

Building a Culture of Writing: Collaborative Conversations with Colleagues

Session 3 : Writing Genres

Dr. Roberta Price Gardner

Georgia State University

College of Education and Human Development

Rachel Gilmore

Usher-Collier Heights Elementary School

Atlanta Public Schools



Rachel Gilmore

Twitter: @iTeach_3rd

“Writing helps students connect with the world around them, both on and off the page.”

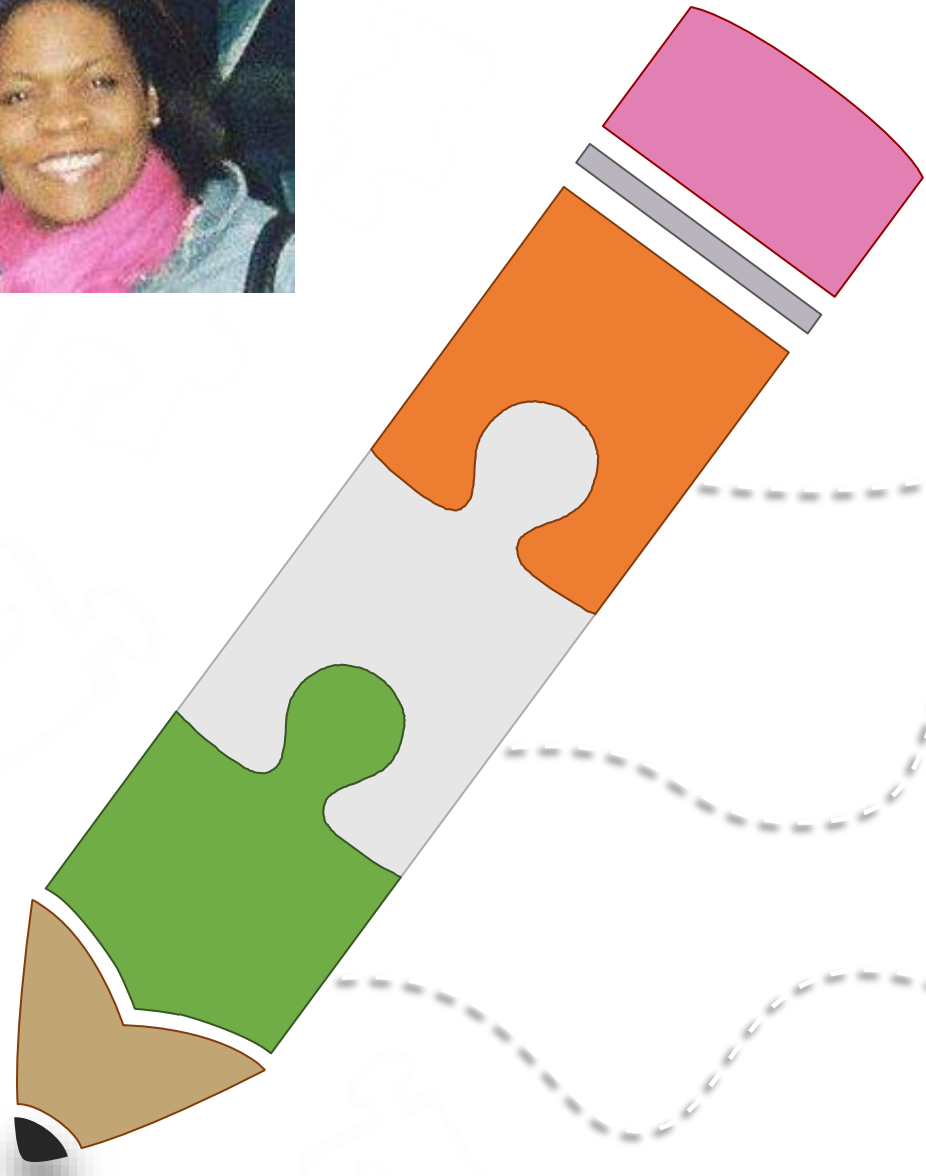
Undergraduate studies at the University of Georgia (GO DAWGS!)

Masters in Early Childhood Education from the University of West Georgia



Enjoys swimming, traveling, and spending time with family and friends

Home and school connections



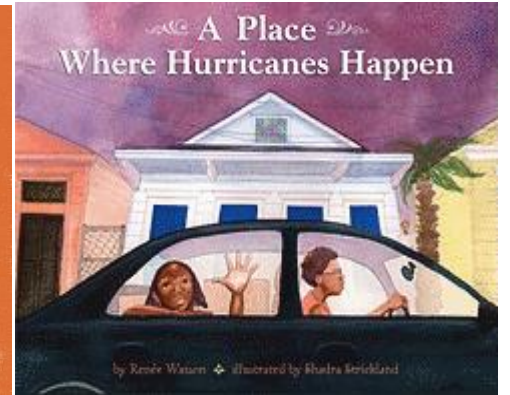
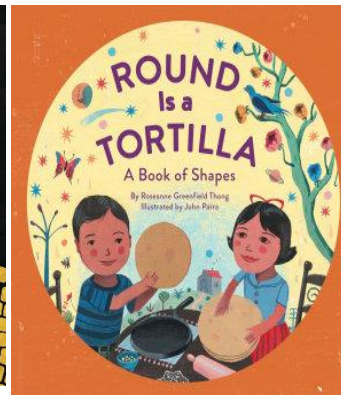
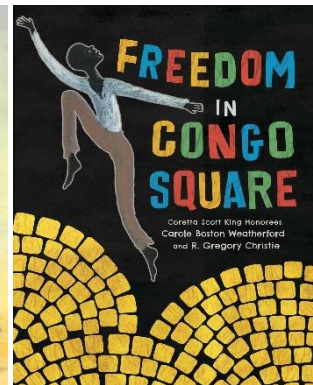
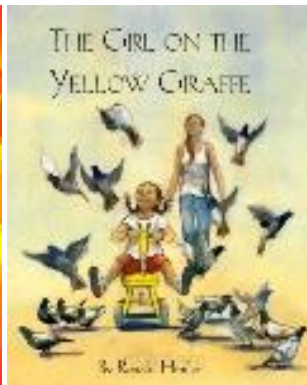
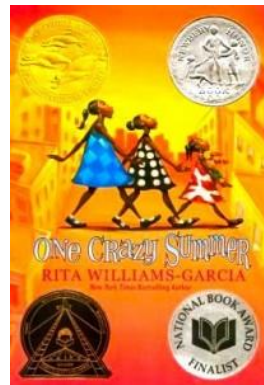
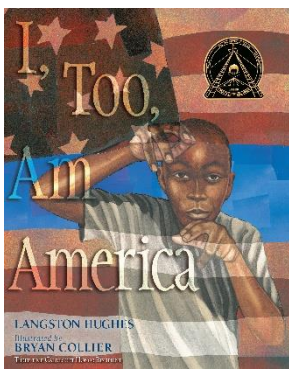
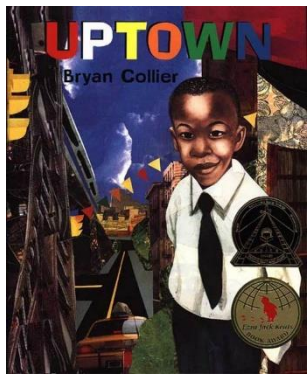
**Reading & Writing
Methods Georgia State
University**

**10 years School Media
Specialist Literacy
Support**

**Social Cultural Reading
Writing Development**

“Reading and writing the stories of our lives helps create a world of new possibilities.”

