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Publisher, Pearson Professional Learning: Debbie Davidson
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Canadian Edition Advisors: Noreene Decker, Norma MacFarlane, Mary Lou Stirling
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## Contents

### Getting Started

*First Steps Writing, Canadian Edition: Overview of Materials*
- Class Profile Sheet
- Short-Term Classroom Plan: Writing
- Suggested Process for Using the Writing Map of Development

### Session 1: Understanding the Writing Map of Development

1. Listing Writing Tasks
2. Planning Page
3. Writing Activity
4. Reflecting on Writing Activity
5. Reflecting on Writing Activity: Three Cueing Systems
6. A Multidimensional Model of Teaching Writing
7. Professional Reading 1.1: The Evolution of Teaching Writing
8. Professional Reading 1.2: About the Multidimensional Model of Teaching Writing
9. Role-Play Writing Indicators
10. Writing Map of Development—Phase Review
11. Self-Reflection Notes: Understanding the Writing Map of Development

### Session 2: Assessing and Supporting Students’ Writing Development

12. Data Collection
13. Class Profile Sheet
14. Individual Student Profile Sheet—Key Indicators Only
15. Individual Student Profile Sheet—All Indicators
16. Class Profile Sheet—All Indicators
17. Overview of Writing Map of Development—Parent Version
18. Short-Term Classroom Plan: Writing
19. Self-Reflection Notes: Assessing and Supporting Students’ Writing Development

### Session 3: Contextual Understanding: Five Key Understandings

20. Rules for Teachers
21. Contextual Understanding: What Students Need to Know
22. Key Understandings for Contextual Understanding
23. Text: Contextual Understanding—Solomons Dolphins Sold to Mexico
24. Self-Reflection Notes: Contextual Understanding—Five Key Understandings

### Session 4: Use of Texts

25. Suggested Pathway for Developing a Unit of Work for a Selected Form
26. Student Sample—Writing to Describe
27. Multi-Text Model: Geographical Report
28. Rank Samples
29. Supporting Writers
30. Self-Reflection Notes: Use of Texts

### Session 5: Conventions

31. Seven Approaches to Teaching Spelling
32. Establish Routines
33. Words to Learn
34. My Personal List
35. Recording My Results
36. Words I Know
37. Self-Reflection Notes: Conventions

### Session 6: Processes and Strategies

38. Survey
39. Self-Reflection Notes: Processes and Strategies
40. Where Do I Go From Here?
### Getting Started

This section contains pages that you will refer to throughout the duration of the course.

**First Steps Writing, Canadian Edition**

### Overview of Materials

<table>
<thead>
<tr>
<th>Linking Assessment, Teaching and Learning</th>
<th>Writing Map of Development</th>
<th>Writing Resource Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1 <em>First Steps, Canadian Edition</em></td>
<td>Chapter 1 About Writing</td>
<td>Chapter 1 Use of Texts</td>
</tr>
<tr>
<td>Chapter 2 Planning for the Successful Implementation of <em>First Steps</em></td>
<td>Chapter 2 Understanding the Writing Map</td>
<td>Section 1: Instructional Approaches to Writing</td>
</tr>
<tr>
<td>Chapter 3 Understanding <em>First Steps</em> Beliefs</td>
<td>Chapter 3 Collecting Data on Writing Development</td>
<td>Section 2: Understanding Different Forms of Writing</td>
</tr>
<tr>
<td>Chapter 4 <em>First Steps</em> and Diversity</td>
<td>Chapter 4 Role Play Writing Phase</td>
<td>Chapter 2 Contextual Understanding</td>
</tr>
<tr>
<td>Chapter 5 Establishing a Positive Teaching and Learning Environment</td>
<td>Chapter 5 Experimental Writing Phase</td>
<td>Section 1: Developing Contextual Understanding for Writing</td>
</tr>
<tr>
<td>Chapter 6 Assessment and Evaluation: Theory, Principles, and Practices</td>
<td>Chapter 6 Early Writing Phase</td>
<td>Chapter 3 Conventions</td>
</tr>
<tr>
<td>Chapter 7 Effective Teaching and Learning Practices</td>
<td>Chapter 7 Transitional Writing Phase</td>
<td>Section 1: Connecting Spelling Instruction to Writing</td>
</tr>
<tr>
<td>Chapter 8 Classroom Planning and Grouping</td>
<td>Chapter 8 Conventional Writing Phase</td>
<td>Section 2: Developing Grammar</td>
</tr>
<tr>
<td>Chapter 9 The Metacognitive Process: Reflecting, Representing, and Reporting</td>
<td>Chapter 9 Proficient Writing Phase</td>
<td>Chapter 4 Processes and Strategies</td>
</tr>
<tr>
<td>Chapter 10 Communicating with Parents</td>
<td>Chapter 10 Accomplished Writing Phase</td>
<td>Section 1: Writing Processes and Strategies</td>
</tr>
<tr>
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<td>Experimental</td>
<td>Transitional</td>
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Class Profile Sheet
# Short-Term Classroom Plan: Writing

**Long-Term Goals:**

<table>
<thead>
<tr>
<th>Whole-Class Major Teaching Emphases</th>
<th>Teaching and Learning Experiences</th>
<th>Resources</th>
<th>Small-Group Major Teaching Emphases</th>
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**Instructional Approaches**

- Modelled Writing
- Language Experience
- Shared and Interactive Writing

**Guided Writing**

- Author’s Chair
- Independent Writing

**Teaching Practices**

- Familiarizing
- Modelling
- Sharing
- Guiding

- Analyzing
- Practising
- Applying
- Investigating

- Playing
- Discussing
- Innovating
- Reflecting

- Simulating
- Transforming
<table>
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FSIL015 | First Steps in Literacy: Writing Course Book
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- Analyzing
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- Simulating
- Modelling
- Practising
- Discussing
- Innovating
- Sharing
- Applying
- Transforming
- Guiding
- Investigating
- Reflecting
Suggested Process for Using the Writing Map of Development

**PREDICTING**
- Read Global Statements.
- Make a prediction of a student’s phase.

**ASSESSING**
- Collect data.
- Identify students on the Map of Development.
- Monitor student progress.

**TEACHING/LEARNING**
- Select Major Teaching Emphases from the phase.
- Select Teaching and Learning Experiences.

**LINK**
Session 1

Understanding the Writing Map of Development

SESSION OUTLINE

• Explore the beliefs that underpin the First Steps resource.

