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# **What's Your Story?**

## **Language**

### **Including:**

**Initial Reading Assessment**  
**Exploring the Literary Elements**  
**Exploring Character**  
**Exploring Setting**  
**Exploring Point of View**  
**Let's Take a Walk in Their Shoes**  
**Historical Talk**  
**Story Map**  
**First-Person Narrative**

**An Integrated Unit for Grade 6**

**Written by:**

**The Curriculum Review Team 2005**

**Length of Unit: approximately: 12 hours**

**August 2005**

# What's Your Story?

## Language An Integrated Unit for Grade 6

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### Acknowledgements

The developers are appreciative of the suggestions and comments from colleagues involved through the internal and external review process.

The Council of Ontario Directors of Education expresses its appreciation to the Boards who took the lead in developing these units on

The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

Language, Grades 1-8

and to the many writers from District School Boards across the province.

The following organizations have supported the elementary curriculum unit project through team building and leadership:

The Council of Ontario Directors of Education

Curriculum Services Canada

The Ministry of Education, Curriculum and Assessment Policy Branch

### **An Integrated Unit for Grade 6**

**Written by:**

**The Curriculum Review Team 2005**

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This unit was written using the Curriculum Unit Planner, 1999-2002, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

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### Unit Context

In this unit, students use the steps of the writing process to produce a first-person narrative based on a historical figure or a prominent Canadian who has had an impact on our society. Students learn about the feelings and motives of others and demonstrate their understanding by writing narratives.

### Unit Summary

Throughout this unit, students learn the framework used to analyse a short story. These short-story elements include: setting and character development, rising action, climax, falling action, and resolution. After exploring the basic elements that characterize all good stories, students have a better understanding of the characteristics that make a good narrative. Students then use this knowledge to write their own first-person narratives, based on a historical figure or a Canadian who has made outstanding contributions to the global community. After drafting their narratives, students use a combination of peer and self-revising and editing checks to publish a quality narrative.

### Culminating Task Assessment

Through various media, students encounter real-life people from both the past and present whose exploits, achievements, and contributions have a global significance. Students draft, revise, edit, and publish a first-person narrative in which they take on the persona of a historical figure or outstanding Canadian contributor. The subject chosen is directly linked to the Science and Technology unit: Properties of Air and Characteristics of Flight or the Social Studies units: Canada's Links to the World or First Nation Peoples and European Explorers. Students write about significant events in their subject's life. These events are historically researched but written with the student's interpretation of the events.

### Links to Prior Knowledge

1. Students are expected to be able to:
  - understand and use the writing process, especially the revising and editing stages;
  - organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
  - use quotation marks for passages of dialogue;
  - use homonyms correctly;
  - use correct punctuation and spelling in final drafts.
2. Students have completed or are in the process of studying the Properties of Air and Characteristics of Flight in Science and Technology and the Social Studies units: Canada's Links to the World, First Nation Peoples and European Explorers.
3. Students should have a solid understanding of how to make jot notes and conduct research. They should know how to use a thesaurus and dictionary.
4. Before completing this unit, students should have already experienced and learned the process of writing a narrative.

### Considerations

### Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the

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curriculum expectations. It is expected that teachers delivering the unit will use their professional judgement in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

The teacher should begin this unit only after students have obtained the knowledge and skills needed to complete the tasks in this unit. Themes in this unit relate specifically to other units: the history of air travel (Properties of Air and Characteristics of Flight) and the contributions of Canadians from various backgrounds to the global community (Canada's Links to the World, First Nation Peoples and European Explorers). Instead of writing a research report, students play the part of a historical figure or prominent Canadian contributor and pretend they are living his/her life. In addition, students write a first-person narrative. This unit only assesses the writing component. Therefore, it is important for students to have already studied the Science and Technology unit and the Social Studies units.

The teacher should remind students to keep their notebooks from Social Studies and Science and Technology for reference. The use of student portfolios provides students with the opportunity to collect, organize, and reflect on their work and their learning over time.

Before beginning this unit, the teacher should find several short stories with which to introduce the literary elements in Subtasks 1 and 2. For Subtask 3, pictures illustrating various characters should be brought by the teacher or by students in advance. For Subtask 4, Exploring Setting, a picture is also needed, along with some travel brochures or magazines. Locate various print materials on explorers, aboriginal peoples, famous Canadians who contributed to the global community, and famous individuals related to flight.

Students should have a learning log file folder, which is referred to as the task booklet in this unit. Students use their task booklets to record jot notes, make checklists, and write a rough draft of their story.

The resources and the list of historical figures or prominent Canadian contributors are only suggestions. Other resources and historical figures can be used based on individual classroom needs.

Students may create a costume for Subtask 7. The teacher should explain this to students in Subtask 1, provide strategies, and subtask materials, if necessary.

The URLs for the websites were verified by the writer prior to publication. Given the frequency with which these designations change, teachers should verify the websites prior to assigning them for student use.

If students are doing research at school on the Internet, the teacher must ensure that the students know and follow school and board policies about Internet use.

The teacher should consult his/her board's policies regarding the use of copyrighted materials. Before

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reproducing materials for students from printed publications, the teacher must ensure that his/her board has a Canopy licence and that this licence covers the resources that he/she wishes to use. Before screening videos/films with students, the teacher must ensure that his/her board has obtained the appropriate-public performance videocassette licence from an authorized distributor. Much of the material on the Internet is protected by copyright, which is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

In this unit, there could be many opportunities for enrichment activities (Subtask 7 and any of the writing activities). The teacher may provide these opportunities for individual students in the classroom.

The teacher may wish to see if there are people in the community who would re-enact historical events.

**Adaptations**

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

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#### **1 Initial Reading Assessment**

As a pre-assessment for this unit, the teacher reads a short story or picture book to students. After reading the story, students create a mind map in their task booklet, where they record with words, pictures, and symbols the story elements. This allows the teacher to assess students' level of understanding with regards to the various literary elements and characteristics of an exemplary example of a story (narrative).

As an introduction to the Culminating Task, the teacher reviews a list of historical figures and prominent Canadians who have made contributions to the global community as discussed in previous Social Studies and Science and Technology units. Students choose a person they find interesting. They will conduct research on this person throughout the unit.

#### **2 Exploring the Literary Elements**

The teacher provides a short story at an appropriate text level for each group of students. After reading their story, students discuss the introduction, setting, characters, and plot. Individually, students create a story outline based on the information from their group discussion.

#### **3 Exploring Character**

Students choose a photo or picture that depicts a character from a collection in the room, and draft a paragraph about the character. Students imagine what the character is thinking, feeling, and hearing, and how an observer would react to the character.

