

# Strategies to Help Students Write Longer, More Developed Pieces



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## WRITING MINI-LESSONS

### Clarify *listy* versus *developed*.



#### NOT THE GOAL

- Long & listy.
- Important points are mentioned & provide a broad or general understanding of a topic.

#### THE GOAL

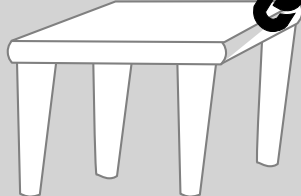
- Long & developed.
- Important points are revealed & then developed with specific details to thoroughly explain the topic.



Introduce colorful sentences. Every "colorful" idea includes several sentences before the next colorful idea is introduced.



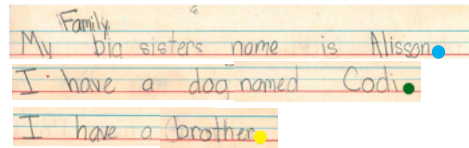
Introduce table-top sentences and supporting-leg details. Hold up each table-top idea with sentence-legs of support.



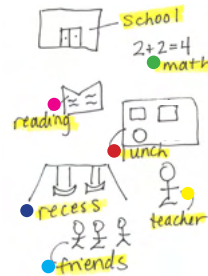
### Expect idea development in every writing stage.

#### NOT THE GOAL

Picture a school where all students are treated fairly, kindly, and respectfully. For now, however, this "dream" is more a nightmare as teens are often judged based on what they wear. In addition to taking the judgment out, wearing uniforms would save kids the stress of deciding what to wear to school every day. It's not just the kids that need to stop worrying so much about fashion, it's their parents, too. Uniforms can actually bring people together.



- school
- friends
- teacher
- math
- reading
- lunch
- recess



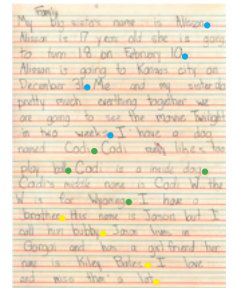
#### PARAGRAPH/ SENTENCE WRITING

#### THE GOAL

Picture a school where all students are treated fairly, kindly, and respectfully. Kids could walk the halls without the worry of being made fun of because of their outer appearance. This may sound like just a fantasy, but in fact, it could become a reality in every school across the nation. Having uniforms in public schools could make this dream come true.

For now, however, this "dream" is more a nightmare as teens are often judged based on what they wear. Every day, kids are tormented by their peers for wearing clothes that are considered "not cool." This could be easily solved if all kids wore uniform clothes. If everyone was dressed exactly the same, then no one could judge others by what they wear. Kids would take the time to get to know each other, instead of saying, "I don't like her cheap clothes, so obviously she isn't good enough to be friends with me!" With uniforms, teens would decide whether they like someone based on personality alone.

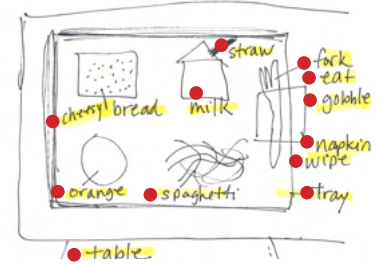
In addition to taking the judgment out, wearing uniforms would save



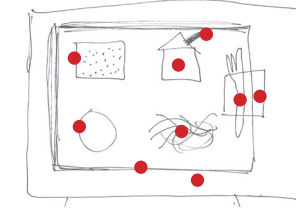
#### LIST WRITING

- lunch
- spaghetti
- milk
- straw
- cheesy bread
- orange
- fork
- eat
- gobble
- napkin
- wipe
- tray
- table

