



Welcome

The webinar 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

February 8, 2018



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Agenda

1. Consider a Research-based Framework for Writing
2. Think About Visual Learners
3. Apply Phases of Instruction to Genre Specific Reading and Writing
 - Learn About Genres
 - Evaluate Genres
 - Write Genres
4. Emphasize Academic Language and Patterns Across Genres
5. Consider Quality Features of Writing
6. Pull it All Together



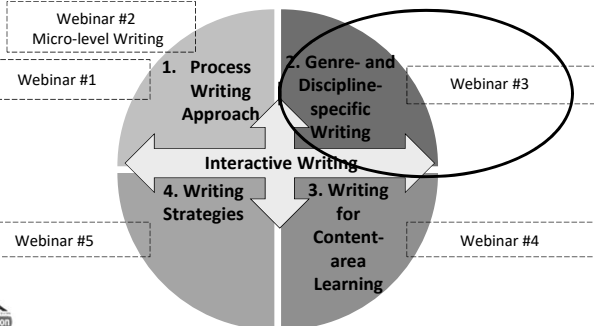
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1. Consider a Research-based Framework for Writing



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Comprehensive Writing Instruction



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Webinar Series

1. The Writing Process

Macro-level

2. Micro-level Writing

Micro-level

3. Genre and Discipline Specific Writing


Macro-level

4. Writing for Content Area Learning

Macro-level

5. Writing Strategies

Macro-level



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Genre and Discipline Specific Writing

1. Narrative

2. Informational/Explanatory

3. Opinion/Argumentative


Requires clear, consistent use of terminology.




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Text Structure

“...students who are knowledgeable about and/or follow the author’s structure in their attempts to recall a text remember more than those who do not. Second, more good than poor readers follow the author’s text structure in their attempt to recall a text” (Pearson & Fielding, 1991, p. 827).



Text Structure



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Text Structure

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



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Pause and Process



In August, Henry and Henry's big dog Mudge always went camping. They went with Henry's parents. Henry's mother had been a Camp Fire Girl, so she knew all about camping. She knew how to set up a tent. She knew how to build a campfire. She knew how to cook camp food.



Report shows Oregon doing well on "highly qualified" teacher requirements

EUGENE, Ore. (AP) -- More than 80 percent of Oregon students last spring were being taught by teachers who meet the federal government's new definition of "highly qualified," according to a new report by the Oregon Department of Education.



Pause and Process




- How are these two text examples different?
- How might an expert reader approach comprehending these two text examples differently?




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Big Idea



Identifying text type sets the purpose for reading and writing.


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What Type of Text Are We Reading and Writing?

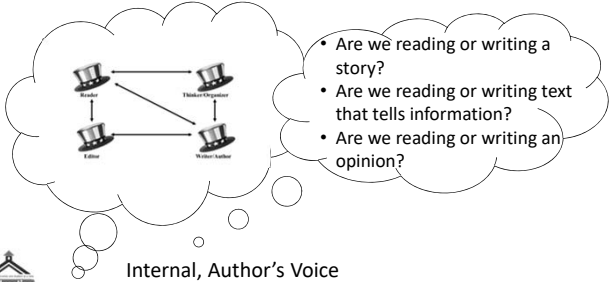
1. Narrative

2. Informational/Explanatory


3. Opinion/Argumentative

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How Will We Interact with the Text?



- Are we reading or writing a story?
- Are we reading or writing text that tells information?
- Are we reading or writing an opinion?

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Pause and Process



Which of the following is not considered one of the major genres of writing?

- a) Narrative
- b) Poetry
- c) Information/Explanatory
- d) Opinion/Argumentative



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2. Think About Visual Learners



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What about Writing for Visual Learners?

- There is the need for deaf students to develop higher order skills (e.g., planning, organizing, **addressing an audience**) and thematic maturity (Musselman & Szanto, 1998).
 - Students don't know what written compositions should "look like."
 - Students don't know what content to include in their compositions.



(See research by Kimberly A. Wolbers, Hannah M. Dostal, Steve Graham)

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Research-based Instruction for Visual Learners

- Emphasizes a strategic, **interactive** approach
- Requires metalinguistic knowledge and linguistic competence
 - Discourse knowledge about genre
 - Academic language (e.g., transition words)
- Use of visual scaffolds



(See research by Kimberly A. Wolbers, Hannah M. Dostal, Steve Graham)

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Pause and Process



- What challenges with genre and discipline specific writing do you notice with your students?



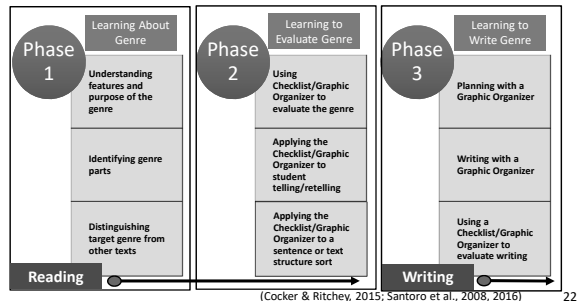
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3. Apply Phases of Instruction to Genre Specific Reading and Writing

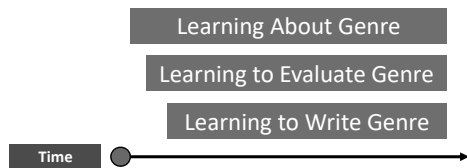


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Teaching Genre-Specific Writing

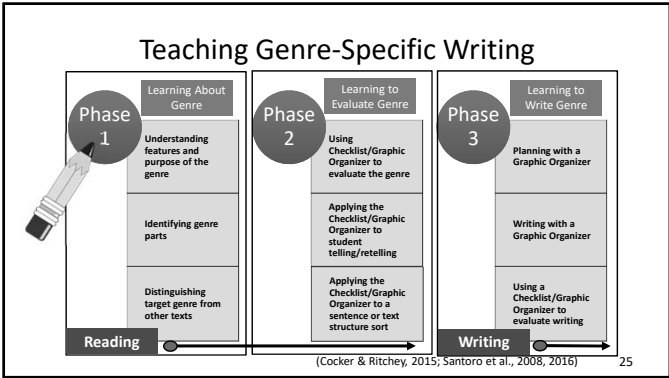


Implementation Can Be Concurrent



Help Students Learn About Genres






Use Touchstone and Mentor Texts



For example, information writing informs and tells facts.

