

Unit Title: E Pluribus Unum

Multiple Voices - Heroism

INSTRUCTIONAL UNIT AUTHORS

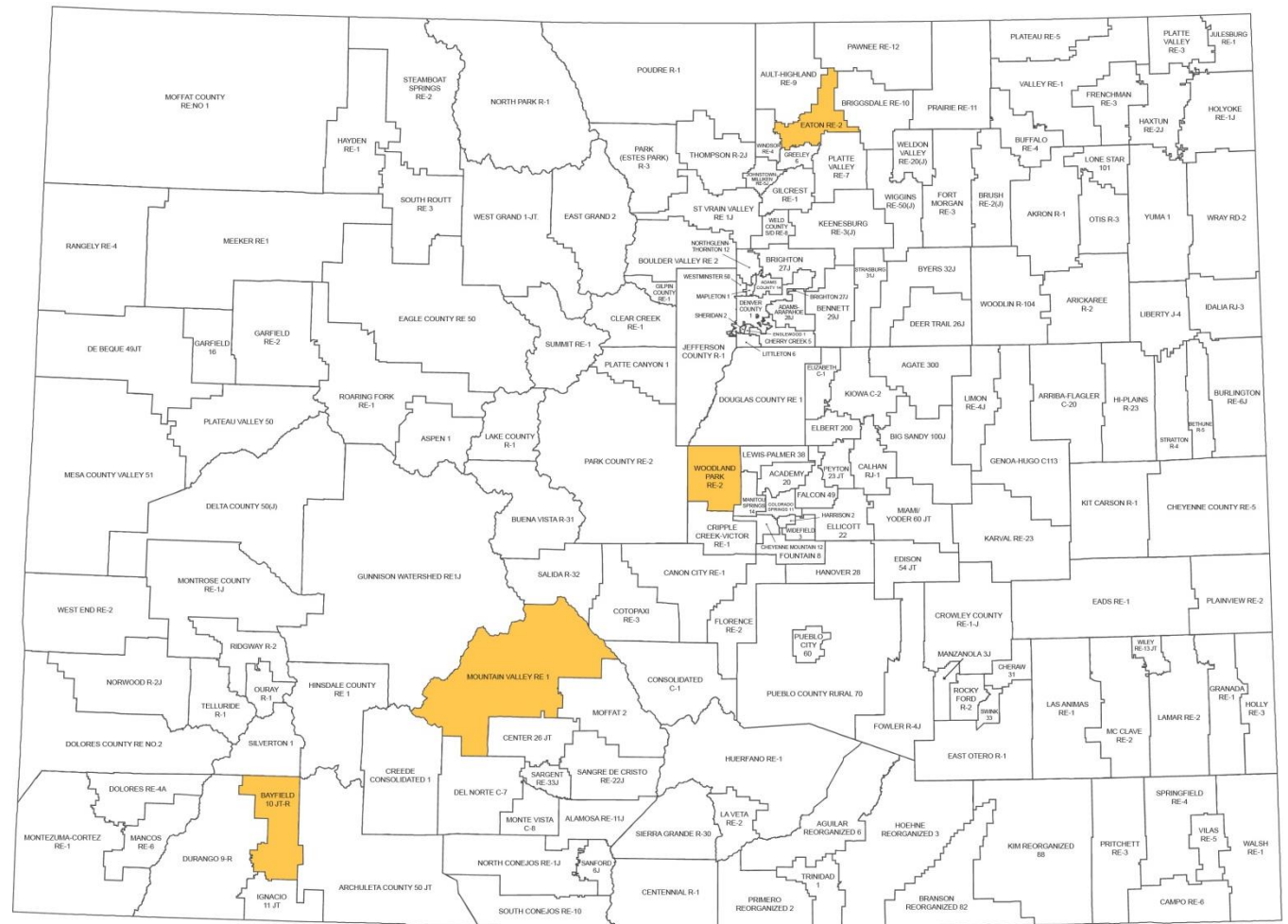
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Reading, Writing, and Communicating	Grade Level	10 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. Content that is gathered carefully and organized well successfully influences an audience	RWC10-GR.10-S.1-GLE.1	
	2. Effectively operating in small and large groups to accomplish a goal requires active listening	RWC10-GR.10-S.1-GLE.2	
2. Reading for All Purposes	1. Literary and historical influences determine the meaning of traditional and contemporary literary texts	RWC10-GR.10-S.2-GLE.1	
	2. The development of new ideas and concepts within informational and persuasive manuscripts	RWC10-GR.10-S.2-GLE.2	
	3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts	RWC10-GR.10-S.2-GLE.3	
3. Writing and Composition	1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience	RWC10-GR.10-S.3-GLE.1	
	2. Organizational writing patterns inform or persuade an audience	RWC10-GR.10-S.3-GLE.2	
	3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process	RWC10-GR.10-S.3-GLE.3	
4. Research and Reasoning	1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions	RWC10-GR.10-S.4-GLE.1	
	2. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy	RWC10-GR.10-S.4-GLE.2	
<p>Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p align="center">Text Complexity</p>	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
E Pluribus Unum	4-6 weeks	4	

