



# Writing Portfolio

EDLL 3200

Lacee Smith

# Table of Contents

## Slide #

1. Title Page
2. Table of Contents
3. **Poems**
4. Haiku
5. Limerick
6. Free Verse
7. Altered Poem
8. Colour Poems
9. Acrostics

## Slide #

10. **Writing Strategies**
11. All About Books
12. ABC Books
13. Cubing
14. Paragraph Hamburger
15. Experiential Writing
16. Double Journal Entry
17. CSI (Colour, Symbol, Image)
18. Pourquoi Tales
19. Making Words
20. Quick Writes
21. Reading Log
22. RAFT
23. Venn Diagram
24. Single Sentence Story

A decorative border composed of various colored rectangular blocks (green, purple, yellow, white, red) arranged in a stepped pattern around the edges of the slide. Each block features one or two circular patterns with a 3D effect, resembling LEGO bricks.

# Poems




# Haiku

Teaching students to write haikus can begin around grade 2. A haiku is a type of poem originating from Japan where rhyming is not necessary. Instead, the poem is made up of 17 syllables in total broken into 3 lines. 5 syllables in the first line, 7 syllables in the second, and 5 syllables in the last line. This type of poem comes from Japan.

This is a haiku

A haiku is a poem

The counting is key






# Limerick

A limerick consists of a AABBA rhyming scheme meaning that the last word of the first two lines and the last line rhyme with each other, while the last word of the third and fourth lines also rhyme. They are appropriate for any age, but teaching them can begin as early as Kindergarten if it is approached intentionally. Limericks are dated back to the 18th century and are often used to express humour. Limericks also have a distinct beat or metre. The metre of the poem is anapestic, meaning that the first two lines and the last have three distinct and emphasized beats in them while the third and fourth lines have two.

I **once** met a **cat** named **Sally**  
She **used** to roam '**round** the **alley**  
But **when** she got **bored**  
She **loved** and **adored**  
To **check** out a **monster** truck **rally**

*The bolded and underlined text above shows when to emphasize the beat in each line to create the classic rhythm structure of a limerick.*





# Free Verse

Students can begin writing free verse poetry around grade 2 and above. Free verse poetry has no set rhyming pattern or metre, though they can be included if the author wishes. The poem has irregular rhythm, rhyme and line length, and literary devices like metaphors, similes, alliteration, repetition or internal rhyme are often used.

