



WRITE ACROSS SUBJECTS

Blend core knowledge with writing instruction

PRESENTER

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SPARK YOUR NEXT STEPS

Review the *gradual* release of responsibility.



I TEACH. THEY LEARN.

TYPE OF WRITING INSTRUCTION

• Precede writing activities with direct instruction.

THEY APPLY. I SUPPORT.

TYPE OF WRITING ACTIVITIES, PROMPTS, & PRODUCTS

LANGUAGE FOUNDATIONS	STANDARDS Reading foundations & Language
	<ul style="list-style-type: none"> • Directionality • Letter formation • Spacing • Grammar & usage • Capitalization • Punctuation • Spelling

- **Whole class generates** a single product.
- **Students copy** from a common example.
- **Teacher dictates** ideas/sentences & students write.

GENRE WRITING	STANDARDS Writing & Writing process
	<ul style="list-style-type: none"> • Opinions/Persuasive writing • Informative writing • Narrative writing

- Students **attempt** the new skill within a **quick write or partial piece** on a familiar topic.
- Students **complete a piece** utilizing the writing process across multiple days on a familiar topic or well-known core-knowledge/content topic.
- Students **start and finish** a writing about a familiar topic or well-known core-knowledge/content topic in **one sitting**.

READING RESPONSE	STANDARDS Reading comprehension, Research, & Response writing
	<ul style="list-style-type: none"> • Take notes/Annotate the text • Retell/Paraphrase, Summarize • Explain thinking, Support with evidence • Research (multiple texts)

- Teacher & students **work together** to respond to the **writing task** stated in the reading series.
 - EARLY WRITERS | **Recall** text details as the **teacher scribes**.
 - EARLY WRITERS | **Draw, list, or write sentences** about text details independently.
 - OLDER WRITERS | **Take notes** while reading to utilize during the after-reading writing task.
- Students read a new text and respond to a longer prompt **independently and all in one sitting**.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

5 OPPORTUNITIES TO WORK IN GENRE-WRITING INSTRUCTION

1 Set a timer 3 days a week. When it goes off, then switch to genre-writing instruction— even if you're not yet done with the day's reading passage.

2 If you have writing built into your schedule, but it's too short or sandwiched between other things, consider spreading the mini-lesson and Writing-Time practices across two days.

DAY 1

 Reading Series/
Core Knowledge

 Lunch

 Writing mini-lesson

 Special Area

DAY 2

 Reading Series/
Core Knowledge

 Lunch

 Writing time

 Special Area

3 Float the writing mini-lesson to occur within the science, social studies, and/or math blocks.

 Morning
Work &
Calendar

 Reading &
Stations

 Reading Series/
Core Knowledge

 Lunch

 Art

 Math

 Computer
Lab

 Science /
Social
Studies

 Science

Teach content.

- Read relevant text.
- View relevant clips/images.
- Engage in class discussions.
- Execute activity/demonstration.
- Practice sample problems.
- Answer related questions.

Execute a relevant writing mini-lesson.

Announce subject-area writing task.

4 Build in “catch-up” or buffer days (e.g., Pause-Point Days) to teach writing skills and practice them with familiar topics (e.g., friends, family, art, PE) before students will need them in a future core-knowledge writing task.

5 Deliver an *I-DO* mini-lesson right before the class executes the core-knowledge writing task.

 Reading Series/
Core Knowledge

 Writing mini-lesson

 Write about reading

 Lunch

 Art

Plan for skill instruction.

How do you know *WHICH* writing lessons to teach BEFORE EXECUTING THE WRITING TASK IN THE READING SERIES?

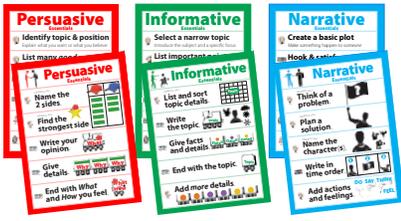
STEP 1

DETERMINE SKILLS

1A | Determine the mode and/or genre of the reading-series task.



1B | Identify the skills needed for that particular writing task.



1C | Narrow down which one(s) you will teach before this writing task comes up in the reading series.

STEP 2

FIND RESOURCES

2A | Determine which Smekens mini-lessons best target the skills.



2B | Create the collateral needed to deliver the instruction.

- Access texts, topics, notes, and charts from the reading series.
- Access anchor charts, visual icons, and graphic organizers tied to this skill, genre, or mode of writing.
- Check the digital resources for *Launching the Writer's Workshop*.



STEP 3

MODEL TOPICS

3A | Consider the writing topics to utilize in the lesson and practice time.



- General-knowledge topics are ideal when first introducing a new writing skill.
- Core-knowledge topics from the reading series are a possibility, but they bring an added layer of rigor to the writing task.

3B | Finalize the topics to use in instruction and practice.

