



**International Center  
for Leadership  
in Education**



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> Jeffrey Evoy and Chris Keller			<b>Lesson Title:</b> "Birches" - Writing About Memories			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8	9-12 XX	A	B	C XX	D

**Instructional Focus:**

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Performance Task**

The students will read the poem "Birches" by Robert Frost. Using their journals, the students will respond in writing to questions about the poem. What is the purpose of the boy's game? What imagery does Frost use in the poem? What is one example of a simile in the poem? Does this poem remind you of any games you play or have played? Describe the game in detail.

Once the students have finished their journal entries, they will share the responses in think-pair-share. (That is, students will reflect on their journal writing, meet with a partner, and each share their written responses. Partners will comment on each other's work orally)

Following think-pair-share, each student will write a well-organized essay explaining the theme of the poem and explaining how the literary elements such as the imagery of the ice and the simile of the girl with her hair thrown forward make this a more effective poem.

Students reflect on the childhood game they mentioned in their journal. As a challenge activity, they try to describe the game in some detail including at least one simile, one appropriate image (word picture). Students try to show how the child's game may serve as a metaphor for life as Frost did. Students may share their efforts with partners and revise as needed. Final written products (whether actual poems or simply brief descriptive pieces) may be word processed and displayed on the classroom bulletin board.

**ICLE Essential Skills**

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ELA 1)

Identify, collect and/or select pertinent information while reading. (ELA 5)

Understand rules of grammar, usage, punctuation, paragraphing and spelling. (ELA 7)

Present information in well-organized fashion that will be clear to the target audience. (ELA 11)

Use editing and revising skills to improve effectiveness and accuracy of drafts. (ELA 14)

Understand the personal, social, cultural and historical significance of a text. (ELA 23)

**Scoring Guide:**

See attached scoring guide (Birches - Writing About Memories Scoring Guide Chart)

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> Authors Construction Meaning Enhance Writing Response Journals Word Structure	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> Citation Composition Conventions Creative Writing Draft Editing Elements of Writing Journals Mechanics Narrative Organization Outline Paragraphs Paraphrasing Prewrite Six Traits	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

## SCORING GUIDELINE RUBRIC QUALITIES OF WRITING

Qualities	Quality 4	Satisfactory 3	Marginal 2	Unacceptable 1	Unable to Score 0
Ideas/ Meaning	<ul style="list-style-type: none"> <li>Develops ideas/topic accurately, insightfully and in depth</li> <li>Uses a wide range of relevant, accurate, and specific supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Develops ideas/topic completely but not in depth</li> <li>Uses specific, appropriate supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Develops some ideas/topic more fully than others or briefly</li> <li>Uses accurate but inappropriate or insufficient details</li> </ul>	<ul style="list-style-type: none"> <li>Minimal, development of ideas/topic</li> <li>Supporting details are inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>No development of ideas/topic</li> <li>Supporting details are non-existent</li> </ul>
Organization	<ul style="list-style-type: none"> <li>Maintains a clear, tight focus</li> <li>Exhibits a logical, coherent organizational pattern</li> <li>Thoughtful use of transitional words**</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a focus</li> <li>Exhibits an effective organizational structure but includes some minor inconsistencies</li> <li>Correct use of transitional words**</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to maintain a focus</li> <li>Exhibits a basic organizational structure but includes some major inconsistencies</li> <li>Transitional words** are poorly chosen and/or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Shows little focus</li> <li>Exhibits a weak/indefinite organizational structure</li> <li>Transitional words** cause confusion</li> </ul>	<ul style="list-style-type: none"> <li>No focus</li> <li>No organizational structure</li> <li>Transitional words** are non-existent</li> </ul>
Voice/ Tone	<ul style="list-style-type: none"> <li>Skilfully establishes a tone appropriate to purpose, objective and audience</li> <li>Effectively impacts audience</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a tone appropriate to purpose and audience</li> <li>Adequately impacts audience</li> </ul>	<ul style="list-style-type: none"> <li>Establishes some tone but may be inconsistent</li> <li>Marginally impacts audience</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a tone that is inappropriate or confusing</li> <li>Inappropriately impacts audience</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of tone</li> <li>No impact on audience</li> </ul>
Word Choice	<ul style="list-style-type: none"> <li>Skilfully uses vocabulary and language that is precise, original and engaging</li> <li>Demonstrates a strong sense of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Efficiently uses vocabulary and language that is fluent</li> <li>Demonstrates an acceptable awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Uses functional but in some cases limited vocabulary/language</li> <li>Demonstrates a limited awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary/language that is unworkable or inappropriate</li> <li>Demonstrates an inappropriate awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>No attention to vocabulary and language</li> <li>No attention to purpose and audience</li> </ul>
Sentence Fluency	<ul style="list-style-type: none"> <li>Purposefully uses sophisticated word and sentence patterns</li> <li>Varied sentence lengths and types</li> </ul>	<ul style="list-style-type: none"> <li>Thoughtfully uses appropriate word and sentence patterns</li> <li>Some variety in sentence length and types</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally uses appropriate word and sentence patterns</li> <li>Simple sentence style</li> </ul>	<ul style="list-style-type: none"> <li>Little sentence sense and/or frequent awkward wording</li> <li>Incomplete sentences and/or sentences run together</li> </ul>	<ul style="list-style-type: none"> <li>No sentence sense</li> <li>No attention to sentence patterns or structure</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>Demonstrates mechanical and grammatical correctness throughout, essentially no errors</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates mechanical and grammatical correctness; occasional errors do not interfere with the message</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates reasonable control of mechanical and grammatical correctness; errors may hinder understanding</li> </ul>	<ul style="list-style-type: none"> <li>Minimal control of conventions; frequent errors make comprehension difficult</li> </ul>	<ul style="list-style-type: none"> <li>No control of conventions</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>Product is polished, attractive and well formatted/presented</li> </ul>	<ul style="list-style-type: none"> <li>Product is correctly formatted/presented</li> </ul>	<ul style="list-style-type: none"> <li>Product is correctly formatted/presented but includes minor irregularities</li> </ul>	<ul style="list-style-type: none"> <li>Product is unattractive/incorrectly formatted/presented and includes major irregularities</li> </ul>	<ul style="list-style-type: none"> <li>Product reflects no thought to format/presentation</li> </ul>

\*\*Connecting words/phrases (ex. therefore, on the other hand, consequently, in addition)