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Unit Title	E Pluribus Unum		Length of Unit	4-6 weeks
Focusing Lens(es)	Cultural Concepts (Heroism)	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.10-S.1-GLE-1 RWC10-GR.10-S.1-GLE.2 RWC10-GR.10-S.2-GLE.1 RWC10-GR.10-S.2-GLE.2 RWC10-GR.10-S.2-GLE.3	RWC10-GR.10-S.3-GLE.1 RWC10-GR.10-S.3-GLE.2 RWC10-GR.10-S.3-GLE.3 RWC10-GR.10-S.4-GLE.1
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How does language limit or add to our understanding of a story? (RWC10-GR.10-S.1-GLE.1-EO.b) and (RWC10-GR.10-S.2-GLE.1-EO.b) and (RWC10-Gr.10-S.2-GLE.2-EO.e) and (RWC10-GR.1-S.2-GLE.3-EO.a) Which has greater value, the individual or the group? (RWC10-GR.10-S.1-GLE.2-EO.a) and (RWC10-GR.10-S.4-GLE.1-EO.a) How do stories reflect the beliefs of a culture? (RWC10-GR.10-S.2-GLE.1-EO.d) and (RWC10-GR.10-S.3-GLE.1-EO.a) and (RWC10-GR.10-S.3-GLE.2-EO.a) 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	Collaborate, culture, heroism, evidence, beliefs, values, expectations, relationships	Diversity, influences, deconstruction, analysis, compare/contrast	Editing, evidence, synthesizing, vocabulary, grammar	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Collaboration around analysis of textual evidence allows students to examine and convey complex ideas. (RWC10-GR.10-S.1-GLE.2-EO.a) and (RWC10-GR.10-S.3-GLE.2-EO.a)	What figures of speech does the author use? (RWC10-GR.10-S.2-GLE.3-EO.b) What does the author do to create the characters in this text? (RWC10-GR.10-S.2-GLE.1-EO.g) In what ways does the setting promote understanding? (RWC10-GR.10-S.2-GLE.1-EO.b)	Why is collaboration important? (RWC10-GR.10-S.1-GLE.2-EO.a) How can theme transcend time and place? (RWC10-GR.10-S.2-GLE.1-EO.d) How does conflict reveal theme (s)? (RWC10-GR.10-S.2-GLE.1-EO.f)
Understand authors' word choice, meaning and nuance can inform a student's own narrative technique. (RWC10-GR.10-S.2-GLE.3-EO.b) and (RWC10-GR.10-S.3-GLE.1-EO.a)	What is the difference between the connotative and denotative meanings within the text? (RWC10-GR.10-S.2-GLE.2-EO.e) Which vocabulary/word choices impact the tone of the story? (RWC10-GR.10-S.2-GLE.3-EO.a)	How does personal word choice affect meaning? (RWC10-GR.10-S.2-GLE.1-EO.b; RWC10-GR.10-S.2-GLE.2-EO.a) How does word meaning change through time? (RWC10-GR.1-S.2-GLE.2-EO.e; RWC10-GR.10-S.2-GLE.2-EO.f; RWC10-GR.1-S.2-GLE.3-EO.c)

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<p>The comparison of multiple texts can reveal the societal influences and cultural experiences of the author (RWC10-GR.10-S.1-GLE.2-EO.a; RWC10-GR.10-S.2-GLE.2-EO.d)</p>	<p>What societal values are seen in the main character? (RWC10-GR.10-S.2-GLE.2-EO.b) In comparing the two texts what are the cultural differences? (RWC10-GR.10-S.2-GLE.1-EO.c) and (RWC10-GR.10-S.2-GLE.2-EO.c) and (RWC10-GR.10-S.2-GLE.2-EO.d)</p>	<p>How does setting influence understanding of cultural values? (RWC10-GR.10-S.3-GLE.1-EO.a) What insights can be gained from the comparison of differing texts on the same topic? (RWC10-GR.10-S.2-GLE.2-EO.d) and (RWC10-GR.10-S.4-GLE.2-EO.a) How does the story’s setting influence the author’s argument? (RWC10-GR.10-S.2-GLE.1-EO.e) and (RWC10-GR.10-S.2-GLE.1-EO.g)</p>
<p>Collaborative discussions and the diversity they reveal aid individuals’ observational abilities. (RWC10-GR.10-S.2-GLE.1-EO.d) and (RWC10-GR.10-S.3-GLE.1-EO.a)</p>	<p>What current societal values are reflected within the text? (RWC10-GR.10-S.2-GLE.3-EO.a) and (RWC10-GR.10-S.3-GLE.2-EO.a) What differences of ideas develop through your discussion?</p>	<p>What benefit is derived from understanding different cultures? (RWC10-GR.10-S.1-GLE.2-EO.a) How does discussion of diverse cultures help us better understand our own perspectives? How do cultural values influence our reading of the text? (RWC10-GR.10-S.2-GLE.2-EO.b) and (RWC10-GR.10-S.4-GLE.1-EO.g.i)</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) (RWC10-GR.10-S.3-GLE.1-EO.a) • Good discussions’ relationship to textual evidence (RWC10-GR.10-S.1-GLE.2-EO.a) • The technological devices or programs to aid writing (RWC10-GR.10-S.3-GLE.3-EO.f) • Fundamentals of grammar and writing (RWC10-GR.10-S.3-GLE.3-EO.a & b) • Word meaning using context or resources (RWC10-GR10-S.2-GLE.3-EO.b) • The methods of reading for different purpose(s) and understanding(s) (RWC10-GR.10-S.2-GLE.2-EO.g) 	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text (RWC10-GR.10-S.1-GLE.2.a) • Determine meaning of words and phrases; analyze impact of word choice (RWC10-GR.10-S.2-GLE.1-EO.b) • Read and comprehend literary non-fiction (RWC10-GR.10-S.2-GLE.2-EO.g) • Analyze nuance in word meaning with similar denotation (RWC10-GR.10-S.2-GLE.3-EO.b) • Interpret figures of speech and analyze their role in the text (RWC10-GR.10-S.2-GLE.3-EO.b) • Write a developed narrative based upon experience or events (RWC10-GR.10-S.3-GLE.1-EO.a) • Write an informative text (RWC10-GR.10-S.3-GLE.2-EO.a) • Demonstrate command of standard English and conventions (RWC10-GR>10-S.3-GLE.3-EO.a & b) • Produce clear and coherent writing (RWC10-GR.10-S.3-GLE.3-EO.d) • Use technology to produce writing (RWC10-GR.10-S.3-GLE.3-EO.f)

