

Saskatchewan Catholic Schools Curriculum Permeation

REVEALING
CHRIST
IN ALL WE TEACH

ENGLISH
LANGUAGE ARTS 1

2015

“Revealing Christ in All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

“Revealing Christ in All We Teach”

Introduction:

"The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community." (The Religious Dimension of Education in a Catholic School, 1988 #25 -26.)

Teachers in Saskatchewan are mandated by the Ministry of Education to implement provincial curricula. Teachers in Saskatchewan Catholic Schools are further charged to utilize the "Revealing Christ in All We Teach" resources to permeate the Ministry curriculum with the Catholic world view.

Our Catholic schools seek to create a learning environment that reflects the identity and character of the Catholic Church. In each of our Catholic schools throughout Saskatchewan, we strive to become learning environments in which the uniqueness of our Catholic faith is expressed in all we do.

We believe that teaching in our Catholic schools is a ministry in which all are called to witness their faith. The teaching that occurs within our Catholic schools ought to reflect more than the content and objectives of the provincial curricula. In addition to these core fundamentals, we are called to infuse our Catholic beliefs and values in all subject areas.

In an ever-increasing secular world in which religious beliefs are dismissed, we must take up the challenge to see that the teaching of our Catholic values and beliefs are not limited to Religion and Christian Ethics classes alone, but are taught across the entire curricula. Our Catholic faith must permeate all subject areas! This undertaking is critical to the distinctiveness of Catholic education in Saskatchewan.

As Catholic educators, how do we permeate our Catholic teachings across the curricula? How do we, for example, discuss our church's teachings on respect for the environment in science classes? How do we promote social justice in our studies of the humanities? How do we critique literary works through the eyes of our faith? In biology, how do we promote the sanctity of all human life, indeed, all of creation?

At the direction of the Saskatchewan Catholic School Boards Association, the following resource has been produced to assist teachers in the permeation of our Catholic faith across the curricula. A number of dedicated Catholic teachers in Saskatchewan have contributed to this resource by developing and sharing a variety of activities, lessons, and units for this purpose.

Please note: Teachers are invited to submit feedback and/or suggestions for additional faith permeation ideas to their Religious Education coordinator/consultant.

"Revealing Christ in All We Teach"

Saskatchewan Catholic Schools Curriculum Permeation

Gr. 1 English Language Arts - Faith Permeation Essential Connections

Unit Theme: Attending a Mass Writing Informational Texts

This unit focuses on the Outcomes of the Saskatchewan Grade 1 English Language Arts Curriculum.

Catholic Faith Focus for Learning: I can demonstrate understanding of the practices and rituals during a Catholic Mass.

Catholic Faith Big Ideas:

Students will understand that ...

- The Mass is one of the most important experiences for us as Catholics.
- The way we as Catholics celebrate the Mass has many rituals and practices.
- Catholics all over the world attend Mass and participate in the same rituals and practices.

Catholic Faith Essential Skills:

Students will understand:

- How to participate in the rituals and practices of a Mass.

Catholic Faith Essential Questions: How can I participate during Mass?

Description of Culminating Task: Informational Text teaching one of the rituals or practices of a Catholic Mass.

NOTE: All yellow highlighted/shaded areas indicate faith permeation.

NOTE: All purple highlighted/shaded areas indicate important teacher notes and/or optional content.

Additional Resources:

- *Christ the Teacher Catholic Schools - English Language Arts Assessment Rubrics*
- Located online at: www.christtheteacher.ca
- *Catechism of the Catholic Church*
- *Bible*
- *Teaching Strategies: "Beyond Monet: The Artful Science of Instructional Integration,"* Barrie Bennet & Carol Rolheiser (2001).

"Revealing Christ in All We Teach"

Important Notes about Culminating Task/Permeation

Before you begin this unit, you will promptly need to find an authentic audience for the students to share their completed texts with. The task is set up to have them share with a Kindergarten class in your school. If this is not possible, you will want to find another authentic audience as this is very motivating to students. You may also think about or discuss with the Kindergarten teacher how the audience would be able to give the students feedback on their texts.

This unit includes a field trip lesson in which students attend a Mass at a local parish, and have some time to meet with your parish priest and/or a knowledgeable person that can answer some of the students' questions about the rituals and practices of a Mass. You will want to arrange this right away, and inform whomever you speak to of your project, and the intent of your visit. If this field trip is not possible, perhaps you could arrange to watch a video, and/or have a priest/knowledgeable person visit your classroom.

As a final note, although this task is designed as a writing task, you may consider whether you want to give the students the option to publish their informational text in a variety of multi-media formats. Their completed works may be a, a podcast, a PowerPoint presentation, a video, or another format they desire.

Possible Cross-Curricular Connections to this Unit:

| Subject | Outcomes |
|------------------|--|
| Health Education | USC 1.5 – “Explore the association between a healthy sense of ‘self’ and one’s positive connection with others and the environment.” |
| Social Studies | IN 2.1 – “Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.” IN 2.2 – “Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.” |

Culminating Task
“Attending a Mass”
Writing Informational Texts

How can we participate in Mass?

TASK:

The Kindergarten teacher at our school has asked for your help! She is about to take her class to a Mass at the local parish, and she wants to be sure they know what to do.

She has asked each of you to **create** and **present** a “how-to” text that will teach her students about one of the practices at a Mass.

CRITERIA FOR YOUR TEXT:

What to Include:

- **Instructions explaining the steps to one of the practices at a Mass**
- **Pictures to go with each step**
- **Smooth sentences**
- **Share your text out loud**



“Attending a Mass”
ELA 1 - CULMINATING TASK ASSESSMENT RUBRIC

| | 1 “Little Evidence” With help, I understand parts of the simpler ideas and do a few of the simpler skills. | 2 “Partial Evidence” I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills. | 3 “Sufficient Evidence” I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome. | 4 “Extensive Evidence” I have a deep understanding of the complex ideas, and can apply the skills I have learned to situations that were not taught in class. |
|---|--|---|--|---|
| Mass – I can demonstrate understanding of the practices and rituals of a Catholic Mass. | | | | |
| MASS | * I can identify one of the rituals of a Catholic Mass. | * I can describe one of the practices or rituals of a Catholic Mass. | * I can represent with detail, one of the practices or rituals of a Catholic Mass. | * I can represent with many details, one of the practices or rituals of a Catholic Mass. |
| Comments: | | | | |
| CC 1.2 I can represent main ideas and things that happen in order. I can use details, too. | | | | |
| DETAILS | I use very limited details. | I use some details. | I use details that help my audience understand. | I use many details that enhance the message of my text. |
| ORDER | The events are not in correct order. | Most of the events are in order. | All of the events are in correct order. | I play with the order purposefully to enhance the message. |
| Comments: | | | | |

| | 1 “Little Evidence” | 2 “Partial Evidence” | 3 “Sufficient Evidence” | 4 “Extensive Evidence” |
|--|--|---|---|--|
| CC 1.4 I can write and share information about things I know. | | | | |
| PICTURES | My pictures are not connected to my ideas. | My pictures connect to the ideas. | My pictures help the reader understand my ideas. | My pictures add more information to my text. |
| SENTENCES | I use mostly words instead of complete sentences. | I can write a few sentences that are on topic. | I write at least 5 sentences that stay on topic. | I can write more than 5 sentences that stay on topic. |
| | | My sentences sound bumpy. | My sentences are easy to read aloud. | My sentences flow smoothly. |
| REVISING | I can fix up at least one part of my text, with my teacher’s help. | I can fix up some parts of my text, with my teacher’s help. | I can “fix up” my text for an audience outside of the classroom, with my teacher’s support. | I can fix up my text for an audience outside of the classroom on my own. |
| Comments: | | | | |
| CC 1.3 I can speak clearly so people can hear me. | | | | |
| SPEAKING | I have difficulty speaking clearly. | Sometimes, I can speak clearly. | I speak clearly. | I speak clearly and use correct phrasing and tone. |
| Comments: | | | | |

