



Write with the WOW! factor

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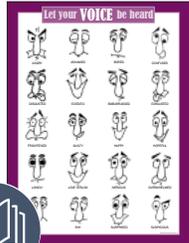
Recognize the writing traits that WOW!

<p>Teach writing skills honoring 3 key principles.</p> <p>1</p> <p>Connect to the reciprocal reading skills.</p>	<p>VOICE is the writer's attitude about what he is writing. </p>	<p>WORD CHOICE is the use of specific, precise, "bullseye" vocabulary. </p>	<p>SENTENCE FLUENCY is how smooth the writing sounds. </p>
<p>2</p> <p>Utilize mentor text to reveal the skill authentically.</p>	<p>NARRATIVE TEXTS</p> <ul style="list-style-type: none"> • <i>Monster at the End of this Book</i>, Jon Stone • <i>The Harmonica</i>, Tony Johnston <p>INFORMATIVE TEXTS</p> <ul style="list-style-type: none"> • <i>Balloons Over Broadway</i>, Melissa Sweet • <i>Oh Yuck!</i> and <i>Oh Yikes!</i> Joy Masoff <p>PERSUASIVE TEXTS</p> <ul style="list-style-type: none"> • <i>I Wanna Iguana</i>, Karen Kaufman Orloff • <i>A Perspectives Flipbook</i>, history series 	<p>NARRATIVE TEXTS</p> <ul style="list-style-type: none"> • <i>Thesaurus Rex</i>, Laya Steinberg • <i>Fox</i>, Margaret Wild <p>INFORMATIVE TEXTS</p> <ul style="list-style-type: none"> • Informational books by Steve Jenkins • <i>The Boy Who Harnessed the Wind</i>, William Kamkwamba <p>PERSUASIVE TEXTS</p> <ul style="list-style-type: none"> • <i>The Day the Crayons Quit</i>, Drew Daywalt • "I Have a Dream," Martin Luther King Jr. speech 	<p>NARRATIVE TEXTS</p> <ul style="list-style-type: none"> • <i>Roller Coaster</i>, Marla Frazee • <i>Come On, Rain!</i> Karen Hesse <p>INFORMATIVE TEXTS</p> <ul style="list-style-type: none"> • <i>Bat Loves the Night</i>, Nicola Davies • <i>Freedom Song: The Story of Henry "Box" Brown</i>, Sally M. Walker <p>PERSUASIVE TEXTS</p> <ul style="list-style-type: none"> • <i>The Day the Crayons Quit</i>, Drew Daywalt • "I Have a Dream," Martin Luther King Jr. speech
<p>3</p> <p>Teach individual skills and follow with low stakes writing experiences.</p>	<p>EVIDENCE IN STUDENT WRITING:</p> <ul style="list-style-type: none"> • Writer attitude or tone about topic • Sense of audience; engagement • Point of view; perspective • Feelings & emotions 	<p>EVIDENCE IN STUDENT WRITING:</p> <ul style="list-style-type: none"> • Right word, right spot • Content vocabulary • Precise nouns • Powerful action verbs • Sensory description; adjectives • Use of synonyms 	<p>EVIDENCE IN STUDENT WRITING:</p> <ul style="list-style-type: none"> • Complete sentences; easy to read aloud • Varied sentence beginnings • Varied sentence lengths • Varied sentence types • Impact or effect of sentence structure

VOICE

ALL EXAMPLES & TEMPLATES AVAILABLE ON THE SECRET SITE

Broaden vocabulary of "feeling" words.



Name the voice & identify the words that suggest it.



IN NARRATIVE WRITING

Show character actions— don't tell character feelings.

<p>Embarrassed</p> <ul style="list-style-type: none"> red cheeks hide face go away from crowds cry 	<p>Exhausted</p> <ul style="list-style-type: none"> droopy eyes drooping off hunched over in chair baby steps lazy trouble thinking 	<p>Frightened</p> <ul style="list-style-type: none"> screaming w/ th fear big eyes gasping deeply wet pants faint
<p>Hopeful</p> <ul style="list-style-type: none"> praying standing with hands together not patient shifting side to side 	<p>Happy</p> <ul style="list-style-type: none"> wide big eyes laugh jump with joy hugging crying with joy 	<p>Guilty</p> <ul style="list-style-type: none"> wandering eyes lying not looking you in eyes
<p>Lonely</p> <ul style="list-style-type: none"> frowning sad By yourself wanting to make friends 	<p>Love struck</p> <ul style="list-style-type: none"> gaga eyes staring smiling stuttering when talking red cheeks 	<p>Nervous</p> <ul style="list-style-type: none"> stuttering when you talk sweating big eyes breathing heavily santing

GRADES 7-12 ONLY | Manipulate the tone with parody, sarcasm, irony, etc.

