

Appendices

A Guide to Effective Instruction in Writing: Kindergarten to Grade 3, 2005.

These appendices are blackline masters for use with the Ontario Ministry of Education document *A Guide to Effective Instruction in Writing: Kindergarten to Grade 3, 2005*. Thumbnail images of the blackline masters are provided in the guide, with instructions on how to access the full-sized versions on the *eWorkshop* website.

Writing is a complex process that requires the use of sound pedagogy, effective instruction, careful planning, and a wide variety of resources. These appendices do not stand alone. Teachers use their professional judgement and expertise as they select the resources that meet the needs of the students in their class.

A Guide to Effective Instruction in Writing: Kindergarten to Grade 3, 2005 is a companion to *A Guide to Effective Instruction in Reading: Kindergarten to Grade 3, 2003*. Both guides are available to every Kindergarten to Grade 3 teacher in Ontario. If you do not have a copy of either guide, contact your school administrator.

Appendix 1-1: Some Suggested Picture Books for Teaching the Elements of Writing

Ideas/Content

Title	Author
The Stinky Cheeseman and Other Stupid Tales	Jon Scieszka
Sunken Treasure	Gail Gibbons
Hooray for Diffendoofer Day	Dr. Seuss and Jack Prelutsky
Apple Picking Time	Michele Benoit Slawson
Stella Louella's Runaway Book	Lisa Campbell Ernst
The Very Hungry Caterpillar	Eric Carle
Wilfred Gordon McDonald Partridge	Mem Fox

Organization

Title	Author
A House Is a House for Me	Mary Ann Hoberman
Where the Wild Things Are	Maurice Sendak
Owl Moon	Jane Yolen
Today Is Monday	Eric Carle
The Tortilla Factory	Gary Paulsen
Two Bad Ants	Chris Van Allsburg
What Do Authors Do?	Eileen Christelow

Voice

Title	Author
Magic School Bus Goes Batty	Joanna Cole
The Frog Alphabet Book	Jerry Pallota and Ralph Masiello
True Story of the Three Little Pigs	Jon Scieszka
I'll Love You Forever	Robert Munsch
Click, Clack, Moo: Cows That Type	Doreen Cronin
The Kissing Hand	Audrey Penn
Emperor's Egg	Martin Jenkins

Appendix 1-1: Some Suggested Picture Books for Teaching the Elements of Writing *(continued)*

Word Choice

Title	Author
The Most Wonderful Egg in the World	Helme Heine
Bringing the Rain to Kapiti Plain	Verna Aardema
The Remarkable Farkle McBride	John Lithgow
Grannyman	Judith Byron Schachner
Where the Sidewalk Ends	Shel Silverstein
Dinorella: A Prehistoric Fairytale	Pamela Duncan Edwards
Sing, Sophie!	Dayle Ann Dodds

Sentence Fluency

Title	Author
Amanda's Dinosaur	Mary Ann Hoberman
A Day in the Life of Murphy	Alice Provensen
Isla	Arthur Dorrors
Mrs. Wishy-Washy's Farm	Joy Cowley
Nappy Hair	Carolivia Herron
Wombat Divine	Mem Fox
Sebastian: A Book About Bach	Jeanette Winter

Conventions

Most books can be used to teach conventions; however, the titles listed below are excellent examples.

Title	Author
Yo! Yes?	Chris Raschka
Miss Spider's Tea Party	Antoinette White
Look Once, Look Twice	Janet Perry Marshall
Children of the Earth Remember	Schim Schimmel
A Cache of Jewels and Other Collective Nouns	Ruth Heller
Punctuation Takes a Vacation	Robin Pulver
Up, Up and Away: A Book of Adverbs	Ruth Heller

Adapted from: Halton Catholic District School Board, *Literacy matters: What good writers do*, 2003.

Appendix 6-1: Writing Workshop "Where We're At" Chart

Where We're At

Names	Brainstorming/Outline	Drafts	Revising	Editing	Publishing

(Enter date under appropriate heading)

Appendix 6-3: Sample Writing Conference Record

Writing Conference Record

Name: _____

Date: _____

Text form: _____

Pre-conference Assessment

The student's piece of writing:	Yes/Not yet	Comments
- has a clear main idea		
- stays on topic		
- has specific, relevant, supporting details		
- uses interesting and imaginative vocabulary		
- includes a variety of sentence lengths and structures		
- uses tone to create a response in the reader		
- demonstrates a sense of voice		
- attempts to gain the reader's interest		
- has a beginning, middle, and end		
- presents ideas in a logical sequence throughout the text		
- includes most components of the genre		
- uses appropriate spelling		
- uses appropriate grammar		
- uses appropriate punctuation		

Appendix 6-3: Sample Writing Conference Record (continued)

During Conference Discussion

Why did you choose this piece to discuss? _____

Read a part that you think is good? Why did you choose this part?

Strengths I noticed:

I think you need to work on:

What steps will you take to improve your writing?

Next Steps:

Appendix 6-4: Independent Writing Revising and Editing Checklist

Use this checklist to revise and edit your story.

Revising Checklist	Yes	No
The main idea of my story is clear.		
I have included details about the events, characters, and setting.		
I have made the plot interesting.		
I have used a variety of sentences.		
I have used a variety of words.		
I have thought about how my story will seem to a reader.		
I tried to express my feelings in the story.		
My story has a beginning, a middle, and an end.		
My events are in the right order.		
Editing Checklist	Yes	No
I checked my grammar.		
I checked my punctuation.		
I checked my spelling.		

Appendix 6-5: Writing Self-Assessment Form

Writing Self-Assessment

Three pieces of writing that I did:

My favourite was _____

because _____

When I have a choice, I usually write about _____

In future, I plan to write about _____

What I think about my writing:

My main idea is clear.



I include lots of details.



I use interesting words.



Appendix 6-6: Persuasive Letter Planner

Persuasive Letter Planner

Planning:

My Point of View:

I think _____

My Reasons:

1. _____

2. _____

3. _____

I think I have shown that _____

Revising and Editing:

I received feedback from:

- my teacher about _____

- other students about _____

I used my Revising and Editing Checklist



Appendix 6-7: Persuasive Letter Revising and Editing Checklist

Use this checklist to revise and edit your persuasive letter.

Revising Checklist	Yes	No
My point of view is clear.		
I have included at least 3 reasons to support my point of view.		
I have stated a point of view.		
I have used persuasive language to defend my point of view.		
I have thought about how my persuasion will seem to a reader.		
I have used a variety of sentences.		
My letter has a beginning, middle, and end. (I stated my point of view, gave my reasons, summarized my point of view, and called for action.)		
I have used a letter format with date, salutation, and closing.		
Editing Checklist	Yes	No
I checked my grammar for complete sentences.		
I checked my punctuation for capitals, periods, and commas.		
I checked my spelling.		

Appendix 7-1: Writing Interview Form

Name: _____

Date: _____

1. Are you a good writer? _____ How do you know?

2. Do you know someone who is a good writer? _____

What makes him or her a good writer? _____

3. How does someone learn how to write? _____

4. How does someone learn to be a better writer? _____

5. What have you written at school lately, and why did you write it? _____

Appendix 7-1: Writing Interview Form (continued)

6. What have you written outside of school? Why did you write it? _____

7. What is your favourite piece of writing that you have done, and why? _____

8. Have you ever used ideas for your writing from books that you have read? _____

9. What have you learned about writing from the books that you have read or that someone else has read to you? _____

10. What do you like to write about, and why do you like it? _____

11. What would you like to know in order to become a better writer? _____

Appendix 7-3: Portfolio Assessment Forms

(a) Growth Portfolio Assessment

Name: _____

Date: _____

I have chosen _____ to place in my portfolio because it shows _____

When I wrote this, I learned _____

I still need to work on _____

I am most proud of _____

Appendix 7-3: Portfolio Assessment Forms *(continued)*

(b) Showcase Portfolio Assessment

Name: _____

Date: _____

I picked this piece to add to my portfolio because _____

This piece shows that I am learning to _____

Teacher's Comments:

This is a good choice for the portfolio because _____

Parent's/Guardian's Comments:

This is a good choice for the portfolio because _____