#### **4 Exploring Setting**

The teacher reviews with students the definition of setting and the literary elements that build the story-setting. The teacher then brings in a photograph/picture and describes it in enough detail that students can draw a fairly accurate rendition without seeing the photograph/picture. Students may choose to share their drawings with the class. Then the teacher shows the actual photograph/picture and allows students to compare their artwork to it. Students choose a photograph/picture of a place and write one paragraph describing the setting.

#### **5 Exploring Point of View**

Students explore the first person point of view since they will use this technique to complete the Culminating Task. They explore orally and in writing what inanimate objects would say if they could talk.

#### **6 Let's Take a Walk in Their Shoes**

Students bring their research resources to class. During this class period, students look through their research books/materials and make notes on the significant events that shaped their historical figure, or on an outstanding Canadian contributor's life. Students should be encouraged to make use of the school library/computer lab, if possible.

#### **7 Historical Talk**

Students are divided into groups of three. Each student is given the opportunity to speak to the group about his/her chosen person. Students create a series of questions to guide the speaker in sharing the information.

#### **8 Story Map**

Students plan their stories using a story map outline provided by the teacher.

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### **9 First-Person Narrative**

Through various media, students encounter real-life people from both the past and present whose exploits, achievements, and contributions have a global significance. Students draft, revise, edit, and publish a first-person narrative in which they take on the persona of a historical figure or outstanding Canadian contributor. The subject chosen is directly linked to the Science and Technology unit: Properties of Air and Characteristics of Flight or the Social Studies units: Canada's Links to the World or First Nation Peoples and European Explorers. Students write about significant events in their subject's life. These events are historically researched but written with the student's interpretation of the events.

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~ 80 mins

**Description**

As a pre-assessment for this unit, the teacher reads a short story or picture book to students. After reading the story, students create a mind map in their task booklet, where they record with words, pictures, and symbols the story elements. This allows the teacher to assess students' level of understanding with regards to the various literary elements and characteristics of an exemplary example of a story (narrative).

As an introduction to the Culminating Task, the teacher reviews a list of historical figures and prominent Canadians who have made contributions to the global community as discussed in previous Social Studies and Science and Technology units. Students choose a person they find interesting. They will conduct research on this person throughout the unit.

**Expectations**

- 6e30 – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);
- 6z7 – identify the Viking, French, and English explorers who first came to and explored Canada, and explain the reasons for their journeys (e.g., the early-fifteenth-century blockade of overland trade routes and the resulting search for new routes to the Far East; the fishing industry; the fur trade; the search for gold; population growth in Europe leading to the search for new areas for settlement);
- 6z42 – use base maps and a variety of information sources to sketch the relative position of places (e.g., location of trading partners, popular tourist areas of the United States and Canada);
- 6z44 – use information about time zones to identify time differences among regions of the world;

**Groupings**

- Students Working Individually
- Students Working As A Whole Class
- Students Working In Pairs

**Teaching / Learning Strategies**

- Mind Map
- Read Aloud
- Discussion
- Brainstorming
- Note-making

**Assessment**

As students work on their mind maps, the teacher walks around the room and observe what they write/draw. The teacher records how well students demonstrate an understanding of the literary elements through the vocabulary they use or the pictures they draw.

**Assessment Strategies**

- Observation

**Assessment Recording Devices**

- Anecdotal Record

**Teaching / Learning**

1. The teacher reads a short story or picture book to the class.
2. After the story is read, students create mind maps (see Notes to Teacher) recording the story with words, pictures, and symbols.

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3. As students complete their mind maps, the teacher walks around the class, making anecdotal notes about student understanding of literary elements and the characteristics of a good narrative.
4. The teacher leads a discussion and records their ideas on chart paper, creating a comprehensive list of the characteristics of a narrative.
5. The teacher provides proper terminology and definitions, where necessary.
6. On the board/bulletin board/experience chart paper, definitions of the following words are visible: plot, setting, characters (major and minor), exposition, rising action, climax, resolution, dialogue, and point of view. The teacher prompts students to provide examples of each from the story that was read. These examples are recorded in the proper place to serve as reminders.
7. Students record the definitions in their task booklet, if needed.

**Introduction to Culminating Task**

1. To help students focus on people who interest them, the teacher gives them a short time to independently imagine that they are going on a trip and can take anyone famous with them. When they have decided on a famous person, they record who the person is and list three reasons why they chose him/her as their companion. When the time is up, students share their list and reasons with a partner. This activity prepares students to think about the type of person who would interest them when choosing a historical figure or an outstanding Canadian contributor.
2. Students brainstorm to complete a chart that briefly notes major situations faced by real-life persons they've studied in their Flight unit or one of their Social Studies units. They may need their notebooks to help them recall some of the individuals they have studied. Their chart should have two columns: (1) Real-Life People and (2) Significant Events that Set Them Apart from Others. The teacher models this process for students with a couple of examples. The teacher uses personal pronouns "I" and "my" and states reasons for using personal pronouns.

The "Significant Event that Sets Them Apart" column states the situations in the first person, as they might have been seen by the characters themselves, e.g., Amelia Earhart: Flying west over the Pacific Ocean. " **My** co-pilot and **I** have never felt so lost and alone." Point out to students the use of the words " **my**" and "**I**" and state the reasons for this structure. This is preparing students for the structure needed when writing a first-person narrative.

3. Once students have had time to complete their chart, the class discusses their responses.
4. The teacher uses this time to add people to the previously-generated lists and reviews some of their accomplishments. Some historical figures and Canadians from various backgrounds who have made outstanding contributions to the global community through dance, sports, music, literature, art, science and technology are listed below. Teachers may add to this list.

**FLIGHT**

Amelia Earhart	Robert Goddard	Chuck Yeager	Otto Lilienthal
Orville and Wilbur Wright	Igor Sikorsky	Louis Bleriot	Roberta Bondar
Joseph and Etienne Montgolfier	Charles Lindbergh	Richard Byrd	Marion Orr

**EXPLORERS**

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John Cabot	Bjarni Herjolfsson	Christopher Columbus
Samuel de Champlain	Leif Eiriksson	Matthieu da Costa
Jacques Cartier	Thorfinn Karlsefni	
Erik the Red	Freydis Eiriksdottir	

**CANADIAN INFLUENCES**

Group of Seven	Elvis Stojko	Emily Carr
Silken Lauman	Robert Bateman	Margaret Atwood
Dr. Frederick Banting	Dr. Charles Best	Mordecai Richler
Dr. Norman Bethune	John Candy	Joseph-Armand Bombardier
Michael J. Fox	Wayne Gretzky	Susanna Moodie
Catharine Parr Trail	Lydia Trull	Adrienne Clarkson
Barbara Frum		

**ABORIGINAL PEOPLES**

Louis Riel	Pauline Johnson	Big Bear
Rev. Peter Jones	Daphne Odjig	Catherine Sutton
Alex Janvier	Kateri Tekakwitha	Big Bear (Plains Cree)
Crowfoot	Molly Brant	Gabriel Dumont
Garakontie		

5. Next, students choose a historical figure or outstanding Canadian contributor from the list, or suggest an alternative person who fits either category. The teacher instructs students to choose someone whom they find interesting (and about whom a substantial amount of information has been recorded). Later in the unit, they will write a first-person narrative based on that individual, and before Subtask 7, students will gather some books/materials related to their particular individual. The teacher should also tell students that they may choose to create a costume for Subtask 7.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. The teacher may provide a photocopy of the definitions and/or a typed list of historical figures or Canadian contributors.
2. If the classroom has a significant number of exceptional students, the teacher may wish to choose a story that every student can have in front of him/her as the teacher reads.

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**Resources**

Chart Paper

1



A typed list of historical figures

**Notes to Teacher**

1. There are a number of good story and picture books suitable for Grade 6 students. The teacher should ensure the story or book is an exemplary example of the literary elements of a good narrative.
2. A mind map is a visual note-making strategy in which students sketch a central idea and then create tree-like branches of additional information surrounding the central one. Mind maps can display key concepts and relationships but differ from concept maps in that they are much more global in their approach. Mind maps can activate prior knowledge and help students generate ideas for further consideration. They can also facilitate the free flow of ideas and organize ideas in clusters for better understanding. The central element or focus is at the centre of the page. Key words, pictures, and symbols represent ideas and are connected to the central focus with lines. Colours and symbols may be used to help students make associations by providing mnemonic signals for recall
3. For the second component (Introduction to the Culminating Task) where students choose their subject, the teacher might dress as a famous person to capture their attention.
4. In Grade 6, the focus is on male European explorers. The teacher may choose to explain to students why there are no female or non-European explorers identified during the time periods covered. The teacher could do this as a small-group activity with students, generating a list of why this is the case. The teacher should address issues of stereotyping.
5. The teacher encourages students to select, research, and discuss historical figures or outstanding Canadian contributors who represent both genders and a variety of races and cultures. The teacher should keep a record of which historical figure or outstanding Canadian each student plans to research.
6. Students begin to review and gather research materials prior to Subtask 6.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

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~ 60 mins

#### Description

The teacher provides a short story at an appropriate text level for each group of students. After reading their story, students discuss the introduction, setting, characters, and plot. Individually, students create a story outline based on the information from their group discussion.

#### Expectations

- 6e30 – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);
- 6e39 – use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read;

#### Groupings

- Students Working Individually
- Students Working In Small Groups

#### Teaching / Learning Strategies

- Discussion
- Guided Reading

#### Assessment

While students read independently in their guided reading group, the teacher should note reading behaviours of the individual students as she/he quietly asks them to read a short section to him/her independently of the group.

The teacher observes students' knowledge of the characteristics of a narrative during group discussion time and their understanding of story outline when working in their task booklet.

#### Assessment Strategies

- Observation

#### Assessment Recording Devices

- Anecdotal Record

#### Teaching / Learning

1. The teacher gives students an appropriate short story to read in their guided reading groups. After reading their story, individually within their guided reading groups, students discuss the following elements using a graphic organizer to guide their discussion and to record their responses in jot note form.

- Main characters (What kind of people are they?)
- Setting (location, time period, atmosphere, and cultural details, e.g., phrases in various languages, food names, character names)
- Plot
- Rising action
- Conflict or problem
- Climax

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- Resolution

The teacher meets with each group to discuss their findings.

2. Once students have finished reading the story and discussing the elements, each student writes an outline of the story that was read. The following headings could guide their outline. This is to be done in their task booklet.

- a) Setting: Where, When, Atmosphere
- b) Cultural Details: (e.g., phrases in various languages, food names, character names)
- c) Main Characters and Characteristics
- d) Problem or Conflict
- e) Events Leading up to the Climax
- f) Climax
- g) How the Problem or Conflict was Resolved

### Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- 1. The teacher may wish to give students who have learning difficulties a typed sheet with the story outline headings so they can fill in each part.
- 2. In addition, students could orally describe the story, and the teacher could fill in their story outlines, or the students could work in pairs to complete this task.

### Resources



Short Story

1

### Notes to Teacher

- 1. The teacher should have appropriate short stories available for students to read in their guided reading groups.
- 2. Each group could share information about their story with the class.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

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~ 120 mins

**Description**

Students choose a photo or picture that depicts a character from a collection in the room, and draft a paragraph about the character. Students imagine what the character is thinking, feeling, and hearing, and how an observer would react to the character.

**Expectations**

- 6e34 A – identify a writer's perspective or character's motivation;
- 6e62 – follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;
- 6e7 • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
- 6e8 A • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;

**Groupings**

Students Working Individually  
Students Working In Pairs

**Teaching / Learning Strategies**

Writing Process  
Discussion

**Assessment**

The teacher and students work together to produce a rating scale or rubric which could be used for self-, peer, and teacher assessment.

**Assessment Strategies**

Observation

**Assessment Recording Devices**

Rating Scale  
Checklist  
Rubric

**Teaching / Learning****CHARACTER DEVELOPMENT**

1. The teacher reviews the stages involved in the writing process with emphasis on the revision and editing stages. All of these stages should be permanently posted in the classroom for reference throughout the year.
2. The teacher chooses a photo and models the activity that students are going to be working on. The following headings are posted (on overhead/chart/chalkboard): Character's Appearance, What the Character is Doing, What the Character is Thinking, What the Character is Feeling, What the Character is Hearing, How an Observer would React to the Character. Students look at the photo and offer suggestions for each of the headings. The teacher records suggestions in jot note form under the appropriate heading. The teacher then models how to create one paragraph using the jot notes. As a shared writing experience, the teacher, with student input, revises and edits the paragraph.
3. Students choose a photo or picture which interests them.
4. Students record the following headings in chart format in their task booklets: Character's Appearance, What the Character Is Doing, What the Character Is Thinking, What the Character Is Feeling, What the

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Character Is Hearing, How an Observer Would React to the Character. Students record the appropriate information under each heading using jot notes.

5. Students write a paragraph about their character based on their imaginations and the information from their chart.
6. After students have finished their paragraphs, they work with a partner who offers suggestions on how they can improve their writing and incorporate details and information that might be missing or that might add more substance to the paragraph.

