



Target the Essential Skills Per Writing Unit



**SUPER SATURDAY
WRITING
CONFERENCE**

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STANDARDS EXPECTATIONS



CCSS W.1 | IAS 3.1

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

CCSS W.2 | IAS 3.2

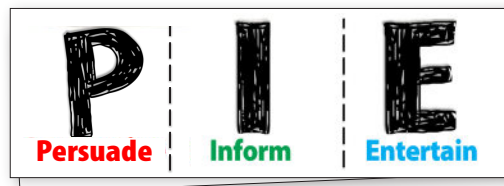
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS W.3 | IAS 3.3

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

Understand the teacher's task.

Connect the standards to writing purposes to specific genres and their essential skills.



SECRET SITE RESOURCE

Download the digital resource created by Smekensized teacher Rachel Remenschneider.

- Opinion
- Testimonial
- Advice Column
- Complaint
- Speech
- Brochure/Pamphlet
- Review/Critique
- Advertisement/Commercial
- Sign, Poster, Bumper Sticker
- Persuasive Letter/Essay
- Editorial/Letter to the Editor
- Constructed Response
- Perspective/Position Paper
- Argumentative Research Paper
- Argument Analysis



- Explanation
- Encyclopedia Entry
- Summary
- Brochure/Pamphlet
- Report
- Speech
- Research Paper
- Application Essay
- Compare-Contrast
- Comparative Analysis
- Literary Analysis
- Newspaper Article
- Biography
- Invitation
- Thank-You Note
- Friendly Letter
- Business Letter
- Interview
- Instructions, Directions, Recipe



- Fairy Tale
- Legend
- Fable
- Myth
- Tall Tale
- Mystery
- Adventure Story
- Personal Narrative
- Imaginary Narrative
- Memoir
- Anecdote
- Diary Entry
- Scene
- Satire/Parody/Spoof
- Realistic Fiction
- Historical Fiction
- Science Fiction
- Sequel (What happens next/next time)
- Rewrite from a Different Perspective
- Add in the Missing Part/Page





Identify the essential skills to teach per writing mode.

Persuasive Essentials

- Identify topic & position**
Explain what you want or what you believe
- List many *good* reasons**
Provide solid support 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 feelings & point of view
- 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

- 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

- 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

All writing skills/writing traits are not created equal.

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 characteristics

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.



SPIN-OFF SESSION

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

Emphasize the story structure.

START WITH THE PROBLEM

Something has to happen to someone.
Introduce types of problems/conflicts.

CHARACTER V. SELF | The character must face a fear or make a difficult choice.

CHARACTER V. CHARACTER | The character disagrees or has a problem with one or more characters.

CHARACTER V. NATURE | The character faces an animal, a disease, or weather that is beyond his control.

CHARACTER V. SOCIETY | The character disagrees with a rule, law, belief, or value that a group possesses.

*Someone wants something.
Someone broke something.
Someone lost something.
Someone is in danger.
Someone is naughty.
Someone is upset.*

CLIMAX
character makes a big decision

RESOLUTION
character status

EXPOSITION
character & motivation

PROBLEM
conflict

DETERMINE THE SOLUTION

Solve the problem by having the character achieve his wish or want.

Resolve the problem for the reader with an explanation/understanding.

*Something changes.
Something helps.
Someone changes.
Someone helps.
Time passes.*

ORIENT THE READER WITH A BEGINNING

Consider the most important character and setting details needed— if any.

- Determine who will face the problem.
- Introduce the where and/or when.

Narrative Essentials



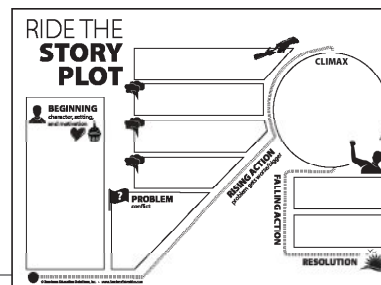
Create a basic plot

Make something happen to someone



Hook & satisfy readers

Start & end the story intentionally



SECRET SITE RESOURCES



Emphasize *What* and *Why*.

INTRODUCE THE *WHAT*

Discern informative topics versus debatable ones.

Identify the “overall” claim.

DESCRIBE THE *WHY*

Provide a single reason (i.e., opinion).

- *Because...*

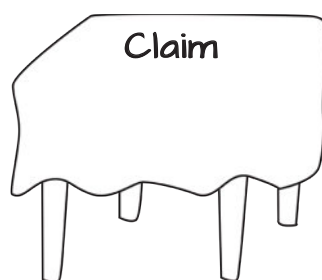
Support it with examples, stats, quotes, etc. (i.e., facts).

- Sufficient
- Varied

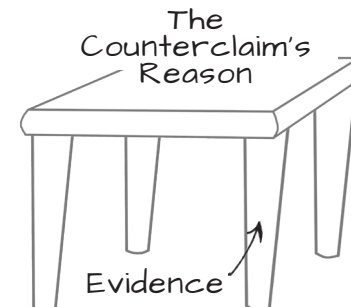
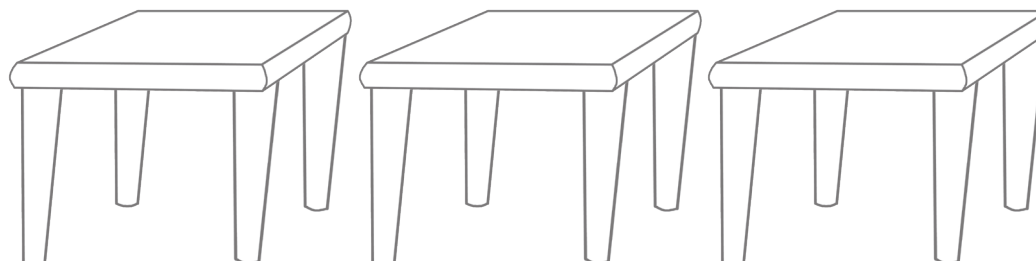
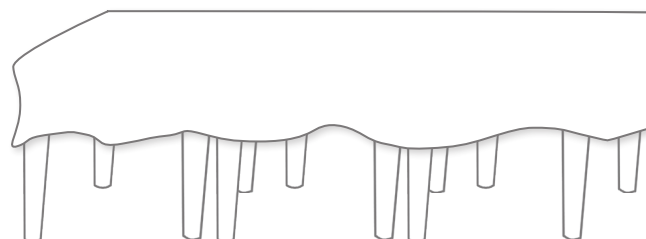
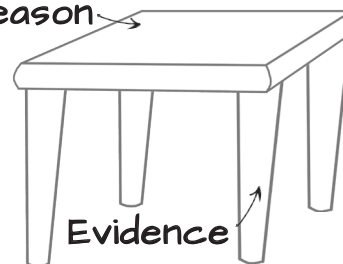
Generate multiple reasons with coordinating support.

Introduce the counterclaim.

- A single reason
- Facts to support



Reason



Persuasive Essentials



Identify topic & position

Explain what you want or what you believe



List many *good* reasons

Provide evidence for why you are right

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



SPIN-OFF SESSIONS

EVIDENCE-BASED WRITING |
SESSION 1: Write arguments
based on textual evidence.

EVIDENCE-BASED WRITING |
SESSION 5: Achieve a blend of
evidence and elaboration.

SECRET
SITE
RESOURCES





Emphasize the organization of the information.

Determine the specific purpose and genre.

HOW-TO PROCEDURAL

- Instructions, Directions, Recipe
- Demonstration Speech
- Lab Report (procedures)
- Explanation of a process, system, life cycle, event timeline

MAIN IDEA DESCRIPTIVE

- Encyclopedia Entry
- All-About Report
- Traditional Research Paper

COMPARE- CONTRAST

- Compare-Contrast
- Comparative Analysis

LIST

Collect all information known about the topic.

- Facts/Important information
- Interesting information
- Expert quotes
- Statistics, numbers, dates
- Examples, types, kinds
- Vocabulary & definition details
- Descriptions, comparisons
- Anecdotes, hypotheticals, scenarios

GROUP

Organize the information to fit the text structure.

HOW-TO PROCEDURAL

- Sequence the events.
- Order the events.
- Describe the steps.
- Advance from beginning to end.
- Show the timeline.
- Show the evolution.

MAIN IDEA DESCRIPTIVE

- Identify the main points.
- Explain the main ideas.
- Provide multiple reasons.
- Describe the topic.
- Describe the parts.
- Identify the types.
- Explain different kinds.

COMPARE- CONTRAST

- Write a comparison.
- Compare ____ to ____.
- Identify similarities and differences.
- Present details about both.

LABEL

Introduce each new "group" or paragraph.

HOW-TO PROCEDURAL

- ¶ Step 1... First...
- ¶ Step 2... Second...
- ¶ Step 3... Third...
- ¶ Step 4... Finally...

MAIN IDEA DESCRIPTIVE

- ¶ Big idea 1...
- ¶ Big idea 2...
- ¶ Big idea 3...
- ¶ Big idea 4...

COMPARE- CONTRAST

- ¶ Category of comparison 1...
- ¶ Category of comparison 2...
- ¶ Category of comparison 3...
- ¶ Category of comparison 4...

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



SPIN-OFF SESSIONS

**WRITE ABOUT THE
TEXT | Session 2:**
Organize text
details in order to
write.

**WRITE BEYOND THE
TEXT | SESSION 5:**
Compare ideas
& concepts across
texts.

Prioritize *Ideas, Organization, and Conventions.*



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.

