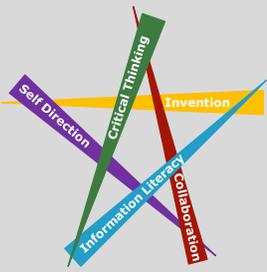
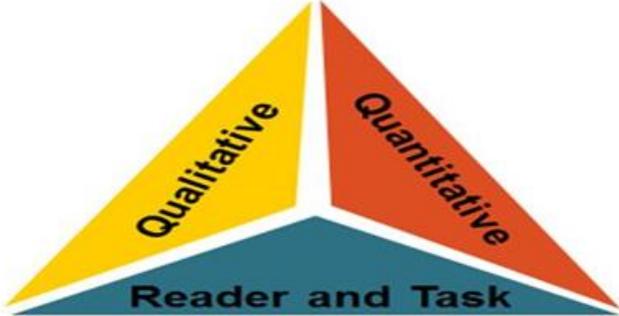




**Colorado Teacher-Authored Sample Instructional Unit**

Content Area	Reading, Writing, and Communicating	Grade Level	9 <sup>th</sup> Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. Oral presentations require effective preparation strategies	RWC10-GR.9-S.1-GLE.1	
	2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention	RWC10-GR.9-S.1-GLE.2	
2. Reading for All Purposes	1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison	RWC10-GR.9-S.2-GLE.1	
	2. Increasingly complex informational texts require mature interpretation and study	RWC10-GR.9-S.2-GLE.2	
3. Writing and Composition	1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language	RWC10-GR.9-S.3-GLE.1	
	2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support	RWC10-GR.9-S.3-GLE.2	
	3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions	RWC10-GR.9-S.3-GLE.3	
4. Research and Reasoning	1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions	RWC10-GR.9-S.4-GLE.1	
	2. Effective problem-solving strategies require high-quality reasoning	RWC10-GR.9-S.4-GLE.2	
 <p><b>Colorado 21<sup>st</sup> Century Skills</b></p> <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>		<p align="center"><b>Text Complexity</b></p> 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Uncovering Context	4-6 weeks	3	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Uncovering Context		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Context Communication	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.1-GLE.2 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2	RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.2 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1 RWC10-GR.9-S.4-GLE.2
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Which of the elements of context are more important for writers to consider: subject, purpose, audience, or situation?</li> <li>• Are appeals based on logic, emotion, and ethics equally effective?</li> <li>• Why have some genres existed the test of time and others haven't? Why and how are new genres developed?</li> <li>• Why are some means of communication effective and other means of communication ineffective?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	Rhetoric, context, perspective, point of view, rhetoric, choices, communication	Communication, evaluate, determine importance, relevance, genre, context (purpose, subject, audience, and situation), mode (expository, narrative, persuasive, descriptive), perspective, point of view, rhetorical appeals (emotional, logical, and ethical), choices, voice, style, tone	mode (expository, narrative, persuasive, descriptive), perspective, point of view, rhetorical appeal (emotional, logical, and ethical), choices, conventions, voice, style, and tone	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The analysis of authors' intended purposes and points of view helps readers better understand the choices authors' make and the intended impact of those choices. (RWC10-GR.9-S.2-GLE.2-EO.a.b.d) and (RWC10-GR.9-S.3-2-EO.a)	Who was the author's intended audience and what was he/she trying to accomplish? What specific choices did this author make around appeals, selection of details, and language?	Why must an author consider context as they create a text?
A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact. (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.f)	What different modes are present in the text you are reading?	How would the use of multiple modes impact the reader? How do the characteristics of a genre dictate the mode and formality to be used?
The choice of an appropriate genre for writing requires a close evaluation of context. (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) and (RWC10-GR.9-S.3-GLE.3-EO.b)	What are your audience's beliefs, points of view, and perspectives? How do you know? What genre have you selected, and why did you make that decision?	How closely does an author need to analyze context in order to communicate effectively?

**Colorado Teacher-Authored Sample Instructional Unit**

<p>Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience. (RWC10-GR.9-S.3-GLE.2-EO.a.vii.viii) and (RWC10-GR.9-S.4-GLE.1-EO.c)</p>	<p>What decisions are you making about style, voice, and tone in your own writing, and why are you making those decisions? What is the style, voice, and tone of the text you have just read? What can you infer about the author’s choices?</p>	<p>Why and how should the needs of an audience impact the choices of an author? How should language and word choice change based on different situation?</p>
<p>Writers attend to the conventions of language in order to establish credibility and communicate effectively. (RWC10-GR.9-S.3-GLE.3-EO.a)</p>	<p>What parts of this text most effectively communicate the author’s perspective?</p>	<p>How does using conventional language establish credibility? How is communication impacted by conventions and grammar?</p>

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• Point of view (RWC10-GR.9-S.2-GLE.2-EO.i)</li> <li>• Strategies for selecting the most relevant evidence to support analysis (RWC10-GR.9-S.2-GLE.2-EO.i)</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective) (RWC10-GR.9-S.4-GLE.1-EO.c)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical) (RWC10-GR.9-S.3-GLE.2-EO.a.vii)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation) (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.vii) and (RWC10-GR.9-S.3-GLE.3-EO.b)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive) (RWC10-GR.9-S.2-GLE.2-EO.f)</li> <li>• Definition and aspects of genre (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv)</li> <li>• The differences between purpose, mode, and genre (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.f.i) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv)</li> <li>• Strategies for revision (e.g., gather feedback from peers and adults; read text aloud; reverse outlining to check for coherence, highlighting different ideas and structures) (RWC10-GR.9-S.3-GLE.2-EO.a.vi) and (RWC10-GR.9-S.3-GLE.3-EO.b)</li> </ul>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h.i)</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h) and (RWC10-GR.9-S.4-GLE.1-EO.c)</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose. (RWC10-GR.9-S.2-GLE.2-EO.i) and (RWC10-GR.9-S.3-GLE.2-EO.a.vii)</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message. (RWC10-GR.9-S.2-GLE.2-EO.f)</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) and (RWC10-GR.9-S.3-GLE.3-EO.b.c).</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication (RWC10-GR.9-S.4-GLE.1-EO.c)</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view. (RWC10-GR.9-S.3-GLE.2-EO.a.vii) and (RWC10-GR.9-S.3-GLE.3-EO,b)</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected (RWC10-GR.9-S.3-GLE.2-EO.a.viii) and (RWC10-GR.9-S.3-GLE.3-EO.c)</li> <li>• Select and use appropriate vocabulary, sentence structure, and sentence organization to refine the expression of voice and tone (RWC10-GR.9-S.3-GLE.1-EO.c)</li> <li>• Revise ideas and structure in own writing and the writing of others, refining ideas and organization and ensuring that the piece communicates effectively for the given context.</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

	<p>(RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.vi) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c)</p> <ul style="list-style-type: none"> <li>Edit own writing to create credibility as an author and meet the readers' expectations. (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c)</li> </ul>
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**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<p><i>After analyzing the context of my communication, I choose to craft a piece in the _____ genre because _____. In _____ text, I identified examples where the author used logical, emotional, and ethical appeals to attempt to convince me to adapt he/her point of view. The purpose of a piece of writing is specific and complex; modes (such as exposition, argumentation, narration, and description) can be used together to accomplish this purpose.</i></p>
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<b>Academic Vocabulary:</b>	evaluating, determining importance, relevance, perspective, point of view, choices, context
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<b>Technical Vocabulary:</b>	genre, mode, rhetorical appeal, formal English, voice, style, tone, conventions
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### Colorado Teacher-Authored Sample Instructional Unit

<b>Unit Description:</b>	In this 4-6 week unit, students will read an extended anchor text (e.g., <i>To Kill a Mockingbird</i> ) exploring various themes: race, gender, age, etc. As they progress through the unit, students will read a variety of texts on the issues raised. The non-fiction / informational texts range from news reports, research, and infographics to opinion pieces, murals and art work, poems, and short stories. Students will analyze this rich variety of texts so they can understand that writers use different modes, genres, and techniques to express their perspectives on given issues. Class discussions will allow students to explore how different contexts impact our perspectives and how we write about issues or themes in the world around us. The unit will culminate with students writing a multi-genre text expressing their own perspective on an issue of inequity relevant to them.. (This unit is also effective scaffolding for the unit that follows in which students will present an argument on justice.)
<b>Considerations:</b>	Because teachers may have varying degrees of access to texts written in multiple modes, the authors focused on having students produce a multi-genre text as the Performance Assessment. Students will encounter a variety of texts and respond to those texts by analyzing the context of the communication and critique the writer’s decisions in the communication. Students will study <i>To Kill a Mockingbird</i> as the anchor text for this unit because it has issues of race, gender, economic, and age themes in it. Teachers, of course, may want to choose a different anchor text (a different novel, a collection of short stories, a play, or perhaps offer literature circles for student choice of texts that explore these issues.)
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact
<b>Supporting Generalizations:</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices
	The choice of an appropriate genre for writing requires a close evaluation of context
	Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience
	Writers attend to the conventions of language in order to establish credibility and communicate effectively

<b>Performance Assessment:</b> <i>The capstone/summative assessment for this unit.</i>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a community member, you have been asked to participate in a project asking teenagers to present their views and perspectives on an issue of inequity that they feel is important to address. The project is to raise awareness of others within the community. Your task is to create a multi-genre text in which you include a combination of writing that may include personal experience (memoir, observation, reportage, poetry), textual analysis, argument, infographic, and perhaps a visual representation. As Tom Romano describes it: “A multigenre paper arises from research, experience, and imagination. It is not an uninterrupted, expository monolog nor a seamless narrative nor a collection of poems. A multigenre paper is composed of many genres and subgenres, each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes by language, images and content. In addition to many genres, a multigenre paper may also contain many voices, not just the author's. The trick is to make such a paper hang together” from <a href="#">Blending Genre, Altering Style: Writing Multigenre Papers (2000)</a> (x-xi).

