

**English  
Language  
Arts**

**6**

**Personal &  
Philosophical  
Identity**

ELA Unit Planning

<b>Unit Title and Type</b>	Multi-genre Thematic "Identity"
<b>Unit Context</b>	Personal & Philosophical
<b>Big Idea or Question</b>	Who am I?
<b>Compose and Create (Whats)</b>	<p><b>Writing:</b> friendly letter, personal narrative, texts that explore identity, poetry, journal writing</p> <p><b>Representing:</b> cartoon, illustration</p> <p><b>Speaking:</b> dramatization, discussion</p>
<b>Comprehend and Respond (Whats)</b>	<p><b>Reading:</b> short stories, essays, magazine articles, comic strips, profiles, novel, personal narratives</p> <p><b>Listening:</b> opinions, discussions, oral reading, novel</p> <p><b>Viewing:</b> photographs, internet, text features, cartoons</p>
<b>Formative Assessment</b>	<ul style="list-style-type: none"> <li>• Peer Editing and Revising</li> <li>• Reflections (peer, self)</li> <li>• Checklists</li> <li>• Exit Cards</li> <li>• Compose &amp; Create Checklists</li> </ul>
<b>Summative Assessment</b>	Criteria Rubrics (see attached):
<b>Texts</b>	<p>Gage Cornerstone 6 (Personal Focus)</p> <p>Nelson Education Literacy 6 (select narratives, essays)</p> <p>Collections: "Looking for Answers" (select narratives, poems)</p> <p>Student Writing</p> <p>Novel</p>

LEARNING PLAN  
Personal & Philosophical: "IDENTITY"

Introduction to Unit and Big Idea:

1. Use following questions to prompt journal writing entry:
  - a.) If someone had to describe the kind of person you are, what would they say about you?
  - b) What do you like about yourself? Dislike?
  - c) If you could swap identity with some other person in this world, who would you choose to be, and why?
2. Complete "Who am I?" personal profile.
3. Read and reflect on poem, "the drum", and the phrase, "beat out your own rhythm",
4. Post big idea, "Who am I?" Explain that this unit will be spent looking at who we are and how we can share that with others. Explain that we will be composing and creating texts and comprehending and responding to texts in an effort to better understand ourselves so we can effectively, "beat out our own rhythm" in this world.

Task #1

Goal: Comprehend & Respond: READING  
Compose & Create: WRITING  
Assess & Reflect

Essential Questions: How do I discern between fact and opinion?  
How does bias influence thinking?  
How is personal opinion linked to identity?  
What factors shape our opinions?

1. BEFORE: Respond to questions, "What About Me?" to establish personal thoughts and opinions.
2. DURING: Read magazine article, "Kids Speak Out".
3. DURING/AFTER: Compare personal opinions with those in the survey. Agree/Disagree.

4. AFTER: Talk about the pitfalls/bias of surveys (i.e. fact vs. opinion); explore factors that shape opinion and how it links to who we are.
5. AFTER: Design a questionnaire to solicit information; exchange with others; examine findings. How do your responses to the survey reveal something about who you are?

Other Articles:

"The 'What' and 'Why' of Self Esteem" (Nelson Literacy: Your Choice)  
(essay)

"Operation Brainwash" (Nelson Literacy: Your Choice)  
(essay) CR6.4: View "Dove" commercial as follow-up

"Food Allergies" (Nelson Literacy: Your Choice)  
(essay)

"The Babysitters Start-up Guide" (Nelson Literacy: Your Choice)  
(essay)

"Sidney Crosby: The Next Great One" (Nelson Literacy: Biography)  
(article/biography)

Task #2

Goal: Comprehend & Respond: READING, listening

Compose & Create: WRITING

Assess & Reflect

Essential Questions: What makes poetry fun to read?

What are some of the features of poetry?

Why is poetry a unique way to express you?

1. BEFORE: Use following questions as prompt for journal writing entry: a) How many times have you been asked, "What do you want to be when you grow up?" Make a list of ten possible answers-real or funny.

- b) Think of a poem or a rhyme that you can say off by heart. Write it down and explain why you remember it.
- c) What do you think about poetry? Explain why you feel the way you do.
2. DURING: Read, "When I Grow Up" for enjoyment. On second reading, identify message. (Reader response: Personal/Critical thinking) Read a third time and listen for rhyme scheme to identify pattern of rhyme (couplets).
  3. AFTER: Discuss how rhyme pattern adds to the enjoyment of text and distinguishes the writing form. Consider how rhyme links to memory. Think of nursery rhymes you can say off by heart. Identify other features of poetry (expresses strong feelings/emotions; figurative language; concise, takes grammatical liberties to reflect message, can be humorous, etc.)
  4. AFTER: Experiment with rhyming words.
  5. AFTER: Brainstorm some of the challenges of growing up. What changes and challenges are you facing? What are some of the pros and cons of getting older? What are some of the challenges you will face in the future? Experiment with rhyming couplets, to express some of the issues that come with growing up. Develop these ideas into a poem. Self reflect on poetry writing. (see attachment)

#### Other Poetry/Song Selections

- "Yesterday" (Cornerstone)  
"Moths and Moons" (Collections: Looking for Answers)  
"I Want to Be" (Collections: Looking for Answers)  
"Sunrise, Sunset" (Fiddler on the Roof)  
"Cats in the Cradle" (Harry Chapin)  
"I Will Take Care of You" (Amy Skye)  
"Butterfly Kisses" (Bob Carlisle)

### Task #3 (Link with "When I Grow Up")

Goal: Comprehend & Respond: reading, VIEWING, LISTENING  
Compose & Create: SPEAKING, representing  
Assess & Reflect

Essential Questions: What do effective speakers do to communicate effectively?

What are the elements of a dramatic reading?

How can speaking be a form of entertainment?

How can voice be used to engage an audience?

1. BEFORE: Activate prior knowledge concerning people who have different ways of speaking and expressing themselves. Think about people you know who talk in a loud voice, soft voice, people who are always giving their opinion on any topic, people who don't talk a lot but usually have something interesting to say when they do talk. How many of your family members and friends fall into each of these categories? How many don't fit into any of these categories? Where do you think you fit?

2. DURING: Read "2 Poems" by Jack Prelutsky. Brainstorm techniques speakers use with their voice to engage their audience. Think tone, volume, pace, fluency, enunciation, expression. Consider projection of voice. How do you project your voice without shouting? How can a whisper be projected?

3. AFTER: Break into groups of four. Have one person say each verse of "Zeke McPeake". Pay attention to the different voices Zeke uses in each verse. Consider how having an audience impacts performance. Practice for performance and perform for the class.

Form larger groupings. Assign a stanza from "We're Loudies" to each of the four larger groupings. Pay special attention to the words in boldface type and change volume as you read. Be mindful of how a variation of voice is more engaging for the audience. Practice and perform for the class. Use exit cards to formatively assess and reflect on personal performance. Set goals for improvement.

