

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Creative Writing I	Unit 4 Title:	Independent Narrative Workshop	Grade Level(s):	6-8
Assessed Trimester:	Trimester 2	Pacing:	4 weeks	Date Created:	5/27/2014	Last Revision Date:	

Course Understandings: <i>Students will understand that:</i> <ul style="list-style-type: none">Writers use a process, including prewriting, drafting, revising, and editing to create a finished productWriters work with other writers to develop writing individual and collaborative workWriters write for many purposes throughout their lives, including for various audiences and for self-enjoyment

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
High Priority – Students must know: <ul style="list-style-type: none">6.7.4.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Medium Priority – Students should know: <ul style="list-style-type: none">6.7.10.10: 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.<ul style="list-style-type: none">Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.6.7.5.5: With some guidance and support from peers and adults, use a writing process to strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	
Low Priority – It is nice for students to know: <ul style="list-style-type: none">6.7.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
Transfer	
Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none">produce a narrative for an intended audience from independently selected topicsproduce writing for an intended audience	
Meaning	
Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">Writers work with other writers to develop writing individual and collaborative workWriters independently select topics for specific audiencesWriters use narrative for a variety of purposes	Essential Question(s): Students will keep considering: <ul style="list-style-type: none">How do writers learn from other writers and work collaboratively?Why is this topic appropriate for my audience?How does my narrative serve a purpose?
Acquisition	
Knowledge - Students will: <ul style="list-style-type: none">Identify which pre-writing strategies will help their drafting processIdentify an appropriate audience	Skills - Students will: <ul style="list-style-type: none">Use prewriting strategiesUse technology to collaborate with others

Reasoning - Students will: <ul style="list-style-type: none">• Judge peer work for revision suggestions• Evaluate feedback from peers for potential usefulness• Evaluate different genres for different purposes	<ul style="list-style-type: none">• Use technology to produce and publish writing• Use feedback in my work

Common Misunderstandings <ul style="list-style-type: none">• Writers can “get it right” in the first shot• Teachers should always tell students what to write• Writers work alone and do not rely on others to produce work	Essential new vocabulary <ul style="list-style-type: none">• Rubric• Revise• Edit
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