

Help students to write more

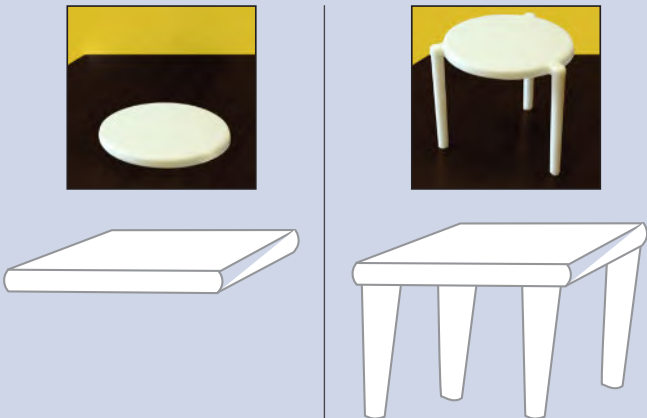
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Clarify *listy* versus *developed*.

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

- Introduce colorful sentences. Every “colorful” idea includes several sentences before the next colorful idea is introduced.

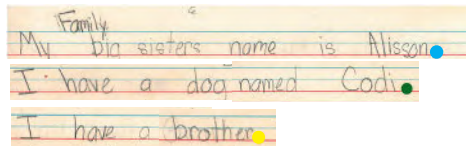
Introduce table-top sentences and supporting-leg details. Hold up each table-top idea with sentence-legs of support.



Expect idea development in every writing stage.

NOT THE GOAL

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. Uniforms can actually bring people together.



PARAGRAPH/ SENTENCE WRITING

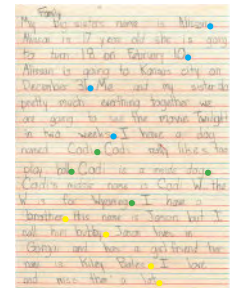
THE GOAL

Picture a school where all students are treated fairly, kindly, and respectfully. Kids could walk the hall 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.

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 caring “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. In addition to taking the judgment out, wearing uniforms would save

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 tips, children that wear 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.

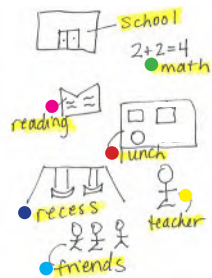
Students can actually bring people together. Uniforms are one form, one group. The student body would be one unit. There would be no cliques. Having uniforms could make school a safer and kinder environment, ending a lot of prejudice and reducing anxiety.



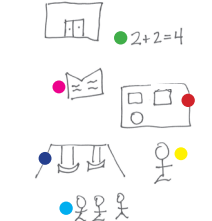
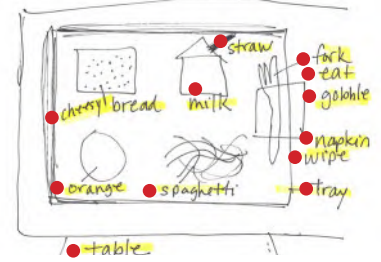
- school
- friends
- teacher
- math
- reading
- lunch
- recess

LIST WRITING

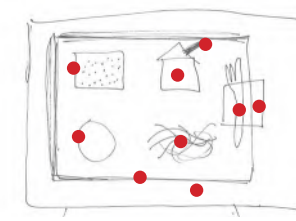
- lunch
- spaghetti
- milk
- straw
- cheesy bread
- orange
- fork
- eat
- gobble
- napkin
- wipe
- tray
- table



LABEL WRITING



PICTORIAL WRITING





NOW IT'S YOUR TURN



Explain ONE facet of a student's life.

Within the box, generate a grade-appropriate product (e.g., 1 paragraph, 1-3 sentences, a picture with labels, etc.).

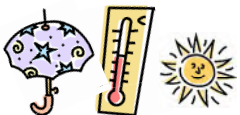
A large, empty rectangular box with a black border, intended for the student to write their response.

Teach 10 ways to add more information.

1 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.



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

2 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

PRE POSITION

- Prepositions: where something is positioned



PICTORIAL WRITERS draw details to represent time of day, weather, and season.



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



PICTORIAL WRITERS draw objects in relationship to one another to represent their precise positions.