- *Bats* by Gail Gibbons
- A book about how to make chocolate
- A movie about different kinds of weather (rain, hurricanes, tornadoes)
- Books about animals
- Newspaper articles




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Instructional Routine
Is this Text a Story, Information, or Opinion?



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



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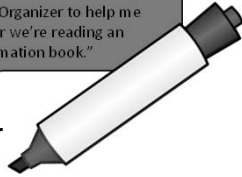
Short Writing Often, Not Long Writing Seldom



Lana
Santoro's
Book
Review on
Stellaluna

"I'm going to write an 'I' on the top of
my Graphic Organizer to help me
remember we're reading an
information book."

I



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Let's Review Instructional Routines for Phase 1

☐ Identify text type

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



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Pause and Process

- How can you incorporate the "Learning About Genre" routine into your reading and writing instruction?





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



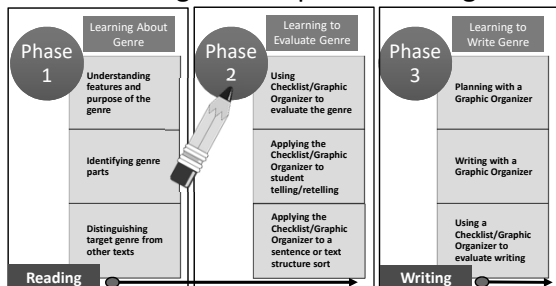
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Teach Students How to **Evaluate Genres**




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Teaching Genre-Specific Writing




(Cocker & Ritchey, 2015; Santoro et al., 2008, 2016)
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Phase 2: Learning to Evaluate Genre

- ...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.


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Phase 2 Instruction Requires “Author Talk”

- What is the **author** trying to say?
- What is the **author**'s message?
- What is the **author** talking about?
- That's what the **author** says, but what does it mean?
- How does that *connect* with what the **author** already told us?
- How does that *fit in* with what the **author** already told us?
- What information has the **author** added here that *connects to or fits in* with _____.
- Does that make sense?
- Is that said in a clear way?
- Did the **author** explain that clearly? Why? Why not?
- What's missing? What do we need to figure out or find out?
- Did the **author** tell us that?
- Did the **author** give us the answer to this?



(Beck, I. L., & McKeown, M. G. (2006). *Improving comprehension with questioning the author: A fresh and expanded view of a powerful approach*. New York: Scholastic.)

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Why “Author Talk?”



When learning to write, students start to define themselves as writers. “Author Talk” helps students develop a “Writer’s Voice” (and students learn what to think about when writing).



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We Are ALL Authors



(Dostal, H., Bowers, L., Wolbers, K., Gabriel, R., (2015). “We are authors:” A qualitative analysis of deaf students writing during one year of Strategic and Interactive Writing (SIWI), *The Review of Disability Studies: An International Journal*, 11(2), 1-19)



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Phase 2 – Evaluating the Genre



Narrative Text



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Narrative Writing

- Storytelling
- Personal narratives
 - . . . "It's all about me!"
 - Personal recounts



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Instructional Routine Take Notes on Graphic Organizer



Instruction

"Let's use our Graphic Organizer to take notes while we read. We want to find out who the story is about, what happened first, next, and at the end."



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Take Notes on Graphic Organizer


Visual Scaffolds


Name_____Date_____


S


Title_____

Who (Main Character?)

What Happened-Start

What Happened-Next

What Happened-End

How story ends

(Santoro et al., 2014)

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Use Checklist Aligned with Graphic Organizer

Visual Scaffolds

Beginning

Middle

End

Introduction

☐Introduces the topic and/or character

Event 1

☐Has sequencing word (e.g., first, when)

☐Describes what happened

Event 2


☐Has sequencing word (e.g., then, next, also)

☐Describes what happened

Closing

☐Has a strong closing

☐Tells what happened at the end



(Cocker & Ritchey, 2015)

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Instructional Routine


Telling/Retelling


Visual Scaffolds


Refer to the Graphic Organizer after reading to practice telling/retelling.


Name_____Date_____


Title_____

Who (Main Character?)

What Happened-Start

What Happened-Next

What Happened-End


How story ends

(Cocker & Ritchey, 2015)

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Students Can Work in Partners!



The illustration shows two cartoon characters, a Black girl (Student A) and a white girl (Student B), standing side-by-side. They are both holding papers that look like worksheets or forms. Above each student is a large, empty speech bubble, indicating they are about to speak or discuss their work. The background is a simple light blue gradient.

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Giving Feedback

"Partner B, think about whether your partner said everything he or she was supposed to. If they included the *main character*, *what happened first, next, and at the end of the story* tell them they did a good job. If your partner didn't say one or more of those things, you need to tell him or her they should do so the next time."

A

B

Checklist

1 Introduction
give me the main topic of the character

2 Plot
what happened first, next, and at the end of the story

3 Character
what happened next, then, next, and at the end of the story

4 Theme
what is the story about

5 Conclusion
what was the purpose of the story

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(Santoro et., al., 2014)

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Use Explicit Instruction

I Do → We Do → You Do

...and scaffold complete retells by practicing **partial retells**.



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Sample Pacing Schedule

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Informational Text	PARTIAL RETELL • Type of book • Topic	PARTIAL RETELL • What are the characteristics of mammals? What makes a mammal a mammal?	PARTIAL RETELL • What animals are mammals? • One interesting fact about mammals?	COMPLETE RETELL • Type of Book • Topic • What are the characteristics of mammals? • What animals are mammals? • One interesting fact about mammals.
Story Text	PARTIAL RETELL • Personal response (Did you like the story?) and why • Teacher models a complete story retell.	PARTIAL RETELL • Type of book • Title • Main character • What happened first	PARTIAL RETELL • What happened next • What happened end • Personal response	COMPLETE RETELL • Type of book • Title • Main character • What – first • What – next • What – end • Personal response

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Retelling, Retelling, Retelling!

- Retelling is an effective practice for determining and ensuring comprehension. When retelling, *students are actively engaged in a mental reconstruction of the text*. The active process of text reconstruction builds comprehension by helping students develop an *internal representation of the text's structure*.



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Retelling, Retelling, Retelling!

Retelling builds comprehension through content engagement and *expressive language use*.



