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| Content Standards* 1.01 Narrate personal experiences
* 1.02 Respond reflectively to a variety of expressive texts
* 1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus
* 2.02 Explain commonly used terms and concepts
* 3.02 Express an informed opinion
* 3.03 Support that informed opinion
* 4.01 Evaluate the effectiveness of communication
* 4.02 Read and critique various genres
* 5.02 Demonstrating comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres
* 6.01 Demonstrate an understanding of conventional written and spoken expression
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| Technology Standards* HS.TT.1.2 Use appropriate technology tools and other resources to organize information
* HS.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others
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| Unit Goals* Upon completing this unit, students will understand the value of keeping a journal as a writing tool and practice.
* Students will have a greater understanding of complex sentence structure after learning about phrases, clauses, and compound predicates.
* Students will have practiced editing and expounding on descriptive language.
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| Unit Objectives * After examining examples of compound predicates, students will be able to identify and create sentences with compound predicates and score at least 80% on their worksheet.
* Students will understand the value of keeping a reading journal, particularly its usefulness in the practice of writing.
* Students will work together to gain better understanding of the qualities of a good descriptive paragraph by improving upon a nondescriptive paragraph.
* Students will be able to individually identify elements of quality descriptive paragraphs in discussion.
* Students will work together to identify at least 2 examples of descriptive language.
* Students will work together to identify at least 10 elements of grammar.
* Students will work together to identify all elements of punctuation.
* Students will work together summarize a piece of writing.
* Students will work together to present to the class a hypothesis of how the journal can serve as brainstorming for a more formal piece of writing.
 | Unit Assessments* After the concept attainment lesson, students will be given a practice worksheet.
* Students will write at least 5 journal entries over the course of one week. I will grade according to organization, writing process, creativity, and requirements.
* I will be collecting the paragraphs that the groups write in order to assess group work and the level of the students’ writing.
* Students will be called on in class discussion to some of the features we discovered in our group activity.
* Collect students’ annotated pieces of writing for a verification that they have identified preset number of examples         o   2 examples of descriptive language         o   10 examples of grammar elements         o   All instances of punctuation
* Students will present their summaries and hypotheses to the class.
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