

The Ontario Curriculum Exemplars Project

**Writing Exemplars: Year-end
Writing Task – Grade 1**

***A Short Piece of Descriptive Writing
("My Favourite Toy")***

Instructions for the Teacher

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These materials are strictly for the use of teachers working with The Ontario Curriculum Exemplars, Grades 1-8: Writing

Description of the Task

The student will write a short composition entitled “My Favourite Toy”.

Curriculum Expectations

This task requires that students begin to use the writing process as described on pages 6 and 11 of *The Ontario Curriculum, Grades 1–8: Language*.

Overall Expectations

By the end of Grade 1, students will:

- C communicate ideas (thoughts, feelings, experiences) for specific purposes;
- C organize information so that the writing conveys a clear message;
- C produce short pieces of writing using simple forms;
- begin to revise their written work, with the assistance of their teachers;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions specified for this grade.

Expectations in Specific Areas

By the end of Grade 1, students will:

- write simple but complete sentences;
- use a period at the end of a statement;
- correctly spell words identified by their teachers;
- use phonics to spell unfamiliar words;
- use capitals to begin sentences and to differentiate certain words (e.g., names, the pronoun I);
- print legibly (capitals and small letters);
- leave spaces between words.

Time/Materials**Time Needed**

The teacher may wish to introduce the prewriting activities in an initial block of time, allow another block for the draft copy, and provide a further period of time for revision, editing, and final copy, as the class schedule permits.

Materials Needed

- C Teacher: charts, markers, squares or pieces of paper for the planner.
- C Student: writing paper, pencils, toys (optional), student work sheets.
- C Resources: class-displayed word lists, alphabet, etcetera.

Students should have their customary access to a dictionary, word charts, and the use of computers to do this writing task.

Previous Learning Experiences

Students performing this task would benefit from prior experience with:

- writing sentences;
- revising and editing following whole-class prompts;

- using visual organizers (planners);
- comparing their work to criteria outlined on task-specific rubrics.

Note: Teachers are invited to create, with the class, a student-friendly form of the Grade 1 rubric for a story (included in the exemplars document).

Instructions for the Teacher: General Instructions

The times allocated for the student activities of prewriting, draft work, and final edit will vary. The student work is to be completed in its entirety at school. The stages of the writing process should be followed, but the student work should not be edited by the teacher, parent, or other adult. The teacher may, however, remind the whole class to check for punctuation, correct spelling, and so on.

The Writing Task: Prewriting

Part A (approximately 45 minutes)

Part A

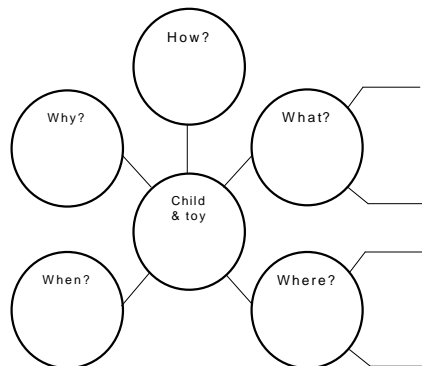
The teacher selects and reads aloud one or more stories about a child and his/her toy.

Using one of the planners below, the teacher demonstrates how to complete the planner with ideas from the read-aloud story. (Teachers may substitute a similar planner that the students may have used in class.)

Planner 1

	What	Where	When	Why	How
picture					
key words					

Planner 2



Note:

A picture can be placed in the bubble, and key words can be written around the bubble.

Part B
(approximately
45 minutes)

Invite students to bring their favourite toy to school. This can be an exciting time for students; teachers therefore are encouraged to do a “gallery walk” (with the toys on students’ desks, students walk about with hands in pockets to look at toys). Students begin to fill in their own planner (a larger piece of paper may be helpful for the planner [e.g., 11×17 ledger size]) about their toy. (This may include pictures and/or words to prompt sharing.)

The teacher selects several pairs to tell the class what they heard about their partner’s toy. After this class sharing, students may add to their planner.

Drafting
(approximately
40 minutes)

Students begin to draft a short piece of writing about their favourite toy using their planner.

The teacher may have students use draft paper commonly used in the classroom.

Revising
(15 – 30 minutes)

The teacher may choose to complete the following steps with small groups or the whole class. (Times will vary accordingly.)

1. The teacher asks students to read over their draft to see if it makes sense.
2. Then the teacher asks students to add, delete, or change words in order to improve their writing (e.g., add a word or words that would help readers get a picture in their minds).

Some of the prompts teachers might use during the revising portion would be:

- S Did you **name** your toy?
- S Did you **describe** your toy?
- S Did you talk about **where** you play with this toy?
- S Did you say **why** you like this toy?
- S Did you say **how** you and your friends play with this toy?

Editing
(approximately
15 minutes)

The teacher may choose to complete the following steps with small groups or the whole class. (Time will vary accordingly.)

1. The teacher asks students to check to make sure they have used capital letters at the beginning of sentences and for names.
2. Then the teacher asks students to make sure they have periods at the end of sentences that are statements..
3. Next, the teacher asks students to use the classroom charts, personal word lists/books, etcetera to check their spelling and to make any necessary changes.

**Publishing
(time will vary)**

Teachers should decide whether students need to rewrite their draft into a good copy. If the draft copy represents the student's best work (i.e., the published copy will not be as good as the draft), teachers may decide not to ask students to complete a published copy.

Students may wish to complete a drawing to accompany their writing. If a student's work will be very difficult to read, teachers may scribe the student's work (on a separate piece of paper) so the student work can be assessed in relation to the reasoning, communication, and organization criteria. The teacher must attach this scribed piece to the student's original piece.

**Student
Reflection**

Students should complete a reflection activity after they have finished their writing. They may participate in a sharing circle or they may complete a form of reflection that is used in the classroom.

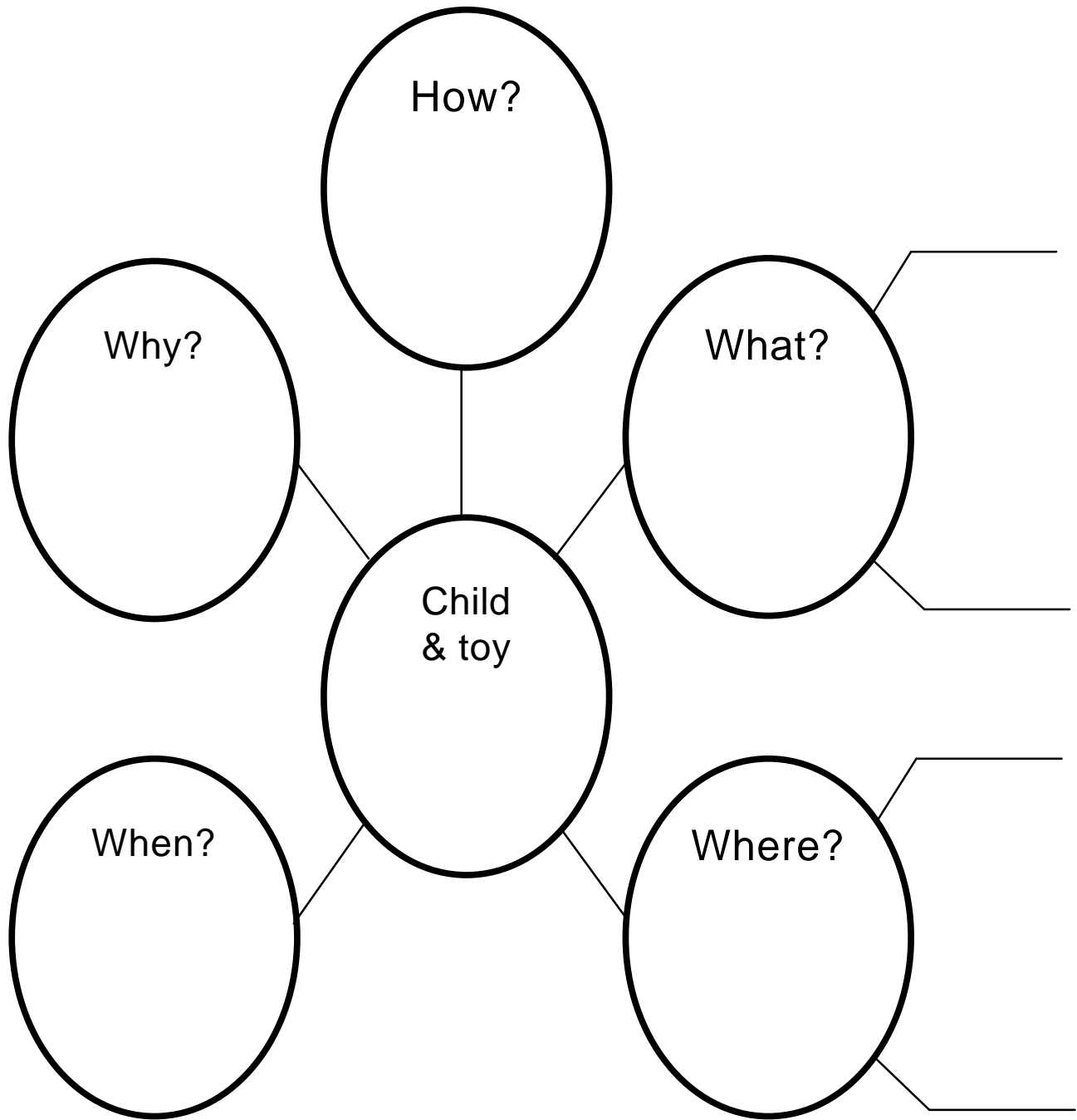
*A Short Piece of Descriptive Writing
("My Favourite Toy")*

A Writing Task for the Writing Exemplars

Student Work Sheets

Student Name: _____

	What	Where	When	Why	How
picture					
key words					



Final Copy of My Story

A series of horizontal dotted lines for writing.

**The Ontario Curriculum Exemplars Project
Writing Exemplars: Year-end**

Writing Task – Grade 2:

*A Short Narrative
("My Adventure")*

Instructions for the Teacher

Description of the Task

The student will write a composition about an adventure.

Curriculum Expectations

This task requires that students use the writing process as described on pages 6 and 11 of *The Ontario Curriculum, Grades 1–8: Language*.

Overall Expectations

By the end of Grade 2, students will:

- communicate ideas (thoughts, feelings, experiences) for specific purposes;
- organize ideas in a logical sequence;
- begin to write more elaborate sentences by using adjectives and adverbs;
- produce short pieces of writing using simple forms;
- revise and edit their written work, focusing on specific features;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions specified for this grade.

Expectations in Specific Areas

By the end of Grade 2, students will:

- use connecting words to link simple sentences;
- use a variety of sentence types;
- begin to use resources to confirm spelling;
- use a comma correctly to separate items in a list, in dates, and in addresses;
- use adjectives appropriately for description;
- use capital letters for proper nouns;
- print legibly;
- use margins and spacing appropriately.

Time/Materials**Time Needed**

The teacher may wish to introduce the prewriting activities in an initial block of time, allow another block for the draft copy, and provide a further period of time for revision, editing, and final copy, as the class schedule permits.

Materials Needed

- C Teacher: charts, markers, squares or pieces of paper for the planner.
- C Student: writing paper, pencils, student work sheets.
- C Resources: spelling reference pages, dictionary, thesaurus, class–displayed word lists, etcetera.

Students should have their customary access to a dictionary, word charts, and the use of computers to do this writing task.

Previous Learning Experiences

Students performing this task would benefit from prior experience with:

- process writing;
- using visual organizers (planners);
- developing from literature sources such as stories shared in class, class or personal lists of descriptive words that denote, for example, sequence in time (e.g., first, then, next, later, finally);
- comparing their work to criteria outlined on task-specific rubrics.

Instructions for the Teacher: General Instructions

Note: Teachers are encouraged to create a task-specific rubric with the class. This rubric should be based on the rubric in the exemplars document, but written in student-friendly language.

The times allocated for the student activities of prewriting, draft work, and final edit will vary. The student work is to be completed in its entirety at school. The stages of the writing process should be followed, but the student work should not be edited by the teacher, parent, or other adult.

**The Writing
Task: PreWriting**

**Part A
(approximately
30 minutes)**

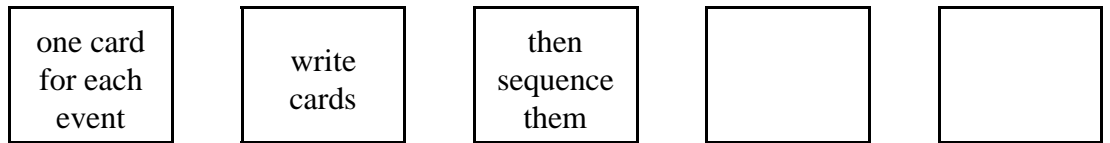
Part A

Review a class adventure with the students (e.g., a trip, a walk in the playground, a special event day). (Teachers may choose to share a video or a story that shows the passage of time, instead of reviewing a class adventure.)

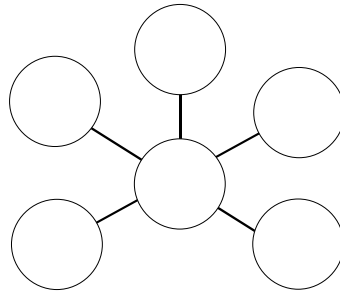
Use one of the planners to demonstrate how to recount the sequence of events. (This will be posted for reference.)

Planner 1

Use separate cards, one for each event, with a picture and a few words. Sequence the cards after the ideas are shared.



Planner 2



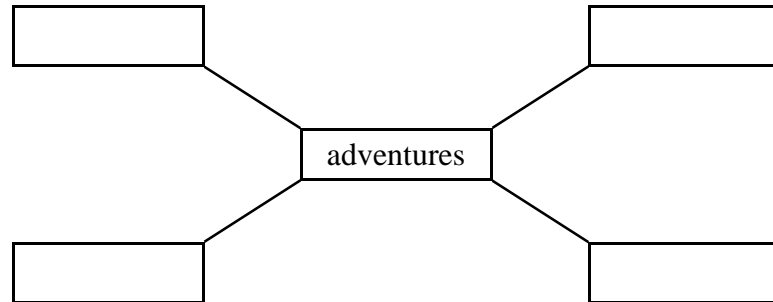
Place the events on a web, one bubble for each event. Number the bubbles in the appropriate sequence.

Note: Teachers may substitute a similar planner that the students may have used previously.

Part B
(approximately
30 minutes)

Part B

Using Think–Pair–Share, students recall adventures they have had (e.g., trips, a play day at school, a sports event, a birthday party, going to a new school, a sleep-over, a hike, visiting a relative, etc.). When answers are shared, the teacher records them on a web which is then posted for reference.



Drafting
(approximately
45 – 60 minutes)

The teacher may wish to refer students to previously developed word lists (e.g., sequence-in-time words, descriptive words) to assist their writing.

Students use their planner as a **guide** to draft their short piece (i.e., their adventure story).

Teachers may have students use draft paper commonly used in the classroom.

Revising
(approximately
15 minutes)

The teacher may choose to complete the following steps with small groups or the whole class (time will vary accordingly).

1. The teacher asks the students to read over the draft to see if it makes sense.
2. Then the teacher asks students to read their writing to see if it is in the correct sequence (e.g., Will the reader know what happened first, next, . . . ? Did you use words to help the reader know the sequence?).
3. Next, the teacher asks students to read their writing to see if they can or need to add, delete, or change any descriptive words (e.g., Do your words help the readers get a picture in their mind?).

**Editing
(approximately
15 minutes)**

The teacher may choose to complete the following steps with small groups or the whole class (time will vary accordingly.)

1. The teacher asks students to check to make sure they have capital letters at the beginning of sentences, names, place names, and their title.
2. Then the teacher asks students to be sure that they have:
 - a) placed a period, question mark, or exclamation mark at the end of their sentences;
 - b) used commas (if they have a list in their writing) to separate words.
3. Next, the teacher asks students to use the classroom charts, personal word lists, and/or dictionaries to check their spelling and to make any necessary changes.

**Publishing
(time will vary)**

Teachers should decide whether students need to rewrite their draft copy into a published copy. If the draft represents the student's best work (i.e., the published copy will not be as good as the draft), teachers may decide not to ask students to complete a published copy.

Students may wish to complete a drawing to accompany their writing.

**Student
Reflection**

Students should complete a reflection activity related to their writing. The teacher *may* choose one of the following:

- Conduct a sharing circle using a sentence stem for each student to complete orally (e.g., The thing I liked best about my writing was...; My favourite sentence in my story was...; My topic was _____. It was important to me because...).
- Have students use the Student Reflection sheet included in the student package.
- Use a reflection activity (oral or written) that is familiar to students.

*A Short Narrative
("My Adventure")*

A Writing Task for the Writing Exemplars



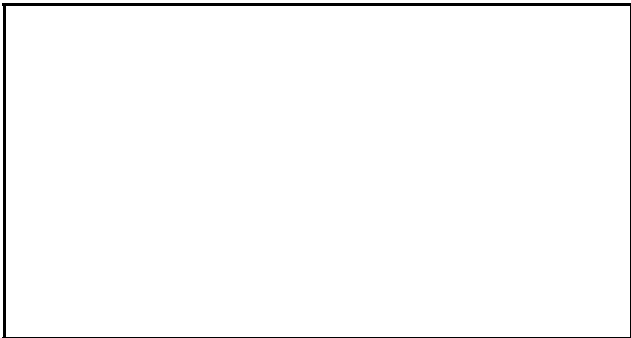
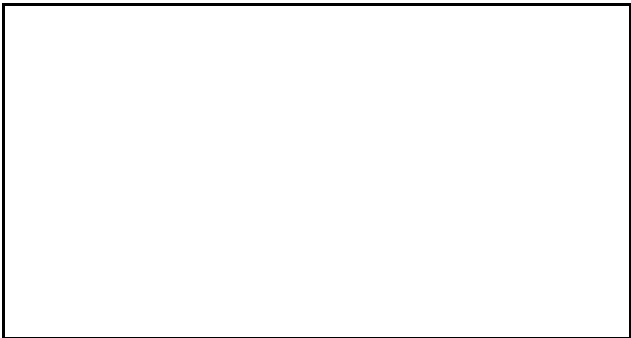
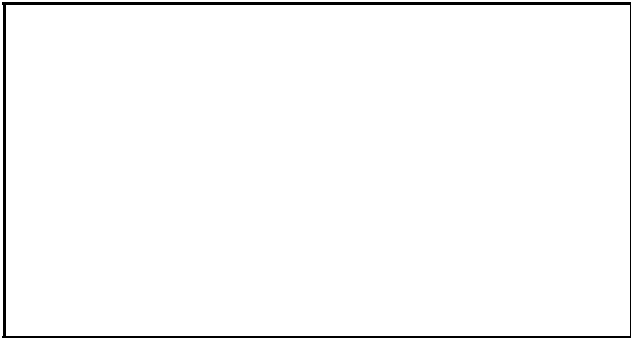
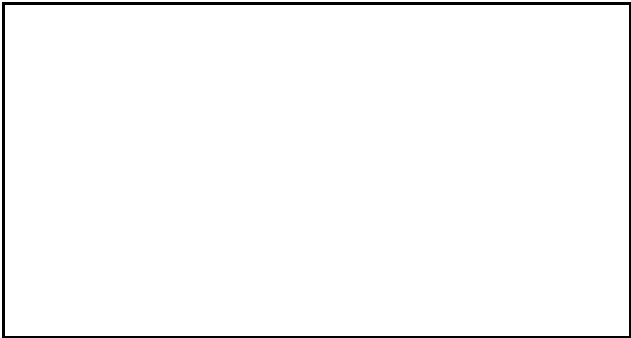
Student Work Sheets

Student Name: _____

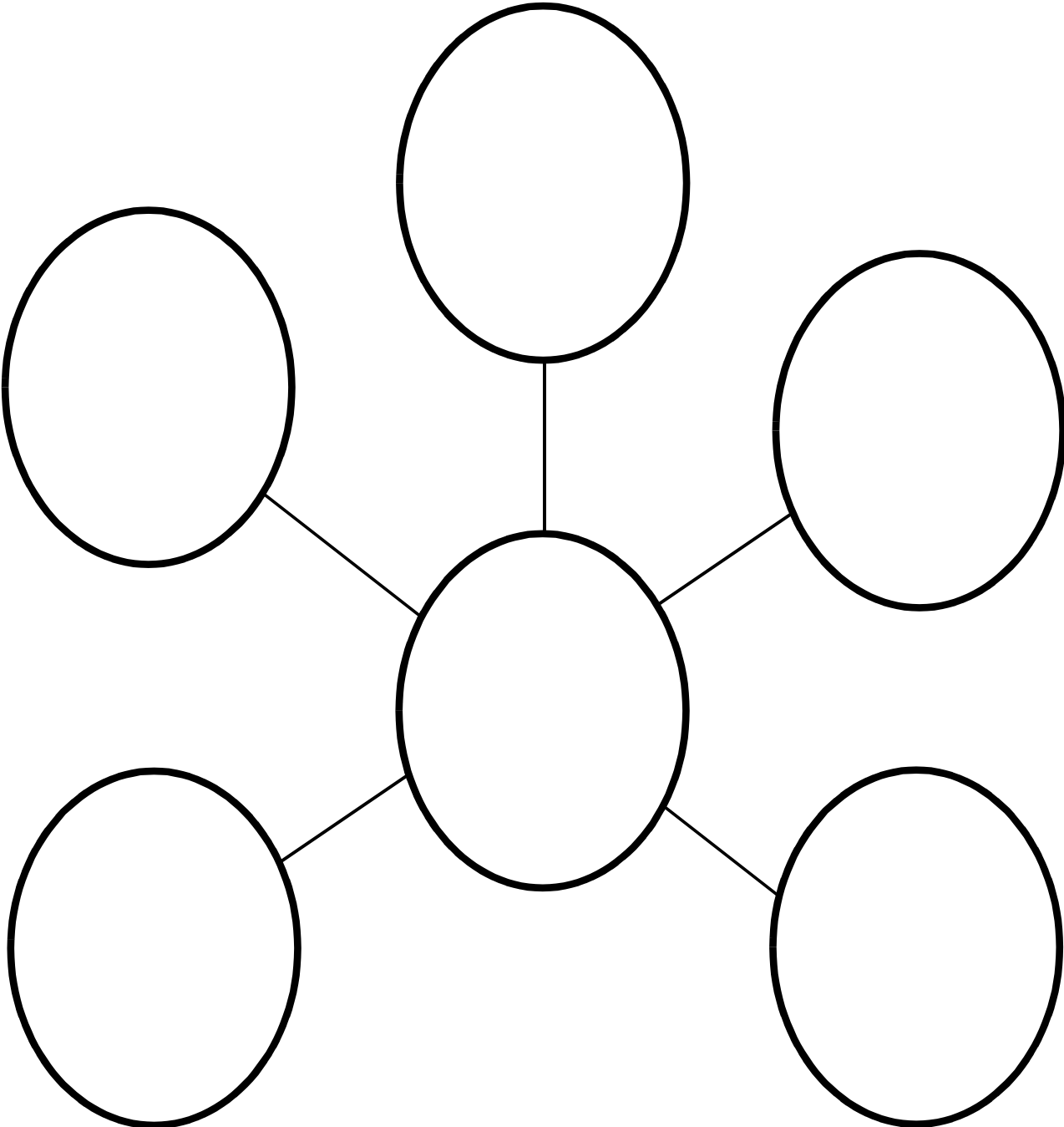
In this writing task, I will try to show that:

- G** I read my story to show that it makes sense.
- G** My story has a beginning, a middle, and an ending.
- G** I told my story in order.
- G** I looked for missing words or words that did not make sense.
- G** I used adjectives for description.
- G** I checked my spelling. I used a dictionary if I was not sure.
- G** I used capital letters for the beginning of sentences and for names.
- G** I used commas when I needed to.
- G** I asked a friend to check over my story.
- G** I have written a final copy and made an illustration for my story.

Planner 1



Planner 2



Student Reflection

The best things about my writing are ...

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When you read my writing, I want you to notice ...

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The next time I write an adventure, I will ...

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The Ontario Curriculum Exemplars Project

**Writing Exemplars: Year-end
Writing Task – Grade 3:**

A Letter (to a Favourite Author)

Instructions for the Teacher

Description of the Task

The student will write a letter to the author of one of his/her favourite books.

Curriculum Expectations

This task requires that students use the writing process as described on pages 6 and 11 of *The Ontario Curriculum, Grades 1–8: Language*.

Overall Expectations

By the end of Grade 3, students will:

- communicate ideas and information for specific purposes and to specific audiences;
- write materials that show a growing ability to express their points of view and to reflect on their own experiences;
- organize information into short paragraphs that contain a main idea and related details;
- begin to use compound sentences and sentences of varying length;
- revise and edit their work, using feedback from the teacher and their peers;
- proofread and correct their final drafts;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions specified for this grade.

Expectations in Specific Areas

By the end of Grade 3, students will:

- use irregular plurals correctly;
- use the apostrophe in common contractions;
- use exclamation marks appropriately;
- use a variety of sources (e.g., dictionaries, word lists, computers) to check the spelling of unfamiliar words;
- choose words that are most appropriate for their purposes;
- select and correctly use the format suited to their purpose for writing (e.g., letters).

Time/Materials**Time Needed**

The teacher may wish to introduce the prewriting activities in an initial block of time, allow another block for the drafting, and provide a further period of time for revising, editing, and publishing, as the class schedule permits.

Materials Needed

- Teacher: chart, markers, etcetera.
- Students: planner, writing paper, pencils, student work sheets.
- Resources: books that have been read throughout the year (e.g., from the school library, classroom library).

Students should have their customary access to a dictionary, thesaurus, and the use of computers to do this writing task.

Previous Learning Experiences

- Students performing this task would benefit from prior experience with:
- being read to;
 - reading independently;
 - reading and writing letters;
 - using visual organizers (planners);
 - using a structure for peer revision and editing;
 - comparing their work to criteria outlined on task-specific rubrics.

Instructions for the Teacher: General Instructions

The times allocated for the student activities of prewriting, drafting, revising, editing, and publishing will vary. The student work is to be completed in its entirety at school. The stages of the writing process should be followed, but the student work should not be edited by the teacher, parent, or other adult.

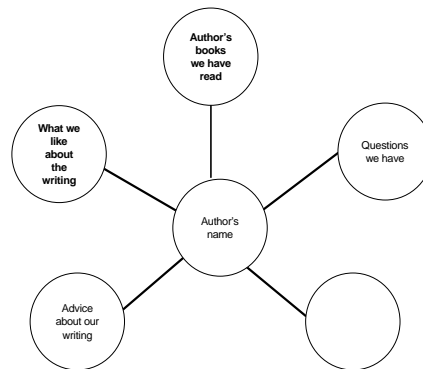
The Writing Task: Prewriting

Part A (approximately 60 minutes)

Part A

The teacher uses the current read-aloud book (if suitable) or a previous class favourite to engage students in the following activities. The teacher is encouraged to read (reread) this book (chapter, etc.) to initiate a discussion. The teacher tells the students that they are going to compose a letter to the author of this book (e.g., If you could *talk* to [author’s name], what would you say? What questions would you ask?). After allowing a few minutes for brainstorming, the teacher begins web creation with the class. The teacher uses the web to capture students’ ideas (thoughts, feelings, opinions, experiences) about what might be included in the letter.

Sample web:



Students then select their favourite author. The teacher may need to support some students during this process. It may be helpful for students to have the book(s) written by the author handy during this task.

The teacher may opt to use:

- the web provided in the student work sheets, or
- an organizer the students are familiar with.

Students complete a brainstorm web similar to the one demonstrated by the teacher.

Part B

Part B (approximately 30 minutes)

The teacher uses shared writing to compose a letter to the author, using the planner completed with the class in Part A.

The teacher uses “think aloud” to guide the students in the letter format, purpose, and audience (e.g., How will we start the letter?). This letter may be displayed on the bulletin board for reference.

Example 1

[date]
Dear _____ ,

Sincerely,
[name]

Example 2

[date]
Dear _____ ,

Sincerely,
[name]

Part C
(approximately
30 – 60 minutes)

The teacher reviews with the students the criteria for an effective letter. The teacher may use one or more of the following methods:

- Rework the task-specific rubric in the exemplars document into student language.
- Collaboratively develop a rubric based on the criteria in the task-specific rubric.
- Review the student criteria checklist that follows:
 - S Ideas are clear and easy to understand.
 - S The main ideas and details go together.
 - S The purpose for the letter is clear. (You can tell why the letter was written.)
 - S The letter has a beginning, a middle, and an end.
 - S The sentences are different lengths.
 - S The letter is organized in paragraph form.
 - S The sentences have correct punctuation (e.g., periods, question marks, commas).
 - S Capitals are used correctly.
 - S The spelling is correct.

Drafting
(approximately
45 – 60 minutes)

Students draft the letter to their favourite author, using their web (planner) as a guide.

Revising

Part A
(approximately
15 minutes)

Part A

The teacher may choose to complete the revision activities in small groups or with the whole class (time will vary accordingly).

The teacher may decide to use the Revision Checklist provided in the student work sheets or a similar form currently used in the classroom

The teacher reads (and explains) each item on the Revision Checklist, allowing students to make any necessary changes to their work.

Part B
(approximately
30 – 45 minutes)

OR
Part B

The teacher reviews the Revision Checklist with the students.

The students work in pairs to go through the Revision Checklist. Students are given an opportunity to make any changes needed.

**Editing
Part A
(approximately
15 minutes)**

Part A

The teacher may choose to complete the following with small groups or the whole class (time will vary accordingly).

The teacher may decide to use the Editing Checklist provided in the student work sheets or a similar form currently used in the classroom.

The teacher reads each item on the Editing Checklist, allowing students to make any necessary changes to their work.

**Part B
(approximately
15 minutes)**

**OR
Part B**

The teacher reviews the Editing Checklist with the students.

The students work in pairs to go through the Editing Checklist. Students are given an opportunity to make any changes needed.

**Publishing
(time will vary)**

Students write their published copy on the paper provided in the student work sheets.

Students should be encouraged to read over their published writing and to check to make sure it is their best work.

**Student
Reflection**

Students should complete a reflection activity related to their writing. The teacher *may* choose one of the following:

- Conduct a sharing circle using a sentence stem for each student to complete orally (e.g., The thing I liked best about my letter was...; The author I wrote to was...; I chose him/her because...; When [author's name] writes back, I hope he/she says...).
- Have students complete the Student Reflection after they have written their final copy.
- Use a reflection activity (oral or written) that is familiar to students.

A Letter (to a Favourite Author)

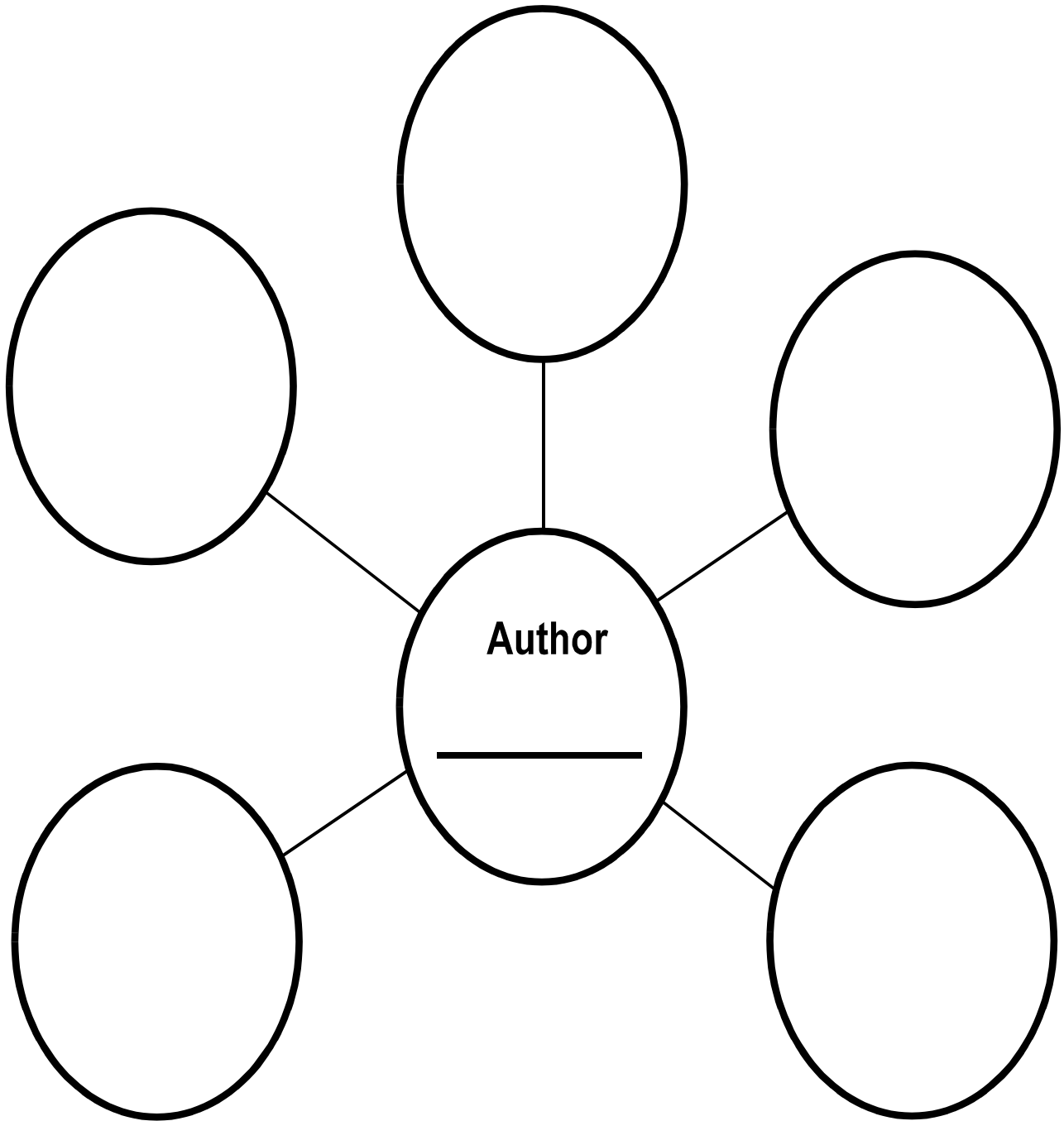
A Writing Task for the Writing Exemplars

Student Name: _____

In this writing task, I will try to show that:

I know how to write a friendly letter.

- G** I used words that show how I feel.
- G** I used sentences of different lengths.
- G** I checked my spelling.
- G** I checked for periods, question marks, and exclamation marks.
- G** I used capitals for the beginning of my sentences and for names.
- G** I used my best printing or writing.



First Draft of My Letter

A series of horizontal dotted lines for writing.

Revision Checklist

- Instructions:
1. Writer reads each question to partner.
 2. Partner answers yes or no.
 9. Writer puts checkmark in either “yes” or “no” box.
 9. Partner must give one (or more) ideas explaining to the writer why he/she answered yes or no.
 9. Writer makes changes to letter.

- | | | | | | |
|---|---|--------------------------|-----|--------------------------|----|
| 1 | Have I used a lot of ideas? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 2 | Are my ideas clear and easy to understand? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3 | Have I used details to go with the important ideas? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 4 | Are there missing words or words that don't make sense? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 5 | Have I used words to show how I feel? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 6 | Will the author know why I have written to him/her? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 7 | Does my letter have a good beginning, a middle, and an end? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 8 | Are my sentences different lengths? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 9 | Is my letter organized into paragraphs? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |

Editing Checklist

Do all of my sentences have one of . ? or ! at the end?

Yes

No

Are my ideas clear and easy to understand?

Yes

No

Did I use a , to separate items in a list?

Yes

No

Did I use capitals at the beginning of:

each sentence?

Yes

No

names?

Yes

No

place names?

Yes

No

Are any of my words spelled incorrectly?

Yes

No

(use class charts and a dictionary to correct spelling)

Does my letter have all the parts that are in our class letter?

Yes

No

Is my letter organized into paragraphs?

Yes

No

Final Copy of My Letter

A series of horizontal dotted lines for writing.

Student Reflection

I wrote a letter to _____

I chose _____ because ...

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The best thing about my letter is ...

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The hardest thing about writing my letter was ...

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The Ontario Curriculum Exemplars Project

**Writing Exemplars: Year-end
Writing Task – Grade 4:**

***A Humorous Fictional Story
("The Day Gravity Failed")***

Instructions for the Teacher

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These materials are strictly for the use of teachers working with The Ontario Curriculum – Exemplars, Grades 1-8: Writing.

Description of the Task

The student will write a humorous story entitled “The Day Gravity Failed”, using the format described below.

Curriculum Expectations

This task requires that students use the writing process as described on pages 6 and 11 of *The Ontario Curriculum, Grades 1–8: Language*.

Overall Expectations

By the end of Grade 4, students will:

- communicate ideas and information for a variety of purposes and to specific audiences;
- organize and develop ideas using paragraphs (e.g., to tell a story);
- use simple and compound sentences and vary their sentence structure;
- produce pieces of writing using a variety of specific forms (e.g., a humorous story);
- revise and edit their work, using feedback from the teacher and their peers;
- proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions (e.g., spelling, grammar, punctuation) specified for this grade.

Expectations in Specific Areas:

By the end of Grade 4, students will:

- use a variety of sentence types correctly and appropriately (e.g., questions, exclamations);
- choose words that are most effective for their purpose (e.g., to describe vividly);
- use a dictionary and a thesaurus;
- use proper form for paragraphs (e.g., indentation, spacing, margins).

Time/Materials**Time Needed**

Teachers may wish to introduce the prewriting activities in an initial block of time, allow another block for the draft copy, and provide a further period of time for revising, editing, and publishing, as the class schedule permits.

Materials Needed

- Teacher: video clip/picture/reading selection that illustrates items or people suspended in air because of decreased levels of gravity; chart paper; markers.
- Student: student work sheets, pencil.

Students should have their customary access to a dictionary, thesaurus, and the use of computers to do this writing task.

Previous Learning Experiences

Students performing this task would benefit from prior experience with:

- using visual organizers for planning a story;
- process writing;
- using a dictionary and thesaurus;
- reading and writing humorous stories;
- comparing their work to criteria outlined on task-specific rubrics.

Instructions for the Teacher: General Instructions

The times allocated for the student activities of prewriting, drafting, revising, editing, and publishing will vary. The student work is to be completed in its entirety at school. The stages of the writing process should be followed, but the student work should not be edited by the teacher, parent, or other adult.

The Writing Task: PreWriting (approximately 45 – 60 minutes)

The teacher introduces the concept of gravity in one of the following ways:

- a) by showing a video clip demonstrating astronauts in space (e.g., Apollo 13). The video selection should include examples of people or objects suspended in space;
- b) by showing an illustration or photograph which depicts people or objects suspended in space;
- c) by describing or reading an account of what might happen to us without the force of gravity.

All the above methods should promote discussion comparing life on earth with and without the forces of gravity. For example, if someone tries to brush his/her teeth without gravity, the toothpaste would float away, the toothbrush might only brush the top teeth, the tap water would float upward in the room, and so on.

Using Think–Pair–Share, students think of a scenario in their daily lives that would be humorous if “gravity failed for a day” (e.g., cooking dinner, going to bed, etc.). Students share their ideas with a partner, including some possible solutions to these challenges. The teacher may wish to chart setting, character, problem, and solution as students are orally presenting their scenario, to assist them in organizing their thoughts for their story.

Setting	Character	Problem	Solution

Drafting
(approximately
60 – 75 minutes)

The teacher explains that the students will be writing fictional stories describing a specific event that occurred in their lives “on the day that gravity failed”.

The teacher uses the information from the class charts to review the components of a Story Map (see page 3 of the student work sheets): the characters of the story, the setting in which the story takes place, the specific problems or challenges experienced by the characters during “the day that gravity failed”, and a suggested solution to the challenges faced.

The teacher reviews how the first draft of a story is created from the ideas written on a Story Map.

Students write ideas to construct their Story Map. Students begin the first draft of their stories when the Story Maps are complete.

Revising
(approximately
30 – 45 minutes)

The teacher reviews the criteria for a well-written story. The teacher may use one or both of the following methods:

- a) Rework the task-specific rubric in the exemplars document into student language with the students.
- b) Share and discuss the Revising and Editing Checklist with the students.

Editing
(approximately
30 – 45 minutes)

The teacher reviews with the students the criteria for revising/editing independently and with peers.

Students complete an independent revision/edit and work in pairs for a peer revision/edit prior to writing the final copy. Students may wish to make an illustration to accompany the story.

Publishing
(approximately
20 – 30 minutes)

Students write their published copy on the paper provided in the student work sheets. Students should be encouraged to read over their published writing and to check to make sure it is their best work.

Student
Reflection

Students complete the Student Reflection sheet after they have written their final copy.

*A Humorous Fictional Story
("The Day Gravity Failed")*

A Writing Task for the Writing Exemplars

Student Work Sheets

Student Name: _____

In this writing task, I will try to show that:

- G** I have tried to amuse the reader of my story.
- G** I have presented my ideas in the story in a logical order.
- G** My story has a beginning, a middle, and an ending.
- G** I have grouped my ideas into paragraphs.
- G** I have chosen the best descriptive words for my story.
- G** I have used connecting words such as “also”, “finally”, “after”, “but” to link ideas in my writing.
- G** I have tried to use a variety of types of sentences.
- G** I have followed the rules of spelling, grammar, and punctuation (such as the apostrophe and quotation marks).
- G** I have revised my writing using a junior dictionary and/or a thesaurus.

Story Process

- G** Brainstorm – What happens when there is no gravity?
- G** Story Map – My Story Outline
- G** First Draft
- G** Revising/Editing Checklist
- G** Final Copy

Story Map

Introduction

Character(s)	(Who?)
Setting	(Where? When?)
Problem	(What?)

Story Development

Describe the problem(s).

Story Ending

Suggest how the problem could be solved and how the story might end.

First Draft of My Story

Using the ideas and sequence from your *Story Map*, write the first draft of your story.

A series of horizontal dotted lines for writing.

Revising and Editing Checklist

Revising: When revising my work, I have tried to:

- G** provide humour in my story.
- G** present my ideas in a logical order.
- G** write my story with a beginning, a middle, and an ending.
- G** choose the best descriptive words for my story.
- G** use ideas that make sense and help to develop the story.

Editing: When editing my work, I have tried to:

- G** group my ideas into paragraphs that are indented.
- G** use a variety of sentences (e.g., using exclamations and questions when appropriate).
- G** use a dictionary and/or thesaurus.
- G** correct my spelling, grammar, and punctuation.

Peer Revising/Editing Checklist

When examining my classmate's work, I checked to see if:

Criteria	Editor's Comments
• There was a beginning, middle, and end to this story.	
• Exclamation marks, periods, or question marks were used when required.	
• The words were spelled correctly.	
• All the ideas and sentences made sense.	
• Similar ideas were grouped into paragraphs.	

Editor's Name _____

Writer's Name _____

Final Copy of My Story

Write your final copy of your story. You may add an illustration if you wish.

A series of horizontal dotted lines for writing.

Student Reflection

1. Are you pleased with the story you have written? Why or why not?

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2. What do you want the reader to notice in your story?

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3. Did you enjoy this writing task? Why or why not?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

The Ontario Curriculum Exemplars Project

**Writing Exemplars: Year-end
Writing Task – Grade 5:**

***A Non-Fiction Report
("A Person I Admire")***

Instructions for the Teacher

Description of the Task

The student will complete a non-fiction report on a person they admire (e.g., author, inventor, famous Canadian, athlete, family member) using the format described below.

Curriculum Expectations

This task requires that students use the writing process as described on pages 6 and 11 of *The Ontario Curriculum, Grades 1–8: Language*.

Overall Expectations

By the end of Grade 5, students will:

- communicate ideas and information for a variety of purposes;
- organize information to convey a central idea using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- use simple, compound, and complex sentences;
- produce pieces of writing using a variety of specific forms and materials from other media (e.g., as sources of information);
- revise and edit their work, seeking feedback from others and focusing on content, organization, and the appropriateness of the vocabulary for the audience;
- proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions (e.g., spelling, grammar, punctuation) specified for this grade.

Expectations in Specific Areas

By the end of Grade 5, students will:

- use levels of language appropriate to their purpose;
- use a variety of resources to confirm spelling (e.g., a dictionary, CD-ROM).

Time/Materials**Time Needed**

Teachers may wish to introduce the prewriting activities in an initial block of time, allow another block for the draft copy, and provide a further period of time for revising, editing, and publishing, as the class schedule permits.

Materials Needed

- Teacher: chart paper, markers.
- Students: a variety of information sources (e.g., videos, library books, the Internet), student work sheets.

Students should have their customary access to a dictionary, thesaurus, and the use of computers to do this writing task.

Previous Learning Experiences

Students performing this task would benefit from prior experience with:

- process writing;
- using visual organizers;
- using a dictionary and a thesaurus for editing;
- using non-fiction materials and writing non-fiction reports;
- comparing their work to criteria outlined on task specific rubrics.

Instructions for the Teacher: General Instructions

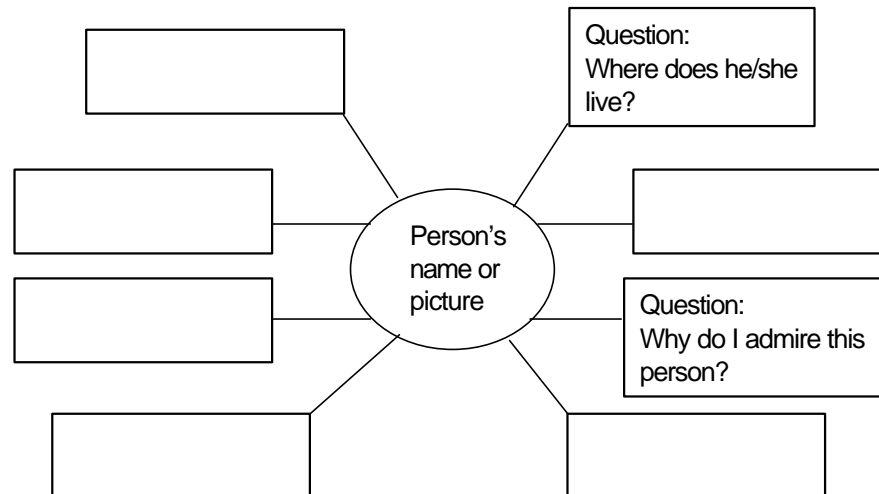
The times allocated for the student activities of prewriting, drafting, revising, editing, and publishing will vary. The student work is to be completed in its entirety at school. The stages of the writing process should be followed, but the student work should not be edited by the teacher, parent, or other adult.

The Writing Task: PreWriting (approximately 45 – 60 minutes)

The teacher places the name or a picture of a familiar personality in the centre of a planning web drawn on chart paper (e.g., Elvis Stojko, Roberta Bondar, the principal of the school).

The students and the teacher generate helpful questions to learn more about this individual. The purpose is to determine who this person is and why he/she is admired. Some sample questions are as follows:

- What is this person’s name, age, ...?
- What does he/she do? What is his/her occupation?
- Why is he/she admired?
- What personal connection do you have to this person?
- What are the accomplishments of this person?
- Does this person have future goals or plans?
- Name an issue that is important to this person.
- What are the hobbies and interests of this person?



The teacher models the “question selection process” and the transfer process by completing a sample Report Plan on chart paper.

Report Plan	
Person I Admire:	
Questions	Information
(Introduction)	
(Question 1)	
(Question 2)	
(Question 3) e.g., Why do I admire this person?	
(Conclusions)	

The teacher involves students in a discussion regarding the choice and sequence of questions. The teacher encourages students to sequence their questions on the Report Plan, so that the information follows in a logical and connected manner.

Drafting
(approximately
60 – 75 minutes)

Students select a “Person I Admire” and formulate questions about this individual (using the class chart as a guide).

Students write their questions on the Report Plan. Information can be found from a number of different sources (e.g., personal interview, the Internet, print material, videos). Students gather information on the person by conducting research.

The teacher reviews with the students how the first draft of a report is created from the information written on the Report Plan.

The students write a first draft of their non-fiction report, using ideas and information from the Report Plan.

Revising
(approximately
30 – 45 minutes)

The teacher reviews the criteria for a well-written non-fiction report. The teacher may use either one or both of the following methods:

- (a) Rework the task-specific rubric in the exemplars document into student language with the students’ input.
- (b) Share and discuss the Revising and Editing Checklist with the students.

Editing
(approximately
30 – 45 minutes)

The teacher reviews with the students the criteria for revising/editing, independently and with peers, using the rubric and/or the Revising and Editing Checklists.

Students complete an independent revision/edit using the Revising and Editing Checklist and work in pairs for a peer revision/edit using the Peer Revising/Editing Checklist, prior to writing the final copy.

Publishing
(approximately
20 – 30 minutes)

Students write their published copy on the paper provided in the student work sheets.

Student
Reflection

Students complete the Student Reflection sheet after they have written their final copy.

***A Non-Fiction Report
("A Person I Admire")***

A Writing Task for the Writing Exemplars

Student Work Sheets

Student Name: _____

In this writing task, I will try to show that:

- G** My ideas are presented in an organized way.
- G** My report has an introduction, a body, and a closing.
- G** I have chosen the best descriptive ideas for my report.
- G** I have tried to use a variety of sentence types.
- G** I have followed the rules of grammar, spelling, and punctuation.
- G** I have revised my work using a dictionary and/or a thesaurus.
- G** I have written a final copy.

Writing Process

- G** Brainstorm (jot notes)
- G** First draft of the report
- G** Revising/Editing Checklist
- G** Final Copy

Report Plan

Person I Admire: _____

Questions	Information

First Draft of My Report

Revising and Editing Checklist

Revising: When revising my work, I have tried to:

- G** use accurate information from personal and other sources to provide facts about the person I admire.
- G** present the information in a logical order.
- G** organize my report into paragraphs that are connected.
- G** ensure that my report has an introduction and a conclusion.
- G** include information and details that help the reader understand why I admire this person.

Editing: When editing my work, I have tried to:

- G** group my ideas into paragraphs that are indented and connected.
- G** use a variety of sentence types and lengths.
- G** use a dictionary and/or thesaurus.
- G** correct my spelling, grammar, and punctuation.

Peer Revising/Editing Checklist

When examining my classmate's work, I checked to see if:

Criteria	Editor's Comments
<ul style="list-style-type: none">• There was an introduction and a conclusion to this report.	
<ul style="list-style-type: none">• The information was accurate and made sense.	
<ul style="list-style-type: none">• I could tell why the writer admires this person.	
<ul style="list-style-type: none">• The report was organized into paragraphs.	
<ul style="list-style-type: none">• The words were spelled correctly.	
<ul style="list-style-type: none">• The punctuation was correct.	

Editor's Name: Writer's Name:

Final Copy of My Report

Write your final copy of your report.

A series of horizontal dotted lines for writing.

Student Reflection

1. Are you pleased with the report you have written? Why or why not?

A large rectangular box with a solid black border, containing seven horizontal dotted lines for writing.

2. What do you want the reader to notice in your report?

A large rectangular box with a solid black border, containing seven horizontal dotted lines for writing.

3. Did you enjoy this writing task? Why or why not?

A large rectangular box with a solid black border, containing seven horizontal dotted lines for writing.

The Ontario Curriculum Exemplars Project

**Writing Exemplars: Year-end
Writing Task – Grade 6:**

*A Summary Report
("Canada's Newest Territory")*

Instructions for the Teacher

Description of the Task

The student will read and report on the reading selection “Welcome Nunavut – Canada’s Newest Territory!”.

Curriculum Expectations

This task requires that students use the writing process as described on pages 6 and 11 of *The Ontario Curriculum, Grades 1–8: Language*.

Overall Expectations

By the end of Grade 6, students will:

- communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the terminology);
- organize information to convey a central idea using well-linked paragraphs;
- use a variety of sentence types and structures (e.g., complex sentences) appropriate for the purposes;
- produce pieces of writing using a variety of forms and using materials from other media;
- revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and the appropriateness of the vocabulary for the audience;
- proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style ;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade.

Expectations in Specific Areas

By the end of Grade 6, students will:

- accurately use appropriate organizers;
- use a dictionary and thesaurus to confirm their spelling.

Time/Materials**Time Needed**

Teachers may wish to introduce the pre-writing activities in an initial block of time, allow another block for the draft copy, and provide a further period of time for revising, editing, and publishing, as the class schedule permits.

Materials Needed

- Teacher: chart paper, markers.
- Students: the reading selection “Welcome Nunavut – Canada’s Newest Territory!”; student work sheets

Students should have their customary access to a dictionary, thesaurus, and the use of computers to do this writing task.

Previous Learning Experiences

- Students performing this task would benefit from prior experience with:
- using visual organizers when planning a summary;
 - process writing;
 - using a dictionary and a thesaurus for editing;
 - reading and writing non-fiction materials and reports;
 - writing introductions and conclusions;
 - recording jot notes on a topic and expanding jot notes to complete sentences and paragraphs in their own words;
 - comparing their work to criteria outlined on task-specific rubrics.

Instructions for the Teacher: General Instructions

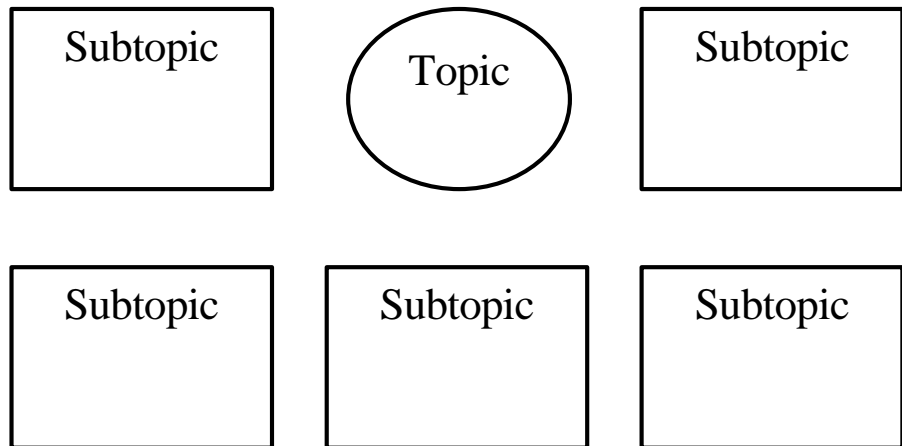
The times allocated for the student activities of prewriting, drafting, revising, editing, and publishing will vary. The student work is to be completed in its entirety at school. The stages of the writing process should be followed, but the student work should not be edited by the teacher, parent, or other adult.

The Writing Task: PreWriting (approximately 45 – 60 minutes)

The teacher presents the following planner (or a similar planner) on chart paper. Students may consider any topic (e.g., “Canada”). The students brainstorm subtopics (climate, geography, languages, population, customs, etc.). The teacher records the ideas in jot notes under each heading.

The teacher uses the information to model how jot notes are expanded into complete sentences and paragraphs. Students explain the ideas in their own words, rather than copying the jot notes.

The teacher discusses with students the importance of an introduction and a conclusion in making their summary complete. Depending on students’ prior experience with creating summaries, teachers may want to model some examples of introductions and conclusions.



Drafting
(approximately
60 – 75 minutes)

The teacher determines whether the students are able to read the selection independently or require assistance during the reading phase of this task.

Students read the selection, “Welcome Nunavut – Canada’s Newest Territory!” and, using a highlighter or underlining, note the key ideas in the article.

Students summarize the key ideas by completing the Summary Planner.

The teacher reviews with the students how to create an introduction and a conclusion to complete the summary.

Students write a first draft of their summary on the student work sheet provided.

Revising
(approximately
30 – 45 minutes)

The teacher reviews with the students the criteria for a summary report. Teachers may use either one or both of the following methods:

- a) Rework the task-specific rubric in the exemplars document into student language with the students’ input.
- b) Share and discuss the Revising and Editing Checklist with the students.

Editing
(approximately
30 – 45 minutes)

The teacher reviews with the students the criteria for revising/editing independently and with peers, using the rubric and/or the Revising and Editing Checklists.

Students complete an independent revision/edit and work in pairs for a peer revision/edit prior to writing the final copy.

Publishing
(approximately
20 – 30 minutes)

Students write their published copy on the paper provided in the student work sheets.

Students should be encouraged to read over their published writing and check to make sure it is their best work.

Student Reflection

Students complete the Student Reflection sheet after they have written their final copy.

*A Summary Report
("Canada's Newest Territory!")*

A Writing Task for the Writing Exemplars

Student Work Sheets

Student Name: _____

In this writing task, I will try to show that:

- G** My ideas are presented in paragraphs.
- G** My report has an introduction, a body, and a closing in logical order.
- G** I have included information and details that are important for the reader to know on this topic.
- G** I have chosen the best descriptive ideas for my report.
- G** I have included accurate information **in my own words**.
- G** I have tried to use a variety of sentence types.
- G** I have followed the rules of grammar, spelling, and punctuation.
- G** I have revised my work using a dictionary and a thesaurus.
- G** I have written a final copy.

Writing Process

- G** Summary Report.
- G** First Draft of the Report.
- G** Revising/Editing Checklist.
- G** Final copy.

Welcome, Nunavut - Canada's Newest Territory !

On April 1, 1999, the map of Canada changed! The territory of Nunavut became the newest territory, joining the Yukon Territory and the Northwest Territories. As a result, Canada now has ten provinces and three territories. Are you wondering how this happened? It did not happen overnight! People had been talking about this new territory for many, many years. Many meetings took place and there was much planning. Canadians who lived in the Northwest Territories voted two times to make decisions about the new territory. They also chose a capital. It is Iqaluit, the largest community in the territory. The map of Canada is now truly different.

There are many fascinating facts to discover about this new territory. Nunavut's size and climate are amazing. It is the most northern and the coldest part of Canada, and it is about one-fifth of the size of the rest of Canada. The land is about half mainland and half islands. Some of the islands, such as Baffin Island, are very large. Most of Nunavut's land, except for the top layer of earth, is frozen all year long. The permanently frozen part of the ground is called the permafrost layer. Most of the lakes and rivers freeze during the winter but not during the summer. Many ice caps and glaciers can be seen there, too. The large glaciers are called "mountain glaciers".

Most of the people in the future territory of Nunavut are Inuit. In fact, about 85 percent are Inuit. People speak both English and French, but the native language of the Inuit people is Inuktitut. This beautiful language is spoken all across the Arctic. Since it is a single language, people from all regions of this very large territory can understand each other. This

language was spoken for many generations before it was written down. This spoken language has helped to keep alive the legends, songs, and history of the Inuit. They have lived in the Nunavut area for thousands of years.

You might think that because the land is cold there is not much wildlife. This is not true. There are many other inhabitants of the new territory! Quite a few mammals roam the land. One of these is the caribou, which some people call “reindeer”. Caribou fur coats are known for their warmth. Herds of muskox also roam the land. They have thick, shaggy coats and humped shoulders. Some of the other mammals from this area are grizzly bears, wolves, and foxes. There is much underwater life, too! Nunavut has a huge seal population. There are also walruses, whales, and polar bears in this area of the Arctic. All of these inhabitants have adapted to life in this cold, northern territory.

Nunavut also has spectacular birds, such as the snowy owl, ducks, geese, swans, and the peregrine falcon. Other flying creatures are more annoying! These are the not-so-loved summer insects: mosquitoes, wasps, and bees. Travellers and campers have learned to keep the bug spray handy. Some people even wear “bug hats”, which are hats with a hood and face screen. The insects also do important work, helping to pollinate flowers and providing food for the birds.

All in all, Canadians have much to learn about this new territory. It has many interesting and fascinating inhabitants who have lived there for many thousands of years.

Welcome, Nunavut! Canada’s newest territory!

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Empty rectangular box on the right side.

Empty rectangular box on the left side.

Summary Planner
for
“ ”

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Empty rectangular box on the left side.

Empty rectangular box in the center.

Empty rectangular box on the right side.

Empty rectangular box at the bottom of the page.

Revising and Editing and Checklist

Revising: When revising my work, I have tried to:

- G** include information and details that are important for the reader to know on this topic.
- G** record accurate information and details in my own words.
- G** present the information in a logical order.
- G** organize my report into paragraphs that are connected.
- G** ensure that my report has an introduction and a conclusion.

Editing: When editing my work, I have tried to:

- G** present the information and details in paragraphs that are indented and connected.
- G** use a dictionary and/or thesaurus.
- G** check my summary for errors in grammar, punctuation, and spelling.

Peer Revising/Editing Checklist

When examining my classmate's work, I checked to see if:

Criteria	Editor's Comments
• There was an introduction and a conclusion to this summary.	
• The information was accurate and made sense.	
• The facts from the article were summarized.	
• The summary was organized into paragraphs.	
• The words were spelled correctly.	
• The punctuation was correct.	

Editor's Name: Writer's Name:

Student Reflection

Are you pleased with the summary you have written? Why or why not?

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What do you want the reader to notice in your summary?

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Did you enjoy this writing task? Why or why not?

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The Ontario Curriculum Exemplars Project

**Writing Exemplars: Year-end
Writing Task – Grade 7:**

*An Advertisement
(for a New Food Product)*

Instructions for the Teacher

Description of the Task

The student will write an article for a food magazine describing a new and exciting food product. The composition will follow an essay format and will persuade readers/potential consumers of the value of this product.

Curriculum Expectations

This task requires that students use the writing process as described on pages 6 and 11 of *The Ontario Curriculum, Grades 1–8: Language*.

Overall Expectations

By the end of Grade 7, students will:

- communicate ideas and information for a variety of purposes and to specific audiences;
- organize information to develop a central idea, using well-linked and well-developed paragraphs;
- use a variety of sentence types and sentence structures, and sentences of varying length;
- produce pieces of writing using a variety of specific forms, techniques, and resources appropriate to the form and purpose, and materials from other media;
- revise and edit their work, focusing on content and elements of style;
- proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions (e.g., spelling, grammar, punctuation) specified for this grade.

Expectations in Specific Areas

By the end of Grade 7, students will:

- use modifiers correctly and with increasing effectiveness;
- give evidence of an expanding vocabulary in their writing;
- show a growing awareness of the expressiveness of words in their word choice.

Time/Materials

Time Needed

Teachers may wish to introduce the prewriting activities in an initial block of time, allow another block for the draft copy, and provide a further period of time for revising, editing, and publishing, as the class schedule permits.

Materials Needed

- Teacher: chart paper, markers, cards naming specific consumer groups (e.g., babies, athletes, seniors, teens, children, busy adults).
- Students: student work sheets, drawing materials, paper for drawing and writing, pencils, newspapers and magazines.
- Resources: wall charts (e.g., listing adjectives describing taste, smell, appearance, texture)

Students should have their customary access to a dictionary, thesaurus, and the use of computers to do this writing task.

Previous Learning Experiences

- Students performing this task would benefit from prior experience with:
- working with adjectives, adverbs, verbs and nouns so that they fully understand the function of each;
 - writing descriptive paragraphs in the context of other subject areas (e.g., science, mathematics, history);
 - process writing;
 - using a dictionary and a thesaurus;
 - discussing descriptive language used in effective print and radio advertisements;
 - using literary devices in descriptive writing;
 - comparing their work to criteria outlines on task-specific rubrics.

Instructions for the Teacher: General Instructions

The times allocated for the student activities of prewriting, drafting, revising, editing, and publishing will vary. The student work is to be completed in its entirety at school. The stages of the writing process should be followed, but the student work should not be edited by the teacher, parent, or other adult.

The Writing Task: PreWriting

Part A (approximately 50 – 80 minutes)

Part A

The teacher introduces the purpose of writing. The students have been hired by a food manufacturer to design a new food product for a specific group of consumers.

The teacher brainstorms with the students lists of adjectives for the categories of taste, smell, appearance, and texture.

The teacher records the adjectives on a chart.

Students identify and list descriptive phrases in advertisements, recipe books, newspapers, magazines, and so on.

The teacher posts the lists and discusses with the students literary devices such as onomatopoeia, similes, and metaphors in the phrases.

Part B (approximately 70 – 120 minutes)

Part B

The teacher organizes the students into groups and gives each group a card naming one consumer group. Students brainstorm the type of food that would be appropriate or appealing to that consumer group. They use the Planning Guide-A Great Food sheet to organize their discussion. Students brainstorm possible names for their product and then decide on one. They then decide on appropriate packaging for the product and illustrate it.

Students write a poem, a slogan, or a song to describe their food product and present it orally to the class. They use their illustration to reinforce the message.

The teacher discusses with the class the effective words and phrases used by each group to describe the product.

Drafting
(approximately
30 – 40 minutes)

The teacher introduces the task as follows:
“You have developed a new food product for a specific group of consumers. Develop an article for a food magazine that *describes* your product and *convinces* the readers of the value/benefits of the product.”

Students draft the article using their planner as a guide.

Part C
(approximately
30 – 45 minutes)

Part C

The teacher reviews with the students the criteria for descriptive/persuasive writing, using either or both of the following methods:

- (a) Rework the task-specific rubric in the exemplars document into student language with the students.
- (b) Share and discuss the Writing Checklist with the students.

Editing
Part A
(approximately
30 – 40 minutes)

Part A

Students use the Editing and Revising Checklist independently and then with a peer editor.

Part B
(approximately
40 – 60 minutes)

Part B

Students make changes in their writing, using the suggestions from their peer editor.

Publishing
(approximately
40 – 60 minutes)

Students write their published copy on the paper provided in the student work sheets.
Students should be encouraged to read over their published writing and check to make sure it is their best work.

Student Reflection

Students complete the Student Reflection sheet after they have written their final copy.

*An Advertisement
(for a New Food Product)*

A Writing Task for the Writing Exemplars

Student Work Sheets

Student Name: _____

In this writing task, I will try to show that:

- G** The opening paragraph captures the reader's attention.
- G** I have identified a group of consumers who might be interested in my product.
- G** I have organized my ideas and information in a logical order.
- G** The information focuses on a central idea.
- G** All of the paragraphs develop the central idea.
- G** I have selected vocabulary that will persuade and involve the reader.
- G** I have used different adjectives to appeal to the senses of the reader.
- G** I have tried to use literary devices effectively.
- G** I have included the special features and/or benefits of the product.
- G** I have checked my spelling, grammar, and punctuation.

Planning Guide – A Great Food

1. This food is for (consumers):

2. Descriptive Words:

taste _____

smell _____

appearance _____

texture _____

special features _____

3. Descriptive phrases that describe your food (include literary devices, if appropriate).

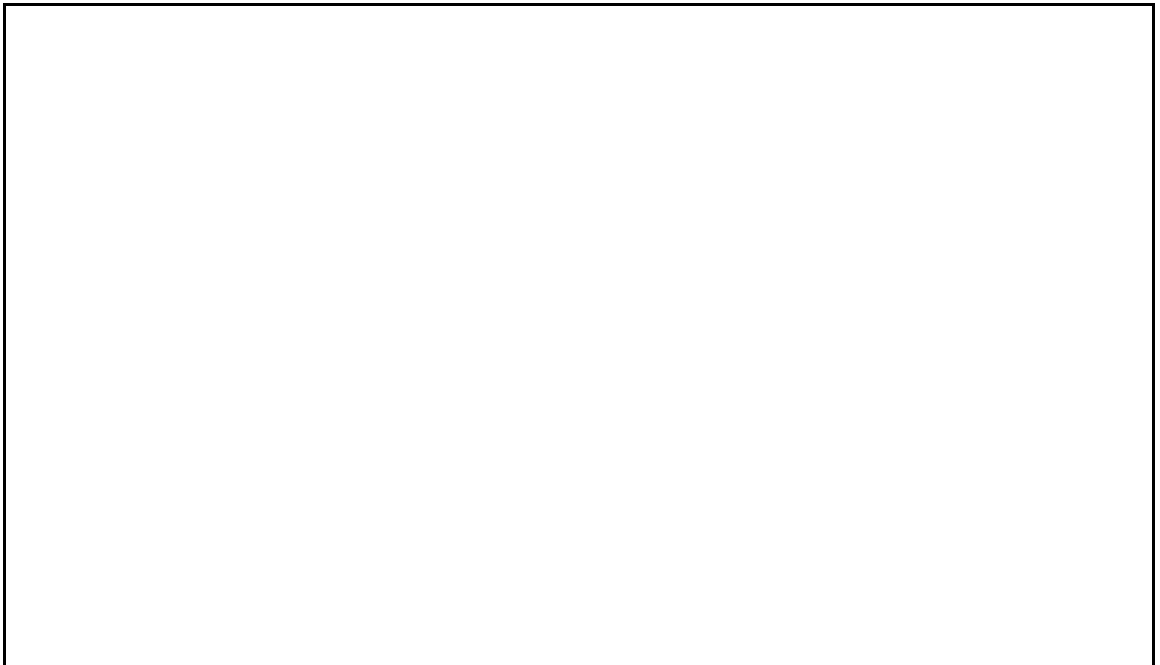
Planning Guide – A Great Food (continued)

4. List possible names for your food product.

As a group, decide on the best name.

5. Think about the packaging. Draw a picture/illustration of how your product will look. Write a paragraph, slogan, poem, or song that describes your product. Present it orally to the class with the diagram. Imagine that the class represents your group of consumers.

Rough draft of illustration



Student Writing Guide

Purpose

Identify consumers

Describe the product

Explain why they should buy the product

First Draft of Your Article

A series of horizontal dotted lines for writing.

Editing and Revising Checklist (Self/Peer)

CRITERIA		COMMENTS
	Check if no errors	Make necessary corrections suggestions or compliments
C	conventions are correct/corrected	
	– spelling	
	– grammar	
	– punctuation	
C	effective use of adjectives and other words, phrases, literary devices	
C	opening paragraph: – captures reader’s attention – identifies specific consumers	
C	other features	

Final Copy of Your Article

A series of horizontal dotted lines for writing.

Student Reflection

1. Are you pleased with your finished work? Why or why not?

Yes

No

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

2. What do you want the reader to notice in your descriptive article?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. Did you enjoy this writing task? Why or why not?

Yes

No

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

The Ontario Curriculum Exemplars Project

**Writing Exemplars: Year-end
Writing Task – Grade 8:**

*An Opinion Piece
(a Letter to the Editor)*

Instructions for the Teacher

Description of the Task

The student will write a letter to the editor, giving an opinion about a current issue.

Curriculum Expectations

This task requires that students use the writing process as described on pages 6 and 11 of *The Ontario Curriculum, Grades 1–8: Language*.

Overall Expectations

By the end of Grade 8, students will:

- communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and features appropriate to the form;
- use writing for various purposes and in a range of contexts (e.g., to clarify personal concerns and to explore social issues);
- organize information and ideas creatively as well as logically, using paragraph structures (e.g., to develop a comparison or establish a cause-and-effect relationship);
- use a wide variety of sentence types and sentence structures, with conscious attention to style;
- revise and edit their work independently or using feedback from their peers;
- proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions (e.g., grammar, punctuation, spelling) specified for this grade.

Specific Expectations

By the end of Grade 8, students will

- use more complex sentence structures correctly;
- select and use their words with increasing sophistication and effectiveness.

Time/Materials**Time Needed**

Teachers may wish to introduce the prewriting activities in an initial block of time, allow another block for the draft copy, and provide a further period of time for revising, editing, and publishing, as the class schedule permits.

Materials needed

- Teacher: samples of letters to the editor.
- Students: charts, markers, student work sheets, samples of letters to the editor.
- Resources: newspapers, the Internet.

Students should have their customary access to a dictionary, thesaurus, and the use of computers to do this writing task.

Previous Learning Experiences

- Students performing this task would benefit from prior experience with:
- writing letters;
 - stating opinions and supporting their opinions with reasons;
 - process writing;
 - using a dictionary and thesaurus when writing;
 - comparing their work to criteria outlined in task-specific rubrics.

Instructions for the Teacher: General Instructions

The times allocated for the student activities of prewriting, drafting, revising, editing, and publishing will vary. The student work is to be completed in its entirety at school. The stages of the writing process should be followed, but the student work should not be edited by the teacher, parent, or other adult.

The Writing Task: Prewriting

Part A (approximately 40 – 60 minutes)

Part A

The teacher and/or students collect letters to the editor during the week prior to the activity. Newspapers can be found on the Internet at the following web sites:

- <http://www.canoe.ca/Toronto> Sun
- <http://www.thestar.com>
- <http://www.theglobeandmail.com>
- <http://newslink.org/news>
- <http://www.nationalpost.com>

The teacher discusses with the students what makes an effective letter to the editor, using the student work sheet Reviewing Letters to the Editor.

The students identify the differences in format among letters to the editor, friendly letters, and business letters.

Part B (approximately 60 – 80 minutes)

Part B

The students brainstorm current issues and record them on chart paper. The students identify the issues which concern them most. These can be global, community, or school issues.

The teacher distributes the worksheet “Research Guide: My Topic” or any guide routinely used by the teacher and students. Students work in pairs to choose and research an issue. Before researching the topic, students complete Sections A and B, “Getting Started”. Students then gather information on the topic and complete Sections C and D of the work sheet.

Part C
(approximately
20 minutes)

Part C

To learn to support their opinions with facts, students use the cooperative learning strategy “Four Corners” as described below.

The teacher states an opinion about a movie, book, or TV show (e.g., the best film of the decade). The teacher designates four locations in the classroom entitled “Strongly Agree”, “Agree Somewhat”, “Mildly Disagree”, and “Strongly Disagree”.

Strongly Agree	Agree Somewhat
Mildly Disagree	Strongly Disagree

Students go to the location that matches their opinion. Students discuss the reasons for their opinions and present their points of view to the class. Students try to persuade others to agree with them. Students may go to other corners as their opinions are swayed.

Part D
(approximately
30 – 60 minutes)

Part D

The teacher reviews with the students the criteria for an effective letter to the editor. The teacher may use either or both of the following methods:

- a) Rework the task-specific rubric into student language, with the students’ input.
- b) Share and discuss Reviewing Letters to the Editor and the Editing and Revising Checklist with the students.

Drafting
(approximately
50 minutes)

Each student writes a letter to the editor about an issue he/she has identified. Students select an issue that is important to them. In groups or pairs, students discuss their ideas and plan their letters using the work sheet “Research Guide: My Topic”. Students research topics as needed and then compose a letter using as a guide the worksheet “First Draft of My Letter to the Editor”.

Editing
(approximately
30 – 45 minutes)

Students complete the Editing and Writing Checklist independently and then work in pairs for a peer edit before writing the final copy.

Publishing
(approximately
40 – 60 minutes)

Students revise and produce a final copy taking into account the suggestions of peers. Students submit their letter for publication in the school or local newspaper or on the school web site.

Student Reflection

Students complete the Student Reflection sheet after they have written their final copy.

*An Opinion Piece
(a Letter to the Editor)*

A Writing Task for the Writing Exemplars

Student Work Sheets

Student Name: _____

In this writing task, I will try to show that:

- G** With the opening lines, I have tried to capture the attention of the reader.
- G** I have presented my ideas in the letter in a clear and logical order.
- G** My opinion(s) and ideas are clear.
- G** I have facts to support my opinions.
- G** My facts are accurate and relevant.
- G** The final paragraph of the letter summarizes the issues.
- G** I have tried to encourage the reader of my story to take action.
- G** I have tried to use a variety of types of sentences.
- G** I have followed the rules of spelling, grammar, and punctuation.
- G** I have revised and edited my writing.

Reviewing Letters to the Editor

CRITERIA	EXAMPLE(S)
Strengths	
C opening captures reader's attention	
C opinion/point of view/stand is: - clear - stated at/near the beginning	
C ideas and facts support point of view	
C facts/details are relevant	
C order of ideas/arguments builds to create impact	
C conclusion summarizes the issue and/or encourages reader to take action	
C other features	
Concerns/Weaknesses	
C purpose not clear	
C opinions given without supporting facts	
C monotonous repetition	
C issue too personal/not important to others	
C lack of logic	
C other features	

Research Guide: My Topic

Getting Started – A and B

Research/Supporting Facts – C

Argument – D

A. What do I already know about this topic?
1.
2.
3.
4.
5.

B. What do I need/want to know about this topic?		C. Supporting Facts / Research
1.	0	1.
2.	0	2.
3.	0	3.
4.	0	4.
5.	0	5.

D. Consequences of not taking action on this issue. (If society does not do something about this, what could happen?)
1.
2.

First Draft of My Letter to the Editor

Purpose:

To persuade

.....

.....

.....

.....

Present the issue

.....

.....

.....

.....

**State your
opinion**

(supported by
facts)

.....

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.....

.....

.....

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.....

.....

**Consequences of
non-action**

.....

.....

.....

.....

**Summary/Call for
action**

.....

.....

.....

.....

Editing and Revising Checklist

CRITERIA		COMMENTS
	Check if correct	Compliments, Corrections, Suggestions
C	conventions - spelling	
	- grammar	
	- punctuation	
C	opening captures reader's attention	
C	clear point of view/opinion	
C	point of view/opinion supported by facts	
C	ideas presented logically	
C	conclusion summarizes the issue	
C	the reader is encouraged to take action	
C	other features	

Final Copy of My Letter to the Editor

Write a final copy of your letter. Do not forget to include the revisions from your editing.

A series of horizontal dotted lines for writing.

Student Reflection

1. Are you pleased with the letter you have written? Please explain why or why not.

G Yes

G No

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

2. What do you want the reader to notice in your letter to the editor?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. Did you enjoy this writing task? Please explain why or why not.

G Yes

G No

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
