

# Writing Essentials: Genre-Based Writing Instruction

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Help students incorporate the most critical, genre-specific ingredients into their own writing.

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

## PART 1: PRIORITIZE THE “INFO”

### Plan informative-writing experiences.

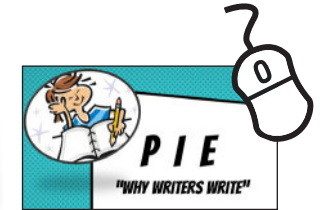
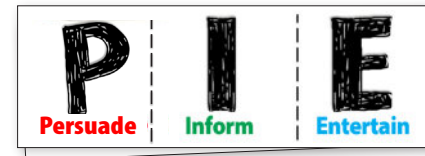
#### Understand the expectations.

##### COMMON CORE W2 | INDIANA W3.2

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

#### PURPOSE | TO INFORM

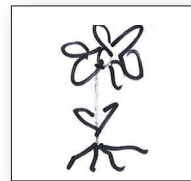
Give the reader facts about a topic; to clarify or explain something.



#### INFORMATIVE GENRES

- **EXPLANATIONS** provide specific answers with detailed information about a question or topic.
- **SUMMARIES** highlight only the most important information on a topic.
- **LETTERS** communicate personal information to a friend or formal information to a business.
- **RESEARCH** writing pulls factual information from multiple sources.
- **HOW-TO** writing provides a sequenced set of a information about an event, activity, procedure, or concept.
- **COMPARE-CONTRAST** writing presents information about two or more topics or texts.

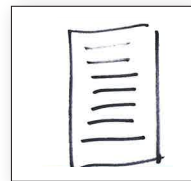
#### DEVELOPMENTAL STAGES



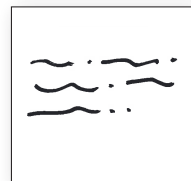
PICTORIAL WRITING



LABEL WRITING



LIST WRITING



SENTENCE WRITING

#### Target the essential writing skills/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 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.



## PART 1: PRIORITIZE THE “INFO”

### 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



### Select a narrow topic

Introduce the subject and a specific focus

PART 1



### List important points

State each reason, step, or facet

PART 1



### Add specifics & support

Develop ideas with examples, facts, & quotes

PART 1



### Group related details

Organize ideas to fit the text structure

PART 2



### Restate the topic/thesis

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

PART 2



### Use topic-related words

Sound like an expert; define key terms

PART 1

# PART 1: PRIORITIZE THE "INFO"

## Identify areas of expertise.

Demonstrate knowledge about texts and topics.

### 1. Write about texts.

- Gather information from provided sources.



- Keep track of *which* source provided *what* information.

**Writing from Sources**

SOURCE 1	SOURCE 2	SOURCE 3	SOURCE 4

### 2. Write about topics.

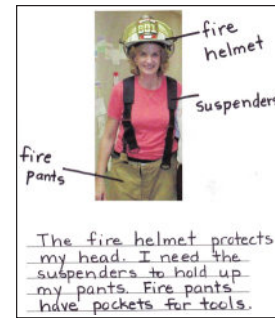
- Consider topics rooted in background knowledge.

- Write about information rooted in visuals, observations, and experiences.

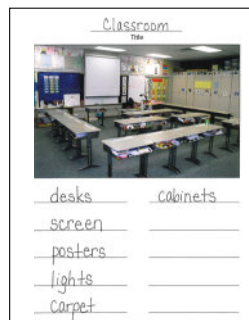
Provide multiple images on a topic. List what is learned from reading the photographs.



Recall learned information based on photographs (e.g., field trip, guest speaker, science activity, etc.).



Generate lists of observable details during an experience (e.g., outdoor lab, field trip, science activity, etc.).



## Select a narrow topic

Introduce the subject a specific focus

**Informational Topics for List Writing**

<p><b>COLOR LISTS</b></p> <p>Things that are red. Things that are blue. Things that are green. Things that are orange. Things that are yellow. Things that are purple. Things that are black. Things that are brown. Things that are white.</p> <p><b>SEASONAL LISTS</b></p> <p>Things to wear in the summer. Things to wear in the winter. Things to do outside in summer. Things to eat in the summer. Things to eat in the winter.</p>	<p><b>LOCATION LISTS</b></p> <p>Things in a classroom. Things in a bedroom. Things in a kitchen. Things in a refrigerator. Things in your desk. Things in your backpack. Things in your car/van/truck. Things in the cafeteria. Things on the playground. Things in the grocery store. Things in the library. Things at the beach. Things/Animals on a farm. Things/People at a restaurant.</p>	<p><b>DESCRIPTIVE LISTS</b></p> <p>Things that are big. Things that are small. Things that are hard. Things that are soft. Things that are tall. Things that are short. Things that are loud. Things that are quiet. Things that are hot. Things that are cold. Things that are wet. Things that are dry. Things that are smooth. Things that are rough.</p>	<p><b>MATH LISTS</b></p> <p>Things that are round. Things that are square. Types of insects. Types of shapes. Types of coins. Days of the week. Months of the year.</p> <p><b>SOCIAL STUDIES LISTS</b></p> <p>People in my family. Teachers in the school. People in the community. Things in a doctor's office. Things in a dentist's office. Things/Holidays people celebrate.</p>	<p><b>SCIENCE LISTS</b></p> <p>Types of animal homes/habitats. Things that live in the ocean. Types of insects. Types of animals. Types of weather. Parts of the body. Parts of plants. Types of vegetables. Types of fruits. Things that float. Things that sink. Things that fall. Things that fly.</p>
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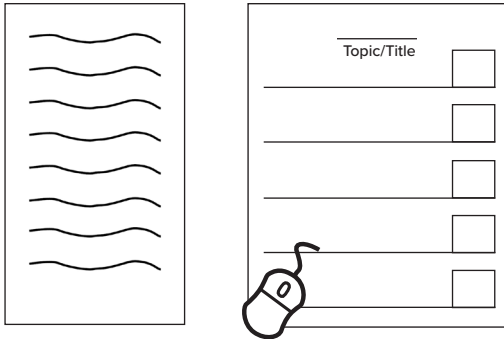


## PART 1: PRIORITIZE THE “INFO”

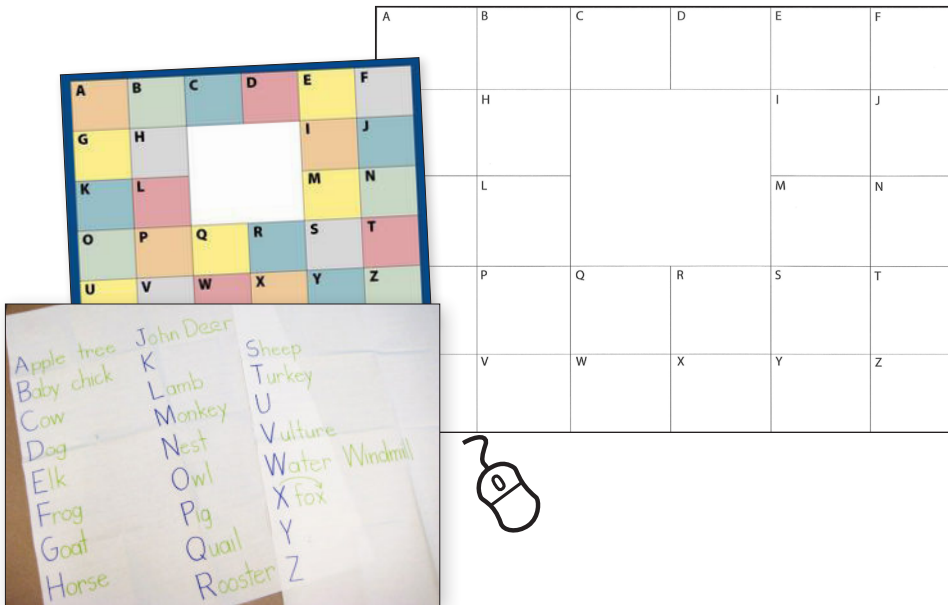
### List the facts.

Include the important.

- Teach grocery-list pre-writing.



- Include the alphabet for added support.



### List important points

State each reason, step, or facet

#### NOW IT'S YOUR TURN!

Explain the facets of a teacher's life/the teaching profession.

PRE-WRITE: List important information.

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# PART 1: PRIORITIZE THE "INFO"

## Clarify the goal.

Define *listy* versus *developed*.

Depict "developed" visually.

NOT THE GOAL	THE GOAL
<ul style="list-style-type: none"> <li>Long &amp; listy.</li> <li>Important points are mentioned &amp; provide a broad or general understanding of a topic.</li> </ul>	<ul style="list-style-type: none"> <li>Long &amp; developed.</li> <li>Important points are revealed &amp; then developed with specific details to thoroughly explain the topic.</li> </ul>



Dim ideas lack information. Add details to each idea in order to brighten it up.

- Every "colorful" idea includes several sentences before the next colorful idea is introduced.



Each idea is a deflated balloon that needs to have additional sentences "pumped" into it.



Hold up each table-top idea with sentence-legs of support.



## List important points

State each reason, step, or facet

Expect idea development in every writing stage.

NOT THE GOAL	THE GOAL
<p>Picture a school where all students are treated fairly, kindly, and respectfully. For now, however, this "dream" is more a nightmare as teens are often judged based on what they wear. In addition to taking the judgment out, wearing uniforms would save kids the stress of deciding what to wear to school every day. It's not just the kids that need to stop worrying so much about fashion, it's their parents, too. <b>Uniforms can actually bring people together.</b></p>	<p>Picture a school where all students are treated fairly, kindly, and respectfully. Kids could walk the halls without the worry of being made fun of because of their outer appearance. This may sound like just a fantasy, but in fact, it could become a reality in every school across the nation. Having uniforms in public schools could make this dream come true.</p> <p>For now, however, this "dream" is more a nightmare as teens are often judged based on what they wear. Every day, kids are tormented by their peers for wearing clothes that are considered "not cool." This could be easily solved if all kids wore uniform clothes. If everyone was dressed exactly the same, then no one could judge others by what they wear. Kids would take the time to get to know each other, instead of saying, "I don't like her cheap clothes, so obviously she isn't good enough to be friends with me!" With uniforms, teens would decide whether they like someone based on personality alone.</p> <p>In addition to taking the judgment out, wearing uniforms would save kids the stress of deciding what to wear to school every day. Kids spend more time figuring out what to wear than they spend actually getting ready for school. Kids are often late for school as a result of this. Kids were required to wear uniforms to school every day, then they wouldn't have to spend time and energy worrying about what to wear.</p> <p>It's not just the kids that need to stop worrying so much about fashion; it's their parents, too. Many parents argue that kids should be able to express their individuality through clothes. Rather than clothing that inner beauty is far more important than outer beauty. Parents need to educate kids to not put the emphasis on clothes and accessories, but on people and relationships. Uniforms can actually bring people together like forms means one form, one group. The student body would be one unit. There would be no cliques. The student body would be one unit. There would be no cliques. The student body would be one unit. There would be no cliques.</p>
<p>Family</p> <p>My big sisters name is Allison.</p> <p>I have a dog named Codi.</p> <p>I have a brother.</p>	<p>PARAGRAPH/ SENTENCE WRITING</p>
<p>school</p> <p>friends</p> <p>teacher</p> <p>math</p> <p>reading</p> <p>lunch</p> <p>recess</p>	<p>LIST WRITING</p>
	<p>LABEL WRITING</p>
	<p>PICTORIAL WRITING</p>
<p>lunch</p> <p>spaghetti</p> <p>milk</p> <p>straw</p> <p>cheesy bread</p> <p>orange</p> <p>fork</p> <p>eat</p> <p>gobble</p> <p>napkin</p> <p>wipe</p> <p>tray</p> <p>table</p>	<p>PARAGRAPH/ SENTENCE WRITING</p>
	<p>LIST WRITING</p>
	<p>LABEL WRITING</p>
	<p>PICTORIAL WRITING</p>

**NOW IT'S YOUR TURN!**

**Explain ONE facet of a teacher's life/the teaching profession.**

FIRST DRAFT: Generate a paragraph about ONE facet noted on page 6.

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## PART 1: PRIORITIZE THE “INFO”

### Expand on the list of facts.

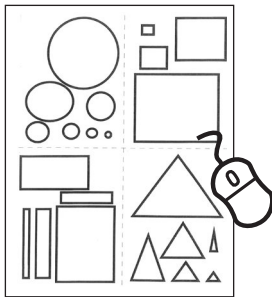
Provide more specifics.

#### Tell more about the “who” or “what.”

- Physical description, body shape, proportion, color, clothing
- Personality, habits, gestures, etc.
- Actions, reactions, choices, decisions



PICTORIAL WRITERS include accurate and true-to-life details.



#### 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



- Mood: feelings, attitude

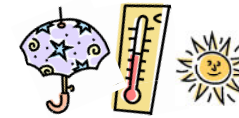


PICTORIAL WRITERS include accurate and true-to-life details in the background of drawings.

#### Tell more about the “when.”



- Time of day: 10 a.m., noon, after lunch, at bedtime, the following day, 4 hours later



- Time of year: summer, tornado, hunting season, Thanksgiving, first day of school, February, etc.



- Timeline: present day, day in the past, futuristic, a particular era, etc.

#### Tell more about when and where with a prepositional phrase.

aboard	against	aside from	behind	beyond	for	near	opposite	since	under
about	along	at	below	by	from	of	out	through	underneath
above	among	away from	beneath	down	in	off	outside	throughout	until
across	apart from	because of	besides	during	inside	onto	over	to	up
after	around	before	between	except	into	on top of	prior to	toward	with/without



PICTORIAL WRITERS draw objects closer together to represent their position in relationship to one another.

## PRE POSITION

**NOW IT'S YOUR TURN!**

**Return to page 8**



# PART 1: PRIORITIZE THE “INFO”

## Expand on the list of facts.

Provide more specifics.

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



### ICONS

- DESCRIPTIVE ATTRIBUTES:
 

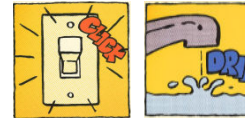
size	taste
color	function
shape	location
movement	habitat
symmetry	direction
texture	orientation
number	state
composition	temperature
consistency	weight
medium	age
smell	special features



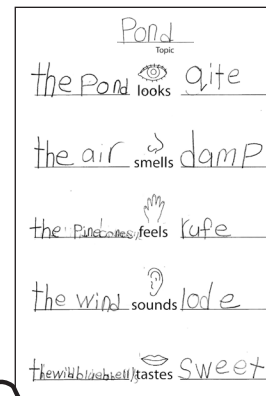
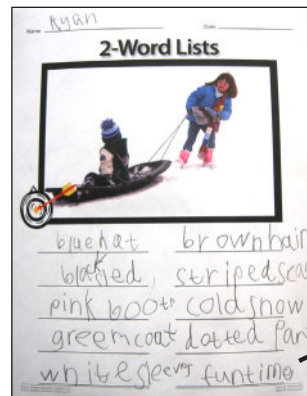
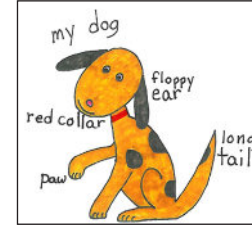
PICTORIAL WRITERS include close-up details to communicate texture, smell, taste, and sound.



LABEL WRITERS include sound-effect words next to objects in the pictures.



LABEL & LIST WRITERS include adjectives in front of nouns.



## Add specifics & support

Develop ideas with examples, facts, & quotes

Tell more with comparisons.

- Add *-er* or *-est* words: bigger, taller, kinder, the best, the worst, the oldest
- Add *like* details: The perfume smelled like a flower garden.
- Add *just like* details: 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.

**NOW IT'S YOUR TURN!**

**Return to page 8**

## PART 1: PRIORITIZE THE “INFO”

### Expand on the list of facts.

Provide more specifics.

