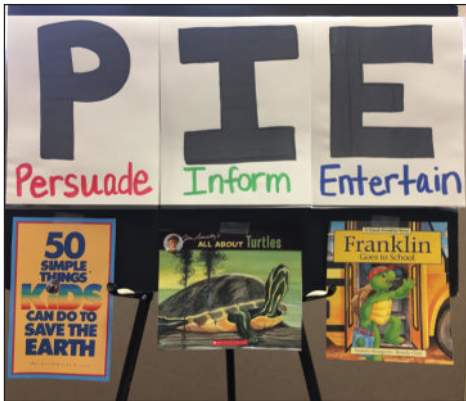




Teach K-2 Developmentally-Appropriate Writing All Year



Tie writer purposes to modes.

- Write to persuade.
- Write to inform.
- Write to entertain.



SECRET SITE RESOURCE

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



Recognize the developmental stages within the modes of writing.

PICTORIAL WRITING

Persuasive (Opinion)

Informative

Narrative

LABEL WRITING

Persuasive (Opinion)

Informative

Narrative

LIST WRITING

Persuasive (Opinion)

Informative

Narrative

SENTENCE WRITING

Persuasive (Opinion)

Informative

Narrative



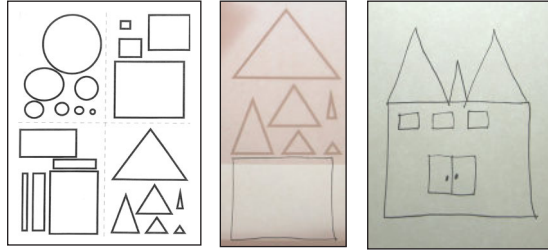
PLAN & ORGANIZE

Teach K-2 Developmentally-Appropriate Writing All Year

Develop pictorial writing skills.

Execute separate, explicit mini-lessons to improve detailed drawings.

1 : Draw accurate shape and proportion details.

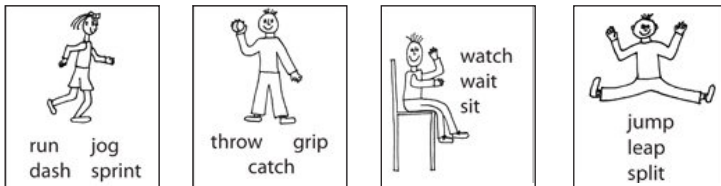


2 : Add a setting or habitat.



3 : Include little, close-up details.

4 : Depict action or movement.



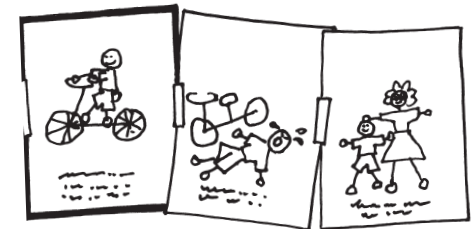
5 : Indicate voice with facial/feeling details.



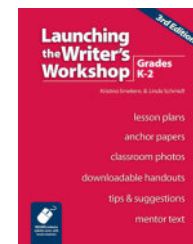
6 : Provide specifics with number details.



7 : Include before (beginning) and after (end) details.