See PaTIAN's *Expanding the Literacy Toolkit Series* for Students who are Deaf or Hard of Hearing. "Retelling: Building Comprehension with Text Structure and Retelling Interventions"



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Instructional Routine Text Structure Sort

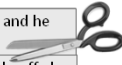
We had a clown visit our school. His name was Mr. Pinto Beans and he came to an assembly.

The first thing he did was blow up a long balloon. He huffed and puffed and it was real hard for him. Everyone laughed.

Then he tried to tie the balloon into a shape. At first it didn't work. He got made and stomped his foot. He got even madder and slapped the balloon. When he did it, it turned into a dog.

Finally he walked the balloon dog around the room showing everyone.

All of us laughed and it was the best assembly ever.



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Instructional Routine Text Structure Sort

Finally he walked the balloon dog around the room showing everyone.

We had a clown visit our school. His name was Mr. Pinto Beans and he came to an assembly.

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All of us laughed and it was the best assembly ever.

The first thing he did was blow up a long balloon. He huffed and puffed and it was real hard for him. Everyone laughed.

Instruction

Introduction
Summarizes the topic and/or character
Event 1
Often answering word is g, first, when?
Often then what happened?
Event 2
Often answering word is g, then, next, what?
Often then what happened?
Conclusion
Often a strong closing
Often what happened at the end



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Phase 2 – Evaluating the Genre



Information Text



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Informational Writing

•Main idea and details

•Descriptions

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Instructional Routine

Take Notes on Graphic Organizer

Instruction

“Today we are going to look for the main idea and details in the book *Bats* by Gail Gibbons. As we read, we’ll take notes on our graphic organizer.”

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Take Notes on Graphic Organizer

Beginning

Middle

End

Introduction:

Detail 1

Detail 2

Detail 3

Detail 4

Topic/Main Idea

Conclusion:

Visual Scaffolds

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What You Think You K now	What You W ant to Know	What You L earned
	What type of animals are bats? What do bats look like? What do bats eat? Do bats drink human blood? How do bats see at night?	-Bats are mammals. They have lungs and hair on their bodies. They are warm blooded. -Bats eat different kinds of food. Some bats eat insects. Others only eat fruit. -Bats do not drink human blood. -Bats have large wings, small bodies, and light-weight bones.

Education Associates (Santoro et al., 2014) 55

Use Checklist Aligned with Graphic Organizer

Beginning
 Middle
 End

Introduction

- ☐ Introduces the topic (and main idea)
- ☐ Defines the topic

Detail 1

- ☐ Describes something about the topic
- ☐ Has linking words

Detail 2

- ☐ Describes something about the topic
- ☐ Has linking words

Closing


- ☐ Has a strong closing

Visual Scaffolds

Education Associates (Cocker & Ritchey, 2015) 56

Instructional Routine

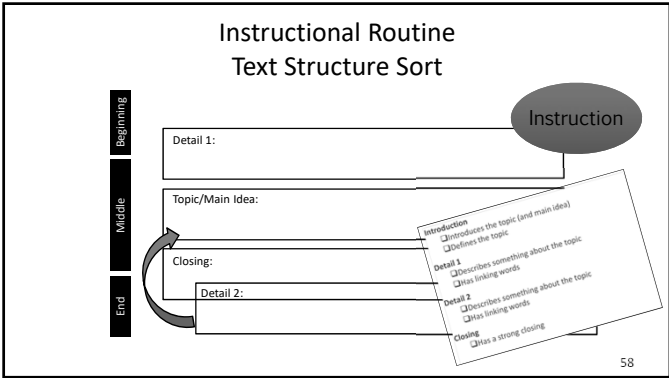
Telling/Retelling

I
 BATS
 Bats are
 This is what a bat looks like

 What bats eat
 Some bats live
 Bats, eat only fruit and insects

Instruction

"It's time to practice retelling the book *Bats* by Gail Gibbons. First we're going to tell the type of book and topic. Then we're going to tell two or three details, or facts, we learned from the book."

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Resources to Consider

Read Aloud! Small Group Curriculum (K-2; remedial 3-4)

Research from:
Fien, Santoro, et al. (2011.) See "Read Aloud Small-Group Curriculum."
<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

<http://www.intensiveintervention.org/read-aloud-small-group-curriculum>

Program from:
Search "CTL Marketplace"
<https://dibels.uoregon.edu/market/movingup/literacy>
Scroll down and look for references to "Read Aloud." For Tier 2, consider the *Read Aloud! Small Group* program.

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Phase 2 – Evaluating the Genre

Opinion Text

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Opinion Writing

• Book Reviews!






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Instructional Routine


Take Notes on Graphic Organizer

Instruction



Book Review

"Today we're going to read a book review about Stellaluna. Let's use our graphic organizer to take notes as we read the review."



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Take Notes on Graphic Organizer

Visual Scaffolds

Title: _____

Author: _____


Opinion _____

Reason 1 _____

Reason 2 _____

Reason 3 _____

Conclusions _____



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Use Checklist Aligned with Graphic Organizer

Beginning
Middle
End

Introduction

- ☐ Introduces the topic
- ☐ Has the name of the book
- ☐ Has an opinion about the book

Reason 1

- ☐ Tells something about the book
- ☐ Has linking words

Reason 2

- ☐ Tells something about the book
- ☐ Has linking words

Closing

- ☐ Has a strong closing


Visual Scaffolds

Education Associates

(Cocker & Ritchey, 2015)

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Instructional Routine
Telling/Retelling



Book Review

Instruction

"Let's practice telling our opinion. First, tell whether you liked the book or not. Next, tell why. Don't forget to use the word *because* when you tell why you liked or didn't like the book."

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Instructional Routine
Text Structure Sort

Beginning
Middle
End

Closing:

Topic:

Reason 1:

Reason 2:

Instruction

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Remember, emphasize language use during Phase 2 instruction. . .

. . .and practice, practice, practice!



