

THE RESEARCH WRITING PACKAGE (RWP)- EXEMPLARS Grades 4-8

2008- 2009

Written by: Josephine Virgilio



Support Document in the Area of Literacy

The Importance of Literacy

Reading and writing provide the foundation of education, and the basic requirements for all academic disciplines, including mathematics and science (Harvey & Goudvis, 2000). Reading and writing is often referred to as *verbal literacy*, and children begin developing this skill even before entering school (Huffaker, 2004). Verbal literacy remains paramount for success throughout life — from the beginnings of education to the future employment of adults . Therefore, its attention in educational environments will continue to take precedent for administrators, policy-makers, parents and teachers.

Why this document?

I decided to compile a resource guide for educators that would provide practical exemplars of reading strategies and writing samples of students work across the curriculum. Along with these practical exemplars, I have provided useful literacy strategies (i.e. EIM – Explicit, Implicit and Making Connections, A.P.E. Answer the question, Prove it, Extend your answer) that can be effectively applied in any classroom.

A Component of Verbal Literacy: The Media

Media literacy is based on an informed, critical understanding of the various forms of media and involves understanding and knowledge of techniques, technologies, and institutions involved in media production; mastery of skills required to decode and analyze media messages critically; and understanding of the complex relationships among audiences, media messages, and the world. The scope of media literacy is broad: anything that carries a message- whether it is a book, a billboard, a child's dolls, or information from computer data bank or the Internet – is considered to be a media work. Media literacy involves not only the skills of reading and writing but also those of viewing and interpreting visual messages, representing, and communicating meaning through a range of media works. These works are a major source of information about the world for many of us, and they have power to influence our thinking and behaviour.

Students need to be critical viewers and critical consumers of media works. Acquiring the ability to understand, evaluate, and produce a wide variety of media works is an important part of language development. It is essential for students to be able to interpret information presented visually, orally, and electronically in order to see how it can shape reality, to identify the viewpoint and biases of its creator, and to decide whether or not they agree with that viewpoint. Students also need to understand how to use the various media in order to communicate their own ideas and points of view.

Types of Media Literacy

Technology has also added a new type of literacy to consider. Sometimes referred to as *digital fluency*, this type of literacy refers to the ways people become comfortable using technology as they would any other natural language (Huffaker, 2004). Some scholars suggest digital fluency will be another prerequisite for sociability, lifelong learning and employment opportunities. The uses of educational technologies have a two-fold advantage: They can promote the types of literacy traditionally encouraged in learning, as well as the digital fluency needed to prosper in the digital age.

Types of Media Literacy

Blogs for example, represent a perfect medium for literacy. Authors must read and write as they would on paper, while increasing their comfort with computers and the Internet. Because blogs do not *require* exceptional technical skills, but still offer the opportunity to "tinker" using Web programming languages for customization, blogs remain equitable for all age groups and both genders, and still provide a medium for learning programmatic skills.

Blogs in the Classroom

Web logs are an excellent way to fuse educational technology and storytelling inside the classroom and beyond school walls. Because their format is similar to a personal diary, where recounting tales and autobiographical events is prevalent, blogs provide an arena where self-expression and creativity are encouraged. Its linkages to other bloggers establish the same peer-group relationships found in non-virtual worlds. Its unique design, where a system is engaging, yet intuitive and easy to learn (Meyers, Mary: 1995), makes it equitable for many age groups and both genders, and simple for teachers to implement. Being situated within the Internet allows bloggers to access their blogs anywhere and anytime an Internet connection is available, an opportunity for learning to continue outside the classroom.

Blogs are both individualistic and collaborative. Blogs promote self-expression, a place where the author can develop highly personalized content. Yet blogs connect with an online community — bloggers can comment and give feedback to other bloggers, and they can link to fellow bloggers, creating an interwoven, dynamic organization. In the classroom, students can have a personal space to read and write alongside a communal one, where ideas are shared, questions are asked and answered, and social cohesion is developed.

Blogs can be multidisciplinary. Because reading and writing can be used in a variety of academic contexts, blogs are fungible across disciplines. Storytelling should not be relegated to language arts alone — students can express their perceptions on any number of subjects. A science class, for instance, can give rise to an exchange of lessons learned after a scientific experiment. A discussion of fundamental concepts in mathematics could help students understand the logic behind the formula. Non-fictional stories can help students to situate themselves in a particular historical or humanities context. A global blog could truly introduce students to international culture or politics. In short, any discipline can use blogs to approach a style of *meta-learning*, where concepts or contexts are discussed and articulated in both a personalized and group exchange, and ideas are built on previous educational content.

E- Portfolios

E-portfolios are a valuable learning and assessment tool. An e-portfolio is a digitalized collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution. This collection can be comprised of text-based, graphic, or multimedia elements archived on a Web site or on other electronic media such as a CD-ROM or DVD. An e-portfolio is more than a simple collection-it can also serve as an administrative tool to manage and organize work created with different applications and to control who can see the work. E-portfolios encourage personal reflection and often involve the exchange of ideas and feedback.

LITERACY DEVELOPMENT

Transformational Reading

Reading is not simply a process of decoding or deciphering words. It is a progressive and developmental process in which a reader brings prior knowledge and experience to the text (MC-making connections in order to make sense of the author's message (Author and Me). A transformation reader is a self-regulated, independent problem-solver who uses language knowledge and a range of strategies to ensure that what is read makes sense. Most importantly, students should also provide linkages or form relationships between what they read to their own personal experience in their ongoing development of literacy (reading, writing, listening, speaking and reflecting) (*The Ontario Curriculum Language*, page 27).

Transformational reading is the result critical questioning technique. For example, ask students to explain their reasoning and the reasons behind their reasoning. Help students with their reading comprehension by offering counter-examples, alternative scenarios, or differing perspectives. It is also very important that you ask students to make predictions about what their reading (fiction or non-fiction, science experiment etcetera). Have students explain their predictions. Also, have students talk through their thinking or problem-solving strategy

Art of Storytelling

Storytelling can also be considered as the first steps to developing literacy (Huffaker, 2004). The practice of telling stories allow children's language and reading skills to grow (Bransford, Brown, and Cocking, 1999). This may begin when a child and parent sit together to read a bedtime story, or when the three-year-old recounts the day spent with the grandparents. These stories, whether fictional, autobiographical or anecdotal, give rise to more mature narratives (Bransford, *et al.*, 1999).

Storytelling does not end in childhood. Children, adolescents and adults alike may find that stories help in understanding the world around them, and create or sustain relationships and contexts among peers. Stories also help children and adults express experiences and feelings in an engaging and entertaining way (Denning, 2001). Most importantly, it provides a way to exercise imagination and explore creativity in language use (Cassell and Ryokai, 2001), a discovery process that advances literacy and language development.

Storytelling does not have to take place in oral situations alone. Reading and writing can be a venue for an author to tell stories while increasing verbal literacy. Using the Internet to communicate allows an author to use verbal literacy while extending digital fluency. Because storytelling is a self-initiating and self-sustaining way to advance literacy, its implementation in educational settings is an important consideration.

READ-ALOUDS

What are read-alouds and what can they do for instruction?

A read aloud is an oral reading of a short-story, novel or article , usually related to a theme or topic of study. The read aloud often is used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. A read aloud is often used to model the use of reading strategies that aid in comprehension.

Benefits of using read- aloud

One of the most important things adults can do in preparing children for success in school and in reading is to read aloud with them.

- Listeners build listening and comprehension skills through discussion during and after reading.
- Listeners increase their vocabulary foundation by hearing words in context.
- Listeners improve their memory and language skills as they hear a variety of writing styles and paraphrase their understanding.
- Listeners gain information about the world around them.
- Listeners develop individual interests in a broad variety of subjects and they develop imagination and creativity: what better way to build skills which foster inquiry?
- Other suggestions and benefits are in the Education World article at: http://www.education-world.com/a_curr/curr213.shtml.

Why read aloud in science?

Science-related literature, especially non-fiction, is often an untapped resource for read aloud book selections. By choosing well-written, engaging science books, teachers provide the opportunity to introduce students to new genres of literature at the same time as they model reading and thinking strategies that foster critical thinking.

Science-related books motivate students. Whether emergent readers or avid readers, children often select nature and science books as their favorite genre of literature.

Read- aloud can inspire the teacher, too. Often early childhood or elementary teachers are uncomfortable with teaching science. They know there should be more to their instruction than the textbook, but they do not feel like 'experts' in the science content or process. Using read aloud can complement the curriculum and help students make connections between their knowledge, the textbook and their own questions.

Read aloud can be used to:

- introduce lessons
- provide an introduction to new concepts and increase science vocabulary
- lower the abstract nature of science textbooks' explanations
- invite conversation and generate questions for discussion and investigations
- model scientific thinking
- provide content to support hands-on investigations
- model different problem-solving approaches to science that may support students in their own scientific investigations
- examine the colourful illustrations and photographs; they can tell a story beyond the words on the page

Using a read aloud-think aloud

- When students are provided with models and explanations of the reasoning involved in reading, they are better able to use the modeled strategies on their own.
- Typically a science-related read aloud focuses on a science concept, the author's craft or a particular literary feature.
- Don't do everything with one read aloud; use a variety of opportunities to revisit a particular focus and limit how much you focus on with any one book.
- Inspire questions and investigations by modeling curiosity and question-posing-- let the students in on the 'secret' of how you, the teacher, construct questions.
- Explicitly share thinking processes-- thinking aloud is making thinking public. For instance, "When I look at this picture of children playing in the wind, I think of the wind near our school. It always seems strongest to me over near Ms. Foster's room." OR "I wonder what the author means when she says" OR "Wait, this seems different than what we read in book X. I wonder how to decide which author to believe."
- Improve comprehension of science text by modeling the use of reading strategies that are most helpful for reading a particular type of literature.
- Use books about scientists and their work to inspire questions about scientific processes or the importance of life events in choosing a career.

READ-ALoud: A SAMPLE – THE FOX

Introduction

Fox is an excellent example of a narrative which is short enough to make dissection of structure and with enough depth to challenge more sophisticated readers. It's qualities make it an ideal example of a picture story book to be studied in secondary English or graphic classes, in addition to its use in primary/junior classrooms.

The suggested activities are grouped as follows:

- Expressing immediate responses to the story, the lettering, the pictures;
- Extending visual literacy – composition and design;
- Exploring the narrative structure.

The text, *Fox* is rich in vocabulary and uses powerful words that create vivid images in the reader's mind. This text engages the reader to think. The questions one ponders while reading this book are the kind of questions that get one thinking creatively and analytically- higher order thinking skills. Reading is thinking and a Read-Aloud frees the listener to think while listening.

Before Reading

1. By looking at the picture or front cover of the book, what do you think the story is going to be about? Make predictions.
2. Is this book a fiction or non-fiction story? Why? Make predictions
3. Who is the author of this picture book?

During Reading

1. Who are the main characters of the story?
2. Where does the book take place? (setting)
3. Discuss how the characters feel about themselves. How do they feel about each other? Do these feelings change? How do you feel about the characters? Do you ever feel like this about yourself or someone else? Did your feelings change as you read the book?

Friendship

1. Talk about what sort of friend each of the different characters would make. Are you like any of the characters? Would you like to be like a different character? Have you been hurt by a friend as magpie was hurt by Fox or Dog was hurt by Magpie? Have you ever hurt a friend? How can Dog and Magpie be friends again? Do you need to do something to be friends again with someone?
2. Create acrostic poems based upon the characters in the book: Magpie, Dog, and Fox.

Lettering

1. Talk about the lettering in the book. Is it like any other books you have read? How do you think the effect was achieved? Why does the direction of the lettering changed in different parts of the book?
2. Experiment with painting the name of one of the animals in the book in a way which reflects its character. You could vary the colour, painting implement and direction you use. Then fill a page of art paper with the name of one of the characters from the story: Dog, magpie, or Fox. Display.

Pictures- The Use of Line and Colour

1. Talk about the use of line and colour in Fox's coat. What does colour red suggest? What does the energetic cross-hatching in the fine hair of the coat suggest?
2. Experiment using line and colour in a way which reflects the character of the different animals in the book. You could choose unusual or non-traditional colours for animals in order to reflect a character trait.

Reading Workshop Notebook

Have children keep a record of their responses to the text. Responses can be made at any time during the reading of the book and can include questions as well as statements, drawings, poems or pictures. The activity could be open-ended in that children simply make entries following the conclusion of class discussions. Alternatively, the following questions could be used to structure responses:

- How did you feel when you finished reading the book?
- Why do you think the book is called 'Fox' and not 'Dog' or 'Magpie'?
- Which characters do you like best? Why?
- Have you had any experiences like those in the story?
- Do you know anyone who is like someone in the story?
- Are there any characters, events or settings which remind you of parts of television programs or films you have seen? How are they similar?
- Do you think the characters deserve what happens to them?
- If you were telling this story, what would you change?
- Why do you think the author wanted the story to end as it does?
- What do you think is the most important message of the story?
- If you could speak to the author about the story, what comments would you make?

In-class Activities:

Prologue

A prologue is a short prelude to the story that provides information about the events, setting, or characters prior to the beginning of the story. The circumstances of Magpie having her wing burnt and being rescued by Dog could be explored. Alternatively, children could speculate about the circumstances of how Dog lost the sight in his eye and came to terms with his disability to the point where he can say 'life is still good'. The endpapers, title page and other pictures in the book prior to the beginning of the text provide some stimulus for this. This activity could be an individual writing activity or an activity in pairs.

Sound Collage

A sound collage uses a variety of sounds to express an idea or feeling. The tumultuous events and emotions at the beginning of the story lend themselves to expression through this medium: Dog running through the charred forest with Magpie in his mouth; Magpie's rejection of Dog's help and retreat into blackness; her waking with a rush of grief; the sight of the strange new creature reflected in the water and the joy of running together. Try the activity initially with tuned percussion instruments.

Written Diary

Have the children take on the role of either Magpie or Dog and make a diary entry about one or more of the following significant moments: Dog carrying Magpie in his mouth; seeing a strange new creature reflected in the water; running into the blueness. This activity can be repeated following other significant moments in the book: Fox's arrival; Dog and Magpie's conversation by the water; Fox's tempting Magpie away from Dog; Magpie's defection; Fox's exit and scream; Magpie's despair; Magpie's resolution to begin the long journey back to Dog.

Hot Seat

Hot seat is an activity in which children take on the role of a character in the story to be interviewed by other children. The teacher takes a mediating role between the character and the class. The interview questions focus on why the character has carried out certain actions. Have children prepare questions in groups then swap between groups and brainstorm different answers as preparation for this activity. The use of a mask by the student taking on the role of a character provides a safe way of developing that character and talking in front of class.

Tableaux/Freeze Frames

Tableaux are still pictures created from human bodies and presented to an audience. Organize children into groups of four to six. Have one student nominated as the 'sculptor' who moves the other group members into position and gives them instructions on where/how to look. Tableaux can be used simply to communicate single ideas/emotions from the story: love and belonging, unity, harmony, power, temptation, betrayal, despair, redemption.

Discussion of Narrative Stages

Orientation: We meet the characters and see their relationship develop to the point where ‘Dog’ runs, with Magpie on his back, every day, through Summer, through Winter’.

- How do the main characters come to be together?
- What do these characters have in common?
- How does the relationship between them develop?
- How does the choice of words intensify the story? (For example: drags her body, melting into blackness, rush of grief, into blueness, rejoices).
- What tense is used for the action verbs? What effect does this create?

Complication: The pattern of Dog and Magpie’s lives is disrupted by the arrival of Fox. The harmony and unity between Dog and Magpie comes under threat as Magpie tries to warn dog but he is unresponsive. Fox tempts Magpie to join him and she succumbs. He then abandons her.

- Why does the arrival of Fox have the potential to interrupt the pattern of Dog and Magpie’s life?
- What words are used to describe Fox’s arrival? (haunted eyes, flicks through the trees like a tongue of fire). What atmosphere does this language create? Does this bode well for Dog and Magpie?
- What type of movement or activity does the circular shape of Fox’s body suggest in the first image we see of him? Where is this shape repeated? What does this suggest?
- Why do you think Magpie trembles?
- Is Fox’s comment that Dog and Magpie looked ‘extraordinary’ a compliment or is there something more?
- Compare the different reactions of Dog and Magpie to Fox’s arrival.
- How does Fox share Magpie’s commitment to Dog?
- Is Magpie weak?
- Should Dog have listened to Magpie? Could he have prevented Magpie from going with Fox?

