

# Appendices

## Appendix 1: Sample Program Design Chart

### Broad Range of Texts

<i>Reading and Viewing</i>	Grade 4	Grade 5	Grade 6
<p><b>Traditional Literature</b>—folk tales, fables, myths, legends, etc.</p> <p><b>Modern Fantasy</b>—talking animals, talking toys, time warps, little people, spirits, science fiction, strange/curious worlds, preposterous characters, etc.</p> <p><b>Contemporary Realistic Fiction</b>—people stories, animal stories, sports stories, mysteries, survival stories, humourous stories, etc.</p> <p><b>Historical Fiction</b></p> <p><b>Plays</b>—silent plays (tableau/ pantomime), stage plays, puppet plays, radio plays</p> <p><b>Poetry</b>—free verse, lyrics, narrative poems and ballads, shape or concrete poems, syllable and word-count poems, formula poems, etc.</p> <p><b>Autobiography and Biography</b></p> <p><b>Information Texts</b>—process, people, events, reference material</p> <p><b>Technological Resources</b>—computer software, computer networks, databases, CD-ROMs, laser disks, etc.</p> <p><b>Mass Media and Other Visual Texts</b>—pictures and illustrations, films and videos, selected television programs, magazines, newspapers</p> <p><b>Significant Social Texts (Oral and Written)</b>—speeches, advertisements, radio and television broadcasts, political documents, editorials, advertisements</p> <p><b>Everyday Texts</b>—letters, notices, signs, memos, etc.</p> <p><b>Class-produced Material</b>—individual and group texts</p>			

<i>Writing and Other Ways of Representing</i>	Grade 4	Grade 5	Grade 6
<p><b>Expressive Writing</b>—journals, learning response logs, friendly letters, invitations, thank-you notes, etc.</p> <p><b>Transactional Writing</b>—project reports, reviews, letters, directions and instructions, autobiographies and biographies, advertisements and commercials, persuasive texts, articles, summaries, matrix, etc.</p> <p><b>Poetic Writing</b>—stories, poems, plays, etc.</p>			
<i>Speaking and Listening</i>	Grade 4	Grade 5	Grade 6
<p><b>Group Discussion</b>—conversation, brainstorming, group sharing, interviewing</p> <p><b>Oral Interpretation</b>—oral reading, choral speaking, Readers Theatre, storytelling</p> <p><b>Oral Presentations</b>—booktalks, short oral report, persuasive talks, illustrated media talks</p>			

### Sample Program Design Chart—Repertoire of Processes and Strategies

<i>Processes and Strategies</i>	Grade 4	Grade 5	Grade 6
<p>Use of Prior Knowledge to Construct Meaning</p> <p>Use of Cueing Systems—graphophonic, syntactic, semantic</p> <p>Predicting, Confirming, Correcting</p> <p>Previewing</p> <p>Brainstorming, Categorizing</p> <p>Questioning—I wonder/I think, reciprocal questioning</p> <p>Semantic Mapping, Webbing—emotions, characters, story structures</p> <p>Researching</p> <p>Skimming, Scanning</p> <p>Using Text Structures—comparison/contrast, sequence/events, cause/effect, problem–solution, description</p> <p>Study Strategies to Enhance Learning and Recall</p> <p>Process Approach Strategies to Writing—prewriting, drafting, revising, editing, proofreading, post-writing</p>			

### Sample Program Design Chart—Aspects of Language Structure and Use

<i>Language Structure and Use</i>	Grade 4	Grade 5	Grade 6
Abbreviations Capitalization Punctuation Parts of Speech Words/Vocabulary—root words, prefixes, suffixes, compound and hyphenated words, homophones, possessives, contractions, plurals Sentences Reference Material Manuscript Form—headings, margins, title Printing/Handwriting Spelling Strategies			

## Appendix 2: Sample Speaking and Listening Profiles

### Speaking Profile

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Background notes (previous assessment/home/likes)

Where did the talking take place?

What was the topic? occasion? (booktalk, oral report, storytelling, oral reading, group discussion, etc.)

What was the purpose of the talking?

Who was the intended audience? (teacher, group, class, other)

Teacher's role (observer, questioner in conference, mediator, etc.)

Observations/positive feedback

Student's next step for improvement

### Listening Profile

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Background notes/previous assessment

Where did the listening take place?

What was the topic? occasion? (guest speaker, etc.)

Did the student report back what was heard?

What was the student's personal response?

What conclusions did the listener reach?

Observations/positive feedback

Student's next step for improvement









## Appendix 4: Sample Speaking and Listening Log

Year: \_\_\_\_\_

Student Name: \_\_\_\_\_

Date	Topic/Focus	Purpose	Audience	Comments
(e.g.) Sept. 20	Factual Report	To inform	Small-group discussion	Did a good job with ... Need to work on ....



## Appendix 5a: Sample Reading and Viewing Logs

Year: \_\_\_\_\_

Student: \_\_\_\_\_

Date Started	Date Finished	Author/ Producer	Title	Type of Text	Purpose	Comments
Sept. 9	Sept. 15	E. Coerr	Sadako and 1000 Paper Cranes	Novel	Whole-class study	I learned that ...

## **Appendix 5b:**

### My Reading and Viewing Log

Name:

Title:

Author:

Illustrator:

Why I chose this text:

What I thought of this text:

What kind of book I want to read/view next:

**Appendix 5c:**

## Reading and Viewing Log

Name: \_\_\_\_\_

Title and Author	Pages	Type of Text	Date	Activity/Comments or Rating



## Appendix 6: Sample Writing and Representing Log

Date Started	Date Finished	Topic/Focus	Purpose	Audience	Form	Comments
Oct. 15	Oct. 18	A recycling plan	To persuade	Principal	Letter of request	I wrote to the principal to request a meeting because ...





## Appendix 7: Sample Questioning Plan for Theme Teaching

What I already know about _____	What I want to find out about _____	How can I find answers?	What I learned about _____



## Appendix 8: Sample Theme Information Chart

We're trying to find out information about \_\_\_\_\_

	Who can bring ...	
records/tapes	visitors	home videos
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
books	ideas	collections
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
pictures	magazines	ingredients for ....
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
arts and crafts	supplies	treasures
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



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## Appendix 9: Sample Theme Evaluation Form

Theme: \_\_\_\_\_ Name: \_\_\_\_\_

### Student Self-Evaluation

The activity I enjoyed the most was \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

The hardest activity was \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

I helped the theme succeed by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In group projects I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In independent projects I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Appendix 10: Sample Form for Monitoring Reading Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Text: \_\_\_\_\_

Context: \_\_\_\_\_

(+ to a great extent) (√ to some extent) (- not at all) (0 not observed in this setting)

Checklist Items	+ √ - 0	Comments
<p><i>Before Reading</i></p> <ul style="list-style-type: none"> <li>• Uses titles, pictures, captions, graphs, and blurbs to predict</li> <li>• Uses background knowledge to predict</li> <li>• Intrinsically motivated to engage in reading</li> </ul>		
<p><i>During Reading</i></p> <ul style="list-style-type: none"> <li>• Is aware when text doesn't make sense</li> <li>• Uses preceding text to predict</li> <li>• Reads to answer own questions about text</li> <li>• Reads between the lines</li> <li>• Understands and uses structure of text</li> <li>• Rereads when comprehension is difficult</li> <li>• Changes reading mode (silent &amp; oral) when comprehension is difficult</li> <li>• Gets help when comprehension is difficult</li> <li>• Reads at an appropriate rate for the text</li> <li>• Able to identify concepts, language, or vocabulary that interfere with comprehension</li> <li>• Searches efficiently for specific information</li> </ul>		

Checklist Items	+ √ - 0	Comments
<p><i>After Reading</i></p> <ul style="list-style-type: none"> <li>• Extends comprehension through writing</li> <li>• Extends comprehension through discussion</li> <li>• Recalls important information</li> <li>• Recalls sufficient information</li> <li>• Summarizes main points</li> <li>• Adjusts what is shared about the text for the audience</li> <li>• Identifies story elements in text (characters, setting, problem, episodes, resolution)</li> <li>• States appropriate theme for story</li> <li>• Uses text to support statements and conclusions</li> <li>• Compares characters in text</li> <li>• Retells fluently (length and coherence)</li> <li>• Links story episodes in narrative; facts in expository text</li> <li>• Uses author's language in retelling</li> <li>• Uses own <i>voice</i> in retelling</li> </ul>		
<p><i>Before, During, or After Reading</i></p> <ul style="list-style-type: none"> <li>• Compares characters or incidents to self or experiences</li> <li>• Compares this text to other texts</li> <li>• Compares this text to media other than text</li> <li>• Uses text to support statements and conclusion</li> <li>• Identifies point of view</li> <li>• Distinguishes between fact and opinion</li> </ul>		



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## Appendix 11: Sample Portfolio Reflection

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Type of sample (e.g., poem, photo essay, tape, reading/viewing log) \_\_\_\_\_

is included in my portfolio because

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## Appendix 12: Student Profile—Concepts, Grades 4, 5, and 6

