

Stage 1 – Desired Results

ESTABLISHED GOALS ISTE 1.7c ISTE 1.1c LA.W.11-12.3c LA.W.11-12.4 - LA.W.11-12.6 - LA.SL.11-12.1 - LA.L.11-12.3 -	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> create an autobiographical photograph poem that includes a variety of writing strategies to convey meaning and purpose, while utilizing correct grammar and diction; develop greater sentence fluency utilizing writing strategies such as brushstrokes, participles and participle phrases, appositives, absolutes, figurative language, etc.; effectively communicate with peers to provide constructive feedback to further the development of writing.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> • Good writers use strategies to develop fluency and parallelism within a narrative poems • Good writers can clearly distinguish and convey experiences and events using effective techniques • Good writers can develop clear and coherent writing utilizing a variety of writing strategies and techniques • Good writers utilize constructive feedback to reconstruct and polish their writings	ESSENTIAL QUESTIONS • How do fluent writers adapt strategies that illicit imagery and detail? • How can fluent writers incorporate brush strokes into an autobiographical poem? • How can writers effectively use writing strategies to create fluency and parallelism in their writing? • How can good writers organize their thoughts in a sequential manner that makes the product both clear and coherent in development?
	<i>Acquisition</i>	
	<i>Students will know...</i> • various forms of strategies that can be used in writing to compose pieces such as poems that are both fluent and parallel in structure. • how to critique and provide feedback to classmates on their autobiographical poems while referencing the strategies used • how to identify various strategies within a poem/paragraph • how to participate in discussions and stay on topic • how to create an autobiographical poem	<i>Students will be skilled at...</i> • identifying writing strategies: parallelism, adjectives out of order, absolute phrases, participle phrases, etc. • effectively and fluently develop a narrative piece (autobiographical photograph poem) • communicating feedback that is constructive and effective through the use of moodle platforms • utilizing google documents to compose pieces, but also to

		share with peers and teacher for editing purposes ● applying strategies learned into their narrative work (autobiographical photograph poem)
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Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
Students will be evaluated based on a Criterion Rubric that encompasses preparation and quality, content, grammar, and creativity. Students will be evaluated on their overall discussions, ability to provide feedback, and use of technology to give and receive feedback, as well as use technology to edit their poems, that is also rubric based.	PERFORMANCE TASK(S): - The teacher will introduce and model strategies through a powerpoint presentation. Particular slides from the powerpoint will be individually assigned to the students for practice of the strategies being presented. (Writing Strategies: detail/ imagery, brushstrokes, poetic features, fluency and expression) - Utilizing Dyknow, the teacher and students can then review the independent work completed on the powerpoint slides; teachers and peers will utilize the independent work as an open communication platform where peers and the teacher will help critique the work and collaborate about how the work could have better addressed the strategy being taught. -Following the practice assignment, students will get into teams (3-4 students) and use google documents to collaborate and create short poems/passages as practice work to scaffold the strategies taught into their independent pieces. As students work, the teacher can pull screens to project the work and model high quality work and work that needs some changes. - After repeated practice with the strategies, students will be expected to write an autobiographical photograph poem, in which they utilize a variety of strategies taught; at completion of the first draft, students will share work on Moodle, so that student groups and the teacher can provide structured feedback, and the students can edit their work accordingly. - At the conclusion of the project, students will have the choice to publish their final piece utilizing an online platform called Flipsnack; together, the teacher and students will publish an online book utilizing the various student autobiographical photograph poems. OTHER EVIDENCE: Evidence: Rubric Assessment that refers to the students intended content and learning based on their narrative product. Additional Evidence: Utilizing Dyknow and Google Documents, students will have to verbally give critical and structured feedback to classmates; this allows the teacher to informally assess students' understanding of the content being presented. Finished final products: Placed on moodle discussion board where classmates will supply comments and discuss the information presented by supplying structured commenting on the finished product. - Students will have an additional grade based upon their structured comments and feedback on students' final products.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The instructor will guide the students as they explore several strategies that help them acquire fluency and sophistication in their writing by organizing and modeling strategies utilizing power point, allowing for immediate feedback from peers and self through the use of Dyknow, allowing for collaboration to build upon strategy use within personal narrative writing (autobiographical photograph poem), and having students critically review peer work and give structured feedback for the first draft of the potential final product.

Autobiographical Photograph Poem

	4	3	2	1	Score and Comments
Form	At least one copy provided	at least two copies provided	at least two copies provided at least 14 lines in length	both copies provided 14 lines in length specific title correct MLA format	
Correctness LA.W.11-12.4 -	Writing has many mechanical and grammatical errors	writing has mechanical and/or grammatical errors.	writing has few mechanical/grammatical errors	writing has been carefully edited so that minimal or no errors remain	
Detail/Imagery LA.W.11-12.3c -	writing has little to no imagery/detail-vague and general in nature	Some concrete detail incorporated	7-10 or more examples of details are incorporated	7-10 or more highly effective examples of detail are incorporated and identified.	
Brushstrokes LA.W.11-12.3c -	Under two brushstrokes are correctly used or identified	at least two brushstrokes are correctly incorporated	at least two brushstrokes are correctly incorporated and identified	three or more brushstrokes are correctly incorporated into the poem and identified	
poetic features LA.W.11-12.3c -	under two poetic features are incorporated or identified	two poetic features are correctly incorporated	two poetic features are correctly incorporated and identified	three or more poetic features are correctly incorporated and identified	
fluency and expressiveness LA.L.11-12.3 -	poem reads poorly and/or looks more like prose than poetry; lacks voice/tone	poem has some fluency but is still lacking in true cadence or rhythm; some lines are more	Poem is largely polished and fluent but has a line or few that still impede its flow and impact.	Poem reads fluidly and melodiously throughout; definite tone and voice are	

		effective than others. Has limited voice.	Voice and tone are recognizable	established.	
Visual	Poem is mounted with picture	poem is neatly mounted with pictureBe consistent with your capitalization or lack thereof throughout the rubric.	poem is neatly mounted with picture and some visual appeal is present	poem is neatly mounted with picture and creativity and/or strong visual appeal is present	

Technology and Discussion Integration Rubric

Discussion LA.SL.11-12.1 - LA.W.11-12.6 -	provided little to no feedback to group members	provided some feedback but it was vague and not structured	provided structured feedback but did not provide evidence to support feedback	provided structured feedback and provided evidence of strategies to support feedback
Technology constructive contributions ISTE 1.1c: ISTE 1.7c	student provided no constructive feedback	students provided some feedback, but did not provide constructive feedback or seek out feedback.	students provided feedback but did not seek out feedback on the different strategies used.	students provided constructive feedback that also demonstrated knowledge of the strategies learned; sought feedback on different strategies utilized.

Standards Addressed

ISTE 1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
ISTE 1.1c:	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
LA.W.11-12.3c	- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome
LA.W.11-12.4 -	[Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.W.11-12.6 -	[Standard] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.SL.11-12.1 -	[Standard] - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.11-12.3 -	[Standard] - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

