

Progress through the developmental writing stages. ●

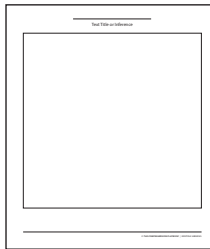
ORAL WRITING

Teach students how to orally share their thoughts on persuasive, informative, and narrative topics.



PICTORIAL WRITING

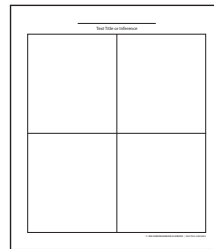
Teach students how to draw details to make their persuasive, informative, and narrative pictures stronger.



LABEL WRITING

Teach students how to add letter and word labels to their persuasive, informative, and narrative writings.

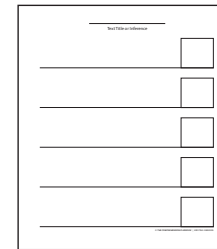
- Match words/labels to pictures.
- Utilize correct letter formation.
- Apply sound-stretch spelling.
- Label using precise word choice.



LIST WRITING

Teach students how to list words and phrases related to persuasive, informative, or narrative topics.

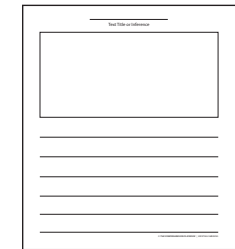
- Write letters/words on a line.
- Separate words with spaces.
- List precise words and details.
- Include precise word choice.
- Organize (or number) the listed details.



SENTENCE WRITING

Teach students how to put words together to form complete thoughts within their persuasive, informative, and narrative writing.

- Stretch ideas into complete sentences.
- Begin each sentence with a capital.
- End each sentence with punctuation.
- Capitalize proper nouns/name details.



SECRET SITE RESOURCES

Incorporate persuasive, informative, & narrative writing in PK-1.



But teach the standards! ●



CCSS | KINDERGARTEN W1
Use a combination of drawing, dictating, and writing to compose opinion pieces...

CCSS | GRADES 1-2 W1
Write opinion pieces...

CCSS | KINDERGARTEN W2
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts...

CCSS | GRADES 1-2 W2
Write informative/explanatory texts...

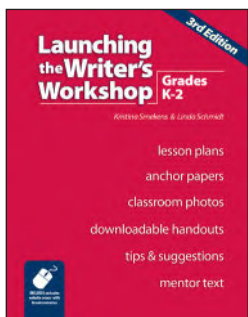
CCSS | KINDERGARTEN W3
Use a combination of drawing, dictating, and writing to narrate an event...

CCSS | GRADES 1-2 W3
Write narratives...

Teach the core skills for each type of writing.



RELEVANT RESOURCE



SPIN-OFF SESSIONS

UNIT ESSENTIALS

Session 3: Target informative writing skills.

Session 4: Meet the argumentative writing standard.

Session 5: Know the narrative non-negotiables.

WRITE ABOUT READING

Session 3: Teach both reader & writer workshops in K-2.

Persuasive ESSENTIAL INGREDIENTS

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

Identify debatable topics (e.g., likes/dislikes, fair/unfair, right/wrong).

Teach the process for “choosing” a side.

Explain the organization of all persuasive writing:

- WHAT I think/want.
- WHY I think it.
- WHAT I think/want.

Informative ESSENTIAL INGREDIENTS

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

Tell about the subject/topic.

- Provide lots of facts, details, knowledge about the topic.
- Reveal the environment or habitat around the subject (e.g., place, objects in background, time of day, season, weather, etc.).
- Speak, label, or write with vocabulary related to the topic.

Organize the information in the middle.

- Each middle “sentence” teaches the next step in the process.
- Each middle “sentence” reveals another big idea/part of the topic.
- Each middle “sentence” shows another category of comparison.

Narrative ESSENTIAL INGREDIENTS

PURPOSE | Entertain the reader with a story.

A story has a plot.

- Describe a problem.
- Provide a solution.

A story has a character.

A story has a setting, including *when* and *where* details that fit with the problem.

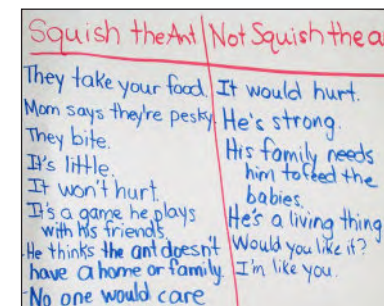
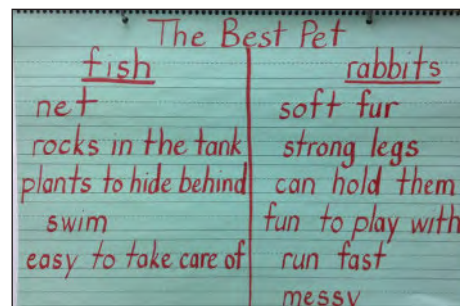
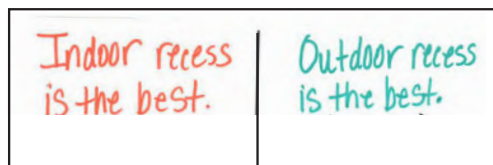
Plan a new story— M, E, B.
Then *write* the story— B, M, E.

ALL WRITING TEMPLATES ARE ON THE SECRET SITE 

Persuasive ESSENTIAL INGREDIENTS

Identify debatable topics (e.g., likes/dislikes, best/worst, fair/unfair, right/wrong).

Teach the process for "choosing" a side.



Explain the organization of all persuasive writing:

- WHAT I think/want.
- WHY I think it.
- WHAT I think/want.

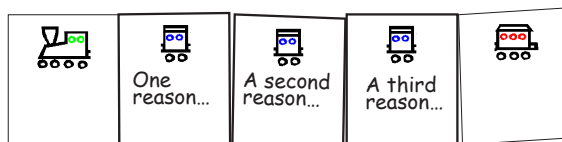
ORAL WRITING

PICTORIAL WRITING

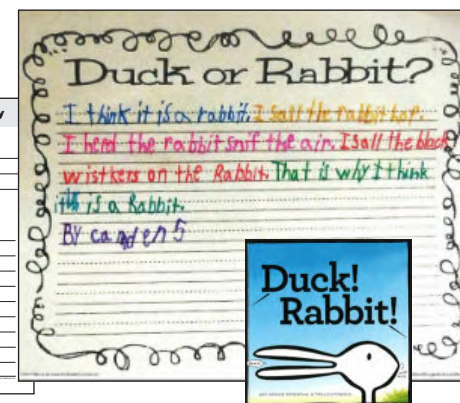
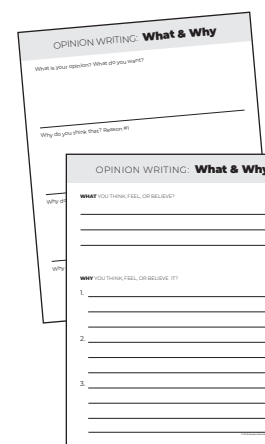
LABEL WRITING

LIST WRITING

SENTENCE WRITING



Use the opinion as the topic sentence— avoiding *because*.



SPIN-OFF SESSION

WRITE ABOUT READING | Session 3:
Teach both reader & writer workshops in K-2.



UNIT ESSENTIALS

Write in the primary grades

Informative

ESSENTIAL INGREDIENTS

Tell about the subject/topic.

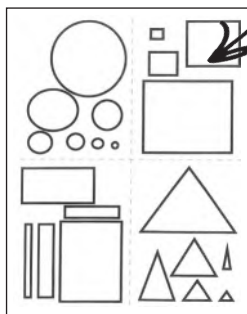
- Provide lots of facts, details, knowledge about the topic.

- Reveal the environment or habitat around the subject (e.g., place, objects in background, time of day, season, weather, etc.).

- Speak, label, or write with vocabulary related to this topic.

ORAL WRITING

Use visuals (photos, diagrams, big books) for them to explain or recall information.



PICTORIAL WRITING

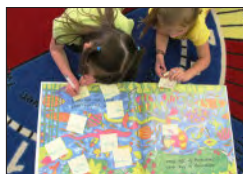
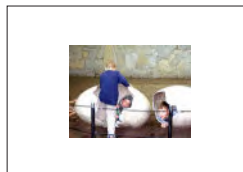
Draw the topic/subject.

- Use accurate shape and proportion details.
- Draw unfamiliar objects using the *Shape Book*.
- Use true-to-life colors.
- Draw individuals in 3D and with clothes—not stick people.
- Draw objects closer together to represent their position in relationship to one another (on, above, below, next to, in).

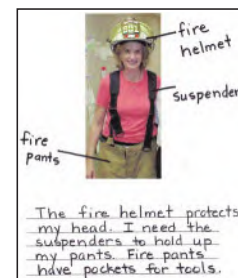
LABEL WRITING

Label and list with specific word choice.

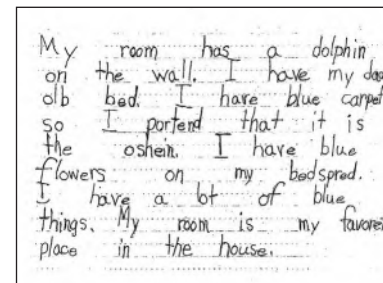
- Nouns (e.g., people, places, parts, etc.)
- Names/proper nouns
- Action verbs
- Adjectives, colors, senses, etc.



