



Planning for Success – Literacy: The Writing Purposes

Raising the Quality of Writing Through Revision

EXPECTATIONS

OVERALL

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

Specific Expectations - Grade 4

Purpose and Audience

1.1 Generate identify the topic, purpose, and audience for a variety of writing Teacher prompts: "How will you identify your topic?" "What is the purpose of your writing?" "What form will best suit the purpose?" "Who will your audience be?"

Developing Ideas

1.2 Ideas about a potential topic using a variety of strategies and resources (e.g., brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information

needs)

Research

1.3 Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources (e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher read alouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts)

Organizing Ideas

1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers (e.g., a Venn diagram, a paragraph frame) and organizational patterns (e.g., generalization with supporting information, cause and effect)

Review

1.6 Determine whether the ideas and information they have gathered are relevant

Voice

2.2 Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement (e.g., use simple irony to poke fun at themselves: “Lucky me. I got to do the dishes.”)

Word Choice

2.3 Use specific words and phrases to create an intended impression (e.g., comparative adjectives such as faster; words that create specific effects through sound, as in alliteration for emphasis: rotten rain)

Sentence Fluency

2.4 Use sentences of different lengths and structures (e.g., complex sentences incorporating conjunctions such as because, so, if)

Point of View

2.5 Identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view

Teacher prompt: “Have you included enough details that support your point of view? What facts or details that you have left out would challenge your point of view?”

Preparing for Revision

2.6 Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., logical organization, depth of content)

Teacher prompts: “How might you reorganize the information to make it easier for the audience to understand?”

“Are there clear links between your ideas?” “Can you add one sentence that would help clarify your main idea?”

Revision

2.7 Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences; removing repetition or unnecessary information; changing the sequence of ideas and information and adding material if appropriate; adding transition words and phrases to link sentences and/or paragraphs and improve the flow of writing; adding or substituting words from other subject areas, word lists, and a variety of sources, such as a dictionary or thesaurus and the Internet, to clarify meaning or add interest; checking for and removing negative stereotypes, as appropriate)

Producing Drafts

2.8 Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

Specific Expectations - Grade 5

Purpose and Audience

1.1 Identify the topic, purpose, and audience for a variety of writing forms (e.g., a poem or song on a social issue for performance by the class; a formal letter to the teacher outlining their opinion on eliminating soft drinks from the school vending machine; an article explaining the water cycle and including a flow chart, for an online student encyclopedia)

Developing Ideas

1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose

Research

1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered)

Organizing Ideas

1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies (e.g., making jot notes; following a writing framework) and organizational patterns (e.g., chronological order, comparison, cause and effect)

Review

1.6 Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary (e.g., review material with a partner using a mind map or timeline)

Voice

2.2 Establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend)

Word Choice

2.3 Use some vivid and/or figurative language and innovative expressions to add interest (e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly)

Sentence Fluency

2.4 Vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences (e.g., The latch was stiff, and the boy struggled to open the door. Finally, with much effort, he forced it open.)

Point of View

2.5 Identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence
Teacher prompt: “Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?”

Preparing for Revision

2.6 Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., effective use of language, logical organization)
Teacher prompts: “Can you describe two nouns more specifically by adding appropriate adjectives?” “Are there ideas in the body of the paragraph that should be included in your topic sentence?”

Revision

2.7 Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
(e.g., use coloured pens and/or cutting and pasting to identify and move chunks of text that need to be reordered; add or substitute words and phrases, including vocabulary from other subjects and figurative language such as similes and personification, to achieve particular effects; adjust sentence length and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory)
Teacher prompt: “Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?”

Producing Drafts

2.8 Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

Specific Expectations - Grade 6

Purpose and Audience

1.1 Identify the topic, purpose, and audience for a variety of writing forms (e.g., an original poem, with an invented structure or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3 students; a script on a topic of current interest for a mock television broadcast for a general audience)

Developing Ideas

1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose

Research

1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., identify the steps required to gather information; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)

Organizing Ideas

1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance)

Review

1.6 Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary (e.g., review information critically with a friend using a concept map, checklist, or flowchart)

Voice

2.2 Establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone)

Word Choice

2.3 Use some vivid and/or figurative language and innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order)
Teacher prompt: "Identify three language choices you have made and explain the effect they will have on a reader."

Sentence Fluency

2.4 Create complex sentences by combining phrases, clauses, and/or simple sentences (e.g., combine several simple sentences – "Nora left the house. She was heading for the market. She didn't want to be late." – to create a complex sentence – "Not wanting to be late, Nora left the house and headed for the market.")

Point of View

2.5 Identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate (e.g., revise writing focusing on the use of inclusive language, such as police officer instead of policeman)

Preparing for Revision

2.6 Identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language (e.g., identify one

main idea that is poorly supported; identify three sentences that would be clarified by adding an adjective or adverb)

Teacher prompt: “How can you determine which parts of your work need further clarification?”

Revision

2.7 Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use arrows or make notes to identify text that needs to be moved; use sticky notes to indicate insertions; use underlining to focus on overworked words; add or substitute words and phrases that would make their writing more vivid; use figurative language such as similes and personification and rhetorical devices such as exaggeration to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory) *Teacher prompt:* “Can you use short, abrupt sentences to add drama to your writing?”

Producing Drafts

2.8 Produce revised draft pieces of writing to meet identified criteria based on the expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)

Overall Teacher Resources for Writing (see Resources Cited)

- The No Nonsense Guide to Writing
- Ministry Writing Guides to Effective Instruction
- First Steps Resource Book - Writing
- Teaching Expository Writing - Barbara Mariconda
- The Most Wonderful Writing Lessons Ever - Barbar Mariconda
- Writing Lessons for the Interactive WhiteBoard - Lola Schaefer
- Write Traits 6 + 1
- Write Traits Kits - grade 4, 5, 6
- OWA
- LNS website
- Lucy Calkins book

Purpose: To Persuade

Teacher Resources for Persuasive Revision Mini Lessons

- Effective Guide volume 6 page 65 persuasive writing checklist
- Effective Guide volume 6 page 107 Student self assesement for persuasive writing
- No Nonsense Guide page 229 The Feature Article study Chart
- No Nonsense Guide page 219 Flowchart What I am Trying to Say
- Mentor Text Suggestion for Use During Writing Lessons
 - Penstrokes website
 - Should There Be Zoos
 - Should We have Pets
 - We Must Run with Scissors
 - see attached Mentor Text Lists

Anchor Chart: Organization of a Persuasive

	Grade 4	Grade 5	Grade 6
Opinion Statement	clear statement	interesting hook with a clear statement	interesting hook with a clear statement
Arguments for with supporting evidence	2-3 arguments with support	2-3 arguments with support	3 arguments with support
Arguments against	N/A	1 argument against	2 arguments against
Concluding Statement	restate the opinion statement	restate the opinion statement using different words	concluding statement includes the bigger idea related to the opinion statement

Anchor Chart: Writer's Craft For Persuasive - to form the mini lessons

	Grade 4	Grade 5	Grade 6
Good Leads	introduce use of question and bold statement	introduce use of question and Bold Statement	introduce use of descriptions passage, use of question and bold statement
Powerful Persuasive Words	use powerful persuasive words	use powerful persuasive words that are assertive and not aggressive use of language that is inclusive and non discriminatory	use powerful persuasive words that are assertive and not aggressive
Focus - Funnel It to Use Relevant and Convincing Information	- relevant and convincing and connected to the original opinion	-relevant and convincing and connected to the original opinion	-relevant and convincing based on research with appropriate referencing -connected to the original opinion
Word Choice for Fluency and Organization	-use of transition words - introduce concluding words and sequencing words	-use of transition words - introduce concluding words and sequencing words - use of transition words adding information	-use of transition words - introduce concluding words and sequencing words - use of transition words adding information use of transition words - introduce compare/contrast
Elaboration of Ideas - explaining your arguments	- not an explanation but a check to ensure that the supporting evidence relates to the original statement	-simple explanation relating the supporting evidence to the original statement	-thorough explanation relating the supporting evidence to the original statement

Mini Lessons That you May Need to Focus On:

1. Paragraph Writing

- Determine your Mentor text or student sample
- Dissect the structure paragraph by paragraph to determine the structure of each paragraph
- Create anchor chart for paragraphs - lead, proof , conclusion
- Modelled writing of topic created by teacher ie Teachers Should Get Paid More
- Students return to their own seed writing of their persuasive and attempt to revise to create effective paragraphs
- Meet with permanent writing partner
- Sharing of Student paragraphs with discussion of matching to anchor chart requirements

2. Strong Leads for the Introductory Paragraph

- Determine your Mentor text or student sample
- Deduce effective leads that highlight use of question, bold statement, or descriptive passage
- create an anchor chart of how to create an effective lead
- students return to their own seed writing and revise for an effective lead
- sharing of effective leads

3. Powerful Persuasive Words

- Determine your Mentor text or student sample
- Deduce effective powerful persuasive words
- create an anchor chart of how to use effective powerful persuasive words
- students return to their own seed writing and revise for powerful persuasive words
- sharing of effective use of powerful persuasive words

4. Focus it Funnel It

- Determine your Mentor text or student sample
- Show model of poor example. Have students determine non focused part
- Show example of effective focus article
- refer to previous anchor chart on focused versus unfocused writing
- Deduce effective focusing articles
- students return to their own seed writing and revise for non focused parts
- sharing of effective revising for focused parts

5. Transition Words

You may want to refer to page 92 6+1 traits of Writing - Junior

- To compare and contrast
- To conclude
- To add information

6. Elaboration of Ideas and Explaining your Ideas

- Determine your Mentor text or student sample
- We would suggest using the mini lessons from First Steps Writing Resource Book -page 110- 112, 114-115
- Select mini lesson activity that fits student needs
- Modelled writing lesson from either teacher writing or student writing sample
- As a class revise to expand on the explanation of the argument

Purpose : To Entertain

Teacher Resources for Prose Revision Mini Lessons

- Blood and Gore lesson - Grade 5 trait Crate - Word Choice
- The Black Cat - Grade 5 trait Crate - Sentence Fluency
- The Mud Pony - Grade 4 Trait Crate - Teaching Organization
- Penstrokes website
- See Attached Mentor Text List

Anchor Chart: Organization for Prose Writing

	Grade 4	Grade 5	Grade 6
Introduction	setting introduce characters	setting introduce characters	setting introduce characters
Series of Events	complications - a simple problem	complications - a complex problem	complications - a complex major problem compounded by a secondary minor problem
Resolution	related to the problem	related to the problem	related to the problem

Anchor Chart: Writer's Craft For - To Form The Mini Lessons For a Prose

	Grade 4	Grade 5	Grade 6
Organization of text (For a comic)	sequential narration boxes that tell the story including time place and connected series of events limited speech bubbles to enhance action	sequential narration boxes that tell the story including time place and connected series of events -speech /thought bubbles clearly establish characters thoughts and emotions	narration boxes that support the story as told through the speech/thought bubbles to include the time, place and series of events -withhold some information to build or maintain suspense
Organization of Text (For a prose)	brilliant beginning- characters and setting marvelous middle - simple problem, conflicts, suspense and solution excellent ending- resolution and reflection	brilliant beginning- characters and setting marvelous middle - complex problem, conflicts, suspense and solution excellent ending- resolution and reflection	brilliant beginning- characters and setting marvelous middle - complex problem , conflicts that frustrate and hamper the main characters from reaching an ambition or wish, suspense and solution excellent ending- resolution and reflection
Wise Words	- onomatopoeia - emotion words - sequential linking words - amazing adjectives - strong verbs - descriptive words - correct use of tense	- onomatopoeia - emotion words - sequential linking words - amazing adjectives - strong verbs - descriptive words - correct use of tense - similes and metaphors	- onomatopoeia - emotion words - sequential linking words - amazing adjectives - strong verbs - descriptive words - correct use of tense - similes and metaphors

Writing Mini Lessons That You May Need to Focus On: Comic

1. **Organization of Text - speech bubbles, thought bubbles and narration boxes for a Comic**
 - students bring in samples of comic strips to be used as mentor texts
 - identify and dissect the comic to determine the organizational patterns of how they present the story
 - create the anchor chart for speech/thought bubble(action, emotions) characteristics and text box characteristics
 - model writing of comic strip frames to include text boxes and speech/ thought boxes
 - students revise to include speech and text boxes for the frames
 - student sharing and peer revision as a group

2. **Organization of Text - for a prose**
 - Determine your Mentor text or student sample
 - Read Aloud and determine components of a prose - characters, setting, problem, suspense, solution, reflection
 - create anchor chart of characteristics
 - teacher modelling of small seed of a personal experience that includes the components of prose
 - Students revise in their personal writing to include components
 - student sharing and peer revision

3. **Wise Words**
 - student brainstorming session of emotion words - students in groups develop better words for sad, happy, mad
 - Determine your Mentor text or student sample
 - Deduce effectively used wise words through group discuss
 - create an anchor charts of wise words
 - students return to their own seed writing and revise for wise emotional words and strong verbs words
 - sharing of effective use of wise words

4. **Focus it Funnel It**
 - Determine your Mentor text or student sample that show focused or unfocused writing
 - After reading aloud, students determine characteristics of focused texts
 - Create anchor chart of focused text characteristics
 - Model how to funnel a piece of writing to a focused topic
 - Students return to their seed writing and revise for focusing a topic

- 5. Elaboration of Ideas and Explaining your Ideas- Show Don't tell, Stretch it Out, Make a Movie**
- Determine your Mentor text or student sample that shows elaboration of ideas
 - After reading aloud, students determine characteristics of elaboration
 - Create anchor chart of elaboration characteristics
 - Model how to elaborate in a piece of writing to a text that needs elaboration. Using a section of the writing at a time, dramatize with the students the Action, Dialogue and Description and add to modelled writing
 - Students return to their seed writing, circle a particular section and revise to elaborate.

Purpose : Recount (Biography)

Teacher Resources for Recount Revision Mini Lessons

- Websites on Biographies
- Sports Illustrated for Kids
- Owl Magazine
- Power magazines

Anchor Chart: Organization of a Biography

	Grade 4	Grade 5	Grade 6
Introduction	Who Where When	Who Where When	Who Where When
Key Events	Relevant events in chronological order	-Relevant events in chronological order -key events that elaborate on character traits -life experiences with cause and effect	-Relevant events in chronological order -key events that elaborate on character traits 1)-may manipulate order of events for impact -life experiences with cause and effect
Concluding Statement	concludes with a simple summarizing comment	concludes with a summarizing comment that reflects back to the character trait	concludes with a summarizing or evaluative comment that reflects back to the character trait

Anchor Chart: Writer’s Craft Recount Biographies - To Form the Mini Lessons

	Grade 4	Grade 5	Grade 6
Good Leads	introduction of who, where and when -sets the scene and aims to interest the reader	introduction of who, where and when -sets the scene and aims to interest the reader	introduction of who, where and when -sets the scene and aims to interest the reader
Elaboration of Ideas	-transferring jot into simple sentences	-transferring jot into complex sentences -includes 1 sample of dialogue or reported speech for impact	-transferring jot into complex sentences -includes 2-3 dialogue or reported speech examples for impact
Focus - Funnel It to Use Relevant and Convincing Information	- relevant and convincing and connected to the important events in the person’s life -include accomplishments, inspiration and influential people	- relevant and convincing and connected to the important events in the person’s life as well as the character trait 1)-include role model, inspiration, challenges, basic facts, major accomplishments, motivation, people that have been influential 2)	- relevant and convincing and connected to the important events in the person’s life as well as the character trait 1)-include role model, inspiration, challenges, basic facts, major accomplishments, motivation, people that have been influential
Word Choice for Fluency and Organization	within each paragraph demonstrate use of linking words - introduce sequencing words -strong verbs -descriptive adjectives -simple similes	-within each paragraph demonstrate use of linking words - introduce concluding words and sequencing words - use of transition words adding information -strong verbs 2)-descriptive adjectives -simple similes	-within each paragraph demonstrate use of linking words - introduce concluding words and sequencing words - use of transition words 2) adding information 3) 4)-strong verbs 5)-descriptive adjectives -simple similes
Research Information	-making jot notes	review making jot notes	review making jot notes

Mini Lessons That you May Need to Focus on:

- 1. Focus - Funnel It to Use Relevant and Convincing Information**
 - view interviews , online biographies or mini biographies on video
 - explore a variety of biographies to determine the characteristics of a recount biography
 - tally types of information presented
 - create anchor chart of characteristics - ie role model, inspiration, challenges, basic facts, major accomplishments, motivation
 - people that have been influential. This form the graphic organizer that will assist students in the collection of their jot notes

- 2. Jot Note Making**
 - use mentor text in science of social studies area
 - through shared reading, read text and determine important information
 - record jot notes using only key words
 - Students research their person and create their own jot notes using the graphic organizer produced in lesson 1

- 3. Elaboration of Ideas and Explaining your Ideas**
 - Use mentor text and highlight the key events.
 - Deconstruct the text to identify the key event and the elaboration techniques used to enhance the writing
 - Students return to their jot notes and eliminate non important events
 - Student begin writing their paragraphs for one area of the graphic organizer
 - Students record sentences for each jot note and the elaboration of the jot note
 - Share and revise with their writing partner
 - Repeat for each area of the graphic organizer

- 4. Word Choice for Fluency and Organization**
 - Review anchor charts from previous lessons on linking and transition words
 - students return to each paragraph section and revise to include appropriate linking words, adjectives, similes, verb choice and descriptive language
 - students meet with writing partner to further revise
 - group sharing