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ELNG 310-030

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**Student Writing Plan**

**“Take a Bite Out of Fright”**

**Strengths:**

1. Ideas and Content- main theme and supporting details
	* The writer has a very clear theme throughout the piece and they are able to maintain the focus on that theme throughout the entire piece as they advertise the meal they created “Fright Night Bites”.
	* On top of staying on subject, the writer also shows strength in writing good supporting details about the main topic. They describe in great detail what “Fright Night Bites” entails, including “a messy, sloppy burger. Around this fulsome burger are mini tacos with a choice of any toppings.”
2. Voice- sense of audience and personality
	* The writer’s voice comes through in this piece with how they describe a food that they say they would enjoy as a teenager. They use words that show excitement for the food, such as when they say, “with a big BANG it blasts your taste buds.”
	* They also have a good sense of who their audience is as they explain who this advertisement is made for at the beginning of the piece by saying, “throughout the world there is a need for something effortless and quick for us, teens. Now we have found it!”
3. Organization- Strong introduction and conclusion
	* The writer shows the ability to hook their audience using their introduction. They propose an issue: that there is a need for a food that is effortless and quick for teens. Then they provide a solution for that issue: Fright Night Bites.
	* They also have an engaging conclusion where they once again try to sell their product to the audience by saying it is a product “no food lover should ever be without.”
4. Word Choice- very diverse and descriptive words
	* The writer uses a wide variety of words to describe their product: such as fulsome, tornado-like, sloppy, heap, blasts, and mouth-watering. These words provide very strong imagery of their meal.

**Areas of Growth:**

1. Sentence/Paragraph Structure- work on improving appropriate length of paragraphs
	* The writer demonstrates an ability to organize their paragraphs based on ideas; however, the writer has some paragraphs that are very short, even one sentence in the case of their conclusion. Reviewing the structure of a paragraph would benefit this writer.
	* The writer could also benefit from exploring how to diversify their sentence patterns. Some of their sentences are choppy and would benefit form being combined with another sentence using a comma and a connecting word, such as “and” to create a complex sentence.
2. Conventions- work on capitalizing words appropriately based on the context they are used
	* This writer demonstrates a lack of understanding of when to capitalize a word in a title. They capitalize a title the same way they capitalize a sentence, only the first word. This writer would benefit from going over the ways to capitalize a title, for example capitalizing most words except certain words like “a” or “of”.
3. Sentence variety- work on diversifying the kinds of punctuation and sentences used
	* This student demonstrates great control over basic statements; however, they use very little variety in different types of sentences, such as exclamations and questions. This student would benefit from going over different types of sentences and how to include them in writing, such as using a question in the conclusion to extend their audience’s thinking at the end of their piece.

**“A Letter to the Editor”**

**Strengths:**

1. Ideas and Content- strong main theme
	* The writer presents a clear theme at the beginning of their piece: they believe that teenagers should not have to ride a bike with a helmet. They do a good job of presenting that idea and not straying from it.
2. Organization- paragraph organization
	* The writer demonstrates a good understanding of organizing separate ideas into paragraphs. Some of these ideas include changing the law so only children under the age of twelve have to wear a helmet and driving carefully to avoid accidents.
	* They also have a clear introduction and conclusion that hook the reader. The introduction causes the reader to think about their opinion on the subject because they begin with a question. The conclusion restates the writers intention and purpose of the piece.
3. Voice- strong personality
	* The writer allows plenty of their personality to shine through in this piece. They often discuss their own feelings in the piece and their own experiences, such as when they write “I myself don’t wear a bike helmet and I don’t see why a teen of any age should have to wear one either.” They also show emotion through their writing, especially frustration with the law when they say, “Sure a helmet will protect your head, but if you’re driving slowly and safely I don’t see why we have to wear them.”

**Areas of Growth:**

1. Organization- work on organization within paragraphs
	* While the writer shows an understanding of organizing ideas into paragraphs, the paragraphs themselves are sometimes disorganized. For example, when they are discussing changing the law so only children twelve and under have to wear helmets, they bring up how most children around the age of six are still learning to ride a bike. This detail felt unnecessary because it has little to do with the law and the remainder of the paragraph so it could have been excluded. This writer would benefit from working on editing and learning what details are needed and which are not.
2. Conventions- age appropriateness and word choice
	* The writer shows strength in spelling; however, some of the word choices and sentence structure are not appropriate for the kind of writing. Some of the sentences are structured in a way that is reminiscent of slang, with many contractions and words like “wacked.” This writer might benefit from going over how to create formal pieces of writing and the proper structure of a written sentence.

**“Canada’s Newest Territory”**

**Strengths:**

1. Organization- paragraph organization
	* This writer demonstrates strength in their ability to organize their writing. Each paragraph is about a new idea. Some of these ideas include the people of Nunavut, the animals, and the geography and climate of Nunavut.
	* The writer also demonstrates their understanding of an introduction and conclusion. Their introduction introduces the new territory and discusses how long Canada has been planning to introduce it to the line up of provinces and territories in the country. Their conclusion welcomes Nunavut to Canada and includes a call to action for the audience.
2. Ideas and Content- main theme and supporting details
	* The writer does an excellent job of focusing on their topic, Nunavut, and remaining focussed on it for the entirety of the piece. They never veer off or lose focus of their main idea.
	* The writer also includes many details about the territory, such as its wildlife, the people who inhabit it, and their climate. They bring up many examples of things, such as when they are discussing the wildlife and they write, “lots of animals roam the land, some animals are: bears, wolves and foxes.”
3. Voice- personality ad sense of audience
	* The writer shows personality in their writing when they include exclamations such as “the size of Nunivut is amazing”. They show interest in their topic and in continuing their research about the territory. This is evident when they write, “we need to learn more about it’s fascinating inhabitants”.
	* The writer also has a sense of their audience. They understand that the intended audience for this piece is people who do not live in or know much about Nunavut. Their writing describes many parts of Nunavut that would be obvious to people who live there but would be interesting to learn for people that do not.

**Areas of Growth:**

1. Conventions- work on spelling and proper use of punctuation
	* This writer often misspells important words in their writing, such as the word “Nunavut”. They also misspell some bigger words like “walruses” and “mosquitoes.” This writer would benefit from looking at some commonly misspelled words and adding them to their sight words.
	* This writer shows control over simple sentences, but they often misuse punctuation such as commas and colons. An example of this is when they write “Lots of animals roam the land, some animals are: bears, wolves and foxes.” The colon in this quote is not necessary and should be removed.
	* The writer also sometimes capitalizes words that should not be capitalized, such as “Planning”. This word was capitalized in the middle of the sentence. This writer would benefit from going over examples of written work and making sure letters that are not supposed to be capitalized are not.
2. Word choice- work on variety in word choice
	* This writer often reuses words throughout the entire piece of writing, such as the word “Nunavut,” with no variety. This writer would benefit from going over different ways to refer to places.
3. Sentence Fluency- work on sentence variety and flow
	* The writer has control over simple sentences, so they often use them in this piece with little variety with more complex sentences. They do include some longer sentences but the result is sometimes choppy because of the punctuation they use. Exploring the use of more complex sentences and using them to increase the flow of the piece would benefit this student.

**“Canada’s Newest Territory”**

**Plan:** to learn how to create more complex sentences to improve flow of writing by combining two sentences into one using appropriate transitions.

**Why:** According to the First Steps Writing Map of Development Early Phase, this student demonstrates the ability to write simple sentences using correct punctuation. In order to move onto the next phase, the Transitional Phase, the student should be able to write a variety of simple and compound sentences using correct punctuation.

**Learning Experience:** (Adapted from “Sentence Joining” on page 173, First Steps Writing Map of Development)

* In preparation for this activity, the teacher will need to find a series of simple sentences for students to combine. These sentences will need to be printed and cut out into a strip of their own.
* Introduce this activity by explaining that students will be working together to create compound sentences using two simple sentences. Review the possible transition words that students can utilize (and, but, so, etc.).
* Demonstrate how this activity will work by doing an example on the board, or by demonstrating on a table if working with a small group or an individual. Start by sticking one sentence strip to the board, or laying it out, and reading it to the students. Discuss with the students what the topic of that sentence is and begin sticking the rest of the sentences up underneath the main one or laying them out underneath it. Go through each of the sentence strips and discuss with the students the main topic of each sentence.
* Brainstorm similarities between each topic, for example if the main sentence is about a storm and one of the other sentences is about rain, these topics could be related because it often rains during a storm. Ask students which sentence they think relates the most to the original sentence and move the sentence they choose next to the original sentence.
* Go through the list of possible conjoining words the class created at the beginning and go through each word while asking students questions such as, “how does using this conjunction change the meaning of the sentence?”
* Once the demonstration is done, students can split into partners to work through their own group of sentences and conjunctions, using the same method as above to use them to create their own compound sentences. As students are working the teacher can go around the room and ask students questions such as “I saw you joined these two sentences, why did you choose these two to join?” or “I noticed you used this conjunction, how does this word alter the meaning of the sentence compared to using another word like (use a conjunction they did not use)?”
* Once students have completed their sentences, they can share and compare with other partners. This a good chance for students to explain why they choose to combine two sentences and why they choose the conjunction they did. This would also be a good chance to ask students more questions to challenge them to provide reasoning for their choices by asking something like “why did you choose to put these two sentences in this order when you combined them?”
* Once this is done, students can begin to work on their own by going through their writing journals and finding simple sentences in their own work that they feel can be combined and using a conjunction to combine them. They can also be challenged by finding a simple sentence in their writing and creating another sentence to combine the original sentence with using a conjunction.

**Materials Needed:**

* Envelopes with sentence strips (page of sentences printed and cut out) (no punctuation so sentences can be easily combined)
* Sticky tack or tape to stick the strips up.
* White board or desk for demonstration
* Student sentence page to record created compound sentences
* Blank strips and marker to record conjunctions for use in demonstration

**Sentences for Class Demonstration:**

* + 1. I made cookies
		2. My house smelled good
		3. I played outside
		4. I spent time with family

**Sentences for Partner Practice:**

* + 1. It is hot today
		2. I am going swimming
		3. It is starting a rain
		4. A storm is coming
		5. I am tired
		6. I stayed up late last night
		7. I studied very hard
		8. I got a good mark on the test
		9. Canada is a large country
		10. The capital of Canada is Ottawa, Ontario

**Student Sentence Record**

**Sentence #1­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­\_\_\_\_\_\_\_\_\_\_ Sentence #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_** Conjunction

**Sentence #1­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­\_\_\_\_\_\_\_\_\_\_ Sentence #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_** Conjunction

**Sentence #1­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­\_\_\_\_\_\_\_\_\_\_ Sentence #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_** Conjunction

**Sentence #1­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­\_\_\_\_\_\_\_\_\_\_ Sentence #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_** Conjunction

**Sentence #1­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­\_\_\_\_\_\_\_\_\_\_ Sentence #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_** Conjunction

**References**

Annandale, Kevlynn, et al. *Writing: Map of Development*. Pearson, 2013.