

Tips for Speculative Writing Grades 3-5

The speculative prompt presents a brief scenario. Student use that scenario as a springboard for writing a story, drawing on stories they have read as well as their own experiences to develop ideas for their own stories.

- Brainstorm scenarios from literature/novels and have students discuss that scenario and their decisions; compare with author's decisions
 - o Model your writing to share with students
 - o Model with the Graphic Organizer below
 - o Have students discuss with each other what they would do
 - o Have students use their graphic organizer
- Brainstorm scenarios in your own life that really affected you in a positive or negative way
 - o Model what you would do as a writer
 - o Model with the Graphic Organizer below
 - o Have students discuss with each other what they would do
- Brainstorm a list of potential prompts that could be on the test
 - o Chose 2-3 prompts and answer them.
- Work on good beginnings
 - o Jump into the moment of the prompt
 - Use dialogue to open up student writing
 - Description of Setting
 - Description of Main Character
 - The beginning should only last a few sentences and should always include the focus of the prompt
- Work on endings/closings
 - o Don't rush through your ending
 - Use dialogue, setting and character descriptions
 - Use reflections, emotions, feelings of the main character
 - If students are struggling with endings, teach them to always create happy ending/solution.
- Work on cohesion make sure the BME flow and make sense
 - o Have students keep one setting
 - o Limit the number of characters. 1-2 additional characters than the ones listed in the prompt
- Use Craft to show voice and compositional risks
 - o Including emotions, feeling, reactions of main character
 - o Use Dialogue
 - o Simile and Metaphors
 - o Figurative language
- Use this graphic organizer:
 - o Title:
 - o Characters:
 - o Setting:
 - o Beginning:
 - o Middle:
 - o End:
 - o Feelings of main character:

Tips for Expository Writing Grades 3-5

There are two formats for assessing expository writing: one introduces a topic in a brief verbal prompt and asks student to develop a composition about that topic; the second format begins with a poem that introduces a topic. That topic is elaborated further by a brief verbal prompt that students use as a basis for writing their composition. The prompts are based on topics familiar to students and ask them to describe, discuss, explain, or analyze some aspect of the topic. Students draw on their own experience and what they know to develop their ideas.

- Brainstorm lists of people, places and things that are important to students
- Facilitate discussions around the importance of these people, places and things
- Choose one topic/one poem to then focus on
 - o Model your writing to share with students
 - o Model with the Graphic Organizer below or one that truly works for your students
 - o Have students discuss with each other their feelings, thoughts and reactions on a topic
 - o Have students use their graphic organizer
- Offer similar writing assignments where students describe and explain the importance of people, places and things
- Use directions as checklist in their writing, each question or directions should be answered
- Work on good beginnings and endings/closings
 - o Repeat the problem in the prompt
 - o Jump into the moment of the prompt
 - Use dialogue, setting and/or a description of self.
 - If students are struggling with endings teach students to create happy ending/solution.
 - Endings need to be insightful
- Work on cohesion make sure the BME flow and make sense
- Use Craft to show voice and compositional risks
 - o Including emotions, feeling, reactions, opinions, wondering
 - o Use Dialogue
 - o Simile and Metaphors
 - o Figurative language
- Keep a consistent graphic organizer:
 - o Topic:
 - o Beginning:
 - o Middle:
 - o End:
 - o My Feelings around the topic:

Tips for Persuasive Writing Grades 6-8

The persuasive prompt elicits students' point of view or opinions of a given controversy. The controversies presented can be interpersonal, school/community related, or societal in nature.

- Brainstorm scenarios from literature and articles and have students discuss the issues presented and their decisions; compare with author's decisions/angle
 - o Model your writing to share with students
 - o Model with the Graphic Organizer below
 - o Have students discuss with each other how they feel about the issue
 - o Have students use their graphic organizer
- Brainstorm scenarios in your own life that really affected you in a positive or negative way
 - o Model what you would do about this issue
 - o Model with the Graphic Organizer below
 - o Have students discuss with each other what they would do
- Brainstorm a list of potential prompts that could be on the test
 - o Chose 2-3 prompts and answer them.
- Work on good beginnings
 - o Jump into the moment of the prompt
 - The beginning should only last a few sentences and should always include the focus of the prompt
 - State your opinion, make it clear
- Work on endings/closings
 - o Don't rush through your ending
 - Use reflections, emotions, feelings, opinions around this issue
- Work on cohesion make sure the BME flow and make sense
- Use Craft to show voice and compositional risks
 - o Including emotions, feeling, reactions, opinions
 - o Use evidence, examples
 - o Simile and Metaphors
 - o Figurative language
- Use this graphic organizer:
 - o Topic/Issue:
 - o Angle/Opinion:
 - o Beginning/State overall angle:
 - o Middle/Reasons:
 - o End/Offer Insight:
 - o Feelings/opinions around issue:

Tips for Explanatory Writing Grade 6-8

Prompts present students with an essay topic based on a quotation or adage, or based on a familiar topic. Each is a springboard for the student to write a composition. Explanatory writing is used to share knowledge and to convey ideas and experience. In responding to the topic or quotation presented, students are asked to explain their points of view and to create original works. Explanatory writing may be based on the writer's personal knowledge and experience or on information presented to the writer.

