



EDLL3200

WRITING

PORTFOLIO

By Jackson Rosch

ABSTRACT

This portfolio contains 20 writing strategies that can benefit you and your students with literary skills. The 20 strategies are made up of fiction and non-fiction. Many of these strategies are designed for primary and intermediate aged students, which will prepare them for future subjects.

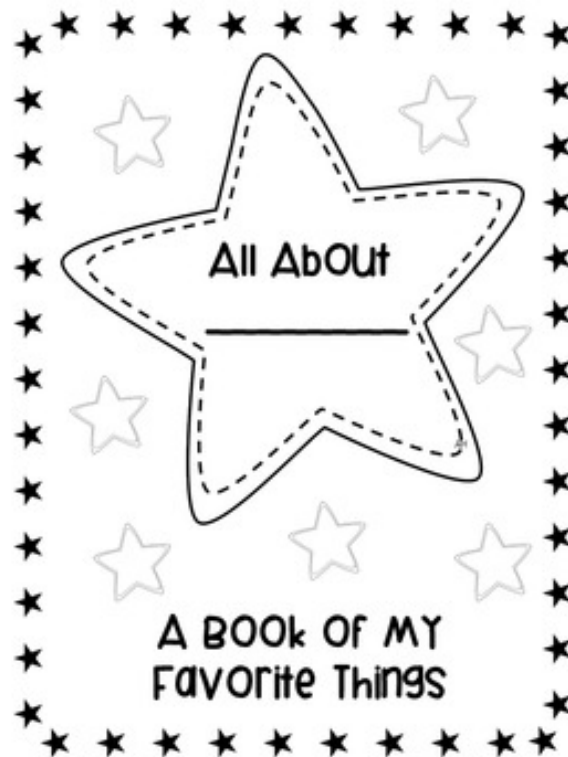
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Table of Contents

1. All About Books
2. ABC Books
3. Cubing
4. Data Charts
5. Double Entry Journals
6. Interactive Writing
7. Learning Logs
8. Making Words
9. Quick Writes
10. RAFT
11. Reading Logs
12. Venn Diagrams
13. CSI
14. Paragraph Writing
15. One Sentence Fairy tales
16. Experiential Writing
17. Haiku
18. Shape Poems
19. Rhyming Couplets
20. Limericks

#1 All About Books



All About Books is a great writing strategy for primary and intermediate aged students. Students are given the choice to write about a subject they know best (All About), which can be anything from sports, movies, animals, and even other people. It gives students a chance to engage in writing, related to subject matter that they find interesting. It is effective for students who learn how to write complete sentences, so grade 2 – 7 would find this strategy most useful. In class we were introduced to this strategy and tasked with writing about something we either knew or facts others would not know. For example, I wrote on football (NFL) I designed a cover, and included information about the sport within the book. The task was to create a cover (book cover) that represented your topic of choice, you were then told to write information or facts on the inside.

This strategy is particularly important when teaching students to write material based on what they know and or enjoy. This is to help students remember information, formulate creative ideas, and share what they enjoy. I believe that this strategy is particularly useful at the beginning of the year to help students build relationships and get to know each other. It also sets the stage for writing expectations; students will understand what it takes to write creatively but also with prior knowledge.

#2 ABC Books

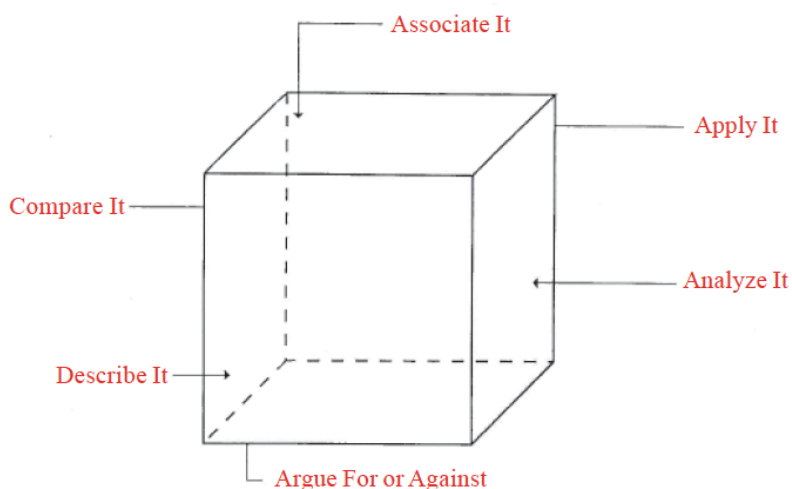


ABC Books are a great introduction to the alphabet (understanding and teaching it). These books are designed for primary aged students, specifically K – 2 (or younger), which are essential years in developing letters and alphabetical sequences. This educational tool/strategy is beneficial for young children, it includes learning with creativity, while assisting students identify the sounds that go into letters. ABC books help children understand sequence (i.e., A, B, C, D, etc.), this limits confusion and helps students understand order. After introducing an ABC Book to students, give them a chance to create their own book, or letter, which has creative significance. Hand out worksheets to the students with a letter on it, get them to write something creative, either a word or phrase that begins with that specific letter. Then ask them to draw a picture related to that letter and have them present it to the class (in order beginning with A).

