Instructional Unit Title: Recognizing Patterns in Stories

Reading, Writing, and Communicating

9th Grade

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.

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.

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]

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]

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

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 text, Producing text]

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).

[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 how different authors treat the theme.
[Understanding text, Responding to text, Critiquing text, Producing 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 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]



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]

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]

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

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]

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]

PERFORMANCE ASSESSMENT: 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 III-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.

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.