



LESSON TEMPLATES AND RELATED RESOURCES

Blogs Lectures Diaries Letters
 Timetables Reports Questionnaires
 Advertisements Forms Manuals
 Schedules Essays Journals Digital
 Articles Websites Textbooks
 Tickets Maps
 Charts

Form: News Report (Print/Digital)

Description of Form:

- Purpose:
 - To inform and explain
 - To educate readers and provide world knowledge, and in turn, background knowledge
 - To develop critical reading and critical thinking skills
- written in third person
- objective - facts only, no statement of opinion
- includes quotations
- paragraphs are 1 – 4 sentences in length
- organized using the Inverted Pyramid style
- written in past tense

Features:

- **Headline**
 - gives the main idea of the report
 - attracts the reader and provides information about the topic of the article
- **Byline**
 - indicates the author of the article
- **Subheading**
 - provides additional information about the headline
- **Place line**
 - identifies the place of action
- **Lead**
 - first paragraph of the news article
 - captures the attention of the reader
 - answers many of the questions: *Who, What, Where, When, Why, and How*
- **Direct quotations**
 - used to add interest to the story
 - usually a statement made by someone who was present at the event
- **Body Paragraphs**
 - multiple paragraphs of 1-4 sentences in length
 - may include background information, quotations, additional details

<ul style="list-style-type: none"> • Concluding Paragraph <ul style="list-style-type: none"> – may include a summary of the events, additional background information, information about future action 	
Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> • Scanning • Draw-a-Line technique 	<ul style="list-style-type: none"> • <u>Inverted Pyramid</u> • 5 W's
Resources:	
<ul style="list-style-type: none"> • <u>http://www.reginotredame.ca/pdf/literacy/literacypack01.pdf</u> • <u>http://www.readwritethink.org/files/resources/lesson_images/lesson249/format.pdf</u> 	

Form: Obituary (Print/Digital)
Description of Form:
<ul style="list-style-type: none"> • to provide information about the life of someone who has died • written by an individual or group who knew the deceased • varies in style from very personal to formal
Features:
<ul style="list-style-type: none"> • NAME / ANNOUNCEMENT <ul style="list-style-type: none"> ○ Full name of the deceased, including nickname, if any ○ Age at death ○ Residence at death (for example, the name of the city) ○ Day and date of death ○ Place of death ○ Cause of death • LIFE <ul style="list-style-type: none"> ○ Date of birth ○ Place of birth ○ Names of parents ○ Childhood: siblings, stories, schools, friends ○ Marriage(s): date of, place, name of spouse ○ Education: school, college, university and other ○ Designations, awards, and other recognition ○ Employment: jobs, activities, stories, colleagues, satisfactions, promotions, union activities, frustrations ○ Places of residence ○ Hobbies, sports, interests, activities, and other enjoyment ○ Charitable, religious, fraternal, political, and other affiliations; positions held ○ Achievements ○ Disappointments ○ Unusual attributes, humour, other stories • FAMILY <ul style="list-style-type: none"> ○ Survived by (and place of residence): <ul style="list-style-type: none"> ▪ Spouse ▪ Children (in order of date of birth, and their spouses) ▪ Grandchildren ▪ Great-grandchildren ▪ Great-great-grandchildren

- Parents
- Grandparents
- Siblings (in order of date of birth)
- Others, such as nephews, nieces, cousins, in-laws
- Friends
- Pets (if appropriate)
- Predeceased by (and date of death):
 - Spouse
 - Children (in order of date of birth)
 - Grandchildren
 - Siblings (in order of date of birth)
 - Others, such as nephews, nieces, cousins, in-laws
 - Pets (if appropriate)
- SERVICE
 - Day, date, time, place
 - Name of officiant, pallbearers, honorary pallbearers, other information
 - Visitation information if applicable: day, date, time, place
 - Reception information if applicable: day, date, time, place
 - Other memorial, vigil, or graveside services if applicable: day, date, time, place
 - Place of interment
 - Name of funeral home in charge of arrangements
 - Where to call for more information (even if no service planned)
- END
 - Memorial funds established
 - Memorial donation suggestions, including addresses
 - Thank you to people, groups, or institutions
 - Quotation or poem
 - Three words that sum up the life

