



Welcome

The PLC will begin shortly. For
Live Captioning please go to:

<https://recapd.com/w-35e8ea>

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

Genre and Discipline Specific Writing PLC Guide

March 7, 2018



Agenda

1. Review “Big Ideas”
2. Discuss What Works
3. Problem Solve Potential Implementation Challenges
4. Ask and Answer Questions



1. Review “Big Ideas”



Big Idea

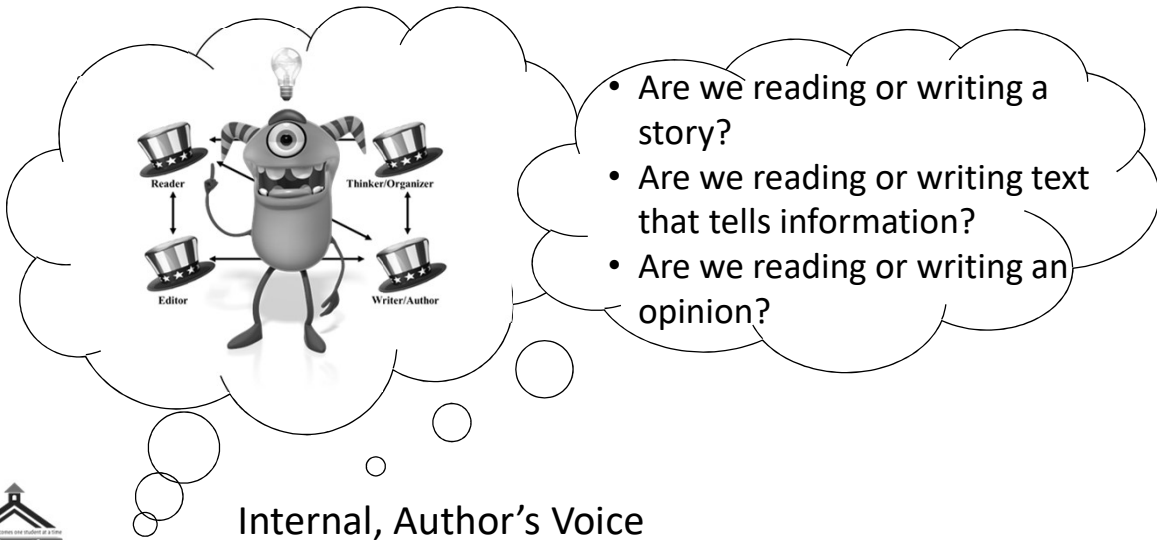


Identifying text type sets the purpose for reading and writing.

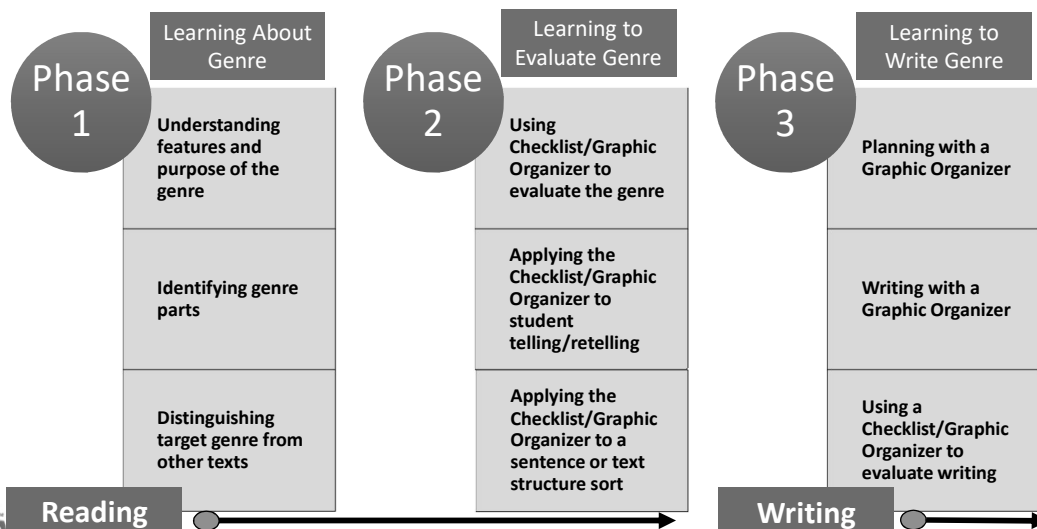
What Type of Text Are We Reading and Writing?