Resolution: Magpie finds strength to resist the temptation to die in the desert by thinking of Dog waking to find her gone. She begins the long journey home.

- Was it Fox’s plan to kill Magpie? How does Magpie find the strength to overcome her despair?
- Why would it be easier to die in the desert?
- Is thinking about Dog’s needs a new thing for Magpie?
- How has Magpie changed as a result of her encounter with Fox?
- How are these changes reflected in the way Magpie is shown in the picture?

QAR- Question, Answer, Relationships

Below is the QAR (Question, Answer, Relationships) divided into the four types of question-answer relationships with the corresponding higher order thinking skills according to Bloom's Taxonomy.

Right There (Explicit) Remembering

Who are the characters?

Where does the story take place?

Think and Search (Explicit) (Understanding and Applying)

How do Magpie and Dog help each other?

Retell using the main events with supporting details.

Author and Me (Implicit/Making Connections) Going Beyond the Text (Analyzing, Evaluating)

Making Inferences: Vocabulary

I wonder what the word "charred" means?

I wonder what the word "clamped" means?

I wonder what the word "grief" means?

Making Inferences: Vocabulary

I wonder what the word "scrub" means?

I wonder what the word "saplings" means/

I wonder what the expression "haunted eyes" means?

I wonder what the word "flickers" means as in "He flickers through the trees like a tongue of fire"?

I wonder what the word "extraordinary" means in the sentence "You looked extraordinary"?

I wonder what the word beam means in the sentence "Dog beams, but Magpie shrinks away?"

I wonder what the word "streak", "coolibah", 'rip' and 'pelt' mean in the sentence while Dog sleeps, Magpie and Fox streak past coolibah trees, rip through long grass, pelt over rocks?"

I wonder what the word "exults" means in the sentence "..and Magpie exults, "At last I am flying , Really Flying!?"

Making Inferences: Vocabulary (cont'd):

I wonder what Magpie is afraid of the Fox when she first sees him?

I wonder why in the evening the air is “creamy with blossom”?

I wonder why Fox is always watching Magpie?

I wonder what the author means about Fox when he writes, “And at night his smell seems to fill the cave- a smell of rage and envy and loneliness”?

I wonder what Magpie means when he says to Fox “I am ready?”

I wonder if the scream Magpie hears is a “scream of triumph or despair?”

What does the author want us to think about?

Was Dog a kind animal? Use examples from the text to support your answer.

Why do you think Magpie decides to leave Dog and go with Fox

How do you think this story is like a fable? Use information from the text to support your answer?

Making Inferences: Vocabulary

Why do you think Fox wanted Magpie and Dog to feel alone?

Why do you think Fox wanted Magpie to “fly” with him?

How do you think Magpie feels at the end of the story? How would you feel

READING STRATEGIES: APE

A is for ANSWER the question

Make sure you stick to responding only to the question and put it in your own words.

P is for PROVE IT.

Use information from the text. Underline or highlight the part of the text, and “quote” it

Or include a page number in your answer.

E is for EXTEND and EXPAND your answer.

Add more information that will help, from your own experience or from other information

You may have learned about the topic.

READING STRATEGIES- EIM (EXPLICIT, IMPLICIT & MAKING CONNECTIONS)

EXPLICIT – the answer is right there in the text.

Students must use the information stated in the text in order to answer these questions.

- determine the author's purpose-support your answer
- determine word meaning
- demonstrate understanding of story events
- analyze the text –support your answer
- understand the main idea-support with details
- recall details
- demonstrate understanding with supporting details
- demonstrate understanding with story characteristics

IMPLICIT - the answers are in the text but they are not stated, they are implied.

Students must read the text and read between the lines to find the information to answer these questions. This requires the use of higher level thinking skills.

- determine the main idea
- infer specific information
- meaning of vocabulary
- infer meaning
- setting
- infer characteristics of characters
- infer and explain the reasons for a character's actions-with supporting details
- infer character's reactions
- infer author's intention in using conventions-exclamation mark, quotation marks
- predict with supporting evidence
- describe setting and support with details.

MAKING CONNECTIONS – the answers to these questions involve using information from outside the text and connecting this information to the text itself. Students will use information from their own knowledge and experience or what they have read elsewhere to make connections to the text being read and then come up with an answer to the question.

- express opinion with supporting details
- demonstrate understanding with supporting details from text and personal experience
- infer author's purpose for title with supporting details
- express feelings and support with details.

EXPLICIT QUESTIONING

The answer is stated in the text. Student must use the information stated in the text in order to answer the questions.

Bloom's Level of Complexity	Question Stem
KNOWLEDGE – REMEMBERING	What happened after...?
	How many...
	Who was it that ...
	Can you name the..
	Find the part...
	What is...?
	Which is true or false?
	Identify who...
	Name all the..
	Retell using the GO Map
UNDERSTANDING	Tell about..
	Distinguish between..
	Provide an example of what you mean..
	What do you understand..?
	What is the difference between..?
	Restate...
APPLYING	Can you group by characteristics such as..?
	From the information given, develop a set of instructions for..
	Tell the story using a story map, pictures, props, or GO Map.
	Provide details about..
	Show where/show the part
	Use or transfer the information from the story to the GO Map.
ANALYZING	What are some of the problems that...
	What was the problem with..?
	State the turning point in the story.
	Distinguish the important parts of the story from the unimportant parts.

IMPLICIT QUESTIONING

The answer is in the text but it is not stated, it is implied. Students must read the text and read between the line to find the information to answer these questions. This requires the use of higher level thinking skills.

Bloom's Level of Complexity	Question Stem
KNOWLEDGE- REMEMBERING	What is the setting? Describe and support with details.
UNDERSTANDING	How does (character's name) feel about.. Were (character's name) feelings justified? Why or why not? Use information from the text and your own ideas in your answer. What do you think will happen next?
APPLYING	Retell the story from a character's point of view.
ANALYZING	A character's actions tell about his/her personality. What did you learn about _____ from his/her action? What was the turning point in the story?
SYNTHESIZING	Why do you think the author wrote this book? What would you do if you were in a similar situation? Explain what kind of person you think (character's name) is and tell why you think this. Use information from the text and your own ideas in your answer. Before reading- Using the title, predict what the story will be about.
EVALUATING - CREATING	How might the story have turned out differently if a new character were added? How might the story have turned out differently if the setting were different? Why do you think the author?

MAKING CONNECTIONS QUESTIONING

The answer to these questions involves using information from outside the text and connecting this information to the text itself. Students will use information from their own knowledge and experience or what they have read elsewhere to make connections to the text being read and then come up with an answer to the question.

KNOWLEDGE – REMEMBERING	This story is about _____. Describe what you know about _____.
UNDERSTANDING	What evidence can you find in the story that tells you where the story took place? Explain your answer. What is the author’s message? Explain how you can use the author’s message in your own life.
APPLYING	In the story the setting was _____. Explain how the story would change if the setting was different. In the story the main character’s problem was _____. Think about a problem you have had that was similar and explain how it was solved. Connect the character traits of one of the characters in the story to a famous person.
ANALYZING	In the story, the setting is _____. Describe how this setting compares to the setting of another story we have read. In the story (character) did.. what does that tell you about this character? Compare the actions of this character to the actions of another character in another book. In the story the character’s problem was.. Compare this problem with the problem of another character in another story that you have read. Explain why the character acted in the way she/he did.
SYNTHESIZING-CREATING	Why do you think the author wrote this book? What would you do if you were in a similar situation? Explain what kind of person you think (character’s name) is and tell why you think this. Use information from the text and you own ideas in your answer.
EVALUATING-CREATING EVALUATING -CREATING	The author chose a good setting for this story. Defend or criticize this statement. Describe the character’s feelings at the beginning of the story. What was making him/her feel that way? Describe a time when you felt that way.

SAMPLE #2 – READ – ALOUD PINK & SAY By Patricia Polacco

<i>PLANNING LESSON PLAN</i>	
Date: April 1, 2008	Title of the Lesson: Pink and Say read aloud
Time: 10:45 a.m.	Grade: 6
Curriculum Area: Language Arts	Unit of Study: Language Arts
J. Virgilio	
<p>Background Information: Ensure the students have an accurate understanding of the various steps involved in a GO chart, while analyzing various texts. Ensure to complete the final two components of the GO chart, making connections and retelling the story, while also having the students complete some content based questions and create a story map in relation to the story read aloud. We will discuss as a group the various values and morals embedded within the story as well, encouraging the students to relate and make connections to the text.</p>	<p>Grouping:</p> <ul style="list-style-type: none"> - Whole group discussion
<p>Learning Expectations: What skills, knowledge, attitudes/values do you expect your students to learn?</p> <p>The students will gain further practice using the Go-chart while analyzing the various story read alouds conducted in the classroom. They will be expected to make various connections with the text, retelling the story, and answering the accompanying content questions. The students will also be expected to create a story map, including an artistic element to the lesson, drawing the steps of the story in chronological order. The value of what a true friendship is comprised of, as well as embedded issues that persist within society, such as racism, will be discussed with the class as a whole.</p>	<p>Assessment:</p> <p>The students accompanying worksheets and story maps will be collected and assessed, evaluating the students' content responses. Detail will be emphasized and the rubric as to how they will be assessed will be discussed with the students, encouraging the students to aim for a 3/4 on the rubric outline. The students will be expected to implement detail and support in each of their responses, and in their story map.</p>

<p>Lesson Plan Outline:</p> <ol style="list-style-type: none"> 1. We will do a brief recap of the story read aloud that they heard the previous day, Pink and Say. As a class we will summarize the main points and moral of the story. We will discuss the various issues embedded within the story, thus giving the students a better understanding as to what they can relate to in relation to the story. As a class, we will come up with various connections, text to text, text to self, and text to world connections. The steps involved in retelling a story will also be discussed with the class (First, next, then, finally). 2. The content questions in relation to the topic will also be discussed with the students. We will read each of the assigned content questions, and together as a class discuss a few, thus modelling to the students exactly what I expect to see in their answers. The students will be encouraged to apply APE in their responses, expanding using proof from the text for each of the assigned questions. 3. Finally the story map task will be discussed with the students. I will explain to the students the concept of a story map, creating a sample one together as a class. We will choose which events the students want to use in the chronological order story map, and a brief illustration will be drawn, so the students are able to quickly identify what is expected of them. They will be told to ensure to enhance their story map, putting creativity into each of their created story maps. A title, with accompanying embellishments will be expected for each of their finished products. 4. The students will be encouraged to ask questions if having any doubts in relation to the tasks at hand. Once I am certain that everyone understands what is expected of them, the students will be asked to commence working on each of the assigned tasks. I will float around the room, ensuring that everyone is on task and has an understanding of what is expected of them, answering any questions or concerns. 5. Each of the assigned tasks, the students connections, retell of the story, content answers and story maps will be collected and assessed for completion and accuracy. The students' pieces of work will then be distributed back to the students, so that they are aware of their progress for each of the assigned tasks. A mark of completion and accuracy will be distributed back to the students. 		<ul style="list-style-type: none"> <input type="checkbox"/> Mental Set <input type="checkbox"/> Sharing the Purpose/ Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modelling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice Closure
<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation 		<p>Materials/Resource s:</p> <ul style="list-style-type: none"> - Pink and Say story - Go Chart template - Activity worksheets - sticky notes - embellishments for story maps - pen/pencils
<p>Multiple Intelligences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinaesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic 		<p>Modifications:</p> <ul style="list-style-type: none"> ▪ Aid provided where necessary. I will ensure to offer assistance to all my students learning needs, by giving additional support to those students that may need it. ▪ Conduct a model example together as a class so the students understand and are able to visualize exactly what is expected of them.

- Follow IEP guidelines.

Personal Notes/Reminders/Homework/Other Considerations:

- (1) Was my pacing good?
- (2) Was my lesson completed in the allocated time?
- (3) Did the students have the opportunity to complete the in-class activities?
- (4) Did the students have difficulties grasping the lesson?
- (5) Were the children actively participating?
- (6) Did I meet my lesson objectives?
- (7) Did I provide enough hands-on experience?
- (8) What else may I have added if I were to redo to lesson?

* Collect students accompanying worksheets, assessing both completion and accuracy of their expected tasks. A mark of completion and accuracy will be given to the students, thus ensuring that the students are aware of their performance and understanding.

Comprehension Questions

1. Why was it important for Pink to get Say away from the field where he found him?
2. What did Pinkus call slavery?
3. Why did Sheldon feel he was a coward?
4. Why is it so dangerous for Pink and Say to remain in Moe Moe Bay's house?
5. What important thing has Say done that he is able to share with Pink? (Why is this symbolic?)
6. What happened to the boys after they left Pinkus' home ?
7. How has Patricia Polacco, the author of this book, kept Pink and Say's story alive?
8. If you were Pink, how would you have reacted in his situation ?
9. Express your feelings in regards to the story read aloud. Did you enjoy the story? What are your thoughts/concerns in regards to the issues discussed within the story?

- 1) What happened to Sheldon that made his leg burn, and prevented him from moving?
- 2) Who saved Sheldon and carried him home?
- 3) When Sheldon asked if he was in heaven, where was he really?
- 4) What company did Pinkus fight with?
- 5) What was Pinkus' mother's name?
- 6) What were the boys' nicknames?
- 7) Who gave Pinkus the last name of Aylee?
- 8) Why did Pinkus want to touch Sheldon's hand?
- 9) What did Pinkus call slavery?
- 10) Why did Sheldon feel he was a coward?
- 11) What happened to Moe Moe Bay?
- 12) What happened to the boys after they left Pinkus' home?
- 13) When the boys were separated, what did they do?
- 14) What does Patricia Polacco ask the reader to do, at the end of the story?

1. How old was Say when he was injured in battle? Think of the children you know who are Say's age. Do you think they are ready to be soldiers?
3. What do you think would have happened to Say if Pink had not found him?
4. When Say wakes up in Pink's house, where does he think he is?
5. Why is Pink's mother so happy to see him?
7. How did Moe Moe Bay help Say in his recovery?
8. Why does Pink have Master Aylee's name although Pink was not his son?
9. Even though both boys were Union soldiers, one was able to carry a gun and one could not at first. Why was that so?
10. What was one important thing that Pink learned as a slave?
12. When Pink is making plans to return to the troops, Say becomes very upset. What does he have to tell Pink then?
13. What do you think of Moe Moe's act of bravery when the marauders come to the house?
14. How did the boys feel when the Confederate soldiers found them?
15. What did Pink want to do, one last time, before he and Say are separated?
16. How has Sheldon Russell Curtis kept Pinkus Aylee's memory alive?
17. How has Patricia Polacco, the author of this book, kept Pink and Say's story alive?