### Key

Exposure	○
Teaching	◐
Review	●

Concepts	Grade 4	Grade 5	Grade 6
<b>Abbreviations</b>			
<ul style="list-style-type: none"> <li>• invitations, addresses, dates, days of week, months of the year</li> <li>• for organizations, acronyms</li> </ul>	● ◐	● ●	●
<b>Capitalization</b>			
<ul style="list-style-type: none"> <li>• beginnings of sentences, names of people</li> <li>• names of organizations, first word in direct quotation</li> </ul>	● ◐	● ●	●
<b>Compound Words</b>	●	●	
<b>Hyphenated Words</b>	◐	●	●
<b>Consonant Combinations</b>			
<ul style="list-style-type: none"> <li>• two- and three-letter combinations (each sound heard)</li> <li>• two- and three-letter combinations (one sound heard)</li> <li>• three-letter combinations (two sounds)</li> <li>• one-sound two-spelling patterns</li> <li>• vowel and consonant combinations</li> </ul>	◐ ◐ ◐ ○ ○	● ● ● ◐ ○	● ● ● ◐ ◐
<b>Contractions</b>			
<ul style="list-style-type: none"> <li>• role of apostrophe, as short cuts</li> </ul>	●	●	
<b>Word Awareness</b>			
<ul style="list-style-type: none"> <li>• synonyms, antonyms, homophones</li> </ul>	◐	●	●
<b>Paragraphs</b>			
<ul style="list-style-type: none"> <li>• topic sentence, grouping ideas, concluding sentence</li> <li>• dialogue</li> </ul>	◐ ○	◐ ◐	● ◐
<b>Parts of Speech</b>			
<ul style="list-style-type: none"> <li>• nouns, verbs, adjectives</li> <li>• pronouns, adverbs</li> <li>• proper, common, compound, and collective nouns</li> </ul>	◐ ◐ ○	◐ ◐ ◐	● ◐ ◐

Concepts	Grade 4	Grade 5	Grade 6
<b>Plurals</b> <ul style="list-style-type: none"> <li>• <i>s, es, y</i> to <i>ies</i>, irregular plurals</li> <li>• vowel-plus-<i>y</i> rule</li> </ul>	● ◐	● ●	
<b>Possessives</b> <ul style="list-style-type: none"> <li>• role of apostrophe, singular possessives</li> <li>• distinguishing between possessives and plurals</li> <li>• irregular plurals, names ending in <i>s</i></li> </ul>	◐ ◐ ◐	● ● ●	● ● ●
<b>Prefixes</b> <ul style="list-style-type: none"> <li>• <i>un</i>, and prefixes of place</li> <li>• <i>re</i>, and prefixes of measurement, of number</li> <li>• <i>pre, ex</i>, of negation</li> </ul>	◐ ○ ○	◐ ◐ ◐	● ● ◐
<b>Printing/Handwriting</b> <ul style="list-style-type: none"> <li>• upper-case and lower-case cursive letters</li> <li>• speed and neatness</li> <li>• word processing</li> </ul>	◐ ◐ ○	● ◐ ○	● ● ◐
<b>Punctuation</b> <ul style="list-style-type: none"> <li>• period, exclamation mark, question mark</li> <li>• apostrophe in contractions, in the possessive</li> <li>• comma</li> <li>• quotation marks in dialogue, titles</li> <li>• comma in direct quotation</li> <li>• colon (in a list, a formal letter, in a statement), semicolon</li> <li>• punctuation in abbreviations, in initials</li> </ul>	● ● ◐ ○ ○ ○ ◐	● ● ◐ ◐ ◐ ○ ●	● ● ◐ ◐ ◐ ◐ ●
<b>Reference Material</b> <ul style="list-style-type: none"> <li>• alphabetical order, guide words</li> <li>• electronic/computer spell checker</li> <li>• dictionary</li> <li>• thesaurus</li> <li>• table of contents, using an index</li> <li>• computer software to gather information (e.g., data base, CD-ROM)</li> <li>• electronic information retrieval (e.g., Internet)</li> </ul>	● ◐ ◐ ○ ◐ ◐ ◐ ○	● ◐ ● ◐ ● ● ● ◐	● ● ● ◐ ● ● ● ◐
<b>Root Words</b>	◐	●	●

Concepts	Grade 4	Grade 5	Grade 6
<b>Sentences</b> <ul style="list-style-type: none"> <li>• concept of sentence, kinds of sentences</li> <li>• distinguishing between subject/predicate</li> <li>• run-on sentences</li> <li>• combining sentences (joining sentences with connectives)</li> <li>• phrases, clauses</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Silent Letters</b> <ul style="list-style-type: none"> <li>• silent-letter spelling patterns</li> <li>• common silent letter words</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Suffixes</b> <ul style="list-style-type: none"> <li>• <i>ed, ing, y</i> to <i>i, ly, er, or, ar, y</i></li> <li>• doubling final letter</li> <li>• suffix spelling patterns, dropping final <i>e</i>, <i>tion</i>, words ending in <i>e</i>, (<i>x, ck, ss</i> endings)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Syllables</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Vowel Combinations</b> <ul style="list-style-type: none"> <li>• short-vowel, long-vowel spelling patterns, silent <i>e</i>, vowels with <i>r</i> or <i>l</i></li> <li>• one spelling pattern with two sounds</li> <li>• predicting spellings (short vowel, double letter)</li> <li>• <i>i</i> before <i>e</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>○</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



## Appendix 13: Writing Modes and Formats

There are three main writing modes (text types) and many different writing formats. The purpose and intended audience will often dictate the choice of both.

