

Name:

Date:

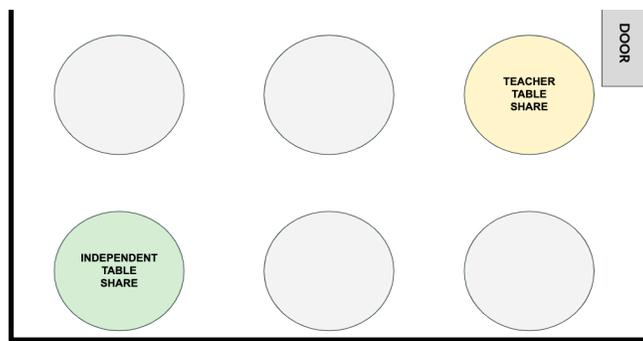
Block:

A typical day in WRITING		
Lesson (10 min) <input type="checkbox"/> Habits & Process <input type="checkbox"/> Content <input type="checkbox"/> Skills <i>(strategy, genre, syntax/grammar/vocab)</i>	Independent Work Time (40 min) 2 (1 w/teacher, 1 w/o) x 10 min Table Share (10 min) 3 x 10 min Writing Conferences (30 min) Independent Writing	Writing Shares (20 min)

What does the Mini-Lesson look like?
<input type="checkbox"/> Students retrieve ML handouts from a bin by the door. <input type="checkbox"/> Students sit in ML area with handouts, notebook and a pen/pencil. <input type="checkbox"/> Students clear tables of all other materials: no phones, bags, jackets, etc. <input type="checkbox"/> Students date a new page in their notebook and take ML notes. <input type="checkbox"/> Teacher records agenda: ML objective, Conferences, Table Shares, Work Time options, and Shares on the board.

Table Share Schedule		Day 1	Day 2	Day 3
Week 1 (dates)	<i>Teacher</i>			
	<i>Independent</i>			
Week 2 (dates)	<i>Teacher</i>			
	<i>Independent</i>			
Week 3 (dates)	<i>Teacher</i>			
	<i>Independent</i>			
Week 4 (dates)	<i>Teacher</i>			
	<i>Independent</i>			

You are responsible for having *at least* one table share a month.



Unit Arc		
<ol style="list-style-type: none"> 1. Review your data to inform your unit arc and set goals. 2. Write! Draft ideas towards short or long arc 3. Select a standard to apply to your writing. 4. Map short and long arc, standards, and goals onto your arc. 	<ol style="list-style-type: none"> 5. Set daily goals towards your arcs, and work to achieve them. <p style="text-align: center;"><i>For more information, see Daily Arc below.</i></p> <ol style="list-style-type: none"> 6. Take CBM to see how you are measuring up. 	<ol style="list-style-type: none"> 7. Write and publish a short arc and long arc over the course of a month. 8. Fulfill (and then break) the rules of genres to show the ability to transform

Daily Arc: Independent Work Time		
Write	Revise	Publish
<ul style="list-style-type: none"> <input type="checkbox"/> Get out your notebook, a writing utensil <input type="checkbox"/> Write! Draft ideas towards short or long arc 	<ul style="list-style-type: none"> <input type="checkbox"/> Research and annotate resources <input type="checkbox"/> Seek feedback in table shares <input type="checkbox"/> Use research and feedback to revise your piece <input type="checkbox"/> Edit for grammar, spelling, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fulfill (and then break) the rules of genres to show the ability to transform <input type="checkbox"/> Publish writing piece

Embedded Assessments: Collect all evidence of learning in your individual portfolio (notebook and folder) and submit with a rubric.	
<p><u>Daily Writing</u>: Draft ideas and play with genres through which to communicate to an audience.</p> <p><u>Short Arc</u>: Draw from playful writing to create a piece that does not require as much time as a long-arc to practice different genres.</p> <p><u>Long Arc</u>: Write more extensive pieces that incorporate academic, jargon-specific language.</p> <p><u>Annotated Resources</u>: Print resources on your topic or genre. Annotate thoroughly by underlining,</p>	<p><u>Writing Conference</u>: Identify intentions for responsive understanding, as well as where writing achieves intention or needs improvement. Sets specific goals to better achieve intent.</p> <p><u>CBM</u>: Write for 7 minutes to show fluency of thought, recording your word count in your notebook. We will track growth.</p> <p><u>Portfolio Submission</u>: Teacher will assess all work at the end of the unit and use evidence to justify your mastery outcomes.</p>

adding your own definitions, breaching, explaining, to understand information or author's choices.

Table & Whole-class Shares: Present drafts in process to receive feedback for revisions and writing process, and to develop a critical understanding of written genre.

WRITING STANDARDS

9-10th GRADE

Text Types and Purposes

9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence

- **9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.**
- **9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.**
- **9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic**
- **9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts**
- **9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.**
- **9-10W1f: Maintain a style and tone appropriate to the writing task.**

9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.**
- **9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.**
- **9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.**
- **9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.**
- **9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.**
- **9-10W2f: Establish and maintain a style appropriate to the writing task.**

9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.**
- **9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.**
- **9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.**
- **9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

- **9-10W3e:** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.

9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.

Research to Build and Present Knowledge

9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

Text Types and Purposes

9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence

- **9-10W1a:** Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- **9-10W1b:** Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
- **9-10W1c:** Use precise language and content-specific vocabulary to express the appropriate complexity of the topic
- **9-10W1d:** Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts
- **9-10W1e:** Provide a concluding statement or section that explains the significance of the argument presented.
- **9-10W1f:** Maintain a style and tone appropriate to the writing task.

9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **9-10W2a:** Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
- **9-10W2b:** Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
- **9-10W2c:** Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
- **9-10W2d:** Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
- **9-10W2e:** Provide a concluding statement or section that explains the significance of the information presented.
- **9-10W2f:** Establish and maintain a style appropriate to the writing task.

9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **9-10W3a:** Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

- 9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
- 9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
- 9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.

9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.

11-12th GRADE

Text Types and Purposes

11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- 11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
- 11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
- 11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
- 11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.
- 11-12W1f: Maintain a style and tone appropriate to the writing task.

11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
- 11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
- 11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
- 11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
- 11-12W2e: Provide a concluding statement or section that explains the significance of the information presented.
- 11-12W2f: Establish and maintain a style appropriate to the writing task.

11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or

characters.

- 11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.
- 11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- 11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.

Explain connections between the original and the created work.

11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.

Research to Build and Present Knowledge

11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, over reliance on one source, and follow a standard format for citation.

Text Types and Purposes

11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- 11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
- 11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
- 11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
- 11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.
- 11-12W1f: Maintain a style and tone appropriate to the writing task.

11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
- 11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
- 11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the

appropriate complexity of a topic.

- 11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
- 11-12W2e: Provide a concluding statement or section that explains the significance of the information presented.
- 11-12W2f: Establish and maintain a style appropriate to the writing task.

11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
- 11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.
- 11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- 11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.

Explain connections between the original and the created work.

11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.



Annotate the Activity Arc with your shorts, longs, and your plan to publish them.



Author:

Date:

Audience members:

Why do you want to share this piece?	
Purpose?	
Audience?	
Responsive understanding?	
Genre(s)?	
Feedback: <i>Audience identifies strategies the author uses to achieve purpose and offers suggestions about how writing can be revised to better achieve purpose.</i> Editing: <i>Audience identifies formatting and genre conventions the author uses to achieve purpose and offers suggestions about how writing can be revised to better achieve purpose.</i>	

Sources:

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