Backpacks	Characters	• Eleven players on the field • Cleats • Pads • Uniforms
• Outdoors • Hiking trail • Park	Setting	• Outdoors • Football field • Dictated by time (e.g., four quarters, 2-3 hours). • Whistle stops action.

Step 3 Look across each row.

See Differences

Add Sameness

Infer Similarities

Use the *T-Chart* to generate a 5-paragraph essay.

The reader's *T-Chart* becomes the writer's prewrite.

CRAFT THE INTRODUCTION.
Identify the text titles, authors, and categories of comparison.

Text A		Text B
	Category	
	Category	
	Category	

DRAFT BODY PARAGRAPHS.
Convert each row of the *T-Chart* into a simple paragraph.

	Category	
	Category	
	Category	

CONCLUDE WITH THE *SO WHAT?*
Restate the text titles and draw an overall conclusion about them.

- *Are the two items more similar or more different?*

- *What is the most important similarity between the two— and why is it so significant?*

- *What is the most important difference between the two— and why is it so significant?*

Flesh out details into comparative statements.

TEACH AND MODEL HOW TO:

- Stretch the category into a topic sentence.

- Write supporting detail sentences using specifics from that row.

- Choose transitions intentionally.

- Juggle details from both texts.

- Vary sentence structures for interest.

Both authors… **Category**

The two texts are alike…

The authors also…

Another fact that both…

(Author A) said…., but not (Author B).

Unlike (Author A), (Author B) wrote…

A second difference is that (Text A)…. However, (Text B)…

COMPARING IDEAS | Sentence Frames

Communicate if the details are the same, similar, or different.

Find **Different** Details	Fill in exact **Same** Details	Infer **Similar** Details
instead	both have (do, are)	are similar
rather	alike	slightly
yet	same as	slightly different
but	as well as	close
unlike	also	mostly
except	both	similarly
not	identically	in general
however	likewise	for the most part
although	together	typically
is different	in addition	ordinarily
in contrast		usually
the opposite		
conversely		
on the other hand		
on the contrary		

Follow each same, different, or similar detail with an explanation of *why* or *how*.

| because.. in that… | for the reason… by reason of… | as the result of… due to… | considering… in as much as… |

SECRET SITE RESOURCE

Master evidence-based responses

PRESENTER

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SPARK YOUR NEXT STEPS

Create an evidence-rich classroom.

Require 2-part answers in the everyday classroom.

1. What is the answer?

2. How do you know it to be true?

Ask text-dependent questions.

Apply knowledge of DOK and QAR principles.

DOK **1**	Literal questions with **RIGHT-THERE** answers	**ROBOTS**
DOK **2**	Literal questions with **THINK & SEARCH** answers	**DETECTIVES**
DOK **3**	Inferential questions with **AUTHOR & ME** answers	**JUDGES**
DOK **4**	Inferential questions with **ON-MY-OWN** answers	**INVENTORS**

Recognize the 4 common evidence errors that students commit.

1 Response lacks sufficient evidence.

2 Response relies solely on background knowledge.

3 Response includes irrelevant evidence.

4 Response lacks sufficient evidence.

Mirror question formats with evidence expectations.

• Part A/Part B questions

• Multi-select answers

• Constructed-response prompts

RELEVANT RESOURCE

Close-Reading Questions

SECRET SITE RESOURCE

Troubleshoot evidence errors in reading responses.

EVIDENCE ERROR #1
RESPONSE LACKS SUFFICIENT EVIDENCE

What is one character trait Eddie exhibits in "The Carpet Fitter"? Support your answer with evidence from the story.

WEAK
SHORT
CONSTRUCTED
RESPONSE

Eddie is disgruntled. He seems tired and angry about doing the carpet fitting job.

STRONG
SHORT
CONSTRUCTED
RESPONSE

Eddie is disgruntled. In the first paragraph, the text states that no one ever appreciated his work, and he is sick of it.

Clarify the meaning of "sufficient."

RECOGNIZE COMMON PROBLEMS:

• Required to select multiple answers (e.g., pick 2)— but stops at one.

• Required to use evidence from *all* sources— but only references one.

• Provides multiple text details— but they are redundant.

• *Use specific examples from both articles to support your ideas.*
• *Support your response with evidence from each source.*
• *Be sure to use support from both texts in developing your response.*
• *Back up your claim with reasons and evidence from all sources.*

SECRET SITE RESOURCE

Prompt readers when their inferences are off track.

EVIDENCE ERROR #2
RELIES SOLELY ON BACKGROUND KNOWLEDGE

Explain how Eddie's behavior in paragraphs 3-7 affects the ending. Support your answer with evidence from the story.

WEAK
SHORT
CONSTRUCTED
RESPONSE

Eddie realizes at the end of the story that he killed Mrs. Vanbrugh's parakeet. Taking a hammer to any living creature that was stuck under a carpet would probably kill it. And it wouldn't have been obvious that he was pounding a living bird because the carpet was red so the blood wouldn't show. At the end of the story, Eddie figures out what happened.

STRONG
SHORT
CONSTRUCTED
RESPONSE

Eddie realizes at the end of the story that he killed Mrs. Vanbrugh's parakeet, Armand. In paragraph 3, Eddie sees the lump and thinks it's his missing cigarettes. In paragraph 6 and 7, Eddie uses a hammer to flatten out the lump. At the end of the story, Eddie finds his cigarettes on the dashboard and feels sick knowing what he did.

Clarify *textual evidence* versus *background knowledge.*

• Reference actual words or visible details within the text.

• Identify details you can see and touch.

• Put "eyeballs" on the text.

RELEVANT RESOURCES

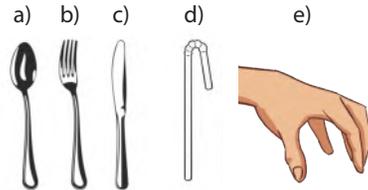# EVIDENCE ERROR #3 │ **INCLUDES IRRELEVANT EVIDENCE**

Define what makes evidence relevant.

• Details are relevant when they support the question.

SECRET SITE RESOURCE

What utensil would you use if you were _____ ?

a)   b)   c)   d)   e)

What is his job?	**How does he feel?**	**What season is it?**
a) Clothing detail	a) Clothing detail	a) Clothing detail
b) Tools detail	b) Hair style detail	b) Weather detail
c) Lunch detail	c) Body language detail	c) Sensory detail
d) Vehicle detail	d) Temperature detail	d) Activity detail
e) Setting detail	e) Facial expression detail	e) Vehicle detail
f) Action detail	f) Setting detail	f) Hair-style detail

In paragraph 6, why does the author include the detail of Eddie using a block of wood? Support your answer with evidence from the text.

WEAK
SHORT CONSTRUCTED RESPONSE

The author has Eddie use a block of wood because that was one of the tools Eddie had in his toolbox. He kept beating and hoped Mrs. Vanbrugh wouldn't hear the noise. After a few minutes, the lump started to flatten out.

STRONG
SHORT CONSTRUCTED RESPONSE

The author has Eddie use a block of wood to protect the carpet. The phrase "didn't want to damage the carpet itself" means that Eddie was trying to make sure he didn't tear or mark up the carpet.

## Distinguish between *evidence* and j*ust a detail*.

• All squares are _____, but all rectangles are not _____.

• All evidence is a _____, but all details are not _____.

Practice with *Evidence Sorts*.

• Provide a *T-Chart*.

• Provide an opinion/ claim about the text.

• Provide numerous sentences from the text, each on its own piece of paper.

• Put students in pairs.

Opinion/Claim
Sentence 1 from the text.
Sentence 2 from the text.
Sentence 3 from the text.
Sentence 4 from the text.
Sentence 5 from the text.
Sentence 6 from the text.
Sentence 7 from the text.
Sentence 8 from the text.

