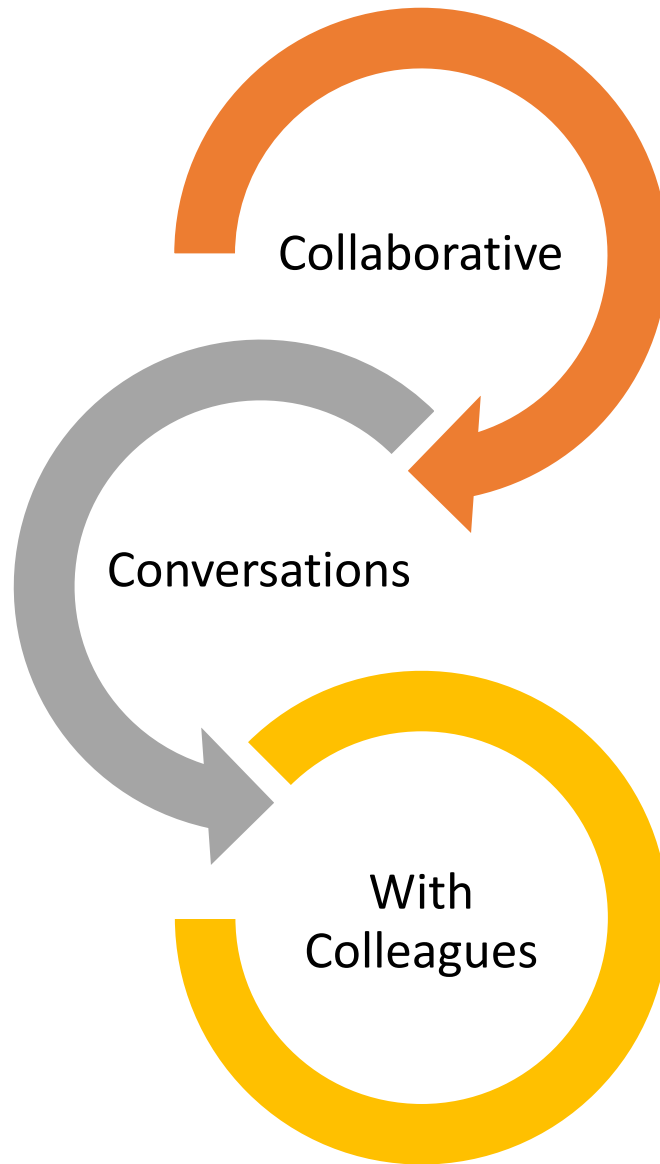


Building a Culture of Writing



Professional Learning Guide (6-12)
Writing Genres

How to Use this Guide

This guide is designed to support facilitators with planning for the webinar and conducting the 90-minute follow-up session after the webinar. The guide is also designed to support Tier I participants who are self-directed and participating in the series at their own pace. Included in this guide are the following:

- descriptions of each session outlining the content
- guiding questions for participants to think about as they view the webinar
- references for the research-based practices shared by presenters
- activities to deepen participants' understanding of webinar content
- resource materials to support participants with developing plans for classroom implementation

Following the webinar, facilitators will then guide participants through a series of discussions and activities designed to deepen their understanding of webinar content. Participants will also work to create next steps for individual classroom implementation. Upon returning to their building and implementing the high-quality instructional strategies shared in the webinar, participants are encouraged to further collaborate with colleagues in their schools through Professional Learning Communities and/or peer observations. It is suggested that participants share practices with colleagues across *all* content areas.

The outline for the 90-minute, face-to-face session is as follows:

<i>Discussion of Webinar Content</i>	Suggested time: 10 minutes
<i>Small Group Work</i>	Suggested time: 15 minutes
<i>Break</i>	Suggested time: 5 minutes
<i>Plan for Implementation</i>	Suggested time: 40 minutes
<i>Share plan</i>	Suggested time: 10 minutes
<i>Reflection</i>	Suggested time: 10 minutes
	Total time: 90 minutes

Things to Consider for Tier 2 and Tier 3 Facilitators

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Facilitators can have participants share their responses orally, complete a written response or “hold” their thinking. Following the webinar is **Opening Moves**. This is a Think-Pair-Share activity that engages participants in collaborative conversations as they reflect on the webinar content and debrief the concepts and ideas shared by Presenters and Co-Presenters. Facilitators will then guide participants through the **Work Period** where they will participate in a small group activity to deepen their understanding of the instructional practices highlighted during the webinar, create a plan for classroom implementation, and share their plan with the group. The session ends with **Closing Moves** where participants will engage in a reflection activity.