• Develop an understanding of a multidimensional model for teaching writing.

• Define and explain four substrands used in the First Steps Writing resource.

• Explore the layout of the First Steps Writing Map of Development.

RELATED READING:

LINKING ASSESSMENT, TEACHING AND LEARNING
Chapter 1: First Steps, Canadian Edition
Chapter 3: Understanding First Steps Beliefs
Chapter 5: Establishing a Positive Teaching and Learning Environment

WRITING MAP OF DEVELOPMENT
Chapter 1: About Writing
Chapter 2: Understanding the Writing Map
Listing Writing Tasks

To effectively teach writing, teachers need to experience the processes used for constructing text.

List all the writing tasks undertaken in the past week.

List any other writing tasks you would like to do in the next few days.
Teachers need to be metacognitive about writing in order to share the processes with their students.

Writing activity for today is __________________________________________________________

Purpose: Why am I writing this text? ________________________________________________

Audience: For whom am I writing? ________________________________________________

Form: What form of text will I use? ________________________________________________

Planning
Writing Activity
## Reflecting on Writing Activity 1

<table>
<thead>
<tr>
<th>What I Did Before Writing</th>
<th>What I Did During Writing</th>
<th>What I Did After Writing</th>
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</table>
Reflecting on Writing Activity: Three Cueing Systems

Task: Reflect on your writing activity. What knowledge did you draw upon from the semantic, syntactic, and graphophonic cueing systems?

- **Semantic**
  - Topic/Concept knowledge
  - Cultural/World knowledge
  - Vocabulary knowledge
  - Word structure knowledge

- **Graphophonic**
  - Graphophonic knowledge
  - Orthographic knowledge

- **Syntactic**
  - Grammatical (word order) knowledge
  - Word function knowledge
  - Text knowledge
### A Multidimensional Model of Teaching Writing

<table>
<thead>
<tr>
<th>Purpose</th>
<th>CONTEXT OF THE WRITING EVENT</th>
<th>Roles and Relationships</th>
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<tbody>
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<td>Summaries</td>
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<td>Rules</td>
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<td>Affidavits</td>
<td>Policies</td>
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<td>Narratives</td>
<td>Competition entries</td>
<td>Fairy-tales</td>
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<td>Surveys</td>
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<td>Expositions</td>
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<td>Editorials</td>
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<td>Biographies</td>
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</table>

### Writing Strategies

- Self-questioning
- Paraphrasing/Summarizing
- Connecting
- Chunking
- Predicting
- Using spelling generalizations
- Creating images
- Sounding out
- Determining importance
- Using analogy
- Comparing
- Consulting an authority
- Rereading
- Using meaning
- Synthesizing
- Using memory aids
- Publishing
- Using visual memory
- Conferring
- Refining

### Cuing Systems

- Semantic
- Graphophonic
- Syntactic

### Prior Knowledge

- Lists
- Recipes
- Journals
- Invoices
- Word puzzles
- Slogans
- Indexes
- Recount
- Procedure

Note: There are also other cueing systems that writers can draw upon. For example, the pragmatic cueing system relates to knowledge of audience, purpose of writing, and situation. The knowledge within cueing systems makes up prior knowledge.
Professional Reading 1.1

The Evolution of Teaching Writing

Over the past four decades different approaches to teaching writing have been taken. Each new approach has been informed by a growing understanding of the process of writing and the changing views about the purposes of writing. Each subsequent approach has taken insights from the previous, as well as incorporating new thinking. Harris, McKenzie, Fitzsimmons, and Turbill (2003) have summarized some major shifts in thinking about writing instruction.

1. **Writing as Production or Encoding**—an emphasis on teaching spelling, handwriting, punctuation, and grammar in isolation, and all as prerequisites to the task of writing.

2. **Writing as Creativity**—a shift in emphasis to writing as a form of self-expression. Composition became “creative writing.”

3. **Writing as a Process**—a shift in emphasis from the product to the ways texts are developed. A focus on teaching the processes proficient writers use when creating text.

4. **Writing as Genre**—an emphasis on the systematic, explicit instruction in specific genres of writing. Modelling, joint construction, and independent writing were used to scaffold students’ control of genres.

Over time these approaches have contributed towards a comprehensive and balanced approach to support students’ writing development. Effective writing instruction has been a result of the emergence of best practices across all of the above approaches.

5. **Writing Within the Context of Setting and Culture**
   
   The latest refinement has been to give greater emphasis to the consideration of context, especially setting and culture (Harris, McKenzie, Fitzsimmons, and Turbill 2003). This approach acknowledges that all writing happens in a situational and socio-cultural context to fulfil a writer’s purpose. It is important that within the classroom, students are exposed to many “real-world” situations and purposes for using writing. The goal for students is to understand and use writing in real-life settings to communicate their ideas, share information, stimulate thinking, formulate questions, or influence policy and action.

Professional Reading 1.2

About the Multidimensional Model of Teaching Writing

This resource provides a model of teaching writing that reflects a culmination of all the approaches previously outlined. The changes in emphases across these approaches has led to cumulative refinements of the way writing is taught. The First Steps materials support teachers to implement an approach that acknowledges the need to build prior knowledge and learn the skills necessary for writing. It represents writing as a process, writing as genre, and is a multidimensional model that acknowledges the importance of socio-cultural perspectives to the teaching of writing.

Building Prior Knowledge

The centre of the diagram represents major cueing systems. Just as effective readers draw upon a range of information sources when comprehending texts, effective writers also draw in a range of information sources when composing texts. These sources are often referred to as semantic, syntactic, and graphophonic cues. Each cueing system is equally important and used simultaneously before, during, and after composing texts. Collectively, these make up a writer’s prior knowledge, or schema.