#### LABEL WRITING

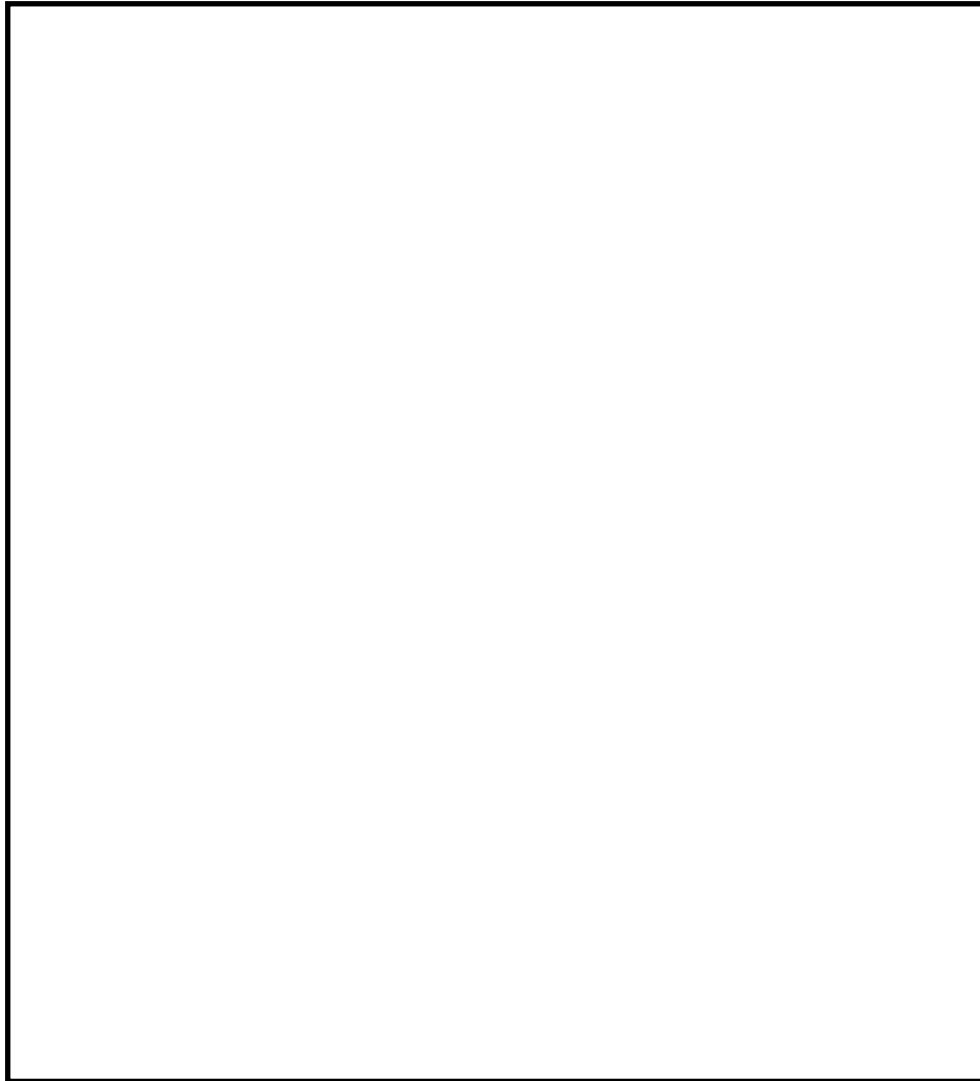


#### PICTORIAL WRITING



**NOW IT'S YOUR TURN! Explain ONE facet of a student's life.**

Within the box, generate a grade-appropriate product (e.g., 1 paragraph, 1-3 sentences, a picture with labels, etc.).

A large, empty rectangular box with a black border, intended for a student to write or draw their response to the prompt.

# Teach 10 ways to add more information.

## #1 Tell more about the "when."



- Time of day: 10 a.m., noon, after lunch, at bedtime, the following day, 4 hours later



- Time of year: summer, tornado, hunting season, Thanksgiving, first day of school, February, etc.



- Time line: present day, day in the past, futuristic, a particular era, etc.

## #2 Tell more about the "where."



- Geography: city, state, country, etc.



- Specific location: inside, outside, in a vehicle, etc.



- Close-up details: objects in the environment, background, habitat
- Mood: feelings, attitude

### PRE POSITION

- Prepositions: where something is positioned



**PICTORIAL WRITERS** include accurate and true-to-life details in the background of drawings.



**PICTORIAL WRITERS** draw objects in relationship to one another to represent their precise positions.

above	beneath	into	to
across	besides	near	toward
after	between	of	under
around	down	off	up
at	during	on	with
before	from	out	without
behind	in	over	
below	inside	through	

## #3 Tell more with numbers and statistics.

- Date
- Age
- Quantity
- Temperature
- Time
- Elapsed time
- Speed
- Weight
- Length
- Height
- Volume
- Grade
- Value
- Frequency
- Price
- Score
- Percentage
- Code
- Model number
- Identification number
- Part number



**LABEL WRITERS** include relevant number details within pictures.



## #4 Tell more with action verbs.

- Pre-write action verbs that are associated with the topic.



Verbs

fly	soar
swim	glide
float	jump
hang	sail
slide	flap
smile	



**PICTORIAL WRITERS** draw people and objects in motion.



**PICTORIAL & LABEL WRITERS** add action words near "moving" objects.



# Teach 10 ways to add more information.

## #5 Tell more with sensory details and description.



• **SIGHT:** color, shape, movement, function



• **SMELL:** scent, fragrance, odor, aromas



• **TOUCH:** texture, weight, temperature



• **TASTE:** sweet, sour, salty, rancid, flavor



• **SOUND:** music, whispering/shouting, weather, onomatopoeia

### DESCRIPTIVE ATTRIBUTES:

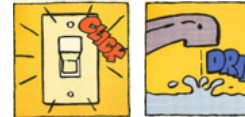
- |             |                  |
|-------------|------------------|
| size        | taste            |
| color       | function         |
| shape       | location         |
| movement    | habitat          |
| symmetry    | direction        |
| texture     | orientation      |
| number      | state            |
| composition | temperature      |
| consistency | weight           |
| medium      | age              |
| smell       | special features |



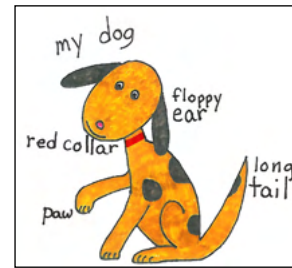
**PICTORIAL WRITERS** include close-up details to communicate texture, smell, taste, and sound.



