

TLCP Cycle 1

Pre-Writing and Narrative Texts

Language

Gifted Grade 6/7

Date: October, 2011

Timeline:

- Start dates: Early October (3 weeks)
- Due date TBA and decided upon with student input

Teachers Involved: Linda Coburn, Christina Dockrill, (Library and Teacher collaboration) Nicole Wright (students will visit the book room with Nicole to sign out materials with narrative text), LRT room if needed for quiet area to work, online eLearning for DI

Outline: To review and better understand the components of the writing process (Purpose, Audience, Form and Topic) with a focus on Narratives. **Note: this assignment may be done on an individual basis, with a partner or at a desk with a hard copy to create complete the pre-writing process. Students leaders will be appointed to promote Leadership Skills in a Gifted Program**

Big Idea: We will have an informal discussion about narratives (Narrative writing tells a story or part of a story.) and the components that it contains (plot, conflict, characterization, setting, theme etc. We will focus on point of view and generate our Big Idea from the discussion

Learning Goals and objectives: To have the students work in small groups and participate in informal discussion (technology integration of the Smartboard) to complete tasks related to the writing process, along with integrating the **six traits of writing** with a focus on narrative writing. Our two main traits for this TLCP that we will focus on will be **Ideas and Voice.**

Success Criteria: Students will create an essay that contains the components of a narrative and demonstrates the understanding of plot structure (introduction, rising action, climax, falling action and resolution.). **Note: See below **Individuals Goals** section for further details. There are student created and in friendly language are posted in the classroom and online.**

Target Expectations: *Class discussion to create our student friendly expectations (What will we learn?) Ministry, OLA, ISTE, Growing Success Expectations below.*

Language > Writing

Overall Expectations:

- generate, gather, and organize ideas and information to write for an intended purpose and audience (Term 1 main focus)
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process (Term 2 main focus)

Specific Expectations:

- 1.1 > Purpose and Audience (focus for Informative)
- 1.2 > Developing Ideas (focus for Informative)
- 2.6 > Preparing for Revision (focus for Narrative)
- 2.7 > Revision (focus for Narrative)

Growing Success Expectations:

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

- “Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”.
- Plan assessment concurrently and integrate it seamlessly with instruction > formative assessment of Guided Reading Questions, Research, Grammar etc.
- Help students to develop skills of peer and self-assessment.
- To provide the most effective programming possible to support student achievement – it is especially important to review and ensure the ongoing effectiveness of instructional strategies. Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.
- Use assessment and strategies to help determine particular interventions that may be necessary to enable the student to demonstrate achievement.

Please Note: expectations from ISTE/NETS listed are from Standards of Teachers and Students. <http://www.iste.org/welcome.aspx>

ISTE/NETS:

Teachers:

Facilitate and Inspire Student Learning and Creativity

- engage students in exploring real-world issues and solving authentic problems using digital tools and resources

Design and Develop Digital-Age Learning Experiences and Assessments

- develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

Model Digital-Age Work and Learning

- collaborate with students, peers, parents, and community members using digital tools and resources to support student success
- model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning and innovation

Student:

Creativity and Innovation

- apply existing knowledge to generate new ideas, products, or processes

Communication and Collaboration

- communicate information and ideas effectively to multiple audiences using a variety of media and formats

Research and Information Fluency

- process data and report results

Critical Thinking, Problem Solving, and Decision Making

- identify and define authentic problems and significant questions for investigation

Digital Citizenship

- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

Technology Operations and Concepts

- select and use applications effectively and productively

OLA > http://www.accessola.com/action/positions/info_studies/html/intro.html

Inquiry and Research

- process information > synthesize findings and formulate conclusions

Information Technologies

- use information technology to relate prior knowledge, locate information, synthesize findings, formulate conclusions and transfer knowledge and skills

Information and Society

- analyze and evaluate the nature and importance of information in personal life and society

Descriptive Feedback

- **Diagnostic:** Students will write a fictional story about being an eyewitness at a historical event. (History Connection: Grade 6 (HC) > Taking the role on an European Explorer and Grade 7 (Conflict and Change) > Taking the role of a personality of someone during the Rebellion of 1837
- **Formative:**
 1. Text with Guided Reading Questions that relate to Informative Writing (Book Room with Ms. Wright and Library with Ms. Dockrill)
 2. Pre-writing with prompts e.g., Your house is flooded with a foot of water. The carpeting and much of the furniture is ruined. Your library books and your photo album that you left on your bedroom floor are also ruined.
 3. Graphic Organizer with Timelines (www.timetoast.com) to record events
 4. Grammar: Forming plurals and possessives and Documentation of Sources
- **Summative:** Narrative Essay> Describing a Disaster

Teacher:

- Teacher will use a written rubric to assess Diagnostic
- Teacher will use checklist and anecdotal to assess Formative
- Teacher will use a rubric

Peer and Self Evaluation:

Student:

- students will use peer and self evaluation rubric and anecdotal questions to assess Summative

Individual Goals (Where do we go from here? The components below will be discussed on a one-to-one conference with each student to determine the area most needed to improve on. In addition, from the classroom data I will determine our overall focus for the next TLCP.)

- **Knowledge and Understanding** > Do they know the components of a Narrative and how Narratives are used effectively with the text world?
- **Thinking and Inquiry** > Where they able to they formulate questions, select resources, analyze data and form conclusions?
- **Communication** > Where they able to use appropriate terminology to communicate information and ideas for different audiences.
- **Application** > Where they able to use language structures and vocabulary within specific contexts? Could they make connections to personal experiences and the subject?

Classroom Lesson and Management (Will change accordingly when needed.)

1. Class discussion on narratives to understand its components and generate a Big Idea
2. Class discussion to create our student friendly expectations (What will we learn?)
3. Review the prepared Anchor Chart and create our own with sticky notes on chart paper
4. Organize students in groups of 3-4 (Select numbers from bucket)
5. Introduce the lesson 'Pre-writing lesson'
6. Handout booklet for each group and select chair.
7. Handout hard copies if needed.
8. Students will be involved in a Shared Reading/Writing Activity using the Smartboard
9. Teacher will review the **pre-writing** questions on Page 1 using the Smartboard
10. Teacher will select a computer operator and a Smartboard operator
11. Students will use informal discussion to answer the pre-writing questions on page 1
12. Students with hard copies can enter the data directly onto their copy.
13. Smartboard helpers will join their groups
14. Students will answer the **Identifying your Purpose** questions on page 2 in their groups.
15. Each group will come up and enter 3 answers onto the Smartboard file and then we will review and discuss any discrepancies.
16. Teacher will review **Identifying your Audience** questions on page 3 in their groups.
17. Each group will write an introductory sentence to capture their audience and we will share our ideas on the Smartboard.
18. Teacher will then walk around the room to observe and make notes on the checklist.
19. We will stop and move onto **Finding your Voice** in the next lesson.
20. Teacher will reflect on the lesson and make a list of areas that need to be covered again or reviewed before all assignments are completed.

Resources used:

- Teacher-Librarian
- Literacy Lead Teacher
- Division Core Teachers
- Curriculum Documents (Expectations, Think Literacy, Write-in Reader, Growing Success, OLA, ISTE/NETS etc.)
- Assignment outline (booklets and single sheet for accommodations)
- Discovering and Exploring Literature Text and Guided Writing Booklet (EMC Series) > Unit 3
- Smartboard
- Writing Utensils
- Laptop
- Projector
- Internet (dictionary.com, Online Narrative text examples etc.)
- First Class Conferences > student, staff and board related
- ePrincipal Data

- DRA
- EQAO
- Etc.

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