The following questions may assist students to reflect on their own writing:

- a) Did I tell you what my character looks like and what he/she is doing?
  - b) Did I let you know what the character is thinking, feeling, and hearing?
  - c) Did I tell you how other people react to the character?
7. When finished, students revise and edit their paragraphs independently for final publication.
  8. The teacher displays the photos on a bulletin board.
  9. Students are given the opportunity to read their descriptions and the class tries to match these descriptions with the correct photograph.
  10. After the presentations, students hand in their completed paragraphs.

### Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. The teacher should give some students more time to complete the writing activity or encourage these students to work in pairs for support.
2. Students who experience difficulty writing may need someone to scribe for them or they could read their paragraph into a tape recorder.
3. Some students may require support to read their paragraph. Other peers or the teacher may choose to do this.

### Resources



Picture / Photograph of a character

1

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**Notes to Teacher**

1. The teacher provides a collection of photos/pictures of people in action or in unusual settings. The people in the photos should have expressive faces and be involved in activities students can relate to.
2. In small groups, students could generate their own list of categories for character development. This would allow students to demonstrate reasoning through problem solving.
3. The teacher should encourage partners to give suggestions, which the paragraph writer may or may not add to his/her revised copy.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

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~ 80 mins

**Description**

The teacher reviews with students the definition of setting and the literary elements that build the story-setting. The teacher then brings in a photograph/picture and describes it in enough detail that students can draw a fairly accurate rendition without seeing the photograph/picture. Students may choose to share their drawings with the class. Then the teacher shows the actual photograph/picture and allows students to compare their artwork to it. Students choose a photograph/picture of a place and write one paragraph describing the setting.

**Expectations**

- 6e30 A – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);
- 6e7 A • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
- 6e8 A • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;

**Groupings**

Students Working As A Whole Class  
 Students Working Individually  
 Students Working In Pairs

**Teaching / Learning Strategies**

Visualisation  
 Writing Process

**Assessment**

Create a checklist for assessment.

**Assessment Strategies**

Observation

**Assessment Recording Devices**

Checklist

**Teaching / Learning****DRAWING COMPONENT**

1. The teacher reviews with students the definition of setting (i.e., where and when a story takes place).
2. The teacher discusses the various components that contribute to story-setting. Students record these in their task booklets for future reference.
  - Location: Where the story takes place
  - Time Period: How does this add to the story? (This is very important for their final stories.)
  - Atmosphere: How would you describe the atmosphere of the story?
  - Cultural Details: In order to make a setting come alive and reflect a particular culture, stories include words, phrases, names, etc., that reflect that culture.
  - Point of View: Where are you (the viewer) in relation to the setting?
3. Using each of the stories that students read in Subtask 2, the class discusses story settings in more detail.
4. The teacher then asks students to close their eyes while he/she describes the setting of the picture or photo he/she brought in. Remind students to listen carefully and to envision the setting in their mind's eye so that they can draw a picture of it afterward. The teacher repeats the description.
5. When students have finished their artwork, the teacher displays the actual photograph/picture on the board. Using an

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overhead to note responses, the teacher asks students for a written description and to identify the words that help create a visual image. The teacher displays finished artwork in the classroom.

**WRITING COMPONENT**

1. The teacher provides a variety of magazines or travel brochures from which each student chooses a picture of a setting.
2. Students write a paragraph describing the setting: what they might see, hear, touch, smell, and taste at that place and time.
3. Once students have finished the rough copy of their paragraph, they read it to a partner and take turns asking the following two questions:
  - a) Does the opening sentence identify the place I am describing?
  - b) Do my supporting details reflect what I am describing?
4. After receiving feedback, students revise, edit and proofread their work independently.
5. Students then submit the final copy of their paragraph for evaluation.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. Students with learning difficulties may need additional time and support to complete their paragraphs.
2. Students who experience difficulty writing may need someone to scribe for them, or they can read their paragraph into a tape recorder.
3. Students who have difficulty with paper/pencil tasks may choose to use a computer, if possible, for word processing.

**Resources****Pictures of a variety of settings****Magazines or travel brochures****Drawing paper****Crayons****Coloured markers**

**What's Your Story?**

Language An Integrated Unit for Grade 6

~ 80 mins

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**Coloured pencils****Notes to Teacher**

A checklist could be developed using the following criteria:

- Writer uses detailed descriptions focusing on all the senses;
- Ideas are related and show complexity;
- Vocabulary describes images clearly and precisely, and the description matches with appreciable attention to detail;
- Ideas are organized appropriately and logically.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

**Description**

Students explore the first person point of view since they will use this technique to complete the Culminating Task. They explore orally and in writing what inanimate objects would say if they could talk.

**Expectations**

- 6e34 – identify a writer's perspective or character's motivation;
- 6a51 – demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g., to entertain, inform, persuade);

**Groupings**

Students Working As A Whole Class  
Students Working In Pairs

**Teaching / Learning Strategies**

Brainstorming  
Role-playing

**Assessment**

As students act out their presentations, the teacher makes observations by noting:

- maintenance of first-person perspective;
- cooperation with partner;
- use of voice, gestures facial expressions, body language.

Students could also participate by providing feedback on the presentations.

**Assessment Strategies**

Observation

**Assessment Recording Devices**

Anecdotal Record

**Teaching / Learning**

1. The teacher explains to students that later in the unit they will be writing a first-person narrative.
2. The teacher reads a story to the class in which the first-person perspective is used. The class discusses the features of this first-person perspective recording key points for future reference.
3. Students work with a partner. Students begin by brainstorming what a water fountain would say if it could talk. What would it say at the beginning, middle, and end of the day? Students share their ideas with the class.
4. Students are then given time to work in pairs to brainstorm various scenarios that could occur at the water fountain.
5. After they have had time to choose a scenario, students draft a monologue, approximately one minute in length. Students are reminded to write in the first person.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

### What's Your Story?

Language An Integrated Unit for Grade 6

~ 40 mins

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Some students may feel more comfortable presenting to a small group as opposed to presenting to the whole class.

### Resources



Night Letters

Palmyra LoMonaco

### Notes to Teacher

#### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

## What's Your Story?

Language An Integrated Unit for Grade 6

~ 120 mins

### Description

Students bring their research resources to class. During this class period, students look through their research books/materials and make notes on the significant events that shaped their historical figure, or on an outstanding Canadian contributor's life. Students should be encouraged to make use of the school library/computer lab, if possible.

### Expectations

- 6e27
- decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

#### Groupings

Students Working As A Whole Class  
Students Working Individually

#### Teaching / Learning Strategies

Research Process

#### Assessment

The teacher records how students choose additional resources and their appropriateness. The teacher conferences with students.

