

# Recount Text Features Key

Here are the features of a recount text. Using coloured pens, pencils or highlighters mark a feature with examples from your text. For example, if you notice the 'Time conjunctions' box in red, then use the same colour (red) to underline any examples of time conjunctions in your writing.

Text title: \_\_\_\_\_

<b>Introduction paragraph</b> briefly covers who, what, where and when about the event.	<b>Concluding paragraph</b> links back to the introduction.
<b>First or third person</b> , depending on whether the writer was present.	<b>Explanation</b> of why the events were significant and to whom.
<b>Past tense</b> is used (except if links to present/future are made in the conclusion).	<b>Extra details</b> about how and why the event happened in main paragraphs.
<b>Named, specific people, places and things</b> are described.	<b>Personal recount</b> uses stronger language, including description of emotions.
<b>Time conjunctions</b> , usually in chronological order.	<b>Impersonal recount</b> is more factual and direct.
<b>Quotations</b> from witnesses/people who were there.	



# Good Teaching Children Recounts

**Emilie Sanchez**



## **Good Teaching Children Recounts:**

**Teaching Informational Text in K-3 Classrooms** Mariam Jean Dreher, Sharon Bengé Kletzien, 2015-09-19 Specifically designed for K-3 teachers this accessible guide describes ways to use informational text creatively and effectively in both reading and writing instruction. The book presents lessons, read-alouds, and activities that motivate students to engage with a wide variety of exemplary texts. Links to the Common Core State Standards (CCSS) are explained throughout. Key topics include how to build academic vocabulary, balance fiction and nonfiction, and address the needs of English language learners. Examples from diverse classrooms and end-of-chapter discussion questions and engagement activities enhance the book's utility as a professional development resource. Reproducible handouts and other tools can be downloaded and printed in a convenient 8 1/2 x 11 size.

**Learning to Write and Loving It! Preschool-Kindergarten** Miriam P. Trehearne, 2011-08-17 Learning to Write and Loving It equips teachers of young children with practical strategies, assessment tools, and motivating writing activities that are based on current research and proven practice and are easily applicable to all kinds of learning environments. Included are many authentic writing samples and photos to illustrate effective, developmentally appropriate instructional methods, mini-lessons, and activities. Sought-after author and speaker Miriam P. Trehearne demonstrates how to scaffold play and literacy learning and how to easily link assessment to instruction. Key features differentiate using effective instructional approaches for teaching writing and supporting inquiry and play; assess and document student writing seamlessly throughout the day; motivate and engage children in writing fiction, narrative, nonfiction, poetry, and song; enjoy learning with a powerful collection of vignettes from real classrooms; and use teacher-friendly guidelines for effectively integrating technology and selecting software for young children. A companion CD offers modifiable reproducibles, observation checklists, assessments, and projects for parents to do with their young children. Learn how to successfully scaffold writing and, in the process, foster cross-curricular skills in science, social studies, and math. Research shows that writing provides a strong foundation for literacy development. Further writing helps children express themselves, clarify their thinking, communicate ideas, and integrate new information into their knowledge base. Publisher

**Teaching Children to Write** Pam Hodson, Deborah Jones, 2013-10-18 A recent OFSTED report identified the fact that while many teachers were confident about their teaching of reading, too many are neglecting the teaching of writing in the Literacy Hour. This book, building on the process approach adopted by both National Literacy Strategy and National Curriculum 2000, addresses the fundamental question: How do you teach writing? Pam Hodson and Deborah Jones provide teachers with practical strategies, support through a clear and concise rationale, and explicit explanation of the different stages of the writing process. This theoretical perspective is the basis of differentiated writing frames provided for the classroom use of teachers and pupils alike. Thus, invaluable support is given to teachers and student teachers of writing across a wide range of genres throughout Reception, Key Stages 1 and 2, and in the early secondary years. **Talk for**

## **Writing Across the Curriculum, How to Teach Non-Fiction Writing to 5-12 Year Olds (Revised Edition) Pie**

Corbett, Julia Strong, 2020-08-26 This bestselling resource has been fully updated putting formative assessment at the heart of the Talk for Writing process and showing how to help children love writing across the curriculum By helping children speak the language of non fiction in a fun engaging way before they attempt to write the Talk for Writing approach builds children s confidence and linguistic ability enabling them to craft their own writing In the new edition this practical resource offers Fully worked tried and tested examples of how to apply Talk for Writing to each non fiction text type A wide range of fun activities helping children internalise how to express and link text effectively A process that co constructs learning so that children learn how to structure text and create toolkits of key ingredients Guidance for teachers in England on how to apply the approach across the primary curriculum An OLC including new footage of Pie Corbett demonstrating Talk for Writing and new footage of classes engaged in the approach Advice on how to use the DVD and handouts to train all staff in the approach Evidence of impact from cold to hot tasks Designed for busy teachers Talk for Writing across the Curriculum second edition will help transform children s writing and attainment across the curriculum This book celebrates the importance of talk in becoming and growing as a writer talk to share ideas talk to analyse text talk to co construct writing and to talk to evaluate writing Throughout the book constantly underlines the importance of talk for learning and the many creative and rich ways talk can be used to help young writers internalise the rhythms and patterns of text Full of practical ideas and activities the teaching combines being creative and being critical in a wholly integrated way An invaluable resource for primary school teachers Debra Myhill Professor of Education at the University of Exeter UK The teaching of reading has always taken priority in policy and practice in literacy Pie Corbett and Julia Strong have produced a very welcome counterweight to that dominance in their Talk for Writing Across the Curriculum It is so refreshing to see suggestions for teaching to bring elements of language together especially when done in such an entertaining and engaging way as this This new edition makes a classic even better David Wray Emeritus Professor University of Warwick UK This latest update of Pie and Julia s best selling book reflects changes in the curriculum strengthening the T4W approach using cold and hot tasks showing new worked examples of how to apply T4W to each non fiction type and placing formative assessment at the heart of the process It is exciting to see how all the best ideas and findings in education are converging evidenced in this latest up to the minute excellent publication Shirley Clarke Formative Assessment Expert [More Planning to Teach Writing](#)

Emma Caulfield, 2021-05-26 Written by an experienced teacher and literacy consultant this book offers an easy to use approach that will reduce teachers planning time while raising standards in writing Building on the success of Planning to Teach Writing it includes modern and classic picture books short stories and novels to provide a fantastic new range of hooks to inspire teaching and learning Using a tried and tested planning approach and explaining how best to use baseline assessment to build upon children s writerly knowledge and skills it help teachers to produce effective unit plans for writing

and in doing so they will be able to concentrate on the core business of teaching units that help children to fulfil their potential as writers The book uses a simple formula for success Find your students gaps in learning Choose a hook that you know will engage your students Select a unit plan that you know will support you to get the best writing out of your students Tailor it to your students Teach it This latest book is the perfect starting point for teachers planning to teach writing in their classroom and the new stories and activities provide fresh ideas to those who are already familiar with the circle planning approach used in Planning to Teach Writing

Rise Up, Recount Love Becky Spell, 2011-12-21 The morning rises to engulf my world revealing the majestic beauty with beams of infinite warmth So is my love for you And when the dusk hours approach and the evening sun dims with a heavenly glow I will hold you close for you are my Forever Love These words penned by Tim share a glimpse of the love shared between Tim and Becky Author Becky Spell shares her real life stories and adventures and her revelations of Love being the foundations of nearly everything in life in Rise Up Recount Love Become engulfed in the laughter joy tears sadness but most of all the true meaning of Love in this inspiring work You will find yourself inspired to live laugh and love with all that you are Learn more about the ministry or contact us at Tims Gift Inc 108 Northeast Blvd Clinton N C 28328 [www.timsgift.com](http://www.timsgift.com) [tims\\_gift@yahoo.com](mailto:tims_gift@yahoo.com) Tims Gift Clinton on Facebook

