# Skills for Drawing/Pictorial-Writing

## Ideas
- Writer draws about what he knows and has recent knowledge of/experience with.
- Main idea, action, or event expressed in pictorial form.
- Draw with color detail (v. black & white).
- Draw with true-to-life detail.
- Draw using spatial details.
  - Use the whole page (spread out; center).
  - Draw details in the right size.
  - Draw details in proportion.
  - Add position details (next to, above).
- Draw objects using shapes.
- Draw multiple objects to represent quantity.
- Characters depicted.
- A setting drawn.
- Little, close-up details (veins in leaves, wings & legs on insects, expressive faces).
- Signs of movement.
- Add more details to a picture (revision).
- Multiple pictures on a common topic (idea development).
- Oral story explanation of the drawing.

## Organization
- Balance on the page—good use of white space.
- Balance within pictures: proportion, sizing, two sides that match.
- Draw multiple images to show progression, order, and sequence.

## Voice
- Originality & expressiveness—in color, shape, style, images, labels, topics.
- Evidence of feeling & emotion (e.g., character’s facial details).
- Unique author style. You can tell this piece belongs to a particular child and no other (e.g., the topic is something he would draw about).

## Word Choice
- Squiggle lines that represent words.
- Dialogue bubbles representing characters speaking.
- Strong and specific word choice with the writer’s oral explanation of the drawing.

## Sentence Fluency
- Listen to the fluency of their oral storytelling.

## Conventions
- Original audio recording, provided only.
<table>
<thead>
<tr>
<th>IDEAS</th>
<th>ORGANIZATION</th>
<th>VOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer draws/writes about what he knows about and has recent knowledge of/experience with.</td>
<td>Pictures and text that enhance one another.</td>
<td>Evidence of a reader-writer connection:</td>
</tr>
<tr>
<td>Picture parts are labeled:</td>
<td>Use of a label as a title (e.g., Family).</td>
<td>- An image, moment, or idea that makes the reader feel something.</td>
</tr>
<tr>
<td>- With a letter.</td>
<td>Words that suggest beginning: once, one day, yesterday, etc.</td>
<td>- Text that makes a connection to a personal memory.</td>
</tr>
<tr>
<td>- With a word.</td>
<td>Words that connect ideas: then, next, and, etc.</td>
<td>- Text that you remember and you continue to think about later.</td>
</tr>
<tr>
<td>- With a phrase.</td>
<td>Words that suggest conclusion: at last, finally, when it was all over, etc.</td>
<td>- Text you would like to share with others.</td>
</tr>
<tr>
<td>Pictures match words/letters.</td>
<td>“The End” (an early ending).</td>
<td>Words that convey feelings (e.g., fun, hate, mad, happy, etc.).</td>
</tr>
<tr>
<td>More than one label/detail about the same topic (stays on topic; stays focused).</td>
<td></td>
<td></td>
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<tr>
<td>Oral story explanation of the drawing.</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>WORD CHOICE</td>
<td>SENTENCE FLUENCY</td>
<td>CONVENTIONS</td>
</tr>
<tr>
<td>Label with words of any kind:</td>
<td>Appearance of sentence:</td>
<td>Letter orientation:</td>
</tr>
<tr>
<td>- Single letters.</td>
<td>- Left-to-right letters or words.</td>
<td>- Left-to-right.</td>
</tr>
<tr>
<td>- Letter combinations.</td>
<td></td>
<td>- Upright letters; not sideways or slanted.</td>
</tr>
<tr>
<td>- Words.</td>
<td></td>
<td>- Letters that face the right direction.</td>
</tr>
<tr>
<td>“Wow” word choices that replace nice, fun, cool, neat, very, really, good, awesome, etc.</td>
<td></td>
<td>- Distinction between upper &amp; lower case.</td>
</tr>
<tr>
<td>Strong action verbs that replace go, went, get, got, did, made, put, is, are, was, were, am, etc.</td>
<td></td>
<td>Stretch sounds (consonants &amp; vowels):</td>
</tr>
<tr>
<td>Words that describe the senses:</td>
<td></td>
<td>- Hearing initial sounds /c/.</td>
</tr>
<tr>
<td>- Color words</td>
<td></td>
<td>- Hearing initial and end sounds /ct/.</td>
</tr>
<tr>
<td>- Taste words</td>
<td></td>
<td>- Hearing initial, medial &amp; end sounds /cat/.</td>
</tr>
<tr>
<td>- Size words</td>
<td></td>
<td>Every word has a vowel.</td>
</tr>
<tr>
<td>- Texture words</td>
<td></td>
<td>Introduce the Hh Brothers (Wh, Ch, Sh, Th, Ph).</td>
</tr>
<tr>
<td>- Shape words</td>
<td></td>
<td>Writer can read back what was written.</td>
</tr>
<tr>
<td>- Smell words</td>
<td></td>
<td>Spaces between words (or letters).</td>
</tr>
<tr>
<td>- Name words</td>
<td></td>
<td>Writes own name on paper.</td>
</tr>
<tr>
<td>“Big” words s-t-r-e-t-c-h-e-d o-u-t.</td>
<td></td>
<td>Copies environmental print:</td>
</tr>
<tr>
<td>Specific nouns. The right word in the right spot.</td>
<td></td>
<td>- Use the ABC chart to find/write letters.</td>
</tr>
<tr>
<td>Words woven into the drawing (e.g., on signs).</td>
<td></td>
<td>- Uses topic-specific word banks.</td>
</tr>
<tr>
<td>Character dialogue (in speech bubbles).</td>
<td></td>
<td>- Uses the Word Wall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses resources (name chart, calendar, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applies transfer-spelling strategies.</td>
</tr>
</tbody>
</table>

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Skills for **LIST-WRITING**

### Ideas
- Writer writes about what he knows about and has recent knowledge of/experience with.
- More than one detail on the same topic.

