Unit Title: Trials and Tribulations
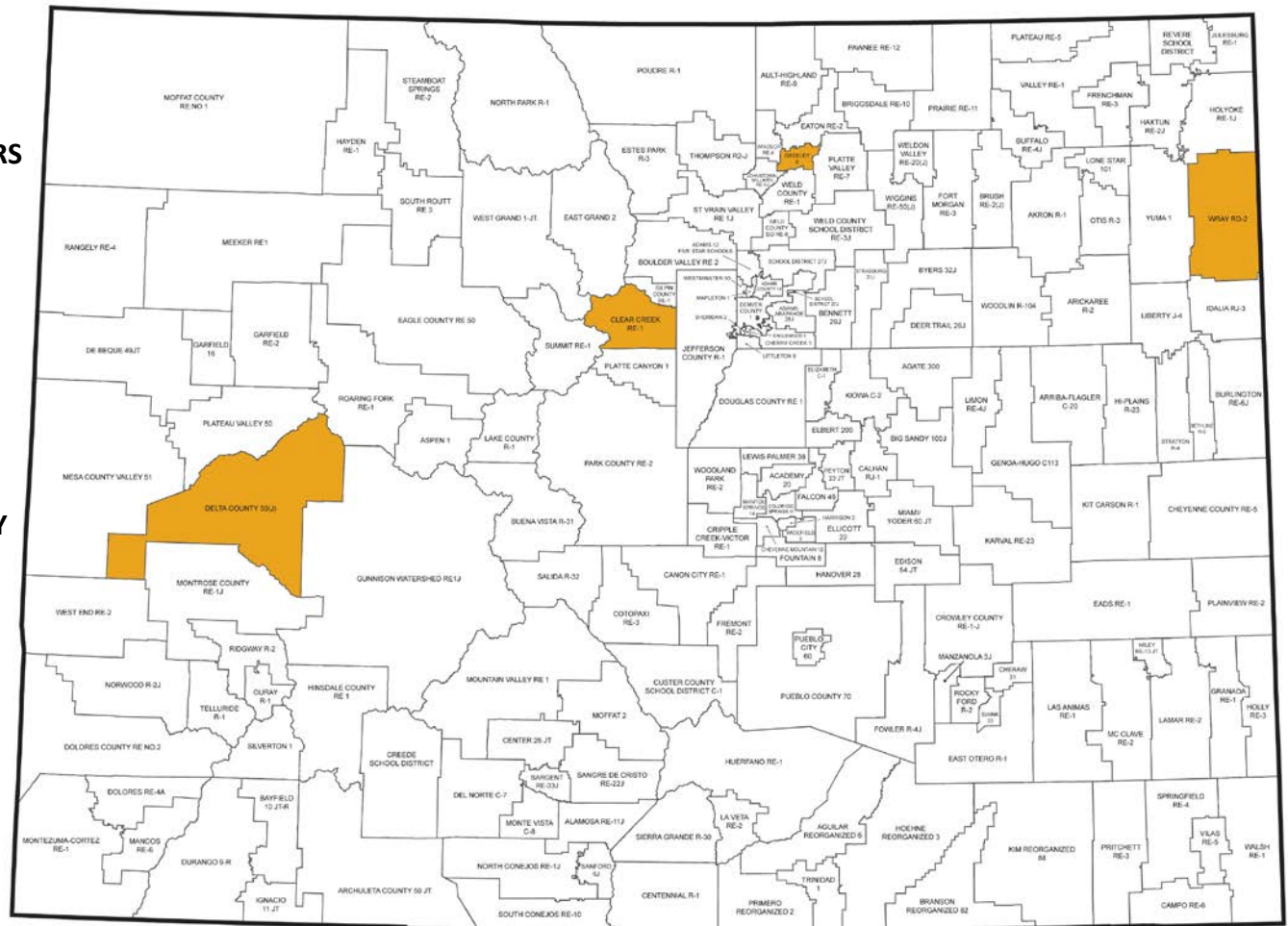
INSTRUCTIONAL UNIT AUTHORS

Wray School District

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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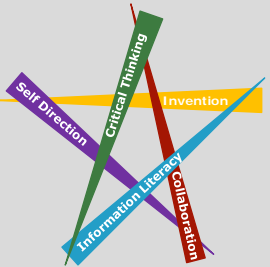**Colorado's District Sample Curriculum Project**

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

DATE POSTED: NOVEMBER 2015

Content Area	Reading, Writing, and Communicating		Grade Level	8ᵗʰ Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations	RWC10-GR.8-S.1-GLE.1
	2. A variety of response strategies clarifies meaning or messages	RWC10-GR.8-S.1-GLE.2
2. Reading for All Purposes	1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment	RWC10-GR.8-S.2-GLE.1
	2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment	RWC10-GR.8-S.2-GLE.2
	3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts	RWC10-GR.8-S.2-GLE.3
3. Writing and Composition	1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality	RWC10-GR.8-S.3-GLE.1
	2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality	RWC10-GR.8-S.3-GLE.2
	3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document	RWC10-GR.8-S.3-GLE.3
4. Research and Reasoning	1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures	RWC10-GR.8-S.4-GLE.1
	2. Common fallacies and errors occur in reasoning	RWC10-GR.8-S.4-GLE.2
	3. Quality reasoning relies on supporting evidence in media	RWC10-GR.8-S.4-GLE.3

