





Below are suggestions and structures to assist in implementing Denver Public Schools’ elementary Interdisciplinary Unit (iUnit) workshops. Through the interdisciplinary approach, students build content knowledge through language and exploration, using reading, writing, speaking, and listening to organize and synthesize their inquiries. These workshops do not follow a mini-lesson format, but flex to allow integration of learning across disciplines. Your knowledge of your students, knowledge of this unit, and knowledge of literacy and language will all be vital in planning your teaching.

## Workshop Number: Content Focus for the Day

Each workshop is generally written for one 2.5-hour literacy block that incorporates Reading and Writing Workshops with content inquiry in social studies or science.

<p><b>Anchor Text(s)</b></p> <ul style="list-style-type: none"> <li>Content-focused books (purchased for your classroom) used during whole group sessions as read alouds or anchors for shared reading and writing (see complete list in Unit Overview)</li> </ul> <p><b>Material(s)—Used during workshop</b></p> <ul style="list-style-type: none"> <li><u>Underlined materials and supports</u> indicate hyperlinks to electronic materials and documents.</li> <li>Non-underlined materials and supports must be gathered by teacher.</li> <li>List is not exhaustive and needs adjustment for your learners (e.g., Collect a range of content books and texts that represent appropriate interests and instructional and independent levels.).</li> <li>Guided reading books are <b>not</b> listed here. Use leveled libraries at your school to find books for small group instruction, which do not <i>need</i> to be on topic.</li> </ul>	<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Written to address Common Core State Standards for English Language Arts (CCSS for ELA), Colorado Academic Standards (CAS) for social studies or science, and Colorado English Language Proficiency (CELP)/WIDA standards</li> <li>Focus on CCSS Writing Standard 1 (writing opinions with claims and evidence) and standards for reading informational texts (RI)</li> </ul>
<p><b>Whole Group (20–40 minutes)</b></p>	<p><b>Notes</b></p>
<ul style="list-style-type: none"> <li>Opportunity to generate enthusiasm for the learning</li> <li>Extended session, <b>not</b> typical mini-lesson format</li> <li>Content introduced here</li> <li>Reading and writing strategies incorporated</li> <li><i>Teacher talk is shown in italic.</i> Use as a support or scaffold, not as a script.</li> <li>Components need to be adjusted based on workshop flow, student needs and discoveries, time constraints, etc.</li> <li>Because units are built on guided inquiry principles, inquiry questions are included. However, as students read, write, and explore, they will come up with their own wonderings and should be encouraged to act on them in their reading, writing, speaking, and listening.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>Review of previous unit(s) or workshop(s) and preview of current workshop</li> </ul> <p><b>Teaching/Active Engagement</b></p> <ul style="list-style-type: none"> <li>Opportunities for purposeful discussion and critical thinking</li> <li>Content instruction using anchor text(s)</li> <li>Includes hands-on learning and experiential connections for language and academic vocabulary development</li> </ul> <p><b>Launch</b></p> <ul style="list-style-type: none"> <li>Expectations for small group and independent work</li> </ul>	<p>This column offers supports for teachers to implement the workshop, such as examples and suggestions for making decisions or adjustments when <b>differentiating</b> for students.</p> <p> This icon highlights part of the assessment thread (pre-, formative, and summative assessments) for workshop objectives and unit goals.</p> <p> <b>GT LINK</b> indicates hyperlinks to suggestions for differentiations for gifted/talented/advanced learners.</p> <p> This icon represents suggestions for differentiations for English language learners’ needs.</p> <p> <b>50/#</b>—Tip from the book, <i>Fifty Strategies for Teaching English Language Learners</i> by Adrienne Herrell and Michael Jordan (# indicates specific strategy number)</p>

Independent and Small Group Work Time (20–40 minutes)	Notes About Reading and Writing Workshops
<p>Teacher</p> <ul style="list-style-type: none"> <li>Continue guided reading and writing instruction throughout all workshops.</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>Write and read independently, with partners, in small groups, or at stations or centers.</li> </ul>	
Whole Group (20–40 minutes)	Notes About Reading and Writing Workshops
<p>Anchor</p> <ul style="list-style-type: none"> <li>Anchor the work and capture discoveries</li> <li>Continue reading, writing, and content instruction</li> </ul>	
Independent and Small Group Work Time (20–40 minutes)	Notes
Continuation of first independent and small work time, perhaps with a new task	
Closure (5–10 minutes)	Notes
<ul style="list-style-type: none"> <li>Bring students together to share new learnings, reflections, or wonderings/questions</li> <li>Tie to workshop objectives</li> <li>Foster enthusiasm for the next workshop</li> </ul>	