

Information Sheet

Making C3 Work in the ESL Classroom!

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

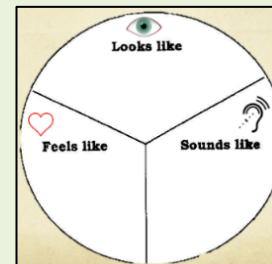
Characteristics of a Solid C3 Task	
Meaningful/ Authentic	<ul style="list-style-type: none"> Appropriate to students' level of language development and cognitive maturity Relevant to students' age, interests and needs Connected to a real-life situation Challenging
Clear Purpose	<ul style="list-style-type: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

Which **purpose** is targeted in the following tasks?
Choose the corresponding letter:

1. Students write about their favourite vacation in their journal.
2. Students create a poster about an upcoming school event.
3. Students write a letter to ask the school principal for permission to go on a field trip.
4. Students write a get-well card to a classmate who is ill.
5. Students post a funny anecdote on the class blog.

Peer Feedback

- Why?** To improve, to get a second opinion, to interact in English with others, to support one another
- On what?** Focus on a few targeted elements
- When?** During revising and/or editing
- How?** Orally and/or in writing (e.g. *discussions, peer feedback cards, proofreading marks*)
- But . . .** Comments rather than corrections
- Teach it! ☺** Model it (e.g. *using think aloud and "Y" diagram: peer feedback looks, feels, sounds like. . .*)



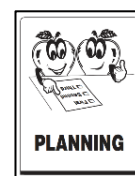
A Savoury Sandwich!

Underline the characteristics of a solid C3 task:

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:

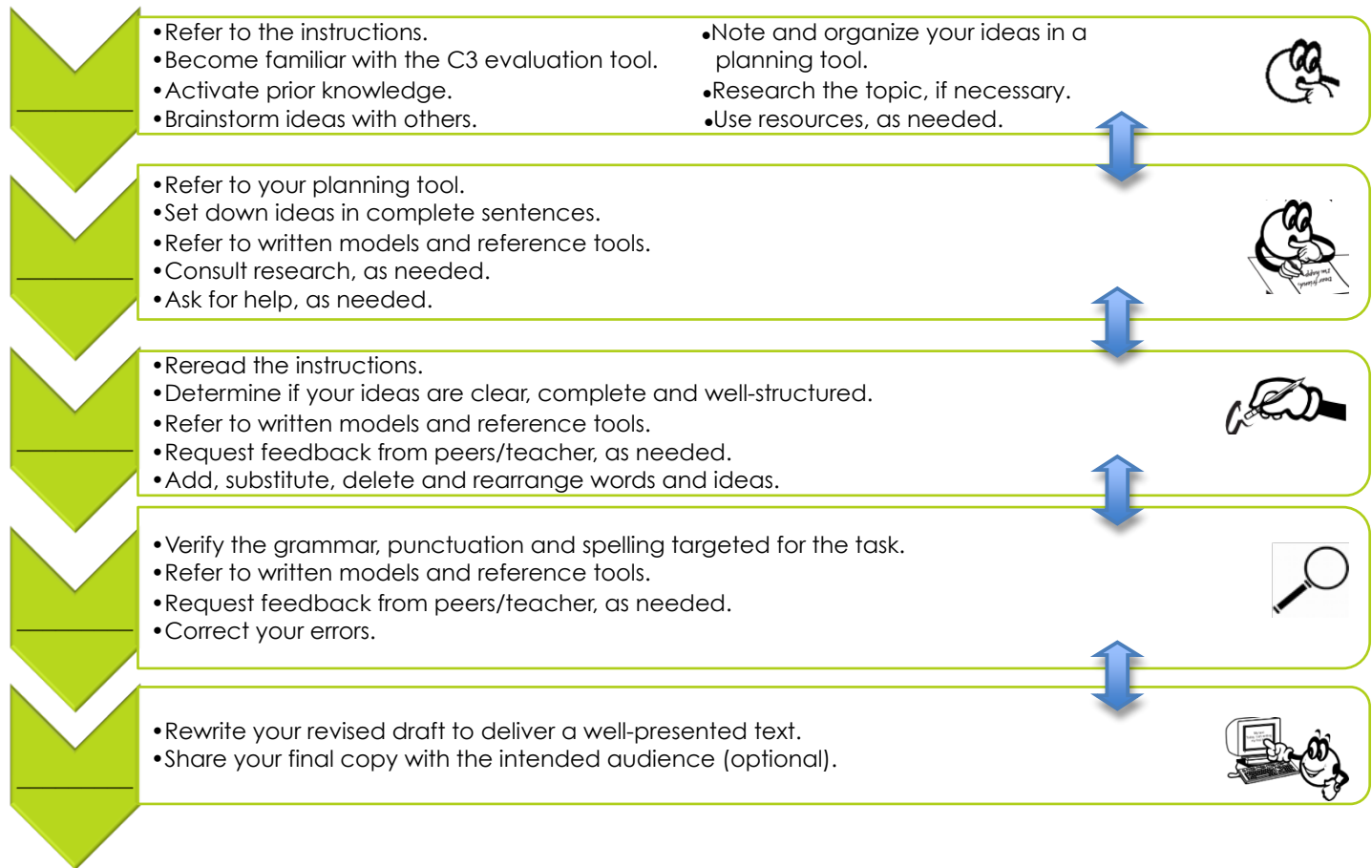
- ✓ a title for your recipe
- ✓ the ingredients and quantities/measurements
- ✓ the kitchen tools (utensils)
- ✓ the preparation time
- ✓ the step-by-step directions (imperative, capital letters, periods, spelling)
- ✓ a drawing or photograph of the sandwich

Suggested Strategies for Writing



WRITING PROCESS – 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 beerd. 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.

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