Unit Title: Recognizing Patterns in Stories

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BASED ON A CURRICULUM OVERVIEW SAMPLE AuthORED BY
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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.

DATE POSTED: NOVEMBER 7, 2014
# Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course Name/Course Code</th>
<th>Grade Level</th>
<th>9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Writing, and Communicating</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## Standard

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Oral Expression and Listening</strong></td>
<td></td>
</tr>
<tr>
<td>1. Oral presentations require effective preparation strategies</td>
<td>RWC10-GR.9.1-GLE.1</td>
</tr>
<tr>
<td>2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention</td>
<td>RWC10-GR.9.1-GLE.2</td>
</tr>
<tr>
<td><strong>2. Reading for All Purposes</strong></td>
<td></td>
</tr>
<tr>
<td>1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison</td>
<td>RWC10-GR.9.2-GLE.1</td>
</tr>
<tr>
<td>2. Increasingly complex informational texts require mature interpretation and study</td>
<td>RWC10-GR.9.2-GLE.2</td>
</tr>
<tr>
<td><strong>3. Writing and Composition</strong></td>
<td></td>
</tr>
<tr>
<td>1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language</td>
<td>RWC10-GR.9.3-GLE.1</td>
</tr>
<tr>
<td>2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support</td>
<td>RWC10-GR.9.3-GLE.2</td>
</tr>
<tr>
<td>3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions</td>
<td>RWC10-GR.9.3-GLE.3</td>
</tr>
<tr>
<td><strong>4. Research and Reasoning</strong></td>
<td></td>
</tr>
<tr>
<td>1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions</td>
<td>RWC10-GR.9.4-GLE.1</td>
</tr>
<tr>
<td>2. Effective problem-solving strategies require high-quality reasoning</td>
<td>RWC10-GR.9.4-GLE.2</td>
</tr>
</tbody>
</table>

### Colorado 21st Century Skills

- **Critical Thinking and Reasoning**: Thinking Deeply, Thinking Differently
- **Information Literacy**: Untangling the Web
- **Collaboration**: Working Together, Learning Together
- **Self-Direction**: Own Your Learning
- **Invention**: Creating Solutions

### Text Complexity

- **Qualitative Reader and Task**
- **Quantitative Reader and Task**

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing Patterns in Stories</td>
<td>4-6 weeks</td>
<td>2</td>
</tr>
</tbody>
</table>
### Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Patterns in Literature/Patterns in Life</th>
<th>Length of Unit</th>
<th>4-6 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing Lens(es)</strong></td>
<td>Patterns</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>RWC10-GR.9-S.1-GLE.1</td>
</tr>
<tr>
<td>Stories</td>
<td>RWC10-GR.9-S.2-GLE.2</td>
<td>RWC10-GR.9-S.3-GLE.2</td>
<td>RWC10-GR.9-S.3-GLE.3</td>
</tr>
</tbody>
</table>

| Inquiry Questions (Engaging-Debatable): | Why do stories written over time continue to reflect the same patterns and ideas? (RWC10-GR.9-S.2-GLE.1-EO.c) | How can I tell the difference between authors who copy other’s ideas and authors who are inspired by other’s ideas? | Why do stories exist? Why do they continue to engage and enthrall? |

| Unit Strands | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning |

<table>
<thead>
<tr>
<th>Concepts</th>
<th>In content:</th>
<th>In reading:</th>
<th>In writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme, choice, patterns, context, repetition, stories</td>
<td>Sequencing, summarizing, determining importance, visualizing, connecting, analyzing, comprehension, communication, transformation, narration, craft, structures, experiences, character, literary analysis</td>
<td>Sequencing, summarizing, determining importance, visualizing, connecting, comprehension, communication, transformation, narration, craft, choices, structures, experiences, character, conventions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Generalizations</th>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns and themes represented in stories of past help society make sense of shared experiences in the present. (RWC10-GR.9-S.2-GLE.1-EO.a)</td>
<td>How are the experiences of characters in this text similar and different to your own?</td>
<td>What experiences are shared across cultures, places, and times?</td>
<td>What experiences are shared across cultures, places, and times?</td>
<td></td>
</tr>
<tr>
<td>The transformations of characters help readers understand the powerful effects of conflict. (RWC10-GR.9-S.2-GLE.1-EO.a.b)</td>
<td>What do changes in characters tell us, as readers?</td>
<td>Is internal or external conflict more interesting? Why?</td>
<td>Is internal or external conflict more interesting? Why?</td>
<td></td>
</tr>
<tr>
<td>Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections (RWC10-GR.9-S.3-GLE.3)</td>
<td>What effect did this text have on your as a reader, and how did the author create this particular effect?</td>
<td>Why must readers understand the methods authors use in creating a text?</td>
<td>Why must readers understand the methods authors use in creating a text?</td>
<td></td>
</tr>
</tbody>
</table>

| | What sequencing techniques did this author use? (e.g.- chronological/flashbacks – etc.) | How did visualizing support your comprehension? | How did visualizing support your comprehension? |
| | What did you visual when reading this text? | Why is it the reader’s responsibility to draw upon writers’ clues to build comprehension? | Why is it the reader’s responsibility to draw upon writers’ clues to build comprehension? |
The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others. (RWC10-GR.9-S.2-GLE.2-EO.d)

<table>
<thead>
<tr>
<th>Critical Content: My students will Know...</th>
<th>Key Skills: My students will be able to (Do)...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characteristics that distinguish literary forms and genres (RWC10-GR.9-S.2-GLE.1-EO.e)</td>
<td>• Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience. (RWC10-GR.9-S.3-GLE.1-EO.b)</td>
</tr>
<tr>
<td>• How an author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise. (RWC10-GR.9-S.2-GLE.1-EO.c)</td>
<td>• Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RWC10-GR.9-S.2-GLE.1-EO.a)</td>
</tr>
<tr>
<td>• Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations) (RWC10-GR.9-S.2-GLE.1)</td>
<td>• Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details. (RWC10-GR.9-S.3-GLE.1)</td>
</tr>
<tr>
<td>• Specifics of effective technique, well-chosen details, and well-structured event sequences in texts. (RWC10-GR.9-S.3-GLE.1-EO.a)</td>
<td>• Use verbal and nonverbal techniques to communicate information (RWC10-GR.9-S.1-GLE.1-EO.b)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing)(RWC10-GR.9-S.3-GLE.3-EO.a)</td>
</tr>
<tr>
<td></td>
<td>• (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RWC10-GR.9-S.2-GLE.1-EO.f)</td>
</tr>
<tr>
<td></td>
<td>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (RWC10-GR.9-S.3-GLE.3-EO.c)</td>
</tr>
</tbody>
</table>
### 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."*

A student in ____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Analyze, synthesize, deconstruct, context, determine, verbal &amp; nonverbal communication, audience, sequencing, substantive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary:</td>
<td>Phrases, clauses, conventions, writer’s craft</td>
</tr>
</tbody>
</table>
### Colorado Teacher-Authored Sample Instructional Unit

#### Unit Description:
In this 4-6 week unit, students will explore multiple themes that recur in literature while considering patterns in stories and the idea of character transformation. Three specific themes will be studied by using an anchor text for each theme supplemented with additional literary and non-fiction texts. The learning experiences include a series of formative assessments which asks students to make connections within and between texts. The summative assessment will allow students to demonstrate their understanding of a specific theme, patterns in literature, and character transformation by crafting their own personal narrative. The ability to analyze a text is another important aspect of this unit and will be assessed through critiques of a peer’s personal narrative.

