Organize Text Details in Order to Write

SECRET SITE

SUPER SATURDAY
WRITING
CONFERENCE

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Strong writing requires both *ideas* and *organization*.

TRAIT OF IDEAS
Type of information

TRAIT OF ORGANIZATION
Arrangement of information

TRAIT OF ORGANIZATION
Transitions between information

CCSS Writing Standard 2:
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

K. W2 …Name what they are writing about and **supply some information** about the topic.

1.W2 … Name a topic; **supply some facts** about the topic…

2. W2 .…Introduce a topic; use facts and definitions to develop points…

3. W2 … **Develop the topic** with facts, definitions, and details. Use **linking words and phrases**… to **connect ideas within categories** of information.

4.W2 … **Group related information**…**Develop the topic** with **facts, definitions, concrete details**, **quotations, or other information and examples**…Link ideas within categories of information using words and phrases…

5. W2 …**Group related information logically**… **Develop the topic** with **facts, definitions, concrete details**, **quotations, or other information and examples**… Link ideas within and **across categories of information**…

6. W2 …Introduce a topic; **organize ideas**, concepts, and information, using strategies such as definition, **classification, comparison/contrast, and cause/effect**…**Develop the topic** with relevant **facts, definitions, concrete details**, **quotations, or other information and examples**.…Use appropriate transitions to **clarify the relationships among ideas** and concepts.

7. W2 … **Organize ideas**, concepts, and information, using strategies such as definition, **classification, comparison/contrast, and cause/effect**… **Develop the topic** with relevant **facts, definitions, concrete details**, **quotations, or other information and examples**. …Use appropriate transitions to **create cohesion** and **clarify the relationships among ideas** and concepts.

8.W2 … **Organize ideas**, concepts, and information **into broader categories**… **Develop the topic** with relevant, well-chosen **facts, definitions, concrete details**, **quotations, or other information and examples**. Use appropriate and **varied transitions** to **create cohesion** and **clarify the relationships among ideas** and concepts.

9-10.W2 … Organize complex ideas, concepts, and information to **make important connections and distinctions**… **Develop the topic** with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, **quotations, or other information and examples**… Use appropriate and **varied transitions** to link the major sections of the text, **create cohesion**, and **clarify the relationships among complex ideas** and concepts.

11-12.W2 … **Organize complex ideas**, concepts, and information so that **each new element builds** on that which precedes it to **create a unified whole**…**Develop the topic** thoroughly by selecting the most significant and relevant **facts, extended definitions, concrete details**, **quotations**, or other information and **examples**… Use appropriate and **varied transitions** and syntax to link the major sections of the text, **create cohesion**, and **clarify the relationships among complex ideas** and concepts.

Identify 3 common ways to organize information.

NOW IT'S YOUR TURN

TOPIC: School

Get coffee	Use the restroom	Pass out supplies	Socialize with peers
Tidy supplies	Open blinds	Shut door (because of 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
Morning work/Bell work	Listen to announcements	Ask questions about the text	Close blinds

TEXT STRUCTURE
Sequence

Explain a school day
from beginning to end.

Explain a school day from beginning to end	
Arrival/beginning of class	
Lesson/Instructional time	
Recess/passing period	Departure/End of class

TEXT STRUCTURE
Categorical

Describe the facets of a school day.

Personal needs

Interactions

Describe the facets of a school day

Classroom readiness

Maintaining organization
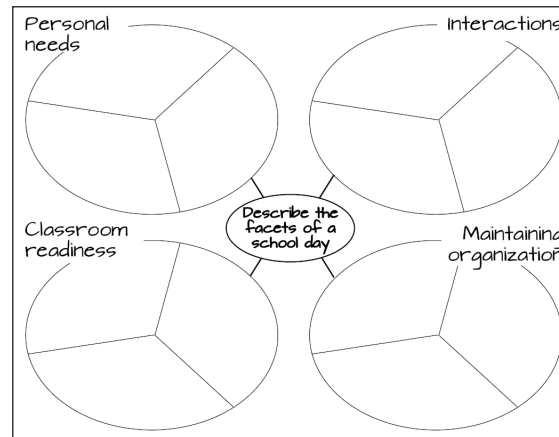
TEXT STRUCTURE
Compare-Contrast

Compare the tasks students do
at school to those of a teacher.

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 difference among informative writing genres is not necessarily the information—it's the organization.

:30

DEFINE THE INGREDIENTS: Procedural | How-to Writing

Explain a school day from beginning to end

Arrival/beginning of class

Get coffee	Turn on technology	Listen to announcements
Open door	Take attendance	Morning work/ Bell work
Open blinds	Collect assignment(s)	

Lesson/Instructional time

Pass out supplies	Provide answers/evidence from the text	Shut door (because of noise)
Ask questions about the text		

Recess/ passing period | **Departure/End of class**

Use the restroom	Tidy supplies	Get materials for next class/subject
Socialize with peers	Gather belongings	
Exercise/Play	Turn off technology	Close blinds

TYPE OF INFORMATION

BIG IDEAS • Sequence each major step, phase, or occurance within a process, system, procedure, or event.

