

A Functional Approach to Language Development in Second Language Writing in K-12: Genre-Based Pedagogy Through the Teaching and Learning Cycle With Multilingual Learners

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The second language writing (SLW) field remains a key area for research and classroom applications. In this article, I address how the SLW field in K-12 has changed since my first article was published in the *NYS TESOL Journal* ("looking back..."), where we are now, and my vision for the development of genre-based approaches to writing instruction in the future ("...in order to move forward"). I specifically discuss advances in implementation of a functional approach to language development and its approach to genre and explore the use of the Teaching and Learning Cycle (TLC) based on this genre-based pedagogical approach for multilingual learners to become familiar with the different kinds of texts expected of them in K-12.

Keywords: second language writing in K-12, genre-based pedagogies, functional approach to language development, teaching and learning cycle, multilingual learners

Over the past 10 years since the *NYS TESOL Journal* was founded, much attention has been placed on second language writing (SLW) issues in the field of Teaching English to Speakers of Other Languages (TESOL). Looking back, we can say that SLW remains a key area for research and classroom applications (Tardy et al., 2022). Looking forward, second language writing in elementary and secondary schools continues to be a topic of great interest among teachers and teacher educators (Gebhard, 2019; Grujicic-Alatrliste & Crosby Grundleger, 2020). Advancements in the field of SLW have shown the potential of genre-based approaches to writing instruction (Brisk et al., 2020). These approaches, while similar, differ from one another in their emphases, research methods, and pedagogies (Hyland, 2003; Hyon, 1996; Johns, 2002).

In this article, in keeping with the special issue theme "Looking back in order to move forward: What has happened in the 10 years since the journal was founded," I address how the field has changed since my first article was published in the journal ("looking back..."), where we are now in the field, and my vision for the development of genre-based approaches to writing instruction in the future ("...in order to move forward"). I specifically discuss advances in implementation of a functional approach to language development and its approach to genre originally known as the Sydney School genre approach, used all over the world in a variety of contexts and in multiple languages (Lo &

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Jeong, 2018; Troyan, 2016). I also explore the use of the Teaching and Learning Cycle (TLC) based on this genre-based pedagogical approach for multilingual learners (MLs) to become familiar with the different kinds of texts expected of them in K-12. I use the term *multilingual learners* to refer to students who speak a language or languages other than English at home and who are learning English as an additional language.

Looking Back in Order to Move Forward

Looking back since the publication of my first article in the *NYS TESOL Journal* - the introduction to a guest-themed issue entitled *Addressing the Demands of the Common Core State Standards with English Language Learners* which I guest edited - much has been done to "offer ways to meet the demands placed by the Common Core State Standards (CCSS)" (de Oliveira, 2015, p. 3), as I wrote then as the purpose of the special issue. For example, a set of five books published by TESOL Press (de Oliveira, 2014-2016) put forth several ideas for working with multilingual learners in the CCSS era, including many examples for focusing on the three main text types presented by the CCSS - narrative, informational/explanatory, and argument.

A continuing attention to genre is even more important now than ever before in the United States, with the publication of a new set of standards for the teaching of MLs used in many states. In December 2020, WIDA, an organization dedicated to the academic achievement of MLs, published a new edition of the WIDA English Language Development Standards Framework (henceforth, WIDA Standards or the Standards Framework; WIDA, 2020). The revised edition offers a renewed commitment to equity for MLs by building on students' linguistic and cultural assets, integrating content and language in collaborative environments, and making language visible through a functional approach to language development. The Standards Framework is anchored in four Big Ideas. Though the four Big Ideas are not new to the WIDA Standards or to the field of TESOL (Shafer Willner et al, 2020), they provide a renewed reminder of what is needed to design culturally and linguistically sustaining learning environments where MLs can thrive and reach their full potential (de Oliveira & Westerlund, 2021). One of the Big Ideas, a Functional Approach to Language Development, highlights the idea that language is a resource not only to communicate, but to enact roles and relationships and act on the world. WIDA also uses research on genres and genre families (de Oliveira et al, 2020) to frame four Key Language Uses: Narrate, Inform, Explain, and Argue. As explained in the WIDA Standards, "This re-orientation of the Key Language Uses aligns with de Oliveira's multi-year analyses of genre expectations found in state content standards for English language arts, mathematics, social studies, and science (reported in de Oliveira et al., 2019)" (WIDA, 2020, p. 363). These Key Language Uses, therefore, connect directly to my work on genre initiated by my interests in the CCSS and their conceptualizations of text types which I have determined to be genre families (see de Oliveira et al., 2020).