### Colorado Teacher-Authored Sample Instructional Unit

	<p>Your multi-genre text, or parts of it, may be chosen to display in local businesses, libraries, or at school sites.</p> <p><b>Role:</b> Community member  <b>Audience:</b> Community at large  <b>Format:</b> Multi-genre project  <b>Topic:</b> An issue of inequity</p>
<p><b>Product/Evidence:</b>          (Expected product from students)</p>	<p>Students will create a multi-genre text that expresses their perspective on a theme of inequity they have studied through the unit. Teachers may help guide student choice in the multi-genre pieces that come together to form the whole. Students will have their choice of the various genres: poetry, informational text, infographic, visual representation, personal narrative, argument. In addition, teachers may want to secure a place to post student work in the school and community.</p>
<p><b>Differentiation:</b>          (Multiple modes for student expression)</p>	<p>Students may use technology: (prezi, powerpoint, video)          The multi-genre facilitates many possibilities for differentiation. Students may present their perspectives and views on an issue (or issues) of inequity in the various genres:</p> <ul style="list-style-type: none"> <li>• poetry</li> <li>• informational text</li> <li>• infographic</li> <li>• visual representation</li> <li>• personal narrative</li> <li>• argument</li> </ul>

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
Included in Learning Experiences	<p><i>Master Harold ... and the boys.</i> By Athol Fugard  <i>The Grapes of Wrath</i> by John Steinbeck (Lexile 680)  <i>Bury My Heart at Wounded Knee</i> by Dee Brown (Lexile 1080)  <i>The Secret Life of Bees</i> by Sue Monk Kidd (Lexile 840)</p>

Ongoing Discipline-Specific Learning Experiences			
1.	<p><b>Description:</b></p> <p>Students will think like a reader/writer and literary critic when analyzing authors' intended purposes, points of view, and authors' decisions when crafting their pieces</p>	<p><b>Teacher Resources:</b></p>	<p><a href="http://www.esc.edu/online-writing-center/resources/critical-reading-writing/general-reading/strategies-for-close-reading/">http://www.esc.edu/online-writing-center/resources/critical-reading-writing/general-reading/strategies-for-close-reading/</a> (strategies for close reading)  <a href="http://www.maupinhouse.com/media/upload/GHR_sample.pdf">http://www.maupinhouse.com/media/upload/GHR_sample.pdf</a> (Reading to Analyze Text for Author's Craft)  <a href="https://www.choiceliteracy.com/articles-detail-view.php?id=1851">https://www.choiceliteracy.com/articles-detail-view.php?id=1851</a> (<i>Falling in Love with Close Reading</i>)  <a href="http://www.devstu.org/blogs/common-core-tip-13-close-reading-in-making-meaning">http://www.devstu.org/blogs/common-core-tip-13-close-reading-in-making-meaning</a> (Close Reading in Making Meaning)  <a href="http://literacysolutionspd.wordpress.com/2013/07/13/media-literacy-and-close-reading/">http://literacysolutionspd.wordpress.com/2013/07/13/media-literacy-and-close-reading/</a> (Media Literacy and Close Reading)</p>

### Colorado Teacher-Authored Sample Instructional Unit

			<a href="http://www.eht.k12.nj.us/~hamsond/SCOPE-090113-Nonfiction-CloseReading.pdf">http://www.eht.k12.nj.us/~hamsond/SCOPE-090113-Nonfiction-CloseReading.pdf</a> (Good example of text-dependent questions and close reading) <a href="http://www.up.edu/showimage/show.aspx?file=12087">http://www.up.edu/showimage/show.aspx?file=12087</a> (“A Beginner’s Guide to Close Reading”) <a href="http://fisherandfrey.com/resources/">http://fisherandfrey.com/resources/</a> (Multiple resources from Douglas Fisher and Nancy Frey: Close Reading, Text-Dependent Questions, etc.)
		Student Resources:	
Skills:	<p>Determine an author’s point of view and purpose, drawing upon specific evidence as support.</p> <p>Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose.</p>	Assessment:	<p>Students will maintain a journal to record their responses to the various inequity issues, critique author’s craft, or reflect on their learning. The format could be at teacher discretion – perhaps including dialogue journal (<a href="http://www.adlit.org/strategies/22091/">http://www.adlit.org/strategies/22091/</a>), two column notes (<a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a>), etc.</p>

### Prior Knowledge and Experiences

Students should know different modes of writing (narrative, persuasive, argument, descriptive, expository/informational), different genre of writing (e.g., for narrative: memoir, personal narrative, slice of life, biography, autobiography), and the writing process. In addition, students should have experiences with a variety of different readings including literary text, nonfiction, argument, commentary, and visual texts.

### Learning Experience # 1

The teacher may use pre-reading activities around an anchor text (e.g., *To Kill a Mockingbird*) so that students can begin considering the themes that will be the focus of the unit.

<b>Generalization Connection(s):</b>	Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience
<b>Teacher Resources:</b>	<a href="http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf">http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf</a> ( <i>To Kill a Mockingbird</i> lessons) <a href="http://www.youtube.com/watch?v=uqkohqLvCII">http://www.youtube.com/watch?v=uqkohqLvCII</a> (Video SparkNotes : Harper Lee’s <i>To Kill a Mockingbird</i> Summary) <i>To Kill a Mockingbird</i> Graphic Novel <a href="http://www.amazon.com/To-Kill-Mockingbird-Hodder-Graphics/dp/0340940107/ref=sr_1_2?ie=UTF8&amp;qid=1389896593&amp;sr=8-2&amp;keywords=to+kill+a+mockingbird+graphic+novel">http://www.amazon.com/To-Kill-Mockingbird-Hodder-Graphics/dp/0340940107/ref=sr_1_2?ie=UTF8&amp;qid=1389896593&amp;sr=8-2&amp;keywords=to+kill+a+mockingbird+graphic+novel</a> Teacher created note-catcher or organizer that describes examples of inequity in the book. Present before reading so students have a reference and know what to look for while reading. Video clips of scenes from <i>To Kill a Mockingbird</i>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	<a href="http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf">http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf</a> (Use activity on page 15) <a href="http://www.youtube.com/watch?v=uqkohqLvCII">http://www.youtube.com/watch?v=uqkohqLvCII</a> (Video SparkNotes : Harper Lee's <i>To Kill a Mockingbird</i> Summary) <i>To Kill a Mockingbird</i> Graphic Novel <a href="http://www.amazon.com/To-Kill-Mockingbird-Hodder-Graphics/dp/0340940107/ref=sr_1_2?ie=UTF8&amp;qid=1389896593&amp;sr=8-2&amp;keywords=to+kill+a+mockingbird+graphic+novel">http://www.amazon.com/To-Kill-Mockingbird-Hodder-Graphics/dp/0340940107/ref=sr_1_2?ie=UTF8&amp;qid=1389896593&amp;sr=8-2&amp;keywords=to+kill+a+mockingbird+graphic+novel</a> Teacher created note-catcher or organizer that describes examples of inequity in the book. Present before reading so students have a reference and know what to look for while reading. Video clips of scenes from <i>To Kill a Mockingbird</i>	
<b>Assessment:</b>	Students will complete an exit slip exploring the following question: What is a common theme that you have found in the questions from the activity? Make a prediction as to how this theme will be present in the novel. <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may ask students to brainstorm other pieces of literature in which themes of inequity are present	Students may their exit ticket to identify other pieces of literature with similar themes
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Select the more important evidence, considering specific criteria and the context of the communication</li> <li>Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> </ul>	
<b>Critical Language:</b>	Rhetorical appeal, relevance, context, choices, point of view, voice, determine importance, theme	

