

# **Genre-specific Writing Toolkit**

## **Professional Learning Community Guide**

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<b>Recommended Readings:</b>  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: <a href="https://www.oise.utoronto.ca/balancedliteracydiet/Text_Structures_Genres.html">https://www.oise.utoronto.ca/balancedliteracydiet/Text_Structures_Genres.html</a>	

# 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.