Reading and Writing Widely

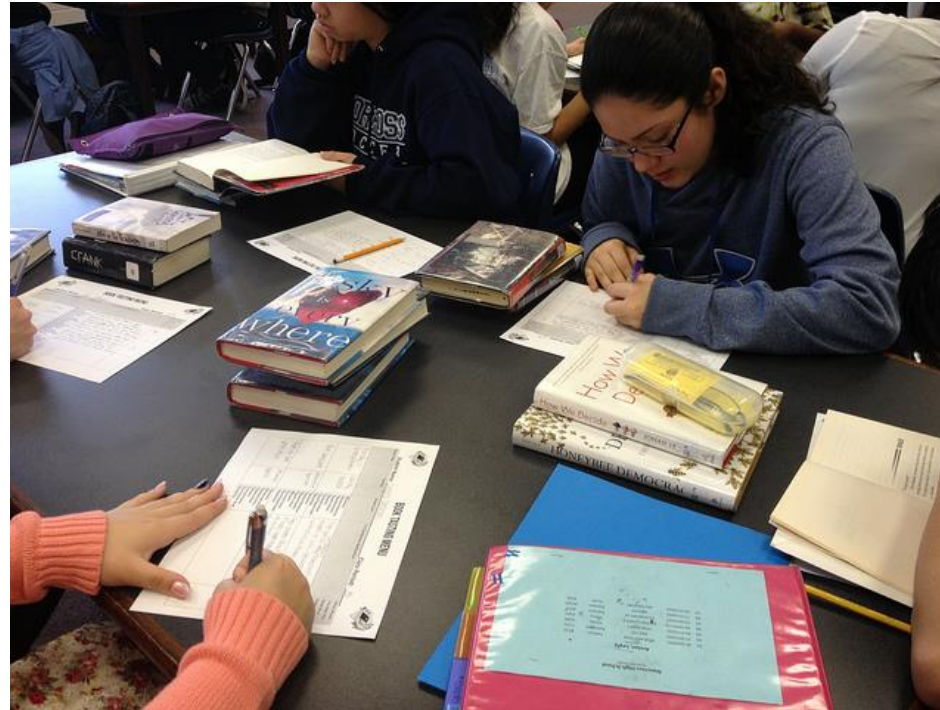


Genre Explorations

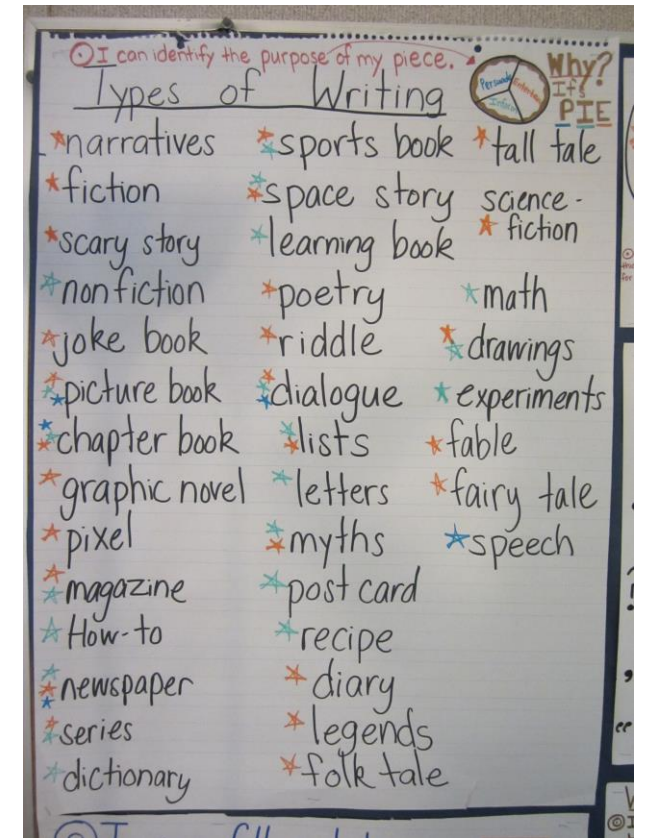
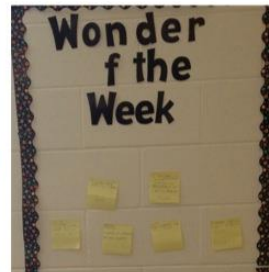
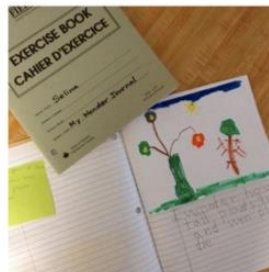
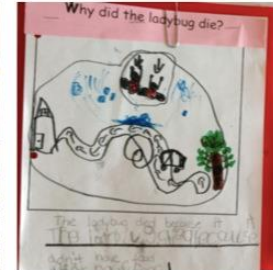
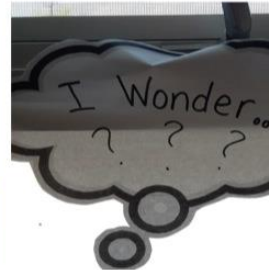
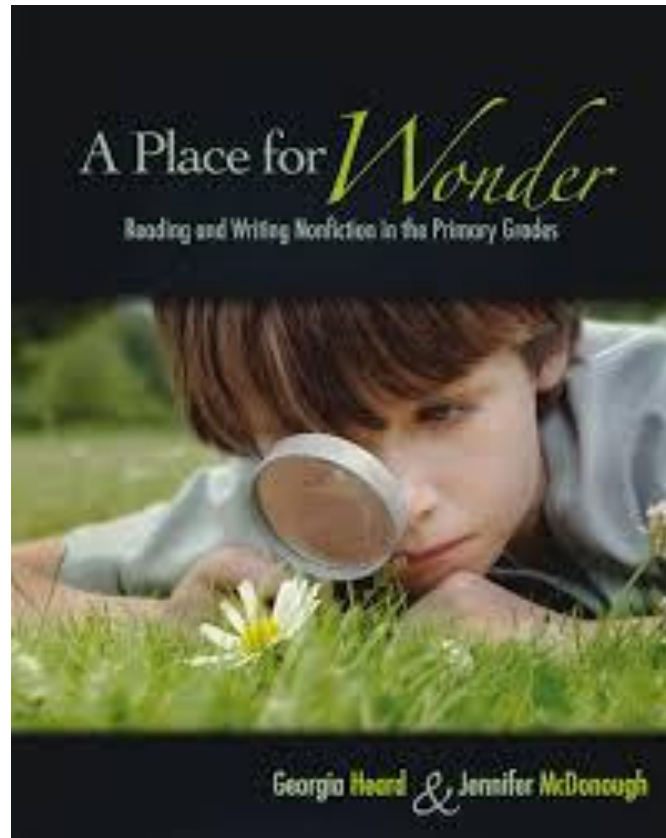
- Book Tasting and Musical Chairs

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

Book Tasting As Genre Exploration



Telling Stories and Discovering the World



Possibilities

Genre	Purpose	Activities
Descriptive Writing	Students observe carefully and choose precise language. They take notice of sensory details and create comparisons (metaphors and similes) to make their writing more powerful.	<ul style="list-style-type: none">• Character sketches• Comparisons• Descriptive essays• Descriptive sentences• Found poems
Expository Writing	Students collect and synthesize information. This writing is objective; reports are the most common type. Students use expository writing to give directions, sequence steps, compare one thing to another, explain causes and effects, or describe problems and solutions.	<ul style="list-style-type: none">• Alphabet books• Autobiographies• Directions• Essays• Posters• Reports• Summaries



Today'sMeet

Enhance classrooms. Enable discussions. Empower students.
Today'sMeet gives everyone a voice

Roberto Clemente

Edit

Posted on [September 14, 2016](#)

Roberto Clemente was a very famous baseball player who fought against discrimination and racism. Please comment on how Roberto was a hero. What are some text-to-text or text-to-self connections you have with him.



Malik on [November 14, 2016 at 9:42 pm](#)

said: [Edit](#)

Roberto was kind of like Jacky Robinson.

