

ENGLISH 1P CULMINATING TASK

Activity 1: Reading

Expectations

- 1. Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
- 2. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- 3. Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- 4. Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Materials:

- Suggested list of teacher / department approved texts (short fiction is suggested if the project is done in a short period of time at the end of the semester; independent novels may be assigned if the teacher decides to assign the task over the course of the semester)
- Student package provided:
 - Two reading response charts
 - Short story plot elements tracker

Steps:

- Students select a text (short fiction is recommended)
- Students read the text independently
- Students complete all activities in the student package
- Students should be given enough time so that they may have stages assessed by peers and teacher before final submission for evaluation
- Finally, the students participate in a teacher-directed discussion using the completed package as a guide

Reading Response Chart

First half of short story: pages _____ to _____

Setting:	Unknown word & definition: Word: _____ Definition:	This part reminds me of ...
A question I have:	Emotions in this section:	Characters in this section:
I predict ...	A significant thought or quotation from the main character:	I'd like to know more about ...
My advice is ...	I was surprised ...	I would have done _____ differently ...
A conflict or problem the main character is experiencing ...	A lesson learned ...	A significant thought or quotation from a character other than the main character:

Reading Response Chart

Second half of short story: pages _____ to _____

Setting:	Unknown word & definition: Word: _____ Definition:	This part reminds me of ...
A question I have:	Emotions in this section:	Characters in this section:
I predict ...	A significant thought or quotation from the main character:	I'd like to know more about ...
My advice is ...	I was surprised ...	I would have done _____ differently ...
A conflict or problem the main character is experiencing ...	A lesson learned ...	A significant thought or quotation from a character other than the main character:

Short Story Plot Elements Tracker

Complete all the following information for your short story. Use pen. Be neat.

Genre (type of fiction, e.g. mystery, science fiction) _____

Title _____ Author _____

Setting: Time _____ Place _____

CHARACTERS: (select 3 main characters; if more than 3, use another piece of paper)

First main character: Name _____

Brief description (include physical appearance and character traits)

Second main character: Name _____

Brief description (include physical appearance and character traits)

Third main character: Name _____

Brief description (include physical appearance and character traits)

Short Story Plot Elements Tracker

CONFLICT: Identify and explain the main conflicts (e.g. person vs person, self, nature)

First main conflict (person vs _____)

Second main conflict (person vs _____)

Third main conflict (person vs _____)

Create a plot graph for your story

Short Story Plot Elements Tracker

What is the theme (lesson or message) of your story?

What are three techniques of good storytelling (with examples) that the author uses to make the narrative interesting?

1

2

3

Give this story a rating from 0 ("Terrible!") to 10 ("Fantastic!") and explain your reasons.

ENGLISH 1P CULMINATING TASK

Activity 2: Writing

Expectations

- 1. Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- 2. Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- 3. Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- 4. Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Materials:

- News Report lesson, planner and template for rough draft
- Opinion Piece lesson, and graphic organizer for rough draft

Steps:

- Teacher is encouraged to review the elements of a news report. An example is provided.
- Complete the planning stages for the creation of a news report on an event from their text.
- Students should have the rough draft edited by a peer before construction of the final, polished, preferably typed news report. If technological resources permit, students should include a photo and caption.
- Teacher is encouraged to review the elements of a series of paragraphs expressing an opinion. A sample lesson is provided.
- Complete the graphic organizer for the 3 paragraph opinion piece.
- Students should have the rough draft edited by a peer before construction of the final, polished, preferably typed opinion piece.

News Report Refresher Lesson

For this task, you will play reporter and write a news report on a scene from your story. Plan a headline for your story and then use the planning sheets including the graphic organizer provided to begin constructing your report.

Writing a News Article - Refresher

A news article lays out the 5 W's (who, what, when, where and why) and H (how) for a particular event. News articles depend on the inverted pyramid to lay out their information. A news article is like a conversation with a friend after a big day – you start with the most interesting information or highlights and work your way down to the less important facts.

Formula for a Well-Written News Article

First paragraph In your first one or two sentences tell who, what, when, where, and why. Try to hook the reader by beginning with a funny, clever, or surprising statement. Go for variety: try beginning your article with a question or a provocative statement.

2. Second/Third/Fourth paragraphs Give the reader the details. Include one or two quotes from people you interviewed. Write in the third person (he, she, it, they). Be objective -- never state your opinion. Use quotes to express others' opinions!

3. Last paragraph Wrap it up somehow (Don't leave the reader hanging. Please don't say..."In conclusion" or "To finish..." (yawn!). Try ending with a quote or a catchy phrase.

Inverted Pyramid Format

Newspaper articles are written using an "inverted pyramid format" as shown below. The most important information is at the top (beginning of article) and the least important information is at the bottom (end of article).

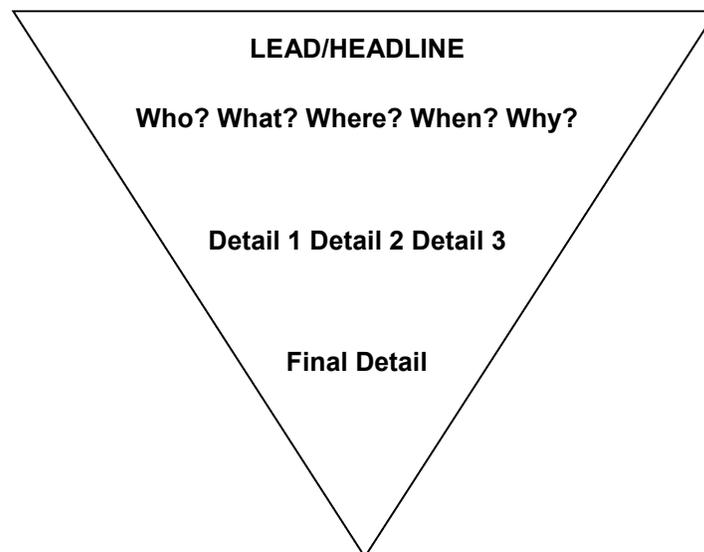


Image Copyright 2003 IRA/NCTE. All rights reserved.

ReadWriteThink materials may be reproduced for educational purposes.

News Report Planning Sheet

Text: _____

Headline: _____

Who?	
What?	
Where?	
When?	
Why?	
How?	
Eye Witness Account	Speaker: _____ Quotation: " _____ _____ _____ "

Opinion Piece Refresher Lesson

An opinion piece:

- is a series of paragraphs explaining what you think about a topic
- is meant to convince the reader that your position (what you think, your argument) is reasonable.

All opinion pieces contain:

- an introduction with a topic sentence
- a body that develops your argument with proof, details, and examples
- a conclusion that restates and sums up your position

How to write an information paragraph:

1. Choose a position

Read the topic question provided and decide what you think. Sample questions:

- Should students be required to participate in extra-curricular activities?
- Should parents limit their childrens' access to video games?
- Should school cafeterias be allowed to sell junk food?

You may want to use a table to help sort out your ideas. For example:

Yes/Agree with topic because....

Reason 1
supporting facts, proof and examples

Reason 2
supporting facts, proof and examples

Reason 3
supporting facts, proof and examples

No/Disagree with topic because...

Reason 1
supporting facts, proof and examples

Reason 2
supporting facts, proof and examples

Reason 3
supporting facts, proof and examples

Should cafeterias be allowed to sell junk food?

3. **Organize your ideas.**

- Use the chart you created with lists of supporting reasons and details. Now number those points in the order you will use them.
- Tips for numbering supporting reasons:
 - * Is there a natural sequence (ideas flow into each other)?
 - * Begin with a strong idea that will capture your reader
 - * Make your middle paragraph your weakest idea
 - * Save your strongest idea for the end to create impact

4. **Write your introduction**

Your introduction should be at least three sentences long and contain the following:

- a topic sentence
- a general statement about the topic
- information about where your argument is going. Get your reader interested in where you will be taking your argument.

5. **Write the body of your opinion piece.**

Develop the ideas you wrote down on your chart.

- make sure that each body paragraph has its own topic sentence,
- write two or more sentences for each paragraph that develop each reason with facts, proof, and examples.

6. **Write your conclusion.**

Make sure that your conclusion doesn't present new information, only summarizes your main points.

- summarize and restate your position.
- do not introduce new reasons or ideas here.

7. **Review and correct**

Take a moment to check your work.

- make sure you proofread for spelling and grammar.
- look over your opinion piece: Does it have at least three paragraphs (an introduction, body paragraph and conclusion).
- does it have a main idea in the opening paragraph?
- does each paragraph begin with a topic sentence?

Opinion Piece

Write a well constructed 3 paragraph opinion piece on the question below. Use the graphic organizer below to help you organize your thoughts.

Question: Should this text remain in the grade 9 English curriculum?

Audience: Educators and Administrators

Yes, _____ _____ _____	No, _____ _____ _____
<p>Reason 1: Supporting Proof</p> <p>Reason 2: Supporting Proof</p> <p>Reason 3: Supporting Proof</p>	<p>Reason 1: Supporting Proof</p> <p>Reason 2: Supporting Proof</p> <p>Reason 3: Supporting Proof</p>

ENGLISH 1P CULMINATING TASK

Activity 3: Media

Expectations

- 1. Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
- 2. Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- 3. Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 4. Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Materials:

- Student planner and filming / illustrating guide
- Access to computer labs
- Access to digital cameras and editing equipment, if applicable

Steps:

- Students are required to create a missing scene between at least two characters from your text.
- Teachers can choose between a variety of technology to accomplish this including ...
 - * Comic Strip (Student illustrated, Comic Life, Bit Strips etc...)
 - * Film and edit missing scene to be used in movie adaptation of the text (Dvolver, any movie making software)

Planning and Writing the Missing Scene

Use the following prompts below to help you brainstorm the plot of your missing scene.

- What happens in the story right before you insert the “missing scene”? _____

What characters are involved in your scene and why?	
What is the setting? (Time and place)	
What is the goal or point of the scene?	
How does the scene end? What do the characters realize or accomplish?	

- What is the next scene in the actual story? (You want to make sure that your missing scene flows in to the original text)

- Now go and write the scene. Make include dialogue between characters, thoughts of characters and sufficient detail to ensure that your missing scene doesn't seem out of place.

Illustrating or Filming the Missing Scene

Now that you have written the missing scene, you must present it in a visual medium. You must make sure that your visualization of the scene includes the following:

Checklist

- ___ An establishing shot that introduces the setting of the missing scene
- ___ A close up shot to illustrate emotion
- ___ An illustration of action
- ___ At least 10 instances of dialogue
- ___ At least 4 instances of thoughts of characters (via thought bubble or voice over)

Visualization Guide

Describe the background of the scene. What does it look like and how does it add to the story?	
Describe the characters. What do they look like? What are they wearing? How is this consistent with the story?	
Why "extras" would you like to use and why? E.g.) songs in the background of a scene, special effect boxes like "Pow!" in a comic strip	

- Now go and create your masterpiece!

ENGLISH 1P CULMINATING TASK

Activity 4: Oral Communication

Expectations

- 1. Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 2. Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 3. Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Materials:

- Students can bring previous elements (e.g. plot tracker) for reference or as a memory prompt for discussion of their short story with their peers and the teacher
- Teacher is the discussion leader
- Possible discussion prompts provided

Steps:

- Bring class together in a circle or some discussion-friendly formation
- Teacher begins the discussion by asking simple one word questions to get students comfortable with discussing their thoughts
- Teachers should record how often each student speaks and whether they are simple or detailed responses

Story Talk Guided Discussion

Questions are intended to be asked to the group and then go around the room and have each student respond.

- What is the title of your story?
- Did you like your story?
Would anyone like to explain why or why not?
- Was there a character in your story whom you respected or admired?
Would anyone like to explain why that character was worthy of your respect or admiration?
- Did anything happen in your story that you would have done differently?
Can anyone explain what you would do differently and why?
- Was there a character whom you did not like or admire?
Can anyone explain why a character did not deserve your respect?
- Did your character go through a major change by the end of the story?
Can anyone explain why the character changed and if it was for better or worse?
- Did your story teach the reader any lessons?
Can you describe some of the lessons and what you think you were meant to learn from reading the story?
- If the gender of your main character changed, do you think it would change the outcome of the story?
Can anyone explain why and how?
- Would you recommend this story to someone?
To what kind of person would you recommend the story?
- Of all the stories we heard about today, which one are you the most interested in reading and why?

ENGLISH 1P CULMINATING TASK

Activity 5: Final Reflection

Expectations

Reading: Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing: Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media: Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Oral Communication: Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Materials:

- Student Reflection handout (note: this can be adapted into alternate formats as described below)

Steps:

- Distribute the Student Reflection handout
- Prompt students through the questions and encourage them to respond honestly
- Teacher may decide to complete the reflection as a class discussion, a one-on-one interview, using the clickers, as an exit slip or as an old fashioned read and respond.

Student Reflection

After completing the culminating task, please complete the following prompts.

1. Reading Reflection

Good readers make use of the following strategies when they encounter a text. Not all of the strategies are used every time but a good reader knows when to employ the following strategies when needed. Check off which strategies you used this text and reflect in the space provided on why you used it and how it helped.

- | | | |
|--|--|--|
| <input type="checkbox"/> predicting | <input type="checkbox"/> skimming | <input type="checkbox"/> scanning |
| <input type="checkbox"/> visualizing | <input type="checkbox"/> re-reading | <input type="checkbox"/> connecting personally |
| <input type="checkbox"/> extending vocabulary | <input type="checkbox"/> asking questions | <input type="checkbox"/> concept mapping |
| <input type="checkbox"/> retelling / summarizing | <input type="checkbox"/> drawing conclusions | <input type="checkbox"/> listening to voice |
| <input type="checkbox"/> researching key concepts | <input type="checkbox"/> making judgments | <input type="checkbox"/> responding |
| <input type="checkbox"/> making inferences
(read b/w the lines) | <input type="checkbox"/> analyze visual features | <input type="checkbox"/> organizational patterns |

A) Which strategy did you find the most useful to use before reading? Please explain why.

B) Which strategy did you find the most useful during reading? Please explain why.

C) Which strategy did you find the most useful to use after reading? Please explain why.

D) Which strategy do you think needs improvement? Please explain.

2. Why did you choose your text? _____

3. A) Which graphic organizer did you find most helpful? Please explain why. _____

B) How could you use that graphic organizer in another course? _____

4. A) What do you think is your strength as a writer (spelling, grammar, descriptive details, adding emotional details etc ...)?

B) In what area of your writing do you think you need the most improvement? _____

5. A) Did you like doing the media piece (creating a comic or film scene)? Please explain why you did or did not enjoy that activity.

B) Did your planning for the media piece match your final product? Why or why not? _____

6. A) Are you comfortable with speaking in front of the class / class discussions? Yes / No

B) What strategies did you use to feel more comfortable in the discussion for this project?

C) Describe something you saw a classmate do that you would like to use in future presentations or discussions.

