

**Presentation title: *Explicit teaching of writing genres*
= *expert writers***

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Teachers being knowledgeable about genre
What are Written Genres?

Understand writing from an author's point of view
Audience / Purpose

How texts work
Information report – organizational and language structures

Teachers being knowledgeable about pedagogy

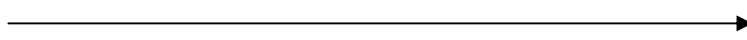
Explicit teaching

planning, reading - deconstruction, construction, pre writing, daily
independent writing, embedded assessment

Inquiry – research method

What are Writing genres

- Over time, in different cultures, a variety of common forms of writing have developed. Cultures determine certain writing structures and language features. Within our culture being able to write competently in a variety of ways pre-determines our role in society. The more developed a person's literacy skills, generally, the more control a person has over his/her life.
- Genre is the name given to different forms of writing. Writers use different genres to suit a purpose and audience they are writing to or for. Most genres have the organization structure of orientation (introduction), middle and ending.
- When children learn to write genre formats they learn to follow a schematic structure associated with each particular literature form, use certain language structures and features so that a particular communicative purpose is achieved.
- Proficient language users choose the most appropriate mode of communication, the most effective textual patterns, words, grammatical structures and stylistic features.
- A student's use of language structures and stylistic features will vary according to their purpose, topic, for example, the sophistication of language depends upon the role and relationship of the writer and their audience:
 - A letter to dad, the language will be more informal, closer to spoken language.
 - A report, the language will be more formal
- A teachers role is to move children from

Informal (like spoken language)  Formal (explicit language)

Understand writing from an author's point of view

- Authors create writing for an audience
- Their writing is created for a purpose .. to have a particular effect on an audience
- For writing to be successful the author must engage the audience

- Four main purposes for writing
 - * *To inform*
 - To entertain*
 - To persuade*
 - To challenge*

- Authors choose:

a topic, what the piece of writing is about. Ideas come from personal experiences, observations and research; from things they do, see, hear, taste, smell, feel, read and remember

a theme, what they want to be know, often not explicitly expressed for example: relationships, stereotyping

a particular genre, text and language is organized to suit a purpose

Main text types are:

recount, response, narrative, procedure, explanation, report, exposition – persuasive, argument (debate)

How texts work: Information report

STRUCTURE

Title

The opening sentence

Sequenced information - describe the characteristics

(Skill: writing key words under headings = paragraphing)

LANGUAGE

Impersonal Writing - factual recording

Nouns – singular, plural

Descriptive detail (verbs – usually present tense, adjectives, adverbs)

Cohesion of text by using conjunctions *and, as, because, if*

Noun, verb agreement

3rd person pronouns *it they she he*

modifiers and adverbs *most some few only mainly often
sometimes*

eg general information, *all, every* (*All whales are mammals*)

more focused, *some, few, mainly, many* (*Some whales have teeth*)

detailed, *each, only* (*Only the narwhal has a tusk*)

Topic language

Children writing as experts

Explicit teaching

Relates directly to teacher's method of teaching

- **Makes learning accessible to every child – planning differentiated learning, supporting learners**

- **How knowledgeable a teacher is about learning outcomes, explicit language needed; most suitable teaching methods and activities which allow children to learn and practice an aspect during the implementation of the genre writing program**

- **Children become expert during an intense study period:**
 - **Understanding and internalizing different text types and their characteristics**
 - **Understanding why particular genres are used for particular communicative purpose**
 - **How genres can slightly vary**
 - **Ideas and knowledgeable about the topic**

Teachers being knowledgeable about the pedagogy

Explicit teaching methods

- **Planning in depth study**
- **Reading – deconstructing texts**
- **Constructing texts**
- **Prewriting activities - Children being knowledgeable before they write**
- **Daily independent writing – shifting the responsibility**
- **Assessment to inform learning needs**

Planning

Global planning:

- **Planning genres to be studied for the year**
- **Continuously planning over a period of time, distinct and comprehensive learning outcomes of each genre**

Developmental planning:

- **Differentiating learning - allowing each child to work at his/her skill developmental and mental maturity. Take into account knowledge about children's abilities**
- **Teaching a writing genre, beginning with a simple concept and gradually building on that knowledge**
- **Purposely planning a learning focus for the day, including questions to be asked, explicit language to use, techniques to be modeled, activities to help understanding**
- **Telling children the outcome for the day. Allows children to internalize the particular learning aspect**

Where are your children developmentally in reading to write a report, writing, researching?