1. Narrative
2. Informational/Explanatory
3. Opinion/Argumentative

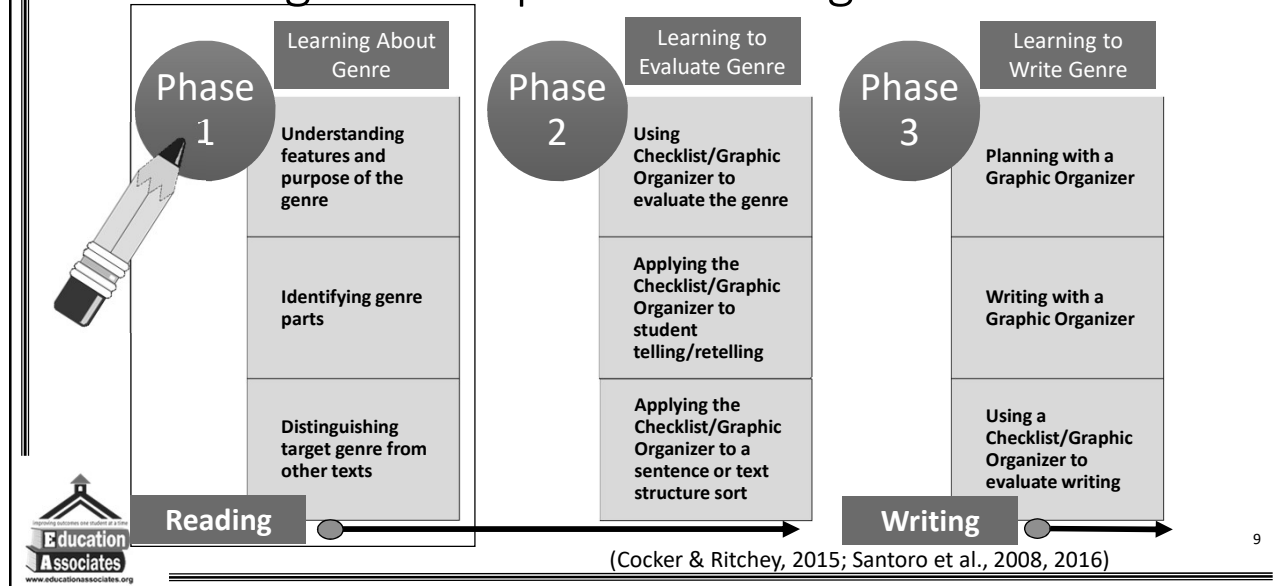
How Will We Interact with the Text?



