

Literature Study
Grade 6 English Language Arts
Aligned to Alberta Program of Study (2000)

Inkling

Written by Kenneth Oppel
Illustrations by Sydney Smith

Reading Level – R

Philosophy – At its core, English Language Arts can be looked at by its six strands: reading, writing, speaking, listening, viewing, and representing. Any effective programming should consider how to get students practicing and developing their skills in all of these areas.

This study of the novel Inkling by Kenneth Oppel is intentional in its focus for students to represent information and speak with expression, essential skills in the 21st century. Lessons and assessments have been organized as a whole class literature study with regular opportunities for students to collaborate in their small group literature study group. There is nothing wrong with students being challenged by a book above or below their independent reading level so long as the text is made accessible to developing readers. The purpose of reading is to be exposed to new stories and through these experiences make connections to ourselves, our community and even our place in time. Students developing the skill to decode may miss out on longer texts and themes they are ready to tackle. Additionally, these students are often able to provide keen insights to texts that the so-called stronger reader may overlook. During independent reading times, students reading below Level R will need listen to the text either by a recording or in a small group with the teacher or educational assistant.

All students will benefit from class discussion that tackles the complex characters and themes that this book provides and a whole class approach will allow you to focus on developing specific skills and having students work with different classmates than they may work with during book clubs. Some students may read ahead so when setting up the tasks for each lesson, be sure the conversation remains on the appropriate section of the book.

Many students will relate to Ethan Rylance and the desire he has to help 'fix' his dad, Peter. Particularly through the lens of a global pandemic, even more of our students have witnessed their parents dealing with depression and anxiety. This novel also provides a bit of a crossover between fantasy and realistic fiction; an ideal book for the Grade 6 reader.

Timeline – 4 weeks + 1 week for presentations (outline of unit provided)

Summative Assessments –

Chapter 4 Graphic Novel

Grade 6 CSL Gradebook for Elk Island Public Schools (2021)

- Understands what is read; identifies the main idea or topic in the chapter.
- Communicates thoughts and ideas in a variety of ways. Represents ch. 4 visually and demonstrates understanding of setting, action, and important details from the text.
- Uses strategies to revise and edit writing; seeks to improve writing quality through the editing process: planning, drafting and publishing.

Just One Minute

Grade 6 CSL Gradebook for Elk Island Public Schools (2021)

- Reads with fluency and accuracy; reads with appropriate rhythm, word accuracy, pace and expression.
- Communicates thoughts and ideas in a variety of ways; presents information orally. Speaks to demonstrate understanding of content.

Writing about Reading

Grade 6 CSL Gradebook for Elk Island Public Schools (2021)

*Student choice for which 2 responses should be graded; this assessment is an opportunity to co-construct criteria that must be met for a successful writing response.

- Understands what is read; responds personally and critically to written information. Is able to make connections between texts and personal experiences.
- Uses strategies to revise and edit writing
- Create writing which conveys meaning

Create Something New

Grade 6 CSL Gradebook for Elk Island Public Schools (2021)

- Communicates thoughts in a variety of ways; may represent ideas in a variety of ways.
- Creates writing which conveys meaning; prepares presentation of personal creation which explains creative process.

Alberta Program of Studies Curricular Connections – This literature study includes all five general learner outcomes provided in the English Language Arts Alberta Program of Studies (2000).

The specific outcomes for Grade 6 are provided for each of the summative assessments in this unit. In the outline provided below, only the ELA strands being practiced in each lesson are provided.

This unit is designed for students to work both independently and in a literature study group. This instructional approach ties to the specific Grade 6 outcomes in the following ways:

5.1 Respect others and strengthen community

In Grade 6 we **appreciate diversity** by comparing personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts sharing and discussing ideas and experiences that contribute to different responses to oral, print and other media texts

In Grade 6 we **celebrate accomplishments and events** by using appropriate language to participate in public events, occasions or traditions

In Grade 6 we **use language to show respect** by choosing appropriate language and tone in oral, print and other media texts

5.2 Work within a group

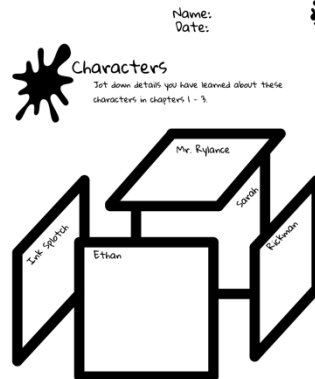
In Grade 6 we **cooperate with others** by assuming a variety of roles, and sharing responsibilities as a group member

In Grade 6 we **work in groups** by contributing to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations.

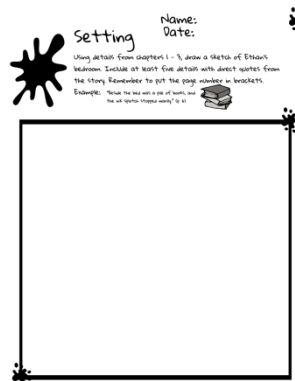
Outline of Unit

Lesson	Chapters	Activities	ELA Strands
<p>In the first week, it will seem like you're going very slowly, and you may worry that you won't finish the story in 4 weeks. Don't panic. Students need time to connect with the characters and understand the premise of a story. Taking things slowly at the start increases comprehension and consequently desire for developing readers to read independently in later chapters. As well, you will be using the first week to establish how the literature groups will work and reinforcing the positive behaviour. I suggest creating groups with a range of abilities and mixing up friend groups. I also tend to refer to the groups as 'teams' with the students as this language implies the expectation that they must work together for success.</p>			
1	n/a	<ol style="list-style-type: none"> 1. Arrange students in literature groups of 3-4 students. 2. Students will co-construct list of qualities that make a good group member. <ol style="list-style-type: none"> a. How do we participate? b. How do we show we're listening to other ideas? c. How do we record information? 3. Visit https://www.kennethoppel.ca Students will notice how website is organized and explain which area of the website they believe will provide the best information to find interesting facts about Kenneth Oppel. 4. Students will record in their workbooks: <ol style="list-style-type: none"> a. What are three interesting pieces of information you discovered about Kenneth Oppel? b. What makes this website a reliable source of information about Kenneth Oppel? 5. Practice co-constructed criteria by sharing ideas about Kenneth Oppel within their literature group. 6. Teacher will circulate and provide positive reinforcement of effective group work. 7. Teacher will facilitate whole class discussion to discuss information about Kenneth Oppel and reliable websites. 8. As whole class, view book trailer on website for <u>Inkling</u>. 	<p>Read website</p> <p>Write information</p> <p>Listen to group members and classmates</p> <p>Speak in small group and large group discussions</p> <p>View website</p>
2	1	<ol style="list-style-type: none"> 1. Teacher will arrange copies of books for students (discuss if they may take them between school/home/sign out required etc) 2. Students will share what features they can look for in the book to help learn what a book will be about and what they will find interesting about it. 3. Students skim through the book and discuss how illustrations are included throughout the book with their literature group. 4. Teacher will ask groups to make predictions about what will happen in chapter 1 ONLY using illustrations and no text. 5. Students will record predictions in workbook. 6. Teacher will read out loud Chapter 1 while students follow along. Teacher will demonstrate reading with expression. 7. Students will compare their predictions with what happened in the chapter. 	<p>Read Chapter 1 along with teacher</p> <p>Write predictions in workbook</p> <p>Listen to Chapter 1</p> <p>Speak with literature group.</p> <p>View the illustrations in Inkling</p>




