

Grade 6 ELA Personal Profile Portfolio

Time Frame: 3+ weeks (Sept.)	Unit Title: Personal Profile Portfolio	Course Name: Gr.6 ELA
Stage 1: Desired Results		
Established Goal(s)	Transfer	
<p>Competencies Addressed:</p> <p>Students are able to write narratives to develop real or imagined experiences or events using effective techniques (ex: sensory details, dialogue, point of view, etc.) and description. (Personal and biographical)</p> <p>Students are able to define, understand, and apply grade-level vocabulary to a variety of tasks.</p> <p>Standards Addressed:</p> <ul style="list-style-type: none"> ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 	<p><i>Students will be able to independently use a variety of methods and mediums to express who they are through writing and art.</i></p> <p>Literature analysis- Poetry and music Book review- making connections</p> <ul style="list-style-type: none"> ● Writing a Paragraph: summary and opinion writing ● Communicate ideas through alternative methods of writing and art 	
	Meaning	
	<p>Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● different forms of writing express and accentuate different parts of personality ● voice has influence in writing ● Word choice influences meaning 	<p>Essential Questions</p> <p>Who am I? How am I perceived/reflected to my:</p> <ul style="list-style-type: none"> ● friends? ● family? ● school ?etc
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● what a portfolio is ● that rhythm is found in music and poetry 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Write a book review ● create a poem about self ● analyze a poem for meaning and symbolism ● represent traits through visual representations ● create a portfolio of writing and art about themselves

<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>Habits of mind and cross disciplinary goal(s) Students will provide specific evidence to support their writing: for ex: My hero, book review, music connection</p>		
--	--	--