Teaching Genre-Specific Writing



Teaching Genre-Specific Writing

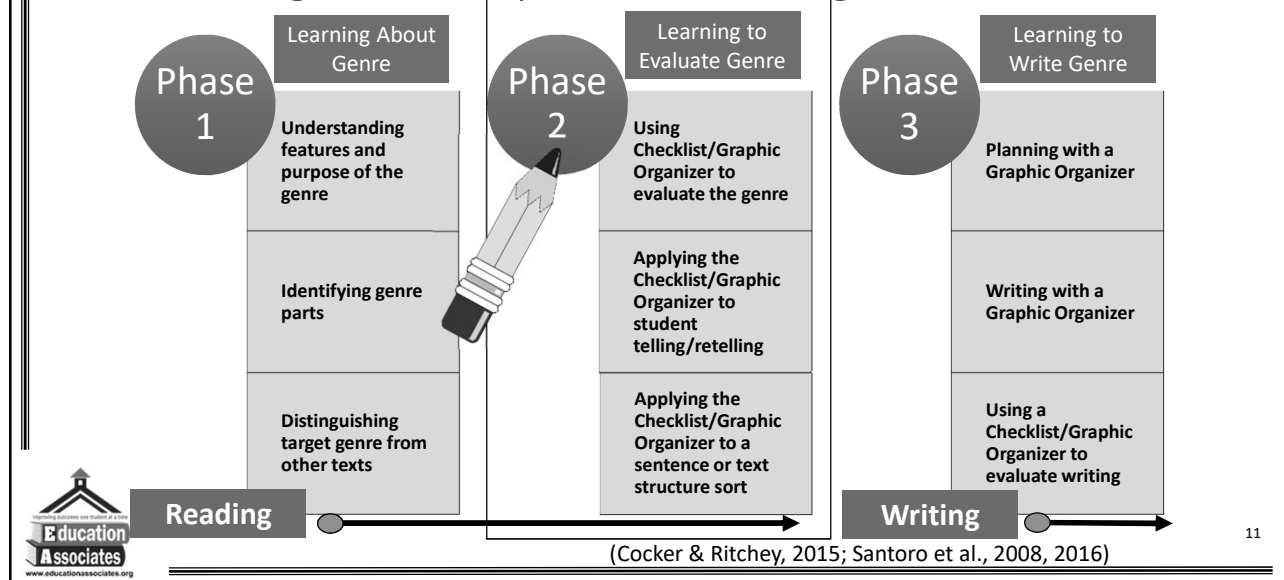


Instructional Routines for Phase 1

□ Identify text type

Is this a story, information,
or opinion book?
...How do you know?

Teaching Genre-Specific Writing



Don't Forget to Use Author Talk!

- . . .by thinking about texts (during student reading or teacher read alouds),
- . . .and considering how an author writes and structures the text.

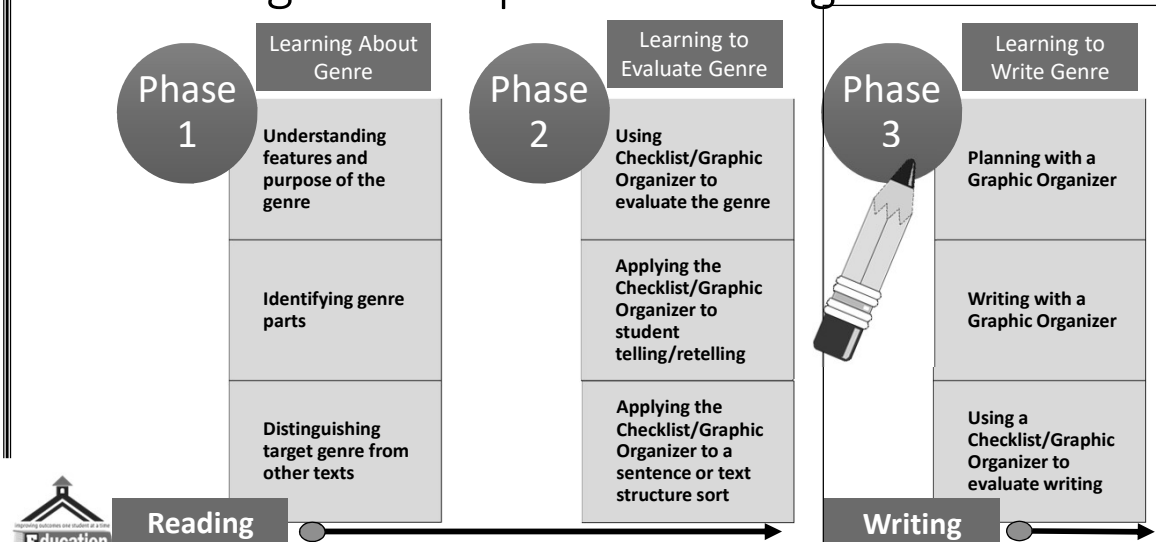


Learning to evaluate genre helps “front load” instruction required for the Edit/Revise phase of the writing process.

Instructional Routines for Phase 2

- ❑ Take Notes on Graphic Organizer (and using Checklist aligned with Graphic Organizer)
- ❑ Telling/Retelling
- ❑ Text Structure Sorting

Teaching Genre-Specific Writing



Language of Text Structure

1. Discourse Knowledge
2. Critical Text Features

Using consistent instructional language to define what makes good narrative, informational, or opinion writing (discourse knowledge), and explicitly teaching the academic language used when writing each genre.



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Structure of Genres (BME)

Visual
Scaffolds

3. Beginning-Middle-End

- Beginning
- Middle
- End

Generic instructional feature that helps visually scaffold "sameness" across genres.



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Instructional Components for Phase 3

- ☐ Use Purpose-Form-Topic-Audience for Planning
- ☐ Build Student Discourse Knowledge and Academic Language
- ☐ Explicitly Identify Critical Text Features in Instructional Language
- ☐ Highlight Beginning-Middle-End Structures Across Genres



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Quality Features of Writing

- Focus
- Organization
- Content
- Style
- Conventions

*...are generic features of writing **quality** that can be applied across genres.*



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Next Steps

Instructional Application:

1. Implement the “learn about genres” routine during reading and writing instruction.
2. Select one of the genres of writing and incorporate the following:
 - Routines to help students “evaluate the genre”
 - Instructional components to help students “write the genre”
 - Use Purpose-Form-Topic-Audience for planning
 - Explicitly identify critical text features in instructional language
 - Highlight Beginning-Middle-End structures across genres



❖ ALIGN instructional language and all materials (See Resource Packet for Sample Planning Template)

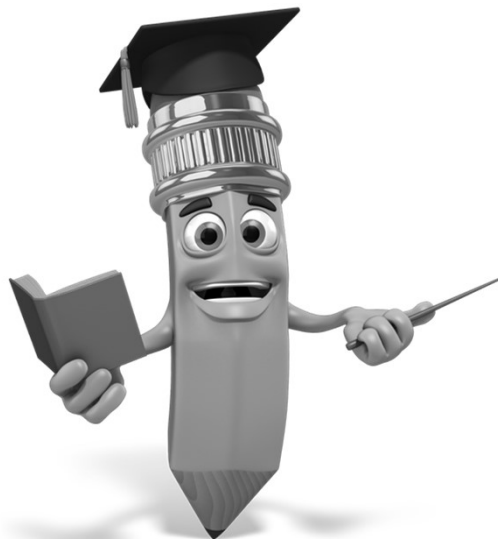


3. Just for Fun!: Try one of the strategies discussed to improve writing quality.

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2. Discuss What Works



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Discuss What Works

- Please type and submit a short description of something you tried that worked well.



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3. Problem Solve Potential Implementation Challenges



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Discuss What Doesn't Work as Well

- Please type and submit a short description of something you tried that didn't work as well.

4. Ask and Answer Questions



Discuss Questions You Still Have

- If you have any other questions, please type and submit your questions.

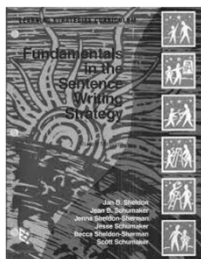


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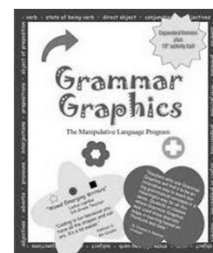
Questions

- What are some specific resources to help with student grammar?

Sentence Writing Strategy,
University of Kansas Center for
Research and Learning



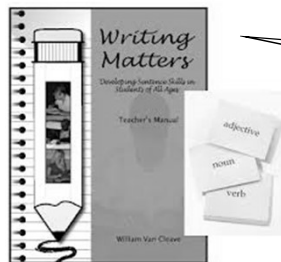
Fairview Program,
Fairview Learning



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Most Importantly, It's All About the Job

Focus students' attention on the role a word plays or job a word has in a sentence. Using grammar this way builds student writing and comprehending because it builds in students the ability to understand the way words relate to one another to convey meaning.



See PaTTAN's *Literacy Initiative's* webinars by William Van Cleave.

William Van Cleave

Questions

- How do you teach students not to copy (or plagiarize)?

Draft Sorting

See if you can figure out which draft was written first, second, or third! Write a number 1, 2, or 3 in the space provided to identify whether the draft is the first, second, or third. List some reasons why you think the drafts are sequenced in this order.

Draft #	Draft	Reasons you think the draft was written first, second or third.
	A snapping turtle is a green, shelled reptile that can weigh up to 85 pounds. The snapping turtle spends most of its time in the water. Most turtles live in North America. Snapping turtles eat plants, small fish, insects, and other stuff.	
	A turtle is a small, slow reptile. The turtle has a shell that is green. One type of turtle is a snapping turtle. A snapping turtle lives in water and can swim. They can walk on land too. Snapping turtles eat plants and some animals.	
	The snapping turtle is a green shelled reptile that can weigh up to 85 pounds. It is called a snapping turtle because it has powerful jaws, no teeth, and a sharp beak. Snapping turtles spend most of their time in the water of North American. Most snapping turtles are omnivores or plant eaters. They can eat small fish, insects, snakes, and even dead animals. Yuck!	

Let's Sort!

Teacher
Copy

Copied

In My
Own
Words

In My
Own
Words

Let's Practice!

