

Niagara Catholic DSB
Mentor Connector
Grade 9 Language
Mentor Manual

Oral Communication

Overall Expectations:

By the end of Grade 9, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Listening to Understand (Overall Expectation 1)

Expectations	Grade 9 Applied	Grade 9 Academic
1.1 Purpose	<i>identify the purpose of a few different listening tasks</i>	identify the purpose of <i>several</i> different listening tasks <i>and set goals for specific tasks</i>
1.2 Using Active Listening Strategies	<i>identify and use a few different active listening strategies when participating in classroom interactions</i>	identify and use <i>several</i> different active listening strategies when participating in a <i>variety</i> of classroom interactions
1.3 Using Listening Comprehension Strategies	identify <i>and use a few different</i> listening comprehension strategies before, during, and after listening to understand <i>simple</i> oral texts <i>and some teacher-selected complex texts</i>	identify and use <i>several</i> different listening comprehension strategies before, during, and after listening to understand <i>both simple and complex</i> oral texts
1.4 Demonstrating Understanding of Content	<i>identify the important information and ideas in simple oral texts and some teacher-selected complex texts</i>	identify the important information and ideas in both simple <i>and complex</i> oral texts in <i>several different ways</i>
1.5 Interpreting Texts	develop and explain interpretations of <i>simple</i> oral texts and <i>some teacher-selected complex texts</i> , <i>using evidence from the text</i> and the oral and visual cues used in it to support their interpretations	develop and explain interpretations of <i>both simple and complex</i> oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations
1.6 Extending Understanding of Texts	extend understanding of <i>simple</i> oral texts <i>and some teacher-selected complex texts</i> by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	extend understanding of <i>both simple and complex</i> oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
1.7 Analysing Text	<i>analyse oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/ viewer's response</i>	analyse <i>both simple and complex</i> oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response

1.8 Critical Literacy	<i>identify the perspectives and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity</i>	identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, and identity
1.9 Understanding Presentation Strategies	identify <i>how a few</i> different presentation strategies are used in oral texts <i>to inform, persuade, or entertain</i>	<i>explain</i> how several different presentation strategies are used in oral texts to inform, persuade, or entertain

Speaking to Communicate (Overall Expectation 2)

Expectations	Grade 9 Applied	Grade 9 Academic
2.1 Purpose	<i>communicate orally for a few different purposes and audiences</i>	communicate orally for several different purposes, <i>using language suitable for the intended</i> audience
2.2 Interpersonal Speaking Strategies	demonstrate an understanding of <i>a few different interpersonal speaking strategies</i> and adapt them to suit the purpose, <i>situation</i> , and audience, <i>exhibiting sensitivity to cultural differences</i>	demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
2.3 Clarity and Coherence	communicate in a clear, coherent manner <i>for a few different purposes</i>	communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience
2.4 Diction and Devices	use appropriate words, phrases, and terminology, and a few different stylistic devices, to communicate their meaning clearly to their intended audience	use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience
2.5 Vocal Strategies	identify <i>a few different</i> vocal strategies and use them selectively and with sensitivity <i>to audience needs</i>	identify several different vocal strategies and use them selectively and with sensitivity to audience needs
2.6 Non-Verbal Cues	identify <i>a few different</i> non-verbal cues and use them, with sensitivity to audience needs , to help convey their meaning	identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning
2.7 Audio-Visual Aids	use <i>a few different audio-visual</i> aids to support oral presentations	use several different audio-visual aids to support and enhance oral presentations

Reflecting on Skills and Strategies (Overall Expectation 3)

Expectations	Grade 9 Applied	Grade 9 Academic
3.1 Metacognition	<i>describe a few different</i> strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills	describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills
3.2 Interconnected Skills	identify <i>a few different</i> skills in viewing, representing, reading, and writing that help them improve their oral communication skills	identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills

Reading and Literature Studies

Overall Expectations:

By the end of Grade 9, students will:

1. read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Reading for Meaning (Overall Expectation 1)

Expectations	Grade 9 Applied	Grade 9 Academic
1.1 Variety of Texts	read <i>a few different short, contemporary, student- and teacher-selected texts</i> from diverse cultures, <i>identifying purposes for reading</i>	read student and teacher selected texts from diverse cultures <i>and historical periods</i> , identifying <i>specific</i> purposes for reading
1.2 Using Reading Comprehension Strategies	identify and use <i>a few different</i> reading comprehension strategies before, during, and after reading to understand <i>simple texts and some teacher-selected complex texts</i>	use <i>several</i> different reading comprehension strategies before, during, and after reading to understand <i>both simple and complex texts</i>
1.3 Demonstrating Understanding of Content	<i>identify the important ideas and supporting details in a few different types of texts</i>	identify the important ideas and supporting details in <i>both simple and complex texts</i>
1.4 Making Inferences	<i>make inferences about simple texts and some teacher-selected complex texts</i> , using stated and implied ideas from the texts	make <i>and explain</i> inferences about both simple <i>and complex</i> texts, <i>supporting their explanations</i> with stated and implied ideas from the texts
1.5 Extending Understanding of Texts	extend understanding of <i>simple texts and some teacher-selected</i> complex texts by <i>making basic</i> connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	extend understanding of <i>both simple and complex</i> texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
1.6 Analysing Texts	<i>analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements</i>	analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

1.7 Evaluating Texts	evaluate the effectiveness of <i>simple texts and some teacher-selected complex texts</i> , using evidence from the text <i>to support their opinions</i>	evaluate the effectiveness of both simple and <i>complex texts</i> , using evidence from the text to support their opinions
1.8 Critical Literacy	<i>identify the perspectives and/or biases evident in simple texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity</i>	identify perspectives and/or biases evident in <i>both simple and complex texts</i> and comment on any questions they may raise about beliefs, values, identity, and power

Understanding Form and Style (Overall Expectation 2)

Expectations	Grade 9 Applied	Grade 9 Academic
2.1 Text Forms	<i>identify a few different characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning</i>	identify <i>several</i> different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning
2.2 Text Features	identify <i>a few</i> different text features and explain how they help communicate meaning	identify <i>several</i> different text features and explain how they help communicate meaning
2.3 Elements of Style	identify a <i>few different</i> elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text	identify <i>several</i> different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text

Reading With Fluency (Overall Expectation 3)

Expectations	Grade 9 Applied	Grade 9 Academic
3.1 Reading Familiar Words	automatically understand most words <i>in classroom and everyday reading contexts</i>	automatically understand most words in <i>several</i> different reading contexts
3.2 Reading Unfamiliar Words	<i>use a few different decoding strategies to read and understand unfamiliar words</i>	use <i>appropriate</i> decoding strategies to read and understand unfamiliar words
3.3 Developing Vocabulary	<i>identify and use a few different strategies to expand vocabulary</i>	identify and use <i>several</i> different strategies to expand vocabulary

Reflecting on Reading Skills and Strategies (Overall Expectation 4)

Expectations	Grade 9 Applied	Grade 9 Academic
4.1 Metacognition	<i>describe a few different strategies</i> they used before, during, and after reading; <i>explain which ones they found most helpful; and identify steps</i> they can take to improve as readers	describe <i>several</i> different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers
4.2 Interconnected Skills	<i>identify a few different skills</i> in listening, speaking, writing, viewing, and representing <i>that help them read more effectively</i>	identify <i>several</i> of their skills in listening, speaking, writing, viewing, and representing and <i>explain how the skills</i> help them read more effectively

Writing

Overall Expectations:

By the end of Grade 9, students will:

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;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Developing and Organizing Content (Overall Expectation 1)

Expectations	Grade 9 Applied	Grade 9 Academic
1.1 Identifying Topic, Purpose and Audience	identify the topic, purpose, and audience for a <i>few different types of writing tasks</i>	identify the topic, purpose, and audience for <i>several</i> different types of writing tasks
1.2 Generating and Developing Ideas	generate <i>and focus</i> ideas for <i>potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate</i>	generate and focus ideas for potential writing tasks, using <i>several</i> different strategies and print, electronic, and other resources, as appropriate
1.3 Research	<i>locate and select</i> information to support ideas for writing, using a <i>few different</i> strategies and print, electronic, and other resources, as appropriate	locate and select information to support ideas for writing, using <i>several</i> different strategies and print, electronic, and other resources, as appropriate
1.4 Organizing Ideas	identify, <i>sort</i> , and order main ideas and supporting details for <i>writing tasks</i> , using a <i>few</i> different strategies and organizational patterns suited to the content and the purpose for writing	identify, sort, and order main ideas and supporting details for writing tasks, using <i>several</i> different strategies and organizational patterns suited to the content and purpose for writing
1.5 Reviewing Content	determine whether the ideas and information gathered are <i>relevant to the topic and meet the requirements of the writing task</i>	determine whether the ideas and information gathered are relevant to the topic, <i>sufficient for the purpose</i> , and meet the requirements of the writing task

Using Knowledge of Form and Style (Overall Expectation 2)

Expectations	Grade 9 Applied	Grade 9 Academic
2.1 Form	<i>write for different purposes and audiences using a few different informational, graphic, and literary forms</i>	write for different purposes and audiences using <i>several</i> different literary, informational, and graphic forms
2.2 Voice	establish an <i>identifiable</i> voice in their writing, <i>modifying language and tone to suit the form, audience, and purpose for writing</i>	establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing

2.3 Diction	<i>use appropriate descriptive words, phrases, and expressions to make their writing clear for their intended audience</i>	use appropriate descriptive and <i>evocative</i> words, phrases, and expressions to make their writing clear and <i>vivid</i> for their intended audience
2.4 Sentence Craft and Fluency	<i>write complete sentences that communicate their meaning accurately</i> , varying sentence type, structure, <i>and length</i> for different purposes <i>and making logical transitions between ideas</i>	write complete sentences that communicate their meaning <i>clearly</i> and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas
2.5 Critical Literacy	<i>explain how their own beliefs, values, and experiences are revealed in their writing</i>	explain how their own beliefs, values, and experiences are revealed in their writing
2.6 Revision	revise drafts to improve the content, <i>organization</i> , and clarity of their written work, using a variety of <i>teacher-modelled strategies</i>	revise drafts to improve the content, organization, clarity, <i>and style</i> of their written work, using a variety of teacher-modelled strategies
2.7 Producing Drafts	produce revised drafts of texts written to meet criteria identified by the teacher, based on the curriculum expectations	produce revised drafts of <i>both simple and complex</i> texts written to meet criteria identified by the teacher, based on the curriculum expectations

Applying Knowledge of Conventions (Overall Expectation 3)

Expectations	Grade 9 Applied	Grade 9 Academic
3.1 Spelling	<i>use knowledge of basic spelling rules and patterns, a few different resources, and appropriate strategies to spell familiar and new words correctly</i>	use knowledge of spelling rules and patterns, <i>several</i> different <i>types</i> of resources, and appropriate strategies to spell familiar and new words correctly
3.2 Vocabulary	<i>build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using a few different types of resources and strategies</i>	build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using <i>several</i> different types of resources and strategies, <i>as appropriate for the purpose</i>
3.3 Punctuation	use punctuation correctly to communicate their intended meaning	use punctuation correctly to communicate their intended meaning
3.4 Grammar	<i>use grammar conventions correctly to communicate their intended meaning clearly</i>	use grammar conventions correctly to communicate their intended meaning clearly
3.5 Proofreading	proofread and correct their writing, using guidelines developed with the teacher and peers	proofread and correct their writing, using guidelines developed with the teacher and peers
3.6 Publishing	use <i>a few</i> different presentation features, including print and script, fonts, graphics, and layout, <i>to improve the clarity of their written work</i>	use <i>several</i> different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity <i>and coherence</i> of their written work and to <i>engage their audience</i>
3.7 Producing Finished Works	produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations	produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

Reflecting on Writing Skills and Strategies (Overall Expectations 4)

Expectations	Grade 9 Applied	Grade 9 Academic
4.1 Metacognition	<i>describe a few</i> different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify steps they can take to improve as writers	describe <i>several</i> different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify <i>several</i> specific steps they can take to improve as writers
4.2 Interconnected Skills	<i>identify some of their skills in</i> listening, speaking, reading, viewing, and representing and <i>explain how the skills help them write more effectively</i>	identify <i>several</i> different skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively
4.3 Portfolio	select <i>several</i> pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice	select several <i>examples of different types of</i> writing that they think most <i>clearly</i> reflect their growth and competence as writers and explain the reasons for their choice

Media Studies

Overall Expectations:

By the end of Grade 9, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Understanding Media Texts (Overall Expectation 1)

Expectations	Grade 9 Applied	Grade 9 Academic
1.1 Purpose and Audience	explain how <i>simple</i> media texts <i>and some teacher-selected complex</i> media texts <i>are created to suit</i> particular purposes and audiences	explain how <i>both simple and complex</i> media texts are created to suit particular purposes and audiences
1.2 Interpreting Messages	interpret <i>simple</i> media texts and <i>some teacher-selected complex</i> media texts, <i>identifying some</i> of the overt and implied messages they convey	interpret <i>simple and complex</i> media texts, identifying <i>and explaining</i> the overt and implied messages they convey
1.3 Evaluating Texts	evaluate how effectively information and ideas <i>are communicated in simple media texts and some teacher-selected complex media texts, and decide whether the texts achieve their intended purpose</i>	evaluate how effectively information, ideas, <i>issues, and opinions</i> are communicated in <i>both simple and complex</i> media texts and decide whether the texts achieve their intended purpose
1.4 Audience Responses	<i>identify how</i> different audiences might respond to selected media texts	<i>identify and explain</i> different audience responses to selected media texts
1.5 Critical Literacy	<i>identify the perspectives and/or biases evident in a few simple media texts and teacher-selected complex media texts and comment on any questions they may raise about beliefs, values, and identity</i>	identify the perspectives and/or biases evident in <i>both simple and complex</i> media texts and comment on any questions they may raise about beliefs, values, and identity
1.6 Production Perspectives	<i>explain how a few different production, marketing, and distribution factors influence the media industry</i>	explain how <i>several</i> different production, marketing, and distribution factors influence the media industry

Understanding Media Forms, Conventions and Techniques (Overall Expectation 2)

Expectations	Grade 9 Applied	Grade 9 Academic
2.1 Form	<i>identify general characteristics of a few different media forms and explain how they shape content and create meaning</i>	identify general characteristics of <i>several</i> different media forms and explain how they shape content and create meaning

2.2 Conventions and Techniques	identify <i>a few different</i> conventions <i>and/or</i> techniques used in <i>familiar</i> media forms and explain how they convey meaning	identify <i>several</i> different conventions and/or techniques used in familiar media forms and explain how they convey meaning <i>and influence their audience</i>
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Creating Media Texts (Overall Expectation 3)

Expectations	Grade 9 Applied	Grade 9 Academic
3.1 Purpose and Audience	<i>describe the topic, purpose, and audience</i> for media texts they plan to create <i>and identify challenges they may face in achieving their purpose</i>	describe the topic, purpose, and audience for media texts they plan to create and identify <i>specific</i> challenges they may face in achieving their purpose
3.2 Form	select a media form to suit the topic, purpose, and audience for a media text they plan to create, <i>and explain why it is an appropriate choice</i>	select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice
3.3 Conventions and Techniques	identify <i>a few different</i> conventions <i>and/or</i> techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning	identify <i>several</i> different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning
3.4 Producing Media Texts	produce media texts for <i>a few different purposes and audiences</i> , using appropriate forms, conventions, and techniques	produce media texts for <i>several</i> different purposes and audiences, using appropriate forms, conventions, and techniques

Reflecting on Skills and Strategies (Overall Expectation 4)

Expectations	Grade 9 Applied	Grade 9 Academic
4.1 Metacognition	<i>describe a few different strategies they used in interpreting</i> and creating media texts and explain how these and other strategies can help them improve as media interpreters and producers	describe <i>several</i> different strategies they used in interpreting and creating media texts, explain <i>which ones</i> they found most helpful, and <i>identify several specific steps</i> they can take to improve as media interpreters and producers
4.2 Interconnected Skills	<i>identify a few different</i> skills in listening, speaking, reading, and writing that help them interpret and produce media texts	<i>explain how their</i> skills in listening, speaking, reading, and writing help them interpret and produce media texts

Summarizing

Curriculum Link – Reading

1.3 Demonstrating Understanding of Content

Curriculum Link - Writing

1.4 Organizing Ideas

In various grades, students are asked to summarize various fiction and non-fiction readings. Students are to gather the main ideas of these readings and write their summary using their own words and not the words of the author.

The following information and strategies are used within the classrooms to help students organize their thoughts and gather main ideas within various readings.

Adapted from Curriculum Services Canada: Teaching for Understanding: Summarization, 2009

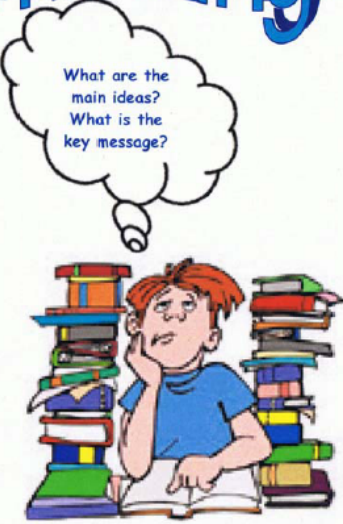
Summarizing

When summarizing fiction:

- Include main ideas (main characters, important events, problem, resolution).
- Re-read to remember big ideas.
- Ensure it is in sequential order.
- Include key message of text.
- Use your own words.

When summarizing nonfiction:

- Refer to illustrations, headings, and other text features to determine importance.
- Include key message of text.
- Use your own words.



The illustration shows a young boy with red hair, wearing a blue shirt, sitting at a desk. He is looking thoughtful, with his hand on his chin. He is surrounded by several tall stacks of colorful books. Above him is a thought bubble containing the text: 'What are the main ideas? What is the key message?'

Summarizing Rubric - Non-Fiction

Name: _____

Text: _____

	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding -shows understanding of content and of summarizing strategy (concept, ideas, relationship among ideas, uses key vocabulary)	I have not explained the main idea of the text; I included little to no important facts to support the main idea. I have not used key vocabulary from the text.	I have explained some of the main idea of the text; I included some important facts to support the main idea. I have used a few key vocabulary from the text.	I have explained the main idea of the text; I included many of the important facts to support the main idea. I have used several key vocabulary from the text.	I have clearly explained the main idea of the text; I included all/almost all of the important facts to support the main idea. I have used many key vocabulary from the text.
Thinking -use of processing skills (making inferences, synthesizing, forming conclusions)	I have not explained the key message/purpose of the text.	I have partially explained the key message/purpose of the text.	I have effectively explained the key message/purpose of the text.	I have clearly and thoroughly explained the key message/purpose of the text.
Communication -expression and organization of ideas and information (logical organization, uses own words)	I have not put important ideas in logical order. I have not written the summary in my own words; I copied many phrases and sentences from the text.	I have put some of the important ideas in logical order. I have somewhat written the summary in my own words; I copied some phrases from the text.	I have put most of the important ideas in logical order. I have effectively written the summary in my own words.	I have put all the important ideas in logical order. I have thoroughly written the summary in my own words.

Next time (I will): _____

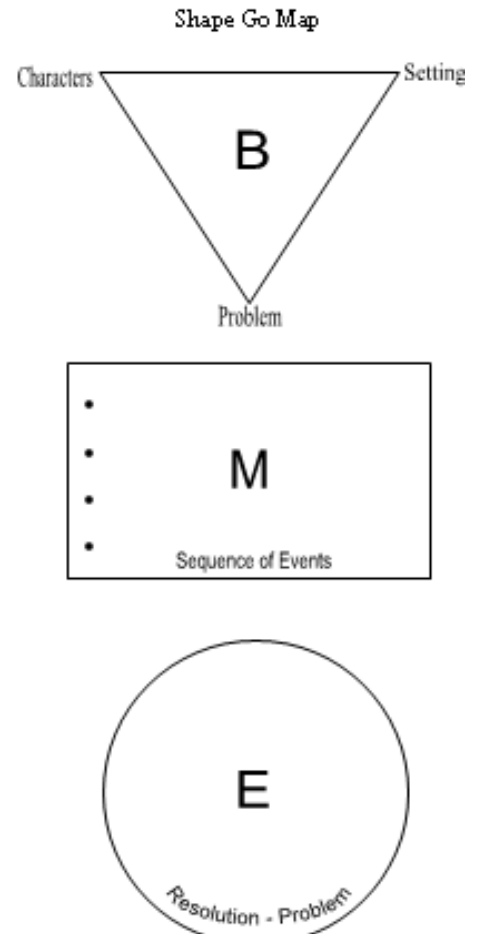
Strategy: SWBST

S **W** **B** **S** **T**
Somebody wants but so then

This strategy works very well with fictional text. Students are able to complete this as an organizational chart. They are to use the various character's names from the reading and complete the chart based on the character's wants. Once the chart is complete, students are to reword what is written on the chart into their own words creating a summary of what happened in the story.

Strategy: Shape Go Map

This strategy breaks down text into three parts: beginning, middle and end. The beginning students are asked to describe the characters, setting and initial problem. The middle is for listing the sequence of events in the book. The end is reserved for the resolution. Once the graphic organizer is complete, students are to re-write the information into paragraphs in their own words.



Inferring

Curriculum Link - Reading

1.4 Making Inferences

Students are asked to infer (read between the lines) to determine what the author is trying to say within fiction and non-fiction texts. The author's message is missing within the text so students must look for clues, ask questions and use their own prior background knowledge to fill in the blanks in determining the author's hidden message.

The following information and strategies are used within the classrooms to help students organized their thoughts and gather main ideas within various readings.

Sample Anchor Chart for Inferring

Step One:

- Look for the clues

Step Two:

- Ask yourself, "What do I know from the clues"
- Ask yourself, "What do I NOT know? What is missing?"

Step Three:

- Use the clues in step one, plus personal experiences and background knowledge to figure out what is 'missing'

Strategy: I See, I Wonder, Maybe

This chart is used with students to help them organize their thoughts. Observe has the students write down what they observe or 'see' within a text (look for clues). Wonder is where the students write down any questions that they may have concerning the text. Infer is where they write down their thoughts based on what they saw and wondered.

Observe	Wonder	Infer
I see...	I wonder...	Maybe...
I see...	I wonder...	Maybe...
I see...	I wonder...	Maybe...
I see...	I wonder...	Maybe...

Strategy: OWI Chart

OWI Chart

Name(s) _____

Date _____

Observe	Wonder	Infer
What I Observe	What I Wonder	What I Infer
Now I know...	Now I wonder...	My final "Maybes"

This strategy is used as an extension to the I See, I Wonder, Maybe Chart above. This is for students to extend their understanding of text using evidence to support their thoughts.

Strategy: Q-Chart

The Q-Chart is used in many ways within the classroom. It is a guide for the students when forming questions connecting to fiction and non-fiction texts.

Q-Chart

	is	did	can	would	will	might
Who	Typically Knowledge based questions <i>arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce</i>			Comprehension <i>apply, illustrate, operate, use, demonstrate, dramatize, construct, solve</i>		
What						
Where						
When						
How						
Why						

Making Connections

Curriculum Link - Reading

1.5 Extending Understanding of Texts

In grades 9 & 10, students are asked to connect the main idea of fiction and non-fiction texts to their own knowledge experience (text to self), and insight, to other texts (text to text), and the world around them (text to world), or to their faith (text to faith). It is very important for the students to make connections to the main idea of the text, and not just state a 'parallel situation'. Students are encouraged to make at least one relevant connection rather than several irrelevant connections.

The following information and strategies are used within the classrooms to help students organized their thoughts and gather main ideas within various readings.

Strategy: Mind Mapping

Mind Maps are visual tools that enable learners to make connections among ideas and concepts, assisting the learner in seeing relationships and patterns in their thinking. The structure of mind maps is similar to the way the brain sorts and stores information. These graphic organizers can facilitate the development of metacognition, helping students to be conscious of their own thinking strategies during the act of problem solving. Not only can mind maps deepen students' understanding of the concepts they are learning, but they also can provide opportunities for educators to gain valuable insight into their student's learning. Mind maps can help the brain to organize ideas and think more creatively.

Components to Mind Mapping:

1. Images

A mind map always has a central image that represents the main topic of the map. The images help the brain to think more creatively and story ideas more readily in long-term memory. Images can also be included in other areas in the mind map (on the lines, beside words, etc.) to represent ideas and key themes.

2. Lines

In a mind map, lines radiate like branches from the central image. They are used to create connections between related concepts; they can be any style or thickness.

3. Words

One or two words are usually written on the connector lines in order to identify key concepts or ideas. The words can be any size or style.

4. Colour

As mind maps usually include a variety of subtopics branching out from a central topic, colour can help to organize the map and make it easier to read. Similar ideas or themes can be connected using the same colour for lines and/or words.

Adapted from: Booth, D. & Swartz, L. 2004 *Literacy Techniques for Building Successful Readers and Writers*

Strategy: Go! Chart

The Go! Chart is used before during and after reading to help students organize their thoughts and use various comprehension strategies to understand what they have read. This chart is very useful when trying to make relevant connections during reading.

Before Reading

During Reading

After Reading

Predictions	Vocabulary	Understandings	Interpretations	Connections	Retelling
I think this story is about...	I think the author used these words...	I noticed... Visualizing	I wonder...	This reminds me of... because...	

Inferring

**Determining
Important Ideas**

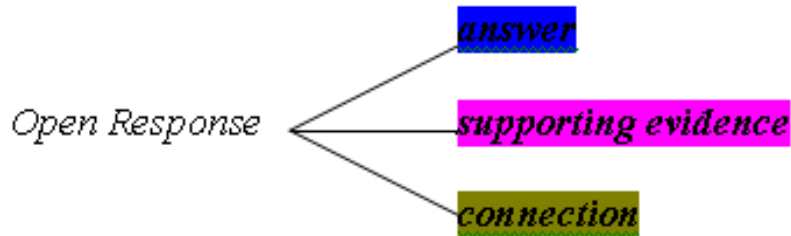
**Asking
Questions**

**Making
Connections**

Synthesizing

Strategy: Open Response using 3-Prong Approach

A level four answer of an open response question has three parts – the *answer*, *evidence* from the piece to support the answer, and a *connection*.



When using the 3-prong approach, it is important for students to support their answer using relevant connections that refer back to the author’s message as seen in the sample answer below.

Analysis of “The Road Not Taken” written by Robert Frost

- Level 1: I believe the message of this poem is to make choices and not to look back
- Level 2: Clearly, the message of this poem is that we all have to make choices in life. The road in this poem represents a choice and the traveler must decide between the two paths without knowing where each path will lead. *The traveler chooses the path less traveled and that was key to him*
- Level 3: In the poem, *The Road Not Taken*, the narrator has to decide between two paths and the author conveys a beautiful piece of work with a message to not regret choices made in life. The decision of which path to take leaves him feeling a sense of regret. *“And sorry I could not travel both”, as he feels that either choice will lead him to miss out on something. This sense of regret is reinforced in his feelings that, “somewhere ages and ages hence”, he will regret not going back to travel the other paths.* However he comes to the realization that although he has regret by taking *“the road less traveled”* he has become a better man as that choice *“made all the difference”*.
- Level 4: In the poem *The Road Not Taken*, the author Robert Frost illustrates the idea that all people must make choices throughout their lives and it is through those experiences that we grow as people. The narrator in the poem tries to make an informed choice as he thought about his choices for a length of time *“long I stood.”* And he examines each *“looks down one as far as I could”*. Finally, he chooses *the “road less traveled by”*, because he wanted to be an individual and not follow the same path as many others before him. In this poem the road is a metaphor for life, and the fork in the road represents the many choices that we must make. *This poem reminds me of the year I started High School and attended a different school than all of my grade eight friends. Although I was nervous and thought about my choice for a long time like the narrator in this story – it turned out to be a wonderful decision and I feel as he does that it made all the difference in my life!*

*****add beyond

Analyzing Text

Curriculum Link - Reading

1.6 Analyzing Text

Students in grades 9 & 10 would be asked to analyze various types of fiction and non-fiction texts. The following section gives some suggestions on how to analyze these various texts.

Strategy: How To Analyze a Newspaper Article

The newspaper article, also sometimes called a newspaper story, takes the facts of a particular event or situation, and is molded by writers/editors to create a cohesive story that has a beginning and end. Just like other forms of media, newspaper articles are crafted with people who want to send a specific message into the world about a certain topic.

Although we would hope that the people bringing us the news would have no bias when doing so, this is simply not possible. Everyone has a bias about something, even if they don't realize it. The best we can expect is to realize the bias exists and determine for ourselves whether we'll accept or reject the story being told to us.

Below are some ways to analyze newspaper articles or stories.

- 1. Who wrote the article?** Is the author connected in some way to the issue being discussed? Is the newspaper or news organization affiliated with people who want to project a particular point of view (like a company or a political party)? Does the author's political affiliations conflict with the integrity of the story (surely it does). The author will take sides and project the values he/she believes in.
- 2. Why did the writer write the article?** Is the purpose to inform the public? Is the purpose to ridicule someone or something? Maybe the purpose is to create fear? Or maybe the author wants to create controversy and sell more papers?
- 3. How might other people view the article?** Are there stereotypes in the article about people of a different gender, race, social class, or religion? Would anyone be offended by what the author wrote about?

Yellow

Robert Service

8 One pearly day of early **May**
6 I strolled upon the **sand**,
8 And saw, say half-a-mile **away**,
6 A man with gun in **hand**;
8 A dog was cowering to his **will**,
6 As slow he sought to **creep**
8 Upon a dozen ducks so **still**
6 They seemed to be **asleep**.

When like a streak the dog dashed out,
The ducks flashed up in flight;
The fellow gave a savage shout
And cursed with all his might.
Then as I stood somewhat amazed
And gazed with eyes agog,
With bitter rage his gun he raised
And blazed and shot the dog.

You know how dogs can yelp with pain;
Its blood soaked in the sand,
And it crawled to him again
And tried to lick his hand,
“Forgive me, Lord, for what I’ve done,”
It seemed as if it said,
But once again he raised his gun
This time he shot it – dead.

What could I do? What could I say?
‘Twas such a lonely place
Tongue-tied I saw him stride away,
I never saw his face.
I should have bawled the monster out;
A yellow dog he slew,
But worse, he proved beyond a doubt
That – I was yellow too.

Note: Rhyme pattern and rhythm pattern continue throughout the poem.

Strategy: Analyzing Poetry

Students may be asked to analyze poetry by identifying poetic devices and explaining how these devices aid in understanding the poem presented

Legend

Rhyme or rhyme

Rhythm

Foreshadowing

Alliteration

Stanza (octet) {

Simile

Personification

Descriptive imagery

Onomatopoeia

Metaphor

Repetition

Symbolism

Strategy: RAN Chart

The RAN Chart is used for reading and analyzing non fiction texts. Students are asked to predict what they already know about the topic being studied in the first column. Under confirmed, students are to write down information they found to be correct based on their predictions. The misconceptions column is for the predictions they found to be incorrect. New Learning is for newly found information from the text, and finally wonderings is reserved for questions that that have not been answered by reading the text.

RAN Strategy (Reading and Analyzing Non Fiction)

What I Think I Know	Confirmed	Misconceptions	New Learning	Wonderings

Elements of Style

Curriculum Link - Reading

2.3 Elements of Style

Rhetorical Devices

A rhetorical device is a technique of using language that will increase the effectiveness, clarity, and enjoyment of a piece of writing.

Symbolism

This refers to the use of an object to represent an idea or feeling, such as a raven to represent death or a dove to stand for peace.

Irony

Means using a word or phrase to mean the exact opposite of its normal meaning:
Example: Having the flu is **so much fun**, don't you think?

Analogy

Is the comparison of two pairs which have the same relationship. The key is to determine the relationship between the first so you can choose the correct second pair. An example is: hot **is to** cold **as** fire **is to** ice OR hot:cold::fire:ice

Metaphor

The comparison of one thing to another, without the use of like or as: The streetlight **was** my security guard.

Similes

Similes are comparisons that show how two things that are not alike in most ways are similar in one important way. Similes are a way to describe something. Unlike metaphors, similes use the words "as" or "like" to make the connection between the two things that are being compared.

Example: Playing chess with Ashley **is** like trying to outsmart a computer.

The Traits of Writing

Students in various grades will be asked to write in various forms following the 6 + Traits of Writing. This strategy helps students organize their writing starting with generating ideas to the final presentation. The following pages will break down the 6 + Traits of Writing providing information on each stage of the writing process.

Ideas (1) & Organization (2)

Curriculum Links – Writing

1.1 Identifying Topic, Purpose and Audience

1.2 Generating and Developing Ideas

1.3 Research

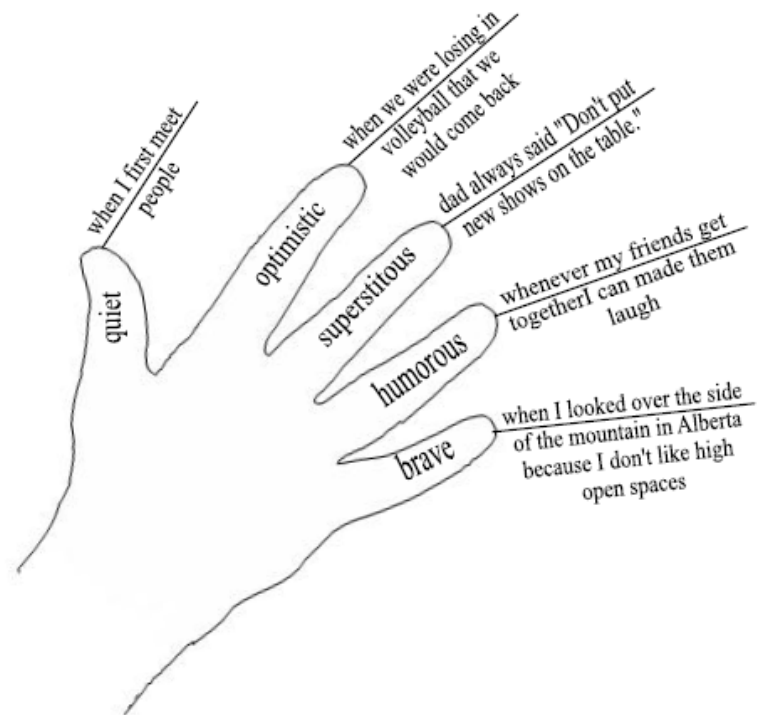
1.4 Organizing Ideas

1.5 Reviewing Content

IDEAS – This trait helps the reader to understand that ideas make up the content of the piece of writing. It assists in the selection of an idea, narrows the idea, elaborates on the idea and helps discover the best way to convey the idea. Make sure ideas are well developed, sequential, and logically organized. It is essential that the chosen topic has been narrowed down and is manageable and that the main idea of the piece is strong, clear, and focused. Finally consider if the piece is supported by quality details that are relevant, interesting, informative, and original.

Strategy: Hand Map

This strategy helps with generating ideas for students. This example focused on using descriptive words. Students were required to brainstorm personal experiences that portrayed the descriptive words



The prompts listed below could help a student generate ideas when asked to write for various purposes.

A Few Good Prompts for Inspiring Writing

1. Think of something you own that means a lot to you that was **NOT** purchased in a store. **Explain** why it is important to you – **OR**, write a story connected to this object.
2. Can very young and very old people be friends? Use your experience and judgment to **write a convincing paper** that answers this question for your reader.
3. Some people think pets are essential to happiness. Others think they are mostly a nuisance. Which side are you on? **Write an essay** that would **convince readers** to agree with you.
4. Think of a place so important to you that you would like to return to it many times. **Describe** it so clearly a reader can see, hear, and feel what it is like to be there.
5. Imagine it is ten years in the future. **Write any report** you think might appear on the front page of a major newspaper.
6. Think of a story (funny, sad, frightening, or embarrassing) that you might still enjoy telling to friends when you are older. **Write your story** as if it will be published in a magazine.
7. Think of a teacher (friend, family member) you will never forget. **Tell one story** that comes to mind when think of what makes this person unforgettable.
8. Some people feel that video games and other electronic media have decreased our ability to concentrate and learn. Do you agree-or not? **Write a convincing paper** based on your experiences and observations.
9. Imagine you are a historian living 100 years in the future. You are **writing a description** of planet Earth in the year 20_. Think carefully about what you will say because your writing will be published in a science **textbook**.
10. What is it like to be in your place in your family-youngest child, oldest, middle, only, twin, or whatever? **Write a persuasive essay** that defends your position as best, worst, or just OK.
11. What might be the title and subject of the best-selling fiction or non-fiction book twenty years from now? **Write copy** that could be used on a **book jacket** to **help sell** the book.
12. The year is 2050. You have been asked to **write an updated version of the story** "Goldilocks and the Three Bears" [or substitute any story or fable]. Make sure your story contains details that make it authentic for the time. Think of how characters speak, dress, and act.
13. What if you could spend one day with any person, real or fictional, from the past or present? Why would you choose and why? **Write an account of your time together** as if it has already happened.
14. The year is 2075. **Write an editorial protesting** the threatened extinction of an animal no one- not even scientists-ever thought would be endangered. **Convince** readers to take steps.

Rules of the Road for Writing Prompts

1. Consider the grade level and experience of the student writers. The topic should be reasonable familiar because they won't have time or opportunity for research. It should also be *interesting* – unless you want voiceless responses.
2. Do not give students any prompt you would not wish to write on yourself. The revenge factor is built in – you'll have to read the results.
3. Ask a question to which you don't already know the answer – and one that each respondent will likely answer differently: *What things were easier – or harder – for your parents when they were your age?*
4. Avoid issues that are likely to trigger emotional response: *Explain why you think Canada was not ready for a woman Prime Minister? Should women be allowed to become Priests?*
5. Avoid prompts that can be answered with a simple yes or no: *Should the driving age in our province be lowered to fourteen?*
6. Avoid “helpful hints” that make it hard for the writer to use any imagination: *Write about a time you will always remember. It could be a happy or sad time; a funny or embarrassing, or exciting experience; a memory from long ago or something recent. Include sights, sounds, smells, and feelings to put your reader right at the scene. (Oops-time's up and we've only read the prompts.)*
7. Does it matter if students write a narrative, expository, or persuasive piece? If it does, be very careful to word the prompt in a way that cues them in:

For Narrative:	Tell the story, Tell about a time when, Give an account, Tell the story of
For Expository:	Explain, Give directions for, Analyze, Tell how, Help the reader understand, Teach someone
For Persuasive:	Persuade, Convince, Make an argument for, Share your opinion/position/view
For Descriptive:	Describe, help your reader picture, Make a movie in the reader's mind, Put the reader at the scene

8. Whenever possible, allow students to select *their own topics*. Their ability to do so can be part of what you assess.
9. At a minimum, *give students choices*. Just having a choice often helps students feel more positive about the whole writing and assessment process.

ORGANIZATION – This trait helps the reader to understand that organization is the internal structure of a piece of writing. It is the framework of the writing that showcases the central theme or storyline – suiting the form, purpose, and audience. Well organized writing is easy to read and understand, has logical, effective sequencing and begins with an inviting introduction and ends with a satisfying conclusion.

Voice (3)

Curriculum Links – Writing

2.2 Voice

VOICE – This trait helps the reader to understand that voice makes the writing come alive and engages the reader. It represents the presence, style, and personality of the writer and is expressive, lively, and full of energy. The voice used must suit the topic, purpose, and audience in a way that reflects the writer’s passion and ultimately creates a strong connection with the reader.

Word Choice (4)

Curriculum Links – Writing

2.3 Diction

WORD CHOICE– This trait helps the reader to understand choosing the right word or phrase may impact how the writer communicates the story. It is the rich, colourful, and precise language of the story by using strong, lively verbs, and specific nouns the reader is able to create images that enhance meaning and clarifies understanding. Word choice is selected to suit the purpose and audience of the writing.

Sentence Fluency (5)

Curriculum Links – Writing

2.4 Sentence Craft and Fluency

SENTENCE FLUENCY– This trait helps the reader to understand that strong sentence fluency is graceful, varied, and rhythmic – almost musical. It is easy to read aloud and sentences are well built. It is the flow and rhythm of the language and the sound of the writing to the ear. Sentences are varied in length, structure, and beginnings to make the writing easy to read.

ACTIVE AND PASSIVE VOICES

Passive Voice

The passive voice emphasizes the action being performed rather than the person doing the action. The passive voice has two main uses:

- To present ideas objectively (Showing that the results are more important than the person doing the work)
 - “The surveys were tabulated.”
- To avoid using names or assigning blame
 - “An unfortunate error has occurred.”

Construction of passive voice sentences:

- They begin with a thing rather than a person
- They use a two-word verb (“is” or “was” followed by a past-tense verb)
- They sometimes end with a phrase starting with “by” that identifies the doer of the action
 - “All expenses were approved by the CEO.”

Active Voice

- The active voice is preferred for most type of business writing because it is shorter, more personal, and more forceful
- In active voice sentences, the subject of the verb performs the action
 - “I heated the solution”
 - “You made a mistake “

RELATIVE PRONOUNS

The relative pronouns are **that**, **who**, **whom**, **whose**, **which**, **where**, **when**, and **why**. They are used to join clauses to make a complex sentence. Relative pronouns are used at the beginning of the subordinate clause which gives some specific information about the main clause.

This is the house **that** Jack built.

I don't know the day **when** Jane marries him.

The professor, **whom** I respect, was tenured.

SUBORDINATE CONJUNCTIONS

A subordinate conjunction (after, although, as if, because, before, if, in order that, since, so that, though, unless, until, when, where, while) connects two clauses to make a complex sentence.

Example: Our trip was delayed **when** the snowstorm hit.

We stayed in town **until** the snow stopped

Conventions (6)

Curriculum Links – Writing

3.1 Spelling

3.5 Proofreading

3.2 Vocabulary

3.3 Punctuation

3.4 Grammar

CONVENTIONS– This trait guides the reader through the text and makes the ideas clear. Conventions allow the author to edit the text and ensure it has proper uniformity, spelling, capitalization, punctuation, and grammar. Conventions are the mechanics of a piece of writing – the tools to make meaning clearer and easy to read. A piece of writing strong in conventions has been carefully proofread and edited.

USE OF COMMAS

3.4...commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; ...

Commas are used to keep words and ideas from running together, making your writing easier to read. Commas tell the reader where to pause.

1) To separate introductory phrases from the main part of a sentence. Commas can be used to separate a word, phrase, or clause that interrupts the main thought of a sentence.

Example: As it turned out, however, Michelle sold the car for \$1000.00.

2) Commas are used between words, phrases, or clauses in a series.

Example:

In winter I like to go skating, snowboarding, and skiing in the snow. (words)

Tyler enjoys hiking, riding his bike, and playing soccer in the summer. (phrases)

3) Commas may be used to separate two independent clauses which are joined by coordinating conjunctions such as the following: and, but, or, for, so, nor, and yet.

Example:

Tanya never completes any assignments, yet he hopes to get good grades.

4) Commas are used when a dependent clause begins a sentence, but not necessary when a dependent clause ends the sentence.

Example:

Because he needed money, Hal robbed a gas station. – comma needed

Hal robbed a gas station because he was too lazy to work. – comma not needed

USE OF QUOTATION MARKS

3.4 ... *quotation marks to distinguish words being discussed as words and to indicate titles; ...*

Quotation marks are used to enclose the exact words of the speaker, to show that words are used in a special way, and to punctuate titles.

The placement of periods and commas are always placed inside quotation marks.

Examples:

The child said, "Tell me a story."

"I'm so tired," said the mom.

When a question mark or an exclamation point is used, it is placed inside the quotation marks when it punctuates the quotation. When it punctuates the main sentence, it is placed outside the quotation

Examples:

"Can I read you a story?" asked the dad.

"Please do!" answered the child.

Did the mom say, "I want to listen, too"?

1) Quotation marks are placed before and after spoken words when used for direct quotes.

Example: "Terry Fox is a true Canadian hero," the teacher reminded her students.

2) Quotation marks are used to punctuate titles such as books, songs, poems, newspapers, etc...

Examples:

"O Canada" – National Anthem

"Twilight" Title of Novel

"In Flander's Field" Poem

Information adapted from Writers Express, page 350

USE OF ELLIPSES

3.4 ... *ellipses (...) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements ...*

Ellipsis (three periods) may be used to show omitted words, sentences, or to indicate a pause in dialogue.

1) When an ellipsis is used to show that one or more words have been left out of a quotation, a space should be left before, between, and after the set of three periods.

Example:

"When an ellipsis is used ... a space should be left before, between, and after the set of three periods.

2) If an ellipsis is used at the end of a sentence, a period must be used following the three periods.

Example:

"Melissa enjoys running in the morning. Then she drives to work." – full quote

"Melissa enjoys running Then she drives to work. Shortened quote

3) An ellipsis may also be used in dialogue to indicate a pause.

Example: "WOW ... what a great job!" Todd cried.

Information adapted from Writers Express, page 344

SUBJECT/VERB AGREEMENT

use parts of speech correctly to communicate their meaning clearly, with a focus on *subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions*

Agreement

- ☞ *Present tense verbs in English should agree with the subject of the sentence*
- ☞ *Singular subjects use singular verbs*

–Jack robs liquor stores (s on the verb)

- ☞ *Plural subjects use plural verbs*

–Bonnie and Clyde rob banks (no s on the verb)

- ☞ *Most native speaker do this instinctively*
- ☞ *More complex problems require you to learn a few rules*

Identify the Subject

- ☞ *Ignore words that come between the subject and the verb*
- ☞ *Reduce sentences to their simplest form*

–A good set of skis costs / cost hundreds of dollars

–A ~~good set of skis~~ costs / cost hundreds of dollars

–A good set of skis costs hundreds of dollars

–My boss, as well as her staff, leave / leaves early every Friday

–My boss, ~~as well as her staff~~, leave / leaves early every Friday

–My boss, as well as her staff, leaves early every Friday

USE OF NOUNS

Nouns represent the names of places, persons, things, or ideas. They can be expressed through common nouns, proper nouns or pronouns

1) Common Noun – refers to *any* place, person, thing, idea, etc.

Examples:

motorcycle boy country mood

2) Proper Noun – refers to a *particular* place, person, thing, idea, etc.

Examples:

Harley Davidson Michael Canada excitement

Nouns can also be used in different ways.

1) Subject Nouns – these are nouns that do something or is being talked about.

Example: Tom told Tanya the secret.

Tom (noun) did something: told the secret

2) Predicate Noun – are nouns that renames the subject of the sentence and linked to the subject by a linking verb.

Example: The note is a secret.

The noun *secret* renames the subject *note*. *Secret* is linked to *note* by the verb *is*.

3) Possessive Noun – is a noun that shows possession or ownership.

Example: Tom told Tanya the secret in Gloria's note.

The 's added to *Gloria* shows that the note belonged to her.

Information adapted from Writers Express pages 375-376

USE OF PRONOUNS

A pronoun is a word used in place of a noun. The most commonly used pronouns are personal pronouns. Antecedent is the name of the noun that a pronoun replaces.

1) Subject Pronouns are used as the subject of a sentence.

Example:

I am horrible with remembering jokes. Singular

They very good at making people laugh. plural

Singular pronouns are: I, you, he, she, it

Plural pronouns are: we, you, they

2) Object pronouns are used after a verb or prepositional phrase.

Example:

Jason taunted **her** after class. **her** comes after the verb taunted

Jason made an apology card for **her** after class. **her** is the object in the prepositional phrase **for her**

Singular pronouns are: me, you, him, her, it

Plural pronouns are: us, you, them

3) Possessive pronouns show ownership.

Example:

Jason finished writing **her** letter. **Her** comes before the noun letter

The idea for the letter was **mine**. **Mine** can stand alone.

Before a noun: my, your, his, her, its, our, their

Stand alone: mine, yours, his, hers, its, ours, theirs

4) Agreement of Pronouns is important and pronouns must agree with the words they replace. (singular with singular, plural with plural)

Example:

Tyler's **skates** work better now that **they** have been sharpened.

Tyler's **stick** now needs to be replaced since **it** broke during practice.

Tyler practices as much as **he** can.

Information adapted from Writers Express pages 377-378

USE OF ADJECTIVES AND ADVERBS

What are adjectives?

- *Adjectives modify nouns or pronouns*
- *These words are all adjectives*
 - ✓ A hot day
 - ✓ A happy camper
 - ✓ A silly twit
 - ✓ A big, bloody mess (both “big” and “bloody” modify “mess”)
 - ✓ She is creative. (“creative” is a subject complement that follows the linking verb “is”)
 - ✓ A boring course (present participle used as an adjective)

So what are adverbs?

- *Adverbs modify verbs, adjectives and other adverbs*
- *Many adverbs end with ly*
- *Many adverbs answer the question “How?”*
- *These are adverbs*
 - ✓ Eating quickly (modifying a verb)
 - ✓ Trying very hard (modifying an adverb)
 - ✓ A really big show (modifying an adjective)

Recognizing Adjectives & Adverbs

- *Many words have both an adjective and adverb form*

Adjective	Adverb
Happy kids	Playing happily
Smooth rock	Running smoothly
Good night	Eating Well
Efficient workers	Working efficiently
Casual dress	Dressing casually
Quick meeting	Talking quickly
Hopeful children	Waiting hopefully
Real butter	Really hot

USE OF PREPOSITIONS

A preposition is a word that relates a noun or pronoun to another word in the sentence.

Example:

Kalista rested **on** the park bench after her run in the park.

Another runner ran **around** her as she rested.

List of common prepositions:

About	above	across	after	against	along
Among	around	at	before	behind	below
Beneath	beside	between	by	down	during
Except	for	from	in	in front of	inside
instead of	into	like	near	of	off
on	onto	on top of	out of	outside	over
past	since	through	to	toward	under
underneath	until	up	upon	with	within
without					

Information adapted from Writers Express pages 386

Presentation (+)

Curriculum Links – Writing

3.6 Publishing

3.7 Producing Finished Works

PRESENTATION – This is the final step and is used as a way to show the audience all the traits in their final form. The writer should ensure that the final piece should illustrate uniform spacing, appropriate fonts and sizes, and the appealing use of white space. The use of bullets, numbers, and headings may be used where applicable. Also, if necessary, the integration of text and illustrations, charts, maps, and tables will assist the reader.

Writing Forms

Curriculum Link - Writing

2.1 Form

Write complex texts of a variety of lengths using a wide range of forms

Students will be asked to write using various forms of writing.

Strategy:
Key Words Clues

This list gives some clues on the various forms of writing for students.

For Narrative: Tell the story,
Tell about a time when,
Give an account,
Tell the story of

For Expository: Explain, Give directions for,
Analyze,
Tell how,
Help the reader understand,
Teach someone

For Persuasive: Persuade,
Convince,
Make an argument for,
Share your opinion/position/view

For Descriptive: Describe,
Help your reader picture,
Make a movie in the reader's mind,
Put the reader at the scene

Strategy: Propaganda Techniques

These persuasion devices are often used in advertising and political campaigning. Teach your students to be critical readers and listeners by being alert to these attempts to mold their choices and viewpoints.

Bandwagon: Using the argument that because everyone is doing it, you should too. *Last year 30 million winners switched to AIR-POPS athletic shoes. Isn't it time you did too?*

Card Stacking: Telling only one side of the story as though there is no opposing view. *This tape is especially designed to give the best audio playback money can buy. (No mention is made that the tape wears out very quickly and is expensive.)*

Exigency: Creating the impression that your action is required immediately or your opportunity will be lost forever. *Saturday and Sunday only! It's your last chance to get a really great deal on a new mattress!*

Flag Waving: Connecting the person, product or cause with patriotism. *I drink foreign beer? Never! I drink Bot Beer --- Canadian all the way.*

Glittering Generality: Using positive or idealistic words based on a detail or minor attribute to create an association in the reader's mind between the person or object and something that is good, valued, and desired. *Ron's been on the varsity team for all four years – you couldn't find a better team player or a more sportsmanlike young man.*

Innuendo: Causing the audience to become wary or suspicious of the product, person, or cause by hinting that negative information may be kept secret. *Other products claim they can handle the big, grimy, once-a-year cleaning jobs like a garage floor. Think what they will do to the no-wax finish on your kitchen floor where your baby plays.*

Name Calling: Using negative or other derogatory words to create an association in the reader's mind between the person or object and something that is bad, feared or distasteful. *Do you really want a mob-linked mayor?*

Plain Folks: Using a person who represents the "typical" target of the ad to communicate to the target audience the message that because we are alike and I would use/buy/believe this, you should too. *If you're a sinus sufferer like I am, take extra-strength Azap. It helps me. It'll help you too.*

Prestige Identification: Showing a well-known person with the object, person, or cause in order to increase the audience's impression of the importance or prestige of the object, person, or cause. *We treat our hotel guests like stars (the ad shows a celebrity walking into the hotel).*

Red Herring: Highlighting a minor detail as a way to draw attention away from more important details or issues. *The XT399 – the only sports car available in 32 “eye-catching” colours.*

Snob Appeal: Associating the product, person, or cause with successful, wealthy, admired people to give the audience the idea that if they buy or support the same things, they will also be one of the “in-crowd”. *There really isn’t a better racquet (man in tennis clothes holding a racquet in front of a very elegant country club building.)*

Testimonial: Using the testimony or statement of someone to persuade you to think or act as he or she does. “I’m a doctor, and this is what I take when I have a headache.”

Transfer: Linking a known personal goal or ideal with a product or cause in order to transfer the audience’s positive feelings to the product or cause. *Buy Pino in the biodegradable box and help end water pollution.*

Task: Autobiography

Is a story the writer tells about her or his own life. When writing an autobiography, the focus is on three major things: who you are in life, what life means to you and what your outlook on the future is. Here is a basic outline of an autobiography

Who you are in life?

The best way to start an autobiography is to state your name. When you are writing this paragraph, you usually explain the type of person you are; use facts about yourself such as: have you won any awards? What types of awards have you won? Did you finish school? Do you plan on going to college?

What life means to you?

This is now your second paragraph. In this paragraph you should state how you see life--what does life mean to you. Are you happy or sad? Do you have a lot of friends or just a few? How do you make your school days go by? Do you have a boyfriend/girlfriend? What are your favorite places to go on dates? How long have you been dating? If you are involved in a relationship, do you think it will last forever?

What is your outlook on the future?

In this paragraph you should explain what you think the future will be like. Pick a year and explain how it will be but explain it through your eyes. Where will you be? How will you be living? Will you be married? Will there be any kids? Who will you be married to? What is he/she like? How long will you have been together?

Conclusion

The conclusion is the last paragraph of your autobiography and an important one, too. In the conclusion you usually try to re-word the introduction and add some type of closure to bring the whole autobiography together.

Task: Biography

A Biography is a non-fictional story based on the life of a real person.

The following steps could be used as a guideline when writing a biography.

Step 1

The first step after choosing a person, is to decide how you will give an account of that person's life. Some biographies are a complete record of a person's life, or they only include a specific time period in the person's life. Still other biographies just touch on what a person means to a cause or the history of something. Once you define the scope of your biography you can begin to put together the story.

Step 2

Gather the dry details by listing some names and dates, even if there is little known about the person. Include the place the person was born and the date, as well as the place they died and the date of death if applicable. The major accomplishments of the person's life should also be mentioned, because they are part of who a person is and help explain why that person is relevant.

Step 3

Put together the more interesting details about the person. Think about the questions you'd want to know about the person and figure out from there where that information would be. If the person is living or recently deceased, you may be able to ask people who knew him.

Step 4

Write about the circumstances and environment that surrounded this person. Most biographies include some information about the person's family, friends and the circumstances that shaped his or her life. These can go a long way in helping people to understand why the person turned out the way he did.

Step 5

Get descriptive. Describe everything about the individual as well as situations using detail so that the readers feel like they're there and they feel like they knew the person.

Step 6

Describe ways that the person affected things around him/her. Every life has some impact on the ones around it. In the biography you write, find as many ways as you can that the person left behind a legacy.

Step 7

Keep a record of your sources of information for a bibliography.

Task: Character Sketch

The following steps can be used as an outline when writing a Character Sketch. Different teachers will use different steps depending on the expectations of the assignment.

A character sketch is a short written description introducing the reader to a character in a story. Strong characters give the reader a reason to stay interested in your story. Learning how to write a character sketch is the first step towards great creative writing.

1. Step 1

Decide whether to write a detailed list or a hypothetical encounter you had with the character. Writing a list is easier, but writing about an encounter helps the reader better understand the character's voice, and will help get your creativity flowing.

2. Step 2

Give the character a name and decide the gender. A name can tell a lot about the character, such as his geographical location and age or generation.

3. Step 3

Use adjectives and similes to describe the character's physical description. Concentrate on what the character looks like, and what she is wearing or carries around, such as a baseball bat or a jar of fireflies.

4. Step 4

Quote a conversation you had with the character. Describe what he says, does and thinks. Write about the character's likes and dislikes. Tell the readers about a major goal the character is working toward or wishes to accomplish.

5. Step 5

Notice what other people say about the character and what they do to her. Tell about any interesting relationships with family or friends, whether people like the character and how they would describe her.

6. Step 6

Explain the setting where the character is found. This may be a specific place like a favourite hangout.

7. Step 7

Write about what your character is like in a general sense. Talk about what makes this character different, what his strengths and weakness are and anything else you think will be important for the reader to know.

Tips & Warnings

- Use details instead of blatant statements to allow the reader to make her own judgments and conclusions about the character.

Task: Writing a Thesis

- A thesis statement declares what you believe and what you intend to prove. A good thesis statement makes the difference between a thoughtful research project and a simple retelling of facts.
- A good tentative thesis will help you focus your search for information. But don't rush! You must do a lot of background reading before you know enough about a subject to identify key or essential questions. You may not know how you stand on an issue until you have examined the evidence. You will likely begin your research with a working, preliminary or tentative thesis which you will continue to refine until you are certain of where the evidence leads.
- The thesis statement is typically located at the end of your opening paragraph. (The opening paragraph serves to set the context for the thesis.)
- Remember, your reader will be looking for your thesis. Make it clear, strong, and easy to find.

Attributes of a good thesis:

- It should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis is provocative; it takes a stand and justifies the discussion you will present.
- It tackles a subject that could be adequately covered in the format of the project assigned.
- It is specific and focused. A strong thesis proves a point without discussing "everything about ..." Instead of music, think "American jazz in the 1930s" and your argument about it.
- It clearly asserts your own conclusion based on evidence. Note: Be flexible. The evidence may lead you to a conclusion you didn't think you'd reach. **It is perfectly okay to change your thesis!**
- It provides the reader with a map to guide him/her through your work.
- It anticipates and refutes the counter-arguments
- It **avoids** vague language (like "it seems").
- It **avoids** the first person. ("I believe," "In my opinion")

How do you know if you've got a solid tentative thesis?

Try these five tests:

- Does the thesis inspire a reasonable reader to ask, "How?" or "Why?"
- Would a reasonable reader NOT respond with "Duh!" or "So what?" or "Gee, no kidding!" or "Who cares?"
- Does the thesis avoid general phrasing and/or sweeping words such as "all" or "none" or "every"?

- Does the thesis lead the reader toward the topic sentences (the subtopics needed to prove the thesis)?
- Can the thesis be adequately developed in the required length of the paper or project?

Proficient vs. Advanced

Proficient: Inspires the reasonable reader to ask “How?” or “Why?”

Advanced: Inspires the reasonable reader to ask “How?” or “Why?” and to exclaim “Wow!” This thesis engages the student in challenging or provocative research and displays a level of thought that breaks new ground.

Thesis Brainstorming

As you read look for:

- Interesting contrasts or comparisons or patterns emerging in the information
- Is there something about the topic that surprises you?
- Do you encounter ideas that make you wonder why?
- Does something an "expert" says make you respond, "no way! That can be right!" or "Yes, absolutely. I agree!"

Example of brainstorming a thesis:

- Select a topic: television violence and children
- Ask an interesting question: What are the effects of television violence on children?
- Revise the question into a thesis: Violence on television increases aggressive behaviour in preschool children.
- Remember this argument is your “preliminary” or “working” thesis. As you read you may discover evidence that may affect your stance. It is okay to revise your thesis!

Create a list of sample questions to guide your research:

- How many hours of television does the average young child watch per week?
- How do we identify a "violent" program?
- Which types of programs are most violent?
- Are there scientific research studies that have observed children before and after watching violent programs?
- Are there experts you might contact?
- Which major groups are involved in investigating this question?

Speeches

Curriculum Link-Writing

2.1 Form

Curriculum Link – Oral Communication

2.2 Interpersonal Speaking Strategies

2.3 Clarity and Coherence

2.4 Diction and Devices

Students in various grades may be asked to write and present a speech to their classmates and possibly the school. The following strategies are tips on how to write and present a speech.

Types of Speeches

Informative: this type of speech is written and presented with the intent to inform the audience/reader (facts, figures/people, history, etc...).

Impromptu: When a student is asked to present a speech with little or no preparation time

Persuasive: This speech presents facts with the intent to change people's minds

Evocative: This type of speech is used to entertain or inspire the audience

Steps to Writing a Speech

A speech has three main parts: Introduction, Main Body and Conclusion

Introduction: The purpose of the introduction is to prepare the audience to listen to the speech. Your introduction should be written out word for word and memorized!

- ✓ This will help you maintain eye contact with your audience
- ✓ Engaging your audience in the introduction is important because the audience members will decide if they will continue to listen during the first minute of your speech
- ✓ Attention-getter – The first statement that comes out of the speaker's mouth. It should gain the attention of your audience. Some ideas of attention getters are: Rhetorical Question, using a story, startling statement, startling statistic, and humour

Body: The body of a speech has between 3-5 main points each with 1 or more subpoints and supporting material. State each main point as you begin discussing it and then elaborate on the point

The organization of the Main Body is as follows:

A. First Main Point

1. First Sub-Point and supporting material
2. Transition closing off main point one and opening main point two

B. Second Main Point

1. First Sub-Point of this section and supporting material
2. Second Sub-Point and supporting material
3. Transition closing off second main point and opening third main point

C. Third Main Point

1. First Sub-Point of this section and supporting material
2. Transition into conclusion

Conclusion: It is a way of bringing your talk to a close, reinforcing your major ideas, letting your audience know what you expect of them and by providing a final impact.

- 1) Review – A restatement of the main points you presented in your speech
- 2) Final Statement – Should leave a lasting impact on your audience and bring your ideas to a close. Suggestions are ending with a quote or referring to a story that was started in the introduction. Your final statement should be refined, and the language should be powerful and direct.

Vocal Delivery

When presenting a speech, students should be cognizant of their vocal delivery.

Volume – use your diaphragm and make sure that your audience can hear you.

Rate – Don't rush through your speech, take your time but don't be too slow!

Pauses – they will vary in length and frequency, in your speech try to use them to create impact

Word Emphasis – the emphasizing of key words by changes in the volume, rate, or pause patterns to highlight key ideas

Sample 1: Rubric for Assessment of Speeches - Speak Out Judging Form

					Mark
Development of Subject Matter <i>(2.1 identify a variety of purposes for speaking)</i>	student engaged the audience with a limited degree of effectiveness because “hook” was not connected to topic. Incorrect salutation was used. 1 2 3	student engaged the audience with some degree of effectiveness by crafting an approximated “hook” that was somewhat connected to topic. Salutation was used. 4 5 6	student engaged the audience with a considerable degree of effectiveness by crafting a clear “hook” that was connected to topic. Correct salutation was used. 7- 7 7+	student engaged the audience with a high degree of effectiveness by crafting a clear “hook” that was connected to topic. Salutation was accurate and uniquely stated. 8 9 10	
Physical Aspect <i>(2.6 Identify some non-verbal cues including facial expression, gestures and eye contact...to help convey their meaning)</i>	student used facial expressions, gestures and eye contact with limited degree of effectiveness students read cue cards to support their speaking presence 1 2 3	student used facial expressions, gestures and eye contact with some degree of effectiveness students relied on cue cards to support their speaking presence 4 5 6	student used facial expressions, gestures and eye contact to convey their meaning with a considerable degree of effectiveness students referenced cue cards to support their speaking presence 7- 7 7+	student used facial expressions, gestures and eye contact with a high degree of effectiveness students did not reference cue cards to support their speaking presence 8 9 10	
Voice <i>(2.5 identify some vocal effects including tone, pace, pitch, volume and use them appropriately to help communicate their meaning)</i>	- monotone - pace was inconsistent - no evidence of pitch to demonstrate emotion to the topic - low, muffled volume 1 2 3	- tone occasionally varied - pace was inconsistent - effort made to vary pitch - steady clear volume 4 5 6	- tone was varied - consistent, moderated pace - varied pitch to demonstrate emotion to the topic - steady clear volume 7- 7 7+	- tone was used to emphasize words and phrases - pace was effectively used to enhance the mood and the message of the speech - pitch was used to engage audience and enhance topic - steady clear volume 8 9 10	
Language and Literary Form <i>(3.5 use parts of speech correctly...)</i>	student pronounced vocabulary below grade level with limited effective enunciation and limited grammatical structure 1 2 3	student pronounced vocabulary approaching grade level with some effective enunciation and some grammatical structure. 4 5 6	student pronounced age appropriate vocabulary with effective enunciation and fluent grammar. 7- 7 7+	student pronounced vocabulary beyond grade level with effective enunciation and fluent grammar. 8 9 10	
Treatment of Topic <i>(2.1 identify a variety of purposes for speaking)</i>	student’s topic was presented with a limited degree of originality, thought and presentation 1 2 3	student’s topic was presented with a some degree of originality, thought and presentation 4 5 6	student’s topic was presented with a considerable degree of originality, thought and presentation 7- 7 7+	student’s topic was presented with a high degree of originality, thought and presentation 8 9 10	
Total Marks awarded based on levels					Final /50

Comments: *speeches under 3 minutes or over 5 minutes will be deducted 5 marks on this rubric/scale

Sample 2: Rubric for Assessment of Speeches

Category/Criteria	Level One	Level Two	Level Three	Level Four
Reasoning -complexity of ideas -connecting ideas to the topic	-expresses only a few simple ideas -connects few ideas to the topic	-expresses a variety of simple ideas -connects some ideas to the topic	-expresses many well-developed ideas -connects many ideas to the topic	-expresses thoroughly well-developed ideas and includes some that are original -connects almost all ideas meaningfully and consistently to the topic
Communication -purpose(to create a descriptive, persuasive article) -awareness of audience	-the purpose is unclear in the introduction -there is no evidence of who the audience is	-the purpose is somewhat clear in the introduction -there is little awareness of who the audience is	-the purpose is clear and effective in the introduction -the intended audience is clear	-the purpose is clear, effective, and engaging in the introduction -an effective appeal is made to a specific audience
Organization -paragraph structure -overall structure(introduction, body and conclusion)	-has no clear overall structure -contains little division into paragraphs	-shows some evidence of an introduction, body, and conclusion - contains simple paragraphs	-the introduction, body and conclusion are organized to develop a central idea -contains well-developed paragraphs	-the introduction, body and conclusion are organized to develop a central idea -contains well-developed paragraphs
Conventions -grammar, spelling, and punctuation -visual presentation (indentations, spacing, etc...)	-there are several major errors or omissions -the visual presentation is not clear at all	-there are several minor errors -the visual presentation is not always clear	-there are only a few minor errors -the visual presentation is clear	-there are practically no errors -the visual presentation is clear and enhances the content

