

DLI Protocol for teaching the Genre

Purpose of the DLI Protocol for teaching the Genre

To make the structure of the text transparent to the student:

- To enhance comprehension of the text
- To increase the retention of the information from the text
- To prepare students to use genre effectively to communicate their ideas in writing

Previous preparation from the teacher

- Identify the genre of the main selection (see Scope and Sequence)
- Select the appropriate graphic organizer to teach the features of the genre
- Create a completed sample graphic organizer for reference
- Determine if additional comprehensible input is needed
- Determine if additional linguistic supports are needed
 - Sentence frames
 - Vocabulary supports
- Select one additional sample of the genre for support.

Add the three graphic organizers for elementary:

- Opinion
- Narrative
- Informational

Organizador gráfico de género: Texto de opinión
Kinder, 1° y 2° grado

Nombre: _____

Título: _____

Opinión del autor/a: _____

Razón #1: _____

Razón #2: _____

Mi opinión: _____

Mi razón #1: _____

Mi razón #2: _____

Organizador gráfico de género: Texto narrativo
Kinder, 1° y 2° grado

Nombre: _____

Título: _____

Personajes (¿quién? ¿quiénes?): _____

Ambiente (¿dónde? ¿cuándo?): _____

Secuencia

Principio → **Medio** → **Desenlace**

_____ → _____ → _____

Organizador gráfico de género: Texto informativo
Kinder, 1° y 2° grado

Nombre: _____

Título: _____

Imagen de la idea principal: _____

Imagen del detalle #1: _____

Imagen del detalle #2: _____

Idea principal: _____

Detalle #1: _____

Detalle #2: _____

Genre Protocol

GENRE INTRODUCTORY ACTIVITY

Day 3 of the 10 Day plan

Steps	Example
<p>1. Introduce the genre</p> <ul style="list-style-type: none"> - The teacher introduces the students to the genre of the main selection and tells them if it is: <ul style="list-style-type: none"> • Opinion • Narration • Informative 	<p><i>(The teacher introduces the text and its genre)</i> <i>Teacher: Today we are going to read a selection about what happened to a family on a safari. This selection is an example of a _____ genre.</i></p>
<p>2. Hand out Genre Graphic Organizer</p> <ul style="list-style-type: none"> - According to the genre selected, hand out the corresponding Genre Graphic Organizer to each individual student 	<p>TEACHER: <i>What is being passed out is a Genre Graphic Organizer. In here, you will be able to put all important information regarding the genre we will discussing today, which is a _____ (Opinion/Narration/Informative)''</i></p>
<p>3. Highlight the features</p> <ul style="list-style-type: none"> - Highlight the features of the genre by helping students by looking at all the parts using their individual genre graphic organizers and example from previous selections together 	<p>TEACHER: <i>The _____ genre has certain characteristics or parts that are always present...</i></p> <p>TEACHER: <i>Let's look at those parts that the genre graphic organizer identifies for us. Let's highlight and read these parts together.</i></p> <p>TEACHER: <i>As we read this selection during the next three days, we will want to identify and understand each of these parts in the text. Recognizing and understanding these selection parts will help us to better:</i></p> <ul style="list-style-type: none"> • Comprehend of the text • Retain the information from the text • Use these parts to write a strong _____ (opinion/narration/informative) piece of our own
<p>4. Model</p> <ul style="list-style-type: none"> - Using the modeling cycle and a short passage from the main selection conducive to identifying elements from the genre, show students how they would complete the genre graphic organizer as they read the main selection as a class. 	<p>TEACHER: <i>I will model for you how we will complete this genre graphic organizer. By looking at the Genre graphic organizer, what may be one of the first elements in this genre that that we might need to look for in this selection?</i></p> <p>Example 1</p> <p>STUDENT: <i>"the characters of the story, the setting..."</i> (If the genre is a narration)</p> <p>TEACHER: <i>"that is correct, I will want to identify the characters and setting early in the story. Can a selection have more than one setting? From looking at the pictures in this selection, how many settings do you think we will identify?"</i></p> <p>*The teacher, having prepared ahead of time, selects a short passage from the selection where the characters can be identified and models adding those characters to the genre graphic organizer.</p> <p>Example 2</p> <p>STUDENT: <i>"facts..."</i> (If the genre is informative)</p> <p>TEACHER: <i>"that is correct, I will want to identify there are facts, or things that can be proven true, in our story. Look at the following statements in the board and let's determine if they are facts or not?"</i></p> <p>*The teacher, having prepared ahead of time, selects a short passage from the selection where facts can be identified and models adding those facts to the genre graphic organizer.</p>
<p>5. Students fill out Genre Graphic Organizer</p> <ul style="list-style-type: none"> -Once the teacher has provided sufficient modeling the teacher can begin to read the selection. -The teacher will strategically pause throughout the reading of the main selection to fill out the genre graphic organizer as a class, while the students complete their individual organizer. 	<p>EXAMPLE 1</p> <p>TEACHER: <i>(After making a pause in a narration) We just learned about a new person being introduced.... think and discuss with your partner about where we should put the name and characteristics of this new person in our organizer ...</i></p> <p>EXAMPLE 2</p> <p>TEACHER: <i>(After making a pause in an opinion) We just read that the author of this selection believes _____ about _____. Think and discuss with your partner about where we should his opinion in our genre Graphic Organizer...</i></p> <p>Process applies for all other genres.</p>
<p>6. Recap</p> <ul style="list-style-type: none"> - The teacher guides the class to recap the genre features that were found during the day's reading, and that were written on their individual graphic organizer, using an interactive structure. 	<p>EXAMPLE 1</p> <p>TEACHER: <i>In your tables and using your Genre Graphic Organizers, discuss all the elements we learned today. What characters were introduced? What settings?</i></p> <p>EXAMPLE 2</p> <p>TEACHER: <i>In your tables and using your Genre Graphic Organizers, discuss all the facts that we learned about this topic from this selection and what evidence was provided by the author...</i></p> <p>Process applies for all other genres.</p>
<p>Notes</p> <ul style="list-style-type: none"> - At the beginning of each reading day, the teacher reviews the genre graphic organizer with the students and recaps the information collected and the information still needed to be collected. The process from the first day is then repeated with the second half of the story. - This process is repeated on the second day of reading, but the teacher may want to use the selection CD for the second half of the story. 	

GENRE REVIEW ACTIVITY

Day 5 of the 10 Day plan

Steps	Example
<p>1. Application</p> <ul style="list-style-type: none"> - Using an additional genre sample, short narrative selection (from Calle or other resource) provide students with an opportunity to complete a genre graphic organizer, in partner or table groups <p><i>Note: This first step of day 5 can also be done as an interactive reading activity with younger students</i></p>	<p>TEACHER: <i>We have had the opportunity to learn and work on this _____ (opinion/narrative/informative) piece these past days. Now we are going to apply everything we have learned by using a different sample and you will be filling another Genre Graphic Organizer in groups/tables.</i></p>
<p>2. Process as a class.</p> <ul style="list-style-type: none"> - Teacher assigns groups to share their findings for their assigned sections of the Genre Graphic Organizer - The class provides feedback by: <ul style="list-style-type: none"> • Giving thumbs up, down, in between • “I agree with your responses”—peer response • “I think the following could also be included in this part of the genre graphic organizer”—Peer response <p><i>Note: This second step can also be done as an interactive whole class activity with younger students.</i></p> <ul style="list-style-type: none"> - Teacher then provides feedback to each group/class and guides the class to recap the parts of the selection. 	<p>TEACHER: <i>Now that you have had the chance to fill this Genre Graphic Organizer with the information from this sample, lets process together as a class. Each table will share a different answer from the organizer and the whole class will provide feedback using our sentence frames.</i></p> <p><i>Table 1...in our sample what were some of the main characters of the story? (If the story is a narrative)</i></p> <p>TABLE 1: <i>The main characters were...</i></p> <p>Example of Type of feedback 1</p> <p>TEACHER: <i>Now class...do we agree with this answer? Use the sentence frame in the board to tell your partner if you agree with the answer from Table 1 or not. (Students share their answers)</i></p> <p>Example of Type of feedback 2</p> <p>TEACHER: <i>Now class...do we agree with this answer? Give me a thumbs up if you agree with the answer from Table 1 (Students share their feedback)</i></p>