

## Gift of Words

**Learning Intention:** I can use the context of the story to clearly explain my understanding of specific words and phrases

**Summative Assessment:** Post a minimum of 3 *Gift of Words* that show understanding though context

BEGINNING	DEVELOPING	APPLYING	EXTENDING
<ul style="list-style-type: none"> <li>Does not demonstrate understanding of word/phrase</li> <li>Does not relate it to the context</li> <li>The majority of work is not in own words</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some understanding of word/phrase</li> <li>Attempts to relate it to context</li> <li>Some of work is not in own words.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of word/phrase</li> <li>Context and explanation provided</li> <li>Mostly in own words</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates deep understanding of word/phrase</li> <li>Detailed context and explanation provided</li> <li>All writing is in own words</li> </ul>

## Thinking and Learning Questions

**Learning Intention:** I can document my thinking to make it visible (conversations, responses, learning from others).

**Summative Assessment:** Post two thinking and learning question that show the development of your thinking and learning.

BEGINNING	DEVELOPING	APPLYING	EXTENDING
<ul style="list-style-type: none"> <li>Very little or no evidence of initial thinking provided</li> <li>Little or no change, development or deepening of thinking evident</li> </ul>	<ul style="list-style-type: none"> <li>Initial thinking has been attempted, but is limited in depth and accuracy</li> <li>Shows limited change, development or deepening of thinking</li> </ul>	<ul style="list-style-type: none"> <li>Shows initial thinking, and <i>some</i> thinking after discussion (reflective thinking) with peers or rereading</li> <li>Some explanation of how or why thinking has changed, developed or deepened</li> </ul>	<ul style="list-style-type: none"> <li>Clearly shows initial thinking, and thinking after discussion (reflective thinking) with peers or rereading</li> <li>Clearly explains why and how thinking has changed, developed or deepened</li> </ul>

## Written Response

**Learning Intention:** I can write a response that states and supports a Big Idea from the novel.

**Summative Assessment:** Submits a final written response and uploads it to a digital portfolio

	BEGINNING	DEVELOPING	APPLYING	EXTENDING
<b>Big Idea</b> <ul style="list-style-type: none"> <li>• Message</li> <li>• Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Big idea is not clearly stated or explained</li> <li>• Further explanation is needed</li> <li>• Evidence/supporting details not yet provided</li> </ul>	<ul style="list-style-type: none"> <li>• Big idea is stated, but not explained</li> <li>• Makes some sense</li> <li>• Some evidence/supporting details provided</li> </ul>	<ul style="list-style-type: none"> <li>• Big idea is explained</li> <li>• Mostly makes sense</li> <li>• Evidence/supporting details provided</li> </ul>	<ul style="list-style-type: none"> <li>• Big idea is clearly explained</li> <li>• Makes sense</li> <li>• Specific evidence/supporting details provided</li> </ul>
<b>Deep thinking, Opinion</b> <ul style="list-style-type: none"> <li>• Opinions</li> <li>• Reactions</li> <li>• Reading Strategies</li> <li>• Supporting Details</li> </ul>	<ul style="list-style-type: none"> <li>• Clear opinion(s) and reaction(s) with evidence have not yet been included.</li> <li>• Has yet to use reading strategies to clearly demonstrate deeper thinking</li> <li>• Yet to explain what the character and reader has learned</li> </ul>	<ul style="list-style-type: none"> <li>• Clear opinion(s) and reaction(s) but evidence has not been included.</li> <li>• Uses a reading strategy to demonstrate deeper thinking</li> <li>• Attempts to explain what the character and reader has learned</li> </ul>	<ul style="list-style-type: none"> <li>• Clear opinion(s) and reaction(s) with some evidence</li> <li>• Uses some reading strategies to demonstrate deeper thinking</li> <li>• Explains what the character and reader has learned</li> </ul>	<ul style="list-style-type: none"> <li>• Clear opinion(s) and reaction(s) with evidence</li> <li>• Uses reading strategies to clearly demonstrate deeper thinking</li> <li>• Clearly explains what the character and reader has learned</li> </ul>
<b>Organization and Communication</b> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Context/Brief Summary</li> <li>• Word choice</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Opening and Closing have yet to be added</li> <li>• Ideas still need to be put into organized, developed paragraphs</li> <li>• Yet to add powerful and engaging words</li> <li>• No clear voice</li> <li>• Ideas do not flow smooth and rarely were transitions used</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a simple opening and closing</li> <li>• Some presented in organized and developed paragraphs</li> <li>• Some powerful and engaging word choice</li> <li>• Voice is not clear</li> <li>• Some ideas flow (transitions)</li> </ul>	<ul style="list-style-type: none"> <li>• Effective opening and closing</li> <li>• Most ideas presented in organized, developed paragraphs</li> <li>• Powerful and engaging word choice used</li> <li>• Strong voice</li> <li>• Ideas flow (transitions)</li> </ul>	<ul style="list-style-type: none"> <li>• Strong and effective opening and closing</li> <li>• Ideas presented in organized, developed paragraphs</li> <li>• Powerful and engaging word choice used throughout</li> <li>• Clear strong voice</li> <li>• Ideas flow smoothly (transitions)</li> </ul>
<b>Conventions and Mechanics (Givens)</b> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Grammar</li> <li>• Sentence Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are not varied or constructed well</li> <li>• Writing has many grammar and/or spelling errors that influence the flow of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentences are constructed and varied</li> <li>• Writing has grammar and spelling errors that influence the flow of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are well constructed and most are varied</li> <li>• Writing has some grammar and/or spelling errors, but does not affect the flow of the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are well constructed and varied</li> <li>• Writing has very few grammar and/or spelling errors</li> </ul>

## Blogging

### Learning Intention:

- I can identify a big idea and support it using obvious evidence from the story.
- I can demonstrate my initial thinking, thinking after blog discussions, and how it has changed or deepened.

**Summative Assessment:** Submit a response that shows the development of your thinking and learning. Reflect on why you chose this response and how your thinking changed after talking to your classmate.

BEGINNING	DEVELOPING	APPLYING	EXTENDING
<ul style="list-style-type: none"><li>• Thinking does not show change or show any development.</li><li>• Thinking does not show a deeper understanding of the big idea.</li><li>• Does not include a reflection</li></ul>	<ul style="list-style-type: none"><li>• Thinking does not show change or show any development.</li><li>• Thinking does not show a deeper understanding of the big idea.</li><li>• Does not include a detailed reflection</li></ul>	Demonstrates: <ul style="list-style-type: none"><li>• initial thinking</li><li>• thinking after blogging with peers or rereading with limited</li><li>• Includes a brief reflection.</li></ul>	Demonstrates: <ul style="list-style-type: none"><li>• initial thinking</li><li>• thinking after blogging with peers or rereading</li><li>• Includes a reflection upon why and how thinking has changed, developed, or deepened.</li></ul>