Colorado 21ˢᵗ Century Skills	Text Complexity
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently* **Information Literacy:** *Untangling the Web* **Collaboration:** *Working Together, Learning Together* **Self-Direction:** *Own Your Learning* **Invention:** *Creating Solutions*	

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Trials and Tribulations (Adversity)	9 weeks	1

Unit Title	Trials and Tribulations		Length of Unit	9 weeks

Focusing Lens(es)	Adversity	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.8-S.1-GLE.1 RWC10-GR.8-S.1-GLE.2 RWC10-GR.8-S.2-GLE.1 RWC10-GR.8-S.2-GLE 3	RWC10-GR.8-S.3-GLE.1 RWC10-GR.8-S.3-GLE.3 RWC10-GR.8-S.4-GLE.1 RWC10-GR.8-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• How does adversity shape a person's identity? • How does our perspective impact our perceptions of adversity?

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

Concepts	In content:	In reading:	In writing:
	identity, inner conflict, choice, sacrifice, perspective, beliefs/values, change, evidence	Summary, inference, figurative language, theme, characterization, author's purpose, fallacy, word choice, mood, tone, literary techniques, point of view	conventions, point of view, imagery, focus, organization of thought, voice, tone, figurative language

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections (RWC10-GR.8-S.2-GLE.1-EO.a.iii).	What is adversity? What is identity (RWC10-GR.8-S.2-GLE.3-EO.a.vi)? What are character traits?	How has adversity affected your life, family, friends, and school? How do readers connect to characters in text? What do authors do to help students have vicarious experiences when reading?
To ascertain an author's purpose and meaning, readers frequently must deconstruct figurative language (RWC10-GR.8-S.2-GLE.1-EO.b.i).	What is figurative language (RWC10-GR.8-S.2-GLE.3-EO.b.iii)? What is the author's purpose (RWC10-GR.8-S.2-GLE.3-EO.a.ii)?	How does an author use language to construct meaning purpose? (RWC10-GR.8-S.2-GLE.3-EO.a.ii) How does the author's purpose provoke discussion?
A reader's personal experiences impact the interpretation of texts (RWC10-GR.8-S.3-GLE.1-EO.a.i).	How do you identify the author's point of view Define perspective (RWC10-GR.8-S.2-GLE.3-EO.a.vi).	When a writer constructs a text, how do they consider and create multiple points of view (RWC10-GR.8-S.3-GLE.1-EO.b.i)? How do you read various viewpoints with an open mind

		(RWC10-GR.8-S.2-GLE.1-EO.b.iii)?
Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader (RWC10-GR.8-S.2-GLE.3-EO.a.iii) and (RWC10-GR.8-S.3-GLE.1-EO.a.viii)	What is mood? What is tone? When reading (text) identify and provides examples of different types of sentences (RWC10-GR.8-S.3-GLE.3-EO.a.viii) and (RWC10-GR.8-S.3-GLE.3-EO.b).	Why should writers use intentional word choice and sentence structure? (RWC10-GR.8-S.2-GLE.3-EO.a.iii) How does interpreting tone help readers recognize the author's purpose? (RWC10-GR.8-S.2-GLE.3-EO.a.iii)

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Components of the narrative structure (RWC10-GR.8-S.3-GLE.1-EO.a.i). • Effective usage and technique of dialogue (RWC10-GR.8-S.3-GLE.1-EO.a.ii). • Organizational structure of narrative (RWC10-GR.8-S.3-GLE.1-EO.a.vi). • Literary techniques and devices (RWC10-GR.8-S.3-GLE.1-EO.a.vii). • The difference between plagiarism and paraphrasing (RWC10-GR.8-S.1-GLE.2-EO.d). • The definition of inference (RWC10-GR.8-S.2-GLE.1-EO.a.i). • Rules for citation (RWC10-GR.8-S.2-GLE.1-EO.a.i). • The definition of theme and its relationship to text (RWC10-GR.8-S.2-GLE.2-EO.a). • The differing points-of-view in text (RWC10-GR.8-S.2-GLE.1-EO.b.iii). • Definitions of tone, voice, and mood (RWC10-GR.8-S.2-GLE.3-EO.a). • Parts of speech, including verbs, adjectives, and adverbs (RWC10-GR.8-S.3-GLE.3-EO.a). • Sentence parts, such as subject and predicate, and main and subordinate clauses RWC10-GR.8-S.3-GLE.3-EO.a). • The uses of reasoning and evidence are used to support positions (RWC10-GR.8-S.4-GLE.3-EO.a)	• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence (RWC10-GR.8-S.3-GLE.1). • Paraphrase speaker's meaning (RWC10-GR.8-S.1-GLE.2-EO.d). • Cite textual evidence to support a position or inference (RWC10-GR.8-S.2-GLE.1-EO.a.i). • Determine a theme in literary text (RWC10-GR.8-S.2-GLE.2-EO.a.ii). • Analyze difference in points of view of characters (RWC10-GR.8-S.2-GLE.1-EO.b.iii). • Examine how authors use language to influence meaning (RWC10-GR.8-S.2-GLE.3-EO.a.iii). • Demonstrate command of standard English grammar and usage when writing or speaking (RWC10-GR.8-S.3-GLE.3-EO.a) • Take a position on an issue and support it with reasoning and support (RWC10-GR.8-S.4-GLE.3-EO.a). • Engage effectively in a range of collaborative discussions with diverse partners-building on others' ideas and expressing their own ideas clearly. (RWC10-GR.8-S.1-GLE.1-EO.a) • Determine / clarify the meaning of unknown or multiple meaning points (RWC10-GR.8-S.3-GLE.3-EO.a) • Analyze a case in which two or more texts provide conflicting information on the same topic (RWC10-GR.8-S.2-GLE-2-EO.c.iii) • Determine a theme or central idea of a text (RWC10-GR.8-S.2-GLE.1-EO.a-ii)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*"The author of 'Eleven' tells the story from a child's point-of-view by using simple sentence construction."*
Academic Vocabulary:	Analyze, evaluate, figurative language, summary, generalizations, reasoning, determine, define
Technical Vocabulary:	Mood, tone, sentence structure (simple, compound, complex), logical fallacy, word choice, voice, passive voice, adjectives, adverbs, point-of-view

Unit Description:	In this nine week unit, students will explore literature that addresses the concept of "adversity" and how authors develop that concept in literary and nonfictions texts. Students will read a variety of short stories, personal narratives, memoirs, and other nonfiction pieces to see how people – real and imagined – meet the challenges in their lives. The unit culminates with students writing their own narrative that reveals adversity.
Unit Generalizations	
Key Generalization:	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections
Supporting Generalizations:	To ascertain an author's purpose and meaning, readers frequently must deconstruct figurative language
	A reader's personal experiences impact the interpretation of texts
	Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader
Considerations:	

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Our school's Parent-Teacher Association has selected your class to write a collection of narratives – personal narratives, fictional stories, or biographies of others – to address the theme of "adversity" and how people face challenges in their lives. Their goal for the anthology is to illustrate the theme and to also model how we tell stories about the human experience. They want your best writing to shine through! The type of narrative that you write is your choice – real, imagined, your story, or someone else's. It can be memoir, slice of life, personal narrative, biographies based on interviews with others, or stories from your own imagination. **Role**: Author of narrative writing; storyteller **Audience**: Classroom peers, community members **Format**: Narrative **Topic**: Adversity
Product/Evidence: (Expected product from students)	Students will write a narrative in the genre of their choice. They may write memoir, personal narrative, slice of life, small moments, or a fictional story, or the life of another person (based on interviews or other means to collect information). The writing should demonstrate narrative techniques as students develop the concept of adversity.
Differentiation: (Multiple modes for student expression)	Fictional narrative, personal narrative, narrative of somebody they interview

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	**Fiction**
Teachers may choose from the wide range of memoirs, personal narratives, autobiographies, biographies for this unit.	Teachers may choose from the wide variety of short stories or longer narratives for this unit.

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Students will be able to cite textual evidence to support their analysis.	Teacher Resources:	https://www.teachingchannel.org/videos/teaching-about-textual-evidence (teaching about using textual evidence) http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf (lesson plan for citing textual evidence) http://www.readwritethink.org/classroom-resources/lesson-plans/prove-citation-scavenger-hunt-30899.html?tab=4 (lesson plan from readwritethink.org on citing textual evidence)
			Student Resources:	http://www.readingquest.org/edis771/column_notes.html (two-column notes) http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (t-chart for citing evidence)
	Skills:	Using textual evidence, identifying themes and main ideas	Assessment:	Students will cite textual evidence using two-column notes and in their response to literature exit tickets.
2.	Description:		Teacher Resources:	
			Student Resources:	
	Skills:		Assessment:	
3.	Description:		Teacher Resources:	
			Student Resources:	
	Skills:		Assessment:	

Prior Knowledge and Experiences

Students should know
- qualities of narrative writing (dialogue, conflict)
- group discussion decorum and behaviors
- basic technology skills (word processing, key word searches)
- understanding of their own experiences (some reflection on their experiences)

Learning Experience # 1		
Task Description: *The teacher may… so that students can…*	The teacher may facilitate a brainstorming session on concepts related to adversity (e.g. challenge, hurdles, set-backs) so that students can begin to explore the different ways we talk about adversity and how adversity may be revealed in our lives.	
Generalization Connection(s):	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections.	
Teacher Resources:	http://ramchatoth123.weebly.com/part-3-quote-and-essay.html (Adversity Definition) http://www.minds-in-bloom.com/2012/10/ideas-for-teaching-theme-and-couple.html (Theme PD)	
Student Resources:	http://ramchatoth123.weebly.com/part-3-quote-and-essay.html (Adversity Definition)	
Assessment:	Students will turn in writers' notebooks with the brainstorm (list of situations in which you have dealt with/seen others deal with adversity based on examples provided by the teacher [using complete sentences]). The class will create a word wall/cloud for synonyms of adversity.	
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 put students in pairs for think-pair-share. Teachers may allow students to write about adversity dealt with by others.	Students may work with partners for their brainstorming.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• The definition of theme and its relationship to text	
Key Skills:	• Determine a theme in literary text • Demonstrate command of standard English grammar and usage when writing or speaking • Determine / clarify the meaning of unknown or multiple meaning points	
Critical Language:	Adversity, theme	

Learning Experience # _2_		
Task Description: *The teacher may… so that students can…*	The teacher may utilize vocabulary strategies (e.g., Frayer squares, Marzano 6-step Vocabulary strategy) so that students can develop an understanding of academic language (e.g. narrative terms and vocabulary around "adversity"). **Teacher note**: This is an ongoing task. Whenever a new term is introduced students will create a new entry in this list.	
Generalization Connection(s):	To ascertain an author's purpose and meaning, readers frequently must deconstruct figurative language A reader's personal experiences impact the interpretation of texts Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader	
Teacher Resources:	http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger (Teaching critical language) https://wvde.state.wv.us/strategybank/FrayerModel.html (Frayer Model)	
Student Resources:	https://wvde.state.wv.us/strategybank/FrayerModel.html (Frayer Model)	
Assessment:	The class may create a word wall for the concept of adversity and for the literary terms associated with narrative. The student may complete each new entry on the list when it is presented the teacher may perform periodic checks in completion.	
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)
	The teacher may provide partially completed squares as needed.	The student may complete the definition system according to teacher instructions.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• Components of the narrative structure • Literary techniques and devices • The definition of inference • The definition of theme and its relationship to text • Definitions of tone, voice, and mood	
Key Skills:	• Paraphrase speaker's meaning • Demonstrate command of standard English grammar and usage when writing or speaking	
Critical Language:	narrative, perspective, point of view, tone, mood, theme	

Learning Experience # _3_	
Task Description:	The teacher may introduce a short story (story (e.g., "Eleven" by Sandra Cisneros) to review narrative structure so that students can

The teacher may… so that students can…	deepen understanding plot development in a story. [*Understanding text*]
Generalization Connection(s):	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections A reader's personal experiences impact the interpretation of texts Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader
Teacher Resources:	http://my.ccsd.net/userdocs/documents/qP2lEuWcYaAQAtMW.pdf ("Eleven" by Sandra Cisneros) http://thecinematheque.ca/education/wp-content/uploads/2012/02/LanguageofFilm01.pdf (narrative structure PD) https://cynthiagriffin.files.wordpress.com/2011/02/diagramtemplate.jpg (plot chart PDF)
Student Resources:	https://cynthiagriffin.files.wordpress.com/2011/02/diagramtemplate.jpg (plot chart PDF) http://my.ccsd.net/userdocs/documents/qP2lEuWcYaAQAtMW.pdf ("Eleven" by Sandra Cisneros)
Assessment:	Students will submit a completed plot chart that includes textual evidence to support their analysis of the plot.

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 students with a partially completed plot chart.	Students may complete the plot chart.

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Critical Content:	• Components of the narrative structure • Organizational structure of narrative • The uses of reasoning and evidence are used to support positions
Key Skills:	• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence • Cite textual evidence to support a position or inference • Examine how authors use language to influence meaning • Take a position on an issue and support it with reasoning and support • Engage effectively in a range of collaborative discussions with diverse partners-building on others' ideas and expressing their own ideas clearly.
Critical Language:	Narrative structure, plot development, exposition, rising action, climax, falling action, resolution, crisis, setting, denouement