<b>Learning Experience # 2</b>		
The teacher may bring in videos, news reports/articles, political cartoons, etc. representing competing/conflicting perspectives on a current topic so that students can discuss issues of inequity raised in today's cultural /social climate. [ <i>Understanding text, Responding to text</i> ]		
<b>Generalization Connection(s):</b>	The analysis of author's intended purpose and points of view helps readers better understand the choices authors make and the intended impact of those choices	
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=ngCHXiK_ZuY">http://www.youtube.com/watch?v=ngCHXiK_ZuY</a> (ABC News Nightline broadcast on Trayvon Martin) <a href="http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html">http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html</a> (CNN "Fast Facts" about Trayvon Martin. Includes timeline) <a href="http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/">http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/</a> (CBS Broadcast on race following Trayvon Martin) <a href="http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/">http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/</a> (CBS broadcast on why Trayvon Martin case is important)	

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html">http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html</a> (Leonard Pitts, Jr., commentary on Trayvon Martin) <a href="http://www.intoon.com/cartoons.cfm/id/124261">http://www.intoon.com/cartoons.cfm/id/124261</a> (Editorial cartoon on race and the Trayvon Martin killing) <a href="http://tinyurl.com/k2j32q4">http://tinyurl.com/k2j32q4</a> (Variety of editorial cartoons on Trayvon Martin)	
<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=ngCHXiK_ZuY">http://www.youtube.com/watch?v=ngCHXiK_ZuY</a> (ABC News Nightline broadcast on Trayvon Martin) <a href="http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html">http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html</a> (CNN “Fast Facts” about Trayvon Martin. Includes timeline) <a href="http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/">http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/</a> (CBS Broadcast on race following Trayvon Martin) <a href="http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/">http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/</a> (CBS broadcast on why Trayvon Martin case is important) <a href="http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html">http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html</a> (Leonard Pitts, Jr., commentary on Trayvon Martin) <a href="http://www.intoon.com/cartoons.cfm/id/124261">http://www.intoon.com/cartoons.cfm/id/124261</a> (Editorial cartoon on race and the Trayvon Martin killing) <a href="http://tinyurl.com/k2j32q4">http://tinyurl.com/k2j32q4</a> (Variety of editorial cartoons on Trayvon Martin)	
<b>Assessment:</b>	Students will complete a graphic organizer to capture evidence and be able to compare and contrast the different perspectives on the issue. <a href="http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf">http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf</a> (Double bubble thinking map)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may provide a completed exemplar graphic organizer on one of the texts to use as a model	Students may complete graphic organizers individually or with partners
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may use their compare and contrast graphic organizer to critique the effectiveness of the author’s choices and/or find flaws in the argument presented
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> </ul>	
<b>Critical Language:</b>	Perspective, genre, evaluating, point of view, choices, relevance, determining importance, analyze, inequity, rhetoric, textuality	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 3</b>		
The teacher may use videos, news reports/articles, political cartoons, etc. on a current topic to more deeply explore the issues raised by journalists and to begin analyzing authors' use of rhetorical appeals. [ <i>Understanding text, Responding to text, Critiquing text</i> ]		
<b>Generalization Connection(s):</b>	The analysis of authors' intended purpose and points of view helps readers better understand the choices authors make and the intended impact of those choices	
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=ngCHXiK_ZuY">http://www.youtube.com/watch?v=ngCHXiK_ZuY</a> (ABC News Nightline broadcast on Trayvon Martin) <a href="http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html">http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html</a> (CNN "Fast Facts" about Trayvon Martin. Includes timeline) <a href="http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/">http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/</a> (CBS Broadcast on race following Trayvon Martin) <a href="http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/">http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/</a> (CBS broadcast on why Trayvon Martin case is important) <a href="http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html">http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html</a> (Leonard Pitts, Jr., commentary on Trayvon Martin) <a href="http://www.intoon.com/cartoons.cfm/id/124261">http://www.intoon.com/cartoons.cfm/id/124261</a> (Editorial cartoon on race and the Trayvon Martin killing) <a href="http://tinyurl.com/k2j32q4">http://tinyurl.com/k2j32q4</a> (Variety of editorial cartoons on Trayvon Martin)	
<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=ngCHXiK_ZuY">http://www.youtube.com/watch?v=ngCHXiK_ZuY</a> (ABC News Nightline broadcast on Trayvon Martin) <a href="http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html">http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html</a> (CNN "Fast Facts" about Trayvon Martin. Includes timeline) <a href="http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/">http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/</a> (CBS Broadcast on race following Trayvon Martin) <a href="http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/">http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/</a> (CBS broadcast on why Trayvon Martin case is important) <a href="http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html">http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html</a> (Leonard Pitts, Jr., commentary on Trayvon Martin) <a href="http://www.intoon.com/cartoons.cfm/id/124261">http://www.intoon.com/cartoons.cfm/id/124261</a> (Editorial cartoon on race and the Trayvon Martin killing) <a href="http://tinyurl.com/k2j32q4">http://tinyurl.com/k2j32q4</a> (Variety of editorial cartoons on Trayvon Martin)	
<b>Assessment:</b>	Students will begin their response journal with a double-entry format in which they choose quotes from the texts studied and identify rhetorical devices or other authorial decisions and then analyze those elements from the text. Their response is answering the question: "What is the writer doing here?"	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)	Students may work with partner or small groups for completion of journal entries

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
		Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> <li>• Point of view</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> </ul>	
<b>Critical Language:</b>	Perspective, genre, evaluating, point of view, choices, relevance, determining importance, analyze, context, mode, rhetoric rhetorical appeal, ethos, pathos, logos, racism	

<b>Learning Experience # 4</b>	
<p>The teacher may use a variety of media resources (You Tube videos, infographics, etc.) on a current economic issue so that students can begin to consider their personal perspectives and examine authors’ rhetorical appeals. [<i>Understanding text, Responding to text, Critiquing text</i>]</p>	
<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices
<b>Teacher Resources:</b>	<p><a href="http://www.youtube.com/watch?v=LIYojsi3Zqw">http://www.youtube.com/watch?v=LIYojsi3Zqw</a> (Video on wealth distribution in America)</p> <p><a href="http://sociallyurban.com/wp-content/uploads/2013/06/income-inequity-infographic-workers-middle-class-and-ceos-get-compared.jpg">http://sociallyurban.com/wp-content/uploads/2013/06/income-inequity-infographic-workers-middle-class-and-ceos-get-compared.jpg</a> (Infographic on wealth distribution)</p> <p><a href="http://big.assets.huffingtonpost.com/2013_07_LifeExpectancy.png">http://big.assets.huffingtonpost.com/2013_07_LifeExpectancy.png</a> (Infographic on life expectancy and wealth/poverty)</p> <p><a href="http://s1.ibtimes.com/sites/www.ibtimes.com/files/styles/v2_article_large/public/2013/12/10/increase-income-gap-1992-2012-age-demographic-bankrate.png">http://s1.ibtimes.com/sites/www.ibtimes.com/files/styles/v2_article_large/public/2013/12/10/increase-income-gap-1992-2012-age-demographic-bankrate.png</a> (Graph showing income gap by age groups)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=LIYojsi3Zqw">http://www.youtube.com/watch?v=LIYojsi3Zqw</a> (Video on wealth distribution in America) <a href="http://sociallyurban.com/wp-content/uploads/2013/06/income-inequity-infographic-workers-middle-class-and-ceos-get-compared.jpg">http://sociallyurban.com/wp-content/uploads/2013/06/income-inequity-infographic-workers-middle-class-and-ceos-get-compared.jpg</a> (Infographic on wealth distribution) <a href="http://big.assets.huffingtonpost.com/2013_07_LifeExpectancy.png">http://big.assets.huffingtonpost.com/2013_07_LifeExpectancy.png</a> (Infographic on life expectancy and wealth/poverty) <a href="http://s1.ibtimes.com/sites/www.ibtimes.com/files/styles/v2_article_large/public/2013/12/10/increase-income-gap-1992-2012-age-demographic-bankrate.png">http://s1.ibtimes.com/sites/www.ibtimes.com/files/styles/v2_article_large/public/2013/12/10/increase-income-gap-1992-2012-age-demographic-bankrate.png</a> (Graph showing income gap by age groups)	
<b>Assessment:</b>	Students will complete a graphic organizer in which they identify the author’s purpose and use of rhetorical strategies in the text. <a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf</a> (College Board “SOAPStone” graphic organizer) <a href="http://school.judsonisd.org/webpages/pussey/files/soapstone%20reading%20strategy.pdf">http://school.judsonisd.org/webpages/pussey/files/soapstone%20reading%20strategy.pdf</a> (College Board “SOAPStone” graphic organizer) <a href="http://tinyurl.com/kp56quc">http://tinyurl.com/kp56quc</a> (scroll down for SOAP graphic organizer)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide pre-populated, partially completed graphic organizer – giving students the quotes from the work	Students may complete the graphic organizer by analyzing the quotes identified by the teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may produce an infographic with data from the texts that represents their perspective and interpretation on a point they want to emphasize
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, economic inequity, wealth, income, minimum wage, CEO, classism, textuality	

**Colorado Teacher-Authored Sample Instructional Unit**

Learning Experience # 5		
<p>The teacher may bring in literary resources (poems, short stories, etc.) centered around economic themes so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [<i>Understanding text, Responding to text</i>]</p>		
<b>Generalization Connection(s):</b>	<p>The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices.</p>	
<b>Teacher Resources:</b>	<p><a href="http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/marigolds%20p1.htm">http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/marigolds%20p1.htm</a> (Short story called “Marigolds” that addresses economic inequalities)  <a href="http://www.4shared.com/mp3/YOv5bm2-/A_Century_of_Recorded_Poetry_V.html">http://www.4shared.com/mp3/YOv5bm2-/A_Century_of_Recorded_Poetry_V.html</a>  <a href="http://www.poetryfoundation.org/poem/238130">http://www.poetryfoundation.org/poem/238130</a> (Walt Whitman poem called “America”)  <a href="http://www.poetryfoundation.org/poem/173957">http://www.poetryfoundation.org/poem/173957</a> (Claude McKay poem called “America”)  <a href="http://www.poetryfoundation.org/poem/238160">http://www.poetryfoundation.org/poem/238160</a> (William Waring Cuney poem called “Hard-Time Blues”)</p>	
<b>Student Resources:</b>	<p><a href="http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/marigolds%20p1.htm">http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/marigolds%20p1.htm</a> (Short story called “Marigolds” that addresses economic inequalities)  <a href="http://www.4shared.com/mp3/YOv5bm2-/A_Century_of_Recorded_Poetry_V.html">http://www.4shared.com/mp3/YOv5bm2-/A_Century_of_Recorded_Poetry_V.html</a>  <a href="http://www.poetryfoundation.org/poem/238130">http://www.poetryfoundation.org/poem/238130</a> (Walt Whitman poem called “America”)  <a href="http://www.poetryfoundation.org/poem/173957">http://www.poetryfoundation.org/poem/173957</a> (Claude McKay poem called “America”)  <a href="http://www.poetryfoundation.org/poem/238160">http://www.poetryfoundation.org/poem/238160</a> (William Waring Cuney poem called “Hard-Time Blues”)</p>	
<b>Assessment:</b>	<p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices used in the text. The second response is for students to examine their own perspective on the inequity issue.</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)</p>	<p>Students may work with partner or small groups for completion of journal entries</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p>N/A</p>	<p>Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

	<ul style="list-style-type: none"> <li>• Definition and aspects of genre</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> </ul>
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, economic inequity, classism, textuality

**Learning Experience # 6**

The teacher may utilize small group discussion formats (e.g., literature circles) so that students can explore collaboratively the socio-economic themes raised/ implied in an anchor text (e.g., *To Kill a Mockingbird*) and connect those themes with discussions of current issues. [*Understanding text, Responding to text*]

<b>Generalization Connection(s):</b>	<p>The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices</p> <p>The choice of an appropriate genre for writing requires a close evaluation of context</p> <p>Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience</p>	
<b>Teacher Resources:</b>	<a href="http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf">http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf</a> (Description of implementing literature circles)	
<b>Student Resources:</b>	Reading journals, notes for Literature Circles	
<b>Assessment:</b>	<p>Student will complete their Literature Circle role sheet for their discussion preparation.</p> <p><a href="http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf">http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf</a> ( Literature circle role sheets/templates)</p> <p>Students will explain the connections between the anchor text (e.g., <i>To Kill a Mockingbird</i>), the poems, short story, video, and info graphic discussed from previous Learning Experiences. <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf">http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf</a> (Scaffolded exit tickets)</p> <p>Teachers may partner students with a peer to complete role sheets</p> <p>Teachers may provide exemplar Literature Circle role sheets</p> <p>Teachers may model literature circle group discussion in a “fish bowl” activity, choosing strong students to model group roles</p>	<p>Students may complete role sheet with a partner or small group.</p> <p>Responsibility for role is shared within group.</p> <p>Students may complete scaffolded exit slip</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• The differences between purpose, mode, and genre</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, analyze, rhetorical appeal, voice, context, economic inequity, classism	

<b>Learning Experience # 7</b>	
<p>The teacher may bring in literary resources (poems, short stories, etc.) on racial themes so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [<i>Understanding text, Responding to text, Critiquing text</i>]</p>	
<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices
<b>Teacher Resources:</b>	<p><a href="http://www.childrendefense.org/child-research-data-publications/data/a-portrait-of-inequity-2012.pdf">http://www.childrendefense.org/child-research-data-publications/data/a-portrait-of-inequity-2012.pdf</a> (Children’s Defense Fund Research on Hispanic children in America)</p> <p><a href="http://www.teenink.com/opinion/discrimination/article/288138/Racism-and-Discrimination/">http://www.teenink.com/opinion/discrimination/article/288138/Racism-and-Discrimination/</a> (Teen Ink article on racism and discrimination)</p> <p><a href="http://new.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice">http://new.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice</a> (TED Talk on racial inequity and the power of identity)</p> <p><a href="http://www.readwritethink.org/professional-development/strategy-guides/using-jigsaw-cooperative-learning-30599.html">http://www.readwritethink.org/professional-development/strategy-guides/using-jigsaw-cooperative-learning-30599.html</a> (Jigsaw strategy explained)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	<a href="http://www.childrensdefense.org/child-research-data-publications/data/a-portrait-of-inequity-2012.pdf">http://www.childrensdefense.org/child-research-data-publications/data/a-portrait-of-inequity-2012.pdf</a> (Children’s Defense Fund Research on Hispanic children in America) <a href="http://new.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice">http://new.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice</a> (TED Talk on racial inequity and the power of identity)	
<b>Assessment:</b>	Students will complete a graphic organizer in which they identify the author’s purpose and use of rhetorical strategies in the text. <a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf</a> (College Board “SOAPStone” graphic organizer) <a href="http://school.judsonisd.org/webpages/pussery/files/soapstone%20reading%20strategy.pdf">http://school.judsonisd.org/webpages/pussery/files/soapstone%20reading%20strategy.pdf</a> (College Board “SOAPStone” graphic organizer) <a href="http://tinyurl.com/kp56quc">http://tinyurl.com/kp56quc</a> (scroll down for SOAP graphic organizer)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide pre-populated, partially completed graphic organizer – giving students the quotes from the work	Students may complete the graphic organizer by analyzing the quotes identified by the teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may produce an infographic or other visual representation with data from the texts that represents their perspective and interpretation on a point they want to emphasize
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, racial inequity, racism, textuality	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 8</b>		
The teacher may examine current and historical song lyrics on racial themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [ <i>Understanding text, Responding to text, Critiquing text</i> ]		
<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices	
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=JJ-fCLj1as">http://www.youtube.com/watch?v=JJ-fCLj1as</a> (Flobots) <a href="http://www.edchange.org/multicultural/arts/race_songs.html">http://www.edchange.org/multicultural/arts/race_songs.html</a> (Songs about racism / discrimination) <a href="http://www.songfacts.com/category-songs_about_racism_or_discrimination.php">http://www.songfacts.com/category-songs_about_racism_or_discrimination.php</a> (Songs about racism / discrimination) <a href="http://www.youtube.com/watch?v=m2zKdlcOV5s">http://www.youtube.com/watch?v=m2zKdlcOV5s</a> (Gil Scot-Heron “Winter in America”) <a href="http://www.youtube.com/watch?v=rGaRtqrlGy8">http://www.youtube.com/watch?v=rGaRtqrlGy8</a> (Gil Scot-Heron “The Revolution Will Not be Televised”) <a href="http://www.youtube.com/watch?v=8Paoly7PHwk">http://www.youtube.com/watch?v=8Paoly7PHwk</a> (Public Enemy “Fight the Power”)	
<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=JJ-fCLj1as">http://www.youtube.com/watch?v=JJ-fCLj1as</a> (Flobots) <a href="http://www.edchange.org/multicultural/arts/race_songs.html">http://www.edchange.org/multicultural/arts/race_songs.html</a> (Songs about racism / discrimination) <a href="http://www.songfacts.com/category-songs_about_racism_or_discrimination.php">http://www.songfacts.com/category-songs_about_racism_or_discrimination.php</a> (Songs about racism / discrimination) <a href="http://www.youtube.com/watch?v=m2zKdlcOV5s">http://www.youtube.com/watch?v=m2zKdlcOV5s</a> (Gil Scot-Heron “Winter in America”) <a href="http://www.youtube.com/watch?v=rGaRtqrlGy8">http://www.youtube.com/watch?v=rGaRtqrlGy8</a> (Gil Scot-Heron “The Revolution Will Not be Televised”) <a href="http://www.youtube.com/watch?v=8Paoly7PHwk">http://www.youtube.com/watch?v=8Paoly7PHwk</a> (Public Enemy “Fight the Power”)	
<b>Assessment:</b>	Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices used in the text. The second response is for students to examine their own perspective on the inequity issue.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)	Students may work with partner or small groups for completion of journal entries
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

	<ul style="list-style-type: none"> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, racial inequity, racism, textuality

<b>Learning Experience # 9</b>		
The teacher may use visual representations (murals, etc.) centered around racial themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [ <i>Understanding text, Responding to text, Critiquing text</i> ]		
<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices	
<b>Teacher Resources:</b>	<a href="http://erigfelix.wordpress.com/2013/07/15/discovering-southern-californias-murals/">http://erigfelix.wordpress.com/2013/07/15/discovering-southern-californias-murals/</a> (Murals from Southern California’s Hispanic communities) <a href="http://www.chicanoparksandiego.com/murals/index.html">http://www.chicanoparksandiego.com/murals/index.html</a> (Murals from Southern California’s Hispanic communities) <a href="http://www.sohosandiego.org/reflections/2011/chicanopark.htm">http://www.sohosandiego.org/reflections/2011/chicanopark.htm</a> (Murals from Southern California’s Hispanic communities) <a href="http://tinyurl.com/m66murr">http://tinyurl.com/m66murr</a> (Diego Rivera murals)	
<b>Student Resources:</b>	<a href="http://erigfelix.wordpress.com/2013/07/15/discovering-southern-californias-murals/">http://erigfelix.wordpress.com/2013/07/15/discovering-southern-californias-murals/</a> (Murals from Southern California’s Hispanic communities) <a href="http://www.chicanoparksandiego.com/murals/index.html">http://www.chicanoparksandiego.com/murals/index.html</a> (Murals from Southern California’s Hispanic communities) <a href="http://www.sohosandiego.org/reflections/2011/chicanopark.htm">http://www.sohosandiego.org/reflections/2011/chicanopark.htm</a> (Murals from Southern California’s Hispanic communities) <a href="http://tinyurl.com/m66murr">http://tinyurl.com/m66murr</a> (Diego Rivera murals)	
<b>Assessment:</b>	Students will complete a graphic organizer in which they identify the author’s purpose and use of rhetorical strategies in the text. <a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf</a> (College Board “SOAPStone” graphic organizer) <a href="http://school.judsonisd.org/webpages/pusser/files/soapstone%20reading%20strategy.pdf">http://school.judsonisd.org/webpages/pusser/files/soapstone%20reading%20strategy.pdf</a> (College Board “SOAPStone” graphic organizer) <a href="http://tinyurl.com/kp56quc">http://tinyurl.com/kp56quc</a> (scroll down for SOAP graphic organizer)	
<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

**Colorado Teacher-Authored Sample Instructional Unit**

(Multiple means for students to access content and multiple modes for student to express understanding.)	Teachers may provide pre-populated, partially completed graphic organizer – giving students the quotes from the work	Students may complete the graphic organizer by analyzing the quotes identified by the teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may produce a mural design with ideas from the texts that represents their perspective and interpretation on a point they want to emphasize
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, racial inequity, racism, gender	

<b>Learning Experience # 10</b>		
The teacher may utilize small group discussion formats (e.g., literature circles) so that students can explore collaboratively the racial themes raised/implied in an anchor text (e.g., <i>To Kill a Mockingbird</i> ) and connect those themes with discussions of current issues. [ <i>Understanding text, Responding to text, Critiquing text</i> ]		
<b>Generalization Connection(s):</b>	<p>The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices</p> <p>The choice of an appropriate genre for writing requires a close evaluation of context</p> <p>Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience</p>	
<b>Teacher Resources:</b>	<a href="http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf">http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf</a> (Description of implementing literature circles)	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	Reading journals and Literature Circle notes	
<b>Assessment:</b>	Student will complete their Literature Circle role sheet for their discussion preparation. <a href="http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf">http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf</a> ( Literature circle role sheets/templates) Students will explain the connections between the anchor text (e.g., <i>To Kill a Mockingbird</i> ), the poems, short story, video, and info graphic discussed from previous Learning Experiences. <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf">http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf</a> (Scaffolded exit tickets) Teachers may partner students with a peer to complete role sheets Teachers may provide exemplar Literature Circle role sheets Teachers may model literature circle group discussion in a “fish bowl” activity, choosing strong students to model group roles	Students may complete role sheet with a partner or small group. Responsibility for role is shared within group. Students may complete scaffolded exit slip
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• The differences between purpose, mode, and genre</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, analyze, rhetorical appeal, voice, context, racial inequity, racism	

**Learning Experience # 11**

**Colorado Teacher-Authored Sample Instructional Unit**

The teacher may use a variety of media resources centered around gender themes so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [*Understanding text, Responding to text, Critiquing text*]

<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices
<b>Teacher Resources:</b>	<p><a href="http://www.usatoday.com/story/news/world/2013/10/10/malala-jon-stewart-daily-show/2959599/">http://www.usatoday.com/story/news/world/2013/10/10/malala-jon-stewart-daily-show/2959599/</a> (USA Today news story on Malala on <i>Jon Stewart Show</i>)</p> <p><a href="http://www.youtube.com/watch?v=gjGL6YY6oMs">http://www.youtube.com/watch?v=gjGL6YY6oMs</a> (In this exclusive, unedited interview, "I Am Malala" author Malala Yousafzai remembers the Taliban's rise to power in her Pakistani hometown and discusses her efforts to campaign for equal access)</p> <p><a href="http://www.pri.org/stories/2013-07-17/dear-malala-taliban-commander-writes-personal-response-malala-yousufzai">http://www.pri.org/stories/2013-07-17/dear-malala-taliban-commander-writes-personal-response-malala-yousufzai</a> (Taliban commander’s response to Malala)</p> <p><a href="http://www.bbc.co.uk/news/magazine-24379018">http://www.bbc.co.uk/news/magazine-24379018</a> (BBC story on Malala)</p> <p><a href="http://www.biography.com/people/malala-yousafzai-21362253">http://www.biography.com/people/malala-yousafzai-21362253</a> (Biography.com’s biography of Malala)</p> <p><a href="http://www.nyfa.edu/film-school-blog/wp-content/uploads/2013/11/Gender-Inequity-in-Film.jpg">http://www.nyfa.edu/film-school-blog/wp-content/uploads/2013/11/Gender-Inequity-in-Film.jpg</a></p> <p><a href="http://i.imgur.com/1DITi.png">http://i.imgur.com/1DITi.png</a> (gender and economic inequity)</p> <p><a href="http://www.huffingtonpost.com/2013/11/29/gender-inequity-in-film_n_4360012.html">http://www.huffingtonpost.com/2013/11/29/gender-inequity-in-film_n_4360012.html</a> (infographic on gender inequity in film)</p> <p><a href="http://annenbergl.usc.edu/Faculty/Communication%20and%20Journalism/~media/A41FBC3E62084AC8A8C047A9D4A54033.ashx">http://annenbergl.usc.edu/Faculty/Communication%20and%20Journalism/~media/A41FBC3E62084AC8A8C047A9D4A54033.ashx</a> (research on gender inequity in film)</p> <p><a href="http://www.nbcnews.com/id/48618383/ns/technology_and_science-science/t/word-womens-status-rises-so-do-literary-shes-hers/">http://www.nbcnews.com/id/48618383/ns/technology_and_science-science/t/word-womens-status-rises-so-do-literary-shes-hers/</a> (language use – “she” and “her” – in society)</p> <p><a href="http://samsonadogbeji.blogspot.com/2012/11/the-benefit-of-using-creative.html">http://samsonadogbeji.blogspot.com/2012/11/the-benefit-of-using-creative.html</a> (Research in gender inequity)</p> <p><a href="http://www.arts.cornell.edu/poverty/kanbur/ABCDE.pdf">http://www.arts.cornell.edu/poverty/kanbur/ABCDE.pdf</a> (Research on gender inequity)</p>
<b>Student Resources:</b>	<p><a href="http://www.usatoday.com/story/news/world/2013/10/10/malala-jon-stewart-daily-show/2959599/">http://www.usatoday.com/story/news/world/2013/10/10/malala-jon-stewart-daily-show/2959599/</a> (USA Today news story on Malala on <i>Jon Stewart Show</i>)</p> <p><a href="http://www.youtube.com/watch?v=gjGL6YY6oMs">http://www.youtube.com/watch?v=gjGL6YY6oMs</a> (In this exclusive, unedited interview, "I Am Malala" author Malala Yousafzai remembers the Taliban's rise to power in her Pakistani hometown and discusses her efforts to campaign for equal access)</p> <p><a href="http://www.pri.org/stories/2013-07-17/dear-malala-taliban-commander-writes-personal-response-malala-yousufzai">http://www.pri.org/stories/2013-07-17/dear-malala-taliban-commander-writes-personal-response-malala-yousufzai</a> (Taliban commander’s response to Malala)</p> <p><a href="http://www.bbc.co.uk/news/magazine-24379018">http://www.bbc.co.uk/news/magazine-24379018</a> (BBC story on Malala)</p> <p><a href="http://www.biography.com/people/malala-yousafzai-21362253">http://www.biography.com/people/malala-yousafzai-21362253</a> (Biography.com’s biography of Malala)</p> <p><a href="http://www.nyfa.edu/film-school-blog/wp-content/uploads/2013/11/Gender-Inequity-in-Film.jpg">http://www.nyfa.edu/film-school-blog/wp-content/uploads/2013/11/Gender-Inequity-in-Film.jpg</a></p> <p><a href="http://i.imgur.com/1DITi.png">http://i.imgur.com/1DITi.png</a> (gender and economic inequity)</p> <p><a href="http://www.huffingtonpost.com/2013/11/29/gender-inequity-in-film_n_4360012.html">http://www.huffingtonpost.com/2013/11/29/gender-inequity-in-film_n_4360012.html</a> (infographic on gender inequity in film)</p> <p><a href="http://annenbergl.usc.edu/Faculty/Communication%20and%20Journalism/~media/A41FBC3E62084AC8A8C047A9D4A54033.ashx">http://annenbergl.usc.edu/Faculty/Communication%20and%20Journalism/~media/A41FBC3E62084AC8A8C047A9D4A54033.ashx</a> (research on gender inequity in film)</p> <p><a href="http://www.nbcnews.com/id/48618383/ns/technology_and_science-science/t/word-womens-status-rises-so-do-literary-shes-hers/">http://www.nbcnews.com/id/48618383/ns/technology_and_science-science/t/word-womens-status-rises-so-do-literary-shes-hers/</a> (language use – “she” and “her” – in society)</p> <p><a href="http://samsonadogbeji.blogspot.com/2012/11/the-benefit-of-using-creative.html">http://samsonadogbeji.blogspot.com/2012/11/the-benefit-of-using-creative.html</a> (Research in gender inequity)</p> <p><a href="http://www.arts.cornell.edu/poverty/kanbur/ABCDE.pdf">http://www.arts.cornell.edu/poverty/kanbur/ABCDE.pdf</a> (Research on gender inequity)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Assessment:</b>	Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices used in the text. The second response is for students to examine their own perspective on the inequity issue.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide <a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)	Students may work with partner or small groups for completion of journal entries
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, gender inequity, sexism	

<b>Learning Experience # 12</b>	
The teacher may bring in literary resources (poems, short stories, etc.) on age themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [ <i>Understanding text, Responding to text, Critiquing text</i> ]	
<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices

**Colorado Teacher-Authored Sample Instructional Unit**

<p><b>Teacher Resources:</b></p>	<p><a href="http://www.poemhunter.com/poem/ask-me/">http://www.poemhunter.com/poem/ask-me/</a> (William Stafford’s poem “Ask Me”)  <a href="http://www.teenink.com/opinion/discrimination/article/174187/Age-Discrimination-Nobody-Likes-It-to-Happen-to-Them/">http://www.teenink.com/opinion/discrimination/article/174187/Age-Discrimination-Nobody-Likes-It-to-Happen-to-Them/</a> (Teen Ink article on age discrimination)  <a href="http://www.poemhunter.com/poem/an-old-man-s-winter-night/">http://www.poemhunter.com/poem/an-old-man-s-winter-night/</a> (Robert Frost’s poem “An Old Man’s Winter Night”)  <a href="http://books.google.com/books?id=ksTfEJZqUWwVC&amp;pg=PA153&amp;lpg=PA153&amp;dq=gina+berriault+the+bystander&amp;source=bl&amp;ots=Cir1H_pJZM6&amp;sig=7-5nw0-w0WwVC3xt6rlqX-KaG6l&amp;hl=en&amp;sa=X&amp;ei=GffZUojeH4bhyQGO7oAg&amp;ved=0CCgQ6AEwAA#v=onepage&amp;q=gina%20berriault%20the%20bystander&amp;f=false">http://books.google.com/books?id=ksTfEJZqUWwVC&amp;pg=PA153&amp;lpg=PA153&amp;dq=gina+berriault+the+bystander&amp;source=bl&amp;ots=Cir1H_pJZM6&amp;sig=7-5nw0-w0WwVC3xt6rlqX-KaG6l&amp;hl=en&amp;sa=X&amp;ei=GffZUojeH4bhyQGO7oAg&amp;ved=0CCgQ6AEwAA#v=onepage&amp;q=gina%20berriault%20the%20bystander&amp;f=false</a>  <a href="http://quod.lib.umich.edu/cgi/t/text/text-index?cc=mqr;c=mqr;c=mqrarchive;idno=act2080.0037.419;rgn=main;view=text;xc=1;g=mqrq">http://quod.lib.umich.edu/cgi/t/text/text-index?cc=mqr;c=mqr;c=mqrarchive;idno=act2080.0037.419;rgn=main;view=text;xc=1;g=mqrq</a> (Essay on <i>Death of a Salesman</i>)  <a href="http://www.eeoc.gov/laws/types/">http://www.eeoc.gov/laws/types/</a> (U.S. laws on discrimination in the workplace)  <a href="https://www.google.com/search?q=age+discrimination&amp;rls=com.microsoft:en-us:IE-SearchBox&amp;rlz=117MXGB_enUS565&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=PIPZUuGpBMewyQGfIYHADg&amp;ved=0CAkQ_AUoAQ&amp;biw=1366&amp;bih=595">https://www.google.com/search?q=age+discrimination&amp;rls=com.microsoft:en-us:IE-SearchBox&amp;rlz=117MXGB_enUS565&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=PIPZUuGpBMewyQGfIYHADg&amp;ved=0CAkQ_AUoAQ&amp;biw=1366&amp;bih=595</a> (Age discrimination images)  <a href="http://www.aarp.org/work/employee-rights/info-02-2009/age_discrimination_fact_sheet.html">http://www.aarp.org/work/employee-rights/info-02-2009/age_discrimination_fact_sheet.html</a> (AARP’s fact sheet on age discrimination)  <a href="http://www.goodreads.com/story/show/270158-cutting-class">http://www.goodreads.com/story/show/270158-cutting-class</a> (Excerpt of novel called <i>Cutting Class</i>)  <a href="http://www.teenink.com/opinion/discrimination/article/527533/being-a-teenager-can-be-frustrating/">http://www.teenink.com/opinion/discrimination/article/527533/being-a-teenager-can-be-frustrating/</a> (Teen Ink article on age discrimination)  <a href="http://news.nationalgeographic.com/news/2014/01/140114-progeria-disease-berns-children-premature-aging-research-gene-mutation/">http://news.nationalgeographic.com/news/2014/01/140114-progeria-disease-berns-children-premature-aging-research-gene-mutation/</a> (National Geographic article on Progeria – aging disease and children)</p>
<p><b>Student Resources:</b></p>	<p><a href="http://www.poemhunter.com/poem/ask-me/">http://www.poemhunter.com/poem/ask-me/</a> (William Stafford’s poem “Ask Me”)  <a href="http://www.teenink.com/opinion/discrimination/article/174187/Age-Discrimination-Nobody-Likes-It-to-Happen-to-Them/">http://www.teenink.com/opinion/discrimination/article/174187/Age-Discrimination-Nobody-Likes-It-to-Happen-to-Them/</a> (Teen Ink article on age discrimination)  <a href="http://www.poemhunter.com/poem/an-old-man-s-winter-night/">http://www.poemhunter.com/poem/an-old-man-s-winter-night/</a> (Robert Frost’s poem “An Old Man’s Winter Night”)  <a href="http://books.google.com/books?id=ksTfEJZqUWwVC&amp;pg=PA153&amp;lpg=PA153&amp;dq=gina+berriault+the+bystander&amp;source=bl&amp;ots=Cir1H_pJZM6&amp;sig=7-5nw0-w0WwVC3xt6rlqX-KaG6l&amp;hl=en&amp;sa=X&amp;ei=GffZUojeH4bhyQGO7oAg&amp;ved=0CCgQ6AEwAA#v=onepage&amp;q=gina%20berriault%20the%20bystander&amp;f=false">http://books.google.com/books?id=ksTfEJZqUWwVC&amp;pg=PA153&amp;lpg=PA153&amp;dq=gina+berriault+the+bystander&amp;source=bl&amp;ots=Cir1H_pJZM6&amp;sig=7-5nw0-w0WwVC3xt6rlqX-KaG6l&amp;hl=en&amp;sa=X&amp;ei=GffZUojeH4bhyQGO7oAg&amp;ved=0CCgQ6AEwAA#v=onepage&amp;q=gina%20berriault%20the%20bystander&amp;f=false</a>  <a href="http://quod.lib.umich.edu/cgi/t/text/text-index?cc=mqr;c=mqr;c=mqrarchive;idno=act2080.0037.419;rgn=main;view=text;xc=1;g=mqrq">http://quod.lib.umich.edu/cgi/t/text/text-index?cc=mqr;c=mqr;c=mqrarchive;idno=act2080.0037.419;rgn=main;view=text;xc=1;g=mqrq</a> (Essay on <i>Death of a Salesman</i>)  <a href="http://www.eeoc.gov/laws/types/">http://www.eeoc.gov/laws/types/</a> (U.S. laws on discrimination in the workplace)  <a href="https://www.google.com/search?q=age+discrimination&amp;rls=com.microsoft:en-us:IE-SearchBox&amp;rlz=117MXGB_enUS565&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=PIPZUuGpBMewyQGfIYHADg&amp;ved=0CAkQ_AUoAQ&amp;biw=1366&amp;bih=595">https://www.google.com/search?q=age+discrimination&amp;rls=com.microsoft:en-us:IE-SearchBox&amp;rlz=117MXGB_enUS565&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=PIPZUuGpBMewyQGfIYHADg&amp;ved=0CAkQ_AUoAQ&amp;biw=1366&amp;bih=595</a> (Age discrimination images)  <a href="http://www.aarp.org/work/employee-rights/info-02-2009/age_discrimination_fact_sheet.html">http://www.aarp.org/work/employee-rights/info-02-2009/age_discrimination_fact_sheet.html</a> (AARP’s fact sheet on age discrimination)  <a href="http://www.goodreads.com/story/show/270158-cutting-class">http://www.goodreads.com/story/show/270158-cutting-class</a> (Excerpt of novel called <i>Cutting Class</i>)  <a href="http://www.teenink.com/opinion/discrimination/article/527533/being-a-teenager-can-be-frustrating/">http://www.teenink.com/opinion/discrimination/article/527533/being-a-teenager-can-be-frustrating/</a> (Teen Ink article on age discrimination)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="http://news.nationalgeographic.com/news/2014/01/140114-progeria-disease-berns-children-premature-aging-research-gene-mutation/">http://news.nationalgeographic.com/news/2014/01/140114-progeria-disease-berns-children-premature-aging-research-gene-mutation/</a> (National Geographic article on Progeria – aging disease and children)	
<b>Assessment:</b>	Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices used in the text. The second response is for students to examine their own perspective on the inequity issue.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide <a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)	Students may work with partner or small groups for completion of journal entries
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, age inequity, ageism	

**Learning Experience # 13**

The teacher may bring in literary resources (poems, short stories, etc.) on sexual orientation themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [*Understanding text, Responding to text, Critiquing text*]

**Colorado Teacher-Authored Sample Instructional Unit**

<p><b>Generalization Connection(s):</b></p>	<p>The analysis of authors' intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices</p>
<p><b>Teacher Resources:</b></p>	<p><a href="http://healthwellnessconnection.com/2012/02/21/body-image-statistics-don%E2%80%99t-tie-your-weight-to-unrealistic-expectations/">http://healthwellnessconnection.com/2012/02/21/body-image-statistics-don%E2%80%99t-tie-your-weight-to-unrealistic-expectations/</a> (Body image statistics)</p> <p><a href="http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf">http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf</a> (Facts on male body image)</p> <p><a href="https://www.google.com/search?q=body+image+infographic&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=jFzZUrHvMarJygHy54HYBQ&amp;sqi=2&amp;ved=0CCgQsAQ&amp;biw=1034&amp;bih=619#imgdii=_">https://www.google.com/search?q=body+image+infographic&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=jFzZUrHvMarJygHy54HYBQ&amp;sqi=2&amp;ved=0CCgQsAQ&amp;biw=1034&amp;bih=619#imgdii=_</a> (Various infographics on body image)</p> <p><a href="http://www.nationaleatingdisorders.org/media-body-image-and-eating-disorders">http://www.nationaleatingdisorders.org/media-body-image-and-eating-disorders</a> (Media and body image)</p> <p><a href="http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&amp;page=fastfacts">http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&amp;page=fastfacts</a> (Teen Health article on body image facts)</p> <p><a href="http://www.eeoc.gov/federal/otherprotections.cfm">http://www.eeoc.gov/federal/otherprotections.cfm</a></p> <p><a href="http://www.hrc.org/laws-and-legislation/federal-legislation/employment-non-discrimination-act">http://www.hrc.org/laws-and-legislation/federal-legislation/employment-non-discrimination-act</a> (U.S. laws on discrimination)</p> <p><a href="http://www.bna.com/senate-passes-bill-n17179879992/">http://www.bna.com/senate-passes-bill-n17179879992/</a> (Senate Bill on sexual orientation)</p> <p>Several Huffpost articles consolidated: <a href="http://www.huffingtonpost.com/tag/sexual-orientation-discrimination">http://www.huffingtonpost.com/tag/sexual-orientation-discrimination</a> (Article on sexual orientation and discrimination)</p> <p><a href="http://www.policymic.com/articles/11738/5-people-who-were-fired-for-being-gay-and-the-29-states-where-that-is-still-legal">http://www.policymic.com/articles/11738/5-people-who-were-fired-for-being-gay-and-the-29-states-where-that-is-still-legal</a> (Sexual orientation and employment)</p> <p><a href="http://articles.chicagotribune.com/keyword/sexual-orientation">http://articles.chicagotribune.com/keyword/sexual-orientation</a> (Several Chicago Tribune articles consolidated)</p> <p><a href="http://www.cnn.com/2013/03/14/us/nfl-sexual-preference-questions/">http://www.cnn.com/2013/03/14/us/nfl-sexual-preference-questions/</a></p> <p><a href="http://www.hrc.org/files/assets/resources/Hatecrimesandviolenceagainstlgbtpeople_2009.pdf">http://www.hrc.org/files/assets/resources/Hatecrimesandviolenceagainstlgbtpeople_2009.pdf</a> (Violence because of sexual orientation)</p> <p><a href="http://www.huffingtonpost.com/tag/violence-against-gays">http://www.huffingtonpost.com/tag/violence-against-gays</a> (Series of Huffpost articles on violence against gays)</p> <p><a href="http://www.theguardian.com/world/2010/oct/17/increase-homophobia-violence-new-york">http://www.theguardian.com/world/2010/oct/17/increase-homophobia-violence-new-york</a> (Article exploring the increase in homophobia)</p> <p><a href="http://topics.nytimes.com/top/reference/timestopics/people/s/matthew_shepard/index.html">http://topics.nytimes.com/top/reference/timestopics/people/s/matthew_shepard/index.html</a> (Article on Matthew Shepard)</p>
<p><b>Student Resources:</b></p>	<p><a href="http://healthwellnessconnection.com/2012/02/21/body-image-statistics-don%E2%80%99t-tie-your-weight-to-unrealistic-expectations/">http://healthwellnessconnection.com/2012/02/21/body-image-statistics-don%E2%80%99t-tie-your-weight-to-unrealistic-expectations/</a> (Body image statistics)</p> <p><a href="http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf">http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf</a> (Facts on male body image)</p> <p><a href="https://www.google.com/search?q=body+image+infographic&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=jFzZUrHvMarJygHy54HYBQ&amp;sqi=2&amp;ved=0CCgQsAQ&amp;biw=1034&amp;bih=619#imgdii=_">https://www.google.com/search?q=body+image+infographic&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=jFzZUrHvMarJygHy54HYBQ&amp;sqi=2&amp;ved=0CCgQsAQ&amp;biw=1034&amp;bih=619#imgdii=_</a> (Various infographics on body image)</p> <p><a href="http://www.nationaleatingdisorders.org/media-body-image-and-eating-disorders">http://www.nationaleatingdisorders.org/media-body-image-and-eating-disorders</a> (Media and body image)</p> <p><a href="http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&amp;page=fastfacts">http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&amp;page=fastfacts</a> (Teen Health article on body image facts)</p> <p><a href="http://www.eeoc.gov/federal/otherprotections.cfm">http://www.eeoc.gov/federal/otherprotections.cfm</a></p> <p><a href="http://www.hrc.org/laws-and-legislation/federal-legislation/employment-non-discrimination-act">http://www.hrc.org/laws-and-legislation/federal-legislation/employment-non-discrimination-act</a> (U.S. laws on discrimination)</p> <p><a href="http://www.bna.com/senate-passes-bill-n17179879992/">http://www.bna.com/senate-passes-bill-n17179879992/</a> (Senate Bill on sexual orientation)</p> <p>Several Huffpost articles consolidated: <a href="http://www.huffingtonpost.com/tag/sexual-orientation-discrimination">http://www.huffingtonpost.com/tag/sexual-orientation-discrimination</a> (Article on sexual orientation and discrimination)</p> <p><a href="http://www.policymic.com/articles/11738/5-people-who-were-fired-for-being-gay-and-the-29-states-where-that-is-still-legal">http://www.policymic.com/articles/11738/5-people-who-were-fired-for-being-gay-and-the-29-states-where-that-is-still-legal</a> (Sexual orientation and employment)</p> <p><a href="http://articles.chicagotribune.com/keyword/sexual-orientation">http://articles.chicagotribune.com/keyword/sexual-orientation</a> (Several Chicago Tribune articles consolidated)</p> <p><a href="http://www.cnn.com/2013/03/14/us/nfl-sexual-preference-questions/">http://www.cnn.com/2013/03/14/us/nfl-sexual-preference-questions/</a></p> <p><a href="http://www.hrc.org/files/assets/resources/Hatecrimesandviolenceagainstlgbtpeople_2009.pdf">http://www.hrc.org/files/assets/resources/Hatecrimesandviolenceagainstlgbtpeople_2009.pdf</a> (Violence because of sexual orientation)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

