

new First Steps<sup>®</sup> in Literacy

CANADIAN EDITION

Course  
Book

# Writing



PEARSON



*First Steps*® *Writing Course Book*, Canadian Edition (2008)

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# 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

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



# Class Profile Sheet

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

	Role Play	Experimental	Early	Transitional	Conventional	Proficient	Accomplished
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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23							
24							
25							



# Short-Term Classroom Plan: Writing

**Long-Term Goals:**

**Weeks:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

Whole-Class Major Teaching Emphases	Teaching and Learning Experiences	Resources	Small-Group Major Teaching Emphases	Teaching and Learning Experiences	Resources
Phase: _____			Phase: _____		

Instructional Approaches	Teaching Practices
Modelled Writing Language Experience Shared and Interactive Writing	Guided Writing Author's Chair Independent Writing
Familiarizing Modelling Sharing Guiding	Analyzing Practising Applying Investigating
Playing Discussing Innovating Transforming	Simulating Reflecting



Whole-Class Major Teaching Emphases	Teaching and Learning Experiences	Resources	Small-Group Major Teaching Emphases	Teaching and Learning Experiences	Resources
			Phase: _____		

<b>Instructional Approaches</b>	Modelled Writing Language Experience Shared and Interactive Writing	Guided Writing Author's Chair Independent Writing	<b>Teaching Practices</b>	Familiarizing Modelling Sharing Guiding	Analyzing Practising Applying Investigating	Playing Discussing Innovating Transforming	Simulating Reflecting
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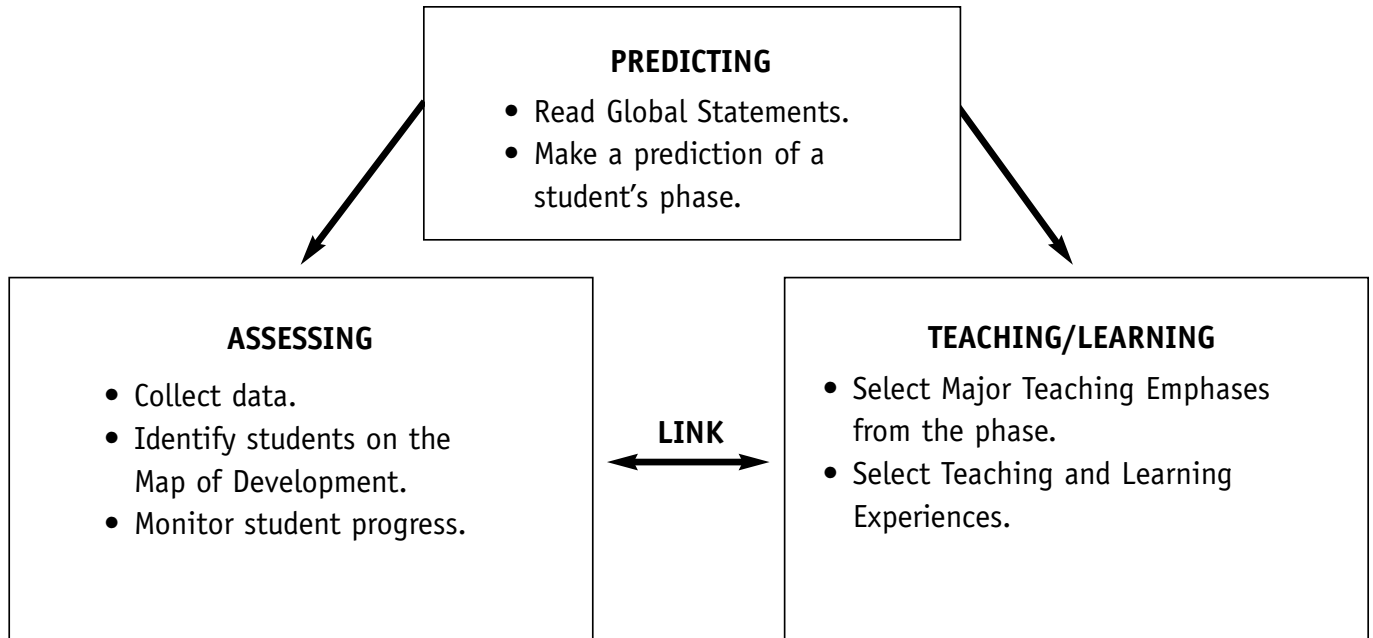


Whole-Class Major Teaching Emphases	Teaching and Learning Experiences	Resources	Small-Group Major Teaching Emphases	Teaching and Learning Experiences	Resources
			Phase: _____		

Instructional Approaches	Teaching Practices
Modelled Writing Language Experience Shared and Interactive Writing	Guided Writing Author's Chair Independent Writing Familiarizing Modelling Sharing Guiding Analyzing Practising Applying Investigating Playing Discussing Innovating Transforming Simulating Reflecting



# Suggested Process for Using the Writing Map of Development



# 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.

# Planning Page

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

A large rectangular box containing 25 horizontal lines, providing a space for writing.