#### Assessment Strategies

Observation

#### Assessment Recording Devices

Anecdotal Record

### Teaching / Learning

1. Post the following questions on the board/bulletin board/experience chart paper to serve as a guide for students' research. Students record these in their task book for reference:

- Who am I?
- Where did I come from originally?
- Where was I born? When?
- What are some of my positive qualities?
- What could I try to improve?
- What are my greatest accomplishments?
- What motivated me to achieve success?
- Who influenced me in my life? How did they influence me?
- What challenges have I faced? How did I overcome them?
- What important biographical information should I share?

Note:

Aspects of culture and technology must reflect the time period (e.g., luxury items, clothing, personal belongings, length of expedition, etc.).

2. The teacher demonstrates or reviews with students how to locate information (e.g., Table of Contents, Index, bookmark for websites). The teacher reminds students how to create jot notes (as modelled in Subtask 3).

3. Students continue their research.

## What's Your Story?

Language An Integrated Unit for Grade 6

~ 120 mins

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4. The teacher conferences with students about their range of resources and the content of their jot notes.

### Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. The teacher may provide students who have learning difficulties with a handout of the headings rather than have them transcribe them.
2. Parents/guardians or other volunteers may assist students in locating reading and recording information.

### Resources



Resource materials on famous individuals

### Notes to Teacher

1. A school library or computer lab where research material may be located and used would be very helpful, especially if students are having difficulty locating resources. If students use Internet for their research, the teacher must ensure that they know and follow school and board policies related to Internet use.
2. The teacher may also provide additional material at various levels for students who do not have access to a public library or other resources. In addition, teachers may arrange for extra Internet time, if needed.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

**What's Your Story?**

**Language An Integrated Unit for Grade 6**

**Description**

Students are divided into groups of three. Each student is given the opportunity to speak to the group about his/her chosen person. Students create a series of questions to guide the speaker in sharing the information.

**Expectations**

- 6e62 – follow up on others’ ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;
- 6e61 – use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);

**Groupings**

Students Working In Small Groups

**Teaching / Learning Strategies**

- Interview
- Peer Teaching
- Brainstorming

**Assessment**

While students participate in their discussions, the teacher walks around to assist students to complete their research.

Students could provide feedback to each other (peer assessment) about their presentations. Students could also assess their personal contribution to the group by completing a checklist generated by the teacher.

**Assessment Strategies**

Self Assessment

**Assessment Recording Devices**

Checklist

**Teaching / Learning**

1. The teacher models the kinds of questions students might ask their chosen person. Students brainstorm a list of questions and the teacher records their questions on an overhead/chart/board. Some examples are given below, others are found in Subtask 6.

- What is your name?
- What significant event took place in your life?
- What problems did you encounter?
- What type of environment do you live in?

2. The teacher chooses two other students to model a role play. The teacher is the third person in the role play. The teacher explains the next activity. They sit in a circle and take turns asking each other questions about their chosen character. Each person has their research notes with them to help them answer the questions. Students should respond by using the words that are used in first-person narratives. The teacher and the other two students model this technique. (e.g., Question: How old is your character? Answer: I am 43 years old.) This gives students an opportunity to use their notes and realize how to turn their notes into a story.

**What's Your Story?****Language An Integrated Unit for Grade 6****~ 40 mins**

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3. Students should try to reflect the way their chosen character would have acted and spoken.
4. Students are divided into groups of three and begin the activity.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

ESL/ESD or Special Education students may require more coaching or partnering in order to participate in this activity. They may need time in advance to prepare what they are going to say. For example, they may need to prepare answers to some questions ahead of time.

**Resources****Props****Notes to Teacher**

1. This activity gives students the opportunity to start linking concepts before writing their narrative.
2. For this activity, students may choose to dress in a costume that their chosen character would have worn. The teacher may provide time for students to create props or bring in some props or costumes for students to use. The teacher must ensure that props are used in a safe and appropriate manner. Review with students safety practices for the school and classroom.
3. Enrichment Activity: Students may wish to plan a monologue based on their character for their classmates.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

**What's Your Story?**

**Language** An Integrated Unit for Grade 6

**Description**

Students plan their stories using a story map outline provided by the teacher.

**Expectations**

- 6e5
- produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);

**Groupings**

- Students Working As A Whole Class
- Students Working Individually

**Teaching / Learning Strategies**

- Discussion
- Story Mapping
- Writing Process

**Assessment**

When students hand in their story maps, the teacher reviews them to ensure that students have planned their stories properly. If students have not completed the story maps properly, the teacher should conference with those students and guide them through the process.

**Assessment Strategies**

- Observation

**Assessment Recording Devices**

- Anecdotal Record

**Teaching / Learning**

1. The teacher reviews the characteristics of a narrative, produced in Subtask 1.
2. The teacher explains to students that they will write a first-person narrative based on a historical figure or an outstanding Canadian contributor, using the first-person perspective. The narrator is a character in the story who uses "I" and/or "me" to refer to himself/herself. At this point, the teacher shares a sample story map and explains how he/she went about completing it.
3. The teacher reminds students to use appropriate language and vocabulary that reflects the time period and culture of their chosen person.
4. As a class, students review the story outline created in Subtask 2. After they have done this, they work on their own story map, using the template provided by the teacher.
5. The teacher collects completed story maps and provides feedback to each student for the next stage of writing.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

The teacher may give students more time and support to complete their story map.

## Resources



## Notes to Teacher

1. The teacher could prepare the sample story map in advance or create it with the class, modelling his/her thinking throughout the creation. If the teacher presents a prepared sample story map, he/she should be prepared to do a think aloud to explain the process (i.e., the one the teacher prepares with students using a historical figure or outstanding Canadian contributor already studied in class).
2. Students use the template for story maps they have used throughout the year.
3. Refer to Grade 6 EQAO testing for writing suggestions (i.e., narratives, planners)

## Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

**What's Your Story?**

**Description**

Through various media, students encounter real-life people from both the past and present whose exploits, achievements, and contributions have a global significance. Students draft, revise, edit, and publish a first-person narrative in which they take on the persona of a historical figure or outstanding Canadian contributor. The subject chosen is directly linked to the Science and Technology unit: Properties of Air and Characteristics of Flight or the Social Studies units: Canada's Links to the World or First Nation Peoples and European Explorers. Students write about significant events in their subject's life. These events are historically researched but written with the student's interpretation of the events.