"Attending a Mass"

ELA 1 - CULMINATING TASK ASSESSMENT STUDENT RUBRIC

| Mass – I can demonstrate understanding of the practices and rituals of a Catholic Mass. | | | | |
|--|--|---|---|---|
| | 1 | 2 | 3 | 4 |
| MASS | * I can identify one of the rituals of a Catholic Mass. | * I can describe one of the practices or rituals of a Catholic Mass. | * I can represent with detail, one of the practices or rituals of a Catholic Mass. | * I can represent with many details, one of the practices or rituals of a Catholic Mass. |

| CC 1.2 I can represent main ideas and things that happen in order. I can use details, too. | | | | |
|---|--------------------------------------|----------------------------------|---|--|
| | 1 | 2 | 3 | 4 |
| DETAILS | I use very limited details. | I use some details. | I use details that help my audience understand. | I use many details that enhance the message of my text. |
| ORDER | The events are not in correct order. | Most of the events are in order. | All of the events are in correct order. | I play with the order purposefully to enhance the message. |

| CC 1.4 I can write and share information about things I know. | | | | |
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| PICTURES | My pictures are not connected to my ideas. | My pictures connect to the ideas. | My pictures help the reader understand my ideas. | My pictures add more information to my text. |
| SENTENCES | I use mostly words instead of complete sentences. | I can write a few sentences that are on topic. | I write at least 5 sentences that stay on topic. | I can write more than 5 sentences that stay on topic. |
| | | My sentences sound bumpy. | My sentences are easy to read aloud. | My sentences flow smoothly. |
| | | I can fix up some parts of my text, with my teacher's help. | I can "fix up" my text for an audience outside of the classroom, with my teacher's support. | I can fix up my text for an audience outside of the classroom on my own. |
| REVISING | I can fix up at least one part of my text, with my teacher's help. | | | |

| CC 1.3 I can speak clearly so people can hear me. | | | | |
|--|-------------------------------------|---------------------------------|------------------|--|
| | 1 | 2 | 3 | 4 |
| SPEAKING | I have difficulty speaking clearly. | Sometimes, I can speak clearly. | I speak clearly. | I speak clearly and use correct phrasing and tone. |

Unit Instruction Plan/Lesson Sequence

Lesson 1 - Introduction Lesson

Outcomes:

| | | |
|--------|--------------|--|
| CR 1.3 | Indicator e. | <i>Listen to texts and retell.</i> |
| | Indicator f. | <i>Listen courteously and attentively to understand the meaning and intent of others.</i> |
| | Indicator g. | <i>Demonstrate attentiveness and comprehension as a listener through body language and facial expressions.</i> |
| CR 1.4 | Indicator d. | <i>Distinguish between fiction and non-fiction.</i> |

Required Materials:

- Prepared anecdote/s and materials to teach the students how to do something you know how to do well
- Two short mentor texts to read aloud, one that is a narrative and one that is a procedural text (Appendix 3)

NOTE: For this lesson, and throughout the unit, you will need a variety of texts or excerpts from procedural texts (those that teach the reader how to do something). These will be referred to as “How To” books throughout this unit. *It is imperative that you have a variety of level of texts that are appropriate for the readers in your classroom.* There are some suggestions in Appendix 3, and if necessary, you may need to create your own texts so all kids can have access to examples.

- Prepared Chart: “What We Notice about How-To Writing...” (Add a photocopied page from a procedural text to this chart, so you can highlight what the students notice)

NOTE: It will be helpful to read the notes on the Gradual Release of Responsibility Instructional Model (Appendix 1), and the “Think-Pair-Share” instructional strategy (Appendix 2), as they are frequently used throughout the entire unit.

NOTE: This unit suggests students do a lot of work with partners. You may create partnerships that students will maintain throughout the length of the unit, or they may switch for each lesson. In either case, you will need to ensure the students know the expectations and procedures for working with partners. You will also need to be mindful of ensuring partnerships are beneficial to the needs of all students. For some students, you might find groups of three to be more beneficial.

Lesson:

I DO:

- Gather your students close to you. In a very excited voice, explain to them that you have learned how to do something recently, have been practicing over and over and can't wait to teach them what you can do.

- b. In a very animated voice, present to the students what you are going to teach them to do. (Choose something that you think will be intriguing to your students and with materials that are practical to have each of your students try it out.)
 - How to draw a Panda Bear
 - How to spin a ball on your fingertip
 - How to blow a bubble with gum
 - How to use baking soda and vinegar to make a volcano
 - How to fold a paper airplane
 - How to make a sandwich
- c. Carrying on in your excited voice, take the students through the new skill step by step, being sure to use procedural language. First, next, then, after, now, last, finally, etc.
NOTE: You might choose to simply model this skill, or you might choose to have the students participate by following your instructions.
- d. Explain to students that we are all experts in certain things; we know how to do some things very well, so well in fact, we would be able to teach others step by step.
- e. Ask students to think-pair-share (Appendix 2) with a partner beside them areas they feel they are experts and some things they could teach others how to do.
- f. Explain to students that today is the start of a new unit in which they will learn how to become authors of a specific type of text called a How-to book (Or procedural, if you prefer), where they will not only be writers, but teachers too.

WE DO:

- g. Explain to students that you are going to read them two different texts today, and they are going to look and listen very closely to what they notice the authors are doing in each text and how they are different.
- h. Quickly read aloud a short narrative to the students, and then read a procedural text. Be mindful to read in a way that students will notice the language and differences.
NOTE: You might chose to read the texts twice, the first time just for enjoyment, the second for closer reading of features.
- i. Presenting your prepared chart to the class, ask students to first think-pair-share with a partner the differences they noticed in the two types of texts. You might choose to model appropriate discussion starters for your students, such as:
 - The first one... but the second one...
 - I noticed they both had...
 - They were different because...
- j. Present your chart and ask students to share what they notice. As they highlight features of the procedural text, repeat what they said using the language of the chart ("So you noticed "How-To" writing has...) and jot it down on your chart.

NOTE: Having a photocopied page from the procedural text attached to the chart will allow you to point out what they notice.

