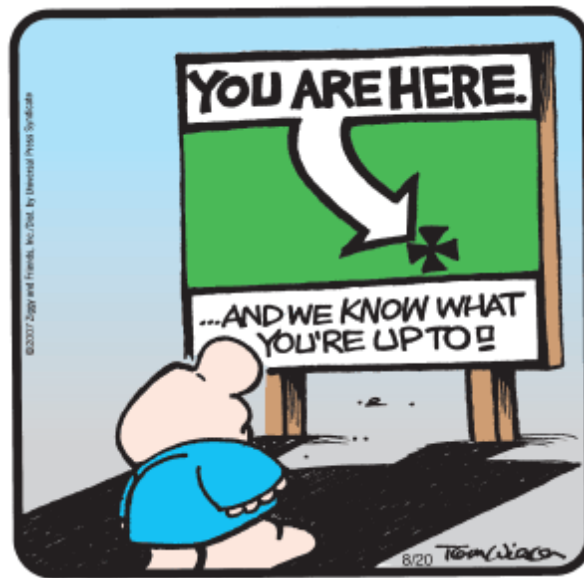


**Course Materials for
English 394/594:
Methods of Teaching
Composition & Literature
for Non-English Majors
Spring 2023**



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**Mondays 5:00-7:50
CCC 323**

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Introduction

Welcome to English 394. For many of you it's your first (and often *only*) giant leap as an undergraduate into coursework and experiences aimed at helping you understand, develop, and implement instructional methods that meet the writing and reading needs of ELA and ELL students, building these teaching skills through a **culturally-sustaining** approach to instructional practice. While our work will be centered on instruction in the middle school and high school English/ELL/co-taught classroom, the larger language skills learned will help you support and engage students in any discipline at nearly all levels; by the end of the semester you will be better prepared to teach in the field of your major and will simultaneously develop important skills that increase your effectiveness (and marketability!) as an educator. Ultimately, you should feel confident in whatever capacity you find yourself employed, and be an excellent resource to your future colleagues as to how students should engage with and compose texts in powerful and meaningful ways.

The following information includes the course calendar, outlines the major assignments, and contains extensive guidelines, checklists, and graphic organizers to support your work with the major assessment in English 394—the Selected Unit Materials (SUM).

My expectations for you are high: I want you to become the teacher you imagine yourself to be. I want you to have an understanding of composition and reader-response theories, but much more than that I want you to have the **practical skills** to be an effective teacher. You will work hard this semester, maybe harder than you ever have in other academic efforts. But the pay-off is the day you land that first job and stand in front of your first class—nervous, yes, but also excited and confident that you can do one of the most demanding and difficult jobs there are—teach, motivate, and inspire young people.

E N G L I S H 394 / 594
METHODS OF TEACHING COMPOSITION AND LITERATURE
FOR NON-ENGLISH MAJORS
Monday 5:00 – 7:50pm



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Office Hours: Mondays, 3:30 – 4:30p.m., Tuesdays/Thursdays, 9:30-10:30 a.m.

By appointment, whenever you need support, electronically 8am-6pm

*** Note on English Department Policy:** Students **may not** make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

Course Goals (Numbers indicate *InTASC Model Teaching Standards* – [see page 52](#))

By the conclusion of the course you will be able to...

1. Articulate the ways in which your own experiences with learning language have shaped your beliefs about language instruction; critically reflect upon the potential helpful and harmful impacts of these beliefs on the effectiveness of your teaching practice when developing curriculum and working with students. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
2. Recognize the diverse ways in which the English language is used (reading, writing, speaking/listening, language); appreciate that language use is a means of personal and cultural discovery and expression, and implement a **culturally-sustaining** approach to language instruction in your classroom. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
3. Understand the Wisconsin Standards for English Language Arts and (as appropriate) WIDA English Language Development Standards; reframe standards in language that is accessible to students, and create learning assessments, sequences, and activities that help students effectively meet stated learning goals. (2, 4, 5, 6, 7, 8, 9, 10)
4. Identify best practices in reading, writing and language instruction and curriculum design; integrate methods, materials, and learning activities that build confidence and enhance ELA skills for yourself and your students when planning for and leading classroom instruction. (1, 2, 4, 5, 9, 10)
5. Summarize relevant ELA and educational psychology research and theories; draw upon this knowledge to justify your instructional decisions. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
6. Critically reflect upon your preparation and practice as an ELA/language educator; assess the effectiveness of strategies and instruction, and identify concrete ways in which you will adapt your preparation and practice in future instances to further enhance student learning. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Course Materials

1. Textbooks

- Readings identified in the syllabus are from *Subject Matters, Second Edition: Exceeding Standards Through Powerful Content-Area Reading* (we'll abbreviate *SM*), *Content-Area Writing: Every Teacher's Guide* (abbrev. *C-AW*); both are the required textbook **rentals**.
 - Although rentals, I strongly recommend that you **purchase these books** as a beginning to building a professional educator's library; you will use them repeatedly.
- The final book, *Notebook Know-How* (abbrev. *NK-H*) is a **purchase text**.
- In addition, we'll sometimes make use of Diana Hacker's *Rules for Writers* which you may still have from English 101/150/202. Knowing some of you may no longer have your copy of this text, portions will be distributed as handouts as is necessary; if you do not have your copy you do NOT need to purchase it simply for this course. We will also make use of Purdue's OWL for basic MLA citation needs.

2. Notebook

- **Writer's Notebook** (style of your choosing – see physical/electronic options)

Course Assessments

• **Writer's Notebook (10% = 5% mid-term and 5% end of semester)**

- We will introduce the concept of a writer's notebook and the myriad benefits it holds for your classroom instruction. We'll use the writer's notebook for a number of purposes including checking your understanding of the readings and synthesizing those ideas, organizing thoughts before discussions, brainstorming and generating impromptu writings as well as for addressing more detailed assigned topics.
- More importantly, your writer's notebook is your place, whether the topic be assigned or personal, to store, plant, grow and harvest "seed ideas" for writing in comfortable/culturally-sustaining language. You can and should write ANYTHING in your writer's notebook (see rubric distributed in class). You ALWAYS have the option of keeping writings private. You should be writing in your notebooks 15+ minutes per week **in addition to assigned topics**.
- **While I will strongly encourage you to use a physical WN** (for reasons that I'll explain), I appreciate that everyone works in different ways. Therefore you may choose to complete your WN assignments by selecting one of the following approaches:
 1. **Handwrite entries** in a *physical* notebook to be collected at mid-term and near the end of the semester
 2. **Or** If you have access to a device that allows you to **write in "digital ink"** you may post a **shareable link to that file** (*first week of semester*) **or upload the most recent version every two weeks** using the **WN Assignment space** in Canvas
 3. **Or** Create a **shareable Office 365/Google file** (*first week of semester*) and **share the link** in the **WN Assignment space** in Canvas at the beginning of the semester; in this way I'll be able to stay current with your weekly writing

Note: Entries written in red ink or with obvious indicators will be considered "private" meaning that I will see that you are writing and keep moving; use post-it notes to mark handwritten pages private and I'll do the same.

- **Language & Literacy Journey - Writing/Reflection - 10%**

- As we begin a semester aimed at helping us better understand and support the reading and writing needs of our students, it's first essential that we understand our *own* experiences with language and literacy; without pausing to reflect on how our unique experiences can subconsciously influence our decisions as educators we might *unintentionally hinder* the very language growth we hope to nurture. While this piece will require both writing and reflection, we'll ensure that there's enough flexibility so that you can share your experiences in comfortable and personalized ways even as you consider what they mean for you and your future work with students. Sharing these experiences with the rest of the class will also help us build trust in our classroom learning community, better understand the unique experiences that have brought each of us to this moment together, and reinforce that the classrooms we each teach in are similarly filled with students from a wide range of language and literacy backgrounds. **(See page 17 for further details)**

- **Practicum Experience (10% = Log .5%, Evaluations 1.5%, Writings 8%)**

- As a part of your coursework we will make arrangements for you to spend **25 hours** observing, assisting, and instructing in an English/ESL classroom. Although you will most certainly student teach in the field of your major, ENGL 394 is *the* class that helps you develop the skills necessary to apply for and be successful in a fulltime ELA/ESL/language teaching position!
- In addition to generally observing and assisting in the classroom, you will take part in and reflect upon a number of key teaching activities, including *preparing for and fully leading two English/ESL lessons*. Details on these activities as well as guidelines for written reflections can be found later in this document. **(see page 48 for details)**

Note: You must complete all of the teaching activities as outlined; failure to do so will result in your grade being lowered two full letter grades.

- **Philosophy of English/ESL/Language Education (5%)**

- As an outgrowth of both the work you complete in the class as well as your observations in the classroom, you will refine what you believe about the art of **English/ESL/Language** education. You will articulate these beliefs in a 2-4 page (double-spaced) paper; this paper will be revised throughout the semester and will be used in class to model the process approach to teaching writing.

- **Selected Unit Materials - SUM (60% = 20% Formative/40% Summative)**

- As you study and practice with instructional methods that will help you more effectively teach reading, writing, speaking/listening, and other language skills to your students, it is critical that you recognize you are doing more than filling a bag of tricks. Indeed, you are preparing to be an effective ELA/ESL/language teacher and considering how to best integrate all that you have learned into your future curriculum! For this reason the **major assessment of the course** will require you to analyze the academic standards and best practices of the discipline and synthesize all that you have learned as you gather the resources and develop materials for your own unique English/ESL unit. We will use both collaborative writing processes and regular workshop approaches to help you build, apply, and refine these skills over many weeks. Your ability to collaborate and to effectively integrate the feedback of others throughout the process *as well as* the quality and effectiveness of the *final drafts* of the selected unit materials for your ELA/ESL unit will all be assessed through this summative project.

Formative - Process Components (20%):

- Development of learning goals @ 1%
- Development of initial assessment options @ 2%
- Texts/Resources Compilation @ 4%
- Drafting Select Unit Materials @ 2%/4%
- Drafting Student Calendar @ 1%
- Drafting Daily Lessons @ 1%/4%
- Final Project Reflection @ 1%

Summative - Final Compilation of Selected Unit Materials (40%):

- Organizing principles chart, Unit handout, assessment handouts, assessment checklists, assessment rubrics, eight selected detailed daily lessons
- **Professional Responsibility/Additional Formative Assessments (5%)**
 - I have high professional standards for all students, but especially for those who choose to teach (myself and my students). You will conduct yourselves in a professional manner in regards to your interactions with others, as well as your dedication to your studies, your regular attendance and participation in class activities (additional short formative assessments). If you must miss a class, please begin by checking [Canvas](#) after which you should contact me or another class member for any clarification. Missed work is due upon return.