[Reply ↓](#)



Asia on [November 14, 2016 at 9:44 pm](#) said: [Edit](#)

yes they both play baseball and the other people did not want them to

[Reply ↓](#)



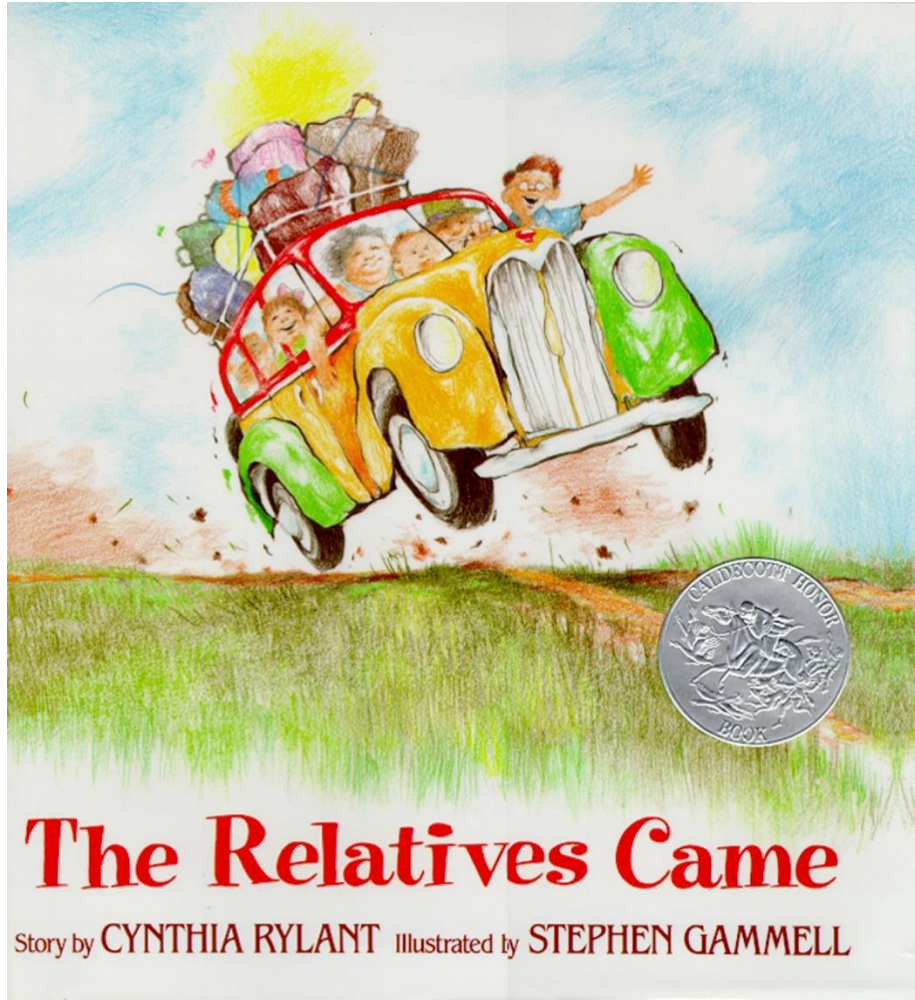
Alleyah on [November 14, 2016 at 9:46 pm](#) said: [Edit](#)

Roberto was a hero because he went back to his hometown and gave back. I give back to the people in my neighborhood to by feeding the homeless

[Reply ↓](#)

ELAGSE3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Narrative Writing



- How to admire language
- Recognizing when words flourish
- How to create visualization

“It was different with all that new breathing in the house.”

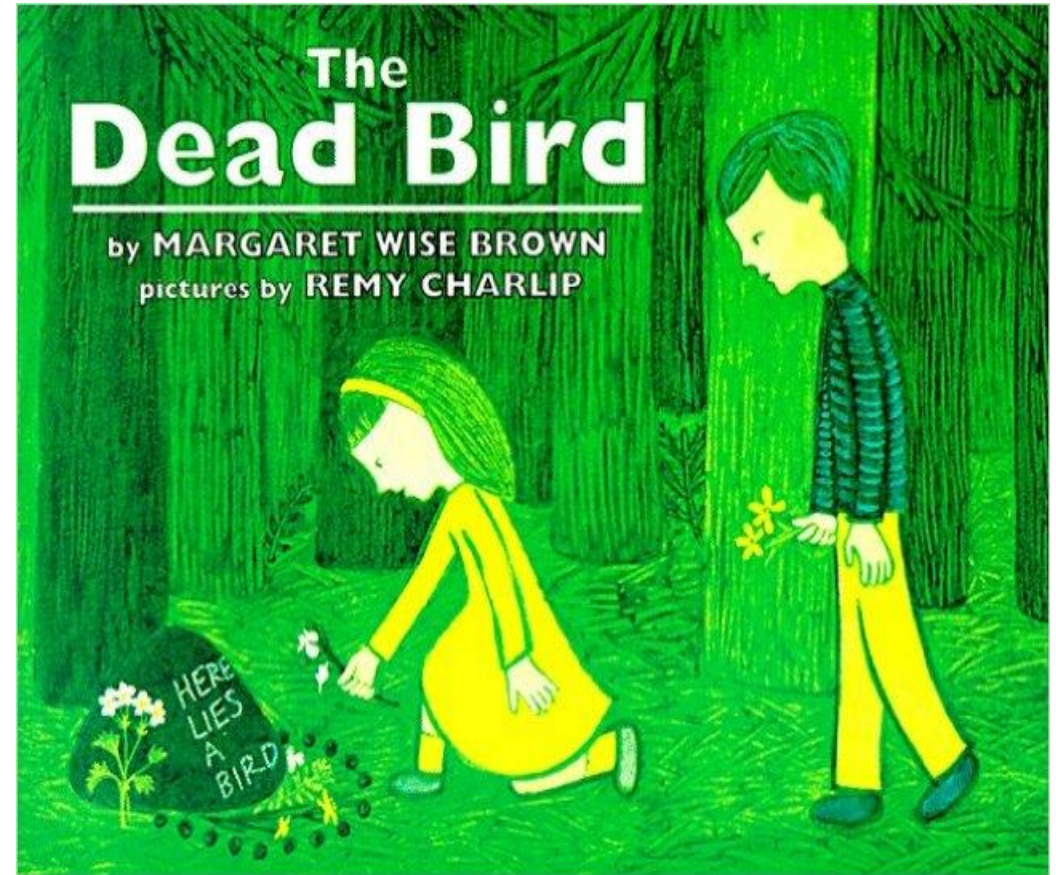
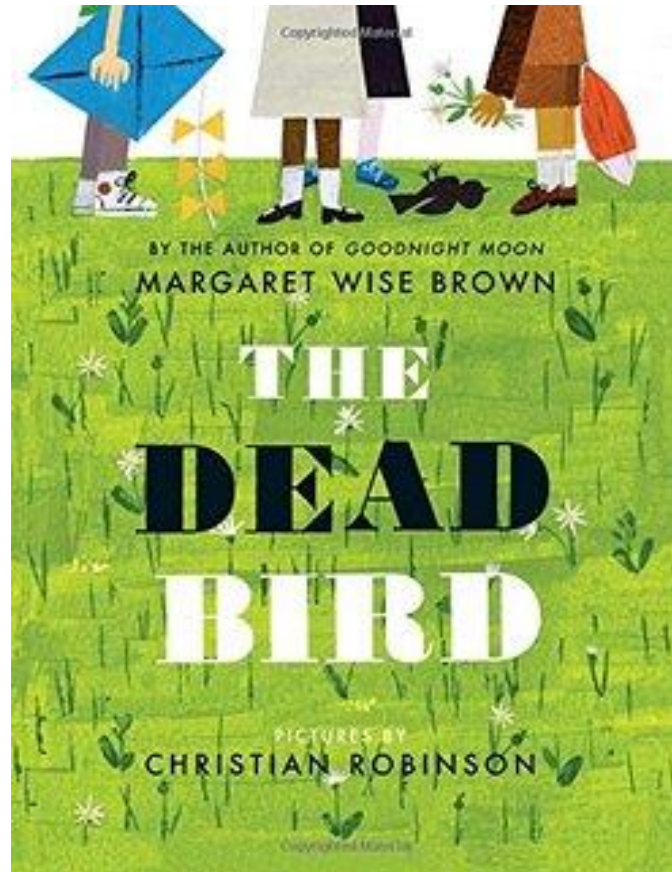
Emergent Writers



PIE Persuading, Informing, and Entertaining: Working with youngest writers

**Strengthening Sentence and
Paragraph Writing for K-2nd Grade Students**

Lived Experience... Reading and Writing

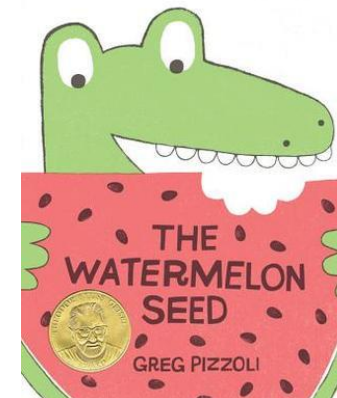


Scaffolding Watermelon and Seed Stories

Going to the play audition	Sitting by the campfire	McDonalds
Losing my tooth as I bite into my burger at Mc Donald's	The first time I went biking	Riding my bike
Falling off my bike and scraping my knee	Camping	Eating at Mc Donald's
Acting in a play	Making a S'more	Reading the first few lines at my play audition

Directions: Cut out the Topics above and paste them in either Watermelon, Slice, or Seed Topic columns.

