

Target informative writing skills

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SPIN-OFF SESSIONS

UNIT ESSENTIALS | Session 4:
Meet the argumentative
standard.

UNIT ESSENTIALS | Session 5:
Know the narrative
non-negotiables.



STANDARDS EXPECTATIONS

CCSS 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.



RELEVANT RESOURCES

Understand the expectations.



PURPOSE | TO INFORM

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

INFORMATIVE GENRES

- **EXPLANATIONS** provide specific answers with detailed description about a question or topic.
- **ESSAYS** dive deeper into a topic, providing abundant information and often analysis.
- **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 information about an event, activity, procedure, or concept.
- **COMPARE-CONTRAST** writing presents information about two or more topics or texts.

Teach the essential writing skills/traits.



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.



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.

ESSENTIAL INGREDIENTS

SOPHISTICATED INGREDIENTS

UNIT ESSENTIALS

Target informative writing skills

Identify the writing topic.



Select a narrow topic

Introduce the subject and a specific focus

WRITE ABOUT TOPICS:

Consider topics rooted in background knowledge.

WRITE ABOUT TEXTS:

Gather information from provided sources.



List important points

State each reason, step, or facet

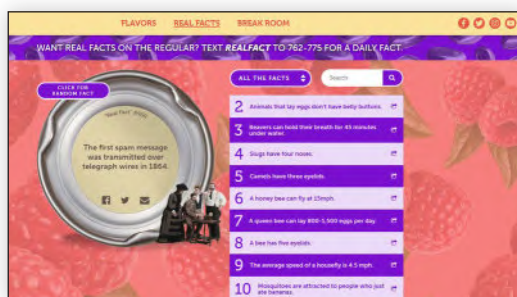
Keep track of *which* source provided *what* information.

Define *source*.



Writing from Sources	
SOURCE 1	_____
SOURCE 2	_____
SOURCE 3	_____
SOURCE 4	_____

Collect important *and* interesting details.



Generate a topic sentence or thesis statement.

Identify the specific focus or narrow aspect of the broad topic.



Narrow Down the Thesis

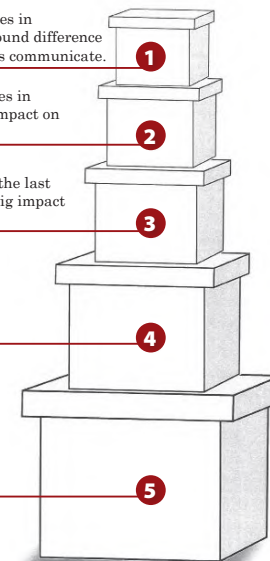
Over the last 20 years, changes in technology have made a profound difference in the way American students communicate.

Over the last 20 years, changes in technology have made a big impact on how people communicate.

The technological changes of the last hundred years have made a big impact on how people communicate.

The technological changes of the last hundred years have been amazing.

There have been a lot of technological changes.



SECRET
SITE
RESOURCES



Gather *credible* information from digital sources.



Navigating the Internet

SEARCH ENGINE TIPS & TRICKS

1. Put quotation marks around the words to search for them as a unit: **"song lyrics."**
2. Put AND in all caps or a + between the words to search for both of the terms, although they may be separated: **"song lyrics" AND "clean edit."**
3. Type synonyms for the word/phrase you are searching for: **"song" OR "music" OR "tune."**
4. Put OR in all caps between the words for the engine to look for one of the terms: **"song" OR "lyrics."**
5. Put NOT in all caps to exclude sites that include that word: **"song lyrics" NOT "violent"**
6. Replace the NOT with a hyphen (-) to exclude certain search results: **"song lyrics -violent"** meaning "song lyrics not violent."
7. Include a top-level domain website ending to focus the source and type of information:
"song lyrics" site:.gov
"song lyrics" site:.mil
"song lyrics" site:.travel

When you do a search on the Internet, don't restrict yourself to one search engine. Try a variety.
 Bing
 Google
 Yahoo!
 AOL
 Ask

The endings of website addresses can tell you useful information about who runs the site. Here are some of the more common endings:

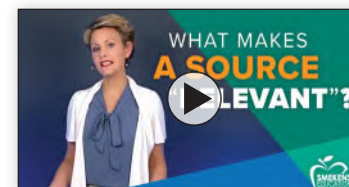
- .ac— academic or education (same as .edu)
- .aero— air-transport industry
- .biz— business site
- .com— commercial or business
- .edu— college or school
- .firm— business or firm
- .gov— government
- .info— information site with no restrictions
- .org— noncommercial organization or group
- .mil— military organization
- .net— Internet administration
- .pro— professional site for licensed professionals (e.g., accountants, lawyers, physicians, etc.)
- .sci— special knowledge news group
- .store— retail business site
- .travel— travel-related services (e.g., airlines, hotels, agents, etc.)

TIP: When using punctuation marks to narrow a search, don't add any spaces between the mark and the terms.

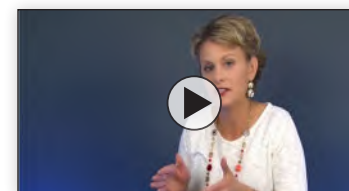
Conduct efficient & advanced online searches.

- Type only key search terms (words and phrases).
- Quote key words.
- Use "and" to include.
- Add "for kids" to lower the complexity.
- Read the description within the search results.
- The domain extension/ending may reveal useful information about the source.

.com	commercial/business for profit
.org	individual or organization
.net	public or private network
.edu	educational use
.gov	government
.mil	military organization
.biz	business



Define what makes a source relevant.



Navigate the internet.



WIKIPEDIA
The Free Encyclopedia

Clarify the role of Wikipedia.



Access several real-looking fake websites for students to practice evaluating a source's credibility.



UNIT ESSENTIALS
Session 2:
Plan the year of writing units.



Group related details

Organize ideas to fit the text structure

Recognize 3 ways to organize information.

TOPIC: School Day

NOW IT'S YOUR TURN

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.*

TEXT STRUCTURE

How-To/Procedural

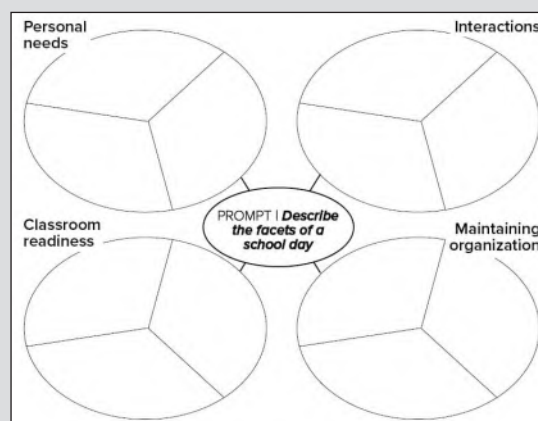
PROMPT | *Explain a school day from beginning to end*

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

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

TEXT STRUCTURE

Descriptive/Main Idea



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

TEXT STRUCTURE

Compare-Contrast

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	

The purpose/prompt determines the genre—which follows a specific text structure.

What
& Why

P

Persuade

I

Inform

E

Entertain

Chronological
Order

Procedural/Sequence
Descriptive/Main Idea
Compare-Contrast
Cause-Effect
Problem-Solution

SCHOOL-DAY EXAMPLES
& GRAPHIC ORGANIZERS



Emphasize the organization of the information.

RECOGNIZE
GENRES/
PRODUCTS.

- Directions
- Recipes
- Instructions
- Procedures

NOTE THE
AUTHOR'S
PURPOSE.

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

NAME THE
TEXT
STRUCTURE.

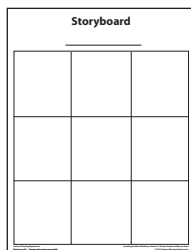
HOW-TO/PROCEDURAL

VISUALIZE
THE
BODY.

INTRODUCTION

BODY { ¶ Step 1... *First...*
¶ Step 2... *Next...*
¶ Step 3... *Later...*

CONCLUSION



PAIR WITH
A GRAPHIC
ORGANIZER.

DEVELOP
EACH BODY
PARAGRAPH.

Each middle paragraph is a step or big idea in the process or time line.

- The topic sentence introduces the big idea.
- The supporting sentences detail what happened in that single step.

ARRANGE
THE BODY
PARAGRAPHS.

Chronological order is essential.

- Body paragraphs must be revealed in the order each step occurred.

- Research, all-about reports
- Essay, explanation, summary
- Biography
- Friendly & business letters

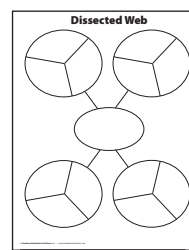
To reveal big ideas and specific details about a single topic.

DESCRIPTIVE/MAIN IDEA

INTRODUCTION

BODY { ¶ Big idea 1... *One part...*
¶ Big idea 2... *Another facet...*
¶ Big idea 3... *A third big part...*

CONCLUSION



Each middle paragraph is a subtopic, facet, big idea, reason, type, kind, or part of the major subject.

- The topic sentence introduces the big idea.
- The supporting sentences include specific details that describe that part or facet.

Body paragraphs can usually be put in any order.



Group related details

Organize ideas to fit the text structure

- Compare-contrast essay
- Comparative analysis

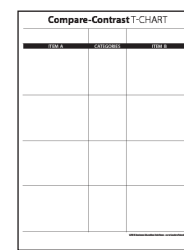
To analyze what is similar between two different items.

COMPARE-CONTRAST

INTRODUCTION

BODY { ¶ Category 1... *Both address...*
¶ Category 2... *A second category...*
¶ Category 3... *They also include...*

CONCLUSION



Each middle paragraph is one of the categories of comparison between two items.

- The topic sentence introduces the category.
- The supporting sentences reveal little details that are similar and different between the two items for that single category.

Body paragraphs can be organized in one of two ways:

- BASIC | All A information and then All B info.
- SOPHISTICATED | Each paragraph includes A & B details organized by common category.