

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	
Competencies Addressed: 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) Students are able to define, understand, and apply grade-level vocabulary to a variety of tasks. Standards Addressed: <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. 	<i>Students will be able to independently use a variety of methods and mediums to express who they are through writing and art.</i> Literature analysis- Poetry and music Book review- making connections <ul style="list-style-type: none"> • Writing a Paragraph: summary and opinion writing • Communicate ideas through alternative methods of writing and art 	
	Meaning	
	<u>Understandings</u> <i>Students will understand that...</i> <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 	<u>Essential Questions</u> Who am I? How am I perceived/reflected to my: <ul style="list-style-type: none"> • friends? • family? • school ?etc
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • what a portfolio is • that rhythm is found in music and poetry 	<i>Students will be able to...</i> <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>		
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