LIST WRITING



SENTENCE WRITING



MANAGEMENT | Session 3:
Help students to write more.

Organize the information in the middle.

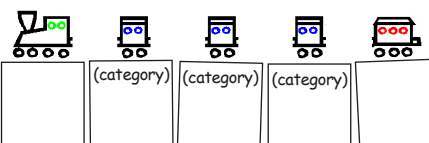
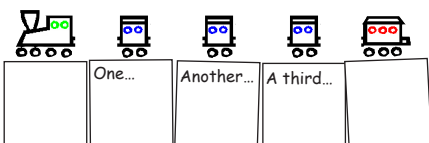
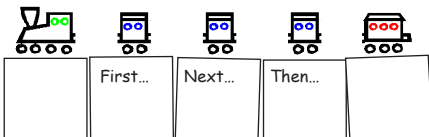
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ORAL WRITING

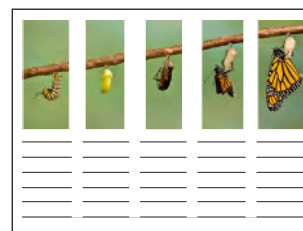
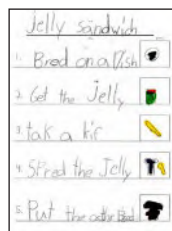
Tape paper to reveal the correct organization.



PICTORIAL WRITING

LABEL WRITING

Number the details to indicate order.



LIST WRITING

SENTENCE WRITING

The list is the writing—initially. But then the list serves as a pre-write/graphic organizer to generate sentences.



Narrative ESSENTIAL INGREDIENTS

A story has a plot.

- Describe a problem.
- Provide a solution.

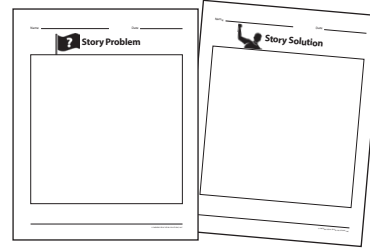


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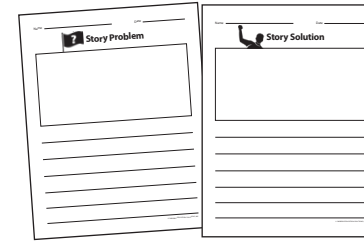
Use photos to inspire potential story problems and solutions.



PICTORIAL WRITING



LABEL WRITING



SENTENCE WRITING

A boy on my bus told me how to pul my tooth out. He told me to pul a little bit herd, then herder, then riley herd. Thar was a lit- lel left. I yankde it out.

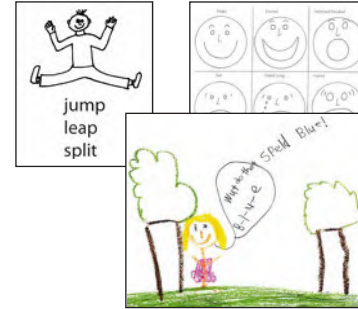
A story has a character.



Use photos to inspire potential characters.



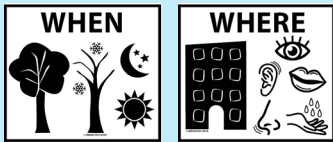
- Draw people in 3D and with clothes— not stick people.
- Draw people in motion, action, reaction (e.g., bent limbs).
- Draw people with feelings (e.g., facial expressions) that match the problem and solution.



- Label the character's actions (verbs).
- Add dialogue with speech bubbles.
- Add thoughts and feelings with thinking bubbles.

I ♥ You Papa!
ONE I wint to my PAPA'S. FURU I CRID (US) it WUS sad, so did MY DAD. He sead, "man crie to." dad Madme Fil beter I Wil a ll was rememiber him.

A story has a setting, including *when* and *where* details that fit with the problem.



Use photos to inspire different settings and story locations.



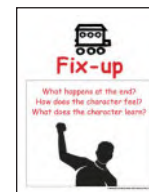
Draw and label little, close-up details that represent adjectives and sensory details.

List the sensory details that are present in the setting.

Pond
the Pond looks quite
the air smells damp
the Pond feels rufe
the wind sounds lode
the Pond tastes Sweet

Plan a new story— M, E, B.
Then write the story— B, M, E.

Compose oral stories using the *Story Strip*.



Incredibil
IN JANUARY my mom and dad took my brother and I to Fronker park. We went sledding down a huge snow covered mountain. We had lots of fun. It had a lot of bumps. We had are inner tubs. At some points we went flying in the air and at others we staid on the ground. We wore on the biggest part of the mountain it felt like a Xirical drop. I had so much fun I forgot that my mom and dad wore that I had so much fun I forgot my bro Uther was there.