

Name:

A typical day in class

Lesson (10 min)	Independent Work Time (50 min)	Share (10 min)
Objective Types: <ul style="list-style-type: none"> <input type="checkbox"/> Habits & Process <i>(independence)</i> <input type="checkbox"/> Content <input type="checkbox"/> Skills <i>(strategy, genre, syntax/grammar/vocab)</i> <input type="checkbox"/> MAZE 	4 groups x 15 min UR (2 w/teacher, 2 independent) + 2 x 10 min Learning Conferences	Procedures: <ul style="list-style-type: none"> <input type="checkbox"/> Write daily summary <input type="checkbox"/> Whole-group share

Classroom Set-Up Mandate:

- Two tables designated for Unison Reading, one independent and one teacher-led.
- A designated Mini Lesson area demarcated by tape on the floor facing an activity arc and a whiteboard organized with headings for ML objective, Conferences, Unison Reading groups, Independent Work Short and Long-Term ARC Goals, and Shares
- Conference calendars, the static UR schedule (below), and the RTeam score sheets posted adjacent to the ML area
- A bin for ML materials and the UAGC Student-Driven Map next to the door where students enter the classroom
- An area designated for posting and signing up for Unison Reading texts every two weeks
- Access to the materials of the discipline: library, mentor texts, timelines, concept map, standards
- Clean, organized, clutter-free classroom with labeled supplies and working, charged laptops

What does the Mini-Lesson (ML) look like?

Students:

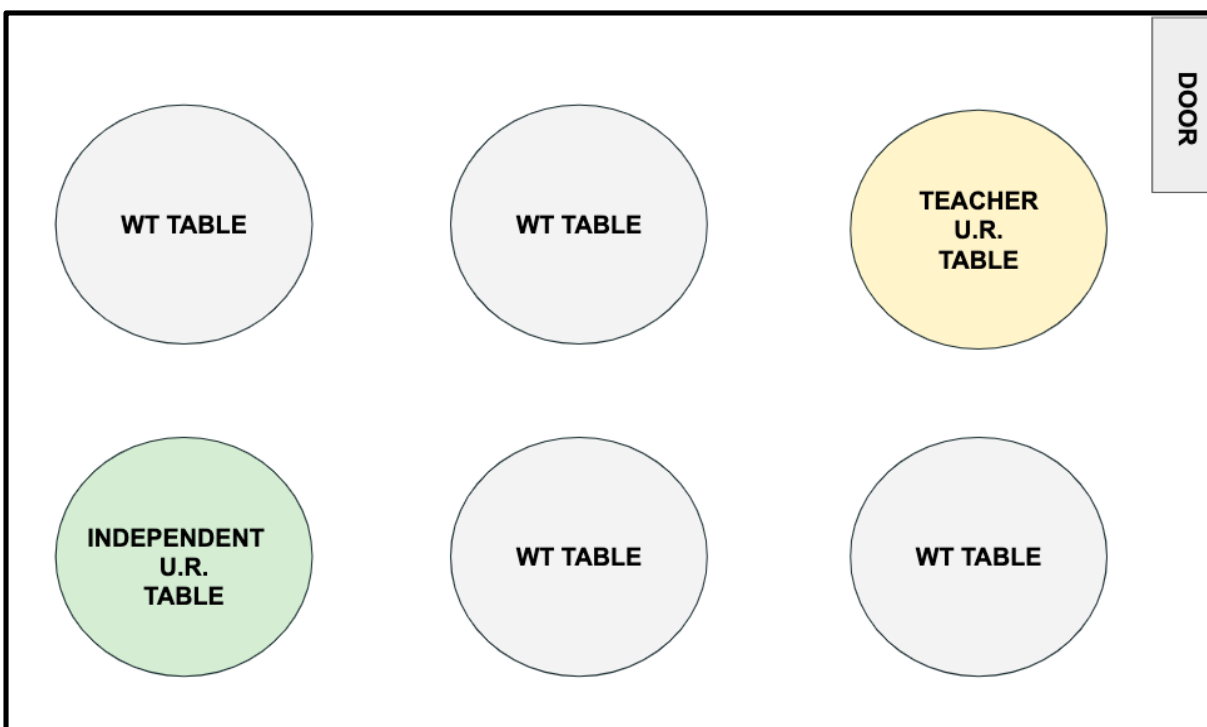
- retrieve ML handouts from a bin by the door.
- sit in ML area with handouts, notebook and a pen/pencil.
- clear tables and bodies of all other materials: no phones, bags, jackets, etc.
- write date on a new page in your notebook and take ML notes.

