Producing text

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

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. [Understanding text, Responding to text, Critiquing text]

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

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]

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]

The teacher may provide a variety of texts focused on the theme of the hero’s journey so students can analyze/trace how authors express and develop the transformation of characters (in the supplemental texts). [Understanding text, Responding to text, Critiquing text, Producing text]

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]

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]

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.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

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