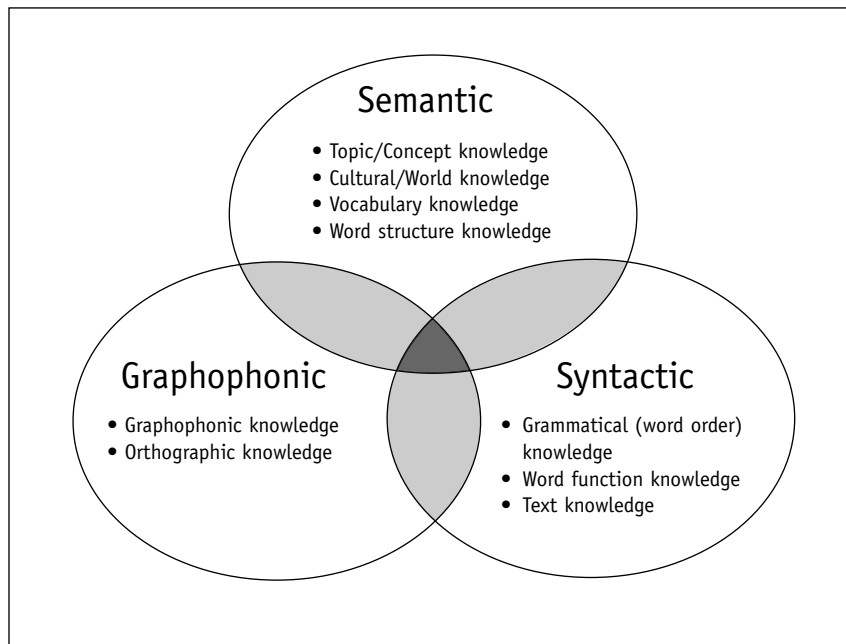
# Reflecting on Writing Activity 1

What I Did <i>Before</i> Writing	What I Did <i>During</i> Writing	What I Did <i>After</i> Writing
<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>

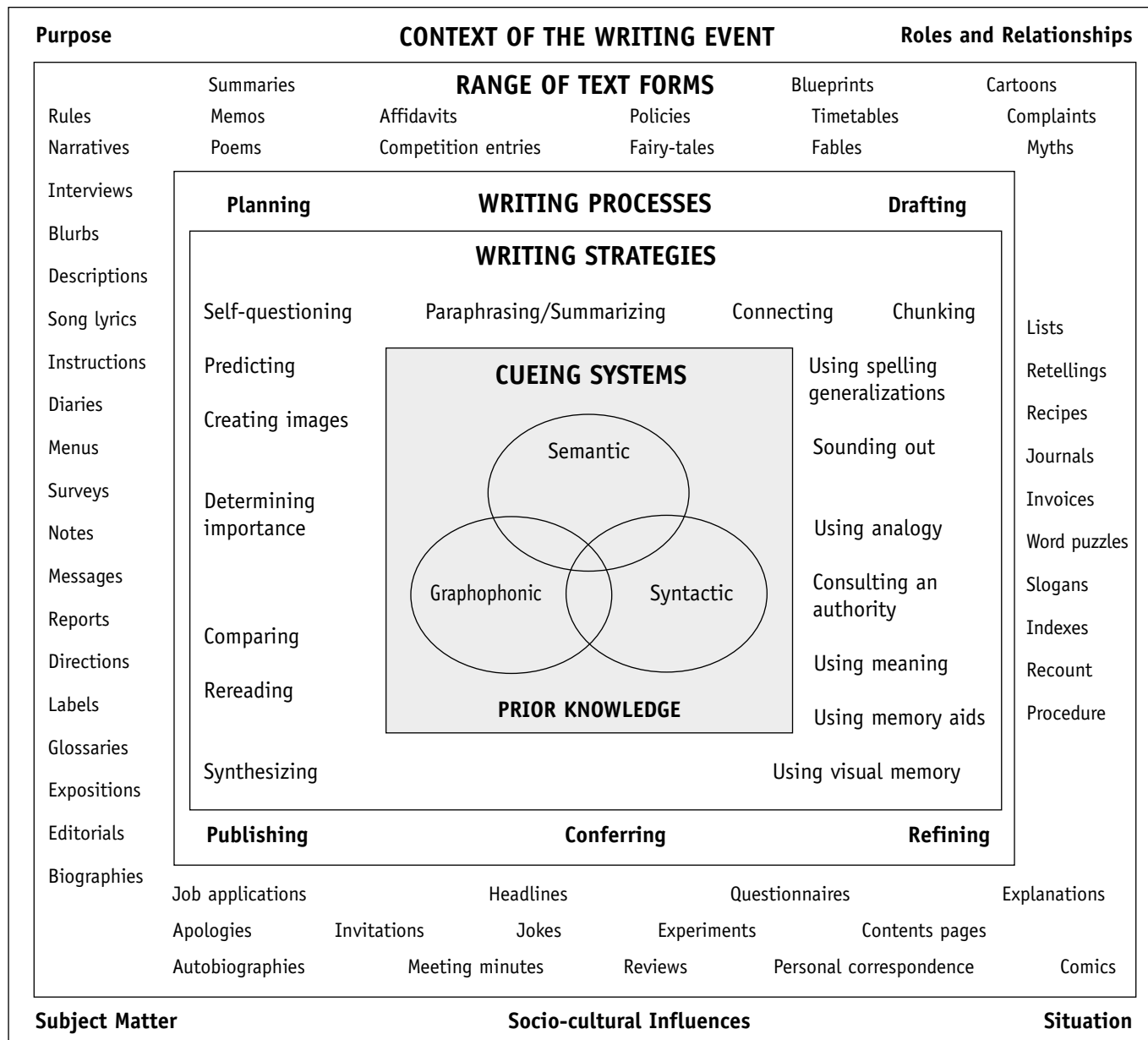


# Reflecting on Writing Activity: Three Cueing Systems

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



# A Multidimensional Model of Teaching Writing



**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.

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Harris, P., B. McKenzie, P. Fitzsimmons, and J. Turbill. 2003. *Writing in the Primary School Years*. Tuggerah, AU: Social Science Press.

## Professional Reading 1.2

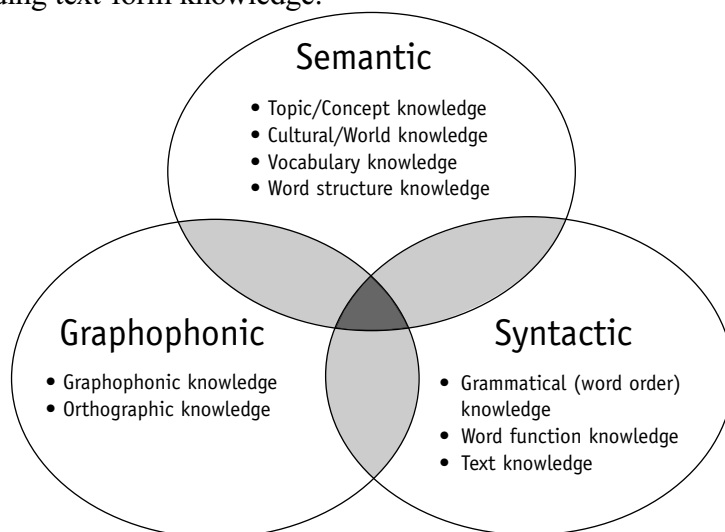
# About the Multidimensional Model of Teaching Writing

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.

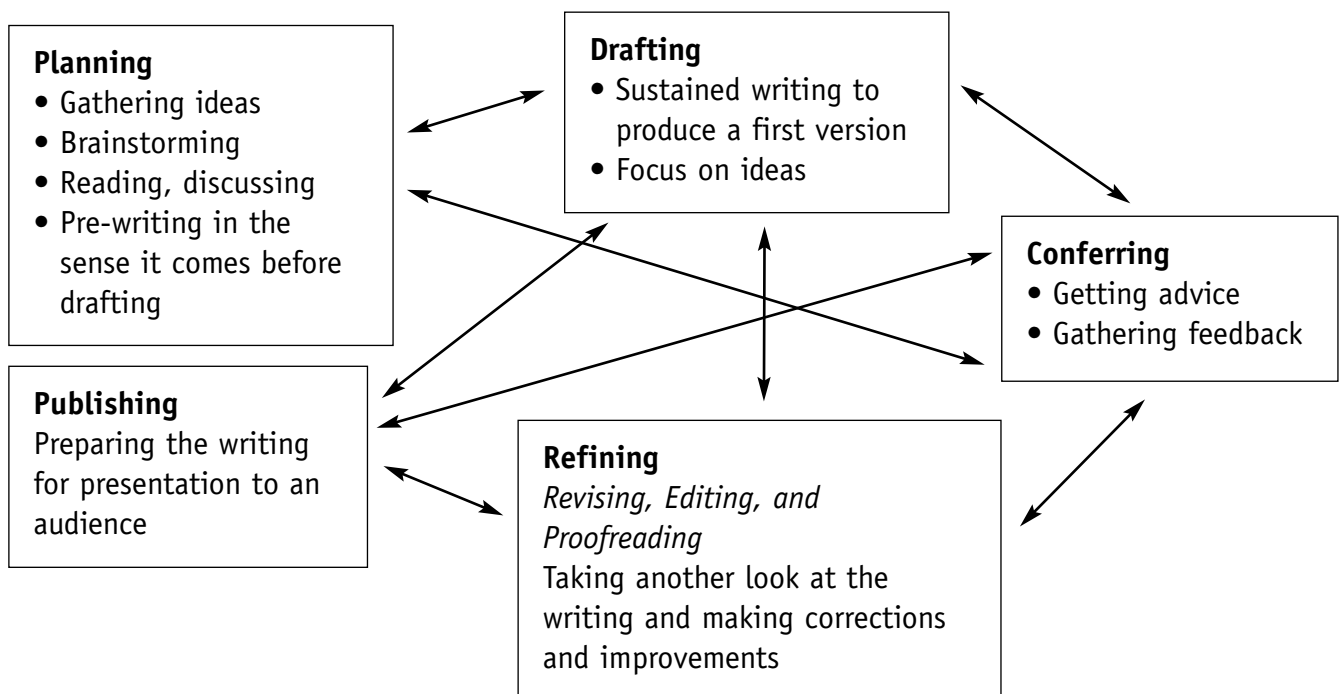
## Writing strategies include the following:

Self-Questioning	Sounding Out
Predicting	Chunking
Creating Images	Using Spelling Generalizations
Determining Importance	Using Analogy
Connecting	Consulting an Authority
Comparing	Using Meaning
Rereading	Using Memory Aids
Synthesizing	Using Visual Memory
Paraphrasing/Summarizing	

### Using Writing Processes

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.





### *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.

	Role Play Phase	Experimental Phase	Early Phase	Transitional Phase	Conventional Phase	Proficient Phase	Accomplished Phase
<b>What Students Do</b>							





# 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 6: Assessment and Evaluation: Theory, Principles, and Practices

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: \_\_\_\_\_

Key Indicator	Data-Collection Tools

# Class Profile Sheet

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

SAMPLE

	Role Play	Experimental	Early	Transitional	Conventional	Proficient	Accomplished
1			Beth	Amanda	Omar		
2			Lisa	Shonelle	Ethan		
3			Khalid	Ben	Chelsea		
4			Daniel	James	Emily		
5			Brenda	Vicki	Isabelle		
6			Stephen	Heather			
7			Manuel	Glen			
8				Pedro			
9				Matthew			
10				Scott			
11				Rebecca			
12				Monica			
13				Max			
14				Marianne			
15				Alison			
16				Grace			
17							
18							
19							
20							
21							
22							
23							
24							
25							



# Individual Student Profile Sheet (Key Indicators Only)



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

SAMPLE

CONVENTIONAL		PROFICIENT		ACCOMPLISHED	
USE OF TEXTS		USE OF TEXTS		USE OF TEXTS	
◆ Crafts a wide range of texts, demonstrating control over all elements		◆ Controls the crafting of a large repertoire of texts		◆ Controls the crafting of a large repertoire of texts	
◆ Composes texts by retrieving, recording, and organizing information appropriate to purpose and audience		◆ Critiques own texts by evaluating the information retrieved, recorded, and organized		◆ Critiques own texts by evaluating the information retrieved, recorded, and organized	
				◆ Is able to write using a dispassionate style that conceals personal bias	
				◆ Is able to write using an emotive style that makes ideas more appealing	
				◆ Writes with conviction, using a strong personal voice	
				◆ Uses the metalanguage associated with writing	
CONTEXTUAL UNDERSTANDING		CONTEXTUAL UNDERSTANDING		CONTEXTUAL UNDERSTANDING	
◆ Explains why a particular text form may be more appropriate to achieve a purpose for an intended audience		◆ Makes critical choices about the composition of a text to suit different purposes and to influence audiences		◆ Makes critical choices about the composition of a text based on an analysis of the purpose and the intended audience	
◆ Adjusts the language and ideas to include in own texts to suit purpose and audience		◆ Consciously provokes positive or negative responses through the representation of characters and events in literary texts		◆ Consciously provokes positive or negative responses through the representation of characters and events in literary texts	
◆ Selects ways to represent characters and events to create specific effects in literary texts		◆ Consciously provokes positive or negative responses through the representation of people and ideas in informational texts		◆ Consciously provokes positive or negative responses through the representation of people and ideas in informational texts	
◆ Selects ways to represent people and ideas to create specific effects in informational texts		◆ Selects devices designed to deepen impact or to influence a particular audience		◆ Selects devices designed to deepen impact or to influence a particular audience	
◆ Uses devices when attempting to influence the reader, e.g., <i>humour</i>				◆ Recognizes how one's values, attitudes, and beliefs have impact on the composition of a text	
				◆ Accommodates or resists the likely expectations of particular audiences	
CONVENTIONS		CONVENTIONS		CONVENTIONS	
◆ Selects vocabulary to create precise meaning		◆ Selects vocabulary for its shades of meaning and effect		◆ Deliberately selects words to convey meaning economically and precisely	
◆ Spells and uses a large bank of known words correctly		◆ Has accumulated an extensive bank of known words that are spelled and used correctly		◆ Accurately spells a wide range of words	
◆ Knows and uses less common letter patterns correctly, e.g., <i>aisle</i> , <i>reign</i>		◆ Is aware of the many letter patterns that are characteristic of the English spelling system		◆ Consciously selects sentence structure and associated punctuation to achieve impact	
◆ Writes a variety of simple, compound, and complex sentences using appropriate punctuation		◆ Uses grammatically complex sentences appropriately and correctly		◆ Organizes ideas and information clearly, sustaining coherence throughout texts	
◆ Develops a paragraph by writing a topic sentence and including supporting information		◆ Organizes paragraphs logically to form a cohesive text		◆ May choose to deviate from the conventions of writing to deepen impact	

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

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

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

# Individual Student Profile Sheet (All Indicators)

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

SAMPLE

EARLY	TRANSITIONAL
<b>USE OF TEXTS</b>	<b>USE OF TEXTS</b>
◆ Attempts a small range of familiar texts, either teacher-directed or self-selected	◆ Composes a range of texts, but may not fully control all elements
◆ With assistance, finds information in texts and records through drawing or writing key words	◆ Composes texts by finding, recording, and organizing information appropriate to purpose
● Often writes a simple recount of personal events	● Includes essential information and brief elaboration or description
● Writes simple factual accounts with little elaboration	● Uses rhyme, rhythm, and repetition for effect, where appropriate
● Rewrites known stories in sequence	● Demonstrates knowledge of differences in organization, structure, and language features of a range of texts when writing
● May include irrelevant details in written texts	● Writes simple conclusions with some attempt to summarize or provide a resolution
● Innovates on familiar sentence and text patterns	● Establishes place, time, and situation in literary texts
● Chooses topics that are personally significant	● Imitates complications from well-known stories
● Uses rhyme, rhythm, and repetition in writing	● Composes texts that move beyond drawing on personal experiences
● Attempts to transfer knowledge of text organization to writing, e.g., includes headings, diagrams in a report	● Shows evidence of personal voice
● Begins to show evidence of personal voice	● Uses metalanguage associated with writing, e.g., procedure, noun, punctuation
● Uses the metalanguage associated with writing, e.g., recount, edit, plan	
<b>CONTEXTUAL UNDERSTANDING</b>	<b>CONTEXTUAL UNDERSTANDING</b>
◆ Explains the purpose of a small range of familiar text forms, e.g., jokes are to entertain	◆ Explains the purpose and audience of a range of text forms
◆ Talks about the purpose of a piece of writing and the ideas that need to be included	◆ Selects ideas to include in own text to suit purpose and audience
◆ Explains why characters or events are represented in a particular way when composing literary texts	◆ Discusses alternatives about how to represent characters and events when composing literary texts
◆ Explains why people or ideas are represented in a particular way when composing informational texts	◆ Discusses alternatives about how to represent people and ideas when composing informational texts
◆ Imitates the use of simple devices used in texts, e.g., print size, colour	◆ Experiments with the use of devices, e.g., repetition of words or phrases
● Attempts to orient or create a context for the reader, but may assume a shared context	● Sometimes represents characters or people in stereotypical ways, e.g., the brave prince, the wicked witch
● Explains how writing enables people to communicate over time and distance	● Considers the audience and includes some background information
● Initiates writing as a social practice, e.g., notes, messages	● Can select an appropriate form of writing from a small range
● Recognizes simple devices that authors and illustrators use to influence readers	● Chooses topics likely to appeal to a particular audience
<b>CONVENTIONS</b>	<b>CONVENTIONS</b>
◆ Experiments with words drawn from a variety of sources, e.g., literature, media, oral language of peers	◆ Varies vocabulary to add interest
◆ Spells and uses a small bank of known words correctly	◆ Spells and uses an increasing bank of known words correctly
◆ Knows all letters by name and their common sounds	◆ Knows less common letter patterns and the sounds they represent, e.g., tion, ph
◆ Knows simple letter patterns and the sounds they represent, e.g., sh, ch, ee	◆ Writes a variety of simple and compound sentences, using appropriate punctuation
◆ Writes simple sentences using appropriate punctuation	◆ Groups related information, sometimes without regard for paragraphing conventions
● Discusses word formations and meaning, noticing similarities and differences	● Uses a small range of appropriate conjunctions, e.g., but, because, so, if