EVIDENCE that supports the answer.	**JUST A DETAIL** from the original passage.
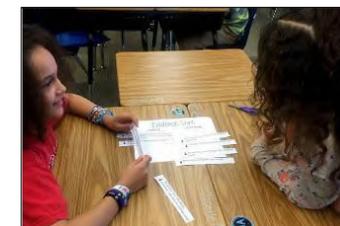
SECRET SITE RESOURCE

Discern details from evidence with the *Evidence Bag*.

EVIDENCE ERROR #4 | **PROVIDES WEAK EVIDENCE**

Clarify that all evidence is not equal.

Emphasize the need to read ALL answer choices.

STRATEGY 1 Rank the evidence.

SECRET SITE RESOURCE

Which detail *BEST* explains Eddie's attitude toward his job?

a) "The job was done, and it was time for a last cigarette."

b) "For 10 years he had spent his days sitting, squatting, kneeling, or crawling on floors."

c) "Eddie was a carpet fitter, and he hated it."

d) "When his work was done, no one ever appreciated it."

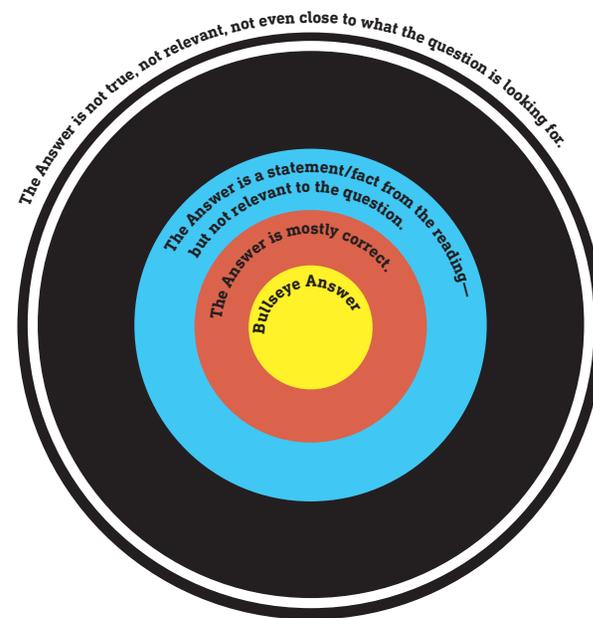**STRATEGY 2** | Assess all options for bullseye accuracy.

PART A

Which answer *BEST* describes Mrs. Vanbrugh's state of mind in paragraph 10?

a) Mrs. Vanbrugh was longing for her parakeet.

b) Mrs. Vanbrugh was frustrated by her parakeet.

c) Mrs. Vanbrugh was proud of her parakeet.

d) Mrs. Vanbrugh was concerned for her parakeet.

PART B

Which sentence from "The Carpet Fitter" supports your answer to Part A?

a) "...While you were working today, you didn't by any chance see any sign of Armand, did you?"

b) "Armand is my parakeet. A beautiful bird, just beautiful, such colors in his feathers."

c) "He likes to walk around the house, and he's so good, he usually just comes back to his cage after an hour or so and gets right in."

d) "He's never done such a thing before, it's most peculiar."

The Answer is not true, not relevant, not even close to what the question is looking for.

The Answer is a statement/fact from the reading— but not relevant to the question.

The Answer is mostly correct.

Bullseye Answer

SECRET SITE RESOURCE

The Carpet Fitter, a common urban legend

¶1 Eddie was a carpet fitter, and he hated it. For ten years he had spent his days sitting, squatting, kneeling, or crawling on floors, in houses, offices, shops, factories, and restaurants. Ten years of his life, cutting and fitting carpets for other people to walk on, without even seeing them. When his work was done, no one ever appreciated it. No one ever said, "Oh, that's a beautiful job, the carpet fits so neatly." They just walked all over it. Eddie was sick of it.

¶2 He was especially sick of it on this hot, humid day in August, as he worked to put the finishing touches to today's job. He was just cutting and fixing the last edge on a huge red carpet which he had fitted in the living room of Mrs. Vanbrugh's house. Rich Mrs. Vanbrugh, who changed her carpets every year and always bought the best. Rich Mrs. Vanbrugh, who had never even given him a cup of tea all day and who made him go outside when he wanted to smoke. Ah well, it was four o'clock, and he had nearly finished. At least he would be able to get home early today. He began to day dream about the weekend, about the Saturday football game he always played for the local team, where he was known as "Ed the Head" for his skill in heading goals from corner kicks. Eddie sat back and sighed. The job was done, and it was time for a last cigarette. He began tapping the pockets of his overalls, looking for the new packet of Marlboro he had bought that morning. They were not there.

¶3 It was as he swung around to look in his toolbox for the cigarettes that Eddie saw the lump. Right in the middle of the brand new bright red carpet, there was a lump. A very visible lump. A lump the size of— the size of a packet of cigarettes.

¶4 "Blast!" said Eddie angrily. "I've done it again! I've left the cigarettes under the blasted carpet!"

¶5 He had done this once before, and taking up and refitting the carpet had taken him two hours. Eddie was determined that he was not going to spend another two hours in this house. He decided to get rid of the lump another way. It would mean wasting a good packet of cigarettes, nearly full, but anything was better than taking up the whole carpet and fitting it again. He turned to his toolbox for a large hammer.

¶6 Holding the hammer, Eddie approached the lump in the carpet. He didn't want to damage the carpet itself, so he took a block of wood and placed it on top of the lump. Then he began to beat the block of wood as hard as he could. He kept beating, hoping Mrs. Vanbrugh wouldn't hear the noise and come to see what he was doing. It would be difficult to explain why he was hammering the middle of her beautiful new carpet.

¶7 After three or four minutes, the lump was beginning to flatten out. Eddie imagined the cigarette box breaking up, and the crushed cigarettes spreading out under the carpet. Soon, he judged that the lump was almost invisible. Clearing up his tools, he began to move the furniture back into the living room, and he was careful to place one of the coffee tables over the place where the lump had been, just to make sure that no one would see the spot where his cigarettes had been lost. Finally, the job was finished, and he called Mrs. Vanbrugh from the dining room to inspect his work.

¶8 "Yes, dear, very nice," said the lady, peering around the room briefly. "You'll be sending me a bill, then?"

¶9 "Yes madam, as soon as I report to the office tomorrow that the job is done." Eddie picked up his tools and began to walk out to the van. Mrs. Vanbrugh accompanied him. She seemed a little worried about something.

¶10 "Young man," she began, as he climbed into the cab of his van, laying his toolbox on the passenger seat beside him, "while you were working today, you didn't by any chance see any sign of Armand, did you? Armand is my parakeet. A beautiful bird, just beautiful, such colors in his feathers ... I let him out of his cage, you see, this morning, and he's disappeared. He likes to walk around the house, and he's so good, he usually just comes back to his cage after an hour or so and gets right in. Only today he didn't come back. He's never done such a thing before, it's most peculiar ..."

¶11 "No, madam, I haven't seen him anywhere," said Eddie, as he reached to start the van.

¶12 And saw his packet of Marlboro cigarettes on the dashboard, where he had left it at lunchtime...

¶13 And remembered the lump in the carpet ...

¶14 And realized what the lump was ...

¶15 And remembered the hammering ...

¶16 And began to feel rather sick ...

IGNITE to WRITE

CONQUER STATE ASSESSMENTS

PRESENTER
KRISTI McCULLOUGH
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SPARK YOUR NEXT STEPS

Decode & design writing prompts

Recognize the impact of academic vocabulary.

Sort the phrases into categories.

