

**Good Spirit School Division**

# **English Language Arts**

## **A18**

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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 18

(taken from the [Saskatchewan Online English Language Arts 10A 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

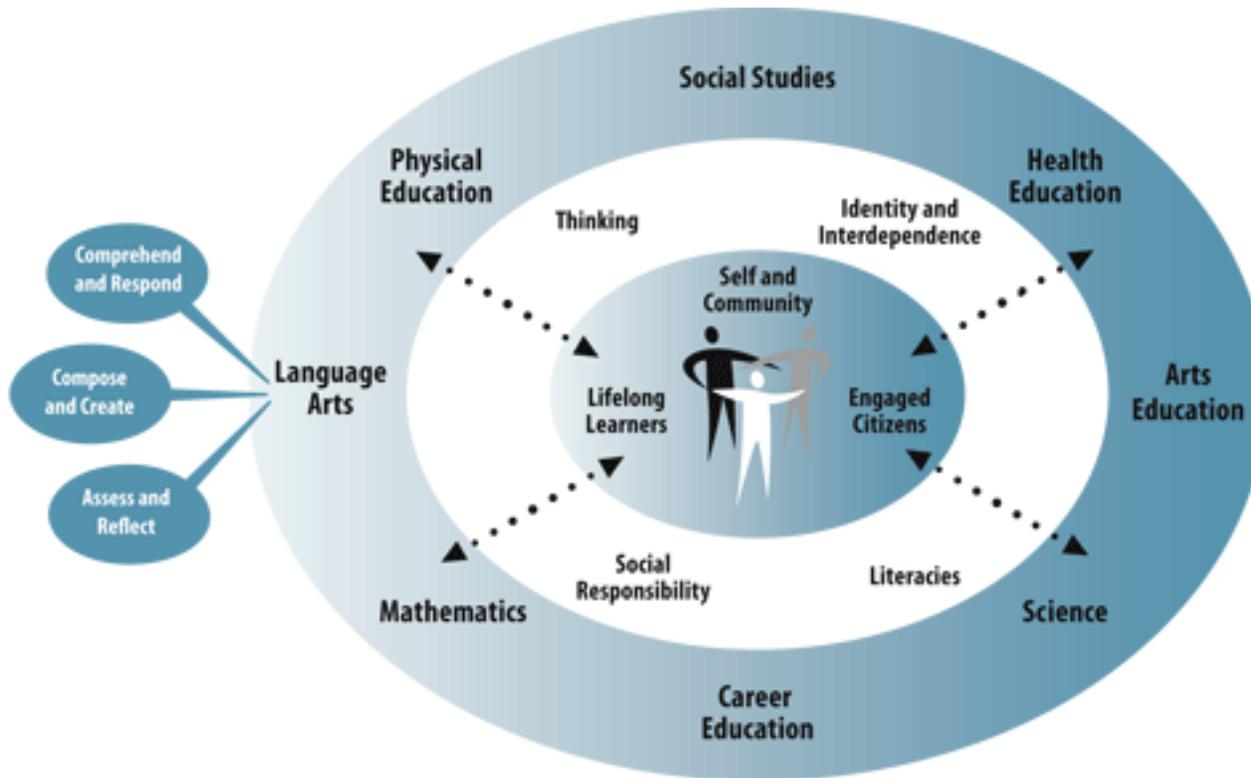
The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

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).

<b>What ELA Is</b>	<b>What ELA Is Not</b>
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:

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

## Outcomes and Indicators

### Comprehend and Respond (CR):

**CR A18.1 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).**

- a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity, community, and social responsibility at student’s level of readiness.
- b. Make personal connections to the texts based on prior knowledge and personal experiences.
- c. Retell and explain the ideas and information presented in the texts.
- d. Identify similarities and differences from personal experiences to the experiences of the characters in the text.

**CR A18.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.).**

- a. Describe main idea or purpose of the visual or multimedia text.
- b. Make personal connections to the visuals and/or multimedia texts based on prior knowledge and experiences.
- c. Record facts and ideas from visuals and/or multimedia texts.
- d. Express preferences for particular texts.

**CR A18.3 Listen, comprehend, and respond to a variety of texts.**

- a. Listen to a short presentation and make some notes.
- b. Retell what was heard.
- c. Make personal connections to what was heard based on prior knowledge and experiences.
- d. Listen courteously and attentively to understand the meaning and intent of others.
- e. Listen and carry out directions at an appropriate personal level.

**CR A18.4 Read, comprehend, and respond to a variety of texts at personal reading level.**

- a. Distinguish between fact and fiction.
- b. Retell stories by relating the sequence of events.
- c. Answer who, what, where, when, why and/or how questions.
- 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 A18.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).**

- a. Create spoken, written, and other representations that convey a specific message.
- b. Communicate thoughts and ideas in a clear and appropriate written form.
- c. Deliver oral presentations about familiar experiences or interests.

**CC A18.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level.**

- a. Use a variety of visuals to communicate ideas and information.
- b. Organize ideas and information in a clear, meaningful manner appropriate to personal readiness level.
- c. Use visual aids to enhance spoken message.
- d. Choose an appropriate text to represent ideas or information.

**CC A18.3 Speak clearly and audibly to present ideas, information and experiences.**

- a. Provide a beginning, middle and end to an oral presentation.
- b. Use oral language to initiate and sustain a conversation.
- 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 A18.4 Write to communicate ideas, information, and experiences at a personal readiness level.**

- a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).
- b. Write clear and coherent sentences.
- 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 A18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.**

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

**AR A18.2 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 A18.3 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 A18.1

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Ten – Level 18A
Outcome: Comprehend and Respond CR A18.1		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<p style="margin: 0;"><b><u>Outcome(s)</u></b></p> <p style="margin: 0;">SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		
<p><b>CR A18.1 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).</b></p> <ul style="list-style-type: none"> <li>a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity, community, and social responsibility at student’s level of readiness.</li> <li>b. Make personal connections to the texts based on prior knowledge and personal experiences.</li> <li>c. Retell and explain the ideas and information presented in the texts.</li> <li>d. Identify similarities and differences from personal experiences to the experiences of the characters in the text.</li> </ul>		

<b><u>Big Ideas/Enduring Understandings</u></b>		<b><u>Essential Questions</u></b>	
What do you want students to understand and be able to use several years from now? What are the BIG ideas?		Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	
<ul style="list-style-type: none"> <li>- You can make personal connections to what you read.</li> <li>- Different people make different connections based on their prior knowledge and personal experiences.</li> <li>- You can learn more about yourself by reading, listening, and viewing the work of others.</li> <li>- There are different ways to represent meaning.</li> </ul>		<ul style="list-style-type: none"> <li>- What connections can I make to the text?</li> <li>- Why do people make different connections to what they read, hear and view?</li> <li>- How is the text similar and different from my own experiences?</li> </ul>	
<b><u>Knowledge and Skills (Students will know and do...)</u></b>			
What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)			
<b>Knowledge (Students will know...)</b>		<b>Skills (Students will know how to...)</b>	
<b>What key <u>knowledge</u> will students acquire as a result of this unit?</b>		<b>What key <u>skills</u> will students acquire as a result of this unit?</b>	
<ul style="list-style-type: none"> <li>- everyone has different prior knowledge and background experiences.</li> <li>- that text contains a message from the author.</li> <li>- that you can learn about yourself and others by reading, listening, and viewing different forms of texts.</li> </ul>		<ul style="list-style-type: none"> <li>- make a personal connection to a text they read.</li> <li>- make a personal connection to a text they hear.</li> <li>- make a personal connection to something they view.</li> <li>- identify similarities and differences between text and own personal experiences.</li> <li>- retell what was read, heard, or viewed.</li> <li>- identify main idea and supporting details.</li> <li>- identify sequence of events.</li> </ul>	
<b>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</b>			
<b>Assessment Evidence</b>			
<b><u>Summative Assessments/Performance Tasks</u></b>			
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.			
<b>Outcomes/Objectives</b>	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:		

<b>CR A18.1</b>	<b>Connections Journal</b> - Students keep a connections journal over the course of a unit or class in which they can draw or write about personal connections they make to what they see, hear, and read. Depending on the personal abilities of students, this may be a paper journal, a digital journal, or a series of recordings. Choose the format that best meets the learning needs of each student. Use the information in the journals to determine if students have achieved this outcome.
	<b>New Text</b> - Provide students with a new text at their personal level (to read, listen to, or view). Ask students to respond and make connections to the text in a form of their choosing. Provide students with a list of options for presenting their response (dramatization, power point, speech, etc.).
	<b>News Reporter</b> - At the end of a unit of study, ask students to be a news reporter for a newspaper or TV station. Provide students with a text and have them create a “report” to be shared with the other students in the class. Give students a list of criteria that must be included in their report. Students then write a newspaper article or videotape their report and share with the rest of the class.
<b><u>Formative Assessments</u></b>	
<b>Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.</b>	
<b>Examples of possible formative assessments include:</b>	
<b>Venn Diagrams</b> - Provide students with a Venn Diagram graphic organizer. Students write in similarities and differences between the text and their personal experiences.	
<b>Mind Maps</b> - Provide students with a blank sheet of paper. Students draw or write their responses to a specific text. Encourage students to make connections between responses where appropriate.	
<b>Exit Cards</b> - After reading, viewing, or listening to a text, provide students with an exit card and have them respond to what they read, saw, or heard. Students complete the exit cards before leaving class.	
<b><u>Pre-Assessments</u></b>	
<b>Pre-assessments are used to determine what students know and their readiness level to inform instruction.</b>	
<b>Examples of possible pre-assessments include:</b>	
<b>Graffiti Wall</b> - Introduce students to a new text by providing them with the topic of the text. Have students draw or write their thoughts and ideas on the topic. Scribe answers for students who are unable to do so on their own so everyone is involved in the project.	
<b>Placemats</b> - Divide students into groups and use the placemat strategy to activate prior knowledge about a topic before presenting students with the actual text. Be sure to stress that there are no right or wrong answers. This activity is to get students thinking and hearing responses from others.	
<b>Word Sort</b> - Provide students with a number of words related to a new text. In partners or small groups, encourage students to sort the words into categories. Ask students to share their reasons for sorting the words into the different categories. Use this information to plan instructional opportunities for students.	
<b>STAGE THREE: CREATE THE LEARNING PLAN</b>	

### 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 18A 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 A18.1 a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity, community, and social responsibility at student's level of readiness.**

- Provide students with a variety of different texts on the chosen ELA topics and allow student choice of text throughout the unit.
- Encourage students to read, listen to, and view the different text formats in their spare time and for the different ELA assignments.

**CR A18.1 b. Make personal connections to the texts based on prior knowledge and personal experiences.**

- Provide students with journals in which to write their personal connections about text you are studying in class. Periodically, ask for volunteers to share their journal entries and encourage other students to ask questions for clarification.
- Choose topics for ELA assignments that are familiar or of interest to the different students in your class. Have student "experts" that share their knowledge about topics that are of interest to them.

**CR A18.1 c. Retell and explain the ideas and information presented in the texts.**

- Provide multiple opportunities for students to retell and explain their learning about the texts presented in class. Create learning opportunities that target the different learning styles and readiness levels of the students in your class.
- Provide choice in how students share the information they learn about the topics or ideas presented in the text. Use choice boards to give students the opportunity to demonstrate their knowledge in a way that works for them.

**CR A18.1 d. Identify similarities and differences from personal experiences to the experiences of the characters in the text.**

- Use the turn and talk strategy with students. After reading, listening to, or viewing a text as a class, ask students to "turn and talk" with a neighbour about what was meaning to them and encourage them to make a personal connection to the text.

### Key Resources

**Support Materials:**

[Saskatchewan Online Curriculum](#)

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

## UbD Planning Document - CR A18.2

### Good Spirit School Division UbD Unit Plan

Teacher:	Subject: ELA	Grade: Ten – Level 18A
Outcome: Comprehend and Respond CR A18.2		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
<b>STAGE ONE: IDENTIFY THE DESIRED RESULTS</b>		
<b><u>Outcome(s)</u></b> SK curriculum outcomes can be copied and pasted, focuses highlighted.		
CR A18.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.). a. Describe main idea or purpose of the visual or multimedia text. b. Make personal connections to the visuals and/or multimedia texts based on prior knowledge and experiences. c. Record facts and ideas from visuals and/or multimedia texts. d. Express preferences for particular texts.		
<b><u>Big Ideas/Enduring Understandings</u></b> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<b><u>Essential Questions</u></b> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	
- Visuals can be used to communicate meaning. - Multimedia texts can be used to communicate meaning. - Background knowledge and previous experiences affect your understanding of visuals and multimedia texts.	- How do visuals communicate meaning? - What role do multimedia texts play in communicating meaning? - How do your background knowledge and experiences affect the meaning you construct? - What do good viewers do?	
<b><u>Knowledge and Skills (Students will know and do...)</u></b> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)		
<b>Knowledge (Students will know...)</b> What key <u>knowledge</u> will students acquire as a result of this unit?	<b>Skills (Students will know how to...)</b> What key <u>skills</u> will students acquire as a result of this unit?	
- visuals can communicate meaning. - multimedia texts can communicate meaning. - you make connections when you understand meaning. - the difference between a fact and an opinion. - the difference between fiction and non-fiction.	- determine main idea in visuals and multimedia texts. - describe similarities and differences between real life and texts. - compares text to personal life and experiences. - express a preference for visuals. - identify purpose of visual or multimedia text.	
<b>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</b>		

<b>Assessment Evidence</b>	
<b><u>Summative Assessments/Performance Tasks</u></b>	
<b>Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</b>	
<b>Outcomes/Objectives</b>	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:
<b>CR A18.2</b>	<p><b>Choices</b> - Provide students with a visual of an advertisement. Encourage students to make personal connections with the advertisement and to determine if they would buy the product based on the information provided. Ask students to provide reasons to support their choice either orally or in writing.</p> <p><b>Visual Creation</b> - Provide students with a set of criteria and have them create a visual (poster, diagram, chart, etc.) in response to a television show or video they watch together as a group. Be sure students understand expectations before beginning the project.</p> <p><b>Photo Journal</b> - As students work through different projects that deal with visuals and multimedia texts, have students take pictures of projects and record personal connections with the projects.</p>
<b><u>Formative Assessments</u></b>	
<b>Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.</b>	
<b>Examples of possible formative assessments include:</b>	
<b>One Minute Essay</b> - At different points during a unit of study, ask students to write a one minute essay that relates their learning to their daily lives. Use information from the essays to plan further learning opportunities for students and to track their learning.	
<b>Carousel Brainstorming</b> - Mount a number of visuals, such as charts, tables, pictures, diagrams, etc., on sheets of chart paper. Provide a focus question for each visual. Students circulate around the room and respond to each visual. After everyone has had a chance to respond, divide the students into groups. Give each group one sheet of chart paper with the visual and responses attached. Students discuss the responses and report highlights back to the group.	
<b>Draw It</b> - Provide students with a sheet of paper. Ask students to “draw” a response to a visual or multimedia text. Instruct students to provide labels and details to their drawings.	
<b><u>Pre-Assessments</u></b>	
<b>Pre-assessments are used to determine what students know and their readiness level to inform instruction.</b>	

**Examples of possible pre-assessments include:**

**Visual Presentation** - Present students with a visual such a picture. Ask students to respond to the picture and to make connections with their own lives. Listen closely to student responses and plan learning activities that will extend their current level of learning.

**3-2-1** - Have student’s watch a short video presentation. Provide students with a 3-2-1 graphic organizer. Students record three things they learned, two questions they have, and one personal connection. Provide a scribe for students who have difficulty with writing output.

**Say Something** - Introduce students to the viewing outcome by presenting a visual or multimedia text to the student. After giving students time to reflect on the visual or multimedia text, go around the classroom and encourage students to “say something” about the visual.

**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 18A 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 A18.2 a. Describe main idea or purpose of the visual or multimedia text.**

- Provide students with a choice of pictures. Students choose a picture and give their impressions of it. Students share their ideas with a partner or small group.
- Students determine the main idea in a multimedia text. Have students create questions or design a project that explores the main idea of the text.

**CR A18.2 b. Make personal connections to the visuals and/or multimedia texts based on prior knowledge and experiences.**

- Students look through magazines and choose five images that appeal to them. Students use the visuals to begin a scrapbook. Throughout the unit, have students gather pictures, diagrams, etc. and add them to their scrapbooks.
- Study the timeline of a person related to a unit of study. Students make personal connections to the individual by reading the posts on the timeline.

**CR A18.2 c. Record facts and ideas from visuals and/or multimedia texts.**

- Bring in a number of comic books. Students read through the comic books and identify the main idea of the stories.
- Provide students with a scavenger hunt sheet of questions or facts with missing information. Students watch a multimedia text and search for answers to the questions or determine the missing information.

**CR A18.2 d. Express preferences for particular texts.**

- Present two visuals to students. Ask students what they like and dislike about each visual. Have students choose the visual they prefer and give reasons for their choice.
- At different points during a unit of study, have students identify their favourite or least favourite visuals or multimedia texts. Encourage students to share why they chose each product.

## Key Resources

**Support Materials:**

[Saskatchewan Online Curriculum](#)

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

## UbD Planning Document - CR A18.3

### Good Spirit School Division UbD Unit Plan

Teacher:

Subject: ELA

Grade: Ten – Level 18A

Outcome: Comprehend and Respond CR A18.3

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 A18.3 Listen, comprehend, and respond to a variety of texts.**

- a. Listen to a short presentation and make some notes.
- b. Retell what was heard.
- c. Make personal connections to what was heard based on prior knowledge and experiences.
- d. Listen courteously and attentively to understand the meaning and intent of others.
- e. Listen and carry out 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?**

- You can learn by listening carefully to oral presentations.
- It is important to be a good listener when having a conversation so you understand what the other person is saying.
- You need to listen attentively in order to follow directions.

#### Essential Questions

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

- Why is important to listen carefully to text?
- What are the characteristics of a good listener?
- When is it important to be a good listener?

<b><u>Knowledge and Skills (Students will know and do...)</u></b>	
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"> <li>- what a good listener does.</li> <li>- to take notes when listening to a story or presentation.</li> <li>- why turn-taking during a conversation is important.</li> <li>- the importance of an appropriate and thoughtful response.</li> <li>- the difference between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>- listen for information.</li> <li>- retell what they heard.</li> <li>- make a personal connection to what was heard.</li> <li>- listen courteously to others.</li> <li>- use turn-taking during a conversation.</li> <li>- give appropriate and thoughtful responses.</li> <li>- decide if a person is stating a fact or giving an opinion.</li> <li>- follow spoken directions at an appropriate level.</li> </ul>
<b>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</b>	
<b>Assessment Evidence</b>	
<b><u>Summative Assessments/Performance Tasks</u></b>	
<b>Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</b>	
<b>Outcomes/Objectives</b>	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:
<b>CR A18.3</b>	<p><b>Response Journals</b> - Students will write in a response journal and make personal connections to stories, presentations, speakers, etc. that they listen to in class. Look over responses to track student learning and see growth in their thinking.</p> <p><b>Listening Rubric</b> - Students, peers, and/or teachers can fill out rubrics that assess each student’s listening skills during a targeted listening activity, presentation, etc.</p> <p><b>What I Know After</b> - At the end of your course or unit of study, give students a sheet of paper and have them write down or draw what they know about listening. Compare this to their “What I Know Before” and “What I Know During” responses to track what they have learned.</p>
<b><u>Formative Assessments</u></b>	
<b>Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.</b>	

**Examples of possible formative assessments include:**

**Listening Charades** - Write different listening behaviours on slips of paper. Students choose a slip of paper and the act out the good or bad listening behaviour written on the paper. Discuss each behaviour after the student acts out the behaviour to the class.

**What I Know During** - Give students a sheet of paper and have them write down or draw what they know about listening. Compare this to their “What I Know Before” responses.

**Say Something** - After listening to an audio presentation of a short story, go around the room and ask students to “say something” about what they heard. Listen to student responses to determine their understanding.

### **Pre-Assessments**

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

**Examples of possible pre-assessments include:**

**Turn and Talk** - Ask students to think about what a good listener does and then “turn and talk” with a neighbour and discuss. Ask a few students to share the highlights of their discussion with the rest of the class.

**Give One, Get One** - Provide students with a give one, get one graphic organizer. Students write 3 to 5 characteristics of what they think make a good listener. Students then meet up with different students and “give” one of their ideas and “get” an idea in return.

**What I Know Before** - At the beginning of a new course or unit of study, give students a piece of paper and have them write or draw what they know about listening. Save these papers as students will complete this same activity at different points during your course or unit of study.

## **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 18A 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 A18.3 a. Listen to a short presentation and make some notes.**

- Have students bring in objects that are meaningful to them. As they listen to each other present, have students identify why the object is meaningful to the person presenting.
- Create a scavenger hunt and list three or four questions about information you want the students to answer when they hear the answer in the presentation. Depending on the levels of your students you might want to use a question and answer format, a fill in the blank page, or provide two to four possible choices for each question and students circle the correct answer when they hear it.

**CR A18.3 b. Retell what was heard.**

- After watching a movie, presentation, or dramatization, provide students with a choice board of ideas for retelling what they heard.
- Take students to a community presentation, such as at the library. When students return to school, discuss what they saw and heard. Highlight the importance of listening closely in order to understand the presentation.

**CR A18.3 c. Make personal connections to what was heard based on prior knowledge and experiences.**

- Ask students to paint a picture to make a connection to what they hear.
- Provide students with a graphic organizer that includes making personal connections before they listen to an audio recording or oral presentation. The graphic organizer will set expectations for listening.

**CR A18.3 d. Listen courteously and attentively to understand the meaning and intent of others.**

- Conduct a survey of classmates that involves students listening to opinions of others. After conducting the survey, share the results and get feedback.
- When listening to the presentations or speeches of others, listen carefully for meaning and complete an exit card on two things learned when listening to the speech.

**CR A18.3 e. Listen and carry out directions at an appropriate personal level.**

- Have students listen and follow directions to create a craft, follow a recipe, or perform a series of actions. Observe students to determine how they are able to listen and follow spoken direction.
- Keep a seating plan on a clipboard that is easily accessible. Throughout the day, or a particular class, observe students and make anecdotal notes of your observations of each student's listening skills.

**Key Resources**

**Support Materials:**

[Saskatchewan Online Curriculum](#)

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

## UbD Planning Document - CR A18.4

<b>Good Spirit School Division UbD Unit Plan</b>	
<b>Teacher:</b>	<b>Subject: ELA</b>
<b>Grade: Ten – Level 18A</b>	
<b>Outcome: Comprehend and Respond CR A18.4</b>	
<b>Context (ELA only):</b>	<b>Type of Unit (ELA only):</b>
<b>Time Frame:</b>	
<b>STAGE ONE: IDENTIFY THE DESIRED RESULTS</b>	
<b><u>Outcome(s)</u></b>	
SK curriculum outcomes can be copied and pasted, focuses highlighted.	
<b>CR A18.4 Read, comprehend, and respond to a variety of texts at personal reading level.</b> <ol style="list-style-type: none"> <li>a. Distinguish between fact and fiction.</li> <li>b. Retell stories by relating the sequence of events.</li> <li>c. Answer who, what, where, when, why and/or how questions.</li> <li>d. Make personal connections to the texts based on prior knowledge and experiences.</li> <li>e. Read and re-read “just-right” texts, based on interests, and for enjoyment.</li> <li>f. Read and carry out directions at an appropriate personal level.</li> </ol>	
<b><u>Big Ideas/Enduring Understandings</u></b>	<b><u>Essential Questions</u></b>
<b>What do you want students to understand and be able to use several years from now?</b> <b>What are the BIG ideas?</b>	<b>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</b>
<ul style="list-style-type: none"> <li>- Reading is an active process.</li> <li>- You can read a variety of materials.</li> <li>- There are different purposes for reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Why do people read?</li> <li>- What is the purpose of fiction materials?</li> <li>- What is the purpose of non-fiction materials?</li> <li>- What role does reading play in daily life?</li> <li>- What do good readers do?</li> </ul>
<b><u>Knowledge and Skills (Students will know and do...)</u></b>	
<b>What key knowledge and skills will students acquire as a result of this unit?</b> <b>(These <u>may</u> be indicators from the curriculum)</b>	
<b>Knowledge (Students will know...)</b>	<b>Skills (Students will know how to...)</b>
<b>What key <u>knowledge</u> will students acquire as a result of this unit?</b>	<b>What key <u>skills</u> will students acquire as a result of this unit?</b>

<ul style="list-style-type: none"> <li>- the difference between fiction and non-fiction.</li> <li>- the difference between fact and opinion.</li> <li>- how to attack an unknown word when reading.</li> <li>- key vocabulary words.</li> <li>- how to read for enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>- use a variety of work identification strategies to read material at their reading level.</li> <li>- make a personal connection between what is read and personal experiences.</li> <li>- follow written directions at an appropriate personal level.</li> <li>- find meaning in what they read.</li> <li>- read for enjoyment.</li> <li>- retell a story in the correct sequence.</li> <li>- retells about the the setting, characters, problem, solution.</li> <li>- answer basic recall questions.</li> <li>- read to complete a real-life task (menu, recipe, grocery list, etc.).</li> <li>- distinguish between fact and opinion.</li> <li>- state their opinion and give their reasons.</li> </ul>
<b>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</b>	
<b>Assessment Evidence</b>	
<b><u>Summative Assessments/Performance Tasks</u></b>	
<b>Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</b>	
<b>Outcomes/Objectives</b>	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:
<b>CR A18.A</b>	<b>Power Point Presentations</b> - Have students choose a fiction and a non-fiction book about a similar topic. Students then compare the two books and show how they are similar and how they are different.
	<b>Book Presentation</b> - Students read a fictional book of their choosing. They then report on the story. Provide graphic organizers to help students identify key components such as setting, characters, problem, solution, sequence of events, etc. Students choose how they will present the information to the rest of the class (book talk, audio recording, prezi, etc.).
	<b>Non-Fiction Project</b> - Students research to find information about a given or self-selected topic. They organize and present the information in a form of their choosing (speech, written report, video, poster, etc.). Be sure to discuss criteria and outline expectations before students begin project.
<b><u>Formative Assessments</u></b> <b>Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?</b> <b>These help guide instruction and provide feedback to students.</b>	

**Examples of possible formative assessments include:**

**Three Facts and a Fib** - After reading or listening to a story, ask students to make four statements about the story. Three of the statements are to be true and one is to be a fib. When students are finished writing their statements, have them take turns reading them out to the class and have the class determine which statement is the “fib.”

**Class Discussions** - Discussions are a useful strategy to determine what the understanding of the group. Ask open-ended questions and listen to the responses of the students to determine their level of understanding.

**Drawing Journals** - Not all students like to write or are able to write effectively. Use drawing journals during ELA and have students draw pictures, charts, diagrams, etc. of key events and ideas in the stories and poems they study in class. Encourage students to add labels and comments, if appropriate, to help readers understand their drawings.

### Pre-Assessments

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

**Examples of possible pre-assessments include:**

**Entrance Tickets** - Entrance tickets contain questions that activate prior knowledge about a topic or review concepts and skills that were studied the previous day. Use entrance tickets as pre-assessment before beginning a new unit.

**Anticipation Guides** - Create an anticipation guide about a new unit or topic of study. Include a series of statements about the topic and have students indicate whether the statements are true or false. If appropriate, ask students to explain why the reasons behind their “false” choices or have them rewrite the statements so they are true.

**Show of Hands** - Introduce a topic to the students. Have them indicate their understanding by a “show of hands.” Ask a question or make a statement and have students raise their hands for a particular response.

## **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 18A 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 A18.4 a. Distinguish between fact and fiction.**

- Brainstorm the characteristics of fiction and non-fiction and create a list of stories and/or books that the students are familiar with and identify them as being fiction or non-fiction.
- Present a list of statements that are definitely fact or definitely fiction. Have students change the statements to make them the opposite.

**CR A18.4 b. Retell stories by relating the sequence of events.**

- Students create a comic strip to retell the story.
- Divide students into groups and have them determine a way to retell a story using drama, movement, song, etc.

**CR A18.4 c. Answer who, what, where, when, why and/or how questions.**

- Give students sheets of bristol board and have them create posters that answer 5-W and how questions. Students can cut pictures and words out of magazines, draw, search the internet for images, and write captions to go with their questions and answers.
- Provide students with question cue cards about a story studied in class. Students take turns interviewing classmates by using the questions on the cue cards.

**CR A18.4 d. Make personal connections to the texts based on prior knowledge and experiences.**

- Have students bring in objects, pictures, and/or mementos from home that they feel connect them to a story or poem studied in class.
- Students can create a collage of words and/or pictures that illustrate a personal connection they have with a story they read or listened to.

**CR A18.4 e. Read and re-read "just-right" texts, based on interests, and for enjoyment.**

- Create individual reading baskets or a reading corner with an area that students can store their favourite books. Whenever students have free time, encourage them to go to the reading corner or get their reading basket and read.
- Set aside time everyday for students to read books, magazines, etc. for enjoyment.

**CR A18.4 f. Read and carry out directions at an appropriate personal level.**

- Create individual job lists for students. Have them follow the job lists to complete the activities and assignments needed for that day.
- Have students complete a simple building project, follow a recipe, create a craft, etc. by reading and following directions.

**Key Resources**

**Support Materials:**

[Saskatchewan Online Curriculum](#)

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

## Compose and Create

## UbD Planning Document - CC A18.1

<b>Good Spirit School Division UbD Unit Plan</b>	
<b>Teacher:</b>	<b>Subject: ELA</b>
<b>Grade: Ten – Level 18A</b>	
<b>Outcome: Compose and Create A18.1</b>	
<b>Context (ELA only):</b>	<b>Type of Unit (ELA only):</b>
<b>Time Frame:</b>	
<b>STAGE ONE: IDENTIFY THE DESIRED RESULTS</b>	
<b><u>Outcome(s)</u></b>	
SK curriculum outcomes can be copied and pasted, focuses highlighted.	
<p><b>CC A18.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</b></p> <p>a. Create spoken, written, and other representations that convey a specific message.            b. Communicate thoughts and ideas in a clear and appropriate written form.            c. Deliver oral presentations about familiar experiences or interests.</p>	
<b><u>Big Ideas/Enduring Understandings</u></b>	<b><u>Essential Questions</u></b>
<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"> <li>- You can create a message with our writing.</li> <li>- You can create a message through speaking.</li> <li>- You can create visuals that have meaning to others.</li> <li>- There are many different ways to demonstrate your understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Why do people write?</li> <li>- How can I convey meaning to others?</li> <li>- How can I best demonstrate my understanding?</li> <li>- What role do my personal experiences play in what I write and speak?</li> <li>- What form is most effective to represent what I have to say so others will understand?</li> </ul>
<b><u>Knowledge and Skills (Students will know and do...)</u></b>	
<p>What key knowledge and skills will students acquire as a result of this unit?            (These may be indicators from the curriculum)</p>	
<b>Knowledge (Students will know...)</b>	<b>Skills (Students will know how to...)</b>
What key <u>knowledge</u> will students acquire as a result of this unit?	What key <u>skills</u> will students acquire as a result of this unit?

- visuals, multimedia, oral, and written texts all contain a message. - there are different ways to demonstrate your understanding.	- write to convey meaning to others. - use visuals to demonstrate understanding. - create multimedia texts to present information. - use their personal experiences to help them write and/or give oral presentations. - communicate their thoughts, feelings, and ideas through various oral and written texts. - write both narrative and expository pieces of writing.
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**STAGE TWO: DESIGN ASSESSMENT EVIDENCE**

**Assessment Evidence**

**Summative Assessments/Performance Tasks**

**Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.**

<b>Outcomes/Objectives</b>	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:
<b>CC A18.1</b>	<b>Heritage Project</b> - Plan language arts activities that focus on students getting to know themselves and their heritage. As students make personal connections to activities, encourage them to create a representation of their findings. Provide students with a list of possible choices and let students decide how they want to create their project.
	<b>Brochure</b> - Students create a brochure that explores identity, community, or social responsibility. Be sure to outline the criteria that students need to follow in creating their brochure and in the content it must contain.
	<b>Learning Logs</b> - Throughout a unit of study, have students keep learning logs. Students include pictures, articles, notes, diagrams, and anything else that is personally meaningful to them. Have students write notes or comments about the information they include in their learning logs.

**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:**

**Quick Writes** - Periodically have students do a quick write about a given topic, story, poem, visual, multimedia text, etc. Ask students to make personal connections in their writing.

**Email Questions** - Email questions to students to about different topics or ideas and have them respond to you in an email. Students learn protocol for using email as well as providing you with information about their learning.

**3-2-1 Exit Cards** - At the end of class, ask students to complete 3-2-1 exit cards by having them write three things they learned, 2 personal connections they made, and one question they have. Use this information to track student learning and to help you plan instruction.

### Pre-Assessments

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

**Examples of possible pre-assessments include:**

**Interest Inventories** - At the start of the school year, have students complete an interest inventory to find out possible areas of study. Ask students to identify areas they would like to learn more about while exploring different ways of writing, speaking, and representing their understanding of ideas and information.

**ABCD Cards** - Provide each student with four recipe cards. Each recipe card should have a letter A, B, C or D on it. Ask students questions and provide a possible four answers. Students hold up the card that corresponds to their choice of answer.

**Ask Three Questions** - Tell students the topic of the next unit of study. Have students write down or orally provide three questions they have about the topic. Use these questions to plan instructional opportunities for students.

### **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 18A 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 A18.1 a. Create spoken, written, and other representations that convey a specific message.**

- Provide students a choice in how they demonstrate their understanding. Make lists of different ways students can create spoken, written, and other forms of representations to show student learning.
- When creating options for students, take into account different learning styles to ensure all students can create products that accurately reflect their knowledge and understanding about a given topic.

**CC A18.1 b. Communicate thoughts and ideas in a clear and appropriate written form.**

- Consider having students keep journals in which they record their ideas and understandings. As a teacher, you respond to their responses in written form and ask questions that encourage a written dialogue about their learning.
- Create learning opportunities that involve having students write for a variety of real purposes (letters, thank-you notes, inquiry emails, requests for information, etc).

**CC A18.1 c. Deliver oral presentations about familiar experiences or interests.**

- Set aside the last ten minutes of the day for students to share about their family or events in their lives. Encourage good listening skills and have students ask speaker questions to further understand their experiences.
- Provide opportunity for students to visit classes with younger students to read books, share ideas, write stories, etc. Before visiting the younger students, role play different situations so students can successfully work with these kids.

## Key Resources

**Support Materials:**

[Saskatchewan Online Curriculum](#)

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

## UbD Planning Document - CR A18.2

### Good Spirit School Division UbD Unit Plan

Teacher:

Subject: ELA

Grade: Ten – Level 18A

Outcome: Compose and Create A18.2

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 A18.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level.**

- a. Use a variety of visuals to communicate ideas and information.
- b. Organize ideas and information in a clear, meaningful manner appropriate to personal readiness level.
- c. Use visual aids to enhance spoken message.
- d. Choose an appropriate text to represent ideas or information.

#### 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 represent your understanding.
- You can communicate your ideas through in a variety of different ways.

- What visuals best represent my understanding?
- How can I use a variety of visuals to communicate my ideas?
- How can visuals enhance the ideas and information I present to others?
- Why do we use different visuals to show our understanding?

<b><u>Knowledge and Skills (Students will know and do...)</u></b>	
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"> <li>- there are different ways to communicate understanding.</li> <li>- that ideas must be arranged in a logical way so audience will understand.</li> </ul>	<ul style="list-style-type: none"> <li>- use dramatization, sounds, and movement to represent understanding.</li> <li>- use pictures, charts, models, and drawings to represent understanding.</li> <li>- create visuals for a purpose (advertise an event, provide details, etc.).</li> <li>- organize ideas and information for understanding.</li> <li>- create visuals to enhance understanding.</li> <li>- use a new form to demonstrate learning.</li> <li>- revise and change visual to make it more effective.</li> </ul>
<b>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</b>	
<b>Assessment Evidence</b>	
<b><u>Summative Assessments/Performance Tasks</u></b>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
<b>Outcomes/Objectives</b>	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:
<b>CC A18.2</b>	<p><b>Choice Boards</b> - Provide students with a choice board of activities they can complete to show their understanding at the end of a unit of study. Include choices that involve different ways of representing their understanding (models, recordings, dramatizations, photos, diagrams, etc).</p> <p><b>Learning Menu</b> - Create a menu of activities. Students choose one “appetizer,” one or two “main courses,” and a “dessert.”</p> <p><b>Photo Gallery</b> - Provide students with time to take pictures during a unit of study that are meaningful to them. Have them put these pictures together in a format such as a collage or timeline. Create a photo gallery of all the students creation and invite others in to view the photos and ask the students questions about their choice of pictures. Consider giving visitors targeted questions to ask the students that show their understanding of the outcome.</p>
<b><u>Formative Assessments</u></b>	
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:**

**Role Play** - Ask students to role play a part of a book or story they are studying. Encourage students to be creative and add in the personal connections they make to the text.

**Work Samples** - After students have constructed a poster or drawn a diagram for a particular concept, have them compare what they have done to samples you provide. Listen as students identify similarities and differences to determine the level of their understanding.

**Design a Project** - Present students with different project scenarios. Have students design different visuals that will enhance the projects. Encourage students to write or articulate the reasons for their choice of visuals.

### **Pre-Assessments**

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

**Examples of possible pre-assessments include:**

**Charades** - Students choose a slip of paper describing an action (flying an airplane, rowing a boat, swimming, etc.) and then act out the action while the other students guess the action.

**Improv** - Describe a situation to students and have them work in small groups to act out the scenario. Give students only five to ten minutes to plan and present. See how students represent their ideas through the dramatizations.

**Create a Chart** - Provide students with information and have them fill in a chart in the appropriate spaces. If students are unable to complete this task, plan learning experiences that help them to develop these skills.

## **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 18A 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 A18.2 a. Use a variety of visuals to communicate ideas and information.**

- Create an advertisement for a favourite book. Present students with criteria before they begin so they are aware of expectations needed in their advertisements.
- When studying First Nations culture, have students construct a totem pole using their choice of materials. The totem poles should reflect their lives and key events that have happened.

**CC A18.2 b. Organize ideas and information in a clear, meaningful manner appropriate to personal readiness level.**

- Discuss the importance of layout when creating a visual. The visual needs to convey meaning so must be understood by those viewing it. Bring in examples of visuals that are well-organized and visuals that are poorly organized so students can see samples of each.
- Give students step-by-step cue sheets to help them organize their ideas and information. Consider creating these cue sheets as a class for student input into the process.

**CC A18.2 c. Use visual aids to enhance spoken message.**

- Students plan an oral presentation on a topic of their choice. They then create visuals (power point, posters, charts, etc.).

**CC A18.2 d. Choose an appropriate text to represent ideas or information.**

- Provide students with a choice board of activities to represent their ideas or to present their information. Encourage the use of different texts such as puppet plays, visual art projects, song writing, etc.
- Use music to enhance a presentation. As a class, brainstorm how music and sound can be used to represent your ideas. Think about animals and the different types of music that can represent each animal - a lion, a mouse, a rabbit, a snake, etc.

**Key Resources**

**Support Materials:**

[Saskatchewan Online Curriculum](#)

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

## UbD Planning Document - CC A18.3

### Good Spirit School Division UbD Unit Plan

Teacher:

Subject: ELA

Grade: Ten – Level 18A

Outcome: Compose and Create A18.3

Context (ELA only):

Type of Unit (ELA only):

<b>Time Frame:</b>	
<b>STAGE ONE: IDENTIFY THE DESIRED RESULTS</b>	
<b><u>Outcome(s)</u></b> SK curriculum outcomes can be copied and pasted, focuses highlighted.	
<b>CC A18.3 Speak clearly and audibly to present ideas, information and experiences.</b> <ol style="list-style-type: none"> <li>Provide a beginning, a middle and an end to oral presentation.</li> <li>Use oral language to initiate and sustain a conversation.</li> <li>Recount experiences, stories, and current events in logical sequence with appropriate details.</li> <li>Give directions to help or explain.</li> <li>Make relevant contributions to class.</li> </ol>	
<b><u>Big Ideas/Enduring Understandings</u></b> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<b><u>Essential Questions</u></b> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.
<ul style="list-style-type: none"> <li>- I can convey meaning through my speaking.</li> <li>- A good presentation has a beginning, middle, and end.</li> <li>- It is important to take turns in a conversation.</li> <li>- I can give directions to help others.</li> <li>- I have something of value to say and should contribute to conversations both in class and out.</li> </ul>	<ul style="list-style-type: none"> <li>- Why is it important to speak clearly to others?</li> <li>- How can I make someone understand what I am saying?</li> <li>- What do good speakers do?</li> </ul>
<b><u>Knowledge and Skills (Students will know and do...)</u></b> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)	
<b>Knowledge (Students will know...)</b> What key <u>knowledge</u> will students acquire as a result of this unit?	<b>Skills (Students will know how to...)</b> What key <u>skills</u> will students acquire as a result of this unit?
<ul style="list-style-type: none"> <li>- you can convey meaning through the words you speak.</li> <li>- presentations have a beginning, a middle, and an end.</li> </ul>	<ul style="list-style-type: none"> <li>- convey meaning through the spoken word.</li> <li>- create a presentation with a beginning, a middle, and an end.</li> <li>- take turns during a conversation.</li> <li>- give directions to others.</li> <li>- share their ideas with others.</li> <li>- ask questions for clarification.</li> </ul>
<b>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</b>	

<b>Assessment Evidence</b>	
<b><u>Summative Assessments/Performance Tasks</u></b>	
<b>Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</b>	
<b>Outcomes/Objectives</b>	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:
<b>CC A18.3</b>	<p><b>Audio Library</b> - Create an audio library of different types of oral presentations given by students. Each student can create their own audio library and include things like reading a book, presenting a project, having a conversation, etc.</p> <p><b>Book Reading</b> - Students choose a picture book to read to younger students. Classmates peer-assess their reading using a rubric outlining different behaviours. Ensure students are familiar with the rubric and how to peer assess a classmate.</p> <p><b>Teach Someone</b> - Have students plan a lesson in which they teach others how to give an effective presentation. They can use whatever form they would like to teach their lesson. They may choose a power point presentation, a series of charts, a taped recording, etc.</p>
<b><u>Formative Assessments</u></b>	
<b>Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.</b>	
<b>Examples of possible formative assessments include:</b>	
<p><b>One Minute Conversations</b> - Use one minute conversations to encourage turn-taking with students and to listen to the strategies students use to initiate and sustain conversations. Give students a topic and have them talk to their partner for one minute on that topic. The partner practices active listening and may help out with a question if needed. After the minute is up, the partner talks on the topic for a minute. Continue this back and forth timed conversations until the topic is exhausted. Depending on the students, you may want to start with a shorter period of time.</p> <p><b>Listening Activity</b> - Read a short story to students. Ask them to retell the story when you are finished. Listen for the details and the key points they can recall.</p>	
<b><u>Pre-Assessments</u></b>	
<b>Pre-assessments are used to determine what students know and their readiness level to inform instruction.</b>	
<b>Examples of possible pre-assessments include:</b>	
<p><b>Descriptions</b> - Write the names of a number of different objects on a slip of paper. Students choose a paper and describe the object to their classmates without naming it. The students try to guess the name of the object from the descriptions.</p> <p><b>Turn and Talk</b> - Give students a topic. Have them turn and talk with a neighbour about that topic. While students are discussing the topic with their turn and talk partners, circulate around the room.</p> <p><b>Checklist</b> - Keep a checklist of appropriate speaking skills and opportunities you will focus on during the term or unit of study. In the weeks before you begin to focus on this outcome, observe students demonstrating various speaking skills. Write brief anecdotal notes about your observations. Use these notes to help you plan instruction.</p>	

## 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 18A 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 A18.3 a. Provide a beginning, a middle and an end to oral presentation.**

- Discuss the different parts of giving a speech and the purpose of each - beginning to get audience attention, middle to provide information, and ending to sum up key points. Let students practice giving short speeches to practice.
- Give an oral presentation to the students and have them identify the beginning, middle, and end of the presentation.

**CC A18.3 b. Use oral language to initiate and sustain a conversation.**

- Create opportunities for students to have conversations about different topics. Before beginning each opportunity discuss different ways of beginning a conversation, the importance of turn-taking, and how to sustain a conversation.
- Consider visiting a special care home and provide students with real-life opportunities to practice their conversation skills.

**CC A18.3 c. Recount experiences, stories, and current events in logical sequence with appropriate details.**

- Provide students with a graphic organizer to help them sequence events of experiences and stories. Students can use the graphic organizer to write about the stories or experiences or to orally talk about them to the rest of the class.
- Create a comic book to retell a story focusing on the correct sequence of events.

**CC A18.3 d. Give directions to help or explain.**

- Have students orally give students directions on how to create something - peanut butter sandwich, an origami swan, etc. One student gives directions and the other students follow them.
- Students create "how-to" books in which they must think about the process of how to make or do something and then write and draw the different steps.

**CC A18.3 e. Make relevant contributions to class.**

- Encourage students to contribute to class discussions. Consider using this outcome for goal setting and track responses given by students that are appropriate and inappropriate to discussions.

### Key Resources

**Support Materials:**

[Saskatchewan Online Curriculum](#)

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

## UbD Planning Document - CC A18.4

<b>Good Spirit School Division UbD Unit Plan</b>		
<b>Teacher:</b>	<b>Subject:</b> ELA	<b>Grade:</b> Ten – Level 18A
<b>Outcome:</b> Compose and Create A18.4		
<b>Context (ELA only):</b>	<b>Type of Unit (ELA only):</b>	
<b>Time Frame:</b>		
<b>STAGE ONE: IDENTIFY THE DESIRED RESULTS</b>		
<p><b><u>Outcome(s)</u></b>                      SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		
<p><b>CC A18.4 Write to communicate ideas, information, and experiences at a personal readiness level.</b></p> <ul style="list-style-type: none"> <li>a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).</li> <li>b. Write clear and coherent sentences.</li> <li>c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.</li> <li>d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.</li> <li>e. Write personal letters, thank-you notes, invitations, etc.</li> </ul>		
<p><b><u>Big Ideas/Enduring Understandings</u></b>                      What do you want students to understand and be able to use several years from now?                      What are the BIG ideas?</p>	<p><b><u>Essential Questions</u></b>                      Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>	
<ul style="list-style-type: none"> <li>- Sometimes it is important to polish a piece of writing.</li> <li>- We use writing throughout our daily lives for a variety of purposes.</li> <li>- It is important to think about my audience when I am producing a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>- What do good writers do?</li> <li>- When is it important to work through the writing process?</li> <li>- How does my audience shape my writing?</li> <li>- Why do I write?</li> <li>- Will a reader understand what I have written?</li> <li>- Why is it important to arrange my writing in a logical sequence?</li> <li>- Should my writing have a beginning, middle, and an end? Why or why not?</li> </ul>	
<p><b><u>Knowledge and Skills (Students will know and do...)</u></b>                      What key knowledge and skills will students acquire as a result of this unit?                      (These <u>may</u> be indicators from the curriculum)</p>		

<b>Knowledge (Students will know...)</b> <b>What key <u>knowledge</u> will students acquire as a result of this unit?</b>	<b>Skills (Students will know how to...)</b> <b>What key <u>skills</u> will students acquire as a result of this unit?</b>
<ul style="list-style-type: none"> <li>- the stages of the writing process.</li> <li>- the purpose of writing.</li> <li>- the mechanics of writing a sentence and/or paragraph, as appropriate.</li> <li>- paragraphs have a beginning, middle, and an end.</li> </ul>	<ul style="list-style-type: none"> <li>- write a complete sentence.</li> <li>- convey meaning through their writing.</li> <li>- write for a variety of purposes.</li> <li>- practice the behaviours of good writers.</li> <li>- write paragraphs with an opening sentence, a middle, and a closing sentence.</li> <li>- share ideas, information, and experiences in writing.</li> <li>- write personal letters, thank-you notes, invitations, etc.</li> </ul>
<b>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</b>	
<b>Assessment Evidence</b>	
<b><u>Summative Assessments/Performance Tasks</u></b>	
<b>Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</b>	
<b>Outcomes/Objectives</b>	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:
<b>CC A18.4</b>	<b>Writing Portfolios</b> - Students create writing portfolios that include writing pieces at different stages of the writing process. Analyze the pieces of writing to determine what students know about the writing process.
	<b>Writing Anthology</b> - Encourage students to put completed pieces of writing into a digital or hard copy anthology. Reading the completed pieces of writing to get a sense of each student’s writing level.
	<b>One of Each</b> - Throughout the term or unit of study, have students submit a poem, a story, a letter, a journal entry, etc. They choose their best/favourite pieces of writing.
<b><u>Formative Assessments</u></b>	
<b>Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?</b> <b>These help guide instruction and provide feedback to students.</b>	
<b>Examples of possible formative assessments include:</b>	
<b>Newsletter or Newspaper Article</b> - Ask students to write articles for a class newspaper or newsletter as a way to assess their stage of writing. Discuss the importance of editing and revising their articles as they are writing for a specific audience.	
<b>Ten Minute Writing Sample</b> - At different points during the year, ask students to complete a ten minute writing sample. Ensure students know the topic they will write about and then time them for ten minutes. Compare writing samples to track student learning.	
<b>Response Journals</b> - Have students respond to different language arts activities studied throughout a unit or term of study. Use the entries to determine what students know about writing and what they still need to learn.	

### Pre-Assessments

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

**Examples of possible pre-assessments include:**

**List Ten Things** - Provide students with a topic and have them list ten things about that topic. Ask students to write in complete sentences to determine the types of learning opportunities they need to progress as writers.

**Write Something** - After watching a presentation or video clip, ask students to “write something” about what they viewed and listened to. Look at the content and mechanics of the writing samples to determine student learning and plan learning opportunities.

**Describe It** - Provide students with an object or visual and ask them to describe it using their five senses. Encourage proper sentence formation and mechanics.

### **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 18A 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 A18.4 a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).**

- Participate in writer's workshop and work through the writing process with a number of different pieces of writing. Use peer conferences and teacher conferences to develop individual writing skills.
- Create mini-lessons that walk students through the different stages of the writing process so they are aware of expectations and process of each stage.

**CC A18.4 b. Write clear and coherent sentences.**

- Practice writing clear and coherent sentences in different subject areas to develop writing skills.
- Create a classroom newspaper or newsletter. Students focus on their sentence writing as they write articles for their class newspaper or newsletter.

**CC A18.4 c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.**

- Ask students to make a web or mind map to record their ideas, information, and experiences.
- Students write different types of poetry as ways to communicate their ideas and experiences.

**CC A18.4 d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.**

- Provide students with a graphic organizer or a sample of a properly constructed paragraph. Students use the writing aids to help them construct their paragraphs.
- Before beginning a paragraph writing activity, discuss the different parts of a paragraph and consider writing a paragraph as a group before individual students write their own paragraphs.

**CC A18.4 e. Write personal letters, thank-you notes, invitations, etc.**

- Set up pen pals with shut-ins in the community, relatives of students, students in other schools, etc. Students practice their letter writing skills as they correspond with their pen pals.
- Plan an event for family members or elderly members of the community. Students write the invitations to the event and then write individual thank you notes after its conclusion.

**Key Resources**

**Support Materials:**

[Saskatchewan Online Curriculum](#)

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

# Assess and Reflect

## UbD Planning Document - AR A18

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Ten – Level 18A
Outcome: Assess and Reflect AR A18		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<p style="margin: 0;"><b>Outcome(s)</b></p> <p style="margin: 0;">SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		
<p><b>AR A18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.</b></p> <p style="margin-left: 20px;">a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.</p> <p><b>AR A18.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.</b></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><b>AR A18.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.</b></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><b><u>Big Ideas/Enduring Understandings</u></b></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><b><u>Essential Questions</u></b></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"> <li>- Goals help us to to succeed.</li> <li>- We can change goals when needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Why is important to set goals?</li> <li>- How can we assess the progress of our goals?</li> <li>- Why is it important to assess the progress of our goals?</li> <li>- When is it appropriate to change our goals?</li> <li>- How to goals help us succeed?</li> </ul>	

<b><u>Knowledge and Skills (Students will know and do...)</u></b>	
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"> <li>- the behaviours of good readers, writers, speakers, listeners, and viewers.</li> <li>- the steps in writing a goal.</li> </ul>	<ul style="list-style-type: none"> <li>- identify level of progress using criteria or a rubric.</li> <li>- reflect on progress level.</li> <li>- write a goal.</li> <li>- assess progress towards a goal.</li> <li>- set goals.</li> </ul>
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:
<b>AR A18.1, AR A18.2, AR A18.3</b>	<b>Action Plan</b> - Have students design an action plan that includes 1 to 3 goals. Be sure students provide work samples to baseline where they are at before beginning their action plan.
	<b>Teach a Friend</b> - Ask students to teach the goal setting process to a friend. Observe students to determine their level of understanding.
	<b>Open-Ended Questions</b> - Either orally or in writing, ask students a number of questions designed to determine student understanding of the assess and reflect outcomes. Students can write their responses, have someone scribe for them, or record their responses on a device.
<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:**

**Four Corners** - Make statements about the goal-setting setting process. Students decide if they strongly agree, agree, disagree, or strongly disagree. They move to the corner of the room that corresponds to their response. Students in each corner discuss why they chose that response and share the highlights of their discussions with the rest of the class.

**Thumbs Up, Thumbs Down** - After discussing or learning a new concept or skill related to goal-setting, ask students to give a thumbs up if they understand, a thumbs down if they don't understand, and a sideways thumb if they are beginning to understand but are not there yet.

**Fist to Five** - Another way for students to show their understanding is through the use of the fist to five strategy. Students hold up their fist if there is no understanding, three fingers for partial understanding and all their fingers up for full understanding.

### Pre-Assessments

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

**Examples of possible pre-assessments include:**

**Entrance Tickets** - Provide students with target questions that focus their attention of good reading, writing, speaking, listening, viewing, and representing. Use their responses to determine what instruction is needed.

**Quiz** - Give students a short quiz that focuses on appropriate and inappropriate reading, writing, speaking, listening, viewing, and representing behaviours. Study responses to determine student understanding.

**Brainstorming** - As a class, brainstorm times when it is appropriate for students to set goals. Discuss the goal setting process to determine what students know about assessing, reflecting, and setting goals.

## **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 18A 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 A18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.**

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

- As a class, brainstorm the behaviours of good readers, writers, listeners, speakers, and viewers. Post these brainstormed lists in the classroom and refer to list before beginning appropriate activities.
- Discuss the importance of exhibiting these behaviours.

**AR A18.2 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.**

- Show students samples of good writing and have them identify what the writer has done well.
- Show students samples of poor writing and have them identify what the writer could do to

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

- Have students think about the strategies they use for reading, writing, listening, speaking, viewing, and representing. Ask students to write down these strategies. Provide students with a scribe if needed to record their ideas.

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

- Have students go through their writing portfolios and choose a piece of writing that they think represents some of their best work. Provide students with a list of writing criteria and have them apply the criteria to judge their piece of writing.
- Periodically, when students take part in activities that involve reading, writing, listening, speaking, viewing, and representing, provide them with a rubric and have them assess the quality of their work.

**AR A18.3 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.**

- Have students go through their writing portfolios and choose a piece of writing that they think represents some of their best work. Provide students with a list of writing criteria and have them apply the criteria to judge their piece of writing.
- Periodically, when students take part in activities that involve reading, writing, listening, speaking, viewing, and representing, provide them with a rubric and have them assess the quality of their work.

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

- Encourage students to choose one or more language arts areas that they would like to improve in. Students set goals to improve in the different areas.
- When appropriate, extend learning and have students set goals in other areas of their lives.

### Key Resources

**Support Materials:**

[Saskatchewan Online Curriculum](#)

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