

CONSTRUCTING CRITERIA AND GOAL SETTING

TODAY, WE'RE GOING TO HAVE A GALLERY WALK OF THE SCIENCE TEXT SETS YOU'VE CREATED. PLEASE TAKE SOME TIME TO QUICKLY WRITE A STICKY NOTE BESIDE YOUR BOOK WITH SOME REASONS WHY YOU THINK THIS BOOK IS WRITTEN WELL. WHAT MAKES FOR GOOD WRITING?



Teacher Planner - September

Goal/purpose - to learn about my student's expository writing skills, strategies, and attitudes through a variety of learning teaching experiences while introducing content curricula. [Teaching/instructional focus: Author strategies/ characteristics of expository texts.]

Mon Sept 12	Tues, Sept 13	Wed, Sept 14	Thurs. Sept. 15	Fri, Sept. 16
<p>ELA - Students select favourite books from the library. Organize book display for Gallery Walk.</p> <p>SCIENCE - Shared Reading Introduce 5 (8-68; 8-72)</p> <p>SOCIAL STUDIES</p>	<p>ELA - Gallery Walk (FFI 8-12) of fiction & expository texts to examine & discuss what strategies authors use to create quality texts.</p> <p>GYM - Reflect on brainstorm list from previous day. In co-operative groups, discuss "What strategies do good writers do to create quality texts?"</p>	<p>ELA - Co-operative groups - Brainstorm and chart characteristics of expository texts. Gallery Walk - Fine</p> <p>SOCIAL STUDIES ELA - Sort & Predict (SFAL 6.100) to categorize expository texts. Brainstorm responses "What do good writers do to create quality texts?"</p>	<p>September 16</p> <p>Idea to have students engage with various interesting to observe and thinking about what authors of expository texts do. They had so many to share about what good writers do. The discussion in the co-operative groups provided rich "verbatim" observations. Because the students were on task, I was able to collect valuable formative assessment information for the provincial Grade 8 Expository Writing Formative Assessment.</p>	Teacher Reflections

WE'LL BRAINSTORM LATER AS A CLASS TO SEE IF YOU CAN COME UP WITH A LIST OF STRATEGIES AUTHORS USE TO CREATE QUALITY TEXTS.

THIS ONE'S GREAT! LOOK AT ALL THE PICTURES WITH CAPTIONS, AND THE HEADINGS ARE FUNNY. I LIKE HOW EACH CHAPTER HAS A NICE CONCLUSION.

THIS ONE'S TOO HARD. LOOK AT ALL THE HARD WORDS. I'D HAVE TO LOOK UP EVERY SECOND ONE!

COOOOOOOOOL, LOOK AT ALL THESE SCIENCE EXPERIMENTS. THE STEPS ARE REALLY EASY TO FOLLOW, AND IT GIVES A LIST OF MATERIALS. I HAVE THESE AT HOME!

I'M GOING TO USE MY WRITER'S NOTEBOOK TO GET IDEAS.

SOMEWHERE HERE I HAVE SKETCHES ABOUT....I SHOULD TRY USING THEM SOMEHOW.

WHAT DO AUTHORS DO:

- HOOK THE READER
- HAVE IMPORTANT INFORMATION AND SPECIALIZED VOCABULARY
- ORGANIZE WRITING IN INTERESTING WAYS
- OTHER: USE DIFFERENT KINDS OF SENTENCES, CORRECT SPELLING, USE CAPITALS CORRECTLY, USE PROPER GRAMMAR.

WHAT A GREAT IDEA TO HAVE THE STUDENTS SELECT THEIR FAVOURITE BOOKS AND MAGAZINES TO DISPLAY IN A GALLERY WALK! IT MADE THEM FEEL THAT THEY HAD A ROLE IN THE PLANNING. THE DISCUSSION IN THEIR COOPERATIVE GROUPS PROVIDED RICH "VERBATIM" OBSERVATIONS AND THE SORT AND PREDICT STRATEGY RESULTED IN A GREAT CHART FOR THE WALL THAT WE CAN ADD TO AS WE LEARN MORE ABOUT WRITING. I WONDER HOW I WILL BRING IN DRAFTING AND REVISING.

SEPTEMBER 23-DURING THE GOAL-SETTING DISCUSSIONS STUDENTS IDENTIFIED THAT THEY COULD USE THE CRITERIA THAT SHOW WHAT GOOD WRITERS DO TO SET THEIR OWN WRITING GOALS. STUDENTS WERE ABLE TO IDENTIFY THEIR WRITING STRENGTHS AND NEEDS. I NOTICED THAT SEVERAL STUDENTS MADE REVISIONS TO THEIR GOALS AND ARE PLANNING FOR FUTURE LEARNING ON THEIR OWN, SO I ONLY HAD TO CONFERENCE WITH THOSE NEEDING SOME SUPPORT. WOW!!! HOWEVER, THERE IS ANOTHER GROUP OF STUDENTS WHO ARE STRUGGLING WITH THEIR WRITING. THEY SEEM TO KNOW THE CRITERIA BUT ARE UNSURE HOW TO APPLY IT TO THEIR OWN WRITING. I WILL NEED TO GROUP THEM TOGETHER FOR EXPLICIT INSTRUCTION ON PRE-WRITING STRATEGIES.

I REALLY LIKE THE IMPORTANT IDEAS THAT YOU HAVE SELECTED. I THINK YOUR INTRODUCTION WILL HOOK YOUR READERS. CAN WE HAVE A CONFERENCE TO SEE HOW WE CAN ORGANIZE YOUR IDEAS TO MAKE SENSE FOR YOUR AUDIENCE?

WRITING TASK:

WRITE A POLISHED PIECE OF EXPOSITORY WRITING ABOUT DISEASE AND DISORDERS IN REPORT FORM FOR THE NEWSPAPER. OUR CLASS NEWSPAPER WILL BE LAUNCHED AT THE PARENT COUNCIL MEETING IN DECEMBER.

I KNOW, I JUST CAN'T SEEM TO GET IT TO MAKE SENSE!! THERE ARE SO MANY IDEAS. HOW DO I KNOW WHAT'S IMPORTANT?

OCTOBER / NOVEMBER

HAVE YOU TRIED MAPPING YOUR INFORMATION OUT FIRST? MAYBE WRITE YOUR FACTS ON STICKY NOTES, THAT WAY YOU CAN REARRANGE THEM UNTIL YOU THINK YOU CAN WRITE A FIRST DRAFT.

WRITING PROCESS WITHIN INQUIRY WRITER'S WORKSHOP

BUT THERE IS SO MUCH INFORMATION ABOUT THE AVIAN FLU. DO YOU THINK THAT AN SQ3R STRATEGY WILL HELP ME ORGANIZE THE IMPORTANT INFORMATION BETTER THAN STICKY NOTES?

I THINK THIS NEWSPAPER ARTICLE WILL HELP ME WRITE MY REPORT. IT HAS A POWERFUL INTRODUCTION.

I THINK I HAVE ENOUGH INFORMATION TO START MY FIRST DRAFT.

I'M PUBLISHING FOR A REAL AUDIENCE. DOES THIS MAKE SENSE?

Teacher Planner - November [Inquiry Process/Expository Writing Process]

WRITER'S WORKSHOP
exploring ideas, asking questions, researching information, drafting, reading, re-reading, revising, peer conferencing, editing, author's chair...

Goal/purpose - to teach and guide the writing process through a science inquiry and in a writer's workshop context.	TEACHER REFLECTIONS												
<table border="1"> <tr> <td>ELA - Inquiry/Writer's Workshop</td> <td>ELA - Inquiry/Writer's Workshop</td> <td>ELA - Inquiry/Writer's Workshop</td> <td>SCIENCE - Inquiry/Writer's Workshop</td> </tr> <tr> <td>ELA - Inquiry/Writer's Workshop</td> <td>ELA - Inquiry/Writer's Workshop</td> <td>SCIENCE - Inquiry/Writer's Workshop</td> <td>SCIENCE - Inquiry/Writer's Workshop</td> </tr> <tr> <td>SCIENCE - Inquiry/Writer's Workshop</td> <td>SCIENCE - Inquiry/Writer's Workshop</td> <td>MATH - Inquiry/Writer's Workshop</td> <td>GYM - Inquiry/Writer's Workshop</td> </tr> </table>	ELA - Inquiry/Writer's Workshop	ELA - Inquiry/Writer's Workshop	ELA - Inquiry/Writer's Workshop	SCIENCE - Inquiry/Writer's Workshop	ELA - Inquiry/Writer's Workshop	ELA - Inquiry/Writer's Workshop	SCIENCE - Inquiry/Writer's Workshop	SCIENCE - Inquiry/Writer's Workshop	SCIENCE - Inquiry/Writer's Workshop	SCIENCE - Inquiry/Writer's Workshop	MATH - Inquiry/Writer's Workshop	GYM - Inquiry/Writer's Workshop	<p>October 29-1 am going to use the 4 Column Planner (IT: BLM 9) to plan an inquiry/research project where students will engage in the writing process and gain content knowledge. Because this is a science/ELA cross-curricular inquiry, students will work during ELA and Science classes. This will provide a larger chunk of time for writer's workshop.</p> <p>November 3-As a result of my reflections on October's focused observations, students' work, and conferences, I have identified Taylor as one of four students to group for explicit instruction during the writing process. She constantly asks her peers and me for guidance from small group and individual direct instruction. I think that if I offer extra support during the writing process, she will be able to develop independent writing skills and habits.</p>
ELA - Inquiry/Writer's Workshop	ELA - Inquiry/Writer's Workshop	ELA - Inquiry/Writer's Workshop	SCIENCE - Inquiry/Writer's Workshop										
ELA - Inquiry/Writer's Workshop	ELA - Inquiry/Writer's Workshop	SCIENCE - Inquiry/Writer's Workshop	SCIENCE - Inquiry/Writer's Workshop										
SCIENCE - Inquiry/Writer's Workshop	SCIENCE - Inquiry/Writer's Workshop	MATH - Inquiry/Writer's Workshop	GYM - Inquiry/Writer's Workshop										

Criteria	Met (M)	Not Yet Met (NY)
Organize ideas		
Revise writing using class criteria		
Attend to conventions (grammar, usage, capitalization, punctuation, spelling)		

NOVEMBER 6
I WILL TRY MONITORING TAYLOR'S GROUP MORE CLOSELY. I WONDER IF BLM 5 FROM INDEPENDENT TOGETHER: SUPPORTING THE MULTI-LEVEL LEARNING PLAN FOR INSTRUCTION. I HOPE THAT MOST OF THE STUDENTS WILL BE ABLE TO USE THE CRITERIA THEY GENERATED ABOUT WHAT GOOD WRITERS DO TO CREATE QUALITY EXPOSITORY TEXTS. AS WE REVISE THESE CRITERIA THROUGHOUT THE WRITING PROCESS, I WILL GUIDE THEM TO BE THINKING ABOUT THEIR LEARNING GOALS, TOO. THIS SHOULD BE A VALUABLE TOOL TO USE DURING PEER CONFERENCING, AS WELL AS GUIDE MY OBSERVATIONS DURING WRITER'S WORKSHOP.

Student name	Nov 10 Planning Meeting	Nov 17 Writing Meeting	Nov 20 Over-shoulder Conference	Nov 24 Peer Conferencing	Nov 24 Author's Chair
Taylor	This newspaper article will help me write my report. It has a powerful introduction. I think I have enough information. Now I am ready to begin my draft.	"My plan is to tell what West Nile disease is. I am going to use my questions to help me write paragraphs."	Ms Smith, what should I put first, where West Nile comes from, or how it is spread? --- I think where it comes from should be first."	With Tom and Dale- "I want you to help me make this paragraph better."-reads paragraph to them. Dale- "Look at the criteria. You need to use different kinds of sentences." Returned to desk and revising 1st paragraph.	Reading fluently, attending to punctuation. Plans to go to conference table to have some help with improving sentences.

I WILL USE THE FOUR COLUMN PLANNER TO PLAN AN INQUIRY PROJECT. BECAUSE THIS IS A SCIENCE/ELA CROSS-CURRICULAR INQUIRY, WE'LL USE BOTH ELA AND SCIENCE TIMESLOTS. THAT WAY WE'LL HAVE A LARGE CHUNK OF TIME TO DEVOTE TO WRITER'S WORKSHOP.