#### Tell more with an example.

- For example
- For instance
- One kind
- One type
- Like
- Such as

#### 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



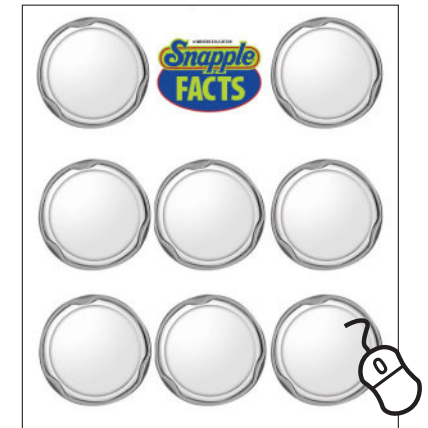
**LABEL WRITERS** include relevant number details within pictures.



### Add specifics & support

Develop ideas with examples, facts, & quotes

#### Add interest with surprising details.



#### Tell more with expert quotes.

- Expert opinion
- Personal testimony
- Eyewitness account
- Textual evidence



**LABEL & LIST WRITERS** include speech bubbles around famous quotes.

#### Tell what the quote or fact means.

- INTERPRET MEANING *This means...*  
*...in other words...*
- DESCRIBE THE IMPRESSION *This conveys...*  
*...gives the impression...*  
*This signifies...*
- EXPLAIN IMPORTANCE *This is important because...*  
*This causes...*  
*The impact of this is ...*

**NOW IT'S YOUR TURN!**

**Return to page 8**

# PART 1: PRIORITIZE THE “INFO”

## Include precise language.

Provide more specifics.

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

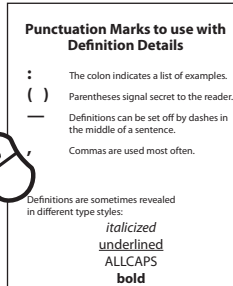


**LABEL WRITERS** name the specific parts of a picture.



Tell more with definition details.

- Provide a formal definition.
- Offer an everyday explanation.
  - This means...*
  - That means...*
  - Which means...*
- Describe the literal translation.
- List synonyms or antonyms.

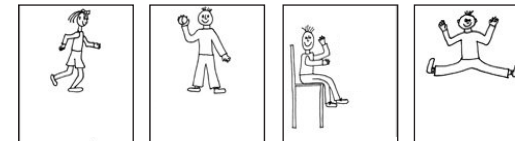
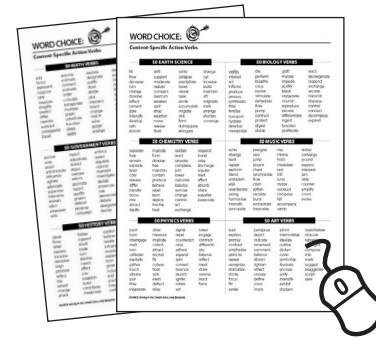


## Use topic-related words

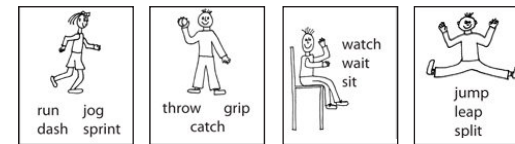
Sound like an expert; define key terms

Tell more with action verbs.

List and incorporate action verbs that are associated with the topic.



**PICTORIAL WRITERS** draw people and objects in motion.



**PICTORIAL & LABEL WRITERS** add action words near “moving” objects.

**NOW IT'S YOUR TURN!**

**Return to page 8**

Plan informative writing units.

1. **TEACH** writing versus assign writing.

2. **WRITE** about topics and texts.

3. **PRIORITIZE** the trait of ideas.

## PART 2: 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



### Select a narrow topic

Introduce the subject and a specific focus

PART 1



### List important points

State each reason, step, or facet

PART 1



### Add specifics & support

Develop ideas with examples, facts, & quotes

PART 1



### Group related details

Organize ideas to fit the text structure

PART 2



### Restate the topic/thesis

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

PART 2



### Use topic-related words

Sound like an expert; define key terms

PART 1

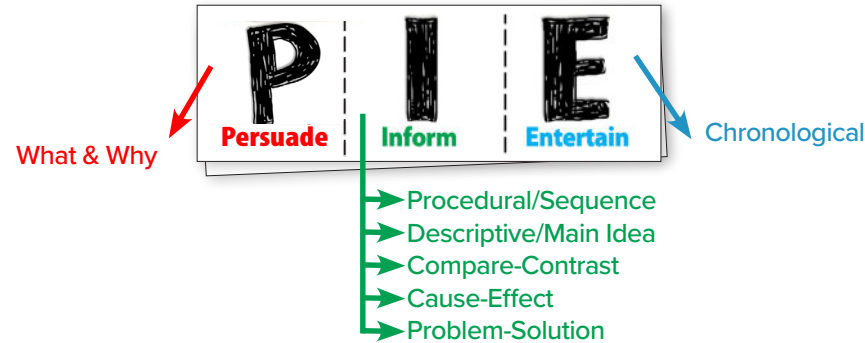
## PART 2: ORGANIZE BY GENRE

### Identify the prompt & purpose.



### Group related details

Organize ideas to fit the text structure



	<b>HOW-TO PROCEDURAL</b>	<b>INFORMATIVE GENRES</b> Directions Recipes Instructions Procedures	<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>
	<b>MAIN IDEA/ DESCRIPTIVE</b>	<b>INFORMATIVE GENRES</b> Explanations, summaries Research, all-about report Traditional essay Friendly & business letters Biography	<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>
	<b>COMPARE- CONTRAST</b>	<b>INFORMATIVE GENRES</b> Compare-contrast essay Comparative analysis	<b>ACADEMIC VOCABULARY</b> <i>compare and contrast</i> <i>write a comparison</i> <i>compare ___ to ___</i> <i>show how alike and different</i> <i>details presented in both</i>



**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.*

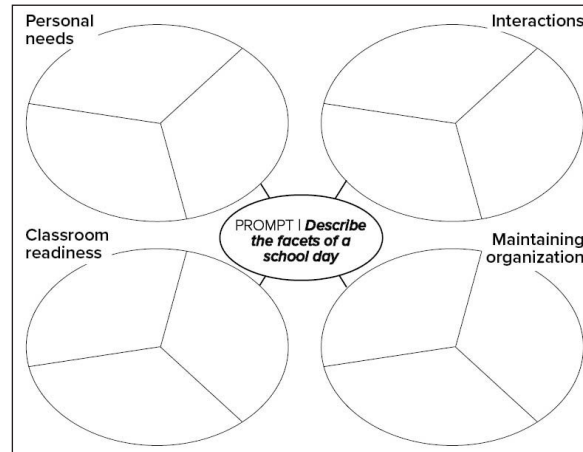
TEXT STRUCTURE  
**How-To/Procedural**

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







## Group related details

Organize ideas to fit the text structure

### 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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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

Directions  
Recipes  
Instructions  
Procedures

Reports, All about  
Explanation, summary  
Friendly letter

Compare-contrast

NOTE THE AUTHOR'S PURPOSE

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

To reveal big ideas about a single topic.

To identify similarities between two different items.

NAME THE TEXT STRUCTURE

**HOW-TO/PROCEDURAL**

**MAIN IDEA/DESCRIPTIVE**

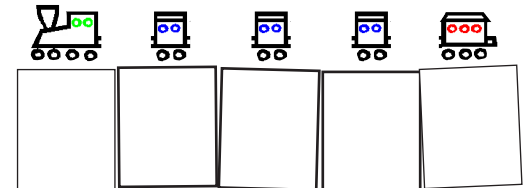
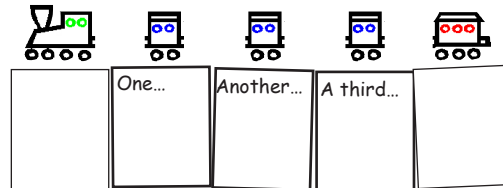
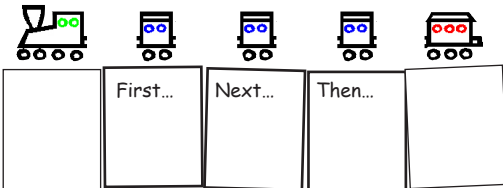
**COMPARE-CONTRAST**

VISUALIZE THE BODY

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

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

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



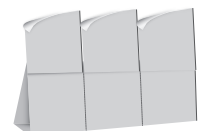
ARRANGE THE MIDDLE

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

"Sentences" can usually be put in any order.