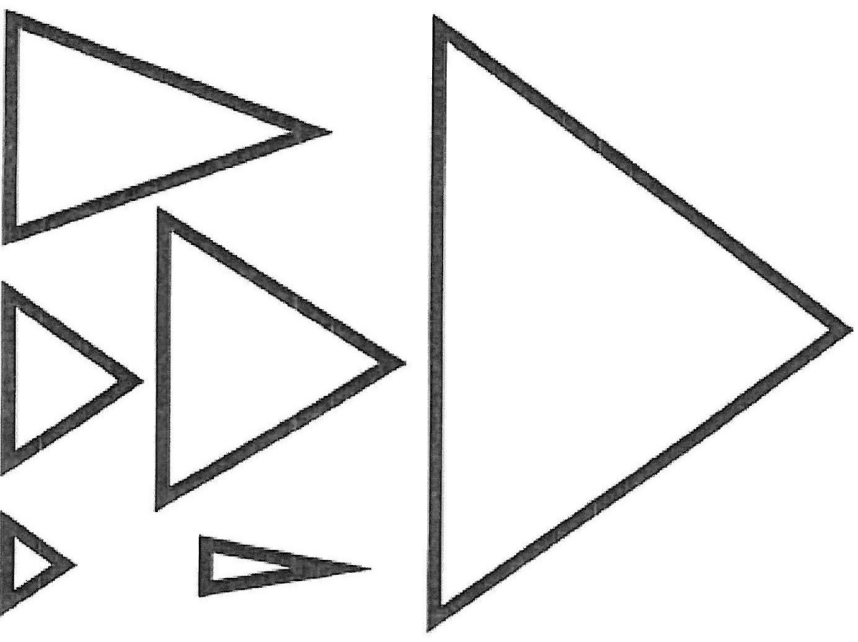
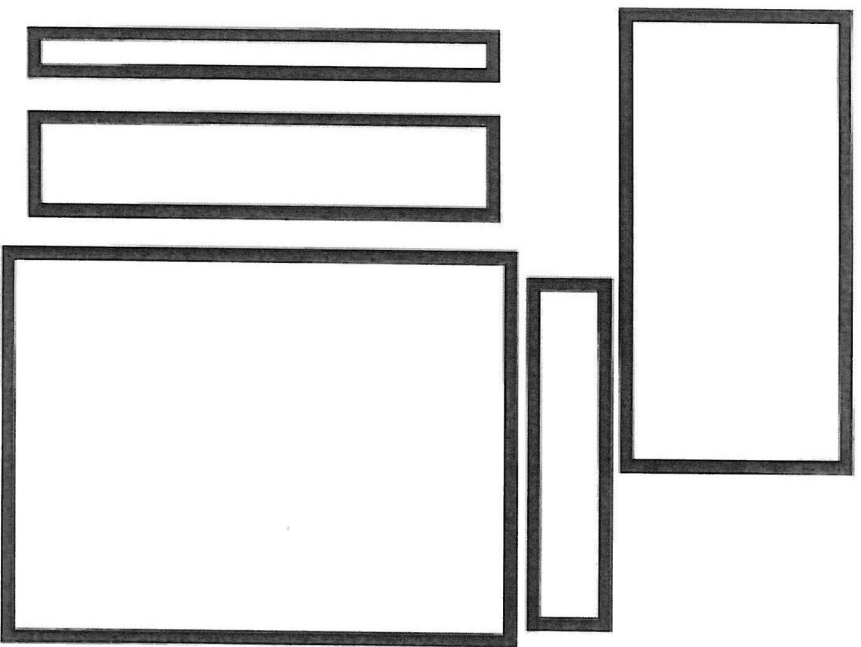
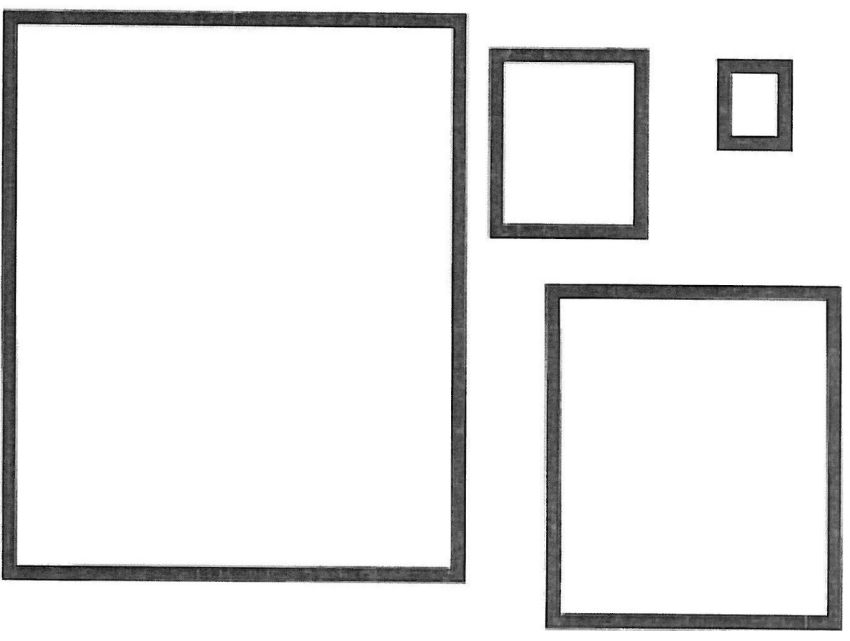
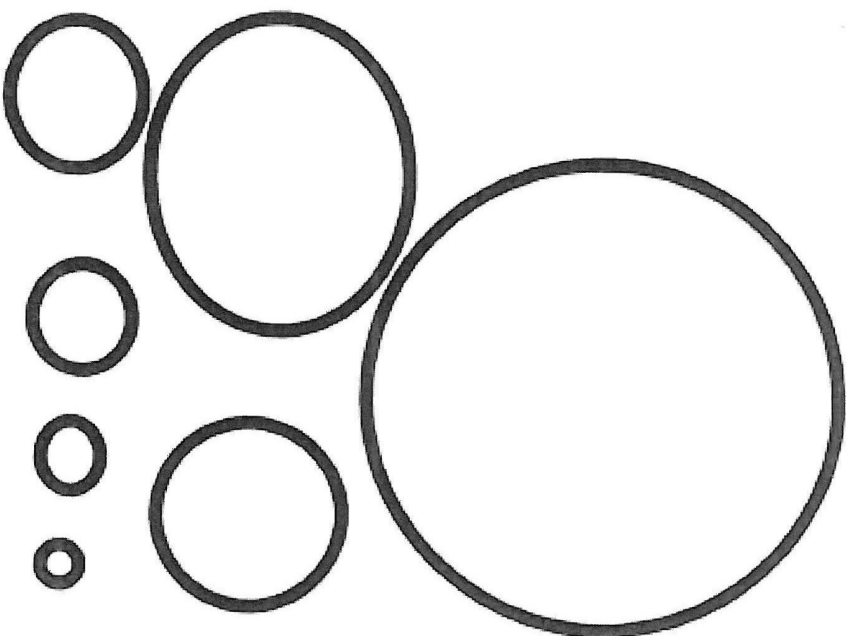


