



**Manitoba Rural Learning Consortium
Middle Years ELA
Backward Planning Sample**

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Middle Years teachers from rural Manitoba have developed this document. The mRLC Middle Years ELA Backward Planning Cohort was made up of the following members:

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Introduction

This draft document is intended to support **teams** of Middle Years teachers in planning, teaching, assessing, and reporting on their ELA programs. Teams of rural teachers developed the backward planning samples you see here. They used the **mRLC Essential Learning** and **backward planning** templates, the **Manitoba Curriculum**, and other related resources. The **mRLC Essential Learning** and **backward planning templates** helped teachers summarize and plan around important ideas and core processes that are central to the discipline and that have lasting value beyond the classroom.

This sample material includes:

- a backwards plan template (that was used with the corresponding **mRLC Essential Learning** template)
- an outcome based grade book page
- a common assessment (s)
- samples of student work and rubrics based on a the report scale of 1-4
- black line masters (where applicable)
- a list of resources

mRLC believes that a collaborative planning process using **mRLC Essential Learning** documents and **backward planning** is key in developing teachers' knowledge, expertise and professional competencies. This in turn improves student engagement and learning. **mRLC Essential Learning** and **backward planning** documents challenge the status quo of those existing planning, teaching and assessment practices that are often done in isolation with little regard given to such questions as,

- *“Why is this important to teach in the first place?”*
- *“What are the essential skills, 21st century values and dispositions that must be imparted to students through this course of study?”*
- *“How can this be accomplished in an engaging and creative way that will capture **all** students' interest and talents?”*
- *“What and how will evidence be collected to determine what students know, have learned, or have yet to learn?”*

Backward Planning captures the important ideas and core processes that are central to the discipline, it allows for a 21st century lens and the integration of provincial initiatives such as student engagement, social justice, sustainable development.... mRLC believes teachers will best acquire these skills together, overtime - learning constructively with “an expert” guiding the process.

This is work that requires deep thinking, time and practice to get it right. mRLC thinks this is time well spent.

The value is in the **doing**.

If the planning process is rigorous and thoughtful all students will be well served. It will take multiple years for teachers to master the backward planning process. It's a process that will fundamentally impact every level of learning and teaching. Divisions that embark on supporting a backward planning process will, overtime, create a professional culture where standards and experience are shared as a way of doing business. They will have cultivated a level of professional practices that will have a huge impact on student learning.

What we do know is that shift takes multiple years and requires a lot of guided professional practice, trial, error, reflection, collegiality and administrative support to accomplish.

Teachers are expected to design plans that create engaging 21st century learning environments for their students - environments that are inquiry based, collaborative and problem solving in nature and that use important ideas – this being the case then it is incumbent that professional development experiences provide 21st learning environments for teachers. How else will they be able to duplicate this in their classrooms?

These backward plans can serve as a testament to a process that engages groups of teachers in a collaborative process of designing engaging and rigorous 21st century learning and assessment opportunities for students. It is important to note that the attached templates are intended to serve as an example of how teachers might plan using essential learning and backward planning. The document should be used alongside the Manitoba Curriculum Framework of Outcomes for ELA, as well as the grade-specific support documents. In addition, teachers are encouraged to consider the following issue:

- Although the templates have been organized by specific processes of the ELA curriculum, the overall program is intended to be presented as a spiral curriculum using a planning approach that is interwoven and explored throughout the ELA and other curriculum over multiple years

What is backward planning?

Backward planning is a method of designing curriculum so that the curriculum's intention is realized. Setting goals before choosing instructional methods and forms of assessment breathes life into the curriculum. Backward planning of curriculum involves three stages:

- Identify the results desired
- Determine acceptable levels of evidence that the desired results have occurred
- Design activities that will make desired results happen

Backward planning challenges "traditional" methods of curriculum planning. In traditional curriculum planning, a list of content that will be taught is created and/or selected. In backward planning, the educator starts with goals, creates or plans out assessments and finally makes lesson plans. *Backward planning process is like using a "road map". In this case, the destination is chosen first and then the road map is used to plan the trip to the desired destination. In contrast, in traditional curriculum planning there is no formal destination identified before the journey begins.*

The idea in backward planning is to teach toward the "end point" or learning goals, which typically ensures that the content taught remains focused and organized. This, in turn, aims at promoting better understanding of the content or processes to be learned by students. The teacher is able to focus on addressing what the students need to learn, what data can be collected to show that the students have learned the desired outcomes and how to ensure the students will learn. (Wiggins, McTighe)

What mRLC teachers are saying about backward planning....

- *“It’s extremely beneficial having the opportunity to collaborate with colleagues. This was awesome professional development and it gave me great insight and ideas.”*
- *“I grew as a professional. I made new contacts. I have shared learning with the grade groups in my school and division. I got another chance to use backward design.”*
- *“I taught our draft unit and the growth was significant for my students and myself!”*
- *“Enhanced clarity and consistency in instruction and assessment, the development of exemplars for each grade scale of the new provincial report card sets a consistent standard.”*

Grade 6,7,8
Theme: Heroes

Backward Planning Sample Template

Stage One: Identify Desired Learning

Goals:

- 1.2: Clarify and Extend** 1.2.1 Develop understanding 1.2.2 Explain opinions 1.2.3 Combine ideas 1.2.4 Extend understanding
2.2: Respond to Text 2.2.1 Experience various texts 2.2.2 Connect self, texts and culture 2.2.3 Appreciate the artistry of texts
3.1: Plan and Focus 3.1.1 Use personal knowledge 3.1.2 Ask questions 3.1.4 Create and follow a plan
4.1: Generate and Focus 4.1.1 Generate and Focus 4.1.2 Choose Forms 4.1.3 Organize Ideas 2.3.5 Create Original Text
4.4: Present and Share 4.4.1 Share ideas and Information 4.4.2 Effective oral communication 4.4.3 Attentive viewing and listening 5.1.4 Celebrate special occasions
5.1: Celebrate Community 5.1.1 Compare responses 5.1.2 Relate Texts to Culture 5.1.3 Appreciate Diversity

Enduring Understanding:

- 1.2** Students will understand that new ideas are synthesized with prior knowledge to arrive at new understandings.
2.2 Students will understand that by experiencing diverse texts, they will enhance their ability to compare their own view with that of others.
3.1 Students will understand that a variety of sources is needed to answer and verify information.
4.1 Students will understand that they must consider the audience when selecting a form and composing text.
4.4 Students will understand that there are many ways to effectively share and participate in the sharing of information and ideas
5.1 Students will understand that appreciation of community comes from exploring similarities and differences of all cultures.
Theme specific: Students will understand that there is a hero lurking within all of us.

Essential Questions:

1. How has my viewpoint changed?
2. What is a hero?

Students will know....

- New information often changes viewpoints
- Forms chosen must be appropriate for the content AND the audience
- Techniques for engaging the audience
- Exploring and learning about the community leads to a deeper appreciation
- The traits of heroes

Students will be able to...

- Read/view/listen to diverse texts in order to compare views
- Use a variety of sources to answer & verify info
- Demonstrate various ways of gathering & recording information
- Select a presentation form appropriate for the content and audience
- View and listen attentively

Grade 6,7,8
Theme: Heroes

Stage Two: Determine Assessment Evidence

Performance Tasks:

Part 1: Create a piece about a hero, showing that you understand the traits of a hero.

- Show how you will create your piece using an organizer of your choice
- Explain why your hero is heroic
- Include his/her traits and acts of heroism throughout.

Part 2: Celebrate/Share your hero piece with the class in an effective and engaging way.

Here are the options for you to choose from to show that you understand the traits of a hero: (Note: teachers selects forms from this list that will be taught or reviewed during the unit)

Other Evidence:

Compare own view to texts' view: Journal entries describing what I think before reading and after reading, listening, viewing.... Use Journal Rubric to assess

Create a superhero comic book page of at least 4 frames or a poster showing understanding of superhero traits
 Use Representing Rubric to assess

Select ways of organizing information to show traits of heroes. Ex. Venn
 Use Organizing Rubric to assess

Mini-presentations. Use Presentation Rubric to assess.

Create a piece - select 1 (Variety of responses)	Assessment will be:
Representing Piece: <ul style="list-style-type: none"> • Poster • Collage • Comic/story board • PowerPoint 	Organizing Rubric Representing Rubric Presentation Rubric
Dramatic Piece: <ul style="list-style-type: none"> • Mime • Dance • Puppet show • Readers theater • Interview 	Organizing Rubric Dramatic Response Rubric Presentation Rubric
Written Piece: <ul style="list-style-type: none"> • Story • Article 	Organizing Rubric Writing Rubric Presentation Rubric

Grade Book: Use essential questions and report card categories to develop a grade book template for the unit. (Attached)

Stage Three: Plan Learning Activities

Learning Activity Sequence:

Activating: Some Choices To Consider:

- Definition Comparisons: Using a variety of sources (dictionaries, encyclopaedias, web pages, DVDs, TV: What Would You Do? CNN Heroes), collect various definitions and examples of heroes. Display and use a graphic organizer (web, map, table....) to determine commonalities, biases, questions, traits
- Anticipation Guide (Success for All Learners p. 6.25 for strategy & 6.98 for BLM): Using photos, scanned pictures or a list of well known people/animals, have students record if he/she/it is a hero and why. At the end of the unit or after some independent research, have students revisit the guide, recording their changing viewpoints/thinking.
- Read Alouds: Choose a novel(s) about a hero or heroes to Read Aloud and "teach lightly" (using Think Aloud) the traits of heroes. Students may keep journals to track their thinking before, during and/or after reading. A class trait organizer can be developed during the Read Aloud.

Acquiring: Some Choices to Consider:

- Gathering & Recording Information: Over the course of the unit, introduce/review and practice various strategies for gathering and recording information. Ex. Webs, Semantic map, Venn Diagrams, I Chart (Strategies That Make A Difference p. 83). Create an Organizer Rubric/Checklist or develop an Organizer Rubric/Checklist with students so that they can monitor their language learning.
- Creating/composing about a hero: Teach/review the forms you have selected for the Performance Task (Stage 2) so that students have practiced the form before being assessed for a grade. *Not all forms can be taught/reviewed in 1 month so select the forms you can teach well in the course of the month.* Select from: Comic Book/Storyboard form, Poster/Collage form, PowerPoint form, Story/Story Book/Essay form, Speech form, Article form, Readers Theater, Puppet Show, Interview... Create or supply an assessment rubric for the forms selected so students can monitor their progress in the form.
- Mini-Presentations: Have students present information and ideas about the topic in engaging ways to classmates to small groups. Have students self-assess/peer assess their organizer using the Organizer Rubric. Have them self-assess/peer assess their presentations using the Presentation Rubric. Rubrics can be co-created by students and teacher or supplied by teacher (see attached Presentation Rubric)
- Point of View Journals: Students track their thinking about heroes in double entry journals (what I think before reading/listening/viewing and then after). These can be used with Read Aloud, Videos, listening activities such as live and audio presentations, independent reading. A Journal rubric or checklist should be developed so students clearly understand what a successful journal entry is.
- Debate: Students select or are assigned topics (superhero comparisons, controversial people called heroes (Ex. Lance Armstrong, Oscar Pistorius and acts called heroic (Ex. mountain climbing, expired pharmaceutical donated to third world countries....) to debate

Applying: Some Choices to Consider

- The products students produce from the acquiring activities are applications
- Using these activating and acquiring strategies in other curricular areas can be applications Ex. students creating anticipation guides for a topic in Social Studies or Science

The performance task outlined in Stage 2

Resources:

Please list the resources you used in this unit here.

- Reaching Readers Biography Series (Gr. 3-6) - Pearson
- Top 10 Most Inspiring Canadians - Scholastic
- Hero Children's Literature: Run by Eric Walters, Terry Fox by Maxine Trottier, Thank You Mr. Faulkner by Patricia Pollacco, Dex, The Heart of a Hero by Caralyn Buehner, Superhero ABC by Bob McLeod,
- Internet Sites: www.biography.com, Young Heroes on the CNN website, Romeo Dallaire on YouTube
- WE Day Activities

Guest Speaker sharing their personal hero stories - Ex. Librarian, RCMP DARE Constable, Consultant

Equipment:

List Equipment Required (If any)

Oral Response Rubric

Heroes Backward Design Unit: Grade 6

Criteria	4	3	2	1
Clarity	<ul style="list-style-type: none"> Opinions on 3 heroes clearly expressed with specific examples 	<ul style="list-style-type: none"> Opinions on 3 heroes are stated and generally expressed 	<ul style="list-style-type: none"> Opinions are implied 	<ul style="list-style-type: none"> Opinions are missing
Personal Connection	<ul style="list-style-type: none"> Personal connections/feelings are analytical and insightful 	<ul style="list-style-type: none"> Personal connections/feelings are inferential and thoughtfully described 	<ul style="list-style-type: none"> Personal connections/Feelings are simple and generally described 	<ul style="list-style-type: none"> Personal connections are weak; basic recall of text
Evidence to support response	<ul style="list-style-type: none"> Examples or reasons supported by several text references, text to text or text to world connections, and biography genre elements: <ul style="list-style-type: none"> - Background - Inspiration - Act(s) of heroism - Achievements 	<ul style="list-style-type: none"> Examples or reasons supported by several text references, text to text or text to self and/or world connections, and some biography genre elements 	<ul style="list-style-type: none"> References or reasons supported by at least 1 text reference, personal and/or world connections, and at least 1 genre biography genre element 	<ul style="list-style-type: none"> Few or no references or reasons given, connections are not clear
Building on Prior knowledge	<ul style="list-style-type: none"> Before and after statements provide detailed evidence of building on prior knowledge Heroes listed plus hero definition given 	<ul style="list-style-type: none"> Before and after statements provide detailed evidence of building on prior knowledge Heroes listed or gives hero definition 	<ul style="list-style-type: none"> Before and after statements provide evidence of building on prior knowledge 	<ul style="list-style-type: none"> Before and after statements are missing Limited evidence of building on prior knowledge Prompting provided

Presentation Rubric

Heroes Backward Design Unit: Grade 6

Criteria	Weight	4	3	2	1
Voice		<ul style="list-style-type: none"> Consistent expression Consistent projection 	<ul style="list-style-type: none"> Frequent expression Frequent projection 	<ul style="list-style-type: none"> Some expression Some projection 	<ul style="list-style-type: none"> Little expression Little projection
Body Language		<ul style="list-style-type: none"> Consistent eye contact Gestures (posture, hands) enhance consistently 	<ul style="list-style-type: none"> Frequent eye contact Gestures (posture, hands) enhance frequently 	<ul style="list-style-type: none"> Some eye contact Gestures (posture, hands) enhance some of the time 	<ul style="list-style-type: none"> Little eye contact Gestures (posture, hands) interfere with presentation
Organization		<ul style="list-style-type: none"> BME evident throughout 3/3 (Beginning, middle, end) Prompts (cards, screen, organizer, etc.) used to enhance presentation effectively 	<ul style="list-style-type: none"> BME 2/3 (Beginning, middle, end) Prompts (cards, screen, organizer, etc.) used to enhance presentation 	<ul style="list-style-type: none"> BME 1/3 (Beginning, middle, end) Prompts (cards, screen, organizer, etc.) used obviously 	<ul style="list-style-type: none"> Presentation lacks BME (Beginning, middle, end) Prompts (cards, screen, organizer, etc.) interfere with presentation
Content		<ul style="list-style-type: none"> On topic consistently Main ideas presented Supporting details enhance main ideas Refers to visuals consistently 	<ul style="list-style-type: none"> On topic frequently Some main ideas Some supporting details enhance main ideas Refers to visuals frequently 	<ul style="list-style-type: none"> On topic sometimes Few main ideas Few supporting details enhance main ideas Refers to visuals sometimes 	<ul style="list-style-type: none"> Topic rambles One main idea Supporting details minimal Visuals used little

Representing Rubric

Heroes Backward Design Unit: Grade 6

	4	3	2	1
Main Idea	<ul style="list-style-type: none"> • Hero is largest character on page • Hero is realistically drawn and shown in action • Setting is detailed and supports heroic action 	<ul style="list-style-type: none"> • Hero is largest character on page • Hero is realistically drawn and shown in action • Setting supports heroic action 	<ul style="list-style-type: none"> • Hero is largest character on page • Hero is realistically drawn. Action may be difficult to distinguish • Setting has some connection with the heroic action 	<ul style="list-style-type: none"> • Hero is indistinguishable from others • Hero is not realistic and /or not shown in action • Setting is absent or does not support heroic action
Supporting Details	<ul style="list-style-type: none"> • Labels, bubbles, captions provide details about hero or deed and are in scale • Details are factual • Colour is used to provide many details 	<ul style="list-style-type: none"> • Some labels, bubbles, captions provide details about hero or deed and are in scale • Details are factual • Colour is used to provide some details 	<ul style="list-style-type: none"> • Few labels, bubbles, captions provide details about hero or deed and / or scale used detracts • Details are mostly factual • Colour is used to provide few details 	<ul style="list-style-type: none"> • Labels, bubbles, captions are not used • Details may not be factual • Colour is not used
Mechanics (Legibility, grammar, spelling, punctuation)	<ul style="list-style-type: none"> • Very few errors. 	<ul style="list-style-type: none"> • Some errors but they do not effect meaning 	<ul style="list-style-type: none"> • Errors distract from making meaning 	<ul style="list-style-type: none"> • Meaning is lost due to errors.

Storybook Writing Rubric

Grade 6

	4	3	2	1
Characters	<ul style="list-style-type: none"> The hero is named Character traits and heroic acts are clearly portrayed Readers can identify the hero accurately 	<ul style="list-style-type: none"> The hero is named Character traits and heroic acts are present Readers would have some idea of what the character is like 	<ul style="list-style-type: none"> The hero is named Limited trait development and / or heroic acts present Readers know very little about the hero or his deeds 	<ul style="list-style-type: none"> Heroic traits and / or heroic acts are missing The reader is unable to determine who the hero is
Organization	<ul style="list-style-type: none"> The story is very well organized One idea or scene follows another in a logical sequence 	<ul style="list-style-type: none"> The story is organized Most ideas follow a logical sequence 	<ul style="list-style-type: none"> Organization and / or sequence is difficult to follow 	<ul style="list-style-type: none"> Organization and / or sequencing are limited
Sentence Structure	<ul style="list-style-type: none"> All sentences are well constructed Sentences are varied including complex sentences 	<ul style="list-style-type: none"> Most sentences are well constructed Sentences are varied with interesting structure patterns 	<ul style="list-style-type: none"> Sentences are well constructed Sentences are similar or have simple structure patterns. 	<ul style="list-style-type: none"> Sentences are incomplete or rambling Sentences lack structure
Dialogue	<ul style="list-style-type: none"> There is an appropriate amount of dialogue that bring characters to life It's always clear which character is speaking 	<ul style="list-style-type: none"> There is an appropriate amount of dialogue It's usually clear which character is speaking 	<ul style="list-style-type: none"> There is not enough dialogue or there is too much. It's sometimes clear which character is speaking. 	<ul style="list-style-type: none"> No dialogue OR It's not clear which character is speaking.
Mechanics: (Grammar, spelling and punctuation)	<ul style="list-style-type: none"> Writer makes very few errors. 	<ul style="list-style-type: none"> Writer makes some errors but they do not effect meaning 	<ul style="list-style-type: none"> Writer makes errors that distract from making meaning 	<ul style="list-style-type: none"> Meaning is lost due to errors.

Unit/Theme	Heroes - Gr. 6						
RC Category	Critical Thinking			Communication		Comp	
Enduring Understandings	Students will understand that new ideas are synthesized with prior knowledge to arrive at new understanding s. 1.2	Students will understand that a variety of sources are needed to answer and verify information. 3.1	Students will understand that appreciation of community comes from exploring similarities and differences of all cultures. 5.1	Students will understand that they must consider the audience when selecting a form and composing text 4.1.	Students will understand that there are many ways to effectively share and participate in the sharing of information & ideas 4.4	Students will understand that by experiencing diverse texts, they will enhance their ability to compare their own view with that of others. 2.2	Most consistent level on task
Outcomes	1.2.1 1.2.2 1.2.3 1.2.4	3.1.1 3.1.2 3.1.4	5.1.1 5.1.2 5.1.3	4.1.1 4.1.2 4.1.3 2.3.5	4.4.1 4.4.2 4.4.3 5.1.4	2.2.1 2.2.2 2.2.3	
Date Assignment							
Date Assignment							
Date Assignment							
Date Assignment							
Date Assignment							
Date Assignment							
Most Consistent Level for Enduring Understanding (Outcomes)							
Most Consistent Level for Unit							
Report Card Grade for Unit							