	<p>orientation)  <a href="http://www.huffingtonpost.com/tag/violence-against-gays">http://www.huffingtonpost.com/tag/violence-against-gays</a> (Series of Huffpost articles on violence against gays)  <a href="http://www.theguardian.com/world/2010/oct/17/increase-homophobia-violence-new-york">http://www.theguardian.com/world/2010/oct/17/increase-homophobia-violence-new-york</a> (Article exploring the increase in homophobia)  <a href="http://topics.nytimes.com/top/reference/timestopics/people/s/matthew_shepard/index.html">http://topics.nytimes.com/top/reference/timestopics/people/s/matthew_shepard/index.html</a> (Article on Matthew Shepard)</p>	
<b>Assessment:</b>	<p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices used in the text. The second response is for students to examine their own perspective on the inequity issue.</p>	
<p><b>Differentiation:</b>                  (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p>Teachers may provide  <a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)</p>	<p>Students may work with partner or small groups for completion of journal entries</p>
<p><b>Extensions for depth and complexity:</b></p>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p>N/A</p>	<p>Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>	
<b>Critical Language:</b>	<p>Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, sexual orientation inequity, body image inequity, homophobia, negative body image</p>	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 14</b>		
<p>The teacher may utilize small group discussion formats (e.g., literature circles) so that students can explore collaboratively the age and gender themes raised/implicit in an anchor text (e.g., <i>To Kill a Mockingbird</i>) and connect those themes with discussions of current issues. [<i>Understanding text, Responding to text, Critiquing text</i>]</p>		
<b>Generalization Connection(s):</b>	<p>The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices</p> <p>The choice of an appropriate genre for writing requires a close evaluation of context</p> <p>Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience</p>	
<b>Teacher Resources:</b>	<p><a href="http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf">http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf</a> (Description of implementing literature circles)</p>	
<b>Student Resources:</b>	<p>N/A</p>	
<b>Assessment:</b>	<p>Student will complete their Literature Circle role sheet for their discussion preparation.</p> <p><a href="http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf">http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf</a> (Literature circle role sheets/templates)</p> <p>Students will explain the connections between the anchor text (e.g., <i>To Kill a Mockingbird</i>), the poems, short story, video, and infographic discussed from previous Learning Experiences. <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf">http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf</a> (Scaffolded exit tickets)</p> <p>Teachers may partner students with a peer to complete role sheets</p> <p>Teachers may provide exemplar Literature Circle role sheets</p> <p>Teachers may model literature circle group discussion in a “fish bowl” activity, choosing strong students to model group roles</p>	<p>Students may complete role sheet with a partner or small group.</p> <p>Responsibility for role is shared within group.</p> <p>Students may complete scaffolded exit slip</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• The differences between purpose, mode, and genre</li> </ul>	

### Colorado Teacher-Authored Sample Instructional Unit

<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li> </ul>
<b>Critical Language:</b>	Evaluating, determining importance, relevance, analyze, rhetorical appeal, voice, context, gender inequity, age inequity, body image inequity, and sexual orientation inequity

<b>Learning Experience # 15</b>	
The teacher may model and guide methods of synthesizing information so that students can begin considering ways to purposefully consolidate information. [ <i>Producing text</i> ]	
<b>Generalization Connection(s):</b>	A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact The choice of an appropriate genre for writing requires a close evaluation of context
<b>Teacher Resources:</b>	<a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs) <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars) <a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects) <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars) <a href="http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE</a> (Multi-genre project) <a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects) <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)
<b>Student Resources:</b>	<a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs) <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars) <a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects) <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars) <a href="http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE</a> (Multigenre project) <a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects) <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects) <a href="https://www.nesacenter.org/uploaded/conferences/SEC/2010/spkr_handouts/AndesonCarlConferring.pdf">https://www.nesacenter.org/uploaded/conferences/SEC/2010/spkr_handouts/AndesonCarlConferring.pdf</a> (Conferring with students from Carl Anderson)
<b>Assessment:</b>	The assessments for this and the following three Learning Experiences are aimed at gathering evidence and providing feedback as they craft their multi-genre project. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the multi-genre project. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Definition and aspects of genre</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> </ul>	
<b>Critical Language:</b>	Choices, genre, evaluating, determine importance, relevance, communication, perspective, artifact, synthesis	

<b>Learning Experience # 16</b>	
The teacher may model and guide the drafting process (genre, use of context, mode, and rhetoric) so that students can begin considering effective approaches to the drafting process. [ <i>Producing text</i> ]	
<b>Generalization Connection(s):</b>	<p>A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact</p> <p>The choice of an appropriate genre for writing requires a close evaluation of context</p> <p>Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience</p> <p>Writers attend to the conventions of language in order to establish credibility and communicate effectively</p>
<b>Teacher Resources:</b>	<p><a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs)</p> <p><a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars)</p> <p><a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects)</p> <p><a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars)</p> <p><a href="http://21stcenturyskillsnmteacher.wiki.wisc.edu/wiki/MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteacher.wiki.wisc.edu/wiki/MULTIGENRE+RESOURCE</a> (Multigenre project)</p> <p><a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects)</p> <p><a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)</p>
<b>Student Resources:</b>	<p><a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs)</p> <p><a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars)</p> <p><a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects)</p> <p><a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars)</p> <p><a href="http://21stcenturyskillsnmteacher.wiki.wisc.edu/wiki/MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteacher.wiki.wisc.edu/wiki/MULTIGENRE+RESOURCE</a> (Multigenre project)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects) <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)	
<b>Assessment:</b>	The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as they craft their multi-genre project. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the multi-genre project. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> <li>• Definition and aspects of genre</li> <li>• The differences between purpose, mode, and genre</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify modes in texts, and critique authors' choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li> </ul>	
<b>Critical Language:</b>	Choices, genre, evaluating, determine importance, relevance, communication, perspective, context, mode, exposition, argumentation, persuasion, narration, artifact, synthesis, draft(ing), textuality	

<b>Learning Experience # 17</b>	
The teacher may provide guidance for writing (in a workshop setting) so that students can understand the editing/refining process as central to improving written work. [ <i>Producing text</i> ]	
<b>Generalization Connection(s):</b>	A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience) Writers attend to the conventions of language in order to establish credibility and communicate effectively

### Colorado Teacher-Authored Sample Instructional Unit

<b>Teacher Resources:</b>	<a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs) <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars) <a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects) <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars) <a href="http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE</a> (Multi-genre project) <a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects) <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)	
<b>Student Resources:</b>	<a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs) <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars) <a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects) <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars) <a href="http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE</a> (Multigenre project) <a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects) <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)	
<b>Assessment:</b>	The assessments for this Learning Experience are aimed at providing feedback as they craft their multi-genre project. For this Learning Experience, students will finalize their draft of the multi-genre project. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive) (Definition and aspects of genre)</li> <li>• The differences between purpose, mode, and genre</li> <li>• Strategies for revision (e.g., gather feedback from peers and adults; read text aloud; reverse outlining to check for coherence, highlighting different ideas and structures)</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Key Skills:</b>	<ul style="list-style-type: none"><li>• Identify modes in texts, and critique authors' choice of these modes to convey their point of view or message</li><li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li><li>• Select the more important evidence, considering specific criteria and the context of the communication</li><li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li><li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li><li>• Select and use appropriate vocabulary, sentence structure, and sentence organization to refine the expression of voice and tone</li><li>• Revise ideas and structure in own writing and the writing of others, refining ideas and organization and ensuring that the piece communicates effectively for the given context</li><li>• Edit own writing to create credibility as an author and meet the readers' expectations</li></ul>
<b>Critical Language:</b>	Choices, genre, evaluating, determine importance, relevance, communication, perspective, context, mode, exposition, argumentation, persuasion, narration, conventions, artifact, synthesis, draft(ing), workshop