



PLAN POWERFUL UNITS

Target essential skills in informative writing

PRESENTER

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SPARK YOUR NEXT STEPS

Understand the expectations.

PURPOSE | TO INFORM

Give the reader specific information about a topic; clarify or explain something.



COMMON GENRES

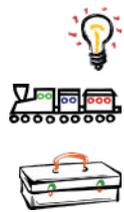
- **SUMMARIES** highlight only the big ideas and most important information.
- **EXPLANATIONS** answer a specific question.
- **LETTERS** communicate personal information to a friend or formal information to a business.
- **DIRECTIONS** or procedural text provides a sequenced set of information.
- **RESEARCH** reports information learned from multiple sources.
- **ESSAYS** provide specific information about a broad subject.
- **ANALYSES** dive deeply into a specific facet of a text, providing a thorough dissection of it.
- **COMPARE-CONTRAST** presents information about two or more topics or texts.



STANDARDS EXPECTATIONS

Write informative/explanatory texts to examine and convey complex ideas and **information** clearly and accurately through the effective selection, **organization**, and analysis of content.

Teach the essential writing skills within the “trophy” traits.



IDEAS | The type of information included in the writing

ORGANIZATION | The arrangement of the information in the writing

CONVENTIONS | The writing’s level of correctness

ESSENTIAL INGREDIENTS



VOICE | The attitude or tone conveyed within the writing

WORD CHOICE | The specific and precise vocabulary within the writing

SENTENCE FLUENCY | The flow of sentences across the writing

SOPHISTICATED INGREDIENTS

Informative Essentials

PREWRITE SKILL

| | | | | | |
|---|---|---|---|---|---|
| A | B | C | D | E | F |
| G | H | I | J | K | L |
| M | N | O | P | Q | R |
| S | T | U | V | W | X |
| Y | Z | | | | |

- List and sort topic details.
- Write the topic.
- Give facts and details.
- End with the topic.
- Add more details.



RELEVANT RESOURCES

Informative Essentials

- Select a narrow topic
- List important points
- Add specifics & support
- Group related details
- Restate the topic/thesis
- Use topic-related words

BIG PICTURE

Gather information & determine topic.

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

Identify the specific focus or narrow aspect of the broad topic.



There are lots of factors that play into **MENTAL HEALTH**.

 Early intervention programs in American schools play a crucial role in addressing **MENTAL HEALTH** issues among young people today.

 Stress-management and self-care are important to maintaining **MENTAL HEALTH** in American teens today.

 Substance abuse is often intertwined with today's **MENTAL HEALTH** issues found among US teens.

Conduct efficient & advanced online searches.

- Type only key search terms (words and phrases).
- Quote key words.
- Use "and" to include.
- Add "for kids" to lower the complexity.
- Read the description within the search results.
- Note the domain extension/ending to reveal useful information about the source.



Navigate the internet.



Clarify the role of Wikipedia.



Define what makes a source relevant.

HOAX FACT or REAL? or FAKE?

Access several real-looking fake websites for students to practice evaluating a source's credibility.



SECRET SITE RESOURCES

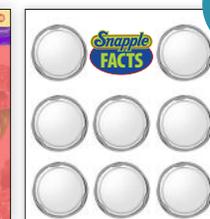
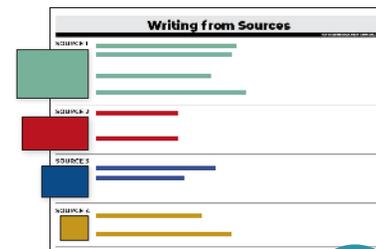
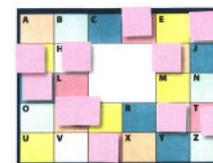
 **List important points**
State each reason, step, or facet

PREWRITE SKILL
 **List and sort topic details.**

| | | | | | |
|---|--------------|---|---|---|---|
| A | B | C | D | E | F |
| G | H | I | J | K | L |
| M | Topic | N | O | P | Q |
| R | S | T | U | V | W |
| X | Y | Z | | | |

Identify what's known about the topic.

- List all facts and details on an *ABC Chart*.
- Keep track of *which* source provided *what* information.
- Collect important and *interesting* details.



TOPIC FOCUS

Determine the facets that will be covered.

