



DELIVER WRITING LESSONS

Teach convention skills in 3 steps

PRESENTER

KRISTI McCULLOUGH
kmccullough@smekenseducation.com



SPARK YOUR NEXT STEPS

Transcription

HANDWRITING

CONVENTIONS

KEYBOARDING

GRAMMAR

THE RULES OF WRITING | All things that guide the structure of sentences and paragraphs

SYNTAX— Includes parts of speech, sentence structures and variety, patterns of sentences, flow of language, words/phrases to show relationships between ideas.

USAGE— Features ways words are applied/adjusted to fit different situations.

MECHANICS

THE TOOLS OF WRITING | Ways we punctuate what we are trying to say

PUNCTUATION— Shapes meaning in writing by clarifying pauses, separating ideas, and guiding the reader's understanding of tone and intent.

CAPITALIZATION— Signals the beginning of sentences, proper nouns, important words, and demonstrates respect or emphasis in writing.

SPACING— Separates individual words or units of meaning.

PARAGRAPH INDENTATION— Signals the start of a new idea or section, guiding the reader through the structure and flow of the text.

SPELLING— Requires accurate spelling of words so that the reader can easily recognize and understand the words without confusion.



SECRET SITE RESOURCES



STANDARDS EXPECTATIONS

Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking.

Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing.

“Teach conventions in context.”

Jeff Anderson
Janet Angelillo
Nancie Atwell

Jim Burke
Lucy Calkins
Ruth Culham

Nell Duke
Ralph Fletcher
Donald Graves

George Hillocks
Linda Hoyt
Lester Laminack

Donald Murray
Steve Peha
Katie Wood Ray

Tom Romano
Franki Sibberson
Jeff Wilhelm

Teach conventions *throughout* the writing process.

Fix errors in editing.

Correct in isolation.

- Instruction utilizes detached sentences or paragraphs.
- Instruction happens in a separate time of the day/ period.
- The focus is on fixing what is wrong within anonymous writing.
- Conferences include asking/answering questions like:

What’s the rule about ___ ?

Did you forget anything?

Create meaning in drafting (i.e., in context).

Compose for context.

- Instruction utilizes excerpts from familiar text.
- Instruction happens within Writing Time/ Writer’s Workshop.
- The focus is on applying a convention skill in personal writing.
- Conferences include asking/answering questions like:

What is it you’re trying to say?

How could you structure the sentence(s) to convey that intended meaning?



STANDARDS EXPECTATIONS

Apply knowledge of language to understand **how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



RELEVANT RESOURCE

GRADE-LEVEL Conventions and the purposes THEY SERVE

When students apply conventions intentionally, for a specific purpose, their writing is more effective. They craft and compare their sentences to achieve a particular purpose and send an intended message. Conventions are not about correctness – but *intentional* – choosing and using.

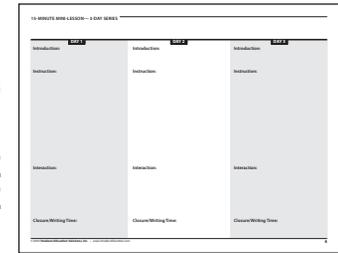
HOW TO USE THIS RESOURCE
 - Model the proper use of the resource and the specific conventions with students in a separate time.
 - They use a resource in the context of their writing.
 - They use a resource in the context of their writing.
 - They use a resource in the context of their writing.
 - They use a resource in the context of their writing.

GRADE-LEVEL SKILLS LISTED
 - This resource lists the conventions and purposes for each grade level.
 - It includes a checklist for each grade level.
 - It includes a checklist for each grade level.

Teach a convention skill across multiple days.



SECRET SITE RESOURCE



NOTICE & NAME IT

DAY 1 | DECONSTRUCT

Identify authentic text examples to study how meaning was conveyed.



Mini-Lesson

- Step 1 Introduction: Deconstruct mentor-text sentences to see the skill.
- Step 2 Instruction: Explain its function in a sentence.
- Step 3 Interaction: Introduce the formal rule/definition.
- Step 4 Closure

Writing Time

TRY IT

DAY 2 | RECONSTRUCT

Imitate the skill within previous writings.



Mini-Lesson

- Step 1 Introduction: Reconstruct or imitate the grammar rule or mechanic tool.
- Step 2 Instruction
- Step 3 Interaction
- Step 4 Closure

Writing Time

APPLY IT

DAY 3 | CONSTRUCT

Transfer the skill into new/future writings.



Mini-Lesson

- Step 1 Introduction: Construct new messages that include this convention skill.
- Step 2 Instruction
- Step 3 Interaction
- Step 4 Closure

Writing Time

NOTICE & NAME IT | DAY 1 | Juggle nouns & pronouns

Step 1 Introduction

Make a connection.

Review what has been studied about pronouns (e.g., subjective, objective, etc.).

Name the skill.

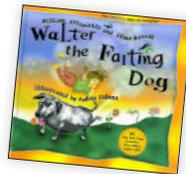
Today's lesson is to figure out when to use a noun and when to use a pronoun in writing.

Step 2 Instruction



Reveal familiar mentor text.

Reread an excerpt from *Walter, the Farting Dog*.



Point out the color-coded noun/pronoun combinations.

- Red = Walter/he, him, himself
- Blue = gas bubble/it/this

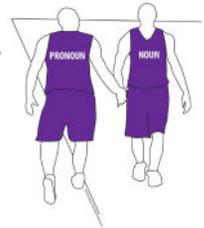
Explain the purpose or function.

Introduce the basketball starter (noun) and second-string player (pronoun) analogy.

- Nouns get tired and need a break.
- Pronouns make it interesting because they offer variety.



- The pronoun “subs in” for the noun.
- Clarify when the game is close, you play the starters. (When the reader might be confused, you use the noun.) But when you can use the pronoun, it will read smoother and create shorter sentences for the reader. (Second string kids want to play, too!)



Step 3 Interaction



Practice noticing and naming the skill within additional mentor text.

Reread the passage to notice when the authors used the noun (starter) and when they subbed in the pronoun (second string).

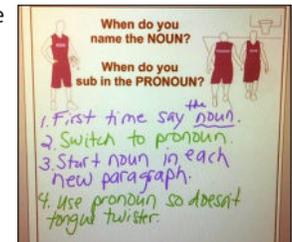
Students *Turn & Talk* to notice patterns. Share out.

Massage their “noticings” as you build a growing anchor chart.

- *What do you notice about which one the authors used first?*
- *When did the pronoun come in?*
- *For what reasons did the authors switch back to the noun or maintain the pronoun?*

Update the anchor chart.

Take a picture of the digital anchor chart.



Step 4 Closure



Crystallize the lesson/target skill.

Today and every day, be choosy about noun and pronoun use.

- Use pronouns when you can.
- Use nouns when you have to.

Describe the Writing-Time task.

Partners will look through other picture books, finding where authors confirmed the anchor-chart noticings of noun/pronoun use. They will also look for any additional patterns/noticings. Mark all with sticky notes.

Transition into Writing Time.

Now it's your turn!



10 COMMON PURPOSES THAT CONVENTIONS PERFORM IN WRITING

PURPOSE THE CONVENTION PERFORMS

CONVENTIONS THAT SERVE THAT PURPOSE

CONVEY THE BASIC MESSAGE

1. To state

Some conventions are necessary to convey or explain the basic message or meaning of a sentence.

- nouns
- action verbs
- subject-verb agreement
- declarative sentences
- imperative sentences

2. To specify

Some conventions identify a specific detail or name a specific condition within the sentence.

- proper nouns
- possessive nouns
- articles
- verb tense

3. To elaborate

Some conventions expand the basic sentence by adding more facts and information.

- prepositional phrases
- phrases
- clauses
- appositives
- complex sentences
- relative adverbs (when, where, why)

4. To honor

Some conventions show that the writer values others over himself (e.g., the reader, outside sources, etc.).

- white space/spacing
- noun-pronoun order
- credit sources with quotation marks and commas

REFINE THE BASIC MESSAGE

5. To simplify

Some conventions can shorten the message, conveying the information more quickly and/or easily.

- pronouns
- abstract nouns
- indefinite pronouns
- ellipsis to show omission

6. To describe

Some conventions will paint a picture, helping the reader to visualize exactly what the writer intended.

- simple adjectives
- coordinating adjectives
- adverbs

7. To emphasize

Some conventions point out the importance or stress the value of something.

- capitalization
- comma to draw attention to specific information
- underline, italicize, put quotations around titles of works

8. To connect

Some conventions combine, join, or group ideas by showing how they are related.

- linking verbs
- conjunctions
- commas
- compound predicates & sentences
- comparative & superlative adjectives
- comparative & superlative adverbs

CONTROL THE MESSAGE

9. To engage

Some conventions are applied to create variety, adding interest and holding the reader's attention.

- noun, pronoun, and demonstrative determiner variety
- sentence-structure variety (simple, compound, complex, etc.)
- sentence-type variety (declarative, exclamatory, etc.)
- quotation marks around words spoken by characters or experts

10. To shape

Some conventions affect how the sentence sounds— fast, slow, loud, soft, smooth, stilted, etc.

- periods, question marks, exclamation marks
- conventional patterns of adjectives
- contractions
- ellipses or dashes to pause or break up a sentence