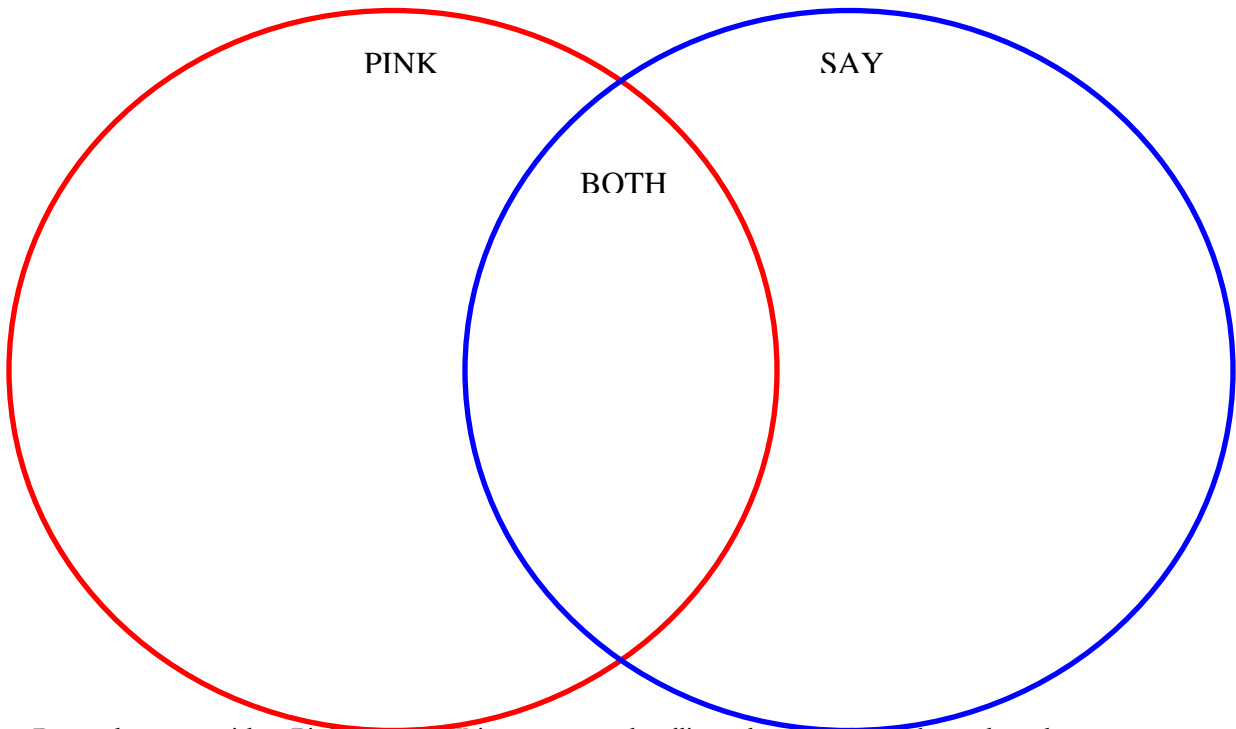
Activities

1. Ask the children to find out if there are any family stories that have been told to their parents. Encourage sharing oral histories with the class. Develop a frame of reference regarding timelines by discussing the different generations and the number of years that have gone by.
2. Develop a list of simple acts of kindness that may be directed towards family and friends. Encourage the children to write about an act of kindness they performed. Share experiences with the class.
3. Ask the children to discuss friendships they may have with individuals who are “different” from them. Develop a class list of what can be learned from different individuals.
4. Ask the children to write a story about the qualities they look for in a friend. Include qualities they possess that would make them good friends to others.
5. Select an illustration you especially like from *Pink and Say*. Create your own dialog among the characters in the illustration.

Venn Diagram

Think about the characters Pink and Say. How are they the same? How are they different?

Fill out the diagram below showing at least three ways they are different and at least three ways they are alike.



Pretend you are either Pink or Say. Write a paragraph telling what you think about the other character. Tell how you think you are the same as him. Also tell how you think you are different.

Pink and Say

Bloom's Taxonomy

Knowledge

Who are the Character's in Pink and Say?

When does the story take place?

Comprehension

Summarize Pink and Say and make a tripod. Write the Beginning, Middle, and End on each side in a colour you think reflects the feeling or mood of that part.

Predict what will happen to Pink.

Predict what will happen to Say in ten years.

Using only 3 words, describe the physical appearance of the main character in the story. Give examples from the story to support your word choices.

Application

Change the ending of *Pink and Say*.

Retell the story of Pink and Say from the perspective of Pink.

Retell the story of Pink and Say from the perspective of Say.

Make a pictorial time line of events in the book.

Analysis

Classify the vocabulary words into categories.

Compare and contrast this story with other books written by this author.

Select and investigate the north and the south uniforms. How are they different and how are they the same. Put your information in the form of a chart.

Synthesis:

If you were Pink, how would you have reacted in this situation?

If you were Say, how would you have reacted in this situation?

Create a comic strip of at least six frames illustrating a scene from the book.

Evaluation:

Write a letter to the editor of a Civil War Newspaper of the day. State your reaction to Pink being taken away from the prison.

Debate the pros and the cons of the Civil War.

Choose a character from the book who you think will make a good friend. Explain your choice.

You are a movie critic. You have just seen the movie version of the book. Write your review.

WRITING

People use writing to express themselves, to reflect on their thoughts and feelings, and to communicate with others a variety of purposes.

Writing is a complex process that involves a range of skills and tasks. In this undertaking, students must select and organize their thoughts and ideas through the use of graphic organizers, adapt their writing to their audience and purpose for writing, and use standard written forms and other conventions of language. The writing process has been generally identifiable in the following stages: prewriting, drafting, revising, editing, and publishing.

Writing competence develops along with the other areas of language, and especially in conjunction with reading. Students read and see how other writers express their ideas and clarify their thoughts. They learn to recognize effective use of vocabulary, sentence structure, organization, and voice. Through reading, they develop vocabulary and spelling patterns, and learn to recognize models of appropriate punctuation. Most important, they recognize that style must be suited to purpose and audience.

The writing process, as I have used it in my classroom, involves collaboration and discussion. Talking about ideas serves as a “rehearsal” for writing and allows writers to hear what they think and to clarify their ideas before recording them. This essential stage in writing is shared by teachers and students as they conference about the work. Continued conversation at various stages along the way develops patterns and questions that writers can then use to reflect independently on their academic work and to make appropriate revisions.

- The writing process to be evident in classroom instruction/practice
 - Generate ideas through brainstorming and discussion
 - Select a topic, determine purpose and audience
 - Plan (outline, story map, diagram, etc.)
- If publishable..
 - Discuss and revise ideas and content
 - Edit for conventions
 - Establish its visual presentation (see The Ontario Curriculum Language, page 11)The evaluation of a student’s use of this process involves discussion between the teacher and student about the piece of work and the steps that have been taken to get to each stage. This discussion clearly indicates what the student has learned and is able to reply. Thus, evaluation and instruction in writing, in which reflect and discussion takes place, play a large role and are important in developing effective writers.

Literacy Assessment and Evaluation

Educators need information about the literacy skills of all students so that they can plan programs to meet the wide variety of student needs. This includes the collecting of data about student achievement to ensure that programs are challenging for all students. Educators need information about the effectiveness of their programs and instructional strategies in order to make necessary modifications to improve the programs. They also need to be able to provide students and parents with information about student achievement, skills and needs. Thus, ongoing assessment and evaluation is an essential part of planning and implementing a balanced /responsive literacy program.

Assessment data is needed at the school as well as the student level. Ongoing school assessment is needed to ensure that high quality programs are delivered to students. School level data can be used to improve literacy programs and to ensure that the school has a coherent literacy curriculum.

Evaluation

Evaluation is often based on daily work, homework, tests, quizzes, projects and assignments, as well as, participation and effort. Teacher, self and peer evaluation often forms the basis of all formative and summative evaluations. Evaluation is ongoing, and the following is a marking scheme that is implemented both by the Ministry of Education and the Toronto Catholic District School Board:

Level 4	Level 3	Level 2	Level 1
Achievement is consistently above Ministry standard	Achievement meets Ministry standard.	Achievement is below ministry standard.	Promotion is at risk.
90-100 A+	77-79 B+	67 -69 C+	57-59 D+
85-89 A	73-76 B	63-66 C	53-56 D
80-89 A-	70-72 B-	60-62 C-	50-52 D-
			Under 50 R

GENRES OF WRITING

Descriptive Writing

Descriptive writing is writing that paints a picture about a subject in the readers' minds. In order to create a vivid description of a person, place, or thing, the writer will often use specific words and details that capture the readers' senses. Sensory details often make the subject come alive by showing how it looks, sounds, smells, tastes, or feels.

Many descriptions also use figurative language to form a clear mental image for readers. Figurative language is a special way of using words to create a unique effect.

Two common forms of figurative language are *similes* and *metaphors*.

Definitions:

Metaphor: A comparison that uses no connecting words. An *extended metaphor* carries the comparison throughout an entire work or section of a work.

Simile: A comparison between two seemingly unrelated things, using connecting words such as *like*, *as*, or *seems* in comparison.

Examples from Literature

Carl Sandburg uses similes and metaphors to compare the sounds of a jazz band to winds moaning, cars speeding, and foes fighting in a stairwell in this passage from "Jazz Fantasia":

Moan like an autumn wind high in the lonesome treetops...cry like a racing car
Slipping away from a motorcycle cop, bang-bang! You jazzmen, bang altogether
Drums, traps, banjoes, horns, tin cans- make two people fight on top of a
stair- way an scratch each other's eyes in a clinch tumbling down the stairs.