Modes of Writing	Writing Formats
<p><i>Expressive</i></p> <p>Expressive language is often colloquial and spontaneous. The writer is expressing personal desires, feelings, and opinions, and the audience is less important than what the writer has to say.</p> <ul style="list-style-type: none"> <li>• written down speech</li> <li>• personal feelings, opinions, experiences</li> <li>• first person</li> <li>• first drafts of some writing</li> </ul>	<p>Diaries Journals Learning Logs Response Logs Some Friendly Letters</p>
<p><i>Transactional</i></p> <p>Transactional writing is done to record and convey information accurately. Some standard forms and specialized vocabulary may be necessary. It constitutes much writing in many subject areas.</p> <ul style="list-style-type: none"> <li>• writing to get things done</li> <li>• writing directions, messages</li> <li>• conveying information</li> <li>• organizing factual information</li> <li>• reporting, explaining, surveying</li> <li>• persuading</li> <li>• presenting with precision and clarity</li> </ul>	<p>Reports Book Reviews Letters (especially business) Directions, Instructions Autobiographies, Biographies Advertisements, Commercials Persuasive Essays</p>
<p><i>Poetic</i></p> <p>Poetic language expresses the feelings of the writer who is concerned about the impact poetic language will have on the audience. It is intended to be appreciated as a work of art. Descriptive language and figurative language devices are used. It addresses the creative imagination, develops the <i>self</i> and the <i>play</i> with language.</p> <ul style="list-style-type: none"> <li>• creative art form</li> <li>• reader meant to experience the effect</li> <li>• concerned with the form of writing</li> </ul>	<p>Stories Poems Plays</p>





## Appendix 14: Sample Writing Chart for Grades 4–6

Modes of Writing	Grade 4	Grade 5	Grade 6
<i>Expressive</i>	Personal Journals Learning/Response Logs Friendly Letters Invitations Thank-you Notes	Personal Journals Learning/Response Logs	Personal Journals Learning/Response Logs
<i>Transactional</i>	Book Comments Photo Essay with Labels and Captions Project Reports Survey (with Lists) Matrixes Summaries Instructions/Procedures Advertisements and TV Commercials Autobiographies with Pictures/Posters	Movie and Book Comparisons Newspaper Articles and Headlines Project Reviews with Bibliographies Survey Questionnaires Matrixes (larger) Summaries (larger) Comparison/Contrasts Instructions/Procedures Interviews and Tapings Business Letters Letters to the Editor Biographies	Book Review Magazine Articles Project Report Matrixes (larger) Summaries (larger) Instructions/Procedures Editorials/Opinions Biographies
<i>Poetic</i> Poetry	Shape/Concrete Poems Haiku Rhyming Couplets Chants/Raps “I wish ...” Poems “If I were ...” Poems “I used to be ...” Poems Acrostic Poems	Free Verse Poems Cinquains Limericks Three-Word Model Poems Four-Word Reaction Model Poems Riddles	Tanka Poems Lyrics/Songs “What is it?” Poems Comic Strips Crosswords Tongue Twisters
Play/Drama	Jokes Rebuses TV Commercials Puppet Shows	Skits Short Plays Dialogues	Skits Short Plays Monologues
Story	Personal Narratives Descriptions Surprise/Humorous Ghost Stories Fables and Hero Tales Adventure Stories	Personal Narratives Descriptions Tall Tales Fairy Tales Mystery Stories Legends	Personal Narratives Descriptions Relationships Myths Folk Tales



## Appendix 15: Sample Writing/Representing Record Chart

Formats	Grade 4	Grade 5	Grade 6
Journal	Dates: _____	Dates: _____	Dates: _____
Learning Log	_____	_____	_____
Response Log	_____	_____	_____
Friendly Letter	_____	_____	_____
Other: _____ _____	_____	_____	_____
Project Report	Dates: _____	Dates: _____	Dates: _____
News Report	_____	_____	_____
Book Report	_____	_____	_____
Survey/Questionnaire	_____	_____	_____
Compare-Contrast Report	_____	_____	_____
Outline	_____	_____	_____
Summary	_____	_____	_____
Instructions	_____	_____	_____
Interview	_____	_____	_____
Business Letter	_____	_____	_____
Letter to the Editor	_____	_____	_____
Advertisement	_____	_____	_____
Persuasive Essay	_____	_____	_____
Autobiography	_____	_____	_____
Biography	_____	_____	_____
Other: _____ _____	_____	_____	_____

Formats	Grade 4	Grade 5	Grade 6
<p>Free Form Poems</p> <p>Free Verse</p> <p>Concrete</p> <p>Syllable/Word Count</p> <p>Haiku</p> <p>Tanka</p> <p>Cinquain</p> <p>Rhyme Verse</p> <p>Limerick</p> <p>Formula Poems</p> <p>I Wish ...</p> <p>Three-Word</p> <p>Acrostic</p> <p>Other: _____</p> <p>_____</p>	<p>Dates:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Dates:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Dates:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Narrative/Story</p> <p>Type: _____</p> <p>_____</p> <p>_____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Play</p> <p>Script</p> <p>Dialogue</p>	<p>Date:</p> <p>_____</p> <p>_____</p>	<p>Date:</p> <p>_____</p> <p>_____</p>	<p>Date:</p> <p>_____</p> <p>_____</p>

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## Appendix 16: Sample Writing Frames

**A: Retell Events Frames.** Students retell events to inform or to entertain their audience. A retelling usually consists of

- an opening (e.g., I visited Prince Edward Island this summer.)
- a retelling of events as they occurred (e.g., We crossed the Confederation Bridge ...)
- a closing (e.g., When I got back home, I began reading *Anne of Green Gables*.)

Teachers can help some students get started on a retelling by suggesting frames such as the following:

### Examples:

Several things happening ...

First ... (incident #1)

Secondly ... (incident #2)

Another thing that happened ... (incident #3)

Finally ... (incident #4)

By the time ...

It all began when ...

First ...

Then ...

Next ...

At the end ...

See example on p. 157

**B: Explanation Frames.** In addition to using these types of frames in English language arts, explanation frames can be helpful in health, social studies, and science. Explanations are written to explain the process or to explain how something works. An explanation usually consists of

- a general statement to introduce the topic (e.g., Depletion of the ozone layer is a problem for Atlantic Canadians for several reasons.)
- a series of logical steps/reasons explaining how or why (The first reason is...; The second reason is...; Depletion of the ozone is also a problem because...; Therefore, the federal and provincial governments must...)

Teachers can help some students begin an explanation by suggesting frames such as the following:

### **Procedures**

In order to ..., you begin by ...

Then ...

Next ...

After that ...

If you follow these steps ...

### **Problem / Solution**

The problem is ...

This problem occurred because ...

The following actions were taken ...

The result was ...

### **Cause/Effect**

\_\_\_\_\_ is caused by ...

\_\_\_\_\_ also happens because ...

There is also evidence that ...

As a result, ...

Therefore ...

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**C: Report Frames.** Reports are written to describe and/or explain things and situations. A report usually consists of

- an opening, general classification (e.g., St. John's is a city in Newfoundland.)
- a more technical classification (e.g., It is the province's capital and is believed to be the oldest city in North America.)
- a description including qualities, parts and their function, habits/behaviours or uses (e.g., St. John's is the major distribution centre for goods and services.)

**Compare/Contrasts** are more complex versions of report frames. Organizers such as the following may help some students outline their comparisons and contrasts prior to their writing the actual report:

<i>Characteristics</i>	<i>A</i>	<i>B</i>
	Basketball	Hockey
players	_____	_____
rules	_____	_____
ball/puck	_____	_____
equipment	_____	_____

*Comparison Frame*

\_\_\_\_\_ and \_\_\_\_\_ are alike in several ways.

They both ...

They are also alike in ...

The ... is the same as ...

Finally, they both ...

*Contrast Frame*

\_\_\_\_\_ and \_\_\_\_\_ are alike in that ...

However, they differ in several ways.

\_\_\_\_\_ has ... while \_\_\_\_\_ has ...

They are also different in that ...

Finally ...

(The use of the Venn Diagram can be useful in this activity.)

**D: Opinion/Persuasion Frames.** Arguments are written to present information from differing viewpoints and to support a position. This type of text usually consists of

- a statement of the issue and a preview of the main argument (e.g., Our school is trying to decide whether to have cheerleaders. Some students think that cheerleaders would improve school spirit and help the team to win more games, while other students argue the opposite.)
- supported arguments for the issue or viewpoint (e.g., Many of the local schools already have cheerleaders and they get full support for their games ...)
- supported arguments against the issue or viewpoint (e.g., Many of the players feel very strongly that cheerleaders break the flow of the game and cause players to lose concentration ...)
- a conclusion that includes the writer's position (e.g., One group wants ... While another group wants ... I think ...)

Students can make notes using a format such as the following when preparing an argumentative/persuasive piece of writing:

For opinions:

Statement of opinion: \_\_\_\_\_

Reason #1	Support/Evidence
Reason #2	Support/Evidence
Reason #3	Support/Evidence
Reason #4	Support/Evidence

Concluding Statement: \_\_\_\_\_



---

For persuasion:

The issue is ...

Arguments for	Support	Arguments against	Support
---------------	---------	-------------------	---------

...	...	...	...
-----	-----	-----	-----

...	...	...	...
-----	-----	-----	-----

...	...	...	...
-----	-----	-----	-----

My conclusion, based on the arguments, is ...

**Example:**

I believe ... for several reasons

The first reason is ...

The second reason is ...

Also ...

Therefore, although some students argue that ...

I have shown that ...



## Appendix 17: Forms of Poetry

### Free Verse

*Free verse is a form of poetry that does not follow a regular pattern. The lines can be of different lengths and there is no definite rhyme or rhythm.*

One way to get started in **free verse writing** is to choose an idea and express it in prose, using two to four sentences. Students could then compress the thought by crossing out unnecessary words. Then rewrite the idea in a simple stanza form and continue to cut, polish, and perfect.

Each poem generates its own rules of form. However, students need a great deal of practise to develop effective intuitions for free verse. After a few tries, students may not have to write in prose beforehand. With practise, students can write long free verse poems with due emphasis on rhythm, imagery, and compact speech. The following is an example of one student's efforts at writing free verse:

#### First try (prose):

When I feel jealous, my mind is confused by my emotions. I feel angry, sad, and frustrated. I feel like I'm entrapped in a spider's web.

#### Second try (prose):

Jealously creeps within me. It's like a spider spinning its web. The threads wind round me and capture and confuse me.

#### Final draft (free verse):

Jealousy creeps within me  
a spider spinning its web  
threading a trap  
to capture and confuse.

### Shape/Concrete Poems

*Shape or concrete poems are arranged in the shape of the topic. They make a picture that is as much a part of the poem's message as the words.*

Students enjoy the experimentation involved with making **concrete or shape poems**. Encourage students to work with simple shapes before tackling more complex ones. The words used must relate to the title.

Shape poems can be a collection of words about a subject, or they can be written in free verse in the shape of the object.

The shape of the poem may also suggest movement instead of a definite shape. Such shape poems offer a fresh and interesting way of exploring something old and familiar.

## Haiku

*The haiku is of Japanese origin. The English interpretation is three short lines of five, seven, and five syllables respectively.*

The words of a **haiku** speak of a mood, a strong feeling, or an atmosphere. Although the poem is usually about nature, a person's thoughts and emotions are included. The first line contains the setting, the second line conveys an action, the third line completes the thought.

Haiku poems focus on one element and are always written in the present tense. A haiku should leave the reader thinking. It should provide not only a sense but an insight. The magic of good haiku lies in the power of suggestion. The one visual image creates a tension designed to make the reader think. This tension is usually produced by presenting a contrast and forcing the reader to make the connections between seemingly disjointed parts of the image. The following is a sample haiku:

*Salmon*

Playing in the night  
Playing in the great big waves  
Dark and deep below

by a grade 6 student

## Tanka

*The tanka is a type of Japanese poem that is almost like an extension of the haiku. The tanka adds two lines to the haiku, each of seven syllables. (A tanka in English may not have the specific number of syllables.)*

The word *tanka* means *short song* in Japanese. Tankas are related to the haiku because they are word pictures about something in nature. **Tanka**, like haiku, typically deals with a season of the year; although, often the subject can be a season or a plant. With the additional two lines, the tanka conveys an insight beyond that of the haiku's single moment. Depth of meaning and striking imagery are of great importance. A tanka may show a progression of ideas or events; a series of tankas related to a central theme can be joined together to form a longer poem. Following is an example of a tanka:

*Tree*

Swaying in the wind  
I catch people's attention.  
I begin to wave,  
They never wave back to me.  
I think nobody likes me.

by a grade 5 student

## Cinquain

**Cinquains** follow a specific pattern. The pattern can be based on words or syllables.

Words follow a 1, 2, 3, 4, 1 pattern:

*A cinquain (pronounced sing-kane) is a poem of five lines. The name comes from the French word cinq, which means five.*

Line 1 - one word for the title  
 Line 2 - two words to describe the topic  
 Line 3 - three words that express actions  
 (Often an *-ing* word is used)  
 Line 4 - four words that express feelings  
 Line 5 - another word or synonym is given for the topic  
 Syllables follow a 2, 4, 6, 8, 2 pattern.  
 Cinquains do not rhyme.

