



PLAN POWERFUL UNITS

Teach opinion, informative, & narrative writing skills in PK-2

PRESENTER

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Progress through the developmental writing stages...

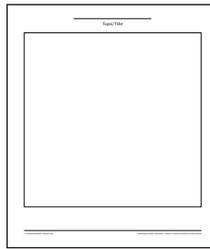
ORAL WRITING

Teach students how to orally share their thoughts on persuasive, informative, and narrative topics.



PICTORIAL WRITING

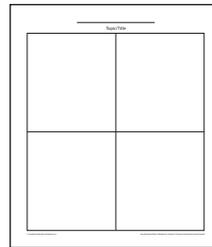
Teach students how to draw details to make their persuasive, informative, and narrative pictures stronger.



LABEL WRITING

Teach students how to add letter and word labels to their persuasive, informative, and narrative writings.

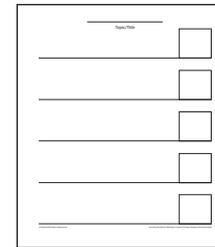
- Match words/labels to pictures.
- Utilize correct letter formation.
- Apply sound-stretch spelling.
- Label using precise word choice.



LIST WRITING

Teach students how to list words and phrases related to persuasive, informative, or narrative topics.

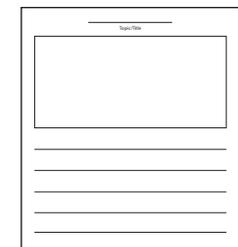
- Write letters/words on a line.
- Separate words with spaces.
- List precise words and details.
- Include precise word choice.
- Organize/Number the details.



SENTENCE WRITING

Teach students how to put words together to form complete thoughts within their persuasive, informative, and narrative writing.

- Stretch ideas into complete sentences.
- Begin each sentence with a capital.
- End each sentence with punctuation.
- Capitalize proper nouns/name details.



SECRET SITE RESOURCES

Incorporate persuasive, informative, & narrative writing in PK-1.



While teaching the standards!



STANDARDS EXPECTATIONS

KINDERGARTEN | Use a combination of drawing, dictating, and writing to compose opinion pieces...

GRADES 1-2 | Write opinion pieces...

KINDERGARTEN | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts...

GRADES 1-2 | Write informative/explanatory texts...

KINDERGARTEN | Use a combination of drawing, dictating, and writing to narrate an event...

GRADES 1-2 | Write narratives...



SECRET SITE RESOURCES

Writing templates for the different developmental stages

Teach the essential skills for each type of writing.

Persuasive

ESSENTIAL INGREDIENTS



PURPOSE | Share feelings, opinions, or claims that are based on facts and evidence.

Identify debatable topics (e.g., likes/dislikes, fair/unfair, right/wrong).

PREWRITE SKILL

Name the 2 sides.

PREWRITE SKILL

Find the strongest side.

Teach the process for “choosing” a side.

PREWRITE SKILL

Write your opinion.

PREWRITE SKILL

Give details.

Explain the organization of all persuasive writing:

- WHAT I think/want.
- WHY I think it.
- WHAT I think/want.

Informative

ESSENTIAL INGREDIENTS



PURPOSE | Give the reader facts about a topic; to clarify or explain something.

PREWRITE SKILL

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			

Tell about the subject/topic.

- Provide lots of facts, details, knowledge about the topic.
- Reveal the environment or habitat around the subject (e.g., place, objects in background, time of day, season, weather).
- Speak, label, or write with vocabulary related to the topic.

Organize the information in the middle.

- Each middle “sentence” teaches the next step in the process.
- Each middle “sentence” reveals another big idea/part of the topic.
- Each middle “sentence” shows another category of comparison.

PREWRITE SKILL

Write the topic.

PREWRITE SKILL

Give facts and details.

Narrative

ESSENTIAL INGREDIENTS



PURPOSE | Entertain the reader with a story.

PREWRITE SKILL

Think of a problem.

Establish a type of problem:

- Problem with someone.
- Problem with something.
- Problem with himself.

PREWRITE SKILL

Plan a solution.

Establish a type of solution:

- Someone helped.
- Something helped.
- Something changed.

PREWRITE SKILL

Name the character(s).

PREWRITE SKILL

Write in time order.

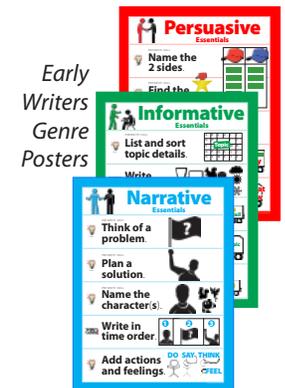
Plan a new story— M, E, B.
Then write the story— B, M, E.



RELEVANT RESOURCES



Launching the Writer's Workshop: Grades K-2



Early Writers Genre Posters

Persuasive

ESSENTIAL INGREDIENTS

Identify debatable topics (e.g., likes/dislikes, best/worst, fair/unfair, right/wrong).

Teach the process for “choosing” a side.

- STEP 1: Identify the different sides.
- Step 2: List details or facts for each side.
- Step 3: Study the lists.
- Step 4: Decide on the strongest side.



DOGS

- Snuggle with you
- Wag their tails when they're happy
- Need you to take them on a walk
- Play fetch
- Lick you
- Show you they love you
- Can do tricks
- Jump up on you
- Need a bath
- Could be really big and take up lots of space
- Eat food from giant, heavy bags

CATS

- Clean themselves by licking
- Cuddle with you occasionally
- Hide a lot
- Lay around
- Are small and don't take up much space
- Eat food from small cans

WRITING TEMPLATES & SAMPLES ARE ON THE SECRET SITE



Explain the organization of all persuasive writing:

BEGINNING—

- *What I think/want.*

MIDDLE—

- *WHY I think it.*
- *WHY I think it.*
- *WHY I think it.*

ENDING—

- *WHAT I think/want.*
- *HOW I'd FEEL if I got it..*

ORAL WRITING

LABEL WRITING

LIST WRITING

SENTENCE WRITING

Use the opinion as the topic sentence— avoiding because.

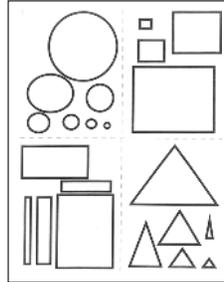
Informative

ESSENTIAL INGREDIENTS

- Tell about the subject/topic.
 - Provide lots of facts, details, knowledge about the topic.
 - Reveal the environment or habitat around the subject (e.g., place, objects in background, time of day, season, weather).
 - Speak, label, or write with vocabulary related to this topic.

ORAL WRITING

Use visuals (photos, diagrams, big books) for them to explain or recall information.



PICTORIAL WRITING

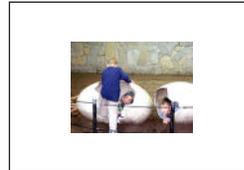
Draw small, close-up details to convey accurate and abundant information to the reader.



LABEL WRITING

Label and list with specific word choice.

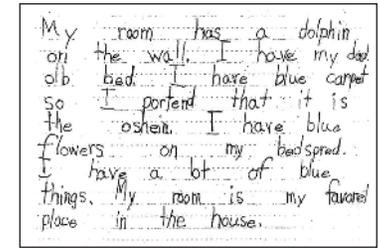
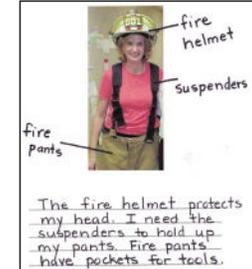
- Nouns (e.g., people, places, parts)
- Names/proper nouns
- Action verbs
- Adjectives (e.g., colors, senses).



LIST WRITING



SENTENCE WRITING

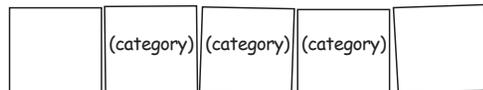
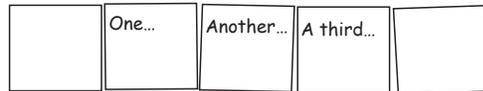


Organize the information in the middle.

- Each middle "sentence" teaches the next step in the process.
- Each middle "sentence" reveals another big idea/part of the topic.
- Each middle "sentence" shows another category of comparison.

ORAL WRITING

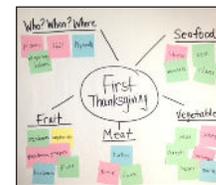
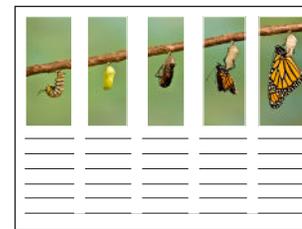
Tape paper to reveal the correct organization.



PICTORIAL WRITING

LABEL WRITING

Number the details to indicate order.



LIST WRITING

SENTENCE WRITING

The list is the writing—initially. But then the list serves as a prewrite/graphic organizer to generate sentences.

Summer		Winter
bathing suits flip flops shorts tank tops T-shirts	clothing	boots coats warm socks hats mittens gloves sweaters
hot dogs hamburgers food trays corn on the cob ice cream grilled food	food	turkey ham soup chili hot chocolate
swimming baseball bike riding shopping	outdoor activities	ice skating making snow angels sledding snowman building



Narrative

ESSENTIAL INGREDIENTS

Establish a type of problem:

- Problem with *someone*.
- Problem with *something*.
- Problem with *himself*.

Establish a type of solution:

- *Someone* helped.
- *Something* helped.
- *Something* changed.

ORAL WRITING

Introduce types of story problems and types of solutions.

Outline a process for choosing the strongest combination.

PICTORIAL WRITING

CHARACTER & SETTING



Two boys were at the beach playing in the sand.

LABEL WRITING

PROBLEM

- Flicks sand in the eye
- Tide comes in & washes away sand castle
- Find a diamond ring

LIST WRITING

SOLUTION

- *Someone* helps • Boy apologizes & helps wash it out
- *Something* changes • Realize it happens every day & can start over
- *Someone* helps • Parent helps find a security guard

SENTENCE WRITING

A boy on my bus told me how to pull my tooth out. He told me to pull a little bit hard, then harder, then rilly hard. That was a little left. I yanked it out.

Recognize stories have plots.

- Describe a problem.
- Provide a solution.



Use photos to inspire potential story problems and solutions.



List several potential story problems for the same photo. Choose the strongest one—the one you know the most about and seems the most realistic.

NARRATIVE WRITING

Plan the Story's Problem | 1. List & 2. Choose



Write out a story problem and realistic solution.



I ♥ You papa!

ONE I WENT TO MY PAPA'S. FURU I CRID CUS IT WAS SAD. SO DID MY DAD. HE SAID, "MAN CRIE TO." I ASK MADAM FILL BETER I WILL ALL WAS REMEMBER HIM.

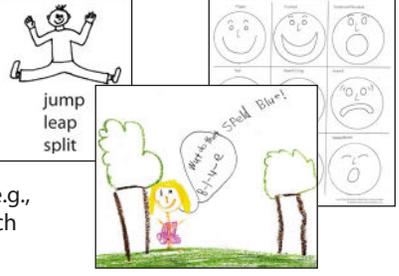
Identify who the story is about— name the character.



Use photos to inspire potential characters.



- Draw people in 3D and with clothes— not stick people.
- Draw people in motion, action, reaction (e.g., bent limbs).
- Draw people with feelings (e.g., facial expressions) that match the problem and solution.



jump leap split

What's the Special Plan?

- Label the character's actions (verbs).
- Add dialogue with speech bubbles.
- Add thoughts and feelings with thinking bubbles.

Incredibil

IN JANUARY MY MOM AND DAD TOOK MY BROTHER AND I TO FRONKER PARK. WE WENT SLIDING DOWN A HUGE SNOW COVERED MOUNTAIN. WE HAD LOTS OF FUN. IT HAD A LOT OF BUMPS. WE HAD ARE INNER TUBS. AT SOME POINTS WE WENT FLYING IN THE AIR AND AT OTHERS WE SLID ON THE GROUND. WE WERE ON THE HIGHEST PART OF THE MOUNTAIN IT FELT LIKE A MIRACULOUS DROP. I HAD SO MUCH FUN I FORGOT THAT MY MOM AND DAD WERE THERE I HAD SO MUCH FUN I FORGOT MY BROTHER WAS THERE.

Plan a new story— M, E, B. Then write the story— B, M, E.



Compose oral stories using the Story Strip.

Storyboard icons: Setup, Mix-up, Fix-up.

Setup: What is the story about? Where does this happen? When did this happen?

Mix-up: What is the problem? What is wrong?

Fix-up: What happens at the end? How does the character feel? What does the character learn?

Storyboard template with character and action icons.