The Four Roles of the Junior Writer

<p>Text Analyzer</p> <ul style="list-style-type: none"> Analyzes and deconstructs texts to understand the writer’s craft. Writes to respond thoughtfully and Sometimes critically to personally relevant issues or concerns. Uses written texts to express a perspective or point of view. Revises and edits writing with attention to the clarity and persuasiveness of the message. <p><i>As a writer, have I conveyed my message in a convincing way?</i></p>	<p>Meaning Making</p> <ul style="list-style-type: none"> Recognizes that the purpose of writing is to clearly communicate Strives to select vocabulary and language structures that will best convey the message. Revises to clarify meaning and enhance word choice. Makes connections between reading and writing Uses the writing process to clarify thinking. <p><i>As a writer, is my meaning clear?</i></p>
<p>Text User</p> <ul style="list-style-type: none"> Recognizes and understands the structures of a variety of text forms. Write for a variety of purposes (e.g. to clarify, to persuade, to report) Matches the text form to the audience and to the purpose for writing. Effectively uses the language features and conventions of a variety of text forms. Writes with an author’s voice. <p><i>As a writer, have I used audience and purpose to guide my writing?</i></p>	<p>Text Crafter</p> <ul style="list-style-type: none"> Uses a variety of strategies to build new writing vocabulary Knows and attends to writing conventions. Uses anchor charts, dictionaries and other support materials to draft and edit texts. <p><i>As a writer, have I represented words in a conventional manner?</i></p>

Adapted from: *Literacy for Learning The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*, 2004, p. 81.

Name: _____

Date: _____

What is Descriptive Writing?

Descriptive writing is writing that paints a picture of a subject in the readers' minds. To create a vivid description of a person, place, or thing, the writer uses precise words and details that engage the readers' senses. Sensory details make the subject come alive by showing how it looks, sounds, smells, tastes, or feels.

Many descriptions also use figurative language to form a clear mental image for readers. Figurative language is a special way of using words to create a unique effect.

Two common forms of figurative language are similes and metaphors. They make comparisons between two things that are essentially unlike.

A *simile* uses the word like or as to signal a comparison.

*From the air, the farms looked like square pieces in a patchwork quilt.
Papers were scattered across the desk as carelessly as wind-tossed leaves.*

A *metaphor* does not use like or as. It suggests that one thing is something else.

*The gently rolling mountains were silent, sleeping giants.
The ballet dancers are butterflies flitting across the stage.*

Personification is a third form of figurative language. When writers use *personification*, they give human characteristics to nonhuman things such as animals, objects or ideas.

*The flag at the top of the state house waved to the crowd below.
A warm breeze gently caressed my skin.*

Getting Ready to Write Your Description

Think

Consider whom or what will you be describing. Some possible subjects are given, but you may wish to generate your own idea for your description. Next, think about your readers, or audience. How familiar will they be with your subject? What information will be most intriguing to them?

PERSONAL

an older member of your family
someone who is a role model for you
a character from a TV show
a famous figure in history
a worker in your community

THING

a family tradition
a treasured object
your favourite meal
your most enjoyable pastime
a memorable day
an unusual animal or plant
a current fad

a photograph

PLACE

- A special spot in your home or school
- An indoor or outdoor recreation area
- A place with a scenic view
- An imaginary place
- A historical building or setting

Collect

The details for your description may come from your memories, observations, or imagination. Ask yourself these questions to help you produce a rich variety of details: What do I already know about the subject? What pictures come to mind when I think of this subject? How does my subject look, sound, smell, taste, and feel?

Organize

Use graphic organizers to gather and sort the information for your description. A Sensory Details Chart is helpful for organizing details related to the five senses. These sensory details can be used to create a vivid mental image of the subject.

Sight	
Sound	
Smell	
Taste	
Touch	

Checking Your Description

When you have completed the first draft of your description, read it to yourself. Think about what you like about your description and how it could be improved. Make any necessary revisions, using the checklist below to guide you.

- I created a clear beginning, middle and ending.
- I introduced the subject clearly at the beginning.
- I used precise words and sensory details to create a clear mental image for readers.
- I used a logical system for organizing details.
- I included similes, metaphors, and personification when appropriate.
- I used a variety in my sentences.

Sharing Your Description

- Read your description aloud to a partner, without naming the subject. See if your partner can guess what you are describing.
- Illustrate your description and illustration, along with those of your classmates, on a bulletin board.

WRITING TO EXPLAIN

What is Expository Writing?

Expository writing is non-fiction writing that explains or informs. Expository writing generally has one of three purposes: to present facts about a specific topic, to give instructions, or to clarify ideas.

Expository writers sometimes base their writing on what they already know. More often, their information is drawn from a variety of sources.

Structure of Expository Writing

Like narrative writing, all expository writing has a beginning, a middle, and an ending. These parts are called the introduction, the body, and the conclusion.

Introduction

States what the piece is about in a clear topic sentence.

Includes an engaging lead that relates to the overall piece. This lead can be a startling statement, an unusual fact, a thought-provoking question, or a meaningful quote.

Body

Develops the topic with the main ideas.

Supports each main idea with relevant details. The supporting details might be facts, examples, reasons, statistics, definitions, quotes, or funny little stories.

Conclusion

Brings the piece to a satisfying close, using one of these effective ways:

Sums up the main ideas without repeating them.

Restates the topic sentence in a different way.

Makes a final point or observation about the topic.

Most expository pieces also include a title. The title should be relevant to the topic so that readers know what to expect. Furthermore, the title should be catchy so that they want to continue reading....

Genres of Expository Writing	Typical Elements
<p>An autobiography is a true account of a person's life that is written by that person.</p>	<p>-Recounts important milestones in the writer's life, from birth to present, or recalls a particular phase. -Presents events in the order in which they happened. -Relies on the writer's memories of personal feelings, thoughts, observations, and conversations.</p>
<p>A biography is a true account of someone's life that is written by another person.</p>	<ul style="list-style-type: none"> - Names the person in the first paragraph and explains why that person is important. - Tells about the major events in the person's life or tells about one special event. - Uses specific dates and words showing time order to help readers understand when events happened.
<p>An interview is a written dialogue in which one person questions another person to seek information.</p>	<p>-Begins with an introduction of the person being questioned ("the interviewee"). -Includes questions prepared in advance by the interviewer and the interviewee's exact responses. -Closes with a final question and answer.</p>
<p>Instructions explain how to do something or how something works.</p>	
<p>A news story is a true story that provides information about a current event or topic of interest.</p>	<p>-Leads with a paragraph that briefly answers the questions, <i>who, what, when, where, why, and how</i>. -Builds the story with details. States facts, not opinions. -Uses short, direct sentences and paragraphs. -Includes quotes from people interviewed to add life to the story. -Includes a headline that will catch the eye of readers, followed by a by-line with the writer's name.</p>
<p>A research report is a long piece of writing that provides information about a specific topic.</p>	<p>-Begins with a paragraph that introduces the topic and grabs readers' attention. -Uses information collected from different sources to build the body of the report. -Uses transitions to show how main ideas and details are connected.</p>
<p>A summary is a short piece of writing that states the main ideas from a longer piece of writing.</p>	<p>-Includes only main ideas and important supporting details. -Uses the writer's own words, except for some key terms. -Presents ideas in the same order as they appear in the longer piece. Does not add any opinions or new ideas.</p>

WRITING GENRES (*junior/intermediate*)

Technical

Definition: The goal of technical writing is to clearly communicate a select piece of information to a targeted reader or group of readers for a particular purpose in such a way that the subject can readily be understood. It is expository writing that requires a response from the reader.

Examples:

Technical writing appears in reports such as lab, accidents or progress reports, directions to a destination, manuals, evaluation forms and questionnaires, business letters, resumes, presentations, descriptions of the design and features for new products, and instructions that help the reader visualize what they are doing and what they are working with.

Examples:

Lab reports
Directions
Evaluation forms and questionnaires
Business letters
Presentations

Expository/Informational

Definition: Expository is factual writing that seeks to inform, explain, clarify, define and or instruct.

Examples:

- Biographical
- Report
- DBQ
- Feature Article

How To

Definition: Detailed sequence of how and when to do or say something in order to achieve a planned result.

Examples:

- Sequence

- Procedural
- Instructions
- Directions

Persuasive

Definition: Persuasive writing gives an opinion in an attempt to convince the reader that the point of view is valid or tries to persuade the reader to take a specific action.

Examples:

- Editorial
- Advertisement
- Opinions with support
- Book or Movie Review
- Political Cartoon

Responsive writing

Definition:

A literary response is a written reflection, reaction or response to text. It clarifies ideas, organizes thoughts, and develops insights.