#### Considerations:
The authors of this unit chose for students to explore multiple themes and patterns to give students a broad and rich exposure to literature. Teachers may want to consider choosing one theme to explore in detail, throughout the entire unit, in various literary works and genre. Teachers may want to consider other options for anchor texts depending on student populations and interests. Finally, the performance assessment product at the end of the unit could be tailored and published to your classroom, school, or community interests.

#### Unit Generalizations

**Key Generalization:** Patterns and themes represented in stories of past help society make sense of shared experiences in the present

**Supporting Generalizations:**
- The transformations of characters help readers understand the powerful effects of conflict
- Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections
- The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others
- Writers attend to the conventions of language in order to establish credibility and communicate effectively

#### Performance Assessment: The capstone/summative assessment for this unit.

**Claims:**
Patterns and themes represented in stories of past help society make sense of shared experiences in the present.

**Stimulus Material:**
- Patterns in Literature
- Patterns in Life

**Role:** Contributing Editor of a Literary Magazine

**Audience:** Fellow Editors and Contributors to the Literary Magazine

**Format:** Narrative (Fiction or Non-Fiction) and a Literary Analysis

**Topic:** Transformation and Story

You have been named a contributing editor for a student literary magazine. For this assignment, you’ll be writing a narrative story, either fiction or non-fiction, that addresses one of the three themes of the unit (cultural identity, the Hero’s Journey, or Ill-Fated Love) to be included in a literary magazine for the class. You’ll also write a literary analysis of one of your peer’s narratives, and your analysis may be included in the magazine as a piece of academic writing.

**Product/Evidence:**
Students will write a narrative that demonstrates their understanding of character transformation and focused on one of the themes explored in the unit. The narrative should be worthy of publication in a class literary magazine. They will also be editors of the same literary magazine and offer a critique of a fellow student’s narrative.

**Differentiation:**
Students may write in a variety of genre for narrative: memoir, autobiography, biography, ballad, etc. that reveals the concept of transformation.
<table>
<thead>
<tr>
<th>Texts for independent reading or for class read aloud to support the content</th>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may want to consider the following nonfiction texts as options for the themes to be explored in this unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Identity:</strong></td>
<td></td>
<td>Cultural Identity:</td>
</tr>
<tr>
<td><a href="http://www.nytimes.com/2012/01/14/us/for-fated-love.html?_r=0">http://www.nytimes.com/2012/01/14/us/for-fated-love.html?_r=0</a> (This is an interesting personal narrative based on texts/emails about meeting a match online. The text is engaging; would probably not use the pictures accompanying)</td>
<td><a href="http://facultyfiles.deanza.edu/gems/pesanojulie/Houseonmango.pdf">http://facultyfiles.deanza.edu/gems/pesanojulie/Houseonmango.pdf</a> (The House on Mango Street by Sandra Cisneros)</td>
<td></td>
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<tr>
<td><strong>Ill-fated Love:</strong></td>
<td><em>Outsiders</em> by S. E. Hinton (Lexile = 750)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.sjsu.edu/faculty/watkins/cleopatra.htm">http://www.sjsu.edu/faculty/watkins/cleopatra.htm</a> (Cleopatra’s timeline)</td>
<td><em>The Absolute True Diary of a Part-time Indian</em> by Sherman Alexie (Lexile = 600)</td>
<td></td>
</tr>
<tr>
<td><a href="http://tudorhistory.org/timeline.html">http://tudorhistory.org/timeline.html</a> (This is an interesting personal narrative based on texts/emails about meeting a match online. The text is engaging; would probably not use the pictures accompanying)</td>
<td><em>Roll of Thunder Hear My Cry</em> by Mildred D. Taylor (Lexile = 920)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.amazon.com/Wall-E-Fred">http://www.amazon.com/Wall-E-Fred</a> Willard/dp/B003QTSMXE/ref=sr_1_1_s柄=instant-video&amp;ie=UTF8&amp;qid=1407871805&amp;sr=1-1&amp;keywords=wall+e (Disney’s Wall-E)</td>
<td><a href="http://www.youtube.com/watch?v=nLAWPrCQQ0">http://www.youtube.com/watch?v=nLAWPrCQQ0</a> (“La Bamba” by Los Lobos)</td>
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</tr>
<tr>
<td><a href="http://en.wikipedia.org/wiki/Monomyth">http://en.wikipedia.org/wiki/Monomyth</a> (Jospeh Campbell’s Monomyth (the hero’s journey defined))</td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=Hhk4N9A0oCA">https://www.youtube.com/watch?v=Hhk4N9A0oCA</a> (Video: Great illustration of the Hero’s Journey)</td>
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</table>
**Ongoing Discipline-Specific Learning Experiences**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Teacher Resources</th>
<th>Student Resources</th>
<th>Skills</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will read as literary critics throughout the unit as they analyze different works for literature</td>
<td>Various modes of texts</td>
<td>Various modes of texts</td>
<td>Analyze literary works for theme and patterns and for literary technique/author’s craft</td>
<td>Ongoing through exit tickets, routine analytic writings, double entry journals.</td>
</tr>
<tr>
<td></td>
<td><strong>Description:</strong></td>
<td><strong>Teacher Resources:</strong></td>
<td><strong>Student Resources:</strong></td>
<td><strong>Skills:</strong></td>
<td><strong>Assessment:</strong></td>
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<td><strong>Teacher Resources:</strong></td>
<td><strong>Student Resources:</strong></td>
<td><strong>Skills:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td>Students will work with their peers to read and analyze their anchor text and complete roles in literature circles</td>
<td>Anchor text(s)</td>
<td>Anchor text(s)</td>
<td>Analyze literary works for theme and patterns and for literary technique/author’s craft</td>
<td>Completion of expected role in literature circle packet on a weekly basis.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th></th>
<th>Description:</th>
<th>Teacher Resources:</th>
</tr>
</thead>
</table>
| 3. | Students will cite textual evidence to support their analysis of literary texts | [http://www.readwritethink.org/classroom-resources/printouts,double-entry-journal-30660.html](http://www.readwritethink.org/classroom-resources/printouts,double-entry-journal-30660.html) (Double entry journals)  
|   |   | Student Resources: |
|   |   | [http://www.readwritethink.org/classroom-resources/printouts,double-entry-journal-30660.html](http://www.readwritethink.org/classroom-resources/printouts,double-entry-journal-30660.html) (Double entry journals)  
[http://www.asdk12.org/MiddleLink/HighFive/TwoColumn/](http://www.asdk12.org/MiddleLink/HighFive/TwoColumn/) (Two-column notes)  

### Prior Knowledge and Experiences

If students haven’t had the opportunity to work in literature circles, there may be a need for pre-teaching on this collaborative strategy.

