

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

COURSE INTRODUCTION: When students enter 6th grade, they should already have a solid foundation in literature and other subject areas and should be able to read and write fluently. They begin to explore deeper and subtler themes across reading, writing, speaking and listening. In reading, students will cite evidence to support analysis of both literature and informational text, determine central idea and theme, and create an objective summary. Additionally, students will use context clues to determine meaning, will analyze the overall text structure, and will explain how the author's point of view or purpose is conveyed. In a variety of genres, students will evaluate arguments from specific claims and compare/contrast various author's crafts. Students will integrate information in varied formats using media. In writing, students will use the writing process and conventions to create varied works for multiple purposes. Students will write narratives to develop real or imaginary experiences or events, write informative/explanatory text to examine a topic, write an analysis of relevant content, and write arguments to support claims with clear reasons and evidence. Students will conduct short and extended research projects using print and digital resources. In speaking and listening, students will engage effectively in a wide range of collaborative discussions and present claims and findings in a logical sequence using evidence as support. In language, students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings as well as acquire and use accurately and effectively grade-appropriate general academic and domain specific vocabulary words. By the end of 6th grade, students are ready to study literature with complex and challenging themes.

DESE Model Curriculum

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UNIT DESCRIPTION:

The unit entitled *My Portfolio, Anecdotal Record and Goals* requires students to do continuous ongoing assessment of: independent reading of grade-level text, use of the writing process, speaking and listening skills, use of technology, and use of grade-level appropriate vocabulary and domain-specific words. **This unit is designed to assess skills that should be assessed over the course of the entire school term rather than one time as part of a unit.** As students engage in day-to-day classroom activities and assessments related to areas from all four of the English Language Arts (ELA) strands, they record specific information about their progress on a form that contains five parts (Part I through Part V) called *My Anecdotal Record of Reading, Writing, Speaking and Listening*. Every four to six weeks, students review the information in their anecdotal record form to reflect about their progress and share findings with the teacher. In addition to the anecdotal record, students are asked to keep a portfolio (electronic if possible) of evidence with samples of written pieces, research projects, videos clips of speeches or discussions, projects completed using word processing programs, spreadsheet programs, or presentation software. Students are to review the contents of the portfolio and the anecdotal record form every four to six weeks and use the information in the goal setting process. Students and teachers may work together to set short and long term goals related to reading, writing, speaking and listening and the use of technology.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

[Provide Feedback](#)

SUGGESTED UNIT TIMELINE: Continuous and on-going throughout the school term.

CLASS PERIOD (min.):

50 minutes every 4-6 weeks for the students to reflect and prepare for the teacher conference

4 minutes per student every 4-6 weeks for student conferencing

ESSENTIAL QUESTIONS:

1. How does the use of technology impact writing and speaking?
2. Why is it important to write for a variety of purposes to a variety of audiences?
3. How does the proper use of Standard English impact writing and speaking?
4. Why is it important to engage in collaborative discussions with diverse partners, about a variety of topics?

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

5. Why is it important to adapt speech to a variety of contexts and use appropriate speaking techniques?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. The student will use a writing process of planning, rough draft, editing and revising, rewriting, or trying a new approach.	W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.A.6.a W.1.A.6.b W.1.A.6.c W.1.A.6.d W.1.A.6.e	2.1	W.6.5		2 3
2. The student will use technology to produce and publish writing, interact and collaborate with others and demonstrate proper keyboarding skills.	W.6: Use technology including the Internet, to produce and publish writing and to interact and collaborate with others.	I.1.B.6.b W.1.A.6.a W.1.A.6.b W.1.A.6.c W.1.A.6.d W.1.A.6.e	2.7	W.6.6		2
3. The student will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.10: Write routinely over an extended period of time frames, (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.	W.1.A.6.a W.1.A.6.b W.1.A.6.c W.1.A.6.d W.1.A.6.e W.2.A.6.a W.2.A.6.b W.3.A.6.a W.3.A.6.b	2.1	W.6.10		2 3
4. The student will read and comprehend literature and informational text in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end-of the range.	R.10: Read and comprehend literary and informational texts independently and proficiently.	R.1.D.6.a R.1.D.6.b R.1.H.6.a	1.5	RL.6.10 RI.6.10		2

