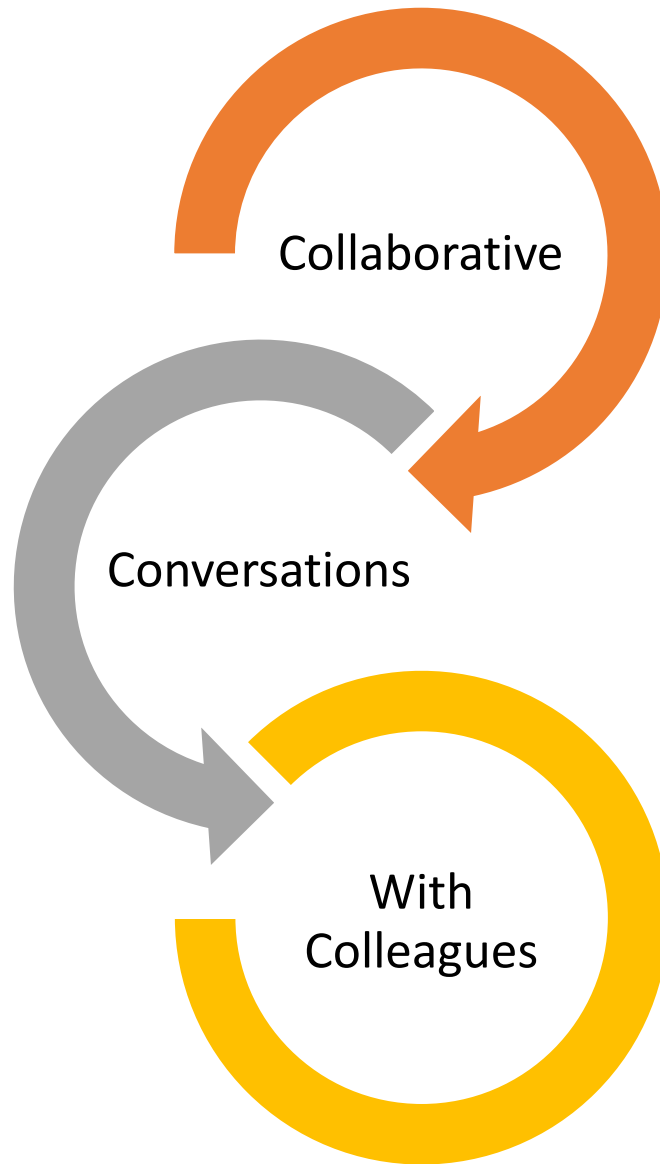


Building a Culture of Writing



Professional Learning Guide (K-5)
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.

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 _____

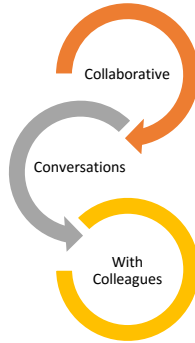
Have participants share and explain their shifts in thinking.

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. Roberta Gardner

Co-Presenter: Rachel Gilmore

Session Overview: During this 90 minute session, we will explore the structures, techniques, and conventions associated with narrative, informational, and persuasive writing. First, we will examine external and internal structures of these writing forms, the difference between genres and text types, and multi-genre writing. We will then model how to read like writers and identify particular writing crafts, text features, and organizational structures.

The presenters will discuss how narrative writing can serve as a foundation for teaching informational and persuasive writing, why using multiple modes and genres for reading and writing is necessary, and how repeated practice and controlled choice serve as methods for helping reluctant writers gain confidence and fluidity.

Finally, we will model how to use short excerpts of texts to teach writing across content areas and share approaches to writing instruction that incorporate standards and allow students to engage in writing for authentic purposes and audiences.

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 utilize mentor text?
- What are some strategies you use to support struggling or unmotivated writers?

Guide for Follow-up Session

Materials: Paper Markers Crayons Colored pencils

Opening Moves

Discussion of Webinar Content (Think-Pair-Share)

Suggested time: 10 minutes

- What resonated **most** with you during today's session? Why?

Work Period

Step 1. Small Group Work

Suggested time: 15 minutes

Draw-Label-Caption Strategy

- a. Say, "One challenge some of you may face in the classroom is helping students understand that a single event is made up of different 'scenes.' It has been proven that students experience more success when writing personal narratives but in order to encourage them to write more personal narratives and less about non-fiction events is to write about your life and read high quality personal narrative writing to them. By taking each scene in a narrative and breaking it down into a Draw-Label-Caption strategy, students will be able to elaborate on details, producing writing that is more expansive."
- b. Say, "You will become 'students' as we practice the strategy during this activity."
- c. Provide participants with a sheet of paper and markers, crayons, and/or colored pencils.
- d. Say, "Pick a topic and provide a sketch. In the sketch draw everything that is a part of the experience including the background and other objects that might have been around."

- e. Say, “Now I want you to label everything in your picture. This includes your background.”
- f. Say, “Ok, now I want you to write a one sentence caption to accompany the sketch.”
- g. Say, “Next you will write a description for everything in your picture. Make sure you encompass all five senses. You want to use as much detail as you can.”
- h. Have participants sort through their information and decide what adds value and makes their writing cohesive.
- i. Debrief by asking, “How do you think this strategy could support your students with writing?”

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? Design a 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 2-3. Allow time for them to share their plan 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.

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

Fisher, D., & Frey, N. (2014). *Close reading and writing from sources*. International Reading Assoc.

Ray, K. W. (1999). *Wondrous Words: Writers and Writing in the Elementary Classroom*. National Council of Teachers of English.