NOW IT'S YOUR TURN

- explain the different aspects
- draw conclusions
- identify similarities
- explain the parts
- describe the steps
- write an original narrative
- provide multiple reasons
- show how alike and different
- determine strengths and weaknesses
- convince the audience
- evaluate the main differences

- sequence the events
- identify the main points
- provide counterclaims
- describe the topic
- order the events
- include opposition
- compare ____ to ____
- explain different kinds
- determine a position
- over time
- fiction based on fact

- show the time line
- argue if __ or __
- write a comparison
- initial to now
- address both viewpoints
- explain similarities and differences
- make a claim
- describe different components
- explain the process
- rewrite the story
- conception to current

- name different facets
- identify the types
- consider multiple perspectives
- explain the main ideas
- evolution/evolve
- from beginning to end
- write an opinion
- present details about both
- support reasons with evidence
- from a different character's perspective

PROMPT

Identify the 3 parts of a typical prompt.

1

THE BACKGROUND

The first sentences review the broad subject and/or the text(s) read.
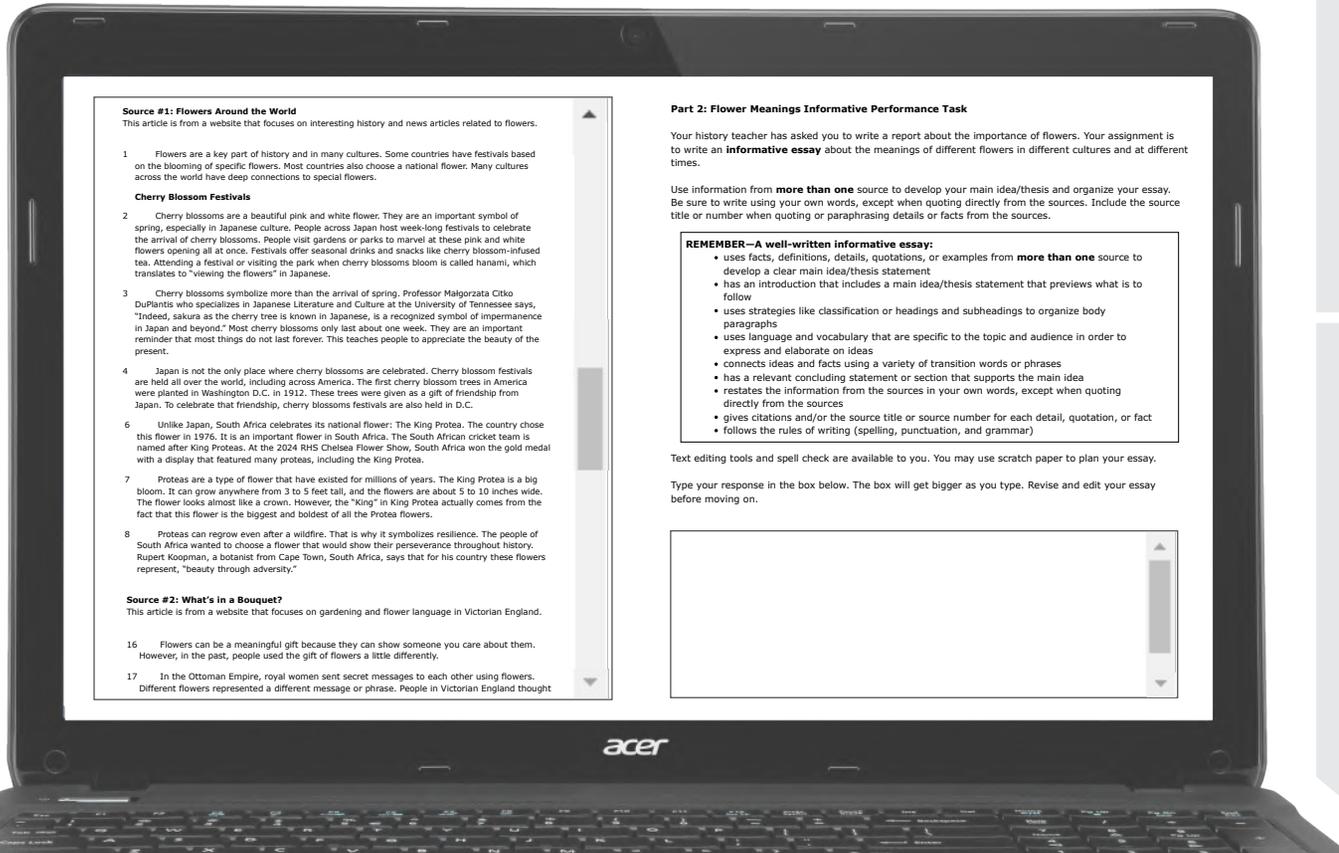
2

THE TASK

The middle sentences outline the specific writing task.

3

THE EVIDENCE

The final sentences remind the reader to include textual evidence from the provided sources.

In the passage, the main character faces several challenges that help shape who he becomes. Write an essay explaining how the character changes throughout the story. Use details from the text to support your response.

Read the excerpt from "Say What, Horse?" Based on the information in the article, write a response to the following: Explain what new research reveals about horses' ability to communicate.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

Remember to clearly state your central idea, organize your writing, develop your ideas, use evidence from the selection in your response, and use correct spelling, capitalization, punctuation, and grammar.

Manage your time carefully. Write your response in the box provided.

Flavored milk is popular with many students, but some people believe that flavored milk should not be served in school cafeterias. After reading "Milk Nutrition" by the Midwest Dairy Association and Jamie Oliver's video on "Sugar Overload," write an essay in which you take a position: do you agree or disagree with serving flavored milk in school cafeterias?

Be certain to use information found in the article and video to support your point of view. Use facts, definitions, concrete details, quotations, and examples from the article and video to write about the subject knowledgeably. Also, remember to use correct grammar, usage, capitalization, and spelling when writing your essay.

Source #1: Flowers Around the World
This article is from a website that focuses on interesting history and news articles related to flowers.

1   Flowers are a key part of history and in many cultures. Some countries have festivals based on the blooming of specific flowers. Most countries also choose a national flower. Many cultures across the world have deep connections to special flowers.

Cherry Blossom Festivals

2   Cherry blossoms are a beautiful pink and white flower. They are an important symbol of spring, especially in Japanese culture. People across Japan host week-long festivals to celebrate the arrival of cherry blossoms. People visit gardens or parks to marvel at these pink and white flowers opening all at once. Festivals offer seasonal drinks and snacks like cherry blossom-infused tea. Attending a festival or visiting the park when cherry blossoms bloom is called hanami, which translates to "viewing the flowers" in Japanese.

3   Cherry blossoms symbolize more than the arrival of spring. Professor Małgorzata Citko DuPlantis who specializes in Japanese Literature and Culture at the University of Tennessee says, "Indeed, sakura as the cherry tree is known in Japanese, is a recognized symbol of impermanence in Japan and beyond." Most cherry blossoms only last about one week. They are an important reminder that most things do not last forever. This teaches people to appreciate the beauty of the present.

4   Japan is not the only place where cherry blossoms are celebrated. Cherry blossom festivals are held all over the world, including across America. The first cherry blossom trees in America were planted in Washington D.C. in 1912. These trees were given as a gift of friendship from Japan. To celebrate that friendship, cherry blossoms festivals are also held in D.C.

6   Unlike Japan, South Africa celebrates its national flower: The King Protea. The country chose this flower in 1976. It is an important flower in South Africa. The South African cricket team is named after King Proteas. At the 2024 RHS Chelsea Flower Show, South Africa won the gold medal with a display that featured many proteas, including the King Protea.

7   Proteas are a type of flower that have existed for millions of years. The King Protea is a big bloom. It can grow anywhere from 3 to 5 feet tall, and the flowers are about 5 to 10 inches wide. The flower looks almost like a crown. However, the "King" in King Protea actually comes from the fact that this flower is the biggest and boldest of all the Protea flowers.

8   Proteas can regrow even after a wildfire. That is why it symbolizes resilience. The people of South Africa wanted to choose a flower that would show their perseverance throughout history. Rupert Koopman, a botanist from Cape Town, South Africa, says that for his country these flowers represent, "beauty through adversity."

Source #2: What's in a Bouquet?
This article is from a website that focuses on gardening and flower language in Victorian England.