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

<p>5. The student will use standard English grammar, usage, capitalization, punctuation, and spelling when writing and/or speaking and will make effective choices for meaning or style to comprehend more fully when reading or listening.</p>	<p>L.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking. L.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>W.2.E.6.e W.1.A.6.d W.2.C.6.d R.2.C.6.d</p>	<p>2.2</p>	<p>L.6.1.a L.6.1.b L.6.1.c L.6.1.d L.6.1.e L.6.2.a L.6.2.b L.6.3.a L.6.3.b</p>		<p>2</p>
<p>6. The student will acquire and use grade-level specific vocabulary and domain-specific words and phrases.</p>	<p>L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>R.1.E.6.a R.1.E.6.b R.1.E.6.c W.2.D.6.a W.2.D.6.b</p>	<p>1.6</p>	<p>L.6.6</p>		<p>2</p>
<p>7. The student will engage in collaborative discussions with diverse partners, about a variety of topics, building on each other’s ideas and expressing his/her own clearly.</p>	<p>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas and expressing their own clearly and</p>	<p>L.1.B.6 R.1.H.6.b R.1.H.6.f R.1.H.6.h</p>	<p>2.3</p>	<p>SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d</p>		<p>2</p>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

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	persuasively.					
8. When speaking, the student will adapt speech to a variety of contexts, demonstrate command of formal English, present claims and arguments clearly with supporting evidence and use appropriate speaking techniques.	<p>SL.4: Present information, findings, supporting evidence such that listeners can follow the line of reasoning, the organization, development, and style are appropriate to the task, purpose and audience.</p> <p>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	L.2.A.6.a	2.1	SL.6.4 SL.6.5 SL.6.6		2 3

ASSESSMENT DESCRIPTIONS*:

Anecdotal Record of Independent Reading: To ensure students read and comprehend literature and informational text in the grade 6-8 text complexity band proficiently, the teacher will provide frequent opportunities for students to read a variety of literary texts and informational texts independently with scaffolding as needed at the high end of the complexity band. At varied intervals, the teacher will observe each student reading orally to record and measure the student’s accuracy and fluency levels, to learn how the student approaches the experience of reading, how the student problem-solves unknown words and interacts with text. The teacher will keep a Running Record of students’ reading skills. Students will keep a Reading Log related to independent reading. To record data specifically for Common Core Standard 10 in Reading related to a student reading grade-span text independently with accuracy, the teacher will ask students to read a literary piece independently and answer ten basic comprehension questions AND have students read a piece of informational text

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

independently and answer ten basic comprehension questions. Students will record their data on **Part I** and **Part II** of the form called *My Anecdotal Record*.

Anecdotal Record of the Use of Technology: To ensure students use technology and the Internet effectively in the processes of reading, writing, speaking, listening, collaborating and doing research, every four to six weeks, the student will complete a rating scale called: *My Use of Technology* located in **Part IV** of *My Anecdotal Record*.

Anecdotal Record of the Writing Process: The teacher will provide students multiple-opportunities to write both formally and informally. Extended writing opportunities should include various types such as informational/explanatory, narrative, argumentative, research papers, electronic presentations, etc., and shorter writing opportunities should include various types such as reflections, spreadsheets, electronic charts and graphs, text-dependent responses, letters, memos and so on. Writing assignments (including digital) should be done for a variety of purposes and audiences. The teacher will ask students to complete a *Writing Record Form* for various pieces of writing (e.g. paragraphs, essays, literary analysis, and lengthy journal reflections). The *Writing Record Form* is **Part III** of *My Anecdotal Record*. On the form, students will record data related to the overall writing process, the purpose for the writing, the use of grade-level vocabulary, accurate use of standard English when writing and use of technology in the writing process.

Anecdotal Record of Speaking and Listening: To ensure students use proper speaking and listening techniques for discussions and presentations, the teacher will provide multiple-opportunities for them to discuss and present orally in formal and informal settings. Discussion opportunities should include one to one, small group and whole class discussions for a variety of purposes. Presentations should include varied types of presentations for a variety of purposes. Presentations should include print as well as electronic presentations posted on the classroom Wiki, Blog or website. The teacher will ask students to complete a *Speaking and Listening Record Form* for discussions and presentations. The *Speaking and Listening Record Form* is **Part V** of *My Anecdotal Record*. On the form, students will record data related to the use of grade-level vocabulary when speaking, the accurate use of standard English when speaking, discussion protocol and presentation techniques.

Portfolio of Writing, Speaking and Listening: Students will keep a portfolio (electronic if possible) of evidence with samples of written pieces, research projects, projects completed using word processing, spreadsheet, or presentation creation programs, video clips of presentations and discussions. Students will review the contents of the portfolio every four to six weeks and use the information to complete a **Reflection Sheet** and to prepare for conferring with the teacher and goal setting.

Teacher Conferencing for Reading, Writing, Speaking and Listening: Every four to six weeks, the teacher will conference with students to discuss their progress related to: the reading skills of accuracy, fluency, comprehension, and independent reading, the writing process, the effective use of Standard English in speaking and writing, the use of technology skills and use of grade-level vocabulary when speaking and writing. Students will share information from all parts of the *My Anecdotal Record* and samples from their *Portfolios of Writing, Speaking, and Listening*. The teacher will conference with students to create short and long term goals for reading, writing, speaking and listening, technology, and vocabulary.

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
4	<p><u>Reading Literature and Informational Texts Independently and Proficiently</u></p> <p>1. To ensure the student reads and comprehends literature and informational text in the grade 6-8 text complexity band proficiently, the teacher will provide frequent opportunities him/her to read a variety of literary texts and informational texts independently with scaffolding as needed at the high end of the range.</p> <p>2. Before the student reads, the teacher will use <i>Pre-Reading Strategies</i> to activate prior knowledge, provide a focus for learning, and/or to help him/her make personal and text connections. http://www.benchmarkeducation.com/educational-leader/reading/comprehension-strategies.html; http://www.thereligioteacher.com/pre-reading-strategies-that-increase-comprehension/; http://www.studygs.net/preread.htm; http://community.thinkfinity.org/thread/5367</p> <p>3. During the reading process, the teacher will ask the student to use <i>During-Reading Strategies</i>. http://www.readingrockets.org/article/82/; http://www.readingrockets.org/article/3479/; http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html; http://www.benchmarkeducation.com/educational-leader/reading/comprehension-strategies.html</p> <p>4. After reading, the teacher will use <i>After-Reading Strategies</i> with the student. http://eworkshop.on.ca/edu/pdf/Mod21_after_read_strgs.pdf; http://departments.weber.edu/teachall/reading/post.html; http://www.scholastic.com/teachers/lesson-plan/reading-strategies-checklist-after-reading-assessment</p> <p>5. At varied intervals, the teacher will observe each student reading orally to record and measure the student’s accuracy and fluency levels (<u>Reading Fluency Rubric</u>) to learn how the student approaches the experience of reading, how the student problem-solves unknown words, interacts with text, and uses information in the text. The teacher will keep a <i>Running Record</i> of the student’s reading skills. http://teacherpages.hallco.org/webpages/dfawcett/runningrecords.cfm</p> <p>6. To ensure the student reads independently for a variety of purposes and on a frequent basis, the teacher will ask the student to keep a <i>Reading Log</i>. http://www.rsu23.org/RSU_23_School_Department/lms_titleone/LMS_Title_One/Reading_Logs_files/akorn_reading_log.pdf; http://www.reading-rewards.com/</p> <p>7. To record data specifically for Common Core Standard 10 in Reading related to a student’s reading independently and accurately within the text complexity band, the teacher will ask the student to read a literary piece independently and answer ten basic comprehension questions AND will ask the student to read a piece of informational text independently and answer ten basic comprehension questions. The student will record the number of questions correct out of ten on Part I and Part II of the form called <i>My Anecdotal Record</i>. It is important to note, the text should be in the text complexity band of 6-8. The purpose of the ten questions is to determine if the student can read accurately and independently from the grade 6-8 text complexity band and have basic understanding of text.</p>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