RELEVANT RESOURCE



SPIN-OFF SESSION

LESSON ESSENTIALS | Session 1:
Target the Six Traits within your daily writing instruction.

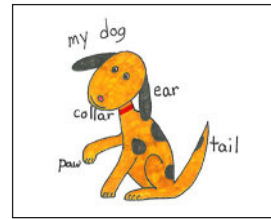




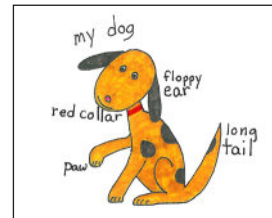
Add more information with letter and word labels.

Execute separate, explicit mini-lessons that target ideas, conventions, and word choice.

- 8 : Label a visual with nouns/specific parts.



- 9 : Label a visual with two words — adjectives (e.g., colors, senses, etc.) and nouns.



- 10 : Label a visual with action verbs.



- 11 : Label the spoken words/mental thoughts of an individual.



PROVIDE VISUALS TO LABEL

Label **PREVIOUS DRAWINGS** with specific details/facts.



Note what is learned from **READING PHOTOGRAPHS**.



Label information learned from a **NONFICTION TEXT**.





PLAN & ORGANIZE

Teach K-2 Developmentally-Appropriate Writing All Year

Transition to more words and less pictures in list writing.

Execute separate, explicit mini-lessons that fine-tune the trait of organization.

12 :: Create all-about (category) lists.

things that are blue

blue baccys

a blue marker

a blue chair

a blue bird

the blue sky

Classroom

desks cabinets

screen

posters

lights

carpet

Ponds

1. tadpoles
2. minnows
3. frogs
4. water snakes
5. water lilies
6. salamanders
7. bass
8. lily pads
9. cattails
10. mud turtles
11. soft shelled turtles
12. painted turtles

13 :: List sensory information.

Pond

the pond looks quite

the air smells damp

the pond feels ruffe

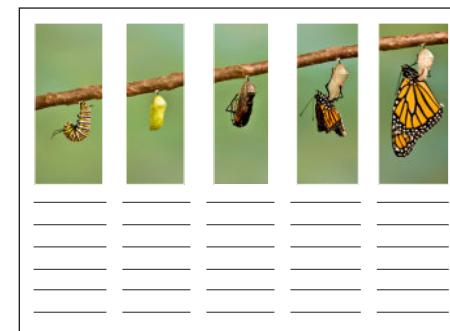
the wind sounds loud

the water tastes sweet

14 :: Teach the reader with how-to lists.

Jelly sandwich

1. Bread on a dish
2. Get the Jelly
3. take a knife
4. Spread the Jelly
5. Put the other bread



SECRET SITE RESOURCE

How do I take my favorite Smekens strategies and make them digital and interactive?



EVIDENCE-BASED WRITING | Session 4:
Incorporate textual evidence in small-group guided writing.

WRITE ABOUT THE TEXT | Session 5:
Target opinion-based reading responses in K-2.

List Title

1.

2.

3.

4.

5.

