Writing
Writing is hard
Our job as parents is to encourage our children's writing so they will enjoy putting their thoughts and ideas on paper.
Set the stage with writing supplies

- Think about what you have at home.

- Encourage friends and family to gift writing supplies.
Set the stage with a place to write

A quiet corner is best, the child's own place, if possible. If not, any flat surface with elbow room, a comfortable chair, and a good light will do.
Set the stage with talk

The basis of good writing is good talk.

- Tell stories about your childhood and encourage your child to tell their own stories.
Set the stage with talk

The basis of good writing is good talk.

- Go places and see things with your child, then talk about what you saw, heard, smelled, touched, and tasted.
Set the stage with talk

The basis of good writing is good talk.

- Ask your child about ideas and impressions.
Set the stage with talk

The basis of good writing is good talk.

- Encourage your child to describe people and events.
Writing is another way to tell stories, talk about our day, and share our thinking.

Notes to friends and family
Writing is another way to tell stories, talk about our day, and share our thinking.

Letters
Writing is another way to tell stories, talk about our day, and share our thinking.

Stories to share with others or keep for yourself.
# Purposes for Writing - the Why?

## Table 4. Purposes for writing

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Explanation</th>
<th>Examples of Genres</th>
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<tbody>
<tr>
<td>Describe</td>
<td>to describe something, such as a person, place, process, or experience, in vivid detail</td>
<td>descriptions (e.g., people, places, or events)</td>
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<td>character sketches</td>
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<td>nature writing</td>
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<td>brochures (personal, travel, and so on)</td>
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<td>Narrate</td>
<td>to tell a story of an experience, event, or sequence of events while holding the reader’s interest</td>
<td>diary entries (real or fictional)</td>
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<td>folktales, fairy tales, fables</td>
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<td>short stories</td>
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<td>poems</td>
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<td>eyewitness accounts</td>
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<td>Inform</td>
<td>to examine previously learned information or provide new information</td>
<td>summaries of new or previously learned information</td>
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<td>instructions or directions</td>
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<td>letters</td>
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<td>newspaper articles</td>
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<td>science reports</td>
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<td>Persuade/analyze</td>
<td>to give an opinion in an attempt to convince the reader that this point of view is valid or to persuade the reader to take a specific action (writing to express an opinion or make an argument has a similar purpose); to analyze ideas in text, for example, by considering their veracity or comparing them to one another</td>
<td>persuasive essays</td>
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<td>editorials</td>
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<td>compare-and-contrast essays</td>
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<td>reviews (e.g., of books and movies)</td>
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<td>literary analysis</td>
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</tbody>
</table>
Use a **Process** - One Example of How is...

- **Pick ideas** (i.e., decide what to write about)
- **Organize their notes** (i.e., brainstorm and organize possible writing ideas into a writing plan)
- **Write and say more** (i.e., continue to modify the plan while writing)
Ideas to Support Writing Sentences

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Examples</th>
<th>How the Teacher Can Implement the Activity</th>
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</thead>
</table>
| Sentence framing          | Teachers provide sentence frames to guide students' sentence writing. Frames can range from simple to complex. | I like _______________.
I like to __________ and __________.
My __________ is __________.
When I __________, I like to __________.
She didn't go to ______________ because ______________. | 1. Develop a sentence frame for students to use.
2. Model the use of the sentence frame.
3. Have students use the sentence frame to construct their own sentences.
4. Have students share their sentences with peers and discuss their word choices.
5. Slowly fade the use of the sentence frame during instruction until students can write sentences independently. |
| Sentence expanding³        | The teacher provides a short sentence. Students expand the sentence using different parts of speech. | The dog napped.
The brown dog napped on the couch.
The lazy, brown dog napped on the couch.
The lazy, brown dog napped on the couch while I read a book. | 1. Introduce a short sentence.
2. Model how to add to the sentence using different parts of speech, and demonstrate appropriate capitalization and punctuation as the sentence is expanded.
3. Have students provide suggestions for different parts of speech (e.g., subjects and predicates) to add to the short sentences.
4. Have students work independently or in pairs to expand a sentence.
5. Encourage students to share their expanded sentences in small groups, providing feedback to their peers. |
| Sentence combining³        | Students combine two or more sentences into one simple, compound, complex, or compound-complex sentence. | My dog is brown. My dog is big.
My brown dog is big.
The boy was riding his bike. The boy was careless. The boy ran into a tree.
The boy was careless while riding his bike, so he ran into a tree. | 1. Choose sentences for combining.
2. Model how to combine the sentences using several examples; with older students, introduce moving, deleting, and adding words or parts.
3. Have students rate the quality of the new sentence, provide alternatives to the new sentence, and discuss which sentences sound better and why.
4. Encourage students to work in pairs to combine sentences, creating several new possibilities and rating the quality of their new sentences. |
Places to Go to Get Help for Someone with “Writer’s Block”

https://k12.thoughtfullearning.com/resources/writingtopics

http://www.scholastic.com/teachers/story-starters/