16   Flowers can be a meaningful gift because they can show someone you care about them. However, in the past, people used the gift of flowers a little differently.

17   In the Ottoman Empire, royal women sent secret messages to each other using flowers. Different flowers represented a different message or phrase. People in Victorian England thought

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Part 2: Flower Meanings Informative Performance Task

Your history teacher has asked you to write a report about the importance of flowers. Your assignment is to write an **informative essay** about the meanings of different flowers in different cultures and at different times.

Use information from **more than one** source to develop your main idea/thesis and organize your essay. Be sure to write using your own words, except when quoting directly from the sources. Include the source title or number when quoting or paraphrasing details or facts from the sources.

REMEMBER—A well-written informative essay:
- uses facts, definitions, details, quotations, or examples from **more than one** source to develop a clear main idea/thesis statement
- has an introduction that includes a main idea/thesis statement that previews what is to follow
- uses strategies like classification or headings and subheadings to organize body paragraphs
- uses language and vocabulary that are specific to the topic and audience in order to express and elaborate on ideas
- connects ideas and facts using a variety of transition words or phrases
- has a relevant concluding statement or section that supports the main idea
- restates the information from the sources in your own words, except when quoting directly from the sources
- gives citations and/or the source title or source number for each detail, quotation, or fact
- follows the rules of writing (spelling, punctuation, and grammar)

Text editing tools and spell check are available to you. You may use scratch paper to plan your essay.

Type your response in the box below. The box will get bigger as you type. Revise and edit your essay before moving on.

DECODE

Identify the mode, format, & structure.

NOW IT'S YOUR TURN

Prompt	Circle the **MODE** you are to write in.	Circle the **FORMAT** you are to write in.	Describe the **ORGANIZATIONAL STRUCTURE** you are to write in.
Your class has researched about different careers. Now correspond with your peers informing them on how to become an astronaut. Your letter will be read by other students.	Narrative Informative Persuasive Argumentative	Essay Letter Article Story	
Each author uses different evidence to support his or her stance on school start times. Write an essay that compares each author's overall claim about school start times and evaluates how he or she advances his or her unique perspective.	Narrative Informative Persuasive Argumentative	Essay Letter Article Story	
You've read about different types of service animals and the new rule that allows only dogs and miniature horses to be service animals in public places. Argue whether this rule is fair or not.	Narrative Informative Persuasive Argumentative	Essay Letter Article Story	
Based on the story, compare the personality traits of the two main characters. Explain ways that they are similar and different.	Narrative Informative Persuasive Argumentative	Essay Letter Article Story	
Can the brain become smarter or is intelligence fixed? After reading articles on learning and the brain, correspond with parents explaining the brain-development process that occurs from birth to twenty-five years of age.	Narrative Informative Persuasive Argumentative	Essay Letter Article Story	
Imagine you have the chance to climb Mount Everest. Write a story about something that happens as you climb the mountain. Use information and details from the sources about Mount Everest and those who climbed the mountain.	Narrative Informative Persuasive Argumentative	Essay Letter Article Story	
The story "Departure" describes a character leaving home, and the passage from "Up the Coolly" describes a character returning home. Write an essay that analyzes how the narrators relate the events about the journeys in a manner that builds mystery and/or tension.	Narrative Informative Persuasive Argumentative	Essay Letter Article Story	

DESIGN

Develop extended-response writing prompts.

STEP 1 | **SELECT TEXT(S)**.

- Choose a text (or multiple texts) complex enough to support analysis.
- If using multiple texts, ensure they connect in theme, topic, or perspective.

STEP 2 | **DETERMINE THE PRODUCT**.

- Opinion/Persuasive/Argumentative | Take a position and support it with reasons and text evidence.
- Informative/Expository | Explain an idea, compare key points, or analyze a story element.
- Narrative | Write or rewrite a story using text details.

STEP 3 | **CREATE THE TASK**.

- Within 1-2 sentences, reveal the writing format (e.g., an essay, letter/correspondence, article, story) and the purpose (e.g. compare, explain, describe, persuade).
- Utilize the academic language like that used on your state assessment.

STEP 4 | **COMPLETE THE PROMPT**.

- Write an opening sentence that names the text(s) read and/or topics learned about.
- Close the prompt with an expectation that students use text evidence to support their responses.
- Format the prompt so it looks like what your students will see on the state assessment.

SECRET SITE RESOURCE

Leverage AI to draft prompts.

Generate several different prompts all about…(topic). Make one for each of the following text structures: (list them). *Start each prompt with reference to having read…* (number) *of…* (types) *texts about…* (topic). *End each prompt with reference to the response including details from the text(s) read. All prompts generated should be appropriate for…* (grade level) *students.*

Persuasive: Having read three articles about the U.S. Civil War, imagine you are a young person living in either the North or South during that time. Write a letter to a friend trying to convince them that your side is right and should win the war. Explain why your side is fighting and why it's important for them to be successful. Remember to include details from the texts you read.

Informative: Having read three articles about the U.S. Civil War, explain to someone who doesn't know much about it what the main differences were between the North and the South before and during the war. Describe things like their economies, ways of life, and what they were fighting for. Remember to include details from the texts you read to show these similarities and differences.

Informative: Having read three articles about the U.S. Civil War, write an essay describing the main issues that caused the war. Use vivid words to help someone else understand what these issues were like and why they led to conflict. Include specific details and information you learned from the texts you read to make your description clear and interesting.

Narrative: Having read three articles about the U.S. Civil War, imagine you are a young person who witnessed an important event during the war (like a battle, a speech, or a change in your town). Write a story about what you saw and how it made you feel. Describe the event and the people involved, using details you learned from the texts you read to make your story realistic.
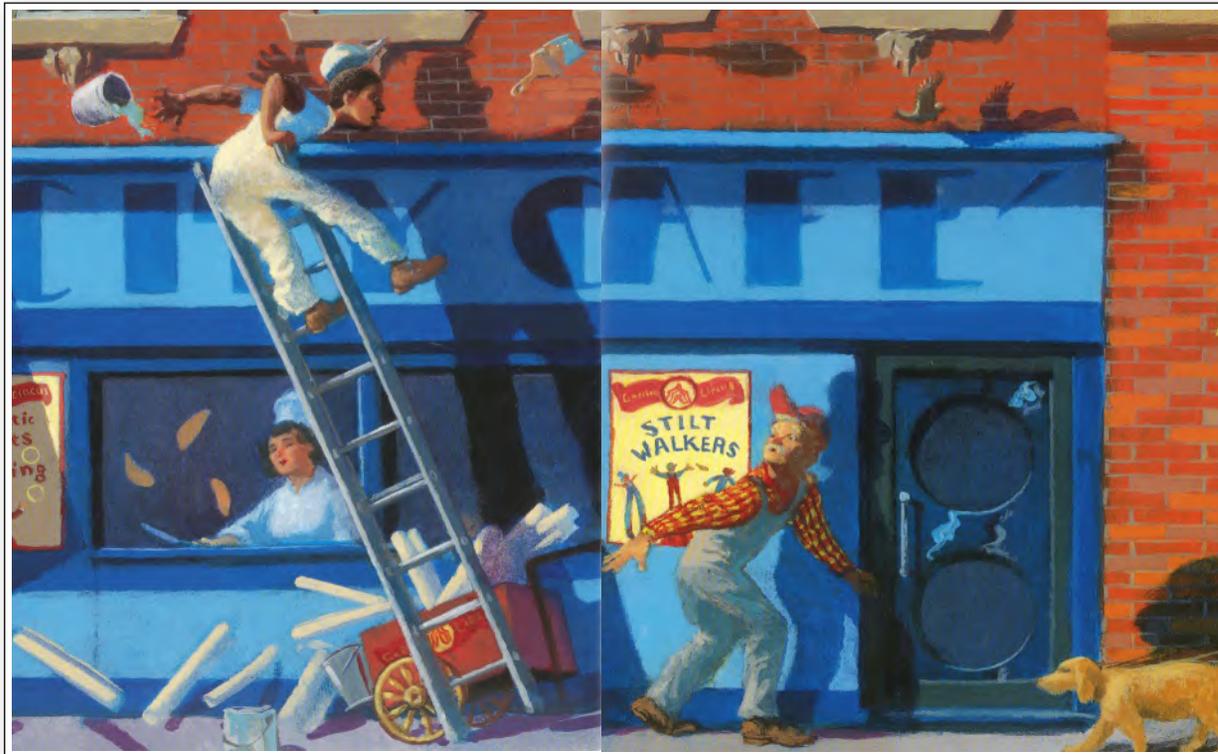
GENERATE

SIDEWALK CIRCUS, PAUL FLEISCHMAN

SECRET SITE RESOURCE
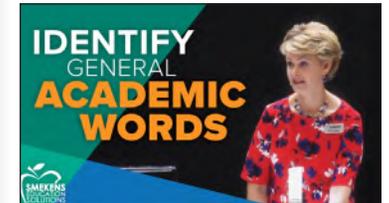
Identify 10-15 general academic words per grade level.

NOW IT'S YOUR TURN

PERSUADE	ARGUE	EXPLAIN	DESCRIBE	COMPARE-CONTRAST	NARRATE	ENTERTAIN

INSTRUCT

Deliver a scaffold of prompt-decoding mini-lessons within *reading* instruction.

Provide a prompt-decoding mini-lesson at the end of each reading unit.
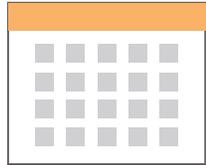
Teach the three main parts of a typical writing prompt and understand the purpose each part serves.
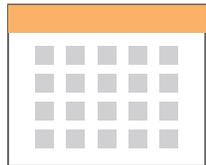
Teach the meaning of text evidence and that specific words need to come from the passage(s) provided.

Teach that the key words which indicate the required writing mode are found within the Task Sentence(s).

- Key words that imply the response should be persuasive/argumentative
- Key words that imply the response should be informative
- Key words that imply the response should be narrative
- The differences between genre/mode (e.g., persuasive, informative, narrative) and format (e.g., letter, essay, article)
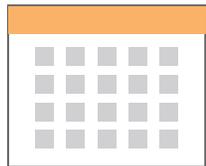
Provide regular opportunities for students to practice decoding 3-part prompts using short daily activities like bell ringers or morning work.
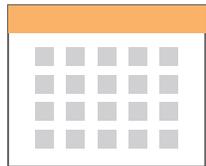
Teach the ingredients and organizational structure that each mode follows.

- Opinion/Persuasive
- Argument
- Procedural how-to (informative)
- Descriptive/all-about (informative)
- Compare-contrast (informative)
- Narrative
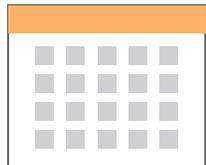
Gradually release prompt-decoding responsibility to students, rather than spending extensive time dissecting and deciphering prompts as a whole class.
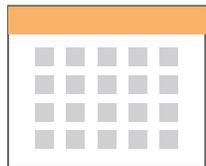
View the entire third grade decoding the prompt mini-lesson and access the Cheat Sheet of key words.
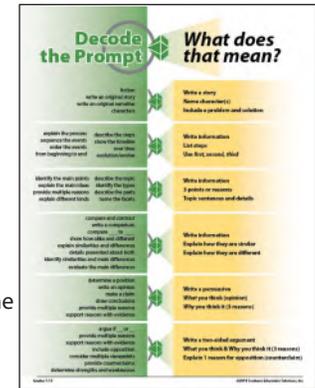
Based on the information from the reading, argue if **JACKIE ROBINSON'S** baseball success was/was not greater than that of Babe Ruth's. Be sure to acknowledge opposing viewpoints within your essay. Provide evidence from the text to support your opinions.

Based on the information from the reading, explain the different kinds of success **JACKIE ROBINSON** achieved in his lifetime. Provide evidence from the text to support your opinions.

Based on the information from the reading, write an opinion essay identifying the reason(s) **JACKIE ROBINSON** experienced success. Provide evidence from the text to support your opinions.

DECODE PROMPTS ACCURATELY

Decode a prompt in 3 steps.

SECRET SITE RESOURCES

AFTER DECODING THE PROMPT

Use the prompt to determine the genre.

DISSECT

Decode the prompt to identify the task

CONQUER STATE ASSESSMENTS

Organize the response to fit the text structure

THE PROMPT	KEY WORDS IN CONTEXT		ORGANIZATIONAL STRUCTURE		
Detail how Gaylord Nelson inspired, informed, and initiated Earth Day from its conception to its current state.	• explain the process • sequence the events • order the events • describe the steps • over time	• evolution/evolve • show the time line • from beginning to end • initial to now • conception to current	Informative/ How-to	Step 1, First Step 2, Second Step 3, Third Step 4, Fourth	Introduction The first step… Next… Then… Finally… Conclusion
Explain the different aspects of Earth Day as it's celebrated annually around the world.	• identify the main points • explain the main ideas • provide multiple reasons • describe the topic • identify the types	• explain different kinds • explain different aspects • explain the parts • describe different components • name different facets	Informative/ Categorical	Main Idea 1 Main Idea 2 Main Idea 3	Introduction One way… Another facet… A third big part… Conclusion
Compare today's Earth Day celebrations to the first one led by Gaylord Nelson.	• write a comparison • compare ____ to ____ • show how alike and different • explain similarities and differences	• details presented about both • identify similarities • main differences • evaluate the main differences	Informative/ Compare-Contrast	Category 1 Category 2 Category 3	Introduction Both address… A second category… They also include… Conclusion
Convince the audience that Gaylord Nelson's concerns are/are not being addressed.	• determine a position • write an opinion • make a claim • draw conclusions	• convince the audience • write a persuasive • provide multiple reasons • support reasons with evidence	Persuasive	Reason 1 Reason 2 Reason 3	Introduction One reason… A second reason… A third reason… Conclusion
Convince the audience that Gaylord Nelson's concerns are/are not being addressed. Address both viewpoints.	• argue if __ or __ • provide multiple reasons • support reasons with evidence • include opposition	• provide counterclaims • consider multiple perspectives • address both viewpoints • determine strengths and weaknesses	Argumentative	Reason 1 Reason 2 Counterclaim Reason 3	Introduction One reason… A second reason… Despite… A third reason… Conclusion
Using facts learned from the texts, write an original story describing how a school might celebrate Earth Day.	• characters • fiction • fiction based on fact • generate a story	• write an original story • write an original narrative • rewrite the story	Narrative/ Story	Problem Solution	Introduction (*Somebody…*character) Wanted… But… So… Conclusion (*Then…*solution)

7

Create a reading & writing calendar for test prep

PRESENTER

SHONA LANSDELL

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SPARK YOUR NEXT STEPS

Begin with the end in mind.

Understand the complexity of the typical extended reading response.

Students will typically **read one or more texts** followed by a series of **comprehension questions**…

…And **culminate with a prompt** requiring a long, **extended response**.

SECRET SITE RESOURCES
Wildfire texts, prompt, note-taking document, & written response

Consider the individual skills students must possess to independently and successfully complete this task.

READING SKILLS	WRITING SKILLS	ON-DEMAND SKILLS

READING INSTRUCTION

Plan time to teach and practice several areas of reading instruction.

Decoding

Fluency

Vocabulary/Word Work

Core Knowledge

Comprehension

- ☐ How to orally retell/summarize literature.
- ☐ How to orally retell/summarize information.
- ☐ How to explain the development of one idea across a text.
- ☐ How to explain the impact/relationship of two ideas across a text.
- ☐ How to determine the main idea/central idea.
- ☐ How to determine the theme/author's message.
- ☐ How to analyze how text features/text structure shape meaning.
- ☐ How to analyze the impact of author choices (e.g., word choice, figurative language, and literary devices).
- ☐ How to compare texts, ideas, or perspectives.
- ☐ How to combine details from the SAME text to infer a new idea not literally stated in the text.
- ☐ How to combine details from MULTIPLE texts to synthesize a new idea not literally stated in any of the texts.