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Let's Review Instructional Routines for Phase 2

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



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Pause and Process



- 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



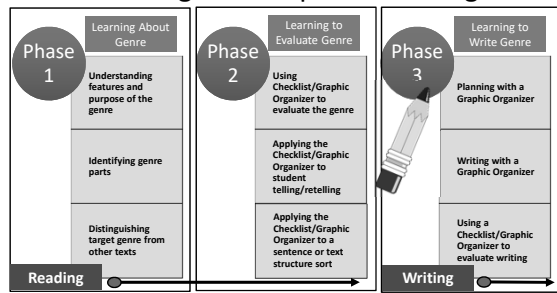
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Teach Students How to Write Genres



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Teaching Genre-Specific Writing



(Cocker & Ritchey, 2015; Santoro et al., 2008, 2016)

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Purpose of Writing

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



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POWER Strategy

Plan, Organize, Write, Edit/Revise, Rewrite

- Designed to make the writing process visible to students.
- Provides a structural framework for carrying out the thinking and organizational processes involved in each phase of writing.
- Helps frame the “self-talk” used by writers.

(Englert, Raphael, Anderson, Anthony, Fear, & Gregg, 1988; (Project Write: <http://kc.vanderbilt.edu/projectwrite/>)

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Use Explicit Instruction

- I Do!
 - Model/Demonstrate
- We Do!
 - Lead/Guide
- You Do!
 - Independent Application

Explicit instruction teaches writing by showing students how to write through demonstrations, models, and “think alouds.”



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• POWER



- Plan
- Organize
- Write
- Edit/Revise
- Rewrite


• Publish

Visual Scaffolds

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How Genres Are Structured (PFTA)

- Purpose
- Form
 - For example: Sentence, Paragraph, Essay, Letter
- Topic
- Audience



(Philippakos, MacArthur, Coker, 2015)

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Visual Scaffolds

- **POWER**
 - Plan
 - Organize
 - Write
 - Edit/Revise
 - Rewrite
- **Publish**

- Visual Scaffolds

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Visual Scaffolds

• **POWER**

–Plan

–Organize

→ –Write

–Edit/Revise

–Rewrite

• **Publish**

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Visual Scaffolds

• **POWER**

–Plan

–Organize

–Write

→ –Edit/Revise

–Rewrite

• **Publish**

80

Visual Scaffolds

• **POWER**

–Plan

–Organize

–Write

–Edit/Revise

→ –Rewrite

• **Publish**

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4. Emphasize Academic Language and Patterns Across Genres



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Language of Text Structure

1. Discourse Knowledge
2. Critical Text Features



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Structure of Genres (BME)

3. Beginning-Middle-End

- Beginning
- Middle
- End

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

Visual Scaffolds



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Phase 3 – Writing the Genre



Narrative Text



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Discourse Knowledge Narrative Writing

- A written product that conveys real or imagined experiences. Time is used as the primary structure.
- **Purpose:**
 - To entertain
 - To tell a story
 - To inform
 - To instruct
 - To persuade
- **Types:** fictional stories, memoirs, anecdotes, autobiographies
- **Academic language:** beginning-middle-end, first-next-last, character(s), plot (*what happened?*), setting (*where?*), theme, problem, solution/resolution, real narrative vs. imagined narrative



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Transition Words

Beginning – for time and place

- Once upon a time...
- Once,...
- Long ago...
- In the...

Beginning – for description of events and characters

- Also...
- In addition too...
- Further...
- Furthermore...

Middle – for sequence of action

- First...
- Second...
- Then,...
- Next,...
- In addition,...

End

- Finally,...
- In the end,...


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Sample Critical Features

Narrative Writing

- Tells about one event, usually personal.
- Usually tells a story in chronological order.
- Uses linking words to show passage of time.
- Includes elements of story grammar (e.g., setting, character, problem, resolution).

Explicitly include critical features of genre in your instructional language.



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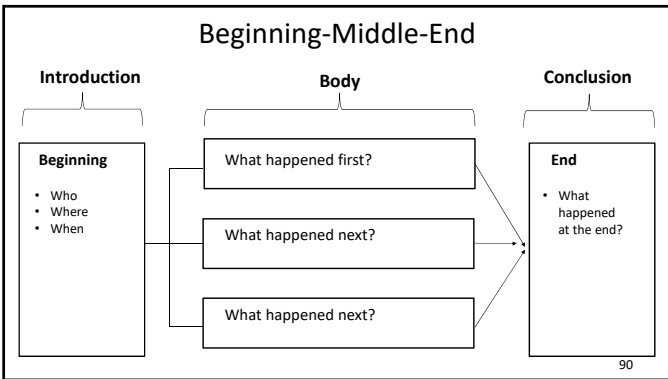
Sample Critical Features

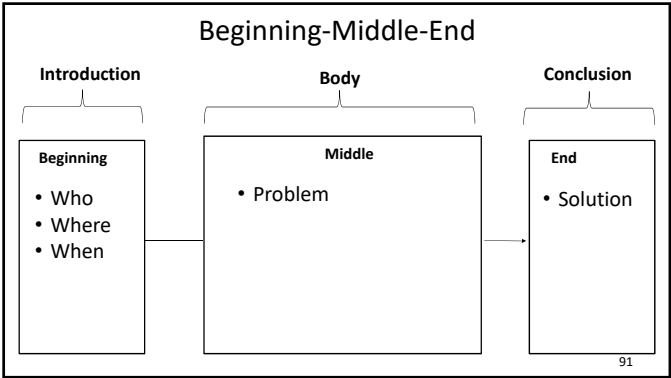
Narrative Writing

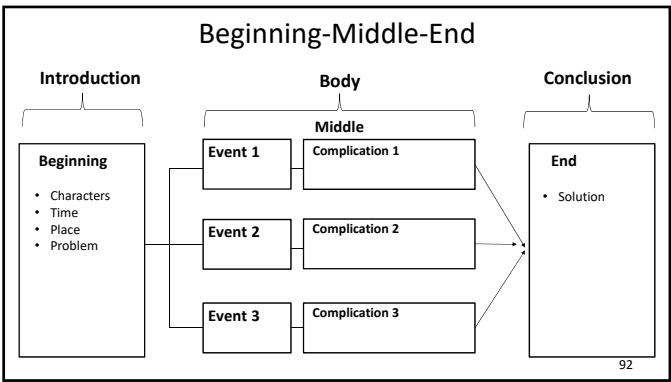
- Tells about one event, usually personal.
- Usually tells a story in chronological order.
- Uses linking words to show passage of time.
- Includes elements of story grammar (e.g., setting, character, problem, resolution).

