Scaffold a yearlong writing curriculum

PRESENTER
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SPARK YOUR NEXT STEPS

Compare your scope & sequence to the Science of Writing.

Describe the differences between these two calendars.

Legend:
- 🟥 Argumentative/Persuasive Unit
- 🟩 Informative/Expository Unit
- 🟦 Narrative Unit
- ⬜ Beginning-of-year procedures, Holidays/vacations,
- Testing (or test prep), Built-in "cushion" time,
- Maintenance & reteach time, End-of-the-year wrap-up

Spiral instruction to promote sustained growth.

John Hattie (2009) emphasizes the importance of **cumulative practice** and ongoing review to build writing abilities.

Steve Graham (2019) highlights that **revisiting genres** and skills throughout the year **strengthens** students' writing **abilities incrementally**.

MONTH 1 — Kick-Start Writing Instruction
MONTH 2
MONTH 3
MONTH 4
MONTH 5
MONTH 6
MONTH 7
MONTH 8
MONTH 9
MONTH 10 — Land the year with skill review

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MONO-UNIT ORGANIZATION

With **ONE ALL-INCLUSIVE UNIT** during the year, students often:

- ☐
- ☐
- ☐

MINI-UNIT ORGANIZATION

With **MULTIPLE, SMALLER MINI-UNITS** during the year, students often:

- ☐
- ☐
- ☐

Recognize additional advantages to mini-unit instruction.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Kick-Start Writing Instruction								State Testing	Land the year with skill review

All modes are *not* created equal.

> "As students advance into higher grade levels, the standards include **heavier emphasis** on Opinion or **Argument and Informative**/Explanatory writing—with less focus on pure Narrative."
>
> Steve Graham, *It All Starts Here: The Foundation of Writing Instruction* (2013)— pages 6-7

Writing Purpose	Grade 4	Grade 8	Grade 12
To persuade/argue	30%	35%	40%
To inform/explain	35%	35%	40%
To convey an experience	35%	30%	20%

SOURCE: 2011 NAEP Writing Assessment

Consider how modes feed one another.

MONTH 2	MONTH 3	MONTH 4

Plan with the testing season in mind.

MONTH 8

SECRET SITE RESOURCES

End writing units with a from-scratch product.

Create a writing curriculum of mini-units.

Sort types of writing into categories.

STANDARDS EXPECTATIONS

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	**Write informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**Write narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Argumentative **Persuasive**	**Informative**	**Narrative**

NOW IT'S YOUR TURN

- Opinion
- Personal narrative
- Speech
- Research report
- Review, recommendation
- Perspective/position paper

- Literary analysis
- Poster
- Rewrite from a different perspective
- Instructions, directions, recipe
- Letter
- Script

- Biography
- Essay
- Compare-contrast
- Speech
- Newspaper article
- Trifold brochure/pamphlet

Emphasize the writing *purpose* over the *format*.

Recognize that formats are mode-flexible.

WRITING **MODE**		**Argumentative** / **Persuasive**	**Informative**	**Narrative**
WRITING **PURPOSE**		To persuade the reader to agree with a side or position on a debatable topic.	To provide the reader specific information about a topic; to clarify or explain something.	To entertain the reader with a real or imaginary problem and solution.
FORMAT & LAYOUT				
LETTER	Includes a date, greeting, body, closing, and signature. May be formatted informally or formally.	• Complaint • Persuasive business letter	• Friendly letter giving updates • Business letter	• Story shared within a letter
EMAIL	Includes a to/from address, subject line, body, and signature line. May include a greeting and closing.	• Request for something	• Report on something	• Shared story
ESSAY	Organized in multiple paragraphs with a clear introduction, body, and conclusion. Written in full sentences.	• Argumentative essay	• Informative essay	• Narrative essay
SPEECH	Written in full sentences and paragraphs. May include bold words, pauses, or annotations for emphasis and tone.	• Persuasive speech	• Informational speech	• Narrative speech
POSTER	Uses key words and short phrases. Includes visual elements like images, bold fonts, and color for emphasis.	• Promotion of an idea or event	• Information on a topic	• Teaser for a movie
ARTICLE	Structured in paragraphs with headings or subheadings. Written in full sentences. May include a byline or dateline.	• Editorial	• News report	• Feature story
SCRIPT	Written as dialogue with speaker labels. May include stage directions or delivery notes.	• TV advertisement/ commercial script	• Informational script or skit	• Play
SUMMARY	Condensed into short paragraphs or bullet points. Focuses only on main ideas and essential details.	• Summary of someone else's argument	• Summary of an informational text	• Summary of a narrative text
LITERARY ANALYSIS	Structured in full paragraphs. Includes analysis of a literary technique supported with text evidence.	• Literary critique • Evaluation of an argument	• Character analysis • Theme explanation • Argumentative analysis	N/A

Identify mode-specific genres.

WRITING MODES	**Persuasive** / **Argumentative**	**Informative**	**Narrative**
STANDARDS EXPECTATIONS	**Write arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Write informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**Write narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
WRITING PURPOSES	To persuade the reader to agree with a side or position on a debatable topic.	To provide the reader specific information about a topic; to clarify or explain something.	To entertain the reader with a real or imaginary problem and solution.
STRUCTURE & PATTERNS	• What I think • Why I think it	• Broad topic or subject • Specific details grouped by subtopic	• Character & setting • Problem/Conflict • Solution/Resolution
MODE-SPECIFIC GENRES	• A **PROPOSAL** persuades someone to approve an idea or fund a project. • A **SUGGESTION** offers a brief, informal opinion on ways to improve something. • A **REQUEST** is more formal persuasive writing asking for specific information, permission, or resources. • A **RECOMMENDATION** is a personal endorsement of a product, service, person, or idea—aiming to convince others to do/not do something. • A **DEBATE** is a spoken exchange where opposing sides present strong points to win over an audience. • An **ARGUMENTATIVE RESEARCH PAPER** is an in-depth report relying on facts and evidence to prove a position while addressing other viewpoints. • An **ARGUMENTATIVE ANALYSIS** evaluates how effectively the author supported his claim and addressed counterclaims.	• An **EXPLANATION** clearly describes how or why something happens, helping the reader understand a process, concept, or event. • An **ENCYCLOPEDIA ENTRY** gives short, factual information about a topic, including key details like definitions, dates, and examples. • **DIRECTIONS** give step-by-step instructions that tell someone how to do or make something, often using command verbs and clear sequencing. • An **INFORMATIVE RESEARCH PAPER** is a longer report that collects facts from multiple sources to teach the reader about a topic. • A **COMPARE-CONTRAST WRITING** presents information about two or more topics or texts, helping the reader understand each individually and in relation to one another. • An **INTERVIEW** presents real questions and answers from a conversation with a person who has experience or knowledge about a topic.	• A **PERSONAL NARRATIVE** is a true story about one's own experience. • **REALISTIC FICTION** is a made-up story that COULD happen in real life (e.g., a short story, adventure story, or mystery). • **FANTASY** involves magical or supernatural elements (e.g., fairy tales, fables, myths, legends). • A **GRAPHIC NOVEL** tells a story through a mix of visual art and text. • A **REWRITE FROM A DIFFERENT PERSPECTIVE** retells a familiar story through the eyes of a different character, showing his unique thoughts, feelings, or experiences. • A **FICTION BASED ON FACT** is a made-up story that includes real people, places, or events gleaned from informational text—blending facts with imaginary characters or situations.
MODE-FLEXIBLE FORMATS	• LETTER • ESSAY • EMAIL • SPEECH	• POSTER • SCRIPT • ARTICLE • SUMMARY	• LITERARY ANALYSIS

Spiral through the modes, providing different experiences with genres & formats.

Compare siloed mono-units to spiraled mini-units.

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Kick-Start Writing Instruction									Land the year with skill review

NARRATIVE SKILLS
- Create a basic plot.
- End/Satisfy the reader.
- Begin/Hook the reader.
- Sequence time & events.

PERSUASIVE/ARG. SKILLS
- Identify topic and position.
- Develop logical reasons.
- Organize key points.
- Present both sides (argument only).
- Conclude with what you want/expect.

INFORMATIVE SKILLS
- Introduce narrow topic.
- List important points or big ideas.
- Elaborate with details and evidence.
- Organize details to match the genre.
- Conclude with the *So what?*

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Kick-Start Writing Instruction								State Testing	Land the year with skill review

- Introduce narrow topic.
- List important points or big ideas.
- Identify topic and position.
- Develop logical reasons.
- Elaborate with details and evidence.
- Create a basic plot.
- End/Satisfy the reader.
- Organize key points.
- Present both sides (argument only).
- Organize details to match the genre.
- Conclude with what you want/expect.
- Conclude with the *So what?*
- Begin/Hook the reader.
- Sequence time & events.

Revisit genres regularly, facilitating mastery over time.

Diane Lapp & Doug Fisher (2010) emphasize the importance of **"accumulated writing capital,"** emphasizing that **writing development** is a gradual, **cumulative** process.

Prioritize essential ingredients in genre instruction.

Research underscores that a clear focus on core writing traits—like **organization, idea development, and conventions**—is critical for success.

Mary Brindle, Jane Zeni, & Susan Vanneman (2016) suggest that many teachers prioritize conventions and mechanics over these **"trophy" traits, which must be established first**.

RELEVANT RESOURCES

Early & Older Writers Genre Posters

Persuasive Essentials
- **Name the 2 sides.** PRESENT SKILL
- **Find the strongest side.** PRESENT SKILL
- **Write your opinion.** What
- **Give details.** Why Why Why
- **End with *What* and *How* you feel.**

Persuasive Essentials
- **Identify topic & position** — Explain what you want or what you believe
- **List many *good* reasons** — Provide evidence for why you are right
- **Organize key points** — Order your reasons to end with your best
- **End with what you want** — Tell readers what you expect them to do
- **Express your attitude** — Reveal your perspective with feeling
- **Employ exact words** — Select precise words to convince the reader

Argumentative Essentials
- **Study sides of an issue** — Reveal perspectives; Present the strongest
- **Develop logical reasons** — Support the position with sufficient evidence
- **Present both sides** — Honor the opposition within the body
- **Conclude the argument** — Don't repeat; Remind readers what's at stake
- **Connect ideas logically** — Transition *within* reasons & *among* sides
- **Apply a formal style** — Maintain a fair & objective tone

Informative Essentials
- **List and sort topic details.** Topic
- **Write the topic.** Topic
- **Give facts and details.** Detail Detail Detail
- **End with the topic.** Topic

Informative Essentials
- **Select a narrow topic** — Introduce the subject and a specific focus
- **List important points** — State each reason, step, or facet
- **Add specifics & support** — Develop ideas with examples, facts, & quotes
- **Group related details** — Organize ideas to fit the text structure
- **Restate the topic/thesis** — Conclude with a final thought or a *so what?*
- **Use topic-related words** — Sound like an expert; define key terms

Narrative Essentials
- **Think of a problem.** PRESENT SKILL
- **Plan a solution.** PRESENT SKILL
- **Name the character(s).** PRESENT SKILL
- **Write in time order.** 1 2 3
- **Add actions and feelings.** DO SAY THINK FEEL

Narrative Essentials
- **Create a basic plot** — Make something happen to someone
- **Hook & satisfy readers** — Start & end the story intentionally
- **Sequence time & events** — Connect action with transitions
- **Describe the action** — Use sensory details to develop key moments
- **"Show" close-up details** — Describe main character(s) & setting(s)
- **Set the right mood** — Reveal character feelings & setting tone