

Unpacking Springboard Unit # 1: Stories of Change
Embedded Assessment # 1

Essential Question(s): How can change be significant?
 What makes a good story?

Learning Goal(s):

Students will write a personal narrative that includes a well-told incident, a response to the incident, and a reflection about the significance of the incident.

<u>WHAT I NEED TO KNOW</u>	<u>LESSON#</u>	<u>WHAT I NEED TO BE ABLE TO DO</u>
Incident		Present a clearly focused incident
Dialogue		Develop experiences, events and characters through effective use of dialogue, pacing and descriptive details
Pacing		
Descriptive Details		
Introduction		Engage and orient the reader
Sequence of Events		Sequence all events logically
Transitional Strategies		Use a variety of strategies effectively
Reflective Conclusion		Provide an insightful reflective conclusion
Precise Words		Use precise words and sensory language effectively to convey the incident
Sensory Language		
Pronoun Use		Demonstrate command and use them correctly
Sentence Variety		
Dialogue Tags		
Punctuation (of dialogue)		

Proficiency Scale – Unit 1 Embedded Assessment 1		
Topic: Writing a Personal Narrative		
NJSL: W.6.3a-e		
Grade: 6		
Score 4.0:	In addition to Score 3.0, in-depth inferences and application that go beyond what is taught	Sample Task: I can teach my peers how to write a personal narrative.
Score 3.0 (Learning Goal) What students will be able to do	W6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <i>Students will write a personal narrative that includes a well-told incident, a response to the incident, and a reflection about the significance of the incident.</i>	I can: <ul style="list-style-type: none"> • Write a multiparagraph personal narrative <ul style="list-style-type: none"> ○ Develop events and characters <ul style="list-style-type: none"> ▪ dialogue ▪ pacing ▪ descriptive details ○ Sequence events (incident, response, reflection) • Revise <ul style="list-style-type: none"> ○ Transitions ○ Precise words and sensory details • Edit <ul style="list-style-type: none"> ○ Vary sentences ○ Punctuate dialogue ○ Use pronouns correctly
Score 2.0 What students will know	The student will recognize or recall specific vocabulary:	I know: <ul style="list-style-type: none"> • Personal narrative • Dialogue and dialogue tags • Pacing • Descriptive details, precise words, sensory language • Sequence of events • Transitional strategies • Reflective conclusion • Conventions/Usage (capitalization, punctuation, spelling, grammar and usage) • Prewriting strategies
Score: 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	I can write a personal narrative with some assistance from the teacher.
Score: 0.0	Even with help, no understanding or skill demonstrated.	I am unable to write a personal narrative even with assistance from the teacher.