Task #4 (Link with "When I Grow Up"; "Too Young for This; Too Old for That")

Goal: Comprehend & Respond: reading, VIEWING, LISTENING  
Compose & Create: FORMAL SPEAKING, representing  
Assess & Reflect

Essential Questions: Why should I consider criteria as a "before" strategy?  
How do body language, gestures, and facial expressions help to communicate meaning?  
How can I present my ideas effectively to engage my audience?  
What do effective speakers do?  
What can I do to build confidence for my performance?

1. BEFORE: Present and examine criteria for summative assessment on dramatization (rubric).
2. BEFORE: a) Present choice of tasks (Monologue: "Too Young For This; Too Old For That" OR performance poem)  
b) Explore ways to actualize criteria with each performance task.  
c) Establish timeline for practice and performance.  
d) Establish groupings; parts
3. DURING: Conduct peer assessment of dramatization.
4. AFTER: Reflect on feedback

Task #5

Goal: Comprehend & Respond: READING,  
Compose & Create: writing, speaking  
Assess & Reflect

Essential Questions: What strategies can be used to check understanding and evaluate message?  
How does point of view impact message?  
How do your interactions with others help to

shape who you are?

What skills and abilities do others pass on to us?

How do personal memories help us to make connections with what we read?

1. **BEFORE:** Use the following questions as prompts for journal entry. Think about older relatives and friends of your family. What special knowledge do these people have? What would you most like to learn from them?
2. **DURING:** Use guided reading to read, "Water Spirit" (Aboriginal content)
3. **DURING:** Use stop, pause, and reflect strategy to demonstrate comprehension through reader response and critical thinking.
4. **AFTER:** Hold small group discussion to make inferences and recognize subtleties in story.
5. **AFTER:** Share recollections of older people who have impacted our lives and, in doing so, helped to shape who we are today.

Other Selections:

"The New Moon and the Rain" (Cornerstone)

short story

(explores lessons a grandmother teaches her granddaughter)

"Rachel and Nathan" (Cornerstone)

essay

(examines the relationship between a sister and brother with spinal bifida and how this impacts personal identity)

"My Grandma" (Collections: Looking for Answers)

short story

(the change in a granddaughter's perspective of a grandmother)

CC6.5 listen to audio version

"Why things Have to Change" (Cornerstone)

comic strip



Task #6 (link writing a letter to relationships with others)

Goal: Comprehend & Respond: reading  
Compose & Create: WRITING  
Assess & Reflect

Essential Questions: What does a letter do that other forms of communication don't do?  
How is audience unique in a letter?  
How does personal viewpoint impact message?  
How does writing voice add interest to what we communicate?  
How has technology added to the way we communicate?

1. BEFORE:
  - a.) Ask how many students have sent or received a letter? How did this form of writing compare with other forms of writing? How is this personal experience for both the sender and receiver? How can a letter speak to who we are as a person?
  - b) Review the parts of a friendly letter, and look at some samples of a friendly letter.
  - c) Consider audience. Who would you be most likely to send a letter to today? What other forms of communication do you use to connect with friends and family? In what situations would a friendly letter be preferable? Does audience impact the form of writing we use?
  - d) Consider writing voice. Why is voice important in writing? Look at samples where "voice" is used to add interest and engagement.
  - e) Present task: write a friendly letter to narrate an incident from own experience
  - f) Present and examine criteria for a friendly letter.
  - g) Use the Compose & Create checklist (see attached) to actualize the before strategies of writing.
2. DURING: Use the Compose & Create checklist to actualize the during strategies of writing.
3. AFTER: Use the Compose & Create checklist to actualize the after strategies of writing.

Task #7 (Link to "Why do Things Have to Change?")

Goal: Comprehend & Respond: VIEWING, reading

Compose & Create: REPRESENTING

Assess & Reflect

Essential Questions: What are the elements of a great comic sequence?

How do we arrive at our comic sequence?

How do punch lines and visuals create humor?

Why is being concise important in a comic sequence?

Can comic strips deal with serious issues?

1. BEFORE: a) Look at a variety of comic strips from newspapers. Look for similarities and differences. Compare comic strips in newspapers to "Why do Things Have to Change?" comic strip. Identify the elements of a good comic sequence. (Note brevity of message, picture details, conflict, conflict resolution, punch line, humor, subject matter)

b) Present task: create a comic strip

c) Present and explain criteria for assessment

d) Use the Compose & Create checklist (see attachment) for students to actualize the before strategies of representing.

2. DURING: Use the Compose & Create checklist to actualize the during strategies of representing.

3. AFTER: Use the Compose & Create checklist to actualize the after strategies of representing.

### Personal Narratives

"My Diary" (Nelson Literacy: Biography)

"Tub Under the Stars" (Collections: Looking for Answers)

"Winter Camp Out" (Collections: Looking for Answers)

Student Writing: "Changes", "When I'm 12", "I have a Dream", "The Search for Recognition" (Collections: Looking for Answers)

Other student exemplars

## Task #8

Goals: Comprehend & Respond: reading  
Compose & Create: WRITING  
Assess & Reflect

Essential Questions: What are the elements of a great story?  
How does point of view impact a story?  
How do we arrive at our stories?  
How can personal experiences be written in an engaging manner?  
How does audience and purpose affect our writing?

1. BEFORE: a) How do personal experiences help to shape who we are? How are these personal experiences brought to life in writing? Read several personal narratives. (See list on previous page)
  - b) Revisit the narratives to identify point of view. Establish first person narrative.
  - c) What can we learn and borrow from those who write well? Consider setting. Revisit texts see how the setting is introduced.
  - d) What can we learn and borrow from those who write well? Consider characters. Revisit texts to see how the characters are introduced and developed.
  - e) What can we learn and borrow from those who write well? Consider plot? Revisit texts to see how plot is established and developed.
  - f) What can we learn and borrow from those who write well? Revisit texts to identify sensory details that help the reader share the experience.
  - g) What can we learn and borrow from those who write well? Consider dialogue. Revisit texts to see how dialogue is used. Review when and how to use quotation marks in writing.
  - h) What can we learn and borrow from those who write well? Consider other narrative devices such as suspense and tension. Revisit, "Winter Camp Out" and "My Diary" to examine tension and suspense and how it adds to story interest.
  - j) Present task: write a multi-paragraph composition to narrate an incident from own experience (400-600 words)

- k) Present and explain criteria for assessment (rubric)  
l) Use the Compose & Create checklist (see attached) to actualize the before strategies of writing.
2. DURING: Use the Compose & Create checklist to actualize the during strategies of writing.
3. AFTER: Use the Compose & Create checklist to actualize the after strategies of writing.

### Task #9

Goals: Comprehend & Respond: LISTENING  
Compose & Create: writing, representing  
Assess & Reflect

Essential Questions: What behaviors do active listeners use?  
How do we connect to the stories of others?  
What details help us to visualize images?  
What strategies help me to listen effectively?