Possible Observations (Remember this is a continuous chart, so it is not necessary to point out all the features right away):

- Teaches you how to do something
- Lists in steps
- Has pictures for the steps
- Title that tells you what you are going to learn

- k. Explain to students that you will continue to add to this chart as you learn more about “How to” writing.

YOU DO:

- l. Ask students to think back to their expert topics they shared with their partner at the beginning of the lesson. Have the partners move to a space in the room and orally teach their partner how to do something they feel they know how to do very well. Encourage the language of steps and may encourage them to use their fingers, “First ... Second ...” If students are stuck, you might want to give them familiar topics to support their ideas such as recess time, classroom, fire drills, etc.

CLOSING:

- m. Choose two or three students to share with the class. You may choose to point out techniques they used from your chart and you might add on to your chart.

NOTE: You may choose to ask students to find “How-To” texts from home and bring in to the classroom to add to your collection, such as drawing books, recipes, etc., if so, you may want to send home a note to parents asking for their assistance.

Lesson 2 – Text Detectives

Outcomes:

- CR 1.4 **Indicator a.** *Read and interpret print*
 Indicator d. *Distinguish between fiction and non-fiction.*
 CC 1.3 **Indicator d.** *Share and talk about what is being learned, and stay on topic when speaking.*

Required Materials:

- “What We Notice...” Chart from previous lesson
- A variety of procedural texts at various levels for students to explore (Appendix 3), add any additional texts students have brought from home
- Sticky notes for each student/partnership
- Optional: Magnifying glasses – real or made of paper as students go on a hunt to discover more features

Lesson:

I DO:

- a. Refer students back to the chart from yesterday and remind them of what they noticed about “How-To” texts, and how they were different from other stories.
- b. Explain to students that while they found some of the features that make “How-To” books unique, there are still more.
- c. Explain to students that they are about to become detectives, and they are going to search through “How-To” books to see what else they can notice.

WE DO:

- d. Model how to go through a procedural text, noticing features (both the text and the visuals), touching them as you move through. Refer to the chart and confirm those which you already knew, and put a sticky note on anything that is new.
- e. Move through a few pages of the text, prompting students to think-pair-share with a partner what they are noticing (confirming from the chart or something new), and share with the class.

YOU DO:

- f. Give students each magnifying glasses (if you choose) and a few sticky notes, (they may work individually or in partnerships).
- g. Explain to them that you have set out a variety of “How-To” texts around the room.

- h. Instruct them to move around the classroom finding a text that is interesting to them, finding a space to work, and then being detectives. They should search for features they notice. When they notice something, they can mark it with a sticky note.
- i. Inform students that they will each have to share either something they noticed in a text that is already on the chart, or a new feature they discovered.
- j. While students are working, you will want to meet with individuals or partnerships to support them.

CLOSING:

- k. Gather the students back together as a class. Invite them to share, first with a partner, then with the class, what they discovered, and add any new 'noticings' (findings) to your class chart.

Lesson 3 – Writing a Text Together

Outcomes:

CC 1.4

Indicator b. *Select and use the appropriate before, during and after strategies when writing to communicate meaning.*

Indicator d. *Write about familiar topics using the learned vocabulary to express ideas.*

Indicator j. *Share work with others for feedback.*

Required Materials:

- ‘Noticings’ (Findings) Chart from previous lessons
- Chart paper with room for pictures and text to model writing a how to text (samples of different styles of drafting paper in the attached templates.pdf)
- Draft paper for students to choose their preference

Lesson:

I DO:

- a. Ask students to imagine that a new student was arriving in their classroom the next day. As members of this classroom, there is a lot they know about, and there is a lot that a new student would need to learn. Ask them to think about what types of things a new student would need to learn. Have them think-pair-share as partner.
- b. Jot down the students’ ideas of what a new student would need to learn using the language, “How to ...”
- c. Explain to students that you are going to write a “How-To” book together today on something you are all familiar with.
- d. Model for the students choosing a topic, thinking aloud, going through the list the students just generated. Refer to your ‘noticings’ chart and ask questions such as, “Is this something I could teach using steps? Is this something I feel I know a lot about? Is this something that is very important for a new student to learn?”
- e. Choosing a topic, show the students the various types of drafting paper and choose one, pointing out that there is room for both pictures and words.
- f. Write the title on the top of your chart paper (Ex: “How to Return a Book to Our Classroom Library” or “How to Get Ready for Lunch”). Putting your marker away, animatedly model for the students how you think carefully before you begin writing. You might want to scratch your head or put your finger on your chin and think aloud about what it is you are going to write about. Using your fingers, or touching the spaces on your chart paper, begin to recall the first and second steps of whatever it is you are writing about.

- g. Explain to the students what you were doing: thinking about and recalling the steps before I begin to think about pictures or words I want to write.

WE DO:

- h. Model thinking aloud only the first two steps of the topic you have chosen.
- i. Ask students to number themselves in their partnerships: one and two. Have partner one repeat the title, the first steps you have already discussed and one more step, then have two take over from them and complete the procedure.
- j. While students are talking with their partner, listen in as much as you can. When they are complete, highlight language you noticed and people who were using their fingers or other strategies. Refer students back to the “What We Notice Chart.”
- k. Model for students how to then go back to the top of the page, think about the first step, and then sketch a picture, repeating aloud the first step. Quickly jot down a sentence or two to support your sketch, being sure to use transition words such as first, next, then, etc.
- l. Depending on your students, you may choose to model only the first few steps of your shared writing piece, or you may choose to complete the text. Either way, be sure to use the same procedure: think aloud, sketch, and then add words in sentences, using procedural language.

YOU DO:

- m. Explain to students it is now time for them to try to write their own “How-To” story. They can complete the story you have been working on, they can use another topic you listed at the beginning of the class for a new student, or they can write about anything they feel they are an expert in and would like to teach.
- n. As students go off to work, remind them of the steps: 1) Touch the page or use my fingers to list all of the steps and say them in my head 2) Sketch the pictures 3) Add words.

NOTE: This may seem very early to have students already writing their own text, however, the thought is to give them as much practice writing as possible. As students are working, you will want to meet with them individually and in small groups to formatively assess where they are at and support, coach and extend wherever necessary. While they are working, some strategies you might choose to highlight for individuals/small groups/whole class are:

- If students are struggling with topics, you may call out some of the topics from students who are busy working.
- Writing words the best you can – using words you know, using word walls, personal dictionaries, stretching the words out.
- What to do if you run out of paper and need more.
- Rereading your work to make sure it would make sense to someone else.

CLOSING:

- o. Invite students to bring their completed or in-process stories, as you gather back together as a class.
- p. Refer students to the 'Noticings' chart. Read each item on the chart and have the students point to the place in their own piece where they did that in their own text.
- q. Explain to students that they just did a very important thing for writers, they reread their work. Have the students think-pair-share with a partner things that they didn't do, or they might need to work on.

NOTE: If possible, display the students' first How-To texts in a prominent place in the classroom, and as much as possible refer to them throughout the unit as examples and models for the strategies you will discuss in upcoming lessons. For example, if one of the students drew very detailed pictures, highlight that during the pictures lesson. If another student had very smooth and fluent sentences, highlight that.

