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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 requirement  Varied texts (informational texts): CCSS reading standards  Cultural relevance & expanding the canon: Smagorinsky + Christensen on  Digital texts: Kajder  Reading motivation: Donalyn Miller, my stuff on BCs, K. Beers  Text 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 – Smagorinsky  CCSS (ALL)  Sequencing: Wessling, Smagorinsky  Exploratory talk and writing: Smagorinsky, Wessling, Douglas Barnes  Essential question, recursivity, hook, sequencing, graphic organizers, literacy routines, reflection & self-assessment: Smagorinsky  Close reading: Gallagher – little chunk/big chunk  Blogging/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 BCs  Summative: AP free-response & style analysis questions / Book trailer  Prep for external audiences – AP exam, peers | 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 |

(Table continued)