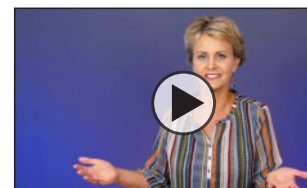
Teach conventions applicable to the skills targeted within the unit.



SECRET SITE RESOURCES



Target grammar skills within writing units.



Teach conventions in context.



SPIN-OFF SESSION

PLAN & ORGANIZE | Session 4: Plan the year of writing units.

Grades 3-5

PART 1: The First Weeks

Writing Topics	
p. 12	Write for different purposes
p. 13	Write about what you know
p. 14	Create a memories picture collage
p. 15	Generate ABC Chart topics
p. 15	Springboard off other texts
Setting Expectations	
p. 22	Meet for daily instruction
p. 23	Describe the writing time
p. 24	Outline sharing time/Author's Chair
p. 25	Support writers when they need help
p. 26	Hold teacher-writer meetings
Creating Notebooks	
p. 30	Introduce the writer's notebook
Motivating Writers	
p. 32	Establish a "Done" list
Developing Spelling	
p. 41	Develop independent spellers
p. 41	Provide topic-driven word charts

PART 2: The Rest of the Year

Persuasive/Argumentative Mini-Units	
p. 62	Align with the strongest position
p. 83	Answer what & why in constructed responses
p. 73	Incorporate citations
p. 85	Reveal persuasive reasons intentionally
p. 72	Paraphrase author ideas
p. 101	Choose voice based on the P.A.T.
p. 67	Add specifics with name details
p. 68	Add value with number details
p. 69	Add description with comparison details
p. 88	Create transitions within paragraphs
p. 90	Craft persuasive introductions
p. 91	Craft persuasive conclusions
Informative Mini-Units	
pp. 78-79	Organize information sequentially
p. 63	Distinguish between details & development
p. 82	Organize information categorically
p. 67	Add specifics with name details
p. 68	Add value with number details
p. 69	Add description with comparison details
p. 88	Create transitions within paragraphs
p. 76	Narrow down writing topics
p. 76	List, group, & label related ideas
p. 72	Paraphrase author ideas
p. 73	Incorporate citations
p. 92	Craft informative introductions
p. 93	Craft informative conclusions
p. 66	Add interest with Snapple® details
p. 107	Energize writing with strong action verbs
Narrative Mini-Units	
p. 60	Narrow down writing topics
p. 94	Craft narrative introductions
p. 95	Craft narrative conclusions
p. 101	Choose voice based on the P.A.T.
pp. 78-79	Organize information sequentially
p. 63	Distinguish between details & development
p. 67	Add specifics with name details
p. 68	Add value with number details
p. 88	Create transitions within paragraphs
p. 106	Choose the right word for the right spot
p. 107	Energize writing with strong action verbs

Grades 6-8

PART 1: The First Weeks

Writing Topics	
p. 12	Write for different purposes
p. 14	Create a memories picture collage
p. 15	Springboard off other texts
p. 19	List things wrong in the world
Setting Expectations	
p. 22	Meet for daily instruction
p. 23	Describe the writing time
p. 24	Outline sharing time/Author's Chair
p. 25	Support writers when they need help
p. 26	Hold teacher-writer meetings
Creating Notebooks	
p. 30	Introduce the writer's notebook
Motivating Writers	
p. 32	Establish a "Done" list
Developing Spelling	
p. 40	Develop independent spellers
p. 41	Provide topic-driven word charts
Introducing the Traits	
p. 46	Define each trait visually & verbally
p. 47	Reveal mentor text examples
Building Rubrics	
pp. 52-53	Define "rubric"
pp. 54-55	Establish an initial writing rubric

PART 2: The Rest of the Year

Persuasive/Argumentative Mini-Units	
p. 62	Align with the strongest position
p. 83	Answer what & why in constructed responses
p. 73	Incorporate citations
p. 101	Choose voice based on the P.A.T.
p. 61	Generate a thesis statement
p. 84	Adapt Yes, MAYAM to fit longer essays
p. 72	Paraphrase author ideas
p. 76	List, group, & label related ideas
p. 64	Add "leg" sentences per "table-top" reason
p. 71	Add credibility with expert voices
p. 65	Add information with definition details
p. 88	Create transitions within paragraphs
p. 86	Convert a persuasive to an argument
p. 90	Craft persuasive/argumentative introductions
p. 91	Craft persuasive/argumentative conclusions
Informative Mini-Units	
pp. 78-79	Organize information sequentially
p. 61	Generate a thesis statement
p. 64	Add "leg" sentences per "table-top" reason
p. 101	Choose voice based on the P.A.T.
p. 76	List, group, & label related ideas
p. 71	Add credibility with expert voices
p. 72	Paraphrase author ideas
p. 73	Incorporate citations
p. 65	Add information with definition details
p. 66	Add interest with Snapple® details
p. 88	Create transitions within paragraphs
p. 82	Organize information categorically
p. 92	Craft informative introductions
p. 93	Craft informative conclusions
pp. 80-81	Organize compare-contrast information
Narrative Mini-Units	
p. 60	Narrow down writing topics
p. 94	Craft narrative introductions
p. 95	Craft narrative conclusions
pp. 78-79	Organize information sequentially
p. 101	Choose voice based on the P.A.T.
p. 88	Create transitions within paragraphs
p. 99	Show actions, don't tell feelings
p. 65	Add information with definition details

The list to the right represents the most essential writing skills teachers should address per writing unit. Take note that these are not all of the lessons within Part 2—just the most important ones for ELA grades 6-8, according to the authors of this book.

The majority of these lessons fall within Section 8 (Teaching Ideas) and Section 9 (Teaching Organization). Each writing mode requires that the right information be arranged in the appropriate order. Therefore, skills from Sections 10-13 may be less of a priority when instructional time is limited.

IMPORTANT: The suggested skills listed for grades 6-8 are based on foundational skills being taught in grades 3-5. If students lack that preparation, then middle school ELA teachers will likely need to teach mini-lessons noted in the lower grade-level scaffold on p. 5.

Grades 9-12

PART 1: The First Weeks

Writing Topics	
p. 12	Write for different purposes
p. 16	Create a life line of experiences
p. 18	Identify questions & concerns on a graffiti wall
p. 19	List things wrong in the world
Setting Expectations	
p. 24	Review the 3 parts of a writer's workshop
p. 25	Support writers when they need help
p. 26	Hold teacher-writer meetings
Creating Notebooks	
p. 30	Introduce the writer's notebook
Motivating Writers	
p. 32	Establish a "Done" list
Developing Spelling	
p. 40	Develop independent spellers
p. 42	Define convention formality
Introducing the Traits	
p. 46	Define each trait visually & verbally
p. 47	Reveal mentor text examples
Building Rubrics	
pp. 52-53	Define "rubric"
pp. 54-55	Establish an initial writing rubric

PART 2: The Rest of the Year

Persuasive/Argumentative Mini-Units	
p. 62	Align with the strongest position
p. 83	Answer what & why in constructed responses
p. 73	Incorporate citations
p. 61	Generate a thesis statement
p. 84	Adapt Yes, MAYAM to fit longer essays
p. 72	Paraphrase author ideas
p. 64	Add "leg" sentences per "table-top" reason
p. 71	Add credibility with expert voices
p. 70	Add life with anecdotes
p. 88	Create transitions within paragraphs
p. 87	Present both sides of an argument
p. 89	Create transitions among paragraphs
p. 100	Infuse voice in 3 ways
p. 90	Craft persuasive/argumentative introductions
p. 91	Craft persuasive/argumentative conclusions
p. 103	Maintain a respectful tone in arguments
p. 114	Vary sentences based on information
p. 115	Add sophistication to persuasive sentences
Informative Mini-Units	
p. 61	Generate a thesis statement
p. 64	Add "leg" sentences per "table-top" reason
p. 72	Paraphrase author ideas
p. 73	Incorporate citations
p. 82	Organize information categorically
p. 71	Add credibility with expert voices
p. 66	Add interest with Snapple® details
p. 70	Add life with anecdotes
p. 88	Create transitions within paragraphs
p. 92	Craft informative introductions
p. 93	Craft informative conclusions
p. 100	Infuse voice in 3 ways
pp. 80-81	Organize compare-contrast information
p. 89	Create transitions among paragraphs
p. 114	Vary sentences based on information
Narrative Mini-Units	
p. 60	Narrow down writing topics
pp. 78-79	Organize information sequentially
p. 94	Craft narrative introductions
p. 95	Craft narrative conclusions
p. 88	Create transitions within paragraphs
p. 89	Create transitions among paragraphs
p. 100	Infuse voice in 3 ways
p. 113	Apply fluency in narrative writing

The list to the right represents the most essential writing skills teachers should address per writing unit. Take note that these are not all of the lessons throughout Part 2—just the most important ones for ELA grades 9-12, according to the authors of this book.

The majority of these lessons fall within Section 8 (Teaching Ideas) and Section 9 (Teaching Organization). Each writing mode requires that the right information be arranged in the appropriate order. Therefore, skills from Sections 10-13 may be less of a priority when instructional time is limited.

IMPORTANT: The suggested skills listed for grades 9-12 are based on foundational skills being taught in grades 3-5. If students lack that preparation, then high school ELA teachers will likely need to teach lessons noted in the lower grade-level scaffolds on pp. 5-6.



RELEVANT RESOURCE

