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
Who Are We?
Dr. Roberta Gardner

“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
ELAGSE3W10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

<table>
<thead>
<tr>
<th>Genre</th>
<th>Purpose</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive Writing</td>
<td>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.</td>
<td>• Character sketches</td>
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<td></td>
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<td>• Comparisons</td>
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<tr>
<td></td>
<td></td>
<td>• Descriptive essays</td>
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<tr>
<td></td>
<td></td>
<td>• Descriptive sentences</td>
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<td></td>
<td></td>
<td>• Found poems</td>
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<tr>
<td>Expository Writing</td>
<td>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.</td>
<td>• Alphabet books</td>
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<td></td>
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<td>• Autobiographies</td>
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<td>• Directions</td>
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<td>• Essays</td>
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<td>• Posters</td>
</tr>
<tr>
<td></td>
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<td>• Reports</td>
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<td>• Summaries</td>
</tr>
</tbody>
</table>
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.

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

Narrative Writing

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

ELAGSE3W10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
### Scaffolding Watermelon and Seed Stories

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

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<table>
<thead>
<tr>
<th>Going to the play audition</th>
<th>Sitting by the Campfire</th>
<th>McDonald's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Losing my tooth as I bite into my burger at McDonald's</td>
<td>The first time I went biking</td>
<td>Riding my bike</td>
</tr>
<tr>
<td>Falling off my bike and scratching my knee</td>
<td>Camping</td>
<td>Eating at McDonald's</td>
</tr>
<tr>
<td>Acing in a play</td>
<td>Making a s'more</td>
<td>Reading the first few lines at my play audition</td>
</tr>
</tbody>
</table>

**Directions:** Cut out the topics above and paste them in either Watermelon, Slice, or Seed Topic columns.
<table>
<thead>
<tr>
<th>Voice Tag</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Said</td>
<td>Say it</td>
</tr>
<tr>
<td>Beamed</td>
<td>Proud</td>
</tr>
<tr>
<td>Stammered</td>
<td>nervous, scared</td>
</tr>
<tr>
<td>Groaned</td>
<td>wimper</td>
</tr>
<tr>
<td>Sighed</td>
<td>annoyed</td>
</tr>
<tr>
<td>groanedy</td>
<td>shocked</td>
</tr>
<tr>
<td>Shivered</td>
<td>cruel</td>
</tr>
<tr>
<td>Disappointed</td>
<td>bummed</td>
</tr>
<tr>
<td>Gassed</td>
<td>shocked</td>
</tr>
<tr>
<td>Smirked</td>
<td></td>
</tr>
</tbody>
</table>

Voice tags are important in helping us figure out how the character is talking.
ELAGSE3W8 Recall information from experience or gather information from print and digital sources

Graffiti Tables

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?
• 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**
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?
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)
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.
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 am going to help the homeless.

I can provide food by building a Food Truck. We will feed people. 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. They will have to build a shelter.

I can provide money by going to 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.
Black, Curly, Nice
My hair is curly and nice.
My hair is curly and nice. I put a
bow out 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.
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
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”
ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
“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.”
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 race car. 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.
Argumentative Writing Mentor Texts
Donate your old shoes to people who are less fortunate than you!

we thank you!
GIRLS ON THE RUN WANTS YOU TO DONATE OLD SHOES TO THE LESS FORTUNATE.
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@GaDOEELA

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