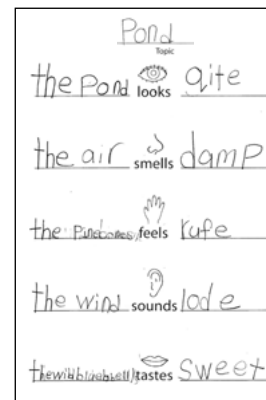
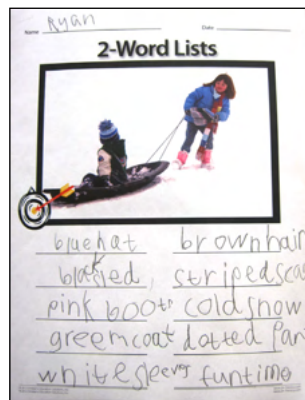
**LABEL WRITERS** include sound-effect words next to objects in the pictures.



**LABEL WRITERS** include adjectives in front of nouns.



**LIST WRITERS** include adjectives in front of nouns.



## #6 Tell more with comparisons.

• Add *-er* or *-est* words: bigger, taller, kinder, the best, the worst, the oldest

• Add *like* to create a simile: The perfume smelled like a flower garden.

• Add *just like* to create a simile: The hilly highway was just like being on a roller coaster.

• Add *as* to create a simile: Her shirt was as tight as plastic wrap on tupperware.

• Add *so \_\_\_\_\_ that* phrase: Her story was so fabulous that I wish I'd written it!

• Add *reminds me of* phrase: Her house reminds me of a magazine photo. Everything is just so perfectly decorated!

• Add a metaphor: The garden is a kaleidoscope of color.

• Add a real-life situation or scenario.

• Add a hypothetical or pretend situation.

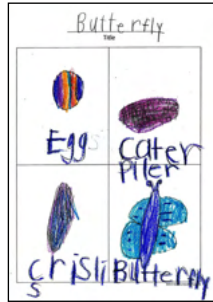
# Teach 10 ways to add more information.

## #7 Tell more with name details.

- First and last names
- Title, position, occupation
- Brand name, company name
- Species, breed, classification, part
- Event, game
- Text title, publication, source



**LABEL WRITERS** name the specific parts of a picture.



## #8 Tell more with definition details.

- Provide a formal definition.
- Offer an everyday explanation.

*This means... That means... Which means...*

**8 TYPES OF DEFINITION DETAILS**

- 1 Authors sometimes print a simple definition to an unfamiliar term.   
*Among the coals, you'll also discover thousands of species of **scorplings**—animals without backbones.*
- 2 Sometimes an author will restate the word in a simpler way.   
*My favorite color is **bluish**. That's a fancy way of saying purple.*
- 3 Explanations can come before or after the term.   
*But Ted wanted to be great. He wanted to hit a **ACE**. He knew he wouldn't get a hit every time he got up to bat—his average hadn't been great that fall. **ACE** meant he hadn't even got his hit the three days he'd hit. But getting a hit 40 percent of the time was a **blatant ace**. Ted thought it might be possible.*
- 4 Some authors include a literal translation of the word's meaning.   
*Slugs, the snails, are **gastropods** (see gastropod), which means "stomach foot" (although they don't dig up with their feet).*
- 5 Authors may describe the purpose of something to make it more clear.   
*Unlike words which have a fixed or fixed size, they have only a broad meaning which **varies**. Some flag of all they can hold under if they get scared.*
- 6 Authors include an example of the term to help to clarify meaning.   
*Some learned that it could be dangerous to swim. **Water safety**, for the 100,000, reacted violently against those who tried to change the way things were treated.*
- 7 Authors often put related words (ideas) in a series separated by commas. The recognizable words may be a clue as to the meaning of the unfamiliar word.   
*The four-sided shapes included squares, rectangles, and **diamonds**.*
- 8 Authors might define a word by using an antonym in the same or nearby sentence.   
*Some sentences offer only a few words in support of an **idea**, while others provide a **blatant**.*

**Punctuation Marks to use with Definition Details**

- : The colon indicates a list of examples.
- ( ) Parentheses signal secret to the reader.
- Definitions can be set off by dashes in the middle of a sentence.
- ,

Commas are used most often.

Definitions are sometimes revealed in different type styles:

*italicized*  
underlined  
**ALLCAPS**  
**bold**

## #9 Tell more with an example.

- For example
- For instance
- One kind
- One type
- Like
- Such as

## #10 Tell more with an explanation.

- Interpret the meaning.
- Describe the impression.
- Explain the importance.

*This means...  
 ...in other words...*

*This conveys...  
 ...gives the impression...  
 This signifies...*

*This is important because...  
 This causes...  
 The impact of this is ...*



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