

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:	WRITING:	LISTENING/SPEAKING:	LANGUAGE:
<input type="checkbox"/> R.1 – Specific Details	<input type="checkbox"/> W.1 – Write Arguments	<input type="checkbox"/> SL.1 – Wide ranging conversations	<input type="checkbox"/> L.1 – Grammar conventions
<input type="checkbox"/> R.2 – Central Ideas & Themes	<input type="checkbox"/> W.2 – Write Information	<input type="checkbox"/> SL.2 – Integrate/Evaluate info.	<input type="checkbox"/> L.2 – Punctuation & Spelling
<input type="checkbox"/> R.3 – Analyze events/ideas	<input type="checkbox"/> W.3 – Write Narrative	<input type="checkbox"/> SL.3 – Evaluate Point of View/bias	<input type="checkbox"/> L.3 – Language in new contexts
<input type="checkbox"/> R.4 – Interpret words/phrases	<input type="checkbox"/> W.4 – Audience/Purpose	<input type="checkbox"/> SL.4 – Present information	<input type="checkbox"/> L.4 – Identify meaning of words
<input type="checkbox"/> R.5 – Analyze structure	<input type="checkbox"/> W.5 – Edit, Revise, Publish	<input type="checkbox"/> SL.5 – Use technology to present	<input type="checkbox"/> L.5 – Figurative Language
<input type="checkbox"/> R.6 – Assess point of view	<input type="checkbox"/> W.6 – Use technology	<input type="checkbox"/> SL.6 – Adapt speech to context	<input type="checkbox"/> L.6 – Academic/Content vocabulary
<input type="checkbox"/> R.7 – Evaluate multi-media	<input type="checkbox"/> W.7 – Conduct research		
<input type="checkbox"/> R.8 – Evaluate argument in texts	<input type="checkbox"/> W.8 – Gather relevant info		
<input type="checkbox"/> R.9 – Analyze 2+ perspectives	<input type="checkbox"/> W.9 – Draw evidence from text		
<input type="checkbox"/> R.10 – Read Complex Texts	<input type="checkbox"/> W.10 – Write routinely over time		

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

Topic	Intended Audience	Detailed Traits of the Genre	Publication Assignment Requirements: (length, depth, use of evidence/research, etc)

<p>Your home country</p> <p>Traditions, family, and memories.</p> <p>Life changing experiences (e.g. living in a different country, parenthood, inspirational characters, etc.).</p>	<ul style="list-style-type: none"> • A younger generation. • Peers. • The authorities. • A family member. 	<ul style="list-style-type: none"> • Literary nonfiction, narrative. • It requires that students narrate anecdotal accounts. • It has a narrowed focus on the particular aspect of the writer's life. 	<ul style="list-style-type: none"> • Reading mentoring texts to engage in the exploration of social issues. • Identifying their intended message and goals as writers. • Narrating their personal experiences in a safe environment. • Identifying the different aspects of the genre and incorporating them into their pieces.
<p>5.) Scaffolding Topic: What are the individual pieces of information in this unit, and how can I break it down? (facts, vocabulary, key ideas)</p>		<p>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?</p>	
<ul style="list-style-type: none"> • 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. 		<p>Using curricular texts to introduce the theme.</p> <p>Using mentoring texts to analyze the theme and characteristics of the genre.</p> <p>Using guidelines to have students identify whether their memoirs have the characteristics of the genre.</p>	
<p>7.) Learning Activities: What various instructional activities will facilitate learning the topic and the genre? (ex: journals, stations, reading logs, etc.)</p>			
<ul style="list-style-type: none"> • 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. 			
<p>8.) Timeline: How long should this unit(s) last? (Use the Calendar)</p>			
<p>12 weeks</p>			

9.) Mentor Texts: What texts will I use to drive this project?	
Text: Title, Author, Pages	How will you use this text? What do you want students to learn from this mentor text?
<i>Dreaming in Cuban</i>	To reflect on how telling our stories can provide a space both for reflection and to communicate a message to an audience.
Speaking Worlds 4 selected excerpts	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.