

Personal Narrative Unit (2-3 weeks, or 10-15 lessons)

Invention	Arrangement	Revision
<p>Journaling – write daily as a means to generate/share ideas in a “safe space”</p> <ul style="list-style-type: none"> • Free-writing/“Terrific Ten” – write without stopping about the topic of your choice for at least ten minutes • To a prompt – write about a common topic in order to prepare for discussion/generate multiple viewpoints as a class <p>Listing – list ideas related to a topic in no particular order, and without regard for complete sentences.</p> <p>“Seeking heat” – review a set of ideas and look for those that produce strong feelings (excitement, joy, anxiety, sadness, anger) in order to develop ideas that matter</p> <p>Seed-writing – review any piece of writing and develop ideas that have “heat” (see previous) or were initially backgrounded</p>	<p>Clustering – group together similar ideas in order to develop common themes</p> <p>Gather/analyze models – find “good” or “bad” examples of the genre to derive characteristics and to model what works/doesn’t work</p> <p>Generating a class rubric – using models, define characteristics and assign values</p> <p>Summary and Scene – decide which examples should be briefly “told” in summary and which should be thoroughly “shown” in detail</p> <p>Transmediation (video/image) – translate text into image in order to organize (“storyboard”) scenes and transitions</p> <p>Transmediation (audio) – translate text into audio in order to organize/emphasis (“remix”) contextual details and dialogue</p>	<p>Drafting – allow time to write more than one version of a text so that writing can change through experience and interaction with others</p> <p>Teacher feedback – teacher provides oral/written feedback (or even rubric assessment) of drafts, as well as final version; shares models with class</p> <p>Peer review – classmates provide oral/written feedback (or even rubric assessment) on drafts</p> <p>Presentations to an audience – present to an authentic audience in order to prepare/celebrate final product</p> <p>Revision sheet/Revision plan – note and address patterns of strength and weakness in each piece of writing and over time; develop a plan to implement revision from peers/teacher</p> <p>Goals/Process explanation – describe what worked and didn’t work about the writing process after each assignment, and set goals for the next one</p>

Community-building (in order to facilitate freedom of expression and honest feedback)

Journaling/Sharing – write daily and share writing and strategies for writing

Discussion of writing trends – generate and discuss common themes/strategies as a class

Teacher’s writing – share personal writing and process to model for students

“Support and challenge” – stand face-to-face and press palms hard enough to encourage resistance but not overwhelm (peer review metaphor)

Peer review - classmates provide oral/written feedback (or even rubric assessment) on drafts