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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 | |
| 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 | |
| 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. | |
| 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. |