#### Book Choices for Read Aloud

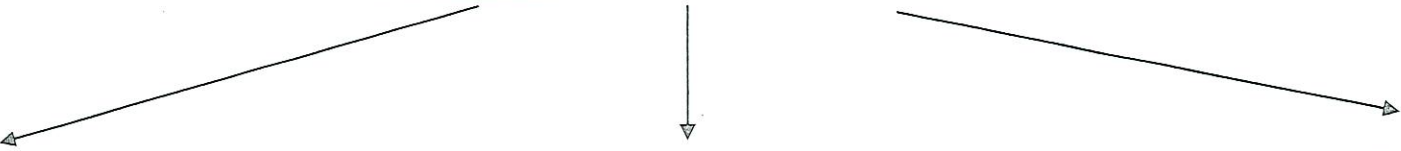
Walk Two Moons by Sharon Creech

Adam and Eve and Pinch Me by Julie Johnston

Bridge to Terabithia

# **Task Organizers**

Task: Multi-paragraph personal narrative (Grade six) Personal-philosophical, Multi-genre thematic "Who am I?"



Before

Plot, point of view and conflict

Activate knowledge/generate ideas (photo album)

Consider audience and purpose (peers, critical moments)

Plan sequencing using graphic organizer

Read, view, listen to narratives \*link to another task

Partner sharing and feedback (tell story orally, reflect on impact)

During

Make connections to life (point of view)

Key events and supporting details

Create drafts

Experiment with language – complex sentences, verbs

Sequencing (experiment with order for impact and clarity)

Reflect on process (journal reflections)

After

Revise and proofread (pair, change or justify not making changes)

Reflect on language and word choice

Celebrate (feedback through sentence starters and set goals)

Practice for sharing (on own → reflect) \*link to another task

Share (Reader's Theatre) \*link to another task

Knows

- Ways to sequence (chron., problem-solution)
- Qualities of a good plot
- Types of conflict
- Points of view
- Audience/purpose
- Transformation
- How to set goals based on feedback
- New language – descriptive, figurative, transitions
- Read aloud skills
- Narrative qualities/elements
- Paragraph structure

Enduring Understandings

- That structure of our writing is impacted by audience and purpose
- That stories have common elements
- That point of view changes a story
- That our stories are influenced by our experiences
- That the writing process is cyclical
- That communication is about creating and sharing
- That stories often involve a transformation by the character(s)

Dos

- Write a multi-paragraph narrative
- Choose point of view, sequence, conflict
- Write for an audience and purpose
- Develop a plot with key ideas and supporting details
- Draft, revise, proofread, share
- Set goals, respond to feedback
- Reflect on writing process
- Read/view other narratives
- Activate ideas/knowledge
- Share

Essential Questions

- What makes a story a story?
- What are the elements of a great story?
- How does point of view change a story?
- How do we arrive at our stories?
- How do I write better?
- How does audience and purpose affect our stories?

Outcomes

CC6.1

CC6.7

CC6.2

AR6.2

CC6.3

AR6.3

CC6.5

CR6.1

Assessment

Summative – Process, product, assess and reflect

Formative – each step – rubric, feedback, journaling

Task: Oral Reading Articles, Fiction/Non-fiction  
Goal: Develop reading fluency and comprehension

Before

Activate knowledge \*build vocabulary and mental images

Select texts (on own) based on interest and familiarity with topic

Make predictions – look at text features, first sentences

Preview text – illustrations, titles and headings, etc.

During

Confirm/ adjust predictions and make connections (text-self, text-text, text-world)

Assess, reflect and adjust rate and strategies for approaching text

Engage in and reflect on words and sentences (word attack, highlighter)

Summarize/explain setting, events, character, messages

Self-monitor comprehension

After

Assess and reflect → journaling

Comprehension tasks → web, questions, etc.

Offer reactions/opinions with evidence

Respond to texts → choice

Knows

- Strategies for previewing a text, word and sentence attack, increasing comprehension
- Vocabulary – setting, events, character, message
- How to recognize gaps in comprehension
- How to support reactions/opinions
- How to read orally

Enduring Understandings

- That there are things we can do before, during and after reading to increase our understanding and fluency
- That we can persuade people that our opinion is valid when we back it up
- That meaning in a text is about more than words



## Dos

- Orally read texts
- Activate knowledge about topic
- Choose a text
- Make and adjust predictions and offer reactions
- Preview texts
- Engage in strategies – rate, comprehension, work attack
- Summarize
- Reflect on the process and the content

## Essential Questions

- How do we read better and understand more?
- How can I make my point?
- How is meaning communicated?

## Outcomes

CR7.1

CR7.7

CR7.2

CR7.8

CR7.3

CC7.9

CR7.6

AR7.1

## Criteria for rubric

- 1) Engage in text before – choose text, activate knowledge, make predictions
- 2) Make connections – text to self, text to text, text to world
- 3) Remember main details – setting, plot, character, message
- 4) Respond to text – variety of ways, choice

Task:  
Listening and Reader Response Journals

Before

- Review what a good paragraph includes
- Review how to take notes during oral reading
- Look at response starters
- Background to literature selection (vocabulary, genre, time period)
- 
- 

During

- Pause to allow students to write down topics
- Review vocabulary
- Complete template sheet
- Listen to text and make jot notes
- Reflect on text form, author's intent and craft
- Discuss message and connections

After

- Brainstorm topics from reading selection
- Choose one topic together
- Model paragraph writing- beginning sentence, body, and closing sentence
- Students select topic and create paragraph
- Students revise and edit paragraph
- 

Knows

- How to take notes
- Active listening skills
- Components of a paragraph
- Revising and editing skills
- Author's craft, intent, message and text form
- Ways to connect to a text
- Background to chosen texts

Enduring Understandings

- That precise language is needed to communicate a message effectively
- Paragraphs require a strong opening, body, and effective closing
- Active listening skills lead to comprehension
- Sometimes, writing information as we hear it helps us to make sense of what we have heard later.
- That responding to texts means engaging in them, remembering important aspects of them, reflecting on them and connecting them to knowledge and experiences we already have had.

Dos

Creating jot notes on ideas from the selection  
Completing template as selection is read  
Collaborating on writing a paragraph  
Composing a paragraph  
Revising and editing paragraph  
Listening to texts  
Responding to a text  
Choosing a prompt that is meaningful and engaging

Essential Questions

How does choosing vocabulary help communicate effectively?  
What elements constitute a well-organized paragraph?  
What are active listening skills?  
Why do we make jot notes?  
How can I respond to texts? How can I get better at this?