Students will need to have a background in writing various modes (e.g., narrative, literary analysis, reflective, academic).

### Learning Experience # 1

The teacher may introduce patterns in various academic disciplines (e.g., Fibonacci sequence, cell biology) so that students can then identify themes and patterns that exist across time, in different cultures, and in literature.

#### Generalization Connection(s):

Patterns and themes represented in stories of past help society make sense of shared experiences in the present.

Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections.

#### Teacher Resources:

- [https://www.google.com/search?q=fibonacci+sequence+nature&biw=1280&bih=939&source=lnms&tbm=isch&sa=X&ei=yrFHVNazOcTG8QHs4oDoBQ&ved=0CAgQ_AUoAQ](https://www.google.com/search?q=fibonacci+sequence+nature&biw=1280&bih=939&source=lnms&tbm=isch&sa=X&ei=yrFHVNazOcTG8QHs4oDoBQ&ved=0CAgQ_AUoAQ) (Fibonacci sequence in nature)
- [https://www.greatschools.org/students/academic-skills/4261-Use-music-to-teach-your-child-patterns-video.ps](https://www.greatschools.org/students/academic-skills/4261-Use-music-to-teach-your-child-patterns-video.ps) (Patterns in music)
- [https://www.youtube.com/watch?v=YedgubRZva8](https://www.youtube.com/watch?v=YedgubRZva8) (Patterns in sound)
- [http://www.physicsclassroom.com/mmedia/waves/harm1.cfm](http://www.physicsclassroom.com/mmedia/waves/harm1.cfm) (Standing Wave Pattern in Physics)

#### Student Resources:

- [https://www.google.com/search?q=fibonacci+sequence+nature&biw=1280&bih=939&source=lnms&tbm=isch&sa=X&ei=yrFHVNazOcTG8QHs4oDoBQ&ved=0CAgQ_AUoAQ](https://www.google.com/search?q=fibonacci+sequence+nature&biw=1280&bih=939&source=lnms&tbm=isch&sa=X&ei=yrFHVNazOcTG8QHs4oDoBQ&ved=0CAgQ_AUoAQ) (Fibonacci sequence in nature)
- [https://www.greatschools.org/students/academic-skills/4261-Use-music-to-teach-your-child-patterns-video.ps](https://www.greatschools.org/students/academic-skills/4261-Use-music-to-teach-your-child-patterns-video.ps) (Patterns in music)
- [https://www.youtube.com/watch?v=YedgubRZva8](https://www.youtube.com/watch?v=YedgubRZva8) (Patterns in sound)
- [http://www.physicsclassroom.com/mmedia/waves/harm1.cfm](http://www.physicsclassroom.com/mmedia/waves/harm1.cfm) (Standing Wave Pattern in Physics)
Assessment: Students will provide an example of an additional pattern through an exit slip. [http://exitticket.org/](http://exitticket.org/) (Online exit ticket)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)

**Access** (Resources and/or Process) Teachers may provide examples of various patterns and sequences demonstrated in other disciplines, ex. Fibonacci sequence (mathematics), musical sequences and visual patterns (arts), radiometric dating/layers of the earth, seasonal/weather patterns (science), etc.

**Expression** (Products and/or Performance) Students may use an exit ticket and identify a pattern/sequence of their choice to demonstrate their understanding.

Extensions for depth and complexity:

**Access** (Resources and/or Process) N/A

**Expression** (Products and/or Performance) Students may provide an example of a pattern they recognize that exists cross time, in society, or in a specific culture in their exit ticket

Critical Content:

- Examples of patterns and sequences in other academic disciplines and real-world

Key Skills:

- Identification of patterns and sequences

Critical Language:

- Sequencing, Analyze, Determine

Learning Experience # 2

The teacher may use book talks on the anchor texts (e.g., *Bless Me, Ultima, Star Wars: New Hope, Romeo and Juliet*) to introduce the three themes in the unit (e.g., cultural identity, ill-fated love, heroic journey) so that students can begin to generate some inquiry questions.

Generalization Connection(s):

Patterns and themes represented in stories of past help society make sense of shared experiences in the present

The transformations of characters help readers understand the powerful effects of conflict

Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections

The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others

Teacher Resources:

*Romeo and Juliet, Star Wars: New Hope, Bless Me, Ultima*


[http://www.lavc.edu/profdev/promotethink.pdf](http://www.lavc.edu/profdev/promotethink.pdf) (Question stems to simulate critical thinking)


Student Resources:

Handout for student generated questions focused on themes of each text (3 per text)

[http://www.lavc.edu/profdev/promotethink.pdf](http://www.lavc.edu/profdev/promotethink.pdf) (Question stems to simulate critical thinking)

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<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Students will generate three questions for each theme by using the question stems provided. <a href="http://www.lavc.edu/profdev/promotethink.pdf">http://www.lavc.edu/profdev/promotethink.pdf</a> (Question stems to simulate critical thinking) <a href="http://www.curriculuminstitute.org/conference-archives/handouts/CCSSO%20Que%20Questions.pdf">http://www.curriculuminstitute.org/conference-archives/handouts/CCSSO%20Que%20Questions.pdf</a> (Question starters based on Bloom) Students will decide on text choice and meet in groups to determine literature circle roles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation:</td>
<td>Access (Resources and/or Process)</td>
</tr>
<tr>
<td>(Multiple means for students to access content and multiple modes for student to express understanding.)</td>
<td>Teachers may provide word banks for student generated questions Teachers may provide definitions/descriptions of ill-fated love, cultural identity, and heroic journey to aid in student theme/story choice</td>
</tr>
<tr>
<td>Extensions for depth and complexity:</td>
<td>Access (Resources and/or Process)</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Critical Content:</td>
<td>Characteristics that distinguish literary forms and genres Generating questions</td>
</tr>
<tr>
<td>Key Skills:</td>
<td>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</td>
</tr>
<tr>
<td>Critical Language:</td>
<td>Analyze, synthesize, deconstruct, determine, audience, substantive, theme, plot elements, patterns, inquiry, inferential, phrases, clauses, conventions</td>
</tr>
</tbody>
</table>

**Learning Experience # 3**

The teacher may use a short story expressing one of the themes (e.g., the theme of cultural identity in “Eleven” by Sandra Cisernos) so students can explore literary terminology [e.g., inciting action, conflict (external and internal), rising action, climax, falling action, resolution, denouement] and plot structure. [*Understanding text, Responding to text, Critiquing text*]

| Generalization Connection(s): | Patterns and themes represented in stories of past help society make sense of shared experiences in the present Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others The transformations of characters help readers understand the powerful effects of conflict |
## Student Resources:
- [http://vimeo.com/9245804](http://vimeo.com/9245804) (Sandra Cisneros reading “Eleven”)

## Assessment:
Students will complete plot diagram by using textual evidence and the literary terms to label the diagram.

## Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

**Access (Resources and/or Process)**
- Teachers may verbally read or play audio version
- Teachers may provide word bank with definitions
- Teachers may model/provide a plot diagram referencing a short story

**Expression (Products and/or Performance)**
- Students may complete a series of events chart
- Students may verbally state the plot sequence
- Students may write a paragraph summarizing the plot structure

## Extensions for depth and complexity:

**Access (Resources and/or Process)**
- N/A

**Expression (Products and/or Performance)**
- Students may complete the plot diagram including literary terminology provided prior to or during the lesson

## Critical Content:
- An author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

## Key Skills:
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
- Read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

## Critical Language:
- Sequencing, substantive, determine, analyze, inciting action, conflict (external and internal), rising action, climax, falling action, resolution, denouement

## Learning Experience # 4
The teacher may introduce literature circles with a familiar text (e.g., “Eleven” by Sandra Cisernos) so that students can understand the logistics of a literature circle and practice collaborative discussions. [Understanding text, Responding to text, Critiquing text]

## Generalization Connection(s):
Patterns and themes represented in stories of past help society make sense of shared experiences in the present.
The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others.

## Teacher Resources:
### Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Student Resources:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.huntleywriters.org/wp-content/uploads/2014/09/Cisneros-Eleven.pdf">http://www.huntleywriters.org/wp-content/uploads/2014/09/Cisneros-Eleven.pdf</a></td>
<td>Students will decide on their text choice and meet in their groups to determine literature circle roles</td>
</tr>
<tr>
<td><a href="http://www.newyorker.com/magazine/1939/03/18/the-secret-life-of-walter-mitty-2">http://www.newyorker.com/magazine/1939/03/18/the-secret-life-of-walter-mitty-2</a></td>
<td>Students will practice literature circle roles using “Eleven” and complete a peer and self-evaluation</td>
</tr>
</tbody>
</table>

**Assessment:** Students will decide on their text choice and meet in their groups to determine literature circle roles. Students will practice literature circle roles using “Eleven” and complete a peer and self-evaluation. Students may use materials provided to complete roles.

**Student Resources:**


### Differentiation:

*(Multiple means for students to access content and multiple modes for student to express understanding.)*

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may assign specific roles for some students</td>
<td>Students may use materials provided to complete roles</td>
</tr>
<tr>
<td>Teachers may provide guided notes, closed notes, summary frames, graphic organizers</td>
<td></td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

**Access (Resources and/or Process)**

Teachers may assign specific roles for some students that are of a greater challenge (e.g., discussion leader)

**Expression (Products and/or Performance)**

Students may use material provided to complete roles.

### Critical Content:

- Author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

### Key Skills:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Use verbal and nonverbal techniques to communicate information
- Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing)
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range
### Critical Language:
Characterization, setting, plot, plot elements, analyze, synthesize, deconstruct, determine, verbal and nonverbal communication, audience, substantive, sequencing

### Learning Experience # 5

The teacher may provide time and reinforce literature circle protocols so that students can begin collaborative conversations with members of their literature circles (e.g., based on their respective anchor text *Bless Me, Ultima, Star Wars: New Hope, Romeo and Juliet*). [Understanding text, Responding to text, Critiquing text]

### Generalization Connection(s):
- Patterns and themes represented in stories of past help society make sense of shared experiences in the present.
- The transformations of characters help readers understand the powerful effects of conflict.
- Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections.
- The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others.

### Teacher Resources:
- **Anchor text(s)** (e.g., *Bless Me, Ultima, Star Wars: New Hope, Romeo and Juliet*)

### Student Resources:
- **Anchor text(s)** (e.g., *Bless Me, Ultima, Star Wars: New Hope, Romeo and Juliet*)

### Assessment:
Students will complete notes from their assigned role based on expected reading and discussion.

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)
- **Access** (Resources and/or Process)
  - Teachers may strategically assign specific roles for some students.
  - Teachers may provide guided notes, closed notes, summary frames, graphic organizers.
  - Teachers may provide cooperative Learning Activities (ex. Partnered Reading, Think-Pair-Share).

- **Expression** (Products and/or Performance)
  - Students may use materials provided to complete roles.
  - Students may work with a partner to complete notes.
### Critical Content:
- Author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

### Key Skills:
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Use verbal and nonverbal techniques to communicate information
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

### Critical Language:
- Characterization, setting, plot, plot elements, analyze, synthesize, deconstruct, determine, verbal and nonverbal communication, audience, substantive, sequencing

### Learning Experience # 6

The teacher may introduce the theme of cultural identity so that students can begin to understand how different authors (of the supplemental texts) develop a common theme. **[Understanding text, Responding to text, Critiquing text, Producing text]**

#### Generalization Connection(s):
Patterns and themes represented in stories of past help society make sense of shared experiences in the present
The transformations of characters help readers understand the powerful effects of conflict
Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections
Writers attend to the conventions of language in order to establish credibility and communicate effectively

#### Teacher Resources:
- [http://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-color.html?pagewanted=all&_r=0](http://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-color.html?pagewanted=all&_r=0) (Article on cultural identity)
- [http://mylittlereview.files.wordpress.com/2012/07/identity.jpg](http://mylittlereview.files.wordpress.com/2012/07/identity.jpg) (“Four Hands” picture)
- [http://www.immi.se/intercultural/nr19/meyer-ulrike.htm](http://www.immi.se/intercultural/nr19/meyer-ulrike.htm) (Graphic organizer for students to brainstorm characteristics of their own cultural identity)

#### Student Resources:
- [http://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-color.html?pagewanted=all&_r=0](http://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-color.html?pagewanted=all&_r=0) (Article on cultural identity)
- [http://mylittlereview.files.wordpress.com/2012/07/identity.jpg](http://mylittlereview.files.wordpress.com/2012/07/identity.jpg) (“Four Hands” picture)
- [http://www.immi.se/intercultural/nr19/meyer-ulrike.htm](http://www.immi.se/intercultural/nr19/meyer-ulrike.htm) (Graphic organizer for students to brainstorm characteristics of their own cultural identity)
### Assessment:
The students will write a reflection on their own perception or experience of cultural identity, using the prompts below: What are some significant characteristics of your own cultural identity?

