Genre Study
As a Unit of Study
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WMS, 8th grade ELA
HTWP TC ‘08
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Who are you?
- Name, Campus, Grade Level, time for writing/reading

What would you like to learn in this session?
- Why did you choose to come to this session?
## 8th grade ELA - Year-at-a-Glance - 2017 - 2018

<table>
<thead>
<tr>
<th>BUS 1</th>
<th>Literary Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28 - Oct 20</td>
<td>8 weeks</td>
</tr>
<tr>
<td>SRA Practice</td>
<td>QR training - 10/11</td>
</tr>
<tr>
<td>Self Development - 11/9</td>
<td>Part 2 exam - 11/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUS 2</th>
<th>Informational Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 23 - Dec 19</td>
<td>7 weeks + 2 days</td>
</tr>
<tr>
<td>Thanksgiving Break - 11/20/21</td>
<td>Winter Break - 12/26/27</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>BUS 3</th>
<th>Persuasive Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 4 - Mar 18</td>
<td>8 weeks + 2 days</td>
</tr>
<tr>
<td>Self Development - 1/3</td>
<td>QR testing - 1/30/31</td>
</tr>
<tr>
<td>Quiz Day - 1/15</td>
<td>Final Exam - 2/17</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>BUS 4</th>
<th>Comparative Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 20 - Apr 22</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Self Development - 3/9</td>
<td>Spring Break - 3/17/18</td>
</tr>
<tr>
<td>Quiz Day - 3/22</td>
<td>QR for STAAR Reading - 4/22</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>BUS 5</th>
<th>Multi-genre and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 24 - Jun 8</td>
<td>7 weeks</td>
</tr>
</tbody>
</table>

### What are we reading?
- **Literary Texts**
  - fiction
  - poetry
  - drama
  - mythology

### What are we writing?
- **Launching Writer's Notebook**
- **Launching Literary Texts**
- **Multi-Paragraph Essay (Expository or Narrative)**
- **Persuasive Essay**
- **Comparative Analysis**
- **Multi-Genre Paper**

### Focus Skills
- **Reading Comprehension Skills**
  - Inference
  - Cause & Effect
  - Author's Purpose
- **Reading Writing Skills**
  - Organization and Development
  - Point of View
  - Tone

### District Common Assessments
- **Curriculum Based Assessment 1**
  - Literary Analysis (paired passages, reading TIC, and short answer response format)
  - Window: Oct 16 - Oct 20
  - Score Due: Oct 27
- **Curriculum Based Assessment 2**
  - Informational Analysis (reading TIC format)
  - Window: Feb 12 - Feb 23
  - Score Due: Mar 2
- **Curriculum Based Assessment 3**
  - Persuasive Writing (expository/imaginative, SCF, and expository essay format)
  - Window: Apr 23 - May 4
  - Score Due: May 18
- **Curriculum Based Assessment 4**
  - Literary Analysis (paired passages, reading TIC, and short answer response format)
  - Window: May 24 - May 28
  - Score Due: May 28

### Additional Notes
- **Fall Break**
- **Spring Break**
- **Assessment Dates**

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**Recognize this?**
# 8th grade ELA – Year-at-a-Glance - 2017 - 2018

<table>
<thead>
<tr>
<th>What are we reading?</th>
<th>What are we writing?</th>
<th>Focus Skills</th>
<th>District Common Assessments</th>
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</thead>
<tbody>
<tr>
<td><strong>Literary Texts:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- fiction</td>
<td>- launching writer’s</td>
<td>- Literary Analysis Skills:</td>
<td></td>
</tr>
<tr>
<td>- poetry</td>
<td>notebook</td>
<td>- poetry analysis</td>
<td></td>
</tr>
<tr>
<td>- drama</td>
<td>- short story</td>
<td>- plot development</td>
<td></td>
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<tr>
<td>- mythology</td>
<td>- poetry</td>
<td>- characterization</td>
<td></td>
</tr>
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<td></td>
<td>- response to literary texts</td>
<td>- author’s style</td>
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<tr>
<td></td>
<td></td>
<td>- summary (literary texts)</td>
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</tr>
<tr>
<td><strong>Reading Comprehension Skills:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- inferences</td>
<td></td>
<td>- <strong>Literary Writing Skills:</strong></td>
<td></td>
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<tr>
<td>- text connections</td>
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<td>- organization and progression</td>
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<td></td>
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<td>- idea development</td>
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<td></td>
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<td>- use of language</td>
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<td>- reflection (optional)</td>
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**EUS 1**
Literary Analysis
Aug 28 - Oct 20
8 weeks

**SR4A Discussions**
**SRI Testing - 9/1 9/29**
**Labor Day - 9/4**
**Staff Development - 10/9**
**PSAT 8/9 exam - 10/11**

**Curriculum Based Assessment #1**
Literary Analysis
(paired passages, reading M/C, and short answer response format)
The purpose of units built around text is to read widely and inquire how to write!

Specific instructional goals:

- explore the range within a genre
- read to test the boundaries of the genre
- develop favorites within a genre
- self-select texts to mentor student writing
“Good writers know what kind of thing they are making with writing. They can answer the question, should someone ask, ‘what have I read in the world that is like what you are trying to write?’ No one I know would answer that question with words like narrative or persuasive or expository. These words simply aren’t operational for people who write. They aren’t the terms writers use to talk about or think about the writing they are producing. . . . Mode words don’t actually name the kinds of things people make with writing, so by themselves they don’t give anyone a vision for writing. Genre words do that work much better” (Ray, 2006).
Mode Vs. Genre

- Description
- Exposition
- Argumentation
- Narrative

- Speech
- Essay
- Drama
- Public Argument
- Textual Argument (Literary Analysis)
- Feature Article
- Short Story
- Poetry
- Memoir
Genre Study

- Immerse
- Analyze
- Create

- key word is *study*
- in-depth look at a particular genre/topic
- *inquiry* based, not skill based
- can include both reading and writing standards
<table>
<thead>
<tr>
<th>From Katie Wood Ray’s Study Driven</th>
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<tbody>
<tr>
<td><strong>Gathering Texts</strong></td>
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<tr>
<td><strong>Setting the Stage</strong></td>
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<tr>
<td><strong>Immersion</strong></td>
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<tr>
<td><strong>Close Study</strong></td>
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<tr>
<td><strong>Writing Under the Influence</strong></td>
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</tbody>
</table>
Preparation for a Genre Study - Mentor Texts

“When the first move in teaching is to gather real-world texts, this move provides some insurance that the teaching will be grounded and, for lack of a better word, true.”

- Study Driven by Katie Wood Ray
Choosing Mentor Texts to Support Student Inquiry

“Inquiring this way provides students with the opportunity to become insiders as makers of a particular kind of text. As their drafts and revisions emerge, then we investigate those, too, as design experiments- the trying on of craft elements to see how they work with readers.”

-R. Bomer, Building Adolescent Literacy in Today’s English Classrooms
Choosing Mentor Texts to Support Writing

“The teacher gathers the texts knowing that whatever ends up in the stack will form the vision toward which the students will draft, and that the stack will help students know where their writing “fits” in the larger world of writing.”

-K.W. Ray, Study Driven
Immersion - Try it!

- You have access to the packet of poems through the CIC portal.
- Skim all your options and then read completely the ones that are calling you. Make a note of any that stand out.
Studying a Mentor Text as a Reader

1. Respond initially to what is happening in the text. (Basic comprehension)
2. Notice something from the text that writers in this genre do.
   Ex: Foreshadowing
3. Discuss the effect of this element and speculate about why the author chose to use it.
4. Apply to other texts as a strategy for analysis.

This is already something we do well as teachers of literature! It’s what traditional instruction typically looks like.
Study as a Reader - Try it!

- On page 2: “June Twenty-first” by Bruce Guernsey
READING (AS A READER)

What an interesting story!
Who's this? Will they all die at the end? Such a mysterious character.
Who's the real villain here?
There's nothing like a dystopia to disconnect.

I wonder what will happen in the next chapter.
Just one more...
Another cliffhanger.

READING (AS A WRITER)

This paragraph's rhythm is magnificent.
The author is using daily objects and scenes to show us the misery these characters live in without saying it explicitly.
The balance between flaws and virtues makes this character so unique and human.
How many times did he rewrite this line?

This epilogue about Newspeak is going to cause me an [redacted].
I haven't read anything as good as this since Lolita's prologue.

Dialogues are so fluid and realistic...
Let's see which word the author chose to portray each character and what kind of information they give to be interpreted.
Studying a Mentor Text as a Writer

1. Respond initially to what it says to you.
2. Point to a place where you think the writing is good.
3. Describe (don’t label) what the writer is doing there.
4. Speculate about what might have been in the writer’s notebook in order to write that.
5. Speculate on the sorts of revision the writer might have done there.

-From Building Adolescent Literacy in Today’s English Classrooms by Dr. Randy Bomer
Study as a Writer- Try it!

- On page 2: “June Twenty-first” by Bruce Guernsey
The Importance of the Writing Piece

Even if you’re only assessing reading skills, you STILL have the students write in the genre!

- It affirms their “insider status” as makers of the genre.
- They practice using the academic vocabulary of the genre in discussing their own writing moves.
- When they read in this genre, they can see the hidden processes and choices made by the writer. THIS cements the long-term analysis skills!
**One Possible 3 Week Genre Study**
*Assuming one 45ish minute class period per day*

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Immersing in the Genre - What is it?</td>
<td></td>
<td>Analyzing as a reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Analyzing as a writer</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Creating (quick and dirty writing process)</td>
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</table>
# Genre Study in a blocked Workshop classroom

## Table 1.2 Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Reading Workshop</th>
<th>Writing Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>10–20 minutes</td>
<td><strong>Mini-Lesson</strong>&lt;br&gt;<strong>Possibilities</strong>&lt;br&gt;Model reading strategy&lt;br&gt;Practice reading strategy with common text&lt;br&gt;Model discussion&lt;br&gt;Analyze discussion transcript&lt;br&gt;Study genre-related vocabulary</td>
<td><strong>Mini-Lesson</strong>&lt;br&gt;<strong>Possibilities</strong>&lt;br&gt;Analyze text structure&lt;br&gt;Analyze author's craft&lt;br&gt;Model element of writing process&lt;br&gt;Practice writing process with common prompt&lt;br&gt;Analyze grammar or spelling convention</td>
</tr>
<tr>
<td>20–40 minutes</td>
<td><strong>Workshop</strong>&lt;br&gt;<strong>Possibilities</strong>&lt;br&gt;Independent reading&lt;br&gt;Independent practice with common text&lt;br&gt;Teacher-student conferences&lt;br&gt;Small-group strategy practice&lt;br&gt;Reflection in reading response journals&lt;br&gt;Student-to-student discussion</td>
<td><strong>Workshop</strong>&lt;br&gt;<strong>Possibilities</strong>&lt;br&gt;Independent writing; seed collection, experimentation, organization, drafting, editing&lt;br&gt;Independent or small-group text analysis&lt;br&gt;Teacher-student conferences&lt;br&gt;Small-group process practice&lt;br&gt;Pee review and editing</td>
</tr>
<tr>
<td>5–10 minutes</td>
<td><strong>Share</strong>&lt;br&gt;<strong>Possibilities</strong>&lt;br&gt;Discuss what worked? What didn't? What was easy? hard?&lt;br&gt;Discuss responses to focused questions&lt;br&gt;Share samples of student reading responses</td>
<td><strong>Share</strong>&lt;br&gt;<strong>Possibilities</strong>&lt;br&gt;Discuss what worked? What didn't? What was easy? hard?&lt;br&gt;Discuss responses to focused questions&lt;br&gt;Share samples of student writing</td>
</tr>
</tbody>
</table>
## How a block class could be scheduled

<table>
<thead>
<tr>
<th>Mentor Text &amp; Target Skill:</th>
<th><strong>Analyze as a Reader</strong></th>
<th><strong>Analyze as a Writer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Still I Rise” by Maya Angelou</strong></td>
<td>Poets use simile/metaphor to affect the mood/tone of their message.</td>
<td></td>
</tr>
<tr>
<td><strong>Poets use simile/metaphor to affect the mood/tone of their message.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Lesson:</strong></td>
<td>Teacher models finding one example of simile/metaphor in the poem and thinks aloud about what it’s saying and its effect.</td>
<td>Inquire: How did the writer make a simile/metaphor? Teacher models the thinking behind a figurative comparison.</td>
</tr>
<tr>
<td><strong>Practice:</strong></td>
<td>Students find another example of simile/metaphor in the poem or in other poems of their choice.</td>
<td>Students craft similes/metaphors on their own, for an intended effect on the mood/tone.</td>
</tr>
<tr>
<td><strong>Debrief:</strong></td>
<td>Students present what they discovered to the class.</td>
<td>Display around the room or put under the DocCam.</td>
</tr>
</tbody>
</table>
Unit Planning

- Where could this kind of study fit in your year? Where are you most willing to try it out?
Our Mentors as Writers

- Our reading life - flagging mentor texts!
- Think about your own mentor author:
  - What do you notice?
  - What do you admire about their writing?
  - What do you want to try? Emulate?