



**WELCOME TO FAMILY FRIDAY!**

**Topic: Writing**

...

**Gallatin Elementary School**

# Gallatin Readers are High Achievers!



# Today you will learn:



- The 3 Genres of Writing taught to students in Downey Unified
- The terms and language to use when writing with your student
- How to check your student's progress using the writing rubric
- Strategies to use at home with your student to encourage and support the writing process



# What are the 3 Genres of Writing?



## Narrative

Students write to tell a story



## Informative

Students write to give information about a topic



## Opinion

Students write to tell how they feel about a topic



# What writing terms does my student use at school?



| <b>Writing Term</b>         | <b>What it means...</b>   |
|-----------------------------|---|
| "Small Moment"              | A small piece in time that a student has experienced.   |
| "Seed Idea"                 | Students think about a smaller topic within the "watermelon" to write about.                                |
| "Long and Strong"           | Students are encouraged to write for long periods of time to build stamina.                                 |
| "Heart of the Story"        | The part of the story that is most important, students are encouraged to stretch out the heart in sequence. |
| "Play a Movie in Your Mind" | Students make a movie in their mind to help visualize their story.  |
| "Show, Don't Tell"          | Students are encouraged to use imagery language to paint a vivid picture for the reader.                    |
| "Fancy it up"               | Students add details and elaborate.   |



# How can I check my student's writing progress?

## Narrative Writing Checklist

|                     | Kindergarten  | NOT YET                  | STARTING TO              | YES!                     |
|---------------------|---|--------------------------|--------------------------|--------------------------|
|                     | <b>Structure</b>  |                          |                          |                          |
| <b>Overall</b>      | I told, drew, and wrote a whole story.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Lead</b>         | I had a page that showed what happened first.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Transitions</b>  | I put my pages in order.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Ending</b>       | I had a page that showed what happened last in my story.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Organization</b> | My story had a page for the beginning, a page for the middle, and a page for the end. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | <b>Development</b>  |                          |                          |                          |
| <b>Elaboration</b>  | My story indicated who was there, what they did, and how the characters felt.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Craft</b>        | I drew and wrote some details about what happened.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | <b>Language Conventions</b>   |                          |                          |                          |
| <b>Spelling</b>     | I could read my writing.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I wrote a letter for the sounds I heard.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I used the word wall to help me spell.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Punctuation</b>  | I put spaces between words.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I used lowercase letters unless capitals were needed.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I wrote capital letters to start every sentence.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



# What else can I do to help my student at home?



- ★ Encourage your child to carry a small notebook with them, paying attention to details and thinking, “I could write a story about this.”
- ★ Think of a strong feeling, then list “small moment” stories pertaining to that feeling. Choose one to write about.
- ★ Think of a subject, or person, place or thing that matters to you, then list small moments you remember. Choose one to sketch and then write the accompanying story.

# What else can I do to help my student at home?



- ★ Think of first times, last times or important times in your life. Write about one of these.
- ★ Take small moments and break them into beginning, middle and end. Develop the tension and the problem. Tell the story using the boxes. Draw pictures and label them with words. Adding words helps to create a foundation for formulating the story.
- ★ Diagram places of memory and label the pictures with individual words.