- Modeling
- Sketching
- Collaboration
- Starting Big and Going small



Voice Tags “Making words and Phrases Fly”

Voice tags

Voice Tag	Means
Said	Say it
Beamed	Proud
Stammered	nervous, scared
Groaned	wimpen
Sighed ^M	Onnoyed
groaned ^M	shock & hard
Sneered	Cruel
Disappointed ^{P5}	bumped
Gasped ^{P21}	Shocked
Smirked ^{P25}	

Voice tags are important in helping us figure out how the character is talking

Response to Literature



Graffiti Tables

ELAGSE3W8 Recall information from experience or gather information from print and digital sources

Collaborative Construction of Meaning

We'd like to know what you think.

Tweet us...

#CultureofWriting@GaDOEELA

What did you notice?

What more would you like for us to share?

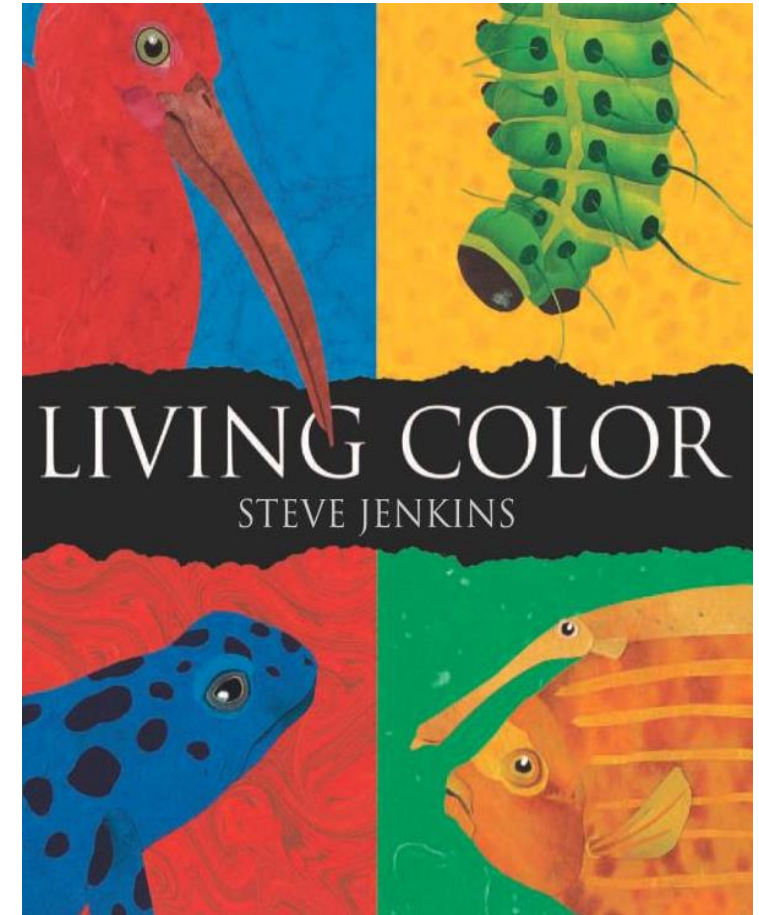
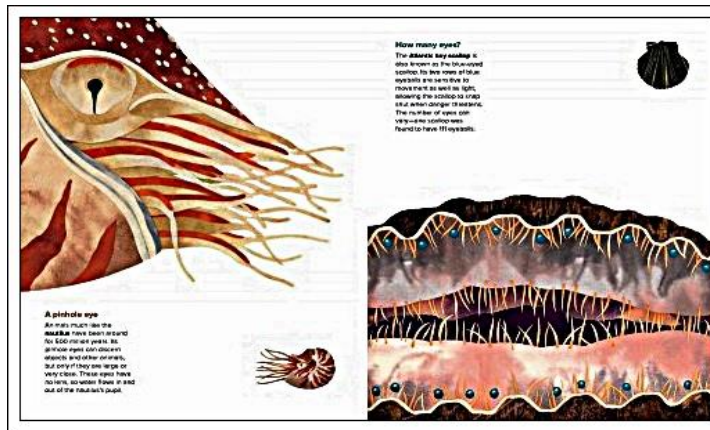
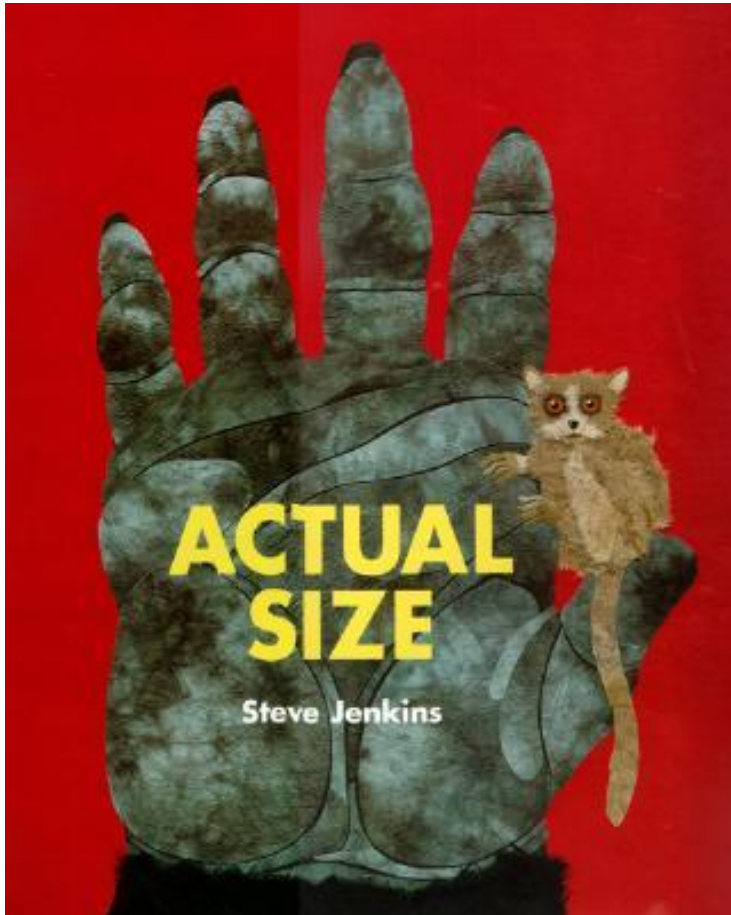


Informational Writing

Pennsylvania Assessment System
Classroom Connections, 2005

- To understand informational text, readers need to **identify the major concepts** in the selection and the important details that support each major concept.
- The nature of that information and the author's specific purpose determine how the writer organizes concepts and ideas.
- Unlike narrative text that has one predominant structural pattern, informational text has **several possible organizational structures**

Organizational Structure- WOW



Informational Text

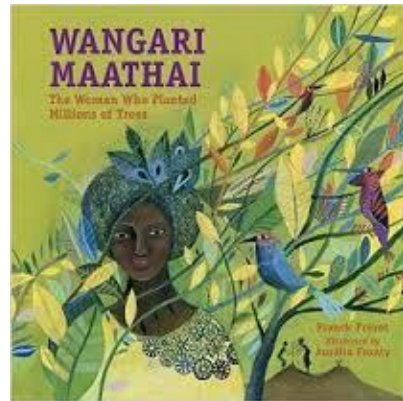
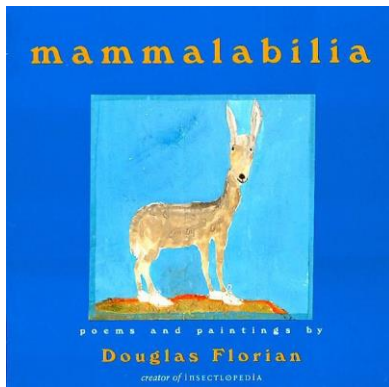
NAEP-Informational Text

- When reading for information, readers need to know the **specific text patterns, or forms of organization (e.g., cause and effect, sequential order, comparison/contrast, opinion and supporting arguments), to develop understanding.**
- People frequently have different purposes for reading text of this nature (e.g., to find specific pieces of information, answer a question, or get some general information when glancing through a magazine article). **Reading informational text calls for orientations to the text that differ from those used in reading for literary experience because readers are specifically focused on acquiring information.** When people read for information, they may select parts of the text they need, rather than reading from beginning to end.

