

Part 2: Genre Writing Instruction



Explicit Instruction on Writing
Opinions, Informative Texts,
and Narratives

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Opinions - To persuade

■ Definition

- A reasoned, logical argument
- Demonstrating that the writer's position, belief, or conclusion is valid

■ Purpose

- Change reader's point of view
- Bring about some action on reader's part
- Ask reader to accept writer's explanation

■ Genre

- essay, letter, editorial

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Informational/Explanatory Texts - To Explain

■ Definition

- Text
- That conveys information accurately

■ Purpose

- To increase reader's knowledge of subject
- To help reader understand a procedure or process
- To provide reader with enhanced understanding of concept

■ Genre

- literary analyses, reports, summaries, comparisons, instructions, manuals, memos, resumes

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Narratives - To Convey Experience

■ Definition

- A written product
- That conveys real or imagined experiences
- Using time as the structure

■ Purpose

- To entertain
- To inform
- To instruct
- To persuade

■ Genre

- fictional stories, memoirs, anecdotes, autobiographies

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Big Idea: Writing products dependent on foundation skills

Outcome: Writing Arguments,
Informational Texts, Narratives

Example Foundation Skills:

reading, expressive vocabulary, word usage,
fluent handwriting or typing, spelling, grammar,
capitalization, punctuation, sentence formation,
sentence sense, paragraph formation

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Big Idea - Break down complex skills

- Complex skills and strategies should be broken down into smaller (easy to obtain) instruction units.
- This will promote success.

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Break down complex skills.

Example - Common Core Standards

- English Language Arts Standards Writing Grade 5
(Example - Final Outcome Only)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

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Break down complex skills.

Example - Common Core Standards

Body of Argument

Transcription

1. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason.
2. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.
3. When given three reasons and related facts and details, can write three paragraphs each containing a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.

Planning

4. When given a position on a topic, can generate reasons to support that position.
5. When given a topic, can generate a position and reasons and details to support that position.
6. When given a topic, can generate a position and reasons to support that position, and details to logically support each reason.
7. When given a topic, can generate a plan for the body of an essay (the position, the reasons, details to support each reason) and transcribe the plan into three coherent paragraphs.

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Break down complex skills.

Example - Common Core Standards

Introduction

8. For previously formulated argument papers, writes an introduction that: a) grabs the attention of the reader, b) states the writer's opinion, and c) introduces reasons to support the writer's opinion.

Conclusion

9. For previously formulated argument papers, writes a short conclusion "wraps it up" the essay by: a) summarizing the opinion and reasons, b) calling for some action to be taken, or c) explaining the outcomes of not following the writer's suggestions.

Arguments (Desired Outcome)

10. When given a topic, can plan, write, and edit an argument paper that includes: a) an effective introduction, b) a well structured body with logically organized reasons and related facts and details, linked with appropriate transition words and phrases, and c) a short conclusion that "wraps it up".

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Big Idea - Provide Explicit Instruction

- Practice is not adequate. Well designed instruction is needed.
- Remember practice does not make perfect...only permanent.

- **Model -** **I do it.**
- **Guided Practice -** **We do it.**
- **Check understanding-** **You do it.**

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Big Idea - Scaffold Instruction

- Scaffold Instruction, gradually fading out teacher assistance.

M	T	W	T	F
<i>I do it.</i>	<i>We do it.</i>	<i>We do it.</i>	<i>We do it.</i>	<i>We do it.</i>
M	T	W	T	F
<i>You do it.</i>		<i>You do it.</i>		<i>You do it.</i>

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Big Idea - Provide Feedback

- Provide feedback as you circulate and monitor. *Praise, Encouragement, Praise*
- Have students give **focused** feedback to their peers.
- Provide feedback to students using a rubric.
- When feasible, conference with students.

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Big Idea - Provide judicious practice.

- Have students write many products of focus genre to promote mastery.
- After initial instruction, products can be composed in a variety of classes.

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Big Idea - Consider motivation

■ Consider **motivation**.