Lesson 4 – Exploring the Task

Outcomes:

| | | |
|--------|--------------|--|
| CR 1.3 | Indicator f. | <i>Listen courteously and attentively to understand the meaning and intent of others.</i> |
| | Indicator g. | <i>Demonstrate attentiveness and comprehension as a listener through body language and facial expressions.</i> |
| CC 1.3 | Indicator a. | <i>Use oral language to bring meaning to what is listened to, observed, viewed and read.</i> |

Required Materials:

- Essential question posted in prominent area
- Copy of Culminating Task to display for all students to see, perhaps enlarged and copied out on chart paper, or displayed with projector or on Smart Board.
- Sample Tasks (attached.pdf), or create your own
- Student Version of Culminating Task Rubric
- Chart paper to start generating a topics list
- Label the corners of your classroom 1, 2, 3 and 4

Lesson:

I DO:

- a. Introduce students to the posted essential question, “How can we participate during Mass?”
- b. Explain to students that now that they have become knowledgeable on How-To books, they are ready to create them for a real audience.
- c. Present the sample culminating task to the students. Read it through one time first, just with the students listening.
- d. Next, read it again and give the students the opportunity to discuss what they know and understand about the task with a partner. Be sure to specifically highlight the purpose (to teach) and the audience (younger children).
- e. Next ask them to discuss any questions or confusion, with their partner and discuss as a class.

WE DO:

- f. Introduce the student version of the culminating task rubric to the students, and explain that this is how they will be assessed for this unit.

NOTE: Be sure to clarify for yourself and discuss the differences between the levels 1, 2, 3 or 4. It is very important to note that **Level 3 is the level at which students are meeting the outcomes for this grade level.** It is often helpful to start here when going through the rubric.

- g. Choosing one of the samples (attached .pdf, or creating your own), tell students they are now going to take the place of the teacher. Explain that together you will go through each of the required criteria, one at a time, and assess where the sample would fall on the rubric.
Notes: The sample task does not necessarily meet all criteria. You will not be able to go through the Mass, Revision and Speaking sections of the rubric, those will be addressed in later lessons.
- h. Display the sample task for the students. Read it through one time first, just for the students to listen.
- i. Then, read each of the sections of the rubric to the students. With those outcomes in mind, read through the sample again.
- j. Thinking aloud for the students, go to the first section of the rubric and visually point and orally talk through each level of criteria and place the sample on the rubric, giving evidence for your choice.
 - o *For example: "So when I look at the order section of the rubric, I see that a Level 3 means that all of the events are in order. When I look at the sample I see that there is one event here that is out of place, so I'm going to look at a level 2, it says that most of the events are in order. That would make sense for this sample, but I am going to check Level 1 just to be sure ..."*
- k. For the next section of the rubric, refer students to the sample again, then read aloud for the students each of the levels. Ask students to place the sample task for that section of the rubric by silently moving to the corner of the room labelled with that number. For example, if they think it would be a Level 3, they would go to corner #3. (You may need to set up parameters as to how long they have to go to a corner and encourage them this is not about going with friends).
- l. Once students are in a corner, have them partner up (groups of 3 if necessary - ensuring everyone has someone to talk to), and discuss **WHY** they placed it where they did, then share and discuss as a class.
- m. Prompts you might want to ask the students are: Why did you place this at this level? Why didn't it meet the level above? What did it have that made it different than the level below?

YOU DO:

- n. Move through each element of the rubric in the same way: choose a corner, discuss with a partner, share as a class, and provide evidence.

CLOSING:

- o. Field any questions from the students about the task or the rubric.

- p. Ask students to imagine they are about to attend a Mass for the first time, what might be things you would notice, things you would have questions about and things you would need to learn?
- q. Have the students think-pair-share ideas with a partner.
- r. Create a topic list together titled, "When attending a Mass we need to know..." being sure to use the language, "How to..." as you jot their ideas on the chart.
 - *Examples of topics might include:*
 - Making the Sign of the Cross - How to Genuflect
 - What to do during Communion - How to show the Sign of Peace

Lesson 5 – Field Trip/Guest Speaker

Outcomes:

| | | |
|--------|--------------|--|
| CR 1.3 | Indictor f. | <i>Listen courteously and attentively to understand the meaning and intent of others.</i> |
| | Indictor g. | <i>Demonstrate attentiveness and comprehension as a listener through body language and facial expressions.</i> |
| CC 1.3 | Indicator a. | <i>Use oral language to bring meaning to what is listened to, observed, viewed and read.</i> |

Required Materials:

- Topics Chart from Previous Lesson

Lesson:

- a. Prepare the students for your upcoming field trip/guest speaker. Explain to them the purpose of the trip is to put yourselves into the shoes of a newcomer, to observe the practices of a Mass, think about what might be helpful to teach the Kindergarten students, and to observe exactly how these practices are done.
- b. If applicable, also prepare them for a meeting with a priest/knowledgeable individual, and prepare them each with questions that they would like to ask. This might be an opportunity to model thick and thin and appropriate questions.
- c. On the day of the fieldtrip/guest speaker, be sure to take along your topics list with you and add to your list of topic ideas after Mass and after your discussions.

Lesson 7 – Choosing a Topic

Outcomes:

- | | | |
|--------|---------------------|--|
| CC 1.3 | Indicator a. | <i>Use oral language to bring meaning to what is listened to, observed, viewed and read.</i> |
| CC 1.4 | Indicator b. | <i>Select and use the appropriate before strategies when writing to communicate meaning.</i> |

Required Materials:

* **Mass Topics Chart from previous lessons**

Add the following questions to the topics chart:

- Which of these topics do I know a lot about?
- Which of these topics could I teach to someone else?
- Which of these topics are interesting to me?

NOTE: You will want to choose a topic, either related to one of the practices during a Mass or a different topic, which you can use to model the remaining lessons.

Lesson:

I DO:

- a. **Review your Mass topics chart from previous lesson that you generated after your field trip/guest speaker.**
- b. Explain to students that the time has come for them to choose a topic for their “How-To” text that they will create for the Kindergarten students.
- c. Model thinking aloud for the students how to go through a list of topics and choose the ones that are sticking out by asking questions:
 - Which of these topics do I know a lot about?
 - Which of these topics could I teach to someone else?
 - Which of these topics are interesting to me?

WE DO:

- d. Read aloud the list again to the students.
- e. Have students partner up and assign each partner a number: partner 1 and partner 2.
- f. Have partner 1 first ask the questions one at a time: (Which of these topics do I know a lot about? Which of these topics could I teach to someone else? Which of these topics are interesting to me?), and have partner 2 answer the questions.
- g. Before the partners switch, ask partner 2 to have two or three topics in mind that they could write about and share with their partner.

- h. Have the partners switch: Partner 2 will ask the questions and partner 1 will answer and then highlight a few topics that are sticking out for them.