Before viewing:

The **Activator** should be done prior to viewing the webinar and take no more than 10 minutes. The activator questions are designed for participants to ponder as they prepare to engage in the webinar. Facilitators can also choose to have participants write a response using the following:

Carousel Brainstorming

Post activator questions on poster paper.

Divide your group into smaller teams to match the number of questions you have.

Give a different color marker to each team, and have each team start at a particular question.

At each question, participants should brainstorm responses or points they want to make about the posted question.

After 2-3 minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.

View with a Question in Mind

Before viewing the webinar, have participants review the session overview and objective(s). From these, ask them to develop a question that comes to mind. After developing the question, encourage them to view the webinar with their question in mind and note new learning, important information, connections, and questions they may have.

Resource:

Harvey, S., & Daniels, H. (2009). *Comprehension and collaboration: Inquiry circles in action*.
Portsmouth, NH: Heinemann.

After viewing:

“Opening Moves” is a post-webinar activity that engages participants in collaborative conversations as they reflect on the webinar content. It is designed as a Think-Pair-Share activity but again facilitators can utilize alternative methods for a collaborative reflection. Here are a few suggestions:

The National School Reform Faculty’s 4 “A”s Protocol

- What **Assumptions** do the presenters in the webinar hold?
- What do you **Agree** with in the presentation?
- What do you want to **Argue** with in the presentation?
- What parts of the presentation do you want to **Aspire** to?

Resource:

http://www.nsrharmony.org/system/files/protocols/4_a_text_0.pdf

Visible Thinking Protocol

I used to think _____, but now I think _____ **or**

I used to think _____ and I still think _____

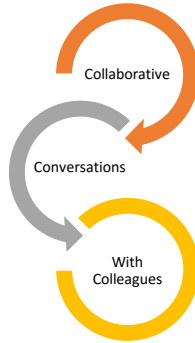
Have participants share and explain their shifts in thinking.

Resource:

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm

Things to Consider for Tier I Participants

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Participants can complete a written response or “hold” their thinking as they prepare to view the webinar. While Tier I is self-paced, it is suggested that participants view the entire webinar in one session and make note of key ideas. Following the webinar is **Opening Moves**. This is an activity designed to debrief the concepts and ideas shared by Presenters and Co-Presenters. Tier I participants will complete a written response to the questions in this section. Following **Opening Moves** is the **Work Period**. Tier I participants will notice that the **Work Period** engages participants in a *small group* activity to deepen their understanding of the instructional practices highlighted during the webinar and allows time for participants to create a plan for classroom implementation. **Although Tier I participants will likely work through the series independently, they are still encouraged to work through the activity.** After creating a plan for implementation, participants are further encouraged to share their new learning and plan with a colleague. The session ends with **Closing Moves** where participants will complete a written reflection.



Session 3: Writing Genres

Lead Presenter: Dr. Donna Alvermann

Co-presenter: Crystal Beach

Session Overview: Our 90-minute webinar will include the following components, with each component lasting 25 minutes, which will leave 10 minutes for the introduction to our session and 5 minutes for a wrap-up:

- Multiple Genres (Intertextuality)
- Mentor Texts
- Collaborative Writing Strategies

As each component is introduced, there will be a brief Power Point that gives an overview of the research evidence supporting that particular approach. Concrete examples at both the middle grades and high school level will follow, with each example including practical classroom examples that can be implemented by teachers. A possible assessment for one or both of those levels will close out the component.

A variety of digital tools for genre writing will be used in this session. A shared Google Doc that includes resources for adapting the modeled component to a particular teacher's classroom will encourage participants in the session to follow through on the material presented in our session and apply the strategies within their classrooms.

Objective(s): By the end of this session, participants will be able to:

- demonstrate and use a variety of writing genres
- provide instruction through reading and writing that helps students become knowledgeable about these genres and how they are structured

Activator

Questions to consider prior to viewing webinar

- How do you support students with differentiating their approach to writing in varied genres?
- How often do you use mentor text?
- What are some strategies you use to support struggling or unmotivated writers?

Guide for Follow-up Session

Materials: Think Aloud Protocol (TAP) Assessment sheet

Opening Moves

Discussion of Webinar Content (Think-Pair-Share)

Suggested time: 10 minutes

Ask participants, “What resonated most with you during today’s session? Name something you feel you can take-away and immediately implement into your instruction.”

Work Period

Think Aloud Protocol

Step 1. Small Group Work

Suggested time: 15 minutes

- a. Have participants partner with others in similar grades. **Support staff members should partner with someone in a grade with which they work.*
- b. Ask participants, “Is anyone familiar with the TAP Assessment?” (Allow time for responses). Post and ask a volunteer to read the TAP Assessment overview statement aloud.

In the TAP Assessment, a student thinks aloud while writing for thirty minutes in response to an argumentative essay prompt that asks the student to recommend a book or movie to a friend and provide support for the recommendation. As the student writes, the teacher listens to what the student says aloud, observes the student’s composing process, and takes notes on a recordkeeping sheet that prompts him or her to attend to certain features of writing in general (e.g., interpreting the writing task, connecting ideas, maintaining focus) and argument writing in particular (e.g., writing a thesis, using supporting evidence). Open-ended prompts ask the teacher to describe the strengths and challenges he or she noticed as the student composed the essay, to note any discrepancies between what the student

said aloud and what he or she wrote, and to suggest instructional steps based on what was noticed.

(Beck, Llosa, Black, & Trzeszkowski-Giese, 2015)

- c. Provide each participant with a copy of the TAP Assessment record keeping sheet. Have them discuss with their partner their thoughts about the TAP Assessment. Ask, “What benefits do you see in using this protocol? Any challenges?”
- d. Next, have participants take a few minutes to brainstorm a writing task that is challenging to them on a topic of their choice (ideally pulled from the presentation). Explain that they will now practice the TAP Assessment on their topic with their partner. (This will be an abbreviated practice session with partners taking approximately 5 minutes each)
- e. Finally, have participants journal ideas for a TAP Assessment within their classrooms. *This brainstorming work will be transferred into their “Plan for Implementation” following the break.

Break

Suggested time: 5 minutes

Step 2. Create a Plan for Implementation

Suggested time: 40 minutes

Say, “Think about your existing approach to engaging students in authentic writing. What are some additional strategies you learned today that could support you with planning and designing instruction to enhance students’ ability to write in various genres?” Explain they will now design a writing lesson using some of the highlighted examples from today’s session.

Step 3. Share plan

Suggested time: 10 minutes

Have participants organize themselves into groups of 3-4. Allow time for them to share their lesson with the group.

Closing Moves

Reflect on what we have learned

Suggested time 10 minutes

Use the “Oops..., A ha, Huh” Activity as a framework for reflecting on today’s session.

Oops., A ha!, Huh? Reflection Activity

Oops	Name something that you could or should have done differently
A ha	Name something that you plan to do differently in your instruction
Huh	Name something that you may still be wondering about

Lewis, A., et al. (2010). *Quick summarizing strategies to use in the classroom*. Retrieved from http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf.

Think-Aloud Protocol (Page 1)




FIGURE 1 Think-Aloud-Protocol (TAP) Assessment Record-keeping Sheet

Think-Aloud-Protocol (TAP) Assessment Record-keeping Sheet			
<p><i>Please use this sheet to keep track of what you hear and observe as your student completes the think-aloud protocol task. You should use both the thoughts that they verbalize and the actual writing that students do to answer the questions on this sheet. Use this sheet to identify both what you perceive as problems or difficulties (including what students are not verbalizing) as well as strengths or strategies that they demonstrate.</i></p>			
1. Does the student interpret the prompt accurately?	Yes	No	Not sure
What if any challenges does the student demonstrate related to interpreting the prompt?			
2. Does the student choose a book or film that they have enough to say about?	Yes	No	Not sure
What if any challenges does the student demonstrate related to choosing a book/film?			
3. Does the student engage in planning and setting goals to complete the task? (Examples of planning include pre-writing, outlining, note-taking, talking through the ideas)?	Yes	No	Not sure
What if any challenges does the student demonstrate in planning and setting goals?			
4. Does the student come up with a thesis statement?	Yes	No	Not sure
In composing a thesis statement, what if any challenges does the student demonstrate?			
5. Does the student generate support for the thesis?	Yes	No	Not sure
In generating support for the thesis statement, what if any challenges does the student demonstrate?			
6. Does the student have trouble recalling information from the book or movie?	Yes	No	Not sure
7. Does the student analyze and/or synthesize information from the book or movie and not just summarize it (to use as evidence to support the thesis)?	Yes	No	Not sure
8. Does the student show awareness of audience? (For example, "this would make the movie sound exciting" "I don't want to give the plot away")	Yes	No	Not sure
What challenges does the student demonstrate in relation to audience awareness?			
9. Does the student develop a structure for the essay? (E.g. multiple paragraphs, intro, conclusion)	Yes	No	Not sure
What if any challenges does the student demonstrate in developing the structure of the essay?			

Think-Aloud Protocol (TAP) Assessment Sheet (Page 2)

10. Does the student connect ideas effectively? For example, does the student use transitions between paragraphs? Does the student refer to the thesis later in the essay?	Yes	No	Not sure
What challenges does the student demonstrate in relation to connecting ideas?			
11. Does the student evaluate and/or revise his or her own writing?	Yes	No	Not sure
What if any challenges does the student demonstrate relative to evaluating and revising?			
12. Is the student able to stay focused on the task?	Yes	No	Not sure
13. Does the student have trouble using conventions of standard written English (e.g. correct spelling, punctuation, grammar)?	Yes	No	Not sure
What if any challenges does the student demonstrate relative to conventions?			
14. Does the student identify appropriate words to express his/her meaning?	Yes	No	Not sure
What if any challenges does the student demonstrate in identifying appropriate words?			
15. Does the student get too caught up in sentence-level issues and lose sight of the big picture?	Yes	No	Not sure
<p>Please summarize the main strengths and the main challenges that you observed for the student during this protocol.</p> <p>What if any discrepancies did you notice between the thoughts that the student verbalized and the writing they composed?</p> <p>Based on the information you have gathered here what kinds of instruction or support would you provide to help this student improve his or her writing?</p>			

Oops, A ha!, Huh? Reflection Activity

<p>Oops</p> 	<p>Name something that you could or should have done differently</p>
<p>A ha</p> 	<p>Name something that you plan to do differently in your instruction</p>
<p>Huh</p> 	<p>Name something that you may still be wondering about</p>

Lewis, A., et al. (2010). *Quick summarizing strategies to use in the classroom*. Retrieved from http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf.

References

Print Mode:

Allen, G. (2011). *Intertextuality* (2nd ed.). New York, NY: Routledge.

Cope, B., & Kalantzis, M. (2014). *The powers of literacy: A genre approach to teaching writing*. New York, NY: Routledge.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts*. Stenhouse Publishers. Available as a Google book at:
https://books.google.com/books?id=0D6BQoZcxgC&printsec=frontcover&dq=gallagher+write+like+this&hl=en&sa=X&ved=0ahUKEwj_ns7fwJLOAhVBQyYKHTSQB3wQ6AEIHjA#v=onepage&q=gallagher%20write%20like%20this&f=false

Genres in academic writing <http://www.uefap.com/writing/genre/genrefram.htm>

Kallus, M. C. (2003). Three case studies of “at-risk” middle level learners in a summer school context. [Dissertation]. Lubbock, TX: Texas Tech Univ. Available as a pdf at: <https://ttu-ir.tdl.org/ttu-ir/discover>

Molina, S.C., & Manasse, M. (2015). Mentor texts squared: Helping students explore voice through readings that promote critical consciousness. *The CATESOL Journal*, 27(2), 281-301.

Olsen, C. (2016). Argumentative writing helps students. [Blog] Available at: http://blogs.edweek.org/teachers/teaching_ahead/2016/07/writing_arguments.html

Skinner, E. (2007). Writing workshop meets critical media literacy: Using magazines and movies as mentor texts. *Voices from the middle*, 15(2), 30-39. Available as a pdf at: https://resources.oncourse.iu.edu/access/content/user/mikuleck/Filemanager_Public_Files/L567/Movies/Skinner%202007%20%20Magazines%20and%20movies%20in%20writing%20workshop.pdf

Weinstein, S. (2006/2007). A love for the thing: The pleasures of rap as a literate practice. *Journal of Adolescent & Adult Literacy*, 50(4), 270-281. Available in pdf at: https://resources.oncourse.iu.edu/access/content/user/mikuleck/Filemanager_Public_Files/L567/Music/Weinstein%202006%20%20Rap%20as%20literate%20practice.pdf

Visual (Imagery) Mode:

Teaching intertextuality to a student (5 – 8 grade level appropriate)

<https://vimeo.com/55957323>