Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What is a Literacy Portfolio?**

A portfolio is a place to showcase your best work and to display the range of achievements in listening, speaking, reading, writing, viewing, and representing. It should contain samples demonstrating both your accomplishments and your growth as a student of English Language Arts. It is also a tool for self-assessment and reflection. In choosing work for your portfolio, you will be focusing on your achievements and the learning they demonstrate.

**Goal Setting – The First Steps to a Portfolio**

**Outcome – Set Goals (1.1.5)**

Formulate goals and plans to direct your learning in English Language Arts

* Read through your portfolio from last year (if you have one).
* Read the outcomes for this English Course (on your course outline).
* Using the goal setting worksheets for each area of focus set one challenging, yet achievable, goal for each. You should have five goals all together.
* Take the information from each worksheet and develop three paragraphs about the goal.

1. State the goal and add any explanation needed.
2. Give the background to the goal (what are your strengths and weaknesses and past experiences that led you to set this goal?).
3. Explain the steps that you will have to follow to achieve your goal.

* Each goal and explanation should be on a separate page and should be at the front of your portfolio binder.
* As the semester progresses, students should put assignments in the portfolio, which show growth related to each outcome.
* At the end of the semester, students will choose one piece for each outcome to remain in the portfolio.
* At that time students will write a reflection for each goal and explain how the piece demonstrates evidence of growth in that area.

You will be setting goals in the following areas this year:

1. Understanding and Responding to Texts (Reading)
2. The Research Process
3. Writing
4. Listening and Viewing
5. Working with Others

**Suggestions on Goal Setting**

Remember these are only suggestions and the options are unlimited.

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| **Understanding and Responding to Texts (Reading)**   * Use new comprehension strategies (understanding what you are reading) * Improve your summarizing key ideas * Reading Strategies (SQ3R, survey/previewing, questioning, etc.) * Read more critically (recognize facts / opinions) * Analyze point of view * Reading newspaper articles effectively * Poetry |
| **The Research Process**   * Create and follow a plan of inquiry (research through asking questions) * Create appropriate guided questions * Evaluate sources for bias * Distinguish between fact and theory * Ways to record and organize information using a variety of goals |
| **Writing**   * Follow steps of the Writing Process or work on specific areas (drafting, editing, revising, etc.) * Create texts using a variety of different forms for particular audiences and purposes * Know and apply grammar, spelling, capitalization, punctuation, and sentence structure conventions * Purposefully revise rough drafts * Present and share original writing * Improve paragraph skills (introductory sentence, supporting details, and concluding sentence) * Learn skills to write a five paragraph essay * Work on thesis statement writing skills (a sentence or two in an essay that contains the main point of your essay) * Creating outlines for essays * Writing poetry, letters, newspaper articles, etc. |
| **Listening and Viewing**   * Improve discussion skills * Listening critically to the teacher or presenters * Viewing and understanding of different print media (newspapers, magazines, websites, difficult texts) * Viewing films to construct meaning |
| **Working with Others**   * Demonstrate critical listening and viewing skills and strategies * Show respect for group members or presenters * Demonstrate the ability to work effectively and responsibly with others in a group * Contribute more verbally to the group effort |