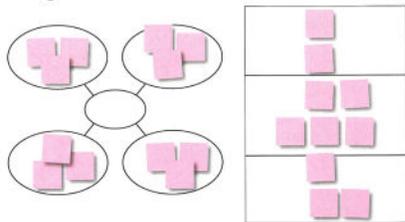
List important points
State each reason, step, or facet

List and sort topic details.

| | | | | | |
|---|---|---|---|-------|---|
| A | B | C | D | E | F |
| G | H | I | J | K | L |
| M | N | O | P | Topic | Q |
| R | S | T | U | V | W |
| X | Y | Z | | | |

Organize the specifics into big ideas & important points.

- Sort the ABC Chart details into groupings.



- Synthesize big ideas based on similar details collected across the texts.

| Writing from Sources | |
|----------------------|-------|
| SOURCE 1 | _____ |
| SOURCE 2 | _____ |
| SOURCE 3 | _____ |
| SOURCE 4 | _____ |

SECRET SITE RESOURCE



Select a narrow topic
Introduce the subject and a specific focus

Write the topic.

Write the topic sentence or thesis statement.

Narrow Down the Thesis

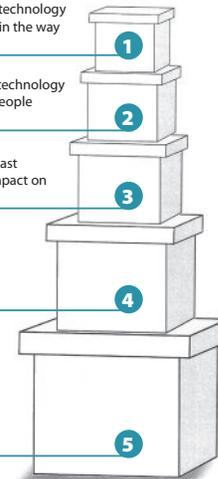
Over the last 20 years, changes in technology have made a profound difference in the way American students communicate.

Over the last 20 years, changes in technology have made a big impact on how people communicate.

The technological changes of the last hundred years have made a big impact on how people communicate.

The technological changes of the last hundred years have been amazing.

There have been a lot of technological changes.



SECRET SITE RESOURCE

Select a narrow topic
Introduce the subject and a specific focus

Precede the thesis or topic sentence with background information.

- 1-2 sentences about the broader subject.
- 1-2 sentences about relevant people or situations.
- 1-2 sentences to summarize the text(s).
- 1-2 sentences to define key vocabulary.

Follow the thesis by previewing or hinting at the main points that will be discussed in the body.

Introductory Paragraph

THESIS STATEMENT



INTENTIONAL ORDER

Recognize 3 ways to organize information.

TOPIC:
School Day

- Get coffee/water
- Tidy supplies
- Turn off technology
- Exercise/Play
- Do morning/bell work

- Use the restroom
- Open blinds
- Open door
- Collect assignment(s)
- Listen to announcements

- Pass out supplies
- Shut door for noise
- Provide answers/evidence from the text
- Turn on technology
- Ask questions about the text

- Socialize with peers
- Get materials for next class/subject
- Gather belongings
- Take attendance
- Close blinds

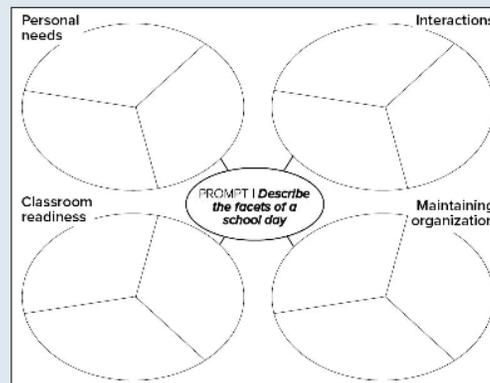
PROMPT | *Explain a school day from beginning to end.*

TEXT STRUCTURE
Procedural/Chronological

| | |
|--|------------------------|
| PROMPT <i>Explain a school day from beginning to end</i> | |
| Arrival/beginning of class | |
| Lesson/Instructional time | |
| Recess/passing period | Departure/End of class |

PROMPT | *Describe the facets of a school day.*

TEXT STRUCTURE
Descriptive/Main Idea



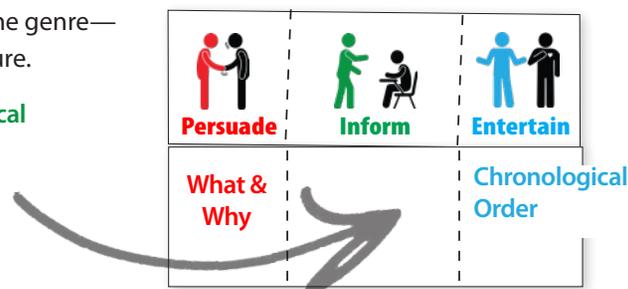
PROMPT | *Compare student tasks to those of a teacher.*