- Each mini-lesson NEEDS 2 topics/subtopics to model the *I DO* and *I DO again*.
- Each Writing Time requires at least 1 additional topic/subtopic to assign students to write about. Students should practice the new skill while expressing their own ideas on a new topic— not just copy from the mini-lesson.

K-6 | TEACH OPINION & PERSUASIVE WRITING SKILLS



STEP 1 DETERMINE SKILLS

★ Recognize opinionated/
debatable topics.

★ Follow the *What*
& *Why* structure.

★ Align with the
strongest side.

State an opinion,
preference, or claim
about a topic or text.

Provide reason(s)
for the opinion.

BEGINS GRADE 4—
Support reasons (e.g.,
facts & evidence).

BEGINS GRADE 2— Use
linking words & phrases (e.g.,
because, since, for example).

BEGINS GRADE 1— Provide
a concluding statement,
section, or sense of closure.

BEGINS GRADE 6—
Maintain a formal style.



EARLY **Name the 2 sides.**
pages 124-125

page 124

EARLY **Find the strongest side.**
page 125

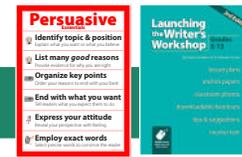
EARLY **Write your opinion.**
pages 124-125

EARLY **Give details.**
pages 90, 119, 124-125

EARLY **Give details.**
pages 65-66, 81-82, 112-115

EARLY **End with *What* and *How* you feel.**
page 125

STEP 2 FIND RESOURCES



OLDER **Identify topic & position**
page 62

pages 83-85

OLDER **Identify topic & position**
page 62

OLDER **Identify topic & position**
pages 61, 83, 90

OLDER **List many good reasons**
pages 64, 83-85

OLDER **List many good reasons**
pages 64-73

OLDER **Organize key points**
pages 88-89

OLDER **End with what you want**
page 91

OLDER **Express your attitude**
pages 103-104



Align with
the strongest
position.



Require **WHAT** &
WHY in primary
opinion writing.



Organize
persuasive writing
using *What* & *Why*.



Integrate 3
ingredients within
every claim.



Distinguish
"reasons" from text-
based "evidence."



Start & end
persuasive pieces.



Connect ideas
within paragraphs.

K-6 | TEACH **INFORMATIVE** WRITING SKILLS



STEP 1 DETERMINE SKILLS

★ Reveal the organizational structure for the genre.

★ List points/big ideas for a topic or text.

Develop the topic (e.g., facts, details, definitions, quotes, examples, etc.).

BEGINS GRADE 3— Organize/ Group ideas and information.

BEGINS GRADE 3— Connect ideas within groupings using transitions (e.g., *also, another, and, more, but*).

Introduce the topic or text.

BEGINS GRADE 1— Provide a concluding statement, section, or sense of closure.

BEGINS GRADE 4— Use precise language & domain-specific vocabulary.



STEP 2 FIND RESOURCES



pages 89-90, 92

EARLY PREWRITE SKILL
List and sort topic details.

EARLY Write the topic.

pages 78-80, 90

EARLY Give facts and details.

EARLY Add more details.

pages 65-66, 80, 84-85, 110-117

EARLY PREWRITE SKILL
List and sort topic details.

pages 87, 120

EARLY Write the topic.

EARLY End with the topic.

pages 74-75, 86

pages 79-82

OLDER **Select a narrow topic**
Introduce the subject and a specific focus

OLDER **List important points**
State each reason, step, or facet

page 63

OLDER **Add specifics & support**
Develop ideas with examples, facts, & quotes

pages 64-73

OLDER **Group related details**
Organize ideas to fit the text structure

pages 76-82

OLDER **Select a narrow topic**
Introduce the subject and a specific focus

page 92

OLDER **Restate the topic/thesis**
Conclude with a final thought or a *so what?*

page 93

OLDER **Use topic-related words**
Sound like an expert; define key terms

pages 67, 69, 106-109



Prewrite in 2 steps with the ABC Chart.



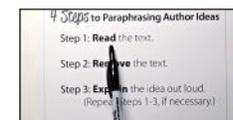
Deliver 10 pictorial writing lessons with sentence-building benefits.



Push early writers beyond 1-2 simple sentences.



Overcome "listy" writing with idea development.



Paraphrase author ideas.



Advance from transition words to phrases to sentences.



Piece together informative introductions.



Craft informative conclusions.

K-6 | TEACH NARRATIVE WRITING SKILLS

STEP 1 DETERMINE SKILLS

★ Reveal the narrative story structure.

Establish a situation or context (e.g., what happened, the problem).

★ Identify a solution.

★ BEGINS GRADE 3— Introduce the character/narrator and minimal setting.

BEGINS GRADE 1— Include details to develop experiences or events (e.g., dialogue, actions, reactions, thoughts, feelings).

BEGINS GRADE 1— Sequence events with transitions to signal order.

BEGINS GRADE 1— Provide a concluding statement, section, or sense of closure.

BEGINS GRADE 4— Use precise words and sensory details.



STEP 2 FIND RESOURCES



page 67

pages 78-79

EARLY PREWRITE SKILL
Think of a problem. ?
page 67

OLDER **Create a basic plot**
Make something happen to someone
page 78

EARLY PREWRITE SKILL
Plan a solution.
page 67

OLDER **Hook & satisfy readers**
Start & end the story intentionally
page 95

EARLY PREWRITE SKILL
Name the character(s).
pp 63, 66-67, 74, 83, 114, 121

OLDER **Hook & satisfy readers**
Start & end the story intentionally
page 94

EARLY **Add actions and feelings.** DO SAY THINK FEEL
pages 64-66, 86, 116, 118

OLDER **Describe the action**
Use sensory details to develop key moments
OLDER **"Show" close-up details**
Describe main character(s) & setting(s)
pages 99, 106-110, 125

EARLY **Write in time order.** 1 2 3
pages 91, 120

OLDER **Sequence time & events**
Connect action with transitions
pages 78-79, 88-89

EARLY PREWRITE SKILL
Plan a solution.
page 122

OLDER **Hook & satisfy readers**
Start & end the story intentionally
page 95

pages 61, 84-86, 114, 116-118

OLDER **Set the right mood**
Reveal character feelings & setting tone
pages 98-99, 101



Plan problems into narrative stories.



Push early writers beyond 1-2 simple sentences.



Teach 20 ways to develop an idea and add details to narratives.



Turn up the voice in primary writing.



Follow 4 principles to add character dialogue to a story.



Include descriptive writing in every genre.



Punctuate dialogue with comic strips, candy hearts, & more.



Strengthen student titles.

STEP 3

MODEL TOPICS

K-6 | GENERAL-KNOWLEDGE WRITING TOPICS

PERSUADE: TO CONVINCE



Explain your best or favorite:

- Fast food — McDonald's, Wendy's, etc.
- Holiday— Christmas, Halloween, etc.
- Equipment at recess— slide, swing, etc.
- Season— spring, summer, fall, or winter
- Pet— dog, cat, turtle, fish, hamster, etc.
- Special-area class— art, music, PE, etc.
- TV show
- Movie

Persuade (someone) to:

- (Principal) Revise the school dress code
- (Principal) Allow pets in school
- (Parent) Get a pet
- (Cafeteria Workers) Add an item to lunch menu
- (Principal) Go to recess before lunch
- (Principal) Make winter break longer (or shorter)
- (Teacher) Not give any homework
- (Principal) Shorten the school day
- (Parent) Allow a later bedtime
- (Parent) Allow you to stay home alone

Which is better (or worse):

- Live with no video games or no candy for a year
- Live on a boat or in a tree house
- Have ice cream or a candy bar
- Indoor recess or outdoor recess

INFORM: TO TEACH



How-to/Sequential

- Classroom morning routine
- How to go through the lunch line
- How to use playground or sporting equipment
- Classroom coming in from recess routine
- How to exit during fire drill
- Classroom dismissal routine
- How to make chocolate milk
- How to make a paper airplane
- How to brush your teeth
- How to take bath/shower
- How to make a bed
- How to pack a suitcase
- How to reheat pizza in microwave
- How to make PBJ
- How to post a video to social media
- How to entertain friends when they come over

Categorical

- Family
- Pets
- Special talents
- Field trips
- Fire/Tornado drill
- Lunch
- Special-area class
- Special assemblies
- Seasons
- Holidays
- Traditions
- Animals
- Habitats & environment
- Weather
- Video games
- Recess games
- Card games
- Board games
- Wearing glasses
- Having braces
- Restaurants
- Food

Compare-Contrast

- You vs. your best friend
- Teacher vs. parent
- Xbox vs. PlayStation
- Reading vs. watching a video
- Cooking at home vs. dining out
- First day vs. last day of school
- Only child vs. having siblings
- Parents vs. grandparents
- Eyeglasses vs. braces
- You vs. sibling
- Netflix vs. YouTube

Compare 2 Items:

- Fire vs. tornado drill
- 2 special-area classes
- 2 family members
- 2 types of weather
- 2 seasons
- 2 holidays
- 2 animals
- 2 recess games
- 2 restaurants
- 2 foods
- 2 pets

NARRATIVE: TO ENTERTAIN



Tell a story about a time:

- You lost something at home
- You lost something at school
- You forgot to do something
- Someone else forgot something
- You learned something new
- You got into trouble
- You got hurt at home (body or feelings)
- You got hurt at school (body or feelings)
- Someone else got hurt (body or feelings)
- Something broke at home
- Something broke at school
- You were lost
- Weather was a problem
- Something bad happened
- Something good happened
- Something scary happened