Sample Unit Plan: Independent Genre Passion Projects

Week	Goal	Learning Experiences	Instruction	Feedback Ideas
1	**Writers set goals for how they will independently study a genre and create a passion project.**	Students review the types of writing they have done so far and the types that exist in the world. Students create notebook entries to explore the genre they want to study. Students set goals for themselves as writers and connect the goals to their passion project..	Introduce the **goals of the unit.** (Screencast the chart- explained by the teacher) **Shared Writing:** The teacher and students create a class list of all of the genres they have written and then add other possible genres that exist in the world that they have not yet written but might want to try out. Encourage students to think in real world terms so they could add things like directions, gaming manuals, travel guides, news casts etc and not just stories and essays. **Minilesson Focus:** Writers consider their personal goals for final passion project by ● evaluating their previous work. ● listing strengths and areas of potential growth ● formulating a plan to achieve growth.	Students **submit** their goals along with the passion project description and how the two go together. **Feedback:** Teachers can ask students reflective questions about their goals and plans such as: ● Why did you set this goal? ● How is this goal connected to other feedback you have gotten this year? ● What is your plan for how you will work toward this goal? ● What are you most passionate about this project? ● What challenges do you anticipate facing? How are you preparing for them?

			Minilesson Focus: Writers reflect on their strengths and challenges and set goals for themselves. They include the goal, the reason for the goal and an action plan for how they might work toward it. They also include how the passion project will help them with their goal(s). One example:	

Goal	Why I chose it	Connection to my passion project	My action plan

2	**Writers study several mentor texts to make plans for their own writing pieces.**	Students collect mentor texts that align with their passion projects. Students study and analyze mentor texts, jotting down what they found. Students make a plan for how they will use what they learned from mentor texts in their own writing projects.	Introduce the **goal of the week.** **Minilesson Focus:** Writers use a calendar to manage time and select short term deadlines towards long term goals. **Minilesson Focus:** Writers select mentor texts that inspire them to create their own work in the same genre by reading self-selected choices and then prioritizing the most inspirational works.	Students **submit** their mentor text entries that show the moves they will try out in their own writing pieces. They can write about what they will try, list it, or highlight it in their entries in some way. **Feedback:** Teachers can look at mentor text charts and ask students to highlight the elements they think they will try in their own writing pieces. Teachers can also look at what the students did

			Minilesson Focus: Writers analyze the author's craft and trace patterns in mentor texts by utilizing their notebooks to track the craft moves of their mentors.	notice in their entries and ask them to pay attention to other elements they may have missed such as ● Meaning ● Structure ● Focus ● Elaboration ● Conventions ● Visual Appeal ● Audience ● Craft

Table within Minilesson Focus cell:

What I Noticed	Example	Why the Author Did This	How I Might Use It In My Writing

3	**Writers draft and revise their writing to craft the strongest piece of writing.**	Students begin drafting their pieces based on the plans they created in week 2. Students use the mentor texts to draft with craft in mind. Students seek feedback to help them make a revision plan.	Introduce the **goal of the week.** **Minilesson Focus:** Writers refer back to their mentor text charts and plans and use them to begin drafting. They consider, "Where will I try this craft move in my own piece?" **Minilesson Focus:** Writers take risks exploring new approaches to independent work by emulating mentor authors by noticing and analyzing choices. Minilesson Focus: Writers seek feedback from others who read in the genre they are studying. They take the feedback they are	Students **submit** a draft along with a revision plan that includes the feedback they were given. **Feedback:** Rather than focus on the draft by itself, give feedback that focuses on the process and the goal the student is working toward. This can happen across the week in 1:1 or small group conferences. Some reflection questions include: ● How is your draft helping you work toward your goal(s)? ● What is the challenge

			given and use it to make a revision plan.	you are experiencing in this drafting process? What are you learning from the challenge? ● How did the feedback that others gave you help you with your goal(s) or offer you new goals to pursue? ● What did you learn so far about yourself as a writer from this process?
4	Writers publish and share their pieces with a particular audience in mind.	Students revise based on their revision plan and feedback from week 3. Students edit for conventions that align with their genre and audience (ex. Formal or informal language choices, speak to the audience directly or not, complete sentences throughout or not, etc.) Students share their final pieces and their process with others as a form of publication.	Introduce the **goal of the week.** **Minilesson Focus:** Writers return to revision strategies from previous units and reflect on which strategies would be the most effective to lift the quality of their work. **Minilesson Focus:** Writers go back to mentor texts and notice the conventions of the genre they are writing. They make sure their writing matches the conventions and edit as needed.	Students **submit** their final piece along with the revision and editing history to show their process. They also submit the goal they set and their growth toward it. **Feedback:** **Since this is the end of the year writing I would offer feedback about growth you have seen.** *Across the year I noticed you… You have really grown in… Looking back to now it is clear you…*

			Writing Celebration: *Make sure they include the process in this sharing and not just the final piece. Suggest they do this in small groups either live or recorded. Writers share the journey of developing their passion project, and the project itself, via a visual presentation ● including the mentor text, personal inspiration, and writing experience. ● emphasizing salient points in a focused, coherent manner with well-chosen details. ● using appropriate eye contact, adequate volume, clear pronunciation, and supporting visuals. ● integrating multimedia and visual displays that are relevant and enhance the presentation.	Try to have this growth feedback focus on one or two areas that are not unit specific such as: ● Writing process ● Attention to audience ● Craft moves ● Risk-taking ● etc.