YOU DO:

- i. Once you have highlighted two or three topics, model for students how you take one topic and take it for a test drive, just like you would before you buy a car.
- j. Model aloud for the students choosing one of your topics, and using words and actions go through the steps of that topic. For this first topic, model struggling to come up with enough to say or being unsure of the steps.
- k. Explain to students that if you take a topic for a test drive and it doesn't work out for you, then you can choose another one and try again.
- l. Model aloud for the students with a second topic.
- m. Ask students to find a space in the classroom. Through acting, using their fingers, whispering, saying aloud, take one topic for a test drive. If they do not have enough to say, or do not know all of the steps, encourage them to try another one. Remind students that they will need to decide on ONE topic before the end of today's lesson.
- n. Before you send students off remind them of the purpose of the task: to teach the steps of one of the practices of a Mass and the audience: Kindergarten students.
- o. While students are working, individually confer with students and support and coach as necessary.

CLOSING:

- p. Call students back together as a class and have them share aloud one at a time the topic they have chosen.
- q. Be mindful of the students who seem uncertain or who are having difficulty choosing a topic, you will want to meet with them immediately next lesson to give them support.

NOTE: If there is a topic that has little or no interest from the students, you might want to choose this as a class topic to model drafting and revising for upcoming lessons.

Lesson 8 – Rehearsing your Topic & Starting with Pictures

Outcomes:

- CC 1.2** *Represent key events, in a logical sequence and with detail.*
- CC 1.3** **Indicator a.** *Use oral language to bring meaning to what is listened to, observed, viewed and read.*
- CC 1.4** **Indicator b.** *Select and use the appropriate before strategies when writing to communicate meaning.*
- Indicator f.** *Write brief explanations and descriptions (accompanied by pictures).*

Required Materials:

- Plenty of copies of each type of drafting paper for students to choose from
- Drafting paper or chart paper to model writing
- Pictures section of the culminating task rubric

Lesson:

I DO:

- a. Ask students to think-pair-share with their partner the practice from Mass they have chosen to teach the Kindergarten students.
- b. Explain to students that as they are getting ready to write their How-To Text, it is good to practice or rehearse, just like before a big concert.
- c. Explain to students that one way they can rehearse before they write, is to remind themselves of their audience, in this case, Kindergarten students. You can pretend that you are actually talking to that person as you go through each step of your chosen topic.
- d. Ask students to think back to the previous school year, then think-pair-share as a class what might be important to remember when they are writing and presenting to Kindergarten students.

WE DO:

- e. Model aloud for the students rehearsing the steps of your topic aloud, be mindful to use your fingers, and to use procedural language: first, second, third, next, after, then, last, finally, etc.
- f. Have students rehearse the steps from their chosen topic with a partner. Have the partner take on the role of a Kindergarten student and offer suggestions when students are finished.
- g. Reinforce to the whole group when you hear students using procedural language, using plenty of details, using their fingers to list each step, etc.

YOU DO:

- h. Once students have rehearsed their topic, model on one of the draft paper templates, or on a chart going back to the first step, and sketch a picture in the provided space. Then do this again for the next step. Consciously choose to make one of the sketches more detailed than the next.
- i. Remind students of the different options for drafting paper, and the procedures for what to do if they run out of paper, and send them off to work with the reminder of steps: rehearse, go back to the first step, sketch the picture, then do the same with the next step.
- j. As they are working you will want to individually conference with students and/or pull together small groups to support, coach, extend, or re-teach where necessary.

CLOSING:

- k. Call students back together and refer them to the pictures section of the rubric. Discuss where the pictures from your model might fall on the rubric and discuss as a class what might make a difference between a Level 2 and 3 in pictures.
NOTE: You might choose to create a chart listing the criteria for a level 3 picture, you might also choose to include a visual example for students to reference.
- l. Have students think-pair-share with a partner where they would place their pictures on the rubric, and what they add/change/remove.
- m. Highlight any student work from their very first drafts (Lesson 3), that highlights detailed pictures that help the reader understand the ideas.

| | 1 | 2 | 3 | 4 |
|-----------------|--|-----------------------------------|--|--|
| PICTURES | My pictures are not connected to my ideas. | My pictures connect to the ideas. | My pictures help the reader understand my ideas. | My pictures add more information to my text. |

Lesson 9 – Drafting

Outcomes:

| | | |
|---------------|---------------------|--|
| CC 1.4 | Indicator b. | <i>Select and use the appropriate during strategies when writing to communicate meaning.</i> |
| | Indicator e. | <i>Create short texts including informational texts with own ideas following a model.</i> |
| | Indicator g. | <i>Write a complete sentence with six words or more using capitals, correct spacing, and some punctuation.</i> |
| | Indicator j. | <i>Share work with others for feedback.</i> |

Required Materials:

- Draft to continue modelling for students
- Order Section of the Rubric
- Details Section of the Rubric
- Draft paper for students

Lessons:

I DO:

- a. Refer students back to the draft you began to model during the previous lesson. Thinking aloud, use the pictures to go through the steps of your topic once again.
- b. Next, refer the students to the order section of the rubric and have them assess your model, where would it fit? What changes, if any, might need to be made?

WE DO:

- c. With a partner have students **share the practice of Mass they are going to teach**, and then have them go through each picture and share each step. Have them place themselves on the rubric, and discuss any changes they might need to make before beginning to add words today.

| | 1 | 2 | 3 | 4 |
|--------------|--------------------------------------|----------------------------------|---|--|
| ORDER | The events are not in correct order. | Most of the events are in order. | All of the events are in correct order. | I play with the order purposefully to enhance the message. |

YOU DO:

- d. Model aloud for the students once again, going to the top of your draft and beginning with the first step, adding words to match the pictures. Be sure to highlight capital letters, proper spacing and punctuation in your sentences.

NOTE: As per CC 1.4, students are expected to write a minimum of five sentences, and write sentences with six words or more, so you will want to be aware of this as you are modelling your draft.

- e. Have students refer to the first step in their draft, and holding up an invisible pencil in the air, have them pretend to write the sentences for the first step, being sure to include capital letters and punctuation.
- f. Discuss with the students strategies for helping them through tricky words.
NOTE: These strategies will differ depending on what you do in your classroom.
- g. Send students off to work on adding the words to their draft. As they are working you will want to individually conference with students and/or pull together small groups to support, coach, extend, or re-teach where necessary.

CLOSING:

- h. Call students back together and refer them to the details section of the rubric. Discuss where your model might fall on the rubric.
- i. Have students think-pair-share with a partner where they would place their details on the rubric, and what they would add/change/remove.
- j. Highlight any student work from their very first drafts (Lesson 3), that includes effective details.

| | 1 | 2 | 3 | 4 |
|----------------|-----------------------------|---------------------|---|---|
| DETAILS | I use very limited details. | I use some details. | I use details that help my audience understand. | I use many details that enhance the message of my text. |

Lesson 10 – Revision: “Fixing –Up” Sentences

Outcomes:

| | | |
|--------|---------------------|--|
| CC 1.4 | Indicator b. | <i>Select and use the appropriate after strategies when writing to communicate meaning.</i> |
| | Indicator g. | <i>Write a complete sentence with six words or more using capitals, correct spacing, and some punctuation.</i> |

Required Materials:

- Two pieces of bread (or enough slices of bread to share with the class)
- Margarine and cold butter
- Sample texts to model both fragmented and fluent sentences
 - **NOTE** this might be a model you prepare, or previous student work with names removed
- Student drafts
- Sentence Section of the Rubric

Lesson:

I DO:

- a. Explain to readers that a draft is not a finished copy ready to give to the audience, it is a first copy that we now can re-read and fix up any errors we notice.
- b. Explain to students that when we re-read, one of the things we can pay attention is the sentences and how they sound.
- c. Remind students that sentences are complete thoughts, and when we read full sentences, it should sound nice and smooth. As you are explaining this model for students spread margarine over a piece of bread. (You may choose to have students do this and enjoy their snack!)
- d. Share with students that sometimes, when we do not focus on creating smooth sentences for our readers, it can be like trying to spread cold butter on a piece of bread. Model and discuss the difference.