"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.





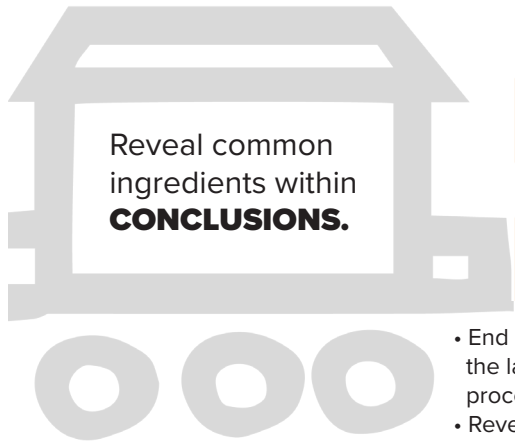
Teach optional ingredients.

**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>
---	--	--	--	--	--



<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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## PART 3: PERSUADE & ARGUE

### Plan persuasive-writing experiences.

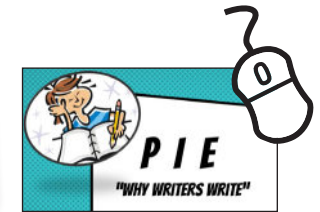
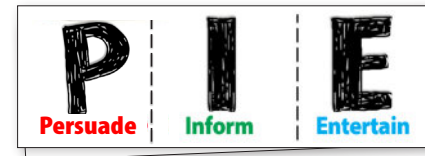
#### Understand the expectations.

##### COMMON CORE W1 | INDIANA W3.1

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

##### PURPOSE | TO ARGUE

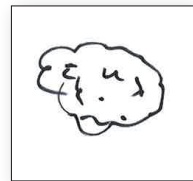
Share feelings, opinions, or claims that are based on facts and evidence.



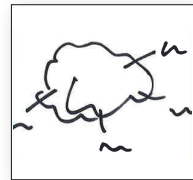
#### PERSUASIVE GENRES

- **OPINIONS** state a personal preference of a debatable topic (e.g., vote, survey, tweet, bumper sticker, mission statement, etc.).
- **PERSUASIVES** convey the writer's opinion of a debatable topic through explanation and evidence of his position (e.g., advertisement/commercial, persuasive letters, recommendations, constructed responses, persuasive essays, etc.).
- **ARGUMENTS** convey the writer's opinion of a debatable topic through explanation and evidence of multiple sides (e.g., pro-con list, debate, infomercial, argumentative research/essay, etc.).
- **EVALUATIONS** are the writer's opinion on someone else's work (e.g., review, critique, comparative analysis, argumentative analysis, literary analysis).

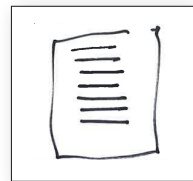
#### DEVELOPMENTAL STAGES



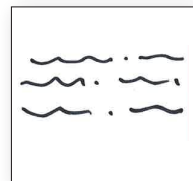
PICTORIAL  
WRITING



LABEL  
WRITING



LIST  
WRITING



SENTENCE  
WRITING

#### Target the essential writing skills/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 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.



**Target essential skills.**

# 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

### STANDARDS VERBIAGE

- Introduce the topic or text.
- State an opinion/claim.
- Create an organizational structure; organize logically.
- Provide clear reasons with relevant evidence.
- Acknowledge alternate or opposing claims.
- Link/Connect opinion and reasons.
- Provide a concluding statement or section.
- Establish and maintain a formal style/objective tone.

# 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





# PART 3: PERSUADE & ARGUE

## Persuade with information.

### Persuasive

Explain and support one perspective.

### Argument

Explain multiple perspectives but support one.

Differentiate between informative topics and debatable ones.

- Clarify the author's purpose.



Reveal mentor text that expresses an opinion.

- LITERATURE | Identify character perspectives.

*What does character A think, believe, want, feel? How do you know?*  
*What does character B think, believe, want, feel? How do you know?*



- INFORMATIONAL TEXT | Identify author perspectives.

*What is the author's claim or perspective?*  
*What does the opposition think or believe?*  
*Are there more than two perspectives?*



SOURCE: Got milk?



Write about topics.

Traditional writing tasks were based on personal background knowledge.

- Favorite TV shows/cartoons.
- Favorite foods.
- Favorite snacks/candy.
- Favorite recess games/activities.
- Favorite toys (i.e., Christmas/Birthday List).
- Favorite pets/animals.
- Things you want/wish for.
- Rules to change.
- Problems to fix.
- Injustices all around.
- Things not fair.
- People to help.
- Favors to ask.
- Suggestions to make.
- Convince your parents to buy you a new cell phone.
- Persuade the principal to let your class go on a field trip.
- Argue the pros and cons of a school rule/policy.

Things Wrong in the World	
RULES TO CHANGE:	FAVORS TO ASK:
THINGS TO WANT/WISH FOR:	SUGGESTIONS TO MAKE:
PROBLEMS TO FIX:	THINGS NOT FAIR:
THINGS TO CHANGE:	PEOPLE TO HELP:
INJUSTICES ALL AROUND:	



Write about texts.

Read-write tasks are based on facts stated within the provided texts.

C	M	RA
E	A'A	C
R	M	E

- State the answer/inference.
- Support it with textual evidence.
- Explain the connection between answer and evidence.

**State the position.**

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

**Study sides of an issue**  
 Reveal perspectives; Present the strongest

Stop asking students to choose a side before they have studied the evidence.



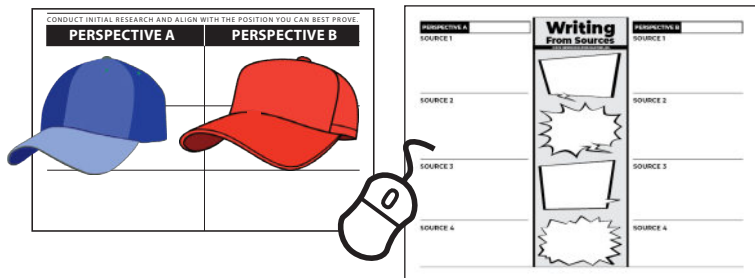
- What do you think?
- What's your opinion?
- What side are you going to write about?

Introduce the 4-step process for choosing the strongest side.

**STEP 1** Identify the possible opinions.

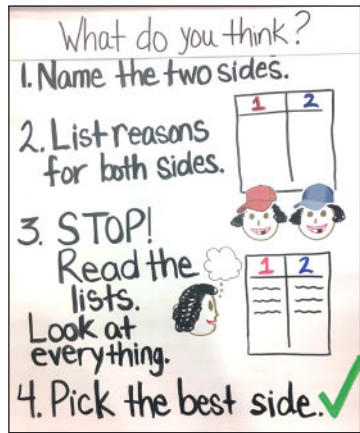


**STEP 2** List the details or facts for all sides.  
 • Try on both/all perspectives.

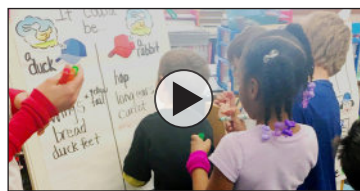


**STEP 3** Study the lists and consider the strongest side.

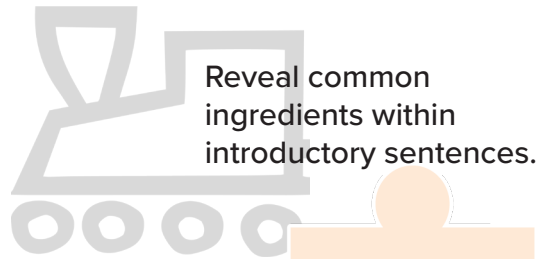
**STEP 4** Align with the strongest perspective; make a decision.



