**Literacy Topics:**

**EXPLANATORY WRITING**

**November 30, 2015: Grades K-8**

***DETAILED PRESENTERS’ AGENDA***

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| 4:45 – 5:05 | What is explanatory writing?Quick Write – 3 minutes to write what you know about explanatory writing and what goals you have for coming here tonight. **slide 2**3 minute share with an elbow partner. Introduce their partner to the group, sharing their partner’s goal. **slide 3**Brief introductions of our goals for the evening (chart paper - posted - refer to them) | Jackie |
| 5:05 – 5:35 | Examining the writing standards – where do we find it and how is it taught? **slide 4**Study and then turn and talk to your neighbor - What do you notice? How does this compare with what you are doing in your classroom? How are you teaching informational/explanatory writing?Framing informative/explanatory writing **slides 5-6** | Barb |
| 5:35 – 6:25 | Jeff Anderson’s “The X Factor” brainstorm a list with your partner **slide 7**Put into ppt slide **slide 8**Defining Explanatory Writing (jackie) **slide 9-10** ...addresses matters such as types, components…. ...using a variety of techniques…Practice on a piece of text (Bones) -have participants name the *matter addressed* and *techniques* **slide 11** | Barb |
| 6:25 – 6:40 | Break **slide 12**Put mentor text out during the break for them to look at |  |
| 6:40 – 7:10 | Teaching and Learning the Purpose of Evidence for Knowledge and Knowing: a protocol for thinking about claims and evidence as readers and writers. (A study with 126 3rd/4th graders) **slides 13-17**handout w/ slide 17 - KKS protocol*On Day 1 students went out to interview people using the protocol. The next day, after students reported the results of their interviews, they were told that the answers to the first question are called* ***claims*** *and answers to the second and third questions are called* ***evidence****.*So what happened and So what? **slides 18-20** | Jackie |
| 7:10 – 7:30 | Practice writing your own explanatory piece-first have people do the 2-column brainstorm filling in the *types* at the top of the chart - 5 minutes **slide 21** They will have 10 minutes to write, then share their thinking about *the process* with the whole group - was it hard? What was hard about it? **slide 22**  | Barb |
| 7:30 – 7:50 | Conferring and Assessment – using the COOR Writing Rubric/Continuum to assess your own writing **slide 23**Mention Chris Lehman’s book: Energize Research Reading and Writing | Jackie |
| 7:50 – 8:00 | Connect to Explanatory Writing in Math session January 19thQ & A **slide 24**Ticket Out the Door **slide 25** | Barb & Jackie |