	<p>8. Every four to six weeks, the teacher will ask the student to complete a Reflection Sheet and will conference with the student to discuss the reading skills of accuracy, fluency, comprehension, and independent reading. The teacher will ask the student to share information from his/her <i>Running Record, Reading Log</i> and Part I and Part II of <i>My Anecdotal Record</i>. Together, the teacher and student will create short and long term reading goals.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
4	<p><u>Reading Literature and Informational Texts Independently and Proficiently</u></p> <ol style="list-style-type: none"> 1. The student will read literature and informational text in the grade 6-8 text complexity band in school as well as outside of school. 2. The student will engage in Pre/During/Post Reading Strategies to better understand text. 3. At varied intervals, the student will read orally for the teacher. 4. The student will keep a <i>Reading Log</i> of literary and informational texts he/she has read. 5. The student will read a literary piece independently and answer ten basic comprehension questions AND read a piece of informational text independently and answer ten basic comprehension questions. He/she will record the number of questions correct out of ten on Part I and Part II of the form called <i>My Anecdotal Record</i>. 6. Every four to six weeks, the student will complete a Reflection Sheet and will conference with the teacher to discuss the reading skills of accuracy, fluency, comprehension, and independent reading. The student will share information from his/her <i>Reading Log</i> and Part I and Part II of <i>My Anecdotal Record</i>. The student will collaborate with the teacher to create short and long term reading goals.
Obj. #	INSTRUCTIONAL STRATEGIES: (research-based): (Teacher Methods)
1	<p><u>Using Standard English Conventions, Vocabulary, and Technology in the Context of Writing</u></p> <ol style="list-style-type: none"> 2. The teacher will provide formal writing instruction related to the process and techniques of the type(s) of writing being addressed and will use exemplar papers to show students what quality writing looks like. Scoring criteria will be shared upfront with students. As part of the writing process, students will self-assess, write individually, with a partner and as part of a group and offer suggestions for revisions to peers. For specific ideas on how to teach and assess the writing, the teacher may consult the writing lessons included in other 6th grade model curriculum units. Additionally, the following websites may prove helpful: http://www.nwp.org/cs/public/print/resource_topic/teaching_writing; http://www.nwp.org/cs/public/print/resource/922; http://doc.renlearn.com/KMNet/R004250923GJCF33.pdf; 3. During predetermined class periods, the teacher will teach the student the conventions of Standard English for grammar and usage when writing