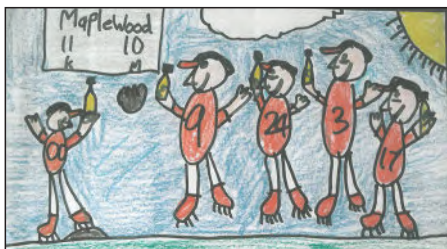
above	beneath	into	to
across	besides	near	toward
after	between	of	under
around	down	off	up
at	during	on	with
before	from	out	without
behind	in	over	
below	inside	through	

3 Tell more with numbers and statistics.

- | | | |
|----------------|-------------|-------------------------|
| • Date | • Weight | • Price |
| • Age | • Length | • Score |
| • Quantity | • Height | • Percentage |
| • Temperature | • Volume | • Code |
| • Time | • Grade | • Model number |
| • Elapsed time | • Value | • Identification number |
| • Speed | • Frequency | • Part number |



LABEL WRITERS include relevant number details within pictures.



4 Tell more with a direct quote or paraphrased idea.

- Discern when to quote versus paraphrase.
- Introduce the paraphrasing process.

When to quote...

Quote if you are using a particularly authoritative source and you need the author's expertise to back up your point.

Quote if you are taking a position that relies on the reader understanding exactly what another writer says about the topic.

Quote if you can't say it any better and the author's words are particularly brilliant, witty, edgy, distinctive, and/or interesting.

Quote if the author is providing a good illustration/example to support a point you're making.

Quote if you are analyzing diction, tone, or a writer's use of a specific word or phrase.

When to paraphrase...

Paraphrase when you want to introduce a writer's position, but his or her original words aren't special enough to quote.

Paraphrase when you need to present information that's unlikely to be questioned.

Paraphrase when you want to present a counterclaim/counter argument. (You can refute the writer's specific points in your own words after you paraphrase.)

Paraphrase when you need to reference a certain text/source to support a point you're making.



Step 1: **Read.**



Step 2: **Remove.**



Step 3: **Explain.**



Step 4: **Write/Type.**



Step 5: **Return.**



Teach 10 ways to add more information.

5 : 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

DESCRIPTIVE ATTRIBUTES:

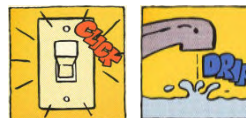
- | | |
|-------------|------------------|
| size | taste |
| color | function |
| shape | location |
| movement | habitat |
| symmetry | direction |
| texture | orientation |
| number | state |
| composition | temperature |
| consistency | weight |
| medium | age |
| smell | special features |



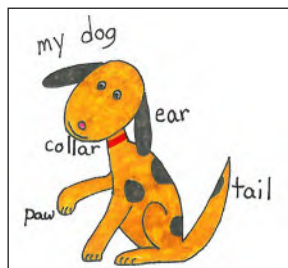
PICTORIAL WRITERS include close-up details to communicate texture, smell, taste, and sound.



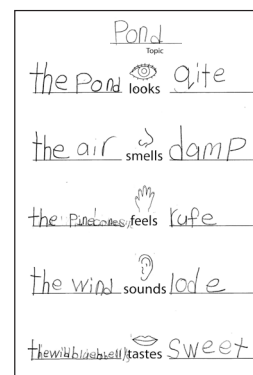
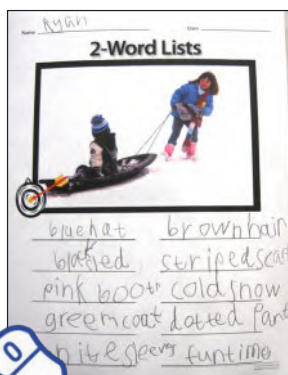
LABEL WRITERS include sound-effect words next to objects in the pictures.



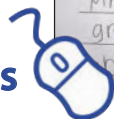
LABEL WRITERS include adjectives in front of nouns.



LIST WRITERS include adjectives in front of nouns.



SECRET SITE RESOURCES



UNIT ESSENTIALS

Session 3: Target informative writing.

Session 4: Meet the argumentative standard.

Session 5: Know the narrative non-negotiables.

6 :

Tell more with comparisons.

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

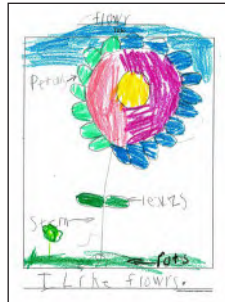
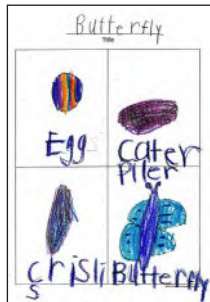
Teach 10 ways to add more information.

7 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.



8 Tell more with definition details.

- Provide a formal definition.
- Offer an everyday explanation.

This means... That means... Which means...

8 TYPES OF DEFINITION DETAILS

- Authors sometimes print a simple definition to an unfamiliar term.
*Among the words, you'll also discover the words of several **Secret Site** authors without backbones.*
- Sometimes an author will restate the word in a simpler way.
*My favorite color is **teal**. That's a fancy way of saying purple.*
- Explanations can come before or after the term.
*But that wouldn't be the case. The reason is like... well, the reason he wouldn't get a hit every time he got up to bat - no major league has ever done that. In fact, major leagues don't even get his half the time there at all. But getting a hit 40 percent of the time - **batting .400** - that's through it might be possible.*
- Some authors include a literal translation of the word's meaning.
*Single, like ready, or **single-handed** (open both hands, which means "one-handed") although they don't agree with their feet.*
- Authors may describe the purpose of something to make it more clear.
*Unlike words, which have a shell to duck into, slugs have only a hard covering called a **mucous** house. If you don't know how to use a house, you get covered.*
- Authors include an example of the term to help to clarify meaning.
*Some have found that it could be dangerous to object to **significant** progress. For the first time, reacted violently against those who tried to change the way slacks were treated.*
- Authors often put related words/ideas in a series separated by commas. The recognizable words may be a clue as to the meaning of the unfamiliar word.
*The four-sided shapes included squares, rectangles, and **trapezoids**.*
- Authors might define a word by using an antonym in the same or nearby sentence.
*Some authors offer only a few words in support of an issue, with others providing **opposites**.*

Punctuation Marks to use with Definition Details

- :** The colon indicates a list of examples.
- ()** Parentheses signal secret to the reader.
- Definitions can be set off by dashes in the middle of a sentence.
- ,** Commas are used most often.

Definitions are sometimes revealed in different type styles:

- italicized*
- underlined
- ALLCAPS
- bold**



9 Tell more with an example.

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

10 Tell more with an explanation.

- Interpret the meaning.
- Describe the impression.
- Explain the importance.

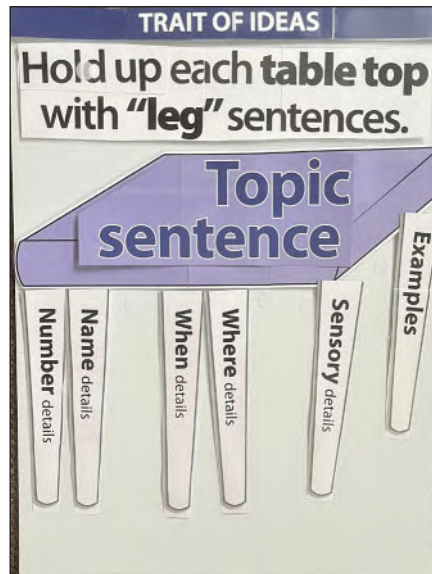
*This means...
...in other words...*

*This conveys...
...gives the impression...
This signifies...*

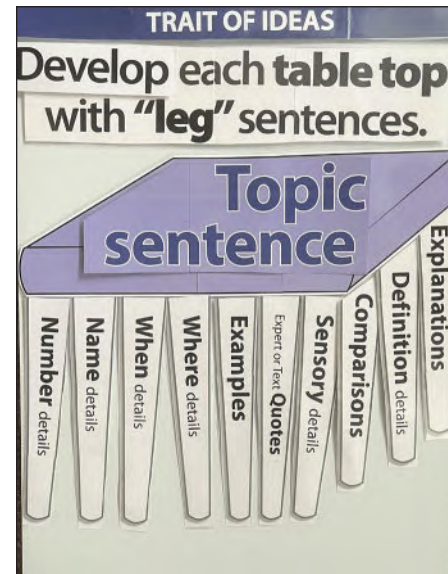
*This is important because...
This causes...
The impact of this is ...*

Teach specific types of “leg” details to hold up each “table top” idea.

GRADES K-2
Write **simple** paragraphs.

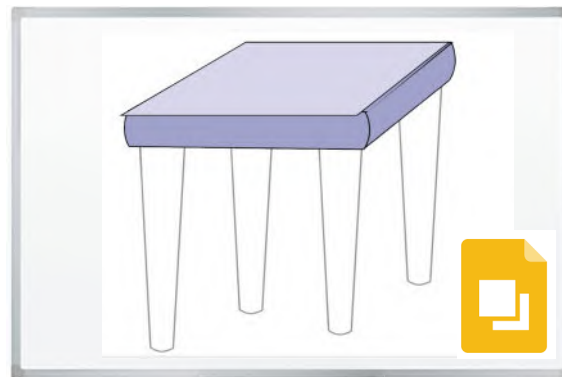


GRADES 3-12
Develop **meaty** paragraphs.



SECRET
SITE
RESOURCES 

Laminate the
“blank” pieces
for *I-do* and
We-do examples.



Project the digital version for *I-do* and *We-do* examples.



Download the
digital version for
students to type
into for their
You-do tasks.