



## PLAN POWERFUL UNITS

# Align conventions within writing units

## PRESENTER

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## SPARK YOUR NEXT STEPS

## Understand the expectations outlined in the standards.



### STANDARDS EXPECTATIONS

**Apply knowledge of language** to understand how language functions in different contexts to make effective choices for meaning or style...

- How does this skill help the reader in this genre?
- What does this skill do for the reader?
- Why does a reader need/appreciate this skill?
- What if the writer didn't use the skill/use it accurately?

## “Teach conventions in context.”

Writers compose messages during the drafting stage of the writing process.



Conventions help writers make their ideas and intended meanings clear.



Conventions should be targeted when creating first drafts.

( WRITERS WANT THIS )

( READERS NEED THIS )

### TRADITIONAL INSTRUCTION

- Convention skills are taught *outside of* genre-writing instruction.
- Convention skills are practiced during the editing stage of writing.
- Convention skills are taught in the order they are presented in the language book/workbook.
- Convention lessons focus on a skill's rules and definitions.

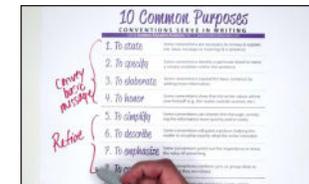
### CONVENTIONS IN CONTEXT

- Convention skills are taught within genre-writing instruction.
- Convention skills are practiced during the composing and editing stages of writing.
- Convention instruction corresponds with a particular writing unit or genre of study.
- Convention lessons focus on the skill's purpose.



### SECRET SITE RESOURCE

Define the purpose of every grammar skill.



### RELEVANT RESOURCE

Adjacent to every grade-level skill within the *K-12 Conventions Booklet* is a description of the purpose it serves in sentences/writing.



## Teach the concept of code switching.

Match the level of convention formality to the purpose, format, & audience.

LESS FORMAL	1	2	3	4	5	6	7	8	9	10	MORE FORMAL
	Sticky note reminder to self	Text message to a friend	Phone message for a family member	Class notes for personal use	Email to a friend	Thank-you note to a relative	Typical school assignment (first draft)	State writing prompt (first draft)	Major school assignment (final draft)	Scholarship/College essay, Job application	
	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	

 **NOW IT'S YOUR TURN**



**PERSUASIVE**  
WRITING



**INFORMATIVE**  
WRITING



**NARRATIVE**  
WRITING

- \_\_\_ Capitalization of proper nouns
- \_\_\_ Capitalization of /
- \_\_\_ Third-person point of view
- \_\_\_ Parentheses
- \_\_\_ Commas in a series
- \_\_\_ Apostrophes to indicate possession
- \_\_\_ Prepositional phrases
- \_\_\_ Colons to start a list
- \_\_\_ Quotation marks around expert's words
- \_\_\_ Paragraph indents
- \_\_\_ Imperative sentences
- \_\_\_ Modal auxiliaries (e.g., *can, may, must*)
- \_\_\_ Contractions
- \_\_\_ Quotation marks around dialogue



Target grammar skills within writing units.



Teach conventions in context.

## Identify conventions that accompany essential writing skills.

<p>Employ <b>action verbs</b>. Maintain consistent <b>verb tense</b>. Utilize <b>active voice</b>.</p> <p><b>Punctuate dialogue</b> accurately.</p> <p>Use punctuation to create mood (<b>ellipses</b> for suspense, <b>parentheses</b> for secrets, intentional <b>fragments</b> for drama, etc.).</p>	<div style="border: 2px solid blue; padding: 10px;"> <h3 style="text-align: center; color: blue;">Narrative Essentials</h3> <ul style="list-style-type: none"> <li> <b>Create a basic plot</b> Make something happen to someone</li> <li> <b>Hook &amp; satisfy readers</b> Start &amp; end the story intentionally</li> <li> <b>Sequence time &amp; events</b> Connect action with transitions</li> <li> <b>Describe the action</b> Use sensory details to develop key moments</li> <li> <b>"Show" close-up details</b> Describe main character(s) &amp; setting(s)</li> <li> <b>Set the right mood</b> Reveal character feelings &amp; setting tone</li> </ul> </div>	<div style="border: 2px solid red; padding: 10px;"> <h3 style="text-align: center; color: red;">Persuasive Essentials</h3> <ul style="list-style-type: none"> <li> <b>Identify topic &amp; position</b> Explain what you want or what you believe</li> <li> <b>List many <i>good</i> reasons</b> Provide evidence for why you are right</li> <li> <b>Organize key points</b> Order your reasons to end with your best</li> <li> <b>End with what you want</b> Tell readers what you expect them to do</li> <li> <b>Express your attitude</b> Reveal your perspective with feeling</li> <li> <b>Employ exact words</b> Select precise words to convince the reader</li> </ul> </div>	<p>Use <b>quotation marks</b> to indicate words or sentences pulled from a source.</p> <p>Include <b>modal auxiliaries</b> (e.g., <i>can, may, must</i>).</p> <p>Establish tone and attitude with <b>ellipses</b> for pauses and <b>em dashes</b> for emphasis.</p>
<p><b>Indent</b> new paragraphs for each facet of the topic.</p> <p>Separate items in a series with <b>commas</b>.</p> <p>Set off definition details or <b>appositives</b> with commas, em dashes, or parentheses.</p> <p>Use <b>parentheses</b> to add tips, suggestions, cautions, and background information.</p> <p>Capitalize <b>proper nouns</b>.</p>	<div style="border: 2px solid green; padding: 10px;"> <h3 style="text-align: center; color: green;">Informative Essentials</h3> <ul style="list-style-type: none"> <li> <b>Select a narrow topic</b> Introduce the subject and a specific focus</li> <li> <b>List important points</b> State each reason, step, or facet</li> <li> <b>Add specifics &amp; support</b> Develop ideas with examples, facts, &amp; quotes</li> <li> <b>Group related details</b> Organize ideas to fit the text structure</li> <li> <b>Restate the topic/thesis</b> Conclude with a final thought or a <i>so what?</i></li> <li> <b>Use topic-related words</b> Sound like an expert; define key terms</li> </ul> </div>	<div style="border: 2px solid orange; padding: 10px;"> <h3 style="text-align: center; color: orange;">Argumentative Essentials</h3> <ul style="list-style-type: none"> <li> <b>Study sides of an issue</b> Reveal perspectives; Present the strongest</li> <li> <b>Develop logical reasons</b> Support the position with sufficient evidence</li> <li> <b>Present both sides</b> Honor the opposition within the body</li> <li> <b>Conclude the argument</b> Don't repeat; Remind readers what's at stake</li> <li> <b>Connect ideas logically</b> Transition <i>within</i> reasons &amp; <i>among</i> sides</li> <li> <b>Apply a formal style</b> Maintain a fair &amp; objective tone</li> </ul> </div>	<p>Add disclaimers to qualify an opinion using <b>dependent clauses</b>.</p> <p>Utilize <b>semicolons</b> to closely connect evidence and explanation or two pieces of similar evidence.</p> <p>Shift between claim and counterclaim within <b>compound sentences</b> (e.g., <i>but, yet</i>, etc.).</p> <p>Create an objective tone with a <b>third-person point of view</b> when referring to either side of the argument (e.g., FOR: <i>advocates, proponents</i>; AGAINST: <i>challengers, opponents</i>).</p>

## Consider convention skills that dominate the different writing modes.

### Persuasive

- Use exclamatory sentences rarely— only for emphasis or shock value.
- Use an ellipsis to represent omitted words from a direct quote.
- Use a colon to introduce a direct quote.
- Use quotation marks to indicate words/sentences pulled from a source.
- Connect main clauses/sentences with semicolons.
- Indent new paragraphs to indicate a new reason or different perspective.
- Write opinion pieces in first-person point of view (i.e., *I*).
- Write persuasive pieces in second-person point of view (i.e., *you*).
- Use accurate formatting and punctuation for works cited/bibliography.
- Include modal auxiliaries (e.g., *can, may, must*).
- Establish tone and attitude with ellipses (to indicate a dramatic pause).
- Establish tone and attitude with em dashes (to add emphasis).

### Informative

- Indent new paragraphs for each facet of the topic.
- Write in third-person (e.g., *he, she, it, they*) for most informative pieces.
- Capitalize proper nouns.
- Maintain consistent verb tense.
- Utilize subject-verb agreement.
- Separate items in a series with commas.
- Follow parallel structure with items listed in a series.
- Set off definition details/appositives with commas, parentheses, or em dashes.
- Use parentheses to add tips, suggestions, cautions, and background information.
- Use accurate formatting and punctuation for business/friendly letters.
- Join two or more independent clauses with a semicolon.
- Use colons to introduce a list.
- Use colons to introduce a quote.
- Use an ellipsis to represent omitted words from a direct quote.
- Use quotation marks to indicate words/sentences pulled from a source.
- Add information with phrases and clauses.
- Use accurate formatting and punctuation for works cited/bibliography.

### Argumentative

- Use exclamatory sentences sparingly.
- Use an ellipsis to represent omitted words from a direct quote.
- Use quotation marks to indicate a direct quote.
- Connect main clauses/sentences with semicolons.
- Indent new paragraphs to indicate a new reason/subtopic.
- Write arguments in third-person (e.g., *he, she, it, they*).
- Use accurate formatting and punctuation for works cited/bibliography.
- Include modal auxiliaries (e.g., *can, may, must*).
- Establish tone and attitude with ellipses (to indicate a dramatic pause).
- Establish tone and attitude with em dashes (to add emphasis).

### Narrative

- Use personal pronouns.
- Include possessive pronouns.
- Maintain pronoun-noun (antecedent) agreement.
- Use apostrophes appropriately to show possession.
- Employ action verbs.
- Use linking verbs to show connections.
- Utilize precise verb tenses.
- Maintain consistent verb tense.
- Utilize active voice.
- Form contractions with apostrophes.
- Punctuate dialogue accurately.
- Use punctuation to create mood (ellipsis for suspense, parentheses for secrets, intentional fragments for drama, etc.).
- Indent for each new speaker (dialogue), setting, and action.
- Include a comma with coordinate adjectives.



Plan with intention.

Persuasive
Informative
Narrative
Miscellaneous: procedures, holidays/vacations, testing, maintenance, etc.

Match up grade-level conventions with writing units.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction									