

## Categorizing

Southern bent wing bats live in Southern Australia. They are flying mammals from the **microbat family** measuring a tiny 52-58 millimeters in length. This species of bat is also known as ***Miniopterus aeneus bassani*** and is currently an endangered species.

Technical Language

## Topic sentence about habitat

**The habitat of the southern bent wing bat are limestone caves, lava tunnels, coastal cliff rock crevices and man made tunnels found on the border between southern Victoria and South Australia.** They like these environments because they provide warmth and protection for them and their young.

Attention to detail

The diet of the Southern bent wing bat is made up of eating moths and beetles. They catch their food **whilst flying** as beetles and moths are caught on their wings, tail and sometimes directly in their mouth. Amazingly they can detect tiny insects without the sense of sight.

Present tense

## Relevant vocabulary

**Baby bent wing bats are called pups** and are born naked but then soon grow black fur upon their body. The pups will attempt their first flight when they are around four to five weeks old. They are born between October to January in special caves called maternity caves which have the right structure for young pups to be nursed and learn to fly. A Southern bent wing bat will live for approximately twenty years.

## Labelled relevant diagram

**Some threats to the Southern bent wing bats** are flooding of their caves which causes them to lose their food source. **They can also unknowingly eat insects which have been poisoned by humans** and if they are disturbed during hibernation it often results in them dying.

Use of facts to raise awareness



Profile and top view of southern bent-wing bat.

Use of verbs and nouns

## Brief closing comment

There is still much to be learned about the Southern bent wing bat and how to protect them and their environment **before they face possible extinction**.

# Genre Information Report Writing For Year 2

**Katharine Davies Samway**



## Genre Information Report Writing For Year 2:

*Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching* Hodges, Tracey S., 2022-05-27 Writing is a critical component for teaching children about advocacy and empowering student voice as well as an essential tool for learning in many disciplines Yet writing instruction in schools often focuses on traditional methods such as the composition of five paragraph essays or the adherence to proper grammatical conventions While these are two components of writing instruction and preparation in education they only provide a small glimpse into the depth and breadth of writing As such writing instruction is increasingly complex and requires multiple perspectives and levels of skill among teachers The Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching serves as a comprehensive reference of issues related to writing instruction and leading research about perspectives methods and approaches for equitable and effective writing instruction It includes practices beyond K 12 including best writing practices at the college level as well as the development of future teachers Providing unique coverage on culturally relevant writing socio and racio linguistic justice and urgent writing pedagogies this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators libraries government officials researchers and academicians

*Informational Reports Big Book* Steve W. Dunn, Carrie Smith, 2011-07 Mentor Big Books provide multiple genre models to use within the explicit mini lessons

*Assessment for Learning and Teaching in Primary Schools* Mary Briggs, Angela Woodfield, Peter Swatton, Cynthia Martin, 2008-04-25 This core text for primary trainee teachers is a clear introduction to the different kinds of assessment and their purposes Throughout the book tasks encourage the reader to practise assessment skills and to reflect on planning listening questioning observing diagnosing and target setting This second edition is referenced throughout to the 2007 QTS Standards and has been fully updated to reflect the Primary National Strategy and key initiatives such as Every Child Matters There is increased emphasis on peer assessment and target setting linked to personalised learning In addition new material on Early Years observation and foundation core subjects has been added

*Discover Informational Reports Big Book* Carrie Smith, Steve W. Dunn, 2011-07 Mentor Big Books provide multiple genre models to use within the explicit mini lessons

**Literacies** Mary Kalantzis, Bill Cope, Eveline Chan, Leanne Dalley-Trim, 2016-08-11 With the rise of new technologies and media the way we communicate is rapidly changing Literacies provides a comprehensive introduction to literacy pedagogy within today s new media environment It focuses not only on reading and writing but also on other modes of communication including oral visual audio gestural and spatial This focus is designed to supplement not replace the enduringly important role of alphabetical literacy Using real world examples and illustrations Literacies features the experiences of both teachers and students It maps a range of methods that teachers can use to help their students develop their capacities to read write and communicate It also explores the wide range of literacies and the diversity of socio cultural settings in today s workplace public and community settings

