

COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



Informative/Explanatory Writing for Grades 4-5

Agenda

4th and 5th grade teachers will:

- learn about the reciprocity of reading and writing
- review three different types of informative/explanatory
- examine different types of informative/explanatory text structures.
- study the inquiry based instruction
- review resources to teach informative/explanatory writing

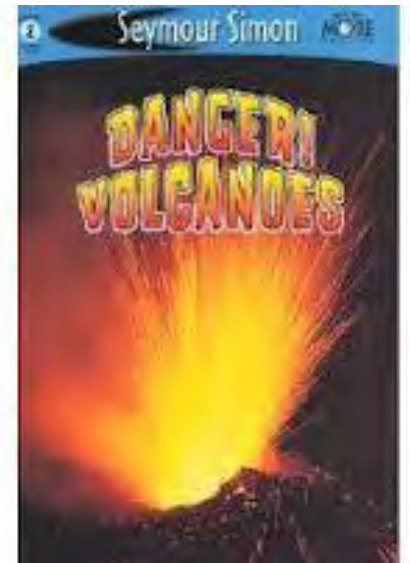
Reciprocity of Reading and Writing

While reading and writing are different processes, they are complementary. Readers and writers use the same sources of information and integrate them.

*Teaching for Comprehending and Fluency:
Thinking, Talking, and Writing About Reading, K-8.*
Fountas and Pinnell

Writing Modes and Purposes from Common Core State Standards

1. Opinion– expresses and justifies ideas
2. Informative/Explanatory – gives facts about a topic, describes, explains a procedure, etc.
 - To Describe
 - To Instruct
 - To Explain
3. Narrative – tells a story



Building Background for Text Structure

- Text structure refers to the internal organization of a text
- As authors write a text to communicate an idea, they will use a structure that goes along with the idea (Meyer 1985)

Guide Use of Text Structure

- Texts can be hard because they are organized in complex ways
- The structure of what is read can help students determine importance.
 - Students should know common text organization schemes (description; compare/contrast; problem-solution; sequence; enumeration)
 - Students should know how to use headings and subheadings to determine the scope and sequence of information
 - Examine texts to see if organization holds a special key to the meaning (like in a comparison text or problem-solution text) and to guide students to attend to this structure

Five Text Structures

Cause and Effect

Compare and Contrast

Description

Problem and Solution

Chronological Order (Sequence)

http://www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources

1. Goose bumps make me shiver. First I get cold. Then I shake all over.

2. Goose bumps make me shiver. I get little bumps on my skin. They look like sesame seeds.

3. Some people get goose bumps from fear. Others get goose bumps when they are touched emotionally.

4. Goose bumps make me shiver. When the temperature drops below 45 degrees, my skin crinkles into goose bumps.

5. Goose bumps make me shiver. But they disappear as soon as I cover up with a jacket or sweater.

Identify the Text Structure



Before students write in a particular text structure, it is necessary for them to hear and read multiple texts in that structure.



Blended Text Structures

Many times authors use a blend of more than one type of text structure to accomplish their purposes.

Instructional Considerations

- What is your purpose for teaching students the text structure you have chosen?
- How can students transfer this structure to other academic subjects (disciplines)?

Getting Started

Choosing a text structure

- Audience
- Purpose



Pre-Assessment

An assessment rubric that identifies key skills and understanding that children need when writing a specific piece of nonfiction is invaluable.

http://www.youtube.com/watch?v=h_rtFRvoO70

Identifying Mini-lessons

Use student writing pre-assessments to identify writing mini-lessons which would benefit students.



Formative Assessment

Formative assessments during the study



Inquiry and Immersion

“The teaching is ‘structured for surprise’ and it’s the promise of what you might discover together that gives both students and teachers energy for the study.”

Study Driven by K. W. Ray

Inquiry Based Instruction

Gathering mentor texts



Inquiry Based Instruction

Set the stage



Inquiry Based Instruction

Immersion in text examples of the writing genre



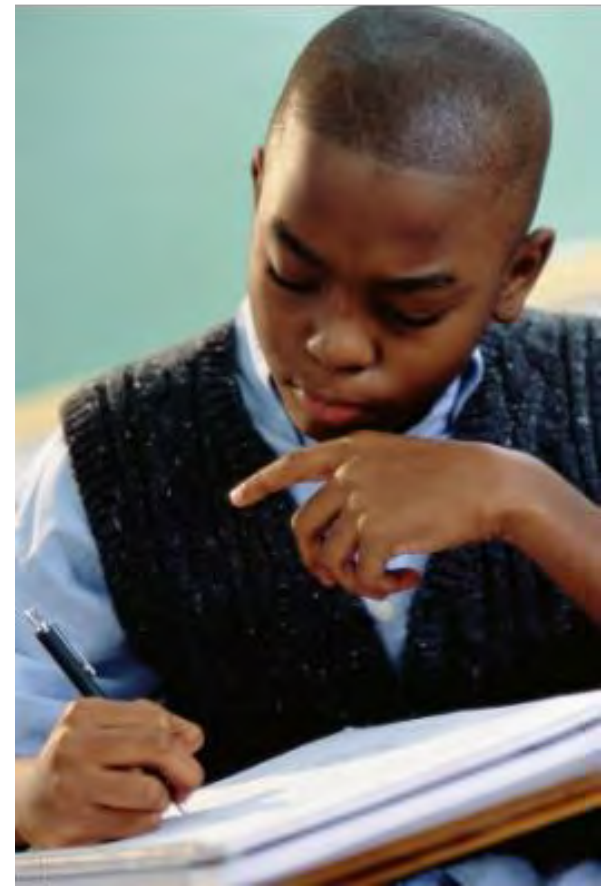
Inquiry Based Instruction

Close study of the text examples



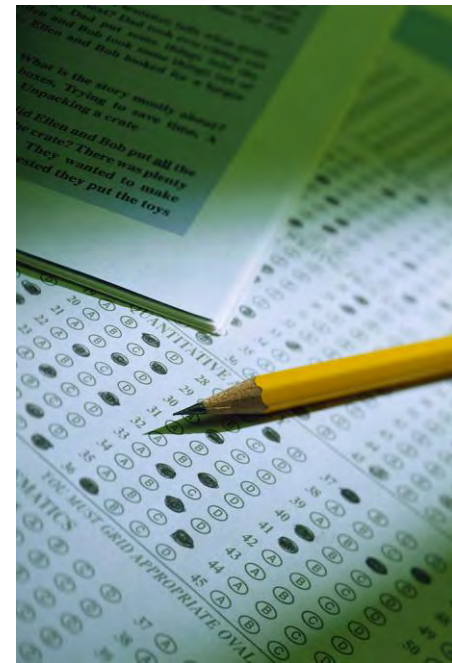
Inquiry Based Instruction

Writing under the influence



Post-Assessment

Post-assessment to see growth



“Studying the process of writing by looking closely at what people who write actually do insures the teaching around process will be grounded.”

Study Driven, K. W. Ray

Reviewing the Process

- Pre-assessment
- Gathering Texts
- Setting the Stage
- Immersion
- Close Study
- Writing Under the Influence
- Post-assessment

Looking Ahead to Implementation

- Do I consider reciprocity of reading and writing in my classroom instruction?
- Do I have students examine the different types of informative/explanatory text structures?
- Utilized rubrics and performance assessments related to informative/explanatory writing
- reviewed resources to teach informative/explanatory writing.