- Logs
- Journals
- Book review
- Letter

EXEMPLARS OF WRITING

Genres: Opinion Essay
The Need for a School Cafeteria

Teacher: Miss J. Virgilio
Written by: Kathy N., Gr. 6

It is of my opinion that St. Jane Frances Catholic School should invest in a school cafeteria. There are several reasons for my opinion. Firstly, I would have to pack a lunch everyday. Secondly, the government has recently promoted legislation to ban the selling of trans-fat foods in cafeterias. Have a cafeteria could promote healthy eating habits (just like our current snack program) for all children of all ages. Thirdly, students can actually gain some business experience in running a cafeteria. Therefore, the cafeteria would become a venue for students to put their exemplary leadership skills into action.

Everyday, I pack a school lunch. I find this very time consuming. Not only does it cost a lot of money, but, it takes up time that I can use more constructively. I could be doing some other activity rather than thinking about what to make for lunch tomorrow. After several days, I got use to eating sandwiches with ham almost everyday. You tend to run out of ideas when packing a lunch. My mother also always asks me what I would like for lunch the next day. We try to be resourceful in terms of packing a healthy lunch.

Recently, Premier McGuinty has introduced a provincial legislation banning the selling of all trans-fat foods. So say good-bye to your favourite junk foods like: French fries, pizza and hamburgers. McGuinty is trying to promote healthy eating in all Ontario schools. I think this is a good thing. If we had a cafeteria at St. Jane Frances Catholic Elementary School, students would be encouraged to eat healthy breakfasts and lunches. Implementing a cafeteria at our school, would promote healthy eating habits for life.

Most importantly, students would have an opportunity to gain a leadership role within their school and school community. By having a cafeteria, students could help manage the cafeteria as a real business and earn community service hours (just like in high school). Students would be given the opportunity to develop their leadership skills by working as a team with other students and teachers.

For the above-noted reasons, I truly believe that St. Jane Frances should create a school cafeteria. Don't you agree? I thank you, for your consideration.

Teacher's corner: Good editorial. Always try to present both sides of an argument. No matter how thin you slice it, there is always two sides to a story!

Next steps: Survey elementary or high schools with our board that do have cafeterias and include primary sources of information (first hand accounts of the benefits of a cafeteria from students who have experienced it).

Recess is a Right!

Sample #2

Genre: Persuasive Essay

Teacher: Ms. J. Virgilio

Written by: Theresa N. 2007-2008, Grade 6

St. Jane Frances Catholic Elementary School

I believe recess should not be taken away from kids. It's the best part of the day for students and a time to relax. Unless a particular student has done something off the chart, I think that is the only time students should remain in-doors.

Recess for kids is just like breaks for adults. Usually adults always have their break-time. It's also the only time to relax. Same thing goes for kids. Fresh air relieves the mind and takes out stress too. So why are adults the one to take that away from kids? It is the same thing. Recess may be a little longer than breaks, but give a kid a break?!

If you look at www.foresthills.edu/does/recess20policy.pdf, it shows the recess policy. It says, "It has been our policy and procedure at summit to take students outdoor for recess wherever possible". That sentence shows that recess is not a privilege. The policy does not say anything about teachers keeping students in during recess;-that process shouldn't be avoided.

Finally, if students need help, teachers help them. So if students need to have fresh air, shouldn't teachers help them? Isn't it their jobs? If they can with homework, math, language etc. I'm sure they could help with intermissions.

Usually, educators keep children inside because of being talkative. If you think about it, this isn't fair. What if students need time to enjoy their time? Think about it. What if their heads are stressed out and they need some time to calm down instead of working all day for eight hours?? Okay, I know that there is a right thing to do at a right time and a right place, but sometimes students need time to joke around as children do. Teachers, please understand that students need free time just to have fun before their childhood ends.

Teacher's Corner: Good introduction. Perhaps more detailed arguments in favour of recess (what have others written about your topic). Often through the stories of others, can we define ourselves.

Next steps: Paragraph transitions.

Sample #3**Genre: Persuasive Essay****Anti – Bully Essay****Teacher: Ms. J. Virgilio****Kathy Nyugen, Grade 6 2007-2008****St. Jane Frances Catholic Elementary School**

I chose my topic on anti-bullying because I think it is a pervasive problem in most schools today in Ontario. For example, recently on CITY TV, I heard about a boy named Jordan Manners who was killed because of gang violence and a victim to bullying at Jarvis Collegiate. This is an unfortunate situation especially when you couple gang youth violence with bullying. I believe that students should be reported to the police and principals should be legally required to do so when serious acts of violence occur at their school(s). Right now, as the law stands, vice-principals and principals are legally required to report incidents of Child Abuse and can be fined up to a maximum of \$1000.00 if he or she does not comply. I think that vice-principals and principals should be legally obligated to report serious incidents of student on student violence. Perhaps taking a proactive approach to this problem will prevent more serious problems down the road.

Bullying can be either verbal or physical. There are three ways to deal with all kinds of bullying. Think of a thermometer that measures and records temperature. Well, you can deal with the different types of bullying in a similar fashion. One way is dealing with it in a reactive way- this is called HOT. For example, if someone pushes you in the hallway and you push the person back physically, you are reacting in a negative way. The more positive approach is called COOL. This is when you either tell a teacher or try to speak to the student in a positive way. The COLD way is when you walk away from the problem. This is problematic because you're not really dealing with the situation, but rather hoping that it goes away.

I remember in our conflict resolution classes, we had to brainstorm examples of different types of conflicts and resolve them using the thermometer (HOT, COLD, COOL). One situation that was mentioned occurred during lunch time. A student was always being bullied by his peers. His peers would have taken his lunch money. He never told anyone, until he was pushed to his limits. Finally, when he couldn't take it anymore, he told his teacher and parents. That student now has learned his lesson when he has to pay back any lunches that were lost.

Another situation that can occur is when children my own age are stressed out by personal circumstances. This can either precipitate them becoming the bully or not say anything by becoming passive and complacent and being the victim. If a child is stressed out, sometimes, he or she might do something out of character. So I guess what I am saying is that there are mitigating factors to take into consideration when dealing with acts of bullying.

Here are some strategies that you can use in dealing with a bully. Firstly, always tell an adult about your problems. This could be your teacher or your mother. Keeping things to yourself will not ameliorate the situation. Secondly, you can avoid students who act negatively. Be a LEADER not a FOLLOWER. Encourage others to do good!!! Great aspiring leaders like Nelson Mandela, Mother Theresa were so great because they encouraged others to do good deeds out of the goodness of their hearts. This in turn would not only benefit you (spiritually), but also the great good of the community.

Teacher's Comments:

Well written and organized. Very good execution and use of the six traits of writing.

Next steps: Describe your own personal narratives or give voice to the stories of others.

Sample #4 Uniforms Persuasive Essay Written by: Gloria I., Gr. 6
Teacher: Ms. J. Virgilio St. Jane Frances Catholic Elementary School

I think schools should have uniforms for three reasons. First, uniforms would be beneficial in terms of raising kids' self-esteem because if everyone wore the same thing, no one would get made fun of. Secondly, mandatory uniforms would help kids stay punctual for school and thirdly, uniforms can be used as a marketing tool. For example, when students are attending classroom trips outside of school, our school would stand out.

If everyone wore the same thing, no-one would get made fun of exclusively because of their appearance.

If we had uniforms it would help us (the students) stay punctual because for me it takes a long time to pick my outfits. If I add up the time it takes me to shower, the time it takes me to pick out my clothing and finally get dressed;- it adds up to about one hour. That gives students two choices: Wake up hours before school starts or be late for school every day and have your tardiness recorded on a permanent record (your report card).

If our school had uniforms, it would help us stand out from other schools. It would be a marketing resource for our school. Our uniform colours would represent what our school stood for just like liturgical colours. Liturgies celebrated during the different seasons of the liturgical year all have distinctive music and specific readings, prayers and rituals. The colours of the vestments that priests wear during the liturgy also help express the character of the mysteries celebrated. For example, the colours violet or purple in Advent help us to remember that we are preparing for the coming of Christ. Lent, the season of penance and renewal, also uses colours violet or purple.

