The Writing Toolkit
for Students who are
Deaf or Hard of Hearing

Genre and Discipline
Specific Writing

Resource Packet

improving outcomes one student at a time
Education Associates
www.educationassociates.org

Table of Contents

	Purpose	Text Types	Text Structure	Text Features
Literature	Tells a fictional story or true story/personal account	Stories (short stories, myths, folk tales, fables, legends, adventure, autobiographies, biographies, historical fiction, realistic fiction, mysteries, science fiction, fantasies, allegories, parodies, satire, graphic novels); Drama; Poetry	Stories: Narrative (e.g., character, setting, plot, theme, problem-solution) Drama: Dialogic Poetry: Nursery Rhymes, Narrative, Limerick, Haiku, Free Verse, Ballads, Epics, Sonnets	Title, Illustrations, Sequential, Story Elements (e.g., main character, characters, setting, plot, theme)
Informational Text	Tells true, factual-based Information, informs	Literacy nonfiction (autobiographies, biographies, memoirs, historical fiction); Historical, Scientific, Technical, Economic Accounts; Essays about Art or Literature; Exposition; Speeches	Literacy Nonfiction: Narrative Historical, Scientific, Technical, Economic Accounts, Essays about Art or Literature, and Exposition, Speeches: Problem-Solution, Description, Explanatory Cause-Effect, Enumeration or Categorization, Sequencing (e.g., historical event or process), Comparison (and Contrast)	Topic or Theme, Table of Contents, Photographs, Realistic Illustrations, Navigational Aids (e.g., Index, Table of Contents, Page Numbers, Headings), Glossary, Various Graphical Devices (e.g., diagrams, tables, charts, maps); Descriptions of Attributes and Characteristics Events; Comparative/Contrastive and Classificatory Structures; Technical Vocabulary; Labels and Captions; Reference Lists and Endnotes; Abstracts
Argument Literature	Convinces, persuades	Argument, Speeches, Opinion Pieces	Argumentative (e.g., author's position, reasons, facts or evidence, opposing position, conclusion)	Starting Attention-Grabber such as a Question, Quote, Humorous or Emotional Story; Topic/Thesis; Author's Position (e.g., I believe/think, In my opinion); Reasons (e.g., because, the reason I think this way. . .); Facts/Evidence (e.g., for example, for instance, the data says, according to _____); Opposing Opinion (e.g., however; although; on the other hand, but/yet); Conclusion (e.g., finally, as a result, in conclusion)

Genre Planning Templates – Narrative Writing

Instructional Language/Critical Features:

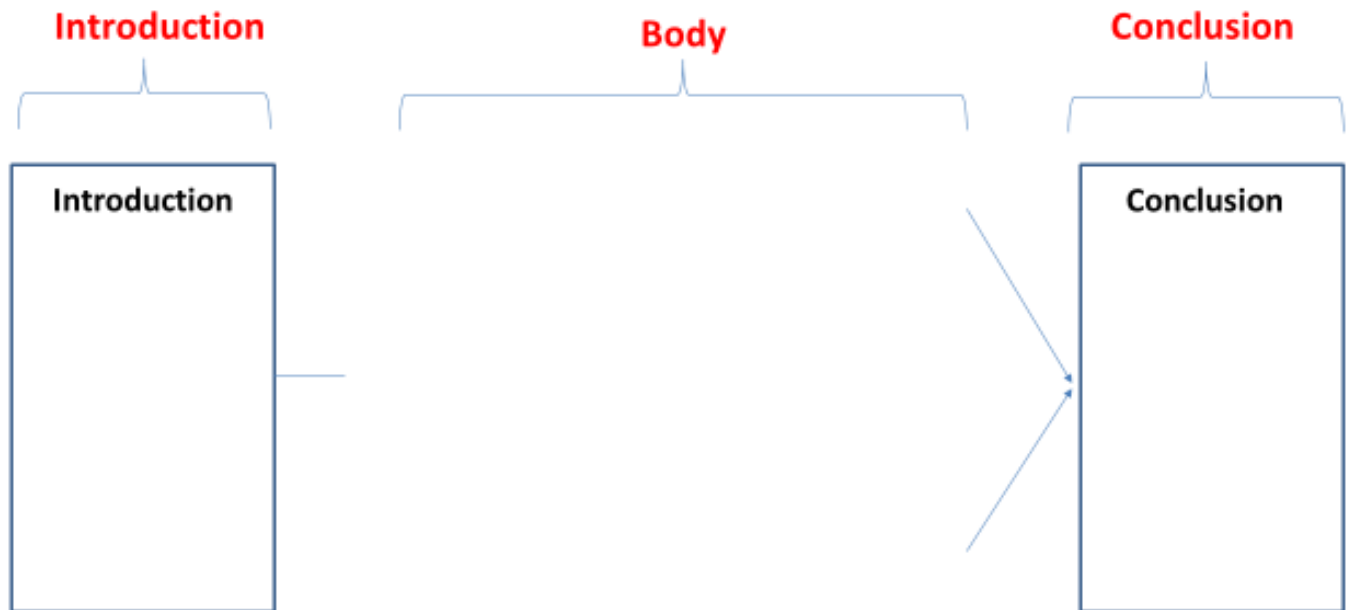*A good narrative has. . .*

Quality Features of Writing:

What target areas are introduced (beginning), reinforced (developing), or secured in the grade level you teach?

	Focus	Content	Organization	Style
	The single controlling point made with an awareness of task (mode) about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.	The choice, use, and arrangement of words and sentence structures that create tone and voice.
Introduced				
Reinforced				
Secured				

Beginning-Middle-End:

How is the beginning, middle, and end structured? Sketch the components included in the introduction, body, and conclusion.

Beginning-Middle-End

Introduction	Body	Conclusion
Introduction		Conclusion

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:

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

NOTES:

List any other information or resources you would like to consider when teaching narrative writing.

Genre Planning Templates – Informational/Explanatory Writing

Instructional Language/Critical Features:

Good informational writing has. . .

Quality Features of Writing:

What target areas are introduced (beginning), reinforced (developing), or secured in the grade level you teach?
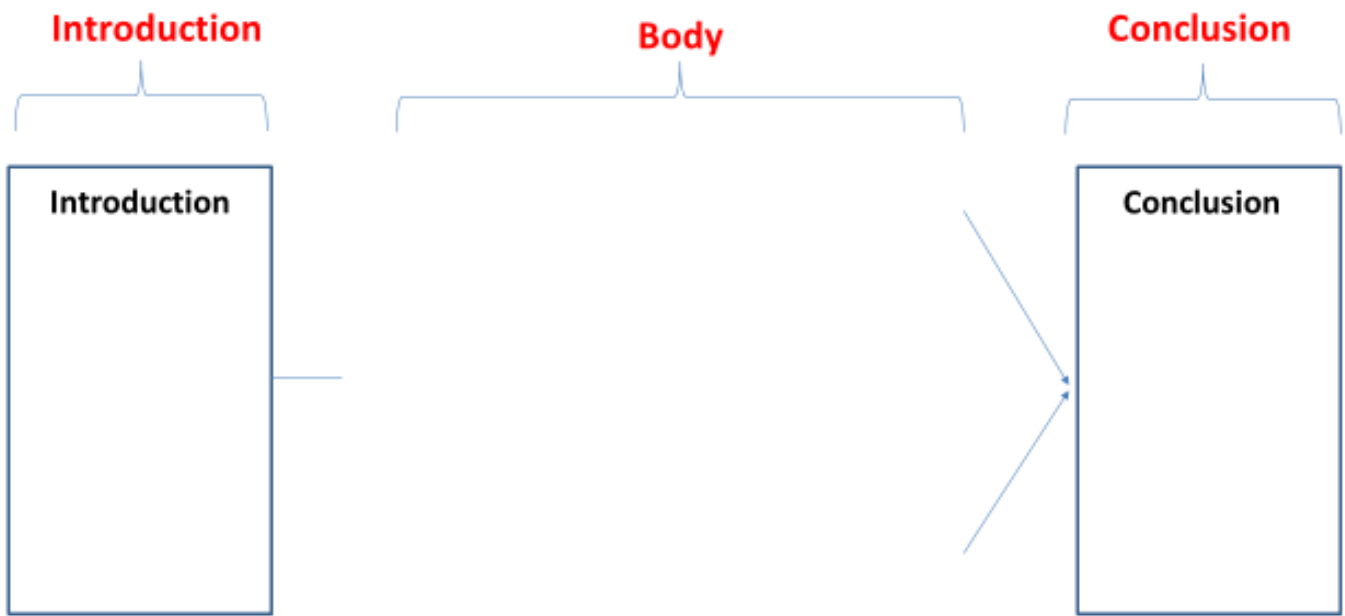
	Focus	**Content**	**Organization**	**Style**
	The single controlling point made with an awareness of task (mode) about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.	The choice, use, and arrangement of words and sentence structures that create tone and voice.
Introduced				
Reinforced				
Secured				

Beginning-Middle-End:

How is the beginning, middle, and end structured? Sketch the components included in the introduction, body, and conclusion.

Beginning-Middle-End

Introduction	Body	Conclusion

Introduction		Conclusion

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Edit/Revise:

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

NOTES:

List any other information or resources you would like to consider when teaching informational/explanatory writing.

Genre Planning Templates – Opinion/Argumentative Writing

Instructional Language/Critical Features:

Good opinion writing has. . .

Quality Features of Writing:
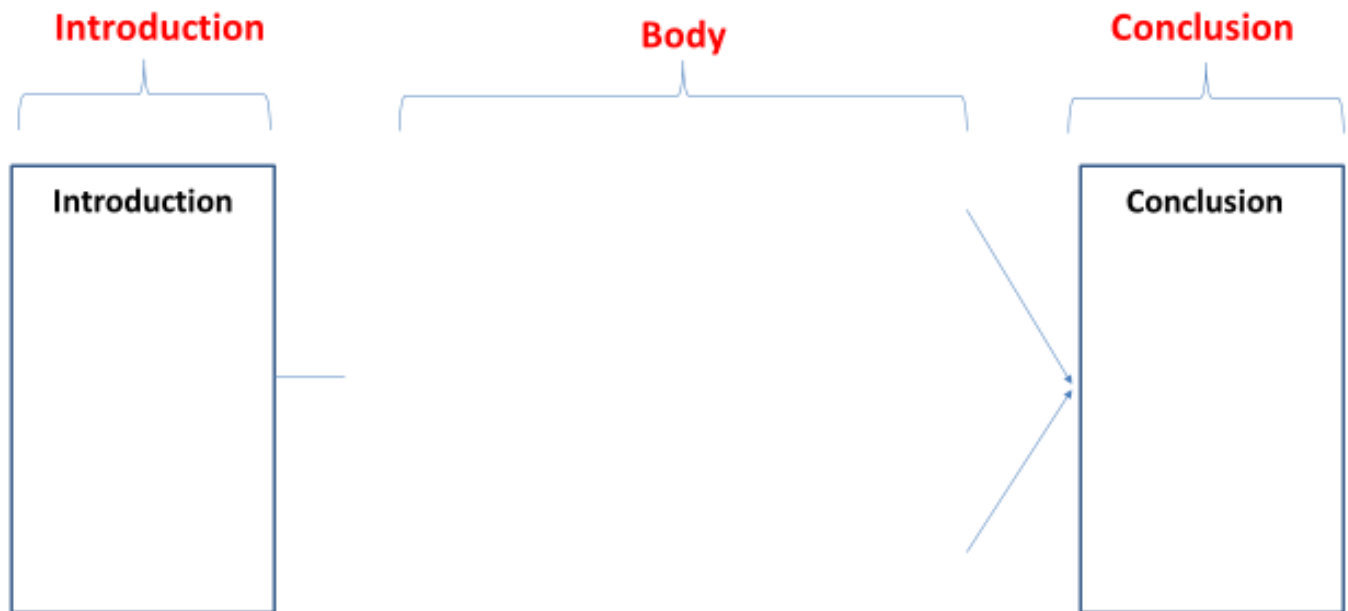
What target areas are introduced (beginning), reinforced (developing), or secured in the grade level you teach?

