



DELIVER WRITING LESSONS

Craft engaging beginnings & powerful endings

PRESENTER

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SPARK YOUR NEXT STEPS

Teach the *type* of details revealed within beginnings & endings.



PERSUASIVE



- State opinion, request, or position.
- Provide background information.
- Transition to the body.



- Create a sense of closure.
- Offer added incentive.
- Identify a call to action.



ARGUMENTATIVE



- State the position.
- Provide background information.
- Acknowledge an alternative viewpoint.
- Transition to the body.



- Reiterate the position.
- Review the counterclaim.
- Offer added incentive.
- Challenge the reader.
- Finish with a clincher statement.



INFORMATIVE



- Identify the topic/subject.
- Establish the relevance of the topic.
- Provide background information.



- Come to an end.
- Summarize ideas.
- Finish memorably.
- Answer the *So what!?*



NARRATIVE



- Introduce relevant details about character(s).
- Orient the reader in the setting.
- Establish the situation.



- Create a sense of closure.
- Reveal the character(s) *after* the end.
- Reflect on the story or event.



SECRET SITE RESOURCES



STANDARDS EXPECTATIONS

Write **persuasive/argumentative** compositions...
 Write **informative/explanatory** texts...
 Write **narratives**...

Persuasive Writing

 BEGINNING

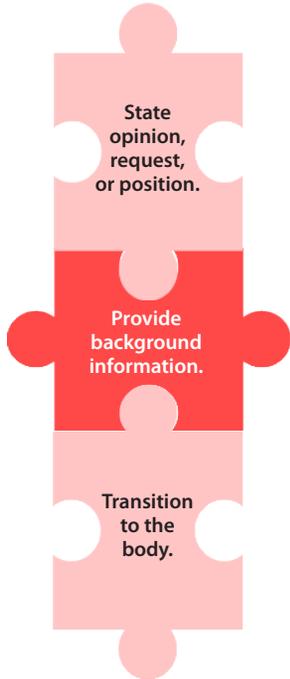
 ENDING

 **Write your opinion.** 

 **Identify topic & position**
Explain what you want or what you believe

 **End with *What* and *How* you feel.** 

 **End with what you want**
Tell readers what you expect them to do



State the opinion, request, or position.

- Give your opinion on or claim about a topic.
- State your request.

Provide background information.

- Give an overview of the controversy and the different perspectives.
- Explain a personal connection to the topic, debate, or text.
- Make an observation or noticing.
- Define key terms and concepts.
- Describe the history, culture, time period, and/or important people.
- Ask questions that lead the reader to a particular perspective.
- Provide a short summary of the text or author.
- Explain the relevance/importance of the topic.
- Make the topic or debate real by describing a relevant scene (e.g., real or hypothetical).

Transition to the body.

- Preview each reason in a statement.
- List all reasons in one sentence.



Create a sense of closure.

- Include closing in a letter.
- End with a rating (e.g., 3 stars) and/or recommendation.
- Restate claim, opinion, or request.
- *May* include a restatement of reasons.

Offer added incentive.

- Identify a related factor that the reader might feel strongly about.
- Describe feelings or pull on reader's emotions.

Identify a call to action.

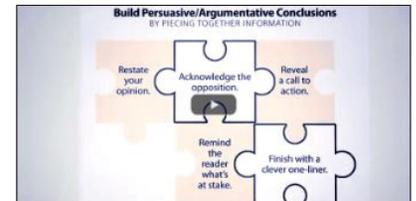
- Challenge the reader to do something.
- Provide a specific action to take.
- Describe a multi-step action plan.



SECRET SITE RESOURCES



Integrate 3 ingredients within every claim.



Start and end persuasive pieces.



Launching the Writer's Workshop: Grades K-2

pp 124-125



Launching the Writer's Workshop: Grades 3-12

pp 61, 65, 70, 90-91, 96

Argumentative Writing

BEGINNING

 **Study sides of an issue**
Reveal perspectives; Present the strongest



State the position.

- Present your claim as a thesis statement.

Provide background information.

- Give an overview of the controversy and the different perspectives.
- Provide a short summary of the text or author.
- Define key terms and concepts.
- Describe the history, culture, time period, and/or important people.
- Ask questions that lead the reader to a particular perspective.

- Explain the relevance or importance of the topic.
- Make the topic or controversy real by describing a relevant scene (e.g., vignette, authentic situation, hypothetical scenario).

Acknowledge an alternative viewpoint.

- Distinguish the claim from opposing claims.

Transition to the body.

- Preview each reason in a statement.
- List all reasons in one sentence.
- Allude to reasons that will follow.

ENDING

 **Conclude the argument**
Don't repeat; Remind readers what's at stake



Reiterate the position.

- Restate the claim or thesis.
- *May* include a restatement of reasons.

Review the counterclaim.

- Acknowledge the opposition.

Offer added incentive.

- Identify a related factor that the reader might feel strongly about.
- Describe feelings or pull on reader's emotions.

Challenge the reader.

- Return to the opening vignette (e.g., depict situation improved, depict consequences if not resolved).
- Compare this situation to another one.
- Predict the potential ramifications.

Finish with a clincher statement.

- Utilize clever or witty word play.
- End with a final thought presented as a powerful, single-sentence "mic drop."
- Reveal an expert quote to wrap up the argument.



Integrate 3 ingredients within every claim.



Strengthen arguments with counterclaims.



RELEVANT RESOURCE



Launching the Writer's Workshop: Grades 3-12

pp 61, 65, 70, 90-91, 96

Informative Writing

BEGINNING

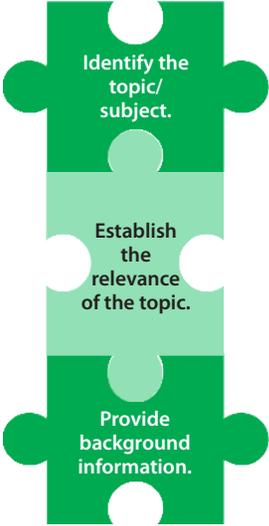
ENDING

Write the topic. 

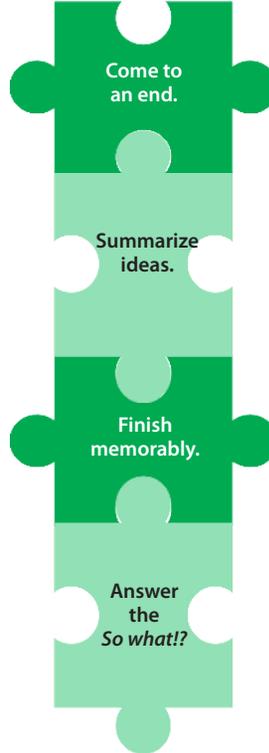
Select a narrow topic
Introduce the subject and a specific focus

End with the topic. 

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



- Identify the topic/subject.**
- Reference the topic in the title.
 - Include the topic within introductory sentence(s).
- Establish the relevance of the topic.**
- Imply the purpose of the writing.
 - Convey the importance or severity of the topic.
- Provide background information.**
- Provide a short summary of the text or author.
 - Define the topic/subject.
 - Identify relevant people, relationships, cultures, organizations, etc.
 - Ground the information in a setting—describe the physical/geographic setting; provide a time frame; develop a vignette.



- Come to an end.**
- State the last step in a process.
 - Reveal the last episode of an event.
 - Identify the result, outcome, or product.
- Summarize ideas.**
- Restate the topic or main idea(s).
 - *May* restate main points previously mentioned.
- Finish memorably.**
- Circle back to an opening statement, scene, or sentiment.
 - Revise the title and tie the conclusion to it.
 - Create a final “mic drop” sentence.
- Answer the *So what!*?**
- Provide a big-picture conclusion or prediction.
 - Offer personal insight.
 - Compare the topic to something else.
 - Offer the reader encouragement, the upside, or some good news.

SECRET SITE RESOURCES



Piece together informative introductions.



Rework the prompt to serve as the introduction.



Craft informative conclusions.



Write endings that don't merely summarize.

RELEVANT RESOURCES



Launching the *Writer's Workshop: Grades K-2*
pp 62, 70-71, 123



Launching the *Writer's Workshop: Grades 3-12*
pp 69-70, 74, 61, 95 92-93, 96

Narrative Writing

 BEGINNING

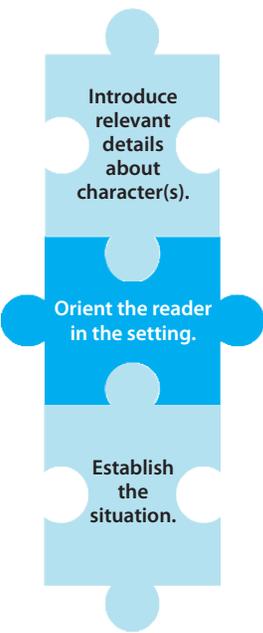
PREWRITE SKILL
 **Name the character(s).**  

Hook **readers**
 Start the story intentionally

 ENDING

PREWRITE SKILL
 **Plan a solution.** 

satisfy readers
 end the story intentionally



- Introduce relevant details about character(s).**
- Reveal names.
 - Identify generic references.
 - Define titles or relationships.
 - Include key adjectives and physical descriptions.
 - Include dialogue that reveals important information about the character(s).
 - Reveal the emotional state(s) of character(s).
- Orient the reader in the setting.**
- Describe the physical/geographic location.
 - Identify the time of the day, week, month, year, or era.
 - Acknowledge it's a past or generic experience (e.g., *once, one day, one time, once upon a time, the first time, last year*).
 - Refer to the time in one's life.
 - Identify the intended destination.
 - Include relevant sensory details.
 - Include weather-related details.
 - Reference the mood, tone, or vibe of the situation.
- Establish the situation.**
- Identify the action or activity taking place.
 - Jump into an action-packed scene.
 - Foreshadow the problem.



- Create a sense of closure.**
- Describe the final action or event.
 - Describe the solution or resolution.
- Reveal the character(s) after the end.**
- Explain the status or actions of the character(s).
 - Advance days, weeks, months, and/or years later.
- Reflect on the story or event.**
- Describe the lesson(s) learned (e.g., theme, moral).
 - Explain the significance/importance of an item, event, or memory.
 - Provide a clever or witty final thought.
 - Offer a personal comment or feeling related to the event or story.

RELEVANT RESOURCES



Launching the Writer's Workshop: Grades K-2
pp 61, 63, 66, 83, 121-122



Launching the Writer's Workshop: Grades 3-12
pp 67, 94-96, 99, 125