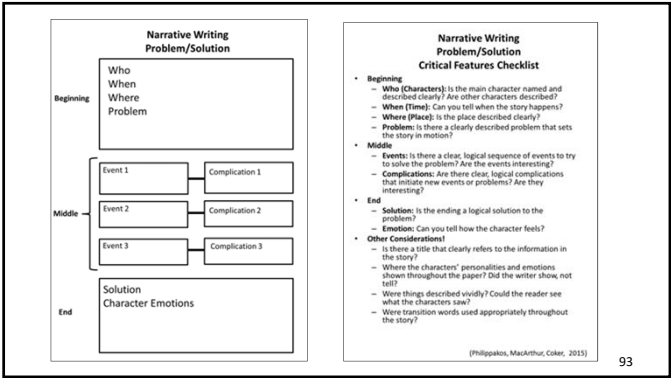
A good story....


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Phase 3 – Writing the Genre



Information Text



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Discourse Knowledge Informative/Explanatory

- Text that conveys information accurately.
- **Purpose:**
 - To increase a reader's knowledge
 - To help a reader understand a procedure or process
 - To provide a reader with enhanced understanding of a concept
- **Types:** summaries, reports, literary analysis, comparisons, instructions, manuals, memos, resumes
- **Academic language:** topic, focus, main idea/key ideas, details, information/informational, fact, report, text, nonfiction, summary, conclusion



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Transition Words

Beginning

- To begin...
- First of all...
- To start...
- Initially...
- At first...
- First...

Middle

- Also, ...
- In addition, ...
- Furthermore, ...
- Another...
- Besides...
- In fact,...

End – for conclusion

- In conclusion,...
- Finally,...
- Lastly,...
- To sum up...

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Sample Critical Features Informative/Explanatory ("Fact") Writing

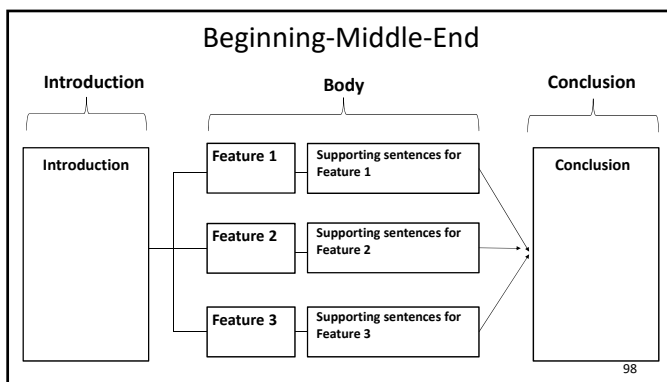
- More than one sentence.
- A first sentence that tells the topic.
- All the other sentences telling about the topic.
- Sentences that tell facts, not opinions.
- The most important information.

*A good fact
paragraph has....*



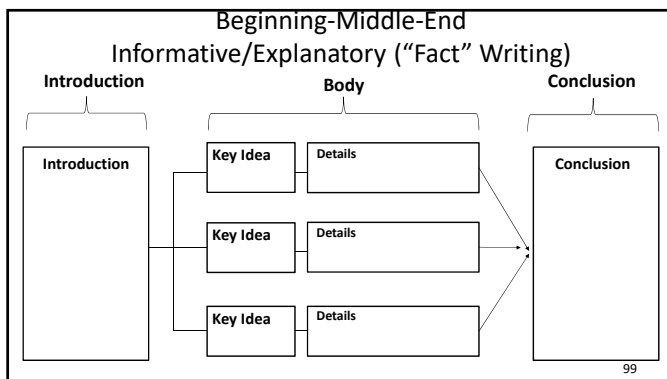
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Beginning-Middle-End



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Beginning-Middle-End Informative/Explanatory ("Fact" Writing)



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Informative/Explanatory Writing
Main Idea and Details

Introduction

Beginning

Key Idea

Details

Middle

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?

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What About the Other Types of Informational Text?

- Cause and Effect
- Compare and Contrast
- Descriptive
- Problem and Solution
- Question and Answer







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Resources

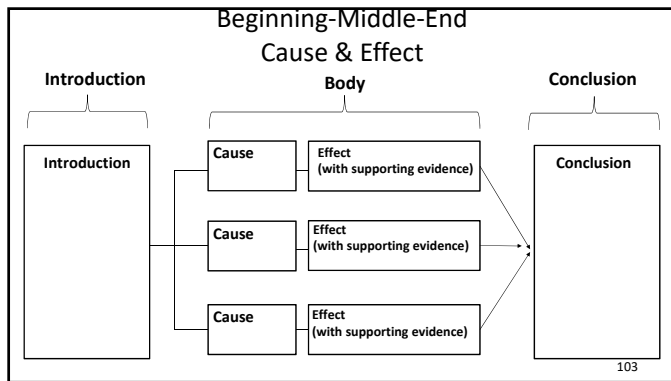
Expository Text Structure Activity from the Florida Center for Reading Research (FCRR)
http://www.fcrr.org/studentactivities/c_022c.pdf

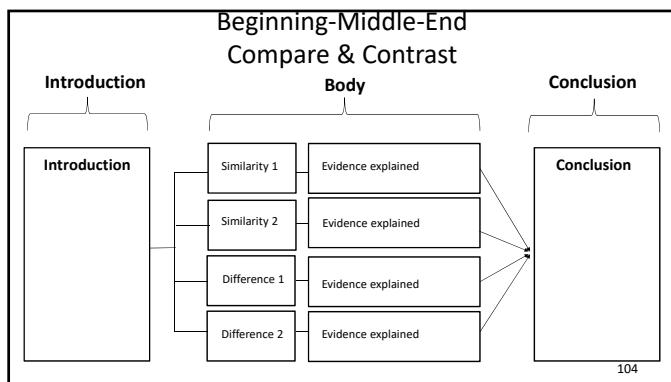
- How can you incorporate this Activity into your writing instruction?
- What modifications and/or enhancements can you make so this activity can work for your students?