Teacher:

- posts agenda on the board: ML objective, Conferences, Unison Reading groups, Independent Work Short and Long-Term ARC Goals, and Shares
- reviews Monthly Calendar and daily arc with students - where are we today and where are we headed?
- uses artifacts and examples to explain concepts and demonstrate procedures that is collectively beneficial.
- prepares grassroots lessons illustrating instructional points with text-based anecdotes taken from student work.
- starts on time and greets late students to absorb them into the lesson format

Unison Reading Schedule		Day 1		Day 2		Day 3	
		1st (15 min)	2nd (15 min)	1st (15 min)	2nd (15 min)	1st (15 min)	2nd (15 min)
Week 1	Teacher	Group A	Group B	Group C	Group D	Group E	Group F
	Independent	Group E	Group F	Group A	Group B	Group C	Group D
Week 2	Teacher	Group A	Group B	Group C	Group D	Group E	Group F
	Independent	Group E	Group F	Group A	Group B	Group C	Group D

Unison Reading Mandate: For a 2 week cycle, student meets 4 times, twice with a teacher and twice independent. Two tables are designated as the CUR meeting place in the classroom.



Unit Arc		
<ol style="list-style-type: none"> 1. Review your data to inform your unit arc. 2. Select a text to read independently. 3. Select a standard to apply to your independent reading. 	<ol style="list-style-type: none"> 5. Set daily goals towards your arc, and work to achieve them. <i>For more information, see Daily Arc below.</i> 6. Take benchmark assessment and MAZE to 	<ol style="list-style-type: none"> 7. Write an extended piece synthesizing your learning, where you make a claim and support it with textual evidence.

4. Map your text, standard, and goal onto your arc.	see how you are measuring up.	
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Daily Arc: Independent Work Time		
Breach	Practice	Resolve
<ul style="list-style-type: none"> <input type="checkbox"/> Get out your notebook, a writing utensil, text, and arc <input type="checkbox"/> Read mindfully by asking what, how and why questions <input type="checkbox"/> Write these questions down 	<ul style="list-style-type: none"> <input type="checkbox"/> Read <input type="checkbox"/> Record (questions, reactions, feelings) <input type="checkbox"/> Annotate (underline, define, explain) <input type="checkbox"/> Analyze (apply grade-level standards to your text) <input type="checkbox"/> Practice Regents/AP Exams 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily summaries of reading using academic vocabulary

Embedded Assessments: Collect all evidence of learning in your individual portfolio (notebook and folder) and submit on Portfolio Day.	
<p><u>Unit Arc:</u> Review your data, select a text, select a standard, set short- and long-term learning goals, and map text, standard, and goals onto your arc.</p> <p><u>Reading and Annotating:</u> Read. Record questions/reactions/feelings as you read. Annotate thoroughly by underlining, defining, explaining, etc. Analyze by applying grade-level standards to your text.</p> <p><u>Unison Reading:</u> Read and collect a variety of complex texts, attuning to others' emotions and feelings, engaging in perspective-shifting discourse, and thinking about intentions (author's, self, and others).</p> <p><u>Independent Unison Reading Log:</u> Articulate independent understanding of abstract and complex ideas, vocabulary, and questions in writing.</p> <p><u>Learning Conference:</u> Identify challenges, resolve specific problems, and set goals to develop academic core narrative. Recount conferences to fortify narrative.</p>	<p><u>Daily Summaries:</u> Write about your reading from the day, using the language of the discipline by (1) citing textual evidence and (2) analyzing it through the lens of a Reading Standard.</p> <p><u>Benchmark Assessment:</u> Engage with state and nation-wide summative assessments, the ELA Regents or AP Literature Exam, to see how you are measuring up against standards. Record your results in your notebook; mastery is above 90%. We will track growth.</p> <p><u>MAZE:</u> Read a grade-level text for 7 minutes, circling words that best fit the sentences. Record your correct count in your notebook. We will track your growth.</p> <p><u>Extended Writing:</u> Write an extended piece synthesizing your reading by making and supporting a claim. Use the language of the discipline by (1) citing textual evidence and (2) analyzing it through the lens of a Reading Standard.</p> <p><u>Portfolio Submission:</u> Teacher will assess all work at the end of the unit and use evidence to justify your mastery outcomes.</p>

READING STANDARDS

9-10th GRADE

Key Ideas and Details

9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)

9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)

In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

Craft and Structure

9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)

In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)

9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

Integration of Knowledge and Ideas

9-10R7: Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)

9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)

9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

11-12th GRADE

Key Ideas and Details

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

11-12R3: In literary texts, analyze the impact of the author's choices. (RL)

In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

Craft and Structure

11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

11-12R5: In literary texts, analyze how varied aspects of structure create meaning and effect the reader. (RL)

In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)

Integration of Knowledge and Ideas

11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)

In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)

11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)

11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)



Annotate the **Activity Arc** with your text(s), standard(s), goals, and plan.

Date	Vocab Breach	What does it mean?	How did I learn the meaning?

End of Text Reflection

Think bigger: What was the most important big idea you took from your reading? Can you write a question that this idea answered?

Big idea:

Big question:

Date	Vocab Breach	What does it mean?	How did I learn the meaning?

End of Text Reflection

Think bigger: What was the most important big idea you took from your reading? Can you write a question that this idea answered?

Big idea:

Big question:

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