WE DO:

- e. Explain to students that you have two models to share with them today, and that you are going to read aloud each text to them. As you are reading, everyone in the class is going to walk around the classroom. Each time you come to the end of a sentence (discuss how we know it is the end of a sentence), you will say either period, question mark or exclamation mark, and everyone must instantly freeze and stop walking.
- f. First read aloud the model text with a lot of fragments, and have the students stopping a lot while they are walking.
- g. Next, read aloud the model text with fluent sentences.

- h. Have students come back together and think-pair-share with a partner what they noticed about the sentences in the two texts.

YOU DO:

- i. Instruct students to find their own space in the classroom and repeat this same process with their own drafts – walking around the classroom and stopping each time they come to the end of a sentence. Once they are complete, have them go back into their piece and fix it up so that the sentences are nice and smooth like putting margarine on a piece of bread.
- j. As they are working you will want to individually conference with students and/or pull together small groups to support, coach, extend, or re-teach where necessary.

CLOSING:

- k. Call students back together and refer them to the sentences section of the rubric.
- l. Have students think-pair-share with a partner where they would place their draft on the rubric, and what they would add/change/remove.
- m. Highlight any student work from their very first drafts (Lesson 3), that includes fluent sentences.

| | 1 | 2 | 3 | 4 |
|------------------|---|--|--|---|
| SENTENCES | I use mostly words instead of complete sentences. | I can write a few sentences that are on topic. | I write at least 5 sentences that stay on topic. | I can write more than 5 sentences that stay on topic. |
| | | My sentences sound bumpy. | My sentences are easy to read aloud. | My sentences flow smoothly. |

Lesson 11 – Revising with a Partner

Outcomes:

- CC 1.4**
- | | |
|---------------------|--|
| Indicator b. | <i>Select and use the appropriate after strategies when writing to communicate meaning.</i> |
| Indicator g. | <i>Write a complete sentence with six words or more using capitals, correct spacing, and some punctuation.</i> |

Required Materials:

- Student drafts
- Revising section of the rubric
- Prepared Chart:
 1. First dig a hole.
 2. Next, pour the package into the hole.
 3. Then, cover your hole and add water.
 4. Make sure you give your flower lots of sunlight.

Lesson:

I DO:

- a. Ask the students to close their eyes and pictures themselves doing the steps of a How-To Text you are about to read them. Explain to them that if they have any questions or confusions to put their hand up and you will stop:
 1. First dig a hole.
 - *Possible questions: how big, with what, where?*
 2. Next, pour the package into the hole.
 - *Package of what?*
 3. Then, cover your hole and add water.
 - *Cover it with what? How much water?*
 4. Finally, make sure you give your flower lots of sunlight.

NOTE: This is a good time to exaggerate and have fun with the students: cover it with what? A dish cloth? Dig a hole how big? Like for an elephant to fit into?

- b. Explain to students that when we re-read our texts, it can be helpful to re-read to a partner who imagines they are inside our text, and can stop us and ask questions when something does not make sense or is confusing. When you get this information from a partner, you do not just leave it and keep on going, but you should stop and fix it up. You can do this by crossing it out and writing it again, or by adding in more details.

WE DO:

- c. Present the same story on chart paper, and add a title: "How to Grow a Flower," discussing how important this is to your reader.
- d. Next, re-read each step, ask students to think-pair-share, first what is confusing and second how might you change it?

- e. Using the students' suggestions, revise by crossing out sentences, changing or adding words so it makes sense.
- f. Be sure to emphasize how you are trying to create smooth sentences.

YOU DO:

- g. Remind students that the purpose of these texts is to teach the Kindergarten students how to do one of the ritual practices at Mass. Their partners can take the place of the audience who will read/listen to these texts. If they are imagining themselves doing the steps, but get confused or have questions, that is a sign that we need to revise to make it clearer.
- h. Take a moment to discuss helpful and unhelpful partnerships.
- i. If students are ready, you can send them off with a partner to work on revising their drafts, if students are at different places you may want to see the end of Lesson 12 for suggestions.

Lesson 12 –Work Plan & Publishing

Outcomes:

CC 1.4

Indicator e. *Write informational texts, following a model.*

Indicator f. *Write brief explanations and descriptions (accompanied by pictures).*

Required Materials:

- Model Draft on Chart Paper
- Student drafts
- Copies of draft paper templates
- Paper for Title Pages
- Sample Published How-To Texts (either from your classroom library or work from previous students)
- Prepared Chart ... “When we are publishing, we ...”
- Prepared Chart and a sticky note for each student with their name on it:

| What am I Working on? | |
|--------------------------------------|--|
| The Pictures for my Text | |
| Adding Words that Match the Pictures | |
| Revising for Smooth Sentences | |
| Revising with a Partner | |
| Publishing for my audience | |
| Practice Presenting Out Loud | |

Lesson:

- a. Ask students to close their eyes and picture themselves on a regular school day. Once they have done that, get them to now picture themselves on picture day, or the night of a school concert. What is different?
- b. Explain to the students that the draft, is not the final product that you want to share with the audience. A draft is like us on a regular school day. To get ready for an audience, you do what is called publishing. Publishing is like us on picture day: you write it out again, including all of your revisions, and make sure it is neat and ready to share with the world.
- c. Display the draft that you have been modelling for the students, as well as a published informational text (either a published book, or a previous student’s work), and ask students to think-pair-share what differences they see.
- d. Display the chart, “When we are Publishing we ...” for the students and ask students to share what differences they noticed between the two texts.
Example might include:
 - Title Page with title and picture and author’s name
 - Neat Printing

- Detailed pictures with colour
 - No crossed out words
- e. Inform students of the date of the presentation day, and how many class periods they will have to publish their text.
- f. If all of your students are ready to publish, you can direct them to the draft paper. Have them choose clean sheets and begin creating their published piece.
- g. However, at this point, you might have students working at very different points in the writing process. If this is the case, use the “What am I Working on Chart?”, and ask each student to move a sticky note with their name on it to the stage of the process they are working on, and to move their name as they move through. This will help you to know where you can support individual/small groups of students.

Lesson 13 – Teaching it Out Loud!

Outcomes:

CC 1.3

Indicator g. Give directions that include several sequenced steps.