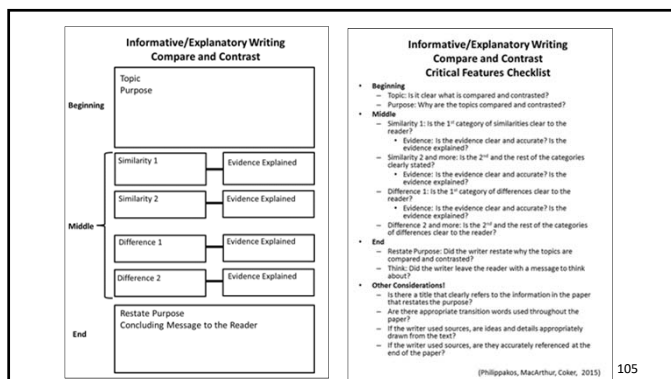




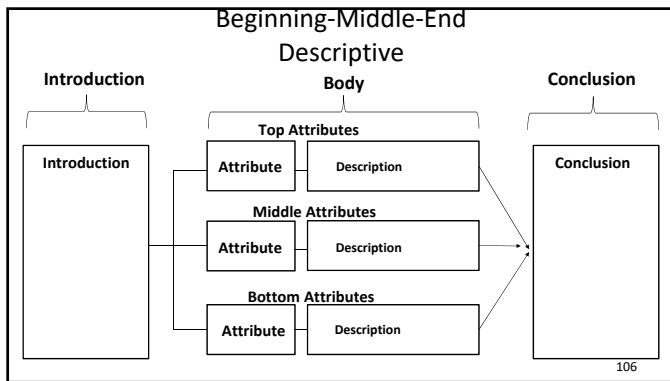
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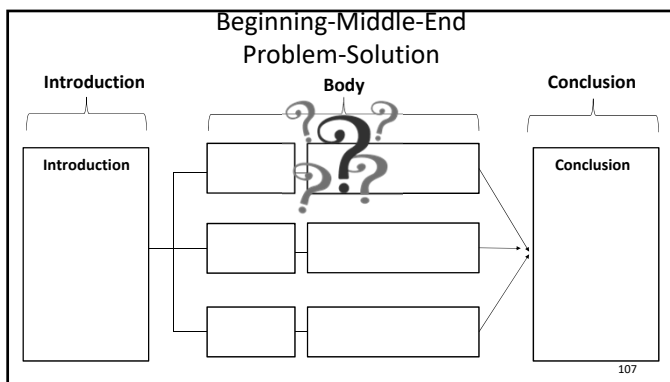


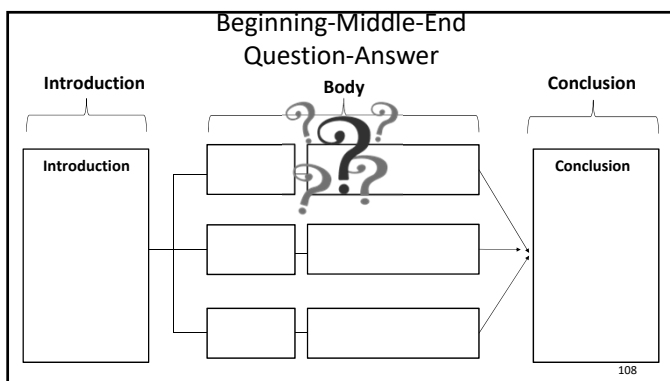




- Informative/Explanatory Writing**
Compare and Contrast
Critical Features Checklist
- **Beginning**
 - Topic: Is it clear what is compared and contrasted?
 - Purpose: Why are the topics compared and contrasted?
 - **Middle**
 - Similarity 1: Is the 1st category of similarities clear to the reader?
 - 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?
- [Philippelos, MacArthur, Coker, 2013]







Phase 3 – Writing the Genre



Opinion Text



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Discourse Knowledge Opinion/Argumentative Writing

- A reasoned, logical argument that demonstrates the writer's position, belief, or conclusion is valid.
- **Purpose:**
 - To change the reader's point of view
 - To bring about some action from the reader
 - To ask the reader to accept the writer's explanation
- **Types:** essay, editorial, letter
- **Academic language:** opinion, support, reasons, explain/explanation, conclusion



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Transition Words

Beginning – for writer's opinion

- I think that ____ should/should not...
- From my perspective...
- It is important for ____ to ____

Middle – for reasons

- One reason that...
- A first reason that supports...
- A second reason...
- An additional reason...

Middle – for added information

- Also,...
- In addition,...
- Furthermore,...

End – for conclusion

- In conclusion,...

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Sample Critical Features Opinion/Argumentative

- Discusses a single topic.
- Tells what you think about the topic. Tells your opinion.
- Gives reasons why you have your opinion (I think _____ because. . .).
- Includes a concluding, sum-up sentence.

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Good opinion writing...

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Beginning-Middle-End Opinion/Argumentative

Introduction

Reason 1

Reason 2

Reason 3

Evidence explained

Evidence explained

Evidence explained

Conclusion

Introduction

- Topic
- Opinion

Reason 1

Reason 2

Reason 3

Evidence explained

Evidence explained

Evidence explained

Conclusion

- Restate opinion
- Think

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Opinion/Argumentative Writing

Beginning

Topic
Opinion

Middle

Reason 1

Reason 2

Reason 3

Evidence Explained

Evidence Explained

Evidence Explained

End

Restate Opinion
Concluding Message to the Reader

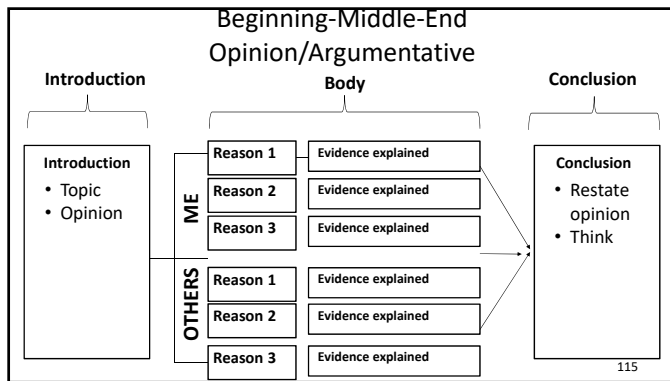
Opinion/Argumentative Writing Critical Features Checklist

- **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?

(Philippakes, MacArthur, Coker, 2015)

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Opinion/Argument Rubric

Example #10
Purpose - To Convince
 Author _____ Essay Topic _____

Question	Student or Partner Rating		Teacher Rating	
INTRODUCTION				
1. Does the introduction grab the reader's attention?	Yes	No	Yes	No
2. Does the introduction tell the topic of the essay?	Yes	No	Yes	No
3. Does the introduction state the author's position on the topic?	Yes	No	Yes	No
4. Does the introduction preview the reasons for the position?	Yes	No	Yes	No
BODY				
5. Does the body include at least three major reasons that support the author's position?	Yes	No	Yes	No
6. Does the author elaborate on and explain each of the major reasons using logical arguments, evidence, and examples?	Yes	No	Yes	No
7. Did the author acknowledge and respond to the opposing side's view?	Yes	No	Yes	No
8. Are the paragraphs well-organized and easy to understand?	Yes	No	Yes	No
9. Are transition words and phrases used to connect ideas within and between paragraphs?	Yes	No	Yes	No
CONCLUSION				
10. Does the conclusion summarize the author's position?	Yes	No	Yes	No
11. Does the essay have a definite conclusion that wraps up the essay?	Yes	No	Yes	No
CONVENTIONS				
12. Did the author correctly spell words?	Yes	No	Yes	No
13. Did the author use correct capitalization?	Yes	No	Yes	No
14. Did the author use correct punctuation?	Yes	No	Yes	No
CONTENT				
15. Did the essay hold the reader's attention from beginning to end?	Yes	No	Yes	No
16. Is the essay clear and easy to understand?	Yes	No	Yes	No
17. Did the author stay focused on the same position throughout the essay?	Yes	No	Yes	No

(Archer)

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Let's Review 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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Pause and Process



- 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



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Pause and Process



The following is a generic instructional feature that helps visually scaffold “sameness” across genres.

- a) Beginning-Middle-End
- b) Text Structure
- c) Short Writing Often, Not Long Writing Seldom
- d) None of the above



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Pause and Process



An example of a critical feature that could be used to teach information (“fact”) writing is...

- a) Tells about one event, usually personal
- b) Uses linking words to show the passage of time
- c) The first sentence tells the topic
- d) The first sentence tells what you think about a topic



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[illegible]

- Focus
- Organization
- Content
- Style
- Conventions

[illegible]


 Student _____


The work is important to learn
 be motivated and do more can
 make you disorganized and not
 know anything when you go to school
 to learn. It may mean that you
 come home and get to school or
 other activities. However, to get
 out school activities you already
 don't have more time but
 when you have more, it
 leaves you with little or no free
 time - when you have no free
 time, what do you get stressed
 out, there is not in your mind.
 So when you are home are not
 free.


- 

[illegible]

Focus

A **single, controlling point** made with an awareness of task (mode) about a specific topic.





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Reading Prompts


- What is the topic about which you are writing?
- What are the key words in the prompt? Circle them.
- Who is your audience?
- What type of writing will you use?

Narrative

Informational/Explanatory

Opinion/Argumentative





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Title Matching


Main Idea


Title 1


Title 2

Details

Passages








126

Title Matching



Main Idea

Title 1


Details

Sentence Strips from Passages

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Play News Editor


- Read each article. Write a headline for each article.
 - ☐ Does the headline include who or what the article is mostly about?
 - ☐ Does the headline include the most important information about the who or the what?
 - ☐ Is the headline written in 10 words or less?




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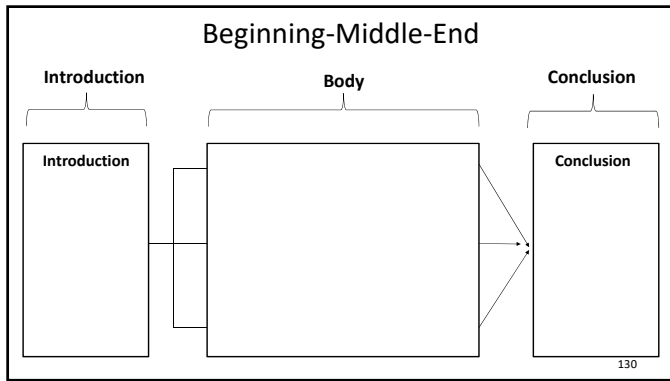
Organization

- Order and Sequence
 - **Organizational structure (e.g., text structure)**
 - Chronological order
 - Order of importance
 - Logical order
- **Transitions**
 - Transition words
 - Signal words and phrases
 - Using transition sentences
 - Using transition paragraphs





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In this story, the problem starts when _____

After that _____

Next, _____

Then, _____

The problem is finally solved when _____

The story ends with _____

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Content

- The presence of ideas developed through facts, examples, anecdotes, details, statistics, opinions, reasons, and/or explanations.

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Graphic Organizers

Figure 3. Highly Prompted Note Sheet

Story Name Sheet

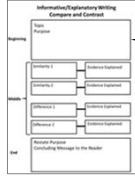
Setting, names and other details from the story.

Main Character (protagonist): the person or persons whom the action of the story follows.

Secondary Characters: characters whose actions, feelings, thoughts or other thoughts.

Plot: the sequence of events that make up the story.

Theme: the main message or lesson of the story.



Reading Summary

Name: _____ Date: _____

Book Title: _____

Author: _____

What is the main idea of the book?

What are the main events of the book?

What is the author's message?

Consider how instructional materials support content.



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List Making

Topic: _____

List of 10 Things:

(Star the 3 items you like best. Each will become a supporting sentence.)

Topic Sentence: _____

Supporting Sentence 1: _____

Supporting Sentence 2: _____

Supporting Sentence 3: _____

Concluding Sentence 3: _____



(Van Cleave, 2015)

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Generating and Prompting Ideas

- Provide sentence stems and sentence frames!
- What a _____ day!
- What would it look like to ...
- How would it feel if . . .
- Could a...
- Is this (model activity) an example of...?
- When might you...?
- How might you...?
- Why might you...?
- What would make you...?
- Would you want to...?
- That doesn't make sense to me because...
- I notice...I wonder...



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Style

- Word Choice
 - **Varied and interesting**
 - Adjectives, verbs, adverbs, etc.
- Sentence Structure
 - Varied and interesting
 - Complex
- Voice
 - **“Personality on Paper!”**



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With Your Teacher

- Look up the word **take** on page ____.
- Read the words that are similar in meaning to **take**.
get, have, use, grasp, hold, etc.
- Read the paragraph below.

Word Choice

On your Own

In the paragraph below, make new word choices.

Jefferson Middle School has a strict code of conduct. If students take drugs or weapons to school, school officials will take them. Students also must take a pass when they move through the building during class time. If a student takes school property, the case is turned over to the police.

