

**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		<p><i>At the end of this unit, scholars will use what they have learned to understand that:</i></p> <ol style="list-style-type: none"> <li>Poetry is a powerful genre for learning about and expressing the self.</li> <li>Workshop is designed to support their development as readers and writers.</li> <li>Literacy is a powerful tool to make change in myself, in my community, and globally.</li> </ol>	
	Mission and Vision Alignment	<p>Be tenacious</p> <ul style="list-style-type: none"> <li>Recognizes and takes advantages of opportunities (can do attitude) to discover passions/interests.</li> </ul> <p>Think purposefully</p> <ul style="list-style-type: none"> <li>Critically questions to refine or extend understanding.</li> </ul> <p>Advocate for self and others</p> <ul style="list-style-type: none"> <li>Communicates effectively for different purposes and audiences through a variety of media.</li> </ul>	
		Meaning	
	<p>Goals:</p> <ul style="list-style-type: none"> <li>To set up an effective workshop classroom.</li> <li>To introduce poetry as a powerful genre for self-expression.</li> </ul> <p>CCSS Standards: <i>What CCSS standards will be met during this unit?</i></p> <p>CC.R.11.6: 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.</p> <ol style="list-style-type: none"> <li>Self-select text to develop personal preferences.</li> <li>Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</li> </ol>	<p>Enduring understandings:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Scholars will understand that the rules and expectations for workshop, the classroom norms, and the East mission all support them as readers and writers.</li> <li>Scholars will understand that poetry is a genre that allows them to express themselves creatively in ways that impact the world around them.</li> <li>Scholars will understand that poets use language in unique ways to communicate purposefully to an audience through poetry.</li> </ul>	<p>Essential questions: <i>Scholars will consider such questions as:</i></p> <ul style="list-style-type: none"> <li>How can I tell a powerful story about myself through poetry?</li> <li>How do the rules, expectations, and procedures in workshop support me to develop as a reader and writer?</li> <li>How do the choices I make about what I read reflect who I am as a reader?</li> </ul>

<p>CC.W4.6: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p> <p>CC.W5.6: 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)</p> <p>CC.W6.6: 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.</p> <p>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.</p>		
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	CC.L2.6: 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	
		<p><i>What knowledge will scholars learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Scholars will know that poetry is a powerful writing genre to learn about and express themselves.</li> <li>Scholars will know that ideas for writing come from many places.</li> <li>Scholars will know all rules, expectations, and procedures for workshop support them as readers and writers.</li> </ul>	<p><i>What skills will scholars learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Scholars will effectively use the rules, procedures, and expectations for workshop.</li> <li>Scholars will develop writing territories.</li> <li>Scholars will read, interpret, and discuss mentor poems.</li> <li>Scholars will set SMART goals for themselves every 5 weeks</li> <li>Scholars will learn the process of editing, revising, and proofreading</li> </ul>

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence

<p>Criteria to assess understanding: <i>(Connect to goals and standards listed above. This is used to build the rubrics for each graded product).</i></p> <p>Sourcebook/Chromebook:</p> <ul style="list-style-type: none"> <li>● Contains all materials</li> <li>● Mini-lesson notes</li> <li>● Independent writing</li> </ul> <p>Book Reviews:</p> <ul style="list-style-type: none"> <li>● See book review criteria and rubric</li> </ul> <p>3 poems:</p> <ul style="list-style-type: none"> <li>● Uses at least 5 critical features of the poetry genre</li> <li>● Publish at least 1 poem</li> </ul>	<p>Performance Task focused on Transfer:</p> <ul style="list-style-type: none"> <li>● Scholars will read new and familiar texts to understand and interpret different genres.</li> <li>● Scholars will enjoy reading and writing as creative ways to communicate and impact the world around them.</li> <li>● Scholars will compose, revise, and publish in a variety of genres appropriate to audience and purpose.</li> <li>● Scholars will apply effective resource management to materials and supplies.</li> </ul> <p>Other Assessment Evidence:</p> <p><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></p> <ul style="list-style-type: none"> <li>● Sourcebooks (30% of grade) <ul style="list-style-type: none"> <li>○ Completed reading and writing surveys</li> <li>○ Writing territories list (heart map)</li> <li>○ Scholar reading and writing records</li> <li>○ Goals as readers and writers</li> </ul> </li> <li>● Two published book reviews (30%)</li> <li>● Scholars will write at least 3 poems that use a minimum of 5 critical features of the poetry genre; publish at least 1 poem (30%)</li> <li>● Self-assessment (10%)</li> </ul>
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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 A M M A T M T	<p>Learning Events:</p> <ul style="list-style-type: none"> <li>• Rehearsing classroom procedures (entrance, etc)</li> <li>• Heart maps</li> <li>• Workshop rules and expectations jigsaw</li> <li>• Setting up sourcebook</li> <li>• Writing territories</li> <li>• Read alouds</li> <li>• Someday list (decisions about what to read and what to abandon)</li> <li>• Notetaking (Rule of “So What”)</li> <li>• Book pass (interviewing a book)</li> <li>• Independent reading (Getting in the Zone)</li> <li>• Poetry writing</li> <li>• Writing record</li> <li>• Book review</li> <li>• Independent writing (Getting in the Zone)</li> <li>• Reading record</li> <li>• Using Chromebooks; setting up Google drive</li> <li>• Reading and Writing Interest Survey</li> <li>• Goal setting</li> <li>• Peer conference record</li> <li>• Rule of thoughts and feelings</li> <li>• Writing off the page</li> <li>• Rule of writing about a pebble</li> <li>• Critical features of poetry</li> <li>• Using strong language (word choice, Thesaurus, etc.)</li> <li>• 20 events that could become a poem</li> <li>• Self-assessment</li> <li>• Literary analysis (glossary of poetic terms)</li> <li>• Book talks</li> <li>• Audience and purpose of text</li> <li>• Publishing</li> </ul>	<p>Evidence of learning: <i>(formative assessment; include daily status of the class assessments)</i></p> <ul style="list-style-type: none"> <li>• Status of the class</li> <li>• Source book maintenance</li> <li>• Conferencing (using all types of conferences and recording in status of the class)</li> <li>• Classroom norms chart (Aligned with School Wide Norms/Workshop rules and expectations/East mission)</li> <li>• Peer conferencing/feedback sheets</li> <li>• Interest Survey</li> <li>• Reflections <ul style="list-style-type: none"> <li>○ Learning Target reflection questions in Google Classroom</li> <li>○ Writing Reflection</li> </ul> </li> </ul>