**Expectations**

- 6e4 • use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;
- 6e5 A • produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
- 6e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 6e7 A • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
- 6e8 • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
- 6e9 A • use and spell correctly the vocabulary appropriate for this grade level;
- 6e17 A – use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;
- 6e18 – select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);
- 6e19 A – frequently introduce vocabulary from other subject areas into their writing;
- 6e14 A – use verb tenses consistently throughout a piece of writing;
- 6e27 A • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

**Groupings**

- Students Working Individually
- Students Working In Pairs
- Students Working As A Whole Class

**Teaching / Learning Strategies**

- Writing Process

**Assessment**

The teacher assesses the final copy of the first-person narrative using a rubric.

**Assessment Strategies**

- Performance Task

**Assessment Recording Devices**

- Rubric
- Anecdotal Record

**Teaching / Learning**

**PART 1**

**What's Your Story?****Language An Integrated Unit for Grade 6****~ 120 mins**

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The teacher returns students' story maps with noted observations and guidelines to assist students in writing their actual story. Students review the suggestions, make any changes, and then write their first draft. Students require a fairly large block of time to write their first draft as they will need to consult all of their research notes for this process.

**PART 2**

1. Upon completion of their first drafts, students meet with a partner.
2. Students read their story to their partner and ask them the following questions (post on chart or chalkboard):
  - Does the title and introduction capture your attention?
  - Did I describe my characters in detail?
  - Did I describe my setting in detail?
  - Does my story make sense?
  - Were you able to visualize my story as I read it?
  - Is my story historically accurate?
  - Did I use the first-person throughout my story?
  - Did I include enough detail in my plot?
3. Students record their partner's answers/suggestions on a sheet in jot note form.
4. Students then reverse roles and follow the same process.

**PART 3**

1. Students begin to revise their work. They review their jot notes and decide on which suggestions from their writing partner they would like to incorporate into their writing. Students revise their draft accordingly.
2. The teacher reviews for students what to look for in their writing when they are revising and editing.
3. Students proofread and edit their writing. A checklist could be developed to guide them as they proofread and edit their work.

**PART 4**

After the revision and editing stages, students begin writing their final copy either by hand or on the computer.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

1. Students with learning difficulties may need more time and support to complete their stories.
2. ESL/ESD and Special Ed students may work with partners who can guide them in various aspects of the writing process.

**Resources**

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**What's Your Story?**

Language An Integrated Unit for Grade 6

~ 120 mins

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First-Person Narrative



First-Person Narrative



Chart Paper

1

**Notes to Teacher**

1. Students should complete all aspects of the writing process at school.
2. Students complete the final copy of their stories by hand or on the computer.
3. The teacher may establish partnerships to support students in various stages of the writing process.
4. When students finish their final copy, they could do the following art activity. Students choose a significant event from their chosen historical figure or outstanding Canadian contributor and draw a picture depicting the event.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

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# **Appendices**

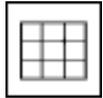
## **What's Your Story?**

### **Language**

**Resource List:**  
**Blackline Masters:**  
**Rubrics:**  
**Unit Expectation List and Expectation Summary:**  
**Unit Analysis:**

## What's Your Story?

## Language An Integrated Unit for Grade 6



## Rubric

- First-Person Narrative** **ST 9**  
3  
Used to assess First-Person Narrative.
- First-Person Narrative** **ST 9**  
3  
Used to assess First-Person Narrative.



## Print

- Flying Canucks: Famous Canadian Aviators** **Unit**  
Peter Pigott  
1550172247  
This particular book documents the lives of 12 Canadian aviators. These stories give the reader a glance at the lives of some exceptional aviators.
- Narrative Writing** **Unit**  
Tara McCarthy  
0-590-20937 Copyright 1998  
This book is divided into five parts: writing narratives about our own experiences, about other people, about literature, and stories. In addition, it provides reproducibles for composition skills.
- Night Letters** **ST 5**  
Palmyra LoMonaco  
0-525-45387-3 Copyright 1996  
This particular children's book illustrates the first-person perspective.
- Questions and Answers About Explorers** **Unit**  
Christopher Maynard  
0-590-63251-5 Copyright 1993  
This resource examines the many explorers.
- Teaching Literary Elements** **Unit**  
Tara McCarthy  
0-590-20945-0 Copyright 1997  
This book explores the various literary elements and provides easy strategies and activities to help children.
- Teaching Literary Elements with Short Stories** **Unit**  
Tara McCarthy  
0-439-09843-2 Copyright 2000  
This resource examines the various literary elements. Each chapter contains a short story and activities to help students understand the literary elements.
- Tell Me About Explorers and Faraway Places** **Unit**  
Christopher Maynard  
1-85697-094-9 Copyright 1993  
This book contains over 30 questions and answers about explorers.
- The Explorer's Handbook** **Unit**  
Marilyn Tolhurst  
0-590-12441-2 Copyright 1998  
This book examines how to become a fearless adventurer.
- The Great Atlas of Discovery** **Unit**  
Neil Grant  
0-7710-2859-8 Copyright 1992  
A Pictorial Atlas of World Exploration
- The Usborne Book of Explorers from Columbus to Armstrong** **Unit**  
Felicity Everett and Struan Reid  
0-590-62176-9 Copyright 1991  
This book examines in detail the lives and careers of the most famous explorers.
- Canada and Its Trading Partners** **Unit**  
Johnson Publications Ltd.  
This resource is broken down into three topics. For this particular unit, topic three relates to famous Canadians.
- Canada and Its Trading Partners** **Unit**  
Trudie BonBernard  
0-919913-69-5  
This resource examines Canada's trading partners and Canada's connection to the world through culture.
- Canada Revisited 6: Aboriginal Peoples and European Explorers** **Unit**  
Phyllis A. Arnold  
0-919913-65-2 Copyright 1999  
The first part of the resource examines various native groups. The second part examines early exploration and provides information into the events surrounding each explorer's life.
- Discovering Canada: Native Peoples** **Unit**  
Robert Livesey and A.G. Smith  
0-7737-5602-7 Copyright 1993  
This resource examines who these people were, where they lived, etc.
- Discovering Canada: The Vikings** **Unit**  
Robert Livesey and A.G. Smith  
0-77375209-9 Copyright 1989  
This book explores the life of the Vikings.
- Everything You Need to Know About World History** **Unit**  
Anne Zeman and Kate Kelly  
0-590-49365-5 Copyright 1995
- Eyewitness Books: Viking** **Unit**  
Susan M. Margeson  
0-679-86002-9 Copyright 1994  
This resource tells the story of the Vikings: their ships and weapons, heroes, games, music, life at home, farming, jewellery, forts, etc.

# What's Your Story?

## Language An Integrated Unit for Grade 6

- Writing Sense: A Teacher's Source Book** Unit  
 Gerald Oglan and David Booth  
 0-7747-0446-2 Copyright 1997  
 This particular book presents strategies to develop students' skills in writing various genres of writing.



### Media

- Amelia Earhart: Queen of the Air** Unit  
 A&E Biography  
 This video describes her life and accomplishments.



### Website

- EQAO** ST 8  
<http://www.eqao.com>  
 This site is a source for writing suggestions.
- Famous Canadians** Unit  
<http://www.linkstohalton.com>  
 This site examines many famous Canadians.



### Material

- A typed list of historical figures** ST 1  
 Students who are identified may need a list of historical figures rather than copying from the board.
- Chart Paper** ST 1  
 1  
 per class
- Chart Paper** ST 9  
 1  
 per class
- Coloured markers** ST 4
- Coloured pencils** ST 4
- Crayons** ST 4
- Drawing paper** ST 4
- Lined paper** Unit  
 per person  
 Students need lined paper to write their stories on.
- Magazines or travel brochures** ST 4  
 per person
- Picture / Photograph of a character** ST 3  
 1  
 per person
- Pictures of a variety of settings** ST 4  
 per class

- Props** ST 7  
 The teacher may wish to bring in some props or costumes for students who did not bring any in.
- Resource materials on famous individuals** ST 6
- Short Story** ST 2  
 1  
 per person  
 Students need a short story to read in a small group setting.



### Other

- Heritage Post: A Newsletter for Teachers** Unit  
 Newsletter-Number 17, 1995/96  
 This newsletter features articles on Canadian Aviation-Air Pioneers, Bush Pilots, Women who broke barriers, etc.
- Science Material for Flight** Unit  
 Print  
 Textbooks with material on Flight.

Intentionally blank

There are no Blackline Masters for this unit:

**What's Your Story?**

Language

Grade 6

## First-Person Narrative

### for use with Subtask 9 : First-Person Narrative from the Grade 6 Unit: What's Your Story?

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Expectations for this Subtask to Assess with this Rubric:

- 6e5** • produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
- 6e14** – use verb tenses consistently throughout a piece of writing;
- 6e17** – use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;
- 6e19** – frequently introduce vocabulary from other subject areas into their writing;
- 6e27** • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Reasoning</b> <b>6e5</b> - complexity of ideas and connection of topic (Historical Narrative) - character development	- the writer uses a few simple ideas  - limited character development	- the writer uses a variety of simple and related ideas  - some character development	- the writer uses ideas of some complexity  - good character development	- the writer uses complex ideas  - excellent character development
<b>6e27</b> - research sources	- information is based primarily on student's personal knowledge	- information is based primarily on student's personal knowledge and single resource	- information is based on student's personal knowledge and a few resources	- the information is based on student's personal knowledge and a variety of resources
<b>Communication</b> <b>6e5</b> - using the first-person perspective to write a historical event	- first-person perspective is evident in a limited way  - little evidence of accurate subject information	- first-person perspective is used correctly in some situations  - some evidence of accurate subject information	- first-person perspective is used correctly most of the time throughout the story  - subject information is mostly accurate	- first-person perspective is used correctly throughout the story  - clear evidence of accurate subject information

## First-Person Narrative

### for use with Subtask 9 : First-Person Narrative from the Grade 6 Unit: What's Your Story?

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Expectations for this Subtask to Assess with this Rubric:

- 6e5** • produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
- 6e7** • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
- 6e14** – use verb tenses consistently throughout a piece of writing;
- 6e17** – use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;
- 6e19** – frequently introduce vocabulary from other subject areas into their writing;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Organization of ideas</b> <b>6e5</b> - grouping information	- story has a limited development of beginning, middle, or end  - limited evidence of chronology of events	- story shows some evidence of development of beginning, middle, and end  - some evidence of chronology of events with some inaccuracies	- story has a clear beginning, middle, and a logical end  - most events are chronologically accurate	- story flows smoothly, progressing logically from the beginning, to middle, to end  - all events are chronologically accurate
<b>6e19</b> - word use and vocabulary development	- limited vocabulary is used with few descriptive words	- some varied vocabulary is used with some descriptive words	- a well-developed vocabulary with good descriptive words	- an extensive vocabulary is used with many descriptive details
<b>Conventions</b> <b>6e7, 6e14, 6e17</b> - spelling, grammar, punctuation, and style	- uses a few of the conventions (spelling, punctuation, and grammar) with several errors or omissions	- uses some of the conventions (spelling, punctuation, and grammar) with some errors or omissions	- uses most of the conventions (spelling, punctuation, and grammar) with few minor errors or omissions	- uses all of the conventions (spelling, punctuation, and grammar) with accuracy

What's Your Story?

Language An Integrated Unit for Grade 6

		Selected	Assessed
<b>English Language---Writing</b>			
<input type="checkbox"/> 6e4	• use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;	1	
<input type="checkbox"/> 6e5	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);	1	1
<input type="checkbox"/> 6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;	1	2
<input type="checkbox"/> 6e8	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;	1	2
<input type="checkbox"/> 6e9	• use and spell correctly the vocabulary appropriate for this grade level;		1
<input type="checkbox"/> 6e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	1	
<input type="checkbox"/> 6e14	– use verb tenses consistently throughout a piece of writing;		1
<input type="checkbox"/> 6e17	– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;		1
<input type="checkbox"/> 6e18	– select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);	1	
<input type="checkbox"/> 6e19	– frequently introduce vocabulary from other subject areas into their writing;		1
<b>English Language---Reading</b>			
<input type="checkbox"/> 6e27	• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;	1	1
<input type="checkbox"/> 6e30	– identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);		1
<input type="checkbox"/> 6e34	– identify a writer’s perspective or character’s motivation;	1	1
<input type="checkbox"/> 6e39	– use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read;	1	
<b>English Language---Oral and Visual Communication</b>			
<input type="checkbox"/> 6e61	– use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);	1	
<input type="checkbox"/> 6e62	– follow up on others’ ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;		2
<b>The Arts---Drama &amp; Dance</b>			
<input type="checkbox"/> 6a51	– demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g., to entertain, inform, persuade);	1	
<b>Social Studies---HC: First Nation Peoples and European Explorers</b>			
<input type="checkbox"/> 6z7	– identify the Viking, French, and English explorers who first came to and explored Canada, and explain the reasons for their journeys (e.g., the early-fifteenth-century blockade of overland trade routes and the resulting search for new routes to the Far East; the fishing industry; the fur trade; the search for gold; population growth in Europe leading to the search for new areas for settlement);		
<b>Social Studies---CWC: Canada’s Links to the World</b>			
<input type="checkbox"/> 6z42	– use base maps and a variety of information sources to sketch the relative position of places (e.g., location of trading partners, popular tourist areas of the United States and Canada);	1	
<input type="checkbox"/> 6z44	– use information about time zones to identify time differences among regions of the world;		1