**Examples:**

(Word pattern)

Daniel  
 Funny, athletic  
 Runs, eats, sleeps  
 Likes to play baseball  
 Boy

by a grade 6 student

(Syllable pattern)

Raindrops  
 Clear, watery.  
 Falling in a rhythm,  
 Leaving a freshness in the air.  
 Dew-like.

by a grade 6 student

**Limerick**

*A limerick is a humorous verse that is five lines long.*

Many limericks begin with the words “There once was a ... ” or “There was a ... ” The last line is usually funny or surprising and acts as punch line for the poem. Lines 1, 2, and 5 rhyme with one another and have three strong beats. Lines 3 and 4 rhyme and have two strong beats.

The ideas in a limerick often progress from the possible to the impossible, drawing attention to real or imaginary situations, people, or places. Fun to write and even more fun to read, the main purpose of a limerick is to entertain.

**Example:**

*Sunny*

There once was a dog named Sunny,  
 She really was quite funny.  
 She bought a new hat,  
 Just think of that,  
 Because she had some money.

by a grade 6 student

**Formula Poems***"I wish ... " Poems*

Wishes make very good early writing assignments. Students are great makers of wishes and they like to write about them. It gives them a whole lot of new subject matter. Wishes can engage their imaginations quickly. Students may choose any of their wishes and expand on the ideas in several lines.

**Example:**

I wish I was a Super human being.  
I wish I could go anywhere I want to.  
I wish that I had my own tree that grew oranges.  
I wish I could make it snow and rain.

*"If I were ... " Poems*

Students can write about how they would feel and what they would do if they were something else—a Tyrannosaurus Rex, a hamburger, or sunshine. Students often use personification in composing "If I were ..." poems, exploring ideas and feelings, and considering the world from a different vantage point.

**Example:**

*"If I were ..."*

If I were a duck,  
I would swim across the pond.  
I could race the fish that swim with the light.  
I could float in the wind.  
I could waddle where I please.

by a grade 5 student

*"I used to be ... /But now ... " Poems*

Students in the elementary grades enjoy writing about the difference between the way they are now and the way they used to be. The changes in their lives are big and dramatic, and have happened fast. With this formula, students can explore ways in which they have changed as well as how things change.

**Example:**

I used to be a hunk of gold sitting in  
A mine having no worries  
Or responsibilities  
Now I'm a wedding band bonding  
Two people together, with all  
The worries of the world.

(Tompkins 1990)

*"I like ..." Poems*

Have students think about things they like. Poems may be written by students who put together a number of "I like ..." statements or a class poem can be created. More than one poem may be created from the lines contributed by class members. Finding the most effective ways of organizing and combining the contributions is a useful editing exercise.

**Example:**

I like scary movies on really dark nights.

I like writing adventure stories.

I like riding horses.

I like rain dancing on the roof.

I like getting good grades.

by a grade 5 student

*Three-Word Model*

The three-word model poem demands patience, thought, and the ability to discriminate. The choice of the adverb hinges on the exact meaning the student is trying to convey.

babies

boldly

Why use boldly?

Why not use

bountifully

brazenly

brashly

beautifully

Ask students to make a three-word piece with the following pattern:

Noun (Subject) \_\_\_\_\_

Verb (Action) \_\_\_\_\_

Adverb (How) \_\_\_\_\_

To give the verse a unifying thread through sound, have each of the three words start with the same letter. This is an example of alliteration.

**Examples:**

Seals

Swim

Silently

People

Pass

Politely

*Four-Line Reaction Model*

In the first line of a **Four-Line Reaction Model**, name the subject, either in one word or a few words.

- In the second line describe the action, likewise, in a word or in more detail.
- In the third line make a simile describing the subject.
- In the fourth line give a reaction to the subject.

Subject:       Black cat,  
Action:        Prowling,  
Simile:        Like a shadow,  
Reaction:      I'm scared.

The form demands detail, conciseness, comparison, and reaction (feeling).

**Examples:**

*Love*  
Lingers  
Like a candle light,  
Covered my head with a pillow  
Don't blow it out.

*What Is It? Model*

The heart of any expression lies in picking the appropriate word for a given context. For a **What Is It? Poem**, have students select a subject and write about it using as many of the five senses—taste, touch, smell, sight, sound—as they can apply. One-word descriptions work well. Withhold the title until the final line.

Sight:        \_\_\_\_\_

Sound:       \_\_\_\_\_

Taste        \_\_\_\_\_

Touch:       \_\_\_\_\_

Smell:       \_\_\_\_\_

Subject:     \_\_\_\_\_

Students should arrange the order of senses to suit the subject. Several word descriptions for the senses make the task more challenging.

**Examples:**

red	Stringy with little pieces of meat
smoky	Spicy and hot
crackling	The tender smell of herbs and cheese
hot	Hard to get on a fork
fire	Spaghetti



“ \_\_\_\_\_ is” Poem

Students write images for the following:

Summer is ...