	What the Author Says	In My Own Words
1.		
2.		
3.		
4.		

Questions

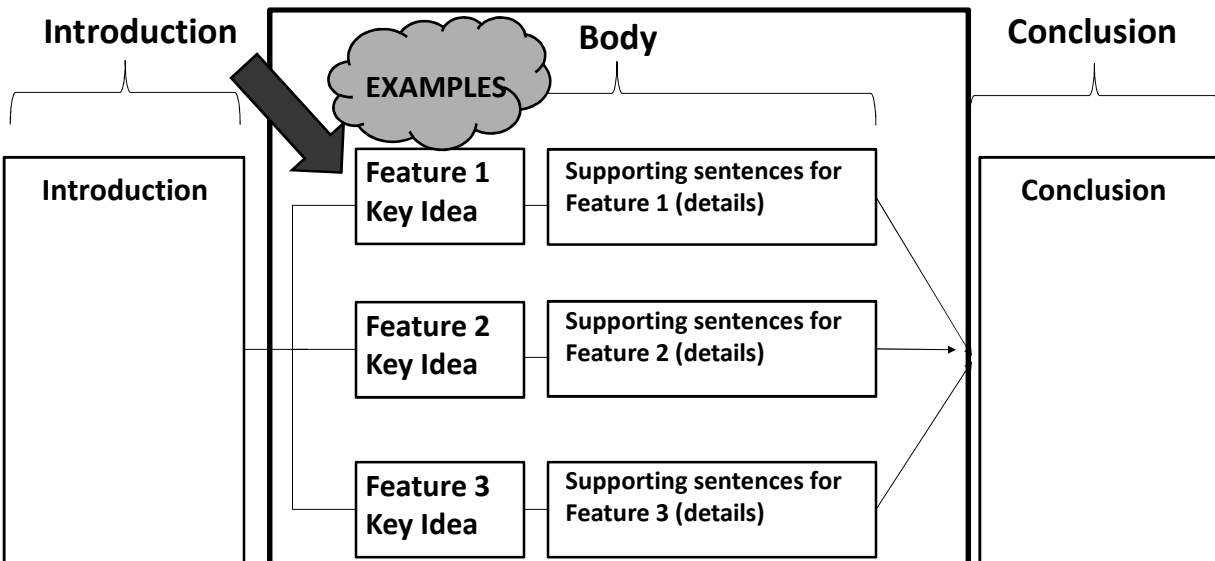
- When teaching informational and opinion writing, how to you help students differentiate between **examples** and **reasons**?

Clarify the Difference Between Information and Opinion Writing

- Information writing uses examples
- Opinion writing uses reasons

Reasons tell why. . .

