

Genre-specific Writing Toolkit

Professional Learning Community Guide

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Recommended Readings: Duke, N. K., Caughlan, S., Juzwik, M. M., Martin, N. M. (2012). Teaching genre. <i>Teaching Exceptional Children</i> , 34-39. Text Structures and Genres: https://www.oise.utoronto.ca/balancedliteracydiet/Text_Structures_Genres.html	

PLC Agenda

Materials: Professional Learning Community Guide; Webinar Viewing Guide; Webinar PowerPoint and Resource Packet

(1) Review Application Assignment (10 minutes)

- **Share updates on your “Micro-level Writing” application.** How did things go? What worked well? What didn’t work as well? (Problem-solve and share suggestions for how to “tweak” and improve instruction and family outreach).

(2) Discuss Research and Webinar

What are Some “Lessons Learned” from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources; 10-15 minutes)

- Why is identifying text type so important for reading and writing?
- Review each phase for teaching genre-specific writing. Discuss the instruction within each phase and how that instruction applies to reading and/or writing.
 - Phase 1: Learning About Genre
 - Phase 2: Learning to Evaluate Genre
 - Phase 3: Learning to Write Genre
- How can you incorporate the “Evaluating Genre” routines into your reading and writing instruction?
 - Take Notes on Graphic Organizer (and use Checklist aligned with Graphic Organizer)
 - Telling/Retelling
 - Text Structure Sorting
- How does teaching the “Beginning-Middle-End” text structure help create a “sameness” across genres?
- How can you incorporate the “Writing Genre” components into your writing instruction?
 - Use Purpose-Form-Topic-Audience for Planning
 - Build Student Discourse Knowledge and Academic Language (e.g., transition words)
 - Explicitly Identify Critical Text Features in Instructional Language
 - Highlight Beginning-Middle-End Structures Across Genres
- After reviewing your student’s writing for quality, how can you enhance your instruction to help improve genre focus, organization, content, style, and/or conventions?

(3) Collaboratively Plan Take-Away Application (See Planning Template; 15-20 minutes)

3a. Discuss how you can “take away” and implement an instructional idea presented in this webinar (or that you learned from the research-based reading). You may use the Collaborative Planning Template on the next page to collectively discuss/plan instructional content with your PLC.

3b. Discuss how you can develop a family outreach activity aligned with content presented in this webinar. For example, what family outreach activity can you create that aligns with the “take away” that you plan to implement in your classroom?

(4) Summarize Next Steps – Application Assignment (2-5 minutes) – Think about/discuss when and how you will implement the instruction and family outreach “take-aways” you discussed during collaborative planning.

Planning Template – Genre-specific Writing

Determine whether you will teach narrative, informational/expository, or opinion/argumentative writing and complete the planning template for that genre.

Instructional Language/Critical Features:

A good _____ (narrative, informational text, opinion, etc.) has. . .

Getting Ready:

What materials or instructional preparation will you need for the “Get Ready” segment of your explicit writing instruction? Put together a “to do” list or resource list. For example, where will you get examples and non-examples? What mentor texts will you use to highlight critical features.

Think Sheet:

Sketch a Think Sheet (graphic organizer) for planning and organizing that aligns with the critical features you listed for this genre of writing.

Edit/Revise Sheet:

What will your Edit/Revise sheet look like? How will you align it with the critical features you listed for this genre of writing?

Action Plan

Classroom Implementation

What instructional strategies or techniques will I implement for the Application Assignment?:

How will I use these strategies or techniques? (How? When? Where?. . .):

Family Outreach

What tools, resources, or instructional strategies will be included in my family outreach?:

How will I implement family outreach? (How? When? Where?. . .):

Implementation Checklist

Consider the following for genre-specific writing instruction:

- Before reading or writing, text type is identified.
- Genres are taught in both reading and writing with alignment of instructional language and materials.
- When students learn about genre, instruction emphasizes:
 - Understanding the feature and purpose of the genre
 - Identifying the genre parts
 - Distinguishing target genre from other texts
- When learning to evaluate genre, instruction incorporates:
 - The use of a checklist/graphic organizer to evaluate the genre
 - The application of the checklist/graphic organizer to student telling/retelling
 - The application of the checklist/graphic organizer to sentence sorting or text structure sorting
- When learning to write genre, instruction includes:
 - Planning with a graphic organizer
 - Writing with a graphic organizer
 - Using a checklist/graphic organizer to evaluate writing
- Genres are taught explicitly using the writing process (e.g., POWER).
- Purpose-Form-Topic-Audience** is used to provide a consistent structure for planning across genres.
- Instruction helps build student discourse knowledge and academic language.
- Instruction explicitly identifies critical text features and uses consistent instructional language to teach each genre.
- Beginning-Middle-End** structures across all genres are highlighted.
- Instruction helps students improve the **quality** of genre-specific writing by enhancing instruction that targets focus, organization, content, style, and/or conventions.