- Level 1** Teacher reading information –pet or popular wild animal, excursion
Peer reading information
Listening to information on a tape
1-4 simple sentences about topic
- Level 2** Mixture Independent reading and teacher reading
one piece of information - animal
Simple information in books or teacher made cards
Take key words with teacher or peer
Simple sentences introductory sentence, using conjunctions, some adjectives, information sequenced
4 paragraphs (headings)
- Level 3** Independent reading - varied topics
Inquiry question (from teacher)
Children develop 2-5 questions of their own
Research done on computer as well as books
Takes own key words
Sentences more complex, interesting
Presentation of report varied
All components of a report used
Paragraphing within headings

Reading for information – Read Aloud, Independent

- **Deconstructing** – during **Shared Reading**
isolating parts of the texts:

**attract attention to structures, ideas, information, themes,
writing styles and language**

**Understand the circumstances particular genres are written;
the purpose and audience**

➤ **Constructing text in front of the children – during shared, interactive, guided writing expands children’s understanding, knowledge and independent language use:**

- **Children and teacher interact, discuss ideas, genre aspects, ways to solve problems**

- **Children take from shared sessions what is appropriate to their particular thinking and language development level**

- **Children are able to make informed choices when they write their own written genres**

- **Pre-writing activities** is when a teacher deliberately involves children in discussion and activities where they learn the language to explore and make sense of the genre structures, language, topic.

- **Activities that involve the cross curricula** gives teachers and children a meaningful context in which to apply, reinforce and extend reading and writing.

➤ **Embedded Assessment**

Conferencing

Analysing children's writing

Key word / short phrases training / report writing

<p>Verbalize simple sentences</p> <p>Reading short general sentences Record key words / short phrases on a chart Children verbally use key words in sentences</p>	<p>The <i>car</i> is <i>red</i></p> <p>The <i>mouse</i> is in its <i>hole</i></p> <p><i>Mum</i> is <i>driving</i> the <i>car</i> to the <i>supermarket</i></p> <p>It is a <i>cold winter</i></p> <p>(children need lots of training on common sentences)</p>
<p>Readverbalize then list key words</p> <p>Chart with 4 headings</p> <p>Transfer words on chart under headings</p>	<p>Repeat many times with simple animal information.</p> <p>Teachers to keep this chart</p>
<p>Key words on charts. Children orally give sentences, then write sentences using the key words on the charts.</p>	<p>Keep practising</p>
<p>Read Aloud information children take own key words write own reports from key words</p>	<p>Note: Not all key words will be listed by all children.</p>
<p>Independent reading taking key words/ short phrases, writing own report</p>	<p>Note: Some children will need to do the reading, noting key words during Guided Reading.</p>

Key Words

<p>Introduction (Categorizing)</p>	<p>Habitat (Where do they live?)</p>
<p>Appearance (What do they look like)</p>	<p>Habits (What do they do)</p>

Proof reading / checking

- **Proof reading involves a particular kind of reading where varied aspects of writing are carefully examined.**

A writer proofreading his/her composition will have multiple things to check

- Does it make sense and does it convey the intended message?**
- Does it follow the organizational pattern of the genre?**
- Is it structured correctly?**
- Is it interesting?**
- Is the spelling conventional?**

- **Deliberately plan teaching how to break proofreading into parts.**

Do this by using children's writing, cloze exercises or using parts of texts rewritten.

- **As early as kindergarten when children re read their sentences they are proofreading and checking to see if the story makes sense.**
- **After about a year writing, encourage the children to re read writing for meaning, circle words they think are incorrectly spelt (later, parts of words they think are incorrectly spelt)**
- **When conferencing show children how to use a simple checklist to improve their writing.**

CONFERENCING WRITING

The aim of conferencing is to determine what the child can do and for the teacher to pick an aspect to improve. This means the teacher will explicitly teach the child a particular writing process or teach a spelling strategy

During Independent writing, while the class is writing, the teacher indicates to a child that it is conferencing time.

In a quiet area the child sits alongside the teacher with his/her writing book.

Begin by getting the child to talk about his writing and then he reads part or all of his writing. An open ended question to begin the conference session could be:

What are you trying to do today?

Choose a point to focus on and teach. Have a whiteboard and demonstrate if necessary. It is beneficial if the child has a practice page in his book.

- Extending thinking, complexity of sentences, and problem solving strategies.
- Making relationships between new learning and learning secured or almost secured
- Revealing confusions

Make brief notes and set a goal for the child to work on (see conference sheet) as he / she experiments during independent writing.

You will see approx 1-3 children in a session.

Writing conference record

Writing genre - report

Name:

Date: *Teaching focus: Making sure the structure is known about a report*

Discussion points:

Chatted about the structure of a report – knew appearance, and habits, not sure about introduction. (reinforce this next Shared Writing)

All sentences began with Dinosaurs –gave examples of how to vary sentence beginnings

Student's writing goal: Varying sentence beginnings, using 'they' when

Date: *Teaching focus: flowing sentences*

Discussion points:

demonstrated on white board had to make sentences flow (not a list)

Discussed keeping ideas together (eg write first about appearance of animal, then where they live)

Student's writing goal: Not list information – continue sentences on same line if room.

Date: *Teaching focus: Identifying what makes a compound sentence / simple sentence*

Discussion points:

what do you think makes a compound sentence? Wrote examples on the white chalk board

Able to re read all of his report

Having difficulty remembering to begin with a capital after a period.

Student's writing goal: remember to start each sentence with a capital

Date: *Teaching focus: maintaining singular or plural*

Discussion points: *what does a sentence sound like when its singular – showed models*

Great report with lots of ideas

Having difficulty completing correctly structured sentences – eg A dinosaur live.... They (it)

There even creatures that fly

Student's writing goal: to say the sentence aloud to see if it sounds right and / or read to a partner

Date: *Teaching focus: Use of modifiers, some, most*

Discussion points: *You know that all dinosaurs weren't meat eaters -*

Would this sound better if you used 'some'

Almost completed report – much quicker than the first report

Difficulty spelling visual words eg 'birds,' 'slow'. Stressed the need to look carefully at words also, and see patterns (Stress this looking strategy when I do word study)

Student's writing goal: Spelling – continue using sounds but think/look for visual patterns

Writing conference record

Name:

Date: *Teaching focus:*
Discussion points:

Student's writing goal:

Date: *Teaching focus:*
Discussion points:

Student's writing goal:

Date: *Teaching focus:*
Discussion points:

Student's writing goal:

Date: *Teaching focus:*
Discussion points:

Student's writing goal:

Date: *Teaching focus:*
Discussion points:

Student's writing goal:

Date: *Teaching focus:*
Discussion points:

Student's writing goal:

Date: *Teaching focus:*
Discussion points:

Student's writing goal:

Analysing writing

- **At the end of a study of genre children are assessed on a piece of writing. They write in a quiet environment for a set time, they proofread and revise for a set time.**

- **Analyse against planned learning criteria period of study**

Title

The opening sentence

**Sequenced information
good descriptions of
the characteristics**

**writing key words
under headings =
paragraphing**

**Impersonal Writing -
factual recording**

**Nouns – singular
plural**

**Descriptive detail
verbs –past tense
adjectives
adverbs**

**Cohesion of text by
using conjunctions
*and, as, because, if***

Noun, verb agreement

**3rd person pronouns
*it they she he***

**modifiers and adverbs
*most some few only
mainly often all
sometimes every
many each***

Topic language

Children writing – independent

- **A writing session occurs every day - planning writing, revising, reading and activities to give background knowledge, categorizing with a group**
- **Quiet environment, especially at beginning when children collect their thoughts,**
- **Set length of time**

Support techniques - interactive, guided, paired

Inquiry

Investigative process where information and understanding is sought by asking questions

Challenging way of allowing children to set their own learning directions and experiences

- 1. Teacher chooses a topic**
- 2. Teacher examines the topic**
- 3. Children are given a shared experience, some knowledge about the topic - via Shared Reading, video, visit**
- 4. Teacher formulates a succinct, essential, open ended, non judgmental question eg *are plants important***
- 5. Teacher arranges that children explore the topic and formulate probing questions that are significant to them**
- 6. Questions are recorded on a general classroom sheet**
- 7. Questions are prioritized**
- 8. These questions used to guide investigation that will answer the essential question**
- 9. More questions may arise during the investigation**

What can be recorded in a journal

Initial stimulus – teacher may display lots of texts, pictures or a video about the topic for children to peruse.

Children:

Record their first impressions of the topic.

Write 'Dear journal' to set goals they want to achieve e.g. keep work organized, record everything that is important.

Write 'Dear journal' or 'Dear [classmate name]' at times to assess learning.

Record observations, questions, graphic organizers (plans), research notes from independent reading.

Maps and timelines.

Teacher Reads Aloud, Share Reads a story

A summary of the story and comparing that to content from information texts.

Answering questions that are asked.

Taking two perspectives – pros and cons of the topic / issue.

Big ideas and supporting facts.

Myths and Facts of the topic.

Different genre writing – letter, procedure, report, poetry, narrative, explanation.

Writing conference record

Name:

Date:

Teaching focus:

Discussion points:

Student's writing goal:

Date:

Teaching focus:

Discussion points:

Student's writing goal:

Date:

Teaching focus:

Discussion points:

Student's writing goal:

