**Chapter 1: Mapping Your Literacy [an unfinished map that students can analyze like tammy’s brain]**

*Group 1*

* Talking about questions; showed them a literacy history map (often lacked organization); read the article on how to read a map; discuss reading/using a map
* 1st ACTIVITY: Show a map; everyone tries to figure out what is there (elements), how is it organized, and what is its reason for being (what does it show/significance)
* READING ACTIVITY: Out loud, wear armor:) Break the reading and give a window; best strategy: annotate and break things up [NOTE TO SELF: make sure to add the links to Brandt annotation and reading questions; change Brandt to *Remembering*; link to autobiography is dead, fix it]; frame the purpose or ask them why they think you assigned the article; mapping the reading and applying what they did from the literacy map; you can also teach personal annotation styles and ask them to analyze what they’re doing as a reviser
* TIMED WRITING: Go over prompt, 25 minutes covering paper, just generating, and then let them revise the next day (what stays and what goes; what is the significance that seems to emerge; finding purpose through reflection instead of projection
* CONFERENCING: Make it regular, make it specific, make it quick and with consequence (do this in order to help me understand that; got it; next thing)
* NOTE TO SELF: 2 sequences until the find the pattern

*Group 2*

* Class discussion about histories of readers and writers
* Practice mapping with simple concepts; adding, subtracting, relationships (a day in the life as a practice map); proposal of a map (which would be a great public presentation to share as many different forms as possible and then teacher could point out how they work, sims, and differences)
* Structure: from map to narrative; examples; adapt the stream of consciousness to a meaningful structure
* Closing a draft (to put away for awhile)
* NOTE TO SELF: ADD some way for them to rate the advanced drafts

**Chapter 2: Analyzing Your Audiences [put an audience**

* Monday is a refresher day; bridge question; potential audience; Defining terms like audience with examples; these would be like sample short audience profiles
* Tuesday; bridge question; potential audience
* Wednesday; bridge question; potential audience
* Thursday; bridge question; potential audience
* Friday; flex day
* 1-Intro to analyzing audience and a discussion question
* 2-making the connection and using discussion questions; connect to chapter 1; audiences
* 3-
* 4-literacy history
* 5-extra day

Week 2

teacher feedback and map development each day of the week from different audiences (1-3), 4 reflect on feedback, teacher on friday

Week 3

2. Reflective paper on article

3. YouTube on authentic audience

4. Wikipedia article; chunking

5.

**Chapter 3. Designing Your Form**

Manic Monday-Read it and discuss

Tell It Tuesday-Blog post

Whatchathink Wednesday-Peer editing the blog post; did they address the audience

Thinking Thursday-Writing visuals to help them analyze audiences and articulate rhetorical choices in other texts; produce intro/conclusion; types of sentences; minilessons

Fix-It Friday-revising paper from Thinking TH

**Chapter 4: Finding Meaning**

Rinserepeat

**Chapter 5: Making Meaning**

Rinserepeat

**Chapter 6: Reflecting and Revising**

Think about it as a return to the literacy narrative for the last year

**Portfolio**

1. Literacy Narrative (Ch1)
2. 1st or 2nd Audience Analysis
3. 1st or 2nd Proposal/Project
4. Reflective Essay (Ch6)