With an emphasis on the how to practicalities of designing literacy learning experiences and assessing learner outcomes this book is a contemporary and in depth resource for literacy students

**Literacy for a Changing World** Frances Christie, Australian Council for Educational Research, 1990 This book takes a fresh look at the basic idea of literacy and proposes some new definitions to take us into the twenty first century It brings together nine Australian scholars of distinction They argue that schools must teach explicitly the nature of language and that students must be given clear criteria for and support in achieving excellence in controlling the different types of written language used in their various fields of study Teachers need a clear sense of the changing nature of literacy of the differences between speech and writing and of the characteristic patterns of discourse used in the school subjects they teach The arguments about literacy are made using examples selected from students writing and textbooks and demonstrate in a pleasing way the benefit to education of some selected linguistic research This book is essential reading for educational policy makers and curriculum writers as well as for teachers of all levels and disciplines

**Student and Teacher Writing Motivational Beliefs** Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that

examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

*The Big Book of Tasks for English Language Development, Grades K-8* Nancy Akhavan, 2024-02-29 This title examines how teaching multilingual learners requires changing instruction to focus on practices that have high impact for students as they acquire language Yet it s not about doing more it s about doing smarter

**Literacy in Australia: Pedagogies for Engagement, 3rd Edition** Amy Seely Flint, Lisbeth Kitson, Kaye Lowe, Kylie Shaw, Sally Humphrey, Mark Vicars, Jessa Rogers, Shelley Ware, 2019-09-30 Infused with our authors personal experiences teaching Literacy in Australia 3rd Edition is delivered as a full colour printed textbook with an interactive eBook code included This enables students to master concepts and succeed in assessment by taking the roadblocks out of self study with features designed to get the most out of learning such as animations interactivities concept check questions and videos With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text pre service teachers will be well equipped with the knowledge of what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students

**Reading & Writing Grade by Grade** New Standards (Organization). Primary Literacy Committee, 1999

**Teaching Writing in a Title I School, K-3** Nancy L. Akhavan, 2009 You know the challenges In your Title I school you have students who are already at risk Imagine what could happen if you could catch them up forestall learning issues before they are entrenched put them on equal footing with their peers Nancy Akhavan has done it in school after school In Teaching Writing in a Title I School she shows you how to craft a rich literacy world where all your students thrive The first step you can take is to teach them to write Really Teaching children to write well is the key to helping them express themselves It s also a scaffold to guide their thinking and understanding It just might solve your teaching problems You can ensure that all children learn and you can close the achievement gap Nancy s guidance is as practical as it is effective Her carefully crafted planning tools lessons and graphic organizers make writing workshop fit seamlessly into your day Her classroom workshop routines promote student engagement and provide focus You ll learn how to organize units of study using the lessons from your existing writing program State standards and meaningful assessment suddenly become manageable You ll also find effective intervention activities for students who struggle and tips for teaching English learners to write This book is a must have resource for teaching to engage all your students ensure learning and effectively intervene when students need it With its companion Teaching Reading in a Title I School individual teachers teachers studying together in professional learning communities and preservice teachers will find the tools they need to build literacy instruction that guides all their students to high achievement

**Genre Analysis and Economics** Laura Mureşan, 2000

Academic Writing and Genre Ian Bruce, 2008-04-07 Academic Writing and Genre is a cutting edge monograph that focuses on the use of genre based

approaches to teaching academic writing Genre based courses enable second language learners to integrate their linguistic organisational and contextual knowled **Library & Information Science Abstracts** ,1994 *The Journal of Classroom Interaction* ,1994 **When English Language Learners Write** Katharine Davies Samway,2006 She documents the ways they think the products of their learning and their progress as writers *Open Court Reading - Teacher's Edition - Unit 1 - Grade K* SRA/McGraw-Hill,2004-05 Each Teachers Edition focuses on a specific theme anddepending upon the grade level contains explicit systematicinstruction in phonemic awareness print and book awareness alphabetic knowledge phonics fluency word structure vocabulary comprehension spelling and writing appropriateto the specific grade level **SRA Open Court Reading** ,2002 **LSP** Rosemary Khoo,1994 SRA Open Court Reading WrightGroup/McGraw-Hill,2001-06

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