While new to WIDA and perhaps new to many teachers around the US, a functional approach has been implemented in many classrooms around the world with great success and in the US over the past 30 years or so (Achugar et al., 2007; Brisk, 2015; de Oliveira, 2016; Gebhard, 2019; Schleppegrell, 2004), especially focusing on applying genre-based pedagogy through the Teaching and Learning Cycle.

Beginning in early childhood and progressing through the continuum of PK-16 educational settings, MLs must learn to write for different purposes in school that follow genre-based expectations (Christie & Derewianka, 2008). The range and complexity of the writing that students are expected to produce exponentially increases as they move across elementary, secondary, and tertiary contexts (Ruecker & Ortmeier-Hooper, 2016). Though

the focus here is on K-12 contexts, this approach has been implemented in tertiary contexts successfully as well (de Oliveira, 2020; Dreyfus et al, 2016).

A Functional Approach to Language Development and Genre-Based Pedagogy

A functional approach to language development draws on key tenets, framed here as “from-to” to highlight changes in conceptualizations of language development over time:

1. Moving *from* conceptualizing language as a set of rules that prescribe correct and incorrect use of language *to* a functional approach that sees language as a meaning-making resource: Every language has developed *systems* through which different meanings are made. As such, we emphasize how language is involved in the construction of meaning.
2. Moving *from* language development at the level of isolated individual words, vocabulary, sentences, and decontextualized exercises at the word or sentence level that are not connected to authentic tasks *to* considering language at the level of text in order to build students’ meaning-making resources: Students need to be engaged in deconstruction and joint construction of texts and to be provided with opportunities for explicit discussion about texts. These opportunities enable students to learn about the various functions of texts connected to their contexts.
3. Moving *from* seeing language as innate to the individual *to* seeing it as intrinsically connected to social experiences: The ways we use language differ according to the subjects we are discussing, the people with whom we are interacting, and the communication goals we have. Texts vary because our audiences, purposes, and contexts vary. If students have an explicit knowledge of how audiences, purposes, and contexts vary and the role of language in constructing texts, they will be in a better position to make language choices when they build texts of their own.
4. Moving *from* language as existing separately from experience *to* language development through experience of other people and the world around us: People *learn language, learn through language, and learn about language*. We never stop *learning language* – from an early age to our later years – we are constantly developing new ways of using language in every new situation or context. We learn the language that we experience. In schools, language is the medium of instruction, so we *learn through language*. We also need to *learn about language* – developing knowledge about how language works in various contexts and situations. *Learning about language* helps us make explicit the implicit understandings of how language works - whether content-specific dialogue, sentence structure, or terminology. As such, teachers need shared ways of talking about language with students.
5. Moving *from* considering language as universal *to* language as a resource connected to different subjects, purposes, and uses: Each content area has its own ways of using language to accomplish its purposes. Understanding the different expectations for academic language use in the disciplines is important for students, as they develop language and content simultaneously. The classroom is a prime place to offer opportunities for students to learn how language participates in constructing knowledge in different disciplines.

A functional approach has been successfully applied through genre-based pedagogy. Rooted in *systemic functional linguistics* (SFL), a theory that positions genre in such a way that language is inherently connected to the achievement of social purposes (Halliday & Matthiessen, 2014), genre pedagogy provides a method to help MLs gain familiarity with the expectations of each genre.

