SPI Project Planning Template: A Publication Unit Plan
A Unit Plan Overview

Publication Project Title: Memoirs.

1.) Project Summary: What is the purpose or motivation for this project? What are the essential questions driving this project?

This project aims to engage students in the genre of memoirs through a critical and reflective approach to writing. This project intends to develop students’ writing skills by connecting their academic goals with their social and personal endeavor. One of the goals is to have students reflect on the different issues that they encounter as ELLs and as newcomers to the country, using their experiences to inspire their writing and implementing the use of strategies that can be used in other writing contexts (e.g. the Regents ELA examination). Some of the guiding questions to develop their pieces are the following: what is an important event from my life that can be used as an example to others? How has moving made you reflect on your identity? How would you tell your story? In this way, learners will be able to develop their writing skills while being immersed in a theme that is relevant to their lives and conducive to reflection.

2.) Learning Goals (Objectives, Enduring Understandings, “I Can Statements”): What are my overall goals for the unit?

*Students will be able to...*

- Understand the genre of memoirs.
- Write a narrative within the themes of identity, social issues, and/or personal history.
- Develop their voice as writers.
- Evaluate their progress and engage in peer assessment.
- Incorporate the sense of writing to an audience.

3.) Common Core Standards Alignment: What are the Key Standards aligned with the unit? (see prompts below -- check all that directly apply)

**READING:**

- R.1 – Specific Details
- R.2 – Central Ideas & Themes
- R.3 – Analyze events/ideas
- R.4 – Interpret words/phrases
- R.5 – Analyze structure
- R.6 – Assess point of view
- R.7 – Evaluate multi-media
- R.8 – Evaluate argument in texts
- R.9 – Analyze 2+ perspectives
- R.10 – Read Complex Texts

**WRITING:**

- W.1 – Write Arguments
- W.2 – Write Information
- W.3 – Write Narrative
- W.4 – Audience/Purpose
- W.5 – Edit, Revise, Publish
- W.6 – Use technology
- W.7 – Conduct research
- W.8 – Gather relevant info
- W.9 – Draw evidence from text
- W.10 – Write routinely over time

**LISTENING/SPEAKING:**

- SL.1 – Wide ranging conversations
- SL.2 – Integrate/Evaluate info.
- SL.3 – Evaluate Point of View/bias
- SL.4 – Present information
- SL.5 – Use technology to present
- SL.6 – Adapt speech to context

**LANGUAGE:**

- L.1 – Grammar conventions
- L.2 – Punctuation & Spelling
- L.3 – Language in new contexts
- L.4 – Identify meaning of words
- L.5 – Figurative Language
- L.6 – Academic/Content vocabulary

4.) Publication: How will students demonstrate they have met the expectations of the Unit?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Intended Audience</th>
<th>Detailed Traits of the Genre</th>
<th>Publication Assignment Requirements: (length, depth, use of evidence/research, etc)</th>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Your home country</td>
<td>Traditions, family, and memories.</td>
<td>Life changing experiences (e.g. living in a different country, parenthood, inspirational characters, etc.).</td>
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<td></td>
<td>• A younger generation.</td>
<td>• Literary nonfiction, narrative.</td>
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<td></td>
<td>• Peers.</td>
<td>• It requires that students narrate anecdotal accounts.</td>
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<td></td>
<td>• The authorities.</td>
<td>• It has a narrowed focus on the particular aspect of the writer’s life.</td>
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<td>• A family member.</td>
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<td>• Reading mentoring texts to engage in the exploration of social issues.</td>
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<td></td>
<td>• Identifying their intended message and goals as writers.</td>
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<td></td>
<td>• Narrating their personal experiences in a safe environment.</td>
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<td>• Identifying the different aspects of the genre and incorporating them into their pieces.</td>
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5.) **Scaffolding Topic:** What are the individual pieces of information in this unit, and how can I break it down? (facts, vocabulary, key ideas)

- Determining how moving to another country can affect our lives.
- Identifying different types of struggles and topics that shape us as individuals.
- Reflecting on their own personal struggles.

6.) **Scaffolding the Genre:** What are ALL of the specific attributes of the genre that students need to experience (through observation, modeling, and inquiry), in order to succeed on the final product?

- Using curricular texts to introduce the theme.
- Using mentoring texts to analyze the theme and characteristics of the genre.
- Using guidelines to have students identify whether their memoirs have the characteristics of the genre.

7.) **Learning Activities:** What various instructional activities will facilitate learning the topic and the genre? (ex: journals, stations, reading logs, etc.)

- Reading of mentoring texts.
- Class discussions on the topic of social issues relevant to national identity.
- Dialogue journals (online).
- Drafting of their narrative essay.
- Sharing drafts and peer revision.
- Revision, editing, use of checklists.

8.) **Timeline:** How long should this unit(s) last? (Use the Calendar)

12 weeks
### Mentor Texts: What texts will I use to drive this project?

<table>
<thead>
<tr>
<th>Text: Title, Author, Pages</th>
<th>How will you use this text? What do you want students to learn from this mentor text?</th>
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</thead>
<tbody>
<tr>
<td>Dreaming in Cuban</td>
<td>To reflect on how telling our stories can provide a space both for reflection and to communicate a message to an audience. As a model of the genre, to discuss the type of language that is used in memoirs, the structure, and structural characteristics of a memoir.</td>
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<tr>
<td>Speaking Worlds 4 selected excerpts</td>
<td></td>
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