TEXT STRUCTURE
Compare-Contrast

| | | |
|---|--------------------------|---------------|
| PROMPT <i>Compare the tasks students do at school to those of a teacher</i> | | |
| Student Tasks | CATEGORIES | Teacher Tasks |
| ITEM A | | ITEM B |
| | Classroom readiness | |
| | Personal needs | |
| | Interactions | |
| | Maintaining organization | |

The purpose/prompt determines the genre—which follows a specific text structure.

- Procedural/Chronological
- Descriptive/Main Idea
- Compare-Contrast
- Cause-Effect
- Problem-Solution



SECRET SITE RESOURCES

- School-day details
- Graphic organizers

Emphasize the organization of the information.

Group related details
Organize ideas to fit the text structure

Give facts and details.

GENRES & PRODUCTS

- Directions
- Recipes
- Instructions
- Procedures

AUTHOR'S PURPOSE

To teach what happened in a step-by-step process, system, or event.

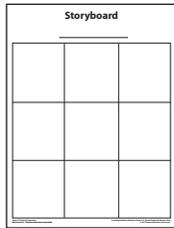
TEXT STRUCTURE

PROCEDURAL/CHRONOLOGICAL

WHOLE PIECE



PARALLEL GRAPHIC ORGANIZER



CONTENTS OF BODY PARAGRAPHS

- Each middle paragraph is a step or big idea in the process or time line.
- The topic sentence introduces the big idea.
 - The supporting sentences detail what happened in that single step.

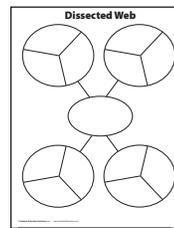
ARRANGEMENT OF BODY PARAGRAPHS

- Chronological order is essential.
- Body paragraphs must be revealed in the order each step occurred.

- Research, all-about reports
- Essay, explanation, summary, analysis
- Biography
- Friendly & business letters

To reveal big ideas and specific details about a single topic.

DESCRIPTIVE/MAIN IDEA



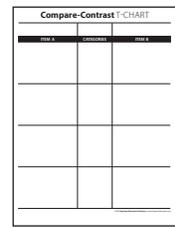
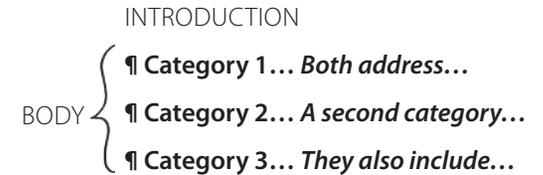
- Each middle paragraph is a subtopic, facet, big idea, reason, type, kind, or part of the major subject.
- The topic sentence introduces the big idea.
 - The supporting sentences include specific details that describe that part or facet.

Body paragraphs can usually be put in any order.

- Compare-contrast essay
- Comparative analysis

To analyze what is similar between two different items.

COMPARE-CONTRAST



- Each middle paragraph is one of the categories of comparison between two items.
- The topic sentence introduces the category.
 - The supporting sentences reveal little details that are similar and different between the two items for that single category.

- Body paragraphs can be organized in one of two ways:
- BASIC | All A information and then all B info.
 - SOPHISTICATED | Each paragraph includes A & B details organized by common category.

FINAL THOUGHTS

Conclude the writing.

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

 **End with the topic.** 

Restate the topic sentence/thesis statement using slightly different words and sentence structure.

Concluding Paragraph

THESIS STATEMENT

Follow with any option or a combination:

1

Include **A SUMMARY SENTENCE**, succinctly reviewing the key points explained in the middle.

Summary endings



2

Offer the reader some **“GOOD NEWS”** regarding the topic—advantage, benefit, hope, encouragement.

3

Provide a final thought by answering **SO, WHAT’S YOUR POINT?**

So what? endings



Piece together informative introductions.



Rework the prompt to serve as the introduction.



Craft informative conclusions.