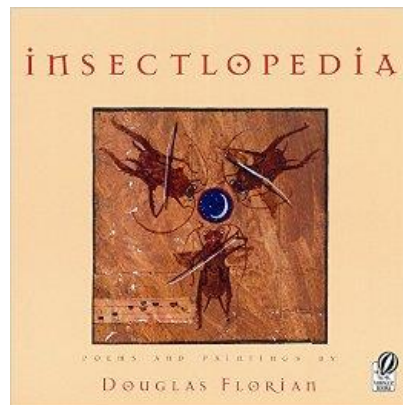
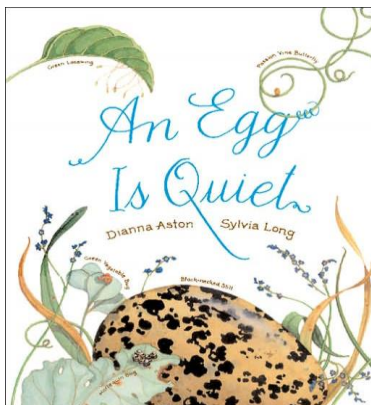
What are the instructional implications?

Literary and Informational Texts

Turtles poured out of the surf in wave after wave through the darkness. Heaving, huffing, gasping, turtles plowed the coarse black sand with their noses, laboring on to the shore.



Informational text is organized by topic and supporting details, whereas literary text is organized by the structure of a story, poem, or drama. Informational texts may have boldface headings, graphics, illustrations, and captions that signal importance in the text. However, some commonalities exist between literary and informational text and the skills and strategies required for reading each. Both require people to analyze critically the text, reflect on it, and draw conclusions.



Stuff (Nouns), What Stuff Does (Verbs)

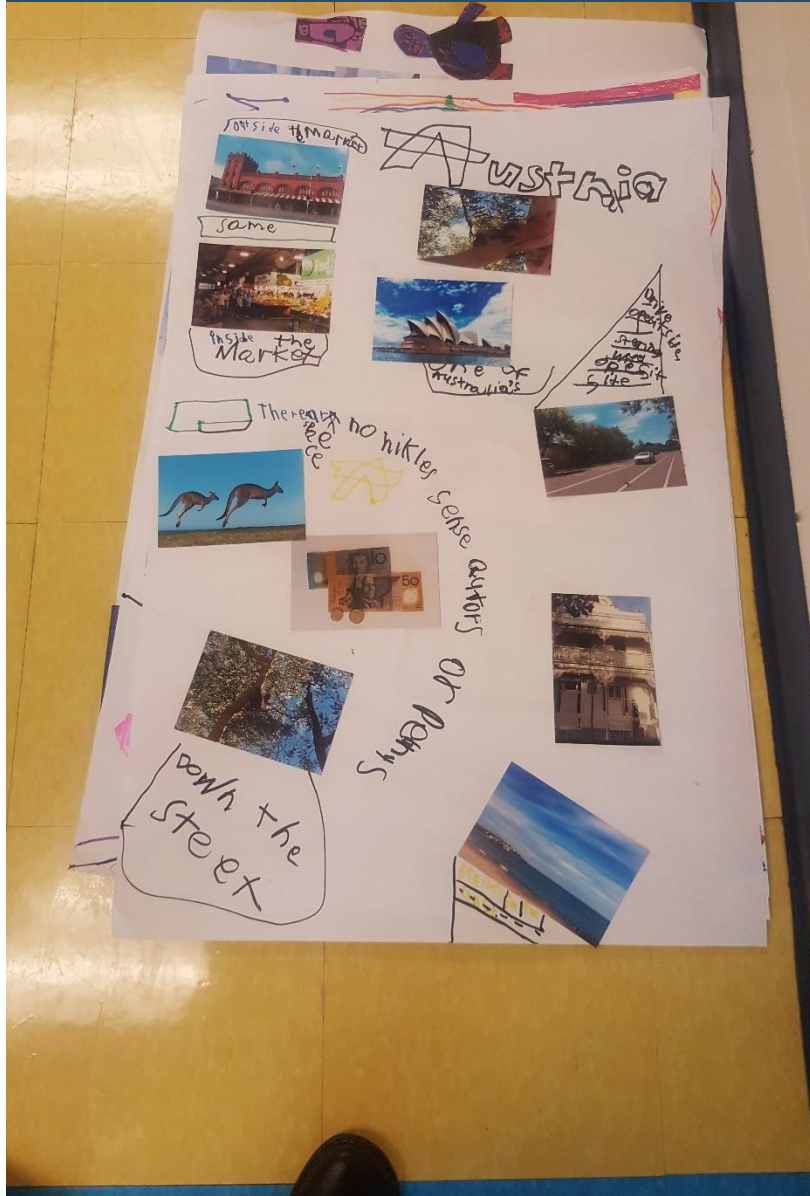
jaguar *leaps, pounces*

jaguar's legs *pump*

jaguar's teeth *crush*

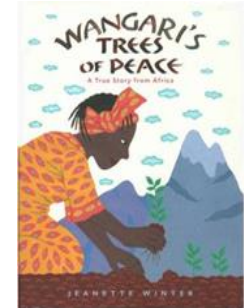
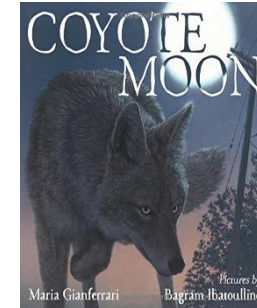
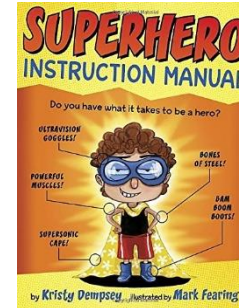
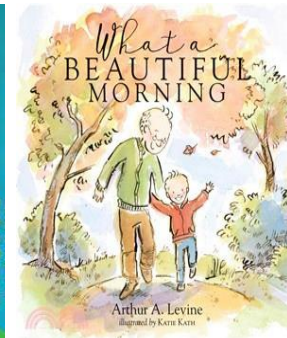
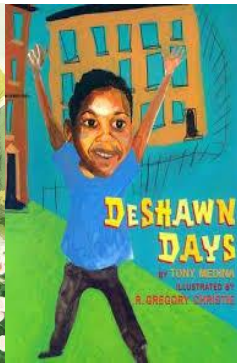
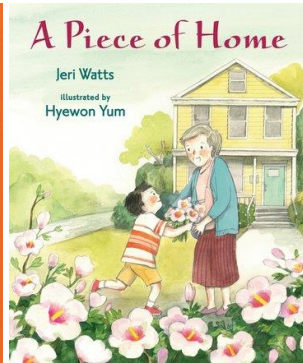
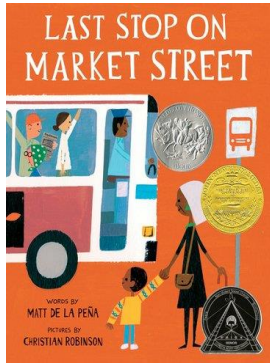
jaguar's mouth *devours* (Harvey, 1998)

What Does Your Audience Need?