- Brainstorm inspiring quotes, discuss with students
- Research and explore idioms with students, discuss meaning and then have students write about one
- Make personal connections to quotes and idioms and have students discuss and write about this
- Brainstorm lists of people, places and things that are important to students
- Brainstorm lists of people, places and things that are important to students
- Facilitate discussions around the importance of these people, places and things
- Choose one quote to then focus on
 - o Model your writing to share with students
 - o Model with a Graphic Organizer that truly works for your students
 - o Have students discuss with each other their feelings, thoughts and reactions on a topic
 - o Have students use their graphic organizer and then have them write
- Use directions as checklist in their writing, each question or directions should be answered
- Work on good beginnings and endings/closings
 - o Repeat the problem in the prompt
 - o Jump into the moment of the prompt
 - Use a description of self.
 - If students are struggling with endings teach students to create happy ending/solution.
 - Endings need to be insightful
- Work on cohesion make sure the BME flow and make sense
- Use Craft to show voice and compositional risks
 - o Including emotions, feeling, reactions, opinions, wonderings
 - o Use Dialogue
 - o Simile and Metaphors
 - o Figurative language
- Keep a consistent graphic organizer

Writing Process: Grade 3

Biography/ Research Report

Tips:

- Choose fewer subjects and group students together in partnerships
- As the teacher, you approve the subject choices based on appropriate resources and your background knowledge
- Pick a theme: ex) Athletes, Women, Presidents, First Ladies, Inventors, Authors, Environmentalists, Humanitarians.
- Give them a research guideline make sure they have all the facts they need about their subject
- Have them research about the time period in which his/her subject lived.
- Include drawings, photographs and captions
- Create a timeline
- Explore themes of leadership, perseverance, courage, generosity, endurance, resilience, talent and charisma
- Model for the students how to take notes and what they look like
- Have students share their facts with other
- Model how to organize facts
- Use Big Index Cards for students to organize their facts on
- Create a public processing chart with student names so you can see where everyone is in the process

Research Guidelines	
<u>General</u> <ul style="list-style-type: none">o Birth Date/Birthplaceo Death Date/ Place of Deatho Timeline with important dates/events	<u>Adulthood (20 yrs old and older)</u> <ul style="list-style-type: none">o Where he/she livedo Details about their own familyo Major Accomplishments (provide dates)o Significance (Why this individual is famous?)o Obstacles or struggles that he/she overcameo Talentso Time period in which he/she lived
<u>Childhood (Birth to 20 yrs. old)</u> <ul style="list-style-type: none">o Where he/she grew upo Family life (brothers, sisters, etc.)o Early influences (if any)o Educationo Any major events that happened as a childo Obstacles he/she overcame	<u>Their Influence (what we can learn from them)</u> <ul style="list-style-type: none">o Famous saying or quote that he/she is known foro Character Traits (how would you describe him/her)o Lessons the world have learned from his/hero Reflection

Writing Process: Grade 5

Research Report

Tips:

- As the teacher, you approve the subject choices based on appropriate resources and your background knowledge
- Pick a time period: American Revolution, Civil War, Civil Rights, Industrial Revolution, Environmental Movement
- Give them a research guideline make sure they have all the facts they need
- Review what a thesis statement is and how it applies to this unit of study
- Include drawings, photographs and captions
- Create a timeline of major events
- Explore ideas around change, resistance, improvements, laws, activism, leaders
- Explore Author's motivations for writing the informational texts
- Explore how facts are imbedded in narrative
- Conducting interviews to learn more about a topic
- Have students make connections to experiences and previous background knowledge
- Use facts to further writing with wonderings, questions, reactions and opinions
- Model for the students how to take notes and what they look like
- Have students share their facts with other
- Model how to organize facts
- Use Big Index Cards or colored paper for students to organize their facts on
- Unpack the structure of a Research Report/Essay
- Create a public processing chart with student names so you can see where everyone is in the process

Stretching my Writing with my Facts	
Facts	Reactions: A thought, A question, A wondering, Imagine if...

Writing Process: Grade 4, 6, and 7

Persuasive Letter (4)

Persuasive Essay (6&7)

Tips:

- As the teacher, you approve the topics chosen based on appropriate resources and your background knowledge
- Pick a relevant complex issue: zoos, environmental issues, healthier foods, current laws, immigration, standardized tests, etc.
- Give them a research guideline make sure they have all the facts they need
- Review what a thesis statement is and how it applies to this unit of study
- Explore how our opinions don't have to be at the extremes of an issue.
- Explore Author's motivations for writing their angle
- Explore how facts, statistics are used to support thesis statement
- Conducting interviews to learn more about a topic
- Use facts to further writing with wonderings, questions, reactions and opinions
- Model how to organize your essay
- Use Big Index Cards or colored paper for students to organize parts of their essay
- Unpack the structure of a Persuasive Essay
- Create a public processing chart with student names so you can see where everyone is in the process

Planning out Possible Ideas for Persuasive Writing			
Possible Persuasive Topic	Angle/ Your STRONG Opinion	Possible Anecdote	Research Needed (i.e. facts, data, survey, interview expert)

Persuasive Essay Checklist

Things to include in my draft:

Beginning

- ☐ Lead: Set the scene
- ☐ Tell a personal anecdote or an anecdote about someone you observed / interviewed to support my angle
- ☐ Ask a question to guide the writing
- ☐ State your angle

Middle

- ☐ History or background information related to the topic to support my angle
- ☐ Facts, data, surveys, interview related to the topic to support my angle
- ☐ Ask a question to guide the writing
- ☐ Tell the opposite point of view

End

- ☐ Leave readers thinking about the topic