

# C3 Web Event

DOCUMENT D'ACCOMPAGNEMENT

**Coordination et rédaction**

Direction des programmes d'études en formation générale des jeunes  
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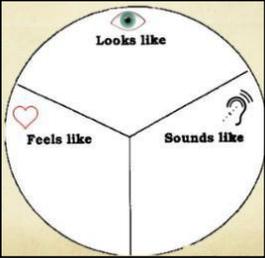
# Information Sheet

## Making C3 Work in the ESL Classroom!

GOALS	AGENDA
<ul style="list-style-type: none"> <li>• To consolidate understanding of Competency Three: <i>To Write Texts</i></li> <li>• To support students' development of Competency Three in ESL</li> </ul>	<ol style="list-style-type: none"> <li>1. Characteristics of a solid Competency Three task</li> <li>2. Writing process</li> <li>3. Peer feedback to support writing</li> <li>4. Sample writing task – <i>I Am Unique!</i></li> </ol>

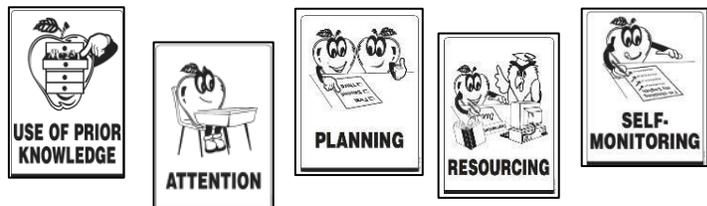
Characteristics of a Solid C3 Task	
<b>Meaningful/ Authentic</b>	<ul style="list-style-type: none"> <li>• Appropriate to students' level of language development and cognitive maturity</li> <li>• Relevant to students' age, interests and needs</li> <li>• Connected to a real-life situation</li> <li>• Challenging</li> </ul>
<b>Clear Purpose</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Inform</li> <li style="width: 50%;">• Entertain</li> <li style="width: 50%;">• Convince</li> <li style="width: 50%;">• Maintain relationships</li> <li style="width: 50%;">• Express</li> </ul>
<b>Intended Audience</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Self</li> <li style="width: 50%;">• Pen pals</li> <li style="width: 50%;">• Peers</li> <li style="width: 50%;">• Parents</li> <li style="width: 50%;">• Teachers</li> <li style="width: 50%;">• General public</li> </ul>
<b>Clear Task Requirements</b>	<ul style="list-style-type: none"> <li>• Short, simply stated instructions</li> <li>• Presentation of the evaluation tool to clarify expectations (i.e. <i>characteristics of the written text, language conventions, strategies</i>)</li> </ul>
<b>Available Resources</b>	<ul style="list-style-type: none"> <li>• Models of written texts</li> <li>• Word banks</li> <li>• Strategy posters</li> <li>• Writing process posters</li> <li>• Planning tools</li> <li>• Visual and thematic dictionaries</li> <li>• Checklists/Self-correction grids</li> <li>• ICTs</li> <li>• Peers/Teacher</li> </ul>
<b>Final Copy</b>	<ul style="list-style-type: none"> <li>• Delivered individually</li> </ul>

Which <b>purpose</b> is targeted in the following tasks? Choose the corresponding letter:	
<ol style="list-style-type: none"> <li>1. Students write about their favourite vacation in their journal.</li> <li>2. Students create a poster about an upcoming school event.</li> <li>3. Students write a letter to ask the school principal for permission to go on a field trip.</li> <li>4. Students write a get-well card to a classmate who is ill.</li> <li>5. Students post a funny anecdote on the class blog.</li> </ol>	<hr/> <hr/> <hr/> <hr/> <hr/>

Peer Feedback	
<ul style="list-style-type: none"> <li>• <b>Why?</b></li> <li>• <b>On what?</b></li> <li>• <b>When?</b></li> <li>• <b>How?</b></li> <li>• <b>But . . .</b></li> <li>• <b>Teach it!</b> 😊</li> </ul>	<p>To improve, to get a second opinion, to interact in English with others, to support one another</p> <p>Focus on a few targeted elements</p> <p>During revising and/or editing</p> <p>Orally and/or in writing (e.g. <i>discussions, peer feedback cards, proofreading marks</i>)</p> <p>Comments rather than corrections</p> <p>Model it (e.g. <i>using think aloud and "Y" diagram: peer feedback looks, feels, sounds like. . .</i>)</p>
	

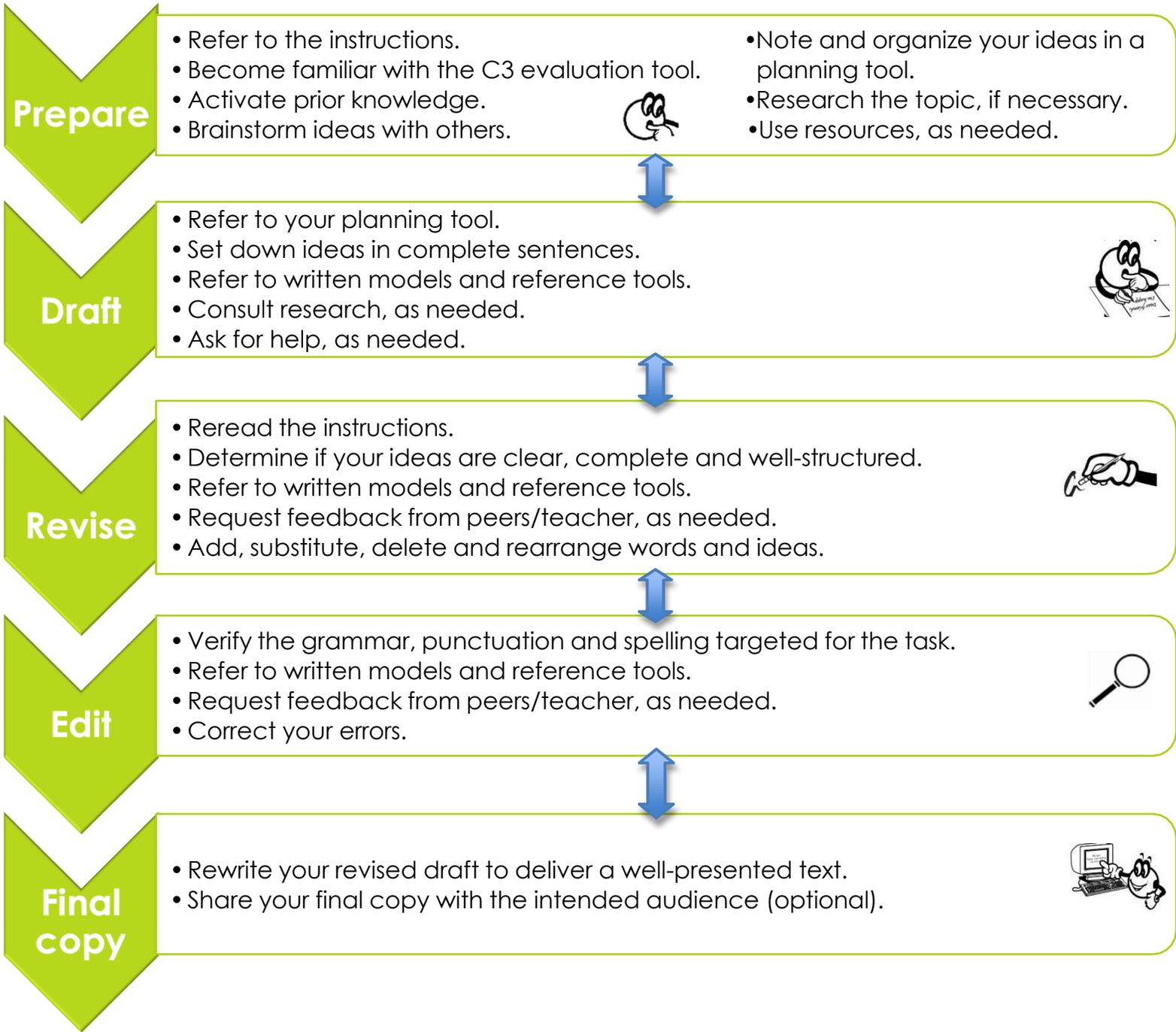
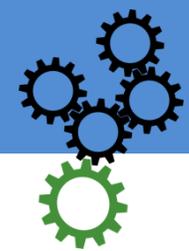
A Savoury Sandwich!
<b>Underline the characteristics of a solid C3 task:</b>
<p>Eating the same lunch year round can be boring. After looking at different models, write a recipe for your favourite sandwich that you will include in a class cookbook to inform peers. Which of your classmates' recipes will you want to try? Your text must include:</p> <ul style="list-style-type: none"> <li>✓ a title for your recipe</li> <li>✓ the ingredients and quantities/measurements</li> <li>✓ the kitchen tools (utensils)</li> <li>✓ the preparation time</li> <li>✓ the step-by-step directions (imperative, capital letters, periods, spelling)</li> <li>✓ a drawing or photograph of the sandwich</li> </ul>

### Suggested Strategies for Writing



Elementary Cycle Three. Intensive FSL.

# The Writing Process





# Overview of the C3 Task

I Am Unique!  
Using Photographs to Inspire Writing  
Elementary Cycle Three, Intensive ESL

## Targeted Elements from the Elementary ESL Program

**BAL:** Citizenship and community life

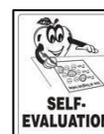
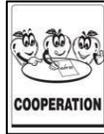
**CCC5:** To adopt effective work methods

**ESL Competency:** *To write texts (C3)*

**Functional Language:** Body-related vocabulary, action words, adjectives, feelings, interests, tastes, preferences, likes and dislikes, identification, capabilities, personal pronouns, possessive forms

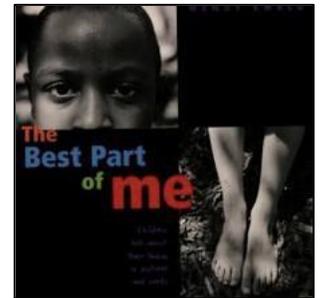
**Language Conventions:** Word order (Subject-Verb-Object, adjectives before nouns), verb tense (simple present), spelling, plurals, punctuation

**Targeted Strategies:** Use of prior knowledge, Attention, Cooperation, Planning, Resourcing, Asking for help or clarification, Self-monitoring, Self-evaluation



## Suggested Materials

- ✓ *The Best Part of Me* (By: Wendy Ewald)
- ✓ Student Handouts 1-2-3-4
- ✓ Writing Process poster
- ✓ SOAP poster (proofreading marks)
- ✓ Strategy posters ([www.eslinsight.qc.ca](http://www.eslinsight.qc.ca))
- ✓ Additional resources (e.g. *functional language and language conventions posters, models, dictionaries, photographs*)
- ✓ Evaluation Tool (Observation Tool to Support Learning)
- ✓ Camera



## Suggested Activities

### 1. Use of prior knowledge – Using visual support

- a. Students individually label all the body parts they can think of on Handout 1 (Number 1).
- b. Students compare their list with a partner and add new words to the illustrations.
- c. Teacher asks students: What could you add to the face (e.g. *ears, neck*)?

### 2. Attention/Predicting – Looking at models with the entire class

- a. Teacher shows a first photograph from the book *The Best Part of Me* without reading the text and has students discuss: *What do you see? Which body part do you think is being described? What do you think the author says about this body part (e.g. adjectives, feelings, actions)?*
- b. Teacher reads the corresponding text from the book to validate students' predictions.
- c. Teacher chooses a second photograph from the book and leads a discussion using the questions above. Then, teacher invites students to write the information on their Handout 1 (Number 2).

### 3. Cooperation – Guided practice

- a. Teacher shows a third photograph from the book. Teacher asks the class to invent one sentence to describe the photograph. Teacher writes this model sentence on the board.
- b. Teacher asks students to write a text in teams of four using Handout 1 (Number 3). Each team can use the model sentence to start their collaborative text. Students are given a few minutes to individually invent a sentence for the collaborative text. Each student can be assigned a different consideration (e.g. *adjectives, actions, feelings, likes/dislikes*). Then, in teams, students take turns adding a sentence to the

text. Each student writes the complete text on his/her own handout. After, students choose a title for their collaborative text.

c. Teams can share their collaborative texts with the rest of the class.

#### 4. Cooperation – Looking at different images

- Teacher provides students with photographs from magazines OR asks students to bring a photograph of their choice from home (e.g. *family member, friend, celebrity*).
- Teacher asks students to complete the left side of the chart individually (Handout 1, Number 4).
- Teacher asks students to interview a partner and take notes on the right side of the chart.
- If time permits, teacher can have students interview additional classmates.

#### 5. Planning – Presenting the task requirements

- Teacher goes over the writing task instructions on Handout 2 (p. 1) and presents the C3 evaluation tool.
- Teacher could write his/her own text and share it with the class, as a model.

#### 6. Resourcing – Writing Process

##### a. Preparing to Write (Handout 2, page 2)



Teacher provides students with a graphic organizer (planning chart) to prepare to write. Students **brainstorm ideas** about their body part in the four corners of the chart (a description, a memory, actions, feelings). Teacher reminds students of the available resources they can use (e.g. *Handout 1, book, dictionaries*).

##### b. Writing the Draft Copy (Handout 3)



Students review and check off the items in **Number 1** of their C3 checklist. Then, they set down their ideas in **complete sentences**. They refer to their planning chart, models and reference tools (e.g. *writing process poster, dictionaries*). They ask for help, as needed. They review and check off the items in **Number 2** of their C3 checklist.

##### c. Revising the Draft Copy (Handout 3 & Handout 4)



Students improve the **content** and the organization of their **ideas**. They make sure they have followed the instructions. They determine if their ideas are clear and well-structured. They may add, substitute, delete and rearrange words and ideas. They can refer to models of written texts and request feedback from peers (using peer feedback cards or the SOAP poster) and the teacher before making adjustments. They review and check off the items in **Number 3** of their C3 checklist.

##### d. Editing the Draft Copy (Handout 3 & Handout 4)



When they edit, students focus on the correct use of the targeted **language conventions** (grammar punctuation, spelling). They may refer to written models and reference tools (e.g. *models, dictionaries, posters, grammar references*). They may request feedback from peers (using peer feedback cards or the SOAP poster) and the teacher. Then, they correct language convention errors. They review and check off the items in **Number 4** of their C3 checklist.

##### e. Writing the Final Copy (Handout 3)



Students rewrite their revised draft to individually deliver a well-presented text. They review and check off the items in **Number 5** of their C3 checklist. Then, they share their **final copy** with the intended audience (e.g. *classmates, teacher, guests*) during a gallery walk. In a gallery walk, students circulate around the classroom to observe and comment, orally or in writing, on their classmates' displayed work. They can add sticky notes to ask questions, express appreciation, etc.

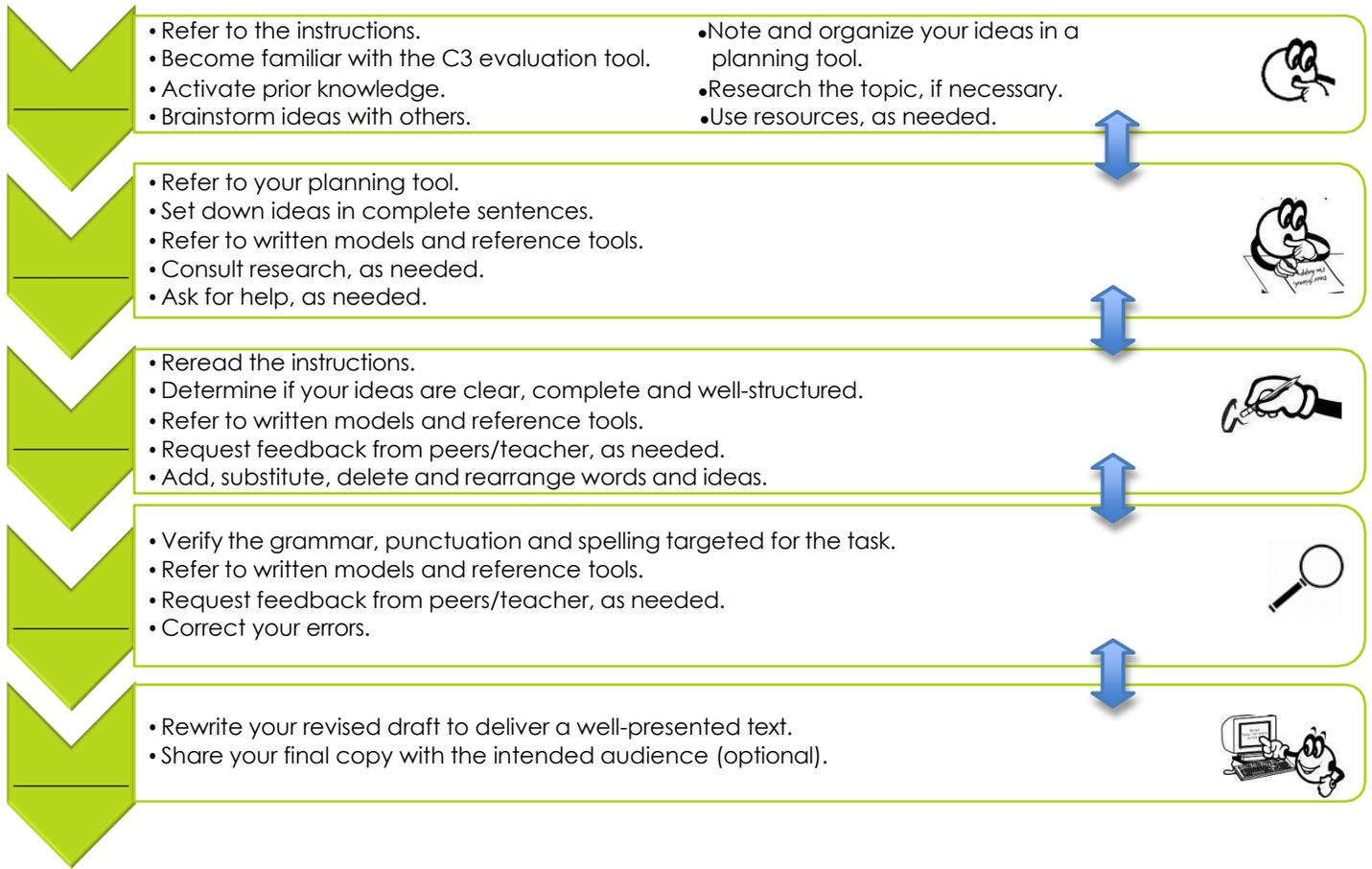
#### 7. Self-evaluation – Answering questions, orally or in writing, to reflect on learning

- Did you speak English with your classmates?
- How did your partners help you?
- Which new English words did you learn?
- Which strategies helped you? Explain.
- What will you try to do next time you write a text?
- What is the best part of your text?

# Writing Process Worksheet

## Elementary Cycle Three, Intensive ESL

Instructions: Label each phase of the writing process (Draft, Edit, Final Copy, Prepare, Revise).



### Peer Feedback Demonstration

I picked my hair because its unique. Im the only person in my class with hair like mine. My hair are not straight like my dads not as curly as my moms. It is wavy. My hair is getting long. I rememeber when the hairdresser cut my ear. Now, i don't want to go back! My hair is getting long. My hair has some natural red highlights. A lot of peopel in my family have hairs red. My aunts and cousines have red hair. My dad has some red hair in his beard. He also has some white strikes too. I like my hair because it is part of my personality! I picked my hair because its unique Tank you.

<b>REVISING</b> What do you like about your peer's text? Do you understand the message? What could be added, removed or modified?	<b>EDITING</b> Is the word order correct? Are the verb tenses correct? Is punctuation missing? Are there any spelling mistakes?
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# SOAP - Proofreading Marks

Use the letters S-O-A-P to write feedback on your partner's text.

## Spelling of words

Reread your text to check your spelling:

- Use a computer.
- Use a dictionary.
- Refer to flashcards and word banks.

## Order of words

Reread your text to verify that:

- Words are in the correct order (Subject-Verb-Object, adjectives before nouns)
- No words have been omitted. (I happy. = I **am** happy.)
- No words have been added. (It's ~~is~~ good = **It's** good.)
- No words have been mixed up. (It is a ~~eat~~black. = It is a **black cat**.)

## Agreement

Reread each sentence to make sure all parts are in agreement:

- Verb Tense (Yesterday, I went to the park.)
- Subject-Verb (Max likess Kim.)
- Pronoun (Max likes Kim. = He likes her.)

## Punctuation

Reread your text to verify that you have used correct punctuation marks including:

- Period ( . )
- Question mark ( ? )
- Comma ( , )
- Exclamation point ( ! )
- Apostrophe ( ' )

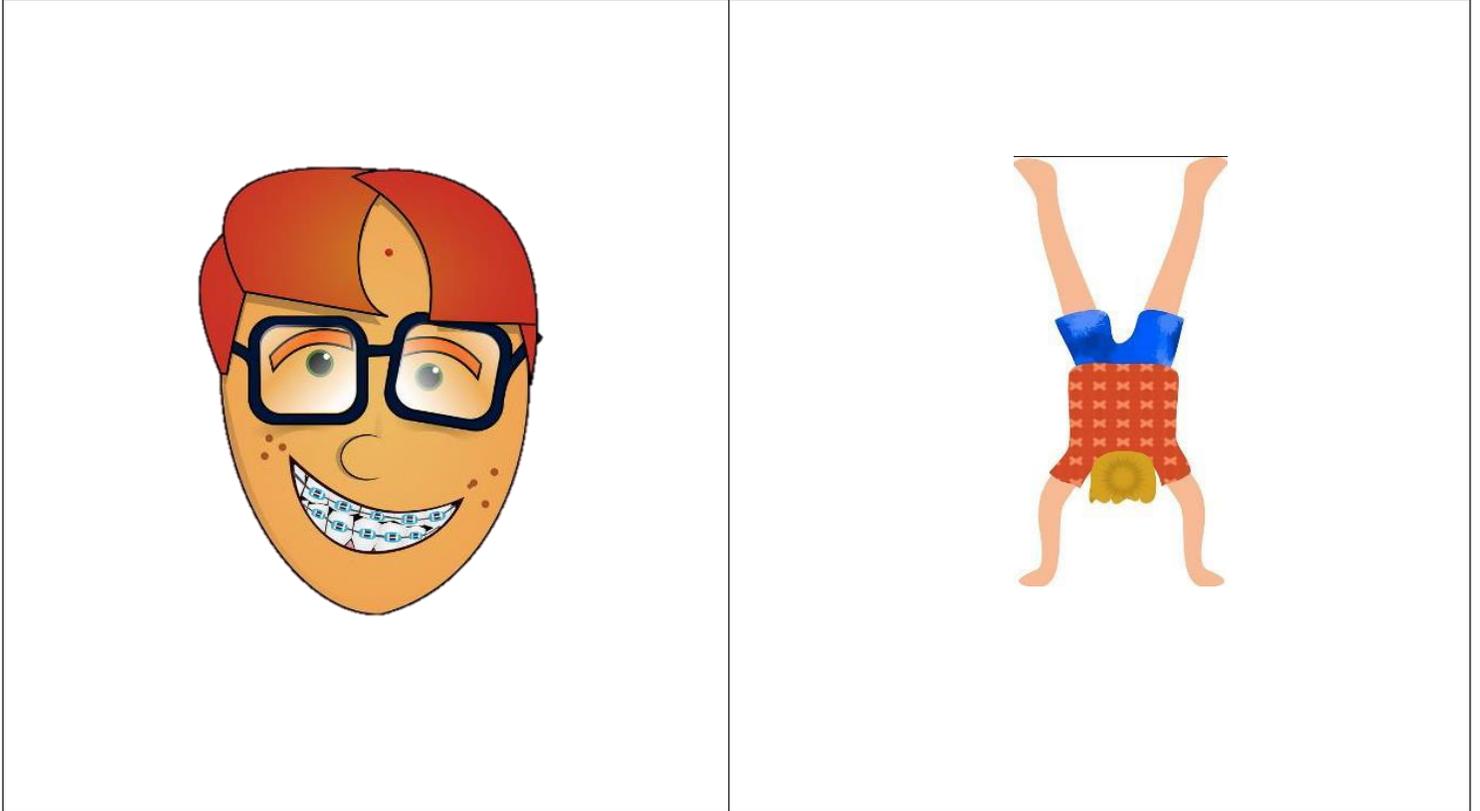
Reread your text to verify capital letters including:

- Pronoun "I"
- Places (Quebec)
- People's names (Sara)
- Days and months (Monday, January)
- Nationalities (Canadian)
- Languages (English)
- Holidays (Mother's Day)
- Important words in titles (Alice in Wonderland)

# I Am Unique! - Student Handout 1

## Let's begin...

1. a) Label all the body parts that you can think of.  
b) Then, compare with a partner and add new words.



2. Look at the photograph from the book and discuss with the class:
  - a) What do you see?
  - b) Which body part do you think is being described?
  - c) What do you think the author says about this body part (e.g. *adjectives, feelings, actions*)?

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. a) Look at another photograph from the book. What do you see?
- b) With the class, invent one sentence to describe the photograph.

Model sentence: \_\_\_\_\_

- c) In teams, take turns adding a sentence to create a short collaborative text about this photograph.

Student A _____
Student B _____
Student C _____
Student D _____
Title for our collaborative text: _____

4. a) Choose a photograph of a person that you like (e.g. *family member, friend, celebrity*). It can come from a family album, a magazine or the Internet.
- b) **My Photograph:** Answer the questions on the left side of the chart.
- c) **My Partner's Photograph:** Interview a partner and take notes on the right side of the chart.