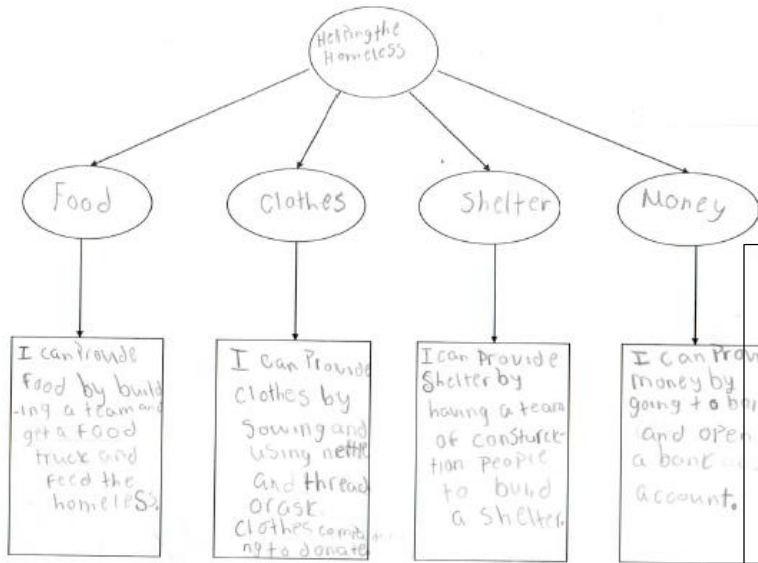


Reading informational text calls for orientations to the text that differ from those used in reading for literary experience because readers are specifically focused on acquiring information. When people read for information, they may select parts of the text they need, rather than reading from beginning to end.

Culturally Relevant Opportunities



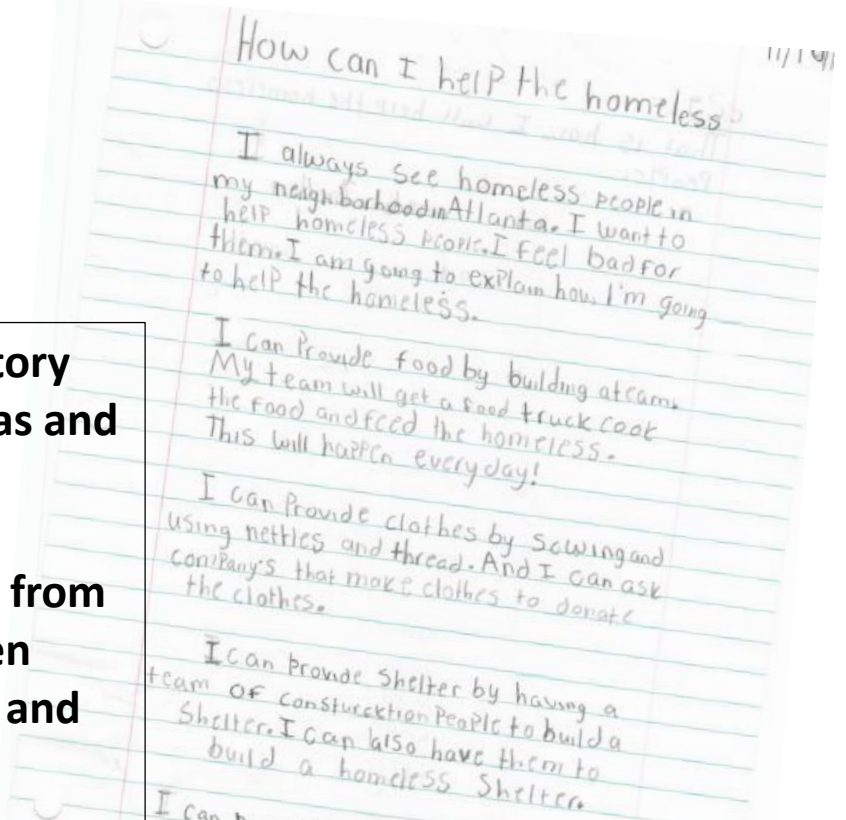
How does the writing in your classroom connect to the lives of your students?



ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE3W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELAGSE3W6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.



Malik Ellison
Informational Writing

How Can I Help the Homeless?

I always see homeless people in my neighborhood in Atlanta. I want to help homeless people. I feel bad for them. I am going to explain how I'm going to help the homeless.

I can provide food by building a team. My team will get a food truck, cook the food, and feed the homeless. This will happen everyday!

I can provide clothes by sewing and using needle and thread. I can also ask companies that make clothes to donate the clothes.

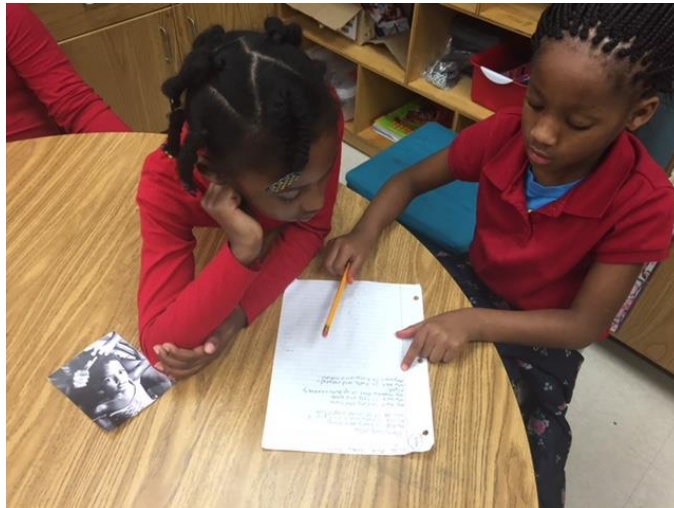
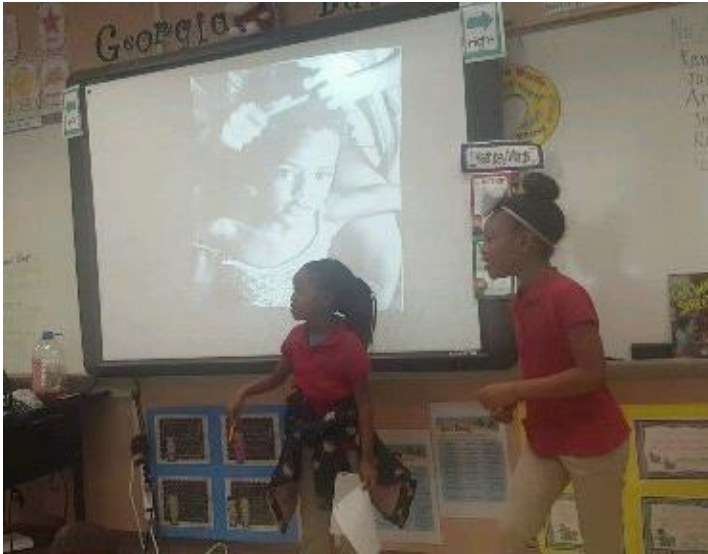
I can provide shelter by having a team of construction people to build houses. I can also have them to build a homeless shelter.

I can provide money by going to deposit it in the bank. The money will make more money to give to the homeless!

That is how I will help the homeless people. This is something I want to do deep down in my heart.



Image Based Poetry Writing



DeJahn, Asia Jonkha Javardia

Black, Curly, Nice
My hair is curly and nice.
My hair is curly and nice. I put a
bow on it so it can stay nice.

My hair is curly and black.
My hair is curly and black.
My momma ties it up each and every
night.

My hair is curly and natural.
My hair is curly and natural.

I Love my hair because it is
curly, natural, and black.

Reading & Writing with Images

What's going on in this picture?

What do you see that makes you say that?

