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DIVISION OF LITERACY

# Text-Dependent Writing Strategies Guide for All Modes of Writing

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Checklists, Keywords, Transition Words and Phrases,  
Strategies, Graphic Organizers



The ***Text-Dependent Writing Strategies Guide for All Modes of Writing*** was developed to assist teachers in planning and delivering scaffolded writing lessons aligned to the Mississippi College- and Career-Readiness Writing Standards. This guide includes ***Standards, Checklists, Keywords, Transition Words and Phrases, Strategies, and Graphic Organizers***. Districts may use this guide as a scaffold for emergent writers while meeting the needs of individual students. As students grow, teachers should encourage student choice in the particular strategy students use to organize their response and increase development. Students should not be “boxed in” to use one particular strategy. The MDE is not promoting the use of only these particular strategies and listed activities, as this is not an all-inclusive list.

**Additional information and resources for educators may be found by visiting:**

[Mississippi Academic Assessment Program \(MAAP\)](#)



[MAAP Resources](#)

[Literacy Focus of the Month in Action: January \(Writing Connected to Text\)](#)

[Sample Student Writing Responses](#)

**Writing Gallery Checklists:**



[Narrative Writing - Gallery Walk Checklist \(K-5\)](#)

[Informative Writing - Gallery Walk Checklist \(K-5\)](#)

[Opinion Writing - Gallery Walk Checklist \(K-5\)](#)

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# Opinion Writing

## Writing Standards (K-3)

**W.1 Opinion** – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Kindergarten W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
First Grade W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Second Grade W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
Third Grade W.3.1	Students will write an opinion piece in which they will provide reasons that support the opinion, use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons and provide a concluding statement or section.

## Opinion Writing Checklist (K-3)

Kindergarten	1st Grade	2nd Grade	3rd Grade
<p>Students will use a combination of drawing, dictating, and writing to compose opinion pieces in which they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tell a reader the topic or the name of the book they are writing about</li> <li><input type="checkbox"/> State an opinion or preference about the topic or book</li> </ul>	<p>Students will write opinion pieces in which they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the topic or name the book they are writing about</li> <li><input type="checkbox"/> State an opinion</li> <li><input type="checkbox"/> Supply a reason for the opinion</li> <li><input type="checkbox"/> Provide some sense of closure</li> </ul>	<p>Students will write opinion pieces in which they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the topic or book they are writing about</li> <li><input type="checkbox"/> State an opinion</li> <li><input type="checkbox"/> Supply reasons that support the opinion</li> <li><input type="checkbox"/> Use linking words to connect opinion and reasons</li> <li><input type="checkbox"/> Provide a concluding statement or section</li> </ul>	<p>Students will write opinion pieces in which they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide reasons that support the opinion</li> <li><input type="checkbox"/> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</li> <li><input type="checkbox"/> Provide a concluding statement or section</li> </ul>

## Types of Opinion Text

- Speeches
- Advertisements
- Political Notes
- Journal Articles
- Memoirs
- Reviews
- Debates

## Key Words (to determine mode)

reason, stance, support, persuade, feel, explain why, position, think, believe, which is more/less, argument, thoughts, agree/disagree, why

## Transition Words and Phrases

Introductory Words and Phrases	Transitions	Opinion Clues
I think	First, Second, Third	Always / Never
I believe	First of all	Awful / Wonderful
I feel	Next	Beautiful / Ugly
In my opinion	After that	Better / Best / Worst
My favorite	Additionally	Delicious / Disgusting
The best	Equally important	Definitely
I strongly believe	Consequently	Enjoyable / Horrible
From my point of view	Besides	Favorite
It's belief	Further / furthermore	For / Against
Based on what I know	Clearly	Good / Bad
I am convinced	Obviously	Inferior / Superior
Speaking for myself	In addition	Oppose / Support
I know you will have to agree that	For all these reasons	Terrible
I am confident that	Finally	Unfair
	In conclusion	Worthwhile

## Opinion Writing Strategies

### I. **OREO** Opinion Organizational Strategy

<b>Opinion</b>	Tell your readers how you feel about the topic.
<b>Reason</b>	Tell your readers why you feel this way.
<b>Examples</b>	Give your readers some examples of why you feel this way.
<b>Opinion</b>	Tell your readers one more time about your opinion and feelings.

### II. **PEEL** Opinion Organizational Strategy

<b>Point</b>	Make a clear and relevant point or opinion statement.
<b>Evidence</b>	Back it up! Support your point with examples from the text.
<b>Explanation</b>	Explain your point and how the examples support your point.
<b>Link</b>	Link your point to the writing prompt.

### III. **SIC** Developmental Strategy

<p>Determine the mode. Circle the keywords to find the mode. Then...(Deconstruct the prompt: [Underline the verbs and make task bullets.]</p>		
<p>Develop your introduction: I agree/I disagree _____</p>		
<p><b>State</b> what the text says about your introduction</p>	<p><b>Include</b> information in the text and write in your own words using inferencing</p>	<p><b>Collect</b> crucial evidence from the text that supports your information</p>
<p>Transfer boxes into an essay and write a closing statement:</p>		

IV. **Say, Mean, Matter** Strategy

<b>Say</b> What does the text say? (text-evidence)	<b>Mean</b> What does this mean? "Read between the lines"	<b>Matter</b> Why is it important? Why does it matter?

Opinion Writing Graphic Organizers

I. Sample 1

<u>Topic:</u>  <u>Purpose:</u>		
<u>State your opinion clearly:</u>		
<b>Use linking words and phrases like <i>because, therefore, since, for example, and for instance</i> to connect your opinion and reason.</b>		
<u>Reason One</u>	<u>Reason Two</u>	<u>Reason Three</u>
<b><u>Concluding Statement</u></b>		

II. Sample 2

Develop your introduction: I agree/ I disagree _____		
<b>State</b> what the text says about your introduction	<b>Include</b> information in the text and write in your own words using inferencing	<b>Collect</b> crucial evidence from the text that supports your information
Transfer boxes into an essay and write a closing statement:		

III. Sample 3

Transitional Word: Reason 1:  Example 1:	Transitional Word: Reason 2:  Example 2:
<div style="background-color: #cccccc; padding: 10px; border-radius: 15px; display: inline-block;">           Introduction: Hook: State your opinion:         </div>	
Transitional Word: Reason 3:  Example 3:	Opinion (restate):

# Informative Writing

## Writing Standards (K-3)

**W.2 Informative** – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Kindergarten W.K.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
First Grade W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Second Grade W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Third Grade W.3.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately that introduce a topic and group related information together; include illustrations when useful to aiding comprehension, develop the topic with facts, definitions, and details, use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information, and provide a concluding statement or section.

## Informative Writing Checklist (K-3)

Kindergarten	1st Grade	2nd Grade	3rd Grade
<p>Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name what they are writing about</li> <li><input type="checkbox"/> Supply some information about the topic</li> </ul>	<p>Students will write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name a topic</li> <li><input type="checkbox"/> Supply some facts about the topic</li> <li><input type="checkbox"/> Provide some sense of closure</li> </ul>	<p>Students will write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce a topic</li> <li><input type="checkbox"/> Use facts and definitions to develop points</li> <li><input type="checkbox"/> Provide a concluding statement or section</li> </ul>	<p>Students will write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension</li> <li><input type="checkbox"/> Develop the topic with facts, definitions, and details, use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</li> <li><input type="checkbox"/> Provide a concluding statement or section</li> </ul>

## Types of Informative Text

Types of Expository Text	Types of Instructional Text
<ul style="list-style-type: none"> <li>• Legal Documents</li> <li>• Agendas</li> <li>• Essays</li> <li>• Interviews</li> <li>• News Articles</li> <li>• Government Documents</li> <li>• Textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Training Manuals</li> <li>• Contracts</li> <li>• Recipes</li> <li>• Textbooks</li> <li>• Pamphlets</li> <li>• Maps</li> <li>• How-to</li> </ul>

## Key Words (to determine mode)

describe, identify, purpose, report, compare/contrast, similarity/difference, how, problem/solution, define, evaluate, cause and effect, explain how or what, analyze

## Transition Words and Phrases

To Clarify	To Show Relationship	To Link
After all	As for	Also
As can be expected	By the same token	And
Clearly	Comparatively	As an example
Generally	With regard to	As an illustration
Namely	Coupled with	As far as
Naturally	Equally	Furthermore
Obviously	Identically	For example
Of course	In comparison	For instance
Specifically	In the same way	In addition
Surely	Moreover	In contrast
Usually	Likewise	In the same way
	Similarly	Moreover
	Still	Next
	Together with	Not only...but also
	With reference to	Now
		Similarly
		So

		To
		Thus
		Turning to

## Informative Writing Strategies

### I. **RACES** Writing Strategy

<b>R</b>	<b>RESTATE</b> or <b>REWORD</b> the question/prompt into a complete sentence.
<b>A</b>	<b>ANSWER ALL PARTS</b> of the question/prompt.
<b>C</b>	<b>CITE</b> the <b>EVIDENCE</b> from the text that proves your answer is correct.
<b>E</b>	<b>EXPLAIN</b> the <b>IMPORTANCE</b> of the answer or the evidence.
<b>S</b>	<b>SUM UP</b> or <b>RESTATE</b> the answer to the question/prompt.

### II. **INFORM**ative Writing Strategy

<b>I</b>	Include an opening paragraph to introduce the topic.
<b>N</b>	Name facts in the body paragraphs of your essay.
<b>F</b>	Follow the facts with supporting sentences.
<b>O</b>	Organize your writing with transition words.
<b>R</b>	Refer to the topic and include key vocabulary.
<b>M</b>	Make a closing paragraph that relates to the topic.

### III. **SMORE** Informative Writing Strategy

Why? To inform the reader How? Think of <b>SMORE</b>	
<b>S</b>	State the <u>topic</u> .
<b>M</b>	Make sure to <u>define</u> words.
<b>O</b>	Only use important <u>facts</u> .
<b>R</b>	Remember <u>transition</u> words.
<b>E</b>	End with a <u>conclusion</u> .

IV. **Say, Mean, Matter** Strategy

<b>Say</b> What does the text say? (text-evidence)	<b>Mean</b> What does this mean? “Read between the lines”	<b>Matter</b> Why is it important? Why does it matter?

v. **K-1: Can, Have, Are** Strategy

<b>(Title/Topic)</b>		
<u>CAN</u>	<u>HAVE</u>	<u>ARE</u>

<i>(Example)</i> <b>FROGS</b>		
<u>CAN</u>	<u>HAVE</u>	<u>ARE</u>
jump swim hop eat bugs croak	long legs long tongues smooth skin sticky feet	green yellow brown bumpy

Informative Writing Graphic Organizers

I. Sample 1

<b>Title/Topic:</b>		
<b>Can</b>	<b>Have</b>	<b>Are</b>

II. Sample 2

<b>R</b>	Restate/reword:
<b>A</b>	Answer all parts:
<b>C</b>	Cite the evidence:
<b>E</b>	Explain the importance:
<b>S</b>	Sum it up/restate:

III. Sample 3

Transitional Word: Fact 1:  Supporting Detail 1:	Transitional Word: Fact 2:  Supporting Detail 2:
<b>Introduction:</b> Hook: Topic/Rephrase Prompt: Thesis:	
Transitional Word: Fact 3:  Supporting Detail 3:	Closing:

# Narrative Writing

## Writing Standards (K-3)

**W.3 Narrative** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Kindergarten W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely connected events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
First Grade W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Second Grade W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Third Grade W.3.3	Write narratives to develop real or imagined experiences or events by being able to establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally, use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, use temporal words and phrases to signal event order, and provide a sense of closure.

## Narrative Writing Checklist (K-3)

Kindergarten	1st Grade	2nd Grade	3rd Grade
<p>Students will use a combination of drawing, dictating, and writing to narrate a single event or several loosely connected events in which they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tell about the events in the order in which they occurred</li> <li><input type="checkbox"/> Provide a reaction to what happened</li> </ul>	<p>Students will write narratives in which they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recount two or more appropriately sequenced events</li> <li><input type="checkbox"/> Include some details regarding what happened</li> <li><input type="checkbox"/> Use temporal words to signal event order</li> <li><input type="checkbox"/> Provide some sense of closure</li> </ul>	<p>Students will write narratives in which they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings</li> <li><input type="checkbox"/> Use temporal words to signal event order</li> <li><input type="checkbox"/> Provide a sense of closure</li> </ul>	<p>Students will write narratives to develop real or imagined experiences or events by being able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</li> <li><input type="checkbox"/> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li><input type="checkbox"/> Use temporal words and phrases to signal event order</li> <li><input type="checkbox"/> Provide a sense of closure</li> </ul>

## Types of Narrative Writing Text

- Letter
- Poster
- Journal/diary entry
- Story
- Alternate ending
- Finish the story
- Retell from a different point of view

## Key Words (to determine mode)

recount, retell, create, perspective, write another ending, write from another point of view, write the next sequence of events, use a different setting, conflict, solution; alternate version, discuss events, before, during, and after; illustrates, perspective, characters' actions, imagine, beginning, middle, end

## Transitional Words and Phrases

To Show Relationship	To Convey a Sequence and Shift in Time/Setting	To Build Suspense
As	Afterward	All of a sudden
For	At first	Abruptly
By the same token	At the same time	At once
Comparatively	Earlier	Before I knew it
Coupled with	Finally	Just then
Equally	First of all	In a flash
Identically	For the time being	Instantly
In comparison	In the first place	Little by little
In the same way	In time	Out of the blue
Moreover	In turn	Shockingly
Likewise	In conclusion	Suddenly
Similarly	Later	Unexpectedly
Still	Later on	Quickly
Together with	Meanwhile	Slowly
With regard to	Next	Without warning
With reference to	Simultaneously	

	Soon	
	Then	
	To begin	
	To conclude	
	While	
	With this in mind	
	Above	
	Beyond	
	By the way	
	Here	
	In the distance	
	Nearly	
	Over there	
	Opposite	
	There	
	To the left	
	To the right	
	Under	

## Narrative Writing Strategies

### I. Narrative Strategy

<b>Part of the Story</b>	<b>Key Events</b> <i>(List important events that are relevant to the task)</i>	<b>Character Thoughts, Feelings, Actions</b> <i>(Can list one character or multiple characters depending on the task)</i>
Beginning		
Middle		
End		

## II. **Beginning, Middle, End** Strategy

<b>B</b>	<p><b>Introduction/Beginning</b></p> <ul style="list-style-type: none"> <li>-Describe the setting (where/when)</li> <li>-Introduce the character(s) (who)</li> <li>-Explain the situation (what set off the chain of events)</li> </ul>
<b>M</b>	<p><b>Events/Middle</b></p> <ul style="list-style-type: none"> <li>-Describe what happened</li> <li>-Use vivid language to describe characters, setting, events...</li> <li>-Use figurative language to enhance writing</li> <li>-Use of transition words to show time and order (suddenly, before, next,...)</li> </ul>
<b>E</b>	<p><b>Solution/Ending</b></p> <ul style="list-style-type: none"> <li>-Explain how the story ends</li> <li>-Describe what happens to the character(s) and how problems get solved</li> <li>-Add a reflection sentence or closing sentence</li> </ul>

## III. **SCRAPS** Strategy

<b>S</b>	<p><b>Setting</b></p> <ul style="list-style-type: none"> <li>-Where does your story take place?</li> </ul>
<b>C</b>	<p><b>Characters</b></p> <ul style="list-style-type: none"> <li>-Who are the main characters?</li> </ul>
<b>RA</b>	<p><b>Rising Action</b></p> <ul style="list-style-type: none"> <li>-What happens that leads up to the problem?</li> </ul>
<b>P</b>	<p><b>Problem</b></p> <ul style="list-style-type: none"> <li>-What is the main problem?</li> </ul>
<b>S</b>	<p><b>Solution</b></p> <ul style="list-style-type: none"> <li>-How is the problem solved? What did the characters learn?</li> </ul>

## Narrative Writing Graphic Organizer

### I. Sample 1 (Rough Draft)

<b>Title:</b> _____
<b>B</b>
<hr/> <hr/>
<b>M</b>
<hr/> <hr/>
<b>E</b>
<hr/> <hr/>