- **Success** (perceived probability of success)
- **Interest** (interest in the topic)
- **Choice** (narrow choice when possible)

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BIG IDEAS - Teach the “What” and “How”

■ **WHAT**

- Critical attributes
- Rubric
- Example

■ **HOW**

- Writing Process

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WHAT

- Ask yourself, what are the **CRITICAL ATTRIBUTES** of a well-written product.
- **Consider the Six Traits**
 - Ideas
 - Organization
 - Word Choice
 - Voice
 - Sentence Fluency
 - Conventions
- **Consider the Descriptions in the Standards**

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What

- Design a simple, easy to understand **RUBRIC**.
- Consider introducing only a portion of the rubric initially. Focus on ideas, organization, and conventions.
- Provide an **EXAMPLE** to illustrate the critical attributes.
- (Optional) Guide students in analyzing a non-example to determine missing attributes.

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WHAT

Example # 1

- descriptive paragraph rubric and example
- passage summary rubric, example and non-example

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HOW

■ Writing process

- | | |
|--------------|-----------|
| – Planning | - Plan |
| – Writing | - Write |
| – Revising | - Revise |
| – Editing | - Edit |
| – Rewriting | - Rewrite |
| – Publishing | - Publish |

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HOW - Plan

Plan

T = Topic/Task

A = Audience (Form)

P = Purpose

Plan

Think or

Collect Evidence

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Brainstorming

■ Think

- Students record ideas.
- Teacher monitors and writes ideas and names on transparency or paper (depending on technology used in the classroom).

■ Pair

- Students share ideas with partners.
- Teacher monitors and continues to record ideas and names on transparency or paper.

■ Share

- Teacher shares ideas with class by displaying collection of ideas/names on the screen.

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HOW - Plan

- Support for organization of written product
 - Writing frames
 - Strategies
 - Think Sheets

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Frames

Writing frames

- Use with beginning writers.
- Use as an accommodation for emerging writers.
- Use to support specialized writing.
- Use to support summarization.
- Use to emphasize use of academic language.

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Frames

- See examples.
 - **Example #2.** Beginning writers (basic paragraph)
 - **Example #3.** Accommodation for emerging writers (state report, mammal report)
 - **Example #4.** Specialized writing (story problem explanation)
 - **Example # 5.** Summarization narrative (story grammar)
 - **Example # 6.** Summarization expository.
 - **Example #7.** Academic Language

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Strategies

Strategy for Paragraph Writing

- List
- Cross-out
- Connect
- Number
- (Write)

REWARDS PLUS (Sopris West)

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List - Make a list of important ideas.

Penguin's birth

- Male takes care of egg
- Female lays egg
- Female leaves
- Female spends winter at sea
- The water is very cold
- Male puts egg on his feet under belly
- Male stays on egg for two months
- Male doesn't eat
- Egg hatches
- Male must care for baby

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Cross-out - Cross out any unnecessary or weak ideas.

Connect - Connect ideas that could go in one sentence.

Penguin's birth

Male takes care of egg

Female lays egg

Female leaves

Female spends winter at sea

~~The water is very cold~~

Male puts egg on his feet under belly

Male stays on egg for two months

Male doesn't eat

Egg hatches

Male must care for baby

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Number - Number the ideas in the order that they will appear in the paragraph.

Penguin's birth

- 3 Male takes care of egg
- 1 Female lays egg
- 2 ——— Female leaves
 Female spends winter at sea
 ~~The water is very cold~~
- 4 ——— Male puts egg on his feet under belly
 Male stays on egg for two months
- 5 Male doesn't eat
- 6 ——— Egg hatches
 Male must care for baby

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Write a summary.

The birth process of penguins is fascinating and quite different from that of other animals. The female penguin lays an egg. Soon after laying the egg, the female penguin leaves and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin doesn't eat. Even after the baby penguin hatches, the male penguin continues to take care of the infant penguin.

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Strategies

- See Example #8 for summary writing
 - Strategy
 - Example of Strategy Use
 - Example Summary
 - Rubric

REWARDS Plus (Sopris West)

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Think Sheets

Examples

- Example # 9 -
 - Think sheet for organizing compare/contrast
 - Example paragraph

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Think Sheets

- Example # 10 - Essay to persuade
 - Example Rubric
 - Example Essay
 - Think Sheet
- Example # 11 - Essay to explain/inform
 - Example Rubric
 - Example Essay
 - Think Sheet

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Think Sheets

Examples

- Example # 12
 - Think sheet for short story
- Example # 13
 - Think sheet for personal experience
 - Example personal experience

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