3	2	<ol style="list-style-type: none"> Students will 'remind' teacher what happened in Chapter 1. Teacher will do mini-lesson on the paragraph. In Grade 6, many students need to review why paragraphs can be only 1 sentence. This intentional review will support stronger narrative writing. Teacher will preview the illustrations at the beginning of Chapter 2 with the class and ask students to make predictions about what will happen in the chapter. Students will read out loud Chapter 2 in literature groups to practice reading with expression and switching speakers with each paragraph. Teacher will circulate and keep running records (formative) of student's expression, word accuracy, and awareness of punctuation. As groups finish, ask them to go back and jot down in their notebooks any details they think are important about the characters from 2. Students will rejoin as a whole class and each group will share what happened in the chapter and share what information they think is important about the characters in Chapter 2. 	<p>Read Chapter 2 along with classmates</p> <p>Write details about characters in workbook</p> <p>Speak by reading out loud and in discussion with literature group and whole class</p> <p>View illustrations in Chapter 2</p>
4	1 - 3	<ol style="list-style-type: none"> Students will 'remind' the teacher which characters they met in chapters 1 and 2. Teacher will talk about how we can learn about characters by how they behave, what they say, and how other people treat them. Teacher will remind students about pausing with punctuation, how our voice goes up with questions, and how exclamation marks denote yelling. Also students will be reminded that paragraphs can be very short and they may only get 1 sentence before the next person's turn to read. Students will read out loud Chapter 3 as a whole class alternating readers with each paragraph. Teacher will continue running records (formative) on students reading. Students will complete Characters handout (formative) working in literature group. They may add other characters outside of the boxes. After 5 minutes have groups meet with another group and share their responses. 	<p>Read Chapter 3 by following along with whole class</p> <p>Write information in Characters handout</p> <p>Speak by reading out loud and in discussion with literature group and with another literature group</p>
5	1-3	<ol style="list-style-type: none"> Teacher will give mini-lesson on setting. Students will give a list of all the places the first three chapters of Inkling. Teacher will give mini-lesson on protagonist. Students will identify the protagonist and remind the teacher of his characteristics. Teacher will ask class which setting would reveal most about Ethan. Answers may vary but ultimately his bedroom will provide the most personal glimpse into the character because it is filled with his possessions. 	<p>Read/skim Chapter 1-3</p> <p>Write quotes</p> <p>Speak with literature group about setting and practice providing positive praise</p>

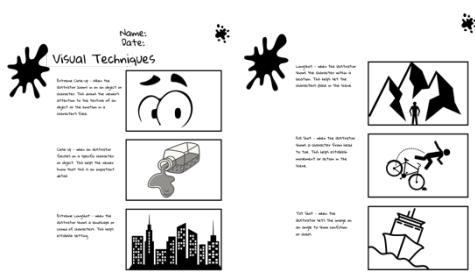
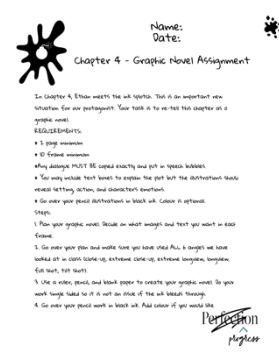


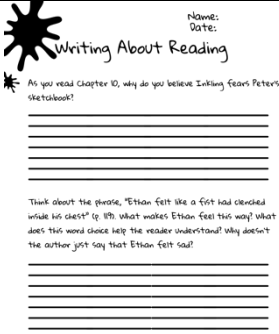
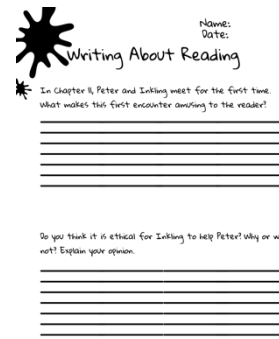
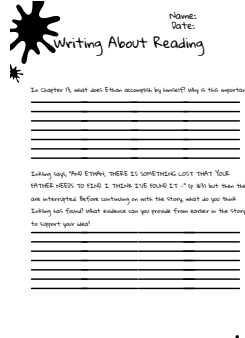
		<p>6. Students will work in literature groups to go back in the story and find 5+ quotes to describe Ethan's bedroom from Chapters 1-3 to record in their notebooks.</p> <p>7. Teacher will give the students Setting activity (formative) and discuss the proper way to record a quote from a story with quotation marks and page number. The purpose of this activity is to have students create an illustration informed by the text. Help the students understand that they would normally not include quotes in an illustration but want to be able to speak to the details they include. Students should be made aware that they this sketch should take them 15-20 minutes to complete (the slower artists will need to rush and the faster artists can take time to enhance their drawings)</p> <p>8. Students will complete drawings in pencil.</p> <p>9. Students will share their drawings with literature groups.</p> <p>10. Students will provide give their classmates positive feedback on their work.</p> <p>11. Teacher will circulate and reinforce students celebrating each other's work.</p>	<p>for classmate's work</p> <p>View each other's sketches</p> <p>Represent Ethan's bedroom</p>
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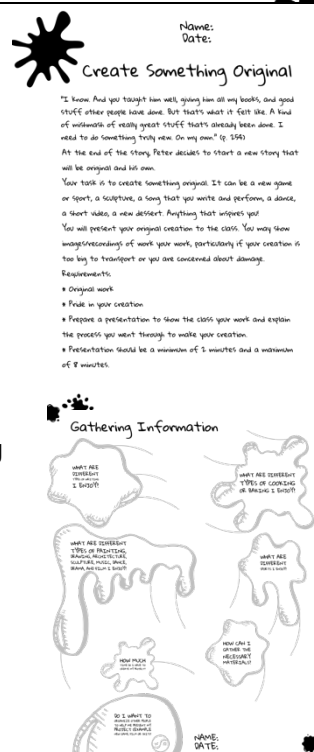
It's Week 2 and now you're going to want to panic because you're only tackling 3 more chapters this week. Again, please relax. You're going to get a summative assessment completed. And that's a good thing! There is nothing worse than a ton of marking right at the very end. This week is a continuation of visual literacy.

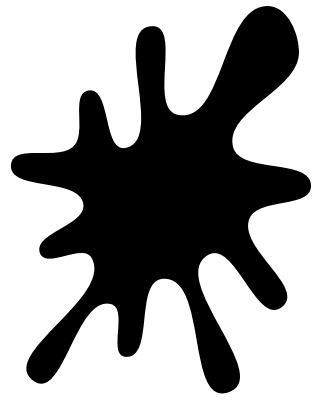
6	n/a	<p>1. Teacher will ask students to pay attention to the camera angles and consider why the filmmakers use some shots that are close up and others that are from a distance:</p> <p>2. Teacher will show following clip: https://www.youtube.com/watch?v=MyUyxYiZdBo (from Hotel Transylvania 3)</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Close-up</p> </div> <div style="text-align: center;">  <p>Longshot</p> </div> </div> <div style="text-align: center; margin-top: 10px;">  <p>Full shot</p> </div> <p>3. Students will explain their thoughts on how different angles help them notice different things.</p>	<p>Read the Visual literacy handouts</p> <p>Speak ideas to group and class as well as read assignment out loud.</p> <p>Listen to ideas of other classmates, the video clip, and the assignment being read out loud.</p> <p>View the video clip twice</p>
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		<p>4. Teacher will provide Visual Literacy handouts</p> <p>5. Students will read handout out loud as a class.</p> <p>6. Students will re-watch the video clip and decide whether the camera angles were effectively chosen as a literature group. Each group will meet and discuss for 2-3 minutes.</p> <p>7. Teacher will provide Graphic Novel Assignment (summative) handout and students will have first read through with literature groups (taking turns to read out loud).</p> <p>8. Students will read through the assignment with their literature group.</p> <p>9. Teacher will circulate and continue running records of reading out loud (often informational texts are overlooked when gaging if students can read with fluency)</p> <p>10. Teacher will read the assignment out loud to whole class clarifying expectations based on the rubric and answer questions. Work will begin tomorrow.</p>	 
7	4	<p>1. Students will read Chapter 4 independently.</p> <p>2. Students will begin planning Graphic Novel.</p> <p>3. Students will be prepared to share plans with literature group the next day.</p>	<p>Read Chapter 4</p> <p>Write dialogue/text boxes into planning</p> <p>Represent Chapter 4 as a Graphic Novel</p>
8	4	<p>1. Students will share Graphic Novel plan with literature group (5 minutes)</p> <p>2. Students will work on Graphic Novel assignment.</p>	<p>Speak about Graphic Novel with group</p> <p>View classmate's work</p> <p>Represent Chapter 4 as a Graphic Novel</p>
9	4	<p>1. Students will work on Graphic Novel assignment.</p> <p>2. Students will share work with literature group.</p> <p>3. Teacher will circulate and listen for students providing positive feedback on things they notice their classmates are doing well.</p>	<p>Speak about Graphic Novel with group and speak positively about</p>

		<ol style="list-style-type: none"> Teacher will handout Writing About Reading for Chapter 10 Students will write responses to questions. Students will meet with group and share their ideas. Students will read Chapter 11 out loud in group. Teacher will circulate and add to running records on student's reading. 		Speak ideas in group and read Chapter 11 out loud
14	12 - 13	<ol style="list-style-type: none"> Students will co-construct criteria for responses to Writing about Reading. Teacher will hand out Writing About Reading for Chapter 11 Students will write responses to questions. Students will meet with group and share their ideas and help classmates compare their writing with the criteria agreed upon at the start of class. Students will read Chapters 12 and 13 independently. 		<p>Read Chapters 12 and 13 independently</p> <p>Write ideas</p> <p>Speak ideas with group</p>
15	12 - 13	<ol style="list-style-type: none"> Just One Minute assignments should be submitted by today's class. Students will remind teacher of what happened in Chapters 12 and 13. Teacher will hand out Writing about Reading for Chapter 13. Students will write responses to questions. Students will meet with group and share ideas and improve writing with the criteria agreed upon with co-constructed criteria. 		<p>Write ideas</p> <p>Speak ideas about reading and writing in class and group</p>
<p>It's Week 4. You'll be finished reading the book this week and you'll start on the final summative. You will also get some writing submitted for grading. One thing to consider is only providing written feedback based on the criteria you agreed upon as a class. Without a 'grade', research shows that students are more likely to read the feedback and make improvements on their next piece of writing. Last week students had a chance to write and reflect on 6 questions. This week, they will pick 2 questions to type up as good copies to submit for grading.</p>				
16	10, 11, 13	<ol style="list-style-type: none"> Students will remind teacher of criteria for strong writing. Students will choose 2 questions they believe they have achieved strong writing. Students will type up good copies of two of these questions to submit for grading. Students will submit writing. 		Write ideas

17	14 - 18	1. Students will read Chapters 14 – 18 independently.	Read independently
18	19	<ol style="list-style-type: none"> Students will meet with group and recap what happened in Chapters 14 – 18 Students will read Chapter 19 out loud in group. Students will complete Inking vs Blotter handout. 	<p>Write ideas in handout</p> <p>Speak ideas in group and whole class.</p>
19	20 - 22	<ol style="list-style-type: none"> Students will share their comparisons between Inking and Blotter with the class. Teacher will read Chapter 20 - 22 out loud. Teacher will provide handout Create Something Original (summative) and read through, clarifying expectations based on the rubric. Teacher will provide Gathering Information handout. Students will begin work on Create Something Original by meeting with group and discussing ideas. 	<p>Read along with Chapters 20 – 22</p> <p>Write information</p> <p>Listen to assignment</p> <p>Speak ideas with class and group</p> <p>Represent creativity by creating something original</p>
20	n/a	<ol style="list-style-type: none"> Teacher will clarify questions about Create Something Original assignment including specifics about how much class time will be provided for completing work (I suggest 2 hours). Presentations can begin by middle of next week. Collect novels from students. 	
<p>It's Week 5. You've finished reading the book and have a collection of assessments hitting on outcomes across the curriculum. This week the students will work on their projects and you may choose to start presentations or start a new unit and have presentations begin next week. I hope that the students enjoyed the book and this unit and that you found the materials appropriately challenging and interesting for your class!</p>			





Setting

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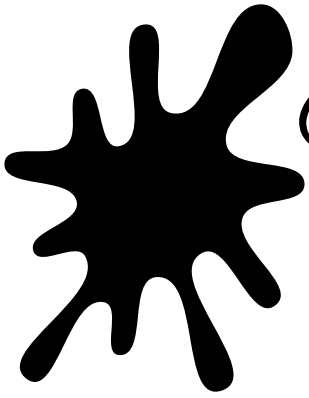


Using details from chapters 1 - 3, draw a sketch of Ethan's bedroom. Include at least five details with direct quotes from the story. Remember to put the page number in brackets.

Example: "Beside the bed was a pile of books, and the ink splotch stopped warily." (p. 6)

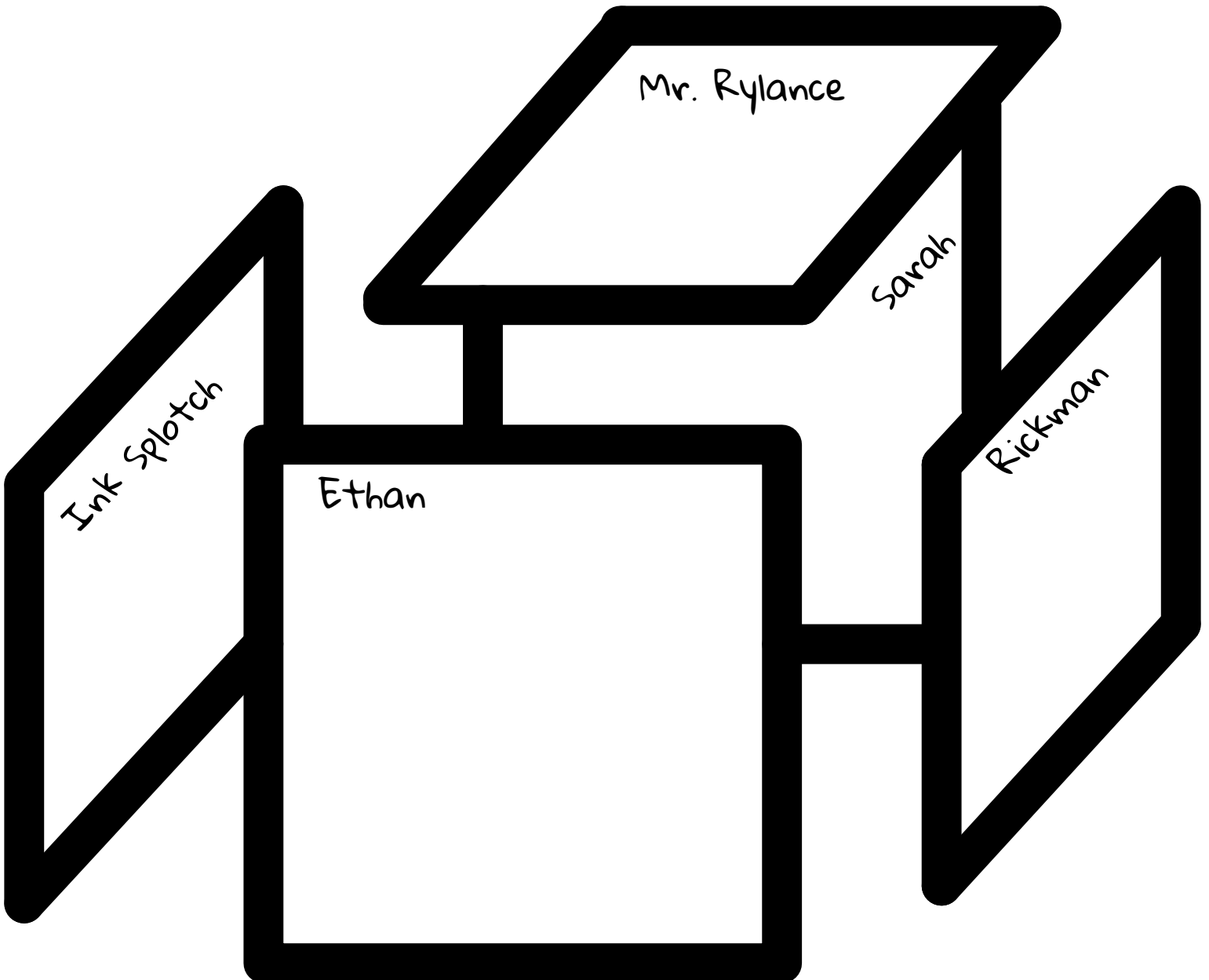


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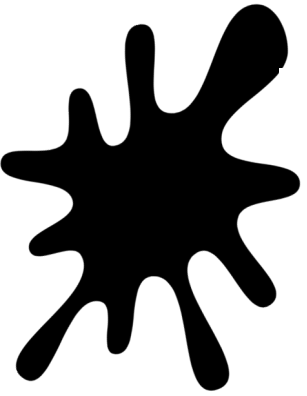


Characters

Not down details you have learned about these characters in chapters 1 - 3.

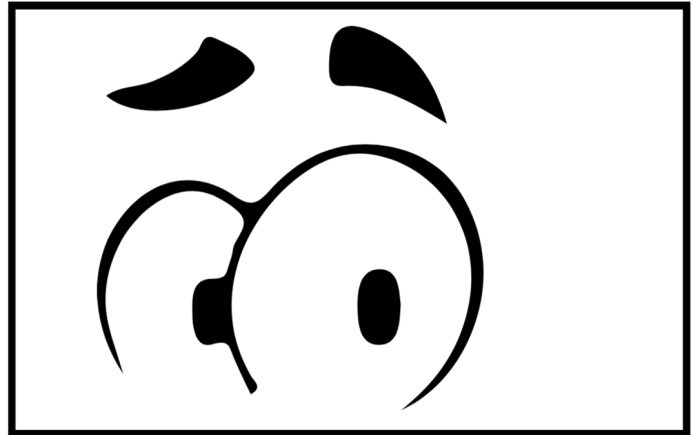


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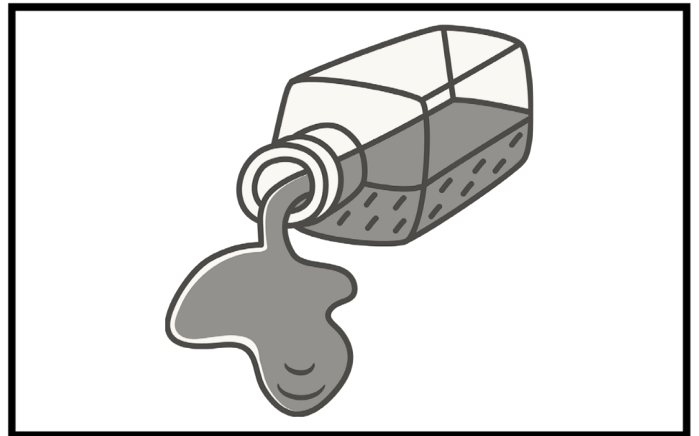


Visual Techniques

Extreme Close-up - When the illustrator zooms in on an object or character. This draws the viewer's attention to the texture of an object or the emotion in a character's face.

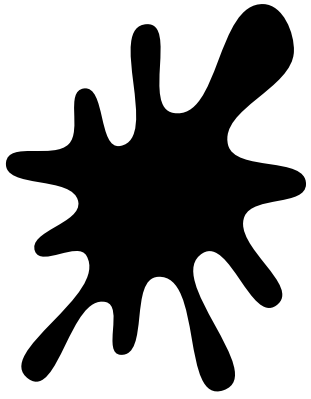


Close-up - when an illustrator focuses on a specific character or object. This helps the viewer know that this is an important detail.

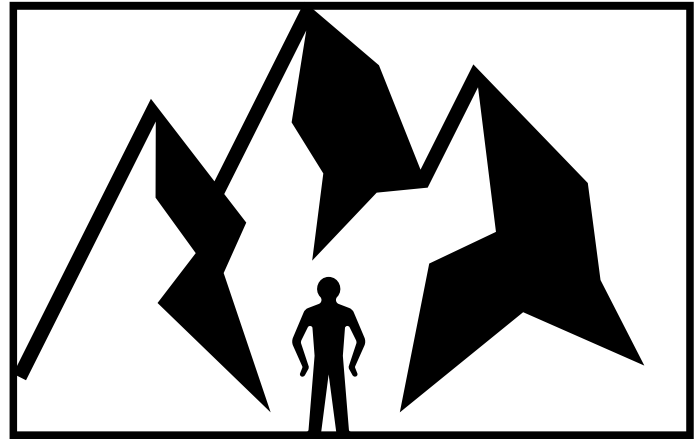


Extreme Longshot - when the illustrator shows a landscape or crowd of characters. This helps establish setting.

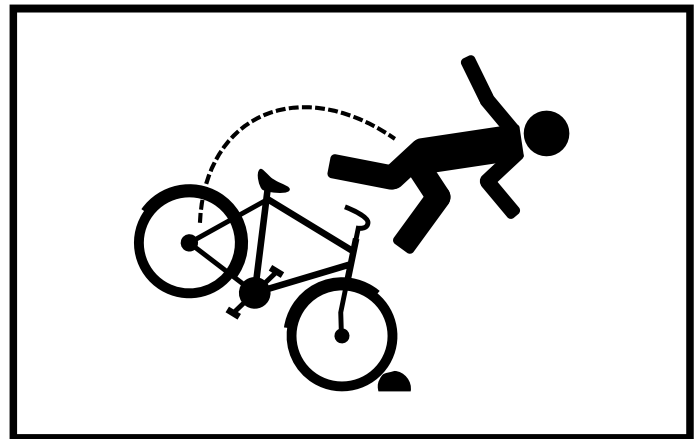




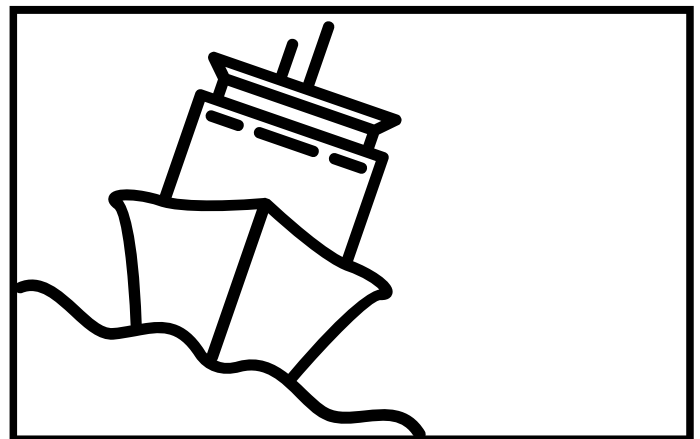
Longshot - when the illustrator shows the character within a location. This helps set the characters place in the scene.

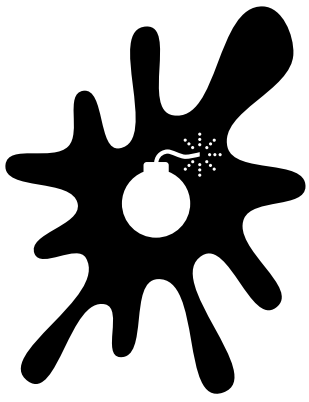


Full Shot - when the illustrator shows a character from head to toe. This helps establish movement or action in the scene.



Tilt Shot - when the illustrator sets the image on an angle to show confusion or chaos.





Name:
Date:



Chapter 4 - Graphic Novel Assignment

In Chapter 4, Ethan meets the ink splotch. This is an important new situation for our protagonist. Your task is to re-tell this chapter as a graphic novel.

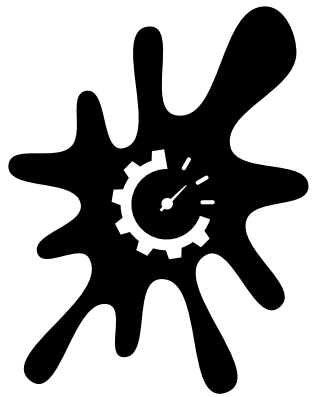
REQUIREMENTS:

- * 2 page minimum
- * 10 frame minimum
- * Any dialogue MUST BE copied exactly and put in speech bubbles.
- * You may include text boxes to explain the plot but the illustrations should reveal setting, action, and character's emotions.
- * Go over your pencil illustrations in black ink. Colour is optional.

Steps:

1. Plan your graphic novel. Decide on what images and text you want in each frame.
2. Go over your plan and make sure you have used ALL 6 angles we have looked at in class (close-up, extreme close-up, extreme longview, longview, full shot, tilt shot).
3. Use a ruler, pencil, and blank paper to create your graphic novel. Do your work single sided so it is not an issue if the ink bleeds through.
4. Go over your pencil work in black ink. Add colour if you would like.

~~Perfection~~
↑
progress



Name:
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Just One Minute

When we read out loud, we need to pay attention to more than just the words on the page. We need to pay attention to the clues the author has given us and use proper expression, volume, speed and sometimes even pause for effect. For this assignment, you will create a voice recording of you reading an excerpt of your choosing from Chapter 5 - 8 in *Inkling*. To make your recording even more exciting, you will add sound effects. These are the noises that help a story come alive, maybe a doorbell or foot steps down a hallway. You may need to create a new sound. For example, no human has ever heard a dinosaur but if you have seen any of the Jurassic Park movies, sound engineers created some epic prehistoric roars. Even big budget movies use some pretty simple tools to make new sounds. In Star Wars, the laser beam sounds were made with wire strings being hit by a hammer. Be creative with your work and have fun!

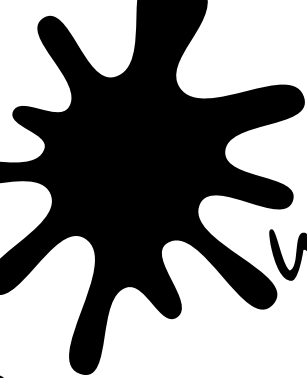
REQUIREMENTS:

- * 1 minute in length (may only go over by 10 seconds)
- * your voice should demonstrate a variety of expression
- * appropriate volume
- * appropriate speed and pauses
- * includes at least 1 sound effect

Steps:

1. Read over Chapters 5 - 8 for an excerpt that will allow you to showcase your expression and use sound effects.
2. Decide on what sound effects you will include and how you will create those sounds.
3. Practice. Practice. Maybe practice some more. And then practice again.
4. Record your excerpt and submit for grading.





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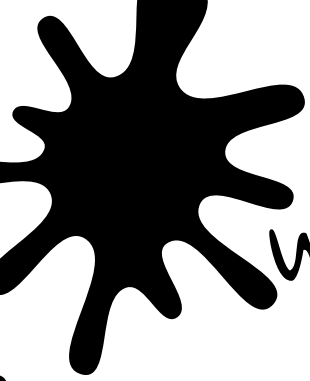
Writing About Reading



As you read Chapter 10, why do you believe Inkling fears Peter's sketchbook?

Think about the phrase, "Ethan felt like a fist had clenched inside his chest" (p. 119). What makes Ethan feel this way? What does this word choice help the reader understand? Why doesn't the author just say that Ethan felt sad?





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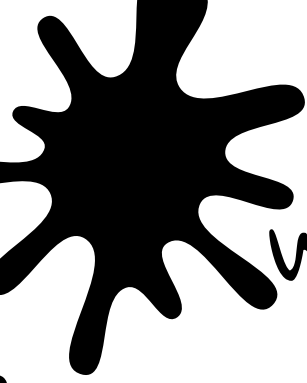
Writing About Reading



In Chapter 11, Peter and Inkling meet for the first time. What makes this first encounter amusing to the reader?

Do you think it is ethical for Inkling to help Peter? Why or why not? Explain your opinion.





Name:
Date:

Writing About Reading



In Chapter 13, what does Ethan accomplish by himself? Why is this important?

Inkling says, "AND ETHAN, THERE IS SOMETHING LOST THAT YOUR FATHER NEEDS TO FIND. I THINK I'VE FOUND IT -" (p. 163) but then they are interrupted. Before continuing on with the story, what do you think Inkling has found? What evidence can you provide from earlier in the story to support your idea?

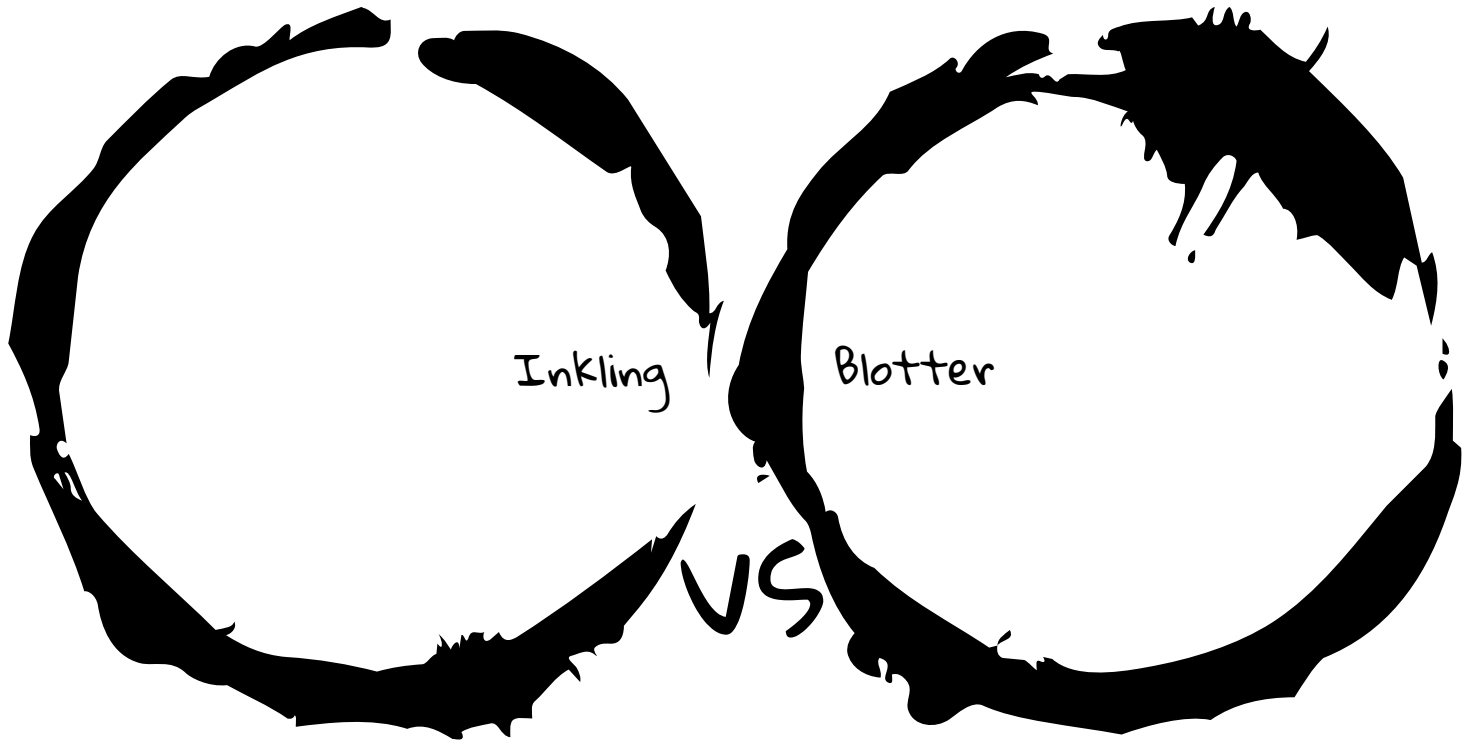






Name:
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Inkling vs Blotter

Kenneth Oppel chooses very different words to describe Inkling's movements than Blotter's movements. After reading Chapter 19, go back in the story and record these description words, along with the page number where you found them.



Why does this language affect your opinion of each character? Explain.



Gathering Information

WHAT ARE
DIFFERENT
TYPES OF WRITING
I ENJOY?

WHAT ARE DIFFERENT
TYPES OF COOKING
OR BAKING I ENJOY?

WHAT ARE DIFFERENT
TYPES OF PAINTING,
DRAWING, ARCHITECTURE,
SCULPTURE, MUSIC, DANCE,
DRAMA, AND FILM I ENJOY?

WHAT ARE
DIFFERENT
SPORTS I ENJOY?

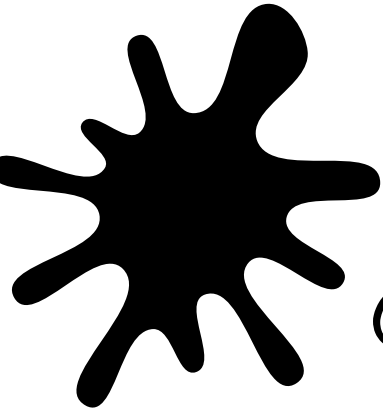
HOW MUCH
TIME DO I HAVE TO
CREATE MY PROJECT?

HOW CAN I
GATHER THE
NECESSARY
MATERIALS?

DO I WANT TO
ORGANIZE OTHER PEOPLE
TO HELP ME PRESENT MY
PROJECT (EXAMPLE
NEW GAME, FILM OR SKIT)?



NAME:
DATE:



Name:
Date:

Create Something Original

"I know. And you taught him well, giving him all my books, and good stuff other people have done. But that's what it felt like. A kind of mishmash of really great stuff that's already been done. I need to do something truly new. On my own." (p. 254)

At the end of the story, Peter decides to start a new story that will be original and his own.

Your task is to create something original. It can be a new game or sport, a sculpture, a song that you write and perform, a dance, a short video, a new dessert. Anything that inspires you!

You will present your original creation to the class. You may show images/recordings of work your work, particularly if your creation is too big to transport or you are concerned about damage.

Requirements:

- * Original work
- * Pride in your creation
- * Prepare a presentation to show the class your work and explain the process you went through to make your creation.
- * Presentation should be a minimum of 2 minutes and a maximum of 8 minutes.



Curricular Focus from the Alberta Program of Studies (2000)

Just One Minute Assignment

Curricular Focus from the English Language Arts 6 Alberta Program of Studies (2000)

General Outcome 2

Students will listen, **speak**, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use strategies and cues

In Grade 6 we **use prior knowledge** to apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning.

2.4 Create original text

In Grade 6 we **structure texts** to express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose.

General Outcome 4

Students will listen, **speak**, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and improve

In Grade 6 we **enhance artistry** by experimenting with several options, such as sentence structures, figurative language and **multimedia effects** to choose the most appropriate way of communicating ideas or information.

Just One Minute

Grade 6 CSL Gradebook for Elk Island Public Schools (2021)

- Reads with fluency and accuracy; reads with appropriate rhythm, word accuracy, pace and expression.
- Communicates thoughts and ideas in a variety of ways; presents information orally. Speaks to demonstrate understanding of content.



Name:
Date:



Just One Minute

When we read out loud, we need to pay attention to more than just the words on the page. We need to pay attention to the cues the author has given us and use proper expression, volume, speed and sometimes even pause for effect. For this assignment, you will create a voice recording of you reading an excerpt of your choosing from Chapter 5 - 8 in *Talking*. To make your recording even more exciting you will add sound effects. These are the noises that help a story come alive, maybe a doorbell or foot steps down a hallway. You may need to create a new sound. For example, no human has ever heard a dinosaur but if you have seen any of the Jurassic Park movies, sound engineers created some epic prehistoric roars. Even big budget movies use some pretty simple tools to make new sounds. In *Star Wars*, the later laser sounds were made with wine straws being hit by a hammer. Be creative with your work and have fun!

REQUIREMENTS:

- 1 minute in length (only go over by 10 seconds)
- your voice should demonstrate a variety of expression
- appropriate volume
- appropriate speed and pauses
- include at least 1 sound effect

Steps:

1. Read over Chapter 5 - 8 for an excerpt that will allow you to showcase your expression and use sound effects.
2. Decide on what sound effects you will include and how you will create those sounds.
3. Practice. Practice. Maybe practice some more. And then practice again.
4. Record your excerpt and submit for grading.



Grade 6 Podcast/Audio Recording Rubric

EIPS CSL Category	AB ELA (2000)	5 - Wow! You've done some brilliant work here!	4 - You've done a great job!	3 - You're on your way! Please consider...	2 - Not quite
Reads with fluency and accuracy; reads with appropriate rhythm, word accuracy, pace and expression.	Use strategies and cues	Listening to the excerpt was engaging! All of the words were properly pronounced. Delivery of excerpt is confident with clear diction. Student employs appropriate inflection for emphasis. Phrasing paid attention to punctuation.	Listening to the excerpt was pleasant. Any mispronunciations or missed words were minor and didn't take away from the listener's understanding of the text. Delivery of excerpt is clear and student may employ inflection for emphasis. Phrasing paid attention to punctuation.	It was easy to follow along with the excerpt. There may have been some mispronunciations or missed words. Volume or diction may make some moments difficult for the listener to understand. Phrasing may not always pay attention to punctuation.	It was confusing to follow along with the excerpt. Several words may be mispronounced, reordered or missing. Volume or diction may make the excerpt difficult for the listener to understand. Phrasing does not pay attention to punctuation.
Communicates thoughts and ideas in a variety of ways; presents information orally. Speaks to demonstrate understanding of content.	Create an original text Enhance and improve	Sound effect(s) is/are well integrated, relevant and enhanced the story. There is no "dead air" in the audio. Recording is 1 minute and does not exceed limit by more than 10 seconds. The expression in the speaker's voice enhanced the listener's understanding of the text and matched the information provided by the author about what was happening in the story and who was involved in the scene.	Sound effect(s) is/are well integrated and fit the story. There is no "dead air" in the audio. Recording is 1 minute and does not exceed limit by more than 10 seconds. The expression in the speaker's voice made sense with the information provided by the author about what was happening in the story and who was involved in the scene.	Sound effect(s) is/are included but may not fit the story or distract the listener from the text. There may be "dead air" or rushed moments. Recording may exceed 1 minute length by more than 10 seconds. The expression in the speaker's voice may have been indistinct/monotone at times.	Sound effect may be missing or is inappropriate to the story. There may be "dead air" or rushed moments. The expression in the speaker's voice does not match with the information provided by the author about what was happening in the story and who was involved in the scene.

Curricular Focus from the Alberta Program of Studies (2000)

Create Something Original Assignment

Curricular Focus from the English Language Arts 6 Alberta Program of Studies (2000)

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create original text

In Grade 6 we **generate ideas** and choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts.

In Grade 6 we **structure texts** to determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and focus

In Grade 6 we **plan to gather information** by developing and following a class plan for accessing and gathering ideas and information.

3.4 Share and review

In Grade 6 we **share ideas and information** to communicate ideas and information in a variety of oral, print and other media texts and select appropriate visuals, print and/or other media to inform and engage the audience

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and share

In Grade 6 we **present information** using various styles and forms of presentations, depending on content, audience and purpose

In Grade 6 we **enhance presentation** by emphasizing key ideas and information to enhance audience understanding and enjoyment

In Grade 6 we **use effective oral and visual communication** by demonstrating control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication

In Grade 6 we **demonstrate attentive listening and viewing** by responding to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments

Create Something Original

Grade 6 CSL Gradebook for Elk Island Public Schools (2021)

- Communicates thoughts in a variety of ways; may represent ideas in a variety of ways.
- Creates writing which conveys meaning; prepares presentation of personal creation which explains creative process.



Name:
Date:

Create Something Original

"I know And you taught him well, giving him all my books, and good stuff other people have done. But that's what it felt like. A kind of wisdom of really great stuff that's already been done. I need to do something truly new. On my own." (p. 194)

At the end of the story Peter decides to start a new story that will be original and his own.

Your task is to create something original. It can be a new game or sport, a sculpture, a song that you write and perform, a dance, a short video, a new dessert. Anything that inspires you!

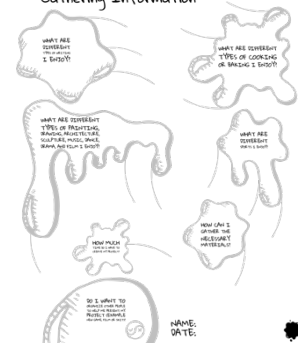
You will present your original creation to the class. You may show images/recordings of work you work, particularly if your creation is too big to transport or you are concerned about damage.

Requirements:

- Original work
- Proud in your creation
- Prepare a presentation to show the class your work and explain the process you went through to make your creation.
- Presentation should be a minimum of 5 minutes and a maximum of 8 minutes.



Gathering Information



Original Creation Rubric

EIPS CSL Category	AB ELA (2000)	5 - Wow! You've done some brilliant work here!	4 - You've done a great job!	3 - You're on your way! Please consider...	2 - Not quite
Communicates thoughts and ideas in a variety of ways	Create an original text: generate ideas	Your work is one of a kind and demonstrates insightful creativity.	Your work is purposeful and thoughtful.	Your work shows an understanding of the element you chose (visual, text, etc)	Your work seems rushed or to be missing elements.
Communicates thoughts and ideas in a variety of ways	Create an original text: structure ideas	Work has been masterfully created and structured with careful thought and detail.	Work has been effectively created and structured with some consideration to details.	Work is complete and it has been structured in a logical way.	Work may be difficult for the audience to comprehend due to limited or conflicting structure choices.

Presentation Rubric

EIPS CSL Category	AB ELA (2000)	5 - Wow! You've done some brilliant work here!	4 - You've done a great job!	3 - You're on your way! Please consider...	2 - Not quite
Creates writing which conveys meaning (Presentation)	Present and share information emphasizing key ideas and information	After listening to your presentation, the audience appreciates your creation more because you have effectively showcased your work and explained the process you went through to create it in an engaging way.	After listening to your presentation, the audience appreciates your creation more because you have shown your work and clearly explained the process you went through to create it.	After listening to your presentation, the audience has had an opportunity to appreciate your creation but may have some confusion about the process you went through to create it.	After listening to the presentation, the audience may feel they have not been able to fully appreciate your creation or they may be confused about the process you went through to create it.
Communicates thoughts and ideas in a variety of ways	Present and share information using effective oral and/or visual communication	In your presentation you engage your audience with an expressive voice, effective pacing, gestures, and facial expressions. You have arranged your work and presentation to enhance communication.	In your presentation you demonstrate control of voice, pacing, gestures and facial expressions. You have arranged your work and presentation to communicate clearly.	In your presentation you may occasionally be too quiet or speak too quickly for your audience to understand. You may seem nervous, but you push through and get your message across. You have organized your work and presentation to communicate clearly.	Throughout your presentation the audience has a difficult time hearing your words. You may seem uninterested or unprepared to present your work.

Chapter 4 Graphic Novel Assignment

Curricular Focus from the English Language Arts 6 Alberta Program of Studies (2000)

General Outcome 1

Students will listen, speak, **read**, write, view and **represent** to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and extend

- In Grade 6 we **combine ideas** by using talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding.
- In Grade 6 we **extend understanding** by evaluating the usefulness of new ideas, techniques and texts in terms of present understanding.

General Outcome 2

Students will listen, speak, **read**, write, view and **represent** to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand forms, elements and techniques

- In Grade 6 we **understand forms and genres** by identifying key characteristics of a variety of forms or genres of oral, print and other media texts

General Outcome 4

Students will listen, speak, **read**, **write**, view and **represent** to enhance the clarity and artistry of communication.

4.1 Enhance and improve

- In Grade 6 we **revise and edit** to provide focus, expand relevant ideas and eliminate unnecessary information

Chapter 4 Graphic Novel

Grade 6 CSL Gradebook for Elk Island Public Schools (2021)

- Understands what is read; identifies the main idea or topic in the chapter.
- Communicates thoughts and ideas in a variety of ways. Represents ch. 4 visually and demonstrates understanding of setting, action, and important details from the text.
- Uses strategies to revise and edit writing; seeks to improve writing quality through the editing process: planning, drafting and publishing.



Name:
Date:



Chapter 4 - Graphic Novel Assignment

In Chapter 4, Ethan meets the ink splat. This is an important new situation for our protagonist. Your task is to re-tell this chapter as a graphic novel.

REQUIREMENTS:

• 3 page minimum

• 10 frame minimum

• Any dialogue **MUST** be copied exactly and put in speech bubbles.

• You may include text boxes to explain the plot but the illustrations should reveal setting, action, and character's emotions.

• Go over your pencil illustrations in black ink. Colour is optional.

Steps:

1. Plan your graphic novel. Decide on what images and text you want in each frame.

2. Go over your plan and make sure you have used ALL 6 angles we have looked at in class (close-up, extreme close-up, extreme longview, longview, full shot, tilt shot).

3. Use a ruler, pencil, and blank paper to create your graphic novel. Do your work single sided so it is not an issue if the ink bleeds through.

4. Go over your pencil work in black ink. Add colour if you would like.

*Perfection
progress*

Graphic Novel Marking Rubric

EIPS CSL Category	AB ELA (2000)	5 - Wow! You've done some brilliant work here!	4 - You've done a great job!	3 - You're on your way! Please consider...	2 - Not quite
Understands what is read	Combine ideas and extend understanding	The story has been accurately re-told in graphic novel form. Work demonstrates insightful understanding of the chapter through the thoughtful selection of details chosen from the original text.	The story has been re-told in graphic novel form with specific details and accuracy to the original text.	The story has been re-told in graphic novel form with details to the original text but may be out of sequence or lacking key details from either the beginning, middle or end of the chapter.	The story has been re-told in graphic novel form but may represent inaccurate details or is missing key information necessary to the understanding of the original text.
Communicates thoughts and ideas in a variety of ways	Understand form, elements, and techniques	Illustrations demonstrate artistry and careful consideration of the purpose the visual technique serves in storytelling (establishing setting, action, characters emotions, etc). All 6 techniques are used.	Illustrations are neatly done and shows consideration of the purpose the visual technique serves in storytelling (establishing setting, action, characters emotions, etc). All 6 techniques are used.	Most of the illustrations are done neatly and may demonstrate artistic talent. Work occasionally demonstrates consideration of the purpose of visual technique in storytelling. Work may not include all 6 techniques required (extreme longview, longview, full shot, extreme close-up, close-up, and tilt shot).	Illustrations may appear messy or incomplete. Some frames may be mostly white space. Visual techniques may be used without consideration of their purpose in storytelling. Work may not include all 6 techniques required (extreme longview, longview, full shot, extreme close-up, close-up, and tilt shot).
Uses strategies to revise and edit writing	Enhance and improve	The completed work is polished. Image boxes are a variety of sizes and have deliberate placement on the page. Illustrations are completed with black ink and may contain colour. Dialogue and text boxes are virtually error-free.	Illustrations are completed with black ink and may contain colour. Image boxes have been created with a ruler and fit the page. Dialogue and text boxes may contain minor errors.	Illustrations are completed in black ink and may or may not contain colour. Pencil lines may still be present. Image boxes may not fit neatly on the page or may not appear to have been created with a ruler. There are a few spelling and punctuation mistakes, which may force the reader to re-read for understanding.	Illustrations are not completed in black ink and may or may not contain colour. Image boxes may not fit the page or may not appear to have been created with a ruler. There are several spelling and punctuation mistakes.