It is critical that students from a very early age be provided with opportunities to build knowledge and skills within each cueing system. This is achieved by helping students to focus on elements such as building knowledge about concepts and topics; expanding cultural and world knowledge; building vocabulary; understanding words and word parts; building grammatical understandings; exploring graphophonic relationships; and expanding text-form knowledge.

Using Writing Strategies

Another important element in supporting writing development is the explicit teaching of the strategies related to crafting texts, including those used to spell unfamiliar words. Strategies are most effectively introduced through teaching practices such as modelling, sharing, and guiding and through opportunities for students to apply their use in meaningful contexts. Strategies can be introduced, used, and applied by students as they plan, draft, confer, refine, and publish texts for a range of social purposes. The control of a wide range of strategies is imperative to successful writing.
Writing processes are the how of writing. There is not, as is sometimes thought, one “process approach.” There are many useful writing processes that feed into a recursive process. The number of steps and stages that are documented may vary but usually reflect a similar outcome. Consciously or not, all writers go through a series of stages or use predictable paths to create a text. Effective writers understand that writing is a process that occurs over time. This process may vary from person to person, or according to the purpose and audience of the writing event.

Teaching inexperienced writers the processes of writing provides them with a structure they can follow to help them craft text from beginning to end. The important factor is to help students to understand that the stages are not fixed. Writers move back and forth between stages, making the process fluid and dynamic. Some writing may not go through all stages. This resource presents a process for writing using the following stages.

### Planning
- Gathering ideas
- Brainstorming
- Reading, discussing
- Pre-writing in the sense it comes before drafting

### Drafting
- Sustained writing to produce a first version
- Focus on ideas

### Refining
*Revising, Editing, and Proofreading*
Taking another look at the writing and making corrections and improvements

### Conferring
- Getting advice
- Gathering feedback

### Publishing
Preparing the writing for presentation to an audience

### Writing strategies include the following:
- Self-Questioning
- Predicting
- Creating Images
- Determining Importance
- Connecting
- Comparing
- Rereading
- Synthesizing
- Paraphrasing/Summarizing
- Sounding Out
- Chunking
- Using Spelling Generalizations
- Using Analogy
- Consulting an Authority
- Using Meaning
- Using Memory Aids
- Using Visual Memory
Crafting a Wide Range of Text Forms

Another section of the diagram represents a sample of the wide range of text forms that writers may create depending on the context of the writing event. The goal or desired outcome for students is that they can write for a range of purposes, using electronic and print media as well as using conventions appropriate to the audience, purpose, and context. Many texts that writers create will be hybrid texts that combine features from a variety of modes, media, text forms, and text product types to convey their meanings.

It is becoming increasingly important that the texts students create are produced through pen and paper and through electronic media. Electronic texts have unique characteristics that make them different from conventional printed texts. Becoming literate for electronic writing will involve writers becoming acquainted with and learning to compose nonlinear, non-sequential text and use organizational features that are typical of electronic texts. The types of features that are typical characteristics of hypertexts include pop-up menus, hyperlinks, and sidebars. Electronic texts can also incorporate a wide range of animated, flashing, or moving visual displays, sound effects, or video. Writers need to learn the conventions of how to incorporate the use of these elements with prose to create effective multimedia texts.

Context of the Writing Event

Context refers to the immediate situational circumstances as well as the broader socio-cultural influences that have impact on a writing event. Writers do not operate as solitary individuals, but as members of a social-cultural group. This influences what and how they write and how their writing is perceived.

It is important for writers to understand that when they create texts, several factors will influence their choice of language and guide them to decide what is important:

- purpose of the communication
- knowledge of the subject matter
- roles and relationships between the writer and the audience
- physical situation in which the writing takes place
- socio-cultural beliefs, values, and assumptions
Role-Play Writing Indicators

The indicators tell where the students are. Key Indicators signify a conceptual leap in critical understandings and describe behaviours that are typical of a phase. Other Indicators describe behaviours that provide further detail of the phase and can be used to document small gains.

Use of Texts

◆ Assigns a message to own written and drawn symbols
◆ Demonstrates awareness that writing and drawing are different
◆ Knows that print carries a message, but may read writing differently each time
  ◆ Writes, then asks others to assign meaning to what has been written
  ◆ Dictates to an adult what they want written, e.g., *This is my toy.*
  ◆ Talks about own writing and drawing
  ◆ Attempts to write own name
  ◆ Makes random marks on paper or screen
  ◆ Makes horizontal or linear scribbles with some breaks
  ◆ Produces circular scribble
  ◆ Orally recounts own experiences
  ◆ Begins to use the metalanguage associated with writing, e.g., *word, letter, sound*

Contextual Understanding

◆ States purpose or audience for own writing, e.g., *This is a card for Dad.*
◆ Identifies and talks about characters from literary texts
◆ Identifies and talks about people and ideas in informational texts
  ◆ Role-plays writing for a purpose, e.g., *taking a lunch order in a restaurant*
  ◆ Makes links to own experience when creating texts
  ◆ Talks about times when they have seen others writing
  ◆ Reacts to written texts in their environment, e.g., *signs*
  ◆ Imitates the act of writing when they see others write

Conventions

◆ Begins to demonstrate an awareness of directionality, e.g., *points to where print begins*
◆ Uses known letters or approximations of letters to represent writing
  ◆ Draws symbols consisting of straight, curved, or intersecting lines that simulate letters
  ◆ Knows that a word can be written down
  ◆ Writes letters randomly or as strings on the page
  ◆ Mixes letters, numerals, and invented letter shapes
  ◆ Makes organizational decisions about writing, e.g., *I’ll start here so it will fit.*
  ◆ Writes the first one or two letters of own name or word correctly and may finish with a random string of letters
  ◆ Recognizes own name or part of it in print
Processes and Strategies

◆ Relies upon personal experiences as a stimulus for writing
  • Uses texts viewed, read, or heard as a stimulus for writing
  • Copies print from the environment
  • Uses letters from own name to generate writing
  • Asks questions about printed words, signs, and messages
  • Tells others about what has been written or drawn
  • Voices thoughts before and during writing
# Writing Map of Development—Phase Review

In your group allocate a phase to each participant. Read the Global Statement and Key Indicators to get an overall sense of the phase. Record key words that summarize students’ behaviour in that phase.

<table>
<thead>
<tr>
<th>What Students Do</th>
<th>Role Play Phase</th>
<th>Experimental Phase</th>
<th>Early Phase</th>
<th>Transitional Phase</th>
<th>Conventional Phase</th>
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Self-Reflection Notes
Understanding the Writing Map of Development

Big Ideas:

My Thoughts:

Need Further Clarification:

My Goals:
Session 2
Assessing and Supporting Students’ Writing Development

SESSION OUTLINE

- Examine a suggested process for using the Writing Map of Development.

- Discuss the most effective ways of collecting and recording information about writing development.

- Identify a student on the Writing Map of Development.

- Explore a suggested planning process that links assessment, teaching, and learning.

RELATED READING:

LINKING ASSESSMENT, TEACHING AND LEARNING
Chapter 8: Classroom Planning and Grouping

WRITING MAP OF DEVELOPMENT
Chapter 2: Understanding the Writing Map
Chapter 3: Collecting Data on Writing Development
**Data Collection**

Work in groups of four to

- select a phase as a focus
- allocate one substrand to each person

Use the Writing Overview and read the Key Indicators from the chosen phase and allocated substrand.

Identify two data-collection tools that would provide evidence of each of the Key Indicators.

**Phase:** __________________________________________

**Substrand:** __________________________________________

<table>
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<th>Key Indicator</th>
<th>Data-Collection Tools</th>
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# Class Profile Sheet

<table>
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<th>Early</th>
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<th>Conventional</th>
<th>Proficient</th>
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<td>9</td>
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<td>10</td>
<td>Rebecca</td>
<td>Monica</td>
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<td>11</td>
<td>Max</td>
<td>Marianne</td>
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<td>12</td>
<td>Alison</td>
<td>Grace</td>
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<td>Grade: __________</td>
<td>Teacher: ________________________________</td>
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</tr>
</tbody>
</table>

**Student’s Name:** __________________________________________________________

**School:** ______________________________________________________________________

<table>
<thead>
<tr>
<th><strong>USE OF TEXTS</strong></th>
<th><strong>CONVENTIONAL</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>ACCOMPLISHED</strong></th>
</tr>
</thead>
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</table>

**CONTEXTUAL UNDERSTANDING**

<table>
<thead>
<tr>
<th><strong>CONVENTIONAL</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>ACCOMPLISHED</strong></th>
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</table>

**CONVENTIONS**

<table>
<thead>
<tr>
<th><strong>CONVENTIONAL</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>ACCOMPLISHED</strong></th>
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</tbody>
</table>

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**SAMPLE**

FSIL015 | First Steps in Literacy: Writing Course Book
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## Individual Student Profile Sheet (All Indicators)

**Student's Name:**

<table>
<thead>
<tr>
<th><strong>EARLY</strong></th>
<th><strong>TRANSITIONAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USE OF TEXTS</strong></td>
<td><strong>USE OF TEXTS</strong></td>
</tr>
<tr>
<td>🟢 Attempts a small range of familiar texts, either teacher-directed or self-selected</td>
<td></td>
</tr>
<tr>
<td>🟢 With assistance, finds information in texts and records through drawing or writing key words</td>
<td></td>
</tr>
<tr>
<td>• Often writes a simple recount of personal events</td>
<td></td>
</tr>
<tr>
<td>• Writes simple factual accounts with little elaboration</td>
<td></td>
</tr>
<tr>
<td>• Rewrites known stories in sequence</td>
<td></td>
</tr>
<tr>
<td>• May include irrelevant details in written texts</td>
<td></td>
</tr>
<tr>
<td>• Innovates on familiar sentence and text patterns</td>
<td></td>
</tr>
<tr>
<td>• Chooses topics that are personally significant</td>
<td></td>
</tr>
<tr>
<td>• Uses rhyme, rhythm, and repetition in writing</td>
<td></td>
</tr>
<tr>
<td>• Attempts to transfer knowledge of text organization to writing, e.g., includes headings, diagrams in a report</td>
<td></td>
</tr>
<tr>
<td>• Begins to show evidence of personal voice</td>
<td></td>
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<tr>
<td>• Uses the metalanguage associated with writing, e.g., recount, edit, plan</td>
<td></td>
</tr>
<tr>
<td><strong>CONTEXTUAL UNDERSTANDING</strong></td>
<td><strong>CONTEXTUAL UNDERSTANDING</strong></td>
</tr>
<tr>
<td>🟢 Explains the purpose of a small range of familiar text forms, e.g., jokes are to entertain</td>
<td></td>
</tr>
<tr>
<td>🟢 Talks about the purpose of a piece of writing and the ideas that need to be included</td>
<td></td>
</tr>
<tr>
<td>🟢 Explains why characters or events are represented in a particular way when composing literary texts</td>
<td></td>
</tr>
<tr>
<td>🟢 Explains why people or ideas are represented in a particular way when composing informational texts</td>
<td></td>
</tr>
<tr>
<td>• Imitates the use of simple devices used in texts, e.g., print size, colour</td>
<td></td>
</tr>
<tr>
<td>• Attempts to orient or create a context for the reader, but may assume a shared context</td>
<td></td>
</tr>
<tr>
<td>• Explains how writing enables people to communicate over time and distance</td>
<td></td>
</tr>
<tr>
<td>• Initiates writing as a social practice, e.g., notes, messages</td>
<td></td>
</tr>
<tr>
<td>• Recognizes simple devices that authors and illustrators use to influence readers</td>
<td></td>
</tr>
<tr>
<td><strong>CONVENTIONS</strong></td>
<td><strong>CONVENTIONS</strong></td>
</tr>
<tr>
<td>🟢 Experiments with words drawn from a variety of sources, e.g., literature, media, oral language of peers</td>
<td></td>
</tr>
<tr>
<td>🟢 Spells and uses a small bank of known words correctly</td>
<td></td>
</tr>
<tr>
<td>🟢 Knows all letters by name and their common sounds</td>
<td></td>
</tr>
<tr>
<td>🟢 Knows simple letter patterns and the sounds they represent, e.g., sh, ch, ee</td>
<td></td>
</tr>
<tr>
<td>🟢 Discusses word formations and meaning, noticing similarities and differences</td>
<td></td>
</tr>
<tr>
<td><strong>SAMPLE</strong></td>
<td><strong>SAMPLE</strong></td>
</tr>
</tbody>
</table>

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### PHASE: ROLE PLAY

In this phase, writers emulate adult writing by experimenting with marks to represent written language. Role Play writers are beginning to understand that writing is used to convey meaning or messages; however, as understandings about sound–symbol relationships are yet to develop, their messages are not readable by others. Role Play writers rely heavily on topic knowledge to generate text.

<table>
<thead>
<tr>
<th></th>
<th>Students' Names</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USE OF TEXTS</strong></td>
<td></td>
</tr>
<tr>
<td>◆ Assigns a message to own written and drawn symbols</td>
<td></td>
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<tr>
<td>◆ Demonstrates awareness that writing and drawing are different</td>
<td></td>
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<tr>
<td>◆ Knows that print carries a message, but may read writing differently each time</td>
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<tr>
<td>◦ Writes, then asks others to assign meaning to what has been written</td>
<td></td>
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<tr>
<td>◦ Dictates to an adult text to be written, e.g., <em>This is my toy.</em></td>
<td></td>
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<tr>
<td>◦ Talks about own writing and drawing</td>
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</tr>
<tr>
<td>◦ Attempts to write own name</td>
<td></td>
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<tr>
<td>◦ Makes random marks on paper or screen</td>
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<tr>
<td>◦ Makes horizontal or linear scribbles with some breaks</td>
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<tr>
<td>◦ Produces circular scribble</td>
<td></td>
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<tr>
<td>◦ Orally recounts own experiences</td>
<td></td>
</tr>
<tr>
<td>◦ Begins to use metalanguage associated with writing, e.g., <em>word, letter, sound</em></td>
<td></td>
</tr>
<tr>
<td><strong>CONTEXTUAL UNDERSTANDING</strong></td>
<td></td>
</tr>
<tr>
<td>◆ States purpose or audience for own writing, e.g., <em>This is a card for Dad.</em></td>
<td></td>
</tr>
<tr>
<td>◆ Identifies and talks about characters from literary texts</td>
<td></td>
</tr>
<tr>
<td>◆ Identifies and talks about familiar people and ideas in informational texts</td>
<td></td>
</tr>
<tr>
<td>◦ Role-plays writing for a purpose, e.g., <em>taking a lunch order in a restaurant</em></td>
<td></td>
</tr>
<tr>
<td>◦ Makes links to own experience when creating texts</td>
<td></td>
</tr>
<tr>
<td>◦ Talks about times when others have been seen writing</td>
<td></td>
</tr>
<tr>
<td>◦ Reacts to written texts in his or her environment, e.g., <em>signs</em></td>
<td></td>
</tr>
<tr>
<td>◦ Imitates the act of writing when others are seen writing</td>
<td></td>
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</tbody>
</table>
# Overview of Writing Map of Development (Parent Version)

<table>
<thead>
<tr>
<th>ROLE PLAY</th>
<th>EXPERIMENTAL</th>
<th>EARLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play writers role-play the act of writing, experimenting with ways to represent written language either on paper or electronically. Role Play writers experiment by forming scribbles, letter-like symbols, or random strings of letters, often using letters from their own name. While Role Play writers may read their writing, others cannot.</td>
<td>Experimental writers know that speech can be written down; however, they may not read their writing exactly the same way every time. They try to write texts they are familiar with, such as letters, recipes, and lists. These writers may represent words using one, two, or three letters, e.g., PRT (party). Experimental writers know that there is a purpose for writing and can identify their audience, e.g., I am writing a letter to Grandma to say thank you for...</td>
<td>Early writers write a small range of texts, such as stories, greeting cards, and reports. These students begin to select information to include in their writing according to the purpose and the audience. They write simple sentences using correct punctuation and can spell some frequently used words automatically. When writing unknown words, Early writers often select letters on the basis of sound, e.g., becos (because).</td>
</tr>
</tbody>
</table>

### The Writer
- makes random marks on paper  
- produces scribble, straight, or curved lines that look like letters  
- writes known letters or letter-like symbols to represent writing  
- knows that writing and drawing are different  
- gives own writing a message and reads it back  
- may read own writing differently each time  
- attempts to write own name  
- explains reasons for writing something or who it is for, e.g., This is a card for Dad.  
- pretends to write like an adult, e.g., taking a phone message, drafting shopping lists  
- writes to people and about things that are personally important  
- reacts to print in the environment, e.g., signs, posters  
- asks questions about printed words, signs, and messages  
- copies words from the environment  
- shows awareness that writing goes from left to right and top to bottom on a page  
- knows that words can be written down  

**Supporting Role Play Writers in the Home**  
See Role Play Phase Parent Cards

### The Writer
- tries writing different types of texts, e.g., lists, letters  
- knows that a piece of writing has a constant message  
- can give reasons why people write different texts, e.g., a letter to say thank you  
- explains why he or she is writing something and whom it is for  
- discusses the characters and events in stories, e.g., In this book the wolf is scary.  
- discusses the people and ideas in informational texts, e.g., Nurses work in hospitals.  
- writes simple sentences, e.g., I can run.  
- may point to each word when reading back writing  
- begins to understand the difference between a letter, a word, and a sentence  
- knows the letters of the alphabet by name or common sound  
- uses capital and lower-case letters in words  
- copies words from different places when writing  
- talks slowly when an adult is writing for him or her  

**Supporting Experimental Writers in the Home**  
See Experimental Phase Parent Cards

### The Writer
- tries writing different types of texts, e.g., e-mails, stories, recipes  
- with help, can find and record information about a topic, e.g., drawing or writing key words  
- can explain the purpose of some different types of writing, e.g., lists as reminders  
- thinks about the purpose of writing and the ideas to be included, e.g., I want to tell people about frogs so I will include...  
- talks about how characters and events have been represented in stories, e.g., The pirates in my story are funny.  
- talks about how people or ideas have been represented in informational texts, e.g., Astronauts are brave.  
- copies devices that are used in books and advertisements, e.g., colour, bold words, large print  
- uses words from different sources, e.g., stories, TV, peers  
- spells and uses a small number of known words correctly  
- knows all letters by their name and common sounds  
- writes simple sentences using correct punctuation  
- sounds out when trying to spell unknown words  
- may begin to make simple corrections, e.g., adding words  
- chooses how to publish own writing  

**Supporting Early Writers in the Home**  
See Early Phase Parent Cards

---

**Note:** Similar overviews are available for the parents of children in the Transitional, Conventional, Proficient, and Accomplished phases.
# Short-Term Classroom Plan: Writing

**Weeks:** ______ 5 ______

**Grade:** ____ 5 ____

**Phase: Transitional**

**Use of Texts:**
- Provide opportunities for students to craft a range of texts for authentic purposes and audiences—To entertain

**Contextual Understanding**
- Teach students how to represent characters and events to create specific effects in literary texts

**Teaching and Learning Experiences**

<table>
<thead>
<tr>
<th>Act # 1: 2C2D</th>
<th>Act # 7: Author’s Apprentice</th>
<th>Act # 12: Choose Your Own Adventure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act # 1: Interviewing</td>
<td>Act # 4: Text Innovation Gender Traits</td>
<td>Act # 6: Characters Come Alive</td>
</tr>
<tr>
<td>Act # 8: Once upon a Time</td>
<td>Act # 10: Who Am I?</td>
<td>The BFG by Roald Dahl</td>
</tr>
</tbody>
</table>

**Resources**

- Matilda by Roald Dahl
- Charlie and the Chocolate Factory by Roald Dahl

**Instructional Approaches**

- Modelled Writing
- Guided Writing
- Shared and Interactive Writing
- Independent Writing

**Teaching Practices**

- Familiarizing
- Modelling
- Sharing
- Guiding

- Analyzing
- Practising
- Applying
- Investigating

- Playing
- Discussing
- Innovating
- Transforming

- Simulating
- Reflecting

Review your provincial or territorial curriculum. Record an outcome or expectation from your document.
<table>
<thead>
<tr>
<th>Whole-Class Major Teaching Emphases</th>
<th>Teaching and Learning Experiences</th>
<th>Resources</th>
<th>Small-Group Major Teaching Emphases</th>
<th>Teaching and Learning Experiences</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase: <strong>Transitional Conventions</strong></td>
<td></td>
<td></td>
<td>Phase: <strong>Conventional Conventions</strong></td>
<td></td>
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</tr>
<tr>
<td>◆ Teach students how to group sentences about similar information together to form a paragraph</td>
<td>Act # 15: Scrambled Paragraph</td>
<td><em>Rainforests</em> by Rob Morrison</td>
<td>◆ Teach students different ways to develop cohesive paragraphs</td>
<td>Act # 2: Scrambled Texts</td>
<td><em>A Magical Place</em> by Lynne Gooden</td>
</tr>
<tr>
<td><strong>Processes and Strategies</strong></td>
<td>Act # 16: Writing a Hamburger</td>
<td><em>Jeannie Baker’s Rainforest</em> by Barbara Booth</td>
<td></td>
<td>Compare Venn Diagrams &amp; Retrieval Charts as effective ways to plan - Strengths and Liabilities of each</td>
<td><em>Rainforest Recycling</em> by Gill Turner</td>
</tr>
<tr>
<td>◆ Continue to teach students to plan for writing in a variety of ways, e.g., graphic organizers</td>
<td>Act # 8 (WRB) – Retrieval Charts – Venn Diagrams</td>
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</tr>
</tbody>
</table>

**Instructional Approaches**
- Modelled Writing
- Language Experience
- Shared and Interactive Writing

**Teaching Practices**
- Familiarizing
- Modelling
- Sharing
- Guiding

- Analyzing
- Practising
- Applying
- Investigating

- Playing
- Discussing
- Innovating
- Transforming

- Reflecting
Self-Reflection Notes
Assessing and Supporting Students’ Writing Development

Big Ideas:

My Thoughts:

Needs Further Clarification:

My Goals:
Session 3
Contextual Understanding: Five Key Understandings

SESSION OUTLINE

• Define Contextual Understanding.

• Consider what students need to know to develop Contextual Understanding.

• Explore elements of the Contextual Understanding substrand.

• Develop a plan for teaching the Contextual Understanding substrand.

• Explore learning experiences that can help students develop Contextual Understanding.

RELATED READING:

LINKING ASSESSMENT, TEACHING AND LEARNING
Chapter 8: Classroom Planning and Grouping

WRITING MAP OF DEVELOPMENT
Chapters 4–9: Contextual Understanding Substrand

WRITING RESOURCE BOOK
Chapter 2: Contextual Understanding
Rules for Teachers

• You will not marry during the term of your contract.

• You may not dress in bright colours.

• You may under no circumstances dye your hair.

• You may not loiter downtown in any of the ice cream stores.

• You must be home between the hours of 8 p.m. and 6 a.m. unless at a school function.

• You must wear at least two petticoats.

• You must sweep the floor every day and scrub the floor with hot soapy water once a week.

Source: Unknown
Contextual Understanding: What Students Need to Know

Read the Major Teaching Emphases for your chosen phase and look at how the following Key Understandings are reflected.

Key Understandings

Writers

• make critical decisions when composing texts

• consciously choose to represent characters, people, events, and ideas in different ways in literary and informational texts

• consciously select and use linguistic and print devices to enhance impact or to influence particular audiences

• understand that their knowledge, experiences, and perspectives influence the creation of texts

• use writing to influence change about social issues that concern them
### Key Understandings for Contextual Understanding

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writers make critical decisions when composing texts.</td>
<td><strong>What critical decisions did this author make?</strong></td>
</tr>
<tr>
<td>2. Writers consciously choose to represent characters, people, events, and ideas in different ways in literary and informational texts.</td>
<td><strong>How have the people and ideas been represented?</strong></td>
</tr>
<tr>
<td>3. Writers consciously select and use linguistic and print devices to enhance impact or to influence particular audiences.</td>
<td><strong>What devices have been used to enhance impact or influence the audience?</strong></td>
</tr>
<tr>
<td>4. Writers understand that their knowledge, experiences, and perspectives influence the creation of texts.</td>
<td><strong>How do you think this writer’s world view influenced the creation of this text?</strong></td>
</tr>
<tr>
<td>5. Writers use writing to influence change about social issues that concern them.</td>
<td><strong>How is the writer trying to influence the reader in this text?</strong></td>
</tr>
</tbody>
</table>
Text: Contextual Understanding

Solomons Dolphins Sold to Mexico

Self-Reflection Notes
Contextual Understanding—Five Key Understandings

Big Ideas:

My Thoughts:

Needs Further Clarification:

My Goals:
Session 4
Use of Texts

SESSION OUTLINE

• Use the Writing Map of Development to link assessment, teaching, and learning.

• Explore the support provided for the Use of Texts substrand in the First Steps Writing Resource Book, Canadian Edition.

• Examine a suggested pathway to develop a unit of work for a selected form.

• Develop a plan for teaching the Use of Texts substrand.

RELATED READING:

LINKING ASSESSMENT, TEACHING AND LEARNING
Chapter 8: Classroom Planning and Grouping

WRITING MAP OF DEVELOPMENT
Chapters 4–9: Use of Texts Substrand

WRITING RESOURCE BOOK
Chapter 1: Use of Texts
Suggested Pathway for Developing a Unit of Work for a Selected Form

1. Select a purpose for the unit of work.
2. Identify possible forms that will suit the purpose.
3. Use the guide provided to assess students' control of the selected form.
4. Determine a stage.
5. Use "Tuning In" support pages in each purpose.
6. Use the guide provided to assess students' control of the selected form.
7. Determine a stage.
8. See Beginning and Developing Stages support pages in each purpose.
9. Use the guide provided to assess students' control of the selected form.
10. Determine a stage.
11. See Consolidating and Extending Stages support pages in each purpose.

- Describe
- Entertain
- Explain
- Inquire
- Instruct
- Persuade
- Recount
- Socialize

Beginning Stage
- Not yet displaying most behaviours at the Beginning Stage
- Use the guide provided to assess students' control of the selected form.
- Determine a stage.
- Use the guide provided to assess students' control of the selected form.
- Determine a stage.

Developing Stage
- Beginning Stage
- Use the guide provided to assess students' control of the selected form.
- Determine a stage.
- Use the guide provided to assess students' control of the selected form.
- Determine a stage.

Consolidating Stage
- Using the guide provided to assess students' control of the selected form.
- Determine a stage.

Extending Stage
- Using the guide provided to assess students' control of the selected form.
- Determine a stage.
Student Sample—Writing to Describe

High Park

On Monday we went to High Park on the bus. Sally and Ranjeet and I really liked the trip. High Park is a huge park with lots of plants and trees. There is a pond too but the water was low. We went to the zoo there too. My favourite animal was the buffalo. He was brown and large. The peacocks were pretty too. I had fun at the zoo.

High Park

[Drawings of plants and flowers]
Multi-Text Model: Geographical Report

SAMPLE 1  

Banff National Park

One of the most beautiful places in Canada is the country’s oldest National Park, Banff National Park in Alberta. It is set in the Canadian Rocky Mountains and is one of the most popular tourist attractions in North America. There are three ski resorts in Banff National Park and people from around the world go to ski there. It can be challenging to ski here because of the high mountains and the cold weather.

The biggest town near Banff National Park is the town of Banff. It is less than 4 km² and about 6700 people live there. But millions of people visit Banff National Park every year making the town of Banff a busy place.

Banff National Park is also very famous for its hot springs. Many people go there in the summer to go hiking and enjoy the beautiful scenery of the Rocky Mountains.

SAMPLE 2  

The Rocky Mountains

The Rocky Mountains extend 5000 km from Canada to New Mexico. It is really long and high so there are not many people that have seen all of the Rocky Mountains.

When we went to Banff National Park in Alberta we hiked up a mountain but not all the way.

The higher you go up the mountain the colder it gets. There is snow at the top of the mountains even on really hot summer days.

I really enjoyed visiting Banff National Park but I wish I could have been there when there was enough snow to go skiing.
SAMPLE 3  Banff National Park – Important Facts

There are a few things one should know about Banff National Park. First, it is a part of the Rocky Mountains, which go along the west of Canada and all the way into the United States. The second thing to know is that it is not just a ski resort. There are a lot of things to do in the summer like hiking and golfing at a 27-hole course.

The third interesting fact is that the National Park is one of the world’s most popular National Parks to visit. Almost 4 million people visit every year. This is impressive because it is a small place and it can still have that many people stay there.

SAMPLE 4  Banff

Banff is a small town in Alberta, Canada. Only 6700 people live there but it is always busy because people come from all over the world came to see Banff National Park.

It is located within the Rocky Mountains and has the highest elevation of any town in Canada. The town of Banff is 4.85 km$^2$ in area. July is the warmest month with temperatures around 22°C and January is the coldest month with temperatures around –15°C. But the windchill is high there so it can feel like it is –30°C.