Indicator j. Rehearse and deliver short stories and oral presentations.

Required Materials:

- Speaking Section of the Rubric
- Student drafts

Lesson:

I DO:

- a. Ask students to recall story time during Kindergarten or any other time when they were younger children.
- b. Remind them that Kindergarten students usually are not able to read words yet, and so they rely on the person reading the text to share it in a way that gets them interested and (in this case) also helps them learn something new.
- c. Have students think-pair-share a story time memory that sticks out in their minds and why.
- d. Share a few memories with the class.

WE DO:

- e. Refer students to the “Speaking” section of the rubric:

| | 1 | 2 | 3 | 4 |
|-----------------|-------------------------------------|---------------------------------|------------------|--|
| SPEAKING | I have difficulty speaking clearly. | Sometimes, I can speak clearly. | I speak clearly. | I speak clearly and use correct phrasing and tone. |

- f. Using the draft you created with the class, model aloud for the students reading it twice: first using a clear voice and then an unclear voice. You will also want to model behaviors such as keeping your head in your page, making eye contact, pausing at punctuation and at key points, etc.
- g. Have the students think-pair-share with their partner any differences they noticed.

YOU DO:

- h. Remind students that the purpose of this presentation is to **teach the Kindergarten students about a practice during Mass**, not just to read what they have written on the page, so they will need to use their voice and pauses to get their message across to their audience.

- i. Give students an opportunity to practice both using an unclear voice, and then using a clear voice with their partner.
- j. Encourage their partner to give them any compliments, feedback and suggestions.

Lesson 14 – Presentation Day & Self –Assessment

Outcomes:

| | | |
|--------|--------------|--|
| CC 1.4 | Indicator e. | Create short texts including informational texts with own ideas following a model. |
| | Indicator f. | Write brief explanations and descriptions (accompanied by pictures). |
| AR 1.2 | Indicator a. | Reflect on writing and representing experiences in the context of teacher-led discussions. |

Required Materials:

- Students' Completed Texts
- Copy of the Student Rubric for Each Student
- Highlighter for each student
- Essential Questions from Beginning of Unit: **How can we participate during Mass?**

NOTE: While students will both assess themselves, and you will assess their completed task, it is also important that they receive feedback from their audience. You will want to discuss with the Kindergarten teacher how this might look:

- Students could read the relevant section from the rubric and the Kindergarten students could say where they would place them
- As a class you could create a simplified rubric with happy, sad, and straight faces for your students to read to the Kindergarten students and have them complete
- You could have the Kindergarten students give oral feedback, this could be recorded if you wish

Lesson:

- a. Celebrate with students as they have completed the task & are ready to present their texts to the Kindergarten class!
- b. Give each student an individual copy of the Student Rubric.
- c. Read aloud each section of the rubric to the students. Have students reflect on their work/completed task, and assess themselves on each section of the rubric. Using the highlighter, have them highlight where they would be for each outcome on the rubric.

NOTE: You may choose to use the same rubric when you assess, using a different colour of highlighter, and ask the students to reflect again on the differences.

d. You may choose to have additional reflection questions for students to complete/discuss, such as:

- What is one thing you feel very proud of? Why?
- What is one area you feel was difficult /challenging for you? Why?
- What did you learn from the feedback you received from the audience?
- Reflect on your thoughts about the questions we started with: How can we participate during Mass?

Optional Lessons:

At this point in the unit, you will have a good idea of which lessons you will need to reteach to the whole class, or which students might benefit from being retaught certain skills in small groups.

In addition, because each class/student is unique, it is difficult to anticipate some of the lessons you may choose to include in this unit. Depending on your class, and what you have already studied as writers, you may choose to add some of the following lessons:

Drafting:

- Labels with pictures
- Complete Sentences
- Adding on to sentences to say more
- Including an introduction

Editing:

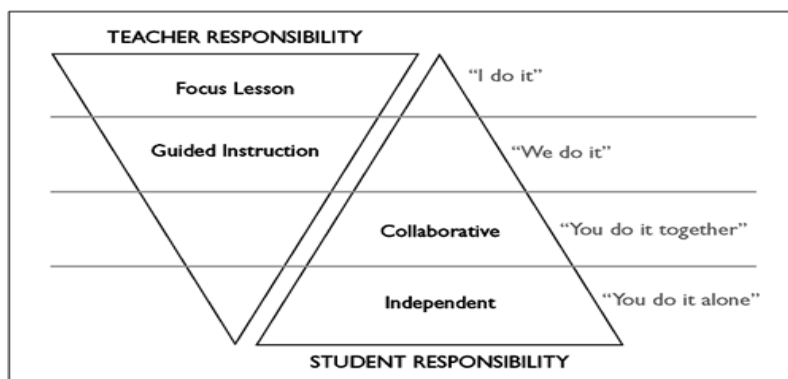
- Capitalization
- Spelling
- Punctuation
- Spacing
- Printing

Appendix 1

The Gradual Release of Responsibility Model

The lessons in this unit follow a gradual release of responsibility instructional model, as discussed by Doug Fisher and Nancy Frye. The lessons begin first with teacher explicitly teaching and modelling (“I do”), then responsibility is slowly handed over to the students first in a guided setting with the teacher (“We do”), then collaboratively with their peers (“You do together”) until the students are ready to work independently (“You do alone”).

Fisher & Frey’s Gradual Release of Responsibility Model (2008)



The hope is that this unit is also set out in such a way that at the beginning, students are given plenty of support and explicit teaching, slowly providing scaffolds and models until they are eventually able to take ownership with the culminating task.

Teacher /Student Roles & Responsibilities

(Adapted from Ellen Levy 2007 – www.sjboces.org)

| | Teacher might be ... | STUDENT might be ... |
|--|---|---|
| “I Do It” <i>Direct Instruction</i> | <ul style="list-style-type: none"> - Providing direct instruction - Establishing goals & purpose - Explicit Modeling - Thinking Aloud | <ul style="list-style-type: none"> - Actively listening - Asking for clarification |
| “We Do It” <i>Guided Instruction</i> | <ul style="list-style-type: none"> - Interactive Instruction - Working with students - Checks, prompts, cues - Providing additional modeling - Meeting with small groups | <ul style="list-style-type: none"> - Asking and responding to questions - Working with classmates and teacher - Completes process alongside others |
| “You Do it Together” <i>Collaborative Learning</i> | <ul style="list-style-type: none"> - Moving among groups - Meeting with small groups - Clarifying confusion - Providing support | <ul style="list-style-type: none"> - Working with classmates - Collaborating on authentic task - Consolidating learning - Working in a small group or partnership - Looking to peers for clarification |
| “You Do it Alone” <i>Independent Practice</i> | <ul style="list-style-type: none"> - Providing feedback - Evaluating - Determining level of understanding | <ul style="list-style-type: none"> - Working alone - Relying on notes, activities, classroom learning to complete task/assignment - Takes full responsibility for outcome |

For more information see: Fisher, D. & Frey, N., (2008). *Better learning through structured teaching*. Alexandria, VA: ASCD.

