**Grade 8 English Language Arts**

**Poetry unit Student Plan**

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

***Essential Question:***

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| ***E.L.A – Speaking and Listening:****“What can I share, explain or clarify?”* |
| ***E.L.A – Reading and Viewing:****“What can I interpret or understand?”* |
| ***E.L.A – Writing and Representing:****“What can I convey or describe?”* |

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| ***I Can Statements:*** |
| 1. ***I Can*** *explore, add to, and think about my thoughts, ideas, feelings and experiences by speaking and listening.* ***(E.L.A. G.C.O. 8.1)***
 |
| 1. ***I Can*** *explain my opinion convincingly and offer relevant information / evidence to explain and support my views.* ***(E.L.A. G.C.O. 8.1.3)***
 |
| 1. ***I Can*** *show respect for others by developing effective, sensitive ways to express my personal opinions.* ***(E.L.A. G.C.O. 8.3.2)***
 |
| 1. ***I Can*** *use active speaking and listening skills such as making eye contact, explaining in more detail, backing up my ideas with evidence, and summarizing points already said..* ***(E.L.A. G.C.O. 8.3.1)***
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| 1. ***I Can*** *explain in detail my personal reaction to what I read by providing detailed explanations, with examples and supporting arguments.* ***(E.L.A. G.C.O. 8.6.1)***
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| 1. ***I Can*** *respond critically to stories, books, articles and poems.* ***(E.L.A. G.C.O. 8.7.0)***
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| 1. ***I Can****, effectively and confidently, find evidence / examples in texts to support my opinion about a story/poem/book/article or non-print text’s theme, issue and/or situation.****(E.L.A. G.C.O. 8.6.3)***
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| 1. ***I Can*** *try out a variety of strategies (brainstorming, sketching, freewriting) to build on and explore my learning, my ideas, others people’s ideas, identify problems and figure out solutions.* ***(E.L.A. G.C.O. 8.8.1)***
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| 1. ***I Can*** *use interesting effects in my creative writing and other forms of representing, including make interesting language choices, using sophisticated word choice, which fit the writing style and purpose and adding thoughts and feelings as well as detailed descriptions .* ***(E.L.A. G.C.O. 8.8.4)***
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| 1. ***I Can*** *create different types of writing pieces, collaboratively and independently, using a different forms a variety of audiences and purposes.* ***(E.L.A. G.C.O. 8.9.0)***
 |
| 1. ***I Can*** *pick from a variety of pre-writing, drafting, revising, editing, proofreading and presenting strategies to create a variety of writing pieces..* ***(E.L.A. G.C.O. 8.10.2)***
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| 1. ***I Can*** *use conventions independently in the good copies of my writing.* ***(E.L.A. G.C.O. 8.10.1)***
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| 1. ***I Can*** *ask for peer feedback while writing and use the feedback to help improve my writing piece. I can also think of a draft from the reader’s / viewer’s / listener’s point of view.* ***(E.L.A. G.C.O. 8.9.5)***
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| 1. ***I Can*** *show commitment to create writing pieces.* ***(E.L.A. G.C.O. 8.10.4)***
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| ***What is your Academic English Language Arts goal for this unit?*** |

***Summative Assessments:***

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|  | ***Just Starting, insufficient*** | ***Almost, but not quite there*** | ***Yes, Proficient*** | ***Wow! Excellent*** |
|  | * Not able to use active communication skills appropriate to the speaking context.
* Has difficulty expressing personal points of view and rarely responds critically to grade-level texts.
* May demonstrate some aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time but drafts and pieces of drafts may be repetitive, copied, unclear, or unfocused.
 | * With support uses active communication skills in informal and formal contexts.
* Occasionally expresses personal points of view and with prompting responds critically to grade-level texts.
* Demonstrates most aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in pieces.
 | * Generally uses active communication skills in informal and formal contexts.
* Often expresses personal points of view, evaluates texts and responds critically to grade-level texts.
* Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in multiple pieces.
 | * Consistently uses active communication skills in informal and formal contexts.
* Consistently expresses thoughtful and well supported personal points of view and responds critically to grade-level texts.
* Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of strong writing as evidenced over time in multiple pieces.
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