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may provide and model the completion of the graphic organizer (ex. Providing examples of each category: Family, Heritage, Language, Ethnicity, etc.) Teachers may provide sentence starters to prompt student writing</td>
<td>Students may use the graphic organizer to support their reflection before and after the discussion of materials</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may use supporting details from the text to make connections to their reflection</td>
</tr>
</tbody>
</table>

### Critical Content:
- Characteristics that distinguish literary forms and genres
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

### Key Skills:
- Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
- Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing)
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

### Critical Language:
- Synthesis, analysis, deconstruct, determine, context, audience, substantive, phrases, clauses, conventions, writer’s craft, reflection, memoir, culture, cultural identity, identity, cultural archetype

### Learning Experience # 7

The teacher may provide a variety of texts focused on the theme of cultural identity so students can deepen their analysis of how authors craft texts to develop a theme. [Understanding text, Responding to text, Critiquing text, Producing text]

### Generalization Connection(s):
- Patterns and themes represented in stories of past help society make sense of shared experiences in the present
- Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections
- The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others
- Writers attend to the conventions of language in order to establish credibility and communicate effectively
- The transformations of characters help readers understand the powerful effects of conflict
### Colorado Teacher-Authored Sample Instructional Unit

#### Teacher Resources:
- [http://fisherandfrey.com/resources/](http://fisherandfrey.com/resources/) (Resources from Fisher and Frey on close reading)
- [http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/closing-in-on-close-Reading.aspx](http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/closing-in-on-close-Reading.aspx) (ASCD article on close reading that includes types of questions to guide student analysis)

#### Student Resources:

#### Assessment:
- Students will complete a characterization graphic organizer for the short story and poem.
- Students will write an analysis of how the author develops the idea of cultural identity in each text.
- Students will make connections between texts by analyzing the themes and patterns they see.

#### Differentiation:
**Access (Resources and/or Process)**
- Teachers may provide guided/closed notes for the different texts
- Teachers may read the poem and short story aloud
- Teachers may utilize a Cooperative Learning (Partnered Reading, Think-Pair-Share) activity to aid in poem and short story comprehension

**Expression (Products and/or Performance)**
- Students may brainstorm their connections prior to writing
- Students may brainstorm their connections in a Cooperative Learning activity (Think-Pair-Share, Partnered Reading)
- Students may work with partners for close reading of one text

#### Extensions for depth and complexity:
**Access (Resources and/or Process)**
- N/A

**Expression (Products and/or Performance)**
- Students may connect character transformation to the theme using the following question:
  - What aspects of cultural identity are pivotal in the transformation of the character?

#### Critical Content:
- Characteristics that distinguish literary forms and genres
- Author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

#### Key Skills:
- Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
### Learning Experience # 8

The teacher may introduce the theme of the hero’s journey so that students can begin to understand how different authors develop this theme. *[Understanding text, Responding to text, Critiquing text, Producing text]*

| Generalization Connection(s): | Patterns and themes represented in stories of past help society make sense of shared experiences in the present. The transformations of characters help readers understand the powerful effects of conflict. Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections. Writers attend to the conventions of language in order to establish credibility and communicate effectively. |
| Teacher Resources: | [http://en.wikipedia.org/wiki/Monomyth](http://en.wikipedia.org/wiki/Monomyth) [Campbell’s Monomyth (the hero’s journey) defined]  
[http://englishteachers.wikispaces.com/file/view/Unit+Plan.pdf](http://englishteachers.wikispaces.com/file/view/Unit+Plan.pdf) [Unit Plan for the Hero’s Journey (great graphic organizers), use to focus on the steps of the journey, choices, and transformation]  
[http://www.thewritersjourney.com/hero’s_journey.htm](http://www.thewritersjourney.com/hero’s_journey.htm) [Teacher resource for planning purposes on hero’s journey]  
| Student Resources: | [http://en.wikipedia.org/wiki/Monomyth](http://en.wikipedia.org/wiki/Monomyth) [Campbell’s Monomyth (the hero’s journey) defined]  
[http://englishteachers.wikispaces.com/file/view/Unit+Plan.pdf](http://englishteachers.wikispaces.com/file/view/Unit+Plan.pdf) [Unit Plan for the Hero’s Journey (great graphic organizers), use to focus on the steps of the journey, choices, and transformation] |
| Assessment: | Students will write a reflection of their own perception or experience of the hero’s journey, using the prompts below: What are some of the characteristics of your own heroic journey? |
| Differentiation: | (Multiple means for students to access content and multiple modes for student to express understanding.) Access (Resources and/or Process)  
Teachers may provide and model the completion of the graphic organizer  
Teachers may provide sentence starters to prompt student writing  
Expression (Products and/or Performance)  
Students may use the graphic organizer to support their reflection before and after the discussion of materials (found in unit plan above) |
## Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may use supporting details from the text to make connections to their reflection Students may compare and contrast their hero’s journey to that of one of the texts from the lesson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Content:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characteristics that distinguish literary forms and genres • Specifics of effective technique, well-chosen details, and well-structured event sequences in texts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Skills:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details • Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing) • (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Language:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis, analysis, deconstruct, determine, context, audience, substantive, phrases, clauses, conventions, writer’s craft, reflection, memoir, hero’s journey</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Experience # 9

The teacher may provide a variety of texts focused on the theme of the hero’s journey so students can analyze how different authors treat the theme. **[Understanding text, Responding to text, Critiquing text, Producing text]**

| Generalization Connection(s):     | Patterns and themes represented in stories of past help society make sense of shared experiences in the present Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others Writers attend to the conventions of language in order to establish credibility and communicate effectively |


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9th Grade, Reading, Writing, and Communicating | Unit Title: Recognizing Patterns in Stories | Page 18 of 31
# Colorado Teacher-Authored Sample Instructional Unit

## Student Resources:
- [http://www.gutenberg.org/files/16328/16328-h/16328-h.htm](http://www.gutenberg.org/files/16328/16328-h/16328-h.htm) (Excerpts from Beowulf)
- [https://web.stanford.edu/~plomio/history.html](https://web.stanford.edu/~plomio/history.html) (The Trojan Horse)

## Assessment:
Students will write an analysis of how the author develops the theme in each text
Students will make connections between texts by analyzing the themes and patterns they see

## Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may provide guided/closed notes</td>
<td>Students may brainstorm their connections prior to writing. Students may brainstorm their connections in a Cooperative Learning activity (Think-Pair-Share, Partnered Reading)</td>
</tr>
</tbody>
</table>

## Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may use supporting details from the text to make connections to their analysis</td>
</tr>
</tbody>
</table>

## Critical Content:
- Characteristics that distinguish literary forms and genres
- Author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

## Key Skills:
- Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
- Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing)
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

## Critical Language:
- Analyze, synthesize, deconstruct, context, determine, audience, sequencing, substantive, phrases, clauses, conventions, writer’s craft, reflection, heroic journey
<table>
<thead>
<tr>
<th>Learning Experience # 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may use close reading strategies so that students can begin to analyze/trace how authors express and develop the transformation of characters (in the supplemental texts).  <a href="#">{Understanding text, Responding to text, Critiquing text, Producing text}</a></td>
</tr>
<tr>
<td><strong>Generalization Connection(s):</strong></td>
</tr>
</tbody>
</table>
| The transformations of characters help readers understand the powerful effects of conflict  
The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others |
| **Teacher Resources:** |
| [http://www.gutenberg.org/files/16328/16328-h/16328-h.htm](http://www.gutenberg.org/files/16328/16328-h/16328-h.htm) (Excerpts from Beowulf)  
[http://www.webenglishteacher.com/hero.html](http://www.webenglishteacher.com/hero.html) (Resources from Web English Teacher on the hero’s journey) |
| **Student Resources:** |
| [http://www.gutenberg.org/files/16328/16328-h/16328-h.htm](http://www.gutenberg.org/files/16328/16328-h/16328-h.htm) (Excerpts from Beowulf) |
| **Assessment:** |
| Students will complete the characterization graphic organizer for the epic poem: [http://www.educationworld.com/a_curr/curr365.shtml](http://www.educationworld.com/a_curr/curr365.shtml) |
| **Differentiation:** |
| (Multiple means for students to access content and multiple modes for student to express understanding.) |
| **Access (Resources and/or Process):** |
| Teachers may read the stories aloud  
Teachers may provide cooperative learning (ex. Think-Pair-Share, Partnered Reading) opportunities |
| **Expression (Products and/or Performance):** |
| Students may complete the graphic organizer with their peers  
Students may write a narrative describing the character transformation  
Students may verbally describe the character transformation to a peer through peer evaluation or to the teacher |
| **Extensions for depth and complexity:** |
| **Access (Resources and/or Process):** |
| N/A |
| **Expression (Products and/or Performance):** |
| Students may connect character transformation to the theme using the following the question:  
What aspects of heroic journey are pivotal in the transformation of the character? |
| **Critical Content:** |
| • Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations) |
| **Key Skills:** |
| • (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range |
| **Critical Language:** |
| Analyze, characterization, determine, deconstruct, context, sequencing, transformation, heroic journey |
## Learning Experience # 11

The teacher may illustrate the theme ill-fated love by providing a text (e.g., an episode of “The Simpsons”) so that students can begin to understand how authors treat this theme. *[Understanding text, Responding to text, Critiquing text, Producing text]*

### Generalization Connection(s):
- Patterns and themes represented in stories of past help society make sense of shared experiences in the present
- The transformations of characters help readers understand the powerful effects of conflict
- Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections
- Writers attend to the conventions of language in order to establish credibility and communicate effectively

### Teacher Resources:
- [http://watchtvlinks.sx/episode/the_simpsons_s3_e23](http://watchtvlinks.sx/episode/the_simpsons_s3_e23) (The Simpsons episode “Bart’s Friend Falls in Love”)

### Student Resources:
- [http://watchtvlinks.sx/episode/the_simpsons_s3_e23](http://watchtvlinks.sx/episode/the_simpsons_s3_e23) (The Simpsons episode “Bart’s Friend Falls in Love”)

### Assessment:
The students will write a reflection of their own perception or experience of ill-fated love by considering prompts such as the one below:
How does your knowledge of ill-fated love connect to the experience of Milhouse or Samantha?
Whole group discussion on the question: What transformations in the characters, if any, did you observe?

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may provide and model the completion of the graphic organizer</td>
<td>Students may use the graphic organizer to support their reflection before and after the discussion of the episode <a href="http://tinyurl.com/o7rc6jr">http://tinyurl.com/o7rc6jr</a> (Sequence graphic organizer)</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may use supporting details from the text to make connections to their reflection</td>
</tr>
</tbody>
</table>

### Critical Content:
- Characteristics that distinguish literary forms and genres
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

### Key Skills:
- Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
- Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing)
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

### Critical Language:
- Synthesis, analysis, deconstruct, determine, context, audience, substantive, phrases, clauses, conventions, writer’s craft, reflection, memoir, ill-fated
**Learning Experience # 12**

The teacher may provide a variety of texts focused on the theme of ill-fated love so students can analyze how different authors treat a common theme.  
*Understanding text, Responding to text, Critiquing text, Producing text*

**Generalization Connection(s):**
Patterns and themes represented in stories of past help society make sense of shared experiences in the present

Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections

The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others

Writers attend to the conventions of language in order to establish credibility and communicate effectively

**Teacher Resources:**
- [https://www.youtube.com/watch?v=0fiXkvsKpdk](https://www.youtube.com/watch?v=0fiXkvsKpdk) (“Romeo and Juliet” by Indigo Girls)
- [https://www.youtube.com/watch?v=p7GjgncybV8](https://www.youtube.com/watch?v=p7GjgncybV8) (“Romeo and Juliet” by Mark Knopfler)
- [http://www.skschools.net/~malper/fov2-00105477/fov2-0010662d/%22Pyramus...%22%20%26%20%22Daedalus...%22%20from%20Ovid's%20METAMORPHOSES](http://www.skschools.net/~malper/fov2-00105477/fov2-0010662d/%22Pyramus...%22%20%26%20%22Daedalus...%22%20from%20Ovid's%20METAMORPHOSES) (The Story of Pyramus and Thisbe)

**Student Resources:**
- [https://www.youtube.com/watch?v=0fiXkvsKpdk](https://www.youtube.com/watch?v=0fiXkvsKpdk) (“Romeo and Juliet” from Indigo Girls)
- [https://www.youtube.com/watch?v=p7GjgncybV8](https://www.youtube.com/watch?v=p7GjgncybV8) (“Romeo and Juliet” by Mark Knopfler)
- [http://www.skschools.net/~malper/fov2-00105477/fov2-0010662d/%22Pyramus...%22%20%26%20%22Daedalus...%22%20from%20Ovid's%20METAMORPHOSES](http://www.skschools.net/~malper/fov2-00105477/fov2-0010662d/%22Pyramus...%22%20%26%20%22Daedalus...%22%20from%20Ovid's%20METAMORPHOSES) (“The Story of Pyramus and Thisbe”)

**Assessment:**
Students will write an analysis of how the author develops the theme in each text.

Students will make connections between texts by analyzing the themes and patterns they see by using a Venn diagram.


**Differentiation:**
(Multiple means for students to access content and multiple modes for student to express understanding.)

**Access (Resources and/or Process):**
Teachers may provide guided/closed notes

**Expression (Products and/or Performance):**
Students may brainstorm their connections prior to writing, with teacher and peers

Students may brainstorm their connections in a Cooperative Learning activity (ex. Think-Pair-Share, Partnered Reading)
## Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may use supporting details from the text to make connections to their analysis</td>
</tr>
</tbody>
</table>

## Critical Content:
- Characteristics that distinguish literary forms and genres
- Author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

## Key Skills:
- Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
- Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing)
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

## Critical Language:
Analyze, synthesis, deconstruct, context, determine, audience, sequencing, substantive, phrases, clauses, conventions, writer’s craft, reflection, ill-fated

## Learning Experience # 13

The teacher may use close reading strategies so that students can analyze/trace the transformation of characters involved in the ill-fated love theme.  

**[Understanding text, Responding to text, Critiquing text, Producing text]**

### Generalization Connection(s):
The transformations of characters help readers understand the powerful effects of conflict.  
The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others.

### Teacher Resources:
- [“The Giving Tree” by Shel Silverstein](http://continuumexpedition.files.wordpress.com/2011/05/the-giving-tree.pdf)
- [Character transformation activity](http://www.educationworld.com/a_curr/curr365.shtml)
- [Materials for archetypes and character analysis](http://lifeloveliteracy.blogspot.com/2012_10_01_archive.html)

### Student Resources:
- [“The Giving Tree” by Shel Silverstein](http://continuumexpedition.files.wordpress.com/2011/05/the-giving-tree.pdf)

### Assessment:
Students will complete a characterization graphic organizer for the story.  
- [Characterization graphic organizers](http://www.dailyteachingtools.com/free-graphic-organizers.html)
## Colorado Teacher-Authored Sample Instructional Unit

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may read the story aloud</td>
<td>Students may complete graphic organizer with peers</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may connect character transformation to the theme using the following the question: What aspects of cultural identity are pivotal in the transformation of the character?</td>
</tr>
</tbody>
</table>

### Critical Content:
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)

### Key Skills:
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

### Critical Language:
- Analyze, characterization, determine, deconstruct, context, sequencing, transformation, ill-fated

### Learning Experience # 14

The teacher may revisit the three themes explored and use the student generated questions from Learning Experience #2 so that students can reflect on their understanding of themes and patterns in literature. [Producing text]

### Teacher Notes:
This Learning Experience provides a closure for the study of the three themes in supplemental readings.

### Generalization Connection(s):
Patterns and themes represented in stories of past help society make sense of shared experiences in the present
The transformations of characters help readers understand the powerful effects of conflict
Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections
The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others
Writers attend to the conventions of language in order to establish credibility and communicate effectively

### Teacher Resources:
- All reading materials provided through the unit
- Student generated questions from Learning Experience #2

### Student Resources:
- All reading materials provided through the unit
- Student generated questions from Learning Experience #2

### Assessment:
Students will write a reflection by revisiting the student-generated questions from earlier in the unit (Learning Experience #2). They may also generate new questions that surface after the study of these themes.
## Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teachers may provide a framed paragraph template</td>
<td>Students may complete a well-structured paragraph, as a reflection using the template provided</td>
</tr>
<tr>
<td>Teachers may provide summary descriptions of the 3 themes for review/supplemental aid (ill-fated love, heroic journey, cultural identity)</td>
<td></td>
</tr>
<tr>
<td>Teachers may provide sentence starters and prompt questions</td>
<td></td>
</tr>
</tbody>
</table>

## Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may make more sophisticated inferences and connections by including texts they have studied previously/independently and use textual evidence to support their writing</td>
</tr>
</tbody>
</table>

## Critical Content:

- Author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

## Key Skills:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
- Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing)
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

## Critical Language:

- Analyze, synthesis, deconstruct, determine, sequencing, substantive, reflection, transformation, characterization, plot, theme, ill-fated

## Learning Experience # 15

The teacher may facilitate literature circle discussions framed around synthesizing and analyzing texts so that students can make connections between texts (their anchor text and respective supplemental texts). [Producing text]

### Teacher Notes:

This Learning Experience serves as closure for the Literature Circle focus on the anchor texts.

### Generalization Connection(s):

- Patterns and themes represented in stories of past help society make sense of shared experiences in the present
- The transformations of characters help readers understand the powerful effects of conflict
- Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections
- The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others
- Writers attend to the conventions of language in order to establish credibility and communicate effectively
| **Teacher Resources:** | Anchor texts  
http://www.greece.k12.ny.us/files/system/litcirclepacket.pdf | (Literature circle packet)  
http://olc.spsd.sk.ca/De/PD/instr/strats/literaturecircles/index.html | (Resource for literature circles)  
http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf | (Literature circles role sheet)  
http://www.greece.k12.ny.us/files/system/keyconceptsynthesis.PDF | (Graphic organizer for synthesizing) |
| **Student Resources:** | Anchor text  
http://www.greece.k12.ny.us/files/system/litcirclepacket.pdf | (Literature Circle packet)  
http://olc.spsd.sk.ca/De/PD/instr/strats/literaturecircles/index.html | (Resource for literature circles)  
http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf | (Literature circles role sheet)  
http://www.greece.k12.ny.us/files/system/keyconceptsynthesis.PDF | (Graphic organizer for synthesizing) |
| **Assessment:** | Students will produce an analysis that synthesizes the anchor text with the supplemental texts to demonstrate their understanding of the theme. |
| **Differentiation:** | **Access** (Resources and/or Process)  
Teachers may provide template or paragraph frame for synthesis  
Teachers may provide sentence starters and prompt questions | **Expression** (Products and/or Performance)  
Students may complete of template / paragraph frame |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process)  
N/A | **Expression** (Products and/or Performance)  
Students may make connections with other readings or texts they have studied previously |
| **Critical Content:** | • Characteristics that distinguish literary forms and genres  
• Author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise  
• Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)  
• Specifics of effective technique, well-chosen details, and well-structured event sequences in texts |
## Key Skills:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details. Use verbal and nonverbal techniques to communicate information.
- Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing).
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## Critical Language:

Analyze, synthesis, deconstruct, determine, sequencing, substantive, reflection, transformation, characterization, plot, theme, ill-fated, cultural identity, heroic journey, archetype

## Learning Experience # 16

The teacher may provide literary magazines as mentor texts to introduce the narrative and critique elements (of the literary magazine project) so that students can begin to determine the individual and collaborative work needed to create an edition of a literary magazine. *Producing text*

### Generalization Connection(s):

Patterns and themes represented in stories of past help society make sense of shared experiences in the present.
The transformations of characters help readers understand the powerful effects of conflict.
Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections.

### Teacher Resources:

Anchor texts and additional readings students have done throughout the unit:

Example of literary magazine(s):
- [http://www.teenink.com/](http://www.teenink.com/) (Teen Ink / a teen literary magazine and website)
- [http://yareview.net/](http://yareview.net/) (Yarn Young Adult Review Network)

Example of critique(s):

### Student Resources:

Anchor texts and additional readings students have done throughout the unit:

Example of literary magazine(s):
- [http://www.teenink.com/](http://www.teenink.com/) (Teen Ink / a teen literary magazine and website)
- [http://yareview.net/](http://yareview.net/) (Yarn Young Adult Review Network)
## Example of critique(s):

## Assessment:
Students will provide an exit slip to check for understanding on the elements of literary magazines.

## Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may provide a modified writing assignment and rubrics</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Critical Content:
- Characteristics that distinguish literary forms and genres
- Author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

## Key Skills:
- Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

## Critical Language:
- Analyze, synthesis, deconstruct, determine, sequencing, substantive, reflection, transformation, characterization, plot, theme, ill-fated, cultural identity, heroic journey, archetype, phrases, clauses, writer’s craft, conventions, writing process

### Learning Experience # 17

The teacher may review and reinforce the writing process so that students can begin writing their narratives that explore the theme of their choice (cultural identity, the hero’s journey, or ill-fated love). [*Producing text*]

### Generalization Connection(s):
- Patterns and themes represented in stories of past help society make sense of shared experiences in the present
- The transformations of characters help readers understand the powerful effects of conflict
- Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections
- Writers attend to the conventions of language in order to establish credibility and communicate effectively

### Teacher Resources:
- Guide for the writing process, graphic organizers
  - [http://web.gccaz.edu/~mdinchak/101online_new/assignment3writing.htm](http://web.gccaz.edu/~mdinchak/101online_new/assignment3writing.htm) (Writing the Personal Narrative)
## Student Resources:

- **Guide for the writing process, graphic organizers**
  - [http://web.gccaz.edu/~mdinchak/101online_new/assignment3writing.htm](http://web.gccaz.edu/~mdinchak/101online_new/assignment3writing.htm) (Writing the Personal Narrative)
  - [http://www.readwritethink.org/classroom-resources/lesson-plans/graph-graphing-life-events-1021.html](http://www.readwritethink.org/classroom-resources/lesson-plans/graph-graphing-life-events-1021.html) (This may be a great resource for some teachers/students as it combines mathematical graphing strategies with personal experience. Students could use this as an initial brainstorming for their narrative.)

## Assessment:

- **Plan**: students will complete the brainstorming activity/ graphic organizer.
  - [http://www.readwritethink.org/classroom-resources/lesson-plans/graph-graphing-life-events-1021.html](http://www.readwritethink.org/classroom-resources/lesson-plans/graph-graphing-life-events-1021.html) (This will be a great resource as it combines mathematical graphing strategies with personal experience. Students could use this as an initial brainstorming for their narrative.)

- **Rough Draft**: students will complete a rough draft that will be reviewed by peers and teachers through the workshop model.
  - [http://www.readwritethink.org/classroom-resources/lesson-plans/graph-graphing-life-events-1021.html](http://www.readwritethink.org/classroom-resources/lesson-plans/graph-graphing-life-events-1021.html) (Revision and editing resources)

- **Editing**: students will edit their writing based on the feedback received through the workshop
  - [http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm](http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm) (Revision and editing resources)

- **Revision – students will complete revisions based on the feedback received through the workshop**
  - [http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm](http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm) (Revision and editing resources)

- **Polished paper**: – students will turn in a final personal narrative that will be critiqued by their peers and teacher, using this rubric (or one provided by the teacher): [http://www.readwritethink.org/files/resources/lesson_images/lesson116/NarrativeRubric.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson116/NarrativeRubric.pdf)

## Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher may strategically pair students for various aspects of the narrative writing process</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Critical Content:
- Characteristics that distinguish literary forms and genres
- Author’s choices concerning the structure of a text, the order events within the text (e.g., parallel plots), and the manipulation of time (e.g., pacing, flashbacks) create mystery, tension, or surprise
- Examples and methods of creating complex characters (e.g., those with multiple or conflicting motivations)
- Specifics of effective technique, well-chosen details, and well-structured event sequences in texts

## Key Skills:
- Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
- Use verbal and nonverbal techniques to communicate information
- Demonstrate command of the conventions of standard English (e.g., capitalization, punctuation, and spelling when writing)
- (By the end of grade 9) read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

## Critical Language:
Analyze, synthesis, deconstruct, determine, sequencing, substantive, reflection, transformation, characterization, plot, theme, ill-fated, cultural identity, heroic journey, archetype, phrases, clauses, writer’s craft, conventions, writing process, critique, personal narrative

## Learning Experience # 18
The teacher may introduce the process of critiquing and providing feedback on a narrative so that students can begin to understand the power of constructive criticism in helping writers hone their craft. [Producing text]

### Generalization Connection(s):
- Patterns and themes represented in stories of past help society make sense of shared experiences in the present
- The transformations of characters help readers understand the powerful effects of conflict
- Writers craft texts intentionally to support readers in sequencing, visualizing, and forming connections
- The language of a literacy analysis facilitates deeper comprehension of a text and creates ways for readers to communicate their ideas to others
- Writers attend to the conventions of language in order to establish credibility and communicate effectively

### Teacher Resources:
- [http://www.goshen.edu/english/critique-html/](http://www.goshen.edu/english/critique-html/) (General guidelines for writing a critique)

### Student Resources:
- [http://www.goshen.edu/english/critique-html/](http://www.goshen.edu/english/critique-html/) (General guidelines for writing a critique)
Colorado Teacher-Authored Sample Instructional Unit

**Assessment:**
Students will complete a written critique of a peer’s personal narrative, using the writing process:
**Plan:** students will complete the checklist based on the provided link:
http://www.goshen.edu/english/critique-html/
**Rough Draft:** students will complete a rough draft that will be reviewed by peers and teachers through the workshop model.
**Editing:** – students will edit their writing based on the feedback received through the workshop
http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Revision and editing resources)
**Revision:** – students will complete revisions based on the feedback received through the workshop
http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Revision and editing resources)
**Final:** students will turn in a final critique of a peer’s personal narrative and complete a teacher created response form.

<table>
<thead>
<tr>
<th>Differentiation:</th>
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<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Multiple means for students to access content and multiple modes for student to express understanding.)</td>
<td>Teachers may strategically pair students for the critiquing processes dependent on student needs</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>N/A</td>
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**Critical Content:**
- Characteristics that distinguish literary forms and genres
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**Critical Language:**
Analyze, synthesis, deconstruct, determine, sequencing, substantive, reflection, transformation, characterization, plot, theme, ill-fated, cultural identity, heroic journey, archetype, phrases, clauses, writer’s craft, conventions, writing process, critique, personal narrative