Outcomes

CR6.1

CC 6.3

CR 6.2

CC 6.8

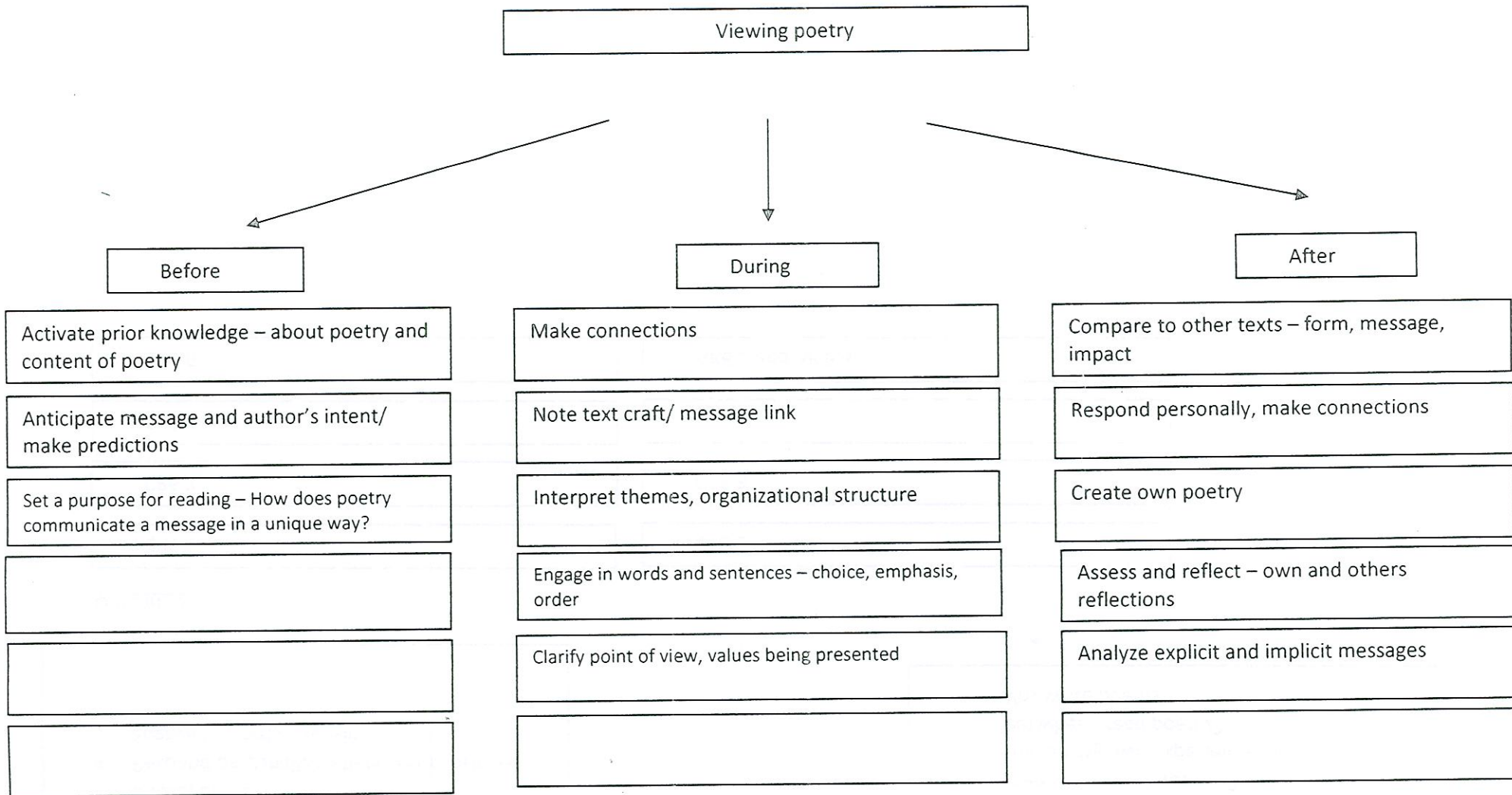
CR 6.3

AR 6.1

CR 6.5

AR 6.2

AR 6.3



Knows

- Types/ forms of poetry (free verse, rhyming couplet, ballad, etc.)
- Figures of speech – metaphor, simile, personification, imagery
- Vocabulary – text, craft, rhyme, rhythm, emphasis, message, purpose, explicit, implicit, point of view, values, themes
- First person

Enduring Understandings

- That poetry expresses messages (identity) in a unique way
- That poetry can be written in a variety of voices
- That author’s intended message impacts the craft, word choice, structure of a poem
- That messages in poetry can be both explicit and implicit
- That there are many techniques available to craft a poem
- That our response to poetry (as with all texts) is personal and grounded in our own experiences

Dos

- Discuss, share, brainstorm, reflect on prior knowledge about poetry and narratives
- Read poems, reflect on message, craft, author's intent, values presented, impact, point of view
- Make connections to other text forms, between text messages, between styles, to impact on self
- Respond personally (reflect, write, discuss)
- Engage in words, phrasing

Essential Questions

- How does poetry communicate a message in a unique way?
- How are voice and poetry connected?
- How does message impact craft, word choice and structure of poems?
- What is the message of this poem?
- How do I write poems? What can other poems tell me about this?
- How do my own experiences impact how I feel when I read poetry?
- Why write poems?

Outcomes

CR6.1

CC6.1

CR6.2

CC6.3

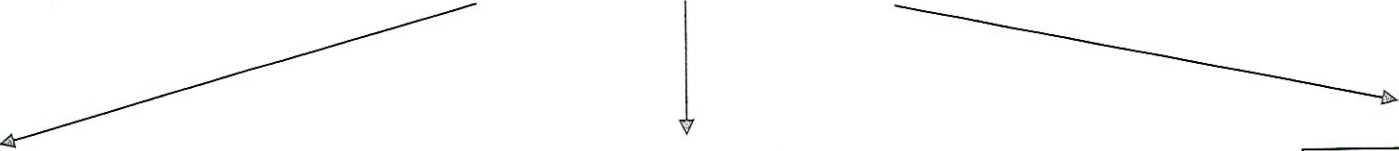
CR6.3

CC6.8

CR6.6

AR6.2 and AR 6.3

Task: Read, view, listen to narratives about identity, Personal philosophical, Multi-genre, "Who am I?"



Before

- Ask questions – student generated
- Set a purpose for reading – What makes a good story? Writing link
- Preview and make predictions – text features, examine first paragraph
- 
- 
- 

During

- Make connections – Reflect – Why do we connect with parts of this?
- Note/explore plot, point of view, conflict, structure in groups- listening skills \*link to task
- Note, engage in words and phrases – self-chosen
- Summarize main events – variety of ways
- Consider purpose and audience
- 

After

- Compare texts to each other
- Consider impact – self, other and why?
- Recall, retell main events and aspects – variety of ways
- Evaluate craft and techniques
- Consider message
- Make personal connections

Knows

- Qualities of a narrative text
- Things to look for when previewing a text
- Plot, point of view, conflict – variations
- Ways narratives are structured and presented
- Samples of interesting language from texts – self-chosen
- Ways to make notes and summarize
- How to identify purpose, audience, message and impact
- How to engage in dialogue with others and listen well

Enduring Understandings

- That previewing texts can provide information which sets a purpose and invites predictions and engagement
- That narratives are developed and delivered in a variety of ways
- That we respond to narratives in ways that reflect ourselves and our experiences
- That effectively sharing narratives involves craft
- That narratives have certain elements
- That a rich dialogue involves listening and sharing
- That text forms impact stories

## Dos

- Read, listen to, and view narrative texts
- Generate questions about content and method (craft)
- Consider purpose, audience, message, intent of various texts
- Compare texts to each other
- Note appealing elements and features
- Summarize plot, point of view, characters, conflict
- Reflect on personal connection, impact and why
- Share and listen in groups
- Make predictions and examine textual features
- Apply new understandings to own writing

## Essential Questions

- Why do we preview texts? What can we learn?
- How are stories told?
- What is a story?
- Where do stories come from and why do we connect to the stories of others?
- How does text form change the story?
- How can we tell stories well?
- How can I learn with others?

## Outcomes

CR6.1

CR6.2

CR6.3

CR6.4

CR6.5

CR6.6

CC6.8

CC6.5

Task:  
**Representing**  
 Create a Cartoon/Comic Strip CC6.4

Before

- View examples of cartoons or comics
- Identify purpose and audience and context (where is the cartoon?)
- Identify characteristics of a comic/cartoon
- Read a myth/legend...to serve as the topic for the cartoon
- Create a sequence of events
- Brainstorm topics, characters, events, ideas

During

- Draft a copy of what will be in each window – match with sequence
- Revisit examples to clarify the direction
- Self monitor – does their cartoon have the “basic” characteristics
- Consider text form. Think about how word use is different- limited because it is smaller and more focused.
- Seek assistance/supports for creating images.
- Consider color, size, image placement, message, word/visual combination

After

- Proof read & revise (content/meaning concise language, organization, clarity, mechanics) own work & others to check for clarity, organization
- Share with classmates – author’s chair in small groups
- Reflect – journal response to prompt questions

Knows

- How to summarize a story and identify main/important details
- Basic characteristics of a comic
- Difference between formal & informal language
- How to follow a sequence
- Audience/purpose
- Drawing/computer graphic techniques/skills
- Ways to give effective feedback.

Enduring Understandings

- Understand that...
- Sequence is important when telling a story
- Illustrations are a powerful tool when telling stories
- Format of a story and audience will dictate whether formal or informal language is used
- Communication is about creating and sharing
- Cartoons are a balance between text and visual representations
- Creating begins in many ways
- There are ways to offer constructive feedback.



Dos

- Illustrate the story in 6-8 frames.
- Use "speech bubbles" to tell the story.
- View other comics
- Activate ideas
- Sequence
- Consider audience/purpose
- Draft, revise, proofread, publish
- Respond to feedback
- Reflect - journal

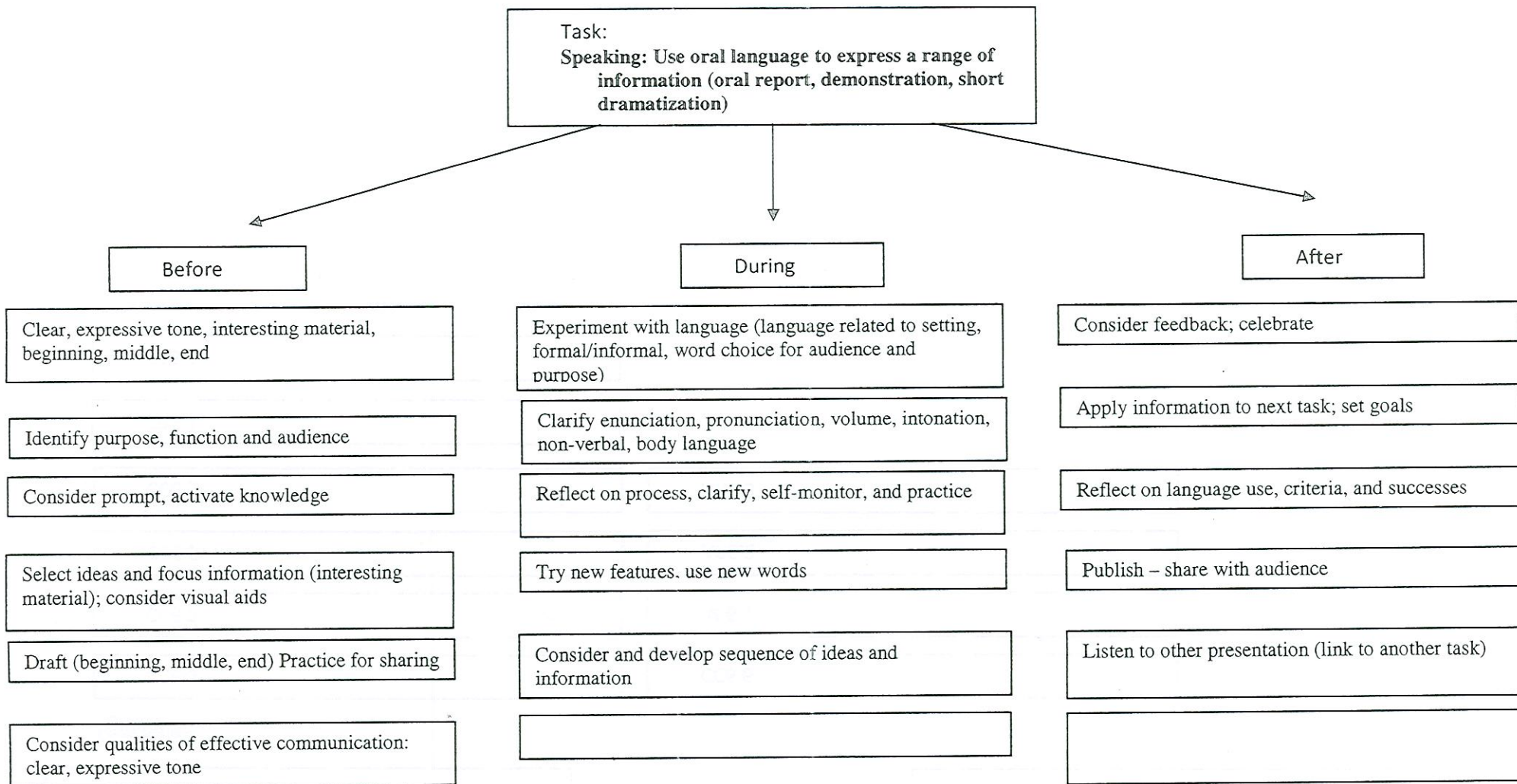
Outcomes

- CC6.4
- CC6.2
- CC6.5
- CC6.1

Essential Questions

- How does a story change when it is told in comic strip form?
- How are text form and audience linked?
- Are comics always funny? What purpose do they serve?
- What makes a good comic sequence?
- How do I begin creation of comics?
- Why is being concise important in comic sequences?
- Why is order important and how can we order comic sequences?

- CC6.3
- CR6.1
- CR6.2
- AR6.2 and 6.3



Knows

- What effective speakers do (enunciate clearly, use appropriate volume, intonation and expressive tone)
- The purpose for speaking – audience
- The parts of a presentation (beginning, middle, end)
- Ways to enhance presentation (interesting material; visual aids)
- Personal connection

Enduring Understandings

- That effective speakers enunciate clearly, use appropriate volume, intonation and expressive tone
- That audience determines the related language (formal, informal)
- That sequencing of ideas logically is critical to effective communication
- That intonation and volume engage listeners
- The content can be enhanced by personal connection to material

## Dos

- Prepare and give oral presentations including an appropriate beginning, middle and ending, audience, purpose
- Use clear, expressive tone
- Perform dramatization and role play
- Adjust voice, tone and language choices to a range of situations
- Read aloud short poetry or passages with expression and fluency
- Answer questions clearly and politely
- Respond to feedback and set goals

## Outcomes

CC6.1

CC6.2

CC6.3

CC6.5

CR6.1

CR6.5

## Essential Questions

- What do effective speakers do?
- What roles do intonation and volume play in engaging listeners?
- What are the parts of a good presentation?
- What techniques or devices can be used to enhance presentations?
- What must we attend to when we read poetry?
- How do gestures and body language help to convey messages?
- What is the purpose of dramatizations?

CC6.6

AR6.1

AR6.2

AR6.3

Task: Write a friendly letter to narrate an incident from own experience

Before

During

After

Identify purpose, function and audience.

Read, view, and listen to samples of letters.

Types of letters (formal, personal)

Parts of a letter: review form

Consider qualities of effective communication.

Choose and develop a point of view

Create a draft

Experiment with language and conventions (formal/informal, word choice)

Talk to others about progress.

Revise

Proofread

Appraise for clarity

Reflect on Feedback

Knows

- Types of letters (formal/informal)
- Parts of a letter
- Background information on topic of letter
- Vocabulary related to the topic
- Effective editing and revision techniques
- Effective communication b/w editor and author (speaking/listening)

Enduring Understandings

- Choose type of letter based on purpose and audience
- Write letter
- Research
- Peer editing
- Editing/revising
- Publish/mail

## Dos

- Communication is about creating and sharing
- Written communication between people can be a powerful and effective tool for change
- To be an effective writer, you must know the topic you are discussing and follow the rules and conventions of writing
- Letters are a unique form of communication with specific purposes and audiences (known)

## Essential Questions

- What is the connection between creating and sharing?
- How is writing a powerful and effective tool for change?
- What do I have to do as a writer to have people read and care about what I am writing?
- What does a letter do that other forms of communication don't do?
- How is audience unique in a letter?

## Outcomes

CR6.5

CC6.7

CR6.7

AR6.1

CC6.2

AR6.2

CC6.3

AR6.3

# **Formative Assessments**

## Compose and Create: WRITING

BEFORE	DURING	AFTER
<p><input type="checkbox"/> I have engaged in instruction (listening, reading, questioning) and understand prompt/task.</p> <p><input type="checkbox"/> I can find a topic or idea of personal interest or one appropriate for purpose and audience.</p> <p><input type="checkbox"/> I can generate ideas for writing by brainstorming, questioning, jot notes, conferencing, webbing, clustering, discussing, or drawing.</p> <p><input type="checkbox"/> I can access and gather additional ideas and information from external sources.</p> <p><input type="checkbox"/> I know what form to use and what this form should look like.</p> <p><input type="checkbox"/> I can organize my ideas into a plan or approach so my ideas make sense and have a beginning, middle, and an ending.</p> <p><input type="checkbox"/> I know the message I wish to convey.</p> <p><input type="checkbox"/> I am ready to write!</p>	<p><input type="checkbox"/> I am exploring ways to start; making my introduction interesting and clear.</p> <p><input type="checkbox"/> I am remembering to indent new paragraphs.</p> <p><input type="checkbox"/> I am writing sentences that are complete, varied and interesting.</p> <p><input type="checkbox"/> I am attending to correct spelling, capitalization, and punctuation as I write.</p> <p><input type="checkbox"/> I am rereading what I've written to ensure my meaning is clear.</p> <p><input type="checkbox"/> I am conferring with others for suggestions, ideas, and responses.</p> <p><input type="checkbox"/> I am reflecting on my writing looking for ways to communicate my ideas more effectively (word choice, transitions).</p> <p><input type="checkbox"/> I am fixing mistakes as I write, adding, changing, deleting, or rearranging words and ideas.</p> <p><input type="checkbox"/> I have written an ending to my work.</p>	<p><input type="checkbox"/> I have reread my entire draft to ensure I have everything I want to say and that it suits the writing purpose.</p> <p><input type="checkbox"/> I have checked organization (introduction, details that support my main idea(s), ending)</p> <p><input type="checkbox"/> I have checked sentence structure.</p> <p><input type="checkbox"/> I have checked spelling, word choice, capitalization, and punctuation.</p> <p><input type="checkbox"/> I have conferred with others to see what is good and what needs improvement.</p> <p><input type="checkbox"/> I have prepared a good copy which is neat, polished, and reflects intended form and its parts (title, indented, name, font, spacing).</p> <p><input type="checkbox"/> After sharing my work, I have reflected on the feedback and recognize what worked well and what I can do to improve my writing.</p>

### The Writing Process: Where are you at before, during, and after writing?

Look out World, Here I Come! (Proficient)	It's Great to be Alive! (Strong)	The Day is Looking Good! (Competent)	Okay, now I'm Awake! (Adequate)	I'm up but Groggy! (Developing)	I'm Still in Bed!  (Not yet)
6	5	4	3	2	1

## Compose and Create: Representing

Before	During	After
<p><input type="checkbox"/> I have engaged in instruction (listening, reading, questioning) and understand prompt/task</p> <p><input type="checkbox"/> I can find a topic or idea of personal interest or one appropriate for purpose and audience.</p> <p><input type="checkbox"/> I can generate ideas for representing by brainstorming, questioning, jot notes, conferencing, webbing, clustering, discussing, or drawing</p> <p><input type="checkbox"/> I can access and gather ideas and information from external sources</p> <p><input type="checkbox"/> I know what form to use and what this form should look like</p> <p><input type="checkbox"/> I can organize my ideas into a plan that conveys the message(s) clearly</p> <p><input type="checkbox"/> I am ready to represent</p>	<p><input type="checkbox"/> I can explore ways to start</p> <p><input type="checkbox"/> As I draft, shape, create and connect, I am aware of the purpose of my representation and my audience</p> <p><input type="checkbox"/> As I draft, shape, create, and connect, I am aware of the form (diagram, poster, illustration, magazine, storyboard, timeline, dance, etc) and how it should look</p> <p><input type="checkbox"/> As I draft, shape, create and connect, I consider the necessary details to include</p> <p><input type="checkbox"/> As I draft, shape, create, and connect, I am conscious of the space, and nearness and precision of my work</p> <p><input type="checkbox"/> As I draft, shape, create, and connect, I attend to spelling, capitalization and punctuation</p> <p><input type="checkbox"/> As I draft, shape, create, and connect, I reflect on my work and see what is good and what needs improvement</p> <p><input type="checkbox"/> I make changes and improvements as I work</p>	<p><input type="checkbox"/> I have checked my work to see if it has everything I want or need to say</p> <p><input type="checkbox"/> I have checked my representation for overall appearance</p> <p><input type="checkbox"/> I have checked spelling, punctuation, and capitalization</p> <p><input type="checkbox"/> I have conferred with others to see what is good and what needs improvement</p> <p><input type="checkbox"/> I am satisfied with my finished product knowing it is neat, polished, and reflects the intended form</p> <p><input type="checkbox"/> After sharing my work, I have reflected on the feedback and recognize what worked well and what I can do to improve my representing</p>

### Representing: Where are you at before, during, and after representing?

Look out World, Here I Come! (Proficient)	It's Great to be Alive! (Strong)	The Day is Looking Good! (Competent)	Okay, now I'm Awake! (Adequate)	I'm up but Groggy! (Developing)	I'm Still in Bed! (Not yet)
6	5	4	3	2	1



# Think Voice...

1. Does the pace and rhythm of my voice fit the story line? \_\_\_\_\_
2. Does the pace of my reading ensure that others would hear and understand every word? \_\_\_\_\_
3. Is my voice attend to punctuation? \_\_\_\_\_
4. Am I allowing a few moments of pause for emphasis and/or transition? \_\_\_\_\_
5. Am I fluent with my phrases and sentences? \_\_\_\_\_
6. Is my entire piece fluent? \_\_\_\_\_
7. Are all my words sharp and clear? \_\_\_\_\_
8. Would others hear and understand every word? \_\_\_\_\_
9. Am I using my voice in different ways? \_\_\_\_\_
10. Does my voice show emotion? \_\_\_\_\_
11. Does my voice engage the audience at the beginning? \_\_\_\_\_
12. Does my voice continue to engage the audience in the middle? \_\_\_\_\_
13. Does my voice signal a close at the end? \_\_\_\_\_

## Exit Card: Formative Assessment for Dramatic Reading

Name of Student: \_\_\_\_\_

1. What voice techniques do effective speakers use to engage their audience? \_\_\_\_\_

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2. How does audience impact performance?

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3. What things can you do to improve your speaking performance?

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4. What have you learned about yourself from this activity?

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## Self Reflection "Poetry"

Name of Student: \_\_\_\_\_

1. Do you have a better understanding and/or appreciation for poetry? Why? Why not?
2. Is writing poetry easy for you?
3. What would help you to be more successful at writing poetry?
4. What have you learned about yourself from this activity?

# BLM 10 Strategy Rubric Strip: Cause-and-Effect Text Pattern

## Formative Assessment Tool

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### EXPECTATIONS SUPPORTED

**Overall:** Recognize a variety of text forms/text features/stylistic elements and demonstrate how they communicate meaning

**Specific:** Identify organizational patterns in texts and explain how they help readers

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
◦ identifies "why" questions that the text answers	◦ identifies "why" questions, with limited effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies "why" questions, with some effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies "why" questions, with considerable effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies "why" questions, with a high degree of effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>
◦ identifies linked ideas that show cause and effect	◦ identifies linked ideas, with limited effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies linked ideas, with some effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies linked ideas, with considerable effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies linked ideas, with a high degree of effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>
◦ identifies text with one cause and several effects	◦ identifies one cause and several effects, with limited effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies one cause and several effects, with some effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies one cause and several effects, with considerable effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies one cause and several effects, with a high degree of effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>
◦ identifies text with one effect and several causes	◦ identifies one effect and several causes, with limited effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies one effect and several causes, with some effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies one effect and several causes, with considerable effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ identifies one effect and several causes, with a high degree of effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>
◦ explains how knowing the characteristics of cause-and-effect text pattern helps the reader understand what is read	◦ explains, with limited effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ explains, with some effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ explains, with considerable effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>	◦ explains, with a high degree of effectiveness T1 <input type="checkbox"/> T2 <input type="checkbox"/>
<b>Cross-Curricular Application</b> ◦ applies the skills in other areas of the curriculum	◦ applies the skills, with limited effectiveness T3 <input type="checkbox"/>	◦ applies the skills, with some effectiveness T3 <input type="checkbox"/>	◦ applies the skills, with considerable effectiveness T3 <input type="checkbox"/>	◦ applies the skills, with a high degree of effectiveness T3 <input type="checkbox"/>

**Task 1** – The "What" and "Why" of Self-Esteem—Key Assessment Questions

**Task 2** – Food Allergies—Demonstration Task and Key Assessment Question

**Task 3** – Cross-Curricular Application—Cross-curricular opportunity to be determined by the teacher

# **Summative Assessments**

Criteria for Comic Strip

Name: \_\_\_\_\_

	<b>Great work! This is going extra well for you!</b>	<b>You did it and you did it on your own!</b>	<b>Good start. You are beginning to make sense of this on your own.</b>	<b>You can do it. Spend some extra time with the criteria.</b>
<b>Message: Meaning is derived through key images &amp; key information</b>	The story is original and provides a creative, surprise ending and/or humorous solution.	The message is clearly communicated. Key images and key information combine to tell a complete story.	The message is somewhat discernable; more work is needed through images or information to make the story clearer.	Revisit examples of comic strips to see how the images and information work hand in hand to tell a witty or clever story.
<b>Organization: Sequence and Impact of Frames</b>	Careful planning has provided that every frame serves a strong purpose.	A logical sequence is evident in the frames. Most frames carry impact.	Some of the frames are vague and/or unnecessary. Sequence each frame to clearly convey a beginning, middle, and end.	Most of the frames are vague and/or confusing. Work on organizing your ideas into a beginning, middle, and end.
<b>Language Style: Visual &amp; Verbal</b>	Obvious attention to word choice and visual detail makes the product an engaging and entertaining piece of work.	Word choice and visual detail is effective. A carefully constructed product has resulted.	Strengthen word choice and/or visual details. Strive for more careful and balanced construction of the comic strip.(foreground, background)	Take time to plan and to construct detailed visuals that relay information. Work on word choices that are effective in relaying necessary information.

Criteria for Friendly Letter

Name: \_\_\_\_\_

Criteria	Great Work! This is going extra well for you!	You did it and you did it on your own!	Good start. You are beginning to make sense of this on your own.	You can do it! Spend some extra time with the criteria and ask for help.
<b>Message</b>	The letter shares an incident from your own experience in a personal way. You've allowed the reader to share the experience with you!	The letter shares an incident from your own experience which is appropriate to purpose and audience.	You are beginning to make sense of what a letter is, what you should write about in your letter, and to whom you should write it to.	Be sure of the task BEFORE you write. Ask, what am I supposed to write about and for whom?
<b>Organization: Text Form Beginning, Middle, End</b>	The letter is written expertly with appropriate letter parts and spacings. The many details provide a satisfying beginning, middle, and end.	The letter is written correctly with appropriate letter parts and spacings. A beginning, middle, and end are evident.	Some of the letter is written correctly with appropriate letter parts and spacings. More details would develop the beginning, and/or middle, and/or end.	A letter has distinct parts. Revisit the letter form. When you plan your writing, think of beginning, middle, and end when retelling your experience.
<b>Language Choices</b>	You have brought the experience to life with meaningful word choices. Varied and interesting sentences are used throughout.	Good and varied sentences were constructed to retell your experience.	Work on writing good sentences. Vary the length and variety of sentences to retell your experiences.	Most of the sentences are run-on and/or sentence fragments. Focus on writing complete sentences to retell your experience.
<b>Language Conventions: Capitalization Punctuation Commas</b>	Your writing attends to almost all writing conventions required.	Your writing attends to most of the writing conventions required.	Your writing attends to some of the writing conventions required.	Your writing attends to few of the writing conventions required. Work on this!

## Criteria for Speaking: Pairs, Small Groups, Large Groups

	Great work! This is going extra well for you!	You did it and you did it on your own!	Good start. You are beginning to make sense of this on your own.	You can do it. Spend some extra time with the criteria and ask for help.
Speaking Respectfully	You are consistently polite and respectful of others. You always know when to speak and when to listen.	You are polite, knowing when to speak and when to listen without interrupting.	Reminders are needed as to when to speak and when to listen without interrupting.	When you learn when to speak and when to listen you will become more successful with discussions
Appropriate Language and Tone	You consistently make meaningful contributions. You always use language appropriate to discussion and are polite and eloquent when you disagree.	Language is appropriate to discussion and tone is appropriate for disagreement.	Remember to always use language appropriate to the discussion and/or to disagree politely.	When you learn to engage in a discussion relative to the topic and are able to be polite, your contributions will become meaningful.
Asks Questions	You always ask meaningful, in-depth questions that show a high level of thinking.	Your questions are relevant to the topic and are intended to further your understanding.	Try to ask a few more questions to further your understanding. You have much to contribute.	Asking questions is a part of learning. Please ask questions to further your understanding.
Reasoning	Wow! Your ability to support your thinking with well thought explanations further develops the discussion.	You are able to support your viewpoint with good reasons.	Think of more good reasons to support your viewpoint.	Why do you think the way you do? Think of reasons to support your thinking.



## Criteria for Dramatization

Name: \_\_\_\_\_

Criteria	Great work! This is going extra well for you!	You did it and you did it on your own!	Good start. You are beginning to make sense of this on your own!	You can do it. Spend some extra time with the criteria and ask for help.
INTERPRETING TEXT THROUGH VOICE: Clear, Audible, Pace	Wow! You projected your voice so that every word could be heard from afar and you made it sound natural.	You delivered the message in a clear strong voice throughout your performance.	Most words could be heard, clearly. Sustain the projection of your voice throughout the performance.	By slowing down, words can be heard more clearly. Project your voice so everyone can hear!
INTERPRETING TEXT THROUGH VOICE: Tone, Expression, Fluency	Your expression made the words come alive! The tone was perfectly suited to the character.	Expression and tone were appropriate to text and character. Words were delivered fluently.	You are attempting to be expressive and fluent in your performance. Keep working on this!	Practice beforehand so the words you deliver are fluent and sound natural. Pay attention to words or phrases that can be spoken expressively.
INTERPRETING TEXT THROUGH Body Language, Gestures, Facial Expression	Your use of body language, gestures, and facial expression were believable and engaging!	Facial expression, body language and gestures were used effectively.	You could use more body language to mirror the emotions of the character you are playing.	Start with facial expression. Facial expressions should mirror the feelings of the character. Think of the words you are saying.
INTERPRETING PURPOSE THROUGH Audience Engagement, Understanding for dramatic text, good partnering	.The message was communicated expertly. Memorization of text as well as your composure and confidence made for an engaging stage performance!	The message was communicated effectively. Memorization of text was significant; the performance showed composure & confidence.	Parts of the message were communicated. More work to become confident and comfortable with text and stage performance is needed.	Keep working on this! It becomes easier with practice. Spend more time rehearsing your part.

Narrative Essay

Name \_\_\_\_\_

	<b>Great work! This is going extra well for you!</b>	<b>You did it and you did it on your own!</b>	<b>Good start. You are beginning to make sense of this on your own.</b>	<b>You can do it. Spend some extra time with the criteria and ask for help.</b>
<b>Plot</b>	Introduction is engaging, middle is well-developed and supported, and ending provides clarity.	Introduction is clear and sets up the text, middle is developed, and ending provides closure.	There is a beginning middle and ending but help was needed to develop it fully.	Much more attention needs to be paid to the beginning, middle and ending; much help was needed to develop the organization.
<b>Setting</b>	Setting enhances plot in terms of establishing a time and place of the events.	Setting is relevant to the time and place of the plot.	Some help was needed to develop a setting that adds to the plot. More attention could be given to this aspect in the pre-writing stage.	Much help is needed to develop the setting as it pertains to the events of the story. Details of the setting were sketchy and undeveloped.
<b>Point of view</b>	First person point of view was developed and maintained throughout the essay. The point of view added compelling relevance to the story.	First person point of view was developed and maintained throughout the essay. The point of view was convincing and relevant.	Some help is needed to develop a first person point of view which is maintained throughout the essay.	Much more attention needs to be given to considering and developing a point of view.
<b>Sensory details</b>	The essay includes rich and detailed descriptions which capture the attention of the reader.	The essay includes complete and relevant sensory details.	Details and descriptions are overly simplified. More time needs to be spent imagining the setting and characters.	Details are very undeveloped and simple. Much more attention needs to be given to planning.
<b>Character development</b>	Characters are well-developed and their motivations and decisions clearly emerge from their development.	Characters are adequately developed and their actions and motivations are reasonable.	Some help was needed to fully develop the characters. More attention needs to be paid to motivations and decisions.	Much more time needs to be spent before writing, developing and considering the characters in the narrative.

Dialogue	The dialogue brings the narrative alive.	The dialogue enhances the story and doesn't take away from it.	Dialogue was present but help was needed. Continue to explore how and when to use dialogue.	With proper dialogue, the story could be so much better.
Suspense and tension	Captivating sequence leading to climax and conclusion.	Sequence leading to climax and conclusion creates some suspense and tension.	Simplistic sequence leading to climax and conclusion with little suspense or tension created.	There is room for more excitement in your narrative.
Clarity	Uses complex sentences with excellent fluency.	Proper sentence structure was used.	Some errors in sentence structure but did not affect the clarity of the narrative.	Improved sentence structure would increase clarity.

Title: Viewing poetry

Name \_\_\_\_\_

	<b>Great work! This is going extra well for you!</b>	<b>You did it and you did it on your own!</b>	<b>Good start. You are beginning to make sense of this on your own.</b>	<b>You can do it. Spend some extra time with the criteria and ask for help.</b>
<b>Clarifying message</b>	I can explain the explicit and implicit messages in a poem. I can provide insightful interpretation and give strong evidence to support my response.	I understand the overall message, key ideas and supporting details and can provide a thoughtful interpretation and give reasonable evidence to support my response.	I understand most of the important ideas and details that support them but I need to spend more time thinking about the message. I give adequate interpretation and some evidence to support it but I should spend more time thinking about the poem.	I do not always understand the messages in poems. I need to spend much more time thinking about how to interpret poems and how to give reasons to support my ideas.
<b>Making connections</b>	My connections are detailed, developed and varied; my links to the poems are clear and relevant.	My connections are strong and personal; I give reasons for the connections I make and I link reasons to the poem.	I make some connections but I need to take more time to make them personal, relevant and strongly tied to the text. I needed some help to develop connections.	I needed a lot of help to make connections; I need to spend more time looking at the poems and how they might be relevant and important to me, other poems and the world.
<b>Engaging in text form and characteristics</b>	I can explain how ideas in this poem are organized and how the conventions and techniques achieve a particular effect.	I have a clear understanding of how the poem is organized and I recognize the key conventions and techniques.	I am beginning to recognize how ideas are organized and what techniques and conventions are used. I need some help thinking about text form.	I do not always understand the conventions and techniques used in poetry. I need to spend much more time reading and thinking about poems.