|  |  |
| --- | --- |
| **.**  **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 Topic  3)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 Topic  2) 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 Topic  2) 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 moment  2) In This One, You…  -Write/Share  3) 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 piece  2) 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 |

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

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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. |