Learning Experience # _4_		
Task Description: *The teacher may… so that students can…*	The teacher may explore the concept of adversity within a short story (e.g., "Eleven") so that students can analyze how the author develops the concept and expresses it throughout a text. [*Understanding text, Responding to text*]	
Generalization Connection(s):	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections. A reader's personal experiences impact the interpretation of texts.	
Teacher Resources:	http://my.ccsd.net/userdocs/documents/qP2lEuWcYaAQAtMW.pdf ("Eleven"), list of theme words http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf (lesson plan for citing textual evidence) http://www.readwritethink.org/classroom-resources/lesson-plans/prove-citation-scavenger-hunt-30899.html?tab=4 (lesson plan from readwritethink.org on citing textual evidence)	
Student Resources:	http://my.ccsd.net/userdocs/documents/qP2lEuWcYaAQAtMW.pdf ("Eleven") http://www.readingquest.org/edis771/column_notes.html (two-column notes) http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (t-chart for citing evidence)	
Assessment:	Students will work in groups and determine the text's theme(s) and will complete two-column notes citing 4-5 examples from the text to support their analysis.	
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)
	The teacher may provide students with a list of possible themes.	The student may determine the theme based on the provided list.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may ask students to identify a second theme of the text (with proof) or to determine whether the implied theme is valid (also with proof [outside the text]).	The student may identify a second theme, providing proof, or determine the validity of the implied theme (using proof outside the text).
Critical Content:	- Literary techniques and devices - The definition of theme and its relationship to text - The differing points-of-view in text - The uses of reasoning and evidence are used to support positions	
Key Skills:	- Cite textual evidence to support a position or inference - Determine a theme in literary text - Analyze difference in points of view of characters - Take a position on an issue and support it with reasoning and support - Engage effectively in a range of collaborative discussions with diverse partners-building on others' ideas and expressing their own ideas clearly.	

	• Determine a theme or central idea of a text
Critical Language:	Theme, point of view, textual evidence

Learning Experience # _5_	
Task Description: *The teacher may… so that students can…*	The teacher may provide several sample texts (e.g. "Eleven," "Thank You, Ma'am," comic strips, other short stories) so that students can begin to analyze how point of view / perspective impacts a character's understanding of adversity.
Generalization Connection(s):	Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader
Teacher Resources:	http://my.ccsd.net/userdocs/documents/qP2lEuWcYaAQAtMW.pdf ("Eleven" by Sandra Cisneros) http://staff.esuhsd.org/danielle/english%20department%20lvillage/rt/Short%20Stories/Thank%20You,%20Ma'am.pdf ("Thank You Ma'am" by Langston Hughes) http://www.mmanea.org/wp-content/uploads/2014/08/different-perspectives.jpg (perspective cartoon) http://www.readwritethink.org/classroom-resources/lesson-plans/multiple-perspectives-building-critical-30629.html?tab=4 (lesson plan ideas for multiple perspective) http://ctcorestandards.org/wp-content/uploads/2014/10/CTDT_Gr_6-8_Thank_You_Maam.pdf (Close Reading Plans for "Thank you Ma'am".)
Student Resources:	http://my.ccsd.net/userdocs/documents/qP2lEuWcYaAQAtMW.pdf ("Eleven" by Sandra Cisneros) http://staff.esuhsd.org/danielle/english%20department%20lvillage/rt/Short%20Stories/Thank%20You,%20Ma'am.pdf ("Thank You Ma'am" by Langston Hughes) http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf (t-chart template)
Assessment:	Students will create a T-chart with 5-6 bullet points comparing and contrasting points of view in the two stories. http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf (t-chart template)

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)
	The teacher may shorten the assignment if needed.	The student may follow the shortened assignment.

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may ask students for textual evidence alongside bullet points.	The student may provide textual evidence accompanying bullet points.

Critical Content:	• The differing points-of-view in text

	• The uses of reasoning and evidence are used to support positions
Key Skills:	• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence • Analyze difference in points of view of characters • Analyze a case in which two or more texts provide conflicting information on the same topic
Critical Language:	Perspective, point of view

Learning Experience # _6_		
Task Description: *The teacher may… so that students can…*	The teacher may model how to both generate and answer inferential questions so that students can begin to go beyond literal comprehension of the story and explore thematic issues more deeply (e.g. adversity). [*Understanding text, responding to text*]	
Generalization Connection(s):	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections A reader's personal experiences impact the interpretation of texts	
Teacher Resources:	http://teachersites.schoolworld.com/webpages/JD'Ippolito/files/kylene%20beers.pdf (resource for inferences—Page 6) http://www.angelfire.com/ego/mr.f/images/qchart.jpg (question starters) https://www.youtube.com/watch?v=am5lKJMibr0-- (YouTube video on inference) http://www.minds-in-bloom.com/2012/02/tips-for-teaching-inference.html (ideas for teaching inference) http://www.quora.com/What-is-the-meaning-of-Ernest-Hemingways-For-sale-baby-shoes-never-worn (Hemingway 6 word story)	
Student Resources:	http://www.angelfire.com/ego/mr.f/images/qchart.jpg (Question starters) http://www.quora.com/What-is-the-meaning-of-Ernest-Hemingways-For-sale-baby-shoes-never-worn (Hemingway 6 word story)	
Assessment:	Student will submit questions they develop while reading a text. Students may exchange questions with classmates for them to answer.	
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)
	The teacher may give example questions or question starters.	The student may compose questions and answer their classmate's questions to the best of their ability.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may instruct students to create questions at a higher thinking level or more complex according to a question creation chart.	The student may compose questions and answer their partner's questions according to teacher instructions.
Critical Content:	• Literary techniques and devices • The definition of inference	

	• The differing points-of-view in text • The uses of reasoning and evidence are used to support positions
Key Skills:	• Cite textual evidence to support a position or inference • Analyze difference in points of view of characters • Examine how authors use language to influence meaning • Take a position on an issue and support it with reasoning and support • Engage effectively in a range of collaborative discussions with diverse partners-building on others' ideas and expressing their own ideas clearly. • Determine / clarify the meaning of unknown or multiple meaning points
Critical Language:	Infer, inference, inquiry

Learning Experience # _7_		
Task Description: *The teacher may… so that students can…*	The teacher may present students with a potentially adverse situation (e.g. captured in a newspaper photograph, a written scenario, or video) so that students can produce multiple written accounts of that event from different perspectives. [*Producing text*]	
Generalization Connection(s):	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections A reader's personal experiences impact the interpretation of texts	
Teacher Resources:	http://pendulo.org/wp-content/uploads/2015/04/V-E-Day-Kiss-1.jpg (VE-Day Kiss picture) http://www.rsvlts.com/2014/05/08/v-e-day-photos/ (VE-Day multiple images) http://www.mmanea.org/wp-content/uploads/2014/08/different-perspectives.jpg (perspective cartoon) http://image.pbs.org/poster_images/assets/1812_MultiplePerspectives.jpg.resize.710x399.jpg (Image with mupltile perspectives for people; Native Americans and Colonists).	
Student Resources:	http://pendulo.org/wp-content/uploads/2015/04/V-E-Day-Kiss-1.jpg (VE-Day Kiss picture) http://www.rsvlts.com/2014/05/08/v-e-day-photos/ (VE-Day multiple images) http://www.mmanea.org/wp-content/uploads/2014/08/different-perspectives.jpg (perspective cartoon) http://image.pbs.org/poster_images/assets/1812_MultiplePerspectives.jpg.resize.710x399.jpg (image with multiple perspectives for people; Native Americans and Colonists).	
Assessment:	The student will submit multiple short writings in which they recount the event from different perspectives.	
Differentiation: (Multiple means for students to access	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may assign perspectives to students.	The student may write from a personal perspective.

content and multiple modes for student to express understanding.)		
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may assign students to write dialogue or from the perspective of someone outside of the field of view.	The student may write from the point of view of someone outside the picture.
Critical Content:	• Components of the narrative structure • The differing points-of-view in text • The uses of reasoning and evidence are used to support positions	
Key Skills:	• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence • Analyze difference in points of view of characters • Demonstrate command of standard English grammar and usage when writing or speaking	
Critical Language:	Narrative structure, perspective	

Learning Experience # _8_		
Task Description: *The teacher may… so that students can…*	The teacher may provide musical selections that highlight adverse situations (e.g. tense situations in movies with accompanying sound track) so that students can begin to understand the effects of mood and tone in narratives. [*Understanding text, responding to text*]	
Generalization Connection(s):	A reader's personal experiences impact the interpretation of texts Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader	
Teacher Resources:	https://www.youtube.com/watch?v=C3TZGZn5VwA (video Description of Mood and Tone) https://www.youtube.com/watch?v=rn9V0cN4NWs (music's effect on how you experience a movie scene) http://lauracandler.com/filecabinet/literacy/PDFRead/LiteraryMoodRing.pdf (Mood Ring Worksheet)	
Student Resources:	Musical selections	
Assessment:	Students will support their own definitions of mood and tone and provide examples from the musical selections to illustrate them.	
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)
	The teacher may provide a list of mood and tone words. The teacher may provide a framed definition. The teacher may provide a visual of the definitions.	The student may find examples to support the framed definition. The student may create a visual representation of their definitions.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)

	The teacher may ask students to create posters depicting mood and tone using various internet resources.	The student may create a poster depicting mood and tone using various internet resources.
Critical Content:	• Definitions of tone, voice, and mood • The uses of reasoning and evidence are used to support positions	
Key Skills:	• Take a position on an issue and support it with reasoning and support • Engage effectively in a range of collaborative discussions with diverse partners-building on others' ideas and expressing their own ideas clearly.	
Critical Language:	Tone, mood	

Learning Experience # _9_	
Task Description: *The teacher may… so that students can…*	The teacher may present a variety of resources (e.g., videos, songs, stories) that reinforce the elements of tone and mood so that students can deepen and expand their definition of those narrative elements.
Generalization Connection(s):	To ascertain an author's purpose and meaning, readers frequently must deconstruct figurative language A reader's personal experiences impact the interpretation of texts Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader
Teacher Resources:	http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/tone-and-mood/ (examples of tone and mood words with youtube videos). http://betterlesson.com/lesson/503951/analyzing-texts-for-voice-tone-and-mood (mood and tone lesson plans) https://drive.google.com/file/d/0B06ssaSR0uXKQ3g1YjZuS2YzUlFScS1GVnRLRVpXc3ZxUndR/view?usp=sharing (tone & mood powerpoint) http://missolive.hubpages.com/hub/Teaching-Tone-and-Mood (mood and tone teacher resource) http://imgfave.com/view/2477935?r=pin (mood and tone) http://www.mrswatersenglish.com/2014/05/40-excellent-short-stories-for-middle-school/ (short stories that support teaching mood and tone) http://eolit.hrw.com/hlla/writersmodel/pdf/W_P0902.pdf-- "(Rain, Rain, Go Away" Asimov Mood short story) http://poestories.com/stories.php (Poe Stories)
Student Resources:	http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/tone-and-mood/ (examples of tone and Mood words with youtube videos). http://www.mrswatersenglish.com/2014/05/40-excellent-short-stories-for-middle-school/ (mood and tone Stories) http://eolit.hrw.com/hlla/writersmodel/pdf/W_P0902.pdf-- (Rain, Rain, Go Away Asimov Mood short story) http://poestories.com/stories.php (Poe Stories)
Assessment:	Students will identify, in groups, words that convey mood and tone that are contained in the story and complete two-column notes

	with evidence that supports those words.	
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)
	The teacher may place students in flexible groups and highlight or underline specific mood words. The teacher may provide textual evidence from the story.	The student may identify evidence from the text that supports the mood words. The student may identify mood words to go with the textual evidence.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• Literary techniques and devices • Definitions of tone, voice, and mood • The uses of reasoning and evidence are used to support positions	
Key Skills:	• Cite textual evidence to support a position or inference • Examine how authors use language to influence meaning • Take a position on an issue and support it with reasoning and support • Engage effectively in a range of collaborative discussions with diverse partners-building on others' ideas and expressing their own ideas clearly.	
Critical Language:	Tone, mood, various words that convey the two	

Learning Experience # _10_	
Task Description: *The teacher may… so that students can…*	The teacher may provide nonfiction texts of people experiencing adversity so that students can analyze and synthesize their conclusions/discoveries using formal citation methods. [*Understanding text, responding to text, producing text*]
Generalization Connection(s):	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections
Teacher Resources:	http://www.huffingtonpost.com/2013/09/25/successful-people-obstacles_n_3964459.html (list of famous people who experienced adversity.) http://www.onlinecollege.org/2010/02/16/50-famously-successful-people-who-failed-at-first/ (list of famous people who experienced adversity) http://www.owl.english.purdue.edu (MLA citation)
Student Resources:	http://www.huffingtonpost.com/2013/09/25/successful-people-obstacles_n_3964459.html (list of famous people who experienced

	adversity.) http://www.onlinecollege.org/2010/02/16/50-famously-successful-people-who-failed-at-first/ (list of famous people who experienced adversity) http://www.owl.english.purdue.edu (MLA citation)	
Assessment:	Students will create a visual timeline that maps the adversity experienced by their historical figure.	
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)
	The teacher may simplify citation requirements or provide template. The teacher may assign a specific historical figure.	The student may research and cite informational sources according to the teacher's instructions. The student may complete the timeline for the historical figure assigned.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	- Components of the narrative structure - Organizational structure of narrative - The difference between plagiarism and paraphrasing - Rules for citation - The uses of reasoning and evidence are used to support positions	
Key Skills:	- Paraphrase speaker's meaning - Cite textual evidence to support a position or inference - Demonstrate command of standard English grammar and usage when writing or speaking	
Critical Language:	Citation, textual evidence, paraphrase,	

Learning Experience # _11_	
Task Description: *The teacher may… so that students can…*	The teacher may introduce and facilitate literature circles so that students can understand the power of collaboratively analyzing a book to understand diverse (readers') perspectives on adversity. **Teacher note**: Literature circles will occur over the following 3-4 weeks. Students will focus on discussing the concept of adversity and address topics such as tone and mood, perspective, word choice, sentence structure, and demonstrate the ability to make inferences.
Generalization Connection(s):	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections

	To ascertain an author's purpose and meaning, readers frequently must deconstruct figurative language A reader's personal experiences impact the interpretation of texts Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader
Teacher Resources:	https://drive.google.com/file/d/0B06ssaSR0uXKQ3lzLUYtbURRWF9RSmdSWkVLM3EyMm5YOS1J/view?usp=sharing (Books that may support the theme of "adversity" and address specific social issues) *Bud, Not Buddy* by Christopher Paul Curtis (Lexile = 850) *The Outsiders* by S.E. Hinton (Lexile = 750) *Stargirl* by Jerry Spinelli (Lexile = 590) *Scrawl* by Mark Shulman (Lexile = 650) *Unlikely Warrior* by Georg Rauch (Lexile = 1040) *Crow* by Barbra Wright (Lexile = 800) *The Boy Who Harnessed the Wind* by William Kamkwamba (Lexile = 910) *I, Juan de Pareja* by Elizabeth Borton de Trevino (Lexile = 1100) *The Diary of Anne Frank* by Anne Frank (Lexile = 1080) http://education.library.ubc.ca/files/2011/06/08Sabrina-Block-Outsiders.pdf (*The Outsiders* lesson plan ideas) http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf (Lit. Circles Roles for iPad)
Student Resources:	*Bud, Not Buddy* by Christopher Paul Curtis (Lexile = 850) *The Outsiders* by S.E. Hinton (Lexile = 750) *Stargirl* by Jerry Spinelli (Lexile = 590) *Scrawl* by Mark Shulman (Lexile = 650) *Unlikely Warrior* by Georg Rauch (Lexile = 1040) *Crow* by Barbra Wright (Lexile = 800) *The Boy Who Harnessed the Wind* by William Kamkwamba (Lexile = 910) *I, Juan de Pareja* by Elizabeth Borton de Trevino (Lexile = 1100) *The Diary of Anne Frank* by Anne Frank (Lexile = 1080)
Assessment:	Throughout the study of their longer narrative, students will meet with their literature circle group and individually complete all role-related (e.g. Summarizer, Question/Discussion Director, Connector, Illustrator), Travel Tracer, Vocabulary Enricher, Literary Luminary, Researcher) handouts or assignments. This will provide an on-going assessment with their written work and teacher observation of their literature circles.

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)
	The teacher may assign flexible groups as needed and modify book choice and role related handouts..	The student may engage with the text and their group as assigned by the teacher
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)

	The teacher may develop questions for deeper interaction with texts for a group with higher	The student may provide insightful answers in complete sentences.
Critical Content:	- Effective usage and technique of dialogue - Literary techniques and devices - The definition of inference - The definition of theme and its relationship to text - The differing points-of-view in text - Definitions of tone, voice, and mood - The uses of reasoning and evidence are used to support positions	
Key Skills:	- Paraphrase speaker's meaning - Cite textual evidence to support a position or inference - Determine a theme in literary text - Analyze difference in points of view of characters - Examine how authors use language to influence meaning - Demonstrate command of standard English grammar and usage when writing or speaking - Take a position on an issue and support it with reasoning and support - Engage effectively in a range of collaborative discussions with diverse partners-building on others' ideas and expressing their own ideas clearly. - Determine / clarify the meaning of unknown or multiple meaning points - Determine a theme or central idea of a text	
Critical Language:	theme, character, tone, mood, infer, inference, textual evidence	

Learning Experience # 12
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. **Teacher note**: This Learning Experience begins the writing process leading to the students' performance assessment. [*Understanding text, Responding to text, Producing text*]

Generalization Connection(s):	Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections A reader's personal experiences impact the interpretation of texts Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader

Teacher Resources:	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) http://www.materlakes.org/ourpages/auto/2011/9/9/52676356/WritingProcess.pdf (student resource writing process) http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html (writing process)		
Student Resources:	Drafts of work		
Assessment:	Performance Assessment for the Unit: Our school's Parent-Teacher Association has selected your class to write a collection of narratives – personal narratives, fictional stories, or biographies of others – to address the theme of "adversity" and how people face challenges in their lives. Their goal for the anthology is to illustrate the theme and to also model how we tell stories about the human experience. They want your best writing to shine through! The type of narrative that you write is your choice – real, imagined, your story, or someone else's. It can be memoir, slice of life, personal narrative, biographies based on interviews with others, or stories from your own imagination. The student will draft, edit, revise, and workshop their narrative stories to submit a completed personal narrative dealing with the theme of adversity. (Stories may be personal, fictional, or based on interviews with others.) 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)
	The teacher may provide one-on-one or small group help for struggling writers.		The student may work with the teacher or in a group to improve/revise their writing.
Extensions for depth and complexity:	**Access** (Resources and/or Process)		**Expression** (Products and/or Performance)
	The teacher may pair similarly skilled students together for revision/workshop. The teacher may express higher expectations for vocabulary, sentence structure, word choice.		The student may work with other students to meet any additional teacher expectations.
Critical Content:	• Components of the narrative structure • Effective usage and technique of dialogue • Organizational structure of narrative • Literary techniques and devices • The difference between plagiarism and paraphrasing • Rules for citation • The definition of theme and its relationship to text		

	• The differing points-of-view in text • Definitions of tone, voice, and mood • Parts of speech, including verbs, adjectives, and adverbs • Sentence parts, such as subject and predicate, and main and subordinate clauses
Key Skills:	• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence • Paraphrase speaker's meaning • Examine how authors use language to influence meaning • Demonstrate command of standard English grammar and usage when writing or speaking • Engage effectively in a range of collaborative discussions with diverse partners-building on others' ideas and expressing their own ideas clearly. • Determine / clarify the meaning of unknown or multiple meaning points
Critical Language:	Revision, workshop, sentence structure, word choice, draft, edit, narrative