

UNIT OVERVIEW

STAGE ONE: Identify Desired Results			
E s t a b l i s h e d G o a l s / S t a n d a r d s		<i>At the end of this unit, scholars will use what they have learned to understand that:</i> - Poetry is a powerful genre for learning about and expressing the self. - Workshop is designed to support their development as readers and writers. - Literacy is a powerful tool to make change in myself, in my community, and globally.	
	Mission and Vision Alignment	Be tenacious - Recognizes and takes advantages of opportunities (can do attitude) to discover passions/interests. Think purposefully - Critically questions to refine or extend understanding. Advocate for self and others - Communicates effectively for different purposes and audiences through a variety of media.	
		Meaning	
	Goals: - To set up an effective workshop classroom. - To introduce poetry as a powerful genre for self-expression. CCSS Standards: <i>What CCSS standards will be met during this unit?</i> CC.R.11.7: Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. - Self-select text to develop personal preferences. - Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	Enduring understandings: - Scholars will understand that the nature of workshop (i.e. purpose, structure, rules, expectations, and procedures) will support them in accomplishing their goals and developing their identities as writers and readers. - Scholars will understand that the rules and expectations for workshop, the classroom norms, and the East mission all support them as readers and writers. - Scholars will understand that poetry is a genre that allows them to express themselves creatively in ways that impact the world around them. - Scholars will understand that poets use language in unique ways to communicate purposefully to an audience through poetry.	Essential questions: <i>Scholars will consider such questions as:</i> - How can I tell a powerful story about myself through poetry? - How do the rules, expectations, and procedures in workshop support me to develop as a reader and writer? - How do the choices I make about what I read reflect who I am as a reader?

CC.W4.7: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. CC.W5.7: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3) CC.W6.7: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.W10.6-10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
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CC.L2.7: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.		
	Acquisition	
	<i>What knowledge will scholars learn as part of this unit?</i> • Scholars will know the critical features of a poem: stanza breaks, metaphors, verbs, diction, imagery, form, theme, tone, turns, figurative language, cadence, sound patterns, rhyme. • Scholars will know that poetry is a powerful writing genre to learn about and express themselves. • Scholars will know that ideas for writing come from many places. • Scholars will know all rules, expectations, and procedures for workshop support them as readers and writers.	<i>What skills will scholars learn as part of this unit?</i> • Scholars will use some critical features of a poem (e.g. stanza breaks, metaphors, verbs, diction, imagery, form, theme, tone, turns, figurative language, cadence, sound patterns, rhyme) in producing their own poetry. • Scholars will effectively use the rules, procedures, and expectations for workshop. • Scholars will develop writing territories. • Scholars will read, interpret, and discuss mentor poems. • Scholars will set SMART goals for themselves every 5 weeks • Scholars will learn the process of editing, revising, and proofreading

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence

Criteria to assess understanding: <i>(Connect to goals and standards listed above. This is used to build the rubrics for each graded product).</i> Sourcebook/Chromebook: ● Contains all materials ● Mini-lesson notes ● Independent writing Book Reviews: ● See book review criteria and rubric 3 poems: ● Uses at least 5 critical features of the poetry genre ● Publish at least 1 poem	Performance Task focused on Transfer: ● Scholars will read new and familiar texts to understand and interpret different genres. ● Scholars will enjoy reading and writing as creative ways to communicate and impact the world around them. ● Scholars will compose, revise, and publish in a variety of genres appropriate to audience and purpose. ● Scholars will apply effective resource management to materials and supplies. Other Assessment Evidence: <i>What specifics products will scholars produce? What is the grading scheme for each product? What is each product's weight in the grading scheme?</i> ● Sourcebooks (30% of grade) ○ Completed reading and writing surveys ○ Writing territories list (heart map) ○ Scholar reading and writing records ○ Goals as readers and writers ● Two published book reviews (30%) ● Scholars will write at least 3 poems that use a minimum of 5 critical features of the poetry genre; publish at least 1 poems (30%) ● Self-assessment (10%)
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T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences	
T M M A A A A A T T N/A T T N/A A A T M A A A A M M A T M T	Learning Events: • Rehearsing classroom procedures (entrance, etc) • Heart maps • Workshop rules and expectations jigsaw • Setting up sourcebook • Writing territories • Read alouds • Someday list (decisions about what to read and what to abandon) • Notetaking (Rule of “So What”) • Book pass (interviewing a book) • Independent reading (Getting in the Zone) • Poetry writing • Writing record • Book review • Independent writing (Getting in the Zone) • Reading record • Using Chromebooks; setting up Google drive • Reading and Writing Interest Survey • Goal setting • Peer conference record • Rule of thoughts and feelings • Writing off the page • Rule of writing about a pebble • Critical features of poetry • Using strong language (word choice, Thesaurus, etc.) • 20 events that could become a poem • Self-assessment • Literary analysis (glossary of poetic terms) • Book talks • Audience and purpose of text • Publishing	Evidence of learning: <i>(formative assessment; include daily status of the class assessments)</i> • Status of the class • Source book maintenance • Conferencing (using all types of conferences and recording in status of the class) • Classroom norms chart (Aligned with School Wide Norms/Workshop rules and expectations/East mission) • Peer conferencing/feedback sheets • Interest Survey • Reflections ○ Learning Target reflection questions in Google Classroom ○ Writing Reflection