



Poetic Writing: Character

LEVEL 1i 1ii 1iii 2 3 **4** 5

My Brother Kim

THE LEARNING CONTEXT

Because The Learning Context and Integrating Reading and Writing sections for the character exemplars are so closely related, they have been combined in a shared introduction, which applies to all the character exemplars. It suggests the approach Ese's teacher may have taken to working with the class on character writing. It also suggests ways in which teachers can integrate character writing with reading.

Teacher-student conversations

During discussion of the first draft:

Teacher: I'm thinking it could be interesting to include some direct speech if you can.

Can you think of something Kim often talks about?

What have you got listed in your facts?

Ese: He likes talking about girls!

Teacher: Good, can you be more specific? What might he say when he is talking about girls?

Ese: He goes, "Hey Ese, she looks nice, eh?"

Teacher: Think about adding that so that it builds on what you have there already.

Teacher: I notice that you have to proofread yet. What do you need to do?

Ese: Underline no more than five words that I need to check.

Teacher: Remember what we said about abbreviations.

Ese then revised and proofread his writing.

WHERE TO NEXT?

To move Ese towards the next learning step, the teacher could encourage him to focus on:

Ideas

- encouragement to add more detail through questioning, e.g., What video? What other sayings? What makes him funny?

Vocabulary

- encouragement to use words more specific than "things", "well".

Language features

- Ese has made attempts at sophistication which appear a little awkward at times. "Serving everyone personality" is an example which could be pointed out and worked on.

Grammar

- attention to some surface mistakes, e.g., "We do anything together".

Proofreading

- careful proofreading to ensure that writing is ready for publication, e.g., "losing those, Extra pounds".

This could be principally done through

- a guided reading programme that identifies and explores these skills and techniques as published authors use them, as outlined above
- teacher modelling and discussion
- regular individual conferencing and feedback sessions with Ese to develop these points.

CURRICULUM LINKS

English in the New Zealand Curriculum

Level 4: Writing Functions

Poetic Writing: Students should write on a variety of topics, shaping, editing, and reworking texts in a range of genres, expressing ideas and experiences imaginatively and using appropriate vocabulary and conventions, such as spelling and sentence structure.

Level 3 and 4: Reading and Writing Processes

Exploring Language: Students should identify, discuss and use the conventions, structures and language features of different texts, and discuss how they relate to the topic.

Thinking Critically: Students should discuss and convey meanings in written texts, exploring relevant experiences and other points of view.

REFERENCE

Ministry of Education. (1994). *English in the New Zealand Curriculum*. Wellington: Learning Media.



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WHAT THE WORK SHOWS: Ese's writing has a fresh and affectionate tone. With specific details and humorous anecdotes he has shown the obvious admiration he has for his brother.

Student's second draft

Deeper features

Voice

Sustains sincerity of voice, with a conversational tone.

Ideas

Explores ideas that are significant to the character and adds substantial illustrations.

Structure

Logical sequence of events – contributes to some sense of wholeness.

Shows some understanding of paragraphing.

Sentences

Uses a variety of structures and lengths.

Vocabulary

Uses a range of vocabulary, including colloquialisms, to suit audience and purpose.

Language features

Uses dialogue to enhance the telling.

My Brother

My brother, Kim, was 5 yrs old when I was old enough to see. He had black, scruffy hair with a skinny body. He was making faces with his dark face. I was born in Samoa while he was born in Fiji.

My brother always tries to help around the house. He sometimes bosses me and my younger sister around until we do what he says. Usually he buys us stuff and shares with us. He's funny and kind with a 'serving Everyone' personality.

Kim likes many things. He likes listening to music and playing video games. He doesn't like to go somewhere by himself and always drags somebody to go with him. He's into clothes and new things. He goes shopping with my mum for hours. He loves that. He also likes the girls. Everytime a girl (A Pretty one) walks by he always says to me, "Hey Ese, she looks nice eh?" and some other sayings.

We do anything together, except for when I want to be alone, then he goes and makes fun of my sister. He never likes being alone.

Well now he goes to Victoria University and doesn't have time for me. He likes driving and still likes music and girls. He is into rowing and losing those, Extra pounds.

Surface features

Grammar

Uses most grammatical conventions correctly.

Spelling

Demonstrates understanding of basic sounds and patterns in written English.

Punctuation

Uses punctuation forms independently.



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My brother

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