“Revealing Christ in All We Teach”

Appendix 2

Strategy - “Think-Pair-Share”

Information adapted from: “Beyond Monet: The Artful Science of Instructional Integration,” Barrie Bennet & Carol Rolheiser (2001).

What is it?

Think-pair-share is a strategy that gathers students into groups of two to four. Students are asked to first think to themselves about a particular question posed by the teacher, then share with a partner.

How does it work?

Sounds simple, but often one student does all of the talking. How do you know that students are listening to one another and actually engaging in a conversation/discussion around the posed question? Are students paraphrasing what the other student said before moving on in the conversation?

Teachers may choose to include more accountability/scaffolding into this strategy by assigning students a role (A & B). By asking A to start, and having B to paraphrase, reversing the process (B share and A paraphrase), and then calling on random groups to share their group’s thoughts with the class, you are encouraging more active listening/discussion.

Things to consider:

Ensure that you are using an appropriate amount of wait-time, especially as the complexity of the questions increase.

Make sure students are aware if they will be called on to share publicly or just with their partners, and your classroom culture allows for safe sharing of information.

Ensure ALL students are engaged in conversation. Consider the needs of your EAL students, your socially isolated students or if you have an odd number of students.

Appendix 3

Procedural Text Suggestions

- *Bruno, the Tailor*, Lars Klinting
- *Pancakes for Breakfast*, Tomie dePaola
- *Chop, Simmer, Season*, Brandenber
- *Building a House*, Byron Barton
- *How a House is Built*, Gail Gibbons
- *How to Babysit a Grandpa*, Jean Reagan
- *How to Make Bubbles*, Erika L. Shores
- *How to Make a Mudpie*, Rozanne Lanczak Willams
- *How to Make Slime*, Lori Shores
- *How to Build a Fizzy Rocket*, Lori Shores
- *Everyone Can Learn to Ride a Bicycle*, Chris Raschka
- *Benny Bakes a Cake*, Eve Rice
- *How to Make a Bouncing Egg*, Jennifer L. Marks
- *From Tomato to Ketchup*, Roberta Basel
- *From Milk to Ice Cream*, Roberta Basel
- *From Corn to Cereal*, Roberta Basel
- *From Cane to Sugar*, Roberta Basel
- *From Milk to Cheese*, Roberta Basel
- *Maisy Makes Gingerbread*, Lucy Cousins
- How to Draw Books
- Recipes
- Science Experiment Books

“Attending a Mass”
ELA 1 - CULMINATING TASK ASSESSMENT RUBRIC

| | 1 “Little Evidence” With help, I understand parts of the simpler ideas and do a few of the simpler skills. | 2 “Partial Evidence” I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills. | 3 “Sufficient Evidence” I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome. | 4 “Extensive Evidence” I have a deep understanding of the complex ideas, and can apply the skills I have learned to situations that were not taught in class. |
|---|--|---|--|---|
| Mass – I can demonstrate understanding of the practices and rituals of a Catholic Mass. | | | | |
| MASS | * I can identify one of the rituals of a Catholic Mass. | * I can describe one of the practices or rituals of a Catholic Mass. | * I can represent with detail, one of the practices or rituals of a Catholic Mass. | * I can represent with many details, one of the practices or rituals of a Catholic Mass. |
| Comments: | | | | |
| CC 1.2 I can represent main ideas and things that happen in order. I can use details, too. | | | | |
| DETAILS | I use very limited details. | I use some details. | I use details that help my audience understand. | I use many details that enhance the message of my text. |
| ORDER | The events are not in correct order. | Most of the events are in order. | All of the events are in correct order. | I play with the order purposefully to enhance the message. |
| Comments: | | | | |

| | 1 “Little Evidence” | 2 “Partial Evidence” | 3 “Sufficient Evidence” | 4 “Extensive Evidence” |
|--|--|---|---|--|
| CC 1.4 I can write and share information about things I know. | | | | |
| PICTURES | My pictures are not connected to my ideas. | My pictures connect to the ideas. | My pictures help the reader understand my ideas. | My pictures add more information to my text. |
| SENTENCES | I use mostly words instead of complete sentences. | I can write a few sentences that are on topic. | I write at least 5 sentences that stay on topic. | I can write more than 5 sentences that stay on topic. |
| | | My sentences sound bumpy. | My sentences are easy to read aloud. | My sentences flow smoothly. |
| REVISING | I can fix up at least one part of my text, with my teacher’s help. | I can fix up some parts of my text, with my teacher’s help. | I can “fix up” my text for an audience outside of the classroom, with my teacher’s support. | I can fix up my text for an audience outside of the classroom on my own. |
| Comments: | | | | |
| CC 1.3 I can speak clearly so people can hear me. | | | | |
| SPEAKING | I have difficulty speaking clearly. | Sometimes, I can speak clearly. | I speak clearly. | I speak clearly and use correct phrasing and tone. |
| Comments: | | | | |

"Attending a Mass"

ELA 1 - CULMINATING TASK ASSESSMENT STUDENT RUBRIC

| Mass – I can demonstrate understanding of the practices and rituals of a Catholic Mass. | | | | |
|--|--|---|---|---|
| | 1 | 2 | 3 | 4 |
| MASS | * I can identify one of the rituals of a Catholic Mass. | * I can describe one of the practices or rituals of a Catholic Mass. | * I can represent with detail, one of the practices or rituals of a Catholic Mass. | * I can represent with many details, one of the practices or rituals of a Catholic Mass. |

| CC 1.2 I can represent main ideas and things that happen in order. I can use details, too. | | | | |
|---|--------------------------------------|----------------------------------|---|--|
| | 1 | 2 | 3 | 4 |
| DETAILS | I use very limited details. | I use some details. | I use details that help my audience understand. | I use many details that enhance the message of my text. |
| ORDER | The events are not in correct order. | Most of the events are in order. | All of the events are in correct order. | I play with the order purposefully to enhance the message. |

| CC 1.4 I can write and share information about things I know. | | | | |
|--|--|---|---|--|
| | 1 | 2 | 3 | 4 |
| PICTURES | My pictures are not connected to my ideas. | My pictures connect to the ideas. | My pictures help the reader understand my ideas. | My pictures add more information to my text. |
| SENTENCES | I use mostly words instead of complete sentences. | I can write a few sentences that are on topic. | I write at least 5 sentences that stay on topic. | I can write more than 5 sentences that stay on topic. |
| | | My sentences sound bumpy. | My sentences are easy to read aloud. | My sentences flow smoothly. |
| | | I can fix up some parts of my text, with my teacher's help. | I can "fix up" my text for an audience outside of the classroom, with my teacher's support. | I can fix up my text for an audience outside of the classroom on my own. |
| REVISING | I can fix up at least one part of my text, with my teacher's help. | | | |

| CC 1.3 I can speak clearly so people can hear me. | | | | |
|--|-------------------------------------|---------------------------------|------------------|--|
| | 1 | 2 | 3 | 4 |
| SPEAKING | I have difficulty speaking clearly. | Sometimes, I can speak clearly. | I speak clearly. | I speak clearly and use correct phrasing and tone. |