	Focus	Content	Organization	Style
	The single controlling point made with an awareness of task (mode) about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.	The choice, use, and arrangement of words and sentence structures that create tone and voice.
Introduced				
Reinforced				
Secured				

Beginning-Middle-End:

How is the beginning, middle, and end structured? Sketch the components included in the introduction, body, and conclusion.

Beginning-Middle-End

Introduction **Body** **Conclusion**

Introduction		Conclusion

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.
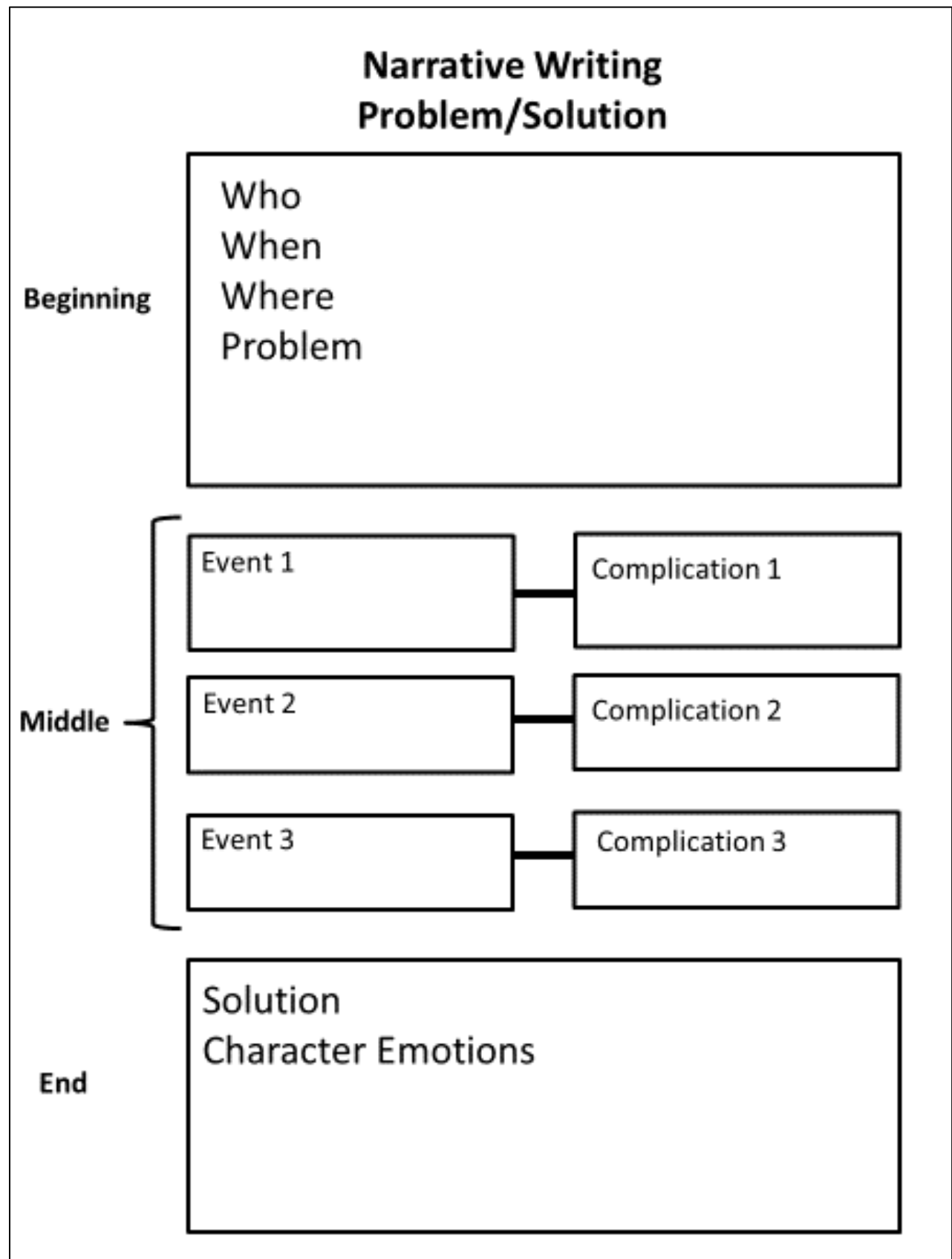
Think Sheet:

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:

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

Narrative Writing

Narrative Writing
Problem/Solution

Beginning

Who
When
Where
Problem

Middle

Event 1	Complication 1
Event 2	Complication 2
Event 3	Complication 3

End

Solution
Character Emotions

Narrative Writing
Problem/Solution
Critical Features Checklist

- **Beginning**
  - **Who (Characters):** Is the main character named and described clearly? Are other characters described?
  - **When (Time):** Can you tell when the story happens?
  - **Where (Place):** Is the place described clearly?
  - **Problem:** Is there a clearly described problem that sets the story in motion?
- **Middle**
  - **Events:** Is there a clear, logical sequence of events to try to solve the problem? Are the events interesting?
  - **Complications:** Are there clear, logical complications that initiate new events or problems? Are they interesting?
- **End**
  - **Solution:** Is the ending a logical solution to the problem?
  - **Emotion:** Can you tell how the character feels?
- **Other Considerations!**
  - Is there a title that clearly refers to the information in the story?
  - Where the characters' personalities and emotions shown throughout the paper? Did the writer show, not tell?
  - Were things described vividly? Could the reader see what the characters saw?
  - Were transition words used appropriately throughout the story?

(Philippakos, MacArthur, Coker, 2015)

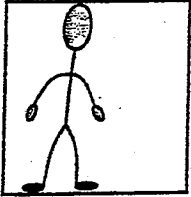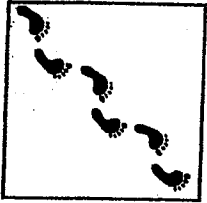| Story Elements Think-Sheet |
|---|
| Setting – where and when the story took place. |
| Main Character – the person or person whom the problem/conflict revolves around. |
| Character Clues – appearance, actions, dialogue, comments of others, thoughts. |
| Problems/Conflicts – |
| Attempts – how the characters try to solve the problem. |
| Resolution – how the problem gets solved or does not get solved. |

Name _____

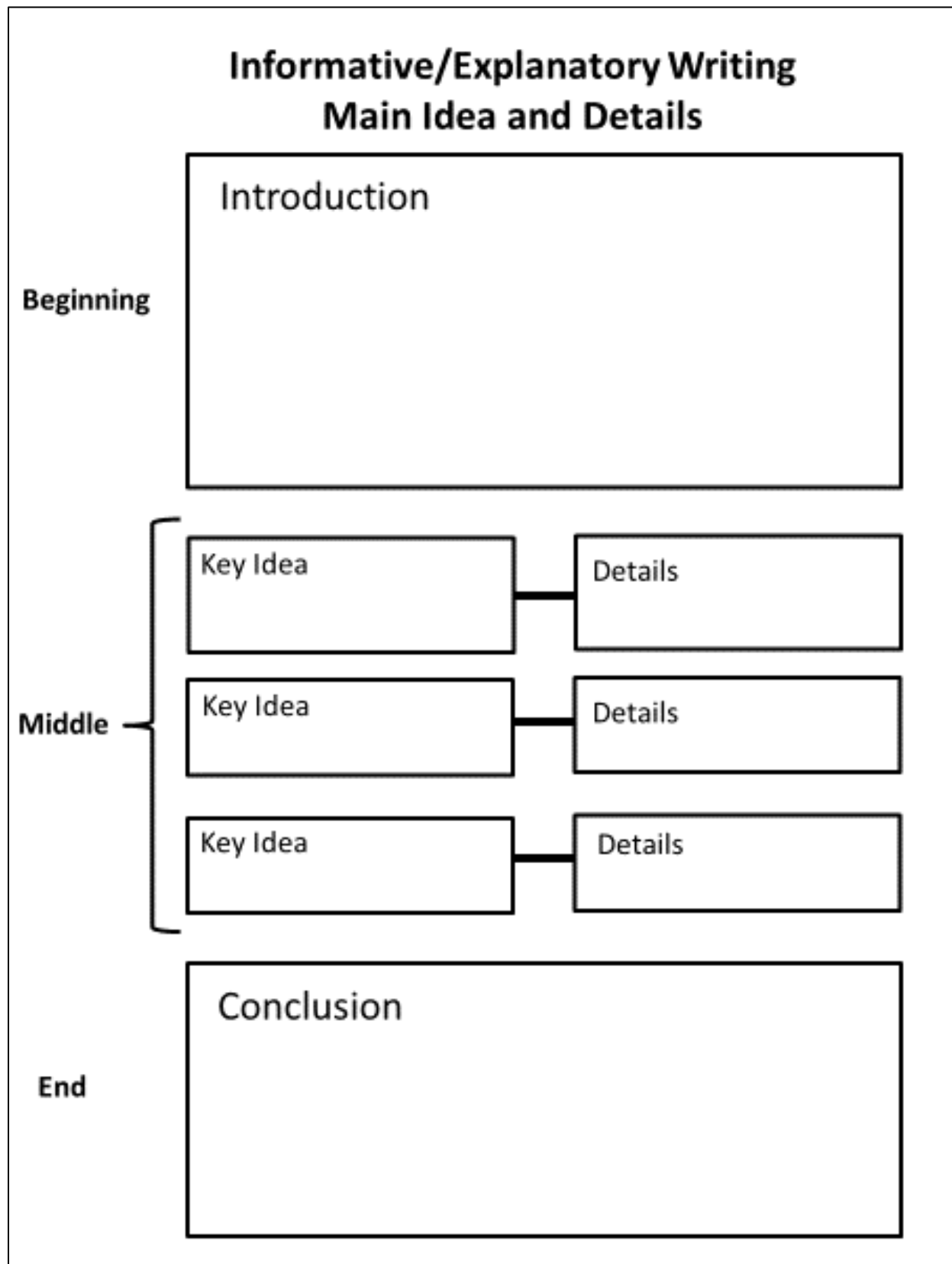Who (Main Characters)

What Happened—First

What Happened—Next

What Happened—End

I 🙂 ☹ this story.

Informational Writing

Informative/Explanatory Writing
Main Idea and Details

Beginning

Introduction

Middle

Key Idea	Details

Key Idea	Details

Key Idea	Details

End

Conclusion

Informative/Explanatory Writing
Main Idea and Details
Critical Features Checklist

- **Beginning**
  - The introduction tells the topic.
- **Middle**
  - All sentences are about the topic.
  - The sentences tell facts, not opinions.
  - Details describe key ideas.
- **End**
  - The conclusion summarizes the most important information.
- **Other Considerations!**
  - Is there a title that clearly refers to the information in the paper that restates the purpose?
  - Are there appropriate transition words used throughout the paper?
  - If the writer used sources, are ideas and details appropriately drawn from the text?
  - If the writer used sources, are they accurately referenced at the end of the paper?

Informative/Explanatory Writing
Compare and Contrast

Beginning

Topic
Purpose

Middle

Similarity 1	Evidence Explained

Similarity 2	Evidence Explained

Difference 1	Evidence Explained

Difference 2	Evidence Explained

End

Restate Purpose
Concluding Message to the Reader

Informative/Explanatory Writing
Compare and Contrast
Critical Features Checklist

- **Beginning**
  - Topic: Is it clear what is compared and contrasted?
  - Purpose: Why are the topics compared and contrasted?
- **Middle**
  - Similarity 1: Is the 1st category of similarities clear to the reader?
    - Evidence: Is the evidence clear and accurate? Is the evidence explained?
  - Similarity 2 and more: Is the 2nd and the rest of the categories clearly stated?
    - Evidence: Is the evidence clear and accurate? Is the evidence explained?
  - Difference 1: Is the 1st category of differences clear to the reader?
    - Evidence: Is the evidence clear and accurate? Is the evidence explained?
  - Difference 2 and more: Is the 2nd and the rest of the categories of differences clear to the reader?
- **End**
  - Restate Purpose: Did the writer restate why the topics are compared and contrasted?
  - Think: Did the writer leave the reader with a message to think about?
- **Other Considerations!**
  - Is there a title that clearly refers to the information in the paper that restates the purpose?
  - Are there appropriate transition words used throughout the paper?
  - If the writer used sources, are ideas and details appropriately drawn from the text?
  - If the writer used sources, are they accurately referenced at the end of the paper?

(Philippakos, MacArthur, Coker, 2015)

Main Idea Chart

Name:_____   Date:_____

Paragraph Or Section	Details	Main Idea

Main Idea Sentence

Name:_____   Date:_____

Detail 1	Detail 2
Detail 3	Detail 4

Main Idea Sentence

Summarization Log

Name:_____   Date:_____

1. Identify 3 or 4 important ideas from the entire passage:

2. Write a summary for the entire passage (10 words or less):

3. Generate 3 questions about the important ideas (Use who, what, when, where, why, and how):

4. Create 1 question about the passage that might be on a test:

Reading Summary

Name:_____   Date:_____

Today's reading_____

_____

_____. One key idea was _____

_____

_____. This is important because_____

_____

_____. Another key idea is _____

_____

_____. This matters because_____

_____

_____. In sum, today's lesson_____

_____

_____

_____.

Summary Rubric

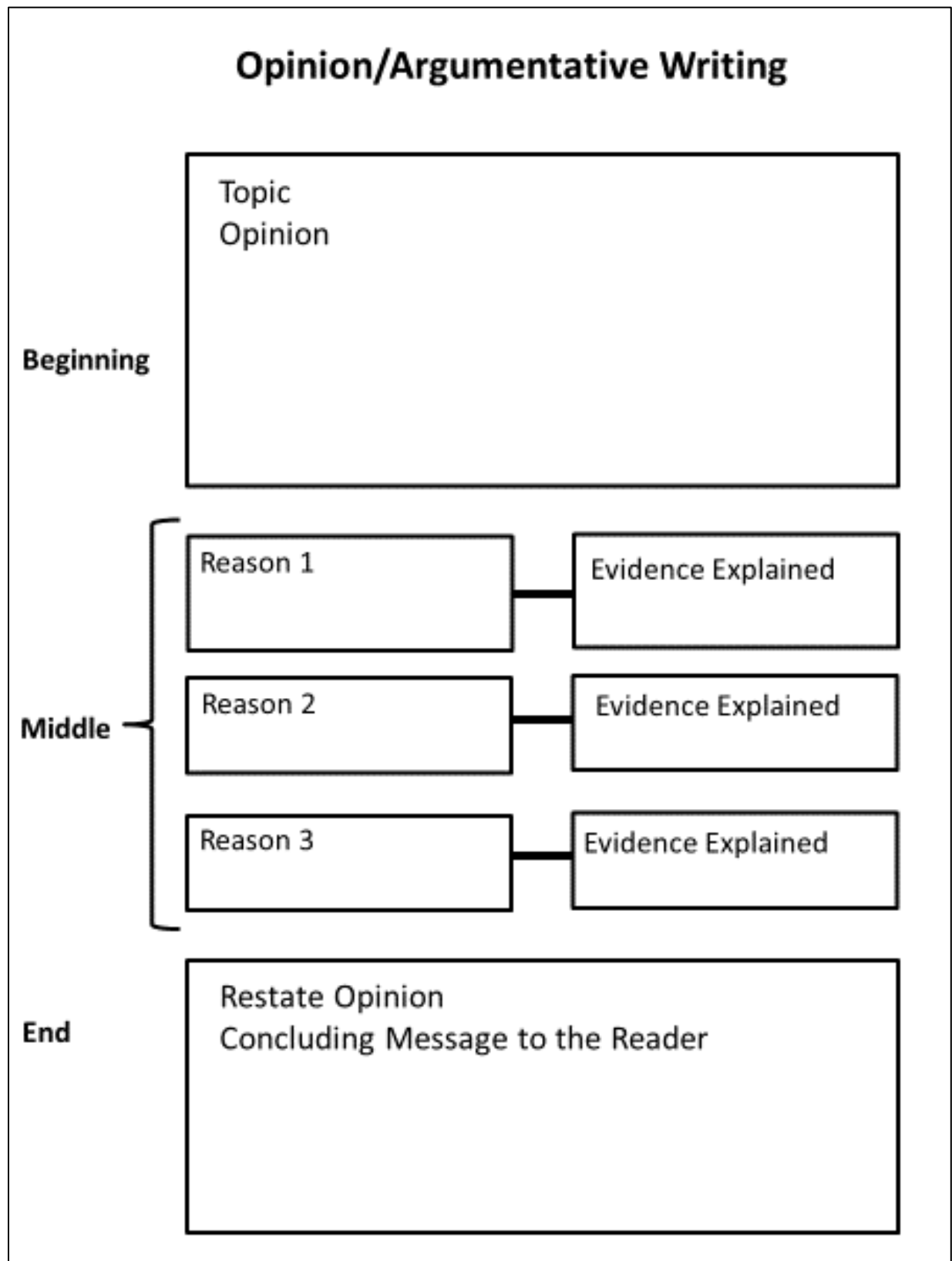## 4

- Clear main idea in first sentence
- All important ideas are included
- Details are in logical order
- Ideas are connected to make the writing flow
- Author restates the main idea again as a conclusion without writing it the same as in the first sentence

3

- Clear main idea in the first sentence
- Important details are included but some might be missing
- Ideas are in logical order
- Restated main idea doesn't differ from the first sentence

2

- Main idea is unclear – not specifically stated in the writing
- Some critical information is missing
- Ideas are in a random order and not logical
- Restated main idea is not in this piece of writing

1

- The main idea is not present in the first sentence
- Contains only some details
- Ideas are not in logical order
- Missing a concluding sentence with a restated main idea

0   Unacceptable or no response.

Opinion Writing

Opinion/Argumentative Writing

Beginning

Topic
Opinion

Middle

Reason 1	Evidence Explained
Reason 2	Evidence Explained
Reason 3	Evidence Explained

End

Restate Opinion
Concluding Message to the Reader

Opinion/Argumentative Writing
Critical Features Checklist

- **Beginning**
  - Topic: What is the topic and why should the reader care about it?
  - Opinion: Is the writer's opinion clear?
- **Middle**
  - Reason 1: Is the 1st reason connected to the opinion and is it clear and convincing to the reader?
    - Evidence: Is there enough evidence to support the reason? Is the evidence explained?
  - Reason 2: Is the 2nd reason connected to the opinion and is it clear and convincing to the reader?
    - Evidence: Is there enough evidence to support the reason? Is the evidence explained?
  - Reason 3: Is the 3rd reason connected to the opinion and is it clear and convincing to the reader?
    - Evidence: Is there enough evidence to support the reason? Is the evidence explained?
- **End**
  - Restate Opinion: Did the writer restate his or her opinion?
  - Think: Did the writer leave the reader with a message to think about the topic?
- **Other Considerations!**
  - Is there a title that clearly refers to the information in the paper?
  - Is the paper's tone appropriate for the audience? Was the writer respectful to the reader?
  - Are there clear and appropriate transition words used throughout the paper?

(Philippakos, MacArthur, Coker, 2015)