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Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Beowulf reflects the values of Anglo-Saxon culture through his actions and speech.</i> <i>A Classic Hero reflects his or her societal values through both action and speech.</i> <i>The heroic archetype demonstrates themes that are universal throughout literature and cultures.</i></p>
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<p>Academic Vocabulary:</p>	<p>Analyze, Diversity, Interpret, Apply, Culture, Value, Inferences, Conventions and Grammar, Society, Technology, Observation, Collaboration, Nuance, Evidence</p>
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<p>Technical Vocabulary:</p>	<p>Classic Hero, Tragic Hero, Epic, Quest, Archetype, Plot, Hubris, Catharsis, Hamartia, Characterization, Climax, Setting, Exposition, Rising Action, Denouement, Resolution, Irony, Motif, Symbol, Theme, Conflict, Foil, Antagonist, Protagonist, Connotation, Denotation, Figurative Language, Tone, Narrative, Euphemism, Figures of Speech</p>
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Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This 4-6 week unit focuses on how cultural experiences, societal influences, and adversity impact individuals in those cultures. Through collaborative inquiry and sharing thoughts and opinions, students may examine diverse texts that explore human responses to adverse situations and shape the definition of "hero" in those cultures. Students may demonstrate their understanding of how cultural and societal influences shape and define characters by writing a narrative piece in which they synthesize the ideas and language of the characters they have studied.
Considerations:	In this unit, the unit authors explore works by different authors. We have identified an extended anchor text, <i>Code Talker</i> by Chester Nez, for the unit with students exploring shorter texts from different cultural and historical periods to make literary and cultural comparisons. Teachers could choose to use multiple works by the same author to explore societal influences and cultural experiences in those texts. For example, a teacher might choose to use <i>The House on Mango Street</i> along with multiple short stories, poems, and non-fiction texts by Sandra Cisneros. In this, as in all of our units, text is defined as any media, print or non-print, used to communicate an idea, emotion or information.
Unit Generalizations	
Key Generalization:	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author
Supporting Generalizations:	Understand authors' word choice, meaning and nuance can inform a student's own narrative technique
	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas
	Collaborative discussions and the diversity they reveal aid individuals' observational abilities

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>Imagine that a character from one of the texts we have studied has the opportunity to interview the author of the anchor text. The interview is to explore how the author's cultural experiences and societal influences have impacted his/her writing, particularly the development of characters. You will need to do a close study of the character in order to know his/her motivations and relationships with others in his/her culture, community, or society. In addition, you will need to study the author's craft to understand decisions he/she has made in creating this character. Your character/interviewer could draw on his/her own experiences as well – as supported from the text – to shape the interview questions.</p> <p>Role: A character from another work interviewing the author of the anchor text. Audience: The author of the text. Format: Interview Topic: How have cultural experiences and societal influences impacted writing.</p>
Product/Evidence: (Expected product from students)	Using textual evidence from texts we have studied in this unit, students will write a narrative in the form of an interview between a character from one of the texts and the author of the anchor text. The dialogue must reveal the author's societal influences and cultural experiences which helped shape the character. Students would need to use textual evidence in the interview questions and in the author responses to demonstrate their understanding of the text and the claim above.

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<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students can have a variety of options for this unit, including:</p> <ul style="list-style-type: none"> • Creating a dialogue between more than two characters (reading they have done independently beyond the classroom, or include an interview of a relative or community member to bring their perspective on “facing adversity” and heroism) • The Format in the RAFT above could change from an interview to a round table or panel discussion with a variety of characters from the works as well as more than one author; • The interview could be a character from the anchor text interviewing the author. • The length of writing can be changed according to student ability. • Students may have different texts from which they choose. • Students listen to oral histories (StoryCorp) about facing adversity and do a StoryCorp presentation. • ELL students may use texts from their native language. • Students may have a scribe for their writing or dictate their narrative dialogue. • Students may craft their own narrative piece(s) conveying cultural influences on them.
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Unbroken</i> by Laura Hillenbrand <i>Flags of Our Fathers</i> by James Bradley (Lexile = 950) <i>Maus</i> by Art Spiegleman (graphic memoir) <i>Fire and Forget</i> by Matt Gallagher (ed.)</p>	<p><i>The Things They Carried</i> by Tim O’Brien (Lexile = 880) <i>The Yellow Birds</i> by Kevin Powers (Lexile = 1010) <i>The Absolutely True Diary of a Part-time Indian</i> by Sherman Alexie (Lexile = 600) <i>Hotel at the Corner of Bitter and Sweet</i> by Jamie Ford (Lexile = 850) <i>The Buddha in the Attic</i> by Julie Otsuka (Lexile NA) <i>Their Eyes Were Watching God</i> Zora Heale Hurston (strong female protagonist) (1080L) <i>The Woman Warrior</i> by Maxine Hong Kingston (Lexile = 880) <i>The Joy Luck Club</i> by Amy Tan (Lexile = 800) <i>In the Time of Butterflies</i> Julia Alvarez (Lexile = 910) <i>Ceremony</i> by Leslie Marmon Silko (Lexile = 890) <i>When the Emperor Was Divine</i> by Julie Otsuka (810L) <i>The Shadow of Banyan</i> by Vaddey Ratner (Lexile NA) <i>First Rule of Swimming</i> by Angela Courtney Brkic (Lexile NA) <i>A Constellation of Vital Phenomenon</i> by Anthony Marra (Lexile NA)</p>

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Ongoing Discipline-Specific Learning Experiences			
1.	Description:	In order to think, read, and write like a literary critic, students may collaborate around the analysis of textual evidence from various works of literature	<p>Teacher Resources:</p> <p>Group discussion and norms http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (Edutopia source for collaboration) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (Seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) McREL <i>Classroom Instruction That Works</i> Socratic Seminar www.Paideia.org (Socratic Seminar) http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (Socratic Seminar explanation from readwritethink.org)</p> <p>Student Resources:</p> <p>Graphic organizer for capturing group discussion http://learningteams.pbworks.com/f/Facilitation+Tools+%26+Strategies.pdf (Strategies and graphic organizers for group discussions) The literary texts used throughout the unit</p>
	Skills:	Come to discussion prepared Read and research material Refer to evidence from text	<p>Assessment:</p> <p>Students will complete various formative tasks throughout the unit, e.g., Exit ticket, think-pair-share, teacher conferences. http://exitticket.org/ (Online exit ticket form)</p>
2.	Description:	To think, read, and write like literary critics, students will hone methods of reading for different purpose(s) and understanding(s)	<p>Teacher Resources:</p> <p>Question guides / questioning techniques/hierarchy http://teachersites.schoolworld.com/webpages/hultenius/files/dok_question_stems.pdf (Question stems from DOK to capture higher level thinking) https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems from Blooms to capture higher level thinking) http://www.adlit.org/strategies/22735/ (Teacher think-aloud and modeling)</p> <p>Student Resources:</p> <p>http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture- (Guided note-taking strategies)</p>
	Skills:	Take notes Annotate texts Come to discussion prepared; read and research material; refer to evidence from text Determine meaning of words and phrases; analyze impact of word choice (Read and comprehend literary non-fiction Analyze nuance in word meaning with	<p>Assessment:</p> <p>Students will complete various formative tasks throughout the unit, e.g., Exit ticket, think-pair-share, teacher conferences. http://exitticket.org/ (Online exit ticket form)</p>

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		<p>similar denotation</p> <p>Interpret figures of speech and analyze their role in the text</p> <p>Understand that good discussions' relationship to textual evidence</p> <p>Rereading for different purposes (author's craft, cultural influences, etc.)</p> <p>Pose questions</p>		
3.	Description:	Students may demonstrate skills in determining word meaning using context or resources	Teacher Resources:	http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html?tab=4 (Solving Word Meanings lesson plan / strategies) https://www.risd.k12.nm.us/assessment_evaluation/Context%20Clues.pdf (PD materials with graphic organizer) Think aloud strategies
			Student Resources:	Online thesaurus and dictionary
	Skills:	Grammatical structures that give meaning (parentheticals, appositives) Word parts (Greek and Latin roots, morphemes)	Assessment:	Students will complete various formative tasks throughout the unit, e.g., peer and teacher writing conferences, writing checklists and self-assessment, etc.

Prior Knowledge and Experiences
Students should be able to demonstrate reading and note-taking skills, use textual evidence to support ideas, understand literary terms (theme, setting, character, plot, etc.), use basic group discussion skills, use basic writing skills, and write dialogue in narratives.

Learning Experience # 1	
The teacher may present a text providing the context for cultural influences in literature (e.g., “Why Culture Counts”) so that students can begin to define culture, conflict, adversity, diversity, and societal influence. [<i>Understanding text</i>]	
Generalization Connection(s):	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author Understand authors’ word choice, meaning and nuance can inform a student’s own narrative technique
Teacher Resources:	http://www.k-state.edu/media/newsreleases/landonlect/hydetext1299.html [“Why Culture Counts” handout (Media Relations Kansas State University)] http://www.palmbeachstate.edu/honors/Documents/belenlowrey.pdf (The Hero as Reflection of Culture) http://greatergood.berkeley.edu/article/item/what_makes_a_hero (What Makes a Hero?)

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	<p>http://new.ted.com/talks/aimee_mullins_the_opportunity_of_adversity (The Opportunity of Adversity) http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Heroes_Multi_Media_Analysis.aspx (from ArtsEdge In a world with few real heroes, students will recognize the positive character traits of heroes as depicted in music, art and literature.) http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/Six-Step-Academic-Vocabulary-Instruction.aspx (scroll down to six-step organizer with explanation) Word wall of critical language (on-going throughout unit)</p>	
Student Resources:	On-line and print dictionaries	
Assessment:	Students will develop definitions (culture, conflict, adversity, diversity, societal influence) and visual representations of terms using a vocabulary instruction model (e.g., Marzano’s 6-Step Vocabulary Strategies).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide highlighted key passages to help students define terms Teachers may provide opportunities for read-aloud handout Teachers may model of one definition Teachers may provide opportunities for partner work Teachers may create an outline/pre-populated outline (guided outline)	Students may orally rehearsal of definitions before turning in products Students may participate in Think/pair/share prior to writing
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide higher order questions for discussion: How might diversity in a culture increase or decrease conflict? http://exitticket.org/ (Online exit ticket form)	Students may complete a written response in exit ticket. Students may participate in think/pair/ share prior to writing Students may offer current examples of how culture shapes our definitions Students may complete Venn diagrams comparing definitions / concepts
Critical Content:	<ul style="list-style-type: none"> • Word meaning using context or resources • The methods of reading for different purpose(s) and understanding(s) • “Why Culture Counts” handout; word meaning using context and resources 	
Key Skills:	<ul style="list-style-type: none"> • Determine meaning of words and phrases; analyze impact of word choice • Read and comprehend literary non-fiction • Analyze nuance in word meaning with similar denotation 	
Critical Language:	Diversity, culture, inferences, society, adversity, conflict, denotation	

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Learning Experience # 2		
The teacher may build background knowledge of a particular historical era or cultural context (e.g., basic World War II info for the first texts of the unit) so that students can understand the societal and cultural contexts of the readings.		
Generalization Connection(s):	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author	
Teacher Resources:	http://www.nationalww2museum.org/see-hear/world-war-ii-history/timeline.html (timeline of events for WWII) http://www.historyonthenet.com/WW2/statistics.htm (statistics of causality rates by country during WWII) http://www.ushistory.org/us/51e.asp (information of internment camps in the United States) http://www.history.com/topics/world-war-ii (videos, leaders, stories of WWII) http://exhibits.historycolorado.org/ (on-line interactive site for Amache, an internment camp in Colorado) http://lsc.cornell.edu/LSC_Resources/cornellsystem.pdf (description of the Cornell note taking system) https://www.google.com/#q=infographic+world+war+2 (infographic on WWII) http://www.pbs.org/wgbh/americanexperience/features/general-article/pacific-major-battles/ (Good information about the Pacific theater during WWII) http://military.discovery.com/battles-history/videos/pacific-theater.htm (Videos on elements of the Pacific theater)	
Student Resources:	Cornell notes with 3-2-1 at the end of the notes http://freeology.com/wp-content/files/cornellnotetaker2.pdf (Template for Cornell Notes)	
Assessment:	Students will complete an exit ticket identifying three things learned about WWII, two societal influences or cultural facts you see in WWII, one personality trait that could help a person through trying/difficult times.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may assign partner students for Cornell notes work Teachers may present virtual museum tours	Students may think/pair/share prior to writing
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may present a more detailed 3-2-1: 3 things you learned today; 2 things you would like to know more about, 1 question you would have if you interviewed a World War II veteran?
Critical Content:	<ul style="list-style-type: none"> Background information of WWII 	
Key Skills:	<ul style="list-style-type: none"> Note taking, gathering information 	
Critical Language:	Culture, society, diversity, adversity, evidence	

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Learning Experience # 3		
The teacher may present an excerpt from a text specific to the historical era or cultural context (e.g., <i>Night</i> and Elie Weisel’s “Nobel Acceptance Speech”) so that students can read for cultural experiences and societal influences, specifically how adversity can affect a person. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Understand authors’ word choice, meaning and nuance can inform a student’s own narrative technique	
Teacher Resources:	http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html (PD resource: close reading) www.ushmm.org (Holocaust museum) http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture- (Guided note-taking strategies) Guided notetaking (McREL’s <i>Classroom Instruction That Works</i>)	
Student Resources:	http://www.adlit.org/strategies/22091/ (Double-Entry Journals) The texts	
Assessment:	Students will complete notes on both texts with textual evidence demonstrating that students comprehend the cultural experiences, societal influences, and adversity expressed in the text. http://www.adlit.org/strategies/22091/ (Double-Entry Journals)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may highlight important info in the text Teachers may present guided notetaking Teachers may provide template for notetaking with page numbers for textual evidence Teachers may offer teacher-prepared notes McREL (McREL’s <i>Classroom Instruction That Works</i>)	Students may complete the note-taking activity with a partner Students may orally express their comprehension in teacher-student conferences
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide choice of note-taking strategy http://en.wikipedia.org/wiki/Mind_map (Mind map)	Students may complete verbal and visual representations of their notes
Critical Content:	<ul style="list-style-type: none"> • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) • Word meaning using context or resources • The methods of reading for different purpose(s) and understanding(s) • <i>Night</i> excerpt and Weisel’s “Nobel Acceptance Speech” 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Determine meaning of words and phrases; analyze impact of word choice • Read and comprehend literary non-fiction 	
Critical Language:	Analyze, interpret, apply, culture, inferences, society, observation, evidence, characterization, setting, exposition, rising action, climax, denouement, theme, tone	

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Learning Experience # 4		
<p>The teacher may use another text from the same historical era or cultural context (e.g., <i>Farewell to Manzanar</i>) so that students can read for cultural experiences and societal influences and how adversity can affect a person. [<i>Understanding text, Responding to text</i>]</p>		
Generalization Connection(s):	<p>Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Understand authors' word choice, meaning and nuance can inform a student's own narrative technique</p>	
Teacher Resources:	<p>http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html (PD resource: close reading) Guided note-taking (McREL's <i>Classroom Instruction That Works</i>) http://exhibits.historycolorado.org/ (On-line interactive site for Amache, an internment camp in Colorado) www.densho.org (Japanese internment camps) www.tellingstories.org (Section with Japanese people telling their stories of being in internment camps) http://www.npr.org/templates/story/story.php?storyId=17380544 (Good recording of the author reading an excerpt and talking about her life) http://www.loc.gov/pictures/collection/manz/ (Photos of Manzanar)</p>	
Student Resources:	<p>http://exhibits.historycolorado.org/ (On-line interactive site for Amache, an internment camp in Colorado) www.densho.org (Japanese internment camps) www.tellingstories.org (Section with Japanese people telling their stories of being in internment camps) http://www.glencoe.com/sec/teachingtoday/downloads/pdf/note-taking_download.pdf (Note-taking tips for students)</p>	
Assessment:	<p>Students will use a Venn diagram comparing this selection with previous texts (using textual references) demonstrating that students understand similarities and differences in how the authors reveal cultural experiences, societal influences, and adversity. http://www.readwritethink.org/files/resources/interactives/venn_diagrams/ http://www.scholastic.com/teachers/sites/default/files/asset/file/first-thanksgiving-venn-diagram.pdf</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teachers may highlight important info in the text Teachers may present guided notetaking Teachers may provide template for notetaking with page numbers for textual evidence Teachers may offer teacher-prepared notes McREL (McREL's <i>Classroom Instruction That Works</i>)</p>	<p>Students may complete the Venn diagram activity with a partner Students may orally express their comprehension in teacher-student conferences</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

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Critical Content:	<ul style="list-style-type: none"> • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) • Word meaning using context or resources • The methods of reading for different purpose(s) and understanding(s) • <i>Farewell to Manzanar</i>
Key Skills:	<ul style="list-style-type: none"> • Determine meaning of words and phrases; analyze impact of word choice • Read and comprehend literary non-fiction
Critical Language:	Analyze, interpret, apply, culture, inferences, society, observation, evidence, characterization, setting, exposition, rising action, climax, denouement, theme, tone

Learning Experience # 5		
<p>The teacher may use text(s) from a different historical era or cultural context (e.g., Tim O’Brien’s “On the Rainy River” and Komunyakaa’s poem “Facing It” could be used since both are about the Vietnam experience) so that students can respond to the cultural experiences and societal influences in texts. [<i>Understanding text, Responding to text, Critiquing text, Producing text</i>]</p>		
Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Understand authors’ word choice, meaning and nuance can inform a student’s own narrative technique	
Teacher Resources:	http://www.readwritethink.org/professional-development/professional-library/brien-classroom-this-true-30591.html (studying Tim O’Brien) http://mrschaffee.wikispaces.com/file/view/On+the+Rainy+River.pdf (O’Brien’s “On the Rainy River” PDF) www.youtube.com/watch?v=3vcmASDmer8 (Tim O’Brien talking about writing and war) http://www.youtube.com/watch?v=90yxqIVrLP8 (“Facing It” – read by Yusef Komunyakaa) http://www.youtube.com/watch?v=dRFs8fac5c (“Facing It,” a poem by Yusef Komunyakaa with visual representation)	
Student Resources:	Notes for the selections with textual references and citations indicating cultural experiences, societal influences, and adversity http://www.adlit.org/strategies/22091/ (Double-entry notes)	
Assessment:	Students will use textual evidence in a well-written response to and critique of how the authors (e.g., O’Brien and Komunyakaa) use language to convey his character’s internal conflict concerning adversity and societal influences.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may highlight important info in the text Teachers may present guided notetaking Teachers may provide template for notetaking with page numbers for textual evidence Teachers may offer teacher-prepared notes McREL (McREL’s Classroom Instruction That Works)	Students may complete note-taking with partner Students may participate in Think-Pair-share opportunities prior to completing the writing Students may engage in teacher-student conference

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may offer choice of note-taking strategy	N/A
Critical Content:	<ul style="list-style-type: none"> • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) • Word meaning using context or resources • The methods of reading for different purpose(s) and understanding(s) • “On the Rainy River” and “Facing It” 	
Key Skills:	<ul style="list-style-type: none"> • Determine meaning of words and phrases; analyze impact of word choice • Write an informative text • Demonstrate command of standard English and conventions • Produce clear and coherent writing 	
Critical Language:	Analyze, interpret, apply, culture, inferences, society, observation, evidence, characterization, setting, exposition, rising action, climax, denouement, theme, tone, figurative language, catharsis	

Learning Experience # 6	
The teacher may present collaborative protocols and norms for literary discussions so that students can productively engage in literary analysis (in this unit, <i>Night</i> , Weisel’s “Nobel Acceptance Speech,” <i>Farewell to Manzanar</i> , “On the Rainy River” and “Facing It”). [<i>Understanding text, Responding to text, Critiquing text, Producing text</i>]	
Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Collaborative discussions and the diversity they reveal aid individuals’ observational abilities
Teacher Resources:	<p>Group discussion and norms http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (Edutopia source for collaboration) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (Seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) McREL <i>Classroom Instruction That Works</i> Socratic Seminar www.Paideia.org (Socratic Seminar) http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (Socratic Seminar explanation from readwritethink.org)</p>
Student Resources:	Classmates’ insights The texts McREL <i>Classroom Instruction That Works</i> www.Paideia.org (Socratic Seminar)

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Assessment:	<p>Students will collaborate on producing a well-written text using textual evidence and citations comparing and contrasting cultural experiences, societal influences, or adversity seen in the texts studied.</p> <p>http://www.baruch.cuny.edu/spa/researchcenters/documents/WritingNext.pdf (see page 16 for Collaborative Writing.)</p> <p>Teachers will augment the assessment with peer- and self-evaluations of Socratic seminar participation.</p> <p>http://ww2.chandler.k12.az.us/cms/lib6/AZ01001175/Centricity/Domain/1070/Socratic_Seminar_Observation_Form.pdf (Peer/self-evaluation for Socratic seminars)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teachers may provide graphic organizer for the discussion (Venn diagram, etc.)</p> <p>Teachers may provide paragraph graphic organizer; framed sentences</p> <p>Teachers may provide Guided notes for the reading</p>	<p>Students may create a bulleted list (such as a powerpoint slide) for textual evidence</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teachers may provide opportunities for leading groups.</p> <p>Teachers may provide additional questions for making connections between texts</p>	<p>Students may lead Socratic seminar</p> <p>Students may Be the “Helper” during the writing process (see <i>Writing Next</i> resource)</p>
Critical Content:	<ul style="list-style-type: none"> • Good discussions’ relationship to textual evidence • The methods of reading for different purpose(s) and understanding(s) 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Read and comprehend literary non-fiction • Write an informative text • Demonstrate command of standard English and conventions • Produce clear and coherent writing 	
Critical Language:	<p>Analyze, diversity, interpret, apply, culture, adversity, society, observation, collaboration, evidence, conventions and grammar, characterization, setting, theme, tone</p>	

Learning Experience # 7	
<p>The teacher may use an extended/anchor text (e.g., early chapters in <i>Code Talker</i>) so that students can begin to understand the core cultural beliefs and societal influences expressed through the characters in the book (e.g., those of the Navajo people). <i>[Understanding text, Responding to text, Critiquing text, Producing text]</i></p>	
Generalization Connection(s):	<p>Collaboration around analysis of textual evidence allows students to examine and convey complex ideas</p> <p>Collaborative discussions and the diversity they reveal aid individuals’ observational abilities</p>

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Teacher Resources:	http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html (PD resource: close reading) http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture- (Guided note-taking strategies) Guided notetaking (McREL’s <i>Classroom Instruction That Works</i>)	
Student Resources:	Other readings (see extension below) Note-taking templates	
Assessment:	Students will produce a paragraph with textual evidence comparing the students’ own guiding cultural beliefs with those of characters in the text. Venn diagram of the similarities and differences between the characters in the book and the student (e.g., Navajo and Western cultures) as portrayed by the author http://www.readwritethink.org/classroom-resources/mobile-apps/venn-diagram-a-30994.html Venn Diagram app)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide copies of teacher-directed notes (McREL’s <i>Classroom Instruction That Works</i>)	Students may create a bulleted list of similarities/differences between their cultural beliefs and the characters Students may build a Venn diagram of the similarities/differences between their cultural beliefs and the characters
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may include poems by other authors from the same culture as anchor text (for example, “ It Has Always Been This Way ” by Luci Tapahonso	Students may incorporate evidence from other authors Students may choose other ways to present the information: more than one paragraph; visual representation; oral presentation
Critical Content:	<ul style="list-style-type: none"> • Fundamentals of grammar and writing • The methods of reading for different purpose(s) and understanding(s) • Good discussions’ relationship to textual evidence • The methods of reading for different purpose(s) and understanding(s) 	
Key Skills:	<ul style="list-style-type: none"> • Determine meaning of words and phrases; analyze impact of word choice • Read and comprehend literary non-fiction • Interpret figures of speech and analyze their role in the text • Write an informative text • Demonstrate command of standard English and conventions • Produce clear and coherent writing • Come to discussion prepared; read and research material; refer to evidence from text 	
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, conventions and grammar, society, observation, evidence, characterization, setting, exposition, theme, conflict, protagonist, figurative language, tone, narrative	

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Learning Experience # 8		
<p>The teacher may use an extended text (e.g., chapters 9-16 of <i>Code Talkers</i>) so that students can analyze how an author’s cultural experiences and societal influences impact his or her perspectives on how that culture is expressed in the text. <i>[Understanding text, Responding to text, Producing text]</i></p>		
Generalization Connection(s):	<p>Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Collaborative discussions and the diversity they reveal aid individuals’ observational abilities</p>	
Teacher Resources:	<p>Guided notes on author’s perspective http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html (PD resource: close reading) Guided notetaking (McREL’s <i>Classroom Instruction That Works</i>) http://www.palmbeachschools.org/multicultural/documents/FramedParagraphs.pdf (Framed paragraphs)</p>	
Student Resources:	<p>Texts Note-taking resources</p>	
Assessment:	<p>Students will write a brief analysis exploring what a writer does – what are the author’s craft moves – to convey culture or cultural influences. How does being a member of the culture impact the portrayal of that culture? As a reader, what should we consider about that representation?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teachers may provide paragraph frames http://www.palmbeachschools.org/multicultural/documents/FramedParagraphs.pdf http://alliance.la.asu.edu/geoliteracy/ELL/vgeet/WhyPresentations/PublishFrames/ (ELL and paragraph frames) http://www.readingquest.org/edis771/paragraph_frms.html (Expository paragraph frames)</p> <p>Teachers may provide a copy of teacher-guided notes/prepared notes http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture- (Provide a copy of teacher-guided notes / prepared notes)</p>	<p>Students may have an opportunity to answer verbally</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teachers may provide access to additional texts – fiction or non-fiction – that reveal cultural experiences or societal influences</p>	<p>Students may connect to a current societal situation – where the primary evidence given to the public is from an “outsider’s” perspective (e.g., non-Muslim’s talking about Muslims, non-Arab women talking about women in Arab countries)</p>

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Critical Content:	<ul style="list-style-type: none"> • Fundamentals of grammar and writing • Word meaning using context or resources • The methods of reading for different purpose(s) and understanding(s)
Key Skills:	<ul style="list-style-type: none"> • Determine meaning of words and phrases; analyze impact of word choice • Read and comprehend literary non-fiction • Analyze nuance in word meaning with similar denotation • Interpret figures of speech and analyze their role in the text • Write an informative text • Demonstrate command of standard English and conventions • Produce clear and coherent writing
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, conventions and grammar, society, observation, evidence, characterization, setting, figurative language, tone, conflict, antagonist, protagonist

Learning Experience # 9	
The teacher may use an extended text (e.g., chapters 17-23 of <i>Code Talker</i>), so that students can use textual evidence to defend their understanding of cultural experiences and societal influences on the author. [<i>Understanding text, Responding to text, Producing text</i>]	
Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Collaborative discussions and the diversity they reveal aid individuals’ observational abilities
Teacher Resources:	<p>Group discussion and norms</p> <p>http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (Edutopia source for collaboration)</p> <p>https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (Seven norms of collaboration)</p> <p>http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics)</p> <p>www.Paideia.org (Socratic Seminar)</p> <p>http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (Socratic Seminar explanation from readwritethink.org)</p> <p>McREL <i>Classroom Instruction That Works</i></p>
Student Resources:	Note-taking resources Text
Assessment:	<p>Group discussion: Students will discuss and share out in whole class: In what ways did the author maintain his/her original cultural beliefs, move away from his/her original cultural beliefs, or adapted his/her original cultural beliefs so he “fits in” to the dominant culture? www.Paideia.org (Socratic Seminar)</p> <p>http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (Socratic Seminar explanation from readwritethink.org)</p> <p>Exit ticket: Explain how your original argument was bolstered/reinforced by what you heard. How was your view</p>

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	changed/challenged by the discussion? http://exitticket.org/ (Online exit ticket form) Teacher observation of group discussion and conferring with individual students.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide the focus of the discussion to frontload	Students may use notes from frontloaded focus to contribute to the discussion
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Good discussions' relationship to textual evidence • The methods of reading for different purpose(s) and understanding(s) • Anchor text (e.g., <i>Code Talker</i>) 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Read and comprehend literary non-fiction 	
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, conventions and grammar, society, observation, evidence, plot, characterization, setting, conflict, tone	

Learning Experience # 10	
The teacher may provide guidelines so that students can respond to the various texts paying attention to cultural experiences, societal influence, and/or adversity evident in them. [<i>Understanding text, Responding to text, Producing text</i>]	
Generalization Connection(s):	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author
Teacher Resources:	http://tinyurl.com/ka7awch (Google search for Mindmap) http://www.readwritethink.org/classroom-resources/lesson-plans/reader-response-hypertext-making-782.html (Working with multiple texts) https://www.youtube.com/watch?v=RPZ7gUNLc0w (Video on nonlinguistic representations) https://teacher-technology-toolkit.wikispaces.com/file/view/Nonlinguistic%20Representations.pdf/149767559/Nonlinguistic%20Representations.pdf (McREL Nonlinguistic representations)
Student Resources:	http://tinyurl.com/ka7awch (Google search for Mindmap) http://www.readwritethink.org/classroom-resources/lesson-plans/reader-response-hypertext-making-782.html (working with multiple texts)
Assessment:	Students may produce a visual representation connecting the texts and revealing how cultural experiences and societal influences inform the decisions made by the authors (e.g., O'Brien's character in "On the Rainy River" debating whether to go to Canada or not is influenced by societal pressures to flee the draft). Visual representations may be in different forms (mind maps, McREL's nonlinguistic representations, etc.).

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may narrow the choices of texts Teachers may provide textual evidence for students to connect Teachers may identify which specific “lens” students should explore the texts	Students may produce a visual with teacher-identified texts Students may identify and analyze connections of pieces of textual evidence
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may allow students to explore more than one aspect of the texts	Students may develop more complex analyses of texts (exploring multiple areas)
Critical Content:	<ul style="list-style-type: none"> • The technological devices or programs to aid writing • The methods of reading for different purpose(s) and understanding(s) 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Write an informative text • Use technology to produce writing 	
Critical Language:	Adversity, characterization, conflict, culture, societal	

Learning Experience # 11	
<p>Teacher note: This Learning Experience serves as a transition from studying and analyzing texts to preparing students to write their dialogue/narrative. The teacher may facilitate a collaborative discussion so that students can understand that different perspectives from their peers enriches their critique of characters and common themes dealing with cultural experiences, societal influences, adversity, and definitions of “heroism.” [<i>Understanding text, Responding to text, Producing text</i>]</p>	
Generalization Connection(s):	<p>Collaboration around analysis of textual evidence allows students to examine and convey complex ideas The comparison of multiple texts can reveal the societal influences and cultural experiences of the author Collaborative discussions and the diversity they reveal aid individuals’ observational abilities</p>
Teacher Resources:	The format could be at teacher discretion – perhaps including dialogue journal (http://www.adlit.org/strategies/22091/), two column notes (https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf), etc.
Student Resources:	<p>Texts studied Student note-taking during the discussion</p>
Assessment:	Students will write a brief reflection on the unit in which they cite classmates’ insights have changed their viewpoints, thoughts, perspectives on the works studied. How have the presentations impacted your understanding of the texts, concepts, etc?

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide template for notes (. "I thought ____ until classmate ____ said _____. Now I think _____. This will inform my dialogue in this way _____.") Teachers may assign partners so students have specific students to cite	Students may complete note taking template Students may quote classmates directly as in an interview about the texts
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The students may use classmates' insights as initial thoughts for counterarguments to the student's own thinking
Critical Content:	<ul style="list-style-type: none"> • Good discussions' relationship to textual evidence • The methods of reading for different purpose(s) and understanding(s) 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Read and comprehend literary non-fiction • Write a developed narrative based upon experience or events 	
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, society, observation, collaboration, evidence, theme, plot, characterization, conflict, tone	

Learning Experience # 12	
The teacher may model and guide the writing process so that students can deepen their appreciation of the importance of planning, editing, and refining in relation to improving and producing effective written work [<i>Understanding text, Responding to text, Producing text</i>]	
Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Understand authors' word choice, meaning and nuance can inform a student's own narrative technique The comparison of multiple texts can reveal the societal influences and cultural experiences of the author Collaborative discussions and the diversity they reveal aid individuals' observational abilities
Teacher Resources:	http://www.readwritethink.org/classroom-resources/lesson-plans/minute-play-encouraging-original-1118.html (converting passages in a novel to a one-act play; just an example of how one genre may be converted into another genre) http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)
Student Resources:	Notes from throughout the unit Texts https://owl.english.purdue.edu/owl/resource/747/01/ (MLA Citation forms)

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Assessment:	Students will write a narrative in the form of an interview between a character from one of the texts and the author of the anchor text. The dialogue must reveal the author’s societal influences and cultural experiences which helped shape the character. The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as they craft their interview. http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer’s workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Differentiation will be a result of student choice of characters and teacher-student conferences throughout the process	ELL students may use texts from their native language
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Differentiation will be a result of student choice of characters and teacher-student conferences throughout the process	Students may choose to have input from relatives or members of the community as part of the interview
Critical Content:	<ul style="list-style-type: none"> • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) • Good discussions’ relationship to textual evidence • The technological devices or programs to aid writing • Fundamentals of grammar and writing 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Read and comprehend literary non-fiction • Write a developed narrative based upon experience or events • Demonstrate command of standard English and conventions • Produce clear and coherent writing • Use technology to produce writing 	
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, conventions and grammar, society, technology, observation, collaboration, nuance, evidence, characterization, tone, conflict, narrative	