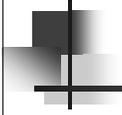
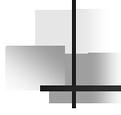


Part 2: Written Expression Instruction



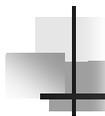
Teaching the WHAT and HOW for
any Genre

1



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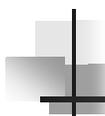
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Variety of Genre

- List genre.

3



Brainstorming

- **Think**
 - Students record ideas.
 - Teacher monitors and writes ideas and names on transparency or paper (depending on technology used in the classroom).
- **Pair**
 - Students share ideas with partners.
 - Teacher monitors and continues to record ideas and names on transparency or paper.
- **Share**
 - Teacher shares ideas with class by displaying collection of ideas/names on the screen.

4

BIG IDEAS

- Teach a limited number of genre.
- Have students write many products.

- Scaffold instruction.

M T W T F
I do it. We do it. We do it. We do it. We do it.

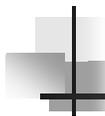
M T W T F
You do it. You do it. You do it.

5

BIG IDEAS

- Consider **motivation**.
 - **Success** (perceived probability of success)
 - **Interest** (interest in the topic)
 - **Choice** (narrow choice when possible)

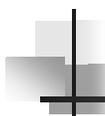
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Big Ideas

- Consider Mindset of Students
- Two mindsets (See Carol Dweck's excellent book, *Mindset*)
 - Fixed mindset
 - Growth mindset
- Promote growth mindset
 - Emphasize effort, standards-based performance, achievement.
 - Don't focus on "inherent qualities."
(*You are so smart. You are a talented writer.*)

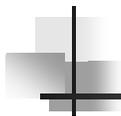
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BIG IDEAS

- **WHAT**
 - Critical attributes
 - Rubric
- **HOW**
 - Writing Process

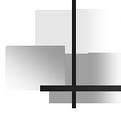
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WHAT

- Ask yourself, what are the **CRITICAL ATTRIBUTES** of a well-written product.
- Six Traits
 - Ideas
 - Organization
 - Word Choice
 - Voice
 - Sentence Fluency
 - Conventions

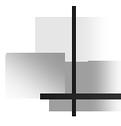
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What

- Represent a simple, easy to understand **RUBRIC**.
- Consider introducing only a portion of the rubric initially. Focus on ideas, organization, and conventions.
- Provide an **EXAMPLE** to illustrate the critical attributes.
- (Optional) Guide students in analyzing a non-example to determine missing attributes.

10

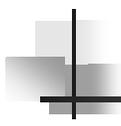


WHAT

Example # 1

- descriptive paragraph rubric and example
- passage summary rubric, example and non-example

11



HOW

■ Writing process

- Prewriting
- Writing
- Revising
- Editing
- Publishing

12

HOW

■ Writing process

P = Prepare

O = Organize

W = Write

E = Examine

R = Repair

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HOW

P = **Prepare**

T = Topic

A = Audience (Form)

P = Purpose

P = **Prepare**

Think or

Collect Evidence

14

HOW

- **O = Organize**

- Support for organization of product
 - **Writing frames**
 - **Strategies**
 - **Think Sheets**

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Frames

0 = Organize

- **Writing frames**
 - Use with beginning writers.
 - Use as an accommodation for emerging writers.
 - Use to support specialized writing.
 - Use to support summarization.
 - Use to emphasize use of academic language.

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Frames

- See examples.
 - **Example #2.** Beginning writers (basic paragraph)
 - **Example #3.** Accommodation for emerging writers (state report, mammal report)
 - **Example #4.** Specialized writing (story problem explanation)
 - **Example # 5.** Summarization narrative (story grammar)
 - **Example # 6.** Summarization expository.
 - **Example #7.** Academic Language

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Strategies

O = Organize

Strategy for Paragraph Writing

- List
- Cross-out
- Connect
- Number
(Write)

REWARDS PLUS (Sopris West)

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List - Make a list of important ideas.

Penquin's birth

- *Male takes care of egg*
- *Female lays egg*
- *Female leaves*
- *Female spends winter at sea*
- *The water is very cold*
- *Male puts egg on his feet under belly*
- *Male stays on egg for two months*
- *Male doesn't eat*
- *Egg hatches*
- *Male must care for baby*

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Cross-out - Cross out any unnecessary or weak ideas.

Connect - Connect ideas that could go in one sentence.

Penquin's birth

Male takes care of egg

Female lays egg

Female leaves

Female spends winter at sea

~~*The water is very cold*~~

Male puts egg on his feet under belly

Male stays on egg for two months

Male doesn't eat

Egg hatches

Male must care for baby

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Number - Number the ideas in the order that they will appear in the paragraph.

Penguin's birth

- 3 *Male takes care of egg*
- 1 *Female lays egg*
- 2 *Female leaves*
- Female spends winter at sea*
- ~~*The water is very cold*~~
- 4 *Male puts egg on his feet under belly*
- Male stays on egg for two months*
- 5 *Male doesn't eat*
- 6 *Egg hatches*
- Male must care for baby*

21

Write a summary.

The birth process of penguins is fascinating and quite different from that of other animals. The female penguin lays an egg. Soon after laying the egg, the female penguin leaves and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin doesn't eat. Even after the baby penguin hatches, the male penguin continues to take care of the infant penguin.

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Strategies

- See Example #8 for summary writing
 - Strategy
 - Example of Strategy Use
 - Example Summary
 - Rubric

REWARDS Plus (Sopris West)

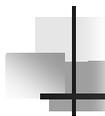
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Think Sheets

Examples

- Example # 9 -
 - Think sheet for organizing compare/contrast
 - Example paragraph

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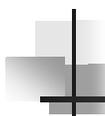


Think Sheets

- Example # 10 - Essay to persuade
 - Example Rubric
 - Example Essay
 - Think Sheet

- Example # 11 - Essay to explain/inform
 - Example Rubric
 - Example Essay
 - Think Sheet

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Think Sheets

Examples

- Example # 12
 - Think sheet for short story

- Example # 13
 - Think sheet for personal experience
 - Example personal experience

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