Beginning-Middle-End



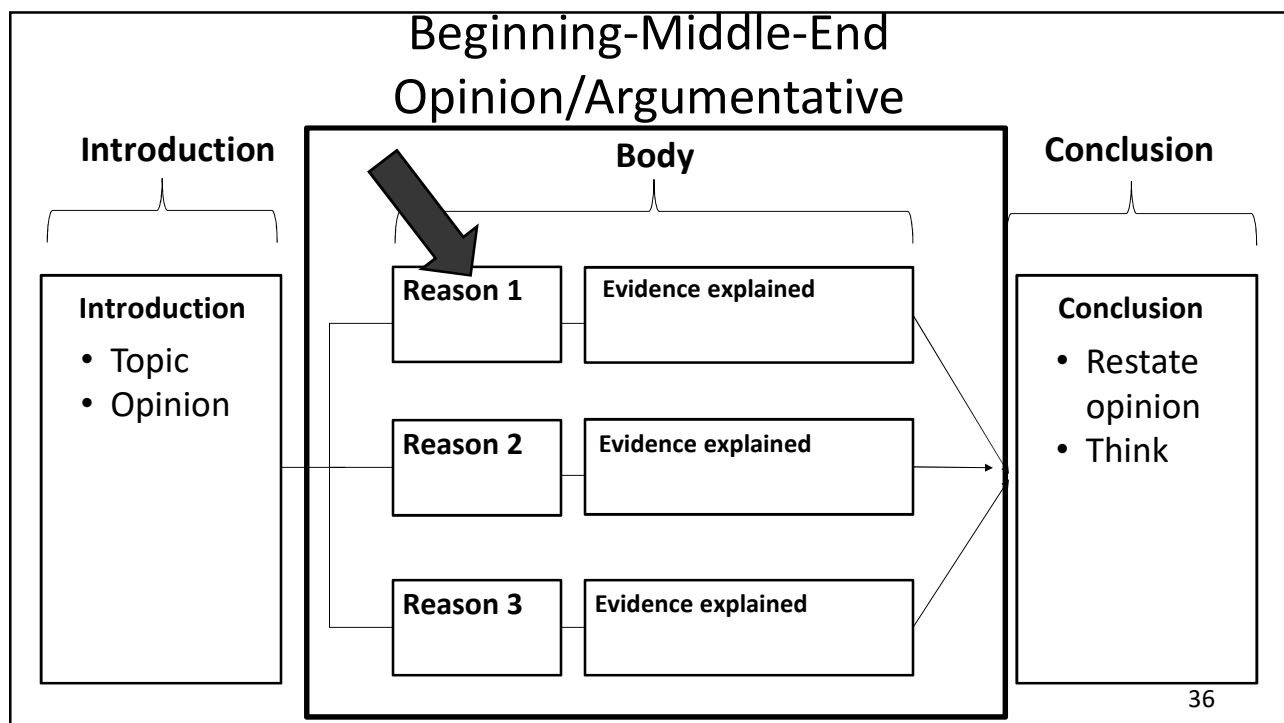
Summary Chart

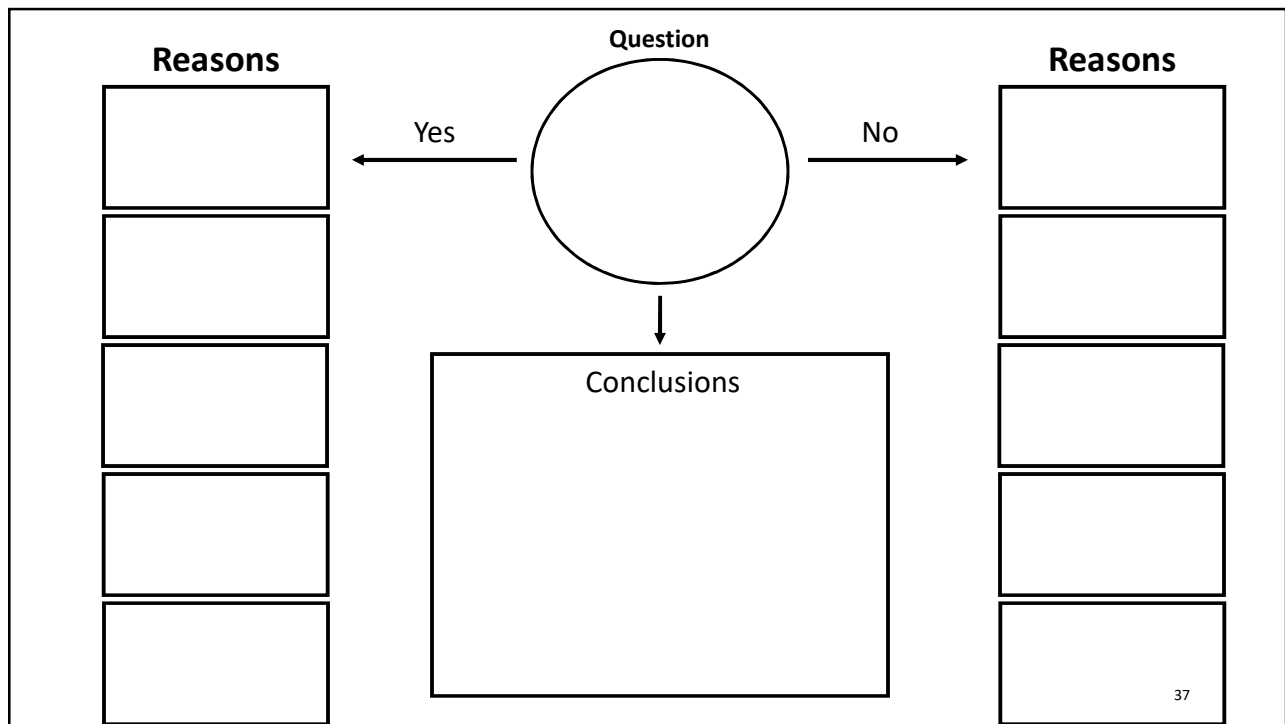
Name: _____ Date: _____

Main Idea	Main Idea	Main Idea
<div style="position: relative; width: 100%; height: 100%;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); background-color: #ccc; border-radius: 50%; padding: 10px; text-align: center;"> EXAMPLES </div> <div style="position: absolute; top: 10%; left: 60%; width: 20px; height: 20px; transform: rotate(45deg); background-color: black;"></div> </div>		
<div style="border: 1px solid black; height: 100%; width: 100%;"></div>		