SPECIFIC DETAILS

ACTION
- How it works
- Its purpose or function
- Detailed actions
- Effects, impacts, reactions, responses, results, solutions, significance

DESCRIPTION
- Concrete details
- Sensory descriptions
- Emotions, feelings, aesthetics
- Specialized vocabulary with definitions

EMPHASIS
- Unique features
- Priority, importance
- Tips, tricks
- Cautions, warnings

ARRANGEMENT OF INFORMATION

EACH GROUPING
- Each "grouping" or big idea is a step, phase, or sequence in the process or timeline.
- The topic sentence introduces the big idea.
- The supporting sentences detail what happened in that single step.

ORDER OF GROUPINGS
- Sequence is essential. Paragraphs are revealed in the order each step occured.

TRANSITIONS BETWEEN INFORMATION

AMONG PARAGRAPHS
- Relate this step or occurance to the one before it (e.g., time order).

WITHIN PARAGRAPHS
- Relate each little detail to the previous sentence by indicating if it's a next step, an emphasis, an effect, a consequence, a restatement, a summary, etc.

Purposeful Transitions

SEQUENCE:
first, second, third, next, later, then, before, during, again, until, immediately, soon after, after that, finally, at last, in the end

EMPHASIS:
above all, chiefly, especially, particularly, singularly, namely, including, specifically

CAUSE-EFFECT:
since, in order to, so, caused by, because of, if… then, reasons for, reasons why, effects of

CONSEQUENCE:
consequently, as a result, for this reason, for this purpose, hence, otherwise, subsequently, therefore, thus

RESTATEMENT:
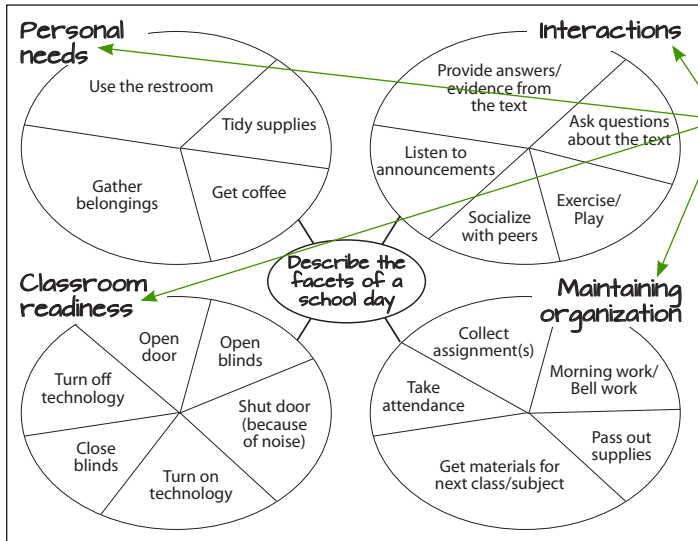in essence, in other words, in short, in brief, to put it differently, to say it again another way, this means

SUMMARIZING:
after all, all things considered, to sum up, to summarize, finally, in conclusion, in summary, in the long run

DEFINE THE INGREDIENTS: **Main Idea | Descriptive Writing**

Personal needs
- Use the restroom
- Tidy supplies
- Gather belongings
- Get coffee

Interactions
- Provide answers/evidence from the text
- Ask questions about the text
- Listen to announcements
- Socialize with peers
- Exercise/Play

Describe the facets of a school day

Classroom readiness
- Open door
- Open blinds
- Turn off technology
- Shut door (because of noise)
- Close blinds
- Turn on technology

Maintaining organization
- Collect assignment(s)
- Morning work/Bell work
- Take attendance
- Pass out supplies
- Get materials for next class/subject

TYPE OF INFORMATION

BIG IDEAS • Identify each major part, facet, idea, type, kind, or area of the larger subject.

SPECIFIC DETAILS

BACKGROUND
- What it is
- Why it's important
- How it works, purpose, function

EXPLANATIONS/DEFINITIONS
- Pronunciation
- What it is (including synonyms)
- What it looks like
- Literal meaning translated
- Identify origin/history
- What is necessary to "do" this term
- Examples of it
- Comparisons against other types
- Common confusions; similar to…
- What it is NOT

DESCRIPTION
- Descriptive words and phrases
- Figurative language/5 senses
- Exact nouns
- Precise verbs
- Longer, slower sentences

ARRANGEMENT OF INFORMATION

EACH GROUPING
- Each "grouping" is one of the facets or parts of the major subject.
- The topic sentence introduces the big idea.
- The supporting sentences include specific details that describe that part or facet.

ORDER OF GROUPINGS
- Paragraphs can often be revealed in any order. Although the transitions between the "groupings" is essential to create a logical flow of big ideas.

TRANSITIONS BETWEEN INFORMATION

AMONG PARAGRAPHS
- Relate this paragraph/big idea to the overall topic (e.g., part to whole, inside to outside, top to bottom, big to little, etc.).