My Photograph	My Partner's Photograph
1. Who did you choose? _____	1. Who did you choose? _____
2. Which body part did you select? _____	2. Which body part did you select? _____
3. Why do you think this body part is important or useful to the person in the photograph? <i>I think this body part is important because . . .</i> _____ _____ _____	3. Why do you think this body part is important or useful to the person in the photograph? <i>My partner thinks this body part is important because . . .</i> _____ _____ _____
	4. <i>I agree/disagree because . . .</i> _____ _____

## I Am Unique! - Student Handout 2

### Writing Task Instructions

#### 1. Description

Write a text to describe a part of your body that is important or useful to you. You can write a poem, rap, song, descriptive paragraph or riddle to express your ideas and inform your peers. Your text should include a photograph of the body part and will be shared with peers during a gallery walk. It will be like participating in a museum exhibit!

#### 2. Content

Your text should include:

- a title (body part)
- a description of your body part using adjectives and interesting details (e.g. *opinion, size, colour, family resemblance, scar, beauty mark*)
- actions you do with this body part (e.g. *jump, run, draw, look*)
- a memory (e.g. *celebrations, traditions, places, people, meals, animals, sports*)
- feelings related to actions or memories (e.g. *proud, frustrated, thankful, shy*)

#### 3. Language

Remember to use:

- Subject - Verb - Object (SVO)
- adjectives before nouns
- simple present verb tense
- correct spelling
- plurals
- correct punctuation (capital letters, pronoun "I", periods, commas)

#### 4. Resources

- The Best Part of Me* book, by Wendy Ewald
- Written models your teacher presents
- Planning chart (Handout 2, page 2)
- C3 Checklist and Draft (Handout 3)
- Peer Feedback Cards (Handout 4)
- Posters (e.g. *writing process, strategies*)
- Dictionaries
- Evaluation tool (Observation Tool to Support Learning)



## I AM UNIQUE! - Planning Chart

The **body part** I will describe in my text: \_\_\_\_\_



**A description**

*(e.g. opinion, size, colour, family resemblance, scar, beauty mark)*



**Actions**

*(e.g. jump, run, draw, look)*



**A memory**

*(e.g. celebrations, traditions, places, people, meals, animals, sports)*



**Feelings**

*(e.g. proud, frustrated, thankful, shy)*

# I Am Unique! - Student Handout 3

## C3 Checklist and Draft

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

	Checklist (✓)	My Draft: I Am Unique!
	<p><b>1. I prepare to write.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I think of the instructions.</li> <li><input type="checkbox"/> I think of what I know.</li> <li><input type="checkbox"/> I refer to the models (book, texts).</li> <li><input type="checkbox"/> I note my ideas in my planning chart.</li> <li><input type="checkbox"/> I use resources.</li> </ul>	<p><b>Title:</b> _____</p> <hr/> <hr/> <hr/>
	<p><b>2. I write a draft copy.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I refer to my planning chart.</li> <li><input type="checkbox"/> I write complete sentences.</li> <li><input type="checkbox"/> I refer to the models (book, texts).</li> <li><input type="checkbox"/> I use resources.</li> <li><input type="checkbox"/> I ask for help, if needed.</li> </ul>	<hr/> <hr/> <hr/> <hr/>
	<p><b>3. I revise my draft copy.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I revise the description of my body part (adjectives, interesting details).</li> <li><input type="checkbox"/> I make sure to include: actions, a memory and feelings.</li> <li><input type="checkbox"/> I express clear ideas.</li> <li><input type="checkbox"/> I ask for help, if needed.</li> <li><input type="checkbox"/> I add, substitute, delete, rearrange words and ideas.</li> </ul>	<hr/> <hr/> <hr/> <hr/>
	<p><b>4. I edit my draft copy.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I apply SVO.</li> <li><input type="checkbox"/> I check adjective order, simple present verb tense, spelling, plurals and punctuation (capital letters, "I", periods, commas) with my resources.</li> <li><input type="checkbox"/> I ask for help, if needed.</li> <li><input type="checkbox"/> I correct my errors.</li> </ul>	<p><u>Examples of sentence starters:</u></p> <p><i>My ... is ...</i></p> <p><i>I like/chose my ... because ...</i></p> <p><i>I use my ... to ...</i></p> <p><i>I play/jump/run/eat/ ... with my ...</i></p> <p><i>My ... reminds me of ...</i></p>
	<p><b>5. I write my final copy.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did I write my name?</li> <li><input type="checkbox"/> Did I write a title?</li> <li><input type="checkbox"/> Did I copy my draft correctly?</li> <li><input type="checkbox"/> Did I include a photo with my text?</li> <li><input type="checkbox"/> Is my handwriting easy to read?</li> </ul>	<p style="text-align: right;">My photograph will look like this:</p> <div style="border: 1px solid black; width: 100%; height: 100%;"></div>