Banff National Park is famous for its ski resorts and hot springs. The three main ski resorts there are Sunshine Village, Lake Louise Mountain Resort, and Mount Norquay ski resort.

In 1979 Parks Canada issued a new policy because there were so many tourists visiting the Park and they wanted to conserve the environment.
Rank Samples

Rank the samples from most effective to least effective. Be prepared to defend your choices.

<table>
<thead>
<tr>
<th>Most Effective</th>
<th>Least Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample ________</td>
<td>Sample ________</td>
</tr>
<tr>
<td>Sample ________</td>
<td>Sample ________</td>
</tr>
</tbody>
</table>

Reasons Why

<table>
<thead>
<tr>
<th>Most Effective</th>
<th>Least Effective</th>
</tr>
</thead>
</table>

Guidelines for Writing a Report

- __________________________________________________________________________________
- __________________________________________________________________________________
- __________________________________________________________________________________
- __________________________________________________________________________________
- __________________________________________________________________________________
- __________________________________________________________________________________
- __________________________________________________________________________________
Supporting Writers

Writing to Describe

Foci for Modelled, Shared, and Interactive Writing

•

•

•

•

Guided Practice Activities
Self-Reflection Notes

Use of Texts

Big Ideas:

My Thoughts:

Needs Further Clarification:

My Goals:
Session 5
Conventions

SESSION OUTLINE

• Discuss seven approaches to teaching spelling.

• Explore the characteristics of effective spellers.

• Examine a student-centred approach to teaching spelling.

• Plan for the teaching of the Conventions substrand.

RELATED READING:

LINKING ASSESSMENT, TEACHING AND LEARNING
Chapter 8: Classroom Planning and Grouping

WRITING MAP OF DEVELOPMENT
Chapters 4–9: Conventions Substrand

WRITING RESOURCE BOOK
Chapter 3: Conventions
# Seven Approaches to Teaching Spelling

Work in table groups. Read and discuss each approach. Record strengths and liabilities.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Approach</th>
<th>Liabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Source: *The Science of Spelling* by Richard Gentry. Copyright © 2004 by Richard Gentry. Published by Heinemann, Portsmouth, NH. All rights reserved.
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<td></td>
</tr>
</tbody>
</table>

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Establish Routines

Become an expert in an allocated routine. Record two or three key points about your routine. Share with your group.

<table>
<thead>
<tr>
<th>Routines</th>
<th>Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting Words to Learn</td>
<td></td>
</tr>
<tr>
<td>Selecting and Transferring Words</td>
<td></td>
</tr>
<tr>
<td>Learning New Words</td>
<td></td>
</tr>
<tr>
<td>Testing Words</td>
<td></td>
</tr>
<tr>
<td>Recording Progress</td>
<td></td>
</tr>
</tbody>
</table>
## Words to Learn

### Topic/Theme Words
- sedimentary
- latitude
- longitude
- continent
- tourism
- hemisphere

### Class Words
- probably
- through
- though
- obvious
- curious
- serious

### My Words
- does
- Tuesday
- their
- there
- because
- fear
- surprise

### Interest Words
- ballet
- Don Quixote
- sequins
- pirouette
My Personal List

<table>
<thead>
<tr>
<th>My New Word</th>
<th>Critical Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 does</td>
<td>does</td>
</tr>
<tr>
<td>2 because</td>
<td>because</td>
</tr>
<tr>
<td>3 their</td>
<td>their books</td>
</tr>
</tbody>
</table>

Recording My Results

<table>
<thead>
<tr>
<th>Word</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Test 4</th>
<th>Test 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>does</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>because</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their</td>
<td>x</td>
<td>x</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Words I Know

List the words you now know under the strategy you used to learn them.

<table>
<thead>
<tr>
<th>Sounding Out</th>
<th>Chunking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Using Spelling Generalizations</strong></td>
<td><strong>Using Analogy</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consulting an Authority</strong></td>
<td><strong>Using Meaning</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Using Memory Aids</strong></td>
<td><strong>Using Visual Memory</strong></td>
</tr>
<tr>
<td><em>because</em></td>
<td></td>
</tr>
</tbody>
</table>
Self-Reflection Notes

Conventions

Big Ideas:

My Thoughts:

Needs Further Clarification:

My Goals:
Session 6
Processes and Strategies

SESSION OUTLINE

• Examine writing strategies that effective writers use.

• Explore the writing processes used to craft texts.

• Explore techniques to support the writing processes.

RELATED READING:

LINKING ASSESSMENT, TEACHING AND LEARNING
Chapter 8: Classroom Grouping and Planning

WRITING MAP OF DEVELOPMENT
Chapter 1: About Writing

WRITING RESOURCE BOOK
Chapter 4: Processes and Strategies
### Survey

<table>
<thead>
<tr>
<th><strong>PLANNING</strong></th>
<th><strong>Agree</strong></th>
<th><strong>Disagree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need to plan before writing.</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Students don’t need to plan when writing informal letters to socialize.</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DRAFTING</strong></th>
<th><strong>Agree</strong></th>
<th><strong>Disagree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need to complete at least two drafts when publishing a text.</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>It is important that students always use correct grammar and spelling.</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Students who take risks in writing are more likely to become effective writers.</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CONFERRING</strong></th>
<th><strong>Agree</strong></th>
<th><strong>Disagree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing time for students to talk will help them produce better final products.</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Students should be able to identify and discuss weaknesses of their own and others’ writing.</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>REFINING</strong></th>
<th><strong>Agree</strong></th>
<th><strong>Disagree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need to consider their purpose when making changes to their text.</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Students should proofread their own work.</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PUBLISHING</strong></th>
<th><strong>Agree</strong></th>
<th><strong>Disagree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Only older students need to publish their own writing.</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Students should always publish using a range of media.</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>
Self-Reflection Notes
Processes and Strategies

Big Ideas:

My Thoughts:

Needs Further Clarification:

My Goals:
Where Do I Go from Here?

Goals: