

# Essential Writing Lessons



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Target the essential lessons to accelerate student writing per unit.

## 4-PART SERIES

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- **PART 1:** Prioritize the “info.”
- **PART 2:** Organize by genre.
- **PART 3:** Persuade & argue.
- **PART 4:** Note narrative non-negotiables.



## PART 2

# Organize by genre

Teach the genres of informative writing including their varied ingredients and organizational structures.

## ORGANIZE BY GENRE

### Target essential skills.

#### STANDARDS VERBIAGE

- Introduce a topic.
- Convey accurate information.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
- Group related information.
- Link ideas with appropriate transitions.
- Use precise language and domain-specific vocabulary.
- Provide a concluding statement or section.

# Informative

## Essentials



IDEAS

### Select a narrow topic

Introduce the subject and a specific focus

PART 1



IDEAS

### List important points

State each reason, step, or facet

PART 1



IDEAS

### Add specifics & support

Develop ideas with examples, facts, & quotes

PART 1



ORGANIZATION

### Group related details

Organize ideas to fit the text structure

PART 2



ORGANIZATION

### Restate the topic/thesis

Conclude with a final thought or a *so what?*

PART 2



WORD CHOICE

### Use topic-related words

Sound like an expert; define key terms

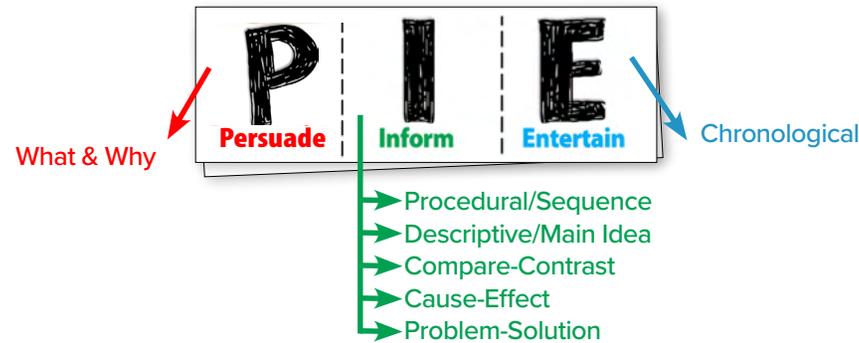
PART 1

Identify the prompt & purpose.



**Group related details**

Organize ideas to fit the text structure



	<p><b>HOW-TO PROCEDURAL</b></p>	<p><b>INFORMATIVE GENRES</b>                      Directions                      Recipes                      Instructions                      Procedures</p>	<p><b>ACADEMIC VOCABULARY</b>  <i>step by step</i>  <i>explain the process</i>  <i>sequence of events</i>  <i>list the steps</i>  <i>order of events</i></p>
	<p><b>MAIN IDEA/ DESCRIPTIVE</b></p>	<p><b>INFORMATIVE GENRES</b>                      Explanations, summaries                      Research, all-about report                      Traditional essay                      Friendly &amp; business letters                      Biography</p>	<p><b>ACADEMIC VOCABULARY</b>  <i>describe the topic</i>  <i>tell all about</i>  <i>explain the parts</i>  <i>provide multiple reasons</i>  <i>identify the main points</i></p>
	<p><b>COMPARE- CONTRAST</b></p>	<p><b>INFORMATIVE GENRES</b>                      Compare-contrast essay                      Comparative analysis</p>	<p><b>ACADEMIC VOCABULARY</b>  <i>compare and contrast</i>  <i>write a comparison</i>  <i>compare ___ to ___</i>  <i>show how alike and different details presented in both</i></p>



**Recognize 3 ways to organize information.**

**TOPIC:  
School Day**

Get coffee/water  
Tidy supplies  
Turn off technology  
Exercise/Play  
Morning work/Bell work

Use the restroom  
Open blinds  
Open door  
Collect assignment(s)  
Listen to announcements

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

Socialize with peers  
Get materials for next class/subject  
Gather belongings  
Take attendance  
Close blinds

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

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

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

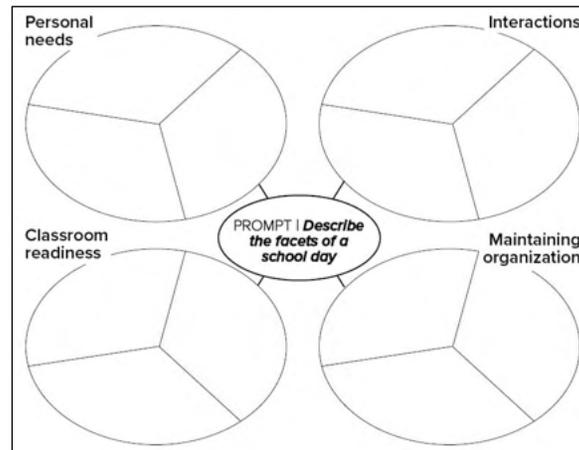
TEXT STRUCTURE  
**How-To/Procedural**

TEXT STRUCTURE  
**Main Idea/Descriptive**

TEXT STRUCTURE  
**Compare-Contrast**

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

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



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	





### Teach genre characteristics | Grades 2-12

<p><b>INCLUDES GENRES/ PRODUCTS</b></p>	<p>Directions Recipes Instructions Procedures</p>	<p>Research, all-about reports Essay, explanation, summary Biography Friendly &amp; business letter</p>	<p>Compare-contrast essay Comparative analysis</p>
<p><b>NOTE THE AUTHOR'S PURPOSE</b></p>	<p>To teach what happened in a step-by-step process, system, or event.</p>	<p>To reveal big ideas and specific details about a single topic.</p>	<p>To analyze what is similar between two different items.</p>
<p><b>NAME THE TEXT STRUCTURE</b></p>	<p><b>HOW-TO/PROCEDURAL</b></p>	<p><b>MAIN IDEA/DESCRIPTIVE</b></p>	<p><b>COMPARE-CONTRAST</b></p>
<p><b>VISUALIZE THE BODY</b></p>	<p style="text-align: center;">INTRODUCTION</p> <p>BODY {              ¶ Step 1... <i>First...</i>              ¶ Step 2... <i>Next...</i>              ¶ Step 3... <i>Later...</i></p> <p style="text-align: center;">CONCLUSION</p>	<p style="text-align: center;">INTRODUCTION</p> <p>BODY {              ¶ Big idea 1... <i>One part...</i>              ¶ Big idea 2... <i>Another facet...</i>              ¶ Big idea 3... <i>A third big part...</i></p> <p style="text-align: center;">CONCLUSION</p>	<p style="text-align: center;">INTRODUCTION</p> <p>BODY {              ¶ Category 1... <i>Both address...</i>              ¶ Category 2... <i>A second category...</i>              ¶ Category 3... <i>They also include...</i></p> <p style="text-align: center;">CONCLUSION</p>
<p><b>DEVELOP EACH BODY PARAGRAPH</b></p>	<p>Each middle paragraph is a step or big idea in the process or time line.</p> <ul style="list-style-type: none"> <li>• The topic sentence introduces the big idea.</li> <li>• The supporting sentences detail what happened in that single step.</li> </ul>	<p>Each middle paragraph is a subtopic, facet, big idea, reason, type, kind, or part of the major subject.</p> <ul style="list-style-type: none"> <li>• The topic sentence introduces the big idea.</li> <li>• The supporting sentences include specific details that describe that part or facet.</li> </ul>	<p>Each middle paragraph is one of the categories of comparison between two items.</p> <ul style="list-style-type: none"> <li>• The topic sentence introduces the category.</li> <li>• The supporting sentences reveal little details that are similar and different between the two items for that single category.</li> </ul>
<p><b>ARRANGE THE BODY PARAGRAPHS</b></p>	<p>Chronological order is essential.</p> <ul style="list-style-type: none"> <li>• Body paragraphs must be revealed in the order each step occurred.</li> </ul>	<p>Body paragraphs can usually be put in any order.</p>	<p>Body paragraphs can be organized in one of two ways:</p> <ul style="list-style-type: none"> <li>• BASIC   All A information and then All B info.</li> <li>• SOPHISTICATED   Each paragraph includes A &amp; B details organized by common category.</li> </ul>



**Teach genre characteristics | Grades PK-2**

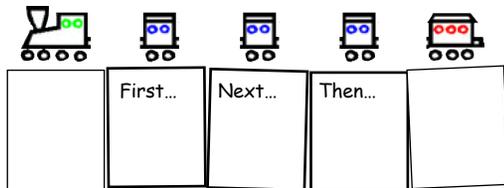
- INCLUDES GENRES/ PRODUCTS
- NOTE THE AUTHOR'S PURPOSE
- NAME THE TEXT STRUCTURE
- VISUALIZE THE BODY
- ARRANGE THE MIDDLE

Directions  
 Recipes  
 Instructions  
 Procedures

To teach what happened in a step-by-step process or event.

**HOW-TO/PROCEDURAL**

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



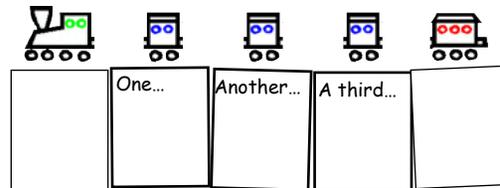
Chronological order is essential.  
 • "Sentences" must be revealed in the order each step occurred.

Reports, All about  
 Explanation, summary  
 Friendly letter

To reveal big ideas about a single topic.

**MAIN IDEA/DESCRIPTIVE**

Each middle "sentence" reveals another idea, type, kind, or part of the topic.



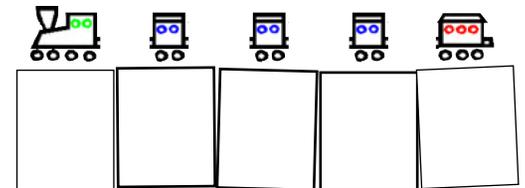
"Sentences" can usually be put in any order.