Summary

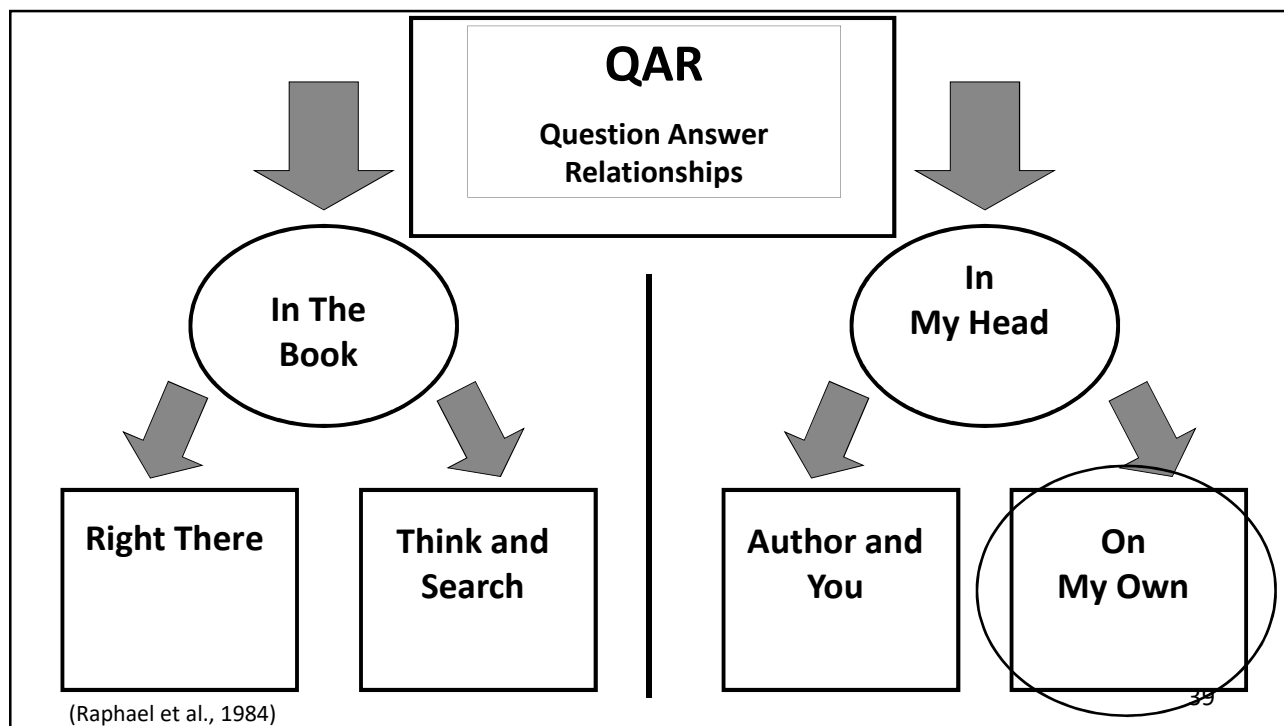
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Questions

- When students have very concrete thinking, and they have a hard time stepping outside of their concrete thinking, how to help them state what THEY think or feel?



In the Book QARs	In My Head QARs
<p>RIGHT THERE <i>Answer in the text.</i></p>	<p>AUTHOR & YOU <i>Answer NOT in the text.</i></p>
<p>THINK & SEARCH <i>Put it together.</i></p>	<p>ON MY OWN <i>Don't even have to read the text.</i></p>

Let's Practice!

	What the Text Says	What Do You Think? How Do You Feel?
1.		
2.		
3.		
4.		

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Hope to See you Soon

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

Writing for Content Area Learning

Webinar – Thursday, March 22

PLC – Monday, April 9

**THANK
YOU**



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www.pattan.net



Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

Commonwealth of Pennsylvania

Tom Wolf, Governor



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