Sample Kindergarten Calendar



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The First Weeks	
Part 1	
1	pp. 11-20
2	pp. 21-26
3	pp. 27-32
4	pp. 33-36
5	pp. 37-44
6	pp. 45-52
7	pp. 53-58
Writing Topic Brainstorm topics your writers know a lot about and could therefore write/draw about.	
Setting Expectations Identify writing routines and write expectations for your classroom.	
Creating Notebooks Provide a special place for students to keep all their writings/story/drawings.	
Mentoring Writers Convey the value of revision and editing to strengthen and improve writing.	
Developing Spelling Provide opportunities for students to practice spelling while encouraging students to be spelling risk takers.	
Introducing the 6 Traits Introduce students to the six ingredients of all good writing.	
Building Rubrics Create a kid-friendly assessment tool that is visual and includes simple language.	
The Rest of the Year	
Part 2	
8	pp. 59-68
9	pp. 69-76
10	pp. 77-92
11	pp. 93-102
12	pp. 103-108
13	pp. 109-127
Drawing Pictures Build a foundation of idea development within models of personal writing.	
Labeling Pictures Communicate more information to readers through letter/sound labels.	
Using Words Explore students' vocabularies and increase their writing fluency with list writing.	
Writing Sentences Introduce the basic elements of a sentence.	
Fine-Tuning Sentences Polish sentence-writing skills with revision and editing strategies.	
Drafting Whole Pieces Generate coherent and cohesive pieces in a variety of writing genres.	

MONTH 1

Launch the Writer's Workshop: establish procedures; introduce the traits; build stamina.

pp. 11-58

MONTH 2

I Draw self-portraits and simple pictures with basic colors.

pp. 61, 60

I Introduce word labels. Then return to previous drawings to add simple labels.

pp. 70-72

MONTH 3

I Draw and label pictures accurately with size and shape details.

pp. 62, 73, 63

P Draw and label pictures with setting, feeling, and close-up details.

pp. 63-65, 74

MONTHS 4-5

I Introduce the characteristics of lists. Create simple lists.

pp. 78-81

E Draw three-part stories. Add adjective-noun labels.

pp. 67, 66, 74-75

P Generate numerous lists of "favorites" in order to practice letter formation, sound-stretch spelling, and expand vocabulary.

pp. 96, 81-82

MONTH 6

P Generate all-class opinions by stretching word-labels into complete thoughts.

pp. 124, 99, 97, 110

I Generate detailed and descriptive lists on nonfiction topics.

pp. 80, 84, 86, 116, 85

P Stretch words into simple opinions that start with a capital letter.

pp. 96, 124, 99

MONTH 7

E Return to previously drawn three-part stories (p. 67). Organize details onto storyboards to generate simple stories.

p. 91

I List many facts and details and then organize them to serve as pre-writes. Stretch words into sentences.

pp. 80, 89-90, 98

MONTHS 8-10

I Write multi-sentence directions. After the first draft, apply simple self-edits.

pp. 123, 111 100, 105

P Write opinions followed by multiple reasons, applying capital letters and end marks to all sentences.

pp. 124-125, 101

E Write detailed stories with a beginning, middle, and end. After the first draft, apply focused edits.

pp. 121, 114, 111, 122, 101

Sample Grade 1 Calendar

MONTH 1

Launch the Writer's Workshop: establish procedures; introduce the traits; build stamina.

pp. 11-58

MONTH 2

I Draw accurate pictures/self-portraits with setting and size details. pp. 60-63

I Label visuals with specific nouns, descriptive adjectives, and action verbs. pp. 71, 73, 75

MONTH 3

I Draw and label pictures with feelings, numbers, and close-up details. pp. 64-65, 74

E Draw and label three-part stories. Revise to add more picture details and word labels. pp. 67, 66

I Generate lists with numerous facts, topic-specific words, and sensory details. pp. 79, 81-82, 84

P Generate lists of "favorites" using adjectives-noun details. pp. 81-82, 85

MONTHS 4-5

I List facts. Stretch words into sentences with capitals, word spaces, & end marks. pp. 80, 99, 97, 110, 101, 100

E List and organize details. Stretch words into sentences to create simple stories. pp. 80, 86, 89, 110

P List *what* (opinion) and *why* (reason) statements to create simple opinion pieces. pp. 124, 99, 97, 100, 110

MONTH 6

I Generate how-to procedures/directions with sequenced steps. After the first draft, self-edit for capitals, spaces, and end marks. pp. 87-88, 99, 98, 100

P State an opinion with reasons of support organized intentionally. After the first draft, conduct focused edits. pp. 124-125, 101

E Plan and draft a simple story. Revise to include a beginning and ending. Edit for conventions, including run-ons. pp. 91, 121-122, 105

MONTHS 7-8

I Pre-write steps for how-to procedures/directions. Focus on elaborating with tiny details in numerous sequenced sentences. pp. 123, 111, 114-117, 120

I Pre-write facts for a simple report. Focus on elaborating with tiny details in numerous sentences. Organize information in revision. pp. 80, 90, 112, 114-117, 119