In the summer, I am free

I explore endless landscapes

I own nothing, and experience everything

My feet guide the way and my being follows

Sometimes my feet go too fast

And leave my being behind

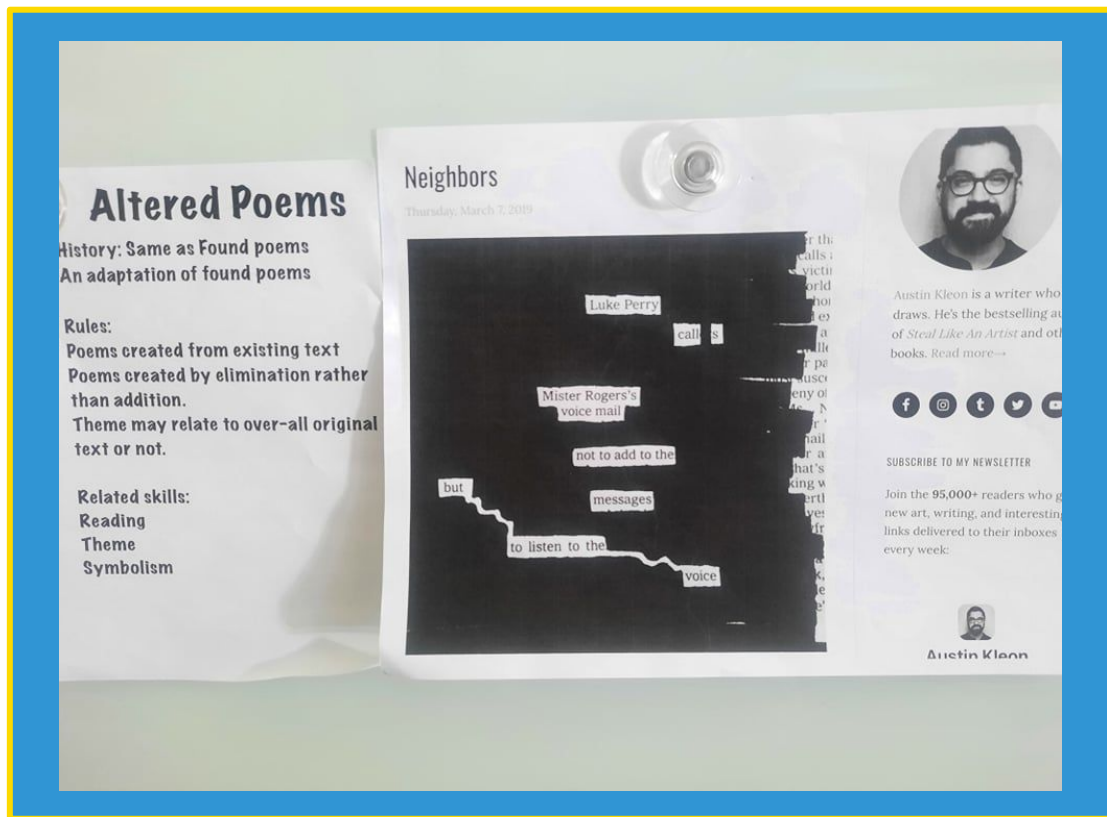
Fall comes and with it, sweet reprieve

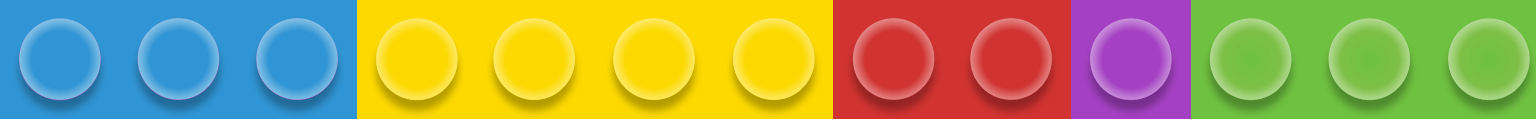
From my wandering feet



# Altered Poem

This style of poetry would suit grade 3 and above. Students are given a text and they have to search for the words that they want to use in the poem. They then proceed to black out all of the other words.





# Colour Poem

Colour poems can be taught starting in Kindergarten. In this style of poetry, the teacher or students will use the senses to describe a specific colour and utilize semantics such as simile, metaphor and symbolism.

Yellow is happy

Yellow feels like sunshine warming my skin

Yellow smells like lemon meringue pie

Yellow sounds like my favourite summer time song

Yellow is my childhood









# Acrostics

This style of poem is free verse where the first letter of each line spells out the theme of the poem. Each line can consist of a single word or a phrase. This style of poetry can be taught from grade 2 onward.



**H**ave you ever felt  
**U**nreasonably  
**N**egative and  
**G**rumpy?  
**R**emind yourself of the last time you ate, because  
**Y**ou might just be hungry!

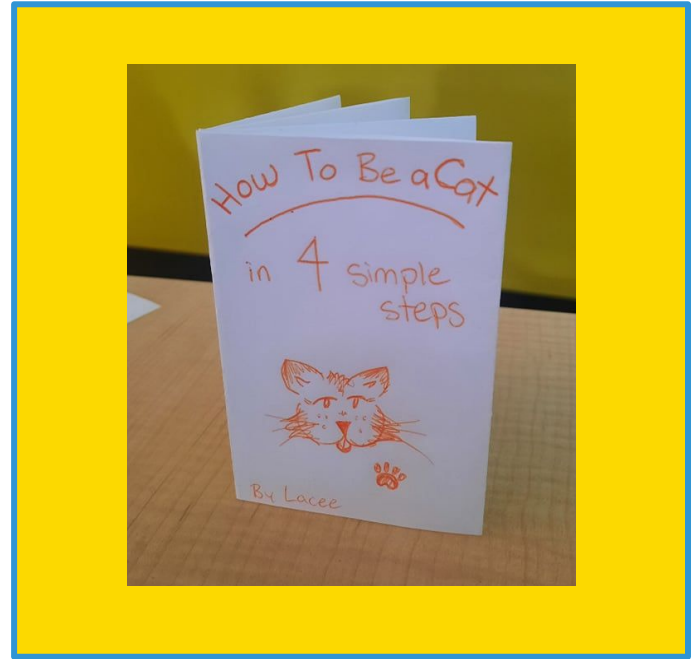


The image features a vibrant blue background with a decorative border of colorful blocks, each containing a circular pattern. The blocks are arranged in a stepped fashion along the top, bottom, and right edges. The colors include green, purple, yellow, white, and red. The text "Writing Strategies" is centered in a large, white, sans-serif font.

# Writing Strategies

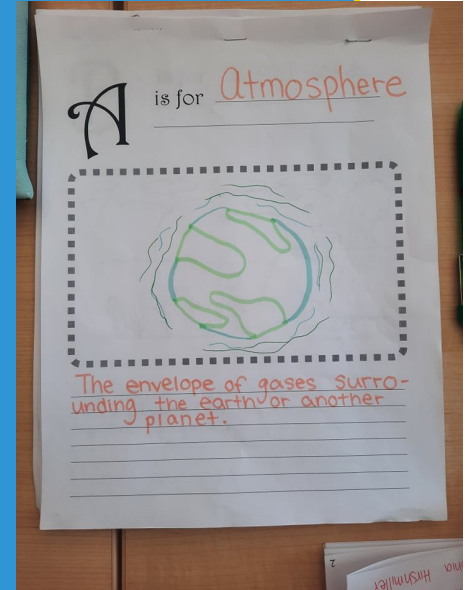
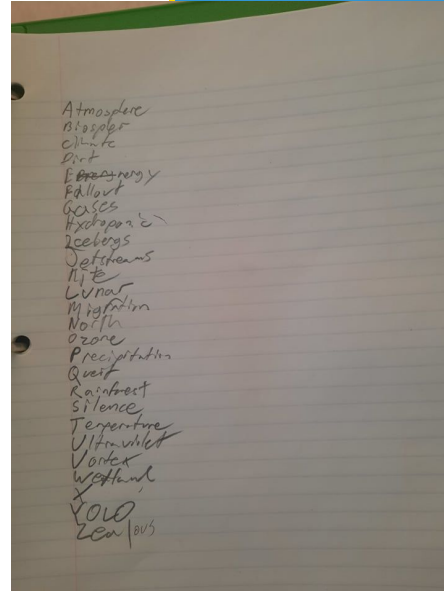
# All About Books

For this writing strategy, students will create a simple book out of folded paper, fiction or nonfiction, as a creative writing exercise or to solidify understanding at the end of a topic or unit. Students can accompany their writing with illustrations. This strategy would be best suited for grade 1 and older.



# ABC Books

The ABC Books strategy can be put into use in grade 1 and above. This writing strategy begins with a topic and a brainstorm. Students are given a topic and put into small groups of 5 or so to brainstorm a word for each letter of the alphabet that relates to that specific topic or unit. Along with each letter, students will design a picture and explain how it relates to the word they've chosen for that letter.

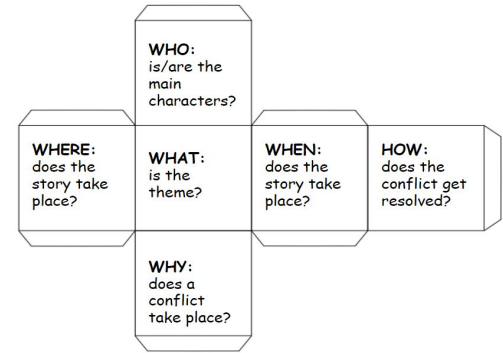
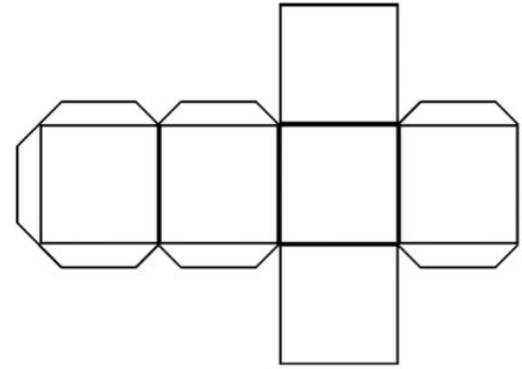




# Cubing

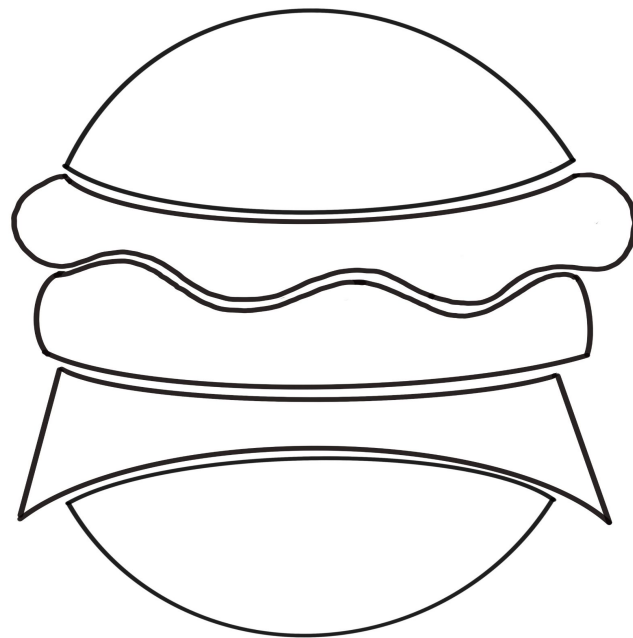
Cubing is a reading comprehension strategy as it allows students to dissect a topic in order to gain a deeper level of understanding. For this reason it also can be used as a review tool for grade 3 and above. Each side of the cube would have one of the concepts listed below:

- 1) Describe: What is the topic? Give a brief description?
- 2) Compare: Compare the topic to something else. How is it similar? How is it different?
- 3) Associate: What does this topic make you think about? Why?
- 4) Analyze: What is the topic composed of? What are the details?
- 5) Apply: Explain what the topic is used for or what can be done with it.
- 6) Argue for or against: Are you for/against this topic? Give reasons to support your position.



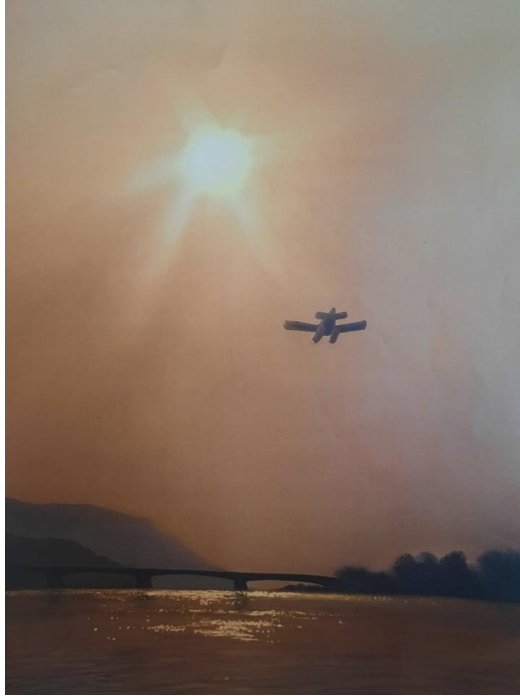
# Paragraph Hamburger

This graphic is used to teach students paragraph writing. It can be introduced as early as grade 2. When printed large on a full page, the students would fill in each section accordingly: the top bun is for the topic sentence, the lettuce, burger, and cheese are for supporting sentences, and the bottom bun is the concluding sentence. By using this graphic, students will gain a sense of the organization of a paragraph.



# Experiential Writing

This type of writing is based on personal experience. The writing style can be either direct or abstract, but it is based in reflection of a specific experience. This writing strategy can be implemented as soon as students are able to write.



*Picture of a water bomber, flying over the Thompson River in Kamloops BC, mid-battle in the summer of 2021.*


The battle of Sparks Lake, 2021. A recent fight in the seemingly, never-ending war between human-kind and Mother Earth. The surprisingly graceful fleet of water-bombers fly over the convergence of the North and South Thompson Rivers before reaching their nightly resting place near the mouth of Kamloops Lake. After a long day of battling the Sparks Lake forest fire, the airplanes must take refuge and prepare for the next day's fight. The fire however, does not rest in the evening as Mother Nature continues to fuel them regardless of the hour. Some claim she fights recklessly and without mercy, seeking vengeance on her long time abusers. Others say, she has no other way to communicate, that the fires represent her bleeding heart. Either way, battles like these are expected to increase in both severity and frequency with no end to the war in sight.



# Double Journal Entry

This writing strategy allows students a space to reflect and think critically on particular passages or quotes from a reading or any type of media. When students make a connection to themselves, another text, or the world from a piece of literature, they deepen their understanding and their learning. This could be used for both fiction and non-fiction literature, videos, movies, or any type of media.

Page #	Text or Quote	Reflection



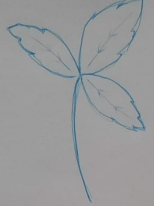



# CSI

## (Colour, Symbol, Image)

CSI is a strategy where students are given a piece of media to assign a Colour, a Symbol, and an Image to.

This graphic organizer is designed to get students to reflect on a piece of content in a deeper and more meaningful way as along with assigning a colour, symbol, and image to content, they also must explain those connections.

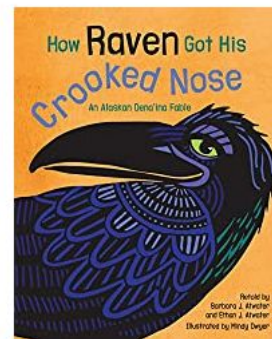
C <sub>olour</sub>	S <sub>ymbol</sub>	I <sub>mage</sub>
<u>Green</u>		
I chose green for the colour to represent this episode of Aski Boys for two main reasons. For the first reason, the whole episode <del>was</del> was shot in the forest so every frame was very green. Second, the whole episode was about herbal plants and the environment.	I chose the symbol of a wild strawberry leaf because in one part of the episode, the boys tried to harvest wild strawberry leaves to make a herbal medicine tea. They had to be careful to choose the right plant and not a poison one. This image is meant to symbolize the boys' journey to discover the indigenous.	In this image, everything comes together for the boys. They start a fire and make a soup from vegetables in the garden. They all eat the soup and the elder tells the boys about why the bear is the keeper of the medicines. The whole episode builds up to this moment where the boys can show off their skills and reap the rewards of their labour.

*This example CSI is from an episode of Aski Boys:*

# Pourquoi Tales

In French, pourquoi means “why”. In writing, a pourquoi tale is a creative fictional story written to explain why a natural phenomenon exists. For example, a pourquoi tale could be a story explaining why a salmon turns red. This writing strategy can be coupled with learning about local, traditional Indigenous stories, but also a way to practice creative writing in an engaging way.

*This is an image of the cover of a pourquoi tale retold by Barbara J. Atwater & Ethan J. Atwater along with a snippet of the tale.*



## HOW RAVEN GOT HIS CROOKED NOSE: AN ALASKAN DENA'INA FABLE

“A grandmother retells a traditional cautionary tale about the raven, Chulyen. One morning, the trickster raven Chulyen discovers his nose is missing. An old woman has been using it as a tool, causing it to be bent. Transforming into a human, he attempts to find and reattach his nose but is unable to do so before his magic transformation fades and is stuck with the crooked nose forever.”

*Quote taken from [Pourquoi Tales: Stories that Teach How It Came to Be](#)*

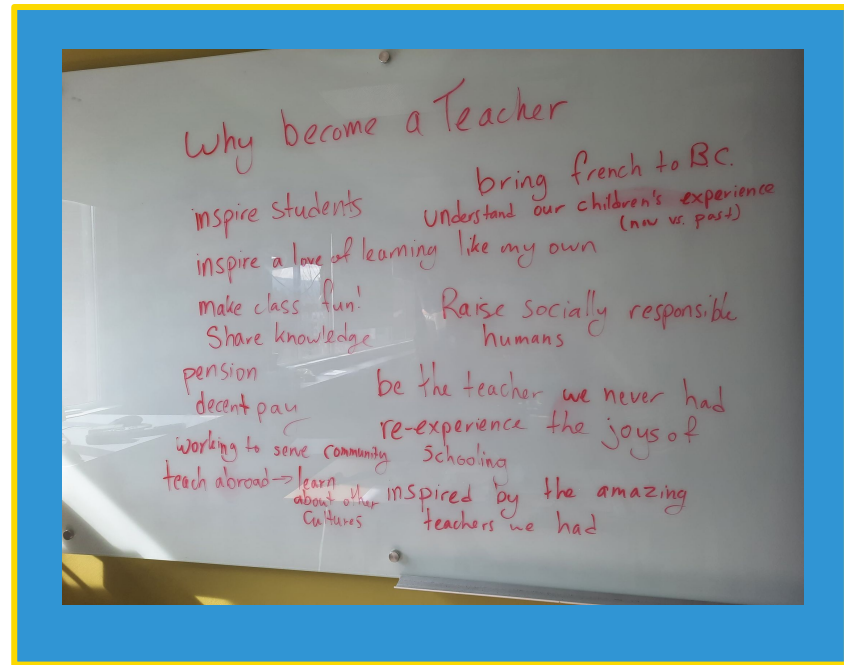
# Making Words

This strategy is aimed at developing students' decoding and spelling skills along with phonics awareness from pre-K to grade 5. Letters are printed onto cards where the uppercase letter is on one side and the lowercase letter is on the other side. For students in lower grades, the teacher could give out a set of letters and ask the students to locate all of the vowels and the consonants and then create a specific word out of those letters. They can manipulate the letters until they are satisfied and then they will practice writing that word. For higher grades, students could use the letter cards to see how many two letter words they can create, then three letter words, four letter words, etc. This strategy can be especially useful if the word used is a new vocabulary word associated with the curriculum such as photosynthesis.



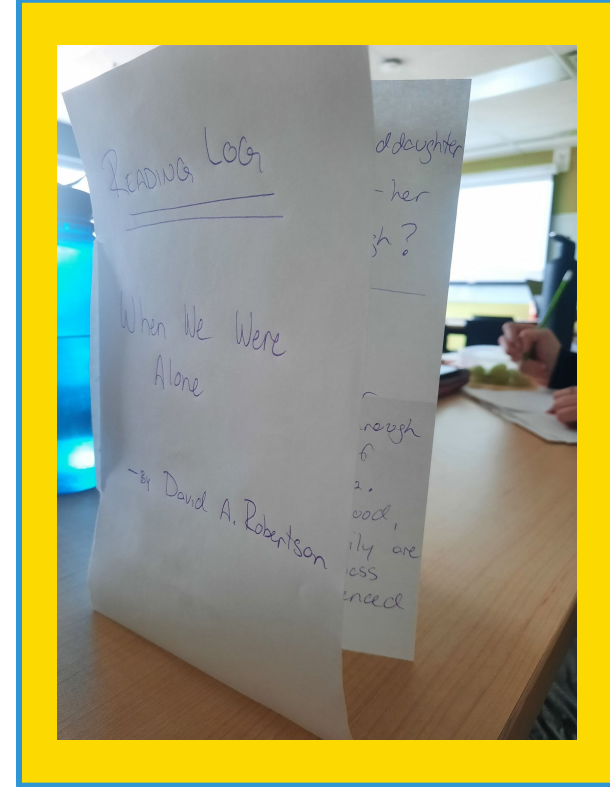
# Quick Writes

Quick writes can be used at the beginning of a unit as an introductory brainstorm or at the end of a unit as a summary for grade 1 and above. There is an emphasis on content as opposed to mechanics because this activity is designed to be a brainstorm activity and get ideas down. To engage in this activity, students or the teacher will choose a topic and offer students a set amount of time. The idea is to get as many ideas down as possible. After the first copy, students could then discuss what they wrote with their neighbours or as a class-wide discussion. Next, students could go back to their original quick write and revise any new ideas they might have come up with during the discussion. The example beside is a quick write that was created by a group on what inspired them to become teachers.



# Reading Logs

A reading log is an informal writing activity that involves students responding to a text. The reading log can be a blank journal or be made by the students themselves with paper and staples. In this log, students could choose any topic they like to respond to. They could write how the text made them feel or what it made them think about. If students are having troubles coming up with a response, the teacher could offer prompts or questions for the students to respond to. Students could either write a response or draw a picture in response along with a written description. Teachers should monitor the students' entries to ensure that log entries are relative to the text and give descriptive feedback or answer questions if appropriate.





# RAFT: Role of the Writer, Audience, Format, Topic

RAFT is a strategy can work for grade 1 and above. First

the teacher should establish a purpose for the activity by choosing an intentional reading. Second, students will read or be read aloud a text to base the RAFT activity on. Third, students will fill out a RAFT chart to decide on the role of the writer (the voice that the student will assume), who the audience would be, the format that they want to write in (podcast, speech, brochure, letter, etc.), and the topic of the writing. Fourth, students will create their writing and last, they will share their creation with the class. This strategy taps strongly into UDL principles because there is so much room for student choice.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

RAFT WRITING WORKSHEET

ROLE	
AUDIENCE	
FORMAT	
TOPIC	

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

RAFT WRITING WORKSHEET

ROLE	
AUDIENCE	
FORMAT	
TOPIC	

Dear Scaredy Squirrel,

There has been a breach of rental agreement on your end. The breach is from Rental Contract section 3 subsection F: there shall be no littering of ~~objects~~ non-biodegradable objects around the property. You have breached this agreement by leaving your safety kit on the ground for several days. If you do not immediately remove this litter, you will be evicted.

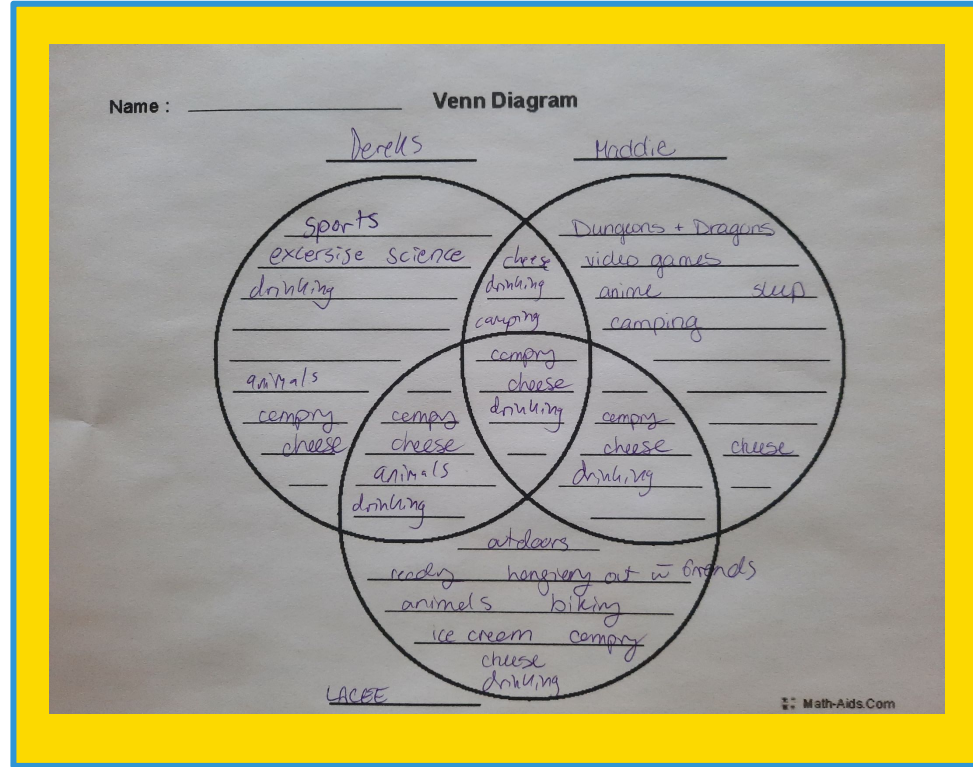
Signed, Tree.