If our school had uniforms it would help us stand out from other schools. Not many schools have uniforms and if we had uniforms it would help our school be more noticed.

Even though school uniforms are boring looking, it doesn't mean they have to be. I was thinking students could have permission to decorate their uniforms. As long as everything on the uniforms are appropriate, students can accessorize their uniforms (white blouse and dark pants) with their own personality.

I also think that school uniforms would be a great marketing tool. When students attend outdoor excursions (like school trips), you will be able to clearly identify our students with specific colours and uniform style.

Mandatory uniforms can only serve to benefit students in the long run. So say YES! And make your vote count in favour of student uniforms.

Teacher's Corner:

A good introduction and well-executed. Perhaps some research in terms of schools who have already adopted uniforms (speaking first hand to other students who are required to wear uniforms).

Next Steps: Gathering secondary and primary sources of information.

EXEMPLARS

Genre: Movie Summary /Biography

Teacher: Mr. Frank Borsellino

Written by: David Fiorante

2006

St. Jane Frances Catholic Elementary School Grade 8

Sample #5

“Life is like a box of chocolates, you never know what your going to get” as Forrest Gump would say. Forrest grew up in Alabama as a young child with his mama. He got his name from an ancestor amongst his family named, “Nathan Bedford Forrest”. Gump stepped onto the earth in the year of 1950.

As Forrest grew up his mama taught him many things. She was a big inspiration in his life. Gump has a very low I.Q. (intelligence quotient); therefore his mom had to step forward and make sexual contact with an official from public school to get her son in. This led to his first day of school, where he met Jenny who became his best friend throughout the Next few years. Her father abused Jenny as a child. She didn’t trust men later on in her life because of her tragic past.

For the first several years of his life, Forrest wore leg braces. It made walking difficult and running almost impossible for the young boy. Forrest was bullied throughout his school years. Later on in his life, his leg problems were solved by his daily exercising, therefore he played for his high school football team. Several coaches, while Forrest was running away from bullies, noticed him during gone of the college’s team practices. Forrest was given a scholarship for his amount of great skill. His running led the Alabama team to big success under the legendary coaching of Bear Bryant. Gump was sent to the All-American team and met John F. Kennedy at the Whitehouse.

In his college years, Jenny’s friendship stayed the same even though they went to different colleges. Forrest graduated after five years. The day of his graduation, he was approached by an Army Recruiter and therefore put in the Army. Gump fit into the army well, he was one of the top privates in his boot camp. He assembled his rifle in record time, his sergeant wanted to recommend him for a medallion.

One of his newer friends in boot camp was Benjamin Budford, who went by the name of Bubba. They agreed to go into the shrimp business together after they finished their commitment to the army. While serving the Vietnam War under Lieutenant Dan Taylor, Forrest earned the Medal of Honour. He carried wounded members to safety during an ambush. Bubba passed away and Lt. Dan had both legs amputated.

After the war in Vietnam, Forrest found an interest in ping-pong, he became so good he played on the American team. He became a national hero playing ping-pong and was offered \$25,000.00 to endorse a brand of ping-pong paddles. Forrest’s service in the military was over, therefore he went back home with the \$25,000.00. He used this money to buy a shrimping boat, which he named after Jenny. From there Gump started his own shrimp business as he promised Bubba. Lt. Dan becomes his first mate in the, “Bubba Gump Shrimp Corporation”. There business was unsuccessful, until a horrifying Hurricane hit all the fishing boats in the area. Jenny was able to survive Hurricane Carmen, which gave them a monopoly on the shrimp market.

EXEMPLARS

Sample #5 (cont'd):

Forrest grew wealthy throughout the years. Lt. Dan took over the management and bought Gump's shares in a fruit company, making the man even richer. He decides to share the money he made with Bubba's mother. With all the money she had received, the lady bought a larger luxurious home and many accessories. Forrest also donated funds to a church and medical centre in the community.

Gump returns to his childhood home when he receives word that his mama is ill. His mother dies shortly thereafter. He is reunited with Jenny who has made a mess of her life, including drug addiction and prostitution. Jenny lives with him for a while, and then leaves Forrest after a night of passion, which leads to their awkward marriage proposal. Gump begins to run, first around town, then coast to coast. The media didn't know why he was running, but he ran for three years, two months, fourteen days and sixteen hours. He inspired many people throughout his journey.

Forrest receives a letter from Jenny asking him to visit her. He decides to visit; the whole family is reunited. Their son was named after Forrest. Jenny was also infected with AIDS. There were no doctors that could relieve the symptoms. The three of them moved back to Greenbow, Alabama and got married. Lt. Dan attends the wedding, bringing along his Asian fiancé.

On March 22nd, 1982, Jenny died leaving Forrest as a single parent. Forrest destroys Jenny's old house, as it reminded her of her abusive father. His young son was a very bright child. And before his eyes he was off to school. "Life is like a box of chocolates.."as Forrest said!

Teacher's Corner: Great introduction and detail throughout. Very good use of the six traits of writing.

Next steps: Be careful of word choice and verb tenses.

Making connections with a character in the movie and/or novel.

Sample #6

Written by: Lisa Ly, Grade 6
Teacher: J. Virgilio

Genre: Poetry

I Know We ALL Want PEACE!

As the time ticks away,
I remember the very day.
As the war begins
We would be brave and afraid.
We lose our friends and we lose our fathers,
But I'm not so sure about that!
The people we LOVE and CARE
Will always be in our HEARTS.
We PRAY and HONOUR to the soldiers who sacrificed themselves for a
cause they believed to be GREAT AND JUST.
We shall visit them on the very day they died.
We remember Mr. John McCrae and the death of his close friend, Alexis
Helmer who inspired McCrae to write *In Flanders Fields*.
I promise,
We can end the war.
But,
I Know We All Want PEACE!

Sample #7

Acrostic Poem Written by: Gloria I. Grade 6 2007-2008

P is for all the people who risked their life for us.
E is for everyone who made an effort trying to make the
world a better place for all.
A is for appreciation. We have to appreciate the soldiers.
C is for caring. The soldiers really cared for us to risk their
own lives.
E is for effort. Without the soldier's effort. This world today
would be a different place.

Free Verse

Theresa N. Grade 6

Contradictions of Peace

We kill we slaughter,
We bomb and hate.
But yet, we feel sorrow and disgrace.

Couldn't we just compromise?
Can't you just see?
Other people are dying,
But there's no smile or glee!

Why shall you start?
Money, money and greed?
You're making it very complicated
For both you and me.

You may get treasures and many things,

But think of this
 You will lose the kind heart that used to exist.

People don't want blood shed. People want PEACE
 And people don't want others to start WORLD WAR III.

A WRITING RUBRIC USING THE SIX TRAITS OF WRITING

Criteria	Level 1	Level 2	Level 3	Level 4
Ideas	-very limited reasoning	-limited reasoning	-demonstrates reasoning	-demonstrates excellent reasoning
Voice	-unclearly communicated	-some clarity	-with clarity	With clarity
Word Choice (evidence of precision) Sentence Fluency -the rhythm and flow of language.	-limited sense of voice. - very simple word choice, sentences.	-some sense of Voice -some simple Word choice, sentences.	-sense of voice -some simple word choice, sentences.	-strong sense of voice. A range of word choice and complex sentences.
Organization	-very limited evidence of logical plan and focus -presented with occasional connections	-some evidence of logical plan -organized -simple mechanical connections.	-evidence of logical plan -organized. -appropriate, logical connections.	-evidence of logical plan. -organized complex logical connections.
Application of Language Conventions	-limited accuracy of application	-some accuracy of application	-general accuracy of application.	-consistent accuracy of application.

(spelling, grammar, writing conventions, paragraphing).				
---	--	--	--	--

Selected References

Armstrong, Bev. (2004). *Figuratively Speaking: Using Classic Literature To Teach 40 Literary Terms*. The Learning Works, Toronto.

Harvey, Stephanie & Goudvis, Anne. 2000. *Strategies that Work: Teaching Comprehension to Enhance Understanding*. Random House: Markham.

Huffaker, David A and Calvert, Sandra L. (2004). *Gender, Identify, and Language Use in Teenage Blogs, Children's Digital Media* : Georgetown University, USA.

Meyers, Mary. *Teaching to Diversity- Teaching and Learning in Multi-Ethnic Classroom*. Irwin Publishing, 1995.