Compare-contrast

To identify similarities between two different items.

**COMPARE-CONTRAST**

Each middle "sentence" shows another idea or category of comparison.



"Sentences" are organized two ways:

- All A information is on the top with all B info below.
- Each page or "flap" provides info on the same category or subtopic.



# ORGANIZE BY GENRE



## Group related details

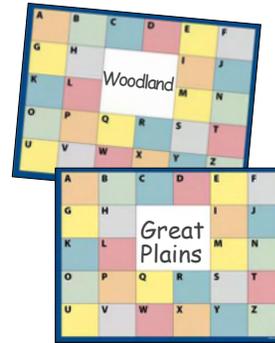
Organize ideas to fit the text structure

### Clarify the purpose of pre-writing.

Read the task/prompt to determine what kind of organization is needed.

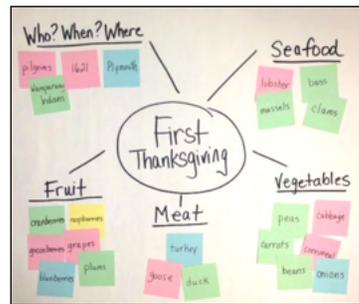
Start with 2-step grocery listing.

**STEP 1** List the known facts, details, and information relevant to the topic.



1. List details

**STEP 2** Organize the collected information to fit the informative genre.



2. Group details

3. Label categories

Understand the purpose of single-step graphic organizers.

- Offer students a visual form to follow.
- Explain the form behind each graphic organizer.



Adapt the Storyboard to fit all chronological texts.



Track the main ideas and details within a Dissected Web.



Adjust a T-Chart to fit various text structures.

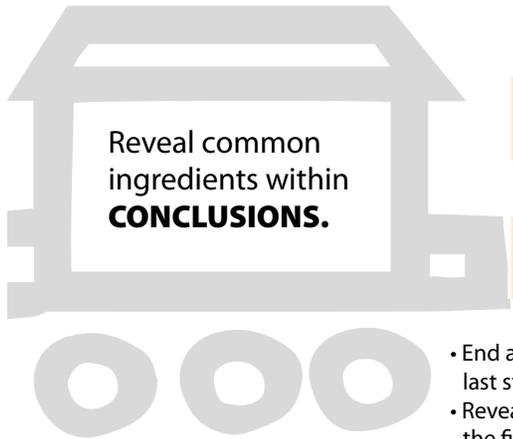
Teach optional ingredients.

**Select a narrow topic**  
 Introduce the subject & a specific focus

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



<p><b>Identify the topic or subject.</b></p> <ul style="list-style-type: none"> <li>• Reference the topic in the title.</li> <li>• Announce the topic to the reader.</li> <li>• Include the topic within introductory sentences.</li> </ul>	<p><b>Summarize the text(s).</b></p> <ul style="list-style-type: none"> <li>• Provide a selective synopsis of the text(s) in 1-2 sentences.</li> </ul>	<p><b>Define the topic or subject.</b></p> <ul style="list-style-type: none"> <li>• Provide background information.</li> </ul>	<p><b>Describe the setting.</b></p> <ul style="list-style-type: none"> <li>• Ground the info in a physical or geographic location.</li> <li>• Describe the time frame.</li> <li>• Develop a vignette.</li> </ul>	<p><b>Introduce relevant people.</b></p> <ul style="list-style-type: none"> <li>• Identify people, relationships, organizations, cultures, etc.</li> </ul>	<p><b>State the problem.</b></p> <ul style="list-style-type: none"> <li>• Establish topic relevance.</li> <li>• Convey the importance or severity of the topic.</li> </ul>
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<p><b>State the last step, act, event, or reason.</b></p> <ul style="list-style-type: none"> <li>• End at the end; state the last step in a process.</li> <li>• Reveal the last episode, the final action in an event, the last moment in a lifetime.</li> </ul>	<p><b>Restate the thesis or main point.</b></p> <ul style="list-style-type: none"> <li>• Restate the big ideas.</li> <li>• Summarize reasons previously mentioned.</li> </ul>	<p><b>Return to the opening scene.</b></p> <ul style="list-style-type: none"> <li>• Circle back to an opening statement, scene, or sentiment.</li> <li>• Revise the title and tie the conclusion to it.</li> </ul>	<p><b>Identify the result or outcome.</b></p> <ul style="list-style-type: none"> <li>• Identify the end result, event outcome, or final product.</li> </ul>	<p><b>Explain the good news.</b></p> <ul style="list-style-type: none"> <li>• Offer the reader encouragement, the up side, the good news.</li> </ul>	<p><b>Explain the significance.</b></p> <ul style="list-style-type: none"> <li>• Create a memorable last-liner that says it all.</li> <li>• Draw a new conclusion about the topic (e.g., what was learned, new aha, etc.).</li> </ul>
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