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

	<p>and speaking and the rules of punctuation and spelling when writing. Common Core State Standards 1-3 in Language at each grade-level, specifies the content students should learn. Additionally, the teacher will require that the student applies his/her knowledge and uses conventions correctly when writing and speaking. In <i>My Anecdotal Record</i> Standard English conventions are measured in Part III and Part V and are measured in the context of writing and speaking.</p> <p>4. The teacher will require the student to use technology in all steps of the writing processes. The student should use the Internet to prepare and research for writing, use various computer programs to create written pieces and use a classroom Wiki, Blog or website to publish texts electronically for others to read and to offer suggestions to peers related to writing.</p> <p>5. The teacher will ensure the student has the necessary keyboarding skills to create three pages of written text in a single sitting and the necessary technology and Internet skills to produce and publish writing and interact with others as specified by number 6 of the Grade 6 Common Core State Standards for Writing. There are many keyboarding programs discussed on the Internet that might be options for increasing a student’s ability to use keyboarding skills effectively.</p> <p>6. Every four to six weeks, the teacher will have the student use the rating scale called: <i>My Use of Technology</i> located in Part IV of <i>My Anecdotal Record</i> to rate his/her ability to use technology effectively.</p> <p>7. The teacher will score writing according to the criteria mentioned in Common Core State Standards for Writing, as well as, the Language Standards 1-3 and 6.</p> <p>8. The teacher will ask the student to complete a <i>Writing Record Form</i> contained in Part III of <i>My Anecdotal Record</i> for various pieces of writing (e.g. paragraphs, essays, literary analysis, and lengthy journal reflections). On the form, the student will record data related to the overall writing process, the purpose for the writing, the use of grade-level vocabulary, standard English and technology in the writing process.</p> <p>9. In addition to the anecdotal record, ask the student to keep a portfolio (electronic if possible) of evidence with samples of written pieces, research projects, projects completed using word processing programs, spreadsheet programs, or presentation software. Ask the student to review the contents of the portfolio every four to six weeks complete a <i>Reflection Sheet</i> and use the information to set goals.</p> <p>10. Every four to six weeks, the teacher will conference with the student to discuss his/her progress related to: the writing process, the effective use of Standard English in writing, the use of technology skills and use of grade-level vocabulary when writing. Ask the student to share information from Part III and Part IV of <i>My Anecdotal Record</i> and samples from his/her portfolio. Work with the student to create short and long term goals for writing, technology, and vocabulary.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

<p>1 2 3 5 6</p>	<p><u>Using Standard English Conventions, Vocabulary, and Technology in the Context of Writing</u></p> <p>1. The student will use all steps of the writing process (planning, rough draft, editing and revising, rewriting, or trying a new approach) to write routinely (both formally and informally) over extended and shorter time frames for a variety of purposes, and audiences.</p> <p>2. The student will learn the techniques of writing for various types of text, will examine exemplar papers to learn what quality writing looks like, and will learn the criteria for scoring various types of writing to self-assess. The student will write individually, with a partner and as part of a group and offer suggestions for revisions to peers.</p> <p>3. During predetermined class periods, the student will learn the conventions of standard English for grammar and usage when writing and speaking and the rules for punctuation and spelling when writing. The student will complete a small section in <u>Part III</u> and <u>Part V</u> of <i>My Anecdotal Record</i> to measure his/her ability to correctly use standard English conventions in the context of writing and speaking.</p> <p>4. The student will use technology in all steps of the writing processes. The student will use the internet to prepare and research for writing, use various computer programs to create written pieces, publish texts electronically for others to read, post text on the classroom Wiki or Blog to share with classmates, and use the classroom Wiki or Blog to offer suggestions to peers related to writing.</p> <p>5. The student will have the necessary technology and keyboarding skills to create three pages of written text in a single sitting.</p> <p>6. Every four to six weeks, the student will rate his/her ability to use technology effectively and will use the rating scale called: <i>My Use of Technology</i> located in <u>Part IV</u> of <i>My Anecdotal Record</i>.</p> <p>7. The student will complete a <i>Writing Record Form</i> for various pieces of writing (e.g. paragraphs, essays, literary analysis, and lengthy journal reflections). The <i>Writing Record Form</i> is <u>Part III</u> of <i>My Anecdotal Record</i>. On the form, the student will record data related to the overall writing process, the purpose for the writing, the use of grade-level vocabulary, Standard English and technology in the writing process. The student will complete a <u>Reflection Sheet</u> and will collaborate with the teacher to create goals.</p> <p>8. In addition to the anecdotal record, the student will keep a portfolio (electronic if possible) of evidence with samples of written pieces, research projects, projects completed using word processing programs, spreadsheet programs, or presentation software. He/she will review the contents of the portfolio every four to six weeks and complete a <u>Reflection Sheet</u> and use the information to get ready to confer with the teacher and set goals.</p> <p>9. Every four to six weeks, the student will discuss with the teacher his/her progress related to: the writing process, the effective use of standard English in writing, the use of technology skills and use of grade-level vocabulary when writing. The student will share information from <u>Part III</u> and <u>Part IV</u> of <i>My Anecdotal Record</i> and share samples from his/her portfolio. The student will collaborate with the teacher to create short and long term goals for writing, technology, and vocabulary use.</p>
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>
<p>2</p>	<p><u>Using Standard English Conventions, Vocabulary, and Technology in the Context of Speaking and Listening</u></p>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