Align with the strongest position.



View entire kindergarten mini-lesson on choosing sides.



Reveal common ingredients within introductory sentences.

- State opinion, request, position, or claim.
- Provide context/background information.
- Acknowledge an opposing viewpoint.
- Transition to the body of reasons.



# PART 3: PERSUADE & ARGUE

## Define the essential ingredients.

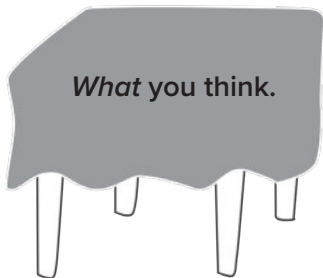
Follow the *what* with the *why*.

**CLAIM | WHAT** he thinks.

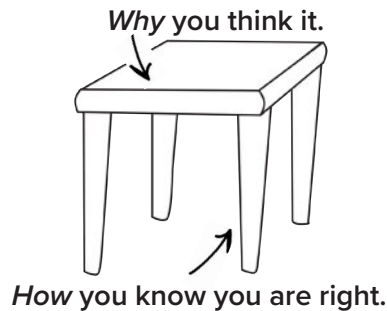
Pictorial  
or label  
writing,  
ELL  
Levels 1-2

Word or  
sentence  
writing,  
ELL  
Levels 2-3

Paragraph  
writing,  
ELL  
Levels 3-5



**REASONS | WHY** he thinks it.



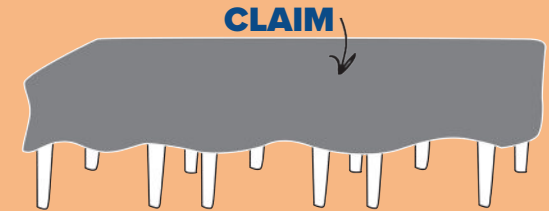
DOWNLOAD DIGITAL RESOURCES



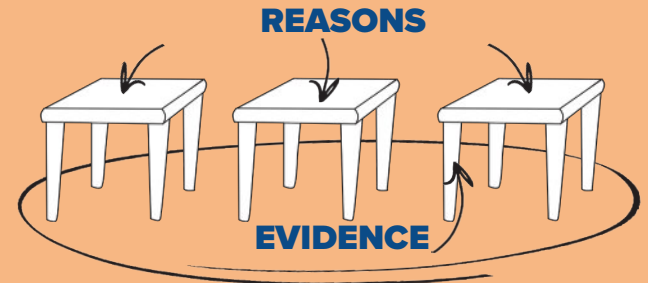
Omit *because* from the opinion statement.

Clarify the relationship among claims, reasons, and evidence.

**CLAIM** | The writer's overall position, topic sentence, or thesis statement that all the body paragraphs/sentences attempt to prove.



**REASON** | The writer's own rationale and explanation for why he thinks as he does (e.g., opinion).



**EVIDENCE** | Details, quotes, and examples from other sources to "hold up" and support each of the writer's reasons (e.g., facts).

# PART 3: PERSUADE & ARGUE

## Use facts to shape reasons.

Execute the 2-step pre-writing process.

Connect reader voices to text-based arguments.



STEP 1 | List facts.

- Words and phrases found in the text.
- Stated by the author(s).
- Might be an expert quote.



STEP 2 | Group similar details to infer a reason.

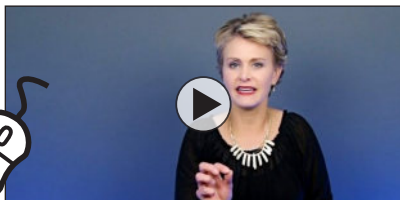


- Student's own idea—in his own words.
- Generated *after* grouping details from the text.



Retrain the students' thinking.

Distinguish reasons from evidence.



## List many good reasons

Provide solid support for why you are right



## Develop logical reasons

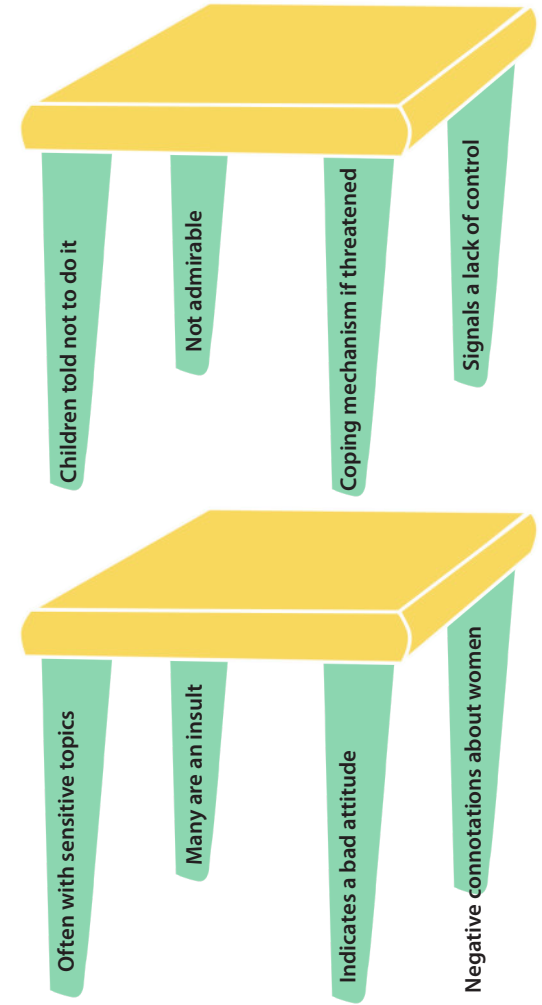
Support the position with sufficient evidence

PROMPT | Argue whether the use of vulgar language is a big deal or no biggie.

STEP 1 ▶ Collect text details.

- Many are an insult
- Friends joking around
- Thoughts before spoken words
- Creep into vocabulary
- Often with sensitive topics
- Those in your crowd do it, too
- Negative connotations about women
- Coupled with anger
- Signals immaturity
- Used in hostile environments
- Not admirable
- Heightens storytelling
- Children told not to do it
- Signals a lack of control
- Indicates a bad attitude
- Coping mechanism if threatened
- Used to gain power or control

STEP 2 ▶ Group related details.



 **Organize key points**  
Order your reasons to end with your best

 **Present both sides**  
Honor the opposition within the body

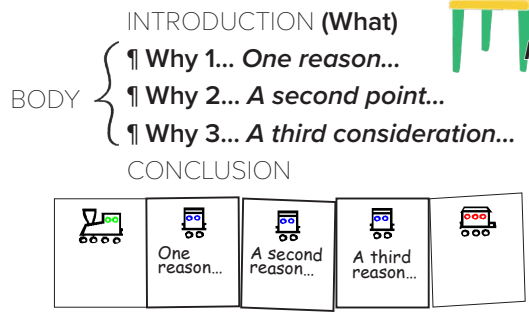
**Teach genre characteristics.**

<b>INCLUDES GENRES/ PRODUCTS</b>	Vote Survey Bumper sticker Mission statement
<b>NOTE THE AUTHOR'S PURPOSE</b>	Share an opinion or preference.
<b>NAME TEXT STRUCTURE</b>	<b>WHAT (OPINION)</b>
<b>VISUALIZE THE BODY/ THE MIDDLE</b>	NOT APPLICABLE   There are no body paragraphs or sentences.
<b>DEVELOP THE BODY PARAGRAPHS/ MIDDLE SENTENCES</b>	NOT APPLICABLE   There are no body paragraphs or sentences.
<b>ARRANGE THE BODY PARAGRAPHS/ MIDDLE SENTENCES</b>	NOT APPLICABLE   There are no body paragraphs or sentences.

Advertisement/Commercial  
Persuasive letter  
Constructed response  
Persuasive essay

Support an opinion through explanation and evidence of one side.

**WHAT & WHY**



Each middle paragraph presents a different reason in support of the overall position or claim.

- The topic sentence introduces the reason (i.e., an opinion).
- The supporting sentences provide the evidence (i.e., facts, quotes) and explanation (i.e., reasoning, elaboration).

There is not a required order of body paragraphs.

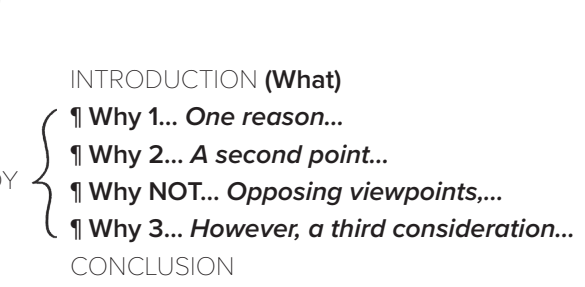
- However, to sway the reader it would be powerful to “save the best for last” and end with the strongest reason.
- This might include “burying” the weakest reason within the body creating a #2, #3, #1 organization.



Pro-con list  
Debate  
Infomercial  
Argumentative research/essay

Support an opinion through explanation and evidence of multiple sides.

**WHAT & WHY**



Most middle paragraphs present a different reason in support of the overall position or claim.

- The topic sentence introduces a reason.
- Supporting sentences provide evidence (e.g., facts, quotes) and explanation (e.g., reasoning, elaboration).

The body must reveal an opposing viewpoint (i.e., counterclaim) and supported by reason(s) and evidence.

There are two ways to organize an argument.

- BASIC | Convert a one-sided persuasive into a two-sided argument by adding a body paragraph revealing the opposing viewpoint with evidence and explanation. (Revise the body to be #2, #3, Counterclaim, #1.)
- SOPHISTICATED | Create a sense of interior debate using the *They say.../I say...* organization, transitioning between perspectives throughout each body paragraph.

**Order reasons intentionally.**



**Organize key points**

Order your reasons to end with your best



**Present both sides**

Honor the opposition within the body

**Rank the reasons.**

Present the reasons for maximum reader impact.

- End with your strongest reason.
- Bury your weakest reason.
- Lead with your second-best reason.



**Save the best for last.**



**THE 2<sup>ND</sup> BEST**

Start with your second-best reason.



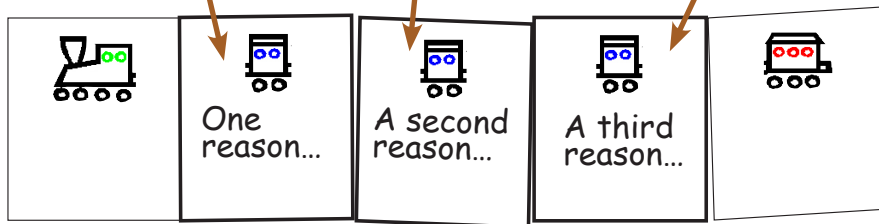
**THE 3<sup>RD</sup> BEST**

Bury the weakest reason.



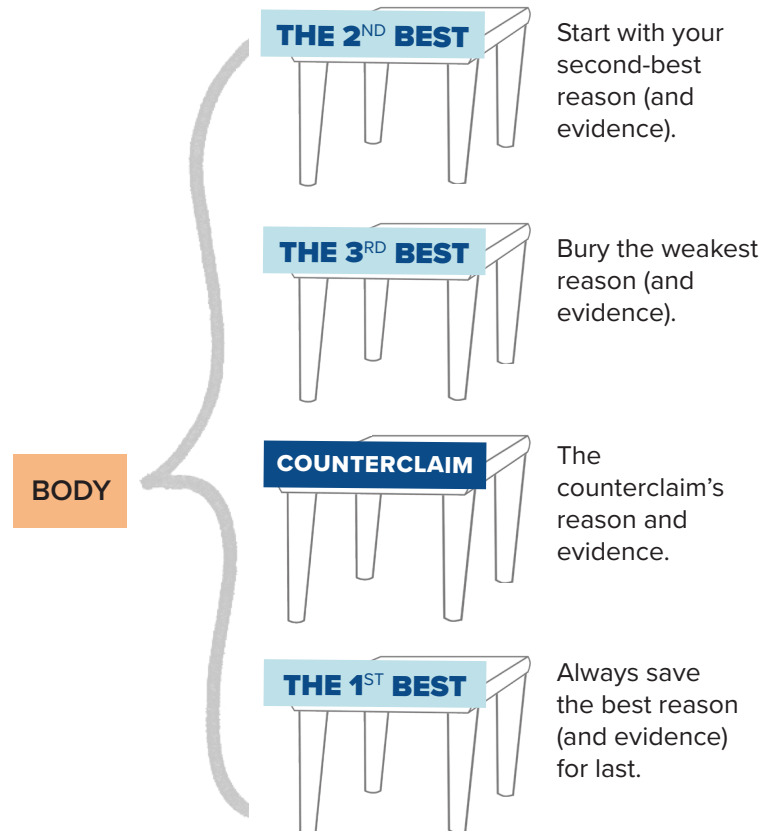
**THE 1<sup>ST</sup> BEST**

Always save the best reason for last.



Convert a persuasive into a *basic* argumentative.

**INTRODUCTION** | Add an acknowledgment of the opposition.




**CONCLUSION** | Add an acknowledgment of the opposition.

Teach optional ingredients.

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






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

Reveal common ingredients within concluding sentences.

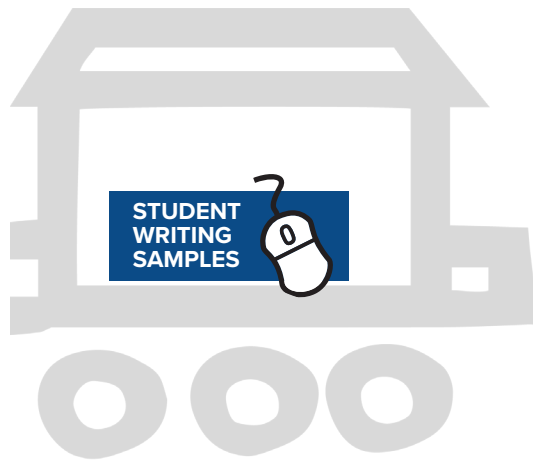
OPINION WRITING  
**Conclusions** 

I think \_\_\_\_\_  
I feel \_\_\_\_\_  
I would recommend \_\_\_\_\_  
I give \_\_\_\_\_ *4 stars! 2 thumbs up!*  
I suggest \_\_\_\_\_

Dear \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Thank you!

 <b>WHAT</b>	 <b>WHY #2</b>	 <b>WHY #3</b>	 <b>WHY #1</b>	 <b>WHAT &amp; HOW FEEL</b>
--	--	--	--	---

**WHAT** | Restate your opinion.  
**HOW** | Share how you will feel when your opinion, suggestion, or request is granted.



<b>Reiterate position/opinion.</b>	<b>Acknowledge the opposition.</b>	<b>Challenge the reader.</b>	<b>Finish with a clever one-liner.</b>
------------------------------------	------------------------------------	------------------------------	--

Create a sense of closure with a letter closing, rating (e.g., 3 stars), and/or recommendation.  
Transition into the conclusion (e.g., In conclusion... So if... So please... All things considered...).  
Explicitly state your opinion, request, position, or claim.  
Describe how you would feel if the request was granted.

Order the conclusion:  
1) Restate the opposition.  
2) Restate the claim.  
3) Remind your readers what's at stake.

Reveal a call to action.  
• Something to do  
• Follow-up action to take  
• Itemized action plan  
Return to the opening vignette (e.g., depict situation).  
Compare this situation to another one.  
Provide a prediction/expert quote about the potential consequences of not agreeing.

Attempt a clever and witty play on words.

# PART 4: NARRATIVE NON-NEGOTIABLES

## Plan narrative-writing experiences.

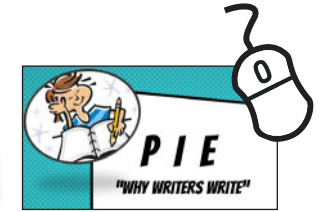
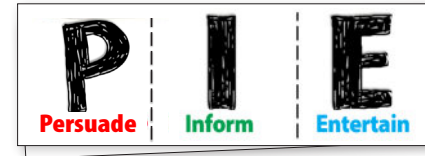
### Understand the expectations.

#### COMMON CORE W3 | INDIANA W3.3

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

#### PURPOSE | TO ENTERTAIN

Generate a story or partial story that is rooted in a topic or text.



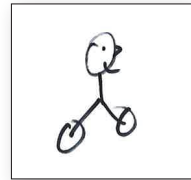
### TRADITIONAL NARRATIVE GENRES

- **REALISTIC** (e.g., personal narratives, adventure story, mystery, memoir, etc.).
- **FANTASY** (e.g., fairy tale, fable, myth, etc.).

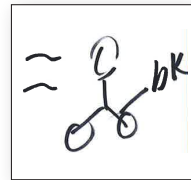
### NARRATIVE RESPONSES TO TEXTS

- **CONTINUE** the story (e.g., What happens next/the next time).
- **REWRITE** the perspective.
- **INSERT** the missing part, scene, or page.
- Write **FICTION BASED ON FACT** (e.g., sci-fi, historical fiction, etc.).

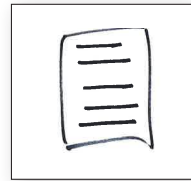
### DEVELOPMENTAL STAGES



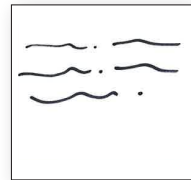
PICTORIAL WRITING



LABEL WRITING



LIST WRITING



SENTENCE WRITING

### Target the essential writing skills/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 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.



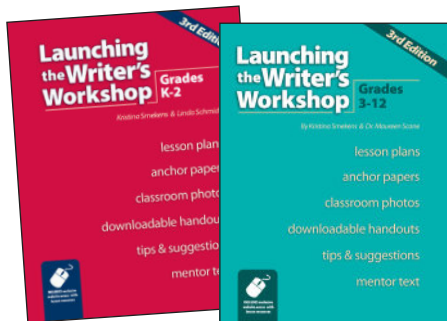


## PART 4: NARRATIVE NON-NEGOTIABLES

### Target essential skills.

#### STANDARDS VERBIAGE

- Orient the reader by establishing a situation and/or introducing characters.
- Tell about the events in the order in which they occurred.
- Use transitions/temporal words to signal event order.
- Include dialogue, sensory details, and details to describe actions, thoughts, and feelings of characters.
- Provide a conclusion/sense of closure.



# 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



# PART 4: NARRATIVE NON-NEGOTIABLES

## Define the shape of stories.

### Clarify story versus description.

Readers expect a story to have a problem.

- Flat line
- Rocket ship
- Crash landing

Reveal the flag icon



- Construction flagger
- Lifeguard flag

### Honor that stories require conflict.

The main character has a problem **with himself.**

The character must face a fear or make a difficult choice.

man *v.* self

The main character has a problem **with someone.**

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

man *v.* man

The main character has a problem **with something.**

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

man *v.* nature

The character disagrees with a rule, law, belief, or value that a group possesses.

man *v.* society

man *v.* technology

**4 Types of Problems**

- Character v. Self
- Character v. Character
- Character v. Nature
- Character v. Society

**Database of Picture Books and Fairytales**

SOMEBODY, WANTED, BUT, SO, THEN

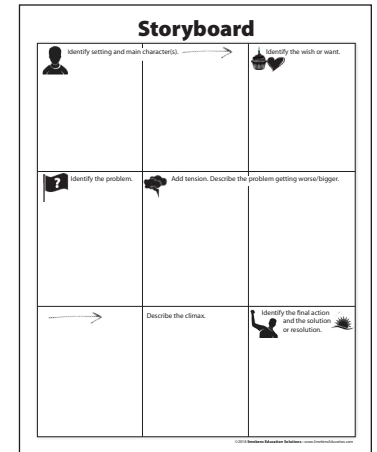


## Create a basic plot

Make something happen to someone

### Start with the middle.

Utilize the same reader note-taking tool when preparing to write a narrative.



**Set up**

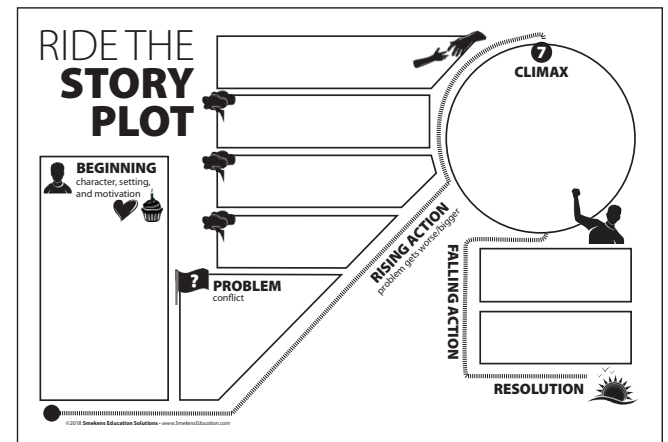
Who is the story about?  
Where did this happen?  
When did this happen?

**Mix up**

What is the problem?  
What went wrong?

**Fix up**

What happened at the end?  
How did the character feel?  
What did the character learn?



**Emphasize the story structure.**

**Determine the solution.**



Reveal the icon.

- Solve the problem by having the character achieve his wish or want.
- Resolve the problem for the reader with an explanation/understanding.

Readers expect problems to get solved.

**Someone helped.**

Another character helped to make things better (e.g., someone came to the rescue, someone had an idea or advice, several characters offered support and teamwork, etc.).

**Something helped.**

The main character continued to try until the problem was solved (e.g., tried different ways, didn't give up, trial and error, good decisions/ attempts v. bad decisions/attempts).

**Something changed.**

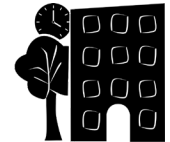
These problems are not necessarily “fixed” by the end— but things “got better” when the character’s attitude or actions changed (e.g., he took a chance, he chose to be brave, he embraced a new attitude, he decided to change, etc.).

Or, things “got better” when the setting changed and time passed (e.g., the weather improved, the party came and went, time healed the wound, felt better in the morning, etc.).

**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.



*Identify Essential Character Details*

MIDDLE: What's the problem?  
**I don't have a present for my mom's birthday.**

END: How does it get solved?  
**I draw a picture of blue flowers to be her iPad home screen.**

<b>IMPORTANT CHARACTER DETAILS</b>	<b>UNIMPORTANT CHARACTER DETAILS</b>
Mom loves her iPad.	Mom loves Chinese food.
Mom's favorite color is blue.	Dad got Mom a new scarf.
Mom's birthday is today.	Mom is turning 30 years old.
Mom has my artwork all over the house.	Mom got me clothes for my birthday.
Mom loves flowers.	Mom has short black hair.
	Mom is really tall.
	We are going to Grandma's house for Mom's party.



**NOW IT'S YOUR TURN!**  
**Go on to page 7**

**Beginning • Set Up**

**Middle • Mix Up**

**End • Fix Up**

**Stretch the middle.**

Make the problem/conflict worsen with rising action.



Identify the type of supporting details that will develop the problem.

**Set-up**  
Who is the story about?  
Where does this happen?  
When did this happen?

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

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

**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**

Identify setting and main character(s).

Identify the problem.

Identify the solution.

**Storyboard**

Identify setting and main character(s).

Identify the problem. Add tension. Describe the problem getting worse/bigger.

Identify the solution.

**Storyboard**

Identify setting and main character(s). Identify the wish or want.

Identify the problem. Add tension. Describe the problem getting worse/bigger.

Describe the climax. Identify the solution and/or resolution.

Name \_\_\_\_\_ Story/Title \_\_\_\_\_ Author \_\_\_\_\_

**RIDE THE STORY PLOT**

**BEGINNING**  
character, setting, and motivation

**PROBLEM**  
conflict

**RISING ACTION**  
Problem gets worse/bigger

**CLIMAX**

**FALLING ACTION**

**RESOLUTION**

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ALL SILHOUETTE ICONS & GRAPHIC ORGANIZERS

**NOW IT'S YOUR TURN!**

**Return to page 7**

## PART 4: NARRATIVE NON-NEGOTIABLES

### Move beyond personal narratives.

Expose students to 4 types of narrative-writing tasks.

**Then:** TRADITIONAL WRITING PROMPT

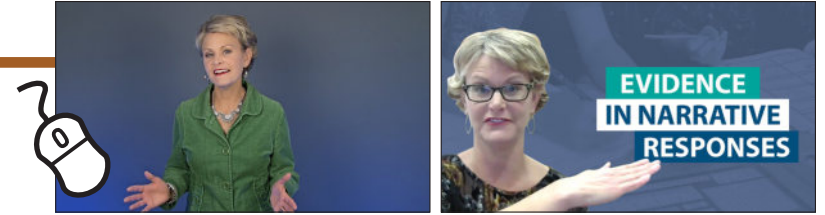
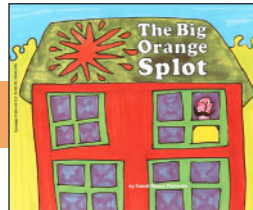
#### Narrative Writing

- 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.
- Typically requires students to continue the story or rewrite it from another character's point of view.
- Requires multiple details from the original text(s).
- Allows for more than one possible response.



Generate narratives in response to reading.

How should students incorporate evidence in a narrative response?

1

Continue the story.

2

Rewrite the perspective.

3

Insert the missing piece.

4

Write fiction based on fact.

#### Define what counts as evidence.

Review what students know as “evidence” when writing informative and persuasive 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.

# PART 4: NARRATIVE NON-NEGOTIABLES

## Move beyond personal narratives.

**Narrative**  
Generate a story based on a problem

Expose students to 4 types of narrative-writing tasks.

### Task Type

### Key Ingredients

### Mentor Text

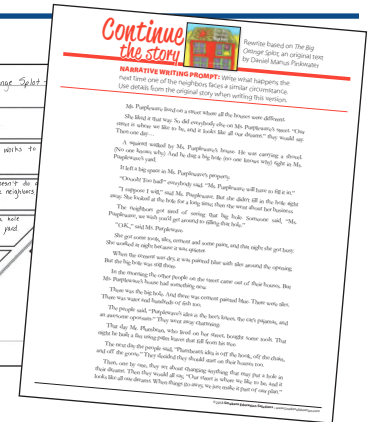
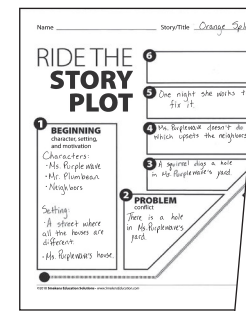
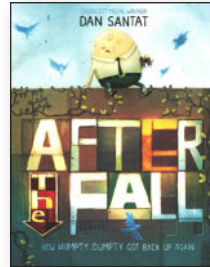
### Anchor Paper

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.

Continue the story...



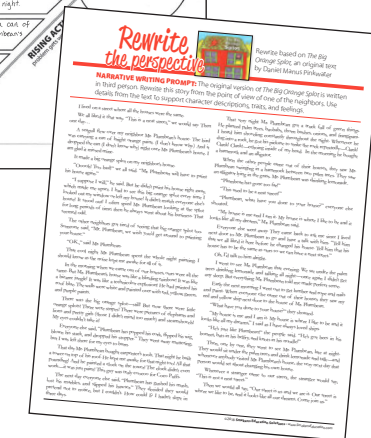
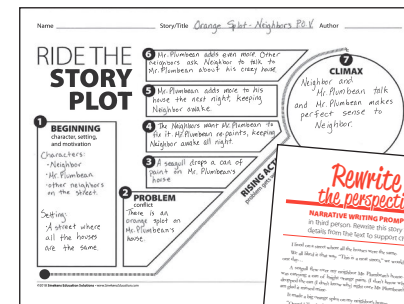
2

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.

F.A.S.T. FACTS CHARACTER DEVELOPMENT	
Feelings	Actions
Speech	Thoughts

- F** • Integrate **feelings** this character would possess.
- A** • Describe **actions** this character would take.
- S** • Detail **spoken** words this character would say.
- T** • Whisper **thoughts** this character would have.





# PART 4: NARRATIVE NON-NEGOTIABLES

## Move beyond personal narratives.

## Narrative

Generate a story based on a problem

Expose students to 4 types of narrative-writing tasks.

Task Type	Key Ingredients	Mentor Text	Anchor Paper
-----------	-----------------	-------------	--------------

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.

This is the missing page from \_\_\_\_\_ Title \_\_\_\_\_

### Before & After THE INSERT

ALREADY-KNOWN INFORMATION	ADDED PORTION	NOT-YET-KNOWN INFORMATION
• Mr. Plumbbean has frizzy hair, palm trees and an alligator. • The neighbor sipped lemonade with Mr. Plumbbean. • Mr. Plumbbean's house is many colors and he worked at night to paint it. • The neighbors like living on a neat street. • Mr. Plumbbean made his house look like a home of his dreams.		• The neighbor started soccer on his house the next m... • The neighbor changed houses... • The other neighbors changed houses...

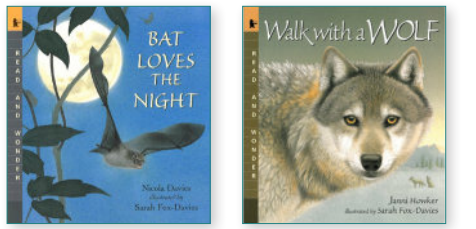
Insert the missing piece or page...

Narrative writing prompts... *Without based on the Big Orange Juice at school and the other events when they talked about...*

4

### Write fiction based on fact.

- Gather details from the informational text, including:
- People/Subjects.
  - Setting.
  - Events/Activities.
- Generate an original plot revealing:
- Accurate character and setting details.
  - A realistic problem.
  - A plausible solution.



### Original Text

Informational text found within Read and Succeed Comprehension Level 5 (Grade 5)

#### THE GREAT PACIFIC GARBAGE PATCH

**What is the Great Pacific Garbage Patch?**  
 It's a huge area of floating trash in the ocean...

**When did it first form?**  
 It's hard to say...

Fiction BASED	FEATURES
• clarity script • huge determination of... • huge determination of... • huge determination of... • huge determination of... • huge determination of...	SUBJECT CHARACTERS TIME & PLACE SETTING EVENTS PROBLEM & SOLUTION

Write Fiction from Fact

Writing based on 'The Great Pacific Garbage Patch'... *Not evidence needed in red*



## Final thoughts...

Recognize the biggest takeaways.

Teach writing versus assign writing.

Write about topics and texts.

Prioritize the traits of ideas and organization.

Target middles over beginnings and endings.

### Informative Essentials

- PART 1: Prioritize the “info.”
- PART 2: Organize by genre.

### Persuasive

### Argumentative Essentials

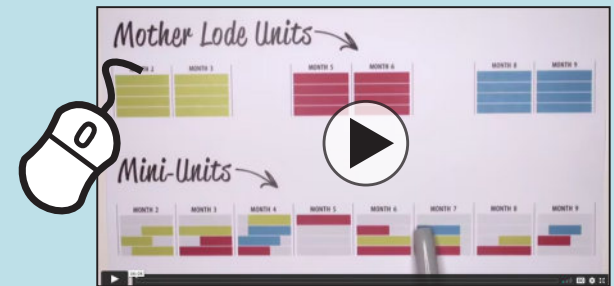
- PART 3: Persuade & argue.

### Narrative Essentials

- PART 4: Note narrative non-negotiables.

## Identify next steps.

1. List essential skills.
2. Identify lesson concepts to target each skill.
3. Determine quantity of instructional days needed.
4. Plot a 2-3 skills and then a first-draft task.
5. Plot a 1-2 MORE skills and time for a NEW first draft.
6. Plot a 1-2 MORE skills and time for ANOTHER new first draft.



Create a writing curriculum of mini-units.