# Venn Diagram

A Venn Diagram is a graphic organizing tool used to compare/contrast two or more ideas. It is typically made up of two overlapping circles. The middle, overlapping piece is what the two concepts have in common and the outer pieces are their differences. This strategy could be an activity in and of itself or as a prewriting or brainstorming tool. Venn Diagrams are exceptionally flexible and are great for any age, any topic, and any subject. This is a fantastic tool for students who are visual learners.

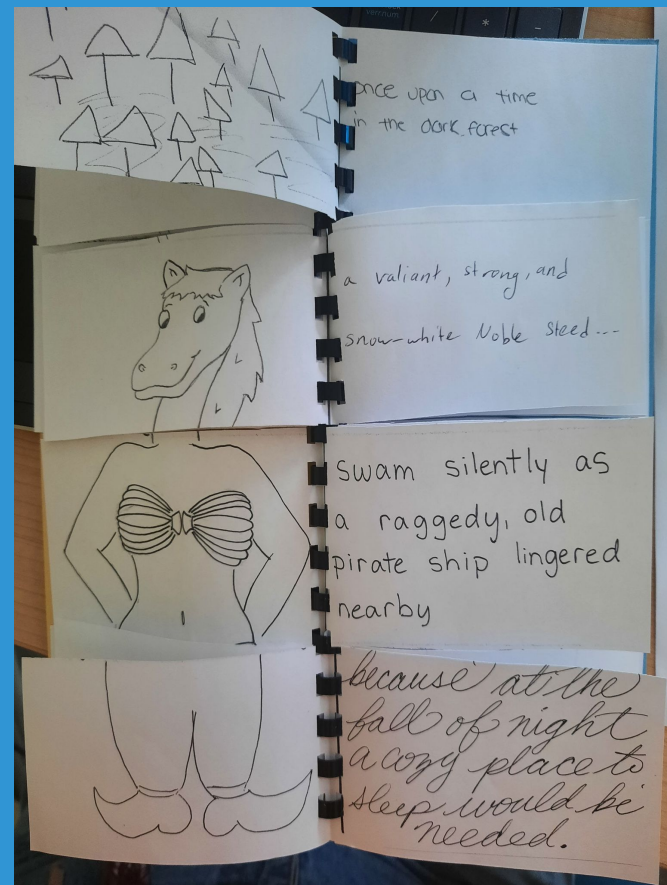


# Single Sentence Story

Single Sentence Story is a creative group writing tool. Students first create a character and then write a sentence about that character in four distinct sections:

- 1) Setting
- 2) Character description
- 3) Verb or action
- 4) Reason for action

Once several characters and write ups are complete, students will compile their works and slice up their writings and characters in each section. This tool engages students in descriptive writing and storytelling.







# Resources

## Books

- Tompkins, G. E. (2012). 50 literacy strategies (4th ed.). Pearson.

## Photos

- [Pourquoi Tales: Stories that Teach How It Came to Be](#)
- 
- 