<p>5 6 7 8</p>	<p>1. To ensure the student uses proper speaking and listening techniques for discussions and presentations, the teacher will provide multiple- opportunities for him/her to discuss and present orally in formal and informal settings. Discussion opportunities should include one to one, small group and whole class discussions for a variety of purposes. Presentations should include varied types of presentations for a variety of purposes. Presentations should include print as well as electronic presentations posted on the classroom Wiki, Blog or website.</p> <p>2. The teacher will provide formal instruction related to proper speaking and listening techniques required in discussions and presentations. http://www.htcampus.com/article/types-group-discussions-gd/; http://www.teachingenglish.org.uk/articles/group-discussion-skills; http://www.myenglishguru.com/skills/speaking/group-discussion.html; http://www.kidsturncentral.com/links/speakinglinks.htm; http://go.owu.edu/~dapeople/ggpresnt.html;</p> <p>3. The teacher will use exemplar digital videos to show the student what quality discussions and presentations look like and sound like. http://highered.mcgraw-hill.com/sites/0073534196/student_view0/student_speech_videos.html; Scoring criteria for discussions and presentations should be shared upfront with the student. See Part V of <i>My Anecdotal Record</i>. As part of the process, the student should self-assess, assess others and offer suggestions for improvement to other speakers/listeners.</p> <p>4. The teacher will require the student to use the Internet to prepare for and research for discussions and presentations, use various computer programs to create presentations, use graphics, videos, and sound in presentations, and post presentations on the classroom Wiki, Blog or website to share with classmates. Additionally the teacher should ask the student to offer suggestions to peers related to their presentations.</p> <p>5. The teacher will ensure the student has the necessary technology skills to include multimedia components (e.g. graphics, images, music, sound and visual displays) specified by number 5 of the Grade 6 Common Core State Standards for Speaking and Listening. http://www.youtube.com/watch?v=ocApQp9Yhko; http://presentationsoft.about.com/od/powerpoint101/tp/100612-how-to-use-presentation-software.htm; http://www.msddecatur.k12.in.us/Lessons/Keyboarding/kybord1.htm;</p> <p>6. Every four to six weeks, ask the student to rate his/her ability to use technology to create presentations. Have him/her use the rating scale called: <i>My Use of Technology</i> located in Part IV of <i>My Anecdotal Record</i>.</p> <p>7. The teacher will score discussions and presentations according to the criteria mention in Common Core State Standards for Speaking and Listening, as well as, the Language Standards 1, 3 and 6.</p> <p>8. The teacher will ask the student to complete a <i>Speaking and Listening Record Form</i> for discussions and presentations. <i>The Speaking and Listening Record Form</i> is Part V of <i>My Anecdotal Record</i>. On the form, the student will record data related to the use of grade-level vocabulary when speaking, the accurate use of standard English when speaking, discussion protocol and presentation techniques.</p> <p>9. In addition to the anecdotal record, the teacher will ask the student to keep a portfolio (electronic if possible) of evidence with samples of electronic presentations and video or audio clips of discussions and presentations. Have the student review the contents of the portfolio every four to six weeks to complete a Reflection Form and use the information to set goals.</p>
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DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

	<p>10. Every four to six weeks, the teacher will conference with the student to discuss his/her progress related to: the effective use of standard English in speaking, the use of technology skills to present and prepare for presentations, the use of grade-level vocabulary when speaking, techniques for presentations and discussions. The teacher will ask the student to share information from Part IV and Part V of <i>My Anecdotal Record</i> and samples from his/her portfolio. The teacher will collaborate with the student to create short and long term goals for speaking and listening related to use of standard English, vocabulary, discussions and presentations.</p>
Obj. #	INSTRUCTIONAL STRATEGIES (What Students Do)
2	<u>Using Standard English Conventions, Vocabulary, and Technology in the Context of Speaking and Listening</u>
5	1. The student will use proper speaking and listening techniques for discussions and presentations. He/she will engage in one to one, small group and
6	whole class discussions for a variety of purposes. The student will give varied types of presentations both formal and informal for a variety of
7	purposes. Presentations will include print as well as electronic presentations posted on the classroom Wiki, Blog or website.
8	2. The student will discuss with the teacher and classmates proper speaking and listening techniques as required in discussions and presentations.
	3. The student will view exemplar digital videos to learn what quality discussions and presentations look like and sound like and will learn the criteria
	for scoring discussions and presentations. The student will have opportunities to self-assess, assess others and offer suggestions for improvement to
	other speakers/listeners.
	4. The student will use the Internet to prepare for and research for discussions and presentations, use various computer programs to create
	presentations, use graphics, videos, and sound in presentations, and post presentations on the classroom Wiki, Blog or website to share with
	classmates. Additionally, the student will offer suggestions to peers related to their presentations.
	5. The student will have the necessary technology skills to include multimedia components (e.g. graphics, images, music, sound and visual displays)
	specified by number 5 of the Grade 6 Common Core State Standards for Speaking and Listening.
	6. Every four to six weeks, the student will rate his/her ability to use technology to create presentations by completing the rating scale called: <i>My Use</i>
	<i>of Technology</i> located in Part IV of <i>My Anecdotal Record</i> .
	7. When engaging in a discussion or giving a presentation, the student will complete a <i>Speaking and Listening Record Form</i> which is Part V of <i>My</i>
	<i>Anecdotal Record</i> . On the form, the student will record data related to the use of grade-level vocabulary when speaking, the accurate use of standard
	English when speaking, discussion protocols and presentation techniques.
	8. In addition to the anecdotal record, the student will keep a portfolio (electronic if possible) of evidence with samples of electronic presentations
	and video or audio clips of discussions and presentations. He/she will review the contents of the portfolio every four to six weeks to complete a
	<u>Reflection Sheet</u> and use the information to set goals.
	9. Every four to six weeks, the student will conference with the teacher to discuss his/her progress related to: the effective use of standard English in
	speaking, the use of technology skills to present and prepare for presentations, the use of grade-level vocabulary when speaking, techniques for

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/My Portfolio, Anecdotal Record, and Goals

Course Code: ELA

presentations and discussions. The student will share information from **Part IV** and **Part V** of *My Anecdotal Record of Reading* and samples from his/her portfolio. He/she will collaborate with the teacher to create short and long term goals for speaking and listening related to use of standard English, vocabulary, discussions and presentations.

UNIT RESOURCES: (include internet addresses for linking)

Teaching English Grammar-Mechanics

<http://www.grammarmechanics.com/teachgrammar.php>

<http://penningtonpublishing.com/grammar-mechanics/teaching-grammar-and-mechanics.html>

Teaching Typing or Keyboarding to Students:

<http://typing-for-kids-software-review.toptenreviews.com/>

Teaching with Technology:

<http://www.crlt.umich.edu/tstrategies/tstt.php>

<http://www.ed.gov/oii-news/use-technology-teaching-and-learning>

Teaching Speaking and Listening:

http://www.teachingideas.co.uk/english/contents_speakinglistening.htm

<http://archive.excellencegateway.org.uk/pdf/Teaching%20speaking%20and%20listening%20a%20toolkit%20for%20practitioners.pdf>

Teaching Writing:

<http://writingfix.com/>

<http://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf>