

Unit Title: E Pluribus Unum

Single Voice - Identity

INSTRUCTIONAL UNIT AUTHORS

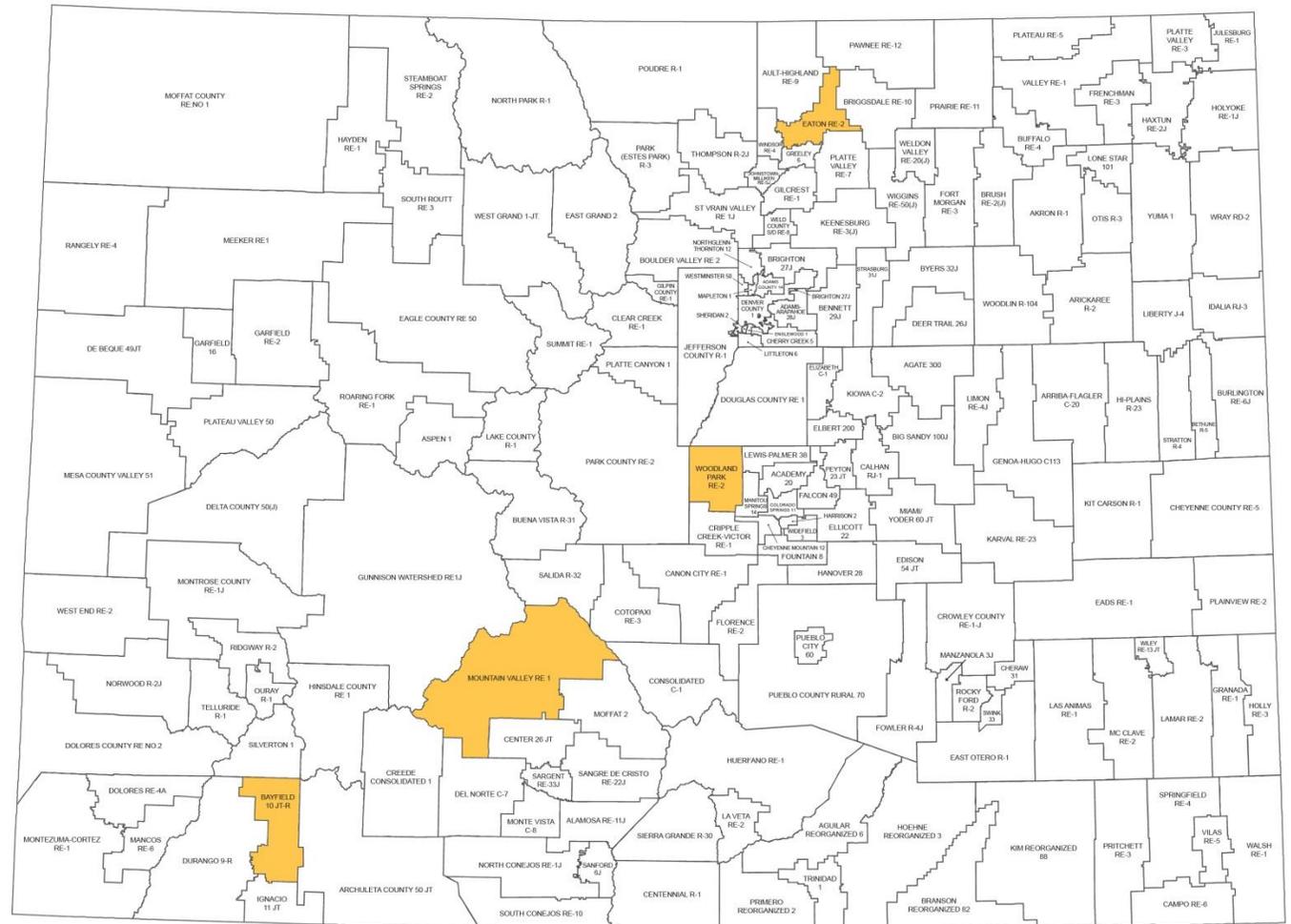
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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

Colorado Teacher-Authored Sample Instructional Unit

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

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

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

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

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

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

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This 4-6 week unit focuses on how cultural experiences, societal influences, and adversity impact individuals in those cultures. Through collaborative inquiry and sharing thoughts and opinions, students may examine diverse texts by a single author that explore “identity” in those cultures. Students may demonstrate their understanding of how cultural and societal influences shape and define identity by writing their own narrative piece.
Considerations:	In this unit, the unit authors explore works by a single author. We have identified an extended anchor text for the unit with students then exploring shorter texts from the same author to study how an author explores the same themes and concepts in a body of his/her work. While this unit could work with any number of authors, the necessary element is that teachers build a body of multiple texts produced by the same author. The texts should reveal cultural and societal influences on the author and evidence of those influences in the literary works. For that reason, it may be useful for teachers to include author interviews, autobiographies, or essays so students can hear first-hand from the author about those societal or cultural influences on him/her and his/her writing. In this, as in all of our units, text is defined as any media, print or non-print, used to communicate an idea, emotion or information.
Unit Generalizations	
Key Generalization:	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author
Supporting Generalizations:	Understand authors’ word choice, meaning and nuance can inform a student’s own narrative technique
	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas
	Collaborative discussions and the diversity they reveal aid individuals’ observational abilities

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>Performance Assessment: You have been asked to submit a personal narrative to <i>Teen Ink</i> magazine exploring the tensions that adolescents may experience as they continue to grow into adulthood and that shape the person they are becoming. By studying the biographical, autobiographical, and nonfiction pieces from Sandra Cisneros, and through studying the characters she develops in her literary works, we gain a deeper insight into how societal influences and cultural experiences shape one’s identity. In the personal narrative you craft, explore how the societal influences around you combine with your own cultural experiences to shape your sense of self and your own identity.</p> <p>Role: Yourself Audience: Readers of a literary magazine about adolescent life (<i>Teen Ink</i> as an example) Format: Personal narrative Topic: Societal influences and cultural experiences in shaping our identity and sense of self</p>
Product/Evidence: (Expected product from students)	Students will write a personal narrative (or other genre based on personal experience) to illustrate and explain how societal influences and cultural experiences come together to shape one’s identity. By studying the works by and about Sandra Cisneros, for example, students will understand how authors’ lives are shaped by these external influences and, in turn, how their characters’ lives reflect those influences and experiences. In their own writing, students may reveal how the interactions or tensions between societal influences and cultural (or familial) experiences sometimes are in conflict with each other.

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Differentiation: (Multiple modes for student expression)	Personal narrative writing, or other types of writing stemming from personal experience, may take many forms – all which provide opportunity to differentiate. Students may choose to write <ul style="list-style-type: none"> • Journal or diary type entries exploring the topic • Slice of life • Memoir • A series of letters or correspondence • Storyboard or graphic novel format
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>My Beloved World</i> by Sonia Sotomaier (Lexile NA) <i>Always Running: La Vida Loca: Gang Days in L.A.</i> by Luis J. Rodriguez (Lexile = 830) <i>Down These Mean Streets</i> by Piri Thomas (Lexile = 820) <i>When I was Puerto Rican</i> by Esmeralda Santiago (Lexile = 1020)	<i>The Absolutely True Diary of a Part-time Indian</i> by Sherman Alexie (Lexile = 600) <i>The Joy Luck Club</i> by Amy Tan (Lexile = 800) <i>In the Time of Butterflies</i> Julia Alvarez (Lexile = 910) <i>Ceremony</i> by Leslie Marmon Silko (Lexile = 890) <i>When the Emperor Was Divine</i> by Julie Otsuka (810L) <i>The Shadow of Banyan</i> by Vaddey Ratner (Lexile NA) <i>First Rule of Swimming</i> by Angela Courtney Brkic (Lexile NA) <i>A Constellation of Vital Phenomenon</i> by Anthony Marra (Lexile NA)

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	In order to think, read, and write like a literary critic, students may collaborate around the analysis of textual evidence from various works of literature.	Teacher Resources:	Group discussion and norms http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (edutopia source for collaboration) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) McREL <i>Classroom Instruction That Works</i> Socratic Seminar www.Paideia.org (Socratic Seminar) http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (Socratic Seminar explanation from readwritethink.org)
			Student Resources:	Graphic organizer for capturing group discussion http://learningteams.pbworks.com/f/Facilitation+Tools+%26+Strategies.pdf (Strategies and graphic organizers for group discussions) The literary texts used throughout the unit

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	Skills:	<ul style="list-style-type: none"> • Come to discussion prepared • Read and research material • Refer to evidence from text 	Assessment:	Students will complete various formative tasks throughout the unit: Exit ticket http://exitticket.org/ (Online exit ticket form), think-pair-share, http://www.adlit.org/strategies/22091/ (double-entry journals)
2.	Description:	To think, read, and write like literary critics, students will hone methods of reading for different purpose(s) and understanding(s)	Teacher Resources:	Question guides / questioning techniques/hierarchy http://teachersites.schoolworld.com/webpages/hultenius/files/dok_question_stems.pdf (Question stems from DOK to capture higher level thinking) https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems from Blooms to capture higher level thinking) http://www.adlit.org/strategies/22735/ (Teacher think-aloud and modeling) http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture- (Guided note-taking strategies)
			Student Resources:	Texts Graphic organizers Notes Questions generated for discussion Responses to questions
	Skills:	<ul style="list-style-type: none"> • Take notes • Annotate texts • Come to discussion prepared; read and research material; refer to evidence from text • Determine meaning of words and phrases; analyze impact of word choice (Read and comprehend literary non-fiction) • Analyze nuance in word meaning with similar denotation • Interpret figures of speech and analyze their role in the text • Understand that good discussions' relationship to textual evidence • Rereading for different purposes (author's craft, cultural influences, etc.) • Pose questions 	Assessment:	Students will complete various formative tasks throughout the unit: Exit ticket http://exitticket.org/ (Online exit ticket form), think-pair-share, http://www.adlit.org/strategies/22091/ (double-entry journals)

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3.	Description:	Students may demonstrate skills in determining word meaning using context or resources.	Teacher Resources:	http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html?tab=4 (Solving Word Meanings lesson plan / strategies) https://www.risd.k12.nm.us/assessment_evaluation/Context%20Clues.pdf (PD materials with graphic organizer) Think aloud strategies
			Student Resources:	Online thesaurus and dictionary
	Skills:	<ul style="list-style-type: none"> Grammatical structures that give meaning (parentheticals, appositives) Word parts (Greek and Latin roots, morphemes) 	Assessment:	Students will complete various formative tasks throughout the unit, e.g. peer and teacher writing conferences, writing checklists and self-assessment, etc.

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

Learning Experience # 1	
The teacher may build background knowledge on the author of focus (e.g., Sandra Cisneros) so that students can begin to identify the major social and cultural influences that shape the author’s work.	
Generalization Connection(s):	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author
Teacher Resources:	http://www.tbaisd.k12.mi.us/departments/docs_gen/pacing/ela12-6/9thGrade/9-4/Only_Daughter.pdf (Cisneros’ “Only Daughter” essay. https://www.youtube.com/watch?v=-BbwTVWrKqM (Cisneros on Aspirations) https://www.youtube.com/watch?v=tPL5qP6OXsI (Cisneros on “beauty”) http://www.mysanantonio.com/news/local_news/article/Sandra-Cisneros-to-leave-S-A-2247320.php (Article on her house in San Antonio) http://www.texasmonthly.com/content/purple-passion-sandra-cisneros (Cisneros in <i>Texas Monthly</i>) http://www9.georgetown.edu/faculty/bassr/heath/syllabuild/iguide/cisnero.html (biography on Cisneros) http://www.learner.org/amerpass/unit16/authors-2.html (Annenberg Learner site for Cisneros) http://www.aisna.net/rsa/rsa1718/17_18salvucci.pdf (“Like the Strands of a Rebozo”: Sandra Cisneros, <i>Caramelo</i> , and Chicano Identity”)
Student Resources:	Cornell notes with 3-2-1 at the end of the notes http://freeology.com/wp-content/files/cornellnotetaker2.pdf (template for Cornell Notes)

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Assessment:	Students will identify three things learned about Sandra Cisneros, two societal influences or cultural facts you see, one question you would pose about Cisneros’s culture, influences, or writing.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may assign partner students for Cornell notes work	Students may think/pair/share prior to writing
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may present a more detailed 3-2-1: 3 things you learned today; 2 things you would like to know more about, 1 question you would pose to Cisneros if you could interview her?
Critical Content:	<ul style="list-style-type: none"> Background information on the author (e.g. Sandra Cisneros) 	
Key Skills:	<ul style="list-style-type: none"> Note taking, gathering information 	
Critical Language:	Culture, society, diversity, adversity, evidence	

Learning Experience # 2	
The teacher may use a short text from the focus author (e.g., “Eleven”) so that students can discern the cultural experiences and/or societal influences apparent in the work. [<i>Understanding text, Responding to text</i>]	
Generalization Connection(s):	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Understand authors’ word choice, meaning and nuance can inform a student’s own narrative technique
Teacher Resources:	https://docs.google.com/document/d/1MeKlK-DrL680E2cJ_W6iSNSYSIplVDvleYSg15OHRqoA/edit?hl=en_US (“Eleven”) http://vimeo.com/9245804 (Cisneros reading “Eleven”) http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html (PD resource: close reading) http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture- (Guided note-taking strategies) Guided notetaking (McREL’s <i>Classroom Instruction That Works</i>)
Student Resources:	Various note taking approaches The text
Assessment:	Students will complete notes for the text and include textual references demonstrating that students comprehend the cultural experiences, societal influences, and identity expressed in the text. Exit ticket http://exitticket.org/ (Online exit ticket form), http://www.adlit.org/strategies/22091/ (double-entry journals)

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may highlight important info in the text Teachers may present guided notetaking Teachers may provide template for notetaking with page numbers for textual evidence Teachers may offer teacher-prepared notes McREL (McREL’s <i>Classroom Instruction That Works</i>)	Students may complete the note-taking activity with a partner Students may orally express their comprehension in teacher-student conferences
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide choice of note-taking strategy http://en.wikipedia.org/wiki/Mind_map (Mind map)	Students may complete verbal and visual representations of their notes
Critical Content:	<ul style="list-style-type: none"> • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) • Word meaning using context or resources • The methods of reading for different purpose(s) and understanding(s) • “Eleven” 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Determine meaning of words and phrases; analyze impact of word choice • Read and comprehend literary non-fiction 	
Critical Language:	Analyze, interpret, apply, culture, inferences, society, observation, evidence, characterization, setting, exposition, rising action, climax, denouement, theme, tone	

Learning Experience # 3		
The teacher may use a short text from the focus author (e.g. “Salvador Late or Early”) so that students can read for the ways in which the author uses cultural experiences to shape/convey characters’ identities. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Understand authors’ word choice, meaning and nuance can inform a student’s own narrative technique	
Teacher Resources:	http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html (PD resource: close reading) http://websterenglish.weebly.com/uploads/8/6/3/2/8632131/salvador_late_or_early_with_ap_terms.pdf (“Salvador Late or Early”) http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/Collection%202/Salvador%20Late%20or%20Early.htm (“Salvador Late or Early”) Guided note-taking (McREL’s <i>Classroom Instruction That Works</i>)	
Student Resources:	http://www.glencoe.com/sec/teachingtoday/downloads/pdf/note-taking_download.pdf (Note-taking tips for students)	

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Assessment:	Students will complete notes for both selections with textual references demonstrating that students comprehend the cultural experiences, societal influences, and adversity expressed in the text. Exit ticket http://exitticket.org/ (Online exit ticket form) http://www.adlit.org/strategies/22091/ (double-entry journals)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may highlight important info in the text Teachers may present guided notetaking Teachers may provide template for notetaking with page numbers for textual evidence Teachers may offer teacher-prepared notes McREL (McREL’s <i>Classroom Instruction That Works</i>)	Students may complete the note-taking activity with a partner Students may orally express their comprehension in teacher-student conferences
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may offer choice of note-taking strategy	Students may make comparisons between this text and the previous texts Students may complete verbal and visual representations of their notes http://en.wikipedia.org/wiki/Mind_map (Mind map)
Critical Content:	<ul style="list-style-type: none"> • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) • Word meaning using context or resources • The methods of reading for different purpose(s) and understanding(s) • “Salvador Late or Early” 	
Key Skills:	<ul style="list-style-type: none"> • Determine meaning of words and phrases; analyze impact of word choice • Read and comprehend literary non-fiction 	
Critical Language:	Analyze, interpret, apply, culture, inferences, society, observation, evidence, characterization, setting, exposition, rising action, climax, denouement, theme, tone	

Learning Experience # 4	
The teacher may use a short text from the focus author (e.g. the poem “You Bring Out The Mexican In Me”) so that students can read for the ways in which the author uses societal experiences to shape/convey identities. [<i>Understanding text, Responding to text</i>]	
Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Understand authors’ word choice, meaning and nuance can inform a student’s own narrative technique
Teacher Resources:	http://msvsclass.zohosites.com/files/You%20Bring%20Out%20The%20Mexican%20In%20Me%20by%20Sandra%20Cisneros.pdf (Cisneros’ “You Bring Out The Mexican In Me”)

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Student Resources:	Text Notes for the selections with textual references and citations indicating cultural experiences, societal influences, and adversity	
Assessment:	Students will use textual evidence in a well-written paragraph to respond to and critique how Cisneros uses language to convey ideas regarding identity and social/cultural influences. Exit ticket http://exitticket.org/ (Online exit ticket form) http://www.adlit.org/strategies/22091/ (double-entry journals)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may highlight important info in the text Teachers may present guided notetaking Teachers may provide template for notetaking with page numbers for textual evidence Teachers may offer teacher-prepared notes McREL (McREL’s Classroom Instruction That Works)	Students may complete note-taking Students may participate in Think-Pair-share opportunities prior to completing the writing Students may engage in teacher-student conference
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may offer choice of note-taking strategy	N/A
Critical Content:	<ul style="list-style-type: none"> • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) • Word meaning using context or resources • The methods of reading for different purpose(s) and understanding(s) • “You Bring Out The Mexican In Me” 	
Key Skills:	<ul style="list-style-type: none"> • Determine meaning of words and phrases; analyze impact of word choice • Write an informative text • Demonstrate command of standard English and conventions • Produce clear and coherent writing 	
Critical Language:	Analyze, interpret, apply, culture, inferences, society, observation, evidence, characterization, setting, exposition, rising action, climax, denouement, theme, tone, figurative language, catharsis	

Learning Experience # 5	
The teacher may present collaborative protocols and norms for literary discussions so that students can productively engage in literary analysis (e.g., biographical and autobiographical readings, “Eleven,” “Salvador Late or Early,” and “You Bring Out The Mexican In Me”) [<i>Understanding text, Responding to text, Critiquing text, Producing text</i>]	
Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Collaborative discussions and the diversity they reveal aid individuals’ observational abilities

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<p>Teacher Resources:</p>	<p>Group discussion and norms http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (edutopia source for collaboration) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) McREL <i>Classroom Instruction That Works</i> Socratic Seminar www.Paideia.org (Socratic Seminar) http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (Socratic Seminar explanation from readwritethink.org)</p>	
<p>Student Resources:</p>	<p>Classmates’ insights The texts McREL <i>Classroom Instruction That Works</i> www.Paideia.org (Socratic Seminar)</p>	
<p>Assessment:</p>	<p>Students will collaborate on producing a well-written text using textual evidence and citations comparing and contrasting cultural experiences, societal influences, or adversity seen in the texts. http://www.baruch.cuny.edu/spa/researchcenters/documents/WritingNext.pdf (see page 16 for Collaborative Writing.) Teachers will augment the assessment with peer- and self-evaluations of Socratic seminar participation. http://ww2.chandler.k12.az.us/cms/lib6/AZ01001175/Centricity/Domain/1070/Socratic_Seminar_Observation_Form.pdf (Peer/self-evaluation for Socratic seminars)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Teachers may provide graphic organizer for the discussion (Venn diagram, etc.) Teachers may provide paragraph graphic organizer; framed sentences Teachers may provide Guided notes for the reading</p>	<p>Students may create a bulleted list (such as a PowerPoint slide) for textual evidence</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Teachers may provide opportunities for leading groups Teachers may provide additional questions for making connections between texts</p>	<p>Students may lead Socratic seminar Students may Be the “Helper” during the writing process (see <i>Writing Next</i> resource)</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • Good discussions’ relationship to textual evidence • The methods of reading for different purpose(s) and understanding(s) 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Write an informative text • Demonstrate command of standard English and conventions • Produce clear and coherent writing 	
<p>Critical Language:</p>	<p>Analyze, diversity, interpret, apply, culture, adversity, society, observation, collaboration, evidence, conventions and grammar, characterization, setting, theme, tone</p>	

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Learning Experience # 6		
The teacher may use an extended/anchor text from the focus author (e.g., early chapters in <i>The House on Mango Street</i>) so that students can understand the core cultural beliefs and societal influences expressed through the characters in the book. [<i>Understanding text, Responding to text, Critiquing text, Producing text</i>]		
Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Collaborative discussions and the diversity they reveal aid individuals' observational abilities	
Teacher Resources:	http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html (PD resource: close reading) http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture- (Guided note-taking strategies) Guided notetaking (McREL's <i>Classroom Instruction That Works</i>)	
Student Resources:	Other readings (see extension below) Note-taking templates	
Assessment:	Students will produce a paragraph with textual evidence comparing the students' own guiding cultural beliefs with those of characters in the text. Venn diagram of the similarities and differences between the characters in the book and the student http://www.readwritethink.org/classroom-resources/mobile-apps/venn-diagram-a-30994.html (Venn Diagram app)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide copies of teacher-directed notes (McREL's <i>Classroom Instruction That Works</i>)	Students may create a bulleted list of similarities/differences between their cultural beliefs and the characters Students may build a Venn diagram of the similarities/differences between their cultural beliefs and the characters
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may incorporate evidence from other authors Students may choose other ways to present the information: more than one paragraph; visual representation; oral presentation
Critical Content:	<ul style="list-style-type: none"> • Fundamentals of grammar and writing • The methods of reading for different purpose(s) and understanding(s) • Good discussions' relationship to textual evidence • The methods of reading for different purpose(s) and understanding(s) 	
Key Skills:	<ul style="list-style-type: none"> • Determine meaning of words and phrases; analyze impact of word choice • Interpret figures of speech and analyze their role in the text • Write an informative text • Demonstrate command of standard English and conventions 	

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	<ul style="list-style-type: none"> • Produce clear and coherent writing • Come to discussion prepared; read and research material; refer to evidence from text
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, conventions and grammar, society, observation, evidence, characterization, setting, exposition, theme, conflict, protagonist, figurative language, tone, narrative

Learning Experience # 7

The teacher may use an extended/anchor text from the focus author (e.g., middle chapters in *The House on Mango Street*) so that students can **analyze how an author’s cultural experiences and societal influences impact his or her perspectives on how that culture is expressed in the text.** [*Understanding text, Responding to text, Producing text*]

Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Collaborative discussions and the diversity they reveal aid individuals’ observational abilities
Teacher Resources:	Guided notes on author’s perspective http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html (PD resource: close reading) Guided notetaking (McREL’s <i>Classroom Instruction That Works</i>) http://www.palmbeachschools.org/multicultural/documents/FramedParagraphs.pdf (Framed paragraphs)
Student Resources:	Texts Note-taking resources
Assessment:	Students will write a brief analysis exploring what a writer does – what are the author’s craft moves – to convey culture or cultural influences. How does being a member of the culture impact the portrayal of that culture? As a reader, what should we consider about that representation?

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may <ul style="list-style-type: none"> • Provide paragraph frames (http://www.palmbeachschools.org/multicultural/documents/FramedParagraphs.pdf) • http://alliance.la.asu.edu/geoliteracy/ELL/vgeet/WhyPresentations/PublishFrames/ (ELL and paragraph frames) • http://www.readingquest.org/edis771/paragraph_frames.html (expository paragraph frames) • http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture- Provide a copy of teacher-guided notes / prepared notes 	Students may have an opportunity to answer orally

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide access to additional texts – fiction or nonfiction – that reveal cultural experiences or societal influences	Students may connect to a current societal situation – where primary evidence given to the public is given from an “outsider’s” perspective (Muslim view, women in Arab countries)
Critical Content:	<ul style="list-style-type: none"> • Fundamentals of grammar and writing • Word meaning using context or resources • The methods of reading for different purpose(s) and understanding(s) • <i>Texts</i> 	
Key Skills:	<ul style="list-style-type: none"> • Determine meaning of words and phrases; analyze impact of word choice • Analyze nuance in word meaning with similar denotation • Interpret figures of speech and analyze their role in the text • Write an informative text • Demonstrate command of standard English and conventions • Produce clear and coherent writing 	
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, conventions and grammar, society, observation, evidence, characterization, setting, figurative language, tone, conflict, antagonist, protagonist	

Learning Experience # 8	
The teacher may present later chapters of the extended/anchor text from the focus author (e.g., <i>The House on Mango Street</i>) so that students can use textual evidence to defend their understanding of cultural experiences and societal influences on the author. [<i>Understanding text, Responding to text, Producing text</i>]	
Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Collaborative discussions and the diversity they reveal aid individuals’ observational abilities
Teacher Resources:	Guided notes for change in perspectives and cultural beliefs Group discussion and norms http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (edutopia source for collaboration) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) McREL <i>Classroom Instruction That Works</i>
Student Resources:	Note-taking resources Text

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Assessment:	<p>Group discussion: Students will discuss and share out in whole class: In what ways do the characters maintain cultural beliefs, move away from original cultural beliefs, or adapt original cultural beliefs in order to “fit in” to the dominant culture? www.Paideia.org (Socratic Seminar)</p> <p>http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (Socratic Seminar explanation from readwritethink.org)</p> <p>Exit ticket: Explain how your original argument was bolstered/reinforced by what you heard. How was your view changed / challenged by the discussion? http://exitticket.org/ (Online exit ticket form)</p> <p>Teacher observation of group discussion and conferring with individual students.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide the focus of the discussion to frontload	Students may use notes from frontloaded focus to contribute to the discussion
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Good discussions’ relationship to textual evidence • The methods of reading for different purpose(s) and understanding(s) • Anchor text 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text 	
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, conventions and grammar, society, observation, evidence, plot, characterization, setting, conflict, tone	
Learning Experience # 9		
<p>The teacher may provide guidelines so that students can respond to the various texts paying attention to cultural experiences, societal influence, and/or identity evident in them. [<i>Understanding text, Responding to text, Producing text</i>]</p>		
Generalization Connection(s):	The comparison of multiple texts can reveal the societal influences and cultural experiences of the author	
Teacher Resources:	<p>Multiple texts they have studied</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/reader-response-hypertext-making-782.html (Working with multiple texts)</p>	
Student Resources:	<p>Multiple texts they have studied</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/reader-response-hypertext-making-782.html (Working with multiple texts)</p>	
Assessment:	Imagine that one of the characters from a Cisneros work has the opportunity to interview her. Using evidence from the text itself, pose questions from the character to Cisneros that explores the idea how of cultural experiences and societal influences impact	

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	<p>her writing. Your interview will require you to have closely read for character analysis, to have studied the biographical materials about Cisneros (essays she has written, interviews, etc.), as well as understanding Cisneros’ craft in developing the character.</p> <p>Role: A character from one of Cisneros’ works and Cisneros</p> <p>Audience: Readers of a literary magazine</p> <p>Format: Interview</p> <p>Topic: Cultural influences on how identity is defined by/through/in cultures/societies</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Teachers may narrow the choices of texts Teachers may provide textual evidence for students to connect Teachers may identify which specific “lens” students should explore the texts</p>	<p>Students may produce an interview with teacher-identified texts Students may identify and analyze connections of pieces of textual evidence</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Teachers may allow students to use more than one character from Cisneros’s work</p>	<p>Students may develop more complex interview situations (round table, panel discussion) with conversations between Cisneros and additional characters</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • The technological devices or programs to aid writing • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) • The methods of reading for different purpose(s) and understanding(s) 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Write a developed narrative based upon experience or events • Use technology to produce writing 	
<p>Critical Language:</p>	<p>Analyze, culture, inferences, conventions and grammar, society, observation, evidence, characterization, conflict, tone</p>	

<p>Learning Experience # 10</p>	
<p>The teacher may facilitate a collaborative discussion so that students can ascertain the ways in which different perspectives can enrich understandings/critiques of characters and deepen comprehension of common themes associated with cultural experiences, societal influences, and identity [<i>Understanding text, Responding to text, Producing text</i>]</p>	
<p>Teacher Notes:</p>	<p>This Learning Experience serves as a transition from studying and analyzing texts to preparing students to write their narrative.</p>
<p>Generalization Connection(s):</p>	<p>Collaboration around analysis of textual evidence allows students to examine and convey complex ideas The comparison of multiple texts can reveal the societal influences and cultural experiences of the author Collaborative discussions and the diversity they reveal aid individuals’ observational abilities</p>
<p>Teacher Resources:</p>	<p>Notetaking during discussions:</p>

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	The format could be at teacher discretion – perhaps including dialogue journal (http://www.adlit.org/strategies/22091/), two column notes (https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf) etc.	
Student Resources:	Texts studied Student note-taking during the discussion	
Assessment:	Students will write a brief reflection on the unit in which they cite classmates’ insights have changed their viewpoints, thoughts, perspectives on the works studied. How have the presentations impacted your understanding of the texts, concepts, etc?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide template for notes (. “I thought ____ until classmate ____ said _____. Now I think _____. This will inform my dialogue in this way _____. ” Teacher may assign partners so students have specific students to cite	Students may complete note taking template Students may quote classmates directly as in an interview about the texts
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use classmates’ insights as initial thoughts for counterarguments to the student’s own thinking
Critical Content:	<ul style="list-style-type: none"> • Good discussions’ relationship to textual evidence • The methods of reading for different purpose(s) and understanding(s) 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Read and comprehend literary non-fiction • Write a developed narrative based upon experience or events 	
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, society, observation, collaboration, evidence, theme, plot, characterization, conflict, tone	

Learning Experience # 11	
The teacher may model and guide the writing process so that students can deepen their appreciation of the importance of planning, editing, and refining in relation to improving and producing effective written work [<i>Understanding text, Responding to text, Producing text</i>]	
Generalization Connection(s):	Collaboration around analysis of textual evidence allows students to examine and convey complex ideas Understand authors’ word choice, meaning and nuance can inform a student’s own narrative technique The comparison of multiple texts can reveal the societal influences and cultural experiences of the author Collaborative discussions and the diversity they reveal aid individuals’ observational abilities
Teacher Resources:	http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer’s workshop toolkit with editing/revising checklists, peer

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	observation forms, strategies, and student exemplars)	
Student Resources:	Notes from throughout the unit Texts	
Assessment:	Performance Assessment for the Unit: You have been asked to submit a personal narrative to <i>Teen Ink</i> magazine exploring the tensions that adolescents may experience as they continue to grow into adulthood and that shape the person they are becoming. By studying the biographical, autobiographical, and nonfiction pieces from Cisneros, and through studying the characters she develops in her literary works, we gain a deeper insight into how societal influences and cultural experiences shape one’s identity. In the personal narrative you craft, explore how the societal influences around you combine with your own cultural experiences to shape your sense of self and your own identity. http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may identify different texts from which students choose Teachers may provide oral histories (StoryCorp) facing adversity Teachers may provide a scribe for their writing Teachers may adjust the length of writing according to student ability	(ELL) students may use texts from their native language
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide additional texts Teachers may allow for variation in length of assignment	Students can draft a dialogue with more than two characters Students can create a more elaborate setting in which the dialogue occurs Students can interview a relative or community member to bring his/her perspective on “facing adversity”)
Critical Content:	<ul style="list-style-type: none"> • Narrative effects and outcomes that result from either the writer’s real or imagined experience(s) • Good discussions’ relationship to textual evidence • The technological devices or programs to aid writing • Fundamentals of grammar and writing 	
Key Skills:	<ul style="list-style-type: none"> • Come to discussion prepared; read and research material; refer to evidence from text • Read and comprehend literary non-fiction • Write a developed narrative based upon experience or events • Demonstrate command of standard English and conventions • Produce clear and coherent writing • Use technology to produce writing 	
Critical Language:	Analyze, diversity, interpret, apply, culture, value, inferences, conventions and grammar, society, technology, observation, collaboration, nuance, evidence, characterization, tone, conflict, narrative	