Genre Defined

We draw on the notion of *genre*, defined as the culturally expected patterns of types of texts (Martin & Rose, 2008). Genre is a recurrent configuration of meanings, described as a staged goal-oriented social process (Martin, 2009, p. 13). Genre is **staged** because it usually takes us more than one step to reach our goals; **goal-oriented** because unfolding phases are designed to accomplish goals; and **social** because we write for specific audiences.

Genres are socially recognized ways of using language that enable people to present content, enact relationships with others, and organize information to achieve various goals. To understand how different written genres accomplish this, it is important to consider the purpose, organization, and specific language features of each genre.

Purpose. Language use is goal-oriented. Written genres are distinguished by what the text is meant to achieve within a particular context and content area – that is, their social purposes. Genres are used to achieve social purposes. Purposes include narrating (e.g., telling about an experience or an event), informing (e.g., telling about a historical event or science facts), explaining (e.g., helping others to understand a system or a process), and arguing (e.g., persuading others to believe something or act on an issue). Genres produced for different purposes in different contexts have different language features.

Organization. Each genre has evolved and continues to evolve to be organized in expected ways and to use specific language features connected to the genre's social purpose. To accomplish their purposes, genres generally move through a number of **stages**. Stages are named according to their function and go beyond a typical three-step structure, such as an Introduction, a Body, and a Conclusion. In fact, we do not use this terminology when discussing genre stages. Each stage plays a particular role in the developing text. It can be helpful to identify the organization of a genre through its stages and reflect on what job these stages are performing in the text. The stages are not meant to be presented firmly as a prescription – rather, stages are functional for each genre and, therefore, may change as the social purpose changes. For example, a Procedural Recount genre typically has the purpose of recording steps taken to carry out experiments, tasks, and observations. The typical stages are Aim (Materials), Record of Events, and Conclusions. When we write Procedural Recounts about science experiments, the Aim stage provides information about the goal of the experiment and usually includes materials required to conduct the experiment. The second stage is Record of Events in which the writer includes the step-by-step process that was followed in the procedure, in this case, the science experiment. The Conclusions stage describes the findings of the experiment.

Language Features. Different genres have typical language patterns used to achieve their social purpose. Identifying language features can help teachers and students develop an understanding of how texts achieve their social purposes most effectively. Helping students recognize patterns of language present in different genres helps them become familiar with the expectations for that particular genre. While identifying the stages of a text is a useful starting point, we need to dig deeper into the language of the texts to see how an author has made particular choices to make the meaning that they wanted to convey. The role of the teacher is instrumental in extending students' repertoires of

language choices, both in their comprehension of meaning in texts and their construction of meaning in texts. For example, for the Procedural Recount genre, typical language features include declarative sentences, use of passive voice to suppress actors, doing verbs, past tense, and time connectors. In *First, 50 beans were added to the bowl*, there is use of passive voice and a doing verb in the past tense (*were added*) along with a time connector (*First*) in a declarative sentence.

Genre-based pedagogy is implemented in the classroom through the Teaching-Learning Cycle (TLC) (de Oliveira et al., 2020; de Oliveira & Smith, 2019; Martin, 2009; Rothery, 1996). The TLC scaffolds MLs by gradually releasing responsibility to them during multiple phases, which can differ based on contextual factors and students' needs (e.g., Brisk, 2015; Derewianka & Jones, 2016; Gebhard, 2019; Hamman-Ortiz et al., 2022; Rose & Martin, 2012).

Using the Teaching and Learning Cycle with Multilingual Learners

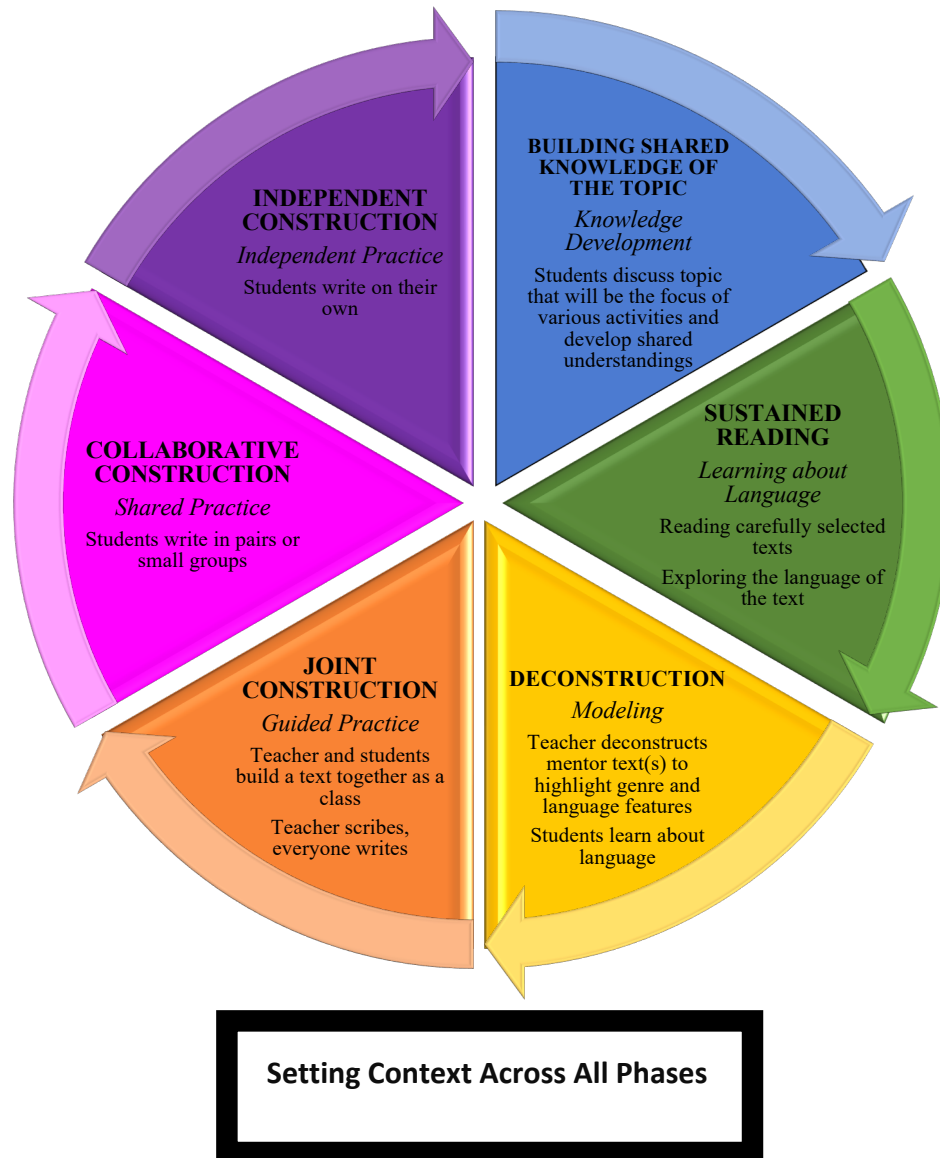
The TLC is based on the notion that high challenge, high support classrooms with high expectations and purposeful scaffolding provide the explicit teaching necessary for MLs' language and content development. As a pedagogical framework which provides learners with explicit knowledge about language, the TLC applies the concept "guidance through interaction in the context of shared experience" (Martin & Rose, 2005, p. 253) to building MLs' knowledge, skills, and abilities for continued access and success. This concept refers to the guidance provided by teachers in talking, reading, and writing about a specific text in the context of a shared experience—a common text, field trip, movie, science experiment, or reading, among others. The TLC enables teachers to identify the language demands of the texts and tasks assigned; explicitly teach MLs the genres of schooling; focus simultaneously on language and content learning; create high challenge, high support classrooms; and utilize classroom interactions to build scaffolding throughout the cycle.

Through the TLC, MLs explore and "unpack" language in texts, discovering both the language and content they are using and developing. This exploration develops their awareness of how language works as teachers support MLs in noticing, exploring, analyzing, and practicing discipline-specific writing.

The TLC takes students through the phases of building shared knowledge about a topic, sustained reading, deconstruction, joint construction, collaborative construction, and independent construction. Though the cycle allows students different points of entry and enables teachers to start at any one of these phases, it is important to build shared knowledge about any new topic that will be the focus of instruction. This process can be recursive and repeated as students become more familiar with specific genres. While the TLC is portrayed as a cycle, it is important to recognize that each iteration might not include all phases. For instance, when first being introduced to the genre, the cycle may not include an independent construction phase. The teacher also may choose to move back and forth between building shared knowledge and deconstructing texts for a few lessons before even touching the other phases. Therefore, the cycle offers a flexible, non-linear framework that allows teachers to use their knowledge of their MLs to help them plan how to best address their needs and to integrate other scaffolding strategies into the cycle. The TLC is especially useful for extended units of study, but it can also be adapted for use with a shorter sequence of lessons (a week or two). The pedagogical practices employed in each of the phases can be used with flexibility. These phases of the TLC start with the whole text as the unit in focus rather than individual sentences or a list of vocabulary words. These phases enable teachers to support their students in developing their knowledge and control of school genres across disciplines. Figure 1 includes a visual representation of the TLC and the six phases of teaching and learning.

Figure 1

Teaching and learning cycle



Setting context occurs at each phase as an important step to use with students as they think of the specific context for reading and writing a specific genre within other possible contexts. Setting context continues throughout the other stages of the TLC so that MLs' understanding of the topic accumulates and becomes progressively advanced. The notion of *building shared knowledge of the topic* as a phase is key, as students develop their knowledge of the content and context of particular texts. Students also build a critical orientation to language by learning about language and about the genre while teachers assess student learning at all phases of activity. The different phases of the TLC aim to provide students with teacher interaction, guidance, and support as students go through

these phases. Most recently, after their work in K–5 classrooms, both Brisk (2015) and de Oliveira (2017) included an additional, optional phase entitled *collaborative construction*.

Building Shared Knowledge of the Topic

This phase includes engaging MLs in discussion about the topic that will be the focus of various activities, finding out what they know about the topic, and beginning to develop shared understandings. Knowledge needs to be developed so it is shared, and all students, including MLs, can contribute equally to discussions about the content. Interactive activities for MLs to use, hear, and see the language associated with the topic emphasize students' engagement through talk, typically around written text, visuals, and images. Activities may include think-pair-shares, anchor charts, jigsaws, and notetaking, among many others

Sustained Reading

The Sustained Reading phase places emphasis on reading carefully selected texts which can be two to three paragraphs or longer texts, depending on the goals for reading. This phase continues to build knowledge of the topic, now with an emphasis on further developing MLs' experiences. Teachers should select **mediational texts and artifacts**, any instrumental texts around which significant talk occurs and which serve as ways to link prior or future learning. As a first activity, teachers can guide the class in skimming the text to get an overall idea of how it will unfold by looking at headings, sub-headings, images, captions, and so on. If reading a picturebook, teachers can do a picture walk with students, looking first at the images and then making image-text connections as students go through the text with the teacher guiding them. Teachers may go through a series of reading practices with students as part of Sustained Reading, including reading aloud, modeled reading, shared reading, guided reading, collaborative reading, and independent reading.

Exploring the Language of the Text. Any of the instructional reading practices described above can be part of sustained reading. What is critical for a language exploration is the selection of a short excerpt or short text to explore with the class that includes content that is important for students to learn, addressing state content standards. Students and teachers explore how the text is written and how it accomplishes its goals through its language choices. This close focus incorporates classroom interactions with students, conducting read-alouds, identifying language features, and focusing on grammatical expressions, target vocabulary, and main ideas of texts.

After reading a selection with the class, teachers engage students in an exploration of the text to help the class identify an aspect of the text that teachers think is important for student comprehension. This involves learning a language for talking about language (discussed in de Oliveira, 2023) and connecting language with meaning. It will help students “unpack” meaning in the texts they read by learning how to deconstruct dense sentences into their meanings, and it will help teachers explore questions such as the following: What is this section of the text about? How does the author interact with the reader? How has the author structured this text?

Deconstruction

Teachers introduce mentor texts in a specific genre that students are expected to read and write about (e.g., procedural recount, descriptive report, discussion); guide students to deconstruct these texts through demonstration, modeling, and discussions about their purpose, text structures (stages), and language features typical of a specific genre; and build up students' knowledge of the content information (i.e., setting context). Teachers project the mentor text for the whole class to see and also give students copies. During this phase, the class is developing a shared metalanguage to refer to various aspects

of texts, including the purpose and name of the genre, the labeling of stages, and the terminology used for the various language features.

Mentor texts may include texts created by MLs in previous classes, texts that the teacher and students co-created in past years, or even published texts that teachers find (i.e., online, in textbooks, magazines, or other sources) that could serve as exemplars for students. Mentor texts model the genre expectations and are different texts from the ones used during the Sustained Reading phase. Preferably, teachers should use two examples of the genre during the Deconstruction phase. One is to demonstrate their purpose, text structures (stages), and language features typical of the specific genre, while the other is used for students' exploration of purpose, organization, and language features in pairs or groups. It is important to work initially with prototypical examples produced in a similar context to that which the students will be writing, and this is especially important for students with little experience writing in the genre (Humphrey & Macnaught, 2011). Mentor texts are commonly used in ELA but should also be used in any content area such as math or science to show students models of mathematical or science explanations.

Many activities can be used to familiarize students with the characteristics of the genre. Teachers can perform a variety of tasks through whole class interactions:

- Exploring the **social purpose** for writing (e.g. narrating, informing, explaining, arguing)
- Identifying the **typical key stages** that the text goes through in achieving its purpose
- Identifying **optional phases** within stages
- Carrying out discussions related to **how the text is organized** and other linguistic styling and organizational choices
- Identifying **language features** (only between 2-3 depending on length and text complexity)

Joint Construction

Teachers and students work together to write a text in the same genre. In this phase, the teacher and students co-construct texts that are similar to the mentor texts that they have already explored in the deconstruction phase. Students start using the language features of the specific genre about which they are learning. In co-constructing texts, teachers are expected to provide a bridge for students between their everyday language and the academic language of school so attention will be directed to text organizational issues such as purpose, stages, and language features. The teacher is typically in front of the room scribing while everyone is writing together. This phase is an engaging task that presents many opportunities for language development for MLs at various levels of English language proficiency while demonstrating how to construct a good example of the genre they are learning.

It is important to note that the preparation for joint construction is critical for MLs (Caplan & Farling, 2017). Teachers should have MLs come to this phase with some preparation so that they have had time to prepare and are ready to contribute. For this preparation, teachers can have students brainstorm ideas in pairs or groups and write those ideas using a graphic organizer or other organization tools. This will enable MLs, especially those at lower English language proficiency levels, to be better prepared to share their ideas.

The teacher takes a **leading role** by guiding the joint construction of the text, shaping the text as it unfolds. The teacher solicits contributions from all students and ensures MLs contribute as well. Students propose words, phrases, and sentences as the

teacher demonstrates how to shape the text. The teacher has many opportunities to guide students. For example, teachers may develop an overview of the text with students' help, focus on a particular stage of the text, develop a paragraph, demonstrate language choices, and so on.

This teacher-led, whole-class joint construction is considered "the most powerful classroom practice currently available as far as learning written genres is concerned" (Rose & Martin, 2012, p. 73). Students' experience with joint construction shows them what is involved in composing a text, the kinds of decisions writers need to make as they compose, and the language choices that will help them develop their own texts independently.

Collaborative Construction

Collaborative Construction can be added as a bridge between the joint construction and independent construction phases, especially for students in grades K–2 who are novice writers as they often require additional support when writing a difficult genre for the first time (Brisk, 2015). For this phase, the teacher designs pair or group activities for students to work together to develop a new, single text. The teacher may elect to just focus on one stage for the collaborative construction. Students work with other students in pairs or small groups to construct a text together, brainstorming and negotiating ideas, writing, revising, etc. The teacher circulates the room and provides further scaffolding as needed, drawing on understandings developed in previous lessons. Teachers continue to support collaborative pairs or groups as needed.

This particular phase of the TLC is promising for MLs, as working in pairs and small groups has shown to be effective in supporting academic language development (Brisk & Tian, 2019), especially when they have the opportunity to interact with their fluent English-speaking peers (Walqui, 2019). Because previous studies have described challenges associated with uncooperative pairs/groups (e.g. Roberts & Eady, 2012; Yarrow & Topping, 2001), it is very important to do purposeful pairings and groupings for this phase of the TLC (Jones & de Oliveira, 2022). Though collaborative construction was not originally part of other genre-based models of the TLC, it was incorporated into this model due to my extensive work in elementary classrooms and identification of additional needs by MLs, especially in the lower grades, as they were learning to read and write.

Independent Construction

Independent Construction is a phase in which students are ready to work independently to construct their own texts in the specific genre. Teachers are expected to minimize their support, scaffolding, and guidance so that students have more opportunities for independent writing of the specific genre. If the student is developing a text that is on a different topic from the topics of the other phases but involves the same genre, they may need to conduct additional research into that topic.

Students refer to the deconstructed mentor text, the jointly constructed text, and the collaboratively constructed text to now write a text by themselves independently. They can further consider the audience, edit the text, and expand their language choices. Consultation with the teacher and conferences with peers about writing can also happen within this phase. As students are writing independently, the teacher can go around the room providing feedback and answering questions. Students can also work with other students to share their writing and receive feedback on their drafts from peers. Peer feedback can help students as they work to polish their drafts and publish them. Students proofread their texts to attend to spelling, punctuation, and other mechanics. It is important for teachers to provide guidelines for students to revise, edit, and proofread their texts.

Then students may share their published texts with others, feeling proud of everything they have accomplished throughout the cycle.

Typical Genres of Schooling Contexts

To help teachers identify some common genres for schooling contexts, I developed a table that contains typical genres, their social purposes, typical organization in stages, and language features associated with each genre, following previous work done on genre instruction (de Oliveira et al., 2020; Derewianka & Jones, 2016; Rose & Martin, 2012). Table 1 can be used by teachers to develop their awareness of typical genres of schooling. The genres are not meant to be “taught” to students out of context. Rather, they are meant as a resource for teachers to develop their own understanding of genres, stages, and typical language features associated with each genre.

The table is organized in terms of the three main text types from the Common Core State Standards, WIDA’s Key Language Uses, Example Genre, Purpose, Stages, Language Features, and Examples (based on de Oliveira, 2023).

Table 1

CCSS text types, WIDA key language uses, example genres, purpose, stages, language features, and examples (de Oliveira, 2023)

Text Type	WIDA Key Language Use	Example Genre	Purpose	Stages	Language Features	Examples
Narrative	Narrate	Stories	to entertain or engage	Orientation Complication Resolution	- simple past tense (<i>she saw, they looked</i>) -doing processes [verbs] (<i>drank, went, did</i>) - time connectors (<i>on Saturday, then, next, after church</i>) - specific participants [nouns] (<i>Mary, Jose, the cat</i>) - First person pronouns (<i>I, we</i>) -creative or literary elements -personal reactions	Narrative Anecdotes Fables
		Recounts	to tell what happened	Orientation/background Record/account of stages	- Sequenced in time - simple past tense (<i>she saw, they looked</i>) -doing processes [verbs] (<i>drank, went, did</i>) - time connectors (<i>on Saturday, then, next, after church</i>) - specific participants [nouns] (<i>Mary, Jose, the cat</i>) - Typically first person pronouns (<i>I, we</i>)	Recounting a historical event Recounting solving math problems
Informational/Explanatory	Inform	Procedures	to instruct how to do something	Purpose Equipment Method/steps Results	-doing processes [verbs] mainly commands (<i>place, give, add</i>) -generalized participants, referring to whole class of things and specific things -time connectors (<i>first, when, then</i>) - <i>Directions</i> tend to use declarative clauses in simple present tense with <i>you/we/one</i> as a generalized actor. - <i>Instructions</i> tend to use imperative clauses.	How to do a craft How to play a game How to go somewhere How to make candy
		Reports	to provide information about a topic	Classification or Positioning Description	-relational processes (<i>is, has, were, have, belong to</i>) describe characteristics and present generalizations. -doing processes in the present tense (<i>spread, climb</i>) describe activity. -generalized participants (<i>sharks, cultures</i>) -timeless verbs in simple present tense (<i>exist, grow</i>)	Types of sharks A description of Antarctica Greek and Roman cultures

	Explain	Explanations	to explain how things work/why they happen	Phenomenon Explanation	-generalized non-human participants (<i>generators, ecosystems</i>) -logical organization (<i>if/then, so, since</i>) -relational processes (<i>is, are, has</i>) -doing processes (<i>shift, increases</i>) -timeless present tense (<i>happens, turns, decrease</i>)	How a life cycle works What causes hurricanes
Argument	Argue	Arguments	to persuade	Issue/thesis Arguments/sides Reiteration/resolution	-generalized participants, both human and abstract - variety of processes (<i>doing, saying, thinking, feeling, relating</i>) -timeless present tense when presenting position -Nominal expressions name the arguments to be used, drawing on abstractions -connectors of contrast used (<i>on the other hand, however</i>)	Essay taking a stance Discussion exploring various sides Formal debate
		Text Responses	to critique	Context Description Evaluation Reaffirmation/challenge	-simple evaluative adjectives (<i>great, excellent, helpful</i>) -reasons described in declarative clauses	Product review Interpreting a book message Challenging a book message Opinion of a movie

Moving Forward with Genre-Based Pedagogy in K-12 Second Language Writing

Looking back to where we were in the field of SLW 10 years ago, we can say that there was great interest already in genre-based approaches. However, now, 10 years later and with the publication of the new WIDA Standards (WIDA, 2020), there is a renewed attention to and need to focus specifically on a functional approach to language development through genre-based pedagogy and the TLC.

The development of SLW in K-12 schools is crucial for MLs to receive the educational equity they deserve. With a genre approach to SLW in K-12, we aim to provide access to the disciplines for **all students** through the explicit teaching of the language needed to achieve the learning outcomes of the school curriculum. Scaffolding MLs' writing abilities through the TLC in a number of different genres and content areas ensures effective, equitable learning opportunities for success in school and beyond. Teachers have the responsibility to support MLs' meaningful engagement with texts and tasks. A functional approach implemented in genre-based pedagogy through the TLC helps students develop advanced reading, writing, listening and speaking as meaning-making activities; reflect critically about multiple perspectives; and discuss with others to develop deeper understandings about the content they learn through complex texts and concepts, among others.

Moving forward, a lot more work still needs to be done with genre-based pedagogies across content areas and K-12 grade levels. This is what I see in the future: More extensive and descriptive work in classrooms with teachers of MLs. This work, which includes research as well as professional learning opportunities, would enable the field to move forward in understanding what teachers – and especially content teachers – need in order to address SLW in their classes. Developing their knowledge about how language works in various genres that are expected in their grade levels would be essential for teachers to do this genre work in classrooms with MLs.

Because not all students have had the opportunities and support in school that are needed to effectively express their ideas through writing, providing them with the learning opportunities to understand the expectations and access they need to be successful in writing is of utmost importance. A model such as the TLC provides MLs sustained, scaffolded, and targeted support for developing the language and writing competencies necessary for them to become autonomous, empowered writers.

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