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| **Element** | **Evidence** |
| **THEME:** Why this theme/organizing principle?* Relevance to adolescent development
* Balanced way to frame required texts
 | Adolescent development (psychology, theories on resilience)Why teaching difficult texts is important:  *Tough Talk*, *The Call of Stories*Counterargument: *EJ* article |
| **TEXTS:** What texts? Why these texts?* Range of context/fulcrum/texture texts (informational, poetry, drama, web-based, film, audio, novels)
* Cultural relevance
* Engaging to students (reading motivation)
* Text complexity & accessibility
 | Teaching Shakespeare: Department/district requirementVaried texts (informational texts): CCSS reading standardsCultural relevance & expanding the canon: Smagorinsky + Christensen on Digital texts: KajderReading motivation: Donalyn Miller, my stuff on BCs, K. BeersText complexity: Wessling’s text complexity circles, CCSS glossary in Appendix A |

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| **APPROACHES TO TEACHING (Lessons & Activities):** Why teach these texts in this way?* Integration of standards
* Sequencing (text complexity circles)
* *Gateway activity:* developing questions about resiliency
* *Exploratory writing:* blogging, freewriting, Dailies
* *Exploratory discussion:* Pair-share, small-group, whole-class discussions, informal presentations
* *Close reading strategies:* ACTOR style analysis / close reading
* *Language instruction:* Unlocking Shakespeare mini-lessons
* *Speaking and Listening:*
* Discussion
* Drama through performance (reading in company, freezeframes, film clips, acting out scenes)
* BCs: Importance of choice, independent discussion on controversial texts
 | Overall approach of: thematic teaching, planning backwards, constructivist learning, gateway, structured process approach, literacy routines – SmagorinskyCCSS (ALL)Sequencing: Wessling, SmagorinskyExploratory talk and writing: Smagorinsky, Wessling, Douglas BarnesEssential question, recursivity, hook, sequencing, graphic organizers, literacy routines, reflection & self-assessment: SmagorinskyClose reading: Gallagher – little chunk/big chunkBlogging/multiliteracies: Kajder, *Teaching the New Writing, Digital Wr. Matters, Digital Wr. Workshop*Performance & Language: *Shakespeare Set Free*, Folger website, *Reading Shakespeare*, *Unlocking Sh. Language*Book Clubs: *Tough Talk, Tough Texts; Book Club Companion* |
| **ASSESSMENT:** Why assess student learning in this way?Formative – deepening understanding of essential question over time / preparation: Blogging, ACTOR, Dailies for BCsSummative: AP free-response & style analysis questions / Book trailerPrep for external audiences – AP exam, peers | 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 |

(Table continued)