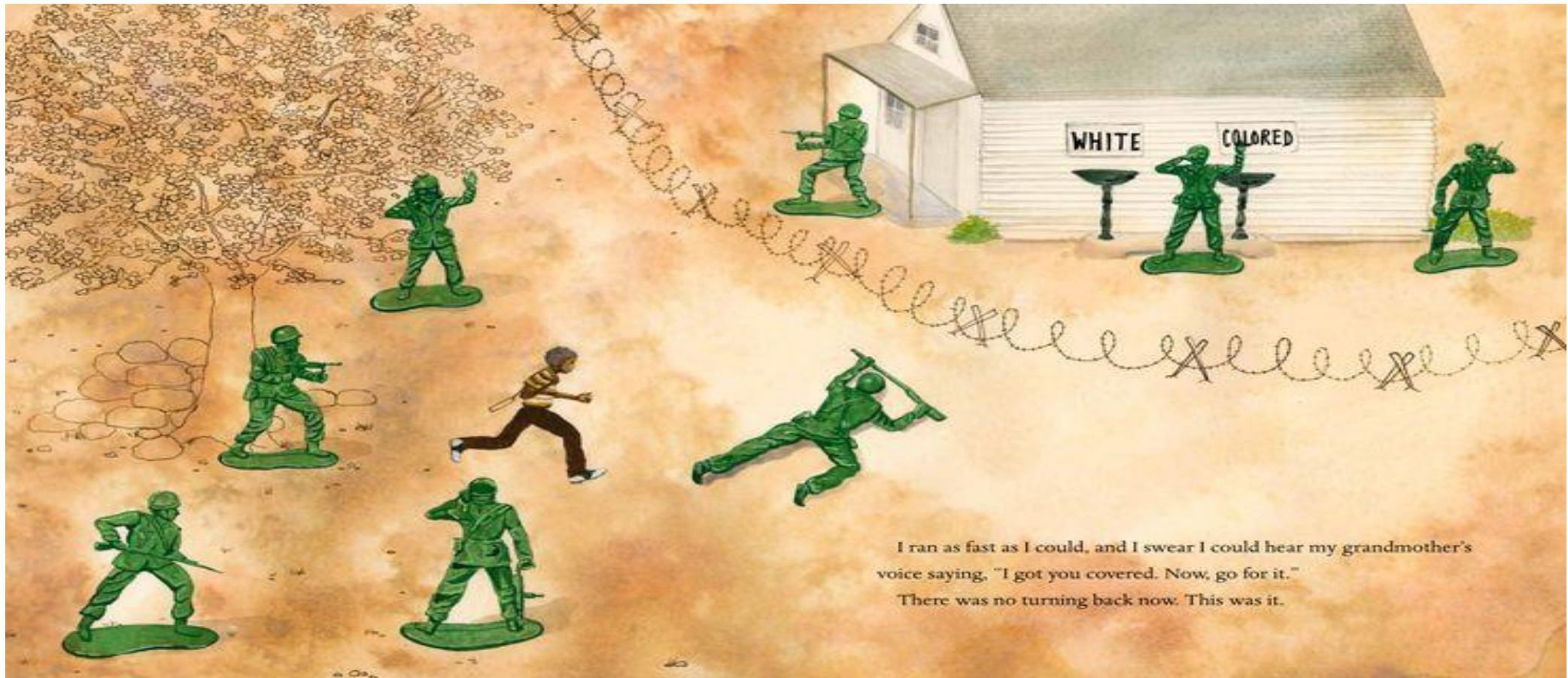
What else can you find?

Yenawine, 1998



Visual Analysis as Culturally Responsive Teaching

Historical Fiction



I ran as fast as I could, and I swear I could hear my grandmother's voice saying, "I got you covered. Now, go for it."
There was no turning back now. This was it.

Beyond Books- Arts Based Writing

- Image Based Poetry Writing
- Image Studies
- Photography
- Electronic Books
- Figure Drawing
- Self- Portrait Making

Visual Literacy Standards- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

acrostic poems



- R** Really helpful
- A** Always nice
- K** Keeps clean
- I** Into loving
- Y** Young lady
- A** And my momma's baby



“Painted Words”

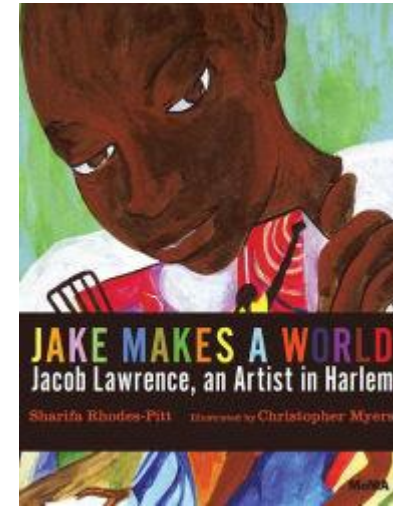
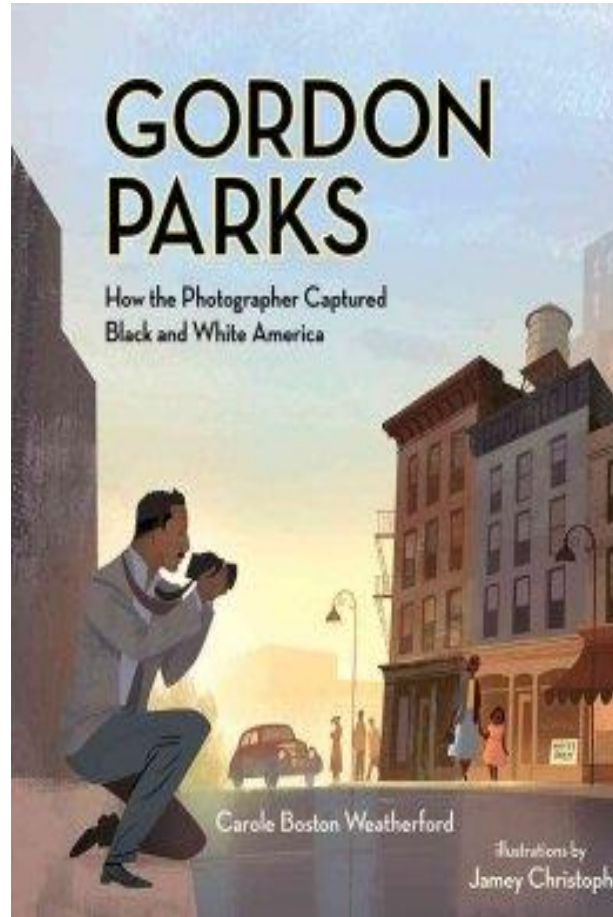


Image Studies



“She looks like she’s so sad.”

“She don’t look sad to me, instead I feel like she’s just really mad at somebody.”

Authentic Argumentative Writing



Opinion Writing
Final Draft

I think toys^{are} is good to play with.
~~because~~ toys^{are} is good to play with the is^{because they}
cool. I play with my race car. It is cool
because it go^{goes} fast. Toys^{toys} help^{help} me not
watch tv all day. ~~win~~ I play with my toy^{toys}
I ~~do~~ think^{don't} about tv. Toys make me be
creative. I can build legos. Thats why I
like to play^{with} what toys

Why You Should Play With Toys

I think toys are good to play with. Toys are good to play with because they are cool. I play with my racecar. It is cool because it goes fast. Toys help me not watch tv all day. When I play with my toys I don't think about tv. Toys make me be creative. I can build with Legos. That's why I like to play with toys.

ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Argumentative Writing Mentor Texts