IN INFORMATIVE WRITING

Use first-person point of view when writing in the subject areas.

Dear Miss Mina Mitochondria,

As the leader of this cell, I would like to thank you for being such a great energy source. Since I spend most of my time directing activities along with the traffic that leaves me, I would not be able to work without you. Holding all of the cell's DNA is also a very hard job. You see, the hair and the eye color genes just don't get along!

As powerhouse of the cell, I am sure you are very tired at the end of the day, but you never show it. Breaking down all of the food in the cell and then releasing all of the energy can't be easy. You must be totally wiped out at the end of the day. I can't imagine storing all of that energy also.

Thank you Miss Mina, for all that you do. Without you, we would never make it as a cell.

Sincerely,
Nellie Nucleus

Chicks

I am very mad because I am stuck in this egg. Do I like this? No, I do not. I am (ouch) crunched! And the bad news is I have to stay in here for 21 days. And it is hot, cramped and dark. I hate it in here!

As soon as I am done with this egg, I am going to throw it far, far away!!!! Yes that's what I will do. And I will laugh at it to. Yes that's what I will do. The egg is going to land in China!! Can I throw it that far? That would be very, very far.

I am going to try to get out of this egg. Peck, peck, peck hold on its cracking!! Peck peck peck I have to take a break. Now for the final peck. Peckkkkkk. Kaboomm! I am out! Finally! Now I have a life.

Engage the reader with interesting facts about the subject matter.



IN PERSUASIVE WRITING

Write about a debatable topic multiple times— each from a different perspective.



GRADES 7-12 ONLY | Maintain a formal style while incorporating voice.



SENTENCE FLUENCY

ALL EXAMPLES & TEMPLATES AVAILABLE ON THE SECRET SITE

Listen for run-on sentences.

Hearing Punctuation		EXAMPLE
•	Stops	Identifies sentence ends
?	Goes up	Identifies how the speaker feels
!	Goes loud	Identifies how the speaker feels
~	Pauses	Identifies when the speaker is thinking
↔	Sounds like the character or subject	Identifies the subject of the sentence
...	Drifts off to acknowledge there was more, but it won't be said.	Identifies when the speaker is thinking
—	Stops abruptly, then reads remaining text quickly	Identifies when the speaker is thinking
()	Whisper to the reader	Identifies when the speaker is thinking
bold	Stresses or emphasizes these words	Identifies when the speaker is thinking
ALL CAPS		Identifies when the speaker is thinking

Alphabet Passage	
ABC?	
DEFG.	
HI!	
I, J, and K.	
L?	
MN?	
OP, and QR.	
STU!	
V?	
WXY.	
Z!	

Chart sentence variety.

Sentence #	# of Words	First 3 words	Last word & End mark



Compare sentence-length variety to passing the **SLINKY TEST**.

Teach **SENTENCE FLIPPING**. Rearrange the order of the words in the sentence.

END WITH A NOUN to bring closure to a thought.

Lengthen a sentence in two ways:

1. Extend a sentence while providing more information.

• Add **PREPOSITIONS**, showing when, where, why, or how.

• Add **DEFINITION DETAILS** before or after topic-specific vocabulary.

• Add a **SENSORY DETAIL** to describe the sound, smell, taste, look, or texture of something.

• Add a **COMPARISON** relating something to something else.

• Include additional **ACTION VERBS** to describe the subject.

2. Combine two shorter sentences to create a long efficient sentence.

• Link related sentences with **AND, BUT, OR, BECAUSE**. Connect the ideas with a comma and eliminate repeated words.

• Insert key words or **PHRASES FROM ONE SENTENCE** into another, separating them with commas.

• Link related sentences with a **SEMICOLON**, eliminating any repeated words.



IN NARRATIVE WRITING



Provide background information in **LONG** sentences.

Describe slow, calm, and relaxed moments in a couple **LONG** sentences.



Write fast, angry, and urgent moments with several **SHORT** sentences.

IN INFORMATIVE WRITING



Explain reasons, clarify ideas, present text evidence, and conclude thoughts all using **LONG** sentences.



Restate previous ideas in **SHORT**, succinct sentences.



Isolate powerful facts in **SHORT** sentences.



Punctuate important ideas in **SHORT** sentences.

IN PERSUASIVE WRITING



State reasons, present text evidence, and provide explanations in **LONG** sentences.



Declare, announce, or demand in **SHORT**, declarative sentences.

Vary sentence lengths to fit the genre and purpose.