RELEVANT RESOURCE

Reading Responses

- • Teach 1-2 new reading-response skills within every unit (i.e., every 5-10 days).
- • Teach 15-20 total skills.
- • Apply each NEW skill to those previously taught.

Readers record their thinking about 1 text.

- ☐ How to determine information worthy of noting.
- ☐ How to list text details quickly and efficiently (e.g., bullets, abbreviations).
- ☐ How to note text details and reader thoughts.
- ☐ How to annotate thoughts in the margin of text.

Readers restate information from 1 text.

- ☐ How to recall information learned from 1 text.
- ☐ How to retell a short text.
- ☐ How to paraphrase an excerpt/an author's idea.
- ☐ How to summarize the most important information from a longer text.

Readers write short constructed responses (2-5 sentences) **about 1 text.**

- ☐ How to write the reader's idea/answer in a topic sentence.
- ☐ How to repeat key words from the question/prompt within the first sentence.
- ☐ How to choose the strongest evidence to support the reader's answer/idea.
- ☐ How to introduce evidence from print text (e.g., *According to Source 1…, The article states…,* etc.).
- ☐ How to introduce second and third pieces of evidence.
- ☐ How to cite visual, audio, and video-based evidence.
- ☐ How to blend the reader's own words with specific words and details pulled from the original text.
- ☐ How to connect the evidence to the answer/inference within an overall concluding statement.
- ☐ How to elaborate on text evidence (e.g., *This is important because…, This means…, This suggests…*).

Readers decode prompts to determine the writing mode or purpose.

- ☐ How to recognize key words in context that indicate a persuasive response.
- ☐ How to recognize key words in context that indicate an argumentative response (grades 7-12).
- ☐ How to recognize key words in context that indicate a narrative response.
- ☐ How to recognize key words in context that indicate an informative/compare-contrast response.
- ☐ How to recognize key words in context that indicate an informative/main-idea, descriptive, or categorical response.
- ☐ How to recognize key words in context that indicate an informative/procedural or chronological response.

Readers record their thinking about multiple texts.

- ☐ How to organize text details (and reader thoughts) from multiple sources.
- ☐ How to note corroborating/repeated information across texts— and the reader's thoughts about it.
- ☐ How to note new information unique to each text— and the reader's thoughts about it.
- ☐ How to note contradictory information across texts— and the reader's thoughts about it.
- ☐ How to collect text details to re-purpose as story elements in a narrative response.

Readers generate multiple paragraphs supported with evidence.

- ☐ How to meet the evidence requirement in a narrative by weaving in details from the original text(s).
- ☐ How to stretch each new reader idea (inference or synthesis) into a topic sentence.
- ☐ How to develop a single paragraph for each new reader idea (inference or synthesis) with text evidence, explanation, and elaboration.
- ☐ How to reveal each new reader idea (inference or synthesis) by stacking the individual paragraphs to create the body of an extended response.

WRITING INSTRUCTION

Plan time to teach and practice multiple areas of writing instruction.

Language Foundations

CONVENTIONS RUBRIC		
SCORE **2**	SCORE **1**	NS

Writers accurately use grade-level conventions.
- ☐ How to recognize ____.
- ☐ How to edit and fix ____.
- ☐ How to apply ____ accurately within a first draft.

Writers are aware of sentence syntax.
- ☐ How to communicate complete thoughts.
- ☐ How to vary sentence structures.
- ☐ How to vary sentence lengths.
- ☐ How to vary sentence types.
- ☐ How to combine details into a single, efficient sentence.

Writers posses transcription skills.
- ☐ How to spell grade-level words.
- ☐ How to spell "big" words phonetically.
- ☐ How to print legibly.
- ☐ How to write cursive legibly.
- ☐ How to use keyboarding skills to type handwritten work.
- ☐ How to compose onto a screen.

Genre Instruction

- • Teach 2-3 new genre-instruction skills every week.
- • Teach approximately 50 total skills.
- • Apply each NEW skill to those previously taught.

Writers recognize the physical layout and ingredients of different formats.
- ☐ How to format and structure correspondence— a letter, email, or memo.
- ☐ How to format and structure an article.
- ☐ How to format and structure an essay or literary analysis.
- ☐ How to format and structure a speech.
- ☐ How to format and structure a story.

Writers execute the writing process in various situations.
- ☐ How to build stamina to write for longer periods.
- ☐ How to develop persistence and resilience as a writer.
- ☐ How to brainstorm writing topics.
- ☐ How to prewrite to match the structure and purpose.
- ☐ How to expand (puff up) the prewrite into a first draft.
- ☐ How to give peer-revision feedback.
- ☐ How to revise writing.
- ☐ How to make room for new ideas during revision.
- ☐ How to give peer-editing feedback.
- ☐ How to edit writing.
- ☐ How to co-write with one or more students.
- ☐ How to start and finish the writing process in one sitting.
- ☐ How to use AI during prewriting.
- ☐ How to use AI during revision.
- ☐ How to use AI during editing.

Writers generate persuasive/argumentative pieces about topics and texts.

PERSUASIVE/ARG RUBRIC				
EVIDENCE & ELABORATION				
4	3	2	1	NS
ORGANIZATION & STRUCTURE				
4	3	2	1	NS

- ☐ How to recognize multiple perspectives on a debatable topic.
- ☐ How to identify the strongest side.
- ☐ How to introduce a debatable topic.
- ☐ How to write an opinion/claim about a topic or text.
- ☐ How to acknowledge the opposition in the introduction (grades 7-12).
- ☐ How to follow the *What & Why* structure.
- ☐ How to group details to form reasons.
- ☐ How to support reasons by elaborating with facts and evidence.
- ☐ How to identify strengths and limitations per reason (grades 9-12).
- ☐ How to link the claim and reasons with transitions.
- ☐ How to transition between details within a paragraph.
- ☐ How to develop reason(s) for the opposition (grades 7-12).
- ☐ How to restate the claim in a conclusion.
- ☐ How to integrate the counterclaim within the conclusion (grades 7-12).
- ☐ How to maintain a formal style (grades 6-12).

Writers generate informative pieces about topics and texts.

INFORMATIVE RUBRIC				
EVIDENCE & ELABORATION				
4	3	2	1	NS
ORGANIZATION & STRUCTURE				
4	3	2	1	NS

- ☐ How to list known information and organize it by genre and structure.
- ☐ How to group details by category within compare-contrast writing.
- ☐ How to group details by steps in procedural writing.
- ☐ How to group details by key point/subtopic in categorical/main-idea writing.
- ☐ How to stretch each key point/subtopic into a sentence.
- ☐ How to elaborate with facts, definitions, quotes, and examples.
- ☐ How to transition between paragraphs.
- ☐ How to transition between details within a paragraph.
- ☐ How to introduce the topic and purpose.
- ☐ How to restate the topic or purpose in the conclusion.
- ☐ How to use precise and domain-specific vocabulary (grades 4-12).
- ☐ How to maintain a formal style (grades 6-12).

Writers generate narrative pieces about topics and texts.

NARRATIVE RUBRIC				
EVIDENCE & ELABORATION				
4	3	2	1	NS
ORGANIZATION & STRUCTURE				
4	3	2	1	NS

- ☐ How to plan a story's problem, solution, character, and setting.
- ☐ How to establish the situation or conflict in the middle.
- ☐ How to solve/resolve the problem/conflict in the end.
- ☐ How to introduce the character, setting, and situation at the beginning.
- ☐ How to structure a narrative using a problem-solution arc.
- ☐ How to elaborate on events with dialogue, actions, thoughts, and feelings.
- ☐ How to signal the order of events with temporal or transition words.
- ☐ How to describe using precise words and sensory details (grades 5-12).

READING INSTRUCTION

- Teach 1-2 new reading-response skills within every reading unit (i.e., every 5-10 days).
- Teach approximately 15-20 total reading-response skills.
- Apply each new skill to those previously taught.

SEMESTER 1

Decoding

Fluency

Vocabulary/ Word Work

Core Knowledge

Comprehension

Instruction targets grade-level comprehension skills outlined within the standards.

Reading Response

Instruction targets how to communicate reader thinking in writing.
- How to record thinking during reading.
- How to restate information after reading.
- How to write short-constructed responses.

- Responses are based on prompts tied to the reading curriculum.
- Initial reading responses are generated together as a class.
- As reading-response skills are taught, practiced, and become more familiar, expect students to apply them more independently.

SEMESTER 2

Decoding

Fluency

Vocabulary/ Word Work

Core Knowledge

Comprehension

Instruction targets skills relevant to multiple & more complex texts (e.g., compare texts, synthesize ideas).

WRITING INSTRUCTION

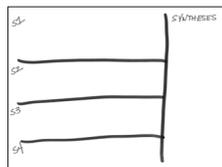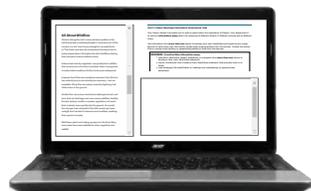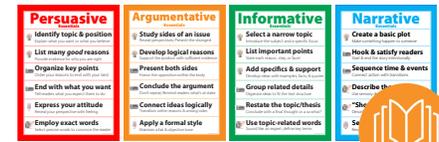- Teach 2-3 new genre-instruction skills every week.
- Teach approximately 50 total genre-writing skills.
- Apply each new skill to those previously taught.

SEMESTER 1

Genre Instruction

Instruction targets the essential standards-based skills listed for each mode (e.g., persuasive/ argumentative, informative, narrative), including different formats (e.g., essays, literary analysis, letters).

RELEVANT RESOURCES

Language Foundations

Units include direct instruction on grade-level language conventions.

- Students execute writing tasks independently.
- Emphasize the importance of knowing the essential skills per mode.
- Writing topics are usually "general knowledge" to lessen the cognitive load.
- Units conclude with a new, independent, from-scratch product.
- Some writing is composed directly onto a screen.

SEMESTER 2

WRITING-ABOUT-READING INSTRUCTION

Reading Response

Instruction targets how to communicate reader thinking in writing.
- How to decode prompts to determine the mode/purpose of the response.
- How to record thinking about multiple texts.
- How to generate multi-paragraph extended responses.

Genre Instruction

Instruction spirals through the essential persuasive/ argumentative, informative, and narrative writing skills taught previously.

Language Foundations

Units include direct instruction on grade-level language conventions.

- Writing topics are mostly extended responses to prompts about 1 or more texts.
- Students apply knowledge of mode-specific skills and structures previously taught.
- Writing tasks spiral through various combinations of modes, genres, and formats.
- Students execute writing tasks independently— many of which are first-and-only drafts.
- Units conclude with new, independent, from-scratch products started and finished in one sitting.
- Most writing is composed directly onto a screen.

Use AI to strengthen study skills

SPARK YOUR NEXT STEPS

Secret Site: bit.ly/studyaiok

Breakdown of the difference

Teach AI Research Study
73% of students say AI helps them better understand material.
67% say that AI helps them study faster and more efficiently.

Sift, Sort, and Strategize

Visualize Vocabulary

The Tailored Tutor
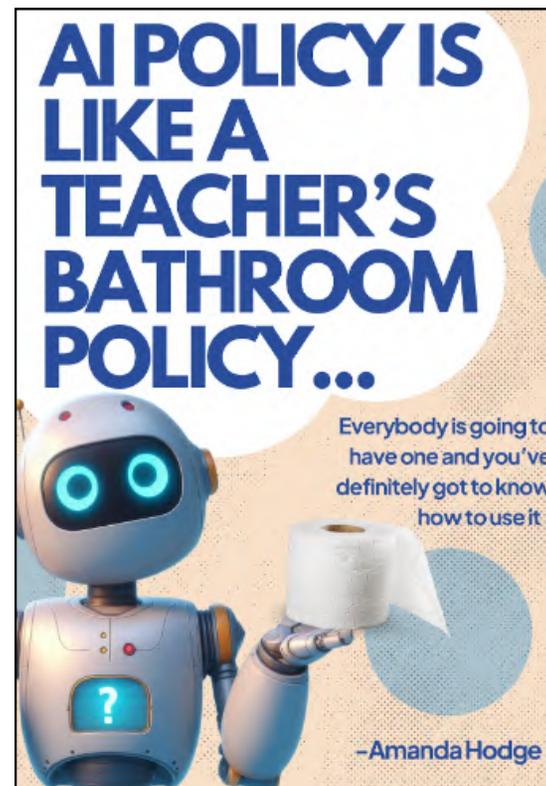
Write with AI Insight

Rethink Review

Knowt
The best free all-in-one AI study app.

NotebookLM

Think Smarter, Not Harder

Try NotebookLM

AI POLICY IS LIKE A TEACHER'S BATHROOM POLICY...

Everybody is going to have one and you've definitely got to know how to use it.

–Amanda Hodge

Modernize classroom collaboration from Post-Its to Padlet

SPARK YOUR NEXT STEPS

What is Padlet?

Secret Site: bit.ly/postitpadlet

Posting Options

Integration Ideas

IGNITE to WRITE

EMBRACE EDTECH

Utilize the perfect pair– Canva & Google

PRESENTER

NADINE GILKISON

SPARK YOUR NEXT STEPS

Secret Site: bit.ly/canvanadine

Canva Interface

Headers

Buttons
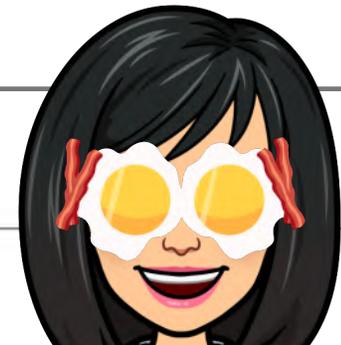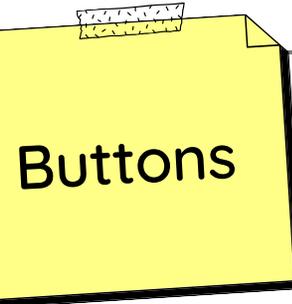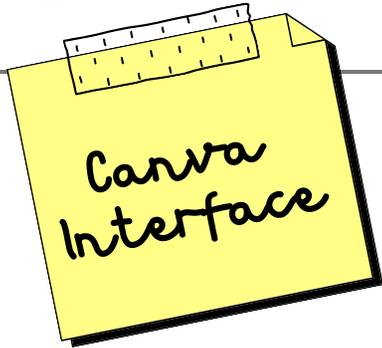
Presentation

Video

Digital Dump

Show What You Know

EMBRACE EDTECH

Supercharge your Canva skills with simple hacks

PRESENTER
NADINE GILKISON

✦ SPARK YOUR NEXT STEPS

IGNITE to WRITE

✂ SHORTCUTS

Secret Site: bit.ly/showcanva

CTRL + [= send backward

CTRL+ALT+[= send to back

CTRL +] = move forward

CTRL+ALT+] = send to front

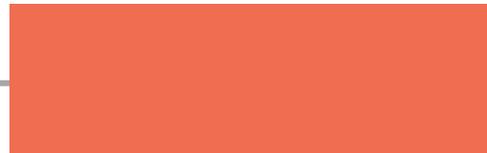**Hold CTRL on image to put exactly where you want it**

