**Grade 6 English Language Arts**

**Short Story 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*** *share my thoughts, ideas and questions in a discussion and compare them to the thoughts, ideas and questions of others.* ***(E.L.A. G.C.O. 6.1.1)***
 |
| 1. ***I Can*** *can clearly and confidently back up my opinion with evidence..* ***(E.L.A. G.C.O. 7.1.3)***
 |
| 1. ***I Can*** *clearly share information and ideas; and respond personally and critically.* ***(E.L.A. G.C.O. 6.2.0)***
 |
| 1. ***I Can*** *actively listen to others and am aware of the needs, rights and feelings of others.* ***(E.L.A. G.C.O. 6.3.1)***
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| 1. ***I Can*** *read a variety of different types of literature and authors.* ***(E.L.A. G.C.O. 6.4.2)***
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| 1. ***I Can*** *explain why a certain story/poem matters to me and am able to make connections to the stories / poems and between the different stories / poems..* ***(E.L.A. G.C.O. 6.6.1)***
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| 1. ***I Can*** *think about what a story or poem means and explain why I think that.* ***(E.L.A. G.C.O. 6.6.2)***
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| 1. ***I Can*** *use writing, and other forms of representation to explore, describe, and reflect on my thoughts, feelings, and opinions; and use my imagination.* ***(E.L.A. G.C.O. 6.8.0)***
 |
| 1. ***I Can*** *use different writing strategies to describe thoughts, feelings, values and attitudes.* ***(E.L.A. G.C.O. 6.8.1)***
 |
| 1. ***I Can*** *make interesting vocabulary and sentence creation choices to create interesting effects in my writing.* ***(E.L.A. G.C.O. 6.8.3)***
 |
| 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. 6.9.0)***
 |
| 1. ***I Can*** *use a range of pre-writing, drafting, revising, editing, proofreading and presentation strategies to develop interesting writing pieces.* ***(E.L.A. G.C.O. 6.10.1)***
 |
| 1. ***I Can*** *use conventions independently in the good copies of my writing.* ***(E.L.A. G.C.O. 6.10.2)***
 |
| 1. ***I Can*** *improve my use of technology to create, revise, edit, and publish writing pieces.* ***(E.L.A. G.C.O. 6.10.3)***
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| 1. ***I Can*** *show commitment to create writing pieces.* ***(E.L.A. G.C.O. 6.10.4)***
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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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