**ONGOING ASSESSMENT DIFFERENTIATED INSTRUCTION ASSESSMENT**

Students who understand will:
- identify the general statement, viewpoint, or argument in the text
- determine if supporting points are trustworthy
- consider opposing viewpoints fairly
- identify words or phrases common to generalization text pattern
- explain how knowing generalization text pattern helps the reader understand what is read

If students need more support applying the strategy, use the guided reading lesson (see DI Guided Reading page 105).
If students do not understand the strategy, use DI Readiness, page 106.

- **Demonstration Task, page 109**
  - **Key Assessment Question**
    - How did knowing generalization text pattern help you understand “Secrets: Necessary and Dangerous?”

- **Assessment Tools**
  - BLM 2: Oral Language Tracking Sheet
  - BLM 3: Observation Tracking Sheet
  - BLM 4: Self-Assessment Checklist and Goal Setting
  - BLM 11: Rubric: Generalization Text Pattern
  - BLM 12: Demonstration Task: Generalization Text Pattern
Oral Language

**TALK ABOUT IT**

Refer students to the Talk About It question on SB page 54, “Would you agree that secrecy is as necessary to human beings as fire?” Have students turn and share their thoughts with a partner. Remind them to provide reasons or examples to support their thoughts. Have students share their responses as a class and record them on the board or chart paper. Tell students that they will revisit this list after reading the selection.

**Previewing the Text**

**LOOKING AT TEXT FEATURES**

Have students scan the selection. Ask:

- **What visuals do you see that are associated with secrecy?** (computer-chip bugs shaped like ladybugs; fingerprints; a lock; the words “top secret” and “confidential”)
- **What do these tell you about what you might read about?** (how we find out secrets; how we keep secrets)
- **What clues to generalization text pattern do you see?** (headings)

**Reading “Secrets: Necessary and Dangerous”**

**IDENTIFYING GENERALIZATION TEXT PATTERN**

Have students read the article, looking for evidence of generalization text pattern. Ask them to record information they read in a graphic organizer similar to the one on the Focus On page, SB page 48.

**OR** For those students who need more support in identifying generalization text pattern, use a guided reading approach.

**DI GUIDED READING**

1. Read the first page of the essay with students. Ask:
   - **What is the generalization statement?** (secrecy is necessary and dangerous)
   
   Have students begin a graphic organizer using this generalization.

2. Have students read the Secrecy and Security section on SB page 55.
   Ask:
   - **What is the viewpoint expressed in this section?** (some secrets are necessary for our protection)
   - **What support is provided for this viewpoint?** (not safe to share personal information such as computer passwords; have secret places to hide our valuables)

   Have students add these to their organizers.
3. Read the next section, Government Secrets, to students. Ask:

- **What viewpoints are expressed here?** (governments keep secrets for good reasons; governments keep too many secrets)
- **What support is provided for these viewpoints?** (countries need to keep military secrets; government bureaucrats keep secrets from the public and from each other)
- **What reliable source did the author quote here?** (a report from Canada’s Information Commissioner)

Have students add this information to their organizers.

4. Read the first paragraph under Secrets in Business on SB page 56. Ask:

- **What is the viewpoint expressed here?** (companies keep secrets that are acceptable)

Ask students to add this viewpoint to their organizers, and add any support points as well.

Read the next two paragraphs aloud. Ask:

- **What is the viewpoint expressed here?** (companies keep secrets that are dangerous)

Ask students to add this viewpoint to their organizers, along with any support points.

- What would you do if you saw someone you knew dumping old tires or other garbage into a nearby stream?
- How does this example help make the essay more powerful for the reader? (the questions help the reader to personalize the generalization)

5. Read the Conclusions section to students. Ask:

- **Do you think this is a good ending for the essay? Could it be better? How?** (it’s a good ending; it summarizes what is in the essay; it’s OK: I think it could be more powerful by making a statement about how dangerous secrecy can be to people)

6. Ask students to reread their list of responses to the Talk About It question, and then add any new ideas they have learned from this essay.

**WHAT THE RESEARCH SAYS**

“Activate students’ prior knowledge, encourage them to make a personal connection to what they will be reading, and give them a chance to become an active participant with the text before they begin reading.”

—Kylene Beers

**DI READINESS**

To support: Students who are having trouble recognizing the viewpoints represented by the essay may be more successful if they can make personal connections to the topic. To help them understand some of the viewpoints, ask questions such as the following:

- Why do people hide their wallets when they travel in an unknown country? What might happen if they left their wallets in their back pockets in a crowded city?
- What secret places do you have that no one knows about? Why are these places so special?
- What could happen if a stranger knew your computer password or the combination to your school lock?
- What would happen if there was something wrong with your drinking water and no one told you? How would you feel?
Reflecting (58 page 57)

**ANALYZING TEXT PATTERNS**
What does the author do in this selection that helps you to recognize it as generalization text pattern?
(has headings; has key words such as “theory” and “one reason”; has quotes from sources)

**METACOGNITION**
How does your understanding of the text pattern help you to weigh the credibility of this article?
(I was expecting to read about why secrets are necessary and why secrets are dangerous because that is the generalization, so I was prepared to compare the ideas in the essay to my own thoughts)

**MEDIA LITERACY**
What movies have you seen in which a secret was an important part of the story line? What different attitudes to the secret did different characters have?
(in the Narnia movies, the wardrobe contains a secret world; some think it doesn’t exist until they experience it, and others believe without even seeing it)

**DI READINESS**
To challenge: Students interested in the two cases of whistleblowers presented in the selection could investigate one of them further using the library or the Internet. Or, they may choose to investigate a similar case they have heard about. They could prepare a PowerPoint presentation about their findings.

**Oral Language**

**DISCUSSING THE SELECTION**
1. Would you sign a confidentiality agreement to work for a celebrity? Why or why not? (Application)
2. Do you agree with the statement, “Our lives begin to end the day we become silent about the things that matter?” Why or why not? (yes: if no one said anything about important things then our lives would be very different and probably very bad; I think it’s important to speak up about things that are wrong; if you don’t speak up, you will feel bad and your life will be worse) (Analysis)
3. Do you think governments should be allowed to keep any secrets from its citizens? Why? What kind of things should they not be able to keep secret? (governments need to keep secret information that could be used to harm its citizens because it is the job of the government to keep people safe; they should not keep secret wrong things that government employees do) (Evaluation)
DI READINESS

To challenge: Ask students to imagine that the generalization this essay was built around was “secrets are dangerous.” Have them think about how the essay would have changed with this as its core, and write a new conclusion for it.

Writing

ACROSTIC POEMS

Have students write an acrostic poem using the word secret. Review the acrostic form. Remind students that acrostics can tell a story, be humorous or serious, and can use rhyme or rhythm or both. The most important characteristic of an acrostic is that it is a personal expression of the author’s feelings and/or knowledge. Students can share their final poems in small groups.

Media Literacy

VISUALIZING SECRECY

Ask students to plan and do a drawing, painting, computer drawing, sculpture, or any other art form they wish that has secrecy as its theme. They may choose to do a realistic representation or an abstract one. Encourage them to think back to all they have read about secrets in this unit, as well as their personal experiences and feelings as they plan their work. Students can display their art for the class or for a wider audience.

Oral Language

DISCUSSING CONNECTIONS

Arrange students in groups of four to discuss connections they can make to the selection. Encourage each student to come up with a text-to-text connection, a text-to-self connection, and a text-to-world connection to discuss. Have each group share their most powerful connections with the class.

Word Study

CONTRACTIONS

1. Read the first paragraph on SB page 54 and have students pick out the two contractions. (you’ll, you’ve) Ask students what the two words are that make up these contractions. Review with students that an apostrophe replaces the missing letter(s) in a contraction. Explain that this is why friend’s is not a contraction: the apostrophe shows possession, not missing letters.

2. Have students scan the text to find further examples of contractions, and give the full words that make them up. (you’re: you are; it’s: it is; didn’t: did not; don’t: do not; aren’t: are not; that’s: that is) Note the common mistake of confusing it’s and its. Point out that it’s is a contraction, while its is a pronoun, like his or her.
3. Write the word pairs we will, we shall, and will not on the board. Have students form contractions from these pairs. Point out that the contraction for the first two is the same, so readers have to make inferences from the surrounding text to determine the meaning of the contraction. Point out that the contraction for will not (won’t) is an irregular contraction.

4. Discuss with students that contractions should be avoided in formal writing, but are commonly used in everyday speech and poetry. Give some examples of unusual contractions that are used in either context. (speech: she’d’ve, you’ll’ve, there’d; poetry: ‘twas, e’er, o’er)

**Student Self-Assessment**

Encourage students to think back to their learning with “The Writing’s on the Wall” and “Secrets: Necessary and Dangerous” and reflect on their ability to identify generalization text pattern. Ask them to describe, while conferencing with you or a peer, how they might have used this strategy when reading in other subjects. Have them use BLM 4: Self-Assessment Checklist and Goal Setting.

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### Assessment for Learning

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<th>CRITERIA</th>
<th>CHECKING PROGRESS</th>
<th>NEXT STEPS</th>
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| ● identify the general statement, viewpoint, or argument in the text | Demonstration Task  
Have students read the selection and complete BLM 12: Demonstration Task: Generalization Text Pattern. | Use the following resources to give students further opportunities to practise their reading skills in small groups, independently, or in literature circles. |
| ● determine if supporting points are trustworthy | Key Assessment Question  
Students may respond to the Key Assessment Question either in writing, or orally in a conference. | Nelson Literacy  
Magazines for Independent and Guided Practice: Volume 8, Issues 9–12 |
| ● consider opposing viewpoints fairly | ● How did knowing generalization text pattern help you understand “Secrets: Necessary and Dangerous?” | Other Nelson Resources  
Literacy Power E: Unit 1 |
| ● identify words or phrases common to generalization text pattern | | |
| ● explain how knowing generalization text pattern helps the reader understand what is read | | |

Record individual progress on  
BLM 11: Rubric: Generalization Text Pattern