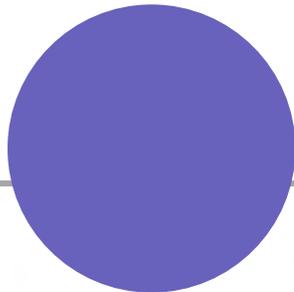**T adds a text box**

C adds a circle

R adds a rectangle

L adds a line (Hold Shift and it keeps the line straight when adjusting)

CTRL + A = move everything

CTRL + Z = undo
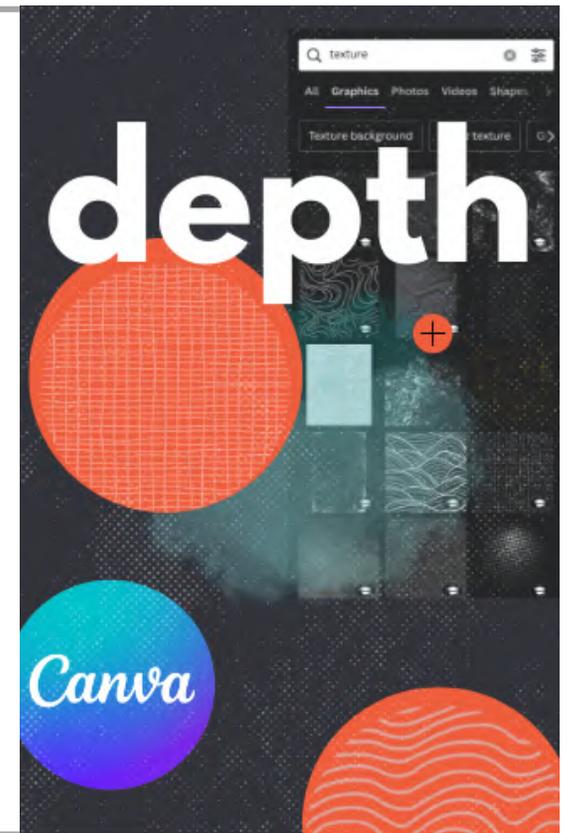
⭐My Most Used Basic Canva Hacks

⚪**BLUR**	Type Blur in the Elements box. (This adds contrast.)
🎨 **TEXTURE**	Type Texture in the Elements box. (This adds depth.)
🏙️ **FADE**	Use fade to enhance images or videos.
👀**TRANSPARENCY**	Use with fonts, images, backgrounds (everything).
✏️**FONTS**	I try to stick to using a core 2-3 fonts.
🍜 **DESIGNS**	I start a mix of templates and remix to make it my own.
🎥 **EFFECTS**	Leverage effects for images and text to enhance, not overwhelm.
🧱**LAYERING GURU**	Get really good at layering text and images.

🏞️**My Deep Dive Hacks**	
🧑‍🦲 **IMAGE ADJUST**	Select image, tap edit, tap ADJUST. Select Foreground, Background or the Whole Image
🗃️ **ORGANIZATION TIP**	Select element or item, click three dots, save to folder.
🎤 **AUDIO TIPS**	Use voice memos on smartphone, then add to Canva.
🎥 **VIDEO LAYERING**	Remove Background on videos in unique ways.
📱 **FAVORITE APPS**	Type Extrude: Removes inside of lettering to add a background. Type Lettering: Creates advertisement like lettering options. Tracer: Converts images to Vector graphics. AI Music: Creates royalty free music for projects. Frame Maker: Create your own style of transparent frames. HeyZine: Makes flip books from your Canva designs.
😎 **INTENTIONAL GIFS**	Know when the opportunity is right for a gif or flair. Coffee: Steam Rising Winter: Add scarf to a person. Light bulb: Add glow.
🟧 **GRID FRAMES**	Easy way to create collage of videos and photos (not images).
🎬 **TIK-TOK**	Save reels and videos of new hacks to replicate at a slower pace.

IGNITE to WRITE

EMBRACE EDTECH

Implement AI in dyslexia interventions

PRESENTERS
NADINE & MAKENZIE GILKISON

SPARK YOUR NEXT STEPS

See Dyslexia Differently

Secret Site: bit.ly/ignitedyslexia

- *The word dyslexia is derived from the Greek word, **dys**, meaning **difficulty**, and the word **lexis**, meaning **words or language.***

- *Phonetic Spelling continues as a student progresses in school without intervention.*

- *Dyslexia is as unique as a human fingerprint.*

- ~~*All students need a special font to read text.*~~

Ask students what works best for them.

Simulation 1 (Guided Notes)

Simulation 2 (Handwriting)

My Story

- *"Taking weekly tests kept on reiterating the same thing. I need to work on my reading, writing, and spelling. Like I didn't already know this." -Makenzie Gilkison*

- **Additional Time**
- **Speech to Text**
- **Read Aloud**
- **Access to Audio**
- **Sketchnoting**
- **Use of Calculator**

I would not be the person I am today without access to my accessibility tools.

AI Accessibility

Next Gen AI

- *Project Read AI*

- *Microsoft Reading Coach*

- *Amira Learning*

Student-Facing Chat-Bots

schoolai

- *Complete moderation in an environment that is safe and secure (FERPA and COPPA compliant).*

- *Built-in accessibility tools: text-to-speech and speech-to-text (even translation).*

- *Explain it to me like...*

EMBRACE EDTECH

Enhance teaching & learning with AI tools

IGNITE to WRITE

PRESENTERS
NADINE GILKISON

SPARK YOUR NEXT STEPS

Why Embrace AI?

Secret Site: bit.ly/leadai

- **A brief history of the big players...**
  - *ChatGPT*
  - ~~*Google Bard*~~ *Gemini*
  - *Co-Pilot*

- **Is AI really a big deal?**
  - *Calculators*
  - *Internet*
  - *Google*
  - *Why THIS is different...*

- **Impact on the Workforce**
  - *Today*
  - *Tomorrow*
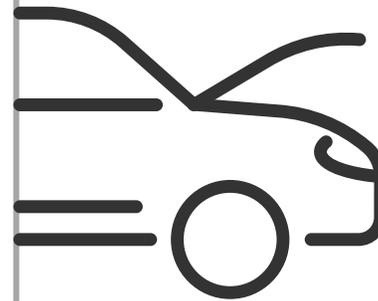 - *Why Upskilling matters (Mark McCrindle)*

- **The NEW Digital Divide**
  - *Those who know how to use AI and those who do not*

LEARNING OR CHEATING?

Think like a Mechanic

ChatGPT
Gemini
Co-Pilot

Where to Start: My Advice

- **Determine purpose & goals**
  - *Instruction*
  - *Planning*
  - *Student Facing*

MAGIC SCHOOL

BRISK TEACHING

Diffit
For Teachers

schoolai

Text to Image AI

- **Gogh-Digital**
  - *The Art of Prompting*
  - *Guess the Image*
  - *Visualize Learning*

Student-Facing Chat-Bots

- *Complete moderation in an environment that is safe and secure (FERPA and COPPA compliant).*

- *Built-in accessibility tools: text-to-speech and speech-to-text (even translation).*

- *Explain it to me like...*

schoolai Resources

Nadine Gilkison
Director of Technology Integration
Franklin Township Schools

*Click on the icons for access to links

🧰 Teacher Toolbox	Resources for our Teachers in the Pilot to get started
🧰 Student Toolbox	Resources for our Students in the Pilot to get started
🔒 Crack the Code	8 Ways to Help You Crack the Code of Chatbots
🧑‍🏫 Cheating/Learning	Created if students got asked about using SchoolAI
🏛 Prompt Bank	Prompt Bank for Teachers to add to as they continue the Pilot
🍎 Randi Tolbert's SPED SchoolAi Use	Slides for IDOE Spotlight on AI in the Classroom
💰 Kara Atkinson's Prompt Bank	HS ELA Coordinator/EL Dept Chair
📕 Night Space Log	Night Summative Part One Example: w/Student Breakdown
🎉 Q1 Benchmark Assessment Space	Kara's use of SchoolAi with a Benchmark Assessment