*Engaging Students in Academic Literacies* María Estela Brisk, 2014-07-25 The Common Core State Standards require schools to include writing in a variety of genres across the disciplines Engaging Students in Academic Literacies provides specific information to plan and carry out genre based writing instruction in English for K 5 students within various content areas Informed by systemic functional linguistics a theory of language IN USE in particular ways for particular audiences and social purposes it guides teachers in developing students ability to construct texts using structural and linguistic features of the written language This approach to teaching writing and academic language is effective in addressing the persistent achievement gap between ELLs and mainstream students especially in the context of current reforms in the U S Transforming systemic functional linguistics and genre theory into concrete classroom tools for designing implementing and reflecting on instruction and providing essential scaffolding for teachers to build their own knowledge of its essential elements applied to teaching the text includes strategies for apprenticing students to writing in all genres features of elementary students writing and examples of practice

**Handbook of Research on Effective Online Language Teaching in a Disruptive Environment** LeLoup, Jean W., Swanson, Pete, 2021-11-26 The COVID 19 pandemic radically and rapidly and perhaps forever changed the K 20 educational landscape In March 2020 K 12 schools and institutions of higher education were forced to pivot quickly to online and remote teaching This new paradigm resulted in many teachers regardless of content area being unprepared In the field of second language teaching and learning world language and TESOL educators require the investigation of techniques used during the global pandemic to ensure continued success in online teaching practice The Handbook of Research on Effective Online Language Teaching in a Disruptive Environment provides strong and cogent

guidance in the use of pedagogically sound methods of online language instruction This book builds an innovative knowledge base about teaching during disruptive times in the context of K 20 language learning that is supported with empirical evidence Covering topics such as online work engagement reflective practice and flipped classroom methods this handbook serves as a powerful resource for instructors of English language arts and TESOL TESOL professionals pre service teachers professors administrators instructional designers curriculum developers students researchers and academicians

*Jumpstart! Talk for Learning* Lyn Dawes, John Foster, 2015-11-19 Jumpstart Talk for Learning presents a collection of multi sensory games and activities that will jumpstart children s use of effective talk in the classroom This book offers practical and engaging ideas ranging from brief games to extended lesson suggestions It offers a basis for creating your own spoken language activities to match topics you are teaching and individual needs of your class Specifically written to help teachers with the direct teaching of talk skills required by the National Curriculum activities in the book encourage children to participate in group and class discussions use exploratory talk and share a range of points of view use talk imaginatively to develop understanding develop individual presentational talk take part in active drama sessions Jumpstart Talk for Learning includes a range of classroom activities that can be used in literacy lessons and integrated across the curriculum This essential resource will help teachers develop children s use of talk to understand one another and get things done together

**Stimulating Non-Fiction Writing!** Emma Hughes-Evans, Simon Brownhill, 2019-01-25 Stimulating Non Fiction Writing Inspiring Children Aged 7 11 offers innovative and exciting ways to engage children in non fiction writing giving professionals the confidence and practical advice that they need to support children in producing quality non fiction texts in the classroom Packed full of interesting ideas resource suggestions and practical activities the book explores the various ways professionals can purposefully encourage child authors to develop their non fiction writing skills Tried and tested resources Gold star tips and practical suggestions are underpinned by research informed teaching strategies and academic information to strengthen professional practice associated with the teaching of non fiction writing By taking a stimulating approach to each text type and linking activities to known texts and stimuli the book offers differentiated advice for working with children in Lower and Upper Key stage 2 Chapters consider text types that include Instructions Persuasive texts Non chronological reports Correspondence texts Discussion texts This new text is the perfect guide for inspiring children aged 7 11 in the classroom and will energise and enrich classroom provision and practice by being an essential resource for teachers and students on teacher training courses

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