With Your Teacher

- Share and compare



(Archer, Gleason, & Isaacson, 2003)

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Conventions

- **How Words and Sentences Work**
 - Spelling- accuracy and fluency
 - Sentences: structure/syntax
 - Mechanics



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Instructional Ideas

- Visual Phonics to Support Spelling
- Word Analysis Emphasizing Spelling Patterns
- Writing Matters!



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Pause and Process



Generic instructional features of writing **quality** include...

- a) Beginning-Middle-End
- b) Visual Scaffolds
- c) Thing Alouds
- d) Focus-Content-Organization-Style-Conventions



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Pause and Process



- 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?



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6. Pull it All Together



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Big Idea



Identifying text type sets the purpose for reading and writing.



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What Type of Text Are We Reading and Writing?

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



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How Will We Interact with the Text?

Internal, Author's Voice

- Are we reading or writing a story?
- Are we reading or writing text that tells information?
- Are we reading or writing an opinion?

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Teaching Genre-Specific Writing

Phase 1	Phase 2	Phase 3
Learning About Genre	Learning to Evaluate Genre	Learning to Write Genre
Understanding features and purpose of the genre	Using Checklist/Graphic Organizer to evaluate the genre	Planning with a Graphic Organizer
Identifying genre parts	Applying the Checklist/Graphic Organizer to student telling/retelling	Writing with a Graphic Organizer
Distinguishing target genre from other texts	Applying the Checklist/Graphic Organizer to a sentence or text structure sort	Using a Checklist/Graphic Organizer to evaluate writing
Reading		Writing

(Cocker & Ritchey, 2015; Santoro et al., 2008, 2016) 146

Big Ideas for Genre and Discipline Specific Writing

1. Use instructional routines during reading and writing to help students **learn about genres**.
 - “Is this a story, information, or opinion book? ...How do you know?”
 - “Are you going to write a story, information, or opinion text? ...What graphic organizer will you use?”

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Big Ideas for Genre and Discipline Specific Writing



2. Use instructional routines during reading and writing to help students **evaluate genres**.
 - Take Notes on Graphic Organizer (and use a Checklist aligned with Graphic Organizer)
 - Telling/Retelling
 - Text Structure Sorting



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Big Ideas for Genre and Discipline Specific Writing



3. Include key instructional components during writing instruction to help students **write genres**.
 - Use **Purpose-Form-Topic-Audience** for Planning
 - Build Student Discourse Knowledge and Academic Language (e.g., explicitly teach transition words)
 - Explicitly Identify Critical Text Features in Instructional Language
 - Highlight **Beginning-Middle-End** Structures Across Genres



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Big Ideas for Genre and Discipline Specific Writing



4. Help students improve the **quality of genre-specific writing** by enhancing instruction that targets focus, organization, content, style, and/or conventions.



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



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Next Steps

Follow-up PLC on January 23, 2018 for Genre and Discipline Specific Writing Webinar



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Check Out!

Post-test

Code:WTW3

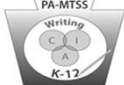
<https://www.surveymonkey.com/r/TOOLK20818>



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Acknowledgments




Multi-Tiered System of Supports (MTSS) for “WRITING”

Special appreciation is extended to each of the following committee members who made significant contributions to the development of the MTSS WRITING training and technical assistance materials, in an effort to support dedicated educators across the Commonwealth in the advancement of systems, grade and student level writing outcomes.

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Resources and References

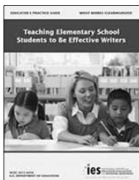


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From the Bookshelf: Research-based Practice Guides

- K-6: Teaching Elementary School Students to be Effective Writers (IES Educators Practice Guide, June 2012)

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17>



- 6-12: Teaching Secondary Students to Write Effectively (IES Educators Practice Guide, November 2016)

http://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_secondary_writing_110116.pdf



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From the Bookshelf: Resources to Explicitly Teach the Writing Process

Step Up to Writing

<http://www.voyagersopris.com/curriculum/subject/literacy/step-up-to-writing-fourth-edition/overview>

Paragraph Writing Strategy

<http://sim.kucrl.org/products/details/paragraph-writing-strategy>

Hochman Method – “The Writing Revolution”

<http://www.thewritingrevolution.org/method/hochman-method/>

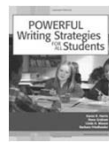
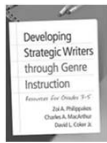
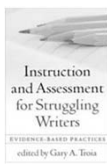
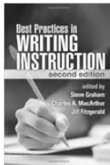


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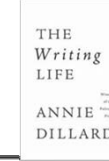
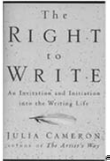
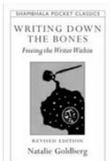
From the Bookshelf: Research-based Resources on Writing

Discusses research and best practice

Provides research-based classroom application



From the Bookshelf: Writers Discuss the Writing Process



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- Troia, G. A. (Eds.) (2009). *Instruction and assessment for struggling writers: Evidence-based practices*. New York: Guilford Press.



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Websites for Writing

- ELA/Literacy Scoring Rubrics
 - <http://www.parcconline.org/ela-literacy-test-documents>
- Explicit Instruction with Anita Archer: Demonstration of summary frame with 1st graders
 - <http://explicitinstruction.org/video-elementary/elementary-video-6/>
- FCRR (Florida Center of Reading Research) Expository Text structure
 - <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>
- Instructional Strategies Online: Graphic Organizers
 - <http://olc.spsd.sk.ca/DE/PD/instr/strats/graphicorganizers/index.html>
- Iris Center for Improving Student Writing Performance
 - <http://iris.peabody.vanderbilt.edu/module/pow/>
- PaTTAN: videos, resources
 - <http://www.pattan.net/category/Educational%20Initiatives/Reading>



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Websites for Writing

- Project Write
 - <http://kc.vanderbilt.edu/projectwrite/>
- Performance Task Writing Rubrics
 - <http://www.smarterbalanced.org/practice-test/>
- West Virginia Department of Education
 - <https://wvde.state.wv.us/strategybank/GraphicOrganizersforWriting.html>
- Write Away! A Student Guide to the Writing Process
 - <http://cuip.uchicago.edu/~mmanning/2001/graphicorganizers.htm>
- Write Design Online: Graphic Organizers
 - <http://www.writedesignonline.com/organizers/>



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