# I Am Unique! - Student Handout 4

## Peer Feedback Cards

<b>I Am Unique! - Peer Feedback Card</b>	<p> My name: _____ Date: _____</p>
	<p> Reviewer's name: _____</p> <p> What I like about your text:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Your choice of body part</li><li><input type="checkbox"/> Your ideas</li><li><input type="checkbox"/> Your choice of words</li></ul> <p> I did not understand . . .</p> <p>_____</p> <p>_____</p> <p>_____</p>

<b>I Am Unique! - Peer Feedback Card</b>	<p> My name: _____ Date: _____</p>
	<p> Reviewer's name: _____</p> <p> What I like about your text:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Your choice of body part</li><li><input type="checkbox"/> Your ideas</li><li><input type="checkbox"/> Your choice of words</li></ul> <p> I did not understand . . .</p> <p>_____</p> <p>_____</p> <p>_____</p>

# I Am Unique! – C3 Evaluation Tool

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_



## Observation Tool to Support Learning C3: To Write Texts *I Am Unique!*

Observable Elements	My Teacher's Feedback	
Content/Characteristics of the written text	You got it! 😊	Oops...be careful.
1. The text is about a body part.	<input type="checkbox"/> Yes	<input type="checkbox"/> Your text is not about a body part, you wrote about _____.
2. The text is easy to understand.	<input type="checkbox"/> Yes	<input type="checkbox"/> Your ideas are difficult to understand because _____ _____.
3. The text includes: <input type="checkbox"/> Your name <input type="checkbox"/> A title (body part) <input type="checkbox"/> A description (adjectives, interesting details) <input type="checkbox"/> Actions <input type="checkbox"/> A memory <input type="checkbox"/> Feelings	<input type="checkbox"/> Yes	<b>Missing elements:</b> <input type="checkbox"/> Your name <input type="checkbox"/> A title <input type="checkbox"/> Parts of the description (adjectives, interesting details) <input type="checkbox"/> Actions <input type="checkbox"/> A memory <input type="checkbox"/> Feelings
4. The photograph and text correspond.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Application of targeted language conventions	You got it! 😊	Oops...keep practising.
5. Sentences are complete (S---V---O).	<input type="checkbox"/> Yes	<input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
6. Simple present tense is used correctly.	<input type="checkbox"/> Yes	<input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
7. Adjectives are placed before nouns (e.g. <i>brown eyes, long legs</i> ).	<input type="checkbox"/> Yes	<input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
8. Words from provided models and resources are correctly spelled (e.g. <i>hair, freckles</i> ).	<input type="checkbox"/> Yes	<input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
9. The plural form of nouns is used correctly (e.g. <i>hands, feet</i> ).	<input type="checkbox"/> Yes	<input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
10. Correct punctuation is used (e.g. <i>I like my nose.</i> )	<input type="checkbox"/> Yes	<input type="checkbox"/> Capital letters missing <input type="checkbox"/> Pronoun "I" <input type="checkbox"/> Periods missing <input type="checkbox"/> Commas missing
Strategy use	You got it! 😊	Next time you could...
11. Resources are used (e.g. <i>book, models, planning chart, C3 checklist and draft, peer feedback cards, posters, dictionaries</i> ).	<input type="checkbox"/> Yes	<input type="checkbox"/> Ask your teacher for help. <input type="checkbox"/> Ask your classmates for help. <input type="checkbox"/> _____.

## C3 Web Event Bibliography

### Resources

[Checklist: I write texts](#)

[Intensive ESL Teacher's Guide](#)

### Selected titles from Constellations ([constellations.education.gouv.qc.ca](http://constellations.education.gouv.qc.ca))

Ewald, Wendy. (2002). *The Best Part of Me*. Little, Brown Books for Young Readers. 32 pages.

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