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







# Overview of Writing Map of Development (Parent Version)

## ROLE PLAY

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.

## EXPERIMENTAL

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...*

## EARLY

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)*.

## 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



Review your provincial or territorial curriculum. Record an outcome or expectation from your document.

**Weeks:** \_\_\_\_\_ 5 \_\_\_\_\_

**Grade:** \_\_\_\_\_ 5 \_\_\_\_\_

Whole-Class Major Teaching Emphases	Teaching and Learning Experiences	Resources	Small-Group Major Teaching Emphases	Teaching and Learning Experiences	Resources
<p>Phase: <u>Transitional</u></p> <p><u>Use of Texts:</u></p> <ul style="list-style-type: none"> <li>◆ Provide opportunities for students to craft a range of texts for authentic purposes and audiences—<i>To entertain</i></li> </ul> <p><u>Contextual Understanding</u></p> <ul style="list-style-type: none"> <li>◆ Teach students how to represent characters and events to create specific effects in literary texts</li> </ul>	<p>Act # 1: 2C2D</p> <p>Act # 7: Author's Apprentice</p> <p>Act # 12: Choose Your Own Adventure</p> <p>Act # 1: Interviewing</p> <p>Act # 4: Text Innovation</p> <ul style="list-style-type: none"> <li>- Gender</li> <li>- Traits</li> </ul> <p>Act # 6: Characters Come Alive</p>	<p><i>Matilda</i> by Roald Dahl</p> <p><i>Charlie and the Chocolate Factory</i> by Roald Dahl</p>	<p>Phase: <u>Early</u></p> <p><u>Contextual Understanding</u></p> <ul style="list-style-type: none"> <li>◆ Encourage students to make choices about how to represent characters and events when composing texts.</li> </ul> <p><u>Conventions</u></p> <ul style="list-style-type: none"> <li>◆ Model how to group together sentences with similar information.</li> </ul>	<p>Act # 8: Once upon a Time</p> <p>Act # 10: Who Am I?</p> <p>Act # 16: What Is a Topic Sentence?</p> <p>Act # 17: This Goes with That</p>	<p><i>The BFG</i> by Roald Dahl</p>

Instructional Approaches	Modelled Writing	Guided Writing	Teaching Practices	Analyzing	Playing	Simulating
<p>Language Experience</p> <p>Shared and Interactive Writing</p>	<p>Author's Chair</p> <p>Independent Writing</p>	<p>Author's Chair</p> <p>Independent Writing</p>	<p>Familiarizing</p> <p>Modelling</p> <p>Sharing</p> <p>Guiding</p>	<p>Practising</p> <p>Applying</p> <p>Investigating</p>	<p>Discussing</p> <p>Innovating</p> <p>Transforming</p>	<p>Reflecting</p>

Whole-Class Major Teaching Emphases	Teaching and Learning Experiences	Resources	Small-Group Major Teaching Emphases	Teaching and Learning Experiences	Resources
<p>Phase: <u>Transitional Conventions</u></p> <ul style="list-style-type: none"> <li>◆ Teach students how to group sentences about similar information together to form a paragraph</li> </ul> <p><u>Processes and Strategies</u></p> <ul style="list-style-type: none"> <li>◆ Continue to teach students to plan for writing in a variety of ways, e.g., graphic organizers</li> </ul>	<p>Act # 15: Scrambled Paragraph</p> <p>Act # 16: Writing a Hamburger</p> <p>Act # 8 (WRB)</p> <ul style="list-style-type: none"> <li>- Retrieval Charts</li> <li>- Venn Diagrams</li> </ul>	<p><i>Rainforests</i> by Rob Morrison</p> <p><i>Jeannie Baker's Rainforest</i> by Barbara Booth</p>	<p>Phase: <u>Conventional Conventions</u></p> <ul style="list-style-type: none"> <li>◆ Teach students different ways to develop cohesive paragraphs</li> </ul> <p><u>Processes and Strategies</u></p> <ul style="list-style-type: none"> <li>◆ Encourage students to discuss the effectiveness of various ways they plan for writing</li> </ul>	<p>Act # 2: Scrambled Texts</p> <p>Compare Venn Diagrams &amp; Retrieval Charts as effective ways to plan</p> <ul style="list-style-type: none"> <li>- Strengths and Liabilities of each</li> </ul>	<p><i>A Magical Place</i> by Lynne Gooden</p> <p><i>Rainforest Recycling</i> by Gill Turner</p>

Instructional Approaches	Teaching Practices
<p>Modelled Writing</p> <p>Language Experience</p> <p>Shared and Interactive Writing</p>	<p>Familiarizing</p> <p>Modelling</p> <p>Sharing</p> <p>Guiding</p> <p>Analyzing</p> <p>Practising</p> <p>Applying</p> <p>Investigating</p> <p>Playing</p> <p>Discussing</p> <p>Innovating</p> <p>Transforming</p> <p>Simulating</p> <p>Reflecting</p>





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



**Text: Contextual Understanding**

# **Solomons Dolphins Sold to Mexico**



*Source:* <http://www.greenpeace.org/new-zealand/en/> search “Solomons dolphins”      Date written: 2003