MONTHS 9-10

P Choose a side (opinion) and provide multiple reasons of support in a first draft. pp. 124-125

E Plan and draft a three-part personal narrative. Focus on elaboration (e.g., details, actions, emotion, etc.). pp. 91, 121-122, 114-118, 120

I List and organize information for two items. Create a compare-contrast flapbook. pp. 126-127



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3	Creating Notebook	pp. 27-32
4	Motivating Writers	pp. 33-36
5	Developing Spelling	pp. 37-44
6	Introducing the 6 Traits	pp. 45-52
7	Building Rubrics	pp. 53-58

The Rest of the Year

Part 2

8	Drafting Pictures	pp. 59-68
9	Labeling Pictures	pp. 69-76
10	Listing Words	pp. 77-92
11	Writing Sentences	pp. 93-102
12	Fine-Tuning Sentences	pp. 103-108
13	Drafting Whole Pieces	pp. 109-127

Launching the Writer's Workshop: Grades K-2 (3rd Edition) Kristens Smekens and Linda Schmidt
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Sample Grade 2 Calendar



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The First Weeks	
Part 1	Part 2
1 Writing Topic Brainstorm topics your writers know a lot about and could therefore write about. pp. 11-20	8 Drawing Pictures Build a foundation of idea development within modelled pictorial writing. pp. 59-68
2 Setting Expectations Identify writing routines and write expectations for your classroom. pp. 21-26	9 Labeling Pictures Communicate more information to readers through descriptive labels. pp. 69-76
3 Creating Notebooks Provide a special place for students to keep all their writings/record writings. pp. 27-32	10 Listing Words Explore students' vocabularies and increase their writing fluency with list writing. pp. 77-92
4 Motivating Writers Convey the true intention and editing to strengthen and improve writing. pp. 33-36	11 Writing Sentences Introduce the basic elements of a sentence. pp. 93-102
5 Developing Spelling Provide support for correct spelling while encouraging students to be spelling risk takers. pp. 37-44	12 Fine-Tuning Sentences Polish sentence-writing skills with revision and editing strategies. pp. 103-108
6 Introducing the 6 Traits Introduce students to the six ingredients of all good writing. pp. 45-52	13 Drafting Whole Pieces Generate coherent and cohesive pieces in a variety of writing genres. pp. 109-127
7 Building Fluency Create a solid fluency assessment tool that is visual and includes simple language. pp. 53-58	

MONTH 1
Launch the Writer's Workshop: establish procedures; introduce the traits; build stamina.
pp. 11-58

MONTH 2
Generate detailed lists of information in order to review phonics, practice letter formation, and expand vocabulary.
pp. 79, 81-82, 84

MONTH 3
Return to previous lists to stretch words into sentences. Review sentence conventions.
pp. 98-100

MONTH 4-5
Generate how-to procedures/directions with sequenced steps. Apply self edits.
pp. 123, 80, 120, 100-101

MONTH 6-7
Pre-write and draft a personal narrative, emphasizing multiple middle sentences. Apply focused edits.
pp. 91, 111, 114-115, 120, 101

MONTH 8
List and organize numerous details to generate a simple report. Apply focused edits.
pp. 80, 90, 101

MONTH 9-10
Choose a side (opinion) and provide multiple reasons of support in a first draft.
pp. 124-125

MONTH 11-12
List numerous facts and details to draft a report. Revise to group related information.
pp. 80, 90, 113, 119

MONTH 13
Pre-write numerous facts and details to draft a longer report. Revise to group related information.
pp. 92, 113, 114-117, 119

MONTH 14
Introduce a position, organize reasons intentionally, and conclude the opinion.
pp. 124-125

MONTH 15
Plan and draft a three-part personal narrative. Focus on elaboration (e.g., details, actions, feelings, etc.).
pp. 91, 121-122, 114-118, 120

MONTH 16
Pre-write numerous facts and details to draft a longer report. Revise for varied sentence beginnings.
pp. 92, 112, 104

MONTH 17
List and organize information for two items. Create a compare-contrast flapbook.
pp. 126-127

MONTH 18
Introduce a position, elaborate on each reason, and conclude the opinion.
pp. 124-125, 113

MONTH 19
Utilize a T-Chart to list information for two items. Write a simple compare-contrast piece with some sentence variety.
pp. 126-127, 106

MONTH 20
Plan and draft a well-developed three-part personal narrative. Assess/Revise for sentence-length variety.
pp. 91, 121-122, 120, 107, 106

MONTH 21
Utilize a T-Chart to list information for two items. Write a thorough compare-contrast piece with varied sentences.
pp. 126-127, 104-108