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| **.** **Instructional Unit: This Is Who I Am** |
| Day 1 | 1) This is Who I Am (Jessica Andrews)- <http://www.youtube.com/watch?v=WevXBYjuq4c> 2) Writing Into the Day -Examples -Expectations -Write the full allotted time -If you run out of thoughts for that topic, pick your pencil up and start again -No judgment when we share-Say Thank You or add a positive comment -Start Day 1 Topic3)Heart Map -Draw -Write quick writes as time allows |
| Day 2 | 1) Writing Into the Day -Review expectations -Write the full allotted time -If you run out of thoughts for that topic, pick your pencil up and start again -No judgment when we share-Say Thank You or add a positive comment -Start Day 2 Topic2) Greeting Card Activity (See Harold’s Demo-June 7TH) -Expectations of the Reader vs. the Writer (Brainstorm, Write, Discuss) |
| Day 3 | 1) Writing Into the Day -Review expectations -Write the full allotted time -If you run out of thoughts for that topic, pick your pencil up and start again -No judgment when we share-Say Thank You or add a positive comment -Start Day 3 Topic2) Letter to Me (Brad Paisley)- <http://www.youtube.com/watch?v=Mfr6Yxn17Vs> 3) Letter to Me -Write a Letter to yourself at the End of the Year -What do you hope to learn? -Where do you hope you’ll be? -What advice do you want your future self to remember? |
| Day 4 | 1) Writing Into the Day -Review expectations -Write the full allotted time -If you run out of thoughts for that topic, pick your pencil up and start again -No judgment when we share-Say Thank You or add a positive comment -Start Day 4 Topic-Heart Map “Love/Hate”2) Set Success Criteria for the Class -You’ve seen me, my attitude about certain things…what do you expect from classmates? (Behavior) -Pass out Text -Which is Better? Why? List Criteria to focus on as a Group (Writing)3) Browse Class Website -Writing into the Day input -Class Schedule/Agenda -Homework Assignments/Turn In -Speaking of Homework, Bring Picture that is special to you next week |
| Day 5 | 1) Writing Into the Day -Start Day 5 Topic-In this moment2) In This One, You… -Write/Share3) I’m The One… -Examples -Personal/Professional -Fun/Serious -Begin Writing |
| Day 6 | 1) Writing Into the Day -Start Day 6 Topic-Write about this Picture (Picture of a family/house/neighborhood)2) Neighborhood Map -Write -Share with whole group -Write what we have learned from another person -What did we hear that we expected? -What did we hear that was unexpected? -How does a neighborhood alter how we see ourselves? others?3) Continue working on I’m The One |
| Day 7 | 1) Writing Into the Day -Start Day 7 Topic-Free Write (Reflection of the first week and a half of school)2) 1 topic 🡪 18 topics activity -Examples (Mine completed plus do one in front of the students) -Brainstorm Whole Group -Brainstorm Small Group -Brainstorm Individual -Now you have three sets of ideas if you ever get stuck needing a topic (54 ideas)3) Finish working on I’m The One |
| Day 8 | 1) Writing Into the Day -Start Day 8 Topic-Heart Map piece2) Reverse Body Analysis (Themselves) -Examples (Mine/Characters from books) -Individual -Complete (\_\_\_\_ number) of the bulleted points on the handout -Must use…(List materials, time) -Share Body Analysis with class -Choose a peer’s Body Analysis -Write a paragraph about this person using their body analysis (one person per body…no repeats) -Share paragraphs. How accurate was this paragraph? Why was it so accurate/so off? -Discuss Results |

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Writing Standard 9-12 #3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

***I can*** *write a real or imagined narrative with detail and structured events.*

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| Standards | No Mastery (0 Points) | Partial Mastery (1 Point) | Approaching Mastery (2 Points) | Mastery (3 Points) |
| W.9-12.3.a I can set up my story by: -creating a setting/problem -introducing characters/ point of view -create a smooth series of events | All three parts are present but are not developed**OR**One or more of the three parts of a story is missing. | One of the three (setting/problem, character/point of view, series of events) is well developed but two are lacking development. | Two of the three (setting/problem, character/point of view, series of events) are well developed but one is lacking development. | All three (setting/problem, character/point of view, series of events) are well developed. |
| W.9-12.3.b I can use dialogue and descriptions to develop events and/or characters. | Dialogue and Descriptions are absent**OR**Events and characters are not developed. | Dialogue and Descriptions are rarely used in the narrative and events and characters are not effectively developed. | Dialogue and Descriptions are used throughout the narrative but events or characters are not effectively developed. | Dialogue and Descriptions are used effectively throughout the story to develop events and characters. |
| W.9-12.3.c I can sequence events that show progression. | The story is not in order and does not show progression. | The story is in order but is stagnate and does not show progression. | The events are mostly in order and shows limited progress. | All events are in logical order and story progresses effectively. |
| W.9-12.3.d I can use exact words, phrases, and sensory details to *show* the experiences/settings/characters. | Words, phrases, and sensory details are missing. | Words, phrases, and sensory details are present but do not effectively *show* the experiences/settings/ characters. | Words, phrases, and sensory details are present and effectively *show* one of the following: experiences/settings/ characters. | Words, phrases, and sensory details are present and effectively *show* each of the experiences/settings/ characters in the narrative. |
| W.9-12.3.e I can reflect on the experiences in the story and write a conclusion that sums up the story. | A conclusion is missing from the narrative. | A conclusion is present but does not reflect upon or sum up the story. | A conclusion is present but reflects upon **or** sums up the story, but not both. | A conclusion is present and reflects upon **and** sums up the story. |