I feel like this is a great, creative, and fun activity to introduce to young students whose minds are continuously developing and absorbing information. I would more so read an ABC Book to K - 1 aged students and have them do an activity with a single letter. For grades 2+ I would have them make their own ABC books which they can create on their own, as long as the letters match with the word and they are in order.

#3 Cubing




Cubing



Cubing is an interesting writing strategy; it is designed as a framework that helps student break down and section off parts of an idea/topic. This is an excellent technique for students that are experienced in writing, grade 5+ is what I recommend regarding the grade to introduce this strategy. This is a multi-functional tool, which can be useful in both writing and learning. This strategy helps students identify a topic or an idea, which they are keen on writing about. They then have to breakdown this idea (cubing), by describing it, compare it to other ideas, associate the idea with prior knowledge, analyze it in greater detail, apply it and make sense of it, create an argument that's related to the idea. Students are tasked with breaking down a cube (which contains six sides), then follow the process listed above. By doing this, students create a better understanding for the subject, essentially, they can see various aspects of I, which helps them write a better story. Students can create their own cubes and construct/deconstruct it with the information written down, this way they can play with it and refer back to the information they came up with.

#4 Data Charts

Strategies for Reading
Tables, Charts & Graphs

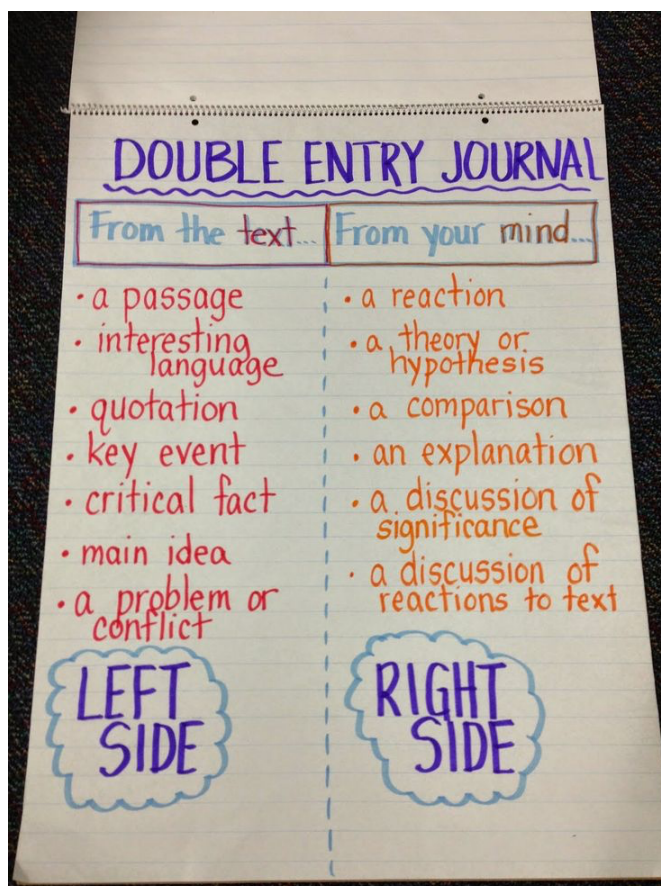
Item	color	size	mass	shape
	white	3 cm, 2 mm	10 grams	round
	grey	2 cm, 1 mm	12 grams	triangle
	black	4 cm	22 grams	pentagon

1. Read the **title**.
2. **Ask** yourself "What kind of **data** is in this graph/table/chart?"
3. Read the **headings**. across the top - columns
down the side - rows
4. Read across the **rows**.
5. Answer the **questions**.

A table is a way of showing facts. It makes facts, or data, easy and fun to read. Make up your own by gathering facts to compare things.

Data charts is a way students can view and analyze data through charts, diagrams or graphs. It is a visual representation of information, which should help students and teachers identify statistics or data based on the visual chart. I would introduce three data charts to the students (graph, pie chart, and line graph) and teach them how to read the data and put down the information in writing. For instance, bar graphs can represent data that has been accumulated for a decade that compares two sets of statistics. Students would then have to analyze, discuss and write down the data in a way that can explain the chart without looking at a visible diagram. I would recommend introducing this strategy to students in grade 4, which would be appropriate for any intermediate grade. These charts are helpful when presenting information to fellow students that can be easily understood.

#5 Double Entry Journals



Double Entry Journals is an effective writing strategy where we write two separate things in vertical columns that divide the page. The DEJ, are designed to help writers engage in understanding and rationalizing information. This strategy is perfect for intermediate grades, as this tool is designed to help us with complex concepts. These journals are beneficial following reading a journal or excerpt, which helps us break down and understand from a better viewpoint. For example, students would read a story or articles, afterwards, they would write down anything noteworthy in the left-hand column, including quotes they found important/relevant. They could also write down anything descriptive from the entry. After, students would then switch to the right-hand column, here they would write down their thoughts and what they think. Such examples would include how they felt, how they connect with what has been written and the relevance as to why they chose to write down what they wrote in the left-hand column. These benefit students writing capabilities as it helps them pay attention to what they are reading and question any literary aspects. Students are able to breakdown and analyze anything that stands out to them, guiding their thinking and rationalization for identifying it.

#6 Interactive Writing



Interactive writing is great for all grades, this gives students a chance to engage in the writing process, along with their fellow students. This is a great strategy to help students build creative ideas, which can be done in groups or small one-on-one scenarios. Students are tasked with completing or building off of previous stories, that may not be completed. Sometimes students have a chance to go back and forth with each other and create a piece of writing that is generated based on the previous writers' ideas. This can be designed as one-word stories, for younger aged students, or full sentences as the students get older. This can be fun and interactive, this helps students engage with writing exercises and is a beneficial tool for helping students generate new ideas, learn new vocabulary, and practice their grammar and spelling. I would recommend this activity for students who are in-between primary and intermediate grade levels. Although this can be beneficial for students in grade 7, as it can be a fun exercise, students in grade 3 could find this equally informative and entertaining.

If I was to implement this strategy in the class, I would introduce it to the entire class at first, or host weekly writings, where the class would generate stories. As the teacher I would start the story, and have students individually come to the front of the class to write their section of the story. I would help them and guide them giving them feedback and helping them understand what is being written.

#7 Learning Logs

WEEKLY REFLECTION		
MY FAVOURITE ACTIVITY THIS WEEK WAS:	THIS WEEK I LEARNED:	NEXT WEEK I WANT TO IMPROVE ON:
	THIS WEEK, I AM PROUD OF:	

Learning Logs are an important factor with regards to what students learn throughout the year. Learning logs are meant to document what the students learn in an activity, they are similar to journals. KWL Charts are the best way to compare learning logs, they are designed to give students the ability to write down what they learned (summarize), ask questions (what they want to know), and record what they now know. These types of journals are excellent for all ages/grades, as a teacher you will see a variety of differences regarding what students include, especially among different grades. Learning logs can be fun and engaging for students, they can be a single-entry log or a journal that students keep with them and fill out weekly.

#8 Making Words

Name _____

MAKING WORDS

Directions: Cut out the letters below. Make as many different words as you can using the letters and write them in the chart below. See if you can use all the letters to make the mystery word!



3 letters	4 letters	5 letters	6 or more letters

Mystery Word _____

March 1 © Angela Nerby 2001

a	a	b	b	e	k	l	l	s	t
---	---	---	---	---	---	---	---	---	---

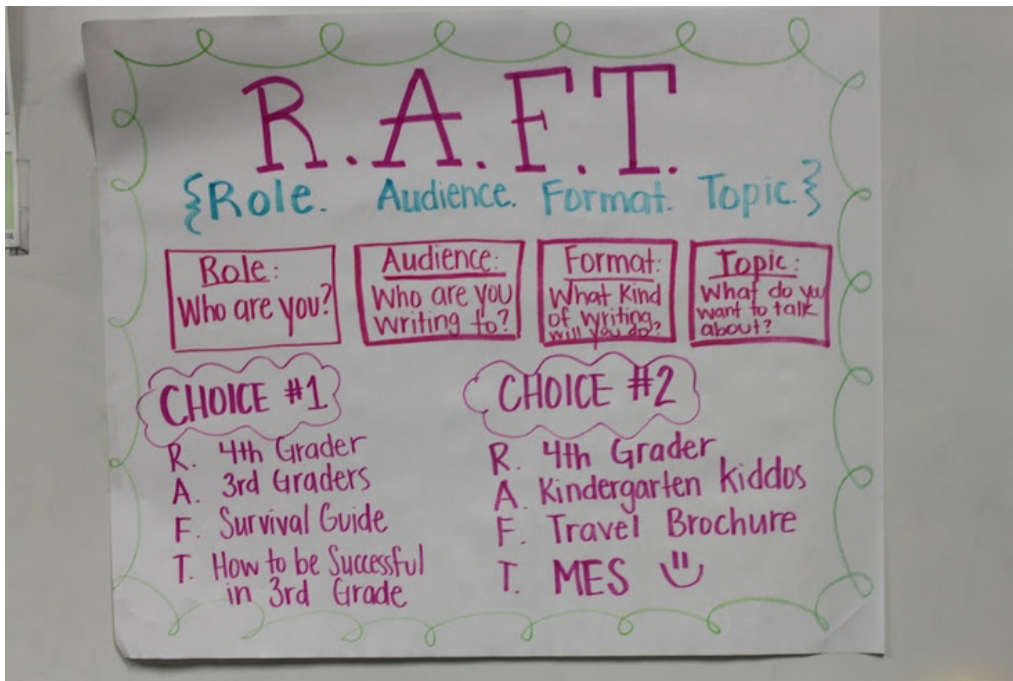
Making words is a super fun activity, which activates the student's schema and helps them use letter to their advantage. This activity can be used among all grades, the younger the students the easier it can be and the older students are the more complex it can be. This can be a great way to help students think and use their prior knowledge to obtain and generate new words. For example, you can have a mixture of letters, and hidden within the letters are words that students will have a chance to put together. We have seen board games similar to this activity, games such as scrabble, boggle, words with friends and even a much older game hangman. These activities require students to use their creative understanding and literary skills, which would be paired with phonetic reasoning. This game like activity brings fun and entertainment to the classroom, while simultaneously incorporating learning into its strategy.

#9 Quick Writes

Wes	Quickwrite Response
<p>Prompt: After listening to Kate Messner's poem, think about the word sometimes. Write as much as you can using or thinking about that word...<i>sometimes</i>.</p>	
<p>In 2-3 minutes write a response below.</p>	
<p>Sometimes I wish I can breath</p>	
<p>Under water and the I Do</p>	
<p>Not gou UP to breth.</p>	
<p>See the fishys</p>	
<p> </p>	

Quick writes are a timed writing activity, usually students are given a short period of time to write something, perhaps a response to an article or piece of writing. I would implement these types of activities for student's grade 4+, because I believe students need to form a creative mindset and learn how to write before they engage in these types of writing activities. The idea is that students should write as much as they can within the given amount of time. This promotes memorization and organization, which students are required to do when. Writing down information following the piece of writing they just read. This strategy can be beneficial for ELL as it helps them practice their writing skills, and helps them form concepts to the benefit of their learning experience. Quick writes are a fun way to learn how to write, they are low risk, as it is intended to not mark these but identify student's skills and writing abilities.

#10 RAFT



R.A.F.T. is a writing strategy that requires students to think more in depth about writing, this is a tool that helps students plan and organize their thoughts before initial writing stages. RAFT is an acronym that stands for Role, Audience, Format, and Topic, all playing an important role into what students will write about. This strategy is more so designed to help students reflect on their role as an author, the audience they are targeting, the type of style/format the piece will take form of, and the specific topic that they will be discussing. The in-class activity had us create a commercial, the instructors gave each group a piece of paper that outlined all the R.A.F.T. We had to use the instructions to write our own commercial, which then had to be conveyed to the class as a presentation. This activity is excellent for student's grade 3+, it is a great way to help students critically think about what they will be writing. I would recommend incorporating this strategy before every writing piece and add some fun/creative way for students to participate in it, adding a quality aspect to learning.

#11 Reading Logs

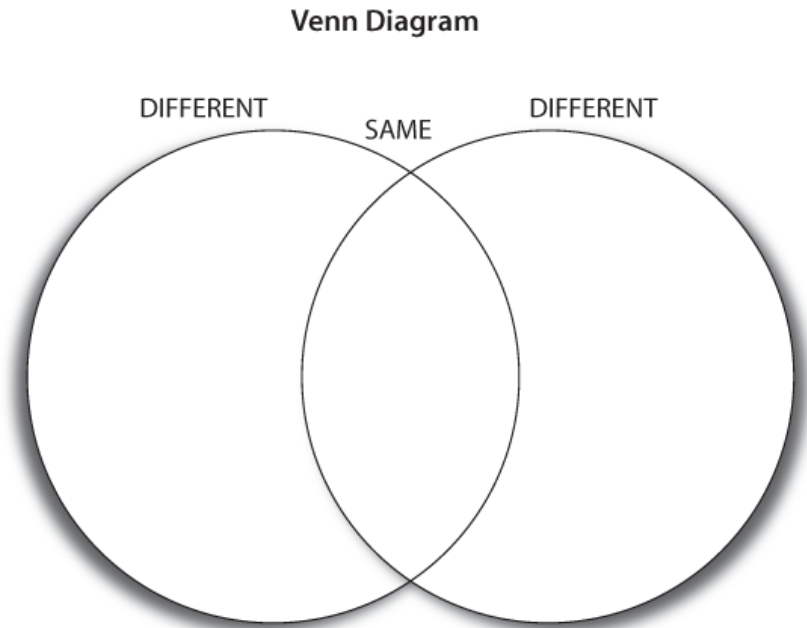
Weekly Reading Log

Name: _____ Week of: _____ to: _____

Day	Title of Book & Author	Pages	Minutes Read	Parent Initials
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

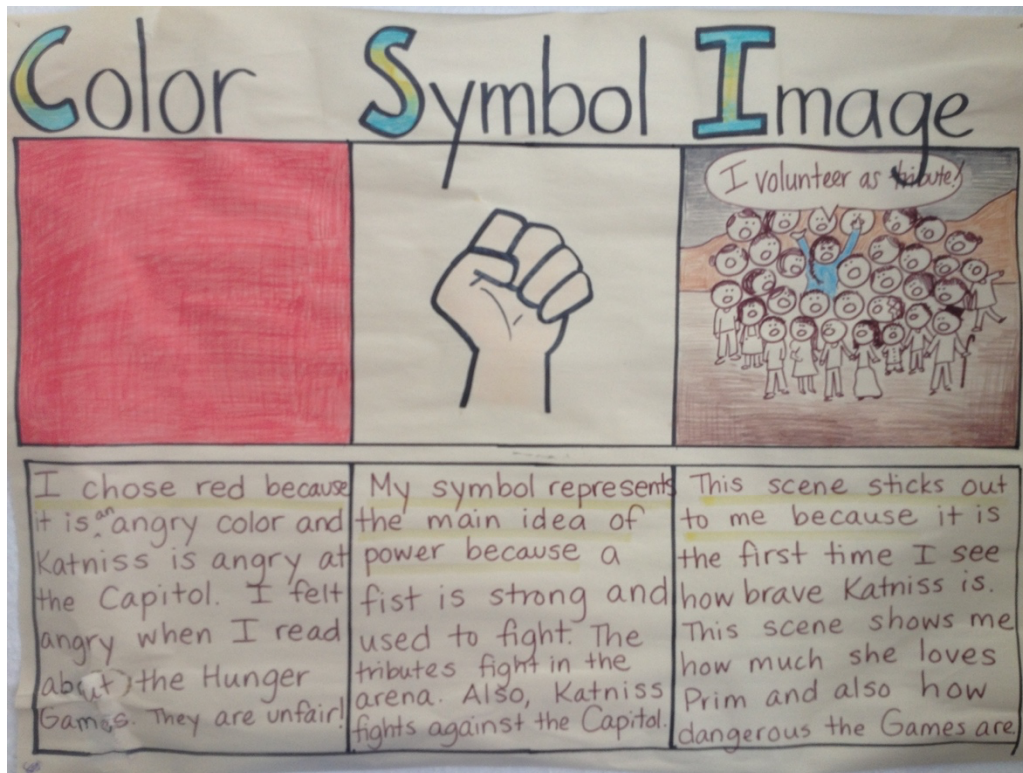
Reading logs are important for primary and intermediate grade, this helps the teacher and students keep track of their reading and volume of reading. It is a tool to help keep students accountable for their own reading, which falls back on them as it allows them to do their own work. Reading logs can be beneficial, although writing is not so much incorporated students build and develop literary skills necessary for writing. Reading logs can be designed by the teacher and documented as an activity with the parents' knowledge. To help keep kids accountable, having parents initial their child's reading logs is a great way to ensure that students are reading. Another way to help students maintain accountability, while also incorporating writing into the activity, is to give out books that the whole class have to read and have them write/take notes on the book.

#12 Venn Diagrams



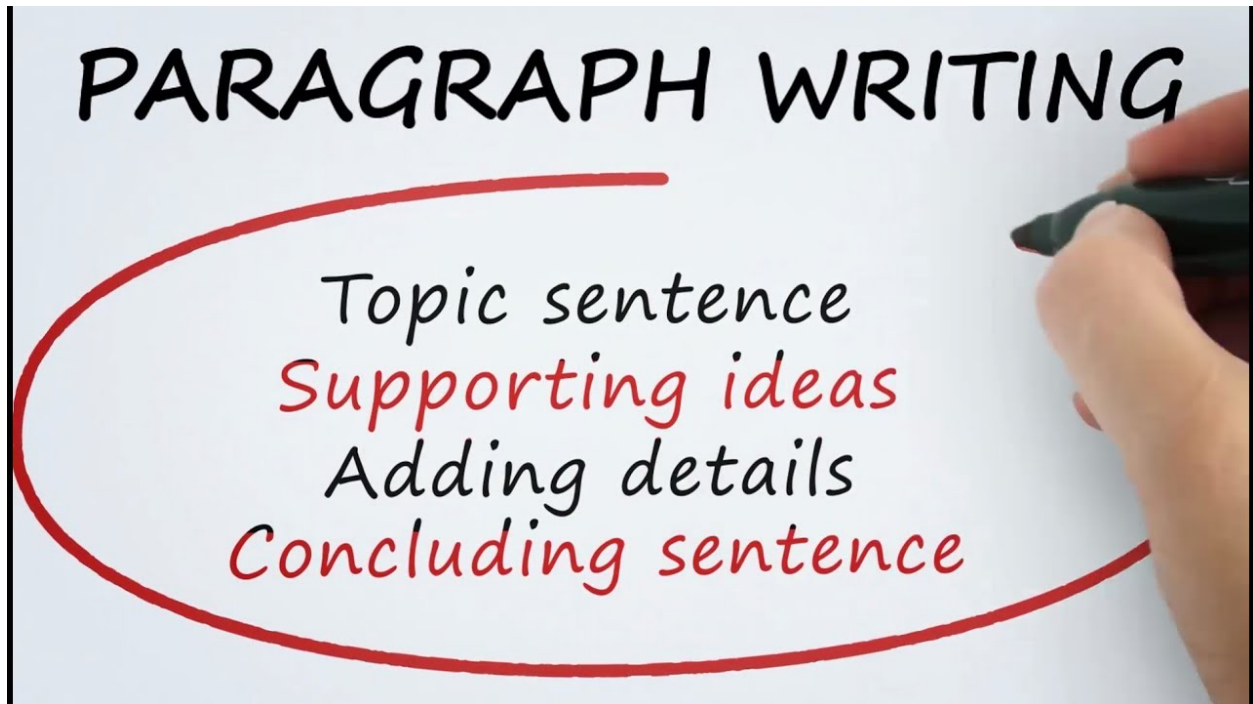
Venn Diagrams are helpful tools for students writing, they can be used before, during and after readings. These are designed for primary and intermediate aged students, although I would not introduce this tool to students less than grade 2. Venn diagrams are two circles (or 3 depending on how many topics are presented), which help students organize information. Students are able to organize their information by comparing and contrasting (similarities and differences), as you can see the diagrams are made up of overlapping circles. Within these circles students write down (breakdown) the information they wish to convey and organize. They can be used in many ways; they can help students understand characters within books or help them analyze two readings. I would show students how to utilize these tools, as a teacher I would give prime examples on how to use two and three circle diagrams. This tool is helpful for students as it gives them a chance to think critically and pay greater attention to their readings. Also, it helps students understand how to compare and contrast and identify similar and different concepts.

#13 CSI (Color, Symbol, Image)



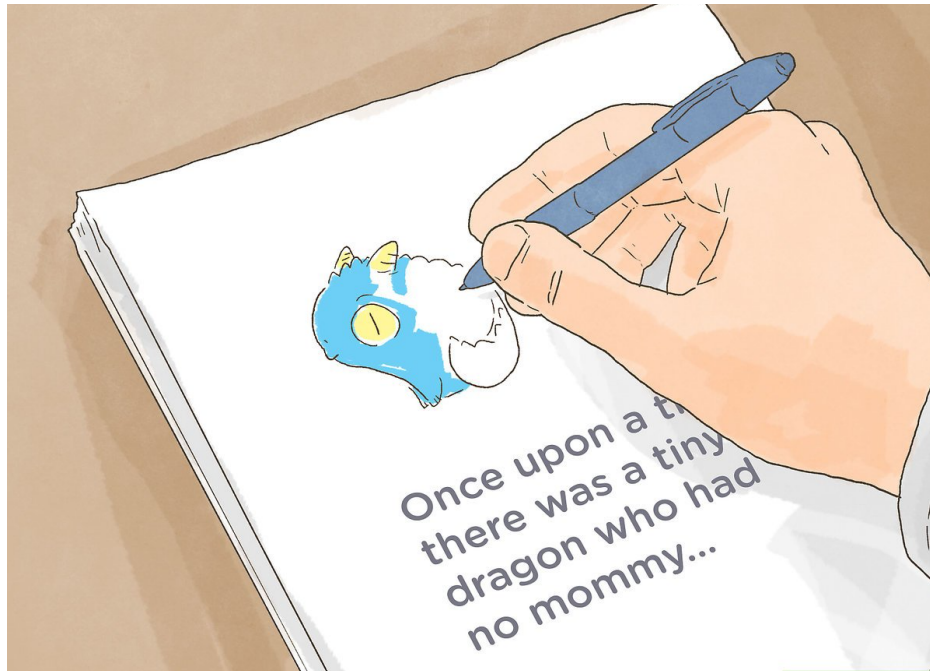
CSI strategies help students develop characters and give them a chance to recognize the character they want to write about or read about. CSI is an acronym for Color, Symbol, and Image. This tool is beneficial for primary aged students that adds fun and creativity into writing. Students would be tasked with identifying a character that they have read about, or if they are writing their own story develop a character and use this strategy. Students would select a color that best represents the character or what the character conveys, perhaps red for evil and blue for good. They would then create a symbol for that character, something that represents who they are and their image (i.e., Thor's hammer). Finally, students would draw an image that entails the general aspect of the character, it could be anything that the students feel involves that character. This a great way to teach students how to think more critically about characters and what they represent.

#14 Paragraph Writing



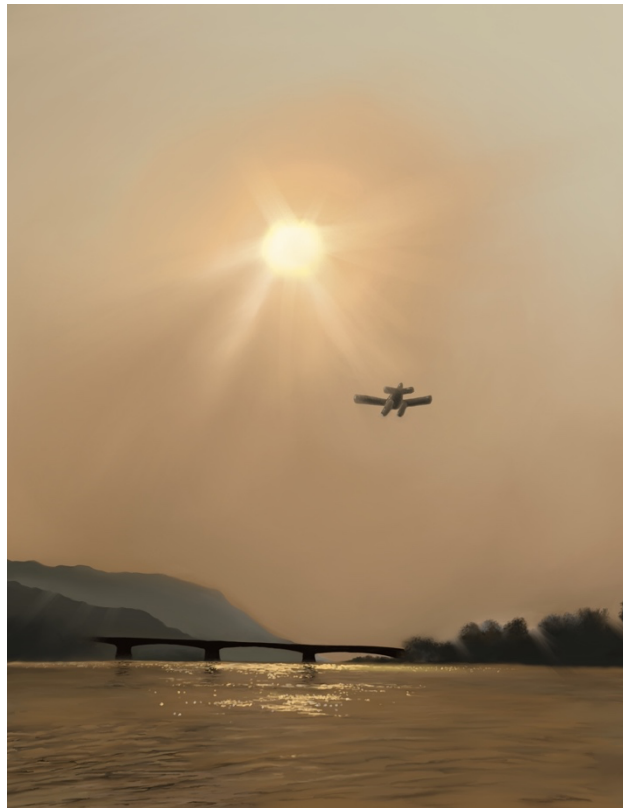
Paragraphs are an important factor that is used in writing, paragraphs breakdown and section off information so that people reading can follow easily. In order to develop a strong paragraph, students need to list ideas and plan accordingly related to the topic. Paragraphs need a topic to be discussed, which then needs to be supported by facts and examples. Explanations of the topic while using the information provided will make up a paragraph, while providing a conclusion so that one can start the next paragraph. Students need to know how to write paragraphs and understand the important aspect of a paragraph so that they can progress into higher grade levels and build a greater ability to read and write. I would recommend giving students exercises or worksheets that help students write paragraphs, building strengths and skills regularly. As students get older and enter high school, they will have to write papers and essays, which will consist of various paragraphs which provides structure and organization to the general piece of writing.

#15 One Sentence Fairy tales



One sentence fairy tales was one of the first exercises we participated in during this year's course. It was a great exercise and introduction into writing, a strategy that would benefit primary aged students. This exercise helps students identify many aspects of a story, condensed into one sentence without the greater detail a regular story contains. These one sentence fairy tales are important to writing as it helps students create their own work while connecting with their creative side. Also, it helps students understand characters, settings, plots, themes and locations that go into writing a story. Students have to first develop a mind map, this is a concept web that breakdown the students thinking and their ideas, which will help them create a story. This writing strategy helps students understand the skills needed that are necessary to write a well-developed story. This is a fun activity that helps students understand writing concepts and it also allows students to begin editing their work so that they can finalize a good copy and publish it into a book.

#16 Experiential Writing



Picture credit: Susan Mark

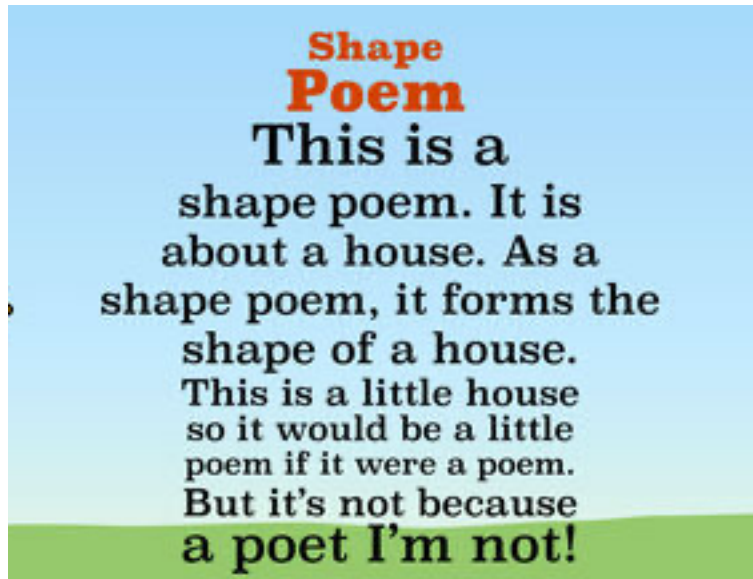
This is an interesting writing and learning strategy that relies on the students experience and creativity to help them generate ideas. Students in class were given a variety of paintings or pictures with no title or subtitles, the pictures were mostly of nature or buildings. The task was to go around the room and write down how the picture made you feel, which could be anything. Then students were given the task to write about the picture using a poem (i.e., haiku), which had to relate to a specific piece or image. This is a great writing strategy for student's grade 3+, this gives students a chance to engage in a creative writing aspect and generate their own ideas. It is also a great way for students to develop perspective skills or share experiences with their fellow classmates. I would recommend doing this as a fun class activity, where various pictures are posted around the class and have students go around and write short poems on a picture, they found most impactful. I would also recommend introducing poetry to the students before introducing this activity.

#17 Haiku



A haiku is a great introduction to poetry, its easy and short, which is great for primary based students who are still learning writing skills. Originating from Japan, a haiku utilizes a 5-7-5 syllable structure. To break it down, there are 3 lines total, the first line has to contain words that amount to 5 syllables, the second 7 syllables, and back to 5 syllables totalling 17 syllables. The nice thing about haikus is that they do not need to contain a rhyming scheme and are very important with regards to helping kids recognize the syllables in words. They are designed to focus on something that is brief and not overly complex and are great to represent pictures, such as the ones in the experiential writing strategy (breath of fresh air). I would recommend introducing haikus to students as one of the first poetry styles as its short and has a writing skill that students need to understand. Also, it helps students recognize how they feel, it gives them a way to put their feelings and emotions onto a piece of paper based on something that impacts them positively or negatively.

#18 Shape Poems



Shape poems are a fun and exciting new way to write. These poems are designed for the students to draw an image using words, while also representing what the image depicts. For example, if someone was to write a poem about a flower, or the sun, then they would shape their words into an image of a flower or sun, while making a story about the objects. This style of poetry is also known as concrete poetry, which relies on the shape of the poem more than the words. I would suggest that this style of poem be used for primary aged students, as it's a fun and creative exercise that deals with word play, which also helps their visual representation of the meaning of words. Shape poems don't need much preparation, just plan your shape and know what you want to write about, choose words that represent your shape. For instance, if you wrote about the sun you could use words such as warm, hot, bright, orange. Shape poems follow no rhyming scheme although rhyming can be included.

#19 Rhyming Couplets

Rhyming Couplets

My cat, she likes to chase a mouse,
Especially one that's in the

Lightening, thunder, all around
Soon the rain falls on the

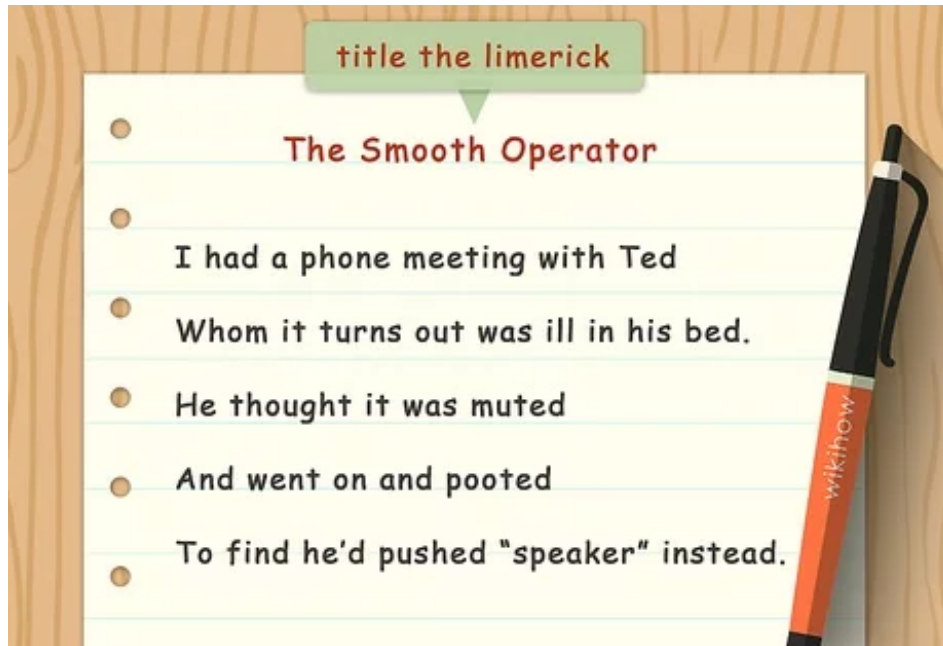
Humpty Dumpty sat on a wall
Humpty Dumpty had a great

It's hard to see the butterfly
Because he flies across the

Little Daddy Longlegs played in the sun,
Climbing up the front steps just for

Rhyming couplets are a fun writing style that would be great to introduce to grade 4+ (intermediate grades). This style of poetry isn't complex but as a writer it contains more information. A rhyming couplet usually focuses on two lines, where the rhyming word is contained at the end of the line, then a new rhyming verse would begin following the second line. Also, the sentences usually follow the same length and rhythm, although there are no rules on length of the full poem it should be considered that they are generally longer than a haiku. To engage students, I would ask them to find a word, anything that pops into their head and write about it. This is a great way to get students to write full sentences and be creative with words so that they can catch the attention of the reader.

#20 Limerick



I saved the best for last; Limericks are some of my favourite styles of poetry and literature. They are a fun and exciting way to write, which follows an interesting scheme consisting of five lines. The poem follows an AABBA rhyming pattern, usually written as a funny and humorous tale. Students should enjoy the writing process in writing a limerick, students should pick a noun that can easily rhyme with other words. Limericks have two different rhymes, the first, second and fifth line are supposed to rhyme, while the 3rd and 4th line rhyme together. These are fun ways to involve the class and bring humor to the environment. Students use their creative abilities to write limericks, while attaining their humorous side. I would read this style of poem to primary aged students but have intermediate aged students write their own verses.