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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 media  Smagorinsky & Wessling: formative & summative, new occasions for learning, opportunities to construct knowledge, learning in re essential questions, synthesis, recursivity, authenticity of external audience  AP exam |