WITHIN PARAGRAPHS
- Relate each little detail to the previous sentence by indicating if it's an example or illustration, an additional detail, a summary of previous details, an important or emphasized detail, etc.

Purposeful Transitions

GENERALIZING:
generally, typically, ordinarily, usually, for the most part

ILLUSTRATION:
for example, for instance, like, for one thing, such as, in this case, one reason, a second reason

ADDITION:
also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly

RESTATEMENT:
in essence, in other words, in short, in brief, to put it differently, to say it again another way, this means

SUMMARIZING:
after all, all things considered, to sum up, to summarize, finally, in conclusion, in summary, in the long run

EMPHASIS:
above all, chiefly, especially, particularly, singularly, namely, including, specifically

DEFINE THE INGREDIENTS: **Compare | Contrast Writing**

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

Student Tasks	CATEGORIES	Teacher Tasks
ITEM A	CATEGORIES	ITEM B
Open door / Shut door (because of noise)	Classroom readiness	Open blinds / Close blinds / Turn on technology / Turn off technology
Tidy supplies / Gather belongings	Personal needs	Get coffee / Use the restroom
Socialize with peers / Ask questions about the text / Listen to announcements / Exercise/Play	Interactions	Provide answers/evidence from the text
Morning work/Bell work / Get materials for next class/subject	Maintaining organization	Collect assignment(s) / Take attendance / Pass out supplies

TYPE OF INFORMATION

BIG IDEAS • Identify broad categories of comparison that are relevant to two different items.

SPECIFIC DETAILS

BACKGROUND
• What it is
• How it works, purpose, function
• Why it's important
• Its impact or significance

DESCRIPTION
• Concrete details
• Emotion, aesthetics
• Sensory description
• Definitions of specialized vocabulary

SINGLE EMPHASIS
• A little detail relevant to only one item

SMALL DISTINCTION
• A very similar detail that has a minor difference... *Almost, Not quite, A little like...*

CONCLUSION
• Advantages, benefits
• Disadvantages, negatives
• Ease, simplicity
• Difficulty, complexity
• Practicality, normalcy
• Impracticality, abnormality

ARRANGEMENT OF INFORMATION

EACH GROUPING
• Each "grouping" 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.

ORDER OF GROUPINGS
• Paragraphs can be organized by the two topics (All A, then All B).
• Or, the paragraphs can include A & B details organized by category.

TRANSITIONS BETWEEN INFORMATION

AMONG PARAGRAPHS
• Relate this big idea to the one before it (i.e., another category both items have in common).

WITHIN PARAGRAPHS
• Beyond transitions that indicate if the details are the same, similar, or different, there will be additional sentences that add emphasis, illustrations, or generalizations.

Purposeful Transitions

GENERALIZING:
generally, typically, ordinarily, usually, for the most part

ILLUSTRATION:
for example, like, for instance, such as, for one thing, in this case

ADDITION:
also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly

COMPARISON:
same as, but also, both, also, identically, likewise, similar, moreover, together, similarly, still

CONTRAST:
unlike, although, except, contrast, the opposite, conversely, instead, however, in contrast, on the other hand, on the contrary, rather, yet, but

EMPHASIS:
above all, chiefly, especially, particularly, singularly, namely, including, specifically

SUMMARIZING:
after all, all things considered, to sum up, to summarize, finally, in conclusion, in summary, in the long run

Teach students how to group related details.

STEP 1 Intro

Introduce types of informative writing (Review pp 3-5).

- Compare informative writing to narrative and persuasive/argumentative.

- Dissect the 3 main informative genres and identify how paragraphs are grouped.

1. The purpose of **SEQUENTIAL** information is to identify what happened in a step-by-step process, system, or event.

2. The purpose of **CATEGORICAL** information is to reveal big ideas and then describe each in specific detail.

3. The purpose of **COMPARE-CONTRAST** information is to analyze what is similar between two different items.

STEP 2 Process

Apply the *List-Group-Label* process— regardless of the genre.

- LIST all facts, details, and information.
- GROUP details by related information.
- LABEL each grouping & arrange them to form paragraphs.

Group A   Group B   Group C
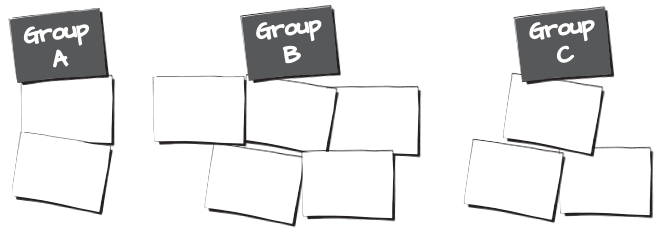
Practice organizing related ideas.

LIST & SORT RELATED INFORMATION

SORTING: PUT DETAILS TOGETHER

SPIN-OFF SESSION

LESSON ESSENTIALS | Session 2: Target the essential skills per writing unit.

RELEVANT RESOURCE