Activity A: Genre-based instruction: Building awareness of language patterns

We learn how to construct meaningful language through interactions with our family and community. School experiences expand familiar patterns (genres) and create new patterns with written language, new topics and area studies, and new purposes for communicating.   However, students for whom these genres are less familiar need explicit instruction if they are to fully access, participate, and derive meaning during schooling. Think about what you know about language that allows you to respond to the questions below.

Example Texts:	1: Old-growth forests are a priceless resource to our planet, and should be protected. There are a number of reasons why they are so important.	2: Tsunamis are a series of massive waves that are caused by a sudden and tremendous undersea movement such as a landslide, earthquake, or volcanic eruption. A tsunami typically happens in three stages.	3: Cuddlepuss woke one morning without his purr. "Where is my purr?" wondered Cuddlepuss, who was normally purrrfectly happy and content.	4: Frogs live all over the world, except Antarctica. Frogs usually like rivers, lakes, and ponds but some frogs live in trees and there are others that live in the desert.
Is this text *fiction* or *non-fiction?*				
What is the *purpose* of this text? (to inform, entertain, persuade, explain)				
What do you know about the structure of this type of text that will help you anticipate and comprehend this genre?				
What are specific language clues that go with these genres?				