

Good Spirit School Division

English Language Arts 28

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Alternative Education Rationale

Good Spirit School Division believes in “Learning Without Limits” and “Achievement For All.” This philosophy applies to the education of all students. In an effort to create an educational program in which each and every student can learn and succeed, Good Spirit has developed an Alternative Education Program for high school students that provides specific supports tailored to individual student needs.

The Alternative Education Program in Good Spirit is designed for students who are unable to meet the learning objectives of the Secondary Level Regular Education Program, even after the Adaptive Dimension has been applied extensively. When students are unable to meet the learning objectives of the Regular Education Program, it is imperative for school personnel to determine why. The decision to move a student from a Regular Education Program to an Alternative Education Program should be based on formal and informal assessments of both academic and cognitive functioning. A student’s educational history and information gathered at team meetings should also be considered. (An education team includes, but may not be limited to, parent(s)/caregiver(s), student, educators, and others directly involved with the student.) Placement in an Alternative Education Program is not considered appropriate for students with average to above average cognitive ability who may have learning disabilities and/or behaviour disorders, and/or for whom English is a second language or dialect.

Once a student is placed in the Alternative Education Program, teachers tailor educational opportunities around student interests, learning styles, and needs. The goal of the program is to help students become independent, contributing members of their community and in society. Curriculums for classes that are a part of the Alternative Education Program are meant to be guidelines and can be adjusted to meet individual student needs. Students may or may not have all outcomes included in their programs. The inclusion of outcomes depends on the abilities of the student and the appropriateness of each outcome in student success.

English Language Arts 28

(taken from the [Saskatchewan Online English Language Arts 10 Curriculum](#))

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan’s Goals of Education. K-12 English language arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world. The students use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

Engaged Citizens

In the English language arts, students learn how language enables them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. The philosophy of learning in English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, social responsibility, diversity, sustainability, and personal agency.

Developing Literacies

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and understandings that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and understandings related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action to contribute to learners' physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

K-12 Aim and Goals of English Language Arts

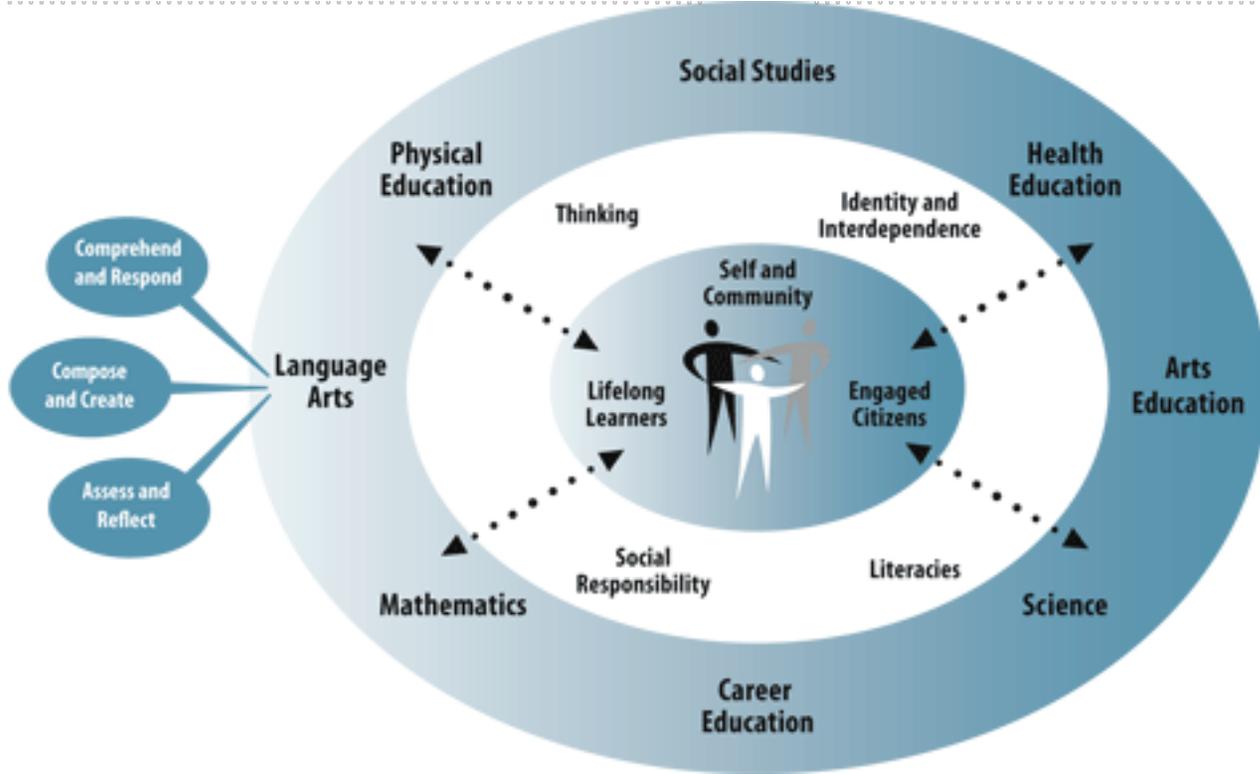
The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

The K-12 goals are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Assess and Reflect (AR). Students will extend their abilities to assess their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.



Questions Derived from the Aim and Goals

The questions in this section focus on the long-term abilities associated with the overall aim and K-12 goals for the English language arts program. They recur in and give an overall focus to all instruction, assessment, and evaluation in English language arts.

Comprehend and Respond (CR):

- What is this text saying? Explicitly? Implicitly?
- How was the text created?
- What forms and conventions are used?
- In what context and for what purpose was the text created?
- What is my interpretation of the text?
- What evidence do I have to support this interpretation?
- What does this text have to say about identity, social responsibility, and personal agency (making a difference)?

- Whose voices are represented and whose are not?
- Why are viewing, listening, and reading important?

Compose and Create (CC):

- What do I know, and how can I express that?
- How can I best express these ideas for this audience and purpose?
- What forms can I use? What are the conventions of those forms?
- How can I communicate most clearly and effectively?
- Do my messages demonstrate a deep understanding of the subject matter?
- Are my compositions and presentations well-crafted, fully developed, coherent, and appropriate to my purpose and audience?
- To what extent is the voice, pen, or screen “mightier than the sword”?

Assess and Reflect (AR):

- Why are effective language usage and effective communication important?
- What are the characteristics of effective viewers, listeners, readers, representers, speakers, and writers? What do they do, feel, look like, or sound like?
- What are my teacher’s and my personal expectations for viewing, listening, reading, speaking, writing, and other forms of representing?
- What are my personal goals for becoming a more effective viewer, listener, reader, representer, speaker, and writer? How will I achieve them?
-

Why Study English Language Arts?

English language arts is the study of the English language, its texts, and communication skills and strategies.

As a defining characteristic of human beings, language is the base for learning, thinking, and communicating. To successfully participate in the workplace, in world affairs, and in life, individuals must be effective in visual, oral, and written communication and be able to think deeply and critically and use language for a variety of purposes. English language arts provides the opportunity for students to become effective communicators, learners, and thinkers through developing their skills as viewers, listeners, readers, representers, speakers, and writers.

By comprehending through viewing, listening, and reading and by responding to a range of texts, both literary and informational, students learn about ideas, information, and what it is like to be a human being.

Through composing, creating, and using oral, written, and other forms of representation, students learn to communicate more clearly and powerfully. They develop the language skills that allow them to shape their thoughts and to communicate the worth of these thoughts.

Through assessing and reflecting on how language works (the elements, forms, conventions, and use of language), students learn to make appropriate language choices and to apply them for effect in a range of contexts both in school and beyond. Students learn the power of language in their own lives, in their communities, and in the world.

Language is the medium of most learning. Learning to understand and apply language in various texts and forms allows students to participate fully and effectively in all areas of study, in the workplace, and in life.

An Effective English Language Arts Program

An English language arts program is effective when it is purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as it might be, rather than the way they might have known it to be in the past. How can schooling and English language arts be more purposeful, dynamic, fulfilling, and authentic? How can it help students become competent, confident users of the English language and, at the same time, become knowledgeable about themselves, their community, and the world as a whole in a deep and meaningful way? How can it help students find fulfillment, be socially responsible, and act in ways that will make their community and world better places? How can it help students become effective self-directed, self-regulated, strategic, and collaborative learners to meet the demands of personal, social, work, and global life in the 21st century?

“When a learner makes connections and learning takes place, it is because of focused teaching” (Fullan, Hill, & Crévola, 2006, p. 34).

Focused teaching requires:

- a detailed map of what is expected that students will know, understand, and be able to do, clearly stated in outcomes and associated indicators
- a detailed knowledge of how best to teach to these learning outcomes in the classroom, including explicit teaching strategies and methods and classroom routines
- a set of powerful and aligned assessment and evaluation tools tied to the outcomes (Fullan, Hill, & Crévola, 2006, pp. 36-37).

This curriculum is designed to be the starting point for the detailed map, knowledge, and assessment and evaluation tools that teachers must know and understand in order to help students learn effectively through the English language arts. It is the starting point that will allow English language arts teachers “to develop and deepen students’ understanding of important ideas and processes in the disciplines equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind” (Wiggins & McTighe, 2007, p. 13).

What ELA Is	What ELA Is Not
Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task)
Recognizing the central role of language in communicating, thinking, and learning	Letting “literature” drive the program
Setting meaningful and relevant contexts for teaching and learning including connections to students’ experiences, knowledge, and personal and cultural identity	Giving isolated language activities and using unrelated texts
Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars)	Having only teacher awareness of the outcomes and not sharing them with students
Teaching and learning for “deep understanding” (using compelling questions, creating a climate of inquiry)	Asking and answering solely teacher-directed questions
Making meaning of ideas or information received (when viewing, listening, and reading)	Answering knowledge/comprehension questions, individually, after reading print texts
Creating meaning for themselves and others (when speaking, writing, and using other forms of representing)	Using limited forms of communication, usually writing
Using culturally responsive critical, creative, and metacognitive processes to make sense of ideas, information, and experiences	Accessing and accepting isolated information at face value

Creating, critiquing, and applying knowledge, understanding, and wisdom, not just “having” them	Collecting information that has no practical application in real life
Participating in, contributing to, and making connections with the world beyond the classroom	Not considering the implications of issues within the broader community
Promoting critical reflection and questioning that challenge assumptions, stereotypes, and biases	Perpetuating a Eurocentric worldview as superior
Using a variety of strategies (e.g., before, during, and after) depending upon the task	Following only teacher-directed skills and strategies, and spending time on isolated skill and drill activities
Understanding how language works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and using purposefully “grammatical” conventions for purpose and effect	Learning “grammar” for “grammar’s” sake
Engaging in inquiry learning	Doing a project or, if time permits, a series of activities to bring closure
Recognizing and respecting a range of worldviews	Not thinking critically about whose worldview is presented
Using assessment and evaluation to guide and improve learning and provide opportunities to reflect, monitor, self-assess, and set targets for learning	Not reflecting on or analyzing own progress
Demonstrating learning in many ways	Avoiding accountability for own learning
Reflecting on own learning and literacy	Assuming that the responsibility for learning and literacy lies with the teacher
Developing the disposition to lifelong learning	Setting short-term goals for learning (e.g., “Is it on the test?”)
Using contemporary technologies to learn and to document understanding	Using limited or inappropriate technology for technology’s sake

Alternative Education ELA Overview

To help students become lifelong learners, develop a sense of self and connection to others, and become engaged citizens, the Alt Ed ELA curriculums suggest possible themes that encourage students to “find fulfillment, be socially responsible, and act in ways that will make their community and world better places (quote found under the heading **An Effective English Language Arts Curriculum** in each of the the Grade 1 to 12 Saskatchewan ELA curriculums).” An overview of the Alt Ed ELA program is as follows:

	ELA 18A	ELA 18B	ELA 28	ELA 38A	ELA 38B
Identity	Getting to Know Myself	Expressing Myself	Giving My Personal Best	Exploring Thoughts, Feelings and Ideas	Becoming Myself
Community	My Home and Family	My School Community (My Friends)	Helping Others In My Community	Celebrating Others	Teamwork
Social Responsibility	Conservation	Friendship	Doing My Part for the Environment	Making Our Community More Peaceful	Doing the Right Thing

Alternative Education ELA Outcome and Indicator Comparison Chart

English 18A	English 18B	English 28	English 38A	English 38B
Comprehend and Respond				

English 18A	English 18B	English 28	English 38A	English 38B
<p>CR 18A.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p>	<p>CR 18B.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p>	<p>CR 28.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).</p>	<p>CR 38A.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p>	<p>CR 38B.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p>
<p>CR 18A.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p>	<p>CR 18B.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship),</p>	<p>CR 28.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).</p>	<p>CR 38A.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p>	<p>CR 38B.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p>
<p>CR 18A.1b Make personal connections to the texts based on prior knowledge and experience.</p>	<p>CR 18B.1b Connect situations in text to personal experiences and prior learning.</p>	<p>CR 28.1b Describe and build upon the connections between the text and personal experiences and prior knowledge.</p>	<p>CR 38A.1b Compare the portrayal of situations in the text with personal experiences.</p>	<p>CR 38B.1b Compare the challenges of situations presented in the text with personal experiences.</p>
<p>CR 18A.1c Identify the main characters in the texts and their key characteristics.</p>	<p>CR 18B.1c Describe the characters in texts, the way they might feel, and the way situations might cause them to feel.</p>	<p>CR 28.1c Describe and build upon the connections between the characters in the text and with characters from previous texts or personal experiences.</p>	<p>CR 38A.1c Compare the portrayal of individuals in the text to personal experiences.</p>	<p>CR 38B.1c Compare the challenges of individuals presented in the text with personal experiences.</p>

English 18A	English 18B	English 28	English 38A	English 38B
CR 18A.1d Retell the ideas and information presented in the texts.	CR 18B.1d Correctly sequence the retelling of ideas and information presented in the texts.	CR 28.1d Retell and explain the ideas and information presented in the texts by making connections to self and others.	CR 38A.1d Retell and explain the ideas and information presented in the texts by making connections to the world around them.	CR 38B.1d Apply the ideas and information presented in the texts to their own lives or the lives of those around them.
CR 18A.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR 18B.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR 28.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).	CR 38A.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR 38B.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CR 18A.2a Describe main idea or purpose of the visual or multimedia text.	CR 18B.2a Identify the main idea of the visual or multimedia text and provide reason for choice of main idea.	CR 28.2a Recognize the feelings and/or emotions portrayed in the visuals or multimedia texts.	CR 38A.2a Make personal connections to the visual or multimedia text.	CR 38B.2a Identify the purpose for a visual or multimedia text (to sell something, to express feelings, to inform, etc.).
CR 18A.2b Make personal connections to the visuals and/or multimedia texts based on prior knowledge and experiences.	CR 18B.2b Distinguish between what happens in real life and life depicted in television shows, cartoons, and films.	CR 28.2b Distinguish between fact and opinion.	CR 38A.2b Discuss point of view in visuals and multimedia texts.	CR 38B.2b Identify the importance of recognizing point of view in visuals and multimedia texts (e.g. advertising, etc.).

English 18A	English 18B	English 28	English 38A	English 38B
CR 18A.2c Record facts and ideas from visuals and/or multimedia texts.	CR 18B.2c Record facts and ideas from visuals and/or multimedia texts and identify the main idea.	CR 28.2c Record facts and ideas from visuals and/or multimedia texts and describe reaction to facts and ideas based on prior knowledge and experiences.	CR 38A.2c Record facts and ideas from visuals and/or multimedia texts and make connections to the world around them.	CR 38B.2c Record facts and ideas from visuals and/or multimedia texts and discuss how ideas can be applied in their daily lives (if applicable).
CR 18A.2d Express preferences for particular texts.	CR 18B.2d Express preferences for visuals and multimedia texts and provide reason for preference.	CR 28.2d Identify purpose for viewing: - to gather information, - to form an opinion, and/or - to enjoy.	CR 38A.2d Find a visual or multimedia text to demonstrate a specific point of view.	CR 38B.2d Find a visual or multimedia text to demonstrate a specific point of view and explain evidence for viewpoint.
CR 18A.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR 18B.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR 28.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).	CR 38A.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR 38B.3 Listen, comprehend, and respond to a variety of texts that that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CR 18A.3a Listen to a short presentation and make some notes that identify the main idea or focus of the presentation.	CR 18B.3a Listen to a short presentation and make some notes identifying the key facts (who, what, when, where, etc.) of the presentation.	CR 28.3a Listen to a short presentation. Identify and react to the important ideas and details.	CR 38A.3a Listen to a short presentation and make some notes that focus on making personal connections to the text.	CR 38B.3a Listen to a short presentation and make some notes that identify the presenter's message and meaning of the presentation.
CR 18A.3b Retell what was heard.	CR 18B.3b Correctly sequence the retelling of ideas and information heard.	CR 28.3b Retell and explain the ideas and information in the text by making connections to self and to others.	CR 38A.3b Retell and explain the ideas and information heard by making connections to the world around them.	CR 38B.3b Apply the ideas and information heard to their own lives or the lives of those around them.

English 18A	English 18B	English 28	English 38A	English 38B
CR 18A.3c Make personal connections to what was heard based on prior knowledge and experiences.	CR 18B.3c Summarize what was heard.	CR 28.3c Paraphrase what was heard.	CR 38A.3c Ask questions for clarification.	CR 38B.3c Draw conclusions from what was heard.
CR 18A.3d Listen courteously and attentively to understand the meaning and intent of others.	CR 18B.3d Demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g., nodding in agreement).	CR 28.3d Listen courteously while working in pairs and small groups to share ideas, obtain information, and to ask and respond to relevant questions.	CR 38A.3d Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.	CR 38B.3d Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.
CR 18A.3e Listen and carry out directions at an appropriate personal level.	CR 18B.3e Listen and carry out directions at an appropriate personal level.	CR 28.3e Listen, carry out, and retell directions at an appropriate personal level.	CR 38A.3e Listen, carry out, retell and identify purpose of directions at an appropriate personal level.	CR 38B.3e Listen, carry out, retell and identify purpose of directions at an appropriate personal level.
CR 18A.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR 18B.4 Read, comprehend, and respond to a variety of texts at personal reading level that that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR 28.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).	CR 38A.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR 38B.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CR 18A.4a Distinguish between fact and fiction.	CR 18B.4a Summarize what was read.	CR 28.4a Paraphrase what was read.	CR 38A.4a Ask questions for clarification while reading.	CR 38B.4a Draw conclusions from what was read.

English 18A	English 18B	English 28	English 38A	English 38B
CR 18A.4b Retell ideas and information in what was read.	CR 18B.4b Correctly sequence the retelling of ideas and information in what was read.	CR 28.4b Retell and explain the ideas and information in the text by making connections to self and to others.	CR 38A.4b Retell and explain the ideas and information read by making connections to the world around them.	CR 38B.4b Apply the ideas and information read to their own lives or the lives of those around them.
CR 18A.4c Answer who, what, where, when, why and/or how questions.	CR 18B.4c Answer questions that focus on the main idea of the text.	CR 28.4c Answer questions about the supporting details of the texts.	CR 38A.4c Answer questions that require making personal connections to the text	CR 38B.4c Answer questions that focus on identifying the author's meaning of the text based on prior knowledge and experiences.
CR 18A.4d Make personal connections to the texts based on prior knowledge and experiences.	CR 18B.4d Make personal connections to the texts based on prior knowledge and experiences.	CR 28.4d Make personal connections to the texts based on prior knowledge and experiences.	CR 38A.4d Make personal connections to the texts based on prior knowledge and experiences.	CR 38B.4d Make personal connections to the texts based on prior knowledge and experiences.
CR 18A.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR 18B.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR 28.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR 38A.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR 38B.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.
CR 18A.4f Read and carry out directions at an appropriate personal level.	CR 18B.4f Read and carry out directions at an appropriate personal level.	CR 28.4f Read and carry out directions at an appropriate personal level.	CR 38A.4f Read and carry out directions at an appropriate personal level.	CR 38B.4f Read and carry out directions at an appropriate personal level.
Compose and Create				

English 18A	English 18B	English 28	English 38A	English 38B
<p>CC 18A.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p>	<p>CC 18B.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p>	<p>CC 28.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Local Community), and social responsibility (e.g. Doing My Part For the Environment).</p>	<p>CC 38A.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p>	<p>CC 38B.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p>
<p>CC 18A.1a Create spoken, written, and other representations that convey a specific message.</p>	<p>CC 18B.1a Create spoken, written, and other representations that tell about a personal experience.</p>	<p>CC 28.1a Create spoken, written, and other representations that tell a story or are informational in nature.</p>	<p>CC 38A.1a Create spoken, written, and other representations that explain a procedure.</p>	<p>CC 38B.1a Create spoken, written, and other representations that report on a given topic.</p>
<p>CC 18A.1b Communicate thoughts and ideas that convey a specific message in a clear and appropriate written form.</p>	<p>CC 18B.1b Communicate thoughts and ideas about a personal experience in a clear and appropriate written form.</p>	<p>CC 28.1b Communicate a story or ideas that are informational in nature, in a clear and appropriate written form.</p>	<p>CC 38A.1b Communicate the steps of a procedure in a clear and appropriate written form.</p>	<p>CC 38B.1b Communicate ideas that report on a given topic in a clear and appropriate written form.</p>
<p>CC 18A.1c Deliver an oral presentation that conveys a specific message about familiar experiences or interests.</p>	<p>CC 18B.1c Deliver an oral presentation about a personal experience.</p>	<p>CC 28.1c Deliver an oral presentation to tell a story or to present ideas that are informational in nature.</p>	<p>CC 38A.1c Deliver an oral presentation that explains a procedure.</p>	<p>CC 38B.1c Deliver an oral presentation that reports on a given topic.</p>

English 18A	English 18B	English 28	English 38A	English 38B
<p>CC 18A.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p>	<p>CC 18B.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p>	<p>CC 28.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).</p>	<p>CC 38A.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p>	<p>CC 38B.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p>
<p>CC 18A.2a Use visual aids to communicate a specific message.</p>	<p>CC 18B.2a Use visual aids to communicate thoughts and ideas about a personal experience.</p>	<p>CC 28.2a Use visual aids to tell a story or present ideas that are informational in nature.</p>	<p>CC 38A.2a Use visual aids to present the steps in a procedure.</p>	<p>CC 38B.2a Use visual aids to present information in a report.</p>
<p>CC 18A.2b Organize ideas and information about a specific message in a clear, meaningful manner appropriate to personal readiness level.</p>	<p>CC 18B.2b Organize ideas and information about a personal experience in a clear, meaningful manner appropriate to personal readiness level.</p>	<p>CC 28.2b Organize ideas in a clear, meaningful manner appropriate to personal readiness level that tell a story or are informational in nature.</p>	<p>CC 38A.2b Organize the steps for a procedure in a clear, meaningful manner appropriate to personal readiness level.</p>	<p>CC 38B.2b Organize information in a report in a clear, meaningful manner appropriate to personal readiness level.</p>
<p>CC 18A.2c Choose an appropriate way to convey a specific message.</p>	<p>CC 18B.2c Choose an appropriate way to represent a presentation about a personal experience.</p>	<p>CC 28.2c Choose an appropriate way to tell a story or present ideas that are informational in nature.</p>	<p>CC 38A.2c Choose an appropriate way to present the steps in a procedure.</p>	<p>CC 38B.2c Choose an appropriate way to present information in a report.</p>

English 18A	English 18B	English 28	English 38A	English 38B
CC 18A.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CC 18B.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CC 28.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).	CC 38A.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CC 38B.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CC 18A.3a Provide a beginning, middle, and end to an oral presentation that conveys a specific message.	CC 18B.3a Provide a beginning, middle, and end to an oral presentation that tells about a personal experience.	CC 28.3a Provide a beginning, middle, and end to an oral presentation that tells a story or presents ideas that are informational in nature.	CC 38A.3a Provide a beginning, middle, and end to an oral presentation that presents the steps in a procedure.	CC 38B.3a Provide a beginning, middle, and end to an oral presentation that presents information in a report.
CC 18A.3b Use oral language to initiate and sustain a conversation.	CC 18B.3b Use oral language to participate in partner work.	CC 28.3b Use oral language to participate in small group work and whole class discussions.	CC 38A.3b Use oral language to request information outside of class instruction.	CC 38B.3b Use oral language for a specific purpose outside of class instruction.
CC 18A.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC 18B.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC 28.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC 38A.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC 38B.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.
CC 18A.3d Give directions to help or explain.	CC 18B.3d Give directions to help or explain.	CC 28.3d Give directions to help or explain.	CC 38A.3d Give directions to help or explain.	CC 38B.3d Give directions to help or explain.

English 18A	English 18B	English 28	English 38A	English 38B
CC 18A.3e Make relevant contributions to class.	CC 18B.3e Make relevant contributions to class.	CC 28.3e Make relevant contributions to class.	CC 38A.3e Make relevant contributions to class.	CC 38B.3e Make relevant contributions to class.
CC 18A.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CC 18B.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CC 28.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).	CC 38A.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CC 38B.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CC 18A.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC 18B.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC 28.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC 38A.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC 38B.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).
CC 18A.4b Write clear and coherent sentences to convey a message.	CC 18B.4b Write clear and coherent sentences about a personal experience.	CC 28.4b Write clear and coherent sentences to present ideas that tell a story or are informational in nature.	CC 38A.4b Write clear and coherent sentences to explain a procedure.	CC 38B.4b Write clear and coherent sentences in a report.
CC 18A.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC 18B.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC 28.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC 38A.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC 38B.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.

English 18A	English 18B	English 28	English 38A	English 38B
CC 18A.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC 18B.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC 28.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC 38A.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC 38B.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.
CC 18A.4e Write personal letters, thank-you notes, invitations, etc.	CC 18B.4e Write personal letters, thank-you notes, invitations, etc.	CC 28.4e Write personal letters, thank-you notes, invitations, etc.	CC 38A.4e Write personal letters, thank-you notes, invitations, etc.	CC 38B.4e Write personal letters, thank-you notes, invitations, etc.
AR 18A.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 18B.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 38A.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 38B.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.
AR 18A.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 18B.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 28.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 38A.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 38B.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.
AR 18A.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR 18B.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR 28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR 38A.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR 38B.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.
AR 18A.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR 18B.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR 28.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR 38A.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR 38B.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.

English 18A	English 18B	English 28	English 38A	English 38B
AR 18A.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR 18B.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR 28.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR 38A.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR 38B.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.
AR 18A.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 18B.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 28.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 38A.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 38B.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.
AR 18A.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR 18B.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR 28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR 38A.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR 38B.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.
AR 18A.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 18B.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 28.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 38A.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 38B.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.
AR 18A.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR 18B.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR 28.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR 38A.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR 38B.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

Outcomes and Indicators

Comprehend and Respond (CR):

CR 28.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).

- a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).
- b. Describe and build upon the connections between the text and personal experiences and prior knowledge.
- c. Describe and build upon the connections between the characters in the text and with characters from previous texts or personal experiences.
- d. Retell and explain the ideas and information presented in the texts by making personal connections to self and others.

CR 28.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).

- a. Recognize the feelings and/or emotions portrayed in the visual or multimedia texts.
- b. Distinguish between fact and opinion.
- c. Record facts and ideas from visuals and/or multimedia texts and describe reaction to facts and ideas based on prior knowledge and experiences.
- d. Identify purpose for viewing: to gather information, to form an opinion, and/or to enjoy.

CR 28.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).

- a. Listen to a short presentation. Identify and react to the important ideas and details.
- b. Retell and explain the ideas and information in the text by making connections to self and to others.
- c. Paraphrase what was heard.
- d. Listen courteously while working in pairs and small groups to share ideas, obtain information, and to ask and respond to relevant questions.
- e. Listen, carry out, and retell directions at an appropriate personal level.

CR 28.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).

- a. Paraphrase what was read.
- b. Retell and explain the ideas and information in the text by making connections to self and to others.
- c. Answer questions about the supporting details of the texts.
- d. Make personal connections to the texts based on prior knowledge and experiences.
- e. Read and re-read “just-right” texts, based on interests, and for enjoyment.
- f. Read and carry out directions at an appropriate personal level.

Compose and Create (CC):

CC 28.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Local Community), and social responsibility (e.g. Doing My Part For the Environment).

- a. Create spoken, written, and other representations that tell a story or are informational in nature.
- b. Communicate a story or ideas that are informational in nature, in a clear and appropriate written form.
- c. Deliver an oral presentation to tell a story or present ideas that are informational in nature.

CC 28.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).

- a. Use visual aids to tell a story or present ideas that are informational in nature.
- b. Organize ideas in a clear, meaningful manner appropriate to personal readiness level that tell a story or are informational in nature.
- c. Choose an appropriate way to tell a story or present ideas that are informational in nature.

CC 28.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).

- a. Provide a beginning, middle and end to an oral presentation that tells a story or presents ideas that are informational in nature.
- b. Use oral language to participate in small group work and whole class discussions.
- c. Recount experiences, stories, and current events in a logical sequence with appropriate details.
- d. Give directions to help or explain.
- e. Make relevant contributions to class.

CC 28.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).

- a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).
- b. Write clear and coherent sentences to present ideas that tell a story or are informational in nature.
- c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.
- d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.
- e. Write personal letters, thank-you notes, invitations, etc.

Assess and Reflect (AR):

AR 28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.

- a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.

AR 28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.

- a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.
- b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.
- c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

AR 28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.

- a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.
- b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

Comprehend and Respond

UbD Planning Document - CR 28.1

Good Spirit School Division UbD Unit Plan

Teacher:	Subject: ELA	Grade: Eleven – Level 28
Outcome: Comprehend and Respond CR 28.1		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted.		
<p>CR 28.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).</p> <ol style="list-style-type: none"> View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment). Describe and build upon the connections between the text and personal experiences and prior knowledge. Describe and build upon the connections between the characters in the text and with characters from previous texts or personal experiences. Retell and explain the ideas and information presented in the texts by making personal connections to self and others. 		
<u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	
<ul style="list-style-type: none"> - You can learn more about yourself and others from the characters in texts when you read, listen, and view the work of others. - You can make connections to various texts based on your unique background knowledge and experiences. - You can describe and build upon your personal connections to the characters and their experiences. - You can make connections to others through the texts you read. - There are different ways to represent meaning. 	<ul style="list-style-type: none"> - What connections can I make to the characters in the text? - How can I describe my personal connections to the text? - How can I build upon the connections I have made to the text? - Why do people make different connections to what they read, listen to, and view? - How are the characters in the text similar and different to myself and to others? - How are the experiences of the characters similar and different from my experiences? - How can I represent what I know? 	
<u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)		

Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?	Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?
<ul style="list-style-type: none"> - everyone has different knowledge and background experiences. - text contains a message. - you can describe your personal connections to the text. - you can build upon your personal connections to the text. - you can learn about yourself and others from the characters and their experiences in the texts you read, listen to, and view. 	<ul style="list-style-type: none"> - make a connection between the characters in the text and their own lives and the lives of those around them. - make a connection between the experiences of the characters in the text and their own lives and the lives of those around them. - describe their connection to the text. - build upon their connection to the text. - identify similarities and differences between the characters in the text and their own lives. - retell what was read, heard, or viewed.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CR 28.1	Reading Response Journals - Students study the characters and their experiences in the texts they read and make personal connections to what they read about the different characters.
	Trading Cards - Students make trading cards for the different characters they encounter when reading. Provide a template for the students to complete for each character. You might include things like description, similarities to _____ (they could include similarities to themselves or to another character), differences to _____, outlook (students could identify if the character had a positive or negative outlook and give one supporting piece of evidence), personality, etc.
	Role Play - Encourage students to role play different characters in the text. Have them present the characters in modern times. Students use their background knowledge and experiences to develop the characters.
<u>Formative Assessments</u>	
Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	

Examples of possible formative assessments include:

Venn Diagrams - Give students a Venn Diagram template. Students compare themselves to one of the characters in the story. They could also compare one character to another character they have studied in the past.

Three Things - Students make three personal connections to the text. They can either write down these three connections or they can have someone scribe their answers for them.

Class Discussions - Hold a class discussion of how students respond to text. Ask students to describe how they formulate their responses. Consider having this discussion after students have completed an assignment that involved responding to text so they can refer to a specific example.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Choose a Topic - Near the start of a new year, provide students with a choice of three topics and an option to view, listen to, or read a text. Students then respond to the text by writing, drawing, or having someone scribe their responses. Use this information to help form a baseline of where students are working at in relation to this outcome.

Graffiti Wall - Cover a wall with butcher paper. Print the words “Giving My Personal Best,” “Helping Others In My Community,” or “Doing My Part For the Environment” at the top of the paper. Ask students to write words or phrases and draw pictures related to this topic. As students read, listen to, and view texts on this topic, they can add to the graffiti wall. Study the graffiti wall to determine what students know and plan your instruction accordingly.

Inside-Outside Circle - Read students a short piece of text or have them view a short video. Divide students into two groups. Have one group form an inside circle and one group form an outside circle. Students discuss the text with their partner for a given amount of time and then the outside circle takes a step to the right and discusses the text with their new partner. As students complete this activity, walk around the circle and listen to the different responses.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA 28 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR 28.1a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).

- Set up a corner of the room with books, videos, and audiotapes that relate to a topic of study such as "Giving My Personal Best," "Helping Others In My Community," or "Doing My Part For the Environment." Set aside time during the unit when students can choose the books they want to read, videos they want to view, or audiotapes they want to listen to. Provide students with a response journal so they can make personal connections to these texts.
- Find First Nations and Métis resources that are related to a current topic. Have students compare the experiences of the characters in the texts with their own lives. Hold class discussions to share these comparisons.

CR 28.1b. Describe and build upon the connections between the text and personal experiences and prior knowledge.

- Students can act out different scenes from a text. As a group, discuss similarities and differences of the scene to their own lives.
- As a class, discuss a common text. List a number of different scenes from the text on large sheets of chart paper. Students rotate around the room and make personal connections to the different scenes. Students can write down their connections or discuss them with a partner.

CR 28.1c. Describe and build upon the connections between the characters in the text and with characters from previous texts or personal experiences.

- Put students in small groups and give each group a different text to read or view. After the group has read or viewed their text, have them discuss the main character in the text and come up with two or three statements that describe the character. Students then join a different group and share information about their character. They compare their characters and determine what is similar and different between them.
- Encourage students to make connections between the characters in the text and characters from previous texts or to others around them (family members, friends, classmates, etc.). Explore the connections by having students support their reasoning.

CR 28.1d. Retell and explain the ideas and information presented in the texts by making personal connections to self and others.

- Throughout a unit, hold book talks where students have the opportunity to share a book they have read with the rest of the class. Encourage students to make personal connections to the book they read and to share these connections with the rest of the class.
- Use a double entry journal in which the information from the text is listed on the left hand side and the connections student make are listed on the right hand side.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR 28.2

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Eleven – Level 28
Outcome: Comprehend and Respond CR 28.2		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u>		
SK curriculum outcomes can be copied and pasted, focuses highlighted.		
<p>CR 28.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).</p> <ul style="list-style-type: none"> a. Recognize the feelings and/or emotions portrayed in the visual or multimedia texts. b. Distinguish between fact and opinion. c. Record facts and ideas from visuals and/or multimedia texts and describe reaction to facts and ideas based on prior knowledge and experiences. d. Identify purpose for viewing: to gather information, to form an opinion, and/or to enjoy. 		
<u>Big Ideas/Enduring Understandings</u>	<u>Essential Questions</u>	
<p>What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>	<p>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>	

<ul style="list-style-type: none"> - Visuals and multimedia texts can be used to communicate important details. - You can react emotionally to visuals and multimedia texts. - You can determine whether a visual or multimedia text represents facts or an opinion. - Background knowledge and experiences affect your understanding of visuals and multimedia texts. - You can view different texts for a variety of purposes. - You can identify the purpose for viewing a text. 	<ul style="list-style-type: none"> - How do visuals and multimedia texts communicate important details? - What role do visuals and multimedia texts play in communicating meaning? - What role does my feelings and/or emotions play in viewing visuals and/or multimedia texts? - How can I determine the feelings and/or emotions portrayed in the visuals and multimedia texts? - How can I determine if a visual or multimedia text represents facts or opinions? - How does my background knowledge and experiences affect my understanding of the visuals and multimedia texts? - Why do I view texts?
<p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>	
<p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - visuals and multimedia texts can communicate meaning. - you make connections when you understand the meaning of a visual or multimedia text. - your background knowledge and experiences affect your understanding of the meaning of a visual or multimedia text. - the difference between facts and opinions. - visuals and multimedia texts can represent feelings and emotions. - visuals and multimedia texts can evoke personal feelings and/or emotions. - you can describe your reaction to visuals and multimedia texts. - the purpose for viewing a particular text. 	<ul style="list-style-type: none"> - determine important details in visuals and multimedia texts. - identify the feeling and/or emotion portrayed by the author of a visual and/or multimedia text. - describe their reaction to a visual and/or multimedia text. - determine if a visual or multimedia text represents facts or the opinions of the author. - identify purpose for viewing a visual or multimedia text.
<p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p>Assessment Evidence</p>	
<p><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	

Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CR 28.2	Sequels - Have students write and/or draw a sequel to a visual such as a cartoon strip or short story about a current topic of study. Encourage the students to personalize the visual and make connections to their own lives and experiences.
	Song Writing - Have students write a song that represents their understanding and response to the visuals and multimedia texts they have viewed during a topic of study. The songs should be meaningful to the students. Encourage them to use their previous experiences, along with new knowledge, to compose the songs. Be sure to provide students with a set of criteria to include in their songs.
	Act It Out - Challenge students to act out their responses to visuals or multimedia texts they view that relate to giving their personal best, helping others in their community, or doing their part for the environment.
<u>Formative Assessments</u> Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	
Examples of possible formative assessments include: Identify Purpose - Bring in a number of different visuals. Present each visual to the class and have them identify the purpose of the visual and how it might be used. Explore the idea that different people might use visuals for different purposes. Spotlight - Give students an outline of a spotlight. Ask students to identify the main idea of the visual and print or draw this idea on the spotlight. Use this idea throughout a unit to track student responses to visuals and to see how they grow and change in their answers. Picture Walk - Put a number of pictures on a given topic (the environment, the local community, scenes from daily life, etc.) around the room and have students respond to the pictures by making a connection to each picture and identifying what meaning they are getting from the picture. Explain that there is no right or wrong answer as everyone has different background knowledge and experiences.	
<u>Pre-Assessments</u> Pre-assessments are used to determine what students know and their readiness level to inform instruction.	
Examples of possible pre-assessments include: Video - Before beginning a new unit, show students a short video about the upcoming topic. After the video, discuss what the students know about the topic and what they learned during the video. 3-2-1 Response Cards - Present students with a new topic. Ask them to write down (or have someone scribe) three things they know about the topic, two questions they have about the topic, and one activity or project they would like to participate in related to the topic. Examples - Set up a variety of different visuals and/or multimedia texts around the classroom. Provide a sheet of chart paper next to each text. Students circulate around the room and respond to what they view in each visual and/or multimedia text.	
STAGE THREE: CREATE THE LEARNING PLAN	

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA 28 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR 28.2a. Recognize the feelings and/or emotions portrayed in the visual and multimedia texts.

- Brainstorm a list of possible feelings and emotions that students may experience when viewing a visual or multimedia text. List these on chart paper and post somewhere in the classroom so students can refer to them throughout the unit.
- As a class, watch a cartoon on the topic of "Doing My Personal Best," "Helping Others in My Community," or "Doing My Part For the Environment." Have students respond to the cartoon by identifying the feelings and/or emotions they experienced while watching the cartoon. Determine whether students are able to identify what aspect of the cartoon evoked these feelings and/or emotions.

CR 28.2b. Distinguish between fact and opinion.

- Provide students with an anticipation guide that lists a number of facts and opinions. Ask students to identify each statement as a "fact" or an "opinion." If a statement is a fact, have students rewrite the statement to make it an opinion.
- Periodically, provide students with an exit card after viewing a visual or multimedia text and have them identify the visual or multimedia text as being factual or someone's opinion. Ask students to provide their reasoning for the choice they made. Use this information to support other evidence of learning.

CR 28.2c. Record facts and ideas from visuals and/or multimedia texts and describe reaction to facts and ideas based on prior knowledge and experiences.

- Provide students with a graphic organizer before viewing a visual or multimedia text. Students complete the graphic organizer by identifying the most important facts and ideas and recording them in the appropriate place on the organizer. Give students time to make a personal connection or reaction to these important facts and ideas.
- Students keep a journal throughout a unit of study and record one to three sentences about their reaction to a visual or multimedia text viewed during class.

CR 28.2d. Identify purpose for viewing: to gather information, to form an opinion, and/or to enjoy.

- Create a scavenger hunt for students. Send them to the library to take a picture (if they have the technology) of a visual that could be used to gather information, another visual that could be used to form an opinion, and a third visual that could be enjoyed. When students gather back in the classroom, view the pictures and discuss the visuals. Have students provide their reasons for each choosing the visuals for each purpose. Discuss why everyone agrees or does not agree with their reasons and why different people might use a visual for different purposes.
- Before and/or after viewing a visual or multimedia text, ask students to identify the purpose for viewing and give their reasons for making that choice.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR 28.3

Good Spirit School Division UbD Unit Plan

Teacher:

Subject: ELA

Grade: Eleven – Level 28

Outcome: Comprehend and Respond CR 28.3

Context (ELA only):

Type of Unit (ELA only):

Time Frame:

STAGE ONE: IDENTIFY THE DESIRED RESULTS

Outcome(s)

SK curriculum outcomes can be copied and pasted, focuses highlighted.

CR 28.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).

- a. Listen to a short presentation. Identify and react to the important ideas and details.
- b. Retell and explain the ideas and information in the text by making connections to self and to others.
- c. Paraphrase what was heard.
- d. Listen courteously while working in pairs and small groups to share ideas, obtain information, and to ask and respond to relevant questions.
- e. Listen, carry out, and retell directions at an appropriate personal level.

Big Ideas/Enduring Understandings

What do you want students to understand and be able to use several years from now?
What are the BIG ideas?

Essential Questions

Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.

<ul style="list-style-type: none"> - You can identify important facts by listening carefully to oral presentations. - You can react to what you hear. - You can make personal connections to self and to others from what you hear. - You need to listen attentively in order to retell or explain the ideas and information heard. - You can paraphrase what you hear. - It is important to be a good listener. - You need to listen carefully to directions. 	<ul style="list-style-type: none"> - Why is important to listen carefully to text? - Why do I personally react to things we hear? - How can I describe my reactions to what you hear? - What role does my personal experiences play in my reactions to what I hear? - How can I make connections to others when viewing and responding to oral presentations? - Why is it important to be a good listener? - When is it important to be a good listener?
<p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These may be indicators from the curriculum)</p>	
<p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - what a good listener does. - people can react to what they hear. - they can make connections to others by viewing and responding to oral presentations. - the role of paraphrasing. - why it is important to be a good listener. 	<ul style="list-style-type: none"> - listen for important details. - describe their reaction to a presentation. - retell ideas and information heard during a presentation by making connections to self and to others. - paraphrase what they hear. - follow spoken directions at a personal readiness level.
<p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p>Assessment Evidence</p>	
<p><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
<p>Outcomes/Objectives</p>	<p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p>
<p>CR 28.3</p>	<p>Newspaper Articles - Bring in a guest speaker who speaks about the environment or the local community. Have the students write newspaper articles that tell about the visit and include key facts (not opinions).</p> <p>One-on-One Interviews - Have students go out into their local community and interview community members about the role they play in their community. Come up with questions as a group and discuss the importance of being a good listener during the interview. Students report back on their experience. Consider meeting with students individually to determine what they have learned and how they are able to convey their learning to others.</p>

Choice Boards - Offer students a choice board of activities that they can use to respond to a text or presentation that they listened to in class. Students try to make connections to others in their responses.

Formative Assessments

**Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?
These help guide instruction and provide feedback to students.**

Examples of possible formative assessments include:

Placemats - Put students into small groups after a presentation and have them complete the placemat activity. Give students a placemat graphic organizer with the topic of the presentation written in the centre of the placemat. Students write their ideas on their corner of the placemat and then join together with the other members of their small group to come to consensus about key ideas.

Turn and Talk - Throughout the year, have students turn and talk to a neighbour about a presentation or other text they listened to in class. Ask a few students to share one or two ideas they discussed with their turn and talk partner.

Quick Write - After listening to a text or presentation, have students do a 3 to 5 minute quick write in which they respond to what they heard.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Listening Activity - Have students take part in a listening activity in which they need to listen carefully for certain information. Make it into a game with a bingo board and have students yell, “bingo” when they have heard all the information included on their bingo card.

Key Ideas - Provide students with a sheet of paper with an outline of a key in the centre. Students write the one or two “key” ideas they hear during a presentation in the outline of the key. They write supporting details around the outline of the key.

Say Something - Have students listen to a text as a class. After listening, go around the room and have students “say something” about what they heard.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA 28 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR 28.3a. Listen to a short presentation. Identify and react to the important ideas and details.

- Provide exemplars for students to follow when making notes about the important ideas and details of a presentation. After the presentation, have students work in partners to compare their notes to the exemplars so they can learn from each other.
- Bring in guest speakers that can share information about how they give their personal best, help others, or do their part for the environment. After listening to the guest speakers, students respond in a journal about their reaction to the presentations. Students can use drawings or words for their responses.

CR 28.3b. Retell and explain the ideas and information in the text by making connections to self and others.

- Use the whip around strategy to support students as they work on retelling and making personal connections to presentations. Before beginning the whip around, have students think of one idea from the presentation and have them make a personal connection to the idea. Once everyone has their idea, whip around the classroom and have everyone share. Be sure to begin this process yourself and set a good example for what you expect from this strategy.
- Put students into small groups. One student in the group starts talking about the information heard. Have a buzzer set up to ring every 30 seconds. When the buzzer goes off, the next student begins where the first student left off in the retelling. This process continues until all the students have had a chance to speak or until they are finished retelling and making personal connections to what they heard.

CR 28.3c. Paraphrase what was heard.

- Students can create a short book on a text or presentation. First have students paraphrase what they heard. Students then use the main ideas from the paraphrase to create their book.
- After giving the class instructions, ask one or two students to paraphrase the directions to give them practice with this skill.

CR 28.3d. Listen courteously while working in pairs and small groups to share, obtain information, and to ask and respond to relevant questions.

- Review what makes a courteous listener before beginning discussions or presentations. Students then practice these behaviours. Discuss how effective and courteous everyone was after the discussion or presentation. If appropriate, discuss ways to improve student listening skills.
- Post a list of appropriate questions that students can ask others when they are working in partners or small groups.

CR 28.3e. Listen, carry out and retell directions at an appropriate personal level.

- Before beginning an activity, have students "turn and tell" the instructions to a neighbour.
- Provide one student with the directions for an activity. The other students need to listen carefully to the student giving the directions and then retell the directions to a partner before beginning the activity.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR 28.4

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Eleven – Level 28
Outcome: Comprehend and Respond CR 28.4		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted.		
CR 28.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment). <ol style="list-style-type: none">Paraphrase what was read.Retell and explain the ideas and information in the text by making connections to self and to others.Answer questions about the supporting details of the texts.Make personal connections to the texts based on prior knowledge and experiences.Read and re-read “just-right” texts, based on interests, and for enjoyment.Read and carry out directions at an appropriate personal level.		
<u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	

<ul style="list-style-type: none"> - You can paraphrase what you read. - You can react to what you read. - Reading is an active process. - There are different purposes for reading. - The reactions you make to your reading is based on your unique background knowledge and experiences. - You can make connections with others through your reading. - You make personal connections to what you read based on your unique background knowledge and experiences. - You can read to carry out directions. 	<ul style="list-style-type: none"> - How do I paraphrase? - Why do people paraphrase what they read? - How can I connect with others through my reading? - What role does my background knowledge and experiences play in my reading? - Why do people read? - Why is it important to read “just-right” texts? - What role does reading play in daily life? - What do good readers do?
<p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>	
<p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - what paraphrasing is. - the importance of reading. - word attack strategies. - the role background knowledge and experiences play in reading. - the role background knowledge and experiences play in reacting to text. - the role back ground knowledge and experiences play in making connections with others when reading. 	<ul style="list-style-type: none"> - use a variety of word identification strategies to read material at their reading level. - make a personal connection to what is read. - answer questions that involve reacting to what they read. - make connections to others when they read. - find meaning in what they read. - read for enjoyment. - follow written directions at an appropriate personal level.
<p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p>Assessment Evidence</p>	
<p><u>Summative Assessments/Performance Tasks</u></p>	
<p>Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
<p>Outcomes/Objectives</p>	<p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p>
<p>CR 28.4</p>	<p>Reading Log - Provide students with a reading log. Students record the names of books and stories they read both in and out of class. In addition, they rate the book by giving it one to five stars and state whether or not they would recommend the book or story to someone else to read. Students should include at least one reason for their choice.</p> <p>Learning Menu - Give students a learning menu of activities that they can use to respond to texts that they read in class.</p>

Connections Journal - Throughout a unit or the entire class, have students make connections from the books they read to themselves and others. They can record these reactions (or have someone scribe them) in their connections journal. Provide students with a list of possible sentence starters and a set of criteria to follow in their responses.

Formative Assessments

**Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?
These help guide instruction and provide feedback to students.**

Examples of possible formative assessments include:

Buzz Groups - Consider putting students in buzz groups to answer questions about a story. Students “buzz” about each question and then come to a consensus for an answer and record it.

Carousel Brainstorming - Write one question at the top of each sheet of chart paper. Students circulate around the classroom and record their answers to the questions on the different sheets of chart paper.

Games - Students can create a game based on books they have read during a unit of study. Set aside a “games day” where students can play the games they made. Be sure to circulate around the room and have conversations with students to determine what they have learned while reading the books and making their games. Provide students with a list of criteria to include when designing their games.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Draw Something - After reading a text, ask students to “draw something” about what they read. Have students share these drawings with a partner or small group and have them explain their drawings.

Exit Cards - Provide students with an exit card that requires them to personally respond to a story read in class. Study these exit cards to determine each student’s ability to respond and make connections to what they read.

Super Sleuth - Create a super sleuth activity that requires students to make connections with others as they search for responses to the questions on their super sleuth page. Before giving students the super sleuth activity, provide each student with a piece of a story. Students read their story pieces and then use the super sleuth activity to ask and answer questions from other students. After the activity, read the entire story to the students. Discuss how having discovered pieces of the story through the super sleuth activity helped or did not help them understand the story.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA 28 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR 28.4a. Paraphrase what was read.

- Pair up students and provide them with a book or story. Students take turns reading and paraphrasing. One student reads a page and the other student paraphrases. The students then trade places.
- After students silently read an article or story, ask one or two students to paraphrase what they read.

CR 28.4b. Retell and explain the ideas and information in the text by making connections to self and to others.

- Have students retell a story by writing a new version of it. Students use their personal experiences to write this version.
- Provide students with open-ended statements that they can use to retell and explain what they read. Use statements that encourage students to make connections to others.

CR 28.4c. Answer questions about the supporting details of the texts.

- Give students a photocopy of a story along with a set of questions. Ask students to highlight and number the parts of the story that help them answer each of the questions.
- Create a computer survey of questions that focus on the details of a particular story. Students complete the survey.

CR 28.4d. Make personal connections to the texts based on prior knowledge and experiences.

- Demonstrate how to make personal connections by making connections between your life and the character's life in the story you read as a class. After you demonstrate for the students, ask a few students to share their personal connections.
- As students read, have them make connections to their reading on sticky notes and place in the story. After they finish reading, have them share the connections with a classmate.

CR 28.4e. Read and re-read "just-right" texts, based on interests, and for enjoyment.

- Provide opportunity for students to read books of interest and for enjoyment.
- Take students to the library and let them explore different mediums (eg. picture books, magazines, graphic novels, etc.) for reading.

CR 28.4f. Read and carry out directions at an appropriate personal level.

- Give students daily schedules of tasks they must complete. Be sure to include the written directions for completing each task. Pair students up so they can provide support to each other before asking you for clarification.
- Students draw a simple picture on grid paper and then write the directions to draw the picture. Students then share the directions (without the drawing attached) with a partner. When students have finished following the directions for their drawings, they compare to the original. This is a great activity for both giving and following written directions.

Key Resources

Support Materials:
[Saskatchewan Online Curriculum](#)
[Treating Students with Reading Difficulties and Disabilities](#)

Compose and Create

UbD Planning Document - CC 28.1

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Eleven – Level 28
Outcome: Compose and Create 28.1		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u>		
SK curriculum outcomes can be copied and pasted, focuses highlighted.		
<p>CC 28.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Local Community), and social responsibility (e.g. Doing My Part For the Environment).</p> <ul style="list-style-type: none"> a. Create spoken, written, and other representations that tell a story or are informational in nature. b. Communicate a story or ideas that are informational in nature, in a clear and appropriate written form. c. Deliver an oral presentation to tell a story or present ideas that are informational in nature. 		
<u>Big Ideas/Enduring Understandings</u>	<u>Essential Questions</u>	
<p>What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>	<p>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>	

<ul style="list-style-type: none"> - You can write a story. - You can share information through writing. - You can orally tell a story. - You can share information orally. - You can use visuals and multimedia to tell a story. - You can use visuals and multimedia to share information. - There are many different ways to tell stories and share information. 	<ul style="list-style-type: none"> - Why do people write? - How can I tell a story to others? - How can I share information with others? - What role do my personal experiences play in my stories? - What role do my personal experiences play in sharing information? - What form is most effective to tell a story? - What form is most effective in sharing information?
<p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>	
<p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - visuals, multimedia, oral, and written texts can all be used to tell a story. - visuals, multimedia, oral, and written texts can all be used to share information. - our background experiences affect the stories we tell and the information we share. - there are different ways to tell stories and to share information with others. 	<ul style="list-style-type: none"> - write a story. - write to share information. - use visuals to tell a story. - use visuals to share information. - create multimedia texts to tell a story. - create multimedia texts to share information. - use writing and oral presentations to tell a story. - use writing and oral presentations to share information.
<p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p>Assessment Evidence</p>	
<p><u>Summative Assessments/Performance Tasks</u></p>	
<p>Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
<p>Outcomes/Objectives</p>	<p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p>
<p>CC 28.1</p>	<p>Visual Presentations - Students research ways to protect the environment and then create visuals that present the information. Consider setting up these visual presentations and inviting other classes to come in and view the presentations and ask the students questions.</p> <p>Menus - Present a menu of activities that students can use to share the information they have about a topic. Include activities such as: dramatizations, charts, models, pictures, drawings, clay sculptures, etc.</p>

Story Creation - Ask students to write a story that encourages younger students to “do their personal best,” help others in the community,” or “do their part for the environment.” They present their stories by making a physical book, creating a video, or reading their story to a younger class.

Formative Assessments

**Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?
These help guide instruction and provide feedback to students.**

Examples of possible formative assessments include:

Oral Stories - Discuss the role of the oral tradition in the First Nations and Métis tradition. These stories pass on traditions and are used to teach life lessons. Have the students create an oral story that focuses on their own traditions and/or teaches a life lesson.

Learning Logs - Give each student a learning log in which they can record information learned. They can include drawings, diagrams, charts, notes, etc.

Mind Maps - Provide each student with a graphic organizer of a mind map and have them create a mind map on a current topic of study.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

One Word Webs - Students create one word webs about a topic they are reading about. Write the topic in the centre of the web. Students add words that describe the topic around the centre of the web. Use the information to help plan further instruction.

Text the Answer - Ask students a question about a detail of a story they read. Students text you the answer. Text them back with a further question that encourages them to expand on their answer.

Charades - Students act out information they have learned about a topic of study. Students can create dramatizations or do impromptu plays.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA 28 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC 28.1a. Create spoken, written, and other representations that tell a story or are informational in nature.

- Give students a choice board with different ways to tell their story or to present information. Students complete projects using the ideas on the choice board.
- As a class, come up with a variety of ways that students can represent stories they create or what they know about different informational topics. Post a list of these ideas somewhere in the classroom for students to refer to when they are given representing assignments.

CC 28.1b. Communicate a story or ideas that are informational in nature, in a clear and appropriate written form.

- Discuss story telling and how stories have a definite beginning, middle and end. Provide students with a graphic organizer to create a story map so they can outline their story before writing it. The story map can be made with pictures or they can write down key ideas.
- Create non-fiction books that focus on "Giving My Personal Best," "Helping Others in My Community," or "Doing My Part For the Environment." Visit an elementary school and have students read these non-fiction books to younger students.

CC 28.1c. Deliver an oral presentation that tells a story or presents ideas that are informational in nature.

- Videotape students telling their stories to the class. Identify what the students did well and discuss ways they could improve their oral presentations.
- Consider holding an environmental fair and have students create presentations to share with parents. The presentations should include a one to two minute oral component.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CC 28.2

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Eleven – Level 28
Outcome: Compose and Create 28.2		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		

Outcome(s)

SK curriculum outcomes can be copied and pasted, focuses highlighted.

CC 28.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).

- a. Use visual aids to tell a story or present ideas that are informational in nature.
- b. Organize ideas in a clear, meaningful manner appropriate to personal readiness level that tell a story or are informational in nature.
- c. Choose an appropriate way to tell a story or present ideas that are informational in nature.

Big Ideas/Enduring Understandings

**What do you want students to understand and be able to use several years from now?
What are the BIG ideas?**

Essential Questions

Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.

- There are many ways to tell a story.
- There are many ways to share information.
- Stories can be organized in a clear, meaningful manner.
- Sharing ideas that are informational in nature should be organized in a clear, meaningful manner.

- What visuals can be created to tell a story?
- What visuals can be created to share information?
- How can visuals enhance the stories I tell to others?
- How can visuals enhance the ideas and information I am sharing with others?
- Why is it important to organize my story in a clear and meaningful manner?
- Why is it important to organize my information in a clear and meaningful manner?
- Why do I use different visuals to tell my stories?
- Why do I use visuals to share our information?

Knowledge and Skills (Students will know and do...)

**What key knowledge and skills will students acquire as a result of this unit?
(These may be indicators from the curriculum)**

Knowledge (Students will know...)

What key knowledge will students acquire as a result of this unit?

Skills (Students will know how to...)

What key skills will students acquire as a result of this unit?

<ul style="list-style-type: none"> - there are different ways to tell a story. - there are different ways to represent the information we share. - stories must be arranged in a logical way so readers will understand. - information must be presented in a logical way so viewers will understand. - background knowledge and experiences influence the stories we tell. - background knowledge and experiences influence the information we share. 	<ul style="list-style-type: none"> - use dramatization, sounds, and movement to tell a story. - use dramatization, sounds, and movement to share information. - use pictures, charts, models, and drawings to tell a story. - use pictures, charts, models, and drawings to share information. - use a variety of different ways to tell a story. - use a variety of different ways to share information. - organize their story in a clear and meaningful manner. - organize information in a clear and meaningful manner. - revise and change a story to make it more effective. - revise and change the presentation of information to make it more meaningful for viewers.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CC 28.2	<p>Dramatization - Students create a dramatization to tell a story about the importance of giving their personal best, helping others, or doing their part for the environment. Before beginning this project, co-construct criteria with students so they know what to focus on when creating and presenting their dramatization.</p> <p>Picture Books - Have students create picture books to tell a story or to share information. Students can take pictures, draw, or find pictures in magazines and newspapers. Students can share their books with the rest of the class.</p> <p>Models - Consider having students make models to represent their learning. Place these models in the library or in a display area where other students can view these creations. Hold one-on-one interviews with student to gain an understanding of their learning.</p>
<u>Formative Assessments</u> Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	

Examples of possible formative assessments include:

Concept Maps - Provide students with a topic, such as “Giving My Personal Best,” “Helping Others In My Community,” or “Doing My Part For the Environment.” Students create a concept map that includes everything they have learned about the topic to date. Use the information gained in this formative assessment to plan further instruction.

Debates - To determine what students have learned to a given point in a unit, hold a debate. Divide the class into two teams and assign each group a stance they must take in the debate. For example, in “Doing My Part For the Environment,” one team could argue why the school needs to go paperless (less trees cut down, etc.) while the other team argues about what going paperless would mean for the environment (more electronics to dispose of, etc.).

Dioramas - Students create a diorama to represent their understanding about a topic or unit of study.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

One Sentence Summary - Ask students to write what “telling my story” means to them in a one sentence. Use their responses to plan further instruction on how their personal experiences and the connections they make to text influence their “story.”

Doodle It - Give students a topic and have them create doodles to represent their understanding. Circulate around the room and have students explain what their doodles mean in relation to the topic. Use this information to help you plan instruction.

Pictionary - A fun way to find out how students represent their knowledge and understanding through pictures is to play a game of Pictionary using words related to a current topic of study. Write the words on individual pieces of paper. Divide the class into two teams and have them take turns using drawings to represent the words on the page. Students on their team try to guess the word based on the drawings each student creates.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Métis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA 28 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC 28.2a. Use visual aids to tell a story or present ideas that are informational in nature.

- Present students with a variety of visual aids exemplars that they can use to tell a story or present their ideas. Discuss when and how these visual aids should be used.
- Provide students with a list of different visual aids that they can use when telling a story and in their presentations. Encourage students to choose three different visuals through the course of a unit of study.

CC 28.2b. Organize a story in a clear, meaningful manner appropriate to personal readiness level that tell a story or are informational in nature.

- Read a mixed up story to the students. This could be a familiar story such as the Three Pigs or Goldilocks and the Three Bears. Put the ending first and mix up the order of events. After the story, discuss the importance of organizing a story that is meaningful to readers. Consider then reading a story that the students are not familiar with. Mix up the order of presentation. Encourage students to share what they were thinking when you were reading the story. Ask questions such as: Were you frustrated? Did you understand the plot?
- When researching about a given topic, ask students to write down their ideas and information on individual sticky notes. Students can then manipulate the sticky notes to put them in an appropriate order.

CC 28.2c. Choose an appropriate way to tell a story or present ideas that are informational in nature.

- Consider having students tell the same story a number of different ways. This activity will serve a number of purposes. First, students will realize there is more than one way to tell a story. Second, students will have definite preferences for both telling and viewing a story. Third, class discussions can focus on the different ways of representing meaning and the pros and cons of using each representing strategy. Students can come up with times that each way of representing is appropriate and meaningful.
- Discuss the purpose for using different visuals and multi-media texts. Create a list of different visuals and multi-media texts and when it would be appropriate to use each one.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CC 28.3

Good Spirit School Division UbD Unit Plan

Teacher:

Subject: ELA

Grade: Eleven – Level 28

Outcome: Compose and Create 28.3	
Context (ELA only):	Type of Unit (ELA only):
Time Frame:	
STAGE ONE: IDENTIFY THE DESIRED RESULTS	
<u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted.	
<p>CC 28.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment).</p> <ol style="list-style-type: none"> Provide a beginning, middle and end to an oral presentation that tells a story or presents ideas that are informational in nature. Use oral language to participate in small group work and whole class discussions. Recount experiences, stories, and current events in a logical sequence with appropriate details. Give directions to help or explain. Make relevant contributions to class. 	
<u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.
<ul style="list-style-type: none"> - I can tell a story. - I can share ideas that are informational in nature. - A good story has a beginning, middle, and end. - A good presentation has a beginning, middle, and end. - I can use oral language to participate in small group work. - I can make relevant contributions to class discussions. - I can tell a story in a logical sequence. - I can orally share information in a logical sequence. - I can provide appropriate details in my story. - I can give directions to help or explain. - I can make relevant contributions to class discussions. 	<ul style="list-style-type: none"> - How can I use oral language to participate in small group work and in class discussions? - Why is it important to speak clearly to others? - How can I make someone understand what I am saying? - What do good speakers do? - How can I clearly explain or give directions to others? - How can I make a relevant contribution to class discussions?
<u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)	

Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?	Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?
<ul style="list-style-type: none"> - their personal experiences play an important role in telling a story. - their personal experiences play an important role in sharing information. - stories have a beginning, a middle, and an end. - oral presentations have a beginning, a middle, and an end. - stories need details. - it is important to provide details when sharing information. - everyone can make positive contributions to class discussions. 	<ul style="list-style-type: none"> - use the spoken word to tell a story. - use the spoken word to share information. - tell a story with a beginning, a middle, and an end. - share information by providing a beginning, a middle, and an end. - explain something and give directions to others. - add details to the orally retelling of their stories. - add appropriate details to the sharing of information. - make relevant contributions to class discussions.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CC 28.3	Oral Presentations - Students create an oral presentation on a topic of their choice and present it to the class. The presentation could be live or taped. Students and teachers listen to or watch the presentation and then complete peer- and teacher assessments on each student’s speaking skills. Presenters complete self-assessments of their speaking skills. Students read and reflect on the assessments related to their presentations.
	Poetry Reading - Let students choose a poem that is meaningful to them and that they can relate to. Ask students to practice reading the poem and then share it with the rest of the class. Provide students with criteria to note when presenting orally to the class.
	Demonstrating Speaking Skills - Students draw a topic out of a hat or come up with their own idea. They need to speak on that topic for one minute while demonstrating good speaking skills. Review what makes a good speaker before beginning this activity.
<u>Formative Assessments</u> Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	

Examples of possible formative assessments include:

Pass the Beach Ball - Pass the ball around the circle and have students speak when they have the beach ball. Take note of how students are speaking and plan further instruction accordingly.

Three Facts and a Fib - At different points during a unit of study, ask students to create three facts and one fib about the topic. Let the students take turns reading their three facts and a fib to the rest of the class. Students try to guess which fact or statement is a 'fib.'

Oral Stories - Provide opportunities for students to orally share stories with others. Consider visiting a younger grade and have you students share their stories with this class.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Choral Response - Use the choral response strategy so students can get in the habit of answering orally while having the support of their classmates. Circulate around the class while students are responding and get individual students to demonstrate how they are responding in a strong voice, a clear voice, etc.

Open Ended Questions - Before beginning a unit, ask a number of open-ended questions and have students respond. Ensure everyone in the class gets a chance to answer a question.

Observations - Keep sheets of paper on a clipboard. Whenever you observe students sharing ideas, presenting, etc., jot down notes about your observations. Use these observations to help students set goals about speaking.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA 28 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC 28.3a. Provide a beginning, a middle and an end to an oral presentation that tells a story or presents ideas that are informational in nature.

- Provide each student with a picture or cartoon strip. Students talk about the picture or cartoon strip by providing an opening sentence, a middle, and an ending sentence. Provide a graphic organizer with key words for students to refer to if needed.
- Divide students into groups of three and have them create an oral presentation on giving their personal best, helping others in their community, and doing their part for the environment. One student presents the beginning of the presentation, a second student presents the middle portion, and a third student wraps up the presentation.

CC 28.3b. Use oral language to participate in small group work and whole class discussions.

- Give students different roles to follow in small groups. One student is a leader, one praises students for their contributions, one summarizes what was said, etc. Students focus on using language as they participate in the small group work.
- Provide students with a series of questions before a class discussion. Students jot down responses so they are able to use language to effectively answer the questions during the discussion.

CC 28.3c. Recount experiences, stories, and current events in a logical sequence with appropriate details.

- As a class, come up with a list of questions that could be asked about a group experience, a current event, or a story. Pair students up. One student reads a question and the other student answers the question.
- Hold morning meetings each day and have students discuss current events and happenings in their local community and school.

CC 28.3d. Give directions to help or explain.

- Give students a set of oral directions to follow to complete a task.
- After giving directions to students, have them retell the directions to their partner. The partner comes up with questions that require further clarification of the instructions.

CC 28.3e. Make relevant contributions to class.

- Keep a sticky note on each student's desk. Each time a student makes a contribution to class, they make a checkmark on the sticky note. Students should set a goal to make at least three contributions to class each day.
- Give students a question or task. Ask students to come up with a relevant and an irrelevant response. Read the responses to others and have them orally identify which responses were relevant. As a group, discuss the importance of providing relevant responses.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CC 28.4

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Eleven – Level 28
Outcome: Compose and Create 28.4		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted.		
CC 28.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others In My Community), and social responsibility (e.g. Doing My Part For the Environment). a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.). b. Write clear and coherent sentences to present ideas that tell a story or that are informational in nature. c. Represent ideas, information and experiences in a written form appropriate to personal readiness level. d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. e. Write personal letters, thank-you notes, invitations, etc.		
<u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	

<ul style="list-style-type: none"> - Sometimes it is important to polish a piece of writing. - I use writing throughout my daily live for a variety of purposes. - It is important to think about my audience when I am producing a piece of writing. - I can write to tell a story. - I can write to share ideas and information. - Paragraphs have an opening sentence, a middle, and a closing sentence. 	<ul style="list-style-type: none"> - What do good writers do? - When is it important to work through the writing process? - How does my audience shape my writing? - Why do I write? - Will a reader understand what I have written? - Should my writing have a beginning, middle, and an end? Why or why not? - How can I best tell my story? - How can I best share information?
<p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>	
<p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - the stages of the writing process. - the purpose of writing. - the mechanics of writing a sentence and/or paragraph, as appropriate. - paragraphs have a beginning, middle, and an end. 	<ul style="list-style-type: none"> - write a complete sentence. - convey meaning through their writing. - write for a variety of purposes. - practice the behaviours of good writers. - write paragraphs with an opening sentence, a middle, and a closing sentence. - write a story. - write to share information. - write personal letters, thank-you notes, invitations, etc.
<p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p>Assessment Evidence</p>	
<p><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
<p>Outcomes/Objectives</p>	<p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p>
<p>CC 28.4</p>	<p>Ten Minute Writing Samples - Throughout the term, have students write for ten minutes on a topic studied in class - giving my personal best, helping others in my community, doing my part for the environment, etc. Compare the writing samples to determine growth in writing over the year.</p>

Action Plan - Students write an action plan to improve their writing. They set a goal (such as beginning paragraphs with an opening sentence, or including three details in each paragraph) and design an action plan to achieve this goal. Students gather pieces of writing that track their progress of this goal.

Writing Portfolios - Students collect different pieces of writing that they complete during class. For each piece of writing, students identify what their writing demonstrates. They include the strengths of the piece of writing and the area(s) that they need to work on to become better writers.

Formative Assessments

**Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?
These help guide instruction and provide feedback to students.**

Examples of possible formative assessments include:

Conferences - Hold one-on-one conferences with individual students and discuss different pieces of writing with the students.

Double-Entry Journals - After studying a story or chapter, have students respond to what they read by using a double-entry journal. Students should focus on writing complete sentences when they record their responses.

List Ten Things - Ask students to list ten things they have learned about a current topic of study.

Carousel Brainstorming - Use carousel brainstorming to have students communicate their ideas and learning about a current topic of study. Students circulate around the room and answer a number of questions that have been written on individual sheets of chart paper.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Write Something - Provide students with blank pieces of paper and have them “write something” about a current holiday, their family, etc. Look at the pieces of writing and determine what writing instruction is needed.

Entry Cards - At the start of the year, ask students to write a getting to know you paragraph that tells about themselves. Encourage students to share details about their family, likes, dislikes, etc.

Give One, Get One - Use the give one, get one activity to help students come up with a list of written forms. Post a comprehensive list of these ideas somewhere in the classroom so students can use as a reference throughout the year.

Outcomes/Objectives

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Métis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA 28 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC 28.4a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).

- Consider implementing writer's workshop into your daily class routine. Students work through the writing process as they write about topics of their choice.
- As students work on assignments that involve creating informational texts, ask them to use the writing process to complete these projects.

CC 28.4b. Write clear and coherent sentences to tell a story or that are informational in nature.

- Each day, put a question on the board about the day's weather, a current topic of study, a school event, etc. Students respond to the question by writing a complete thought, remembering proper mechanics and ensuring understanding by the reader.
- Set up email pals that students can correspond with on a regular basis. Discuss the importance of using complete sentences so others can understand what you have written.

CC 28.4c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.

- Throughout the class, provide students with different ways to represent their understanding (jot notes, T-charts, learning logs, etc.).
- Students respond to information presented in class in a way that is meaningful to them. Be sure to reassure students that there are different ways of showing what they know.

CC 28.4d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.

- Provide students with a labelled diagram of a complete paragraph that they can refer to when writing.
- Co-construct a rubric on paragraph writing with the students. Ask students to use the rubric to self-assess and peer assess the paragraph writing they do in class.

CC 28.4e. Write personal letters, thank-you notes, invitations, etc.

- Have students write letters to the students who will be in the Alt Ed program next year. The Alt Ed students can talk about the program and what they like doing the best. They can give advice on how to be successful in the program.
- Look for opportunities for students to write personal letters and thank-you notes to people in their school, family, and/or community.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

Assess and Reflect

UbD Planning Document - AR 28

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Eleven – Level 28
Outcome: Assess and Reflect AR 28		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<p style="margin: 0;"><u>Outcome(s)</u></p> <p style="margin: 0;">SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		
<p>AR 28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.</p> <p style="margin-left: 20px;">a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.</p> <p>AR 28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.</p> <p style="margin-left: 20px;">a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.</p> <p style="margin-left: 20px;">b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.</p> <p style="margin-left: 20px;">c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.</p> <p>AR 28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.</p> <p style="margin-left: 20px;">a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.</p> <p style="margin-left: 20px;">b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.</p>		
<p><u>Big Ideas/Enduring Understandings</u></p> <p>What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>	<p><u>Essential Questions</u></p> <p>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>	
<ul style="list-style-type: none"> - Goals help us to succeed. - You can change goals when needed. 	<ul style="list-style-type: none"> - Why is it important to set goals? - How can I assess the progress of my goals? - Why is it important to assess the progress of my goals? - When is it appropriate to change my goals? - How do goals help me succeed? 	

<u>Knowledge and Skills (Students will know and do...)</u>	
What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)	
Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?	Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?
- the behaviours of good readers, writers, speakers, listeners, and viewers. - the steps for goal setting.	- set goals. - write a goal. - assess progress towards a goal. - identify level of progress using criteria or a rubric. - reflect on progress level.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
AR 28.1, AR 28.2, AR 28.3	Examples/Non-Examples - Use individual conferences or have students respond to this outcome by identifying examples and non-examples of good readers, good writers, good speakers, etc.
	Goal Setting Binder - Give each student a binder and have them keep all their notes, tracking documents, templates, etc. in the goal setting binder. At the end of the year, encourage students to reflect on the process and organize their goal setting information so it “tells a story” about their year. Encourage them to add in title pages, a table of contents and descriptions of the various stages.
	Brochure - Have students choose one of the ELA strands and create a brochure that identifies the good behaviours of that ELA strand (reader, writer, listener, etc.).
<u>Formative Assessments</u>	
Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	

Examples of possible formative assessments include:

Two Stars and A Wish - Partway through a unit of study, have students review their goals. Ask each student to identify two things (stars) they are doing well with regard to goal setting and something (a wish) they would like to change or add to their goal setting.

Tell Something - Have class discussions about goal setting periodically throughout the year. Encourage students to “tell something” about what they have learned or are doing in relation to the goal setting process.

Questionnaires - Have students complete a questionnaire that focuses on their goal setting and causes them to reflect on their progress. Study the completed questionnaires to determine if any further instruction is required.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Entry Cards - Before beginning to talk about goal setting, give students an entry card that asks them to identify why goal setting is important and what role it plays in their lives. Use this information to determine what your students know about the goal setting process.

Turn and Talk - Have students turn and talk to a neighbour about goal setting. After each student has had a chance to share their ideas with a turn and talk partner, have a few students share the highlights of their discussions with the rest of the class.

Ask Three Questions - Provide students with a sheet of looseleaf or scribe student answers. Ask students to think of three questions they have about goal setting.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA 28 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

AR 28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.

a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.

- Before beginning an activity that involves one of these behaviours, such as reading, discuss the characteristics of both a good reader and a bad reader. Encourage students to focus on the characteristics that they want to improve on.
- Use the thumbs up strategy and either describe or demonstrate a behaviour to students. Have students give a thumbs up if your demonstration or description shows a good behaviour and a thumbs down if it shows a negative behaviour.

AR 28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.

a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.

- Bring in different examples and videos of students demonstrating a variety of behaviours. Have students discuss what is effective and not effective in the examples and videos.
- After students have made presentations to the rest of the class, hold a class discussion and talk about what behaviours the students thought made a good presentation. Have them explain why they thought these behaviours worked.

b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.

- Complete self-assessments on projects involving these behaviours.
- Have one-on-one interviews with students to discuss their use of the various strategies in the different ELA areas.

c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

- Use the I Do, We Do, You Do strategy. As a teacher, demonstrate how to self-assess a piece of your own writing. Talk through the process and provide reasons for the choices you make.
- Have partners peer assess each other's work. Compare the findings of the peer assessments with the self-assessments and have students discuss differences.

AR 28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.

a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

- Provide sticky notes to students and after they complete an assignment involving one of the ELA strands, have them identify one thing they did well and one thing they could improve on.
- Give students a checklist of criteria to apply to a completed assignment. Students check off the criteria they have mastered in their assignment.

b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

- Determine the focus for goal setting. Provide students with a list of behaviours related to the focus of the goal setting. Have students identify their strengths and areas they need to work on. Students choose a goal to work on during the term.
- Each Friday, provide half an hour of class time for students to review their goals and talk about their progress.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)