### Organization
- Ideas are organized:
  - Categorized by like things.
  - Sequenced from first to last.
  - Organized from large to small/first to last.
  - Organized alphabetically.
- Transitions connect ideas listed:
  - 1, 2, 3.
  - First, Second, Third.
  - First, Next, Then, Last.
- Writes “The End” (an early ending).
- List is identified by a main-idea title.
- Brainstorm word lists (pre-writing).

### Voice
- Evidence of a reader-writer connection:
  - An idea that makes the reader feel something.
  - An idea that makes a personal connection.
  - An idea you want to share with others.
- Words that convey feelings (e.g., like, love, fun, hate, mad, happy, etc.).
- Text that communicates directly with the audience by asking questions. *Do you like snow? I do.*
- Text that communicates directly with the audience by referencing “you.” *I am going to teach you how to tie your shoes.*
- Writer sounds confident about the topic (expert on the topic).
- Words or phrases characteristic of a particular author’s style. Sounds like a particular writer.

### Word Choice
- Strong action verbs that replace go, went, get, got, did, made, put, is, are, was, were, am, etc.
- Words that describe the senses:
  - Color words
  - Taste words
  - Size words
  - Texture words
  - Shape words
  - Smell words
- “Big” words: t-r-e-e (synonyms).
- Specific nouns (e.g., monster truck v. toy).
- Unique and original wording (e.g., The snowman melted. It looked like he was on a diet).

### Sentence Fluency
- Appearance of sentence (left-to-right letters or words; word groupings).
- Multiple word groupings/sentences (patterned or not).
- Directions are written in a parallel format (similar sentence structure) to make it easy to read quickly.

### Conventions
- Uses correct letter orientation:
  - Left-to-right.
  - Top-to-bottom.
  - Upright letters; not sideways or slanted.
  - Letters that face the right direction.
  - Distinction between upper & lower case.
- Letter/Sound association (phonics).
- Spaces between words (or letters).
- Spaces between lines.
- Writes own name on paper.
- Copies environmental print.
- Uses numbers or bullets to list items.
- Uses commas to set off items in a series.
- Writer can read back what was written.
- Readable spelling.

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### IDEAS
- Writer writes about what he knows about and has recent knowledge of/experience with.
- More than one detail about the same topic (stays on topic).
- The “middle” is longer and includes different types of details:
  - Name details.
  - Number details.
  - What something looks like.
  - What something sounds like.
  - What something tastes like.
  - What something smells like.
  - What something feels like.
  - Comparison details.
  - Feelings and emotions.
  - List examples or items.
  - Where details.
  - When details.
  - What happens next details.

### ORGANIZATION
- Beginning sentence is a type of:
  - When lead.
  - Sensory-description lead.
  - Where lead.
  - Question lead.
  - Action lead.
  - Feeling lead.
  - Sound lead.
- Ideas are organized:
  - Categorized by subtopics.
  - Sequenced from first to last.
  - Comparison from large to small.
- Transitions connect listed ideas:
  - 1, 2, 3.
  - First, Second, Third.
  - First, Next, Then, Last.
- Writing includes an ending sentence.
- Writing includes a title.

### VOICE
- Evidence of a reader-writer connection—
  - A word or idea that makes the reader feel something.
  - A word or idea that makes a connection to a personal memory.
  - A word or idea that you remember and you continue to think about later.
  - A word or idea you would like to share with others.
- Words that convey feelings (e.g., like, love, fun, hate, mad, happy, etc.).
- Utilizing voice-filled conventions to convey feeling:
  - All capital letters: NO!
  - Boldface letters: I said STOP!
  - Underlining words: I never went there again!
- Text that communicates directly with the audience by asking questions.
  - Do you like snow? I do.
- Text that communicates directly with the audience by referencing “you.”
  - I am going to teach you how to tie your shoe.
- Writer sounds confident about the topic (expert on the topic).
- Words or phrases characteristic of a particular author’s style. Sounds like a particular writer.

### WORD CHOICE
- Strong action verbs that replace go, went, get, got, did, made, put, is, are, was, were, am, etc.
- Words that describe the senses:
  - Color words
  - Taste words
  - Size words
  - Texture words
  - Shape words
  - Smell words
  - Name words
- “Big” words s-t-r-e-t-c-h-e-d o-u-t.
- Specific nouns. The right word in the right spot.
- Unique and original wording (e.g., The snowman melted. It looked like he was on a diet.).
- Synonym use, rather than repeating the same words.

### SENTENCE FLUENCY
- Complete thought that makes sense.
- Multiple sentences (patterned or not).
- Mixture of long and short sentences.
- Sentence types vary:
  - Statements (telling sentences).
  - Excitement (exciting sentences).
  - Questions (asking sentences).
- Varied sentence beginnings.
- Reader can read the piece without the writer’s help or interpretation.
- Natural ordering of words in a series.

### CONVENTIONS
- Appropriate use of capitalization (e.g., sentence starting, proper nouns, stylistic effect).
- Use of endmarks.
  - Telling sentences/periods.
  - Exciting sentences/exclamation points.
  - Asking sentences/question marks.
- Capitalized “I.”
- Spaces between words.
- Copies environmental print.
- Writer can read back what was written.
- Readable spelling.
- Sentences text wrap from one line to the next.