Retrieved from: www.obituaryguide.com

Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> • Scanning • Determine a Purpose 	
Resources:	
<ul style="list-style-type: none"> • www.obituaryguide.com 	
Form: Letter to the Editor (Print/Digital)	

Description of Form:	
<ul style="list-style-type: none"> • to provide a forum for readers' comments • to provide a personal expression of ideas pertaining to an issue; to provide additional information, corrections or clarification of information or perceptions; to introduce or reinforce a message • written by the readers of the newspaper • written as a letter in essay form • word limit (check with your local paper, usually less than 150 words) • simple language: short sentences, written at the grade 9-12 level • one (two max.) aspects of an issue presented • tone: serious but subjective 	
Features:	
<ul style="list-style-type: none"> • Salutation (Dear Editor) • Introduction: <ul style="list-style-type: none"> ○ includes a hook to catch the readers' attention ○ topic sentence that introduces the purpose for writing (persuade, inform, clarify, etc.) and comments on an issue • Body: <ul style="list-style-type: none"> ○ supports opinion or provides factual information about the topic • Conclusion: <ul style="list-style-type: none"> ○ recommend a course of action ○ closing (Sincerely, Respectfully) ○ state your name 	
Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> • Previewing a text • Find the Main Idea(s) • Determine a purpose 	<ul style="list-style-type: none"> • Letter to the Editor • Persuasive Essay Writing
Resources:	
<ul style="list-style-type: none"> • www.ofac.org • http://www.readwritethink.org/files/resources/lesson_images/lesson929/peer-review.pdf 	

Form: Editorials (Print/Digital)	
Description of Form:	
<ul style="list-style-type: none"> • To persuade, comment, and provoke thought in an attempt to influence readers to support the writer's view about current issues that impact many people 	
Features:	
<ul style="list-style-type: none"> • Types of editorials: <ul style="list-style-type: none"> – Editorials of argument and persuasion: introduce and dispute a problem – Editorials of information and interpretation: attempt to explain the meaning or significance of a situation or news event – Editorials of tribute: expresses appreciation or commendation praise a person or an activity – Editorials of entertainment: conveys humorous or satirical treatment of a serious subject • Presents newspaper's corporate opinion, supported by facts • Written by an editorial page staff • Written in essay form and includes: <ol style="list-style-type: none"> 1. Introduction: includes an objective explanation of the issue 2. Body: expresses the opinion of the writer and opposing opinions that counter the same issue 3. Solution – suggests a resolution to the problem 4. Conclusion – emphasizes the main issue 	
Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> • Scanning • Find the Main Idea(s) • Determine a Purpose 	<ul style="list-style-type: none"> • Editorial
Resources:	
<ul style="list-style-type: none"> • http://www.ccps.org/chms/research/davis/edigo.pdf 	

Form: Magazine Article (Print/Digital)	
Description:	
<ul style="list-style-type: none"> • There are a variety of magazines that cater to specific groups of readers. Therefore, each magazine will have a different focus. • To understand the message of a magazine article, the reader must critically analyze the author's writing techniques. Also, the design features of a magazine article should be examined closely so its impact on the reader is clearly noted. 	
Features:	
Content <ul style="list-style-type: none"> • Logo- magazine's name and symbol • Colour- use of colour in print text • AIDA-Attention, Interest, Desire and Action that emphasizes key words 	Design <ul style="list-style-type: none"> • Layout- balance between pictures and text • Graphics- pictures on the page • Font- the size of the lettering on the page
Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> • Critical Reading: some guided questions to ask about magazine article: <ol style="list-style-type: none"> 1) What is the message of the article? 2) What type of techniques does the author use in the article? 3) Who is the target audience? • Modeled Think Aloud 	<ul style="list-style-type: none"> • Magazine article chart
Resources:	
<ul style="list-style-type: none"> • Barclay, Susanne, Judith Coghill and Peter Weeks. <u>Oxford Canadian Students' Guide to Language, Literature, and Media</u>. 2001. (p.174) 	

Form: Profile Article (Print)
DESCRIPTION:
<ul style="list-style-type: none"> • a non-fiction story in a newspaper or magazine which shows human interest rather than straight news; typically is a much longer piece • a creative article which deals with real events, issues, and trends but places the emphasis on the person involved rather than the facts of news • a candid snapshot that reveals a slice of the subject's life in a captivating but realistic way • the subject does not need to be famous, but has done something which will be of interest to others – as appropriate to the publication in which the profile appears • is well researched based on the writer's own account, interviews with the subject, interviews with others, and published sources • is less comprehensive than a biography; focuses on a specific aspect of the subject and highlights his/her accomplishments • evokes an emotional reaction from the reader
FEATURES:
<ul style="list-style-type: none"> • uses a lead to attract readers which highlights what is extraordinary about the subject of the profile • is focused around an angle, the dominant impression the writer wants the reader to gain about the profile subject • avoids the pyramid structure of a straight news story; the who, what, where, and when answers can be scattered throughout the story • uses vivid language, imagery, analogy, and other creative elements of fiction to make the non-fiction piece more captivating • includes strong impressions experienced by the author/interviewer (opinions, feelings, thoughts, personal response) – the writer is allowed to present a point of view, to intrude and comment • contains: anecdotes that reveal the subject's personality to enhance the reader's interest; vignettes that showcase the person's life; and observations about the subject's appearance, behaviour, and reactions to bring the subject to life • includes direct and indirect quotations by the subject and others with whom interviews were conducted • ends with a closing that connects to the introduction and leaves the reader with something to think about, but not a summary in the manner of a traditional expository composition

Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> • Think/Pair/Share (<i>TL</i> p. 152) • Responding to Text (Graffiti) (<i>TL</i> p. 66) • Rereading for Meaning (<i>TL E</i> p. 20) 	<ul style="list-style-type: none"> • Fact or Fiction Template (<i>TL E</i> p. 105) • PMI (<i>TL E</i> p. 118) • Analyzing a Feature Article
Resources:	
<p><i>Think Literacy: Cross-Curricular Approaches, Grades 7 – 12</i> (p. 66, 152)</p> <p><i>Think Literacy: Subject-Specific Examples, English, Grades 10 – 12</i> (p. 20, 105, 118)</p> <p>“Analyzing a Feature Article.” <i>Teaching Students Feature Article Writing and Informational Reading</i>. Jefferson County Public Schools. Web. 18 April 2011. http://web2.jefferson.k12.ky.us/CCG/supp/MS_FeatArtWrtgPerRdg.PDF</p> <p>Harper, Sue and Patricia Westerhof. “Profiles.” <u><i>The Writer’s Craft</i></u>. Toronto: Harcourt Canada, 49-57.</p>	

Form: Ads- Print	
Purpose:	
<ul style="list-style-type: none"> • Critiquing different ads enables readers to be more conscious consumers • It also empowers the individual to make more thoughtful decisions. 	
Elements:	
Content <ul style="list-style-type: none"> • Headline-gets the reader's attention, usually is in large font, bolded and coloured • Copy-text of the ad, includes the features of the product/service • Illustration-appealing image that keeps the reader wanting to read more information • Signature/logo-this is found at the bottom of the ad, usually includes the company name, address, website and phone number • AIDA-Attention, Interest, Desire and Action 	Design <ul style="list-style-type: none"> • Colour • Graphics • Layout • Font
Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> • Some guided questions to ask about the ad: 1) What are the persuasive techniques being used in the ad? <ul style="list-style-type: none"> • Skimming • Scanning 	<ul style="list-style-type: none"> • http://www.classzone.com/cz/books/ml_lit_gr12/resources/pdfs/media_analysis/HS_15_Ad_Techniques2.pdf *from frankwbaker.com
Resources:	
<ul style="list-style-type: none"> • Barclay, Susanne, Judith Coghill and Peter Weeks. <u>Oxford: Canadian Students':Guide to Language, Literature, and Media</u>. 2001. (p.284) 	

Form: Memoir (Print)	
DESCRIPTION:	
<ul style="list-style-type: none"> • is the story of a significant moment in one's life told from a mature, reflective standpoint – the narrator can see and understand things about the situation which he/she did not at the time, how a situation affected him/her and shaped the person he/she became • focuses on and reflects the relationship between the writer and a particular person, place, object or situation • explains the significance of the relationship • leaves the reader with one impression of the subject and makes the subject come alive • is limited to a particular phase, time period, place, or recurring behaviour • maintains a first person point of view • communicates a universal truth that readers can recognize from their own experiences 	
FEATURES:	
<ul style="list-style-type: none"> • includes a title which captures the focus of the memoir • provides a lead to engage the reader and set the context • has a narrator who is a believable character with a tangible persona • uses vivid and concrete sensory details • makes connections between events and the larger meaning throughout the memoir • often has a clearly identified setting (time and place) • may contain passages of dialogue to bring memories to life • establishes a conversational or confessional rapport with the reader 	
Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> • Finding Organizational Patterns (<i>TL</i> p. 18-19) • Visualizing (<i>TL</i> p. 56) • Mix and Mingle (<i>TL L/E</i> p. 59) • Crawling Inside the Text (<i>TL E</i> p. 30) 	<ul style="list-style-type: none"> • Concept Map – Branching Template (<i>TL</i> p. 54) • Somebody Wanted But So (<i>TL L/E</i> p. 26) • Extending Vocabulary (<i>TL E</i> p. 19) • Place Mat (<i>TL E</i> p. 111)
Resources: Memoir	
<i>Think Literacy: Cross-Curricular Approaches, Grades 7 – 12</i> (p. 18-19, 54, 56)	
<i>Think Literacy: Subject-Specific Examples, Language/English, Grades 7 – 9</i> (p. 26, 59)	
<i>Think Literacy: Subject-Specific Examples, English, Grades 10 – 12</i> (p. 19, 30, 111)	

Form: Website (Digital)	
Description:	
<ul style="list-style-type: none"> In this technologically advanced society, understanding, using and making a website is quite useful. This means of communication is widely explored on a daily basis. Therefore, it can be a very effective means of getting information across to a wide audience. Lastly, it is a medium that will always be introduced to new features. Websites consist of a homepage, and other related pages containing images, music, videos and other features. 	
Elements:	
Content <ul style="list-style-type: none"> Background-the website may have an image or specific colour in the background of the site URL-Uniform Resource Locator Hypertext-allows someone to navigate within or from the home page (it can be in form of an image, text, or website) Home page-main page of the website Pull-down menu-a menu that appears when a button is pressed, it offers different options or functions Search-it is a menu that allows someone to find specific information 	Design <ul style="list-style-type: none"> Colour Hypertext Images Layout Icons
Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> Skimming Scanning Inferencing 	<ul style="list-style-type: none"> OERB-Ontario Education Resource Bank-resource 1D-EL 1151550 (ENG 1P-Evaluating Websites)
Resources:	

Form: Blog (Digital)	
DESCRIPTION:	
<ul style="list-style-type: none"> • A blog is a type of online journal or newsletter that is readily accessible to the general public as it is posted on a website. • Usually a blog is maintained by an individual – although it can be a group of contributors – with regular entries (posts) of commentary, opinions, descriptions of events, reflections on life, or expression of individual thoughts on topics of interest to the author. • Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. • Blogs are distinguished from other websites by their informality and off-the-cuff opinions. • A typical blog combines text, images, and links to other blogs, web pages, and media sources related to its topic. • Some blogs have gained increasing notice and coverage for their role in breaking, shaping, and responding to news stories which has given the form greater credibility as a significant alternative to television, newspapers, and other mainstream media. • Political consultants, candidates, and news services have begun using blogs as a tool for outreach and opinion forming. • Corporate blogs can be used for marketing, branding, and public relations purposes. • Blogs for clubs and societies can be used to inform members and other interested parties about club and member activities. • Users can subscribe to the blog and receive updates automatically through the use of an RSS feed aggregator. 	
FEATURES:	
Content <ul style="list-style-type: none"> • title of the post • body area for main content • blog topics focus on a niche and present subject matter that readers care most about • gives readers the sense they are getting to know the person behind the screen • should make readers think once they finish reading the article • arranged in reverse chronological order, with the most recent post at the top of the page • information is updated regularly, unlike a website – preferably at regularly scheduled intervals (ie. daily, weekly) • entries have dates indicating when they were posted or published • a comment section follows each post to encourage visitor interaction 	Design <ul style="list-style-type: none"> • page design should be unique and suit the message and purpose of the blog (eg. artistic or creative, colourful, interesting headers, etc.) • the header: should be creative and attention grabbing, but should allow for the content to be “above the fold” on the page layout • short paragraphs: to draw readers in as they can be read more quickly • bold text: to make it easier for readers to scan content as many visitors will not read posts word-for-word • images: should complement but not distract from page content; can be photos, graphics, charts, etc. • primary navigation menu: takes visitors to any major page on the site • the sidebar: to help the reader navigate the blog; common elements include

<ul style="list-style-type: none"> category of the post is identified to help with grouping related entries a permalink (URL of the full post) traditionally does not include advertising, although some blogs have ads either to benefit the blogger financially or to promote the blogger's favourite causes 	<ul style="list-style-type: none"> popular posts, recent posts, category links, dated archives, recent comments, link to RSS feed often provides a search bar for finding earlier entries comment design can include graphic features like avatars for commenters, using speech bubbles, etc. footer: often includes a copyright, a link to the homepage, links to other pages on the site, social media integration, etc.
Reading Strategies:	Graphic Organizers:
<ul style="list-style-type: none"> Skimming and Scanning to Preview Text (<i>TL</i> p. 32) Identifying Main Ideas Making Inferences R.A.F.T.S. (<i>TL L/E</i> p. 32) Save the Last Word for Me! (<i>TL L/E</i> p. 62) 	<ul style="list-style-type: none"> Most/Least Important Ideas and Information (<i>TL</i> p. 47) Concept Map – Branching Template (<i>TL</i> p. 54) I Read / I Think / Therefore (<i>TL</i> p. 73) R.A.F.T.S. Chart (<i>TL L/E</i> p. 37)
Resources:	
<p><i>Think Literacy: Cross-Curricular Approaches, Grades 7 – 12</i> (p. 32, 47, 54, 73)</p> <p><i>Think Literacy: Subject-Specific Examples, Language/English, Grades 7 – 9</i> (p. 32, 37, 62)</p>	

Additional Resources

Blogs, Memoirs and Feature Articles

The 7 Characteristics of a Successful Blog

<http://hubpages.com/hub/The-7-Characteristics-of-a-Successful-Blog>

13 Characteristics of Outstanding Blog Design

<http://www.webdesignerdepot.com/2008/12/13-characteristics-of-outstanding-blog-design/>

11 Characteristics of Highly Influential Blog(ger)s

<http://www.techipedia.com/2010/influential-bloggers-traits/>

The 4 Pillars of Writing Exceptional Blogs

<http://www.prologger.net/archives/2007/07/19/the-4-pillars-of-writing-exceptional-blogs/>

How to Craft a Blog Post – 10 Crucial Points to Pause

<http://www.prologger.net/archives/2008/08/12/how-to-craft-a-blog-post-10-crucial-points-to-pause/>

How to Write an Interesting Blog

<http://it.toolbox.com/blogs/narikannan/how-to-write-an-interesting-blog-3737>

Understanding and Reading a Blog (for Newcomers)

<http://www.dvorak.org/blog/primer/blogprimer1.htm>

Teaching Students to Read and Write a Memoir

http://web2.jefferson.k12.ky.us/CCG/supp/MS_Memoir.PDF

The Art and Craft of Memoir Writing

http://www.readwritethink.org/files/resources/lesson_images/lesson998/artcraft.pdf

The Memoir

http://www.uwc.ucf.edu/handouts/The_Memoir.pdf

On Memoir, Truth and 'Writing Well'

<http://www.npr.org/templates/story/story.php?storyId=5340618>

Teaching Students Feature Article Writing and Informational Reading

http://web2.jefferson.k12.ky.us/CCG/supp/MS_FeatArtWrtgPerRdg.PDF