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| **Element** | **Evidence** |
| **THEME:** Why this theme/essential questions/organizing principle? |  |
| **TEXTS:** What texts? Why these texts? Reflect variety in terms of:* text complexity (context texts, fulcrum text, texture texts)
* genre (poems, short stories, books, plays, informational and non-fiction texts, graphic narratives, films, digital texts, audio texts, etc.)
* cultural diversity of authors, characters, settings
* time periods
* difficulty level, interest, and student appeal
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| **APPROACHES TO TEACHING (Lessons & Activities):** Why teach these texts in this way?* Integration of standards
	+ reading
	+ writing
	+ speaking & listening
	+ language
* Integration of connected learning principles:
	+ interest-driven
	+ production-centered
	+ shared purpose
	+ peer-supported
	+ academically oriented
	+ openly networked
* Sequencing of texts and lessons
* Literacy strategies and routines
* Gateway activity
* Opportunities for exploratory writing
* Opportunities for exploratory discussion
* Etc.
 |  |
| **ASSESSMENT:** Why assess student learning in this way?* Formative assessments as opportunities to construct knowledge
* Opportunities for synthesis and recursivity
* Summative assessment as an occasion for new learning
* Authenticity of external audiences when appropriate
 | CCSS: tracing theme, range of texts, digital mediaSmagorinsky & Wessling: formative & summative, new occasions for learning, opportunities to construct knowledge, learning in re essential questions, synthesis, recursivity, authenticity of external audienceAP exam |