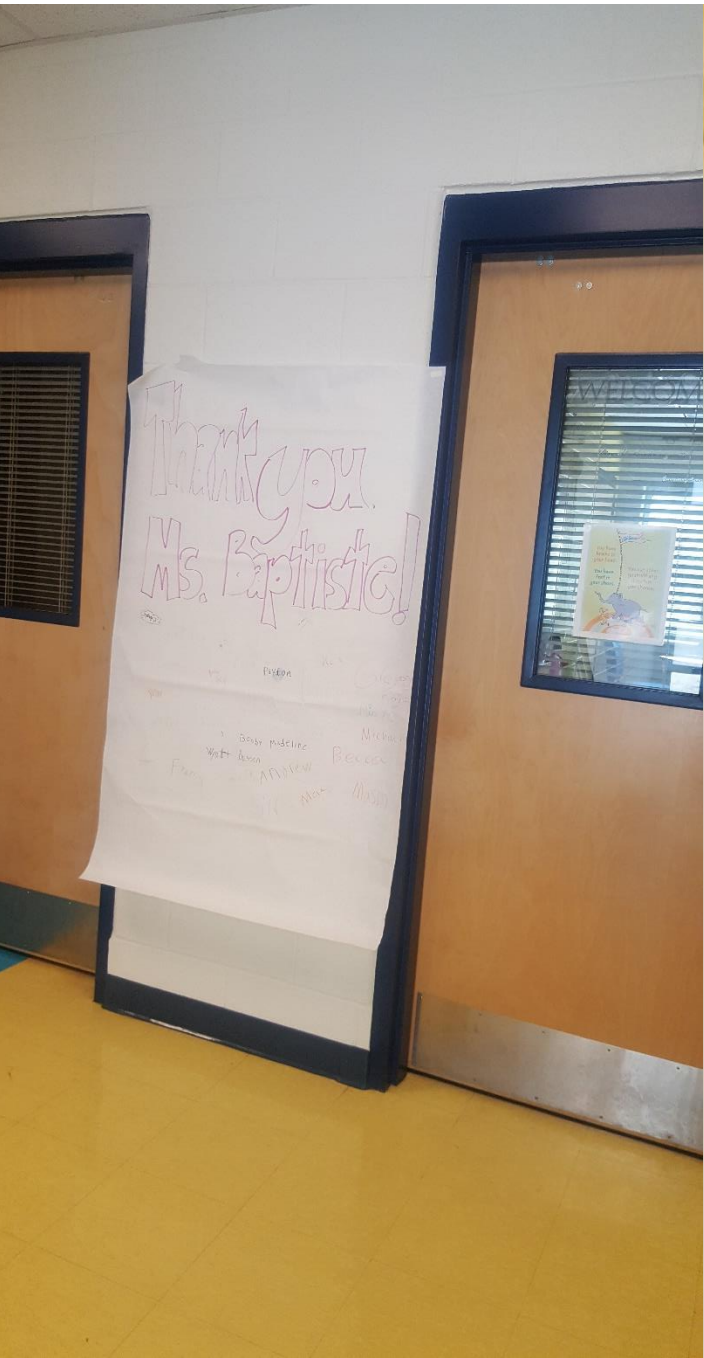


Donate your Old
Shoes To People
Who are less fortunate
Than YOU!

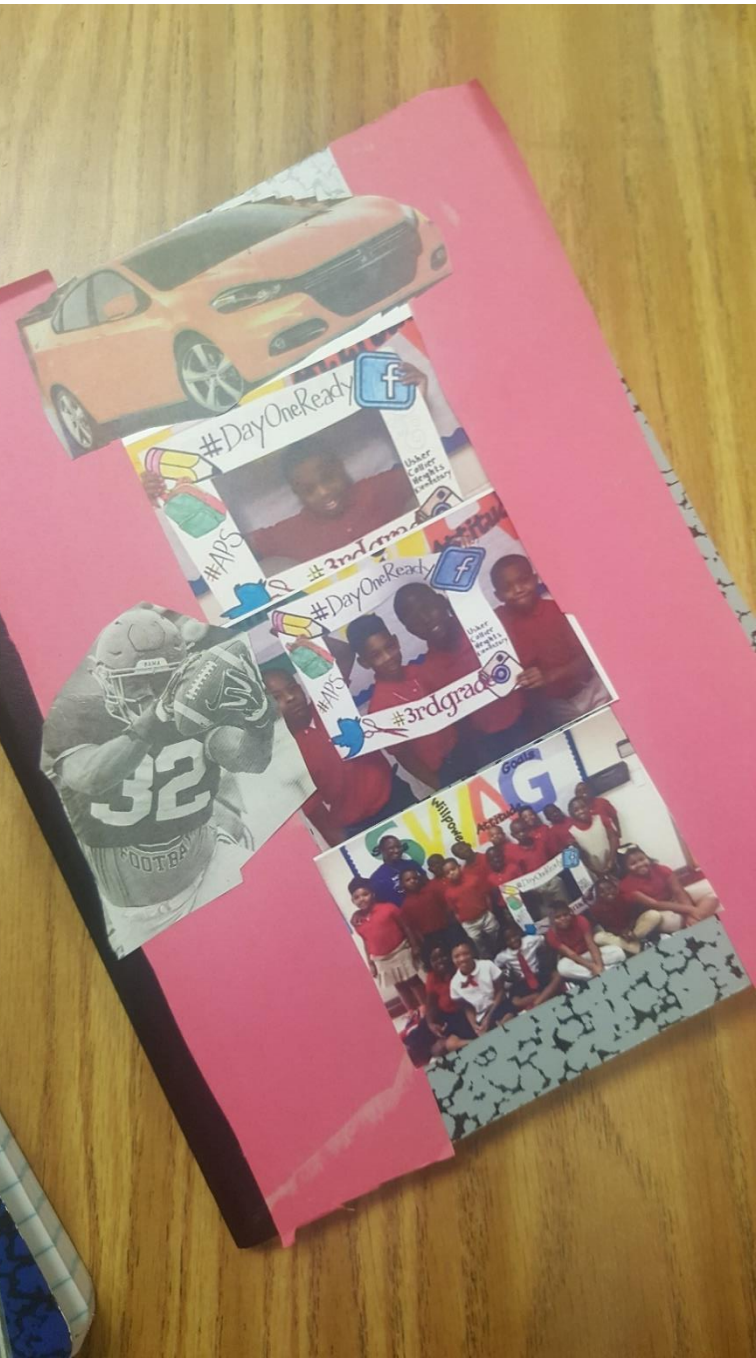
by Merrick
Winters



we
Thank You!

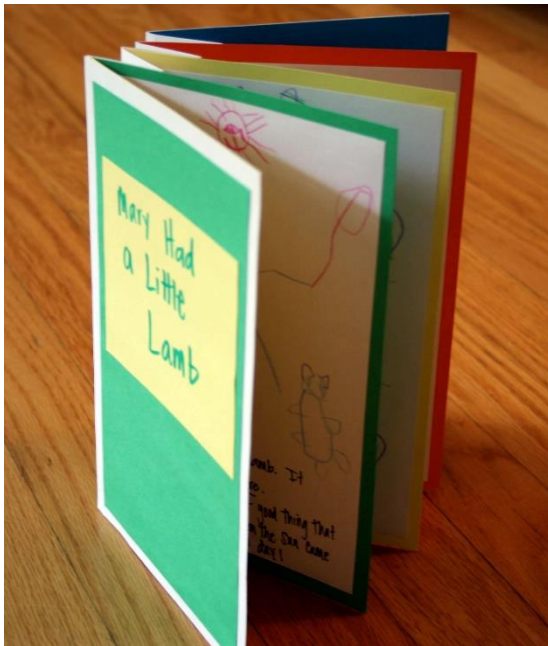
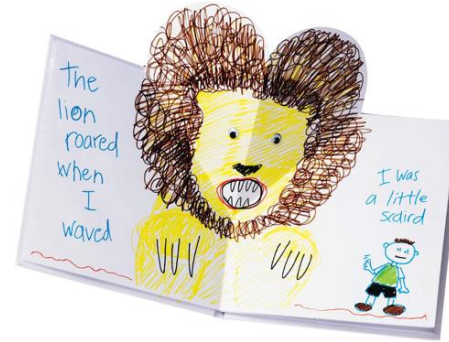


Girls on the
Run wants
You to donate by:
Shoes to the less-
fortunate 😊
Grade 3



Power of Bookmaking

- Individualism
- Creativity
- Intimate connections and extended explorations



Teaching Writing Across of Variety of Genres

- 1. Increase access and exposure to variety of genres and formats using mentor texts including books, visual art, artifacts and material items such as clothing, cardboard,**
- 2. Increase instructional time and balance direct instruction with student choice and voice**
- 3. Provide opportunities for identifying common, unique and challenging characteristics of writing in various contexts and settings.**
- 4. Build on prior knowledge and create enthusiasm by using culturally relevant texts and writing for authentic purposes that is driven by student interests and curiosity.**
- 5. Share your own interests and reading and writing habits across genres and formats.**

We'd like to know what you think.

Tweet us...

#CultureofWriting@GaDOEEELA

What did you notice?

What more would you like for us to share?



Universal Design for Learning

- Dee Dee Bunn,
 - Program Specialist, Georgia Project for Assistive Technology
Special Education Services and Supports

*Thank
you*

