



Read and Respond

Excerpt from

The Poet X

by Elizabeth Acevedo

p.82-83

Asylum

When my family first got a computer,
Twin and I were about nine.

And while twin used it to look up astronomy discoveries
Or the latest anime movies,

I used it to stream music.
Flipping the screen from music videos

To Khan Academy tutorials
Whenever Mami walked into the room.

I fell in love with Nicki Minaj,
With J. Cole, with Drake and Kanye.

Every day I searched for new songs,
And it was like applying for asylum.

I just needed someone to help me escape
From all the silence.

I just needed people saying words
About all the things that hurt them.

And maybe this is why Papi stopped listening to music,
Because it can make your body want to rebel. To speak up.

And even that young I learned music can become a bridge
Between you and a total stranger.



Step 1. Identify the learning

'Learning Outcomes provide the building blocks for teachers to plan their teaching. Teachers can then use Learning Intentions and Success Criteria to take forward their planning and enable the Learning Outcomes to come alive in practice with their students.'

(NCCA - Focus on Learning 5: Learning Outcomes)

Aspects of Learning Outcomes in Focus

Oral Language 8	Listen actively in order to interpret meaning ...respond to drama, poetry... digital media, noting key ideas, style, tone, content and overall impact...
Reading 4	Use an appropriate critical vocabulary while responding to literary texts
Writing 7	Respond imaginatively in writing to their texts...

Links to L2LP

Communication and Literacy	1.6 Listen to and respond to a range of stories
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Step 2. Create a variety of assessments

"Knowledge about a variety of assessment types allows teachers to select the most appropriate and effective instruments to meet their learning objectives."

(Preparing for the Plunge: Preservice Teachers' Assessment Literacy Author(s): M. A. Siegel and C. Wissehr)

Possible activities:

1. 'Every day I searched for new songs,'

What songs/music appeal to you?

From childhood to adolescence, how has your taste in music evolved or changed?

Create a poster/infographic to display your answer **or** write your response.



2. 'And even that young I learned music can become a bridge
Between you and a total stranger.'

Consider these lines from the story. To what extent do you agree/disagree with it?
Chat with the person beside you and jot down **two** interesting points from your conversation that you might share with the class.

3. What do you think of the title of this excerpt 'Asylum'?
Why do you think the narrator chose it? Can you suggest an alternative title?
4. This novel is written in verse rather than prose style.
Can you...
 - i) identify and
 - ii) comment on some poetic features from the extract?

Some Features of poetry you might like to consider include...

Rhyme, Repetition, Simile, Metaphor, Onomatopoeia, Alliteration, Assonance etc.

Please note that aspects of this resource might also be useful
with the other verse novel on the list - *The Weight of Water* by
Sarah Crossan





Some considerations when creating written assessments



Steps to consider:

Step 1. Identify the intended learning

Oral Language	
Reading	
Writing	
L2LP links	

Step 2. Link the assessment formats to the learning intentions/learning outcomes

The following types of assessments can provide a broad range from which to identify and assess student learning. Consider accessibility for all students including lower-order and higher-order questions.

Selected response items

- Matching exercise
- Multiple choice
- True or false etc.

Constructed response items

- Fill in the blanks
- Short answer
- Essay, Storyboard, Reflective piece etc.

Step 3. Consider a stimulus piece / trailer / extract / image / text etc...

Step 4. Share what students need to know in order to achieve – co-create and share success criteria with students



The following reflection guide might be useful to consider when creating written assessments.

Take a moment to reflect

What do you consider when creating written assessments?

	When Designing Assessments	Always	Sometimes	Never
1.	I use multiple choice or 'select the answer' questions.			
2.	Students are aware of the marking scheme – e.g., features of quality for CBAs			
3.	I co-create success criteria with students.			
4.	I give a variety of assessments to cover a wide breadth of learning.			
5.	I link the intended learning with the assessment created.			
6.	I ask the students to work in groups/pairs to contribute to the assessment.			
7.	I use paragraph or essay-type questions.			
8.	I ensure assessment questions are expressed using student-friendly language.			
9.	I take into account the cultural and linguistic diversity of the students.			
10.	Students work in pairs/groups when completing assessments.			
11.	I use 'open book' assessment.			
12.	I talk to my colleagues about assessment and share examples and templates.			
13.	I include a question or two beyond what has been taught, to challenge students.			
14.	I give students time to respond to the assessment feedback.			