Mathematical Breakdown of Grades

Professional Responsibility/Additional Formative Assessments	50 points
• Mid-Term	25 points
• End of Term	25 points
Philosophy of English/ESL Education	50 points
Writer’s Notebook Weekly Writing and In-Class Responses	100 points
• Mid-Term	50 points
• End of Term	50 points
Language & Literacy Journey - Writing/Reflection	100 points
Practicum Experiences & Reflections:	100 points
• Hours Log*	5 points
• Written Reflections	80 points
• Cooperating Teacher Evaluations.....	15 points
Selected Unit Materials	600 points
• Formative Process Components	200 points
• Individual ECDP Components	400 points

Grading Scale

93-100% A	87-89% B+	77-79% C+	66-69% D+
90 - 92% A-	83-86% B	73-76% C	60-65% D
	80-82% B-	70-72% C-	0-59% F

CLASS POLICIES & OTHER IMPORTANT RESOURCES

Canvas & Announcements

Canvas is the web-based course management software used by UWSP; you can access it by selecting LOGINS > CANVAS on the top menu bar found on the UWSP homepage. Everything that you need, outside of course texts, will be made available through Canvas.

- **While a *detailed* calendar follows in the next section of this syllabus, you should otherwise consider the Canvas Announcements stream our primary means of communication; weekly reminders of the work due for our next meeting, along with videos and copies of necessary handouts, will appear there throughout the semester.**
- Any materials necessary beyond our print texts will be *duplicated* in the Modules; in this course I will use Modules as *basic clearinghouses/storage spaces* for those readings and support materials used in class.

Attendance/Tardiness

Please come to class and participate fully; I hope you quickly find that frequent attendance is necessary for effective learning and come to appreciate the ways in which we rely on each other to learn and grow as educators. Please do contact me *ahead of time* if you know you are going to be absent; if you miss a class, please check the class presentation on Canvas, email me (see separate policy on responses), visit during office hours, and/or make an appointment to discuss what you've missed.

Timeliness/Late Work

Please turn work in on time. All work is due *before* class on the due date. In-class activities are carefully scaffolded and sequenced in order to ensure your learning. If you have trouble turning in an assessment on time, *if you are proactive in arranging alternate due dates when complications arise*, I am very likely to help you work through these situations without penalty. Speak to me when needed, but please don't make late work a habit; it hurts us all.

Email

I will do my best to respond to emails **between 8:00 a.m. and 6:00 p.m.** and **within 24 hours** (or within 48 hours on weekends), *except* when this information can easily be found in the syllabus or on our Canvas class site.

Preferred/Chosen Name & Pronouns

Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity or expression. Students will be asked to indicate the name and gender pronouns they use for themselves in an early Canvas post. A student's chosen name and pronouns are to be respected at all times.

Available University Resources

- **Tutoring Learning Center (TLC):** In addition to meeting with me and engaging in peer feedback through class activities, you can also get help in [Tutoring Learning Center](#), **Collins Classroom Center room 234**, x3568.

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- **UWSP's Disability Resource Center:** Students with learning differences can visit the Disability Resource Center (DRC), **Collins Classroom Center room 108**, x 3365 to work with that office to develop a Request for Accommodation Form or a referral to Assistive Technology.

Campus/Community Resources - Support for Long-Term Challenges/Short-Term Struggles

I understand fully that life outside of the classroom can impact our ability to function effectively or focus on the learning tasks at hand; I understand that “life happens” and that we sometimes have to face challenges that seem insurmountable or that are simply beyond our control. It is *important to me* that each and every one of you feel safe and cared for in your personal life; it is the only way you can get the most out of our learning experiences together. As I will repeatedly tell you as pre-service teachers, it is important that we never forget that we teach **people first and content second**. That said, while I *genuinely* want to support you in every way possible, I also know that my training and resources are limited; I am not, after all, a trained psychologist, counselor, or medical professional. So, if there are any special needs, worries, concerns or accommodations that you need, whether they be long-term struggles you've experienced for years or an unexpected event which you're suddenly facing, please talk to me ASAP; I will do all that I can to be accommodating and to give you the additional help you might need. When I reach my limit, I will do my best to refer you to **campus and community resources** that may be available to you; you will find a list of many of these resources outlined on the [Dean of Students](#) page.

Cell Phones, Electronic Devices and Video

When we are together *physically* in space I would encourage you to similarly be *intellectually* present. While it is easy and relatively harmless to succumb to electronic distractions in our personal lives and on our own time, paying attention to electronics when working together and while others are speaking is both distracting and impolite. Unless you are asked to use them for a class activity, please silence cell phones and put them out of sight during class activities; be with *us* for these 2.5 hours each week.

Additionally, to respect the privacy of those in the class students may not make audio, video, or photographic recordings of lectures or other class activities without **express written permission** from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

English 394 / 594: Weekly Course Outline

Week & Date	Reading/Work Due on Arrival	Weekly Class Outline of Reading/Discussion/Activities
<p>Prior to our first class (i.e. prior to January 23 @ 5:00)</p>		<p>In preparation for our first class, please complete the following prior to arriving. All items are found in our Canvas Announcements stream.</p> <p>A) View: Welcome Video (Course Goals and Assignment Overviews)</p> <p>B) Discussion Post: Intros to Others – A Virtual Hello</p> <p>C) View, Read & Write: Writer’s Notebook – Intro Video (w/embedded assignments, uses P. Elbow’s “Freewriting” article)</p> <p>* WN: Use watersheds, odd lines/insights & watersheds</p>
<p>1 Monday, 1/23</p>	<p>Due prior to our January 23rd class</p> <ul style="list-style-type: none"> - Week 1 Videos and embedded assignments (Welcome, Writer’s Notebooks) - Discussion Post Intro to Others 	<p>A) Introductions</p> <p>B) Syllabus Redux: Rapid Review, Q&A</p> <p style="padding-left: 20px;">1) Practicum Placements – Consideration & Forms</p> <p>C) Working with Writer’s Notebooks</p> <p style="padding-left: 20px;">1) Recapping video strategies: watersheds, freewriting and odd lines & insights</p> <p style="padding-left: 20px;">2) Sharing and continued practice</p> <p style="padding-left: 20px;">* Assignment: Read <i>Notebook Know-How</i>: Chapter 1</p> <p>D) Introduction, Brainstorming, and Drafting: Literacy and Language Journey Writing/Reflection</p> <p style="padding-left: 20px;">* Assignment: Draft-0 > Post to Discussion space</p> <p>E) Reading Preview</p> <p style="padding-left: 20px;">* Assignment: Read <i>Subject Matters</i>: Chapters 1-2 (skip pgs. 14-21; thoroughly read rest)</p>
<p>2 Monday, 1/30</p>	<ul style="list-style-type: none"> - <i>NK-H</i> Chapter 1 (pgs 1-9) - <i>SM</i> Chapters 1-2 (pgs 1-43; skip 14-21) - Literacy/Language Journey – Draft-0 > Discussion Post - Return “Practicum Placement Form” ASAP <p style="text-align: center;"><i>Friendly Reminder:</i> Writer’s Notebook 15+ minutes weekly</p> <p>> First upload or link due if using electronic option</p>	<p>A) Discuss <i>NK-H</i> - Thoughts & Application</p> <p style="padding-left: 20px;">* Assignment: <i>NK-H</i> Chapter 2 <i>selected</i></p> <p style="padding-left: 40px;">> Read pgs 9-15, pick three strategies from pgs 15-32, read 32-34</p> <p>B) Discuss <i>SM</i> 1-2 on Reading - What’s the problem and what do we do about it?</p> <p style="padding-left: 20px;">* Assignment: Read/Annotate Bomer’s “What Would it Mean for ELA to Become More Culturally Responsive and Sustaining?” – <i>handout</i></p> <p>C) Peer Review & Revision: Literacy and Language Journey Writing/Reflection</p> <p style="padding-left: 20px;">* Assignment: Final draft by end of day Sunday, February 5 > Post to Discussion space</p> <p style="padding-left: 20px;">* Assignment: Responses to others by start of Monday’s class</p>

Week & Date	Reading/Work Due on Arrival	Weekly Class Outline of Reading/Discussion/Activities
<p>3</p> <p>Monday, 2/6</p>	<p>For <u>SUN</u>day 2/5</p> <ul style="list-style-type: none"> - Post: Final Literacy/ Language Journey to Discussion space <p>For Monday 2/6</p> <ul style="list-style-type: none"> - Responses to Literacy/Language Journeys of others - NK-H Chapter 2 (selections – see week 2 details) - Bomer “What Would it Mean for ELA...?” <i>handout</i> <p>Friendly Reminder: Writer’s Notebook 15+ minutes weekly</p>	<ul style="list-style-type: none"> A) Discuss <i>NK-H</i> <ul style="list-style-type: none"> 1) Strategies Selected? Put them to the test! * Assignment: <i>NK-H</i> Chapters 3-4 selected > Pick three strategies from <u>each</u> chapter B) Literacy and Language Journey Discussion <ul style="list-style-type: none"> 1) Realizations and Reflection 2) Ties to Bomer > Culturally-Sustaining Language Pedagogy C) ELA and WIDA Standards Deep Dive – Overview <ul style="list-style-type: none"> * Assignment: Standards Jigsaw Responsibilities > Post
<p>4</p> <p>Monday, 2/13</p>	<ul style="list-style-type: none"> - <i>NK-H</i> Chapters 3-4 <i>Selected</i> - Post: Standards Deep Dive Responsibilities <p>Reminder: Be working on practicum experience and assignments in WNs; we’ll be discussing them in week 6</p>	<ul style="list-style-type: none"> A) Understanding the Standards > Jigsawing & Highlights <ul style="list-style-type: none"> 1) From Understanding to Personalizing: Creating Course/Unit Learning Goals 2) Considering <i>who</i> our students are... Uncovering and exploring the importance of community contexts * Assignment: Practice Personalizing Learning Goals > Post B) Discuss <i>NK-H</i> Chapters 3-4 <ul style="list-style-type: none"> 1) Strategies selected? Classroom applications? 2) A collection of perspectives... 3) Ties to culturally-sustaining practice? Standards? C) <i>Subject Matters</i> Chapters 3-4 Preview <ul style="list-style-type: none"> * Assignment: <i>SM</i> - Chapters 3-4 (<i>skim 3</i>, read 4) * Assignment: Bishop “Mirrors, Windows, and Sliding Glass Doors” <i>handout</i>

Week & Date	Reading/Work Due on Arrival	Weekly Class Outline of Reading/Discussion/Activities
<p>5</p> <p>Monday, 2/20</p>	<p>- Post: Practice Personalizing Learning Goals</p> <p>- SM Chapters 3-4 (<i>skim 3</i>, read 4)</p> <p>- Bishop "Mirrors, Windows, and Sliding Glass Doors <i>handout</i></p>	<p>A) Course Goals Reviewed, Revisited & Revised – Just <i>what</i> exactly do you want students to learn?</p> <ol style="list-style-type: none"> 1) Sharing, sharpening, and clarifying language 2) Considering connected ELA academic vocabulary and connections to assessment <p>B) Backwards Design Basics</p> <ul style="list-style-type: none"> * Assignment: Developing Initial Assessment Options > Post * Assignment preview for week 8: Text/Resources Compilation Post <p>C) What should students be reading? A balanced <i>personal</i> diet beyond textbooks! (<i>SM & Bishop</i> Discussion)</p> <ol style="list-style-type: none"> 1) Key factors with assigned and choice readings <ul style="list-style-type: none"> * Assignment: <i>SM</i> Chapter 5 <i>selected</i> > Read pgs 87-93, pick two <i>before</i>, two <i>during</i>, two <i>after</i> strategies from pgs 94- 174 (use chart on 90-91 to identify)
<p>6</p> <p>Monday, 2/27</p>	<p>- Post Developing Initial Assessment Options</p> <p>- <i>SM</i> Chapters 5 (selections)</p> <p>Friendly Reminder: Writer's Notebook 15+ minutes weekly > Upload if needed</p>	<p>A) Got anything on engaging reading? Let's look in your toolbox!</p> <ol style="list-style-type: none"> 1) Strategies selected? Let's practice, please! 2) Classroom possibilities? <ul style="list-style-type: none"> * Assignment: <i>SM</i> Chapter 8 (pgs. 221-239) + Literature Circle Handout <p>B) Seeking Seamlessness – Applying backwards design principles in ways that bring themes, EQs, goals, assessments, and texts together to create culturally-sustaining units and daily learning activities</p> <ol style="list-style-type: none"> 1) Themes & essential questions 2) Reviewing and aligning assessment descriptors & goals 3) Selecting and justifying texts matched to theme, EQs, goals, assessments and students 4) Rubrics, Checklists & (at least <i>considering</i>) the Daily 5) Assessment Handouts 6) Unit Handouts <ul style="list-style-type: none"> * Assignment Recap for week 8: Text/Resources Compilation & Post > Assignment Space upload & Post in Canvas * Announcement: FIELD TRIP next week! > Meet at Portage County Public Library > Prairie Room

Week & Date	Reading/Work Due on Arrival	Weekly Class Outline of Reading/Discussion/Activities
<p>7</p> <p>Monday, 3/6</p> <p>FIELD TRIP</p> <p>> Meet at Portage County Public Library</p>	<p>- SM Chapter 8 (pgs. 221-239)+ Literature Circle Handout</p>	<p>FIELD TRIP > Meet at the Portage County Public Library (Map: 1001 Main St., Stevens Point and 2 hr. parking options) > Prairie Room in lower level</p> <p>A) Let's Talk Literature... Circle up!</p> <ol style="list-style-type: none"> 1) The concepts of reader's workshop/literature circles 2) Modeling... for you and your students 3) Literature Circle Discussion Groups & Roles <p>* Assignment: Literature Circle Reading and Roles</p> <p>B) Guided Work Time – Locating texts @ PCL</p> <p>* Reminder: Writer's Notebooks collected next week</p>
<p>8</p> <p>Monday, 3/13</p>	<p>-Assignment/Post: Texts/Resources Compilation & Post (considering <i>your</i> students; aligned to theme, EQ, and selected goals for later focal unit) Assignment Space upload & Discussion Post</p> <p>- Lit. Circle Reading & Role Sheet</p> <p>- Writer's Notebooks scored this week</p> <p>> Upload if needed</p> <p>Reminder: You should be turning in Evaluation #1 from your practicum experience soon if you haven't already done so</p>	<p>A) Compilations & Collaborations - Jigsawing resources and the road ahead</p> <p>* Assignment: Evaluating Unit Materials – Models > Assignment Space upload</p> <p>B) Literature Circles</p> <ol style="list-style-type: none"> 1) Run them! 2) Feedback as a student? 3) Applications/Variations as an educator? <p>C) Want students to learn? Be environmentally sound!</p> <ol style="list-style-type: none"> 1) In Class... SM Chapters 7 + 11 <p>D) Toward a Philosophy of English/Language Education</p> <ol style="list-style-type: none"> a) Brainstorming <p>E) Beyond the WN - Expanding writing applications in the classroom</p> <ol style="list-style-type: none"> 1) Previewing <i>Writing in the Content Areas</i> <p>* Assignment: <i>Skim</i> C-AW Chapters 5-6 + View/Listen: Public Writing – Product vs. Process <i>video</i></p> <p>* Reminder: Be working on your practicum experience and assignments for your writer's notebook. We'll be discussing them week 10.</p>
<p>9</p> <p>Monday, 3/20</p>	<h2 style="margin: 0;">SPRING BREAK</h2> <p style="margin: 0;">Reminder:</p> <ul style="list-style-type: none"> • Assignment Upload: <i>Evaluating Unit Materials- Models</i> (rubrics, checklists, and assessment + unit handouts) – Upload for week 10 • View: Rubric Reminders <i>video</i> • Skim Reading, then View: <i>Content-Area Writing</i> Chapters 5-6 + Public Writing – Product vs. Process <i>video</i> 	

Week & Date	Reading/Work Due on Arrival	Weekly Class Outline of Reading/Discussion/Activities
<p>10</p> <p>Monday, 3/27</p>	<p>- Assignment Upload: Evaluating Unit Materials – Models</p> <p>- View: Rubric Reminders video (<i>if not already viewed</i>)</p> <p>- Skim Reading, then View: C-AW Chapters 5-6 + Public Writing video</p> <p>Reminder: Be sure to bring your copy of <i>Content-Area Writing</i> to class</p>	<p>A) The ins and outs of public writings... Be supportive!</p> <p>1) Augmenting assessment descriptors</p> <p>B) Lessons Learned – Features of effective unit learning materials</p> <p>1) Selected Unit Material (SUM) Requirements & Workshop</p> <p>* Assignment: Selected Unit Material Handouts - Draft 0s > <i>Organizing Principles chart + Unit Handout</i> > Post</p> <p>C) Practicum Experiences Discussion</p> <p>D) Philosophy of English/Language Education</p> <p>1) Recap, Looping, Drafting Workshop</p> <p>* Assignment: Philosophy of Education Draft 0 > Post</p>
<p>11</p> <p>Monday, 4/3</p>	<p>- Post: Draft 0s > <i>listed</i> Handouts of SUM Materials</p> <p>- Post: Philosophy of English/Language Ed– Draft 0</p> <p>Friendly Reminder: Writer’s Notebook 15+ minutes weekly > Upload or Update link</p>	<p>A) Philosophy of English/Language Education – Work with drafts</p> <p>1) Creating mini-lesson focus and progression</p> <p>2) Devoting class time to the process</p> <p>* Assignment: Philosophy of English Education – Draft 1 > Assignment space upload</p> <p>B) Continued Crafting – Evaluating and Enhancing Unit Materials</p> <p>1) Clarifying and communicating intentions to students</p> <p>2) Visualizing and planning lesson sequencing in units</p> <p>* Assignment: Unit Materials – Draft 1s > <i>Assessment/Checklist/Rubric Handouts for both benchmark assessments</i> > Assignment space upload</p> <p>* Assignment: Skim, then View C-AW Chapter 8 + Creating Collaborative Writing Environment – Conferencing with Students and Peer Revision Groups <i>video</i></p> <p>* Assignment: Unit student calendar – Draft 0 > Post</p>

Week & Date	Reading/Work Due on Arrival	Weekly Class Outline of Reading/Discussion/Activities
<p>12</p> <p>Monday, 4/10</p>	<ul style="list-style-type: none"> - Assignment Upload: Philosophy of English/Language Ed.-Draft 1 - Assignment Upload: <i>Listed</i> Unit Materials – Draft 1s - Post: Unit student calendar Draft 0 - Skim, then View C-AW Chapter 8 + Creating Collaborative Writing Environments <i>Video</i> 	<p>A) Structuring (Writer’s) Workshop</p> <ol style="list-style-type: none"> 1) Considering Scaffolding & Structures > Additional Applications <p>B) Our Philosophy of English/Language Ed. – Writer’s Workshop</p> <ol style="list-style-type: none"> 1) Peer revision group protocols, PRGs, and plans for revision <p>* Assignment: Philosophy of English Ed. – Draft 2 (Final Revisions!) due week 14</p> <p>C) Down to the Daily – Planning, scaffolding, and keeping <i>learning</i>, not <i>activity</i> at the center of daily planning</p> <ol style="list-style-type: none"> 1) Developing daily learning objectives tied to unit/assessment learning goals <p>* Assignment: Skim C-AW Ch. 1-2, Mine C-AW Ch. 3-4, then View Writing to Learn – Reasons for Regular Writing <i>video</i></p> <p>* Assignment: Detailed Daily Lesson Requirements – Draft 0 (2 days) > Post</p>
<p>13</p> <p>Monday, 4/17</p>	<ul style="list-style-type: none"> - Skim C-AW Ch. 1-2, Mine C-AW Ch. 3-4, then View Writing to Learn – Reasons for Regular Writing - Post: Draft 0s for <i>two</i> SUM Detailed Daily Lessons <p>Friendly Reminder: Writer’s Notebook 15+ minutes weekly > Upload if needed</p>	<p>A) WTL... The things your students will tell you in writing!</p> <ol style="list-style-type: none"> 1) Discussion & examples 2) Practice, practice, practice; model, model, model <p>B) Demystifying Daily Learning – Objectives, bookending, and the gradual release of responsibility model</p> <ol style="list-style-type: none"> 1) Sharpening intentions, capturing key skills and content, and planning purposeful learning activities <p>* Assignment: View WTLs for All – Considering, Modifying, and Integrating Possibilities <i>video</i></p> <p>* Assignment: Listen (or Read): Working with Editing, Spelling, and Punctuation - <i>NK-H</i> Chapter 6</p> <p>* Assignment: Detailed Daily Lesson Requirements – Draft 1 (4+ days) >> Assignment space upload</p>

Week & Date	Reading/Work Due on Arrival	Weekly Class Outline of Reading/Discussion/Activities
14 Monday, 4/24	<ul style="list-style-type: none"> - View: WTLs for All <i>Video</i> - Listen (or Read): Working w/Editing, Spelling,& Punctuation <i>NK-H Chapter 6</i> - Assignment Upload: SUM Detailed Daily Lessons–D1s (4+days) - Philosophy of English Ed.-Draft 2 	<p>A) Philosophy of English Ed. – Writer’s Workshop</p> <ol style="list-style-type: none"> 1) Editing and Grammar Mini-lesson(s) & Application <p>* Assignment: Philosophy of English Ed. – FINAL > Assignment space upload</p> <p>B) Final WTL Practice – Making it Meta</p> <p>C) Assessing Writing – Preview</p> <p>* Assignment: <i>Skim</i> “Response: Ways to Give Effective Feedback on Student Writing”</p> <p>* Assignment: View Managing and Learning from Feedback</p> <p>D) Attaining Alignment > Bringing It All Together</p> <ol style="list-style-type: none"> 1) Review: Final Unit Requirements <p>* Assignment: Unit Materials due week 16</p> <p>* Reminder: Be working on your practicum experience and assignments for your writer’s notebook. They’re due week 16.</p>
15 Monday, 5/1	<ul style="list-style-type: none"> - <i>Skim</i> “Response: Ways to Give Effective Feedback...” - View Managing and Learning from Feedback <i>video</i> - Assignment Upload: Philosophy of English Ed.-FINAL <p><i>Friendly Reminder:</i> Writer’s Notebook 15+ minutes weekly > Upload if needed</p>	<p>A) Put your red pens down!</p> <ol style="list-style-type: none"> 1) Practice Assessing Student Writing 2) A Return to Rubrics, Checklists, and Daily Practice <p>B) Workshop – Final Q&A, Collaboration, and Conferencing</p> <p>* Reminder: Be working on your practicum experience and assignments for your writer’s notebook. They’re due week 16.</p>
16 Monday, 5/8	<ul style="list-style-type: none"> - Assignment Upload: Final Selected Unit Materials - Writer’s Notebooks with all completed Practicum Writings 	<p>A) Closing Reflection & Celebration</p> <ol style="list-style-type: none"> 1) In Class: Reflection on SUM learning <p>B) Final “No Holds Barred” Q&A, Ideals, Expectations, & Reminders</p>
Finals Week 5/15	<p>Because of the enormity of the SUM and the way in which it demonstrates your ability to meet the core competencies of this course, a final exam would be pointless; we will therefore NOT MEET DURING THE SCHEDULED EXAM TIME. Be sure that you have completed any late/missing components by midnight on Sunday, 5/14/2023.</p>	

Language and Literacy Journey Writing/Reflection 10% / 100 Points

As we begin our semester together, one in which we seriously contemplate *who* we will be as a language educator and *how* we will approach reading and writing instruction with our students, it is equally important that we first consider our *own* language experiences and how *we* have arrived at this juncture in our lives. Although we are all pursuing professional paths as educators and working to better understand and support the language needs of our students, our paths to becoming literate individuals are varied. This assessment helps frame all that is to come; it makes space for you to pause, to reflect on these experiences, to explore what they have meant for your own language and literacy development, and to purposefully consider the ways in which they might subconsciously or (better!) *consciously* impact your work with future students.

As you decide how to best articulate key reading and writing experiences from your life and reflect on both their importance and potential impact on your work as a teacher, I want to provide you with **plenty of flexibility**. Feel free to use any format that you wish as long as it meets the basic requirements outlined below; you might choose to write a more formal essay, to develop a bulleted list with an intro/conclusion and comments throughout, might create a multimodal piece combining written components with graphics or images (e.g. a timeline, a scrapbook), etc. While written components should ultimately be polished, the level of formality chosen for the writing is again yours to decide; language that is comfortable and personal often helps us most authentically express lived experience and reflect on important aspects of our lives and professional practice.

We will take a *process approach* to developing our Language and Literacy Journey Writing/Reflections:

- **Week 1:** We will conduct *pre-writing* activities to help you surface and consider how to best organize your initial ideas.
- **Week 2:** You will bring an *initial draft* of your piece to week two where you'll get some feedback from peers and have quick opportunities to revise during in-class workshops.
- **Week 3:** You'll publish your *final draft* to the **Language and Literacy Journey Writing/Reflections Discussion** space *no later than **Sunday, February 5th**, @ **noon**; **then***, by the start of our week 3 class, we will read each other's pieces and responded in Canvas. Finally, we will discuss them in class as a way of continuing to build our classroom community, understanding the unique path that each of us has walked; these conversations will also help us collectively consider how we will guide our future students who, like us, arrive in our classrooms with diverse reading and writing experiences.

Basic Requirements:

1. Regardless of how you choose to compose and organize your piece you should include roughly **500 - 1,000 words** as you explain and reflect on key experiences. Be sure to reflect on experiences with **both reading and writing as well as general experiences with language use** at home, in your various communities, and/or in school settings.
2. As with any chosen mode of communication, you should have a **clear sense of your purpose and audience**, and carry your purpose all through the piece with your chosen readers/audience in mind. **Help us, as fellow English/ESL/language educators, understand: 1)** how the details you chose to articulate were important to *your development* as a literate individual; and **2)** what pausing to reflect

upon these experiences has helped you recognize about *yourself* as well as what they've helped you realize you might need to purposefully consider as you support *your future students*.

3. Although you will certainly have a number of thoughts that you might want to share with us here, and while the format you've select may also impact the level of details in some ways, you are *almost always* better off choosing a specific focus and going into greater detail.
 - Giving us more **complete details about three or four key aspects** of your journey (especially if you've selected a largely essay/written form) is far more effective than providing us with a long list of thinly developed details.
 - If you select a format that makes use of listing be sure to **highlight and more thoroughly develop** those experiences which had the largest impact on your reading/writing/language development
 - Regardless, make sure you are both **detailing** *key events* as well as **reflecting** *on what they meant personally and professionally*.
4. Everyone must:
 - Complete the in-class brainstorming
 - Compose a rough draft for week 2 and revise
 - Post a final draft by **Sunday, February 5th, @ noon**
 - By the start of week 3 class, **read and respond** to the pieces of others

Language and Literacy Journey - Writing/Reflection Rubric

	Exemplary	Acceptable	In Need of Improvement
Purpose, Audience, and Focus	<p>Your writing/project has a clear purpose and uses the members of our class (ELA/ESL/language educators considering their own experiences) as the main audience. The examples chosen are focused on <i>highly relevant reading, writing</i>, and other language experiences tied to your literacy journey <i>and</i> their potential impact on your work as an educator.</p> <p style="text-align: center;">30-27 points</p>	<p>Your writing/project is generally focused on the purpose of this assessment and uses the members of our class as the main audience. The majority of the examples chosen are tied to relevant reading, writing, and other language experiences connected to your literacy journey and their potential impact on your work as an educator.</p> <p style="text-align: center;">26-23 points</p>	<p>While the writing/project has a topic and may discuss reading, writing, and/or language experiences, it would benefit from additional focus. Writing may be strengthened by ensuring the relevance of the examples chosen, their connection to your literacy journey, and/or their impact on your future work as an educator is more explicitly stated/clear.</p> <p style="text-align: center;">22-0 points</p>
Content & Idea Development	<p>Regardless of selected format, central elements of your writing highlight and expand upon the most relevant examples. These specifics come to life on the page, help readers appreciate the importance of each event, and display thoughtful reflection revealing who you are (as an individual) and will be (as an educator) because of these key experiences.</p> <p style="text-align: center;">50-44 points</p>	<p>Regardless of selected format, the majority of the writing selects and expands on relevant examples. Writing is detailed, helps the reader understand each event, and concretely explains it's importance in your literacy journey to date as well as what it might mean in your future work as an educator.</p> <p style="text-align: center;">43-38 points</p>	<p>Though examples are included, they may be too general or brief; further developing details would more effectively engage the audience and help them understand the importance of each of your examples. As a result, readers may have only a vague sense of who the writer is and/or why examples have and will continue to matter.</p> <p style="text-align: center;">37-0 points</p>
Conventions & Presentation	<p>The writing itself is clear, fluid, and varied; while the tone and/or formality of the language used may vary, you've been careful about word choice and have carefully/appropriately edited so as to not detract from the message. Graphics and/or other (optional) visuals appropriate to the genre enhance the writing and visual appeal of the piece.</p> <p style="text-align: center;">20-18 points</p>	<p>Writing is generally clear, fluid and varied. Though there may be small fluctuations in tone/formality, language is largely consistent; the piece is appropriately edited, and your message is easily understood. Graphics and/or other visuals are appropriate to the genre and generally work to reinforce the message.</p> <p style="text-align: center;">17-15 points</p>	<p>The writing may be difficult for the reader to follow. Fluctuations in tone/formality may vary widely and distract the reader. Additional time editing so as to use language in a consistent manner would improve the readability of the piece. Graphics may be unrelated to the writing and/or distract from the intended message.</p> <p style="text-align: center;">14-0 points</p>

_____/100 Total

<p style="text-align: center;">Selected Unit Materials (SUM) Overview & Guidance for Process Components 60% = 20% Formative/40% Summative</p>

SUM PURPOSES

As you study and practice with instructional methods that will help you more effectively teach reading, writing, speaking/listening, and other language skills to your students, it is critical that you move beyond simply understanding how a particular method can be used in the classroom, seeing the larger ways in which **effective ELA/ESL/language teachers purposefully scaffold such instruction** as they build effective curriculum. The Selected Unit Materials (SUM) assessment ensures that you have successfully learned how to analyze the academic standards and best practices of the discipline and synthesize all that you have learned as you gather the resources and develop materials for your own unique **English/ESL unit for middle/high school students**.

While the following pages are full of *lots* additional guidance (i.e. it may look intense, but remember that it's also nearly *every* handout for the semester up front), know that we will spend **extensive time in class each and every week** collaboratively generating ideas, working with each skill, and drafting and giving formative feedback on the materials you develop. Ultimately, after regular opportunities to learn with and from others, and continually revise and improve upon these items, you will *re-submit* them in their final form, and for your largest summative score in the class, work which demonstrates you are able to effectively plan for, support, and assess the English/ESL/language learning of students in your future classrooms.

SUM COMPONENTS AND POINT VALUES

Formative - Process Components (20%):

- Development of learning goals @ 1%
- Development of initial assessment options @ 2%
- Texts/Resources Compilation @ 4%
- Drafting Select Unit Materials @ 2%/4%
- Drafting Student Calendar @ 1%
- Drafting Daily Lessons @ 1%/4%
- Final Project Reflection @ 1%

Summative – Final Compilation of Selected Unit Materials (40%):

- Unit handout, assessment handouts, assessment checklists, assessment rubrics, eight selected detailed daily lessons

SUM - Development of Learning Goals*

* See [“Practice Personalizing Learning Goals”](#) class handout for additional reminders on this first step of SUM work

DUE: Monday, 2/20/23 > Discussion Post

10 points

1. Review the WI Standards for English Language Arts; **select 8-10 standards** that seem most aligned with the academic learning you think most essential for your students (consider WIDA English Language Development Standards for ELLS).
 - ✓ Select a *minimum* of **two standards from each strand**
 - ✓ Make sure one of your writing standards requires the **process of writing**
 - ✓ Begin by **copying the full standard, with tag** into the chart below
2. Consider any embedded *academic terminology*, and again determine which aspects/terms might be most relevant to the skills you would want students to learn in your later unit (you can always revise later).
3. Rewrite the standards in your own words, creating **your own 8-10 course/unit goals**, making them understandable for students/parents.
 - ✓ See reminders and models on the [“Practice Personalizing Learning Goals”](#) class handout
 - ✓ Consider WIDA ELD Language Arts descriptions if working with ELLs
4. Consider creating 1-3 philosophical goals, potentially connected to a unit *theme*
 - ✓ See reminders
5. Save as a **.pdf** and post to our [“Practice Personalizing Learning Goals” Discussion space](#)

WI Standards for English Language Art (copy/paste)	Course Goals (8-10 Academic; 1-3 Philosophical)
Reading	
	Goal (tag)
	Goal (tag)
Writing	
	Goal (tag)
	Goal (tag)
Speaking & Listening	
	Goal (tag)
	Goal (tag)
Language	
	Goal (tag)
	Goal (tag)
	Philosophical
<i>No State Standards for Philosophical Goals</i>	Goal
<i>No State Standards for Philosophical Goals</i>	
<i>No State Standards for Philosophical Goals</i>	

SUM - Development of Initial Assessment Options

DUE: Monday, 2/27/23 > Discussion Post - 20 points

Now that you've sharpened your ability to articulate *learning goals* for your students, the next step in our backwards design approach to instruction is to consider the wide range of *assessment possibilities* available to you. As we've discussed, the **learning and associated skills expressed in our course/unit goals** could be assessed in *countless* ways, so it's important for us to explore how we can keep that learning at the center of all that we do even as we help student build skills and give them opportunities to demonstrate what they've learned in varied ways.

For this next step in our process, you'll therefore be asked to think creatively and **write short assessment descriptors** (much like I've done here!) for various types of assessments *matched to a sub-set* of your developing learning goals. **For each (A-D):**

1. For *each* possibility **list 3-5 goals** you've previously created (feel free to keep revising and sharpening that language) that seem to **best match the assessment** you're creating
 - Ensure that **each of your goals is used at least once** by the time all 4 (A-D) assessment possibilities have been described

2. Keep the *learning* expressed in goals clearly in mind before, during, and after drafting each assessment
 - What must this assessment show students **know and are able to do** to meet goals listed?
 - What **ELA/academic vocabulary** is included in the goal and might therefore also be mentioned in the description you write?

A) Create a benchmark assessment that combines literature and speaking/listening/discussion . Compose two paragraphs outlining these ideas and written <i>for students</i> (student audience).	
<ul style="list-style-type: none"> • <u>Paragraph #1:</u> Describe the <i>general outlines of the assessment</i>. What will students do/what will the final project look like? What steps might they work through or what <i>processes</i> might be necessary (reading, brainstorming, drafting/preparing, sharing) for them to be successful with this work? • <u>Paragraph #2:</u> Explain how this work helps you assess that students have successfully met <i>each</i> of the specific learning <u>goals</u> you've listed. Be sure that you've at least <i>generally</i> referenced each of these bits of learning in paragraph #1 	
Goal -	
Goal -	
Goal -	
<i>(optional)</i> Goal -	
<i>(optional)</i> Goal -	
Assessment description and ties to learning goals	Paragraph #1: 1. [Type your response] Paragraph #2: 2. [Type your response]

B) Create a benchmark assessment that requires more **formalized writing**; the writing may be reflective, formal, or creative in nature. Compose two paragraphs outlining these ideas and written *for students* (student audience).

- **Paragraph #1:** Describe the *general outlines of the assessment*. What will students do/what will the final project look like? What steps might they work through or what *processes* might be necessary (reading, brainstorming, drafting/preparing, sharing) for them to be successful with this work?
- **Paragraph #2:** Explain how this work helps you assess that students have successfully met *each* of the specific learning **goals** you've listed. Be sure that you've at least *generally* referenced each of these bits of learning in paragraph #1

Goal -	
Goal -	
Goal -	
(optional) Goal -	
(optional) Goal -	
Assessment description and ties to learning goals	Paragraph #1: 1. [Type your response] Paragraph #2: 2. [Type your response]

C) Create a benchmark assessment that takes a **multimodal approach to assessment, combining some writing and some additional multiple-intelligences component** (e.g. they could create a scrapbook and type short descriptions or explanations below each image; they could “modernize” the language in a scene and then act it out in a short video). Compose two paragraphs outlining these ideas and written *for students* (student audience).

- **Paragraph #1:** Describe the *general outlines of the assessment*. What will students do/what will the final project look like? What steps might they work through or what *processes* might be necessary (reading, brainstorming, drafting/preparing, sharing) for them to be successful with this work?
- **Paragraph #2:** Explain how this work helps you assess that students have successfully met *each* of the specific learning **goals** you've listed. Be sure that you've at least *generally* referenced each of these bits of learning in paragraph #1

Goal -	
Goal -	
Goal -	
(optional) Goal -	
(optional) Goal -	
Assessment description and ties to learning goals	Paragraph #1: 1. [Type your response] Paragraph #2: 2. [Type your response]

D) Create a benchmark assessment that combines student-driven research and at least one of the following: 1) technology; 2) writing - any form; or 3) speaking/listening/discussion. (e.g. research how to stop bullying and ... 1) share what they've learned through Instagram; 2) write a short multigenre narrative that takes a creative approach to relevant arguments; 3) creates a PSA video, Tik Tok, or in-class presentation). Compose two paragraphs outlining these ideas and written *for students* (student audience).

- Paragraph #1: Describe the *general outlines of the assessment*. What will students do/what will the final project look like? What steps might they work through or what *processes* might be necessary (reading, brainstorming, drafting/preparing, sharing) for them to be successful with this work?
- Paragraph #2: Explain how this work helps you assess that students have successfully met each of the specific learning goals you've listed. Be sure that you've at least *generally* referenced each of these bits of learning in paragraph #1

Goal -	
Goal -	
Goal -	
<i>(optional)</i> Goal -	
<i>(optional)</i> Goal -	
Assessment description and ties to learning goals	<p>Paragraph #1: 1. [Type your response]</p> <p>Paragraph #2: 2. [Type your response]</p>

Texts/Resources Compilation

DUE: Monday, 3/13/23 > **Assignment Upload & Discussion Post** - 40 points

So far you have worked to understand the formal structures of the Wisconsin ELA and WIDA English Language Development Standards, developed the ability to rearticulate the skills and content expressed in these standards in learning goals that are accessible to students, and have developed a list of possible assessments through which you can measure related student learning. Additionally, we've explored the ways in which using thematic approaches to courses and units, further structured by essential questions, can help students make powerful connections that create personal and meaningful learning. Keeping this learning, potential themes for your Selected Unit Materials, **and what we have learned about this particular set of students** in mind, our next step is to gather a *broad and diverse set of texts and resources* to engage them around a unit theme and support the learning expressed in your goals and (at least *some*) assessments.

As you work to gather the materials outlined in the following list remember that we are casting a **very board, expansive, inclusive, and culturally-sustaining net**. As our early reading by Bomer suggested, and as our recent readings from *Subject Matters* and Bishop's article have reinforced, it is important that the materials we put before students/encourage them to explore take a **"windows and mirrors" approach**.

As you gather resources the graphic organizers (i.e. charts) that follow will help you keep track of what you know about the genres you are selecting, the topics and themes of each text, and the varied backgrounds of each author; push yourself and your students to engage with ideas that are familiar and comfortable *as well as those* that require them to consider new ideas and the experiences of others.

1. Keep what you know about your students in mind. What will appeal to *them*? Speak to *them* most? Help *them* make personal connections related to the central themes and ideas of the unit that's starting to take shape?
2. As you list materials below keep track of basic [MLA](#) citation.
3. Use the provided boxes and check/add *short* notes on topics, and author backgrounds > **be sure to include diversity, windows and mirrors, and culturally-sustaining pieces**
4. Write a *brief* (3-5 sentence) description *summarizing* the piece.
5. Write a *brief* (3-5 sentence) *justification* for the selection, explaining how it connects to and supports a specific goal(s), assessment, or essential question in your forming Selected Unit Materials project.

CRITICAL NOTE: **You will need to have access to many of these materials in the near future** as you develop your Selected Unit Materials, so **be sure** to check out, save links, and/or make copies of resources for your future work!

Poems

*First, identify **four poems** you might use that are connected to a central unit theme.
Consider varied reading levels, windows and mirrors, topics, and author backgrounds, etc.*

Poem #1

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	<p>Paragraph #1: <i>Description/Summary</i> 1. [Type your response]</p> <p>Paragraph #2: <i>Justification, connection/support of specific goal(s), assessment, or essential question in your SUM</i> 2. [Type your response]</p>					

Poem #2

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	<p>Paragraph #1: <i>Description/Summary</i> 1. [Type your response]</p> <p>Paragraph #2: <i>Justification, connection/support of specific goal(s), assessment, or essential question in your SUM</i> 2. [Type your response]</p>					

Poem #3						
TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response] Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]					
Poem #4						
TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response] Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]					

Short Stories

Next, identify **four short stories** you might use that are connected to a central unit theme.
Again, consider varied reading levels, windows and mirrors, topics, and author backgrounds, etc.

Short Story #1

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response]					
Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]						

Short Story #2

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response]					
Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]						

Short Story #3						
TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response] Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]					
Short Story #4						
TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response] Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]					

Novels

Required traditional print *and* graphic novel options

Next, identify **four novels** you might use that are connected to a central unit theme.

Include **at least one** traditional **print** novel *and* **at least one** **graphic** novel.

Again, consider varied reading levels, windows and mirrors, topics, and author backgrounds, etc.

Novel #1

Traditional print

Graphic novel

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences <i>each</i>)	<p>Paragraph #1: Description/Summary 1. [Type your response]</p> <p>Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]</p>					

Novel #2

Traditional print

Graphic novel

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences <i>each</i>)	<p>Paragraph #1: Description/Summary 1. [Type your response]</p> <p>Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]</p>					

Novel #3						
<input type="checkbox"/> Traditional print <input type="checkbox"/> Graphic novel						
TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and <input type="checkbox"/> as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author <input type="checkbox"/>	Disabled Author <input type="checkbox"/>	Immigrant Author <input type="checkbox"/>	Ethnicity of Author <input type="checkbox"/>
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. <input type="text"/> [Type your response]					
	Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. <input type="text"/> [Type your response]					
Novel #4						
<input type="checkbox"/> Traditional print <input type="checkbox"/> Graphic novel						
TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and <input type="checkbox"/> as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author <input type="checkbox"/>	Disabled Author <input type="checkbox"/>	Immigrant Author <input type="checkbox"/>	Ethnicity of Author <input type="checkbox"/>
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. <input type="text"/> [Type your response]					
	Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. <input type="text"/> [Type your response]					

Additional Text Genres

Next, identify **four additional “print” genres not yet included** in your growing list of texts/resources.

This might include any combination of plays, myths, letters, non-fiction texts (e.g. magazine, newspaper, or on-line articles), models or written work similar to that which students will create for an assessment (e.g. print directions for how to play a particular type of board game) and so on.

Again, consider varied reading levels, windows and mirrors, topics, and author backgrounds, etc.

Additional Genre #1

[] Identify genre

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	<p>Paragraph #1: Description/Summary 1. [Type your response]</p> <p>Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]</p>					

Additional Genre #2

[] Identify genre

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	<p>Paragraph #1: Description/Summary 1. [Type your response]</p> <p>Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]</p>					

Additional Genre #3 [] Identify genre						
TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response] Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]					
Additional Genre #4 [] Identify genre						
TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response] Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]					

Multimodal Texts

Finally, identify **four additional multimodal genres** not yet included in your growing text list.

This might include any combination of songs, oral histories, TED Talks or other videos, paintings/artwork/memes etc. related to your developing SUM.

Again, consider levels of language and accessibility, windows and mirrors, topics, and author backgrounds, etc.

Multimodal Text #1

[] Identify genre

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	<p>Paragraph #1: Description/Summary 1. [Type your response]</p> <p>Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]</p>					

Multimodal Text #2

[] Identify genre

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	<p>Paragraph #1: Description/Summary 1. [Type your response]</p> <p>Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]</p>					

Multimodal Text #3

[] Identify genre

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response] Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]					

Multimodal Text #4

[] Identify genre

TITLE & AUTHOR (Basic MLA)	Citation information					
AUTHOR INFORMATION Notes and [X] as appropriate	Ethnicity of Author: Note	Gender of Author: Note	LGBTQ+ Author []	Disabled Author []	Immigrant Author []	Ethnicity of Author []
SUMMARY AND JUSTIFICATION Paragraphs (3-5 sentences each)	Paragraph #1: Description/Summary 1. [Type your response] Paragraph #2: Justification, connection/support of specific goal(s), assessment, or essential question in your SUM 2. [Type your response]					

SUM - Drafting Selected Unit Materials - Student Handouts

Draft-0 - DUE: Monday, 4/03/23 > [Discussion Post](#) - 20 points
Organizing Principles Chart + Unit Handout

Draft 1s - DUE: Monday, 4/10/23 > [Assignment Upload](#) - 40 points
Completed Assessment/Checklist/Rubric Handouts for Benchmark Assessments
** Draft-0 Student Calendar also due 4/10 > see separate requirements **

Final SUM - DUE: Monday, 5/08/23 > [Assignment Upload](#) - 400 points

Clearly by this point the thinking you've done to articulate *goals*, create beginning ideas for *assessments* tied to those goals, and gather a long list of *relevant texts and resources* leaves you in a strong position to create a focused and engaging curriculum for your students. In the *first half* of the semester we worked individually and collectively to create a large list of curricular possibilities that you might draw upon as your selected unit took rough shape; in the *second half* of the semester those plans start to become more concrete, moving from beginning descriptions to detailed handouts, checklists, rubrics, and (later) calendars and daily planning to be used with students. As always, we'll practice together, draft, and get lots of formative feedback prior to the *final summative assessment* of this learning.

As we transition to the second half of the semester we'll first spend time **evaluating models** of units created by past students; you'll identify key features of effective unit and assessment handouts as well as the checklists and rubrics that articulate processes and proficiencies. The requirements outlined below should build on what you've learned through these exemplars and others shared during our time together in class.

To transition from the general resources earlier in the semester to the *specific details* of your **Selected Unit Materials** you should:

Identify Organizing Unit Principles

1. ____ **Unit Theme and Essential Questions:** Title, briefly describe the theme, and identify 1-2 essential questions that will focus the work of your selected unit.
 - o **Add them to the chart that follows.**
2. ____ **Select 4-6 Unit Goals:** Drawing on the goals you've created earlier in the semester, those shared by others, etc., choose 4-6 goals for your selected unit. Revise (as necessary) to make sure that they are clearly worded, focus on *specific* goals and relevant ELA/academic language, and include (tags) to connect them to the larger structures of the standards.
 - o **At least one goal must be tied to writing, and one tied to reading**
 - o **Add your 4-6 goals to the chart that follows, copying the standards and including your uniquely-worded learning goals.**
3. ____ **Identify/Describe Assessments Connected to Goals:** *Using student-centered language*, create short (4-6 sentence) descriptors for *at least two* benchmark assessments that will be used to assess the goals identified above. You may draw on previous work, adapt and revise others that have been shared during

collaborative activities, or create completely new assessments; regardless, **alignment with your goals** to ensure you are accurately assessing learning is the **chief concern**. You might also list additional smaller formative assessments used to gauge proficiency of other unit goals if fitting with your plans; this might be helpful, but isn't required.

- Add your descriptors to the chart that follows and identify the goals connected to each assessment

4. ____ **Identify Anchor Texts and Key Supplemental Resources:** Drawing on the materials you've collected, those others have shared, and/or additional resources you're recognizing will support the learning and theme/EQs of the unit, identify at least one anchor text (~100+ pages) that you will use in your unit (**Reminder: later you'll be teaching specific lessons, so having access and having read/planning to read the text is key**), as well as 5-10 supplemental texts that will support this work.

- Remember all of our readings and conversations about **culturally-sustaining** approaches to reading/language instruction, diversity, and including windows and mirrors as you make selections and include items for your specific set of students.
- Add brief information for each selected text to the chart that follows.

Selected Unit Materials – Handouts

Based on the organizing principles just identified, create the handouts below *for students*. The teachers who create appealing and helpful unit handouts for their students get a better reception than those who just jump in; recall the various degrees of effectiveness in the models you've studied. As you create each handout, then, remember to keep the following in mind:

- Part of what you are doing in these sorts of handout is **building your relationship with your students**, so be aware of your voice and how you build rapport with students, using language that is interesting, engaging, and accessible at their level of learning.
- Another part of what you are doing is **selling the unit**, so begin with something that hooks their interest. Graphic appeal can make a difference here as well.
- A third thing you're doing is helping students engage with the unit by **making its learning purposes central and evident**. So include the course goals and essential question(s) which the unit addresses. Additionally, when you and students look at all your units and the goals you've laid out for each one, you should be able to say quite confidently that you have accomplished every single one of your course goals. This issue of **alignment**, making expectations and goals clear and hinting at how daily activities and processes will (ultimately) build toward these ends, is similarly a part of what each unit handout is trying to accomplish.

5. ____ **Draft – 0 continued... > Unit Handout for Students:** Create a unit handout for **your selected unit**, overviewing it for your **students**. Using student-friendly language, you should create a handout that introduces students to the general theme and ideas of the unit, outlines unit goals, and incorporates the short introductions to each major benchmark (and possibly formative) assessment that you created earlier. *This handout should give students a solid overview of the work ahead on the first day of the unit.*

- **Reminders:**
 - **You must** assess the reading in each unit and should also have some sort of assessment where writing plays a major role. Keep this in mind as you review your

short descriptions here and as you develop the assessment expectations in the handouts that follow next.

- As you create unit handouts and the assessment handouts and rubrics that follow, continue to frequently refer back to your **goals/charting** so that you keep *learning* at the center of all that you do.

6. _____ **Draft 1** > **Assessment Handouts, Checklists, and Rubrics for your selected unit:** Create an **assessment handout, a checklist, and rubric** for **each benchmark assessment** (*only, not* formative) in your unit. As you explain assessments, processes, and evaluation criteria/ expectations to your students be sure to incorporate language and formatting which:
- Generally *overviews* the assessment
 - Helps students *understand why* you have chosen this assessment/what it helps them learn
 - Uses language which *ties to the goals* of the unit and the descriptors on rubrics (being sure handouts/rubrics **align** is key)
 - Clearly outlines the *steps in the process*
 - Explains clearly what evidence of successfully meeting the associated learning goals looks like at each performance level (i.e. remember our conversations about rubric design, clapping competitions, and “What does that look like?”).

Organizing Unit Principles Chart

Unit Title: Title Unit Theme w/description: Theme 1-2 Essential questions: EQs		
Unit Goals 4-6 Goals <i>At least one goal must be tied to writing, and one tied to reading</i>		
Standard with (tag)	Student-centered course goal with (tag)	
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
Assessment Descriptions <i>At least <u>two</u> benchmark assessments (may also include formative)</i> <i>Use student-centered language to create a 4-6 sentence descriptor for each</i> <i>List connected goals using #s above</i>		
Assessment Title and Description: Title/Description Assesses Goal #s: #s above		
Assessment Title and Description: Title/Description Assesses Goal #s: #s above		
<i>Etc. if needed</i>		
Anchor Texts & Key Supplemental Resources		
Anchor Text <ul style="list-style-type: none"> • 100+ pages • Windows & mirrors 	Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Format: Print novel/Graphic Novel	Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i>
<i>Optional additional</i> Anchor Text <ul style="list-style-type: none"> • 100+ pages • Windows & mirrors 	Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Format: Print novel/Graphic Novel	Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i>

<p>Optional additional Anchor Text</p> <ul style="list-style-type: none"> • 100+ pages • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Format: Print novel/Graphic Novel</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>
<p><i>Etc. if needed</i></p>		
<p>Supplemental Text #1</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>
<p>Supplemental Text #2</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>
<p>Supplemental Text #3</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>
<p>Supplemental Text #4</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>
<p>Supplemental Text #5</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>
<p>Optional additional Supplemental Text #6</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>

<p>Optional additional Supplemental Text #7</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>
<p>Optional additional Supplemental Text #8</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>
<p>Optional additional Supplemental Text #9</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>
<p>Optional additional Supplemental Text #10</p> <ul style="list-style-type: none"> • Genre variety • Windows & mirrors 	<p>Title: Title Author: Author Author Info: Gender, ethnicity, etc. as helpful Genre: Article, on-line video, poem, artwork, etc.</p>	<p>Reason for selection: <i>Brief reasoning for selecting text (e.g. author, content, level, etc.)</i></p>

You're ready to create the Draft-0s
of your Select Unit Materials – Handouts*

* Return to directions, #5 and #6 on **page 37**

- #5 Unit Handout DUE: 4/03/23

- #6 Assessment/Checklist/Rubric Handouts DUE: 4/03/23

SUM - Drafting Selected Unit Materials - Student Calendar

Draft-0 - *also* DUE: Monday, 4/10/23 > **Discussion Post** - 10 points

** Draft-1s Student Assessment/Checklist/Rubric Handouts also due 4/10 > see earlier requirements **

Final SUM - DUE: Monday, 5/08/23 > **Assignment Upload** - 400 points

Having already created the early Draft-0 *student unit handout*, you're starting to see the content and skills students will need to be taught in your selected unit. As you develop the additional assessment/checklist/rubric handouts described earlier you're thinking about just what you'll need to teach and how you'll go about *sequencing and scaffolding* this learning over the **4-6 weeks** of your unit for your students (i.e. When will they begin/complete major reading checkpoints or be taught the skills necessary to be successful on assessments?).

To help you organize the major learning touchpoints you are creating in your unit on those handouts *and* explain the work that is ahead (at a glance) to students, you will *also* create a student calendar for your unit. As with previous steps in our backwards design process, refer to our work in class and models that are available as you consider how to best include key components of successful calendars.

Before creating your student calendar consider the following:

- **Learning is the point of daily activity:** What will students *learn and be able to do* as a result of each day? Your calendar will outline activity, but it's the *purposeful learning related to unit goals that those activities help students internalize* that needs to be the driving force behind your decisions.
- **Timings for Assessments:** How complex are the *benchmark assessments* that you are developing? What skills and processes are you identifying and outlining on rubrics and checklists? What lessons related to this work (e.g. they're writing and creating podcasts, so working with scripts, drafting and revising, teaching how to use the necessary technology) will you need to create and how long will they take?
- **Timings for Readings:** Similarly, how long is the *anchor text* that you've selected? Where (*real world*) do chapters end? How long will students need to read and discuss? What other lessons related to the reading (e.g. one of your goals in the unit is understanding types of conflict) will you need to teach and how long might they take? Additionally, when/where/how do you plan to use the *supplemental texts* that you've listed (e.g. to get their attention on the first day, to explore a particular idea related to the unit theme, to serve as a model of the work they're doing related to one of the assessments like reading poems before writing poems) and how much time is required for these activities.
- **Brevity & Visual Guidance:** In glancing at a student calendar students need the *basics* even though you've thought through the details. How might you name an activity they'll engage in each day, list reading, and/or note *what's due* or will be completed as *homework*? **For larger benchmark assessments**, how might you also use consistent visuals (clip-art, color, etc.) to help them see when steps are to be completed?

1. _____ **Student Calendar – Draft 0 > Post:** Create a **student calendar** on which you have blocked in: **a)** when lessons related to benchmark assessments will be taught; **b)** when time for reading and discussion will take place – indicate texts/chapters; and **c)** other relevant learning activities aimed at engaging students with the theme and EQs of the unit and *aligned with unit goals and learning*. **Every day** of your 4-6 week calendar should note this sort of purposeful, aligned activity.

SUM - Drafting Selected Unit Materials - Detailed Daily Lessons

Draft-0 - DUE: Monday, 4/17/23 > **Discussion Post** - 10 points
Two daily lessons

Draft 1s - DUE: Monday, 4/24/23 > **Assignment Upload** - 40 points
4+ (total) daily lessons

Final SUM - DUE: Monday, 5/08/23 > **Assignment Upload** - 400 points

Finally, having further clarified the learning expectations, skills, and processes necessary to effectively meet the learning goals of your selected unit as well as the ways in which this work is sequenced and scaffolded over a number of weeks, you will **develop detailed daily planning outlines for eight specified days of instruction** (see checklist). Keeping the *learning objective(s)* for each day clear, and drawing upon the long list of methods we've read about, discussed, and practiced over the course of the semester (as well as your own that you might develop!), your daily lessons will demonstrate how you or any of your other ELA/ESL/language instructor colleagues could progress through a detailed lesson that helps students meet the aforementioned objective(s). As has become standard practice throughout the semester, draw upon our classroom readings and activities as well as the example lessons that have been made available.

As you develop the eight specified days detailed below *use the template that follows to contextualize* each lesson, identify the daily *learning objective(s)*, elaborate **thoroughly** on *instructional activities*, and note daily formative assessment tied to the day's objective(s).

1. _____ **Detailed daily lesson outlines & associated support materials for 8 selected days:** As you complete the more thorough planning for these days select lessons which meet the following requirements:
 - The **first day** of the unit: build interest, draw students into the learning, and help them understand the major learning goals and work of the unit in engaging ways.
 - **Two days where literature and working with ideas in key readings** (i.e. activity and discussion) is a *major* component of the learning activities: be sure that objectives and activities are tied to reading, literature, speaking listening and/or language goals you've selected for your unit, that they help students understand and/or apply relevant *literary terms*, and that questions and activities include *specific textual references*.
 - **Two days where the writing process** is a *major* component of the learning activities: be sure that objectives and activities are tied to writing and/or language goals you've selected for your unit, that they help students understand and/or apply relevant *terminology* and its application to the work they are doing, and that they present them with models and opportunities to apply this learning to their writing. Lessons *may* include writing associated with the major benchmark assessment(s) of the unit if so desired.
 - **Two days connected to instruction supporting a single benchmark assessment:** chose *one* of your benchmark assessments and focus both lessons on related work; days selected should clearly demonstrate how you will effectively teach /help students apply the skills necessary to effectively meet the criteria outlined on your rubric (and noted on the checklist) for the chosen assessment.
 - The **last day** of the unit: help students reflect on the *essential questions* of the unit, help them *synthesize* and *personalize* what they have learned, and help them *celebrate* individual and/or group accomplishments in engaging ways.

Detailed Daily Lessons - Planning Template

Lesson Title/Focus: Description
(include tag for day one/literature/writing/assessment/last day)

- **Daily Learning Objectives:** (1-3 daily)

1. *Students will be able to...* language
2. **Reminder:** learning objectives are measurable; they should **identify the learning** that students will walk away with after this specific period, not simply note/list *activities* they will engage in.
3. **Example:** *Students will be able to* use keywords and Boolean operators to successfully navigate databases and locate relevant electronic and print resources.

- **Detailed Learning Activities/Procedures**

Reminder: This should be a **very detailed** list of procedures, including such things as class openers or journal prompts, **specific details for approaches/activities** used to frame discussions or to guide small group work, **specific questions relevant to the reading(s) for the day** that you would be sure to ask with *answers* and/or **key bits of textual evidence** you would want to be sure students discussed, and thorough explanations/steps for all activities (in enough detail that a physics sub would effectively teach the lesson).

Note: Some choose to include all of this information in the detailed outline below. Some choose to create a shorter outline and then include a (See "Title" Handout) tag *after which* they develop the slides or handouts and insert them *immediately after these plans* on the day on which they're used. Others mix and match these two approaches depending on the work. What is *most important* is that you provide detailed steps and explanations, regardless of what form they take, so that work is clear for students and an outsider reading these materials could successfully teach your lesson.

1. **Opening bookending:** brief statement/note that help students understand what they *have done recently and/or are about to do* in the lesson ahead
2. Title of Activity #1 (10 min.)
 - Include *detailed steps, directions, prompts, relevant textual evidence, etc.* necessarily to guide/complete this activity
 - Make sure **alignment** to daily learning objectives is clear
3. Title of Activity #2 (__ min.)
 - Include *detailed steps, directions, prompts, relevant textual evidence, etc.* necessarily to guide/complete this activity
 - Make sure **alignment** to daily learning objectives is clear
4. Etc. > 50 Minute class period
5. **Homework:** Note, if any, so you're sure to remind students > refer to your calendar
6. **Closing bookending:** brief statement/note that help students recognize what they *have learned in the lesson and how they will use it in the near future* as the period concludes

Continued >>>

- **Assessment:**

1. List the formative assessment(s) used during the lesson that will help you gauge student learning and see if they have successfully met the daily learning objectives; include a small description to make the connection clear.
2. **Example:** *Gallery walk* – distinguishing between process and product approach to writing instruction

- **Additional Purposeful Activity:**

1. If the planned activities do not take the entire 50 minutes what will you have them do that is a productive use of their time tied to daily/unit learning? Create a simple list.

IMMEDIATELY FOLLOW SUCH DAYS

With any handouts or supplemental materials used in the day's lesson

Selected Unit Materials – Final Compilation & Reflection

Both DUE Monday, 5/08/23 > [Assignment Uploads](#)

** Final Reflection > Informally **completed in class** on 5/08/23 **

As we've discussed repeatedly throughout the semester, it is important to purposefully scaffold instruction, introducing, reinforcing, and giving students opportunities to demonstrate proficient mastery of learning goals. This is why we've practiced together in class, workshopped items, and given you opportunities for peer and instructor feedback throughout the process of creating your Selected Unit Materials. As our semester draws to a close you have the opportunity to **revise all materials for your selected unit, integrating all that you have learned as you compile items for your final installment of this assessment.**

In short, you should **revise and then compile the following items in order**, into a **single Selected Unit Materials .pdf file** before uploading it to the Assignment space:

1. The "Organizing Unit Principles" Chart – **Updated and aligned** to reflect final unit decisions
2. Unit Handout – **Updated and aligned** to final goals and assessments
3. Benchmark Assessment #1 > Handout, checklist, rubric – **Updated and aligned** across handouts
4. Benchmark Assessment #2 > Handout, checklist, rubric – **Updated and aligned** across handouts
5. Student Calendar – **Updated and aligned** to reflect changes to assessment/daily activities
6. Detailed Daily Lessons (8) – **Updated and aligned** to thoroughly address daily requirements

Additionally, you'll briefly reflect on what you've learned about yourself as a developing educator by having engaged in this work over the last 15 weeks. The **final reflection** on this assessment and all that you've learned (i.e. the *sum* of your SUM!) will take place informally (i.e. nothing to prepare in advance) **during our final class together.**

Rubric for Evaluation for the Final Copy of Selected Unit Materials 400 points

A

The **Organizing Principles chart** articulates clear unit goals based on relevant state standards; goals represent key learning to outside audiences (primarily students) in helpful ways. Assessment descriptors and text justifications are connected to goals, developed for a chosen group of students, and use culturally-sustaining approaches in structuring the learning and content of the unit.

Individual student handouts, including unit and assessment handouts and the corresponding checklists and rubrics, are expertly done; they thoroughly address all criteria listed on checklists, are firmly based in the research and theory of reader response and writing process, and take culturally-sustaining approaches to curriculum development and assessment. Assessments are relevant to your chosen students and consistently address stated course goals in a logical progression; rubrics make it clear how students will be evaluated and what successfully meeting assessment requirements will look like in their work. Language is accessible to students, and key ELA vocabulary is consistently aligned across handouts to highlight learning.

Daily planning on selected days begins with clear objectives that are clear and focus on measurable learning. Learning activities teach the skills and vocabulary necessary to successfully meet these objectives; they regularly include modeling and gradual release of responsibility approaches, and include a mix of reading, writing, speaking/listening and language activities. Planning demonstrates an awareness of the diverse ways in which students learn, and activities (discussion of literature, collaborative writing processes, etc.) are likely to engage students and lead to successful learning. Planning highlights key details in texts and activities, making it possible for others to successfully teach the lesson. Brief explanations on select days justify the instructional decisions made.

Viewed as a whole, the various components of the Selected Unit Materials have been **carefully revised and polished**. Final versions demonstrate careful attention to alignment and to integrating the constructive feedback of others. The various pieces of the project modulate their tone (i.e. for an administrative audience, for students) as needed; the writing shows that care has been taken with word choice, and the piece has been appropriately edited so as to not detract from the intended messages and purposes of respective pieces.

Comments:

B

Though solid in almost all areas, and not lacking any of the major components, the overall quality is not up to that of the A level. Specifically, additional attention in the following area(s) would strengthen the final effectiveness of this collective unit planning:

C

Although work demonstrates proficiency of some of the associate learning goals, planning in other areas may need more extensive revision. Specific attention to the following areas are recommended prior to implementing the listed component(s) with students in the classroom:

Practicum Experience

Methods of Teaching Composition and Literature for Non-English Majors

Purposes

- ❖ *To observe an English/ESL classroom in action*
- ❖ *To reflect on the values and ideas you're discussing in Methods classes in relation to the actual class you're observing*
- ❖ *To work as a teacher yourself, trying out the approaches you are designing*

Requirements

- ❖ Spend 25 hours in the middle school and/or secondary classroom.
- ❖ Complete the activities listed below
 1. Create a typed log of the time you spend in the classroom. Each entry should include both the length of time spent in the classroom and a brief (2-3 sentence) summary of the day.
 2. Keep a record of how you accomplish the activities below. **Label each entry with the underlined identification**, and complete assigned reflection writings starting in the ***back of your writer's notebooks***
 3. Receive two evaluations on your teaching from your cooperating teacher. The final evaluation must be positive.

Observation Activities

Complete the following as lists, clusters or maps in the back of your writer's notebook.

- ⌘ **OA#1** Methods. What sorts of methods do you observe? What works especially well?
- ⌘ **OA#2** Texts and assignments. What do students read and write? What sorts of papers, assessments, tests do they do?
- ⌘ **OA#3** Evaluation. How does the teacher grade student work?
- ⌘ **OA#4** Special needs students. How are special needs students accommodated? If you work with special needs students, what insights do you gain?

Teaching Activities

Complete the following as freewrites in the back of your writer's notebook.

- ⌘ **TA#1 (A/B)** Work with individual students. In your writer's notebook please do a five-minute freewrite for at least **two** instances of this.
- ⌘ **TA#2 (A/B)** Work with small groups. Again in your writer's notebook, please do a five-minute freewrite for at least **two** instances of this.
- ⌘ **TA#3** Do brief segments of leading the whole class, such as reading aloud, taking attendance, leading Daily Oral Language, or giving a quiz. Free-write after at least **one** instance of this.

CONTINUED>>

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- ⌘ **TA#4 (A/B)** Present a complete lesson/mini-lesson (10+ minutes). Please record at least **two** instances. Freewrite on what you did, reflect on how the lesson went, and consider how you'd change the lesson the next time you taught it.

Final Reflections

Complete the following as lists, clusters, maps, drawings or freewrites in the back of your writer's notebook.

- ⌘ **R#1** What have you learned about teaching ELA and/or ESL and/or language through your observations, conversations, and practice lessons this semester? Consider learning related to content, general interactions with students, about the effectiveness of different approaches or strategies to teach or to assess, etc.
- ⌘ **R#2** How have these interactions and activities affected your developing values, beliefs, and plans for teaching English and/or ESL? What are your current thoughts on teaching in your minor?
- ⌘ **R#3** What have you learned about yourself as an evolving teacher through these experiences? What are your strengths? What areas of your practice might you chose to focus on next as you continue to move into the profession?

Evaluations

Ask your cooperating teacher to fill out the evaluation form at **two points** during the semester: first, about *midway through your 25 hours*, and after you have worked with students and led for some brief periods; and second, near the end, after you have taught your mini-lessons. If there is any concern about your evaluations or about getting them done, please see me as soon as possible.

Additional Considerations/Reminders

Be sure you've completed at least the minimum number of required teaching activities. The ideal for this placement is for you to jump in and be involved early on, and to begin teaching as soon as possible. These assignments outlined are minimums; many students have taught a great deal more than this. The more teaching you do at this point, the better prepared you will be to student teach later in your career.

You must complete all of the teaching activities as outlined; failure to do so will result in your grade being lowered two full letter grades. If you find that your cooperating teacher is not finding a way for you to engage in teaching, let me know right away, and I will help you work it out.

<p>Classroom management</p> <p>InTASC Teacher Standards: 3 (Learning Environments) 10 (Leadership and Collaboration)</p>	<p>Practicum student has a positive relationship with students in the class.</p> <p>Student establishes atmosphere of respect, makes students feel safe and welcome, channels student energy towards engagement and productive activity, and deals effectively, appropriately, and positively with off-task or inappropriate behavior.</p> <p>Clearly likes students, likes teaching, feels balanced and in control.</p>	<p>Practicum student has a positive relationship with students in the class.</p> <p>Student gives respect to students, generally notices student needs, and responds appropriately to off-task or inappropriate behavior.</p>	<p>Practicum student sometimes responds negatively or inappropriately to students in the class, may be excessively shy, or may not be aware of student needs.</p>
<p>Comments:</p>			
<p>Professionalism</p> <p>InTASC Teacher Standards: 9 (Professional Learning and Ethical Practice) 10 (Leadership and Collaboration)</p>	<p>Student follows through on commitments, behaves with courtesy and respect whether with students or with colleagues, is well prepared, is interested in personal growth, dresses appropriately, is on time, and demonstrates professional ethics.</p>	<p>Student follows through on commitments, behaves with courtesy and respect whether with students or with colleagues, is prepared, and dresses appropriately.</p>	<p>Student does not regularly keep commitments, has lapses of courtesy and respect, is not prepared, or dresses inappropriately.</p>
<p>Comments:</p>			
<p>Evaluator's OVERALL Assessment – Exemplary, Acceptable, or Unacceptable – and Comments:</p>			

Students:

Please return this form, *along with all associated planning and/or handouts*, once complete

InTASC Model Core Teaching Standards

English 394: Methods of Teaching Literature and Composition is designed to prepare you to teach in the field of your minor. Regardless of whether you conduct your student teaching in the field of your major, your minor or both, as a student teacher and later as a teacher you will be evaluated in terms of the InTASC Model Core Teaching Standards, which concisely express core values for all teachers. Thus the work you do for the SUM strengthens you in the areas laid out in these standards. Below is a brief explanation of what you are learning, in terms of the InTASC Model Core Teaching Standards.

The Learner and Learning

1. *Learner Development:* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. *Learning Differences:* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. *Learning Environment:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

4. *Content Knowledge:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. *Application of Content:* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

6. *Assessment:* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. *Planning for Instruction:* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. *Instructional Strategies:* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

9. *Professional Learning & Ethical Practice:* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner.
10. *Leadership & Collaboration:* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.