# Expectation Summary

Selected **Assessed**

## What's Your Story?

### Language An Integrated Unit for Grade 6

#### English Language

6e1	6e2	6e3	6e4	1	6e5	1	1	6e6	6e7	1	2	6e8	1	2	6e9	1	6e10	1	
6e11	6e12	6e13	6e14	1	6e15	1	1	6e16	6e17	1	2	6e18	1	1	6e19	1	6e20	1	
6e21	6e22	6e23	6e24	1	6e25	1	1	6e26	6e27	1	1	6e28	1	1	6e29	1	6e30	2	1
6e31	6e32	6e33	6e34	1	6e35	1	1	6e36	6e37	1	1	6e38	1	1	6e39	1	6e40	2	1
6e41	6e42	6e43	6e44	1	6e45	1	1	6e46	6e47	1	1	6e48	1	1	6e49	1	6e50	2	1
6e51	6e52	6e53	6e54	1	6e55	1	1	6e56	6e57	1	1	6e58	1	1	6e59	1	6e60	2	1
6e61	6e62	6e63	6e64	1	6e65	1	1	6e66	6e67	1	1	6e68	1	1	6e69	1	6e70	2	1

#### Core French

6f1	6f2	6f3	6f4	6f5	6f6	6f7	6f8	6f9	6f10
6f11	6f12	6f13	6f14	6f15	6f16	6f17	6f18		

#### Mathematics

6m1	6m2	6m3	6m4	6m5	6m6	6m7	6m8	6m9	6m10
6m11	6m12	6m13	6m14	6m15	6m16	6m17	6m18	6m19	6m20
6m21	6m22	6m23	6m24	6m25	6m26	6m27	6m28	6m29	6m30
6m31	6m32	6m33	6m34	6m35	6m36	6m37	6m38	6m39	6m40
6m41	6m42	6m43	6m44	6m45	6m46	6m47	6m48	6m49	6m50
6m51	6m52	6m53	6m54	6m55	6m56	6m57	6m58	6m59	6m60
6m61	6m62	6m63	6m64	6m65	6m66	6m67	6m68	6m69	6m70
6m71	6m72	6m73	6m74	6m75	6m76	6m77	6m78	6m79	6m80
6m81									

#### Science and Technology

6s1	6s2	6s3	6s4	6s5	6s6	6s7	6s8	6s9	6s10
6s11	6s12	6s13	6s14	6s15	6s16	6s17	6s18	6s19	6s20
6s21	6s22	6s23	6s24	6s25	6s26	6s27	6s28	6s29	6s30
6s31	6s32	6s33	6s34	6s35	6s36	6s37	6s38	6s39	6s40
6s41	6s42	6s43	6s44	6s45	6s46	6s47	6s48	6s49	6s50
6s51	6s52	6s53	6s54	6s55	6s56	6s57	6s58	6s59	6s60
6s61	6s62	6s63	6s64	6s65	6s66	6s67	6s68	6s69	6s70
6s71	6s72	6s73	6s74	6s75	6s76	6s77	6s78	6s79	6s80
6s81	6s82	6s83	6s84	6s85	6s86	6s87	6s88	6s89	6s90
6s91	6s92	6s93	6s94	6s95	6s96	6s97	6s98	6s99	6s100
6s101	6s102	6s103	6s104	6s105	6s106	6s107	6s108	6s109	6s110
6s111	6s112	6s113	6s114	6s115	6s116	6s117	6s118	6s119	6s120
6s121	6s122	6s123	6s124						

#### Social Studies

6z1	6z2	6z3	6z4	6z5	6z6	6z7	1	6z8	6z9	6z10
6z11	6z12	6z13	6z14	6z15	6z16	6z17	1	6z18	6z19	6z20
6z21	6z22	6z23	6z24	6z25	6z26	6z27	1	6z28	6z29	6z30
6z31	6z32	6z33	6z34	6z35	6z36	6z37	1	6z38	6z39	6z40
6z41	6z42	1	6z43	6z44	1	6z45	1	6z46	6z47	6z48
6z51										

#### Health and Physical Education

6p1	6p2	6p3	6p4	6p5	6p6	6p7	6p8	6p9	6p10
6p11	6p12	6p13	6p14	6p15	6p16	6p17	6p18	6p19	6p20
6p21	6p22	6p23	6p24	6p25	6p26	6p27	6p28	6p29	6p30
6p31	6p32	6p33	6p34						

#### The Arts

6a1	6a2	6a3	6a4	6a5	6a6	6a7	6a8	6a9	6a10
6a11	6a12	6a13	6a14	6a15	6a16	6a17	6a18	6a19	6a20
6a21	6a22	6a23	6a24	6a25	6a26	6a27	6a28	6a29	6a30
6a31	6a32	6a33	6a34	6a35	6a36	6a37	6a38	6a39	6a40
6a41	6a42	6a43	6a44	6a45	6a46	6a47	6a48	6a49	6a50
6a51	1	6a52	6a53	6a54	6a55	6a56	6a57	6a58	6a59
6a61	6a62	6a63	6a64	6a65	6a66	6a67	6a68	6a69	6a70
6a71									

## What's Your Story?

Language An Integrated Unit for Grade 6

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### Analysis Of Unit Components

- 9 Subtasks
- 30 Expectations
- 39 Resources
- 62 Strategies & Groupings

-- Unique Expectations --

### Resource Types

- 2 Rubrics
  - 0 Blackline Masters
  - 0 Licensed Software
  - 18 Print Resources
  - 1 Media Resources
  - 2 Websites
  - 14 Material Resources
  - 0 Equipment / Manipulatives
  - 0 Sample Graphics
  - 2 Other Resources
  - 0 Parent / Community
  - 0 Companion Bookmarks
- 

### Groupings

- 6 Students Working As A Whole Class
- 5 Students Working In Pairs
- 2 Students Working In Small Groups
- 7 Students Working Individually

### Assessment Recording Devices

- 6 Anecdotal Record
- 3 Checklist
- 1 Rating Scale
- 2 Rubric

### Teaching / Learning Strategies

- 3 Brainstorming
- 4 Discussion
- 1 Guided Reading
- 1 Interview
- 1 Mind Map
- 1 Note-making
- 1 Peer Teaching
- 1 Read Aloud
- 1 Research Process
- 1 Role-playing
- 1 Story Mapping
- 1 Visualisation
- 4 Writing Process

### Assessment Strategies

- 7 Observation
- 1 Performance Task
- 1 Self Assessment