Hate is ...

Kindness is ...

Anger is ...

Sadness is ...

Wisdom is ...

Freedom is ...

Wonder is ...

Beauty is ...

In these **description or definition poems**, students describe what something is or what something or someone means to them. This exercise can start with short examples and then move to longer descriptions. Students can write very powerful poems when they move beyond “Love is ...” and “Happiness is ...”

**Examples:**

Happiness is ...

when your sister leaves you alone

getting a present

winning a prize

seeing your nan.

by a grade 6 student

*Acrostic Poems*

In an **acrostic poem**, a word is written vertically down the left-hand margin of the paper. Each line then starts with a word beginning with the designated letter. The lines can be either single words or complete sentences.

Word ideas can be varied. Acrostic poems using names can become self-portraits. Acrostic poems can include sports, seasons, buildings, clubs, slogans, teams—practically anything. Acrostic poems can be composed for names of novels and/or characters. Such acrostic poems can really be character sketches based on what students have learned from the novel. Acrostic poems can become greeting cards by using the person’s name.

**Examples:**

*Winter*

Wishing on a winter star!

In the dark cold sky.

Nobody knows what your wishing for.

Tiny snowflakes falling in your hair.

*Everywhere a blanket of snow.  
Really really cold.*

by a grade 6 student

*Snow*

*Sliding is fun  
Night and day  
On the hill  
Where we play.*

by a grade 5 student

## Appendix 18: Sample Writing Process Observation Guide

Student's Name: \_\_\_\_\_

Writing Process	Comments
<p><b>Prewriting</b></p> <p>Does the student</p> <ul style="list-style-type: none"> <li>• have a purpose and audience?</li> <li>• have a range of prewriting strategies?</li> <li>• choose topics for personal writing?</li> <li>• establish a focus for a writing topic?</li> </ul>	
<p><b>First-Draft Writing</b></p> <p>Does the student</p> <ul style="list-style-type: none"> <li>• understand the function of a first draft?</li> <li>• write freely without undue concern for spelling?</li> <li>• reflect thoughtful planning?</li> </ul>	
<p><b>Revising</b></p> <p>Does the student</p> <ul style="list-style-type: none"> <li>• understand the need for revision?</li> <li>• make content changes? (details)</li> <li>• select style and vocabulary appropriate to audience?</li> <li>• consider the organization?</li> </ul>	
<p><b>Editing and Proofreading</b></p> <p>Does the student</p> <ul style="list-style-type: none"> <li>• understand the purpose of editing?</li> <li>• ask for help from peers and the teacher?</li> <li>• help others?</li> <li>• assume responsibility for his/her own work?</li> <li>• use a variety of strategies to correct spelling errors?</li> </ul>	
<p><b>Post-Writing</b></p> <p>Does the student</p> <ul style="list-style-type: none"> <li>• show an interest in having the writing published?</li> <li>• submit the writing for final edition?</li> <li>• choose an appropriate format for publication?</li> </ul>	



---

## Appendix 19: Sample Peer Group Response Sheet

Title: \_\_\_\_\_

Group Members Names: \_\_\_\_\_

Date: \_\_\_\_\_

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What were we confused about?

---

---

---

---

What did we really like?

---

---

---

---

What are our suggestions for improvement?

---

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## Appendix 20: Sample Writing Survey

Select from the following questions, or add others, to construct a writing survey:

Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

- Why do people write?
- How do people learn to write?
- What do you think a good writer needs to do in order to write well?
- How does your teacher decide which pieces of writing are the good ones?
- What kinds of writing do you like to do?
- Do you ever write at home just because you want to?
- Who or what has influenced your writing? How?
- Do you like to have others read your writing? Who?
- In general, how do you feel about writing?





---

## Appendix 21: Evaluating the Writing Program

All of the following questions are based upon ideas presented in this guide:

- Do I provide frequent opportunities for students to make choices concerning
  - writing topics?
  - writing modes and formats?
  - audiences and purposes?
  - with whom they may work?
- Do I provide opportunities for students to collaborate in order to
  - discuss and generate ideas?
  - discuss the content of their work?
  - revise, edit, and proofread?
  - publish and share?
- Do I build on the strengths of students by showing them what they already know about writing so that they may develop the confidence necessary to engage in the writing process?
- Do I use students' work as part of the content of my mini-lessons?
- Do I use writing conferences for a variety of purposes?
- Do I encourage students to reflect upon and evaluate their own writing and to offer suggestions to others?
- Do I write at times and share my writing with my students?
- Do I teach students to use the resources that they need in order to become independent writers?
- Do I regularly have students use their writing folders and portfolios?
- Do I share students' successes with their parents on a regular basis?
- Do I provide opportunities for students to hear and read quality literature every day?



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