# 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

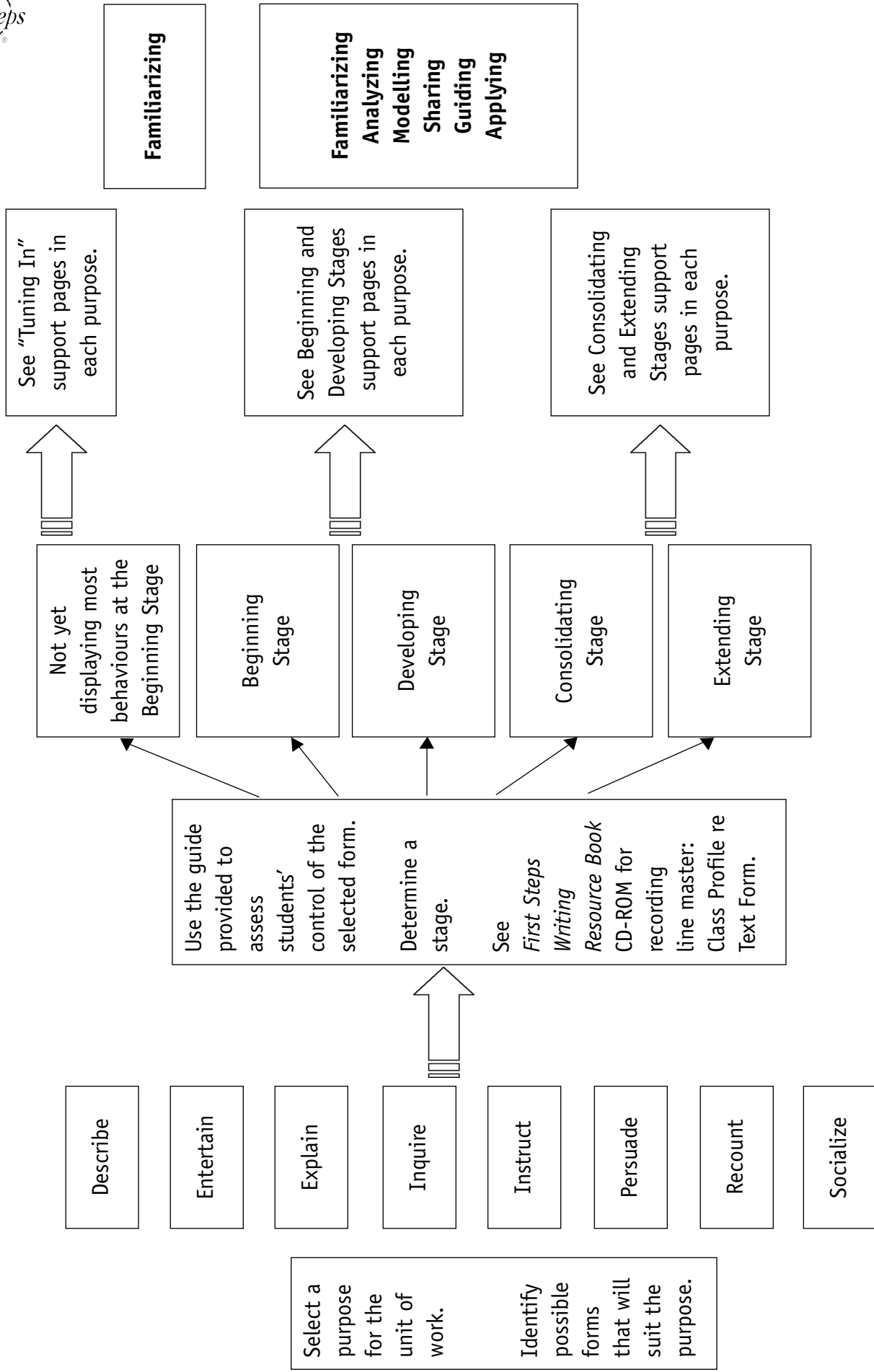
Chapters 4–9: Use of Texts Substrand

#### WRITING RESOURCE BOOK

Chapter 1: Use of Texts



# Suggested Pathway for Developing a Unit of Work for a Selected Form



## 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



# 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 km<sup>2</sup> 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<sup>2</sup> 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.

**Most Effective**

**Least Effective**

Sample _____	Sample _____	Sample _____	Sample _____
--------------	--------------	--------------	--------------

## Reasons Why

Most Effective	Least Effective
----------------	-----------------

## 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.

Strengths	Approach	Liabilities

Source: *The Science of Spelling* by Richard Gentry. Copyright © 2004 by Richard Gentry. Published by Heinemann, Portsmouth, NH. All rights reserved.



Strengths	Approach	Liabilities

Source: *The Science of Spelling* by Richard Gentry. Copyright © 2004 by Richard Gentry. Published by Heinemann, Portsmouth, NH. All rights reserved.



# Establish Routines



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

Routines	Key Points
Collecting Words to Learn	
Selecting and Transferring Words	
Learning New Words	
Testing Words	
Recording Progress	

# 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

	My New Word	Critical Features
1	does	do <u>es</u>
2	because	bec <u>au</u> se
3	their	their books
4		
5		
6		
7		
8		
9		
10	does	

# Recording My Results

Word	Test 1	Test 2	Test 3	Test 4	Test 5
does	x	x	x	-	-
because	✓	✓	✓		
their	x	x	✓		



# Words I Know

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

<b>Sounding Out</b>	<b>Chunking</b>
<b>Using Spelling Generalizations</b>	<b>Using Analogy</b>
<b>Consulting an Authority</b>	<b>Using Meaning</b>
<b>Using Memory Aids</b> <i>because</i>	<b>Using Visual Memory</b>



# 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

Agree      Disagree

## PLANNING

Students need to plan before writing.

Students don't need to plan when writing informal letters to socialize.

## DRAFTING

Students need to complete at least two drafts when publishing a text.

It is important that students always use correct grammar and spelling.

Students who take risks in writing are more likely to become effective writers.

## CONFERRING

Providing time for students to talk will help them produce better final products.

Students should be able to identify and discuss weaknesses of their own and others' writing.

## REFINING

Students need to consider their purpose when making changes to their text.

Students should proofread their own work.

## PUBLISHING

Only older students need to publish their own writing.

Students should always publish using a range of media.

# Self-Reflection Notes

## Processes and Strategies

**Big Ideas:**

**My Thoughts:**

**Needs Further Clarification:**

**My Goals:**



# Where Do I Go from Here?

**Goals:**

